Marshall University Faculty Senate
Meeting Agenda
Thursday, March 14, 2024, 4:00 P.M.
MSC BE5

1. Approval of Proposed Agenda
2. Approval of February 15, 2024, Minutes (pending presidential approval)
3. Announcements – Shawn Schulenberg
4. Guest Speaker: Geoffrey Sheils (MU Board of Governors)
5. Recommendations/Resolutions
   a. **SR 23-24-32 FPC** Recommends **amending Board of Governor Rule MUBOG-AA-1 "Sabbatical Leave"** to reflect the new rule/policy changes regarding sabbatical allocation, applications, the approval/denial process, and to outline specific procedures for submitting sabbatical applications and post-sabbatical leave reports.
   b. **SR 23-24-33 FPC** Recommends **amending Presidential Policy UPAA-22 "Annual Evaluation of Faculty"** to reflect new rule/policy number changes and updates on planning pages and the renegotiation of faculty planning pages.
   c. **SR 23-24-36 BAPC** Recommends **moving the day for common final exams from the Saturday after the last day of class to the Wednesday of finals week** beginning AY24-25.
   d. **SR 23-24-37 CC** Recommends approval of the listed **UNDERGRADUATE MAJOR ADDITION, DELETION, CHANGE** in the following college and/or schools/programs: **Communication Studies (LC30); Integrated Studies (UC10).**
   e. **SR 23-24-38 CC** Recommends approval of the listed **UNDERGRADUATE MINOR ADDITION, DELETION, CHANGE** in the following college and/or schools/programs: **Communication Studies (VCM1).**
   f. **SR 23-24-39 CC** Recommends approval of the listed **UNDERGRADUATE AREA OF EMPHASIS ADDITION, DELETION, CHANGE** in the following college and/or schools/programs: **Public Communication; Organizational Communication; Interpersonal Communication; Health Communication.**
   g. **SR 23-24-40 CC** Recommends approval of the listed **UNDERGRADUTE COURSE ADDITIONS** in the following college and/or schools/programs: **HS 365L; HS 476.**
   h. **SR 23-24-41 CC** Recommends approval of the listed **UNDERGRADUATE COURSE CHANGES** in the following college and/or schools/programs: **HS 410; CMM 103; CMM 104H; CMM 205; CMM 207; CMM 213; CMM 239; CMM 302; CMM 303; CMM 308; CMM 310; CMM 315; CMM 316; CMM 319; CMM 322; CMM 374; CMM 411; CMM 420; CMM 456; CMM 478; HST 208; HST 378; HST 425; HST 435; HST 439.**
6. 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)

7. 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)

8. Other Requests to Speak

9. Adjournment

MINUTES OF MARSHALL UNIVERSITY FACULTY SENATE MEETING

HELD ON FEB 15, 2024, AT 4:00 P.M.

STUDENT CENTER – BE 5 – IN-PERSON

ATTENDANCE: 2022-24 Faculty Senate & Guests:

COLLEGES	MEMBERS PRESENT (if checked) – Virtual attendance recorded per Teams auto entry
CAM:	Jack Colclough ☒, Christine Ingersoll ☒, Heather Stark ☒, Sarah McDermott ☒, Phil Vallejo ☒
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 ☒ , Robert Ellison ☐, Joel Peckham ☐, Kelli Prejean ☒, Boniface Noyongoyo ☒ , Anita Walz ☐, Amine-Oudghiri-Otmani (*cross-refer w/ACF – Ex-officio Voting*) ☒, Clinton Brown ☐, Megan Marshall ☒, Penny Koontz ☒, Marianna Linz ☒ , 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 ☒
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	
GUESTS	**Present IF Checked** (**V-Virtual attendance**) - Brad Smith (President) ☐, Avinandan Mukherjee ☒ (Provost), Ginny Painter ☒, Bill Smith (BOG) ☐, Kelli Johnson ☐, Wendell Dobbs ☐, Karen McComas ☒, Monica Brooks ☐ **- V,** Nancy Lankton ☒ Robert Bookwalter ☒ Sonja Cantrell-Johnson ☐ **,** Carl

MINUTES OF MARSHALL UNIVERSITY FACULTY SENATE MEETING

HELD ON FEB 15, 2024, AT 4:00 P.M.

STUDENT CENTER – BE 5 – IN-PERSON

> Mummert ☒, Anna Mummert ☐, Laura McCunn ☐, Brian Morgan ☐, Allison Carey ☐ **- V** , Sherri Stepp ☒, Matt Tidd ☒, Jun Terry ☐, Teresa Eagle ☐ **- V**, Maria Gindhart ☒, Mary Beth Reynolds ☒, Bruce Felder ☒, John Cutler ☐ **- V,** Jodie Penrod ☐ - **V,** Julia Spears ☐, Allen Taylor ☐ **- V,** Jeff Archambault (LCOB) ☐, Lindsey Harper ☐ , Jennifer Brown ☒ **- V,** Miriah Young ☐, Michael McGuffey ☐, Aluthge Ariyadasa ☐, John Maher ☐, Dan Hollis ☐, Brandi Jacobs-Jones ☒ , Duncan Crowley ☐, Andrew Gooding ☐, Stephen Tipler ☒, Rob Quicke ☐, Mike Prewitt ☐, Mark Zanter ☒, Betty Rivard ☐, Cris McDavid ☒, Allyson Goodman ☐**,** Jessica Lowman ☐ **,** Rich Jones ☐ **- V**, Gena Chattin ☐ **,** Tricia King ☐ **,** Jerry Ross ☒ , Richard Gillman ☐ **,** Marcie Simms ☐, Cristina McDaniel ☐, Eric Himes ☒, Jessica Rhodes ☐, Darian Marcum ☐, Don Capener ☒, Chris Atkins ☐, Jerry Ross ☒, Brandon Dennison ☐, Leah Payne ☐ -V, Juan Sanabria ☐, 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** – Chair Schulenberg amended: Robin Riner cannot make it today; no BOG report. **Approved**

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

Dates of Minutes	Discussion	Approval
1/18/2024	None	**Approved**

3. **Announcements** – Shawn Schulenberg:

Items	Reports & Discussion

Chair Announcements	**Chair Announcements**
	
	 1. The President has signed the following documents:
	    a. November 13 Executive Committee Meeting Minutes
	    b. November 30 Faculty Senate Meeting Minutes
	    c. Recommendations 17-25. All submitted recommendations/resolutions are signed except for program reviews (14, 15, 19, 20, 21), which are signed later in the year.
	 2. Updates
	    a. AI Taskforce: The taskforce is meeting every two weeks, and we have separated our work in four strategic priorities: Innovation in Teaching and Learning (Megan Marshall), Research Excellent and Impact (Bill Gardner), AI Technology and Infrastructure (Jodie

		Penrod), and Operational Efficiency and Compliance (Brian Morgan). We are working on several surveys to learn what faculty are doing in the areas of teaching and research to get some internal data. You should have received an email soliciting proposals for 1 of our 30 Microsoft CoPilot Pro licenses. A number of trainings are also forthcoming, with the first one a basic discussion of differences between chatbots: ChatGPT, Microsoft Copilot, Google Bard, Claude, Perplexity, and more.
	b.	Post-Tenure Review: Discussions are continuing between the faculty and administration. We're hoping to present it to the Deans shortly for their review before sending it to all faculty.
	c.	General Education Review: The General Education Review Committee has met a few times already and will be meeting every two weeks. At the first meeting, we talked about some general principles and timeline. The plan is to continue our work through next year and roll this out in Fall 2025.
	d.	Senate and Standing Committee Elections: The Senate term is up June 30 so we will hold elections this spring. In addition, we will also be asking the Deans to hold elections for Standing Committees this spring so that we know the full 2024-25 standing committee members in advance. We want this because we want the standing committee to elect their officers in the spring. In the past, some did not hold elections until the fall, and it hurts their ability to get off the ground running.
3.	Upcoming Meetings/Events	
	a.	Our next Executive Committee meeting is scheduled for March 4, for items to be taken up at the March 14 Faculty Senate meeting. All recommendations and resolutions for those meetings are due at senate@marshall.edu by February 23.
	i.	The Faculty Personnel Committee has submitted a number of recommendations already so be on the lookout.
	b.	General Faculty Meeting: Monday, April 15 at 4PM in Joan C. Edwards Playhouse.

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

Items	Discussion	VOTE
a. SR 23-24-26 CC Recommends approval of the	➤ None	**MSAP**

	listed UNDERGRADUATE MAJOR ADDITION, DELETION, CHANGE in the following college and/or schools/programs: a) Political Science (LP10)		
b)	SR 23-24-27 CC Recommends approval of the listed UNDERGRADUATE MINOR ADDITION, DELETION, CHANGE in in the following college and/or schools/programs: Pharmaceutical Sciences (VPHM).	➢ None	**MSAP**
c)	SR 23-24-28 CC Recommends approval of the listed UNDERGRADUATE COURSE ADDITIONS in the following college and/or schools/programs: SCLA 101; UNI 350; and UNI 450.	➢ None	**MSAP**
b. d)	SR 23-24-29 CC Recommends approval of the listed UNDERGRADUATE COURSE CHANGES in the following college and/or schools/programs: ART 201; ART 202.	➢ None	**MSAP**
e)	SR 23-24-30 EC Confidential Recommendation for	➢ Out of Exec Session at 4:19 pm; Back to regular session at 4:20 pm	**MSAP**

	Spring Commencement Speaker.		
f)	SR 23-24-31 EC Confidential Recommendation for Honorary Degree Recipient(s)	➢ None	**MSAP**

5. Regular Reports:

a. **President's Report** – No report (15 mins) **Question(s) for President**:

b. **Report of the Provost** – Avinandan Mukherjee (15 mins)
- Spring enrollment—7.1% growth; 705 more students than we had last spring; 7.8% undergrad, 5.8% grad; Medicine and Pharmacy have seen a decline, but all other colleges have seen an increase; growth in Metro (168 more)—Metro pricing more in line with in-state; 145 international students this spring; 91% retention from fall to spring; 86% in first year.
- Fall enrollment—Green and White Day numbers have held steady with last year; Admitted Student Reception on Feb. 24; preparing for a delayed FAFSA launch—the federal gov't has streamlined the process, but the changes have caused some issues, so there is a delay; 7843 applications for fall already; growth in admits by 7.4%; deposits increased (1,720; target is 2000).
- Interdisciplinary work in new Cybersecurity Program—looking for director; looking for a director of Forensic Science. Master's in Criminal Justice—online and graduate, nationally ranked; Doctor of Physical Therapy program is ranked 27th nationally for board exam scores, and this is the first year of the program.
- 81% undergrads are in-state students; we have 13% adult students (25+), 12% minority students, 8% international; 33% are Promise recipients; Pell grant recipients. We don't see these groups performing equally well, so we need to offer specific support to certain student groups; 30% and 50% graduation rates. Pell grant recipients graduate in 6 years; adult students graduate at a much slower pace; 60% of bachelor's degree students have student loan debt, and the average is $31K. Median wages is $35K out of college; after 4 years, it is $43.5K—our costs are relatively low, so students can pay off their debts faster than most students.

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Question(s) for Provost: Beller: Colleges do not have marketing expertise, so new programs have concerns about how to promote their programs in new budget model. Marketing will continue to be centralized.

c. **Board of Governors** – Robin Riner (15 mins) No report

Question(s) for BOG Rep – None.

d. **Advisory Council of Faculty** – Amine Oudghiri-Otmani (5 mins) – Written report ☒

ACF Report – Faculty Senate – Feb. 15, 2024

- The Advisory Council of Faculty (ACF) had a Zoom meeting on Friday, Jan. 19 from 10:00 – noon, one day after last month's Faculty Senate meeting. The following are important highlights from the meeting:

- We started by approving the November minutes. We also welcomed two new ACF members from Bluefield State University and Eastern CTC and proceeded to discuss tenure and other matters of concern to faculty at the CTC level.

- We then moved to discuss **HB 4387** from last year, the DEI bill, which may be re-introduced in a more comprehensive version this year. ACF as a body asked to put together a list of courses, majors, programs, accreditation, research, professional licensure, or grants that require a commitment to DEI and could be affected by the bill. FL has an exemption for accredited programs. Last year's version of HB 4387 limited what administrators could do but did not try to limit what faculty could do; the interpretation is that it could affect college-wide diversity efforts but not academic freedom at this point. We also discussed the hunger-free campus bill, which did not pass last session, perhaps due to the cost.

- Dr. Corley Dennison, Vice Chancellor for Academic Affairs at HEPC, joined the meeting and gave a heads-up about several bills. Dr. Dennison reported about 1,200 bills have already been introduced and starting with **HB 4011** on "obscene materials." This bill affects discussions or lessons on biological/reproductive issues but affects mostly K-12, not higher ed. The bill includes language that "schools will be exempted from criminal liability if they use an 'approved state curriculum'." The House of Delegates has also established a **committee on AI** to "receive testimony, consider legislation, and recommend action to the Speaker of the House regarding all issues relating to AI in WV." They are currently looking for "experts." With regards to the **campus carry bill**, each institution has to have plans in place by July of 2024 when the bill goes into effect. ACF entertained the idea of reaching out to Texas or other states that have passed a similar bill for ideas and information about the effects. We also briefly discussed **dual enrollment**. There are 6,500 students now in dual enrollment initiatives; initially, only

about 4,200 were expected. More data will be collected for fall and spring. With regards to **OERs** (Open Educational Resources), the implementation of OER courses has saved WV students $3.7 million so far. Round 7 of the $1,000 mini-grants is out now.

- We concluded the meeting by discussing **PEIA**. It was recommended that each institution should determine their cost for the suggested 5% salary increase to offset the 10% PEIA increase for employees and the college (e.g., employees funded by the state vs. those funded by grants). If institutional costs are deducted and some cost goes for merit or those who aren't at market equity, we may not get the full 5%.

- The meeting adjourned at 12:05 p.m. The next ACF meeting is scheduled to be held in the HEPC headquarters in Charleston, but a date is yet to be determined.

Questions for ACF Rep: - None.

e. **Graduate Council** – Scott Davis (5 mins) – Written report ☒

- The upcoming Graduate Council Meeting is scheduled for Friday, February 23, 2024, at 1:00 PM in MSC 2w16b. For those unable to attend in person, a Teams link is available on the GC website for virtual participation.
- The Graduate Council will present a resolution on Friday to request that President Smith or his designee explore the development of a Graduate and Professional Student Association (GPSA). Preliminary discussions suggest that all relevant parties, including the leadership of the SGA, are supportive of exploring a Graduate and Professional Student Association. The Graduate Council has formed a work group that includes representatives from the Graduate Council, Office of Graduate Studies, the Foundation, Student Engagement, and the Center for Student Success to explore opportunities to promote graduate student success. The workgroup will have its first meeting on March 1, 2024.
- Colleagues are encouraged to nominate individuals for the John and Frances Rucker Outstanding Graduate Advisor Award. Nomination instructions can be found on the Graduate Council website.

Question for the GC: None.

f. **Student Government Association** – Walker Tatum (5 mins) – Written report ☐
- 20K given out to student organizations
- Display of student discounts on local businesses
- Month of service
- CAM Town Hall
- Food Pantry estimate—internal and external figures;
- Sunbelt Conference Food Fights—SGA members at basketball games collecting pantry items

- Hunger Free Campus Act—going straight to the floor and not stuck in Finance Committee

Questions for SGA – None.

6. **Standing Committee Reports**:

Committee	Report by:	Report Specifics
a. **Legislative Affairs**	Marybeth Beller (4 minutes)	Written report received (if checked) ☒ Committee met on – 1/12/2024 None of the bills they are worried about are moving; gives a lot of credit to President Smith and his team; following 6 bills; one bill has 11 sponsors, including the speaker—In God We Trust Bill—if a donor presents to a building a sign that says In God We Trust; we have passed the date when a new bill can be introduced in the House; the Senate is still considering new bills (Feb 20 last day); Feb 25 is the last day to move a bill out committee; Feb 28—crossover day; March 9 is the last day of session; Senate Bill 280—it's not a higher ed bill per se, but it allows teachers to teach Intelligent Design—has passed the Senate and has been referred to two committees in the house, but neither committee has taken up the bill.
b. **University Curriculum**	Tim Melvin (4 minutes)	Written report received (if checked) ☐ Committee met on – No report
c. **Faculty Personnel**	Tim Bryan (4 minutes)	Written report received (if checked) X Committee met on – 2/9/2024 Since the last report, the Faculty Personnel Committee met on February 9, 2024, via Teams. Faculty Salary Review study will be conducted by Academic Affairs, the FPC, and HR. Clinton Brown and Timothy Bryan will be the representative from the FPC on this committee. Shortly, College Deans will be sent information on faculty lines from AA. This is to ensure

that faculty lines match the correct CIP codes enabling us to ensure the data we are using for comparison is accurate. Our goal is to give us an accurate insight into our current faculty wage structures and salary rates compared to our peer institutions.

The following policy changes were approved, and recommendations sent to the faculty senate.

MUBOG-AA-1 – Sabbatical Leave - Approved - this included numbering changes to align with BOG rule renumbering & language changes to better clarify the policy and procedures.

UPAA-9 Course Evaluations - Approved - this included numbering changes to align with BOG rule renumbering & language changes allowing for immediate supervisors and Deans of courses taught by faculty outside of their home department to have access to course evaluations (i.e., the Honor's College)

UPAA-22 Annual Evaluations - Approved - this included numbering changes to align with BOG rule renumbering and language changes allowing for planning pages to be renegotiated as needed (i.e., someone gets a grant or is approved for a sabbatical requiring them to change their planning page).

UPAA-XX Course Observations by chairs - Approved - this is a new recommended policy that requires chairs or their designee to observe pre-tenure faculty on a yearly basis and post-tenure faculty every three years. The purpose of this policy is to ensure we are providing high quality instruction to our students and provide an avenue for faculty professional development.

MUBOG 6 & 7 Faculty Promotion- Holding - we are currently revising this policy and will be presenting it by the end of the year.

MUBOG 9 Faculty Tenure - Holding - we are currently revising this policy and will be presenting it by the end of the year.

		Internal Complain Procedures / Process - we are working with the Office of the Ombuds and Staff Council to develop and internal complaint procedure and informal mediation process. This allows for staff and faculty to file informal complaints and have those issues addressed / resolved. Such complaints are those that may not rise to the level of a formal grievance. Ethical Practices / Professional Conduct - we are working on a policy that outlines what we should codify as ethical practices and professional conduct. This is to policy will help to define such practices and demonstrate our commitment to ethical standards and professional conduct. Our goal here is to codify these standards and conduct and to provide an avenue for action should faculty violate this policy (e.g., plagiarism, research misconduct, fabrication of data, fabrication of credentials are some items that this policy will address). COEPD Sabbatical Procedures / Policy - Approved - we reviewed and approved the Sabbatical Procedures and Policies provided by COEPD.
d. **Research**	Philippe Georgel (4 minutes)	**Report Research FS committee** The Research Committee met on January 18, 2024, and February12, 2024. • **Budget and meeting scheduling** Reminder: The applications for the Summer Research Awards will be reviewed by March 30th for Summer Research Awards and April 1st for Quinlan, Research Committee Funding, and Research Scholar Awards. • **Changes in General Procedure** Discussions are ongoing to decide if the frequency of meetings for the Quinlan, Research Funding, Summer Research, and Research Scholar awards should be modified, as well as the distribution of the funding, as different academic units may have different schedules for attendance at meetings and conferences.

Applications may be reviewed as they are submitted, for early ranking, and the frequency of evaluation and awarding meetings may be increased.

The committee voted on an its inability to reach decisions for awarding support based on availability of matching funds, as the committee members have no access to information related to college/department providing matching funds.

After evaluation of the current policies, the committee decided to start discussions for potential new deadlines, limits, funding limitations, and changes to the awards.

To accomplish these various tasks 4 sub-committees are being created.
Current composition and tasks of the Sub-Committees:
1.   Rubrics and decision making – This subcommittee will create a better rubric or system of criteria to select applicants (Dr. Richard Egleton, Dr. Philippe Georgel
2.   Policies/Protocols – this subcommittee will review the policies and protocols for awarding funding. The assigned tasks include reviewing the candidates' credentials and compliance with award rules. and to ensure recipients are aware the reimbursement process. (Dr. James Stamm, Dr. Julie Snyder-Yuli))
3.   Revised dates – This subcommittee will research the past funding schedule and will examine how we can potentially change the awarding cycle to 3 or 4 times a year, rather than 2. (Dr. Shane Welch, Dr." Virginia" Huaqing Liang)
4.   Funding Opportunities – This subcommittee will look at ways to enhance funding for these awards or for additional awards (Dr. Michael Corrigan).

The agenda for the sub-committees should address the following points:
Note that historically the $500.00 awarded for Quinlan was established in 1986 (in 2024, this would be equivalent to $1,300). It was suggested that the amounts for the Quinlan awards should be increased to possibly $1,000.

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		The Research Committee feels that it cannot fulfill its mission with the current level of funding and would like to request support from the Administration to explore options to improve the situation.
		
		 • **Current Applications**
		 The current application breakdown is as follows. It was also noted that one application listed co-presenters.
		     i. Quinlan – 6 applications – 3 COB; 2 COLA; 1 CECS
		     ii. Research Funding – 1 COLA
		     iii. Summer Scholar – 1 COS
		     iv. Research Scholar – 0

e. **Student Conduct & Welfare**	Penny Koontz (4 minutes)	Written report received (if checked) ☒ Committee met on – 1/31/2024 The SCWC had been considering a policy recommendation related to ensuring that all students involved in any aspect of institutional research will be covered by the student code of conduct. However, the committee voted not to make a recommendation at this time, as the SCWC Chair was able to discuss the policy change with the Office of Academic Affairs, as the code is presently being updated to address this concern. The SCWC discussed the upcoming implementation of the campus carry policy and procedures. The committee members were asked to consult with their colleges/departments to identify what, if any, preparations are being made, if they have contacted MUPD Chief Terry to come speak with staff and faculty, and what questions they have about implementation. SCWC wants to consider how this committee can help promote student safety related to this change.

7. **Other Requests to Speak** – **None**

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8. **Adjournment:**

Motion to adjourn – MSAP. Meeting was adjourned at approximately 05:00 PM hours (5:03 pm).

Respectfully Submitted,

Kelli Prejean
_____
Dr. Kelli Prejean, Acting 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

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

SR 23-24-32 FPC

Recommends that MUBOG RULE AA-1 be updated to reflect the new rule / policy number changes (approved by the MUBOG) on December 13, 2023, and the policy be updated to provide specific dates sabbatical allocations be communicated to faculty. The FPC also recommends the policy be updated to include specific instructions regarding scoring of sabbatical applications, the approval / denial process of those applications, outlines specific procedures for faculty submitting sabbatical applications, and processes for post-sabbatical leave reports.

RATIONALE:

The MUBOG approved rule / policy number changes on December 13, 2023, and so the numbering of all policies changed and needed updated. Further, the current policy (before the recommended updates did not provide specific details on when sabbatical allocations were communicated to faculty (thus some faculty may be preparing applications during the summer, when no sabbatical would be available). Additionally, the current policy (before the recommended updates) does not include specific language about scoring, reporting, and the ability for the different levels to approve or deny sabbatical requests. As such, the recommended updates will provide for greater clarity and transparency to faculty.

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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MARSHALL UNIVERSITY BOARD OF GOVERNORS

Rule No. AA-1

SABBATICAL LEAVE

General

1.1.   Scope: This policy establishes a uniform sabbatical leave plan for faculty members.

1.2.   Statutory References: W. Va. Code §§18B-7-2, 18B-1-6

1.3.   Passage Date: April 29, 2021

1.4.   Effective Date: June 8, 2021

1.5.   Background: Replaces Board of Trustees Series No. 10 which was transferred by the Higher Education Policy Commission to the institutional boards of governors. This policy was previously numbered as MUBOG Policy No. 6. The current update was approved by the Marshall University Board of Governors on October 22, 2020. The policy was updated and approved by the Marshall Board of Governors on April 29, 2021.

Policy:

2.1.   A sabbatical leave is a merit-based professional development activity that allows faculty to enhance their potential as teachers, artists, and scholars, and thereby make additional contributions to the missions of Marshall University.

Eligibility:

3.1.   Any person holding faculty rank in a permanent position (including clinical and library faculty) at Marshall University is eligible to apply for sabbatical leave after completion of at least six years of full-time employment at Marshall University.

3.2.   After completing a sabbatical leave, a faculty member will not be eligible for another sabbatical leave for the subsequent six academic years of full-time employment.

Conditions Governing the Granting of Sabbatical Leave:

4.1.   Each college will develop a rigorous, multi-level, qualitative and quantitative process to evaluate the merits of each sabbatical proposal as a substantive professional development project. Additionally, each college will outline procedures for evaluating post-leave reports. After reviewing each college's evaluation procedures for sabbatical approval and post-leave reports, the Faculty Senate Personnel Committee, in consultation with the Chief Academic Officer, will

approve each college's procedures, its sabbatical leave recommendations, and verify receipt of its post-leave reports.

4.2   Each year, the President or designee will announce in a timely manner the number of sabbatical leaves available for each College. The number may vary based on conditions prevailing in the institution at the time.

