Faculty Senate Meeting Agenda Thursday, January 26, 2023, 4:00 PM – MSC BE5

- 1. Approval of Proposed Agenda
- 2. Approval of December 1, 2022, Minutes (pending presidential approval)
- 3. Announcements Shawn Schulenberg
- 4. Recommendations/Resolutions
 - a. **SR 22-23-17 APC** Recommends that the following undergraduate degree programs continue at their current level of activity: Bachelor of Business Administration; BA, General Business; BBA, Accounting, BA/BS, Geography, Undergraduate Certificate in Geospatial Information Science; BA, International Affairs; BA, Political Science.
 - b. **SR 22-23-18 APC** Recommends that the following undergraduate degree program be discontinued: BA, Economics.
 - c. **SR 22-23-19 CC** Recommends approval of the listed UNDERGRADUATE COURSE DELETION in the following college and/or schools/programs: ART 113.
 - d. **SR 22-23-20 CC** Recommends approval of the listed UNDERGRADUATE AREA OF EMPHASIS ADDITION, DELETION, CHANGE in the following college and/or schools/programs: AB11-BA.
 - e. **SR 22-23-21 CC** Recommends approval of the listed UNDERGRADUATE COURSE ADDITIONS in the following college and/or schools/programs: DAN 112, CE 415, PSY 405.
 - f. **SR 22-23-22 CC** Recommends approval of the listed UNDERGRADUATE COURSES CHANGES in the following college and/or schools/programs: HST 427.
 - g. **SR 22-23-23 CC** Recommends approval of the listed UNDERGRADUATE MAJOR ADDITIONS, DELETIONS, CHANGES in the following college and/or schools/programs: AM10, AB30, AB60, ES00, ESM5.
 - h. **SR 22-23-24 CC** Recommends approval of the listed UNDERGRADUATE MINOR ADDITIONS, DELETIONS, CHANGES in the following college and/or schools/programs: VMUS, MGT/HC MGT, BM10, SM40.
 - i. SR 22-23-25 EC Confidential Recommendation for Spring Commencement Speaker(s) and Honorary Degree(s).

5. Regular Reports

- a. Office of the President Brad Smith
- b. Provost Avinandan Mukherjee
- c. Board of Governors Robin Riner
- d. Advisory Council of Faculty Amine Oudghiri-Otmani
- e. Graduate Council Scott Davis
- f. Student Government Association Isabella Griffiths

6. Standing Committee Reports

- a. Academic Planning Sean McBride
- b. Athletic Tom Hisiro
- c. Budget and Academic Policy Kelli Prejean
- d. Library Megan Marshall
- e. Faculty Development Gayle Brazeau
- f. Physical Facilities & Planning Bill Gardner

7. Other Requests to Speak

HELD ON MONDAY, DEC. 01, 2022, AT 4:00 P.M.

MEMORIAL STUDENT CENTER – BE 5 – IN-PERSON

ATTENDANCE: 2022-24 Faculty Senate & Guests:

COLLEGES	MEMBERS PRESENT	MEMBERS ABSENT	
CAM:	Jack Colclough, Johan Botes, Christine Ingersoll,	N/A	
	Heather Stark, Sarah McDermott		
CECS:	Taher Ghomian, Joon Shim, Sungmin Youn Ross Salary		
LCOB:	Jamey Halleck, Amanda Thompson-Abbott,	Uyi Lawani	
	Timothy Bryan, Uday Tate		
сонр:	Sujoy Bose (<i>Recording Secretary</i>), Debra Young,	Bethany Dyer	
	Annette Ferguson, Jodi Cottrell, Georgiana Logan,		
	Scott Davis (Cross-refer w/ex-officio voting);		
COLA:	Shawn Schulenberg (Chair). Marybeth Beller,	Clinton Brown	
	Puspa Damai, Robert Ellison, Joel Peckham, Kelli		
	Prejean, Penny Koontz, Boniface Noyongoyo,		
	Anita Walz, Jana Tigchelaar, Amine-Oudhgiri-		
	Otmani (<i>cross-refer w/ACF – Ex-officio Voting</i>),		
	Marianna Linz, Megan Marshall		
COS:	Sean McBride, Bill Gardner, Kyle Palmquist,	N/A	
	Yousef Fazea Alnadesh, Rick Gage, David Andrea		
	Mauro, Stephen Young, Raid Al-Aqtash, Jiyoon		
	Jung		
COEPD:	Melinda Backus, Mindy Allenger-Prewitt, Andrew	Isaac Larison	
	Burck, Timothy Melvin, Feon Smith-Branch		
SOM:	Ji Bihl (sub), Usha Murughiyan (sub), Nitin Puri	Jessica Buerck, Dana	
		Lycans (sub), Eva Patton-	
COD	Couls Disease Consultitions to be Noticed at Additional Consulting	Tackett	
SOP:	Gayle Brazeau, Casey Fitzpatrick, Melinda (Mindy)	Michael Hambuchen (sub),	
Courth Charleston	Varney	Jen Sparks (sub)	
South Charleston:	Thomas Hisiro N/A		
ULIB:	Paris Webb, Eryn Roles (Assistant Chair)	Lama an Curaith	
DOAR:	None	James Smith	
SGA	Amond Bailey	Isabella Griffiths	
EX-OFFICIO, VOTING	Scott Davis (<i>Graduate Council – cross refer</i>	N/A	
VOTING	w/ <u>COHP</u>), Amine Oudghiri-Otmani (<i>ACF; cross</i> refer w/COLA)		
EX-OFFICIO, NON-	N/A	N/A	
VOTING	IV/A	IV/A	
BOG	Robin Riner		
REPRESENTATIVE:	NODIT NITICI		
PARLIAMENTARIAN	Zelideth Rivas	N/A	
GUESTS	Avinandan Mukherjee (Provost), Ginny Painter, Phillipe Georgel, Kelli Johnson,		
GOLSTS	Wendell Dobbs, Karen McComas, Monica Brooks, N		
	Bookwalter, Carl Mummert, Brian Morgan, Allison Carey, Matt Tidd, Teresa		
Eagle, Mary Beth Reynolds, Bruce Felder, Jodie Penrod, Julia Spears, Jeff			
	==g,a. j ==a ja.a., bi aaa i alaan j aaan a		

HELD ON MONDAY, DEC. 01, 2022, AT 4:00 P.M.

MEMORIAL STUDENT CENTER - BE 5 - IN-PERSON

Archambault (LCOB), **Via Teams -** Tracy Christofero, Lindsey Harper, Miriah Young, Michael McGuffey, Aluthge Ariyadasa, John Maher, Jeb Dickerson (Staff/Elections).

Call to Order: Declaring that there was a quorum, Faculty Senate Chair, Shawn Schulenberg, called the meeting to order at approximately 4:00 p.m.

1. Approval of Proposed Agenda –

- a. Motion to approve agenda as amended MSAP1.
- 2. <u>Approval of Minutes:</u> Motion to approve the following minutes:

Dates of Minutes	Discussion	Approval
10/20/2022	None	MSAP

3. Announcements – Shawn Schulenberg:

3		· ·
Srl.	Items	Reports & Discussion
a)	Amendments to Faculty Constitution	a. Two amendments to the Faculty Constitution passed with over 90% support each, which means that the prohibition against Standing Committees meeting virtually is removed, and the composition of the Library Committee has been updated.
b)	Signed by President	 a. September 19 EC Meeting Minutes b. September 29 Faculty Senate Meeting Minutes c. Senate Recommendations/Resolutions 05 to 12 Signed by the President
с)	Updates	 To comply with federal financial aid rules, Summer 2023 will now be ONE term on the backend. Still, classes will be offered under the calendar dates published in SR 18-19-56 BAPC (i.e., the dates for intersession, summer 1, summer 2, and summer 3 will not change from this https://www.marshall.edu/academic-calendar/summer-2023-sessions/). Because this is now one term, some things will have to change, and we need to investigate how it affects all programs across campus: July graduation must be eliminated (see SR 22-23-16 BAPC). Grades for any classes taken during summer can only post in August. Some programs may have issues if a class is taken earlier in the summer as a prerequisite for a class taken later in the summer. They are still looking at solutions to this. A fix for reopening registering for Summer 1-3. The BAPC will consider all of this as they craft the 2024-28 calendars, including a possible new summer 2024 calendar structure.

HELD ON MONDAY, DEC. 01, 2022, AT 4:00 P.M.

MEMORIAL STUDENT CENTER – BE 5 – IN-PERSON

d)	Faculty Ombudsman Search:	a. The search is now active. See the link sent via email or here: https://marshall.peopleadmin.com/postings/21238 .
e)	McKinsey and Co.:	a. The Fourth Vision and Steering Committee took place last Tuesday. They aim to have a public draft of the value proposition ready for review in February, with a final review in April.
f)	Microcredential Steering Committee	Microcredential Steering Committee has met twice and is drawing up a DRAFT mission, values, and non-credit approval process to pilot in the spring. The next meeting is on November 29.
g)	Hyflex Steering Committee	Hyflex Steering Committee drew up draft procedures, and they are now accepting applications for pilot classes in the Spring 2023 semester. https://www.marshall.edu/design-center/hyflex/
h)	Faculty Liaison to LAC (temporary)	We need a temporary replacement for Faculty Senate Liaison to the Legislative Affairs Committee. If you are interested, send me an email at schulenberg@marshall.edu .
i)	Upcoming Dates	 Next FS Meeting: January 26, 2022, at 4:00 PM – MSC BE5 (and streaming for viewing only) Next EC Meeting: January 9, 2023, at Noon – John Spotts (streaming, with remote participation possible for EC members) i. Recommendations due December 30, 2022.

4. Recommendations / Resolutions:

	Items	Discussion	VOTE
a)	SR 22-23-13 CC Recommends approval of the listed UNDERGRADUATE COURSE DELETION in the following college and/or schools/programs: THE 295	§ Discussion - None	MSAP
b)	SR 22-23-14 CC Recommends approval of the listed UNDERGRADUATE COURSE	§ Discussion - None	MSAP

HELD ON MONDAY, DEC. 01, 2022, AT 4:00 P.M.

MEMORIAL STUDENT CENTER - BE 5 - IN-PERSON

ADDITIONS in the following college and/or schools/programs: EDF 200, HON 489, & RST 260.		
c) SR 22-23-15 CC Recommends approval of the listed UNDERGRADUATE MINOR ADDITIONS, DELETIONS, CHANGES in the following college and/or schools/programs: Minor Changes Computer/Informati on Security (VCIS), Computer Science (VCSC), Engineering Science (VEG2), Occupational Safety and Health (VSF2), & Web Development (VSI4).	S Discussion - None	MSAP
d) SR 22-23-16 BAPC Recommends eliminating July Graduation Date	§ Discussion - None	MSAP

5. Regular Reports:

a. President's Report – Brad Smith is unable to attend. Ginny Painter presented for President Smith who is traveling in Charlotte with the West Virginia Economic Development and the Governor's Office & State legislature. The context of the trip mirrors the ones from California,

HELD ON MONDAY, DEC. 01, 2022, AT 4:00 P.M.

MEMORIAL STUDENT CENTER - BE 5 - IN-PERSON

NY, & DC over the summer, that focuses on attracting businesses & job growth in the State. Presented on 3 areas that strengthen capability & future course for growth.

- i. Internal Collaboration & Credibility.
 - Title IX & Campus Wide Task Force Focus on making Marshall as Gold Standard - Based on recent events including the USA Today article, and subsequent demonstration the week before Thanksgiving, its clear that our historical approach to Title IX requires improvement. "Sorry" that our students have felt unsafe on our campus. After meeting with dozens of students & shared with the President, it is apparent that their voices have not been heard. This is not acceptable at a University that aspires to go beyond being students centered, to being student first. In addition to changes implemented since 2018, which have included updating the Board of Governors policy on discrimination, harassment, sexual domestic misconduct, stalking and retaliation, as well as implementing new administrative procedures to better address (inaudible) decisions – Reviewed by the Dept. of Justice, Office of Civil Rights and most recently by an independent third party consultant. We have more work to do. While the work that's been done was necessary, it was not sufficient. Marshall's Title IX website needs work, and the president has directed his administrative staff to explore best practices for Title IX college website and to make immediate updates. We want the process of reporting an allegation to be simple and for students to understand the process clearly. We formed a task force of students, faculty and staff to review the most recent changes to our Title 9 Policies and to explore additional ways of informing, educating, and protecting students on our campus. Our students, our faculty Senate and other campus community members have begun identifying their list of recommendations to kick start this (inaudible), and we are looking outside for best practice examples as well. The president has set a goal of having these best practices identified and hit (inaudible) process no later than March 1st, while making an intermediate changes along the way.
 - Shared Governance & status of ad-hoc committee The Title IX example is living proof of Brad's and our collective commitment to solving problems and charting the course together as a campus. To do this well, we recognize the need for greater clarity around our shared governance process, how different constituents participate and how decisions will get made in respective areas or domains. Our ad hoc Shared Governance committee has been busy since last spring, assessing internal capabilities as well as external best practice. Brad is scheduled to meet with the group on December 9th to discuss these findings and draft proposal. More to come but we're excited to unleash the power of our collective town(?).
 - **§** Progress & building out new administration We've successfully recruited and onboarded incredible talent onto the majority of critical positions on

HELD ON MONDAY, DEC. 01, 2022, AT 4:00 P.M.

MEMORIAL STUDENT CENTER - BE 5 - IN-PERSON

the president's cabinet. With the 16-member cabinet, seven are new to Marshall and five additional team members have assumed new roles since January. We have two searches in process or soon to be launched. The first is the leader for our workforce and economic development efforts that we tell to really place on pause couple months ago. This individual will lead our efforts across our CBI, the Center for Economic and Business Research, the Alliance for Economic Development in Southern West Virginia and our sustainability and Brownfield initiatives. The second search will be in naming our next Dean for the John C Edwards School of Medicine, and this search will begin in January. Advancing Strategic Planning Process. At this stage, we shifted our energy from assembling a core team of All Stars (_____). This journey began in November with an intensive 2-day leadership workshop where we explored our individual and collective strength and shadows (?), as well as continue to tackle challenging problems together. At a broader level, this work has occurred in concert with the strengthening of our Board of Governors through the addition of three highly talented global Ed Tech and digital marketing leaders and is being complemented by our collective journey to strengthen our shared governance model, including strategic projects and working sessions with representatives of our faculty, classified staff and student body.

- ii. Defining and enhancing the strategic planning and priorities for Marshall University: This work is entering the final stages of a multiphase effort that began with external benchmarking and 38 listening sessions during the president's 1st 100 days. It was bolstered with the assistance of the Boston Consulting Group, McKenzie Consulting, Hanover and other best practice organizations. It has been guided by a multidisciplinary strategic steering committee that is engaged more than 60 individuals and groups from students and faculty to department chairs and Deans to staff and the Board of Governors. The next (____inaudible____)... propose the draft document and priorities for comments and strategic contributions from the community, with the final draft targeted for February 2023. This journey has been provocative and inspiring, building a road map for the future. As we look ahead to our future Bicentennial anniversary as an institution in the next 15 years.
- iii. Strengthening external collaboration: Continued momentum in collaborating across the community and the state to advance economic development through workforce readiness and job creation. Our efforts to construct an innovation district on 4th Ave in the two blocks between campus and the new College of Business building promise to being bring vibrancy and new opportunity to the Huntington community. This falls on the heels of our exciting new baseball stadium on 2nd Ave where we got to move dirt. Both projects are slated to be completed and in use in

HELD ON MONDAY, DEC. 01, 2022, AT 4:00 P.M.

