Marshall University Faculty Senate
Executive Committee Agenda
Monday, November 13, 2023, 12:00 Noon
MSC 2W16/Microsoft Teams

1. Approval of Proposed Agenda
2. Approval of October 16, 2023, Executive Committee Minutes
3. Announcements – Shawn Schulenberg
4. Recommendations/Resolutions
   a. **SR 23-24-08 BAPC** Recommends **amending the academic calendar to recognize Juneteenth**.
   b. **SR 23-24-09 CC** Recommends approval of the listed UNDERGRADUATE MAJOR ADDITION, DELETION, CHANGE in the following college and/or schools/programs: **Adjustment of CIP Code in BS of Computer and Information Technology**.
   c. **SR 23-24-10 CC** Recommends approval of the listed UNDERGRADUATE MINOR ADDITION, DELETION, CHANGE in the following college and/or schools/programs: **NRRM**.
   d. **SR 23-24-11 CC** Recommends approval of the listed UNDERGRADUATE AREA OF EMPHASIS ADDITION, DELETION, CHANGE in the following college and/or schools/programs: **AJB1**.
   e. **SR 23-24-12 CC** Recommends approval of the listed UNDERGRADUATE COURSE ADDITIONS in the following college and/or schools/programs: **HST 313**, **HON 490**, **UNI 204**, **UNI 280-284**, **UNI 301**, **UNI 302**, **UNI 480-484**, **UNI 485-488**.
   f. **SR 23-24-13 UCC** Recommends approval of the listed UNDERGRADUATE COURSES CHANGES in the following college and/or schools/programs: **HST 392, HST 431**.
   g. **SR 23-24-14 APC** Recommends the approval of **the Intent to Plan** a **Bachelor of Science in Political Science** at Marshall University.
   h. **SR 23-24-15 APC** Recommends that the following undergraduate degree programs continue at their current level of activity: **BA in Humanities, BA in History, BA in Sociology (includes Anthropology major), Bachelor of Fine Arts (BFA), BA in the Arts, BS in Biological Science, BS in Health Sciences, Regent's Bachelor of Arts (RBA)**.
5. Set Agenda for the Faculty Senate Meeting, November 30, 2023
   a. Approval of Proposed Agenda
   b. Approval of Minutes (pending presidential approval)
   c. Announcements – Shawn Schulenberg
   d. Recommendations/Resolutions
   e. Regular Reports
      i. University President – Brad Smith (15 minutes)
      ii. Provost – Avinandan Mukherjee (15 minutes)
      iii. Board of Governors – Robin Riner (5 minutes)
      iv. Advisory Council of Faculty – Amine Oudghiri-Otmani (5 minutes)
      v. Graduate Council – Scott Davis (5 minutes)
      vi. Student Government Association – Walker Tatum (5 minutes)
   f. Standing Committee Reports
      i. Faculty Personnel Committee – Jamey Halleck (4 minutes)
      ii. Legislative Affairs Committee – Marybeth Beller (4 minutes)
      iii. Research Committee – Philippe Georgel (4 minutes)
      iv. Student Conduct and Welfare Committee – Penny Koontz (4 minutes)
      v. University Curriculum Committee – Timothy Melvin (4 minutes)
6. Adjournment

THE MINUTES OF THE FACULTY SENATE EXECUTIVE COMMITTEE MEETING
HELD ON MONDAY, 10-16-2023 AT 12:00 NOON.
MEMORIAL STUDENT CENTER – 2W16b & HYBRID (OVER TEAMS & In-Person)

ROLES	MEMBERS IN ATTENDANCE ☒
EC Officers	Shawn Schulenberg (Chair) ☒, Eryn Roles (Vice- Chair) (V) ☒, Sujoy Bose (V) ☒, Heather Stark ☒, Mindy Varney ☒, Andrew Burck (V) ☒, Ross Salary ☒, Nancy Ritter (V) ☒, Tim Bryan (for Uyi Lawani on Sabbatical) ☒, Rick Gage ☒, Jessica Buerck (V) ☒
EX OFFICIO, VOTING MEMBERS	Amine Oudghiri-Otmani (V) ☒, Scott Davis ☐
EX OFFICIO, NON-VOTING MEMBERS:	Robin Riner ☒, Allison Carey ☒, Walker Tatum ☐
GUESTS: Present if checked	Carl Mummert ☒, Kacy Lovelace ☐, Sonja Cantrell-Johnson ☒, Brian Morgan ☐, Karen McComas ☒, Beverly Boggs ☒, Jody Perry ☐, Clinton Brown ☐, Dan Hollis ☐, Davide Andrea Mauro ☐, Eric Blough ☐, Jean Price ☐, Carole Smith ☐, Lori Lupe ☐, Cristina McDavid ☐, DeTardo-Bora Kim ☐, Maria Gindhart ☐, Jerry Ross ☐, Leah Tolliver ☐, Rich Jones ☒, Juan Sanabria ☒ Kelly Beatty ☒, Lauren Waugh ☐, Don Carpenter ☒, David Castleberry ☒, Rich Jones ☒, Suzanne Konz ☒, Gary McIlvain ☒, Kelli Johnson ☒,
PARLIAMENTARIAN	Zelideth Rivas ☒
SENATE STAFF	Hailey Bibbee ☒
LEGENDS -	"V" - Virtual

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

1. <u>Approval of agenda</u> – Motion to approve agenda as circulated – **MSAP[1]**

2. <u>Approval of Minutes:</u>

Date	Discussion	Votes
EC 9/18/2023	None	**MSAP**

3. **<u>Informational/Procedural Items</u>**: – Shawn Schulenberg –

Srl.	Items	Specifics & Discussion	

a)	**Announcements –**	1. The President has signed the following documents:
		    a. August 21 Executive Committee Meeting Minutes
		    b. August 31 Faculty Senate Meeting Minutes
		    c. There are no recommendations pending his signature, except SR 23-24-01 EC, which we passed at our last meeting and requires a Faculty Vote. We will hold an open forum tomorrow (10/17) 4-5pm virtually via Teams and a vote will be open 10/18-25.	

		2. New Processes
		    a. Commencement/Honorary Degree Speaker (on agenda)
		    b. Streamlined Intent-to-Plan (coming)	

		c. Temporarily suspending admissions (coming) d. Calendar Process (coming) e. BOG/administrative procedures reorganization (coming) f. Courseleaf/CIM: A database issue has been resolved and we are now seeking a few pilot proposals to use to test the system. They can be intents-to-plan or any times of program/major/minor/course addition, deletion, change.
		3. Recent Events a. Shared Governance Townhall: Friday, October 13 at 11:00 AM in the Shawkey Dining Room.

		4. Upcoming Meetings/Events
		   a. Drinko Library's 25th Birthday is coming soon on October 24. Please join the festivities 2-4PM in the 1st floor lobby for cake and refreshments.
		   b. RESCHEDULED: New Date, Time, Location. Spring General Faculty Meeting: April 15, 2023, at 4:00 PM in the Joan C. Edwards Playhouse, also available on Livestream.
		   c. Our next Faculty Senate Meeting is scheduled for November 30. The Executive Committee meeting is scheduled for November 13. Recommendations are due at senate@marshall.edu by November 3.

4. Recommendations/Resolutions:

Items	Reports & Discussion	Approval
a. SR 23-24-02 CC Recommends approval of the listed UNDERGRADUATE MINOR ADDITION, DELETION, CHANGE in the following college and/or schools/programs: Esports Business Minor.	None	**MSAP**
b. SR 23-24-03 CC Recommends approval of the listed UNDERGRADUATE COURSES ADDITIONS in the following college and/or schools/programs: STHM 360.	None	**MSAP**
c. SR 23-24-04 CC Recommends approval of the listed UNDERGRADUATE COURSES CHANGES in the	None	**MSAP**

	following college and/or schools/programs: ENT 360, GEO 427.		
d.	SR 23-24-05 EC Recommends a New Commencement Speaker Selection Process	None	**MSAP**
e.	SR 23-24-06 EC Recommends a New Honorary Degree Selection Process.	None	**MSAP**
f.	SR 23-24-07 BAPC Recommends adjusting the language in the Marshall University Undergraduate Catalog to clarify the exact credit hours needed to calculate honors graduation eligibility.	None	**MSAP**

5. Set agenda for the Faculty Senate Meeting on 9/26/2023 –
    MOTION: Robin Riner – Moves to amend the agenda to remove her BOG report from the agenda - **MSAP**.
    MOTION: Shawn Schulenberg – Approve the agenda as amended. – **MSAP**.

Srl.	Items	Specifics
a.	**Approval of Proposed Agenda**	
b.	Approval of Minutes (Pending Presidential approval)	
c.	Announcements	Shawn Schulenberg
d.	Recommendations / Resolutions	
e.	**REPORTS**	
i.	Report of the University President	Brad Smith (10 minutes)
ii.	Report of the Provost	Avinandan Mukherjee (10 minutes)
iii.	Report of the BOG Representative	Robin Riner (5 minutes)
iv.	Advisory Council of Faculty Report	Amine Oudghiri-Otmani (5 minutes)
v.	Report of the Graduate Council Chair	Scott Davis (5 minutes)
vi.	Student Government Association	Walker Tatum (5 minutes)
f.	**STANDING COMMITTEE REPORTS**	
i.	Academic Planning Committee	Sean McBride (4 minutes)
ii.	Athletic Committee	Tom Hisiro (4 minutes)
iii.	Budget & Academic Policy Committee	Kelly Prejean (4 minutes)
iv.	Library Welfare Committee	Megan Marshall (4 minutes)
v.	Faculty Development Committee	Gayle Brazeau (4 minutes)

vi.		Physical Facilities & Planning Committee	Bill Gardner (4 minutes)
g.	**Other Requests to Speak**		
i		None	
j.		Agenda Requests for Future Meetings	None.

6. Adjournment - The meeting was adjourned at approximately 1213 hours (12:13 p.m.).

Respectfully Submitted,

_____
Sujoy Bose, Recording Secretary, Faculty Senate

MINUTES APPROVED BY EXECUTIVE COMMITTEE:

_____   _____
Dr. Shawn Schulenberg, Chair   Date Signed
Faculty Senate

MINUTES READ:

_____   _____
Brad Smith, President   Date Signed
Marshall University

_____

[1] MSAP: Motion seconded & passed.

BUDGET AND ACADEMIC POLICY COMMITTEE

RECOMMENDATION

SR-23-24-08 BAPC

Recommends that the academic calendars be amended so that no classes are held on one day each year in recognition of Juneteenth.

RATIONALE:

For several years, Juneteenth has been celebrated by the state of West Virginia on an *ad hoc* basis and classes have been cancelled for the day with little notice. This creates difficulty for summer courses that would normally meet on the Juneteenth holiday, particularly those that meet only once a week. The proposed solution is to cancel classes on Juneteenth so departments may plan ahead when scheduling summer courses to ensure that each has sufficient instructional time. If Juneteenth should occur on a Saturday, then classes would be cancelled on the immediately preceding Friday. If Juneteenth should occur on a Sunday, then classes would be cancelled on the next day, Monday. This will amend the current Academic Calendars to cancel classes on the following days:

Wednesday, June 19, 2024
Thursday, June 19, 2025
Friday, June 19, 2026
Friday, June 18, 2027

The university President, Office of Human Resources, and Academic Affairs have confirmed that this policy will not create a conflict should the governor declare an employee holiday on a different date.

FACULTY SENATE CHAIR:

APPROVED BY THE

FACULTY SENATE: _____   DATE:_____

DISAPPROVED BY THE

FACULTY SENATE: _____   DATE:_____

UNIVERSITY PRESIDENT:

APPROVED: _____   DATE:_____

DISAPPROVED: _____   DATE:_____

COMMENTS:

_____
_____
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_____
_____
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_____

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University Curriculum Committee
RECOMMENDATION

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SR 23-24-09 CC

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

College of Engineering and Computer Science

Major Change: Adjustment of CIP Code in BS of Computer and Information Technology

- **Rationale:** CECS is requesting an adjustment of the CIP code of the BS in Computer and Information Technology [TC30] from 30.0601 to 11.0103 as it would better define the nature of the program.

- **Justification & Background**: No change of catalog language is being proposed at this time. CECS requests that the CIP code for the program be changed from 30.0601 (Systems Science and Theory) to 11.0103 (Information Technology).

- **Curriculum:** Undergraduate Major Change (TC30, BS, Computer and Info Tech)_signed.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 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: **CECS**   Department/Division: **Comp. Sci. & Electrical Engr.**

Contact Person: **Greg Michaelson / Paulus Wahjudi**   Phone: **x65606 / x65443**

ACTION REQUESTED:

Check action requested: _____Addition   _____Deletion   __X__Change

Name of Major (provide code if this is an existing major): **[TC30] BS, Computer and Info Tech**

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

RATIONALE:

CECS is requesting an adjustment of the CIP code of the BS in Computer and Information Technology [TC30] from 30.0601 to 11.0103 as it would better define the nature of the program.

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

No change of catalog language is being proposed at this time. CECS requests that the CIP code for the program be changed from 30.0601 (Systems Science and Theory) to 11.0103 (Information Technology).

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.
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: 28-Sep-2023
Registrar:	Date: 9/28/2023
College Dean:	Date: 9/28/2023
College Curriculum Chair:	Date: 9/29/2023
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 10/24/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

University Curriculum Committee – Major Addition/Change/Deletion Form   Revised 10/2018

From:	McComas, Karen
Sent:	Friday, September 22, 2023 8:52 PM
To:	Michaelson, Greg; Dampier, David
Subject:	Re: CIP code change

Greg,

I think this would be a program change (https://www.marshall.edu/faculty-senate/files/UCCProgramAdditionChangeDeletionForm.pdf) but you should check with the UCC committee chair to be certain.

Karen

:.:

Karen McComas, Ed.D.
Associate Vice President for Academic Affairs and Associate Provost (interim)

From: Michaelson, Greg <michaelson@marshall.edu>
Sent: Friday, September 22, 2023 3:54:51 PM
To: Dampier, David <dampierd@marshall.edu>; McComas, Karen <mccomas@marshall.edu>
Subject: Re: CIP code change

I agree as well. Is this just a UCC major change or is this a separate item?

Gregory K. Michaelson, Ph.D., P.E.
Associate Dean, CECS
Marshall University
Office: (304) 696-5606

Sent via iPhone

From: Dampier, David <dampierd@marshall.edu>
Sent: Friday, September 22, 2023 3:53:47 PM
To: McComas, Karen <mccomas@marshall.edu>; Michaelson, Greg <michaelson@marshall.edu>
Subject: RE: CIP code change

I am in agreement. This is a much better fit for the CIT program. Tellus what we have to do.

David A. Dampier, Ph.D.
Dean
College of Engineering and Computer Sciences
Marshall University
1676 Third Avenue
Huntington, WV 25755

Dear Dave and Greg:

This has been floating on my desk for a week or two - I'm on a mission this afternoon to corral some of the sticky notes, complete the tasks, and throw them away!

Carl, Mary Beth, Brian, and Michael (McGuffey) were talking about the CIP codes on some of our degree programs and they are recommending that we **change the CIP code for Computer and Information Technology from 30.0601 to 11.0103**. They think the best way to do this is through the regular curricular processes, which would initiate in your college. If you are in agreement with their suggestion, please start that process. Once the change is approved at the Faculty Senate level and signed by the President, I can submit a change for our degree inventory with the HEPC.

Please let me know if you have any questions.

Karen

=:=:=:=:=:=:=:=:=:=:=:=:=:=:=:=:

KAREN MCCOMAS, Ed.D.
Associate Vice President for Academic Affairs & Associate Provost (interim)

Marshall University
200A Old Main
Huntington, WV 25755
304.696.2983

GO HERD!

University Curriculum Committee
RECOMMENDATION

SR 23-24-10 CC

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

College of Science

Minor Addition: Natural Resources and Recreation Management (NRRM)

- **Justification & Background:** A minor in NRRM has been listed in the course catalog for several years, but no such minor officially exists at Marshall. This discrepancy brings us out of compliance for accreditation, so there is an urgent need to create the minor exactly as it has been advertised. This problem appears to stem from the transfer of the PLS program from COEPD to COS many years ago, where it was renamed NRRM. To date, no one has been able to locate any paperwork related to this transfer, especially regarding the minor. However, the minor appears to have been included in the catalog since that time. This request will officially create a minor that matches the catalog.

- **Curriculum:** Minor Addition NRRM_signed.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 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: **COS**   Department/Division: **Natural Resources and Ear**

Contact Person: **Mindy Armstead**   Phone: **(304) 696-2923**

ACTION REQUESTED:

Check action requested: X   Addition   _____ Deletion   _____ Change

Name of Minor: **Minor in Natural Resources and Recreation Management (NRRN**   *VNRm*

Within which Major is/will this minor be listed (please provide code as well): **Natural Resources and Recre**

SN10

RATIONALE:

A minor in NRRM has been listed in the course catalog for several years, but no such minor officially exists at Marshall. This discrepancy brings us out of compliance for accreditation, so there is an urgent need to create the minor exactly as it has been advertised.

This problem appears to stem from the transfer of the PLS program from COEPD to COS many years ago, where it was renamed NRRM. To date, no one has been able to locate any paperwork related to this transfer, especially regarding the minor. However, the minor appears to have been included in the catalog since that time. This request will officially create a minor that matches the catalog.

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

NRRM 101: Intro Natural Res & Rec Mgmt (3 credits) - Required

Select One of the Following:
NRRM 301: Intro to Outdoor Recreation (3 credits)
NRRM 330: Concepts Philosophies in NRRM (3 credits)
NRRM 350: Adventure Education Leadership (3 credits)

Select One of the Following:
NRRM 360: Tourism Planning & Management (3 credits)
NRRM 361: Visitor Behavior in NRRM (3 credits)
NRRM 362: Ecotourism: Admin and Mgmt (3 credits)

Select One of the Following:

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: **9-6-2023**

Registrar: _____   Date: **9-7-2023**

College Dean: _____   Date: **9/29/2023**

College Curriculum Chair: _____   Date: **9/29/23**

University Curriculum Committee Chair: *Jonathan Kozar*   Date: **10/24/23**

Faculty Senate Chair: _____   Date: _____

VP Academic Affairs/VP Health Science: _____   Date: _____

NRRM Minor Curriculum:

NRRM 101: Intro Natural Res & Rec Mgmt (3 credits) - Required

Select One of the Following:
NRRM 301: Intro to Outdoor Recreation (3 credits)
NRRM 330: Concepts Philosophies in NRRM (3 credits)
NRRM 350: Adventure Education Leadership (3 credits)

Select One of the Following:
NRRM 360: Tourism Planning & Management (3 credits)
NRRM 361: Visitor Behavior in NRRM (3 credits)
NRRM 362: Ecotourism: Admin and Mgmt (3 credits)

Select One of the Following:
NRRM 380: Rec Resource Oper. and Admin (3 credits)
NRRM 410: Maint of Nat Res & Rec (3 credits)
NRRM 411: Rec Resource Planning & Design (3 credits)

Select One of the Following:
NRRM 310: Environmental Interpretation (3 credits)
NRRM 311: Intro to Environmental Educ (3 credits)
NRRM 432: Wilderness/Protected Area Mgmt (3 credits)

Total Credit Hours: 15

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University Curriculum Committee
RECOMMENDATION

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SR 23-24-11 CC

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

College of Arts and Media

Area of Emphasis Change: Television and Video Production – AJB1

- **Rationale:** The change in course requirements and addition of the word Television to the name for the Video Production Emphasis in the Media Production major streamlines the requirements for the emphasis and focuses it on video and television production. Combining TV and video production into one area of emphasis matches trends and best practices in the media industry and higher education. This keeps the emphasis compliant with ACEJMC accreditation and makes it consistent in credit hours and structure with other JMC areas of emphasis.

- **Curriculum:** Area of Emphasis Change Television and Video Production_signed.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 an Area of Emphasis

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: **Arts & Media**   Department/Division: **Journalism & Mass Comm**

Contact Person: **Dr. Rob Quicke**   Phone: **304-696-2734**

ACTION REQUESTED:

Check action requested: _____ Addition _____ Deletion __X__ Change

Name of Area of Emphasis: **Television and Video Production - AJB1**   ß

Within which Major is/will this Area of Emphasis be listed (please provide code as well): **Media Production AJ80-BA**

RATIONALE:

The change in course requirements and addition of the word Television to the name for the Video Production Emphasis in the Media Production major streamlines the requirements for the emphasis and focuses it on video and television production. Combining TV and video production into one area of emphasis matches trends and best practices in the media industry and higher education. This keeps the emphasis compliant with ACEJMC accreditation and makes it consistent in credit hours and structure with other JMC areas of emphasis.

