

**Marshall University Faculty Senate
Executive Committee Agenda
Monday, March 6, 2023. 12:00 Noon
John Spotts Room/Microsoft Teams**

1. Approval of Proposed Agenda
2. Approval of February 13, 2023, Executive Committee Minutes
3. Announcements – Shawn Schulenberg
4. Recommendations/Resolutions
 - a. **SR 22-23-35 CC** Recommends approval of the listed **UNDERGRADUATE COURSE DELETIONS** in the following college and/or schools/programs: **HST 200**.
 - b. **SR 22-23-36 CC** Recommends approval of the listed **UNDERGRADUATE CERTIFICATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs: **Certificate in Public Health**.
 - c. **SR 22-23-37 CC** Recommends approval of the listed **UNDERGRADUATE COURSE ADDITIONS** in the following college and/or schools/programs: **HST 100, HST 300, PSC 201**.
 - d. **SR 22-23-38 CC** Recommends approval of the listed **UNDERGRADUATE COURSES CHANGES** in the following college and/or schools/programs: **PSC 104, PSC 209, PSC 233, PSC 235, PSC 301, PSC 333, PSC 376, PSC 382, PSC 410, PSC 429, PSC 433, PSC 436, PSC 452, PSC 453, PSC 461, STA 150, STA 150B**.
 - e. **SR 22-23-39 CC** Recommends approval of the listed **UNDERGRADUATE MAJOR ADDITIONS, DELETIONS, CHANGES** in the following college and/or schools/programs: **HST BA (LH10), Specialty Agriculture (NRE)**.
 - f. **SR 22-23-40 CC** Recommends approval of the listed **UNDERGRADUATE MINOR ADDITIONS, DELETIONS, CHANGES** in the following college and/or schools/programs: **Political Psychology, Pop Culture Studies**.
 - g. **SR 22-23-41 BAPC** Recommends a **2024-28 Academic Calendar**
5. Set Agenda for the Faculty Senate Meeting, March 23, 2023
 - a. Approval of Proposed Agenda
 - b. Approval of Minutes (pending presidential approval)
 - c. Announcements – Shawn Schulenberg
 - d. Recommendations/Resolutions
 - e. Reports
 - i. University President – Brad Smith
 - ii. Provost – Avinandan Mukherjee
 - iii. Board of Governors – Robin Riner
 - iv. Advisory Council of Faculty – Amine Oudghiri-Otmani
 - v. Graduate Council – Scott Davis
 - vi. Student Government Association – Isabella Griffiths
 - f. Standing Committee Reports
 - i. Academic Planning – Sean McBride
 - ii. Athletic – Tom Hisiro
 - iii. Budget and Academic Policy – Kelli Prejean
 - iv. Library – Megan Marshall
 - v. Faculty Development – Gayle Brazeau
 - vi. Physical Facilities & Planning – Bill Gardner
 - g. Other Requests to Speak to the Senate (5 minutes)
6. Agenda Requests for Future Meetings
7. Adjournment

**THE MINUTES OF THE FACULTY SENATE EXECUTIVE COMMITTEE MEETING
HELD ON MONDAY, 2022-02-13 AT 12:00 NOON.
MEMORIAL STUDENT CENTER – JOHN SPOTTS ROOM & HYBRID (OVER TEAMS)**

ROLES	MEMBERS PRESENT	MEMBERS ABSENT
EC Officers	Shawn Schulenberg (Chair), Eryn Roles (Vice-Chair), Uyi Lawani, Sujoy Bose, Heather Stark, Mindy Varney, Andrew Burck, Eryn Roles, Ross Salary, Rick Gage	Eva Patton-Tackett.
EX OFFICIO, VOTING MEMBERS	Amine Oudghiri-Otmani, Scott Davis	N/A
EX OFFICIO, NON-VOTING MEMBERS:	Allison Carey, Robin Riner, Isabella Griffiths	
GUESTS:	Lori Howard, Carl Mummert, Rebecca Law, Jessica Rhodes (Title IX Coordinator), Sonja Cantrell-Johnson, Alfred Akinsete, Stephen Tipler, Brian Morgan, Karen McComas, Matthew Schuffer, and Clinton Brown.	N/A
PARLIAMENTARIAN	Zelideth Rivas	
SENATE STAFF	Jeb Dickerson	N/A

There being a quorum, Shawn Schulenberg, Faculty Senate Chair, called the Executive Committee meeting to order at approximately 1200 hours (12:00 Noon.).

1. Approval of agenda –
 2. Motion to approve agenda as circulated – *Amendment suggested* – Motion to amend the agenda – Under Item 5 - Guest Speakers (for Title IX) – Add Lori Howard as Chair of the Title IX Task Force, & Jessica Rhoades as Title IX Coordinator, and Rebecca Law (Student Co-chair of the Title IX committee) who will talk on Title IX progress - **MSAP**¹
 - a. Motion to approve the agenda as amended – **MSAPAA**²
3. Approval of Minutes: Motion made to approve the previous minutes.

DATE	DISCUSSION	VOTES
10/10/2022	No amendments.	MSAP.

4. Informational/Procedural Items: – Shawn Schulenberg –

Srl.	Items	Specifics & Discussion
a)	Announcements –	<ol style="list-style-type: none"> 1. The following documents have been signed by the President. <ol style="list-style-type: none"> a. November 14 Executive Committee Meeting Minutes b. December 1 Faculty Senate Meeting Minutes c. Senate Recommendations/Resolutions 17-25 d. Summary: all pending documents have been signed 2. Last meeting, we sent back SR 22-23-26 (AA 26) and SR 22-23-27 (AA 28) to the Faculty Personnel Committee. The FPC is planning to submit these revisions next month. 3. Faculty Ombudsman Search: The search committee has its first meeting Wednesday. We hope to proceed rapidly. 4. Legislative Affairs <ol style="list-style-type: none"> a. HB 2835 (Graduate College): Passed House, passed the Senate today, awaiting governor’s signature.

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- b. HB 2412 (Marshall Day): Passed House 1/20, reported out of Senate Committee on Friday, first reading on the floor today.
 - c. SB10 (Campus Carry): Passed Senate, no movement since being transferred to House on 1/25.
 - d. HB 3024 (Hunger-Free Campus): No movement since introduction in House on 1/25.
5. 2023-24 Meetings set and on our website.
- a. Faculty Senate meetings will be in BE5 (awaiting confirmation for October).
 - b. Executive Committee meetings will move to MSC 2W16B (former Student Resource Center, glass room at top of steps)
6. New Processes?
- a. Commencement Speaker/Honorary Degree: I have been discussing a few reforms with key stakeholders here for improvements. We will present them by the end of this year.
 - b. Calendar: The 2024-28 calendar is moving forward and there is a good chance it will be on our agenda to review next month. There needs to be clarity and reform regarding the process so I will be shortly contacting key stakeholders to review how we can make this better.
7. Upcoming Dates
- a. Next FS Meeting: February 23, 2023, at 4:00 PM – MSC BE5 (and streaming for viewing only)
 - b. Next EC Meeting: March 6, 2023, at Noon – John Spotts (streaming, with remote participation possible for EC members)
 - i. Recommendations due February 24, 2023.

5. Recommendations/Resolutions:

Items	Reports & Discussion	Approval
<p>a. SR 22-23-29 FPC Resolves to create Ad Hoc Course Evaluation Steering Committee</p>	<ul style="list-style-type: none"> ▪ Discussion – Clinton Brown (Chair FPC) – The ad hoc committee is designed to assess our course evaluations. These course evaluations are actually student experience evaluations and are used for faculty evaluations and decision-making purposes. The FPC is available to answer any questions on the resolution. ▪ Shawn – this resolution (& next one) will only need Executive Committee approval – will not go to the full senate. ▪ Allison Carey - Friendly amendment typographical error fix by mutual consent – “3rd paragraph, end of 5th 	<p>MSAP.</p>

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	<p>line > the word “rater” should be edited to “rated”. No objections to edit.</p> <ul style="list-style-type: none"> ▪ Allison Carey – Blanket comment that covers both this, as well as the next resolution. Both these committees are being Chaired by the same person. This is a significant amount of load on an already busy person & committee. Also, given the substance of the next resolution, it is a touchy matter for a Chair of the committee who is untenured. This comment was clarified further in that the relevance stands despite the proposed Chair being “incredibly capable”. ▪ Isabella Griffiths – asked for a layman’s clarification of the above comments. 	
<p>b. SR 22-23-30 FPC Resolves to create an Ad-Hoc Committee on Post-Tenure Review</p>	<ul style="list-style-type: none"> ▪ Discussion – (also refer to comments made in the previous resolution that are germane to this resolution as well). ▪ Clinton Brown (Chair FPC) – The resolution on post-tenure review should not be construed to be litigation of tenure, rather the idea is (for tenured faculty) to remain current in their fields and that they continue to being active scholars. Example – a nurse needs continued credits in their field. Faculty need to continue to be of Service to the Institution and continuing scholarship of some sort. Multiple ways to look at it. Attempt is to get ahead of the curve of national trends; has been discussed in Charleston; to incentivize it - “carrots instead of sticks”. That is the intent of this committee. ▪ Allison Carey - Friendly amendment typographical error fix by mutual consent – “...6th Whereas Paragraph > 3rd line from bottom > the word “incentive” should be “incentivize”. No objections to edit. 	<p>MSAP.</p>

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c. SR 22-23-31 CC Recommends approval of the listed UNDERGRADUATE COURSES ADDITIONS in the following college and/or schools/programs: SST 301, CMM 410, BSPS 101, BSPS 201, BSPS 202, BSPS 301, BSPS 302, BSPS 320, BSPS 330, BSPS 340, BSPS 350, BSPS 360, BSPS 401, BSPS 470.	▪ Discussion – None	MSAP.
d. SR 22-23-32 CC Recommends approval of the listed UNDERGRADUATE MAJOR ADDITION, DELETION, CHANGE in the following college and/or schools/programs: Major Addition: BSPS	▪ Discussion - None	MSAP.
e. SR 22-23-33 CC Recommends approval of the listed UNDERGRADUATE DEGREE PROGRAM ADDITION, DELETION, CHANGE in the following college and/or schools/programs: Degree Change: TE60; Degree Addition: B.S. in Pharmaceutical Sciences	▪ Discussion - None	MSAP.
f. SR 22-23-34 APC Recommends the approval of the intent to plan a Bachelor of Science in Data Science at Marshall University	▪ Discussion – None	MSAP.

6. Set agenda for the Faculty Senate Meeting on 2/23/2023 - **MOTION** to set agenda as below – **MSAP.**

Srl.	Items	Specifics
a.	Approval of Proposed Agenda	
b.	Approval of Minutes (Pending Presidential approval)	9/29/2022
c.	Announcements	Shawn Schulenberg
d.	Recommendations / Resolutions	
e. REPORTS		
i.	Report of the University President	Brad Smith
ii.	Report of the Provost	Avinandan Mukherjee
iii.	Report of the BOG Representative	Robin Riner
iv.	Advisory Council of Faculty Report	Amine Oudghiri-Otmani
v.	Report of the Graduate Council Chair	Scott Davis
vi.	Student Government Association	Isabella Griffiths
f. Standing Committee Reports		
i.	Faculty Personnel Committee –	Timothy Bryan

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ii.	Legislative Affairs Committee –	Kyle Palmquist
iii.	Research Committee –	Yousef Fazea Alnadesh
iv.	Student Conduct and Welfare Committee –	Penny Koontz
v.	University Curriculum Committee –	Timothy Melvin

- g. Guest Speaker: Title IX – Lori Howard, Rebecca Law, & Jessica Rhodes – Reported updates on the Title IX Committee work so far and introduced the new Title IX Coordinator.

Rebecca Law (Co-Chair, Title IX Task Force) – Committee started meeting in December (2022); Discussed demands of the students from the protests made & adjusting those to fit a better representation of what the school needs. Did research on best practices at peer institutions in their Title IX programs, as well as their student advocacy programs. Have narrowed down the list of demands into a smaller list of recommendations that have been worked on collaboratively by the students, faculty, & staff. Formed a few subcommittees e.g., Climate Survey Subcommittee that ran for 3 weeks for students, faculty, and staff on campus. Results are compiled into an executive summary (ready now) that will be presented to the President on March 1st. Also formed a subcommittee who are interviewing Title IX coordinators. Made recommendations and resulted in the appointment of Ms. Jessica Rhodes to the role.

The students of the Timeline Task Force have just received approval for a Peer Advocacy Program. It will not be under the purview of the Timeline Task Force, though it is a direct outcome of this task force being formed. Spoken to the President about this on Friday and received approval for it. The program would provide for a peer mentor to students who are survivors of sexual assault – the mentor would be of their ages, and a student at the university, and will help the survivor through the process of appointment making, and processing everything that’s been going on.

March 1st is the deadline for the recommendations - mostly ready; sending it to be edited by the faculty & staff before final approval. Will be giving a student led presentation to President Smith on March 10th.

Lori Howard: Added to the above report – Thanked Carl Mummert who has helped get a GA that will go into the Title IX Office with specific charge of changing/redesigning the Title IX website. New Title IX Coordinator Jessica Rhodes will ensure that it is legally acceptable and give feedback to being user-friendly so that finding information is not onerous as it has been.

Question by Isabella Griffiths – With the plan for disseminating the recommendations to be edited by faculty & staff, will the recommendations be sent to the students? Ans (Rebecca Law) – Tentative plan is that the recommendations remain privy to the task force until it has been reviewed by the President. Once the President has the recommendations, and IRB has granted permission to publish the climate survey, then the task force could potentially publish the recommendations and make them readily available to everyone on campus, likely through the Parthenon (student newspaper).

Shawn Schulenberg – Advised that the executive summary of the climate survey be distributed to the full Senate before the upcoming meeting, so that the Senators have a chance to review before the meeting which Rebecca Law stated she will. Shawn Schulenberg asked for a few highlights from the overview of the results. Rebecca Law - students do feel safe on campus; there is a big underreporting going on to any unit (not just Title IX), but to include students affairs code of conduct, etc., wherein people are not reporting what has happened to any of the offices. Regarding the question on the survey as to whether a certain office is more inclined to protect the university rather than the students, most answers pointed to the Office of the Code of

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Conduct and for the MUPD. So the big takeaway – students feel safe on campus; big underreporting; not very trusting of a few offices on campus.

Jessica Rhodes – Introduced self in the new role of Title IX Coordinator. Was previously the investigator, and will remain serving in that role until a new investigator is hired. Hoping for a case manager in the office by the end of the month. She is grossly understaffed – was previously an office of 3, and now she is only one. Want to redo the website - should give more details on several items including what to expect & what not to expect from standpoint of complainant, a respondent, a witness, or even a staff member. Need more training for faculty. Everyone should have received an e-mail over the weekend & another one today for training which is being done online. The coordinator is also happy to provide in-person training to groups of any size in any department or office – it is part of role. It is important that staff, and students know what their reporting requirements are for Title IX, and there may be some misunderstanding about that. Goals and ambitions in the role includes having a welcome packet for incoming students with information about the Title IX Office, including the maps of where the office is. Working on getting signage in Old Main with the understanding that if someone has been traumatized, they may not want to ask where the Title IX Office is. Some attendees of today's meeting are members of the Title IX team in the capacity of advisors, review panel members etc.. Welcomes anyone from ExCom or other staff/faculty to be part of the Title IX team (made up of staff & faculty), or if you have suggestions for anyone to be a member of the team – will train those people in requisite roles. Already have some volunteers, but would like to have more.

Q: Ross Salary – Does Title IX office cover Title VI – Ans (Jessica Rhodes) - No. Sometimes matters of Title IX may bring up Title VII, but not Title VI. But Jessica Rhoades will find out who to reach out to for Title VI questions.

h. Other Requests to Speak to the Senate (5 minutes)

6. Agenda Requests for Future Meetings – None.
7. Adjournment - The meeting was adjourned at approximately 1230 hours (12:30 p.m.).

Respectfully Submitted,



Sujoy Bose, Recording Secretary, Faculty Senate

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HELD ON MONDAY, 2022-02-13 AT 12:00 NOON.
MEMORIAL STUDENT CENTER – JOHN SPOTTS ROOM & HYBRID (OVER TEAMS)**

MINUTES APPROVED BY EXECUTIVE COMMITTEE:

Dr. Shawn Schulenberg, Chair
Faculty Senate

Date Signed

MINUTES READ:

Brad Smith, President
Marshall University

Date Signed

¹ MSAP: Motion seconded & Passed as Amended.

² MSAPAA: Motion seconded & Passed as Amended.

DRAFT

**University Curriculum Committee
RECOMMENDATION**

SR 22-23-35 CC

Recommends approval of the listed **UNDERGRADUATE COURSES DELETIONS** in the following college and/or schools/programs:

College of Liberal Arts

HST 200 Sophomore Method

- **Rationale:** This course is being replaced by HST 100
- **Form with signatures:** [Undergrad Course Deletion - HST 200 signed.pdf](#)

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS:

See <http://www.marshall.edu/senate/ucc/> for information on chair

Request for Undergraduate Course Deletion

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

College: COLA Department/Division: History Alpha Designator/Number: HST 200
Contact Person: Greta Rensenbrink Phone: 6-2955


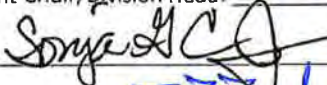
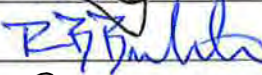
CURRENT COURSE DATA:

Course Title: <u>Sophomore Methods</u>
Alpha Designator/Number: <u>HST 200</u> Credit Hours: <u>3</u>
Rationale: <p style="text-align: center;">This course is being replaced by HST 100.</p>
Last term course is to be offered (Fill in with appropriate calendar year.): Fall <u>2023</u> Spring _____ Summer _____ Other _____
Course being added in place of this deletion (if any): <u>HST 100</u>

NOTIFICATION REQUIREMENTS:

- Attach a copy of written notification regarding this deletion to the following:
1. Other departments/divisions who advise students to enroll in this course as a prerequisite or co-requisite.
 2. Other departments/divisions who advise students to enroll in this course as an approved elective.
 3. Other departments/divisions that require this course as part of their curriculum.

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

Department Chair/Division Head: 	Date: <u>11/17/2022</u>
Registrar: 	Date: <u>11.29.2022</u>
College Dean: 	Date: <u>11/30/2022</u>
College Curriculum Chair: <u>Jonathan Kozar</u>	Date: <u>12/2/22</u>
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>2/17/23</u>
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science: _____	Date: _____

**University Curriculum Committee
RECOMMENDATION**

SR 22-23-36 CC

Recommends approval of the listed **UNDERGRADUATE CERTIFICATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

College of Health Professions

Certificate Change: Certificate in Public Health

- **Summary of Changes:** Change title to Certificate in Community Health and Outreach, three different courses to fulfill certificate, and change from 15 to 21 credit hours.
- **Rationale:** Community Health Workers (CHW) are front line public health workers who address community healthcare needs through a range of activities such as outreach, community health education, counseling and social support. West Virginia in particular is effected by a plethora of health care problems such as but not limited to COVID-19, opioid crisis, diabetes, hypertension and other cardiovascular diseases. Community health workers aid in improving access to healthcare services and reduce health inequalities. To address this problem, we would like to modify existing certificate program i.e "Certificate in Public Health" to "Certificate in Community Health and Outreach". This certificate program would help address the shortage of CHW's in West Virginia.
- **Form with signatures:** [UG PH Cert Change.pdf](#)

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS:

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

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

College: COHP Department/Division: Public Health
 Contact Person: Dr. Anthony T. Woart Phone: 304-696-5772

ACTION REQUESTED:

Check action requested: Addition Deletion Change
 Name of Certificate Program (provide code if this is an existing program): Certificate in Public Health

RATIONALE:

Community Health Workers (CHW) are front line public health workers who address community healthcare needs through a range of activities such as outreach, community health education, counseling and social support. West Virginia in particular is effected by a plethora of health care problems such as but not limited to COVID-19, opioid crisis, diabetes, hypertension and other cardiovascular diseases. Community health workers aid in improving access to healthcare services and reduce health inequalities. To address this problem, we would like to modify existing certificate program i.e "Certificate in Public Health to " Certificate in Community Health and Outreach". This certificate program would help address the shortage of CHW's in West Virginia.

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

The Certificate in Public Health Program currently required 15 credit hours with the required courses being 1) PH 101- Introduction to Public Health (3 Cr), 2) PH 105- Introduction to Epidemiology (3 Cr), 3) PH 270- Global Health (3 Cr) 4) PH 260- Community Health and Development (3 Cr) and 5) PH 475 Communicable and Non-communicable Diseases (3 Cr). The proposed "Certificate in Community Health and Outreach" Program will include 21 credit hours comprising of 6 courses that addresses the core competencies in public health, knowledge of social and behavioral factors, communication skills, advocacy, and basic community health worker skills. The program includes 15 credits of courses to be taken in classroom and a 6 credit hour internship to be completed at a community based organization. The following courses would be offered as part of the certificate program: 1) PH 101-Introduction to Public Health (3 Cr), 2) PH 105 Introduction to Epidemiology (3 Cr) 3) PH 240 - Control of Infectious Diseases (3 Cr) 4) PH 260- Community Health and Development (3 Cr) 5) PH 350-Research Methods in Public Health (3 Cr) 6) PH 490- Public Health Internship (6 Cr).

NOTIFICATION REQUIREMENTS:

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

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

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

Department Chair/Division Head: <u>[Signature]</u>	Date: <u>12/12/2022</u>
Registrar: <u>[Signature]</u>	Date: <u>12/13/2022</u>
College Dean: <u>[Signature]</u>	Date: <u>12-12-22</u>
College Curriculum Chair: <u>Zach Garrett</u>	Date: <u>1/27/23</u>
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>2/17/23</u>
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science: _____	Date: _____

CERTIFICATE IN PUBLIC HEALTH- Existing Program

The Public Health certificate program is intended primarily to help non-public health majors gain professional knowledge in this upcoming field of health care. This certificate program also caters to the needs of individuals already working in health settings to further enhance their knowledge and receive professional credentials in the area of Public Health.

Application Requirements

Prospective certificate-only students should apply for admission to Marshall University as a Professional Development student and select the “Public Health Certificate” on the application form.

Applicants should follow the admissions process described in the catalog or as described at the admission website at Marshall University.

Current Required Courses (15 credit hours):

~~PH 101—Introduction to Public Health (3 Cr)~~

~~PH 105—Introduction to Epidemiology (3 Cr)~~

~~PH 270—Global Health (3 Cr)~~

~~PH 260—Community Health and Development (3 Cr)~~

~~PH 475—Communicable and Non-Communicable Diseases (3 Cr)~~

Proposed Required Courses (21 credit hours):

PH 101 - Introduction to Public Health (3 Cr)

PH 105 - Introduction to Epidemiology (3 Cr)

PH 240- Control of Infectious Diseases (3 Cr)

PH 260- Community Health and Development (3 Cr)

PH 350- Research Methods in Public Health (3 Cr)

PH 490- Public Health Internship (6 Cr)

PUBLIC HEALTH (PH) Course Description

- 101 Introduction to Public Health. 3 hrs.
Course introduces students to the concepts and models of public health.
- 105 Introduction to Epidemiology. 3 hrs.
This course provides an introduction to epidemiology for undergraduate students.
- 240 Control of Infectious Diseases. 3 hrs.
Examination of infectious diseases from a public health perspective, including strategies for prevention, treatment, control and eradication. (PR: PH 105)
- 260 Community Health and Development. 3 hrs.
This course will provide the foundations for a study into the new relevant community health issues facing area residents and also worth an International Perspective.
- 270 Global Health. 3 hrs.
This course provides students the opportunity to study health care systems in developed and developing countries and compare these systems to the U.S. health care system.
- 350 Research Methods in Public Health. 3 hrs.
The course focuses on quantitative and qualitative research methods and covers observational and experimental research designs. (PR: MTH 225)
- 475 Comm/Non Comm Disease 3hrs
Introduces the concepts of communicable and non-communicable diseases and the burden they individually carry and how it impacts the health status of the population. (PR: PH 101, PH 270)
- 490 Public Health Internship. 6 hrs.
This is 320 hours total on-the-job experiences. The duration of the internship is planned to allow the variety of experiences that will provide the most benefits to the students.

**University Curriculum Committee
RECOMMENDATION**

SR 22-23-37 CC

Recommends approval of the listed **UNDERGRADUATE COURSES ADDITIONS** in the following college and/or schools/programs:

College of Liberal Arts

HST 100 History Methods Lab

- **Rationale:** An introduction to the fundamental methods of the discipline.
- **Curriculum:** Undergrad Course Addition - HST 100 signed.pdf

HST 300 History Research Option

- **Rationale:** Guided historical research and writing.
- **Curriculum:** Undergrad Course Addition - HST 300 signed.pdf

PSC 201 Politics, Media, and Culture

- **Rationale:** An introductory survey of how the media and popular culture both reflect and shape political values.
- **Curriculum:** Undergrad Course Addition PSC 201 signed.pdf

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS:

See <http://www.marshall.edu/senate/ucc/> for information on chair

Request for Undergraduate Course Addition

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

College: COLA Department/Division: History Alpha Designator/Number: HST 100
Contact Person: Greta Rensenbrink Phone: 6-2955

NEW COURSE DATA:

Course Title: <u>History Methods Lab</u> (Limit of 30 characters & spaces.)
Alpha Designator/Number: <u>HST 100</u>
General Education Designator(s) (check all that apply): <input type="checkbox"/> CT <input type="checkbox"/> INTL <input type="checkbox"/> MC <input type="checkbox"/> Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/
Catalog Description (Limit of 30 words): <u>An introduction to the fundamental methods of the discipline.</u>
Co-requisite(s): _____ First Term to be Offered: <u>Fall 2023</u>
Prerequisite(s): _____ Credit Hours: <u>1</u>
Grading Mode: Graded: <input checked="" type="checkbox"/> Credit/No Credit: _____
Course(s) being deleted in place of this addition (must submit course deletion form): <u>HST 200</u>

CHECKLIST/REQUIREMENTS

1. After completing this two page form in its entirety, include a complete syllabus and route through the departments/committees below.
2. A complete syllabus can be from when this course was previously taught as a special topics course or by creating a new, intended syllabus to use with the course. The sample syllabus must at a minimum address the following areas:
 - a. COURSE OBJECTIVES, COURSE OUTLINE, SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATE, INSTRUCTIONAL METHODS (Lecture, Lab, Internship, Practicum, etc.), and EVALUATION METHODS (Unit/Chapter, Midterm, Final, Projects, etc.)
3. If this course will replace a course that is required by another department, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. If this course will be similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.

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

Department Chair/Division Head: _____	Date: <u>11/16/22</u>
Registrar: _____	Date: <u>11/29/2022</u>
College Dean: _____	Date: <u>11/30/2022</u>
College Curriculum Chair: <u>Jonathan Kozar</u>	Date: <u>12/2/22</u>
General Education Council Chair *: _____	Date: _____
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>2/17/23</u>
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science _____	Date: _____

* - Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Addition - Page 2
Additional Information Required for Undergraduate Course Addition

College: COLA Department/Division: History Alpha Designator/Number: HST 100

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. Identify by name the faculty in your department/division who may teach this course.

