Marshall University Faculty Senate
Meeting Agenda
Thursday, January 18, 2024, 4:00 P.M.
MSC BE5

1. Approval of Proposed Agenda
2. Approval of November 30, 2023, Minutes (pending presidential approval)
3. Announcements – Shawn Schulenberg
4. Recommendations/Resolutions
   a. **SR 23-24-17 BAPC** Recommends additions and changes to language in the Marshall University Undergraduate Catalog related to **Work-Integrated Education Experiences**.
   b. **SR 23-24-18 EC** Recommends a **New Undergraduate Intent-to-Plan/Curriculum Approval Process.**
   c. **SR 23-24-19 APC** Recommends that the following undergraduate degree program continues at its current level of activity: **BA in Sociology (includes Anthropology major).**
   d. **SR 23-24-20 APC** Recommends that the following undergraduate degree program be improved through advancements in efficiency, quality, productivity, and focus: **BA in Foreign Languages.**
   e. **SR 23-24-21 APC** Recommends the approval of the **Intent to Plan** for a **Bachelor of Applied Science** at Marshall University.
   f. **SR 23-24-22 CC** Recommends the approval of the listed **UNDERGRADUATE MAJOR ADDITION, DELETION, CHANGE** in the following college and/or schools/programs: **BFA Filmmaking, EE00 Elementary Education, ES00 Secondary education, BA Public Administration (online).**
   g. **SR 23-24-23 CC** Recommends approval of the listed **UNDERGRADUATE AREA OF EMPHASIS ADDITION, DELETION, CHANGE** in the following college and/or schools/programs: **Art Education PreK-Adult.**
   h. **SR 23-24-24 CC** Recommends approval of the listed **UNDERGRADUATE COURSES ADDITIONS** in the following college and/or schools/programs: **ART 321, ART 327, ART 328, ART 329, ART 330, ART 433, ART 434, CI 407, CI 451, CI 453, CISP 442, ECE 432, HST 210, SCLA 102, MTH 310, MTH 311.**
   i. **SR 23-24-25 CC** Recommends approval of the listed **UNDERGRADUATE COURSES CHANGES** in the following college and/or schools/programs: **AM 299, CI 470, CI 471, CI 472, EDF 218, PSC 381, PSC 382, PSC 420, PSC 431, PSC 454, HON 300.**
5. Regular Reports
   a. University President – Brad Smith (15 minutes)
   b. Provost – Avinandan Mukherjee (15 minutes)
   c. Board of Governors – Robin Riner (5 minutes)
   d. Advisory Council of Faculty – Amine Oudghiri-Otmani (5 minutes)
   e. Graduate Council – Scott Davis (5 minutes)
   f. Student Government Association – Walker Tatum (5 minutes)

6. Standing Committee Reports
    a. Academic Planning – Sean McBride (4 minutes)
    b. Athletic – Tom Hisiro (4 minutes)
    c. Budget and Academic Policy – Kelli Prejean (4 minutes)
    d. Library – Megan Marshall (4 minutes)
    e. Faculty Development – Gayle Brazeau (4 minutes)
    f. Physical Facilities & Planning – Bill Gardner (4 minutes)
7. Other Requests to Speak
8. Adjournment

MINUTES OF MARSHALL UNIVERSITY FACULTY SENATE MEETING

HELD ON NOV 30, 2023, AT 4:00 P.M.

STUDENT CENTER – BE 5 – IN-PERSON

ATTENDANCE: 2022-24 Faculty Senate & Guests:

COLLEGES	MEMBERS PRESENT (if checked) – V* - virtual attendance recorded per Teams auto entry
CAM:	Jack Colclough ☐, Christine Ingersoll ☒, Heather Stark ☒, Sarah McDermott ☒, Johan Botes ☐
CECS:	Sungmin Youn ☒, Ross Salary ☒, Tanvir Chowdhury ☒, Joon Shim ☒
LCOB:	Amanda Thompson-Abbott ☒, Uday Tate ☒, Timothy Bryan ☒, Uyi Lawani ☒, Jamey Halleck ☒
COHP:	Sujoy Bose (*Recording Secretary*) ☒, Alysha Nichols ☒, Jodi Cottrell ☒, Zach Garrett ☒, Georgiana Logan ☐, Scott Davis (*Cross-refer w/ex-officio voting*) ☒, Bethany Dyer ☒
COLA:	Shawn Schulenberg (Chair) ☒, Puspa Damai ☐ - **V**, Robert Ellison ☐, Joel Peckham ☒, Kelli Prejean ☒, Boniface Noyongoyo ☐, Anita Walz ☒, Amine Oudhgiri-Otmani (*cross-refer w/ACF – Ex-officio Voting*) ☒, Clinton Brown ☒, Megan Marshall ☐, Penny Koontz ☐, Marianna Linz ☐ - **V**, Jana Tigchelaar ☒, Marybeth Beller ☒
COS:	Sean McBride ☒, Rick Gage ☒, Stephen Young ☒, Raid Al-Aqtash ☒, Judy Fan ☐, Bill Gardner ☒, Kyle Palmquist ☒, Avishek Mallick ☐ , Philippe Georgel ☒
COEPD:	Melinda Backus ☐, Timothy Melvin ☒, Feon Smith-Branch ☒, Andrew Burck ☒, Jerry Dooley ☒, Conrae Lucas-Adkins ☒.
SOM:	Nitin Puri ☒, Eva Patton-Tackett ☒, Dana Lycans (sub) ☐, Ji Bihl (sub) ☒, Jessica Buerck ☒, Usha Murughiyan (sub) ☐
SOP:	Gayle Brazeau ☐, Melinda (Mindy) Varney ☒, Jen Sparks (sub) ☒, Michael Hambuchen (sub) ☐, One Vacant; One TBD.
South Charleston:	Thomas Hisiro ☐- **V**
ULIB:	Paris Webb ☒, Eryn Roles (Vice Chair) ☒
DOAR:	Nancy Ritter ☐
SGA	Walker Tatum ☒
EX-OFFICIO, VOTING	Scott Davis (*Graduate Council – cross refer w/COHP*) ☒, Amine Oudghiri-Otmani ☒ (*ACF; cross refer w/COLA*)
EX-OFFICIO, NON-VOTING	N/A
BOG REPRESENTATIVE:	Robin Riner ☒
PARLIAMENTARIAN	Zelideth Rivas X	
GUESTS	**Present IF Checked** (**V-Virtual attendance**) - Brad Smith (President) ☒, Avinandan Mukherjee ☒ (Provost), Ginny Painter ☒ - **V**, Bill Smith (BOG) ☐, Kelli Johnson ☐, Wendell Dobbs ☐, Karen McComas ☒, Monica Brooks ☐, Nancy Lankton ☐, Robert Bookwalter ☐, Sonja Cantrell-Johnson ☒ - **V,** Carl Mummert ☒, Anna Mummert ☒, Laura McCunn ☐, Brian Morgan ☒, Allison

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Carey ☒ - **V**, Sherri Stepp ☒, Matt Tidd ☒ - **V**, Jun Terry ☐, Teresa Eagle ☒ - **V**, Maria Gindhart ☒, Mary Beth Reynolds ☐, Bruce Felder ☐, Jodie Penrod ☒- **V**, Julia Spears ☒- **V**, Lindsey Harper ☒ - **V**, Miriah Young ☐, Michael McGuffey ☐, Aluthge Ariyadasa ☐, John Maher ☒- **V**, Dan Hollis ☐, Brandi Jacobs-Jones ☒ - **V**, Duncan Crowley ☐, Andrew Gooding ☒, Stephen Tipler ☒, Rob Quicke ☒, Mike Prewitt ☒, Mark Zanter ☒, Betty Rivard ☒, Cris McDavid ☒, Allyson Goodman ☒ - **V,** Jessica Lowman ☒ - **V**, Rich Jones ☒ - **V**, Gena Chattin ☒ - **V,** Tricia King ☒ - **V,** Jerry Ross ☒ - **V**, Richard Gillman ☒ - **V**, Hailey Bibbee (Staff/Elections) ☒.

Call to Order: Declaring that there was a quorum, Faculty Senate Chair, Shawn Schulenberg, called the meeting to order at approximately 4:01 p.m.

1. **Approval of Proposed Agenda** –
   a. Motion to approve agenda as amended**.**
   b. **Tim Melvin –** Moved to add SR-23-24-16 CC to the agenda for recommendation and approval. **MSAP[1]**.
   c. Accept agenda as amended – **MSAPAA[2].**

2. **Approval of Minutes**: Motion to approve the following minutes (pending Presidential approval):

Dates of Minutes	Discussion	Approval
10/26/2023	None	**MSAP**

3. **Announcements** – Shawn Schulenberg:

Items	Reports & Discussion

Chair Announcements	1. The President has signed the following documents:
	    a. September 18 Executive Committee Meeting Minutes
	    b. September 28 Faculty Senate Meeting Minutes
	    c. 2023-24 Recommendations 02-07. All recommendations are signed.
	2. Money
	    a. Budget Steering Committee is over. We were finally given the impact on budget numbers and the university will move forward with this plan over the next few years working out the kinks and final details.
	    b. Save-to-Serve met recently and all units on campus have submitted a list of savings around the five percent level, some more.
	3. Status of Processes

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[1] MSAP – Motion Seconded and Passed.

[2] MSAPAA – Motion Seconded and Passed as Amended.

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	a. Commencement: I am working with AA to make the commencement speaker/honorary speaker website. This should go live soon.
	 b. Devolution of policies
	      i. As you know, the Board of Governors has asked us to devolve many BOG policies to lower levels. Key stakeholders have reviewed the proposal from the Office of General Counsel to devolve several BOG policies. We have given our feedback, and this is moving to the next stages.
	      ii. As a result, shared governance workgroup has just presented the first University Policy of the Office of the President. This document explains the difference between a BOG Rule, University Policy, and Administrative Procedure. I just sent this to the President for review.
	 c. Expedited Intent-to-Plan: Several committees have signed off on the new proposed process and I expect the Executive Committee to forward a recommendation in January. This will significantly speed up the processes.
	 d. CIM: Academic Affairs is currently testing a few pilots, but things are moving along.
	 e. Academic Catalogs: Now that the catalog is more automated with Courseleaf's products and the catalog editor, Su Tams, has retired, the catalog is less editing and more record keeping so the process is moving from UCOMM to the office of the Registrar
	 f. Post-Tenure Review: draft this semester
	 g. Course Evaluations: next semester
	 4. Upcoming Meetings/Events
	      a. Our next Faculty Senate Meeting is scheduled for January 18. The Executive Committee meeting is scheduled for January 8. Recommendations are due at senate@marshall.edu by December 28, but will be accepted until January 1.

4. **Recommendations / Resolutions**: None for this session.

	Items	Discussion	VOTE
a)	SR 23-24-08 BAPC Recommends amending the academic calendar to recognize Juneteenth.	▪ None	**MSAP**
b)	SR 23-24-09 CC Recommends approval of the listed	▪ None	**MSAP**

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	UNDERGRADUATE MAJOR ADDITION, DELETION, CHANGE in the following college and/or schools/programs: Adjustment of CIP Code in BS of Computer and Information Technology.		
c)	SR 23-24-10 CC Recommends approval of the listed UNDERGRADUATE MINOR ADDITION, DELETION, CHANGE in the following college and/or schools/programs: NRRM.	▪ None	**MSAP**
d)	SR 23-24-11 CC Recommends approval of the listed UNDERGRADUATE AREA OF EMPHASIS ADDITION, DELETION, CHANGE in the following college and/or schools/programs: AJB1.	▪ None	**MSAP**
e)	SR 23-24-12 CC Recommends approval of the listed UNDERGRADUATE COURSE ADDITIONS in the following college and/or schools/programs: HST 313, HON 490, UNI 204, UNI 280 284, UNI 301, UNI 302, UNI 480-484, UNI 485-488.	▪ None	**MSAP**
f)	SR 23-24-13 CC Recommends approval of the listed UNDERGRADUATE	▪ None	**MSAP**

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	COURSES CHANGES in the following college and/or schools/programs: HST 392, HST 431.		
g)	SR 23-24-14 APC Recommends the approval of the Intent to Plan a Bachelor of Science in Political Science at Marshall University.	▪ None	**MSAP**
h)	SR 23-24-15 APC Recommends that the following undergraduate degree programs continue at their current level of activity: BA in Humanities, BA in History, Bachelor of Fine Arts (BFA), BA in the Arts, BS in Biological Science, BS in Health Sciences, Regent's Bachelor of Arts (RBA).	▪ None	**MSAP**
	SR-23-24-16 CC Recommends approval of the listed **UNDERGRADUATE MAJOR CHANGE** in the following college and/or schools/programs: AVSC 250 to AVSC 375	▪ Tim Melvin – Proposed amendment to change to the degree curricular map as circulated as a second part of the original attachments – **MSAP.** ▪ **Motion** to accept the primary motion of SR 23-24-16 CC as amended. – **MSAPAA**	**MSAPAA**

5. <u>**Regular Reports:**</u>

   a. **President's Report** – Brad Smith (15 mins) –
      i. Thanks to faculty for the work this year.
      ii. The annual employee engagement survey was the outcome of the first 100-day listening tour which demanded a way for employees to have their voices heard on an ongoing basis. It is an annual best practice by universities. It is done by a third party to ensure anonymity and get actionable feedback across all levels of the campus. Sirota, by Mercer Consulting, was selected by the Human Resource Group based on their expertise in both higher education and private industry. This gives us

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peer benchmarks. The results of the first one is now available. It has provided actionable feedback for any unit that has at least 5 employees in it. If there are less than 5 in a group, then it rolls up to the next level of supervisor. A minimum of 5 assures anonymity. The survey had a group of core questions, approx. ~ 48 which are common across higher education institutions that "Mercer" works with. 5 custom questions were added by the institution, one of which was the "campus carry" to evaluate how everyone was feeling as it heads to implementation phase.

We are committed to conducting this annually, to act, publish what we plan to do, then measure ourselves next time, making this an accountability tool. The Marshall for All, Marshall Forever Road Map features 2037 goals - by 2037, 100% of the students get the job of their choice, with no student loan debt. The next layer down has stakeholder goals which have 3-year objectives – for students, employees, and the contributions we want to make for our community and the State, and then financials in the employee section. We will publish these results, and then measure them annually.

The path forward is that – We will cascade the results – and all the working groups are going to be asked to review their respective areas, and then develop action plans for their respective groups. The University will do its own report – goal is to have this work begun in January and work through the Spring semester, and by the time we get to the general faculty meeting in the spring and the classified staff meeting, we will publish these results… to see if we have made progress.

"You're going to be asked to participate in writing an action plan, and then we'll actually measure our results, and implementation by the spring".

The top results from this year's annual survey was reviewed using highlights on areas where Marshall scored higher than the benchmarks, and those where Marshall scored below the benchmarks –

- 1334 individuals completed the survey. (65% participation). Sirota reports first year university participation typically average ~ 50%; "best-in-class" – 90% - we are going to get there.

Compared to higher education peers –

- 13 questions scored higher than the benchmarks;
- 27 questions scored same as the benchmarks.
- 8 questions scored below the benchmarks – focuses on performance, accountability, and pay.

The third-party analysis of the scores by gender, race, and ethnicity – in that order – No statistical variation on how people view Marshall regardless of race, gender, or ethnicity.

A university email will be sent on this report to everyone for transparency, and for future actions.

iii. University posture on political & external events – From Supreme Court rulings to geopolitical tensions - … our past actions, and best practices of other universities, and in consultation with outside experts and has been incorporated it into the Marshall University Way, a.k.a. our Creed, and is available online at www.marshall.edu/livingourcreed.

Question(s) for President:

1. Marybeth Beller (COLA) – Audience is unable to hear the marvelous speakers being brought from around the world to present at Marshall foundation hall. However the microphones don't work and they cannot be heard. We need microphones that work. **Ans**: We will take that on and make sure that is a priority.

2. Stephen Young (COS) – Rumors brewing in the COS regarding the "Save to Serve" project, and its impact on cutting of certain software that are needed by the faculty , including e.g. SPSS, EndNote, among others? **Ans**: We have a structural deficit, forecasted this year to be 28 million; We have cut that down to $22 million, and have committed to looking for $14.5 in inefficiencies, redundancies, and areas where we could actually cut back, without harming the institution, and protect the people and grow our students. We have 3 years to do that. The most out of alignment area is in supplies and other services, which since 2018 has grown 48% while the University's total revenues have grown 16%. We want to look into 5% reductions in that area, which includes software among others. Jody Penrod, the CIO is reinstituting the IT Council, which is looking into where we are buying software, and how many people are using each, or if we have duplication, or multiple versions, among other things which can be reduced. That doesn't mean by curriculum. The CIO will make decisions at an enterprise wide level and the shared governance body will make the decisions at the College level.
Follow-through question (Stephen Young) – Is there a way for faculty to have input on the software need or is it a top-down decision? **Ans: (Shawn Schulenberg)** – The IT Council has not discussed any of this – there has only been a handful of cabinet level people who have been discussing these decisions so far. There hasn't been any academic units that have been participating so far. **Ans: President Smith** – It will be the Deans; how they work with faculty will be decided as we go forward.
Comment by Philippe Georgel (COS) – One of the ways by which we could cut costs is that instead of having a university-wide license with 3 people on campus using that license, individual license might be a waiver which we can save money. Second point –

There are certain types of software that are unique and used worldwide, e.g. GIS, which are absolutely essential for work in geology and geography and we need to continue to use those.

President Smith: Focus will be first on enterprise-wide licenses like CRM software, SalesForce, etc. For software by faculty – IT Council, shared governance process – will be decided at the departmental level – the intent of the incentivized budget model intents to push these decisions down to Colleges which will manage the software budget.

b. **Report of the Provost** – Avinandan Mukherjee (15 mins) –
Presented on updates in graduate education, student success in online education, spotlight on one College, and enrollment.

Enrollment – Spring looking good in continuation with Fall. This coming spring, 5% more headcount than last spring. One of the ways to handle budget and "save to serve" is to grow enrollment. For every 100-student growth, translates to roughly a $1 million. And therefore a big focus remains on growing enrollment. 6% increase in UG, and 1.5% increase in Graduate students (Spring '24). There is no specific recruitment strategy for spring. Almost entire recruitment is in the fall, but our goal is to retain the students that we get in the fall. We do have some new non-traditional students in the spring. Student semester hours and credit hours for the coming spring will be up 5.6% vs. last spring.

G&W days this fall – 6 days (vs. 4 in the past) – Added HS days for only HS students.
1540 students attended this year, compared to a total of 1000 students who attended last year for all the G&W days for fall and spring combined. Hopefully they will come to Marshall. All current indicators are positive.

Graduate studies – 3014 students in graduate programs. Strong portfolio of Grad students at MU, merits special attention – great area for growth for us – helps recruit, and retain high quality faculty members, brings more revenue from having many from out-of-state, and international. Even domestic students pay higher. The portfolio of graduate students in the 3014 include 57% Masters & EDS programs; 31 – Graduate certificates; 4 Research doctorates, and 6 professional doctorates – total 10 doctoral programs at the University. Enrollment increased 5% in fall 2023 vs. 2022. Will continue to grow that.

Increase graduate stiped – Initiative based on Senate feedback & Graduate Council - Used to be $3000 in 2022, now increased to $4250 in first attempt this fall semester. Goal to increase to $5000 per semester by next year (if budget allows) – applicable for teaching GAs'. For hourly GAs' rate is $10 per hour. Total investment of $200,000 to achieve $4250 this semester. If goal of $5000 per semester is achieved, another $200,000 will be needed (total of $400,000). Necessary investment for highest quality graduate students, both domestic, and international. Work on this done by Carl Mummert, CFO Matt Tidd, and supported by administration.

Online Education – Growing with efforts from Julia Spears, Assistant Provost, and several other faculty. This fall the *Online Design Center* (ODC) – has approved 40 E-courses, and 4 E-programs. 30 Design Center web pages added. Developed 17 courses, and 496 course sections in Blackboard (BB) Ultra (we are moving to that by next fall).

337 faculty have been trained so far on BB Ultra (constitutes 36% of the faculty body). This semester, 52 faculty have become QM (Quality Matters) certified. Developed a large *student engagement plan* for online students – sent 7 campaign emails to 1300 online students this semester at various points, and to encourage use of the Marshall University app – has helped keep students engaged with back & forth interactions.

Encouraged to check the new *online website*. Click through rate of 22% in comparison with benchmarked averages of 1.56 to 2.73% for a similar page. Cost per lead is $65 & conversion rate is 2.93% for the website. Average time spent is 2.23 minutes (vs. benchmark of 1.7%-2%) ~ minute more than previous year. 6000 unique online visitors. Online programs that have attracted most online visitors on their websites are leadership studies, medical lab science, clinical mental health counseling, general business, and Doctor of Nursing Practice.

Center for Student Success - Student success is moving forward well. If recruitment grows, then retention is an important challenge – more students require service and satisfaction for retention. Center for Student Success with Katrina Schray, and University College and advising wing working on retention. FAM (Friends at Marshall) Program has developed mentoring relationships with 638 unique freshmen this fall and connected with 200+ additional freshmen. Results are being benchmarked continuously.

Supplemental instruction - has been very successful this semester – proven high impact practice for student retention. Peer led support program for high enrollment gateway courses with historically high DFW rates. Being offered in 7 sections right now w/172 students (2 in biology, 2 in chemistry, and 3 in math) – average of 20-24% higher grades than the class average for the first 3 tests of the semester.

Research – Faculty from across campus were encouraged last fall to a new initiative – Reduce teaching load by one course in the semester to use towards a research project. Numbers cited following, include all colleges except the SOM, and accounts for sabbaticals. 251 faculty across the university took advantage of this in fall 2023. Total amount of expense (principally in salary from State money) to conduct research, or other scholarly and creative endeavors – In lieu of reduced teaching - $3 million for this semester. Multiplied by two - $6 million for the year – expect great returns for the investment – encourage more faculty for similar projects and ideas. There is process for approval.

Spotlight on Honors College – Under leadership of Brian Hoey – 520 students in the Honors College right now is more than in previous years – 30% increase in non-white admissions increasing diversity. 72% of these students have cited the Honors College as main attraction of coming to MU. 18% of these students are first gen college students and high performing students. 43% of these students reside on campus and taking advantage of campus and residence life. The college has moved to admissions by holistic review - looking beyond GPA for

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admissions. Already admitted 71 students vs. 37 students at the same time last year. Numbers expected to double next year.

Question(s) for Provost: None.

c. **Board of Governors** – Robin Riner (15 mins)
    Next board Meeting – Dec. 13th, Wednesday at 1:00 pm in Shawkey dining room. Accessible by Teams.
    Robin's Virtual Office hours – Friday Dec. 8th, 9:00 am – Teams link sent by all faculty e-mail.
    Teams link to be sent out in Fall faculty e-mail.

    Question(s) for BOG Rep: None.

d. **Advisory Council of Faculty** – Amine Oudghiri-Otmani (5 mins) – Written report ☒
    The Advisory Council of Faculty (ACF) met in person at Stonewall Resort on Nov 3-4. The first meeting was on Friday, Nov. 3, and the second meeting was on Monday, Nov. 4. The following are a few important highlights from the two meetings:
    Friday, Nov. 3
    I.   We started out by approving minutes from the July 24 meeting. Members then introduced themselves, and we welcomed new representatives, followed by a discussion of the purpose and function of ACF as defined in WV Code.
    II.   Matt Turner, Executive Vice Chancellor for Administration, HEPC, and Jade Irving, Senior Project Officer for the Campus Carry bill, were our first guest speakers. Matt Turner conducted a brief review of the campus carry bill and discussed concerns as well next steps.
    III. The next guest speaker was Travis Mollohan, Director of Gov't Relations. Mr. Mollohan spoke about potential higher ed legislation for 2024. In terms of DEI – diversity, equity, and inclusion, Mr. Mollohan reported that he and his team were watching for that issue in the upcoming year; older versions of the bill had provisions for higher ed, but those were eventually removed. He was not sure if those would come up again. In terms of tenure, no tenure bill has been introduced in WV for 20 years. Tenure bills have historically never moved beyond being introduced. In terms of PEIA, the PEIA board says they may be considering raising premiums again this year. The institutions' share of the cost is also under discussion. On the bright side, however, WV may have a surplus this year, so it possible that we won't have cuts to our budgets and may get some additional funding.
    IV.   Madison Santmyer, Chair of the, State Advisory Council of Students from WVU and Walker Tatum, Vice-Chair of the council from Marshall, were the next guest speakers. Madison and Walker spoke on student concerns, including decreasing enrollment, retaining graduating students in WV, the Hunger Free Campus Act legislation, and other state-wide service initiatives.

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Saturday, Nov. 4

V. Dr. Corley Dennison, Vice Chancellor for Academic Affairs, anticipated that 25% of the House is retiring this year and the governor's office spot will be open. In terms of declining numbers, Dr. Dennison discussed population growth; some states are growing, but WV is not. Data from the US Census Bureau indicate that we are having fewer children, and the prediction is that numbers will level off and start dropping again into the 2030s.

VI. Dr. Dennison's report was followed by a discussion of AI and ChatGPT; a few institutional concerns from the respective institutions were also shared. We concluded the retreat with a discussion of legislative concerns and a business meeting that included a discussion of agenda items for the next meeting, which is scheduled for January 19 at 1 p.m.

Questions for ACF Rep: None.

e. **Graduate Council** – Scott Davis (5 mins) – Written report ☒
1. The next Graduate Council Meeting is tomorrow December 1, 2023, at 1:00 PM in MSC 2w16b. There is also a Teams link on the GC website for virtual attendance.

2. The Graduate Council, Academic Planning Committee is recommending approval of four (4) policies that affect graduate education. These include:

a. A new, streamlined approval process for new programs (i.e., ITP and Program Creation). The new process will significantly increase the pace of new Graduate program approval. A comparable process for undergraduate program approval is being reviewed by the UCC and the Faculty Senate.

b. Modifications to the Graduate Admissions policy in the Graduate Catalog, concerning Conditional and Provisional Admissions. The current practice is that programs cannot accept students provisionally or conditionally unless the program has already "opted in" with language in their program-specific admissions criteria in the catalog. The newly revised policy would allow programs to accept students conditionally/provisionally unless the program has specifically stated otherwise in their program-specific admissions language.

c. Proposed alterations to Graduate International Admissions requirements concerning transcripts. The change would allow international students who have earned a bachelor's degree from a non-U.S. institution and a graduate degree from a U.S. institution to be fully admitted by providing the official transcripts for the graduate degree and any subsequent degrees. These students would not need to provide the official transcript for the international bachelor's degree.

d. Proposed adjustments to the definition of full-time status for summer graduate students. This proposal would define a full-time summer course load as six credit hours. This would mean a half-time summer load would be 3 hours. This change would put us in line with some of our peers and would align the definition of a full-time summer load with a reasonable amount of effort (6 hours).

3. The Graduate Council Executive Committee will present a motion to implement the new apportionment provision of the GC bylaws. Existing AT Large Members with a 2026 term will remain on the CG through their term. The COEPD will add one new seat in 2024. In 2026, the LCOB and the COHP will gain an additional seat and COEPD will gain two additional seats.

4. The GC Planning Committee is also reviewing several other policies one of these is the Cross-Level Linked 400/500/600-level courses

Question for the GC: None.

f. **Student Government Association** – Walker Tatum (5 mins) – Written report ☐
SGA working with administration and the Senators.
Met with the ACF – working together.
Held fountain ceremony - Lots of people in attendance.
SGA meetings will start back on Jan 9.
Meeting with Advisory Council of Students and the HEPC – discussed expectations for the legislative session coming up.
Working with the food pantry in the Thrift Store initiative.
Over 1000 individual donations during the month of service through the student government – given to community.
SGA working on – the resource center on the website to bring all resources onto one page to allow students to access easily.
Battle of the food fights with the Sunbelt Conference Schools.
Working on a survey with the Advisory Council of Students, currently in draft, that focuses on retention for not only universities, and institutions in the State of WV. Will be shared after IRB approval – encourage students to fill out.
Statewide service initiatives – Drive home the Hunger-free campus act. Getting ready to lobby in Charleston. Will have a meeting with the HEPC on Dec. 15th at 9:00 am.

Questions for SGA – None.

MINUTES OF MARSHALL UNIVERSITY FACULTY SENATE MEETING

HELD ON NOV 30, 2023, AT 4:00 P.M.

STUDENT CENTER – BE 5 – IN-PERSON

6. **Standing Committee Reports**:

Committee	Report by:	Report Specifics
a. Faculty Personnel Committee	Jamey Halleck (4 mins)	Written report received (if checked) ☒ The faculty personnel committee met on October 4th and on November 17th. ▪ At the October meeting, new business consisted of discussion of the following items: ▪ · As written MUBOG Policy No. AA1 doesn't allow for the Dean or a Department Chair to deny a sabbatical. ▪ · Grievance policy was discussed. It was noted as an example that a faculty member may not know how to handle a grievance if filed against a superior such as a Chair or Dean due to fear of retribution or retaliation. ▪ Chair of committee is to discuss with executive committee about writing new or updated changes in policies. ▪ Additionally, it was noted that the committee had requested salary data in September from HR to review (per faculty constitution charge) and unfortunately that data has not yet been provided. ▪ At the November meeting sabbatical requests were reviewed for approval.
b. Legislative Affairs Committee	Marybeth Beller (4 mins)	Written report received (if checked) ☐ ▪ LAC Has not met. Will meet sometime in Jan 2024 – date to be determined. ▪ FS will meet on Jan 18; legislative session starts on the 10th. – to keep up with the bills introduced in the session, updated nightly on the web page of the legislature. Metro news does a good job electronically of tracking bills as they are moving. Public broadcasting website is also good, but update is slower than Metro News. ▪ Legislative agenda – CRT will be a big policy in the next session.

c. Research Committee	Philippe Georgel (4 mins)	Written report received (if checked) ☒ RC met Oct. 19, and Nov 27th 5 points discussed on Oct. 19th – ■ Change in general procedure for the committee to work - Chair suggested to consider election of a vice-chair to help distribute the task with the committee that will be discussed again at the next meeting early next year in 2024. ■ Budget & Meeting scheduling – Estimate budget for Quinlan between $12000 - $15000 being discussed and will be sorted out shortly – In order to accommodate increased applications to Quinlan, committee is planning on meeting more frequently, 3x per semester as a better way for ensuring distribution was done appropriately. First cycle meeting – November 1st, then January 1st, and March 1st of 2024. 2nd cycle meeting on April 1st for Quinlan applications, Research Committee Summer Research award, and Summer Schedule awards if needed. If there are more applications, then the committee may consider meeting more frequently just to ensure accommodating increased applicants, and streamline the process of funding. Since funding requests exceed funding available from the university, may need to be more stringent in selecting awardees ■ Vote for Award (Oct. 19) - Quinlan 29 applications received (COS, COB, Education, COHP, COLA) – Research Committee budget was ~ $2000. 3 applicants from COLA and one from COS. All 3 applications approved. Student Scholar budget $3000 – 6 applicants requesting total of $1500 (2 from CECS, 4 from CAM). At final vote which was held electronically on Nov. 27 – out of 29 applications, 15 awarded

		$500.00; 1 awarded $400; 1 awarded $250 for total of $8225.00 Remaining budget of ~ $6000 will be awarded during the Spring cycle. Summer Research award to be decided at a later time, perhaps early January. - Committee decided to form a subcommittee to generate better process for reviewing, awarding Quinlan and Summar Scholars funding. Volunteers for the subcommittee – Shannon Wells (COS), Richard Egleton (SOM), Victoria Liang (SOPT), July Snyder-Yuly (COLA). - Committee decided as a potential schedule to meet every month if extra meeting are necessary. - Move as much as possible to in-person meetings.
d. Student Conduct & Welfare Committee	Penny Koontz (4 mins)	Written report received (if checked) ☐ Committee has not met. Penny Koontz indisposed. No report.
e. Faculty Development Committee	Timothy Melvin (4 minutes)	Written report received (if checked) ☐ The UCC Liaison Report provides the actions of the UCC at both the October 20th and November 17th meetings. Dr. Jonathan Kozar, chair, established a quorum. * Items approved on October 20, 2023 ** Items approved on November 17, 2023 **COLLEGE OF ARTS & MEDIA** | **Courses**	
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Course Addition	ART 321** ART 327** ART 328** ART 329** ART 330** ART 433** ART 434**	

MINUTES OF MARSHALL UNIVERSITY FACULTY SENATE MEETING

HELD ON NOV 30, 2023, AT 4:00 P.M.

STUDENT CENTER – BE 5 – IN-PERSON

		Course Change	AM 299**
		Major or Degree Program	
		Addition	BFA, Filmmaking**
		Area of Emphasis	
		Change	Television and Video Production *
		COLLEGE OF EDUCATION & PROFESSIONAL DEVELOPMENT	
		Courses	
		Course Addition	CI 407** CI 451** CI 453** CISP 442** ECE 432**
		Course Change	CI 470** CI 471** CI 472** EDF 218**
		Course Deletion	
		Major or Degree Program	
		Change	Elementary Education** Secondary Education**
		Area of Emphasis	
		Change	Art Education**
		COLLEGE OF ENGINEERING & COMPUTER SCIENCES	
		Courses	
		Major or Degree Program	
		Change	TC30BS: Computer and Info Tech*
		COLLEGE OF LIBERAL ARTS	
		Courses	
		Course Addition	HST 313* HST 210** SCLA 102**

		Course Change	HST 392* HST 431* PSC 381** PSC 382** PSC 420** PSC 431** PSC 454**

NOTES:
Tabled for Political Science:
Undergraduate Major Addition in Public Administration & Policy**

COLLEGE OF SCIENCE

Courses	
Course Addition	MTH 310** MTH 311**
Minor	
Addition	Natural Resources and Recreation Management*

HONORS COLLEGE

Courses	
Course Addition	HON 490*
Course Change	HON 300**

DIVISION OF AVIATION

Courses	
Major or Degree Program	
Change	BS, Professional Pilot**

UNIVERSITY STUDIES (UNI)

Courses	
Course Addition	UNI 204* UNI 280-284* UNI 301* UNI 302* UNI 480-484* UNI 485-488*

MINUTES OF MARSHALL UNIVERSITY FACULTY SENATE MEETING

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STUDENT CENTER – BE 5 – IN-PERSON

7. **Other Requests to Speak** –None.

8. **Adjournment:**

Motion to adjourn – MSAP. Meeting was adjourned at approximately 17:13 hours (5:13 pm).

Respectfully Submitted,

_____
Dr. Sujoy Bose, Recording Secretary
Faculty Senate

MINUTES APPROVED BY SENATE:

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

MINUTES READ:

_____   _____
Brad Smith, President   Date Signed
Marshall University

BUDGET AND ACADEMIC POLICY COMMITTEE

RECOMMENDATION

The Budget and Academic Policy Committee recommends additions and changes to language in the Marshall University Undergraduate Catalog related to Work-Integrated Education Experiences. See attachment for proposed edits and additions.

RATIONALE: The rationale for additions and changes to language in the Marshall University Undergraduate Catalog related to Work-Integrated Education Experiences is regarding the need to redefine experiences such as internships, practicum/clinical placements, and capstone courses in a way that is broad enough to capture the varied way these opportunities are structured across different fields of study. To further capture the varied way application-based learning opportunities are practiced, new terms have been added and defined including applied research, apprenticeship, curricular community-based learning, cooperative education, externship, and residency.

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE:_____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE:_____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE:_____

DISAPPROVED: _____ DATE:_____

COMMENTS:

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<u>Proposed Changes to Existing Terms & Definitions in the 2022-23 Undergraduate Catalog</u>
(New language in green text.)

All definitions on the following pages should be located together in the catalog under the Learning Opportunities and Resources section.

Internship

~~An internship is a supervised, off-campus work/study arrangement with external agencies or institutions. Usually, a student, with faculty approval, registers for an internship course for which he or she will receive credit. Often the students are paid, but not always. They generally serve as trainees under the supervision of an individual at the off-campus site. A Marshall faculty member usually serves as a coordinator and resource person. Students may expect regular site visits from a faculty member as well as on-campus training seminars, although internship experiences will vary across departments.~~

An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths and give employers the opportunity to guide and evaluate talent.

Practicum/Clinical

~~This is a closely supervised experience in a student's professional area. It may be on or off campus, or at a combination of the two. Ordinarily, there is extensive collaboration with a faculty supervisor. With faculty approval, a student registers for a practicum for which he or she will receive credit. Practicum experiences vary across departments.~~

A practicum or clinical experience provides students with intensive, hands-on professional experience in their field of study. Students are assigned to work in settings where they may engage in professional practice in the expected career field and are typically connected to an academic program with course requirements. In some programs, supervision may be required by professionals who hold appropriate credentials for the profession.

Capstone

~~Capstone courses are taken as part of a major in a student's senior year. Therein, students undertake projects that synthesize past learning and demonstrate their abilities.~~

A capstone course or experience requires students to integrate knowledge and skills gained from multiple prior courses in their plan of study and serves as the culmination of an educational program.

Additional terms to be added to the catalog in the same section

Applied Research

Applied Research allows students to look for solutions to practical problems using empirical methods. The results of this action-oriented research focus on applying knowledge to existing problems.

Apprenticeship

An apprenticeship is an industry-driven, high-quality career pathway where employers can develop and prepare their future workforce. Individuals can obtain paid work experience, classroom instruction, and a nationally recognized, portable credential. Employers can choose to register their programs with the U.S. Department of Labor (DOL) to show prospective job seekers that their apprenticeship program meets national quality standards.

Curricular Community-Based Learning (CBL)

Curricular Community Based Learning (CBL) integrates meaningful community service with classroom instruction and critical reflection to enrich the learning experience and strengthen communities. In practice, students partner with a community-based organization to apply their disciplinary knowledge to a community-identified challenge. They then intentionally reflect on the experience to understand how theory and practice align, to interrogate course-based learning, and to understand their role in the community.

Cooperative Education

Cooperative education is a structured method of combining classroom-based education with practical work experience. A cooperative education experience, commonly known as a "co-op", may or may not provide academic credit for structured job experience. Co-op experiences are either full-time (40 hours per week) alternating semesters of work and school or part-time (20 hours per week) combining work and school during the same time. Co-op experiences are paid experiences supervised by a professional following the same career path as the student. Students complete more than one assignment (2 or more) with progressive levels of responsibility.

Externship

In an externship, students complete a hands-on, immersive experience that prepares them for professional practice and their certification exam. Students complete their experience with oversight from an approved preceptor while providing patient care.

Residency (Teacher Education)

A resident teacher is immersed in the classroom, school, and community for a rich experience that pairs the resident teacher with a master cooperating teacher to co-teach for a full year. This model provides PK-12 students with two teachers in a single classroom while providing an opportunity to incentivize recruitment and support the retention of quality, effective educators in West Virginia. *(For other definitions of Residency, please see Marshall University Professional School websites.)*

RECOMMENDATION

SR 23-24-18 EC Recommends a New Undergraduate Program Approval Process

We recommend adopting a new, expedited process for the approval of all new undergraduate programs. This new process will allow the intent-to-plan approval paperwork and the curriculum approval paperwork to run concurrently. There are two motivations for the change:

1. The Board of Governors no longer reviews intent-to-plan documents. This creates an opportunity to save significant time in the overall approval process.
2. The existing process is slow. It runs much of the same information through the Senate or Graduate Council two times. The process takes nearly a full academic year to complete even with perfect execution. This sets back the opening of new programs and causes frustration for academic units when they are trying to move ahead.

Attached are diagrams showing the steps of the current process that relate to Faculty Senate and Graduate Council. The proposed process ensures that each committee that currently reviews new program proposals has the same opportunity to review and approve or decline each proposal. The change is in the timing of the committees, allowing parts of the approval process to move in parallel. There are other steps as well, such as review by the Registrar and reporting to the HLC and HEPC. Those steps are more administrative in nature and have a different purpose than the shared governance steps shown in the diagram. Steps before the proposals leave the college are also not shown, because each college has its own timeline and internal processes.

The months listed are the earliest possible months. They are numbered Month 1, Month 2, etc., for convenience. Each particular step might require more time, which would cause all subsequent steps to move forward as well. In the end, a proposal that leaves a college on September 1 could complete the shared governance process by the end of January. If the HLC does not require a substantive review for the new program, and no other approvals are needed, this could allow the new program to begin in the following academic year.

Undergraduate Program Approval

At the undergraduate level, the is:

1. The college submits an Intent to Plan to document to the Academic Planning Committee (APC). This must arrive at the APC with all previous signatures before the due date for APC items in Month 1.
2. The APC reviews the Intent to Plan during Month 1. If approved, the APC sends the Intent to Plan onward to the Senate.
3. The Intent to Plan arrives at the Senate Executive committee in the next month, Month 2.
4. At the same time, the college may send the program creation, major creation, and course creation forms to the University Curriculum Committee (UCC) to review during Month 2. These forms must arrive at the UCC with all previous signatures by the due date for UCC items in Month 2.

SR 23-24-18 EC Recommends a New Undergraduate Program Approval Process

5. The Senate reviews the Intent to Plan in their meeting during Month 2. If approved, the Intent to Plan is sent onward to the President for final approval.
6. The UCC reviews the program creation, major creation, and course creation forms in their meeting in Month 3. If approved, the forms are sent onward to the Senate.
7. The President reviews the Intent to Plan recommendation from the Senate during Month 3 and, if approved, conveys approval to the Senate before their meeting in Month 3.
8. The program creation, major creation, and course creation forms arrive at the Senate Executive committee meeting in Month 3.
9. The Senate considers the program creation, major creation, and course creation forms during their meeting in Month 3. If the President has disapproved the Intent to Plan, or if any other delay is needed, the forms are postponed temporarily or indefinitely (i.e. "tabled") as appropriate.
10. If approved, the program creation, major creation and course creation forms are sent from the Senate to the President for approval during Month 4.
11. If the President approves the program, major, and course creation recommendations, they move forward to other administrative steps such as HLC and HEPC notification and financial aid approval.
12. When all steps are complete, the Registrar's Office creates the new major code(s) in Banner.
13. The Registrar's office notifies the college and the appropriate administrative units.
14. The BOG Academic and Student Affairs Committee will be notified of all completed program additions.

Graduate Program Approval (Note: This is only an example. The Graduate Council has the authority to determine the process for approving graduate programs.)

At the graduate level, the process could look like this:

1. The college submits an Intent to Plan to document to the Graduate Council Planning Committee (GPC). This must arrive at the GPC with all previous signatures before the specified date for GPC items for Month 1.
2. The GPC reviews the Intent to Plan during Month 1. If approved, the Intent to Plan is sent onward to the Graduate Council. In most cases, the Graduate Council can consider the Intent to Plan during the same month.
3. The college sends the program creation and major creation to the GPC for review during
4. Month 2. These forms must arrive at the GPC with all previous signatures by the specified date for GPC items in Month 2.
5. The college also sends the course creation forms to the Graduate Curriculum Committee (GCC) to review during Month 2. These forms must arrive at the GCC with all previous signatures by the specified date for GCC items in Month 2.

EXECUTIVE COMMITTEE
RECOMMENDATION

SR 23-24-18 EC Recommends a New Undergraduate Program Approval Process

6. The GPC reviews the program creation and major creation forms during Month 2. The GCC reviews the course creation forms during Month 2. If approved, all these forms are sent upward to the Graduate Council to review during Month 2.

7. During month 2, the President reviews and signs the Graduate Council minutes from Month 1 to approve the Intent to Plan. This approval is conveyed to the Graduate Council before their meeting in Month 3. If this review is not completed before the Graduate Council meets in Month 3, or if a delay is needed for any other reason, the Graduate Council postpones the program, major, and course creation paperwork temporarily or indefinitely as appropriate.

8. The Graduate Council considers the program addition, major addition, and course addition forms during their Month 3 meeting. If approved, these items are listed in the minutes for approval by the President during Month 4.

9. If the President approves the program, major, and course approvals, they move forward to other administrative steps such as HLC and HEPC notification and financial aid approval.

10. When all steps are complete, the Registrar's Office creates the new major code(s) in Banner.

11. The Registrar's office notifies the college and the appropriate administrative units.

12. The BOG Academic and Student Affairs committee will be notified of all completed program additions.

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

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Summary of current process

None of the steps outside the college can overlap
Steps with the Registrar, Bursar, Financial Aid, Accreditation, etc. are not shown

Intent to Plan

Degree Program & Major Additions

Undergraduate

College → APC → Senate EC → Senate → President → BOG →

→ College → UCC → Senate EC → Senate → President → BOG

Graduate

College → Grad Council Planning Cmte → Grad Council → President → BOG →

→ College → Grad Council Planning & Curr. Cmtes. → Grad Council → President → BOG
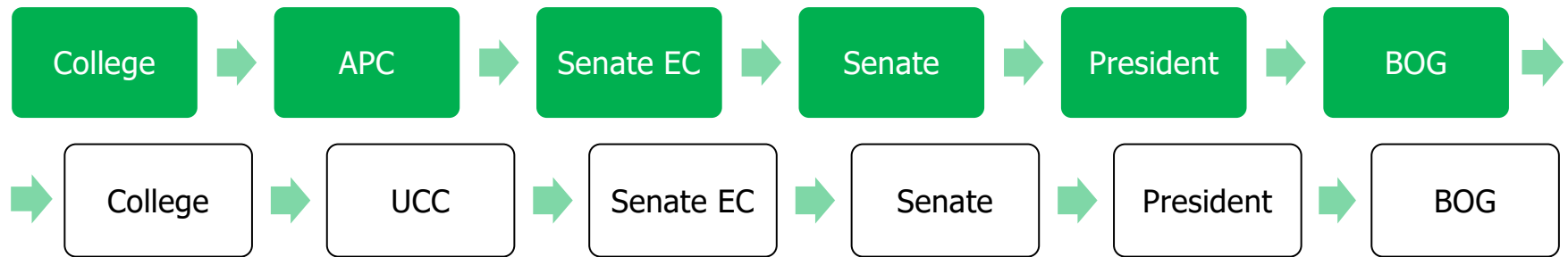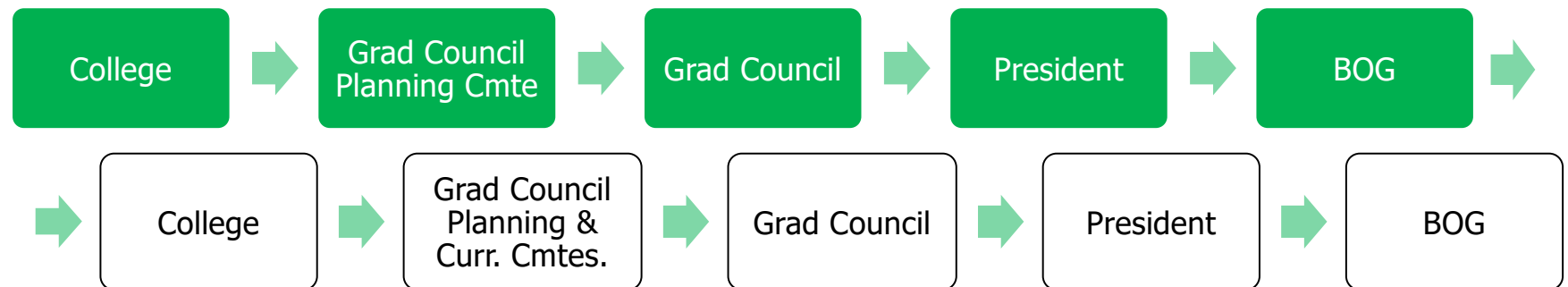
Proposed undergraduate process and example timeline

Steps with the Registrar, Bursar, Financial Aid, Accreditation, etc. are not shown

Intent to Plan

Degree Program & Major Additions

College Intent to Plan → **APC** → **Senate EC** → **Senate** → **President**

Approved by Sep 1; Notice of Intent sent

September meeting

October meeting

October meeting

Before the November Senate meeting

College Degree Program & Major Creation Course Creations → **UCC** → **Senate EC** → **Senate** → **President**

Approved by Oct 1

October meeting

November meeting

November meeting

Before the January Senate meeting

The BOG is notified of all completed degree program additions

2

Proposed graduate process and example timeline

Steps with the Registrar, Bursar, Financial Aid, Accreditation, etc. are not shown

Intent to Plan

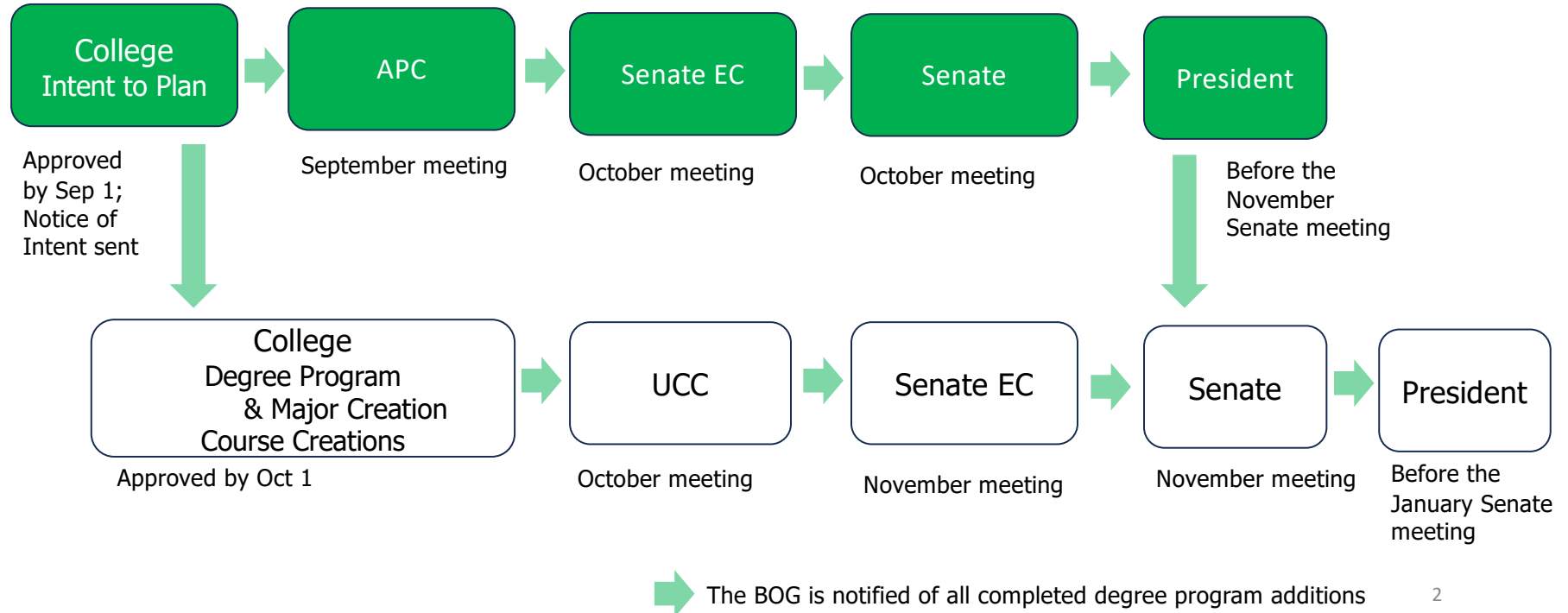Degree Program & Major Additions

College
Intent to Plan

Approved by Sep 1;
Notice of Intent sent

Graduate Council Planning Committee

September meeting

Graduate Council

September meeting

President

Before the November Graduate Council meeting

College
Degree Program & Major Creation
Course creations

Approved by: Oct 1

Graduate Council Planning Committee Curriculum Committee

October meeting

Graduate Council

November meeting

President

Before the January Grad Council meeting

The BOG is notified of all completed degree program additions

3
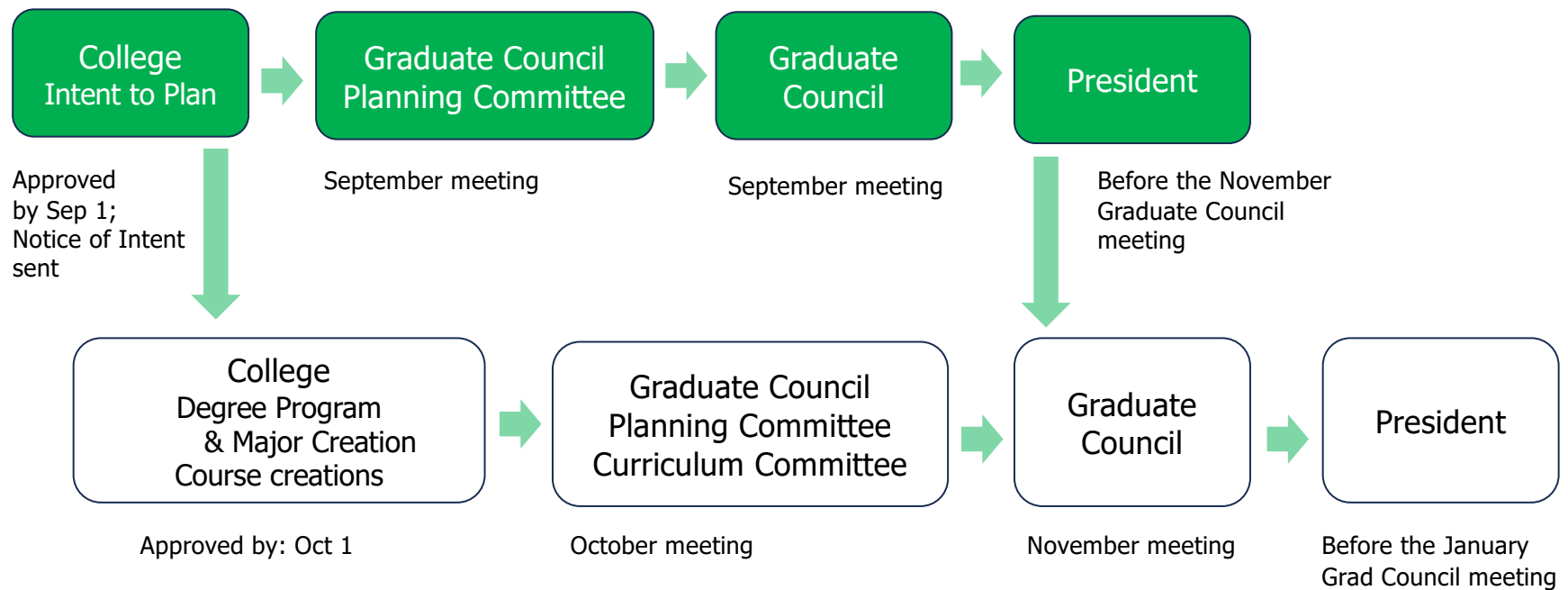
<p style="text-align:center;">**ACADEMIC PLANNING COMMITTEE**
RECOMMENDATION</p>

SR 23-24-19 APC

Recommends that the following undergraduate degree program continue at its current level of activity.

- BA in Sociology (includes Anthropology major)

RATIONALE:

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

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

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<p style="text-align:center">**ACADEMIC PLANNING COMMITTEE**
RECOMMENDATION</p>

SR 23-24-20 APC

Recommends that the following undergraduate degree program be improved through advancements in efficiency, quality, productivity, and focus.

- BA in Foreign Languages

1. The program needs a viable and workable assessment implementation plan. Faculty need a reliable and dependable strategy to collect, analyze, and report assessment results annually. Using those results, the program should develop an appropriate action plan to improve students' attainment of the program's expected learning outcomes.

2. Communication between specific language programs (ex, Spanish, French, Japanese, etc.) needs to be improved. Independently operating silos, grouped by language, have formed which are preventing efficient sharing of resources and collaboration where needed.

3. A detailed and realistic Plan for Improvement is needed. This should be accompanied by redoubled efforts in marketing and recruitment for the Foreign Languages degree programs. Beyond the intrinsic value of language learning, earning a degree in another language opens doors to a range of career opportunities in international relations, business, diplomacy, and more.

RATIONALE:

The program submitted a comprehensive five-year Program Review. Based upon careful evaluation of these reviews, the Academic Planning Committee voted to recommend the program be improved through advancements in efficiency, quality, productivity, and focus.

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

<div align="center">

ACADEMIC PLANNING COMMITTEE
RECOMMENDATION

</div>

SR 23-24-20 APC
UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

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

SR 23-24-21 APC

Recommends the approval of the intent to plan for a Bachelor of Applied Science at Marshall University.

RATIONALE:

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

The Bachelor of Applied Science (BAS) is an undergraduate degree that emphasizes the practical application of the knowledge and skills acquired during a course of study.

- The BAS is specifically designed for students who have an earned AAS degree from a regionally accredited institution of higher education.
- The BAS recognizes that workplace problems are interdisciplinary in nature and require a broader range of knowledge and skills to solve those problems.

Students in the BAS program:

- complete two or more professional development pathways (e.g., minors, areas of emphasis, concentrations, or certificates) that focus on building the knowledge and skills that will enable students to achieve their career goals.
- learn how to apply skills and knowledge in situ. In this way, students learn to think critically about problems in the workplace, design solutions, and test solutions to those problems.

There is a positive intersection of workforce trends and the number of AAS degrees awarded (2,199 in 2022). Workforce development organizations recommend that WV increase the number of citizens with bachelor's degrees and the BAS provides a path to the end for individuals who have been less likely to pursue additional educational credentials. There is a moderate or high demand for workers who hold bachelor's degrees in various fields. West Virginia has a goal that 60% of citizens in the state will have a certificate or degree by 2030. Estimates are that 50.8% of the 25-year-old and older segment of the population have some college credits; 25% of the population have a bachelor's degree or higher.

The BAS program is built around existing courses which are organized to provide opportunities for students to develop integrated and multidisciplinary bodies of knowledge and relevant skill sets. Depending upon which professional development pathways and other courses students elect to take, the program could be completed on-campus, with hybrid courses, with hyflex courses, with online courses,

RECOMMENDATION

SR 23-24-21 APC

or with any combination of the above. The program may be completed by full-time and part-time students, allowing students the opportunity to set their own pace.

The BAS program will be housed in University College. The courses taken by BAS students are offered by colleges that are revenue units. We suggest that 75% of tuition goes to the college of the course's instructor. 25% of tuition goes to the college of the student's major. This encourages collaboration and course sharing between colleges. Tuition revenue for students in the program will be sufficient to fund the instruction and advising.

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

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BACHELOR OF APPLIED SCIENCE (BAS)

Intent to Plan, Marshall University

Table of Contents

ITP Request Management

Department/Division: University College, Marshall University

College: University College

Contact Person: Dr. Karen McComas

Contact Phone: 304-696-2983

Academic Level: Undergraduate

Title of Degree: Bachelor of Applied Science

Effective Date: Fall Semester, AY 2024-2025

Brief Summary/Abstract

- There are increasing demands for a workforce that is well educated, in a broad sense, and able to successfully execute the demands of the growing number of positions available across a wide variety of work sectors (e.g., businesses and industries).

- Students who earn Associate of Arts (AA) and Associate of Science (AS) degrees at regionally accredited CTCs are positioned to transfer into bachelor degree programs. However, students who earn Associate of Applied Science (AAS) degrees have few options to advance their careers, change their careers, or build new skill sets. The BAS is designed specifically for AAS students who seek to advance their educational levels and their careers.

- The BAS is an undergraduate degree that emphasizes the practical application of the knowledge and skills gained during a course of study.

- More commonly seen in technical fields (such as physical sciences, business, etc.), students who pursue a BAS degree gain experience in applying knowledge and skills in increasingly complex contexts. In this way students learn, within the context of the workplace, to think critically about problems in the workplace, to understand those problems from multiple perspectives, and to design and test solutions to those problems.

- Instead of requiring students to select a single major to study, BAS degrees are unique in that they typically focus on the development of authentic skill sets in the context of one or more employment sectors to guide students in their last two years of study.

- The BAS degree recognizes that workplace problems are interdisciplinary in nature, hence a program that promotes a broader study rather than having students pursue a traditional, major-driven 4-year degree.

Program Description

Program Mission:

Marshall University's mission (https://www.marshall.edu/mission/), inspired by our Vision and Creed, includes a commitment to each of the five items below. For each, you will find an explanation of how the BAS degree aligns with the mission.

1. **Offer a wide range of high quality, affordable, and accessible undergraduate, graduate, and professional education that prepares students to think, learn, work, and live in an evolving global society.** The Bachelor of Applied Science (BAS) degree is specifically designed for individuals who have completed a course of study and received an AAS degree from a regionally accredited institution of higher education. The BAS is an undergraduate degree that emphasizes the practical application of the knowledge and skills gained during a course of study. More commonly seen in technical fields (such as physical sciences, business, etc.), students who pursue a BAS degree gain experience in applying knowledge and skills in increasingly complex contexts. In this way students learn, within the context of the workplace, to think critically about problems in the workplace, to understand those problems from multiple perspectives, and to design and test solutions to those problems. Instead of requiring students to select a single major to study, BAS degrees are unique in that they typically focus on the development of authentic skill sets in the context of one or more employment sectors to guide students in their last two years of study. The BAS degree recognizes that workplace problems are interdisciplinary in nature, hence a program that promotes a broader study rather than having students pursue a traditional, major-driven 4-year degree.

2. **Create opportunities and experiences to foster understanding and appreciation of the rich diversity of thought and culture.** In the BAS program, students participate in a variety of active engagements within different communities, industries, systems, and frameworks. This variety allows students to experience different ways of thinking, solving problems and interacting with others in a professional capacity.

3. **Maintain a dynamic intellectual, artistic, and cultural life by promoting and supporting research and creative activities by undergraduates, graduates, and faculty.** With their faculty mentors, course instructors, and community partners, students enrolled in the BAS program will have opportunities to participate in scholarly research, program development, program assessment and other creative activities. These activities will be embedded within courses taken in selected pathways of study, available through independent study or special topic courses, and in their experiential placements.

4. **Contribute to the quality of life of the community, region, and beyond through applied research, economic development, health care, and cultural enrichment.** The applied nature of this degree program means that upon graduation, students will be workforce ready, having gained knowledge and skills in their selected pathways. Because students will select a pathway (e.g., advanced manufacturing, entrepreneurship) that addresses an area of need identified by the state of WV, along with two other related areas, and focus on the development of various skill sets, they

will be ready to make an immediate impact on the life of the community, region, and beyond.

5. **Cultivate the development of an inclusive, just, and equitable community.** The opportunity to apply their knowledge and skills in situ while they are students will provide students with experiences that require them to understand the context in which they are working. In other words, they will learn how to integrate the culture and cultural practices of the communities in which they work to generate more inclusive, more just, and more equitable communities.

Program Location:

The BAS program will reside in University College. The primary mission of University College is to "offer students a solid foundation of academic skills for progression into another Marshall University college to declare a major and graduate." The college achieves this mission by "adhering to national academic advising standards, providing professional academic guidance in a holistic and caring manner, understanding and practicing inclusion, operating with high ethical standards, embracing innovation and creativity, collaborating with the university community to ensure student success, safeguarding the privacy of students, and encouraging student engagement in their own educational experience. University College extends this mission to all Marshall students by providing a broad range of academic services and transitional support programs."

University College has personnel who are prepared to assist students who are new to Marshall University who may need special supports to make a successful transition into a 4-year baccalaureate program. While University College typically works with first-time, full-time students, prospective BAS students are not unlike the students University College typically works with. Specifically, prospective BAS students may need additional support to effectively transition from community and technical college teaching practices and from a smaller student body and smaller classes to an institution the size of Marshall University.

Program Features:

1. **Summary of Important Features**:

   - ***The Bachelor of Applied Science (BAS) degree is specifically designed for individuals who have completed a 2-year course of study and received an earned AAS degree from a regionally accredited institution of higher education.***
   - ***Instead of requiring students to select a single major to study, students in the BAS program will typically identify a field of study. Within that field of study, students will identify two or more professional development pathways (e.g., minors, areas of emphasis, concentrations, or certificates) to complete. These pathways focus on building knowledge and skills that will enable students to achieve their career goals.***
   - The BAS is an undergraduate degree that emphasizes the practical application of the knowledge and skills acquired during a course of study.

- More commonly seen in technical fields, physical sciences, and business, students who pursue a BAS degree learn how to apply skills and knowledge in situ. In this way students learn, within the context of the workplace, to think critically about problems in the workplace, to understand those problems from a "customer" perspective, and to design and test solutions to those problems.
- BAS degrees typically recognize that workplace problems are interdisciplinary in nature, so they promote a broader study than pursuing a traditional, major-driven 4-year degree.

2. **Program Learning Outcomes**: The BAS is, by its very nature, one that requires active student engagement using refined sets of skills to solve authentic problems. The following program learning outcomes (1-5) reflect the skill sets which will enable most students the skills required to solve complex problems. Learning outcome #6 specifically addresses the skill set that will assist students in making a transition from academic learning to application of learning. At the same time students are developing their skill sets, they are acquiring knowledge.

   a. _Integrative Thinking_: Students will **make connections** and **transfer** skills and knowledge among varied disciplines, domains of thinking, and situations. [This outcome is required in all courses carrying the critical thinking designator.]
   b. _Metacognitive Thinking_: Students will **evaluate** the effectiveness of a project plan or strategy to **determine** the degree of their improvement in knowledge and skills.
   c. _Ethical and Civic Thinking_: Students will **determine** the origins of core beliefs and ethical principles, **evaluate** the ethical basis of professional rules and standards of conduct, **evaluate** how academic theories and public policy inform one another to support civic well-being, and **analyze** complex ethical problems to address competing interests.
   d. _Quantitative Thinking_: Students will **analyze** real-world problems quantitatively, **formulate** plausible estimates, **assess** the validity of visual representations of quantitative information, and **differentiate** valid from questionable statistical conclusions.
   e. _Intercultural Thinking_: Students will **evaluate** generalizations about cultural groups, **analyze** how cultural beliefs might affect communication across cultures, **evaluate** how specific approaches to global issues will affect multiple cultural communities or political institutions, and **untangle** competing economic, religious social, political or geographical interests of cultures groups in conflict.
   f. _Community Engagement_: Students will **build** trusting and collaborative relationships with communities (_people_); **guide** and **support** communities as they define community goals, plan and execute community actions to achieve those goals, and evaluate the effectiveness of their community actions (_practices_); **contribute** to the development of new community standards (_policy_); and, **lead** efforts to evaluate community efforts with an eye toward ongoing improvement for future efforts (_performance_).