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

(See attached new curriculum and a copy of the current catalog page for the video production emphasis for reference.)

NOTIFICATION REQUIREMENTS:

Attach a copy of written notification regarding this curriculum request to the following:
1. **Statement of Non-Duplication:** If this area of emphasis will be similar in title or content to an existing area of emphasis 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: 9/18/23
Registrar:	Date: 9/19/2023
College Dean: Maria P Sindhar	Date: 19 September 2023
College Curriculum Chair: Allyson B. Goodman	Date: 9/21/2023
University Curriculum Committee Chair: Jonathan Kozar	Date: 10/24/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science:	Date:

University Curriculum Committee – Area of Emphasis Addition/Change/Deletion Form   Revised 10/2018

Media Production Major

The Media Production Major is one of three majors in the School of Journalism and Mass Communications. The Video Production emphasis is one of two emphases in the Media Production Major.

JMC Core	
JMC 101 Media Literacy	3
JMC 102 Information Literacy	3
JMC 103 Language use for the Media	1*
JMC 241 Media Design	3
JMC 260 Digital Imaging for JMC	3
JMC 345 Mass Communications Law and Ethics	3
JMC 361 Digital Presence	3
JMC 490 Internship I	3
Total hours in JMC core	21

JMC Core	
JMC 101 Media Literacy	3
JMC 102 Information Literacy	3
JMC 103 Language use for the Media	1*
JMC 241 Media Design	3
JMC 260 Digital Imaging for JMC	3
JMC 345 Mass Communications Law and Ethics	3
JMC 361 Digital Presence	3
JMC 490 Internship I	3
Total hours in JMC core	21

Proposed Emphasis Change

Television and Video Production Emphasis	
JMC 231 Introduction to Audio Production	3
JMC 332 Introduction to Video Production	3
JMC 300 Reporting and News Writing, JMC 340 Basic Broadcast News or JMC 380 Ad/PR and Continuity Writing	3
JMC 432 Ad/PR Video Production or JMC 451 Television Reporting	3
JMC 434 Advanced Video Production	3
JMC 458 Emerging Media for Journalist	3
JMC 470 Professional Practicum, JMC 372 Practice in Radio or TV or JMC 373 Practice in Radio or TV	3
JMC 475 Documentary Journalism (Capstone)	3
JMC 3??/4?? JMC Elective	3
Total hours in Emphasis	27
Total hours in Major	48

Plus 12 credit hours of non-JMC 300/400 electives.

Current Emphasis

Video Production Emphasis	
JMC 231 Introduction to Audio Production	3
JMC 332 Introduction to Video Production	3
JMC 380 Ad/PR and Continuity Writing	3
JMC 432 Ad/PR Video Production	3
JMC 434 Advanced Video Production	3
JMC 475 Documentary Journalism	3
JMC 3??/4?? JMC Elective	3
ART 219 Foundations Frame and Time	3
ART 325 Image Visualization: Digital	3
ART 423 Photographic Lighting	3
ART 453 Motion Design I	3
ART 454 Motion Design II	3
THE 240 Stage Lighting I; THE 245 Intro to Technical Theatre or THE 250 Intro to Costuming	3
THE 437 Directing I	3
AM 299 Sophomore Review	0
AM 498 Senior Pre-Capstone	3
AM 499 Senior Capstone Project	3
Total hours in Emphasis	48
Total hours in Major	69

Plus 2 credit hours of non-JMC 300/400 electives.

*All journalism and mass communications majors must pass a language proficiency exam before admission to any JMC courses at the 300/400 level. The language proficiency requirement may also be met by completing JMC 100 Fund Jrn Writing & Edit with a C or better or by completing JMC 103 Language Use for Media with a C or better. ACT verbal scores of 30 or better or SAT verbal scores of 650 or better may be used in place of the exam.

VIDEO PRODUCTION, EMPHASIS

🐃 - General Education Course

🐾 - Milestone course: a key success marker for your major. See your advisor to discuss the importance of this course in your plan of study.

Major

The Core Curriculum is designed to foster critical thinking skills and introduce students to basic domains of thinking that transcend disciplines. The Core applies to all majors. Information on specific classes in the Core can be found at https://www.marshall.edu/gened/.

Code	Title	Credit Hours
Core Curriculum		
Core 1: Critical Thinking		
FYS 100	First Yr Sem Critical Thinking	3
Critical Thinking		3
Critical Thinking		3
Core 2		
ENG 101 🐃🐾	Beginning Composition	3
ENG 201 🐃🐾	Advanced Composition	3
CMM 103 🐃🐾	Fund Speech-Communication	3
Core II Mathematics		3
Core II Natural Science/Physical Science		4
Core II Humanities		3
Core II Social Science		3
Core II Fine Arts		3
Additional University Requirements		
Writing Intensive		3
Writing Intensive		3
International or Multicultural		3
JMC 420 🐃	Electronic Media Mgt (Capstone)	3
Major Requirements		
Modern Language		3
Modern Language		3
Select one of the following:		3
ANT 201 🐃	Cultural Anthropology (CT)	
SOC 200 🐃	Introductory Sociology (CT)	
GEO 100 🐃	Intro to Human Geography (CT)	
Multicultural		3
International [1]		3
History Elective		3
Literature Elective		3
Literature Elective		3
JMC 101 🐃🐾	Media Literacy	3
JMC 102 🐾	Media Toolbox	3
JMC 103	Language Use for Media	1
JMC 241	Media Design	3
JMC 260	Digital Imaging for JMC	3
JMC 345	Mass Comm Law and Ethics	3
JMC 361	Digital Presence	3
JMC 470/490	Professional Practicum (Internship)	3
Area of Emphasis - Specific		
JMC 231 🐾	Intro to Audio Production	3
JMC 332	Intro to Video Production	3
JMC 380	AD-PR and Continuity Writing	3
JMC 432	AD-PR Video Production	3
JMC 434	Advanced Video	3
JMC 475	Documentary Journalism	3
ART 219	Foundations: Frame/Time	3
ART 325	Image Visualization: Digital	3
ART 423	Photographic Lighting	3
JMC Elective 300/400		3
ART 453	Motion Design I	3
ART 454	Motion Design II	3
Select one of the following:		4
THE 240	Stage Lighting I	
THE 245	Intro to Technical Theatre	
THE 250	Introduction to Costuming	
THE 437	Directing I	3
AM 299	Sophomore Review	0
AM 498	Senior Pre-Capstone	3
AM 499 🐃	Senior Capstone Project	3
Non-JMC Elective		2

[1] Not JMC 436 International Mass Comm

Major Information

- All journalism and mass communications majors must pass a language proficiency exam before admission to any JMC courses at the 300/400 level. The language proficiency requirement may also be met by completing JMC 100 Fund Jrn Writing & Edit with a C or better **or** by completing JMC 103 Language Use for Media with a C or better. ACT verbal scores of 30 or better or SAT verbal scores of 650 or better may be used in place of the exam.
- No more than 4 hours of non-JMC electives may be completed in PEL.
- All SOJMC majors must complete 3 credit hours of internship. Ideally, internships should be completed during the summer between the junior and senior years. To ensure your work is properly credited, you must work through the internship director.
  - Submit a complete internship application.
  - Secure approval of the employment or other work.
  - Get permission to enroll in JMC 490 Jrn & Mass Comm Internship I , JMC 491 Jrn & Mass Comm Intern II or JMC 470 Professional Practicum.
  - Maintain weekly contact, attend scheduled meetings and submit a final report and a portfolio.

<div align="center">

University Curriculum Committee
RECOMMENDATION

</div>

SR-23-24-12 CC

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

College of Liberal Arts

HST 313 – History of the British Empire

- **Description:** A historical survey of the global nature of the British Empire that lasted for more than 300 years and impacted every part of the world.
- **Curriculum:** Undgrad Course Addition HST 313_signed.pdf

Honors College

Honors 490 – TEDxMarshallU Honors Interns

- **Description:** An experiential learning course conducted as a team internship with faculty mentor and TED licensee to plan and conduct the TEDxMarshallU event. May be repeated for credit.
- **Curriculum:** Undergrad Course Addition HON 490_signed.pdf

University Studies

UNI 204

- **Description:** Students will learn tools to navigate the workforce successfully by exploring, identifying, and preparing for future career paths; and developing job search skills in today's advanced technological climate.
- **Curriculum:** Undergrad Course Addition UNI 204_signed.pdf

UNI 280-284

- **Description:** To be determined by the new course at the time of development.
- **Curriculum:** Undergrad Course Addition UNI 280_284_signed.pdf

University Curriculum Committee
RECOMMENDATION

SR-23-24-12 CC

UNI 301

- **Description:** Course will focus on defining the role and responsibilities of peer leaders, development of peer communication, and building strategies to engage first-year student involvement in university resources, activities, and service.
- **Curriculum:** Undergrad Course Addition UNI 301_signed.pdf

UNI 302

- **Description:** Experiential learning course providing peer advisor and leadership training for work with staff to provide support services, including community building events. Course is combined with UNI 100 for incoming Freshmen.
- **Curriculum:** Undergrad Course Addition UNI 302_signed.pdf

UNI 480-484

- **Description:** To be determined by the new course at the time of development.
- **Curriculum:** Undergrad Course Addition UNI 480_484_signed.pdf

UNI 485-488

- **Description:** Independent Study
- **Curriculum:** Undergrad Course Addition UNI 485_488_signed.pdf

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

SR-23-24-12 CC

COMMENTS:

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 313_____

Contact Person: _____Dr. Manamee Guha_____ Phone: _____304-696-6780_____

NEW COURSE DATA:

Course Title: _____History of the British Empire_____ (Limit of 30 characters & spaces.)
~~Rise and Fall of The British Empire~~
HST 313

Alpha Designator/Number: _____

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): A historical survey of the global nature of the British Empire that lasted for more than 300 years and impacted every part of the world.

Co-requisite(s): _____None_____ First Term to be Offered: _____Spring 2024_____

Prerequisite(s): _____None_____ Credit Hours: _____3_____

Grading Mode: Graded: __Y__ Credit/No Credit: __Credit__

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: 9/13/23
Registrar: _____ 540101	Date: 9/14/2023
College Dean: _____	Date: 9/14/2023
College Curriculum Chair: Jonathan Kozar	Date: 9/26/23
General Education Council Chair *: _____	Date: _____
University Curriculum Committee Chair: Jonathan Kozar	Date: 10/24/23
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science _____	Date: _____

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

Rec'd in COLA Office
Date: 9-14-2023

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

COLA   History   HST 313

College: _____ Department/Division: _____ Alpha Designator/Number: _____

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. Manamee Guha

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).

Marshall University Syllabus
College of Liberal Arts
History

Course History of the British Empire
HST 313: ~~The Rise and Fall of the British Empire~~

Course Description and Overview

From the mid-eighteenth century to the 1960s, the British Empire was the most powerful empire in the world. At its height, the British Empire ruled a quarter of the world's population, controlled a fifth of its dry land surface, and dominated its oceans. As a result, British imperialism significantly shaped the modern era. This course examines the rise and decline of the British Empire from roughly the loss of the American colonies to the aftermath of decolonization. We will examine a variety of sources for insight into colonial encounters and the later interpretations of historians. Major themes include the changing nature of imperial expansion, methods of colonial rule, the relationship between the colonizer and the colonized, challenges to imperial control, and the continuing legacies of British imperialism.

Credits
3, Undergraduates

Prerequisites
None

Term/Year
Fall 2023

Class Meeting Days/Times
TBD

Location
TBD

Course Resources

Course Website(s)

- Blackboard

Required Course Text

1) Julie Evans, Patricia Grimshaw, David Phillips and Shurlee Swain, *Equal Subjects, Unequal Rights,* Manchester University Press: Manchester (1988)
2) Lizzie Collingham, *The Taste of Empire: How Britain's Quest for Food Shaped the Modern World,* Basic Books: New York (2017)
3) Andrew Thompson ed. *Britain's Experience of Empire in the Twentieth Century,* Oxford University Press: Oxford (2012), (Chapters I-II, IV, VII-IX)
4) Anne Spry Rush, *Bonds of Empire: West Indians and Britishness, From Victoria to Decolonization,* Oxford University Press: Oxford (2011)

Instructor
Dr Manamee Guha (pronouns: she/her/hers)

Contact Information
- **Office:** 128, Harris Hall
- **Office Hours:** TBD
- **Marshall Email:** guham@marshall.edu

Grading Policy

Grading System

Letter Grade	Percentage
A	90% & above
B	80% – 89%
C	70% – 79%
D	60% – 69%
U	59% and below

Grading Policy

Grading will be based on the following:

Attendance	10%
Participation	20%
Mid-Term (2)	40%
Final Project	30%
Total	**100**

Course Schedule:

Week 1: Introduction and The Politics of Representation
Lecture and Discussion
Reading: Edward Said, 'Introduction' and Chapter I from *Orientalism* (pg. 9-57), Vintage: New York (1978). **(Uploaded to Blackboard)**

Week 2: Creating Differences
Lecture and Discussion
Reading: Thomas Metcalf, *Ideologies of the Raj*, Cambridge University Press: Berkeley (1995), (Chapters I-II). **(Uploaded to Blackboard)**

Week 3: Ordering Differences: Racial and Political
Lecture and Discussion
Reading: Julie Evans, Patricia Grimshaw, David Phillips and Shurlee Swain, *Equal Subjects, Unequal Rights,* Manchester University Press: Manchester (1988), (Chapters I-III)

Week 4: Ordering Differences: Cultural and Religious
Lecture and Discussion
Reading: Julie Evans, Patricia Grimshaw, David Phillips and Shurlee Swain, *Equal Subjects, Unequal Rights,* Manchester University Press: Manchester (1988), (Chapters IV-VII)

Week 5
Mid-Term Review and In-Class Exam

Week 6: Representing Empire: Material Culture and Colonialism
Lecture and Discussion
Reading: John McAleer and John MacKenzie ed., *Exhibiting the Empire: Cultures of Display and the British Empire,* Manchester University Press: Manchester (2015), (Chapters I-III, V-VIII). **(Uploaded to Blackboard)**

Week 7: The Hungry Empire: The Culinary World of the Empire (I)
Lecture and Discussion
Reading: Lizzie Collingham, *The Taste of Empire: How Britain's Quest for Food Shaped the Modern World,* Basic Books: New York (2017), (Chapters I-III)

Week 8: The Hungry Empire: The Culinary World of the Empire (II)
Lecture and Discussion
Reading: Lizzie Collingham, *The Taste of Empire: How Britain's Quest for Food Shaped the Modern World,* Basic Books: New York (2017), (Chapters IV-VII)

Week 9: The Empire Strikes Back?
Lecture and Discussion
Reading: Andrew Thompson ed. *Britain's Experience of Empire in the Twentieth Century,* Oxford University Press: Oxford (2012), (Chapters I-II, IV, VII-IX)

Week 10
Mid-Term Review and In-Class Exam

Week 11: The Bondage of Empire
Lecture and Discussion
Reading: Anne Spry Rush, *Bonds of Empire: West Indians and Britishness, From Victoria to Decolonization,* Oxford University Press: Oxford (2011)

Week 12: Decolonizing the Colonial Mind
Lecture and Discussion
Reading: Dipesh Chakrabarty, *Postcolonial Thought and Historical Difference,* Princeton University Press: Princeton, New Jersey (2008), (Introduction, Chapters II, V-VI), **(Uploaded to Blackboard)**

Week 13: The Violence of Break
Lecture and Discussion
Reading: Gardner Thompson, *Legacy of Empire: Britain, Zionism and the Creation of Israel,* Saqi Books, London, (2022), (Chapters III-V), **(Uploaded to Blackboard)**

Week 14 and 15: Student Presentations on Final Projects

RISE AND FALL OF THE BRITISH EMPIRE

BIBLIOGRAPHY

Agnani, Sunil. *Hating Empire Properly.* New York: Fordham University Press, 2013

Armitage, David. *The Ideological Origins of the British Empire.* Ideas in Context. New York:
    Cambridge University Press, 2000

Barker-Benfield, G.J. *The Culture of Sensibility: Sex and Society in 18th Century Britain.* Chicago:
    University of Chicago Press, 1992

Bhabha, Homi K. "Of Mimicry and Man: The Ambivalence of Colonial Discourse." *The Location
    of Culture.* London: Routledge, 1994

Bowen, H.V. "British India, 1765-1813: The Metropolitan Context." *The Oxford History of the
    British Empire: The 18th Century,* ed. P.J. Marshall. New York: Oxford University Press, 1998

Cannadine, David. *The Decline and Fall of the British Aristocracy,* 1990.

---. *Aspects of Aristocracy: Grandeur and Decline in Modern Britain.* New Haven and London:
    Yale University Press. 1994.

---. *Ornamentalism: How The British Saw Their Empire.* Oxford: Oxford University Press. 2001

Colley, Linda. *Britons: Forging the Nation, 1707-1837.* Yale, 1992

---. "Britishness and Otherness: An Argument," *Journal of British Studies* 31 October, 1992

Connell, R. W. *Masculinities.* Berkeley and Los Angeles, CA, 1995

Collingham, Lizzie. *The Taste of Empire: How Britain's Quest for Food Shaped the Modern World.* New
    York: Basic Books, 2017

Das, Sisir Kumar. *Sahibs and Munshis: An Account of the College of Fort William.* New Delhi:
    Orion Publications, 1978

Davidoff, Leonore and Catherine Hall. *Family Fortunes: Men and Women of the English Middle
    Class, 1780-1850.* London: Hutchinson, 1987

Dawson, Graham. *Soldier Heroes: British Adventurer, Empires and the Imagining of
    Masculinities.* London: Routledge, 1994

Evans, Julie, Patricia Grimshaw, David Phillips and Shurlee Swain, *Equal Subjects, Unequal Rights,*
Manchester University Press: Manchester (1988)

Hall, Catherine. *Civilising Subjects: Metropole and Colony in the English Imagination, 1830-
    1867.* Oxford: Polity, 2002

Hall, Stuart, "Culture, Community, Nation," *Cultural Studies* 7 (Oct 1993)

Kidd, Colin, *British Identities Before Nationalism: Ethnicity and Nationhood in the Atlantic
    World, 1600-1800.* Cambridge, 1999

Krishnan, Sanjay. *Reading the Global: Troubling Perspectives on Britain's Empire in Asia.* New
    York: Columbia University Press, 2007

Kumar, Krishan. *The Making of English National Identity.* Cambridge: Cambridge University
    Press, 2003

---. "Nation and Empire: English and British National Identity in Comparative Perspective."
    Theory and Society 29, no. 5. (October, 2000): 575-608

Levine, Philippa. *The British Empire: Sunrise to Sunset.* Harlow, 2007

MacKenzie, John M. *Propaganda and Empire: The Manipulation of British Public Opinion, 1880-
    1960.* Manchester: Manchester University Press, 1985

---. *Imperialism and Popular Culture.* Oxford: Manchester University Press. 1986

Mangan, JA ed. *Making Imperial Mentalities: Socialisation and British Imperialism.* New York: Manchester University Press. 1990

Mantena, Karuna. *Alibis of Empire: Social Theory and the Ideologies of Late Imperial Rule.* Princeton: Princeton University Press, 2009

McKibbin, Ross. *Classes and Cultures: England, 1918-1951.* Oxford UP, 1998

Metcalf, Thomas. *Ideologies of the Raj. Berkeley: Cambridge University Press,* 1995

Pitts, Jennifer. *A Turn to Empire: The Rise of Liberal Imperialism in Britain and France.* Princeton: Princeton University Press, 2005

Price, Richard. *Making Empire: Colonial Encounters and the Creation of Imperial Rule in Nineteenth-Century Africa.* Cambridge UP, 2008

Porter, Bernard. *The Absent Minded Imperialists: Empire, Society, and Culture in Britain.* Oxford: Oxford University Press, 2004

Robinson, Ronald, John Gallagher, Alice Denny. *Africa and Victorians: The Official Mind of Imperialism.* Macmillan, 1961

Roper, Michael and John Tosh, eds. *Manful Assertions: Masculinities in Britain since 1800.* London: Routledge, 1991

Rush, Anne Spry. *Bonds of Empire: West Indians and Britishness, From Victoria to Decolonization.* Oxford: Oxford University Press, 2011

Said, Edward. *Culture and Imperialism.* New York: Vintage Books, 1993

---. *Orientalism.* New York. Pantheon Books. 1978

Sen, Sudipta. *Distant Sovereignty: National Imperialism and the Origins of British Indian.* New York: Routledge, 2002

Springhall, JO. *Youth, Empire and Society: British Youth Movements 1883-1942.* Croom Helm, 1977

Stein, Burton. *Thomas Munro: The Origins of the Colonial State and His Vision of Empire.* Delhi: Oxford University Press, 1989

Stokes, Eric. *The English Utilitarians and India.* Oxford: Clarendon Press, 1959

Streets, Heather. *Martial Races: The Military, Race and Masculinity in British Imperial Culture, 1857-1914.* New York, 2004

Suleri, Sara. *The Rhetoric of English India.* Chicago, Chicago University Press, 1992

Thompson, Andrew. *Britain's Experience of Empire in the Twentieth Century.* Oxford: Oxford University Press, 2012

Thompson, Gardener. *Legacy of Empire: Britain, Zionism and the Creation of Israel.* London, Saqi Books, 2022

Tosh, John. *Manliness and Masculinities: 19th Century Britain: Essays on Gender, Family and Empire.* Edinburgh: Pearson Longman, 2005

---. "Masculinities in an Industrial Society: Britain, 1800-1914." *Journal of British Studies* 44:2 (2005): 330-42.