4.3.   The President will issue final approval of sabbatical leaves and will present the Board of Governors with the approved sabbatical project proposals.

Compensation:

5.1.   Sabbaticals for faculty on nine-month contracts may span either one-half or one full academic year (fall and/or spring terms). Sabbaticals for faculty on twelve-month contracts may span a period of either six or twelve months. A faculty member on sabbatical leave will receive full base salary for no more than one- half of the contract period or half base salary for no more than the full contract period.

Obligations of the Faculty Member:

6.1.   Each applicant will submit an application that follows procedures as established under 4.1.

6.2.   In accepting a sabbatical leave, a faculty member will sign a statement indicating that they are aware of and agree to all conditions of the leave as specified therein. If conditions prevailing in the institution at the time require it, those conditions can be renegotiated among the faculty member, their chair, dean, and Chief Academic Officer.

6.3.   While on sabbatical leave, a faculty member may not accept remunerative employment without the written consent of the President or representative. Fellowships, grants, assistantships, and similar stipends shall not be considered remunerative employment.

6.4.   Upon completion of a sabbatical leave the faculty member will submit to the President or his/her designee a comprehensive post-leave report following the procedure established under 4.1.

6.5.   A faculty member is obligated to return for a full contract year of service upon completion of the leave. Failure to return will obligate the faculty member to reimburse fully the institution for salary received during the period of the leave.

Obligations of the University:

7.1.   A faculty member's institutional position, status, and rank shall not be adversely affected solely by his/her absence while on sabbatical leave.

MUBOG Rule AA-1

MARSHALL UNIVERSITY BOARD OF GOVERNORS

Rule No. AA-1

SABBATICAL LEAVE

General

1.1.   Scope: This policy establishes a uniform sabbatical leave plan for faculty members.

1.2.   Statutory References: W. Va. Code §§18B-7-2, 18B-1-6

1.3.   Passage Date: April 29, 2021

1.4.   Effective Date: June 8, 2021

1.5.   Background: Replaces Board of Trustees Series No. 10 which was transferred by the Higher Education Policy Commission to the institutional boards of governors. This policy was previously numbered as MUBOG Policy No. 6. The current update was approved by the Marshall University Board of Governors on October 22, 2020. The policy was updated and approved by the Marshall Board of Governors on April 29, 2021. This rule was updated (recategorization of polices and rules) by the Marshall Board of Governors on December 13, 2023.

Policy:

2.1.   A sabbatical leave is a merit-based professional development activity that allows faculty to enhance their potential as teachers, artists, and scholars, and thereby make additional contributions to the missions of Marshall University.

Eligibility:

3.1.   Any person holding faculty rank in a permanent position (including clinical and library faculty) at Marshall University is eligible to apply for sabbatical leave after completion of at least six years of full-time employment at Marshall University.

3.2.   After completing a sabbatical leave, a faculty member will not be eligible for another sabbatical leave for the subsequent six academic years of full-time employment.

Conditions Governing the Granting of Sabbatical Leave:

4.1.   Each year, the President or designee will announce to faculty by May 1 or the next business day the number of sabbatical leaves available for each College for the following academic year. The number may vary based on conditions prevailing in the institution at the time.

4.2.   Each college will develop a rigorous, multi-level, qualitative and quantitative process to evaluate the merits of each sabbatical proposal as a substantive

1

professional development project. This process should include a written description of how sabbatical applications are evaluated and include an application scoring rubric and checklist. Additionally, each college will outline procedures for evaluating post-leave reports including a written description of how post-leave reports are evaluated and include a post-leave report scoring rubric. After reviewing each college's evaluation procedures for sabbatical approval and post-leave reports, the University Faculty Senate Personnel Committee, in consultation with the Chief Academic Officer, will approve or deny each college's procedures, its sabbatical leave recommendations, and verify receipt of its post-leave reports. Upon receipt of sabbatical applications, the University Faculty Personnel Committee will review applications and make approval or denial recommendations to the Chief Academic Officer.

4.2.1   Faculty members will submit their application for sabbatical leave in the next academic year to their immediate supervisors by September 1 or the following business day. Immediate supervisors will have two weeks to review applications and make written recommendations (based on approved scoring mechanisms described in 4.2.1) to their College Deans by September 15 or the next business day. Deans will the prepare these sabbatical applications to be distributed to the College-level Faculty Personnel Committees who will review and evaluate applications based approved scoring mechanisms described in 4.2.1 and provide a written recommendation to their respective Dean by October 1 or the next business day. Deans will review the sabbatical application packets and recommendations made by immediate supervisors and College-level Faculty Personnel Committees, will make their own written recommendations (based on approved scoring mechanisms described in 4.2.1) and forward those, along with all previous recommendations, scoring rubrics, and sabbatical application packets to the Chief Academic Officer, or designee by October 15 or the next business day. The Chief Academic Officer or designee will prepare sabbatical application packets (including prior recommendations and scoring rubrics) and forward them to the University Faculty Personnel Committee by November 1 or the next business day. The University Faculty Personnel Committee will review all application materials, previous scoring rubrics, and recommendations and prepare a written recommendation to the Chief Academic Officer by December 1 or the next business day. The Chief Academic Officer will review all sabbatical application packets (including scoring rubrics and previous recommendations) and will make a recommendation to the University President by January 15 or the next business day. Each step of this process is independent of the other. Following the leave, faculty members will have 30 days to complete a comprehensive post-leave report.

4.2   Each year, the President or designee will announce in a timely manner the number of sabbatical leaves available for each College. The number may vary based on conditions prevailing in the institution at the time.

4.3.   The President will issue final decisions approval of on sabbatical leaves and will present the Board of Governors with the approved sabbatical project proposals at the February Board of Governors meeting. Faculty members will be notified of their sabbatical application status within seven days following the Board of Governors meeting by the University President or designee.

Compensation:

Comments:

Commented [CB2]: Added language about a check list and scoring rurbic

Commented [CB3]: Added language about a description and scoring rubric

Commented [CB4]: This makes clear that it is the job of the University Faculty Personnel Committee - not the college level committee

Commented [CB5]: This allows and clarifies that procedures can be approved or denied.

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Commented [CB6]: Clarifies the process

Commented [CB7]: Moving this to clarify the conditions

Commented [CB8]: This clarifies the President can deny these applications.

Commented [CB9]: Clarified timeline and dates (this should allow for Fall scheduling to be adjusted if needed.

5.1.   Sabbaticals for faculty on nine-month contracts may span either one-half or one full academic year (fall and/or spring terms). Sabbaticals for faculty on twelve-month contracts may span a period of either six or twelve months. A faculty member on sabbatical leave will receive full base salary for no more than one- half of the contract period or half base salary for no more than the full contract period.

Obligations of the Faculty Member:

6.1.   Each applicant will submit an application that follows procedures as established under 4.~~1~~2.1.

6.2.   In accepting a sabbatical leave, a faculty member will sign a statement indicating that they are aware of and agree to all conditions of the leave as specified therein. If conditions prevailing in the institution at the time require it, those conditions can be renegotiated among the faculty member, their chair, dean, and Chief Academic Officer.

6.3.   While on sabbatical leave, a faculty member may not accept remunerative employment without the written consent of the President or representative. Fellowships, grants, assistantships, and similar stipends shall not be considered remunerative employment.

6.4.   Upon completion of a sabbatical leave the faculty member will submit to the~~ir immediate supervisor, Dean, Chief Academic Officer, and~~ President or ~~his/her~~their designee~~s~~ a comprehensive post-leave report. These reports will be evaluated at the College Level based on approved post-leave report evaluation mechanisms (established under 4.2). ~~following the procedure established under 4.1.~~.

6.5.   A faculty member is obligated to return for a full contract year of service upon completion of the leave. Failure to return will obligate the faculty member to reimburse fully the institution for salary received during the period of the leave.

Obligations of the University:

7.1.   A faculty member's institutional position, status, and rank shall not be adversely affected solely by his/her absence while on sabbatical leave.

3

MUBOG Rule AA-1

MARSHALL UNIVERSITY BOARD OF GOVERNORS

Rule No. AA-1

SABBATICAL LEAVE

General

1.1.   Scope: This policy establishes a uniform sabbatical leave plan for faculty members.

1.2.   Statutory References: W. Va. Code §§18B-7-2, 18B-1-6

1.3.   Passage Date: April 29, 2021

1.4.   Effective Date: June 8, 2021

1.5.   Background: Replaces Board of Trustees Series No. 10 which was transferred by the Higher Education Policy Commission to the institutional boards of governors. This policy was previously numbered as MUBOG Policy No. 6. The current update was approved by the Marshall University Board of Governors on October 22, 2020. The policy was updated and approved by the Marshall Board of Governors on April 29, 2021. This rule was updated (recategorization of polices and rules) by the Marshall Board of Governors on December 13, 2023.

Policy:

2.1.   A sabbatical leave is a merit-based professional development activity that allows faculty to enhance their potential as teachers, artists, and scholars, and thereby make additional contributions to the missions of Marshall University.

Eligibility:

3.1.   Any person holding faculty rank in a permanent position (including clinical and library faculty) at Marshall University is eligible to apply for sabbatical leave after completion of at least six years of full-time employment at Marshall University.

3.2.   After completing a sabbatical leave, a faculty member will not be eligible for another sabbatical leave for the subsequent six academic years of full-time employment.

Conditions Governing the Granting of Sabbatical Leave:

4.1.   Each year, the President or designee will announce to faculty by May 1 or the next business day the number of sabbatical leaves available for each College for the following academic year. The number may vary based on conditions prevailing in the institution at the time.

4.2.   Each college will develop a rigorous, multi-level, qualitative and quantitative

process to evaluate the merits of each sabbatical proposal as a substantive professional development project. This process should include a written description of how sabbatical applications are evaluated and include an application scoring rubric and checklist. Additionally, each college will outline procedures for evaluating post-leave reports including a written description of how post-leave reports are evaluated and include a post-leave report scoring rubric. After reviewing each college's evaluation procedures for sabbatical approval and post-leave reports, the University Faculty Senate Personnel Committee, in consultation with the Chief Academic Officer, will approve or deny each college's procedures and verify receipt of its post-leave reports. Upon receipt of sabbatical applications, the University Faculty Personnel Committee will review applications and make approval or denial recommendations to the Chief Academic Officer.

4.2.1   Faculty members will submit their application for sabbatical leave in the next academic year to their immediate supervisors by September 1 or the following business day. Immediate supervisors will have two weeks to review applications and make written recommendations (based on approved scoring mechanisms described in 4.2) to their College Deans by September 15 or the next business day. Deans will the prepare these sabbatical applications to be distributed to the College-level Faculty Personnel Committees who will review and evaluate applications based approved scoring mechanisms described in 4.2 and provide a written recommendation to their respective Dean by October 1 or the next business day. Deans will review the sabbatical application packets and recommendations made by immediate supervisors and College-level Faculty Personnel Committees, will make their own written recommendations (based on approved scoring mechanisms described in 4.2) and forward those, along with all previous recommendations, scoring rubrics, and sabbatical application packets to the Chief Academic Officer, or designee by October 15 or the next business day. The Chief Academic Officer or designee will prepare sabbatical application packets (including prior recommendations and scoring rubrics) and forward them to the University Faculty Personnel Committee by November 1 or the next business day. The University Faculty Personnel Committee will review all application materials, previous scoring rubrics, and recommendations and prepare a written recommendation to the Chief Academic Officer by December 1 or the next business day. The Chief Academic Officer will review all sabbatical application packets (including scoring rubrics and previous recommendations) and will make a recommendation to the University President by January 15 or the next business day. Each step of this process is independent of the other. Following the leave, faculty members will have 30 days to complete a comprehensive post-leave report.

4.3.   The President will issue final decisions on sabbatical leaves and will present the Board of Governors with the approved sabbatical project proposals at the February Board of Governors meeting. Faculty members will be notified of their sabbatical application status within seven days following the Board of Governors meeting by the University President or designee.

Compensation:

5.1.   Sabbaticals for faculty on nine-month contracts may span either one-half or one full

academic year (fall and/or spring terms). Sabbaticals for faculty on twelve-month contracts may span a period of either six or twelve months. A faculty member on sabbatical leave will receive full base salary for no more than one- half of the contract period or half base salary for no more than the full contract period.

Obligations of the Faculty Member:

6.1.   Each applicant will submit an application that follows procedures as established under 4.2.1.

6.2.   In accepting a sabbatical leave, a faculty member will sign a statement indicating that they are aware of and agree to all conditions of the leave as specified therein. If conditions prevailing in the institution at the time require it, those conditions can be renegotiated among the faculty member, their chair, dean, and Chief Academic Officer.

6.3.   While on sabbatical leave, a faculty member may not accept remunerative employment without the written consent of the President or representative. Fellowships, grants, assistantships, and similar stipends shall not be considered remunerative employment.

6.4.   Upon completion of a sabbatical leave the faculty member will submit to their immediate supervisor, Dean, Chief Academic Officer, and President or their designees a comprehensive post-leave report. These reports will be evaluated at the College Level based on approved post-leave report evaluation mechanisms (established under 4.2). .

6.5.   A faculty member is obligated to return for a full contract year of service upon completion of the leave. Failure to return will obligate the faculty member to reimburse fully the institution for salary received during the period of the leave.

Obligations of the University:

7.1.   A faculty member's institutional position, status, and rank shall not be adversely affected solely by his/her absence while on sabbatical leave.

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FACULTY PERSONNEL COMMITTEE
RECOMMENDATION

</div>

SR 23-24-33 FPC

Recommends that UPAA-22 Policy be updated to reflect the new rule / policy number changes (approved by the MUBOG) on December 13, 2023, and the policy be updated to provide specific language planning pages and the renegotiation of faculty planning pages.

RATIONALE:

The MUBOG approved rule / policy number changes on December 13, 2023, and so the numbering of all policies changed and needed updated. Further, the current policy (prior to recommended updates) did not include specific language about faculty planning pages or the ability to renegotiate those planning pages / planned activities when the need arises.

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

_____

_____

_____

UNIVERSITY POLICY FOR ACADEMIC AFFAIRS

Policy No. UPAA-22

ANNUAL EVALUATION OF FACULTY

1 General Information:

1.1   Scope: Academic policy regarding the annual evaluation of faculty -- the implementation application and internal procedures for market equity, merit processes, and planning.

1.2   Authority: W. Va. Code §18B-1-6

1.3   Passage Date: April 29, 2021

1.4   Effective Date: June 8 , 2021

1.5   Controlling over: Marshall University

1.6   History: This section has been revised by the Faculty Evaluation and Compensation Committee as a result of changes to Series 9 dated January 10, 2004. (SR-04-05-(12) 69 FECAHC) Original date of passage and effective date was March 8, 2006. Amended on April 23, 2014 (upon passage of amended policy). Amended for a second time at the April 29, 2021 meeting of the Marshall University Board of Governor.

2 Policy:

2.1   The evaluation process

2.2   Faculty members will be evaluated according to the criteria established under AA-21 Faculty Workload, and related Department, College, or School policies and guidelines.

2.3   The evaluation calendar will run from January to December in order to compress the time between evaluation and awarding of promotion and tenure. Steps in the evaluation process are as follows:

2.3.1   By the deadlines established by Academic Affairs, faculty will enter their activities from the previous calendar year into Digital Measures and upload necessary supporting documents.

2.3.2   By the deadlines established by Academic Affairs, faculty will evaluate their work in the previous calendar year in each of their workload areas.

2.3.3   The direct supervisor will review the annual evaluation of each faculty member and provide an evaluation of the work of the faculty member in each workload area. The direct supervisor may add their own narrative feedback, if necessary.

2.3.4   The direct supervisor will complete the retention letter for probationary faculty or the renewal letter for term faculty, highlighting the strengths and weaknesses of the

faculty member in each workload area. Peer review may also be included in the process if the college deems it necessary or desirable.

2.3.5   The direct supervisor will communicate with faculty to discuss their annual evaluation. If necessary, the faculty member and direct supervisor will work together to develop an improvement plan.

2.3.6   The dean of the faculty member's college or school will review the annual evaluation of each faculty member and may provide an evaluation of the work of the faculty member in each workload area. The dean may add their own narrative feedback, if necessary.

2.3.7   When necessary, the dean will meet with faculty to discuss their annual evaluations.

2.3.8   The completed faculty evaluations will be submitted to the Chief Academic Officer (CAO) for review.

3 Appeals:

3.1   In the event a faculty member and the direct supervisor are unable to agree upon the annual evaluation, the faculty member may appeal to the dean, and then appeal, if necessary, to the CAO. A notice of the disagreement would go in the faculty file, and then the evaluation would or would not be amended when the dean's or CAO's decision is made.

4 Evaluation:

4.1   Faculty members are evaluated according to the workload agreed upon under AA-21.

4.2   The results of evaluation must be expressed using the labels and corresponding definitions below.

4.2.1   Exemplary

4.2.1.1   This rating is given to those individuals who, during the rating period, consistently exceeded the institution's standards of professional performance. Individuals receiving this rating stand as exemplars of the highest levels of professional academic performance within the institution making significant contributions to their department, college, academic field, and society.

4.2.2   Professional

4.2.2.1   This rating is given to those individuals who, during the rating period, consistently met the institution's standards of professional performance. The individuals receiving this rating constitute those good and valued professionals on whom the continued successful achievement of the institution's mission, goals and objectives depends.

4.2.3   Needs improvement

4.2.3.1   This rating is given to those individuals who, during the rating period, did not consistently meet the institution's standards of professional performance. This rating must be given with

1) specific feedback as to which standards of professional performance were not met, 2) suggestions for improvement, and 3) a written commitment to assist the individual in accessing resources required for improvement. Improvement in performance is required within the next evaluation period provided suggestions for improvement were made and necessary resources for improvements were provided.

4.2.4   Unacceptable

4.2.4.1   This rating is given to those individuals who, during the rating period, did not meet the institution's standards of professional performance. This rating represents performance that is not acceptable and/or is inconsistent with the conditions for continued employment with the institution. Failure to meet these standards in any one of the three following ways will result in a rating of "Unacceptable."

- Received a needs improvement rating the previous rating period but did not make the improvements required.
- Consistently violated one or more of the institution's standards of professional performance.
- Violated one or more of the standards of conduct as specified in the faculty handbook.

5 System Review:

5.1. To ensure that the objectives of this policy are being met, each department/division and college/school will conduct reviews of its annual evaluation policies and procedures at least once every three years. Modifications to improve the policy's accuracy, clarity, usefulness, and other factors found relevant, should be instituted. The Faculty Senate's Faculty Personnel Committee will conduct a review of this policy at least once each five years and recommend any changes it deems necessary to ensure that the objectives of this policy are being met. To ensure that these reviews are conducted, the Office of Academic Affairs will establish a review schedule and, according to the schedule, remind each department/division and college/school to review its annual evaluation policies and procedures. The Faculty Senate will establish a review schedule and, according to the schedule, remind the Faculty Personnel Committee to review the policy.

UPAA-22

UNIVERSITY POLICY FOR ACADEMIC AFFAIRS

Policy No. UPAA-22 ANNUAL EVALUATION OF FACULTY

1 General Information:

1.1   Scope: Academic policy regarding the annual evaluation of faculty -- the implementation application and internal procedures for market equity, merit processes, and planning.

1.2   Authority: W. Va. Code §18B-1-6

1.3   Passage Date: April 29, 2021

1.4   Effective Date: June 8 , 2021

1.5   Controlling over: Marshall University

1.6   History: This section has been revised by the Faculty Evaluation and Compensation Committee as a result of changes to Series 9 dated January 10, 2004. (SR-04-05-(12) 69 FECAHC) Original date of passage and effective date was March 8, 2006. Amended on April 23, 2014 (upon passage of amended policy). Amended for a second time at the April 29, 2021 meeting of the Marshall University Board of Governor. This rule was updated (recategorization of polices and rules) by the Marshall Board of Governors on December 13, 2023.

> **Commented [CB1]:** Added updated history

2 Policy:

2.1   Faculty members will be evaluated according to the criteria established under AA-21 Faculty Workload, and related Department, College, or School policies and guidelines.

2.2   The evaluation calendar will run from January to December in order to compress the time between evaluation and awarding of promotion and tenure. Steps in the evaluation process are as follows:

2.2.1   By the deadlines established by Academic Affairs, faculty will enter their activities from the previous calendar year into Digital Measures and upload necessary supporting documents.

2.2.2   By the deadlines established by Academic Affairs, faculty will evaluate their work in the previous calendar year in each of their workload areas. They will create a planning page (or planned activities) detailing their planned activities for the next review cycle, faculty if needed may renegotiate their planning page (or planned activities) with their direct supervisor and Dean if necessary.

> **Commented [CB2]:** This did not exist before but is important to other policies.

2.2.3   The direct supervisor will review the annual evaluation of each faculty member and provide an evaluation of the work of the faculty member in each workload area. The direct supervisor may add their own narrative feedback, if necessary.

2.2.4   The direct supervisor will complete the retention letter for probationary faculty or the renewal letter for term faculty, highlighting the strengths and weaknesses of the faculty member in each workload area. Peer review may also be included in the process if the college deems it necessary or desirable.

2.2.5   The direct supervisor will communicate with faculty to discuss their annual evaluation. If necessary, the faculty member and direct supervisor will work together to develop an improvement plan.

2.2.6   The dean of the faculty member's college or school will review the annual evaluation of each faculty member and may provide an evaluation of the work of the faculty member in each workload area. The dean may add their own narrative feedback, if necessary.

2.2.7   When necessary, the dean will meet with faculty to discuss their annual evaluations.

2.2.8   The completed faculty evaluations will be submitted to the Chief Academic Officer (CAO) for review.

3 Appeals:

3.1   In the event a faculty member and the direct supervisor are unable to agree upon the annual evaluation, the faculty member may appeal to the dean, and then appeal, if necessary, to the CAO. A notice of the disagreement would go in the faculty file, and then the evaluation would or would not be amended when the dean's or CAO's decision is made.

4 Evaluation:

4.1   Faculty members are evaluated according to the workload agreed upon under UPAA-20.

> **Commented [CB3]:** Reflection number policy numbers

4.2   The results of evaluation must be expressed using the labels and corresponding definitions below.

4.2.1 Exemplary

4.2.1.1   This rating is given to those individuals who, during the rating period, consistently exceeded the institution's standards of professional performance. Individuals receiving this rating stand as exemplars of the highest levels of professional academic performance within the institution, making significant contributions to their department, college, academic field, and society.

4.2.2 Professional

4.2.2.1   This rating is given to those individuals who, during the rating period, consistently met the institution's standards of professional performance. The individuals receiving this rating constitute those good and valued professionals on whom the continued successful achievement of the institution's mission, goals and objectives depends.

4.2.3 Needs improvement

4.2.3.1   This rating is given to those individuals who, during the rating period, did not consistently meet the institution's standards of professional performance. This rating must be given with

1) specific feedback as to which standards of professional performance were not met, 2) suggestions for improvement, and 3) a written commitment to assist the individual in accessing resources required for improvement. Improvement in performance is required within the next evaluation period provided suggestions for improvement were made and necessary resources for improvements were provided.

4.2.4 Unacceptable

4.2.4.1   This rating is given to those individuals who, during the rating period, did not meet the institution's standards of professional performance. This rating represents performance that is not acceptable and/or is inconsistent with the conditions for continued employment with the institution. Failure to meet these standards in any one of the three following ways will result in a rating of "Unacceptable."

- Received a needs improvement rating the previous rating period but did not make the improvements required.
- Consistently violated one or more of the institution's standards of professional performance.
- Violated one or more of the standards of conduct as specified in the faculty handbook.
- Violated has been found guilty of violating professional ethics / responsibility or research ethnics and integrity.

5. Planning Pages or Planned Activities:

As discussed in 2.2.2 of this rule, each faculty member will develop a planning page (or list of planned activities) detailing their planned activities for the next review cycle. In conjunction with their immediate supervisor and Dean, faculty may, negotiate their planning pages should a change in circumstances occur.

6. Review:

To ensure that the objectives of this policy are being met, each department/division and college/school will conduct reviews of its annual evaluation policies and procedures at least once every three years. Modifications to improve the policy's accuracy, clarity, usefulness, and other factors found relevant, should be instituted. The Faculty Senate's Faculty Personnel Committee will conduct a review of this policy at least once each five years and recommend any changes it deems necessary to ensure that the objectives of this policy are being met. To ensure that these reviews are conducted, the Office of Academic Affairs will establish a review schedule and, according to the schedule, remind each department/division and college/school to review its annual evaluation policies and procedures. The Faculty Senate will establish a review schedule and, according to the schedule, remind the Faculty Personnel Committee to review the policy.

UNIVERSITY POLICY FOR ACADEMIC AFFAIRS

Policy No. UPAA-22 ANNUAL EVALUATION OF FACULTY

1   General Information:

1.1   Scope: Academic policy regarding the annual evaluation of faculty -- the implementation application and internal procedures for market equity, merit processes, and planning.

1.2   Authority: W. Va. Code §18B-1-6

1.3   Passage Date: April 29, 2021

1.4   Effective Date: June 8 , 2021

1.5   Controlling over: Marshall University

1.6   History: This section has been revised by the Faculty Evaluation and Compensation Committee as a result of changes to Series 9 dated January 10, 2004. (SR-04-05-(12) 69 FECAHC) Original date of passage and effective date was March 8, 2006. Amended on April 23, 2014 (upon passage of amended policy). Amended for a second time at the April 29, 2021 meeting of the Marshall University Board of Governor. This rule was updated (recategorization of polices and rules) by the Marshall Board of Governors on December 13, 2023.