This course may be taught by any History department faculty member and by Lori Thompson

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.

N/A

3. If this course will be required by a department/division other than your own, identify by name.

N/A

4. If there are any agreements required to provide clinical experience, attach details and signed agreements.

N/A

5. If library resources are deemed inadequate, attach a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

N/A

6. EQUIPMENT/SUPPLIES NEEDED TO TEACH THIS COURSE (this does not refer to additional equipment/supplies that need to be purchased; simply what materials are needed in order to teach this course successfully.):

See attached

7. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE OR GRADUATE COURSE (please also submit to Graduate Council course addition for 5xx graduate component):

Undergraduate only

8. PROVIDE A COMPLETE BIBLIOGRAPHY INCLUDING ALL PUBLICATIONS RESEARCHED TO CREATE THIS COURSE AND WHAT PUBLICATIONS MAY BE BENEFICIAL TO STUDENTS TAKING THIS COURSE (separate page).



Marshall University Syllabus
College of Liberal Arts
History

Course

HST 100: History Methods Lab

Course Description

An introduction to the fundamental methods of the discipline.

Credits

1 undergraduate credit

Prerequisites

None

Term/Year

Fall 2023

Class Meeting Days/Times

W: 4:00-6:20 every other week for 6 meetings.

Location

Special Collections, Morrow Library

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](https://www.marshall.edu/academic-calendar/) (URL: <https://www.marshall.edu/academic-calendar/>).

Instructor

Dr. Greta Rensenbrink

Contact Information

- Office: 106 Harris Hall and on Teams: a link appears in the Course Content folder on Blackboard.
- Office Hours: [TBA]
- Office Phone: 304 696 2955.
- Marshall Email: rsensenbrink@marshall.edu

COVID-19 Related Information

Marshall's official COVID-19 protocols are online at <https://www.marshall.edu/coronavirus> (URL: <https://www.marshall.edu/coronavirus/>). Policies and protocols may change over time as we respond to changing conditions. The website will always contain the most recent information – check it frequently for the most current information.

Key policies and practices at the start of the Fall 2022 semester include the following:

- **Wear a mask inside university buildings, when required.** To see the campus current masking status, visit Marshall's COVID-19 Dashboard (www.marshall.edu/coronavirus). Masks are not required in personal residence hall rooms or workspaces.
- **Students will disinfect their personal workspaces and virtual learning hubs** with disinfectant wipes provided nearby.
- **All members of the Marshall University community are expected to observe all COVID-19 protocols at all times. Students who are unable to follow University requirements due to a disability** should seek reasonable accommodations from the Office of Disability Services (ODS; disabilityservices@marshall.edu) during the first week of class.

Required and/or Recommended Texts and Materials

Required Texts and Materials

Jules R. Benjamin, *A Student's Guide to History*, 13th Edition (New York: Bedford/St. Martin's, 2016). ISBN: 9781319027513

Recommended/Optional Texts and Materials

Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 9th Edition, Revised by Wayne C. Booth, Gregory Colomb, Joseph M. Williams, Joseph Bizup, William T. Fitzgerald (Chicago: University of Chicago Press, 2018). ISBN: 9780226430577

Course Student Learning Outcomes

The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.

Course Student Learning Outcomes	How the objective will be practiced	How student achievement will be assessed

Students will be introduced to the basic tools used by historians to understand and write about the past.	Assigned readings, classroom discussion, classroom exercises, and written assignments	Classroom performance and written work
Students will read primary sources and learn how to assess their value in understanding the past.	Assigned readings, classroom discussion, classroom exercises, and written assignments	Classroom performance and written work
Students will read secondary sources and learn how to assess their value in understanding the past.	Assigned readings, classroom discussion, classroom exercises, and written assignments	Classroom performance and written work
Students will employ methods of analysis and critical thinking used by historians.	Assigned readings, classroom discussion, classroom exercises, and written assignments	Classroom performance and written work
Students will gain experience in proper citation of sources and writing in the style employed by historians.	Classroom exercises and written assignments	Written work

Course Requirements/Due Dates

Assignment	Due Date	Percentage of grade
Provide in writing a topic for research based on sources in the archives.	August 30	5
5 annotated primary sources on your topic	September 6	10
Two annotated books or articles on your topic	September 13	15
Draft of an essay on your topic	September 20	20
Final essay	September 27 @midnight	20
Participation		30

Grading Policy

The first assignment (research topic) will be graded as pass/fail. All other assignments will be graded on a 100-point scale. Work will be submitted through Blackboard unless otherwise instructed by your professor. Grades will appear in My Grades in Blackboard with a running Average to show where students stand.

Percentages translate to letter grades as follows: 90-100 A; 80-89 B; 70-79 C; 60-69 D; below 69 F. I round up—89.5 rounds to 90 and would thus be an A.

Attendance/Participation Policy

Students are expected to attend all classes. Remote access may be available depending on the activities for the day in question.

University Policies

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to [MU Academic Affairs: University Policies](https://www.marshall.edu/academic-affairs/policies/). (URL: <https://www.marshall.edu/academic-affairs/policies/>)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Dead Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy-Marshall's Title IX Office may be contacted at TitleIX@marshall.edu
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Course Schedule

Class Meeting	Topics	Assignments
August 23	Course Introduction <ul style="list-style-type: none"> Defining terms: What do historians do? What is "the past"? What is a primary source? Secondary source? Historiography? Tour of the Archives 	During class: As you tour the archives, brainstorm topics that you could do research on based on the sources available
September 6	Primary Source Research & Analysis <ul style="list-style-type: none"> How do you find the primary sources you need? Researching primary sources How do you use primary sources in writing history? Workshop: analyzing primary sources 	Bring to Class: a topic for research based on sources in the archives.
September 20	Secondary Source Research and Analysis <ul style="list-style-type: none"> How do you find the secondary sources you need? Researching secondary sources Reading secondary sources critically Workshop: compare excerpts from secondary sources 	Bring to class: 5 annotated primary sources on your topic During class: Work with a partner to analyze secondary sources.
October 4	Writing History <ul style="list-style-type: none"> How to write historical essays Workshop: 	Bring to class: Two annotated books or articles on your topic
October 18	Useful things: <ul style="list-style-type: none"> Online research—current trends Citations and bibliographies Peer review 	Bring to class: a draft of an essay on your topic
November 1	Final Class <ul style="list-style-type: none"> Presentations and snacks 	Bring to class: Final essay

Bibliography

History 100: History Methods Lab

- Arnold, John H. *History: A Very Short Introduction*. New York: Oxford University Press, 2000.
ISBN:9780192853523 (Hereafter, Arnold)
- Benjamin, Jules R. *A Student's Guide to History, 13th Edition*. New York: Bedford/St. Martin's, 2016.
ISBN: 9781319027513
- Blouin, Francis X., and Rosenberg, William G. *Processing the Past Contesting Authority in History and the Archives*. Oxford: Oxford University Press, 2011.
- Danielson, Elena S. *The Ethical Archivist*. Chicago: Society of American Archivists. 2010.
- Duff, Wendy M., and Johnson, Catherine A. "Accidentally Found on Purpose: Information- Seeking Behavior of Historians in Archives." *Library Quarterly* 72 (October 2002): 472-496.
- Popkin, Jeremy D. *From Herodotus to H-Net: The Story of Historiography*. New York: Oxford University Press, 2016. ISBN: 9780199923007
- Presnell, Jenny L. *The Information-Literate Historian: A Guide to Research for History Students*. New York: Oxford University Press, 2019. ISBN: 9780190851507
- Roe, Kathleen D. "Why Archives?" *The American Archivist*. 79, no. 1 (June 2016): 6-13.
<https://doi.org/10.17723/0360-9081.79.1.6>
- Thomas, D., & Fowler, S. *The Silence of the Archive: Principles and Practice in Records Management and Archives*. Facet Publishing, 2017.
- Tosh, John. *The Pursuit of History: Aims, Methods and New Directions in History, 6th Edition*. New York: Routledge, 2015. ISBN: 9781138808089
- Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers, 9th Edition*, Revised by Wayne C. Booth, Gregory Colomb, Joseph M. Williams, Joseph Bizup, William T. Fitzgerald. Chicago: University of Chicago Press, 2018. ISBN: 9780226430577.
- Yale, Elizabeth. "The History of Archives: The State of the Discipline." *Book History* 18 (2015): 332-359.
doi:10.1353/bh.2015.0007.

See <http://www.marshall.edu/senate/ucc/> for information on chair

Request for Undergraduate Course Addition

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

College: COLA Department/Division: HISTORY Alpha Designator/Number: HST 300
Contact Person: Greta Rensenbrink Phone: 696-2955

NEW COURSE DATA:

Course Title: History Research Option (Limit of 30 characters & spaces.)
Alpha Designator/Number: HST 300
General Education Designator(s) (check all that apply): CT INTL MC Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. <http://www.marshall.edu/wpmu/gened/core-ii-courses-info/>
Catalog Description (Limit of 30 words): Guided historical research and writing.
Co-requisite(s): _____ First Term to be Offered: SPR 24 F 23
Prerequisite(s): HST 100 Credit Hours: 0
Grading Mode: Graded: _____ Credit/No Credit: X
Course(s) being deleted in place of this addition (must submit course deletion form): _____

CHECKLIST/REQUIREMENTS

1. After completing this two page form in its entirety, include a complete syllabus and route through the departments/committees below.
2. A complete syllabus can be from when this course was previously taught as a special topics course or by creating a new, intended syllabus to use with the course. The sample syllabus must at a minimum address the following areas:
 - a. COURSE OBJECTIVES, COURSE OUTLINE, SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATE, INSTRUCTIONAL METHODS (Lecture, Lab, Internship, Practicum, etc.), and EVALUATION METHODS (Unit/Chapter, Midterm, Final, Projects, etc.)
3. If this course will replace a course that is required by another department, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. If this course will be similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.

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

Department Chair/Division Head: _____	Date: <u>11/30/22</u>
Registrar: _____	Date: <u>11/30/2022</u>
College Dean: _____	Date: <u>11/30/2022</u>
College Curriculum Chair: <u>Jonathan Kozar</u>	Date: <u>01/17/23</u>
General Education Council Chair *: _____	Date: _____
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>2/17/23</u>
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science: _____	Date: _____

* - Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Addition - Page 2
Additional Information Required for Undergraduate Course Addition

College: COLA Department/Division: History Alpha Designator/Number: HST 300

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. Identify by name the faculty in your department/division who may teach this course.

Any tenure-track or tenured history professor.

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.

n/a

3. If this course will be required by a department/division other than your own, identify by name.

n/a

4. If there are any agreements required to provide clinical experience, attach details and signed agreements.

n/a

5. If library resources are deemed inadequate, attach a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

n/a

6. EQUIPMENT/SUPPLIES NEEDED TO TEACH THIS COURSE (this does not refer to additional equipment/supplies that need to be purchased; simply what materials are needed in order to teach this course successfully.):

n/a

7. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE OR GRADUATE COURSE (please also submit to Graduate Council course addition for 5xx graduate component):

n/a

8. PROVIDE A COMPLETE BIBLIOGRAPHY INCLUDING ALL PUBLICATIONS RESEARCHED TO CREATE THIS COURSE AND WHAT PUBLICATIONS MAY BE BENEFICIAL TO STUDENTS TAKING THIS COURSE (separate page).

Because this course work in an unusual fashion, I have included an explanation below as well as a syllabus.

This option is required for all history majors. It is a 0-credit, 0-billing, CR/NC course. There is no bibliography because this is not a regular course.

Requirements:

- This option is recommended for major's third year.
- HST 100: History Methods Lab is a prerequisite.
- HST 300 must be completed before a student takes HST 400: Capstone.
- To get credit for HST 300, the student must complete a 12-page research paper (criteria are below) with a grade of at least a D.

How the course works:

This is not a traditional course, rather it is the guided research and writing of a 12-page paper under the direction of a professor in the department.

Majors can choose to do the research option in conjunction with any of their five required upper-level history electives (300 or 400 level). The student will decide on which course they want to use and must alert the professor by the end of the first week of the semester that they will be completing their research option in that course. The student will then register for HST 300 (in addition to their registration in the elective course, not as a substitute).

The paper will replace a regular course assignment of the professor's choosing (typically a final paper or essay), and the professor may choose to weight the value of that assignment differently from what appears in the course syllabus.

The student and professor will meet by the end of week two of the semester to plan a timeline, and the professor will commit to meeting with the student at least twice more during the semester.

Working with a topic drawn from the course subject, the student will complete a 12-page research paper, using analysis of primary sources and appropriate citations and bibliography.

The grade on the paper will be reflected in the course grade. If the grade on the paper is at least a D, a grade of CR will be submitted for HST 300.

Exceptions and special circumstances:

- If the student completes the research paper to the satisfaction of the professor but does not complete the elective course they wrote it in, they can still be awarded CR for HST 300.
- If the student takes a course that already requires a research paper, that paper can count as the Research Option as long as the paper meets the option requirements (a 12-page research paper, using analysis of primary sources and appropriate citations and bibliography, and at least two meetings with the professor).
- If a student decides partway through the semester that they will not complete the Research Option, they can withdraw from HST 300. The professor they are working with will then determine whether the student will complete the regular options for the elective course or, if that isn't possible, an alternative assignment.



Marshall University Syllabus
College of Liberal Arts
Department of History

Course

HST 300: Research Option

Course Description

Guided historical research and writing.

Credits

0 credits

Prerequisites

HST 100

To register for this course, the student must be enrolled in Dr. Rensenbrink's HST 343: The US in the 1970s.

Term/Year

Fall 2023

Class Meeting Days/Times

No class meetings. Student will meet at least twice with Dr. Rensenbrink at mutually agreed upon times.

Location

No location.

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](https://www.marshall.edu/academic-calendar/) (URL: <https://www.marshall.edu/academic-calendar/>).

Instructor

Dr. Greta Rensenbrink

Contact Information

105 Harris Hall
(304) 696-2955

rensenbrink@marshall.edu

COVID-19 Related Information

Marshall's official COVID-19 protocols are online at <https://www.marshall.edu/coronavirus> (URL: <https://www.marshall.edu/coronavirus/>). Policies and protocols may change over time as we respond to changing conditions. The website will always contain the most recent information – check it frequently for the most current information.

Key policies and practices at the start of the Fall 2022 semester include the following:

- **Wear a mask inside university buildings, when required.** To see the campus current masking status, visit Marshall's COVID-19 Dashboard (www.marshall.edu/coronavirus). Masks are not required in personal residence hall rooms or workspaces.
- **Students will disinfect their personal workspaces and virtual learning hubs** with disinfectant wipes provided nearby.
- **All members of the Marshall University community are expected to observe all COVID-19 protocols at all times. Students who are unable to follow University requirements due to a disability** should seek reasonable accommodations from the Office of Disability Services (ODS; disabilityservices@marshall.edu) during the first week of class.

Required and/or Recommended Texts and Materials

Required Texts and Materials

No required texts.

Course Student Learning Outcomes

The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.

COURSE STUDENT LEARNING OUTCOMES	HOW STUDENTS WILL PRACTICE EACH OUTCOME IN THIS COURSE	HOW STUDENT ACHIEVEMENT OF EACH OUTCOME WILL BE ASSESSED IN THIS COURSE
Students will develop their ability to think historically, putting events in chronological, causal and cultural context.	Developing their project historiography, drafting their paper	Writing the historiography section of their paper, final draft.
Students will enhance their critical thinking and analytical abilities.	Analysis of secondary and primary sources in	Paper draft and final draft.

	conjunction with their professor.	
Students will learn to conduct original historical research	Archival research toward their project	Final primary source analysis section of their paper.
Students will strengthen their writing skills, in particular their ability to make and defend an argument, to use evidence to back up claims, and to clearly present their research.	Paper draft	Final paper draft.

Course Requirements/Due Dates

Requirements:

There are three graded assignments, two preparatory writing drafts and a final draft. See course schedule for details.

The student is also required to meet with Dr. Rensenbrink a minimum of three times. These meetings can be virtual through Teams with cameras on. Failure to meet this requirement will result in a failure for HST 300. (If more than one student signs up for the Research Option, students can meet together with Dr. R or in individual meetings).

If the student completes this work, it will substitute for the final essay exam for HST 343.

Exceptions and special circumstances:

- If the student completes the research paper to the satisfaction of the professor, including all 300 requirements, but does not complete or fails HST 343, they can still get credit for HST 300.
- If the student decides partway through the semester that they will not complete the Research Option, they can withdraw from HST 300 and remain in HST 343, but will need to complete the final essay exam for HST 343.

Grading Policy

This is a CR/NC course. Credit is given if the student completes the research project with at least a D, or 60 points out of the total of 100.

The grade for the final draft of the research paper will be counted toward the final grade for HST 343 in place of the HST 343 final exam. This will be translated as a percentage (eg, if a student receives 55 out of 60 points on the final draft of the research paper, they will be given a score of 92 (rounding up from 91.66) for the final exam.

Attendance/Participation Policy

The student must meet with the professor outside of class a minimum of three times during the semester, an initial meeting to plan their project and two further meetings to receive feedback on their progress. Dr. Rensenbrink will be happy to meet as often as weekly if the student chooses.

University Policies

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to [MU Academic Affairs: University Policies](https://www.marshall.edu/academic-affairs/policies/). (URL: <https://www.marshall.edu/academic-affairs/policies/>)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Dead Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy-Marshall's Title IX Office may be contacted at TitleIX@marshall.edu
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Course Schedule

Week	Activity/Assignment	Points	Due Date
1	Meet with Dr. Rensenbrink		End of week 1
2	Decide on a topic		End of week 2
5	Meet with professor to discuss initial bibliography and thesis.		End of week 5
8	Draft of historiography section and analysis of two primary sources due.	10	End of week 8
10	Meet with professor to discuss progress.		End of week 10
12	Full draft due	30	End of week 12

Week	Activity/Assignment	Points	Due Date
14	Revised draft due	60	End of week 14

Request for Undergraduate Course Addition

1. Prepare **one** paper copy and obtain signatures from the Department Chair/Division Head, Registrar and College Dean.
2. Submit the form to your College Curriculum Committee.
3. After obtaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee Chair
4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in a single PDF file (PDF Portfolio recommended) to UCC chair.

College: COLA Department/Division: PSC Alpha Designator/Number: 201
 Contact Person: Dr. Jess Morrissette Phone: _____

NEW COURSE DATA:

Course Title: Politics, Media, and Culture (Limit of 30 characters & spaces.)
 Alpha Designator/Number: PSC 201
 General Education Designator(s) (check all that apply): CT INTL MC Core II (Core II type: Social Science/Humanities)
Note: Applications for Gen Ed attributes must be attached. <http://www.marshall.edu/wpmu/gened/core-ii-courses-info/>
 Catalog Description (Limit of 30 words): An introductory survey of how the media and popular culture both reflect and shape political values.
 Co-requisite(s): N/A First Term to be Offered: Fall 2023
 Prerequisite(s): N/A Credit Hours: 3
 Grading Mode: Graded: Credit/No Credit: _____
 Course(s) being deleted in place of this addition (must submit course deletion form): N/A

CHECKLIST/REQUIREMENTS

1. After completing this two page form in its entirety, include a complete syllabus and route through the departments/committees below.
2. A complete syllabus can be from when this course was previously taught as a special topics course or by creating a new, intended syllabus to use with the course. The sample syllabus must at a minimum address the following areas:
 - a. COURSE OBJECTIVES, COURSE OUTLINE, SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATE, INSTRUCTIONAL METHODS (Lecture, Lab, Internship, Practicum, etc.), and EVALUATION METHODS (Unit/Chapter, Midterm, Final, Projects, etc.)
3. If this course will replace a course that is required by another department, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. If this course will be similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.

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

Department Chair/Division Head: _____	Date: <u>11/7/22</u>
Registrar: _____ <u>451001</u>	Date: <u>12/16/2022</u>
College Dean: _____	Date: <u>12/19/2022</u>
College Curriculum Chair: <u>Jonathan Kozar</u>	Date: <u>1/31/23</u>
General Education Council Chair *: _____	Date: _____
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>2/17/23</u>
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science _____	Date: _____

* - Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Addition - Page 2
Additional Information Required for Undergraduate Course Addition

College: COLA Department/Division: PSC Alpha Designator/Number: 201

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. Identify by name the faculty in your department/division who may teach this course.

Dr. Damien Arthur, Dr. Jess Morrissette, and Dr. Jamie Warner.

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.

N/A

3. If this course will be required by a department/division other than your own, identify by name.

It is a requirement in the proposed Popular Culture minor currently under consideration.

4. If there are any agreements required to provide clinical experience, attach details and signed agreements.

N/A

5. If library resources are deemed inadequate, attach a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

N/A

6. EQUIPMENT/SUPPLIES NEEDED TO TEACH THIS COURSE (this does not refer to additional equipment/supplies that need to be purchased; simply what materials are needed in order to teach this course successfully.):

N/A

7. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE OR GRADUATE COURSE (please also submit to Graduate Council course addition for 5xx graduate component):

N/A

8. PROVIDE A COMPLETE BIBLIOGRAPHY INCLUDING ALL PUBLICATIONS RESEARCHED TO CREATE THIS COURSE AND WHAT PUBLICATIONS MAY BE BENEFICIAL TO STUDENTS TAKING THIS COURSE (separate page).



Marshall University Syllabus
College of Liberal Arts
Department of Political Science

Course

PSC 201: Politics, Media, and Culture

Course Description

An introductory survey of how the media and popular culture both reflect and shape political values.

Credits

3 credit hours

Prerequisites

None

Term/Year

Fall 2023

Class Meeting Days/Times

Tuesday/Thursday, 11-12:15

Location

Smith Hall 435

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](https://www.marshall.edu/academic-calendar/) (URL: <https://www.marshall.edu/academic-calendar/>).

Instructor

Dr. Jess Morrissette

Contact Information

- Office: Smith Hall 706
- Office Hours: Monday 2-4, Thursday 1-4, or by appointment
- Office Phone: 304-696-2760
- Marshall Email: morrissette@marshall.edu

COVID-19 Related Information

Marshall's official COVID-19 protocols are online at www.marshall.edu/coronavirus. Policies and protocols may change over time as we respond to changing conditions. The website will always contain the most recent information; check it frequently for the most current information. Key policies and practices at the start of the Fall 2022 semester include the following:

- **Wear a mask inside university buildings, when required.** To see the campus current masking status, visit Marshall's COVID-19 Dashboard (marshall.edu/coronavirus). Masks are not required in personal residence hall rooms or workspaces.
- **Students will disinfect their personal workspaces and virtual learning hubs** with disinfectant wipes provided nearby.
- **All members of the Marshall University community are expected to observe all COVID-19 protocols at all times. Students who are unable to follow University requirements due to a disability** should seek reasonable accommodations from the Office of Disability Services (ODS; disabilityservices@marshall.edu) during the first week of class.

Required Texts and Materials

The following texts are required for the course:

- Altheide, David L. *Gonzo Governance: The Media Logic of Donald Trump*. New York, NY: Routledge, 2023.
- Barnes, Renee. *Fandom and Polarization in Online Political Discussion: From Pop Culture to Politics*. Palgrave Macmillan, 2022.
- Burke, Liam, Ian Gordon, and Angela Ndalianis. *The Superhero Symbol: Media, Culture, and Politics*. New Brunswick: Rutgers University Press, 2020.
- Kempshall, Chris. *The History and Politics of Star Wars: Death Stars and Democracy*. Abingdon, Oxon: Routledge, 2023.
- Horton, Aaron D. *Identity in Professional Wrestling Essays on Nationality, Race and Gender*. Jefferson, NC: McFarland & Company, Inc., Publishers, 2018.
- Wills, John. *Gamer Nation: Video Games and American Culture*. Johns Hopkins University Press, 2019.

You can purchase these books in the campus bookstore or online. Feel free to choose electronic or physical copies. I've also included additional readings in the course schedule. You can access these readings on Blackboard.

Course Student Learning Outcomes

Course student learning outcomes	How students will practice this outcome	How student achievement will be assessed
Critically appraise the power dynamics and politics in news media and popular culture.	Discussions, in-class group activities, low-stakes writing assignments, media analysis exercises	Media critiques, "framing the news" essay, midterm and final exams.
Demonstrate how popular culture can contribute to the study of political science.	Discussions, in-class group activities, low-stakes writing assignments, media analysis, exercises	Media critiques, midterm and final exams
Analyze the media's role in shaping the public's perception of politics.	Discussions, in-class group activities, low-stakes writing assignments, media analysis exercises	"Framing the news" essay, midterm and final exams
Construct novel arguments about how news media and popular culture shape political values and vice versa.	Discussions, in-class group activities, low-stakes writing assignments, media analysis, exercises	Media critiques, "framing the news" essay, midterm and final exams.

Course Requirements/Due Dates

- Media Critiques:** Students will write three media critiques this semester. For these essays, students will choose a piece of contemporary popular culture—a film, TV show, video game, song, meme, or viral video—and, based on the approaches we've studied this semester, present a critique that highlights the political theme embedded in that work. Critiques should be approximately 3 pages long, double-spaced. *Due in Weeks 4, 10, and 12.*
- "Framing the News" Essay:** Students will choose an event covered by the news media during the current semester and write a 5-page essay comparing and contrasting how two or more media outlets covered the same story. Your essay should provide a summary of the event in question and then analyze the similarities and differences in how different media outlets framed their coverage, citing specific articles and/or video segments where appropriate. What are the political implications of these decisions? *Due in Week 8.*
- Midterm and Final Exams:** Students will complete take-home essay exams for the midterm and final. I will distribute questions and provide more details as the deadlines approach. *The midterm is due in Week 6; the final exam is due during finals week.*

Grading Policy

5% Participation	A = 90-100%
30% Media Critiques (10% each)	B = 80-89%
20% Midterm Exam	C = 70-79%
20% "Framing the News" Essay	D = 60-69%
25% Final	F ≤ 59%

Attendance/Participation Policy

Attendance is expected, and 5% of the course grade is based on classroom participation. If you need to miss class, please notify the instructor and provide a University-approved excuse. Late will be assessed a 10% penalty per week for the first three weeks it is overdue (for a maximum 30% late penalty).

University Policies

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) here: [MU Academic Affairs: University Policies](#).

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Dead Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy-Marshall's Title IX Office may be contacted at TitleIX@marshall.edu
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Course Schedule

Week 1: Introduction

- Excerpt from Smith, *Pop Culture Zone: Writing about Popular Culture*
- Excerpt from Sellnow, *The Rhetorical Power of Popular Culture*

Week 2: What the Heck Is Political Culture, and Why Should I Care?