Wilson, Kathleen. *A New Imperial History: Culture, Identity and Modernity in Britain and the Empire,* Cambridge: Cambridge University Press, 2004

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: **Honors**   Department/Division: **n/a**   Alpha Designator/Number: **HON 490**

Contact Person: **Brian A. Hoey**   Phone: **3046966405**
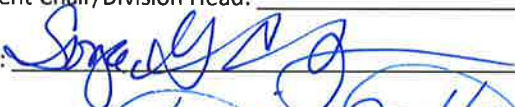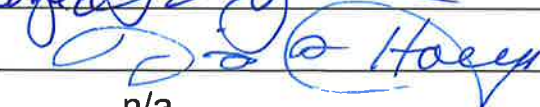
NEW COURSE DATA:

Course Title: **TEDxMarshallU Honors Interns**   (Limit of 30 characters & spaces.)

Alpha Designator/Number: **HON 490**

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): An experiential learning course conducted as a team internship with faculty mentor and TED licensee to plan and conduct the TEDxMarshallU event. May be repeated for credit.

Co-requisite(s): _____   First Term to be Offered: **Spring 2024**

Prerequisite(s): **Admitted Honors College 1**   Credit Hours: **1-2**

Grading Mode: Graded: **X**   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: **n/a**	Date: _____
Registrar: _[signature]_	Date: **10-10-2023**
College Dean: _[signature]_	Date: **10/10/2023**
College Curriculum Chair: **n/a**	Date: _____
General Education Council Chair *: **n/a**	Date: _____
University Curriculum Committee Chair: _Jonathan Kozar_	Date: **10/24/23**
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: **Honors**   Department/Division: **n/a**   Alpha Designator/Number: **HON 490**

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.

   n/a

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).

MARSHALL UNIVERSITY

Course Title/Number	TEDx Internship HON 483
Semester/Year	Fall 2023
Days/Time	Wednesday 4-5PM
Location	Honors College Conference Room
Instructor	Brian Kinghorn, Ph.D.
Office	Education Building 111J
Phone	517-974-4996 & 304-696-2876
E-Mail	kinghorn@marshall.edu Please do not email using the Blackboard email
Office Hours	M,W: 10AM-noon, R: 1-2 PM, or by appointment
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. (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 • Pre-Finals Week Policy • D/F Repeat Rule • Excused Absence Policy for Undergraduates • Inclement Weather Policy • Sexual Harassment Policy- Title IX prohibits the harassment of students based on sex, which includes pregnancy, childbirth, and related conditions. This includes that students will not be penalized for taking medically necessary leave related to pregnancy, childbirth, or related conditions. 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 Description: From Catalog

Study of an advanced topic not normally covered in other courses.

Course Description:

This course is an internship opportunity to participate in the faculty mentored, student organized organizing/planning team for TEDxMarshallU. Students will be assigned different roles necessary for the successful planning, organizing, and execution of a TEDxMarshallU event during the 2023-2024 academic year. They will also create a plan (first semester 1 credit) and then a portfolio (second semester 2 credits) of their experiences to pass to the next organizing team and help them see how the internship experience can apply to their personal career development.

Required Texts, Additional Reading, and Other Materials

TEDx Organizing Guide https://www.ted.com/participate/organize-a-local-tedx-event/tedx-organizer-guide

Course Website

The course website can be found by logging into TEAMS. There you will be able to access all assignments as well as download the syllabus, description of roles, and other team documents.

Health and Safety Information

All members of the Marshall University community are expected to always observe health and safety protocols. This includes general health and safety protocols as well as specific protocols that might emerge in response to community and campus health conditions.

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 make connections while adapting and applying skills and learning among varied disciplines, domains of thinking, experiences, and situations.	In class activities, mentored work experiences, individual assignments based on assigned role on the team, creating a portfolio and SOPs	TEDxMarahallU Event, individual deliverables/tasks for event planning and execution, portfolio, Standard Operating Procedure documents (SOPs)
Students will outline divergent solutions to a problem, develop and explore potentially controversial proposals, and synthesize ideas or expertise to generate original plans and approaches.	In class activities, mentored work experiences, individual assignments based on assigned role on the team, creating a portfolio and SOPs	TEDxMarahallU Event, individual deliverables/tasks for event planning and execution, portfolio, creating SOPs

Students will evaluate the effectiveness of their own work, reflect on strengths and weakness of their knowledge and skills in defined areas, and devise ways to make improvements.	In class activities, mentored work experiences, individual assignments based on assigned role on the team, creating a portfolio and SOPs	Portfolio, Creating SOPs.
Students will produce cohesive oral, written, and visual communications capable of connecting effectively with specific audiences.	In class activities, mentored work experiences, individual assignments based on assigned role on the team, creating a portfolio and SOPs	TEDxMarahallU Event, individual deliverables/tasks for event planning and execution, portfolio, creating SOPs
Students will appraise how cultural beliefs and practices affect inter-group communication, how specific approaches to global issues may affect communities differently, and how varying economic, religious, social, or geographical interests can result in conflict.	In class activities, working with a diverse group of team members and speakers, mentored work experiences, individual assignments based on assigned role on the team, creating a portfolio and SOPs	TEDxMarahallU Event, individual deliverables/tasks for event planning and execution, portfolio, creating SOPs
Students will demonstrate principles of ethical citizenship and socially responsible leadership through collaborative partnerships.	In class activities, working with a diverse group of team members and speakers, mentored work experiences, individual assignments based on assigned role on the team, creating a portfolio and SOPs	TEDxMarahallU Event, individual deliverables/tasks for event planning and execution, portfolio, creating SOPs
Students will evaluate how academic theories and public policy inform one another to support civic well-being.	In class activities, working with a diverse group of team members and speakers, mentored work experiences, individual assignments based on assigned role on the team, creating a portfolio and SOPs	TEDxMarahallU Event, individual deliverables/tasks for event planning and execution, portfolio, creating SOPs
Students will demonstrate competence and the application of the, managing, fundraising, marketing, organizing, information technology, videography, and event planning skills required to host a TEDx event.	Individual assignments to manage other students, seek out funding sources, create and maintain website and social media accounts, market via social media, work with speakers, record the event, edit and publish videos, work with contractors, and facilitate the event.	Products (e.g. website, videos, stage designs), and hosting a successful TEDxMarshallU event on February 27, 2024

Students will understand the different roles and areas of expertise exist in the business world.	In class activities, mentored work experiences, individual assignments based on assigned role on the team, creating a portfolio and SOPs	TEDxMarshallU event, Portfolio, Creating Standard Operating Procedures (SOP) documents.
Students will exercise their ability to apply project management and planning skills to their personal career development	Creating a Portfolio and SOPs	TEDxMarshallU event, Portfolio, Creating Standard Operating Procedures (SOP) documents.

Grading Policy

Grading Scale	A = 90% + B = 89 - 80% C = 79 – 70% D = 69 – 60% F = 59% and below
Grading	
	Assessment of Individual Team Responsibilities 70%
	Portfolio detailing individual responsibilities 25%
	<u>Varied Assignments 5%</u>
	Total 100%

TEDxMarshallU planning, event, portfolio & portfolio presentation

The first weeks of the semester each student will be assigned to complete tasks building up to the successful hosting of our TEDxMarshallU event on February 27, 2024. Individual responsibilities of team members include co-organizer (working with the professor to manage the student team and speakers), speaker curation, marketing, ticketing, social media, press, web and program design, sponsorships, videography, photography, and merchandizing.

After the event we will complete the tasks required by TED to prepare and upload videos and each student will compile a portfolio that includes the contacts, processes, accounts and passwords, descriptions and demonstrations of final products, and insights about the process of planning and executing the event. These portfolios will be compiled to help the next year's TEDxMarshallU organizing team prepare for the 2025 event.

This group project has a dual purpose: 1.) To demonstrate your understanding of event planning, organizing and execution and 2.) to show your ability to apply these principles to a real-world scenario effectively.

Portfolios should include:

1. A clear and concise resume entry based on their TEDxMarsahallU planning experiences. This will act as an abstract for the portfolio.
2. General description of the team member's responsibilities including details copied from the TEDx Guide and individual notes based on the team member's specific assignments for TEDxMarahallU.
3. A detailed time log of hours devoted to the project and what was worked on during those hours
4. A list of all the skills required to accomplish the assigned role and specific examples of how the student learned and used those skills in the process of fulfilling their assigned role.
5. All artifacts (or screenshots or photographs of artifacts) that the team member created during the project. These could include a website, social media posts, a press release, videos, sponsor lists/agreements, ticketing spreadsheets, management notes or emails to other team members, completed blackboard assignments, etc.)
6. A detailed description of the process for creating these artifacts (intended to help a future team member with the same responsibilities) including university or community resources and their contact information, step by step instructions for creating the artifact(s), a troubleshooting guide for editing or changing the artifacts, any TEDxMarshallU accounts and passwords relating to the creation of editing of the artifact(s), any insights that would make future creation of a similar artifact less complicated.
7. A reflection on the experience detailing what worked, what could change, insights gained as a result of the experience working on the team, and how the experience may translate to a future job/profession.

Each team will submit a digital (including relevant hyperlinks) and a hard copy of their portfolio near the end of the semester (time and date TBD) and present a brief summary of their responsibilities, artifacts, and reflections to the team.

Blackboard Assignments

Throughout the semester the team will be given assignments on TEAMS intended to provide instruction and experience related to the event planning as a whole.

Attendance and Participation Policy:

You are expected to attend and pay attention and participate in all team meetings and activities, whole team discussions, and smaller group discussions (like curation meetings with speakers).

Work etiquette:

All work completed outside of class must be carefully edited. You are strongly encouraged to have a peer edit your work. The Writing Center is also a good option for you if you believe you need help with writing skills.

Your "Professional Quotient":

Because I care for you as professionals, I will hold you to high standards. This course is designed so that professional behaviors influence your success in the course. These include: completing assignments on time, taking personal responsibility for keeping up with directions and readings, attendance, and cooperative team work. The requirements and policies of this course are built around these professional actions and are the outward sign of your own professional attitudes and beliefs. I will also support your growth as professionals by the way I handle course requirements.

Class Ethics:

I value academic integrity. Therefore, I will take appropriate action by issuing a failing grade and recommending program dismissal if I suspect cheating or plagiarism in class. I expect that the work you hand in is original and that you provide citations to anything you quote or paraphrase that is not your own work. For additional information, please see MU's policy regarding academic dishonesty: http://www.marshall.edu/president/board/Policies/MUBOG%20AA-12%20Academic%20Dishonesty.pdf

TEDxMarshallU Internship Description of Roles

The TEDxMarshallU Internship in the Honors College is an opportunity to participate on a student organized and faculty-mentored organizing/planning team for the TEDxMarshallU event. Students will apply for and be assigned different roles necessary for the successful planning, organizing, promotion, and execution of a TEDxMarshallU event during the 2022-2023 academic year. These roles (defined below) will include, executive producer, event manager, curation coordinator, sponsorships, budgets, and purchasing manager, designer, communications, editorial, and marketing director, and video and production lead. They will also create a personal portfolio of their experiences to pass to the next organizing team and help them see how the internship experience can apply to their personal career development. Student team members must commit to participating for the full academic year with a 1 credit course in the fall and 2 credit course in the spring semester. This course will be an experiential learning opportunity in the Honors College listed as HON 483.

Faculty Mentor and Licensee

The faculty mentor and TEDxMarshallU licensee serves as the lead of the executive team which includes the two student co-organizers. The faculty organizer is responsible for selecting the TEDxMarshallU team and all major decisions (especially related to purchasing) must be signed off by the faculty organizer who has final veto power for all decisions.

Student Roles and Responsibilities

Co-Organizer/Executive Producer

Under the direction of the faculty organizer, the executive producer will lead all team efforts in production and planning for the day of the event. They oversee all of the roles happening in preparation for the event and on the day of the event related to content production (curation), budgeting, fundraising, and purchasing, design, communications and marketing, stage management, technology, and video. They will also create agendas for team meetings, run team meetings, give assignments, and follow up on team assignments. The executive producer will step in to help with any of the other team members' responsibilities as needed. As a member of the executive team, the two student co-organizers will meet weekly with the faculty organizer to plan and prepare for the weekly team meetings.

Co-Organizer/Event Manager

This person manages most of the event's day-of logistics and is responsible for creating a "TEDx experience" for your guests. They serve as the contact with your venue's staff, manage day-of event activities outside of the main stage, and are often in charge of ticketing and registration needs. The event manager procures venues and serves as the liaison between venues and the team. Other duties include includes, managing the team calendar and to do lists, planning and procuring travel, lodging, and food for speakers, planning and coordinating rehearsals for the speakers, team, and vendors, and planning/facilitating any pre or post event activities or receptions. The event manager is also responsible for selecting and managing volunteers for the day of the event. As a member of the executive team, the two student co-organizers will meet weekly with the faculty organizer to plan and prepare for the weekly team meetings.

Curation Coordinator

Although each member of the team will assist in speaker selection and curation under the direction of the executive team (Organizer and Co-Organizers), one team member will work to coordinate the curation efforts. The curation coordinator will be responsible for making sure all talks are fact checked and that all slides contain information that is not copyrighted (but includes proper acknowledgments) or copyrighted materials with written permissions from the copyright owner. The curation coordinator will also request, collect, and organize all speaker: agreements, bios and photos, titles and talks, tickets and complimentary tickets for guests, speaker recognition and gifts, and speaker release forms, etc.

Sponsorships, Budgets, & Purchasing Manager

This team member is responsible for raising money from sponsors for event expenses and managing the event's finances. They should be someone who has experience with fundraising and development since this is one of the most important components of the event planning process. This person will also work closely with the designer and executive team to select and purchase items needed for the event (lanyards, nametag holders, snacks for green room, etc.) and our event swag (tshirts, gifts, bags, etc.).

Designer

The TEDxMarshallU designer will have experience in design and help the leadership team create the event logo, branding materials, programs, nametags, and other aesthetic components of the event. The designer will also work with the Communications, Editorial, and Marketing Director to manage the TEDxMarshallU website. The designer will primarily focus on the design of the website relative to the upcoming event. The designer will also work with MU Brand ambassadors (if necessary) to make sure the TEDxMarshallU brand aligns with Marshall University's brand expectations. Communications, Editorial, and Marketing Director The Communications director will create and manage a strong online presence for the event, including website content, a blog, and social media. This individual will manage the TEDxMarshallU Facebook, Twitter, and Instagram accounts. This person will also manage the marketing efforts to promote the event to the public. This includes working closely with the executive team, being a liaison with MU University Communications and other local media and creating and submitting press releases promoting the event and as a follow-up to the event. This person will post about TEDxMarshallU on social media at least weekly and will submit all documents to MU Communications and WRIKE (press releases, posters, etc.). This person will also maintain email TEDxMarshallU email lists and send promotional emails to these individuals.

Video and Production Lead

The video and production lead has the important task of overseeing the video and production of the event – from managing audio and video needs, camera operators and the livestream of the event. This person will also edit and upload each individual talk within one month of the event and work with the designer to create an intro for each individual video. The video and production lead will also produce any prerecorded content that may be shown at the event and will work with the designer and communications director to produce and share promotional videos about the event.

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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: **University College** Department/Division: **University Studies** Alpha Designator/Number: **UNI 204**

Contact Person: **Sherri Stepp** Phone: **304-696-7038**

NEW COURSE DATA: Career Development Strategies

Course Title: ~~Strategies for Successful Career Development~~ _____ (Limit of 30 characters & spaces.)

Alpha Designator/Number: **UNI 204**

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): Students will learn tools to navigate the workforce successfully by exploring, identifying, and preparing for future career paths; and developing job search skills in today's advanced technological climate.

Co-requisite(s): **None** _____ First Term to be Offered: **Spring 2024**

Prerequisite(s): ~~UNI 103~~ Credit Hours: **1**

	Yes	No

Grading Mode: Graded: _____ Credit/No Credit: _____   **None**

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: Sherri Stepp *(signature)*	Date: 9/11/2023
Registrar: *(signature)*	Date: 10/5/2023
College Dean: *(signature)*	Date: 10/4/2023
College Curriculum Chair: Sherri Stepp *(signature)*	Date: 9/11/2023
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 10/24/23
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: **University College** Department/Division: **University Studies** Alpha Designator/Number: **UNI 204**

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.

   Qualified Career Counselors in the Office of Career Education

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

   Handshake($9,000/year))Big Interview(2626.8/year)Forage($0)Candoor($0)Parker Dewey($0)

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

   This course will be provided for special populations of students such as Marshall for All.

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

   None

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.

   None

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.):

   Handshake, Forage, Parker Dewey, Candoor, HerdLink and Big Interview.

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

   None

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).

UNI 204 Course References

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Marshall University Syllabus

UNI 204 ~~Strategies for Successful Career Development~~
Career Development Strategies

Course

Career Development Strategies

UNI 204 ~~Strategies for Successful Career Development~~

Course Description

Students will learn tools to navigate the workforce successfully by exploring, identifying, and preparing for future career paths, and developing job search skills in today's advanced technological climate.

Credits

1 Credit Hour

Prerequisites

Uni 103

Term/Year

Spring 2024

Class Meeting Days/Times

TBD

Location

TBD

Academic Calendar

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

Instructor

Kristin Sims

Contact Information

- Office: Office of Career Education Building
- Office Hours: 8am-4:30pm
- Office Phone: 304-696-2250
- Marshall Email: Williams233@marshall.edu

Health and Safety Information

All members of the Marshall University community are expected to always observe health and safety protocols. This includes general health and safety protocols as well as specific protocols that might emerge in response to community and campus health conditions.

Required and/or Recommended Texts and Materials

Required Texts and Materials

There are no textbooks required for this course. Materials will be provided during the course. Online programs that will be used are:

Handshake- a career management system with internships, jobs, virtual events, and networking opportunities.

Forage- simulated, real examples of work tasks and personal development opportunities.

Parker Dewey- short-term, professional paid projects.

Big Interview- an interview coaching service that provides training and practice to improve interview technique and build confidence.

Candoor- a professional networking platform for Gen Z.

HerdLink- discover unique opportunities at Marshall to showcase your involvement.

Course Student Learning Outcomes

The table below shows the following relationships: How each student's 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 professional online profiles for networking and job search.	-Professional document review -LinkedIn -Handshake	-Class discussions -Over 50% of LinkedIn and Handshake profiles completed
Students will understand and express best interview practices.	-Big Interview -Etiquette Dinner/ networking event	-Class discussions -Completed interview -Reflection of networking event

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 articulate the values of their skills, education, and experiences to future employers.	-Elevator pitch -Salary negotiation -Herdlink activity -Big Interview	-Class discussions -Salary negotiation workbook worksheets -Reflection of Herdlink activity -Mock interview
Students will network with professionals in their career(s) of interest.	-Candoor -Virtual experiences through Handshake -Virtual experience through Forage/Parker Dewey	-Class discussions -Send professional email to facilitator -Identify and contact Candoor mentor -Reflections about virtual experiences
Students will identify and establish future professional goals.	-Career Action Plan	-Class discussions -Identifying and setting professional goals for internships, graduate school, and future companies of employment.