2   Policy:

2.1   Faculty members will be evaluated according to the criteria established under AA-21 Faculty Workload, and related Department, College, or School policies and guidelines.

2.2   The evaluation calendar will run from January to December in order to compress the time between evaluation and awarding of promotion and tenure. Steps in the evaluation process are as follows:

2.2.1   By the deadlines established by Academic Affairs, faculty will enter their activities from the previous calendar year into Digital Measures and upload necessary supporting documents.

2.2.2   By the deadlines established by Academic Affairs, faculty will evaluate their work in the previous calendar year in each of their workload areas. They will create a planning page (or planned activities) detailing their planned activities for the next review cycle, faculty if needed may renegotiate their planning page (or planned activities) with their direct supervisor and Dean if necessary.

2.2.3   The direct supervisor will review the annual evaluation of each faculty member and provide an evaluation of the work of the faculty member in each workload area. The direct supervisor may add their own narrative feedback, if necessary.

2.2.4   The direct supervisor will complete the retention letter for probationary faculty or the renewal letter for term faculty, highlighting the strengths and weaknesses of the faculty member in each workload area. Peer review may also be included in the process if the college deems it necessary or desirable.

2.2.5   The direct supervisor will communicate with faculty to discuss their annual evaluation. If necessary, the faculty member and direct supervisor will work together to develop an improvement plan.

2.2.6   The dean of the faculty member's college or school will review the annual evaluation of each faculty member and may provide an evaluation of the work of the faculty member in each workload area. The dean may add their own narrative feedback, if necessary.

2.2.7   When necessary, the dean will meet with faculty to discuss their annual evaluations.

2.2.8   The completed faculty evaluations will be submitted to the Chief Academic Officer (CAO) for review.

3 Appeals:

3.1   In the event a faculty member and the direct supervisor are unable to agree upon the annual evaluation, the faculty member may appeal to the dean, and then appeal, if necessary, to the CAO. A notice of the disagreement would go in the faculty file, and then the evaluation would or would not be amended when the dean's or CAO's decision is made.

4 Evaluation:

4.1   Faculty members are evaluated according to the workload agreed upon under UPAA-20.

4.2   The results of evaluation must be expressed using the labels and corresponding definitions below.

4.2.1 Exemplary

4.2.1.1   This rating is given to those individuals who, during the rating period, consistently exceeded the institution's standards of professional performance. Individuals receiving this rating stand as exemplars of the highest levels of professional academic performance within the institution, making significant contributions to their department, college, academic field, and society.

4.2.2 Professional

4.2.2.1   This rating is given to those individuals who, during the rating period, consistently met the institution's standards of professional performance. The individuals receiving this rating constitute those good and valued professionals on whom the continued successful achievement of the institution's mission, goals and objectives depends.

4.2.3 Needs improvement

4.2.3.1   This rating is given to those individuals who, during the rating period, did not consistently meet the institution's standards of professional performance. This rating must be given with

1) specific feedback as to which standards of professional performance were not met, 2) suggestions for improvement, and 3) a written commitment to assist the individual in accessing resources required for improvement. Improvement in performance is required within the next evaluation period provided suggestions for improvement are made and necessary resources for improvements were provided.

4.2.4 Unacceptable

4.2.4.1   This rating is given to those individuals who, during the rating period, did not meet the institution's standards of professional performance. This rating represents performance that is not acceptable and/or is inconsistent with the conditions for continued employment with the institution. Failure to meet these standards in any one of the three following ways will result in a rating of "Unacceptable."

- Received a needs improvement rating the previous rating period but did not make the improvements required.
- Consistently violated one or more of the institution's standards of professional performance.
- Violated one or more of the standards of conduct as specified in the faculty handbook.
- Violated has been found guilty of violating professional ethics / responsibility or research ethics and integrity.

5. Planning Pages or Planned Activities:

As discussed in 2.2.2 of this rule, each faculty member will develop a planning page (or list of planned activities) detailing their planned activities for the next review cycle. In conjunction with their immediate supervisor and Dean, faculty may, negotiate their planning pages should a change in circumstances occur.

6. Review:

To ensure that the objectives of this policy are being met, each department/division and college/school will conduct reviews of its annual evaluation policies and procedures at least once every three years. Modifications to improve the policy's accuracy, clarity, usefulness, and other factors found relevant, should be instituted. The Faculty Senate's Faculty Personnel Committee will conduct a review of this policy at least once each five years and recommend any changes it deems necessary to ensure that the objectives of this policy are being met. To ensure that these reviews are conducted, the Office of Academic Affairs will establish a review schedule and, according to the schedule, remind each department/division and college/school to review its annual evaluation policies and procedures. The Faculty Senate will establish a review schedule and, according to the schedule, remind the Faculty Personnel Committee to review the policy.

Budget and Academic Policy Committee
RECOMMENDATION

SR 23-24-36 BAPC

Recommends that the day for common final exams, currently used for some CHM and PHY courses, be moved from the Saturday after the last day of class to the Wednesday of finals week. This policy will commence in the 2024-2025 academic year.

RATIONALE:

The Departments of Chemistry and Mathematics & Physics wish to move the common final exams to the Wednesday of finals week for the following reasons:

- Departments have had difficulty in arranging enough proctors for all of the sections on Saturday.
- The exam room doors are often locked on Saturday, which delays the starting time of the final exam.
- Some of the offices that provide student testing accommodations will not provide services on Saturday.
- Students would experience less stress and retain more knowledge if they had additional days to study.
- There are no final exams scheduled prior to 3:00 PM on the Wednesday of finals week so this change will cause minimal disruption to the finals week schedule.
- The CHM and PHY common finals can be given in the regular final exam time blocks of 8:00 AM, 10:15 AM, and 12:45 PM.
- The Registrar, Council of Chairs, and Student Government Association do not object to the change.

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

<div align="center">

Budget and Academic Policy Committee
RECOMMENDATION

</div>

SR 23-24-36 BAPC

COMMENTS: _____

<div align="center">

University Curriculum Committee
RECOMMENDATION

</div>

SR 23-24-37 CC

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

College of Liberal Arts
Major Change: Communication Studies (LC30)

- **Rationale:** This is part of a series of curricular revisions. Having a major with four areas of emphasis (Interpersonal Communication, Public Communication, Health Communication, and Organizational Communication) does not work for a program of our current size and has led to low enrolled courses. This change will help streamline our degree, help with staffing, and facilitate graduation. Note: The number of hours required for the major is not changing. The only requirement change is a one course reduction in the required core (going from 4 classes to 3.) Attached is the current catalog for each area of emphasis and what the major would look like after the proposed change is approved.

- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EUURshmRuXhOpyO2kEOvXEMBcsPkC1VnQuQ10u2NN-yBBw?e=y8F0aZ

University Studies
Major Addition: Integrated Studies

- **Rationale:** The Integrated Studies major In the Bachelor of Applied Science BAS is specifically designed for and limited to students who have earned an Associate of Applied Science (AAS) degree from a regionally accredited institution of higher education. Students who earn the AAS have few options to advance their careers, change their careers, or build new skill sets. The BAS is designed specifically for the AAS students who seek to advance their educational levels and their careers. The program recognizes that workplace problems are interdisciplinary in nature and require a broad range of knowledge and skills to solve these problems. As such, the program promotes a broader study rather than having students pursue a traditional, major-driven 4-year degree. Students will be required to complete at least two professional development pathways and at least 6 hours of field experience. According to the Academic Program Assessment prepared by Hanover Research in October 2023 "Workforce trends and degree confines suggest a steady market for o BAS degree completion program. These trends suggest enough demand to support on on-campus BAS degree." In addition workforce development organizations are recommending that West Virginia Increase the number of citizens with bachelors degrees and the BAS provides a path to that end for Individuals who have been less likely to pursue additional degrees.

- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EaIY23Rl6xRGtOgLD4_KDdQBifGnER32cHDvqCRKY3qg1w?e=sUkE8X

RECOMMENDATION

SR 23-24-37 CC

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

_____

_____

_____

Request for Undergraduate Addition, Deletion, or Change of a 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: **Communication Studies**

Contact Person: **Dr. Rich Jones**   Phone: **6-3078**

ACTION REQUESTED:

Check action requested: _____Addition   _____Deletion   **X**___Change

Name of Major (provide code if this is an existing major): **Communication Studies LC30**

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

RATIONALE:

This is part of a series of curricular revisions. Having a major with four areas of emphasis (Interpersonal Communication, Public Communication, Health Communication, and Organizational Communication) does not work for a program of our current size and has led to low enrolled courses. This change will help streamline our degree, help with staffing, and facilitate graduation.

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

Note: The number of hours required for the major is not changing.
The only requirement change is a one course reduction in the required core (going from 4 classes to 3.)
Attached is the current catalog for each area of emphasis and what the major would look like after the proposed change is approved.

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: 1/9/2023

Registrar: _____   Date: 1-11-2024

College Dean: _____   Date: 1/11/2024

College Curriculum Chair: Jonathan Kozar   Date: 01/30/24

University Curriculum Committee Chair: Jonathan Kozar   Date: 02/16/23

Faculty Senate Chair: _____   Date: _____

VP Academic Affairs/VP Health Science _____   Date: _____

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

PUBLIC COMMUNICATION, CONCENTRATION

🐃 - General Education Course

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

Major

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

Code	Title	Credit Hours
Core Curriculum		
Core 1: Critical Thinking		
FYS 100	First Yr Sem Critical Thinking	3
MTH 121 🐃	Concepts and Applications (CT)	3
Critical Thinking		3
Core 2		
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 Natural/Physical Science		4
Core II Humanities		3
Core II Social Science		3
Core II Fine Arts		3
Additional University Requirements		
Writing Intensive (300/400 COLA Lit)		3
Writing Intensive (300/400 COLA Lit)		3
Multicultural or International		3
CMM 478 🐃	Senior Seminar (Capstone)	3
College-Specific		
Foreign Language 101		3
Foreign Language 102		3
Foreign Language 203		3
Foreign Language 204		3
CMM 205 🐃	The Rhetorical World (CT)	3
300/400 COLA Literature (WI)		3
300/400 COLA Literature (WI)		3
300/400 COLA Social Science		3
300/400 COLA Social Science		3
COLA Social Science		3
COLA Natural/Physical Science		4
COLA International		3
COLA Multicultural		3
Major-Specific		
CMM 302 🎓	Professional Presentations	3
CMM 303 🎓	Intro Communication Thry	3
CMM 411 🎓	Communication Study & Resch	3
CMM 205 🐃	The Rhetorical World (CT)	3
CMM 308	Persuasive Communication	3
CMM 310	Argumentation & Debate	3
CMM 402	Rhetorical Theory	3
CMM 409	Theory Persuasion Change	3
CMM 478 🐃	Senior Seminar	3
300/400 CMM Elective		3
300/400 CMM Elective		3
300/400 CMM Elective		3
300/400 Free Elective		3
Free Elective		3
Free Elective		3
Free Elective		3
Free Elective		1

Major Information

- The total number of free electives will depend on the amount of double and triple counting of requirements.
- See course attributes each semester for courses that meet multiple requirements.
- Questions about requirements should be directed to the College of Liberal Arts (304-696-2350). Core II and COLA requirements may not be double counted.
- Forty-eight credit hours (sixteen 3-hour courses) must be at the 300/400 level.
- Students must earn a C or better in ENG 201 Advanced Composition and all foreign language courses.
- Minimum of 120 hours to graduate.

🐃 - General Education Course

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

Four Year Plan

The Communication Studies Department offers a variety of courses and major concentrations which are designed to provide current knowledge, cognitive abilities, and competencies in communication. The Public Communication concentration is intended for students seeking public roles in the legal, political, and/or other communication settings of democratic society, as well as graduate work in communication.

Course	Title	Credit Hours
First Year		
First Semester		
ENG 101 🐃	Beginning Composition	3
FYS 100	First Yr Sem Critical Thinking	3
Core II Social Science		3
MTH 121 🐃🎓	Concepts and Applications (CT)	3
CMM 103 🐃🎓	Fund Speech-Communication	3

UNI 100	Freshman First Class	1
	Credit Hours	**16**
Second Semester		
CMM 302 ☞	Professional Presentations	3
ENG 201 🐃	Advanced Composition	3
Critical Thinking		3
Core II Humanities		3
Core II Fine Arts		3
	Credit Hours	**15**
Second Year		
First Semester		
CMM 303 ☞	Intro Communication Thry	3
Foreign Language 101		3
Core II Natural/Physical Science		4
COLA Social Science		3
Free Elective		3
	Credit Hours	**16**
Second Semester		
COLA Natural/Physical Science		4
Foreign Language 102		3
CMM 205 🐃	The Rhetorical World (CT)	3
300/400 COLA Literature (WI)		3
Free Elective		3
	Credit Hours	**16**
Third Year		
First Semester		
Foreign Language 203		3
300/400 COLA Social Science		3
300/400 COLA Multicultural		3
Multicultural/International		3
CMM 308	Persuasive Communication	3
	Credit Hours	**15**
Second Semester		
Foreign Language 204		3
CMM 310	Argumentation & Debate	3
CMM 402	Rhetorical Theory	3
300/400 COLA Social Science		3
300/400 Free Elective		3
	Credit Hours	**15**
Fourth Year		
First Semester		
CMM 409	Theory Persuasion Change	3
CMM 411 ☞	Communication Study & Resch	3
300/400 COLA Literature (WI)		3
300/400 COLA International		3
300/400 CMM Elective		3
	Credit Hours	**15**
Second Semester		
CMM 478 🐃	Senior Seminar (Capstone)	3
300/400 CMM Elective		3
Free Elective		3

300/400 CMM Elective	3
Credit Hours	**12**
Total Credit Hours	**120**

ORGANIZATIONAL COMMUNICATION, CONCENTRATION

🐃 - General Education Course

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

Major

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

Code	Title	Credit Hours
Core Curriculum		
Core 1: Critical Thinking		
FYS 100	First Yr Sem Critical Thinking	3
MTH 121 🐃	Concepts and Applications (CT)	3
Critical Thinking		3
Core 2		
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 Natural/Physical Science		4
Core II Humanities		3
Core II Social Science		3
Core II Fine Arts		3
Additional University Requirements		
Writing Intensive (300/400 COLA Lit)		3
Writing Intensive (300/400 COLA Lit)		3
Multicultural or International		3
CMM 478 🐃	Senior Seminar (Capstone)	3
College-Specific		
Foreign Language 101		3
Foreign Language 102		3
Foreign Language 203		3
Foreign Language 204		3
COLA Humanities		3
300/400 COLA Literature (WI)		3
300/400 COLA Literature (WI)		3
300/400 COLA Social Science		3
300/400 COLA Social Science		3
COLA Social Science		3
COLA Natural/Physical Science		4
COLA International		3
COLA Multicultural		3
Major-Specific		
CMM 302 📖	Professional Presentations	3
CMM 303 📖	Intro Communication Thry	3
CMM 411 📖	Communication Study & Resch	3
CMM 315	Group Communication	3
CMM 319	Superior-Subordinate Comm	3
CMM 401	Organization Communication	3
CMM 408	Leadership & Group Comm	3
CMM 420	Communication & Conflict	3
CMM 478 🐃	Senior Seminar (Capstone)	3
300/400 CMM Elective		3
300/400 CMM Elective		3
300/400 CMM Elective		3
Free Elective		3
Free Elective		3
Free Elective		3
Free Elective		1

Major Information

- The total number of free electives will depend on the amount of double and triple counting of requirements.
- See course attributes each semester for courses that meet multiple requirements.
- Questions about requirements should be directed to the College of Liberal Arts (304-696-2350). Core II and COLA requirements may not be double counted.
- Forty-eight credit hours (sixteen 3-hour courses) must be at the 300/400 level.
- Students must earn a *C* or better in ENG 201 Advanced Composition and all foreign language courses.
- Minimum of 120 hours to graduate.

🐃 - General Education Course

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

Four Year Plan

The Communication Studies Department offers a variety of courses and major concentrations which are designed to provide current knowledge, cognitive abilities, and competencies in communication. The Organizational Communication concentration is intended for students seeking communication roles in organizations, industries, corporations, and/or government institutions, as well as graduate work in communication.

Course	Title	Credit Hours
First Year		
First Semester		
ENG 101 🐃	Beginning Composition	3
FYS 100	First Yr Sem Critical Thinking	3
Core II Social Science		3
MTH 121 🐃📖	Concepts and Applications (CT)	3
CMM 103 🐃📖	Fund Speech-Communication	3
UNI 100	Freshman First Class	1
	Credit Hours	**16**

Second Semester

CMM 302	Professional Presentations	3
ENG 201	Advanced Composition	3
Critical Thinking		3
Core II Humanities		3
Core II Fine Arts		3
	Credit Hours	**15**

Second Year

First Semester

CMM 303	Intro Communication Thry	3
Foreign Language 101		3
Core II Natural/Physical Science		4
COLA Social Science		3
Free Elective		3
	Credit Hours	**16**

Second Semester

COLA Natural/Physical Science		4
Foreign Language 102		3
Multicultural or International		3
300/400 COLA Literature (WI)		3
CMM 315	Group Communication	3
	Credit Hours	**16**

Third Year

First Semester

Foreign Language 203		3
300/400 COLA Social Science		3
300/400 COLA Multicultural		3
300/400 COLA International		3
CMM 319	Superior-Subordinate Comm	3
	Credit Hours	**15**

Second Semester

Foreign Language 204		3
CMM 401	Organization Communication	3
300/400 CMM Elective		3
300/400 COLA Social Science		3
Free Elective		3
	Credit Hours	**15**

Fourth Year

First Semester

CMM 408	Leadership & Group Comm	3
CMM 420	Communication & Conflict	3
CMM 411	Communication Study & Resch	3
300/400 CMM Elective		3
300/400 COLA Literature (WI)		3
	Credit Hours	**15**

Second Semester

CMM 478	Senior Seminar (Capstone)	3
300/400 CMM Elective		3
COLA Humanities		3

Free Elective	3
Credit Hours	**12**
Total Credit Hours	**120**

INTERPERSONAL COMMUNICATION, CONCENTRATION

🐃 - General Education Course

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

Major

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

Code	Title	Credit Hours
Core Curriculum		
Core 1: Critical Thinking		
FYS 100	First Yr Sem Critical Thinking	3
MTH 121 🐃	Concepts and Applications (CT)	3
Critical Thinking		3
Core 2		
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 Natural/Physical Science		4
Core II Humanities		3
Core II Social Science		3
Core II Fine Arts		3
Additional University Requirements		
Writing Intensive (300/400 COLA Lit)		3
Writing Intensive (300/400 COLA Lit)		3
Multicultural or International		3
CMM 478 🐃	Senior Seminar (Capstone)	3
College-Specific		
Foreign Language 101		3
Foreign Language 102		3
Foreign Language 203		3
Foreign Language 204		3
COLA Humanities		3
300/400 COLA Literature (WI)		3
300/400 COLA Literature (WI)		3
300/400 COLA Social Science		3
300/400 COLA Social Science		3
COLA Social Science		3
COLA Natural/Physical Science		4
COLA International		3
COLA Multicultural		3
Major-Specific		
CMM 213 🐃	Fund Interpersonal Com	3
CMM 302 ☞	Professional Presentations	3
CMM 303 ☞	Intro Communication Thry	3
CMM 311	Lang & Communication	3
CMM 315 ☞	Group Communication	3
or CMM 322 🐃	Intercultural Communication	
CMM 345 ☞	Listening & Feedback	3
CMM 411	Communication Study & Resch	3
CMM 413	Theories of Interpersonal Com	3
CMM 420	Communication & Conflict	3
CMM 478 🐃	Senior Seminar	3
300/400 CMM Elective		3
300/400 CMM Elective		3
MKT Elective		3
300/400 Free Elective		3
Free Elective		3
Free Elective		1

Major Information

- The total number of free electives will depend on the amount of double and triple counting of requirements.
- See course attributes each semester for courses that meet multiple requirements.
- Questions about requirements should be directed to the College of Liberal Arts (304-696-2350). Core II and COLA requirements may not be double counted.
- Forty-eight credit hours (sixteen 3-hour courses) must be at the 300/400 level.
- Students must earn a *C* or better in ENG 201 Advanced Composition and all foreign language courses.
- Minimum of 120 hours to graduate.

🐃 - General Education Course

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

Four Year Plan

The Communication Studies Department offers a variety of courses and major concentrations which are designed to provide current knowledge, cognitive abilities, and competencies in communication. The Interpersonal Communication concentration is intended for students seeking personal enrichment and/or futures in service industries and institutions, the professions, or graduate work in communication.

Course	Title	Credit Hours
First Year		
First Semester		
ENG 101 🐃	Beginning Composition	3
FYS 100	First Yr Sem Critical Thinking	3
Core II Social Science		3
MTH 121 🐃 ☞	Concepts and Applications (CT)	3
CMM 103 🐃 ☞	Fund Speech-Communication	3

UNI 100	Freshman First Class	1
	Credit Hours	**16**
Second Semester		
CMM 302 🎓	Professional Presentations	3
ENG 201 🐃	Advanced Composition	3
Critical Thinking		3
Core II Humanities		3
Core II Fine Arts		3
	Credit Hours	**15**
Second Year		
First Semester		
CMM 303 🎓	Intro Communication Thry	3
Foreign Language 101		3
Core II Natural/Physical Science		4
COLA Social Science		3
CMM 213 🐃	Fund Interpersonal Com	3
	Credit Hours	**16**
Second Semester		
COLA Natural/Physical Science		4
Foreign Language 102		3
Multicultural or International		3
300/400 COLA Literature (WI)		3
Free Elective		3
	Credit Hours	**16**
Third Year		
First Semester		
Foreign Language 203		3
300/400 COLA Social Science		3
COLA Multicultural		3
COLA International		3
CMM 311	Lang & Communication	3
	Credit Hours	**15**
Second Semester		
Foreign Language 204		3
MKT Elective		3
CMM 315 🎓 or CMM 322 🐃	Group Communication or Intercultural Communication	3
300/400 COLA Social Science		3
300/400 Free Elective		3
	Credit Hours	**15**
Fourth Year		
First Semester		
CMM 345	Listening & Feedback	3
CMM 413	Theories of Interpersonal Com	3
CMM 411 🎓	Communication Study & Resch	3
300/400 CMM Elective		3
300/400 COLA Literature (WI)		3
	Credit Hours	**15**
Second Semester		
CMM 478 🐃	Senior Seminar (Capstone)	3
CMM 420	Communication & Conflict	3

COLA Humanities	3
300/400 CMM Elective	3
Credit Hours	**12**
Total Credit Hours	**120**

HEALTH COMMUNICATION, CONCENTRATION

🐃 - General Education Course

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

Major

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

Code	Title	Credit Hours
Core Curriculum		
Core 1: Critical Thinking		
FYS 100	First Yr Sem Critical Thinking	3
MTH 121 🐃	Concepts and Applications (CT)	3
Critical Thinking		3
Core 2		
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 Natural/Physical Science		4
Core II Humanities		3
Core II Social Science		3
Core II Fine Arts		3
Additional University Requirements		
Writing Intensive (300/400 COLA Lit)		3
Writing Intensive (300/400 COLA Lit)		3
Multicultural or International		3
CMM 478 🐃	Senior Seminar (Capstone)	3
College-Specific		
Foreign Language 101		3
Foreign Language 102		3
Foreign Language 203		3
Foreign Language 204		3
COLA Humanities		3
300/400 COLA Literature (WI)		3
300/400 COLA Literature (WI)		3
300/400 COLA Social Science		3
300/400 COLA Social Science		3
COLA Social Science		3
COLA Natural/Physical Science		4
COLA International		3
COLA Multicultural		3
CMM 322 🐃	Intercultural Communication (recommended)	
Major-Specific		
CMM 302 🎓	Professional Presentations	3
CMM 303 🎓	Intro Communication Thry	3
CMM 411 🎓	Communication Study & Resch	3
CMM 478 🐃	Senior Seminar	3
CMM 374	Intro to Health Communication	3
CMM 474	Interpersonal Health Comm	3
CMM 479	Public Health Communication	3
CMM Restricted Major Electives		
Select three of the following, at least two must be 300/400 level:		9
CMM 213 🐃	Fund Interpersonal Com	
CMM 308	Persuasive Communication	
CMM 315	Group Communication	
CMM 322 🐃	Intercultural Communication	
CMM 345	Listening & Feedback	
CMM 406	Interviewing	
CMM 409	Theory Persuasion Change	
CMM 420	Communication & Conflict	
300/400 CMM Elective		3
300/400 CMM Elective		3
300/400 Free Elective		3
Free Elective		3
Free Elective		3
Free Elective		1

Major Information

- The total number of free electives will depend on the amount of double and triple counting of requirements.
- See course attributes each semester for courses that meet multiple requirements.
- Questions about requirements should be directed to the College of Liberal Arts (304-696-2350). Core II and COLA requirements may not be double counted.
- Forty-eight credit hours (sixteen 3-hour courses) must be at the 300/400 level.
- Students must earn a *C* or better in ENG 201 Advanced Composition and all foreign language courses.
- Minimum of 120 hours to graduate.

