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

1. Approval of Proposed Agenda
2. Approval of March 14, 2024, Minutes (pending presidential approval)
3. Announcements – Shawn Schulenberg
4. Recommendations/Resolutions
    a. **SR 23-24-34 FPC** Recommends **amending Presidential Policy UPAA-9 "Course Evaluations"** to reflect new rule/policy changes and clarify access to evaluations.
    b. **SR 23-24-42 FPC** Recommends **adoption of MUBOG AA-XX rule on Professional Responsibility, Academic Responsibility, & Academic Freedom** to delineate the responsibilities and freedoms associated with holding faculty status.
    c. SR 23-24-43 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs: **Communication Studies (LC30); NRES Specialty Agriculture BS.**
    d. **SR 23-24-44 CC** Recommends approval of the listed **UNDERGRADUATE MAJOR ADDITION**, **DELETION, CHANGE** in the following college and/or schools/programs: **Advertising – Public Relations (AJ90); Journalism (AJ80); Media Production (AJB0); Entrepreneurship; Communication Studies (LC30); Literary Studies (LE40); NRRM Specialty Agriculture; NRES Specialty Agriculture.**
    e. **SR 23-24-45 CC** Recommends approval of the listed **UNDERGRADUATE MINOR ADDITION, DELETION, CHANGE** in the following college and/or schools/programs: **Entrepreneurship, Business Majors; Entrepreneurship, Non-Business Majors; General Business.**
    f. **SR 23-24-46 CC** Recommends approval of the listed **UNDERGRADUATE AREA OF EMPHASIS ADDITION, DELETION, CHANGE** in the following college and/or schools/programs: **Classical Culture; Classical Languages; Forensic Biology (SB16); Advertising; Public Relations; Classics (LH24); SB1D; SB1M; SB1P; SB1V; SC8D; SC8M; SC8P; SC8V; Graphic Design (AV11); Graphic Design 2; SB10.**
    g. **SR 23-24-47 CC** Recommends approval of the listed **UNDERGRADUTE COURSE ADDITIONS** in the following college and/or schools/programs: **JMC 265; JMC 365; JMC 499; ENT 485; ENT 490; HS 375; SWK 317; SWK 319; CL 238; CL 239; BSC 435; BSC 468; CJ 427; NRE 111L.**
    h. **SR 23-24-48 CC** Recommends approval of the listed **UNDERGRADUATE COURSE CHANGES** in the following college and/or schools/programs: **JMC 415; STHM 250; ANT 491; LAT 499; SOC 200; SOC 200H; SOC 300; SOC 310; SOC 313; SOC 330; SOC 342; SOC 344; SOC 345; SOC 360; SOC 401; SOC 403; SOC 413; SOC 432; SOC 433; SOC 440; SOC 443; SOC 450; SOC 455; SOC 470; SOC 489; SOC 493; BSC 301; GLY 100; GLY 210L; GLY 212; GLY 313; GLY 330; GLY 492; NRE 111.**
    i. **SR 23-24-49 CC** Recommends approval of the listed **UNDERGRADUATE DEGREE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs: **BS Political Science. (CIM PILOT)**

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j. **SR 23-24-50 CC** Recommends approval of the listed **UNDERGRADUATE MAJOR ADDITION, DELETION, CHANGE** in the following college and/or schools/programs: **BS Political Science. (CIM PILOT)**

k. **SR 23-24-51 CC** Recommends approval of the listed **UNDERGRADUATE AREA OF EMPHASIS ADDITION, DELETION, CHANGE** in the following college and/or schools/programs: **American Politics; International Relations and Comparative Politics; Constitutional Democracy; Political Theory; Public Admin and Policy. (CIM PILOT)**

5. Regular Reports
    i. University President – Brad Smith (15 minutes)
    ii. Provost – Avinandan Mukherjee (15 minutes)
    iii. Board of Governors – Robin Riner (5 minutes)
    iv. Advisory Council of Faculty – Amine Oudghiri-Otmani (5 minutes)
    v. Graduate Council – Scott Davis (5 minutes)
    vi. Student Government Association – Walker Tatum (5 minutes)
6. Standing Committee Reports
    i. Legislative Affairs – Marybeth Beller (4 minutes)
    ii. University Curriculum – Timothy Melvin (4 minutes)
    iii. Faculty Personnel – Tim Bryan (4 minutes)
    iv. Research – Philippe Georgel (4 minutes)
    v. Student Conduct & Welfare – Penny Koontz (4 minutes)
7. Other Requests to Speak
8. Adjournment

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MINUTES OF MARSHALL UNIVERSITY FACULTY SENATE MEETING

HELD ON MAR 14, 2024, AT 4:00 P.M.

STUDENT CENTER – BE 5 – IN-PERSON

ATTENDANCE: 2022-24 Faculty Senate & Guests:

COLLEGES	**MEMBERS PRESENT (if checked) – V* Virtual attendance recorded per Teams auto entry**
CAM:	Jack Colclough ☐, Christine Ingersoll ☒, Heather Stark ☒, Sarah McDermott ☒,, 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-Oudhgiri-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) ☐, Two Vacant
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) ☒ **-V**, Geoff Sheils (Chair, BoG) ☒, Avinandan Mukherjee (Provost) ☒, Ginny Painter ☒, Karen McComas ☒, Monica Brooks ☒ **- V,** Nancy

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STUDENT CENTER – BE 5 – IN-PERSON

Lankton ☒, Robert Bookwalter ☒, Carl Mummert ☒, Anna Mummert ☒, Brian Morgan ☒, Allison Carey ☒ **- V** , Sherri Stepp ☒, Matt Tidd ☒ **- V**, Maria Gindhart ☒, Mary Beth Reynolds ☒, Bruce Felder ☒**,** Jodie Penrod ☒ - **V**, Julia Spears ☒, John Maher ☒ - **V**, Jerry Ross ☒ , Monsterrat Miller ☒, Anna Hughes ☒ **- V**, Lori Thormpson ☒ **- V**, Hailey Bibbee (Staff/Elections) ☒.

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

1. **Approval of Proposed Agenda** – **MSAP**[1]

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

Dates of Minutes	Discussion	Approval
2/15/2024	None	**MSAP**

3. **Announcements** – Shawn Schulenberg:

Items	Reports & Discussion
Chair Announcements	1. The President has signed the following documents: a. January 8 Executive Committee Meeting Minutes b. January 18 Faculty Senate Meeting Minutes c. Recommendations 26-31. All submitted recommendations/resolutions are signed except for program reviews, which are signed later in the year. 2. Updates a. Post-Tenure Review: No update. Still awaiting a time to discuss with the Deans. b. Rule, Policy, Procedure Review: As part of our new review process, the Executive Committee reviewed the following documents: i. Technology Governance and Procurement Review (ITP-3) ii. Information Technology Terms of Use Policy (UPGA-9)

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iii. Campus Carry (MU BOG Rule GA-10), with suggestions.

c. Senate and Standing Committee Elections: Your academic units should be holding elections this month to fill the 2024-26 Faculty Senate and any standing committee vacancies. Please look out for this email. Election results are due to the Senate office on April 1. The new senate will select its leadership on April 25.

d. One Marshall

i. Jessica Buerck and I met with JSESOM Dean David Gozal and Darshana Shah to brainstorm ideas to identify pain points in shared governance between the main campus programs and the non-main campus programs. We identified several areas where some simple interventions could help. We hope to continue this conversation and extend it to other programs as well.

e. AI Taskforce

i. Cody Hall and Sarah Molette are helping to coordinate university trainings. Be on the lookout at any time for this announcement. Julia Spears and Hilary Gibson are helping to arrange these into Microcredential sequences using the Marshall Skills Exchange. https://www.marshall.edu/microcredentials/. Thank you to them, Rick Weible, David Wiley, Jamie Maxwell, and Sarah Clemins for these trainings.

ii. We're inventorying research and teaching practices right now, so expect to see some surveys soon in your inbox.

iii. Two weeks ago, we reviewed proposals for the M365 Copilot pro licenses, and people were notified of the committee's decision. This committee had its first launch explaining expectations.

f. Legislative Session: The WV legislative session ended earlier this week. A sincere appreciate to the legislative affairs team, Sara Payne and Charlottee Weber, for their

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work in Charleston. I am proud of what they were able to accomplish.

g. 2024-25 Faculty Senate meeting dates are set and posted on the website.

Executive Committee Meetings – MSC SRC

- August 26, 2024
- September 16, 2024
- October 14, 2024
- November 11, 2024
- January 13, 2025
- February 10, 2025
- March 10, 2025
- April 14. 2025

Faculty Senate Meetings – Two locations

- September 5, 2024 - MSC BE5
- September 26, 2024 - MSC BE5
- October 24, 2024 – Don Morris
- November 21, 2024 – Don Morris
- January 23, 2025 – Don Morris
- February 20, 2025 – Don Morris
- March 27, 2025 – Don Morris
- April 24, 2025 – Don Morris

3. Upcoming Meetings/Events
   a. Campus Carry Townhalls. March 12 (Face-to-Face) and March 27 at 4PM (virtual)
   b. I'll be reporting at the MU BOG Meeting on April 10.
   c. Our last Executive Committee meeting as a Senate is scheduled for April 8, for items to be taken up at the April 18 Faculty Senate meeting. All recommendations and resolutions for those meetings are due at senate@marshall.edu by March 28.
   d. General Faculty Meeting: Monday, April 15 at 4PM in Joan C. Edwards Playhouse.

4. **Guest Speaker** – **Geoffrey Sheils (MU Board of Governors) -**

Introduced self, role within BOG, tenure dates, and major actions to date. Born & raised in Huntington; Marshall graduate – class of 1986. Significant number of family Marshall graduates.

BoG members are volunteers. Meet 6x/year – creates significant challenges in tracking complex issues in higher education, requiring interdependence among the board, the faculty & the administration. This is a joint effort & shared governance is a necessity. "….shared governance foundation is open communication and transparency and from where I sit, I know the board is more than pleased with the levels of transparency and communication from the administration and I know the administration longs for truthful feedback from all of its constituents in order to do what is best for Marshall…."

Recognized BoG faculty representative Dr. Robin Riner's input and thoughtful questioning as a matter of value to the board.

The BoG does 3 things:

a. Hire the President
b. Approve the policies (now called "rules").
c. Approve the budget

- Elaborated on each of the above three points, that expounded on the roles & responsibilities of the President, and his evaluation (first & second years informal, third year more formal – coming up). (BoG) will request feedback from faculty & other constituent groups, students, staff, community, the board, etc. The President has already solicited and received feedback from over 1300 individuals about where we have performed better than the other high ranked higher education institutions, and areas where we lagged peer institution.
- Policies require board approval. BoG tasked in reviewing the 105 odd poclieis on a regular basis and approving them. The board policies (now "rules") have not been changed or moved to a university policy. The board is not ceding powers to the President. *Side note* – 13 years trend of tagnant to declining enrollment has ended, despite significant headwinds.
- Budget approval coming up in April 10th BoG meeting. Finance committee impressed with level of transparency regarding the financial statements and the budget process. The plan appears to be working as the structural deficit is

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reducing at a faster rate than originally envisioned, and the board really appreciates the overall acceptance of the *save-to-serve* initiative and moving to the *incentivized budget model*. Both initiatives are playing a crucial role in eradicating the deficit.

Encouraged to read transcripts of the President's comprehensive reports, along with the reports from Provost Mukherjee, as well as Dr. McComas which outlines achievements & accomplishments of the faculty & students.

Celebrated the opening of the Brad Smith College of Business Building, and its 80,000 square feet space as a very good investment. "We are on a very exciting path trajectory; indications suggest the universities focus on student first priorities and the areas where we are distinctive is working. "… with enrollment increasing combined with efforts to increase efficiencies throughout the campus, I'm confident we're on the right steps to solve our structural deficit issues…." . Board tries to support as much as they can.

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

	Items	Discussion	VOTE
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	➢ Clinton Brown - **Motion** – Move to amend…. Sr 232432 FPC, also known as MUBOG AA1, the Sabbatical leave on 4.3.1. The amendment changes the language as follows: "The President will issue final approval of sabbatical leaves by January 29 or the next business day and will present the Board of Governors with the approved sabbatical project proposals. Faculty members will be notified of their sabbatical application status within seven business days following the President's decision." ➢ Details in the e-mail that has been circulated. ➢ Rationale provided per e-mail.	**MSAPAA[2]**

process, and to outline specific procedures for submitting sabbatical applications and post-sabbatical leave reports.	➢ No discussion. - **MSAP**	
b. SR 23-24-33 FPC Recommends amending Presidential Policy UPAA 2 "Annual Evaluation of Faculty" to reflect new rule/policy number changes and updates on planning pages and the renegotiation of faculty planning pages.	➢ None	**MSAP**
c. SR 23-24-36 BAPC Recommends moving the day for common final exams be from the Saturday after the last day of class to the Wednesday of finals week beginning AY24-25	➢ None ➢ Done	**MSAP**
Shawn Schulenberg – **Motion** – Any objection to combine recommendations 37 – 41 – **No Objections**		
a) SR 23-24-37 CC Recommends approval of the listed UNDERGRADUATE	➢ Motions combined	**See below**

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MAJOR ADDITION, DELETION, CHANGE in the following college and/or schools/programs: Communication Studies (LC30); Integrated Studies (UC10).		
b) 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).	➢ Motions combined	**See below**
d. SR 23-24-39 CC Recommends approval of the listed UNDERGRADUAT E AREA OF EMPHASIS ADDITION, DELETION, CHANGE in the following college and/or c) schools/programs: Public Communication; Organizational Communication; Interpersonal	➢ Motions combined	**See below**

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Communication; Health Communication.		
d) 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.	➢ Motions combined	**See below**
e) 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.	➢ Motions combined	**See below**
Motion to approve combined Recommendations 37-41 - **MSAP**		

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5. Regular Reports:

a. **President's Report** – Brad Smith (15 mins) – Appearing virtually.

Thanks to Chairman of the Board for continued support. 3 topics to report:

1. Legislative Session – Lauded work by Sarah Payne, Scarborough, Charlotte Weber, Toney Stroud. Because we entered this legislative session with a clear set of priorities when new bills emerged, we quickly convened representatives from the campus community.

   We got aligned on our position and our approach and then we moved in unison to have the most optimal outcomes, not only for the state but for the university.

   Every day of the legislative session Marshall University had a presence in Charleston and we had a seat at the table for every major bill. In the last 60 days, 2575 bills were put out for consideration. Of those, 62 bills specifically mentioned higher education. after significant work, negotiation, and discussion, 280 bills passed both the House of Delegates and the Senate and ultimately 38 of those have already been signed into law by the governor.

   This is going to be an evergreen legislative process because there is some reconciliation of federal funds going on which were received during COVID and were distributed before rules were clearly defined. As a result, we're going to have a phased approach to the budget approvals for all higher ed institutions. Currently, we're roughly flat in our year over year budget from the state. We do anticipate a special session in May that the Governor will most likely call. And in that scenario, will have supplemental requests that will be considered.

   This is the first year the performance-based funding formula was implemented on behalf of higher education. All the president's worked together for three years.
   President Gilbert did this on our behalf before I arrived. It's supposed to include both performance as well as inflation adjustment. At this point in time, they are not considering an inflation adjustment, it's going to be performance only.
   They're going to consider inflation adjustments in May after they have a better understanding of the total budget.

   For Marshall, this translates into -

   a. If you take just the numbers because we have it in arrears, we're going to get about $200,000 less than we did last year, roughly flat but slightly less than last year.
   b. The Governor put forth pay increases for state employees. When this is net out to the percentage of employees that are state employees at Marshall, we are in line to get about $3.2 million on top of that; i.e. $3.2 million that will go towards pay increase.

   While the budget remains relatively flat with some money for pay increase, but also the Marshall team worked to protect other funds that were already in the base budget on

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behalf of the School of Medicine, on behalf of the main campus in areas like brownfields, the Luke Lee Learning Lab, the West Virginia Autism Training Center and the joint effort with WVU, where we have West Virginia grant resources that help write grants for our local communities. This positions us for the May special sessions.

In May special session we will be asking for –

a. For PEIA.
b. Consideration for the inflation adjustment that was built into the performance funding formula.
c. Supplemental funds for to help us with the Advanced Manufacturing Center and to continue to support the growth of the aviation program.

We'll see in May if we get any of those dollars, but we continue to be at the table having the discussions.

The second thing that our legislative team did really well is they got more flexibility from Marshall University, really two bills ….

a. House Bill 5594, which gives us and other higher Ed institutions the ability now to enter into agreements and memorandums of understanding with units of the state government to take some of the friction out. So we can work with the state government to move things faster through procurement.
b. Senate Bill 543, which now puts economic development side by side with research. So, as we're doing all this work on behalf of the state to try to bring companies in, there's opportunities for us to get incentives and increase dollars for the work we're doing on behalf of the state.
c. Team really did a great job of building relationships not only in Charleston, not only in DC but across the campus.

2. Showcasing milestones accomplished on campus – Following are not an exhaustive list, but a showcase:
    a. Academic Excellence –
        i. Fortune Magazine named Marshall University's Online Master's program of Computer Science, the number one online program in the nation.
        ii. Our student athletes scored at the top of the Sunbelt Conference and grade point average. Kudos to Karen McComas as our faculty Rep for academics.

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b. Enrollment and student success metrics still moving up in spring, as will be reported by Provost.
c. The ribbon cutting of the College of Business inspired the community and led Huntington Bank to grant $500,000 to Marshall to continue to help build out the innovation district around the COB.
d. Worked with HealthPartners and two things happened.
    i. Ribbon cutting on the opening of the historic Pritchard hotel to become a Center for healthy aging,
    ii. We renamed the Huntington Civic Center "the Marshall Health Network Arena".
e. Ribbon cutting for Marshall's own home field for baseball – Jack Cook Field.
f. Achievements – A sampling of many achievements -
    i. Coach Kim Caldwell, who you heard mentioned earlier, won the coach of the Year in the Sunbelt Conference.
    ii. Abby Beeman won the player of the Year.
    iii. Marshall women's basketball program won the Sunbelt Conference Championship and is going into the NCAA tournament for the first time since 1997,
    iv. Zeli (Zelideth Rivas) recognized as a finalist for the West Virginia Professor of the Year.

3. Preparing for some time on WV Self-defense Act, a.k.a Campus Carry.
    a. Campus carry implementation group is meeting monthly with all the stakeholders across the campus to make sure we're hearing your questions and we're implementing things that we all feel good about.
    b. Campus and community safety work group that meets with local and city officials to make sure we're doing the same thing and the community at large.
    c. An action learning team that maintains open communication with the other states that went before us, and they're higher Ed institutions, so we're still bringing in their best practices
    d. Launched the campus carry website - It's got real time updates.
4. Spring General Faculty Meeting – will share key metrics – financial performance, how and when we're going to begin to address market pay. Expect maximum attendance at the meeting.
5. Thankful for the committee who have nominated the following:
    a. Nomination for the Commencement Speaker – Christ Gardner will be the commencement speaker. He was the inspiration behind the movie Pursuit of Happyness, in the titular role played by Will Smith.

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b. Honorary doctorate to Joan Browning for her life's commitment to leveling the playing field of opportunity for all, and for her amazing body of work over her career.

Question(s) for President: None

b. **Report of the Provost** – Avinandan Mukherjee (15 mins) – Reported on enrollment & accomplishments on campus.

1. Enrollment –
    a. "…enrollment cures all ills…" – Chairman Jeff Shields. Enrollment can help solve many of our budgetary problems, so we are on that track to actually increase enrollment and we are looking at a remarkably strong fall 2024 enrollment season.
    b. A record number of applications for fall as of this date - 8287 applications from first time full time freshmen for undergraduate programs, which is 21% (growth) more than the number of students that had applied at this time for fall 2023. (We) have already received applications that surpass the final application number of last fall.
    c. Seeing a growth in acceptance of offer from students of about 39% day on day comparison and 80% increase in orientation registrations as of today, compared to same day last year.
    d. Some nuances on some of these numbers reg. where we are getting these numbers from…
        i. A relatively flat resident student numbers that students from West Virginia – relatively flat in terms of applications, even though we are seeing a higher 30% acceptance rate from this group.
        ii. Real growth in applications coming from 3 sources
            i. 37% growth in non-resident applications that are out-of-state for fall 2024.
            ii. 60% growth in metro applications
            iii. 30% growth in international applications.
        iii. Thanks to Jerry Ross, Vice President of Enrollment Management; and Dr. Zeli (Rivas) for her work on international recruitment.
    e. April G&W day – Last G&W day for this year. On April 6th, Saturday. Academic showcase is going to run from 10:50 am – might need a second session upto noon. College experience session 2:30 to 3:30 pm. Watch for communication from enrollment management, Lisa Williamson for confirmed timings. So far 245 students have registered, and 657 individuals that are likely to attend this event, all strong numbers.

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Numbers put forth by enrollment management - 721 students came for fall 2022 admissions season; increased to 1048 for fall 2023 admissions. This year, we are going to surpass 2000 students who would be coming to our green and white days. That increases the funnel in terms of both applications and eventual acceptances.

Enrollment management team has cancelled the high school green and White Day on Friday, April 5th. We have been able to capture pretty much all the local high schools already this year for the fall recruitment and so this day we really don't need this one.

2. Success Stories – To add to the ones stated by President Smith…
    a. Marshall University School of Physical Therapy was ranked #27 nationally in our first time NPTE board pass rate and tied for first place in the Ultimate pass rate at 100%. Thanked Scott Davis Chair, & senator Sujoy Bose and the entire school of physical therapy for this outstanding accomplishment.
    b. Marshall University was selected as the recipient for the 2024 Association of Student Conduct Administration ASCA Institution Award for excellence. This is a well-recognized national award, Thanks to Lisa Martin in student affairs and her team for this recognition.
    c. Dedication ceremony of our Brad D Smith Center for Business and Innovation, which houses our College of Business and is a big part of our expanding campus reported earlier by President Smith - The dedication ceremony will be held on Wednesday, April 3rd at 2:30 PM. Extended invitation to attend and celebrate the opening of this space and take a tour of this facility.
    d. The search for new Executive Director for the Institute for Cyber Security is in full swing. Finished semifinal round of interviews in Columbus yesterday and will soon announce 3 finalists for campus visit. Thanked the search committee chair, Carl Mummert, and the entire search committee. Senators Bill Gardner, and Stephen Young and others serve on that search committee.
    e. 2024 student research and creativity symposium - started this event in 2022 for the first time and this was our effort to bring all departments and schools and colleges across the university to come together to showcase their scholarly and research endeavors. Last year, we had 21 fewer Submissions than this year. This year we are looking at 144 submissions to be presented across two days. Thanked every college, every department and all our faculty and students. Thanked Philippe Georgel, and his advisory board for doing this remarkable work of making this research symposium, the student Research and Creativity Symposium, a signature event every year.
    f. Marshall University Supplemental Instruction program - led by Katrina Schray, is one of our three main programs for Marshall Center for Student Success has been

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recognized recently by the International Center for Supplemental Instruction as one of the best programs in the world. This program serves over 300 students a year at Marshall. Students who attend supplemental instruction sections score an average of 18% higher on individual tests and exams, and on an average, are in a full semester grade higher than their classmates who do not attend SI sessions. This year, Marshalls Perrin Schray was recognized as an outstanding new supplemental instruction leader. Perrin is a senior majoring in chemistry. This highly competitive recognition brings national and international attention to Marshall University student success.

g. Five year program reviews: Every year we have to do 5 year reviews for variety of different programs. This year we reviewed 22 programs that ran across the College of Liberal Arts, College of Arts and Media, College of Science, College of Health Professions, School of Pharmacy and University College. We got 17 external peer reviewers from various universities across the country to come and review our programs. This is a new addition to our program review model and it's something that really gets us some of the best feedback from peers in various competing and aspirant institutions around the country. Thanked Dr. Mary Beth Reynolds and the academic planning committee, the Graduate Council, and the faculty Senate to be a part of this long journey that leads to these program evaluations and eventually an improvement in the quality of teaching and learning.

