Marshall University Faculty Senate
Meeting Agenda
Thursday, January 23, 2025, 4:00 – 5:30pm
Don Morris Room/Microsoft Teams

1. Approval of Proposed Agenda
2. Approval of Minutes
3. Chair Announcements – Chair
4. Recommendations/Resolutions
   a. **SR 24-25-03 EC** Recommends **Reconsideration of Adoption of Marshall University Shared Governance Charter.**
   b. **SR 24-25-13 EC** Recommends **updating Marshal and Usher Rotations.**
   c. **SR 24-25-14 FPC** Recommends **updates to UPAA-8 to Reflect Educatio n Credentials**.
   d. **SR 24-25-15 CC** Recommends approval of the listed **UNDERGRADUATE DEGREE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs: **Pre-Chemistry nondegree; Pre-Digital Forensics nondegree; Pre-Criminal Justice nondegree; BS Geology; Engineering Geology; Environmental Geoscience; Pro-Prof Healthcare Studies.**
   e. **SR 24-25-16 CC** Recommends approval of the listed **UNDERGRADUATE DEGREE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs: **MUSA 276; MUSE 434; ENT 300H; ESS 492; SWK 270; SWK 350; SWK 372; GRK 401; PHL 380; RST 380; SCLA 102H; MI 402; GRK 150; GRK 151; GRK 250; GRK 251; MUS 180; MUS 181; MUS 182; MUS 183; MUS 184; MUS 185; MUS 186; MUS 187; MUS 188; MUS 189; MUS 190; MUS 191; MUS 192; MUS 193; MUS 194; MUS 195; MUS 196; MUS 197; MUS 198; MUS 199; MUS 375; MUS 376; MUS 380; MUS 381; MUS 382; MUS 383; MUS 384; MUS 385; MUS 386; MUS 387; MUS 388; MUS 389; MUS 390; MUS 391; MUS 392; MUS 393; MUS 394; MUS 395; MUS 396; MUS 397; MUS 398; MUS 399; MUS 371; MUS 403; MUS 404; MUS 406; MUS 405; MUS 408; MUS 435; MUS 460; MUS 469; MUS 437; MUS 445; MUS 453; MUS 455; MUS 456; MUS 457; MUS 458; MUS 459; MUS 460; MUS 465; MUS 466; MUS 467; MUS 468; MUS 476; MI 309; GRK 301; GRK 302.**
   f. **SR 24-25-17 APC** Recommends **ITP for BS in Health and Movement Sciences**.
5. Regular Reports
   a. President – Brad Smith (15 minutes)
   b. Provost – Avinandan Mukherjee (15 minutes)
   c. Board of Governors – Robin Riner (5 minutes)
   d. Advisory Council of Faculty – Amine Oudghiri-Otmani (5 minutes)
   e. Graduate Council – Richard Egleton (5 minutes)
   f. Student Government Association – Brea Belville (5 minutes)
6. Standing Committee Liaison Reports
   a. Academic Planning Committee – Dan O'Malley (4 minutes)
   b. Athletic Committee – Tom Hisiro (4 minutes)
   c. Budget & Academic Policy Committee – Jana Tigchelaar (4 minutes)
   d. Legislative Affairs Committee – Marybeth Beller (4 minutes)
   e. Library Committee – Margie Phillips (4 minutes)
   f. Faculty Development Committee – Chair/Liaison (4 minutes)
   g. Physical Facilities & Planning Committee – Jamey Halleck (4 minutes)
7. Other Requests to Speak

Marshall University Faculty Senate
MEETING MINUTES
Thursday, November 21, 2024, 4:00 PM
Memorial Student Center, Don Morris Room/Microsoft Teams

MEMBERS PRESENT:

Nathanial Ramsey, Sarah McDermott, Heather Stark, Sandy York, Jamey Halleck, Uyi Lawani, Kevin Levine, Margie Phillips, Amanda Thompson-Abbott, Jerry Dooley, Conrae Lucas-Adkins, Mike Huesmann, Tim Melvin, Feon Smith, Ammar Alzarrad, Simon Shim, Jodi Cottrell, Angela Graham, Shikeal Harris, Lisa Muto, Alysha Nichols, Marybeth Beller, Puspa Damai, Shoshannah Diehl, Marianna Linz, Boniface Noyongoyo, Daniel O'Malley, Shawn Schulenberg, Jana Tigchelaar, Anthony Viola, Raid Al-Aqtash, Kelly Beatty, Rick Gage, Philippe Georgel, Sean McBride, Kyle Palmquist, Devon Wright, Stephen Young, Eva Patton-Tackett, Nitin Puri, Ji Bihl, Ruhul Amin, Tiffany Davis, Mindy Varney, Tom Hisiro, Kelli Johnson, Larry Sheret.