🐃 - General Education Course

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

Four Year Plan

The Communication Studies Department offers a variety of courses and major concentrations which are designed to provide current knowledge, cognitive abilities, and competencies in communication. The Health Communication concentration is intended for students seeking professions in health and wellness-related fields, as well as graduate work in communication.

Course	Title	Credit Hours
First Year		
First Semester		
ENG 101 🐃	Beginning Composition	3
FYS 100	First Yr Sem Critical Thinking	3
Core II Social Science		3
MTH 121 🐃☞	Concepts and Applications (CT)	3
CMM 103 🐃☞	Fund Speech-Communication	3
UNI 100	Freshman First Class	1
	Credit Hours	**16**
Second Semester		
CMM 302 ☞	Professional Presentations	3
ENG 201 🐃	Advanced Composition	3
Critical Thinking		3
Core II Humanities		3
Core II Fine Arts		3
	Credit Hours	**15**
Second Year		
First Semester		
CMM 303 ☞	Intro Communication Thry	3
Foreign Language 101		3
Core II Natural/Physical Science		4
COLA Social Science		3
Free Elective		3
	Credit Hours	**16**
Second Semester		
COLA Natural/Physical Science		4
Foreign Language 102		3
Multicultural or International		3
300/400 COLA Literature (WI)		3
Free Elective		3
	Credit Hours	**16**
Third Year		
First Semester		
Foreign Language 203		3
300/400 COLA Social Science		3
300/400 COLA Multicultural		3
300/400 COLA International		3
300/400 CMM Restricted Major Elective		3
	Credit Hours	**15**
Second Semester		
Foreign Language 204		3
CMM Restricted Major Elective		3
CMM 374	Intro to Health Communication	3
300/400 COLA Social Science		3
300/400 Free Elective		3
	Credit Hours	**15**
Fourth Year		
First Semester		
CMM 474	Interpersonal Health Comm	3
CMM 479	Public Health Communication	3
CMM 411 ☞	Communication Study & Resch	3
300/400 CMM Restricted Major Elective		3
300/400 COLA Literature (WI)		3
	Credit Hours	**15**
Second Semester		
CMM 478 🐃	Senior Seminar (Capstone)	3
300/400 CMM Elective		3
COLA Humanities		3
300/400 CMM Elective		3
	Credit Hours	**12**
	Total Credit Hours	**120**

🐃 - General Education Course

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

Major

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

Code	Title	Credit Hours
Core Curriculum		
Core I: Critical Thinking		
FYS 100	First Yr Sem Critical Thinking	3
MTH 121	Concepts and Applications (CT)	3
Critical Thinking Course		3
Core II		
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 Natural/Physical Science		4
Core II Humanities		3
Core II Social Science		3
Core II Fine Arts		3
Additional University Requirements		
Writing Intensive (300/400 COLA Lit)		3
Writing Intensive (300/400 COLA Lit)		3
Multicultural or International		3
CMM 478	Senior Seminar (Capstone)	3
College-Specific		
Foreign Language 101		3
Foreign Language 102		3

Foreign Language 203		3
Foreign Language 204		3
COLA Humanities		3
300/400 COLA Literature (WI)		3
300/400 COLA Literature (WI)		3
300/400 COLA Social Science		3
300/400 COLA Social Science		3
COLA Social Science		3
COLA Natural/Physical Science		3
COLA International		3
COLA Multicultural		3
CMM 322 Intercultural Communication (recommended)		

Major-Specific

CMM 303*	Intro Communication Thry	3
CMM 411*	Communication Study & Resch	3
CMM 478	Senior Seminar	3
CMM Elective		3
CMM Elective		3
CMM Elective		3
CMM Elective		3
CMM Elective		3
CMM Elective		3
CMM Elective		3
CMM Elective		3
CMM Elective		3
CMM Elective		3
Free Elective		3
Free Elective		3
Free Elective		1

Major Information

- The total number of free electives will depend on the amount of double and triple counting of requirements.
- See course attributes each semester for courses that meet multiple requirements.
- Questions about requirements should be directed to the College of Liberal Arts (304-696-2350). Core II and COLA requirements may not be double counted.
- Forty-eight credit hours (sixteen 3-hour courses) must be at the 300/400 level.
- Students must earn a C or better in ENG 201 Advanced Composition and all foreign language courses.
- Minimum of 120 hours to graduate.

Four Year Plan

The Communication Studies Department's mission is to shape the communication leaders of tomorrow by empowering students for success through effective and ethical communication. The curriculum fosters communication leadership that rests on a foundation informed by creativity, collaboration, and critical thinking. Communication Studies Department faculty members are dedicated to a student-centered approach that emphasizes academic excellence and strive to prepare students to be confident and culturally aware communicators equipped with transferable skills that transcend the classroom, allowing them to excel in a rapidly changing world.

Code	Title	Credit Hours	

First Year

First Semester

Code	Title	Credit Hours	
ENG 101	Beginning Composition	3	
FYS 100	First Yr Sem Critical Thinking	3	
Core II Social Science		3	
MTH 121	Concepts and Applications (CT)	3	
CMM 103	Fund Speech-Communication	3	
UNI 100	Freshman First Class	1	
	Credit Hours		**16**

Second Semester

		Credit Hours	
CMM Elective		3	
ENG 201	Advanced Composition	3	
Critical Thinking Course		3	
Core II Humanities		3	
Core II Fine Arts		3	
	Credit Hours		**15**

Second Year

First Semester

		Credit Hours	
CMM 303*	Intro Communication Thry	3	
Foreign Language 101		3	
Core II Natural/Physical Science		4	
COLA Social Science		3	
CMM Elective		3	
	Credit Hours		**16**

Second Semester

COLA Natural/Physical Science	4	
Foreign Language 102	3	
International	3	
300/400 COLA Literature (WI)	3	
CMM Elective	3	
Credit Hours		**16**

Third Year

First Semester

Foreign Language 203	3	
300/400 COLA Social Science	3	
COLA Multicultural	3	
CMM 322 Intercultural Communication (recommended)		
COLA International	3	
CMM Elective	3	
Credit Hours		**15**

Second Semester

Foreign Language 204	3	
CMM Elective	3	
CMM Elective	3	
300/400 COLA Social Science	3	
300/400 Free Elective	3	
Credit Hours		**15**

Fourth Year

First Semester

CMM Elective	3	
CMM Elective	3	
CMM 411* Communication Study & Resch	3	
CMM Elective	3	
300/400 COLA Literature (WI)	3	
Credit Hours		**15**

Second Semester

CMM 478 Senior Seminar (Capstone)	3	
CMM Elective	3	
COLA Humanities	3	

Free Elective	3
Credit Hours	**12**

* = These courses should have the "graduation cap" icon to indicate they are milestone courses.

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: **University College** Department/Division: **Integrated Studies**

Contact Person: **Christopher Atkins** Phone: **304.696.3252**

ACTION REQUESTED:

Check action requested: __X__ Addition _____ Deletion _____ Change

Name of Major (provide code if this is an existing major): **Integrated Studies   CIP 30.0000 UC10 major code**

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

RATIONALE:

The Integrated Studies major in the Bachelor of Applied Science BAS) is specifically designed for and limited to students who have earned an Associate of Applied Science (AAS) degree from a regionally accredited instituion of higher education. Students who earn the AAS have few options to advance their careers, change their careers, or build new skill sets. The BAS is designed specifically for the AAS students who seek to advance their educational levels and their careers. The program recognizes that workplace problems are interdisciplinary in nature and require a broad range of knowledge and skills to solve these problems. As such, the program promotes a broader study rather than having students pursue a traditional, major-driven 4-year degree. Students will be required to complete at least two professional development pathways and at least 6 hours of field experience. According to the Academic Program Assessment prepared by Hanover Research in October 2023, "Workforce trends and degree conferrals suggest a steady market for a BAS degree completion program...These trends suggest enough demand to support an on-campus BAS degree." In addition, workforce development organizations are are recommending that West Virginia increase the number of citizens with bachelor's degrees and the BAS provides a pathto that end for individuals who have been less likely to pursue additional degrees.

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

Admissions and Performance Standards:
a. Students must have earned an AAS degree from a regionally accredited institution of higher education. This degree serves as a block transfer and fulls the general education requirements of the Integrated Studies major for 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 2.00 GPA to remain in the program.
d. Students may need to fulfill additional requirements if required by specific courses or in their experiential placements (e.g., background check, TB test, etc.)

Students must complete 120 credit hours (minimum) which much include at least 30 hours of upper division coursework and at least 30 hours of coursework taken at Marshall University.

Please see the attached document with the full curriculum details.

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: 2/2/24

Registrar: _(signature)_ Date: 2.2.2024

College Dean: _(signature)_ Date: 2.2.2024

College Curriculum Chair: _(signature)_ Date: 2/2/2024

University Curriculum Committee Chair: _Jonathan Kozar_ Date: 02/16/23

Faculty Senate Chair: _____ Date: _____

VP Academic Affairs/VP Health Science _____ Date: _____

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

Integrated Studies Program Requirements
Bachelor of Applied Studies

1. **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).

2. **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.

3. **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.

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

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

6. **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.

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

8. **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.

9. **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.

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 examples 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)

Course Additions in Support of Integrated Studies Major/Bachelor of Applied Science

The following courses have been presented to Faculty Senate for approval for students to formalize their integrated work experiences in the Integrated Studies Major/Bachelor of Applied Science and other majors.

UNI 350 Work Integrated Experience, 0 credit hours, CR/NC.
Substantial and meaningful work experience with intentional links to academic curriculum. Experience authorized and monitored by University personnel and may be paid or unpaid (repeatable).

UNI 450 Advanced Work Integrated Experience, 1 – 6 credit hours, graded.
A university supported program in which students learn from relevant and meaningful workplace experiences with links to curriculum, learning outcomes, authentic assessment, and purposeful reflection (repeatable).

MARSHALL

MEMORANDUM

DATE: February 2, 2024

TO: Andrew Gooding, Director of Regent's Bachelor of Arts

FROM: Sherri Stepp, Associate Dean of Undergraduate Studies
            Chris Atkins, Director of University College

RE: Statement of Non-Duplication
            Integrated Studies Major – Bachelor of Applied Science

The Integrated Studies Major (Bachelor of Applied Science) in University College will be different from the Regents Bachelor of Arts (RBA) Degree in the following ways:

- To be admitted to the Integrated Studies/Bachelor of Applied Science program, students *must have already earned* an Associate of Applied Science at a regionally accredited institution of higher education. These students would also be admissible to the RBA program if they have been out of high school for at least three years.

- Students who are admitted to the Integrated Studies/Bachelor of Applied Science program will not need to complete additional general education requirements. The AAS degree fulfills their general education requirement. The RBA program has a specific set of general education requirements (different from the University's general education requirements) and students with the AAS degree may or may not have met all of those requirements.

- Students in the Integrated Studies Major/Bachelor of Applied Science program are required to complete at least two professional development pathways. Students in the RBA program are not required to complete similar pathways; however, they do have the option of choosing from several areas of emphasis.

- Students in the Integrated Studies Major/Bachelor of Applied Science program must also 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 pathway. Depending upon their chosen pathway, additional requirements may be required for their experiential placements (e.g., background checks, TB test). Field experience is not required for the RBA program.

- Students in the Integrated Studies Major/Bachelor of Applied Science program would _not_ be eligible to enroll in the statewide West Virginia Remote Online Collaborative Online Collaborative Knowledge System (WVROCKS) courses that are available to RBA program students across the state.

- Students in the Integrated Studies Major/Bachelor of Applied Science program and students in the RBA program are eligible to earn prior learning credit as established by the West Virginia Higher Education Policy Commission Administrative Guidelines for the Regents Bachelor of Arts Program.

BE BOLD.
BECOME PART OF THE MARSHALL FAMILY.

University Curriculum Committee
RECOMMENDATION

SR 23-24-38 CC

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

College of Liberal Arts

Minor Change: Communication Studies VCM1 (CMM LC-30)

- **Justification & Background:** The changes to the minor are in line with changes to the CMM major and curriculum that are also being proposed. The revision makes the minor more cohesive by requiring two courses and makes it more accurate by removing courses that are no longer offered and adding a recently approved course that meets current student need.

- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/ETvkk5eA40lKnAg
  FZTStB1QBnaV9pID-_aONSg_W9vSLKA?e=sqA65D

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

_____

_____

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

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

College: **COLA**   Department/Division: **Communication Studies**

Contact Person: **Dr. Rich Jones**   Phone: **6-3078**

ACTION REQUESTED:

Check action requested: _____Addition   _____Deletion   **X**_____Change

Name of Minor: **Business Communication VCM1**

Within which Major is/will this minor be listed (please provide code as well): **CMM - LC30**

RATIONALE:

The changes to the minor are in line with changes to the CMM major and curriculum that are also being proposed. The revision makes the minor more cohesive by requiring two courses and makes it more accurate by removing courses that are no longer offered and adding a recently approved course that meets current student need.

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

See attached (current catalog description, marked up catalog description, clean revised catalog description)

NOTIFICATION REQUIREMENTS:

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

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

Department Chair/Division Head: *[signature]*	Date: 1/9/2023
Registrar: *[signature]*	Date: 1-11-2024
College Dean: *[signature]*	Date: 1/11/2024
College Curriculum Chair: *Jonathan Kozar*	Date: 01/30/24
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 02/16/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science:	Date:

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

BUSINESS COMMUNICATION, MINOR

This minor will include an additional 12 hours beyond the Core II communication classes. The 12 hours may be composed of any of the following classes:

Code	Title	Credit Hours
Select four of the following:		12
CMM 319	Superior-Subordinate Comm	
CMM 302	Professional Presentations	
CMM 308	Persuasive Communication	
CMM 315	Group Communication	
CMM 322 🐃	Intercultural Communication	
CMM 374	Intro to Health Communication	
CMM 345	Listening & Feedback	
CMM 403 🐃	Nonverbal Communication	
CMM 406	Interviewing	
CMM 420	Communication & Conflict	
Total Credit Hours		**12**

BUSINESS COMMUNICATION, MINOR

This minor will include an additional 12 hours beyond the Core II communication classes. ~~The 12 hours may be composed of any of the following classes:~~

Code	Title	Credit Hours
~~Select four of the following:~~		~~12~~
CMM 319	Superior-Subordinate Comm	3
CMM 302	Professional Presentations	3
Select ~~four~~ six hours of the following:		6
CMM 308	Persuasive Communication	
CMM 315	Group Communication	ADD: CMM 310 Argumentation & Debate
CMM 322 🐃	Intercultural Communication	ADD: CMM 316 Legal Communication
~~CMM 374~~	~~Intro to Health Communication~~	
~~CMM 345~~	~~Listening & Feedback~~	
CMM 403 🐃	Nonverbal Communication	
~~CMM 406~~	~~Interviewing~~	ADD: CMM 410 Crisis & Risk Communication
CMM 420	Communication & Conflict	
Total Credit Hours		**12**

(Clean Version with No Markup.)

Business Communication, Minor

This minor will include an additional 12 hours beyond the Core II communication classes.

Code	Title	Credit Hours
CMM 319	Superior-Subordinate Comm	3
CMM 302	Professional Presentations	3

Select six hours of the following: 6

CMM 308	Persuasive Communication
CMM 310	Argumentation & Debate
CMM 315	Group Communication
CMM 316	Legal Communication
CMM 322	Intercultural Comm
CMM 403	Nonverbal Communication
CMM 410	Crisis & Risk Communication
CMM 420	Communication & Conflict

Total Credit Hours   12

<div align="center">

University Curriculum Committee
RECOMMENDATION

</div>

SR 23-24-39 CC

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

College of Liberal Arts

Area of Emphasis Deletions: Public Communication & Organizational Communication & Interpersonal Communication & Health Communication

- **Rationale:** Having four areas of emphasis has led to low enrollment courses. The current size of our program (faculty and number of majors) lends itself more to a generalist BA in Communication Studies. This change will help make our curriculum more cohesive, help with advising, help with staffing, and help facilitate the graduation of our majors.

- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EW7r72pHHF1IqX RBCSqdjiQB7B4SCTa9T4wlG6nO7eaSQg?e=UBmiJK

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: **COLA**   Department/Division: **Communication Studies**

Contact Person: **Dr. Rich Jones**   Phone: **6-3078**

ACTION REQUESTED:

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

Name of Area of Emphasis: **Public Communication**   **LC 33**

Within which Major is/will this Area of Emphasis be listed (please provide code as well): **CMM LC30**

RATIONALE:

Having four areas of emphasis has led to low enrollment courses. The current size of our program (faculty and number of majors) lends itself more to a generalist BA in Communication Studies. This change will help make our curriculum more cohesive, help with advising, help with staffing, and help facilitate the graduation of our majors.

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

This is one of several proposals being submitted for cosmetic and moderately substantive changes to the CMM major. More detail about how this deletion will impact the major overall is included with the "Request for Undergraduate Change of a Major" form.

NOTIFICATION REQUIREMENTS:

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

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

Department Chair/Division Head:	Date: 1/9/2023
Registrar:	Date: 1.11.2024
College Dean:	Date: 1/11/2024
College Curriculum Chair: Jonathan Kozar	Date: 01/30/24
University Curriculum Committee Chair: Jonathan Kozar	Date: 02/16/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science:	Date:

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

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: **COLA**   Department/Division: **Communication Studies**

Contact Person: **Dr. Rich Jones**   Phone: **6-3078**

ACTION REQUESTED:

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

Name of Area of Emphasis: **Health Communication**   *LC34*

Within which Major is/will this Area of Emphasis be listed (please provide code as well): **CMM LC30**

RATIONALE:

Having four areas of emphasis has led to low enrollment courses. The current size of our program (faculty and number of majors) lends itself more to a generalist BA in Communication Studies. This change will help make our curriculum more cohesive, help with advising, help with staffing, and help facilitate the graduation of our majors.

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

This is one of several proposals being submitted for cosmetic and moderately substantive changes to the CMM major. More detail about how this deletion will impact the major overall is included with the "Request for Undergraduate Change of a Major" form.

NOTIFICATION REQUIREMENTS:

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

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

Department Chair/Division Head:	Date: 1/9/2023
Registrar:	Date: 1-11-2024
College Dean:	Date: 2/29/2024
College Curriculum Chair: *Jonathan Kozar*	Date: 03/01/24
University Curriculum Committee Chair: *Jonathan Kozar*	Date 03/01/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science:	Date:

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

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: **COLA**   Department/Division: **Communication Studies**

Contact Person: **Dr. Rich Jones**   Phone: **6-3078**

ACTION REQUESTED:

Check action requested: _____ Addition   X _____ Deletion   _____ Change

Name of Area of Emphasis: **Interpersonal Communication**   *LC 31*

Within which Major is/will this Area of Emphasis be listed (please provide code as well): **CMM LC30**

RATIONALE:

Having four areas of emphasis has led to low enrollment courses. The current size of our program (faculty and number of majors) lends itself more to a generalist BA in Communication Studies. This change will help make our curriculum more cohesive, help with advising, help with staffing, and help facilitate the graduation of our majors.

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

This is one of several proposals being submitted for cosmetic and moderately substantive changes to the CMM major. More detail about how this deletion will impact the major overall is included with the "Request for Undergraduate Change of a Major" form.

NOTIFICATION REQUIREMENTS:

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

Department Chair/Division Head:	Date: 1/9/2023
Registrar:	Date: 1-11-2024
College Dean:	Date: 2/29/2024
College Curriculum Chair: *Jonathan Kozar*	Date: 03/01/24
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 03/01/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science:	Date:

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

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: **COLA**   Department/Division: **Communication Studies**

Contact Person: **Dr. Rich Jones**   Phone: **6-3078**

ACTION REQUESTED:

Check action requested: _____Addition   _X___Deletion   _____Change

Name of Area of Emphasis: **Organizational Communication LC32**

Within which Major is/will this Area of Emphasis be listed (please provide code as well): **CMM LC30**

RATIONALE:

Having four areas of emphasis has led to low enrollment courses. The current size of our program (faculty and number of majors) lends itself more to a generalist BA in Communication Studies. This change will help make our curriculum more cohesive, help with advising, help with staffing, and help facilitate the graduation of our majors.

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

This is one of several proposals being submitted for cosmetic and moderately substantive changes to the CMM major. More detail about how this deletion will impact the major overall is included with the "Request for Undergraduate Change of a Major" form.

NOTIFICATION REQUIREMENTS:

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

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

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

Department Chair/Division Head:	Date: 1/9/2023
Registrar:	Date: 1-11-2024
College Dean:	Date: 2/29/2024
College Curriculum Chair: Jonathan Kozar	Date: 03/01/24
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/01/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science:	Date:

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

<div align="center">

University Curriculum Committee
RECOMMENDATION

</div>

SR-23-24-40 CC

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

College of Health Professions

HS 365 L – Functional Kinesiology Lab

- **Description:** The analysis of human movement based on anatomical and mechanical principles. Emphasis is given to the application of these principles to the understanding of human movement and athletic performance.
- **Curriculum:** https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/Ebu15EM5TKFNgQI-WGKQqegB1lkYOZegpiGV0lKw9f03Kg?e=EtmUEq

HS 476 – Seminar in Sport Science

- **Description:** This course examines concepts related to acquiring, analyzing, and interpreting data relevant to human performance outcomes within sport, exercise, tactical operations, and medical return to play.
- **Curriculum:** https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EUngtDKzFnxMos8gqW_qo5wB_axIRSc0B6coutV2lJ_xEg?e=PLdGta

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: **Health Prof**   Department/Division: **Kinesiology (HS)**   Alpha Designator/Number: **HS 365 L**

Contact Person: **Suzanne M Konz**   Phone: **6-2926**

NEW COURSE DATA:

Course Title: **Functional Kinesiology Lab** (Limit of 30 characters & spaces.)

Alpha Designator/Number: **HS 365 L**

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): **The analysis of human movement based on anatomical and mechanical principles. Emphasis is given to the application of these**

Co-requisite(s): **None**   First Term to be Offered: **Fall '24**

Prerequisite(s): **BSC 227 or equivalent**   Credit Hours: **1**

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.)

	Date:
Department Chair/Division Head: _signature_	Date: 1/17/24
Registrar: _signature_	Date: 1/18/2024
College Dean: _signature_	Date: 1-24-24
College Curriculum Chair: Zach Garrett	Date: 1-29-24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 02/16/23
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: _____ Department/Division: _____ Alpha Designator/Number: _____

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

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

   Konz, Leigh, Lyvers, McIvain

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.):

   Anatomical models & software, goniometers, patient tables

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
School of Kinesiology

Functional Kinesiology Lab (HS-365 L) Spring 2023: Syllabus

Instructor:	TBD
Office:	TBD
Phone:	TBD
Email:	TBD
Office Hours:	By appointment
Lab Days/Times:	Monday 10:00–10:50 (101), Wednesday 10:00–10:50 (102), Friday 10:00–10:50 (103)
Lab Location:	Gullickson Hall 119
Credit Hours:	1.0
Prerequisites:	BSC 227 or equivalent
Required Text:	Biel, A. (2019): Trail Guide to the Body (6th Ed.) ISBN 10: 0998785067 ; ISBN 13: 978-0998785066
Lab Equipment:	Goniometer (e.g. https://www.amazon.com/EMI-Plastic-Goniometer-Degree-ISOM/dp/B000N549S6)
Optional Text:	Houglum, A.P., & Berloti, D.B. (2011): Brunnstrom's Clinical Kinesiology (6th Ed.) ISBN 10: 0803623526 ; ISBN 13: 9780803623521
Lecture Notes:	PowerPoint Presentations will be made available on Blackboard.
Lab Activities:	Worksheets & questions will be assigned on Blackboard.

Course Objectives and Outcomes

Catalog Description:

The analysis of human movement based on anatomical and mechanical principles. Emphasis is given to the application of these principles to the understanding of human movement and athletic performance.

Course Overview:

In this course you will learn about the musculoskeletal system – bony anatomy, muscle mechanics, and muscle contribution to movement. The course will start with a review of whole body motion and anatomical terms. Lectures will then cover the musculoskeletal system, where you will learn about the anatomy and roles of major joints' muscles and bones. You will apply the concepts of muscle mechanics to analyze sports skills, exercises, impaired activities of daily life, and other movement patterns in terms of their joint movements and muscle contributions. Labs will provide you with practical experience of locating landmarks and muscles, and measuring movement. You will learn how to identify bony landmarks and muscles on skeletal models and by palpation. You will learn how to measure movement using simple tools, such as goniometers. In this course you have an opportunity to explore the answers to questions such as:

- How can I recognize an impaired movement, and how does it differ from a healthy movement?
- How do I find the source of pain in a joint or the cause of a weak movement?
- How can I evaluate the movements that my clients/patients/students/athletes make to help them move in a way that is safer or more efficient or more effective?

The fundamental concepts that underlie these answers are of value to clinicians, teachers, trainers, & coaches.

Course Objectives:

To provide students with a fundamental understanding of human movement through the application of anatomy, physiology, and arthrokinematics. To provide students with the ability to apply their knowledge to evaluate a sports skill, or exercise, or impaired activity of daily life, and to prescribe appropriate movement modifications.