3. **Additional Program Outcomes:**

a. The program will develop, maintain, and sustain **relationships** with a variety of community organizations, businesses, and industries to provide places and spaces where students can actively and authentically apply their knowledge and skills to solve problems.
b. The program will provide students with multiple **frameworks**, learned in their professional development complement areas, through which they might identify, understand and solve problems.
c. The program will use design thinking **processes** to identify, understand and solve problems.
d. The program will establish a data-driven, evidence-based **culture** to promote the importance of lifelong learning.

4. **Admissions and Performance Standards**:

a. Students must have an earned (AAS degree from a regionally accredited institution of higher education. This degree serves as a block transfer and fulfills the general education requirements of the BAS degree.
b. Students may transfer up to 72 hours of coursework that was required for their AAS degree program.
c. Students must maintain a 2.0 to remain in the program.
d. Students may need to fulfill additional requirements if required by in specific courses or in their experiential placements (e.g., background check, TB test).

5. **Program Requirements**:

a. *Credit Hours*: 120 credit hours (minimum) which must include at least 30 hours of upper division coursework and at least 30 hours of coursework taken at Marshall University.
b. *General Education*: An earned Associate in Applied Sciences degree, from a regionally accredited institution of higher education, fulfills the general education requirements.
c. *Professional Development Pathways*: The BAS degree is designed to allow students, who want to extend their education in personally meaningful ways, to capitalize on interdisciplinary and integrative learning through the pursuit of professional development pathways (e.g., minors, areas of emphasis, concentrations, or certificates). Students must complete at least 2 professional development pathways.
d. *Experiential Placements*:
    i. Students must complete at least 6 hours of field experience (e.g., sustained immersion over the course of a semester such as an internship or co-op placement), related to their professional development pathways.
    ii. Students may need to fulfill additional requirements if required by their experiential placement (e.g., background check, TB test).
e. Summary - Students in the BAS program will be eligible for graduation if they have:
    i. Completed 30 hours of upper division coursework.
    ii. Completed 30 hours of coursework at Marshall University.
    iii. Completed 2 professional development pathways.

       iv.   Completed 6 hours of field experience.
       v.   Completed a total of 120 hours (includes hours required for completion of the AAS degree).
      vi.   A 2.0 grade point average.

6. **Majors to be offered:** None

7. **Specializations/Areas of Emphasis:** Students will complete two professional development pathways to support them in building knowledge and skills within the context of a field of study (e.g., aviation, entrepreneurship, cybersecurity, health care, etc.). Each pathway (e.g., minors, areas of emphasis, concentrations, certificates, etc.) represents a specialization.

8. **Minimum Credit Hours to Complete the Program:** 120 credit hours

9. **Research-tool Requirements:** Requirements are variable and depend upon which courses students take and where they complete their field experiences.

10. **Examination Procedures:** Examination procedures for student learning will be conducted according to the syllabi for the courses students enroll in. In some cases students might be taking examinations, developing projects, or demonstrating learning through application of knowledge and skills in their field placements.

11. **Requirements for a Research Paper, Thesis or Dissertation:** None

12. **Field Work or Similar Requirements:** Students are required to complete 6 hours of field experience in placements related to their field of study or professional development pathways.

13. **Other Information to describe the program:**

Program Delivery

- The program is built around existing courses which are organized to provide opportunities for students to develop integrated and multidisciplinary bodies of knowledge and relevant skill sets.

- Depending upon which professional development pathways and other courses students elect to take, the program could be completed on-campus, with hybrid courses, with hyflex courses, with online courses, or with any combination of the above.

- The program may be completed by full-time and part-time students, allowing students the opportunity to set their own pace.

Program Need & Justification

Hanover Research (see attached Academic Program Assessment) completed an analysis of student demand trends, labor market demand, and market competitors and recommended that Marshall University should offer the Bachelor of Applied Science degree program. Further, they reported the following:

- There is a positive intersection of workforce trends and the number of AAS degrees awarded.
- Workforce development organizations are recommending that WV increase the number of citizens with bachelor's degrees and the BAS provides a path to that end for individuals who have been less likely to pursue additional degrees.
- There is a moderate or high demand for workers in various fields who hold bachelor's degrees.
- West Virginia has a goal of 60% of citizens in the state will have a certificate or degree by 2030. Estimates are that 50.8% of the 25 years and older segment of the population have some college credits; 25% of the population have a bachelor's degree or higher.

Will Degree Program be similar in title or content to an existing Degree Program or Major at the University?

Some may consider this degree program to be like the RBA degree, and there are similarities. These similarities include:

1. **Prior Learning Experience**: Both degree programs recognize the value of experience in the learning enterprise; students may be granted credit for prior learning experiences completed outside of their academic journey.
2. **Flexibility**: Both degrees offer students flexibility in course selection and in the sequencing and pacing of coursework.

Likewise, there are important differences between the RBA and BAS degrees. These differences include:

1. **Focus:** Students in the RBA program are not required to identify a focus for their studies (although many will). Students in the BAS program are required to complete at least two professional development pathways.
2. **Eligibility – High School Graduation**: Students in the RBA must have been out of high school for at least 3 years before enrolling in the RBA program. There are no limitations relating to the date of completion of high school for students in the BAS degree program; they only need to have completed an AAS degree.

Existing Programs

List similar programs (and their locations) offered by other institutions (public or private) in West Virginia. State why additional programs or locations are desirable.

School Name	BAS Degree?	Degree In? (Content Area)
Bethany College	No	
Bluefield State University	Yes	Interdisciplinary Concentration Pre-Medicine Concentration
Concord University	No	
Davis & Elkins College	No	
Fairmont State University	No	
Glenville State University	Yes	No concentration
Shepherd University	No	
University of Charleston	No	
West Liberty University	No	
West Virginia State University	No	
WVU-Institute of Technology	No	
WVU-Potomac State College	No	
West Virginia Weslyan College	No	
Wheeling University	No	

Learning Outcomes of the Marshall University Baccalaureate Degree Profile

- Marshall University's Baccalaureate Degree Profile represents nine different **skill sets** which, taken together, represent the most common program outcomes across our many academic units.
- These skill sets represent nine different kinds of critical thinking: communication fluency, creative thinking, ethical and civic thinking, information literacy, inquiry-based thinking, integrative thinking, intercultural thinking, metacognitive thinking, and quantitative thinking.
- Five of these (integrative thinking, metacognitive thinking, ethical and civic thinking, quantitative thinking, and intercultural thinking) come directly from the Marshall University Baccalaureate Degree Profile.
- The sixth, Community Engagement, supports the community relationships the program must develop, maintain and sustain.

Relationship to Marshall's Strategic Vision

The vision of Marshall University: *To inspire learning and creativity that ignites the mind, nurtures the spirit, and fulfills the promise of a better future.*

The BAS degree program aligns closely with the vision of Marshall University. The intent of the program is to create linkages between technical learning (skill development) and academic learning (knowledge development) equipping students with the practical skills and knowledge needed to succeed in the workforce. As an applied degree, the attention to blending skills and knowledge throughout their education serves to Inspire students to learn, as can be seen in those aspects of the program where students are engaged in addressing and solving real problems. In many cases, that inspiration leads students to develop creative solutions to persistent problems. Solving difficult problems nurtures our spirits as we find satisfaction in empowering individuals and communities. Finally, when problems are solved, we have more time to address new problems, act, and evaluate the outcomes of our processes.

Marshall aims to provide education and opportunities that foster the Intellectual, cultural, and economic development of Its students and the communities it serves. The BAS degree Is designed to create linkages between technical and academic education, equipping students with the practical skills and knowledge needed to succeed in the workforce. By offering the BAS degree, Marshall University demonstrates its commitment to preparing students for meaningful careers and contributing to the economic growth of the region.

Relationship to the Statewide Master Plan

The Higher Education Policy Commission's (HEPC) Vice Chancellor, Dr. Corley Dennison wrote (in an email to Stephen Tipler), that Marshall University is not required to follow the 2018 state master plan. Tipler noted that Dennison suggested we refer to Series 10 as the main instrument for program planning.

Series 10 (*Policy Regarding Program Review and Planning*) has an effective date of September 2, 2022, and guides institutions to consider the "full breadth of academic programs and the resources necessary to support them." The HEPC, through Series 10, has identified *external demand*, *quality of outcomes*, and *delivery cost* as the "priority core components" of program evaluation.

Through this Intent to Plan, we demonstrate that there is demand for this degree (see attached Hanover report); our degree includes outcomes that target the development of knowledge and skills and integrates well with our general education and other requirements all students must complete (e.g., capstone experience, internships); and low-cost delivery because it capitalizes on existing structures and processes that have capacity to serve more students.

Program Planning and Development

History of Development and Submission of this Program Proposal

Students who earn AA and AS degrees at a CTC are positioned to transfer into 4-year academic programs. However, students who earn AAS degrees have few options to advance their careers, change their careers, or build new skill sets. The BAS is designed specifically for AAS students who seek to advance their educational levels and their careers.

What Resources (e.g., personnel, financial, equipment) have already been invested in this program?

This program relies upon existing resources. personnel (e.g., faculty, college administrators, advisors). No additional financial support or equipment is required at this time.

What Planning activities have supported this proposal?

The proposed BAS was developed through a collaboration between the academic leaders at Marshall (e.g., Academic Affairs, Deans, faculty, etc.), academic leaders at MCTC and other WV CTCs, work-force leaders, and faculty. In our meetings, we discussed how we might support each other, tested ideas, selected target employment sectors/fields of study, and identified professional development pathways. In all conversations we are having with prospective partners, we are receiving positive feedback about the importance of this degree.

Clientele and Need

The BAS degree serves a wide variety of individuals and needs. It is **comprehensive** enough to satisfy individuals who have little to no workforce experience and **robust** enough to elevate the knowledge and skills of seasoned members of the workforce.

Indicate any special characteristics, such as age, vocation or academic background

1. We anticipate having students who matriculated to a CTC immediately after completing high school and completed their AAS degree in 2-3 years (depending on length of program, full-time or part-time attendance, etc.).
2. We also expect students who have been in the workforce and want to add to their skill sets to be current and enhance their career options.

Indicate manpower needs, interest on the part of industry, research or other institutions, governmental agencies, or other indicators, justifying the need for the program

1. A recent report from Hanover Research showed that education, finance, technology, and business occupations were in high or moderate demand in WV.
2. A recent report from Hanover Research reported that the demand for associate degrees in WV is increasing with a 4.0 percent growth between 2017-2021. While that

growth does not distinguish between the type of associate degree (AA, AS, or AAS), Hanover found that 17 WV community and technical colleges award AAS degrees. Further, approximately 2000 students each year (2,199 AAS degrees were conferred in 2022) will graduate from a WV community and technical college with an AAS degree.

Employment Opportunities

1. The Hanover Research report reported that there is high demand for occupations in education, finance, technology, and business through 2026.
2. Furthermore, there is moderate demand for the following:
   a. Computer Occupations (Computer Systems Analysts; Software Developers; Database Administrators; Network and Computer Systems Administrators)
   b. Finance Occupations (Cost Estimators; Financial Analysts; Personal Financial Advisors)
   c. STEM Occupations (Electrical, Industrial, Civil, Environmental, Mechanical, Mining and GeologicalEngineers; Conservation or Environmental Scientists; Chemists; Surveyors)
   d. Human Resources Occupations (Training and Development Specialists; Operations Research Analysts; Compensation, Benefits, and Job Analysis Specialists)
   e. Social Work and Education Occupations (Child, Family, and School Social Workers; Mental Health and Substance Abuse Social Workers; Health Educations; Probation Officers; Teachers)
   f. Other Occupations (Clergy, Directors of Religious Activities; Graphic Designers; Producers and Directors; Writers and Authors; Dietitians and Nutritionists; Medical and Clinical Laboratory Technologists; Market Research Analysts)
3. Top employers for individuals holding bachelor's degrees include: Humana, WV Department of Transportation, WVU, state of West Virginia, Bureau for Social Services, Deloitte, ICF, Genesis Healthcare, Marshall University, CDM Smith, Guidehouse, Oracle.

Program Impact

Because BAS students will be selecting at least two professional development pathways within the context of an employment sector, some programs, departments, and colleges will see an increase in the number of students taking their courses. Based on the incentive based budgeting model, this will result in an increase in the amount of money flowing into the colleges.

Opportunity Costs of this program, including enrollment, faculty load, and resources in other programs

1. **New Segment**: The BAS degree program serves a segment of the population we have never recruited; students entering this program would not be likely to attend Marshall at all if not for this degree.

2. **Competitive Advantage**: As noted in a previous section, there are only two other schools in the state who offer something like the degree program we are proposing. Given the demand for and potential for growth, we would have a competitive advantage by offering the degree now.

Cooperative Arrangements

1. Multiple cooperative arrangements already exist. Many of those are managed through the Office of Career Education and some are managed and maintained by departments/colleges.
2. Courses to be taken by registered students already exist in the various departments and schools. Consequently, the equipment required will be available to them because they are registered students.
3. Marshall Advanced Manufacturing Center, Coalfield Development, Mountwest Community and Technical College (and others in-state and out-of-state)

Alternatives to Program Development

1. *Transfer*: Most AAS degrees require fewer general education courses than an AA or AS degree because the bulk of the required coursework is applied studies in which students engage in experiences that allow them to practice, develop, and master a technical skill. Should those students transfer into a 4-year school or program to acquire a BA or BS (or equivalent degree), they would have to complete all the general education requirements and any pre-requisite coursework. This could realistically take an additional three years, at least. A BAS degree typically requires only two more years which is easily achieved when the AAS is applied as a block demonstrating completion of the general education requirements.
2. *Articulation Agreement 2 + 2*: Like the transfer option discussed above, the students would be responsible for fulfilling most of the general education requirements, thus lengthening their stay in the academy and increasing their financial burden.

Program Financial Information

New Program Specific Fees
None

Revenue self-generating by year 10?
Yes

Describe any institutional plans to reallocate resources to the program in each year of five-year period
None

Supplemental Resource Needs, beyond usual institutional allocations or regular budget process

None beyond what we would normally consider with increased enrollment. For example, with increased enrollment we had to add advisors in a couple of areas. As the BAS enrollment increases, we could reach a point of requiring an additional advisor. That would most likely be a new position request.

Projection of Program Size

We anticipate having between 80-100 students at the end of five years.

Program Implementation and Projected Resource Requirements

Program Administration

Because the BAS program is not based within a single disciplinary field of study; it will be based within the University College unit. University College already has advisors and an administrative framework that can absorb and support this new degree program and the students who enroll in it.

Program Projections

We know, from the Hanover report, that the projected market for the BAS degree includes 2,199 AAS conferrals in WV in 2022. Furthermore, there are additional candidates in Ohio and Kentucky.

1. Because we will have a later start for recruiting for and marketing the program, we will likely have a "warm" start in fall 2024. Still, we believe we could recruit approximately 2.5% of the potential market and enroll 55 students for fall 2024.
2. A major variable in our projections is the enrollment status of the students. Students in this program may participate on either a part-time or full-time basis. We anticipate that students who pursue the BAS immediately after receiving their AAS degree are more likely to attend full-time (assuming they were full-time at their CTC). Prospective students who are currently working will likely attend on a part-time basis. For Form 1, we will assume that 1/3 of the students will be enrolled as full-time students and 2/3 of the students will be enrolled as part-time students. This distribution was used to determine FTE.
3. A related, but different variable, is the number of hours students, particularly those enrolled as part-time students, might take each semester. For Form 1, we will assume that part-time students will enroll in 3 hours in both fall and spring terms for a total of 6 hours per academic year. Additionally, we assume that full-time students will enroll in 12 hours per semester for a total of 24 hours per academic year.
   a. Contents of Form 1 were derived in this manner:

i. Headcount: Assumed 2.5% of the prospective market of 2,199 students would enroll in first year. Projected 10% growth, year over year, through the fifth year.
ii. FTE: Derived from an assumption that 1/3 of the students would be full-time and 2/3 of the students would be part-time. Assumed full-time students would complete 24 credit hours over the course of a year and that part-time students would complete 6 credit hours over the course of a year.
iii. SCH: Derived from the assumptions noted above with regard to headcount and FTE.
iv. Degrees Granted: Using the data found in *Tracking Transfer: Measures of Effectiveness in Helping Community College Students to Complete Bachelor's Degrees* (Shapiro et al., 2017) we calculated that 42% of the students who transfer with a degree in hand would complete a 4-year degree.

Faculty Instructional Requirements

Students in the BAS program will be taking courses that are already being offered by existing faculty.

Library Resources and Instructional Materials

Because the BAS program does not introduce a new discipline or area of study, the existing library resources and instructional materials will be sufficient.

Support Service Requirements

Because the BAS program does not introduce a new discipline or area of study, the existing instructional materials and requirements will be sufficient.

Facilities Requirements

Because the BAS program is built on existing programs, pathways, and courses, no additional space is required.

Operating Resource Requirements

The BAS program is different from almost all other degree programs in that University College, where the degree will be housed, is not a revenue unit.

Instead, University College is funded as a support unit. Further, it provides a fully functional administrative unit with the capacity to manage the BAS program and students. Specifically, there are already administrators, advisors, and clerical workers in University College who have the capacity to absorb the BAS students, just as they absorbed additional students in fall of 2023.

As a support unit, University College makes a budget request each year in the new budget model. This request will include salaries as well as non-salary costs. University College will need to propose a budget request each year sufficient to cover the costs of advising and

operating the BAS program (not including instructional expenses). It is anticipated that this request will not exceed the 25% of net tuition that University College would receive for each BAS major if University College were a revenue unit.

Source of Operating Resources

The new budget model provides a map of the source and recipients of operating resources.

For example:

1. The new budget model normally directs 75% of net student tuition to the college of instruction. This will cover the instructional cots for the BAS students.
2. The budget model normally directs 25% of net student tuition to the college of the major. Because University College is not a revenue unit, they will not receive this revenue directly. However, the program can operate with funding equivalent to the 25% of net tuition that would be allocated if UC were a revenue unit.
   a. The allocation in the FY22 model budget is $938 per full-time student per year.
   b. As we gain more students in University College, we may reach a point where we will require additional advisors. New advisors typically have a starting salary of $54,000 including benefits. Most advisors of students who are high touch, as many of the prospective BAS students will be, have caseloads of 125. The cost per student for advising is $432. As noted above, University College will have available approximately $938 per full-time student per year. This amount easily covers the cost per student in advising.
   c. All other administrative functions are already in place and functional with the capacity to absorb the BAS students.

Tentative Curriculum

Tentative Curriculum Outline

The flexible nature of the BAS degree program allows us to provide individualized academic maps to our BAS students. The table below provides an example of some of the combinations students might choose.

As an example, students graduating from Marshall's Aviation Maintenance program will have an AAS degree. Those students who want to further their education could then seek admission for a bachelor's degree. If the students are interested in building aviation maintenance businesses they might decide, based on their own needs, to select the following professional development pathways: Business Communications and Accounting. Different students might select a different combination of professional development pathways.

{ skill sets }			
	Innovation	Leadership	Economic Development	Community Development
Aviation	General Business (15) Entrepreneurship (15)	Business Communications (15)	Accounting (15) Finance (18)	
Advanced Manufacturing	Engineering Science (18)	Japanese Studies (15) Business Communications (15)	Economics (15)	
Cybersecurity	Entrepreneurship (15)	Business Communications (15)	Management Information Systems (12)	Criminal Justice (15)
Energy Sustainability	Environmental Science (17-19) Physics and Physical Science (14) Sustainability (15)	Business Communications (15) Public Relations (15-21)	Management Information Systems (12)	Natural Resources & Recreation Management (15)
Entrepreneurship	Game Development (15) Web Development (15)	Business Communications (15) Journalism (15) Public Relations (15-21)	Accounting (15) Advertising (15) Music Entrepreneurship (15)	Hospitality & Tourism Marketing (15)
Healthcare	Addiction Studies (15) Social Work (15)	Business Communications (15)	General Business (15)	Health & Wellness (14)

Clientele and Need

The BAS degree serves a wide variety of individuals and needs. It is **comprehensive** enough to satisfy individuals who have little to no workforce experience and **robust** enough to elevate the knowledge and skills of seasoned members of the workforce.

Indicate Personnel Needs

No additional personnel will be needed to deliver the curriculum.

Cooperative Arrangements

We will work cooperatively with other support units on campus (e.g., career education) to assist students in achieving their goals. Career education has the necessary resources to assist in placing students in field experiences and in helping students market themselves at the completion of their bachelor's degree.

Any Additional Supporting Documentation

External Analysis of the Program, if any

See Hanover report.

References

Shapiro, D., Dundar, A., Huie, F., Wakhungu, P.K., Yua, X., Nathan, A. & Hwang, Y. (2017, September). Tracking Transfer: Measures of Effectiveness in Helping Community College Students to Complete Bachelor's Degree (Signature Report No. 13). Herndon, VA: National Student Clearinghouse Research Center.

(Form 1) FIVE-YEAR PROJECTION OF PROGRAM SIZE[1]

	First Year (2024-25)	Second Year (2025-26)	Third Year (2026-27)	Fourth Year (2027-28)	Fifth Year (2028-29)
Number of students served through course offerings of the program:	The BAS program does not offer content courses. Students will register for internships and co-ops in UNI sections specifically designed for the BAS students.				
Headcount					
FTE					
# of SCHs generated by courses within the program (entire academic year)					
Number of Majors:					
Headcount	55	61	67	74	81
FTE	27	30	33	37	40
# of SCHs generated by courses within the program (entire academic year)	654	726	798	894	972
Number of degrees to be granted (annual total)	0	12	13	15	17

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[1] See item 2 in the "Program Implementation and Projected Resource Requirements" section for information on the source of the information included in this chart.

(Form 2) FIVE-YEAR PROJECTION
OF
TOTAL OPERATING RESOURCES

REQUIREMENTS*

	First Year (2024-25)	Second Year (2025-26)	Third Year (2026-27)	Fourth Year (2027-28)	Fifth Year (2028-29)
University College is funded as a support unit. Further, it provides a fully functional administrative unit with the capacity to manage the BAS program and students. Specifically, there are already administrators, advisors, and clerical workers in University College who have the capacity to absorb the BAS students. As a support unit, University College makes a budget request each year in the new budget model. This request will include salaries as well as non-salary costs. University College will need to propose a budget request each year sufficient to cover the costs of advising and operating the BAS program (not including instructional expenses). It is anticipated that this request will not exceed the 25% of net tuition that University College would receive for each BAS major if University College were a revenue unit.					
A. FTE Positions					
1. Administrators					
2. Full-time Faculty					
3. Adjunct Faculty					
4. Graduate Assistants					
5. Other Personnel:					
a. Clerical Workers					
b. Professionals					
Note: Include percentage of time of current personnel.					
B. Operating Costs (Appropriate funds only)					
1. Personal Services:					

a. Administrators					
b. Full-time Faculty					
c. Adjunct Faculty					
d. Graduate Assistants					
e. Non-Academic Personnel:					
i. Clerical Workers					
ii. Professionals					
Total Salaries					
2. Current Expenses					
3. Repairs and Alterations					
4. Equipment					
a. Educational Equipment					
b. Library Books					
5. Nonrecurring Expenses					
Total Costs					
C. Sources					
1. General Fund Appropriation					

HR
HANOVER
RESEARCH

ACADEMIC PROGRAM ASSESSMENT

Bachelor of Applied Studies Completion Program

Prepared for Marshall University

October 2023

In the following report, Hanover assesses demand for bachelor of applied studies degree completion programs, specifically highlighting demand trends within West Virginia. This report includes an examination of student and labor market demand trends, and an analysis of potential competitor programs.

EXECUTIVE SUMMARY

RECOMMENDATIONS

Based on an analysis of student demand trends, labor market demand, and market competitors, Hanover recommends that Marshall University (Marshall):

OFFER THE PROPOSED BACHELOR OF APPLIED STUDIES

Workforce trends and degree conferrals suggest a steady market for a Bachelor of Applied Studies (BAS) degree completion program. Workforce development organizations in West Virginia strongly recommend the expansion of bachelor's degree-educated residents, and the BAS can target a demographic that may have fewer degree completion options. In addition, degree conferral estimates suggest there may be a potential applicant pool of around 2,000 AAS graduates in the state each year. These trends suggest enough demand to support an on-campus BAS degree.

MAINTAIN A GENERAL NAME FOR THE DEGREE PROGRAM

The *Bachelor of Applied Science* and *Bachelor of Applied Studies* names are by far the most common used to identify bachelor's degree completion programs for AAS degrees. These names are used for both online and on campus programs. Few other names or additional wording is used for these types of degrees. This suggests that Marshall should consider maintaining a general name (such as *Bachelor of Applied Studies*) for the degree without any additional wording (such as *Bachelor of Applied Studies in Workforce Development)*.

OFFER CLEARLY DEFINED CONCENTRATION AREAS

Benchmarked degree programs commonly offer a wide variety of concentration areas that provide an expansion or extension of AAS training. To fully articulate the value of the BAS, Marshall should offer clearly defined pathways that illustrate how an AAS degree can track into various career paths, either by offering specific concentration areas or broader cluster pathways such as leadership or management.

KEY FINDINGS

Student demand in West Virginia indicates steady demand for bachelor's degree completion programs. The number of overall associate's degree conferrals shows a 4.0 percent growth rate, while a manual scan of associate's-granting institutions in West Virginia suggests an eligible applicant pool of approximately 2,000 students in 2022.

Occupational projections and real-time job posting trends indicate high or moderate demand for bachelor's-educated workers in the fields of education, finance, business, and technology. Social work and management occupations may also see steady demand in coming years.

Accrediting bodies do not appear to offer regulations for degree completion programs in West Virginia. Instead, Marshall will likely need to follow general guidelines for transfer credit and baccalaureate degree program development.

Benchmarked BAS programs have common components, including similar naming conventions, credit requirements, and concentration options. Approximately half of benchmarked on campus BAS degrees also offer an online or hybrid option for some concentration areas.

STUDENT DEMAND ANALYSIS

ANALYSIS

Degree conferral trends indicate that demand for associate's degrees in West Virginia is rising, with a 4.0 percent growth rate between 2017 and 2021. However, IPEDS data does not disaggregate by type of associate's degree.

A manual scan of AAS or occupational associate's degrees in West Virginia found that the potential student market for BAS degrees could be around 2,000 students annually. Of the 31 institutions in West Virginia that reported associate's degree conferrals in 2021, 17 appear to currently offer AAS degrees. The remaining institutions offer only AA/AS degrees or are online only institutions.

AAS degree conferral numbers for 2022 were estimated through a manual scan of program offerings from institutional websites and completions from College Navigator. Transfer-focused associate's degrees and AS in nursing degrees were not included in completion numbers where this distinction was available.

ASSOCIATE'S DEGREE COMPLETIONS

State distribution of associate's degree completions from 2017 to 2021

Year	Completions
2017	6,456
2018	6,545
2019	6,719
2020	6,635
2021	7,567
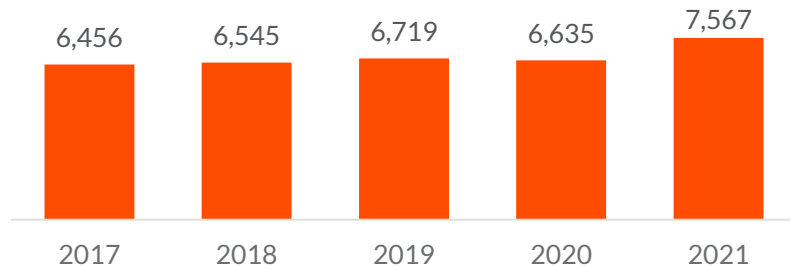
Source: IPEDS

AAS DEGREE COMPLETIONS

AAS degree completions by institution (2022)

Institution	AAS Degree Conferrals (2022)
Blue Ridge Community and Technical College	205
BridgeValley Community and Technical College	213
Carver Career Center	10
Eastern West Virginia Community and Technical College	32
Huntington Junior College	53
Mountain State College	9
Mountwest Community and Technical College	195
New River Community and Technical College	99
Pierpont Community and Technical College	275
Potomac State College of West Virginia University	51
Southern West Virginia Community and Technical College	224
Valley College - Martinsburg	99
West Virginia Junior College - Bridgeport	26
West Virginia Junior College - Charleston	44
West Virginia Junior College - Morgantown	248
West Virginia Northern Community College	136
West Virginia University at Parkersburg	280
Total:	**2,199**

LABOR MARKET TRENDS

WORKFORCE TRENDS

West Virginia is working towards equipping 60 percent of citizens with a certificate or degree by 2030 to respond to the economic and workforce needs of the state. Data from the 2022 American Community Survey estimates that 50.8 percent of the population 25 years and older in West Virginia holds at least some college credits. Approximately 25 percent of the population currently holds a bachelor's degree or higher (24.8 percent for the population 25 years or over), with 10.7 percent of 18- to 24-year-olds having a bachelor's or higher.

According to long-term occupational projections for West Virginia, occupations in education, finance, technology, and business show high or moderate demand through 2026.

In-Demand Occupations Requiring a Bachelor's Degree (2016-2026)		
High Demand Occupations	*Moderate Demand Occupations*	
• Management Analysts • Accountants and Auditors • Elementary School Teachers • Middle School Teachers • Secondary School Teachers • Public Relations Specialists • Recreation Workers	**Computer Occupations**: • Computer Systems Analysts • Software Developers (Applications/ Systems) • Database Administrators • Network and Computer Systems Administrators **Finance Occupations**: • Cost Estimators • Financial Analysts • Personal Financial Advisors **STEM Occupations**: • Engineers (Electrical, Industrial, Civil, Environmental, Mechanical, Mining and Geological) • Conservation or Environmental Scientists • Chemists • Surveyors **Human Resources Occupations**: • Training and Development Specialists • Operations Research Analysts • Compensation, Benefits, and Job Analysis Specialists	**Social Work and Education Occupations**: • Child, Family, and School Social Workers • Mental Health and Substance Abuse Social Workers • Health Educators • Probation Officers • Teachers (Kindergarten, Career/Technical, Special Education) **Other Occupations**: • Clergy • Directors of Religious Activities • Graphic Designers • Producers and Directors • Writers and Authors • Dietitians and Nutritionists • Medical and Clinical Laboratory Technologists • Market Research Analysts

HIGHER EDUCATION

Source: WorkForce West Virginia

REAL-TIME JOB POSTING TRENDS

ANALYSIS

Job posting trends in West Virginia echo high-demand occupation projections, with high numbers of job postings requiring a bachelor's degree in social work, technology, business, and STEM occupations. Employer trends suggest large numbers of job openings in insurance, government, healthcare, and consulting.

However, only a small percentage (3.3 percent) of job postings require a bachelor's degree in the state, compared with 15 percent of job postings that require an associate's degree.

EDUCATION REQUIREMENTS

- High School Diploma or Equivalent — 24.2%
- Associate's degree — 15.0%
- Bachelor's degree — 3.3%
- Master's degree — 2.5%
- Doctoral — 1.2%
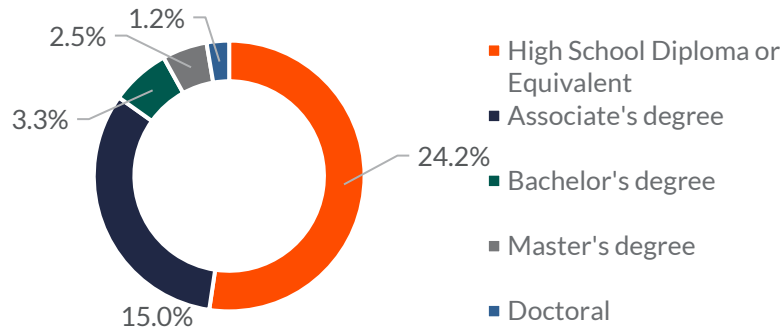
Note: 52,692 listings did not specify educational attainment requirements.

Note: For this analysis, Hanover retrieved job postings data for positions in West Virginia from JobsEQ, a proprietary database providing real-time job postings aggregated from thousands of websites. All data reflect the 180-day period as of October 2023.

TOP OCCUPATION AREAS
West Virginia job postings requiring a bachelor's degree, by occupation area

Occupation	Postings
Social and Human Service Assistants	961
Computer and Information Systems Managers	913
Medical and Health Services Managers	823
Management Analysts	466
Registered Nurses	461
Software Developers	385
Architectural and Engineering Managers	378
Accountants and Auditors	344
Sales Representatives	313
Human Resources Specialists	296

TOP EMPLOYERS
West Virginia job postings requiring a bachelor's degree, by employer

- Humana (500 job postings)
- West Virginia Department of Transportation (323)
- West Virginia University (308)
- West Virginia (291)
- Bureau for Social Services (246)
- Deloitte (210)
- ICF (198)
- Genesis Healthcare (190)
- Marshall University (187)
- CDM Smith (140)
- Guidehouse (124)
- Oracle (108)

BENCHMARKING SUMMARY

PROGRAM NAME

Most benchmarked degree programs use the simple name of the degree with no additional descriptors. Purdue University-Fort Wayne was the only benchmarked program to use additional wording for a general degree with multiple concentration areas: Bachelor of Applied Science in Integrated Studies.

Both *Bachelor of Applied Science* and *Bachelor of Applied Studies* are common terminology. A manual scan of programs indicates that *Bachelor of Applied Studies* is also common among online-only degree completion programs. There does not appear to be a correlation between degree name and type of completion program (AAS or AAA). In addition, few other naming conventions appear to be used for this type of degree.

DELIVERY MODALITY

BAS degree completion programs are commonly offered in a fully online format to accommodate the needs of working professionals. Hanover chose the specific institutions benchmarked in this report to highlight trends among primarily on campus programs. Of the benchmarked on-campus BAS degree programs, approximately half also offer flexible online or hybrid delivery. Most of these programs note that modality is available on a per-course basis. Some concentration areas may be available completely online, while others may not. The individuality of the program may allow students to complete an online or hybrid program, but the BAS is not designed with this specific modality in mind.

ACCREDITATION REQUIREMENTS

The Southern Association of Colleges and Schools Commission on Colleges (SACSOC) appears to have few regulations directly addressing the BAS degree. Instead, Marshall will likely follow general guidelines on transfer credit policy and articulation agreements and develop the BAS based on general guidelines for bachelor's degrees. SACSOC does not appear to have any regulations for bachelor's degree completion programs.

Some regulations that will likely impact the development of the BAS degree include the following:

9.3: "The institution 4equires the successful completion of a **general education component** at the undergraduate level that:
- is a substantial component of each undergraduate degree program ... for baccalaureate programs, a minimum of **30 semester hours** or the equivalent.
- **ensures breadth of knowledge**. These credit hours include at least one course from each of the following areas: humanities / fine arts, social / behavioral sciences, and natural science / mathematics."

9.4: "At **least 25 percent of the credit hours** required for an undergraduate degree are earned through instruction offered by the institution awarding the degree."

PROGRAM SUMMARY

CONCENTRATION AREAS

Concentration areas are common among benchmarked degree programs. Some trends among concentrations offered include:

- Of the 10 benchmarked programs, eight offer **multiple concentration areas**.

- Benchmarked degree programs offer an **average of 10** concentration areas.

- While concentration areas appear to be offered across areas that align closely with common AAS/AAA programs, most benchmarked institutions offer a **wide variety of concentrations** in technical, social services, humanities, and science fields.

- Common concentration areas include:

Computing	Business/ Management	Child Development

Many concentration areas are an opportunity to extend a student's technical education with critical thinking and liberal arts training. These concentration areas focus directly on the technical area, such as industrial engineering technology, cybersecurity, or early childhood education. Other concentration areas offer an expansion of an AAS/AAA into related areas of study at the bachelor's degree level, such as sociology or biomedical research. In addition, some degree programs are marketed specifically for AAS/AAA graduates who are seeking leadership roles in their technical fields and these concentration areas focus on management or organizational leadership.

NOTABLE FEATURES

Some benchmarked programs offer specific transfer opportunities or accelerated programming for BAS students.

Special Demographic Opportunities	
Purdue University – Fort Wayne	Highlights specific articulation agreements with 13 regional and national community colleges on the BAS program webpage
Texas A&M University – San Antonio	Offers the BAS degree to certified Texas police officers and fire fighters. These professionals can transfer in credits from their certification in place of an AAS/AAA
Northwest Missouri State University	Designs the BAS degree to accommodate a broad range of applicants, including those who hold AAS/AAA degrees, AS/AA degrees, certificates, or military/joint services experience
Arizona State University - West	Allows AAS/AAA graduates of approved Arizona community colleges to transfer in a higher number of credits than those from other approved community colleges

Accelerated Opportunities	
Antioch University	Offers the BAS degree as a Fast Track accelerated bachelor's to master's pathway available for the MA in Psychology and MFA in Creative Writing
Arizona State University – West	Offers the BAS degree as part of an accelerated bachelor's to master's pathway in communication studies, English, interdisciplinary studies, or social justice and human rights

PROGRAM BENCHMARKING

Benchmarked programs are offered by institutions located nation-wide.

Institution	Program	Concentrations	Credit Requirements	Modality	Notable Features
Marshall University *Huntington, WV*	Regents BA	Digital Forensics; Information Assurance; Web Application Development; Game Development; Instructional Technology and Library Science; Creative Writing; Studio Art; Religious Studies; Literature; Anthropology; Communication Studies; Criminal Justice; Geography; GIS; Human Geography; Physical Geography; Military Science; Political Science; Psychology; Sociology; Women's Studies; Preschool Development	• 15-25 credits concentration area	Online On campus	--
Antioch University *Los Angeles, CA*	BA in Applied Studies	--	*Quarter units:* • 27 transferred technical area • 75 upper division • 36 gen ed • 8 experiential learning • 10 professional seminars • 9 business and career dev • *45 residency credits*	On campus	• Optional internship • Fast Track accelerated bachelor's to master's pathway available for MA in Psychology and MFA in Creative Writing
Arizona State University – West Campus *Glendale, AZ*	Bachelor of Applied Science	Applied Computing; Applied Ethics; Biology; Biomedical Research; Business; Conflict Resolution; Communication; Creative Writing; Cybersecurity; English; Environmental Science; Film and Video Studies; Forensic Psychology; Forensic Science; Interdisciplinary Arts and Performance; Risk Communication; Peace Studies; Political Science; Psychology; Spanish; Statistics	• 45-60 upper division based on concentration • *12 residency credits*	On campus	• Internship experience requirement • Also offered as an accelerated bachelor's to master's degree in communication studies, English, interdisciplinary studies, or social justice and human rights • AAS graduate from an Arizona community college may transfer 75 credits; others may transfer 60 credits

PROGRAM BENCHMARKING

Benchmarked programs are offered by institutions located nation-wide.

Institution	Program	Concentrations	Credit Requirements	Modality	Notable Features
Bluefield State University *Bluefield, WV*	Regents BA	Business; Criminal Justice Administration; English; History; Imaging Science; Natural Science; Organizational Leadership; Political Science; Psychology; Sociology; and Special Education	• 36 gen ed • 30 upper division • 54 unrestricted • *12 residency credits*	Not specified	• Optional application to the online BA in Organizational Leadership
George Mason University *Fairfax, VA*	Bachelor of Applied Science	Applied Conflict Analysis and Resolution; Cloud Computing; Cybersecurity*; Health, Wellness, and Social Services*; Human Development and Family Science; Legal Studies; Managerial Leadership; Technology and Innovation	• 21-42 concentration credits	On campus, online, or hybrid based on concentration area(*online/ hybrid)	--
Glenville State University *Glenville, WV*	Bachelor of Applied Science	--	• 30 gen ed • 51 electives • 39 AAS area of emphasis	On campus	--
Indiana University – Northwest *Gary, IN*	Bachelor of Applied Science	• Health Management • Interdisciplinary • Sustainability	• 60 transfer • 18 required • 12 concentration • 30 electives	Online On campus	--
Texas A&M University – San Antonio *San Antonio, TX*	Bachelor of Applied Arts and Sciences	Business; Criminology; Early Childhood Education; Fire and Emergency Services Administration (EMS, Fire Administration, or Homeland Security); Healthcare Services Administration; Information Assurance and Security; Information Technology; Interdisciplinary Studies; Psychology; Sociology; Water Resources Science and Technology	• 42 gen ed • 18-42 concentrations • 36 professional development • *36 residency credits*	On campus	• Police officers and firefighters may use Texas certification as transfer credits (max 18 and 42 credits respectively)

Source: Institutional Websites (see embedded hyperlinks)

PROGRAM BENCHMARKING

Benchmarked programs are offered by institutions located nation-wide.

Institution	Program	Concentrations	Credit Requirements	Modality	Notable Features
Northwest Missouri State University *Maryville, MO*	Bachelor of Applied Science	**On campus concentration options**: Agriculture; Applied Computing; Child and Family Studies; Computer Business Applications; Cyber Assurance; Food Services; Geographic Information Systems; Geography; Information Technology; Management; Marketing **Online concentration options**: Business Management; Computer Business Applications; General Studies; IT (Cybersecurity, Data Analytics); Marketing; Psychology; Public Relations	• Varies by concentration	On campus; Online	• Designed for AAS, AS, military/joint services, or certificate holders
Purdue University – Fort Wayne *Fort Wayne, IN*	Bachelor of Applied Science in Integrated Studies	Business; Construction Management; Early Childhood Education; Human Services; Industrial Engineering Technology; Information Systems; Information Technology; Interdisciplinary; Leadership and Supervision (Organizational Leadership)	• AAS degree • *32 residency credits*	Online; Hybrid; On campus	• Lists specific articulation agreements with 13 regional and national community colleges
Southern Oregon University *Ashland, OR*	Bachelor of Applied Science in Management	Management; Hospitality and Tourism	• 60 gen ed • 60 major • 60 career/ technical	Online; On campus	• Designed for AAS graduates seeking managerial roles in technical fields

Source: Institutional Websites (see embedded hyperlinks)

HR | HIGHER EDUCATION

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BAS Intent to Plan Budget Summary

Carl Mummert

Assistant Provost for Graduate Studies

Academic Planning Committee   **December 12, 2023**

Incentivized Budget Model

- Change from our current centralized model to a more unit-based model

- Under development since Fall 2023 with Hanover Consulting
  - Budget Steering Committee (Faculty, Staff, Administration)
  - Dry run in AY 2024-25
  - Full implementation in AY 2025-26
  - **Detailed info sessions will be held in Spring 2024**

- The academic colleges are "revenue units" and other units are "support units" or auxiliaries.

- Basic concept: tuition revenue flows through the colleges, who then fund the support units

Incentivized Budget Model

Tuition for each student in each class is divided between colleges:

- 75% goes to the college of the course's instructor

- 25% goes to the college of the student's major

This encourages collaboration and course sharing between colleges

Tuition Revenue Split
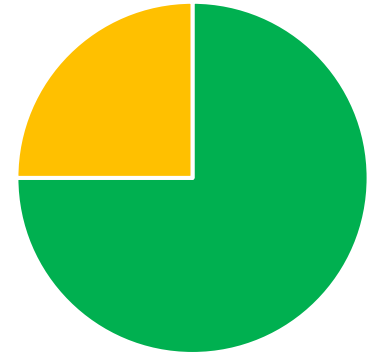
- College of instructor 75%
- College of major 25%

BAS Program Budget Analysis

- The BAS program is special because it will be housed within University College.
- The courses taken by BAS students are offered by colleges that are "revenue units"
  - The 75% of tuition for instruction will cover teaching costs
- Advising and administration of the BAS will be done by University College, which is a "support unit"
  - The key question is whether the remaining 25% of tuition will cover these costs
  - If so, this 25% can be budgeted to University College

BAS Program Budget Analysis

- To analyze the BAS advising cost and revenue, I used the new budget model with the FY2022 data

- The 25% share of tuition for a student with 12 credit hours is approximately $939, according to the model

- University College advisors have a case load of at least 75 students.

- 75 students at $939 each comes to $70,425.

- This is sufficient to cover an advisor's salary and benefits.

- **Overall, I believe that the tuition revenue for students in the program will be sufficient to fund the instruction and advising.**

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University Curriculum Committee
RECOMMENDATION

</div>

SR 23-24-22 CC

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

College of Arts & Media

Major Change: The BFA in Filmmaking is a restructuring of the current CAM Video Production BA as a professional BFA in the School of Art & Design

Rationale: The BFA in Filmmaking is a restructuring of the current CAM Video Production BA as a professional BFA in the School of Art & Design at a pivotal moment during which the WV Film Commission and WV Film Tax Credit have been reinstated. The conversion of the BA to a professional degree (BFA) is a well-timed retooling of the major designed to provide intensive, hands-on training necessary for students to succeed in the industry. We believe the BFA in Filmmaking will build on the burgeoning growth of the CAM VP BA, will attract qualified students and will have a positive impact on Marshall and film making in WV more broadly.

- **Curriculum:** Undergrad Major Addition - BFA Filmmaking_signed.pdf

College Education and Professional Development

Major Change: EE00 – Elementary Education – Updating curriculum to remove CI 350 and add four sections of EDF 200

Rationale: Remove Cl 350 from required list of courses (technology is embedded in other courses). Addition of four sections of EDF 200 - students must have 125 Pre-Residency clinical hours (WVDE Policy requirement), so we want students to get the clinical hours over at least four semesters. We will require students to take a 40-hour clinical every semester once a student becomes a sophomore until beginning Residency I. (This will replace the clinical hours that were part of several of the methods courses.)

- **Curriculum:** Undergrad Major Change - ElemEd_signed.pdf

Major Change: ES00 – Secondary Education – Updating curriculum to remove CI 350 and add four sections of EDF 200

Rationale: Remove Cl 350 from required list of courses (technology is embedded in other courses). Addition of four sections of EDF 200 - students must have 125 Pre-Residency clinical hours (WVDE Policy requirement), so we want students to get the clinical hours over at least four semesters. We

<div align="center">

University Curriculum Committee
RECOMMENDATION

</div>

SR 23-24-22 CC

will require students to take a 40-hour clinical every semester once a student becomes a sophomore until beginning Residency I. (This will replace the clinical hours that were part of several of the methods courses.)

- **Curriculum:** <u>Undergrad Major Change - SecEd_signed.pdf</u>

College of Liberal Arts

Major Change: The addition of an online Bachelor of Arts degree in Public Administration

Rationale: the introduction of an online Bachelor of Arts degree in Public Administration will significantly enhance our university's academic offerings. It aligns with our mission of providing high-quality education that prepares students for leadership roles in a dynamic world. We seek your support in making this program a reality, benefiting both students and the broader community. Thank you for your thoughtful consideration.

- **Curriculum:** <u>Undergrad Major Addition - PSC - BA Public Admin and Policy_signed.pdf</u>

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

_____

_____

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

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

College: **CAM**   Department/Division: **School of Art & Design**

Contact Person: **Mark Zanter, Danny Kaufmann**   Phone: **304.696.5451**

ACTION REQUESTED:

Check action requested: **XX** Addition   Deletion   Change

Name of Major (provide code if this is an existing major): **Filmmaking**

Within which Degree Program is/ will this Major be listed (please provide code as well): **BFA AV20**

RATIONALE:

The BFA in Filmmaking is a restructuring of the current CAM Video Production BA as a professional BFA in the School of Art & Design at a pivotal moment during which the WV Film Commission and WV Film Tax Credit have been reinstated. The conversion of the BA to a professional degree (BFA) is a well-timed retooling of the major designed to provide intensive, hands-on training necessary for students to succeed in the industry. We believe the BFA in Filmmaking will build on the burgeoning growth of the CAM VP BA, will attract qualified students and will have a positive impact on Marshall and film making in WV more broadly.

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

see attached

NOTIFICATION REQUIREMENTS:

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

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

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

Department Chair/Division Head: *Mark Zanter*	Date: October 18, 2023
Registrar: *Sonja A C* 500701	Date: Oct. 23, 2023
College Dean: *Maria P Sundhou*	Date: 1 November 2023
College Curriculum Chair: *Allyson B Goodman*	Date: Nov. 1 2023
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 11/28/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

BFA: Filmmaking - School of Art & Design - College of Arts and Media

1. **Introduction/Summary:**

   Currently, there are no filmmaking-specific programs at West Virginia universities/colleges; however, there is a need for filmmaking skills in the state. This need has grown with the reinstatement of the West Virginia Film Office (https://westvirginia.gov/wvfilm/) and the West Virginia Film Tax Credit, which requires productions to hire local crew on projects filming in the state. Marshall University has an opportunity to provide a workforce for the ever-growing needs of the film industry in West Virginia and beyond. To strengthen this workforce and position Marshall University as a leader in filmmaking in the state, our intent is to move the **BA in Video Production (AB50)** currently housed in CAM to the School of Art & Design and restructure it as a **BFA in Filmmaking**.

   The **BFA in Filmmaking** in SOAD reimagines the **CAM VP BA** positioning it with a revised filmmaking curriculum and high-demand offerings that will enable sustained growth in the coming years. It will increase the visibility of SOAD, train a workforce of filmmakers in the region, and establish Marshall as an innovator in the field. To start, it can be offered budget-neutral, and as enrollment increases the program will be supported by student tuition and program fees. To foster continued growth, strategic use of faculty, facilities, and resources along with recruitment and retention of students is paramount. These will be addressed in subsequent sections. We believe the BFA in Filmmaking will attract qualified students and will have a positive impact on Marshall and filmmaking in WV more broadly. Once the **BFA in Filmmaking** is in place, the **CAM VP BA** will be sunset.

2. **Mission and Learning Outcomes:**

   The School of Art & Design's mission aligns well with CAM and Marshall University's Mission statements. We offer high-quality BA and BFA programs all of which support a student's ability to think critically, and creatively in a rapidly evolving global society. Courses and extra-curricular programs enhance students' understanding of diversity, inclusivity, and intersectionality encouraging them to adapt and utilize educational experiences in their artistic work and personal lives. Development programs in the University, CAM, SOAD, and external funding sources support research and creative activities of students and faculty. SOAD has three Higher-Ed Partnerships with Anderson Ranch, Penland, and Arrowmont Schools of Craft which support up to five (5) summer residencies for students each year, and students participate the SOAD Annual NYC Trip and in study abroad programs offered by the Kentucky Institute for International Studies program.

   Our commitment to fostering understanding and appreciation of diverse perspectives is reflected in our curriculum, programs, and resource allocation for student and faculty development and programming. We offer gallery exhibits and programs aimed at inspiring, and enriching our community, engaging our alumni, educating students, and providing a creative outlet for students, staff, and faculty.

   Learning Outcome Alignment:

   Critical thinking and problem-solving are core elements in all SOAD courses. Students are challenged to understand, apply, analyze, evaluate, and create in every project and in every course. Problem-solving involves the analysis and evaluation of problems, and the assessment and application of proper tools, and materials. Solutions to problems run from mundane to profound and students encounter daily challenges as they develop their creative voice. Milestone Assessments focus on skill and vocabulary attainment, and aesthetic conceptualization as students present their portfolios to faculty in exhibition and an oral presentation. Pre-capstone and Capstone courses present students with the problem of creating a unified body of work. Students are also

asked to assess their progress and skill attainment over the course of the degree. BFA Filmmaking students encounter similar challenges as students in the BFA Studio Art or Graphic Design programs and though their primary medium is film, they encounter technical, material, and conceptual challenges throughout their program.

3. **Program Requirements:**

   The **BFA in Filmmaking** is modeled on our current 73-credit ART BFAs. It includes major requirements with Art Foundations courses, a sophomore review (AM 298), Art History courses, a professional practices seminar, an internship, and Capstone and Pre-Capstone courses. Major requirements include seven (7) new courses in Filmmaking, Production Fundamentals, Animation, Experimental Film, Video Art, and more. The full seventy-three (73) hour Curriculum Plan follows this discussion.

4. **Program Delivery:**

   Most courses in the BFA in Filmmaking will be delivered F2F using the Studio Art classroom model of six contact hours for each three-credit course. Some courses in the curriculum may eventually be offered in an online format to optimize faculty teaching resources.

5. **Existing External Programs:**

   Please see the Hanover Report from June 2023 which supports the creation of this degree.

   Summarized highlights are given below:

   In June 2023 **Hanover Research** performed a study exploring the feasibility of a Film program at

   Marshall University. A few key takeaways are:
   - **Student demand** for film-related bachelor's programs has increased faster than the national or regional average and is stable at regional and national levels (Proper, 3, 4)
   - The number of programs is increasing regionally at around 26%. (Proper, 5)
   - **Experiential learning** ("hands-on") curriculum is offered and combined with **technical training** in Adobe Creative Suite, video production, editing, and social media (Top Hard Skills). (Proper, 7)
   - **Labor Market** projections are promising, 3.5-11.5% expected growth (Proper, 3, 4), **(2.2)**
   - **Entry-level positions** require a bachelor's degree. (Proper, 7), **(2.2)**
   - **Projections** for such a program in **WV** are favorable **(2.1)**.
   - Marshall University is a good value in this region.

   The **BFA in Filmmaking** in the School of Art & Design has several key advantages:

   - The major will be budget-neutral from the outset.
   - Art Studio courses teach **aesthetics, conceptual development**, **critical thinking**, and **technical skills** in an **experiential** setting.
   - Students in **Graphic Design**, **New Media**, and **Film** learn and use **Adobe Creative Suite** to produce a wide variety of video content including animations, motion graphics, instructional shorts, music videos, documentaries, and long-form films.
   - **Studio Art courses** provide hands-on practical experience in an immersive creative environment with six (6) contact hours per week.

- **Internships**, **Pre-Capstone**, and **Capstone** experiences are integral to the program and stress an experiential, project-based approach. In this context, students work in teams, taking on roles that mirror those in the film industry.
- The curriculum for the BFA in Filmmaking can be put in place without additional resources. Four (4) faculty in the School of Art & Design teach courses in the **CAM VP program**. The BFA Filmmaking curriculum has seven (7) new courses that will be taught by **Dr. Tacie Jones** (new hire 2023-2024) and **Professor Bumgarner** was reassigned to the School of Art & Design (Beginning Fall 2023).
- The creation of a **BFA in Filmmaking** will distinguish this program from and alleviate the current confusion between **CAM VP** and **JMC VP** Emphasis; two degrees that have a similar course of study. The **BFA in Filmmaking** focuses on animation, long-form, narrative, cinematic-nonfiction, and experimental film and is designed for students who wish to do client-based work, freelance, or independent filmmaking.

6. **Video Production Student Demand/Growth:**

The College of Arts and Media Video Production major was put in place during AY2016-2017. It focuses on long-form, narrative, cinematic-nonfiction, and experimental film. Over the last six years, CAM Video Production Major has grown exponentially demonstrating the strong student interest in film and filmmaking among our students. The graph below shows the growth of CAM VP from 2017 to 2023; 7 to 51 students enrolled (**650% increase** over six (6) years). The **Hanover Report** (June 2023) supports this data stating that the number of Film degrees has increased by approximately 26% from 2017 to 2021 in our region (Proper, 3), and the letter from the **WV Film Board** (February 15, 2023) which recently reinstated the **WV Film Industry Tax Credit**, whole-heartedly supports its creation (see appendix). We anticipate that the change of venue to the School of Art & Design and the restructuring of the degree will enable us to take advantage of staff synergy, centralized spaces, and resources and support its sustained growth. Projected growth calculations appear in a later section.

Enrollments: Last 10 Fall/Spring Semesters
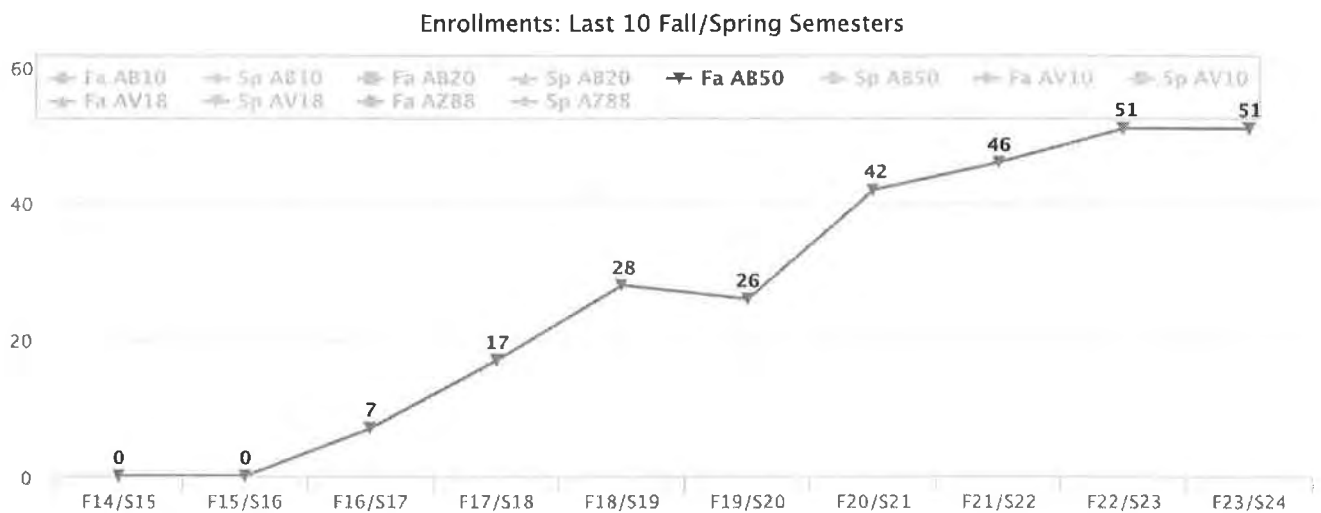
Ex. 1. SOAD Enrollments: Video Production (AB50).

7. **Labor Predictions:**

Bureau of Labor Statistics projects growth of 8-10% over the next ten years for careers in the Motion Picture and Sound Recording industries. This statistic, paired with emerging needs in our region, bodes well for the increased growth of the program. Because there are no other film programs in WV, Marshall University can be on the vanguard of training professionals for the burgeoning film

industry. The conversion of the **BA** to a professional degree **(BFA)** is a well-timed retooling of the major designed to provide intensive, hands-on training necessary for students to succeed in the industry. The Hanover Report notes strong growth potential in emerging fields like **streaming services** and **interactive media** for film and video editors which are the most in-demand jobs.

8. **Studio Courses:**
   Studio instruction is the standard in Art & Design curricula (six contact hours for three-credit studio courses). It offers an immersive creative environment essential for students to learn techniques, develop skills, explore the creative process, develop an artistic voice, and learn to work in teams. This model has proved successful in SOAD in the CAM VP degree engendering a marked increase in the quality and quantity of student work. The additional time spent in the classroom enables students to learn theory, experiment, and practice all aspects of filmmaking in a context where they all write, direct, and support each other's projects. In the studio course format, students can ideate and develop projects fully. Further, filmmaking students can collaborate with professors in New Media, Photography, Graphic Design, and others, giving them valuable insights for current and future projects. The reader is encouraged to review the revised curriculum, which in addition to a host of new studio courses, incorporates existing courses in film studies, history and development of film, screenwriting, acting, and business.

9. **VAC Facilities:**
   The studio spaces in the Visual Arts Center enhance creative practice and community/team building necessary for filmmaking. A centralized location for instruction, video equipment, and accessible locations for realizing projects is essential. VAC spaces include a dedicated lighting studio, an equipment check-out room, flex spaces for collaboration and meetings, a conference room for client meetings, and locations for shooting scenes and showcasing films. Filmmaking is highly collaborative, and the creative process is facilitated by spaces in the Visual Arts Center, the proximity of art faculty, and students in other programs who may participate substantively in designing and building elements for film productions. Further, the location of the VAC in downtown Huntington gives filmmaking students numerous locations for shooting scenes. The BFA in Filmmaking will require no additional spaces to begin with, but over time we have discussed converting some VAC spaces to facilitate film production.

CURRICULUM PLAN	COLLEGE OF ARTS AND MEDIA

BFA IN FINE ARTS: FILMMAKING

REQUIREMENTS

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

CORE 1: CRITICAL THINKING

CODE	COURSE NAME		HRS	GRADE
FYS 100	First Year Seminar	•	3	_____
MTH 121	Critical Thinking	•	3	_____
_____	Critical Thinking	•	3	_____

Additional University Requirements

	COURSE NAME	HRS	GRADE
_____	Writing Intensive	3	_____
_____	Writing Intensive	3	_____
_____	Multicultural/International	3	_____
_____	Capstone	3	_____

CORE 2:

CODE	COURSE NAME		HRS	GRADE
ENG 101	Beginning Composition	•	3	_____
ENG 201	Advanced Composition	•	3	_____
CMM 103	Fund Speech-Communication	•	3	_____
MTH 121	Concepts and Applications (CT)	•	3	_____
_____	Core II Phys./Natural Science	•	4	_____
_____	Core II Humanities	•	3	_____
_____	Core II Social Science	•	3	_____
_____	Core II Fine Arts	•	3	_____

MAJOR REQUIREMENTS

CODE	COURSE NAME	HRS (18-19)
Art 101	Visual Culture and History	3
Art 214	Grid/Chroma	3
Art 219	Time/Frame	3
Mus 219 (or JMC 231)	Digital Recording Techniques	2/3
Art 325	Image Visualization Digital	3
Art 327*	Filmmaking I	3
AM 299	Portfolio Review	1

CODE	COURSE NAME	HRS (22-24)
Art 202	History of Art II	3
Art 425	History of Photography (or Art 389)	3
Eng 344	Introduction to Film Studies	3
	300/400 Art History Elective	3
Art 390	Professional Practice (or Ent 250)	3
AM 498	Pre-Capstone	3
AM 499	Capstone	3
Art 490	Internship	1-3

AREA OF EMPHASIS SPECIFIC REQUIREMENTS

CODE	COURSE NAME	HRS (33)
Art 328*	Filmmaking II	3
Art 329*	Cinematic Non-fiction	3
Art 321*	Experimental Media Arts	3
Art 330*	2D Animation	3
Art 423	Photographic Lighting	3
Art 433* (or JMC 432)	Film Production Fundamentals	3
Art 434*	Video Art	3

CODE	COURSE NAME	HRS
Art 453	Motion Design I	3
Art 454	Motion Design II	3
Eng 445	Screenwriting	3
THE 222	Acting I: Fundamentals	3
	Non-art elective or minor	13
Suggested Minors: JMC, THE, ENT, BUS, Film Studies, Digital Humanities, etc.		

Appendix 1 (CAM VP BA-Curriculum Comparison):

CURRICULUM PLAN   COLLEGE OF ARTS AND MEDIA   2023-2024   MY ADVISOR'S NAME IS:

VIDEO PRODUCTION

REQUIREMENTS

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

CORE 1: CRITICAL THINKING

CODE	COURSE NAME		HRS	GRADE
FYS 100	First Year Seminar	•	3	
	Critical Thinking	•	3	
	Critical Thinking	•	3	

Additional University Requirements

CODE	COURSE NAME	HRS	GRADE
	Writing Intensive	3	
	Writing Intensive	3	
	Multicultural/International	3	
AM 499	Capstone	3	

CORE 2:

CODE	COURSE NAME		HRS	GRADE
ENG 101	Beginning Composition	•	3	
ENG 201	Advanced Composition	•	3	
CMM 103	Fund Speech-Communication	•	3	
	Core II Mathematics	•	3	
	Core II Phys./Natural Science	•	4	
JMC 101	Core II Humanities	•	3	
	Core II Social Science	•	3	
	Core II Fine Arts	•	3	

MAJOR REQUIREMENTS

All Video Production majors are required to take the following courses:

CODE	COURSE NAME		HRS	GRADE
ART 101	Visual Culture and Research	◆	3	
ART 219	Foundations: Frame/Time	◆	3	
ART 325	Image Visualization Digital Techniques	◆	3	
ART 423	Photographic Lighting	◆	3	
ART 453	Motion Design I	◆	3	
ART 454	Motion Design II	◆	3	
JMC 434	Advanced Video	◆	3	
JMC 101	Media Literacy	• ◆	3	
JMC 380	AD/PR and Continuity	◆	3	
JMC 332	Intro. To Video Production	◆	3	
JMC 432	AD/PR Video	◆	3	
JMC 475	Documentary Journalism	◆	3	
MUS 219	Digital Recording Techniques	◆	2	
	THE 240, 245, or THE 250	◆	3	
THE 437	Directing	◆	3	
AM 299	Sophomore Review	◆	0	

CODE	COURSE NAME		HRS	GRADE
AM 490	Video Internship	◆	1	
AM 498	Senior Pre Capstone	◆	3	
AM 499	Senior Capstone Project	◆	3	
	Minor Requirement	◆	3	
	Minor Requirement	◆	3	
	Minor Requirement	◆	3	
	Minor Requirement	◆	3	
	Minor Requirement	◆	3	
	Minor Requirement	◆	3	
	Free Elective		3	
	Free Elective		3	
	Free Elective		3	
	Free Elective		3	

(left margin: Area of Emphasis • | Major Requirement ◆ | College Requirement ■ | General Education Requirement •)

MAJOR INFORMATION

- Prospective students who wish to apply for admission to the Bachelor of Arts program must meet the general admission requirements for Marshall University.
- Students enrolled in the Bachelor of Arts programs are required to complete all coursework in the respective majors with a minimum grade of C. Course grades of D and F are not counted toward graduation requirements and must be replaced with a grade of C or better before graduation or before using that course as a prerequisite for another required course.
- Candidates for graduation must have a Grade Point Average of 2.0 or higher in all work attempted at Marshall University.

- Forty (40) credit hours must be earned in courses number 300-400.
- No courses in the college and major requirements for graduation in the College of Arts and Media may be taken Credit/ Non-Credit unless the course is otherwise specified.
- See advisor for ART 489 substition options.
- Students pursuing the B.A. will complete a capstone project appropriate to their emphasis area and outside field. Projects must be approved the student's capstone advisor.

(right margin, rotated: Milestone Course: This is a key success marker for your major. See your advisor to discuss the importance of this course in your plan of study.)