- Excerpt from Van Belle, *A Novel Approach to Politics*
- Excerpt from Sachleben and Yenerall, *Seeing the Bigger Picture: Understanding Politics through Film & Television*
- Excerpt from Perloff, *The Dynamics of Political Communication: Media and Politics in a Digital Age*
- Excerpt from Iyengar, *Media Politics*

Week 3: That's News to Me

- Altheide, *Gonzo Governance: The Media Logic of Trump* (Chapters 1-5)
- Excerpt from Dunaway and Graber, *Mass Media and American Politics*

Week 4: That's News to Me

- Altheide, *Gonzo Governance: The Media Logic of Trump* (Chapters 6-10)
- Excerpt from Hall, *Politics and Media: Intersections and New Directions*

MEDIA CRITIQUE 1 DUE

Week 5: Like and Subscribe to Save Democracy

- Barnes, *Fandom and Polarization in Online Political Discussion: From Pop Culture to Politics* (Part 1)
- Excerpt from Persily and Tucker, *Social Media and Democracy: The State of the Field*

Week 6: Like and Subscribe to Save Democracy

- Barnes, *Fandom and Polarization in Online Political Discussion: From Pop Culture to Politics* (Part 2)
- Excerpt from Hall and Sinclair, *A Connected America: Politics in the Era of Social Media*
- Excerpt from Salter and Blodgett, *Toxic Geek Masculinity in Media: Sexism, Trolling, and Identity Policing*

MIDTERM EXAM DUE

Week 7: Great Power, Great Responsibility – Superhero Politics

- Burke, et al., *The Superhero Symbol: Media, Culture, and Politics* (Parts 1-2)
- Excerpt from DiPaolo, *War, Politics and Superheroes: Ethics and Propaganda in Comics and Film*

Week 8: Great Power, Great Responsibility – Superhero Politics

- Burke, et al., *The Superhero Symbol: Media, Culture, and Politics* (Parts 3-4)

"FRAMING THE NEWS" ESSAY DUE

Week 9: Power Politics in a Galaxy Far, Far Away

- Kempshall, *The History and Politics of Star Wars: Death Stars and Democracy* (Intro and Chapters 1-2)
- Excerpt from Allen and Vaughn, *Poli Sci Fi: An Introduction to Political Science through Science Fiction*

Week 10: Power Politics in a Galaxy Far, Far Away

- Kempshall, *The History and Politics of Star Wars: Death Stars and Democracy* (Chapters 3-5)
- Excerpt from Martin and Steuter, *Pop Culture Goes to War: Enlisting and Resisting Militarism in the War on Terror*

MEDIA CRITIQUE 2 DUE

Week 11: Politics in the Squared Circle

- Horton, Aaron D. *Identity in Professional Wrestling Essays on Nationality, Race and Gender* (Parts 1-2)
- Excerpt from Mazer, et al., *Professional Wrestling: Politics and Populism*

Week 12: Politics in the Squared Circle

- Horton, Aaron D. *Identity in Professional Wrestling Essays on Nationality, Race and Gender* (Parts 3-4)
- Excerpt from O'Brien, *Donald Trump and the Kayfabe Presidency: Professional Wrestling Rhetoric in the White House*

MEDIA CRITIQUE 3 DUE

Week 13: Politics at Play

- Wills, *Gamer Nation* (Intro and Chapters 1-3)
- Excerpt from Woodcock, *Marx at the Arcade: Consoles, Controllers, and Class Struggle*

Week 14: Politics at Play

- Wills, *Gamer Nation* (Chapters 4-7 and Conclusion)
- Excerpt from Huntemann and Aslinger, *Gaming Globally: Production, Play, and Place*

FINAL EXAM DUE

BIBLIOGRAPHY FOR PSC 201: Politics, Media, and Culture

- Alford, Matthew. *Reel Power Hollywood Cinema and American Supremacy*. London: Pluto Press, 2010.
- Allen, Michael A., and Justin S. Vaughn. *Poli Sci Fi: An Introduction to Political Science through Science Fiction*. New York: Routledge, 2016.
- Altheide, David L. *Gonzo Governance: The Media Logic of Donald Trump*. New York, NY: Routledge, 2023.
- Bailes, Jon. *Ideology and the Virtual City: Videogames, Power Fantasies and Neoliberalism*. United States: Baker & Taylor, 2019.
- Barnes, Renee. *Fandom and Polarization in Online Political Discussion: From Pop Culture to Politics*. Palgrave Macmillan, 2022.
- Bell, Elizabeth. *From Mouse to Mermaid the Politics of Film, Gender, and Culture*. Bloomington: Indiana Univ. Press, 2012.
- Brummett, Barry. *Rhetoric in Popular Culture*. Los Angeles: SAGE, 2022.
- Burgess, Susan. *LGBT Inclusion in American Life: Pop Culture, Political Imagination, and Civil Rights*. New York University Press, 2023.
- Burke, Liam, Ian Gordon, and Angela Ndalians. *The Superhero Symbol: Media, Culture, and Politics*. New Brunswick: Rutgers University Press, 2020.
- Danesi, Marcel. *Popular Culture: Introductory Perspectives*. Rowman & Littlefield, 2018.
- DiPaolo, Marc. *War, Politics and Superheroes: Ethics and Propaganda in Comics and Film*. Jefferson, NC: McFarland, 2011.
- Dittmer, Jason, and Daniel Bos. *Popular Culture, Geopolitics, and Identity*. Lanham, MD: Rowman & Littlefield, 2019.
- Dunaway, Johanna L., and Doris Appel Graber. *Mass Media and American Politics*. Washington: CQ Press, 2023.
- Fast, Susan, and Craig Jennex, eds. *Popular Music and the Politics of Hope: Queer and Feminist Interventions*. New York: Routledge, Taylor & Francis group, 2019.
- Fuchs, Christian. *Social Media: A Critical Introduction*. London Angleterre: Sage, 2021.
- Garratt, James. *Music and Politics: A Critical Introduction*. Cambridge: Cambridge University Press, 2019.
- Hall, Jane. *Politics and the Media: Intersections and New Directions*. Thousand Oaks, CA: CQ Press, an imprint of SAGE Publications, Inc., 2022.

- Hall, Thad E., and Betsy Sinclair. *A Connected America: Politics in the Era of Social Media*. New York: Oxford University Press, 2019.
- Horton, Aaron D. *Identity in Professional Wrestling Essays on Nationality, Race and Gender*. Jefferson, NC: McFarland & Company, Inc., Publishers, 2018.
- Huntemann, Nina, and Ben Aslinger. *Gaming Globally: Production, Play, and Place*. Basingstoke: Palgrave Macmillan, 2013.
- Iyengar, Shanto, and Stephen Ansolabehere. *Going Negative*. Riverside: Free Press, 2010.
- Iyengar, Shanto. *Media Politics*. W W Norton, 2022.
- Jenkins, Tricia, and Tom Secker. *Superheroes, Movies, and the State: How the US Government Shapes Cinematic Universes*. Lawrence, KS: University Press of Kansas, 2022.
- Kempshall, Chris. *The History and Politics of Star Wars: Death Stars and Democracy*. Abingdon, Oxon: Routledge, 2023.
- Kocurek, Carly A. *Coin-Operated Americans: Rebooting Boyhood at the Video Game Arcade*. Minnesota: University of Minnesota Press, 2016.
- Martin, Geoff, and Erin Steuter. *Pop Culture Goes to War Enlisting and Resisting Militarism in the War on Terror*. Lanham, MD: Lexington Books, 2010.
- Mazer, Sharon, Heather Levi, Eero Laine, and Nell Haynes. *Professional Wrestling: Politics and Populism*. London: Seagull Books, 2020.
- Mina, An Xiao. *Memes to Movements: How the World's Most Viral Media Is Changing Social Protest and Power*. Boston: Beacon Press, 2019.
- O'Brien, Shannon Bow. *Donald Trump and the Kayfabe Presidency: Professional Wrestling Rhetoric in the White House*. Palgrave Pivot, 2021.
- Penney, Joel. *Pop Culture, Politics, and the News: Entertainment Journalism in the Polarized Media Landscape*. New York, NY: Oxford University Press, 2022.
- Perloff, Richard M. *The Dynamics of Political Communication: Media and Politics in a Digital Age*. New York, NY: Routledge, 2022.
- Persily, Nathaniel, and Joshua A. Tucker. *Social Media and Democracy: The State of the Field, Prospects for Reform*. Cambridge etc.: Cambridge University Press, 2020.
- Sachleben, Mark, and Kevan M. Yenerall. *Seeing the Bigger Picture: Understanding Politics through Film & Television*. New York: Lang, 2005.

- Salter, Anastasia, and Bridget Blodgett. *Toxic Geek Masculinity in Media Sexism, Trolling, and Identity Policing*. Cham: Springer International Publishing, 2017.
- Sellnow, Deanna D. *The Rhetorical Power of Popular Culture: Considering Mediated Texts*. Los Angeles: SAGE, 2018.
- Singer, P. W., and Emerson T. Brooking. *LikeWar: The Weaponization of Social Media*. Boston: Eamon Dolan/Houghton Mifflin Harcourt, 2019.
- Smith, Allison D. *The Pop Culture Zone: Writing Critically about Popular Culture*. Cengage Learning, 2021.
- Storey, John. *Cultural Theory and Popular Culture an Introduction*. New York: Routledge, 2021.
- Strinati, Dominic. *An Introduction to Theories of Popular Culture*. London: Routledge, 2008.
- Takacs, Stacy. *Terrorism TV: Popular Entertainment in Post-9/11 America*. Lawrence (Kan.): University Press of Kansas, 2012.
- Van Belle Douglas A. *A Novel Approach to Politics: Introducing Political Science through Books, Movies, and Popular Culture*. Sage / CQ Press, 2021.
- Watkins, Samuel Craig. *Hip Hop Matters: Politics, Pop Culture, and the Struggle for the Soul of a Movement*. Boston (Mass.): Beacon Press, 2008.
- Weber, Cynthia. *International Relations Theory: A Critical Introduction*. Routledge, 2020.
- Weldes, Jutta. *To Seek out New Worlds Science Fiction and World Politics*. New York: Palgrave Macmillan, 2003.
- Wills, John. *Gamer Nation: Video Games and American Culture*. Johns Hopkins University Press, 2019.
- Woodcock, Jamie. *Marx at the Arcade: Consoles, Controllers, and Class Struggle*. Chicago, IL: Haymarket Books, 2019.

University Curriculum Committee

RECOMMENDATION

SR 22-23-38 CC

Recommends approval of the listed **UNDERGRADUATE COURSES CHANGES** in the following college and/or schools/programs:

College of Liberal Arts

PSC 104 Am Natl Govt & Politics (CT)

- **Summary of Change:** Title changed to American Government (CT)
- **Rationale:** The title change replaces the current awkwardly abbreviated title with a clearer and more descriptive title.
- **Form with signature:** [Undergrad Course Change PSC 104 signed.pdf](#)

PSC 209 Fund Internatl Relations (CT)

- **Summary of Change:** Title changed to World Politics (CT)
- **Rationale:** The title change to World Politics (CT) is to eliminate the awkward abbreviation of the current title, as well as to reduce potential confusion with PSC 406 (International Relations).
- **Form with signature:** [Undergrad Course Change PSC 209 signed.pdf](#)

PSC 233 Intro to Public Policy

- **Summary of Change:** Title changed to Models of Public Policy and course number changed to 302
- **Rationale:** The course title change replaces the current awkward title with a more clear title, which is student friendly. We think changing to a 300 level course better reflects the nature of the course, its content, and the difficulty level. Student expectations will be better understood.
- **Form with signature:** [Undergrad Course Change PSC 233 signed.pdf](#)

PSC 235 Law Politics & Society

- **Summary of Change:** Title change to Law & Society and course number changed to 304
- **Rationale:** The course title change replaces the current awkward title with a more clear title, which is student friendly. We think changing to a 300 level course better reflects the nature of the course, its content, and the difficulty level. Student expectations will be better understood.
- **Form with signature:** [Undergrad Course Change PSC 235 signed.pdf](#)

PSC 301 Urban Govt & Politics

- **Summary of Change:** Title changed to City Management
- **Rationale:** The course title change replaces the current awkward title with a more clear title, which is student friendly. We think it better reflects the nature of the course.
- **Form with signature:** [Undergrad Course Change PSC 301 signed.pdf](#)

PSC 333 Intro Public Administration

- **Summary of Change:** Title changed to Public Administration

University Curriculum Committee RECOMMENDATION

SR 22-23-38 CC

- **Rationale:** The course title change replaces the current awkward abbreviated title with a more clear title, which is student friendly.
- **Form with signature:** [Undergrad Course Change PSC 333 signed.pdf](#)

PSC 376 Black Politics

- **Summary of Change:** Title changed to Race & Politics
- **Rationale:** The course title change replaces the current awkward phrasing and title with a more clear title, which is student friendly. We think it better reflects the nature of the course.
- **Form with signature:** [Undergrad Course Change PSC 376 signed.pdf](#)

PSC 382 Am Legislative Process

- **Summary of Change:** Title changed to the U.S. Congress
- **Rationale:** The course title change replaces the current awkward phrasing and title with a more clear title, which is student friendly. We think it better reflects the nature of the course.
- **Form with signature:** [Undergrad Course Change PSC 382 signed.pdf](#)

PSC 410 Post Soviet Politics

- **Summary of Change:** Title changed to Russian Politics
- **Rationale:** The title change more accurately reflects course content, which is primarily focused on contemporary Russian politics. In addition, the term “post-Soviet” feels somewhat dated 30+ years after the dissolution of the Soviet Union.
- **Form with signature:** [Undergrad Course Change PSC 410 signed.pdf](#)

PSC 429 Politics of Confl & Rev

- **Summary of Change:** Title changed to Conflict and Revolution
- **Rationale:** The new title eliminates the unclear/awkward abbreviation of the earlier title.
- **Form with signature:** [Undergrad Course Change PSC 429 signed.pdf](#)

PSC 433 Public Adm & Policy Dev

- **Summary of Change:** Title changed to Public Policy Development
- **Rationale:** The course title change replaces the current awkward phrasing and title with a more clear title, which is student friendly. We think it better reflects the nature of the course.
- **Form with signature:** [Undergrad Course Change PSC 433 signed.pdf](#)

PSC 436 The American Judiciary

- **Summary of Change:** Title changed to U.S. Court System
- **Rationale:** The course title change replaces the current awkward title with a more clear title, which is student friendly. We think it better reflects the nature of the course.
- **Form with signature:** [Undergrad Course Change PSC 436 signed.pdf](#)

PSC 452 Public Personnel Admin

- **Summary of Change:** Title changed to Public Personnel
- **Rationale:** The course title change replaces the current awkward title with a more clear title, which is student friendly. We think it better reflects the nature of the course.
- **Form with signature:** [Undergrad Course Change PSC 452 signed.pdf](#)

University Curriculum Committee RECOMMENDATION

SR 22-23-38 CC

PSC 453 Governmnt Budgetary Admin

- **Summary of Change:** Title changed to Public Finance Management
- **Rationale:** The course title change replaces the current awkward title with a more clear title, which is student friendly. We think it better reflects the nature of the course.
- **Form with signature:** [Undergrad Course Change PSC 453 signed.pdf](#)

PSC 461 Urban Prob & Pub Policy

- **Summary of Change:** Title changed to American Cities
- **Rationale:** The course title change replaces the current awkward title with a more clear title, which is student friendly. We think it better reflects the nature of the course.
- **Form with signature:** [Undergrad Course Change PSC 461 signed.pdf](#)

College of Science

STA 150 Foundations of Statistics

- **Summary of Change:** Title to include (CT) and Core attribute
- **Rationale:** Change to catalog title is required to make STA 150 a Core I CT-designated course, which is already a Core II course.
- **Form with signature:** [STA150 CourseChange - signed.pdf](#)

STA 150B Foundations of Stats-Expanded

- **Summary of Change:** Title to "Foundations of Stats-Expd (CT) and Core attribute
- **Rationale:** Change to catalog title is required to make STA 150B a Core I CT-designated course, which is already a Core II course.
- **Form with signature:** [STA150B CourseChange - signed.pdf](#)

**University Curriculum Committee
RECOMMENDATION**

SR 22-23-38 CC

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS:

Request for Undergraduate Course Change

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

College: COLA Department/Division: PSC Current Alpha Designator/Number: 104
 Contact Person: Dr. Damien Arthur Phone: 304-696-6636

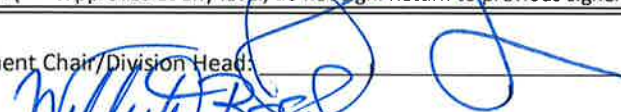
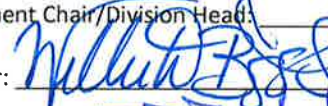

CURRENT COURSE DATA:

Course Title (Current Title within Banner): <u>Am Natl Govt & Politics (CT)</u>	
Alpha Designator/Number: <u>PSC 104</u>	Credit Hours: <u>3</u>
Term for which changes will be effective (Fill in with appropriate calendar year.):	
Fall <u>2023</u> Spring <u>2023</u> Summer <u>JMK</u> Other _____	

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*): N/A
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.
6. If library resources are deemed inadequate, include in the rationale a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

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

Department Chair/Division Head: 	Date: <u>11/7/22</u>
Registrar: 	Date: <u>12/16/2022</u>
College Dean: 	Date: <u>12/19/2022</u>
College Curriculum Chair: <u>Jonathan Kozar</u>	Date: <u>1/31/23</u>
General Education Council Chair *:	Date: _____
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>2/17/23</u>
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science: _____	Date: _____

* - Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Change – Page 2
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 104

Change in COURSE TITLE: Yes No **NOTE:** If changing to Critical Thinking, you MUST reserve (CT) at the end of new title

From: Am Natl Govt & Politics (CT)
To: American GOVERNMENT (CT) (Limited to 30 characters and spaces.)

Change in ALPHA DESIGNATOR: Yes No

From: N/A To: N/A

Change in COURSE NUMBER: Yes No

From: N/A To: N/A

Change in GRADING MODE (Graded or Credit/No Credit): Yes No

From: N/A To: N/A

Change in CREDIT HOURS: Yes No
(A change in credit hours requires documentation that specifies the work requirements have been adjusted accordingly.)

From: N/A To: N/A

Addition of GENERAL EDUCATION ATTRIBUTES: Yes No

From: N/A To (check all that apply): CT INTL MC Core II (Core II type: N/A)

Note: Applications for Gen Ed attributes must be attached. <http://www.marshall.edu/wpmu/gened/core-ii-courses-info/>

Change in CATALOG DESCRIPTION: Yes No
(Limit of 30 words. If change is substantial, document in the rationale. If change is minor, simply show the change below.)

From: N/A

To: N/A

Request for Undergraduate Course Change – Page 3
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 104

Define the rationale for EACH type of change here. NOTE: If major change in content, please consider creating a new course.

The title change replaces the current awkwardly abbreviated title with a clearer and more descriptive title.

Request for Undergraduate Course Change

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

College: COLA Department/Division: PSC Current Alpha Designator/Number: 209
 Contact Person: Dr. Jess Morrissette Phone: 304-696-2760

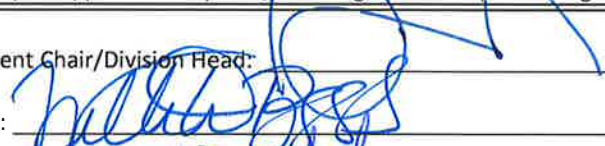

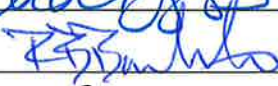
CURRENT COURSE DATA:

Course Title (Current Title within Banner): <u>Fund Internatl Relations (CT)</u>	
Alpha Designator/Number: <u>PSC 209</u>	Credit Hours: <u>3</u>
Term for which changes will be effective (Fill in with appropriate calendar year.):	
Fall <u>2023</u> Spring <u>2023</u> Summer <u>JMK</u> Other _____	

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*): N/A
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.
6. If library resources are deemed inadequate, include in the rationale a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

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

Department Chair/Division Head: 	Date: <u>4/7/22</u>
Registrar: 	Date: <u>12/14/2022</u>
College Dean: 	Date: <u>12/19/2022</u>
College Curriculum Chair: <u>Jonathan Kozar</u>	Date: <u>1/31/23</u>
General Education Council Chair *:	Date: _____
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>2/17/23</u>
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science: _____	Date: _____

* - Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Change – Page 2
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 209

Change in COURSE TITLE: Yes No **NOTE:** If changing to Critical Thinking, you MUST reserve (CT) at the end of new title

From: Fund Internatl Relations (CT)

To: World Politics (CT) (Limited to 30 characters and spaces.)

Change in ALPHA DESIGNATOR: Yes No

From: N/A To: N/A

Change in COURSE NUMBER: Yes No

From: N/A To: N/A

Change in GRADING MODE (Graded or Credit/No Credit): Yes No

From: N/A To: N/A

Change in CREDIT HOURS: Yes No

(A change in credit hours requires documentation that specifies the work requirements have been adjusted accordingly.)

From: N/A To: N/A

Addition of GENERAL EDUCATION ATTRIBUTES: Yes No

From: N/A To (check all that apply): CT INTL MC Core II (Core II type: N/A)

Note: Applications for Gen Ed attributes must be attached. <http://www.marshall.edu/wpmu/gened/core-ii-courses-info/>

Change in CATALOG DESCRIPTION: Yes No

(Limit of 30 words. If change is substantial, document in the rationale. If change is minor, simply show the change below.)

From: N/A

To: N/A

See <http://www.marshall.edu/senate/ucc/> for information on chair

Request for Undergraduate Course Change – Page 3
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 209

Define the rationale for EACH type of change here. *NOTE: If major change in content, please consider creating a new course.*

The title change to World Politics (CT) is to eliminate the awkward abbreviation of the current title, as well as to reduce potential confusion with PSC 406 (International Relations).

Request for Undergraduate Course Change

1. Prepare **one** paper copy and obtain signatures from the Department Chair/Division Head, Registrar and College Dean.
2. Submit the form to your College Curriculum Committee.
3. After obtaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee Chair
4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in a single PDF file (PDF Portfolio recommended) to UCC chair.

College: COLA Department/Division: Political science Current Alpha Designator/Number: 233
 Contact Person: Dr. Jess Morrissette Phone: 304-696-2760

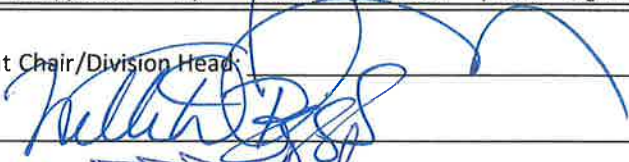
CURRENT COURSE DATA:

Course Title (Current Title within Banner): <u>Intro to Public Policy</u>	
Alpha Designator/Number: <u>PSC 233</u>	Credit Hours: <u>3</u>
Term for which changes will be effective (Fill in with appropriate calendar year.):	
Fall <u>23</u> Spring <u>23</u> Summer _____ Other _____	<u>JMK</u>

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*): n/a
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.
6. If library resources are deemed inadequate, include in the rationale a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

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

Department Chair/Division Head: 	Date: <u>12/12/22</u>
Registrar: 	Date: <u>12/16/2022</u>
College Dean: 	Date: <u>12/19/2022</u>
College Curriculum Chair: <u>Jonathan Kozar</u>	Date: <u>2/4/23</u>
General Education Council Chair *:	Date: _____
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>2/17/23</u>
Faculty Senate Chair:	Date: _____
VP Academic Affairs/VP Health Science	Date: _____

* - Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Change – Page 2
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 233

Change in COURSE TITLE: Yes No **NOTE:** If changing to Critical Thinking, you MUST reserve (CT) at the end of new title

From: Intro to Public Policy
To: Models of Public Policy (Limited to 30 characters and spaces.)

Change in ALPHA DESIGNATOR: Yes No

From: _____ To: _____

Change in COURSE NUMBER: Yes No

From: 235 ²³³ To: 300 ³⁰²
Change from 200 level to 300 level

Change in GRADING MODE (Graded or Credit/No Credit): Yes No

From: _____ To: _____

Change in CREDIT HOURS: Yes No

(A change in credit hours requires documentation that specifies the work requirements have been adjusted accordingly.)

From: _____ To: _____

Addition of GENERAL EDUCATION ATTRIBUTES: Yes No

From: _____ To (check all that apply): CT INTL MC Core II (Core II type: _____)

Note: Applications for Gen Ed attributes must be attached. <http://www.marshall.edu/wpmu/gened/core-ii-courses-info/>

Change in CATALOG DESCRIPTION: Yes No

(Limit of 30 words. If change is substantial, document in the rationale. If change is minor, simply show the change below.)

From:

To:

Request for Undergraduate Course Change – Page 3
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 233

Define the rationale for EACH type of change here. *NOTE: If major change in content, please consider creating a new course.*

The course title change replaces the current awkward title with a more clear title, which is student friendly. We think changing to a 300 level course better reflects the nature of the course, its content, and the difficulty level. Student expectations will be better understood.

Request for Undergraduate Course Change

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

College: COLA Department/Division: Political science Current Alpha Designator/Number: 235
 Contact Person: Dr. Jess Morrissette Phone: 304-696-2760

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Law Politics & Society
 Alpha Designator/Number: PSC 235 Credit Hours: 3
 Term for which changes will be effective (Fill in with appropriate calendar year.):
 Fall 23 Spring 23 JMK Summer _____ Other _____

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*): n/a
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.
6. If library resources are deemed inadequate, include in the rationale a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

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

Department Chair/Division Head: _____	Date: <u>12/12/22</u>
Registrar: _____	Date: <u>12/16/2022</u>
College Dean: _____	Date: <u>1/9/2023</u>
College Curriculum Chair: <u>Jonathan Kozar</u>	Date: <u>2/4/23</u>
General Education Council Chair *: _____	Date: _____
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>2/17/23</u>
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science _____	Date: _____

* - Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Change – Page 2
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 235

Change in COURSE TITLE: Yes No **NOTE:** If changing to Critical Thinking, you MUST reserve (CT) at the end of new title

From: Law Politics & Society

To: Law & Society (Limited to 30 characters and spaces.)

Change in ALPHA DESIGNATOR: Yes No

From: _____ To: _____

Change in COURSE NUMBER: Yes No

From: 235 To: ~~300~~ 304
Change from 200 level to 300 level

Change in GRADING MODE (Graded or Credit/No Credit): Yes No

From: _____ To: _____

Change in CREDIT HOURS: Yes No

(A change in credit hours requires documentation that specifies the work requirements have been adjusted accordingly.)

From: _____ To: _____

Addition of GENERAL EDUCATION ATTRIBUTES: Yes No

From: _____ To (check all that apply): CT INTL MC Core II (Core II type: _____)

Note: Applications for Gen Ed attributes must be attached. <http://www.marshall.edu/wpmu/gened/core-ii-courses-info/>

Change in CATALOG DESCRIPTION: Yes No

(Limit of 30 words. If change is substantial, document in the rationale. If change is minor, simply show the change below.

From:

To:

Request for Undergraduate Course Change – Page 3
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 235

Define the rationale for EACH type of change here. *NOTE: If major change in content, please consider creating a new course.*

The course title change replaces the current awkward title with a more clear title, which is student friendly. We think changing to a 300 level course better reflects the nature of the course, its content, and the difficulty level. Student expectations will be better understood.

Request for Undergraduate Course Change

1. Prepare **one** paper copy and obtain signatures from the Department Chair/Division Head, Registrar and College Dean.
2. Submit the form to your College Curriculum Committee.
3. After obtaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee Chair
4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in a single PDF file (PDF Portfolio recommended) to UCC chair.