Learning Outcomes:

As a result of their lecture experience, students will be able to:

1. Define basic anatomical and kinesiology terminology.
2. Describe human movement using appropriate anatomical and kinesiology terminology.
3. Demonstrate the function of a joint and its associated motion for each area of the human body.
4. Compare the function and movement of the joints of the human body.
5. Analyze human movement by applying fundamental anatomical and biomechanical principles.
6. Integrate this knowledge to evaluate and modify movements to improve sports performance, strength and conditioning, or injury prevention and rehabilitation based on joint and muscle function.

As a result of their lab experience, students will be able to:

1. Identify bony landmarks and palpation sites of various anatomical structures.
2. Identify skeletal origins and insertions, actions, and nerve innervations of major body muscles.
3. Measure joint motion based on bony landmarks using goniometers and other simple tools.
4. Categorize joints into their classifications and functions for the appendicular and axial skeleton including the trunk and upper and lower extremities.
5. Analyze joint motion of the axial and appendicular skeleton including the trunk and upper and lower extremities.

Learning Outcomes and Assessment Measures:

Course Student Learning Outcome	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Define basic anatomical and kinesiology terminology.	Student presentations on joints. Lecture discussions on joints. Fundamental lab activities.	Anatomy Notebook
Describe human movement using appropriate anatomical and kinesiology terminology.	Lecture discussions on applied anatomy. Applied lab activities.	Application & Analysis Exam Movement Analyses
Demonstrate the function of a joint and its associated motion for each area of the human body.	Lecture discussions on applied anatomy. Practice movement analyses. Applied lab activities.	Application & Analysis Exam Movement Analyses
Compare the function and movement of the joints of the human body.	Student presentations on joints. Practice movement analyses. Lab activities.	Application & Analysis Exam Movement Analyses
Analyze human movement by applying fundamental anatomical and biomechanical principles.	Lecture discussions on applied anatomy. Practice movement analyses. Applied lab activities.	Application & Analysis Exam Movement Analyses
Integrate this knowledge to evaluate and modify movements to improve sports performance, strength and conditioning, or injury prevention and rehabilitation based on joint and muscle function.	Lecture discussions on applied anatomy. Practice movement analyses. Applied lab activities.	Movement Analyses
Identify bony landmarks and palpation sites of various	Student presentations on joints. Fundamental lab activities.	UE & LE Anatomy Exams Labs 2-8

anatomical structures.		
Identify skeletal origins and insertions, actions, and nerve innervations of major body muscles.	Student presentations on joints. Fundamental lab activities.	UE & LE Anatomy Exams Labs 2-8
Measure joint motion based on bony landmarks using goniometers and other simple tools.	Lecture discussions on applied anatomy. Applied lab activities.	UE & LE Anatomy Exams Labs 1-9
Categorize joints into classifications and functions for the appendicular and axial skeleton including the trunk and upper and lower extremities.	Student presentations on joints. Fundamental lab activities.	UE & LE Anatomy Exams Labs 1-9
Analyze joint motion of the axial and appendicular skeleton including the trunk and upper and lower extremities.	Lecture discussions on applied anatomy. Applied lab activities.	UE & LE Anatomy Exams Labs 1-9

Course Modules

The design of this course is linear modular - you need to complete all modules in sequence. There are nine modules in this course. Each module includes lecture and lab-based learning activities and worksheets and lab reports to determine whether the module learning outcomes have been achieved.

The list below highlights the learning outcomes for each module:

Module 1 - Describing Movement:

- Explain why accurate observation and standardized description of movement is necessary
- Describe common movements using anatomical terminology of the planes, axes, and joint rotations
- Differentiate between concentric, eccentric, and isometric muscle actions
- Explain the difference between sequential and concurrent movements, and the importance of each to different types of movement
- Categorize joints by their type and shape
- Measure joint range of motion using a goniometer
- Complete a simple description and analysis of a skill

Module 2 - Shoulder Complex:

- Describe glenohumeral and scapula motion using appropriate anatomical and kinesiology terminology
- Demonstrate the function and motion of the shoulder complex
- Categorize the shoulder complex in terms of its joint type and function
- Identify the bony landmarks of the shoulder complex
- Identify the origin, insertion, action, and innervation of the shoulder muscles
- Measure shoulder motion using a goniometer

Module 3 - Elbow and Forearm:

- Describe elbow and forearm motion using appropriate anatomical and kinesiology terminology
- Demonstrate the function and motion of the elbow and the forearm
- Categorize the elbow and the forearm in terms of their joint types and functions
- Identify the bony landmarks of the elbow and forearm
- Identify the origin, insertion, action, and innervation of the elbow and forearm muscles
- Measure elbow and forearm motion using a goniometer

Module 4 - Wrist and Hand:

- Describe wrist and hand motion using appropriate anatomical and kinesiology terminology
- Demonstrate the function and motion of the wrist and hand
- Categorize the wrist and the hand in terms of their joint types and functions
- Identify the bony landmarks of the wrist and hand
- Identify the origin, insertion, action, and innervation of the wrist and hand muscles
- Measure wrist and hand motion using a goniometer

Module 5 - Head, Neck, and Trunk:

- Describe head, neck, and trunk motion using appropriate anatomical and kinesiology terminology
- Demonstrate the function and motion of the head, neck, and trunk
- Categorize the head, the neck, and the trunk in terms of their joint types and functions
- Identify the bony landmarks of the head, neck, and trunk
- Identify the origin, insertion, action, and innervation of the head, neck, and trunk muscles
- Measure head, neck, and trunk motion using a goniometer

Module 6 - Pelvis and Hip:

- Describe pelvis and hip motion using appropriate anatomical and kinesiology terminology
- Demonstrate the function and motion of the pelvis and hip
- Categorize the pelvis and the hip in terms of their joint types and functions
- Identify the bony landmarks of the pelvis and hip
- Identify the origin, insertion, action, and innervation of the pelvis and hip muscles
- Measure pelvis and hip motion using a goniometer

Module 7 - Knee:

- Describe knee motion using appropriate anatomical and kinesiology terminology
- Demonstrate the function and motion of the knee
- Categorize the knee in terms of its joint type and function
- Identify the bony landmarks of the knee
- Identify the origin, insertion, action, and innervation of the knee muscles
- Measure knee motion using a goniometer

Module 8 - Ankle and Foot:

- Describe ankle and foot motion using appropriate anatomical and kinesiology terminology
- Demonstrate the function and motion of the ankle and foot
- Categorize the ankle and the foot in terms of their joint types and functions
- Identify the bony landmarks of the ankle and foot
- Identify the origin, insertion, action, and innervation of the ankle and foot muscles
- Measure ankle and foot motion using a goniometer

Module 9 - Posture and Gait:

- Summarize the mechanisms that maintain upright posture
- Describe gait motion using appropriate anatomical and kinesiology terminology
- Identify the phases of gait
- Explain the roles of the joints and muscles during each phase of gait
- Differentiate between the gait of children, healthy adults, injured adults, and the elderly
- Compare and contrast walking and running
- Evaluate footwear and its effect on walking and running

Movement Analyses:

- Describe human movements in terms of the planes, axes, joint rotations, and muscle actions
- Compare and contrast various skills in terms of impairment, efficiency, and effectiveness
- Modify movements to improve sports performance, strength, or to prevent or rehab an injury
- Complete a thorough description and analysis of a skill

Course Assessments

Your progress in achieving the module and course learning outcomes will be practiced and assessed using: module quizzes, your creation of anatomy notes, ten investigative lab reports with application questions, upper and lower extremity movement analyses, upper and lower extremity anatomy exams, a whole body movement analysis project, and an application and analysis exam. You will be graded on correctness and not effort. Remember that mere submission of work does not necessarily constitute successful completion. Each piece of work submitted and/or presented will be evaluated in regard to quality factors such as correctness of information, clarity of thought and presentation, adherence to guidelines, evidence of effort, and timeliness. All work must be your own.

The assessments are explained in more detail below, and will be used to calculate your final grade based on a weighted scale.

Module Quizzes:

To make sure you have watched the lecture videos and reviewed the key information for each module, you will need to complete a multiple choice quiz BEFORE attending your in-person class session. The materials you need for a module's lab report will not be available until you complete that module's quiz.

Anatomy Notes:

To help you develop a deep understanding of muscle location and action and joint structure, you will create your own anatomy notes. You will add to your notes throughout the course to make your own complete reference of bony landmarks and muscles for each joint, including instructions on how to palpate and test them.

Investigative Lab Reports & Application Questions:

To help you develop a deeper understanding of joint function, you will complete investigative tasks that will apply content from the modules and will give you the chance to understand the material in a hands-on way. You will be provided with material, such as images of bones and instructions of physical tests, and you will need to do things like identify landmarks from the image and conduct and score the tests. You must upload a completed lab worksheet to Blackboard. Multiple choice application questions that test your understanding of the concepts covered during the lab must also be answered in Blackboard.

Anatomy Exams:

There will be two anatomy exams, covering material from the lectures and labs about the location and structure of bones and muscles. These exams will test your anatomical knowledge. These exams will be comprised of multiple choice questions where you will identify joint landmarks and the origins, insertions, actions, and innervations of the muscles acting at the joints. The upper extremity anatomy exam will cover the material of modules 2 to 4 and the lower extremity anatomy exam will cover the material of modules 5 to 8.

Practical Exam:

To demonstrate that you can translate your understanding of the bony landmarks and muscles from theory to practice, you will demonstrate your ability to palpate a randomly selected set of bony landmarks and to test a randomly selected set of muscles under exam conditions.

Movement Analyses of the Upper and Lower Extremities:

To help you develop analytical observation skills, you will choose human movements that you will need to analyze by describing the motion and muscle action of each joint within temporal phases. You will also provide

suggestions for how to modify the movement for safety, efficiency, or effectiveness, and describe its similarities with other movements. You will analyze both upper and lower extremity movements.

Movement Analysis Presentation:

Professional clinicians, scientists, teachers, and trainers utilize a theoretical base in their work with clients, patients, students, and athletes. To demonstrate your skill in this, and to develop your abilities in analyzing and explaining human movement, you will complete an analysis of a sports skill or strength training exercise or activity of daily living completed by a friend or classmate and create a presentation for your analysis. You will break down the movement into temporal phases, evaluate the motion and function of each joint within a phase, and describe the limitations and transferrable aspects of the movement.

Application and Analysis Exam:

There will be one exam, covering material from the lectures and labs about the function of the joints and muscles. This exam will test your ability to apply your anatomical knowledge, and will be comprised of multiple choice questions where you will describe, categorize, and evaluate joints, their motions, their functions, and movement modifications. This exam will cover the material of modules 1 to 9. The questions will be similar to those you discuss from the lecture and complete following each lab.

Assessment Weighting Distribution: Total = 100%

Module Quizzes (12 x 1%)	12%
Anatomy Notes (8%)	8%
Investigative Labs & Application Questions (10 x 2%)	20%
Anatomy Exams (2 x 10%)	20%
Practical Exam (1 x 5%)	5%
Movement Analyses UE & LE (2 x 5%)	10%
Movement Analysis Presentation (1 x 5%)	5%
Application and Analysis Exam (1 x 20%)	20%

Course Grading Scale:

Percentage	Grade	Percentage	Grade
90.00 - 100.0	A	60.00 - 69.99	D
80.00 - 89.99	B	< 60.00	F
70.00 - 79.99	C		

Evaluation Criteria:

The purpose of student evaluation is to inform students of their performance during the course and to provide feedback. All students will be held to the following overall academic performance standards:

A = Outstanding performance, met all and significantly exceeded most basic/minimum criteria. Work is technically superior and demonstrates mastery of the subject matter. Student shows full engagement with course material and leadership during class activities.

B = Above average performance, met all and exceeded some basic/minimum criteria. Work demonstrates good comprehension of course concepts and good command of the skills needed to work with the course material. Student always engages with course material and class activities.

C = average performance, met all basic/minimum criteria. Work demonstrates adequate comprehension of course concepts and meets basic skill requirements. Student usually engages with course material and class activities.

D = below average performance, approached most basic/minimum criteria. Work reflects minimal command of course concepts and/or minimal participation in class activities.

F = unsatisfactory performance, did not meet basic/minimum criteria, and/or did not follow the assignment guidelines or requirements.

Course Schedule

Lecture and Lab Schedule:

This is the schedule for the fall semester. You will need to use your Trail Guide to the Body textbook and goniometer during each lab to help you complete the work of identifying landmarks and muscles and measuring joint angles.

Class/Time	Module-Unit Topic	Lec. Assignment (due)	Lab Assignment (due)
Mon, 8/21, 9-9:50	Syllabus & Movement Principles	Purchase Trail Guide Textbook	
Wed, 8/23, 9-9:50	1.1 Anatomy Fundamentals		
Fri, 8/25, 9-9:50	1.2 Joints	Bone, muscle, joint quiz (8/27)	
M/W/F, Lab	Palpations, Muscle Testing, & Goniometry		Purchase Goniometer
Mon, 8/28, 9-9:50	1.3 Describing Limb Movement	Setup Anatomy Notes	
Wed, 8/30, 9-9:50	1.4 Describing Muscle Contribution	Module 1 quiz (9/03)	
Fri, 9/01, 9-9:50	2.1 Glenohumeral Joint		
M/W/F, Lab	Lab 1A		Lab 1A report & application questions (9/03)
Mon, 9/04	Labor Day Holiday – No Class		
Wed, 9/06, 9-9:50	2.2 Scapula Articulation	Write shoulder notes (9/10)	
Fri, 9/08, 9-9:50	2.3 Shoulder Palpations & Muscle Tests	Module 2 quiz (9/10)	
M/W/F, Lab	Lab 1B		Lab 1B report & application questions (9/10)
Mon, 9/11, 9-9:50	3.1 Elbow Joint		
Wed, 9/13, 9-9:50	3.2 Forearm	Write elbow notes (9/17)	
Fri, 9/15, 9-9:50	3.3 Elbow & Forearm Palpations & Muscle Tests	Module 3 quiz (9/17)	
M/W/F, Lab	Lab 2		Lab 2 report & application questions (9/17)
Mon, 9/18, 9-9:50	4.1 Wrist Joint		
Wed, 9/20, 9-9:50	4.2 The Hand	Write wrist notes (9/24)	

Fri, 9/22, 9-9:50	4.3 Wrist & Hand Palpations & Muscle Tests	Module 4 quiz (9/24)	
M/W/F, Lab	Lab 3		Lab 3 report & application questions (9/24)
Mon, 9/25, 9-9:50	Upper Extremity Analyses		
Wed, 9/27, 9-9:50	Analyzing UE Movements	UE quiz (10/01)	
Fri, 9/29, 9-9:50	MA:UE	**MA:UE (10/15)**	
M/W/F, Lab	Lab 4		Lab 4 report & application questions (10/01)
Mon, 10/02, 9-9:50	5.1 Head & Neck Joints		
Wed, 10/04, 9-9:50	5.2 The Spine	Write spine notes (10/08)	
Fri, 10/06, 9-9:50	5.3 Head, Neck, & Trunk Palpations & Muscle Tests	Module 5 quiz (10/08)	
M/W/F, Lab	**Upper Extremity Anatomy Exam (Online), By Sunday, 10/08, 11:59 pm**		
Mon, 10/09, 9-9:50	6.1 The Pelvis		
Wed, 10/11, 9-9:50	6.2 Hip Joint	Write hip notes (10/15)	
Fri, 10/13, 9-9:50	6.3 Pelvis & Hip Palpations & Muscle Tests	Module 6 quiz (10/15)	
M/W/F, Lab	Lab 5		Lab 5 report & application questions (10/15)
Mon, 10/16, 9-9:50	7.1 Tibiofemoral Joint		
Wed, 10/18, 9-9:50	7.2 Patellofemoral Joint	Write knee notes (10/22)	
Fri, 10/20, 9-9:50	7.3 Knee Palpations & Muscle Tests	Module 7 quiz (10/22)	
M/W/F, Lab	Lab 6		Lab 6 report & application questions (10/22)
Mon, 10/23, 9-9:50	8.1 Ankle Joint		
Wed, 10/25, 9-9:50	8.2 The Foot	Write ankle notes (10/29)	
Fri, 10/27, 9-9:50	8.3 Ankle & Foot Palpations & Muscle Tests	Module 8 quiz (10/29)	
M/W/F, Lab	Lab 7		Lab 7 report & application questions (10/29)

Mon, 10/30, 9-9:50	9.1 Posture		
Wed, 11/01, 9-9:50	9.2 Gait	Module 9 quiz (11/05)	
Fri, 11/03, 9-9:50	Work on anatomy notes	Anatomy Notes (11/05)	
M/W/F, Lab	Lab 8		Lab 8 report & application questions (11/05)
Mon, 11/06, 9-9:50	Lower Extremity Analyses		
Wed, 11/08, 9-9:50	Analyzing LE Movements	LE quiz (11/12)	
Fri, 11/10, 9-9:50	MA:LE	**MA:LE (11/19)**	
M/W/F, Lab	Lab 9		Lab 9 report (11/12)
Mon, 11/13, 9-9:50	Time to work on MA:LE		
Wed, 11/15, 9-9:50	Movement Analysis Presentation	**MAP (12/03)**	
Fri, 11/17, 9-9:50	Time to work on MAP		
M/W/F, Lab	**Lower Extremity Anatomy Exam (Online), By Sunday, 11/19, 11:59 pm**		
Thanksgiving Holiday – No Class			
Mon, 11/27, 9-9:50	Time to work on MAP or Review Application and Analysis Questions ; Times for Practical Exams		
Wed, 11/29, 9-9:50	Time to work on MAP or Review Application and Analysis Questions ; Times for Practical Exams		
Fri, 12/01, 9-9:50	Time to work on MAP or Review Application and Analysis Questions ; Times for Practical Exams		
M/W/F, Lab	Times for Practical Exams		**Practical Exam (by 12/01)**
Fri, 12/08	**Application and Analysis Exam (Online), By Friday, 12/08, 11:59 pm**		

Course Policies

University Policies

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- 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

If you have not read these policies, please do so, it is in your best interest to become familiar with them.

Class Attendance:

Participation: One of the major determinants of course performance is time on task, i.e. the more activities you complete the higher your grade is likely to be. You are expected to participate in this course by watching the lectures, contributing to answering the questions on the discussion boards, and completing the lab activities. You must be active during lab to gain the benefit of practical application and hands-on experience.

Note-Taking: You are expected to take notes. It will be difficult to understand the class material without them. You may print any Powerpoint slides or other material posted on Blackboard. You should not rely on Powerpoint slides as your sole source of class information. You should add to the information with your own notes. Copyright law protects this syllabus, my lectures, and all materials distributed and presented by me during this course. You are authorized to take notes in this class but that authorization extends only to making one set of notes for your own personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record (audio or video) from this class.

Contacting Me:

Email: The best way to reach me is through email. Please put the name of this course in the subject line, and use polite email etiquette (including my name and your name). While I try to be as responsive as possible, please allow 24 hours during the week and 48 hours over the weekend before anticipating a response. Emails sent to me from non-Marshall accounts may get flagged as spam, so you are responsible for avoiding miscommunication by using your Marshall MU account.

Re-Grading Review Requests: If you believe that an error was made with the grading of an assignment, then you may request a re-grading review of your assignment. Your request must be timely, so you may only ask for a re-grading review within one week of grades and comments being posted. Your request must be made in writing and with reasonable detail. Your request will be added to the record of your assignment in Blackboard. Your request must explain: (a) where in the assignment you think the grading error occurred, e.g. the specific section of the assignment, or the question number, and (b) why you think your assignment should be graded as correct. You need to provide correct answers, and demonstrate that you know how to get a correct answer. Your answers must be correct, and it should be clear that you understand why they are correct.

Tools and Resources:

You will use the following tools to achieve the module and course learning outcomes:

- Blackboard course management system with a folder for each module containing:
  - Powerpoint lecture presentations
  - Lab worksheets and online application questions
  - Movement analysis templates (where applicable)
  - Assignment submission dropboxes
  - Links to helpful resources

- Lecture Textbook: Brunnstrom's Clinical Kinesiology (6th Ed.) by Houglum and Berloti
- Lab Textbook: Trail Guide to the Body (5th Ed.) by Biel
- Goniometers
- Skeleton models

Your most important tool will be yourself. You are joining the community of kinesiologists (scientists, clinicians, educators, trainers, and coaches) by exploring the anatomical and mechanical principles involved in human movement. You have the opportunity to learn under the guidance of trained biomechanists. To work well in this class, you must take responsibility for your own learning, and you should participate as an active learner. Reading, discussing, asking questions, and participating in activities will allow you to achieve the module and course learning outcomes to the best of your ability.

Technology and Technical Skill Requirements:

- Students should follow the MUIT recommended software and hardware guidelines: IT: Recommended Hardware (URL: https://www.marshall.edu/it/recommendations/).
- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications. Virtual (VC) courses may require a webcam and microphone to use Microsoft Teams for synchronous meetings.
- Adobe Acrobat Reader may be needed to read some files. This plug-in is available free. (URL: https://get.adobe.com/reader/) See the Tech Support tab in Blackboard for additional information and links.
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit Marshall IT: Office 365 (URL: http://www.marshall.edu/it/office365/).
- If you have technical problems, please contact the Information Technology (IT) service desk (Help Desk)
  - http://www.marshall.edu/it/departments/it-service-desk/
  - (304) 696-3200
  - Email the IT Service Desk (itservicedesk@marshall.edu)

Marshall University E-Mail Accounts

Students must have and use their MU email accounts, personal email accounts should not be used for official communication with Marshall University programs and personnel. Marshall University uses Office 365 email. For more information, visit Marshall IT: Office 365 (URL https://www.marshall.edu/it/office365/).

Generative AI

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).

While the provisions of this syllabus are as accurate and complete as possible, I reserve the right to change any provision if circumstances so warrant. You will be kept advised of any changes, and information about changes will be available from me. It is your responsibility to successfully complete the requirements of this course.

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: **Health Prof** Department/Division: **Kinesiolgy** Alpha Designator/Number: **HS 476**

Contact Person: **Suzanne M Konz** Phone: **6-2926**

NEW COURSE DATA:

Course Title: **Seminar in Sports Science** (Limit of 30 characters & spaces.)

Alpha Designator/Number: **HS 476**

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):

Co-requisite(s): **None** First Term to be Offered: **Fall '25**

Prerequisite(s): **None** 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.)

		Date
Department Chair/Division Head:	*[signature]*	1/17/24
Registrar:	*[signature]*	1/18/24
College Dean:	*[signature]*	1-18-24
College Curriculum Chair:	*Zach Garrett*	1/29/24
General Education Council Chair *:		
University Curriculum Committee Chair:	*Jonathan Kozar*	02/16/23
Faculty Senate Chair:		
VP Academic Affairs/VP Health Science		

* - 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: **Health Prof**   Department/Division: **Kinesiolgy**   Alpha Designator/Number: **HS 476**

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.

    Brandon Jones, Suzanne M Konz, Steve Leigh, or Robert Powell

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.):

    Software (Excel, MatLab & SPSS), Testing equipment (BodPod, metabolic cart, wearable sens

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

    See syllabus for graduate expectations. Paperwork for graduate level has been submitted.

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
School of Kinesiology
Exercise Science
HS 476/HS 576: Seminar in Sports Science
TERM

Course Description

This course examines concepts related to acquiring, analyzing, and interpreting data relevant to human performance outcomes within sport, exercise, tactical operations, and medical return to play.

Credits – 3 Credits

Prerequisites - None

Class Meeting Days/Times - TBD

Location - TBD

Format

The course will utilize a traditional lecture format with discussion and hands-on experience. Student initiative, decision-making, and responsibility are emphasized throughout the course. Your willingness to accept responsibility is essential for success in the class. This course should be completed in one term.

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: For Virtual Office hours, 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: For virtual office hours, 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]

About Me

(QM Standard 1.8) [Include a brief self-introduction here OR in the course.]

Health and Safety Information

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

Required Texts and Materials

Textbook: Textbook: French, D. and Ronda, L.T. (Eds). NSCA's Essentials of Sport Science. Human Kinetics.

2022. ISBN: 9781492593355

Additional materials from web sources will be assigned and available through Blackboard.

Technology and Technical Skill Requirements
- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.
- For computer and browser requirements, see "Get Connected" and "Internet Browser" at Student Resources: First Steps. See also IT: Recommended Hardware (URLs: https://www.marshall.edu/design-center/students/ and https://www.marshall.edu/it/recommendations/).
- To check your browsers, use the Blackboard Browser Checker and ensure that you set permissions properly and have all the necessary plug-ins. (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker)
- Students must be able to use Marshall email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard.
- Virtual (VC) courses may require a webcam and microphone to use Microsoft Teams (or Zoom, with permission from IT) for synchronous meetings.
- Adobe Acrobat Reader may be needed to read some files. This plug-in is available free. (URL: https://get.adobe.com/reader/) See the Tech Support tab in Blackboard for additional information and links.
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit Marshall IT: Office 365 (URL: https://www.marshall.edu/it/office365/).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

Technology Assistance
If you have technical problems, please contact one or more of the following:
- Blackboard Support (URL: https://www.marshall.edu/design-center/support-ticket/)
- Marshall Information Technology (IT) Service Desk (Help Desk) (URL: https://www.marshall.edu/it/departments/it-service-desk/)
  - Huntington: (304) 696-3200
  - South Charleston: (304) 746-1969
  - Email the IT Service Desk (itservicedesk@marshall.edu)

Course Purpose

This course is designed to introduce students to the critical study of sports, data science, and technology to develop their skill set to examine fundamental concepts related to the acquisition, analysis, and interpretation of human performance data across physical and cognitive domains, including sports, exercise, tactical operations, and medical professions. The course addresses the use of statistics and broader fields of data science, artificial intelligence, analytics, and technology management necessary to evaluate performance and strategically adjust training methods to enhance human performance, health, and well-being.