Appendix 2: Support of Academic Units

From: Wahjudi, Paulus wahjudi@marshall.edu
Subject: RE: SOAD Animation Course
Date: September 26, 2023 at 8:42 AM
To: Zanter, Mark zanter@marshall.edu, Mundell, Matt mundell2@marshall.edu
Cc: Mauro, Davide Andrea maurod@marshall.edu, Jones, Tacie jonestac@marshall.edu, Bumgarner, Tijah
tijah.bumgarner@marshall.edu, Kaufmann, Daniel kaufmann@marshall.edu, Dyer, Kyle kyle.dyer@marshall.edu

Hello Mark,

I agree with both Davide and Matt that they are not a duplicate. I am officially stating that the CSEE department does not consider any duplication and gives our full support to the School of Art and Design to create and offer this course.

Best regards,

Paulus Wahjudi, Ph.D
Professor and Chair
Department of Computer Sciences and Electrical Engineering
WAEC 3101
One John Marshall Drive
Huntington, WV 25755
Tel: 304.696.5443
Fax: 304.696.5454
Email: wahjudi@marshall.edu

From: Zanter, Mark <zanter@marshall.edu>
Sent: Monday, September 25, 2023 8:17 PM
To: Mundell, Matt <mundell2@marshall.edu>
Cc: Mauro, Davide Andrea <maurod@marshall.edu>; Jones, Tacie <jonestac@marshall.edu>; Bumgarner, Tijah <tijah.bumgarner@marshall.edu>; Kaufmann, Daniel <kaufmann@marshall.edu>; Dyer, Kyle <kyle.dyer@marshall.edu>; Wahjudi, Paulus <wahjudi@marshall.edu>
Subject: Re: SOAD Animation Course

Thank you for going over this quickly, Matt. Best, Mark
Dr. Mark Zanter
Interim Director, School of Art & Design
Professor of Music, School of Music

304 696 5451
zanter@marshall.edu
One John Marshall Drive
Huntington, WV 25765
www.marshall.edu/art

On Sep 25, 2023, at 5:00 PM, Mundell, Matt <mundell2@marshall.edu> wrote:

Hi Mark,

I agree with Davide; the closest classes he mentioned are CIT 440: Computer Graphics, which focuses on technical and programming aspects of rendering, and CIT 446: 3D Modeling and Animation. Since the focus of your course is 2D animation, it's different enough for me. Sounds like a class I'd like our game emphasis students to take though.

Matt Mundell

From: Zanter, Mark <zanter@marshall.edu>
Sent: Monday, September 25, 2023 4:00 PM
To: Mauro, Davide Andrea <maurod@marshall.edu>
Cc: Mundell, Matt <mundell2@marshall.edu>; Jones, Tacie <jonestac@marshall.edu>; Bumgarner, Tijah <tijah.bumgarner@marshall.edu>; Kaufmann, Daniel <kaufmann@marshall.edu>; Dyer, Kyle <kyle.dyer@marshall.edu>; Wahjudi, Paulus <wahjudi@marshall.edu>
Subject: Re: SOAD Animation Course

Thank you Davide! Best, Mark
Dr. Mark Zanter
Interim Director, School of Art & Design
Professor of Music, School of Music

304.696 5451
zanter@marshall.edu
One John Marshall Drive
Huntington, WV 25765
www.marshall.edu/art

<image001.png>

On Sep 25, 2023, at 3:58 PM, Mauro, Davide Andrea <maurod@marshall.edu> wrote:

Dear Mark,
I am no longer chair of the CIT Department as we merged with the CSEE department.
I am including Dr. Wahjudi in this email.
It seems that the scope and rationale for the course is different from the one of CIT 440 and CIT 446, but I will wait for Matt Mundell to chime in.

Mark, thanks so much for sharing this curriculum plan for the proposed BF A in Filmmaking with me and letting me talk it over within my department. I would agree that ENG 344 and ENG 445 would be the most important ENG/COLA film courses for those pursuing a BFA in Filmmaking, and Allison seems to think that we'll be able to cover that additional demand.

When Maria and I chatted in August about this new program, it sounded like I might be able to play a role in the planning proce ss for this program. Are there any upcoming meetings where I might be able to contribute? Or other ways that I could serve in this ongoing conversation a s a representative of the Film Studies program?

Being able to speak with faculty who will be teaching filmmaking course s would help me make suggestions for additional ENG or COLA Film Studies courses. For instance, I notice in the "Area of Emphasis Specific Requirements" ART 329: Documentary Filmmaking, ART 321: Experimental Filmmaking, and ART 330: Animation. Maria hinted that such courses might be included and we discussed the possibility of either creating companion new course s in ENG on the histories of documentary film, experimental filmmaking, and/or animation (which couldn't be accomplished by Spring 2024) or ensuring that those fields be taught with some regularity in ENG 440: Selected Topics in Film (which I could certainly do when I teach the course and which would be a bette r starting point to gauge student interest overall before creating new courses). (There is already a COLA-specific animation course—JPN 250: Japanese Anime and Manga—but, unfortunately, it has not been offered recently.)

Best,
Walter

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

From: Zanter, Mark <zanter@marshall.edu>
Sent: Wednesday, September 20, 2023 8:28 AM
To: Squire, Walter <squirew@marshall.edu>
Cc: Gindhart, Maria <gindhart@marshall.edu>
Subject: BFA Filmmaking Curriculum

Hello Walter: We are in the process of reimagining the CAM V ideo Production BA and converting it to a BFA in Filmmaking.

From: **Colclough, Jack** colclough@marshall.edu
Subject: Re: BFA in Filmmaking Curriculum
Date: September 30, 2023 at 10:49 AM
To: Zanter, Mark zanter@marshall.edu
Cc: Saunders, Martin m.saunders@marshall.edu

Approved.

Sent from my iPhone

On Sep 30, 2023, at 10:20 AM, Zanter, Mark <zanter@marshall.edu> wrote:

Jack and Martin: MUS 219 and THE 222 are part of the proposed BFA in Filmmaking Curriculum. I'm writing to confirm your support.

MUS 219 was part of CAM VP which will be sunset as soon as the BFA is in the curriculum pipeline, and THE 222 Acting I: Foundations is a change from theatre courses that were options in CAM VP.

I'm adding these emails to the Addition of a New Major form to demonstrate that we have contacted all units that are affected by this new major. You simple need to respond with approval/dis-approval.

Best, Mark

Dr. Mark Zanter
Interim Director, School of Art & Design
Professor of Music, School of Music

304.696.5451
zanter@marshall.edu
One John Marshall Drive
Huntington, WV 25755
www.marshall.edu/art

From: Quicke, Robert quicke@marshall.edu
Subject: Re: JMC 231
Date: October 10, 2023 at 2:23 PM
To: Zanter, Mark zanter@marshall.edu
Cc: Gindhart, Maria gindhart@marshall.edu

Yes, that's correct.

From: Zanter, Mark <zanter@marshall.edu>
Date: Tuesday, October 10, 2023 at 2:13 PM
To: Quicke, Robert <quicke@marshall.edu>
Cc: Gindhart, Maria <gindhart@marshall.edu>
Subject: JMC 231

Rob: In one of our recent conversations about BFA Filmmaking you mentioned that it would be ok for us to include **JMC 231 Intro to Audio Production** as an either/or for MUS 219. I'm adding email confirmations to the Addition of a New Major form. Could you please respond to affirm or deny? Best, Mark

Dr. Mark Zanter
Interim Director, School of Art & Design
Professor of Music, School of Music

304.696.5451
zanter@marshall.edu
One John Marshall Drive
Huntington, WV 25755
www.marshall.edu/art

From: **Alexander, Liz** alexanec@marshall.edu 🖉
Subject: Re: SOAD BFA in Filmmaking
Date: October 4, 2023 at 12:36 PM
To: Zanter, Mark zanter@marshall.edu

Mark,

We're Ok with this plan but, if it matters, ENT 360 was renumbered to ENT 250 earlier this semester. If a higher-level course is needed, Olen York suggests ENT 350 - Start Up Experience.

Thanks,
Liz

Elizabeth C. Alexander
Chair
Department of Marketing, MIS, and Entrepreneurship
Corbly Hall 318
1 John Marshall Dr.
Huntington WV 25755
(304) 696-2686

From: Zanter, Mark <zanter@marshall.edu>
Sent: Friday, September 29, 2023 2:03 PM
To: Alexander, Liz <alexanec@marshall.edu>
Cc: Levine, Kevin <levine2@marshall.edu>; Kaufmann, Daniel <kaufmann@marshall.edu>; Bumgarner, Tijah <tijah.bumgarner@marshall.edu>; Jones, Tacie <jonestac@marshall.edu>; Dyer, Kyle <kyle.dyer@marshall.edu>
Subject: SOAD BFA in Filmmaking

Hello Elizabeth:
We are restructuring our CAM Video Production degree as a BFA in Filmmaking and would like to include ENT 360 as an either/or option with Art 390 Professional Practice. The reason being that Film students often develop their own production firms.

The degree should come to UCC late this fall and we wanted to confirm whether or not this would be acceptable to you. Also, if you feel there is another course which is better suited for students who wish open their own business, please respond with the course and number.

Alson, in the elective portion of the curriculum, we recommend/suggest the Entrepreneurship minor.

Many thanks for your assistance with this matter. Best, Mark

Dr. Mark Zanter
Interim Director, School of Art & Design
Professor of Music, School of Music

304.696.5451
zanter@marshall.edu
One John Marshall Drive
Huntington, WV 25755
www.marshall.edu/art

From: Quicke, Robert quicke@marshall.edu
Subject: RE: BFA Filmmaking Curriculum docs
Date: October 31, 2023 at 5:28 PM
To: Zanter, Mark zanter@marshall.edu, Goodman, Allyson goodman4@marshall.edu, Kozlowski, Hanna kozlowskislo@marshall.edu, Bumgarner, Tijah tijah.bumgarner@marshall.edu, Tolliver, Leah tolliver@marshall.edu, Tusing, Susan tusings@marshall.edu
Cc: Gindhart, Maria gindhart@marshall.edu

Dear CAM curriculum committee,

On behalf of the SOJMC, I can state there are no duplication issues and that the BFA in Filmmaking is clear to move forward.

Many thanks,

Dr. Rob Quicke FRSA
Director & Professor
W. Page Pitt School of Journalism & Mass Communications
Communications Building
One John Marshall Drive
Huntington, WV 25755
E: quicke@marshall.edu
marshall.edu

From: Zanter, Mark <zanter@marshall.edu>
Sent: Tuesday, October 31, 2023 5:01 PM
To: Goodman, Allyson <goodman4@marshall.edu>; Kozlowski, Hanna <kozlowskislo@marshall.edu>; Bumgarner, Tijah <tijah.bumgarner@marshall.edu>; Tolliver, Leah <tolliver@marshall.edu>; Tusing, Susan <tusings@marshall.edu>
Cc: Gindhart, Maria <gindhart@marshall.edu>; Quicke, Robert <quicke@marshall.edu>
Subject: BFA Filmmaking Curriculum docs

Colleagues: I've attached the revised documents for the BFA in Filmmaking. A statement of non-duplication should be coming from professor Quicke in short order. Best, Mark

Dr. Mark Zanter
Interim Director, School of Art & Design
Professor of Music, School of Music

304.696.5451
zanter@marshall.edu
One John Marshall Drive
Huntington, WV 25755
www.marshall.edu/art

Appendix 3:

WEST VIRGINIA
Economic Development

1900 Kanawha Boulevard East
Building 3, Suite 600
Charleston, West Virginia, 25305
(800) 982-3386 • (304) 558 2234
westvirginia.gov

February 15, 2023

To Whom It May Concern:

As of July 1, 2022, the West Virginia Department of Economic Development has re-implemented a new West Virginia Film Tax Credit to enhance the state's film industry, a trend that has fueled unprecedented creative economy across our neighboring Appalachian regions.

The new tax credit implemented is one of the largest film credits, and offers West Virginia the opportunity to transform our area into a future film hotspot. According to the Motion Picture Association in 2020-2021, with only eight television shows filmed in West Virginia, the industry generated $120 million in wages and 1,980 direct jobs and 3,880 support jobs.

With dozens of new productions coming, one of the first needs identified was a need for more industry workforce to meet demand. For now, the only regional filmmaking school is the Pennsylvania-based George A. Romero's Filmmaking Program (many of these teachers are professors from West Virginia).
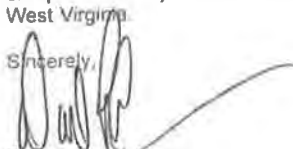
As we know, luck is when opportunity meets a prepared person. Thus, Marshall University (MU) finds itself exceptionally well-positioned in a seat of "luck." Award-winning filmmaker and associate professor Tijah Bumgarner has helped grow the current Bachelor of Arts in Video Production program from eight students when she started, to a current robust 52 students.

Because of the growing creative industry in West Virginia and neighboring states, and because we know every production facility, and every company and non-profit needs video/visual storytellers, we strongly feel now is the time to put into play Ms. Bumgarner's vision transforming the video production program to become a Bachelor of Fine Arts: Filmmaking.

With additional skills-building partnerships with Coalfield Development and the WV Film Office, and tapping into the growing number of production companies, film fests and other creative partners, we feel this is prime-time for Marshall to move on this program. A MU filmmaking program builds upon campus and regional assets to fuel the industry, fostering creative economy here, transforming the region into a stronger industry player as a creative hub.

We feel this program will also significantly strengthen the work created by the students and create a razor-sharp Swiss Army knife of creative skills honed for work in film and the digital creative industries right here in West Virginia.

Sincerely,

Dave Lavender
West Virginia Film Office

Michael R. Graney
Executive Director

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

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

College: **COLA**   Department/Division: **Political Science**

Contact Person: **Damien Arthur**   Phone: **696-2764**

ACTION REQUESTED:

Check action requested: **X** _ Addition   _ Deletion   _ Change

Name of Major (provide code if this is an existing major): **BA, Public Administration & Policy** **LP40**

Within which Degree Program is/ will this Major be listed (please provide code as well): **Political Science (LP10)**

RATIONALE: **CIP 451001**

See attachment

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

see separate document attachment

NOTIFICATION REQUIREMENTS:

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

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

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

Department Chair/Division Head:	Date: 9/21/23
Registrar:	Date: 9-25-2023
College Dean:	Date: 9/25/2023
College Curriculum Chair: _Jonathan Kozar_	Date: 10/31/23
University Curriculum Committee Chair: _Jonathan Kozar_	Date: 12/5/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

Introduction

Public administration is a dynamic field that plays a pivotal role in designing, implementing, and evaluating policies and programs within the public sector. Public administrators operate in diverse settings, spanning government agencies, nonprofit organizations, healthcare institutions, and private enterprises. These dedicated professionals address the needs and challenges of their communities, making a substantial social impact. Yet, a critical need remains unmet. The College of Liberal Arts (COLA) currently lacks a fully online degree program catering to aspiring public administrators. To address this gap, we propose the introduction of a B.A. major in Public Administration, a comprehensive online curriculum designed to equip students with specialized policy management skills aligning with specific career aspirations.

Meeting the Demand for Public Administration Jobs

The demand for public administration professionals is on the rise, with a projected 7% increase from 2021 to 2031, as reported by labor market firm EMSI. Our online degree program responds to this growing demand, offering students a diverse range of career opportunities in the public and nonprofit sectors. Graduates will be prepared for roles such as:

- Public policy analyst

- Program manager

- Budget analyst

- Grant writer

- Human resources specialist

- Community development coordinator

- Nonprofit director

Embracing Diversity in Public Administration

Diversity and inclusion are fundamental values in public administration. Public administrators engage with individuals from various backgrounds, cultures, and perspectives. Our online degree program aims to attract and accommodate students from diverse locations, demographics, and experiences, fostering a rich and cross-culturally enriching learning environment. Students will explore various facets of public administration, including:

- Local, state, federal, and international governance

- Public finance and budgeting

- Public policy analysis and evaluation

- Organizational behavior and leadership

- Ethics and social justice

- Strategic planning and management

Building Professional Skills and Networks

The online degree program provides a platform for students to develop professional skills and build networks with peers and instructors from diverse fields and organizations. Access to online mentoring, career services, and alumni support will empower students to achieve their academic and career objectives. Graduates of our online B.A. degree in Public Administration will possess critical skills, including:

- Grant writing and proposal development

- Financial analysis and budget management

- Data analysis and statistical interpretation

- Case studies in managerial decision-making

- Policy implementation and evaluation

These skills are not only essential but also expected of public administrators. Graduates will be equipped to secure funding, manage resources efficiently, analyze data effectively, make informed decisions, and implement policies that yield positive results.

Driving Community Impact

The online degree program empowers students to make a tangible impact on their communities by applying their knowledge to real-world challenges. Opportunities for service-learning projects, internships, capstone courses, and experiential learning activities will enhance civic engagement and social responsibility. Through these experiences, students will:

- Identify and address community needs and challenges

- Collaborate with diverse stakeholders and partners

- Develop innovative solutions and strategies

- Communicate effectively with various audiences

- Evaluate the outcomes and impacts of their actions

Conclusion

In conclusion, the introduction of an online Bachelor of Arts degree in Public Administration will significantly enhance our university's academic offerings. It aligns with our mission of providing high-quality education that prepares students for leadership roles in a dynamic world. We seek your support in making this program a reality, benefiting both students and the broader community. Thank you for your thoughtful consideration.

Public Administration majors and those considering the major desire a new, comprehensive curriculum that prepares them for the job market with a focus on specific skills. However, currently the College of Liberal Arts (COLA) does not offer a fully online degree pathway for these learners. To address this, we propose offering a B.A. major in public administration for students who would benefit from a fully online policy management-career specialized curriculum that aligns with specific career goals, exposing them to curricula with public management skills in order to better prepare them for success. There is only one Face-to-Face major in public administration, one adjacent major (public affairs) with an emphasis in public administration, two minors, and one undergraduate certificate program in the state of West Virginia, which would enable us to compete for new students in the market. There are no online B.A. degrees in public administration in any of our HEPC Four-Year Peer Institutions.

Our proposed B.A. degree in Public Administration is thoughtfully designed to provide students with a comprehensive and practical skill set that is highly relevant in today's competitive job market. This program aims to equip students with valuable skills and abilities, including grant writing and proposal development, financial analysis and budget management, data analysis and statistical interpretation, case studies in managerial decision-making, and policy implementation and evaluation. These skills are not only important but also essential for public administrators. Effective governance and responsible public service, the capacity to secure funding, manage resources efficiently, analyze data effectively, make informed decisions, and implement policies that yield positive results, are expected of graduates. Our program is designed to prepare students not only for successful careers but also to enable them to make significant contributions to their communities and society as a whole, addressing complex challenges and driving transformative change.

1. Grant Writing and Proposal Development: Graduates are proficient in writing grant proposals and securing funding for public projects and initiatives. They can identify funding opportunities, craft persuasive proposals, and navigate the grant application process, contributing to resource acquisition for public programs.
2. Financial Analysis and Budget Management: Students gain the ability to read, assess, and interpret financial documents, including budgets and financial reports. They can effectively manage budgets, allocate resources, and make informed financial decisions within public organizations.
3. Data Analysis and Statistical Interpretation: Graduates are equipped with the skills to analyze data and interpret statistical information. They can use data-driven insights to support policy decisions, evaluate program effectiveness, and make evidence-based recommendations.
4. Case Studies in Managerial Decision-Making: Through the study of real-world case scenarios, students develop the ability to analyze complex managerial decisions within public administration. They can apply critical thinking to assess various options, consider ethical implications, and propose effective solutions to practical challenges.
5. Policy Implementation and Evaluation: Graduates are prepared to implement and evaluate public policies effectively. They can develop strategies for policy implementation, monitor progress, and assess the impact of policies on communities and organizations, ensuring that policies achieve their intended outcomes.

These practical skills empower graduates to actively contribute to the public sector, nonprofit organizations, and related fields by engaging in activities such as securing funding, managing finances, making data-informed decisions, solving real-world problems, and ensuring the successful implementation of public policies.

B.A. Public Administration & Policy (Fully Online)

The Public Administration and Policy curriculum has two objectives: first, to provide a basic understanding of the operations and implementations of government in preparation for democratic citizenship and second, to give a specialized foundation to those planning to enter law school, government service (foreign service, public administration), research, politics, public health, policy analysis, business, or other careers. A major in Public Administration and Policy must fulfill the general and specific requirements for the B.A. degree and must complete 39 hours in Public Administration and Policy, including PSC 104, 202, 312, and PSC 489 (capstone experience).

BA in Public Administration & Policy:

Required Core Courses

3	PSC 104 American Government
3	PSC 202 State and Local Government
3	PSC 312 Research in Political Science
3	PSC 489 Seminar in Public Service (Capstone Experience)

Total 12hrs

Required Major Courses

3	PSC 432 Nonprofit Management
3	PSC 433 Public Policy Development
3	PSC 452 Public Personnel
3	PSC 453 Public Finance Management
3	PSC 454 Public Organizations
3	PSC 461 American Cities
3	PSC 450 Administrative Law
3	ENG 314 Intro to Professional Writing
3	ENG 431 Writing for Nonprofits

Total. 27hrs

TOTAL HOURS   39hrs

Core 1
First Year Seminar—3 Hours
Critical Thinking—6 Hours
Total 9hrs

Core 2
Composition—6 Hours

Communication—3 Hours
Fine Arts—3 Hours
Humanities—3 Hours
Math—4 Hours
Social Science—3 Hours
Natural/Physical Science—4 Hours
Total 26hrs

                TOTAL HOURS   35hrs

Liberal Arts Requirements
Foreign Language—12 Hours
Humanities—3 Hours
Literature—6 Hours
Social Science—9 Hours
Natural/Physical Science—4 Hours
Total 34hrs

                TOTAL HOURS   108hrs + 12hrs of General Electives = 120hrs

A full catalogue description is below:

Public Administration is a field of study that focuses on the management and execution of policies and programs within government and other public organizations. It examines the operations of public institutions, their decision-making processes, and resource allocation strategies. Public Administration seeks to comprehend the dynamics of governance and its societal implications, employing various research methods and analytical frameworks to explore the structure, functionality, and behavior of public organizations. It also investigates the relationships among government, civil society, and the private sector, as well as their collaborative efforts to address public challenges and advance the public interest. The Department of Political Science offers a Bachelor of Arts in Public Administration, presenting students with program features that combine required core courses with elective options for a customized B.A. degree tailored to individual interests and career aspirations. The fundamental curriculum in public administration encompasses core courses on government institutions and processes, public budgeting and finance, public policy analysis and implementation, administrative law and ethics, and program evaluation and performance management. The public administration program serves a dual purpose: first, to impart a foundational understanding of government operations in preparation for active citizenship in a democracy, and secondly, to provide a specialized foundation for those pursuing paths such as law school, government service (including foreign service and public administration roles), teaching, research, data and policy analysis, public health, or business. Therefore, we offer a B.A. major in public administration for students who seek a fully online policy management-career specialized curriculum that aligns with specific career goals, exposing them to curricula with public management skills in order to better prepare them for success. A major in Public Administration and Policy must fulfill the general and specific requirements for the B.A. degree and must complete 39 hours in Public Administration and Policy, including PSC 104, 202, 312, and PSC 489 (capstone experience).

BA in Public Administration & Policy:

Required Core Courses

3   PSC 104 American Government

3   PSC 202 State and Local Government

3   PSC 312 Research in Political Science

3   PSC 489 Seminar in Public Service (Capstone Experience)

Total 12hrs

Required Major Courses

3   PSC 432 Nonprofit Management

3   PSC 433 Public Policy Development

3   PSC 452 Public Personnel

3   PSC 453 Public Finance Management

3   PSC 454 Public Organizations

3   PSC 461 American Cities

3   PSC 450 Administrative Law

3   ENG 314 Intro to Professional Writing

3   ENG 431 Writing for Nonprofits

Total. 27hrs

                  TOTAL HOURS   39hrs

Statement of Non-Duplication

I am writing to inform you that there is no other major similar to the proposed major in Public Administration at Marshall University. Our proposed major is unique and distinct, in that it is fully online, from any other program offered by our institution or any other institution in the region.

Public Administration is an interdisciplinary field that combines elements of political science, management, and public policy. Our program is designed to equip students with the necessary skills and knowledge to excel in public service careers at the local, state, and federal levels. The curriculum has been carefully developed to cover a wide range of topics, including public policy analysis, budgeting and finance, organizational behavior, and leadership.

We have conducted an extensive review of existing programs and have found no other major that offers the same combination of coursework and practical experience as our proposed program. In conclusion, I would like to reiterate that our proposed major in Public Administration is unique and distinct from any other program offered by our institution or any other institution in the region. We believe that this program will fill a critical gap in the current educational landscape and provide students with the necessary skills to succeed in public service careers.

Thank you for considering our proposal. We look forward to your favorable response.

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

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

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

College: **COEPD** Department/Division: **UTE**

Contact Person: **Paula Lucas** Phone: **62882**

ACTION REQUESTED:

Check action requested: ____Addition ____Deletion **X** Change

Name of Major (provide code if this is an existing major): **EE00 - Elementary Education**

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

RATIONALE:

- Remove CI 350 from required list of courses (technology is embedded in other courses)
- Addition of four sections of EDF 200 - students must have 125 Pre-Residency clinical hours (WVDE Policy requirement), so we want students to get the clinical hours over at least four semesters. We will require students to take a 40-hour clinical every semester once a strudent becomes a sophomore until beginning Residency I. (This will replace the clinical hours that were part of several of the methods courses.)

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

Updated curriculum sheet is attached (this would be used beginning Fall 2024).

NOTIFICATION REQUIREMENTS:

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

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

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

Department Chair/Division Head: _signature_ Date: 10-26-2023

Registrar: _signature_ Date: 10-30-2023

College Dean: _signature_ Date: 10/30/23

College Curriculum Chair: _signature_ Date: 10-31-2023

University Curriculum Committee Chair: _Jonathan Kozar_ Date: 11/28/23

Faculty Senate Chair: _____ Date: _____

VP Academic Affairs/VP Health Science Date: _____

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

ELEMENTARY EDUCATION K-6 Residency Model
Core Curriculum Requirements
Catalog Year 2023-2024

Core I	Course	Hours	Grade
FYS 100 – First Year Seminar (Transfer students with 30 or more credit hours are exempt from this course)	FYS 100	3	
100- or 200- level Critical Thinking (CT) Courses	HST 230	3	
100- or 200- level Critical Thinking (CT) Courses	HST 231	3	
TOTAL		**9 hours**	

Core II (100- or 200- Level)	Course	Hours	Grade
COMPOSITION (6 hours) – ENG 101 or ENG 101P (must earn a grade of 'C' or better)		3	
ENG 102, 201 or ENG 201H (must earn a grade of 'C' or better)		3	
COMMUNICATION – CMM 103 or CMM 104H		3	
FINE ARTS – ART 112, MUS 142, MUS 200, MUS 210 or THE 112		3	
HUMANITIES – choose one from: CL 210, 230, 231, 232, 233, 234, 235, 236, 237, 250 CMM 205, 239, 240; DH 201 ENG 200, 200H, 202, 203, 205, 206, 209, 210, 211, 212, 213, 215, 220, 221, 225, 231, 232, 235, ENG 240, 241 or 242 FRN 240, GER 240, JPN 240, 245, 250 JMC 101 PHL 200, 200H, 201, 203, 250 RST 205, 206, 220, 225, 250 SPN 240, 245		3	
MATH - choose one from MTH 121, 122, 125, 127, 130, 132, 140, 220, 225, 229, 230, 231	127/130	3	
NATURAL/PHYSICAL SCIENCE – choose one from: BSC 104, 105, 120, 121, 228, 250 CHM 109, 211 plus 217, 212 plus 218 GLY 100 plus 210L, 150 plus 150L, 200 plus 210L IST 224 NRE 111 PHY 101 plus 101L, 201 plus 202, 203 plus 204, 211 plus 202, 213 plus 204 PS 101	BSC 105	4	
SOCIAL SCIENCE – choose one from: ANT 201, ANT 201H CMM 213, 255 CJ 200, 211, 221, 231, 241 GEO 100, 203, 206, 222 HST 101, 102, 103, 103H, 125 HST 200, 205, 206, 208, 219, 220, 221, 223, 230, 230H, 231, 231H, 250, 260, 265 PSC 104, 105, 202, 207, 209, 211, 233 PSY 201, 201H, 223 SOC 200, 200H	HST 103, HST 230 or HST 231	3	
TOTAL		**25 Hours**	

		Course	Hours	Grade
A minimum of 120 hours is required for graduation.	Multicultural or International	HST 103	3	
At least 45 hours must be upper division (300-499) level	Writing Intensive		3	
Developmental courses do not count toward graduation.	Writing Intensive		3	
ADDITIONAL COLLEGE OF EDUCATION REQUIREMENTS				
Additional steps are required for admission into the Professional Education Courses and to be certified.				

Elementary Education K-6 Comprehensive – Required Courses	Hours	Grade
TEACHING SPECIALIZATION (48 Total Hours)		
ART 335 – Art Education: 2D & 3D Media & Methods	3	
CI 101 – Mathematics for Elementary Teachers I **(PR: MTH 127 or MTH 130)**	3	
CI 201 - Mathematics for Elementary Teachers II **(PR: CI 101 with a grade of 'C' or better)**	3	
CI 342 – Literature and Language Arts	3	
CI 343 – Developmental Reading **(PR: CI 342)**	3	
CI 446 – Individual Assessment & Prescription Language Instruction **(PR: CI 342)**	3	
WELL 305 – Health & Physical Education in Early Childhood Programs	3	
GEO 317– World Regional Geography (International)	3	
HST 103 – The World Since 1850 (International and Critical Thinking)	3	
HST 230 – American History to 1877 (Multicultural and Critical Thinking)	3	
HST 231 – American History since 1877 (Multicultural and Critical Thinking)	3	
MUS 342–Music in the Elementary Classroom (Jr./Sr. status)	3	
**The following science courses MUST be completed before registering for CI 448		
BSC 105 - Human Biology	4	
CI 248 – Introduction to Science for Elementary Educators (PR: MTH 127 or MTH 130)	4	
CI 348 – Physical Science & Engr for Elementary Ed (PR: MTH 127 or MTH 130 and CI 248)	4	
TOTAL	**48 Hours**	

****STUDENTS SHOULD MONITOR THEIR PROGRAM OF STUDY CAREFULLY DUE TO ONGOING CURRICULAR CHANGES****

ALL coursework in Teaching Specialization and Professional Education Core must be completed with a grade of C or better.

PROFESSIONAL EDUCATION CORE (45 Hours)	Hours	Grade
EDF 201 – Educational Psychology and the Developing Learner	3	
EDF 200 – Pre-Residency Clinical **(40-hour clinical each semester for four semesters)**	0	
CISP 421 – Children with Exceptionalities	3	
CISP 422 – Differentiated Instruction **(PR: CISP 421) (10 clinical hours)**	3	
THE FOLLOWING COURSES REQUIRE ADMISSION TO ADMI 4; APPLICATIONS ARE LOCATED IN THE SCOPES OFFICE – JH 225		
CI 301 – Teaching Elementary/Middle School Mathematics *(PR: CI 201)	3	
CI 360 – Social Studies Methods in Elementary Schools	3	
CI 448** – Science Methods: Elementary Education *(PR: CI 201 and Sciences)	3	
CI 321 – Early Childhood Curriculum and Methods **(10 clinical hours)**	3	
CI 442 – Instructional and Classroom Management: Elementary Education	3	
EDF 435 – Classroom Assessment	3	
EDF 475 – Schools in a Diverse Society	3	
THE FOLLOWING COURSES REQUIRE ADMISSION TO ADMI 5; APPLICATIONS ARE LOCATED IN THE SCOPES OFFICE – JH 225		
CI 447 – Integrated Reading/Language Arts: Elementary Education *(PR: CI 343 and CI 446)	3	
CI 471 – Residency I Clinical **(250 clinical hours)**	0	
CI 405 – Residency II Clinical CAPSTONE (full semester)	12	
TOTAL	**45 Hours**	

Admission requirements for ADMI 4:
1. Grade Point Average of 2.80 or higher (both MU and overall)
2. EDF 201 (grade "C" or better) *and* EDF 200 (credit)
3. Passing scores on the PRAXIS Core exam – or exemption from the WVDE.
4. Portfolio in LiveText which includes: Self-Assessment, Writing Sample, and three Recommendations
5. 21 ACT composite score
6. MU students: Completion of 26 credits hours
7. Transfer students: Completion of 12 MU credit hours

Admission requirements for ADMI 5:
1. 12 hours of completed Professional Education Core courses
2. 2.8 GPA overall, at MU, and in Teaching Specialization
3. 3.0 GPA in Professional Education Core

Admission requirements for Residency II:
1. At least 90% of Teaching Specialization courses completed
2. Minimum of 100 credit hours completed
3. 2.8 GPA overall, at MU, and in Teaching Specialization
4. 3.0 GPA in Professional Education Core
5. Completion of all Professional Education Core Courses (with the exception of EDF 475)

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: **COEPD**   Department/Division: **UTE**

Contact Person: **Paula Lucas**   Phone: **62882**

ACTION REQUESTED:

Check action requested: _____ Addition _____ Deletion __X__ Change

Name of Major (provide code if this is an existing major): **ES00 - Secondary Education**

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

RATIONALE:

- Remove CI 350 from required list of courses (technology is embedded in other courses)
- Addition of four sections of EDF 200 - students must have 125 Pre-Residency clinical hours (WVDE Policy requirement), so we want students to get the clinical hours over at least four semesters. We will require students to take a 40-hour clinical every semester once a strudent becomes a sophomore until beginning Residency I. (This will replace the clinical hours that were part of several of the methods courses.)

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

Updated curriculum sheets (Art PreK-Adult, Music PreK-Adult, Wellness PreK-Adult, Biological Science 9-Adult, Chemistry 9-Adult, English 5-Adult, General Science 5-Adult, Mathematics 5-Adult, Physics 9-Adult, Social Studies 5-Adult) are attached. (This would be used beginning Fall 2024.)

NOTIFICATION REQUIREMENTS:

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

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

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

Department Chair/Division Head: *Paula Lee Lucas*	Date: 10 - 26 - 2023
Registrar: *Sonya SC*	Date: 10 - 30 - 2023
College Dean:	Date: 10/30/23
College Curriculum Chair: *Paula Lee Lucas*	Date: 10 - 31 - 2023
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 11/28/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

ART PreK – ADULT Residency Model
Core Curriculum Requirements
Catalog Year 2023-2024

Core I	Course	Hours	Grade
FYS 100 – First Year Seminar (Transfer students with 30 or more credit hours are exempt from this course)	FYS 100	3	
100- or 200- level Critical Thinking (CT) Courses		3	
100- or 200- level Critical Thinking (CT) Courses		3	
TOTAL		**9 hours**	
Core II (100- or 200- Level)	**Course**	**Hours**	**Grade**
COMPOSITION (6 hours) – ENG 101 (must earn a grade of "c" or better)		3	
ENG 102, 201 or ENG 201H (must earn a grade of "c" or better)		3	
COMMUNICATION – CMM 103 or CMM 104H		3	
FINE ARTS – ART 112, MUS 142, MUS 200, MUS 210 or THE 112	(ART 112)	3	
HUMANITIES – choose one from: CL 210, 230, 231, 232, 233, 234, 235, 236, 237, 250 CMM 205, 239, 240; DH 201 ENG 200, 200H, 202, 203, 205, 206, 209, 210, 211, 212, 213, 215, 220, 221, 225, 231, 232, 235, ENG 240, 241, or 242 FRN 240, GER 240, JMC 101 JPN 240, 245, 250 PHL 200, 200H, 201, 203 250 RST 205, 206, 220, 225, 250 SPN 240, 245		3	
MATH - choose one from MTH 121, 122, 125, 127, 130, 132, 140, 220, 225, 229, 230, 231		3	
NATURAL/PHYSICAL SCIENCE – choose one from: BSC 104, 105, 120, 121, 228, 250 CHM 109, 211 plus 217, 212 plus 218 GLY 100 plus 210L, 150 plus 150L, 200 plus 210L NRE 111 IST 224 PHY 101 plus 101L, 201 plus 202, 203 plus 204, 211 plus 202, 213 plus 204 PS 101		4	
SOCIAL SCIENCE – choose one from: ANT 201, ANT 201H CMM 213, 255 CJ 200, 211, 221, 231, 241 GEO 100, 203, 206 HST 101, 102, 103, 103H, 125 HST 200, 205, 206, 208, 219, 220, 221, 223, 230, 230H, 231, 231H, 250, 260, 265 PSC 104, 105, 202, 207, 209, 211, 233 PSY 201, 201H, 223 SOC 200, 200H		3	
TOTAL		**25 Hours**	
	Course	**Hours**	**Grade**
A minimum of 120 hours is required for graduation.	Multicultural or International	3	
At least 45 hours must be upper division (300-499) level	Writing Intensive	3	
Developmental courses do not count toward graduation.	Writing Intensive	3	
ADDITIONAL COLLEGE OF EDUCATION REQUIREMENTS			
Additional steps are required for admission into the Professional Education Courses and to be certified.			
****STUDENTS SHOULD MONITOR THEIR PROGRAM OF STUDY CAREFULLY DUE TO ONGOING CURRICULAR CHANGES****			

Art PreK-Adult – Required Courses	Hours	Grade
TEACHING SPECIALIZATION (55 Total Hours)		
ART 310 – Art Education Elementary (offered fall only)	3	
ART 201 – History of Art **(PR: ART 101 or ART 112) (offered fall only)**	3	
ART 202 - History of Art **(PR: ART 201) (offered spring only)**	3	
ART 214 – Propaganda/Surface: 2D Images	3	
ART 215 – Space/Amalgam: 3D Forms	3	
ART 217 – Mapping/Body: Drawing	3	
ART 218 – Experience/Site: Art in Time **(PR: ART 217)**	3	
ART 219 – Gaze/Animate: Digital Images	3	
ART 299 – Portfolio Review (PR: ART 101 or ART 112, 214, 215, 217, 218, 219)	0	
ART 301 – Printmaking Processes **(PR: ART 217)**	3	
ART 305 – Ceramics **(PR: ART 215)**	3	
ART 307 – Sculpture **(PR: ART 215)**	3	
ART 325 – Image Visualization: Digital **(PR: ART 219)**	3	
ART 340 – Art Education: Secondary **(PR: ART 113)** (offered spring only)	3	
ART 353 – Beginning Painting I **(PR: ART 214 and 217)** OR ART 350 – Watercolor Painting **(PR: ART 214 and 217)**	3	
ART 389 – 20th Century Art **OR ART 464** – History of Modern Design	3	
ART 460 – History and Philosophy of Art Education **(PR: ART 340)** (offered fall only)	3	
ART___ – Select any advanced course from Art Studio, Art History, or Art Education	3	
ART___ – Select any advanced course from Art Studio, Art History, or Art Education	3	
TOTAL	**54 Hours**	

ALL coursework in Teaching Specialization and Professional Education Core must be completed with a grade of C or better.

PROFESSIONAL EDUCATION CORE (36 Hours)	Hours	Grade
EDF 201 – Educational Psychology and the Developing Learners (Sophomore standing)	3	
EDF 200 – Pre-Residency Clinical **(40-hour clinical each semester for four semesters)**	0	
CISP 421 – Children with Exceptionalities	3	
CISP 422 – Differentiated Instruction (PR: CISP 421) (15 clinical hours)	3	
THE FOLLOWING COURSES (ADMI 4) REQUIRE ADMISSION ELIGIBILITY (see below)		
EDF 475 – Schools in a Diverse Society	3	
CI 345 – Critical Reading, Writing, and Thinking (15 clinical hours)	3	
CI 402 – Teaching Middle Childhood Learners	3	
CI 449 – Instructional and Classroom Management: Secondary Education	3	
THE FOLLOWING COURSES (ADMI 5) REQUIRE ADMISSION ELIGILBILITY (see below)		
ART 468 – Secondary Education: Teaching Art	3	
CI 470 – Residency I Clinical (250 clinical hours)	0	
CI ___ – Residency II Clinical - CAPSTONE (full semester- credit/no credit)	12	
TOTAL	**36 Hours**	

Admission requirements for ADMI 4:
1. Grade Point Average of 2.80 or higher (both MU and overall)
2. EDF 201 (grade "C" or better) *and* EDF 270 (credit)
3. Passing scores on the PRAXIS CORE exam – all three areas or exemption from the WVDE.
4. Portfolio in LiveText which includes: Self-Assessment, Writing Sample and three Recommendations
5. 21 ACT Composite score
6. MU students: Completion of 26 credits hours
7. Transfer students: Completion of 12 Marshall University credit hours

Admission requirements for ADMI 5:
1. 12 hours of completed Professional Education Core courses
2. 2.8 GPA overall, at MU, and in Teaching Specialization
3. 3.0 GPA in Professional Education Core

Admission Requirements for Residency II:
1. At least 90% of Teaching Specialization courses completed
2. Minimum of 100 credit hours completed
3. 2.8 GPA overall, at MU, and in Teaching Specialization
4. 3.0 GPA in Professional Education Core
5. Completion of all Professional Education Core Courses (with the exception of EDF 475)

Music PreK-Adult Residency Model
Core Curriculum Requirements
Catalog Year 2023-2024

Core I	Course	Hours	Grade
FYS 100 – First Year Seminar (Transfer students with 30 or more credit hours are exempt from this course)	FYS 100	3	
100- or 200-level Critical Thinking (CT) Courses		3	
100- or 200-level Critical Thinking (CT) Courses		3	
TOTAL	**9 hours**		
Core II (100- or 200- Level)	**Course**	**Hours**	**Grade**
COMPOSITION (6 hours) – ENG 101 or ENG 101P (must earn a grade of 'C' or better)		3	
ENG 201 or ENG 201H (must earn a grade of 'C' or better)		3	
COMMUNICATION – CMM 103 or CMM 104H		3	
FINE ARTS – ART 112 or THE 112		3	
HUMANITIES – choose one from: CL 210, 230, 231, 232, 233, 234, 235, 236, 237, 250 CMM 205, 239, 240; DH 201 ENG 200, 200H, 202, 203, 205, 206, 209, 210, 211, 212, 213, 215, 220, 221, 225, 231, 235, ENG 240, 241 or 242 FRN 240, GER 240, JPN 240, 245, 250; JMC 101 PHL 200, 200H, 201, 203, 250 RST 205, 206, 220, 225, 250 SPN 240, 245		3	
MATH - choose one from MTH 121, 122, 125, 127, 130, 132, 140, 220, 225, 229, 230, 231		3	
NATURAL/PHYSICAL SCIENCE – Choose one from: BSC 104, 105, 120, 121, 228, 250 CHM 109, 211 plus 217, 212 plus 218 GLY 100 plus 210L, 150 plus 150L, 200 plus 210L NRE 111; IST 224 PHY 101 plus 101L, 201 plus 202, 203 plus 204, 211 plus 202, 213 plus 204 PS 101		4	
SOCIAL SCIENCE – Choose one from: ANT 201, ANT 201H CMM 213, 255 CJ 200, 211, 221, 231, 241 GEO 100, 203, 206, 222 HST 101, 102, 103, 103H, 125 HST 200, 205, 206, 208, 219, 220, 221, 223, 230, 230H, 231, 231H, 250, 260, 265 PSC 104, 105, 202, 207, 209, 211, 233 PSY 201, 201H, 223 SOC 200, 200H		3	
TOTAL	**25 Hours**		
	Course	**Hours**	**Grade**

ADDITIONAL REQUIREMENTS**		Hours	Grade
Consult with a Music advisor or the Office of Student Services, Jenkins Hall 225, regarding these requirements. Students may take MUS 290 and MUS 361 to satisfy the Writing Intensive requirement **IF course professor is WI certified.	Multicultural or International	3	
	Writing Intensive	3	
	Writing Intensive	3	

A minimum of 120 hours required for graduation and at least 45 hours must be upper division (300-499) level.

Developmental courses do not count toward graduation.

Additional steps are required for admission into the Professional Education Courses and to be certified.

Music PreK-Adult – Required Courses	Hours	Grade

TEACHING SPECIALIZATION (62-65 Total Hours)		
-Principal Applied (12 credit hours) _____(1)_____(1)_____(2)_____(2)_____(2)_____(2)_____(2)		
-Principal Ensemble (7 credit hours) _____(1)_____(1)_____(1)_____(1)_____(1)_____(1)_____(1)		
-Techniques (5 credit hours) _____(1)_____(1)_____(1)_____(1)_____(1)		
-MUS 100 Applied Music Laboratory (0 credit hours): _____1_____2_____3_____4_____5_____6_____7		
MUS 111 – Elementary Music Theory 1 (PR: MUS 101 or placement/CR: MUS 113)	2	
MUS 112 – Elementary Music Theory 2 (PR: grade of 'C' or better MUS 111 and MUS 113; CR: MUS 114)	2	
MUS 113 – Elementary Aural Skills 1 (PR: MUS 101 or placement/CR: MUS 111)	2	
MUS 114 – Elementary Aural Skills 2 (PR: grade of 'C' or better in MUS 111 and MUS 113; CR: MUS 112)	2	
MUS 211 – Advanced Music Theory 1 (PR: grade of 'C' or better MUS 112 and MUS 114; CR: MUS 213)	2	
MUS 212 – Advanced Music Theory 2 (PR: grade of 'C" or better MUS 211 and MUS 213; CR: MUS 214)	2	
MUS 213 – Advanced Aural Skills 1 (PR: MUS 112 and MUS 114; CR: MUS 211)	2	
MUS 214 – Advanced Aural Skills II (PR: MUS 211 and MUS 213; CR: MUS 212)	2	
MUS 218 – Music Technology (PR: MUS 212 and 214 or permission)	3	
MUS 290 – Music History to 1750 (PR: a grade of 'C' or better in MUS 211 and MUS 213)	3	
MUS 301 – Analysis (PR: a grade of 'C' or better in MUS 212 and 214)	2	
MUS 315 – Basic Conducting (PR: MUS 212 and MUS 214)	2	
MUS 320 or 321 – Instrumental or Choral Arranging (PR: MUS 212 and MUS 214)	2	
MUS 360 – Music History 1730-1900 (PR: MUS 290 with a grade of 'C' or better)	3	
MUS 361 – Music History Since 1900 (PR: MUS 360 with a grade of 'C' or better)	3	
MUS 376 - Recital	0	
MUS 415 – Advanced Conducting (PR: MUS 315 or permission)	2	
MUS 179D – Piano Proficiency (or exam)	1	

Areas of Emphasis:
VOICE, STRING or PIANO MAJORS: _____(1) MUS 266 Marching Band (1 semester/1 credit hour)
INSTRUMENTAL MAJORS: _____(1)_____(1) MUS 266 Marching Band (2 semesters/2 credit hours_____(1) Choral Ensemble (1 semester/1 credit hour)

TOTAL	62-65 Hours	
PROFESSIONAL EDUCATION CORE (39 Hours)	Hours	Grade
EDF 201 – Educational Psychology and the Developing Learner (Sophomore standing)	3	
EDF 200 – Pre-Residency Clinical (40-hour clinical each semester for four semesters)	0	
CISP 421 – Children with Exceptionalities	3	
CISP 422 – Differentiated Instruction (PR: CISP 421) (10 clinical hours)	3	
THE FOLLOWING COURSES (ADMI 4) REQUIRE ADMISSION ELIGIBILITY (see below)		
CI 345 – Critical Reading, Writing, and Thinking	3	
CI 449 – Instructional and Classroom Management: Secondary Education	3	
EDF 475 – Schools in a Diverse Society	3	
MUS 338 – Music Education: Materials and Methods (Elementary)	3	
MUS 339 – Music Education Instrumental Methods (Secondary)	3	
MUS 340 – Music Education Vocal/Choral Methods (Secondary)	3	
THE FOLLOWING COURSES (ADMI 5) REQUIRE ADMISSION ELIGILBILITY (see below)		
CI 472 – Residency I Clinical (250 clinical hours)	0	
CI ___ – Residency II Clinical CAPSTONE PR: MUS 179D (grade of 'C' or better) or PNO (score of 1) and MUS 376	12	
TOTAL	39 Hours	

Admission requirements for ADMI 4:	Admission requirements for ADMI 5:	Admission requirements for Residency II:
1. Grade Point Average of 2.80 or higher (both MU and overall)	1. 12 hours of completed Professional Education Core courses	1. At least 90% of Teaching Specialization courses completed
2. EDF 201 (grade "C" or better) *and* EDF 270 (credit)	2. 2.8 GPA overall, at MU, and in Teaching Specialization	2. Minimum of 100 credit hours completed
3. Passing scores on the PRAXIS Core exam – all 3 areas or an exemption from the WVDE.	3. 3.0 GPA - Prof. Ed. Core	3. 2.8 GPA overall, at MU, and in Teaching Specialization
4. Portfolio in LiveText which includes: Self-Assessment, Writing Sample and three Recommendations		4. 3.0 GPA in Professional Education Core
5. 21 ACT composite score		5. Completion of all Professional Education Core Courses (with the exception of EDF 475)
6. MU students: Completion of 26 credits hours		
7. Transfer students: Completion of 12 Marshall University credit hours		

Wellness Program - PreK -Adult Residency Model
Core Curriculum Requirements
Catalog Year 2023-2024

Core I	Course	Hours	Grade
FYS 100 – First Year Seminar (Transfer students with 30 or more credit hours are exempt from this course)	FYS 100	3	
100- or 200- level Critical Thinking (CT) Courses		3	
100- or 200- level Critical Thinking (CT) Courses		3	
TOTAL	9 hours		
Core II (100- or 200- Level)	**Course**	**Hours**	**Grade**
COMPOSITION (6 hours) – ENG 101 or ENG 101P (must earn a grade of 'C' or better)		3	
ENG 102, 201 or ENG 201H (must earn a grade of 'C' or better)		3	
COMMUNICATION – CMM 103 or CMM 104H		3	
FINE ARTS – ART 112, MUS 142, MUS 200, MUS 210 or THE 112		3	
HUMANITIES – choose one from: CL 210, 230, 231, 232, 233, 234, 235, 236, 237, 250 CMM 205, 239, 240; DH 201 ENG 200, 200H, 202, 203, 205, 206, 209, 210, 211, 212, 213, 215, 220, 221, 225, 231, 235, 2 ENG 240, 241 or 242 FRN 240, GER 240, JPN 240, 245, 250 PHL 200, 200H, 201, 203, 250 RST 205, 206, 250 SPN 240, 245		3	
MATH - choose one from MTH 121, 122, 125, 127, 130, 132, 140, 220, 225, 229, 230, 231		3	
NATURAL/PHYSICAL SCIENCE – Choose one from: BSC 104, 105, 120, 121, 228, 250 CHM 109, 211 plus 217, 212 plus 218 GLY 100 plus 210L, 150 plus 150L, 200 plus 210L NRE 111 IST 224 PHY 101 plus 101L, 201 plus 202, 203 plus 204, 211 plus 202, 213 plus 204 PS 101		4	
SOCIAL SCIENCE – Choose one from: ANT 201, ANT 201H CMM 213, 255 CJ 200, 211, 221, 231, 241 GEO 100, 203, 206, 222 HST 101, 102, 103, 103H, 125 HST 200, 205, 206, 208, 219, 220, 221, 223, 230, 230H, 231, 231H, 250, 260, 265 PSC 104, 105, 202, 207, 209, 211, 233 PSY 201, 201H, 223 SOC 200, 200H		3	
TOTAL	25 Hours		
	Course	**Hours**	**Grade**
A minimum of 120 hours is required for graduation.	Multicultural or International	3	
At least 45 hours must be upper division (300-499) level	Writing Intensive	3	
Developmental courses do not count toward graduation.	Writing Intensive	3	
ADDITIONAL COLLEGE OF EDUCATION REQUIREMENTS			
Additional steps are required for admission into the Professional Education Courses and to be certified.			

Wellness Program - PreK - Adult	Hours	Grade
TEACHING SPECIALIZATION (48 Total Hours)		
DTS 210 - Nutrition	3	
STHM 218 – Sociocultural Basis of Physical Education & Sport (Multicultural)	3	
ESS 211 - Exercise Leadership and Program Planning	3	
HS 201 – Intro to Applied Anatomy and Physiology	3	
HS 220 – Personal Health I	3	
HS 221 – Personal Health II	3	
HS 222 – Health Providers First Aid	3	
HS 365 – Functional Biomechanics	3	
HS 369 – Motor Learning	3	
WELL 325 - School and Community Health	3	
WELL 305 – Health and Physical Education in Early Childhood Programs	3	
WELL 350 – Rhythms and Movement in Children	3	
WELL 426 – Curriculum in Health Education	3	
WELL 435 – Adapted Physical Education & Mainstreaming	3	
PEL _____ - Activity Elective	1	
PEL _____ - Activity Elective	1	
PEL _____ - Activity Elective	1	
PEL _____ - Activity Elective	1	
PEL _____ - Activity Elective	1	
PEL _____ - Activity Elective	1	
TOTAL	**48 Hours**	

*****STUDENTS SHOULD MONITOR THEIR PROGRAM OF STUDY CAREFULLY DUE TO ONGOING CURRICULAR CHANGES*****

ALL coursework in Teaching Specialization and Professional Education Core *must* be completed with a grade of 'C' or better and a 2.80 GPA.

PROFESSIONAL EDUCATION CORE (39 Hours)					Hours	Grade
EDF 201 – Educational Psychology and the Developing Learner) (Sophomore standing)					3	
EDF 200 – Pre-Residency Clinical **(40-hour clinical each semester for four semesters)**					0	
CISP 421 – Children with Exceptionalities					3	
CISP 422 – Differentiated Instruction **(PR: CISP 421) (10 clinical hours)**					3	
THE FOLLOWING COURSES (ADMI 4) REQUIRE ADMISSION ELIGIBILITY (see below)						
EDF 435 – Classroom Assessment					3	
EDF 475 – Schools in a Diverse Society					3	
CI 345 – Critical Reading, Writing and Thinking					3	
CI 402 – Teaching Middle Childhood Learners					3	
CI 449 – Instructional and Classroom Management: Secondary Education					3	
THE FOLLOWING COURSES (ADMI 5) REQUIRE ADMISSION ELIGILBILITY (see below)						
CI 415 – Integrated Methods **(CR: CI 470)**					3	
CI 470 – Residency I Clinical (250 clinical hours)					0	
CI ___ – Residency II Clinical CAPSTONE (full semester- credit/no credit)					12	
TOTAL					**39 Hours**	

Admission requirements for ADMI 4:
1. Grade Point Average of 2.80 or higher (both MU and overall)
2. EDF 201 (grade "C" or better) *and* EDF 270 (credit)
3. Passing scores on the PRAXIS I exam – all 3 areas or an exemption from the WVDE.
4. Portfolio in LiveText which includes: Self-Assessment, Writing Sample and three Recommendations
5. 21 ACT composite score
6. MU students: Completion of 26 credits hours
7. Transfer students: Completion of 12 MU credit hours

Admission requirements for ADMI 5:
1. 12 hours of completed Professional Education Core courses
2. 2.8 GPA overall, at MU, and in Teaching Specialization
3. 3.0 GPA in Professional Education Core

Admission Requirements for Residency II:
1. At least 90% of Teaching Specialization courses completed
2. Minimum of 100 credit hours completed
3. 2.8 GPA overall, at MU, and in Teaching Specialization
4. 3.0 GPA in Professional Education Core
5. Completion of all Professional Education Core Courses (with the exception of EDF 475)

BIOLOGICAL SCIENCE 9-ADULT Residency Model
Core Curriculum Requirements
Catalog Year 2023-2024

Core I	Course	Hours	Grade
FYS 100 – First Year Seminar (Transfer students with 30 or more credit hours are exempt from this course)	FYS 100	3	
100- or 200- level Critical Thinking (CT) Courses		3	
100- or 200- level Critical Thinking (CT) Courses		3	
TOTAL		9 hours	

Core II (100- or 200- Level)	Course	Hours	Grade
COMPOSITION (6 hours) – ENG 101 or ENG 101P (must earn a grade of 'C' or better)		3	
ENG 102, 201 or ENG 201H (must earn a grade of 'C' or better)		3	
COMMUNICATION – CMM 103 or CMM 104H		3	
FINE ARTS – ART 112, MUS 142, MUS 200, MUS 210 or THE 112		3	
HUMANITIES – choose one from: CL 210, 230, 231, 232, 233, 234, 235, 236, 237, 250 CMM 205, 239, 240; DH 201 ENG 200, 200H, 202, 203, 205, 206, 209, 210, 211, 212, 213, 215, 220, 221, 225, 231, 232, ENG 235, 240, 241 or 242 FRN 240, GER 240, JPN 240, 245, 250 JMC 101 PHL 200, 200H, 201, 203, 250 RST 205, 206, 220, 225, 250 SPN 240, 245		3	
MATH - choose one from MTH 121, 122, 125, 127, 130, 132, 140, 220, 225, 229, 230, 231	127/130	3	
NATURAL/PHYSICAL SCIENCE – Choose one from: BSC 104, 105, 120, 121, 228, 250 CHM 109, 211 plus 217, 212 plus 218 GLY 100 plus 210L, 150 plus 150L, 200 plus 210L NRE 111; IST 224 PHY 101 plus 101L, 201 plus 202, 203 plus 204, 211 plus 202, 213 plus 204 PS 101	BSC 120	4	
SOCIAL SCIENCE – Choose one from: ANT 201, ANT 201H CMM 213, 255 CJ 200, 211, 221, 231, 241 GEO 100, 203, 206, 222 HST 101, 102, 103, 103H, 125 HST 200, 205, 206, 208, 219, 220, 221, 223, 230, 230H, 231, 231H, 250, 260, 265 PSC 104, 105, 202, 207, 209, 211, 233 PSY 201, 201H, 223 SOC 200, 200H		3	
TOTAL		25 Hours	

	Course	Hours	Grade
A minimum of 120 hours required for graduation.	Multicultural or International	3	
At least 45 hours must be upper division (300-499) level	Writing Intensive	3	
Developmental courses do not count toward graduation.	Writing Intensive	3	

ADDITIONAL COLLEGE OF EDUCATION REQUIREMENTS

Additional steps are required for admission into the Professional Education Courses and to be certified.

Biological Science 9-Adult – Required Courses	Hours	Grade
TEACHING SPECIALIZATION (66-67 Total Hours)		
MTH 122 – Trigonometry **(PR: Math ACT 21 or Math or MTH 127 or MTH 130)**	3	
MTH 127 – College Algebra **(PR: Math ACT 19)** or MTH 130 – College Algebra **(PR: Math ACT 21 or higher)**	3-5	
BSC 120 – Principles of Biology **(PR: ACT 21 – Math, or grade of "C" or above in MTH 121 or higher)**	4	
BSC 121 – Principles of Biology **(PR: BSC 120 w/ "C" or better)** (NO course substitutions for BSC 120 or 121)	4	
BSC 227 – Human Anatomy **(PR: ACT composite 19 or SAT Math 480)**	4	
BSC 302 or BSC 430 or BSC 460	3-4	
BSC 312 – Invertebrate Zoology **(PR: BSC 121 grade "C" or better)**	4	
BSC 320 – Principles of Ecology **(PR: BSC 121 with grade "C" or better)** or choose any Ecology or Environmental Science course (4 hours credit)	4	
BSC 322 – Principles of Cell Biology **(PR: Grade of "C" in BSC 121)**	4	
BSC 324 – Principles of Genetics **(PR: Grade "C" in BSC 121)**	4	
BSC 416 – Plant Taxonomy **(PR: BSC 302 or 320 or 322 or 324)**	4	
CHM 211– Principles of Chemistry I **(CR: CHM 217)** (PR: Math ACT 23 or "C" or better in MTH 127 and CHM 111)	3	
CHM 217 – Principles of Chemistry I Lab **(CR: CHM 211)**	2	
CHM 212 - Principles of Chemistry II (CR: CHM 218) **(PR: CHM 211 with a grade of "C" or better)**	3	
CHM 218 - Principles of Chemistry II Lab **(CR: CHM 212)**	2	
GLY 200 - Physical Geology (CR: GLY 210L)	3	
GLY 210L - Earth Materials Laboratory (CR: GLY 200)	1	
PHY 201 – College Physics I (CR: PHY 202) **(PR: MTH 122 and MTH 127 or equivalent)**	3	
PHY 202 - General Physics I Lab (CR: PHY 201)	1	
PS 325 - Development of Scientific Thought **(PR: 12 hours of science courses)**	4	
BSC 491 - CAPSTONE Experience	2	
TOTAL	**67-68 Hours**	

****STUDENTS SHOULD MONITOR THEIR PROGRAM OF STUDY CAREFULLY DUE TO ONGOING CURRICULAR CHANGES****

Must earn a grade of 'C' or better in all coursework in Teaching Specialization and Professional Education Core.

PROFESSIONAL EDUCATION CORE (36 Hours)	Hours	Grade
EDF 201 – Educational Psychology and the Developing Learner (Sophomore standing)	3	
EDF 200 – Pre-Residency Clinical **(40-hour clinical each semester for four semesters)**	0	
CISP 421 –Children with Exceptionalities	3	
CISP 422 –Differentiated Instruction **(PR: CISP 421) (10 critical hours)**	3	
THE FOLLOWING COURSES (ADMI 4) REQUIRE ADMISSION ELIGIBILITY (see below)		
EDF 435 – Classroom Assessment	3	
EDF 475 – Schools in a Diverse Society	3	
CI 345 – Critical Reading, Writing and Thinking	3	
CI 449 – Instructional and Classroom Management: Secondary education	3	
THE FOLLOWING COURSES (ADMI 5) REQUIRE ADMISSION ELIGILBILITY (see below)		
CI 415 – Integrated Methods: Secondary Education	3	
CI 470 – Residency II Clinical (250 clinical hours)	0	
CI ___ – Residency II Clinical - CAPSTONE (full semester) (credit/no credit)	12	
TOTAL	**36 Hours**	

Admission requirements for ADMI 4:
1. Grade Point Average of 2.80 or higher (both MU and overall)
2. EDF 201 (grade "C" or better) *and* EDF 270 (credit)
3. Passing scores on the PRAXIS Core exam – or exemption from the WVDE.
4. Portfolio in LiveText which includes: Self-Assessment, Writing Sample and three Recommendations
5. 21 ACT composite score
6. MU students: Completion of 26 credits hours
7. Transfer students: Completion of 12 Marshall University credit hours

Admission requirements for ADMI 5:
1. 12 hours of completed Professional Education Core courses
2. 2.8 GPA overall, at MU, and in Teaching Specialization
3. 3.0 GPA in Professional Education Core

Admission Requirements for Residency II:
1. At least 90% of Teaching Specialization courses completed
2. Minimum of 100 credit hours completed
3. 2.8 GPA overall, at MU, and in Teaching Specialization
4. 3.0 GPA in Professional Education Core
5. Completion of all Professional Education Core Courses (with the exception of EDF 475)

CHEMISTRY 9-ADULT Residency Model
Core Curriculum Requirements
Catalog Year 2023-2024

Core I	Course	Hours	Grade
FYS 100 – First Year Seminar (Transfer students with 30 or more credit hours are exempt from this course)	FYS 100	3	
100- or 200- level Critical Thinking (CT) Courses		3	
100- or 200- level Critical Thinking (CT) Courses		3	
TOTAL		9 hours	

Core II (100- or 200- Level)	Course	Hours	Grade
COMPOSITION (6 hours) – ENG 101 or ENG 101P (must earn a grade of 'C' or better)		3	
ENG 102, 201 or ENG 201H (must earn a grade of 'C' or better)		3	
COMMUNICATION – CMM 103 or CMM 104H		3	
FINE ARTS – ART 112, MUS 142, MUS 200, MUS 210 or THE 112		3	
HUMANITIES – choose one from: CL 210, 230, 231, 232, 233, 234, 235, 236, 237, 250 CMM 205, 239, 240; DH 201 ENG 200, 200H, 202, 203, 205, 206, 209, 210, 211, 212, 213, 215, 220, 221, 225, 231, 232, 235, ENG 240, 241, or 242 FRN 240, GER 240, JPN 240, 245, 250 JMC 101 PHL 200, 200H, 201, 203, 250 RST 205, 206, 220, 225, 250 SPN 240, 245		3	
MATH - choose one from MTH 121, 122, 125, 127, 130, 132, 140, 220, 225, 229, 230, 231	127/130	3	
NATURAL/PHYSICAL SCIENCE – Choose one from: BSC 104, 105, 120, 121, 228, 250 CHM 109, 211 plus 217, 212 plus 218 GLY 100 plus 210L, 150 plus 150L, 200 plus 210L NRE 111 IST 224 PHY 101 plus 101L, 201 plus 202, 203 plus 204, 211 plus 202, 213 plus 204 PS 101	CHM 211/217	4	
SOCIAL SCIENCE – Choose one from: ANT 201, ANT 201H CMM 213, 255 CJ 200, 211, 221, 231, 241 GEO 100, 203, 206, 222 HST 101, 102, 103, 103H, 125 HST 200, 205, 206, 208, 219, 220, 221, 223, 230, 230H, 231, 231H, 250, 260, 265 PSC 104, 105, 202, 207, 209, 211, 233 PSY 201, 201H, 223 SOC 200, 200H		3	
TOTAL		25 Hours	

		Course	Hours	Grade
A minimum of 120 hours is required for graduation.	Multicultural or International		3	
At least 45 hours must be upper division (300-499) level	Writing Intensive		3	
Developmental courses do not count toward graduation.	Writing Intensive		3	

ADDITIONAL COLLEGE OF EDUCATION REQUIREMENTS

Additional steps are required for admission into the Professional Education Courses and to be certified.