College: COLA Department/Division: Political science Current Alpha Designator/Number: 301
 Contact Person: Dr. Jess Morrissette Phone: 304-696-2760

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Urban Govt & Politics
 Alpha Designator/Number: PSC 301 Credit Hours: 3
 Term for which changes will be effective (Fill in with appropriate calendar year.):
 Fall 2023 Spring 23 Summer _____ Other _____
 JMK

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*): n/a
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.
6. If library resources are deemed inadequate, include in the rationale a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

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

Department Chair/Division Head: _____	Date: <u>12/12/22</u>
Registrar: _____	Date: <u>12/16/2022</u>
College Dean: _____	Date: <u>12/19/2022</u>
College Curriculum Chair: <u>Jonathan Kozar</u>	Date: <u>1/31/23</u>
General Education Council Chair *: _____	Date: _____
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>2/17/23</u>
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science _____	Date: _____

* - Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Change – Page 2
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 301

Change in COURSE TITLE: Yes No **NOTE:** If changing to Critical Thinking, you MUST reserve (CT) at the end of new title

From: Urban Govt & Politics

To: City Management (Limited to 30 characters and spaces.)

Change in ALPHA DESIGNATOR: Yes No

From: _____ To: _____

Change in COURSE NUMBER: Yes No

From: _____ To: _____

Change in GRADING MODE (Graded or Credit/No Credit): Yes No

From: _____ To: _____

Change in CREDIT HOURS: Yes No

(A change in credit hours requires documentation that specifies the work requirements have been adjusted accordingly.)

From: _____ To: _____

Addition of GENERAL EDUCATION ATTRIBUTES: Yes No

From: _____ To (check all that apply): CT INTL MC Core II (Core II type: _____)

Note: Applications for Gen Ed attributes must be attached. <http://www.marshall.edu/wpmu/gened/core-ii-courses-info/>

Change in CATALOG DESCRIPTION: Yes No

(Limit of 30 words. If change is substantial, document in the rationale. If change is minor, simply show the change below.)

From:

To:

Request for Undergraduate Course Change – Page 3
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 301

Define the rationale for EACH type of change here. *NOTE: If major change in content, please consider creating a new course.*

The course title change replaces the current awkward title with a more clear title, which is student friendly. We think it better reflects the nature of the course.

Request for Undergraduate Course Change

1. Prepare **one** paper copy and obtain signatures from the Department Chair/Division Head, Registrar and College Dean.
2. Submit the form to your College Curriculum Committee.
3. After obtaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee Chair
4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in a single PDF file (PDF Portfolio recommended) to UCC chair.

College: COLA Department/Division: Political science Current Alpha Designator/Number: 333
 Contact Person: Dr. Jess Morrisette Phone: 304-696-2760

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Public Administration Intro Public Administra
 Alpha Designator/Number: PSC 333 Credit Hours: 3
 Term for which changes will be effective (Fill in with appropriate calendar year.):
 Fall 23 Spring 23 Summer _____ Other _____
JMK

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*): n/a
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.
6. If library resources are deemed inadequate, include in the rationale a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

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

Department Chair/Division Head: <u>[Signature]</u>	Date: <u>12/12/22</u>
Registrar: <u>[Signature]</u>	Date: <u>14/4/2022</u>
College Dean: <u>[Signature]</u>	Date: <u>12/19/2022</u>
College Curriculum Chair: <u>Jonathan Kozar</u>	Date: <u>2/4/23</u>
General Education Council Chair *:	Date: _____
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>2/17/23</u>
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science _____	Date: _____

* - Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Change – Page 2
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 333

Change in COURSE TITLE: Yes No **NOTE:** If changing to Critical Thinking, you MUST reserve (CT) at the end of new title

From: Intro Public Administra

To: Public Administration (Limited to 30 characters and spaces.)

Change in ALPHA DESIGNATOR: Yes No

From: _____ To: _____

Change in COURSE NUMBER: Yes No

From: _____ To: _____

Change in GRADING MODE (Graded or Credit/No Credit): Yes No

From: _____ To: _____

Change in CREDIT HOURS: Yes No
(A change in credit hours requires documentation that specifies the work requirements have been adjusted accordingly.)

From: _____ To: _____

Addition of GENERAL EDUCATION ATTRIBUTES: Yes No

From: _____ To (check all that apply): CT INTL MC Core II (Core II type: _____)

Note: Applications for Gen Ed attributes must be attached. <http://www.marshall.edu/wpmu/gened/core-ii-courses-info/>

Change in CATALOG DESCRIPTION: Yes No
(Limit of 30 words. If change is substantial, document in the rationale. If change is minor, simply show the change below.)

From:

To:

Request for Undergraduate Course Change – Page 3
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 333

Define the rationale for EACH type of change here. *NOTE: If major change in content, please consider creating a new course.*

The course title change replaces the current awkward abbreviated title with a more clear title, which is student friendly.

Request for Undergraduate Course Change

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

College: COLA Department/Division: Political science Current Alpha Designator/Number: 376
 Contact Person: Dr. Jess Morrissette Phone: 304-696-2760

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Black Politics
 Alpha Designator/Number: PSC 376 Credit Hours: 3
 Term for which changes will be effective (Fill in with appropriate calendar year.):
 Fall 2023 Spring 23 Summer _____ Other _____ JMK

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*): n/a
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.
6. If library resources are deemed inadequate, include in the rationale a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

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

Department Chair/Division Head: _____	Date: <u>12/12/22</u>
Registrar: _____	Date: <u>12/16/2022</u>
College Dean: _____	Date: <u>12/19/2022</u>
College Curriculum Chair: <u>Jonathan Kozar</u>	Date: <u>1/31/23</u>
General Education Council Chair *: _____	Date: _____
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>2/17/23</u>
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science _____	Date: _____

* - Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Change – Page 2
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 376

Change in COURSE TITLE: Yes No **NOTE:** If changing to Critical Thinking, you MUST reserve (CT) at the end of new title

From: Black Politics

To: Race & Politics (Limited to 30 characters and spaces.)

Change in ALPHA DESIGNATOR: Yes No

From: _____ To: _____

Change in COURSE NUMBER: Yes No

From: _____ To: _____

Change in GRADING MODE (Graded or Credit/No Credit): Yes No

From: _____ To: _____

Change in CREDIT HOURS: Yes No

(A change in credit hours requires documentation that specifies the work requirements have been adjusted accordingly.)

From: _____ To: _____

Addition of GENERAL EDUCATION ATTRIBUTES: Yes No

From: _____ To (check all that apply): CT INTL MC Core II (Core II type: _____)

Note: Applications for Gen Ed attributes must be attached. <http://www.marshall.edu/wpmu/gened/core-ii-courses-info/>

Change in CATALOG DESCRIPTION: Yes No

(Limit of 30 words. If change is substantial, document in the rationale. If change is minor, simply show the change below.

From:

To:

Request for Undergraduate Course Change – Page 3
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 376

Define the rationale for EACH type of change here. *NOTE: If major change in content, please consider creating a new course.*

The course title change replaces the current awkward phrasing and title with a more clear title, which is student friendly. We think it better reflects the nature of the course.

Request for Undergraduate Course Change

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

College: COLA Department/Division: Political science Current Alpha Designator/Number: 382
 Contact Person: Dr. Jess Morrissette Phone: 304-696-2760

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Am Legislative Process
 Alpha Designator/Number: PSC 382 Credit Hours: 3
 Term for which changes will be effective (Fill in with appropriate calendar year.):
 Fall 2023 Spring 23 Summer _____ Other _____ JMK

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*): n/a
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.
6. If library resources are deemed inadequate, include in the rationale a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

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

Department Chair/Division Head: _____	Date: <u>12/12/22</u>
Registrar: _____	Date: <u>12/16/2022</u>
College Dean: _____	Date: <u>12/19/2022</u>
College Curriculum Chair: <u>Jonathan Kozar</u>	Date: <u>1/31/23</u>
General Education Council Chair *: _____	Date: _____
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>2/17/23</u>
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science _____	Date: _____

* - Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Change – Page 2
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 382

Change in COURSE TITLE: Yes No **NOTE:** If changing to Critical Thinking, you MUST reserve (CT) at the end of new title

From: Am Legislative Process

To: The U.S. Congress (Limited to 30 characters and spaces.)

Change in ALPHA DESIGNATOR: Yes No

From: _____ To: _____

Change in COURSE NUMBER: Yes No

From: _____ To: _____

Change in GRADING MODE (Graded or Credit/No Credit): Yes No

From: _____ To: _____

Change in CREDIT HOURS: Yes No

(A change in credit hours requires documentation that specifies the work requirements have been adjusted accordingly.)

From: _____ To: _____

Addition of GENERAL EDUCATION ATTRIBUTES: Yes No

From: _____ To (check all that apply): CT INTL MC Core II (Core II type: _____)

Note: Applications for Gen Ed attributes must be attached. <http://www.marshall.edu/wpmu/gened/core-ii-courses-info/>

Change in CATALOG DESCRIPTION: Yes No

(Limit of 30 words. If change is substantial, document in the rationale. If change is minor, simply show the change below.

From:

To:

Request for Undergraduate Course Change – Page 3
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 382

Define the rationale for EACH type of change here. *NOTE: If major change in content, please consider creating a new course.*

The course title change replaces the current awkward phrasing and title with a more clear title, which is student friendly. We think it better reflects the nature of the course.

Request for Undergraduate Course Change

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

College: COLA Department/Division: PSC Current Alpha Designator/Number: 410
 Contact Person: Dr. Jess Morrissette Phone: 304-696-2760

CURRENT COURSE DATA:

Course Title (Current Title within Banner): <u>Post Soviet Politics</u>	
Alpha Designator/Number: <u>PSC 410</u>	Credit Hours: <u>3</u>
Term for which changes will be effective (Fill in with appropriate calendar year.):	
Fall <u>2023</u> Spring <u>2023</u> Summer _____ Other _____	<u>JMK</u>

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*): N/A
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.
6. If library resources are deemed inadequate, include in the rationale a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

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

Department Chair/Division Head: 	Date: <u>11/21/22</u>
Registrar: 	Date: <u>12/16/2022</u>
College Dean: 	Date: <u>12/19/2022</u>
College Curriculum Chair: <u>Jonathan Kozar</u>	Date: <u>1/31/23</u>
General Education Council Chair *:	Date: _____
University Curriculum Committee Chair:	Date: _____
Faculty Senate Chair:	Date: _____
VP Academic Affairs/VP Health Science	Date: _____

* - Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Change – Page 2
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 410

Change in COURSE TITLE: Yes No **NOTE:** If changing to Critical Thinking, you MUST reserve (CT) at the end of new title

From: Post Soviet Politics

To: Russian Politics (Limited to 30 characters and spaces.)

Change in ALPHA DESIGNATOR: Yes No

From: N/A To: N/A

Change in COURSE NUMBER: Yes No

From: N/A To: N/A

Change in GRADING MODE (Graded or Credit/No Credit): Yes No

From: N/A To: N/A

Change in CREDIT HOURS: Yes No

(A change in credit hours requires documentation that specifies the work requirements have been adjusted accordingly.)

From: N/A To: N/A

Addition of GENERAL EDUCATION ATTRIBUTES: Yes No

From: N/A To (check all that apply): CT INTL MC Core II (Core II type: N/A)

Note: Applications for Gen Ed attributes must be attached. <http://www.marshall.edu/wpmu/gened/core-ii-courses-info/>

Change in CATALOG DESCRIPTION: Yes No

(Limit of 30 words. If change is substantial, document in the rationale. If change is minor, simply show the change below.)

From: N/A

To: N/A

Request for Undergraduate Course Change – Page 3
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 410

Define the rationale for EACH type of change here. NOTE: If major change in content, please consider creating a new course.

The title change more accurately reflects course content, which is primarily focused on contemporary Russian politics. In addition, the term "post-Soviet" feels somewhat dated 30+ years after the dissolution of the Soviet Union.

Request for Undergraduate Course Change

1. Prepare **one** paper copy and obtain signatures from the Department Chair/Division Head, Registrar and College Dean.
2. Submit the form to your College Curriculum Committee.
3. After obtaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee Chair
4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in a single PDF file (PDF Portfolio recommended) to UCC chair.

College: COLA Department/Division: PSC Current Alpha Designator/Number: 429
 Contact Person: Dr. Jess Morrissette Phone: 304-696-2760

CURRENT COURSE DATA:

Course Title (Current Title within Banner): <u>Politics of Confl & Rev</u>	
Alpha Designator/Number: <u>PSC 429</u>	Credit Hours: <u>3</u>
Term for which changes will be effective (Fill in with appropriate calendar year.):	
Fall <u>2023</u> Spring <u>2023</u> Summer _____ Other _____	
<u>JMK</u>	

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*): N/A
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.
6. If library resources are deemed inadequate, include in the rationale a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

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

Department Chair/Division Head: 	Date: <u>11/7/22</u>
Registrar: 	Date: <u>12/12/2022</u>
College Dean: 	Date: <u>12/19/2022</u>
College Curriculum Chair: <u>Jonathan Kozar</u>	Date: <u>1/31/23</u>
General Education Council Chair *:	Date: _____
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>2/17/23</u>
Faculty Senate Chair:	Date: _____
VP Academic Affairs/VP Health Science	Date: _____

* - Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Change – Page 2
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 429

Change in COURSE TITLE: Yes No **NOTE:** If changing to Critical Thinking, you MUST reserve (CT) at the end of new title

From: Politics of Confl & Rev

To: Conflict and Revolution (Limited to 30 characters and spaces.)

Change in ALPHA DESIGNATOR: Yes No

From: N/A To: N/A

Change in COURSE NUMBER: Yes No

From: N/A To: N/A

Change in GRADING MODE (Graded or Credit/No Credit): Yes No

From: N/A To: N/A

Change in CREDIT HOURS: Yes No

(A change in credit hours requires documentation that specifies the work requirements have been adjusted accordingly.)

From: N/A To: N/A

Addition of GENERAL EDUCATION ATTRIBUTES: Yes No

From: N/A To (check all that apply): CT INTL MC Core II (Core II type: N/A)

Note: Applications for Gen Ed attributes must be attached. <http://www.marshall.edu/wpmu/gened/core-ii-courses-info/>

Change in CATALOG DESCRIPTION: Yes No

(Limit of 30 words. If change is substantial, document in the rationale. If change is minor, simply show the change below.)

From: N/A

To: N/A

Request for Undergraduate Course Change – Page 3
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 429

Define the rationale for EACH type of change here. *NOTE: If major change in content, please consider creating a new course.*

The new title eliminates the unclear/awkward abbreviation of the earlier title.

Request for Undergraduate Course Change

1. Prepare **one** paper copy and obtain signatures from the Department Chair/Division Head, Registrar and College Dean.
2. Submit the form to your College Curriculum Committee.
3. After obtaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee Chair
4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in a single PDF file (PDF Portfolio recommended) to UCC chair.

College: COLA Department/Division: Political science Current Alpha Designator/Number: 433
 Contact Person: Dr. Jess Morrissette Phone: 304-696-2760

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Public Adm & Policy Dev
 Alpha Designator/Number: PSC 433 Credit Hours: 3
 Term for which changes will be effective (Fill in with appropriate calendar year.):
 Fall 2023 Spring 23 Summer _____ Other _____
JMK

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*): n/a
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.
6. If library resources are deemed inadequate, include in the rationale a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

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

Department Chair/Division Head: <u>[Signature]</u>	Date: <u>12/12/22</u>
Registrar: <u>[Signature]</u>	Date: <u>12/10/2022</u>
College Dean: <u>[Signature]</u>	Date: <u>12/19/2022</u>
College Curriculum Chair: <u>Jonathan Kozar</u>	Date: <u>1/31/23</u>
General Education Council Chair *: _____	Date: _____
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>2/17/23</u>
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science _____	Date: _____

* - Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Change – Page 2
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 433

Change in COURSE TITLE: Yes No **NOTE:** If changing to Critical Thinking, you MUST reserve (CT) at the end of new title

From: Public Adm & Policy Dev

To: Public Policy Development (Limited to 30 characters and spaces.)

Change in ALPHA DESIGNATOR: Yes No

From: _____ To: _____

Change in COURSE NUMBER: Yes No

From: _____ To: _____

Change in GRADING MODE (Graded or Credit/No Credit): Yes No

From: _____ To: _____

Change in CREDIT HOURS: Yes No

(A change in credit hours requires documentation that specifies the work requirements have been adjusted accordingly.)

From: _____ To: _____

Addition of GENERAL EDUCATION ATTRIBUTES: Yes No

From: _____ To (check all that apply): CT INTL MC Core II (Core II type: _____)

Note: Applications for Gen Ed attributes must be attached. <http://www.marshall.edu/wpmu/gened/core-ii-courses-info/>

Change in CATALOG DESCRIPTION: Yes No

(Limit of 30 words. If change is substantial, document in the rationale. If change is minor, simply show the change below.)

From:

To:

Request for Undergraduate Course Change – Page 3
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 433

Define the rationale for EACH type of change here. *NOTE: If major change in content, please consider creating a new course.*

The course title change replaces the current awkward phrasing and title with a more clear title, which is student friendly. We think it better reflects the nature of the course.

Request for Undergraduate Course Change

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

College: COLA Department/Division: Political science Current Alpha Designator/Number: 436
 Contact Person: Dr. Jess Morrissette Phone: 304-696-2760

CURRENT COURSE DATA:

Course Title (Current Title within Banner): The American Judiciary
 Alpha Designator/Number: PSC 436 Credit Hours: 3
 Term for which changes will be effective (Fill in with appropriate calendar year.):
 Fall 2023 Spring 23 Summer _____ Other _____ JMK

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*): n/a
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.
6. If library resources are deemed inadequate, include in the rationale a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

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

Department Chair/Division Head: <u>[Signature]</u>	Date: <u>12/12/22</u>
Registrar: <u>[Signature]</u>	Date: <u>12/14/2022</u>
College Dean: <u>[Signature]</u>	Date: <u>12/19/2022</u>
College Curriculum Chair: <u>Jonathan Kozar</u>	Date: <u>1/31/23</u>
General Education Council Chair *:	Date: _____
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>2/17/23</u>
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science _____	Date: _____

* - Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Change – Page 2
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 436

Change in COURSE TITLE: Yes No **NOTE:** If changing to Critical Thinking, you MUST reserve (CT) at the end of new title

From: The American Judiciary

To: U.S. Court System (Limited to 30 characters and spaces.)

Change in ALPHA DESIGNATOR: Yes No

From: _____ To: _____

Change in COURSE NUMBER: Yes No

From: _____ To: _____

Change in GRADING MODE (Graded or Credit/No Credit): Yes No

From: _____ To: _____

Change in CREDIT HOURS: Yes No

(A change in credit hours requires documentation that specifies the work requirements have been adjusted accordingly.)

From: _____ To: _____

Addition of GENERAL EDUCATION ATTRIBUTES: Yes No

From: _____ To (check all that apply): CT INTL MC Core II (Core II type: _____)

Note: Applications for Gen Ed attributes must be attached. <http://www.marshall.edu/wpmu/gened/core-ii-courses-info/>

Change in CATALOG DESCRIPTION: Yes No

(Limit of 30 words. If change is substantial, document in the rationale. If change is minor, simply show the change below.

From:

To:

Request for Undergraduate Course Change – Page 3
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 436

Define the rationale for EACH type of change here. *NOTE: If major change in content, please consider creating a new course.*

The course title change replaces the current awkward title with a more clear title, which is student friendly. We think it better reflects the nature of the course.

Request for Undergraduate Course Change

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

College: COLA Department/Division: Political science Current Alpha Designator/Number: 452
 Contact Person: Dr. Jess Morrissette Phone: 304-696-2760


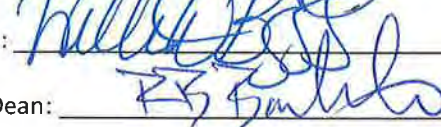
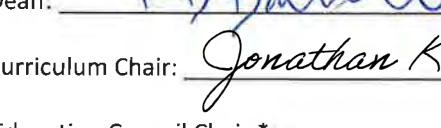
CURRENT COURSE DATA:

Course Title (Current Title within Banner): <u>Public Personnel Admin</u>	
Alpha Designator/Number: <u>PSC 452</u>	Credit Hours: <u>3</u>
Term for which changes will be effective (Fill in with appropriate calendar year.):	
Fall <u>23</u> Spring <u>23</u> Summer _____ Other _____	<u>JMK</u>

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*): n/a
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.
6. If library resources are deemed inadequate, include in the rationale a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

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

Department Chair/Division Head: 	Date: <u>12/13/22</u>
Registrar: 	Date: <u>12/16/2022</u>
College Dean: 	Date: <u>1/9/2023</u>
College Curriculum Chair: <u>Jonathan Kozar</u>	Date: <u>2/6/23</u>
General Education Council Chair *:	Date: _____
University Curriculum Committee Chair:	Date: _____
Faculty Senate Chair:	Date: _____
VP Academic Affairs/VP Health Science	Date: _____

* - Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Change – Page 2
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 452

Change in COURSE TITLE: Yes No **NOTE:** If changing to Critical Thinking, you MUST reserve (CT) at the end of new title

From: Public Personnel Admin
To: Personnel Management Public Personnel (Limited to 30 characters and spaces.)

Change in ALPHA DESIGNATOR: Yes No

From: _____ To: _____

Change in COURSE NUMBER: Yes No

From: _____ To: _____

Change in GRADING MODE (Graded or Credit/No Credit): Yes No

From: _____ To: _____

Change in CREDIT HOURS: Yes No
(A change in credit hours requires documentation that specifies the work requirements have been adjusted accordingly.)

From: _____ To: _____

Addition of GENERAL EDUCATION ATTRIBUTES: Yes No

From: _____ To (check all that apply): CT INTL MC Core II (Core II type: _____)

Note: Applications for Gen Ed attributes must be attached. <http://www.marshall.edu/wpmu/gened/core-ii-courses-info/>

Change in CATALOG DESCRIPTION: Yes No
(Limit of 30 words. If change is substantial, document in the rationale. If change is minor, simply show the change below.)

From:

To:

Request for Undergraduate Course Change – Page 3
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 452

Define the rationale for EACH type of change here. *NOTE: If major change in content, please consider creating a new course.*

The course title change replaces the current awkward title with a more clear title, which is student friendly. We think it better reflects the nature of the course.

Request for Undergraduate Course Change

1. Prepare **one** paper copy and obtain signatures from the Department Chair/Division Head, Registrar and College Dean.
2. Submit the form to your College Curriculum Committee.
3. After obtaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee Chair
4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in a single PDF file (PDF Portfolio recommended) to UCC chair.

College: COLA Department/Division: Political science Current Alpha Designator/Number: 453
 Contact Person: Dr. Jess Morrissette Phone: 304-696-2760

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Government Budgetary Admin
 Alpha Designator/Number: PSC 453 Credit Hours: 3
 Term for which changes will be effective (Fill in with appropriate calendar year.):
 Fall 23 Spring 23 Summer JMK Other _____

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*): n/a
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.
6. If library resources are deemed inadequate, include in the rationale a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

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

Department Chair/Division Head: _____	Date: <u>12/13/22</u>
Registrar: _____	Date: <u>12/16/2022</u>
College Dean: _____	Date: <u>12/19/2022</u>
College Curriculum Chair: <u>Jonathan Kozar</u>	Date: <u>2/6/23</u>
General Education Council Chair *: _____	Date: _____
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>2/17/23</u>
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science _____	Date: _____

* - Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Change – Page 2
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 453

Change in COURSE TITLE: Yes No **NOTE:** If changing to Critical Thinking, you MUST reserve (CT) at the end of new title

From: Government Budgetary Admin

To: Public Finance Management (Limited to 30 characters and spaces.)

Change in ALPHA DESIGNATOR: Yes No

From: _____ To: _____

Change in COURSE NUMBER: Yes No

From: _____ To: _____

Change in GRADING MODE (Graded or Credit/No Credit): Yes No

From: _____ To: _____

Change in CREDIT HOURS: Yes No

(A change in credit hours requires documentation that specifies the work requirements have been adjusted accordingly.)

From: _____ To: _____

Addition of GENERAL EDUCATION ATTRIBUTES: Yes No

From: _____ To (check all that apply): CT INTL MC Core II (Core II type: _____)

Note: Applications for Gen Ed attributes must be attached. <http://www.marshall.edu/wpmu/gened/core-ii-courses-info/>

Change in CATALOG DESCRIPTION: Yes No

(Limit of 30 words. If change is substantial, document in the rationale. If change is minor, simply show the change below.

From:

To:

Request for Undergraduate Course Change – Page 3
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 453

Define the rationale for EACH type of change here. *NOTE: If major change in content, please consider creating a new course.*

The course title change replaces the current awkward title with a more clear title, which is student friendly. We think it better reflects the nature of the course.

Request for Undergraduate Course Change

1. Prepare **one** paper copy and obtain signatures from the Department Chair/Division Head, Registrar and College Dean.
2. Submit the form to your College Curriculum Committee.
3. After obtaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee Chair
4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in a single PDF file (PDF Portfolio recommended) to UCC chair.

College: COLA Department/Division: Political science Current Alpha Designator/Number: 461
 Contact Person: Dr. Jess Morrissette Phone: 304-696-2760

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Urban Prob & Pub Policy
 Alpha Designator/Number: PSC 461 Credit Hours: 3
 Term for which changes will be effective (Fill in with appropriate calendar year.):
 Fall 23 Spring 23 Summer _____ Other _____
JMK

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*): n/a
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.
6. If library resources are deemed inadequate, include in the rationale a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

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

Department Chair/Division Head: _____	Date: <u>12/13/22</u>
Registrar: _____	Date: <u>12/10/2022</u>
College Dean: _____	Date: <u>12/19/22</u>
College Curriculum Chair: <u>Jonathan Kozar</u>	Date: <u>2/6/23</u>
General Education Council Chair *: _____	Date: _____
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>2/17/23</u>
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science _____	Date: _____

* - Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Change – Page 2
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 461

Change in COURSE TITLE: Yes No **NOTE:** If changing to Critical Thinking, you MUST reserve (CT) at the end of new title

From: Urban Prob & Pub Policy

To: Problems in American Cities (Limited to 30 characters and spaces.)

Change in ALPHA DESIGNATOR: Yes No

From: _____ To: _____

Change in COURSE NUMBER: Yes No

From: _____ To: _____

Change in GRADING MODE (Graded or Credit/No Credit): Yes No

From: _____ To: _____

Change in CREDIT HOURS: Yes No

(A change in credit hours requires documentation that specifies the work requirements have been adjusted accordingly.)

From: _____ To: _____

Addition of GENERAL EDUCATION ATTRIBUTES: Yes No

From: _____ To (check all that apply): CT INTL MC Core II (Core II type: _____)

Note: Applications for Gen Ed attributes must be attached. <http://www.marshall.edu/wpmu/gened/core-ii-courses-info/>

Change in CATALOG DESCRIPTION: Yes No

(Limit of 30 words. If change is substantial, document in the rationale. If change is minor, simply show the change below.)

From:

To:

Request for Undergraduate Course Change – Page 3
Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: PSC Current Alpha Designator/Number: 461

Define the rationale for EACH type of change here. *NOTE: If major change in content, please consider creating a new course.*

The course title change replaces the current awkward title with a more clear title, which is student friendly. We think it better reflects the nature of the course.