Question(s) for Provost: None

c. **Board of Governors** – Robin Riner (15 mins) – Dr. Riner not available today.

d. **Advisory Council of Faculty** – Amine Oudghiri-Otmani (5 mins) – Written report ☒
The Advisory Council of Faculty (ACF) had a Zoom meeting on Friday, Feb. 23 from 1:00 – 3:00. The following are important highlights from the meeting: I- We started by approving the January minutes. II- We then moved to discuss a number of bills, a couple of which died and hence did not pass following our meeting, namely "Women's Bill of Rights" (and other various forms of anti-trans legislation) and bans on critical race theory and the American Campuses Act. Some bills that passed were "In God We Trust" being displayed at higher education institutions, which is a light version as the original called for the slogan to be displayed in every class. The current version only says the student center. The other bill that passed was "Intelligent Design" can now be taught in K-12 as long as it is taught with other scientific theories, namely evolution. The state budget, which includes a 5% pay raise for all state employees, also passed. The legislature will essentially give institutions only enough money to give the 5% to all employees who are

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classified as state employees, except the School of Medicine. III- The next ACF meeting is scheduled to be held Apr. 19.

Questions for ACF Rep: None

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

1. The next Graduate Council Meeting is scheduled for Friday, March 29, 2024, at 1:00 PM in Drinko 349. For those unable to attend in person, a Teams link is available on the GC website for virtual participation.

2. On February 23, 2024, the GC unanimously approved a Resolution requesting that President Smith or his designee explore the establishment of a Graduate Professional Student Association. I am pleased to announce that there is a meeting scheduled for Monday, March 18th at 3:00 PM to commence this exploration.

3. On February 23, 2024, the GC approved a policy on Cross-Level Linked Courses. The final policy is accessible on the Graduate Council website.

4. The Graduate Council has initiated discussions on a policy regarding Transfer students, and it is anticipated that this policy will be put to vote at the March 29th meeting. This policy focuses on defining the number of credits that can be transferred toward a graduate degree.

5. Additionally, the Graduate Council is currently exploring a policy on deferred admission. We expect this to be a topic of discussion at the March 29th meeting.

6. A Graduate Student Success Workgroup met last week to discuss opportunities for bolstering resources to help graduate students persist to graduation. Several ideas were developed and there will be follow-up discussions with President Smith, Provost Mukerjee, and the Foundation.

7. A friendly reminder: the deadline for colleges to report the results of their elections for Graduate Council representatives is April 1, 2024

Question for the GC: None.

f. **Student Government Association** – Walker Tatum (5 mins) – Written report ☐

- Walker Tatum has just been announced as the new director of alumni engagement at the Marshall University Foundation. Will assume that role on May 1st after graduation on April 27th.

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- As of today, closed funding for our student organizations, but we've given out $23,747 to student organizations on campus.
- Passed 18 resolutions within student government, to name a few.
- We had one past recently on campus recycling, one on printing information on campus and one on Marko's Mill share program
- For those ever interested in terms of what's being passed within student government, the SGA President & Vice-president take those to where we see fit in terms of whatever department on campus that it relates to. We also have those on our social media and on our herd link so you're able to see all of that within the minutes.
- Along with the student body President of WVU and Walker Tatum, will be attending the OL WV - Open educational resources textbook affordability retreat – will be sitting on a student panel and answering questions on that and giving student feedback.
- The Hunger Free Campus Act did not pass the West Virginia House. It died off, was killed off whatever term you want to use. We are already looking in terms of what we can do next legislative session that can be better than what we did this session. It made it the furthest that it ever has this session, so we're gonna (sic) continue to try and push as much as we can. But in terms of addressing food insecurity, a food pantry update and thrift store update - all the money has been committed to the expansion of the food pantry and thrift store here on campus. we are getting timelines as we speak, working with facilities and working with Brandy, Jacobs, Jones. Currently getting renderings made – will have some type of architectural mock up so that everyone can see what it will look like in the future.
- For the ACS, Walker is vice chair. They have the retention survey out. Encouraged everyone to push that to the students. They to an email and will be opened for around 2 more weeks. Have around 600 responses. Met with first descent to use at other universities & state level.
- SGA Elections - coming up. The filing is March 26th, the debates April 1st and then voting's April 2nd and 3rd. Winners will be announced on the 3rd at 4:00 PM for the SGA leadership successors.
- As chairman shills mentioned with the, I just wanted to mention this.
- Sunday from 7:00 to 8:00 and then starting at 8 – the selection process for the women's basketball team in March Madness. Solicited everyone's attendance.

Questions for SGA – None.

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6. Standing Committee Reports:

Committee	Report by:	Report Specifics
a. Academic Planning	Sean McBride (4 minutes)	Written report received (if checked) ☒ Committee met on – Click or tap to enter a date. The APC has not met since my last report. There are no future meetings on the horizon. Next Meeting: Click or tap to enter a date.
b. Athletic	Tom Hisiro (4 minutes)	Written report received (if checked) ☐ Committee met on – Click or tap to enter a date. No new report. Next Meeting: Click or tap to enter a date.
c. Budget & Academic Policy	Kelli Prejean (4 minutes)	Written report received (if checked) ☐ Committee met on – 2/16/2024 ▪ Passed the proposal to move exams - Saturday exams to Wednesday, which just passed Senate. ▪ Also discussing updating the excused absence policy and putting parameters around that and timelines. ▪ If you have any strong opinions about that, you can email me or you can email Laura as Chair and we will continue to discuss that. We haven't made any decisions yet. The associate Dean's also discussed that at today's meeting. Next Meeting: 3/15/2024
d. Library	Megan Marshall (4 minutes)	Written report received (if checked) ☐ Committee met on – Click or tap to enter a date.

DRAFT

		The committee has not met since October of 2023, but it's scheduled to meet on Monday, March 25th when we get back from break, but some notable updates from Dr. Monica Brooks, Dean of our university libraries – This fall, they kicked off a viability study to have a master's degree in library science. And they've gotten to go ahead to start planning for that. This will be the first MLS degree offered in the state of West Virginia, which is a big deal. It will address the current librarian shortage that's in the state. An ALA accredited MLS is required to work as a professional librarian in a public academic or special library in West Virginia and the country. With this program, Marshall has the potential to capture 100% of this state and regional market. As part of the Save-to-Serve commitment, the library faculty eliminated duplication of online resources and also suspended some low usage online resources. But they will try to obtain them quickly through the delivery services and consortium when needed - at no cost to users. Update for special collections and archives - They have received several large collections related to Marshall and Huntington history, but are awaiting the necessary renovations and ADA improvements in the first floor of Morrow library before the materials can be taken in and displayed for public use. In South Charleston, the South Charleston Campus Library may undergo some

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		changes and its footprint and its staffing, but the basic library services should not be affected. New podcasting studio at Drinko. It was founded by the MU Alumni Association and Foundation. It's installed in Drinko 203 and can be scheduled and used by any student or faculty member with staff assistance. Next Meeting: 3/25/2024
e. Faculty Development	Gayle Brazeau (4 minutes)	Written report received (if checked) ☐ Committee met on – Click or tap to enter a date. See below: Gayle is not in attendance – did submit written report – The Marshall University Faculty Senate Faculty Development Committee held two informational meetings. The Committee met on Wednesday February 21, 2024, at 12:00 pm and on Thursday February 23, 2024, at 12:30 pm via Teams. Dr. Hillary Porter chaired the meeting. The following issues were discussed, and an email vote was sent out on February 23, 2024. 1. MINUTES - The minutes from the October 18, 2023, meeting were approved as written. 2. OLD BUSINESS – There was no old business to be discussed. 3. NEW BUSINESS · The Committee discussed individual applications and adjusted requested funds

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		for those presenting and approved the following by an email vote. · Scores were discussed and considered. We have $30,025.00 to spend for the year. There were 35 total applications, with 1 duplicate. The committee voted to accept and fund 22 of 34 applications at a cost of $18,264.00. 4. NEXT MEETING - The next meeting will be in April 2024. Chair Porter will put out a date and time poll for this meeting. Next Meeting: Click or tap to enter a date.
f. Physical Facilities & Planning	Bill Gardner (4 minutes)	Written report received (if checked) ☐ Committee met on – Click or tap to enter a date. No report. Committee has not met, and does not plan to meet. Next Meeting: Click or tap to enter a date.

7. <u>Other Requests to Speak</u> – None

8. <u>Adjournment</u>:

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

Respectfully Submitted,

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MINUTES OF MARSHALL UNIVERSITY FACULTY SENATE MEETING

HELD ON MAR 14, 2024, AT 4:00 P.M.

STUDENT CENTER – BE 5 – IN-PERSON

_____

Dr. Sujoy Bose, Recording Secretary

Faculty Senate

MINUTES APPROVED BY SENATE:

_____ _____

Dr. Shawn Schulenberg, Chair Date Signed
Faculty Senate

MINUTES READ:

_____ _____

Brad Smith, President Date Signed
Marshall University

_____

[1] **MSAP**: Motion Seconded & Passed
[2] **MSAPAA**: Motion Seconded & Passed as Amended

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FACULTY PERSONNEL COMMITTEE
RECOMMENDATION

SR 23-24-34 FPC

Recommends that UPAA-9 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 about who has access to faculty course evaluations.

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 permit course evaluations to be accessed by the Honors College. As such, the recommended updates include specific language about who has access to student course evaluations.

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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_____

UNIVERSITY POLICY FOR ACADEMIC AFFAIRS

Policy No. UPAA-9
COURSE EVALUATIONS

1. General Information.
   1.1. Scope: Academic policy regarding the course evaluations of faculty completed by students.
   1.2. Authority: W. Va. Code §18B-1-6
   1.3. Passage Date: April 25, 2019
   1.4. Effective Date: May 28, 2019
   1.5. Controlling over: Marshall University
   1.6. History: Amended to better describe current practices of delivering evaluations. SR-97-98-2 FPC originally approved by the BOG on 8-Mar-2019.

2. Policy

   2.1. University policy requires course evaluations in every course, every semester. The procedures may vary by department but in most cases the evaluations are conducted online. Results of the evaluations are not available to the instructor until after final grades are submitted. These evaluations are a way for the instructor and department to gauge areas of strengths and weaknesses and should be regarded as a positive learning tool. They are also used in the promotion and tenure documentation; see the department chair for specific policies.

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2. Policy
   2.1. University policy requires course evaluations in every course, every semester. The procedures may vary by department but in most cases the evaluations are conducted online. ~~Results of the evaluations are not available to the instructor until after final grades are submitted~~. The results of the student evaluation are available to the instructor, their immediate supervisor, Dean of the college housing the instructor, and Dean, director, and/or chair housing the course the day after final grades are due / submitted. These evaluations are a way for the instructor and department to gauge areas of strengths and weaknesses and should be regarded as a positive learning tool. They are also used in the promotion and tenure documentation; see the department chair for specific policies.

Commented [CB1]: Changed to reflect the new rule numbering system

Commented [CB2]: Added updated history

Commented [CB3]: This allows for evaluation results with specific attributes (i.e., honors courses) be available to that dean or chair.

UNIVERSITY POLICY FOR ACADEMIC AFFAIRS

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Faculty Personnel Committee
RECOMMENDATION

SR 23-24-42 FPC

Recommends that the proposed rule on Professional Responsibility, Academic Responsibility, & Academic Freedom be adopted by the Marshall University Board of Governors to delineate the responsibilities and freedoms associated with holding faculty status.

RATIONALE:

As HEPC Series 9 no longer applies to Marshall University, allowing for the BOG and President (or designee) more freedoms in university operations, it is important to establish a framework that replaces language in other policies which outline academic responsibilities and freedoms.

The proposed policy, as outlined in the document "MU AA Rule XXXX Professional Responsibility, Academic Responsibility & Academic Freedom," offers a comprehensive framework that underscores the vital balance between the rights and responsibilities of faculty members and instructors at Marshall University. This policy is instrumental in fostering an environment that encourages academic freedom while maintaining professional and ethical standards essential for the thriving of both the academic community and its broader societal obligations.

Firstly, the policy articulates the dual nature of academic staff as both individuals with rights to academic freedom and as members of an academic institution with inherent responsibilities. This distinction is crucial, as it recognizes the unique position faculty members hold in shaping the intellectual and moral fabric of society. The acknowledgment of academic freedom as not only a right but also a vehicle for the responsible dissemination and advancement of knowledge highlights the policy's commitment to upholding the integrity of academic pursuits.

Moreover, the enumeration of responsibilities towards students, scholarship, colleagues, the institution, and the larger community ensures a holistic approach to academic and professional conduct. By setting clear expectations in these areas, the policy provides a blueprint for ethical behavior that aligns with the university's mission and values.

The emphasis on the importance of academic freedom in teaching, research, and public discourse reinforces the university's dedication to the pursuit of truth and the free exchange of ideas. This principle is paramount for the advancement of knowledge and the cultivation of critical thinking and innovation. By safeguarding the rights of faculty members to explore and communicate ideas without fear of censorship or institutional discipline, the policy ensures that the university remains a bastion of intellectual freedom and a contributor to societal progress.

These provisions not only protect the rights of faculty members but also foster a culture of transparency and trust, which are indispensable for the effective functioning of any institution.

Faculty Personnel Committee
RECOMMENDATION

SR 23-24-42 FPC
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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Proposed AA Rule/Policy

MU AA Rule XXXX Professional Responsibility, Academic Responsibility, & Academic Freedom

1.0 General

The basic functions of the university are the advancement and dissemination of knowledge, the development of critical intelligence, and the education of citizens and professional workers for the society of which the university is a part. Each Faculty Member and Instructor at Marshall University is a citizen, a member of a learned profession, and a representative of an educational institution. Each Faculty Member or Instructor has the responsibility of contributing to institutional, campus and departmental missions in teaching, research, and service, as defined by institutional policy.

The indispensable condition for the successful discharge of these functions is an atmosphere of intellectual freedom. Unless they are free to pursue the quest for knowledge and understanding, wherever it may lead, and to report and discuss the findings, whatever they may be, university Faculty Members and Instructors cannot properly perform their work. As participants in an enterprise that depends upon freedom for its health and integrity, Faculty Members and Instructors have a special interest in promoting conditions of free inquiry and furthering public understanding of academic freedom.

Freedom entails responsibilities and these responsibilities constitute University Citizenship. It is incumbent upon Faculty Members and Instructors to accept the responsibilities which are concomitant with the freedom they need.

Those responsibilities are: 1) to students, 2) to scholarship, 3) to colleagues, 4) to the university, and 5) to the larger community which the university serves. To make these responsibilities operational, it is necessary that ethical and professional standards be adopted to guide Faculty Members and Instructors in their conduct and that effective mechanisms be established to monitor and enforce compliance with these standards.

1.1 Purpose

This Rule sets forth the understanding that the Faculty and Instructors at Marshall University are expected to attend to certain academic and professional responsibilities and are entitled to certain freedoms to fulfill their role at Marshall University.

1.1 Scope

This Rule applies to all Faculty Members and Instructors at Marshall University.

2.0 Professional and Academic Responsibilities

2.1 Responsibilities to Students

As teachers, Faculty Members and Instructors have the responsibility for creating in their classroom or laboratory a climate that encourages students' endeavors to learn. The faculty member or instructor should exemplify high scholarly standards and respect and foster students' right to choose and pursue their own educational goals.

a) The faculty member or instructor must make clear the objectives of the course or program, establish requirements, set standards of achievement, and evaluate the student's performance.
b) The faculty member or instructor has the responsibility to meet classes as scheduled and, when circumstances prevent this, to arrange equivalent alternate instruction.
c) Faculty Members and Instructors have the responsibility to teach courses in a manner that is consistent with the course description and credit published in the catalog and with the announced objectives of the course. They must not intentionally interject into classes material or personal views that have no pedagogical relationship to the subject matter of the course.
d) To facilitate student learning, Faculty Members and Instructors should present the appropriate context for course content. While challenge is essential to good teaching, challenge is ordinarily most effective when students are adequately prepared to deal with course materials. On controversial issues within the scope of the course a reasonable range of opinions should be presented. When Faculty Members and Instructors present their own views on such issues, they should always be identified as such. Wherever values, judgments, or speculative opinions constitute part of the subject matter, they should be identified as such and should not be offered as fact.
e) The faculty member and instructor owe to the student and the university a fair and impartial evaluation of the student's work. Such evaluation should be consistent with recognized standards and must not be influenced by irrelevancies such as religion, race, sex, political views, disability status, veterans' status, or sexual orientation, or be based on the student's agreement with the teacher's opinion pertaining to matters of controversy within the discipline.
f) Every student is entitled to the same intellectual freedom which the faculty member and instructor enjoys. The Faculty Members and Instructors must respect that freedom. Restraints must not be imposed upon the student's search for or consideration of diverse or contrary opinions. More positively, the faculty member and instructor have an obligation to protect the student's freedom to learn, especially when that freedom is threatened by repressive or disruptive action. The classroom must remain a place where free and open discussion of all content and issues relevant to a course can take place. While students remain responsible for learning class material and completion of course requirements, faculty and instructors should respect reasonable decisions by students, based on their exercise of their own intellectual freedom, not to attend part or all a particular class session.
g) Faculty Members and Instructors have a professional obligation to serve as intellectual guides and advisors to students. They have a responsibility to be available to students for individualized conferences. In advising students, every reasonable effort should be made to see that the information given to them is accurate. The progress of students in achieving their academic goals should not be thwarted or retarded unreasonably because a faculty member or instructor has neglected the professional obligation to serve as an advisor.
h) Faculty Members and Instructors teaching on-campus courses are expected to hold regularly scheduled office hours — either in person or a combination of in-person and online video conferencing — and otherwise be reasonably available for appointments with students. Faculty Members and Instructors teaching online courses or those not located on campus may use online video conferencing and other forms of electronic communications in lieu of in-person office hours.

i) Faculty Members and Instructors should always conduct themselves to demonstrate respect for the student. They should always respect the confidence deriving from the faculty-student relationship.
j) The Faculty Members and Instructors must avoid exploitation of students for personal advantage. For example, in writing and oral presentations, due acknowledgment of their contributions to the work should be made.
k) In order that students can make knowledgeable choices about whether to take a particular course, it is the faculty member or instructor's responsibility to provide, on the first day of class, a course syllabus (see UPAA-3).
l) Faculty Members and Instructors have the responsibility to keep students grades up to date so students can make appropriate decisions regarding course withdrawal.

2.2 Responsibilities to Scholarship

The faculty members and instructor's responsibilities to scholarship derive from Marshall University's commitment to truth and the advancement of knowledge. Furthermore, society has a vital stake in maintaining the university as an institution where knowledge can be sought and communicated regardless of its popularity, its political implications, or even its immediate usefulness. Faculty Members and Instructors have an ethical responsibility both to make full appropriate use of that freedom in their teaching and research and to guard it from abuse. More specifically:

a) Faculty Members and Instructors are committed to a lifetime of study. Although no one can know everything, even about a limited subject, Faculty Members and Instructors must constantly strive to keep abreast of progress in their field, to develop and improve their scholarly and teaching skills, and to devote part of their energies to the extension of knowledge in their area of competence.
b) Faculty Members and Instructors have the responsibility of being unfailingly honest in research and teaching. They must refrain from deliberate distortion or misrepresentation and must take regular precautions against the common causes of error. Plagiarism and falsification of data, documents (including credentialing documents) are not tolerated and may lead to disciplinary action up to termination.
c) To maintain or increase effectiveness as a scholar, a faculty member may find it advantageous to assume certain obligations outside the university, such as consulting for government or industry, or holding office in scholarly or professional societies. Such activities are appropriate in so far as they contribute to the faculty member's scholarly development, or at the very least, do not interfere with that development. On the other hand, acceptance of such obligations primarily for financial gain, especially when such activities may be incompatible with the faculty member's primary dedication as a scholar, cannot be condoned.

2.3 Responsibilities to Faculty and Staff Colleagues

The faculty members and instructors have obligations that derive from common membership in the community of academics. The faculty member respects and defends the free inquiry of others and avoids interference with their work. The faculty member refrains from personal vilification; threatening, intimidating, or abusive language; or conduct that creates a hostile work environment. The faculty member acknowledges the contributions of others to the faculty member's work. When

asked to evaluate the professional performance of another, the faculty member strives to be objective. In the exchange of criticisms and ideas, the faculty member should show due respect for the rights of others to express differing opinions. However, vigorous debate and criticism are not to be viewed as a lack of respect.

2.4 Responsibilities to Institution

Faculty Members and Instructors' primary responsibility to their institution is to seek to realize their maximum potential as effective teachers and scholars. In addition, Faculty Members and Instructors have a responsibility to participate in the day-to-day operation of the university. In addition to meeting the primary responsibilities of addressing institutional missions in teaching, research, and service according to institutional policies, all faculty and instructors have an obligation to foster the quality, viability, and necessity of their programs. The financial stability of a program and recruitment of an adequate number of students depend in part on the faculty and instructors. The common goal of quality must be nurtured and responsibility for it shared by all. Integrity, objectivity, and service to the purposes and missions of the institution are expected Among the faculty member's general responsibilities to the university, the following may be particularly noted:

a) When Faculty Members and Instructors act or speak as private individuals, they should make clear that their actions and utterances are entirely their own and not those of the university.
b) Faculty Members and Instructors must never attempt to exploit their standing within the university for private or personal gain. Faculty Members and Instructors may, on appropriate occasions, cite their connection with the university, but only for the purpose of personal identification. Faculty Members and Instructors must not permit the impression to prevail that the university in any way sponsors any of their activities.
c) University facilities, equipment, supplies, and other properties must never be used for personal or private business.
d) Faculty Members and Instructors have the duty to ensure that the regulations of the university are designed to achieve the university's goals as well as being in accord with the principles of academic freedom and shared governance. Recognizing the importance of order within the institution, Faculty Members and Instructors observe the regulations of the university, but in no way abdicate their right to attempt to reform those regulations by any appropriate orderly means.
e) Effective faculty participation in the governance of the university promotes academic freedom and the goals of the institution. Shared governance and decision making is vital to the success of Marshall University. Faculty Members and Instructors should take part in their institution's decision-making processes to the best of their ability and should accept a fair share of the responsibility for its day-to-day operation.
f) During periods of disturbance or high tension on campus, a faculty member should take reasonable steps to prevent acts of violence and to reduce tension.