MEMBERS ABSENT: Leah Turley, Henning Vauth, Tanvir Chowdhury, Ross Salary, Zach Garrett, Brandy McGhee, Clinton Brown, Megan Marshall, Jessica Buerck, Usha Murughiyan, Jinju Wang, Michael Hambuchen, Mary Platz, Jen Sparks.

EX-OFFICIO, VOTING/NON-VOTING MEMBERS PRESENT: Brea Belville, Richard Egleton, Amine Oudghiri-Otmani

EX-OFFICIO, VOTING/NON-VOTING MEMBERS ABSENT:

PARLIAMENTARIAN: Zeli Rivas

SENATE STAFF: Hailey Bibbee

GUESTS: In person – Brad Smith, Avi Mukherjee, Anne Axel, Matt Tidd, Stephen Tipler, Doohee Lee, Mary Beth Reynolds, Shane Welch, Brian Morgan, Karen McComas, Jerry Ross, Wesly Stites, Brian Antonsen, R.B. Bookwalter, Maria Grindhart, Vicki Stoeher, Jodie Penrod, Brandi Jacobs-Jones

Via Teams – Timothy Long, Michael Prewitt, Uyi Lawani, Glen Midkiff, Margie Phillips, Sherri Step, Jerry Ross, Sonja Cantrell-Johnson, Paris Webb, Teressa Eagle, Penny Koontz, Michelle Biggs, Jodie Penrod, Larry Sheret, Juan Sanabria, Julia Spears, Ji Bihl, Jessica Lowman, Nancy Lankton

The meeting was convened at 4:00 pm by Chair Shawn Schulenberg. Chair Schulenberg reviewed meeting procedures and expectations.

1. Approval of Proposed Agenda - approved

2. Approval of Minutes – approved with an amendment to correctly identify Amine Oudghiri-Otmani, Advisory Council of Faculty, as present and an Ex-Officio, Voting member of Faculty Senate.

3. Chair Announcements – Chair
   1. *The President has signed the following documents:*
      a. *September 16 Executive Committee Meeting Minutes*
      b. *September 26 Faculty Senate Meeting Minutes*
      c. *Recommendations 04 and 05. This means the President has signed all recommendations/resolutions that we have sent his way, except 03, which is the Shared Governance Charter.*
   2. *At the Executive Committee 10 days ago, there are two items to report:*

a. *SR 24-25-12 EC: We passed a measure to create an Ad Hoc Catalog Standardization Committee. This committee is charged with proposing recommendations to the Senate regarding:*

   i. *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.*

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

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

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

b. *SR 24-25-13 EC: We considered a measure to update our commencement Marshal and Usher Rotation. There was a question about some ambiguity regarding which colleges are included in the rotation, so this motion was tabled until January.*

3. *The Commencement and Honorary Degree Committees met earlier this month and forwarded relevant names to the President. He will return to us in early spring with recommendation(s).*

4. *The Faculty Technology Committee had its first meeting last week, electing a chair and recording secretary, and began discussing business.*

5. *Search committees are being formed for three upcoming dean searches: the Lewis College of Business, the College of Liberal Arts, and the College of Education and Professional Development. The university hopes to hire all three positions this spring.*

6. *Shared Governance Charter: Each of the families has approved the Shared Governance Charter, except the Graduate Council, who is voting tomorrow. A Meeting of the Families is scheduled for December 9 to discuss any amendments approved by each of the bodies. We hope to bring a version of the charter back to each of the Families for final approval in January. If you have any additional comments/concerns, please email them to me.*

7. *The Campus Community and Safety Work Group met on November 15 and discussed several working topics. Tim Bryan from the LCOB is our Senate liaison there. You all should have received his report earlier today via email. Please reach out to Tim directly if you have any questions or concerns.*

