

Marshall University Faculty Senate
Meeting Agenda
Thursday, April 23, 2026, 4:00 – 5:30pm
Don Morris Room (MSC)

1. Approval of Proposed Agenda
2. Approval of Minutes
3. Announcements – Chair
4. Recommendations/Resolutions
 - a) **SR25-26-25FPC**– Recommends Adoption of **MUBOG Fitness for Duty Policy**
 - b) **SR25-26-26BAPC**– Recommends Adoption of **Proposed UPAA on Student Appeals**
 - c) **SR25-26-27BAPC**– Recommends Revision to the **Undergraduate and Graduate Catalogs**
 - d) **SR 25-26-28 CC** – Recommends Approval of the **Listed Undergraduate Program Additions, Deletions, and/or Changes**: Sound Production Minor; Pre-Occupational Therapy AoE; Abdomen-Extended/OBGYN AoE; Applied Res in Hlth & Mvmt Sci Minor; Cyber Security AoE; Manufacturing Processes AoE; BFA Theatre; Perform, BFA Theatre Emphasis; Production; BA Music Industry; Music Management; BA General Business; BA Elementary Education; Art Education, Pre-K-Adult; Biological Science, 9-Adult; Chemistry, 9-Adult; English, 5-Adult; PE Health Wellness, Pre-K-Adult; Music Education, Pre-K-Adult; Mathematics, 5-Adult; Multi-Categorical, 5-Adult; Physics, 9-Adult; General Science, 5-Adult; Social Studies, 5-Adult; BSEE, Electrical/Computer Engr; BS Medical Laboratory Science; Community Health; Kinesiology; Kin, Pre-Physical Therapy; Kin, Pre-Med; Kin, Pre-Physician Assistant; Nutrition; BS Biological Science; Forensic Biology Emph. BSC Mjr; BA Biological Sciences Major; Ecology, Evol & Organismal Bio; Cell, Molecular & Medical Bio; Military Science Minor (MINU).
 - e) **SR 25-26-29 CC** – Recommends Approval of the **Listed Undergraduate Course Additions, Deletions, and/or Changes**: MUSP 350; MUSP 351; CI 340; EDF 202; EDF 204; HS 370; HS 470; GEO 230L; HST 393; BSC 492; UNI 100H; MUSP 126; MUSP 127; MUS 121; MUS 218; MUS 219; MUS 432; CI 248; CI 348; ENGR 201; EE 202; EE 210; EE 320; EE 330; EE 340; EE 360; EE 375; EE 380; EE 410; EE 420; GEO 230; PSY 420; BSC 491; MS 221.
 - f) **SR25-26-30AHC**– Recommends Approval of **Revised UPAA-9** (Course Evaluations)
5. Regular Reports
 - a) University President – Brad Smith (10 minutes)
 - b) Provost – Robert Bookwalter (10 minutes)
 - c) Board of Governors – Robin Riner (5 minutes)
 - d) Advisory Council of Faculty – Amine Oudghiri-Otmani (5 minutes)
 - e) Graduate Council – Richard Egleton (5 minutes)
 - f) Student Government Association – Connor Waller (5 minutes)
6. Standing Committee Liaison Reports
 - a) Government Affairs Committee – Marybeth Beller (4 minutes)
 - b) University Curriculum Committee – Tim Melvin (4 minutes)
 - c) Faculty Personnel Committee – Chair (4 minutes)
 - d) Research Committee – Philippe Georgel (4 minutes)
 - e) Student Conduct & Welfare Committee – Tony Viola (4 minutes)
 - f) Faculty Technology Committee – Nitin Puri (4 minutes)
7. Other Requests to Speak
8. Adjournment

Marshall University Faculty Senate
Meeting Minutes
Thursday, March 26, 2026, 4:00 – 5:30pm
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MEMBERS PRESENT: Sarah McDermott, Heather Stark, Leah Turley, Sandy York, Jamey Halleck, Uyi Lawani, Kevin Levine, Amanda Thompson-Abbott, Conrae Lucas-Adkins, Mike Huesmann, Feon Smith, Tanvir Chowdhury, Ross Salary, Simon Shim, Jodi Cottrell, Zach Garrett, Angela Graham, Shikeal Harris, Lisa Muto, Alysha Nichols, Marybeth Beller, Clinton Brown, Puspa Damai, Shoshannah Diehl, Megan Marshall, Boniface Noyongoyo, Daniel O'Malley, Shawn Schulenberg, Jana Tigchelar, Anthony Viola, Raid Al-Aqtash, Kelly Beatty, Rick Gage, Philippe Georgel, Sean McBride, Stephen Young, Jessica Buerck, Mindy Varney, Kari Mika-Lude, Kelli Johnson, Larry Sheret

MEMBERS ABSENT: Nathaniel Ramsey, Phil Vallejo, Margie Phillips, Jerry Dooley, Tim Melvin, Ammar Alzarrad, Suzanne Konz, Marianna Linz, Kyle Palmquist, Devon Wright, Nitin Puri, Tiffany Davis, Ruhul Amin.

EX-OFFICIO, VOTING/NON-VOTING MEMBERS PRESENT: Connor Waller
Amine Oudghiri-Otmani, Richard Egleton

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

PARLIAMENTARIAN: Zeli Rivas

SENATE STAFF: Hailey Bibbee

GUESTS: In person – Brad D. Smith, Mohammed Abdulrahman, Andrew Morelock, Karen McComas, Carl Mummert, Marcie Simms, Anna Mummert, R.B. Bookwalter, Kelly Bradley, Vicki P. Stroher, Maria Gindhart, Bruce Felder, Gerald Harrison, Jim Denvir, Kateryna Schay, Brandi Jacobs-Jones, Wesley Stites

Virtual: Mark Zanter, Brian Morgan, Sonja Cantrell-Johnson, William Billingsley, Matt Tidd, Susan Tusing, John Maher, Allison Carey, Jodie Penrod, Diane Palmieri, Ginny Painter, Caitlin Trombley, Monica Brooks, Shannon Miller-Mace

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

1. Approval of Proposed Agenda - approved
2. Approval of Minutes 2.19.26 - approved

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3. Announcements – Chair

1. Our Higher Learning Commission accreditation visit is scheduled for March 30–31. Please attend any relevant sessions if you are able.
2. I will give my annual address to the Marshall University Board of Governors during its April 8 meeting. The Board will also vote at that meeting on the proposed changes to promotion and tenure in MU BOG AA-6.
3. The Spring General Faculty Meeting will be held the following day, April 9, at 4:00 PM in the Joan C. Edwards Playhouse. The event will be livestreamed, but please attend in person, if possible, to hear the President’s semiannual address, celebrate faculty award winners, and recognize retirees.
4. We have one remaining scheduled Faculty Senate meeting this academic year. The next Executive Committee meeting is April 13 to prepare for the April 23 Faculty Senate meeting. All recommendations and resolutions are due to senate@marshall.edu by April 3. This will likely be a longer meeting, so please plan accordingly. Items currently slated for the agenda include:
 - a. The Faculty Personnel Committee is proposing a Faculty Fitness to Serve policy, establishing a clear and transparent process for cases where a faculty member’s ability to perform contractual duties is in question.
 - b. The BAPC and Graduate Council are jointly proposing a unified Appeals Policy to centralize all appeals processes. This will be accompanied by revisions to UPAA-4 (Academic Dishonesty).
 - c. The Ad Hoc Committee on Student Teaching Evaluations is proposing revisions to UPAA-9 (Course Evaluations).
 - d. A policy on Post-Tenure Review will not be considered at this time. We have asked Finance to model the budgetary impact; this will be taken up by next year’s Faculty Senate leadership.
5. Although this is our final scheduled meeting, state code requires that we remain in our roles through June 30, 2026, in case an emergency meeting is needed.
6. Academic units should be holding elections for the 2026–2028 Faculty Senate this month. Results are due to the Faculty Senate Office by Wednesday, April 1. Thank you to CAM and LCOB for already submitting results. Newly elected senators will meet for the first time on April 30 at 4:00 PM in the MSC Don Morris Room to select officers and the Executive Committee.

4. Recommendations/Resolutions

- a) **SR 25-26-19 FPC**– Recommends a **New BOG Rule on Faculty Conduct**. (Revised) - approved

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b) **SR 25-26-21 APC**– Resolves Following **Undergraduate Degree Programs Continue at Current Level**: BA Criminal Justice; BS Natural Resources and Recreation Management; BS Geology; Certificate Information Assurance. - approved

c) **SR 25-26-22 APC** – Resolves Following **Undergraduate Degree Programs Develop or Expand Due to Demand**: BS Environmental Science; BS Cyber Forensics & Security. - approved

d) **SR 25-26-23 UCC** – Recommends **Approval of Undergraduate Program Addition, Deletion, Change** in the following: Musical Theatre Minor; BA Theatre; Biomechanics; Biomec Pre-Physical Therapy; Biomec Pre-Med; Biomec PrePhysician Assistant; BS Biochemistry; BS Professional Pilot. - approved

e) **SR 25-26-24 UCC** – Recommends **Approval of Undergraduate Course Addition, Deletion, Change** in the following: ART 204; BUSN 150; BUSN 152; BUSN 154; BUSN 156; BUSN 158; BUSN 160; BUSN 162; BUSN 164; BUSN 166; BUSN 168; BUSN 170; BUSN 172; GEO 451; HST473; SCLA 475; AVSC 200;AVSC 205; AVSC 206;AVSC 210;AVSC 211; AVSC 215; AVSC 220; AVSC 222; AVSC 305; AVSC 328; AVSC 329; AVSC 330; AVSC 331; AVSC 335; AVSC 340; AVSC 341; AVSC 345; AVSC 375 AVSC 376; AVSC 380;MUSE 425;THE 370;CD 461; HS 435; NRE 111; UNI103; THE 270. - approved

5. Regular Reports

a) University President – Brad Smith (15 minutes)

President’s Report
March 2026

- Thank you, Mr. Chairman.
- Good afternoon, my friends.
- As I’ve shared in recent monthly reports, the external environment remains dynamic and unpredictable.
- Higher education is at the center of this vortex ...
- Across the country, universities are navigating shifting demographics, policy changes, financial pressures, and evolving expectations about the role of higher education in society.
- To quote Joan Chittister, “the purpose of leadership is not to make the present bearable. The purpose of leadership is to make the future possible.”
- It is moments like these when mission matters most.

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- What gives me confidence is we remain steadfast in our commitment to “inspire learning and creativity that ignites the mind, nurtures the spirit and fulfills the promise for a better future.”
 - Our faculty are laser focused and committed to teaching, scholarship and service.
 - Our staff are creating an environment of support and agility that advances our shared mission.
 - And our students are setting the example with their effort, their talent and their grit.
 - Together, we are a community grounded in purpose ...
 - A university that continues to move forward with clarity about who we are ...and what we stand for ...
 - They say character is revealed in times of adversity ... and I am proud of the character that is on display across our campus and our community!
- With that context, I want to focus my update today on three areas:
 - First, an update on the recent legislative session and what it means for Marshall University.
 - Second, a recap regarding our Women’s Swim & Dive Program and the revised path forward.
 - And finally, a brief update on the Listening Tour 2.0 that many of you have participated in ... and how that work will inform our upcoming strategy refresh.
- **Let me begin with the legislative session.**
 - The 60-day legislative session recently concluded, and it was an active one.
 - During the session, lawmakers introduced 2,777 bills, with 303 ultimately completing legislative action.
 - Of those, 57 bills directly related to higher education, and 9 were ultimately enacted into law.
 - Overall, I’m pleased to report that it was a very positive session for Marshall University, thanks to our amazing Government Relations team and the contributions of the entire campus community.
 - Starting with our base budget:
 - The lawmakers fully implemented the higher education funding formula and reversed the proposed 2 percent budget reduction that had initially been suggested.
 - In doing so, they also supported the Governor’s proposed 3 percent pay raise, which as a reminder, translates to a 1.6% for our university, given only 55% of our salary budget is funded through state allocations.

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- Overall, this is excellent news!
- Finance is actively working with the Budget Advisory Committee on the implications of these two developments, with more to be shared once we've presented to the BOG in April.

- Two areas I'll foreshadow now for this group:
 - This means our baseline budget will be the better of the two scenarios we had prepared for ... flat with the 5% reduction in supplies & other services to continue our efforts behind Save to Serve ...
 - In that budget, we will also pass through a pay increase that the Budget Advisory Committee has helped develop ...
 - Using a progressive scale, similar to the progressive tax brackets, with more dollars going to those on the lower end of the pay scale ...
 - We will complement the state pay increase with \$550,000 in Save-to-Serve dollars, so we can finally achieve and officially declare that all employees' pay will have been brought to market levels as committed by FY'27.

- In addition to these two budget elements:
 - The Legislature also approved \$30 million for a new School of Medicine building, matching the \$31.8M previously approved at a federal level through Senator Capito ...
 - This gets us 2/3 of the way to the needed funding goal for a new School of Medicine building ...
 - And represents a significant investment in healthcare education and workforce development in West Virginia.

 - Finally, Marshall secured:
 - A fourth year of funding for the WV Grant Resource Centers totaling \$500,000 ... split 50/50 with WVU ...
 - As well as \$1 million to establish the new West Virginia Collaboratory, designed to strengthen research collaboration across the state.

 - I want to thank the many faculty and staff members who contributed their expertise and perspective during this process.
 - Your engagement continues to play an important role in shaping policy for higher education in our state.

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- **Let me now transition to my second topic: Women’s Swim & Dive.**
 - As many of you know, this has been a challenging moment for our campus community ...
 - And especially for the young women who represent Marshall in that program.
 - The original recommendation regarding Swim & Dive was grounded in three realities that face intercollegiate athletics today:
 - Title IX participation proportionality,
 - The financial sustainability of athletics programs,
 - And the infrastructure investments required to support Division I swimming facilities.
 - Those realities remain.
 - However, during the process that followed the announcement, revised Title IX consultation indicated that eliminating a women’s program before adding new opportunities could potentially place the university outside the safe harbor framework of Title IX ...
 - Even when the long-term result would be an increase in participation opportunities for women.
 - This counsel was different than we had originally received ...
 - So, after vetting this new information, we heeded our own advice that “facts are friendly, even when they tell you what you don’t want to hear”.
 - With this new data, we pivoted ... and made the decision to retain the Swim & Dive program while continuing to expand opportunities for women and moving forward constructively for our student-athletes and our university.
 - Our goals remain the same ... what changed is the implementation plan to achieve those goals.
 - Leadership requires making difficult decisions.
 - But it also requires the humility to listen, reassess when new information emerges, and adjust course responsibly.
 - We’ve emerged wiser, capturing key lessons which we’ve shared with the Board of Governors and built into our processes moving forward.
 - Our focus now is on supporting our student-athletes and strengthening opportunities for women in Marshall Athletics.
- **Which takes me to my third and final topic, the listening tour that many of you have participated in over the past several weeks.**
 - First and foremost ... thank you.
 - We are nearing the halfway point of the scheduled 30 session Tour ...

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- And the conversations have been thoughtful, candid, and incredibly helpful.
 - It is another example of the deep commitment that our campus and our community have to the future of Marshall University.
 - As we complete the second half of the Listening Session Tour, we are complimenting this work with a deep dive into external trends ...

 - Most notably the impact and implications of AI on education, the workforce and society ...
 - In doing so, we've enlisted the partnership of Paul LeBlanc, the former President of Southern New Hampshire University who now works for the Gates Foundation.
 - Paul has successfully led transformation in higher education during key technology shifts ...
 - And has deeply researched and written an incredible book on the potential implications of AI, which I had the chance to review in manuscript form.
 - It is amazing.
 - We are purchasing copies for campus leaders across our shared governance structure to read once published ...
 - And I've invited Paul to co-facilitate several campus strategy workshops with me over the summer break.
 - The insights from our Listening Tour, combined with this external work and Paul's collaboration will directly feed into those strategy workshops ...
 - I will foreshadow now that these workshops will include the Chairs, the Deans, the heads of the Five Families and the campus AI Task Force ...
 - Who, alongside the Administration, and ultimately the Board of Governors ...
 - Will synthesize and prioritize the Listening Tour feedback and these external trends to refresh our Marshall For All, Marshall Forever plan-on-a-page ...
 - By end of summer, our goal is to have a revised draft to share with the campus community in the early Fall,
 - Providing an opportunity for the broader campus community to review and contribute additional input and edits as appropriate...
 - Leading to a final draft that will set the course for the next five years of our journey ...
 - A journey to be a gold standard 21st Century Prosperity Platform that accelerates individual success, innovative ideas and economic impact for the state and the nation!
 - We have a busy summer ahead ...
 - But the greatest leaps forward occur in times of disruption and reinvention ...
 - And we're seizing the moment at Marshall University!
- So, as I close today, I'll return to where I began.

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- Higher education is navigating a moment of significant change.
- But change does not have to mean uncertainty.
- At Marshall, I see something different.
- I see a campus community that is focused on its mission.
- A campus community that is willing to adapt and evolve ...
 - Our thinking ...
 - Our approach ...
 - And even our decisions when new data or new opportunities require us to ...
- To quote Charles Darwin:
 - “It is not the strongest of the species that survive,
 - Nor the most intelligent,
 - But the one most responsive to change.”
- Marshall University is not reacting ... we are responding ...
- Our work is not always easy ...
- But it is meaningful...
- And it is worth doing.
- Thank you for everything you do each day for our students and for this university.
- Marshall For All ... Marshall Forever!
- Go Herd.

b) Provost – Robert Bookwalter (15 minutes)

Provost Report

Faculty Senate Th Mar 26 4pm DMR

Spring 2026 Enrollment

Total enrollment for Spring 2026 is **12,327** - up 347 or 2.9%

FTTE is at 8712 - up 673 or 8%

1st time fulltime freshman enrollment is 79 - up 3 or 3.95%

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Online enrollment is at 1861 - up 275 or 17%

Graduate/Professional enrollment is at 3008, which is down 253 or 7.775%

First generation enrollment is at 5317 - down 244 or 4.4%

College enrollments show almost all colleges up in majors (from 2.5% to 11%)

Two colleges have a decline in majors - COEPD is down 4% and CECS is down 1.5%

Enrollment Funnel Fall 2026

The enrollment funnel for fall is promising

We have received over 9000 applications, which is a 12% increase year-to-date

Admits are up 31% and intent to enroll is up 4%

Our summer orientation registrations are down 18%

We are at about 1/3 of last year's final orientation numbers

I am grateful for the focused and dedicated work of the Enrollment Management team for continuing our pattern of growth and creating the promise of continued growth into next year.

That team, and the academic support and advising teams across Academic Affairs and in the colleges need our support to translate our strong application & admission numbers into strong orientation and enrollment numbers this summer.

Office of Assessment

The Office of Assessment will have training sessions and consultations in the coming weeks to help department chairs and faculty understand and learn the new assessment software.

Programs going through Program Review in 2026-2027 will have a virtual orientation session on April 10. [Psychology, Math, Chemistry, Physics, Education (Early, Elementary, & Secondary), Physical/Applied Science, Adult & Continuing Education, Leadership Studies, EdD. Counseling, School Psychology, MAT, EdS, Education MA].

Budgets

The BAC has been reviewing all budgets on a weekly basis with the aim of submitting the MU budget to the BoG for their April 8 meeting. Many of your questions about the FY2027 budget will be answered during and after that Board meeting.

COLA Dean Search

The COLA Dean search is underway. We have 3 finalists on campus this week and two next week. I encourage all interested folks to attend or livestream the campus presentations

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and complete the candidate feedback surveys to help us select the best next leader for the College of Liberal Arts.

The search website with candidate information and a link to the feedback survey is found at: <https://www.marshall.edu/cola-dean-search/>

The livestream can be accessed at <https://www.marshall.edu/livestream/>.

Campus 365 project

Plans for a Campus 365 initiative are being led by Robin Riner and Conrae Lucas-Atkins. The project aims to create processes for advancing initiatives that require input from 9-month employees throughout the year, rather than pausing or delaying those initiatives over the summer.

Dates & Events to Remember

- **Digital Accessibility Fix-a-Thon** tomorrow Fri 9-4:30 in DL 349, DL 138, and on Teams

The **HLC Accreditation Site Visit** is March 30 & 31

Monday, March 30

10:45–11:45 a.m. – Criterion 2: Transparency, Integrity & Academic Freedom **DL Atrium**

1:30–2:30 p.m. – Criterion 3: Teaching & Learning, Assessment **DL Atrium**

2:45–3:45 p.m. – Criterion 1: University Mission **DL 349**

2:45–3:45 p.m. – Open Session (**open topic**) **DL Atrium**

Tuesday, March 31

8:30–9:30 a.m. – Criterion 4: Planning & Governance **DL Atrium**

11:00 a.m.–12:00 p.m. – Open Session (**open topic**) **DL Atrium**

- **The Marshall Bound** event for accepted students is this Saturday; 10a-5p in WAEC
- The **MU Research Symposium** highlighting student research across all colleges on campus will take place Wednesday April 1
- The **MU General Faculty meeting** will be April 9; 4-5:30p
- The next **Green & White Days** will April 10 & 11
- The **Green/White game** and **Alumni Weekend** will be April 11
- And **Spring Commencement** – the best day of the year - will be May 9

Our purpose is to sustain an institution that will attract students; offer excellent programs help students grow their knowledge, understanding, and send them into their post-graduate lives to make positive contributions to their professions, their neighborhoods, their communities, and the culture at large.

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Our enrollment growth, our assessment of faculty and programs, our advising and student services, and our Career Education programs insure that we accomplish that purpose.

That happens because we have world class faculty who love teaching and learning, who are devoted to expanding knowledge and understanding, and who are committed to helping students become productive citizens, successful professionals, and just good humans.

Your teaching, advising, mentoring, and coaching are the foundation of Marshall's success. I look forward to celebrating another year of excellence in education for our students and for you.

Thank you all.

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

Next BOG meeting is April 8

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

Next ACF meeting is 4/24

e) Graduate Council – Richard Egleton (5 minutes)

1. Next meeting 3.27.26
2. We have reported on most of the Graduate Program reviews and will review the final 2 at the next meeting
3. We will be reviewing and voting on the appeals policy for students. We have worked together with the BAPC to ensure we have a consistent (where possible) policy. We have a number of faculty rotating off and we are awaiting the results for votes of new members from various colleges.

f) Student Government Association – Connor Waller (5 minutes)

1. Collected 2000 items and several hundred dollars and were able to have a pop-up food pantry. Still collecting donations.
2. Collecting period and menstruation products in collaboration with the Women's Center.
3. Working on spring fountain ceremony.
4. SGA elections being held week of 3.30.26.

6. Standing Committee Liaison Reports

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a) Academic Planning Committee – Daniel O’Malley (4 minutes)

The APC has not met since my last report.

b) Athletic Committee – Suzanne Konz (4 minutes) – no report

c) Budget & Academic Policy Committee – Jana Tigchelaar (4 minutes)

This report summarizes the activities and discussions of the Budget and Academic Policy Committee from the February 17 and March 14 2025 meetings.

One of the agenda items in both meetings was the **Attendance and Excused Absences Policy**, which this body voted on today, so I will keep my remarks minimal. The committee worked to review and correct inconsistencies between the Board of Governors policy and the student handbook/catalog regarding excused absences as well as to clarify the process in cases of inclement weather.

The AI academic policy item has been tabled for the remainder of the academic year. The committee is liaising with the task force and awaiting their input for the next academic year.

The committee discussed course withdrawal deadlines; Carl Mummert identified discrepancies between the catalog and Board of Governors policy on this matter. This remains an ongoing issue that will be revisited at a later date.

A grade appeal request for a hearing was denied. The committee noted that the appeal board performed their duties effectively.

The committee's final meeting of the academic year is scheduled for April 18, 2025.

(notes if needed)

Inclement Weather Policy

A proposal has been developed to empower groups to determine whether classes will continue during inclement weather, with the provision that absences must be excused under such circumstances.

Faculty Best Practices

Carl Mummert has developed best practices guidelines for faculty, which empower instructors to make decisions about class delivery or cancellation and to inform their department chairs about such decisions. This proposal passed at the March 14 meeting.

AI Academic Policy

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Course Withdrawal Deadlines

Carl continues to address discrepancies between the catalog and Board of Governors policy on this matter. This remains an ongoing issue that will be revisited at a later date.

New Business

Grade Appeal Board

A grade appeal request for a hearing was denied. The committee noted that the appeal board performed their duties effectively.

Next Steps

The modified attendance policies will be on the next Faculty Senate agenda, with broad support anticipated for these changes. The committee's final meeting of the academic year is scheduled for April 18, 2025.

d) Library Committee – Margie Phillips (4 minutes)

Next meeting is 5.31.26.

e) Faculty Development Committee – Chair/Liaison (4 minutes)

INCO application is due 4.1.26.

f) Physical Facilities & Planning Committee – Jamey Halleck (4 minutes)

The physical facilities and planning committee has not met since my last report. The next meeting date has yet to be determined.

7. Other Requests to Speak

8. Adjournment

The meeting was adjourned at 4:47 p.m.