Subject to the requirements of this statement and other institutional regulations, Faculty Members and Instructors determine the amount and character of the work and other outside activities they pursue with due regard to their paramount responsibilities within the university.

2.5 Responsibilities to the Community

As members of the community, Faculty Members and Instructors have the rights and obligations of any citizen. These include the right to organize and join political or other associations, convene, and conduct public meetings, and publicize their opinion on political and social issues. However, in exercising these rights, Faculty Members and Instructors must make it clear that they do not speak for the university, but simply as individuals. Faculty Members and Instructors do not use the classroom to solicit support for personal views and opinions (see MUBOG-AA-14).

3.0 Academic Freedom

As Faculty Members and Instructors have many responsibilities to 1) to students, 2) to scholarship, 3) to colleagues, 4) to the university, and 5) to the larger community which the university serves, they are also afforded Academic Freedom. Academic freedom at the University is necessary to enable the institution to perform its societal obligation as established by the West Virginia Legislature. The Board of Governors recognizes that the vigilant protection of constitutional freedoms is nowhere more vital than in the institution and campuses under its jurisdiction.

Academic freedom is the freedom to teach, both in and outside the classroom, to research and to publish the results of those investigations, and to address any matter of institutional policy, action, or functioning of the University, whether as a member an institutional governing body. Faculty Members and Instructors have the freedom to speak on any matter of social, political, economic, or other interest to the larger community, without institutional discipline or restraint, save in response to fundamental violations of professional ethics or statements that suggest disciplinary incompetence.

Each Faculty Member and student shall remain free to inquire, study, evaluate, discuss, investigate, teach, conduct research, publish, and disseminate findings to the public.

Each Faculty Member shall be entitled to full freedom to conduct research and to publish the results of such research, subject to the appropriate performance of other academic duties, which may include but are not limited to designated instruction, research, service, and other professional duties.

Each Faculty Member is entitled to freedom in the classroom regarding discussion of the subject being taught. In addition, when Faculty Members and Instructors speak or write as private citizens outside the institution and declare such private status, they shall be free from institutional censorship or discipline.

4.0 Delegation

The Board of Governors delegates to the President the authority to adopt additional academic affairs internal policies and procedures to effectuate the implementation of this Board of Governors Rule or in furtherance of any other authority that the Board of Governors has specifically delegated to the President pursuant to this Rule. Any actions taken pursuant to this delegation must be consistent with the guidelines provided by this Rule.

5.0 Faculty Grievance Procedure

A faculty member or instructor wishing to grieve or appeal any action of the institution or Governing Board may utilize the procedures set out in W. Va. Code '6C-2.

6.0 Informal Procedure for Conflict Resolution

Marshall University may provide alternative procedures to those set out in West Virginia Code '6C-2 for the resolution of conflicts and internal complaints.

7.0 Review

This policy will be reviewed and updated every 5 years by the Marshall University Faculty Personnel Committee.

8.0 Authority

W. Va. Code § 18B-1-6 and § 18B-8-7.

9.0 Superseding Provisions

This Rule supersedes and replaces Higher Education Policy Commission Series 9 – Academic Freedom, Professional Responsibility, Promotion and Tenure, and any other Rule of the Higher Education Policy Commission which relates to the subject matter contained within this Rule.

University Curriculum Committee
RECOMMENDATION

SR 23-24-43 CC

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

College of Liberal Arts

Program Change: Communication Studies (LC30)

- **Justification & Background:** Currently the CIP code for CMM Studies is classified as an English and Composition program (23.1304). To better align our CIP Code to our program/ curriculum content, other peer institutions, and other HEPC governed institutions, we are requesting the CIP be changed to 109.0101 (Communication Studies).

- **Curriculum:** https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EXdpWchigbJHov7gGiqb9PwBHMoZWnZQ3AmdRzNufwOK8Q?e=c9pokV

College of Science

Program Addition: NRES Specialty Agriculture BS

- **Justification & Background:** The undergraduate Specialty Agriculture program will provide educational opportunities in agriculture, agribusiness, and natural resource management; will cover both traditional and sustainable agricultural sciences; and will emphasize new and emerging technologies for high yield and specialty agriculture that will improve agribusiness outcomes for smaller farms characteristic of the region. Specialty Agriculture in this context refers to sustainable, high-yield agriculture that is economically sustainable in mountainous regions and small land areas. It will include, but is not limited to, the agricultural aspects of greenhouse production, hydroponics, precision farming, urban agriculture, community gardens, and specialty crop production. The concept of Specialty Agriculture includes technological advances improving yield as well as business and marketing practices supporting the small farmer.

- **Curriculum:** https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/ETugJ4XDKDNKhnQqPsHAw4YBMYgWKcjgfid70SAzvkbx5Q?e=z6Ooa2

University Curriculum Committee
RECOMMENDATION

SR 23-24-43 CC
FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

_____

_____

_____

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

Request for Undergraduate Addition, Deletion, or Change of a Degree Program

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 Degree program (provide code if this is an existing program): Communication Studies LC30

If this request is for a Degree Program addition, please indicate if the Board of Governors has approved the Intent to Plan for this program? ___ Yes ___ Enter date of approval ___ No ___ N/A

RATIONALE:

Currently the CIP code for CMM Studies is classified as an English and Composition program (23.1304). To better align our CIP Code to our program / curriculum content, other peer institutions, and other HEPC governed institutions, a we are requesting the CIP be changed to 09.0101 (Communication Studies).

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

No curriculum changes are being proposed at this time. CMM studies requests that the CIP code for the program be changed from 23.1304 (English and Composition) to 09.0101 (Communication Studies).

NOTIFICATION REQUIREMENTS:

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

1. **Statement of Non-Duplication:** If this degree program will be similar in title or content to an existing degree program 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: 2/5/2024

Registrar: _____ Date: 2/6/2024

College Dean: _____ Date: 2/6/2024

College Curriculum Chair: Jonathan Kozar Date: 02/29/24

University Curriculum Committee Chair: Jonathan Kozar Date: 03/20/24

Faculty Senate Chair: _____ Date: _____

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

West Virginia Higher Education Degree Inventory

Degree Programs Offered in West Virginia Institutions of Higher Education

Organized by Level/Discipline | *Last Updated* *January 3, 2024*

View Data by: Level/Discipline

Choose a Program Status: Active

Choose a College Sector: Higher Education Policy Commission

Choose an Institution

Choose an NCES Degree Area (CIP): 09

Choose a Degree Level: (All)

Choose a STEM Program Status: (All)

All CMM programs in WV, except MU.

Organized by Degree Level	Institutional Program Name	NCES CIP Name	NCES ID	Month / Year Approved	Month / Year Terminated	Concord University	Fairmont State University	Marshall University	Potomac State College of WVU	Shepherd University	West Liberty University	West Virginia State University	West Virginia University
Associate Degree	JOURNALISM	JOURNALISM	09.0401	06/1969	-				✓				
Baccalaureate Degree	COMMUNICATION AND NEW MEDIA	SPEECH COMMUNICATION AND RHETORIC	09.0101	07/1986	-					✓			
	COMMUNICATION ARTS	COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS,	09.9999	08/2013	-		✓						
		MASS COMMUNICATION/MEDIA STUDIES	09.0102	11/2018	-	✓							
	COMMUNICATION STUDIES	SPEECH COMMUNICATION AND RHETORIC	09.0101	06/1969	-								✓
	COMMUNICATIONS	SPEECH COMMUNICATION AND RHETORIC	09.0101	02/1979	-						✓		
				04/1976	-							✓	
	INTEGRATED MARKETING COMMUNICATIONS	PUBLIC RELATIONS, ADVERTISING, AND APPLIED COMMUN	09.9999	06/2020	-								✓
	JOURNALISM	JOURNALISM	09.0401	06/1969	-			✓					✓
Doctor's Degree-Research/Scholars...			09.0101	09/2005	-								✓
Master's Degree	COMMUNICATION STUDIES	SPEECH COMMUNICATION AND RHETORIC	09.0101	06/1969	-								✓
	INTEGRATED MARKETING COMMUNICATION	COMMUNICATION MANAGEMENT AND STRATEGIC COMMUNICAT	09.0909	04/2003	-								✓
	JOURNALISM	JOURNALISM	09.0401	06/1969	-			✓					✓
	MEDIA STUDIES	MASS COMMUNICATION/MEDIA STUDIES	09.0102	06/2003								✓	

STEM Program Definitions

"Pure STEM Fields" are those recognized by the Louis Stokes Alliances for Minority Participation (LSAMP) program through the National Science Foundation (NSF). The "Broader STEM Fields" category includes all other STEM fields recognized by NSF. "Career / Technical STEM Fields" include workforce development programs and technical programs that do not generally lead to research.

*Designates an exempt institution

National Center for Education Statistics (NCES) Classification of Instructional Programs (CIP) Site: https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55

West Virginia Higher Education Degree Inventory

Degree Programs Offered in West Virginia Institutions of Higher Education

Organized by Level/Discipline | *Last Updated* ***January 3, 2024***

View Data by:	Choose a Program Status	Choose a College Sector	Choose an Institution
Level/Discipline	Active	Higher Education Policy Commission	(All)

Choose an NCES Degree Area (CIP)	Choose a Degree Level	Choose a STEM Program Status
23	(All)	(All)

MU is only CMM program listed under English.

Organized by Degree Level	Institutional Program Name	NCES CIP Name	NCES ID	Month / Year Approved	Month / Year Terminated	Concord University	Fairmont State University	Glenville State University	Marshall University	Shepherd University	West Liberty University	West Virginia State University	West Virginia University
Baccalaureate Degree	COMMUNICATION STUDIES	RHETORIC AND COMPOSITION	23.1304	06/1969	-				✓				
	ENGLISH		23.0101	06/1969	-	✓	✓	✓	✓	✓	✓	✓	✓
	PROFESSIONAL, SCIENTIFIC, AND TECHNICAL WRITING		23.1303	02/2023									✓
Doctor's Degree-Research/Scholars..	ENGLISH	ENGLISH LANGUAGE AND LITERATURE, GENERAL	23.0101	03/1971	-								✓
Master's Degree	COMMUNICATION STUDIES		23.1304	06/1969	-				✓				
	CREATIVE WRITING		23.1302	05/2001	-								✓
	ENGLISH		23.0101	06/1969	-				✓				✓
			23.1303	10/2004	-								✓

STEM Program Definitions

"Pure STEM Fields" are those recognized by the Louis Stokes Alliances for Minority Participation (LSAMP) program through the National Science Foundation (NSF). The "Broader STEM Fields" category includes all other STEM fields recognized by NSF. "Career / Technical STEM Fields" include workforce development programs and technical programs that do not generally lead to research.

(Designates an exempted institution

National Center for Education Statistics (NCES) Classification of Instructional Programs (CIP) Site:

Search Results

Summary of Search Criteria

- Search terms:
- Search within: title, definition, examples
- 2-Digit CIP Series: 09) COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS.
- CIP code types: 2 digit CIP code, 4 digit CIP code, 6 digit CIP code
- Actions: No substantive changes, New, Moved from, Moved to, Deleted

The following results are displaying based on your selection of search criteria. You may sort your results by clicking on the arrow button at the head of each column. You may also refine your search or begin a new one (search.aspx?y=56).

Actions Legend ✱ New ✕ Deleted › Moved To ‹ Moved From ⦸ No Substantive Changes

34 records found. Viewing page 1 of 2

Print Export

Text Changed	Title	Definition	Action	CIP Code	Moved To / Report Under (2020)	Moved From (2010)
	Advertising. (cipdetail.aspx?y=56&cipid=90076)	A program that focuses on the creation, execution, transmission, and evaluation of commercial messages in various media intended to promote and sell products, services, and brands; and that prepares individuals to function as advertising assistants, technicians, and managers. Includes instruction in advertising theory, marketing strategy, advertising design and production methods, campaign methods and techniques, media management, related principles of business management, and applicable technical and equipment skills. See also: 09.0900 - Public Relations, Advertising, and Applied Communication. (cipdetail.aspx?y=56&cipid=91420), 50.0402 - Commercial and Advertising Art. (cipdetail.aspx?y=56&cipid=90982)	⦸	09.0903		
	Broadcast Journalism. (cipdetail.aspx?y=56&cipid=90352)	A program that focuses on the methods and techniques for reporting, producing, and delivering news and news programs via radio, television, and video/film media; and that prepares individuals to be professional broadcast journalists, editors, producers, directors, and managers. Includes instruction in the principles of broadcast technology; broadcast reporting; on- and off-camera and microphone procedures and techniques; program, sound, and video/film editing; program design and production; media law and policy; and professional standards and ethics.	⦸	09.0402		

IES (//ies.ed.gov/)
NCES National Center for Education Statistics (≡ MENU

Business and Economic Journalism. (cipdetail.aspx?y=56&cipid=91746)	A program of study that prepares students to gather, analyze, and synthesize verbal and visual information to communicate stories related to business and economics across multiple media platforms. Includes instruction in accounting, business, business and economic reporting, business law, economics, finance, financial accounting and reporting, ethics, journalistic research methods and resources, and journalism skills and techniques.	★	09.0405
Communication and Media Studies, Other. (cipdetail.aspx?y=56&cipid=89544)	Any instructional program in communication and media studies not listed above		09.0199
Communication and Media Studies. (cipdetail.aspx?y=56&cipid=90348)	Instructional content for this group of programs is defined in codes 09.0100 - 09.0199.		09.01
Communication Management and Strategic Communications. (cipdetail.aspx?y=56&cipid=91749)	A program that focuses on the critical thinking, analysis, and practical skills essential to developing and implementing communication strategies that advance organizations goals and missions. Includes instruction in communication management, crisis communication, communications law, digital and traditional marketing strategies, media relations, social media strategies, strategic communication, traditional and emerging media, and writing for the media	★	09.0909
Communication, General. (cipdetail.aspx?y=56&cipid=91419)	A program that focuses on the comprehensive study of communication, and that spans the study of mass communication/media studies, old and new media technologies, social and political applications, and speech communication and rhetoric. Includes instruction in interpersonal, group, organizational, and intercultural communication; theories of communication; critical thinking, argumentation, and persuasion; written communication; printed, electronic, and digital media; rhetorical tradition and criticism; media, society, and culture; consequences and effects of mass media; media social science and criticism; and quantitative and qualitative methods of inquiry. Examples: [Communication Sciences], [Communication]		09.0100
Communication, Journalism, and Related Programs, Other. (cipdetail.aspx?y=56&cipid=90355)	Instructional content is defined in code 09.9999		09.99
Communication, Journalism, and Related Programs, Other. (cipdetail.aspx?y=56&cipid=90356)	Any instructional program in communication, journalism, and related fields not listed above		09.9999
COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS. (cipdetail.aspx?y=56&cipid=90347)	Instructional programs that focus on how messages in various media are produced, used, and interpreted within and across different contexts, channels, and cultures, and that prepare individuals to apply communication knowledge and skills professionally		09

IES (//ies.ed.gov)
NCES National Center for Education Statistics (≡ MENU

Cultural Journalism. (cipdetail.aspx?y=56&cipid=91747)	A program of study that prepares individuals to be journalists who critically examine current culture as expressed through the visual and performing arts, design, film, music, radio, television, dance, theater, and written text. Includes instruction in arts criticism, art and entertainment reporting, cultural critique, investigative reporting, newspaper reporting, photojournalism, and writing	★	09.0406
Digital Communication and Media/Multimedia. (cipdetail.aspx?y=56&cipid=89547)	A program that focuses on the development, use, critical evaluation, and regulation of new electronic communication technologies using computer applications; and that prepares individuals to function as developers and managers of digital communications media. Includes instruction in computer and telecommunications technologies and processes; design and development of digital communications; marketing and distribution; digital communications regulation, law, and policy; the study of human interaction with, and use of, digital media; and emerging trends and issues. Examples: [Digital Media] See also: 50.0102 - Digital Arts. (cipdetail.aspx?y=56&cipid=91470)	↘	09.0702
Health Communication. (cipdetail.aspx?y=56&cipid=89553)	A program that focuses on how people, individually and collectively, understand and accommodate to health and illness and the role of communication and media in shaping professional health care messages and public acceptance of these messages. Includes instruction in the development and use of health-related and care-related messages and media; the goals and strategies of health care promotion; relationships, roles, situations, and social structures in the context of health maintenance and promotion; and applications to disease prevention, health advocacy, and communications concerning treatments. Examples: [Health and Health Science Communication]	↘	09.0905
International and Intercultural Communication. (cipdetail.aspx?y=56&cipid=91422)	A program that focuses on the specialized knowledge and skills needed for effective communication in the international community and among people of different cultures; and that prepares individuals to function at the national and international levels as journalists, public relations specialists, travel industry representatives, intercultural trainers, and/or foreign service officers. Includes instruction in journalism, communications, intercultural and international relations, marketing and public relations, and global communications policy. See also: 30.2301 - Intercultural/Multicultural and Diversity Studies. (cipdetail.aspx?y=56&cipid=89837)	↘	09.0907
Journalism, Other. (cipdetail.aspx?y=56&cipid=89546)	Any instructional program in journalism not listed above. Examples: [Online Journalism]	↘	09.0499
Journalism. (cipdetail.aspx?y=56&cipid=90350)	Instructional content for this group of programs is defined in codes 09.0401 - 09.0499	↘	09.04

Journalism. (cipdetail.aspx?y=56&cipid=90347)	A program that focuses on the theory and practice of gathering, processing, and delivering news and that prepares individuals to be professional print journalists, news editors, and news managers. Includes instruction in news writing and editing; reporting; photojournalism; layout and graphic design; journalism law and policy; professional standards and ethics; research methods; and journalism history and criticism.		09.0401
Mass Communication/Media Studies. (cipdetail.aspx?y=56&cipid=90075)	A program that focuses on the analysis and criticism of media institutions and media texts, how people experience and understand media content, and the roles of media in producing and transforming culture. Includes instruction in communications regulation, law, and policy; media history; media aesthetics, interpretation, and criticism; the social and cultural effects of mass media; cultural studies; the economics of media industries; visual and media literacy; and the psychology and behavioral aspects of media messages, interpretation, and utilization. Examples: [Media Studies]		09.0102
Organizational Communication, General. (cipdetail.aspx?y=56&cipid=89550)	A program that focuses on general communication processes and dynamics within organizations. Includes instruction in the development and maintenance of interpersonal group relations within organizations; decision-making and conflict management; the use of symbols to create and maintain organizational images, missions, and values; power and politics within organizations; human interaction with computer technology; and how communications socializes and supports employees and team members. See also: 52.1003 - Organizational Behavior Studies. (cipdetail.aspx?y=56&cipid=91200)		09.0901
Photojournalism. (cipdetail.aspx?y=56&cipid=89545)	A program that focuses on the use of still and motion photography in journalism and prepares individuals to function as news photographers and photographic editors. Includes instruction in photography, journalism, studio procedures and techniques, camera and equipment operation and technique, news editing, print and film editing, news scene composition, subject surveillance, media law and policy, news team field operations, and professional standards and ethics. See also: 50.0605 - Photography. (cipdetail.aspx?y=56&cipid=90997)		09.0404

1 2

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

Request for Undergraduate Addition, Deletion, or Change of a Degree Program

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: Science Department/Division: Natrual Resources and Environmental Sciences

Contact Person: Dr Mindy Yeager-Armstead Phone: 3046962923

ACTION REQUESTED:

Check action requested: x Addition ____ Deletion ____ Change

Name of Degree program (provide code if this is an existing program): Specialty Agriculture

If this request is for a Degree Program addition, please indicate if the Board of Governors has approved the Intent to Plan for this program? x Yes 2022.10.31 Enter date of approval ____ No ____ N/A

RATIONALE:

The undergraduate Specialty Agriculture program will provide educational opportunities in agriculture, agribusiness, and natural resource management; will cover both traditional and sustainable agricultural sciences; and will emphasize new and emerging technologies for high yield and specialty agriculture that will improve agribusiness outcomes for smaller farms characteristic of the region. Specialty Agriculture in this context refers to sustainable, high-yield agriculture that is economically sustainable in mountainous regions and small land areas. It will include, but is not limited to, the agricultural aspects of greenhouse production, hydroponics, precision farming, urban agriculture, community gardens, and specialty crop production. The concept of Specialty Agriculture includes technological advances improving yield as well as business and marketing practices supporting the small farmer.

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

Please see the attached documentation.

NOTIFICATION REQUIREMENTS:

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

1. **Statement of Non-Duplication:** If this degree program will be similar in title or content to an existing degree program 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: Mindy Yeager-Armstead Date: 2/23/2024

Registrar: Sonja A C Date:

College Dean: a Mummert Date: 2.25.2024

College Curriculum Chair: Date: 2.28.2024

University Curriculum Committee Chair: Jonathan Kozar Date: 03/20/24

Faculty Senate Chair: Date:

VP Academic Affairs/VP Health Science: Date:

ACADEMIC PLANNING COMMITTEE
RECOMMENDATION

SR 22-23-10 APC

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

RATIONALE:

The Intent to Plan document proposing a Bachelor of Science in Specialty Agriculture to be offered by the College of Science at Marshall University was approved by the Academic Planning Committee (APC). APC members believe that the proposed program has the potential to increase academic/employment opportunities for Marshall University students.

The creation of the new undergraduate program is the result of assigning a specific CIP code to an existing major and offering it as a Bachelor of Science degree in the Department of Natural Resources and Environment. The new degree maximizes the use of existing resources at Marshall University. No start-up funds will be required as the major is already offered. Ultimately 1 full-time faculty and 1 adjunct will be required.

The Hanover market research report shows labor demand is expected to grow for specialty agriculture. The targeted students are within a 100-mile radius of Marshall University. The program specializes in teaching low-area high-yield agricultural practices, agribusiness, and resource management. It emphasizes new and emerging technologies for specialty agriculture that will improve agribusiness outcomes for smaller farms characteristic of the region. The APC feels that the program will add to Marshall University's enrollment and provide potential students with a high-quality, education that will enhance their success in a variety of career paths.