8. *Our next Executive Committee meeting is scheduled for January 13, 2025, for items to be taken up at the Faculty Senate meeting on January 23, 2025. All recommendations and resolutions for those meetings are due at* senate@marshall.edu *by January 3, 2025, at 5:00 PM.*

4. CIM Walkthrough - Chair

5. Recommendations/Resolutions

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

b. **SR 24-25-07 APC** Recommends **Programs to Continue at Current Level**. - approved

c. **SR 24-25-08 APC** Recommends **the Following Program Develop or Expand due to Demand (BSEE). -** approved

d. **SR 24-25-09 APC** Recommends **the Following Programs Develop or Expand due to Demand (BS in MLS, AAS in MLT). -** approved

    e. **SR 24-25-10 CC** Recommends approval of the listed **UNDERGRADUATE DEGREE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs: **CAM; COS; UC (CIM).** - approved

    f. **SR 24-25-11 CC** Recommends approval of the listed **UNDERGRADUATE DEGREE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs: **ART 431, JMC 431, PEL 136, PEL 185, ENG 479, DS 210, DS 310, DS 430, DS 450, DS 470, DS 491, STA 426, MUS 171, MUS 260, MUS 172, MUS 203, MUS 204, MUS 206, MUS 207, MUS 208, MUS 235, MUS 237, MUS 245, MUS 252, MUS 253, MUS 254, MUS 255, MUS 256, MUS 257, MUS 258, MUS 265, MUS 266, MUS 267, MUS 268, MUS 269, MUS 374, MUS 174, MUS 407, PSY 430, GLY 100 (CIM).** - approved

6. Regular Reports

    a. President – Brad Smith (15 minutes)

- *Thank you, Mr. Chairman.*

- *Good afternoon from Seattle, Washington.*

- *I wish I could be with you in person, but I appreciate the opportunity to join you via Teams.*

- *As we enter the holiday season and wind down the final weeks of the semester, I'm reminded that I'm also approaching my 3rd anniversary in this role.*

  - *This confluence of events led me to two reflections:*

  - *The first is how quickly time passes when you count by semesters!*

  - *And the second is how grateful I am to serve alongside you in support of our students and this wonderful institution.*

  - *They say gratitude is when a memory is stored in your heart, and not in your mind … and as we enter this holiday season, I want to thank you for the gift this experience of serving with you.*

- *With that sentiment expressed, I want to focus my update today on 3 topics:*

  - *Our continued investment in strengthening our campus culture.*

  - *The shifting post-election landscape & our engagement model.*

  - *And a brief update on our financial health and outlook.*

- *Let me begin with our campus culture.*

  - *Marshall is a special place.*

  - *At every moment of truth, I'm inspired by the collaboration and commitment that is evident across our campus and community.*

    - *From high school visits, Community & Technical College agreements and record-setting Green & White Days, prospective students, parents and administrators are experiencing Marshall's*

warmth, growth and potential …

- *In classrooms, auditoriums and labs, our faculty continue to inspire minds, advance scholarship, creativity and research … with strong participation in research symposiums, faculty readings of scholarly publications, and student presentations that showcase their scientific and artistic creations.*

- *In addition, your collective engagement and service on committees is codifying and strengthening our shared governance, advancing our understanding and capabilities in AI, and empowering our shared financial stewardship of the academy through the Incentivized Budget Model …*

- *Together, we are leading this institution into the next chapter of great, unified by a shared blueprint – Marshall For All, Marshall Forever.*

- *Every voice matters and every contribution counts … with a commitment to learn and adjust as we lean forward together.*

  - *In that context, we recently closed out our second annual employee engagement survey … also known as our virtual listening tour.*

  - *Nearly two-thirds of our campus participated in completing the survey, which will help us identify areas where we feel things are working well …*

  - *As well as prioritize areas where we need to take our game to the next level.*

  - *Just as we did last year, we will summarize the results in the coming weeks and share the campus-wide insights and actions to be taken …*

  - *While teams will focus on what needs to be done in their local areas to create the best environment for our talent to do the best work of their lives.*

- *Which takes me to my second topic, the shifting post-election landscape and our engagement model to ensure Marshall continues to be viewed as a valuable resource to our federal and state leaders in service to advancing our civic and economic aspirations as a state, and as a nation.*