Respectfully Submitted:

Kelli Johnson

Kelli Johnson, Recording Secretary, Faculty Senate

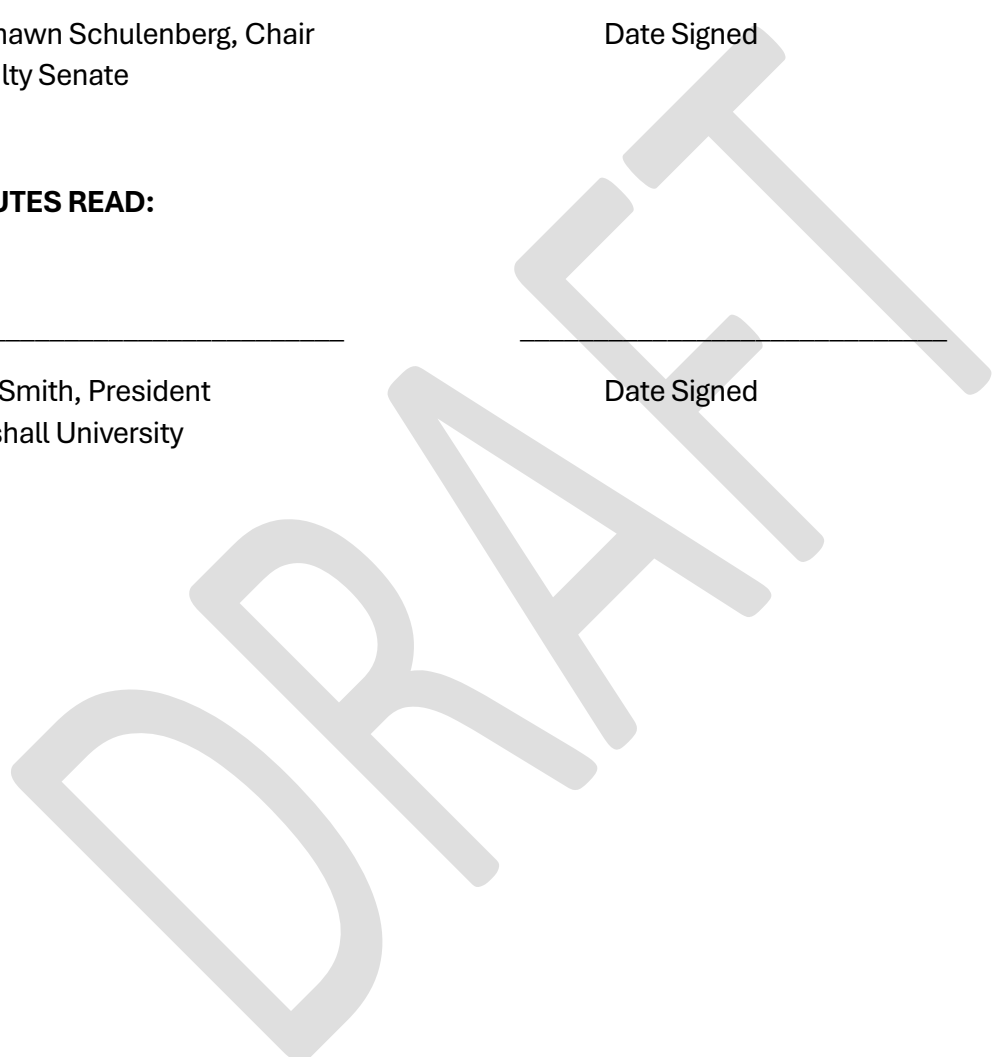
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MINUTES APPROVED BY FACULTY SENATE:

Dr. Shawn Schulenberg, Chair Faculty Senate	Date Signed
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MINUTES READ:

Brad Smith, President Marshall University	Date Signed
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Faculty Personnel Committee **RECOMMENDATION**

SR 25-26-25 FPC Recommends Adoption of New UPAA Faculty Fitness-for-Duty

Recommends adoption of a new University Policy (UPAA) on Faculty Fitness-for-Duty, which establishes a comprehensive, faculty-centered, and legally compliant framework for evaluating faculty members' ability to perform essential job functions safely and effectively when credible concerns regarding functional capacity arise.

This policy affirms the University's commitment to safety, faculty well-being, due process, and shared governance while maintaining a clear separation between functional capacity determinations and disciplinary proceedings.

RATIONALE:

Currently, Marshall University lacks a formalized, institution-wide framework for addressing situations in which a faculty member's ability to safely and effectively perform essential job functions may be in question due to potential impairment or functional limitations.

The proposed Faculty Fitness-for-Duty Policy is necessary to:

- Ensure compliance with applicable federal and state law, including the **Americans with Disabilities Act (ADA)**, **Family and Medical Leave Act (FMLA)**, and related privacy protections;
- Establish a **job-related and business necessity standard** grounded in objective, observable functional concerns rather than diagnostic assumptions;
- Provide a **structured, fair, and non-disciplinary process** for assessing functional capacity while preserving faculty dignity, privacy, and due process protections;
- Clearly **separate capacity determinations from misconduct procedures**, ensuring that disciplinary actions proceed only under the Faculty Conduct and Disciplinary Procedures Policy;
- Promote **least restrictive, proportionate institutional responses**, including reasonable accommodations and return-to-work planning where appropriate;
- Ensure **faculty governance oversight** through the Faculty Personnel Committee when fitness determinations may result in employment status actions comparable to serious sanctions;
- Protect against misuse of the process through explicit safeguards against **retaliation, politicization, and infringement on academic freedom.**

Adoption of this policy strengthens institutional consistency, reduces legal and operational risk, and aligns Marshall University with best practices in higher education by establishing a clear, transparent, and faculty-centered framework for addressing functional capacity concerns.

**Faculty Personnel Committee
RECOMMENDATION**

SR 25-26-25 FPC Recommends Adoption of New UPAA Faculty Fitness-for-Duty

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

MARSHALL UNIVERSITY ACADEMIC AFFAIRS POLICY
UPAA-XX FACULTY FITNESS FOR DUTY

SECTION I. PURPOSE

Marshall University is committed to maintaining a safe, productive, and healthy educational and work environment for all faculty, staff, students, and visitors. Faculty members play a critical role in the University's mission of teaching, research, and service.

To fulfill these responsibilities, faculty must be able to perform their essential job functions safely and effectively. This policy establishes a comprehensive, fair, and legally compliant framework for determining whether a faculty member is able to safely and effectively perform the essential functions of their faculty appointment when credible concerns arise regarding functional capacity.

This policy is designed to:

- Protect students, patients, colleagues, and institutional operations when safety or performance risks are present;
- Preserve faculty due process, privacy, and dignity;
- Ensure compliance with the Americans with Disabilities Act (ADA), the Family and Medical Leave Act (FMLA), FERPA, and other applicable law;
- Maintain clear separation between capacity determinations and disciplinary proceedings;
- Align procedurally with the Faculty Conduct and Disciplinary Procedures Policy while preserving faculty-led governance review for employment-status actions;
- The Fitness-for-Duty policy, outlined below, shall not be used as a first-line response to performance concerns. Immediate supervisors and Deans are expected to explore reasonable supervisory supports, collegial consultation, and voluntary accommodations before initiating a formal referral, except where objective evidence demonstrates imminent and serious risk to safety or operations.

A Fitness-for-Duty determination under this policy constitutes a workplace functional-capacity determination only and does not constitute a legal determination of disability status under federal, state, or retirement-system law. Eligibility for disability benefits, retirement disability, or other statutory benefits is governed exclusively by the applicable external benefit program and its independent standards.

Marshall University affirms its commitment to supporting faculty well-being and professional dignity. The Fitness-for-Duty policy is not intended to stigmatize health conditions or penalize temporary hardship. Rather, it exists to ensure that faculty are provided appropriate support, reasonable accommodations, and procedural protections when legitimate functional-capacity concerns arise. Formal referral is expected to occur only after good-faith efforts to resolve concerns through supportive and less restrictive means, unless immediate safety considerations require prompt intervention. Illustrative examples of impairment concerns are provided in Appendix A.

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SECTION II. SCOPE & AUTHORITY

Applicability

This policy applies to all individuals holding faculty appointments at Marshall University, including adjunct, tenured, tenure-track, clinical-track, teaching-track, librarian-track, and research-track faculty, including faculty with administrative appointments. Staff and administrative personnel (without faculty appointments) are governed by separate Human Resources policies and procedures.

A. Authority

This policy is issued under the Marshall University Board of Governors' policymaking authority and applicable local, state, and federal regulations and laws.

B. Relationship to Other Policies

This policy operates in coordination with:

- Faculty Conduct Rules and Policies (faculty misconduct);
- ADA accommodations and accessibility policies;
- Medical leave, Personal leave, FMLA, and disability-related policies;
- Rules and Policies governing Title IX, discrimination/harassment, research misconduct, IRB/IACUC compliance, HIPAA/FERPA, and workplace violence.

When another controlling rule, policy, or procedure governs fact-finding for the underlying conduct (e.g., Title IX; research misconduct), that controlling rule, policy, or procedure supersedes this policy for fact-finding. This policy governs fitness determinations and workplace capacity actions unless disciplinary sanctions are pursued, in which case the faculty misconduct rule governs discipline.

SECTION III. GUIDING PRINCIPLES

A. Non-Disciplinary Nature

Fitness-for-Duty (FFD) determinations are administrative capacity determinations and are not disciplinary findings.

All participants involved in the processes outlined below are expected to act in good faith. The Fitness-for-Duty policy shall not be used for strategic, retaliatory, reputational, or political purposes.

B. Job-Related and Business Necessity Standard

FFD evaluations shall be required only when job-related and consistent with business necessity, including where there is:

- Observable difficulty performing essential functions safely; and/or
- A credible, imminent, and serious safety or operational risk.

C. Confidentiality and Health-related Privacy

Health-related diagnoses and private health information remain confidential and are maintained separately from personnel files. Decision-makers shall receive only functional work-capacity information necessary to implement operational decisions and accommodation. Faculty self-disclosure of health information to any person(s)

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involved in this policy shall not be construed as waiver of this privacy.

D. Shared Governance

When a capacity determination may lead to an employment-status action equivalent to a serious or grave sanction (e.g., suspension, demotion, revocation of tenure, dismissal) (as outlined in the Faculty Misconduct Rule), the Faculty Senate's Faculty Personnel Committee review shall occur consistent with shared governance protections and will issue a formal recommendation in which they may concur with the employment action taken, disagree with the recommendation, or indicate that the recommendation should be reconsidered. The purpose of their review is to ensure oversight and that this policy is not being applied in abstract or problematic ways.

E. Separation from Misconduct

Where conduct potentially violates rules, policies, or procedures, misconduct procedures may proceed separately. Fitness determinations do not substitute for, nor pre-judge, misconduct proceedings.

F. Proportionality and Least Restrictive Measures

Interim measures and resulting actions should be the least restrictive option that adequately protects safety and operations.

G. Academic Freedom Protection

This policy shall not be used to address disagreement over academic content, pedagogical approach, governance participation, protected speech, or matters appropriately addressed through performance evaluation or misconduct procedures.

H. Anti-Weaponization

Fitness-for-Duty processes, outlined below, shall not be initiated in retaliation for protected activity, including participation in shared governance, grievance processes, whistleblowing, or protected speech.

SECTION IV. DEFINITIONS

Direct Threat: A significant risk of substantial harm to the health or safety of the faculty member or others that cannot be eliminated or reduced by reasonable accommodation, as defined under applicable federal disability law.

Effectiveness Determinations: Effectiveness determinations under this policy are limited to functional capacity concerns and do not replace or duplicate ordinary faculty performance evaluation processes.

Essential Functions: The fundamental duties of the faculty appointment, including instruction, supervision, clinical duties (if applicable), research obligations, service requirements, and professional responsibilities as defined by appointment letters, position descriptions, and institutional expectations.

Fitness for Duty: The ability to perform essential functions safely and effectively, with or without reasonable accommodation.

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Impairment Concern: Credible information indicating possible cognitive, physical, psychological, behavioral, or substance-related limitations that may impair safe or effective job performance.

Functional Capacity Determination: The evaluator's findings regarding the faculty member's work-related capacities, limitations, restrictions, anticipated duration, and any recommended workplace modifications or accommodations.

Independent Evaluator: A qualified professional (e.g., physician, psychologist, neuropsychologist, occupational medicine specialist) selected by the University to conduct an objective evaluation of functional capacity.

Interim Administrative Measure: A temporary, non-disciplinary action (typically with pay) used to protect safety, prevent disruption, or preserve process integrity while evaluation is pending.

ADA Interactive Process: The structured process coordinated by Human Resources to evaluate reasonable accommodation options in collaboration with the faculty member and Academic Affairs.

Safety: The ability to perform essential functions without posing a significant risk of substantial harm to the faculty member, students, patients, colleagues, or university operations, consistent with the "direct threat" standard under applicable disability law.

Effectiveness: The sustained ability to perform the essential functions of the faculty appointment at a minimally competent professional level as defined by the faculty member's appointment letter, position description, and institutional performance expectations. Effectiveness does not include subjective disagreement over pedagogy, academic viewpoint, governance participation, or protected speech.

SECTION V. ROLES & RESPONSIBILITIES

A. Department Chair/Director/Immediate Supervisor

- Identifies and documents observable job-performance or safety concerns.
- Consults with the Dean (or Head of that College or School), Academic Affairs, and Human Resources regarding whether concerns meet the threshold for an FFD referral.
- Implements local, non-disciplinary support as appropriate (e.g., schedule adjustments) until a formal referral is made.

B. Dean

- Reviews Chair, Director, or Immediate Supervisor documentation and determines whether to recommend an FFD review to the Provost.
- Ensures referral documentation is complete and focuses on observed functional concerns and essential functions, not health-related diagnoses.

C. Provost (or Designee)

- Authorizes Fitness-for-Duty evaluations and interim administrative measures.

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- Serves as the final institutional decision-maker regarding fitness status based on functional findings and ADA analysis.
- Refers matters to the Faculty Personnel Committee when an employment-status action comparable to a serious or grave sanction may result.

D. Human Resources (HR) – Compliance and Process Administration

HR serves in a compliance and administrative capacity only and does not exercise faculty sanction authority.

HR responsibilities include:

- Advising on ADA, FMLA, and employment-law compliance;
- Confirming the “job-related and consistent with business necessity” threshold;
- Coordinating evaluator procurement and logistics;
- Administering the ADA interactive process;
- Maintaining confidential medical records;
- Processing leave, benefits, and documentation.

E. University Faculty Senate’s Faculty Personnel Committee (FPC)

- a. Provides shared-governance review when a capacity determination may lead to employment-status actions comparable to serious sanctions.
- b. Reviews whether the institutional action is supported by the functional record, whether due process occurred, and whether the proposed action is proportionate and consistent with faculty-governance standards.

F. University Faculty Senate Executive Committee

- a. Serves as the faculty-level appellate body for governance review decisions when provided by institutional policies and consistent with applicable grievance procedures.

SECTION VI. THRESHOLD & ROUTING

A. Threshold for Referral

An FFD referral must be supported by objective, articulable facts demonstrating observable difficulty performing essential functions safely and effectively, or credible evidence of a direct threat.

“Credible evidence” means documented, specific, and verifiable information from identifiable sources describing observed behaviors or incidents. Anonymous complaints, uncorroborated hearsay, disagreement over academic judgment, or protected expressive activity shall not alone constitute sufficient basis for referral.

Disagreement with academic content, pedagogical strategies, grading standards, research conclusions, governance participation, or protected expressive activity shall not constitute evidence of functional impairment.

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B. Fitness vs. Misconduct Routing

1. If the primary concern is functional capacity (possible impairment), route to FFD.
2. If the primary concern is a policy violation unrelated to capacity, route to Misconduct.
3. If both are present, processes may proceed concurrently but independently.

C. Prohibition on Diagnostic Assumptions

Referral documentation must describe observed behaviors and essential-function impacts; it must not speculate about diagnoses.

D. Coordination and non-duplication

Where another controlling policy governs fact-finding (e.g., Title IX; research misconduct), that process controls investigative determinations. FFD may proceed to address capacity and safety pending or after fact-finding, but disciplinary sanctions must follow the misconduct policy when applicable.

E. Voluntary Self-Disclosure and Accommodation Requests

A faculty member's voluntary disclosure of health condition, functional limitation, or request for accommodation shall not, by itself, trigger a Fitness-for-Duty referral. Such disclosures shall ordinarily be addressed through the ADA interactive process coordinated by Human Resources or through other processes such as FMLA and/or other leave policies as applicable. However, a Fitness-for-Duty evaluation may be required following self-disclosure only when objective, job-related evidence indicates that the faculty member may be unable to perform essential functions safely and effectively, or when a direct threat concern exists that cannot be adequately assessed through the interactive accommodation process alone.

This policy does not penalize self-disclosure. Voluntary health disclosures are addressed through accommodation pathways. The Fitness-for-Duty process is reserved for situations where documented functional capacity concerns require independent assessment.

F. Initiation of Concern

Concerns regarding potential functional impairment may be raised by supervisors, faculty colleagues, students, staff, or other members of the university community. Concerns from individuals unaffiliated with the University (e.g., donors, legislators, parents) may be considered only if accompanied by documented, objective information.

All concerns must be routed to the Department Chair, Director, or Dean, who is responsible for determining whether documentation meets the threshold described in Section VI.A. of this policy. No Fitness-for-Duty referral may proceed without supervisory review and documentation.

SECTION VII. PROCEDURES & TIMELINES

All time periods are business days unless otherwise stated. Timelines are procedural goals and may be extended for good cause with written notice to the faculty member.

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Routing procedures are outlined in Appendix B of this policy.

Step 1 – Intake and Preliminary Assessment (≤ 5 days)

- Immediate Supervisor/Chair/Dean documents concern, observable behaviors indicating functional capacity limitations, dates, and essential-function impacts.
- HR consults for ADA/FMLA and business-necessity threshold review.
- Dean prepares referral recommendation for the Provost.

Step 2 – Authorization and Notice (≤ 5 days from referral)

- Provost issues written Notice of Fitness Review including:
 - Summary of observed concerns and essential functions implicated;
 - Statement that this is non-disciplinary;
 - Description of rights (representation/advisor; confidentiality; ability to submit information);
 - Interim measures (if any) and rationale.
- Evaluation scheduling and process description.

Step 3 – Faculty Response Window (≤ 15 days)

- Faculty member may submit:
 - Written response or contextual explanation;
 - Documentation relevant to functional capacity (optional);
 - Requests for interim measure modification;
 - Preferred accommodation ideas (if applicable).
- Extensions may be granted for good cause.
- If the faculty member agrees with the summary of observed concerns and incapacity, they may work directly with Academic Affairs and their immediate supervisor to resolve and/or accommodate the capacity concerns and determine a resolution that is in the best interest of the University and faculty member. Once a resolution is reached and agreed upon, no further procedural steps as outlined below will be executed.

Step 4 – Informed Consent

- Prior to conducting any evaluation, the University shall provide written notice describing:
 - The specific components of the evaluation;
 - The functional concerns to be assessed;
 - The essential functions implicated;
 - The faculty member's rights to review results;
 - The right to request a second opinion;
 - The voluntary nature of consent except as provided below.
- The University must obtain informed written consent prior to evaluation. Should the faculty member refuse consent, the processes outlined below may proceed, and the Provost may make a functional capacity determination based on observed behaviors.

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- Consent shall not be construed as agreement with interim measures or any future institutional determination.

Exception: Where documented behavior demonstrates an immediate and serious risk of substantial harm to self or others, and delay would materially increase risk, the University may require evaluation without prior consent to the extent permitted by law. The faculty member shall receive written notice of the basis for such action.

Step 5 – Independent Evaluation (target ≤ 15 days after response window)

- The University shall maintain a list of qualified, licensed health-care professionals with expertise relevant to functional capacity evaluations. Evaluators must be independent and may not:
 - Be current employees of Marshall University;
 - Hold adjunct, affiliate, or contractual appointments with the University;
 - Have a financial relationship with the University that could reasonably raise questions of impartiality;
 - Have prior involvement in the matter.
- The faculty member shall select the evaluator from the approved list.
- If the faculty member objects to all evaluators on the list for cause, the Provost and University Senate Faculty Personnel Committee Chair shall jointly select an alternative evaluator.

Step 6 – Review of Report and ADA Interactive Process (≤ 10 days)

- HR and Academic Affairs review functional findings.
- If restrictions are identified, HR initiates ADA interactive process, including:
 - Identification of reasonable accommodations;
 - Consideration of modified duties or reassignment where appropriate;
 - Determination of whether accommodations enable performance of essential functions.

Step 7 – Institutional Fitness Determination (≤ 10 days after Step 5)

- Provost issues written Fitness Determination:
 - Fit for full duty; or
 - Fit with restrictions/accommodations; or
 - Temporarily unfit (leave/modified duties); or
 - Permanently unable to perform essential functions.

Step 8 – Governance Review Trigger (as needed)

- If the Provost determines that an employment-status action may be required (e.g., suspension, demotion, tenure action, dismissal), the matter is referred to the FPC for shared governance review prior to final action.

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SECTION VIII. INTERIM ADMINISTRATIVE MEASURES

A. Standard

Interim measures may be imposed only when continued performance of duties presents an immediate and serious risk to the safety of the campus community or the faculty member, or university operations, or would seriously impede the integrity of the evaluation process. Interim measures under this section shall not constitute disciplinary sanctions and shall not include unpaid suspension absent independent authority under applicable leave policies or faculty conduct policies and procedures.

B. Types of Interim Measures

- Temporary removal from teaching/clinical/lab duties (with pay);
- Reassignment to alternative duties;
- Restricted access to specific sites or systems as necessary;
- Administrative leave with pay.

C. Review of Interim Measures

Within five (5) business days of implementation, the Provost (or designee) shall review interim measures in consultation with HR and the Dean and shall affirm, modify, or lift the measure in writing.

SECTION IX. EVALUATION STANDARDS & CONTENTS

A. Scope

Evaluations shall be limited to the functional capacity necessary to assess whether the faculty member can perform essential functions safely and effectively.

B. Required Contents of Functional Capacity Determination

The evaluator's report shall address, as applicable:

- Functional capacities and limitations related to essential functions;
- Work restrictions (if any) and anticipated duration;
- Recommended workplace modifications or accommodations;
- Whether a "direct threat" safety risk exists absent restrictions;
- Return-to-work conditions and follow-up evaluation timelines (if needed).

C. University Decision Authority

The evaluator provides functional findings; the University makes the final institutional fitness determination.

SECTION X. ADA ACCOMMODATION AND RETURN-TO-WORK

A. ADA Interactive Process

When limitations are identified, HR shall coordinate an ADA interactive process with the faculty member and Academic Affairs to identify reasonable accommodations.

B. Accommodation Outcomes

Accommodations may include (non-exhaustive):

- Modified teaching modality or schedule;

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- Temporary workload adjustments;
- Adjusted clinical assignments;
- Remote work components where feasible;
- Assistive technology or support services;
- Temporary reassignment of non-essential tasks.

C. Return-to-Work Certification

When a faculty member has been placed on leave or removed from duties, return-to-work certification may be required from the evaluator or a treating provider, limited to functional capacity and restrictions.

D. Follow-Up Reviews

Where temporary restrictions are imposed, the University may require follow-up functional reviews at reasonable intervals.

SECTION XI. DISPUTE AND SECOND-OPINION PROCEDURES

A. Request for Second Evaluation

Within ten (10) business days of receipt of the functional report, a faculty member may request a second independent evaluation.

The faculty member may select the second evaluator from the approved list or propose an alternative qualified evaluator subject to mutual agreement.

If the first and second evaluations materially conflict, a third evaluator shall be jointly selected by the Provost (or designee) and the University Faculty Senate Faculty Personnel Committee Chair. The third evaluation shall address only disputed functional findings.

B. Cost

The University will bear the cost of evaluations it requires. If a faculty member elects to obtain additional independent evaluations beyond those described above, the faculty member bears that cost unless otherwise required by law or agreement.

SECTION XII. INTERACTION WITH MISCONDUCT PROCEEDINGS

A. Concurrent Processes

When conduct may involve policy violations, the University may pursue the misconduct process concurrently with FFD. Neither process pre-judges the other.

B. Use of Information

Health-related information obtained through the Fitness-for-Duty process shall not be introduced into misconduct proceedings except in functional, non-diagnostic terms strictly necessary to implement interim safety measures or accommodations, and only in compliance with applicable confidentiality law.

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C. Discipline Requires Misconduct Procedures

Any disciplinary sanction (reprimand, pay reduction, suspension without pay, demotion, tenure revocation, dismissal for cause) must proceed under the Faculty Conduct and Disciplinary Procedures Policy, including faculty governance hearing protections.

SECTION XIII. GOVERNANCE REVIEW, APPEALS, AND GRIEVANCE ROUTING

A. Governance Review Trigger

If the institutional fitness determination may lead to an employment-status action equivalent to a serious sanction (e.g., suspension, demotion, revocation of tenure, dismissal as defined in the Faculty Misconduct Rule), the matter shall be referred to the Faculty Senate's Faculty Personnel Committee for review prior to final action. The University Faculty Senate's Faculty Personnel Committee does not re-determine capacity but reviews the proportionality and procedural integrity of proposed employment-status actions resulting from the fitness determination.

B. Scope of FPC Review

The FPC review focuses on whether:

- The functional record supports the institutional determination;
- Procedures and timelines provided adequate due process;
- Proposed institutional action is proportionate and consistent with faculty governance standards;
- Reasonable accommodation was appropriately considered.

C. Appeals and Grievance

A faculty member may seek review through applicable faculty grievance procedures for employment-status actions, consistent with governing rules, policies, procedures, and West Virginia law. Nothing in this policy limits rights under external law.

SECTION XIV. CONFIDENTIALITY, RECORDS, AND RETENTION

A. Confidential Health-related Files

Human Resources shall maintain evaluation and health-related documentation as confidential health-related records separate from personnel files for legitimate institutional needs. "Legitimate institutional need" means access required to implement accommodations, ensure operational safety, comply with legal obligations, or carry out responsibilities under this policy. It does not include general supervisory curiosity, reputational concerns, or unrelated employment decision-making. The records must be available to the faculty member upon request.

B. Limited Disclosure

Decision-makers and supervisors receive only the minimum functional information necessary to implement restrictions, accommodations, or operational changes.

C. Retention

Records shall be retained consistent with institutional record retention requirements

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and applicable law.

SECTION XV. NON-RETALIATION

Marshall University prohibits retaliation against any person who makes a good-faith report of impairment concerns, participates in the FFD process, or requests reasonable accommodation. Retaliation concerns may be routed under the misconduct policy when appropriate.

SECTION XVI. TRAINING & IMPLEMENTATION

Annual training on this policy is required for:

- Immediate Supervisors/Department Chairs/Directors
- Deans/Associate Deans
- Provost leadership, designees, HR staff administering ADA/FMLA
- FPC members and relevant Faculty Senate Leadership

Training includes:

- Business-necessity threshold and documentation
- Confidentiality and records handling
- ADA interactive process coordination
- Interim measures and least restrictive practice
- Coordination with misconduct procedures

SECTION XVII. REVIEW & REVISION

This policy will be reviewed at least every five (5) years by the University Faculty Senate's Faculty Personnel Committee, Faculty Senate, Academic Affairs, and Human Resources to ensure alignment with law, best practice, and institutional needs.