MEMORIAL STUDENT CENTER - BE 5 - IN-PERSON

the spring of 2024. These efforts are illustrative of a refreshed campus master plan that we've recently kicked off with the respective communities we serve and service to producing a 10-year blueprint targeted for presentation to the Board of Governors in June. Along the way, we are collaborating in ways that build awareness and opportunity for our university and our community from our close partnership with Newport to the continuing efforts behind Choose West Virginia Tour. A most recent example was hosting the president's dear friend, Sheryl Sandberg, iconic Silicon Valley leader and philanthropist, to spend 2 days with her family here in Huntington last week. That's the challenge that we're tackling as a community and celebrating the innovations we're creating that will strengthen our community and the world at large.

In closing, we clearly have work to do, but we're up to our toes in building momentum as we skillfully seek to navigate the secular shifts in higher education along with the cyclical challenges of the current economy. As Brad says, it's a team sport and we're choosing to play offense as we strive to find the next chapter ______ together.

b. Report of the Provost – Dr. Avinandan Mukherjee –

Presented on 3 topics which reviewed our accomplishments this year and reported on the priorities we have with the way forward.

Reported on our collective accomplishments on the academic front, highlighting three big areas: In Demand Knowledge, On Demand Access, Defining Excellence.

In-Demand Knowledge:

Doctor of Nursing Practice, BS in Specialty Agriculture, MS in Natural resources & the Environment, BS in Pharmaceutical Science, AAS in Aviation Maintenance Technology, BBA in Aviation Management, BS AOE in Aerospace Engg (Mech Engg), Certificate in Aging in Appalachia.

- o Deleted programs: MA Political Science, MS Environmental Science, MS Technology Management, Geospatial Information Science Advanced Certificate (leaves a single, more focused GIS certificate).
- o Under development: MS in Applied Behavior Analysis (autism counseling therapy; Behavioral Health distinctive area), Accelerated 3+4 Graduate Program leading to PharmD (Behavioral Health).

Defining Excellence:

- o Carnegie R2 maintenance
- o Increased annual research expenditures from \$50M (FY21) to \$65M (FY22)
- o UG & G Student Research Symposium
- Dept Chair Leadership Academy 2 cohorts, 19 chairs

HELD ON MONDAY, DEC. 01, 2022, AT 4:00 P.M.

MEMORIAL STUDENT CENTER - BE 5 - IN-PERSON

- John Marshall Leadership Fellows cohort 4
- o Book Authorship Celebration
- Design Thinking training across campus
- Digital Transformation (P&T)
- o HLC Quality Initiative
- Student Success Initiatives 5% retention growth EAB Navigate, MARCO project, COVID CatchUp
- o Decentralized Budget Model

On-Demand Access:

- Held Focus groups for Students and Faculty
- Hosted 4 total Student Groups for a total of 42 students
- o Hosted 7 total Faculty/Staff Focus Groups, with a total of 30 participants
- o Surveyed faculty (111 respondents) on course development needs

Hosted our first Distance Education week! Offered multiple workshops, trainings, and webinars.

- o Updating Your Courses Spring Prep
- Assessing Student Learning Online
- Definitions, Deadlines, Do's & Don'ts
- Building A community of Belonging in Online Courses
- o Shared Anthology's (Blackboard) Digital Teaching Symposium
- o Design Center Open House Meet the Design Center Team
- OER Session-Integration within Online Learning
- o Green and White Day Online Program awareness

Hosted our first fireside chat for Distance students with President Smith on November 7, 2022.

Collaborations and partnerships

- Selected to participate in the College Innovation Network out of WGU Labs. Conducted a Faculty Ed Tech survey in November. 77 respondents from Marshall faculty. Results will be shared in the spring.
- Working with Kevin Binning, Research Faculty at the University of Pittsburgh, we will pilot a
 Belongingness pilot project in select online courses in the spring to develop an online
 asynchronous belonging intervention.

Key Graduate Studies Accomplishments

Completing the transition from Graduate College to Graduate Studies. The new structure makes Graduate Studies a university-wide facilitator of graduate education, empowering academic colleges and coordinating across administrative units. The transition began in January 2021 and continued with the development and rollout of updated procedures and documents throughout 2021 and 2022. A search is underway for an Assistant Provost for Graduate Studies to complete the transition in Spring 2023.

HELD ON MONDAY, DEC. 01, 2022, AT 4:00 P.M.

MEMORIAL STUDENT CENTER - BE 5 - IN-PERSON

- Improved graduate assistant hiring and budgeting. New procedure for hiring distance GA positions to work remotely went into effect Fall 2022. Continued to track and control number of positions with tuition benefits. Worked with HR to revise hiring process to include a Deanlevel approval step, effective in Spring 2023. Documented and clarified GA hiring and resignation processes overall.
- Updated processes for theses and dissertations (ETDs). Worked with the newly hired ETD librarian and ETD review team to update and document thesis review procedures. Created a new mandatory ETD training that rolled out in Spring 2022, completed by all students who submit an ETD. Continued to refine procedures to ensure institutional IRB compliance. Updated the ETD guideline document and review checklist. Additional training for thesis advisors provided in Fall 2022 and planned for Spring 2023. From 9/1/2021 to 8/31/2022: 25 dissertations, 17 master's theses. From 9/1/2022 to 11/18/2022: 9 dissertations, 7 master's theses.
- Orientation and retention activities for graduate students. Rolled out an Online Orientation for all new grad students in Fall 2022. Planning has commenced for a complementary inperson orientation in Fall 2023. Working with Student Affairs to develop graduate programming and retention efforts to start in Spring 2023.
- o Interdisciplinary center created for Healthy Aging in Appalachia. The center is rolling out a graduate certificate in Spring 2023 and pursuing initial external funding. This center will collaborate with and complement a similar center being developed at the School of Medicine, and support Marshall's Aging and Gerontology distinctive focus area and R2 status.
- O Policy and procedure updates. Updates to the AA-12 Academic Dishonesty Policy were developed in Spring 2022 and passed by the BOG in September 2022. Review of the AA-20 Graduate Faculty Status Policy is ongoing, and a proposal will be sent to the BOG in Spring 2023. The Graduate Council is reviewing additional policies, including 400/600 cross-listed classes and requirements for accelerated graduate degrees. All student-facing forms have been converted from PDF to electronic, paperless processes through the PaperlessU initiative. Curricular forms will convert to an electronic process using the CIM software package in Spring 2023.
- Increase GA stipends to levels comparable to peers. A proposal developed in Fall 2022 is under discussion with Finance. Stipends have been unchanged for 10-15 years and are holding back recruitment.

International Engagement:

Kakehashi program to Japan sponsored by the Japan International Cooperation Center took place Nov. 14-22. Nine students from across the university participated, traveling to Tokyo and Nagoya. In Nagoya, they participated in a two-day exchange with Chukyo University students, learning about everyday life in Japan while spending time with the students at their homes. Chukyo is a leading university in Japan with many achievements in sports, sending 100+ athletes to the Olympics. Participating students will be sharing their experiences in January.

HELD ON MONDAY, DEC. 01, 2022, AT 4:00 P.M.

MEMORIAL STUDENT CENTER - BE 5 - IN-PERSON

A new international agreement with Ben-Gurion University of the Negev in Israel has been established as the Marshall Israel Study Abroad program. Founded in 1969 and is one of the leading universities in Israel. There are 30,000 students in the university with 8,000 undergraduates in the field of engineering. Marshall students can apply to study abroad for cybersecurity or global health. In 2012, Israel's Prime Minister declared that Beer Sheva and BGU are to become the country's cybersecurity command center. In 2013, the Cyber Security Research Center and the Big Data Lab were established at BGU. BGU School of Public Health is a leading school within BGUs Faculty of Health Sciences. It is a Member of the Association of Schools of Public Health in the European Region (ASPHER), a leader of public health policy in Israel, and abroad.

Enrollment Management:

Green & White Days

Below are the dates for Spring 2023 On-Campus recruitment events:

January 14 – Admitted Student Reception February 4 – Green & White Day April 1 – Green & White Day

More details to come as the dates approach.

Fall 2021					
Event	Date	Students	Guests	Total	Applications
Green & White Day	Friday, October 15, 2021	52	107	159	7
Green & White Day	Saturday, October 16, 2021	131	159	290	7
Green & White Day	Thursday, November 11, 202	150	202	352	0
Green & White Day	Friday, November 12, 2021	153	171	324	0
Totals for Fall 21		486	639	1,125	14

Fall 2022					
EVENT	DATE	Student	Guests	Total	Applications
Green & White Day	Saturday, September 17, 2022	91	134	225	39
Green & White Day	Saturday, October 15, 2022	102	140	242	20
Green & White Day	Friday, November 11, 2022	119	180	299	20
Green & White Day	Saturday, November 12, 2022	215	373	588	18
Total for Fall 22		527	827	1354	97

10 Searches:

- 5 Dean searches
- 2 Director searches
- 1 Asst provost search for Grad Studies
- 1 AVP of Enrollment Management

HELD ON MONDAY, DEC. 01, 2022, AT 4:00 P.M.

MEMORIAL STUDENT CENTER - BE 5 - IN-PERSON

Completed 7 searches:

- **§** VP for Intercultural & Student Affairs Marcie Simms
- § 5 Asst Provosts:
 - Assistant Provost for Institutional Efficiency and Academic Analytics; Carl Mummert
 - Assistant Provost for Inclusive Excellence: Cicero Fain
 - Assistant Provost for Global Education: Zeledith Rivas
 - Assistant Provost for Academic Engagement and Innovation: Ben Eng
- **\$** Chief of Staff: Glen Midkiff

Provost concluded by thanking the faculty and wishing all Happy Holidays: Excerpt:— "....our distinguished faculty, for your role in shared governance, supporting our student success, for new exciting initiatives, for your innovation in the classroom, for your scholarship and thought leadership, and for supporting key strategic priorities of the university.

Everyone knows we are here because of our students, but our students are here because of our faculty. We cannot forget to celebrate our faculty's contributions to the academy. Not only do you lead in the classroom, guiding students to where they need to go intellectually; but you lead by example, striving forward with innovative pedagogies and discoveries in research and scholarship that can transform lives and societies.

If I may speak metaphorically, each student embarks on a journey when they begin at Marshall. For most of us, when we embark on a journey with an unknown path, a guide is needed. Marshall faculty members are the ones who guide our students. You lead our students to paths of civic literacy and civil discourse, to paths of engaged democratic citizenship and social responsibilities, to paths of applied discovery, to realization and translation of knowledge to solving problems, and to get the first foot-in-the-door to the future of work.

..."

Question(s) for Provost:

1. Marybeth Beller – Based on many conversations across various parties... High School Principals are "bombarded" with calls, communications of other sorts, including presentations from various departments on course offerings, classes, mentoring etc., that seem haphazard, and confusing. Could we have greater coordination with the approach to recruitment, especially from the Office of Recruitment with the High School Principals and staff such that the time schedules and content on offer is coordinated, and not so haphazard? Ans: Provost M: Great point. Acknowledge the need to develop a coordinated approach. We are in the early stages of developing such a strategy. Our Chief Enrollment Officer Dr. Tammy Johnson is leaving the position. So, we are just launching a national search for our next Strategic Enrollment Officer.

HELD ON MONDAY, DEC. 01, 2022, AT 4:00 P.M.

MEMORIAL STUDENT CENTER - BE 5 - IN-PERSON

We have started a Strategic Enrollment Management group. The initiative involves representation from all colleges in that group. We will ensure that the group coordinates its presentations to the stakeholders.

c. MU Board of Governor's report — Robin Riner – Written report ⊠

- **§** No report.
- Next BOG meeting Dec. 14, 10:15 AM. These meetings are open to the public.
- My board office hours will be virtual; Next one on Dec. 09 Open to all. Link was shared earlier by e-mail but can send out individually. Please e-mail Robin for this.

d. Advisory Council of Faculty – Amine Oudghiri-Otmani – Written report ⊠

The Advisory Council of Faculty (ACF) met at Pipestem Resort State Park on Friday, Nov. 4 and Saturday, Nov. 5. Dr. Randall Brumfield, HEPC's Vice Chancellor for Academic Affairs, attended virtually on Friday and in person on Saturday.

The following are important highlights from the retreat:

I- At the beginning of Friday's meeting, Dr. Clark Egnor, Coordinator of International programs for the Higher Education Policy Commission (HEPC), joined the opening session via Zoom to share some updates regarding the current internationalization efforts and trajectories in the state. Dr. Egnor touted the expansion of the J-1 Exchange Visitor Program that provides foreign nationals with the opportunity to teach, conduct research, study, or receive training, at any of the six consortia institutions: Bluefield State University, Concord University, Fairmont State University, Glenville State University, Shepherd University, and West Liberty University. Partnering with member campuses, the HEPC Office of International Programs (OIP) aims to promote the sponsorship of visiting professors, scholars, and students on J-1 visa, in keeping with its mission of "fostering statewide involvement in international education initiatives."

Another important international education consortium is Global West Virginia, which was recently created by the HEPC using a grant from the U.S. Department of Education. Global WV is dedicated to enhancing the internationalization of undergraduate education in West Virginia by creating new pathways to international experiential learning for domestic students and improving their foreign language proficiency. At present, only two institutions are participating in this new initiative: West Virginia State University and Bluefield State University. The outlook is to expand the consortium to include more West Virginia institutions and academic disciplines.

In closing, Dr. Egnor reiterated his support for the ACF-led push for legislation to attract more international students to West Virginia. With the number of high school graduates declining statewide and employers seeking to hire workers with global competence, now is a particularly opportune time to advocate for a "Postsecondary Globalization Bill" at the state level.

Following up on Dr. Egnor's presentation, Dr. Brumfield reaffirmed the commitment of the HEPC to internationalizing higher education and making West Virginia a popular destination for

HELD ON MONDAY, DEC. 01, 2022, AT 4:00 P.M.

MEMORIAL STUDENT CENTER - BE 5 - IN-PERSON

anyone seeking to study in the United States. The strategies that the HEPC is currently pursuing include increasing the international content of degree programs, promoting international cooperative research projects, expanding institutional membership in internationalization-related initiatives, facilitating student and faculty exchanges through study abroad programs, and developing a "virtual exchange" experience whereby domestic students can engage in online intercultural interaction with their international peers without physical travel.

Questions for ACF Rep: None

- e. Graduate Council Scott Davis Written report ⊠
 - i. At the November 2022 Graduate Council meeting, the council voted to change the Accelerated Master's Degree policy by reducing the minimum number of hours completed toward the bachelor's degree from 90 hours to 60 hours. This will allow students who have achieved 3rd year or "junior" level status to be eligible for the accelerated master's degree. This change allows Marshall University to be competitive with external (peer) institutions. The planning committee reviewed a request to lower the minimum GPA of 3.30 but recommended NOT changing the minimum GPA requirement.
 - ii. The Graduate Council Ad Hoc Committee continues to work on important edits to BOG AA-20 Move forward in new year.
 - iii. The GC invited Dave Traube (Chief Marketing and Communications Officer) to the November meeting to discuss marketing and recruitment for the Graduate segment. The council had the opportunity to share concerns and ideas to address graduate student enrollment.
 - iv. The Graduate Council continues to work with Academic Affairs on converting from paper requests for planning and curriculum to the CIM (CourseLeaf) electronic submission. We hope to beta-test the process with one college for the February meeting. Until then, programs should continue to submit the pdf request forms.

Question for the GC: When does the policy take effect for the GC – Ans: Waiting for the President to sign and then we will move forward.

- f. <u>Student Government Association</u> Amond Bailey (on behalf of Isabella Griffiths) Written report □
 - The Month of Service collected over 500 items for the City Mission, Giving Palm, Thrift Store, and Wellness Center
 - We held the homecoming parade where Alpha Sigma Phi won the float competition and helped to crown the new Mr. and Ms. Marshall, Calvin Hunter and our very own Chief of Staff, Nevaeh Harmon if you didn't get the chance to attend, Mr. Marshall and his longtime girlfriend got engaged on the field at halftime

HELD ON MONDAY, DEC. 01, 2022, AT 4:00 P.M.