  - ***At the federal level**, West Virginia has strong representation, as Senator Capito ascended to the Chair of the Senate's Republican Policy Committee, the fourth highest ranking Republican in the Senate's GOP majority leadership.*

  - *Partnering with Senator Capito are Senator-elect Justice, a proud son of Marshall, along with Representatives Riley Moore and Carol Miller.*

  - *Across the board at the federal level, we have strong relationships and alignment on the key priorities for the state and how Marshall can play an important role in delivering on these priorities.*

  - ***At the state level**, we have many new players, but they are not new relationships:*
    - *Governor-elect Patrick Morrisey*
    - *Secretary of State Kris Warner*
    - *Attorney General JB McCuskey*
    - *Auditor Mark Hunt*
    - *Treasurer Larry Pack*
    - *And Agriculture Commissioner Kent Leonhardt*

  - *The Legislature's make up has changed slightly:*

4 of 10

- ***In the Senate:*** *we now have 32 Republicans and 2 Democrats*

- *Senator Bob Plymale retired and we thank him for his many years of steadfast service.*

- *Senator-Elect Scott Fuller and Minority Leader Mike Woelfel will now represent the main campus in the Senate.*

- *A new Senate President will be elected in the coming weeks and new Committee Assignments will be announced at that time.*

- ***In the House:*** *we now have 91 Republicans and 9 Democrats*

- *Speaker Hanshaw is expected to continue in his leadership role, a new majority leader will be selected and new Committee Assignments will be forthcoming, as well.*

o *Because of the newly elected governor entering office in January, the Legislative Session will be pushed back to February to provide time for the Inauguration and his transition into the office.*

o *Based on public reports and speeches, Governor-Elect Morrisey's priorities will focus on right-sizing state government, working to facilitate additional cuts to the personal income tax, examining the Certificate of Need process, looking at occupational licensure reform and continuing to lean in on economic development.*

- *His transition team is developing working groups on a variety of topics including commerce, transportation, taxes, and education, among others.*

- *Marshall continues to be engaged and at the table in each of these instances in partnership with our peer institutions.*

- *In our capacity as a prosperity platform, the Governor-elect appreciates that we are an economic driver for the State of West Virginia.*

- *Our Marshall For All, Marshall Forever blueprint is grounded in the WV Forward work that the state remains committed to achieving …*

- *And this work is supported by our six strategic pillars which is also aligned with the performance-based funding formula for higher education.*

- *As these new leaders assume their roles, we will continue to partner with them to increase prosperity for our students and their families.*

- *Our unwavering commitment was once again rewarded in the most recent Special Session, where the Legislature and Governor Justice paved the way for our Aviation program to receive additional funding to build a much-needed second hangar to house our 10 planes and a helicopter, as well as provided funding to support our partnership in assisting other colleges and universities across the state scale their aviation efforts.*

- *We sincerely thank our elected leaders for their ongoing support for these strategic pillars, as well as their recognition that these programs strengthen our state as well.*

o *As we look ahead to 2025, support for our Advanced Manufacturing Center becomes our next collective priority.*

- *Serving 300+ companies each year and training more than 900 individuals, MAMC is a nationally recognized leader in manufacturing, apprenticeships and supply chains.*

- ▪ *Strengthening partnerships with the College of Engineering and Computer Science, as well as our Institute for Cybersecurity, will only deepen our bench of resources and services for industries and students alike.*

  o *In addition to support for Advanced Manufacturing, we will also be seeking federal, state and foundation support to advance our healthcare pillar in areas such as substance abuse, obesity, gerontology and rural health.*

  o *Finally, **our Government Relations team will continue to monitor key areas such as** PEIA and BRIM, among others.*

  o *There is much to navigate, but we are at the table, engaged in the conversations and focused on the things that matter most to Marshall University and the future of our state.*