SECTION XVIII. CONFLICTS OF INTEREST AND IMPARTIALITY

All individuals participating in the administration, evaluation coordination, accommodation determination, governance review, or appeal processes under this policy must be impartial and free from actual or perceived conflicts of interest. Routine supervisory involvement in documenting observed concerns does not, by itself, constitute a conflict of interest. However, any administrator who is a direct complainant or whose impartiality could reasonably be questioned must recuse from decision-making stages beyond initial documentation.

A conflict requiring recusal exists when an individual has:

- A familial, domestic, or close personal relationship with the faculty member or reporting party;
- A supervisory or evaluative relationship that would reasonably call impartiality into question;
- Prior involvement in investigative or disciplinary proceedings concerning the same

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matter;

- A financial or professional interest in the outcome.

Any party may raise a written request for recusal for cause. The Provost (or designee) shall rule on administrative recusal requests. Governance-review recusals shall be determined under Faculty Personnel Committee procedures.

SECTION XIX. RECORDS, REPORTING, AND EXPUNGEMENT

Human Resources and Academic Affairs shall maintain official records of Fitness-for-Duty referrals, evaluations, determinations, and accommodation outcomes consistent with institutional confidentiality requirements and applicable law.

A. Confidential Health-related Records

All health-related and evaluation documentation obtained through the Fitness-for-Duty process shall be maintained by Human Resources as confidential health-related records separate from personnel files and accessible only to individuals with a legitimate institutional need consistent with law and institutional policy.

B. Administrative Documentation

Operational determinations, accommodation implementation records, governance-review determinations, and other non-health-related administrative documentation generated through this process shall be retained in institutional administrative files with access restricted to authorized officials with a legitimate institutional need. Nothing in this section limits the University's authority to maintain independently created documentation of job performance, conduct, or operational matters in personnel or evaluation records in accordance with applicable institutional record-retention requirements.

C. Annual Anonymized Reporting

An anonymized annual summary of the number of Fitness-for-Duty referrals, evaluation outcomes, accommodation determinations, and average resolution timelines shall be provided to the Faculty Personnel Committee for oversight and policy-review purposes. Reports shall contain no personally identifying information.

D. Expungement of Non-Substantiated Capacity Concerns

Where a Fitness-for-Duty referral results in a determination that no functional impairment exists and no accommodation or employment-status action is required, documentation reflecting the administrative referral for the capacity concern shall be removed from personnel-related administrative records after three (3) years of satisfactory service unless retention is required by law.

Expungement under this subsection applies only to documentation reflecting the expression, routing, or administrative handling of a capacity concern that was ultimately unsubstantiated and shall not require removal of independently maintained documentation of job performance, conduct, or operational concerns that existed apart from the capacity determination or that may otherwise be retained under applicable personnel or evaluation record-retention requirements.

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Where a record contains both referral-related documentation subject to expungement and independently maintainable performance or operational documentation, expungement shall occur through targeted redaction of the referral-specific material rather than removal of the entire record.

Nothing in this subsection shall be construed to require removal, alteration, or suppression of independently created documentation of job performance, professional conduct, supervisory observations, or operational decisions that were created and maintained separate from the capacity referral and that may be relied upon in future employment determinations consistent with applicable law and policy.

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APPENDIX A – ILLUSTRATIVE EXAMPLES OF IMPAIRMENT CONCERNS

1. Physical Fitness for Duty

This category concerns the faculty member's ability to safely perform the physical requirements of their position.

Examples:

- A laboratory faculty member who is unable to safely supervise students while handling hazardous materials or equipment.
- An art or studio faculty member who is unable to safely operate or oversee the use of tools (e.g., kilns, saws, presses).

Standard:

The relevant question is whether the individual can perform essential job functions in a safe and reliable manner.

2. Psychological / Mental Fitness for Duty

This category concerns conditions that materially impair judgment, reliability, or the ability to carry out essential academic responsibilities.

Examples:

- A faculty member exhibiting sustained impairment in judgment, classroom management, or evaluation practices that compromises fairness or instructional effectiveness.
- A faculty member engaging in behavior that is erratic, threatening, or inconsistent with maintaining a safe learning or working environment.
- A faculty member demonstrating psychological impairment that interferes with the performance of essential job functions.

Standard:

The relevant question is whether the individual can exercise professional judgment, maintain appropriate boundaries, and fulfill core instructional and institutional responsibilities.

3. Behavioral / Conduct-Related Fitness

This category concerns patterns of behavior that interfere with the performance of professional responsibilities, regardless of underlying cause.

Examples:

- Repeated, uncontrolled emotional outbursts in instructional or professional settings.
- Inability to maintain appropriate professional boundaries with students, staff, or colleagues.
- Substance use that materially impairs the ability to perform essential job functions.
- Repeated failure to follow required safety protocols in laboratory, clinical, or instructional settings.

Standard:

The relevant question is whether the faculty member's conduct materially interferes with their ability to perform essential job functions or maintain a safe and professional environment.

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4. Cognitive / Competency-Based Fitness

This category concerns the faculty member's ability to meet the intellectual, organizational, and compliance-related demands of their role.

Examples:

- Observable cognitive decline that materially affects teaching, evaluation, or other essential job functions.
- Inability to understand, apply, or comply with required institutional policies (e.g., FERPA, safety, accreditation requirements) in a manner that affects job performance.

Standard:

The relevant question is whether the faculty member can reliably perform the core intellectual and administrative functions required of the position.

5. Temporary vs. Ongoing Concerns

It's important to distinguish:

- **Temporary fitness issues** (e.g., post-surgery recovery, acute mental health episode) → Often handled with leave or accommodations.
- **Ongoing impairment concerns** → May require formal evaluation, HR involvement, ADA accommodations, or structured return-to-work plans.

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APPENDIX B – FITNESS VS. MISCONDUCT ROUTING FRAMEWORK

CONCERN IDENTIFIED

→ Determine primary concern:

- A) Capacity / Impairment
- B) Misconduct / Policy Violation
- C) Both

A. Capacity / Impairment Routing

Immediate Supervisor/Chair/Director documents observed difficulties and sends their report and findings to their Academic Dean → Academic Dean reviews documents related to observable difficulty and makes formal recommendation to the Provost → Provost authorizes Fitness Review → Independent Functional Evaluation → University Fitness Determination → Return to Duty / Accommodation / Leave / Governance Review if employment action required.

B. Misconduct Routing

Immediate Supervisor/Chair/ Director preliminary classification → Dean confirmation → Tier 1 corrective action OR Tier 2/3 investigation → FPC Hearing → Senate Appeal → Presidential Final Action.

C. Combined Concerns

Fitness determines work capacity; misconduct determines policy violations. Processes may run concurrently with coordinated outcomes.

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APPENDIX C – MISCONDUCT VS. FITNESS AUTHORITY CROSSWALK

Process Stage	Fitness for Duty (Capacity) – Authority	Misconduct (Policy Violation) – Authority
1. Initial concern	Chair/Dean/Provost/HR identify capacity concerns; document essential-function impacts.	Chair/Dean identify alleged policy violation; document and classify tier.
2. Threshold decision	Provost determines evaluation is job-related/business necessity (with HR compliance consult).	Chair proposes tier; Dean confirms; disputes routed per misconduct policy gatekeeping.
3. Fact-finding	Independent evaluator provides functional capacity findings.	Investigator and/or FPC panel establishes findings of fact for serious cases.
4. Interim measures	Provost implements non-disciplinary interim measures (typically with pay).	Provost/Dean implements interim measures per misconduct policy (non-punitive).
5. Primary decision	Provost issues institutional fitness determination based on functional record + ADA analysis.	FPC hearing panel recommends findings/sanctions; Senate appeal; President issues final action.
6. Accommodation	HR coordinates ADA interactive process with Academic Affairs.	Not a misconduct function (unless accommodation issues are implicated separately).
7. Employment-status actions	FPC review required before serious employment-status actions based on capacity.	FPC hearing required for serious sanctions under misconduct policy.
8. Records	Confidential health-related records maintained by HR separate from personnel files.	Disciplinary records maintained in personnel files per policy; access controlled.
9. Appeal / grievance	Grievance routing for employment-status actions per governing procedures.	Senate Executive Committee appeal (as applicable) + Presidential review; grievance rights per law.

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UPAA-XX FACULTY FITNESS FOR DUTY**

APPENDIX D – REQUIRED FORMS / TEMPLATES (ILLUSTRATIVE)

C-1. Referral Memorandum Template (Chair/Dean → Provost)

- Summary of observed behaviors and dates
- Essential functions affected
- Safety/operational risk description
- Prior supports attempted (if any)
- Requested interim measures (if any)
- Confirmation that documentation avoids diagnostic speculation

C-2. Notice of Fitness Review Template (Provost → Faculty)

- Non-disciplinary statement
- Concerns and essential functions implicated
- Rights and response window
- Interim measures (if any)
- Evaluation logistics and confidentiality statement

C-3. Evaluator Instruction Sheet

- Essential function description attached
- Required report elements
- Limits on disclosure and diagnosis handling

**MARSHALL UNIVERSITY ACADEMIC AFFAIRS POLICY
UPAA-XX FACULTY FITNESS FOR DUTY**

**APPENDIX E – RETURN-TO-WORK AND ACCOMMODATION PLAN TEMPLATE
(ILLUSTRATIVE)**

- Work restrictions and duration
- Approved accommodations and responsible parties
- Follow-up review schedule
- Conditions for reinstatement of full duties
- Documentation and confidentiality statement

**MARSHALL UNIVERSITY ACADEMIC AFFAIRS POLICY
UPAA-XX FACULTY FITNESS FOR DUTY**

BUDGET AND ACADEMIC POLICY COMMITTEE RECOMMENDATION

SR 25-26-26 BAPC Recommends Approval of New UPAA Student Academic Appeals

Whereas:

- There is currently no overarching policy governing student appeals
- Appeals processes exist for both undergraduate and graduate appeals, and for both grade appeals and academic dishonesty appeals
- Current processes have minor differences for historic reasons which are not readily justifiable
- These processes are not centrally documented and are consequently difficult for students, faculty, and staff to navigate,

The Budget and Academic Policy Committee Recommends that Faculty Senate adopt the attached University Policy for Academic Affairs pertaining to academic appeals. Corresponding changes to UPAA-1 (Academic Dishonesty) and to the Undergraduate Catalog are also proposed, referencing the proposed new policy.

RATIONALE:

The proposed policy seeks to unify, to the extent possible the various student appeal processes across the university, and provide a single, central policy governing student academic appeals. This policy endeavors to make the appeals process as consistent as possible, given the inherent differences between graduate and undergraduate courses and between grade appeals and academic dishonesty appeals.

Changes to the wording of UPAA-1 (Academic Dishonesty) are also proposed. These changes clarify the scope of UPAA-1 and remove language pertaining to the appeals process, referencing the newly-proposed policy instead.

Similarly, changes to the wording of the undergraduate catalog are proposed which reference this new policy.

**BUDGET AND ACADEMIC POLICY COMMITTEE
RECOMMENDATION**

SR 25-26-26 BAPC Recommends Approval of New UPAAs Student Academic Appeals

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

UNIVERSITY POLICY FOR ACADEMIC AFFAIRS

Policy No. UPAA-XX

ACADEMIC APPEAL POLICY

1. General Information

- 1.1. Scope: Academic policy regarding student appeals of course grades, dismissals, and other academic actions.
- 1.2. Authority: WV Code §18B-1-6
- 1.3. Passage Date: TBD
- 1.4. Effective Date: TBD
- 1.5. Controlling over: Marshall University
- 1.6. Related Rules and Policies: SA-1 Student Rights and Responsibilities, SA-2 Student Academic Rights, UPAA-1 Academic Dishonesty
- 1.7. History: First adopted: TBD.

2. Scope

- 2.1. This policy covers undergraduate and graduate students in all programs other than the M.D. Doctor of Medicine program. Students in the M.D. program should consult the most recent edition of the Joan C. Edwards School of Medicine *Academic Bulletin* for academic appeal policies.
- 2.2. This policy covers three kinds of appeals:
 - 2.2.1. **Course grade appeals**, which are appeals of the final grade in an academic course.
 - 2.2.2. **Academic dishonesty appeals**, which are appeals of a finding of academic dishonesty or a sanction related to a finding of academic dishonesty.
 - 2.2.3. **Performance appeals**, which are appeals of probation, suspension, or dismissal from an academic program, when that action is made by a program, department, college, school, or other subunit of Academic Affairs. This includes probation, suspension, or dismissal for any reason, including but not limited to GPA, progression, time to graduation, and professionalism.
- 2.3. **Other varieties of appeals.** There are other reports or appeals that a student may wish to make that are not within the scope of this policy. For guidance about the correct forum for a particular complaint or appeal, please contact the [Office of Advocacy and Accountability in the Division of Student Affairs](#)

(<https://www.marshall.edu/student-affairs/student-advocacy/>). Appeals outside the scope of this policy include, but are not limited to:

- 2.3.1. **Title IX appeals.** Students with Title IX complaints or appeals should contact the Title IX Office. See BOG Rule GA-3 “Discrimination, Harassment, Sexual Harassment, Sexual & Domestic Misconduct, Stalking, and Retaliation Policy – Including Title IX” for additional information.
- 2.3.2. **Academic Accommodation appeals.** Students with complaints about academic accommodations should submit their complaint to the Office of Accessibility and Accommodations. See procedure STUDENT-5, “Appeals Process for Provision of Reasonable Accommodations” for additional information.
- 2.3.3. **Student Conduct appeals.** Students with appeals regarding the student conduct process should contact the Office of Student Advocacy and Accountability. See procedure STUDENT-3, “Student Disciplinary Procedures” for additional information.
- 2.3.4. **Residency appeals.** Students with appeals regarding residency for tuition purposes should contact the Office of the Registrar.
- 2.3.5. **General complaints.** These may be filed using the “Student Complaints” area of the Marshall website. See procedure STUDENT-7 “General University Reporting Procedure” for additional information.

3. Definitions

- 3.1. **Business day:** A day when Marshall University is open, even if classes are not meeting. Business days exclude weekends and days when the university is closed due to holidays or inclement weather.
- 3.2. **Instructional day:** A weekday when classes are in session, including the week of final exams each term. Instructional days do not include weekends, days when the academic calendar does not schedule classes, or days when classes are canceled.
- 3.3. **Written decision and date of receipt:** The written decision is the final decision from a particular level of the appeal process. The written decision will be sent by email to the student’s official Marshall email account and, optionally, may also be sent by postal mail. The date of receipt is the date when the email was sent. The written decision will be accompanied by a routing form available at the [Academic Affairs website](https://www.marshall.edu/academic-affairs/students/) (<https://www.marshall.edu/academic-affairs/students/>).

4. Provisions specific to course grade appeals

- 4.1. A student may initiate a course grade appeal only after the final grade for the course has been posted in Banner and appears on the student’s unofficial transcript.
 - 4.1.1. Only the final grade in a course may be appealed. Grades on individual assignments may not be appealed.
 - 4.1.2. The posted grade will remain in place until the appeal process is completed, at which time a grade change will be initiated as necessary.

4.2. A student may appeal a course grade only for the following reasons. The determinations made at each level of a course grade appeal are limited to these reasons as considerations. The student appellant must provide evidence that one or more of these reasons applies to the grade assigned for the course.

4.2.1. The grade reflects an error in calculation or reporting (e.g., a computational error, oversight of submitted materials, posting the wrong grade, or similar objective error).

4.2.2. The grade departed significantly from written policies or standards without reasonable notification.

4.2.3. The standards used to establish the grade were applied in an arbitrary or capricious manner.

5. General process and levels of review for all academic appeals

5.1. The academic appeal process has five levels. These levels are described in individual sections below and summarized in the Appendix. The specific individual or committee responsible for each level depends on the kind of appeal and the level of the appeal (undergraduate or graduate).

5.2. Before beginning an appeal, the student is encouraged to contact the [Office of Student Advocacy and Accountability](https://www.marshall.edu/student-affairs/student-advocacy/) (https://www.marshall.edu/student-affairs/student-advocacy/) but is not required to do so. This office provides guidance about the appeal process and can provide information about the deadlines and individuals responsible for each level of review.

5.3. Appeals must be filed by email or in writing. Appeals must be accompanied by the academic appeal routing form and include all materials required by that form. The academic appeal routing form is available from the [Academic Affairs website](https://www.marshall.edu/academic-affairs/students/) (https://www.marshall.edu/academic-affairs/students/).

5.4. A student may be accompanied or represented by an advisor or legal counsel for any portion of an appeal at the student's own discretion and expense.

5.5. At each level, the analysis for an academic dishonesty or performance appeal will begin with a presumption that the student did not commit the act being appealed.

5.6. Once an appeal is initiated, each party is responsible for providing a response or initiating the next step of the appeal within the timeline provided for the corresponding step of the appeal.

5.7. The decision at each level of appeal will be based on the following questions. These questions apply to all appeals included under this policy.

5.7.1. What is the evidence related to the grade assigned or the action(s) being appealed?

5.7.2. Was the interpretation of the evidence in keeping with a common understanding and/or published standards for assigning the grade or for the action(s) being appealed? Relevant policies may include, but are not limited to, syllabus policies, program policies, department/college policies, catalog policies, and university policies.

5.7.3. Was there evidence of capricious or prejudicial application of definitions or standards for the student?

5.7.4. Can the individual who is reviewing the appeal come to a reasonable conclusion that the evidence justifies the action or actions being appealed?

5.8. If a student's probation, suspension, or dismissal is related to a final course grade or to a finding of academic dishonesty, and the student wishes to appeal the course grade or academic dishonesty finding, the appeal for the course grade or academic dishonesty finding must be completed before the performance appeal is initiated. A student may not appeal a specific final course grade or academic dishonesty finding after an unsuccessful appeal of a suspension, probation, or dismissal based on that course grade or academic dishonesty finding.

5.9. The student may revise their argument and/or provide additional evidence or reasoning at each level of appeal.

5.10. Falsification, distortion, misrepresentation of information, or furnishing false information to any Marshall official, faculty member, or office, is a violation of the Student Code of Conduct as described in BOG Rule SA-1 "Student Rights and Responsibilities".

5.11. At all levels after the Level 1 review, either the student or the faculty member may appeal a decision about a course grade or academic dishonesty to the next level. The student, department chair or program director may appeal a decision about probation, suspension, or dismissal to the next level.

5.12. At all levels of review, the designated individual or committee will send the written response to the student appellant and to all designated individuals or committees from previous levels of review.

5.13. **Continued participation during an appeal.** In most cases, a student should continue to fully participate in classes, clinical placements, and other academic and co-curricular activities during an appeal. The Academic Dean has the authority to temporarily restrict a student's participation in some or all academic, clinical, or co-curricular activities if the Dean determines the student's participation could pose a risk to students, faculty, patients, or other individuals, or when participation could significantly compromise the integrity or functioning of the program. The Dean will notify the student of any such restrictions in writing. These temporary restrictions will remain in place only as long as they are justified during the appeal.

6. **Level 1 Review.** This first level of appeal involves the individual or committee most directly responsible for the grade or decision being appealed.

6.1. **Designated individual.**

6.1.1. For course grade and academic dishonesty appeals, the Level 1 appeal is directed to the professor who assigned the grade or the individual or committee who made the formal accusation of academic dishonesty. If this professor, individual, or committee is not available, the appeal proceeds directly to Level 2.

6.1.2. For performance appeals, the Level 1 appeal is directed to the committee or process designated by the academic program to handle the appeal. Certain programs, especially professional programs, have a process described in their program handbook involving a specific committee that recommends probation, suspension, or dismissal.

6.1.2.1. If there is no such committee for the student's academic program, performance appeals begin at Level 2.

6.1.2.2. If the student is unsure of where to direct the appeal, they may file it with the Department Chair, who will either forward it to the appropriate committee for Level 1 review or initiate Level 2 review.

6.1.3. For appeals of actions imposed by an academic college office, the appeal begins at Level 3.

6.2. **Deadline to appeal.** The deadline to file the Level 1 appeal is the tenth instructional day of the next Fall or Spring term following the term when the grade was assigned. For Fall terms, this is the following Spring term; for Spring and Summer terms it is the following Fall term.

6.2.1. A student is not obligated to begin an appeal until this deadline but may file an appeal earlier. Once the appeal is initiated, all subsequent deadlines are measured in business days. Therefore, the student may choose when to begin the appeal before the initial deadline but must be available during the remainder of the appeal process.

6.3. **Deadline to respond.** The deadline for the designated individual to provide a written decision for the appeal is ten business days. The designated individual is expected to respond within the deadline, but a student who has not received a written decision after twelve business days may immediately appeal to Level 2 without receiving the Level 1 decision.

7. **Level 2 Review.** The Level 2 appeal is directed to the department chair or other designated individual responsible for Level 2 appeals in the appropriate program.

7.1. **Designated individual.** The Level 2 appeal is directed to the department chair or the individual designated to handle Level 2 appeals for the academic program or for the department in which the course is being taught.

- 7.1.1. For courses taught through WV ROCKS, the Department Chair should coordinate with the Director of the Regents Bachelor of Arts program.
 - 7.1.2. If the student is unsure of where to direct the appeal, they may file it with the Department Chair, who will either forward it to the appropriate individual or initiate Level 2 review.
- 7.2. **Scope.** The Level 2 review does not include a hearing. The designated individual may investigate the appeal by contacting the student and, optionally, other individuals. The designated individual may solicit and review evidence beyond that provided by the student.
- 7.3. **Deadline to appeal.** The deadline to file a Level 2 appeal is the tenth business day after receiving the written decision for the Level 1 appeal, or the 20th business day after filing the Level 1 appeal if no written decision for the Level 1 appeal is received.
- 7.4. **Deadline to respond.** The deadline for the designated individual to provide a written decision for the appeal is ten business days. The designated individual is expected to respond within the deadline, but a student who has not received a written decision after twelve business days may immediately appeal to Level 3 without receiving the Level 2 decision.
8. **Level 3 Review.** The Level 3 appeal is directed to a Dean or Assistant Provost.
 - 8.1. **Designated individual.** At the undergraduate level, appeals are directed to the Dean of the academic college or their appointed designee. At the graduate level, appeals are directed to the Assistant Provost for Graduate Studies or their appointed designee. The Assistant Provost for Graduate Studies or designee will consult the Dean of the academic college while evaluating an appeal.
 - 8.1.1. For course grade appeals, the academic college is the college in which the course was taught.
 - 8.1.2. For academic integrity appeals, the academic college is the college of the individual making a finding of academic dishonesty. For performance appeals, the academic college is the college in which the action being appealed was made.
 - 8.2. **Scope.** The Level 3 review does not include a hearing. The designated individual may investigate the appeal by contacting the student and, optionally, other individuals. The designated individual may solicit and review evidence beyond that provided by the student.
 - 8.3. **Deadline to appeal.** The deadline to file the Level 3 appeal is the tenth business day after receiving the written decision for the Level 2 appeal, or the 20th business day after filing the Level 2 appeal if no written decision is received.
 - 8.4. **Deadline to respond.** The deadline for the designated individual to provide a written decision for the appeal is ten business days. The designated individual is

expected to respond within the deadline, but a student who has not received a written decision after twelve business days may immediately appeal to Level 4 without receiving the Level 3 decision.

8.5. **Graduate Course Grade Appeals.** Appeals of graduate-level course grades in which the grade assigned was B, A, CR, S, PR, or equivalent, and which did not result in dismissal or other action beyond the grade itself, will end at Level 3. For these appeals, the decision of the Assistant Provost for Graduate Studies is final and no further appeal is possible.

9. **Level 4 Review.** The Level 4 appeal is directed to a faculty committee which has the authority to hold hearings.

9.1. **Designated committee.** At the undergraduate level, Level 4 appeals are directed to the Budget and Academic Policy Committee. At the graduate level, Level 4 appeals are directed to the Graduate Council.

9.2. **Deadline to appeal.** The deadline to file the Level 4 appeal is the tenth business day after receiving the written decision for the Level 3 appeal.

9.3. **Pre-Hearing Panel.** The designated committee will promptly form a Pre-Hearing Panel to determine whether a hearing will be scheduled.

9.3.1. The Pre-Hearing Panel will decide, based on the evidence and arguments in the appeal filing, whether:

9.3.1.1. The prior steps of the appeal process have been completed, and

9.3.1.2. There is an issue which, if interpreted in the best light possible for the student, could lead to a change in the grade being appealed or a reversal of the academic action being appealed.

9.3.2. Appropriate written evidence must be provided in order to justify a hearing. It is the student's responsibility to provide documentation for the claims in an appeal. The Pre-Hearing Panel may ask for additional documentation to determine whether a hearing is justified.

9.3.3. The Pre-Hearing Panel will issue a written determination to the student within ten business days of receiving the Level 4 appeal. If the Pre-Hearing Panel finds there is an issue warranting a hearing, the panel will recommend for a hearing to be scheduled. If the Pre-Hearing Panel finds there is no such issue, they will issue a written decision to the student, which ends the Level 4 review. The student may appeal this negative decision to Level 5.

9.4. **Hearing Panel.** If the Pre-Hearing Panel recommends a hearing to be scheduled, the designated committee will convene a Hearing Panel. The hearing will follow the process outlined under "Hearing process" in this policy. The Hearing Panel will meet within 30 business days unless a continuance is granted as described in the

hearing process. The Hearing Panel will issue a written decision within ten business days of the hearing.

10. Level 5 Review. The Level 5 appeal is the final level of review.

10.1. **Designated individual.** The designated individual for Level 5 academic appeals is the Provost or their appointed designee.