Request for Undergraduate Course Change

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

College: Science Department/Division: Mathematics Current Alpha Designator/Number: STA 150
 Contact Person: Avishek Mallick Phone: 304-696-3443

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Foundations of Statistics
 Alpha Designator/Number: STA 150 Credit Hours: 3
 Term for which changes will be effective (Fill in with appropriate calendar year.):
 Fall ~~2022~~ Spring 2023 Summer _____ Other _____
AAA 2023

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*): _____
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.
6. If library resources are deemed inadequate, include in the rationale a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

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

Department Chair/Division Head: <u>[Signature]</u>	Date: <u>2/18/22</u>
Registrar: <u>[Signature]</u> <u>270503</u>	Date: <u>2/18/2022</u>
College Dean: <u>[Signature]</u>	Date: <u>2/24/22</u>
College Curriculum Chair: <u>Wendy Perkins</u>	Date: <u>3/31/2022</u>
General Education Council Chair *: <u>[Signature]</u>	Date: <u>8/2/2022</u>
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>2/17/23</u>
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science _____	Date: _____

* - Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Change – Page 2
Additional Information Required for Undergraduate Course Change

College: Science Department/Division: Mathematics Current Alpha Designator/Number: STA 150

Change in COURSE TITLE: Yes No **NOTE:** If changing to Critical Thinking, you MUST reserve (CT) at the end of new title

From: Foundations of Statistics

To: Foundations of Statistics (CT) (Limited to 30 characters and spaces.)

Change in ALPHA DESIGNATOR: Yes No

From: _____ To: _____

Change in COURSE NUMBER: Yes No

From: _____ To: _____

Change in GRADING MODE (Graded or Credit/No Credit): Yes No

From: _____ To: _____

Change in CREDIT HOURS: Yes No

(A change in credit hours requires documentation that specifies the work requirements have been adjusted accordingly.)

From: _____ To: _____

Addition of GENERAL EDUCATION ATTRIBUTES: Yes No

From: Core II To (check all that apply): CT INTL MC Core II (Core II type: Math)

Note: Applications for Gen Ed attributes must be attached. <http://www.marshall.edu/wpmu/gened/core-ii-courses-info/>

Change in CATALOG DESCRIPTION: Yes No

(Limit of 30 words. If change is substantial, document in the rationale. If change is minor, simply show the change below.

From:

To:

See <http://www.marshall.edu/senate/ucc/> for information on chair

Request for Undergraduate Course Change – Page 3
Additional Information Required for Undergraduate Course Change

College: Science Department/Division: Mathematics Current Alpha Designator/Number: STA 150

Define the rationale for EACH type of change here. *NOTE: If major change in content, please consider creating a new course.*

Change to catalog title is required to make STA 150 a Core I CT-designated course, which is already a Core II course.

Critical Thinking Designator Form

Title Abbreviation: Foundations of Statistics (CT)

Alpha Designator/Number: STA 150

Contact Person: Avishek Mallick

Signature of Contact Person Avishek Mallick Date 2/18/2022

Signature of Chair of Department [Signature] Date 2/18/22

This Critical Thinking Designator Form should be submitted to the General Education Council, along with the applicable Course Addition or Course Change form and a course syllabus, after receiving approvals from the Department Chair/Division Head, Registrar, College Dean, and College Curriculum Chair, as noted on the Course Addition and Course Change forms.

Please briefly explain (noting where materials are located in the syllabus) how your course meets the following criteria. Please consult the "Criteria for CT Courses" document.

<http://www.marshall.edu/gened/files/Criteria-for-CT-Courses-updated-12-1-16-updated.pdf>

This course meets the criteria set for CT Courses by incorporating 5 different learning outcomes, in particular, like integrative thinking, communication fluency, inquiry-based thinking, metacognitive thinking and quantitative thinking, into the course content as mentioned on the 2nd page of the syllabus. Additionally, different low-stakes assessments like class room discussions and quizzes would be used for diagnostic purpose and a multiple parts class project and exams would be used as summative assessment to measure higher-order critical thinking skills.

DESCRIBE THE STUDENT PROJECT THAT WILL BE SUBMITTED USING THE ASSIGNMENT MODULE IN BLACKBOARD, IDENTIFY THE BACCALAUREATE DEGREE PROFILE OUTCOME/S IT ASSESSES, AND THE PERCENT OF STUDENT'S COURSE GRADE IT REPRESENTS.

Please look at the attached general syllabus for a detailed project description. This project will assess each of the 5 learning outcomes. Students need to identify a real-world problem that they want to address and then they need to transform it into appropriate hypotheses. In this context, they need to collect relevant data and then present them both graphically and in a tabular fashion. Finally, they will draw conclusions and write reports after performing appropriate statistical inference techniques that they learn in the course. This project will be worth approximately 16% of student's final course grade.

LEARNING OUTCOMES ADDRESSED, PEDAGOGICAL METHODS, and CLASSROOM ASSESSMENTS: (This chart also should appear on the course syllabus. If the course instructor wishes to word learning outcomes in a discipline-specific manner, the instructor should indicate alignments between those discipline-specific outcomes and the Baccalaureate Degree Profile outcomes indicated on this form.

Course Student Learning Outcomes	How students will practice each outcome in this Course	How student achievement of each outcome will be assessed in this Course
<p>1: Integrative Thinking: Students will make connections and transfer skills and learning among varied disciplines, domains of thinking, experiences, and situations.</p> <ul style="list-style-type: none"> Students will plan and execute a project by design an experiment to collect data or use a retrospective data to address a real-world problem/appropriate hypothesis in their domain/discipline of interest. 	<ul style="list-style-type: none"> Classroom discussions Project proposal Project report drafts Project report 	Exams and course project.
<p>2: Communication Fluency: Students will develop cohesive oral, written, and visual communications tailored to specific audiences.</p> <ul style="list-style-type: none"> Students will select and produce appropriate graphical, tabular, and numerical summaries of the distributions of variables in a data set. Summarize such information into verbal descriptions. Students will summarize relationships in bivariate data using graphical, tabular, and numerical methods including scatter plots, correlation coefficients, and least squares regression lines. 	<ul style="list-style-type: none"> Classroom discussions Homework Quizzes Project report 	Exams and course project.
<p>3: Inquiry Based Thinking: Students will formulate focused questions and hypotheses, evaluate existing knowledge, collect and analyze data, and draw justifiable conclusions.</p> <ul style="list-style-type: none"> Given research questions involving a single population or two populations, student will be able to formulate null and alternative hypotheses. Describe the logic and framework of the inference of hypothesis testing. Make decisions using classical and p-value approaches and draw appropriate conclusions. Interpret statistical and practical significance in this setting. 	<ul style="list-style-type: none"> Classroom discussions Homework Quizzes 	Exams and course project.
<p>4: Metacognitive Thinking: Students will evaluate the effectiveness of a project plan or strategy to determine the degree of their improvement in knowledge and skills.</p>	<ul style="list-style-type: none"> Classroom discussions Project report drafts 	Exams and course project.

<p>5: Quantitative Thinking: Students will analyze real-world problems quantitatively, formulate plausible estimates, assess the validity of visual representations of quantitative information, and differentiate valid from questionable statistical conclusions.</p> <ul style="list-style-type: none"> • Students will construct a model for a random phenomenon using outcomes, events, and the assignment of probabilities. Use the addition rule for disjoint events and the multiplication rule for independent events. • Students will be able to recognize the difference between discrete and continuous random variables and probability distribution. Especially use the normal distribution to interpret z-scores and compute probabilities. • Students will estimate a population mean, a population proportion or difference between means and difference between proportions using point estimates and confidence intervals and interpret the confidence level and margin of error. Understand the dependence of margin of error on sample size and confidence level. 	<ul style="list-style-type: none"> • Classroom discussions • Homework • Quizzes • Project report 	<p>Exams and course project.</p>
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Marshall University Syllabus
College of Science
Department of Mathematics

Course: STA 150 – Foundations of Statistics (CT)

Section: XXX

CRN: XXXX

Credit Hours: 3 hours

Catalog Description: A critical thinking course on the basic foundation of Statistics for non-majors, allowing them to better prepare, develop and harness discipline-specific skills.

Course Description: The goal of this critical thinking course is to provide a basic foundation of Statistics for non-majors, allowing them to be better prepared to develop the discipline-specific skills that they may need in subsequent coursework. Emphasis will be on strengthening “statistical literacy” over theory and computational details, although the latter will not be avoided.

Prerequisites: Math ACT 17 or Math SAT 460; Co-requisite: STA 150L

Term/Year: Fall/Spring 20XX

Class Times: TBD

Location: SH XXX (Smith Hall)

Academic Calendar: For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](http://www.marshall.edu/academic-calendar/) (URL: <http://www.marshall.edu/academic-calendar/>).

Instructor: XXXXXX

Office: XXXXX

Office Phone: 304-696-XXXX

Marshall Email: XYZ@marshall.edu

Office Hours: TBD

Required Textbook: *Understandable Statistics: Concepts and Methods, 12th Edition, 2017, by Brase & Brase.* (ISBN: 9781337652551)

Desired Learner Outcomes: The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.

Course Student Learning Outcomes	How students will practice each outcome in this Course	How student achievement of each outcome will be assessed in this Course
<p>1: Integrative Thinking: Students will make connections and transfer skills and learning among varied disciplines, domains of thinking, experiences, and situations.</p> <ul style="list-style-type: none"> Students will plan and execute a project by design an experiment to collect data or use a retrospective data to address a real world problem/appropriate hypothesis in their domain/discipline of interest. 	<ul style="list-style-type: none"> Classroom discussions Project proposal Project report drafts Project report 	Exams and course project.
<p>2: Communication Fluency: Students will develop cohesive oral, written, and visual communications tailored to specific audiences.</p> <ul style="list-style-type: none"> Students will select and produce appropriate graphical, tabular, and numerical summaries of the distributions of variables in a data set. Summarize such information into verbal descriptions. Students will summarize relationships in bivariate data using graphical, tabular, and numerical methods including scatter plots, correlation coefficients, and least squares regression lines. 	<ul style="list-style-type: none"> Classroom discussions Homework Quizzes Project report 	Exams and course project.
<p>3: Inquiry Based Thinking: Students will formulate focused questions and hypotheses, evaluate existing knowledge, collect and analyze data, and draw justifiable conclusions.</p> <ul style="list-style-type: none"> Given research questions involving a single population or two populations, student will be able to formulate null and alternative hypotheses. Describe the logic and framework of the inference of hypothesis testing. Make decisions using classical and p-value approaches and draw appropriate conclusions. Interpret statistical and practical significance in this setting. 	<ul style="list-style-type: none"> Classroom discussions Homework Quizzes 	Exams and course project.
<p>4: Metacognitive Thinking: Students will evaluate the effectiveness of a project plan or strategy to determine the degree of their improvement in knowledge and skills.</p>	<ul style="list-style-type: none"> Classroom discussions Project report drafts 	Exams and course project.
<p>5: Quantitative Thinking: Students will analyze real-world problems quantitatively, formulate plausible estimates, assess the validity of visual representations of quantitative information, and differentiate valid from questionable statistical conclusions.</p> <ul style="list-style-type: none"> Students will construct a model for a random phenomenon using outcomes, events, and the assignment of probabilities. Use the addition rule for disjoint events and the multiplication rule for independent events. Students will be able to recognize the difference between discrete and continuous random variables and probability distribution. Especially use the normal distribution to interpret z-scores and compute probabilities. Students will estimate a population mean, a population proportion or difference between means and difference between proportions using point estimates and confidence intervals and interpret the confidence level and margin of error. Understand the dependence of margin of error on sample size and confidence level. 	<ul style="list-style-type: none"> Classroom discussions Homework Quizzes Project report 	Exams and course project.

Course Requirements:

Homework: Homework assignments will be collected and graded. Make it a habit to do homework assignments the same day they are assigned and turn in when they are due. Late assignments will only be accepted with an Excused Absence. Please read the university policy on how to secure an Excused Absence. You are welcome (in fact encouraged) to collaborate with other students on homework, although you must turn in your own work, written in your own style and words. In cases where solutions require explanation and derivation, a one-number solution will not be accepted.

Quiz: Quizzes will be given every other week. Any unexcused absence on the day of a quiz will result in a score of zero.

Project: It is an integral part of this course. Please make sure that you get your project idea and data collection technique approved by the instructor within the first two weeks of the course. Find more about the project on the last two pages of this syllabus.

Calculator requirement: You will need a calculator. It is recommended that you use a **TI-83/84** or similar calculator. You may use the calculator on all work and assignments in this class. You are not allowed to use your phone, iPad, laptop, etc. as a calculator on any exam. No other technology may be used in class without permission.

Software requirement: The statistical software **SPSS** will be an integral part of this course. It is available on most campus computers to current students.

Attendance/Participation Policy: Students are expected to attend all scheduled classes. It is the student's responsibility to find out what was discussed in a missed class. Note also that it is the student's responsibility to present approved notice of any absence that would be excused under the terms and regulations stipulated by the university.

Grading Policy and Exam Dates: All tests will be given during the regular class sessions. For makeup tests, please see the university's policy on excused absences. The final grade will be based on the following components:

Homework and class participation	100 points
Exam I	100 points (Week 6)
Exam II	100 points (Week 11)
Quizzes	100 points
Project	100 points
<u>Common Final Examination</u>	<u>100 points (Comprehensive)</u>
Total	600 points

The semester grade will be based on the percentage of the total possible points, using the following scale:

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 0-59%

COMMON FINAL EXAM: Day, Date [Time]

Technology and Technical Skill Requirements

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.
- For computer and browser requirements, see "Get Connected" and "Internet Browser" at [Student Resources: First Steps](#). See also [IT: Recommended Hardware](#) (URLs: <http://www.marshall.edu/muonline/student-resources/> and <http://www.marshall.edu/it/recommendations/>).
- Students must be able to use MUOnLine and Marshall Email. All pertinent course information and documents will be posted on our class MUOnLine (Blackboard) page.
- Virtual (VC) courses may require a webcam and microphone to use Blackboard Collaborate Ultra for synchronous meetings. For the best experience, Blackboard recommends Google Chrome browser or Mozilla

Firefox browser. Links to Blackboard Collaborate Help and Tutorials are on the Start Here page and on the Tech Support tab in Blackboard.

- [Adobe Acrobat Reader](https://get.adobe.com/reader/) may be needed to read some files. This plug-in is available free. (URL: <https://get.adobe.com/reader/>) See the Tech Support tab in Blackboard for additional information and links.
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

Technology Assistance

If you have technical problems, please contact one or more of the following:

- [Blackboard Support Center](http://marshall.edusupportcenter.com) (URL: <http://marshall.edusupportcenter.com>)
- Marshall [Information Technology \(IT\) Service Desk](http://www.marshall.edu/it/departments/it-service-desk/) (Help Desk) (URL: <http://www.marshall.edu/it/departments/it-service-desk/>)
 - Huntington: (304) 696-3200
 - South Charleston: (304) 746-1969
 - [Email the IT Service Desk](mailto:itservicedesk@marshall.edu) (itservicedesk@marshall.edu)

University Policies: By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to [MU Academic Affairs: University Policies](http://www.marshall.edu/academic-affairs/policies/). (URL: <http://www.marshall.edu/academic-affairs/policies/>)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Dead Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Students with Disabilities: For University policies and the procedures for obtaining services, please go to [MU Academic Affairs: University Policies](http://www.marshall.edu/academic-affairs/policies/) and read the section, Students with Disabilities. (URL: <http://www.marshall.edu/academic-affairs/policies/>)

Marshall University E-Mail Accounts

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit [Marshall IT: Office 365](https://www.marshall.edu/it/office365/) (URL <https://www.marshall.edu/it/office365/>).

Course Topics and Schedule: Here is a tentative schedule and order of topics which will be covered. This outline is subject to change based on the ability of the students and on the necessity to adjust the time for a given topic.

Tentative Topics:

Part I: Introduction to Statistics

1. Definitions and idea of statistical studies.
2. Population vs Sample
3. Types of Study (Observational vs Experimental)
4. Random Sampling schemes (simple random, systematic, stratified etc.)
5. Why not non-random sampling?
6. Types of data (Categorical vs quantitative; discrete vs continuous)

Part II: Graphical Summary of data (data exploration with graphs)

1. Bar graph and Pie chart for categorical data.
2. Stem and leaf display
3. Data organization (frequency distribution)
4. Histogram

Part III: Numerical summary of quantitative data and exploratory data analysis

1. Measures of center
2. Measures of spread
3. Quantiles (quartiles and percentiles)
4. 5-number summary and boxplot
5. Exploratory data analysis
6. Association, correlation, causation and linear regression.

Part IV: Probability and probability distribution

1. Basic probability
2. Conditional Probability and independence
3. Random variables and probability distribution
4. Binomial distribution
5. Normal distribution and applications
6. Sampling distribution and Central limit theorem.

Part V: Statistical Inference

1. Point estimation vs interval estimation
2. Confidence interval for a population mean (z-interval)
3. Confidence interval for a population proportion (z-interval)
4. Sample size determination.
5. Confidence interval for a population mean (t-interval)
6. Hypothesis testing basics and steps
7. Z-test for population proportion
8. T-test for a population mean.

Part VI: Inference for two groups

1. Comparing two population means (both confidence interval and hypothesis testing)
2. Comparing two population proportions.

Tentative Coverage:

Week 1	Day 1	Part I (1,2)
	Day 2	Part I (3,4)
	Day 3	Part I (5,6)
Week 2	Day 1	Part II (1,2)
	Day 2	Part II (2,3)
	Day 3	Part II (3,4)/ Project approval from the Instructor.
Week 3	Day 1	Part III (1)
	Day 2	Part III (2)
	Day 3	Part III (3) / Project Part I due.
Week 4	Day 1	Part III (4)
	Day 2	Part III (5)
	Day 3	Part III (6)
Week 5	Day 1	Part III (6)
	Day 2	Part IV (1)
	Day 3	Part IV (1,2)
Week 6	Day 1	Part IV (2)
	Day 2	Review for Exam 1 / Project Part II due.
	Day 3	Exam 1
Week 7	Day 1	Part IV (3)
	Day 2	Part IV (3)
	Day 3	Part IV (4)

Week 8	Day 1	Part IV (4)
	Day 2	Part IV (5)
	Day 3	Part IV (5)
Week 9	Day 1	Part IV (5,6)
	Day 2	Part IV (6)
	Day 3	Part V (1)
Week 10	Day 1	Part V (2)
	Day 2	Part V (2,3)
	Day 3	Part V (3,4)
Week 11	Day 1	Part V (4)
	Day 2	Review for Exam 2
	Day 3	Exam 2 / Project Part III due.
Week 12	Day 1	Part V (5)
	Day 2	Part V (5,6)
	Day 3	Part V (6)
Week 13	Day 1	Part V (7)
	Day 2	Part V (7,8)
	Day 3	Part V (8)
Week 14	Day 1	Part VI (1)
	Day 2	Part VI (2)
	Day 3	Review for Final
Exam Week	Common Final Exam / Project Part IV due.	

Project Description: For this project, you will be collecting quantitative data from two groups in order to make inferences about the populations from which these groups come.

Often, one of the most difficult parts of the research process is coming up with an idea (or problem). To make the project meaningful, try to think of some problem that you would be interested to solve. Just keep in mind that you will be gathering quantitative data from two groups. Here are some sample questions:

- Do you think the average ages of coins are different? (e.g. pennies vs. nickels)
- Do you think there is a difference in the average cost of a haircut for males versus females?
- Do cereals placed on the top shelf at the grocery store cost more than cereals placed on the bottom shelf?
- Is the average income per household greater for people living on the west coast or for people living on the east coast? (Tip: the U.S. Census Bureau web site is an excellent source for information about every state—think about using it to gather your data. <http://www.census.gov/>)
- Do magazines aimed at a male audience cost less than magazines aimed at a female audience?

You do not have to use any of the above ideas, but they may give you a good starting point. Just keep in mind, as you are trying to come up with an idea, about how you will be collecting data. Also you must have a minimum of 15 observations in each group.

You need to design your project and collect data in such a way that it doesn't require IRB approval. For example, you are not allowed to collect data (or information) on any personal characteristic of a person or animal, such as height or weight.

The project will consist of 4 distinct parts. In the first two parts, you will be summarizing data from each group and then compare those using descriptive statistics and graphical displays. In the part three, you will be carrying out statistical inference (estimation) and in the last part you need to carry out statistical hypothesis testing and combine your findings from all parts to write a complete report.

Part I Introduction

Talk about your project idea, how you came up with the idea, what your null and alternative hypotheses are (e.g., do you think one group will have a greater mean than another, or do you simply think the groups will be different?), and how you gathered your data.

Part II Data description

Create a histogram and/or any other appropriate graphical display for data in each of your groups (e.g., if you are comparing pennies and nickels on age, one histogram will be age of pennies and another will be age of nickels). Compute summary statistics for each group and discuss what the graphs and summary statistics tell you about the two groups. Talk about any similarities and differences you detect between the groups, and indicate which summary statistics (based on the shapes of your distributions) would most accurately summarize your variable.

Part III Estimation

For each group, estimate the appropriate parameter of interest using point estimation as well as by constructing a confidence interval. Compare the point estimates and the confidence intervals from the two groups. In your own words, interpret the intervals and summarize your findings.

Part IV Hypothesis Testing and Final Report

Conduct the two-sample t-test or the paired t-test depending on the type of data you have. Write out your null and alternative (or research) hypotheses. Talk about the results of your hypothesis test. What is the p-value? Interpret the p-value in your own words. Based on the results of the hypothesis test, do you reject or fail to reject the null hypothesis? Then write down your conclusion in terms of your alternative hypothesis.

Briefly summarize what you did for this project and what are your findings. Discuss any shortcomings of the methods you have used to summarize data. Did you discover anything that surprised you when you analyzed the data? Do you think the results would have been different if you had bigger sample sizes? If you had to do the project again, how would you do it differently?

SAMPLE

Request for Undergraduate Course Change

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

College: Science Department/Division: Mathematics Current Alpha Designator/Number: STA 150B
 Contact Person: Avishek Mallick Phone: 304-696-3443

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Foundations of Stats-Expanded
 Alpha Designator/Number: STA 150B Credit Hours: 4
 Term for which changes will be effective (Fill in with appropriate calendar year.):
 Fall 2022 Spring 2023 Summer _____ Other _____
BAA 2023 Bm

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*): _____
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.
6. If library resources are deemed inadequate, include in the rationale a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

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

Department Chair/Division Head: <u><i>[Signature]</i></u>	Date: <u>2/18/22</u>
Registrar: <u><i>[Signature]</i></u> <u>270503</u>	Date: <u>2/18/2022</u>
College Dean: <u><i>[Signature]</i></u>	Date: <u>2/24/22</u>
College Curriculum Chair: <u>Wendy Perkins</u>	Date: <u>3/31/22</u>
General Education Council Chair *: <u><i>[Signature]</i></u>	Date: <u>8/2/2022</u>
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>2/17/23</u>
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science _____	Date: _____

* - Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Change – Page 2
Additional Information Required for Undergraduate Course Change

College: Science Department/Division: Mathematics Current Alpha Designator/Number: STA 150B

Change in COURSE TITLE: Yes No **NOTE:** If changing to Critical Thinking, you MUST reserve (CT) at the end of new title

From: Foundations of Stats-Expanded

To: Foundations of Stats-Expd (CT) (Limited to 30 characters and spaces.)

Change in ALPHA DESIGNATOR: Yes No

From: _____ To: _____

Change in COURSE NUMBER: Yes No

From: _____ To: _____

Change in GRADING MODE (Graded or Credit/No Credit): Yes No

From: _____ To: _____

Change in CREDIT HOURS: Yes No

(A change in credit hours requires documentation that specifies the work requirements have been adjusted accordingly.)

From: _____ To: _____

Addition of GENERAL EDUCATION ATTRIBUTES: Yes No

From: Core II To (check all that apply): CT INTL MC Core II (Core II type: Math)

Note: Applications for Gen Ed attributes must be attached. <http://www.marshall.edu/wpmu/gened/core-ii-courses-info/>

Change in CATALOG DESCRIPTION: Yes No

(Limit of 30 words. If change is substantial, document in the rationale. If change is minor, simply show the change below.

From:

To:

See <http://www.marshall.edu/senate/ucc/> for information on chair

Request for Undergraduate Course Change – Page 3
Additional Information Required for Undergraduate Course Change

College: Science Department/Division: Mathematics Current Alpha Designator/Number: STA 150B

Define the rationale for EACH type of change here. *NOTE: If major change in content, please consider creating a new course.*

Change to catalog title is required to make STA 150B a Core I CT-designated course, which is already a Core II course.

Critical Thinking Designator Form

Title Abbreviation: Foundations of Statistics – Expanded (CT)

Alpha Designator/Number: STA 150B

Contact Person: Avishek Mallick

Signature of Contact Person Avishek Mallick Date 2/18/2022

Signature of Chair of Department [Signature] Date 2/18/22

This Critical Thinking Designator Form should be submitted to the General Education Council, along with the applicable Course Addition or Course Change form and a course syllabus, after receiving approvals from the Department Chair/Division Head, Registrar, College Dean, and College Curriculum Chair, as noted on the Course Addition and Course Change forms.

Please briefly explain (noting where materials are located in the syllabus) how your course meets the following criteria. Please consult the "Criteria for CT Courses" document.

<http://www.marshall.edu/gened/files/Criteria-for-CT-Courses-updated-12-1-16-updated.pdf>

This course meets the criteria set for CT Courses by incorporating 5 different learning outcomes, in particular, integrative thinking, communication fluency, inquiry-based thinking, metacognitive thinking and quantitative thinking, into the course content as mentioned on the 2nd page of the syllabus. Additionally, different low-stakes assessments like class room discussions and quizzes would be used for diagnostic purpose and a multiple parts class project and exams would be used as summative assessment to measure higher-order critical thinking skills.

DESCRIBE THE STUDENT PROJECT THAT WILL BE SUBMITTED USING THE ASSIGNMENT MODULE IN BLACKBOARD, IDENTIFY THE BACCALAUREATE DEGREE PROFILE OUTCOME/S IT ASSESSES, AND THE PERCENT OF STUDENT'S COURSE GRADE IT REPRESENTS.

Please look at the attached general syllabus for a detailed project description. This project will assess each of the 5 learning outcomes. Students need to identify a real-world problem that they want to address and then they need to transform it into appropriate hypotheses. In this context, they need to collect relevant data and then present them both graphically and in a tabular fashion. Finally, they will draw conclusions and write reports after performing appropriate statistical inference techniques that they learn in the course. This project will be worth approximately 16% of student's final course grade.

LEARNING OUTCOMES ADDRESSED, PEDAGOGICAL METHODS, and CLASSROOM ASSESSMENTS: (This chart also should appear on the course syllabus. If the course instructor wishes to word learning outcomes in a discipline-specific manner, the instructor should indicate alignments between those discipline-specific outcomes and the Baccalaureate Degree Profile outcomes indicated on this form.