Chemistry 9-Adult – Required Courses	Hours	Grade
TEACHING SPECIALIZATION (46-51 Total Hours)		
CHM 211– Principles of Chemistry I **(CR: CHM 217)** (PR: ACT 23–Math, SAT 500-Math, or "C" or above in CHM 111 and MTH 127) OR PLACEMENT EXAM	3	
CHM 217 – Principles of Chemistry I Lab **(CR: CHM 211)**	2	
CHM 212 - Principles of Chemistry II **(CR: CHM 218) (PR: CHM 211 with a grade of "C" or above)**	3	
CHM 218 – Principles of Chemistry II Lab **(CR: CHM 212)**	2	
CHM 327 – Introductory Organic Chemistry **(PR: CHM 212)**	3	
CHM 345 – Quantitative Analysis **(PR: CHM 212 and CHM 218 with a grade of "C" or better)**	4	
CHM 357 – Physical Chemistry: Quantum **OR CHM 358** Physical Chemistry: Thermo	4	
CHM 365 – Introductory Biochemistry **(PR: CHM 327 or CHM 356 with a grade of "C" or better)**	3	
CHM 300 – 499 – Elective	3-5	
MTH 127– College Algebra Expanded **(PR: Math ACT 19 or Math SAT 460 or Math Workshop or Placement) or** MTH 130 – College Algebra **(PR: Math ACT 21 or MTH 102 or MTH 102B)**	3-5	
MTH 140 – Applied Calculus **(PR: Math ACT 24 or MTH 127 or MTH 130 with a grade of "C" or better)** **or** MTH 229 –Calculus with Analytical Geometry 1(PR: Math ACT 27 or MTH 132 or both MTH 122 and 127 or 130)	3-5	
PS 325 - Development of Scientific Thought **(PR: 12 hours of science courses)**	4	
CHM 481 – Applications of Chemical Education **OR CHM 401** – Research **(CAPSTONE)**	2-3	
TOTAL	**40 - 46 Hours**	

*****STUDENTS SHOULD MONITOR THEIR PROGRAM OF STUDY CAREFULLY DUE TO ONGOING CURRICULAR CHANGES*****

ALL coursework in Teaching Specialization and Professional Education Core
must be completed with a grade of 'C' or better.

PROFESSIONAL EDUCATION CORE (36 Hours)	Hours	Grade
EDF 201 – Educational Psychology and the Developing Learner (Sophomore standing)	3	
EDF 200 – Pre-Residency Clinical **(40-hour clinical each semester for four semesters)**	0	
CISP 421 –Children with Exceptionalities	3	
CISP 422 –Differentiated Instruction **(PR: CISP 421) (10 clinical hours)**	3	
THE FOLLOWING COURSES (ADMI 4) REQUIRE ADMISSION ELIGIBILITY (see below)		
EDF 435 – Classroom Assessment	3	
EDF 475 – Schools in a Diverse Society	3	
CI 345 – Critical Reading, Writing, and Thinking	3	
CI 449 – Instructional and Classroom Management: Secondary education	3	
THE FOLLOWING COURSES (ADMI 5) REQUIRE ADMISSION ELIGILBILITY (see below)		
CI 415 – Integrated Methods: Secondary Education	3	
CI 470 – Residency I Clinical (250 clinical hours)	0	
CI ___ – Residency II Clinical - CAPSTONE (full semester) (credit/no credit)	12	
TOTAL	**36 Hours**	

Admission requirements for ADMI 4:
1. Grade Point Average of 2.80 or higher (both MU and overall)
2. EDF 201 (grade "C" or better) *and* EDF 270 (credit)
3. Passing scores on the PRAXIS Core exam – all 3 areas or an exemption from the WVDE.
4. Portfolio in LiveText which includes: Self-Assessment, Writing Sample and three Recommendations
5. 21 ACT composite score
6. MU students: Completion of 26 credits hours
7. Transfer students: Completion of 12 Marshall University credit hours

Admission requirements for ADMI 5:
1. 12 hours of completed Professional Education Core courses
2. 2.8 GPA overall, at MU, and in Teaching Specialization
3. 3.0 GPA in Professional Education Core

Admission Requirements for Residency II:
1. At least 90% of Teaching Specialization courses completed
2. Minimum of 100 credit hours completed
3. 2.8 GPA overall, at MU, and in Teaching Specialization
4. 3.0 GPA in Professional Education Core
5. Completion of all Professional Education Core Courses (with the exception of EDF 475)

English 5-ADULT Residency Model
Core Curriculum Requirements

Catalog Year 2023-2024

Core I	Course	Hours	Grade
FYS 100 – First Year Seminar (Transfer students with 30 or more credit hours are exempt from this course)	FYS 100	3	
100- or 200- level Critical Thinking (CT) Courses		3	
100- or 200- level Critical Thinking (CT) Courses		3	
TOTAL	9 hours		
Core II (100- or 200- Level)	Course	Hours	Grade
COMPOSITION (6 hours) ENG 101 or ENG 101P (must earn a grade of 'C' or better)		3	
ENG 201, ENG 200H or ENG 201H (must earn a grade of 'C' or better)		3	
COMMUNICATION – CMM 103 or CMM 104H		3	
FINE ARTS – ART 112, MUS 142, MUS 200, MUS 210 or THE 112		3	

HUMANITIES – choose one from:
    CL 210, 230, 231, 232, 233, 234, 235, 236, 237, 250
    CMM 205, 239, 240; DH 201
    ENG 200, 200H, 202, 203, 205, 206, 209, 210, 211, 212, 213, 215, 220, 221, 225, 231, 232,
    ENG 235, 240, 241 or 242
    FRN 240, GER 240, JPN 240, 245, 250
    JMC 101
    PHL 200, 200H, 201, 203, 250
    RST 205, 206, 220, 225, 250
    SPN 240, 245
	ENG 203,
	ENG 221,
	ENG 240,
	ENG 241
	or
	ENG 242
		3	

MATH - choose one from MTH 121, 122, 125, 127, 130, 132, 140, 220, 225, 229, 230, 231		3	

NATURAL/PHYSICAL SCIENCE – Choose one from:
    BSC 104, 105, 120, 121, 228, 250
    CHM 109, 211 plus 217, 212 plus 218
    GLY 100 plus 210L, 150 plus 150L, 200 plus 210L
    NRE 111
    IST 224
    PHY 101 plus 101L, 201 plus 202, 203 plus 204, 211 plus 202, 213 plus 204
    PS 101
		4	

SOCIAL SCIENCE – Choose one from:
    ANT 201, ANT 201H
    CMM 213, 255
    CJ 200, 211, 221, 231, 241
    GEO 100, 203, 206, 222
    HST 101, 102, 103, 103H, 125
    HST 200, 205, 206, 208, 219, 220, 221, 223, 230, 230H, 231, 231H, 250, 260, 265
    PSC 104, 105, 202, 207, 209, 211, 233
    PSY 201, 201H, 223
    SOC 200, 200H
		3	

TOTAL	25 Hours		

		Course	Hours	Grade
A minimum of 120 hours is required for graduation.	Multicultural or International		3	
At least 45 hours must be upper division (300-499) level	Writing Intensive		3	
Developmental courses do not count toward graduation.	Writing Intensive		3	
ADDITIONAL COLLEGE OF EDUCATION REQUIREMENTS				
Additional steps are required for admission into the Professional Education Courses and to be certified.				

English 5-Adult – Required Courses	Hours	Grade
TEACHING SPECIALIZATION (36 Total Hours)		
ENG 350 – Intro to Textual Analysis (must be taken within first 9 hours of specialization course work) **(PR: ENG 201)**	3	
ENG 355 – Introduction to Critical Theory **(PR: ENG 350)**	3	
Choose two from the following: ENG 203 – Appalachian Literature **or ENG 221** – Postcolonial Literature **or ENG 240** – African American Literature **or ENG 241** – Ethnic Literature **or ENG 242** – Women Writers **or ENG 428** - International Literature **or ENG 450** – Western World Literature to the Renaissance **or ENG 451** – Western World Literature since the Renaissance	3	
	3	
Choose one of the following: ENG 410 - Shakespeare (Comedies, Tragicomedies, Romances) **OR** **ENG 412** – Shakespeare (Histories and Tragedies) **(PR: ENG 350 or 360 or 344 or 200-level lit)**	3	
ENG 476 – Structures of English Language **(PR: ENG 201)**	3	
Choose one of the following: ENG 421 or 422 or 423 or 424 or 432 or 434 – American Literature **(PR: ENG 350 or 360 or 344 or 200 level lit)**	3	
Choose one of the following: ENG 354 – Scientific or Technical Writing **or ENG 360** – Introduction to Creative Writing **or ENG 408** – Advanced Expository Writing **(PR: ENG 201)**	3	
ENG 402 – Pre-Professional Composition and Rhetoric (offered in the fall semester) **(CR: CI 470 if graduating in Spring – PR: ENG 350 and ADMI 4 status)**	3	
ENG 419 – Approaches to Teaching Literature (offered in the spring semester) **(CR: CI 470 if graduating in Fall – PR: ENG 350, ENG 410, or ENG 412 and ADMI 4 status)**	3	
ENG 430 – Young Adult Literature **(PR: ENG 350 or 360 or 344 or 200 level-lit)**	3	
ENG 499 – Senior Capstone (PR: ENG 350, ENG 355, and 12 hours of ENG courses at 400 level with a 'C' or better)	3	
TOTAL	**36 hours**	

Special topics courses may fulfill some English requirements; see memo each semester from English Dept. Chair.
****STUDENTS SHOULD MONITOR THEIR PROGRAM OF STUDY CAREFULLY DUE TO ONGOING CURRICULAR CHANGES****

ALL coursework in Teaching Specialization and Professional Education
Core **must** be completed with a grade of C or better.

PROFESSIONAL EDUCATION CORE (36 Hours)					Hours	Grade
EDF 201 – Educational Psychology and the Developing Learner (Sophomore standing)					3	
EDF 200 – Pre-Residency Clinical **(40-hour clinical each semester for four semesters)**					0	
CISP 421 – Children with Exceptionalities					3	
CISP 422 – Differentiated Instruction **(PR: CISP 421) (10 clinical hours)** **					3	
THE FOLLOWING COURSES (ADMI 4) REQUIRE ADMISSION ELIGIBILITY (see below)						
EDF 435 – Classroom Assessment					3	
EDF 475 – Schools In a Diverse Society					3	
CI 345 – Critical Reading, Writing, and Thinking					3	
CI 402 – Teaching Middle Childhood Learners					3	
CI 449 – Instructional and Classroom Management: Secondary Education					3	
THE FOLLOWING COURSES (ADMI 5) REQUIRE ADMISSION ELIGILBILITY (see below)						
CI 470 – Residency I Clinical Experience **(CR: ENG 402 or 419, whichever is taken 2nd) (250 clinical hours)**					0	
CI ___ – Residency II Clinical Experience - CAPSTONE (full semester- credit/no credit)					12	
TOTAL					**36 Hours**	

Admission requirements for ADMI 4:	Admission requirements for ADMI 5:	Admission requirements for Residency II:
1. Grade Point Average of 2.80 or higher (both MU and overall) 2. EDF 201 (grade "C" or better) *and* EDF 270 (credit) 3. Passing scores on the PRAXIS Core exam – all 3 areas or an exemption from the WVDE. 4. Portfolio in LiveText which includes: Self-Assessment, Writing Sample and three Recommendations 5. 21 ACT composite score 6. MU students: Completion of 26 credits hours 7. Transfer students: Completion of 12 Marshall University credit hours	1. 12 hours of completed Professional Education Core courses 2. 2.8 GPA overall, at MU, and in Teaching Specialization 3. 3.0 GPA in Professional Education GPA	1. At least 90% of Teaching Specialization courses completed including ENG 402, ENG 419 and ENG 499. 2. Minimum of 100 credit hours completed 3. 2.8 GPA overall, at MU, and in Teaching Specialization 4. 3.0 GPA in Professional Education Core 5. Completion of all Professional Education Core Courses (with the exception of EDF 475)

General Science 5ᵗʰ Grade -Adult Residency Model
Core Curriculum Requirements
Catalog Year 2023-2024

Core I	Course	Hours	Grade
FYS 100 – First Year Seminar (Transfer students with 30 or more credit hours are exempt from this course)	FYS 100	3	
100- or 200- level Critical Thinking (CT) Courses		3	
100- or 200- level Critical Thinking (CT) Courses		3	
TOTAL		9 hours	

Core II (100- or 200- Level)	Course	Hours	Grade
COMPOSITION (6 hours) – ENG 101 or ENG 101P (must earn a grade of 'C' or better)		3	
ENG 102, 201 or ENG 201H (must earn a grade of 'C' or better)		3	
COMMUNICATION – CMM 103 or CMM 104H		3	
FINE ARTS – ART 112, MUS 142, MUS 200, MUS 210 or THE 112		3	
HUMANITIES – choose one from: CL 210, 230, 231, 232, 233, 234, 235, 236, 237, 250 CMM 205, 239, 240; DH 201 ENG 200, 200H, 202, 203, 205, 206, 209, 210, 211, 212, 213, 215, 220, 221, 225, 231, 232, ENG 235, 240, 241 or 242 FRN 240, GER 240, JPN 240, 245, 250 JMC 101 PHL 200, 200H, 201, 203, 250 RST 205, 206, 220, 225, 250 SPN 240, 245		3	
MATH - choose one from MTH 121, 122, 125, 127, 130, 132, 140, 220, 225, 229, 230, 231	127/130	3	
NATURAL/PHYSICAL SCIENCE – Choose one from: BSC 104, 105, 120, 121, 228, 250 CHM 109, 211 plus 217, 212 plus 218 GLY 100 plus 210L, 150 plus 150L, 200 plus 210L NRE 111 IST 224 PHY 101 plus 101L, 201 plus 202, 203 plus 204, 211 plus 202, 213 plus 204 PS 101	BSC 120	4	
SOCIAL SCIENCE – Choose one from: ANT 201, ANT 201H CMM 213, 255 CJ 200, 211, 221, 231, 241 GEO 100, 203, 206, 222 HST 101, 102, 103, 103H, 125 HST 200, 205, 206, 208, 219, 220, 221, 223, 230, 230H, 231, 231H, 250, 260, 265 PSC 104, 105, 202, 207, 209, 211, 233 PSY 201, 201H, 223 SOC 200, 200H		3	
TOTAL		25 Hours	

	Course	Hours	Grade
A minimum of 120 hours required for graduation.	Multicultural or International	3	
At least 45 hours must be upper division (300-499) level	Writing Intensive	3	
Developmental courses do not count toward graduation.	Writing Intensive	3	
ADDITIONAL COLLEGE OF EDUCATION REQUIREMENTS			
Additional steps are required for admission into the Professional Education Courses and to be certified.			

General Science 5th Grade - Adult – Required Courses	Hours	Grade
TEACHING SPECIALIZATION (49 Total Hours)		
MTH 127 – College Algebra (PR: ACT of 19 or SAT of 460) **OR** MTH 130 – College Algebra (PR: ACT of 21 or SAT of 500 or higher)	3 - 5	
MTH 122 - Plane Trigonometry **(PR: ACT Math 22 or MTH 127 or MTH 130 (both minimum grade of C)**	3	
BSC 120 – Principles of Biology **(PR: ACT 21 – Math, or grade of 'C' or above in MTH 121 or higher)**	4	
BSC 121 – Principles of Biology **(PR: BSC 120 w/ grade 'C' or better)** NO substitutions for BSC 120 or BSC 121	4	
BSC 320 – Principles of Ecology **(PR: BSC 121 with grade of 'C' or better) OR** any Ecology or Environmental Science course	4	
CHM 211 – Principles of Chemistry I **(CR: CHM 217) (PR: ACT 23-Math, SAT 500 –Math, or 'C' or above in MTH 127 and CHM 111)**	3	
CHM 217 – Principles of Chemistry I Lab **(CR: CHM 211)**	2	
CHM 212 – Principles of Chemistry II **(CR: CHM 218) (PR: CHM 211 with a grade of 'C' or above)**	3	
CHM 218 – Principles of Chemistry II Lab **(CR: CHM 212)**	2	
GEO 230 – Introduction to Meteorology	4	
GLY 200 – Physical Geology **(CR: GLY 210L)**	3	
GLY 210L –Earth Materials Laboratory **(CR: GLY 200)**	1	
PHY 201 – College Physics I **(CR: PHY 202) (PR: MTH 122 and MTH 127 or equivalent)**	3	
PHY 202 – General Physics I Laboratory **(CR: PHY 201)**	1	
PHY 203 – College Physics II **(CR: PHY 204) (PR: PHY 201 with grade of 'C' or better)**	3	
PHY 204 – General Physics II Laboratory **(CR: PHY 203)**	1	
PS 101 – Introductory Astronomy	4	
PS 325 – Development of Scientific Thought **(12 hours of science courses)**	4	
TOTAL	**52-55 Hours**	

*****STUDENTS SHOULD MONITOR THEIR PROGRAM OF STUDY CAREFULLY DUE TO ONGOING CURRICULAR CHANGES*****

ALL coursework in Teaching Specialization and Professional Education Core must be completed with a grade of 'C' or better.

PROFESSIONAL EDUCATION CORE (39 Hours)	Hours	Grade
EDF 201 – Educational Psychology and the Developing Learner (Sophomore standing)	3	
EDF 200 – Pre-Residency Clinical **(40-hour clinical – four semesters required)**	0	
CISP 421 – Children with Exceptionalities	3	
CISP 422 – Differentiated Instruction **(PR: CISP 421) (10 clinical hours)**	3	
THE FOLLOWING COURSES (ADMI 4) REQUIRE ADMISSION ELIGIBILITY (see below)		
EDF 435 – Classroom Assessment	3	
EDF 475 – Schools in a Diverse Society	3	
CI 345 – Critical Reading, Writing, and Thinking	3	
CI 402 – Teaching Middle Childhood Learners	3	
CI 449 – Instructional and Classroom Management: Secondary Education	3	
THE FOLLOWING COURSES (ADMI 5) REQUIRE ADMISSION ELIGILBILITY (see below)		
CI 415 – Integrated Methods: Secondary Education	3	
CI 470 – Residency I Clinical **(250 clinical hours)**	0	
CI ___ – Residency II Clinical - CAPSTONE **(full semester- credit/no credit)**	12	
TOTAL	**39 Hours**	

Admission requirements for ADMI 4:
1. Grade Point Average of 2.80 or higher (both MU and overall)
2. EDF 201 (grade "C" or better) *and* EDF 270 (credit)
3. Passing scores on the PRAXIS Core exam – all 3 areas or an exemption from the WVDE.
4. Portfolio in LiveText which includes: Self-Assessment, Writing Sample and three Recommendations
5. 21 ACT composite score
6. MU students: Completion of 26 credits hours
7. Transfer students: Completion of 12 Marshall University credit hours

Admission requirements for ADMI 5:
1. 12 hours of completed Professional Education Core courses
2. 2.8 GPA overall, at MU, and in Teaching Specialization
3. 3.0 GPA in Professional Education Core

Admission requirements for Residency II:
1. At least 90% of Teaching Specialization courses completed
2. Minimum of 100 credit hours completed
3. 2.8 GPA overall, at MU, and in Teaching Specialization
4. 3.0 GPA in Professional Education Core
5. Completion of all Professional Education Core Courses (with the exception of EDF 475)

Mathematics 5ᵗʰ Grade – Adult Residency Model
Core Curriculum Requirements
Catalog Year 2023-2024

Core I	Course	Hours	Grade
FYS 100 – First Year Seminar (Transfer students with 30 or more credit hours are exempt from this course)	FYS 100	3	
100- or 200- level Critical Thinking (CT) Courses		3	
100- or 200- level Critical Thinking (CT) Courses		3	
TOTAL		**9 hours**	

Core II (100- or 200- Level)	Course	Hours	Grade
COMPOSITION (6 hours) – ENG 101 or ENG 101P (must earn a grade of 'C' or better)		3	
ENG 102, 201 or ENG 201H (must earn a grade of 'C' or better)		3	
COMMUNICATION – CMM 103 or CMM 104H		3	
FINE ARTS – ART 112, MUS 142, MUS 200, MUS 210 or THE 112		3	

HUMANITIES – choose one from:
    CL 210, 230, 231, 232, 233, 234, 235, 236, 237, 250
    CMM 205, 239, 240; DH 201
    ENG 200, 200H, 202, 203, 205, 206, 209, 210, 211, 212, 213, 215, 220, 221, 225, 231, 232, 235,
    ENG 240, 241 or 242
    FRN 240, GER 240, JPN 240, 245, 250
    JMC 101
    PHL 200, 200H, 201, 203, 250
    RST 205, 206, 220, 225, 250
    SPN 240, 245
		3	

MATH - choose one from MTH 121, 122, 125, 127, 130, 132, 140, 220, 225, 229, 230, 231	229	3	

NATURAL/PHYSICAL SCIENCE – Choose one from:
    BSC 104, 105, 120, 121, 228, 250
    CHM 109, 211 plus 217, 212 plus 218
    GLY 100 plus 210L, 150 plus 150L, 200 plus 210L
    NRE 111
    IST 224
    PHY 101 plus 101L, 201 plus 202, 203 plus 204, 211 plus 202, 213 plus 204
    PS 101
		4	

SOCIAL SCIENCE – Choose one from:
    ANT 201, ANT 201H
    CMM 213, 255
    CJ 200, 211, 221, 231, 241
    GEO 100, 203, 206, 222
    HST 101, 102, 103, 103H, 125
    HST 200, 205, 206, 208, 219, 220, 221, 223, 230, 230H, 231, 231H, 250, 260, 265
    PSC 104, 105, 202, 207, 209, 211, 233
    PSY 201, 201H, 223
    SOC 200, 200H
		3	

TOTAL		**25 Hours**	

		Course	Hours	Grade
A minimum of 120 hours is required for graduation.	Multicultural or International		3	
At least 45 hours must be upper division (300-499) level	Writing Intensive		3	
Developmental courses do not count toward graduation.	Writing Intensive		3	
ADDITIONAL COLLEGE OF EDUCATION REQUIREMENTS				
Additional steps are required for admission into the Professional Education Courses and to be certified.				

Mathematics 5th Grade - Adult – Required Courses	Hours	Grade
TEACHING SPECIALIZATION (47 Total Hours)		
MTH 229 – Calculus with Analytic Geometry I (PR: MTH 132 or MTH ACT of 27 or above exempts the student from prerequisite course) – offered Fall, Spring and Summer	5	
MTH 230 – Calculus with Analytic Geometry II (PR: MTH 229 or IST 230) – offered Fall, Spring and Sum	4	
MTH 231 – Calculus with Analytic Geometry III (PR: MTH 230) – offered Fall, Spring and Summer	4	
MTH 300 – Introduction to Higher Mathematics (PR: MTH 230)	4	
MTH 331 – Linear Algebra (PR: or CR: MTH 300)	4	
MTH 404 – Math Methods and Materials (*Admi 5*; CR: CI 470) – offered Spring	3	
MTH 405 – History of Mathematics (PR: MTH 300) (offered odd year spring semesters only)	3	
MTH 440 – Graph Theory and Combinatorics (PR/CR: "C" or better in MTH 300) – offered Spring	3	
STA 445 – Probability and Statistics I (PR: MTH 231) – offered Fall	3	
STA 446 – Probability and Statistics II (PR: MTH 445) - offered Spring	3	
MTH 448 – Modern Geometries (PR: MTH 300) – offered Fall	3	
MTH 449 – Projective Geometry (PR: MTH 300) – offered Spring	3	
MTH 450 – Fundamental Concepts of Modern Algebra (PR: MTH 300 and PR/CR: MTH 331) - Fall	3	
MTH 491 – Senior Seminar	2	
TOTAL	**47 Hours**	
****STUDENTS SHOULD MONITOR THEIR PROGRAM OF STUDY CAREFULLY DUE TO ONGOING CURRICULAR CHANGES****		

ALL coursework in Teaching Specialization and Professional Education
Core must be completed with a grade of C or better.

PROFESSIONAL EDUCATION CORE (36 Hours)	Hours	Grade
EDF 201 – Educational Psychology and the Developing Learner (Sophomore standing)	3	
EDF 200 – Pre-Residency Clinical **(40-hour clinical each semester for four semesters)**	0	
CISP 421 – Children with Exceptionalities	3	
CISP 422 – Differentiated Instruction (PR: CISP 421) (10 clinical hours)	3	
THE FOLLOWING COURSES (ADMI 4) REQUIRE ADMISSION ELIGIBILITY (see below)		
EDF 435 – Classroom Assessment	3	
EDF 475 – Schools In a Diverse Society	3	
CI 345 – Critical Reading, Writing, and Thinking	3	
CI 402 – Teaching Middle Childhood Learners	3	
CI 449 – Instructional and Classroom Management: Secondary Education	3	
THE FOLLOWING COURSES (ADMI 5) REQUIRE ADMISSION ELIGILBILITY (see below)		
CI 470 – Residency I Clinical (250 clinical hours)	0	
CI ___ – Residency II Clinical - CAPSTONE (full semester- credit/no credit)	12	
TOTAL	**36 Hours**	

Admission requirements for ADMI 4:	Admission requirements for ADMI 5:	Admission requirements for Residency II:
1. Grade Point Average of 2.80 or higher (both MU and overall) 2. EDF 201 (grade "C" or better) *and* EDF 270 (credit) 3. Passing scores on the PRAXIS Core exam – all 3 areas or an exemption from the WVDE. 4. Portfolio in LiveText which includes: Self-Assessment, Writing Sample and three Recommendations 5. 21 ACT composite score 6. MU students: Completion of 26 credits hours 7. Transfer students: Completion of 12 Marshall University credit hours	1. 12 hours of completed Professional Education Core courses 2. 2.8 GPA overall, at MU, and in Teaching Specialization 3. 3.0 GPA in Professional Education Core	1. At least 90% of Teaching Specialization courses completed 2. Minimum of 100 credit hours completed 3. 2.8 GPA overall, at MU, and in Teaching Specialization 4. 3.0 GPA in Professional Education Core 5. Completion of all Professional Education Core Courses (with the exception of EDF 475)

Physics 9-ADULT COMPREHENSIVE Residency Model
Core Curriculum Requirements
Catalog Year 2023-2024

Core I	Course	Hours	Grade
FYS 100 – First Year Seminar (Transfer students with 30 or more credit hours are exempt from this course)	FYS 100	3	
100- or 200- level Critical Thinking (CT) Courses		3	
100- or 200- level Critical Thinking (CT) Courses		3	
TOTAL		**9 hours**	
Core II (100- or 200- Level)	**Course**	**Hours**	**Grade**
COMPOSITION (6 hours) – ENG 101 or ENG 101P (must earn a grade of 'C' or better)		3	
ENG 102, 201 or ENG 201H (must earn a grade of 'C' or better)		3	
COMMUNICATION – CMM 103 or CMM 104H		3	
FINE ARTS – ART 112, MUS 142, MUS 200, MUS 210 or THE 112		3	
HUMANITIES – choose one from: CL 210, 230, 231, 232, 233, 234, 235, 236, 237, 250 CMM 205, 239, 240; DH 201 ENG 200, 200H, 202, 203, 205, 206, 209, 210, 211, 212, 213, 215, 220, 221, 225, 231, 232, ENG 235, 240, 241, or 242 FRN 240, GER 240, JPN 240, 245, 250; JMC 101 PHL 200, 200H, 201, 203, 250 RST 205, 206, 220, 225, 250 SPN 240, 245		3	
MATH - choose one from MTH 121, 122, 125, 127, 130, 132, 140, 220, 225, 229, 230, 231	MTH 130	3	
NATURAL/PHYSICAL SCIENCE – Choose one from: BSC 104, 105, 120, 121, 228, 250 CHM 109, 211 plus 217, 212 plus 218 GLY 110 plus 210L, 150 plus 150L, 200 plus 210L NRE 111 IST 224 PHY 101 plus 101L, 201 plus 202, 203 plus 204, 211 plus 202, 213 plus 204 PS 101	Fulfilled by major	4	
SOCIAL SCIENCE – Choose one from: ANT 201, ANT 201H CMM 213, 255 CJ 200, 211, 221, 231, 241 GEO 100, 203, 206, 222 HST 101, 102, 103, 103H, 125 HST 200, 205, 206, 208, 219, 220, 221, 223, 230, 230H, 231, 231H, 250, 260, 265 PSC 104, 105, 202, 207, 209, 211, 233 PSY 201, 201H, 223 SOC 200, 200H		3	
TOTAL		**25 Hours**	
	Course	Hours	Grade
A minimum of 120 hours is required for graduation.	Multicultural or International	3	
At least 45 hours must be upper division (300-499) level	Writing Intensive	3	
Developmental courses do not count toward graduation.	Writing Intensive	3	
ADDITIONAL COLLEGE OF EDUCATION REQUIREMENTS			
Additional steps are required for admission into the Professional Education Courses and to be certified.			

****STUDENTS SHOULD MONITOR THEIR PROGRAM OF STUDY CAREFULLY DUE TO ONGOING CURRICULAR CHANGES****

Physics 9-Adult – Required Courses	Hours	Grade
TEACHING SPECIALIZATION (56-57 Total Hours)		
MTH 122 - Plane Trigonometry (PR: ACT Math 22 , or SAT Mathematics 520 , or MTH127 Minimum Grade C Concurrent PR: or MTH130 Minimum Grade C)	3	
MTH 127 – College Algebra (ACT Math 19 , or SAT Mathematics 460 , or MTH0XX , or Placement Math 100 , or Math Workshop-UC 100 , or WMTH002 , or MTH099 , or MTH102 , or MTH102B) OR MTH 130 – College Algebra (ACT Math 21 , or SAT Mathematics 500)	3-5	
MTH 140 – Applied Calculus (PR: MTH ACT 24 or above or "C" or better in MTH 127 or MTH 130) OR MTH 229 – Calculus with Analytic Geometry (PR: MTH ACT of 27 or above or "C" or better in MTH 132)	3-5	
CHM 211– Principles of Chemistry I (CR: CHM 217) (PR: ACT 21–Math, SAT 500-Math, or "C" or above in MTH 127 and CHM 111)	3	
CHM 217 – Principles of Chemistry I Lab (CR: CHM 211)	2	
GLY 200 - Physical Geology (CR: GLY 210L)	3	
GLY 210L - Earth Materials Laboratory (CR: GLY 200)	1	
PHY 201 – College Physics I (CR: PHY 202) or PHY 211 – University Physics I (CR: PHY 202)	3	
PHY 202 - General Physics I Laboratory (CR: PHY 201 or PHY 211)	1	
PHY 203 – College Physics II (CR: PHY 204) or PHY 213 – University Physics II (CR: PHY 204)	3	
PHY 204 – General Physics II Laboratory (CR: PHY 203 or PHY 213)	1	
PHY 320 – Intro to Modern Physics	3	
PHY 421 – Modern Physics Laboratory	2	
PS 101 – Introductory Astronomy (CT)	4	
PS 325 – Development of Scientific Thought	4	
Select 7 hours of PHY/PS Elective course: 2 hours of advanced lab and 2 upper-level elective courses	7	
PHY 491 or PHY 492 – Capstone Experience	2	
TOTAL	**57-58 Hours**	

ALL coursework in Teaching Specialization and Professional Education Core must be completed with a grade of C or better.

PROFESSIONAL EDUCATION CORE (36 Hours)	Hours	Grade
EDF 201 – Educational Psychology and the Developing Learner (Sophomore standing)	3	
EDF 200 – Pre-Residency Clinical (40-hour clinical each semester for four semesters)	0	
CISP 421 –Children with Exceptionalities	3	
CISP 422 – Differentiated Instruction (PR: CISP 421) (10 clinical hours)	3	
THE FOLLOWING COURSES (ADMI 4) REQUIRE ADMISSION ELIGIBILITY (see below)		
CI 345 – Critical Reading, Writing, and Thinking	3	
CI 449 – Instructional and Classroom Management: Secondary education	3	
EDF 435 – Classroom Assessment	3	
EDF 475 – Schools in a Diverse Society	3	
THE FOLLOWING COURSES (ADMI 5) REQUIRE ADMISSION ELIGILBILITY (see below)		
CI 415 – Integrated Methods: Secondary Education	3	
CI 470 – Residency I Clinical (250 clinical hours)	0	
CI ___ – Residency II Clinical CAPSTONE (full semester) (credit/no credit)	12	
TOTAL	**36 Hours**	

Admission requirements for ADMI 4:
1. Grade Point Average of 2.80 or higher (both MU and overall)
2. EDF 201 (grade "C" or better) and EDF 270 (credit)
3. Passing scores on the PRAXIS Core exam – all 3 areas or an exemption from the WVDE.
4. Portfolio in LiveText which includes: Self-Assessment, Writing Sample and three Recommendations
5. 21 ACT composite score
6. MU students: Completion of 26 credits hours
7. Transfer students: Completion of 12 Marshall University credit hours

Admission requirements for ADMI 5:
1. 12 hours of completed Professional Education Core courses
2. 2.8 GPA overall, at MU, and in Teaching Specialization
3. 3.0 GPA in Professional Education Core

Admission requirements for Residency II:
1. At least 90% of Teaching Specialization courses completed
2. Minimum of 100 credit hours completed
3. 2.8 GPA overall, at MU, and in Teaching Specialization
4. 3.0 GPA in Professional Education Core
5. Completion of all Professional Education Core Courses (with the exception of EDF 475)

Social Studies 5ᵗʰ Grade -Adult Residency Model
Core Curriculum Requirements
Catalog Year 2023-2024

Core I	Course	Hours	Grade
FYS 100 – First Year Seminar (Transfer students with 30 or more credit hours are exempt from this course)	FYS 100	3	
100- or 200- level Critical Thinking (CT) Courses		3	
100- or 200- level Critical Thinking (CT) Courses		3	
TOTAL		9 hours	
Core II (100- or 200- Level)	Course	Hours	Grade
COMPOSITION (6 hours) – ENG 101 or ENG 101P (must earn a grade of 'C' or better)		3	
ENG 102, 201 or ENG 201H (must earn a grade of 'C' or better)		3	
COMMUNICATION – CMM 103 or CMM 104H		3	
FINE ARTS – ART 112, MUS 142, MUS 200, MUS 210 or THE 112		3	
HUMANITIES – choose one from: CL 210, 230, 231, 232, 233, 234, 235, 236, 237, 250 CMM 205, 239, 240; DH 201 ENG 200, 200H, 202, 203, 205, 206, 209, 210, 211, 212, 213, 215, 220, 221, 225, 231, 232, ENG 235, 240, 241, 242 FRN 240, GER 240, JPN 240, 245, 250 JMC 101 PHL 200, 200H, 201, 203, 250 RST 205, 206, 220, 225, 250 SPN 240, 250		3	
MATH - choose one from MTH 121, 122, 125, 127, 130, 132, 140, 220, 225, 229, 230, 231		3	
NATURAL/PHYSICAL SCIENCE – choose one from: BSC 104, 105, 120, 121, 228, 250 CHM 109, 211 plus 217, 212 plus 218 GLY 100 plus 210L, 150 plus 150L, 200 plus 210L NRE 111 IST 224 PHY 101 plus 101L, 201 plus 202, 203 plus 204, 211 plus 202, 213 plus 204 PS 101		4	
SOCIAL SCIENCE – choose one from: ANT 201, ANT 201H CMM 213, 255 CJ 200, 211, 221, 231, 241 GEO 100, 203, 206, 222 HST 101, 102, 103, 103H, 125 HST 200, 205, 206, 208, 219, 220, 221, 223, 230, 230H, 231, 231H, 250, 260, 265 PSC 104, 105, 202, 207, 209, 211, 233 PSY 201, 201H, 223 SOC 200, 200H	GEO 100, GEO 317, HST 103, HST 230, HST 231, or SOC 200	3	
TOTAL		25 Hours	
	Course	Hours	Grade
*A minimum of 120 hours is required for graduation.	Multicultural or International	3	
*At least 45 hours must be upper division (300-499) level	Writing Intensive	3	
*Developmental courses do not count toward graduation.	Writing Intensive	3	
ADDITIONAL COLLEGE OF EDUCATION REQUIREMENTS			
*Additional steps are required for admission into the Professional Education Courses and to be certified.			

Social Studies 5th Grade - Adult – Required Courses	Hours	Grade
TEACHING SPECIALIZATION (51 Total Hours)		
ECN 250 – Principles of Microeconomics	3	
ECN 253 – Principles of Macroeconomics	3	
GEO 100 – Cultural Geography	3	
GEO 203 – Economic Geography	3	
GEO 317 – World Geography Problems	3	
HST 101 – The Great Civilizations to 1300	3	
HST 102 – The World and the Rise of the West, 1300 to the Mid-19th Century	3	
HST 103 – The World Since 1850	3	
HST 208 – The Developing World	3	
HST 219 – Ancient History	3	
HST 230 – American History to 1877	3	
HST 231 – American History Since 1877	3	
HST 440 – West Virginia History	3	
PSC 104 – American National Government and Politics	3	
PSY 201 – General Psychology	3	
SOC 200 – Introductory Sociology	3	
TOTAL	**49 Hours**	

****STUDENTS SHOULD MONITOR THEIR PROGRAM OF STUDY CAREFULLY DUE TO ONGOING CURRICULAR CHANGES****

ALL coursework in Teaching Specialization and Professional Education Core must be completed with a grade of "C" or better.

PROFESSIONAL EDUCATION CORE (39 Hours)	Hours	Grade
EDF 201 – Educational Psychology and the Developing Learner (Sophomore standing)	3	
EDF 200 – Pre-Residency Clinical **(40-hour clinical each semester for four semesters)**	0	
CISP 421 – Children with Exceptionalities	3	
CISP 422 – Differentiated Instruction **(PR: CISP 421) (10 clinical hours)**	3	
THE FOLLOWING COURSES (ADMI 4) REQUIRE ADMISSION ELIGIBILITY (see below)		
EDF 435 – Classroom Assessment	3	
EDF 475 – Schools in a Diverse Society	3	
CI 345 – Critical Reading, Writing and Thinking	3	
CI 402 – Teaching Middle Childhood Learners	3	
CI 449 – Instructional and Classroom Management: Secondary Education	3	
THE FOLLOWING COURSES (ADMI 5) REQUIRE ADMISSION ELIGILBILITY (see below)		
CI 415 – Integrated Methods: Secondary Education	3	
CI 470 – Residency I Clinical **(250 clinical hours)**	0	
CI ___ – Residency II Clinical CAPSTONE (full semester- credit/no credit)	12	
TOTAL	**39 Hours**	

Admission requirements for ADMI 4:
1. Grade Point Average of 2.80 or higher (both MU and overall)
2. EDF 201 (grade "C" or better) *and* EDF 270 (credit)
3. Passing scores on the PRAXIS I exam – all 3 areas or an exemption from the WVDE.
4. Portfolio in LiveText which includes: Self-Assessment, Writing Sample and three Recommendations
5. 21 ACT composite score
6. MU students: Completion of 26 credits hours
7. Transfer students: Completion of 12 Marshall University credit hours

Admission requirements for ADMI 5:
1. 12 hours of completed Professional Education Core courses
2. 2.8 GPA overall, at MU, and in Teaching Specialization
3. 3.0 GPA in Professional Education Core

Admission requirements for Residency II:
1. At least 90% of Teaching Specialization courses completed
2. Minimum of 100 credit hours completed
3. 2.8 GPA overall, at MU, and in Teaching Specialization
4. 3.0 GPA in Professional Education Core
5. Completion of all Professional Education Core Courses (with the exception of EDF 475)

University Curriculum Committee
RECOMMENDATION

SR 23-24-23 CC

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

College of Education and Professional Development

Area of Emphasis Change: Art Education PreK-Adult

- **Summary**: Change - ART 315 Introduction to Photography (3 credits) to ART 325 Image Visualization: Digital. Delete - ART 499 Senior Capstone Exhibition (1 credit)

- **Rationale:** Art Education students currently take 123 credits which is over the recommended 120 credit hours. Additionally, beginning in the Fall of 2024 the required hours for classroom observations and teaching will increase. This request is to delete one course in the area of emphasis (i.e. concentration) and to change one course lo assist students with meeting all requirements within four years. Art 499 is the Capstone course for art and students are already completing Capstone level work in education during their final semester of teaching. Additionally, the scheduling and workload of Art 499 consistently conflicts with student schedules since they are teaching in schools during their final year. Art 315 (Introduction lo Photography) is not offered on a consistent basis. A change to Art 325 as a required class will assist students in meeting their requirements and prepare them for K-12 teaching since the new class focuses on digital photography vs. film photography.

- **Curriculum:** Undergrad AoE Change - ART Ed_signed.pdf

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

_____

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

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

College: **COEPD**   Department/Division: **UTE**

Contact Person: **Maribea W. Barnes-Marsano/Paula Lucas**   Phone: **62895/62882**

ACTION REQUESTED:

Check action requested: _____ Addition   _____ Deletion   X _____ Change

Name of Area of Emphasis: **Art Education PreK-Adult**

Within which Major is/will this Area of Emphasis be listed (please provide code as well): **ES00 - Secondary Education**

RATIONALE:

Art Education students currently take 123 credits which is over the recommended 120 credit hours. Additionally, beginning in the Fall of 2024 the required hours for classroom observations and teaching will increase. This request is to delete one course in the area of emphasis (i.e. concentration) and to change one course to assist students with meeting all requirements within four years.

Art 499 is the Capstone course for art and students are already completing Capstone level work in education during their final semester of teaching. Additionally, the scheduling and workload of Art 499 consistently conflicts with student schedules since they are teaching in schools during their final year.

Art 315 (Introduction to Photography) is not offered on a consistent basis. A change to Art 325 as a required class will assist students in meeting their requirements and prepare them for K-12 teaching since the new class focuses on digital photography vs. film photography.

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

Change - ART 315 Introduction to Photography (3 credits) to ART 325 Image Visualization: Digital
Delete - ART 499 Senior Capstone Exhibition (1 credit)

NOTIFICATION REQUIREMENTS:

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

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

Department Chair/Division Head: *[signature]*   Date: 10-26-2023

Registrar: *[signature]*   Date: 10-30-2023

College Dean: *[signature]*   Date: 10/30/23

College Curriculum Chair: *[signature]*   Date: 10-31-2023

University Curriculum Committee Chair: *Jonathan Kozar*   Date: 11/28/23

Faculty Senate Chair: _____   Date: _____

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

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

ART PreK – ADULT Residency Model
Core Curriculum Requirements
Catalog Year 2023-2024

Core I	Course	Hours	Grade
FYS 100 – First Year Seminar (Transfer students with 30 or more credit hours are exempt from this course)	FYS 100	3	
100- or 200- level Critical Thinking (CT) Courses		3	
100- or 200- level Critical Thinking (CT) Courses		3	
TOTAL		9 hours	
Core II (100- or 200- Level)	**Course**	**Hours**	**Grade**
COMPOSITION (6 hours) – ENG 101 (must earn a grade of "c" or better)		3	
ENG 102, 201 or ENG 201H (must earn a grade of "c" or better)		3	
COMMUNICATION – CMM 103 or CMM 104H		3	
FINE ARTS – ART 112, MUS 142, MUS 200, MUS 210 or THE 112	(ART 112)	3	
HUMANITIES – choose one from: CL 210, 230, 231, 232, 233, 234, 235, 236, 237, 250 CMM 205, 239, 240; DH 201 ENG 200, 200H, 202, 203, 205, 206, 209, 210, 211, 212, 213, 215, 220, 221, 225, 231, 232, 235, ENG 240, 241, or 242 FRN 240, GER 240, JMC 101 JPN 240, 245, 250 PHL 200, 200H, 201, 203 250 RST 205, 206, 220, 225, 250 SPN 240, 245		3	
MATH - choose one from MTH 121, 122, 125, 127, 130, 132, 140, 220, 225, 229, 230, 231		3	
NATURAL/PHYSICAL SCIENCE – choose one from: BSC 104, 105, 120, 121, 228, 250 CHM 109, 211 plus 217, 212 plus 218 GLY 100 plus 210L, 150 plus 150L, 200 plus 210L NRE 111 IST 224 PHY 101 plus 101L, 201 plus 202, 203 plus 204, 211 plus 202, 213 plus 204 PS 101		4	
SOCIAL SCIENCE – choose one from: ANT 201, ANT 201H CMM 213, 255 CJ 200, 211, 221, 231, 241 GEO 100, 203, 206 HST 101, 102, 103, 103H, 125 HST 200, 205, 206, 208, 219, 220, 221, 223, 230, 230H, 231, 231H, 250, 260, 265 PSC 104, 105, 202, 207, 209, 211, 233 PSY 201, 201H, 223 SOC 200, 200H		3	
TOTAL		25 Hours	
	Course	**Hours**	**Grade**
A minimum of 120 hours is required for graduation.	Multicultural or International	3	
At least 45 hours must be upper division (300-499) level	Writing Intensive	3	
Developmental courses do not count toward graduation.	Writing Intensive	3	
ADDITIONAL COLLEGE OF EDUCATION REQUIREMENTS			
Additional steps are required for admission into the Professional Education Courses and to be certified.			
****STUDENTS SHOULD MONITOR THEIR PROGRAM OF STUDY CAREFULLY DUE TO ONGOING CURRICULAR CHANGES****			

Art PreK-Adult – Required Courses	Hours	Grade
TEACHING SPECIALIZATION (55 Total Hours)		
ART 310 – Art Education Elementary (offered fall only)	3	
ART 201 – History of Art **(PR: ART 101 or ART 112) (offered fall only)**	3	
ART 202 - History of Art **(PR: ART 201) (offered spring only)**	3	
ART 214 – Propaganda/Surface: 2D Images	3	
ART 215 – Space/Amalgam: 3D Forms	3	
ART 217 – Mapping/Body: Drawing	3	
ART 218 – Experience/Site: Art in Time **(PR: ART 217)**	3	
ART 219 – Gaze/Animate: Digital Images	3	
ART 299 – Portfolio Review (PR: ART 101 or ART 112, 214, 215, 217, 218, 219)	0	
ART 301 – Printmaking Processes **(PR: ART 217)**	3	
ART 305 – Ceramics **(PR: ART 215)**	3	
ART 307 – Sculpture **(PR: ART 215)**	3	
ART 325 – Image Visualization: Digital **(PR: ART 219)**	3	
ART 340 – Art Education: Secondary **(PR: ART 113)** (offered spring only)	3	
ART 353 – Beginning Painting I **(PR: ART 214 and 217)** OR ART 350 – Watercolor Painting **(PR: ART 214 and 217)**	3	
ART 389 – 20th Century Art **OR ART 464 –** History of Modern Design	3	
ART 460 – History and Philosophy of Art Education **(PR: ART 340)** (offered fall only)	3	
ART___ – Select any advanced course from Art Studio, Art History, or Art Education	3	
ART___ – Select any advanced course from Art Studio, Art History, or Art Education	3	
TOTAL	**54 Hours**	

ALL coursework in Teaching Specialization and Professional Education Core must be completed with a grade of C or better.

PROFESSIONAL EDUCATION CORE (36 Hours)	Hours	Grade
EDF 201 – Educational Psychology and the Developing Learners (Sophomore standing)	3	
EDF 200 – Pre-Residency Clinical **(40-hour clinical each semester for four semesters)**	0	
CISP 421 – Children with Exceptionalities	3	
CISP 422 – Differentiated Instruction (PR: CISP 421) (15 clinical hours)	3	
THE FOLLOWING COURSES (ADMI 4) REQUIRE ADMISSION ELIGIBILITY (see below)		
EDF 475 – Schools in a Diverse Society	3	
CI 345 – Critical Reading, Writing, and Thinking (15 clinical hours)	3	
CI 402 – Teaching Middle Childhood Learners	3	
CI 449 – Instructional and Classroom Management: Secondary Education	3	
THE FOLLOWING COURSES (ADMI 5) REQUIRE ADMISSION ELIGILBILITY (see below)		
ART 468 – Secondary Education: Teaching Art	3	
CI 470 – Residency I Clinical (250 clinical hours)	0	
CI ___ – Residency II Clinical - CAPSTONE (full semester- credit/no credit)	12	
TOTAL	**36 Hours**	

Admission requirements for ADMI 4:
1. Grade Point Average of 2.80 or higher (both MU and overall)
2. EDF 201 (grade "C" or better) *and* EDF 270 (credit)
3. Passing scores on the PRAXIS CORE exam – all three areas or exemption from the WVDE.
4. Portfolio in LiveText which includes: Self-Assessment, Writing Sample and three Recommendations
5. 21 ACT Composite score
6. MU students: Completion of 26 credits hours
7. Transfer students: Completion of 12 Marshall University credit hours

Admission requirements for ADMI 5:
1. 12 hours of completed Professional Education Core courses
2. 2.8 GPA overall, at MU, and in Teaching Specialization
3. 3.0 GPA in Professional Education Core

Admission Requirements for Residency II:
1. At least 90% of Teaching Specialization courses completed
2. Minimum of 100 credit hours completed
3. 2.8 GPA overall, at MU, and in Teaching Specialization
4. 3.0 GPA in Professional Education Core
5. Completion of all Professional Education Core Courses (with the exception of EDF 475)

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University Curriculum Committee
RECOMMENDATION

</div>

SR-23-24-24 CC

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

<u>College of Arts & Media</u>

ART 321 – Experimental Media Arts

- **Description:** Students explore experimental media through historical contexts, practices, and processes from the analog experiments of early 20th-century avant-garde cinema through contemporary digital practices in new media art.
- **Curriculum:** <u>Undergrad Course Addition - ART 321_signed.pdf</u>

ART 327 – Filmmaking I

- **Description:** This hands-on introductory filmmaking course focuses on the fundamentals of cinematic storytelling through theory and practical techniques to develop a variety of short films.
- **Curriculum:** <u>Undergrad Course Addition - ART 327_signed.pdf</u>

ART 328 – Filmmaking II

- **Description:** Students work together to create short-form films learning advanced concepts of filmmaking. Working in various crew roles, students complete a short film project for public screening.
- **Curriculum:** <u>Undergrad Course Addition - ART 328_signed.pdf</u>

ART 329 – Cinematic Non-Fiction

- **Description:** Students will explore diverse styles, techniques, and storytelling approaches to create impactful and compelling, short-form non-fiction films.
- **Curriculum:** <u>Undergrad Course Addition - ART 329_signed.pdf</u>

ART 330 – 2D Animation

- **Description:** Students learn traditional and digital 2D animation through projects that explore conceptual development and formal principles, tools, and techniques.
- **Curriculum:** <u>Undergrad Course Addition - ART 330_signed.pdf</u>

SR-23-24-24 CC

ART 433 – Film Production Fundamentals

- **Description:** In this advanced workshop, students will work as small production teams with community organizations to create real-world client short film projects.
- **Curriculum:** <u>Undergrad Course Addition - ART 433_signed.pdf</u>

ART 434 – Video Art

- **Description:** This course explores video as an artistic medium, examining its historical roots in the 1960s and its contemporary positioning within contemporary 4D digital media.
- **Curriculum:** <u>Undergrad Course Addition - ART 434_signed.pdf</u>

College of Education and Professional Development

CI 407 – Residency II-Elementary

- **Description:** Residency II is a 500-hour all day/everyday teaching experience under supervision in the same approved elementary/secondary Residency I placement with periodic seminars.
- **Curriculum:** <u>Undergrad Course Addition - CI 407_signed.pdf</u>

CI 451 – Residency II-Secondary

- **Description:** Residency II is a 500-hour all day/everyday teaching experience under supervision in the same approved elementary/secondary Residency I placement with periodic seminars.
- **Curriculum:** <u>Undergrad Course Addition - CI 451_signed.pdf</u>

CI 453 – Residency II-MCE

- **Description:** Residency II is a 500-hour all day/everyday teaching experience under supervision in the same approved elementary/secondary Residency I placement with periodic seminars.
- **Curriculum:** <u>Undergrad Course Addition - CI 453_signed.pdf</u>

CISP 442 – Residency II-Multicategorical

- **Description:** Residency II is a 500-hour all day/everyday teaching experience under supervision in the same approved elementary/secondary Residency I placement with periodic seminars.
- **Curriculum:** <u>Undergrad Course Addition - CISP 442_signed.pdf</u>

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University Curriculum Committee
RECOMMENDATION

</div>

SR-23-24-24 CC

ECE 432 – Residency II-ECE

- **Description:** Residency II is a 500-hour all day/everyday teaching experience under supervision in the same approved elementary/secondary Residency I placement with periodic seminars.
- **Curriculum:** <u>Undergrad Course Addition - ECE 432_signed.pdf</u>

College of Liberal Arts

HST 210 – Huntington WV Community/Ident.

- **Description:** This course will explore the history of Huntington through the methodology of public history.
- **Curriculum:** <u>Undergrad Course Addition - HST 210_signed.pdf</u>

SCLA 102 – Transformative Texts ENG

- **Description:** A course to develop skills in critical reading, writing, and research, through an exploration of a variety of foundational texts spanning a range of cultures and eras.
- **Curriculum:** <u>Undergrad Course Addition - SCLA 102_signed.pdf</u>

College of Science

MTH 310 – Math for Secondary Educators 1

- **Description:** An integrated study of proof, number, quantity, measurement, algebra, trigonometry, and geometry for secondary mathematics educators. Includes teaching techniques, engagement strategies, assessment analysis, and topics specific to professional educators.
- **Curriculum:** <u>Undergrad Course Addition - MTH 310_signed.pdf</u>

MTH 311 – Math for Secondary Educators 2

- **Description:** An integrated study of proof, probability, statistics, functions, trigonometry, pre-calculus, and calculus for secondary mathematics educators. Includes teaching techniques, engagement strategies, assessment analysis, and topics specific to professional educators.
- **Curriculum:** <u>Undergrad Course Addition - MTH 311_signed.pdf</u>

University Curriculum Committee
RECOMMENDATION

SR-23-24-24 CC

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

_____

_____

_____

Request for Undergraduate Course 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: **School of Art & Design**   Alpha Designator/Number: **Art 321**

Contact Person: **Mark Zanter, Tacie Jones**   Phone: **304.696.5451**

NEW COURSE DATA:

Course Title: **Experimental Media Arts** _____ (Limit of 30 characters & spaces.)

Alpha Designator/Number: **Art 321**

General Education Designator(s) (check all that apply):   ☐ CT   ☐ INTL   ☐ MC   ☐ Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

Catalog Description (Limit of 30 words): Students explore experimental media through historical contexts, practices, and processes from the analog experiments of early 20th-century avant-garde cinema through contemporary digital practices in new media art.

Co-requisite(s): _____   First Term to be Offered: **Spring 2025**

Prerequisite(s): **AM 298, or Art 298/299**   Credit Hours: **3**

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

Course(s) being deleted in place of this addition *(must submit course deletion form)*: **n/a**

CHECKLIST/REQUIREMENTS

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

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

Department Chair/Division Head: *Mark Zanter*	Date: October 18, 2023
Registrar: *Sonya A C*	Date: Oct. 23, 2023
College Dean: *Maria P.J.*	Date: 1 November 2023
College Curriculum Chair: *Allyson B Goodman*	Date: Nov. 1, 2023
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 11/28/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

College: **CAM**   Department/Division: **School of Art & Design**   Alpha Designator/Number: **Art 321**

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

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

   Tacie Jones

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

   n/a

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

   n/a

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

   n/a

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

   n/a

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

   Computer, Adobe CC access

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

   n/a

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

Art 321: EXPERIMENTAL MEDIA ARTS

MARSHALL UNIVERSITY
SCHOOL OF ART & DESIGN

Course Experimental Media Arts
Course Description Students explore experimental media through historical contexts, practices, and processes from the analog experiments of early 20th-century avant-garde cinema through contemporary digital practices in new media art.
Credits 3.0
Prerequisites AM 298, or Art 298/299
Term/Year Spring 2025
Days/Times
Location Visual Arts Center 412
Academic Calendar For beginning, ending, and add/drop dates, see the Marshall University Academic Calendar (URL: https://www.marshall.edu/academic-calendar/).
Instructor Tacie Jones
Office VAC 414
Office Hours Held T/R 1:00 – 2:30 PM. If you would like to speak with me, please feel free to drop by VAC 414 anytime during my office hours. If you have a schedule conflict during this time, please feel free to contact me via email or before or after class to set up a time to meet.
Office Phone 304-696-3532
Marshall Email jonestac@marshall.edu

Course Overview

What does it mean to engage an experimental media art practice in the contemporary climate of internet culture? How can we think critically about experimentation across the arc of the moving image canon into the realm of new media to inform our practices?

This course explores the creative and innovative processes involved in experimental time-based media in which individuals or communities have pushed the boundaries of form and content. Through a combination of hands-on exercises and work, historical survey, and critical analysis, students will delve into experimental processes to develop an understanding of techniques, aesthetics, and conceptual frameworks that have propelled moving image practitioners to defy convention.

You will be encouraged to push the boundaries of traditional filmmaking and explore alternative approaches to storytelling, image-making, and narrative and non-narrative

construction. By experimenting with various processes and techniques from avant-garde cinema to new media practices, students will gain the skills and knowledge necessary to create their own experimental works in 4D media.

Course Student Learning Outcomes

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
Interpret the history and evolution of experimental film and media, including key movements and influential works	◆ In-class exercises ◆ Homework exercises ◆ In-class discussion ◆ Preliminary stages in project development	◆ module critiques ◆ Submitted exercises/homework
Develop a critical vocabulary and skills to effectively analyze and interpret works	◆ Lectures, Readings and Discussion ◆ Preliminary stages in project development ◆ Small group work ◆ 1:1 Feedback	◆ In-progress critiques ◆ Project critiques
Apply and critically engage experimental methods to their media practice through hands on exercises and projects	◆ In-class exercises and demonstrations ◆ Homework exercises ◆ Collaborative experiments ◆ Preliminary stages in project development	◆ In-progress critiques ◆ Project critiques ◆ Submitted exercises/homework
Analyze the context of creative practice as research and knowledge production	◆ In-class exercises and demonstrations Preliminary stages in project development	◆ In-progress critiques ◆ Project critiques Submitted exercises/homework

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
Interpret the ethical considerations and responsibilities involved in creating experimental work, particularly when working with sensitive subject matter or cultural representations.	◆ In-class exercises and demonstrations ◆ Preliminary stages in project development	◆ In-progress critiques ◆ Module Project critiques ◆ Submitted exercises/homework
Demonstrate skills in conceptualizing and executing projects, including idea generation, storyboarding, and pre-production planning	◆ In-class exercises ◆ Homework exercises ◆ Small group work	◆ In-class discussion ◆ Project critiques
Evaluating the relationship between sound and image in experimental animation, including the use of non-diegetic sound, soundscapes, and experimental sound editing	◆ In-class discussion ◆ Collaborative experiments	◆ In-class discussion ◆ Project critiques
Demonstrate proficiency in editing techniques specific to experimental film, including non-linear storytelling, abstraction, juxtaposition, and rhythm	◆ In-class exercises and demonstrations ◆ Preliminary stages in project development	◆ In-progress critiques ◆ Project critiques ◆ Submitted exercises/homework

Required Materials

Each student will need to purchase/have available the following for the course:

- Personal Laptop (From your admissions advising)
- Internet Access
- Working E-mail Address
- Adobe Creative Cloud (URL: https://www.marshall.edu/it/adobe). As a student at Marshall University, you have access to Adobe Creative Cloud via Single Sign-On with your MU username and password. You can activate this account on both a University-owned computer and a second device, such as your personal laptop.
- Digital camera: full HD camcorder, DSLR, full-frame mirrorless digital camera, or full HD (1080p) capable smartphone
- **USB flash drive or external hard drive, 16GB minimum and access to OneDrive (URL: https://www.marshall.edu/it/onedrive) **
- A research journal (spiral or hardcover bound sketchbook or notebook), 8½" x 11" or larger (+ graphite pencils/eraser)
- Headphones
- A Vimeo/YouTube free personal account set up using your Marshall email address

Equipment Checkout and Handling

We are very fortunate to have equipment available for checkout at the Visual Arts Center. Learning to use professional equipment properly takes time, skill, and patience. The equipment is a shared resource, and proper handling of it is a sign of respect to current and future Marshall SOAD students.

Course Requirements

Module Work

Modules will include lectures, technical demonstrations, independent research, assigned tutorials, assigned readings, writing and class discussion, interactive 1:1 feedback, in-class exercises, and collaborative and individual creative project works. You will collaborate in groups and work individually on projects. Each module will be added to Blackboard chronologically and it is up to you to keep track of assignment due dates. Completion of and participation in the work within these modules will constitute 50% your cumulative grade.

Like all studio courses, ART 321demands a good deal of work outside of class. I encourage you to make use of in-class work time when offered, but also please expect to spend a minimum of 3-5 hours per week on your work outside of class.

Note: Lost files/data are not valid reasons for missing a deadline—you are expected to retain back-up versions of files in case your computer malfunctions. There are many methods for creating backups, such as manually or automatically and through

external drives and/or cloud storage. Additionally, the computers in the labs require frequent updates, sometimes requiring the drives to be deleted in the process. Because of this, students are asked to not store files on the lab computers and instead use alternate methods for storing and backing up their work.

Critique

On the day of a critique, you are expected to arrive to class on time with your work. Critique is an incredibly valuable and important experience for the growth of students in any creative form. As recipients, if we are open to the process, we can learn a great deal about our work and how others read and experience it. In addition, as critique providers, learning how to describe, analyze, interpret, and evaluate what we see translates into other disciplines, and to life itself. In other words, this is where learn to articulate the entry points of a work of art and its interconnected relationship between form and content.

Participation in and contribution to critique is mandatory. This active participation is worth 25% of your grade. You will be asked to implement your developing vocabulary as we constructively help each other to develop and grow. You will be asked to think thoughtfully and deeply about the works we create. Prior to our first critique, you will be given structure, guidance and guidelines on how this process works.

Simply saying that you "like it" or that "it's nice" is not enough—you must describe WHY it is technically, formally and/or conceptually engaging, and you must be willing to point out areas that need improvement. Keep in mind that the goal of a critique is not to single out the best and worst piece, but to examine why some artworks are more effective than others. Critiques are meant to be learning experiences—approach them with an open mind and a critical eye.

Research Journal + Demo Reel

At the end of the course, you will present a research journal and demo reel of your best work from the semester. This combined submission makes up 15% of your cumulative grade and accounts for both your process and development in the course, and a portfolio of your final works.

On the first day of class, you will make a handmade book that will act as a research journal for this class. Bring this with you every time we meet, as you never know when you might find yourself engaging in creative research in this class. This tool will act as a record of your work and growth in this class. The research journal is a place to play, brainstorm, design, iterate, visualize, make connections, and ask questions. It is part sketchbook, part inventor's log, part journal, part diary, and wholly an artifact of your experience and development in this class.

The demo reel is simply a short video file that will include the project work produced from each module into one visual portfolio. There should be a title slide for each piece.

Discussion

In addition to creative work, each student will be responsible for leading class discussion once during the semester, possibly with a partner. Videos screened in class as clips will be placed on reserve at the library, when available, or linked online. Any lectures/ presentations will be placed on the server. Students are encouraged to make use of these resources outside of class time.

Participation and Attendance

Attending and participating in class is expected and accounts for 10% of your cumulative grade.

You are expected to be punctual and arrive to class with the materials required for that session so you can be productive during the entire class period. You are expected to be actively engaged in the learning process and discussion. Active class participation, enthusiasm, and good collaboration with peers are essential.

Everyone is allowed three absences, without question (sick, car trouble, spa day, etc.) Each additional absence will lower your grade by half a letter grade (5 points). More than six absences, excused or not, may result in failing the course. Please see me if you are concerned about your attendance in class. You are responsible for information missed while absent.

Lectures, demonstrations, collaborative learning, and other instruction will not be repeated. Following any absence, it is the responsibility of the student to obtain missed information or assignments. In the event of extreme circumstances, make an appointment with your instructor to discuss your options.

*An unexcused absence during a scheduled critique will count as two (2) unexcused absences.

An extension on assignments will be granted if you are experiencing illness, a personal emergency, or the death of an immediate family member. You must first submit the University Excused Absence Form through the Division of Student Affairs (URL: https://www.marshall.edu/student-affairs/excused-absence-form), and **your instructor must receive confirmation from the Division of Student Affairs before they can grant an extension**.

Grading Policy

Your final grade will be based on your creative work, engagement with material and conceptual exploration as evidenced in your demo reel and research journal, critique participation, and regular class participation and attendance.

Projects will be evaluated on technical skill and development, aesthetic and formal concerns, the evidence of conceptual development, and presentation and craft. Originality and risk-taking will be rewarded.

Projects and exercises will be graded after they have been critiqued in class. Grading in a creative course is inevitably subjective, meaning that the final evaluation of the work presented is based on how the criterion for the assignments is met and on the opinion of the instructor as to the work's quality.

Grade Breakdown (rubrics for individual assignments will be included on Blackboard)

5 Modules (10 pts each)	50%
5 Critiques (5 points each)	25%
Demo Reel + Research Journal	15%
Participation / Attendance	10%

Late Work
Do your best to meet the deadlines for assignments, but if necessary late work will be accepted up to a week after the deadline and will be docked 10%.

The following grading scale will be used for all assignments:
A 90% – 100% Exceptional work and work ethic; exceeds expectations.
B 80% – 89% Solid work and work ethic; work and performance meet expectations.
C 70% – 79% Adequate response; work and performance meet only minimal standards.
D 60% – 69% Unacceptable work; indicates a lack of understanding and/or commitment.
F   0% – 59% Failure to meet minimal standards of performance; totally unacceptable.

Student Support:
I want you to succeed in this class, and in general. If you are having trouble, please come talk with me during office hours or make an appointment. I will do my best to help however I can. The Campus Resource Handbook can also be a useful tool to access. (URL https://www.marshall.edu/student-affairs/files/3106_CampusResourcesBooklet18-17-email.pdf)

If you find yourself feeling down, depressed, anxious, or lacking energy for your academic work please get the help you need. If you would like support in this process, I will work with you to get you connected with Counseling Services or other support services that are available through the university. A place to start is the Student Counseling Center (URL https://www.marshall.edu/counseling/), or you can call them 304-696-3111. All Marshall University students residing in West Virginia at the time of services are eligible for counseling support through this program.

If you are experiencing an emergency/crisis that requires counseling, you can call 304-696-2550 to reach a crisis counselor 24 hours a day.

If you experience any form of sexual harassment or assault you, you may wish to contact the Title IX office at TitleIX@marshall.edu. Additionally, the Women's Center, can provide resources and support to you. They can be contacted through their website or phone at 304-696-3338, or you can visit them in Old Main 115. All genders can get help and information through the Women's Resource Center.

Americans with Disabilities Act
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require the University to provide an "academic adjustment" and/or a "reasonable accommodation" to any individual who advises us of a disability. If you have a disability that requires an academic adjustment or an accommodation, please arrange a meeting with me during the first two weeks of the semester if possible. Accommodations will never result in a lower grade. See more at https://www.marshall.edu/disability/

A Note on Complex Content
Occasionally this class may cover materials dealing with war, violence, abuse, self-harm, nudity, sexually explicit material, and/or strong political and religious viewpoints. These are complex concerns that have been explored by artists historically and contemporarily. Some may find certain moments uncomfortable, disturbing, or offensive. My goal is to support your creative growth, and introduce new ways of thinking about and making art. I will do my best to provide warnings at the start of classes that may contain triggering material. If you feel the need to step outside, please do so and come back when you are able. If anything from this class is negatively affecting you outside of class, or if there are any special concerns you would like to discuss, please come talk with me.