10.2. **Scope.** The scope of the Level 5 review is limited to the following:

10.2.1. Substantive procedural errors during the appeal process.

10.2.2. Evidence not available at the time of the hearing which could materially influence the outcome of the hearing.

10.2.3. Insufficient evidence to support the findings of the Hearing Panel.

10.2.4. Misinterpretation of University policies and regulations.

10.2.5. A sanction disproportionate to the offense.

10.2.6. Lack of jurisdiction.

10.2.7. If applicable, whether the decision of the Pre-Hearing Panel was appropriate.

10.3. **Deadline to appeal.** The deadline to file the Level 5 appeal is the tenth business day after the written response for the Level 4 appeal is received.

10.4. **Deadline to respond.** The deadline for the designated individual to provide a written decision for the appeal is ten business days.

10.5. **Possible actions.** The designated individual for the Level 5 review may uphold the decision of the Pre-Hearing Panel or Hearing Panel or may remand the appeal to any earlier stage for further consideration. If the appeal is remanded to an earlier stage, the process restarts at that stage as if the student had filed the appeal at that stage in a timely manner and proceeds through the remainder of the appeal process.

10.6. **Final authority.** The decision at the end of Level 5 review is final. No additional appeal is possible.

11. Hearing Panels

11.1. Each Hearing Panel will consist of at least four members. The purpose of the Hearing Panel is to hear arguments, evaluate evidence, and reach a decision. One of the members is designated as the Hearing Officer. The Hearing Officer is a non-voting member responsible for running the hearing. The remaining members are voting members of the Hearing Panel.

11.2. **Hearing Officer pool.** The Hearing Officer pool will consist of four individuals. Each spring, the Budget and Academic Policy Committee and the Graduate Council will each appoint two Hearing Officers to the pool. It is desirable but not required that the Hearing Officers have served on a Hearing Panel.

11.3. **Undergraduate-level Hearing Panels.** Undergraduate-level hearings are organized by the Academic Appeals Board, a subcommittee of the Budget and Academic Policy Committee.

11.3.1. **Faculty Members.** The Dean of each academic unit which offers undergraduate degrees will appoint five (5) faculty members from his/her unit to serve on a Hearing Panel Pool. These appointments will be made annually in the spring semester with the understanding that some of these faculty members will be available to hear appeals during the summer terms and the week before the beginning of Spring semester. Terms will run from May 15 to the following May 15.

11.3.2. **Student Members.** The Student Government Association President will appoint three (3) students from each of the constituent colleges and schools of the University to serve on the Hearing Panel Pool. These students will be rising juniors, juniors, or seniors. Terms will run from May 15 to the following May 15.

11.3.3. **Composition of undergraduate-level Hearing Panels.** Each Hearing Panel for an undergraduate-level appeal will have one Hearing Officer as a non-voting member. There will be three voting members: two faculty from the Hearing Panel Pool and one student from the Hearing Panel Pool.

11.4. **Graduate-level Hearing Panels.** The Chair of the Graduate Council will form Hearing Panels as necessary by appointing one member of the Hearing Officer Pool as the non-voting Hearing Officer and at least two additional members of the Graduate Council from distinct colleges and one graduate student as voting Hearing Panel members. The Chair of the Graduate Council may appoint themselves as a Hearing Panel member or Hearing Officer.

12. Hearing process

12.1. It is the intent of these procedures to ensure Marshall University students receive appropriate due process in academic matters. This includes fundamental fairness, just sanctions, and all rights in accordance with the belief that academic appeal hearings at an institution of higher education such as Marshall University should have an educational objective.

12.2. General principles

12.2.1. All information discussed or shared during a hearing is confidential. All written information presented to the Hearing Panel will be collected upon

completion of the hearing. These materials will be held by the University for one year.

12.2.2. Hearings will be recorded when the Hearing Panel is not meeting in closed session. The University will maintain a copy of each hearing recording for one year.

12.2.3. The student and the respondents to the appeal each have the right to nominate an advisor to counsel and/or speak for them during a hearing.

12.2.4. The student has the right to retain legal counsel at his or her own discretion and expense. In these cases, an attorney is allowed to fully represent and speak on behalf of the student.

12.2.5. Rules of evidence and other formal rules of courtroom procedure do not apply to academic appeal hearings. The Hearing Panel may admit as evidence any testimony, written documents, or demonstrative evidence which it believes is relevant to a fair determination of the issues. The Hearing Officer will make a final decision about what is relevant and what is not relevant.

12.2.6. The student or other parties involved may petition the Hearing Officer to obtain appropriate written information or documents. These petitions must be made by email or in writing.

12.2.7. The Hearing Panel will make a decision based on the evidence presented to them before and during the hearing.

12.2.8. All information presented to the Hearing Panel before the hearing must be submitted in writing or by email. Written evidence to be considered by the panelists should be received by the Hearing Officer at least five (5) business days prior to the hearing to be distributed to the panelists prior to the hearing. Exceptions to this five (5) day rule are at the discretion of the Hearing Officer, who may disallow long written documents or large numbers of documents from being introduced if the panelists will not have time to consider them fully.

12.3. **Scheduling of a hearing**

12.3.1. Hearings will be held virtually over the Internet (e.g., using software such as Microsoft Teams) unless the student requests in writing or by email to the Hearing Officer for a face-to-face hearing to be scheduled.

12.3.2. Upon written request, the Hearing Officer may, at his/her discretion, grant a continuance to any party for good cause.

12.3.3. The Hearing Officer will notify the student and other appropriate parties in writing at least five (5) business days prior to the hearing, of the date, time, and manner or place of the hearing. A statement of the facts and evidence to be presented in support of the student's grounds for appeal will be provided to the respondent(s) in appropriate cases.

12.4. Hearing sessions

- 12.4.1. Academic hearings are closed to the public. Admission of any person to the hearing will be at the discretion of the Hearing Officer.
- 12.4.2. All persons to be called as witnesses, other than the student appellant and their advisor or counsel (if any) and the respondents and their advisors (if any), will be excluded from the hearing when not presenting testimony. Any person who remains in the hearing after the hearing has begun may be prohibited from appearing as a witness at the discretion of the Hearing Officer.
- 12.4.3. All parties at the hearing must address all questions and comments to the Hearing Officer. Parties may not directly speak to or question each other.
- 12.4.4. Prior to the scheduled hearing, the members of the Hearing Panel may convene in closed session to examine the content of the appeal, the specific issues to be considered, and all supporting documents.
- 12.4.5. The student, with advisor or counsel (if any), will be called before the Hearing Panel and the Hearing Officer will restate the nature of the appeal, the issues to be decided, and procedures for the hearing.
- 12.4.6. If the student or the respondent(s) fails to appear at a hearing and fails to make advance explanation for their absence which is satisfactory to the Hearing Panel, or if the student appellant or the respondent(s) leave before the conclusion of the hearing without permission of the Hearing Panel, the hearing may continue and the Hearing Panel may make a determination on the evidence presented at the hearing, or the Hearing Panel may, at its discretion, dismiss the appeal.
- 12.4.7. Anyone disrupting the hearing may be excluded from the hearing if, after due warning, they engage in conduct which substantially delays or disrupts the hearing, in which case the hearing will continue. If excluded, the person may be readmitted on the assurance of good behavior. Any person who refuses the Hearing Panel's order to leave the hearing room may be subject to appropriate disciplinary action pursuant to Marshall University policy. When a student appellant is excluded for disruptive behavior and does not have a recognized representative, the Hearing Officer will appoint one if possible, or may continue the hearing to a later date.
- 12.4.8. Except as provided in 12.4.7 and 12.4.10, all evidence presented during the hearing must be presented in the presence of the student appellant.
- 12.4.9. The student appellant and the respondents will be given the opportunity to testify and present evidence and witnesses and to pose questions to the other parties and to any witnesses provided by the other parties. Questions will be given to the Hearing Officer to ask; the parties to the appeal will not question each other directly.

12.4.10. After completion of the testimony and presentation of evidence, the Hearing Panel will meet in closed session to review the evidence presented. The Hearing Panel will make its findings based upon a preponderance of the evidence and will reach its determination by a majority vote. The results will be recorded in writing and filed with the Chairperson of the Budget and Academic Policy Committee (for undergraduate appeals) or the Chair of the Graduate Council (for graduate appeals) as well as the Provost and Senior Vice President of Academic Affairs.

12.4.11. If the Hearing Panel's decision includes the imposition or confirmation of academic sanction, the sanction given and its duration must be specified for the record. A report of a dissenting opinion or opinions may be submitted by any Hearing Panel member to the Chairperson of the Budget and Academic Policy Committee (for undergraduate appeals) or the Chair of the Graduate Council (for graduate appeals) and to the Provost and Senior Vice President for Academic Affairs.

12.5. **Decision**

12.5.1. The student, Academic Dean, and all designated individuals from previous steps of the appeal process will be notified in writing of the findings and any sanction at the conclusion of the hearing.

12.5.2. A record of the hearing will be prepared by the Hearing Officer in the form of summary minutes and relevant attachments, which will be provided to the student upon request.

12.5.3. In an appeal related to a final grade, the Hearing Officer will notify the Academic Dean of any necessary grade changes. The Dean will complete any necessary change of grade forms and submit that information to the Office of the Registrar and to the faculty member.

Appendix: Tables of appeal levels, individuals, and deadlines

Undergraduate Course Grade and Academic Dishonesty Appeals

Level	Designated Individual	Deadline to file appeal at this level	Deadline to receive response
Level 1	Professor assigning the grade or individual or committee making the finding or sanction for academic dishonesty	10 instructional days in the following Fall or Spring term.	10 business days
Level 2	Department chair or designee	10 business days from receiving written response	10 business days
Level 3	Academic Dean	10 business days from receiving written response	10 business days
Level 4	Budget and Academic Policy Committee	10 business days from receiving written response	10 business days for the pre-Hearing Panel to determine if a hearing will be held
Level 5	Provost	10 business days from receiving written response	10 business days

Graduate Course Grade and Academic Dishonesty Appeals

Level	Designated Individual	Deadline to file appeal at this level	Deadline to receive response
Level 1	Professor assigning the grade or individual or committee making the finding or sanction for academic dishonesty	10 instructional days in the following Fall or Spring term.	10 business days
Level 2	Department chair or program designee	10 business days from receiving written response	10 business days
Level 3	Assistant Provost for Graduate Studies (*)	10 business days from receiving written response	10 business days
Level 4	Graduate Council	10 business days from receiving written response	10 business days for the pre-Hearing Panel to determine if a hearing will be held
Level 5	Provost	10 business days from receiving written response	10 business days

(*) Certain graduate-level course appeals end at Level 3. See item 8.5.

*

Undergraduate Performance Appeals (Probation, Suspension, Dismissal)

Level	Designated Individual	Deadline to file appeal at this level	Deadline to receive response
Level 1	Program-specific committee or process if there is one. Otherwise, proceed directly to Level 2	10 instructional days in the following Fall or Spring term.	10 business days
Level 2	Department chair or program designee	10 business days from receiving written response	10 business days
Level 3	Academic Dean	10 business days from receiving written response	10 business days
Level 4	Budget and Academic Policy Committee	10 business days from receiving written response	10 business days for the pre-Hearing Panel to determine if a hearing will be held
Level 5	Provost	10 business days from receiving written response	10 business days

Graduate Performance Appeals (Probation, Suspension, Dismissal)

Level	Designated Individual	Deadline to file appeal at this level	Deadline to receive response
Level 1	Program-specific committee or process if there is one. Otherwise, proceed directly to Level 2	10 instructional days in the following Fall or Spring term.	10 business days
Level 2	Department chair or designee	10 business days from receiving written response	10 business days
Level 3	Assistant Provost for Graduate Studies	10 business days from receiving written response	10 business days
Level 4	Graduate Council	10 business days from receiving written response	10 business days for the pre-Hearing Panel to determine if a hearing will be held
Level 5	Provost	10 business days from receiving written response	10 business days

UNIVERSITY POLICY FOR ACADEMIC AFFAIRS

Policy No. UPAA-1

ACADEMIC DISHONESTY

1. Academic Dishonesty
 - 1.1. Scope: Academic policy regarding student academic dishonesty.
 - 1.2. Authority: WW Code § 18B-1-6
 - 1.3. Passage Date: June 21, 2023
 - 1.4. Effective Date: July 28, 2023
 - 1.5. Controlling over: Marshall University
 - 1.6. History: (FS-02-03-(37)37 BAPC, February 27, 2003). Recommended changes in this document were passed by Faculty Senate (SR-19-20- 27 BAPC, February 27, 2020), by the Graduate Council on March 25, 2022, by the Faculty Senate (SR-21-22-44 BAPC) on April 21, 2022, and by the Faculty Senate (SR-22-23-54 FS) on April 20, 2023. This policy was updated and approved by the Marshall University Board of Governors on December 19, 2019, September 13, 2022, and June 21, 2023.
2. Introduction
 - 2.1. As described in the Marshall University Creed, Marshall University is an “Ethical Community reflecting honesty, integrity, and fairness in both academic and extracurricular activities.”
 - 2.2. Academic dishonesty is fundamentally opposed to the goal of “assuring the integrity of the curriculum through the maintenance of rigorous standards and high expectations for student learning and performance,” as described in Marshall University’s Statement of Philosophy. As such, acts of academic dishonesty will not be tolerated.
 - 2.3. A student, by voluntarily accepting admission to the institution or enrolling in a class or course of study offered by Marshall University accepts the academic requirements and criteria of the institution. It is the student’s responsibility to be aware of policies regulating academic conduct, including the definitions of academic dishonesty, the possible sanctions, and the appeal process.
 - 2.4. For the purposes of this policy, an academic exercise is defined as any assignment, whether graded or ungraded, that is given in an academic course or must be completed toward the completion of degree or certification requirements. This includes, but is not limited to: Exams, quizzes, papers, oral presentations, data gathering and analysis, practica, and creative work of any kind.
3. Definitions of Academic Dishonesty
 - 3.1. Below are definitions of some common types of academic dishonesty. Each instructor may modify the general definition of academic dishonesty to fit the immediate academic needs within that particular course of study, provided the instructor defines, in writing and preferably in the course syllabus, the details of any departure from the general definition.

- 3.1.1. Cheating: Any action which, if known to the instructor in the course of study, would be prohibited.
 - 3.1.1.1. The unauthorized use of any materials, notes, electronic devices, sources of information, study aids, or tools during an academic exercise.
 - 3.1.1.2. The unauthorized assistance of a person other than the course instructor during an academic exercise.
 - 3.1.1.3. The unauthorized viewing of another person's work during an academic exercise.
 - 3.1.1.4. The unauthorized securing of all or any part of assignments or examinations, in advance of distribution by the instructor.
- 3.1.2. Fabrication/Falsification: The unauthorized invention or alteration of any information, citation, data, or means of verification in an academic exercise, official correspondence, or a university record.
- 3.1.3. Plagiarism: Submitting as one's own work or creation any material or an idea wholly or in part created by another. This includes
 - 3.1.3.1. Oral, written, and graphical material.
 - 3.1.3.2. Both published and unpublished work.
 - 3.1.3.3. It is the student's responsibility to clearly distinguish their own work from that created by others. This includes the proper use of quotation marks, paraphrase, and the citation of the original source. Students are responsible for both intentional and unintentional acts of plagiarism.
- 3.1.4. Bribes/Favors/Threats: Attempting to unfairly influence a course grade or the satisfaction of degree requirements through any of these actions is prohibited.
- 3.1.5. Complicity: Helping or attempting to help someone commit an act of academic dishonesty.

4. Sanctions

- 4.1. Sanctions of academic dishonesty may be imposed by the instructor of the course, the department chairperson, the academic dean, or the associate provost.
- 4.2. Students may not withdraw from the course until all appeals are complete. The student should continue to attend class and complete all assignments during the appeals process.
- 4.3. The appropriate sanction(s) for an act of misconduct must be decided on a case-by-case basis as appropriate by academic discipline, teaching method, course level, and degree of misconduct. When possible, the sanction should be selected with the aim of aiding the student in understanding the seriousness of their behavior and the consequences of ethical misconduct. The faculty member may issue any of the sanctions listed below. The instructor may impose at their discretion the following sanctions should the student choose not to appeal or loses an appeal of an academic dishonesty charge:

4.4. Undergraduate Student Sanctions

- 4.4.1. Warning letter

- 4.4.2. Retake/Replace Assignment: An appropriate sanction for minor violations in which the student admits culpability for a minor violation, generally poor citations, or other plagiarism without intent to defraud, is allowing a student to retake an assignment or to make-up an assignment with different work. These assignments should have a maximum score less than that of the initial assignment.
- 4.4.3. No Credit (“0”) for the Assignment: This is the recommended sanction for most minor academic dishonesty. This sanction is appropriate for collaborating on homework and/or minor plagiarism in a writing assignment. If this action affects the student’s final grade, a grade of “Incomplete” should be given at the end of a semester pending the completion of the appeal process. Upon completion, the appropriate grade change can be made.
- 4.4.4. Exclusion from class activities: When an individual student’s conduct may negatively impact another student’s academic performance, such as in labs or group work, the instructor may assign the identified student to work independently on any required assignments/labs. This action may be taken immediately, prior to the conclusion of the appeal.
- 4.4.5. Reduction of Final Course Grade/Failure of the Course: These sanctions are recommended for most major violations of academic integrity. Such violations include cheating on a midterm or final exam, plagiarizing a term paper, or other misconduct on a major cumulative experience. A grade of “Incomplete” should be given at the end of a semester pending the completion of the appeal process. Upon completion, the appropriate grade change can be made.
- 4.4.6. Temporary Prohibition from Retaking the Class: A student who is appealing a charge of academic dishonesty may not retake the same course in which the charge was made, with the instructor who made the charge, until the appeal is complete, unless such a prohibition would necessarily delay the student’s graduation.

4.5. Graduate Student Sanctions

- 4.5.1. No credit (“0”) for the Assignment: This is the recommended sanction for most minor academic dishonesty. This sanction is appropriate for collaborating on homework and/or minor plagiarism in a writing assignment. If this action affects the student’s final grade, a grade of “Incomplete” should be given at the end of a semester, pending the completion of the appeal process. Upon completion, the appropriate grade change can be made.
- 4.5.2. Reduction of the Final Course Grade/Failure of the Course: These sanctions are recommended for major violations of academic integrity. Such violations include cheating on a midterm or final exam, plagiarizing a term paper, or other misconduct on a major cumulative experience. A grade of “Incomplete” should be given at the end of a semester, pending the completion of the appeal process. Upon completion, the appropriate grade change can be made.
- 4.5.3. Temporary Prohibition from Retaking the Class: A student who is appealing a charge of academic dishonesty may not retake the same course in which the charge was made, with the instructor who made the charge, until the appeal is

complete, unless such a prohibition would necessarily delay the student's graduation.

- 4.6. In those cases, in which the offense is particularly flagrant or where there are other aggravating circumstances, additional non-academic sanctions may be pursued through the Office of Student Conduct.
 - 4.7. The instructor or responsible office must notify any student accused of an offense within five (5) instructional days of the discovery of the incident, in writing, and outline any charges and subsequent sanctions imposed for academic dishonesty. Written notification of academic dishonesty charges (and inclusion of confirmed charges/sanctions in the student's records) is designed to inform a student of the potential repercussions of repeat offenses and their rights of appeal.
 - 4.8. Any time an accusation of academic dishonesty is made, and a sanction imposed (or a sanction will be imposed with the submission of final grades), a notice should be sent to the Office of Academic Affairs within five (5) instructional days of the accusation.
 - 4.9. In addition, the Office of Academic Affairs will inform the student and the student's academic dean of the accusations made, the sanctions prescribed, the repercussions of repeat offenses, and their right of appeal. A copy of the report will go into the student's college file. Any subsequent action taken (additional sanctions imposed, the lessening of sanctions, the withdrawal of accusations, the result of appeals, etc.) must be reported to the Office of Academic Affairs within ten (10) instructional days of the action.
 - 4.10. The Office of Academic Affairs will maintain a file of academic dishonesty incidents. These will be reported in summary form (no student or faculty names will be included) to the Academic Deans and the Faculty Senate at the end of each academic year.
5. Undergraduate Repeat Offenses
- 5.1. The Office of Academic Affairs will impose sanctions for repeated academic dishonesty charges after consultation with the appropriate department chairs and deans.
 - 5.1.1. A student's record of academic dishonesty charges will be maintained throughout their enrollment at Marshall University. As a result of the first offense, a student can choose to be enrolled in an Academic Integrity Seminar within thirty (30) instructional days of the sanction. The first offense will be expunged from the student's record upon successful completion of the Academic integrity seminar, but a record of this offense will remain with Academic Affairs. Students who appeal the academic dishonesty charge can enroll in the seminar if the appeal is unsuccessful. Again, the student must enroll within thirty (30) instructional days of the end of the appeal. Specific information regarding the Academic Integrity Seminar can be obtained in the Office of Student Advocacy, Memorial Student Center, Room 2W40.
 - 5.1.2. A student who has successfully completed the Academic Integrity Seminar, and is charged with a second offense, may not retake the seminar. This student will be placed on academic probation for a period of one calendar year. If this student is charged with a third offense, they will be suspended for a period of one academic

year. If this student is charged with a fourth offense, they will be expelled from the university.

5.1.3. If a student elects not to complete the Academic Integrity Seminar, they will be suspended after their second offense and expelled after their third offense.

5.1.4. A suspension issued due to academic dishonesty must be served prior to any degree being awarded to the student.

5.2. Graduate Student Repeat Offenses

5.2.1. The Office of Academic Affairs will impose a sanction of expulsion for confirmed second offenses of academic dishonesty charges after consultation with the appropriate department chairs and academic deans.

5.2.2. A student's record of academic dishonesty charges will be maintained throughout their enrollment in graduate school at Marshall University. A graduate student may receive any available sanction for the first offense of academic dishonesty. The second confirmed offense will result in an automatic expulsion from Marshall University.

6. Reporting

6.1. Any time an accusation of academic dishonesty is made, and a sanction imposed (or a sanction will be imposed with the submission of final grades), a notice should be sent to the Office of Academic Affairs within five (5) instructional days of the accusation.

6.2. Notice of an act of academic dishonesty will be reported to the Office of Academic Affairs through the completion of an "Academic Dishonesty Report Form" (described below). The "Academic Dishonesty Report Form" will include:

6.2.1. Instructor's Name

6.2.2. Course Information (Term, Number, Section)

6.2.3. Student's Name

6.2.4. Student's University Identification Number

6.2.5. Brief Description of the Charge

6.2.6. Date of Accusation

6.2.7. Brief Description of the Sanction

6.3. Instructors are encouraged to give a copy of the "Academic Dishonesty Report Form" to a student accused of an offense. However, with ten (10) instructional days of receipt of the "Academic Dishonesty Report Form" the Office of Academic Affairs will inform the student and the student's dean of the accusations made, the sanctions prescribed, the repercussions of repeat offenses, and their rights of appeal. A copy of the report will go into the student's college file.

7. Undergraduate Student Appeal Process

7.1. In cases where the instructor imposes sanctions and does not refer the matter to the department chairperson for additional sanctions, the student may appeal the sanction in

accordance with the procedures described for grade appeal (see listing under “Grade Appeal” described in the Undergraduate Catalog). This includes lowered grades, exclusion from class activities and failure of the course.

- 7.2. If allegations of academic dishonesty are referred to the department chairperson for additional sanctions, it must be within ten (10) days from the date of the alleged offense. The process starts with the dean if there is no department chairperson.
 - 7.2.1. The department chairperson will bring together the student involved, and the faculty member, and/or other complainant within ten (10) days from the date of referral.
 - 7.2.2. If the student denies guilt or disagrees with the sanction imposed, or if the faculty member, other complainant, or chairperson feels that the penalties are insufficient for the act complained of, the case will be forwarded in writing by the chairperson to the student’s academic dean within five (5) days from the date of the meeting. The academic dean will bring together the student, faculty member or other complainant, and the department chairperson to review the charges within five (5) days from the date of referral. The academic dean may impose any sanction permitted by this policy.
 - 7.2.3. Should the student, faculty member, or other complainant be dissatisfied with the determination of the academic dean, the case may be appealed in writing within five (5) instructional days of the written decision to the Budget and Academic Policy Committee, who will refer the case to the University Academic Appeals Board which determines if an appeal hearing is justified. If the University Academic Appeals Board determines a hearing is justified, the Board will schedule the hearing. The University Academic Appeals Board has the right to seek additional documentation if necessary. The University Academic Appeals Board has thirty (30) days to convene the members of the Hearing Panel to hear the appeal (once the requested documentation is provided by the appellant student) and five (5) instructional days after the hearing to make written notification of the determination to the student and instructor. It may not always be possible to meet the above conditions because many of these appeals occur at times when school is not in session. However, every effort will be made to schedule appeal hearings in a timely and reasonable manner.
 - 7.2.4. Should the student, faculty member, or other complainant be dissatisfied with the determination of the Academic Appeals Board or the Hearing Panel, then they may file an appeal with the Chief Academic Officer (CAO) within fifteen (15) days from the receipt of the written decision of the Board. The decision of the CAO shall be final.
 - 7.2.5. Only individual allegations of academic dishonesty may be appealed. If a previous offense was not appealed within the time limit, or was appealed unsuccessfully, then subsequent offenses will be counted as repeat offenses and additional sanctions will be levied by the Office of Academic Affairs as described under the section on “Sanctions.”