- *Which takes me to my third and final topic … the financial health and outlook of the university.*

  o *As I shared in my last update, our growth in enrollment, research/grants/contracts, as well as housing and athletics revenue…*

  o *Coupled with increased spending discipline in supplies and other services through our Save-to-Serve efforts, has reduced our structural deficit from a projected $28M to roughly $17M …*

  o *We have achieved this while adding critical headcount in the past year to fill interim and vacant positions …*

  o *As well as passing through pay increases that ranged between 4-6% depending on the job and current pay level - as we strive to ensure everyone on campus is paid at least 80% of the midpoint of the market for their respective role by 2027.*

  o *While we're on pace to rectify our structural deficit by 2027 as we've committed, it will not be without continued hard work and sacrifice.*

  o *As we prepare to transition to the Incentivized Budget Model next Fall, everyone will have increased transparency into the revenue and expenses across campus, as well as assume increased accountability for delivering their share of the task.*

  o *This will include our continued commitment to Save-to-Serve, which will once again require us to reduce our spending in supplies and other services by 5% in the upcoming budget cycle.*

  o *On the staffing front, we will continue to hold firm on current staffing levels, as our recently updated benchmarks reflect our faculty-to-student ratios … as well as our staff-to-student ratios … remain a little heavy relative to the number of students we serve.*

  o *We are presently staffed to accommodate 12,800 students … which is north of where our current enrollment sits …*

  o *To deliver on our financial commitments, new hires will only be approved if it backfills an existing position … or if the new position is funded by eliminating an existing position in some other area.*

  o *Our Strategic Hiring Committee has been executing this model for several months, but it's important that everyone understands the context, so expectations are aligned.*

- *Putting a bow around it … our campus is aligned and engaged … we are working closely with our newly-elected leaders … and we are continuing to grow our way out of our structural deficit, complemented with the appropriate level of spending discipline.*

- *We have charted a course to become the most admired and studied university in the nation … powered by our strategy - Marshall for All, Marshall Forever!*

  o *We are committed to being a 21st century prosperity platform that offers an in-demand curriculum … delivered on-demand with the most contemporary mix of technology and human expertise … and exemplifying areas of distinctive excellence on a national level.*

  o *We have set bold goals for our 200th anniversary in 2037:*

    ▪ *Goals that include placing 100% of our students in a job or continuing education upon graduation, with no student graduating with student loan debt.*

    ▪ *Growing our research, grants and contracts from $73M today, to more than $150M while increasing the number of start-ups in the state by 3X.*

    ▪ *And increasing our economic impact in West Virginia from what had been a 18X return for every state dollar invested, to a 30X return.*

  o *We have established momentum, but we recognize that we still have hard work ahead of us …*

  o *But as we are demonstrating … by working together, we are setting a new standard for others to see and study.*

  o ***Marshall For All, Marshall Forever!***

  o *And with that, Mr. Chairman, I'll conclude my comments and will be happy to take questions.*

b. Provost – Avinandan Mukherjee (15 minutes)

Applications – we are over half way to our goal; distance and grad apps are up, metro is down and transfer is even
Enrollment – on our way to meet goal of 2000 first-time freshmen
Green and White days have been very popular. Next G & W days are 1/31, 2/1, 3/29
Retention – 85% from f24 to s25, University College exploring suspension exemption
Dean searches – 3 active searches
Moon tree dedicated
Commencement is 12/14

c. Board of Governors – Robin Riner (5 minutes)

Next meeting is 12/4, agenda will be on the BOG website

d. Advisory Council of Faculty – Amine Oudghiri-Otmani (5 minutes)

Met 11/21; updates from HEP; discussion about generative AI; discussion about faculty salaries; discussion about evaluation procedures, Corley Dennison state of HEPC update; discussion about West Virginia Educational Resources (WVER) library consortium; OER discussion; ACF business meeting.
Upcoming meetings: 1/24/25, 2/21/25, 4/18/25.

e. Graduate Council – Richard Egleton (5 minutes)

Meeting 11/22, discussing Shared Governance Charter, Grad Studies Plan on a Page, and benchmarking grad support.

f. Student Government Association – Brea Belville (5 minutes)

Just completed Memorial Fountain Ceremony, Month of Service (MU collected 1248, WVU couldn't count… I mean get an accurate count), club funding is still available

7. Standing Committee Liaison Reports

a. Legislative Affairs Committee – Marybeth Beller (4 minutes)

The Legislative Affairs Committee will meet on December 2, at 11:00 in Teams.

Our current concerns lie with proposed PEIA increases and Governor-Elect Morrissey's indications that he favors privatization, which will likely mean more money being reallocated from public education to home schooling and charter schools. It may also mean the privatization of PEIA and other state organizations.