Course Requirements/Due Dates

Assignment	Points	NACE COMPETENCY
Professional Writing-email	60	Communication Critical Thinking Professionalism Technology
Elevator Pitch	60	Career & Self Development Communication Professionalism
Resume & Cover Letter	60 each	Career & Self Development Communication Critical Thinking Technology

Handshake Profile	80	Career & Self Development
		Critical Thinking Technology
LinkedIn Profile	80	Career & Self Development
		Communication
		Critical Thinking Technology
Career Related Events (fair, etiquette dinner, Handshake networking event)	100	Career & Self Development
		Communication
		Equity & Inclusion
		Leadership
		Professionalism
		Teamwork
Virtual Experience (Parker Dewey, Forage)	50	Career & Self Development
		Communication
		Equity & Inclusion
		Leadership
		Professionalism
		Teamwork
Herdlink Activity	100	Career & Self Development
		Communication
		Equity & Inclusion
		Leadership
		Professionalism
		Teamwork
Salary Negotiation	50	Career & Self Development
		Communication
		Equity & Inclusion
		Leadership

		Professionalism
Interviewing/Personal branding	50	Career & Self Development Communication Professionalism
Career Action Plan	250	Career & Self Development Communication Critical Thinking Equity & Inclusion Leadership Professionalism Teamwork Technology

Grading Policy

Your final grade will be split as follows:

Career Assignments	Event Participation	Virtual Exploration	Final Project
34%	20%	21%	25%

Attendance/Participation Policy

This course meets once a week for seven weeks; therefore, attendance is critical to your success. You will be allowed one unexcused absence; two or more absences will result in a letter deduction per absence. Once you exceed three absences, you will automatically fail the course.

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. (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
- Pre-Finals Week Policy

- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy- Title IX prohibits the harassment of students based on sex, which includes pregnancy, childbirth, and related conditions. This includes that students will not be penalized for taking medically necessary leave related to pregnancy, childbirth, or related conditions. 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 [or Lesson, Unit, etc.]	Activity/Assignment	Points (Percentage)	Due Date
1	Professional writing Elevator pitch	60 60	TBD
2	Resume Cover Letter	60 60	TBD
3	Handshake profile LinkedIn profile	80 80	TBD
4	Career Related Event	100	TBD
5	Virtual Experiences	50	TBD
6	HerdLink Activity	100	TBD
7	Interviewing Salary Negotiation	50 50	TBD
8	Career Action Plan	250	TBD

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: **University College**   Department/Division: **University Studies**   Alpha Designator/Number: **UNI 280-284**

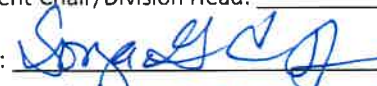Contact Person: **Sherri Stepp**   Phone: **304.696.7038**
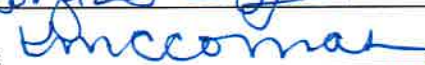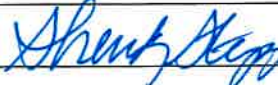
NEW COURSE DATA:

Course Title: **Special Topics**   (Limit of 30 characters & spaces.)

Alpha Designator/Number: **UNI 280-284**

General Education Designator(s) (check all that apply): ☐ CT ☐ INTL ☐ MC ☐ Core II (Core II type: **None**)
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): **To be determined by the new course at the time of development.**

Co-requisite(s): **None**   First Term to be Offered: **Spring 2024**

Prerequisite(s): **Permission**   Credit Hours: **1-3**

Grading Mode: Graded: **Yes** Credit/No Credit: _____

Course(s) being deleted in place of this addition *(must submit course deletion form)*: **None**

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: **Sherri Stepp** *(signature)*	Date: **9/13/2023**
Registrar: *(signature)*	Date: **10/5/2023**
College Dean: *(signature)*	Date: **10/4/2023**
College Curriculum Chair: **Sherri Stepp** *(signature)*	Date: **9/13/2023**
General Education Council Chair *:	Date:
University Curriculum Committee Chair: **Jonathan Kozar**	Date: **10/24/23**
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: **Univeristy College**   Department/Division: **University Studies**   Alpha Designator/Number: **UNI 280-284**

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.

   Qualified staff or faculty with master's degree.

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

   None.

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

   Not required, but may support special programs.

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

   None

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.

   None

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.):

   None

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

   None

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).

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: **University College**   Department/Division: **University Studies**   Alpha Designator/Number: **UNI 301**

Contact Person: **Sherri Stepp**   Phone: **304.696.7038**

NEW COURSE DATA:

Course Title: **Peer Leadership I**   (Limit of 30 characters & spaces.)

Alpha Designator/Number: **UNI 301**

General Education Designator(s) (check all that apply): ☐ CT ☐ INTL ☐ MC ☐ Core II (Core II type: **None**   )
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): **Complete 30-word description would not fit in text block. See attached.**

Co-requisite(s): **None**   First Term to be Offered: **Spring 2024**

Prerequisite(s): **Permission**   Credit Hours: **1**

Grading Mode: Graded: **Yes** Credit/No Credit: _____

Course(s) being deleted in place of this addition (must submit course deletion form): **None**

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.)

	Date:
Department Chair/Division Head: **Sherri Stepp** _Sherri L. Stepp_	10/2/1023
Registrar: _[signature]_	_10/5/2023_
College Dean: _Kmccomas_	10/4/2023
College Curriculum Chair: **Sherri Stepp** _Sherri B. Stepp_	10/2/2023
General Education Council Chair *:	
University Curriculum Committee Chair: _Jonathan Kozar_	10/24/23
Faculty Senate Chair:	
VP Academic Affairs/VP Health Science	

* - 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: **University College** Department/Division: **University Studies** Alpha Designator/Number: **UNI 301**

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.

    Staff or faculty with master's degree.

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

    None.

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

    None.

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

    None.

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.

    None.

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.):

    None.

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

    None.

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).

UNI 301 Peer Leadership 1 – Course Description

Course will focus on defining the role and responsibilities of peer leaders, developing communication strategies, and building strategies to engage first-year student involvement in university resources, activities, and services.

UNI 301 Peer Leadership 1 – Bibliography

Antony, P. J., & Shore, S. (2015). *College for Students with Disabilities: Do We Belong?* Jessica Kingsley Publishers.

Billings, D., & Kingsolver, A. (2018). Appalachia in Regional Context. University of Kentucky Press.

Byron, L. (2004). *Presentation & Communication Skills.* IMI Handbook of Management.

Casto, J. E. (2005). *Marshall University.* Arcadia Publishing.

Chavez, A. F., & Sanlo, R. (Eds.). (2013). *Identity and leadership: Informing our lives, informing our practice.* Washington, DC: NASPA – Student Affairs Administrators in Higher Education.

Clark, J. (2018). *Exploring Residence Life Needs of College Students with Autism Spectrum Disorder in their Transition, Clark, Jaclyn.* Marshall University. (Theses, Dissertations and Capstones).

Guthrie, K. (2021). *Engaging in the Leadership Process: Identity, Capacity, and Efficacy for College Students, Guthrie, Kathy.* Information Age Publishing.

Harper, D. (2017). *Trust as the foundation for leadership and how leaders can cultivate trust.* The Journal of Student Leadership, 1 (1), pp. 17-23.

Hawley, J. C. (2015). *Expanding the Circle: Creating an Inclusive Environment in Higher Education for LGBTQ Students and Studies.* SUNY Press.

King, D. (2000). *Attitudes of College Students Toward People with Disabilities.* Marshall University. (Thesis).

Komives, S. R., Lucas, N., & McMahon, T. R. (2007). *Exploring Leadership for College Students Who Want to Make a Difference.* Jossey-Bass.

Kouzes, J. M., & Posner, B. Z. (2013). *The Student Leadership Challenge: Student Workbook and Personal Leadership Journal*. The Leadership Challenge – A Wiley Brand.

Kowalski, R., Limber, S., & Agatston, P. (2008). *Cyber Bulling: Bullying in the Digital Age*. Blackwell Publishing.

Shariff, S. (2008). *Cyber-bullying: Issues and Solutions for the School, the Classroom, and the Home*. Routledge.

Shea, L. C., Hecker, L., & Lalor, A. R. (2018). *From Disability to Diversity: College Success for Students with learning Disabilities, ADHD, and Autism Spectrum Disorder*. National Resource Center for The First-Year Experience and Students in Transition.

Tileston, D. (2004). *What Every Teacher Should Know About Classroom Management and Discipline*. Corwin Press.

US Government Publishing Office. 2015. *Keeping College Within Reach: Supporting Higher Education Opportunities for America's Servicemembers*. (https://www.govinfo.gov/content/pkg/CHRG-113hhrg82663/pdf/CHRG-113hhrg82663.pdf)

Wilson, H. W. (2017). *LGBTQ in the 21st Century*. Grey House Publishing.

Marshall University Syllabus
University College

Course

UNI 301 Peer Leadership

Course Description

Course will focus on defining the role and responsibilities of peer leaders, developing communication strategies, and building strategies to engage first-year student involvement in university resources, activities, and services.

Credits
One undergraduate credit hour

Prerequisites
Permission is required.

- Students must apply to be a Uni 100 Peer Mentor
- Minimum GPA 2.5

Term/Year

Spring 2024

Class Meeting Days/Times

Monday & Wednesday, 9:00 – 9:50 a.m., starting Monday, February 27, 2024

Location

TBD

Academic Calendar

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

Instructor

Michelle Biggs & Jonathan R. Sutton

Contact Information

- Office: CB 212,D(Michelle) Morrow Library 213 (Jonathan)
- Office Hours: 10:00 a.m. to 2:00 p.m. weekdays or by appointment.
- Office Phone: 304-696-3023 (Michelle) 304-696-5224 (Jonathan)
- Marshall Email: miller138@marshall.edu (Michelle) sutton11@marshall.edu (Jonathan)

Required and/or Recommended Texts and Materials

Required Texts and Materials

Online materials provided by instructors

Recommended/Optional Texts and Materials

Antony, P. J., & Shore, S. (2015). *College for Students with Disabilities: Do We Belong?* Jessica Kingsley Publishers.

Billings, D., & Kingsolver, A. (2018). Appalachia in Regional Context. University of Kentucky Press.

Byron, L. (2004). *Presentation & Communication Skills.* IMI Handbook of Management.

Casto, J. E. (2005). *Marshall University.* Arcadia Publishing.

Chavez, A. F., & Sanlo, R. (Eds.). (2013). *Identity and leadership: Informing our lives, informing our practice.* Washington, DC: NASPA – Student Affairs Administrators in Higher Education.

Clark, J. (2018). *Exploring Residence Life Needs of College Students with Autism Spectrum Disorder in their Transition, Clark, Jaclyn.* Marshall University. (*Theses, Dissertations and Capstones*).

Guthrie, K. (2021). *Engaging in the Leadership Process: Identity, Capacity, and Efficacy for College Students, Guthrie, Kathy.* Information Age Publishing.

Harper, D. (2017). *Trust as the foundation for leadership and how leaders can cultivate trust.* The Journal of Student Leadership, 1 (1), pp. 17-23.

Hawley, J. C. (2015). *Expanding the Circle: Creating an Inclusive Environment in Higher Education for LGBTQ Students and Studies.* SUNY Press.

King, D. (2000). *Attitudes of College Students Toward People with Disabilities.* Marshall University. (Thesis).

Komives, S. R., Lucas, N., & McMahon, T. R. (2007). *Exploring Leadership for College Students Who Want to Make a Difference.* Jossey-Bass.

Kouzes, J. M., & Posner, B. Z. (2013). *The Student Leadership Challenge: Student Workbook and Personal Leadership Journal.* The Leadership Challenge – A Wiley Brand.

Kowalski, R., Limber, S., & Agatston, P. (2008). *Cyber Bulling: Bullying in the Digital Age.* Blackwell Publishing.

Shariff, S. (2008). *Cyber-bullying: Issues and Solutions for the School, the Classroom, and the Home.* Routledge.

Shea, L. C., Hecker, L., & Lalor, A. R. (2018). *From Disability to Diversity: College Success for Students with learning Disabilities, ADHD, and Autism Spectrum Disorder.* National Resource Center for The First-Year Experience and Students in Transition.

Tileston, D. (2004). *What Every Teacher Should Know About Classroom Management and Discipline.* Corwin Press.

US Government Publishing Office. 2015. *Keeping College Within Reach: Supporting Higher Education Opportunities for America's Servicemembers.* (https://www.govinfo.gov/content/pkg/CHRG-113hhrg82663/pdf/CHRG-113hhrg82663.pdf)

Wilson, H. W. (2017). *LGBTQ in the 21st Century.* Grey House Publishing.

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 learn how to interact with a diverse incoming student population and how to change their communication style when needed.	Attend and complete training for Safe Space (LGBTQA+), GreenZone (Veterans), Autism Allies, and Microaggressions. Classroom Sessions 1-4.	Paper on hypothetical incoming students. Participation in the training as required by the presenter. Observation by presenter and UNI Peer Mentor Facilitator. Discussions and In-class Activities.
Students will advance their leadership skills.	Classroom Sessions 4, 5, 7.	Paper on hypothetical incoming students. Observation. Delivery of Course Materials. Classroom Discussions. In-class Activities.
Students will expand their communication skills to a diverse incoming student population across multiple formats.	Classroom sessions 1-5.	Project 2 – Summer Communication plan. Participation in trainings. Observation. Delivery of Course Materials. Classroom Discussions. In-class Activities.
Students will learn about resources available at Marshall University to current students, the history of Marshall University, and ways students can be involved in the Greater Huntington area.	Classroom Session 6.	Project 1 – video presentation.

Course Requirements/Due Dates

March 23, 2023 – Paper outlined below, three to five pages in length.

April 9, 2023 – Summer Communication Plan.

April 23, 2023 – Marshall University & Huntington Area Video (1-3 minutes).

Final Exam

Grading Policy

A = 93 – 100
B = 85 – 92
C = 77 – 84
D = 69 – 76
F = 68 or below

- 25% - Project 1 – Marshall University & Huntington area video
- 15% - Project 2 – Summer Communication Plan
- 10% - Paper focusing on resources, help, encouraging involvement, and outreach for a fictitious UNI 100 student utilizing topics learned from the class.
- 15% - Final Exam
- 15% - Attendance & Participation
- 20% - Successful completion of training (Safe Space, GreenZone, Autism Allies, Micro-Aggressions)

Attendance/Participation Policy

Attendance is required for each class, which may include training. You will need to earn a satisfactory grade on each assigned activity. To earn a satisfactory grade, you must follow directions, participate in the activity, and meet length requirements when noted. All students seeking excused absences must present documentation to the Office of Student Affairs, Memorial Student Center 2W38, AND communicate with your course facilitator. Class attendance policies are found in the Undergraduate Catalog.

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. (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
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Course Schedule

[Provide the course schedule. You may enter it in the table below or provide it in another format.

Week [or Lesson, Unit, etc.]	Activity/Assignment	Points (Percentage)	Due Date
Week 1	Diversity & LGBTQA Students. SafeSpace Training	15 points for attendance & and participation. 25 points for completing training	2/27/2023
Week 2	Autism Allies Training	15 points for attendance & and participation. 25 points for completing training	3/6/2023
Week 3	Veterans and students with disabilities. GreenZone Training & Overview of Wellness	15 points for attendance & and participation. 25 points for completing training	3/20/2023
Week 4	Leadership. Identifying Cyber Bullying and Micro-Aggressions	15 points for attendance & and participation. 25 points for completing training	3/27/2023
Week 5	Professional Communication Skills	15 points for attendance & and participation	4/3/2023

Week [or Lesson, Unit, etc.]	Activity/Assignment	Points (Percentage)	Due Date
Week 6	Marshall University History & Getting Involvement in Student Organizations	15 points for attendance & and participation	4/10/2023
Week 7	Classroom Management	15 points for attendance & and participation	4/14/2023

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: **University College**   Department/Division: **University College**   Alpha Designator/Number: **UNI 302**

Contact Person: **Sherri Stepp**   Phone: **304.696.7038**

NEW COURSE DATA:

Course Title: **Peer Leadership II**   (Limit of 30 characters & spaces.)

Alpha Designator/Number: **UNI 302**

General Education Designator(s) (check all that apply): ☐ CT ☐ INTL ☐ MC ☐ Core II (Core II type: **None**)
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): **Complete 30-word description would not fit in text block. See attached.**

Co-requisite(s): **None**   First Term to be Offered: **Fall 2024**

Prerequisite(s): **Permission**   Credit Hours: **2**

Grading Mode: Graded: **Yes**   Credit/No Credit: _____

Course(s) being deleted in place of this addition *(must submit course deletion form)*: **None**

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: **Sherri Stepp** *(signature)*	Date: **10/2/2023**
Registrar: *(signature)*	Date: **10/5/2023**
College Dean: **Emccomas** *(signature)*	Date: **10/4/2023**
College Curriculum Chair: **Sherri Stepp** *(signature)*	Date: **10/2/2023**
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: **10/24/23**
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: __University College__ Department/Division: __University College__ Alpha Designator/Number: __UNI 302__

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.

   Staff or faculty with master's degree.

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

   None.

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

   None.

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

   None.

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.

   None.

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.):

   None.

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

   None.

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).

UNI 302 Peer Leadership II – Course Description

Experiential learning course providing peer advisor and leadership training for work with staff to provide support services, including community building events. Collaborate with UNI facilitator for incoming freshman.

UNI 302 Peer Leadership II – Bibliography

Chavez, A. F., & Sanlo, R. (Eds.). (2013). *Identity and leadership: Informing our lives, informing our*

practice. Washington, DC: NASPA – Student Affairs Administrators in Higher Education.

Komives, S. R., Lucas, N., & McMahon, T. R. (2007). *Exploring Leadership for College Students Who Want*

to Make a Difference. Jossey-Bass.

Kouzes, J. M., & Posner, B. Z. (2013). *The Student Leadership Challenge: Student Workbook and Personal*

Leadership Journal. The Leadership Challenge – A Wiley Brand.

Harper, D. (2017). *Trust as the foundation for leadership and how leaders can cultivate trust.* The Journal

of Student Leadership, 1 (1), pp. 17-23.

Marshall University Syllabus

Peer Leadership II - UNI 302

Course Description

Experiential learning course providing peer advisor and leadership training for work with staff to provide support services, including community building events. Collaborate with UNI facilitator for incoming freshman.

Two graded credits

Term/Year

Class Meeting Days/Times

Huntington/Specific Day/Times of Individual Uni 100 Course

Location

Huntington TBA/Specific location for Individual Uni 100 Course

Academic Calendar

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

Instructors

Michelle Biggs & and Jonathan Sutton

Contact Information

- Michelle-Communication Building 212E- Jonathan-Morrow Library 213
- Marshall Email: Michelle-miller138@marshall.edu
- Jonathan-jonathan.sutton@marshall.edu

Health and Safety Information

All members of the Marshall University community are expected always to observe health and safety protocols. This includes general health and safety protocols as well as specific protocols that might emerge in response to community and campus health conditions.