8. Graduate Student Appeal Process

- 8.1. Sanctions resulting from an Academic Disciplinary Action as defined in Section 4 of these rules, shall take effect immediately, regardless of whether the student appeals the sanction. Provided that, in exceptional circumstances, the Assistant Provost for Graduate Studies or the CAO may suspend the imposition of sanctions pending the resolution of an appeal. The burden of proof will be with the appealing graduate student.
- 8.2. The Graduate Council has adopted an Administrative Procedure, PERFORMANCE APPEAL, that outlines the appeal process. <https://www.marshall.edu/graduate/graduate-student-appeals/> The appeals process is as follows:
 - 8.2.1. The director/coordinator of the graduate program, chairperson/department/unit head, or Assistant Provost for Graduate Studies will notify a graduate student in writing of the academic action.
 - 8.2.2. The academic action may be prescribed by those departments that publish a student handbook that includes sanctions its faculty may impose for academic dishonesty or other actions in violation of the ethical guidelines of the discipline.
 - 8.2.3. Before initiating a formal appeal, the graduate student must first seek informal resolution from the person who imposed the sanction.
 - 8.2.4. If there is no informal resolution, the graduate student must submit an appeal to the Assistant Provost for Graduate Studies within ten (10) instructional days of attempting the informal resolution.
 - 8.2.5. Within ten (10) instructional days of receiving the appeal, the Assistant Provost for Graduate Studies will issue a written decision and provide copies of the decision to the student and person who imposed the sanction.
 - 8.2.6. If the graduate student is not satisfied with the decision of the Assistant Provost for Graduate Studies, within ten (10) instructional days of receiving the decision, the graduate student may request a hearing of an ad hoc committee of the Graduate Council by contacting the Chair of the Graduate Council.
 - 8.2.7. Upon receipt of the request for a hearing, the Assistant Provost for Graduate Studies will forward the decision and all attachments to the Chair of the Graduate Council. The academic dean will also be notified and will serve in an advisory role to the Chair of the Graduate Council.
 - 8.2.8. The Chair of the Graduate Council will convene an ad hoc committee and will schedule a hearing and give all parties ten (10) instructional days written notice of the hearing. The ad hoc committee will include three (3) individuals that may include the Chair of the Graduate Council, the Vice Chair of the Graduate Council, the Secretary, or another member of the Graduate Council.
 - 8.2.9. The ad hoc committee will review the appeal with all attachments and provide the graduate student and the individual who imposed the sanction the opportunity to review and respond to all evidence. The participants may bring an advisor or legal counsel to the hearing at their own expense.

- 8.2.10. The ad hoc committee will operate with due respect to the rights of graduate students, faculty, and administrators including, the conduct of interviews, the right of all parties to review and address allegations, and the right to a fair hearing.
- 8.2.11. Within ten (10) instructional days of the hearing, the ad hoc committee will render a written decision and forward it to the graduate student, the individual imposing the sanction, the Assistant Provost for Graduate Studies, and the CAO.
- 8.2.12. If the graduate student is not satisfied with the ad hoc committee's decision, within ten (10) instructional days of receipt of the decision, the graduate student may submit an appeal to the CAO.
- 8.2.13. The CAO's review shall be limited to substantive or procedural issues regarding the hearing. The decision of the CAO is final.

UNIVERSITY POLICY FOR ACADEMIC AFFAIRS

Policy No. UPAA-1

ACADEMIC DISHONESTY

1. Academic Dishonesty

1.1. Scope: Academic policy regarding student academic dishonesty. [This policy covers undergraduate and graduate students in all programs other than the M.D. Doctor of Medicine program. Students in the M.D. program should consult the most recent edition of the Joan C. Edwards School of Medicine *Academic Bulletin* for academic appeal policies.](#)

1.2. Authority: WW Code § 18B-1-6

1.3. Passage Date: [June 21, 2023 TBD](#)

1.4. Effective Date: [July 28, 2023 TBD](#)

1.5. Controlling over: Marshall University

1.6. History: (FS-02-03-(37)37 BAPC, February 27, 2003). Recommended changes in this document were passed by Faculty Senate (SR-19-20- 27 BAPC, February 27, 2020), by the Graduate Council on March 25, 2022, by the Faculty Senate (SR-21-22-44 BAPC) on April 21, 2022, and by the Faculty Senate (SR-22-23-54 FS) on April 20, 2023. This policy was updated and approved by the Marshall University Board of Governors on December 19, 2019, September 13, 2022, and June 21, 2023. [Revised on TBD to reflect the newly created Academic Appeal Policy UPAA-XX](#)

2. Introduction

- 2.1. As described in the Marshall University Creed, Marshall University is an “Ethical Community reflecting honesty, integrity, and fairness in both academic and extracurricular activities.”
- 2.2. Academic dishonesty is fundamentally opposed to the goal of “assuring the integrity of the curriculum through the maintenance of rigorous standards and high expectations for student learning and performance,” as described in Marshall University’s Statement of Philosophy. As such, acts of academic dishonesty will not be tolerated.
- 2.3. A student, by voluntarily accepting admission to the institution or enrolling in a class or course of study offered by Marshall University accepts the academic requirements and criteria of the institution. It is the student’s responsibility to be aware of policies regulating academic conduct, including the definitions of academic dishonesty, the possible sanctions, and the appeal process.
- 2.4. For the purposes of this policy, an academic exercise is defined as any assignment, whether graded or ungraded, that is given in an academic course or must be completed toward the completion of degree or certification requirements. This includes, but is not limited to: Exams, quizzes, papers, oral presentations, data gathering and analysis, practica, and creative work of any kind.

3. Definitions of Academic Dishonesty

- 3.1. Below are definitions of some common types of academic dishonesty. Each instructor may modify the general definition of academic dishonesty to fit the immediate academic needs within that particular course of study, provided the instructor defines, in writing and preferably in the course syllabus, the details of any departure from the general definition.

- 3.1.1. Cheating: Any action which, if known to the instructor in the course of study, would be prohibited.
 - 3.1.1.1. The unauthorized use of any materials, notes, electronic devices, sources of information, study aids, or tools during an academic exercise.
 - 3.1.1.2. The unauthorized assistance of a person other than the course instructor during an academic exercise.
 - 3.1.1.3. The unauthorized viewing of another person's work during an academic exercise.
 - 3.1.1.4. The unauthorized securing of all or any part of assignments or examinations, in advance of distribution by the instructor.
- 3.1.2. Fabrication/Falsification: The unauthorized invention or alteration of any information, citation, data, or means of verification in an academic exercise, official correspondence, or a university record.
- 3.1.3. Plagiarism: Submitting as one's own work or creation any material or an idea wholly or in part created by another. This includes
 - 3.1.3.1. Oral, written, and graphical material.
 - 3.1.3.2. Both published and unpublished work.
 - 3.1.3.3. It is the student's responsibility to clearly distinguish their own work from that created by others. This includes the proper use of quotation marks, paraphrase, and the citation of the original source. Students are responsible for both intentional and unintentional acts of plagiarism.
- 3.1.4. Bribes/Favors/Threats: Attempting to unfairly influence a course grade or the satisfaction of degree requirements through any of these actions is prohibited.
- 3.1.5. Complicity: Helping or attempting to help someone commit an act of academic dishonesty.

4. Sanctions

- 4.1. Sanctions of academic dishonesty may be imposed by the instructor of the course, the department chairperson, the academic dean, or the associate provost.
- 4.2. Students may not withdraw from the course until all appeals are complete. The student should continue to attend class and complete all assignments during the appeals process.
- 4.3. The appropriate sanction(s) for an act of misconduct must be decided on a case-by-case basis as appropriate by academic discipline, teaching method, course level, and degree of misconduct. When possible, the sanction should be selected with the aim of aiding the student in understanding the seriousness of their behavior and the consequences of ethical misconduct. The faculty member may issue any of the sanctions listed below. The instructor may impose at their discretion the following sanctions should the student choose not to appeal or loses an appeal of an academic dishonesty charge:
 - 4.4. Undergraduate Student Sanctions
 - 4.4.1. Warning letter
 - 4.4.2. Retake/Replace Assignment: An appropriate sanction for minor violations in which the student admits culpability for a minor violation, generally poor citations, or other plagiarism without intent to defraud, is allowing a student to retake an assignment or to make-up an assignment with different work. These assignments should have a maximum score less than that of the initial assignment.

- 4.4.3. No Credit (“0”) for the Assignment: This is the recommended sanction for most minor academic dishonesty. This sanction is appropriate for collaborating on homework and/or minor plagiarism in a writing assignment. ~~If this action affects the student’s final grade, a grade of “Incomplete” should be given at the end of a semester pending the completion of the appeal process. Upon completion, the appropriate grade change can be made.~~
- 4.4.4. Exclusion from class activities: When an individual student’s conduct may negatively impact another student’s academic performance, such as in labs or group work, the instructor may assign the identified student to work independently on any required assignments/labs. This action may be taken immediately, prior to the conclusion of the appeal.
- 4.4.5. Reduction of Final Course Grade/Failure of the Course: These sanctions are recommended for most major violations of academic integrity. Such violations include cheating on a midterm or final exam, plagiarizing a term paper, or other misconduct on a major cumulative experience. ~~A grade of “Incomplete” should be given at the end of a semester pending the completion of the appeal process. Upon completion, the appropriate grade change can be made.~~
- 4.4.6. Temporary Prohibition from Retaking the Class: A student who is appealing a charge of academic dishonesty may not retake the same course in which the charge was made, with the instructor who made the charge, until the appeal is complete, unless such a prohibition would necessarily delay the student’s graduation.

4.5. Graduate Student Sanctions

4.5.1. No credit (“0”) for the Assignment: This is the recommended sanction for most minor academic dishonesty. This sanction is appropriate for collaborating on homework and/or minor plagiarism in a writing assignment. ~~If this action affects the student’s final grade, a grade of “Incomplete” should be given at the end of a semester, pending the completion of the appeal process. Upon completion, the appropriate grade change can be made.~~

4.5.1.4.5.2. Exclusion from class activities: When an individual student’s conduct may negatively impact another student’s academic performance, such as in labs or group work, the instructor may assign the identified student to work independently on any required assignments/labs. This action may be taken immediately, prior to the conclusion of the appeal.

4.5.2.4.5.3. Reduction of the Final Course Grade/Failure of the Course: These sanctions are recommended for major violations of academic integrity. Such violations include cheating on a midterm or final exam, plagiarizing a term paper, or other misconduct on a major cumulative experience. A grade of “Incomplete” should be given at the end of a semester, pending the completion of the appeal process. Upon completion, the appropriate grade change can be made.

4.5.3.4.5.4. Temporary Prohibition from Retaking the Class: A student who is appealing a charge of academic dishonesty may not retake the same course in which the charge was made, with the instructor who made the charge, until the appeal is complete, unless such a prohibition would necessarily delay the student’s graduation.

4.6. In those cases, in which the offense is particularly flagrant or where there are other aggravating circumstances, additional non-academic sanctions may be pursued through the Office of Student Conduct.

4.7. The instructor or responsible office must notify any student accused of an offense within five (5) instructional days of the discovery of the incident, in writing, and outline any charges and

subsequent sanctions imposed for academic dishonesty. Written notification of academic dishonesty charges (and inclusion of confirmed charges/sanctions in the student's records) is designed to inform a student of the potential repercussions of repeat offenses and their rights of appeal.

- 4.8. Any time an accusation of academic dishonesty is made, and a sanction imposed (or a sanction will be imposed with the submission of final grades), a notice should be sent to the Office of Academic Affairs within five (5) instructional days of the accusation.
- 4.9. In addition, the Office of Academic Affairs will inform the student and the student's academic dean of the accusations made, the sanctions prescribed, the repercussions of repeat offenses, and their right of appeal. A copy of the report will go into the student's college file. Any subsequent action taken (additional sanctions imposed, the lessening of sanctions, the withdrawal of accusations, the result of appeals, etc.) must be reported to the Office of Academic Affairs within ten (10) instructional days of the action.
- 4.10. The Office of Academic Affairs will maintain a file of academic dishonesty incidents. These will be reported in summary form (no student or faculty names will be included) to the Academic Deans and the Faculty Senate at the end of each academic year.

5. ~~Undergraduate Repeat Offenses~~

~~5.1.~~ The Office of Academic Affairs will impose sanctions for repeated academic dishonesty charges after consultation with the appropriate department chairs and deans.

~~5.2.~~ A student's record of academic dishonesty charges will be maintained throughout their enrollment at Marshall University.

~~5.1.5.3.~~ Undergraduate Student Repeat Offenses

~~5.1.1.5.3.1.~~ A student's record of academic dishonesty charges will be maintained throughout their enrollment at Marshall University. As a result of the first offense, a student can choose to be enrolled in an Academic Integrity Seminar within thirty (30) instructional days of the sanction. The first offense will be expunged from the student's record upon successful completion of the Academic integrity seminar, but a record of this offense will remain with Academic Affairs. Students who appeal the academic dishonesty charge can enroll in the seminar if the appeal is unsuccessful. Again, the student must enroll within thirty (30) instructional days of the end of the appeal. Specific information regarding the Academic Integrity Seminar can be obtained in the Office of Student Advocacy, Memorial Student Center, Room 2W40.

~~5.1.2.5.3.2.~~ A student who has successfully completed the Academic Integrity Seminar, and is charged with a second offense, may not retake the seminar. This student will be placed on academic probation for a period of one calendar year. If this student is charged with a third offense, they will be suspended for a period of one academic year. If this student is charged with a fourth offense, they will be expelled from the university.

~~5.1.3.5.3.3.~~ If a student elects not to complete the Academic Integrity Seminar, they will be suspended after their second offense and expelled after their third offense.

~~5.1.4.5.3.4.~~ A suspension issued due to academic dishonesty must be served prior to any degree being awarded to the student.

~~5.2.5.4.~~ Graduate Student Repeat Offenses

~~5.2.1.5.4.1.~~ The Office of Academic Affairs will impose a sanction of expulsion for confirmed second offenses of academic dishonesty charges after consultation with the appropriate department chairs and academic deans.

~~5.2.2.5.4.2.~~ A student's record of academic dishonesty charges will be maintained throughout their enrollment in graduate school at Marshall University. A graduate student may receive any available sanction for the first offense of academic dishonesty. The second confirmed offense will result in an automatic expulsion from Marshall University.

6. Reporting

6.1. Any time an accusation of academic dishonesty is made, and a sanction imposed (or a sanction will be imposed with the submission of final grades), a notice should be sent to the Office of Academic Affairs within five (5) instructional days of the accusation.

6.2. Notice of an act of academic dishonesty will be reported to the Office of Academic Affairs through the completion of an "Academic Dishonesty Report Form" (described below). The "Academic Dishonesty Report Form" will include:

6.2.1. Instructor's Name

6.2.2. Student's Name

6.2.3. Course Information (Term, Number, Section)

6.2.4. Student's University Identification Number

6.2.5. Brief Description of the Charge

6.2.6. Date of Accusation

6.2.7. Brief Description of the Sanction

~~6.3. Instructors are encouraged to give a copy of the "Academic Dishonesty Report Form" to a student accused of an offense.~~ However, with ten (10) instructional days of receipt of the "Academic Dishonesty Report Form" the Office of Academic Affairs will inform the student and the student's dean of the accusations made, the sanctions prescribed, the repercussions of repeat offenses, and their rights of appeal. A copy of the report will go into the student's college file.

7. Appeal Process

~~6.3. The appeal process is described in UPAA-XX Academic Appeal Policy.~~

~~7.0. Undergraduate Student Appeal Process~~

~~7.1. In cases where the instructor imposes sanctions and does not refer the matter to the department chairperson for additional sanctions, the student may appeal the sanction in accordance with the procedures described for grade appeal (see listing under "Grade Appeal" described in the Undergraduate Catalog). This includes lowered grades, exclusion from class activities and failure of the course.~~

~~7.2. If allegations of academic dishonesty are referred to the department chairperson for additional sanctions, it must be within ten (10) days from the date of the alleged offense. The process starts with the dean if there is no department chairperson.~~

~~7.2. The department chairperson will bring together the student involved, and the faculty member, and/or other complainant within ten (10) days from the date of referral.~~

~~7.2. If the student denies guilt or disagrees with the sanction imposed, or if the faculty member, other complainant, or chairperson feels that the penalties are insufficient for the act complained of, the case will be forwarded in writing by the chairperson to the student's academic dean within five (5) days from the date of the meeting. The academic dean will bring together the student, faculty member or other complainant, and the department chairperson to review the charges within five~~

~~(5) days from the date of referral. The academic dean may impose any sanction permitted by this policy.~~

~~7.2. Should the student, faculty member, or other complainant be dissatisfied with the determination of the academic dean, the case may be appealed in writing within five (5) instructional days of the written decision to the Budget and Academic Policy Committee, who will refer the case to the University Academic Appeals Board which determines if an appeal hearing is justified. If the University Academic Appeals Board determines a hearing is justified, the Board will schedule the hearing. The University Academic Appeals Board has the right to seek additional documentation if necessary. The University Academic Appeals Board has thirty (30) days to convene the members of the Hearing Panel to hear the appeal (once the requested documentation is provided by the appellant student) and five (5) instructional days after the hearing to make written notification of the determination to the student and instructor. It may not always be possible to meet the above conditions because many of these appeals occur at times when school is not in session. However, every effort will be made to schedule appeal hearings in a timely and reasonable manner.~~

~~7.2. Should the student, faculty member, or other complainant be dissatisfied with the determination of the Academic Appeals Board or the Hearing Panel, then they may file an appeal with the Chief Academic Officer (CAO) within fifteen (15) days from the receipt of the written decision of the Board. The decision of the CAO shall be final.~~

~~7.2. Only individual allegations of academic dishonesty may be appealed. If a previous offense was not appealed within the time limit, or was appealed unsuccessfully, then subsequent offenses will be counted as repeat offenses and additional sanctions will be levied by the Office of Academic Affairs as described under the section on "Sanctions."~~

~~8.0. Graduate Student Appeal Process~~

~~8.1. Sanctions resulting from an Academic Disciplinary Action as defined in Section 4 of these rules, shall take effect immediately, regardless of whether the student appeals the sanction. Provided that, in exceptional circumstances, the Assistant Provost for Graduate Studies or the CAO may suspend the imposition of sanctions pending the resolution of an appeal. The burden of proof will be with the appealing graduate student.~~

~~8.2. The Graduate Council has adopted an Administrative Procedure, PERFORMANCE APPEAL, that outlines the appeal process. <https://www.marshall.edu/graduate/graduate-student-appeals/> The appeals process is as follows:~~

~~8.2. The director/coordinator of the graduate program, chairperson/department/unit head, or Assistant Provost for Graduate Studies will notify a graduate student in writing of the academic action.~~

~~8.2. The academic action may be prescribed by those departments that publish a student handbook that includes sanctions its faculty may impose for academic dishonesty or other actions in violation of the ethical guidelines of the discipline.~~

~~8.2. Before initiating a formal appeal, the graduate student must first seek informal resolution from the person who imposed the sanction.~~

~~8.2. If there is no informal resolution, the graduate student must submit an appeal to the Assistant Provost for Graduate Studies within ten (10) instructional days of attempting the informal resolution.~~

~~8.2. Within ten (10) instructional days of receiving the appeal, the Assistant Provost for Graduate Studies will issue a written decision and provide copies of the decision to the student and person who imposed the sanction.~~

- ~~8.2. If the graduate student is not satisfied with the decision of the Assistant Provost for Graduate Studies, within ten (10) instructional days of receiving the decision, the graduate student may request a hearing of an ad hoc committee of the Graduate Council by contacting the Chair of the Graduate Council.~~
- ~~8.2. Upon receipt of the request for a hearing, the Assistant Provost for Graduate Studies will forward the decision and all attachments to the Chair of the Graduate Council. The academic dean will also be notified and will serve in an advisory role to the Chair of the Graduate Council.~~
- ~~8.2. The Chair of the Graduate Council will convene an ad hoc committee and will schedule a hearing and give all parties ten (10) instructional days written notice of the hearing. The ad hoc committee will include three (3) individuals that may include the Chair of the Graduate Council, the Vice Chair of the Graduate Council, the Secretary, or another member of the Graduate Council.~~
- ~~8.2. The ad hoc committee will review the appeal with all attachments and provide the graduate student and the individual who imposed the sanction the opportunity to review and respond to all evidence. The participants may bring an advisor or legal counsel to the hearing at their own expense.~~
- ~~8.2. The ad hoc committee will operate with due respect to the rights of graduate students, faculty, and administrators including, the conduct of interviews, the right of all parties to review and address allegations, and the right to a fair hearing.~~
- ~~8.2. Within ten (10) instructional days of the hearing, the ad hoc committee will render a written decision and forward it to the graduate student, the individual imposing the sanction, the Assistant Provost for Graduate Studies, and the CAO.~~
- ~~8.2. If the graduate student is not satisfied with the ad hoc committee's decision, within ten (10) instructional days of receipt of the decision, the graduate student may submit an appeal to the CAO.~~
- ~~8.2. The CAO's review shall be limited to substantive or procedural issues regarding the hearing. The decision of the CAO is final.~~

UNIVERSITY POLICY FOR ACADEMIC AFFAIRS

Policy No. UPAA-1

ACADEMIC DISHONESTY

1. Academic Dishonesty

- 1.1. Scope: Academic policy regarding student academic dishonesty. This policy covers undergraduate and graduate students in all programs other than the M.D. Doctor of Medicine program. Students in the M.D. program should consult the most recent edition of the Joan C. Edwards School of Medicine *Academic Bulletin* for academic appeal policies.
- 1.2. Authority: WW Code § 18B-1-6
- 1.3. Passage Date: TBD
- 1.4. Effective Date: TBD
- 1.5. Controlling over: Marshall University
- 1.6. History: (FS-02-03-(37)37 BAPC, February 27, 2003). Recommended changes in this document were passed by Faculty Senate (SR-19-20- 27 BAPC, February 27, 2020), by the Graduate Council on March 25, 2022, by the Faculty Senate (SR-21-22-44 BAPC) on April 21, 2022, and by the Faculty Senate (SR-22-23-54 FS) on April 20, 2023. This policy was updated and approved by the Marshall University Board of Governors on December 19, 2019, September 13, 2022, and June 21, 2023. Revised on TBD to reflect the newly created Academic Appeal Policy UPAA-XX.

2. Introduction

- 2.1. As described in the Marshall University Creed, Marshall University is an “Ethical Community reflecting honesty, integrity, and fairness in both academic and extracurricular activities.”
- 2.2. Academic dishonesty is fundamentally opposed to the goal of “assuring the integrity of the curriculum through the maintenance of rigorous standards and high expectations for student learning and performance,” as described in Marshall University’s Statement of Philosophy. As such, acts of academic dishonesty will not be tolerated.
- 2.3. A student, by voluntarily accepting admission to the institution or enrolling in a class or course of study offered by Marshall University accepts the academic requirements and criteria of the institution. It is the student’s responsibility to be aware of policies regulating academic conduct, including the definitions of academic dishonesty, the possible sanctions, and the appeal process.
- 2.4. For the purposes of this policy, an academic exercise is defined as any assignment, whether graded or ungraded, that is given in an academic course or must be completed toward the completion of degree or certification requirements. This includes, but is not limited to: Exams, quizzes, papers, oral presentations, data gathering and analysis, practica, and creative work of any kind.

3. Definitions of Academic Dishonesty

- 3.1. Below are definitions of some common types of academic dishonesty. Each instructor may modify the general definition of academic dishonesty to fit the immediate academic needs within that particular course of study, provided the instructor defines, in writing and preferably in the course syllabus, the details of any departure from the general definition.

- 3.1.1. Cheating: Any action which, if known to the instructor in the course of study, would be prohibited.
 - 3.1.1.1. The unauthorized use of any materials, notes, electronic devices, sources of information, study aids, or tools during an academic exercise.
 - 3.1.1.2. The unauthorized assistance of a person other than the course instructor during an academic exercise.
 - 3.1.1.3. The unauthorized viewing of another person's work during an academic exercise.
 - 3.1.1.4. The unauthorized securing of all or any part of assignments or examinations, in advance of distribution by the instructor.
- 3.1.2. Fabrication/Falsification: The unauthorized invention or alteration of any information, citation, data, or means of verification in an academic exercise, official correspondence, or a university record.
- 3.1.3. Plagiarism: Submitting as one's own work or creation any material or an idea wholly or in part created by another. This includes
 - 3.1.3.1. Oral, written, and graphical material.
 - 3.1.3.2. Both published and unpublished work.
 - 3.1.3.3. It is the student's responsibility to clearly distinguish their own work from that created by others. This includes the proper use of quotation marks, paraphrase, and the citation of the original source. Students are responsible for both intentional and unintentional acts of plagiarism.
- 3.1.4. Bribes/Favors/Threats: Attempting to unfairly influence a course grade or the satisfaction of degree requirements through any of these actions is prohibited.
- 3.1.5. Complicity: Helping or attempting to help someone commit an act of academic dishonesty.

4. Sanctions

- 4.1. Sanctions of academic dishonesty may be imposed by the instructor of the course, the department chairperson, the academic dean, or the associate provost.
- 4.2. Students may not withdraw from the course until all appeals are complete. The student should continue to attend class and complete all assignments during the appeals process.
- 4.3. The appropriate sanction(s) for an act of misconduct must be decided on a case-by-case basis as appropriate by academic discipline, teaching method, course level, and degree of misconduct. When possible, the sanction should be selected with the aim of aiding the student in understanding the seriousness of their behavior and the consequences of ethical misconduct. The faculty member may issue any of the sanctions listed below. The instructor may impose at their discretion the following sanctions should the student choose not to appeal or loses an appeal of an academic dishonesty charge:
 - 4.4. Undergraduate Student Sanctions
 - 4.4.1. Warning letter
 - 4.4.2. Retake/Replace Assignment: An appropriate sanction for minor violations in which the student admits culpability for a minor violation, generally poor citations, or other plagiarism without intent to defraud, is allowing a student to retake an assignment or to make-up an assignment with different work. These assignments should have a maximum score less than that of the initial assignment.