Classroom Policies

Fostering a respectful and challenging creative environment is the responsibility of both students and instructor. Frequent tardiness, repeated absences, or rude, harassing, dismissive behavior adversely affect the class climate and will not be tolerated.

Project Submissions

All projects for this class will be submitted digitally through using your OneDrive account or Blackboard. Each project requires a written self-reflection document as well as related files or documents required as described in the assignment sheet for that project. We will discuss and demonstrate the submission of projects to OneDrive (or similar cloud file-sharing service) in class.

File Naming and Organization

The naming of files and file structure/organization in digital art is highly important. If using spaces in your file names, please use an underscore in place of a space (e.g. "this_ name.pdf"). Files that are not named correctly will lose points; value per project will be listed on the rubric for each project. Your project files must this structure: last name and first name, abbreviated project identifier, and course number, separated by underscores. For example, my Project 1 for this class, the file would be named " **jones_tacie_title_P1_art321**".

Studio Clean-Up

It is imperative that you clean up after yourself before the end of every class & when you are finished working in the studio outside of class. Be sure to throw away all trash, such as scraps of paper, wrappers, pencil shavings, etc. **Do not eat or drink in the computer lab**, as this causes a risk for food allergy issues & damage to shared equipment.

Email Etiquette

You are expected to maintain your Marshall University email account by **checking & reading your email at least once a day** during the semester. You may use email to notify the instructor that you will be absent from class, that you are encountering an emergency, or for other general inquiries that were not addressed in class. Do not email or call to ask about information previously disseminated to you. You are responsible for keeping track of materials needed for the next class, remembering answers to questions that were already asked in class, etc. This responsibility extends to your Blackboard account - you're expected to check Blackboard at least once a day for new materials or instructions.

Visual Plagiarism
Plagiarism is not limited to stealing the ideas of others or misrepresenting the source of information presented in *written form only*. **Directly copying or relying too heavily on someone else's artwork/style without intentionally translating it through your own unique interpretation is also considered plagiarism and will not be tolerated**. Additionally, under no circumstances are you allowed to turn in artwork that someone else has made, even if you are given their consent. The submission of the same work for more than one class without the knowledge and consent of all instructors is also prohibited.

Sanctions for academic dishonesty include:
- A failing grade for the assignment
- A lower final course grade
- Failure of the course
- Exclusion from further participation in the class
- Academic probation, academic suspension, or dismissal from the University

Uses of Generative AI
Students are allowed, and even encouraged, to use Generative AI in some ways but are prohibited from using it in other ways. Keep in mind that any content produced by generative AI can "hallucinate" (produce false information), so students are responsible for ensuring the accuracy of any AI-generated content.

For information on citing AI, please see MU Library's citation website (URL: https://libguides.marshall.edu/plagiarism-AI/cite). Students should not use generative AI in any way that would violate the Student Code of Conduct (URL: https://www.marshall.edu/student-conduct/files/Studnet-Code-of-Conduct-2022.pdf).

Students are permitted and encouraged to use generative AI in the following ways:
- Brainstorming: You may use generative AI to stimulate creativity, generate ideas, or brainstorm topics for papers, presentations, and discussions. The generated content must serve as a stepping stone, not a final product.
- Citation Assistance: AI tools can be used to manage, format, and organize citations and references, promoting adherence to academic writing standards and specific style guides required for individual assignments.
- Grammar and Style Checking: AI-powered writing enhancement tools may be used to help with spelling, grammar, syntax, and stylistic errors.

- Concept Understanding: Generative AI can be used to explain or simulate concepts taught in class, aiding in a deeper understanding.
- Research Assistance: AI can be used to conduct initial research, compile data, and summarize articles, books, or papers. It should not replace traditional research methods but rather enhance them.

You may not use generative AI in coursework in the following ways:

- Plagiarism: Using AI-generated content as your original work without attribution. This includes essays, papers, presentations, and exam answers.
- Data Manipulation: Using AI tools to alter data or create misleading information.
- Misrepresentation of Skills: Using generative AI to complete tasks that are meant to assess your knowledge and skills.
- Confidentiality Breach: Using AI tools that might violate university policies or laws related to data privacy and confidentiality.

Names/Pronouns
Everyone has the right to be addressed and referred to by the name and pronouns that correspond to their gender identity, including the use of gender-neutral pronouns. Pronouns are not included on rosters, so please specify the pronouns that you use for yourself. Please do your best to refer to each other by preferred name and pronouns and to be respectful at all times in the classroom.

Cell Phone/Electronic Device Policy
The use of personal electronic devices for creative research, sketching, note-taking, and other relevant forms of inquiry is allowed in class only when the instructor has granted permission. Otherwise, phones must be silenced and put away. Treat the studio as a learning environment—if you need to use your phone during class, as in the case of an emergency, please it out of the studio and use it in the hallway away from the classroom.

*You are allowed to use headphones/earbuds to listen to music during designated studio work sessions.

University Policies

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

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy

- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Pre-Finals Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy- Title IX prohibits the harassment of students based on sex, which includes pregnancy, childbirth, and related conditions. This includes that students will not be penalized for taking medically necessary leave related to pregnancy, childbirth, or related conditions. Marshall's Title IX Office may be contacted at TitleIX@marshall.edu
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

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

Course Schedule

Module 1: What is experimentation?
Week 1: Early Renegades (1900-1920)
- Introduction to the origins of experimental film and the avant-garde through key pioneers such as Georges Méliès, Fernand Léger, and Viking Eggeling.
- Exploration of early experimental techniques, including hand-painted films, abstract animation, and Dadaist influences.
Weeks 2: Surrealism and Experimental Narrative (1920-1940)
- Examination of the influence of Surrealism on experimental film and media, including the works of Luis Buñuel, Salvador Dalí, and Man Ray.
- Analysis of the use experimental narrative structures, dream logic, symbolism, and unconventional storytelling techniques.

Module 2: American Avant Garde Cinema
Week 3: Material and Lyrical Experiments (1940-1960)
- Exploration of the works of Maya Deren, Stan Brakhage, and Jonas Mekas.
- Analysis of the emphasis on the materiality of film, hand-processing techniques, and the manipulation of light and texture.

Module 3: Postmodernism into Digital Experimentation
Weeks 4-5: Expanded Cinema and Performance (1960-1980)
- Examination of the emergence of expanded cinema and the integration of film with other art forms, such as performance, installation, and happenings.
- Study of key figures such as Nam June Paik, Anthony McCall, and Yoko Ono.
- Analysis of the use of multiple projectors, live manipulation, and audience participation.
Week 6: Video Art and Digital Experimentation (1980-present)
- Exploration of the shift from film to video as a medium for experimental expression.
- Study of video art pioneers such as Bill Viola, and Pipilotti Rist.
- Analysis of the impact of digital technologies on experimental media, including computer-generated imagery, glitch art, and interactive installations.

Module 4: Contemporary Practices and Global Perspectives
Weeks 7-8: Where does experimental work happen?
- Examination of current trends and practices in experimental media, including the exploration of identity, politics, and social contexts.
- Study of experimental practitioners from diverse cultural backgrounds and regions.
Week 9: Non-western Trajectories of Experimentation
Experimental Latin American Cinema; Cinema Tropical Platform; Experimental Latin American Woman Filmmakers

Module 5: In Defense of Experimentation
Weeks 10- 12: Experimental Game Design
-Explores the intersection of art and game design, focusing on experimental and artistic approaches to game development.
-Learn about alternative game mechanics, narrative structures, and the use of games as a medium for artistic expression
Weeks 13-14: Interactive Art and Installations
-Explores the creation of interactive art installations using sensors and microcontrollers.
-Experiment with programming languages like Arduino and Processing.
-Investigate the design of interactive experiences that engage the audience.

Week 15: Where to Go, From When?
-Discuss the future of film, video, and new media experimentations;
-Debate the practices and ideas that distinguish new media (definitions, materiality, equity, contemporary cultural spaces <rhizome, Eyebeam, New Museum, Pioneer Works, upstream.gallery, Panther Modern, Signal Culture, Squeaky Wheels, Wave Farm

ART 321 Bibliography

Arnheim, Rudolf. *Film as Art*. University of California Press, 2003.

Bordwell, David, and Kristin Thompson. *Film Art: An Introduction*. McGraw-Hill, 2013.

Crowther, Paul. *Digital Art, Aesthetic Creation: the Birth of a Medium*. London: Routledge, 2022.

Curtis, David. *Experimental Cinema*. Universe Books, 1971.

Deren, Maya, and Bruce R. McPherson. *Essential Deren: Collected Writings on Film*, 2005.

Littman, S., & Hatfield, J. (2006). *Experimental Film and Video: An Anthology*. Bloomington: Indiana University Press.

Lindsay, Vachel. *The Art of the Moving Picture*. Modern Library, 2000.

Manovich, Lev. *The Language of New Media*. MIT Press, 2010.

Martinec, Radan, and Theo Van Leeuwen. *The Language of New Media Design: Theory and Practice*. Routledge, 2009.

Parent, Rick. *Computer Animation: Algorithms and Techniques*. Morgan Kaufmann, 2012.

Pramaggiore, Maria, and Tom Wallis. *Film: A Critical Introduction*. Pearson Allyn and Bacon, 2011.

Russett, Robert, and Cecile Starr. *Experimental Animation: Origins of a New Art*. Da Capo Press, 2007.

Tribe, Mark, et al. *New Media Art*. Taschen, 2007.

Youngblood, Gene, and R. Buckminster Fuller. *Expanded Cinema*. E.P. Dutton, 1970.

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: College of Arts and Media Department/Division: School of Art and Design Alpha Designator/Number: ART 327

Contact Person: Mark Zanter, Tijah Bumgarner Phone: 304-696-5451

NEW COURSE DATA:

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

Alpha Designator/Number: Art 327

General Education Designator(s) (check all that apply): ☐ CT ☐ INTL ☐ MC ☐ Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

Catalog Description (Limit of 30 words): This hands-on introductory filmmaking course focuses on the fundamentals of cinematic storytelling through theory and practical techniques to develop a variety of short films.

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

Prerequisite(s): **ART 219 with a minimum grade of C** Credit Hours: **3**

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

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

Department Chair/Division Head: *Mark Zanter*	Date: October 18, 2023
Registrar: *Sonya ACC*	Date: Oct. 23, 2023
College Dean: *Maria P Bridgont*	Date: 1 November 2023
College Curriculum Chair: *Allysen B. Goodman*	Date: Nov. 1, 2023
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 11/28/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

College: College of Arts and Media ___ Department/Division: School of Art and Design ___ Alpha Designator/Number: ART 327

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

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

   Associate Professor Tijah Bumgarner

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

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

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

   n/a

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

   n/a

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

   Cameras. lenses, lighting equipment, sound equipment, all filmmaking equipment.

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

   n/a

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

Filmmaking I Bibliography:

Ascher, Steven, and Edward Pincus. *The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age*. Plume Book, 2019. This book covers various aspects of filmmaking, including pre-production, production, and post-production, and is updated for the digital age.

Bernard, Sheila Curran. *Documentary Storytelling: Creative Nonfiction on Screen*. Routledge, 2023. A resource that explores the art of crafting compelling narratives in documentary filmmaking, including character development and structure.

Kenworthy, Christopher. *Master Shots. 100 Advanced Camera Techniques to Get an Expensive Look on Your Low-Budget Movie*. Michael Wiese, 2012. Focused on visual storytelling, this book offers practical techniques for creating cinematic shots, regardless of your budget.

Lumet, Sidney. *Making Movies*. Knopf Publishing Group, 1996. A renowned filmmaker shares his insights and experiences, discussing the creative and practical challenges of directing and filmmaking.

Murch, Walter. *In the Blink of an Eye a Perspective on Film Editing*. Silman-James Press, 2001. This book provides insights into the art of film editing and the importance of rhythm and pacing in storytelling.

Rabiger, Michael. *Directing: Film Techniques and Aesthetics*. Routledge, 2020. A comprehensive guide to directing, covering techniques, visual storytelling, and the artistic aspects of filmmaking.

Rodriguez, Robert. *Rebel without a Crew*. Faber and Faber, 1996. Rodriguez shares his experiences making his first film, "El Mariachi," on a shoestring budget, offering practical advice for aspiring filmmakers.

Silverstein, Melissa, et al. *In Her Voice. Women Directors Talk Directing. Women and Hollywood,* 2013. This collection of interviews conducted by Melissa Silverstein features conversations with women directors about their experiences and perspectives in the film industry.

Mascelli, Joseph V. *The Five C's of Cinematography: Motion Picture Filming Techniques*. Silman-James Press, 1998. This classic book outlines five essential concepts for effective cinematography: camera angles, continuity, cutting, close-ups, and composition.

Peter Lee-Wright, David Dunkley Gyimah, and Chris W. Anderson. *The Documentary Handbook*. This handbook covers various documentary forms, styles, and approaches, making it suitable for students with diverse interests.

Marshall University Syllabus
College of Arts and Media
School of Art and Design

Course

ART 327: FILMMAKING I

Course Description

This hands-on introductory filmmaking course focuses on the fundamentals of cinematic storytelling through theory and practical techniques to develop a variety of short films.

Credits
3 cr.

Prerequisites
ART 219 with a minimum grade of C

Term/Year

Fall 2024

Class Meeting Days/Times

Monday & Wednesday 11:30a-2:20p

Location

Visual Arts Center 411

Academic Calendar

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

Instructor

Tijah (TEE-JAH) Bumgarner (she/her)

Contact Information
- Office: Visual Arts Center 403
- Office Hours: M, T, W 12p-1p **or by requested appointment**
- Office Phone: **304.696.2726**

- Marshall Email: tijah.bumgarner@marshall.edu

Health and Safety Information

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

Required and/or Recommended Texts and Materials

Required Texts and Materials
- Required readings will be posted on blackboard
- 1 TB Hard Drive (Must be MAC compatible) - this will be an asset you can use far beyond this class. You will want to store and backup ALL your lab materials on it.
- SD Memory Card AT LEAST 64gb - capable of 4K - Extreme Pro
- Idea/Production Journal a notebook for ideas and shooting notes
- Headphones for editing
- Take advantage of open lab and available equipment! (hours will be posted)
- Youtube/Vimeo, Celtx
- *Communication for this course will be done through email.*

Recommended/Optional Texts and Materials

Directing: Film Techniques & Aesthetics by Michael Rabiger

ISBN: 9780240818450

Cinematography: Theory & Practice by Blain Brown

ISBN: 9781138940925

Course Student Learning Outcomes

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

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will grasp the fundamentals of film theory and storytelling techniques, gaining an introductory understanding of these concepts.	❖ Readings ❖ Discussions ❖ Screenings ❖ Proposals ❖ Idea/production journals	❖ Production assignments ❖ Projects ❖ Idea/production journal

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 acquire familiarity with the language and terminology used in the field of filmmaking.	❖ Readings ❖ Discussions ❖ Screenings ❖ Proposals ❖ Idea/production journals ❖ Production assignments ❖ Projects	❖ Production assignments ❖ Projects ❖ Idea/production journal ❖ Final exam
Students will analyze films as cultural productions, understanding their role and influence within society. They will also apply this understanding to critically engage with existing works.	❖ Readings ❖ Discussions ❖ Screenings ❖ Proposals ❖ Idea/production journals ❖ Production assignments ❖ Projects	❖ Production assignments ❖ Projects ❖ Idea/production journal ❖ Final exam
Students will engage in all phases of film production: pre-production, production, and post-production, gaining practical experience and skills in each area.	❖ Proposals ❖ Idea/production journals, ❖ Production assignments ❖ Projects	❖ Production assignments ❖ Projects ❖ Idea/production journal ❖ Final exam
Students will learn and master basic filmmaking techniques, including cinematography, lighting, sound, editing, and other essential production elements.	❖ Readings ❖ Discussions ❖ Screenings ❖ Production assignments ❖ Projects	❖ Production assignments ❖ Projects ❖ Idea/production journal ❖ Final exam
Students will demonstrate their ability to effectively tell stories through all phases of production, integrating and applying their knowledge and skills while critically engaging with existing works.	❖ Proposals ❖ Idea/production journals ❖ Production assignments ❖ Projects	❖ Production assignments ❖ Projects

Course Requirements/Due Dates

Three major projects will be assigned that will give you an opportunity to demonstrate what you have learned about the technical, technique and storytelling principles of video making. These projects will require a substantial investment of time and effort on your part to be executed successfully. You will be able to work on some of them in class, but the majority of work will need to be completed OUTSIDE OF CLASS. Waiting until the night before should NEVER be an option. Much of the image-making process involves making mistakes, so you must give yourself ample time to experiment, explore multiple ideas, and improve your technique.

DETAILS IN COURSE SCHEDULE

PRODUCTION ASSIGNMENTS AND PROJECTS OVERVIEW:

Details on Objectives, Guidelines and Scoring Rubric will be given when each assignment/project is assigned

Idea/Production Journal you are required to keep an idea journal throughout the semester. You should have at least 15+ entries by the end of the semester. These entries should reflect the readings, discussions, screenings, your thought processes as you work through project ideas and production notes. Be sure to be as specific as possible in your entries (include dates). I will periodically review your Idea/Production Journals and require certain writing assignments.

Production Assignments will emphasize tools, techniques and theories covered in readings and in class. Most of these assignments will be completed during class. However, some will require out of class work time. To this, if we run out of class time, assignments will be due by the beginning of the next class.

Projects will require extensive amounts of time outside of class. These projects synthesize readings, discussions, and assignments to create well-rounded and thoughtful projects. Your project ideas are calculated into the overall grade of the project.

Final Exam is based on readings, lectures, equipment demonstrations, screenings and discussions. Exams are detailed and will have a variety of questions including true/false, multiple-choice, fill-in-the-blank, identification of visual materials, etc. Visual materials include films in class as well as illustrations in your readings.

PRODUCTION ASSIGNMENT #1:
CINEMATIC ANALYSIS
Students will view a specific short film or scene and analyze the elements of filmmaking.

PRODUCTION ASSIGNMENT #2:
COMPOSITION/TECHNIQUE WORK
Students will be given specific composition/technique elements to capture shots of a scavenger hunt.

PRODUCTION ASSIGNMENT #3:
EMULATION
Students will watch a scene of a film. After taking extensive notes, students will work in groups to emulate the given scene. A focus will be on shot types, lighting, camera movements, cinematographer, etc.. Students will present their chosen scene and discuss the style, camera, lens, stock/settings, lighting, floorplan, etc.

PRODUCTION ASSIGNMENT #4:
WRITING A SCENE
Students will choose a convenient location to sit and take notes paying close attention to details. Students will then create a 1-2 page script based on their notes.

PRODUCTION ASSIGNMENT #5:
MICRO-NARRATIVE
Students will work as a full class to make a short film. Students will have different crew roles and each edit their own version of the project.

PRODUCTION ASSIGNMENT #6:
MICRO-PORTRAIT
Students will work in teams of two to light and film an interview and capture b-roll of each other to create a one-minute portrait.

PRODUCTION ASSIGNMENT #7:
MOCKUMENTARY SIZZLE
Students will work in groups to conceive and create a short mockumentary to pitch with a sizzle reel. Hand-held camera work and production sound will be the focus.

PRODUCTION ASSIGNMENT #8:
GREEN SCREEN SCENE
Students will work in groups to conceive and create a short scene with the green screen and chroma key.

PROJECT #1:
Short Narrative

Description: Students will create a short film that takes place in one location. The film must tell a clear and understandable narrative. Students will work on color grading and sound design.

Length: 2-3 minutes

PROJECT #2:
Short Documentary

Description: Students will create a short documentary film in a chosen style about an approved subject. This is a non-fictional work that could be based on an actual event, an interview style documentary, a nonlinear documentary, life story, experimental, etc.

Length: 2-3 minutes

PROJECT #3:
Commercial

Description: Students will work in production teams to create and produce a commercial for a product based on our visual effects discussion. This work is done in class.

Length: 30 - 60 seconds

Content Awareness

In this course, some films we screen and analyze may contain content that could be sensitive or potentially triggering. It is essential to create a safe and inclusive learning environment for all students, which includes recognizing the impact certain themes and scenes might have on individuals based on their personal experiences, beliefs, or cultural backgrounds.

The intention is to approach these sensitive topics with care and academic rigor, fostering open dialogue and critical analysis. Students are encouraged to engage in thoughtful discussions, share their perspectives, and respect the diverse viewpoints that emerge from our diverse student body.

If you have concerns about specific content or themes within the films we will study, you are encouraged to communicate with me. I am committed to providing additional resources, alternative assignments, or appropriate support to help you navigate the material while ensuring your educational experience remains enriching and empowering. Your well-being and comfort in this course are of utmost importance.

Grading Policy

Projects will be graded after they have been critiqued in class and revised. Be sure to take constructive notes during critique from your instructor and peers. The due date of the project is after critique. Therefore, you will have until the due date to make changes prior to the project being graded.

Turning in Production Assignments and Projects late will result in a failed grade. If circumstances arise, please communicate with me.

NOTE: The final project will NOT be accepted late and will automatically receive a zero if it is not turned in during the final.

So, in other words, it is extremely important that you pay attention to due dates and manage your time well. It is in your best interest to turn in all assignments by the due date regardless of the condition they are in. The critique will give you the opportunity to get feedback from your instructor and peers, and the option of reworking your projects will allow you to apply that feedback to making your work better.

GRADING STRUCTURE:		Final course grades are based on the standard SOAD scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 59% and below
Production Assignments (20 points each)	160 points	
Project #1	100 points	
Project #2	100 points	
Project #3	100 points	
Project #4	100 points	
Final Exam	40 points	
Total	**600 points**	

Evaluation Criteria

Rubrics will be provided for each production assignment and project (short narrative, short documentary). What follows is a general grade description for formal assignments.

A—*Exemplary work* demonstrates originality, complexity, and initiative. The content is sophisticated, audience-centered, and thorough; the style is clear, conceptual, and engaging; the information is thoughtful and well-organized so that it is both unified and visually attractive; technical and creative align with expectations of short films. Submission follows all appropriate guidelines.

B—*Good work* is generally successful in meeting the goals of production assignment and project criteria without the need for major revisions. The submission would likely benefit from *minor* improvements in content (additional depth or clarity or creativity), artistry/style (organization or more complimentary cinematography/sound), or practice/technical techniques to align with production assignment/project expectations.

C—*Satisfactory work* is adequate in all respects but would benefit from substantial revisions of content, artistry/style, or practice/technical techniques to align with production assignment/project expectations. The submission may require further work in more than one area.

D—The submission requires extensive revisions of content, artistry/style, practice/technical techniques. The filmmaker has encountered significant problems meeting the goals and production assignment/project criteria.

F—The submission does not have enough information or contains major and pervasive problems in terms of content, artistry/style, practice/technical techniques that interfere with meaning. The submission may be incomplete, or lacking elements may negate the submission.

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I am committed to maintaining a positive and productive learning community based on mutual respect, open communication, and scholarly collaboration, and I expect the same commitment from all students.

Attendance and active engagement in all class sessions is required. Should you miss a session due to an unavoidable emergency, it is your responsibility to obtain notes, readings, and/or help from fellow classmates to catch up with missed work and inform yourself about any changes or due dates announced in class.

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Filmmaking often involves group projects and collaborative assignments. Missing class can result in incomplete or subpar contributions to these projects, which can affect your individual and group grades. It can also disrupt group dynamics and hinder your ability to work effectively with your peers.

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Confidentiality Breach: Using AI tools that might violate university policies or laws related to data privacy and confidentiality.

See individual assignment instructions for more details.

Metacognitive Reflection. In addition to a proper citation, the student should include the following statement with any assignment where generative AI is used for assistance.

"I used generative AI platform [INSERT NAME OF PLATFORM, SUCH AS CHAT GPT] for assistance in the following ways on this assignment: [INSERT WAYS USED, such as brainstorming, citation assistance, grammar and style checking, concept understanding, and research assistance, etc.]."

Course Schedule

Module 1: Elements of Filmmaking (WEEK 1: Introduction/Visual Language - Framing, Aesthetics & Composition, WEEK 2: Art of Light, WEEK 3: Art of Editing - Technical & Theoretical Approaches, WEEK 4: Art of Pre-Production)

- Overview of the course and syllabus
- Film analysis and discussion of cinematic language
- Introduction to cameras, lights, sound, Adobe Premiere
- Hands-on with all equipment

Module 2: Narrative (fiction) Storytelling (WEEK 5: Working on a Film Set, WEEK 6: Scripts and Screenwriting, WEEK 7: Guest Speaker, Industry Work)

- Introductory principles of directing actors and working with a crew
- Storytelling and working on a film set
- Project #1: Short Narrative Film

Module 3: Documentary (non-fiction) Storytelling (WEEK 8: Documentary Filmmaking, WEEK 9: Non-Fiction Aesthetics, WEEK 10: Non-Fiction Storytelling, WEEK 11: Guest Speaker, Industry Work, WEEK 12: Documentary Editing Practices)

- Introductory to documentary style filmmaking
- Filming interviews and effective b-roll
- Analyzing documentaries and telling non-fiction stories
- Project #2: Short Documentary Film

Module 4: Visual Effects (WEEK 13: Practical Effects, WEEK 14: BREAK, WEEK 15: Virtual Worlds, WEEK 16: FINALS)

- Understanding tools of visual effects
- Visual effects and their integration into the editing process
- Project #3: Visual Effect Commercial

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: College of Arts a Department/Division: School of Art and Design Alpha Designator/Number: ART 328

Contact Person: Mark Zanter, Tijah Bumgarner   Phone: 304-696-5451

NEW COURSE DATA:

Course Title: Filmmaking II   (Limit of 30 characters & spaces.)

Alpha Designator/Number: ART 328

General Education Designator(s) (check all that apply): ☐ CT ☐ INTL ☐ MC ☐ Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

Catalog Description (Limit of 30 words):   Students work together to create short-form films learning
advanced concepts of filmmaking. Working in various crew roles, students complete
a short film project for public screening.

Co-requisite(s): _____   First Term to be Offered: Spring 2025

Prerequisite(s): AM 298 with a minimum grade of C or by permission   Credit Hours: 3

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

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

Department Chair/Division Head: *Mark Zanter*	Date: October 18, 2023
Registrar: *Sonya GC*	Date: Oct. 23, 2023
College Dean:	Date: 1 November 2023
College Curriculum Chair: *Allyson B. Goodman*	Date: Nov. 1, 2023
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 11/28/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

College: _College of Arts and_ Department/Division: _School of Art and Desi_ Alpha Designator/Number: _ART 328_

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

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

   Associate Professor Tijah Bumgarner

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

   N/A

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

   N/A

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

   N/A

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

   N/A

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

   Cameras, lenses, lighting equipment, sound equipment, and additional filmmaking equipment.

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

   N/A

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

Filmmaking II Bibliography:

Brown, Blain. *Cinematography: Theory and Practice: For Cinematographers and Directors.* Routledge, 2022. An in-depth guide to cinematography principles, techniques, and equipment, suitable for both beginners and intermediate-level filmmakers.

Dancyger, Ken. *The Technique of Film and Video Editing: History, Theory, and Practice.* Routledge, 2019. Exploring the history, theory, and practical techniques of film editing, this book is an excellent resource for editors seeking a deeper understanding.

Field, Syd. *Screenplay: The Foundations of Screenwriting.* Delta Trade Paperbacks, 2005. One of the foundational books on screenwriting, Syd Field covers the three-act structure and provides tools for crafting compelling scripts.

Katz, Steven D. *Cinematic Motion: Film Directing: A Workshop for Staging Scenes.* Michael Wiese, 2004 Katz delves into the intricacies of cinematic motion, covering camera movement, blocking, and visual storytelling techniques used by directors.

MacKee, Robert. *Story: Substance, Structure, Style, and the Principles of Screenwriting.* ItBooks, 2010. An in-depth exploration of storytelling principles, character development, and screenwriting structure.

Mamet, David. *On Directing Film.* Penguin, 1994.

Mercado, Gustavo. *Filmmaker's Eye Learning (and Breaking) the Rules of Cinematic Composition.* Routledge, Taylor and Francis Group, 2022. This book focuses on advanced cinematography techniques, examining how composition and visual storytelling can elevate a film's impact.

Murch, Walter. *In the Blink of an Eye a Perspective on Film Editing.* Silman-James Press, 2001. Building upon his previous work, Murch explores the intricate art of film editing, discussing techniques and philosophies.

Snyder, Blake. *Save the Cat!: The Last Book on Screenwriting You'll Ever Need.* M. Wiese Productions, 2005. This popular book outlines a clear and accessible approach to screenwriting, breaking down story beats and character arcs.

Truby, John. *The Anatomy of Story: 22 Steps to Becoming a Master Storyteller.* Farrar, Straus and Giroux, 2008. Truby's book delves into the anatomy of storytelling, offering a comprehensive approach to crafting intricate and emotionally resonant screenplays.

Van Hurkman, Alexis. *The Art of Color Correction.*
Color grading is a critical aspect of filmmaking. This book provides an in-depth guide to color correction and enhancement in post-production.

Set Lighting Technician's Handbook: Film Lighting Equipment, Practice, and Electrical Distribution. 2020. For those interested in the technical aspects of lighting, this book provides detailed information about lighting equipment, setups, and techniques.
"Screenplay: The Foundations of Screenwriting" by Syd Field (Advanced Edition)

Mark Brindle. *The Digital Filmmaking Handbook.* Quercus Publishing Plc, 2013. This advanced guide covers various aspects of digital filmmaking, including advanced camera techniques, visual effects, and post-production workflows.

Weston, Judith. *Directing Actors: Creating Memorable Performances for Film and Television.* Michael Wiese Productions, 2021. This book focuses on the director's relationship with actors, providing advanced techniques for eliciting authentic and impactful performances.

Marshall University Syllabus
College of Arts and Media
School of Art and Design

Course

ART 328: FILMMAKING II

Course Description

Students work together through advanced filmmaking concepts such as directing, cinematography, color grading, and sound design. Working in various crew roles, students complete a short film project for public screening.

Credits
3 cr.

Prerequisites
AM 298 with a minimum grade of C or by permission

Term/Year

SPRING 2025

Class Meeting Days/Times

Monday & Wednesday 11:30a-2:20p

Location

Visual Arts Center 412

Academic Calendar

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

Instructor

Tijah (TEE-JAH) Bumgarner (she/her)

Contact Information

- Office: Visual Arts Center 403
- Office Hours: M, T, W 12p-1p **or by requested appointment**
- Office Phone: **304.696.2726**

- Marshall Email: tijah.bumgarner@marshall.edu

Health and Safety Information

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

Required and/or Recommended Texts and Materials

Required Texts and Materials
- While there is no assigned textbook, readings will be posted on blackboard.
- 1 TB Hard Drive (MAC formatted with USB)- this asset you can use far beyond this class but you will want to store and backup ALL your lab materials on it.
- SD Memory Card AT LEAST 64 GB - capable of 4K - Extreme Pro
- Idea Journal (basically, a sketchbook)
- Organizing Materials
- Cinematography Apps
- Celtx, GoogleDrive, and Youtube/Vimeo Accounts

Recommended/Optional Texts and Materials

How Not to Make a Short Film: Secrets from a Sundance Programmer by Roberta Marie Munroe - Hachette Books; First Edition (January 20, 2009) - **ISBN-10:** 1401309542

Directing: Film Techniques and Aesthetics by Michael Rabiger & Mick Hurbis - Focal Press; 5 edition (December 15, 2012) - **ISBN-10:** 0240818458

Course Student Learning Outcomes

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

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will critically analyze and evaluate both their own work and the work of others, providing constructive feedback. They will demonstrate a deep understanding of film theory and history.	❖ In-class screenings ❖ Professional guest speakers ❖ Discussions ❖ Project critiques	❖ Production elements ❖ Final short film project

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 master filmmaking equipment, software, and post-production techniques, including editing, color grading, and visual effects. They will apply this knowledge to create professional-quality films.	❖ Readings ❖ Discussions ❖ in-class production assignments ❖ Projects	❖ Major & Minor roles ❖ Production elements ❖ Final short film project
Students will apply various cinematic aesthetics and styles, analyzing and incorporating them into their own filmmaking. They will synthesize these elements to produce unique and visually engaging works.	❖ Readings ❖ Discussions ❖ in-class production assignments ❖ Projects	❖ Major & Minor roles ❖ Production elements ❖ Final short film project
Students will develop industry-standard professional skills applicable to diverse film production sets, such as commercials, narratives, and reality television.	❖ Readings ❖ Discussions ❖ Professional guest speakers ❖ in-class production assignments ❖ Projects	❖ Production elements ❖ Major & Minor roles ❖ Final short film project
Students will effectively collaborate in filmmaking teams, demonstrating strong communication, teamwork, and leadership skills. They will respect and acknowledge the contributions of each team member.	❖ Discussions ❖ in-class production assignments ❖ Projects	❖ Production elements ❖ Major & Minor roles ❖ Final short film project
Students will explore and address social and cultural issues through their films, applying an understanding of film as a powerful tool for cultural commentary and change. They will synthesize their knowledge to convey meaningful messages through their work.	❖ In-class screenings ❖ Readings ❖ Discussions	❖ Production elements ❖ Final short film project

Course Requirements/Due Dates

- All Filmmaking II students will write, produce, direct, and edit a short narrative project as small production teams.
- **Short Narrative Project:** All projects must be set in minimal locations! Keep it simple. When creating the idea and writing the script, think about what is shootable: access to locations, actors, crew, production design needs, etc. This should be a character-driven script • Project Length: 5-8 minutes • Final Project Due Date: TBA • Required Elements: Pre-production, Production, Post Production materials (checklist will be provided in class).
- Each project will require extensive amounts of time outside of class. Your project should synthesize readings, discussions, and screenings to create a well-rounded and thoughtful film. Your ideas are calculated into the overall

grade of the project.
- Each project will require a production book which will include all of your pre-production, production, and post-production elements (a requirement list will be discussed in class).
- All work will be uploaded to the appropriate folder in our class Google Drive.
- **Major Roles:** Students will be assigned into production teams of 3 or 4 (depending on class size). The major roles for the team will be writer/director, producer, cinematographer. You will be expected to work closely in order to create a strong project.
- **Minor Roles:** All students will fill in as minor roles when each team is in production. This support includes assistant director, sound recordist, assistant camera, gaffer, grip, production design, script supervisor, production assistant(s).
- All students will complete a Team Evaluation Form after each production.

Content Awareness

In this course, some films we screen and analyze may contain content that could be sensitive or potentially triggering. It is essential to create a safe and inclusive learning environment for all students, which includes recognizing the impact certain themes and scenes might have on individuals based on their personal experiences, beliefs, or cultural backgrounds.

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Grading Policy

ROLE	CRITERIA	POINTS
Major Role: writer/director, producer, cinematographer	Students will be graded on how well they perform in their assigned role - this will be evaluated through participation during class, submission of proper work, work during all elements of production, team evaluation	100
Minor Role: assistant director, sound recordist, assistant camera, gaffer, grip,	Students will be graded on how well they perform in their assigned role - this will be	50

production design, script supervisor, production assistant(s)	evaluated through participation in pre-pro meetings, tech scouting, working on the production, team evaluation	
Production Elements: research/development, pitch, script, pre-production checklist, production materials, post production log, press kit	Students will be graded on all material as required by a checklist	50
Project: completed project	Students will be graded on how well their project came together through writing, visuals, sound, editing, etc for each required cut	100
TOTAL POINTS POSSIBLE		300

Evaluation Criteria

Rubrics will be provided for major roles, minor roles, production elements, & short narrative films. What follows is a general grade description for formal assignments.

A—*Exemplary work* demonstrates originality, complexity, and initiative in the production work. The content is sophisticated, audience-centered, and thorough; the style is clear, conceptual, and engaging; the information is thoughtful and well-organized so that it is both unified and visually attractive; technical and creative align with expectations of short films. *Exemplary work* also demonstrates working together, listening, professionalism, and other aspects of being part of a production team.

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Confidentiality Breach: Using AI tools that might violate university policies or laws related to data privacy and confidentiality.

See individual assignment instructions for more details.

Metacognitive Reflection. In addition to a proper citation, the student should include the following statement with any assignment where generative AI is used for assistance.

"I used generative AI platform [INSERT NAME OF PLATFORM, SUCH AS CHAT GPT] for assistance in the following ways on this assignment: [INSERT WAYS USED, such as brainstorming, citation assistance, grammar and style checking, concept

understanding, and research assistance, etc.]."

Course Schedule

Module 1: Development/Pre-production (week 1 - 5)

- Overview of the course and syllabus
- Film analysis and discussion of advanced filmmaking techniques
- Decide class project ideas
- Discussion of storytelling and scriptwriting for film
- Pre-production elements

Module 2: Production (week 6-10)

- Advanced principles of directing actors and working with a crew
- Film analysis and discussion of advanced filmmaking techniques
- On-set work time

Module 3: Post-Production (week 11-16)

- Understanding color grading and its impact on the narrative
- Visual effects and their integration into the editing process
- Film analysis and discussion of advanced filmmaking techniques
- Film festivals and the business of film
- Public screening of projects

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: College of Arts and Media Department/Division: School of Art & Design Alpha Designator/Number: Art 329

Contact Person: Mark Zanter, Tijah Bumgarner Phone: 304.696.5451

NEW COURSE DATA:

Course Title: **Cinematic Non-Fiction** (Limit of 30 characters & spaces.)

Alpha Designator/Number: **Art 329**

General Education Designator(s) (check all that apply): ☐ CT ☐ INTL ☐ MC ☐ Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

Catalog Description (Limit of 30 words): Students will explore diverse styles, techniques, and storytelling approaches to create impactful and compelling, short-form non-fiction films.

Co-requisite(s): _____ First Term to be Offered: **Spring 2025**

Prerequisite(s): AM 298 or ART 298/299 with a minimum grade of C or by permission Credit Hours: **3**

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

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

Department Chair/Division Head: *Mark Zanter*	Date: October 18, 2023
Registrar: *Sonya A C*	Date: Oct. 23, 2023
College Dean: *Maria T. Mundhant*	Date: 1 November 2023
College Curriculum Chair: *Allysen B Goodman*	Date: Nov. 1, 2023
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 11/28/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

College: College of Arts and Media   Department/Division: School of Art & Design   Alpha Designator/Number: Art 329

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

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

   Tijah Bumgarner

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

   N/A

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

   N/A

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

   N/A

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

   N/A

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

   Cameras. lenses, lighting equipment, sound equipment, all filmmaking equipment.

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

   N/A

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

Bibliography:

Artis, Anthony Q. *The Shut up and Shoot Freelance Video Guide: A down and Dirty DV Production*. Routledge, 2018. Geared towards low-budget and independent filmmakers, this guide provides hands-on tips for shooting and editing documentaries.

Bernard, Sheila Curran. *Documentary Storytelling: Creative Nonfiction on Screen*. Routledge, 2023. A resource that explores the art of crafting compelling narratives in non-fiction filmmaking, including character development and structure.

Bricca, Ace Jacob. DOCUMENTARY EDITING: Principles and Practice. ROUTLEDGE, 2023. An in-depth look at the editing process with practical advice and case studies.

DeVolld, Troy. *Reality TV: An Insider's Guide to TV's Hottest Market*. Michael Wiese Productions, 2019. Although focused on reality TV, this book offers insights into real-world storytelling and character development that can be applied to non-fiction filmmaking.

Documentary: A History of the Non-Fiction Film 2nd Rev. Ed. Oxford University Press, 2020. An exploration of the history and evolution of non-fiction filmmaking, offering insights into its various forms and movements.

Friedman, Jeffrey, et al. The Art of Nonfiction Movie Making. Praeger, 2012. An exploration of recent non-fiction films, technique, and process.

Jolliffe, Genevieve, and Andrew Zinnes. *The Documentary Filmmakers Handbook*. Continuum International Publishing Group, 2012. This book offers practical advice and techniques for aspiring filmmakers, including budgeting and distribution strategies.

Kahana, Jonathan. *The Documentary Film Reader: History, Theory, Criticism*. Oxford University Press, 2016. A collection of essays and articles that provide a theoretical and historical context for non-fiction filmmaking.

Rabiger, Michael. *Developing Story Ideas: The Power and Purpose of Storytelling*. Routledge, 2017. A comprehensive guide covering all aspects of non-fiction filmmaking, from concept development to production and post-production.

Rabiger, Michael, and Courtney Hermann. *Directing the Documentary*. Routledge, 2020. This book focuses on the creative and practical aspects of directing, storytelling, and working with subjects.

Stout, Roxanne Evans. Storytelling with Collage: Techniques for Layering Color and Texture. North Light Books, 2016. Exploring the use of collage and visual storytelling techniques, this book can be particularly useful for filmmakers looking to experiment with visuals.

Marshall University Syllabus
College of Arts and Media
School of Art and Design

Course

ART 329: Cinematic Non-Fiction

Course Description

Students will explore diverse styles, techniques, and storytelling approaches to create impactful and compelling, short-form non-fiction films.

Credits
3 cr.

Prerequisites
AM 298 or ART 298/299 with a minimum grade of C or by permission

Term/Year

SPRING 2025

Class Meeting Days/Times

Monday & Wednesday 2:30a-5:20p

Location

Visual Arts Center 412

Academic Calendar

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

Instructor

Tijah (TEE-JAH) Bumgarner (she/her)

Contact Information

- Office: Visual Arts Center 403
- Office Hours: M, T, W 12p-1p ***or by requested appointment**
- Office Phone: **304.696.2726**

- Marshall Email: tijah.bumgarner@marshall.edu

Health and Safety Information

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

Required and/or Recommended Texts and Materials

Required Texts and Materials

- While there is no assigned textbook, readings will be posted on blackboard.
- 1 TB Hard Drive (MAC formatted with USB)- this asset you can use far beyond this class but you will want to store and backup ALL your lab materials on it.
- SD Memory Card AT LEAST 64 GB - capable of 4K - Extreme Pro
- Idea Journal (basically, a sketchbook)
- Organizing Materials
- Cinematography Apps
- GoogleDrive and Youtube/Vimeo Accounts

Recommended/Optional Texts and Materials

Nichols, Bill, Intro to Documentary, 3rd edition Indiana University Press, 2017

Friedman, Jeffrey, et al. The Art of Nonfiction Movie Making. Praeger, 2012.

Course Student Learning Outcomes

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

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will recall and comprehend various non-fiction filmmaking styles, techniques, and forms, incorporating knowledge of historical and contemporary trends within the field.	❖ Readings ❖ Discussions ❖ Screenings ❖ Projects	❖ Project #1 ❖ Project #2 ❖ Project #3 ❖ Leading Discussion ❖ Outside Class Screenings

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 apply acquired knowledge by proficiently operating filmmaking equipment and software, demonstrating competence in camera operation, sound recording, lighting, editing, and post-production processes.	❖ Readings ❖ Discussions ❖ Research ❖ Screenings ❖ Hands-on practice with cameras and sound equipment	❖ Project #1 ❖ Project #2 ❖ Project #3
Students will assess non-fiction films critically, analyzing their societal and cultural impact. They will utilize critical thinking skills to evaluate these impacts and apply insights gained to their own non-fiction film projects.	❖ Readings ❖ Research ❖ Discussions ❖ Critiques ❖ Screenings	❖ Project #1 ❖ Project #2 ❖ Project #3 ❖ Pitch/Proposals ❖ Leading Discussion ❖ Outside Class Screenings
Students will integrate acquired knowledge to illustrate an understanding of diverse dissemination methods in non-fiction filmmaking, encompassing considerations of diversity, ethics, and representation within the content.	❖ Readings ❖ Discussions ❖ Projects ❖ Screenings	❖ Project #1 ❖ Project #2 ❖ Project #3 ❖ Pitch/Proposals ❖ Leading Discussion ❖ Outside Class Screenings
Students will utilize their acquired knowledge and skills to produce high-quality non-fiction films. They will conceptualize, plan, shoot, edit, and present them to showcase their ability to synthesize and apply the learned concepts.	❖ Readings ❖ Discussions ❖ Projects	❖ Project #1 ❖ Project #2 ❖ Project #3 ❖ Pitch/Proposals

Course Requirements/Due Dates

Proposal/Pitch:

Each project will require a written proposal, research/script, production plan/schedule, aesthetic list, releases. The proposal/pitch is an opportunity to receive feedback prior to doing the work of making. You will submit the visual pitch deck in your Google Drive folder. Specific requirements, guidelines, and grading rubrics will be provided for each project.

Projects:

Projects will require extensive amounts of time outside of class. These projects synthesize readings, discussions, and screenings to create well-rounded and thoughtful projects. Your project ideas are calculated into the overall grade of the project. Each project will require a written proposal, research/script, production plan/schedule, transcription, releases. The proposal/pitch is an opportunity to receive feedback prior to doing the work of making. Specific requirements, guidelines and grading rubrics will be provided for each project.

Outside Class Screenings:

Students are required to attend at least two non-fictoin film screenings with discussions outside of class. Plan to attend two extracurricular film events and write a 2-page (double spaced) response that synthesizes readings from class, reflects upon your experience and discoveries at these events. Qualifying events include online screenings with live/recorded Q+A/discussion.

Leading Discussion:

Each student will be required to lead discussion for one class session. Based on a provided outline, students will prepare extensively to lead discussion. Assignments will be made at the beginning of the semester.

PROJECT #1:

Cinema Verité

Description: Students will choose a person/place/event/etc, to capture in the Cinema Verité style.

Length: *3-5 minutes*

PROJECT #2:

Experimental Non-fiction

Description: Students must research a particular event, theme, era in order to create a social critique through experimental style (e.g., Poetic, Reflexive, Performative, etc). This project emphasizes critical thinking and editing.

Length: *2-3 minutes*

Non-fiction film:

Description: Students will work in production teams to create a non-fiction film. The goal of the film may be to increase public awareness of an issue, present biographical or historical content, explore government and corporate policies, social/ cultural identity, issues in education, etc. This project will require going out into the community, gathering information, and then deciding how best to shape your story. This film must incorporate various styles and techniques of non-fiction filmmaking.It may include, text, images, archive footage, music, slow motion, animation, etc to enhance the storytelling of the project. Archival and field research are required and must be documented.

Length: *7-10 minutes*

Content Awareness

In this course, some films we screen and analyze may contain content that could be sensitive or potentially triggering. It is essential to create a safe and inclusive learning environment for all students, which includes recognizing the impact certain themes and scenes might have on individuals based on their personal experiences, beliefs, or cultural backgrounds.

The intention is to approach these sensitive topics with care and academic rigor, fostering open dialogue and critical analysis. Students are encouraged to engage in thoughtful discussions, share their perspectives, and respect the diverse viewpoints that emerge from our diverse student body.

If you have concerns about specific content or themes within the films we will study, you are encouraged to communicate with me. I am committed to providing additional resources, alternative assignments, or appropriate support to help you navigate the material while ensuring your educational experience remains enriching and empowering. Your well-being and comfort in this course are of utmost importance.

Grading Policy

Project Proposal/Pitch (20 each)	60 points	Final course grades are based on the standard SOAD scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 59% and below
Project #1	100 points	
Project #2	100 points	
Project #3	100 points	
Outside Class Screenings (15 each)	30 points	
Leading Discussion	20 points	
TOTAL	**410 points**	

Evaluation Criteria

Rubrics will be provided for major roles, minor roles, production elements, & short narrative films. What follows is a general grade description for formal assignments.

A—*Exemplary work* demonstrates originality, complexity, and initiative in the production work. The content is sophisticated, audience-centered, and thorough; the style is clear, conceptual, and engaging; the information is thoughtful and well-organized so that it is both unified and visually attractive; technical and creative align with expectations of short films. *Exemplary work* also demonstrates working together, listening, professionalism, and other aspects of being part of a production team.

B—*Good work* is generally successful in meeting the goals of major roles, minor roles, production elements, & short narrative film criteria without the need for major improvements. The overall work would likely benefit from *minor* improvements in content (additional depth or clarity or creativity), artistry/style (organization or more complimentary cinematography/sound), or practice/technical techniques to align with production expectations.

C—*Satisfactory work* is adequate in all respects but would benefit from substantial improvements of content, artistry/style, or practice/technical techniques to align with production assignment/project expectations. The production roles/project may require further work in more than one area.

D—The production elements require extensive revisions of content, artistry/style, practice/technical techniques. The filmmaker has encountered significant problems meeting the goals and production criteria.

F—The production work does not have enough information or contains major and pervasive problems in terms of content, artistry/style, practice/technical techniques that interfere with meaning. The production work may be incomplete, or lacking elements may negate the work.

Attendance/Participation Policy

I am committed to maintaining a positive and productive learning community based on mutual respect, open communication, and scholarly collaboration, and I expect the same commitment from all students.

Attendance and active engagement in all class sessions is required. Should you miss a session due to an unavoidable emergency, it is your responsibility to obtain notes, readings, and/or help from fellow classmates to catch up with missed work

and inform yourself about any changes or due dates announced in class.

In filmmaking, many concepts and techniques are taught through practical exercises, hands-on activities, and in-class demonstrations. When you miss a class, you may miss out on essential learning opportunities that could affect your understanding of the subject matter. This can impact your ability to complete assignments and projects effectively.

Filmmaking often involves group projects and collaborative assignments. Missing class can result in incomplete or subpar contributions to these projects, which can affect your individual and group grades. It can also disrupt group dynamics and hinder your ability to work effectively with your peers.

Grading takes into account a student's overall performance, including their growth, development, and dedication to the subject matter. Missing multiple classes can signal a lack of commitment or interest in the course, which will negatively influence your grade. You can acquire three (3) unexcused absences without it affecting your grade. The fourth (4th) and fifth (5th) unexcused absences, however, will each reduce your course grade by one letter grade. SIX (6) unexcused absences will result in automatic failure of the entire course.

University Policies

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

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Pre-Finals Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy- Title IX prohibits the harassment of students based on sex, which includes pregnancy, childbirth, and related conditions. This includes that students will not be penalized for taking medically necessary leave related to pregnancy, childbirth, or related conditions. Marshall's Title IX Office may be contacted at TitleIX@marshall.edu
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Generative AI is permitted/encouraged in some ways, with proper attribution, but prohibited in other ways.

Students are allowed, and even encouraged, to use Generative AI in some ways but are prohibited from using it in other ways Keep in mind that any content produced by generative AI can "hallucinate" (produce false information), so students are responsible for ensuring the accuracy of any AI-generated content. For information

on citing AI, please see MU Library's citation website (URL: https://libguides.marshall.edu/plagiarism-AI/cite). Students should not use generative AI in any way that would violate the Student Code of Conduct (URL: https://www.marshall.edu/student-conduct/files/Studnet-Code-of-Conduct-2022.pdf).

Students are permitted and encouraged to use generative AI in the following ways:

Brainstorming: You may use generative AI to stimulate creativity, generate ideas, or brainstorm topics for papers, presentations, and discussions. The generated content must serve as a stepping stone, not a final product.
Citation Assistance: AI tools can be used to manage, format, and organize citations and references, promoting adherence to academic writing standards and specific style guides required for individual assignments.
Grammar and Style Checking: AI-powered writing enhancement tools may be used to help with spelling, grammar, syntax, and stylistic errors.
Concept Understanding: Generative AI can be used to explain or simulate concepts taught in class, aiding in a deeper understanding.
Research Assistance: AI can be used to conduct initial research, compile data, and summarize articles, books, or papers. It should not replace traditional research methods but rather enhance them.

You may not use generative AI in coursework in the following ways:

Plagiarism: Using AI-generated content as your original work without attribution. This includes essays, papers, presentations, and exam answers.
Data Manipulation: Using AI tools to alter data or create misleading information.
Misrepresentation of Skills: Using generative AI to complete tasks that are meant to assess your knowledge and skills.
Confidentiality Breach: Using AI tools that might violate university policies or laws related to data privacy and confidentiality.

See individual assignment instructions for more details.

Metacognitive Reflection. In addition to a proper citation, the student should include the following statement with any assignment where generative AI is used for assistance.

"I used generative AI platform [INSERT NAME OF PLATFORM, SUCH AS CHAT GPT] for assistance in the following ways on this assignment: [INSERT WAYS USED, such as brainstorming, citation assistance, grammar and style checking, concept understanding, and research assistance, etc.]."

Course Schedule

Module 1: What is Cinematic Non-Fiction? (week 1 - 6)
- Overview of the course and syllabus
- Film analysis and discussion of modes, techniques and styles

- Discussion of storytelling and representation
- How to pitch for film
- Project #1

Module 2: Process of Non-Fiction Filmmaking (week 7 - 10)

- Working with archives and special collections
- Film analysis and discussion of experimental film techniques
- Using film to express ideas and concepts
- Project #2

Module 3: Using Non-Fiction film expressively (week 11 - 16)

- Understanding non-fiction film
- Research process, documentation, and citation
- Working as a member of a film crew.
- Project #3

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: **School of Art & Design**   Alpha Designator/Number: **Art 330**

Contact Person: **Mark Zanter, Tacie Jones**   Phone: **304.696.5451**

NEW COURSE DATA:

Course Title: **2D Animation**   (Limit of 30 characters & spaces.)

Alpha Designator/Number: **Art 330**

General Education Designator(s) (check all that apply): ☐ CT ☐ INTL ☐ MC ☐ Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

Catalog Description (Limit of 30 words): Students learn traditional and digital 2D animation through projects that explore conceptual development and formal principles, tools, and techniques.

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

Prerequisite(s): **AM 298, or Art 298/299**   Credit Hours: **3**

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

Course(s) being deleted in place of this addition *(must submit course deletion form)*: **n/a**

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

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

Signature	Date
Department Chair/Division Head: *Mark Zanter*	Date: October 18, 2023
Registrar: *Sonya A C*	Date: Oct. 23, 2023
College Dean: *Marna P Gridhant*	Date: 1 November 2023
College Curriculum Chair: *Allyson B. Goodman*	Date: Nov. 1, 2023
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 11/28/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

College: **CAM**   Department/Division: **School of Art & Design**   Alpha Designator/Number: **Art 330**

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

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

   Tacie Jones

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

   n/a

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

   n/a

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

   n/a

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

   n/a

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

   Computer, Adobe CC access

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

   n/a

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

Art 330: 2D ANIMATION

MARSHALL UNIVERSITY
SCHOOL OF ART & DESIGN

Course 2D Animation
Course Description Students learn traditional and digital 2D animation through projects that explore conceptual development and formal principles, tools, and techniques.
Credits 3.0
Prerequisites AM 298, or Art 298/299, or permission
Term/Year Fall 2024
Days/Times
Location Visual Arts Center 412
Academic Calendar For beginning, ending, and add/drop dates, see the Marshall University Academic Calendar (URL: https://www.marshall.edu/academic-calendar/).
Instructor Tacie Jones
Office VAC 414
Office Hours Held T/R 1:00 – 2:30 PM. If you would like to speak with me, please feel free to drop by VAC 414 anytime during my office hours. If you have a schedule conflict during this time, please feel free to contact me via email or before or after class to set up a time to meet.
Office Phone 304-696-3532
Marshall Email jonestac@marshall.edu

Course Overview

This course serves as an introduction to 2D animation. The course will cover both traditional and digital animation methods, providing you with a well-rounded skill set in the field of 2D animation. Through hands-on projects and exercises, demonstrations, lectures, and discussions, you will gain an understanding of a range of animation techniques and the tools used to create them. We will focus on the full arc of 2d animation creation, from the early stages of concept development and design to the final animation product. You will also learn about the history of animation as an artistic medium and the formal principles that guide effective practice in the form.

This course explores a variety of techniques and 2D animation applications through assigned "project modules". Each module focuses on specific methods and associated best-practice tools. Through this range of practice, you will expand your experience with industry-standard tools and practices in 2D animation. You will also develop your ability to locate the relationship between formal elements and the

content and messaging those choices convey with the world of animation. With applied learning, dedicated practice, and an open mind for creative exploration, you will develop the foundational background required to both produce and analyze effective animation. By the end of this course, you will have a portfolio of animated examples to showcase in a demo reel of your work.

Learning Outcomes

Your learning outcomes	How Students Will Practice Each Outcome	How Student Achievement of Each Outcome Will Be Assessed
Apply the 12 animation principles.	♦ Animatics/Storyboard development ♦ In-class exercises ♦ Homework exercises ♦ In-class discussion ♦ Preliminary stages in project development	♦ Presentations of animatics/storyboard ♦ In-progress critiques ♦ Project critiques ♦ Submitted exercises/homework ♦ Research Journal and Demo Reel
Create work for each project that reflects consideration of the relationship between content and formal elements	♦ Storyboard development ♦ Preliminary stages in project development ♦ Small group work ♦ 1:1 Feedback	♦ Presentations of animatics/storyboard ♦ In-progress critiques ♦ Project critiques ♦ Submitted exercises/homework ♦ Research Journal and Demo Reel
Compose timing and motion through key-frames, holds, and in-betweens	♦ In-class exercises and demonstrations ♦ Homework exercises ♦ Collaborative experiments ♦ Preliminary stages in project development	♦ In-progress critiques ♦ Project critiques ♦ Submitted exercises/homework ♦ Research Journal and Demo Reel
Design characters using anatomy, proportion, and stylization	♦ In-class exercises and demonstrations ♦ Preliminary stages in project development	♦ In-progress critiques ♦ Project critiques ♦ Submitted exercises/homework ♦ Research Journal and Demo Reel

Apply the techniques and tools used in 2D animation, both traditional and digital	♦ In-class exercises and demonstrations ♦ Preliminary stages in project development	♦ In-progress critiques ♦ Project critiques ♦ Submitted exercises/homework ♦ Research Journal and Demo Reel
Interpret the history and evolution of 2D animation as an artistic medium.	♦ In-class exercises ♦ Homework exercises ♦ Small group work	♦ In-class discussion ♦ Project critiques
Develop critical thinking and analytical skills to evaluate and provide constructive feedback on animation work	♦ In-class discussion ♦ Collaborative experiments	♦ In-class discussion ♦ Project critiques
Demonstrate basic sound editing techniques used in animation.	♦ In-class exercises and demonstrations ♦ Preliminary stages in project development	♦ In-progress critiques ♦ Project critiques ♦ Submitted exercises/homework ♦ Research Journal and Demo Reel
Develop skills in storyboarding and visual storytelling for animation	♦ Preliminary stages in project development	♦ In-progress critiques ♦ Project critiques ♦ Submitted exercises/homework ♦ Research Journal and Demo Reel
Demonstrate skills in the use of industry-standard tools.	♦ In-class exercises ♦ Homework exercises ♦ Preliminary stages in project development ♦ Small group work ♦ 1:1 Feedback	♦ In-progress critiques ♦ Project critiques ♦ Submitted exercises/homework ♦ Research Journal and Demo Reel

Required Materials

Each student will need to purchase/have available the following for the course:

- Personal Laptop (From your admissions advising)
- Wacom (or similar) Drawing Tablet and Stylus
- Internet Access
- Working E-mail Address

- Adobe Creative Cloud (URL: https://www.marshall.edu/it/adobe). As a student at Marshall University, you have access to Adobe Creative Cloud via Single Sign-On with your MU username and password. You can activate this account on both a University-owned computer and a second device, such as your personal laptop.
- Digital camera: full HD camcorder, DSLR, full-frame mirrorless digital camera, or full HD (1080p) capable smartphone
- **USB flash drive or external hard drive, 16GB minimum **and** access to OneDrive (URL: https://www.marshall.edu/it/onedrive) **
- A research journal (spiral or hardcover bound sketchbook or notebook), 8½" x 11" or larger (+ graphite pencils/eraser)
- Headphones
- A Vimeo/YouTube free personal account set up using your Marshall email address

Equipment Checkout and Handling
We are very fortunate to have equipment available for checkout at the Visual Arts Center. Learning to use professional equipment properly takes time, skill, and patience. The equipment is a shared resource, and proper handling of it is a sign of respect to current and future Marshall SOAD students.

Course Requirements:

Module Work
Modules will include lectures, technical demonstrations, independent research, assigned tutorials, assigned readings, writing and class discussion, interactive 1:1 feedback, in-class exercises, and collaborative and individual creative project works. You will collaborate in groups and work individually on projects. Each module will be added to Blackboard chronologically and it is up to you to keep track of assignment due dates. Completion of and participation in the work within these modules will constitute 50% your cumulative grade.

Like all studio courses, ART 330 demands a good deal of work outside of class. I encourage you to make use of in-class work time when offered, but also please expect to spend a minimum of 3-5 hours per week on your work outside of class.

Note: Lost files/data are not valid reasons for missing a deadline—you are expected to retain back-up versions of files in case your computer malfunctions. There are many methods for creating backups, such as manually or automatically and through external drives and/or cloud storage. Additionally, the computers in the labs require frequent updates, sometimes requiring the drives to be deleted in the process.

Because of this, students are asked to not store files on the lab computers and instead use alternate methods for storing and backing up their work.

Critique
On the day of a critique, you are expected to arrive to class on time with your work. Critique is an incredibly valuable and important experience for the growth of students in any creative form. As recipients, if we are open to the process, we can learn a great deal about our work and how others read and experience it. In addition, as critique providers, learning how to describe, analyze, interpret, and evaluate what we see translates into other disciplines, and to life itself. In other words, this is where learn to articulate the entry points of a work of art and its interconnected relationship between form and content.

Participation in and contribution to critique is mandatory. This active participation is worth 25% of your grade. You will be asked to implement your developing vocabulary as we constructively help each other to develop and grow. You will be asked to think thoughtfully and deeply about the works we create. Prior to our first critique, you will be given structure, guidance and guidelines on how this process works.

Simply saying that you "like it" or that "it's nice" is not enough—you must describe WHY it is technically, formally and/or conceptually engaging, and you must be willing to point out areas that need improvement. Keep in mind that the goal of a critique is not to single out the best and worst piece, but to examine why some artworks are more effective than others. Critiques are meant to be learning experiences—approach them with an open mind and a critical eye.

Research Journal + Demo Reel
At the end of the course, you will present a research journal and demo reel of your best work from the semester. This combined submission makes up 15% of your cumulative grade and accounts for both your process and development in the course, and a portfolio of your final works.

On the first day of class, you will make a handmade book that will act as a research journal for this class. Bring this with you every time we meet, as you never know when you might find yourself engaging in creative research in this class. This tool will act as a record of your work and growth in this class. The research journal is a place to play, brainstorm, design, iterate, visualize, make connections, and ask questions. It is part sketchbook, part inventor's log, part journal, part diary, and wholly an artifact of your experience and development in this class.

The demo reel is simply a short video file that will include the project work produced from each module into one visual portfolio. There should be a title slide for each piece.

Discussion
In addition to creative work, each student will be responsible for leading class discussion once during the semester, possibly with a partner. Videos screened in class as clips will be placed on reserve at the library, when available, or linked online. Any lectures/ presentations will be placed on the server. Students are encouraged to make use of these resources outside of class time.

Participation and Attendance
Attending and participating in class is expected and accounts for 10% of your cumulative grade.

You are expected to be punctual and arrive to class with the materials required for that session so you can be productive during the entire class period. You are expected to be actively engaged in the learning process and discussion. Active class participation, enthusiasm, and good collaboration with peers are essential.

Everyone is allowed three absences, without question (sick, car trouble, spa day, etc.) Each additional absence will lower your grade by half a letter grade (5 points). More than six absences, excused or not, may result in failing the course. Please see me if you are concerned about your attendance in class. You are responsible for information missed while absent.

Lectures, demonstrations, collaborative learning, and other instruction will not be repeated. Following any absence, it is the responsibility of the student to obtain missed information or assignments. In the event of extreme circumstances, make an appointment with your instructor to discuss your options.

*An unexcused absence during a scheduled critique will count as two (2) unexcused absences.

An extension on assignments will be granted if you are experiencing illness, a personal emergency, or the death of an immediate family member. You must first submit the University Excused Absence Form through the Division of Student Affairs (URL: https://www.marshall.edu/student-affairs/excused-absence-form), and **your instructor must receive confirmation from the Division of Student Affairs before they can grant an extension**.

Grading Policy

Your final grade will be based on your creative work, engagement with material and conceptual exploration as evidenced in your demo reel and research journal, critique participation, and regular class participation and attendance.

Projects will be evaluated on technical skill and development, aesthetic and formal concerns, the evidence of conceptual development, and presentation and craft. Originality and risk-taking will be rewarded.

Projects and exercises will be graded after they have been critiqued in class. Grading in a creative course is inevitably subjective, meaning that the final evaluation of the work presented is based on how the criterion for the assignments is met and on the opinion of the instructor as to the work's quality.

Grade Breakdown (rubrics for individual assignments will be included on Blackboard)

5 Modules (10 pts each)	50%
5 Critiques (5 points each)	25%
Demo Reel + Research Journal	15%
Participation / Attendance	10%

Late Work
Do your best to meet the deadlines for assignments, but if necessary late work will be accepted up to a week after the deadline, and will be docked 10%.

The following grading scale will be used for all assignments:
A 90% – 100% Exceptional work and work ethic; exceeds expectations.
B 80% – 89% Solid work and work ethic; work and performance meet expectations.
C 70% – 79% Adequate response; work and performance meet only minimal standards.
D 60% – 69% Unacceptable work; indicates a lack of understanding and/or commitment.
F 0% – 59% Failure to meet minimal standards of performance; totally unacceptable.

Student Support:
I want you to succeed in this class, and in general. If you are having trouble, please come talk with me during office hours or make an appointment. I will do my best to

help however I can. The Campus Resource Handbook can also be a useful tool to access. (URL https://www.marshall.edu/student-affairs/files/3106_CampusResourcesBooklet18-17-email.pdf)

If you find yourself feeling down, depressed, anxious, or lacking energy for your academic work please get the help you need. If you would like support in this process, I will work with you to get you connected with Counseling Services or other support services that are available through the university. A place to start is the Student Counseling Center (URL https://www.marshall.edu/counseling/), or you can call them 304-696-3111. All Marshall University students residing in West Virginia at the time of services are eligible for counseling support through this program.

If you are experiencing an emergency/crisis that requires counseling, you can call 304-696-2550 to reach a crisis counselor 24 hours a day.