FACULTY SENATE CHAIR:

APPROVED BY THE FACULTY SENATE: _____ DATE: 10/20/2022

DISAPPROVED BY THE FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: 10/31/22

DISAPPROVED: _____ DATE: _____

Undergraduate Intent to Plan

Bachelor of Science in Specialty Agriculture

Department of Natural Resources and Environment

College of Science

Marshall University

Proposed Implementation Date: Fall 2023

Contact Persons:

Dr. Autumn Starcher
starcher29@marshall.edu

Dr. Mindy Armstead
m.armstead@marshall.edu

September 17, 2022

Undergraduate Intent to Plan:
Bachelor of Science in Specialty Agriculture

Brief Summary of Program

- This Intent to Plan is submitted subsequent to the establishment of a Specialty Agriculture major in the Department of Natural Resources and the Environment in the Fall 2021. Upon realization that the Classification of Instructional Program Code (CIP) for Natural Resources and Agricultures were sufficiently different and may impact marketing, a more specific stand-alone program within the Department of Natural Resources and Environment is requested with the **CIP code 01.9999 Agriculture, Agriculture Operations, and Related Sciences, Other**.

- This Intent to Plan seeks to establish an undergraduate degree program in Specialty Agriculture to provide educational opportunities in agriculture, agribusiness, and natural resource management to students from the economically distressed Appalachian region.

- This program will cover both traditional and sustainable agricultural sciences and will emphasize new and emerging technologies for high yield and specialty agriculture that will improve agribusiness outcomes for smaller farms characteristic of the region.

- The program capitalizes on in-place resources at Marshall University and the global trend toward utilization of sustainable agricultural practices to fulfill our university mission offering high quality, affordable and accessible undergraduate education that contributes to the quality of life in the region.

- Our program, focused on sustainable, high-yield agriculture that can be economically sustainable in mountainous regions and small land areas, will target students from the distressed rural region. The area within 100-mile radius from Marshall University has both low college completion rates as and a high number of small farms. The introduction of technological advances in farming and food production with entrepreneurial and business principles can improve individual and regional economic potential with cascading benefits.

- The attached Academic Program Assessment prepared by Hanover Research (March 2022) finds a favorable demand for graduates from the program in the local labor market and recommends moving forward with the program.

Program Description

The undergraduate Specialty Agriculture program will provide educational opportunities in agriculture, agribusiness, and natural resource management; will cover both traditional and sustainable agricultural sciences; and will emphasize new and emerging technologies for high yield and specialty agriculture that will improve agribusiness outcomes for smaller farms characteristic of the region. Specialty Agriculture in this context refers to sustainable, high-yield agriculture that is economically sustainable in mountainous regions and small land areas. It will include, but is not limited to, the agricultural aspects of greenhouse production, hydroponics, precision farming, urban agriculture, community gardens, and specialty crop production. The concept of Specialty Agriculture includes technological advances improving yield as well as business and marketing practices supporting the small farmer.

Advances in urban agriculture, hydroponics, high-yield production, year-round production and other aspects of technology in food production have not been widely introduced in the rural areas of the Appalachian region. This area, traditionally undereducated, poor and unwilling or unable to travel great distances for educational opportunities, offers a unique educational challenge. Through the development of the Specialty Agriculture baccalaureate degree program focusing on the unique challenges of the region with respect to agriculture and agribusiness, we can lead the region to a more prosperous future while also contributing to the development of a

healthy, sustainable food supply for the region. Globally, small farms are being transformed into powerhouses as the world is turning to sustainable farming practices. This combination of events offers a unique opportunity for the region to transition to sustainable economic development in specialty agriculture. As the limitations of large farms and "big agriculture" become more apparent, this model for education in sustainable regional agriculture can be more broadly applied for educating a diverse and qualified workforce in other regions as well. This is the rationale for introducing the Specialty Agriculture Program at Marshall University. As described below, the specifics of such a program are complementary to in-place university programs and facilities, and a Specialty Agriculture major has already moved through the university approval process. This major was launched in Fall 2021 semester with 7 students entering the major despite our inability to market the launch as planned due to Covid-19.

Having already surveyed the faculty expertise and courses offered, we find that much of the expertise and curriculum for a specialty agriculture baccalaureate degree is already in place at Marshall University. All of the core academic requirements are in place including the sciences such as biology, geology, chemistry, and physics necessary for building a STEM program such as agriculture. Closely tied with agriculture and including sustainability, our Department of Natural Resources and the Environment includes courses on resource management, terrestrial systems, technology foundations, instrumentation, statistics and natural resource management. Our Biology Department offers supporting courses in plant physiology, ecology and taxonomy, as well as general ecology, conservation, and genetics. The Departments of Economics, Management and Marketing offer expertise in small business management, human resources, entrepreneurship, leadership and many aspects of sustainability. Prior to the major's approval in summer 2020, faculty and course offerings needed to only be complemented with a few agriculture courses to meet the needs of the program. Examples of new courses developed include introduction to agriculture, soil science, horticulture, agricultural entomology, animal production, and sustainable agriculture. Additional specialty topics will be developed to meet the educational and career needs of the students as university facilities and resources, as well as regional partnerships, grow. Specific course additions are described in the "Curriculum" section below. Additionally, collaborations with referenced departments and permissions for course inclusions in the specialty agriculture curriculum were developed and approved previously when the major was added.

The target audience for this degree is students in West Virginia, Ohio, and Kentucky within a 100-mile radius from campus with an interest in pursuing a degree in agriculture but who were unlikely to travel to larger agricultural schools in West Virginia and surrounding states due to their current ties to the land. This is consistent with the current student body – 87% of Marshall students are from within West Virginia or within a 100-mile radius of the school. These areas are considered distressed or at risk in terms of economic opportunities, and there are many small farms in this region struggling to make ends meet (Appalachian Regional Commission, 2018). Additionally, these areas have abysmal college completion rates, many at a fraction of the national average (Appalachian Regional Commission, 2018). The low college completion rates from the distressed rural areas, coupled with the number of farms in those areas, speaks to the poor participation of these individuals in post-secondary education in general and in the food, agriculture, natural resources, and human (FANH) sciences specifically. There are two types of potential students who could benefit from our proposed program. Some graduating seniors are already involved in agriculture through family endeavors. These individuals may not have the opportunity to move hours from home to pursue post-secondary education but would benefit from additional knowledge in agriculture, agribusiness, technology, and other opportunities to enhance and grow a struggling farm. The second potential student opportunity is retraining and redeveloping the workforce from the natural resource extraction industry to one of sustainable economic development through agriculture and natural resource management. For these persons, who have ties to the region but little or no experience with FANH sciences, our proposed program offers improvements to their own quality of life and brings economic opportunity to an impoverished region where they choose to live. Serving the needs of these students and fulfilling the mission of Marshall University, to offer high quality, affordable and accessible undergraduate education that contributes to the quality of life in the region, are the goals of this program addition.

Program Mission:

The mission of the Specialty Agriculture Program is to expand educational opportunities in agricultural and management techniques, based on scientific and technological advances, which improve agricultural yields and small farmer success in the impoverished Appalachian Region. These realized benefits will improve regional conditions including ecological, economic, nutrition and overall quality of life. The purpose of this program directly supports Marshall University's mission to offer a wide range of high quality, affordable, and accessible undergraduate programs that prepares to students to think, learn, work and live in an evolving global society. Our department's applied and integrated teaching/learning philosophy facilitates critical thinking and translation of academic experiences to real-world applications directly supporting the College of Science mission to develop scientific and technologically trained students essential to our nation's health and prosperity in a changing world. The proposed program meets this goal, and the university's mission for preparing students for a global society as sustainable agriculture becomes a global initiative. Further, the proposed program will improve the quality of life in the community and the region by providing increased nutritional availability in a demonstrated food desert and improving economic opportunities and outcomes.

Program Features

Program Catalog Description and Curriculum

Specialty Agriculture in this context refers to sustainable, high-yield agriculture that can be economically sustainable in mountainous regions and small land areas. The Bachelor of Science in Specialty Agriculture provides educational opportunities in agriculture, agribusiness, and agrotourism, covering both traditional and sustainable agricultural sciences. New and emerging technologies for high yield and specialty agriculture are emphasized, as they will improve agribusiness outcomes for smaller farms that are characteristic of the region. Focus of the major includes, but is not limited to, the agricultural aspects of greenhouse production, hydroponics, precision farming, urban agriculture, community gardens, and specialty crop production.

Program Learning Outcomes

Consistent with NRE's learning objectives, Specialty Agriculture's learning targets are developed from both general and discipline specific activities as shown in Table 1. The approved departmental learning objectives are initially assessed in the required critical thinking course NRE 120 Discussions in Environmental Science by project evaluation consistent with the department's experiential learning focus. A Specialty Agricultures discipline specific learning objective will be assessed in NRE 200 Introduction to Agriculture utilizing course assignments and exams. The secondary assessments for NRE Learning Outcomes are evaluated upon program completion in the capstone courses NRE 470 and NRE 490 utilizing in-class assignments, journal entries, and the final project and presentation. The secondary assessment endpoint for the Specialty Agriculture program will be evaluated in NRE 402 Sustainable Agriculture and in the required culminating internship experience. Evaluation will be made through a project which demonstrates both traits of Technology and Information Aptitude and Problem-Solving and Decision-Making Skills. Specific measurement goals and expectations are defined in Table 1 with the expectation that 70% of students will meet Capstone status upon completion of the program.

Additional Program Outcomes: Indicate outcomes the program expects to achieve in addition to student learning. These outcomes may be related to outreach, service, faculty, etc.

Marshall University received Non-Land Grant College of Agriculture certification through National Institute for Food and Agriculture (NIFA) in October 2020 through the addition of the Specialty Agriculture major earlier in the year. This certification opens up additional funding opportunities to the university through NIFA capacity building grants specifically for NLGCA institutions. This funding can be utilized for educational, research, and outreach opportunities. NRE has already leveraged this status to apply for an NLGCA grant with community partners including the MU Sustainability Department, Robert C. Byrd Institute, Coalfield Development's Refresh Appalachia, and Southern WV Community and Technical College.

Outreach and experiential learning are key components of the program as well. Several of the new courses developed specifically for the major require service experiences at local and regional agricultural enterprises and organizations. With the leadership of community partner Unlimited Futures, Inc., NRE and the MU Sustainability Department have also secured funding for training and certification in composting for three faculty/staff within these organizations. Their training can be used to provide educational opportunities for students at the new compost facility at University Heights and outreach opportunities for students within the Fairfield community's newly developed urban gardening programs.

Admissions and Performance Standards

Students must meet university and College of Science admission standards; there are no additional requirements for the major. Students may be enrolled full-time or part-time for completion of degree requirements. Upon admission to the program, it is expected that students will meet Introductory performance levels.

Program Requirements

Curriculum of the Specialty Agriculture Program is shown below. Specific features of the program include the diversity of specification available to students utilizing in-place resources at Marshall University. This strategy maximizes course delivery efficiency and student learning potential. Courses specific to the program are indicated with an asterisks. They have already been approved by the University Curriculum Committee and developed per the adoption of the Specialty Agriculture major which is being transitioned to a program.

Curriculum

General Education……..30 hours

- Core I
  - FYS 100 – First Year Seminar (3)
  - Critical Thinking (6) – Requirement is met by NRE Core Courses NRE 120 – Discussion in Environmental Science and NRE 220 – Human Dimensions of Natural Resources.
- Core II
  - ENG 101 – Beginning Composition (3)
  - ENG 201 – Advanced Composition (3)
  - CMM 103 – Fundamentals of Speech Communication (3)
  - Core II Math (3 hours) – Requirement is met by NRE Core Course MTH 140 – Applied Calculus or MTH 229 – Calculus with Analytic Geometry I
  - Core II Humanities (3 hours)
  - Core II Social Science (3 hours) – Students are recommended to take GEO 222 – Global Environmental Issues to meet this requirement.
  - Core II Fine Arts (3 hours)
  - Core II Physical/Natural Science (3 hours) – Requirement is met by major-specific requirement BSC 120 – Principles of Biology I.
- Additional University Requirements
  - Writing Intensive (6 hours) – Students are recommended to take GEO 222 – Global Environmental Issues to meet 3 hours of this requirement.
  - Multicultural or International (3 hours) – Students are recommended to take GEO 222 –Global Environmental Issues to meet this requirement.

Department Requirements……22-24 hours

- IST 150 – Spreadsheet and Database Principles (3)
- MTH 140 – Applied Calculus (3) or MTH 229 – Calculus with Analytic Geometry I (5)
- NRE 120 – Discussion in Environmental Science (3)

NRE 220 – Human Dimensions of Natural Resources (3)
NRE 490 – Environmental Science/Natural Resources and Recreation Management Capstone Preparation (3)
NRE 470 – Environmental Science Internship (3) or NRE 491 – Environmental Science Senior Capstone (3)
NRRM 200 – Analytical Methods: Statistics (4)

Major-Specific Requirements……..……..54 hours

BSC 120 – Principles of Biology I (4)
BSC 121 – Principles of Biology II (4)
CHM 211 – Principles of Chemistry I (3)
CHM 212 – Principles of Chemistry II (3)
CHM 217 – Principles of Chemistry I Lab (2)
CHM 218 – Principles of Chemistry II Lab (2)
ENT 360 – Introduction to Entrepreneurship (3)
MGT 320 – Principles in Management (3)
NRE 322 – Assessment I: Terrestrial Ecosystems (4)
NRE 323 – Assessment II: Aquatic Ecosystems (4)
NRE 200 - Introduction to Agriculture (3)
NRE 300 - Principles of Soil Science (3)
NRE 301 - Principles of Soil Science Lab (2)
NRE 302 - Animal Production (3)
NRE 401 - Horticulture (4)
NRE 402 - Sustainable Agriculture (3)
NRE 403 - Agricultural Entomology (4)

Major-Specific Electives…….…….12-14 hours

In consultation with the NRE/COS advisors, students will select electives from Marshall University offerings best suited to prepare students to apply for the following fields or professional credentials: nutrient management certification, outreach and education, agritourism, agribusiness, soil science professional, soil health, food security, animal production, and crop production. The student will select these electives in consultation with NRE/COS advisors to reach to 120 credit hours required for graduation. Additional electives may be used to satisfy general education requirements (e.g., writing intensive). A minimum of 40 hours must be 300-400 level courses. Below is a list of courses that could be considered; however, the list is not exhaustive and other courses can be considered based on consultation between the student and NRE/COS advisors.

Nutrient Management

GEO 101 – Physical Geography (4)
GEO 222 – Global and Environmental Issues (3)
GLY 455 – Hydrogeology (3)
NRE 423 – GIS and Data Systems (3)
NRE 425 – Water Policy and Regulation (3)
NRE 400 - Soil Fertility/Plant Nutrition (4)

Soil Health / Soil Science

BSC 320 – Principles of Ecology (4)
BSC 445 – Microbial Ecology (3)
BSC 446 – Microbial Ecology Lab (2)
GEO 101 – Physical Geography (4)
GLY 200 – Physical Geology (3)
GLY 314 – Mineralogy (4)
GLY 455 – Hydrogeology (3)

NRE 423 – GIS and Data Systems (3)
NRE 400 - Soil Fertility/Plant Nutrition (4)

Food Security

DTS 202 – Introduction to Foods (4)
DTS 210 – Nutrition (3)
DTS 301 – Foodservice Safety and Systems Management I (4)
DTS 302 – Foodservice Safety and Systems Management II (4)
DTS 410 – Cross-Cultural Foods (3)
GEO 222 – Global and Environmental Issues (3)
HST 390 – Food in World History (3)
HST 392 – Food Markets and Modernity (3)

Animal Production

BSC 301 – Vertebrate Embryology (4)
BSC 302 – Principles of Microbiology (3)
BSC 320 – Principles of Ecology (4)
BSC 322 – Principles of Cell Biology (4)
BSC 324 – Principles of Genetics (4)
BSC 401 – Ichthyology (4)
BSC 408 – Ornithology (4)
BSC 409 – Mammalogy (4)
BSC 422 – Animal Physiology (4)
BSC 424 – Animal Parasitology (4)
GEO 222 – Global and Environmental Issues (3)
HST 392 – Food Markets and Modernity (3)
NRE 425 – Water Policy and Regulation (3)

Crop Production

BSC 302 – Principles of Microbiology (3)
BSC 320 – Principles of Ecology (4)
BSC 322 – Principles of Cell Biology (4)
BSC 324 – Principles of Genetics (4)
BSC 416 – Plant Taxonomy (4)
BSC 420 – Plant Physiology (3)
BSC 430 – Plant Ecology (4)
GEO 222 – Global and Environmental Issues (3)
HST 392 – Food Markets and Modernity (3)
NRE 425 – Water Policy and Regulation (3)
NRE 400 - Soil Fertility/Plant Nutrition (4)

Agritourism

ENT 220 – Creativity and Innovation (3)
MGT 231 – Principles of Selling (3)
MGT 340 – Marketing Concepts and Applications (3)
NRRM 360 – Tourism Planning and Management (3)
NRRM 362 – Ecotourism and Sustainable Development (3)

Education and Outreach

CI 248 – Introduction to Science for Elementary Educators (3)
EDF 201 – Educational Psychology and the Developing Learner (3)
GEO 222 – Global and Environmental Issues (3)
NRRM 231 – Nature Study (3)
NRRM 310 - Environmental Interpretation (3)
NRRM 311 – Introduction to Environmental Education (3)

Agribusiness

DTS 202 – Introduction to Foods (4)

HST 390 – Food Markets and Modernity (3)
MGT 231 – Principles of Selling (3)
MGT 340 – Marketing Concepts and Applications (3)

Courses added specifically for the Specialty Agriculture major include NRE 200 Introduction to Agriculture, NRE 300 Principles of Soil Science, NRE 301 Principles of Soil Science Lab, NRE 302 Animal Production, NRE 400 Soil Fertility/Plant Nutrition, NRE 401 Horticulture, NRE 402 Sustainable Agriculture, and NRE 403 Agricultural Entomology.

Program Delivery

Instructional delivery will be consistent with NRE's experiential learning focus and will include face-to-face lecture, laboratory, and internship/field experiences at campus greenhouses, University Heights facilities, and off-site with local and regional agricultural partners. Instruction will take place on campus in College of Science classrooms and laboratory space including: Science Building and Greenhouse, Weisburg Applied Engineering Complex, Smith Hall, Harris Hall, Morrow Library or other buildings as assigned. Additional experiential learning opportunities will be completed at Marshall University's University Heights facility located on Route 60 East approximately 4.5 miles from the main campus. An internship is required for completion of the program. The internship can be completed on-site at MU's University Heights facility or with external facilities, such as West Edge Factory/Coalfield Development facility or other approved facilities.

Program Need and Justification.

Introduction of a Specialty Agriculture program is directly responsive to Marshall University's Mission to contribute to the quality of life in the community, region and beyond through applied research, economic development, healthcare and cultural enrichment, and the College of Science mission to provide scientifically and technologically trained students essential to our nation's health and prosperity. The impoverished region surrounding our university has been identified as a food desert by the USDA which is a region that lacks access to fresh fruit and vegetables and other healthy nutritional alternatives. Education is needed to support agriculture and agribusiness to provide food and economic opportunity for this region.
Both the Specialty Agriculture Program and the NRE department's learning outcomes specifically align with the learning outcomes advanced by Marshall University's Baccalaureate Degree Profile as described in Table 2 which shows the relationship of each university Learning Objectives to those of the department and the program. Marshall University's Strategic Vision includes 5 Pillars, each of which is directly supported by the incorporation of a Specialty Agriculture Program as follows:

I. Rethink Student Success Guiding Principles – Provide for students the structures and experiences to achieve their highest levels of success by identifying our students' needs, preparedness, and demographics.

The Specialty Agriculture Program will bring the target demographic to their highest level of success by providing improvements in knowledge and skillsets regarding advanced agricultural practices and entrepreneurship. Through experiential learning and practice, students will improve outcomes individually and collectively in the region which will have benefits economically and for general health of the region.

II. Identify and Address Enrollment Realities Guiding Principles - Base decisions on the most recent, reliable data-driven trends and forecasts. Identify and adapt structures and processes to quickly respond to evolving challenges and opportunities in enrollment demographics.

The growing national trend toward specialty agriculture including specialty crop, farm-to-table, hydroponic and other high-yield agriculture for small farms, which are typical of our region, identifies an unserved demographic in the impoverished Appalachian region which is a recognized food desert. The target audience for this degree is

students in West Virginia, Ohio, and Kentucky within a 100-mile radius from campus with an interest in pursuing a degree in agriculture but are unlikely to travel to larger agricultural schools in West Virginia and surrounding states due to their current ties to the land. This is consistent with the current student body – 87% of Marshall students are from within West Virginia or within a 100-mile radius of the school. These areas have abysmal college completion rates, many at a fraction of the national average (Appalachian Regional Commission, 2018). The low college completion rates from the distressed rural areas, coupled with the number of farms in those areas, speaks to the poor participation of these youth in post-secondary education in general and in the food, agriculture, natural resources, and human (FANH) sciences specifically. There are approximately 5300 FFA members in WV high schools with 115 at Cabell Midland and over 100 at Wayne County High School when we investigate in 2020. Our proposed program is responsive to the needs of this underserved population.

III. Optimize Institutional Success Guiding Principles - Evaluate internal organizational units on the extent to which they work outside of their silos and hierarchies to promote the success of organizational units across the university. Ensure that each organizational unit promotes the success of students in attaining their intended goals. Fulfill expectations established by our Mission and Creed; by governing bodies and the University; and by federal, state, and accrediting agencies. Exercise responsible, creative, data-driven resource management.

The Department of Natural Resources and the Environment and the proposed Specialty Agriculture program fully integrates available resources at Marshall University by utilizing available course work in multiple departments, promoting collaboration across departments, and embracing student-centered program development. The proposed program utilizes courses from dietetics, nutrition, economics, marketing, entrepreneurship, biology, chemistry and others to provide broad coverage serving students' individual interests and maximizing cost-effective presentation of materials. This strategy, in addition to use of in-place resources such as the greenhouse and collaboration with the Sustainability Department, allows for program development with minimal expense and added resources.

IV. Advance Civic and Economic Progress Guiding Principles - Progressively leverage the full breadth of University structures to provide transformational change in the health, economy, and well-being of the community, state, region, and beyond. Strive to inspire the community through enhanced collaboration that promotes and offers a disciplinary and multidisciplinary pool of expertise. Promote the community and University relationship through a sense of collaboration, pride, and partnership.

The Specialty Agriculture program will specifically advance transformational change in the health, economy and well-being of the community, state, region, and beyond by increasing both available food alternatives in the defined food desert and economic opportunity in the impoverished region through increasing agricultural yield in the region.