Course Objectives/Outcomes
1. Identify the aspects of sports improved with technological implementation
2. Describe principles of good data hygiene
3. Explain the characteristics of tracking and load monitoring systems
4. Describe the protocols used to collect data with relevant sports science technology
5. Analyze data collected with relevant sport science technology
6. Interpret the results of data analyzed from relevant sport science technology
7. Recommend strategies to improve athlete health, well-being, or performance based on the interpretation of data analyses.
8. Develop material to disseminate data analyses and subsequent recommendation

Desired Learner 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
Identify the aspects of sports improved with technological implementation	Lecture Research article reading Data acquisition, manipulation, and presentation	Project assignments Research review Final exam
Describe principles of good data hygiene	Lecture Research article reading Data acquisition, manipulation, and presentation	Project assignments Research review Final exam
Explain the characteristics of tracking and load monitoring systems	Lecture Research article reading Data acquisition, manipulation, and presentation	Project assignments Research review Final exam
Describe the protocols used to collect data with relevant sports science technology	Lecture Research article reading Data acquisition, manipulation, and presentation	Project assignments Research review Final exam
Analyze data collected with relevant sport science technology	Lecture Research article reading Data acquisition, manipulation, and presentation	Project assignments Research review Final exam
Interpret the results of data analyzed from relevant sport science technology	Lecture Research article reading Data acquisition, manipulation, and presentation	Project assignments Research review Final exam
Recommend strategies to improve athlete health, well-being, or performance based on the interpretation of data analyses.	Lecture Research article reading Data acquisition, manipulation, and presentation	Project assignments Research review Final exam
Develop material to disseminate data analyses and subsequent recommendation	Lecture Research article reading Data acquisition, manipulation, and presentation	Project assignments Research review Final exam

Course Structure
This course is organized in 2 units presented in folders within Blackboard. Data acquisition and Data manipulation are the two units within this course.

Grading Policy
Grading Scale
(All students will be held to the following overall academic performance standards:

A 93%+ outstanding performance; significantly exceeded all basic criteria/minimum.
B 85-92% above average performance; exceeded basic/minimum criteria in some way.
C 70-84% average performance; met basic/minimum criteria.
D 60-69% below average performance; failed to meet some basic criteria.
F < 60% unsatisfactory performance

Final grade composition:
- Research article reviews: 40%
- Project Assignments: 60%
  - Graduate ONLY- EBP paper and presentation
- Final Exam 1: 10%
  Total = 100%

Course Activity Expectations

All assignments, exams, etc., must be submitted to the appropriate dropbox in the following format:

- All citations and references must use APA 7th edition guidelines for referencing source materials. See the links on MU Onlinethat direct you to the correct citation and bibliography format. Many websites contain APA format information: https://owl.english.purdue.edu/owl/section/2/10/ (from the Purdue English dept). Or, purchase the following book to get ALL the information regarding APA format: Publication Manual of the American Psychological Association (6th ed.).Washington: American Psychological Association.•
- All assignments are to be written in a clear and concise scientific format. The scientific format means that if it is not your original thought, you are to give credit to the individual who did. When in doubt, cite a source. The more sources you have, the easier this will be!
- Papers should be formatted with Times New Roman, 11 pt. font, and be 1.5 spaced with 1" margins all around.
- It is expected that as upper-level students, you will be able to submit written documents free of grammar, spelling, formatting, capitalization, citation, and reference list mistakes. Hence, any paper with more than five errors for undergraduates and three errors for graduates per page will result in a "0"

Late Work Policy
Assignments are due at the beginning of class. All homework must be submitted via MU Online by XXXX on the day assigned unless otherwise instructed. No late work without a university excuse.

Anticipated Response Time for Grading and Feedback
Grades or feedback on assignments will typically be given within a week of submission.

Evaluation Criteria
Student learning will be evaluated through research article reviews, data-based project assignments, and one exam.

- **Research article reviews:** Students will read, critique, and present an evaluation of peer-reviewed research literature related to various topics throughout the semester.

- **Project Assignments:** Each student will be graded on project assignments throughout the course in which students will apply course concepts to actual human performance-related

data sets. Assignment tasks will include acquiring, processing, cleaning, statistical analysis, interpretation, and presentation of relevant data.

- o **Project Assignment 1** – collect and manipulate a load-tracking data set

- o **Project Assignment 2** - collect and manipulate a kinematics, kinetics, and gait set

- o **Project Assignment 3** - collect and manipulate a strength tracking set.

- o **Project Assignment 4** - collect and manipulate an EEG, EMG, or metabolic set.

- o **Project Assignment 5** - collect and manipulate an original data set for a team (minimum of 8 individuals). You are to determine the best tests to run for the group. Present the results in an efficient and effective form in delivering the data outcomes and any data analysis. Also, you are to make recommendations to address any weaknesses for the team and each individual to improve their current status.

- **Exam:** Final exams consist of 50 – 100 objective questions (multiple choice, matching, true/false). Questions will require the application of course material or knowledge of basic scientific principles covered throughout the course. Students should prepare for the exam by completing all weekly course readings, participating in all lectures, consuming all course media, and completing research article reviews before the final exam.

Graduate Student Workshop and Research Page (100 points) – Given that professionals involved in Sports Science may be expected to lead workshops for athletes, patients, or other professionals, the graduate-level students will be responsible for leading one class workshop in a topic area of their choice (relevant to their career field and related to athlete training). The graduate student will work with the instructor to develop content and learning activities based on the selected topic. Meet with the instructor as soon as possible to discuss your teaching date and topic. The workshop/presentation should be approximately 15-20 minutes, and include an instructional component and a learning activity component. Topics do not need to coincide with the course calendar. The presentation components will be scored as follows:

Email the instructor with the idea for the topic and desired workshop date (5 points)

Submit a rough draft and meet with the instructor **at least one week before presentation** (20 points - required)

Instructional resource/handout based on research appropriate for the target audience (25 points)

Instructional workshop component - content (25 points)

Learning Activity workshop component (15 points)

Overall workshop delivery and management (10 points)

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Attendance/Participation Policy
Participation: One of the major determinants of course performance is time on task, i.e. the more activities you complete the higher your grade is likely to be. You are expected to participate in this course by watching the lectures and contributing to answering the questions on the discussion boards and presentations.

Note-Taking: You are expected to take notes. It will be difficult to understand the class material without them. You may print any PowerPoint slides or other material posted on Blackboard. You should not rely on PowerPoint slides as your sole source of class information. You should add to the information with your notes. Copyright law protects this syllabus, my lectures, and all materials distributed and presented by me during this course. You are authorized to take notes in this class, but that authorization extends only to making one set of notes for your own personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record (audio or video) from this class.

Online Communication Expectations

Email: The best way to reach me is through email. Please put the name of this course (course and section) in the subject line, and use polite email etiquette (including my name and your name). While I try to be as responsive as possible, please allow 24 hours during the week and 48 hours over the weekend before anticipating a response. Emails sent to me from non-Marshall accounts may get flagged as spam, so you are responsible for avoiding miscommunication by using your Marshall MU account.

Generative AI

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). While the provisions of this syllabus are as accurate and complete as possible, I reserve the right to change any provision if circumstances so warrant. You will be kept advised of any changes, and information about changes will be available from me. It is your responsibility to successfully complete the requirements of this course.

Recording of class: Students are not permitted to record class audio-visually due to FERPA regulations. This means that recording the class using Teams, Zoom, or any video recording software is not allowed due to privacy laws related to education. Outside of the notetaking and recording services for ADA accommodations compliance, audio or video recording of all or part of a class for personal use is not allowed without my advance and explicit written consent. Such recordings are only acceptable in personal, private studying and notetaking and are not authorized to be shared with anyone without my separate written approval.

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/).

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- 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
(QM Standard 7.2) 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: https://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/).

University Policies

(QM Standard 1.4) 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/)

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- Academic Dismissal Policy
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- 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

Students with Disabilities

(QM Standard 7.2) 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: https://www.marshall.edu/academic-affairs/policies/)

Course Schedule

Week	Module	Assigned Reading	Assignments/Exams Due
1	Course Introduction		
2	Technology & Data in Human Performance	Textbook Chapters: 7, 8	
3	Athlete Tracking Systems and Load Monitoring	Textbook Chapters: 9, 10 Assigned readings from research literature	Research article reviews
4	Athlete Tracking Systems and Load Monitoring		Project Assignment 1 – load monitoring
5	Perception of Effort and Subjective Monitoring	Textbook Chapters: 17 Assigned readings from research literature	Research article reviews
6	Kinematics, Kinetics, & Gait Analysis	Textbook Chapters: 11, 12	
7	Strength Tracking & Analysis; HR, HRv, Velocity	Textbook Chapters: 13, 14 Assigned readings from research literature	Project Assignment 2 - Kinematics, Kinetics, & Gait
8	EEG, EMG, & Metabolic testing	Textbook Chapters: 15, 16	Project Assignment 3 – strength tracking

9	Statistical Modeling	Textbook Chapters: 18 Assigned readings from research literature	Project Assignment 4 - EEG, EMG, & Metabolic
10	Injury Risk Models	Textbook Chapters: 19	Research article reviews
11	Operationalizing Data	Textbook Chapters:22	
12	Data Mining & Nonlinear Data Analysis	Textbook Chapters: 20	
13	Information Dissemination	Textbook Chapters: 31	
14	Data Delivery & Reporting	Textbook Chapters: 21 Graduate student presentations	Project Assignment 5 – Overall team
15	Finals Week		

Bibliography

Bailey, C. A. (2021). *Quantitative analysis in exercise and sport science*. University of North Texas Libraries.
Dominicy, Y., & Ley, C. (Eds.). (2023). *Statistics Meets Sports: What We Can Learn from Sports Data*. Cambridge Scholars Publishing.
French, D., & Ronda, L. T. (Eds.). (2021). *NSCA's Essentials of Sport Science*. Human Kinetics Publishers.
Kansal, D. D. K. (2021). *A Textbook of Sports Science: Test, Evaluation, Accreditation, Measurements and Standards (TEAMS)*. KK Publications.
Magdalinski, T. (2009). Sport, Technology and the Body: The Nature of Performance. New York: Routledge.
Rea, S. (2023). *Sports Science: A complete introduction*. Teach Yourself.
Sanders, G. J. (2018) Data Analysis in Sports Science. Omega. Springdale, AR.

SR-23-24-41 CC

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

College of Health Professions
HS 410 – Organ Admin in Athletic Trng

- **Summary of Change:** To change the name & catalog description.
- **Rationale:** The course description is being updated to meet the needs of the undergraduate Kinesiology degrees and the impending accredited Strength & Conditioning AOE within Exercise Science. The course name will now be "Organ and Admin in Kines" and the new course description will be "This course investigates current trends in administration and organization in Kinesiology. Areas considered include but are not limited to policy planning, leadership, ethics, management, and current organizational trends in Kinesiology."
- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EUACzszKwf1Huo Q5tNaT-yUB3a2h7CiZeB-He-ra0JaedQ?e=xpG0p8

College of Liberal Arts
CMM 103 – Fund Speech-Communications

- **Summary of Change:** To change the catalog description.
- **Rationale:** The current course description is a leftover from when the class was taught as an introduction to the field. The class has been focused on public speaking for years and the new description aligns with that content. Previous description "A course designed to enhance the development of critical thinking skills and their application to verbal and nonverbal interaction in interpersonal and public communication contexts." New description: "Study and application of the principles of effectively analyzing, evaluating, organizing, and conveying information, evidence, and diverse perspectives through spoken communication as well as listening actively and providing constructive feedback."
- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EbG9X5BV9fNPiVF tiUXDHPwBZO6GAw_71iOY9JkmKkJbIg?e=rbTvcL

CMM 104H – Honors in Speech Comm

- **Summary of Change:** To change the catalog description.

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University Curriculum Committee
RECOMMENDATION

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- **Rationale:** The course description change aligns with the description with CMM 103 Fund Speech-Communication (submitted on a separate form). Previous description "An accelerated course for selected freshmen and sophomores in fundamentals of communication, concepts and skills in verbal/nonverbal communication and listening. Not open to juniors and seniors." New description: "Honors-level study of the principles of effectively analyzing, evaluating, organizing, developing, and conveying information, evidence, and diverse perspectives through spoken communication as well as listening actively and providing constructive feedback."
- **Curriculum:**
https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EXXxejJ-7cFNrAE8RsxYaJgB6uBefFPpmpklBgNFWyniGQ?e=viekFo

CMM 205 – The Rhetorical World

- **Summary of Change:** To change the catalog description & course name.
- **Rationale:** The revised course name removes the word "rhetorical" which is academic jargon and often misunderstood due to its distorted use in the vernacular. The course already focuses on popular culture and the textbook that has long been used for the course is titled "Rhetoric in Popular Culture." The revised course description enhances clarity and aligns more with the content that is taught in the course. The description revision does not change any existing content. New title is "Pop Culture Rhetoric" and the new course description is "An introduction to the study and criticism of popular cultural texts and their rhetorical influences on human behavior and society."
- **Curriculum:**
https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EakceVpn1BVDo8yuYycGRNYBZqybQxiwmAtX1MeBSrSKJA?e=ARujHi

CMM 207 – Bus & Prof Communication

- **Summary of Change:** To change the catalog description and name.
- **Rationale:** This is part of a larger effort to change CMM course names to minimize the use of abbreviations to enhance clarity. The word "business" was already in the title, just as an abbreviated version. We removed the abbreviation for professional because of some redundancy. This course name also aligns with our existing "Business Communication" minor. The revised course description enhances clarity and aligns more with the content that is taught in the course. The description revision does not change any existing content. The new course name is "Business Communication" and new description is "Study of the communication demands and skills needed to communicate effectively in business and professional contexts,

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including informing target audiences, selling and pitching ideas, and preparing for job interviews."

- **Curriculum:**
https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EbBcWnl6JahBnH0pfDy4ROcB88Veg6SyRVecKDbVzHlBgA?e=KB5Gju

CMM 213 – Fundamental Interpersonal Com

- **Summary of Change:** To change the catalog description and name.
- **Rationale:** This is part of a larger effort to change CMM course names to minimize the use of abbreviations to enhance clarity. The revised course description enhances clarity and aligns more with the content that is taught in the course. The description revision does not change any existing content. The revised course description also helps to differentiate it from a CMM graduate course called "Interpersonal Communication." The new course name is "Communications in Relationships," and the new description is "An overview of theories and research surrounding interpersonal communication, with an emphasis on developing competencies to manage personal and professional relationships effectively."
- **Curriculum:**
https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EcmTRP6EfQlMhAgcsR2b1vAB8YeqoqdX3FiwgXfIyvL4SQ?e=D0bZhY

CMM 239 – Dev & Appreciation of Film

- **Summary of Change:** To change the catalog description and name.
- **Rationale:** This is part of a larger effort to change CMM course names to minimize the use of abbreviations to enhance clarity and to include the word Communication in the course titles to make the curriculum more parallel and cohesive. The revised course description enhances clarity and aligns more with the content that is taught in the course. The description revision does not change any existing content. The new name is "Communication and Film." The new course description is "An examination of film as a communicative expression of the performers, producers, directors, writers, and technicians, as well as the social, economic, and cultural factors that have influenced the medium."
- **Curriculum:**
https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EcteqZwVu85NozNacD_ZafUBDdZAV2kTUQUv0Bi7SmyK5w?e=OEC38Y

University Curriculum Committee
RECOMMENDATION

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CMM 302 – Professional Presentations

- **Summary of Change:** To change the catalog description.
- **Rationale:** The revised course description enhances clarity and aligns more with the content that is taught in the course. The description revision does not change any existing content. The old description is "Designed for present and future demands on skilled presenters of information. Included in the teaching of advanced oral presentation skills, computer assisted/ aided presentations, teleconferencing and other presentational skills." The new description is "Study of the communication skills necessary for effective presentations in professional contexts. Students will learn to compose audience-specific content, employ engaging delivery
- techniques, and utilize visual presentation aids."
- **Curriculum:**
https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/ETHxAglLdbRHpM RiaL1QzBwBWnjLTIqZMLTjVRnD7vBaOg?e=zldhMw

CMM 303 – Intro Communication Thry

- **Summary of Change:** To change the catalog description and name.
- **Rationale:** This is part of a larger effort to change CMM course names to minimize the use of abbreviations to enhance clarity. We do not have an advanced theory class at the undergraduate level so the use of "Intro" is unnecessary. The revised course description enhances clarity and aligns more with the content that is taught in the course. The description revision does not change any existing content. The new title is "Communication Theories." The new course description is "An introduction to a range of communication theories related to interpersonal, group, public, intercultural, media, gender, and organizational communication and the ability of these theories to enhance the communication process."
- **Curriculum:** https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EdOv- zOwqzZLh6T8SYLELywBvhU95Lw1UAnl7a9BiLpjdg?e=W44xyq

CMM 308 – Persuasive Communication

- **Summary of Change:** To change the catalog description.
- **Rationale:** The revised course description enhances clarity and aligns more with the content that is taught in the course. The description revision does not change any existing content. The new description is "Study of communication designed to shape beliefs, attitudes, values, and behaviors with a focus on the construction and critical analysis of persuasive messages." The old description was "Introduction to the understanding, practice and analysis of persuasion.

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Behavioral and rhetorical theories of persuasion will be examined and applied to contemporary persuasive communications."

- **Curriculum:**
https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EYjoVe-GvtBKtMezFzXZz9EBfxwY_Q-4sVe-k7L6ZpZ6JQ?e=Lf5zJW

CMM 310 – Argumentation & Debate

- **Summary of Change:** To change the catalog description and name.
- **Rationale:** The course name change is minor but uses the more familiar term "argument" instead of "argumentation." The revised course description enhances clarity and aligns more with the content that is taught in the course. The description revision does not change any existing content. The new name is "Argument and Debate." The new course description is "Study of building, critiquing, adapting, and responding to arguments with a focus on gathering evidence, evaluating reasoning, and improving spoken and written arguments."
- **Curriculum:**
https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/ERV9nZpPYKBOuwBQwMzOtxIBwhWsySg97720nzyOe1HsrQ?e=ovvfaT

CMM 315 – Group Communication

- **Summary of Change:** To change the catalog description and name.
- **Rationale:** This is part of a larger effort to make the CMM curriculum more cohesive. The name change makes this class more parallel with a related course, CMM 213 Communication in Relationships. The revised course description aligns more with the content that is taught in the course. The description revision does not change any existing content. The new name is "Communication in Groups." The new course description is "This course explores small group dynamics, emphasizing communication's role in the structural, functional, and social aspects of groups including decision-making, leadership, diversity, and presentations within professional, civic, and other contexts."
- **Curriculum:**
https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EfHqWkYxyl9Ajuv5QOJpdw0BFWDfjNkxkB9tOTxEem2vlQ?e=uvIcJP

University Curriculum Committee
RECOMMENDATION

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CMM 316 – Legal Communication

- **Summary of Change:** To change the catalog description.
- **Rationale:** The change in course description aligns more with the content covered. Old description was "The theory and practice of legal communication techniques. The course will examine interviewing skills, negotiation skills, argument preparation skills, presentation skills, and cross-examination skills. Recommended for pre-law students." The new description is "The theory and practice of legal communication techniques including interviewing, deposition, examination, cross-examination, opening statements, and closing arguments. Recommended for pre-law students."
- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EUekYAZYHFpIgCS xuJc0IOcB5rs3OscpRfNPvUYL26n_vQ?e=hetHGe

CMM 319 – Superior-Subordinate Comm

- **Summary of Change:** To change the catalog description and name.
- **Rationale:** This is part of a larger effort to change CMM course names to minimize the use of abbreviations to enhance clarity. The use of "superior-subordinate" in the course name only provides a limited understanding of what the course covers. The course already focused heavily on leadership and foregrounding that word will make the course content clearer. Also, we are going to make CMM 408 Leadership and Group Comm inactive, so adding the word "Leadership" to the course name for CMM 319 keeps leadership communication visible in our curriculum. The revised course description enhances clarity and aligns more with the content that is taught in the course. The description revision does not change any existing content. The new name is "Leadership Dynamics." The new description is "An examination of communication within organizational settings including role definition, performance feedback, relationship-building, conflict resolution, leadership, and navigating power dynamics within the workplace."
- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EZ099COPrIZFouLF Z-tIMk8BaUJOj7FDT3t8mL-r6DL3jQ?e=YVAbAg

CMM 322 – Intercultural Comm

- **Summary of Change:** To change the catalog description and name.
- **Rationale:** This course name change aligns with our curricular revision goals of including the word "communication" in our course names and eliminate unnecessary abbreviations and take

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full advantage of the 30 characters so generously allowed us by Banner. The revised course description enhances clarity and aligns more with the content that is taught in the course. The description revision does not change any existing content. The new course name is "Intercultural Communication." The new course description is "An examination of how culture impacts verbal/nonverbal communication, identity, relationships, and other communicative practices. Students will apply theory and research, reflect on their cultural perspectives, and develop intercultural communication competence."

- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EV5qyMb34J9Jkx3QPjogT7gBk0P-kVAx6fiizvXlUWMhiw?e=Unx7ZD

CMM 374 – Intro to Health Communication

- **Summary of Change:** To change the course name.
- **Rationale:** We do not have an "Advanced Health Communication" class so the "Intro" is unnecessary. New name is "Health Communication."
- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EeMnqsCPE8VCp_mNKpq7ukoBV1_aONsN3wOO7fAEw8Hq-w?e=CdTHpw

CMM 411 – Communication Study & Resch

- **Summary of Change:** To change the catalog description and name.
- **Rationale:** This is part of a larger effort to change CMM course names to minimize the use of abbreviations to enhance clarity. The name change also makes the class more parallel to its companion course CMM 303 Communication Theories. The revised course description enhances clarity and aligns more with the content that is taught in the course. The description revision does not change any existing content. The new name is "Communication Research." The new course description is "An exploration of communication research paradigms and methods. Students learn to work with scholarly resources, use recognized research formats, and write research proposals."
- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EbKPgeKrUldKq6_PbyCmtGoBdeQ31T2WE4MMwYl_AgQGrA?e=RQxMSm

University Curriculum Committee
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CMM 420 – Communication & Conflict

- **Summary of Change:** To change the catalog description and name.
- **Rationale:** The small change in course name will help distinguish this undergraduate course from a graduate course on conflict and communication. The revised course description enhances clarity and aligns more with the content that is taught in the course. The description revision does not change any existing content. The new name is "Conflict Communication." The new course description is "A study of the causes and consequences of conflict in personal and professional contexts with a focus on the role of communication in initiating, managing, and resolving conflict."
- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EUCdN-EdAwRAgJpXgZJ5_kUBNhHAprA2eXkF9BcB4uxd8w?e=7XLWQj

CMM 456 – Computer-Medicated Comm

- **Summary of Change:** To change the catalog description and name.
- **Rationale:** This proposed course name change brings the study of communication and technology into the 21st century. The content of the course has shifted to keep up with trends in digital communication, but this was not reflected in the course title. The new course name replaces "computer-mediated" with "digital" which matches current terminology within this sub-field of communications. The new course description expands on what was implied by "human organization" in the previous description. The new course name is "Digital Communication." The new course description is "An exploration of the impact of digital communication on interaction in personal, professional, and/or civic contexts and in relation to social and cultural influences."
- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EUC0kcAiuJxOv6LgA1NBz9QBGmaNJf1ZI6qxP9qw2x4pEQ?e=Lgc257

CMM 478 – Senior Seminar

- **Summary of Change:** To change the catalog description and name.
- **Rationale:** The change in course title is to make it more consistent with the naming conventions of capstone courses in other COLA departments. The change in course description increases clarity through more active wording. The new course name is "Communication Capstone." The new course description is "Students synthesize what they have learned in the communication

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studies major by developing, organizing, revising, and presenting a comprehensive project that demonstrates their competence in the discipline."