PEIA is proposing the following increases for state agencies (includes higher education), to take effect July 1, 2025:

· Premium of 14% (average state employee increase will be $31.50/month)

· Deductible of 40%

· In-patient copay increases to $250

· Outpatient copay increases to $250

· Massage Therapy copay to $30/$35

· Emergency Room copay to $200

· Prescription copay to double. Currently $10/$25 for generic - will become $20/$50 for generic

· Spousal surcharge of $350 on average

These increases will affect non-Medicare retirees as well.

In the West Virginia Legislature, the Republican majority gained two seats in the House of Delegates, for a 91-9 majority. In the Senate, the Republicans gained one seat, for a 32-2 majority. Delegate Hanshaw is likely to remain Speaker of the House. The Senate has not yet settled on a new president.

December Interim meetings of the Legislature are scheduled for the 8th – 10th.

The Legislature will reconvene January 8, 2025 but only for one day, in order to give the new governor more time to put his cabinet and budget proposal together. It will then adjourn and resume the session full-time on February 12th, when session will continue for 60 days.

b. University Curriculum Committee – Tim Melvin (4 minutes)

The following course changes and additions were approved, with 2 caveats:

1. They will need to be entered in the CIM system

2. The Campus Carry and AI policies will need to be added to the syllabi when the courses are taught.

FIN 415 – Not in CIM at all

ESS 450 (but a new course number will need to be assigned) – Up to HP chair PEL 136 – HP chair

PEL 185, provided that the grading scale is added to the syllabus – HP chair

ESS 386, provided that the title is shortened to the maximum number of characters – Not in CIM

ENG 479, provided that the grading scale is added to the syllabus – Nothing in CIM

Update: ENG 479 is in CIM and has been approved.

3 Course Changes, 9 Course additions, 25 Course Inactivations; 6 New Programs

c. Faculty Personnel Committee – Liaison/Chair (4 minutes)

Shawn

d. Research Committee – Philippe Georgel (4 minutes)

The Faculty Senate Research Committee met on October 25 and November 1, 2024

October 25 meeting

1. The committee met to discuss the Quinlan, Summer research and Research Scholar awards and application submitted for review.

The discussion about the research Committee funding was tabled and postponed for an ulterior date allowing for additional information to be provided. The discussions about the Quinlan awards were postponed, due to technical issues.

The number and budget submitted indicated that the budgets requested were above the amount available for the committee to distribute. The committee members considered splitting the available funding 50/50 between the two remaining Academic Year Fall 2024 and Spring 2025 award cycles.

2. Discussion about increasing the limit of the Quinlan award to $1,500 to compensate for the inflation (financial limit at $500.00 for the award has not been changed in more than 20 years). The current limit prevents MU students and faculty form attending meetings on behalf of their academic units and of the university. Suggestions were made to create a sub-committee headed by Dr. Egleton and Dr. Georgel to investigate possible options to increase funding.

3. The committee initiated a discussion about reverting the Quinlan award period from two to three awarding rounds per Academic Year to match the INCO award frequency.

<u>*November 1 meeting*</u>

1. *Approval of Minutes for April 4th and October 25th*

2. *Discussions and evaluations of the award applications.*
    a. *After evaluation of the 25 initial Quinlan applications, **15 submissions were approved** for funding. <u>One application from College of Arts and Media</u> was pushed to the next awarding cycle, <u>two applications from the College of Business</u> were outside the dates covering the Fall Award cycle, <u>two applications from the College of Health Professions</u> were rejected for non-compliance to the application format. One applicant withdrew. The total awarded amount was $7,438.43.*
    __Current guidelines for Quinlan awards__ suggest a 50/50 budget split between Round 1 and Round 2 funding cycles making $7,250.00 available for Round 1. The committee approved the addition $188.43 for Round 1 funding. The $188.43 will be deducted from the Round 2 budget.
    b. ***Two applications for Research Committee Funding were approved** for a total of $500.00. The Round 1 funding cycle was budgeted at $500.00.*
    c. ***Six applications for Student Research Scholar funds were approved** for a total of $1,493.00. The Round 1 funding cycle was budgeted at $1,500.00.*

3. *The committee continued discussions regarding the re-instatement of a third cycle for awards and modification to the awards guidelines to streamline the selection process.*

e. Student Conduct & Welfare Committee – Tony Viola (4 minutes)

Met 11/12; discussed excused absences for online asynchronous classes and the automated defibrillators in the dorms

f. Faculty Technology Committee – Nitin Puri (4 minutes)

Elected Kelli Prejean as Chair

Per Jodie Penrod, one IT security training per year, users must authenticate to use Teams etc on mobile devices; users must resubmit VPN access requests yearly.