Course Student Learning Outcomes	How students will practice each outcome in this Course	How student achievement of each outcome will be assessed in this Course
<p>1: Integrative Thinking: Students will make connections and transfer skills and learning among varied disciplines, domains of thinking, experiences, and situations.</p> <ul style="list-style-type: none"> Students will plan and execute a project by design an experiment to collect data or use a retrospective data to address a real-world problem/appropriate hypothesis in their domain/discipline of interest. 	<ul style="list-style-type: none"> Classroom discussions Project proposal Project report drafts Project report 	Exams and course project.
<p>2: Communication Fluency: Students will develop cohesive oral, written, and visual communications tailored to specific audiences.</p> <ul style="list-style-type: none"> Students will select and produce appropriate graphical, tabular, and numerical summaries of the distributions of variables in a data set. Summarize such information into verbal descriptions. Students will summarize relationships in bivariate data using graphical, tabular, and numerical methods including scatter plots, correlation coefficients, and least squares regression lines. 	<ul style="list-style-type: none"> Classroom discussions Homework Quizzes Project report 	Exams and course project.
<p>3: Inquiry Based Thinking: Students will formulate focused questions and hypotheses, evaluate existing knowledge, collect and analyze data, and draw justifiable conclusions.</p> <ul style="list-style-type: none"> Given research questions involving a single population or two populations, student will be able to formulate null and alternative hypotheses. Describe the logic and framework of the inference of hypothesis testing. Make decisions using classical and p-value approaches and draw appropriate conclusions. Interpret statistical and practical significance in this setting. 	<ul style="list-style-type: none"> Classroom discussions Homework Quizzes 	Exams and course project.
<p>4: Metacognitive Thinking: Students will evaluate the effectiveness of a project plan or strategy to determine the degree of their improvement in knowledge and skills.</p>	<ul style="list-style-type: none"> Classroom discussions Project report drafts 	Exams and course project.

<p>5: Quantitative Thinking: Students will analyze real-world problems quantitatively, formulate plausible estimates, assess the validity of visual representations of quantitative information, and differentiate valid from questionable statistical conclusions.</p> <ul style="list-style-type: none"> • Students will construct a model for a random phenomenon using outcomes, events, and the assignment of probabilities. Use the addition rule for disjoint events and the multiplication rule for independent events. • Students will be able to recognize the difference between discrete and continuous random variables and probability distribution. Especially use the normal distribution to interpret z-scores and compute probabilities. • Students will estimate a population mean, a population proportion or difference between means and difference between proportions using point estimates and confidence intervals and interpret the confidence level and margin of error. Understand the dependence of margin of error on sample size and confidence level. 	<ul style="list-style-type: none"> • Classroom discussions • Homework • Quizzes • Project report 	<p>Exams and course project.</p>
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Marshall University Syllabus
College of Science
Department of Mathematics

Course: STA 150B – Foundations of Statistics – Expanded (CT)

Section: XXX

CRN: XXXX

Credit Hours: 4 hours

Catalog Description: A critical thinking course on the basic foundation of Statistics for non-majors with algebra review, allowing them to better prepare, develop and harness discipline-specific skills.

Course Description: The goal of this critical thinking course is to provide a basic foundation of Statistics for non-majors that do not meet the standard prerequisites or whose mathematical sciences studies occurred in the uncomfortably distant past, allowing them to be better prepared to develop the discipline-specific skills that they may need in subsequent coursework. Emphasis will be on strengthening “statistical literacy” over theory and computational details, although the latter will not be avoided. An hour is provided for on-time, as-needed skills such as algebraic formula manipulation and familiarization with calculators and other technologies. A significant amount of time will be allowed for general tutorial services.

Prerequisites: No pre-requisite is needed; Co-requisite: STA 150L

Term/Year: Fall 2019

Class Times: TBD

Location: SH XXX (Smith Hall)

Academic Calendar: For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](http://www.marshall.edu/academic-calendar/) (URL: <http://www.marshall.edu/academic-calendar/>).

Instructor: XXXXXX

Office: XXXXX

Office Phone: 304-696-XXXX

Marshall Email: XYZ@marshall.edu

Office Hours: TBD

Required Textbook: *Understandable Statistics: Concepts and Methods, 12th Edition, 2017, by Brase & Brase.* (ISBN: 9781337652551)

Desired Learner Outcomes: The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.

Course Student Learning Outcomes	How students will practice each outcome in this Course	How student achievement of each outcome will be assessed in this Course
<p>1: Integrative Thinking: Students will make connections and transfer skills and learning among varied disciplines, domains of thinking, experiences, and situations.</p> <ul style="list-style-type: none"> Students will plan and execute a project by design an experiment to collect data or use a retrospective data to address a real world problem/appropriate hypothesis in their domain/discipline of interest. 	<ul style="list-style-type: none"> Classroom discussions Project proposal Project report drafts Project report 	Exams and course project.
<p>2: Communication Fluency: Students will develop cohesive oral, written, and visual communications tailored to specific audiences.</p> <ul style="list-style-type: none"> Students will select and produce appropriate graphical, tabular, and numerical summaries of the distributions of variables in a data set. Summarize such information into verbal descriptions. Students will summarize relationships in bivariate data using graphical, tabular, and numerical methods including scatter plots, correlation coefficients, and least squares regression lines. 	<ul style="list-style-type: none"> Classroom discussions Homework Quizzes Project report 	Exams and course project.
<p>3: Inquiry Based Thinking: Students will formulate focused questions and hypotheses, evaluate existing knowledge, collect and analyze data, and draw justifiable conclusions.</p> <ul style="list-style-type: none"> Given research questions involving a single population or two populations, student will be able to formulate null and alternative hypotheses. Describe the logic and framework of the inference of hypothesis testing. Make decisions using classical and p-value approaches and draw appropriate conclusions. Interpret statistical and practical significance in this setting. 	<ul style="list-style-type: none"> Classroom discussions Homework Quizzes 	Exams and course project.
<p>4: Metacognitive Thinking: Students will evaluate the effectiveness of a project plan or strategy to determine the degree of their improvement in knowledge and skills.</p>	<ul style="list-style-type: none"> Classroom discussions Project report drafts 	Exams and course project.
<p>5: Quantitative Thinking: Students will analyze real-world problems quantitatively, formulate plausible estimates, assess the validity of visual representations of quantitative information, and differentiate valid from questionable statistical conclusions.</p> <ul style="list-style-type: none"> Students will construct a model for a random phenomenon using outcomes, events, and the assignment of probabilities. Use the addition rule for disjoint events and the multiplication rule for independent events. Students will be able to recognize the difference between discrete and continuous random variables and probability distribution. Especially use the normal distribution to interpret z-scores and compute probabilities. Students will estimate a population mean, a population proportion or difference between means and difference between proportions using point estimates and confidence intervals and interpret the confidence level and margin of error. Understand the dependence of margin of error on sample size and confidence level. 	<ul style="list-style-type: none"> Classroom discussions Homework Quizzes Project report 	Exams and course project.

Course Requirements:

Homework: Homework assignments will be collected and graded. Make it a habit to do homework assignments the same day they are assigned and turn in when they are due. Late assignments will only be accepted with an Excused Absence. Please read the university policy on how to secure an Excused Absence. You are welcome (in fact encouraged) to collaborate with other students on homework, although you must turn in your own work, written in your own style and words. In cases where solutions require explanation and derivation, a one-number solution will not be accepted.

Quiz: Quizzes will be given every other week. Any unexcused absence on the day of a quiz will result in a score of zero.

Project: It is an integral part of this course. Please make sure that you get your project idea and data collection technique approved by the instructor within the first two weeks of the course. Find more about the project on the last two pages of this syllabus.

Calculator requirement: You will need a calculator. It is recommended that you use a graphing calculator **TI-83 or TI-84** or similar calculator. You may use the calculator on all work and assignments in this class. You are not allowed to use your phone, iPad, laptop, etc. as a calculator on any exam. No other technology may be used in class without permission.

Software requirement: The statistical software **SPSS** will be an integral part of this course. It is available on most campus computers to current students.

Attendance/Participation Policy: Students are expected to attend all scheduled classes. It is the student's responsibility to find out what was discussed in a missed class. Note also that it is the student's responsibility to present approved notice of any absence that would be excused under the terms and regulations stipulated by the university.

Grading Policy and Exam Dates: All tests will be given during the regular class sessions. For makeup tests, please see the university's policy on excused absences. The final grade will be based on the following components:

Homework and class participation	100 points
Exam I	100 points (Week 6)
Exam II	100 points (Week 11)
Quizzes	100 points
Project	100 points
<u>Common Final Examination</u>	<u>100 points (Comprehensive)</u>
Total	600 points

The semester grade will be based on the percentage of the total possible points, using the following scale:

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 0-59%

COMMON FINAL EXAM: Day, Date [Time]

Technology and Technical Skill Requirements

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.
- For computer and browser requirements, see "Get Connected" and "Internet Browser" at [Student Resources: First Steps](#). See also [IT: Recommended Hardware](#) (URLs: <http://www.marshall.edu/muonline/student-resources/> and <http://www.marshall.edu/it/recommendations/>).
- Students must be able to use MUOnline and Marshall Email. All pertinent course information and documents will be posted on our class MUOnline (Blackboard) page.
- Virtual (VC) courses may require a webcam and microphone to use Blackboard Collaborate Ultra for synchronous meetings. For the best experience, Blackboard recommends Google Chrome browser or Mozilla

Firefox browser. Links to Blackboard Collaborate Help and Tutorials are on the Start Here page and on the Tech Support tab in Blackboard.

- [Adobe Acrobat Reader](https://get.adobe.com/reader/) may be needed to read some files. This plug-in is available free. (URL: <https://get.adobe.com/reader/>) See the Tech Support tab in Blackboard for additional information and links.
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

Technology Assistance

If you have technical problems, please contact one or more of the following:

- [Blackboard Support Center](http://marshall.edusupportcenter.com) (URL: <http://marshall.edusupportcenter.com>)
- Marshall [Information Technology \(IT\) Service Desk](http://www.marshall.edu/it/departments/it-service-desk/) (Help Desk) (URL: <http://www.marshall.edu/it/departments/it-service-desk/>)
 - Huntington: (304) 696-3200
 - South Charleston: (304) 746-1969
 - [Email the IT Service Desk](mailto:itservicedesk@marshall.edu) (itservicedesk@marshall.edu)

University Policies: By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to [MU Academic Affairs: University Policies](http://www.marshall.edu/academic-affairs/policies/). (URL: <http://www.marshall.edu/academic-affairs/policies/>)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Dead Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Students with Disabilities: For University policies and the procedures for obtaining services, please go to [MU Academic Affairs: University Policies](http://www.marshall.edu/academic-affairs/policies/) and read the section, Students with Disabilities. (URL: <http://www.marshall.edu/academic-affairs/policies/>)

Marshall University E-Mail Accounts

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit [Marshall IT: Office 365](https://www.marshall.edu/it/office365/) (URL <https://www.marshall.edu/it/office365/>).

Course Topics and Schedule: Here is a tentative schedule and order of topics which will be covered. This outline is subject to change based on the ability of the students and on the necessity to adjust the time for a given topic.

Tentative Topics:

Part I: Introduction to Statistics

1. Definitions and idea of statistical studies.
2. Population vs Sample
3. Types of Study (Observational vs Experimental)
4. Random Sampling schemes (simple random, systematic, stratified etc.)
5. Why not non-random sampling?
6. Types of data (Categorical vs quantitative; discrete vs continuous)

Part II: Graphical Summary of data (data exploration with graphs)

1. Bar graph and Pie chart for categorical data.
2. Stem and leaf display
3. Data organization (frequency distribution)
4. Histogram

Part III: Numerical summary of quantitative data and exploratory data analysis

1. Measures of center
2. Measures of spread
3. Quantiles (quartiles and percentiles)
4. 5-number summary and boxplot
5. Exploratory data analysis
6. Association, correlation, causation and linear regression.

Part IV: Probability and probability distribution

1. Basic probability
2. Conditional Probability and independence
3. Random variables and probability distribution
4. Binomial distribution
5. Normal distribution and applications
6. Sampling distribution and Central limit theorem.

Part V: Statistical Inference

1. Point estimation vs interval estimation
2. Confidence interval for a population mean (z-interval)
3. Confidence interval for a population proportion (z-interval)
4. Sample size determination.
5. Confidence interval for a population mean (t-interval)
6. Hypothesis testing basics and steps
7. Z-test for population proportion
8. T-test for a population mean.

Part VI: Inference for two groups

1. Comparing two population means (both confidence interval and hypothesis testing)
2. Comparing two population proportions.

Some Remediation/Algebra Topics:

This list involves some possible topics. Instructors might work on any other topics as needed.

1. How to use a calculator
2. Decimal numbers (rounding, etc.)
3. Fractions (Simplifying, ordering, etc.)
4. Percentages
5. Convert between decimals, fractions and percentages
6. Solving linear equations
7. Solving equations with radicals
8. Interval notation
9. Solve inequalities
10. Evaluate algebraic expressions (manipulate a formula)
11. Sets (Venn Diagrams, set notation, etc.)
12. Use Greek letters
13. Use summation notation
14. Plot an ordered pair (x, y)
15. Graphing lines

Tentative Coverage:

On the schedule, the hour dedicated for remediation is referred to as "Day 4", but each instructor has the freedom to use this extra hour as they see fit.

Week 1	Day 1	Part I (1,2)
	Day 2	Part I (3,4)
	Day 3	Part I (5,6)
	Day 4	How to use a calculator
Week 2	Day 1	Part II (1,2)
	Day 2	Part II (2,3)
	Day 3	Part II (3,4)/ Project approval from the Instructor.
	Day 4	Percentages/Decimals
Week 3	Day 1	Part III (1)
	Day 2	Part III (2)
	Day 3	Part III (3) / Project Part I due.
	Day 4	Greek Letters/ Summation Notation
Week 4	Day 1	Part III (4)
	Day 2	Part III (5)
	Day 3	Part III (6)
	Day 4	Plotting ordered pair/ Equation of a line
Week 5	Day 1	Part III (6)
	Day 2	Part IV (1)
	Day 3	Part IV (1,2)
	Day 4	Sets (Venn Diagram)
Week 6	Day 1	Part IV (2)
	Day 2	Review for Exam 1 / Project Part II due.
	Day 3	Exam 1
	Day 4	Review
Week 7	Day 1	Part IV (3)
	Day 2	Part IV (3)
	Day 3	Part IV (4)
	Day 4	Approximate the area under a curve or a histogram given the total area

Week 8	Day 1	Part IV (4)
	Day 2	Part IV (5)
	Day 3	Part IV (5)
	Day 4	Use of calculators to find probabilities
Week 9	Day 1	Part IV (5,6)
	Day 2	Part IV (6)
	Day 3	Part V (1)
	Day 4	Interval notation
Week 10	Day 1	Part V (2)
	Day 2	Part V (2,3)
	Day 3	Part V (3,4)
	Day 4	Solving equations with radicals
Week 11	Day 1	Part V (4)
	Day 2	Review for Exam 2
	Day 3	Exam 2 / Project Part III due.
	Day 4	Review
Week 12	Day 1	Part V (5)
	Day 2	Part V (5,6)
	Day 3	Part V (6)
	Day 4	Manipulate formulas
Week 13	Day 1	Part V (7)
	Day 2	Part V (7,8)
	Day 3	Part V (8)
	Day 4	Use of calculators to find critical values
Week 14	Day 1	Part VI (1)
	Day 2	Part VI (2)
	Day 3	Review for Final
	Day 4	Review
Exam Week	Common Final Exam / Project Part IV due.	

Project Description: For this project, you will be collecting quantitative data from two groups in order to make inferences about the populations from which these groups come.

Often, one of the most difficult parts of the research process is coming up with an idea (or problem). To make the project meaningful, try to think of some problem that you would be interested to solve. Just keep in mind that you will be gathering quantitative data from two groups. Here are some sample questions:

- Do you think the average ages of coins are different? (e.g. pennies vs. nickels)
- Do you think there is a difference in the average cost of a haircut for males versus females?
- Do cereals placed on the top shelf at the grocery store cost more than cereals placed on the bottom shelf?
- Is the average income per household greater for people living on the west coast or for people living on the east coast? (Tip: the U.S. Census Bureau web site is an excellent source for information about every state—think about using it to gather your data. <http://www.census.gov/>)
- Do magazines aimed at a male audience cost less than magazines aimed at a female audience?

You do not have to use any of the above ideas, but they may give you a good starting point. Just keep in mind, as you are trying to come up with an idea, about how you will be collecting data. Also you must have a minimum of 15 observations in each group.

You need to design your project and collect data in such a way that it doesn't require IRB approval. For example, you are not allowed to collect data (or information) on any personal characteristic of a person or animal, such as height or weight.

The project will consist of 4 distinct parts. In the first two parts, you will be summarizing data from each group and then compare those using descriptive statistics and graphical displays. In the part three, you will be carrying out statistical inference (estimation) and in the last part you need to carry out statistical hypothesis testing and combine your findings from all parts to write a complete report.

Part I Introduction

Talk about your project idea, how you came up with the idea, what your null and alternative hypotheses are (e.g., do you think one group will have a greater mean than another, or do you simply think the groups will be different?), and how you gathered your data.

Part II Data description

Create a histogram and/or any other appropriate graphical display for data in each of your groups (e.g., if you are comparing pennies and nickels on age, one histogram will be age of pennies and another will be age of nickels). Compute summary statistics for each group and discuss what the graphs and summary statistics tell you about the two groups. Talk about any similarities and differences you detect between the groups, and indicate which summary statistics (based on the shapes of your distributions) would most accurately summarize your variable.

Part III Estimation

For each group, estimate the appropriate parameter of interest using point estimation as well as by constructing a confidence interval. Compare the point estimates and the confidence intervals from the two groups. In your own words, interpret the intervals and summarize your findings.

Part IV Hypothesis Testing and Final Report

Conduct the two-sample t-test or the paired t-test depending on the type of data you have. Write out your null and alternative (or research) hypotheses. Talk about the results of your hypothesis test. What is the p-value? Interpret the p-value in your own words. Based on the results of the hypothesis test, do you reject or fail to reject the null hypothesis? Then write down your conclusion in terms of your alternative hypothesis.

Briefly summarize what you did for this project and what are your findings. Discuss any shortcoming of the methods you have used to summarize data. Did you discover anything that surprised you when you analyzed the data? Do you think the results would have been different if you had bigger sample sizes? If you had to do the project again, how would you do it differently?

SAMPLE

University Curriculum Committee RECOMMENDATION

SR 22-23-39 CC

Recommends approval of the listed **UNDERGRADUATE MAJOR ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

College of Liberal Arts

Major Change: HST BA (LH10)

- **Summary of Changes:** Replace sophomore research class with methods, elective, and research option courses.
- **Rationale:** The current history requirements include a 3-credit methods class for majors. The course is not working as well as we would like to prepare students for their upper-level work and capstone. It doesn't always engage students because it has no topical focus, and it relies too much on learning basic skills that students don't use again until the capstone, by which time they are often forgotten. At the same time, many upper-level history classes have moved away from requiring research papers because we draw so many non-majors who don't have the skills to write such a paper. This further erodes opportunities for students to practice research skills.

This plan will keep the part of the HST 200 course that works well (introduction to research and writing using primary sources), add a new requirement for a 200 level elective (from courses that are already available) to give students experience in a subject of their choosing earlier in their path through the major, and add a requirement to complete at least one research paper before taking the capstone class. Together, these requirements will address issues of insufficient preparation, engagement, and practice.

- **Form with signatures:** [Undergrad Change of a Major - HST B.A. signed.pdf](#)

College of Science

Major Change: Specialty Agriculture, NRE

- **Summary of Changes:** Change to how the electives are presented in the catalog.
- **Rationale:** The Specialty Agriculture major was added within the Department of Natural Resources in 2019 and is currently in the third year of course offerings. In the course of rolling out the major, an issue has arisen regarding interpretation of the elective selection process. The original submission for curriculum approval included a list of electives students could choose from to fulfill the 14-16 hour elective requirements. The courses were grouped to indicate areas which may interest the students and to demonstrate the breadth of subject offerings. While it was not the intention to push students to select a particular "track" this is how the electives are presented in degree works and the catalog. We seek to generalize the list of electives

**University Curriculum Committee
RECOMMENDATION**

SR 22-23-39 CC

that students can choose from to clarify that students may choose any electives or combination of electives. The specific changes requested are shown below.

- **Form with signatures:** [NRE_MajorChange_SpecialtyAgriculture.pdf](#)

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS:

See <http://www.marshall.edu/senate/ucc/> for information on chair

Request for Undergraduate Addition, Deletion, or Change of a Major

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

College: COLA Department/Division: History
Contact Person: Greta Rensenbrink Phone: 696-2955

ACTION REQUESTED:

Check action requested:	<input type="checkbox"/> Addition	<input type="checkbox"/> Deletion	<input checked="" type="checkbox"/> Change
Name of Major (provide code if this is an existing major):	<u>HST B.A.</u>	<u>LH10</u>	
Within which Degree Program is/ will this Major be listed (please provide code as well):	<u>HST</u>	<u>LH10</u>	

RATIONALE:

--see attached--

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

--see attached--

NOTIFICATION REQUIREMENTS:

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

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

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

Department Chair/Division Head:		Date: <u>11/29/22</u>
Registrar:		Date: <u>11.29.2022</u>
College Dean:		Date: <u>11/30/2022</u>
College Curriculum Chair:	<u>Jonathan Kozar</u>	Date: <u>01/17/23</u>
University Curriculum Committee Chair:	<u>Zach Garrett</u>	Date: <u>2/17/23</u>
Faculty Senate Chair:		Date: _____
VP Academic Affairs/VP Health Science		Date: _____

Rationale

The current history requirements include a 3-credit methods class for majors. The course is not working as well as we would like to prepare students for their upper-level work and capstone. It doesn't always engage students because it has no topical focus, and it relies too much on learning basic skills that students don't use again until the capstone, by which time they are often forgotten. At the same time, many upper-level history classes have moved away from requiring research papers because we draw so many non-majors who don't have the skills to write such a paper. This further erodes opportunities for students to practice research skills.

This plan will keep the part of the HST 200 course that works well (introduction to research and writing using primary sources), add a new requirement for a 200-level elective (from courses that are already available) to give students experience in a subject of their choosing earlier in their path through the major, and add a requirement to complete at least one research paper before taking the capstone class. Together, these requirements will address issues of insufficient preparation, engagement, and practice.

Bibliography

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Presnell, Jenny L. *The Information-Literate Historian: A Guide to Research for History Students*. New York: Oxford University Press, 2019. ISBN: 9780190851507.

Strunk, William, Jr. and E. B. White, *The Elements of Style, 4th Edition*. New York: Pearson, 1999. ISBN:978-0205309023.

Tosh, John. *The Pursuit of History: Aims, Methods and New Directions in History, 6th Edition*. New York: Routledge, 2015. ISBN: 9781138808089.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers, 9th Edition*, Revised by Wayne C. Booth, Gregory Colomb, Joseph M. Williams, Joseph Bizup, William T. Fitzgerald. Chicago: University of Chicago Press, 2018. ISBN: 9780226430577.

Curriculum

HST 200 will no longer be a required course. It will be replaced by the following:

1. History 100, a 1-credit lab that will meet six times in Special Collections to introduce students to research and writing. Students will be encouraged to take this course in their second semester as a history major. (See Course Addition Application for HST 100).
2. A 200-level 3-credit history elective to be taken on or about the student's third semester in the major (any 200-level class other than HST 230 and HST 231 could fulfill this requirement, the department already regularly offers at least two a semester).
3. HST 300: Research Option. CR/NC, 0 billing, 0 credit course to be taken before the Senior Seminar. (See Course Addition Application for HST 300).

HST 400: Senior Seminar will have the Research Option as a prerequisite and will no longer require 200 as a prerequisite.

Currently, the history major requires 36 credits of history courses. This change will delete three hours and add four hours, so that the major will require 37 credit hours of history courses.

Major Requirements Before and After

Current requirements

Course	Credits
HST 101 Great Civs to 1300 (CT)	3
HST 102 World and West 1300 to 1850 (CT)	3
HST 103 The World Since 1830 (CT)	3
HST 200 Sophomore Methods	3
HST 230 United States History to 1877 (CT)	3
HST 231 United States History since 1877 (CT)	3
HST 400 Senior Seminar	3
HST 300/400 US History Elective	3
HST 300/400 European History Elective	3
HST 300/400 World History Elective	3
HST 300/400 Elective	3
HST 300/400 Elective	3
Total Credits	36

New Requirements

Changes are highlighted.

Course	Credits
HST 100 History Methods Lab	1
HST 101 Great Civs to 1300 (CT)	3
HST 102 World and West 1300 to 1850 (CT)	3
HST 103 The World Since 1830 (CT)	3
HST 200 Sophomore Methods	3
HST 200 Elective	3
HST 230 United States History to 1877 (CT)	3
HST 231 United States History since 1877 (CT)	3
HST 300 Research Option	0
HST 400 Senior Seminar	3
HST 300/400 US History Elective	3
HST 300/400 European History Elective	3
HST 300/400 World History Elective	3
HST 300/400 Elective	3
HST 300/400 Elective	3
Total Credits	37

Request for Undergraduate Addition, Deletion, or Change of a Major

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

College: COS Department/Division: NRE
Contact Person: Autumn Starcher-Patton Phone: 304-696-3663

ACTION REQUESTED:

Check action requested: Addition Deletion Change

Name of Major (provide code if this is an existing major): Specialty Agriculture

Within which Degree Program is/ will this Major be listed (please provide code as well): Specialty Agriculture

RATIONALE:

See Attached

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


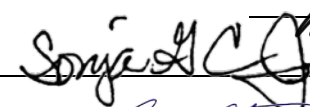

See Attached

NOTIFICATION REQUIREMENTS:

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

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

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

Department Chair/Division Head:		Date: <u>Nov 15, 2022</u>
Registrar:		Date: <u>11.11.2022</u>
College Dean:		Date: <u>01/25/2023</u>
College Curriculum Chair:	<u>Maria Hamilton</u>	Date: _____
University Curriculum Committee Chair:	<u>Zach Garrett</u>	Date: <u>2/17/23</u>
Faculty Senate Chair:	_____	Date: _____
VP Academic Affairs/VP Health Science	_____	Date: _____

Request for Change of an Undergraduate Degree Program

Department of Natural Resources and the Environment

Specialty Agriculture (B.S.)

Rationale:

The Specialty Agriculture major was added within the Department of Natural Resources in 2019 and is currently in the third year of course offerings. In the course of rolling out the major, an issue has arisen regarding interpretation of the elective selection process. The original submission for curriculum approval included a list of electives students could choose from to fulfill the 14-16 hour elective requirements. The courses were grouped to indicate areas which may interest the students and to demonstrate the breadth of subject offerings. While it was not the intention to push students to select a particular “track” this is how the electives are presented in degree works and the catalog. We seek to generalize the list of electives that students can choose from to clarify that students may choose any electives or combination of electives. The specific changes requested are shown below.