MEMORIAL STUDENT CENTER - BE 5 - IN-PERSON

- We highlighted student leaders of the game to promote involvement on campus and during football games, our leaders for the last few games were Callia Yang, Kenaja Booth, and some senior captains from fall athletics
- Memorial Fountain Ceremony was a success, and we shared a meal the Sunday before with families of the 75. After the ceremony, we laid the wreath at the cemetery and played the movie for students in the Student Center.
- We funded our club budget for the school year to clubs so we will review the funding process next
- Senate passed resolutions about expanding meal plans to local restaurants, more hydration stations on campus, raising awareness of the Green Machine routes, and extending the deadline for course evaluations to after finals are over
- Mochas with the mayor will be starting up next semester as well as the next few House of Delegates dinners with club presidents from across campus
- We held our second advisory council meeting with the provost where we discussed future plans and goals for the council
- There was a military appreciation luncheon with ROTC members and veterans across campus
- We are working with Sodexo and the bookstore to lower our plastic use campus wide
- We had a successful HERD Holiday and Winter Clean Up for community service
- Our goals for next semester include recruiting new first year apprentices, a respect training for students, recruiting tours in local high schools, day at the capitol, and more mental health first aid trainings

Questions for SGA - None.

6. Standing Committee Reports:

Committee	Report by:	Report Specifics
a. Faculty Personnel Committee	Timothy Bryan	Written report received (if checked) The Faculty Personnel Committee also met on September 30, 2022. Clinton Brown was elected Chair and Charles Stiveson was elected Describing Secretary.
		and Charles Stivason was elected Recording Secretary. The Faculty Personnel Committee met again on October 14, 2022. The committee made a recommendation to the full Faculty Senate that the committee member from the College of Engineering and Computer Sciences be removed from the committee. Due to lack of quorum following that action, the meeting adjourned. The Faculty Personnel Committee also met on November 11, 2022. The committee reviewed the

HELD ON MONDAY, DEC. 01, 2022, AT 4:00 P.M.

MEMORIAL STUDENT CENTER - BE 5 - IN-PERSON

latest revisions to Board of Governors Policy AA-26 (Faculty Promotion). As noted before the most significant revisions are allowing a process for nontenure track instructors (or other titled faculty) to be promoted. The policy revisions were approved with some revisions namely retaining dates for documentation and removing what was believed to be redundant information regarding an acceptable terminal degree.

The committee also voted to accept revisions to AA-28 (Faculty Tenure) with dates retained in the policy.

Discussed post-tenure review with concerns about incentives not being paid since pre-tenure review raise are not funded. Also, discussed university-wide maternity/paternity leave. Discussion will continue on both topics.

Approved the following Faculty Personnel Committee Composition policy and Promotion and Tenure Guidelines submitted by the College of Engineering and Computer Sciences.

b. Legislative Mar Affairs Bell Committee

Marybeth Beller Written report received (if checked)

The Legislative Affairs Committee met on November 2nd. The committee was briefed on ways the university's governmental affairs committee will communicate to the faculty going forward. The possibility of a newsletter was aired, as well as a desire to have faculty provide white papers on issues of concern to the legislature.

The committee also discussed ways to increase the effectiveness of lobbying efforts by MU faculty members who will participate in MU Day at the State Capitol.

In addition, the committee briefly considered the possibility of post-tenure review being implemented in the future.

There was discussion as well about educating faculty members on Amendment 2 as Election Day approached.

The committee has requested that members of the president's governmental affairs committee attend LAC meetings, but no one from that

HELD ON MONDAY, DEC. 01, 2022, AT 4:00 P.M.

MEMORIAL STUDENT CENTER – BE 5 – IN-PERSON

	ma qu off me coi Pe wil	rice was available to meet in November. We also meet again December 15th, although a corum isn't yet established as faculty will be campus; but that is the next date that embers of the governmental affairs mmittee are available to meet with us. Inding that, the Legislative Affairs Committee II meet again in January.
c. Research Committee Faze Alna		st Meeting – Oct. 3, 2022 Election of new Chair & Secretary: Chair elected – Julie Snyder-Yuly (Dept. of Communication Studies); Sarah Mollette (University Libraries staying on as Secretary) Quinlan applications – All present committee representatives voted to approve all of their eligible applications. However, it was suggested that we hold off on approving any Quinlan applications for the reason that the requested amount is quite large, all committee members are being asked to review each application to ensure the requested amount is correct and falls within eligibility. Research Committee applications: It was voted to approve the one eligible Research Scholars applications: becauser we don't; know what happened to that budget, we would like to know the answers: What happened to the money? Was it an error? This agenda moved to the next meeting − Oct. 17, 2022. Next meeting − Oct. 17, 2022. Quinlan Budget - \$14500 (\$7250) per cycle. ○ All present committee representatives voted to approve all of their eligible applications ○ Due to the amount requested being > than 50% of the cycle budget, it was suggested that all applications should receive 80% of their requested amount. ○ Total Quinlan award amount approved for this cycle: \$6500. Research Committee Budget: \$2000. Total Research committee award amount approved for this cycle - \$250 Student Research Scholars (Undergraduate) budget: Total award amount (which will not come from the

HELD ON MONDAY, DEC. 01, 2022, AT 4:00 P.M.

MEMORIAL STUDENT CENTER – BE 5 – IN-PERSON

		Research Committee) approved for this cycle: \$1700. Summer Research Awards category received was blank. Motion was made and seconded to the committee's Faculty Senate Liaison (YFA) to ask the Faculty Senate to increase the Research Committee's budget.
d. Student Conduct and Welfare Committee	Penny Koontz	The Student Conduct and Welfare Committee met on November 30, 2022. The committee chair, Kacy Lovelace, reviewed the committee's prior discussions on the issue of student wage and tuition waiver disparities across campus. The committee voted to resume discussion of this issue in upcoming meetings. I informed members that the student member of the Graduate Council brought this matter to the Faculty Senate earlier this semester. We discussed a meeting that a small working group from our committee had last semester with Dr. Mummert about this matter and we agreed to schedule a follow-up meeting with him early in the spring semester for updates. Committee members were asked to reach out to departments in their colleges to collect any updated information for this academic year regarding student wages/waivers.
		A committee member asked whether the university utilizes a standardized safety waiver form for students who are doing community site visits as part of a course. The example given was engineering students visiting industrial and construction sites. The faculty member raising the concern indicated that one such form he found was quite outdated. Marcie Simms offered to look further into this issue and will update the committee at our next meeting. The committee will next meet early in spring 2023.
e. University Curriculum Committee	Timothy Melvin	 Written report received (if checked)

HELD ON MONDAY, DEC. 01, 2022, AT 4:00 P.M.

MEMORIAL STUDENT CENTER - BE 5 - IN-PERSON

Friday, November 11, 2022. Both meetings were held at 3:00 PM in Drinko Library (DL) 349 and virtually on Microsoft Teams. The UCC Chair established a quorum at both meetings. Members of the UCC voted to **APPROVE** the following:

COURSE ADDITIONS

COLLEGE	COURSE
College of Liberal Arts	RST 260
	PSY 405
College of Education and	EDF 200
Professional Development	
Honors College	HON 489
College of Arts & Media	DAN 112
College of Engineering and	CE 415
Computer Science	

COURSE DELETIONS

COLLEGE	COURSE
College of Arts and Media	THE 295
	ART 113

COURSE CHANGE

COLLEGE	COURSE
College of Liberal Arts	HST 427

MINOR ADDITION

COLLEGE	COURSE
Lewis College of Business	HCM
	HRM
	SCM

CHANGE IN MAJOR

COLLEGE	COURSE
College of Arts and Media	AM 10
	AB 30
	AB 60
College of Education and	ES00
Professional	EZ82
Development	ESM5

HELD ON MONDAY, DEC. 01, 2022, AT 4:00 P.M.

MEMORIAL STUDENT CENTER - BE 5 - IN-PERSON

College of Science	Web Development Statistics
	Statistics
CHANGE OF MINOR	
COLLEGE	COURSE
College of Engineering	VCIS, Computer and
and Computer Sciences	Information Security
	VCIS, Computer
	Science
	VEG2, Engineering
	Science
	VSF2, Occupational
	Safety and Health
College of Arts & Media	VMUS
CHANGE IN AREA OF EMPH	ASIS
COLLEGE	COURSE
College of Arts & Media	AB 11-BA

7. Guest Speaker: DEI Initiatives at Marshall - Bruce Felder – Transitioned from HR Director to New Chief Talent Officer.

Explained DEI – Presence of differences – appearances, thoughts, likes/dislikes, gender, socio-economic status, which makes one unique. Equality – sameness (fair treatment, fair opportunity,). Equity - Inclusion – People feel being authentic to their own unique identities. Inclusion outcomes are met when it addresses our policies. Details of presentation on video on FS Website.

8. Other Requests to Speak - None.

Adjournment:

Motion to adjourn – MSAP. Meeting was adjourned at approximately 1719 hours (5:19 pm).

Respectfully Submitted,

Dr. Sujoy Bose, Recording Secretary

Faculty Senate

MINUTES OF MARSHALL UNIVERSITY FACULTY SENATE MEETING HELD ON MONDAY, DEC. 01, 2022, AT 4:00 P.M. MEMORIAL STUDENT CENTER – BE 5 – IN-PERSON

MINUTES APPROVED BY SENATE:

_

ACADEMIC PLANNING COMMITTEE RECOMMENDATION

SR 22-23-17 APC

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

- Bachelor of Business Administration
- · BA in General Business
- · BBA in Accounting
- · BA/BS in Geography
- · Undergraduate Certificate in Geospatial Information Science
- · BA in International Affairs
- BA in Political Science

RATIONALE:

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

FACULTY SENATE CHAIR:

APPROVED BY THE	
FACULTY SENATE:	DATE:
DISAPPROVED BY THE	
FACULTY SENATE:	DATE:
UNIVERSITY PRESIDENT:	
APPROVED:	DATE:
DISAPPROVED:	DATE:
COMMENTS:	

ACADEMIC PLANNING COMMITTEE RECOMMENDATION

SR 22-23-18 APC

Recommends that the following undergraduate degree program be discontinued.

· BA in Economics

FACULTY SENATE CHAIR:

APPROVED BY THE

RATIONALE:

The five-year Program Review showed no students have been enrolled for the past two years. Prior enrollment was low and declining. There is no evidence that the program might expect more enrollment in the future. A very closely related degree (BBA Economics) exists in LCOB and it is unclear how this BA in Economics offers any unique value. Therefore, the APC recommends that the BA in Economics be formally discontinued.

FACULTY SENATE: ______ DATE: ______ DISAPPROVED BY THE FACULTY SENATE: ______ DATE: ______ UNIVERSITY PRESIDENT: _______ DATE: ______ APPROVED: _______ DATE: _______ DISAPPROVED: _______ DATE: _______

University Curriculum Committee RECOMMENDATION

SR 22-23-19 CC

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

College of Arts and Media

ART 113 Art Education: Elementary

- Rationale: This course was changed to Art 310 (SR 19-20-377 CC) ART 113 is no longer used in the curriculum and should be deleted to avoid confusion when students transfer into the Art Education PreK-Adult degree.
- Form with signatures: Deletion course ART 113.pdf

FACULTY SENATE CHAIR:

APPROVED BY THE	
FACULTY SENATE:	DATE:
DISAPPROVED BY THE	
FACULTY SENATE:	DATE:
UNIVERSITY PRESIDENT:	
APPROVED:	DATE:
DISAPPROVED:	DATE:
COMMENTS:	

Request for Undergraduate Course Deletion

Prepare one paper copy and obtain signatures from the Department Chair/Division Head, Registrar and College Dean. Submit the form to your College Curriculum Committee. After obtaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee Chair. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in a single PDF file (PDF Portfolio recommended) to UCC chair. Department/Division: School of Art & Design Alpha Designator/Number: ART Contact Person: Dr. Mark Zanter, Interim Director ____Phone: 3046965451 **CURRENT COURSE DATA:** Course Title: Art Education: Elementary Alpha Designator/Number: ART 113 Rationale: This course was changed to ART 310 (SR 19-20-377 CC). ART 113 is no longer used in the curriculum and should be deleted to avoid confusion when students transfer into the Art Education PreK-Adult degree. Last term course is to be offered (Fill in with appropriate calendar year.): Fall 2019 Spring Summer Other Course being added in place of this deletion (If any): Art 310 replaces Art 113 **NOTIFICATION REQUIREMENTS:** Attach a copy of written notification regarding this deletion to the following: 1. Other departments/divisions who advise students to enroll in this course as a prerequisite or co-requisite. 2. Other departments/divisions who advise students to enroll in this course as an approved elective. 3. Other departments/divisions that require this course as part of their curriculum. SIGNATURES: (If disapproved at any level, do not sign. Return to previous signer.) Registrar: College Dean: College Curriculum Chair: X 11/11/22 University Curriculum Committee Chair: Date: Faculty Senate Chair: _ Date: VP Academic Affairs/VP Health Science

Date:

University Curriculum Committee RECOMMENDATION

SR 22-23-20 CC

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

College of Arts and Media

Area of Emphasis Change: Visual Art and Design (AB11-BA)

Brief Summary of Changes: Expansion of course options allowed in the emphasis area upper-level requirements.

Rationale: The BA in Visual Art and Design currently includes twenty-four credits of ART Studio Electives. Studio courses are an intensive practicum in an artistic discipline (e.g. painting, ceramics, printmaking, sculpture, etc.) The proposed change replaces two ART Studio Electives with Art 300/400 Level courses permitting a wider range of courses to fulfill degree requirements.

Curriculum: Change Area Emphasis AB11-BA.pdf

FACULTY SENATE CHAIR:

APPROVED BY THE	
FACULTY SENATE:	DATE:
DISAPPROVED BY THE	
FACULTY SENATE:	DATE:
UNIVERSITY PRESIDENT:	
APPROVED:	DATE:
DISAPPROVED:	DATE:
COMMENTS:	

Request for Undergraduate Addition, Deletion, or Change of an Area of Emphasis

1. Prepare one paper copy and obtain signatures from the Department Chair/Head, Librarian, and College Dean. 2. Submit the form to your College Curriculum Committee. 3. After attaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee (UCC) Chair. 4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in PDF format by email to the current UCC Chair. Department/Division: School of Art & Design CAM Dr. Mark Zanter 3046965451 **ACTION REQUESTED:** Check action requested: Addition Change Deletion Visual Art and Design Name of Area of Emphasis: AB11-BA Within which Major is/will this Area of Emphasis be listed (please provide code as well): RATIONALE: The BA in Visual Art and Design currently includes twenty-four credits of ART Studio Electives. Studio courses are an intensive practicum in an artistic discipline (e.g., painting, ceramics, print making, sculpture, etc.) The proposed change replaces two ART Studio Electives with ART 300/400 Level courses permitting a wider range of courses to fulfill degree requirements. CURRICULUM: (If addition or change, number of hours and courses; Indicate if required or optional) May be submitted as separate document. See attached page. **NOTIFICATION REQUIREMENTS:** Attach a copy of written notification regarding this curriculum request to the following: 1. Statement of Non-Duplication: If this area of emphasis will be similar in title or content to an existing area of emphasis at the university, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department. 2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items. Send a copy of this completed form to the Marshall University Catalog Editor. SIGNATURES: (If disapproved at any level, do not sign., Return to previous signer.) Department Chair/Division Head: Registrar: College Dean: College Curriculum Chair: Date: 11/11/22 University Curriculum Committee Chair: Date: Faculty Senate Chair: Date: VP Academic Affairs/VP Health Science: Date:

AB11-BA: VISUAL ART AND DESIGN: Current Catalog (F2022)

Areas of Emphasis-Specific	
ART Studio Elective	3
AB11-BA: VISUAL ART AND DESIGN: Proposed Change	
Areas of Emphasis-Specific	3
ART Studio Elective	
ART Studio Elective	3
ART 300/400 Level Course	3
ART 300/400 Level Course	3

University Curriculum Committee RECOMMENDATION

SR 22-23-21 CC

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

College of Arts and Media

DAN 112 Dance Appreciation

Rationale: This course develops an appreciation and understanding of the history, aesthetics, and social impact of dance as a fine art form.