V. Invigorate Creative and Applied Scholarship Guiding Principles - Invest in targeted creative and applied scholarship that promotes and focuses on student success. Identify and develop both traditional and non-traditional opportunities for scholarship by promoting scholarly partnerships across the full breadth of University structures. Encourage grant and/or externally funded research that specifically impacts our community and population and that also leads to greater movement nationally.

NRE is already working in collaboration with university and local partners, such as our own Sustainability Program and West Edge Factory/Coalfield Development to seek grants and external funding in support of Specialty Agriculture programs and projects. We plan to continue to broaden these efforts as the program is launched to promote these partnerships and advance opportunities for students.

Introduction of a Specialty Agriculture program will support the paramount goal of the Higher Education Policy Commissions statewide master plan by solidifying higher education as a means to success for West Virginians and an economic catalyst for the state by improving agricultural outcomes in the impoverished region. It will provide access to post-secondary education for traditional and non-traditional aged West Virginias from our target demographic, within 100-miles of Marshall University, and improve the potential for success of individual

agricultural ventures through the introduction of technology and innovation.

Existing Programs

We are unaware of existing integrated specialty agriculture baccalaureate programs at universities of similar size in West Virginia. Larger schools, such as Ohio State University and West Virginia University cover similar topics within the context of programs focused on larger agricultural operations. We are specifically seeking to serve the region by focusing academic content on small farms characteristic of the mountainous Appalachian region to improve individual and regional outcomes.

Program Planning and Development

Approximately 2 years ago our department was asked to investigate the potential for a Sustainable Agriculture program at Marshall University. Our community-based learning course adopted this investigation as a project and researched programs in the area. We understood from their findings, and our own faculty investigations, that the area of sustainability was multi-disciplinary with defined principles and practices for individual areas of interest. For example, sustainability in natural resource management is implemented differently than in an office/management setting, an industrial setting, or in urban development. From these findings, we decided to launch an interdisciplinary minor in sustainability which requires core courses demonstrating the environmental need for sustainable development paired with discipline-specific courses for solutions and practices. We now have students from environmental science, dietetics and education in the minor. Regarding agriculture, our investigation showed a significant trend in the rise of farm-to-table eating strategies, the recognition of the increased nutritional value of "eating local", and the recognition of the environmental cost of "big agriculture." We discovered that nationally small farms make up >90% of all farms, and OH, WV and KY rank 38, 41 and 43 in farm size being dominated by small growers. Still OH and KY have >70,000 farms and WV has >20,000. These are family farms, generational, with high school- and college-aged children who may already be working in the family business. These are students who are not going away to college, and the agriculture programs at the larger schools are not geared to focus on small farms. In the mountainous terrain of southern Appalachia these small growers have different needs than the larger operations of more rolling terrain. They are underserved with respect to educational opportunities and training on technological advances and agribusiness. We toured high schools and spoke with Future Farmers of America (FFA) and 4-H Club participants and leaders. We identified a unique educational challenge and opportunity and developed a Specialty Agriculture major to serve this niche. In the spring of 2020, the curriculum was developed and approved along with the necessary courses to support the major. Although plans to reach out to regional high schools and members of FFA and 4-H in-person to launch the major were thwarted by Covid-19, it quietly started in Fall 2021 with 7 students in the major. However, at the time of development, we did not recognize the benefits of launching a program as opposed to a major, and we now seek to gain program status.

Clientele and Need

The target audience for this degree is students in West Virginia, Ohio, and Kentucky within a 100-mile radius from campus with an interest in pursuing a degree in agriculture but are unlikely to travel to larger agricultural schools in West Virginia and surrounding states due to their current ties to the land. This is consistent with the current student body – 87% of Marshall students are from within West Virginia or within a 100-mile radius of the school. These areas are considered distressed or at risk in terms of economic opportunities, and there are many small farms in this region struggling to make ends meet (Appalachian Regional Commission, 2018). Additionally, these areas have abysmal college completion rates, many at a fraction of the national average (Appalachian Regional Commission, 2018). The low college completion rates from the distressed rural areas, coupled with the number of farms in those areas, speaks to the poor participation of these youth in post-secondary education in general and in the food, agriculture, natural resources, and human (FANH) sciences specifically. There are two types of potential students who could benefit from our proposed program. Some graduating seniors are already involved in agriculture through family endeavors. These individuals may not have the opportunity to move hours from home to pursue post-secondary education but would benefit from additional knowledge in agriculture, agribusiness, technology, and other opportunities to enhance and grow a struggling farm.

The second potential student opportunity is retraining and redeveloping the workforce from the natural resource extraction industry to one of sustainable economic development through agriculture and natural resource management. For these persons, who have ties to the region but little or no experience with FANH sciences, our proposed program offers improvements to their own quality of life and brings economic opportunity to an impoverished region where they choose to live. Serving the needs of these students and fulfilling the mission of Marshall University, to offer high quality, affordable and accessible undergraduate education that contributes to the quality of life in the region, are the goals of this program addition.

Our target student base consists of students not currently being served by academic programs and who are struggling in a world where technology and agribusiness advances have revolutionized the small farm paradigm. Specifically, in WV there are 5300 Future Farmers of America in 78 chapters. During our investigation of the program need, there were 115 FFA members at Cabell Midland and over 100 at Wayne County High School. These students, as well as others from 4-H Clubs and conservation clubs, are our target clientele.

Employment Opportunities

This curriculum will provide students with targeted education to prepare them for work in the agricultural industries including greenhouse production, hydroponics, precision farming, urban agriculture, community gardens, and specialty crop production and for the growing agribusiness and eco-tourism industry. The Theme of USDA's 97th Agricultural Outlook Forum (February 2021) of "Building on Innovation: A Pathway for Resilience" could well be the theme for our program as this articulates what we believe is the future of southern West Virginia and the Appalachian Region in general. While the trend toward consolidation of agricultural operations into even larger conglomerates looms overall, specialty crop production is increasing with the USDA predicting the specialty crop sector will grow rapidly over the next decade (Dohlman et al., 2020). Consumer spending on fresh fruits and vegetable is increasing faster than the value of production (Tregeagle, 2020) and demand for fresh vegetables is expected to increase by a third over the next 10 years along (Dohlman et al., 2020). The global hydroponic market is expected to grow at a compound annual growth rate of 8.5% to 22.5% depending on specifics of the projection (Grandview Research, 2021; Markets and Markets, 2021; Modor Intelligence 2020) with small facilities currently springing up throughout our region (Kanawha County, McCowell County) along with larger commercial hydroponic growers in place or planned. The unique focus of our Specialty Agriculture Program is possible due in part to the integrated nature of NRE and the overlap between agroecology and ecotourism with existing Environmental Science and Natural Resource and Recreation Management programs. Ecotourism in a 100 billion dollar industry globally with a projected compound annual growth rate of 2.5% (global) and 16.2% in the United States according to Allied Market Research (2021). Our in-place resources allow us to support student development in this market will little additional investment. Although specialty agribusiness and ecotourism jobs are new to the career outlook sector, the US Bureau of Labor Statistics (BLS) project job growth in general for occupations related to environment and conservation. The BLS reports agriculture and food science technicians growing at 8%, however, the differences in projects for large agricultural operations versus the smaller operations representative or our region overshadow the application of national numbers.

Specific industries where our students may find jobs would include in-place high yield growing facilities such as Gritts Midway Greenhouse, Paradise Farms and West Edge Factory; in-place agrotourism opportunities, such as Gritts Farm and Heritage Farm; and planned facilities such as AppHarvest. However, many target students will find employment in family agricultural businesses and new ventures in the disadvantaged region offering opportunity for economic growth.

Program Impact

The Specialty Agriculture Program will positively impact in-place university programs by increasing enrollment and utilization of upper division courses where most departments welcome support. The program will provide student volunteers for the Sustainability Program which manages community gardens

and outreach programs. The program will require increased enrollment in some lower-level concept courses, such as Biology and Chemistry. These requirements were worked out with those departments prior to approval of the major so implementation of the program should have no additional impacts.

The Specialty Agriculture Program will positively impact NRE by broadening our capacity to serve the university and the region with meaningful, integrated, and applied programs preparing students to provide sustainable futures to our region. The integration of agriculture into our existing programs completes our department's coverage of land use-specific anthropogenic impacts and management/conservation of terrestrial and aquatic resources.

Cooperative Arrangements

Through development of the Specialty Agriculture major and the USDA grants we have submitted, collaboration opportunities have been identified with the Sustainability Department and the Robert C. Byrd Institute in-house. Additionally, external collaboration opportunities have been identified at Refresh Appalachia, a social and agricultural enterprise of Coalfield Development that has several agricultural operations at the West Edge Factory in Huntington. Specifically, we have investigated the opportunity for student internships, personnel exchanges and resource sharing among the parties. External collaboration opportunities have also begun with Unlimited Futures, Inc. through the MU Sustainability Department and NRE community gardens and composting grant.

Alternatives to Program Development

The alternative to development of Specialty Agriculture as a program was the development of a major, which was implemented in 2020-2021 academic year. Upon implementation, we realized the hindrance to our marketing of housing a major versus a program which is why we now seek to attain program status.

Program Implementation and Projected Resource Requirements.

Program Administration

The program will be housed in the Department of Natural Resources and Environment and managed by the Chair of the Department under the supervision of the Dean of the College of Science. No changes will be required by the institutional administrative organization to support program implementation.

Program Projections:

Technological advances and better farming practices are improving yield in an environmentally sustainable manner and producing higher quality products from smaller tracts of land. This is the demonstrated trend in agriculture and needs to be supported with academic programs to bring our local farmers into the new markets. Although adapting, the agricultural programs at the larger schools are not designed to serve small growers such as those in the steep terrain of southern WV. In our region, average farm sizes are substantially less than half the national average with OH, WV, and KY ranking 38th, 41st, and 43rd nationally in farm size (Cook 2019). Yet, KY and OH ranked 6th and 7th in total number of farms with over 70,000 each and WV has over 20,000 farms (Cook 2019). This makes the changing market trends particularly beneficial to our region and offers substantial opportunity to improve the yield of smaller farms thus improving economic outcomes for our farmers. Concurrently, in academic institutions enrollment rates are flat in traditional agricultural programs while enrollment is increasing in sustainable and specialty programs that emphasize the environmental, social and economic dimension of food and farming (Parr and Trexler 2011; Smith-Hollins et al. 2015).

In our region, many high school seniors are already involved in agricultural endeavors and family businesses. These individuals may not have opportunity to travel to pursue post-secondary education but would benefit from programs in agriculture, agribusiness, and technology to enhance and grow a struggling farm. In fact, over 87% of MU

students are drawn from within WV, or within a 100 mile radius of the school in the distressed counties of OH and KY. Within these areas, organizations such as Future Farmers of America (FFA), 4-H and conservation clubs are heavily populated. There are 5300 members and 78 chapters of FFA in West Virginia. Cabell Midland High School has over 115 members of their FFA chapter and Lincoln County High School has 83 active members. There are approximately 100 FFA participants in Wayne County, West Virginia. These are the students we hope to draw to the Specialty Agriculture Major. We will not be seeking students already coming to Marshall, but reaching new markets who can benefit from sound understanding of the agricultural sciences and our exceptional opportunities in innovation and technology to improve economic outcomes for individuals and the region. Our target enrollment in the program is to add 30 students per year to maintain the program at the described staffing level. In the long-term, if we expect to increase enrollment beyond 120 students in the program, additional sections would need to be added and staffing accommodations would need to be considered.

Faculty Instructional Requirements

Having already conducted an internal study of our in-place resources, we have determined that one full-time faculty would be necessary to initiate and support the development of the Specialty Agricultural program. Physical resources, such as greenhouse space, will be required and is expected to be obtained through collaboration with the Sustainability Department and local private sector collaborations. Additionally, one course per year will require an adjunct faculty commitment.

Library Resources and Instructional Materials

Existing library resources and instructional materials are adequate for initiation of the proposed program. Some additional materials will be required to support experiential learning in laboratory classes and at the existing greenhouse and composting facilities at an estimated cost of $500 every other year for NRE 301 Principles of Soil Science Lab. The initial start-up costs for this laboratory course, a significant expense in previous discussions of the program, have already been secured as the course was first taught in the fall 2022 semester. Going forward, a lab manual will be developed and sold in the MU Bookstore to help offset the maintenance costs for this lab.

Support Service Requirements

Laboratories, computer facilities, and in-place equipment in NRE and College of Science will be utilized to house the proposed program. With students transitioning to personal computing equipment, no specific expansions are envisioned for the Specialty Agriculture Program. The aforementioned materials will be utilized to support Specialty Agriculture laboratory exercises associated with coursework and experiential learning at the greenhouse and University Heights facilities.

Facilities Requirements

No new facilities or space are required to initiate the program as Specialty Agriculture will share departmental and College of Science resources. The program will support and participate in attempts to secure funding for future development at University Heights as this will directly improve program opportunities and experiential learning opportunities for students.

Operating Resource Requirements

The overlap of shared objectives between Specialty Agriculture and NRE department goals limits the necessity for increased operating resources beyond those described above, namely one full time faculty and an adjunct faculty for one course per year. Administrative resources will be shared through departmental assistance. Graduate students, paid student internships and hourly labor working in the program would be supported by grants and private funding obtained by the program. No additional hourly employees are foreseen.

Source of Operating Resources

Few specific resources are needed for operation of the new program. It will fit into a growing applied department so additional faculty loads and experiential learning budget will be requires as our department grows, as indicated by the projections below. Currently, we offset department costs by the sale of a laboratory manual used in the service course the department provides to the university. A similar offset is planned with the sale of a lab manual from NRE 301, the soil science laboratory.

FIVE-YEAR PROJECTION OF
PROGRAM SIZE

(Form I)

	First Year	**Second Year**	**Third Year**	**Fourth Year**	**Fifth Year**
	(20_23-24)	**(20_24-25)**	**(20-25-26)**	**(20_26-27)**	**(20_27-28)**
Number of Students Served through Course Offerings of the Program:					
Headcount	0	36	75	105	135
FTE	0	31.5	53.75	73.75	85
Number of student credit hours generated by courses within the program (entire academic year):	0	189	540	890	890
	———				
Number of Majors:					
Headcount	30	60	90	120	120
FTE majors	30	60	90	120	120
Number of student credit hours generated by majors in the program (entire academic year):	720	1440	2160	2880	2880
	———				
Number of degrees to be granted (annual total):	0	0	1	30	30

FIVE-YEAR PROJECTION OF
TOTAL OPERATING RESOURCES REQUIREMENTS*
(FORM 2)

	First Year FY(2023)	Second Year FY(2024)	Third Year FY(2025)	Fourth Year FY(2026)	Fifth Year FY(2027)
A. **FTE POSITIONS**					
1. Administrators	0	0	0	0	0
2. Full-time Faculty		0.5	1	1	1
3. Adjunct Faculty	0	0.5	0.5	0.5	0.5
4. Graduate Assistants	0	0	0	0	0
5. Other Personnel:					
a. Clerical Workers	0	0	0	0	0
b. Professionals	0	0	0	0	0

Note: Include percentage of time of current personnel

B. **OPERATING COSTS** (Appropriated Funds Only)

1. Personal Services:					
a. Administrators	0	0	0	0	0
b. Full-time Faculty*	0	$50,000	$ 100,000	$100,000	$100,000
c. Adjunct Faculty	0	$3,000	$3,000	$3,000	$3,000
d. Graduate Assistants	0	0	0	0	0
e. Non-Academic Personnel:					
Clerical Workers	NA				
Professionals	NA				
Total Salaries					

*Explanation for faculty expenditures in Section C below.

FORM 2-Continued

FIVE-YEAR PROJECTION OF
TOTAL OPERATING RESOURCES REQUIREMENTS*

	First Year (2023_)	Second Year (2024_)	Third Year (2025_)	Fourth Year (2026)	Fifth Year (2027)
2. Current Expenses		$ 500	$0	$500	$0
3. Repairs and Alterations	NA				
4. Equipment:					
Educational Equip.	NA				
Library Books	NA				
5. Nonrecurring Expense (specify)					
Total Costs					

C. SOURCES

General Fund Appropriations – Lab manual sales for NRE 301 Principles of Soils Lab Manual will be used to offset the experiential learning costs.

One additional faculty line will be needed after the second year of the program. Faculty salary is estimated to be $60,000 per year with benefits estimated at $40,000. Faculty expenditures will more than be off-set by student tuition if program has 120 students paying tuition (120*$8,600 = $1,032,000)

One adjunct will be required to teach 1 class per year in year 2 of the program and subsequent years.

An existing NRE faculty will teach 1 course in-load semi-annually to support the program.

Administrative and clerical resources will be shared with those already utilized by the department, no additional resources are requested.

Shared in-place resources will provide classroom and laboratory space and equipment to support newly launched experiential courses. Supplies will be needed to support laboratory courses.

Resources

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HANOVER RESEARCH

ACADEMIC PROGRAM ASSESSMENT

Bachelor's In Specialty Agriculture

Prepared for Marshall University

March 2022

In the following report, Hanover assesses demand for bachelor's degree programs in agriculture, specifically highlighting demand trends within the region and nation. This report includes an examination of student and labor market demand, and an analysis of potential competitor programs.

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8 / Industry Trends

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11 / Program Trends

14 / Program Benchmarking

EXECUTIVE SUMMARY

RECOMMENDATIONS

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

Move forward with relaunching the specialty agriculture major.

Degree completions are close to the national average, which means slow but steady growth. While the number of relevant jobs is predicted to shrink, Marshall's location and the program's interest in recruiting students from family farms suggests that the local labor market is stronger than the national one in this area.

Relaunch the program under an agriculture CIP code.

Marshall's Bachelor's of Science in Specialty Agriculture degree is comparable to programs within the *Agriculture, General* CIP code at benchmarked institutions. When relaunching its program, Marshall should use the *Agriculture, General* CIP code, as this fields best align with Marshall's Specialty Agriculture bachelor's program, and this code is designated as a STEM program.

Hire additional faculty to support the program.

With six instructional faculty in the major, Marshall is well below the benchmarked average of 13 faculty. Hiring new professors will enable Marshall to add more courses and concentrations within the major and provide additional support to students in the program, helping the program to grow.

Showcase opportunities for experiential learning and student engagement.

Experiential learning is a key value proposition among comparator programs. Benchmarked programs often dedicate entire webpages to the farms, agricultural centers, gardens, and greenhouse complexes in which students can work. Additionally, profiled institutions highlight student engagement activities, underlining a sense of community within their programs. To promote these attributes of its program to prospective students, Marshall should feature descriptions, photographs, and videos of students participating in experiential activities on its program webpage.

EXECUTIVE SUMMARY

KEY FINDINGS

Conferrals trends show consistent student interest in agriculture-related programs. While student conferrals slightly vary from year to year for agriculture-related fields, growth trends show consistent demand that aligns with the regional and national average growth rates for all bachelor's fields. The fastest growing fields are *Agricultural Production Operations, General* and *Agroecology and Sustainable Agriculture*, while conferrals have decreased in *Agricultural Economics* and *Agriculture, General*.

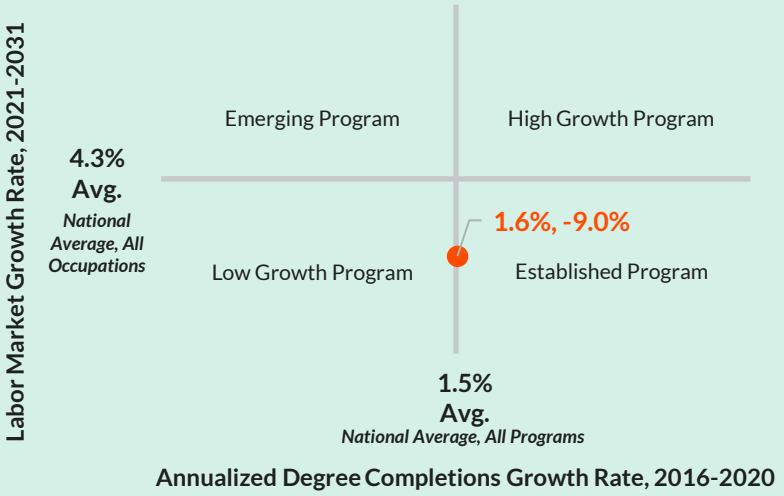
Employment projections show a decline in labor demand; however, this is largely attributed to a decrease in employment for *Farmers, Ranchers, and Other Agricultural Managers*. The significant decline in demand for this occupation is attributed to the consolidation of the farming industry, leading to larger but fewer farms. Despite the decline in demand for *Farmers, Ranchers, and Other Agricultural Managers*, **employment for *Animal Scientists, Food Scientists and Technologists*, and *Soil and Plant Scientists* is expected to grow at the regional and national levels.**

Public demand for organic and sustainably grown products is growing, driving an interest in local agriculture. Industry trends show increased consumer demand for sustainable and organic products, which has also spiked interest in locally-sourced foods. Additionally, initiatives such as West Virginia's Snap Stretch program allow SNAP/EBT users to buy from local farmer's markets, increasing accessibility to locally farmed produce.

Profiled institutions all have programs within the *Agriculture, General* CIP code, but several use detailed CIP codes for degree specializations. Programs tend to offer several areas of specialization that may function as individual majors. Subsequently, institutions categorize concentration areas under more detailed Agriculture CIP codes. This may account for the decrease in conferrals in *Agriculture, General*, as conferrals are increasingly reported under more nuanced codes. For instance, conferrals are growing in *Agricultural Production Operations, General* in the region and nation.

NATIONAL BENCHMARK ANALYSIS

Comparison of bachelor's completions in agriculture-related fields and relevant labor market to all completions and all occupations in the nation



FAST FACTS

13 Average number of instructional faculty at comparator institutions.

1.6% National average annualized growth rate of reviewed agricultural program conferrals from 2016 to 2020.

$8,762 Average annual tuition cost of profiled programs.

RESEARCH QUESTIONS AND METHODOLOGY

METHODOLOGY

To assist Marshall University (Marshall) as it considers relaunching its BS in Specialty Agriculture program under a new Classification of Instructional Programs (CIP) code, Hanover conducted an Academic Program Assessment to determine student and labor market demand for such programs and review comparator programs.

The following analysis is based on a review of information drawn from institutional websites as well as publicly available data sources. Hanover selected the comparator institutions included in this analysis based on their status as public, non-land grant institutions. Programs with strong conferral trends that are categorized under the *Agriculture, General* CIP code were prioritized.

RESEARCH QUESTIONS

- What is the student demand for this program?
- What is the labor market demand? What jobs can graduates pursue? What are current industry trends?
- What is the competitive landscape for this program? What are features of comparator programs? How should Marshall position its program for success?