Required and/or Recommended Texts and Materials

Uni 100 Curriculum (for the Uni 100 classroom) and online materials

Course Student Learning Outcomes

The table below shows the following relationships: How each student's 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 construct goals and outcomes for their individual Uni 100 courses.	Accomplished through in-class discussions, reflections, Uni 100 Goals and Outcomes Assignment, final course reflection, and peer mentor philosophy.	Evaluated through reviewing peer mentor reflections and philosophy, Uni 100 Goals and Outcomes Assignment, and final course reflection
Students will develop a peer mentor leadership philosophy using a researched leadership theory.	Research leadership theories	Peer Mentor Leadership Philosophy Paper
Students will identify and relate leadership traits and characteristics to future personal goals.	Research leadership theories and trainings, weekly Uni 100 class sessions,	Peer Mentor Leadership Philosophy Paper
Students will understand how social structures globally, nationally, regionally, and even across campus impact identity.	Peer Mentor Leadership Philosophy Paper, peer mentor training, Week of Welcome Events, Uni 100 class discussions	Peer Mentor Leadership Philosophy Paper, discussion posts
Students will examine different areas of wellness and apply that knowledge to themselves and their mentees.	Accomplished through in-class discussions, reflections, Wellness Card Sort Activity	Blackboard discussion of Wellness Card Sort

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 evaluate possible risky situations that may arise as mentors and identify constructive ways to manage these situations.	Accomplished through a discussion post, Uni 100 Peer Mentor Training, weekly meetings with the facilitator	Discussion posts, meetings with facilitator

Course Requirements/Due Dates

- Attend all required Peer Mentor trainings during August 2023 Week of Welcome-4 hours during Week of Welcome
- Attend all required sessions during August 2023 Week of Welcome 6 hours during Week of Welcome
- Attend all Fall 2023 Uni 100 class sessions-7 Class sessions
- Collaborate with facilitator in leading individual Uni 100 class sessions meeting with facilitator
- Assist facilitator in preparing, grading, and assessing Uni 100 student progress

Grading Policy

A = 93 – 100
B = 85 – 92
C = 77 – 84
D = 69 – 76
F = 68 or below

Attendance/Participation Policy

Students must attend all Uni 100 and Week of Welcome class sessions. They must communicate with their facilitator if they are going to be absent. The facilitator can determine if a University Excused Absence is required. Because this is only a 7-week course, missing more than 1 class session is not acceptable unless there is an extreme emergency.

University Policies

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy by going to MU Academic Affairs: University 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- Title IX prohibits the harassment of students based on sex, which includes pregnancy, childbirth, and related conditions. This includes that students will not be penalized for taking medically necessary leave related to pregnancy, childbirth, or related conditions. 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

Activity/Assignment	Points	Due Date
August 15th 9-12-Peer Mentor Training, August 18th Uni 100 Class Session, Convocation, required WOW events	100	8/15
Uni 100 Goals & Outcomes	50	9/3
Risky Situation Discussion Board Post	50	9/3
Wellness Card Sort Discussion Board Post	50	9/10
Peer Mentor Leadership Philosophy Paper	100	11/1
Final Course Reflection	100	11/1
Uni 100 Class Attendance	200	
Total Points	650	

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: **University College**   Department/Division: **University Studies**   Alpha Designator/Number: **UNI 480-484**

Contact Person: **Sherri Stepp**   Phone: **304.696.7038**

NEW COURSE DATA:

Course Title: **Special Topics** _____ (Limit of 30 characters & spaces.)

Alpha Designator/Number: **UNI 480-484**

General Education Designator(s) (check all that apply): ☐ CT ☐ INTL ☐ MC ☐ Core II (Core II type: **None**)
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): **To be determined by the new course at the time of development.**

Co-requisite(s): **None** _____ First Term to be Offered: **Spring 2024**

Prerequisite(s): **Permission** _____ Credit Hours: **1-3**

Grading Mode: Graded: **Yes**   Credit/No Credit: _____

Course(s) being deleted in place of this addition *(must submit course deletion form)*: **None**

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: **Sherri Stepp** *(signature)*	Date: **9/13/2023**
Registrar: *(signature)*	Date: **10/5/2023**
College Dean: *(signature)*	Date: **10/4/2023**
College Curriculum Chair: **Sherri Stepp** *(signature)*	Date: **9/13/2023**
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: **10/24/23**
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: **Univeristy College** Department/Division: **University Studies** Alpha Designator/Number: **UNI 480~484**

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.

   Qualified staff or faculty with master's degree.

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

   None.

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

   Not required, but may support special programs.

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

   None

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.

   None

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.):

   None

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

   None

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).

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: **University College** Department/Division: **University Studies** Alpha Designator/Number: **UNI 485-488**
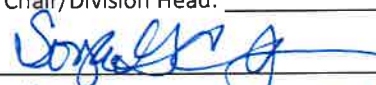
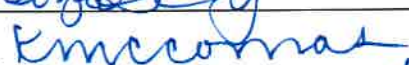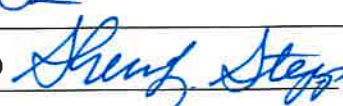Contact Person: **Sherri Stepp** Phone: **304.696.7038**

NEW COURSE DATA:

Course Title: **Independent Study** _____ (Limit of 30 characters & spaces.)

Alpha Designator/Number: **UNI 485-488**

General Education Designator(s) (check all that apply): ☐ CT ☐ INTL ☐ MC ☐ Core II (Core II type: **None**)
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):

Co-requisite(s): **None** First Term to be Offered: **Spring 2024**

Prerequisite(s): **Permission** Credit Hours: **1-3**

Grading Mode: Graded: **Yes** Credit/No Credit: _____

Course(s) being deleted in place of this addition *(must submit course deletion form)*: **None**

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: **Sherri Stepp** Date: **9/13/2023**
Registrar: _____ Date: **10/15/2023**
College Dean: _____ Date: **10/4/2023**
College Curriculum Chair: **Sherri Stepp** Date: **9/13/2023**
General Education Council Chair *: _____ Date: _____
University Curriculum Committee Chair: **Jonathan Kozar** Date: **10/24/23**
Faculty Senate Chair: _____ Date: _____
VP Academic Affairs/VP Health Science _____ Date: _____

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

University Curriculum Committee – Course Addition Form Revised 05/12/2015

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

College: **University College** Department/Division: **University Studies** Alpha Designator/Number: **UNI 485-488**

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.

   Qualified staff or faculty with master's degree.

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

   None

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

   None

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

   None

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.

   None

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.):

   None

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

   None

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).

University Curriculum Committee
RECOMMENDATION

SR 23-24-13 CC

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

College of Liberal Arts

HST 392 – Food Markets and Modernity

- **Summary of Change:** To change the name of the course from "Food Markets and Modernity" to "Food and the City since 1800**"**
- **Rationale:** I am proposing to change the name of the course so that it is more intelligible to students. It has been called "Food Markets and Modernity" and I am proposing to change it to "Food and the City since 1800." This course examines the social and cultural history of various types of urban food markets in Western Europe and the United States from the late eighteenth century to the present. The problem is that the term 'modernity' can generate confusion in that in general parlance it is used to refer to the contemporary world. As an historical concept, however, it signifies the period of history since the French Revolution, as well as a set of conditions and circumstances of a political, social, cultural, and economic nature that resulted from industrialization. "Food and the City since 1800" will clarify the nature of the course to students.
- **Curriculum:** Undergrad Course Change - HST 392_signed.pdf

HST 431 – America in the Gilded Age

- **Summary of Change:** Change the course number from 431 to 331.
- **Rationale:** This is a part of a larger movement to create a distinction between 400 and 300 level courses within the History department. As this course features more lecture than seminar, it should be redesignated as a 300 level history course. Moreover, a 300 level course, rather than a 400 level course will encourage students from others departments to take history courses, broadening students' horizons and helping the department fill seats.
- **Curriculum:** Undergrad Course Change - HST 431_signed.pdf

University Curriculum Committee
RECOMMENDATION

SR 23-24-13 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: **History** Current Alpha Designator/Number: **HST/392**

Contact Person: **Montserrat Miller** Phone: **304-696-2739**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Food Markets and Modernity**

Alpha Designator/Number: **HST 392** Credit Hours: **3**

Term for which changes will be effective (Fill in with appropriate calendar year.):

Fall _____ Spring **2024** 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*): _____

_____

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: _(signature)_	Date: 9/12/2023
Registrar: _(signature)_	Date: 9/12/2023
College Dean: _(signature)_	Date: 9/12/2023
College Curriculum Chair: Jonathan Kozar	Date: 9/26/23
General Education Council Chair *: _____	Date: _____
University Curriculum Committee Chair: Jonathan Kozar	Date: 10/24/23
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: **HISTORY** _____ Current Alpha Designator/Number: **392** _____

Change in COURSE TITLE: _∧___Yes _____No   NOTE: If changing to Critical Thinking, you MUST reserve (CT) at the end of new title

From: **Food Markets and Modernity** _____

To: **Food and the City since 1800** _____ (Limited to 30 characters and spaces.)

Change in ALPHA DESIGNATOR: _____ Yes **X** _____ No

From: _____   To: _____

Change in COURSE NUMBER: _____ Yes **X** _____No

From: _____   To: _____

Change in GRADING MODE (Graded or Credit/No Credit): _____ Yes **X** _____No

From: _____   To: _____

Change in CREDIT HOURS: _____ Yes **X** _____ 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 **X** _____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 **X** _____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: **History**   Current Alpha Designator/Number: **392**

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

I am proposing to change the name of the course so that it is more intelligible to students. It has been called "Food Markets and Modernity" and I am proposing to change it to "Food and the City since 1800."

This course examines the social and cultural history of various types of urban food markets in Western Europe and the United States from the late eighteenth century to the present.

The problem is that the term 'modernity' can generate confusion in that in general parlance it is used to refer to the contemporary world. As an historical concept, however, it signifies the period of history since the French Revolution, as well as a set of conditions and circumstances of a political, social, cultural, and economic nature that resulted from industrialization.

"Food and the City since 1800" will clarify the nature of the course to students.

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: **History**   Current Alpha Designator/Number: **HST 431**

Contact Person: **Molly Mersmann**   Phone: **513-203-1488**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **America in the Gilded Age**

Alpha Designator/Number: **HST 431**   Credit Hours: **3**

Term for which changes will be effective (Fill in with appropriate calendar year.):

Fall _____ Spring **2024** 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: 9/11/2023
Registrar: _____ 540101	Date: 9/12/2023
College Dean: _____	Date: 9/12/2023
College Curriculum Chair: *Jonathan Kozar*	Date: 9/26/23
General Education Council Chair *: _____	Date: _____
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 10/24/23
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: **History**   Current Alpha Designator/Number: **HST 431**

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

From: _____

To: _____ (Limited to 30 characters and spaces.)

Change in ALPHA DESIGNATOR: _____ Yes X _____ No

From: _____   To: _____

Change in COURSE NUMBER: X _____ Yes _____ No

From: **431** _____   To: **331** _____

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

From: _____   To: _____

Change in CREDIT HOURS: _____ Yes X _____ 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 X _____ 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 X _____ 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: **History**   Current Alpha Designator/Number: **HST 431**

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

This is a part of a larger movement to create a distinction between 400 and 300 level courses within the History department. As this course features more lecture than seminar, it should be redesignated as a 300 level history course. Moreover, a 300 level course, rather than a 400 level course will encourage students from others departments to take history courses, broadening students' horizons and helping the department fill seats.

<h1 style="text-align:center; color:red;">ACADEMIC PLANNING COMMITTEE</h1>
<h1 style="text-align:center;">RECOMMENDATION</h1>

SR 23-24-14 APC

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

RATIONALE:

An Intent to Plan document proposing a Bachelor of Science in Political Science to be offered by the Department of Political Science in the College of Liberal Arts at Marshall University was approved by the Academic Planning Committee (APC). APC members believe that the new degree program will enhance the quality and diversity of education in political science at Marshall University and provide students with a valuable and marketable credential to prepare them for their careers and future endeavors.

The B.S. degree is designed for students who are interested in pursuing careers or graduate programs that require specialized skills and knowledge in quantitative literacy and research methods. The B.S. degree will provide students with a more rigorous and comprehensive curriculum that aligns with their specific career goals and prepares them for success in the job market, especially as consultants and in social science research. The B.S. degree in Political Science will benefit the students, the department, the college, and the university in several ways:

- It will attract and retain students who prefer a more scientific and quantitative approach to political science, potentially increasing enrollment and graduation rates.
- It will prepare students for a wider range of career opportunities and graduate programs in fields such as public policy, public administration, public health, data analysis, and research.
- It will enhance the reputation and visibility of the department and the college as providers of high-quality education in political science and related fields.
- It will foster a culture of scholarship and interdisciplinary cooperation in research by offering advanced research-based courses and opportunities for students to participate in research projects with faculty and other organizations.
- It will align with the university's strategic vision and the statewide master plan for higher education by providing access to higher education, promoting student success, and contributing to the economic development of the state.

The B.S. degree in Political Science will not require any additional resources or facilities, as it will utilize the existing faculty, courses, and infrastructure of the department that are already in place to support the existing Bachelor of Arts (B.A.) degree. The B.S. degree will replace some of the requirements for the College of Liberal Arts (CoLA) with a set of specific courses in political science and other disciplines that promote scientific, technological, and quantitative literacy. The foreign language requirement will be replaced by quantitative requirements, and the total number of hours required for the major will increase from 36 to 48. The B.S. degree in Political Science has been developed through extensive research and consultation with faculty, students, alumni, employers, peer institutions, and the Hanover Research Group. The proposal has been unanimously approved by the

<h1 style="color:red">ACADEMIC PLANNING COMMITTEE</h1>
RECOMMENDATION

entire faculty of the department, the undergraduate CoLA curriculum committee, and the Academic Planning Committee. The Dean of the College of Liberal Arts has also expressed support for the proposal. Therefore, we recommend that the faculty senate and the president of the university approve this Intent to plan for a B.S. degree in Political Science, effective Fall 2024.

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

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_____

C. Damien Arthur
Associate Professor and Chair
Department of Political Science
August 11, 2023

Dr. Stephen Tipler, Academic Planning Committee Chair
Academic Planning Committee

Subject: Intent to Plan a Bachelor of Science Degree in Political Science

Dear Committee:

I hope this letter finds you well. I am writing to formally express the Department of Political Science's intent to plan a Bachelor of Science (BS) degree program in Political Science. We believe that this proposed program will provide a valuable academic offering to our students and align with the University's goals and our department's strengths.

Enclosed with this letter, you will find both the completed Intent to Plan document and the required Hanover Report, which outlines the rationale and details of the proposed Bachelor of Science in Political Science program.

Students seeking a degree in Political Science need a wide range of quantitative and analytical methodology courses. The proposed BS program will emphasize a rigorous curriculum that combines traditional political science concepts with quantitative research methods, data analysis, and critical thinking skills. This approach will prepare our graduates for a diverse range of careers in government, public policy, data analysis, and more.

Our department is committed to offering a curriculum that provides students with a solid foundation in political theory, comparative politics, international relations, and research methods. The inclusion of data analysis, statistical modeling, and policy analysis courses will further enhance their analytical capabilities and employability.

We are excited about the potential impact of the proposed BS degree program on our students and the broader academic community. By offering this program, we aim to meet the growing
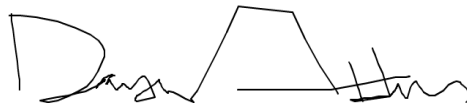
demand for graduates with strong analytical skills and a deep understanding of political dynamics.

We kindly request the Academic Planning Committee's support and guidance as we move forward with the planning process. We believe that your expertise and insights will be invaluable in ensuring the successful development and implementation of this program.

If you require any additional materials or information, please let me know. The best way to contact me is by email at arthur133@marshall.edu or phone at (304) 696-2764.

Thank you for taking the time to review this request.

Sincerely,

C. Damien Arthur, Ph.D.

Department Chair & MPA Director
Associate Professor of Public Administration & Policy

Intent to Plan

Marshall University
February 26, 2023
B.S. in Political Science
Effective Fall 2024

Summary: Political science majors and those considering the major desire a more comprehensive curriculum that prepares them for the job market with a focus on specific skills. However, current College of Liberal Arts (COLA) B.A. requirements make it difficult for students to fit these courses into their schedule while still graduating in four years. Additionally, the current B.A. requirements create obstacles for students to fulfill the prerequisite courses required for admission to various STEM-type professional programs such as public health and quantitative-heavy public policy graduate degrees. To address these issues, we propose offering a B.S. option for students who would benefit from a more specialized curriculum that aligns with specific career goals, exposing them to quantitative literacy and curricula in order to better prepare them for success. This is a common degree pathway offered by 40% of our peer institutions and would enable us to compete for new students in the market.

1.   Program Description

1.1 Program Mission: The proposed program aims to improve the education of Political Science students by providing more varied learning opportunities, which will better prepare them for graduate studies and careers in their field. It aligns with the University's mission by fostering critical thinking, creative problem-solving, and broadening perspectives within political science - all of which are fundamental aspects of a liberal arts education. Furthermore, the B.S option will increase the scientific rigor of the curriculum and impart students with a more comprehensive understanding of the subject through quantitative literacy and curricula, even though the College of Liberal Arts is not primarily focused on science.

The Political Science program fulfills the mission of the College of Liberal Arts by:

- providing courses that form the core of the undergraduate curriculum for all Marshall students so that they may think critically and imaginatively, communicate effectively, and understanding the dimensions of human experience, and
- providing specialized instruction for undergraduate and graduate students that enable them to develop intellectual and moral abilities so that they may live autonomous, sensitive, productive lives.

The Political Science program fulfills the mission of the University by:

- providing opportunities for students to use their knowledge, creativity, and critical thinking skills to make their communities better places in which to live;
- providing opportunities for students to examine critically the many issues facing society and, through the process of civil discourse, prepare themselves to become socially responsible individuals who contribute to the betterment of society.
- enabling students to appreciate and to cultivate diversity, and to value differences.
- educating a citizenry capable of living and working effectively in a global environment; and
- furthering the intellectual, artistic and cultural life of the community and region.

1.2   The B.S. in Political Science is designed for students interested in pursuing careers or graduate programs with specialized concentrations and a strong emphasis on quantitative literacy and research skills. A B.S. in Political Science is a degree that emphasizes statistical analysis, data interpretation, and research methods. Graduates with a B.S. in Political Science may pursue careers in research, data analysis, and polling, or may go on to further study in fields such as public policy or political science. A B.A. in Political Science is a liberal arts degree that provides a broad understanding of politics and government, as well as skills in critical thinking, communication, and research. Graduates with a B.A. in Political Science may pursue careers in government, non-profit organizations, advocacy, journalism, and education. Unlike the B.A. degree, the B.S. option offers additional degree requirements that align with skills-based program concentrations, such as public policy analysis, program evaluations, and

data analysis. In this new B.S. program, students will take a combination of specialized, concentrated courses from within the political science department as well as other classes across the college and university to fulfill their degree requirements.

Full Catalogue description

Political Science is a social science that deals with the study of systems of governance, political behavior, and political power. It examines how societies make decisions and how power is distributed, as well as the consequences of those decisions and distributions. Political Science seeks to understand the dynamics of politics and governance, and the impact they have on individuals and society as a whole by using various research methods and analytical frameworks to study the political systems, institutions, and behaviors of societies. We use quantitative methods such as statistical analysis, survey research, and game theory, as well as qualitative methods such as case studies, historical analysis, and theoretical arguments. Therefore, the Department of Political Science offers both a Bachelor of Arts and a Bachelor of Science to introduce students to program features that combine required core courses and electives that allow flexibility to tailor either the B.S. or the B.A. degree to individual interests and careers. The core curriculum includes courses in political theory, comparative politics, international relations, public policy and administration, and research methods and political data analysis. In both degrees, the Political Science curriculum has two objectives: first, to provide a basic understanding of the functioning of government in preparation for democratic citizenship and second, to give a specialized foundation to those planning to enter law school, government service (foreign service, public administration), teaching, research, data & policy analysis, public health, or business management.

BACHELOR OF SCIENCE in Political Science
Students pursuing a BS in Political Science are required to take 48 credit hours in their major, allocated the following ways:

Required:
There are 12 credit hours that are required of every student in the B.S. program.
PSC 104: American Government
PSC 105: Fundamentals of Politics
PSC 312: Research in Political Science
PSC 499: Capstone

Concentration:
15 credit hours in one of the following subfields: American, International/Comparative, Constitutional Democracy, Political Theory, or Public Administration/Public Policy.

Breadth of Scientific and Quantitative Literature: twelve credit hours from the following list of quantitative and scientific literature courses.