- 4.4.3. No Credit (“0”) for the Assignment: This is the recommended sanction for most minor academic dishonesty. This sanction is appropriate for collaborating on homework and/or minor plagiarism in a writing assignment.
 - 4.4.4. Exclusion from class activities: When an individual student’s conduct may negatively impact another student’s academic performance, such as in labs or group work, the instructor may assign the identified student to work independently on any required assignments/labs. This action may be taken immediately, prior to the conclusion of the appeal.
 - 4.4.5. Reduction of Final Course Grade/Failure of the Course: These sanctions are recommended for most major violations of academic integrity. Such violations include cheating on a midterm or final exam, plagiarizing a term paper, or other misconduct on a major cumulative experience.
 - 4.4.6. Temporary Prohibition from Retaking the Class: A student who is appealing a charge of academic dishonesty may not retake the same course in which the charge was made, with the instructor who made the charge, until the appeal is complete, unless such a prohibition would necessarily delay the student’s graduation.
- 4.5. Graduate Student Sanctions
- 4.5.1. No credit (“0”) for the Assignment: This is the recommended sanction for most minor academic dishonesty. This sanction is appropriate for collaborating on homework and/or minor plagiarism in a writing assignment.
 - 4.5.2. Exclusion from class activities: When an individual student’s conduct may negatively impact another student’s academic performance, such as in labs or group work, the instructor may assign the identified student to work independently on any required assignments/labs. This action may be taken immediately, prior to the conclusion of the appeal.
 - 4.5.3. Reduction of the Final Course Grade/Failure of the Course: These sanctions are recommended for major violations of academic integrity. Such violations include cheating on a midterm or final exam, plagiarizing a term paper, or other misconduct on a major cumulative experience.
 - 4.5.4. Temporary Prohibition from Retaking the Class: A student who is appealing a charge of academic dishonesty may not retake the same course in which the charge was made, with the instructor who made the charge, until the appeal is complete, unless such a prohibition would necessarily delay the student’s graduation.
- 4.6. In those cases, in which the offense is particularly flagrant or where there are other aggravating circumstances, additional non-academic sanctions may be pursued through the Office of Student Conduct.
- 4.7. The instructor or responsible office must notify any student accused of an offense within five (5) instructional days of the discovery of the incident, in writing, and outline any charges and subsequent sanctions imposed for academic dishonesty. Written notification of academic dishonesty charges (and inclusion of confirmed charges/sanctions in the student’s records) is designed to inform a student of the potential repercussions of repeat offenses and their rights of appeal.
- 4.8. Any time an accusation of academic dishonesty is made, and a sanction imposed (or a sanction will be imposed with the submission of final grades), a notice should be sent to the Office of Academic Affairs within five (5) instructional days of the accusation.

- 4.9. In addition, the Office of Academic Affairs will inform the student and the student's academic dean of the accusations made, the sanctions prescribed, the repercussions of repeat offenses, and their right of appeal. A copy of the report will go into the student's college file. Any subsequent action taken (additional sanctions imposed, the lessening of sanctions, the withdrawal of accusations, the result of appeals, etc.) must be reported to the Office of Academic Affairs within ten (10) instructional days of the action.
- 4.10. The Office of Academic Affairs will maintain a file of academic dishonesty incidents. These will be reported in summary form (no student or faculty names will be included) to the Academic Deans and the Faculty Senate at the end of each academic year.

5. Repeat Offenses

- 5.1. The Office of Academic Affairs will impose sanctions for repeated academic dishonesty charges after consultation with the appropriate department chairs and deans.
- 5.2. A student's record of academic dishonesty charges will be maintained throughout their enrollment at Marshall University.
- 5.3. Undergraduate Student Repeat Offenses
 - 5.3.1. As a result of the first offense, a student can choose to be enrolled in an Academic Integrity Seminar within thirty (30) instructional days of the sanction. The first offense will be expunged from the student's record upon successful completion of the Academic integrity seminar, but a record of this offense will remain with Academic Affairs. Students who appeal the academic dishonesty charge can enroll in the seminar if the appeal is unsuccessful. Again, the student must enroll within thirty (30) instructional days of the end of the appeal. Specific information regarding the Academic Integrity Seminar can be obtained in the Office of Student Advocacy, Memorial Student Center, Room 2W40.
 - 5.3.2. A student who has successfully completed the Academic Integrity Seminar, and is charged with a second offense, may not retake the seminar. This student will be placed on academic probation for a period of one calendar year. If this student is charged with a third offense, they will be suspended for a period of one academic year. If this student is charged with a fourth offense, they will be expelled from the university.
 - 5.3.3. If a student elects not to complete the Academic Integrity Seminar, they will be suspended after their second offense and expelled after their third offense.
 - 5.3.4. A suspension issued due to academic dishonesty must be served prior to any degree being awarded to the student.
- 5.4. Graduate Student Repeat Offenses
 - 5.4.1. The Office of Academic Affairs will impose a sanction of expulsion for confirmed second offenses of academic dishonesty charges after consultation with the appropriate department chairs and academic deans.
 - 5.4.2. A student's record of academic dishonesty charges will be maintained throughout their enrollment in graduate school at Marshall University. A graduate student may receive any available sanction for the first offense of academic dishonesty. The second confirmed offense will result in an automatic expulsion from Marshall University.

6. Reporting

- 6.1. Any time an accusation of academic dishonesty is made, and a sanction imposed (or a sanction will be imposed with the submission of final grades), a notice should be sent to the Office of Academic Affairs within five (5) instructional days of the accusation.

6.2. Notice of an act of academic dishonesty will be reported to the Office of Academic Affairs through the completion of an “Academic Dishonesty Report Form” (described below). The “Academic Dishonesty Report Form” will include:

6.2.1. Instructor’s Name

6.2.2. Student’s Name

6.2.3. Course Information (Term, Number, Section)

6.2.4. Student’s University Identification Number

6.2.5. Brief Description of the Charge

6.2.6. Date of Accusation

6.2.7. Brief Description of the Sanction

6.3. However, with ten (10) instructional days of receipt of the “Academic Dishonesty Report Form” the Office of Academic Affairs will inform the student and the student’s dean of the accusations made, the sanctions prescribed, the repercussions of repeat offenses, and their rights of appeal. A copy of the report will go into the student’s college file.

7. Appeal Process

The appeal process is described in **UPAA-XX** Academic Appeal Policy.

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Academic Information

Academic Dishonesty Policy

View the Academic Dishonesty Policy UPAA-1 under University Policies (UPAA) on the [Marshall University policy website](http://www.marshall.edu/policies/) (www.marshall.edu/policies/).

Introduction

As described in the Marshall University Creed, Marshall University is an “Ethical Community reflecting honesty, integrity, and fairness in both academic and extracurricular activities.”

Academic dishonesty is fundamentally opposed to the goal of “assuring the integrity of the curriculum through the maintenance of rigorous standards and high expectations for student learning and performance,” as described in Marshall University’s Statement of Philosophy. As such, acts of academic dishonesty will not be tolerated.

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Definitions of Academic Dishonesty

Below are definitions of some common types of academic dishonesty. Each instructor may modify the general definition of academic dishonesty to fit the immediate academic needs within that particular course of study, provided the instructor defines, in writing and preferably in the course syllabus, the details of any departure from the general definition.

- *Cheating*: Any action which, if known to the instructor in the course of study, would be prohibited.
This includes:

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- The unauthorized use of any materials, notes, electronic devices, sources of information, study aids, or tools during an academic exercise.
- The unauthorized assistance of a person other than the course instructor during an academic exercise.
- The unauthorized viewing of another person’s work during an academic exercise.
- The unauthorized securing of all or any part of assignments or examinations, in advance of distribution by the instructor.
- *Fabrication/Falsification*: The unauthorized invention or alteration of any information, citation, data, or means of verification in an academic exercise, official correspondence, or a university record.
- *Plagiarism*: Submitting as one’s own work or creation any material or an idea wholly or in part created by another.
This includes:
 - Oral, written and graphical material.
 - Both published and unpublished work.
 - It is the student’s responsibility to clearly distinguish their own work from that created by others. This includes the proper use of quotation marks, paraphrase, and the citation of the original source. Students are responsible for both intentional and unintentional acts of plagiarism.
- *Bribes/Favors/Threats*: Attempting to unfairly influence a course grade or the satisfaction of degree requirements through any of these actions is prohibited.
- *Complicity*: Helping or attempting to help someone commit an act of academic dishonesty

Sanctions

Sanctions of academic dishonesty may be imposed by the instructor of the course, the department chairperson, the academic dean, or the associate provost.

Students may not withdraw from the course until all appeals are complete. The student should continue to attend class and complete all assignments during the appeals process.

The appropriate sanction(s) for an act of misconduct must be decided on a case-by-case basis as appropriate by academic discipline, teaching method, course level, and degree of misconduct. When possible, the sanction should be selected with the aim of aiding the student in understanding the seriousness of their behavior and the consequences of ethical misconduct. The faculty member may issue any of the sanctions listed below. The instructor may impose at their discretion the following sanctions should the student choose not to appeal or loses an appeal of an academic dishonesty charge:

Undergraduate Student Sanctions

- *Warning letter*
- *Retake/Replace Assignment*: An appropriate sanction for minor violations in which the student admits culpability for a minor violation, generally poor citations, or other plagiarism without intent to defraud, is allowing a student to retake an assignment or to

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make-up an assignment with different work. These assignments should have a maximum score less than that of the initial assignment.

- *No Credit (“0”) for the Assignment:* This is the recommended sanction for most minor academic dishonesty. This sanction is appropriate for collaborating on homework and/or minor plagiarism in a writing assignment. If this action affects the student’s final grade, a grade of “Incomplete” should be given at the end of a semester pending the completion of the appeal process. Upon completion, the appropriate grade change can be made.
- *Exclusion from class activities:* When an individual student’s conduct may negatively impact another student’s academic performance, such as in labs or group work, the instructor may assign the identified student to work independently on any required assignments/labs. This action may be taken immediately, prior to the conclusion of the appeal.
- *Reduction of Final Course Grade/Failure of the Course:* These sanctions are recommended for most major violations of academic integrity. Such violations include cheating on a midterm or final exam, plagiarizing a term paper, or other misconduct on a major cumulative experience. A grade of “Incomplete” should be given at the end of a semester pending the completion of the appeal process. Upon completion, the appropriate grade change can be made.
- *Temporary Prohibition from Retaking the Class:* A student who is appealing a charge of academic dishonesty may not retake the same course in which the charge was made, with the instructor who made the charge, until the appeal is complete, unless such a prohibition would necessarily delay the student’s graduation.

In those cases in which the offense is particularly flagrant or where there are other aggravating circumstances, additional non-academic sanctions may be pursued through the Office of Student Conduct.

The instructor or responsible office must notify any student accused of an offense within five (5) instructional days of the discovery of the incident, in writing, and outline any charges and subsequent sanctions imposed for academic dishonesty. Written notification of academic dishonesty charges (and inclusion of confirmed charges/sanctions in the student’s records) is designed to inform a student of the potential repercussions of repeat offenses and their rights of appeal.

Any time an accusation of academic dishonesty is made, and a sanction imposed (or a sanction will be imposed with the submission of final grades), a notice should be sent to the Office of Academic Affairs within five (5) instructional days of the accusation.

In addition, the Office of Academic Affairs will inform the student and the student’s academic dean of the accusations made, the sanctions prescribed, the repercussions of repeat offenses, and their right of appeal. A copy of the report will go into the student’s college file. Any subsequent action taken (additional sanctions imposed, the lessening of sanctions, the withdrawal of accusations, the result of appeals, etc.) must be reported to the Office of Academic Affairs within ten (10) instructional days of the action.

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The Office of Academic Affairs will maintain a file of academic dishonesty incidents. These will be reported in summary form (no student or faculty names will be included) to the Academic Deans and the Faculty Senate at the end of each academic year.

Repeat Offenses

The Office of Academic Affairs will impose sanctions for repeated academic dishonesty charges after consultation with the appropriate department chairs and deans.

A student’s record of academic dishonesty charges will be maintained throughout their enrollment at Marshall University. As a result of the first offense, a student can choose to be enrolled in an Academic Integrity Seminar within thirty (30) instructional days of the sanction. The first offense will be expunged from the student’s record upon successful completion of the Academic integrity seminar, but a record of this offense will remain with Academic Affairs. Students who appeal the academic dishonesty charge can enroll in the seminar if the appeal is unsuccessful. Again, the student must enroll within thirty (30) instructional days of the end of the appeal. Specific information regarding the Academic Integrity Seminar can be obtained in the Office of Student Advocacy, Memorial Student Center, Room 2W40.

A student who has successfully completed the Academic Integrity Seminar, and is charged with a second offense, may not retake the seminar. This student will be placed on academic probation for a period of one calendar year. If this student is charged with a third offense, they will be suspended for a period of one academic year. If this student is charged with a fourth offense, they will be expelled from the university.

If a student elects not to complete the Academic Integrity Seminar, they will be suspended after their second offense and expelled after their third offense.

A suspension issued due to academic dishonesty must be served prior to any degree being awarded to the student.

Reporting:

Any time an accusation of academic dishonesty is made, and a sanction imposed (or a sanction will be imposed with the submission of final grades), a notice should be sent to the Office of Academic Affairs within five (5) instructional days of the accusation.

Notice of an act of academic dishonesty will be reported to the Office of Academic Affairs through the completion of an “Academic Dishonesty Report Form” (described below). The “Academic Dishonesty Report Form” will include:

- Instructor’s Name
- Course Information (Term, Number, Section)
- Student’s Name
- Student’s University Identification Number
- Brief Description of the Charge

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- Date of Accusation
- Brief Description of the Sanction

However, with ten (10) instructional days of receipt of the “Academic Dishonesty Report Form” the Office of Academic Affairs will inform the student and the student’s dean of the accusations made, the sanctions prescribed, the repercussions of repeat offenses, and their rights of appeal. A copy of the report will go into the student’s college file.

Undergraduate Student Appeals Process

The process for academic appeals is described in University Policy UPAA-XX Academic Appeal Policy, which may be found on the [Marshall University policy](http://www.marshall.edu/policies) website (www.marshall.edu/policies).

V. Academic Appeals

The process for academic appeals is described in University Policy UPAA-XX Academic Appeal Policy, which may be found on the [Marshall University policy](http://www.marshall.edu/policies) website (www.marshall.edu/policies).

Students are encouraged to contact the Office of Advocacy and Accountability within the Division of Students Affairs for guidance with the appeal process. A student can contact the Division of Student Affairs by telephone at 304-696-6422 or by email at studentaffairs@marshall.edu.

**BUDGET AND ACADEMIC POLICY COMMITTEE
RECOMMENDATION**

SR 25-26-27 BAPC Recommends Revisions to Standardize Language in Undergraduate and Graduate Catalogs

RATIONALE:

This proposal and a parallel proposal at the Graduate Council would standardize catalog language in these sections: *Auditing Courses*, *Schedule Adjustment*, *Syllabus Policy*, and *Undergraduates in Graduate Courses*. The Registrar’s Office has asked if these policies could have the same language in both catalogs and has reviewed the proposed language. The revision does not change existing practice but ensures all information is present in both catalogs.

The *Syllabus Policy* language updates the catalog to match the most recent version of University Policy UPAA-3 Course Syllabi.

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

Academic Information

Auditing Courses

Students may choose to audit a course instead of earning credit.

- Students can audit a course when there is space available in the class and the instructor authorizes audit status.
- The instructor of the course will determine attendance and any other special requirements for audit students. It is the instructor's responsibility to discuss the requirements of the course with the auditor.
- The instructor can notify the student's college dean and the Registrar's Office to withdraw an auditing student from the class if attendance or other requirements are not met.
- It is not possible to change a registration from credit to audit or audit to credit after the close of the schedule adjustment period at the beginning of a term
- Students who complete audit requirements for a course receive a grade of AUD which carries no earned credit hours.
- Enrollment for audit is limited to the regular registration period for the semester or term. A student must enroll for the course as an Audit and must pay tuition and fees in the same way and at the same rate as students enrolling for credit.
- Faculty members who wish to audit courses must secure approval of the instructor of the course and must enroll in the regular way.
- Staff Development courses may not be taken under the audit option.
- Courses taken under the audit option may not be used to satisfy degree requirements and are not eligible for financial aid.

Schedule Adjustment

Students can change their class schedules during the late registration and schedule adjustment period each term. The exact schedule adjustment period for each term is published in the academic calendar for that term. Schedule changes can be made on

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MyMU (<https://mymu.marshall.edu>) or in person at the Registrar's Office. Students who want to change sections of a course during the schedule adjustment period must drop the section in which they are currently enrolled and add the new section.

See "Dropping Courses" for information on dropping a class after the schedule adjustment period.

Syllabus Policy

From University Policy UPAA-3, effective August 1, 2019.

On the first day of each course, the instructor must provide each student with access to a syllabus that provides the following information:

- Course name and number.
- Instructor's name, office location, phone, Marshall e-mail address (it is permissible to indicate a preference for students to use the internal e-mail within Marshall's learning management system) and office hours.
- List of all required texts.
- Attendance policy.
- Grading policy.
- Due dates for major projects and exams.
- Course description from most recent catalog.
- Course student learning outcomes
- Schedule of class sessions and assignments with the amount of detail appropriate to the discipline and course type.
- Grid showing the following relationships: how each course student learning outcome will be practiced, and assessed, in the course.
- Link to Official University Policies and Resources located on Academic Affairs' website.
- Semester course meets, e.g. spring 2012.
- Time course meets, e.g. M/W/F 1:00 – 1:50 (except in the case of asynchronous online courses).
- Course location (except in the case of asynchronous online courses).

This policy may not apply to the following types of courses: thesis, seminar, problem report, independent study, field work, internships, practicum, and medical clerkships.

Proposed language to standardize Undergraduate and Graduate catalogs
February 25, 2026

Colleges and academic units may develop more detailed requirements concerning the content of the syllabus.

Undergraduate Students in Graduate Courses

Seniors with a cumulative GPA of at least 2.75 may register for graduate classes (500 and 600 series) after they have received approval from their undergraduate dean, the chair of the department offering the course, and the dean of the college/school offering the course. Undergraduates must request permission to register for graduate classes using the electronic form available at the Graduate Studies website (<https://www.marshall.edu/graduate/current-students/forms-and-information/>). The form must be completed and all permissions secured prior to the opening of the term of enrollment.

- A number of programs have Accelerated Graduate Degree (AGD) options where a graduate course applies both to the undergraduate and graduate degree requirements. See “Accelerated Graduate Degree” for more details.
- Credit hours for graduate courses completed as an undergraduate can be applied to either an undergraduate or a graduate degree at Marshall University but not to both, except through approved Accelerated Graduate Degree programs. Each course will appear on the student’s undergraduate transcript or graduate transcript, but not both.
- If a student chooses to apply a course towards their undergraduate degree by including the course on their undergraduate transcript, the course will count towards the student’s undergraduate GPA.
- Once the term of the course has ended, a student may not move the course from their undergraduate transcript to their graduate transcript or vice versa.
- No more than 12 graduate hours may be taken as an undergraduate.

University Curriculum Committee RECOMMENDATION

SR 25-26-28 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

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

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

Program Additions

College of Arts and Media

Sound Production (Minor)

CIM Key: 981

Associated Major

BA, Music Industry

Minimum Credit Hours

18

Required Courses

JMC 231: Intro to Audio Production

MUSP 226: Intro to Music Technology

MUSP 250: Digital Recording I

MUSP 350: Digital Recording II

MUSP 351: Studio Recording Techniques

MUSP 450: Advanced Music Production

Rationale

Sound production is a growing field and one that has uses in many disciplines, including music recording, filmmaking, video production, podcasting, and theatre. The School of Music has an existing sound recording studio that has been under utilized. The School of Music will ultimately offer a sound production emphasis area

University Curriculum Committee RECOMMENDATION

SR 25-26-28 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

in the Music Industry degree and become a center for sound recording in the region and state.

College of Health Professions

Pre-Occupational Therapy (Area of Emphasis)

CIM Key: 973

Associated Major

Kinesiology

Minimum Credit Hours

20

Required Courses

PSY 311: Child Development

PSY 312: Adult Development

PSY 408: Abnormal Psychology

ANT 201: Cultural Anthropology (CT)

BSC 120: Principles of Biology I

BSC 120L: Principles of Biology I Lab

BSC 121: Principles of Biology II

BSC 121L: Prin of Biology II Lab

Rationale

The Pre-Occupational Therapy area of emphasis is designed for students wishing to apply for professional occupational therapy programs. Adding this area of emphasis may require students to take beyond 15 hours per semester or to take summer classes in order to complete their degree program in four years.

Abdomen-Extended/OBGYN (Area of Emphasis)

CIM Key: 974

Associated Major

BS, Sonography

Minimum Credit Hours

123-125

University Curriculum Committee RECOMMENDATION

SR 25-26-28 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

Rationale

Sonography's credentialing bodies, the JRCDS and CAHEPP, have asked us to modify the name of General Sonography to Abdomen - Extended/OBGYN in order to be granted our accreditation.

Admissions for General Sonography emphasis has been submitted for suspension due to the name change.

Applied Res in Hlth & Mvmt Sci (Minor)

CIM Key: 979

Associated Major

Kinesiology

Minimum Credit Hours

15

Required Courses

Statistics Requirement - 3-4 hours

- STA 150: Foundations of Statistics
- STA 150L: Foundations of Statistics Lab
- Or other approved statistics course

Choose one of the following:

- HS 370: Applied Res Mthd Hlth Mvmt Sc
- HP 320: Intro to Res in Health Prof

Choose one of the following:

- CMM 302: Professional Presentations
- ENG 314: Intro to Professional Writing
- ENG 354: Scientific & Tech Writing

Research Practicum 5-6 hours

- HS 470: Applied Independent Res Technq

Rationale

The addition of a minor will give students with electives an undergraduate track to participate in research and prepare them for graduate research programs. This will

University Curriculum Committee RECOMMENDATION

SR 25-26-28 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

also support faculty research agendas that serve as a research mentor to the students in the minor.

University College

Cyber Security (Area of Emphasis)

CIM Key: 980

Associated Major

Integrated Studies, BAS Major

Minimum Credit Hours

15

Required Courses

CFS 357 Network Penetration and Attack

CFS 420 Incident Response

CFS 445 Mobile & Web Pen Testing

CFS 454 Network Defense

MIS 480 Special Topics

Rationale

This AoE would be offered through University College in the Integrated Studies, Bachelor of Applied Science program. This is designed to entice and provide a seamless pathway for students who have earned their AAS from Mountwest or another CTC and are interested in continuing their education through the BAS program. The BAS program was chosen because we can waive all general education requirements and provide these students with a seamless opportunity to continue their education and earn their bachelor's degrees in a more timely and cost-effective manner.

University Curriculum Committee RECOMMENDATION

SR 25-26-28 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

Manufacturing Processes (Area of Emphasis)

CIM Key: 982

Associated Major

Integrated Studies, BAS Major

Minimum Credit Hours

12

Required Courses

ENGR 102: Introduction to CAD

ENGR 104: The Engineering Profession

IE 305: System Engineering

ME 330: Manufacturing Methods/Design

MKT 350: Supply Chain Logistics

Rationale

The request for this area of emphasis came from the manufacturing business sector at the request of Brandon Dennison and Derek Scarbro. This collaborative AoE in the Integrated Studies, BAS major will provide students with an existing AAS the ability to waive all general education requirements and provide them a seamless opportunity to continue their education and earn their bachelor's degrees in a more timely and cost-effective manner.

Program Changes

College of Arts and Media

BFA, Theatre

CIM Key: 32

Changes

Admission requirements

- Students desiring entry into the B.F.A. degree must be formally admitted to the program following the completion of an audition or portfolio review in the student's area of emphasis and an interview with the area faculty. This audition or portfolio review may occur at any time, but typically takes place during the second semester of the student's sophomore year. Students should consult the theatre program website for specific audition/portfolio requirements.
- Theatre majors returning after having not enrolled in theatre study for two or more consecutive semesters must re-audition/interview before permission

University Curriculum Committee RECOMMENDATION

SR 25-26-28 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

to continue in the major will be granted. Students should consult the theatre program website for specific audition/portfolio requirements.

Graduation requirements

- Students enrolled in the Bachelor of Fine Arts program in Theatre are required to complete all work in the in the major with a minimum grade of *C*. Course grades of *D* and *F* are not counted toward graduation requirements and must be replaced with a grade of *C* or better before graduation or before using that course as a prerequisite.
- Candidates for graduation must have a Grade Point Average of 2.0 or higher in all work attempted at Marshall University.
- A minimum of thirty-nine (39) credit hours must be earned in courses numbered 300-499.
- Students must earn at least 120 credit hours. No courses in the college and major requirements for graduation may be taken Credit/Non-Credit unless the course is so specified.

Rationale

The curricular change here is the elimination of 3 credits of THE 270 Practicum (being deleted), which are being replaced by 3 credits of THE 370 Practicum. The theatre program no longer requires THE 295, the old pre-requisite for THE 370.

Other changes made by the CAM college editor are purely cosmetic and to facilitate impending changes to general education. Information included in the current catalog has been shifted to places that make more sense in the online catalog template.

Perform, BFA Theatre Emphasis

CIM Key: 33

Changes

Catalog overview

- B.F.A. in Theatre with an Emphasis in Performance

Distinctive Features of the Program

- Students who graduate with their degree in Theatre Performance are career ready with a number of skills and credentials at their fingertips, including:
 - acting techniques such as Stanislavski, Meisner, Physical Theatre, and others; audition techniques for stage, film, and musical theatre; IPA; dialects; vocal health; movement for the actor; character development; cold reading; improvisation; Shakespeare & classical performance; on-

University Curriculum Committee RECOMMENDATION

SR 25-26-28 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

- camera acting; monologue and scene study; stage combat; devising and ensemble creation; professional portfolio development; resume and reel creation; and industry networking skills
- emotional availability and authenticity; ensemble building; discipline and work ethic; risk taking and creative courage; resilience and rejection management; collaboration; personal branding; self-motivation; adaptability under pressure; and professionalism.

Admission requirements

- Students desiring entry into the B.F.A. degree must be formally admitted to the program following the completion of an audition or portfolio review in the student's area of emphasis and an interview with the area faculty. This audition or portfolio review may occur at any time, but typically takes place during the second semester of the student's sophomore year. Students should consult the theatre program website for specific audition/portfolio requirements.
- Readmission After Absence of Two or More Semesters
 - Theatre majors returning after having not enrolled in theatre study for two or more consecutive semesters must re-audition/interview before permission to continue in the major will be granted. Students should consult the theatre program website for specific audition/portfolio requirements.

Graduation requirements

- Students enrolled in the Bachelor of Fine Arts program in Theatre are required to complete all work in the in the major with a minimum grade of *C*. Course grades of *D* and *F* are not counted toward graduation requirements and must be replaced with a grade of *C* or better before graduation or before using that course as a prerequisite.
- Candidates for graduation must have a Grade Point Average of 2.0 or higher in all work attempted at Marshall University.
- A minimum of thirty-nine (39) credit hours must be earned in courses numbered 300-499.
- Students must earn at least 120 credit hours. No courses in the college and major requirements for graduation may be taken Credit/Non-Credit unless the course is so specified.