Curriculum: Addition course DAN 112.pdf

College of Engineering and Computer Sciences

CE 415 Advanced Reinforced Concrete

Rationale: Background of ACI 318, emphasizing Precast elements. Earth-retaining structures. Sustainable solutions including fiber reinforced composites. Strut-and-tie analogies. Seismic design. Modern reinforced concrete design procedures and comparison of standard design codes.

Curriculum: CECS-CE 415.pdf

College of Liberal Arts

PSY 405 Sport Psychology

Rationale: An examination of theory, research, and application of psychological principles related to sport and exercise.

Curriculum: PSY 405 Course Addition_signed.pdf

University Curriculum Committee RECOMMENDATION

SR 22-23-21 CC

FACULTY SENATE CHAIR:

APPROVED BY THE	
FACULTY SENATE:	DATE:
DISAPPROVED BY THE	
	DATE:
UNIVERSITY PRESIDENT:	
APPROVED:	DATE:
DISAPPROVED:	DATE:
COMMENTS:	

NOTE: Recommendations should be sent to the Faculty Senate office via email. Recommendations longer than one page or those with attachments are to be sent in final format with this as a cover page. Any incomplete recommendations or those requiring extensive formatting changes will be returned to the recording secretary/committee.

Request for Undergraduate Course Addition

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

College: CAM	Department/Division:	of Theatre and De Alpha Designator/Number: DAN 112
Contact Person: Lang F		Phone: 62546
EW COURSE DATA:		
Course Title: Dance A	preciation	(Limit of 30 characters & spaces.)
Course Title: Dance Ap	DAN 112	,
		NTL MC Core II (Core II type: Fine Arts) www.marshall.edu/wpmu/gened/core-ii-courses-info/
Catalog Description (Limit o	of 30 words). This Course develor history, aesthetics, a	os an appreciation and understanding of the and social impact Dance as a fine art form.
Co-requisite(s):		First Term to be Offered: Spring 2023
		Credit Hours: 3
Grading Mode: Graded:	Credit/No Credit:	
Course(s) being deleted in p	place of this addition (must submit course	deletion form): N/A

CHECKLIST/REQUIREMENTS

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

Department Chair/Division Head: Lang Reynolds
Registrar:

College Dean:

College Curriculum Chair: Allysin Boodman

General Education Council Chair*:

University Curriculum Committee Chair: Jack Jarrett

Faculty Senate Chair:

VP Academic Affairs/VP Health Science

Date: Jack Jarrett

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

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

Request for Undergraduate Course Addition - Page 2

Additional Information Required for Undergraduate Course Addition

	CAM College:	Department/	DANCE	Alpha Designator/Number: DAN 112	
	Provide complete i form, a complete s	nformation regardi yllabus also must b	ng the new course addit e attached addressing t	tion for each topic listed below. Before routing t he items listed on the first page of this form.	:his
	. Identify by name the faculty in your department/division who may teach this course.				
	Dr. Robin Rine	er,			
2	2. If your departme estimation of mo	ent/division require oney and time requ	s additional faculty, equired to secure these iter	uipment, or specialized materials, attach an ms.	
	N/A				
3	3. If this course will	l be required by a d	epartment/division oth	er than your own, identify by name.	
4	. If there are any a	agreements require	d to provide clinical exp	perience, attach details and signed agreements.	
	N/A				
5	. If library resource as stated by the D	es are deemed inad Dean of Libraries.	equate, attach a plan to	o overcome this. The plan must include the cost	
	N/A				
6.	EQUIPMENT/SUP equipment/supplicourse successfull	ies that need to be	EACH THIS COURSE (thi purchased; simply what	is does not refer to additional t materials are needed in order to teach this	
	Video Projector				
7.			NTS IF LISTED AS AN UI	NDERGRADUATE OR course addition for 5xx graduate component):	
	N/A				
				CATIONS RESEARCHED TO CREATE THIS STUDENTS TAKING THIS COURSE (separate	

page).



Marshall University Syllabus School of Theatre and Dance

Course

DAN 112 Dance Appreciation

Course Description

This course develops an appreciation and understanding of the history, aesthetics, and social impact Dance as a fine art form.

Credits

3 Credits UG

Prerequisites

None

Term/Year

Spring 2023

Class Meeting Days/Times

TBD

Location

TBD

Academic Calendar

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

Classes Begin Jan 9th
Last Day to Add Drop Jan 13th
MLK Jr. Day – No classes Jan 16th
Freshman/Sophomore midterm grades DUE Feb 20th

Spring Break – No classes Mar 13th – Mar 17th

Classes resume Mar 20th

Dead Week April 17th – April 21st

Final Project TBD
Final Grades DUE May 1st

Instructor

Robin Riner-Conley

Contact Information

Office: Online via TeamsOffice Hours: M/W 9:30 - 11

• Office Phone: 304-696-2788

Marshall Email: conleyr@marshall.edu

COVID-19 Related Information

Marshall's official COVID-19 protocols are online at

https://www.marshall.edu/coronavirus (URL:

https://www.marshall.edu/coronavirus/). Policies and protocols may change over time as we respond to changing conditions. The website will always contain the most recent information – check it frequently for the most current information.

Key policies at the start of the Fall 2021 semester include the following:

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

Required and/or Recommended Texts and Materials

Required Texts and Materials

Clark, A., and Pecina, S., Dance Appreciation, 1st ed. (2020)

Course Student Learning Outcomes

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

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will gain an understanding of dance as art form and mode of expression	Students will study text, film, and live performance of varied genres of dance. Through in-class exercises, students will gain an understanding on evolutions of styles and their important leaders.	Through written assignments like critiques, students will be graded on how they perceive, assess, and talk about dance.
Students will be able to speak about and identify specific periods and genres of dance.	Through film and discussion, students will begin to attach language and meaning to varying dance styles.	Students will have in-class dance performances followed by discussions that will allow them to explore movement and performance. Students will give presentations on varying cultural dances.
Students will be able to analyze dance on a larger scale in social, political, and historical context.	Students will work in groups to debate topics in dance. Accompanied by readings, students will view important dance film and connect the work to historical happenings of the time.	Through weekly reflections and daily discussions, students will be assessed on how they place dance in society.
Students will be able to speak and write about dance.	Students will take part in regular reflective journals that will help in their ability to write around dance. Through class discussions, students will practice speaking about their observation of the art or topic in discussion. Students will participate in group readings.	Through independent studies, students will gather information on given cultural dance and present to class. The student will use skills gained during the semester to form their own findings on the dance to share with class.

Grading Policy

A...90-100

B...80-89

C...70-79

D...60-69

F...59 or below

Course Requirements/DUE Dates

- Attendance and Participation: Each student will be graded on their attendance for each class. See attendance policy for more information. Students will also be assessed on their participation and engagement in the classroom as well as their individual growth over the course of the semester. (1 points per class, 28 points possible)
- **Midterm Project**: Students must attend the Marshall Artist Series dance performance (Feb 8th) and write a one-page (500 words) critique on the work. Details and further instructions to follow. (20 points possible)
- **Check-ins/Journal Reflections**: The class will take part in a reflection at the beginning of every week. These journals will be graded for participation and used as a way of tracking our progress in class. Think of them as free writes. 12 reflections at 1 point each (12 points possible)
- **Final Project Presentation**: Students will choose a specific cultural dance from a provided list. The students are expected to work independently to develop a slideshow accompanied by a two-page (1000 words) paper on their topic. Each student will be given the opportunity to present to the class. Students will be graded on creativity in presentation and quality of paper. There must be a presenter with an interactive component for each presentation. (40 points possible)

Attendance/Participation Policy

Excused Absences: If a student is absent from class because of a circumstance included in the excused absence policy, it can be handled by an arrangement between the student and the instructor if either party requests, the student can obtain an official excused absence following the procedure described below. The instructor must honor a university excused absence covered by this policy and allow the student an opportunity to catch up/make up work missed.

- a. Excused absences fall into five categories: (Please see your instructor as soon as you know if you have an absence that may fall into these categories.)
- 2. University sponsored activities
- 3.Student Illness (physical or mental) or Critical Illness/Death in the Immediate Family
- 4. Short-Term Military Obligation
- 5. Jury Duty or Subpoena for Court Appearance
- 6. Religious Holiday

Unexcused Absences: Students are expected to be present at every class. However, the students are allowed 2 unexcused absences before their grade is affected. Every additional unexecuted absence will result in a 5-point deduction from the student's attendance total points. If a student is absent on a presentation project day, and it is an unexcused absence, they will not be able to make up the work, therefore resulting in a zero, for that student, for that assignment. Exceptions may be made.

Tardiness Policy: 2 late entries in class will equal 1 absence.

University Policies

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

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

Course Schedule

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

Week [or Lesson, Unit, etc.]	Activity/Assignment	DUE Date
Week 1	Intro: Personal experience in dance with vocabulary, terminology, etiquette. Movement exercise. Reflection: What is your relationship to dance? What is dances value to society?	Reflection DUE end of class Friday, Week 1 Text Dance Appreciation: Purposes of Dance Assigned: Pgs. 1-24 Reading DUE Friday, Week 1
Week 2	History - Ballet: Origins including Louis IV and the French Court. Ballet training methods and styles: (Cecchetti, Vaganova) •Classical •Neoclassical •Romantic •Contemporary Ballet Reflection: What do you know about ballet?	Reflection DUE end of class Friday, week 2 Text Dance Appreciation: Assigned Pgs. 46-78 Crafting the Dance, Perceiving the Dance DUE Friday, Week 2
Week 3	History - Ballet: Notable influences, contributors, and well known works. Live showing with discussion. Reflection: What are the four styles of ballet?	Reflection DUE end of class DUE Friday, Week 3 Text Dance Appreciation: Assigned Pgs. 81-108 Ballet Reading DUE Friday, Week 3

Week [or Lesson, Unit, etc.]	Activity/Assignment	DUE Date
to break from Ballet (people, training, and schools)		Reflection DUE end of class DUE Friday, Week 4
	Reflection: Who, in your opinion, is the most influential artist in ballet?	Text Dance Appreciation: Assigned Pgs. 109-132 Modern Dance
		Reading DUE Friday, Week 4
Week 5	History - Modern: Dance cannon accompanied by style/method.	Reflection DUE end of class DUE Friday, Week 5
	Reflection: What are some of the physical attributes of modern dance?	Text Dance Appreciation: Assigned Pgs. 109-132 Modern Dance
		Reading DUE Friday, Week 5
Week 6	History - Modern: Expression and Performance. Post-modern dance artists.	Reflection DUE end of class DUE Friday, Week 6
	Live showing with discussion.	Text Dance Appreciation: Assigned Pgs. 109-132 Modern Dance
	Reflection: What modern dance artist's work do you find the most groundbreaking?	Reading DUE Friday, Week 6
	Midterm : Attend the Marshall Artist Series dance performance and write a critique on the work.	Critique DUE Friday, week 6
Week 7	History - Jazz: Development and continuation. Study on icons: Cole, Mattox, Kidd, Fosse, etc.	Reflection DUE end of class DUE Friday, Week 7
	Reflection: After seeing two live performances, how does modern feel different from ballet, as an art	Text Dance Appreciation: Assigned Pgs.166-195 Jazz Dance
	form?	Reading DUE Friday, Week 7

Week [or Lesson, Unit, etc.]	Activity/Assignment	DUE Date
Week 8	History - Theater Performance: Development and notable characters. Discussion on	Reflection DUE end of class DUE Friday, Week 7
	commercial dance and pop culture.	Text Dance Appreciation: Assigned Pgs 133-158 Pgs.195-208
	Reflection: Reflect on the details of the movement style of one of the artists we studies last week.	Tap Dance, Hip Hop Dance
		Reading DUE Friday, Week 8
Week 9	Dance in Culture: Leading to the culture today and dance through a contemporary lens.	Reflection DUE end of class Friday, Week 9
	Film viewing: <i>Paris is Burning</i>	Text Dance Appreciation Assigned: Pgs. 2545 Purpose of Dance,
	Reflection: What influences did you see in theatre performance? How does is differ from previous styles we've studied?	Viewing Dance Thru a Cultural Lens DUE Friday, Week 9
Week 10	Dance in Religion/Ritual: How dance is used in different cultures for ceremony and celebration. How	Reflection DUE end of class Friday, Week 10.
	dance has shifted with cultures throughout the years.	Text Dance Appreciation Assigned: Pgs. 268-281
	Reflection: How does dance influence society? How does society influence dance? Ex: Tik Tok	DUE Friday, Week 10
Week 11	Dance in Religion/Ritual: Cont.	Reflection DUE Friday,Week 11.
	Appointment and discussion of final projects.	Text Dance Appreciation Assigned: Pgs. 213-245 Dance Media and
	Reflection: How do you see dance used in ceremony/ritual in your life?	Technology Training and Education DUE Friday, Week 11

Week [or Lesson, Unit, etc.]	Activity/Assignment	DUE Date
Week 12	Dance in Reality: Discussion on realities of a career in the arts, other professional routes for dancers, and how dance can be used beyond performance. Entire class discussion. Reflection: How could we create more opportunity for dance/dancers?	Reflection DUE end of class Friday, Week 12 Text Dance Appreciation Assigned: Pgs. 268-281 Careers in Dance DUE Friday, Week 12
Week 13	Review	
Week 14	Final Projects DUE	

Bibliography

- Albright, Ann Cooper, and Ann Dils. Moving History / Dancing Cultures: A Dance History Reader. Manitoba Education Media Production Services Unit, 2013.
- Franko, Mark. Dance as Text : Ideologies of the Baroque Body. Cambridge England;
 New York, Ny, Usa, Cambridge University Press, 1993.
- Guarino, L., & Oliver, W. (2015). Jazz dance: A history of the roots and branches. University Press of Florida.
- Hay, Deborah. My Body, the Buddhist. Hanover, Nh, University Press of New England, 2000.
- Mcfee, Graham. The Philosophical Aesthetics of Dance: Identity, Performance and Understanding. Alton, Dance Books, 2012.

Paris Is Burning. Directed by Jennie Livingston, 1990.

TED-Ed. "The Origins of Ballet - Jennifer Tortorello and Adrienne Westwood." YouTube, 7

Mar. 2016, www.youtube.com/watch?v=OEekFTj5PvU.

Uprooted: The Journey of Jazz Dance. Directed by Khadifa Wong, 2020.