If you experience any form of sexual harassment or assault you, you may wish to contact the Title IX office at TitleIX@marshall.edu. Additionally, the Women's Center, can provide resources and support to you. They can be contacted through their website or phone at 304-696-3338, or you can visit them in Old Main 115. All genders can get help and information through the Women's Resource Center.

Americans with Disabilities Act
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require the University to provide an "academic adjustment" and/or a "reasonable accommodation" to any individual who advises us of a disability. If you have a disability that requires an academic adjustment or an accommodation, please arrange a meeting with me during the first two weeks of the semester if possible. Accommodations will never result in a lower grade. See more at https://www.marshall.edu/disability/

A Note on Complex Content
Occasionally this class may cover materials dealing with war, violence, abuse, self-harm, nudity, sexually explicit material, and/or strong political and religious viewpoints. These are complex concerns that have been explored by artists historically and contemporarily. Some may find certain moments uncomfortable, disturbing, or offensive. My goal is to support your creative growth, and introduce new ways of thinking about and making art. I will do my best to provide warnings at the start of classes that may contain triggering material. If you feel the need to step outside, please do so and come back when you are able. If anything from this class is negatively affecting you outside of class, or if there are any special concerns you would like to discuss, please come talk with me.

Classroom Policies

Fostering a respectful and challenging creative environment is the responsibility of both students and instructor. Frequent tardiness, repeated absences, or rude, harassing, dismissive behavior adversely affect the class climate and will not be tolerated.

Project Submissions

All projects for this class will be submitted digitally through an online form and using your OneDrive account or Blackboard. Each project requires a written self-reflection document as well as related files or documents required as described in the assignment sheet for that project. We will discuss and demonstrate the submission of projects to OneDrive (or similar cloud file-sharing service) in class.

File Naming and Organization

The naming of files and file structure/organization in digital art is highly important. If using spaces in your file names, please use an underscore in place of a space (e.g. "this_ name.pdf"). Files that are not named correctly will lose points; value per project will be listed on the rubric for each project. Your project files must this structure: last name and first name, abbreviated project identifier, and course number, separated by underscores. For example, my Project 1 for this class, the file would be named " **jones_tacie_title_P1_art330**".

Studio Clean-Up

It is imperative that you clean up after yourself before the end of every class & when you are finished working in the studio outside of class. Be sure to throw away all trash, such as scraps of paper, wrappers, pencil shavings, etc. **Do not eat or drink in the computer lab**, as this causes a risk for food allergy issues & damage to shared equipment.

Email Etiquette

You are expected to maintain your Marshall University email account by **checking & reading your email at least once a day** during the semester. You may use email to notify the instructor that you will be absent from class, that you are encountering an emergency, or for other general inquiries that were not addressed in class. Do not email or call to ask about information previously disseminated to you. You are responsible for keeping track of materials needed for the next class, remembering answers to questions that were already asked in class, etc. This responsibility extends to your Blackboard account - you're expected to check Blackboard at least once a day

for new materials or instructions.

Visual Plagiarism

Plagiarism is not limited to stealing the ideas of others or misrepresenting the source of information presented in *written form only.* **Directly copying or relying too heavily on someone else's artwork/style without intentionally translating it through your own unique interpretation is also considered plagiarism and will not be tolerated**. Additionally, under no circumstances are you allowed to turn in artwork that someone else has made, even if you are given their consent. The submission of the same work for more than one class without the knowledge and consent of all instructors is also prohibited.

Sanctions for academic dishonesty include:

A failing grade for the assignment
A lower final course grade
Failure of the course
Exclusion from further participation in the class
Academic probation, academic suspension, or dismissal from the University

Uses of Generative AI

Students are allowed, and even encouraged, to use Generative AI in some ways but are prohibited from using it in other ways. Keep in mind that any content produced by generative AI can "hallucinate" (produce false information), so students are responsible for ensuring the accuracy of any AI-generated content.

For information on citing AI, please see MU Library's citation website (URL: https://libguides.marshall.edu/plagiarism-AI/cite). Students should not use generative AI in any way that would violate the Student Code of Conduct (URL: https://www.marshall.edu/student-conduct/files/Studnet-Code-of-Conduct-2022.pdf).

Students are permitted and encouraged to use generative AI in the following ways:

- Brainstorming: You may use generative AI to stimulate creativity, generate ideas, or brainstorm topics for papers, presentations, and discussions. The generated content must serve as a stepping stone, not a final product.
- Citation Assistance: AI tools can be used to manage, format, and organize citations and references, promoting adherence to academic writing standards and specific style guides required for individual assignments.
- Grammar and Style Checking: AI-powered writing enhancement tools may be used to help with spelling, grammar, syntax, and stylistic errors.

- Concept Understanding: Generative AI can be used to explain or simulate concepts taught in class, aiding in a deeper understanding.
- Research Assistance: AI can be used to conduct initial research, compile data, and summarize articles, books, or papers. It should not replace traditional research methods but rather enhance them.

You may not use generative AI in coursework in the following ways:
- Plagiarism: Using AI-generated content as your original work without attribution. This includes essays, papers, presentations, and exam answers.
- Data Manipulation: Using AI tools to alter data or create misleading information.
- Misrepresentation of Skills: Using generative AI to complete tasks that are meant to assess your knowledge and skills.
- Confidentiality Breach: Using AI tools that might violate university policies or laws related to data privacy and confidentiality.

Names/Pronouns
Everyone has the right to be addressed and referred to by the name and pronouns that correspond to their gender identity, including the use of gender-neutral pronouns. Pronouns are not included on rosters, so please specify the pronouns that you use for yourself. Please do your best to refer to each other by preferred name and pronouns and to be respectful at all times in the classroom.

Cell Phone/Electronic Device Policy
The use of personal electronic devices for creative research, sketching, note-taking, and other relevant forms of inquiry is allowed in class only when the instructor has granted permission. Otherwise, phones must be silenced and put away. Treat the studio as a learning environment—if you need to use your phone during class, as in the case of an emergency, please it out of the studio and use it in the hallway away from the classroom.

*You are allowed to use headphones/earbuds to listen to music during designated studio work sessions.

University Policies

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

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy

- Affirmative Action Policy
- Pre-Finals Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy- Title IX prohibits the harassment of students based on sex, which includes pregnancy, childbirth, and related conditions. This includes that students will not be penalized for taking medically necessary leave related to pregnancy, childbirth, or related conditions. Marshall's Title IX Office may be contacted at TitleIX@marshall.edu
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

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

Course Schedule

Module 1: Introduction to 2D Animation
- Overview of the history and evolution of 2D animation.
- Introduction to the principles of animation, including squash and stretch, timing, and anticipation.
- Exploration of traditional animation techniques, such as hand-drawn animation and simple digital techniques
    (Week 1): Flipbook - analog exploration
    (Week 2): Animated Gif - video layers, alpha channels, and image sequences **- (Ps/Pr)**

Module 2: Storyboarding and Narrative
- Introduction to storyboarding techniques and the importance of visual storytelling.
- Study of narrative structure and storytelling elements in animation.
    (Weeks 3-4): Stop Motion - frame rates and production **- (Ps/Pr)**

Module 3: Animation Techniques and Tools
- Introduction to digital animation software, such as Adobe Animate
- Exploration of different animation techniques, including frame-by-frame animation, cut-out animation, and puppet animation.
- Study of timing, spacing, and easing in animation to create smooth and believable motion

(Weeks 5-7): Rotoscope - frame-by-frame animation, onion skinning, and tweening **- (Ps/Ae/Ai/Pa)**
(Weeks 8-10): Rocket Launch - extended exploration into After Effects and temporal graphs **- (Ae/Ps/Ai)**

Module 4: Character Design and Development
- Study of character design principles, including anatomy, proportion, and stylization.
- Introduction to character development, including creating believable and expressive characters.
- Exploration of character animation techniques, such as walk cycles, facial expressions, and body language.
       (Weeks 11-13): Puppet - basic character animation and puppet rigging **- (Ae/Ps/Ai/DUIK)**
       (Weeks 14-15): Sprites - extended exploration into character animation using 2D pixel art - **(Ae/Ps/Pr)**

Module 5: Portfolio Development and Professional Practices
- Guidance on creating a professional animation portfolio
- Exploration of career opportunities in the field of 2D animation, including freelance work, studio employment, and independent projects.
- Study of industry standards, professional ethics, and best practices in the animation industry.
       (Week 15): Demo Reel

ART 330 Bibliography

1. Beane, Angie. *Digital Character Animation 3*. New Riders, 2006

2. Beck, Jerry. *The Animated Movie Guide*. Chicago Review Press, 2005.

3. Crafton, Donald. *Before Mickey: The Animated Film, 1898-1928*. University of Chicago Press, 1993.

4. Furniss, Maureen. *Art in Motion: Animation Aesthetics*. John Libbey Publishing, 1998.

5. Lasseter, John, and Catmull, Ed. *The Art of Computer Animation*. Springer, 1990.

6. Mallory, Michael. *Animation Basics: A Beginner's Guide to Animation*. Focal Press, 2012.

7. Parent, Rick. *Computer Animation: Algorithms and Techniques*. Morgan Kaufmann, 2012.

8. Pilling, Jayne. *A Reader in Animation Studies*. John Libbey Publishing, 1997.

9. Thomas, Frank, and Johnston, Ollie. *The Illusion of Life: Disney Animation*. Disney Editions, 1995.

10. Wells, Paul. *Understanding Animation*. Routledge, 1998.

11. Williams, Richard. *The Animator's Survival Kit*. Faber & Faber, 2009.

12. Wells, Paul. *Animation: Genre and Authorship*. Wallflower Press, 2002.

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: College of Arts an Department/Division: School of Art and Design Alpha Designator/Number: ART 433

Contact Person: Mark Zanter and Tijah Bumgarner   Phone: 304-696-5451

NEW COURSE DATA:

Course Title: FILM PRODUCTION FUNDAMENTALS   (Limit of 30 characters & spaces.)

Alpha Designator/Number: ART 433

General Education Designator(s) (check all that apply): ☐ CT ☐ INTL ☐ MC ☐ Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

Catalog Description (Limit of 30 words):   In this advanced workshop, students will work as small production teams with community organizations to create real-world client short film projects.

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

Prerequisite(s): AM 298 with a minimum grade of C   Credit Hours: 3

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

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

Department Chair/Division Head: *Mark Zanter*	Date: October 18, 2023
Registrar: *Sonya A C*	Date: Oct 23, 2023
College Dean: *Maria*	Date: November 2023
College Curriculum Chair: *Allysen B. Goodman*	Date: Nov. 1, 2023
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 11/28/23
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

College: College of Arts and   Department/Division: School of Art and Desi   Alpha Designator/Number: ART 433

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

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

   Associate Professor Tijah Bumgarner

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

   N/A

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

   N/A

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

   N/A

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

   N/A

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

   Cameras, lenses, lighting equipment, sound equipment, and additional filmmaking equipment.

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

   N/A

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

Bibliography:

Brown, Blain. *Cinematography: Theory and Practice: For Cinematographers and Directors.* Routledge, 2022. An in-depth guide to cinematography principles, techniques, and equipment, suitable for both beginners and intermediate-level filmmakers.

Dancyger, Ken. *The Technique of Film and Video Editing: History, Theory, and Practice.* Routledge, 2019. Exploring the history, theory, and practical techniques of film editing, this book is an excellent resource for editors seeking a deeper understanding.

Field, Syd. *Screenplay: The Foundations of Screenwriting.* Delta Trade Paperbacks, 2005. One of the foundational books on screenwriting, Syd Field covers the three-act structure and provides tools for crafting compelling scripts.

Katz, Steven D. *Cinematic Motion: Film Directing: A Workshop for Staging Scenes.* Michael Wiese, 2004. Katz delves into the intricacies of cinematic motion, covering camera movement, blocking, and visual storytelling techniques used by directors.

MacKee, Robert. *Story: Substance, Structure, Style, and the Principles of Screenwriting.* ItBooks, 2010. An in-depth exploration of storytelling principles, character development, and screenwriting structure.

Mercado, Gustavo. *Filmmaker's Eye Learning (and Breaking) the Rules of Cinematic Composition.* Routledge, Taylor & Francis Group, 2022. This book focuses on advanced cinematography techniques, examining how composition and visual storytelling can elevate a film's impact.

Murch, Walter. *In the Blink of an Eye a Perspective on Film Editing.* Silman-James Press, 2001. Building upon his previous work, Murch explores the intricate art of film editing, discussing techniques and philosophies.

Snyder, Blake. *Save the Cat!: The Last Book on Screenwriting You'll Ever Need.* M. Wiese Productions, 2005. This popular book outlines a clear and accessible approach to screenwriting, breaking down story beats and character arcs.

Truby, John. *The Anatomy of Story: 22 Steps to Becoming a Master Storyteller.* Farrar, Straus and Giroux, 2008. Truby's book delves into the anatomy of storytelling, offering a comprehensive approach to crafting intricate and emotionally resonant screenplays.

Alexis Van Hurkman. *The Art of Color Correction.* Color grading is a critical aspect of filmmaking. This book provides an in-depth guide to color correction and enhancement in post-production.

Mark Brindle. The Digital Filmmaking Handbook. Quercus Publishing Plc, 2013. This advanced guide covers various aspects of digital filmmaking, including advanced camera techniques, visual effects, and post-production workflows.

Mamet, David. *On Directing Film*. Penguin, 1994.
Playwright and director David Mamet offers insights into the art of directing, focusing on storytelling, visual composition, and communication.

Harry C. Box. *Set Lighting Technician's Handbook: Film Lighting Equipment, Practice, and Electrical Distribution*. 2020. For those interested in the technical aspects of lighting, this book provides detailed information about lighting equipment, setups, and techniques.

Weston, Judith. *Directing Actors: Creating Memorable Performances for Film and Television*. Michael Wiese Productions, 2021. This book focuses on the director's relationship with actors, providing advanced techniques for eliciting authentic and impactful performances.

Marshall University Syllabus
College of Arts and Media
School of Art and Design

Course

ART 433: FILM PRODUCTION FUNDAMENTALS

Course Description

In this advanced workshop, students will work as small production teams with community organizations to create real-world client short film projects.

Credits
3 cr.

Prerequisites
AM 298 with a minimum grade of C

Term/Year

FALL 2024

Class Meeting Days/Times

Monday & Wednesday 11:30a-2:20p

Location

Visual Arts Center 412

Academic Calendar

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

Instructor

Tijah (TEE-JAH) Bumgarner (she/her)

Contact Information

- Office: Visual Arts Center 403
- Office Hours: M, T, W 12p-1p **or by requested appointment**
- Office Phone: **304.696.2726**
- Marshall Email: tijah.bumgarner@marshall.edu

Health and Safety Information

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

Required and/or Recommended Texts and Materials

Required Texts and Materials

- While there is no assigned textbook, readings will be posted on blackboard.
- 1 TB Hard Drive (MAC formatted with USB)- this asset you can use far beyond this class but you will want to store and backup ALL your lab materials on it.
- SD Memory Card AT LEAST 64 GB - capable of 4K - Extreme Pro
- Idea Journal (basically, a sketchbook)
- Organizing Materials
- Celtx, GoogleDrive, and Youtube/Vimeo Accounts

Recommended/Optional Texts and Materials

The Producer's Business Handbook: The Roadmap for the Balanced Film Producer (American Film Market Presents) by John J. Lee Jr., Anne Marie Gillen - **ISBN-10: 1138050938**

Directing: Film Techniques and Aesthetics by Michael Rabiger & Mick Hurbis - Focal Press; 5 edition (December 15, 2012) - **ISBN-10:** 0240818458

Course Student Learning Outcomes

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

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will identify effective storytelling techniques for professional projects and recognize key elements of creative concept development, script writing, and content creation tailored to client requirements.	❖ Readings ❖ Discussion ❖ Creative brief ❖ Client presentations ❖ Production company presentations	❖ Project Pitches ❖ Client Project #1 ❖ Client Project #2 ❖ Client Project #3 ❖ Reflection Analysis

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 explain the role and responsibilities associated with multiple creative and crew positions in film production and relate the essential terminology, paperwork requirements, and production techniques crucial for professional projects.	❖ Readings ❖ Discussion ❖ Creative brief ❖ Client presentations ❖ Production company presentations	❖ Project Pitches ❖ Client Project #1 ❖ Client Project #2 ❖ Client Project #3 ❖ Reflection Analysis
Students will apply the knowledge acquired to develop and present a project proposal, showcasing understanding of client needs utilizing communication skills to effectively direct crew members and collaborate with clients in a real-world production environment.	❖ Readings ❖ Discussion ❖ Creative brief ❖ Client presentations ❖ Production company presentations	❖ Project Pitches ❖ Client Project #1 ❖ Client Project #2 ❖ Client Project #3 ❖ Reflection Analysis
Students will analyze and critique projects to identify areas for improvement and refinement, considering feedback and industry standards to develop professional skills applicable across various film production sets, demonstrating creativity and innovation.	❖ Readings ❖ Discussion ❖ Creative brief ❖ Client presentations ❖ Production company presentations	❖ Project Pitches ❖ Client Project #1 ❖ Client Project #2 ❖ Client Project #3 ❖ Reflection Analysis
Students will assess the impact of community engagement on civic well-being and understand the importance of promoting inclusivity and understanding within society by engaging with and contributing to communities, fostering positive civic well-being and ethical awareness in filmmaking.	❖ Readings ❖ Discussion ❖ Creative brief ❖ Client presentations ❖ Production company presentations	❖ Project Pitches ❖ Client Project #1 ❖ Client Project #2 ❖ Client Project #3 ❖ Reflection Analysis

Course Requirements

All projects will be uploaded to a specific Google Drive Folder.
Each video project will require extensive amounts of time. These projects synthesize readings, discussions, and screenings to create well-rounded and thoughtful video projects. Your project ideas are calculated into the overall grade of the project. I will work as the Executive Producer of each video and will establish communication with each client. However, the production manager on your team will continue the line of communication. Each video project will include a Creative Brief & Pitch and a reflection analysis. While these projects are completed as a production team, one team member will need to upload the elements to the Google Drive Folder.

Client Projects: All students will create videos for specific clients as assigned in class:
• Video Length: 2-5 minutes (depending on story/client needs) • Requirements:
1. Accurately perform client research and develop a creative treatment and working outline to meet the organization goals and the needs of the target audience.
2 Create a script or questions or other type of plan, coordinate production steps and crew activities to ensure successful and timely completion of a project.
3. Demonstrate an understanding of video as a communication tool by evaluation and analysis of production materials

Content Awareness

In this course, some films we screen and analyze may contain content that could be sensitive or potentially triggering. It is essential to create a safe and inclusive learning environment for all students, which includes recognizing the impact certain themes and scenes might have on individuals based on their personal experiences, beliefs, or cultural backgrounds.

The intention is to approach these sensitive topics with care and academic rigor, fostering open dialogue and critical analysis. Students are encouraged to engage in thoughtful discussions, share their perspectives, and respect the diverse viewpoints that emerge from our diverse student body.

If you have concerns about specific content or themes within the films we will study, you are encouraged to communicate with me. I am committed to providing additional resources, alternative assignments, or appropriate support to help you navigate the material while ensuring your educational experience remains enriching and empowering. Your well-being and comfort in this course are of utmost importance.

Grading Policy

This class is a collaboration, not a competition. I recognize that film production experience varies significantly from student to student. Patience is expected. Although this is a production company setting, it is also a classroom. We are all still learning. Trial and error is not always pleasant, but it is always a learning experience. Emphasis in

grading will be placed on personal effort, respect of classmates, professional attitude, and willingness to work and learn with one another.

Grading Criteria for Projects:
- A clear and cohesive idea
- The persistence and tenacity to carry through on the many details of the project;
- A mastering of the technical knowledge required, and of the tools and equipment you will be using;
- The ability to communicate with your collaborators insuring you of getting good performances from your actors, subjects, and crew members;
- Technical and aesthetic creation of dynamic images, integrating good lighting, exposure, framing, and focus and use of color:
- Technical and aesthetic integration of music, sound effects, and an intelligible voice track:
- Consideration of audience and issues of representation;
- Conceptual unity and coherence within the piece;
- A sense of vision and innovation;
- A properly labeled and correctly exported file uploaded on time, with graphics, titles, and a completed, legally cleared, soundtrack.

GRADING STRUCTURE:		
Client Film #1	100 points	Final course grades are based on the standard SOAD scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 59% and below
Client Film #2	100 points	
Client Film #3	100 points	
Reflection Analysis (20 each)	60 points	
TOTAL	**360 points**	

Evaluation Criteria

Rubrics will be provided for each Client Video. What follows is a general grade description for the video projects.

A—*Exemplary work* demonstrates originality, complexity, and initiative in the production work. The content is sophisticated, audience-centered, and thorough; the style is clear, conceptual, and engaging; the information is thoughtful and well-organized so that it is both unified and visually attractive; technical and creative align with expectations of the content. *Exemplary work* also demonstrates working together, listening, professionalism, and other aspects of being part of a production team. The video is of high quality and client focused.

B—*Good work* is generally successful in meeting the goals of the client video criteria without the need for major improvements. The overall work would likely benefit from *minor* improvements in content (additional depth or clarity or creativity), artistry/style (organization or more complimentary cinematography/sound), or practice/technical techniques to align with production expectations. *Good work* also demonstrates *minor*

improvements needed in working together, listening, professionalism, and other aspects of being part of a production team.

C—*Satisfactory work* is adequate in all respects but would benefit from substantial improvements of content, artistry/style, or practice/technical techniques to align with production assignment/project expectations. The production team roles/project may require further work in more than one area.

D—The production elements require extensive revisions of content, artistry/style, practice/technical techniques. The production teammate has encountered significant problems meeting the goals and production criteria.

F—The production work does not have enough information or contains major and pervasive problems in terms of content, artistry/style, practice/technical techniques that interfere with meaning. The production work may be incomplete, or lacking elements may negate the work.

Attendance/Participation Policy

I am committed to maintaining a positive and productive learning community based on mutual respect, open communication, and scholarly collaboration, and I expect the same commitment from all students.

Attendance and active engagement in all class sessions is required. Should you miss a session due to an unavoidable emergency, it is your responsibility to obtain notes, readings, and/or help from fellow classmates to catch up with missed work and inform yourself about any changes or due dates announced in class.

In filmmaking, many concepts and techniques are taught through practical exercises, hands-on activities, and in-class demonstrations. When you miss a class, you may miss out on essential learning opportunities that could affect your understanding of the subject matter. This can impact your ability to complete assignments and projects effectively.

Filmmaking often involves group projects and collaborative assignments. Missing class can result in incomplete or subpar contributions to these projects, which can affect your individual and group grades. It can also disrupt group dynamics and hinder your ability to work effectively with your peers.

Grading takes into account a student's overall performance, including their growth, development, and dedication to the subject matter. Missing multiple classes can signal a lack of commitment or interest in the course, which will negatively influence your grade. You can acquire three (3) unexcused absences without it affecting your grade. The fourth (4th) and fifth (5th) unexcused absences, however, will each reduce your course grade by one letter grade. SIX (6) unexcused absences will result in automatic failure of the entire course.

University Policies

By enrolling in this course, you agree to the University Policies. Please read the full

text of each policy (listed below) by going to MU Academic Affairs: University Policies. (URL: https://www.marshall.edu/academic-affairs/policies/)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Pre-Finals Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy- Title IX prohibits the harassment of students based on sex, which includes pregnancy, childbirth, and related conditions. This includes that students will not be penalized for taking medically necessary leave related to pregnancy, childbirth, or related conditions. Marshall's Title IX Office may be contacted at TitleIX@marshall.edu
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Generative AI is permitted/encouraged in some ways, with proper attribution, but prohibited in other ways.

Students are allowed, and even encouraged, to use Generative AI in some ways but are prohibited from using it in other ways Keep in mind that any content produced by generative AI can "hallucinate" (produce false information), so students are responsible for ensuring the accuracy of any AI-generated content. For information on citing AI, please see MU Library's citation website (URL: https://libguides.marshall.edu/plagiarism-AI/cite). Students should not use generative AI in any way that would violate the Student Code of Conduct (URL: https://www.marshall.edu/student-conduct/files/Studnct-Codc-of-Conduct-2022.pdf).

Students are permitted and encouraged to use generative AI in the following ways:

Brainstorming: You may use generative AI to stimulate creativity, generate ideas, or brainstorm topics for papers, presentations, and discussions. The generated content must serve as a stepping stone, not a final product.
Citation Assistance: AI tools can be used to manage, format, and organize citations and references, promoting adherence to academic writing standards and specific style guides required for individual assignments.
Grammar and Style Checking: AI-powered writing enhancement tools may be used to help with spelling, grammar, syntax, and stylistic errors.
Concept Understanding: Generative AI can be used to explain or simulate concepts taught in class, aiding in a deeper understanding.
Research Assistance: AI can be used to conduct initial research, compile data, and summarize articles, books, or papers. It should not replace traditional research methods but rather enhance them.

You may not use generative AI in coursework in the following ways:

Plagiarism: Using AI-generated content as your original work without attribution. This includes essays, papers, presentations, and exam answers.
Data Manipulation: Using AI tools to alter data or create misleading information.
Misrepresentation of Skills: Using generative AI to complete tasks that are meant to assess your knowledge and skills.
Confidentiality Breach: Using AI tools that might violate university policies or laws related to data privacy and confidentiality.

See individual assignment instructions for more details.

Metacognitive Reflection. In addition to a proper citation, the student should include the following statement with any assignment where generative AI is used for assistance.

"I used generative AI platform [INSERT NAME OF PLATFORM, SUCH AS CHAT GPT] for assistance in the following ways on this assignment: [INSERT WAYS USED, such as brainstorming, citation assistance, grammar and style checking, concept understanding, and research assistance, etc.]."

Course Schedule

Module 1: Client #1 (week 1 - 5)

- Overview of the course and syllabus
- Understanding working with Clients
- Guest speaker - client #1
- Discussion of production companies
- Guest speaker - production company
- Production of Project #1

Module 2: Client #2 (week 6 - 10)

- Advanced principles of the business of filmmaking
- Guest speaker - client #2
- Importance of understanding community
- Guest speaker - production company
- Production of Project #2

Module 3: Client #3 (week 11 - 16)

- Strength in stories for film
- Guest speaker - client #3
- Understanding the multiplicity of film sets
- Production of Project #3

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: **School of Art & Design** Alpha Designator/Number: **Art 434**

Contact Person: **Mark Zanter, Tacie Jones**   Phone: **304.696.5451**

NEW COURSE DATA:

Course Title: **Video Art** _____ (Limit of 30 characters & spaces.)

Alpha Designator/Number: **Art 434**

General Education Designator(s) (check all that apply):   □ CT   □ INTL   □ MC   □ Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

Catalog Description (Limit of 30 words): This course explores video as an artistic medium, examining its historical roots in the 1960s and its contemporary positioning within contemporary 4D digital media.

Co-requisite(s): _____ First Term to be Offered: **Spring 2025**

Prerequisite(s): **AM 298, or Art 298/299** _____ Credit Hours: **3**

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

Course(s) being deleted in place of this addition *(must submit course deletion form)*: **n/a**

CHECKLIST/REQUIREMENTS

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

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

Department Chair/Division Head: *Mark Zanter*	Date: October 18, 2023
Registrar: *Sonya A C*	Date: Oct. 23, 2023
College Dean: *Maria V Sundhart*	Date: 1 November 2023
College Curriculum Chair: *Allyson B. Goodman*	Date: Nov. 1, 2023
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 11/28/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

College: **CAM**   Department/Division: **School of Art & Design**   Alpha Designator/Number: **Art 434**

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

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

   Tacie Jones

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

   n/a

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

   n/a

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

   n/a

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

   n/a

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

   Computer, Adobe CC access

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

   n/a

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

Art 434: VIDEO ART

Course Video Art

Course Description This course explores video as an artistic medium, examining its historical roots in the 1960s and its contemporary positioning within contemporary 4D digital media.

Credits 3.0

Prerequisites AM 298, or Art 298/299

Term/Year Spring 2025

Days/Times

Location Visual Arts Center 412

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

Instructor Tacie Jones

Office VAC 414

Office Hours Held T/R 1:00 – 2:30 PM. If you would like to speak with me, please feel free to drop by VAC 414 anytime during my office hours. If you have a schedule conflict during this time, please feel free to contact me via email or before or after class to set up a time to meet.

Office Phone 304-696-3532

Marshall Email jonestac@marshall.edu

Course Overview

The development of inexpensive and mobile video technology in late 1960's transformed moving image making, particularly within art. This intensive course merges the history, theory and practice of video art to inform and prepare students to create their own conceptually driven artworks.

We will research the cultural and technical evolution of moving images within post-60's art historical contexts and its expanding critical role in contemporary art and society. We will explore the diverse concerns of early video artists, and consider video's particular relationships to identity, performance, installation, sound, surveillance, social practice, and the politics of aesthetics.

We explore (through readings, screenings, writings and discussion) questions like "What particular possibilities does video present as a creative medium? What are the implications for video art of the current proliferation of YouTube, amateur video, its dissemination on the internet, and the emergence of new types of technology? And

how does video, in its ubiquity, inform how we now picture ourselves, and our world?"

The course is designed as a mixed seminar studio workshop with an emphasis on production of experimental video (in various forms), complemented by readings and discussion about moving image theory and contemporary artists as they relate to video art specifically. The emphasis will be on conceptual and experimental practices, rather than conventional narratives. Students are expected to have previous knowledge of video editing in Premiere Pro to produce content.

The course is composed of readings, discussions, lectures, screenings, in-class exercises, demos/tutorials, and several small and larger video production assignments that will demonstrate knowledge you accrue throughout the semester.

Be Aware: this course is a serious time commitment.

Course student learning outcome	How students will practice each outcome in this course	How student achievement of each outcome will be asessed in this course
Interpret the history and evolution of video art history, aesthetics, techniques, and technologies, including key movements, artists, and influential works.	Film/video screenings, tutorials, Hands on demonstrations, critique.	The production of complete video works that demonstrate successful grasp of video art theory, related terms, techniques and technologies.
Demonstrate a critical vocabulary and analytical skills to effectively analyze and interpret video art.	Film/video screenings, tutorials, Hands on demonstrations, critique.	Delivery of sophisticated single and multi-channel moving image works, constructive critique, writing reflections.
Analyze various video art techniques, such as single-channel video, multi-channel video installation, performance-based video, and interactive video.	Location scouting, gallery and public projection exercises using projection/mobile video/content delivery technology, practice interacting with found environments	Gallery installation, web delivery, and public projection projects
Experiment with professional video production	Location scouting, set visits and Hands-on	Production of high-quality video works which take

equipment and workflows (camera, sound capture, rigs, tripods, lighting, etc)	hardware/software demonstrations, basic exercises, production assignments, tutorials.	advantage of available production tools to incorporate cinematic language and sound design
Students will demonstrate knowledge of moving image acquisition, video file formats, and digital video camera operation.	Hands on demonstrations, individual and group exercises, software/hardware demonstrations.	Student must demonstrate proficiency in basic framing, exposure, focus and movement, media acquisition and content production.
Experiment with audio and spatialization of sound in video.	Hands on demonstrations, individual and group exercises, software/hardware demonstrations, on location audio capture	Proper export/compression of audio and, use of audio spatialization techniques within video projects
Students will demonstrate advanced operational knowledge of Adobe Media Encoder and Premiere Pro and experiment with video editing techniques, including non-linear storytelling, layering, and manipulation of time and space.	In class training and weekly lab exercise in non-linear editing, Metadata ingestion, and data compression.	Students will present work that demonstrates a knowledge of composition, contrast, timing, aesthetics, media deliverables, basic color grading and finishing.
Demonstrate skills in conceptualizing and executing video art projects, including idea generation, storyboarding, and pre-production planning.	Apply production terminology in their hands on work and become familiar with the terms most commonly used in all sides of production and use this terminology competently.	Students will demonstrate their proficiency in Scripting, Storyboarding, Shot Lists Creation, Production Design through projects and critique
Demonstrate proficiency in presenting and exhibiting video art, including considerations of installation, projection, and spatial arrangement	Film/video screenings, tutorials, Hands on demonstrations, critique.	Critique, gallery installation, web delivery, and public projection projects

Required Materials

Each student will need to purchase/have available the following for this course:

- Personal Laptop (From your admissions advising)
- Internet Access
- Working E-mail Address
- Adobe Creative Cloud (URL: https://www.marshall.edu/it/adobe). As a student at Marshall University, you have access to Adobe Creative Cloud via Single Sign-On with your MU username and password. You can activate this account on both a University-owned computer and a second device, such as your personal laptop.
- Digital camera: full HD camcorder, DSLR, full-frame mirrorless digital camera, or full HD (1080p) capable smartphone
- **USB flash drive or external hard drive, 16GB minimum **and** access to OneDrive (URL: https://www.marshall.edu/it/onedrive) **
- A research journal (spiral or hardcover bound sketchbook or notebook), 8½" x 11" or larger (+ graphite pencils/eraser)
- Headphones
- A Vimeo free personal account set up using your Marshall email address

Equipment Checkout and Handling
We are very fortunate to have equipment available for checkout at the Visual Arts Center. Learning to use professional equipment properly takes time, skill, and patience. The equipment is a shared resource, and proper handling of it is a sign of respect to current and future Marshall SOAD students.

Course Requirements

Module Work
Modules will include lectures, technical demonstrations, independent research, assigned tutorials, assigned readings, writing and class discussion, interactive 1:1 feedback, in-class exercises, and collaborative and individual creative project works. You will collaborate in groups and work individually on projects. Each module will be added to Blackboard chronologically and it is up to you to keep track of assignment due dates. Completion of and participation in the work within these modules will constitute 50% your cumulative grade.

Like all studio courses, ART 434 demands a good deal of work outside of class. I

encourage you to make use of in-class work time when offered, but also please expect to spend a minimum of 3-5 hours per week on your work outside of class.

Note: Lost files/data are not valid reasons for missing a deadline—you are expected to retain back-up versions of files in case your computer malfunctions. There are many methods for creating backups, such as manually or automatically and through external drives and/or cloud storage. Additionally, the computers in the labs require frequent updates, sometimes requiring the drives to be deleted in the process. Because of this, students are asked to not store files on the lab computers and instead use alternate methods for storing and backing up their work.

Critique
On the day of a critique, you are expected to arrive to class on time with your work. Critique is an incredibly valuable and important experience for the growth of students in any creative form. As recipients, if we are open to the process, we can learn a great deal about our work and how others read and experience it. In addition, as critique providers, learning how to describe, analyze, interpret, and evaluate what we see translates into other disciplines, and to life itself. In other words, this is where learn to articulate the entry points of a work of art and its interconnected relationship between form and content.

Participation in and contribution to critique is mandatory. This active participation is worth 25% of your grade. You will be asked to implement your developing vocabulary as we constructively help each other to develop and grow. You will be asked to think thoughtfully and deeply about the works we create. Prior to our first critique, you will be given structure, guidance and guidelines on how this process works.

Simply saying that you "like it" or that "it's nice" is not enough—you must describe WHY it is technically, formally and/or conceptually engaging, and you must be willing to point out areas that need improvement. Keep in mind that the goal of a critique is not to single out the best and worst piece, but to examine why some artworks are more effective than others. Critiques are meant to be learning experiences—approach them with an open mind and a critical eye.

Research Journal + Demo Reel
At the end of the course, you will present a research journal and demo reel of your best work from the semester. This combined submission makes up 15% of your cumulative grade and accounts for both your process and development in the course, and a portfolio of your final works.

On the first day of class, you will make a handmade book that will act as a research journal for this class. Bring this with you every time we meet, as you never know when you might find yourself engaging in creative research in this class. This tool will act as a record of your work and growth in this class. The research journal is a place to play, brainstorm, design, iterate, visualize, make connections, and ask questions. It is part sketchbook, part inventor's log, part journal, part diary, and wholly an artifact of your experience and development in this class.

The demo reel is simply a short video file that will include the project work produced from each module into one visual portfolio. There should be a title slide for each piece.

Discussion
In addition to creative work, each student will be responsible for leading class discussion once during the semester, possibly with a partner. Videos screened in class as clips will be placed on reserve at the library, when available, or linked online. Any lectures/ presentations will be placed on the server. Students are encouraged to make use of these resources outside of class time.

Participation and Attendance
Attending and participating in class is expected and accounts for 10% of your cumulative grade.

You are expected to be punctual and arrive to class with the materials required for that session so you can be productive during the entire class period. You are expected to be actively engaged in the learning process and discussion. Active class participation, enthusiasm, and good collaboration with peers are essential.

Everyone is allowed three absences, without question (sick, car trouble, spa day, etc.) Each additional absence will lower your grade by half a letter grade (5 points). More than six absences, excused or not, may result in failing the course. Please see me if you are concerned about your attendance in class. You are responsible for information missed while absent.

Lectures, demonstrations, collaborative learning, and other instruction will not be repeated. Following any absence, it is the responsibility of the student to obtain missed information or assignments. In the event of extreme circumstances, make an appointment with your instructor to discuss your options.

*An unexcused absence during a scheduled critique will count as two (2) unexcused absences.

An extension on assignments will be granted if you are experiencing illness, a personal emergency, or the death of an immediate family member. You must first submit the University Excused Absence Form through the Division of Student Affairs (URL: https://www.marshall.edu/student-affairs/excused-absence-form), and **your instructor must receive confirmation from the Division of Student Affairs before they can grant an extension**.

Grading Policy

Your final grade will be based on your creative work, engagement with material and conceptual exploration as evidenced in your demo reel and research journal, critique participation, and regular class participation and attendance.

Projects will be evaluated on technical skill and development, aesthetic and formal concerns, the evidence of conceptual development, and presentation and craft. Originality and risk-taking will be rewarded.

Projects and exercises will be graded after they have been critiqued in class. Grading in a creative course is inevitably subjective, meaning that the final evaluation of the work presented is based on how the criterion for the assignments is met and on the opinion of the instructor as to the work's quality.

Grade Breakdown (rubrics for individual assignments will be included on Blackboard)

5 Modules (10 pts each)	50%
5 Critiques (5 points each)	25%
Demo Reel + Research Journal	15%
Participation / Attendance	10%

Late Work
Do your best to meet the deadlines for assignments, but if necessary late work will be accepted up to a week after the deadline, and will be docked 10%.

The following grading scale will be used for all assignments:
A 90% – 100% Exceptional work and work ethic; exceeds expectations.
B 80% – 89% Solid work and work ethic; work and performance meet expectations.
C 70% – 79% Adequate response; work and performance meet only minimal standards.

D 60% – 69% Unacceptable work; indicates a lack of understanding and/or commitment.
F 0% – 59% Failure to meet minimal standards of performance; totally unacceptable.

Student Support:
I want you to succeed in this class, and in general. If you are having trouble, please come talk with me during office hours or make an appointment. I will do my best to help however I can. The Campus Resource Handbook can also be a useful tool to access. (URL https://www.marshall.edu/student-affairs/files/3106_CampusResourcesBooklet18-17-email.pdf)

If you find yourself feeling down, depressed, anxious, or lacking energy for your academic work please get the help you need. If you would like support in this process, I will work with you to get you connected with Counseling Services or other support services that are available through the university. A place to start is the Student Counseling Center (URL https://www.marshall.edu/counseling/), or you can call them 304-696-3111. All Marshall University students residing in West Virginia at the time of services are eligible for counseling support through this program.

If you are experiencing an emergency/crisis that requires counseling, you can call 304-696-2550 to reach a crisis counselor 24 hours a day.

If you experience any form of sexual harassment or assault you, you may wish to contact the Title IX office at TitleIX@marshall.edu. Additionally, the Women's Center, can provide resources and support to you. They can be contacted through their website or phone at 304-696-3338, or you can visit them in Old Main 115. All genders can get help and information through the Women's Resource Center.

Americans with Disabilities Act
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require the University to provide an "academic adjustment" and/or a "reasonable accommodation" to any individual who advises us of a disability. If you have a disability that requires an academic adjustment or an accommodation, please arrange a meeting with me during the first two weeks of the semester if possible. Accommodations will never result in a lower grade. See more at https://www.marshall.edu/disability/

A Note on Complex Content
Occasionally this class may cover materials dealing with war, violence, abuse, self-harm, nudity, sexually explicit material, and/or strong political and religious viewpoints. These are complex concerns that have been explored by artists historically and contemporarily. Some may find certain moments uncomfortable, disturbing, or offensive. My goal is to support your creative growth, and introduce new ways of

thinking about and making art. I will do my best to provide warnings at the start of classes that may contain triggering material. If you feel the need to step outside, please do so and come back when you are able. If anything from this class is negatively affecting you outside of class, or if there are any special concerns you would like to discuss, please come talk with me.

Classroom Policies

Fostering a respectful and challenging creative environment is the responsibility of both students and instructor. Frequent tardiness, repeated absences, or rude, harassing, dismissive behavior adversely affect the class climate and will not be tolerated.

Project Submissions

All projects for this class will be submitted digitally through an online form and using your OneDrive account or Blackboard. Each project requires a written self-reflection document as well as related files or documents required as described in the assignment sheet for that project. We will discuss and demonstrate the submission of projects to OneDrive (or similar cloud file-sharing service) in class.

File Naming and Organization

The naming of files and file structure/organization in digital art is highly important. If using spaces in your file names, please use an underscore in place of a space (e.g. "this_ name.pdf"). Files that are not named correctly will lose points; value per project will be listed on the rubric for each project. Your project files must this structure: last name and first name, abbreviated project identifier, and course number, separated by underscores. For example, my Project 1 for this class, the file would be named " **jones_tacie_title_P1_art434**".

Studio Clean-Up

It is imperative that you clean up after yourself before the end of every class & when you are finished working in the studio outside of class. Be sure to throw away all trash, such as scraps of paper, wrappers, pencil shavings, etc. **Do not eat or drink in the computer lab**, as this causes a risk for food allergy issues & damage to shared equipment.

Email Etiquette

You are expected to maintain your Marshall University email account by **checking & reading your email at least once a day** during the semester. You may use email to notify the instructor that you will be absent from class, that you are encountering an emergency, or for other general inquiries that were not addressed in class. Do not

email or call to ask about information previously disseminated to you. You are responsible for keeping track of materials needed for the next class, remembering answers to questions that were already asked in class, etc. This responsibility extends to your Blackboard account - you're expected to check Blackboard at least once a day for new materials or instructions.

Visual Plagiarism
Plagiarism is not limited to stealing the ideas of others or misrepresenting the source of information presented in *written form only*. **Directly copying or relying too heavily on someone else's artwork/style without intentionally translating it through your own unique interpretation is also considered plagiarism and will not be tolerated**. Additionally, under no circumstances are you allowed to turn in artwork that someone else has made, even if you are given their consent. The submission of the same work for more than one class without the knowledge and consent of all instructors is also prohibited.

Sanctions for academic dishonesty include:
A failing grade for the assignment
A lower final course grade
Failure of the course
Exclusion from further participation in the class
Academic probation, academic suspension, or dismissal from the University

Uses of Generative AI
Students are allowed, and even encouraged, to use Generative AI in some ways but are prohibited from using it in other ways. Keep in mind that any content produced by generative AI can "hallucinate" (produce false information), so students are responsible for ensuring the accuracy of any AI-generated content.

For information on citing AI, please see MU Library's citation website (URL: https://libguides.marshall.edu/plagiarism-AI/cite). Students should not use generative AI in any way that would violate the Student Code of Conduct (URL: https://www.marshall.edu/student-conduct/files/Studnet-Code-of-Conduct-2022.pdf).

Students are permitted and encouraged to use generative AI in the following ways:
- Brainstorming: You may use generative AI to stimulate creativity, generate ideas, or brainstorm topics for papers, presentations, and discussions. The generated content must serve as a stepping stone, not a final product.
- Citation Assistance: AI tools can be used to manage, format, and organize citations and references, promoting adherence to academic

writing standards and specific style guides required for individual assignments.
- Grammar and Style Checking: AI-powered writing enhancement tools may be used to help with spelling, grammar, syntax, and stylistic errors.
- Concept Understanding: Generative AI can be used to explain or simulate concepts taught in class, aiding in a deeper understanding.
- Research Assistance: AI can be used to conduct initial research, compile data, and summarize articles, books, or papers. It should not replace traditional research methods but rather enhance them.

You may not use generative AI in coursework in the following ways:
- Plagiarism: Using AI-generated content as your original work without attribution. This includes essays, papers, presentations, and exam answers.
- Data Manipulation: Using AI tools to alter data or create misleading information.
- Misrepresentation of Skills: Using generative AI to complete tasks that are meant to assess your knowledge and skills.
- Confidentiality Breach: Using AI tools that might violate university policies or laws related to data privacy and confidentiality.

Names/Pronouns
Everyone has the right to be addressed and referred to by the name and pronouns that correspond to their gender identity, including the use of gender-neutral pronouns. Pronouns are not included on rosters, so please specify the pronouns that you use for yourself. Please do your best to refer to each other by preferred name and pronouns and to be respectful at all times in the classroom.

Cell Phone/Electronic Device Policy
The use of personal electronic devices for creative research, sketching, note-taking, and other relevant forms of inquiry is allowed in class only when the instructor has granted permission. Otherwise, phones must be silenced and put away. Treat the studio as a learning environment—if you need to use your phone during class, as in the case of an emergency, please it out of the studio and use it in the hallway away from the classroom.

*You are allowed to use headphones/earbuds to listen to music during designated studio work sessions.

University Policies

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

- Academic Dishonesty Policy

- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Pre-Finals Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy- Title IX prohibits the harassment of students based on sex, which includes pregnancy, childbirth, and related conditions. This includes that students will not be penalized for taking medically necessary leave related to pregnancy, childbirth, or related conditions. Marshall's Title IX Office may be contacted at TitleIX@marshall.edu
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

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

Course Schedule:

Module 1: Introduction to Video Art
Weeks 1-3: Fragments
- Overview of the history and evolution of video art as an artistic medium.
- Exploration of key pioneers and movements in video art, such as Nam June Paik, Bill Viola, and the Video Art movement of the 1960s and 1970s.
- Overview of video editing techniques, including non-linear editing, layering, and manipulation of time and space.
- Exploration of the relationship between image, sound, and narrative in video art.

Module 2: Video Art and Performance
Weeks 4-6: Performance
- Analysis of the intersection between video art and performance art.
- Study of video documentation of performances, video as a medium for performative explorations, and performance works that are integral to video practice.
- Exploration of the use of video in creating immersive and interactive experiences for the audience.

Module 3: Video Installation and Site-Specific Art

Week 7-9: Site Specific Projection
- Introduction to video installation as a form of artistic expression.
- Study of site-specific video installations and their relationship to the physical space and environment.
- Exploration of the technical and conceptual considerations involved in creating video installations.

Module 4: Social and Political Engagement in Video Art
Weeks 10 - 12: What drives this work?
- Examination of video art as a medium for social and political commentary.
- Study of video art that addresses issues such as identity, gender, race, and social justice.
- Exploration of the ethical considerations and responsibilities of artists working with people, communities, or sensitive subject matter.

Module 5: Video Art and New Media
Week 13-15: Video and (Im)materiality
- Analysis of the relationship between video art and new media technologies.
- Study of video art that incorporates elements of virtual reality, augmented reality, and interactive media.
- Exploration of the possibilities and challenges of integrating video art with emerging technologies.

Additional Resources:

SOME FILM/VIDEO ARTISTS

Francis Alÿs, Dara Birnbaum, Stan Douglas, Olafur Eliasson, Valie Export, Omer Fast, Gary Hill, Susan Hiller, William Kentridge, Steve McQueen, Nam June Paik, Yvonne Rainer, Pipilotti Rist, Ryan Trecartin, Bill Viola, Douglas Gordon, Stan Vanderbeek, Jillian Mayer, Peter Lee, Edgar Endress, Ben Moren, William Wegman, Stan Brakhage, Kenneth Anger, Matthew Barney, Camille Henrot, Hito Steyerl, Mike Rottenburg, Bill Viola, Maya Deren, Miranda July, Isaac Julien, Charlie Kaufman, Andy Kaufman, Woody Vasulka, Gary Hill, Guy Ben-Ner, Beryl Korot, Peter Weible, Ira Schneider, Eija-Liisa Altheia, Tony Oursler, Heiko Daxl, Anne-Mie Van Kerckhoven, Mike Kelley, John Baldessari, Terry Fox, Bruce Nauman, Paul McCarthy, Marina Abromovic, Sam Taylor Wood, Hannah Wilke, Lynda Benglis, David Wojarnowicz, Bruce Conner, Craig Baldwin, Vito Acconci, Chantal Ackerman, Andrew Norman Wilson, Shaka King, Rico Gaston, Tamy Ben Tor, Sol Calero and Dafna Maimon, Kalup Linzy, Mary Reid Kelley, Bedwyr Williams and Rachel Maclean

Web Resources (really rewarding resources, don't sleep on it!)

- UBUweb - www.UBUWeb.com
  - UBUweb is the most significant source of video art on the web, a treasure trove of original art (of all sorts)
  - Film specific writing - http://www.ubu.com/papers/film_culture.html
- Fandor - htttps://www.fandor.com/posts/
  - Amazing resource for visual essays on films, actors, and filmmakers
- Indiewire - http://www.indiewire.com/
  - Indiewire is a daily news source for independent film, publishing interviews, reviews, essays, and other works. Indiewire provides a broad and accessible assortment of articles that provide coverage of the film industry in its current state as well as its past.
- Cinephilia&Beyond - http://www.cinephiliabeyond.org/
  - A carefully coordinated source for interviews, reviews, retrospectives, and critical works on film. C&B is a small and independent but highly polished resource for those concerned with film and filmmaking.
- BrightLights - http://brightlightsfilm.com/
  - An online film journal providing essays on film theory and other critical works with emphasis on critical analysis and a tendency towards use of theory, BrightLights provides articles concerned with the philosophical and ethical implications of film.
- Twitch - http://twitchfilm.com/
  - An online news source providing writings on international, independent, cult, and genre films. All-encompassing in its scope, Twitch provides reviews, news, writings, and more in an inclusive manner.
- Experimental Cinema - http://expcinema.org/site/en
  - An online resource for experimental cinema and video art. Experimental Cinema provides a resource for history, critical analysis, as well as resources for finding experimental film.
- Metaphysic: Experimental Video - https://vimeo.com/channels/metaphysic
  - An online resource for experimental cinema and video art created by Hugo Marín
- Critical Commons - http://www.criticalcommons.org/
  - Critical Commons is a public media archive and fair use advocacy network that supports the transformative reuse of media in scholarly and creative contexts. Critical Commons is also part of the technical and conceptual architecture of the Alliance for Networking Visual Culture and the electronic authoring/publishing platform Scalar.

Organizations

- Association of Moving Image Archivists
    - http://www.amianet.org/
    - A non-profit organization established to coordinate and connect film archivists in order to better protect and propagate moving image materials.
- French Institute ; Alliance Francaise
    - http://www.fiaf.org/
    - FIAF is a non-profit organization located in New York which seeks to better exhibit French culture to an American audience, including French films from the present and past.
- Bay Area Video Coalition
    - https://www.bavc.org/
    - The BAVC seeks to provide artists and non-profit organizations with the technology, training, and support necessary to spread film as an art form.
- Video Art Experimental Film Fest
    - https://videoart.net/

A Word About YouTube, Research and Information Literacy

For your research, your presentations and project work in this class you'll find YouTube and other online video databases very helpful. However, you have to be careful and always double check the origin and validity of the source you are citing/using – very much the same as you would do with a printed resource. Is it the original source from the artist/gallery or has the video been posted by someone else? If so, by whom? Is it still the original content of the video or has it been altered, cropped, shortened, etc.? In which context is the video presented or why was it posted? These and other questions are all important to keep in mind when using content from online video databases. "Learning strategy shifts from a focus on information as such to learning to judge reliable information. It shifts from memorizing information to finding reliable sources. In short, it shifts from learning that to learning how." From: Cathy N. Davidson and David Theo Goldberg: The *Future of Thinking: Learning Institutions in a Digital Age*. To view the full report online, visit: https://mitpress.mit.edu/books/future-learninginstitutions-digital-age (click on the .pdf download link in the left-hand column on the page)

Bibliography:

Corrigan, Timothy. *The Essay Film: From Montaigne, after Marker*. Oxford University
    Press, 2011.

Cubitt, Sean. *The Practice of Light: A Genealogy of Visual Technologies from Prints to
    Pixels*. MIT Press, 2014.

Deren, Maya, and Bruce R. McPherson. *Essential Deren: Collected Writings on Film*,
    2005.

Deren, Maya. *Cinema as an Art Form*. (New Directions 9, 1946).

Dixon, Steve. *Digital Performance: A History of New Media in Theater, Dance,
    Performance Art, and Installation*. MIT Press, 2007.

Gidal, Peter. *Materialist Film*. Routledge, 1989.

Hall, Doug, and Fifer, Sally Jo. *Illuminating Video: An Essential Guide to Video Art*.
Aperture, 1990.

Krauss, Rosalind. *Video: The Aesthetics of Narcissism*. in John Hanhardt, ed., Video
Culture, pp. 179-191.

Manovich, Lev. *The Language of New Media*. MIT Press, 2010.

Meigh-Andrews, Chris. *A History of Video Art*. Bloomsbury, 2016.

O'Dell, Kathy. *Contract with the Skin: Masochism, Performance Art, and the 1970s*.
University of Minnesota Press, 1998.

Potts, J. (2015). *Capsules of Time and Space: Video and Performance Art*. In: The New
Time and Space. Palgrave Macmillan, London.

*Martha Rosler's Fighting Legions Semiotics of the Kitchen (1975/2003) - Performance
and the Video Document*, August Jordan Davis

Rush, Michael. *Video Art*. Thames & Hudson, 2007.

Rees, A.L. *A History of Experimental Film and Video*. Palgrave Macmillan, 2011.

Steve Seid. *Thinking Inside the Box: Conceptual Video in the Seventies*. in Anker et al.
(eds) *Radical Light*, 2010, p. 168.

Tripp, Stephanie. (2012). *From TVTV to YouTube: A Genealogy of Participatory
Practices in Video*. Journal of Film and Video. 64. 5-16. 10.1353/jfv.2012.0002.

Zryd, Michael. (2003). *Found Footage Film as Discursive Metahistory: Craig Baldwin's Tribulation 99*. The Moving Image. 3. 40-61. 10.1353/mov.2003.0039.

Weibel, Peter, and Druckrey, Timothy. *Video Art: The Early Years*. ZKM Center for Art and Media Karlsruhe, 2003.

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

Request for Undergraduate Course Addition

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

College: **COEPD**   Department/Division: **UTE**   Alpha Designator/Number: **CI 407**

Contact Person: **Paula Lucas**   Phone: **62882**

NEW COURSE DATA:

Course Title: **Residency II-Elementary**   (Limit of 30 characters & spaces.)

Alpha Designator/Number: **CI 407**

General Education Designator(s) (check all that apply): ☐ CT ☐ INTL ☐ MC ☐ Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

Catalog Description (Limit of 30 words): **Residency II is a 500-hour all day/everyday teaching experience under supervision in the same approved elementary/secondary Residency I placement with periodic seminars**

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

Prerequisite(s): **CI 470, CI 471, OR CI 472**   Credit Hours: **12**

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

Course(s) being deleted in place of this addition *(must submit course deletion form)*: _____

CHECKLIST/REQUIREMENTS

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

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

Department Chair/Division Head: *[signature]*	Date: 10-26-2023
Registrar: *[signature]*	Date: 10-30-2023
College Dean: *[signature]*	Date: 10-31-2023
College Curriculum Chair: *[signature]*	Date: 10-31-2023
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 11/28/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

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

College: **COEPD**   Department/Division: **UTE**   Alpha Designator/Number: **CI 407**

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

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

   Amanda Preece will be responsible for placements and checking evaluations, but the Residen

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

   N/A

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

   N/A

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

   N/A

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

   N/A

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

   N/A

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

   N/A

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

CI 407
Residency II: Elementary Education
12 Credit Hours
Course Syllabus

Text: Clinical Handbook-available online at www.marshall.edu/coepd/plc
Prerequisites: 125 Pre-Residency hours, 250 hours in Residency I placement, 90% teaching content completed, all Professional Education courses completed and required GPA.

INSTRUCTOR:

Student Center of Professional Education Services (SCoPES):

201C Education Building

Phone: 304-696-6842

Office Hours: 8:30 a.m.-5:00 p.m.

CATALOG DESCRIPTION: Residency II is a 500-hour all day/everyday teaching experience under supervision in the same approved elementary/secondary Residency I placement with periodic seminars.

COURSE OUTLINE: The general schedule for the course is as follows:

- Mandatory Residency Orientation and Seminar will be held prior to the beginning of the semester.
- Resident II students report to their Residency school on the first day of the semester, if not earlier.
- Resident II candidates will begin teaching as soon as the cooperating teacher turns the class over to them. Since this is a continued placement from Residency I, the candidate should not need a lot of time to get acclimated to the classroom and students.
- Residents will participate in ALL seminars as scheduled.

COURSE OBJECTIVES: The Teacher Education Standards drive the objectives of the course.

1. The teacher candidate critically examines the central concepts, tools of inquiry and structures of the discipline to be taught to make learning meaningful for students and uses national standards and WV Next Generation standards appropriate to the content.
2. The teacher candidate analyzes how children learn and develop and provides learning opportunities for intellectual, social and personal development.
3. The teacher candidate appraises differences in learning and creates instructional opportunities adapted to diverse learners.
4. The teacher candidate examines, applies, adapts and evaluates a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
5. The teacher candidate integrates a critical understanding of individual and group motivation and behavior to create a positive learning environment with social interaction, active engagement and self-motivation.
6. The teacher candidate uses effective verbal, nonverbal and media communication techniques to cultivate inquiry, collaboration and supportive interaction in the classroom.
7. The teacher candidate plans instruction based upon critical understanding of subject matter, students, the community and the West Virginia Next Generation Standards.
8. The teacher candidate examines and applies formal and informal assessment strategies to evaluate learners and to ensure continuous intellectual, social and physical development.
9. The teacher candidate is a reflective practitioner who evaluates the effects of his or her choices and actions on others and seeks opportunities to grow professionally.
10. The teacher candidate fosters relationships with school colleagues, parents and agencies in the larger community to support student learning and well-being.

BACKGROUND CHECK: The Director of SCOPES MUST authorize all students representing Marshall University prior to entering a school.

West Virginia law mandates that all persons entering a school or having contact with students must have a completed background check and have not been found on the sexual offender registry prior to entering a school. Each county and school can also use the results of that background check as a basis for admitting or denying admittance. It is the procedure of the Marshall University College of Education and Professional Development that every student will obtain a background check prior to being placed in a school setting.

Marshall University has chosen Castlebranch.com as an approved provider of background checks for our students. You must obtain a background check at Castlebranch or another third party vendor (approved by the SCoPES office) to be permitted into a school. All results must be received by the second week of the semester in order to be eligible for any clinical assignment. Castlebranch charges $46.00 for this service. All fees are the responsibility of the student. If you have any questions about your background check, contact the SCoPES office.

TECHNOLOGY REQUIREMENT: Teacher candidates will utilize available technology and computer capability under the direction of cooperating teachers to enhance teaching and learning.

COURSE PHILOSOPHY AND THEMES: Residency allows teacher candidates to apply theories, research and philosophies of education to the practice of teaching in a public/private school. Teacher candidates will refine planning, teaching, management, assessment, and reflection skills to achieve a level of professional competence consistent with the COEPD, CAEP and West Virginia Professional Teaching Standards. The course allows teacher candidates to critically examine teaching and learning processes and student learning as well as assume the full role of a teacher. Teacher candidates are expected to use current technology and other strategies to enhance critical thinking and maximize learning. Candidates also develop reflective and self-assessment skills as they continually reflect on and evaluate their own progress.

EVALUATION/ASSESSMENT OF LEARNER OUTCOMES AND GRADING POLICY: This is a Credit/No Credit course, so grades for teacher candidates are recorded as CR (credit) and NC (No Credit).

- Cooperating teachers will evaluate the teacher candidate's performance, using the Danielson Framework rubric, an evaluation form that will become a permanent part of the teacher candidate's record. The completed form may be placed, at the discretion of the teacher candidate, in his/her placement file. A copy of the form may also be placed in the Career Center as a part of the teacher candidate's recruitment file. Competence will be recorded on the form as Distinguished, Proficient, Basic or Unsatisfactory. Teacher candidates must receive a score of at least proficient on the four domains of the Danielson Framework. Teacher candidates may not receive a score of Unsatisfactory on any component. An Unsatisfactory score will result in a grade of No Credit (NC) for the placement.
- Faculty, university supervisors and cooperating teachers will evaluate performance and speaking skills of teacher candidates. The presentation will be based on the Residency experience and teacher candidates may use the portfolio to illustrate their achievements.
- Teacher candidate must successfully complete all parts of the Teacher Preparation Assessment (TPA) in order to receive credit for Residency II.
- Teacher candidate must successfully complete all sections of the Capstone Interview in order to receive credit for Residency II.

ATTENDANCE POLICY: The teacher candidate will observe the same time schedule and schedule of attendance in the schools as the regular faculty. The workday begins when the faculty is required to report and end when faculty is allowed to leave. Teacher candidates are NOT allowed to leave early when they have a planning period at the end of the day. Teacher candidates are required to be present EVERY DAY, including instructional support and enhancement days, unless there is a serious illness or documented emergency clearly beyond their control. Absences of 1-5 days, due to illness, may need to be made up at the end of the term at the discretion of the SCoPES office. Absences not due to illness MUST be made up. If absences total more than five (5) days, the teacher candidate will be required to complete

an extended experience or return in a subsequent semester. (See the Handbook of Clinical Experiences for the full attendance policy.)

Teacher candidates will follow the public-school calendar in regard to holidays and breaks, rather than the University calendar. If it is necessary to be late or absent for reason of illness or a family emergency clearly beyond your control, the teacher candidate must:

- Call your cooperating teacher as soon as possible.
- Call your university supervisor.
- Contact the SCoPES office via phone or email to record the absence.

Handbook of Clinical Experiences

The Marshall University Handbook of Clinical Experiences contains guidelines, policies and regulations for the Residency experience. The handbook is available on the COEPD website.

RESIDENCY SEMINARS: The Residency seminar runs concurrently with Residency and meets weekly during the sixteen-week period. The seminar is designed to:

- Provide opportunities for free discussion and problem solving related to issues in the classroom.
- Encourage refinement of teaching skills through sharing teaching strategies, methods and material.
- Provide guidance and help with compiling the professional teaching portfolio.
- Provide clarification of policy issues, job searches, certification issues, etc.

The seminar is not a separate graded class. However, everything you do-or chose not to do-while in the seminar will be reflected in your final evaluation for the course. Promptness in arriving for class and turning in assignments, high quality word, and willingness to participate in seminar discussions will positively affect your final evaluation.

OBSERVATIONS BY UNIVERSITY SUPERVISORS: The university supervisor will view the teaching of each teacher candidate assigned to him or her at least four (4) times during each eight-week period. Observations are designed to allow university supervisors to view the teaching/learning process created by the teacher candidate, assist the teacher candidate in self-evaluation, and provide regular feedback and suggestions for improvement. After each observation, the university supervisor will generally hold a conference with the teacher candidate and provide the opportunity for self-reflection about the performance and written and oral feedback. The university supervisor will also hold collaborative conferences with the cooperating teacher alone and with the teacher candidate.

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: http://www.marshall.edu/academic-affairs/policies/)

- Academic Dishonesty Policy
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- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

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

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

Generative AI is fully prohibited in the course.

Students are prohibited from using generative AI in any way on any assignment in this course. The use of generative AI in this course will be considered a violation of both Marshall's **Academic Dishonesty Policy** (URL: https://www.marshall.edu/academic-affairs/policies/#academicdishonesty) and the **Student Code of Conduct** (URL: https://www.marshall.edu/student-conduct/files/Studnet-Code-of-Conduct-2022.pdf).

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: **COEPD**   Department/Division: **UTE**   Alpha Designator/Number: **CI 451**

Contact Person: **Paula Lucas**   Phone: **62882**

NEW COURSE DATA:

Course Title: **Residency II-Secondary**   (Limit of 30 characters & spaces.)

Alpha Designator/Number: **CI 451**

General Education Designator(s) (check all that apply):   ☐ CT   ☐ INTL   ☐ MC   ☐ Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

Catalog Description (Limit of 30 words): **Residency II is a 500-hour all day/everyday teaching experience under supervision in the same approved elementary/secondary Residency I placement with periodic seminars**

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

Prerequisite(s): **CI 470, CI 471, OR CI 472**   Credit Hours: **12**

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

Course(s) being deleted in place of this addition *(must submit course deletion form):* _____

CHECKLIST/REQUIREMENTS

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

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

Department Chair/Division Head: *[signature]*	Date: 10-26-2023
Registrar: *[signature]*	Date: 10-30-2023
College Dean: *[signature]*	Date: 10/30/23
College Curriculum Chair: *[signature]*	Date: 10-31-2023
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 11/28/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

College: **COEPD**   Department/Division: **UTE**   Alpha Designator/Number: **CI 451**

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

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

   Amanda Preece will be responsible for placements and checking evaluations, but the Residen

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

   N/A

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

   N/A

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

   N/A

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

   N/A

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

   N/A

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

   N/A

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

CI 451
Residency II: Secondary Education
12 Credit Hours
Course Syllabus

Text: Clinical Handbook-available online at www.marshall.edu/coepd/plc

Prerequisites: 125 Pre-Residency hours, 250 hours in Residency I placement, 90% teaching content completed, all Professional Education courses completed and required GPA.

INSTRUCTOR:

Student Center of Professional Education Services (SCoPES):

201C Education Building

Phone: 304-696-6842

Office Hours: 8:30 a.m.-5:00 p.m.

CATALOG DESCRIPTION: Residency II is a 500-hour all day/everyday teaching experience under supervision in the same approved elementary/secondary Residency I placement with periodic seminars.

COURSE OUTLINE: The general schedule for the course is as follows:

- Mandatory Residency Orientation and Seminar will be held prior to the beginning of the semester.
- Resident II students report to their Residency school on the first day of the semester, if not earlier.
- Resident II candidates will begin teaching as soon as the cooperating teacher turns the class over to them. Since this is a continued placement from Residency I, the candidate should not need a lot of time to get acclimated to the classroom and students.
- Residents will participate in ALL seminars as scheduled.