Curriculum:

Currently the catalog and degree works appear as follows:

Major-Specific Electives.....14-16 hours

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

Nutrient Management

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

Soil Health / Soil Science

- BSC 320 – Principles of Ecology (4)
- BSC 445 – Microbial Ecology (3)
- GEO 101 – Physical Geography (4)
- GLY 200 – The Dynamic Earth (3)
- GLY 314 – Mineralogy (4)

GLY 455 – Hydrogeology (3)
NRE 423 – GIS and Data Systems (3)
NRE 400 - Soil Fertility/Plant Nutrition (4)

Food Security

DTS 202 – Introductory Foods (4)
DTS 210 – Nutrition (3)
DTS 301 – FS Safety & Systems Mgt I (4)
DTS 302 – FS Safety & Sys Mgt II (4)
DTS 410 – Cross Cultural Foods (3)
GEO 222 – Global Environment Issues (3)
HST 390 – Food in World History (3)
HST 392 – Food Markets and Modernity (3)

Animal Production

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

Crop Production

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

Agritourism

ENT 320 – Marketing for Entrepreneurs (3)

- MKT 231 – Principles of Selling (3)
- MKT 340 – MKT Concepts and Applications (3)
- NRRM 360 – Tourism Planning & Management (3)
- NRRM 362 – Ecotourism: Admin and Mgt (3)

Education and Outreach

- CI 248 – Intro to Science Elem Ed (4)
- EDF 201 – Ed Psych Developing Learner (3)
- GEO 222 – Global Environment Issues (3)
- NRRM 231 – Nature Study (3)
- NRRM 310 - Environmental Interpretation (3)
- NRRM 311 – Intro to Environmental Educ (3)

Agribusiness

- DTS 202 – Introductory Foods (4)
- HST 390 – Food in World History (3)
- MKT 231 – Principles of Selling (3)
- MKT 340 – MKT Concepts and Applications (3)

It should be changed to read as follows:

Major-Specific Electives.....14-16 hours

In consultation with the NRE/COS advisors, students will select electives from Marshall University offerings best suited to prepare students for future endeavors. Students interested in specific fields or professional credentials, such as nutrient management, outreach and education, ecotourism, agriculture commodities broker, soil science, soil health, food security, livestock production, or crop production, should speak with their NRE faculty advisor to discuss electives. The student will select electives to reach to 120 credit hours required for graduation. Additional electives may be used to satisfy general education requirements (e.g., writing intensive). A minimum of 40 hours must be 300-400 level courses. Below is a list of courses that could be considered; however, the list is not exhaustive and other courses can be considered based on consultation between the student and NRE/COS advisors.

- BSC 301 – Vertebrate Embryology (4)
- BSC 302 – Principles of Microbiology (3)
- BSC 320 – Principles of Ecology (4)
- BSC 322 – Principles of Cell Biology (4)
- BSC 324 – Principles of Genetics (4)
- BSC 401 – Ichthyology (4)
- BSC 408 – Ornithology (4)
- BSC 409 – Mammalogy (4)
- BSC 416 – Plant Taxonomy (4)
- BSC 420 – Plant Physiology (4)
- BSC 422 – Animal Physiology (3)
- BSC 424 – Animal Parasitology (4)

BSC 430 – Plant Ecology (4)
BSC 445 – Microbial Ecology (3)
CI 248 – Intro to Science Elem Ed (4)
DTS 202 – Introductory Foods (4)
DTS 210 – Nutrition (3)
DTS 301 – FS Safety & Systems Mgt I (4)
DTS 302 – FS Safety & Sys Mgt II (4)
DTS 410 – Cross Cultural Foods (3)
EDF 201 – Ed Psych Developing Learner (3)
ENT 220 – Creativity & Innovation (3)
ENT 320 – Marketing for Entrepreneurs
GEO 101 – Physical Geography (4)
GEO 222 – Global Environment Issues (3)
GLY 200 – The Dynamic Earth (3)
GLY 210L – Earth Materials Lab (1)
GLY 314 – Mineralogy (4)
GLY 451 – Principles Geomorphology (4)
GLY 455 – Hydrogeology (3)
GLY 455L – Hydrogeology Laboratory (1)
GLY 456 – Environmental Geology (4)
HST 390 – Food in World History (3)
HST 392 – Food Markets and Modernity (3)
MKT 231 – Principles of Selling (3)
MKT 340 – MKT Concepts and Applications (3)
NRE 400 - Soil Fertility/Plant Nutrition (4)
NRE 423 – GIS and Data Systems (3)
NRE 425 – Water Policy and Regulations (3)
NRRM 231 – Nature Study (3)
NRRM 310 - Environmental Interpretation (3)
NRRM 311 – Intro to Environmental Educ (3)
NRRM 360 – Tourism Planning & Management (3)
NRRM 362 – Ecotourism: Admin and Mgt (3)

University Curriculum Committee
RECOMMENDATION

SR 22-23-40 CC

Recommends approval of the listed **UNDERGRADUATE MINOR ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

College of Liberal Arts

Minor Addition: Political Psychology (LP 10)

- **Rationale:** Both the social science disciplines of political science and psychology are related in fascinating ways. We maintain that merging some our classes to create a minor will expose students to the psychological underpinnings and consequences of political actions and behavior. The field of Political psychology involves an interdisciplinary, social scientific approach for understanding political attitudes, emotions, information processing, and political belief systems and we think given the current political environment, students would be interested in this minor as a way to broaden their experiences. With roots in political science and psychology, a psychology of politics would enhance the student experience at Marshall. The minor would be open to all students. It is designed to enrich, complement, and/or supplement the formal education of a student's major.
- **Curriculum:** [Undergrad Addition of Minor - Political Psychology signed.pdf](#)

Minor Addition: Pop Culture Studies (LP 10)

- **Rationale:** Pop Culture Studies is a burgeoning field of study that interests students. We maintain that merging some our classes to create a minor will expose students to the vast interdisciplinary make up of the College of Liberal Arts and acquaint students with trends in American popular culture. The courses were selected to teach students the techniques of research, social meanings and consequences of popular culture. With roots in political science and expert faculty in our department, a pop culture studies minor would enhance the student experience at Marshall. The minor would be open to all students. It is designed to enrich, complement, and/or supplement the formal education of a student's major.
- **Curriculum:** [Undergrad Addition of Minor - Pop Culture Studies signed.pdf](#)

**University Curriculum Committee
RECOMMENDATION**

SR 22-23-40 CC

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS:

Request for Undergraduate Addition, Deletion, or Change of a Minor

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

College: COLA Department/Division: Political Science
 Contact Person: Dr. Damien Arthur Phone: 3046962764

ACTION REQUESTED:

Check action requested: Addition Deletion Change
 Name of Minor: Political Psychology
 Within which Major is/will this minor be listed (please provide code as well): Political Science (LP10)

RATIONALE:

Both the social science disciplines of political science and psychology are related in fascinating ways. We maintain that merging some our classes to create a minor will expose students to the psychological

SEE ATTACHED

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

see attached

NOTIFICATION REQUIREMENTS:

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

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

Department Chair/Division Head:	Date: <u>12/12/22</u>
Registrar:	Date: <u>12/16/2022</u>
College Dean:	Date: <u>12/19/2022</u>
College Curriculum Chair: <u>Jonathan Kozar</u>	Date: <u>1/31/23</u>
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>2/17/23</u>
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science: _____	Date: _____

Rationale

Both the social science disciplines of political science and psychology are related in fascinating ways. We maintain that merging some of our classes to create a minor will expose students to the psychological underpinnings and consequences of political actions and behavior. The field of Political psychology involves an interdisciplinary, social scientific approach for understanding political attitudes, emotions, information processing, and political belief systems and we think given the current political environment, students would be interested in this minor as a way to broaden their experiences. With roots in political science and psychology, a psychology of politics would enhance the student experience at Marshall. The minor would be open to all students. It is designed to enrich, complement, and/or supplement the formal education of a student's major.

Political Psychology Minor

Required:

PSC 105 Fundamentals of Politics

PSY 201 Introductory Psychology

Choose 2 from this list:

PSC 307 Public Opinion and Propaganda

PSC 440 Power in American Society

PSC 427 Shapers and Definers

PSC 430 Political Ideologies

Choose 2 from this list:

PSY 302 Social Psychology

PSY 250 Psychology of Pop Culture

PSY 430 Psychology of Women

PSY 435 Psych of Conspiracy Theory

There is no duplication within this minor.

We have corresponded with the Chair of the Psychology department and they approve the creation of this minor. The correspondence is attached here.

Arthur, Damien

From: Linz, Marianna
Sent: Thursday, September 29, 2022 3:05 PM
To: Arthur, Damien
Subject: RE: Political Psychology Minor

Hey, Damien,

Count us in! I am definitely interested and just sent it out and already have folks interested. David P. did an APA Fellowship so is very interested and so is Penny Koontz. Let me know how you want to move forward. Maybe you and I can chat and then bring in interested folks?

Marianna

From: Arthur, Damien <arthur133@marshall.edu>
Sent: Thursday, September 29, 2022 2:12 PM
To: Linz, Marianna <Linz@marshall.edu>
Subject: Political Psychology Minor

Marianna:

I'm writing to inquire about whether there would be any interest in political science and psychology coordinating on a political psychology minor?

I have some ideas about what this would look like but. Wanted to gauge you and your department's interest before doing the leg work.

Thank you for your interest on this,

Damien

Arthur, Damien

From: Linz, Marianna
Sent: Wednesday, October 26, 2022 11:43 AM
To: Arthur, Damien
Subject: RE: Political Psychology minor

Hi, Damien,

I think this looks interesting. I'm running it by the faculty who do those courses but I think we would be good with moving forward. I'll follow up with you no later than tomorrow.

Marianna

From: Arthur, Damien <arthur133@marshall.edu>
Sent: Wednesday, October 26, 2022 8:51 AM
To: Linz, Marianna <Linz@marshall.edu>
Subject: Political Psychology minor

Hello Marianna:

My department subcommittee met and made the following changes and recommendations for a minor in political psychology. What do you think?

If you think it's good, we will send the paperwork through to the college curriculum committee.

You can access the document here:

<https://livemarshall.sharepoint.com/:w:/s/DepartmentofPoliticalScience/EewJ2YKnlzFOkjPXfxh3D8sBA2woxgzAyhwDLCocZHmZVA?e=HIRtdb>

Hope all is well,

Damien

From our minutes:

- Approved by unanimous vote with a revised set of requirements.
 - Required:
 - PSC 105 Fundamentals of Politics – replacing 104
 - PSY 201 Introductory Psychology

Request for Undergraduate Addition, Deletion, or Change of a Minor

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

College: COLA Department/Division: Political Science
Contact Person: Dr. Damien Arthur Phone: 3046962764

ACTION REQUESTED:

Check action requested: Addition Deletion Change
Name of Minor: Pop Culture Studies
Within which Major is/will this minor be listed (please provide code as well): Political Science (LP10)

RATIONALE:

See Attached for full description.
Pop Culture Studies is a burgeoning field of study that interests

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

see attached

NOTIFICATION REQUIREMENTS:

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

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

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

Department Chair/Division Head: _____	Date: _____
Registrar: <u>[Signature]</u>	Date: <u>12/16/2022</u>
College Dean: <u>[Signature]</u>	Date: <u>12/19/2022</u>
College Curriculum Chair: <u>Jonathan Kozar</u>	Date: <u>2/6/23</u>
University Curriculum Committee Chair: <u>Zack Garrett</u>	Date: <u>2/17/23</u>
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science: _____	Date: _____

Rationale

Pop Culture Studies is a burgeoning field of study that interests students. We maintain that merging some of our classes to create a minor will expose students to the vast interdisciplinary make up of the College of Liberal Arts and acquaint students with trends in American popular culture. The courses were selected to teach students the techniques of research, social meanings and consequences of popular culture. With roots in political science and expert faculty in our department, a pop culture studies minor would enhance the student experience at Marshall. The minor would be open to all students. It is designed to enrich, complement, and/or supplement the formal education of a student's major.

Pop Culture Studies

Required 9 hours:

PSC 201: Politics, Media, and Culture
PSY 425: Psychology and Cinema Symbolism
ENG 232: Good Films

Choose 2 from this list:

PSC 402 Politics of the Undead
PSC 403 War and Pop Culture
ENG 442 Gender and Sexuality in Film
ENG 344 Introduction to Film Studies
PSC 435 Harry Potter and Pol. Theory
PSC 478 Politics and Video Games
PSY 250 Psychology of Pop Culture
HST 447 Film and Empire
CJ 418 Crime and Pop Culture
ENG 214 Intro to Comics
ENG 205 Popular Literature
ENG 211 Science Fiction
JPN 250 Japanese Anime & Manga
ENG 440 Selected Topics in Film

15 hours total

There is no duplication with this minor.

We have corresponded with faculty that teach each of the required courses in multiple departments and they are wrote in support of the minor.

Subject: Re: Pop Culture Minor

Date: Thursday, February 2, 2023 at 3:42:15 PM Eastern Standard Time

From: Squire, Walter

To: Arthur, Damien

Dear Damien,

In truth I think ENG 232 might be a better fit as a required course, as those who teach almost always focus on popular American film (although sometimes I teach a few non-American films) and devote more attention to narrative than those who teach ENG 344.

The focus of ENG 344 is film form (mise-en-scene, cinematography, editing, sound) and the course requires at least some attention to non-U.S. film (and some instructors teach exclusively non-U.S. film). Granted, pop culture need not mean U.S. pop culture and one could argue film is necessarily a popular medium, but the slant of ENG 344 tends more toward what was once known as "art house cinema."

That said, you might have specific reasons for ENG 344, such as it's being upper division. There's also the greater certainty of similarity of instruction, as the course requires focus on film form and (at least some) non-U.S. film. If part of the purpose of course being required is that it will help students read pop culture texts (that is, understand how they communicate), then certainly ENG 344 shows and gives students opportunities to explore how movies communicate ideas through film form. (ENG 232 is a little more loosey-goosey in terms of what instructors are required to teach, although the tendency definitely is toward popular American film.)

I just wanted to let you know the difference between the two courses before I send the letter you request. Another plus for ENG 344 is it might encourage more double-majors, as it is already a required course for the Film Studies minor (ENG 232 is an option but not required), and beyond that ENG 344 sections are less likely to fill quickly (or will fill less quickly—both courses tend to have strong enrollment) than ENG 232 sections, since ENG 232 counts toward the Core II Humanities requirement.

Again, just let me know your thoughts. There is another film course that might be of interest for choices (rather than required)--ENG 440: Selected Topics in Film. It has no specified consistent content but every offering of it (each Spring and Fall) so far would certainly be in the pop culture vein.

Best,
Walter

Dr. Walter Squire
Director of Film Studies
Associate Professor of English
Marshall University
he/him/his
315 Corbly Hall
Huntington, WV 25755
304-696-2860

From: Arthur, Damien <arthur133@marshall.edu>

Sent: Thursday, February 2, 2023 2:18 PM

To: Squire, Walter <squirew@marshall.edu>

Subject: Pop Culture Minor

Hello Walter:

My name is Damien. I'm the chair of the political science department. We have been going back and forth with a few departments about a pop culture studies minor.

Everyone is on board with this. However, Allison and the COLA curriculum committee recommended that we allow students to count some film studies courses as an option. We have done that in our revised proposal, which is attached. Our original proposal had one film studies course, but Allison mentioned two specifically. We made one of them required and the other optional, in our revisions.

They would like an email from you stating that there isn't too much overlap or conflict between the film studies and the pop culture minor.

Hopefully, you can reply to this email soon so that I can send it on to the committee by tomorrow's meeting. Sorry for the late notice.

Thank you for your attention to this matter,

Damien

Our description and justification are below:

A minor in Pop culture studies would be a valuable addition to any student's educational experience. In today's society, pop culture plays a significant role in shaping our understanding of the world and ourselves. A minor in Pop culture studies would provide students with the knowledge and skills necessary to critically analyze and understand the impact of popular media, entertainment, and consumer culture on society and individuals. In addition to benefiting individuals, a minor in Pop culture studies would also have societal implications. As more and more people become aware of the ways in which pop culture shapes our understanding of the world and ourselves, there is the potential for a greater understanding of the role of media in shaping our world. This minor would not only benefit the individual students who complete it, but also the larger community. Overall, a minor in Pop culture studies would be a valuable and relevant addition to any student's education, providing a unique perspective and practical knowledge that can be applied in both personal and professional settings.

Arthur, Damien

From: Carey, Allison
Sent: Wednesday, October 26, 2022 4:15 PM
To: Arthur, Damien; Linz, Marianna; Rensenbrink, Greta; Bora, Dru; Rivas, Zelideth
Subject: Re: Pop Culture Studies minor

Hi Damien,

A quick question: I would have imagined that our film classes (ENG 232—Good Films, ENG 344—Intro to Film Studies) might have been a fit. Did the committee decide to go with Comics (214), Sci Fi (211), and Popular Literature (205) instead of the film ones, or were the film classes omitted inadvertently?

(I ask because there are always so many of the film classes offered each semester, 8 sections in Spring '23, so often easier for students to get a spot.)

Regardless, I've checked with the curriculum coordinators in the department, and we're in support of the minor as is.

Best,
Allison

From: Arthur, Damien <arthur133@marshall.edu>
Date: Wednesday, October 26, 2022 at 10:00 AM
To: Linz, Marianna <Linz@marshall.edu>, Rensenbrink, Greta <rensenbrink@marshall.edu>, Bora, Dru <bora@marshall.edu>, Carey, Allison <careya@marshall.edu>, Rivas, Zelideth <rivasz@marshall.edu>
Subject: Pop Culture Studies minor

Hello Everyone:

My department curriculum subcommittee met and made a recommendation for us to create a minor in pop culture studies. What do you all think?

If you think it's good, we will send the paperwork through to the college curriculum committee. We would like your imprimatur to attach to the paperwork.

You can access the document here:

<https://livemarshall.sharepoint.com/:w:/s/DepartmentofPoliticalScience/Ed4sWvoG8qIH0PEPyK3HdmsBfz2MrTJC8MMpEFer6NsSVA?e=vGNVzF>

Hope all is well,

Damien

Arthur, Damien

From: Linz, Marianna
Sent: Wednesday, October 26, 2022 11:38 AM
To: Bora, Dru; Arthur, Damien; Rensenbrink, Greta; Carey, Allison; Rivas, Zelideth
Subject: RE: Pop Culture Studies minor

I think this could be pretty cool. I just sent it to the faculty who teach the Pop Culture class to see what they think. With us being short-staffed it hasn't been offered consistently but that could change and it could be done online. I will pass along their response as soon as I get it.

From: Bora, Dru <bora@marshall.edu>
Sent: Wednesday, October 26, 2022 11:26 AM
To: Arthur, Damien <arthur133@marshall.edu>; Linz, Marianna <Linz@marshall.edu>; Rensenbrink, Greta <rensenbrink@marshall.edu>; Carey, Allison <careya@marshall.edu>; Rivas, Zelideth <rivasz@marshall.edu>
Subject: Re: Pop Culture Studies minor

Hi Damien,

I don't have any problems with including CJ 418, but it does have a prerequisite of CJ 200 that will have to be kept in mind.

Thanks,
Dru

Dhruba J. Bora, Ph.D.
Director, School of Forensic & Criminal Justice Sciences
Professor & Chair, Department of Criminal Justice & Criminology
Marshall University
One John Marshall Drive, Smith Hall 735
Huntington, WV 25755

Phone: 304-696-3087
Email: bora@marshall.edu
Website: <http://science.marshall.edu/bora/>

From: Arthur, Damien <arthur133@marshall.edu>
Sent: Wednesday, October 26, 2022 10:00 AM
To: Linz, Marianna <Linz@marshall.edu>; Rensenbrink, Greta <rensenbrink@marshall.edu>; Bora, Dru <bora@marshall.edu>; Carey, Allison <careya@marshall.edu>; Rivas, Zelideth <rivasz@marshall.edu>
Subject: Pop Culture Studies minor

Hello Everyone:

My department curriculum subcommittee met and made a recommendation for us to create a minor in pop culture studies. What do you all think?

If you think it's good, we will send the paperwork through to the college curriculum committee. We would like your imprimatur to attach to the paperwork.

You can access the document here:

<https://livemarshall.sharepoint.com/:w:/s/DepartmentofPoliticalScience/Ed4sWvoG8qIH0PEPyK3HdmsBfz2MrTJC8MMpEFER6NsSVA?e=vGNVzF>

Hope all is well,

Damien

Arthur, Damien

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Hope all is well,

Damien

Arthur, Damien

From: Arthur, Damien
Sent: Wednesday, October 26, 2022 11:23 AM
To: Rivas, Zelideth
Subject: Re: Pop Culture Studies minor

Great idea. I'll add that course and the option to petition for another course.

Thanks,

Damien

From: Rivas, Zelideth <rivasz@marshall.edu>
Date: Wednesday, October 26, 2022 at 11:21 AM
To: Arthur, Damien <arthur133@marshall.edu>
Subject: RE: Pop Culture Studies minor

I would also add JPN 403: Japanese Film in English since pop culture is what I do there. Additionally, there should be a way that students can petition for coursework to count in case they have an honors college class or something (I teach an Asian Music Video class there that would fit great).

--
Dr. Zelideth María Rivas
Assistant Provost for Global Education
Professor
Dept. of Modern Languages
Marshall University
304-696-3208
Student office hours: www.calendly.com/rivasz



The banner features a photograph of a traditional red Japanese torii gate on the left. The KIIS logo is a blue circle with white text. The main text is in a blue, hand-drawn style. The right side of the banner has a light blue background with white text.

kiis JAPAN-KOREA POP
SUMMER STUDY ABROAD

Dr. Zelideth María Rivas
Marshall University

Faculty-Led • Since 1975

July 2 - July 17, 2023
\$3,450 + Airfare

Anime
Manga & Webtoons
Computer Animation
Japanese & Korean Culture
Asian Studies

KIIS

Recent publications:

Zelideth Maria Rivas and Debbie Lee-DiStefano, eds. *Imagining Asia in the Americas*. New Brunswick: Rutgers University Press, 2016. <https://www.amazon.com/Imagining-Americas-Asian-American-Studies/dp/0813585201>

"Literary and Cultural Representations of Asians in Latin America and the Caribbean." *The Oxford Encyclopedia of Asian American Literature and Culture*. Ed. Josephine Lee, Floyd Cheung, Jennifer Ho, Anita Mannur, and Cathy Schlund-Vials.

Oxford: Oxford University Press,
2020. <https://oxfordre.com/literature/view/10.1093/acrefore/9780190201098.001.0001/acrefore-9780190201098-e-862>

“Merging the Transpacific with the Transatlantic: Afro-Asia in Japanese Brazilian Narratives.” In *Afro-Asian Connections in Latin America and the Caribbean*. Ed. Luisa Ossa and Debbie Lee-DiStefano. New York: Lexington Books, 2019. <https://www.amazon.com/Afro-Asian-Connections-America-Caribbean-Diasporic/dp/1498587089>

www.facebook.com/musadoteaclub

www.marshall.edu/japanese

From: Arthur, Damien <arthur133@marshall.edu>

Sent: Wednesday, October 26, 2022 10:00 AM

To: Linz, Marianna <Linz@marshall.edu>; Rensenbrink, Greta <rensenbrink@marshall.edu>; Bora, Dru <bora@marshall.edu>; Carey, Allison <careya@marshall.edu>; Rivas, Zelideth <rivasz@marshall.edu>

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Hope all is well,

Damien

BUDGET AND ACADEMIC POLICY COMMITTEE RECOMMENDATION

SR 22-23-41 BAPC

Recommends that the 15-15 academic calendar (OPTION A) for AY 2024-25, AY 2025-26, AY 2026-27, and AY 2027-28 be approved as attached. These four calendars present a 15-week Fall Term (plus exam week), a 15-week Spring Term (plus exam week), and a 12-week Summer Term that contains four session options (Term A: first 4 weeks, Term B: full 12 weeks, Term C: first six weeks, and Term D: second six weeks). The Fall and Spring Terms each include a mid-semester break with 2 days of cancelled classes. We have also included a possible 14-14 academic calendar (OPTION B) as an alternative.

RATIONALE

Summary:

The attached calendars (Appendix A) for the next four academic years propose Fall and Spring terms as a 15-week Fall Term (plus exam week), a 15-week Spring Term (plus exam week), and a 12-week Summer Term that contains four session options (Term A: 12 weeks, Term B: first four weeks, Term C: first six weeks, and Term D: second six weeks).

For the sake of brevity, only the AY 2024-25 calendar dates will be referenced in this summary and rationale.

- The 12-week summer term (Term B) for 2024 will run from May 6, 2024 to July 26, 2024.
- Term A will run from May 6, 2024 through May 31, 2024.
- Term C will run from May 6, 2024 through June 14, 2024.
- Term D will run from June 17, 2024 through July 26, 2024.
- Summer commencement will be July 26th.
- WOW will be August 14-16, 2024.
- Fall semester will run from August 19, 2024 through December 6, 2024 for instructional days.
- October break will be Oct. 10-11.
- Fall break will be November 25-29, 2024.
- Fall semester exam week will be December 9-13, 2024.
- Fall commencement will be December 14, 2024.
- Spring semester will run from January 13, 2025 through May 2, 2025 for instructional days.
- February break will be Feb. 13-14, 2025.
- Spring break will be March 17-21, 2025.
- Spring semester exam week will be May 5-May 9, 2025.
- Spring commencement will be May 10, 2025.

Rationale:

Summary Rationale: Through consultation with the Academic Calendar Committee (ACC), Student Government Association (SGA), the Council of Chairs, and the Associate Deans, the calendar was developed by the Budget and Academic Policy Committee (BAPC). The proposal to increase the length of Fall and Spring terms and add a mid-semester break to each is the culmination of many compromises made to meet the most pressing needs of the various constituents on campus, while prioritizing the educational outcomes for students. The adjustment in the summer schedule was made to ensure compliance with federal student aid mandates.

Full Rationale: Various constituent groups have presented arguments for and against the 15-week semester. These include wants and needs. Some of the proposed decision points have been:

- 1) A 14-week instructional semester is insufficient for curricular and clinical requirements
- 2) Administrators want more time to conduct end-of-semester procedures such as processing academic dismissals.

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- 3) Wanting to give students more time to work in the summer
- 4) Wanting more holiday time for faculty and students
- 5) Wanting to add mental health days at appropriate times
- 6) Faculty not wanting to change syllabi

While these issues are important to various constituent groups, the faculty, and the university should focus on what is needed to provide the best education and produce the best student and graduate outcomes. Shortening the semester and reducing instructional days over the course of a three- or four-year degree results in many weeks of lost instruction. The university must make decisions that are based on student/graduate outcomes. These decisions can be guided by practices of peer institutions and national standards so that Marshall graduates can be competitive in the job market or advanced studies. The text below addresses the major points of concern of many constituencies that arose during the calendar planning process and demonstrates why the proposed 15-week instructional schedule with a mid-semester break is the best choice.