PSC 200: Models of Politics	ENG 354: Scientific & Technical (WI)
PSC 302: Public Policy Models	COMM 207: Bus & Prof Communication
ENG 204: Writing for the Workplace (WI)	COMM 316: Legal Communication

GEO 405: Political Geography
GEO 423: Cartography & GIS
GEO 426: Principles of GIS
GEO 427: Principles of GIS II
HST 310: History of Global Pandemics
HST 424: US Science & Technology
PSY 418: Psychology of Personnel
PSY 420: Intro to I-O Psychology
PSC 435: Psych of Conspiracy Theory
SOC 451: Science, Knowledge, and Tech
ACC 348: Federal Taxation
ACC 412: Governmental Accounting
CJ 223: Introduction to Legal Research
CJ 322: Criminal Law
DH 201: Digital Humanities
ECN 250: Principles of Microeconomics
ECN 253: Principles of Macroeconomics
MGT 320: Principles of Management
MTH 140: Applied Calculus
MTH 229: Calculus/Analytic Geom I (CT)

MTH 230: Calculus/Analytic Geom II (CT)
MTH 231: Calculus/Analytic Geom III (CT)
MTH 411: Mathematical Modeling
PHL 270: Intro to Formal Logic (CT)
PHL 304: Logic & Interpretation
PHL 353: Philosophy of Science
PH 101: Intro to Public Health
PH 270: Global Health (CT)
PH 285: Environmental Health
PH 305: Fdn & Form of PH Policy
PH 401: Fond & Frmulatn of PH Policy
PH 450: Urban and Rural Health
STA 345: Applied Prob and Stat
STA 413 Experimental Design
STA 420 Nonparametric Methods
STA 445: Probability & Statistics I
STA 412: Regression Analysis
STA 425: Sampling Designs & Estimation
STA 435: Statistical Data Mining

Electives: 9 credit hours in other PSC courses outside of concentration. Internship credits may be used for elective hours.

BACHELOR OF ARTS in Political Science
Students pursuing a BA in Political Science are required to take 36 credit hours in their major, allocated the following ways:

Depth of Knowledge: Three courses from your concentration subfield (9 credit hours)
The Department of Political Science believes that students should explore one area of Political Science in depth. Students must therefore pick ONE of the subfields listed below and take any THREE courses from it.

Breadth of Knowledge: One course from three additional subfields (9 credit hours)
The Department of Political Science also believes that students should also have a breadth of knowledge across different topics in Political Science. Thus, students must take at least ONE course in THREE subfields other than their concentration.

Major Electives (6 credit hours)
There are six credit hours left in the major after the requirements above are completed.

Marshall University offers two distinct undergraduate degrees in Political Science: the Bachelor of Arts (BA) and the Bachelor of Science (BS). While both degrees provide a comprehensive understanding of political science, they differ in credit hour requirements, core courses, and areas of focus. The BA program encompasses 36 credit hours, with a requirement for students to explore multiple subfields within political science. In contrast, the BS program comprises 48 credit hours, with a strong emphasis on scientific and quantitative literature courses. Each program offers a unique path to a political science education tailored to students' academic interests and career goals.

BA in Political Science

Category	Requirements
Required Core Courses	- PSC 104: American Government
	- PSC 202: State and Local Government
	- PSC 312: Research in Political Science
	- PSC 499: Capstone Experience
Depth of Knowledge	Three courses from your concentration subfield (9 credit hours)
	- Choose one of the subfields and take three courses from it.
Breadth of Knowledge	One course from three additional subfields (9 credit hours)
Major Electives	6 credit hours left in the major after completing requirements.
Total Credit Hours	36 credit hours in the major.

BS in Political Science

Category	Requirements
Required Core Courses	- PSC 104: American Government
	- PSC 105: Fundamentals of Politics
	- PSC 312: Research in Political Science
	- PSC 499: Capstone
Concentration	15 credit hours in one of the following subfields:
	- American National State and Local Politics
	- International and Comparative Politics
	- Constitutional Democracy
	- Political Theory
	- Public Administration & Policy
Breadth of Scientific and Quantitative Literature	Twelve credit hours from a list of quantitative and scientific literature courses. See the provided list for specific courses.
Electives	9 credit hours in other PSC courses outside of the concentration. Internship credits may be used for elective hours.
Total Credit Hours	48 credit hours in the major.

1.2.1 Program Learning Outcomes:

Programmatic Learning Outcome

Students will develop professional skills, cultivate a professional identity, and exemplify career readiness upon graduation.

- Introductory: develop a foundation of professional skills, including critical thinking, communication, and networking, as well as professionalism.
- Milestone: cultivate a professional identity by actively participating in professional development opportunities, networking events, and navigate the professional world with competence and integrity.

- Capstone: exemplify the knowledge and abilities necessary to succeed in their chosen careers and will have progressed from the acquisition of foundational knowledge and understanding to the development of higher-order thinking skills such as analysis, synthesis, and evaluation.
- Advanced: demonstrate advanced professional skills, including the ability to lead and mentor others, think critically and creatively, and adapt to changing circumstances.

Student Learning Outcomes

Outcome #1
Students will construct an evidenced-based argument or analysis about political phenomena, integrating appropriate knowledge, theory, practices, methodologies, and techniques.

Trait #1
Disciplinary Knowledge
- Introductory: Identify and define the practices, methodologies, theories, and techniques of Political Science
- Milestone: Analyze the practices, methodologies, theories, and techniques of Political Science.
- Capstone: Construct original arguments and/or proposals using the practices, methodologies, theories, and techniques of Political Science.
- Advanced: Construct innovative and compelling original arguments and/or proposals using the practices, methodologies, theories, and techniques of Political Science

Trait #2
Political Phenomena
- Introductory: Identify and define terms, concepts, and ideas related to the study of political phenomena.
- Milestone: Analyze, critique, and/or compare terms, concepts, and ideas related to the study of political phenomena
- Capstone: Apply terms, concepts, and ideas related to the study of political phenomena in the context of an original project.
- Advanced: Synthesize terms, concepts, and ideas related to the study of political phenomena in an innovative and compelling fashion.

Outcome #2:
Communicate effectively and persuasively in both written and oral forms to convey insights and arguments on political science to diverse audiences:

Trait #1: Effective Writing in Political Science:

• Introductory: complete simple writing tasks, such as short essays or summaries, that demonstrate an understanding of basic concepts in political science.
• Milestone: write longer and more complex essays, demonstrating an ability to synthesize and analyze information on political science and communicate these insights effectively in writing.
• Capstone: write high-quality research papers, demonstrating an ability to conduct independent research, synthesize information from a variety of sources, and communicate insights and arguments in a clear, organized, and persuasive manner.
• Advanced: produce writing that demonstrates mastery of the conventions of political science writing, including citation, bibliography, and critical analysis.

Trait #2: Effective Oral Communication in Political Science:
• Introductory: participate in basic discussions, making basic contributions to class discussions on political science topics.
• Milestone: give effective and well-organized oral arguments or presentations, demonstrating an ability to convey insights and point of views on political phenomena in an engaging and persuasive manner.
• Capstone: participate in debates or other public speaking activities, demonstrating an ability to defend, with evidence, their views on political phenomena in a public forum.
• Advanced: participate in complex discussions, demonstrating a deep understanding of the issues in political phenomena and an ability to convey insights and arguments effectively, even to challenging audiences.

1.2.2   Additional Program Outcomes: Completing the program will give students a greater level of preparedness for graduate schools that offer analytical programs and research-based careers than the traditional Bachelor of Arts option.

1.2.3   Admissions and Performance Standards: The Bachelor of Science in Political Science program is available to all students who meet the university's admission requirements. No separate application or performance standards are required for enrollment in the program, beyond those set by the university.

1.2.4   Program Requirements: This program replaces some of the requirements for the College of Liberal Arts (CoLA) with a set of specific, focused concentrations of courses in political science. The foreign language requirement has been eliminated, and the total number of hours required for the political science major has increased. Students must complete 48 hours in political science, including courses such as Political Science 104, 105, 312 (research), STA 150 and 150L, and 499 (Capstone Experience). Additionally, they must complete 15 credit hours in one political science subfield concentration, 12 credit hours from a list of chosen scientific and quantitative literature courses, and 9 credit hours of political science elective courses outside of their chosen concentration. It is recommended that students work with their advisor to choose courses that align with their future goals and promote scientific and quantitative literacy. The B.S. degree requires more political science courses than the B.A. degree, and the course path is different for B.S. students.

1.2.5 Program Delivery: The method of instruction will stay the same. Students will take courses that meet the outlined requirements. However, the Political Science Department plans to offer a fully online B.S. degree in the near future. The details have not be formalized, but the idea would be for the department to utilize its existing online courses in public administration to create a fully online B.S. degree in public administration.

2. Program Need and Justification: Describe the relationship of the program's learning outcomes to:

1) the outcomes of the Marshall University Baccalaureate Degree Profile.

1. Communication Fluency: The ability to compose written materials that are appropriate for both professional and lay audiences within the discipline of political science, as well as the ability to clearly articulate arguments to disciplinary and interdisciplinary audiences. This includes the ability to write clearly and persuasively, to effectively use appropriate language and terminology, and to communicate complex ideas in a way that is accessible to a wide range of audiences.
2. Creative Thinking: The capacity to identify a range of approaches to complex problems, evaluate perspectives, and apply classroom learning to real-world scenarios within the discipline of political science. This includes the ability to think outside the box, to consider multiple solutions to a problem, and to creatively apply knowledge to new situations.
3. Ethical and Civic Thinking: The ability to debate ethical decision-making and understand the application within the field of political science. This includes the ability to consider the moral implications of actions and decisions, to understand the role of civic responsibility in political science, and to discuss ways that are consistent with established ethical principles.
4. Information Literacy: The ability to locate, evaluate, and effectively utilize scholarly sources to acquire and disseminate knowledge within the discipline of political science. This includes the ability to find and use relevant and reliable sources of information, to critically evaluate the credibility of sources, and to effectively incorporate information into one's own research and writing.
5. Inquiry-Based Thinking: The ability to acquire key knowledge within the field of political science and utilize it to solve problems, as well as the ability to engage in statistical reasoning to support learning. This includes the ability to ask questions, to seek out answers, and to use evidence and data to support arguments.
6. Integrative Thinking: The ability to integrate knowledge from multiple sources and understand its implications beyond the classroom, as well as the ability to effectively communicate this knowledge through written work for the discipline of political science. This includes the ability to see connections between different areas of study and to effectively communicate the significance of those connections to others.
7. Intercultural Thinking: The ability to understand and consider cultural influences and connections within the field of political science. This includes the ability to

understand how cultural differences can impact political decisions and actions and to appreciate the value of diverse perspectives.

8. Metacognitive Thinking: The ability to identify, choose, and effectively employ a variety of methods and perspectives to solve problems and engage in learning within the field of political science. This includes the ability to reflect on one's own learning and thinking processes, to evaluate one's own understanding of a topic, and to adjust one's approach to learning as needed.

9. Quantitative Thinking: The ability to apply statistical reasoning to compare arguments, and to cite evidence to support knowledge within the field of political science. This includes the ability to analyze data, to make inferences from data, and to use quantitative evidence to support arguments."

2) Marshall's Strategic Vision, http://www.marshall.edu/president/strategic/:

Developing a Bachelor of Science in Political Science can aid in achieving the goal of "Rethinking Student Success" by offering students a distinctive and interdisciplinary method of studying political science. The Bachelor of Science degree can include elements such as data analysis, quantitative literacy, and other disciplines to provide students with a comprehensive and applicable education. This can better prepare students for a wider range of careers and opportunities within the careers that political science graduates secure, as well as give them the necessary skills to excel in a data-driven and technologically advanced society.

- Part I, Objective (2), Growing enrollment: The creation of a new Bachelor of Science degree in Political Science aligns with the objective of developing new programs that offer students education in fields that would support jobs in West Virginia. This degree program would provide students with a comprehensive education in the theory and practice of politics, government, and public policy, including science courses and quantitative literacy. This would enable students to pursue advanced degrees and professional programs in fields such as public health, energy and alternative energy management, and health care management. Graduates of the program would have the necessary knowledge and skills to excel in careers in government and its complex relationship with business industry, public service, interest and constituency advocacy, lobbying, political consulting, and various fields of the energy, environmental and healthcare industries. With the additional requirements of the bachelor of science degree courses, students will be exposed to the scientific and technical skills that are essential in making informed public policy decisions. Additionally, the quantitative literacy component will equip students with the ability to analyze and interpret data, a key skill required in many of these fields.
- Part II, Objective (1), Increase FTFT Freshmen Enrollment: A new Bachelor of Science degree in political science can attract students who are interested in the field and may not have previously considered the school as an option. It can also increase the visibility and reputation of the school, making it more attractive to prospective students, particularly the increase in scientific research and the effect it has on the school's R2 status. The school can market the new program to high school students, guidance counselors, and other potential stakeholders to increase

awareness of the program and the school, and also help the school diversify its student body and attract students from different backgrounds and interests. Moreover, having strong scientific and quantitative literacy in the curriculum is essential for acceptance into professional and graduate programs. Additionally, Marshall can leverage the new degree program to develop partnerships and collaborations with other organizations and institutions, which can further enhance the reputation and visibility of the school, and demonstrate a commitment to providing its students with a wide range of educational opportunities and staying current with the changing needs of the workforce and job market.

- Part III, Objective (1): The creation of a new Bachelor of Science degree in political science can significantly improve graduation rates by providing students with a carefully designed and well-structured curriculum that supports student retention.
  - o By designing a clear and focused curriculum that aligns with the specific requirements and objectives of the political science program, students will have a clear understanding of the expectations and goals of the program. This can help them stay on track and make informed decisions about their education and career goals. The curriculum is designed in a way that students are exposed to a range of topics and skills that are relevant to the field of political science and that help students develop a comprehensive understanding of the subject.
  - o This curriculum enables students will be able to progress through their studies more smoothly. The curriculum avoids courses that can often cause delays, roadblocks or even discourage students from continuing their studies. By eliminating these type of courses the school can help students to stay motivated and engaged in their studies, which can significantly increase their chances of graduating on time. Furthermore, a streamlined curriculum can help to reduce the number of course conflicts and schedule constraints, which can make it easier for students to progress through the program.

Overall, a well-designed curriculum can help students to stay motivated, engaged and on track to graduation, which ultimately leads to a higher graduation rate.

- Part V, Objective (2) and (3): Developing The creation of a new Bachelor of Science degree in political science can meet the objective of promoting a culture of scholarship and interdisciplinary cooperation in research by:
  - o Offering advanced research-based courses that involve hands-on experience and independent research projects, which can help students develop the skills and knowledge needed to conduct research in the field of political science.
  - o Encouraging collaboration among students by creating opportunities for them to work together on interdisciplinary research projects, which can help to foster a culture of cooperation and teamwork among students.
  - o Offering research grants and funding opportunities to students, which can help to support their research efforts and promote a culture of scholarship.

- o Offering a new degree program in political science, the school can attract students who are interested in the field and who have a strong academic background, which can help to increase the overall level of scholarship within the program.
- o Encouraging interdisciplinary cooperation in research, the school can help students develop a more comprehensive understanding of the field of political science and its connections to other disciplines, which can help to increase the level of scholarship within the program.
- o Offering financial support to students, or organizing workshops and seminars, the school can encourage students to conduct research, which in turn can promote interdisciplinary cooperation and a culture of scholarship.
- o Offering opportunities for students to present their research at conferences and other academic venues, the school can help students develop their presentation skills and increase the visibility of the school's research, which can also help promote a culture of scholarship.

3) To the statewide master plan, http://www.wvhepc.edu/master-plan-leading-the-way/

The creation of a Bachelor of Science degree in political science at Marshall University aligns with both the university's strategic vision and the statewide master plan for higher education in West Virginia. Both the university and the state aim to provide access to higher education for West Virginians and promote success through degree completion, leading to a lasting, positive impact on the state's economic future.

The new degree program provides students with a clear educational path in the field of political science and prepares them for success in the workforce. It offers specialized resources and opportunities for student participation in research projects and networking opportunities which can increase the chances of degree completion and improve employability after graduation. Additionally, the new degree plan can provide students access to industry-specific resources and opportunities by creating partnerships and collaborations with organizations and institutions in the field of political science, which can promote a culture of scholarship and interdisciplinary cooperation in research that can contribute to the economic development of the state.

For a more in-depth understanding of how the new degree program aligns with the university's goals, reviewers are encouraged to refer back to the detailed discussion of the alignment of the BS in political science with Marshall's strategic vision, particularly in the discussion of the following:

- Access: We offer the only fully online professional MPA program in the state of West Virginia. By offering a B.S. option, we can attract and recruit potential MPA students to complete their undergraduate degree here first. This will make us more competitive with other regional universities that offer the B.S. degree, and a more attractive alternative for transfer students who wish to complete their B.S. degree online at Marshall. With the addition of the B.S. option, we can provide students with a clear and comprehensive educational path to a

professional career in public administration, as we encourage them to continue their education at the graduate level.

- Success: The B.S. in political science at Marshall aims to improve retention rates by streamlining degree requirements and providing clear skill-building that prepares students for professional programs. By streamlining the degree requirements students will be able to progress through the program more efficiently and complete their degree in a timely manner. Lastly, the B.S. in political science program will provide students with a clear and comprehensive skill-building curriculum that prepares them for professional programs. This includes offering courses that are relevant to the field of study, research opportunities, and networking opportunities to students. By preparing students for their future careers, they will be more motivated to persist in their studies and complete their degree. Additionally, by providing clear and specific career guidance and support, students will have a better understanding of how their education can lead to a successful career, which can increase their sense of motivation and engagement.

- Impact: The creation of a Bachelor of Science degree in political science at Marshall University can significantly contribute to the increase of bachelor's degrees awarded in West Virginia. This is achieved by providing students with a comprehensive educational path that prepares them for success in the field of political science and in the workforce. The new program can attract a diverse group of students who are interested in pursuing a career in political science but may not have considered Marshall University as an option before. This can lead to a more vibrant and dynamic student community, which can also help to increase enrollment. Moreover, the university can use the new program to develop partnerships and collaborations with organizations and institutions in the field of political science, which can further enhance the reputation and visibility of the school and increase the number of students interested in pursuing a degree in political science in West Virginia. Additionally, by providing students with specialized resources and opportunities such as research projects and networking opportunities; it can increase the chances of degree completion and improve employability after graduation. It is worth noting that this topic is addressed in more detail in the section of the document regarding Marshall's strategic Vision.

2.1   Existing Programs: Offering both a B.A. and a B.S. in Political Science can attract a diverse group of students with varying career goals and increase enrollment in the department. While Concord University and Shepherd University offer similar options, no other HEPC state universities provide students the choice between a B.A. or B.S. degree. In an examination of the 20 HEPC peer institutions, 40 percent (8/20) offer a Bachelor of Science degree in Political Science, 3 set it at the college level (more science), 2 add one more science, one more political science course, 3 focus on substantive concentrations in the discipline. We believe, this new degree will allow us to offer a more attractive option for our major, college, and university ultimately increasing enrollment of all without costing us any additional resources. Moreover, it should increase our graduation rate as students should be able to finish with fewer credit hour

restrictions. The B.A. may appeal to those interested in some graduate studies or law, while the B.S. may be more suitable for those interested in working in the public sector or data analysis. Additionally, offering both degrees allow for flexibility in case a student's career aspirations change during their education. This level of choice and flexibility can make the department more attractive to prospective students.

2.2   Program Planning and Development: We have been working on a proposed Bachelors of Science in Political Science for a period of two years. The chair of the curriculum subcommittee has collected data on the requirements from institutions that offer the B.S. option. The proposal has been discussed and unanimously approved by the undergraduate curriculum subcommittee and the entire faculty in our department. Both the former and current department chairs have consulted with the Dean of the College of Liberal Arts on this proposal.

2.2.1   Clientele and Need: Many of our students plan to continue their education in graduate programs, with a majority aiming for law school, but others interested in fields such as public administration, public policy analysis, and public health. Some plan to pursue Ph.D. programs in areas like political science, public policy, public health, or public administration. However, we have noticed that more students are choosing B.S. degrees, which are more focused on scientific and quantitative literacy, as it is difficult to meet the requirements for both graduate and professional programs while completing the B.A. requirements for the College of Liberal Arts. We believe that our students will have a better chance of getting into these professional and research-oriented graduate programs in fields like public administration, political science, and public policy with a B.S. degree on their transcripts. Additionally, they may have been denied HSTA grants because our B.A. program is not considered a STEM program by the granting organization. By offering a B.S. option, it will be easier for students to meet science prerequisites while still pursuing their area of interest, which will lead to increased enrollment for our school and program, and also make our students more competitive in their graduate school applications.

According to a recent survey of our majors, 36% of respondents stated they would have likely chosen the B.S. option if it was offered when they started their studies. We believe this indicates that we may be losing potential students to other majors, and colleges, due to the foreign language requirements of the B.A. degree. Furthermore, there are cases where students are not choosing the College of Liberal Arts, despite it being their desired field of study, because of the language requirement. Based on this information, we believe the B.S. option would be highly desirable for both current and prospective students.