Request for Undergraduate Course Addition

Prepare <u>one</u> paper copy and obtain signatures from the Department Chair/Division Head, Registrar and College Dean. 1. Submit the form to your College Curriculum Committee. After obtaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee Chair 3. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in a single PDF file (PDF Portfolio recommended) to UCC chair. Department/Division: Civil Engineering Alpha Designator/Number: CE 415 Contact Person: Isaac Wait Phone: 304-696-5444 **NEW COURSE DATA:** Course Title: Advanced Reinforced Concrete (Limit of 30 characters & spaces.) Alpha Designator/Number: CE 415 General Education Designator(s) (check all that apply): ☐ CT ☐ INTL ☐ MC ☐ Core II (Core II type: Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-li-courses-info/ Catalog Description (Limit of 30 words): [provided on attached page] _____ First Term to be Offered: Spring 2023 Co-requisite(s): __ Prerequisite(s): CE 413 with a minimum grade of D Credit Hours: 3 Grading Mode: Graded: X Credit/No Credit: _____ Course(s) being deleted in place of this addition (must submit course deletion form): CHECKLIST/REQUIREMENTS 1. After completing this two page form in its entirety, include a complete syllabus and route through the departments/committees below. A complete syllabus can be from when this course was previously taught as a special topics course or by creating a new, intended syllabus to use with the course. The sample syllabus must at a minimum address the following areas: a. COURSE OBJECTIVES, COURSE OUTLINE, SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATE, INSTRUCTIONAL METHODS (Lecture, Lab, Internship, Practicum, etc.), and EVALUATION METHODS (Unit/Chapter, Midterm, Final, Projects, etc.) If this course will replace a course that is required by another department, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department. If this course will be similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department. SIGNATURES: (If disapproved at any level, do not sign. Return to previous signer.) Date: 10/27/2022 Department Chair/Division Head: Isaac Wait 140101 Date: 10.31.2022 College Dean: College Curriculum Chair: General Education Council Chair *: _____ University Curriculum Committee Chair: Zach Garrett 11/11/22 Faculty Senate Chair: Date:

VP Academic Affairs/VP Health Science

Date:

⁻ Signature necessary only if course is to be Core Curriculum Course

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

Request for Undergraduate Course Addition - Page 2

Additional Information Required for Undergraduate Course Addition

Co	ollege: CECS	Department/Division:	Civil Enginee	ring Alpha Designator/Number	CE 415
				n for each topic listed belo items listed on the first pa	_
1.	. Identify by name the f	aculty in your depar	tment/division who	o may teach this course.	
	Wael Zatar, Greg M	ichaelson			
2.	. If your department/div estimation of money a			ment, or specialized mate s.	erials, attach an
	None.				
3.	. If this course will be re	quired by a departn	nent/division other	than your own, identify b	y name.
	None.				
4.	If there are any agreer	nents required to pr	ovide clinical expe	rience, attach details and s	signed agreements.
	None.				
5.	If library resources are as stated by the Dean o		e, attach a plan to o	overcome this. The plan m	ust include the cost
	None.				
6.				does not refer to addition materials are needed in or	
	American Concrete I	nstitute Code 318			
7.	ADDITIONAL GRADUAT GRADUATE COURSE (pl			DERGRADUATE OR course addition for 5xx gra	iduate component):
	N/A				
8.	PROVIDE A COMPLETE	BIBLIOGRAPHY INCL	UDING ALI PURUC	CATIONS RESEARCHED TO	CREATE THIS

COURSE AND WHAT PUBLICATIONS MAY BE BENEFICIAL TO STUDENTS TAKING THIS COURSE (separate

page).

Course Description for CE 415 (Advanced Reinforced Concrete)

Background of ACI 318, emphasizing Precast elements. Earth-retaining structures. Sustainable solutions including fiber reinforced composites. Strut-and-tie analogies. Seismic design. Modern reinforced concrete design procedures and comparison of standard design codes.

Bibliography for CE 415 (Advanced Reinforced Concrete)

"ACI 318-19 Building Code Requirements for Structural Concrete (ACI 318-19) and Commentary (ACI 318R-19)", 2019 edition, American Concrete Institute. ISBN: 978-1641950565

"Design of Concrete Structures", 16th edition, by Darwin, Dolan, and Nilson. McGraw-Hill, 2021. ISBN: 978-1259821240

"Design of Reinforced Concrete", 10th edition, by Russell H. Brown. Wiley, 2015. ISBN: 978-1118879108

Note: The proposed course CE 415 has previously been offered as a Special Topics class, CE 480. The syllabus from the Spring 2022 offering of that class is attached.



Marshall University Syllabus College of Engineering and Computer Sciences

Course

CE 415 - Advanced Reinforced Concrete

Course Description

Background of ACI 318, emphasizing bi-axially loaded columns, earth-retaining structures, strut-and-tie analogies, precast/prestressed members, sustainable solutions including fiber reinforced composites, seismic design, reinforced concrete design procedures and standard design codes.

Credits

3 credits; undergraduate

Prerequisites

CE 413 - Reinforced Concrete

Term/Year

Spring 2023

Class Meeting Days/Times

This is a face-to-face course, with occasional pre-recorded lectures. In-person class meetings will be held TR from 2:00 am -3:15 pm. Pre-recorded presentations, lectures, and/or video links will be posted on Blackboard. This course should be completed in one Spring term.

Location

WAEC 1101

Academic Calendar

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

Instructor

Dr. Wael Zatar, Professor of Civil Engineering

Contact Information and Office Hours

Office: WAEC 3213

 Office hours and appointments may be held in person or virtually at the instructor's discretion. For in person appointments, masks are required in the instructor's office or in any alternate indoor meeting location. Teams will be utilized in the case of virtual appointments.

Office Hours: TR (9 am - 11 am); TR (12:30 pm - 1:30 pm); Other times by appointment.

• Office Phone: 304-696-3116

Marshall Email: <u>zatar@marshall.edu</u>

Preferred Communication Method

Outside of office hours, the preferred communication method is e-mail.

COVID-19 Related Information

Marshall's official COVID-19 protocols are online at https://www.marshall.edu/coronavirus (URL:

https://www.marshall.edu/coronavirus/). Policies and protocols may change over time as we respond to changing conditions. The website will always contain the most recent information – check it frequently for the most current information.

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

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

Required and/or Recommended Texts and Materials

Design of Reinforced Concrete 10^{th} edition, by Jack C. McCormac and Russell H Brown, ISBN: 1118879104, ISBN-13: 9781118879108.

Recommended/Optional Texts and Materials

American concrete Institute ACI-318 Building Code Requirements for Structural Concrete

Course Objectives

The student will be able to:

1. Review reinforced concrete design methods of beams and columns

- 2. Learn method for analysis of bi-axially loaded columns
- 3. Learn basics of earth retaining concrete structures
- 4. Learn strut-and-tie analogy for concrete structures
- 5. Learn basics of prestressed and precast concrete members
- 6. Learn basics of fiber reinforced polymer composites in transportation infrastructure
- 7. Learn basics of seismic design of concrete structures
- 8. Review research on behavior of reinforced concrete structures

Course Student Learning Outcomes (CLOs)

Course Student Learning Outcomes – student will:	How students will practice each outcome	How achievement outcome will be assessed
Review reinforced concrete design methods of beams and columns	In class assignments	In class assignment and Mid-Term Exam
Learn method for analysis of bi-axially loaded columns	Homework assignment	Homework assignments and Mid- Term Exam
Learn basics of earth retaining concrete structures	Homework assignment	Homework assignment and Mid-Term Exam
Learn strut-and-tie analogy for concrete structures	Homework assignment	Homework assignment and Final Exam
5. Learn basics of prestressed and precast concrete members	Homework assignment	Homework assignment and Final Exam
Learn basics of fiber reinforced polymer composites in transportation infrastructure	Homework assignment	Homework assignment and Final Exam
7. Learn basics of seismic design of concrete structures	Homework assignment	Homework assignment and Final Exam
8. Review research on behavior of reinforced concrete structures	Project	Project

Lecture Topics

- Course Policies and Syllabus (Course Overview)
- Reinforced concrete design methods of beams and columns
- Analysis of bi-axially loaded columns
- Earth retaining concrete structures
- Strut-and-tie analogy for concrete structures
- Prestressed and precast concrete members
- Fiber reinforced polymer composites in transportation infrastructure
- Seismic design principals of concrete structures
- Research on behavior of reinforced concrete structures

Course Policies

By enrolling in this course, you agree to the following course policies:

Grading Policy

Course grades will be calculated using the weighting basis and letter-grade breakdowns shown below:

Assignments: 25%		A 100 – 90
Attendance:	10%	В 89.99 – 80
Midterm Exam:	20%	C 79.99 – 70
Project:	15%	D 69.99 - 60
Final Exam:	30%	F 59.99 – 0

- Homework assignments will periodically be assigned throughout the semester and will be due as indicated at the time of giving the assignments.
- Homework may be assigned during lecture or electronically (students should actively monitor the electronic course materials on Blackboard).
- The lowest homework assignment score will be dropped when calculating grades.
- Your name, course/section no., homework no., and due date must appear on all submissions.
- Successive pages of multiple page sets must be initialed and should have the pagination (i.e., 1/3, 2/3, etc.) in the upper right-hand corner of the page.
- Homework assignments must be solved neatly and in an organized manner. Submissions that are sloppy, disorganized, or otherwise unprofessional will receive a score of zero.

Late Work Policy

- Late work is <u>not accepted</u>, except in cases of university-excused absences. Do not request exceptions to this policy; do not ask to submit late homework unless you have an absence that is university-excused. Homework not submitted due to unexcused factors cannot be made up.
- In cases of a university-excused absence, students are responsible to contact the instructor as soon as the absence is known, and unless other arrangements are mutually-agreed upon, submit the related assignment before the next scheduled class meeting following the absence.
- If you realize that you did not submit one homework on-time, keep in mind that the lowest homework score is dropped from calculating your grades.

Attendance/Participation Policy

Students are expected to attend all class sessions. The information covered in each class is pertinent to understanding of the required material. Students are required to participate in class discussions.

- Talk only to participate in class discussions.
- All cell phones and mobile communication devices should be turned off during class.
- Do not work on other assignments during class.
- Any student missing class is responsible for any material covered and any assignments made.

Online Communication Expectations

If you send me an email, please use correct grammar, spelling, and punctuation.

If you have a question about a homework problem, it is helpful if you attach a photo of the problem statement; that way I can respond if I'm out of the office and don't have my notes and textbook available.

University Policies

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

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

Academic Integrity

Students are expected to adhere to the Marshall University academic dishonesty policy, found in the undergraduate catalog. Academic dishonesty will not be tolerated, and infractions of the university academic dishonesty requirements will lead to sanctions and reporting to the Office of Academic Affairs. Students are particularly encouraged to be careful to avoid cheating, plagiarism, and complicity as related to homework assignments.

Copying homework from solutions found online, from other students, or from any other source, is not allowed. Do not access or review other solutions of assignments before, during, or after you work on yours. All items that students submit for grading must be exclusively their own work.

Acceptable Behavior

- © Discuss homework problems with others.
- © Check answers with other students.
- © Help other students learn & find mistakes.

Unacceptable Behavior

- ® Show someone every step of a problem.
- ® Give your assignment to someone else.
- Group working problems simultaneously*
- ® Finding another solution to an assignment problem and copying it or using it as the basis for your own solution.
- * Since everyone naturally works at a different speed, "group work" can degenerate into a slower student copying a faster one, without really understanding what is going on. Quizzes and exams are taken individually, so it is important for students to learn how to solve problems on their own.

Incoming homework assignments will be screened for inappropriate collaboration. Students who engage in academic dishonesty will receive a punishment that is in accordance with university policies.

Marshall University E-Mail Accounts

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

Technology and Technical Skill Requirements

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, Microsoft Excel, and other common applications.
- Students will frequently be requested to submit homework assignments as PDF files, and thus must be able to generate PDF files (several free smartphone apps such as CamScanner, Adobe Scan, and others make this very easy).
- For computer and browser requirements, see "Get Connected" and "Internet Browser" at <u>Student Resources: First Steps</u>. See also <u>IT: Recommended</u> <u>Hardware</u> (URLs: https://www.marshall.edu/design-center/students/ and http://www.marshall.edu/it/recommendations/).
- Students must be able to use Marshall e-mail, as well as the following tools in Blackboard: assignments and gradebook.
- Adobe Acrobat Reader is needed to read some files. This plug-in is available free.
 (URL: https://get.adobe.com/reader/)
- Students may be required to submit assignments as Microsoft Word documents (.docx) or Microsoft Excel files (.xlsx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit Marshall IT: Office 365 (URL: http://www.marshall.edu/it/office365/).
- If you have technical problems, please contact one or more of the following:
- Blackboard Support (URL: www.marshall.edu/design-center/support-ticket/)
- Marshall <u>Information Technology (IT) Service Desk</u> (Help Desk) (URL: http://www.marshall.edu/it/departments/it-service-desk/)
 - Huntington: (304) 696-3200
 South Charleston: (304) 746-1969
 - o Email the IT Service Desk (itservicedesk@marshall.edu)

Request for Undergraduate Course Addition

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

	Department/Division: Psychology	Alpha Designator/ Number
Contact Person; Meliss	sa Atkins	Phone: 6-2779
N COURSE DATA:		
Sport P	sychology	(Limit of 30 characters & spaces.
Alpha Designator/Number	PSY 405	(Limit of 30 characters & spaces.
Seneral Education Designat	tor(s) (check all that apply): ☐ CT ☐ INTL ☐ MC	Core II (Core II type
	n Ed attributes must be attached. http://www.marshall	
Note: Applications for Ger		l.edu/wpmu/gened/core-ii-courses-info/ search, and application of
Note: Applications for Ger Catalog Description (Limit o	of Ed attributes must be attached. http://www.marshallorf30 examination of theory, respectively psychological principles related	d.edu/wpmu/gened/core-ij-courses-info/ search, and application of ed to sport and exercise.
Note: Applications for Ger	of Ed attributes must be attached. http://www.marshallorf30 examination of theory, respectively psychological principles related	d.edu/wpmu/gened/core-ij-courses-info/ search, and application of ed to sport and exercise.
Note: Applications for Ger	n Ed attributes must be attached. http://www.marshall.org and some of theory, resonances.	d.edu/wpmu/gened/core-ij-courses-info/ search, and application of ed to sport and exercise.

- course. The sample syllabus must at a minimum address the following areas:
 - a. COURSE OBJECTIVES, COURSE OUTLINE, SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATE, INSTRUCTIONAL METHODS (Lecture, Lab, Internship, Practicum, etc.), and EVALUATION METHODS (Unit/Chapter, Midterm, Final, Projects, etc.)
- If this course will replace a course that is required by another department, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
- If this course will be similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet. as well as, the response received from the affected department.

SIGNATURES: (If disapproved at any level, do not sign. Return to previous signer.) Date: Department Chair 420101 College Dean: Date: 10/21/22 College Curriculum Chair: Date: General Education Council Chair *: Date: 11/11/22 University Curriculum Committee Chair. Date: Faculty Senate Chair: Date: VP Academic Affairs/VP Health Science Date:

Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Addition - Page 2

Additional Information Required for Undergraduate Course Addition

C	College: CoLA Department/Division: Psy	chology Alpha Design	PSY 405
	Provide complete information regarding the new c form, a complete syllabus also must be attached ac		-
1	1. Identify by name the faculty in your department	t/division who may teach this	s course.
	This course is currently taught by Elizabeth	Pacioles in Health Science	es,
2	2. If your department/division requires additional estimation of money and time required to secur		ilized materials, attach an
	N/A		
3.	3. If this course will be required by a department/o	division other than your own,	, identify by name.
	Cross listed with HS 405 and STHM 405 bu	t PSY 405 is not required b	oy a department
4.	4. If there are any agreements required to provide	clinical experience, attach de	etails and signed agreements.
	N/A		
5.	5. If library resources are deemed inadequate, atta as stated by the Dean of Libraries.	ach a plan to overcome this. T	The plan must include the cost
	N/A		
6.	6. EQUIPMENT/SUPPLIES NEEDED TO TEACH THIS (equipment/supplies that need to be purchased; course successfully.):		
	N/A		
7.	7. ADDITIONAL GRADUATE REQUIREMENTS IF LIST GRADUATE COURSE (please also submit to Gradu		
	Additional research-related assignments and	d presentations	
8.	8. PROVIDE A COMPLETE BIBLIOGRAPHY INCLUDIN	G ALL PUBLICATIONS RESEAF	RCHED TO CREATE THIS

COURSE AND WHAT PUBLICATIONS MAY BE BENEFICIAL TO STUDENTS TAKING THIS COURSE (separate

page).