Addressing the need for more instructional time

- Faculty have reported having difficulty in covering material required by departmental curricula, and sometimes accrediting bodies with the switch to the 14-week instructional schedule.
- In the years since switching to a 14-week instructional schedule, the university has had several weather-related closures and delays, on top of time lost due to COVID. This trend may continue as severe weather events become more likely due to climate change. Adding a few instructional days to the calendar will help alleviate the problem of lost instructional days. For reference, a tally of university class cancellations was made based on MU Alert text and email records:
 - In 2019-2020, 5 days of classes were cancelled (because of COVID-19),
 - In 2020-2021, 6 days of classes were cancelled; 3 days had a delayed start or early closure,
 - In 2021-2022, 1 day of class was cancelled; 2 days had a delayed start or early dismissal. It should be noted that a major flood in the Science Building affected some classes for a full week.
- Some faculty reported reducing the number of exams given during the semester in order to make up for the loss of instructional time with the switch to the 14-week instructional schedule. Fewer exams during a semester means that each exam includes more material, which has adversely affected student performance.
- To provide one detailed example, the points below outline the difficulties faced by Geology with a 14-week instructional schedule:
 - In the department of Geology, all syllabi (and hence curricula) were originally designed for a 15-week calendar. Topics covered in 100 and 200 level classes were carefully selected to provide students with the necessary background needed for success in upper-level classes. The curriculum was designed and revised to carefully meet the needs of the industry in terms of learning outcomes as defined by AGU/AGI Heads and Chairs program (2016) and implementing the “matrix approach” for curricular design (https://nagt.org/nagt/profdev/webinars/twp_matrix/index.html). Reducing the duration of the semester to 14 weeks of instruction has undoubtedly had a negative impact on our majors. To address that, instructors are left with one of three choices:
 - Not cover the material, which will adversely affect the ability of freshmen and sophomores to do well in upper division classes, and juniors and seniors to have the material necessary for graduation, ultimately leaving our graduates not competitive in the job market.
 - Assign some of this curricular material as “self-learning modules” for the students to cover on their own, either through readings or recorded lectures. Experience shows that this does not work, as almost all students will not do this work on their own. In addition, incoming freshmen have an overall weaker academic background, so assigning topics that we cannot cover in 14-weeks of instruction as “self-taught” modules only compounds their problems.
 - Cover “most” or at least “some” of the material very quickly in class. This puts undue stress on the students and faculty, typically with poor outcomes on exams, tests, etc.
 - The introductory level class “Geological Hazards and Earth Resources” has 2 weeks dedicated to the important topic of “Climate change”, and 1 week to “Earth and Energy Resources”. A 14-week semester

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means that both topics should be covered in 2 weeks which is unrealistic. A curricular change would involve replacing this class with 2 classes: one dedicated to “Geologic hazards”, and another to “Climate change and Earth Resources”. This would require additional staff.

- The introductory level class GLY 200: “Dynamic Earth”, the gateway to our major, is designed with the topics: “Glaciers”, “Landslides”, and “Groundwater” each being covered in a week. A 14 week-semester means that one of these topics would have to be eliminated, which will in turn make those students unprepared for classes like “Geomorphology”, “Environmental Geology”, or “Hydrogeology”.
- The upper division class: “Geochemistry” has the topics: “Oxidation – reduction”, “Geochronology” and “Stable isotope geochemistry” covered in a week each. A 14 week-semester means that one of these topics would have to be eliminated. None of these topics are covered in any other class, and students would be short-changed if they did not learn about any of these topics in college.

Addressing the need for more time to complete clinical hours

- There has been very strong support within the College of Health Professions for a 15-week semester. Most of the programs in the COHP have external accreditation. While these accreditation agencies do not necessarily require 15-week semesters, they do place tremendous pressure on programs to teach a growing list of content and to ensure competence in both didactic knowledge and clinical skills. Many programs have extended clinical rotations that require 15 weeks. Programs are also required to ensure exit abilities, such as clinical education performance, graduation rates, and board pass rates. Many programs are struggling with the retention of students due to the pace and volume of content that is required to be taught. These programs are competing against national programs that typically have 15-week semesters. There is overwhelming support in the COHP for the 15 weeks semester.

Addressing the mental health needs of students

- The driving force of this proposal is giving students a mid-semester break. Isaac Raines, the SGA representative to BAPC lobbied for “mental health days” during the semester to relieve stress. Faculty members of BAPC quickly agreed that there is a critical need to address a mental health crisis in our student body, particularly after the COVID-19 pandemic. Extending the semester by a week makes it possible to create a mid-semester break (second weekend of October and the second weekend of February) for students.
- While an early proposal sought to add 5 mental health days, spread throughout the semester, BAPC decided it would be much less disruptive to implement one mid-semester break, similar to what many peer institutions do. It was decided to cancel classes on Thursday and Friday for a mid-semester break in each semester; Monday was avoided as each semester already includes one Monday holiday.

Consistency with peer institutions

- In a survey of the Fall 2022 academic calendars of over 15 peer institutions, it was found that Marshall ranks among the lowest in the number of instructional days. Marshall had 69 instructional days in the fall. Only 2 of the 15 peer institutions surveyed had less than that, at 68 instructional days. The other institutions ranged from 70 to 74 instructional days.
- WVU’s Fall 2022 semester included instruction spread over nearly 16 weeks, compared to Marshall’s 14 weeks. WVU began the semester on Aug. 17 (Marshall on Aug. 22) and ended classes on Dec. 8 (Marshall on Dec. 2). WVU’s calendar included 8 days without classes, compared to Marshall’s 6, for a total of 74 instructional days.

Response to common complaints regarding a 15-week instructional schedule

- When the last academic calendars (starting with Fall 2019) were adopted, administrators argued that a 15-week calendar would work for a few years, but eventually (approximately every 5 years), the calendar would hit a “reset year” that would make it difficult to provide enough time for administrative tasks between terms. Each year of this proposal provides, at least, two weeks of university business hours between fall semester and spring semester, and one week both before and after the summer term. Furthermore, BAPC has seen the

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15-week schedule mapped out through 2032 and proved that this calendar can work every year, even during the “reset year”.

- Some faculty have complained that they do not want to readjust their course syllabi to a 15-week schedule after adapting to the 14-week schedule. This 15-week recommendation adds 3 instructional days to the schedule, which translates to two class periods for a MWF class and one class period for a TR class. Faculty who do not want to adjust their syllabi may use the extra class periods for review sessions, extra time for students to work on term papers, or “mental health days”. This is a student-centered proposal that does not necessarily place an undue burden on faculty.
- The need for time between academic terms to process grades and notify students of probation and dismissal is a valid concern. The proposed 15-week instructional term maintains at least two weeks of university business days between Fall and Spring terms. This satisfies a request from Academic Affairs and the registrar’s office and is consistent with current practice.
- Some associate deans were concerned about the elimination of a week between the end of spring and the beginning of summer term. BAPC worked closely with committee member and associate dean Kelli Prejean to delay the start of summer by one week so there would be a week after Spring semester to process grades and assist students on probation. There is one week after summer term to process grades before Fall term begins. While some administrators would prefer more time after Summer, it was deemed more important to place an extra week prior to Summer as there is a much larger number of students whose grades need to be processed at the end of Spring, compared to the end of Summer.

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS:

SR 22-23-41 BAPC**OPTION A: 15-15 Calendar****Academic Calendar Draft 2024-2025 (15/15 with Summer with 4 parts of term 4/12/6/6)****One week between Spring end/Summer begin and one between Summer end/Fall begin****Summer 2024**

Summer A 4 weeks
 Start Date Monday, May 6, 2024
 End Date Friday, May 31, 2024
 Grades Monday, Jun 3, 2024

Summer B 12 weeks
 Start Date Monday, May 6, 2024
 End Date Friday, Jul 26, 2024
 Grades Monday, Jul 29, 2024

Summer C 6 weeks
 Start Date Monday, May 6, 2024
 End Date Friday, Jun 14, 2024
 Grades Monday, Jun 17, 2024

Summer D 6 weeks
 Start Date Monday, Jun 17, 2024
 End Date Friday, Jul 26, 2024
 Grades Due Monday, Jul 29, 2024

Fall 2024 15 weeks
 WOW Wednesday, Aug 14 - Friday, Aug 16
 Start Date Monday, Aug 19, 2024
 October break Thursday Oct 10 – Friday Oct 11
 Thanksgiving Monday, Nov 25 - Friday, Nov 29
 Final exams Monday, Dec 9 - Friday, Dec 13
 End Date Friday, Dec 13, 2024
 Commencement Saturday, Dec 14, 2024
 Grades Due Monday, Dec 16, 2024 at noon
 MU closed Monday, Dec 23, 2024-Wednesday, Jan 1, 2025

Spring 2025 15 weeks
 MU opens Tuesday, Jan 2, 2025
 Start Date Monday, Jan 13, 2025
 February break Thursday Feb 13 - Friday Feb 14
 Spring break Monday, Mar 17 - Friday, Mar 21
 Final exams Monday, May 5 - Friday, May 9
 End Date Friday, May 9, 2025
 Commencement Saturday, May 10, 2025
 Grades Due Monday, May 12, 2025 at noon

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Summer 2025

Summer A 4 weeks
 Start Date Monday, May 19, 2025
 End Date Friday, Jun 13, 2025
 Grades Monday, Jun 16, 2025

Summer B 12 weeks
 Start Date Monday, May 19, 2025
 End Date Friday, Aug 8, 2025
 Grades Monday, Aug 11, 2025

Summer C 6 weeks
 Start Date Monday, May 19, 2025
 End Date Friday, Jun 27, 2025
 Grades Monday, Jun 30, 2025

Summer D 6 weeks
 Start Date Monday, Jun 30, 2025
 End Date Friday, Aug 8, 2025
 Grades Due Monday, Aug 11, 2025

Fall 2025 15 weeks
 WOW Wednesday, Aug 13 - Friday, Aug 15
 Start Date Monday, Aug 18, 2025
 October break Thursday Oct 9 – Friday Oct 10
 Thanksgiving Monday, Nov 24 - Friday, Nov 28
 Final exams Monday Dec 8 - Friday, Dec 12
 End Date Friday, Dec 12, 2025
 Commencement Saturday, Dec 13, 2025
 Grades Due Monday, December 15, 2025 at noon
 MU closed Tuesday, Dec 23, 2025-Thursday, Jan 1, 2026

Spring 2026 15 weeks
 MU opens Friday, Jan 2, 2026
 Start Date Monday, Jan 12, 2026
 February break Thursday Feb 12 – Friday Feb 13
 Spring break Monday, Mar 16 - Friday, Mar 20
 Final exams Monday May 4 - Friday May 8
 End Date Friday, May 8, 2026
 Commencement Saturday, May 9, 2026
 Grades Due Monday, May 11, 2026 at noon

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Summer 2026

Summer A 4 weeks
 Start Date Monday, May 18, 2026
 End Date Friday, Jun 12, 2026
 Grades Monday, Jun 15, 2026

Summer B 12 weeks
 Start Date Monday, May 18, 2026
 End Date Friday, Aug 7, 2026
 Grades Monday, Aug 10, 2026

Summer C 6 weeks
 Start Date Monday, May 18, 2026
 End Date Friday, Jun 26, 2026
 Grades Monday, Jun 29, 2026

Summer D 6 weeks
 Start Date Monday, Jun 29, 2026
 End Date Friday, Aug 7, 2026
 Grades Due Monday, Aug 10, 2026

Fall 2026 15 weeks
 WOW Wednesday, Aug 12 - Friday, Aug 14
 Start Date Monday, Aug 17, 2026
 October break Thursday Oct 8 – Friday Oct 9
 Thanksgiving Monday Nov 23 - Friday, Nov 27
 Final exams Monday, Dec 7 - Friday Dec 11
 End Date Friday, Dec 11, 2026
 Commencement Saturday, Dec 12, 2026
 Grades Due Monday, Dec 14, 2026 at noon
 MU closed Wednesday, Dec 23 -Friday, Jan 1, 2027

Spring 2027 15 weeks
 MU opens Monday, Jan 4, 2027
 Start Date Monday, Jan 11, 2027
 February break Thursday Feb 11 – Friday Feb 12
 Spring break Monday, Mar 15 - Friday, Mar 19
 Final exams Monday, May 3- Friday, May 7
 End Date Friday, May 7, 2027
 Commencement Saturday, May 8, 2027
 Grades Due Monday, May 10, 2027 at noon

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Summer 2027

Summer A 4 weeks
 Start Date Monday, May 17, 2027
 End Date Friday, Jun 11, 2027
 Grades Monday, Jun 14, 2027

Summer B 12 weeks
 Start Date Monday, May 17, 2027
 End Date Friday, Aug 6, 2027
 Grades Monday, Aug 9, 2027

Summer C 6 weeks
 Start Date Monday, May 17, 2027
 End Date Friday Jun 25, 2027
 Grades Monday, Jun 28, 2027

Summer D 6 weeks
 Start Date Monday, Jun 28, 2027
 End Date Friday, Aug 6, 2027
 Grades Due Monday, Aug 9, 2027

Fall 2027 15 weeks
 WOW Wednesday, Aug 11 - Friday, Aug 13
 Start Date Monday, Aug 16, 2027
 October break Thursday Oct 7 – Friday Oct 8
 Thanksgiving Monday, Nov 22 - Friday, Nov 26
 Final exams Monday, Dec 6 - Friday Dec 10
 End Date Friday, Dec 10, 2027
 Commencement Saturday, Dec 11, 2027
 Grades Due Monday, Dec 13, 2027 at noon
 MU closed Wednesday, Dec 22 - Friday, Dec 31

Spring 2028 15 weeks
 MU opens Monday, Jan 3, 2028
 Start Date Monday, Jan 10, 2028
 February break Thursday Feb 10 – Friday Feb 11
 Spring break Monday, Mar 13 - Friday, Mar 17
 Final exams Monday, May 1 - Friday, May 5
 End Date Friday, May 5, 2028
 Commencement Saturday, May 6, 2028
 Grades Due Monday, May 8, 2028 at noon

2024

January						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
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28	29	30	31			

April						
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28	29	30				

July						
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28	29	30	31			

October						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Summer	Session	Start	End
Term B	12 weeks	5/6	7/26
Term A	1st 4 weeks	5/6	5/31
Term C	1st 6 weeks	5/6	6/14
Term D	2nd 6 weeks	6/17	7/26

February						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

May						
Su	Mo	Tu	We	Th	Fr	Sa
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12	13	14	15	16	17	18
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August						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

November						
Su	Mo	Tu	We	Th	Fr	Sa
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

March						
Su	Mo	Tu	We	Th	Fr	Sa
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June						
Su	Mo	Tu	We	Th	Fr	Sa
						1
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23	24	25	26	27	28	29
30						

September						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December						
Su	Mo	Tu	We	Th	Fr	Sa
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- Summer (12 week block)
- Fall semester instructional days
- Spring semester instructional days
- Holidays/no class
- Commencement date (summer graduation date is last day of class)
- WOW

(Final exams are highlighted in a lighter color for each term)

2025

January						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

October						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Summer	Session	Start	End
Term B	12 weeks	5/19	8/8
Term A	1st 4 weeks	5/19	6/13
Term C	1st 6 weeks	5/19	6/27
Term D	2nd 6 weeks	6/30	8/8

February						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

May						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

March						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

September						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- Summer (12 week block)
 - Fall semester instructional days
 - Spring semester instructional days
 - Holidays/no class
 - Com Commencement date (summer graduation date is last day of class)
 - WOW
- (Final exams are highlighted in a lighter color for each term)

2026

January						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

October						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Summer	Session	Start	End
Term B	12 weeks	5/18	8/7
Term A	1st 4 weeks	5/18	6/12
Term C	1st 6 weeks	5/18	6/26
Term D	2nd 6 weeks	6/29	8/7

February						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

May						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

March						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

September						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- Summer (12 week block)
 - Fall semester instructional days
 - Spring semester instructional days
 - Holidays/no class
 - Commencement date (summer graduation date is last day of class)
 - WOW
- (Final exams are highlighted in a lighter color for each term)

2027

January						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Summer	Session	Start	End
Term B	12 weeks	5/17	8/6
Term A	1st 4 weeks	5/17	6/11
Term C	1st 6 weeks	5/17	6/25
Term D	2nd 6 weeks	6/28	8/6

February						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

May						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

March						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

September						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- Summer (12 week block)
 - Fall semester instructional days
 - Spring semester instructional days
 - Holidays/no class
 - Commencement date (summer graduation date is last day of class)
 - WOW
- (Final exams are highlighted in a lighter color for each term)

2028

January						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

October						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Summer	Session	Start	End
Term B	12 weeks	5/15	8/4
Term A	1st 4 weeks	5/15	6/9
Term C	1st 6 weeks	5/15	6/23
Term D	2nd 6 weeks	6/26	8/4

February						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

May						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Summer and Fall 2028 aren't part of the next planning period but are shown FYI.

March						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

September						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- Summer (12 week block)
- Fall semester instructional days
- Spring semester instructional days
- Holidays/no class
- Commencement date (summer graduation date is last day of class)
- WOW

(Final exams are highlighted in a lighter color for each term)

SR 22-23-41 BAPC

OPTION B (alternative 14-14 calendar)

These four calendars present a 14-week Fall Term (plus exam week), a 14-week Spring Term (plus exam week), and a 12-week Summer Term that contains four session options (Term A: first four weeks, Term B: 12 weeks, Term C: first six weeks, and Term D: second six weeks).

RATIONALE

Summary:

The attached calendars (Appendix) for the next four academic years propose Fall and Spring terms as a 14-week Fall Term (plus exam week), a 14-week Spring Term (plus exam week), and a 12-week Summer Term that contains four session options (Term A: 12 weeks, Term B: first four weeks, Term C: first six weeks, and Term D: second six weeks).

For the sake of brevity, only the AY 2024-25 calendar dates will be referenced in this summary and rationale.

- The 12-week summer term (Term B) for 2024 will run from May 6, 2024 to July 26, 2024.
- Term A will run from May 6, 2024 through May 31, 2024.
- Term C will run from May 6, 2024 through June 14, 2024.
- Term D will run from June 17, 2024 through July 26, 2024.
- Summer commencement will be July 26th.
- WOW will be August 21-23, 2024.
- Fall semester will run from August 26, 2024 through December 6, 2024 for instructional days.
- Fall break will be November 25-29, 2024.
- Fall semester exam week will be December 9-13, 2024.
- Fall commencement will be December 14, 2024.
- Spring semester will run from January 13, 2025 through April 25, 2025 for instructional days.
- Spring break will be March 17-21, 2025.
- Spring semester exam week will be April 28 - May 2, 2025.
- Spring commencement will be May 3, 2025.

Rationale:

Through consultation with the Academic Calendar Committee (ACC), Student Government Association (SGA), the Council of Chairs, and the Associate Deans, the calendar was developed by the Budget and Academic Policy Committee (BAPC). The proposal is a simple continuation of the calendar utilized in 2022-2024, with slight changes in the summer schedule to ensure compliance with federal student aid mandates. This proposal is NOT recommended by BAPC because it presents significant challenges to programs that require clinical hours and/or content mandated by accrediting agencies.

SR 22-23-41 BAPC**OPTION B: 14-14 Calendar****Academic Calendar Draft 2024-2025 (14/14 with Summer having 4 parts of term 4/12/6/6)****One week between Spring end/Summer begin and 3-4 weeks between Summer end/Fall begin****Summer 2024**

Summer A 4 weeks
 Start Date Monday, May 6, 2024
 End Date Friday, May 31, 2024
 Grades Monday, Jun 3, 2024

Summer B 12 weeks
 Start Date Monday, May 6, 2024
 End Date Friday, Jul 26, 2024
 Grades Monday, Jul 29, 2024

Summer C 6 weeks
 Start Date Monday, May 6, 2024
 End Date Friday, Jun 14, 2024
 Grades Monday, Jun 17, 2024

Summer D 6 weeks
 Start Date Monday, Jun 17, 2024
 End Date Friday, Jul 26, 2024
 Grades Due Monday, Jul 29, 2024

Fall 2024 14 weeks
 WOW Wednesday, Aug 21 - Friday, Aug 23
 Start Date Monday, Aug 26, 2024
 Thanksgiving Monday, Nov 25 - Friday, Nov 29
 Final exams Monday, Dec 9 - Friday, Dec 13
 End Date Friday, Dec 13, 2024
 Commencement Saturday, Dec 14, 2024
 Grades Due Monday, Dec 16, 2024 at Noon
 MU closed Monday, Dec 23, 2024-Wednesday, Jan 1, 2025

Spring 2025 14 weeks
 MU opens Tuesday, Jan 2, 2025
 Start Date Monday, Jan 13, 2025
 Spring break Monday, Mar 17 - Friday, Mar 21
 Final exams Monday, April 28 - Friday, May 2
 End Date Friday, May 2, 2025
 Commencement Saturday, May 3, 2025
 Grades Due Monday, May 5, 2025 at Noon

SR 22-23-41 BAPC

Summer 2025

Summer A 4 weeks
 Start Date Monday, May 12, 2025
 End Date Friday, Jun 6, 2025
 Grades Monday, Jun 9, 2025

Summer B 12 weeks
 Start Date Monday, May 12, 2025
 End Date Friday, Aug 1, 2025
 Grades Monday, Aug 4, 2025

Summer C 6 weeks
 Start Date Monday, May 12, 2025
 End Date Friday, Jun 20, 2025
 Grades Monday, Jun 23, 2025

Summer D 6 weeks
 Start Date Monday, Jun 23, 2025
 End Date Friday, Aug 1, 2025
 Grades Due Monday, Aug 4, 2025

Fall 2025 14 weeks
 WOW Wednesday, Aug 20 - Friday, Aug 22
 Start Date Monday, Aug 25, 2025
 Thanksgiving Monday, Nov 24 - Friday, Nov 28
 Final exams Monday Dec 8 - Friday, Dec 12
 End Date Friday, Dec 12, 2025
 Commencement Saturday, Dec 13, 2025
 Grades Due Monday, December 15, 2025 at Noon
 MU closed Tuesday, Dec 23, 2025-Thursday, Jan 1, 2026

Spring 2026 14 weeks
 MU opens Friday, Jan 2, 2026
 Start Date Monday, Jan 12, 2026
 Spring break Monday, Mar 16 - Friday, Mar 20
 Final exams Monday Apr 27 - Friday May 1
 End Date Friday, May 1, 2026
 Commencement Saturday, May 2, 2026
 Grades Due Monday, May 4, 2026 at Noon

SR 22-23-41 BAPC

Summer 2026

Summer A 4 weeks
 Start Date Monday, May 11, 2026
 End Date Friday, Jun 5, 2026
 Grades Monday, Jun 8, 2026

Summer B 12 weeks
 Start Date Monday, May 11, 2026
 End Date Friday, Jul 31, 2026
 Grades Monday, Aug 3, 2026

Summer C 6 weeks
 Start Date Monday, May 11, 2026
 End Date Friday, Jun 19, 2026
 Grades Monday, Jun 22, 2026

Summer D 6 weeks
 Start Date Monday, Jun 22, 2026
 End Date Friday, Jul 31, 2026
 Grades Due Monday, Aug 3, 2026

Fall 2026 14 weeks
 WOW Wednesday, Aug 19 - Friday, Aug 21
 Start Date Monday, Aug 24, 2026
 Thanksgiving Monday Nov 23 - Friday, Nov 27
 Final exams Monday, Dec 7 - Friday Dec 11
 End Date Friday, Dec 11, 2026
 Commencement Saturday, Dec 12, 2026
 Grades Due Monday, Dec 14, 2026 at Noon
 MU closed Wednesday, Dec 23 -Friday, Jan 1, 2027

Spring 2027 14 weeks
 MU opens Monday, Jan 4, 2027
 Start Date Monday, Jan 11, 2027
 Spring break Monday, Mar 15 - Friday, Mar 19
 Final exams Monday, Apr 26- Friday, Apr 30
 End Date Friday, Apr 30, 2027
 Commencement Saturday, May 1, 2027
 Grades Due Monday, May 3, 2027 at Noon

SR 22-23-41 BAPC**Summer 2027**

Summer A 4 weeks
 Start Date Monday, May 10, 2027
 End Date Friday, Jun 4, 2027
 Grades Monday, Jun 14, 2027

Summer B 12 weeks
 Start Date Monday, May 10, 2027
 End Date Friday, Jul 30, 2027
 Grades Monday, Aug 2, 2027

Summer C 6 weeks
 Start Date Monday, May 10, 2027
 End Date Friday Jun 18, 2027
 Grades Monday, Jun 21, 2027

Summer D 6 weeks
 Start Date Monday, Jun 21, 2027
 End Date Friday, Jul 30, 2027
 Grades Due Monday, Aug 2, 2027

Fall 2027 14 weeks
 WOW Wednesday, Aug 18 - Friday, Aug 20
 Start Date Monday, Aug 23, 2027
 Thanksgiving Monday, Nov 22 - Friday, Nov 26
 Final exams Monday, Dec 6 - Friday Dec 10
 End Date Friday, Dec 10, 2027
 Commencement Saturday, Dec 11, 2027
 Grades Due Monday, Dec 13, 2027 at Noon
 MU closed Wednesday, Dec 22 - Friday, Dec 31

Spring 2028 14 weeks
 MU opens Monday, Jan 3, 2028
 Start Date Monday, Jan 10, 2028
 Spring break Monday, Mar 13 - Friday, Mar 17
 Final exams Monday, Apr 24 - Friday, Apr 28
 End Date Friday, Apr 28, 2028
 Commencement Saturday, Apr 29, 2028
 Grades Due Monday, May 1, 2028 at Noon

2024

January						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

October						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Summer	Session	Start	End
Term B	12 weeks	5/6	7/26
Term A	1st 4 weeks	5/6	5/31
Term C	1st 6 weeks	5/6	6/14
Term D	2nd 6 weeks	6/17	7/26

February						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

May						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

March						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

September						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- WOW
- Part Term Early
- Commencement
- Part Term Late
- Fall semester instructional days
- Spring semester instructional days
- Holidays/no class

(Final exams are highlighted in a lighter color for each term)

2025

January						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

October						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Summer	Session	Start	End
Term B	12 weeks	5/12	8/1
Term A	1st 4 weeks	5/12	6/6
Term C	1st 6 weeks	5/12	6/20
Term D	2nd 6 weeks	6/23	8/1

February						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

May						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

March						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

September						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- WOW
- Part Term Early
- Commencement
- Part Term Late
- Fall semester instructional days
- Spring semester instructional days
- Holidays/no class

(Final exams are highlighted in a lighter color for each term)

2026

January						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

October						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Summer	Session	Start	End
Term B	12 weeks	5/11	7/31
Term A	1st 4 weeks	5/11	6/5
Term C	1st 6 weeks	5/11	6/19
Term D	2nd 6 weeks	6/22	7/31

February						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

May						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

March						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

September						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- WOW
- Part Term Early
- Commencement
- Part Term Late
- Fall semester instructional days
- Spring semester instructional days
- Holidays/no class

(Final exams are highlighted in a lighter color for each term)

2027

January						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Summer	Session	Start	End
Term B	12 weeks	5/10	7/30
Term A	1st 4 weeks	5/10	6/4
Term C	1st 6 weeks	5/10	6/18
Term D	2nd 6 weeks	6/21	7/30

February						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

May						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

March						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

September						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- WOW
- Part Term Early
- Commencement
- Part Term Late
- Fall semester instructional days
- Spring semester instructional days
- Holidays/no class

(Final exams are highlighted in a lighter color for each term)

2028

January						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

October						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

May						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

March						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

September						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- WOW
- Part Term Early
- Commencement
- Part Term Late
- Fall semester instructional days
- Spring semester instructional days
- Holidays/no class

(Final exams are highlighted in a lighter color for each term)