8. Other Requests to Speak - none

The meeting was adjourned at 5:07 p.m.

Respectfully Submitted:

Kelli Johnson

_____

Kelli Johnson, Recording Secretary
Faculty Senate

MINUTES APPROVED BY FACULTY SENATE:

_____   _____

Dr. Shawn Schulenberg, Chair   Date Signed
Faculty Senate

MINUTES READ:

_____   _____

Brad Smith, President   Date Signed
Marshall University

<p align="center">**Executive Committee**
RECOMMENDATION</p>

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:_____

DISAPPROVED BY THE

FACULTY SENATE: _____ DATE:_____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE:_____

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

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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.

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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

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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 , ~~consist~~ing 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.

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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.

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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

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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.

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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 ~~proces~~process. ~~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*

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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

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_____   _____
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

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	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)

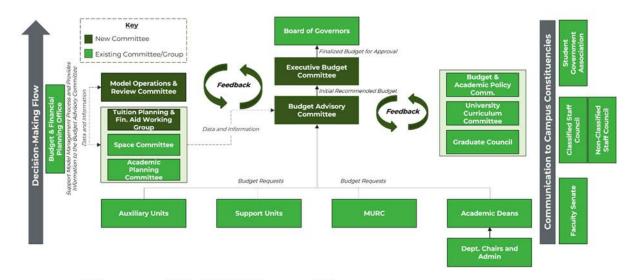*Who approves the decision depends on the type of position being filled.

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

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

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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 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.

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2.3. <u>Shared Decision-Making</u>: 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. <u>Inclusion and Respect for Diverse Perspectives</u>: 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. <u>Clarity of Roles and Responsibilities</u>: 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. <u>Freedom of speech</u>: 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 <u>Governing Bodies</u>: 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.

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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. <u>Governing Bodies' Roles and Responsibilities.</u> 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.

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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.

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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.

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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.

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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.

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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.

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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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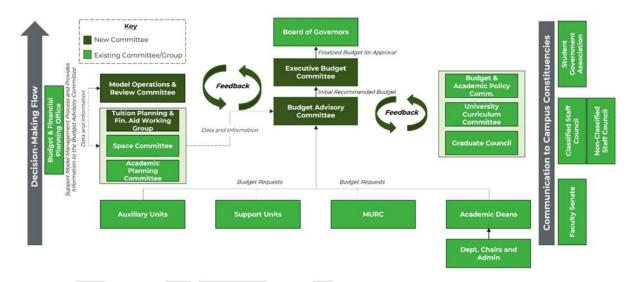
Appendix 2
Budget Decision-Making Model

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.

EXECUTIVE COMMITTEE RECOMMENDATION

SR 24-26-13 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 24-26-13 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 24-26-13 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: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____
_____
_____
_____
_____

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: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

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

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UPAA-8

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:

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

1.2. Authority: W. ~~Va~~VA. Code §~~18B~~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~~president, 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 which~~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.

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

2.2.3. If a course they have been engagedinstructor 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 haveinclude approval of the course syllabus and materials, at least 18 graduate hours in the disciplinetwo 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).

2.12.3. 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.~~

~~2.2.2.2~~2.4. Each academic ~~unit wanting to use verified experience must~~college 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 programs~~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~~dean and ~~the Chief Academic Officer~~chief academic officer of the ~~University,~~university and must be reviewed and approved by the Faculty Senate and ~~President~~president.

~~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 ~~Dean~~dean and ~~the Department Chair~~department chair will document the tested (verified) experience in the individual's ~~permanent personnel~~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.

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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).

2.2.2.44.5. 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.

4

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 Salary Development

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:

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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

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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.