PSY 405/505 Course Addition Notes

I was unable to note this information in the form:

This course has been taught as a cross-listed course with HS 405/505 and STHM 405/505 (Sport Psychology). but with a Special Topics designation in Psychology. We have offered it as Special Topics too many times, so we need to add it as a course so that it can continue to be offered as a psychology course. We intend for this to be offered as PSY 405/505, cross-listed with HS 405/505 and STHM 405/505.

Elizabeth Pacioles of Health Sciences has been teaching this course, supports the addition of this course, and intends to continue teaching it. Her support is attached, as well as that of the director of the STHM program.

The syllabus that has been used to teach this course is attached.



Sport Psychology - Fall 2022 HS 405-101 (CRN 2470), PSY 480-101 (CRN 3598), STHM 405-101 (CRN 3883) 3 credits - Undergraduate

Days & Time:

Monday, Wednesday, Friday 10:00am – 10:50am

Meeting Location:

Corbly Hall 105 Liz Pacioles, Ph.D.

Instructor: Contact info:

Email - casevel@marshall.edu. Please include your name AND course in your

email. Please allow 48 hours for a response.

Phone - (304) 696-5831

Student Success Times:

These are times set aside for students to meet with the instructor for extra help.

questions, discussions about classwork, future plans, etc.

Available in office (Gullickson 100C), by phone, email, or Microsoft Teams.

Monday/Wednesday/Friday 8:15AM - 9:00AM

Tuesday/Thursday 9:00AM - 11:00AM

Also available many other times by appointment!

Course Description: An examination of theory, research, and application of psychological principles related to sport and exercise.

Pre-requisite: PSY 201 General Psychology

Course Overview: Students will investigate topics including: emotional, cognitive, and behavioral components of sport performance, , motivation and participation in exercise and health behaviors, and impact of sport and exercise on individual development. Students will also examine practices and ethical issues in sport psychology in addition to applying concepts and strategies to enhance their own performance and well-being.

COURSE OUTCOMES: As a result of experiences in this course, the student will be able to:

Learning Outcomes:	How students will practice each outcome in this course:	How student achievement of each outcome will be assessed:
Explain how psychological factors influence involvement and performance in sport, exercise, and physical education settings.	In-class activities and discussions	Quizzes Psychological Skills Activities Class Project
Explain how sport, exercise, and physical activity influence the thoughts, emotions, and behaviors of participants.	In-class activities and discussions	Quizzes Class Project
Design activities and interventions within sport and physical activity contexts that will lead to improved performance and enjoyment.	In-class activities and discussions	Quizzes Psychological Skills Activities
Describe both historical and contemporary aspects of the sport psychology discipline, including the sport psychology profession, applied practice, and ethical considerations.	In-class activities and discussions	Quizzes Article Discussion Assignments Projects
Apply both sport psychology theories and research to explain thoughts, emotions, and behaviors of individuals involved in sport (such as athlete, coach, parent, fan, teacher, student, athletic trainer, or exercise leader).	In-class activities and discussions	Quizzes Article Discussion Assignments
Communicate information about sport psychology topics. issues, and research methods both verbally and written in a clear, concise, and inspiring manner.	In-class activities and discussions	Project

ABOUT THIS COURSE - COURSE REQUIREMENTS:

1. Quizzes (150 points):

There will be 15 'take home' quizzes during the semester (10 points each) that will be posted online on Blackboard. The quizzes are designed to help you keep up with the material and give yourself a weekly review of key concepts. Quizzes will be posted and available to complete online and must be completed by class time on the designated due date. Quizzes are open notes and the questions will be taken directly from the article readings and class lectures/discussions. The guizzes are not intended to make the class difficult, but rather serve as a tool for you to keep up with the class material.

Discussion Assignments (50 points):

Students will gather articles on research studies in sport psychology and sport psychology applications in the real world to post on Blackboard for the class and to discuss with classmates during class. The research studies will be helpful in providing background research to use in your final project. Deadlines for posts and responses/reflections will be announced in class depending on the pace of class topics and will be available on Blackboard.

3. Psychological Skills Activities (50 points):

Students will implement psychological skills during in-class performance activities. Specific instructions for each activity will be discussed in class. The activity will typically include an in-class participation component in performance and a reflection component in which they respond to survey and reflective questions on their experience implementing the psychological skill.

Psychological Skills Project and Presentation (100 points)

To combine prior research with applied practice, each student will conduct a psychological skills project during the last four weeks of the semester. As related to the Psychological Skills Activities, each student will implement a psychological skill in a meaningful activity of their choice. Students will develop a project plan (5 points), gather information from prior research as well as their own performance and experience data (15 points) and present their background research, data collection/results, personal reflection, and conclusions in a class share setting through a one page submission to our Class Psychology Skills Manual (50 points), a verbal presentation (20 points), and providing peer feedback on classmates' projects (10 points). Additional details for guidelines and scoring will be provided in class and on Blackboard.

5. Course participation and activities (150 points):

Class attendance and participation is expected of all students. Points for class activities will include attendance. participation in class discussions, in-class self-quizzes and review questions, student responses and reactions to class topics (verbal and written), class games, group activities, online assignments, and mini-presentations. You will accrue points ranging from 2-10 points per activity (varying by assignment) for completing class activities.

COURSE GRADING: A point system will be used for determining your grade for the course:

	Points:	
Quizzes	150	
Discussion board Assignments	50	
Psychological Skills Activities	50	
Final Project & Poster Presentation	100	
Class activities/participation	150	
Total	500	

Your total points will determine your final grade as follows:

2	
Points:	Grade:
450-500	Α
400-449	В
350-399	С
300-349	D
299 and below	F

COURSE CALENDAR

The schedule below is only a rough guide, since dates for particular topics may change due to class interests and pace. Be sure to pay attention to in-class announcements, and check your email and Blackboard for course announcements as well.

Assignments are due by the class time (10:00am) on the day listed

Day, Date	Topic	Assignments due
WEEK #1: Mon, Aug 22	Overview of course	
Wed, Aug 24	Introduction to Sport Psychology	
Fri, Aug 26	Orientations & Applications of Sport Psychology	
WEEK #2: Mon, Aug 29	Research & Ethics in Sport Psychology	Quiz #1 due
Wed, Aug 31	Research & Ethics in Sport Psychology	Discussion Board 1 post due
Fri, Sept 1	Motivation in Sports	Discussion Board 1 response due
WEEK #3: Mon, Sept 5	Labor Day – No class!	
Wed, Sept 7	Motivation Theories	Quiz #2 due
Fri, Sept 9	Intrinsic & Extrinsic Motivation	
WEEK #4: Mon, Sept 12	Intrinsic & Extrinsic Motivation	Quiz #3 due
Wed, Sept 14	Flow in Sports	Discussion board 2 post due
Fri, Sept 16	Assessing Performance Anxiety	Discussion Board 2 response due
WEEK #5: Mon, Sept 19	Anxiety and Performance Theories	Quiz #4 due
Wed, Sept 21	Introduction to Psychological Skills Training	
Fri, Sept 23	Introduction to Psychological Skills Training	
WEEK #6: Mon, Sept 26	Arousal Regulation - Somatic	Quiz #5 due
Wed, Sept 28	Arousal Regulation - Somatic	
Fri, Sept 30	Arousal Regulation - Cognitive	
WEEK #7: Mon, Oct 3	Arousal Regulation - Cognitive	Quiz #6 due
Wed. Oct 5	Imagery Introduction	Discussion board post 3 due
Fri. Oct 7	Imagery Factors and Implementation	Discussion board 3 response due

COURSE CALENDAR (continued)

Day. Date	Topic COURSE CALENDAR (continued)	Assignments due
WEEK #8: Mon, Oct 10	Imagery Strategies	Quiz #7 due
Wed, Oct 12	Attention Theories	
Fri, Oct 14	Pre-Performance Routines	
WEEK #9:		
Mon, Oct 17	Mindfulness Approaches	Quiz #8 due
Wed, Oct 19	Goal Setting	
Fri, Oct 21	Working in Sport Psychology (Nick Russo, MS)	Project Plan due
WEEK #10:	I D C C C	
Mon, Oct 24	Interventions in Performance Settings	Quiz #9 due
Wed, Oct 26	AASP Conference – No class meeting	Discussion Board 4 post due
Fri, Oct 28	AASP Conference – No class meeting	Discussion Board 4 response due
WEEK #11:		
Mon, Oct 31	Mental Health in Sports	Quiz #10 due
Wed, Nov 2	Psychology of Athletic Injuries	
Fri, Nov 4	Burnout and Overtraining	Final Project checkpoint #1 due
WEEK #12: Mon, Nov 7	Psychology of Youth Athletes & Youth Sport Parents	Quiz #11 due
Wed, Nov 9	Psychology of Youth Athletes & Youth Sport Parents	•
Fri, Nov 11	Psychological Principles in Coaching	Final Project checkpoint #2 due
WEEK #13: Mon, Nov 14	Psychological Principles in Coaching	Quiz #12 due
Wed, Nov 16	Graduate Student Topic Presentations	
Fri, Nov 18	Psychology of Fan Behavior & Officiating	Final Project checkpoint #3 due
WEEK #14: Mon, Nov 21 – Fri, Nov 25 No class - Thanksgiving Break!!!		
WEEK #15: Mon, Nov 28	Exercise Psychology	Quiz #13 due
Wed, Nov 30	Exercise and Psychological Well-being	Discussion Board 5 post due
Fri, Dec 2	Final Topics	Discussion Board 5 response due
WEEK #16: Monday Dec 5	10:15am-12:15pm Final Exam Period - Project Presenta Class Review/Wrap Up	ntions Quiz #14 due (Final Project ?s) Course Feedback Form due (Quiz #15)

COURSE MATERIALS:

1. RECOMMENDED (NOT REQUIRED) TEXTBOOK - Not required for class

Foundations of Sport and Exercise Psychology, 7th Edition (2019) By Robert S. Weinberg and Daniel Gould ISBN: 978-1-4925-7235-0

2. ADDITIONAL READINGS:

Several articles for the class will be selected by the instructor and students to share with the class. Instructions for these selecting and accessing these readings will be posted on Blackboard.

3. MARSHALL UNIVERSITY EMAIL ACCOUNT

You must have and use your MU email account. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that, Marshall University uses Office 365 email. For more information, visit Marshall IT: Office 365 (URL https://www.marshall.edu/it/office365/).

4. BLACKBOARD

You are also required to access course materials on the Blackboard online course management system at: https://marshallbb.blackboard.com. Students must be able to use the following tools in Blackboard: tests/quizzes, assignments. discussion boards, etc. Blackboard will also contain some links for Microsoft Form assignment submissions.

5. MICROSOFT FORMS

We will utilize Microsoft Forms for some class activities (such as polls, surveys, in class self-quizzes). A link or QR code will be provided in class and you can sign in using your Marshall username and password (same as email).

6. MICROSOFT TEAMS

In the event the university goes "virtual" during the semester we will use Microsoft Teams (URL: https://www.marshall.edu/it/teams/) to conduct class sessions during the class time.

CLASS POLICIES:

CLASS ATTENDANCE, PARTICIPATION, AND MISSED CLASSES:

Given that the Sport Psychology class is very much activity and discussion based, you will get the most out of the course (in terms of learning and grade) if you attend class. Points are earned for completion of in-class activities. These might consist of review quizzes, group discussions, class questions, writing assignments, etc. If you are sick or unable to physically attend class due to extenuating circumstances, you are responsible for catching up with missed class material or any class activities. Contact me at casevel@marshall.edu on the day of the missed class and if granted the opportunity for a make-up assignment within one week of the missed class. If you are missing multiple classes due to an extended illness, COVID-19 related conditions, or other unforeseen circumstances, please contact me to make arrangements regarding your situation and contact Student Affairs for an approved university excused absence /http://www.marshall.edu/studentaffairs/excused-absence-form/). In these situations, make up or late work will be accepted on a case-by-case basis.

LATE WORK: Late assignments will be accepted for 50% credit up to one week past the deadline. Grading and feedback of late work will be delayed, but don't worry, it will be graded at some point prior to the end of the semester.

CLASS QUESTIONS: The best way to contact me is to ask a question during our class meetings or during student success times. The next best way to contact me is through Marshall email (casevel@marshall.edu). Please include your name, course, and a detailed description of your question in the email. I won't be able to respond to emails in the evening, but will typically respond to an email within 48 hours or sooner. Feel free to send a follow up email if you didn't get a response within 48 hours, just in case I missed it. Don't hesitate to ask if you have any questions or concerns – don't wait until it's too late!

GRADES AND FEEDBACK: See below for the course requirements and grading criteria. Grades and activity points will typically be updated within one week following the deadline. Grades for assignments submitted beyond the posted deadline may be delayed.

OTHER NOTES REGARDING SPORT PSYCHOLOGY:

The content of psychology courses, especially sport psychology for athletes, often includes discussion of sensitive topics that may relate to you or someone you know. Keep in mind that the classroom is not a forum for discussion of personal experiences and that we want to engage in critical and open-minded thinking based in theory and research, not solely personal experiences. If class members do share information about themselves or their experiences, please be respectful of each other and provide feedback with thoughtfulness and respect.

UNIVERSITY POLICIES:

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to MU Academic Affairs: University Policies. (URL: http://www.marshall.edu/academic-affairs/policies/) Academic Dishonesty Policy / Academic Dismissal Policy / Academic Forgiveness Policy / Academic Probation and Suspension Policy / Affirmative Action Policy / Dead Week Policy / D/F Repeat Rule / Excused Absence Policy for Undergraduates / Inclement Weather Policy / Sexual Harassment Policy Marshall's Title IX Office may be contacted at TitlelX@marshall.edu / Students with Disabilities (Policies and Procedures) / University Computing Services Acceptable Use Policy /

Students with Disabilities

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

COVID-19 Related Information

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

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

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

Bibliography: Sport Psychology

Anshel, M.H. (2019). APA Handbook of Sport and Exercise Psychology. American Psychological Association.

Cox, R. (2011). Sport Psychology: Concepts and Applications (7th ed). McGraw-Hill.

Ericsson, K.A. (2014). The road to excellence: The acquisition of exert performance in the arts and sciences, sports, and games. Psychology Press.

Hanrahan, S., Anderson, M., Tod, D., & Hodge, K. (2012). Routledge Handbook of Applied Sport Psychology: A Comprehensive Guide for Students and Practitioners. Routledge.

Hatzigeorgiadis, A., Galanis, E., Zourbanos, N., Theodorakis, Y. (2014). Self-talk and competitive sports performance. Journal of Applied Sports Psychology, 26(1), 82-95.

Murphy, S. (2012). The Oxford Handbook of Sport and Performance Psychology. Oxford.

Nideffer, R.M. (2012). Theory of attentional and personal style versus test of attentional and interpersonal style. Enhanced Performance Systems, 1-34.

Pitt, T., Thomas, O., Lindsay, P., Hanton, S., & Bawden, M. (2015). Doing sport psychology briefly? A critical review of single session therapeutic approaches and their relevance to sport psychology. International Review of Sport and Exercise Psychology, 8(1), 125-155.

Quartiroli, A., Vosloo, J., Fisher, L.A., & Schinke, R.J. (2020). Culturally competent sport psychology: A survey of sport psychology professionals' perception of cultural competence. The Sport Psychologist, 34(3), 242-253.

Quartiroli, A., Vosloo, J., Schinke, R.J., Anderson, S.N., Fisher, L.A., & Giffin, C.E. (2021). Sport psychology professionals' perceptions of the roadblocks to cultural sport psychology. Sport Exercise and Performance Psychology, 10(2), 240-256.