- **Curriculum:**
https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EaobbzjG-e5FuSYRDIFYIXYBKiNuKjxNGHDszEoJM6nyFQ?e=n8oVtw

HST 208 – The Developing World

- **Summary of Change:** To change the catalog description.
- **Rationale:** Updating and clarifying language in the course description. No changes will be made to the course itself. Old description is "A survey of selected Third World countries focusing on imperialism, colonialism and developmental interests. This class emphasizes critical thinking skills." New description is "A survey of selected countries within the Developing World (Asia, Latin America, Africa), focusing on imperialism, colonialism, and development theory. This class emphasizes critical thinking skills."
- **Curriculum:**
https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/ETX8gozh929KpLHSYeTLB_IBVzTe_EzsAOniB_mho0bIKQ?e=UjRNdo

HST 378 – Modern Asia

- **Summary of Change:** To change the catalog description.
- **Rationale:** 1. Removing "Taiwan" from the list of counties examined. It is included under China. 2. Grammer fixes and clarification of language. The old description was "A selective look at Modern Asia, focusing on Japan, China, Korea, Taiwan, Vietnam and Indonesia and American interaction with the Asian nations." The new description is "A selective look at Modern Asia focusing on Japan, China, Korea, Vietnam, and Indonesia, and on American interaction with Asia."
- **Curriculum:**
https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EamBBwOlCWxPnrGKudQo1_4Bg6KDThLmNXuIbGouVpjQKw?e=d81Zr3

HST 425 - European Hist 1814-1914

- **Summary of Change:** To change the catalog description.
- **Rationale:** Change only corrects the misspelling of political. The new course description is " A century of European political, economic, and social history and its relationship to and influence upon the history of other world areas is noted. The impact of imperialistic rivalry is emphasized."

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RECOMMENDATION

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- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EXGNG8HjZUFDp4IBsPEhO98BRhR3lW-RZQOlGrFWvWOvZg?e=yHaKgn

HST 435 – Modern Japan

- **Summary of Change:** To change the catalog description.
- **Rationale:** Altering the language in the description to better engage student interest (who doesn't want to know about samurai?). There are no changes to the course itself. Old description was "Begins with an overview of nineteenth century Japan and stresses the twentieth century rise of Japan to the position of world power." New description is "Begins with the samurai revolution of nineteenth century Japan and explores the rise of Japan to the position of world power."
- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EffjIJmL9KlEivlPkv0el4UBkhsgEiYPVQB-Pp5wk2a8Fw?e=rjj61K

HST 439 – Modern China through Film

- **Summary of Change:** To change the catalog description.
- **Rationale:** 1. Cleaning up typos. The current catalog version is missing spaces after commas. 2. Bringing the timeline up to date by emphasizing China's rise to global power. Old description was "Through a combination of films, lectures, readings, discussions and writings the course will show how China took its unique path to modernization." The new description is "Through a combination of films, lectures, readings, discussions and writings the course will show how China took its unique path to modernization and global power."
- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EXjwo2O_TNNEnc6vZUUYqIkBALP35acb9Oj5cV0LG_5M1g?e=Tpc7W9

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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: **Health Profe**   Department/Division: **Kinesiology**   Current Alpha Designator/Number: **HS 410**

Contact Person: **Suzanne M. Konz**   Phone: **6-2926**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Organ Admin in Athletic Trng**

Alpha Designator/Number: **HS 410**   Credit Hours: **3**

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

Fall **'25**   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*): _____

    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: 1/17/24
Registrar: _____	Date: 1-18-24
College Dean: _____	Date: 1-18-24
College Curriculum Chair: _Zach Garrett_	Date: 1-29-24
General Education Council Chair *: _____	Date: _____
University Curriculum Committee Chair: _Jonathan Kozar_	Date: 02/16/23
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: __Health Prof__   Department/Division: __Kinesiology__   Current Alpha Designator/Number: __HS 410__

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

From: __Organ Admin in Athletic Trng__

To: __Organ and Admin in Kines__   (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: This is a course that investigates current trends in administration and organization in the field of athletic training. This is a course that investigates current trends in administration and organization in the field of athletic training.

To:
This course investigates current trends in administration and organization in Kinesiology. Areas considered include but are not limited to policy planning, leadership, ethics, management, and current organizational trends in Kinesiology.

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

College: **Health Prof** Department/Division: **Kinesiolgy** Current Alpha Designator/Number: **HS 410**

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

The course description is being updated to meet the needs of the undergraduate Kinsiology degrees and the impending accredited Strength & Conditioning AOE within Exercise Science

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Marshall University Syllabus
School of Kinesiology
Exercise Science
HS 410/HS 510: Organization and Administration in Kinesiology
TERM XXXX

Course Description
This course investigates current trends in administration and organization in Kinesiology. Areas considered include but are not limited to policy planning, leadership, ethics, management, and current organizational trends in Kinesiology.

Credits - 3 Credits

Prerequisites - None

Class Meeting Days/Times - TBD

Location - TBD

Format
The course will utilize a traditional lecture format with discussion and hands-on experience. Student initiative, decision-making, and responsibility are emphasized throughout the course. Your willingness to accept responsibility is essential for success in the class. This course should be completed in one term.

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: For Virtual Office hours, 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: For virtual office hours, 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]

Preferred Communication Method and Expected Response Time
(QM Standard 5.3) [Enter preferred communication method and the time it typically takes you to respond. Include emergency or alternate contact information and response times, if desired.]

About Me
(QM Standard 1.8) [Include a brief self-introduction here OR in the course.]

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 Texts and Materials

Haff, G. G., & Triplett, N. T. (Eds.). (2015). *Essentials of Strength Training and conditioning 4th edition*. Human kinetics.

Johnson, C. E. (2020). *Organizational ethics: A practical approach*. SAGE Publications, Incorporated.

Technology and Technical Skill Requirements

(QM Standards 1.5 and 1.6) [Enter requirements such as the example below. Edit as needed and delete anything that is not required.]

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.
- For computer and browser requirements, see "Get Connected" and "Internet Browser" at Student Resources: First Steps. See also IT: Recommended Hardware (URLs: https://www.marshall.edu/design-center/students/ and https://www.marshall.edu/it/recommendations/).
- To check your browsers, use the Blackboard Browser Checker and ensure that you set permissions properly and have all the necessary plug-ins. (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker)
- Students must be able to use Marshall email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard.
- Virtual (VC) courses may require a webcam and microphone to use Microsoft Teams (or Zoom, with permission from IT) for synchronous meetings.
- Adobe Acrobat Reader may be needed to read some files. This plug-in is available free. (URL: https://get.adobe.com/reader/) See the Tech Support tab in Blackboard for additional information and links.
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit Marshall IT: Office 365 (URL: https://www.marshall.edu/it/office365/).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

Technology Assistance

(QM Standard 7.1) If you have technical problems, please contact one or more of the following:

- Blackboard Support (URL: https://www.marshall.edu/design-center/support-ticket/)
- Marshall Information Technology (IT) Service Desk (Help Desk) (URL: https://www.marshall.edu/it/departments/it-service-desk/)
  - Huntington: (304) 696-3200
  - South Charleston: (304) 746-1969
  - Email the IT Service Desk (itservicedesk@marshall.edu)

Course Purpose

The purpose of this course is to provide students with an in-depth look at the application of managerial processes within the field of exercise science to include administrative concerns in exercise, sport, and fitness management.

Course Objectives/Outcomes

The student will be able to:

1. Apply critical thinking skills in resolving ethical issues
2. Describe and analyze ethical issues and dilemmas
3. Demonstrate awareness of one's own values and investigate the interrelationships and tensions that occur between personal, professional and societal values.
4. Describe the conceptual components of developing and implementing a basic business plan, basic healthcare facility design, and explain components of budgeting in various training facilities.
5. Describe principles of recruiting, selecting, hiring and evaluating employees. Define state and federal statutes that regulate employment practices.
6. Create a risk management plan and develop associated policies and procedures for the health care facility. Also, describe the impact of organizational structure and strategic planning on the daily operations of the training facility.
7. Identify components of risk management plan to include security, fire, electrical and equipment safety, emergency preparedness, and hazardous chemicals.

Desired Learner Outcomes

The table below shows how each student's learning outcome will be practiced and assessed in the course.

Course student learning outcomes Students will….	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Apply critical thinking skills in resolving ethical issues	Lecture In-class reading/discussion In-class activities	Written Exams Group/Individual Project Assignments Presentations Reflection journal
Describe and analyze ethical issues and dilemmas	Lecture In-class reading/discussion In-class activities	Written Exams Assignments Reflection journal
Demonstrate awareness of one's own values and investigate the interrelationships and tensions that occur between personal, professional and societal values.	Lecture In-class reading/discussion In-class activities	Written Exams Group/Individual Project Assignments Presentations Reflection journal
Describe the conceptual components of developing and implementing a basic business plan, basic healthcare facility design, and explain components of budgeting in various training facilities.	Lecture In-class reading/discussion In-class activities	Written Exams Group/Individual Project Assignments Presentations Reflection journal
Describe principles of recruiting, selecting, hiring and evaluating employees. Define state and federal statutes that regulate employment practices.	Lecture In-class reading/discussion In-class activities/ practice sessions.	Written Exams Assignments Reflection journal
Create a risk management plan and develop associated policies and procedures for the health care facility. Also, describe the impact of organizational structure and strategic planning on the daily operations of the training facility.	Lecture In-class reading/discussion In-class activities	Written Exams Group/Individual Project Assignments Presentations Reflection journal
Identify components of risk management plan to include security, fire, electrical and equipment safety, emergency preparedness, and hazardous chemicals.	Lecture In-class reading/discussion In-class activities	Written Exams Group/Individual Project Assignments Presentations Reflection journal

Course Structure

The course will utilize a traditional lecture format with discussion and hands-on experience. Student initiative, decision-making, and responsibility are emphasized throughout the course. Your willingness to accept responsibility is essential for

success in the class.

Grading Policy

Grading Breakdown
Exams - 10 %
In-class activities (readings, discussion, journal, in-class assignments) - 40%
Projects – 50%
Total = 100%

Grading Scale
All students will be held to the following overall academic performance standards:

A	93%+	outstanding performance; significantly exceeded all basic criteria/minimum.
B	85-92%	above average performance; exceeded basic/minimum criteria in some way.
C	70-84%	average performance; met basic/minimum criteria.
D	60-69%	below average performance; failed to meet some basic criteria.
F	< 60%	unsatisfactory performance

Course Activity Expectations

All assignments, exams, etc., must be submitted to the appropriate dropbox in the following format:

- All citations and references must use APA 7th edition guidelines for referencing source materials. See the links on MU Onlinethat direct you to the correct citation and bibliography format. Many websites contain APA format information: https://owl.english.purdue.edu/owl/section/2/10/ (from the Purdue English dept). Or, purchase the following book to get ALL the information regarding APA format: Publication Manual of the American Psychological Association (6th ed.).Washington: American Psychological Association.•
- All assignments are to be written in a clear and concise scientific format. The scientific format means that if it is not your original thought, you are to give credit to the individual who did. When in doubt, cite a source. The more sources you have, the easier this will be!
- Papers should be formatted with Times New Roman, 11 pt. font, and be 1.5 spaced with 1" margins all around.
- It is expected that as upper-level students, you will be able to submit written documents free of grammar, spelling, formatting, capitalization, citation, and reference list mistakes. Hence, any paper with more than five errors for undergraduates and three errors for graduates per page will result in a "0"

Late Work Policy
Assignments are due at the beginning of class. All homework must be submitted via MU Online by XXXX on the day assigned unless otherwise instructed. No late work without a university excuse.

Anticipated Response Time for Grading and Feedback
Grades or feedback on assignments will typically be given within a week of submission.

Evaluation Criteria
Assigned Readings from Book. Students are expected to complete the assigned readings before class in which the material is due to be covered. These dates are listed on the syllabus. This will assist the student in learning, retaining, and being reinforced on the material that is presented in class. Due to the content of the course and the limited time that is available to discuss each of these topics this semester, some material may be assigned as a self-study chapter. The instructor reserves the right to give a quiz over any assigned readings from the book at any time to ensure that students are keeping up with their work.

Reflection Journal. This is an opportunity for you to express your thoughts on given issues based on experience, observation and reading in between 300 and 400 words. This is meant to capture your informed opinion based on knowledge derived from reading and how that knowledge applies in real life situations. Make sure to cite research sources in your post. Your perspective is important and articulate it here! Indicate the references and the number of words at the end of your posts.

1. Reflection Journal 1. Using the concepts of planning, controlling, leading and organizing, define and discuss how they would apply in your future chosen career. Use citations in your main post and include references and word count.
2. Reflection Journal 2. Explain any FOUR key takeaways that hit home for you from the last 4 weeks in class. Indicate citations, references and number of words for the post.
3. Reflection Journal 3. By the end of your Undergraduate College experience, you are supposed to possess a high level of leadership skills, communication skills, technological competence, ethical behavior, and multicultural skills. Define these concepts, reflect on your life to date, and evaluate your current status on how you are accomplishing these skills both formally and informally. Use specific examples. Indicate number of words, use citations and add reference list.
4. Reflection Journal 4. Explain any FOUR takeaways from the last 4 weeks of class. Indicate citations, references and number of words for the post.
5. Reflection Journal 5. Think about a misunderstanding that arose when you and another person perceived the same situation differently. Which perceptual biases do you think contributed to the misunderstanding? Use citations in your main post and include references and word count.
6. Reflection Journal 6. Explain any FOUR takeaways from the last 4 weeks of class. Indicate citations, references and number of words for the post.

Review/critique/discussion of articles and other outside reading/video. Students will be assigned readings from articles and other resources that relate to specific course concepts, especially in the area of law and insurance. These assignments will either be given to you in class or via e-mail and/or Blackboard. Students are to review and critique each article and prepare a written summary and evaluation of each assignment. Students will be expected to discuss their findings in class. Specific details of these assignments will be presented before the activity or project.

Construction of an Athletic Facility and Development of Budget Projects. For this small group assignment, each group will be given the physical dimensions of a space you are to develop for athletic purposes. Additionally, groups will be allocated a specific budget with which to renovate/remodel a facility as well as to purchase equipment and supplies. The facility must be drawn to scale, and the limitations/ constraints of the space and/or budget will be discussed with each student on an individual basis.

Risk Management Assignment. This small group assignment will provide students an opportunity to participate in the assessment of an area within the organization to reduce the risk of the institution being sued, while simultaneously following current best administrative practices. Specific details of this project will be presented and discussed in class.

Exercise Science O & A Project. Each student will be assigned a specific project to reinforce concepts discussed in this course. The focus is to evaluate athlete training sites in the completion of specific organization and administration-type assignments and responsibilities. Specific details of these projects will be presented and discussed in class.

Written Examinations. Two exams will be scheduled for this course during those weeks indicated on the course outline that follows. More details will be shared with students before the exams.

Graduate Student Workshop and Research Page (100 points) – Given that professionals involved in Kinesiology may be expected to lead workshops for athletes, patients, or other professionals, the graduate-level students will be responsible for leading one class workshop in a topic area of their choice (relevant to their career field and related to athlete training). The graduate student will work with the instructor to develop content and learning activities based

on the selected topic. Meet with the instructor as soon as possible to discuss your teaching date and topic. The workshop/presentation should be approximately 15-20 minutes, and include an instructional component and a learning activity component. Topics do not need to coincide with the course calendar. The presentation components will be scored as follows:

Email the instructor with an idea for the topic and desired workshop date (5 points)

Submit a rough draft and meet with the instructor **at least one week prior to the presentation** (20 points - required)

Instructional resource/handout based on research appropriate for the target audience (25 points)

Instructional workshop component - content (25 points)

Learning Activity workshop component (15 points)

Overall workshop delivery and management (10 points)

Course Policies
By enrolling in this course, you agree to the following course policies.

Attendance/Participation Policy
Participation: One of the major determinants of course performance is time on task, i.e. the more activities you complete the higher your grade is likely to be. You are expected to participate in this course by watching the lectures and contributing to answering the questions on the discussion boards and presentations.
Note-Taking: You are expected to take notes. It will be difficult to understand the class material without them. You may print any PowerPoint slides or other material posted on Blackboard. You should not rely on PowerPoint slides as your sole source of class information. You should add to the information with your notes. Copyright law protects this syllabus, my lectures, and all materials distributed and presented by me during this course. You are authorized to take notes in this class, but that authorization extends only to making one set of notes for your own personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record (audio or video) from this class.

Online Communication Expectations
Email: The best way to reach me is through email. Please put the name of this course (course and section) in the subject line, and use polite email etiquette (including my name and your name). While I try to be as responsive as possible, please allow 24 hours during the week and 48 hours over the weekend before anticipating a response. Emails sent to me from non-Marshall accounts may get flagged as spam, so you are responsible for avoiding miscommunication by using your Marshall MU account.

Generative AI
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).
While the provisions of this syllabus are as accurate and complete as possible, I reserve the right to change any provision if circumstances so warrant. You will be kept advised of any changes, and information about changes will be available from me. It is your responsibility to successfully complete the requirements of this course.

Recording of class: Students are not permitted to record class audio-visually due to FERPA regulations. This means that recording the class using Teams, Zoom, or any video recording software is not allowed due to privacy laws related to education. Outside of the notetaking and recording services for ADA accommodations

compliance, audio or video recording of all or part of a class for personal use is not allowed without my advance and explicit written consent. Such recordings are only acceptable in personal, private studying and notetaking and are not authorized to be shared with anyone without my separate written approval.

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/).

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

Students with Disabilities

(QM Standard 7.2) 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: https://www.marshall.edu/academic-affairs/policies/)

Course Schedule

	Block	Topic	Reading	Assignment
Week 1	Leadership	Understanding leadership		
		Leadership theories and styles		
Week 2		Group dynamics		
		Communication skills for leaders		Reflection Journal 1
Week 3				
		Managing difficulties		*Review of article 1*
Week 4	Ethics & Legal	Values and ethics in leadership		
				Reflection Journal 2
Week 5		Power dynamics		
Week 6		Ethics in practice		
				Review of article 2
Week 7		Ethics in research		
				Reflection Journal 3 MIDTERM EXAM
Week 8	Facility Planning & Management	Risk Management		
Week 8				
				Reflection Journal 4

Week 10		Budget and Finance		*Risk Management Assignment.*
Week 11		Documentation		
				Reflection Journal 5
Week 12		Fee structure, Insurance, Reimbursement		
Week 13		Planning and Evaluation		*Review of article 3*
Week 14		Employment Issues	Graduate Presentations	Reflection Journal 6
			Graduate Presentations	*Construction of an Athletic Facility and Development of Budget Projects*
Week 15	FINAL			*Exercise Science O & A Project.* FINAL EXAM

Bibliography

Cain, Susan (2013), Quiet. New York: Broadway Books.

Greenberg, J., & LoBianco, J. (2018). *Organization and administration of physical education: Theory and practice.* Human Kinetics.

Haff, G. G., & Triplett, N. T. (Eds.). (2015). *Essentials of Strength Training and conditioning 4th edition.* Human kinetics.

Hoffman, J. (2011). *NSCA's guide to program design.* Human Kinetics.

Johnson, C. E. (2020). *Organizational ethics: A practical approach.* SAGE Publications, Incorporated.

Langley, T. D., & Hawkins, J. D. (2004). Administration for exercise-related professions. *(No Title).*

McManus, R. (2015). Ethical Leadership: A Primer. Cheltenham, UK: Elgar.

Northouse, P.G. (2016). Leadership: Theory and Practice (7th ed.) Los Angeles: Sage Publishing.

Van Wart, Montgomery (2011). Dynamics of Leadership in Public Service. Armonk, NY: M.E. Sharpe.

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: **Communication Studies**   Current Alpha Designator/Number: **CMM 103**

Contact Person: **Dr. Rich Jones**   Phone: **6-3078**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Fund Speech-Communication**

Alpha Designator/Number: **CMM 103**   Credit Hours: **3**

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

Fall **24**   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:	Date: 1/9/2023
Registrar:	Date: 1-11-2024
College Dean:	Date: 1/11/2024
College Curriculum Chair: *Jonathan Kozar*	Date: 01/30/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 02/16/23
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: **Communication Studies** _____ Current Alpha Designator/Number: **CMM 103**

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

From: _____

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

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

From: _____   To: _____

Change in COURSE NUMBER: _____ 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: **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 course designed to enhance the development of critical thinking skills and their application to verbal and nonverbal interaction in interpersonal and public communication contexts.

To:
    Study and application of the principles of effectively analyzing, evaluating, organizing, and conveying information, evidence, and diverse perspectives through spoken communication as well as listening actively and providing constructive feedback.

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

College: __COLA__ Department/Division: __Communication Studies__ Current Alpha Designator/Number: __CMM 103__

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

The current course description is a leftover from when the class was taught as an introduction to the field.

The class has been focused on public speaking for years and the new description aligns with that content.

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: **Communication Studies** Current Alpha Designator/Number: **CMM 104H**

Contact Person: **Dr. Rich Jones** Phone: **6-3078**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Honors in Speech Comm**

Alpha Designator/Number: **CMM 104H** Credit Hours: **3**

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

Fall **24** 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: *[signature]*	Date: 1/9/2023
Registrar: *[signature]*	Date: 1-11-2024
College Dean: *[signature]*	Date: 1/11/2024
College Curriculum Chair: *Jonathan Kozar*	Date: 01/30/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 02/16/23
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: **Communication Studies** Current Alpha Designator/Number: **CMM 104H**

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

From: _____

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

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

From: _____ To: _____

Change in COURSE NUMBER: _____ 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: **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:

An accelerated course for selected freshmen and sophomores in fundamentals of communication, concepts and skills in verbal/nonverbal communication and listening. Not open to juniors and seniors.

To:

Honors-level study of the principles of effectively analyzing, evaluating, organizing, developing, and conveying information, evidence, and diverse perspectives through spoken communication as well as listening actively and providing constructive feedback.

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

College: **COLA** Department/Division: **Communication Studies** Current Alpha Designator/Number: **CMM 104H**

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

The course description change aligns with the description with CMM 103 Fund Speech-Communication (submitted on a separate form).

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: **Communication Studies**   Current Alpha Designator/Number: **CMM 205**

Contact Person: **Dr. Rich Jones**   Phone: **6-3078**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **The Rhetorical World**

Alpha Designator/Number: **CMM 205**   Credit Hours: **3**

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

Fall **24**   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:	Date: 1/9/2023
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College Curriculum Chair: Jonathan Kozar	Date: 01/30/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 02/16/23
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: **Communication Studies**   Current Alpha Designator/Number: **CMM 205**

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 Rhetorical World**

To: **Pop Culture Rhetoric**   (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: **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:
An introduction to the study of rhetoric as a cultural force influencing human behavior and societies and as a critical approach to interpreting cultural artifacts.

To:

An introduction to the study and criticism of popular cultural texts and their rhetorical influences on human behavior and society.

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

College: __COLA__ Department/Division: __Communication Studies__ Current Alpha Designator/Number: __CMM 205__

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

The revised course name removes the word "rhetorical" which is academic jargon and often misunderstood due to it's distorted use in the vernacular.

The course already focuses on popular culture and the textbook that has long been used for the course is titled "Rhetoric in Popular Culture."

The revised course description enhances clarity and aligns more with the content that is taught in the course. The description revision does not change any existing content.

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: **Communication Studies**   Current Alpha Designator/Number: **CMM 207**

Contact Person: **Dr. Rich Jones**   Phone: **6-3078**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Bus & Prof Communication**

Alpha Designator/Number: **CMM 207**   Credit Hours: **3**

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

Fall **24**   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:	Date: 1/9/2023
Registrar:	Date: 1-11-2024
College Dean:	Date: 1/11/2024
College Curriculum Chair: *Jonathan Kozar*	Date: 01/30/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 02/16/23
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: **Communication Studies**   Current Alpha Designator/Number: **CMM 207**

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

From: **Bus & Prof Communication**

To: **Business Communication**   (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: **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 study of the communication demands and skills relevant to the student's future role as a business or professional person.

To:

Study of the communication demands and skills needed to communicate effectively in business and professional contexts, including informing target audiences, selling and pitching ideas, and preparing for job interviews.

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

College: **COLA**   Department/Division: **Communication Studies**   Current Alpha Designator/Number: **CMM 207**

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

This is part of a larger effort to change CMM course names to minimize the use of abbreviations to enhance clarity.

The word "business" was already in the title, just as an abbreviated version. We removed the abbreviation for professional because of some redundancy.

This course name also aligns with our existing "Business Communication" minor.

The revised course description enhances clarity and aligns more with the content that is taught in the course. The description revision does not change any existing content.

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: **Communication Studies**   Current Alpha Designator/Number: **CMM 213**

Contact Person: **Dr. Rich Jones**   Phone: **6-3078**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Fund Interpersonal Com**

Alpha Designator/Number: **CMM 213**   Credit Hours: **3**

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

Fall **24**   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: *[signature]*	Date: 1/9/2023
Registrar: *[signature]*	Date: 1-11-2024
College Dean: *[signature]*	Date: 1/11/2024
College Curriculum Chair: *Jonathan Kozar*	Date: 01/30/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 02/16/23
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: __Communication Studies_____ Current Alpha Designator/Number: __CMM 213__

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

From: __Fund Interpersonal Com_____

To: __Communication in Relationships_____ (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: _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:
  Introduction to principles and practices related to productive interpersonal communication. Emphasizes competence in using verbal and nonverbal message systems to promote effective communication in social and task relationships.

To:

  An overview of theories and research surrounding interpersonal communication, with an emphasis on developing competencies to manage personal and professional relationships effectively.

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

College: **COLA** _____ Department/Division: **Communication Studies** _____ Current Alpha Designator/Number: **CMM 213**

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

This is part of a larger effort to change CMM course names to minimize the use of abbreviations to enhance clarity.

The revised course description enhances clarity and aligns more with the content that is taught in the course. The description revision does not change any existing content.

The revised course description also helps to differentiate it from a CMM graduate course called "Interpersonal Communication."