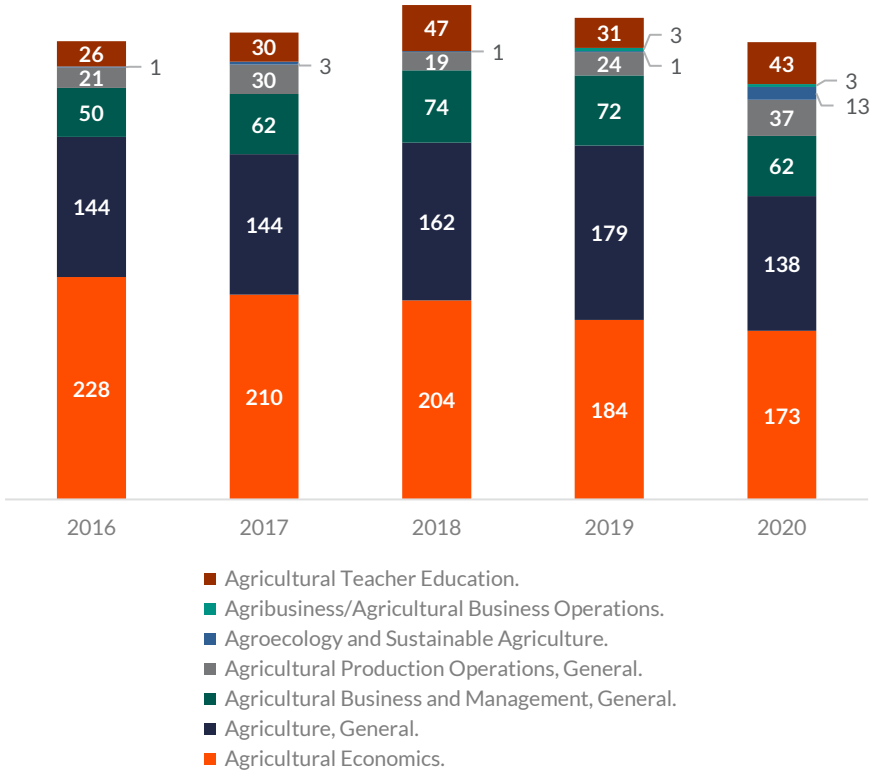
REGION

In determining student and labor market demand for the program, Hanover assessed trends in the states of West Virginia, Ohio, and Kentucky.

STUDENT DEMAND ANALYSIS

REGIONAL DEGREE COMPLETIONS

Regional distribution of degree completions from 2016 to 2020



Note: In the West Virginia-Ohio-Kentucky region, only programs in Kentucky report conferrals under the *Agriculture, General* CIP code. Thus, Hanover selected other related codes commonly used in the region to provide a more holistic picture of student demand.
Source: IPEDS

ANALYSIS

Student interest in agriculture-related programs is steady. From 2016 to 2020, the region experienced a moderate decline in conferrals (-0.1 percent), and the nation experienced a moderate increase in conferrals (1.6 percent). Demand for agriculture-related bachelor's programs is consistent with regional and national trends for all fields, as growth rates are within one percentage point of the regional and national averages.

The fastest growing fields at both the regional and national levels are *Agricultural Production Operations, General* and *Agroecology and Sustainable Agriculture.* Regionally, conferrals in *Agroecology and Sustainable Agriculture* grew from 1 conferral in 2016 to 13 conferrals in 2020. Nationwide, conferrals grew 6.3 percent. *Agricultural Production Operations, General* grew by 15.2 percent in the region and 16.2 percent nationwide. Conferrals in *Agricultural Economics* and *Agriculture, General* decreased from 2016 to 2020 period at the regional and national levels.

TOTAL DEGREE COMPLETIONS

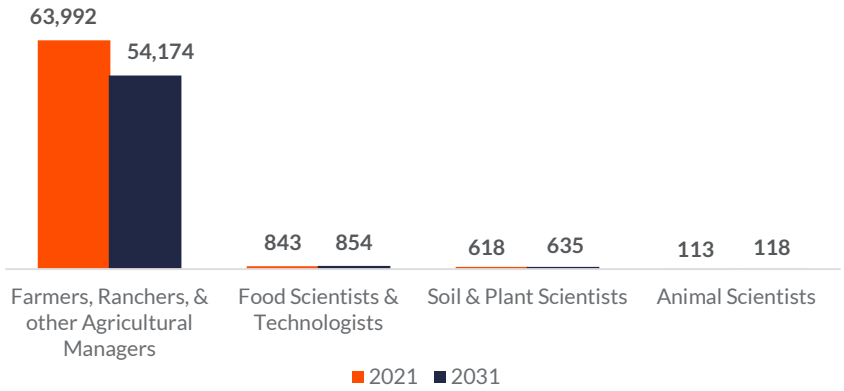
Aggregate degree completions by geographic level (2020)

	State	Regional	National
Agricultural Economics.	64	173	1,566
Agriculture, General.	0	138	2,082
Agricultural Business and Management, General.	0	62	1,194
Agricultural Production Operations, General.	0	37	142
Agricultural Teacher Education.	18	43	803
Agroecology and Sustainable Agriculture.	0	13	236
Agribusiness/Agricultural Business Operations.	0	3	2,110
Total Completions, Observed Fields	**82**	**469**	**8,133**
Growth Rate, Observed Fields	**6.4%**	**-0.1%**	**1.6%**
Growth Rate, All Fields	**0.5%**	**0.9%**	**1.5%**

LABOR MARKET ANALYSIS

REGIONAL PROJECTED EMPLOYMENT

Regional agriculture-related positions as of 2021 and 2031 (projected)



TOTAL LABOR MARKET

Aggregate projected employment growth by geographic level

	State	Regional	National
Estimated Employment (2021)	7,798	65,566	885,653
Projected Employment (2031)	6,050	55,781	805,555
Average Annual Openings, Observed Occupations	**510**	**5,044**	**76,043**
Employment Growth, Observed Occupations	**-22.4%**	**-14.9%**	**-9.0%**
Employment Growth, All Occupations	**-8.2%**	**-0.8%**	**4.3%**

Source: JobsEQ

ANALYSIS

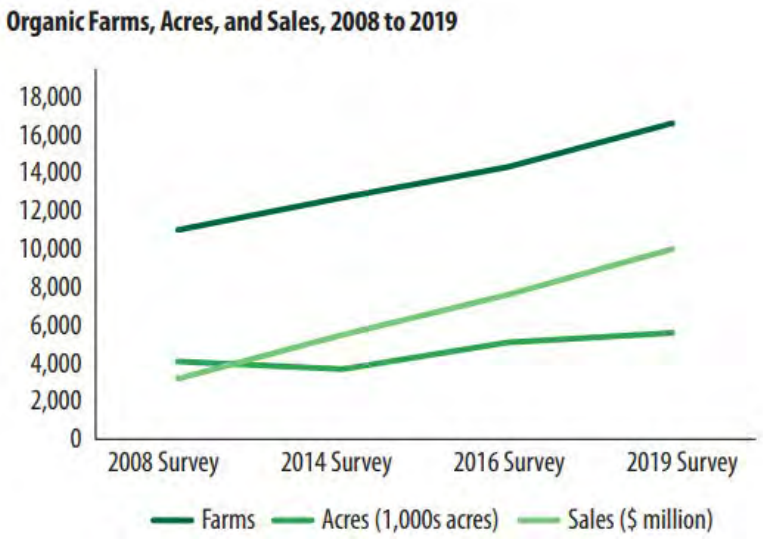
Labor projections point to a decrease in employment opportunities for graduates of agriculture-related programs. The decline in employment is largely driven by a substantial decrease in demand for *Farmers, Ranchers, and Other Agricultural Managers*, which is expected to decrease by 22.6 percent in West Virginia, 15.3 percent in the region, and 9.6 percent nationally. According to the Bureau of Labor Statistics (BLS), this is the result of increased efficiencies in crop production, which has led to consolidation and fewer but larger farms.

Conversely, **labor demand for *Animal Scientists*, *Food Scientists and Technologists*, and *Soil and Plant Scientists* is expected to grow at both the regional and national levels**. While all studied occupations are expected to decrease in demand in West Virginia, employment predictions estimate that there will still be an average of 510 job openings per year in the state. It is likely that there are many diverse career paths for graduates as entrepreneurs and business owners.

West Virginia organizations are using innovative programs to increase profits. For instance, the West Virginia Farm and Food Coalition reports that $483,371 was captured in federal food assistance dollars for 2021 due to EBT/SNAP benefits that were spent at local farmer's markets. Further, reports from area news sources indicate that there is an "increased interest in agriculture at the local level." Covid-19 supply chain issues, growing interest in locally sourced foods, and an overall increase in health-consciousness is driving investment in local agriculture. These trends also apply to sustainable farming. This suggests that Marshall's emphasis on "sustainable, high-yield agriculture with an emphasis in agribusiness and agritourism" reflects emerging industry trends at both the local and national level.

INDUSTRY TRENDS

Despite declining labor demand for *Farmers, Ranchers, and Other Agricultural Managers*, growing consumer demand for organic produce indicates a significant need for sustainable and organic agriculture. Organic agriculture experienced a 31 percent increase in sales from 2016 to 2019, and the U.S. Department of Agriculture (USDA) reports a 17 percent increase in certified organic farms and a nine percent increase in certified organic acres. A USDA Economic Research Service report reveals that the consumer demand for organically produced goods has significantly increased in recent years and organic sales now account for over four percent of total national food sales. The report further shows that consumers prefer organic produce because of concerns for health, the environment, and animal welfare. These trends in consumer demand drive increasing market demand for sustainable and organic produce.



Source: USDA Census of Agriculture

SUSTAINABLE AGRICULTURE

Sustainable agriculture has become a priority at the national and local levels, with government agencies and higher education institutions investing billions in the field. For example, the USDA recently announced a one-billion-dollar grant program to support climate-friendly farming, ranching, and forestry practices. The program will finance projects that promote sustainable agricultural practices and can measure reductions in greenhouse gas emissions. The program also seeks to certify produce that is grown using sustainable practices as "Climate Smart" in response to rising demand among consumers. Higher education institutions have also begun to invest in sustainable agriculture; for example, the University of Minnesota is currently looking to develop an agricultural research complex to help farmers with sustainable food production.

"The goal of sustainable agriculture is to meet society's food and textile needs in the present without compromising the ability of future generations to meet their own needs. Practitioners of sustainable agriculture seek to integrate three main objectives into their work: a healthy environment, economic profitability, and social and economic equity."
*– **University of California Davis***

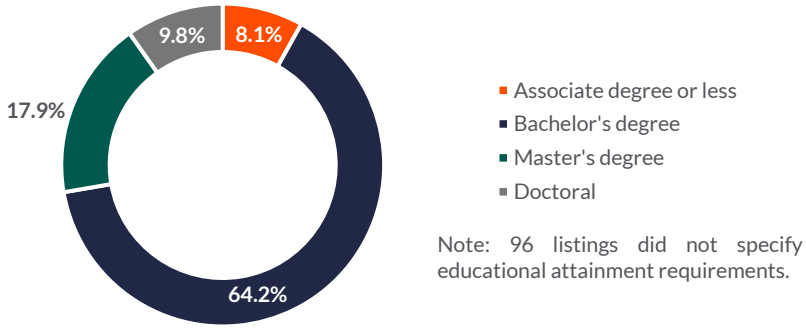
Recent national spending similarly demonstrates the high demand for sustainable agriculture. In 2020, the U.S. government passed the Emergency Coronavirus Relief Act, which included over 23 billion dollars in funding for food and agriculture programs. The Relief Act appropriated money to conservation, renewable energy, local food, and rural development. Seven million dollars were included for the Office of Urban Agriculture (an increase of two million dollars to its budget) and 12 million dollars for the Farm to School Grant Program. The Act also included 40 million dollars for the Sustainable Agriculture Research and Education (SARE) program, the USDA's only competitive research program focused entirely on sustainable agriculture. The 40 million dollars provided to SARE is a record high for the program, which is authorized at 60 million dollars.

REAL-TIME JOB POSTINGS INTELLIGENCE

EXEMPLARY REGIONAL JOB POSTINGS

Position	Employer	Location	Skills and Requirements
Assistant Grower*	Gritt's Midway Greenhouse	Red House, WV	▪ Ability to recognize physiological problems in plants ▪ Working knowledge of greenhouse operations
Farm Manager	West Virginia Department of Agriculture	Huttonsville, WV	▪ Bachelor's degree with a major in agriculture-related field ▪ Two years experience in managing or assisting in management of a large, multi-faceted framing operation
Grower Assistant I*	80 Acres Farm	Hamilton, OH	▪ Agriculture, science, and/or production background

EDUCATION REQUIREMENTS



Note: 96 listings did not specify educational attainment requirements.

***Note:** Job listing is no longer available.
Note: For this analysis, Hanover retrieved job postings data for general agriculture-related positions in the region from JobsEQ, a proprietary database providing real-time job postings aggregated from thousands of websites. All data reflect the 180-day period as of March 2022.

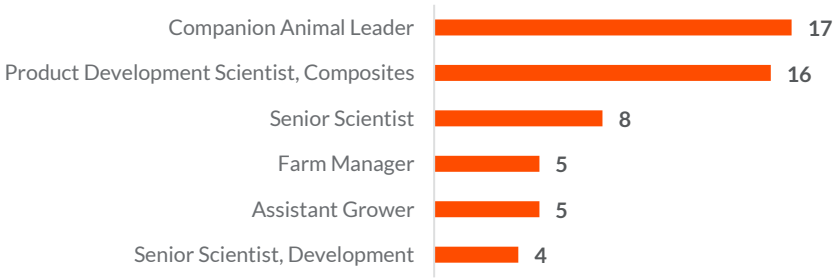
ANALYSIS

Graduates of bachelor's degree programs in agriculture should fare well in the regional labor market. Out of the 173 regional positions that were posted in the last six-months that specified educational attainment, 64.2 percent indicated that candidates should have a bachelor's degree in the field. Employers include commercial farms and growers such as 80 Acres Farms and Green Circle Growers Inc. Further, institutions like the West Virginia Department of Agriculture and the University of Kentucky have posted ads to fill vacant positions including those for farm managers.

TOP CREDENTIALS AND SKILLS

- Certified Crop Advisor (CCA)
- Animal Care/Handling
- Chemistry
- Microsoft Office Suite
- Organization
- Project Management
- Adaptability
- Problem Solving

COMMON JOB TITLES BY NUMBER OF JOB ADS



MARKET SATURATION ANALYSIS

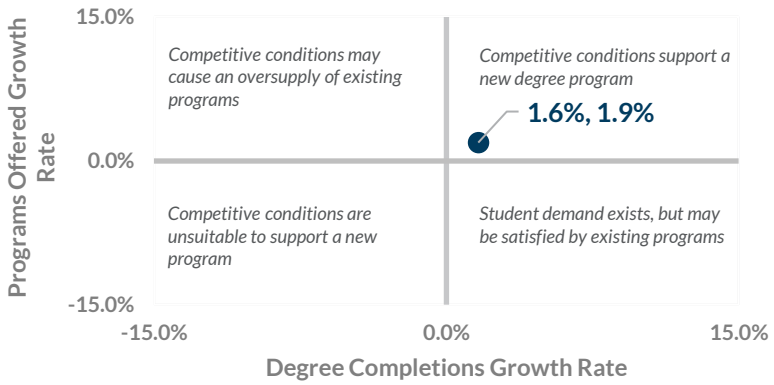
ANALYSIS

Competitive conditions are likely to support an additional bachelor's program in an agriculture-related field. The agriculture-related fields studied exhibit growth in both the number of degrees conferred and the number of programs offered during the 2016 to 2020 period. This trend suggests reliable student interest in agriculture-related bachelor's programs, and that additional programs are being offered to satisfy student demand.

To assist Marshall in better understanding the competitive landscape, Hanover benchmarked 10 general agriculture programs that exhibit strong conferrals trends and that are offered by non-land grant institutions.

NATIONAL MARKET SATURATION

National market saturation for bachelor's programs in general agriculture-related fields



BENCHMARKED PROGRAMS

Institution	Listed Faculty*	2020 Conferrals^	Average Annualized Growth (2016-2020)	State
Austin Peay State University	11	34	-7.3%	TN
Fort Hays State University	12	35	2.3%	MO
Illinois State University	19	199	-1.8%	IL
Marshall University	6	--	--	WV
McNeese State University	--	60	2.7%	LA
Morehead State University	17	45	-3.5%	KY
Northwest Missouri State University	14	31	4.5	MO
Tennessee Technological University	9	59	-2.8%	TN
Truman State University	5	22	-3.1%	MO
Western Illinois University	16	94	-3.4%	IL
Western Kentucky University	18	74	1.8%	KY

*Note: All instructors were counted, including adjuncts.
^Note: Some programs report under additional CIP codes.

PROGRAM TRENDS: OVERVIEW

CONCENTRATIONS

All benchmarked programs offer concentrations. Most profiled programs include options to specialize in the following areas:

- Business/ Agribusiness
- Agricultural Education
- Agricultural Communication
- Animal Science
- Agronomy
- Pre-Veterinary Medicine
- Horticulture
- Equine Science
- Turf Management
- Sustainability

MAJOR CREDIT REQUIREMENTS

55

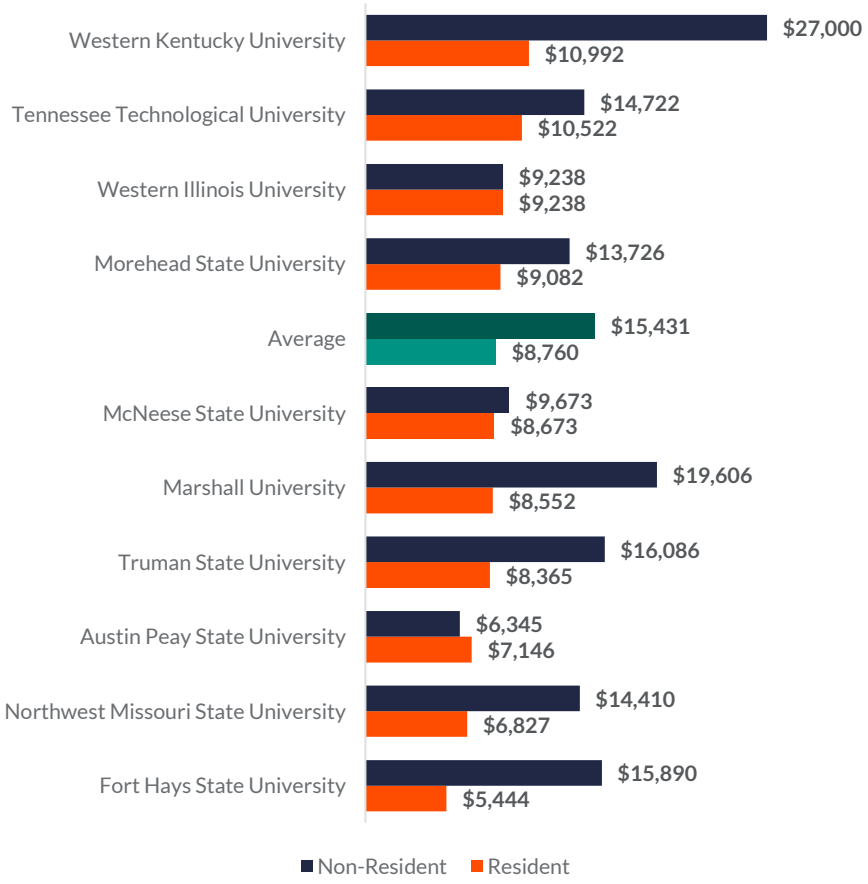
Marshall's required credits for the major reflect those of comparator programs. However, required major credits vary, sometimes significantly, across concentrations. Reviewed programs required between 35 and 73 major credits with an average of 55 credits.

FACULTY

On average, benchmarked programs have 13 instructional faculty members. The comparator average is well above Marshall's faculty headcount of six.

ANNUAL TUITION

Marshall's annual tuition rate for in-state students of $8,552 is comparable to its peers. The average annual tuition for residential students is $8,762.

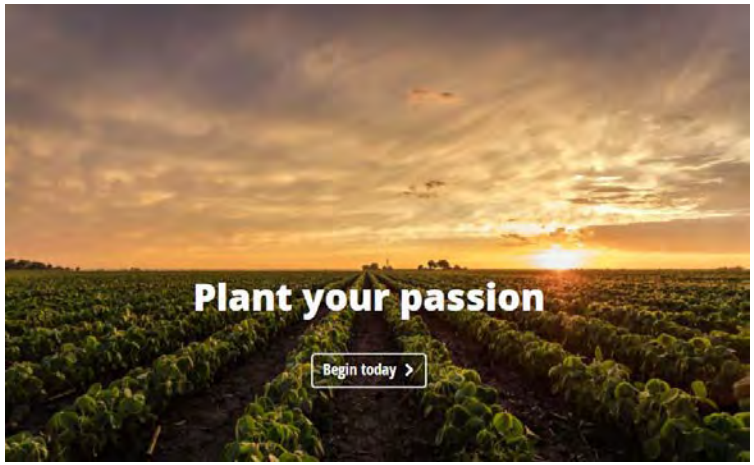


PROGRAM TRENDS: MARKETING

MARKETING OVERVIEW

Comparator programs highlight experiential learning, learning facilities, specializations, and career preparedness as key value propositions.

Like Marshall, profiled institutions center messaging on program features such as learning facilities, internships and other forms of experiential learning, and student engagement activities. Further, programs focus on the diversity of the field for which students are being prepared. Many programs also call out characteristics of successful students. For instance, Fort Hays State University students are "hard-working, resourceful and proud to be part of the agricultural community." Other institutions such as Illinois State University and Truman State University target students who seek to "plant" or "cultivate" their passions. Overall, program webpages indicate that prospective students would be joining a community centered around their interests.



Picture Source: Illinois State University, Agriculture Department

PROGRAM MESSAGING EXAMPLES

"As the need for feeding an ever-growing population continues to expand, the School of Agricultural Sciences is poised to serve student interests and meet the needs of the agriculture, food and fiber industry today and in the future."

-Northwest Missouri State University

"Students take advantage of our unique hands-on learning experiences, academic programs, clubs and organizations and the close-knit mentorship of our caring, experienced faculty. Whether you are going back to the family farm or looking to take the lead with a global agribusiness corporation, we will have you well prepared for an exciting, rewarding career in a diverse, growing industry."

-Fort Hays State University

"MSU's Bachelor of Science in Agriculture gives you the opportunity to major in your passion. Whether you're interested in learning to manage livestock or running an agriculture-based business, you'll gain the knowledge and hands-on skills you need to launch a successful career after you graduate."