University Curriculum Committee RECOMMENDATION

SR 25-26-28 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

Rationale

The curricular change here is the elimination of 3 credits of THE 270 Practicum (being deleted), which are being replaced by 3 credits of THE 370 Practicum. The theatre program no longer requires THE 295, the old pre-requisite for THE 370.

Other changes made by the CAM college editor are purely cosmetic and to facilitate impending changes to general education. Information included in the current catalog has been shifted to places that make more sense in the online catalog template.

Production

CIM Key: 34

Changes

Catalog overview

- Distinctive Features of the Program
 - Students who graduate with their degree in Theatre Production are career ready with a number of skills and credentials at their fingertips, including:
 - scenic design; lighting design; sound design; costume design and construction; props design and construction; technical direction; drafting and technical drawing; CAD drafting; stage automation basics; production management; shop safety and supervision; budgeting and cost estimation; load-in/strike coordination; production scheduling; rigging fundamentals; carpentry and fabrication
 - project management; team leadership; safety culture leadership; technical communication; logistics planning; problem solving under pressure; delegation and supervision; precision and attention to detail; accountability for deadlines; and crisis management.
 - Students gain expertise in software and hardware for the various aspects of theatre production, such as:
 - Design and Drafting: AutoCAD, Vector works, SketchUp, Photoshop, Illustrator, and Procreate
 - Lighting: ETC EOS, Lightwright, DMX Controllers, and Moving Light Programming
 - Sound: QLab (Advanced); Pro Tools (Audacity), and digital sound consoles such as Behringer and Yamaha
 - Scenery and Fabrication: table saw, CNC router, laser cutter, welding equipment, 3D printers

University Curriculum Committee RECOMMENDATION

SR 25-26-28 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

- Costume: industrial sewing machines, pattern drafting software, dyeing and fabric treatment equipment
- Production management: Microsoft Excel, Google Sheets, and project management tools (Trello, Asana, etc.)
- Professional Residency/Internship
 - B.F.A. Theatre majors gain professional experience through THE 490 Professional Theatre Residency. Typically, internships take place during the summer months and demonstrate the individual's ability to participate on a regional or national level. The student prepares a resume and audition or portfolio, and through that preparation acquires a position with a theatre-related, professional organization. Summer employment with professional organizations (out-of-state or in-state organizations) holding auditions or interviews at S.E.T.C. or similar regional or national conventions are considered appropriate internships. Substantial skills workshops and studies abroad in theatre (where the application involves competition) may also be considered appropriate internships. Students make arrangements with the producing organization to provide an evaluation of their work.

Admission requirements

- Students desiring entry into the B.F.A. degree must be formally admitted to the program following the completion of an audition or portfolio review in the student's area of emphasis and an interview with the area faculty. This audition or portfolio review may occur at any time, but typically takes place during the second semester of the student's sophomore year. Students should consult the theatre program website for specific audition/portfolio requirements.
- Readmission After Absence of Two or More Semesters
 - Theatre majors returning after having not enrolled in theatre study for two or more consecutive semesters must re-audition/interview before permission to continue in the major will be granted. Students should consult the theatre program website for specific audition/portfolio requirements.

Graduation requirements

- Students enrolled in the Bachelor of Fine Arts program in Theatre are required to complete all work in the in the major with a minimum grade of *C*. Course grades of *D* and *F* are not counted toward graduation requirements and must be replaced with a grade of *C* or better before graduation or before using that course as a prerequisite.

University Curriculum Committee RECOMMENDATION

SR 25-26-28 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

- Candidates for graduation must have a Grade Point Average of 2.0 or higher in all work attempted at Marshall University.
- A minimum of thirty-nine (39) credit hours must be earned in courses numbered 300-499.
- Students must earn at least 120 credit hours. No courses in the college and major requirements for graduation may be taken Credit/Non-Credit unless the course is so specified.

Rationale

The curricular change here is the elimination of 3 credits of THE 270 Practicum (being deleted), which are being replaced by 3 credits of THE 370 Practicum. The theatre program no longer requires THE 295, the old pre-requisite for THE 370.

Other changes made by the CAM college editor are purely cosmetic and to facilitate impending changes to general education. Information included in the current catalog has been shifted to places that make more sense in the online catalog template.

BA, Music Industry

CIM Key: 906

Changes

Graduation requirements

- Students enrolled in the Bachelor of Fine Arts program in Theatre are required to complete all work in the in the major with a minimum grade of *C*. Course grades of *D* and *F* are not counted toward graduation requirements and must be replaced with a grade of *C* or better before graduation or before using that course as a prerequisite.
- Candidates for graduation must have a Grade Point Average of 2.0 or higher in all work attempted at Marshall University.
- A minimum of thirty-nine (39) credit hours must be earned in courses numbered 300-499.
- Students must earn at least 120 credit hours. No courses in the college and major requirements for graduation may be taken Credit/Non-Credit unless the course is so specified.

Rationale

Revisions to the degree program were advised by our accrediting body, the National Association of Schools of Music (NASM). There is a reduction in the number of general electives from 26 to 16, and an addition of ten (10) credits in musicianship to

University Curriculum Committee RECOMMENDATION

SR 25-26-28 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

meet NASM standards for BA degree programs. There are also cosmetic changes to the course list for the purposes of catalog standardization and in anticipation of changes to general education.

Music Management

CIM Key: 910

Changes

Music Industry Major Requirements

- MUS 142: Music in Society
- MUSP 101: Basic Musicianship
- MUSP 110: The Professional Musician
- MUSP 111: Elementary Music Theory I
- MUSP 190: Aural Perceptions of Music Lit
- MUSP 225: Intro to Music Industry

Rationale

Revisions to the degree program were advised by our accrediting body, the National Association of Schools of Music (NASM). There is a reduction in the number of general electives from 26 to 16, and an addition of ten (10) credits in musicianship to meet NASM standards for BA degree programs. There are also cosmetic changes to the course list for the purposes of catalog standardization and in anticipation of changes to general education.

College of Business

BA, General Business

CIM Key: 54

Changes

Free Electives to reach 120 hours

- A maximum of two electives (up to 6 credit hours) from the following courses: ENT 250, MKT 231, STHM 218, STHM 250, or STHM 270, may be taken as electives. However, any 300- or 400-level courses offered by the College of Business with the following designators - ACC, ECN, ENT, FIN, LE, MGT, MIS, MKT, STHM – may count toward the General Business elective requirement. Students must complete courses with at least two separate alpha designators. Internship credit may not count as a General Business Elective.
- To meet the College of Business graduation requirement of 12 hours of 400-level courses completed in the College of Business at Marshall, nine (9) hours of General Business Electives must be at the 400 level.

University Curriculum Committee RECOMMENDATION

SR 25-26-28 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

Rationale

The specific 200-level courses listed count towards other BBA majors. So, this change aligns General Business with the BBA programs and gives students more options.

College of Education

BA, Elementary Education

CIM Key: 91

Changes

Professional Education Core

- Add EDF 202: Appl Clin Participation I and EDF 204: Appl Clin Participation II

Rationale

EDF 202 and EDF 204 are Pre-Residency courses that are replacing multiple sections of EDF 200.

Art Education, PreK-Adult

CIM Key: 101

Changes

Professional Education Core

- Add EDF 202: Appl Clin Participation I and EDF 204: Appl Clin Participation II

Rationale

EDF 202 and EDF 204 are Pre-Residency courses that are replacing multiple sections of EDF 200.

Biological Science, 9-Adult

CIM Key: 102

Changes

Professional Education Core

- Add EDF 202: Appl Clin Participation I and EDF 204: Appl Clin Participation II

Rationale

EDF 202 and EDF 204 are Pre-Residency courses that are replacing multiple sections of EDF 200.

University Curriculum Committee RECOMMENDATION

SR 25-26-28 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

Chemistry, 9-Adult

CIM Key: 103

Changes

Professional Education Core

- Add EDF 202: Appl Clin Participation I and EDF 204: Appl Clin Participation II

Rationale

EDF 202 and EDF 204 are Pre-Residency courses that are replacing multiple sections of EDF 200.

English, 5-Adult

CIM Key: 104

Changes

Professional Education Core

- Add EDF 202: Appl Clin Participation I and EDF 204: Appl Clin Participation II

Rationale

EDF 202 and EDF 204 are Pre-Residency courses that are replacing multiple sections of EDF 200.

P E Health Wellness PreK-Adult

CIM Key: 105

Changes

Professional Education Core

- Add EDF 202: Appl Clin Participation I and EDF 204: Appl Clin Participation II

Rationale

EDF 202 and EDF 204 are Pre-Residency courses that are replacing multiple sections of EDF 200.

University Curriculum Committee RECOMMENDATION

SR 25-26-28 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

Music Education, PreK-Adult

CIM Key: 106

Changes

Professional Education Core

- Add EDF 202: Appl Clin Participation I and EDF 204: Appl Clin Participation II

Rationale

EDF 202 and EDF 204 are Pre-Residency courses that are replacing multiple sections of EDF 200.

Mathematics, 5-Adult

CIM Key: 107

Changes

Professional Education Core

- Add EDF 202: Appl Clin Participation I and EDF 204: Appl Clin Participation II

Rationale

MTH 404, MTH 405, MTH 449, and MTH 440 are no longer being offered by the Math Department, so we needed to replace them with CI 415, MTH 31, MTH 311, and MTH 452 respectively.

EDF 202 and EDF 204 are Pre-Residency courses that are replacing multiple sections of EDF 200.

Multi-Categorical, 5-Adult

CIM Key: 108

Changes

Does this emphasis satisfy a requirement for a major or is it optional?

- Optional

Rationale

Not a stand alone program; an endorsement that goes along with a Secondary Area of Emphasis

University Curriculum Committee RECOMMENDATION

SR 25-26-28 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

Physics, 9-Adult

CIM Key: 109

Changes

Professional Education Core

- Add EDF 202: Appl Clin Participation I and EDF 204: Appl Clin Participation II

Rationale

EDF 202 and EDF 204 are Pre-Residency courses that are replacing multiple sections of EDF 200.

General Science, 5-Adult

CIM Key: 110

Changes

Professional Education Core

- Add EDF 202: Appl Clin Participation I and EDF 204: Appl Clin Participation II

Rationale

EDF 202 and EDF 204 are Pre-Residency courses that are replacing multiple sections of EDF 200.

Social Studies, 5-Adult

CIM Key: 111

Changes

Professional Education Core

- Add EDF 202: Appl Clin Participation I and EDF 204: Appl Clin Participation II

Rationale

EDF 202 and EDF 204 are Pre-Residency courses that are replacing multiple sections of EDF 200.

University Curriculum Committee RECOMMENDATION

SR 25-26-28 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

College of Engineering and Computer Science

BSEE, Electrical/Computer Engr

CIM Key: 617

Changes

New department/division

- Biomedical & Electrical Engr

Areas of Emphasis exist or are planned to exist.

- No

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

- No

Minimum credit hours

- 123

Technical electives

- Select at least 3 technical elective courses. The courses must be approved by the student's advisor and the division chair. Note that any 300- or 400-level EE course not already being used to satisfy degree requirements may be used as a technical elective.

Rationale

Proposed changes are part of a curriculum adjustment intended to remove topic duplication and to reduce the number of CHs in the program.

Note that, as part of proposed changes to the BSEE program, the two areas of emphasis will no longer be used. Therefore, we are requesting to suspend admission to emphases TE41 and TE42.

University Curriculum Committee RECOMMENDATION

SR 25-26-28 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

College of Health Professions

BS, Medical Laboratory Science

CIM Key: 425

Changes

Removing CHM 327 Intro to Organic Chemistry from the curriculum because it is no longer required by our accrediting body.

Community Health

CIM Key: 860

Changes

Minimum credit hours

- 18

Catalog overview

- The Community Health certificate program (18 Credit Hours) is intended primarily to help non-public health majors gain professional knowledge in this field of health care. This certificate program also caters to the needs of individuals already working in health settings to further enhance their knowledge and receive professional credentials in the area of Community Health.

Course requirements

- PH 101: Intro to Public Health
- PH 105: Intro to Epidemiology
- PH 220: Social & Behavioral Health
- PH 240: Control of Infectious Diseases
- PH 260: Community Health & Devpt
- PH 490: Public Health Intern/Capstone

Rationale

A 21-credit hour certificate is unusually heavy and approaches the length of a minor or a full year of a master's degree. Reducing the requirement to 18 hours aligns the program with industry and academic standards for certificate credentials, making it more attractive and attainable for students while maintaining academic rigor. Taking 15 credit hours including a research-intensive Capstone in the very first semester is a high-risk workload that could lead to burnout or lower GPAs.

University Curriculum Committee RECOMMENDATION

SR 25-26-28 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

Kinesiology

CIM Key: 883

Changes

Catalog overview

- Kinesiology majors are required to either complete a minor in Occupational Safety & Health or choose an Area of Emphasis. Areas of Emphasis to choose from are:
 1. Pre-Med - Area of Emphasis that includes the common prerequisites for medical school
 2. Pre-Physical Therapy - Area of Emphasis that includes the common prerequisites for physical therapy school.
 3. Pre-Physician's Assistant - Area of Emphasis that includes the common prerequisites for physicians assistant school.
 4. Pre-Occupational Therapy - Area of Emphasis that includes the common prerequisites for occupational therapy school.

Students choosing an Area of Emphasis may need to take additional hours beyond 15 each semester or take summer school to finish in 4 years. The Area of Emphasis replaces the restricted electives and Occupational Safety & Health minor.

Rationale

Updating to better serve students by changing a required minor to be required unless they are adding an area of emphasis.

Kin, Pre-Physical Therapy

CIM Key: 896

Changes

Admission requirements

- Declare Kinesiology as a major.

Minimum credit hours

- 37

Course requirements

- BSC 120 & BSC 120L: Principles of Biology I and Principles of Biology I Lab
- BSC 121 & BSC 121L: Principles of Biology II and Prin of Biology II Lab
- CHM 211 & CHM 217: Principles of Chemistry I and Principles of Chem Lab I

University Curriculum Committee RECOMMENDATION

SR 25-26-28 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

- CHM 212 & CHM 218: Principles Chemistry II and Principles of Chem Lab II

- Math Requirement for Physics: Select from the Following
 - MTH 127 & MTH 122: College Algebra-Expanded and Plane Trigonometry
 - MTH 130 & MTH 122: College Algebra and Plane Trigonometry
 - MTH 132: Precalculus with Sci Applica

- PHY 201: College Physics I
- PHY 202: General Physics I Laboratory
- PHY 203: College Physics II
- PHY 204: General Physics 2 Laboratory
- PSY 311: Child Development
- PSY 312: Adult Development

Rationale

Updating Plan of Study due to changes in major.

Kin, Pre-Med

CIM Key: 897

Changes

Catalog overview

- The Pre-Med area of emphasis is designed for students wishing to apply for professional medical and osteopathic school programs. Adding this area of emphasis may require students to take beyond 15 hours per semester or to take summer classes in order to complete their degree program in four years.

Admission requirements

- Declare Kinesiology as a major.

Minimum credit hours

- 47

Course requirements

- BSC 120 & BSC 120L: Principles of Biology I and Principles of Biology I Lab
- BSC 121 & BSC 121L: Principles of Biology II and Prin of Biology II Lab
- CHM 211 & CHM 217: Principles of Chemistry I and Principles of Chem Lab I
- CHM 212 & CHM 218: Principles Chemistry II and Principles of Chem Lab II
- CHM 355: Organic Chemistry I

University Curriculum Committee RECOMMENDATION

SR 25-26-28 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

- CHM 356: Organic Chemistry II
- CHM 361: Intro Organic Chm Lab
- CHM 365: Introductory Biochemistry

- Math Requirement for Physics: Select from the Following
 - MTH 127 & MTH 122: College Algebra-Expanded and Plane Trigonometry
 - MTH 130 & MTH 122: College Algebra and Plane Trigonometry
 - MTH 132: Precalculus with Sci Applica

- PHY 201: College Physics I
- PHY 202: General Physics I Laboratory
- PHY 203: College Physics II
- PHY 204: General Physics 2 Laboratory
- PSY 311: Child Development
- PSY 312: Adult Development

Rationale

Updating plan of study due to major changes.

Kin, Pre-Physician Assistant

CIM Key: 898

Changes

Catalog overview

- The Pre-Physician Assistant area of emphasis is designed for students wishing to apply for professional physician assistant programs. Adding this area of emphasis may require students to take beyond 15 hours per semester or to take summer classes in order to complete their degree program in four years.

Minimum credit hours

- 31

Course requirements

- BSC 120: Principles of Biology I
- BSC 120L: Principles of Biology I Lab
- BSC 121: Principles of Biology II
- BSC 121L: Prin of Biology II Lab
- CHM 211: Principles of Chemistry I

University Curriculum Committee RECOMMENDATION

SR 25-26-28 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

- CHM 217: Principles of Chem Lab I
- CHM 212: Principles Chemistry II
- CHM 218: Principles of Chem Lab II
- CHM 355: Organic Chemistry I
- CHM 356: Organic Chemistry II
- CHM 361: Intro Organic Chm Lab
- 4-5 hours of BSC 302 and 304, OR 4 hours of BSC 250 and BSC 250L.

Rationale

Updating Plan of Study due to changes in major.

Nutrition

CIM Key: 907

Changes

Catalog overview

- The Nutrition minor allows students to explore the role of nutrition in healthy living through coursework in nutrition science, health, wellness, and food. Completion of the undergraduate Nutrition minor could benefit those interested in improving personal well-being and achieving a healthier lifestyle, as well as students pursuing careers in food, exercise science, athletic training, nursing, medicine, physical therapy, pharmacy, dentistry, and other allied health professions.

Minimum credit hours

- 16

Course requirements

- DTS 210: Nutrition
- DTS 202: Introductory Foods
- DTS 320: Intermediate Nutrition
- Elective Courses - Choose 6 hours from the following
 - DTS 310: Life Span Nutrition
 - DTS 315: Sports & Performance Nutrition
 - DTS 409: Nutrition in Community
 - DTS 410: Cross Cultural Foods

Rationale

Hours required will increase by one to 16 in order to accommodate one 4-hour required course. Also, one other course (DTS 409) is being added to elective

University Curriculum Committee RECOMMENDATION

SR 25-26-28 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

choices to provide additional opportunities to accommodate various student interests in the field.

College of Science

BS, Biological Science

CIM Key: 534

Changes

This change is to add our new BSC 492 Research Capstone course as an option for the capstone requirement.

Forensic Biology Emph, BSC Mjr

CIM Key: 837

Changes

This change is to add our new BSC 492 Research Capstone course as an option for the capstone requirement (this is an alternative to BSC 491 Capstone).

870: B.A., Biological Sciences Maj.

CIM Key: 870

Changes

This change is to add our new BSC 492 Research Capstone course as an option for the capstone requirement (this is an alternative to BSC 491 Capstone).

Ecology, Evol & Organismal Bio

CIM Key: 954

Changes

This change is to add our new BSC 492 Research Capstone course as an option for the capstone requirement (this is an alternative to BSC 491 Capstone).

Cell, Molecular & Medical Bio

CIM Key: 955

Changes

This change is to add our new BSC 492 Research Capstone course as an option for the capstone requirement (this is an alternative to BSC 491 Capstone).

University Curriculum Committee RECOMMENDATION

SR 25-26-28 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

University College

Military Science, Minor (MINU)

CIM Key: 704

Changes

No longer listed with BBA, Management

Minimum credit hours

- 25

Course requirements

- The declaration of a Military Science Minor is made with the approval of the Professor of Military Science.
- MS 284: Military History
- MS 301 & MS 301L: Leadership and Prob Solving and Adv Course Lead Lab III
- MS 302 & MS 302L: Leadership and Ethics and Adv Course Lead Lab III
- MS 351: Summer Training Camp (Dev. and Assessment Course, Fort Knox, KY)
- MS 401 & MS 401L: Leadership and Management and Adv Course Lead Lab IV
- MS 402 & MS 402L: Officership and Adv Course Lead Lab IV

Rationale

Updated "Completion" to "Declaration" of the minor. Students can not declare the minor without a contract. So, the "Declaration" requirement is necessary. Also, change from a history elective course to specifying MS 284. The US Army Cadet Command has requested that this specific military history be taken rather than a generic history elective course.

**University Curriculum Committee
RECOMMENDATION**

SR 25-26-28 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS:

University Curriculum Committee RECOMMENDATION

SR 25-26-29 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

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

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

Course Additions

Collee of Arts and Media

MUSP 350: Digital Recording II

CIM Key: 16207

Course Description

Study of intermediate digital audio workstation operation and techniques, including multitrack mixing workflow, signal flow basics, miking strategies, digital audio theory, and session planning.

Credit Hours

3

Rationale

The School of Music is creating a new sound production minor. Sound production is a growing field and one that has uses in many disciplines, including music recording, filmmaking, video production, podcasting, and theatre.

MUSP 351: Studio Recording Techniques

CIM Key: 16208

Course Description

In-depth study of studio recording techniques, with emphasis on console operation, mic selection and operation, signal flow, recording session planning, and studio etiquette and workflow.

University Curriculum Committee RECOMMENDATION

SR 25-26-29 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

Credit Hours

3

Rationale

The School of Music is creating a new sound production minor. Sound production is a growing field and one that has uses in many disciplines, including music recording, filmmaking, video production, podcasting, and theatre. This course focuses solely on the studio and provides not only hands-on experience with studio equipment, but also experience with work flow and routines, planning, and etiquette. The course will also prepare students in advance of earning an Avid Pro Tools Specialist Certification.

College of Education

CI 340: Tch Creatively in Elem Classrm

CIM Key: 16187

Course Description

This course equips teacher candidates with knowledge, skills, and practical strategies to integrate performance-based teaching (through music, drama, movement, and storytelling) into standards-aligned instruction.

Credit Hours

3

Rationale

Teaching Creatively in the Elementary Classroom preserves developmentally appropriate, engaging learning environments where children thrive through exploration, inquiry, play, and artistic expression. Creative pedagogy supports whole-child development while strengthening academic rigor. Research-based practices emphasize child-centered, integrated instruction that builds critical thinking, collaboration, and problem-solving. Creative strategies such as arts integration and project-based learning directly support mastery of state standards and frameworks like the Common Core State Standards Initiative. By preparing teachers as innovative instructional designers, this course ensures standards-aligned achievement while preserving the joy and identity of elementary education.

University Curriculum Committee RECOMMENDATION

SR 25-26-29 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

EDF 202: Appl Clin Participation I

CIM Key: 16188

Course Description

Structured observation and participation experience in a K–12 classroom; the second course in the COEPD clinical progression, moving candidates beyond introductory observation into guided instructional participation.

Credit Hours

0

Rationale

As the second clinical progression experience, EDF 202 – Applied Clinical Participation (Part I) immerses candidates in classrooms where they move beyond observation to guided participation. Candidates strengthen understanding of teaching and learning, build professional habits, and prepare for methods-based clinical experiences and eventual Residency.

This is part of the Pre-Residency hours required by the WVDE.

Projected semester enrollment is 150+ students.

EDF 204: Appl Clin Participation II

CIM Key: 16193

Course Description

Structured observation and participation experience in a K–12 classroom; the third course in the COEPD clinical progression, moving candidates beyond introductory observation into guided instructional participation.

Credit Hours

0

Rationale

As the third clinical progression experience, EDF 204 – Applied Clinical Participation (Part II) immerses candidates in classrooms where they move beyond observation to guided participation. Candidates strengthen understanding of teaching and learning, build professional habits, and prepare for methods-based clinical experiences and eventual student teaching.

Projected enrollment - 100+ students/semester

University Curriculum Committee
RECOMMENDATION

SR 25-26-29 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

College of Health Professions

HS 370: Applied Res Mthd Hlth Mvmt Sc

CIM Key: 16184

Course Description

Applied Research Methods in Health & Movement Sciences is an introduction to research methods for medical/health fields such as athletic training, biomechanics, exercise science, strength & conditioning, and kinesiology.

Credit Hours

3

Rationale

This course is being added to allow a student to use it in a minor (new proposed minor in Applied Research in Health & Movement Sciences) as a research methods course at the undergraduate level.

HS 470: Applied Independent Res Technq

CIM Key: 16185

Course Description

Applied Independent Research Techniques allows a student to complete a research project with a faculty research mentor as an undergraduate student.

Credit Hours

1-12

Rationale

This course addition will be utilized in a new proposed minor (Applied Research in Health & Movement Sciences).

College of Liberal Arts

GEO 230L: Physical Meteorology Lab

CIM Key: 16176

Course Description

Hands-on laboratory emphasizing measurement of atmospheric conditions using standard meteorological instruments.

Credit Hours

1

University Curriculum Committee RECOMMENDATION

SR 25-26-29 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

Rationale

GEO 230 Intro to Meteorology (4 credit hours) is proposed to be separated into lecture and lab courses. Even though the 4 credit hour course incorporated labs, it will be easier to facilitate with TAs by separate courses and sections. Therefore, the main lecture with assignments, exams and projects will be reduced to 3 credit hours, while the newly proposed GEO 230L will be 1 credit hour and feature hands-on labs that incorporate measurable, observable meteorological data.

HST 393: History of Horses and Humans

CIM Key: 16161

Course Description

A survey of the interactions between humans and horses beginning with ancient origins and extending into local history.

Credit Hours

3

Rationale

There is no course that covers these topics. It will appeal to History majors but also to anyone interested in animal science, including Biology Majors and Pre-Veterinary Science majors who would like to expand their knowledge of equines. Archeology, Anthropology, and Classics majors will also be interested. The class will be capped at 25 students.

College of Science

BSC 492: Research Capstone Experience

CIM Key: 16186

Course Description

An independent study involving primary research under mentorship approved by Biological Science Faculty.