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: **Communication Studies**   Current Alpha Designator/Number: **CMM 239**

Contact Person: **Dr. Rich Jones**   Phone: **6-3078**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Dev & Appreciation of Film**

Alpha Designator/Number: **CMM 239**   Credit Hours: **3**

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

Fall **24**   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:	Date: 1/9/2023
Registrar:	Date: 1-11-2024
College Dean:	Date: 1/11/2024
College Curriculum Chair: *Jonathan Kozar*	Date: 01/30/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 02/16/23
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: **Communication Studies**   Current Alpha Designator/Number: **CMM 239**

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

From: **Dev & Appreciation of Film**

To: **Communication and Film**   (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: **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:
The historical development of the motion picture as an art form. Analysis of the technical, social, economic and cultural factors which have influenced the medium.

To:

An examination of film as a communicative expression of the performers, producers, directors, writers, and technicians, as well as the social, economic, and cultural factors that have influenced the medium.

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

College: **COLA**   Department/Division: **Communication Studies**   Current Alpha Designator/Number: **CMM 239**

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

This is part of a larger effort to change CMM course names to minimize the use of abbreviations to enhance clarity and to include the word Communication in the course titles to make the curriculum more parallel and cohesive.

The revised course description enhances clarity and aligns more with the content that is taught in the course. The description revision does not change any existing content.

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: **Communication Studies**   Current Alpha Designator/Number: **CMM 302**

Contact Person: **Dr. Rich Jones**   Phone: **6-3078**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Professional Presentations**

Alpha Designator/Number: **CMM 302**   Credit Hours: **3**

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

Fall **24**   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: *Rich Jones*	Date: 1/9/2023
Registrar: *[signature]*	Date: 1-18-24
College Dean: *KB Smith*	Date: 1-18-24
College Curriculum Chair: *Jonathan Kozar*	Date: 01/30/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 02/16/23
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: **Communication Studies** Current Alpha Designator/Number: **CMM 302**

Change in COURSE TITLE: _____Yes X_____No   NOTE: If changing to Critical Thinking, you MUST reserve **(CT)** at the end of new title

From: _____

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

Change in ALPHA DESIGNATOR: _____ Yes X _____ No

From: _____   To: _____

Change in COURSE NUMBER: _____ 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: 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:
Designed for present and future demands on skilled presenters of information. Included in the teaching of advanced oral presentation skills, computer assisted/ aided presentations, teleconferencing and other presentational skills.

To:

Study of the communication skills necessary for effective presentations in professional contexts. Students will learn to compose audience-specific content, employ engaging delivery techniques, and utilize visual presentation aids.

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

College: **COLA** Department/Division: **Communication Studies** Current Alpha Designator/Number: **CMM 302**

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

The revised course description enhances clarity and aligns more with the content that is taught in the course. The description revision does not change any existing content.

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: **Communication Studies**   Current Alpha Designator/Number: **CMM 303**

Contact Person: **Dr. Rich Jones**   Phone: **6-3078**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Intro Communication Thry**

Alpha Designator/Number: **CMM 303**   Credit Hours: **3**

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

Fall **24**   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: *[signature]*	Date: 1/9/2023
Registrar: *[signature]*	Date: 1-11-2024
College Dean: *[signature]*	Date: 1/11/2024
College Curriculum Chair: *Jonathan Kozar*	Date: 01/30/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 02/16/23
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: **Communication Studies**   Current Alpha Designator/Number: **CMM 303**

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

From: **Intro Communication Thry**

To: **Communication Theories** _____ (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: **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:
Analysis of the process of communication and its constituent elements, with emphasis upon traditional and contemporary theories, their validation, and their use as a tool in diagnosis and remediation of communication problems.

To:

An introduction to a range of communication theories related to interpersonal, group, public, intercultural, media, gender, and organizational communication and the ability of these theories to enhance the communication process.

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

College: **COLA**   Department/Division: Communication Studies   Current Alpha Designator/Number: **CMM 303**

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

This is part of a larger effort to change CMM course names to minimize the use of abbreviations to enhance clarity. We do not have an advanced theory class at the undergraduate level so the use of "Intro" is unnecessary.

The revised course description enhances clarity and aligns more with the content that is taught in the course. The description revision does not change any existing content.

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: **Communication Studies**   Current Alpha Designator/Number: **CMM 308**

Contact Person: **Dr. Rich Jones**   Phone: **6-3078**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Persuasive Communication**

Alpha Designator/Number: **CMM 308**   Credit Hours: **3**

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

Fall **24**   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: *[signature]*	Date: 1/9/2023
Registrar: *[signature]*	Date: 1-11-2024
College Dean: *[signature]*	Date: 1/11/2024
College Curriculum Chair: *Jonathan Kozar*	Date: 01/30/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 02/16/23
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: **Communication Studies**   Current Alpha Designator/Number: **CMM 308**

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

From: _____

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

Change in ALPHA DESIGNATOR: _____ Yes X _____ No

From: _____   To: _____

Change in COURSE NUMBER: _____ 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: 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:
Introduction to the understanding, practice and analysis of persuasion. Behavioral and rhetorical theories of persuasion will be examined and applied to contemporary persuasive communications.

To:
Study of communication designed to shape beliefs, attitudes, values, and behaviors with a focus on the construction and critical analysis of persuasive messages.

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

College: **COLA**   Department/Division: **Communication Studies**   Current Alpha Designator/Number: **CMM 308**

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

The revised course description enhances clarity and aligns more with the content that is taught in the course. The description revision does not change any existing content.

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: **Communication Studies** Current Alpha Designator/Number: **CMM 310**

Contact Person: **Dr. Rich Jones**   Phone: **6-3078**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Argumentation & Debate**

Alpha Designator/Number: **CMM 310**   Credit Hours: **3**

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

Fall **24**   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: *(signature)*	Date: 1/9/2023
Registrar: *(signature)*	Date: 1-11-2024
College Dean: *(signature)*	Date: 1/11/2024
College Curriculum Chair: *Jonathan Kozar*	Date: 01/30/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 02/16/23
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: **Communication Studies**   Current Alpha Designator/Number: **CMM 310**

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

From: **Argumentation & Debate**

To: **Argument and Debate**   (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: **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:
Basic principles of agrument; practice in discussion and debate. Recommended but not a prerequisite for intercollegiate debating.

To:
Study of building, critiquing, adapting, and responding to arguments with a focus on gathering evidence, evaluating reasoning, and improving spoken and written arguments.

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

College: **COLA** Department/Division: **Communication Studies** Current Alpha Designator/Number: **CMM 310**

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

The course name change is minor but uses the more familiar term "argument" instead of "argumentation."

The revised course description enhances clarity and aligns more with the content that is taught in the course. The description revision does not change any existing content.

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: **Communication Studies** Current Alpha Designator/Number: **CMM 315**

Contact Person: **Dr. Rich Jones** Phone: **6-3078**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Group Communication**

Alpha Designator/Number: **CMM 315** Credit Hours: **3**

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

Fall **24** 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:	Date: 1/9/2023
Registrar:	Date: 1-11-2024
College Dean:	Date: 1/11/2024
College Curriculum Chair: *Jonathan Kozar*	Date: 01/30/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 02/16/23
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: __Communication Studies_____ Current Alpha Designator/Number: __CMM 315____

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

From: __Group Communication_____

To: __Communication in Groups_____ (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 _____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: **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:
Study of group communication processes, including problem solving, systems of group communication analysis and evaluation, in task oriented groups.

To:

This course explores small group dynamics, emphasizing communication's role in the structural, functional, and social aspects of groups including decision-making, leadership, diversity, and presentations within professional, civic, and other contexts.

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

College: **COLA**   Department/Division: **Communication Studies**   Current Alpha Designator/Number: **CMM 315**

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

This is part of a larger effort to make the CMM curriculum more cohesive. The name change makes this class more parallel with a related course, CMM 213 Communication in Relationships.

The revised course description aligns more with the content that is taught in the course. The description revision does not change any existing content.

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: **Communication Studies**   Current Alpha Designator/Number: **CMM 316**

Contact Person: **Dr. Rich Jones**   Phone: **6-3078**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Legal Communication**

Alpha Designator/Number: **CMM 316**   Credit Hours: **3**

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

Fall **24**   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: *[signature]*	Date: 1/9/2023
Registrar: *[signature]*	Date: 1-11-2024
College Dean: *[signature]*	Date: 1/11/2024
College Curriculum Chair: *Jonathan Kozar*	Date: 01/30/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 02/16/23
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: **Communication Studies**   Current Alpha Designator/Number: **CMM 316**

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

From: _____

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

Change in ALPHA DESIGNATOR: _____ Yes X _____ No

From: _____   To: _____

Change in COURSE NUMBER: _____ 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: 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:
The theory and practice of legal communication techniques. The course will examine interviewing skills, negotiation skills, argument preparation skills, presentation skills, and cross-examination skills. Recommended for pre-law students.

To:
The theory and practice of legal communication techniques including interviewing, deposition, examination, cross-examination, opening statements, and closing arguments. Recommended for pre-law students.

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: **Communication Studies**   Current Alpha Designator/Number: **CMM 316**

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

The change in course description aligns more with the content covered.

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: **Communication Studies**   Current Alpha Designator/Number: **CMM 319**

Contact Person: **Dr. Rich Jones**   Phone: **6-3078**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Superior-Subordinate Comm**

Alpha Designator/Number: **CMM 319**   Credit Hours: **3**

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

Fall **24**   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: *[signature]*	Date: 1/9/2023
Registrar: *[signature]*	Date: 1-11-2024
College Dean: *[signature]*	Date: 1/11/2024
College Curriculum Chair: *Jonathan Kozar*	Date: 01/30/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 02/16/23
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: **Communication Studies**   Current Alpha Designator/Number: **CMM 319**

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

From: **Superior-Subordinate Comm**

To: **Leadership Dynamics** _____ (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: **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:
 Survey of principles underlying communication between superiors and subordinates in organizations. Emphasis placed upon communication strategies regarding role definition, performance feedback, development and maintenance of relationships, conflict management, leadership, decisionmaking.

To:

 An examination of communication within organizational settings including role definition, performance feedback, relationship-building, conflict resolution, leadership, and navigating power dynamics within the workplace.

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

College: **COLA** Department/Division: **Communication Studies** Current Alpha Designator/Number: **CMM 319**

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

This is part of a larger effort to change CMM course names to minimize the use of abbreviations to enhance clarity.

The use of "superior-subordinate" in the course name only provides a limited understanding of what the course covers.

The course already focused heavily on leadership and foregrounding that word will make the course content clearer.

Also, we are going to make CMM 408 Leadership and Group Comm inactive, so adding the word "Leadership" to the course name for CMM 319 keeps leadership communication visible in our curriculum.

The revised course description enhances clarity and aligns more with the content that is taught in the course. The description revision does not change any existing content.

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: **Communication Studies**   Current Alpha Designator/Number: **CMM 322**

Contact Person: **Dr. Rich Jones**   Phone: **6-3078**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Intercultural Comm**

Alpha Designator/Number: **CMM 322**   Credit Hours: **3**

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

Fall **24**   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: *(signature)*	Date: 1/9/2023
Registrar: *(signature)*	Date: 1-11-2024
College Dean: *(signature)*	Date: 1/11/2024
College Curriculum Chair: *Jonathan Kozar*	Date: 01/30/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 02/16/23
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 Change Form   Revised 05/12/2015

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

College: **COLA** Department/Division: **Communication Studies** Current Alpha Designator/Number: **CMM 322**

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

From: **Intercultural Comm**

To: **Intercultural Communication**   (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: **X** _____

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: **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 study of the barriers to communication across cultures and of strategies for addressing these problems.

To:

An examination of how culture impacts verbal/nonverbal communication, identity, relationships, and other communicative practices. Students will apply theory and research, reflect on their cultural perspectives, and develop intercultural communication competence.

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

College: **COLA** Department/Division: **Communication Studies** Current Alpha Designator/Number: **CMM 322**

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

This course name change aligns with our curricular revision goals of including the word "communication" in our course names and eliminate unnecessary abbreviations and take full advantage of the 30 characters so generously allowed us by Banner.

The revised course description enhances clarity and aligns more with the content that is taught in the course. The description revision does not change any existing content.

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: **Communication Studies**   Current Alpha Designator/Number: **CMM 374**

Contact Person: **Dr. Rich Jones**   Phone: **6-3078**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Intro to Health Communication**

Alpha Designator/Number: **CMM 374**   Credit Hours: **3**

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

Fall **24**   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: _Rachel W J_	Date: 1/9/2023
Registrar: _Sonya (signature)_	Date: 1-11-2024
College Dean: _(signature)_	Date: 1/11/2024
College Curriculum Chair: _Jonathan Kozar_	Date: 01/30/24
General Education Council Chair *: _____	Date: _____
University Curriculum Committee Chair: _Jonathan Kozar_	Date: 02/16/23
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: **Communication Studies** _____ Current Alpha Designator/Number: **CMM 374**

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

From: **Intro to Health Communication**

To: **Health Communication** _____ (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: **Communication Studies**   Current Alpha Designator/Number: **CMM 374**

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

We do not have an "Advanced Health Communication" class so the "Intro" is unnecessary.

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: **Communication Studies**   Current Alpha Designator/Number: **CMM 411**

Contact Person: **Dr. Rich Jones**   Phone: **6-3078**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Communication Study & Resch**

Alpha Designator/Number: **CMM 411**   Credit Hours: **3**

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

Fall **24**   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: *[signature]*	Date: 1/9/2023
Registrar: *[signature]*	Date: 1-11-2024
College Dean: *[signature]*	Date: 1/11/2024
College Curriculum Chair: Jonathan Kozar	Date: 01/30/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 02/16/23
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: **Communication Studies** Current Alpha Designator/Number: **CMM 411**

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

From: **Communication Study & Resch**

To: **Communication Research** (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: 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:
Introduction to the advanced study of theory and research areas with emphasis on communication research methods and reporting.

To:
An exploration of communication research paradigms and methods. Students learn to work with scholarly resources, use recognized research formats, and write research proposals.

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

College: **COLA** Department/Division: Communication Studies Current Alpha Designator/Number: _____

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

This is part of a larger effort to change CMM course names to minimize the use of abbreviations to enhance clarity. The name change also makes the class more parallel to its companion course CMM 303 Communication Theories.

The revised course description enhances clarity and aligns more with the content that is taught in the course. The description revision does not change any existing content.

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: **Communication Studies** Current Alpha Designator/Number: **CMM 420**

Contact Person: **Dr. Rich Jones**   Phone: **6-3078**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Communication & Conflict**

Alpha Designator/Number: **CMM 420**   Credit Hours: **3**

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

Fall **24** 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:	Date: 1/9/2023
Registrar:	Date: 1-11-2024
College Dean:	Date: 1/11/2024
College Curriculum Chair: Jonathan Kozar	Date: 01/30/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 02/16/23
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: **Communication Studies** _____ Current Alpha Designator/Number: **CMM 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: **Communication & Conflict** _____

To: **Conflict Communication** _____ (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: **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:
   An exploration of the theory, research, and practice of communication in understanding and negotiating interpersonal conflict.

To:
   A study of the causes and consequences of conflict in personal and professional contexts with a focus on the role of communication in initiating, managing, and resolving conflict.

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

College: **COLA**   Department/Division: **Communication Studies**   Current Alpha Designator/Number: **CMM 420**

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

The small change in course name will help distinguish this undergraduate course from a graduate course on conflict and communication.

The revised course description enhances clarity and aligns more with the content that is taught in the course. The description revision does not change any existing content.

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: **Communication Studies** Current Alpha Designator/Number: **CMM 456**

Contact Person: **Dr. Rich Jones**   Phone: **6-3078**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Computer-Mediated Comm**

Alpha Designator/Number: **CMM 456**   Credit Hours: **3**

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

Fall **X**   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: *Rich [signature]*	Date: 1/9/2023
Registrar: *[signature]*	Date: 1-11-2024
College Dean: *[signature]*	Date: 1/11/2024
College Curriculum Chair: *Jonathan Kozar*	Date: 01/30/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 02/16/23
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: **Communication Studies**   Current Alpha Designator/Number: **CMM 456**

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

From: **Computer-Mediated Comm**

To: **Digital Communication**   (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: **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:
This course explores the impact of computer-mediated communication on human organization.

To:
An exploration of the impact of digital communication on interaction in personal, professional, and/or civic contexts and in relation to social and cultural influences.

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

College: **COLA**   Department/Division: **Communication Studies**   Current Alpha Designator/Number: **CMM 456**

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

This proposed course name change brings the study of communication and technology into the 21st century.

The content of the course has shifted to keep up with trends in digital communication, but this was not reflected in the course title. The new course name replaces "computer-mediated" with "digital" which matches current terminology within this sub-field of communications.

The new course description expands on what was implied by "human organization" in the previous description.

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: **Communication Studies**   Current Alpha Designator/Number: **CMM 478**

Contact Person: **Dr. Rich Jones**   Phone: **6-3078**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Senior Seminar**

Alpha Designator/Number: **CMM 478**   Credit Hours: **3**

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

Fall **24**   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*): **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: *[signature]*	Date: 1/9/2023
Registrar: *[signature]*	Date: 1-11-2024
College Dean: *[signature]*	Date: 1/11/2024
College Curriculum Chair: Jonathan Kozar	Date: 01/30/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 02/16/23
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: **Communication Studies** Current Alpha Designator/Number: **CMM 478**

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

From: **Senior Seminar** _____

To: **Communication Capstone** _____ (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: **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:
Capstone experience. The development, organization, revision and presentation of major projects that serve to demonstrate the student's competence in the discipline.

To:

Students synthesize what they have learned in the communication studies major by developing, organizing, revising, and presenting a comprehensive project that demonstrates their competence in the discipline.

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

College: **COLA**   Department/Division: **Communication Studies**   Current Alpha Designator/Number: **CMM 478**

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

The change in course title is to make it more consistent with the naming conventions of capstone courses in other COLA departments.

The change in course description increases clarity through more active wording.

Request for Undergraduate Course Change

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

College: **COLA**   Department/Division: **HISTORY**   Current Alpha Designator/Number: **HST 208**

Contact Person: **CHRIS WHITE**   Phone: **696-2722**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **The Developing World**

Alpha Designator/Number: **HST 208**   Credit Hours: **3**

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

Fall **2024**   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:	Date: 12/4/23
Registrar:	Date: 12·5·23
College Dean:	Date: 12/5/2023
College Curriculum Chair: *Jonathan Kozar*	Date: 01/30/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 02/16/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

College: **COLA**　　　Department/Division: **HISTORY**　　　Current Alpha Designator/Number: **HST 208**

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

From: _____

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

Change in ALPHA DESIGNATOR: _____ Yes _X_____ No

From: _____　　To: _____

Change in COURSE NUMBER: _____ 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: _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 survey of selected Third World countries focusing on imperialism, colonialism and developmental interests. This class emphasizes critical thinking skills.

To:

A survey of selected countries within the Developing World (Asia, Latin America, Africa), focusing on imperialism, colonialism, and development theory. This class emphasizes critical thinking skills.

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

College: **COLA**   Department/Division: **HISTORY**   Current Alpha Designator/Number: **HST 208**

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

Updating and clarifying language in the course description. No changes will be made to the course itself.

Request for Undergraduate Course Change

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

College: **COLA**   Department/Division: **HISTORY**   Current Alpha Designator/Number: **HST 378**

Contact Person: **ANARA TABYSHALIEVA**   Phone: **6-2524**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Modern Asia**

Alpha Designator/Number: **HST 378**   Credit Hours: **3**

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

Fall **2024** 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:	Date: 12/4/23
Registrar:	Date: 12-5-23
College Dean:	Date: 12/5/2023
College Curriculum Chair: *Jonathan Kozar*	Date: 01/30/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 02/16/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

College: **COLA**   Department/Division: **HISTORY**   Current Alpha Designator/Number: **HST 378**

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

From: _____

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

Change in ALPHA DESIGNATOR: _____ Yes X _____ No

From: _____   To: _____

Change in COURSE NUMBER: _____ 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: 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 selective look at Modern Asia, focusing on Japan, China, Korea, Taiwan, Vietnam and Indonesia and American interaction with the Asian nations.
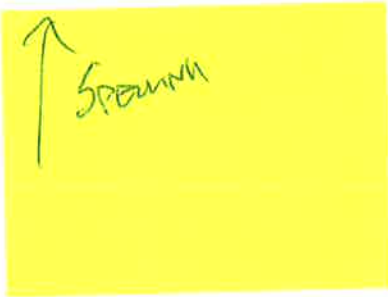
To:
A selective look at Modern Asia focusing on Japan, China, Korea, Vietnam, and Indonesia, and on American interaction with Asia.

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

College: **COLA**   Department/Division: **HISTORY**   Current Alpha Designator/Number: **HST 378**

Define the rationale for EACH type of change here. *NOTE: If major change in content, please consider creating a new course.*
Changes in the catalog description.
1. Removing "Taiwan" from the list of counties examined. It is included under China.
2. Grammer fixes and clarification of language.

Spelling

Request for Undergraduate Course Change

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

College: **COLA**   Department/Division: **HISTORY**   Current Alpha Designator/Number: **HST 425**

Contact Person: **Phillip Rutherford**   Phone: **696 2719**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **European Hist 1814-1914**

Alpha Designator/Number: **HST 425**   Credit Hours: **3**

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

Fall **2024** 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:	Date: 4/12/23
Registrar	Date: 12-5-23
College Dean:	Date: 12/5/2023
College Curriculum Chair: Jonathan Kozar	Date: 01/30/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 02/16/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

College: __COLA_____ Department/Division: __HISTORY_____ Current Alpha Designator/Number: __HST 425____

Change in COURSE TITLE: _____Yes _X_____No   **NOTE**: If changing to Critical Thinking, you MUST reserve **(CT)** at the end of new title

From: _____

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

Change in ALPHA DESIGNATOR: _____ Yes _X_____ No

From: _____   To: _____

Change in COURSE NUMBER: _____ 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: _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 century of European policital, economic, and social history and its relationship to and influence upon the history of other world areas is noted. The impact of imperialistic rivalry is emphasized.

To:

A century of European political, economic, and social history and its relationship to and influence upon the history of other world areas is noted. The impact of imperialistic rivalry is emphasized.

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

College: **COLA**   Department/Division: **HISTORY**   Current Alpha Designator/Number: **HST 425**

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

Correcting the spelling of "policital."

Request for Undergraduate Course Change

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

College: **COLA**   Department/Division: **HISTORY**   Current Alpha Designator/Number: **HST 435**

Contact Person: **ANARA TABYSHALIEVA**   Phone: **696 2724**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Modern Japan**

Alpha Designator/Number: **HST 435**   Credit Hours: **3**

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

Fall **2024** 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:	Date: 12/4/23
Registrar:	Date: 12·5·23
College Dean:	Date: 12/5/2023
College Curriculum Chair: *Jonathan Kozar*	Date: 01/30/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: *Jonathan Kozar*	Date: 02/16/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

College: **COLA** Department/Division: **HISTORY** Current Alpha Designator/Number: **HST 435**

Change in COURSE TITLE: _____Yes _X_____No **NOTE**: If changing to Critical Thinking, you MUST reserve **(CT)** at the end of new title

From: _____

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

Change in ALPHA DESIGNATOR: _____ Yes _X_____ No

From: _____   To: _____

Change in COURSE NUMBER: _____ 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: _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: Begins with an overview of nineteenth century Japan and stresses the twentieth century rise of Japan to the position of world power.

To:

Begins with the samurai revolution of nineteenth century Japan and explores the rise of Japan to the position of world power.

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

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

College: **COLA**　　Department/Division: **HISTORY**　　Current Alpha Designator/Number: **HST 435**

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

Altering the language in the description to better engage student interest (who doesn't want to know about samurai?). There are no changes to the course itself.

Request for Undergraduate Course Change

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

College: **COLA**   Department/Division: **History**   Current Alpha Designator/Number: **HST 439**

Contact Person: **Anara Tabyshalieva**   Phone: **696 2524**

CURRENT COURSE DATA:

Course Title (Current Title within Banner): **Modern China through Film**

Alpha Designator/Number: **HST 439**   Credit Hours: **3**

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

Fall **2024** 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:	Date: 12/4/23
Registrar:	Date: 12-8-23
College Dean:	Date: 12/6/2023
College Curriculum Chair: Jonathan Kozar	Date: 01/30/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 02/16/23
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

College: **COLA**   Department/Division: **History**   Current Alpha Designator/Number: **HST 439**

Change in COURSE TITLE: _____Yes X_____No   **NOTE:** If changing to Critical Thinking, you MUST reserve **(CT)** at the end of new title

From: _____

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

Change in ALPHA DESIGNATOR: _____ Yes X _____ No

From: _____   To: _____

Change in COURSE NUMBER: _____ 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: Through a combination of films,lectures,readings,discussions and writings the course will show how China took its unique path to modernization.

To:
Through a combination of films, lectures, readings, discussions and writings the course will show how China took its unique path to modernization and global power.

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

College: **COLA**   Department/Division: **History**   Current Alpha Designator/Number: **HST 439**

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

1. Cleaning up typos.The current catalog version is missing spaces after commas.
2. Bringing the timeline up to date by emphasizing China's rise to global power.