-Morehead State University

PROGRAM TRENDS: EXPERIENTIAL LEARNING SPOTLIGHTS

EXPERIENTIAL LEARNING OPPORTUNITIES

All benchmarked institutions provide opportunities for students to experience hands-on learning in farms, green houses, and related settings. Eight programs advertise that students have opportunities to work and participate in field experience on campus farms or agriculture centers. Profiled programs also advertise that students have opportunities to participate in internships. Additional experiential learning opportunities available at benchmarked programs include research opportunities and student organization activities such as equestrian teams and rodeos. Northwest Missouri State University even offers a student living and learning community for Agricultural Science students.

Students studying agriculture at Tennessee Technological University can conduct research on poultry, gain experience at the university's tech farms, or work on a farm recognized by the Tennessee Historical Society. This program offers multiple facilities where students can engage in research, such as the Nursery or Poultry Research Centers. The Oakley Farm contains a cattle operation and greenhouse research complex where students participate in innovative processes such as hydroponic gardening. The site also contains the historic Pioneer Century Farm which has been a working farm for over 200 years.

Picture Source: Tennessee Technology University, Pioneer Century Farm

EXPERIENTIAL LEARNING SPOTLIGHTS

Western Kentucky University (WKU) offers study abroad experiences. Students at WKU can participate in unique experiences such as working on produce and floral farms in Ecuador.

Illinois State University has a fully functioning farm, Meat Science Lab, Agricultural Shop, and Horticulture Center. Students can gain hands-on experience with different types of equipment in the Agriculture Shop, and learn about different grades of meats in the Meat Science Lab. The Horticulture Center serves as an instructional facility as well as a community outreach point with labs, greenhouses, and gardens.

PROGRAM BENCHMARKING

Hanover benchmarked 10 programs categorized under the *Agriculture, General (01.000)* CIP code that exhibit strong conferrals trends and that are offered by non-land grant institutions.

Institution	Program	Annual Tuition*	Major Credits	Concentrations	Notable Features
Austin Peay State University *Clarksville, TN*	BS in Agriculture	Resident: $7,146 Non-Resident: $12,690	35**	• Communication • Business • Science • Veterinary Medicine • Sustainable Development • Veterinary Technology	• Advertises a partnership with Coleman Tracker Company and Kubota • Program features a Farm and Environmental Education Center • Several student organizations are associated with the program including Delta Tau Honor Society, Alpha Gama Rho Fraternity, Pre-Vet Club, Beef Cattle Show Team, and Collegiate FFA • The program offers several scholarships
Fort Hays State University *Hays, KS*	BS in Agriculture	Resident: $5,444 Contiguous State: $7,518 Non-Resident: $15,890	Total: 59 (24 Core Credits; 35 Concentration Credits)***	• Agronomy • Animal Science • General Agriculture • Agricultural Education • Agronomy Business • Agricultural Communication • Agricultural Leadership	• A BS in Agricultural Business is also offered • Advertises a 3,825-acre farm, hands-on experiences, and clubs and organizations
Illinois State University *Normal, IL*	BS in Agriculture	Resident: $11,524 Non-Resident: $23,048	55-73^	• Agribusiness • Agriculture Communications & Leadership • Agriculture Education • Agronomy Management • Animal Industry Management • Animal Science • Crop & Soil Science • Horticulture & Landscape Management • Pre-veterinary Medicine	• More than half of the agriculture students complete an internship • The program offers scholarship opportunities • Several labs and facilities are featured on programs webpages such as horticulture center, university farm, and agriculture shop

*Note: Annual tuition figures include two 15-credit semesters and exclude fees.
**Note: Credits for the Sustainable Development Concentration were used, only designated "AGRI" courses were counted.
***Note: Concentration area credits vary.
^Note: Only agriculture and animal science courses were counted.
Source: Institutional Websites (see embedded hyperlinks)

PROGRAM BENCHMARKING

Hanover benchmarked 10 programs categorized under the *Agriculture, General (01.000)* CIP code that exhibit strong conferrals trends and that are offered by non-land grant institutions.

Institution	Program	Annual Tuition*	Major Credits	Concentrations	Notable Features
Marshall University *Huntington, WV*	BS in Specialty Agriculture	Resident: $8,552 Metro Residents: $14,636 Non-Resident: $19,606	66 (52 Core Credits; 14-16 Elective Credits)	• Nutrient Management • Soil Health • Food Security • Livestock Production • Crop Production • Ecotourism • Education & Outreach • Agriculture Commodities Broker**	• The program features several student organizations such as the American Fisheries Society, Collegiate 4-H, and Marshall Environmental Science Association • Advertises experiential learning opportunities through local and regional enterprises and educational institutions
McNeese State University *Lake Charles, LA*	BS in Agricultural Sciences	Resident: $8,673 Non-Resident: $9,673	45***	• Agribusiness • Agricultural Education Grades 6-12 • Animal Science • Food & Nutritional Science • Equine Science • Food Technology • Nutrition & Dietetics • Pre-Veterinary Medicine • General Agriculture	• Advertises that the program has 3 working farms and a Center for Advancement of Meat Production & Processing • The program also features internship and scholarship opportunities as well as a national champion rodeo team
Morehead State University *Morehead, KY*	BS in Agriculture	Resident & OH reciprocity counties: $9,082 Non-Resident: $13,726	59	• Agribusiness • Agriculture Education • Agronomy • Animal Science • Equine Science • Golf Course Management • Horticulture • Veterinary Technology • Pre-Veterinary School • General Agriculture	• Advertises several community programs such as equestrian camps and horticulture sales • The program offers several scholarship opportunities

*Note: Annual tuition figures include two 15-credit semesters and exclude fees.
**Note: These concentrations are based on the Intent to Plan Document provided by Marshall.
***Note: Credits for the Agribusiness concentration were used.
Source: Institutional Websites (see embedded hyperlinks)

PROGRAM BENCHMARKING

Hanover benchmarked 10 programs categorized under the *Agriculture, General (01.000)* CIP code that exhibit strong conferrals trends and that are offered by non-land grant institutions.

Institution	Program	Annual Tuition*	Major Credits	Concentrations	Notable Features
Northwest Missouri State University *Maryville, MO*	BS in Agriculture	Resident: $6,827** Non-Resident: $14,410	58**	• Agricultural Business • Agricultural Education • Agricultural Media • Agricultural Science • Agronomy • Animal Science • Animal Science-Pre-Vet	• The program features an Agricultural Learning Center and the 448-acre farm • Students can engage the Agricultural Science Living and Learning Community
Tennessee Technological University *Cookeville, TN*	BS in Agriculture	Resident: $10,522 Non-Resident: $14,722	57***	• Agribusiness Management • Agricultural Communication • Agricultural Education • Agricultural Engineering Technology • Agricultural Science & Management • Agronomy & Soils • Animal Science • Environmental Agriscience • Horticulture • Nursery & Landscape Management • Pre-Veterinary Science • Turfgrass Management	• The program offers scholarship opportunities • Advertises Oakley Farm which features a cattle operation and greenhouse research complex as well as a Tech Farms and Poultry Research Center • Students may also participate in Alpha Gamma Sigma, the Agricultural Engineering Technology Club, or other student organizations
Truman State University *Kirksville, MO*	BS in Agricultural Science	Resident: $8,365 Non-Resident: $16,086	65 (11 Support Credits; 24 Core Credits; 30 Learning Plan Credits)	• Horticulture & Agronomy • Animal Science • Equine Science • Agricultural Business	• The program features student organizations such as Alpha Gamma Rho, Collegiate Farm Bureau, and the Equestrian Team • Internships and research opportunities are available to students • The University Farm is also advertised on program webpages

*Note: Annual tuition figures include two 15-credit semesters and exclude fees.
**Note: Annual tuition was calculated by multiplying per-credit tuition by 30. Agricultural Science Major Credits were used.
***Note: Credits for the Agribusiness concentration were used.
Source: Institutional Websites (see embedded hyperlinks)

PROGRAM BENCHMARKING

Hanover benchmarked 10 programs categorized under the *Agriculture, General (01.000)* CIP code that exhibit strong conferrals trends and that are offered by non-land grant institutions.

Institution	Program	Annual Tuition*	Major Credits	Concentrations	Notable Features
Western Illinois University *Macomb, IL*	BS in Agriculture	Domestic Students: $9,238	48** (9 Core Credits; 10 Special Course Credits; 9 Elective Credits; 20 Additional Credits)	• Agricultural Business • Agricultural Science • Agriculture-Teacher Education	• The program advertises scholarship and internship opportunities • The program features a state-of-the-art greenhouse complex and agricultural laboratories and test stations
Western Kentucky University *Bowling Green, KY*	BS in Agriculture	Resident: $10,992 Non-Resident: $27,000	50*** (29 Core Credits; 21 Ag. Course Credits)	• Agribusiness • Agricultural Education • Ag Systems • Agronomy-Plant Science • Agronomy-Soil Science • Animal Science • Horse Science • Horticulture • Turf & Golf Course Management • General Agriculture • Pre-Veterinary Medicine • Pre-Forestry	• The program offers scholarship opportunities • Several clubs and student organizations are features for prospective students such as Agronomy Club and the Equestrian Team • The program has an 800-acre farm and Agriculture and Research Education Center • The program features study abroad opportunities

*Note: Annual tuition figures include two 15-credit semesters and exclude fees.
**Note: Credits for the Agriculture Business concentration were used. Course labels "other requirements" were not counted.
***Note: Credits for the General Agriculture concentration were used.
Source: Institutional Websites (see embedded hyperlinks)

HANOVER RESEARCH

CONTACT

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P: 202.978.3019
hanoverresearch.com

MARSHALL UNIVERSITY
www.marshall.edu

College of Science
Office of the Dean

Memorandum

To: Dr. Avinandan Mukherjee,
Provost & Senior Vice President for Academic Affairs

Mr. Jason Baldwin,
Interim Chief Financial Officer, Marshall University

From: Mr. Brian M. Morgan,
Interim Dean, College of Science

Date: September 21, 2022

Re: Notice of Intent to Submit an Intent to Plan for a Program in Specialty Agriculture

I am writing to let you know that the Department of Natural Resources and the Environment (NRE) has re-submitted an Intent to Plan document for a Bachelor of Science program in Specialty Agriculture. This ITP was originally submitted last November, but without the Hanover Research data, which is now included.

The program will provide educational opportunities in agriculture, agribusiness, and agrotourism, covering both traditional and sustainable agricultural sciences. It will emphasize new and emerging technologies for high yield and specialty agriculture that will improve agribusiness outcomes for smaller farms characteristic of our region. Our target student recruit will live within a 100-mile radius of Marshall University, an area with both low college completion rates and a high number of small farms. The program capitalizes on in-place resources at Marshall University and the global trend toward the utilization of sustainable agricultural practices. It will help us fulfill the university's mission of offering high-quality, affordable, and accessible undergraduate education that contributes to the quality of life in the region.

The Specialty Agriculture curriculum is not new as it was added as a major within the NRE program last year. After the fact, we realized that the CIP code for the programs we have in place did not match the proper CIP code for the new major which was detrimental to our faculty seeking federal funding opportunities that support this kind of program. For this reason, we are seeking to add Specialty Agriculture as a new degree program, so that it can be properly marketed under the 01 CIP code. The approved curriculum and necessary course additions are already in place. Please also note that while we can launch the program with our current faculty, one additional faculty member will be necessary to fully support the program. Using the “right-size” formula for our number of college faculty, student growth within this program will prove the need for the line.

Additional details of the program are provided in the Intent to Plan document. Please let me know if you have any questions or if there is any additional information you need at this time.

University Curriculum Committee
RECOMMENDATION

SR 23-24-44 CC

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

College of Arts & Media

Major Change: Advertising-Public Relations AJ90

- **Rationale:** This proposal includes two curriculum changes. The first change eliminates the emphases in Advertising and Public Relations and combines the skills taught in the two emphases into one major. As the strategic communications industry continues to evolve and more communications tactics move from traditional media to digital and social media, the distinction between advertising and public relations careers has become less significant. Additionally, the SOJMC is finding that its interns and graduates working in advertising jobs are being called on to do public relations work and interns and graduates working in public relations jobs are doing advertising work. Two additional factors contributing to this proposal are the expansion of the number of credit hours allowed in a major by our accrediting council, ACEJMC, and a lower number of students in the major making specialized classes less likely to fill. All these factors make this a good time to move from one major with two emphases to one major combining all advertising and public relations coursework. Second, this proposal includes the addition of 4 required hours to make the major consistent with other JMC majors. The proposals to add these 4 hours to other SOJMC majors comes concurrent with this proposal. The 4 required hours being added are JMC 455 Race, Gender and Mass Media as a required course to comply with the recommendation to include a diversity course in all JMC majors from the school's last accreditation visit with ACEJMC and JMC 499 Professional Portfolio. JMC 455 has long been an elective in the JMC curriculum but making it required for all students will add significantly to our students' educational experience and better prepare them to be professional mass communicators in an increasingly diverse society. JMC 499 Professional Portfolio will give students' instruction in creating a professional portfolio to help them as they enter the job market. The class will also generate artifacts that SOJMC faculty will use for program assessment and the creation of accreditation reports.

- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EQMdReslE0BPpuwRQ52uG4cBfGP05FYsQr3UN6re_Qt7pA?e=jmi2ah

University Curriculum Committee
RECOMMENDATION

SR 23-24-44 CC

Major Change: Journalism AJ80

- **Rationale:** We are adding JMC 455 Race, Gender and Mass Media as a required course to comply with the recommendation at our last accreditation visit from ACEJMC to include a diversity course in all JMC majors. This course has long been an elective in our curriculum, but making it required for all students will add significantly to our students' educational experience and better prepare them to be professional mass communicators in an increasingly diverse society. In addition, we are creating a new class, JMC 499 Professional Portfolio, as a requirement for all students in all SOJMC majors. This class will give students' instruction in creating a professional portfolios to help them as they enter the job market. The class will also generate artifacts that SOJMC faculty will use for program assessment and the creation of accreditation reports.

- **Curriculum:** https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EelADid5wepAr_DnxQpL_NIBvUU-uqmhDsSuTqOjVodiyg?e=xX7boV

Major Change: Media Production AJB0

- **Rationale:** We are adding JMC 455 Race, Gender and Mass Media as a required course to comply with the recommendation at our last accreditation visit from ACEJMC to include a diversity course in all JMC majors. This course has long been an elective in our curriculum, but making it required for all students will add significantly to our students' educational experience and better prepare them to be professional mass communicators in an increasingly diverse society. In addition, we are creating a new class, JMC 499 Professional Portfolio, as a requirement for all students in all SOJMC majors. This class will give students' instruction in creating a professional portfolios to help them as they enter the job market. The class will also generate artifacts that SOJMC faculty will use for program assessment and the creation of accreditation reports.

- **Curriculum:** https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EeO6cS9-QT5HnLxoxNifU7wB6vW98NPQAc_XlYJV7XYZtw?e=ddiQ0h

College of Business

Major Change: Entrepreneurship

- **Rationale:** Removing ENT 340 and replacing that course with MGT 461 (New Venture Dynamics) with a focus on small business management and issues related to such provides a

University Curriculum Committee
RECOMMENDATION

SR 23-24-44 CC

missing gap in the curriculum and provides a nice complement to the capstone for ENT majors and an additional elective for MGT and MKT majors.

- **Curriculum:**
https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EaCvS2yxc5FErerEDDfyO0sB2j2wHJaT5Fb-9zu1KJBCKg?e=Rev8qL

College of Liberal Arts

Major Change: Communication Studies (LC30)

- **Rationale:** Currently the CIP code for CMM Studies is classified as an English and Composition program (23.1304). To better align our CIP Code to our program / curriculum content, other peer institutions, and other HEPC governed institutions, we are requesting the CIP be changed to 09.0101 (Communication Studies).

- **Curriculum:**
https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EYdO77OThC9GilyGvDIz8VEBH_t80qw152tKmfIecGkudw?e=p4sj3a

Major Change: Literary Studies LE40

- **Rationale:** These changes will allow our curricular requirements to better fit with the courses regularly offered and allow students greater flexibility in their choices. Additionally, these changes will ensure students gain familiarity with a greater diversity of literary texts.

- **Curriculum:**
https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EUQungJ4appCtKplc07TIcQB3IC1ovwt0h-CExU47txtDQ?e=DQInk6

College of Science

Major Addition: NRRM Specialty Agriculture

- **Rationale:** The intent to plan for the Specialty Agriculture major was for a stand alone major in a Specialty Agriculture degree program. The program and major paperwork was not submitted correctly and the major was created under the NRRM degree program. The major under NRRM should be deleted and a major under the new Specialty Agriculture program should be added.

University Curriculum Committee
RECOMMENDATION

SR 23-24-44 CC

- **Curriculum:** https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EbLgu2utZiFBiB7Ry2xcd_kBeR7G2T5EZbVHZgxmKj3ZQw?e=JAilmt

Major Deletion: NRES Specialty Agriculture

- **Rationale:** The undergraduate Specialty Agriculture program will provide educational opportunities in agriculture, agribusiness, and natural resource management; will cover both traditional and sustainable agricultural sciences; and will emphasize new and emerging technologies for high yield and specialty agriculture that will improve agribusiness outcomes for smaller farms characteristic of the region. Specialty Agriculture in this context refers to sustainable, high-yield agriculture that is economically sustainable in mountainous regions and small land areas. It will include, but is not limited to, the agricultural aspects of greenhouse production, hydroponics, precision farming, urban agriculture, community gardens, and specialty crop production. The concept of Specialty Agriculture includes technological advances improving yield as well as business and marketing practices supporting the small farmer.
- **Curriculum:** https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/ETugJ4XDKDNKhnQqPsHAw4YBMYgWKcjgfid70SAzvkbx5Q?e=nRn0hU

University Curriculum Committee
RECOMMENDATION

SR 23-24-44 CC

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

_____

_____

_____

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

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

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

College: Arts & Media Department/Division: SOJMC

Contact Person: Allyson Goodman Phone: 304-539-3795

ACTION REQUESTED:

Check action requested: ____Addition ____Deletion X Change

Name of Major (provide code if this is an existing major): Advertising-Public Relations AJ90

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

RATIONALE:

See attached document.

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

This proposal makes two changes.
1. Merges the emphases in Advertising and Public Relations into one combined major, Advertising - Public Relations AJ91 AJ92
2. Adds 4 required hours to make this major consistent with other JMC majors. The proposal to add these 4 required hours to the other JMC majors is being submitted at the same time as this proposal

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: 2/26/24

Registrar: _____ Date: 2-29-2024

College Dean: _____ Date: 2/29/2024

College Curriculum Chair: _____ Date: 2-29-24

University Curriculum Committee Chair: Jonathan Kozar Date: 03/20/24

Faculty Senate Chair: _____ Date: _____

VP Academic Affairs/VP Health Science _____ Date: _____

Proposal for Curriculum Change for Advertising-Public Relations Major in the School of Journalism and Mass Communications (SOJMC)

Rationale:

This proposal includes two curriculum changes. The first change eliminates the emphases in Advertising and Public Relations and combines the skills taught in the two emphases into one major. As the strategic communications industry continues to evolve and more communications tactics move from traditional media to digital and social media, the distinction between advertising and public relations careers has become less significant.

Additionally, the SOJMC is finding that its interns and graduates working in advertising jobs are being called on to do public relations work and interns and graduates working in public relations jobs are doing advertising work. Two additional factors contributing to this proposal are the expansion of the number of credit hours allowed in a major by our accrediting council, ACEJMC, and a lower number of students in the major making specialized classes less likely to fill.

All these factors make this a good time to move from one major with two emphases to one major combining all advertising and public relations coursework.

Second, this proposal includes the addition of 4 required hours to make the major consistent with other JMC majors. The proposals to add these 4 hours to other SOJMC majors comes concurrent with this proposal. The 4 required hours being added are JMC 455 Race, Gender and Mass Media as a required course to comply with the recommendation to include a diversity course in all JMC majors from the school's last accreditation visit with ACEJMC and JMC 499 Professional Portfolio. JMC 455 has long been an elective in the JMC curriculum but making it required for all students will add significantly to our students' educational experience and better prepare them to be professional mass communicators in an increasingly diverse society. JMC 499 Professional Portfolio will give students' instruction in creating a professional portfolio to help them as they enter the job market. The class will also generate artifacts that SOJMC faculty will use for program assessment and the creation of accreditation reports.

Notifications:

This curriculum does not duplicate curriculum from other programs in the university.

There is no need for additional faculty, equipment, or specialized material. The SOJMC already has all equipment and specialized material needed for the major and three faculty members assigned to Ad-PR courses who can teach the courses in the new merged major.

Curriculum for Revised Advertising-Public Relations Major (with no emphases)

All SOJMC student must meet the Marshall University requirements. Students in the Journalism Major must pass the following:

JMC 100, 103, or the standardized language exam
6 hours of Modern Language
ANT 201, SOC 200 or GEO 100
3 additional hours of History elective
6 hour of Literature electives

JMC 101 Media Literacy	3
JMC 102 Media Toolbox	3
JMC 241 Media Design	3
JMC 260 Digital Imaging for JMC	3
JMC 300 Reporting and News Writing	3
JMC 330 Ad-PR Principles and Ethics	3
JMC 345 Mass Media Law and Ethics	3
JMC 361 Digital Presence	3
JMC 380 Ad-PR and Continuity Writing	3
JMC 383 Content Creation	3
JMC 408 Research and Analytics	3
JMC 415 Advertising Strategy	3
JMC 424 Media Strategy	3
JMC 437 Public Relations Planning	3
JMC 438 Public Relations Case Studies	3
JMC 439 Ad-PR Campaign Management	3
JMC 455 Race, Gender and Mass Media	3
JMC 490 Internship	3
JMC 499 Portfolio	1
Total Credit Hours	55

There is one new class in the proposed curriculum – JMC 499 Portfolio. A new course proposal is submitted at the same time as this curriculum change. All other courses in this major already exist in the Marshall University catalog and are currently offered in a regular rotation of courses in the School of Journalism and Mass Communications.

This new curriculum proposal also removes the requirement for Ad/PR majors to take MKT 340 and an additional business course.