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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

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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

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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

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University Curriculum Committee
RECOMMENDATION

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

- o GLY 426: Geophysics
- o GLY 427: Fossil Fuels
- o GLY 451: Principles Geomorphology
- o GLY 455L: Hydrogeology Laboratory
- o GLY 456: Environmental Geology
- o GLY Electives (3)
- o PHY 202: General Physics I Laboratory
- o 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
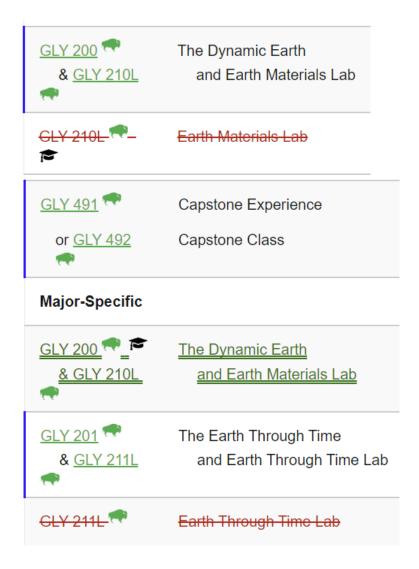
- **Courses no longer required:**
    - o CE 322: Geotechnical Engineering
    - o CHM 217: Principles of Chem Lab I
    - o ENGR 111: Engineering Computations
    - o ENGR 213: Statics
    - o ENGR 216: Mech of Deformable Bodies
    - o GLY 210L: Earth Materials Lab
    - o GLY 211L: Earth Through Time Lab
    - o GLY 320L: Geology Lab Techniques
    - o GLY 325: Stratigraphy & Sediment
    - o GLY 420: Principles of Geochemistry
    - o GLY 455L: Hydrogeology Laboratory
    - o GLY 456: Environmental Geology
    - o PHY 202: General Physics I Laboratory
    - o 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:

Course	Title
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

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 or NRRM 433	Remote Sensing & Photogram / 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
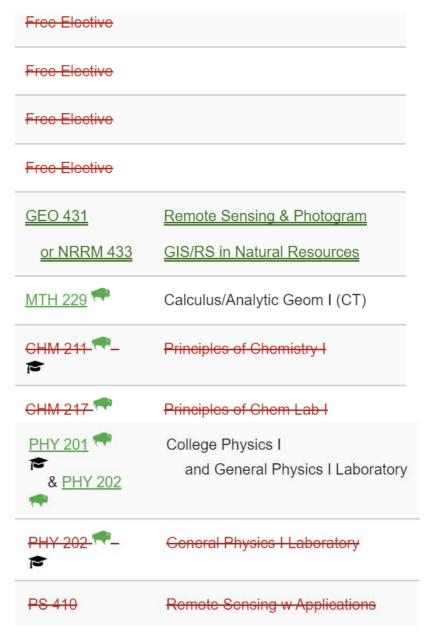
University Curriculum Committee
RECOMMENDATION

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.

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University Curriculum Committee
RECOMMENDATION

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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: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

_____

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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:

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
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:

- o MUSA 193 - Cello
- o MUSA 194 - String Bass
- o MUSA 195 - Piano
- o MUSA 196 - Voice
- o MUSA 197 - Organ
- o MUSA 198 - Percussion
- o 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

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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:** 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

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:

- **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

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.

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
College of Health Professions
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.

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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:

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.

<h1 style="text-align:center">University Curriculum Committee
RECOMMENDATION</h1>

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:**

  - Change alpha designator to MUSA - Applied Music

  - 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."

  - Change credit hours to 0

  - Change prerequisite to MUSA 276

  - 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

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

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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:**

  - 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

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.

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:

- 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).

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:

- 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:**

  - Change alpha designator to MUSE - Music Ensembles

  - ~~Change course number to 408~~

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

  - 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).

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

  - 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:**

  - Change alpha designator to MUSE - Music Ensembles

  - ~~Change course number to 411~~

  - 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."

  - 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:

- **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 Theory/Composition. The CIP should align with the content of the course.

    o 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).

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**:

    o Change alpha designator to MUSE - Music Ensembles

    o Change course number to 440

    o Change course description to "A community/university ensemble modeled after the British-style brass band. 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: Adding language required by registrar.

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

- **Changes**:

    o Change alpha designator to MUSE - Music Ensembles

    o Change course number to 464

    o 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:**

    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: Adding audition requirement.

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

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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:

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

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

  - o 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: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

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ACADEMIC PLANNING COMMITTEE
RECOMMENDATION

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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: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

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