2.2.2   Employment Opportunities: According to the American Political Science Association, graduates with a Bachelor of Science in Political Science have a wide range of career opportunities available to them. Some popular career paths for political science graduates include roles in government, politics, law, public policy, and international relations.

In terms of specific job titles, political science graduates may find employment as:
- Policy analysts or advisers in government agencies or think-tanks
- Asset Protection Coordinator
- GPS Human Capital Consultant
- Legislative staff in state or federal government
- Campaign managers or political consultants

- Lobbyists or advocacy coordinators
- Political researchers, pollsters, and Research Coordinator
- Public relations or communications specialists
- Principal Editor for Global News Platform
- Director of Government Affairs
- Intelligence analysts or foreign service officers
- Non-profit managers or program coordinators

According to the National Association of Colleges and Employers, the average starting salary for political science majors is around $50,000 per year. A 2020 report by the National Science Board shows that the unemployment rate for recent political science graduates is low, at around 2%.
It's worth noting that while a B.S. in Political Science provides a strong foundation for these careers, additional education or experience may be required for some roles, such as a Masters degree in Public Administration or public health, and maybe a J.D. from a law school for roles as lawyers or advanced PH.D. degrees for roles as researchers.

We are unable to provide the current job outlook from the Bureau of Labor Statistics (BLS) for each specific job title, as the BLS does not offer it. However, we can provide some general information about job outlooks for related fields that are commonly pursued by political science graduates.

- According to the BLS, the job outlook for political scientists is expected to grow 5% from 2020 to 2030, which is about as fast as the average for all occupations. The median annual salary for political scientists is $126,830.
- The job outlook for public relations and fundraising managers is expected to grow 5% from 2020 to 2030, which is about as fast as the average for all occupations. The median annual salary for public relations and fundraising managers is $111,280
- The job outlook for lobbyists is expected to decline 3% from 2020 to 2030. The median annual salary for lobbyists is $128,530.
- The job outlook for market research analysts is expected to grow 20% from 2020 to 2030, much faster than the average for all occupations. The median annual salary for market research analysts is $71,570
- The job outlook for urban and regional planners is expected to grow 7% from 2020 to 2030, which is about as fast as the average for all occupations. The median annual salary for urban and regional planners is $76,830
- The job outlook for public administrators: According to the Bureau of Labor Statistics (BLS), employment of public administrators is projected to grow 5% from 2019 to 2029, about as fast as the average for all occupations. The demand for public administrators is likely to increase as federal, state, and local governments work to improve the delivery of services and address new and ongoing challenges. The median annual wage for public administrators was $95,020 in May 2020. The lowest 10 percent earned less than $57,810, and the highest 10 percent earned more than $159,320.
- The job outlook for managers: According to the BLS, employment of managers is projected to grow 4% from 2019 to 2029, about as fast as the average for all occupations. As organizations continue to expand and restructure, managers will be needed to plan, direct, and coordinate the activities of workers. The median annual wage for managers was $105,660 in May 2020. The lowest 10 percent earned less than $60,700, and the highest 10 percent earned more than $208,000.

Graduates with a Bachelor of Arts (B.A.) in Political Science tend to pursue careers in government, non-profit organizations, advocacy, journalism, and education, as the degree provides a broad understanding of politics and government, along with critical thinking, communication, and research skills. On the other hand, a Bachelor of Science (B.S.) in Political Science focuses more on statistical analysis, data interpretation, and research methods, preparing graduates for careers in research, data analysis, and polling, or further study in fields such as public policy or political science. Most students who opt for a B.S. degree aim for graduate school, particularly in science-related fields, while those seeking immediate employment after graduation are more likely to choose a B.A. The B.A. graduates may work as policy analysts, government relations specialists, or political campaign managers, while B.S. graduates may excel in data analysis, research, and policy evaluation. However, there is limited research available that differentiates between employment outcomes for B.A. and B.S. Political Science programs. The National Center for Education groups its statistics by field, not degree type.

It's important to note that the job outlook and salary can vary depending on the location, level of experience, and type of employer.

2.2.3   Program Impact: Introducing a B.S. option in Political Science is likely to attract and retain students who prefer a more quantitative curriculum, potentially leading to an increase in Political Science majors and an increase in enrollment in other liberal arts courses. We anticipate that many students will still choose the B.A. option. The B.S. program will be challenging and not suitable for everyone. Additionally, we expect that the B.S. program will prepare students better for graduate studies and thus increase enrollment in graduate programs across the campus. By offering a wide range of options, we do not anticipate any one department or course being overwhelmed with an excessive number of students.

2.2.4   Cooperative Arrangements: The new B.S. degree in Political Science program can be an excellent opportunity for students who are interested in pursuing a career in public administration. The program will be aligned with the current accelerated Masters of Public Administration (MPA) program, which will allow students to earn both the B.S. and MPA degrees in a shorter period of time. This cooperative arrangement can provide students with a solid foundation in both the theoretical and practical aspects of public administration, preparing them for leadership roles in the public sector. They will also have the opportunity to gain practical experience through internships and other experiential learning opportunities. This will give them a distinct advantage in the job market and provide them with a strong foundation to advance in their careers.

2.2.5   Alternatives to Program Development: We considered an alternative to a traditional B.S. program in political science that could be a series of concentrations across other colleges that include more math and science. We considered concentrations such as Political Communication, Econometrics, Political Messaging, GIS Systems, Political Geography, Political Analytics, Political Psychology. This approach would provide students with a more interdisciplinary and well-rounded education, as they would be exposed to a variety of subjects that are not typically included in political science programs. Additionally, this approach would

better prepare students for a wide range of career paths, including those in data analysis, policy analysis, and research. We ultimately decided against it because of the dependence on other departments and faculty.

One potential disadvantage of this approach is that it may cause students to prolong graduation to meet more stringent requirements. As students would need to take more classes from other colleges and departments, these classes may not be offered on a regular schedule, there are many prerequisite courses that need to be taken before students can matriculate into required courses, and this may cause scheduling conflicts and delay their graduation. Furthermore, other colleges and departments may not regularly offer these courses, making it difficult for students to complete the necessary requirements. We will, however, revisit this approach as the B.S. degree program gets established. We can partner with other departments more closely to ensure timely delivery and course rotations. This approach requires careful consideration and planning to ensure students can graduate in a timely manner and have access to the necessary coursework.

3.   Program Implementation and Projected Resource Requirements

3.1   Program Administration: The B.S. program in Political Science will continue to be overseen by the Chair of the Department, as is currently the case with the B.A. program. No changes to the administrative structure are planned.

3.2   Program Projections: See FORM 1; Our projections for the growth of the B.S. option in the political science department are based on the successful experience of other comparable departments within the College of Liberal Arts, particularly the psychology department. They saw an 8% increase in B.S. majors within the first year and a 17% increase in the second year after introducing the B.S. option. Given that the political science department has roughly one fourth the number of majors as psychology, we expect similar results. Additionally, our projections align with the percentage of current political science students surveyed who expressed interest in switching to a B.S. degree. We are confident these numbers will come to fruition. We did not use the geology department as a benchmark because the B.S. option has been offered for many years at Marshall, making it difficult to predict future growth based upon past enrollments. However, we believe that the political science department will experience similar success with the B.S. option, as the geology department has.

3.3   Faculty Instructional Requirements: At the onset, we do not anticipate requiring any extra faculty support for this program. However, if the political science department experiences significant growth, we may eventually need to bring on additional faculty members to support the department overall. These costs would be offset by the increase in enrollment, particularly if combined with the current growth in the MPA program.

3.4   Library Resources and Instructional Materials: We expect no need for extra library resources or instructional materials to support this program.

3.5   Support Service Requirements: We do not expect to need additional assistance for this program.

3.6   Facilities Requirements: We will not need additional space for this program.

3.7   Operating Resource Requirements: See FORM 2

3.8   Source of Operating Resources: We do not expect any necessary initial operating resources but may eventually need to support the costs of additional political science faculty if we experience the anticipated increase in enrollment over time.

Form 1
Five-Year Projection of Program Size

	First Year 2022	Second Year 2023	Third Year 2024	Fourth Year 2025	Fifth Year 2026
Number of _NEW_ Students Served through Course Offerings of the Program:					
Headcount	41	46	52	66	71
FTE					
Number of student credit hours generated by courses within the program (entire academic year):	246	276	312	396	426
Number of B.S. Majors:	8	13	19	25	30
Headcount					
FTE majors					
Number of student credit hours generated by majors in the program (entire academic year):	72	117	171	225	270
Number of degrees to be granted (annual total):			10	15	19

Form 2
Five-Year Projection of Total Operating Resource Requirements*

	First Year 2022	Second Year 2023	Third Year 2024	Fourth Year 2025	Fifth Year 2026
A. FTE Positions*					
1. Administrators	0	0	0	0	0
2. Full-time Faculty	.25	.25	.25	.50	.50
3. Adjunct Faculty	0	0	0	0	0
4. Graduate Assistants	0	0	0	0	0
5. Other Personnel	0	0	0	0	0
a. Clerical Workers	0	0	0	0	0
b. Professionals	0	0	0	0	0

Note: Include percentage of time of current personnel

*Since there are no additional political science courses that will be mandatory, the projected faculty workload consists solely of providing guidance and overseeing research opportunities.

B. Operating Costs (Appropriated Funds Only): No new positions are requested therefore no funds are allocated.

	First Year 2022	Second Year 2023	Third Year 2024	Fourth Year 2025	Fifth Year 2026
1. Personal Services:					
a. Administrators	0	0	0	0	0
b. Full-time Faculty	0	0	0	0	0
c. Adjunct Faculty	0	0	0	0	0
d. Graduate Assistants	0	0	0	0	0
e. Non-Academic Personnel:	0	0	0	0	0
Clerical Workers	0	0	0	0	0
Professionals	0	0	0	0	0
Total Salaries	0	0	0	0	0

Form 2 – Continued
Five-Year Projection of Total Operating Resource Requirements

	First Year 2022	Second Year 2023	Third Year 2024	Fourth Year 2025	Fifth Year 2026
2. Current Expenses	0	0	0	0	0
3. Repairs & Alterations	0	0	0	0	0
4. Equipment:	0	0	0	0	0
Educational Equip.	0	0	0	0	0
Library Books	0	0	0	0	0
5. Nonrecurring Expenses (specify)	0	0	0	0	0
Total Costs	0	0	0	0	0
C. Sources					
1. General Fund Appropriations	0	0	0	0	0

ACADEMIC PROGRAM ASSESSMENT

BS in Political Science
Prepared for Marshall University

May 2023

In the following report, Hanover assesses demand for BA and BS degree programs in Political Science specifically highlighting demand trends within the Marshall region (Virginia, West Virginia, Pennsylvania, Ohio, Maryland, and Kentucky). This report includes an examination of student and labor market demand, and an analysis of potential competitor programs.

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HR | HIGHER EDUCATION

EXECUTIVE SUMMARY

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

LAUNCH A BS IN POLITICAL SCIENCE IF CURRENT INSTITUTIONAL RESOURCES CAN SUPPORT ITS DEVELOPMENT

Bachelor's degree completions in political science show student demand is growing slight faster than average regionally and nationally, while contracting in the state. However, the total number of programs in this field has declined over the last five years. While conferral data do not distinguish bachelor of arts and bachelor of science programs, among benchmarked institutions (which offer both a BA and BS, but were not chosen for program size or growth) five out of eight had significantly higher growth rates than the political science average; only one was declining. Labor demand for political science-related occupations also demonstrates some growth, with projected employment growth of 2.9 percent in West Virginia, 9.9 percent in the region, and 9.8 percent nationally. However, these percentages are below the projected growth in other occupations across geographic levels. The bachelor's degree in political science appears to be an established program with mixed indicators for future success. The evidence suggests that a new program that offers a path for a more analytically based major without a language requirement is worth pursuing, as it might entice new students to the field, but only if current staffing and infrastructure can support its development.

DIFFERENTIATE THE NEW BS IN POLITICAL SCIENCE PROGRAM THROUGH MARKETING OF REQUIREMENTS, EXPERIENTIAL LEARNING OPPORTUNITIES, AND SPECIALIZATIONS

Competitive conditions are somewhat uncertain for a new bachelor of science in political science degree and will require differentiation in marketing to set the program apart from similar programs. Differentiators such as analytical course requirements, no second/foreign language component, experiential learning opportunities, and/or specializations should be leveraged to attract prospective students. Benchmarked programs highlighted internship opportunities and study away/abroad programs with both national and international destinations to extend learning. Offerings of this kind can be compelling to prospective students and help Marshall stand out among its competitors.

* Custom Marshall region includes VA, WV, PA, OH, MA, and KY

EXECUTIVE SUMMARY

KEY FINDINGS

Bachelor's degree conferrals in political science are growing slightly higher than average compared to all bachelor's degrees regionally and nationally. The regional annual average growth rate for 2017-2021 was 2.0 percent, compared to a baseline value of 0.2 percent for all bachelor's degrees. However, the growth rate for this degree in West Virginia was negative over this period.

The labor market for political science-related occupations has a mixed outlook. From 2021 to 2031, employment for related occupations in the custom Marshall region is projected to grow at 9.8 percent relative to 11.2 percent for other fields. At the national level, projected growth is 9.9 percent versus 5.3 percent for all other occupations.

Political science-related occupations can make salaries above $100,000. More than half (57 percent) of workers in this field work for the federal government. Political science majors are needed at political organizations, lobbying firms, non-profits, government entities, and corporations.

Over the last year, 600 employers in the region posted 1,658 job ads for occupations related to political science. The most common job titles were "full-time asset protection coordinator," "human capital consultant," and "research coordinator."

Overall, whether market conditions in the region will support a new political science bachelor of science program will largely depend on factors such as differentiation marketing, course requirements, and attractiveness of the program. A small five-year increase in *political science* bachelor's conferrals, a slight decline in the number of programs, and the inability to differentiate between bachelor of arts and bachelor of science degrees in the coding of student demand data offer a mixed picture of demand for this degree.

REGIONAL* BENCHMARK ANALYSIS

Comparison of political science bachelor's degree completions and relevant labor market to all completions and all occupations in the country

Labor Market Growth Rate, 2022-2032

Emerging Program	High Growth Program
	2%, 1.3%

0.2%
Regional Average, All Occupations

| Low Growth Program | Established Program |

0.2%
Regional Average, All Programs

Annualized Degree Completions Growth Rate, 2017-2021

FAST FACTS

1.7% — Growth rate of bachelor's conferrals in political science at the regional level.

9.8% — Projected labor growth at the regional level.

50% — Percentage of benchmarked political science bachelor of arts programs with a second/foreign language requirement.
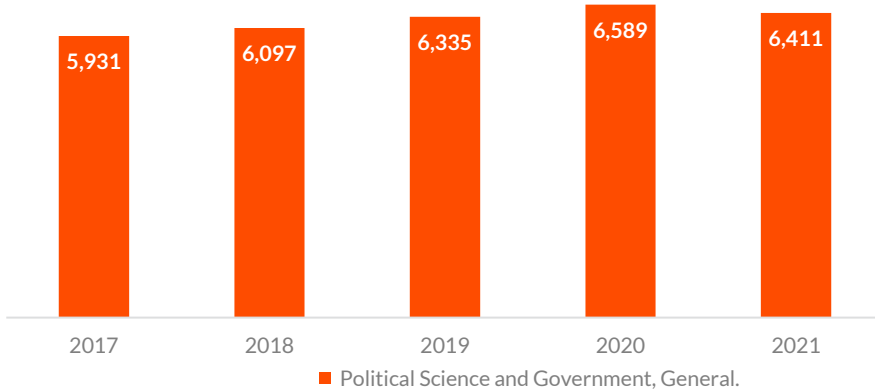
* Custom Marshall region includes VA, WV, PA, OH, MD, and KY

STUDENT DEMAND

STUDENT DEMAND ANALYSIS

MARSHALL REGION* DEGREE COMPLETIONS
Regional distribution of degree completions from 2017 to 2021

Year	Completions
2017	5,931
2018	6,097
2019	6,335
2020	6,589
2021	6,411

■ Political Science and Government, General.

ANALYSIS

The number of institutions offering bachelor's degrees in *political science* has declined slightly since 2017. As of 2021 (at the national level), 1,084 institutions offer a bachelor's degree in political science. This is down nine programs over a five-year period. Note that the data is not coded by bachelor of arts vs. bachelor of science; thus, these numbers represent both degrees.

Nationally, the number of *political science* bachelor's conferrals have increased slightly on an annual basis. From 2017 to 2021, national conferrals grew at an annualized rate of 3.1 percent. This is above the national average for all bachelor's programs. At the regional level, conferrals grew as well, but in West Virginia they declined.

TOTAL DEGREE COMPLETIONS
Aggregate degree completions by geographic level (2021)

	State	Marshall Region	National
Political Science and Government, General	235	6,411	42,513
Growth Rate, Observed Fields	**-2.8%**	**2.0%**	**3.1%**
Growth Rate, All Fields	**1.3%**	**1.7%**	**1.3%**

STATE, REGION, AND NATIONAL
Political Science bachelor's programs from 2017 to 2021

Year	State	Region	National
2017	13	214	1,093
2018	13	212	1,090
2019	13	219	1,096
2020	13	213	1,084
2021	12	212	1,084

━●━ State   ━●━ Region   ━●━ National

Source: IPEDS
* Custom Marshall region includes VA, WV, PA, OH, MD, and KY.

HR

HIGHER EDUCATION
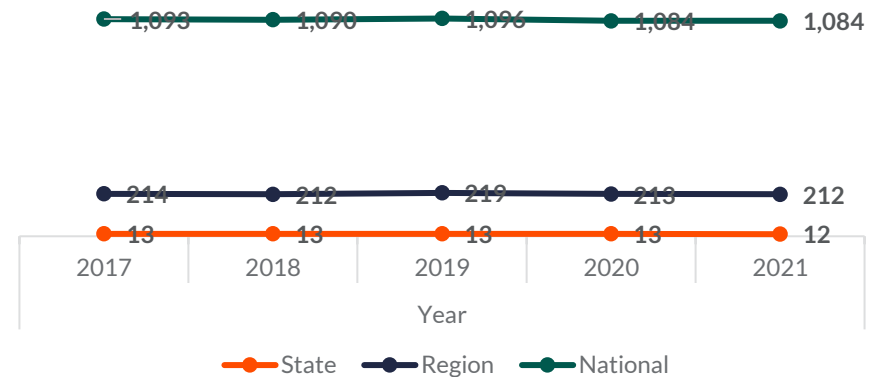
LABOR DEMAND

LABOR MARKET ANALYSIS

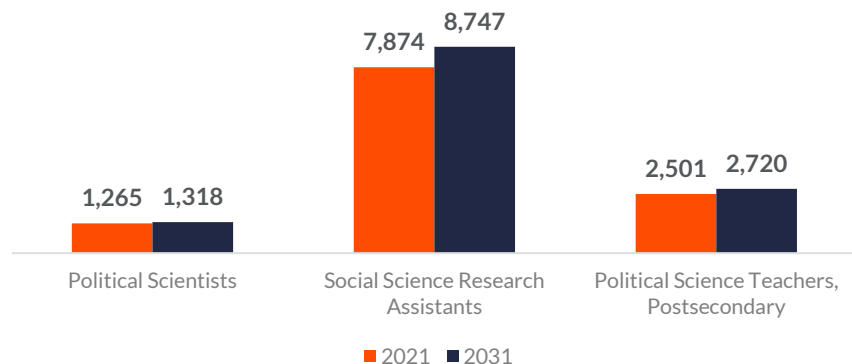## MARSHALL REGION CURRENT AND PROJECTED EMPLOYMENT

Regional bachelor's of political science-related positions as of 2021 and 2031 (projected)

Bar chart values:
- Political Scientists: 1,265 (2021), 1,318 (2031)
- Social Science Research Assistants: 7,874 (2021), 8,747 (2031)
- Political Science Teachers, Postsecondary: 2,501 (2021), 2,720 (2031)

■ 2021   ■ 2031

TOTAL LABOR MARKET

Aggregate projected employment growth by geographic level

	State	Marshall Region	National
Estimated Employment (2021)	1,819	11,640	59,700
Projected Employment (2031)	1,872	12,785	65,600
Total Annual Openings, Observed Occupations	**197**	**1,464**	**7,300**
Employment Growth, Observed Occupations	**2.9%**	**9.8%**	**9.9%**
Employment Growth, All Occupations	**6.8%**	**11.2%**	**5.3%**

Source: IPEDS
* Custom Marshall region includes VA, WV, PA, OH, MA, and KY.