Tenenbaum, G., & Eklund, R.C. (2020). Handbook of Sport Psychology (4th ed). Wiley.

Van Raalte, J.L, & Brewer, B.W. (2014). Exploring Sport and Exercise Psychology (3rd ed). American Psychological Association.

Van Staden, A., Myburgh, C.P., & Poggenpoel, M. (2009). A psycho-educational model to enhance the self-development and mental health of classical dancers. Journal of Dance Medicine and Science. 13(1), 20-28.

Weinberg, R.S., & Gould, D. (2019) Foundations of Sport and Exercise Psychology, 7th Edition.

Williams, J., & Krane, V. (2021). Applied Sport Psychology: Personal Growth to Peak Performance (8th ed). McGraw-Hill.

Atkins, Melissa

From:

Pacioles, Elizabeth

Sent:

Monday, September 19, 2022 3:50 PM

To:

Atkins, Melissa

Subject:

Re: Sport Psychology

Hi Melissa,

Lagree that it would be a good idea to list Sport Psychology as a Psychology course. It is currently listed in Department of Kinesiology (HS 405 and HS 505) and Sport, Tourism, Hospitality Management (STHM 405 and STHM 505). Please let me know what I can do to help with the course addition.

I plan to offer Sport Psychology for the Spring 2023 semester but still working on finalizing the days and time. I will let you the confirmed day/time later this week.

Thanks so much for including Sport Psychology as a Psychology course offering!

Liz

Liz Pacioles, Ph.D.

Associate Professor, Health Sciences Marshall University Gullickson Hall 100C Huntington, WV 25755 (304)696-5831 caseyel@marshall.edu

On Sep 19, 2022, at 11:43 AM, Atkins, Melissa <stinson8@marshall.edu> wrotet

Atkins, Melissa

From:

Mak, Jennifer

Sent:

Wednesday, September 28, 2022 4:51 PM

To:

Atkins, Melissa

Subject:

RE: Cross-listing PSY 405 with HS 405 and STHM 405

Dear Melissa,

You have my support to add the PSY405 Sport Psychology as a cross-listing to the STHM405. If you have any question, please let me know!

Best Regards,

Jennifer Y. Mak, Ph.D., RFSA

From: Atkins, Melissa <stinson8@marshall.edu> Sent: Wednesday, September 28, 2022 2:32 PM

To: Mak, Jennifer < mak@marshall.edu>

Subject: Cross-listing PSY 405 with HS 405 and STHM 405

Dr. Mak,

I am the Undergraduate Coordinator in Psychology and we are adding a PSY 405 (Sport Psychology) course so that it can be cross-listed with HS 405/STHM 405. Liz Pacioles has been teaching it and cross listing it with us as a Special Topics PSY course but we have used the Special Topics designation too many times and need to add the class so that it can continue to be offered. I was hoping you could send back a short memo or even just a reply to this message giving us permission to create this duplicate course for cross-listing purposes.

Thanks! Melissa Atkins

Melissa S. Atkins, Ph.D.
Associate Professor
Undergraduate Program Coordinator
Department Advising Office Coordinator
Psychology Department
Marshall University
311 Harris Hall
304-696-2779

University Curriculum Committee RECOMMENDATION

SR 22-23-22 CC

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

College of Liberal Arts

HST 427

- Summary of Change: Course title from "The World at War" to "World War II"
- Rationale: "World War II" is more specific than "The World at War." I would like to change the
 name of the course for the sake of clarity. Furthermore, the name change will hopefully
 generate more enrollment.
- Form with signature: <u>HST 427 Course Change_Signed.pdf</u>

FACULTY SENATE CHAIR:

APPROVED BY THE		
FACULTY SENATE:	DATE:	
DISAPPROVED BY THE		
	DATE.	
FACULTY SENATE:	DATE:	
UNIVERSITY PRESIDENT:		
APPROVED:	DATE:	
DISAPPROVED:	DATE:	
COMMENTS:		

Request for Undergraduate Course Change

- 1. Prepare <u>one</u> paper copy and obtain signatures from the Department Chair/Division Head, Registrar and College Dean.
- 2. Submit the form to your College Curriculum Committee.
- After obtaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee Chair

Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in a s	ingle PDF file (PDF Portfolio recommended) to UCC chair.
College: COLA Department/Division: HISTORY Contact Person: Phil Rutherford	Current Alpha Designator/Number: HST 427 Phone: 696-2719
JRRENT COURSE DATA:	
Course Title (Current Title within Banner): The World at War	
Alpha Designator/Number: HST 427 Credit Hours	3.0
	S
Term for which changes will be effective (Fill in with appropriate calendar year.):	
Fall Spring 2024 Summer Other	
ECKLIST/QUESTIONS:	
 Complete this three page form in its entirety and route through the a course involving: course title, alpha designator (see accompanying number, course content, credit hours, or catalog description. 	
 If this change will affect other departments that require this course, department and include it with this packet, as well as, the response 	
 If the changes made to this course will make the course similar in tit please send a memo to the affected department and include it with 	le or content to another department's courses,
from the affected department. 4. List courses, if any, that will be deleted because of this change (must	submit course deletion form):
4. List courses, in drift, char will be deleted because of this change (mast	submit course deletion jointy.
5. If the faculty requirements and/or equipment need to be changed u	pon approval of this proposal, attach a
written estimate of additional needs. 6. If library resources are deemed inadequate, include in the rationale	a plan to overcome this. The plan must include
the cost as stated by the Dean of Libraries.	
NATURES: (If disapproved at any level, do not sign. Return to previous signer.)	
Depositment Chair/Oblision Holds	Date: 9/14/23
Department Chair/Division Head:	
Registrar:	Date: 011 7027
College Dean:	Date: 6 TOTA
College Curriculum Chair: Jonathan Kozar	Date: 10/21/22
General Education Council Chair *:	Date:
University Curriculum Committee Chair: <u>Jach Garrett</u>	Date:11/11/22
Faculty Senate Chair:	_ Date:
VP Academic Affairs/VP Health Science	Date:

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

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

College: COLA Department/Division: HISTORY Current Alpha Designator/Number: HST 427
Change in COURSE TITLE: X Yes No NOTE: If changing to Critical Thinking, you MUST reserve (CT) at the end of new title
From: The World at War
To: World War II (Limited to 30 characters and spaces.)
Change in ALPHA DESIGNATOR: YesNo
From: To:
Change in COURSE NUMBER: YesNo
From: To:
Change in GRADING MODE (Graded or Credit/No Credit): Yes
From: To:
Change in CREDIT HOURS: Yes No (A change in credit hours requires documentation that specifies the work requirements have been adjusted accordingly.)
From: To:
Addition of GENERAL EDUCATION ATTRIBUTES: YesNo
From: To (check all that apply): \[CT \] INTL \[MC \] Core II (Core II type:) Note: Applications for Gen Ed attributes must be attached. \[\frac{http://www.marshall.edu/wpmu/gened/core-ii-courses-info/}{\]
Change in CATALOG DESCRIPTION: Yes No (Limit of 30 words. If change is substantial, document in the rationale. If change is minor, simply show the change below. From:
To:

Request for Undergraduate Course Change – Page 3

Additional Information Required for Undergraduate Course Change

COLA COLA	Department/Division: HISTORY	Current Alpha Designator/Number: HST 427
Change in course title:	H type of change here. NOTE: If major change in co "World War II" is more specific than ' e course for the sake of clarity. Furthe ent.	'The World at War." I would like to ermore, the name change will hopefully
-		
<u></u>		

University Curriculum Committee RECOMMENDATION

SR 22-23-23 CC

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

College of Arts and Media

Major Change: Jazz Studies or Performance, Multidisciplinary Studies, Theory/Composition, General, Music History, Pedagogy, Vocal Jazz, Commercial Music (AM10, AB30, AB60)

- Summary of Changes: Remove lower-level option for music ensembles.
- Rationale: The elimination of upper division credits in the CORE has made reaching the required number of upper division credits challenging, particularly for students in the CAM BA music degree. Using only the upper division numbered courses will help alleviate this problem without sacrificing the integrity of any music degree. There is no NASM (accrediting body for schools of music) requirement for the division of undergraduate ensembles into lower and upper division for students majoring in music education. The only distinction needed is between undergraduate and graduate levels which is already in place. Also, having two undergraduate levels apparently is confusing to our students and especially to students outside the School of Music. There is no difference in experience or workload among students in the 200-level of an ensemble and those enrolled in the 400-level of the same ensemble. Students in the 200-level play or sing the same music as students in the 400-level and have the same expectations for effort and performance level.
- **Curriculum:** Change Major AM10 AM30 AM60.pdf

College of Education and Professional Development

Major Change: Music Education (ES00/EZ82, ESM5)

- **Summary of Changes:** Remove lower-level requirement to more accurately reflect student experience.
- Rationale: Eliminating the requirement of lower division ensembles in the Bachelor of Arts in Secondary Education, emphasis in Music Education will bring the ensemble requirements for this degree into agreement with the proposed requirements from the School of Music. There is no NASM (accrediting body for schools of music) requirement for the division of undergraduate ensembles into lower and upper division for students majoring in music education. Consequently, lower division ensembles are not required for teaching certification. There is no difference in experience or workload among students in the 200-level of an ensemble and those enrolled in the 400-level of the same ensemble. Students in the 200-level play or sing the same music as students in the 400-level and have the same expectations for effort and performance level.
- **Curriculum:** COEPD Music major change.pdf

University Curriculum Committee RECOMMENDATION

SR 22-23-23 CC FACULTY SENATE CHAIR:

APPROVED BY THE	
FACULTY SENATE:	DATE:
DISAPPROVED BY THE	
FACULTY SENATE:	DATE:
UNIVERSITY PRESIDENT:	
APPROVED:	DATE:
DISAPPROVED:	DATE:
COMMENTS:	

NOTE: Recommendations should be sent to the Faculty Senate office via email. Recommendations longer than one page or those with attachments are to be sent in final format with this as a cover page. Any incomplete recommendations or those requiring extensive formatting changes will be returned to the recording secretary/committee.

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

Revised 10/2018

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

1. Prepare one paper copy and obtain signatures from the Department Chair/Head, Registrar, and College Dean. 2. Submit the form to your College Curriculum Committee. 3. After attaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee (UCC) Chair. 4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in PDF format by email to the current UCC Chair. College: CAM __Department/Division: School of Music Vicki P. Stroeher Phone: x66437 **ACTION REQUESTED:** Check action requested: _Addition Deletion Change AM10, AB30, AB60 Name of Major (provide code if this is an existing major): WithIn which Degree Program is/ will this Major be listed (please provide code as well): **RATIONALE:** The elimination of upper division credits in the CORE has made reaching the required number of upper division credits challenging, particularly for students in the CAM BA music degree. Using only the upper division numbered courses will help alleviate this problem without sacrificing the integrity of any music degree. There is no NASM (accrediting body for schools of music) requirement for the division of undergraduate ensembles into lower and upper division. The only distinction needed is between undergraduate and graduate levels which is already in place. Also, having two undergraduate levels apparently is confusing to our students and especially to students outside the School of Music. There is no difference in experience or workload among students in the 200-level of an ensemble and those enrolled in the 400-level of the same ensemble. Students in the 200-level play or sing the same music as students in the 400-level and have the same expectations for effort and performance level. **CURRICULUM:** (If addition or change, number of hours and courses; indicate if required or optional) May be submitted as separate document. Eliminate the requirement of lower division ensembles and require only 400-level principal/major ensembles in all degrees and emphasis areas. [See attached] **NOTIFICATION REQUIREMENTS:** Attach a copy of written notification regarding this curriculum request to the following: Statement of Non-Duplication: If this major will be similar in title or content to an existing major at the university, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these Items. Send a copy of this completed form to the Marshall University Catalog Editor. SIGNATURES: (If disapproved at any level, do not sign. Return to previous signer.) Department Chair/Division Head: Date: Registrar: Date: College Dean: Date: College Curriculum Chair: Date: University Curriculum Committee Chair: 11/11/22 Date: Faculty Senate Chair: Date: VP Academic Affairs/VP Health Science Date:

University Curriculum Committee - Major Addition/Change/Deletion Form

Music Ensemble Requirements, Current and Proposed Catalog Language and Requirements

Degree/Emphasis	Current Catalog/Requirement	Proposed Catalog/ Requirement
BFA, Jazz Studies or Performance AM10 (emphases AM11, AM13)	Eight semester hours (four lower division and four upper division) in a principal ensemble are required.	Eight semester hours in a principal ensemble are required.
BFA, Multidisciplinary Studies AM10 (emphasis AM14)	Seven semester hours (four lower division and three upper division) in a principal ensemble are required	Seven semester hours in a principal ensemble are required.
BFA, Theory/Composition AM10 (emphasis AM12)	Four semester hours of lower- division credit in a principal ensemble are required.	Four semester hours in a principal ensemble are required.
BA, General, Music History, Pedagogy, Vocal Jazz AB30 (emphases AB32, AB33, AB34, AB35)	Four semester hours of lower-division credit in a principal ensemble are required.	Four semester hours in a principal ensemble are required.
BA, Commercial Music AB60	Eight semester hours (four lower division and four upper division) in a major ensemble are required.	Eight semester hours in a major ensemble are required.
BA, Secondary Education, Music Education ES00, EZ82 (emphasis ESM5)	Seven semester hours (four lower division and three upper division) in a principal ensemble are required	Seven semester hours in a principal ensemble are required.
	Marching Band MUS 266	Marching Band MUS 466

Note: none of the other language in the "Ensemble Requirements" section of the catalog will change.

Revised 10/2018

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

1. Prepare one paper copy and obtain signatures from the Department Chair/Head, Registrar, and College Dean. 2. Submit the form to your College Curriculum Committee. 3. After attaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee (UCC) Chair. 4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in PDF format by email to the current UCC Chair. Department/Division: Music Education Vicki P. Stroeher (Music) 66437 **ACTION REQUESTED:** Check action requested: Addition Deletion _Change ES00/EZ82, ESM5 Name of Major (provide code if this is an existing major): Within which Degree Program is/ will this Major be listed (please provide code as well): **RATIONALE:** Eliminating the requirement of lower division ensembles in the Bachelor of Arts in Secondary Education, emphasis in Music Education will bring the ensemble requirements for this degree into agreement with the proposed requirements from the School of Music. There is no NASM (accrediting body for schools of music) requirement for the division of undergraduate ensembles into lower and upper division for students majoring in music education. Consequently, lower division ensembles are not required for teaching certification. There is no difference in experience or workload among students in the 200-level of an ensemble and those enrolled in the 400-level of the same ensemble. Students in the 200-level play or sing the same music as students in the 400-level and have the same expectations for effort and performance level. CURRICULUM: (If addition or change, number of hours and courses; indicate if required or optional) May be submitted as separate document. Eliminate the requirement of lower division ensembles and require only 400-level principal/major ensembles in the music education degree. [See attached] NOTIFICATION REQUIREMENTS: Attach a copy of written notification regarding this curriculum request to the following: Statement of Non-Duplication: If this major will be similar in title or content to an existing major at the university, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items. Send a copy of this completed form to the Marshall University Catalog Editor. SIGNATURES: (If disapproved at any level, do not sign. Return to previous signer.) Date: Registrar: Date: College Dean: College Curriculum Chair: Date: **University Curriculum Committee Chair:** Date: Faculty Senate Chair: VP Academic Affairs/VP Health Science Date:

University Curriculum Committee – Major Addition/Change/Deletion Form

Music Ensemble Requirements, Current and Proposed Catalog Language and Requirements

Degree/Emphasis	Current Catalog/Requirement	Proposed Catalog/ Requirement
BFA, Jazz Studies or Performance AM10 (emphases AM11, AM13)	Eight semester hours (four lower division and four upper division) in a principal ensemble are required.	Eight semester hours in a principal ensemble are required.
BFA, Multidisciplinary Studies AM10 (emphasis AM14)	Seven semester hours (four lower division and three upper division) in a principal ensemble are required	Seven semester hours in a principal ensemble are required.
BFA, Theory/Composition AM10 (emphasis AM12)	Four semester hours of lower- division credit in a principal ensemble are required.	Four semester hours in a principal ensemble are required.
BA, General, Music History, Pedagogy, Vocal Jazz AB30 (emphases AB32, AB33, AB34, AB35)	Four semester hours of lower-division credit in a principal ensemble are required.	Four semester hours in a principal ensemble are required.
BA, Commercial Music AB60	Eight semester hours (four lower division and four upper division) in a major ensemble are required.	Eight semester hours in a major ensemble are required.
BA, Secondary Education, Music Education ES00, EZ82 (emphasis ESM5)	Seven semester hours (four lower division and three upper division) in a principal ensemble are required	Seven semester hours in a principal ensemble are required.
	Marching Band MUS 266	Marching Band MUS 466

Note: none of the other language in the "Ensemble Requirements" section of the catalog will change.