COURSE OBJECTIVES: The Teacher Education Standards drive the objectives of the course.

1. The teacher candidate critically examines the central concepts, tools of inquiry and structures of the discipline to be taught to make learning meaningful for students and uses national standards and WV Next Generation standards appropriate to the content.
2. The teacher candidate analyzes how children learn and develop and provides learning opportunities for intellectual, social and personal development.
3. The teacher candidate appraises differences in learning and creates instructional opportunities adapted to diverse learners.
4. The teacher candidate examines, applies, adapts and evaluates a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
5. The teacher candidate integrates a critical understanding of individual and group motivation and behavior to create a positive learning environment with social interaction, active engagement and self-motivation.
6. The teacher candidate uses effective verbal, nonverbal and media communication techniques to cultivate inquiry, collaboration and supportive interaction in the classroom.
7. The teacher candidate plans instruction based upon critical understanding of subject matter, students, the community and the West Virginia Next Generation Standards.
8. The teacher candidate examines and applies formal and informal assessment strategies to evaluate learners and to ensure continuous intellectual, social and physical development.
9. The teacher candidate is a reflective practitioner who evaluates the effects of his or her choices and actions on others and seeks opportunities to grow professionally.
10. The teacher candidate fosters relationships with school colleagues, parents and agencies in the larger community to support student learning and well-being.

BACKGROUND CHECK: The Director of SCOPES MUST authorize all students representing Marshall University prior to entering a school.

West Virginia law mandates that all persons entering a school or having contact with students must have a completed background check and have not been found on the sexual offender registry prior to entering a school. Each county and school can also use the results of that background check as a basis for admitting or denying admittance. It is the procedure of the Marshall University College of Education and Professional Development that every student will obtain a background check prior to being placed in a school setting.

Marshall University has chosen Castlebranch.com as an approved provider of background checks for our students. You must obtain a background check at Castlebranch or another third party vendor (approved by the SCoPES office) to be permitted into a school. All results must be received by the second week of the semester in order to be eligible for any clinical assignment. Castlebranch charges $46.00 for this service. All fees are the responsibility of the student. If you have any questions about your background check, contact the SCoPES office.

TECHNOLOGY REQUIREMENT: Teacher candidates will utilize available technology and computer capability under the direction of cooperating teachers to enhance teaching and learning.

COURSE PHILOSOPHY AND THEMES: Residency allows teacher candidates to apply theories, research and philosophies of education to the practice of teaching in a public/private school. Teacher candidates will refine planning, teaching, management, assessment, and reflection skills to achieve a level of professional competence consistent with the COEPD, CAEP and West Virginia Professional Teaching Standards. The course allows teacher candidates to critically examine teaching and learning processes and student learning as well as assume the full role of a teacher. Teacher candidates are expected to use current technology and other strategies to enhance critical thinking and maximize learning. Candidates also develop reflective and self-assessment skills as they continually reflect on and evaluate their own progress.

EVALUATION/ASSESSMENT OF LEARNER OUTCOMES AND GRADING POLICY: This is a Credit/No Credit course, so grades for teacher candidates are recorded as CR (credit) and NC (No Credit).

- Cooperating teachers will evaluate the teacher candidate's performance, using the Danielson Framework rubric, an evaluation form that will become a permanent part of the teacher candidate's record. The completed form may be placed, at the discretion of the teacher candidate, in his/her placement file. A copy of the form may also be placed in the Career Center as a part of the teacher candidate's recruitment file. Competence will be recorded on the form as Distinguished, Proficient, Basic or Unsatisfactory. Teacher candidates must receive a score of at least proficient on the four domains of the Danielson Framework. Teacher candidates may not receive a score of Unsatisfactory on any component. An Unsatisfactory score will result in a grade of No Credit (NC) for the placement.
- Faculty, university supervisors and cooperating teachers will evaluate performance and speaking skills of teacher candidates. The presentation will be based on the Residency experience and teacher candidates may use the portfolio to illustrate their achievements.
- Teacher candidate must successfully complete all parts of the Teacher Preparation Assessment (TPA) in order to receive credit for Residency II.
- Teacher candidate must successfully complete all sections of the Capstone Interview in order to receive credit for Residency II.

ATTENDANCE POLICY: The teacher candidate will observe the same time schedule and schedule of attendance in the schools as the regular faculty. The workday begins when the faculty is required to report and end when faculty is allowed to leave. Teacher candidates are NOT allowed to leave early when they have a planning period at the end of the day. Teacher candidates are required to be present EVERY DAY, including instructional support and enhancement days, unless there is a serious illness or documented emergency clearly beyond their control. Absences of 1-5 days, due to illness, may need to be made up at the end of the term at the discretion of the SCoPES office. Absences not due to illness MUST be made up. If absences total more than five (5) days, the teacher candidate will be required to complete

an extended experience or return in a subsequent semester. (See the Handbook of Clinical Experiences for the full attendance policy.)

Teacher candidates will follow the public-school calendar in regard to holidays and breaks, rather than the University calendar. If it is necessary to be late or absent for reason of illness or a family emergency clearly beyond your control, the teacher candidate must:

- Call your cooperating teacher as soon as possible.
- Call your university supervisor.
- Contact the SCoPES office via phone or email to record the absence.

Handbook of Clinical Experiences

The Marshall University Handbook of Clinical Experiences contains guidelines, policies and regulations for the Residency experience. The handbook is available on the COEPD website.

RESIDENCY SEMINARS: The Residency seminar runs concurrently with Residency and meets weekly during the sixteen-week period. The seminar is designed to:

- Provide opportunities for free discussion and problem solving related to issues in the classroom.
- Encourage refinement of teaching skills through sharing teaching strategies, methods and material.
- Provide guidance and help with compiling the professional teaching portfolio.
- Provide clarification of policy issues, job searches, certification issues, etc.

The seminar is not a separate graded class. However, everything you do-or chose not to do-while in the seminar will be reflected in your final evaluation for the course. Promptness in arriving for class and turning in assignments, high quality word, and willingness to participate in seminar discussions will positively affect your final evaluation.

OBSERVATIONS BY UNIVERSITY SUPERVISORS: The university supervisor will view the teaching of each teacher candidate assigned to him or her at least four (4) times during each eight-week period. Observations are designed to allow university supervisors to view the teaching/learning process created by the teacher candidate, assist the teacher candidate in self-evaluation, and provide regular feedback and suggestions for improvement. After each observation, the university supervisor will generally hold a conference with the teacher candidate and provide the opportunity for self-reflection about the performance and written and oral feedback. The university supervisor will also hold collaborative conferences with the cooperating teacher alone and with the teacher candidate.

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: http://www.marshall.edu/academic-affairs/policies/)

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

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

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

Generative AI is fully prohibited in the course.

Students are prohibited from using generative AI in any way on any assignment in this course. The use of generative AI in this course will be considered a violation of both Marshall's **Academic Dishonesty Policy** (URL: https://www.marshall.edu/academic-affairs/policies/#academicdishonesty) and the **Student Code of Conduct** (URL: https://www.marshall.edu/student-conduct/files/Studnet-Code-of-Conduct-2022.pdf).

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: **COEPD**   Department/Division: **UTE**   Alpha Designator/Number: **CI 453**

Contact Person: **Paula Lucas**   Phone: **62882**

NEW COURSE DATA:

Course Title: **Residency II-MCE**   (Limit of 30 characters & spaces.)

Alpha Designator/Number: **CI 453**

General Education Designator(s) (check all that apply):   ☐ CT   ☐ INTL   ☐ MC   ☐ Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

Catalog Description (Limit of 30 words): **Residency II is a 500-hour all day/everyday teaching experience under supervision in the same approved elementary/secondary Residency I placement with periodic seminars**

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

Prerequisite(s): **CI 470, CI 471, OR CI 472**   Credit Hours: **0**

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

Course(s) being deleted in place of this addition *(must submit course deletion form)*: _____

CHECKLIST/REQUIREMENTS

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

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

Department Chair/Division Head: *Paula Lee Lucas*	Date: 10-26-2023
Registrar: *Sonya SC*	Date: 10-30-2023
College Dean: *[signature]*	Date: 10/30/23
College Curriculum Chair: *Paula Lee Lucas*	Date: 10-31-2023
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 11/28/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

College: **COEPD**   Department/Division: **UTE**   Alpha Designator/Number: **CI 453**

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

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

   Amanda Preece will be responsible for placements and checking evaluations, but the Residen

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

   N/A

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

   N/A

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

   N/A

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

   N/A

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

   N/A

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

   N/A

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

CI 453
Residency II: MCE (Middle Childhood Education)
12 Credit Hours
Course Syllabus

Text: Clinical Handbook-available online at www.marshall.edu/coepd/plc

Prerequisites: 125 Pre-Residency hours, 250 hours in Residency I placement, 90% teaching content completed, all Professional Education courses completed and required GPA.

INSTRUCTOR:

Student Center of Professional Education Services (SCoPES):

201C Education Building

Phone: 304-696-6842

Office Hours: 8:30 a.m.-5:00 p.m.

CATALOG DESCRIPTION: Residency II is a 500-hour all day/everyday teaching experience under supervision in the same approved elementary/secondary Residency I placement with periodic seminars.

COURSE OUTLINE: The general schedule for the course is as follows:

- Mandatory Residency Orientation and Seminar will be held prior to the beginning of the semester.
- Resident II students report to their Residency school on the first day of the semester, if not earlier.
- Resident II candidates will begin teaching as soon as the cooperating teacher turns the class over to them. Since this is a continued placement from Residency I, the candidate should not need a lot of time to get acclimated to the classroom and students.
- Residents will participate in ALL seminars as scheduled.

COURSE OBJECTIVES: The Teacher Education Standards drive the objectives of the course.

1. The teacher candidate critically examines the central concepts, tools of inquiry and structures of the discipline to be taught to make learning meaningful for students and uses national standards and WV Next Generation standards appropriate to the content.
2. The teacher candidate analyzes how children learn and develop and provides learning opportunities for intellectual, social and personal development.
3. The teacher candidate appraises differences in learning and creates instructional opportunities adapted to diverse learners.
4. The teacher candidate examines, applies, adapts and evaluates a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
5. The teacher candidate integrates a critical understanding of individual and group motivation and behavior to create a positive learning environment with social interaction, active engagement and self-motivation.
6. The teacher candidate uses effective verbal, nonverbal and media communication techniques to cultivate inquiry, collaboration and supportive interaction in the classroom.
7. The teacher candidate plans instruction based upon critical understanding of subject matter, students, the community and the West Virginia Next Generation Standards.
8. The teacher candidate examines and applies formal and informal assessment strategies to evaluate learners and to ensure continuous intellectual, social and physical development.
9. The teacher candidate is a reflective practitioner who evaluates the effects of his or her choices and actions on others and seeks opportunities to grow professionally.
10. The teacher candidate fosters relationships with school colleagues, parents and agencies in the larger community to support student learning and well-being.

BACKGROUND CHECK: The Director of SCOPES MUST authorize all students representing Marshall University prior to entering a school.

West Virginia law mandates that all persons entering a school or having contact with students must have a completed background check and have not been found on the sexual offender registry prior to entering a school. Each county and school can also use the results of that background check as a basis for admitting or denying admittance. It is the procedure of the Marshall University College of Education and Professional Development that every student will obtain a background check prior to being placed in a school setting.

Marshall University has chosen Castlebranch.com as an approved provider of background checks for our students. You must obtain a background check at Castlebranch or another third party vendor (approved by the SCoPES office) to be permitted into a school. All results must be received by the second week of the semester in order to be eligible for any clinical assignment. Castlebranch charges $46.00 for this service. All fees are the responsibility of the student. If you have any questions about your background check, contact the SCoPES office.

TECHNOLOGY REQUIREMENT: Teacher candidates will utilize available technology and computer capability under the direction of cooperating teachers to enhance teaching and learning.

COURSE PHILOSOPHY AND THEMES: Residency allows teacher candidates to apply theories, research and philosophies of education to the practice of teaching in a public/private school. Teacher candidates will refine planning, teaching, management, assessment, and reflection skills to achieve a level of professional competence consistent with the COEPD, CAEP and West Virginia Professional Teaching Standards. The course allows teacher candidates to critically examine teaching and learning processes and student learning as well as assume the full role of a teacher. Teacher candidates are expected to use current technology and other strategies to enhance critical thinking and maximize learning. Candidates also develop reflective and self-assessment skills as they continually reflect on and evaluate their own progress.

EVALUATION/ASSESSMENT OF LEARNER OUTCOMES AND GRADING POLICY: This is a Credit/No Credit course, so grades for teacher candidates are recorded as CR (credit) and NC (No Credit).

- Cooperating teachers will evaluate the teacher candidate's performance, using the Danielson Framework rubric, an evaluation form that will become a permanent part of the teacher candidate's record. The completed form may be placed, at the discretion of the teacher candidate, in his/her placement file. A copy of the form may also be placed in the Career Center as a part of the teacher candidate's recruitment file. Competence will be recorded on the form as Distinguished, Proficient, Basic or Unsatisfactory. Teacher candidates must receive a score of at least proficient on the four domains of the Danielson Framework. Teacher candidates may not receive a score of Unsatisfactory on any component. An Unsatisfactory score will result in a grade of No Credit (NC) for the placement.
- Faculty, university supervisors and cooperating teachers will evaluate performance and speaking skills of teacher candidates. The presentation will be based on the Residency experience and teacher candidates may use the portfolio to illustrate their achievements.
- Teacher candidate must successfully complete all parts of the Teacher Preparation Assessment (TPA) in order to receive credit for Residency II.
- Teacher candidate must successfully complete all sections of the Capstone Interview in order to receive credit for Residency II.

ATTENDANCE POLICY: The teacher candidate will observe the same time schedule and schedule of attendance in the schools as the regular faculty. The workday begins when the faculty is required to report and end when faculty is allowed to leave. Teacher candidates are NOT allowed to leave early when they have a planning period at the end of the day. Teacher candidates are required to be present EVERY DAY, including instructional support and enhancement days, unless there is a serious illness or documented emergency clearly beyond their control. Absences of 1-5 days, due to illness, may need to be made up at the end of the term at the discretion of the SCoPES office. Absences not due to illness MUST be made up. If absences total more than five (5) days, the teacher candidate will be required to complete

an extended experience or return in a subsequent semester. (See the Handbook of Clinical Experiences for the full attendance policy.)

Teacher candidates will follow the public-school calendar in regard to holidays and breaks, rather than the University calendar. If it is necessary to be late or absent for reason of illness or a family emergency clearly beyond your control, the teacher candidate must:

- Call your cooperating teacher as soon as possible.
- Call your university supervisor.
- Contact the SCoPES office via phone or email to record the absence.

Handbook of Clinical Experiences

The Marshall University Handbook of Clinical Experiences contains guidelines, policies and regulations for the Residency experience. The handbook is available on the COEPD website.

RESIDENCY SEMINARS: The Residency seminar runs concurrently with Residency and meets weekly during the sixteen-week period. The seminar is designed to:

- Provide opportunities for free discussion and problem solving related to issues in the classroom.
- Encourage refinement of teaching skills through sharing teaching strategies, methods and material.
- Provide guidance and help with compiling the professional teaching portfolio.
- Provide clarification of policy issues, job searches, certification issues, etc.

The seminar is not a separate graded class. However, everything you do-or chose not to do- while in the seminar will be reflected in your final evaluation for the course. Promptness in arriving for class and turning in assignments, high quality word, and willingness to participate in seminar discussions will positively affect your final evaluation.

OBSERVATIONS BY UNIVERSITY SUPERVISORS: The university supervisor will view the teaching of each teacher candidate assigned to him or her at least four (4) times during each eight-week period. Observations are designed to allow university supervisors to view the teaching/learning process created by the teacher candidate, assist the teacher candidate in self-evaluation, and provide regular feedback and suggestions for improvement. After each observation, the university supervisor will generally hold a conference with the teacher candidate and provide the opportunity for self-reflection about the performance and written and oral feedback. The university supervisor will also hold collaborative conferences with the cooperating teacher alone and with the teacher candidate.

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: http://www.marshall.edu/academic-affairs/policies/)

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

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

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

Generative AI is fully prohibited in the course.

Students are prohibited from using generative AI in any way on any assignment in this course. The use of generative AI in this course will be considered a violation of both Marshall's **Academic Dishonesty Policy** (URL: https://www.marshall.edu/academic-affairs/policies/#academicdishonesty) and the **Student Code of Conduct** (URL: https://www.marshall.edu/student-conduct/files/Studnet-Code-of-Conduct-2022.pdf).

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: **COEPD**   Department/Division: **UTE**   Alpha Designator/Number: **CISP 442**

Contact Person: **Paula Lucas**   Phone: **62882**

NEW COURSE DATA:

Course Title: **Residency II-Multicategorical**   (Limit of 30 characters & spaces.)

Alpha Designator/Number: **CISP 442**

General Education Designator(s) (check all that apply): ☐ CT   ☐ INTL   ☐ MC   ☐ Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

Catalog Description (Limit of 30 words): **Residency II is a 500-hour all day/everyday teaching experience under supervision in the same approved elementary/secondary Residency I placement with periodic seminars**

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

Prerequisite(s): **CI 470, CI 471, OR CI 472**   Credit Hours: **0**

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

Course(s) being deleted in place of this addition *(must submit course deletion form)*: _____

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

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

Department Chair/Division Head: *[signature]*	Date: 10-26-2023
Registrar: *[signature]*	Date: 10-30-2023
College Dean: *[signature]*	Date: 10/30/23
College Curriculum Chair: *[signature]*	Date: 10-31-2023
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 11/28/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

College: **COEPD** Department/Division: **UTE** Alpha Designator/Number: **CISP 442**

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

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

   Amanda Preece will be responsible for placements and checking evaluations, but the Residen

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

   N/A

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

   N/A

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

   N/A

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

   N/A

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

   N/A

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

   N/A

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

CISP 442
Residency II: Multicategorical
12 Credit Hours
Course Syllabus

Text: Clinical Handbook-available online at www.marshall.edu/coepd/plc
Prerequisites: 125 Pre-Residency hours, 250 hours in Residency I placement, 90% teaching content completed, all Professional Education courses completed and required GPA.

INSTRUCTOR:

Student Center of Professional Education Services (SCoPES):

201C Education Building

Phone: 304-696-6842

Office Hours: 8:30 a.m.-5:00 p.m.

CATALOG DESCRIPTION: Residency II is a 500-hour all day/everyday teaching experience under supervision in the same approved elementary/secondary Residency I placement with periodic seminars.

COURSE OUTLINE: The general schedule for the course is as follows:

- Mandatory Residency Orientation and Seminar will be held prior to the beginning of the semester.
- Resident II students report to their Residency school on the first day of the semester, if not earlier.
- Resident II candidates will begin teaching as soon as the cooperating teacher turns the class over to them. Since this is a continued placement from Residency I, the candidate should not need a lot of time to get acclimated to the classroom and students.
- Residents will participate in ALL seminars as scheduled.

COURSE OBJECTIVES: The Teacher Education Standards drive the objectives of the course.

1. The teacher candidate critically examines the central concepts, tools of inquiry and structures of the discipline to be taught to make learning meaningful for students and uses national standards and WV Next Generation standards appropriate to the content.
2. The teacher candidate analyzes how children learn and develop and provides learning opportunities for intellectual, social and personal development.
3. The teacher candidate appraises differences in learning and creates instructional opportunities adapted to diverse learners.
4. The teacher candidate examines, applies, adapts and evaluates a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
5. The teacher candidate integrates a critical understanding of individual and group motivation and behavior to create a positive learning environment with social interaction, active engagement and self-motivation.
6. The teacher candidate uses effective verbal, nonverbal and media communication techniques to cultivate inquiry, collaboration and supportive interaction in the classroom.
7. The teacher candidate plans instruction based upon critical understanding of subject matter, students, the community and the West Virginia Next Generation Standards.
8. The teacher candidate examines and applies formal and informal assessment strategies to evaluate learners and to ensure continuous intellectual, social and physical development.
9. The teacher candidate is a reflective practitioner who evaluates the effects of his or her choices and actions on others and seeks opportunities to grow professionally.
10. The teacher candidate fosters relationships with school colleagues, parents and agencies in the larger community to support student learning and well-being.

BACKGROUND CHECK: The Director of SCOPES MUST authorize all students representing Marshall University prior to entering a school.

West Virginia law mandates that all persons entering a school or having contact with students must have a completed background check and have not been found on the sexual offender registry prior to entering a school. Each county and school can also use the results of that background check as a basis for admitting or denying admittance. It is the procedure of the Marshall University College of Education and Professional Development that every student will obtain a background check prior to being placed in a school setting.

Marshall University has chosen Castlebranch.com as an approved provider of background checks for our students. You must obtain a background check at Castlebranch or another third party vendor (approved by the SCoPES office) to be permitted into a school. All results must be received by the second week of the semester in order to be eligible for any clinical assignment. Castlebranch charges $46.00 for this service. All fees are the responsibility of the student. If you have any questions about your background check, contact the SCoPES office.

TECHNOLOGY REQUIREMENT: Teacher candidates will utilize available technology and computer capability under the direction of cooperating teachers to enhance teaching and learning.

COURSE PHILOSOPHY AND THEMES: Residency allows teacher candidates to apply theories, research and philosophies of education to the practice of teaching in a public/private school. Teacher candidates will refine planning, teaching, management, assessment, and reflection skills to achieve a level of professional competence consistent with the COEPD, CAEP and West Virginia Professional Teaching Standards. The course allows teacher candidates to critically examine teaching and learning processes and student learning as well as assume the full role of a teacher. Teacher candidates are expected to use current technology and other strategies to enhance critical thinking and maximize learning. Candidates also develop reflective and self-assessment skills as they continually reflect on and evaluate their own progress.

EVALUATION/ASSESSMENT OF LEARNER OUTCOMES AND GRADING POLICY: This is a Credit/No Credit course, so grades for teacher candidates are recorded as CR (credit) and NC (No Credit).

- Cooperating teachers will evaluate the teacher candidate's performance, using the Danielson Framework rubric, an evaluation form that will become a permanent part of the teacher candidate's record. The completed form may be placed, at the discretion of the teacher candidate, in his/her placement file. A copy of the form may also be placed in the Career Center as a part of the teacher candidate's recruitment file. Competence will be recorded on the form as Distinguished, Proficient, Basic or Unsatisfactory. Teacher candidates must receive a score of at least proficient on the four domains of the Danielson Framework. Teacher candidates may not receive a score of Unsatisfactory on any component. An Unsatisfactory score will result in a grade of No Credit (NC) for the placement.
- Faculty, university supervisors and cooperating teachers will evaluate performance and speaking skills of teacher candidates. The presentation will be based on the Residency experience and teacher candidates may use the portfolio to illustrate their achievements.
- Teacher candidate must successfully complete all parts of the Teacher Preparation Assessment (TPA) in order to receive credit for Residency II.
- Teacher candidate must successfully complete all sections of the Capstone Interview in order to receive credit for Residency II.

ATTENDANCE POLICY: The teacher candidate will observe the same time schedule and schedule of attendance in the schools as the regular faculty. The workday begins when the faculty is required to report and end when faculty is allowed to leave. Teacher candidates are NOT allowed to leave early when they have a planning period at the end of the day. Teacher candidates are required to be present EVERY DAY, including instructional support and enhancement days, unless there is a serious illness or documented emergency clearly beyond their control. Absences of 1-5 days, due to illness, may need to be made up at the end of the term at the discretion of the SCoPES office. Absences not due to illness MUST be made up. If absences total more than five (5) days, the teacher candidate will be required to complete

an extended experience or return in a subsequent semester. (See the Handbook of Clinical Experiences for the full attendance policy.)

Teacher candidates will follow the public-school calendar in regard to holidays and breaks, rather than the University calendar. If it is necessary to be late or absent for reason of illness or a family emergency clearly beyond your control, the teacher candidate must:

- Call your cooperating teacher as soon as possible.
- Call your university supervisor.
- Contact the SCoPES office via phone or email to record the absence.

Handbook of Clinical Experiences

The Marshall University Handbook of Clinical Experiences contains guidelines, policies and regulations for the Residency experience. The handbook is available on the COEPD website.

RESIDENCY SEMINARS: The Residency seminar runs concurrently with Residency and meets weekly during the sixteen-week period. The seminar is designed to:

- Provide opportunities for free discussion and problem solving related to issues in the classroom.
- Encourage refinement of teaching skills through sharing teaching strategies, methods and material.
- Provide guidance and help with compiling the professional teaching portfolio.
- Provide clarification of policy issues, job searches, certification issues, etc.

The seminar is not a separate graded class. However, everything you do-or chose not to do-while in the seminar will be reflected in your final evaluation for the course. Promptness in arriving for class and turning in assignments, high quality word, and willingness to participate in seminar discussions will positively affect your final evaluation.

OBSERVATIONS BY UNIVERSITY SUPERVISORS: The university supervisor will view the teaching of each teacher candidate assigned to him or her at least four (4) times during each eight-week period. Observations are designed to allow university supervisors to view the teaching/learning process created by the teacher candidate, assist the teacher candidate in self-evaluation, and provide regular feedback and suggestions for improvement. After each observation, the university supervisor will generally hold a conference with the teacher candidate and provide the opportunity for self-reflection about the performance and written and oral feedback. The university supervisor will also hold collaborative conferences with the cooperating teacher alone and with the teacher candidate.

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: http://www.marshall.edu/academic-affairs/policies/)

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

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

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

Generative AI is fully prohibited in the course.

Students are prohibited from using generative AI in any way on any assignment in this course. The use of generative AI in this course will be considered a violation of both Marshall's **Academic Dishonesty Policy** (URL: https://www.marshall.edu/academic-affairs/policies/#academicdishonesty) and the **Student Code of Conduct** (URL: https://www.marshall.edu/student-conduct/files/Studnet-Code-of-Conduct-2022.pdf).

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: **COEPD**   Department/Division: **UTE**   Alpha Designator/Number: **ECE 432**

Contact Person: **Paula Lucas**   Phone: **62882**

NEW COURSE DATA:

Course Title: **Residency II-ECE** _____ (Limit of 30 characters & spaces.)

Alpha Designator/Number: **ECE 432**

General Education Designator(s) (check all that apply): ☐ CT   ☐ INTL   ☐ MC   ☐ Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

Catalog Description (Limit of 30 words): Residency II is a 500-hour all day/everyday teaching experience under supervision in the same approved elementary/secondary Residency I placement with periodic seminars

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

Prerequisite(s): **CI 470, CI 471, OR CI 472**   Credit Hours: **0**

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

Course(s) being deleted in place of this addition *(must submit course deletion form)*: _____

CHECKLIST/REQUIREMENTS

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

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

Department Chair/Division Head: *Paula Lee Lucas*	Date: 10-26-2023
Registrar: *Sonya ACQ*	Date: 10-30-2023
College Dean: *Helen M. Brown*	Date: 10/30/23
College Curriculum Chair: *Paula Lee Lucas*	Date: 10-31-2023
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 11/28/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

College: **COEPD**   Department/Division: **UTE**   Alpha Designator/Number: **ECE 432**

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

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

   Amanda Preece will be responsible for placements and checking evaluations, but the Residen

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

   N/A

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

   N/A

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

   N/A

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

   N/A

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

   N/A

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

   N/A

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

Marshall University Syllabus
College of Education and Professional Development
Early Childhood Education

Course

ECE 432 Residency II-ECE

Course Description

Development and guidance of young children with emphasis on adult child interaction. Participation in laboratory preschool required.

Credits 3

Prerequisites
ECE 303 & Admi 4

Term/Year

Class Meeting Days/Times

Location

Site varies by location

Academic Calendar

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

Instructor

Contact Information

- Office:
- Office Hours:
- Office Phone:
- Marshall Email:

Health and Safety Information

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

Required and/or Recommended Texts and Materials

1. West Virginia Early Learning Standards Framework:
   www.wvdhhr.org/oss/pieces/ta/documents/wv%20elsf.pdf
2. Read and comply with MUEEC Handbook:
   www.marshall.edu/stem/STEM_Center
3. Read and comply with http://wvde.state.wv.us/policies/p2520.15.pdf

Read and comply with
http://www.naeyc.org/files/naeyc/file/positions/Ethics%20Position%20Statement20
11.pdf

Grading Policy

Attendance/Participation Policy

* You are expected to complete 150 hours at the scheduled times. Excused absences may be made up and are scheduled with the Studio Educator. Unexcused absences are not made up and therefore a student cannot complete the practicum.

* Excused absences are obtained by providing appropriate documentation to Dean of Student Affairs in Room 2W38 of the Student Center **immediately upon return**.

*It is your responsibility to request an opportunity to complete missed work upon return following an excused absence.

*If you have excused absences, you have one week upon return to complete assignments/exams/observations due during the absence or the work will not be accepted.

*Excused absences fall into five categories:
   1. University-sponsored activities: academic activities (e.g., performing arts, debate, honors classes, ROTC, and departmental functions); official athletic events sponsored by the Athletic Department; and university activities (e.g., student government and student organizations)
   2. Student Illness or Critical Illness/Death in the Immediate Family: "Immediate Family" is defined as a spouse/life partner, child, parent, legal guardian, sibling, grandparent or grandchild. Routine appointments are not excused. Appointments should be scheduled around your classes.

3. Short-Term Military Obligation
4. Jury Duty or Subpoena for Court Appearance

5. Religious Holidays

Course Student Learning Outcomes

Course Outcomes	How Accomplished in this Course	How Assessed in this Course	Program Outcomes	Degree Profile Outcomes
Plan and implement an integrated curriculum addressing language, literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement appropriate to the age and developmental level of individual children based upon the interest of the children, the resources of the community and the goals of the institution	Lead an in-depth project	Summary documentation/representations of the project, presentation of project	NAEYC 5 CEC 2, 4, 5, 7 WVPTS 1, 2, 3	SK: Assembles, arranges, reformulates concepts of children into a meaningful project AL: Completes a field based assignment employing insights from children and evaluates a significant inquiry

Understand and utilize appropriate assessment strategies in the process of developing curriculum and methods that enhance the physical, social, emotional, cognitive, and language development of children	Authentic assessment	Summary assessment of two children based on anecdotes, checklists, work samples, etc. and placed in electronic portfolio, parent conferences	NAEYC 1, 2, 3 CEC 2, 3, 8 WVPTS 2	SK: Constructs a summative assessment based on applied research AL: Organizes and presents assessment that combines knowledge from the discipline with applied research
Use age appropriate guidance and problem-solving methods that foster self-assessment and positive supportive relationships, skills in conflict resolution, and personal worth	Practicum participation	Observation of teacher candidate's interactions with children	NAEYC 4 CEC 4 WVPTS 2	SK: Demonstrates fluency in the use of methods in the field
Use a variety of methods that encourage children's cognitive development, including critical thinking and problem-solving ability	In-depth project	Summary documentation/representations of the project, presentation of project	NAEYC 1, 4 CEC 2, 4, 7 WVPTS 1, 3	SK: Demonstrates fluency in the use of methods in the field

Encourage language comprehension and expression through modeling, interactive communication, and literacy experiences	Practicum participation	Observation of teacher candidate's interactions with children, leading stories, music and other group activities	NAEYC 1, 4 CEC 2, 4, 6, 7 WVPTS 1, 3	SK: Demonstrates fluency in the use of methods in the field
Create physically and psychologically safe and healthy learning environments that support the needs of diverse children	Practicum participation	Lesson plans and observation of teacher candidate	NAEYC 4, 5 CEC 4, 5, 7 WVPTS 1, 2	SK: Demonstrates fluency in the use of methods in the field
Organize and manage a physical setting that fosters security, independence, competency, acceptance of diversity, and learning for preschool children	Practicum participation	Lesson plans and observation of teacher candidate	NAEYC 4, 5 CEC 4, 5, 7 WVPTS 1, 2	SK: Demonstrates fluency in the use of methods in the field
Establish and maintain respectful supportive collaborative relationships with families of diverse backgrounds and communicate effectively	Parent conferences, parent events	Written communication with parents, observation of teacher candidate	NAEYC 2, 3, 4 CEC 8, 9 WVPTS 5	SK: Demonstrates fluency in the use of methods in the field

Foster continued growth of professional dispositions and understandings	Participation in classroom, parent events	Weekly journals	NAEYC 6 CEC 9 WVPTS 4	SK: Demonstrates fluency in the use of methods in the field
Utilize available technology to maintain records and communication with families	Contribute to electronic portfolios	Evaluation of contributions to electronic portfolios	NAEYC 3, 6	SK: Demonstrates fluency in the use of methods in the field
Demonstrate model speaking and listening skills.	Participation in classroom	Observation of teacher candidate	NAEYC 6	SK: Demonstrates fluency in the use of methods in the field

Grading Policy

Attendance/Participation Policy

University Policies

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

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

Course Schedule

Each week teacher candidates are assigned responsibilities by the Studio Educator. These include literature, music, activities, and general classroom duties. Teacher candidates are expected to plan these so that they coordinate with the inquiries that are under study in the classroom. During one week the teacher candidate will be 'in charge' of the management of the classroom. Project phases may vary some depending on the nature of the project and the interests of the children. At the end of each day a journal entry should be written about the day's activities, how you would change them for the next time.

Week one   Get to know children, observe, interact, build relationships, Introduction into Teacher Candidate Work Sample, distribute to families a letter of introduction following approval of classroom supervisor.

Follow up on children's interests, look for project ideas

Identify 2 children for case studies and begin documentation.

Design and implement at least one classroom activity that is congruent with the classroom experiences.

Week two   Work on Phase I of the project, web with adults on topics.

Think about how you will complete task 2 and 3 pre-test and post test of TPA

Work on Task 1 of TPA Contextual Factors

Documentation of children weekly

Week three   Web with children OR other introductory exploration

Work on TPA: TASK 2: Standards and Goals-TPA
TASK 3: Assessment Plan

Continue documentation of children weekly

Individual conferences with University Supervisor

Provide webs, journals, literature & music opportunities, activity plans, anecdotes to date one day before the conference.

Continue participation as instructed

Week four   Continue investigations, participation, documentation, don't forget

your journals

Week five Individual conferences with University Supervisor

Provide webs, journals, literature & music opportunities, activity plans, representations, anecdotes to date one day before the conference.

Continue investigations, participation, documentation

Work on TPA: TASK 4: Design for Instruction TASK 5: Implementation and Reflection on Daily Instruction

Week six   **'In charge' week**

Others continue investigations, representations, participation, documentatio

Week seven

Showcase project

Begin to turn classroom back to teacher-

Parent Teacher conference

Final documentation, representations of project ready for presentation

Finalize all practicum materials.

Observation and wrap up. Complete Teacher Candidate Work Sample

Complete TPA: TASK 6: Impact on Student Learning TASK 7: Reflection and Self-Evaluation

Electronic Portfolio

1. Lesson plans
2. Child assessments and Child study on one target child
3. Communication with families
4. Journal entries
5. Music and Literature focus
6. Progress on Teacher Candidate Work Sample for ECE

Request for Undergraduate Course Addition

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

College: **COLA**   Department/Division: **History**   Alpha Designator/Number: **HST 210**

Contact Person **Molly Mersmann**   Phone: **696-2955**

NEW COURSE DATA:

Course Title: ▨▨▨▨▨ **Huntington WV Community/Ident.** _____ (Limit of 30 characters & spaces.)

Alpha Designator/Number: **HST 210**

General Education Designator(s) (check all that apply): ☐ CT   ☐ INTL   ☐ MC   ☐ Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

Catalog Description (Limit of 30 words): **This course will explore the history of Huntington through the methodology of public history.**

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

Prerequisite(s) _____   Credit Hours: **3**

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

Course(s) being deleted in place of this addition *(must submit course deletion form)*: **n/a**

CHECKLIST/REQUIREMENTS

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

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

Department Chair/Division Head: _(signature)_	Date: **10/20/23**
Registrar: _(signature)_	Date: **16/24/2023**
College Dean: _(signature)_	Date: **10/26/2023**
College Curriculum Chair: _Jonathan Kozar_	Date: **10/31/23**
General Education Council Chair *: _____	Date: _____
University Curriculum Committee Chair: _Jonathan Kozar_	Date: **11/28/23**
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science _____	Date: _____

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

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

College: **COLA**   Department/Division: **HISTORY**   Alpha Designator/Number: **HST** 201 210

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

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

   Mersmann, Guha, Fain, White, Rensenbrink, Barksdale, Deal

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

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

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

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

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

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

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

HST 210: HUNTINGTON WV, COMMUNITY & IDENTITY

LOCATION: HH 130
WHEN: M/W/F 10:00–10:50

FALL 2024
FACE TO FACE

3rd Ave & 13th St, Huntington, W.Va., 1937 flood

"HISTORY CANNOT GIVE US A PROGRAM FOR THE FUTURE, BUT IT CAN GIVE US A FULLER UNDERSTANDING OF OURSELVES, AND OF OUR COMMON HUMANITY, SO THAT WE CAN BETTER FACE THE FUTURE"
ROBERT PENN WARREN

Course Description:

This course will explore the history of Huntington through the methodology of public history. It will provide historical context to Huntington's economic, racial, labor, LGBTQ, and many other narratives that make the city so rich. Once students have a basic understanding of the history, they will then investigate the skills to and learn how to create an HPI (Historic Property Inventory) Survey for Ritter Park, oral surveys, and digitally map Huntington and its citizens. Situated in Huntington, this class will work closely with the community and its members to bring in guest lecturers and to present and share the knowledge gained from these projects to the wider Huntington public.

Require Books/Materials:

- Cicero Fain, *Black Huntington*
- Steven Lubar, *Inside the Lost Museum*
- Take note of required course readings, podcasts, and digital maps available on Blackboard

Professors:

Dr. Cicero M. Fain
Assistant Provost for Inclusive Excellence and Diversity, Equity, and Inclusion Fellow
fainc@marshall.edu

Dr. Manamee Guha
Assistant Professor, History
guham@marshall.edu

Dr. Molly Mersmann
Assistant Professor, History
mersmann@marshall.edu

Grading Scale:	
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
Less than 60	F

Grading:	
1. HPI Mid-Survey Update	10%
2. HPI Final Group Survey Report	10%
3. HPI Survey	20%
4. Oral History Community Interview	20%
5. Mapping Huntington	20%
6. Good Citizenship	20%

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 demonstrate an understanding of and hands-on ability to engage in public history, including digital and oral history.	HPI training, oral history training, mock interview practice, digital mapping training, museum display training	HPI Update, Full Survey Report, Oral History Community Interview, Mapping Huntington project
Students will be able to employ writing and public speaking skills in composing meaningful work for different audiences, including the community.	HPI training, oral history training, digital mapping training, museum display training	Full Survey Report, Oral History Community Interview
Students will be able to interpret history in ways that benefit our communities	HPI training, oral history training, mock interview practice, digital mapping training, museum display training	HPI Update, Full Survey Report, Oral History Community Interview, Mapping Huntington project
Students will learn to foster discussion about how complex or difficult historical moments must remain part of public conversation	Class discussions	Good Citizenship/Class Participation

1. **Historic Property Inventory (HPI) Mid-Survey Update (10%):** Students will update class of the project along the way and make a Week 7 "Findings Update."

2. **Final Group Survey Report (10%):** This report is the compilation that students will put together of their survey reports and presents their findings to the WVSHPO.

3. **HPI Survey (20%):** We will work together as a class to update the previous out-of-date HPI surveys in Ritter Par. Students will describe the property, make an inventory, note address, take pictures, and conduct pictures to contribute to input into the significance of the survey.

4. **Oral History Community Interview (20%):** Students will interview Ritter Park community members to enrich their significance portion of their HPI Surveys.

5. **Mapping Huntington (20%):** Students will understand the concepts of digital history and how to map the location of the community members they interview through their oral interviews and then upload the interview online so that they may be available to the broader Huntington community.

6. **Good Citizenship/Participation (20%):** As this is a hands-on and highly engaged class, the participation is equally high. Your instructors expect attendance at all classes, class participation, engagement with lecture, contributions to assignments both inside and outside class. This means putting in the work everyday, coming to class, actively listening, taking effective notes, asking question, offering opinions based in readings and lecture, and interacting with students and community members.

HST 210: CLASSROOM & UNIVERSITY POLICIES

Attendance:
Your instructor expects attendance (arriving on time), preparedness, and participation at every lecture, discussion, and course activity. Attendance will be taken at each class and will factor into your Good Citizenship grade.

Online Communication Expectations:
When emailing the instructor include in your subject line the course and sec. number and use a formal greeting, "Dear Dr. Mersmann." Your instructor will respond to your email within 24 hours, but probably sooner.

Absences & Excused Absences:
You need to inform the instructor or TA by e-mail in advance if you need to be absent or of any conflict that can be anticipated and will affect your attendance or your ability to submit an assignment. This includes, but is not limited to: university sponsored events (i.e. athletic events, ROTC, conferences); death or critical illness of an immediate family member; jury duty; interviews; religious observances; extreme personal emergencies (i.e. car accident); illness and quarantine. Anyone experiencing COVID-related symptoms should not come to campus and notify me of your absence.

If you miss lecture make sure to get the notes from a student in class, read through the textbook and appropriate readings, and consult your instructor or TA on any questions. Excessive absences, whether excused or unexcused, may affect your ability to earn a passing grade.

Late & Missing Assignments:
Failure to submit your assignments on time and in accordance with the instructions will result in the loss of a third of a letter grade one hour after the assignment is due and then a third of a letter grade for each day (24 hours) after the due date/hour. You are not entitled to a make-up unless you have a valid reason. If this is the case, please contact the professor immediately informing them of the situation. An incomplete may be given to a student after consideration from the instructor.

Anticipated Response Time for Grading and Feedback
Your instructor strives to return assignments (essays/exams) within two weeks, but most likely before that. When a graded assignment (essays/exams/quizzes) is returned, students must wait 24 hours before discussing their grade with the instructor or TA.

Technology in the Classroom:
Turn off and put away all cell phones when class begins. If you wish to use a laptop for notes, make sure to ask your instructor. Your instructor reserves the right to ensure you are solely taking notes and not using social media or streaming services (which are prohibited) when on your laptop. Failure to abide by this policy will result in a reduction of the students' Good Citizenship grade and the inability to use technology to take notes.

Technical Skill Requirements
Students must be proficient in the use of computers, the internet, browsers, Microsoft Office Word, Office365 Email, Blackboard, and other common applications. If you have technical problems, please contact Blackboard Support Center (URL: http://marshall.edusupportcenter.com); Marshall Information Technology (IT) Service Desk (Help Desk) (URL: http://www.marshall.edu/it/departments/it-service-desk/).

Syllabus Disclaimer:
This syllabus is subject to change. In the event of a major campus emergency and/or circumstances beyond the instructor's control, course requirements, deadlines, grading policies, and percentages are subject to changes that may be necessitated by a revised semester calendar. If changes are made, you will be informed via Blackboard. You are responsible for checking your @marshall.edu email and Blackboard on a frequent basis for updated course information and announcements.

Recording Policy
Note that photographs and/or recordings (audio or visual) of the professor's PowerPoint presentations or lectures is prohibited.

Mandatory Reporter

I want you to trust that I will keep any information you share private. Please be aware that I do have a mandatory reporting responsibility related to my role as a faculty member. This means I am required to share information regarding sexual misconduct or information about a crime that may have occurred on campus with the university Title IX Coordinator.

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: http://www.marshall.edu/academic-affairs/policies/)

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

3rd Ave at 9th Street, looking west, Huntington, WV, 1889

Generative AI is Prohibited:

Students are prohibited from using generative AI in any way on any assignment in this course. The use of generative AI in this course will be considered a violation of both Marshall's **Academic Dishonesty Policy** and the **Student Code of Conduct**.

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/)

Office of Disability Services

The Office of Disability Services provides the educational and physical accessibility support necessary for students to achieve their academic goals and promotes as much independence as possible on the part of the students with disabilities. We aim to make all programs, services, and activities fully accessible to students with disabilities, and our staff works directly with students to personalize types and levels of services needed for a successful college career. Please visit their website to better understand the disability services, accommodations, and resources available to you: https://www.marshall.edu/disability/.

Campus Resources

Counseling Center: https://www.marshall.edu/counseling/
Psychology Clinic: https://www.marshall.edu/psych/clinics/campus-psychology-clinic/
Mental Health: https://www.marshall.edu/wellness/social/
Writing Center: https://www.marshall.edu/writingcenter/
Tutoring Services: https://www.marshall.edu/uc/tutoring-services/

HST 210: SCHEDULE & ASSIGNMENTS

WEEK 1	Welcome	
MON	Introduction & Syllabus	
WED	What is public history?	• Kelley, "Public History: Its Origins, Nature, Prospects" • Carl Feiss, "Our Lost Inheritance"
FRI	**Discussion:** Public History	• Why does public history matter? • What methods and technologies do public historians use? • What should the responsibilities and priorities a of a public historian be?
WEEK 2	**Indigenous Appalachia**	
MON	Community Lecture	• Indigenous community member. • https://www.slate.com/blogs/the_vault/2014/06/17/interactive_map_loss_of_indian_land.html
WED	Skill: Oral History	• Mahuika, "Indigenous Oral History in Method and Practice"
FRI	Downtown Tour	• Tour with Dr. Fain Downtown
WEEK 3	**Black Appalachia**	
MON	Lecture	• Cicero, *Black Huntington*, Ch. 3
WED	Skill: Historic Property Inventory Survey	• https://mapwv.gov/shpo/viewer/index.html
FRI	Guest: Cody Straley, WV SHPO	• Mock Tour of HPI Survey downtown with Cody Straley
WEEK 4	**Black Appalachia**	
MON	Lecture	• Cicero, *Black Huntington*, Ch. 4
WED	Skill: Oral History Challenges	• Challenges of Oral History, WPA Slave Narratives
FRI	Research: Special Collection	• Visit Special Collection to delve into Ritter Park's History for HPI Survey
WEEK 5	**LGBTQ Appalachia**	
MON	Lecture: Dr. Greta Rensenbrink	• Huntington as Haven: Queer History of the River City
WED	Skill: How do you Interview? Approach difficult subjects in an interview?	• https://kentuckyoralhistory.org/ark:/16417/xt72542j9900 [Queer Appalachia Oral History Project]
FRI	Research	• In-Class HPI Survey: Research Description/Significance
WEEK 6	**Women of Appalachia**	
MON	Lecture: Dr. Kat Williams	• The Strong Voice of Huntington Women

WED	Skill: Practice Mock Interviews	• Practice Mock Interviews with student
FRI	Visit Ritter Park	• Visit Ritter Park Survey Site for Description
WEEK 7	**Immigration**	
MON	Community Lecturer	• Visit by a Community Member
WED	Public History Discussion	• How do you choose what to say, and what to display to the public? • What kind of people started the first American museums? • *Inside the Lost Museums*
FRI	In-Class	• Work on HPI Surveys
WEEK 8	**Architectural**	
MON	Community Lecturer	• Visit by Representative of the Colonial Dames
WED	Skill: Catch-Up Day	
FRI	HPI Surveys Due	• Final Survey Report Due • Mini HPI Survey Group 1 Findings Delivered
WEEK 9	**Trade/Industry**	
MON	Lecture: Kevin Barksdale	• How Huntington Was Built
WED	HPI Findings Delivered	• Mini HPI Survey Group 2 Findings Delivered
FRI	Skill: What is Digital History?	• Lecture and exploration
WEEK 10	**Disease**	
MON	Lecture: Chris White	• Pandemics in Southern West Virginia
WED	Skill: Digital History Workshop	• Working With GIS
FRI	Ritter Community Collab: Oral History	• Interview Ritter Community Oral History Project
WEEK 11	**Environmental**	
MON	Lecture: Dr. Bob Deal	• Environmental history of Huntington
WED	Skill	• Transcribe Interview
FRI	Digital Map	• Digital Map: Oral Project
WEEK 12	**Spatial**	
MON	Lecture: Dr. Manamee Guga	• White, What is Spatial History?
WED	Skill	• https://web.stanford.edu/group/spatialhistory/static/
FRI	Discussion	• How do you talk to a public audience as opposed to an academic audience?
WEEK 13	**Memorialization/Memory**	
MON	Lecture: Dr. Molly Mersmann	• What Should We Do With Confed. Monuments? AHA Today • "Confronting the Past," Gilder Lehrman Institute
WED	Skills: Interpret Memorialization	• Contemporary monuments: https://www.slaverymonuments.org/

		• Who benefits from memorialization? • What forms of memorialization do you feel accomplish the most?
FRI	Visit Monuments in Huntington	• Who are they for? When who they built? Their audience? Who financed them? What does their architecture tell us? Who was in attendance at their unveiling (who wasn't)?
WEEK 14	**Museums**	
MON	Visit Madie Carroll House	• Guest Lecture: Karen Nance
WED	Skills: Exhibits	• How to you build a museum exhibit?
FRI	Discussion: How have museums changed?	• Horton, *Slavery and Public History*
WEEK 15	**HPI Survey Report to WV SHPO**	
MON	Prep for Survey Presentation	
WED	Guest: WV State Historic Preservation Organization	• Present Survey findings WV SHPO

Bibliography for HST 210

Ashton, Paul and Alec Trepeznik. *What Is Public History Globally?: Working with the Past in the Present*. Bloomsbury, 2019.

Black, Kat and Marc Rhorer. "Out in the Mountains: Exploring Lesbian and Gay Lives." *Journal of the Appalachian Studies Association* 7 (1995), 18-28.

Cabell County West Virginia Heritage, 1809-1996. Huntington, WV: Walsworth, 1996.

Cauvin, Thomas. *Public History: A Textbook of Practice*, 2nd Ed. Routledge, 2022.

Detamore, Mathias J. "Queer Appalachia: Toward Geographies of Possibility" (2010*). University of Kentucky Doctoral Dissertations*. 57. https://uknowledge.uky.edu/gradschool_diss/57

Dougherty, Jack and Nawrotzki, Kristen. *Writing History in the Digital Age*. University of Michigan Press, Ann Arbor, 2013.

Englehardt, Elizabeth S. D. *Beyond Hill and Hollow: Original Readings in Appalachian Women's Studies*. Ohio University Press, 2005.

Fain III, Cicero. *Black Huntington: An Appalachian Story*. University of Illinois Press, 2019.

Geiger, Joe. *Civil War in Cabell County, West Virginia 1861-1865*. Charleston, WV, Pictorial Histories, 1991.

Horton, James Oliver and Lois E. Horton. *Slavery and Public History: The Tough Stuff of American Memory*. New Press, 2014.

Lavender, David. *The Great Persuader: The Biography of Collis P. Huntington*. Doubleday, 1970.

Lubar, Steve. *Inside the Lost Museum: Curating, Past and Present*. Harvard, 2017.

Mahuika, Nepia. "Indigenous Oral History in Method and Practice," in *Rethinking Oral History and Tradition: An Indigenous Perspective* (Oxford, 2013).

Mann, Jeff. *Appalachian Subculture*. Gay & Lesbian Review Worldwide; Sep/Oct2003, Vol. 10 Issue 5, p19-21.

McMillan, Don Daniel. *Huntington*. Arcadia, 2004.

McNeil, Z. Zane. *Y'all Means All: The Emerging Voices Queering Appalachia*. PM Press, 2022.

Milam, Bradley. "Gay West Virginia: Community Formation and the Forging of a Gay Appalachian Identity, 1963-1979." Committee on Gay and Lesbian History, 2011. chromeextension://efaidnbmnnnibpcajpcglclefindmkaj/http://clgbthistory.org/wpcontent/uploads/2010/11/NestlePrize2011_Milam_GayWestVirginia.pdf

Miller, Doris C. *A Centennial History of Huntington, West Virginia 1871-1971*. Huntington Centennial Commission, 1971.

Rosenzweig, Roy and Cohen, Daniel J. *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. University of Pennsylvania Press, Philadelphia, 2006.

Sikes, Scott. "Meaning and Memory: Reconsidering the Appalachian Oral History Project." *The International Journal of Information, Diversity, & Inclusion* 5, no. 2 (2021): 84–98. https://www.jstor.org/stable/48645274.

Terras, Melissa, Nyhan, Julianne, and Vanhoutte, Edward. *Defining Digital Humanities: A Reader*. Routledge, London and New York, 2013.

Weller, Tony. *History in the Digital Age*. Routledge, London and New York, 2013.

Wilkerson, Jessica. *To Live Here, You Have to Fight: How Women Led Appalachian Movements for Social Justice*. University of Illinois Press, 2018.

Request for Undergraduate Course Addition

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

College: **COLA**   Department/Division: **Herd Humanities / SCLA**   Alpha Designator/Number: **SCLA 102**

Contact Person: **Daniel O'Malley**   Phone: **304-696-6605**

NEW COURSE DATA:

Course Title: **Transformative Texts ENG** _____ (Limit of 30 characters & spaces.)

Alpha Designator/Number: **SCLA 102**

General Education Designator(s) (check all that apply): ☐ CT ☐ INTL ☐ MC ■ Core II (Core II type: _Composition; Humanities_)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

Catalog Description (Limit of 30 words): **(see attachment; electronic form won't allow full desc to appear.)**

Co-requisite(s): **n/a** _____ First Term to be Offered: **AY 2024-25**

Prerequisite(s): **n/a** _____ Credit Hours: **3**

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

Course(s) being deleted in place of this addition *(must submit course deletion form)*: **n/a**

CHECKLIST/REQUIREMENTS

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

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

Department Chair/Division Head: *(signature)*	Date: 10/13/2023
Registrar: *(signature)*	Date: 16-16.2023
College Dean: *(signature)*	Date: 10/16/2023
College Curriculum Chair: *Jonathan Kozar*	Date: 10/31/23
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 11/28/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

College: **COLA**   Department/Division: SCLA / Herd Humanities   Alpha Designator/Number: **SCLA 102**

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

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

   Del Chrol, Allison Carey, Deborah Thurman, Daniel O'Malley

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

   n/a

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

   n/a

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

   n/a

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

   n/a

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

   n/a

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

   n/a

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

SCLA 102: Transformative Texts ENG

Catalog Description:

A course to develop skills in critical reading, writing, and research, through an exploration of a variety of foundational texts spanning a range of cultures and eras.

Bibliography for Course Proposal – SCLA 102

Note: * indicates "what publications may be beneficial to students taking this course," beyond the texts listed as required.

Blondell, Ruby. *Helen of Troy Beauty, Myth, Devastation*. Oxford University Press, 2013.

*Cairns, Francis. "Ethics, Ethology, Terminology: Iliadic Anger and the Cross-Cultural Study of Emotion." *Ancient Anger : Perspectives from Homer to Galen*. Eds. Braund, Susanna Morton and Glenn W. Most. Cambridge ; New York: Cambridge University Press, 2003. 1-10. Print.

*Davis, Kenneth C. *Don't Know Much About Mythology : Everything You Need to Know About the Greatest Stories in Human History but Never Learned*. 1st ed. New York: HarperCollins Publishers, 2005. Print.

Dowden, Ken. "Epic Tradition in Greece." *A Companion to Ancient Epic*. Ed. Foley, John Miles. Malden, MA: Blackwell Pub., 2005. 188-205. Print.

Du Bois, W.E.B. *The Souls of Black Folk*. Dover, 1994.

Foley, John Miles. "Epic as Genre." *A Companion to Ancient Epic*. Ed. Foley, John Miles. Malden, MA: Blackwell Pub., 2005. 171-87. Print.

Fowler, R. L. *The Cambridge Companion to Homer*. Cambridge Companions to Literature. Cambridge, UK ; New York: Cambridge University Press, 2004. Print.

*Goldhill, Simon. "The Politics of the Classical Tradition." *Bryn Mawr Classical Review* (2021). Web.

González Pérez, Leticia. "Classical Tradition And Reception Studies In Contemporary Literature Written In English. The Song Of Achilles By Madeline Miller" Philologica Urcitana Vol. 12 (Marzo 2015) 79-115

Graff, Gerald, and Cathy Birkenstein and Gurssel Durst. *"They Say / I Say " with Readings*, Fifth Edition. W.W. Norton & Company, 2021

Homer. *The Iliad.* Trasnlated by Rogert Fagles, Penguin, 1998.

Konstan, David. *Before Forgiveness : The Origins of a Moral Idea*. Cambridge ; New York: Cambridge University Press, 2010. Print.

Miller, Madeline. *Song of Achilles.* Ecco, 2012.

O'Brien, Tim. *The Things They Carried*. Houghton Mifflin, 1990.

Plato. *The Republic*, translated by Desmond Lee, Penguin, 2007.

*Scodel, Ruth. "The Story-Teller and His Audience." *The Cambridge Companion to Homer: Cambridge Companions to Literature*. Ed. Fowler, R. L. Cambridge, UK ; New York: Cambridge University Press, 2004. 45-55. Print.

*Stryzziero, Maria Antoinetta. "A New Voice for an Ancient Story: Speaking from the Margins of Homer's Iliad in Madeline Miller's The Song of Achilles". Angelica. Vol 30, no 1. Pp. 133-152

*Tillarita, Andrea. 'Troy: Fall Of A City' Was Overlooked For The Wrong Reasons, 28 June 2018, www.popmatters.com/troy-fall-of-a-city-2579452784.html.

Troy: Fall of a City. Directed by Owen Harris. BBC 1, 2018.

Marshall University Syllabus
College of Liberal Arts

Course

SCLA 102: Transformative Texts ENG

Attributes: WI, HUM, Core II Composition

Course Description

Catalog description

A course to develop skills in critical reading, writing, and research, through an exploration of a variety of foundational texts spanning a range of cultures and eras.

Extended description

Built around a theme of "reality and perception," this course will allow students to engage with a diverse selection of texts meant to develop a broader understanding of the world and the way we all perceive ourselves within it. Through reading, writing, and discussion, we'll explore the ways in which a work of literature can both reflect and shape our experience of life, and we'll consider the many factors – social, cultural, historical, environmental, and more – that shape our sense of reality.

Credits
3 undergraduate

Prerequisites
ENG 101

Term/Year

Spring 2024

Class Meeting Days/Times

[Specify meeting day(s) and time(s). If the class is officially scheduled to meet with multiple cohorts, an attendance schedule should be included.]

Location

[Specify the class location, e.g. the campus, building, and room.]

Academic Calendar

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

Instructor

[Enter instructor's full name]

Contact Information

- Office: [Important: Office hours and appointments may be held in person or virtually at the instructor's discretion. If in person, include a statement here indicating that masks are required in the instructor's office or in any alternate indoor meeting location. If virtual, indicate here the virtual "space" where students can find you (Teams, Teams Chat, etc.) and provide clear instructions about how to access your online office hours].
- Office Hours: [Enter office hours]; or by appointment. [Important: Office hours may be held in person or virtually at the instructor's discretion. If virtual, indicate here the regular days/times you will be available online without an appointment].
- Office Phone: [Enter office phone number]
- Marshall Email: [Enter Marshall email address]

Health and Safety Information

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

Required and/or Recommended Texts and Materials

Required Texts and Materials

Fagles, Robert. 1998. *The Iliad*. Penguin.

Miller, Madeline. 2012. *Song of Achilles*. Ecco.

Other readings will be provided on our Blackboard page.

Course Student Learning Outcomes

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

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Core II Composition: Demonstrate rhetorical knowledge across contexts and audiences.	Discussion; Reading Responses; Informal Writing; drafting formal essays	Rhetorical Analysis; Compare/Contrast Essay; Research Project
Core II Composition: Develop writing projects through multiple drafts.	Reading Responses; Informal Writing; drafting formal essays	Research Project
Core II Composition: Apply knowledge of information literary and ethical citation practices.	Reading Responses; Informal Writing; drafting Research Project	Rhetorical Analysis; Compare/Contrast Essay; Research Project
Core II Composition: Apply knowledge of sentence-level mechanics and usage.	Reading Responses; Informal Writing; drafting formal essays	Rhetorical Analysis; Compare/Contrast Essay; Research Project
Writing Intensive: Enhance writing skills and strategies.	Reading Responses; Informal Writing; drafting formal essays; revision	Rhetorical Analysis; Compare/Contrast Essay; Research Project
Articulate the connections between language and culture.	Discussion; Reading Responses; Informal Writing; drafting Rhetorical Analysis and Compare/Contrast essays	Rhetorical Analysis; Compare/Contrast Essay
Identify language and literature as the expression of cultural values and norms.	Discussion; Reading Responses; Informal Writing; drafting Rhetorical Analysis and Compare/Contrast essays	Rhetorical Analysis; Compare/Contrast Essay
Evaluate how literary products reflect and change a culture.	Discussion; Reading Responses; Informal Writing; drafting Rhetorical Analysis and Compare/Contrast essays	Rhetorical Analysis; Compare/Contrast Essay
Articulate differences and explain implications of	Discussion; Reading Responses; Informal Writing;	Rhetorical Analysis; Compare/Contrast Essay

artistic and generic styles as well as the influence of history in a text.	drafting Rhetorical Analysis and Compare/Contrast essays	

Course Requirements/Due Dates

Compare/Contrast Essay   - Week 3
Rhetorical Analysis Essay   - Week 7

Research Project
    Proposal   - Week 4
    Annotated Bibliography   - Week 8
    Draft for Peer Review   - Week 12
    Final Draft   - Week 14

Grading Policy

Final Grade Breakdown

Discussion/Participation   15%
Reading Responses   15
Rhetorical Analysis Essay   15
Compare/Contrast Essay   15
Research Project
- Proposal   5
- Annotated Bibliography   10
- Draft for Peer Review   10
- Final Draft   15

Letter-Grade Equivalences

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

Explanation of Assignments

These components will be addressed in much greater detail in class, but here is a brief explanation of some of the assignments that will contribute to your final grade:

Reading Responses will be due throughout the semester. These will be informal assignments meant not only to demonstrate reading comprehension but also to allow students a low-stakes opportunity to explore their thoughts in preparation for formal writing projects.

The **Rhetorical Analysis Essay** is a 3-5 page assignment that will ask students to focus on one of the assigned texts and examine how it is constructed. Beyond

summary, a rhetorical analysis makes an argument about the text's *purpose* and what tools and strategies the author deploys in achieving that purpose.

The **Compare/Contrast Essay** is a 3-5 page assignment that will ask students to choose two texts and discuss how they grapple with similar themes.

The **Research Project** will be a sustained, multi-step project in which students develop a viable research topic, connected to the material of the course, and pursue that research through a proposal, annotated bibliography, and multiple drafts.

* For each formal assignment, you will be given a rubric outlining how that assignment will be assessed. Please use this rubric as a self-check before submitting your work.

Penalties for Late Assignments and Make-up Work
Due dates are not arbitrary. They are scheduled thoughtfully and arranged to allow a building of skills. Small assignments are designed to prepare you for major papers. For these reasons it is important to adhere to the schedule and submit assignments when they are due. That said, I do realize that sometimes unforeseen difficulties arise. I will, occasionally, grant an extension for an assignment, **provided you make arrangements with me in advance.** If you do not make arrangements with me in advance, then you may receive a zero for an assignment that is not complete on the specified date.

*If you meet the criteria for **University Excused Absence**, or if you have difficulties related to quarantine or technology access, I will make an accommodation for any quiz, workshop, or in-class assignments you miss.

Attendance/Participation Policy

I will follow the university's attendance policy, which can be found online at http://www.marshall.edu/wpmu/academic-affairs/?page_id=802#ExcusedAbsences. No part of the grade is tied solely to attendance, but if you are absent you will not be able to complete in-class assignments, participate in class discussion, or hear important announcements related to the class.

I encourage you, therefore, to strive for perfect attendance. If you do miss class, please
• contact a classmate to find out what you may have missed
• consult the course calendar to see what you'll need to do to prepare for the next session.

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-Marshall's Title IX Office may be contacted at TitleIX@marshall.edu
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Course Schedule

Note: for every reading you will bring in a Reading Response of about a page in length. You should include something you found surprising, something you found confusing, and something you would like us discuss.

The Reading Responses serve two purposes, neither of which is 'busy work'. First, your questions and topics will sometimes be the basis of our discussion. Second, you will have done the work to have already given preliminary thoughts to the big ideas of the readings so you can be better informed and a better discussant. You doing your Reading Responses thoroughly and thoughtfully will make class less boring. Unprepared people are boring, people who talk out of their butts are boring. Don't be boring.