ANALYSIS

Political science-related occupations are projected to increase in the labor market at all geographic levels. From 2021 to 2031, political science-related occupations are projected to see a 2.9 percent increase in employment in the state, which is below the state average of 6.8 percent for all occupations. Nationally, employment is growing at a rate of 9.9 percent in the field, compared to 5.3 percent for all occupations.

Social science research assistants **present the most promising career outcomes in terms of employment volume and growth.** By 2031, they are projected to have 8,747 annual job openings and see a 11.1 percent increase in employment in the region.

According to the Bureau of Labor Statistics (BLS), approximately 600 openings are projected for political scientists each year on average. Increased demand for public policy analysis is anticipated to support growth in this sector. Political scientists will be needed at political organizations, lobbying firms, labor unions, think tanks, and universities.

Political scientist **annual salaries average around $122,510 nationally,** according to the BLS. Fifty-seven percent of political scientists work for the federal government. Sixteen percent work in professional, scientific, and technical services, 12 percent work for religious, grantmaking, civic, and professional, and similar organizations. Five percent work in educational services and three percent are self-employed.

METHODOLOGY NOTE

Managers, All Other was eliminated from the analysis as it was deemed too broad of a category. The Secondary School Teachers category was also eliminated because it did not represent the intended category.

REAL-TIME JOB POSTINGS INTELLIGENCE

TOP POLITICAL SCIENCE-RELATED JOB TITLES
Regional* political science related positions by job title.

Job Title	Count
Full Time Asset Protection Coordinator	19
GPS Human Capital Consultant	15
Research Coordinator	13
Public Relations Senior Manager -…	13
Principal Editor for Global News Platform	13
Director of Government Affairs	12
Public Relations Manager -…	11

TOP CREDENTIALS AND SKILLS

Top Hard Skills	Top Soft Skills
▪ Microsoft Office ▪ Statistics ▪ Mathematics ▪ Data Analysis ▪ Presentation ▪ Bilingual ▪ Budgeting ▪ Government Relations ▪ Python	▪ Communication (verbal & written) ▪ Cooperative/Team Player ▪ Analytical ▪ Project Management ▪ Organization ▪ Detail Oriented/Meticulous ▪ Problem Solving ▪ Maintain Relationships ▪ Supervision/Management

Note: For this analysis, Hanover retrieved job postings data for political science-related positions in the custom Marshall region from JobsEQ, a proprietary database providing real-time job postings aggregated from thousands of websites. All data reflect the 365-day period as of May 2023.
Custom Marshall region includes VA, WV, PA, OH, MD, and KY.

ANALYSIS

In the last year, a total of **1,658 job ads** were posted by **600 employers** for political science-related occupations in the customized Marshall region*. The most common political science-related job titles are "full-time asset protection coordinator," "human capital consultant," and "research coordinator."

Jobs posted for political science majors require an array of hard and soft skills. The top two hard skills for political science-related job ads are "Microsoft Office" and "statistics." The top two soft skills were "communication" and "cooperative/team player." Employers are a blend of non-profits, corporations, and governmental organizations.

EXEMPLARY REGIONAL* JOB POSTINGS

Position	Employer	Location	Skills and Requirements
Administrator III (Policy & Research Analyst)	State of Maryland	Baltimore, MD	▪ Bachelor's degree in political science or related field ▪ 3+ years experience with research methods, policy development, public policy…
Research Analyst	SAIC	Arlington, MD	▪ Bachelor's degree ▪ Experience with STATA, R, or other statistical software ▪ Interest in government policy

TOP REGIONAL* EMPLOYERS

- Deloitte
- State of Maryland
- Elizabethtown College
- MAXIMUS
- SAIC
- Montgomery County
- ICF
- Erie Regional Chamber and Growth Partnership
- ICF International

HR

HIGHER EDUCATION
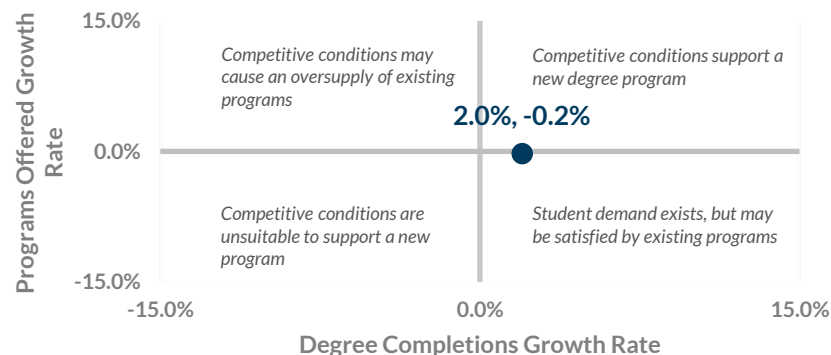
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COMPETITOR ANALYSIS

ANALYSIS

Whether market conditions in the region will support a new political science bachelor of science program is unclear. Taken together, the nominal five-year increase in *political science* bachelor's conferrals of 2.0 percent, a slight decline in programs, and a decline in conferrals within the state, do not provide unequivocal support for new program, but they also do not provide significant evidence to the contrary.

Overall, competitive conditions are uncertain in regard to an additional program and will likely depend on factors not measured in this analysis. These could include the ability of the department to sustain a new program with existing resources, marketing, course requirements, experiential learning opportunities, and/or specializations.

REGIONAL* MARKET SATURATION

Within the region do competitive conditions support an additional political science program?

Programs Offered Growth Rate

15.0%

Competitive conditions may cause an oversupply of existing programs

Competitive conditions support a new degree program

2.0%, -0.2%

0.0%

Competitive conditions are unsuitable to support a new program

Student demand exists, but may be satisfied by existing programs

-15.0%

-15.0%   0.0%   15.0%

Degree Completions Growth Rate

BENCHMARKED BACHELOR'S OF POLITICAL SCIENCE PROGRAMS

Institution	Location	Conferrals, 2021	CAGR, 2017-2021
Arizona State University	Tempe, AZ	393	2.6%
George Washington University	Washington, DC	321	4.5%
Clemson University	Clemson, SC	127	9.6%
Old Dominion University	Norfolk, VA	44	-7.5%
Utah State University	Salt Lake City, UT	52	8.2%
Ohio State University	Columbus, OH	253	0.1%
Appalachian State University	Boone, NC	113	12.3%
Pennsylvania State University	University Park, PA	245	7.1%

Source: IPEDS
* Custom Marshall region includes VA, WV, PA, OH, MA, and KY.

HR | HIGHER EDUCATION

PROGRAM TRENDS

PROGRAM TRENDS

ANALYSIS

Fifty percent of benchmarked programs offer a study away program. Appalachian State offers both national and international destinations including Raleigh, NC; Washington, DC; the Iowa caucuses; Cuba; and Jordan. More than half of the benchmarked programs offer internships to students to provide experiential learning opportunities. Three programs offer dual or accelerated programs wherein a student can earn a bachelor's and a master's degree in political science concurrently.

NOTABLE PROGRAMS AND FEATURES

STUDY AWAY
Arizona State University, George Washington University, Ohio State University, and Appalachian State University all offer Study Away/Study Abroad programs to their political science students.

INTERNSHIPS
Nearly 63 percent of benchmarked institutions offer internships to their political science students, including Arizona State University, Ohio State University, Old Dominion University, George Washington University, and Utah State University.

DUAL PROGRAMS
Programs wherein students can enroll in a dual bachelor's and master's program are offered by Appalachian State University, George Washington University, and Pennsylvania State University.

CONCENTRATIONS

Comparative Politics
(four programs)

American Politics
(three programs)

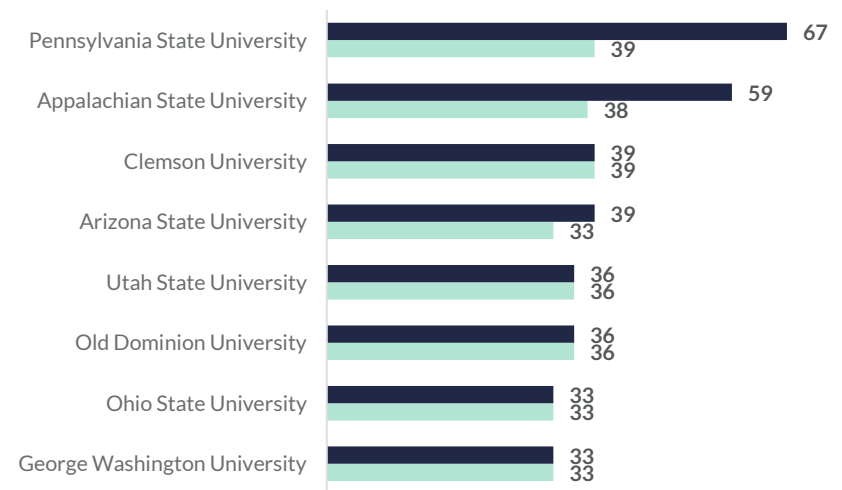**International Relations**
(three programs)

Political Theory
(three programs)

Democracy & Law
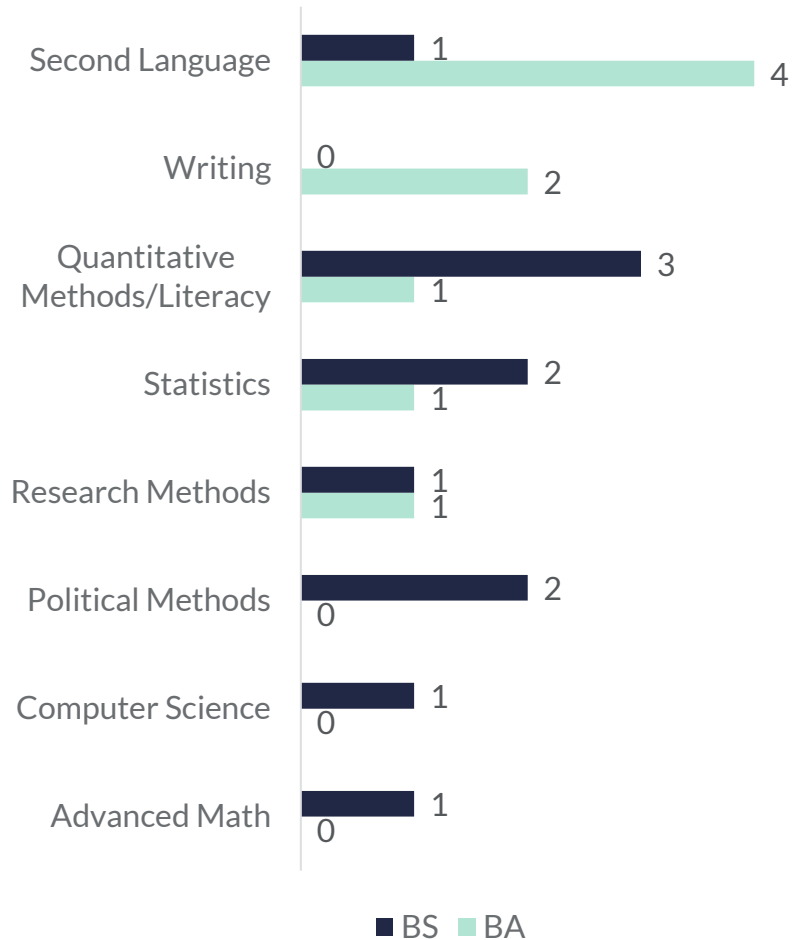*(two programs)*

Political Identities & Allegiances
(two programs)

CREDIT HOURS

University	BS	BA
Pennsylvania State University	67	39
Appalachian State University	59	38
Clemson University	39	39
Arizona State University	39	33
Utah State University	36	36
Old Dominion University	36	36
Ohio State University	33	33
George Washington University	33	33

■ BS ■ BA

PROGRAM TRENDS

COURSE REQUIREMENTS FOR BA VS. BS

Second Language — BS: 1, BA: 4
Writing — BS: 0, BA: 2
Quantitative Methods/Literacy — BS: 3, BA: 1
Statistics — BS: 2, BA: 1
Research Methods — BS: 1, BA: 1
Political Methods — BS: 2, BA: 0
Computer Science — BS: 1, BA: 0
Advanced Math — BS: 1, BA: 0

Legend: ■ BS ■ BA

EMPHASIS/HALLMARKS

Bachelor of Arts

- Theory
- Foreign/Second Language Requirement
- Communications
- Humanities
- Writing
- Political Systems
- Political Philosophies

Bachelor of Science

- Analytical Thinking
- Quantitative Skills
- Economics
- Research
- Data Analysis
- Social Science Methodology
- Statistics

BENCHMARKING TABLES

PROGRAM BENCHMARKING

Benchmarked programs are offered by institutions located throughout the nation. Institutions are primarily four-year public universities that offer both bachelor of arts and bachelor of science degrees in political science.

Institution/ Location	Program	Major Credit Hours	Concentrations	Requirements (e.g. stats, foreign language)	Emphasis	Notable Features
Arizona State University Tempe, AZ	BA, Political Science BS, Political Science	BA: 33 POS course credits BS: 39 POS course credits	BA: -- BS: --	BA: • Second language requirement • Computer/ Statistics/Quant Applications • Natural Science Quant or General BS: • No second language requirement • Natural Science Quant or General	BA: "The program aims to provide students with the tools and skills they need to **link theory with real-world problems and issues.**" BS: "The BS program in political science is useful for students who are looking for careers that require **analytical thinking and quantitative skills.**"	• Offers an online option • Accelerated program option to obtain a concurrent bachelor's and master's degree • Concurrent and 2nd bachelor's degree programs • Internships • Study abroad
George Washington University Washington, DC	BA, Political Science BS, Political Science	BA & BS: 33 course credit hours from core subject areas	BA & BS: • Comparative Politics • American Government & Politics • International Politics, Law & Organizations • Research Methods Political Thought	BA: -- BS: • An additional six courses in statistics, math, & computer science is required beyond the courses required for the BA.	BA: "**For those eager to expand their horizons with travel, on-the-ground research and professional experience**, the department offers study abroad and internship opportunities, which may be eligible for course credit." BS: An emphasis was not observed in the web content.	• Proseminars • Internships • Study abroad • Dual bachelor's and master's degree programs

Source: Institutional Websites (see embedded hyperlinks)

HR

HIGHER EDUCATION

PROGRAM BENCHMARKING

Institution/ Location	Program	Major Credit Hours	Concentrations	Requirements (e.g. stats, foreign language)	Emphasis	Notable Features
Clemson University Clemson, SC	BA, Political Science BS, Political Science	BA: 15 lower division and 24 upper division course credits BS: 18 lower division and 21 upper division course credits	BA: • A minor of student's choice BS: • American Politics • Global Politics • Political Economy • Public Policy • Public Administration	BA: -- BS: • Must take one upper-level American politics course and one global politics course • Students must take a quantitative methods course	BA: • "You will gain broad knowledge of the political science discipline, and your studies will **emphasize communication skills and the humanities.**" BS: • "If you have an aptitude for math or an interest in political economy, public administration, public policy or other **fields that require advanced quantitative skills**, the Bachelor of Science is the way to go."	• Students are encouraged to present at political science conferences • Political science faculty have authored or edited nearly four dozen books on political science topics • Each year, nearly 40 students participate in Model U.N. national conferences • Students must take micro and macro economics • Students complete a capstone in their senior year
Old Dominion Norfolk, VA	BA, Political Science BS, Political Science	BA: 36 core credit hours in POS plus an additional 24 elective hours in POS BS: 36 core credit hours in POS plus an additional 21 elective hours in POS	BA: -- BS: --	BA: • Research Methods • Second language study through the intermediate level BS: • Research Methods • Quant Methods • Elementary Statistics • Second language study through the intermediate level	BA: • "The B.A. emphasizes **complementary preparation in a foreign language through the intermediate level.**" BS: • "The B.S. emphasizes development of **quantitative research and data analysis skills.**"	• Pre-law advising available • Internship and practicum credit can be earned once junior status achieved • Online or in-person

Source: Institutional Websites (see embedded hyperlinks)

PROGRAM BENCHMARKING

Institution/ Location	Program	Major Credit Hours	Concentrations	Requirements (e.g. stats, foreign language)	Emphasis	Notable Features
Utah State University Salt Lake City, UT	BA, Political Science BS, Political Science	BA & BS: 36 course credit hours from core subject areas	BA & BS: • U.S. Government & Policy • International Relations • Comparative Politics • Political Theory	BA: • Second language study required in one or more foreign languages • Quantitative Literacy BS: • No second language requirement • Quantitative Literacy	BA & BS: • "As political science majors at USU, students will gain **theoretical and factual understanding of international and national governments, politics and political philosophies.** Through discussion-based classroom experiences and research experiences, students will be able to gain hands-on experience …."	• Internships in state and federal legislatures, regulatory agencies, lobbying firms, think tanks, corporations, and international organizations
Ohio State University Columbus, OH	BA, Political Science BS, Political Science	BA & BS: at least 33 semester hours in credit courses numbered 2000 or above; 24 of the 33 must be numbered at the 3000 level or higher	BA & BS: • Democracy & Law • Political identities & Allegiances • Political Economy & Development • Cooperation, Conflict, & Violence • Inequality & Justice • Political Leadership & Reform • Political Analysis • American Politics • Comparative Politics • International Relations • Political Theory	BA: • Major programs must include at least one course from each of four subfields including American Politics, Comparative Politics, International Relations, and Political Theory • One course each in Data Analysis, Advanced Writing, and Technology BS: • In addition to the requirements listed above, 9 additional credits in core political methods and 3 additional credits in specialized political methods	BA: • The BA degree program offers Political Science students a wide range of **opportunities to study the many dimensions of politics and government,** including elections and electoral behavior, legal and judicial politics… " BS: • "The Political Science Bachelor of Science degree program provides **rigorous training in social scientific methodology and equips students to study and produce empirical research about politics.** "	• Internships • Independents Study • Research • Study abroad

Source: Institutional Websites (see embedded hyperlinks)

PROGRAM BENCHMARKING

Institution/ Location	Program	Major Credit Hours	Concentrations	Requirements (e.g. stats, foreign language)	Emphasis	Notable Features
Appalachian State University Boone, NC	BA, Political Science BS, Political Science	BA: 38 course credit hours from major BS: 59 course credit hours from major	BA: -- BS: • American Politics • International & Comparative Politics • Pre-Professional Legal Studies • Public Administration	BA: • Second language study required in a foreign language • Writing in the Discipline course BS: • No second language requirement	BA: • "**Political Science majors are prepared for many careers in the private and public sector** – including business, law, government at all levels, journalism, political campaigns, interest groups and more." BS: • **Emphasis is on the concentration rather than the difference between the bachelor's of arts and the bachelor's of science**.	• Internships and participation in national, state, and local politics encouraged • Study-away courses with destinations including Raleigh, NC, DC, the Iowa caucuses, Cuba, and Jordan • Scholarships • Accelerated master's program opportunities
Pennsylvania State University University Park, PA	BA, Political Science BS, Political Science	BA: 39 course credit hours from major BS: 67-68 course credit hours from major	BA: -- BS: --	BA: • Must take one course minimum from four of five fields: Political Theory, Methodology, American Politics, Comparative Politics, and International Relations BS: • Quantitative Political Analysis • Political Research • Research Project • Independent Study	BA: • "**The Political Science major offers the student an opportunity to understand** not only **American federal, state, and local governments, but also the political systems of other nations** and the philosophies that underlie them." BS: • "In addition to broad coursework in political science, **students will complete courses in statistics and research design, advanced classes in social science methods and upper-level political science courses** that employ quantitative research skills in exploring substantive themes."	• Internships • TA-ships • Integrated Undergrad/Grad program for BA students

Source: Institutional Websites (see embedded hyperlinks)

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ACADEMIC PLANNING COMMITTEE
RECOMMENDATION

SR 23-24-15 APC

Recommends that the following undergraduate degree programs continue at their current level of activity.

- BA in Humanities
- BA in History
- BA in Sociology (includes Anthropology major)
- Bachelor of Fine Arts (BFA)
- BA in the Arts
- BS in Biological Science
- BS in Health Sciences
- Regent's Bachelor of Arts (RBA)

RATIONALE:

Each of these programs submitted a comprehensive five-year Program Review. Based upon careful evaluation of these reviews, the Academic Planning Committee voted to recommend that each continue at its current level of activity.

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____
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