University Curriculum Committee RECOMMENDATION

SR 22-23-24 CC

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

College of Arts and Media

Minor Change: Minor in Music (VMUS)

• Rationale: Updating the minor to include newer course offerings.

· Curriculum: Change MUS Minor VMUS.pdf

College of Business

Minor Addition: Health Care Mgt (MGT/HC MGT)

Rationale: Addition of minor will assist to increase enrollment in the MGT/HC MGT courses.
 No additional resources are required.

· Curriculum: HCM Signed.pdf

Minor Addition: Human Resources Management (Management, BM10)

- Rationale: Human resources management is an important function to any business.
 Therefore, interest in HR management is ubiquitous across many disciplines. Our department already offers a management major with an area of emphasis in human resources and organizational behavior. Adding a minor in this area will allow students in the university to learn and show this minor on their transcript without adding anymore courses.
- · Curriculum: HRM signed.pdf

Minor Addition: Supply Chain Management (Management, BM10)

- Rationale: Managing supply chains is the most important function for most businesses.
 Therefore, interest in it is ubiquitous across many disciplines. Our department already offers a management major with area of emphasis in supply chain. Adding a minor in this area will allow students in the university to learn and show this minor in their transcript without adding anymore courses.
- · Curriculum: <u>SCM Signed.pdf</u>

College of Science

Minor Change: Statistics (BS - SM40)

- Rationale: Two of the current required courses have prerequisites that will require students needing too many hours for the minor. This change will provide students from other related disciplines the opportunity of gaining knowledge in statistical sciences. The streamlining of the stats minor will make it more concise and is reflective of the current trend and the great need for analytics in the workplace.
- Curriculum: <u>MTH_StatisticsMinor_Change.pdf</u>

University Curriculum Committee RECOMMENDATION

SR 22-23-24 CC

FACULTY SENATE CHAIR:

APPROVED BY THE		
FACULTY SENATE:	DATE:	_
DISAPPROVED BY THE		
FACULTY SENATE:	DATE:	_
UNIVERSITY PRESIDENT:		
APPROVED:	DATE:	_
DISAPPROVED:	DATE:	_
COMMENTS:		

NOTE: Recommendations should be sent to the Faculty Senate office via email. Recommendations longer than one page or those with attachments are to be sent in final format with this as a cover page. Any incomplete recommendations or those requiring extensive formatting changes will be returned to the recording secretary/committee.

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

1. Prepare one paper copy and obtain signatures from the Department Chair/Head, Librarian, and College Dean. 2. Submit the form to your College Curriculum Committee. 3. After attaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee (UCC) Chair. 4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in PDF format by email to the current UCC Chair. College: CAM Department/Division: School of Music Phone: x66437 Vicki P. Stroeher **ACTION REQUESTED:** Check action requested: Deletion Change Name of Minor: Minor in Music (VMUS) Within which Major is/will this minor be listed (please provide code as well): **RATIONALE:** Updating the minor to include newer course offerings. CURRICULUM: (If addition or change, number of hours and courses; indicate if required or optional) May be submitted as separate document. Current requirement: MUS 142 Music in Society, 3 credits Proposed requirement: Choose 1 course from: MUS 142 Music in Society, MUS 200 Introduction to World Music, or MUS 227 History of Popular Music **NOTIFICATION REQUIREMENTS:** Attach a copy of written notification regarding this curriculum request to the following: Statement of Non-Duplication: If this minor will be similar in title or content to an existing minor at the university, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items. Send a copy of this completed form to the Marshall University Catalog Editor. SIGNATURES: (If disapproved at any level, do not sign. Return to previous signer.) Department Chair/Division Head: Registrar: College Dean: College Curriculum Chair: 11/11/22 University Curriculum Committee Chair: Date: Faculty Senate Chair: VP Academic Affairs/VP Health Science:

Comparison of Current Music Minor to Proposed Music Minor

(Communication)	Proposed (10 cm)
Current (19 cr.)	Proposed (19 cr.)
MUS 111 Elementary Music Theory I (2 cr.)	MUS 111 Elementary Music Theory I (2 cr.)
MUS 113 Elementary Aural Skills I (2 cr.)	MUS 113 Elementary Aural Skills I (2 cr.)
MUS 142 Music in Society (3 cr.)	Choose one course from: MUS 142 Music in Society (3 cr.) MUS 200 Intro to World Music (3 cr.) MUS 227 History of Popular Music (3 cr.)
Select four semesters of 100-level applied study on the principal instrument (4 cr.) Select four semesters of ensemble relating directly to the principal applied area (4 cr.)	Select four semesters of 100-level applied study on the principal instrument Select four semesters of ensemble relating directly to the principal applied area (4 cr.)
Electives (4 cr.)	Electives (4 cr.)

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

1. Prepare one paper copy and obtain signatures from the Department Chair/Head, Librarian, and College Dean. 2. Submit the form to your College Curriculum Committee. 3. After attaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee (UCC) Chair. 4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in PDF format by email to the current UCC Chair. College: LCOB MGT/HC MGT Department/Division: 696-2676 Deepak Subedi **ACTION REQUESTED:** Check action requested: X___Addition Deletion Change Name of Minor: Health Care Mgt Within which Major is/will this minor be listed (please provide code as well): MGT/HC MGT **RATIONALE:** Addition of minor will assist to increase enrollment in the MGT/HC MGT courses. No additional resources are required. CURRICULUM: (If addition or change, number of hours and courses; indicate if required or optional) May be submitted as separate document, A minimum of 12 credit hours, to include MGT 320, MGT 350, LE 351, plus three hours from among MGT 354 or MGT 355 NOTIFICATION REQUIREMENTS: Attach a copy of written notification regarding this curriculum request to the following: Statement of Non-Duplication: If this minor will be similar in title or content to an existing minor at the university, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items. Send a copy of this completed form to the Marshall University Catalog Editor. SIGNATURES: (If disapproved at any level, do not sign. Return to previous signer.) Department Chair/Division Head: Registrar: College Dean: College Curriculum Chair: University Curriculum Committee Chair: Faculty Senate Chair: Date: VP Academic Affairs/VP Health Science: Date:

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

1. Prepare one paper copy and obtain signatures from the Department Chair/Head, Librarian, and College Dean. 2. Submit the form to your College Curriculum Committee. 3. After attaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee (UCC) Chair. 4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in PDF format by email to the current UCC Chair. Management and HCA _Department/Division: Deepak Subedi 62676 **ACTION REQUESTED:** Check action requested: Addition Deletion Change **Human Resources Management** Management (BM10) Within which Major is/will this minor be listed (please provide code as well): **RATIONALE:** Human resources management is an important function to any business. Therefore, interest in HR management is ubiquitous across many disciplines. Our department already offers a management major with an area of emphasis in human resources and oranizational behavior. Adding a minor in this area will allow students in the university to learn and show this minor on their transcript, without adding anymore courses. CURRICULUM: (If addition or change, number of hours and courses; indicate if required or optional) May be submitted as separate document. A minimum of 15 credit hours, to include MGT 320, MGT 424, MGT 425, MGT 430, plus three hours from among MGT 422, MGT 428, or MGT 429. **NOTIFICATION REQUIREMENTS:** Attach a copy of written notification regarding this curriculum request to the following: 1. Statement of Non-Duplication: If this minor will be similar in title or content to an existing minor at the university, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department. 2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items. Send a copy of this completed form to the Marshall University Catalog Editor. SIGNATURES: (If disapproved at any level, do not sign. Return to previous signer.) Department Chair/Division Head Registrar: Date College Dean: Date: College Curriculum Chair: Date: University Curriculum Committee Chair: Date: Faculty Senate Chair: Date: VP Academic Affairs/VP Health Science: Date:

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

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

Contact Person: Deepak Subedi	nt and HCA
Contact Person:	Phone: 62676
ACTION REQUESTED:	
Check action requested: X AdditionDeletion	Change
Name of Minor: Supply Chain Management	
Within which Major is/will this minor be listed (please provide code as well):	Management (BM10)
RATIONALE:	
Managing supply chains is the most important function for m in it is ubiquitous across many disciplines. Our department a with area of emphasis in supply chain. Adding a minor in this university to learn and show this in their transcripts, without a	lready offers management major s area will allow students in the
CURRICULUM: (If addition or change, number of hours and courses; indicate if required	or optional) May be submitted as separate documen
(A minimum of 12 credit hours from among MGT 318, MGT 350. Student must meet the prerequisites for the individual ceven if the prerequisite course does not count towards the manager of the prerequisite course does not count towards the manager of the prerequisite course does not count towards the manager of the prerequisite course does not count towards the manager of the prerequisite course does not count towards the manager of the prerequisite course does not count towards the manager of the prerequisite course does not count towards the manager of the prerequisite course does not count towards the manager of the prerequisite course does not count towards the manager of the prerequisites for the individual count towards the prerequisites for the individual count towards the manager of the prerequisites for the prerequisites of the p	courses, as listed in the catalog,
NOTIFICATION REQUIREMENTS: Attach a copy of written notification regarding this curriculum request to the following: 1. Statement of Non-Duplication: If this minor will be similar in title or content	
memo to the affected department and include it with this packet, as well as,	
department. 2. If your department/division requires additional faculty, equipment, or special	lized materials, attach an estimation of money and
time required to secure these items. 3. Send a copy of this completed form to the Marshall University Catalog Editor.	
SIGNATURES: (If disapproved at any level, do not sign. Return to previous signer.)	
Department Chair/Division Head: Day	10/20/22
Department Charly Division neads	Date: 10/20/2/22
Registrar:	Date: 101 201 102 C
	16.120 10.13
College Dean: Jeffn Jackha	Date: 10/20/2022
4411/10	Date:
College Curriculum Chair: 12000000	Date: 10/21/2022 Date: 11/11/22
College Dean: Act Concerns College Curriculum Chair: Concerns Curriculum Committee Chair: Concerns Con	Date: 10(2) 2022

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

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

College: Science Department/Division:	Mathematics
Contact Person: Avishek Mallick	Phone: 304-696-3443
ACTION REQUESTED:	
Check action requested:Addition Name of Minor:	DeletionXChange
Within which Major is/will this minor be listed (please pro	ovide code as well): BS Statistics - SM 40
RATIONALE:	
	~
CURRICULUM: (If addition or change, number of hours and courses;	indicate if required or optional) May be submitted as separate document
well as the proposed curriculum. NOTIFICATION REQUIREMENTS: Attach a copy of written notification regarding this curriculum requirement of Non-Duplication: If this minor will be similar memo to the affected department and include it with this department.	r in title or content to an existing minor at the university, please send a packet, as well as, the response received from the affected uipment, or specialized materials, attach an estimation of money and
SIGNATURES: (If disapproved at any level, do not sign. Return to pre	vious signer
Department Chair/Division Head: Alfred Akinsete Registrar:	Date: 9/20/2022
College Dean:	Date: 10/28/2022
College Curriculum Chair: <u>MC Babiuc Ha</u> University Curriculum Committee Chair: <u>Jach Ja</u>	milton Date:
University Curriculum Committee Chair: <u>Zach Ga</u>	nrstt Date:11/11/22
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science:	Date:

STATISTICS, MINOR (Current)

The Department of Mathematics offers a minor in statistics available to all students at Marshall University. Students who completed a minor in statistics must have a demonstrated knowledge and understanding of statistical techniques and methodologies, working with real data, and understanding of data analysis with job opportunities in business, government, industry and health sectors. The minor provides a window of opportunities for further study in statistical sciences. Students with a statistics minor may be eligible to pursue further degree programs in statistical sciences. The minor in statistics is not to be taken by students pursuing any degree majors in mathematics department. Students pursuing a minor in statistics must complete the General Education requirements at Marshall and in addition, the requirements for their major degree option(s).

The requirements for an undergraduate Minor in Statistics consist of a total of 16 credit hours. The student must have at least a 2.0 grade point average, and a grade of C or better in the required core courses (10 credit hours), and two additional courses (6 credit hours) chosen with permission from the list of elective courses. At least 9 credit hours of the required 16 credit hours must be taken at Marshall University.

Core Required Courses:

MTH 231	Calculus/Analytic Geometry III	4 CH
STA 326 or STA 345	Applied Stat Method / Applied Prob and Stat	3 CH
STA 445	Prob & Stat I	3 CH
Select two of the following of	courses (with permission):	6 CH
STA 412	Regression Analysis	
STA 413	Experimental Designs	
STA 420	Nonparametric Statistics	
STA 422	Time Series Forecasting	
STA 425	Sampling Designs & Estimation	
STA 446	Probability & Statistics II	
STA 464	Statistical Computing	
STA 466	Stochastic Processes	
STA 470	Applied Survival Analysis	

Total: 16 CH

STATISTICS, MINOR (Proposed)

The Department of Mathematics offers a statistics minor available to all Marshall University students. Students who completed a minor in statistics must have a demonstrated knowledge and understanding of statistical techniques and methodologies, working with real data, and understanding of data analysis with job opportunities in business, government, industry, and health sectors. The minor provides a window of opportunities for further study in statistical sciences. Students with a statistics minor may be eligible to pursue further degree programs in statistical sciences. The minor in statistics is not to be taken by students pursuing any degree majors in the mathematics department. Students pursuing a minor in statistics must complete the General Education requirements at Marshall and the requirements for their major degree option(s).

The requirements for an undergraduate Minor in Statistics consist of a total of 15 credit hours. The student must have at least a 2.0-grade point average and at least two of the courses must be taken at Marshall University.

Core Required Courses:

MTH 229	Calculus/Analytic Geometry I (CT)	5 CH
MTH 230	Calculus/Analytic Geometry II	4 CH
STA 345 or STA 445	Applied Prob and Stat / Prob & Stat I	3 CH
Select one of the following of	courses:	3 CH
STA 412	Regression Analysis	
STA 420	Nonparametric Statistics	
STA 435	Statistical Data Mining	

Total: 15 CH

EXECUTIVE COMMITTEECONFIDENTIAL RECOMMENDATION

SR 22-23-25 EC Confidential Recommendation for Spring Commencement Speaker(s) and Honorary Degree(s)

[TEXT OF RECOMMENDATION FORT	HCOMING IN EXECUTIVE SESSION]
FACULTY SENATE CHAIR:	
APPROVED BY THE FACULTY SENATE:	DATE:
DISAPPROVED BY THE FACULTY SENATE:	DATE:
UNIVERSITY PRESIDENT:	
APPROVED:	DATE:
DISAPPROVED:	DATE:
COMMENTS:	