Unit 1: Seeing what you see, Introduction to the course

In this unit we'll look at one of the primary philosophical metaphors used in the West to understand our core theme of Perception and Reality, as well as a summary of the Iliad*, the text we'll use to investigate that theme*

Week 1: Read summary of the Iliad, Plato's Allegory of the Cave from *Republic*

Unit 2: Getting it "Right"

In this unit we will come to understand one of the central figures of the Iliad*, Achilles. He is fighting wars on three fronts: with the Trojans, with his own leadership, and with his fate. We will consider how Homer uses the extreme situations in each of these three fronts to shape Achilles' understanding of the world around him and how those presentations affect our understanding of it. We will then turn to two short stories written by Tim O'Brien in the Vietnam war and reflect on the parallels.*

Week 2

Homer *Iliad* 1, 9 (Achilles and the war within and the war without)

Week 3

O'Brien, *The Things They Carried* "Enemies and Friends" and "How to Tell a True War Story"

Paper 1: Comparison of the war stories of Homer and O'Brien

Unit 4: Double Consciousness

Helen of Troy is a character that is used more often than understood. In this unit we will consider what it is like to be seen as a symbol, an object, a tool, and still try to express your agency. We will start with Helen's book in the Iliad. Then we will use an essay by WEB Du Bois to develop an understanding of his term "Double Consciousness". We will turn to Blondell's critique of the concept of beauty and how Helen is an empty cypher for masculine desire. Finally we will read an ancient rhetorician's takedown of the blame that Helen took in the ancient world

Week 4

Iliad 3 Helen selections

Research Project Proposal due

Week 5

Du Bois, *Souls of Black Folk* "Of our Spiritual Strivings"

Week 6

Blondell *Helen of Troy* Chs. 1, 3

Week 7

Gorgias' *Defense of Helen*

Paper 2: Rhetorical Analysis of Gorgias' *Defense of Helen*

Unit 3: Informing identity and in-forming identity

The nature of the relationship between Achilles and Patroclus is something people are still debating. We will consider how that relationship and the trauma of the story transforms each of them. We will then read a popular YA novel that has a very specific stance on their relationship and retells the story from Patroclus' point of view. We will then weigh how modern considerations create and constrain Miller's narrative. We will then look at the only surviving narrative of the fall of Troy, written by a Roman 800 years after Homer, and discern how his culture informs the way the story is told, especially in the change of our attitudes towards the Greeks. Finally, we will consider that same story as presented in a Netflix original series and use the analysis of episodes from Troy: Fall of a City *reflect modern concepts of identity, and how our anti-religious, pro-scientific attitudes affect how writers present what "really" happened at Troy*

Week 8

Iliad 11, 16, 18

Annotated Bibliography Due

Week 9

Miller *Song of Achilles* (first half)

Week 10

Song of Achilles (second half)

Week 11

Aeneid Book 2

Week 12

Troy: Fall of a City ep. 1, summary of the series

Paper draft for peer review due

Week 13

Troy: Fall of a City eps. 7, 8

Week 14

Paper presentations, summative discussion

Paper 3: Research Project due

Documentation for creation of new designator:

SCLA – Special College Liberal Arts

From:	Cantrell-Johnson, Sonja
Sent:	Tuesday, September 19, 2023 12:43 PM
To:	Mukherjee, Avinandan; Bookwalter, Robert
Cc:	Prejean, Kelli; Rivas, Zelideth; O'Malley, Daniel; Carey, Allison
Subject:	RE: Requesting alpha-designator SCLA for our Cornerstone/Herd Humanities courses

Hello all-

After consultation with Allison and with the consideration of Banner character limits, the following new course alpha designator has been created:

SCLA Special College Liberal Arts

Thanks,
Sonja

Sonja G. Cantrell-Johnson, Ed.D.
University Registrar
Marshall University
cantrel1@marshall.edu
www.marshall.edu

From: Mukherjee, Avinandan <mukherjeea@marshall.edu>
Sent: Tuesday, September 19, 2023 10:00 AM
To: Bookwalter, Robert <bookwalt@marshall.edu>
Cc: Prejean, Kelli <gradk@marshall.edu>; Rivas, Zelideth <rivasz@marshall.edu>; O'Malley, Daniel
<omalleyd@marshall.edu>; Carey, Allison <careya@marshall.edu>; Cantrell-Johnson, Sonja <cantrel1@marshall.edu>
Subject: Re: Requesting alpha-designator SCLA for our Cornerstone/Herd Humanities courses

Hi RB,

I approve the addition of a new Alpha-designator SCLA for our Cornerstone / Herd Humanities courses.

Thanks,
Avi

Dr. Avinandan "Avi" Mukherjee
Provost & Senior Vice President
Academic Affairs

Old Main 200
One John Marshall Drive
Huntington, WV 25755
T: 304-696-3716 or 304-696-2659
C: 862-262-0651
E: mukherjeea@marshall.edu
marshall.edu

From: Bookwalter, Robert <bookwalt@marshall.edu>
Sent: Tuesday, September 12, 2023 12:46 PM
To: Mukherjee, Avinandan <mukherjeea@marshall.edu>
Cc: Prejean, Kelli <gradk@marshall.edu>; Rivas, Zelideth <rivasz@marshall.edu>; O'Malley, Daniel <omalleyd@marshall.edu>; Carey, Allison <careya@marshall.edu>
Subject: RE: Requesting alpha-designator SCLA for our Cornerstone/Herd Humanities courses

Avi,
Please consider endorsing the addition of an alpha designator for the Cornerstone courses.

R. B. Bookwalter

Dean, College of Liberal Arts
Marshall University
Huntinton, WV 25755-2600
304.696.2731

From: Carey, Allison <careya@marshall.edu>
Sent: Monday, September 11, 2023 4:30 PM
To: Bookwalter, Robert <bookwalt@marshall.edu>
Cc: Prejean, Kelli <gradk@marshall.edu>; Rivas, Zelideth <rivasz@marshall.edu>; O'Malley, Daniel <omalleyd@marshall.edu>
Subject: Re: Requesting alpha-designator SCLA for our Cornerstone/Herd Humanities courses

Dear RB,

Per your request (on Friday), I'm re-sending this email to you.

If you approve, could you pass this request along to Avi with your endorsement?

Best, and many thanks!
Allison

From: Carey, Allison <careya@marshall.edu>
Date: Wednesday, August 23, 2023 at 5:02 PM
To: Bookwalter, Robert <bookwalt@marshall.edu>
Cc: Prejean, Kelli <gradk@marshall.edu>, Rivas, Zelideth <rivasz@marshall.edu>, O'Malley, Daniel <omalleyd@marshall.edu>
Subject: Requesting alpha-designator SCLA for our Cornerstone/Herd Humanities courses

Dear Dr. Bookwalter,

I'm writing in hopes that you'll endorse our request for a new alpha-designator, SCLA (Special Programs, College of Liberal Arts), that we can use for our gateway Cornerstone/Herd Humanities courses, and that will then be available for future interdisciplinary programming in the College of Liberal Arts.

As you know, we were awarded the $25,000 NEH/Teagle Foundation-funded Cornerstone planning grant for 2023-24, and as part of our work we are meant to plan and pilot our two "gateway courses" to the Cornerstone/Herd Humanities Program.

In requesting this new SCLA designator, we're following the lead of Purdue University, which also uses a unique designator to classify their Cornerstone courses (and which is available for other interdisciplinary programs in their college).

Having a unique designator will help us in "branding" this new program, which is part of our charge in this year of our planning grant.

Moreover, having these courses listed under a special designator will make assessment (a strict requirement for this grant, and part of the reporting we must do for the program's sponsors) simpler for the program administrators, assessors, and the Registrar, so that we won't in future have to track down which special topics class in which department was actually Cornerstone/Herd Humanities.

Please let me know if you need any additional information from me or my Co-PIs, Dr. Rivas and Prof. O'Malley.

Best, and thank you for considering this request,
Allison

Allison E. Carey, Ph.D.
Professor and Chair, Department of English
Chair, Council of Chairs
346 Corbly Hall, 1 John Marshall Drive
Marshall University
Huntington, WV 25755
(304) 696-6439
careya@marshall.edu
she/her/hers

Documentation to approve SCLA 102 to fulfill the CORE II Composition requirement:

- Email from Dr. Allison Carey, Chair of English

O'Malley, Daniel

Dear Daniel,

I'm writing to confirm that SCLA 102—Transformative Texts ENG will satisfy the same requirements as ENG 201, so it will satisfy the Core II Composition requirement.

Please let me know if you need additional information.

Best,
Allison

Allison E. Carey, Ph.D.
Professor and Chair, Department of English
Chair, Council of Chairs
346 Corbly Hall, 1 John Marshall Drive
Marshall University
Huntington, WV 25755
(304) 696-6439
careya@marshall.edu
she/her/hers

1

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: **Science**   Department/Division: **Mathematics**   Alpha Designator/Number: **MTH 310**

Contact Person: **Shannon Miller-Mace**   Phone: **(304) 696-3796**

NEW COURSE DATA:

Course Title: **Math   for Secondary Educators I** _____ (Limit of 30 characters & spaces.)

Alpha Designator/Number: **MTH 310**

General Education Designator(s) (check all that apply): ☐ CT ☐ INTL ☐ MC ☐ Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

Catalog Description (Limit of 30 words): An integrated study of proof, number, quantity, measurement, algebra, trigonometry, and geometry for secondary mathematics educators. Includes teaching techniques, engagement strategies, assessment analysis, and topics specific to professional educators.

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

Prerequisite(s): A grade of C or better in MTH 229 or MTH 140 and MTH 122   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.
2. A complete syllabus can be from when this course was previously taught as a special topics course or by creating a new, intended syllabus to use with the course. The sample syllabus must at a minimum address the following areas:
   a. COURSE OBJECTIVES, COURSE OUTLINE, SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATE, INSTRUCTIONAL METHODS (Lecture, Lab, Internship, Practicum, etc.), and EVALUATION METHODS (Unit/Chapter, Midterm, Final, Projects, etc.)
3. If this course will replace a course that is required by another department, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. If this course will be similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.

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

Department Chair/Division Head: _____	Date: 10-2-23
Registrar: _____	Date: 10-12-2023
College Dean: _____	Date: 10/12/2023
College Curriculum Chair: _____	Date: 10/19/2023
General Education Council Chair *: _____	Date: _____
University Curriculum Committee Chair: Jonathan Kozar	Date: 11/28/23
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science _____	Date: _____

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

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

College: **Science**   Department/Division: **Mathematics**   Alpha Designator/Number: **MTH 310**

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

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

   Shannon Miller-Mace, Anna Mummert, Laura Stapleton

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

   No additional faculty, equipment, or specialized materials are required.

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

   Education, College of Education and Professional Development

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

   No agreements required.

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

   Library resources are adequate.

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

   A TECI classroom, whiteboards and markers.

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

   No additional requirements.

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

Bibliography of texts used in research for MTH 310:

Educational Testing Services. (2023). The Praxis Test Study Companion (5165). ETS Praxis.
https://www.ets.org/pdfs/praxis/5165.pdf

Bremigan, E. G., Bremigan, R. J., Lorch, J. D. (2011). Mathematics for Secondary School Teachers
(1st ed.). AMS/MAA Press Textbooks. https://www.maa.org/press/maa-reviews/mathematics-for-secondary-school-teachers

Journal for Research in Mathematics Education. (2023). National Council of Teachers of
Mathematics. https://pubs.nctm.org/view/journals/jrme/jrme-overview.xml

Mathematics Teacher: Learning and Teaching PK-12. (2023). National Council of Teachers of
Mathematics. https://pubs.nctm.org/view/journals/mtlt/mtlt-overview.xml

Nolan, Dixon, Roy, & Andreasen. (2016). Making Sense of Mathematics for Teaching: Grades 6-8
(Unifying Topics for an Understanding of Functions, Statistics, & Probability). Solution
Tree Publishing. https://www.amazon.com/Making-Sense-Mathematics-Teaching-Grades-ebook/dp/B01E6HWJQA

Nolan, Dixon, Roy, & Andreasen. (2016). Making Sense of Mathematics for Teaching: High
School (Understanding How to Use Functions). Solution Tree Publishing.
https://www.amazon.com/Making-Mathematics-Teaching-Understanding-Functions/dp/1942496486

Openstax. (2023). Creative Commons Math & Stats Textbook. Rice University.
https://openstax.org/subjects/math

Posamentier, A. S., Smith. B. S., & Stepelman, J. S. (2009). Teaching Secondary Mathematics
Techniques and Enrichment Units (8th ed.). Pearson.
https://www.amazon.com/Teaching-Secondary-Mathematics-Techniques-Enrichment/dp/0135000033

Rock, D & Brumhaugh, D. K. (2013). Teaching Secondary Mathematics (4th ed.). Routledge
Taylor & Francis Group. https://www.routledge.com/Teaching-Secondary-Mathematics/Rock-Brumbaugh/p/book/9780415520492

Sultan, A., & Artzt, A.F. (2018). The Mathematics That Every Secondary School Math Teacher
Needs to Know (2nd ed.). Routledge Taylor & Francis Group.
https://www.routledge.com/The-Mathematics-That-Every-Secondary-School-Math-Teacher-Needs-to-Know/Sultan-Artzt/p/book/9781138228610

Usiskin, Peressini, Marshisotto, & Stanley. (2002). Mathematics for High School Teachers – An Advanced Perspective (1st ed.). Pearson. https://www.amazon.com/Mathematics-School-Teachers-Advanced-Perspective/dp/0130449415

Weiss, M. (2021). Secondary Mathematics for Mathematicians and Educators: A View from Above (1st ed.). Routledge Taylor & Francis Group. https://www.routledge.com/Secondary-Mathematics-for-Mathematicians-and-Educators-A-View-from-Above/Weiss/p/book/9781138294677?gclid=EAIaIQobChMI37S7mNqQ_wIV9s3jBx3I2AdTEAQYCSABEgIWbfD_BwE

Texts for students:

(Required)

Sultan, A., & Artzt, A.F. (2018). The Mathematics That Every Secondary School Math Teacher Needs to Know (2nd ed.). Routledge Taylor & Francis Group. https://www.routledge.com/The-Mathematics-That-Every-Secondary-School-Math-Teacher-Needs-to-Know/Sultan-Artzt/p/book/9781138228610

(Suggested)

Bremigan, E. G., Bremigan, R. J., Lorch, J. D. (2011). Mathematics for Secondary School Teachers (1st ed.). AMS/MAA Press Textbooks. https://www.maa.org/press/maa-reviews/mathematics-for-secondary-school-teachers

(Open Resource)

Educational Testing Services. (2023). The Praxis Test Study Companion (5165). ETS Praxis. https://www.ets.org/pdfs/praxis/5165.pdf

Openstax. (2023). Creative Commons Math & Stats Textbook. Rice University. https://openstax.org/subjects/math

Marshall University

College of Science

Department of Mathematics and Physics

MTH 310: Math for Secondary Educators 1

Course catalog description

An integrated study of proof, number, quantity, measurement, algebra, trigonometry, and geometry for secondary mathematics educators. Includes teaching techniques, engagement strategies, assessment analysis, and topics specific to professional educators.

Credit hours

3 hours

Prerequisites

A grade of C or higher in MTH 229 or MTH 140 AND MTH 122

List of topics

Proof

- Direct and indirect proof
- Conjecture, counterexamples, induction

Number & Quantity

- Classification of numbers and the number line
- Absolute value, Order of operations
- Factors and Greatest common factor
- Multiples and least common multiple
- Fundamental Theorem of Arithmetic
- Fractions, Decimals, Percentages
- Rational numbers, Proportions, Ratios
- Slope and rates of change
- Equivalent expressions

Measurement
- Precision, Accuracy, and Error
- Rounding and Estimation
- Scientific Notation
- Measurement Conversion: US Customary and Metric Systems
- Volume and Weight Measurements

Algebra
- Terms, coefficients, linear expressions
- Linear equations and Properties of Equality
- Inequalities
- Graphical solutions to equations and inequalities
- Solving systems of linear and non-linear equations
- Monomials, polynomials, rationals, and radicals
- Fundamental Theorem of Algebra
- Intermediate Value Theorem
- Solving equations
- Factor Theorem
- Conic Sections

Trigonometry
- Law of Sines and Cosines
- Arcs, Angles of Circles, Sectors
- Secants, Chords, and tangents
- Degrees, Radians, and the Unit Circle

Geometry
- Points and Lines
- Planes, Angles, and Vertices
- Rotation, Translation, and Dilation
- Polygons: Convex and Concave
- Congruence, Similarity, Symmetry
- Triangles, Quadrilaterals, Circles
- Pythagorean Theorem
- Ptolemy's Theorem

Teaching

- Mathematical explanations, justifications, and definitions
- Mathematical problems, tasks, examples, and procedures
- Mathematical representations, models, manipulatives, and technology
- Student's mathematical reasoning, analysis, assessment

Learner outcomes

1. Students shall apply generalizing and extending problem-solving strategies to expand and enhance their understanding of middle school and high school mathematics content.
2. Students shall describe multiple approaches, through different representations, to solve real-world and theoretical problems.
3. Students shall reason with definitions and axioms to develop proofs on the nature of mathematics and statistics deepening their content knowledge.
4. Students shall refine mature perspectives and broadened skills on mathematics concepts by analyzing sample student responses which address common mathematical errors.
5. Students shall investigate mathematical questions, formulate mathematical ideas, and solve mathematical problems with and without technology.
6. Students shall examine the historic and societal significance of transformational mathematics ideas through the construction and simulation of mathematics teaching lessons.
7. Students shall connect mathematics content to other disciplines and bridge content between primary and secondary school grade levels to higher education.

Technology

Students must have access to scientific calculators and graphing utilities. Computer-based assignments are scheduled at the discretion of the instructor.

Suggested textbooks

- Sultan & Artzt, *The Mathematics that Every Secondary School Math Teacher Needs to Know,* Routledge, 2018.
- Bremigan, Bremigan, & Lorch, *Mathematics for Secondary School Teachers*, MAA Textbooks, 2022.

Last updated
June 2023

Marshall University Syllabus
College of Science
Department of Mathematics and Physics

Course
MTH 310 Section 101 – Math for Secondary Educators 1

CRN 4107

Course Description
An integrated study of proof, number, quantity, measurement, algebra, trigonometry, and geometry for secondary mathematics educators. Includes teaching techniques, engagement strategies, assessment analysis, and topics specific to professional educators.

Credits
3 credit hours. Undergraduate.

Prerequisites
A grade of C or better in MTH 229 or MTH 140 and MTH 122

Term/Year
Fall 2024

Class Meeting Days/Times
TR 9:30 am – 10:45 am

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

Instructor
Dr. Shannon Miller-Mace

Contact Information
Office: In person in SH 626B and virtually through Teams link in Blackboard.

Office Hours: MW 12:30pm – 3:00pm, TR 1:45pm-2:15pm

          and others by appointment.

Office Phone: (304) 696-3796

Marshall Email: miller207@marshall.edu

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

Required and/or Recommended Texts and Materials
Required Texts and Materials

1. Sultan & Artzt. *The Mathematics that Every Secondary School Math Teacher Needs to Know,* Routledge, 2018.
2. Free student account for classroom activities using www.desmos.com website.
3. Free access to OpenStax textbooks materials.

Recommended Texts and Materials

4. Bremigan, E., Bremigan, R., & Lorch, J. *Mathematics for Secondary School Teachers,* MAA Textbooks, 2011.

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

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will be able to apply definitions and logic to use and write basic proofs of theorems relevant to secondary mathematics instruction	Discussions Textbook Problems Classroom Activities Design Portfolio	Exams Presentations
Students will be able to assess example student work collaboratively and individually from various topics in secondary mathematics	Discussions Textbook Problems Classroom Activities Design Portfolio	Exams Presentations
Students will be able to devise techniques to solve problems in different secondary mathematics instructional contexts	Discussions Textbook Problems Classroom Activities Design Portfolio	Exams Presentations
Students will be able to create their own teaching lessons while addressing several critical issues in secondary mathematics education	Discussions Textbook Problems Classroom Activities Design Portfolio	Exams Presentations
Students will be able to communicate their mathematical ideas orally and in written form to their peers and other student audiences	Discussions Textbook Problems Classroom Activities Design Portfolio	Exams Presentations

Course Requirements/Due Dates

Students will utilize **MUOnline/Blackboard** (www.muonline.marshall.edu to participate in and complete the course requirements.

The course content is presented in **Three Modules**. Each of the three modules contains four components: **Textbook Problems** where students read and solve problems addressing the math content, **Classroom Activities** where students will work with their classmates to examine example student work and improve their own understanding and solutions, **Module Exams** and a **Final Exam** where students show what they have learned individually, and a **Design Portfolio** where students will create their own instructional lesson addressing multiple aspects of teaching and present their work on paper and out loud for an audience. Some content is designed to be viewed **before class** starts to become familiar with the topic, some content is deployed **during class** time, where students are encouraged to work collaboratively to solve problems, and other content will be posted **after class** meetings to reflect on previous work.

The **Textbook Problems** are assigned from selected sections of the textbook according to the pacing on course calendar. Problems will be assigned at the beginning of each week so that students may prepare initial written solutions before class. These initial written student solutions for the textbook problems will be used during class for classroom learning activities.

The **Classroom Activities** are deployed twice per week according to the pacing of the assigned textbook problems. Activities will be deployed during class time so that students may engage with each other to compare, contrast, and correct their initial written solutions for the textbook problems. After students complete the classroom learning activity, students will make edits and rewrite their solutions before submitting their final responses by the end of the week.

The **Module Exams** and the **Final Exam** will assess individual students learning from textbook problems and learning activities. Module exams and the final exam are closed book/closed notes assessments, and to help preserve the integrity of the course and simulate a standardized testing environment, will be taken in proctored sessions online using Blackboard.

The **Design Portfolio** is a full-semester experience aiming to engage secondary education students with real-life teaching challenges that apply the mathematical learning from the course to achieve their academic goals. For this design portfolio, students will choose a meaningful topic, problem, or idea in which to present a real classroom experience to their peers. The design portfolio is deployed in weekly mini segments each focusing on a single topic in secondary mathematics education. The end-of-semester culminating artifact and design portfolio presentation will give students the opportunity to demonstrate their interests and strengths, while incorporating relevant secondary mathematics education issues into their professional portfolio.

Grading Policy
Course Grade Breakdown by Category

Textbook Problems	150
Classroom Activities	150
Module Exams	300
Design Portfolio	200
Final Exam	200
Total	**1000 pts**

Textbook problems (~15 assignments worth 10 points each), classroom activities (~30 activities worth 5 points each), and design portfolio (~10 parts worth 15 points each) are assigned weekly. Module exams (3 exams worth 100 points each) are scheduled about every four weeks at the end of the modules. The final exam (1 exam worth 200 points) and the design portfolio presentation (1 part worth 50 points) are scheduled for the last two weeks of the semester.

Points will be awarded for completion, correctness, timeliness, and quality. Detailed rubrics are provided in Blackboard to describe the successful completion criteria for each type of assignment. Students are encouraged to find success with the learning materials posted throughout the semester by reaching out to fellow students to form study groups, attending instructor office hours, and visiting the Math & Stats Tutoring Lab.

Letter Grade:

A student's final letter grade will be determined on the following scale:

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

The three written and online **Module Exams** are due **Sundays** by 9:00pm – **September 17th, October 15th, November 12th**. The **Design Portfolio** presentations will take place at the end of each module and the week of pre-finals Tuesday and Thursday **November 28th and 30th** during class. The **Final Exam** is scheduled to take place online **Tuesday, December 5th** from **8:00 am – 10:00 am.**

A **Summary Due Dates** chart is provided at the end of this document to show the pacing of all course assignments throughout the semester.

Attendance/Participation Policy

Be present. Students are expected to attend each class to participate in discussions and classroom activities. Students must notify the instructor prior to an exam or presentation due date if they know they cannot meet the scheduled due date. Given that classroom activities and discussions will fill most of the class time, attendance is critical. Students shall present a serious reason for missing any semester due date (illness with a doctor's excuse, death in the family, university excused absence, etc.). If an excused absence is approved, students may make up missed assignments and exams at the convenience of the instructor.

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- Academic Forgiveness Policy
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- Affirmative Action Policy
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- Inclement Weather Policy
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- University Computing Services Acceptable Use Policy

Course Schedule

<table>
<tr><td colspan="3">Fall 2023 MTH 310
Summary Due Dates</td></tr>
<tr><td colspan="3">Last updated: Sunday Monday, October 2nd, 2023</td></tr>
</table>

Week	Assignments & Activities	Due Date Sunday, 9:00pm
Module 1 – Proof, Number & Quantity		
1	1.1, 1.2, 1.3, 1.4 Discussion 1, Design Portfolio Part 1	August 25th
2	2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Discussion 2, Design Portfolio Part 2	September 1st
3	2.7, 2.8, 8.1, 8.2, 8.3, 8.4 Discussion 3, Design Portfolio Part 3	September 8th
4	8.6, 8.8, 8.7, 8.10 Discussion 4, Design Portfolio Part 4	September 15th
5	MAA 6.9, MAA 8.6 Design Presentation 1, Module 1 Exam	**September 22nd**
Module 2 – Algebra & Trigonometry		
6	3.1, 3.2, 3.3, 3.4, 3.6 Discussion 5, Design Portfolio Part 5	September 29th
7	3.7, 3.8, 8.9, 8.11 Discussion 6, Design Portfolio Part 6	October 6th
8	5.1, 5.2, 5.3, 5.4, 5.5 Discussion 7, Design Portfolio Part 7	October 13th
9	MAA 2.8, MAA 3.6 Design Presentation 2, Module 2 Exam	**October 20th**

Module 3 – Measurement & Geometry		
10	4.1, 4.2, 4.3, 5.6 Discussion 8, Design Portfolio Part 8	October 27th
11	5.9, 5.10, 6.1, 6.2, 6.3 Discussion 9, Design Portfolio Part 9	November 3rd
12	6.4, 6.5, 9.8, 10.10 Discussion 10, Design Portfolio Part 10	November 10th
13	MAA 13.5, MAA 4.8 Design Presentation 3, Module 3 Exam	**November 17th**
Final Module		
14	Student Teaching Simulation Draft	**November 24th**
Thanksgiving Break		
15	Student Teaching Simulation Final	All Assignments Due **Friday, December 6th**
16		Comprehensive Final Exam **Tuesday, December 10th** **8:00 am – 10:00 am**	

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: **Science**   Department/Division: **Mathematics**   Alpha Designator/Number: **MTH 311**

Contact Person: **Shannon Miller-Mace**   Phone: **(304) 696-3796**

NEW COURSE DATA:

Course Title: **Math   for Secondary Educators 2** _____ (Limit of 30 characters & spaces.)

Alpha Designator/Number: **MTH 311**

General Education Designator(s) (check all that apply): ☐ CT   ☐ INTL   ☐ MC   ☐ Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

Catalog Description (Limit of 30 words): An integrated study of proof, probability, statistics, functions, trigonometry, pre-calculus, and calculus for secondary mathematics educators. Includes teaching techniques, engagement strategies, assessment analysis, and topics specific to professional educators.

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

Prerequisite(s): **A grade of C or better in MTH 229 or MTH 140 and MTH 122**   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.
2. A complete syllabus can be from when this course was previously taught as a special topics course or by creating a new, intended syllabus to use with the course. The sample syllabus must at a minimum address the following areas:
    a. COURSE OBJECTIVES, COURSE OUTLINE, SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATE, INSTRUCTIONAL METHODS (Lecture, Lab, Internship, Practicum, etc.), and EVALUATION METHODS (Unit/Chapter, Midterm, Final, Projects, etc.)
3. If this course will replace a course that is required by another department, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. If this course will be similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.

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

Department Chair/Division Head: _____	Date: 10/2/23
Registrar: _____	Date: 10/2/2023
College Dean: _____	Date: 10/12/2023
College Curriculum Chair: _____	Date: 10/19/2023
General Education Council Chair *: _____	Date: _____
University Curriculum Committee Chair: Jonathan Kozar	Date: 11/28/23
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science _____	Date: _____

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

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

College: **Science**   Department/Division: **Mathematics**   Alpha Designator/Number: **MTH 311**

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

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

   Shannon Miller-Mace, Anna Mummert, Laura Stapleton

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

   No additional faculty, equipment, or specialized materials are required.

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

   Education, College of Education and Professional Development

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

   No agreements required.

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

   Library resources are adequate.

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

   A TECI classroom, whiteboards and markers.

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

   No additional requirements.

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

Bibliography of texts used in research for MTH 311:

Educational Testing Services. (2023). The Praxis Test Study Companion (5165). ETS Praxis.
https://www.ets.org/pdfs/praxis/5165.pdf

Bremigan, E. G., Bremigan, R. J., Lorch, J. D. (2011). Mathematics for Secondary School Teachers (1st ed.). AMS/MAA Press Textbooks. https://www.maa.org/press/maa-reviews/mathematics-for-secondary-school-teachers

Journal for Research in Mathematics Education. (2023). National Council of Teachers of Mathematics. https://pubs.nctm.org/view/journals/jrme/jrme-overview.xml

Mathematics Teacher: Learning and Teaching PK-12. (2023). National Council of Teachers of Mathematics. https://pubs.nctm.org/view/journals/mtlt/mtlt-overview.xml

Nolan, Dixon, Roy, & Andreasen. (2016). Making Sense of Mathematics for Teaching: Grades 6-8 (Unifying Topics for an Understanding of Functions, Statistics, & Probability). Solution Tree Publishing. https://www.amazon.com/Making-Sense-Mathematics-Teaching-Grades-ebook/dp/B01E6HWJQA

Nolan, Dixon, Roy, & Andreasen. (2016). Making Sense of Mathematics for Teaching: High School (Understanding How to Use Functions). Solution Tree Publishing. https://www.amazon.com/Making-Mathematics-Teaching-Understanding-Functions/dp/1942496486

Openstax. (2023). Creative Commons Math & Stats Textbook. Rice University. https://openstax.org/subjects/math

Posamentier, A. S., Smith. B. S., & Stepelman, J. S. (2009). Teaching Secondary Mathematics Techniques and Enrichment Units (8th ed.). Pearson. https://www.amazon.com/Teaching-Secondary-Mathematics-Techniques-Enrichment/dp/0135000033

Rock, D & Brumhaugh, D. K. (2013). Teaching Secondary Mathematics (4th ed.). Routledge Taylor & Francis Group. https://www.routledge.com/Teaching-Secondary-Mathematics/Rock-Brumbaugh/p/book/9780415520492

Sultan, A., & Artzt, A.F. (2018). The Mathematics That Every Secondary School Math Teacher Needs to Know (2nd ed.). Routledge Taylor & Francis Group. https://www.routledge.com/The-Mathematics-That-Every-Secondary-School-Math-Teacher-Needs-to-Know/Sultan-Artzt/p/book/9781138228610

Usiskin, Peressini, Marshisotto, & Stanley. (2002). Mathematics for High School Teachers – An Advanced Perspective (1st ed.). Pearson. https://www.amazon.com/Mathematics-School-Teachers-Advanced-Perspective/dp/0130449415

Weiss, M. (2021). Secondary Mathematics for Mathematicians and Educators: A View from Above (1st ed.). Routledge Taylor & Francis Group. https://www.routledge.com/Secondary-Mathematics-for-Mathematicians-and-Educators-A-View-from-Above/Weiss/p/book/9781138294677?gclid=EAIaIQobChMI37S7mNqQ_wIV9s3jBx3I2AdTEAQYCSABEgIWbfD_BwE

Texts for students:

(Required)

Sultan, A., & Artzt, A.F. (2018). The Mathematics That Every Secondary School Math Teacher Needs to Know (2nd ed.). Routledge Taylor & Francis Group. https://www.routledge.com/The-Mathematics-That-Every-Secondary-School-Math-Teacher-Needs-to-Know/Sultan-Artzt/p/book/9781138228610

(Suggested)

Bremigan, E. G., Bremigan, R. J., Lorch, J. D. (2011). Mathematics for Secondary School Teachers (1st ed.). AMS/MAA Press Textbooks. https://www.maa.org/press/maa-reviews/mathematics-for-secondary-school-teachers

(Open Resource)

Educational Testing Services. (2023). The Praxis Test Study Companion (5165). ETS Praxis. https://www.ets.org/pdfs/praxis/5165.pdf

Openstax. (2023). Creative Commons Math & Stats Textbook. Rice University. https://openstax.org/subjects/math

MTH 311: Math for Secondary Educators 2

Course catalog description

An integrated study of proof, probability, statistics, functions, trigonometry, pre-calculus, and calculus for secondary mathematics educators. Includes teaching techniques, engagement strategies, assessment analysis, and topics specific to professional educators.

Credit hours

3 hours

Prerequisites

A grade of C or higher in MTH 229 or MTH 140 AND MTH 122

List of topics

Proof
- Direct and indirect proof
- Conjecture, counterexamples, induction

Probability
- Theoretical and Experimental Probability
- Sample Space, Tree Diagrams, Permutation and Combinations
- Complement, Union, and Intersection of Two Sets of Outcomes
- Two-Way Frequency Tables
- Addition Rule, Conditional Probability
- Independence, Multiplication Rule
- Expected Values and Simulators
- Binomial Theorem and Pascal's Triangle

Statistics
- Data Collection, Measures of central tendency, Dispersion,
- Frequency Tables and Graphs
- Stem and Leaf Plots, Histograms
- 5-Number Summary, Box and Whisker Plots
- Normal Distribution, 68-95-99.7 rule
- The Central Limit Theorem
- Bivariate Data, Scatter Plots

Functions
- Functions and Relations: Using a Table, Equation, and Graph
- Properties and Classifications of Functions
- Manipulation of and Operations on Functions
- Step Functions, Transcendental Functions
- Rational Root and Remainder Theorem

Trigonometry
- Trigonometric Functions: Basic, Reciprocal, Inverse
- Domain, Range, and Asymptotes in Trigonometry
- Trigonometric Identities

Pre-Calculus
- Matrix Transformations
- Rectangular and Polar Coordinates
- Complex Numbers
- De Moivre's Theorem
- Sequences: Arithmetic, Monotonic, Recursive, Geometric
- Golden Ratio and Fibonacci Sequence
- Infinite Series

Calculus
- Limits
- First and Second Derivatives
- Antiderivatives (Integrals)
- Fundamental Theorem of Calculus

Teaching

- Mathematical and statistical explanations, justifications, and definitions
- Mathematical and statistical problems, tasks, examples, and procedures
- Mathematical and statistical representations, models, manipulatives, and technology
- Student's mathematical and statistical reasoning, assessment, assessment

Learner outcomes

1. Students shall apply generalizing and extending problem-solving strategies to expand and enhance their understanding of middle school and high school mathematics and statistics content.
2. Students shall describe multiple approaches, through different representations, to solve real-world and theoretical problems.
3. Students shall reason with definitions and axioms to develop proofs on the nature of mathematics and statistics deepening their content knowledge.
4. Students shall refine mature perspectives and broadened skills on math and stats concepts by analyzing sample student responses which address common mathematics and statistics errors.
5. Students shall investigate mathematics and statistics questions, formulate mathematics and statistics ideas, and solve mathematics and statistics problems with and without technology.
6. Students shall examine the historic and societal significance of transformational math and stats ideas through construction and simulation of teaching lessons.
7. Students shall connect mathematics content to other disciplines and bridge content between primary and secondary school grade levels to higher education.

Technology

Students must have access to statistical calculators and graphing utilities. Computer-based assignments are scheduled at the discretion of the instructor.

Suggested textbooks
- Sultan & Artzt, *The Mathematics that Every Secondary School Math Teacher Needs to Know,* Routledge, 2018.
- Bremigan, Bremigan, & Lorch, *Mathematics for Secondary School Teachers,* MAA Textbooks, 2022.

Last updated
June 2023

Marshall University Syllabus
College of Science
Department of Mathematics and Physics

Course

MTH 311 Section 201 – Math for Secondary Educators 2

CRN 4107

Course Description

An integrated study of proof, probability, statistics, functions, trigonometry, pre-calculus, and calculus for secondary mathematics educators. Includes teaching techniques, engagement strategies, assessment analysis, and topics specific to professional educators.

Credits

3 credit hours. Undergraduate.

Prerequisites

A grade of C or better in MTH 229 or MTH 140 and MTH 122

Term/Year

Spring 2024

Class Meeting Days/Times

TR 12:30 pm – 1:45 pm

Academic Calendar

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

Instructor
Dr. Shannon Miller-Mace

Contact Information
Office: In person in SH 626B and virtually through Teams link in Blackboard.

Office Hours: MW 12:30pm – 3:00pm, TR 1:45pm-2:15pm

and others by appointment.

Office Phone: (304) 696-3796

Marshall Email: miller207@marshall.edu

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

Required and/or Recommended Texts and Materials
Required Texts and Materials

1. Sultan & Artzt. *The Mathematics that Every Secondary School Math Teacher Needs to Know,* Routledge, 2018.
2. Free student account for classroom activities using www.desmos.com website.
3. Free access to OpenStax textbooks materials.

Recommended Texts and Materials

4. Bremigan, E., Bremigan, R., & Lorch, J. *Mathematics for Secondary School Teachers,* MAA Textbooks, 2011.

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

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will be able to apply definitions and logic to use and write basic proofs of theorems relevant to secondary mathematics instruction	Discussions Textbook Problems Classroom Activities Design Portfolio	Exams Presentations
Students will be able to assess example student work collaboratively and individually from various topics in secondary mathematics	Discussions Textbook Problems Classroom Activities Design Portfolio	Exams Presentations
Students will be able to devise techniques to solve problems in different secondary mathematics instructional contexts	Discussions Textbook Problems Classroom Activities Design Portfolio	Exams Presentations
Students will be able to create their own teaching lessons while addressing several critical issues in secondary mathematics education	Discussions Textbook Problems Classroom Activities Design Portfolio	Exams Presentations
Students will be able to communicate their mathematical ideas orally and in written form to their peers and other student audiences	Discussions Textbook Problems Classroom Activities Design Portfolio	Exams Presentations

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The course content is presented in **Three Modules**. Each of the three modules contains four components: **Textbook Problems** where students read and solve problems addressing the math content, **Classroom Activities** where students will work with their classmates to examine example student work and improve their own understanding and solutions, **Module Exams** and a **Final Exam** where students show what they have learned individually, and a **Design Portfolio** where students will create their own instructional lesson addressing multiple aspects of teaching and present their work on paper and out loud for an audience. Some content is designed to be viewed **before class** starts to become familiar with the topic, some content is deployed **during class** time, where students are encouraged to work collaboratively to solve problems, and other content will be posted **after class** meetings to reflect on previous work.

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Course Schedule

<table>
<tr><td colspan="3" align="center">Spring 2024 MTH 311
Summary Due Dates</td></tr>
<tr><td colspan="3">Last updated: Sunday, January 8th, 2023</td></tr>
<tr><td>Week</td><td>Assignments & Activities</td><td>Due Date
Sunday, 9:00pm</td></tr>
<tr><td colspan="3" align="center">Module 1 – Proof, Probability & Statistics</td></tr>
<tr><td>1</td><td>1.1, 1.2, 1.3, 1.4
Discussion 1, Design Portfolio Part 1</td><td>January 14th</td></tr>
<tr><td>2</td><td>13.2, 13.3, 13.4, 13.5, 13.6
Discussion 2, Design Portfolio Part 2</td><td>January 21st</td></tr>
<tr><td>3</td><td>13.7, 13.8, 13.10, 13.11, 13.12
Discussion 3, Design Portfolio Part 3</td><td>January 28th</td></tr>
<tr><td>4</td><td>MAA 121, MAA 150
Design Presentations, Module 1 Exam</td><td>February 4th</td></tr>
<tr><td colspan="3" align="center">Module 2 – Functions & Matrix Algebra</td></tr>
<tr><td>5</td><td>8.5, 10.2, 10.3, 10.4
Discussion 4, Design Portfolio Part 4</td><td>February 11th</td></tr>
<tr><td>6</td><td>10.5, 10.6, 10.7, 10.8
Discussion 5, Design Portfolio Part 5</td><td>February 18th</td></tr>
<tr><td>7</td><td>11.2, 11.3, 11.4, 11.5
Discussion 6, Design Portfolio Part 6</td><td>February 25th</td></tr>
<tr><td>8</td><td>MAA 130, MAA 132
Design Presentations, Module 2 Exam</td><td>March 3rd</td></tr>
<tr><td colspan="3" align="center">Module 3 – Pre-Calculus & Calculus</td></tr>
</table>

9	9.2, 9.3, 9.4, 9.5, 9.7 Discussion 7, Design Portfolio Part 7	March 10th
10	12.2, 12.3, 12.4, 12.5 Discussion 8, Design Portfolio Part 8	March 17th
Spring Break		
11	12.6, 12.7, 12.8, Discussion 9, Design Portfolio Part 9	March 31st
12	12.10, 4.5, 4.6 Discussion 10, Design Portfolio Part 10	April 7th
13	MAA 122, MAA 229 Design Presentations, Module 3 Exam	**April 14th**
Final Module		
14	Student Teaching Simulations	All Assignments Due **Friday, April 19th**
15		Comprehensive Final Exam **Tuesday, April 23rd** **8:00 am – 10:00 am**	

University Curriculum Committee
RECOMMENDATION

SR-23-24-25 CC

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

College of Arts and Media

AM 299 – Sophomore Review

- **Summary of Change:** To change the number from 299 to 298, change the grading mode from CR/NC to normal grading mode, change credit hours from 0 to 1, and change catalog description.
- **Rationale:** AM 299 is part of the proposed BFA in Filmmaking. Changes align this course with BFA Art Sophomore Review (Art 298) which is 1 credit. Art 298 cannot be used for AM 299 because the PRs are different. Description and PR for this course needs changed to ensure that the new BFA follows the model of other Art BFA curricula. from: Pre-req: ART 219 with a minimum grade of D and JMC 260 with a minimum grade of D and (MUS 219 with a minimum grade of Dor JMC 231 with a minimum grade of D) and JMC 332 with a minimum grade of D and (JMC 240 with a minimum grade of D or JMC 245 with a minimum grade of D or JMC 250 with a minimum grade of D). Grade Mode: Credit/No Credit Grade Only To: Pre-req: Art 214,219,325,327, and MUS 219 or JMC 231 with a minimum grade of C. Grade Mode: Normal Grading Mode
- **Curriculum:** Undergrad Course Change - AM 299_signed.pdf

College of Education and Professional Development

CI 470 – Level II Clinical Exp

- **Summary of Change:** To change the name to Residency I Clinical and change the catalog description to "Residency I is a 250-hour clinical teaching in an approved elementary/secondary school setting with an opportunity to put theory into classroom practice."
- **Rationale:** The name change for CI 470 is necessary to match the terminology used by the WVDE with full implementation of the Residency Program.
- **Curriculum:** Undergrad Course Change - CI 470_signed.pdf

<div align="center">

University Curriculum Committee
RECOMMENDATION

</div>

SR-23-24-25 CC

CI 471 – Level II Clinical Exp

- **Summary of Change:** To change the name to Residency I Clinical and change the catalog description to "Residency I is a 250-hour clinical teaching in an approved elementary/secondary school setting with an opportunity to put theory into classroom practice."
- **Rationale:** The name change for Cl 471 is necessary to match the terminology used by the WVDE with full implementation of the Residency Program.
- **Curriculum:** Undergrad Course Change - CI 471_signed.pdf

CI 472 – Level II Clinical Exp

- **Summary of Change:** To change the name to Residency I Clinical and change the catalog description to "Residency I is a 250-hour clinical teaching in an approved elementary/secondary school setting with an opportunity to put theory into classroom practice."
- **Rationale:** The name change for Cl 471 is necessary to match the terminology used by the WVDE with full implementation of the Residency Program.
- **Curriculum:** Undergrad Course Change - CI 472_signed.pdf

EDF 218 – Child/Adol Dev in Schools

- **Summary of Change:** To change the name to "Educ Psych for K12 Classroom," to change the educational attributes to include Core II Social Science, and change the course description to "
- **Rationale:** Name change - to better align with the course material and terminology used in the educational field. Course description change - to remove the field experience verbiage as there is no longer a clinical with this course. Addition of General Education Attribute - adding the course to count for Core II Social Science so students interested in the field of education can use this as an introductory/exploration course.
- **Curriculum:** Undergrad Course Change - EDF 218_signed.pdf

College of Liberal Arts

PSC 381 – Am Legislative Process

- **Summary of Change:** To change the course title to "The US Congress."
- **Rationale:** There was a typo on the change from last year. We are simply correcting it. PSC 381 course title needs to be the title for PSC 382 and PSC 382 needs to be the title for PSC 381

University Curriculum Committee
RECOMMENDATION

SR-23-24-25 CC

- **Curriculum:** <u>Undergrad Course Change PSC 381_signed.pdf</u>

PSC 382 – The US Congress

- **Summary of Change:** To change the course title to "Student Legislative Program."
- **Rationale:** There was a typo on the change from last year. We are simply correcting it. PSC 381 course title needs to be the title for PSC 382 and PSC 382 needs to be the title for PSC 381.
- **Curriculum:** <u>Undergrad Course Change PSC 382_signed.pdf</u>

PSC 420 – Cur World/Regional Issues

- **Summary of Change:** To change the course title to "Issues in World Politics."
- **Rationale:** We think this title new title is more clear and better reflects the nature of the content. We have gotten complaints from students that indicate they are unsure what the course is because of the awkward title.
- **Curriculum:** <u>Undergrad Course Change PSC 420_signed.pdf</u>

PSC 431 – Pol of Global Terrorism

- **Summary of Change:** To change the course title to "Global Terrorism."
- **Rationale:** We think this new title is more clear. We have gotten complaints from students that indicate they are unsure what the course is because of the awkward title.
- **Curriculum:** <u>Undergrad Course Change PSC 431_signed.pdf</u>

PSC 454 – Politics of the Workplace

- **Summary of Change:** To change the course title to "Public Organizations."
- **Rationale:** We think that this new title better reflects the nature of the course and will attract more students to the content. Moreover, this title better reflects the changing nature of the discipline and we need to change I to stay current.
- **Curriculum:** <u>Undergrad Course Change PSC 454_signed.pdf</u>

Honors College

HON 300 – Honors Peer Mentoring

- **Summary of Change:** To change the course title to "Honors Peer Mentors & Leaders," and change the grading mode from CR/NC to normal grading mode.
- **Rationale:** Title: As the course has developed within the context of our curriculum and strategic goals, we find the: proposed title more accurately represents the course's core purposes. Grading Mode: Normal Grading Mode rather than Credit/No Credit Grade Only. We

University Curriculum Committee
RECOMMENDATION

SR-23-24-25 CC

have been closely monitoring student feedback and experiences within the college and it has become evident that a shift from the current credit/no-credit grading system to a graded one would better align with our students' academic goals and motivations. One compelling reason for this change is the impact on students' eligibility for academic recognition. Some students have expressed concerns about not accumulating graded hours, which can affect their eligibility for prestigious academic lists such as the President's or Dean's lists. While these distinctions may seem minor to faculty and administrators, they hold significant value to our students, influencing their course selection decisions. I believe that offering a graded option for HON 300 will address these concerns while enhancing student engagement and motivation for participation in this highly rewarding and productive course. This adjustment will better serve our students' academic aspirations and contribute to the overall success of the Honors College.

- **Curriculum:** Undergrad Course Change_HON 300_signed.pdf

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

_____

_____

Request for Undergraduate Course Change

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

College: **CAM**   Department/Division: School of Art & Design   Current Alpha Designator/Number: **AM 299**

Contact Person: **Dr. Mark Zanter**   Phone: **304.696.5451**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Sophomore Review

Alpha Designator/Number: **AM 299**   Credit Hours: **0**

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

Fall **202·** Spring _____ Summer _____ Other _____

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*): _____

5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.
6. If library resources are deemed inadequate, include in the rationale a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

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

Department Chair/Division Head: *Mark Zanter*	Date: October 18, 2023
Registrar: *Sonya ACO*	Date: Oct. 23, 2023
College Dean: *Maria P*	Date: 1 November 2023
College Curriculum Chair: *Allyson B Goodman*	Date: Nov 1, 2023
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 11/28/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

College: **CAM**   Department/Division: School of Art & Design   Current Alpha Designator/Number: **AM 299**

Change in COURSE TITLE: _____Yes **^** ___No   **NOTE:** If changing to Critical Thinking, you MUST reserve **(CT)** at the end of new title

From: _____

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

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

From: _____   To: _____

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

From: **299**   To: **298**

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

From: **CR/NC**   To: Normal Grading Mode _____
see rationale below

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

From: **0**   To: **1**

Addition of GENERAL EDUCATION ATTRIBUTES: _____ Yes _____No

From: _____   To (check all that apply):   ☐ CT   ☐ INTL   ☐ MC   ☐ Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

Change in CATALOG DESCRIPTION: **X** _____ Yes _____No
  (Limit of 30 words. If change is substantial, document in the rationale. If change is minor, simply show the change below.

From: Students present work from major courses for review by video production teaching faculty. Successful completion of 299 is a prerequisite for advancing to additional course work in the major.
Pre-req: ART 219 with a minimum grade of D and JMC 260 with a minimum grade of D and (MUS 219 with a minimum grade of D or JMC 231 with a minimum grade of D) and JMC 332 with a minimum grade of D and (JMC 240 with a minimum grade of D or JMC 245 with a minimum grade of D or JMC 250 with a minimum grade of D).
Grade Mode: Credit/No Credit Grade Only

To:

Students present work from major courses for review by Art & Design faculty. Successful completion of 298 is a prerequisite for advancing to additional course work in the major.
Pre-req: Art 214, 219, 325, 327, and MUS 219 or JMC 231 with a minimum grade of C.
Grade Mode: Normal Grading Mode

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

College: **CAM**   Department/Division: School of Art & Design   Current Alpha Designator/Number: **AM 299**

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

AM 299 is part of the proposed BFA in Filmmaking. Changes align this course with BFA Art Sophomore Review (Art 298) which is 1 credit.

Art 298 cannot be used for AM 299 because the PRs are different.

Description and PR for this course needs changed to ensure that the new BFA follows the model of other Art BFA curricula.

from:
Pre-req: ART 219 with a minimum grade of D and JMC 260 with a minimum grade of D and (MUS 219 with a minimum grade of D or JMC 231 with a minimum grade of D) and JMC 332 with a minimum grade of D and (JMC 240 with a minimum grade of D or JMC 245 with a minimum grade of D or JMC 250 with a minimum grade of D).
Grade Mode: Credit/No Credit Grade Only

To:
Pre-req: Art 214, 219, 325, 327, and MUS 219 or JMC 231 with a minimum grade of C.
Grade Mode: Normal Grading Mode

Request for Undergraduate Course Change

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

College: **COEPD**   Department/Division: **UTE**   Current Alpha Designator/Number: **CI 470**

Contact Person: **Paula Lucas**   Phone: **62882**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Level II Clinical Exp**

Alpha Designator/Number: **CI 470**   Credit Hours: **0**

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

Fall _____ Spring **2024** Summer _____ Other _____

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*): _____

_____

5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.
6. If library resources are deemed inadequate, include in the rationale a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

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

Department Chair/Division Head: *[signature]*	Date: 10-26-2023
Registrar: *[signature]*	Date: 10-30-2023
College Dean: *[signature]*	Date: 10/30/23
College Curriculum Chair: *[signature]*	Date: 10-31-2023
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 11/28/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

College: **COEPD**   Department/Division: **UTE**   Current Alpha Designator/Number: **CI 470**

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

From: **Level II Clinical Exp**

To: **Residency I Clinical** _____ (Limited to 30 characters and spaces.)

Change in ALPHA DESIGNATOR: _____ Yes __X__ No

From: _____   To: _____

Change in COURSE NUMBER: _____ Yes __X__ No

From: _____   To: _____

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

From: _____   To: _____

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

From: _____   To: _____

Addition of GENERAL EDUCATION ATTRIBUTES: _____ Yes __X__ No

From: _____   To (check all that apply): ☐ CT ☐ INTL ☐ MC ☐ Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

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

From: A Level II Clinical Experience teaching in an elementary or secondary public school. An opportunity to put theory into classroom practice.

To:
Residency I is a 250-hour clinical teaching in an approved elementary/secondary school setting with an opportunity to put theory into classroom practice.

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

College: **COEPD**   Department/Division: **UTE**   Current Alpha Designator/Number: **CI 470**

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

The name change for CI 470 is necessary to match the terminology used by the WVDE with full implementation of the Residency Program.

Request for Undergraduate Course Change

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

College: **COEPD**   Department/Division: **UTE**   Current Alpha Designator/Number: **CI 471**

Contact Person: **Paula Lucas**   Phone: **62882**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Level II Clinical Exp**

Alpha Designator/Number: **CI 471**   Credit Hours: **0**

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

Fall _____ Spring **2024** Summer _____ Other _____

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
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Registrar: *[signature]*	Date: 10-30-2023
College Dean: *[signature]*	Date: 10/30/23
College Curriculum Chair: *[signature]*	Date: 10-31-2023
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 11/28/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

College: **COEPD**   Department/Division: **UTE**   Current Alpha Designator/Number: **CI 471**

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

From: **Level II Clinical Exp**

To: **Residency I Clinical** (Limited to 30 characters and spaces.)

Change in ALPHA DESIGNATOR: _____ Yes __X__ No

From: _____   To: _____

Change in COURSE NUMBER: _____ Yes __X__ No

From: _____   To: _____

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

From: _____   To: _____

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

From: _____   To: _____

Addition of GENERAL EDUCATION ATTRIBUTES: _____ Yes __X__ No

From: _____   To (check all that apply):   ☐ CT   ☐ INTL   ☐ MC   ☐ Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

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

From: A Level II Clinical Experience teaching in an elementary school. An opportunity to put theory into classroom practice.

To:
Residency I is a 250-hour clinical teaching in an approved elementary/secondary school setting with an opportunity to put theory into classroom practice.

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

College: **COEPD**   Department/Division: **UTE**   Current Alpha Designator/Number: **CI 471**

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

The name change for CI 471 is necessary to match the terminology used by the WVDE with full implementation of the Residency Program.

Request for Undergraduate Course Change

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

College: **COEPD**   Department/Division: **UTE**   Current Alpha Designator/Number: **CI 472**

Contact Person: **Paula Lucas**   Phone: **62882**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Level II Clinical Exp**

Alpha Designator/Number: **CI 472**   Credit Hours: **0**

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

Fall _____ Spring **2024** Summer _____ Other _____

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
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3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
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_____

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

Department Chair/Division Head: *[signature]*	Date: 10-26-2023
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College Dean: *[signature]*	Date: 10/30/23
College Curriculum Chair: *[signature]*	Date: 10-31-2023
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 11/28/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

College: **COEPD**   Department/Division: **UTE**   Current Alpha Designator/Number: **CI 472**

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

From: **Level II Clinical Exp**

To: **Residency I Clinical**   (Limited to 30 characters and spaces.)

Change in ALPHA DESIGNATOR: _____ Yes __X__ No

From: _____   To: _____

Change in COURSE NUMBER: _____ Yes __X__ No

From: _____   To: _____

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

From: _____   To: _____

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

From: _____   To: _____

Addition of GENERAL EDUCATION ATTRIBUTES: _____ Yes __X__ No

From: _____   To (check all that apply):   ☐ CT   ☐ INTL   ☐ MC   ☐ Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

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

From: A Level II Clinical Experience teaching in an elementary or secondary public school. An opportunity to put theory into classroom practice.

To:

Residency I is a 250-hour clinical teaching in an approved elementary/secondary school setting with an opportunity to put theory into classroom practice.

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

College: **COEPD**   Department/Division: **UTE**   Current Alpha Designator/Number: **CI 472**

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

The name change for CI 472 is necessary to match the terminology used by the WVDE with full implementation of the Residency Program.

Request for Undergraduate Course Change

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

College: **COEPD**   Department/Division: **UTE**   Current Alpha Designator/Number: **EDF 218**

Contact Person: **Dr. Paula Lucas**   Phone: **62882**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Child/Adol Dev in Schools**

Alpha Designator/Number: **EDF 218**   Credit Hours: **3**

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

Fall _____ Spring **24** Summer _____ Other _____

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*): _____

5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.
6. If library resources are deemed inadequate, include in the rationale a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

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

Department Chair/Division Head: *(signature)*	Date: 10-26-2023
Registrar: *(signature)*	Date: 10-30-2023
College Dean: *(signature)*	Date: 10/30/23
College Curriculum Chair: *(signature)*	Date: 10-31-2023
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 11/28/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

College: __COEPD_____ Department/Division: __UTE_____ Current Alpha Designator/Number: __EDF 218____

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

From: __Child/Adol Dev in Schools_____

To: __Educ Psych for K12 Classroom_____ (Limited to 30 characters and spaces.)

Change in ALPHA DESIGNATOR: _____ Yes ___X___ No

From: _____   To: _____

Change in COURSE NUMBER: _____ Yes ___X___No

From: _____   To: _____

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

From: _____   To: _____

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

From: _____   To: _____

Addition of GENERAL EDUCATION ATTRIBUTES: ___X___ Yes _____No

From: _____   To (check all that apply):   ☐ CT   ☐ INTL   ☐ MC   ■ Core II (Core II type: __Social Science__)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

Change in CATALOG DESCRIPTION: ___X___ Yes _____No
 (Limit of 30 words. If change is substantial, document in the rationale. If change is minor, simply show the change below.
From: A basic course in the stydy of children's emotional, social, mental, and physical development. Field expereience required.

To:
   A basic course in the study of children's emotional, social, mental, and physical development.

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

College: **COEPD**   Department/Division: **UTE**   Current Alpha Designator/Number: **EDF 218**

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

- Name change - to better align with the course material and terminology used in the educational field.

- Course description change - to remove the field experience verbiage as there is no longer a clinical with this course.

- Addition of General Education Attribute - adding the course to count for Core II Social Science so students interested in the field of education can use this as an introductory/exploration course.

Request for Undergraduate Course Change

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

College: **Honors** Department/Division: **n/a** Current Alpha Designator/Number: **HON300**

Contact Person: **Brian A. Hoey, Dean** Phone: **3046966405**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Honors Peer Mentoring**

Alpha Designator/Number: **HON 300** Credit Hours: **1-4**

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

Fall _____ Spring **2024** Summer _____ Other _____

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*): **n/a**

5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.
6. If library resources are deemed inadequate, include in the rationale a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

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

Department Chair/Division Head: **n/a** Date: _____

Registrar: _____ Date: **10/12/2023**

College Dean: _____ Date: **10/13/23**

College Curriculum Chair: **n/a** Date: _____

General Education Council Chair *: _____ Date: _____

University Curriculum Committee Chair: *Jonathan Kozar* Date: **11/28/23**

Faculty Senate Chair: _____ Date: _____

VP Academic Affairs/VP Health Science _____ Date: _____

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

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

College: **Honors**   Department/Division: **n/a**   Current Alpha Designator/Number: **HON300**

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

From: **Honors Peer Mentoring**

To: **Honors Peer Mentors & Leaders**   (Limited to 30 characters and spaces.)

Change in ALPHA DESIGNATOR: _____ Yes _____ No

From: _____   To: _____

Change in COURSE NUMBER: _____ Yes _____No

From: _____   To: _____

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

From: **CR/NC**   To: **Normal**

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

From: _____   To: _____

Addition of GENERAL EDUCATION ATTRIBUTES: _____ Yes _____No

From: _____   To (check all that apply): ☐ CT ☐ INTL ☐ MC ☐ Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

Change in CATALOG DESCRIPTION: _____ Yes _____No
(Limit of 30 words. If change is substantial, document in the rationale. If change is minor, simply show the change below.
From:

To:

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

College: **Honors**   Department/Division: **n/a**   Current Alpha Designator/Number: **HON201**

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

Title:

As the course has developed within the context of our curriculum and strategic goals, we find the proposed title more accurately represents the course's core purposes.

Grading Mode:

Normal Grading Mode rather than Credit/No Credit Grade Only.

We have been closely monitoring student feedback and experiences within the college and it has become evident that a shift from the current credit/no-credit grading system to a graded one would better align with our students' academic goals and motivations.

One compelling reason for this change is the impact on students' eligibility for academic recognition. Some students have expressed concerns about not accumulating graded hours, which can affect their eligibility for prestigious academic lists such as the President's or Dean's lists. While these distinctions may seem minor to faculty and administrators, they hold significant value to our students, influencing their course selection decisions.

I believe that offering a graded option for HON 300 will address these concerns whiling enhancing student engagement and motivation for participation in this highly rewarding and productive course. This adjustment will better serve our students' academic aspirations and contribute to the overall success of the Honors College.

Request for Undergraduate Course Change

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

College: **COLA**   Department/Division: **Political Science**   Current Alpha Designator/Number: **PSC 381**

Contact Person: **Damien Arthur**   Phone: **6-2764**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Am Legislative Process**

Alpha Designator/Number: **PSC 381**   Credit Hours: **3**

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

Fall _____ Spring **24** Summer _____ Other _____

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*): _____

   n/a

5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.
6. If library resources are deemed inadequate, include in the rationale a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

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

Department Chair/Division Head:	Date: 9/27/23
Registrar:	Date: 9/27/2023
College Dean:	Date: 9/29/2023
College Curriculum Chair: *Jonathan Kozar*	Date: 10/31/23
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 11/28/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

College: **COLA**   Department/Division: **PSC**   Current Alpha Designator/Number: **PSC 381**

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

From: **Am Legislative Process**

To: **The US Congress** _____ (Limited to 30 characters and spaces.)

Change in ALPHA DESIGNATOR: _____ Yes _X_ No

From: _____   To: _____

Change in COURSE NUMBER: _____ Yes _X_ No

From: _____   To: _____

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

From: _____   To: _____

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

From: _____   To: _____

Addition of GENERAL EDUCATION ATTRIBUTES: _____ Yes _X_ No

From: _____   To (check all that apply):   ☐ CT   ☐ INTL   ☐ MC   ☐ Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

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

To:

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

College: **cola**   Department/Division: **PSC**   Current Alpha Designator/Number: **PSC 381**

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

There was a typo on the change from last year. We are simply correcting it.

PSC 381 course title needs to be the title for PSC 382 and PSC 382 needs to be the title for PSC 381.

Request for Undergraduate Course Change

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

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

Contact Person: **Damien Arthur** Phone: **6-2764**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **The US Congress**

Alpha Designator/Number: **PSC 382** Credit Hours: **1**

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

Fall _____ Spring **24** Summer _____ Other _____

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*): _____

   # n/a

5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.
6. If library resources are deemed inadequate, include in the rationale a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

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

Department Chair/Division Head:	Date: 9/27/23
Registrar:	Date: 9/27/2023
College Dean:	Date: 9/27/2023
College Curriculum Chair: *Jonathan Kozar*	Date: 10/31/23
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 11/28/23
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 Change – Page 2
Additional Information Required for Undergraduate Course Change

College: __COLA__ Department/Division: __PSC__ Current Alpha Designator/Number: __PSC 382__

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 US Congress**

To: **Student Legislative Program** _____ (Limited to 30 characters and spaces.)

Change in ALPHA DESIGNATOR: ___ Yes X___ No

From: ___ To: ___

Change in COURSE NUMBER: ___ Yes X___ No

From: ___ To: ___

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

From: ___ To: ___

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

From: ___ To: ___

Addition of GENERAL EDUCATION ATTRIBUTES: ___ Yes X___ No

From: ___ To (check all that apply): ☐ CT ☐ INTL ☐ MC ☐ Core II (Core II type: ___)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

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

To:

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

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

College: **cola**   Department/Division: **PSC**   Current Alpha Designator/Number: **PSC 381**

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

There was a typo on the change from last year. We are simply correcting it.

PSC 381 course title needs to be the title for PSC 382 and PSC 382 needs to be the title for PSC 381.

Request for Undergraduate Course Change

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

College: **COLA**   Department/Division: **Political Science** Current Alpha Designator/Number: **PSC 420**

Contact Person: **Damien Arthur**   Phone: **6-2764**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Cur World/Regional Issues**

Alpha Designator/Number: **PSC 420**   Credit Hours: **3**

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

Fall _____ Spring **24** Summer _____ Other _____

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*): _____

    ## n/a

5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.
6. If library resources are deemed inadequate, include in the rationale a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

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

Department Chair/Division Head:	Date: 9/27/23
Registrar:	Date: 9/27/2023
College Dean:	Date: 9/29/2023
College Curriculum Chair: *Jonathan Kozar*	Date: 10/31/23
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 11/28/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

College: **COLA**   Department/Division: **PSC**   Current Alpha Designator/Number: **PSC 420**

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

From: **Cur World/Regional Issues**

To: ~~World Politics~~   **Issues in World Politics**   (Limited to 30 characters and spaces.)

Change in ALPHA DESIGNATOR: _____ Yes _X_ No

From: _____   To: _____

Change in COURSE NUMBER: _____ Yes _X_ No

From: _____   To: _____

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

From: _____   To: _____

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

From: _____   To: _____

Addition of GENERAL EDUCATION ATTRIBUTES: _____ Yes _X_ No

From: _____   To (check all that apply):   ☐ CT   ☐ INTL   ☐ MC   ☐ Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

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

To:

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

College: **cola**   Department/Division: **PSC**   Current Alpha Designator/Number: **PSC 420**

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

We think this title new title is more clear and better reflects the nature of the content. We have gotten complaints from students that indicate they are unsure what the course is because of the awkward title.

Request for Undergraduate Course Change

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

College: **COLA** Department/Division: **Political Science** Current Alpha Designator/Number: **PSC 431**

Contact Person: **Damien Arthur** Phone: **6-2764**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Pol of Global Terrorism**

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

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

Fall _____ Spring **24** Summer _____ Other _____

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*): _____

   n/a

5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.
6. If library resources are deemed inadequate, include in the rationale a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

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

Department Chair/Division Head:	Date: 9/27/23
Registrar:	Date: 9/27/2023
College Dean:	Date: 9/29/2023
College Curriculum Chair: _Jonathan Kozar_	Date: 10/31/23
General Education Council Chair *:	Date:
University Curriculum Committee Chair: _Jonathan Kozar_	Date: 11/28/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

College: **COLA**   Department/Division: **PSC**   Current Alpha Designator/Number: **PSC 431**

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

From: **Pol of Global Terrorism**

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

Change in ALPHA DESIGNATOR: _____ Yes _X_ No

From: _____   To: _____

Change in COURSE NUMBER: _____ Yes _X_ No

From: _____   To: _____

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

From: _____   To: _____

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

From: _____   To: _____

Addition of GENERAL EDUCATION ATTRIBUTES: _____ Yes _X_ No

From: _____   To (check all that apply):   ☐ CT   ☐ INTL   ☐ MC   ☐ Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

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

To:

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

College: **cola**   Department/Division: **PSC**   Current Alpha Designator/Number: **PSC 431**

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

We think this title new title is more clear. We have gotten complaints from students that indicate they are unsure what the course is because of the awkward title.

Request for Undergraduate Course Change

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

College: **COLA**   Department/Division: **Political Science**   Current Alpha Designator/Number: **PSC 454**

Contact Person: **Damien Arthur**   Phone: **6-2764**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Politics of the Workplace**

Alpha Designator/Number: **PSC 454**   Credit Hours: **3**

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

Fall _____ Spring **24** Summer _____ Other _____

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*): _____

   n/a

5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.
6. If library resources are deemed inadequate, include in the rationale a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

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

Department Chair/Division Head:	Date: 9/27/23
Registrar:	Date: 9/27/2023
College Dean:	Date: 9/29/2023
College Curriculum Chair: *Jonathan Kozar*	Date: 10/31/23
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 11/28/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

College: **COLA** Department/Division: **PSC** Current Alpha Designator/Number: **PSC 454**

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

From: **Politics of the Workplace**

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

Change in ALPHA DESIGNATOR: _____ Yes X No

From: _____ To: _____

Change in COURSE NUMBER: _____ Yes X No

From: _____ To: _____

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

From: _____ To: _____

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

From: _____ To: _____

Addition of GENERAL EDUCATION ATTRIBUTES: _____ Yes X No

From: _____ To (check all that apply): ☐ CT ☐ INTL ☐ MC ☐ Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

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

To:

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

College: **cola**   Department/Division: **PSC**   Current Alpha Designator/Number: **PSC 454**

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

We think that this new title better reflects the nature of the course and will attract more students to the content. Moreover, this title better reflects the changing nature of the discipline and we need to change to stay current.