Credit Hours

2

Rationale

Currently, the BSC capstone course encompasses a wide range of student experiences including shadowing and research. To better distinguish these experiences, we propose creating a designated research capstone (BSC 492) in addition to our general capstone (BSC 491). Students that participate in research

University Curriculum Committee RECOMMENDATION

SR 25-26-29 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs: should have this designation on their transcript to reflect their independent work and the rigor of their experience.

University College

UNI 100H: Freshman First Class Honors

CIM Key: 16245

Course Description

UNI 100H is an introduction to the academic structures and expectations of the University and Honors College, including the e-portfolio process.

Credit Hours

1

Rationale

In addition to aiding in the transition to college and Marshall University specifically, this course will also aid in the transition and introduction to the Honors College at Marshall University. The standard UNI 100 learning outcomes have been modified so that they remain aligned with the core goals of the course while orienting them more specifically toward the population of Honors College students.

Course Changes

College of Arts and Media

MUSP 126: Class Voice

CIM Key: 10505

Changes

New description

- Classes for voice minors and electives; designed for beginners. May be repeated for credit.

Rationale

Adding language required by the registrar regarding repeatability.

MUSP 127: Class Guitar

CIM Key: 10503

Changes

New description

- Beginning guitar instruction for elective students. May be repeated for credit.

University Curriculum Committee RECOMMENDATION

SR 25-26-29 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

Rationale

Adding language required by the registrar regarding repeatability.

MUS 121: Aural Music

CIM Key: 10491

Changes

New alpha designation

- MUSP

New course number

- 190

New title

- Aural Perceptions of Music Lit

New description

- The development of aural skills in perceiving timbre, texture, rhythm, meter, linear organization, harmonic organization, and form through listening to selected works.

Rationale

Course Prefix & Numbering: The School of Music is undergoing a revision of its catalog of courses.

Course Title: A minor tweak so that the title is clearer.

Course Description: The course will no longer require the study of musical scores and will focus instead upon listening skills.

MUS 218: Intro to Music Technology

CIM Key: 10623

Changes

New alpha designator

- MUSP

New course number

- 226

New description

- Introduction to music technology used for sound reinforcement, digital audio recording and editing, music notation, and MIDI data.

University Curriculum Committee
RECOMMENDATION

SR 25-26-29 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

Rationale

Course Prefix/Number: The School of Music is undergoing a wholesale revision of their course inventory.

Course Description: Updating the language to accommodate the new sound production minor.

MUS 219: Digital Recording Techniques

CIM Key: 10624

Changes

New alpha designator

- MUSP

New course number

- 250

New title

- Digital Recording I

New description

- Concepts, implementation, and utilization of digital audio workstation software and hardware: MIDI, digital audio, recording techniques, production, and using the Internet to empower music creators (open to non-music majors)

New credit hours

- 3

Rationale

Course Prefix and Number: The School of Music is undergoing a revision of their course inventory.

Course Description: Removal of unnecessary words.

Course Credits: Students will be working toward Avid Pro Tools certification so will have more hands-on experience using digital recording software and hardware.

University Curriculum Committee RECOMMENDATION

SR 25-26-29 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

MUS 432: Music Production

CIM Key: 10829

Changes

New alpha designator

- MUSP

New course number

- 450

New title

- Advanced Music Production

New description

- Music production techniques for a variety of genres using a digital audio workstation. Focus on large-scale multitrack sessions. Successful completion confers Avid Pro Tools Specialist Certification.

New credit hours

- 3

Rationale

Course Prefix and Number: The School of Music is undergoing a revision of its course inventory.

Course Title: The new title reflects the scaffolding that is the basis of a sound production minor and eventual emphasis area.

Credit Hours: The additional credit hour reflects the addition of materials and hands-on experiences to achieve Avid Pro Tools Certification.

College of Education

CI 248: Intro to Science Elem Ed

CIM Key: 2151

Change

Decrease credit hours from 4 to 3

Rationale

Credit hour change from 4 hours to 3 hours; this is to align the course with the other courses in the program and to help in scheduling and faculty load.

University Curriculum Committee
RECOMMENDATION

SR 25-26-29 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

CI 348: Phy Sci & Engr for Elem Ed

CIM Key: 15344

Change

Decrease credit hours from 4 to 3

Rationale

Credit hour change from 4 hours to 3 hours; this is to align the course with the other courses in the program and to help in scheduling and faculty load.

College of Engineering and Computer Science

ENGR 201: Circuits I

CIM Key: 5735

Changes

New alpha designator: EE

New department: Biomedical & Electrical Engr

New description

Topics include basic circuit variables and elements, Kirchhoff's laws, analysis of resistive circuits under DC and steady-state AC conditions, the transient response of first-order circuits, and computer-based tools.

Rationale

Proposed changes are part of a curriculum adjustment intended to remove topic duplication and to reduce the number of CHs in the program.

EE 202: Circuits II

CIM Key: 5159

Changes

New department

- Biomedical & Electrical Engr

New description

- Topics covered include magnetically coupled networks, balanced three-phase system, Laplace Transform techniques and its application, Fourier analysis techniques, and two-port networks.

University Curriculum Committee RECOMMENDATION

SR 25-26-29 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

Rationale

Proposed changes are part of a curriculum adjustment intended to remove topic duplication and to reduce the number of CHs in the program.

EE 210: Programming Lab

CIM Key: 5161

Changes

New department

- Biomedical & Electrical Engr

New description

- This course introduces students to the fundamental principles of programming to solve engineering programs using the MATLAB, C++ and Python programming language.

New credit hours

- 3

Rationale

Proposed changes are part of a curriculum adjustment intended to remove topic duplication and to reduce the number of CHs in the program.

EE 320: Analysis of Signals & Systems

CIM Key: 5166

Changes

New department

- Biomedical & Electrical Engr

New description

- This course will provide students with an introduction to signals and systems, focusing on the analysis of continuous-time and discrete-time signals and systems in the time domain and frequency domain.

Rationale

Proposed changes are part of a curriculum adjustment intended to remove topic duplication and to reduce the number of CHs in the program.

University Curriculum Committee RECOMMENDATION

SR 25-26-29 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

EE 330: Random Signals & Systems

CIM Key: 5167

Changes

New department

- Biomedical & Electrical Engr

New description

- Topics include fundamental concepts of probability theory and random processes as applied to engineering systems, such as conditional probability, independence, random variables, their distributions, and expectation.

Rationale

Proposed changes are part of a curriculum adjustment intended to remove topic duplication and to reduce the number of CHs in the program.

EE 340: Computer Architecture & Design

CIM Key: 5168

Changes

New department

- Biomedical & Electrical Engr

New description

- This course covers digital circuit and microprocessor design, including Boolean logic, combinational and sequential circuits, finite state machines, MIPS architecture, pipelined processors, and memory systems.

Rationale

Proposed changes are part of a curriculum adjustment intended to remove topic duplication and to reduce the number of CHs in the program.

EE 360: Control Systems

CIM Key: 5170

Changes

New department

- Biomedical & Electrical Engr

University Curriculum Committee RECOMMENDATION

SR 25-26-29 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

New description

- This course introduces control systems, emphasizing modeling, analysis, stability, and controller design for linear dynamical systems using time-domain and frequency-domain methods.

Rationale

Proposed changes are part of a curriculum adjustment intended to remove topic duplication and to reduce the number of CHs in the program.

EE 375: Communication Systems I

CIM Key: 5172

Changes

New title

- Communication Systems

New department

- Biomedical & Electrical Engr

New description

- Introduction to the fundamental concepts of communication systems, including Analog modulations and digital modulations. The fundamental concepts of computer communication networks are also introduced.

New credit hours

- 4

Rationale

Proposed changes are part of a curriculum adjustment intended to remove topic duplication and to reduce the number of CHs in the program.

EE 380: Microprocessor Design

CIM Key: 5173

Changes

New department

- Biomedical & Electrical Engr

New description

- Hardware and software for real-time microprocessor-based digital systems. Basic concepts of on-chip components related to digital system functionality.

New credit hours

University Curriculum Committee RECOMMENDATION

SR 25-26-29 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

- 4

Rationale

Proposed changes are part of a curriculum adjustment intended to remove topic duplication and to reduce the number of CHs in the program.

EE 410: Electrical Engineering Design

CIM Key: 5175

Changes

New department

- Biomedical & Electrical Engr

New title

- Capstone Design I

Rationale

Capstone sequence for electrical and computer engineering emphases are being merged. Therefore, course title is being adjusted accordingly.

EE 420: Capstone Design

CIM Key: 5180

Changes

New department

- Biomedical & Electrical Engr

New title

- Capstone Design II

New description

- Application of the design process and project engineering as practiced in industry; team approach to the design process; completion of project based on proposal from EE 410.

Rationale

Capstone sequence for electrical and computer engineering emphases are being merged. Therefore, course title is being adjusted accordingly.

University Curriculum Committee RECOMMENDATION

SR 25-26-29 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

College of Liberal Arts

GEO 230: Intro to Meteorology (CT)

CIM Key: 6748

Changes

New title

- Physical Meteorology (CT)

New Description

- Explore how the atmosphere works and why weather happens, focusing on energy, clouds, precipitation, winds, and analysis of weather maps, radar, and satellite data.

New credit hours

- 3

Rationale

GEO 230 Intro to Meteorology (4 credit hours) is proposed to be separated into lecture and lab courses. Even though the 4 credit hour course incorporated labs, it will be easier to facilitate with TAs by separate courses and sections.

Therefore, the main lecture with assignments, exams and projects will be reduced to 3 credit hours, while the newly proposed GEO 230L will be 1 credit hour and feature hands-on labs that incorporate measurable, observable meteorological data.

PSY 420: Intro to I-O Psychology

CIM Key: 12806

Rationale

This is an existing course that has been cross-listed with PSY 520 for years, but needs to be approved under the new guidelines. Enrollment for PSY 420 and 520 tends to be low, so combining them ensures they will meet minimum enrollment.

College of Science

BSC 491: Capstone Experience

CIM Key: 1351

New Description

A student-driven career shadowing experience or clinical internship under a qualified mentor. Must be approved by the Department of Biological Sciences prior to registration.

**University Curriculum Committee
RECOMMENDATION**

SR 25-26-29 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

Rationale

This change is to augment the course description to reflect a more shadowing, clinical experience. We added BSC 492 that will encompass students that are completing independent research capstone experiences.

University College

MS 221: Army Phys Readiness Prog

CIM Key: 10168

Changes

New Description

- A physical training program consisting of Army conditioning drills, guerrilla exercises, and grass drills. (repeatable up to 4 hours)

Rationale

The only update is to make it repeatable up to 4 hours.

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

**Ad Hoc Course Evaluation Committee
RECOMMENDATION**

SR 25-26-30 AHC Recommends Revisions to UPAA9 Course Evaluations

Recommends revisions UPAA9 Course Evaluations, effective beginning with the 2026-2027 academic year.

RATIONALE:

The adoption of the revised UPAA9 will strengthen the course evaluation framework by providing faculty members with useful, customizable data that support improvements in course structure, teaching, and student experiences. The revised policy requires:

- 1) a lead office designated to coordinate and oversee course evaluation implementation;
- 2) flexibility for faculty, programs, and colleges to create customized course evaluation questions while the overall core set of universal items is reduced;
- 3) report suppression rules to protect student anonymity;
- 4) seamless reporting capabilities that allow faculty and administrators to assess trend data without overly burdensome procedures; and
- 5) a mechanism for faculty to reflect and report on their course evaluation results and course improvement yearly through the annual report, given that course evaluation results are no longer connected to promotion and/or tenure as outlined in MU BOG Rule AA6 *Faculty Classification, Types and Conditions of Appointment, Ranks, Promotion, Tenure, Dismissal for Cause, Resignation, & Emeritus Status*.

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

UNIVERSITY POLICY FOR ACADEMIC AFFAIRS

Policy No. UPAA-9 COURSE EVALUATIONS

1. General Information.

- 1.1. Scope: Academic policy regarding the course evaluations of faculty completed by students.
- 1.2. Authority: W. Va. Code §18B-1-6
- 1.3. Passage Date: September 6, 2024
- 1.4. Effective Date: September 6, 2024
- 1.5. Controlling over: Marshall University
- 1.6. History: Amended to better describe current practices of delivering evaluations. SR-97-98-2 FPC originally approved by the BOG on 8-Mar-2019. This rule was updated (recategorization of policies and rules) by the Marshall Board of Governors on December 13, 2023.

2. Policy

- 2.1. University policy requires course evaluations in every course, every semester. The procedures may vary by department but in most cases the evaluations are conducted online. The results of the student evaluation are available to the instructor, their immediate supervisor, Dean of the college housing the instructor, and Dean, director, and/or chair housing the course the day after final grades are due/submitted. These evaluations are a way for the instructor and department to gauge areas of strengths and weaknesses and should be regarded as a positive learning tool. They are also used in the promotion and tenure documentation; see the department chair for specific policies.

Approved by:



Brad Smith, President

Date:

9/5/24

UNIVERSITY POLICY FOR ACADEMIC AFFAIRS

UPAA-9 COURSE EVALUATIONS

1. General Information.

- 1.1. Scope: Academic policy regarding the course evaluations of faculty completed by students.
- 1.2. Authority: W. Va. Code §18B-1-6
- 1.3. Passage Date: **TBD**
- 1.4. Effective Date: **TBD**
- 1.5. Controlling over: Marshall University
- 1.6. History: Amended to better describe current practices of delivering evaluations. SR-97-98-2 FPC originally approved by the BOG on 8-Mar-2019. This rule was updated (recategorization of policies and rules) by the Marshall Board of Governors on December 13, 2023. **TBD**

2. Policy

- 2.1 The purpose of course evaluations or student evaluations of teaching is to obtain student voice and feedback to inform the continuous improvement of teaching and program quality. Although course evaluations involve multiple departments and units across the university, the university shall designate a lead office to coordinate and oversee their implementation. This designee shall also coordinate training opportunities for faculty on course evaluation procedures, reporting capabilities, use, and best practices with emphasis on new faculty.
- 2.2 Web-based course evaluations are required in every course, every semester, through a digital platform adopted and supported by the university. The course evaluation instrument is comprised of a core of universal items that all faculty shall be evaluated on for each course. Additional common items shall be included for all online courses. Colleges, programs, and faculty can add supplemental, customized questions if desired. However, no more than 20-25 items in total are recommended to maximize response rates.
- 2.3 Although course evaluations are required for every course, every semester, the university shall coordinate with the vendor to establish and deploy report suppression rules that maximize feedback to faculty while preserving student anonymity, unless students opt to self-identify in open-ended response items. The university will inform both faculty and students of the report suppression rules, understanding these may vary by vendor and platform capabilities.

- 2.4 The university's course evaluation window shall remain open at least four weeks for student completion during Fall and Spring semesters and must close no later than the last regular class day of the term, prior to the start of final exam week. Summer windows vary based on session length. The university will provide periodic reminders to students about the course evaluation administration windows and their closing dates.
- 2.5 These evaluation results, when used in conjunction with other data sources, are a way for the instructor and department to gauge areas of strength and weakness and should be regarded as a positive learning tool. Therefore, efficient access to results and trend data is essential. The reports containing the core or universal items shall become available the day after final grades are due/submitted. After final grades are due/submitted, the results of the student evaluation are available to the instructor, their immediate supervisor, Dean of the college housing the instructor, and Dean, director, and/or chair housing the course the day All other administrators shall be provided with program, department, and college-level reports. The university, in collaboration with the vendor, shall ensure seamless report generation for faculty and programs, including the capability to aggregate course evaluation results across multiple courses, semesters, and years.
- 2.6 Faculty shall use course evaluation results, along with other meaningful measures of teaching effectiveness, to plan course and program improvement. Faculty must reflect on these multiple measures and accompanying improvement in their annual report. The use / non-use of the course evaluation results for promotion and tenure is outlined in MU BOG Rule AA6 *Faculty Classification, Types and Conditions of Appointment, Ranks, Promotion, Tenure, Dismissal for Cause, Resignation, & Emeritus Status*.
- 2.7 Finally, individual faculty may benefit from administering brief, course-specific surveys at different points throughout the semester to aid course decision-making. The university recognizes the value of frequent, student-centered feedback and welcomes faculty to exceed the minimums stipulated in the UPAA9 *Course Evaluations*.

Course Evaluation Instrument

Core / Universal Items Proposed by the Committee

Q#	Survey Items	Question Category	SA	A	N	D	SD	NA
1	Overall, I am satisfied with this course.	Course-related summary item						
2	I would recommend this instructor to other students.	Instructor-related summary item						
3	I acquired new knowledge in this course.	Knowledge acquisition						
4	I was made aware of progress, and was provided feedback in the course.	Feedback/grading						
5	The grading in this class was clear and fair.	Feedback/grading						
6	Students were treated with respect in this class.	Instructor-student interactions						
7	Please identify the strengths of the course, including activities that contributed to your learning.	Comments: Strengths						
8	How could the course be improved? (Please identify specific areas.)	Comments: Areas for Growth						

Course Evaluation Items for All Online Classes

No.	Item	Question Category / Standard	SA	A	N	D	SD	NA
1	I had meaningful interactions with the instructor in this course.	Instructor-student interactions						
2	I had meaningful interactions with other students in this course.	Student-student interactions						
3	The content in this course helped me achieve the learning objectives.	Knowledge Acquisition						
4	The instructor adhered to their policy regarding responsiveness and availability.	Course Organization						
5	The instructor provided helpful support when I encountered difficulties in the course.	Instructor-student interactions						
6	The instructor provided opportunities to discuss assignments and/or graded work during virtual office hours, email, and/or by telephone.	Instructor-student interactions						

Additional Items Revised and/or Considered by Committee

(Although the committee did not recommend the items as Core/Universal items, the questions may be useful for individual programs/faculty/colleges, along with other questions they wish to adopt.)

Q#	Survey Items	Question Category	SA	A	N	D	SD	NA
1	I was fully engaged in the course.	Student engagement						
2	The course was well organized.	Course organization						
3	The instructor followed the policies stated in their syllabus.	Course organization						
4	This course challenged me intellectually.	Knowledge acquisition						
5	I will be able to retain the knowledge over the long term.	Knowledge acquisition						
6	I will use the knowledge and/or skills acquired in this course.	Knowledge acquisition						
7	I received clear answers to my questions in this course.	Feedback/grading						
8	The instructor provided support and guidance in academic situations.	Instructor-student interactions						
9	I was treated fairly in the course.	Instructor-student interactions						

MARSHALL UNIVERSITY
AD HOC COURSE EVALUATION COMMITTEE

COMMITTEE OBJECTIVE

Create an innovative Student Evaluation of Teaching (i.e., course evaluation) instrument that includes capacity for multiple data points and multiple types of assessment to improve student experiences and provide useful reliable data for faculty members regarding their teaching.

GUIDING QUESTIONS

To achieve this goal, several guiding questions were set forth to establish a data-based decision-making framework.

1. What are faculty and student perceptions regarding Marshall University’s current course evaluation instrument? What suggestions do they offer to improve the instrument and its delivery?
2. To what extent do faculty and students believe Marshall University’s current course evaluation results improve instruction, programs, and university quality? What suggestions do they offer to improve teaching, program, and university effectiveness?
3. What course evaluation data are available to faculty? Are there significant differences based on gender, race/ethnicity, course type or discipline, etc.?
4. How do colleges currently incorporate course evaluation results in their P & T processes?

SOURCES OF INFORMATION

Student Perception Survey	During March/April 2025, 210 students participated in a survey sent to the student body about their perceptions of course evaluations.
Faculty Perception Survey	During March/April 2025, 101 faculty participated in a similar survey.
Open Forums	In April 2025, two forums were held for students and faculty to obtain feedback.
Review of College P&T Policies	In February 2025, the committee collected and reviewed P&T policies to better understand how course evaluation results are integrated into university promotion and tenure.
Institutional Research	The committee coordinated with institutional research to better understand processes surrounding course evaluations and make data requests.
Scholarly Literature	The committee consulted peer-reviewed research on course evaluations to align recommendations with best practices.
Course Evaluation Demonstration	In January 2026, committee members participated in a demonstration of Watermark’s course evaluation product.

KEY FINDINGS AND RECOMMENDATIONS

Summary of Findings	Corresponding Action
<p>When surveyed in spring 2025, students noted that the primary issue was the lack of follow-up on course evaluation results, not flaws in the current course evaluation instrument itself. Seventy-five percent of student respondents reported being very satisfied (28.6%) or somewhat satisfied (45.6%) with the questions asked in the current course evaluation tool. Most respondents also agreed they were satisfied with the administration of course evaluations near the end of the semester. However, students widely endorsed that they need opportunities to provide feedback earlier in the semester. They emphasized that their feedback should be considered and used by faculty to improve courses and instruction.</p>	<p><u>Addressed in proposed policy UPAA-9:</u></p> <ol style="list-style-type: none"> 1. Faculty shall use course evaluation results, along with other meaningful measures of teaching effectiveness, to plan course and program improvement. Faculty must reflect on these multiple measures and accompanying improvement in their annual report. 2. Finally, individual faculty may benefit from administering brief, course-specific surveys at different points throughout the semester to aid course decision-making. The university recognizes the value of frequent, student-centered feedback and welcomes faculty to exceed the minimums stipulated in the <i>UPAA-9 Course Evaluation Policy</i>.
<p>Only 8% and 24.8% of faculty were very satisfied and somewhat satisfied, respectively, with the university’s course evaluation tool. To improve the tool, faculty suggested numerous strategies, including reducing the overall number of questions, inserting open-ended questions that promote actionable feedback, providing faculty with access to customize questions to meet their individual needs, and removing questions about enthusiasm and use of time that generally apply only to in-person classrooms.</p>	<p><u>Addressed by revising Marshall University’s course evaluation instrument.</u></p> <p>The committee removed problematic language and added new items, including two open-ended questions. Eight core items were selected for all Marshall University courses. The committee additionally collaborated with Online Learning to ensure consistency between the core items and the items for online courses, which support H.O.M.E. Framework/Standards.</p> <p><u>Addressed in proposed policy UPAA-9:</u></p> <p>The course evaluation instrument is comprised of a core of universal items that all faculty shall be evaluated on for each course. Additional common items shall be included for all online courses. Colleges, programs, and faculty can add supplemental, customized questions if desired. However, no more than 20-25 items in total are recommended to maximize response rates.</p>
<p>Students and faculty recommended a variety of meaningful strategies to increase response rate. However, there was a lack of consensus and/or resources involving some</p>	<p><u>Although no action was proposed/taken regarding extra credit, departmental incentives,</u> or graduate assistants/third parties present to set aside class time for course</p>

<p>strategies. For example, although students unanimously agreed that extra credit should be adopted for course evaluation participation, only one in every four faculty members positively endorsed the use of extra credit. Another suggestion was to offer lottery incentives or have a third party present in class while course evaluations are administered, which is feasible for some departments but not all.</p> <p>Multiple students and some faculty mentioned that demonstrating how evaluation results contribute to improving future courses can reinforce increased participation into the future. Moreover, the committee learned during the Watermark demonstration that course evaluation completion rates rise dramatically when embedded in a university's Learning Management System (LMS).</p>	<p>evaluations, faculty and/or programs can individually adopt or continue such practices.</p> <p><u>The committee attended a Watermark demonstration and supports the Watermark Course Evaluation Product and its integration in Blackboard.</u></p> <p>However, neither the specific product/vendor nor its integration with the LMS was mentioned in the proposed policy to ensure the policy was not overly prescriptive.</p> <p>As noted above, the committee is proposing that faculty reflect and report on course evaluation results yearly, along with other meaningful measures, in their annual report in the proposed policy UPAA-9.</p>
<p>Students repeatedly noted concern that their evaluations lacked anonymity.</p>	<p><u>Addressed in proposed policy UPAA-9:</u></p> <p>Although course evaluations are required for every course, every semester, the university shall coordinate with the vendor to establish and deploy report suppression rules that maximize feedback to faculty while preserving student anonymity, unless students opt to self-identify in open-ended response items. The university will inform both faculty and students of the report suppression rules, understanding these may vary by vendor and platform capabilities.</p>
<p>The inclusion of course evaluation results varied in college P&T policies. Some colleges required their inclusion but noted no quantitative criteria. Other college policies required a specific threshold of agreement to meet <i>excellent</i> or <i>effective categories</i>.</p>	<p><u>No action recommended.</u> Policy AA-6 was passed earlier this year and prohibits the inclusion of course evaluation results in promotion and tenure decisions.</p>
<p>Course evaluations have different levels of applicability in P&T for some colleges and/or schools due to accreditation standards. For example, the Division of Aviation requires strict adherence to an accreditor, necessitating flexibility in use across schools and colleges.</p>	<p><u>Policy AA-6 was cross-referenced in the proposed UPAA-9.</u> The use / non-use of the course evaluation results for promotion and tenure is outlined in Rule No. AA-6 <i>Faculty Classification, Types and Conditions of Appointment, Ranks, Promotion, Tenure, Dismissal for Cause, Resignation, & Emeritus Status</i>.</p>

<p>The current course evaluation system requires individual faculty and/or institutional research to aggregate data over multiple courses and semesters to assess trends. This work is overly burdensome on both parties. Moreover, neither programs nor administrators have immediate access to high-level data, which hinders analysis and use.</p>	<p><u>Addressed in proposed policy UPAA-9:</u> Efficient access to results and trend data is essential. The reports containing the core or universal items shall become available the day after final grades are due/submitted. The results of the student evaluation are available to the instructor, their immediate supervisor, Dean of the college housing the instructor, and Dean, director, and/or chair housing the course the day after final grades are due/submitted. All other administrators shall be provided with program, department, and college-level reports. The university, in collaboration with the vendor, shall ensure seamless report generation for faculty and programs, including the capability to aggregate course evaluation results across multiple courses, semesters, and years.</p>
<p>Course evaluations are not currently assigned to one lead office.</p>	<p><u>Addressed in proposed policy UPAA-9:</u> Although course evaluations involve multiple departments and units across the university, the university shall designate a lead office to coordinate and oversee their implementation. This designee shall also coordinate training opportunities for faculty on course evaluation procedures, reporting capabilities, use, and best practices with emphasis on new faculty.</p>