Current Curriculum

Ad-PR Major with Advertising Emphasis	
JMC 101 Media Literacy	3
JMC 102 Media Toolbox	3
JMC 241 Media Design	3
JMC 260 Digital Imaging for JMC	3
JMC 300 + Elective	3
JMC 300+ Elective	3
JMC 330 Ad-PR Principles and Ethics	3
JMC 345 Mass Media Law and Ethics	3
JMC 361 Digital Presence	3
JMC 380 Ad-PR and Continuity Writing	3
JMC 383 Content Creation	3
JMC 408 Research and Analytics	3
JMC 415 Content Strategy	3
JMC 424 Media Strategy	3
JMC 439 Ad-PR Campaign Management	3
JMC 490 Internship	3
MKT 340 Principles of Marketing	3
Any Business Course	3
Total Credit Hours	54

Ad-PR Major with Public Relations Emphasis	
JMC 101 Media Literacy	3
JMC 102 Media Toolbox	3
JMC 241 Media Design	3
JMC 260 Digital Imaging for JMC	3
JMC 300 Reporting and News Writing	3
JMC 300+ Elective	3
JMC 330 Ad-PR Principles and Ethics	3
JMC 345 Mass Media Law and Ethics	3
JMC 361 Digital Presence	3
JMC 380 Ad-PR and Continuity Writing	3
JMC 383 Content Creation	3
JMC 408 Research and Analytics	3
JMC 437 Public Relations Planning	3
JMC 438 Public Relations Case Studies	3
JMC 439 Ad-PR Campaign Management	3
JMC 490 Internship	3
MKT 340 Principles of Marketing	3
Any Business Course	3
Total Credit Hours	54

Four-Year Plan for Revised Advertising-Public Relations Major (with no emphases)

First Year	
First Semester	
FYS 100 First Year Sem Crit Thinking	3
JMC 101 Media Literacy (Core II Humanities)	3
JMC 103 Language Use for Media	1
CMM 103 Fundamentals of Speech	3
ENG 101 Beginning Composition	3
_____ Core II Fine Arts	3
UNI 100 Freshman First Class	1
Total Hours	17
Second Semester	
_____ Core II Mathematics	3
JMC 102 Media Toolbox	3
JMC 241 Media Design	3
_____ Core I Critical Thinking	3
_____ Core II Social Science	3
Total Hours	15
Second Year	
First Semester	
JMC 260 Digital Imaging for JMC	3
JMC 300 Reporting and News Writing	3
ENG 201 Advanced Composition	3
_____ Core I Critical Thinking	3
_____ Core II Physical/Natural Science	4
Total Hours	16
Second Semester	
JMC 330 Ad-PR Principles and Ethics	3
JMC 380 Ad-PR and Continuity Writing	3
_____ Cultural (ANT 201/SOC 200/GEO 100)	3
_____ History Elective	3
_____ Literature Elective (WI)	3
Total Hours	15

Third Year	
First Semester	
JMC 383 Content Creation	3
JMC 408 Research and Analytics	3
JMC 361 Digital Presence	3
_____ Literature Elective (WI)	3
_____ Any Modern Language	3
Total Hours	15
Second Semester	
JMC 424 Media Strategy	3
JMC 455 Race, Gender and Mass Media	3
JMC 490 Internship	3
_____ Multicultural (Gen Ed Requirement)	3
_____ Any Modern Language	3
Total Hours	15
Fourth Year	
First Semester	
JMC 415 Advertising Strategy	3
JMC 437 Public Relations Planning	3
JMC 438 Public Relations Case Studies	3
_____ Elective	3
_____ Elective	3
Total Hours	15
Second Semester	
JMC 345 Mass Media Law and Ethics	3
JMC 439 Ad-PR Campaign Management	3
JMC 499 Portfolio	1
_____ International	3
_____ Elective	2
Total Hours	12
Total Credit Hours	120

Catalog Curriculum for Revised Advertising-Public Relations Major (with no emphases)

Core I Requirements	
FYS 100 First Year Sem Crit Thinking	3
_____ Core I Critical Thinking	3
_____ Core I Critical Thinking	3
UNI 100 Freshman First Class	1
	10
Core II Requirements	
CMM 103 Fundamentals of Speech	3
ENG 101 Beginning Composition	3
ENG 201 Advanced Composition	3
_____ Core II Humanities	3
_____ Core II Mathematics	3
_____ Core II Fine Arts	3
_____ Core II Social Science	3
_____ Core II Physical/Natural Science	4
	25
JMC Major General Requirements	
_____ Cultural (ANT 201/SOC 200/GEO 100)	3
_____ History Elective	3
_____ Literature Elective (WI)	3
_____ Literature Elective (WI)	3
_____ Any Modern Language	3
_____ Any Modern Language	3
_____ Multicultural	3
_____ International (University Requirement)	3
	24

JMC Major Requirements	
JMC 101 Media Literacy	3
JMC 103 Language Use for Media or JMC 100 or the standardized language exam	0-3
JMC 102 Media Toolbox	3
JMC 241 Media Design	3
JMC 260 Digital Imaging for JMC	3
JMC 345 Mass Media Law and Ethics	3
JMC 361 Digital Presence	3
JMC 455 Race, Gender and Mass Media	3
JMC 490 Internship	3
JMC 499 Portfolio	1
	25-28
Ad/PR Major Requirements	
JMC 300 Reporting and News Writing	3
JMC 330 Ad-PR Principles and Ethics	3
JMC 380 Ad-PR and Continuity Writing	3
JMC 383 Content Creation	3
JMC 408 Research and Analytics	3
JMC 415 Advertising Strategy	3
JMC 424 Media Strategy	3
JMC 437 Public Relations Planning	3
JMC 438 Public Relations Case Studies	3
JMC 439 Ad-PR Campaign Management (Capstone)	3
Total Hours	30
Elective	
_____ Elective	3
_____ Elective	3
Total Hours	3-6
Total Credit Hours	120

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

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

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

College: Arts & Media Department/Division: SOJMC

Contact Person: Dr. Rob Quicke Phone: 304-696-2360

ACTION REQUESTED:

Check action requested: ____Addition ____Deletion X Change

Name of Major (provide code if this is an existing major): Journalism AJ80

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

RATIONALE:

See attached document.

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

This change adds 4 required hours to all 3 areas of emphasis under the Journalism major. See attached document

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: 2/26/24

Registrar: _____ Date: 2-27-2024

College Dean: _____ Date: 2/28/2024

College Curriculum Chair: _____ Date: 2-28-24

University Curriculum Committee Chair: Jonathan Kozar Date: 03/20/24

Faculty Senate Chair: _____ Date: _____

VP Academic Affairs/VP Health Science _____ Date: _____

Proposal for Curriculum Change the Journalism Major, including all three areas of emphasis (Broadcast, Multimedia, and Sports)

Rationale:

We are adding JMC 455 Race, Gender and Mass Media as a required course to comply with the recommendation at our last accreditation visit from ACEJMC to include a diversity course in all JMC majors. This course has long been an elective in our curriculum, but making it required for all students will add significantly to our students' educational experience and better prepare them to be professional mass communicators in an increasingly diverse society.

In addition, we are creating a new class, JMC 499 Professional Portfolio, as a requirement for all students in all SOJMC majors. This class will give students' instruction in creating a professional portfolios to help them as they enter the job market. The class will also generate artifacts that SOJMC faculty will use for program assessment and the creation of accreditation reports.

Notifications:

This curriculum does not duplicate curriculum from other programs in the university.

There will not be any need for additional faculty, equipment or specialized material. The School of Journalism and Mass Communications already has all equipment and specialized material need for the major.

Current Curriculum

The Journalism Major contains three areas of emphasis: Multimedia, Broadcast, and Sports.

All SOJMC students must meet all Marshall University requirements. Students in the Journalism Major must pass the following:

JMC 100, 103, or the standardized language exam
6 hours Modern Language
ANT 201, SOC 200, or GEO 100
3 additional hours of History elective
6 hours of Literature electives

In addition, students in the Multimedia Emphasis must pass the following:

Journalism Major, Multimedia Emphasis	
JMC 101 Media Literacy	3
JMC 102 Media Toolbox	3
JMC 241 Media Design	3
JMC 260 Digital Imaging for JMC	3
JMC 300 Reporting and News Writing	3
JMC 301 Beat Reporting	3
JMC 345 Mass Media Law and Ethics	3
JMC 361 Digital Presence	3
JMC 458 Emerging Media for Journalists	3
JMC 465 Multimedia Reporting	3
5 Multimedia electives*	15
JMC 490 Internship	3
Total Credit Hours	48

* Approved multimedia electives are JMC 302, JMC305, JMC 332, JMC 414, JMC 430, JMC 451, and JMC 462.

Students in the Broadcast emphasis must pass the following:

Journalism Major, Broadcast Emphasis	
JMC 101 Media Literacy	3
JMC 102 Media Toolbox	3
JMC 241 Media Design	3
JMC 260 Digital Imaging for JMC	3
JMC 300 Reporting and News Writing	3
JMC 301 Beat Reporting	3
JMC 340 Basic Broadcast News	3
JMC 345 Mass Media Law and Ethics	3
JMC 361 Digital Presence	3
JMC 414 Reporting Pubic Affairs	3
JMC 451 Television Reporting	3
JMC 452 Advanced Television Reporting	3
3 hours JMC elective at the 300 or 400 level	3
PSC 104 or PSC 202	3
JMC 490 Internship	3
Total Credit Hours	45

Students in the Sports emphasis must pass the following:

Journalism Major, Sports Emphasis	
JMC 101 Media Literacy	3
JMC 102 Media Toolbox	3
JMC 241 Media Design	3
JMC 260 Digital Imaging for JMC	3
JMC 300 Reporting and News Writing	3
JMC 303 Sports News Writing	3
JMC 458 Emerging Media for Journalists	3
JMC 465 Multimedia Reporting	3
JMC 231 Intro to Audio	3
JMC 235 Intro to Sports	3
JMC 321 Sportscasting	3
JMC 330 or JMC 390	3
3 hours JMC elective at the 300 or 400 level	3
JMC 331, JMC 332, JMC 272, JMC 372, or JMC 373	1-3
3 hours of JMC elective at the 300 or 400 level	3
3 hours of non-JMC sports-related courses	3
JMC 490 Internship	3
Total Credit Hours	49-52

Proposed New Curriculum

The Journalism Major contains three areas of emphasis: Multimedia, Broadcast, and Sports.

Students must meet all Marshall University requirements. Students in the Journalism Major must pass the following:

JMC 100, 103, or the standardized language exam
6 hours Modern Language
ANT 201, SOC 200, or GEO 100
3 additional hours of History elective
6 hours of Literature electives

In addition, students in the Multimedia Emphasis must pass the following:

Journalism Major, Multimedia Emphasis	
JMC 101 Media Literacy	3
JMC 102 Media Toolbox	3
JMC 241 Media Design	3
JMC 260 Digital Imaging for JMC	3
JMC 300 Reporting and News Writing	3
JMC 301 Beat Reporting	3
JMC 345 Mass Media Law and Ethics	3
JMC 361 Digital Presence	3
JMC 455 Race, Gender, and Mass Media	3
JMC 458 Emerging Media for Journalists	3
JMC 465 Multimedia Reporting	3
5 Multimedia electives*	15
JMC 490 Internship	3
JMC 499 Professional Portfolio	1
Total Credit Hours	52

* Approved multimedia electives are JMC 302, JMC305, JMC 332, JMC 414, JMC 430, JMC 451, and JMC 462.

Students in the Broadcast emphasis must pass the following:

Journalism Major, Broadcast Emphasis	
JMC 101 Media Literacy	3
JMC 102 Media Toolbox	3
JMC 241 Media Design	3
JMC 260 Digital Imaging for JMC	3
JMC 300 Reporting and News Writing	3
JMC 301 Beat Reporting	3
JMC 340 Basic Broadcast News	3
JMC 345 Mass Media Law and Ethics	3
JMC 361 Digital Presence	3
JMC 414 Reporting Pubic Affairs	3
JMC 451 Television Reporting	3
JMC 452 Advanced Television Reporting	3
JMC 455 Race, Gender, and Mass Media	3
3 hours JMC elective at the 300 or 400 level	3
PSC 104 or PSC 202	3

JMC 490 Internship	3
JMC 499 Professional Portfolio	3
Total Credit Hours	49

Students in the Sports emphasis must pass the following:

Journalism Major, Sports Emphasis	
JMC 101 Media Literacy	3
JMC 102 Media Toolbox	3
JMC 241 Media Design	3
JMC 260 Digital Imaging for JMC	3
JMC 300 Reporting and News Writing	3
JMC 303 Sports News Writing	3
JMC 458 Emerging Media for Journalists	3
JMC 465 Multimedia Reporting	3
JMC 231 Intro to Audio	3
JMC 235 Intro to Sports	3
JMC 321 Sportscasting	3
JMC 330 or JMC 390	3
JMC 455 Race, Gender, and Mass Media	3
3 hours JMC elective at the 300 or 400 level	3
JMC 331, JMC 332, JMC 272, JMC 372, or JMC 373	1-3
3 hours of JMC elective at the 300 or 400 level	3
3 hours of non-JMC sports-related courses	3
JMC 490 Internship	3
JMC 499 Professional Portfolio	1
Total Credit Hours	53-55

Four-Year Plan for Revised Journalism Major, Multimedia emphasis

First Year	
First Semester	
UNI 100	1
JMC 101 Media Literacy	3
JMC 103 Lang. Use for Media	1
FYS 100	3
CMM 103 Fund. Of Speech	3
Fine Arts requirement	3
ENG 101 Beginning Comp.	3
	17 credits
Second Semester	
Core II math	3
JMC 102 Media Toolbox	3
Core II Social Science	3
Core I CT Classes	6
	15 credits
Second Year	
First Semester	
JMC 300 Reporting and News Writing	3
JMC 241 Media Design	3
ENG 201 Adv. Composition	3
Modern Language	3
Core II Physical Science/Lab	4
	16 credits
Second Semester	
JMC 260 Digital Imaging	3
JMC 301 Beat Reporting	3
Writing Intensive course	3
Modern Language	3
History elective	3
	15 credits
Third Year	
First Semester	
Multimedia elective	3
JMC 361 Digital Presence	3
ANT 201, SOC 200, or GEO 100	3
Literature elective, writing intensive	3
International course	3
	15 credits

Second Semester	
Multimedia elective	3
JMC 455 Race, Gender and Mass Media	3
General electives	6
Literature elective	3
	15 credits
Summer Session	
JMC 490 Internship	3
Fourth Year	
First Semester	
JMC 458 Emerging Media	3
Multimedia elective	6
General elective	3
	12 credits
Second Semester	
JMC 345 Mass Media Law and Ethics	3
JMC Multimedia elective	3
JMC 499 Portfolio	1
General elective	3
JMC 465 Multimedia Reporting (capstone)	3
	13 credits

Four-Year Plan for Revised Journalism Major, Broadcast emphasis

First Year	
First Semester	
UNI 100	1
JMC 101 Media Literacy	3
JMC 103 Lang. Use for Media	1
FYS 100	3
CMM 103 Fund. Of Speech	3
Fine Arts requirement	3
ENG 101 Beginning Comp.	3
	17 credits
Second Semester	
Core II math	3
JMC 102 Media Toolbox	3
Core II Social Science	3
Core I CT Classes	6
	15 credits
Second Year	
First Semester	
JMC 300 Reporting and News Writing	3
ENG 201 Adv. Composition	3
JMC 241 Media Design	3
Modern Language	3
Core II Physical Science/Lab	4
	16 credits
Second Semester	
JMC 260 Digital Imaging	3
JMC 301 Beat Reporting	3
Writing Intensive course	3
JMC 340 Basis Broadcast News	3
History elective	3
	15 credits
Third Year	
First Semester	
JMC 451 Television Reporting	3
JMC 300/400 level elective	3
ANT 201, SOC 200, or GEO 100	3
Modern Language	3
International course	3
	15 credits

Second Semester	
JMC 452 Adv. Television Reporting	3
Multicultural class	3
Literature elective, writing intensive	3
General elective	3
Modern Language	3
	15 credits
Summer Session	
JMC 490 Internship	3
Fourth Year	
First Semester	
JMC 455 Race, Gender, and Mass Media	3
JMC 458 Emerging Media	3
JMC 361 Digital Presence	3
Literature course	3
General elective	3
	15 credits
Second Semester	
JMC 345 Mass Media Law and Ethics	3
JMC 414 Reporting Public Affairs	3
JMC 499 Portfolio	1
General elective	3
JMC 465 Multimedia Reporting (capstone)	3
	13 credits

Four-Year Plan for Revised Journalism Major, Sports emphasis

First Year	
First Semester	
UNI 100	1
JMC 101 Media Literacy	3
JMC 103 Lang. Use for Media	1
FYS 100	3
CMM 103 Fund. Of Speech	3
Fine Arts requirement	3
ENG 101 Beginning Comp.	3
	17 credits
Second Semester	
Core II math	3
JMC 102 Media Toolbox	3
JMC 235 Intro to Sports	3
Core I CT Classes	6
	15 credits
Second Year	
First Semester	
JMC 300 Reporting and News Writing	3
ENG 201 Adv. Composition	3
ANT 201, SOC 200, or GEO 100	3
Modern Language	3
Core II Physical Science/Lab	4
	16 credits
Second Semester	
JMC 241 Media Design	3
JMC 260 Digital Imaging	3
Writing Intensive course	3
JMC 231 Intro to Audio	3
Core II Social Science	3
	15 credits
Third Year	
First Semester	
JMC 303 Sports News Reporting	3
JMC 321 Sportscasting	3
JMC 361 Digital Presence	3
Modern Language	3
Literature elective	3
	15 credits

Second Semester	
JMC 330 or JMC 390	3
Non-JMC Sports option	3
Literature Elective, writing intensive	3
History Elective	3
Modern Language	3
15 credits	
Summer Session	
JMC 490 Internship	3
Fourth Year	
First Semester	
JMC 455 Race, Gender, and Mass Media	3
JMC 331, JMC 332, JMC 272, JMC 273, JMC 373, or JMC 373	1-3
JMC 458 Emerging Media	3
General elective	6
13-16 credits	
Second Semester	
JMC 345 Mass Media Law and Ethics	3
Multicultural course	3
JMC 499 Portfolio	1
General elective	3
JMC 465 Multimedia Reporting (capstone)	3
13 credits	

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

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

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

College: Arts & Media Department/Division: SOJMC

Contact Person: Dr. Rob Quicke Phone: 304-696-2360

ACTION REQUESTED:

Check action requested: ____Addition ____Deletion X Change

Name of Major (provide code if this is an existing major): Media Production AJB0

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

RATIONALE:

See attached document.

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

This change adds 4 required hours to both areas of emphasis under the Media Production major. See attached document

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: 2/27/24

Registrar: _____ Date: 2-27-2024

College Dean: _____ Date: 2/28/2024

College Curriculum Chair: Allyson B. Goodman Date: 2-28-24

University Curriculum Committee Chair: Jonathan Kozar Date: 03/20/24

Faculty Senate Chair: _____ Date: _____

VP Academic Affairs/VP Health Science _____ Date: _____

Proposal for Curriculum Change the Media Production Major, including both areas of emphasis (Radio/Television Production and Management and Television and Video Production)

Rationale:

We are adding JMC 455 Race, Gender and Mass Media as a required course to comply with the recommendation at our last accreditation visit from ACEJMC to include a diversity course in all JMC majors. This course has long been an elective in our curriculum, but making it required for all students will add significantly to our students' educational experience and better prepare them to be professional mass communicators in an increasingly diverse society.

In addition, we are creating a new class, JMC 499 Professional Portfolio, as a requirement for all students in all SOJMC majors. This class will give students' instruction in creating a professional portfolios to help them as they enter the job market. The class will also generate artifacts that SOJMC faculty will use for program assessment and the creation of accreditation reports.

Notifications:

This curriculum does not duplicate curriculum from other programs in the university.

There will not be any need for additional faculty, equipment or specialized material. The School of Journalism and Mass Communications already has all equipment and specialized material need for the major.

Current Curriculum

The Media Production Major has two areas of emphasis: Radio/Television Production and Management and Television and Video Production.

All SOJMC students must meet all Marshall University requirements. Students in the Journalism Major must pass the following:

JMC 100, 103, or the standardized language exam
6 hours Modern Language
ANT 201, SOC 200, or GEO 100
3 additional hours of History elective
6 hours of Literature electives

In addition, students in the Radio/Television Production and Management emphasis must pass the following:

Media Production Major- R/TV	
SOJMC Core:	
JMC 101 Media Literacy	3
JMC 102 Media Toolbox	3
JMC 241 Media Design	3
JMC 260 Digital Imaging for JMC	3
JMC 345 Mass Media Law and Ethics	3
JMC 361 Digital Presence	3
JMC 470 Practicum or JMC 490 Internship	3-4
Emphasis specific courses:	
JMC 231 Intro to Audio Production	3
JMC 272 Practice in Radio	1
JMC 332 Intro to Video Production or JMC 432 Ad-PR Video Production	3
JMV 380 Ad-PR and Continuity Writing or JMC 300 Reporting and News Writing	3
JMC 390 Media Sales and Underwriting	3
JMC 420 Electronic Media Management	3
JMC 436 International Mass Comm.	3
JMC 450 Contemp. Issue in R/TV or JMC 455 Race, Gender, and Mass Media	3
JMC 300/400 level elective	5
ACC 215 Intro Financial Accounting	3
MKT 231 Principles of Selling	3
Non-JMC elective	3
Total Credit Hours	57-58

Students in the Television and Video Production emphasis must pass the following:

Media Production Major- TV and Video Prod.	
SOJMC Core:	
JMC 101 Media Literacy	3
JMC 102 Media Toolbox	3
JMC 241 Media Design	3
JMC 260 Digital Imaging for JMC	3
JMC 345 Mass Media Law and Ethics	3

JMC 361 Digital Presence	3
JMC 490 Internship	3
Emphasis specific courses:	
JMC 231 Intro to Audio Production	3
JMC 332 Intro to Video Production	3
JMC 300 Reporting and News Writing, JMC 340 Basic Broadcast News, or JMC 380 Ad/PR Continuity Writing	3
JMC 432 Ad/PR Video Production or JMC 451 Television Reporting	3
JMC 434 Advanced Video Production	3
JMC 458 Emerging Media for Journalists	3
JMC 470 Professional Practicum, JMC 372 Practice in Radio or TV, or JMC 373 Practice in Radio or TV	3
JMC 300/400 level elective	3
JMC 475 Documentary Journalism (Capstone)	3
Total Credit Hours	48

Proposed New Curriculum

The Media Production Major has two areas of emphasis: Radio/Television Production and Management and Television and Video Production.

All SOJMC students must meet all Marshall University requirements. Students in the Journalism Major must pass the following:

JMC 100, 103, or the standardized language exam
6 hours Modern Language
ANT 201, SOC 200, or GEO 100
3 additional hours of History elective
6 hours of Literature electives

In addition, students in the Radio/Television Production and Management emphasis must pass:

Media Production Major- R/TV	
SOJMC Core:	
JMC 101 Media Literacy	3
JMC 102 Media Toolbox	3
JMC 241 Media Design	3
JMC 260 Digital Imaging for JMC	3
JMC 345 Mass Media Law and Ethics	3
JMC 361 Digital Presence	3
JMC 455 Race, Gender, and Mass Media	3
JMC 490 Internship	3
JMC 499 Professional Portfolio	1
Emphasis specific courses:	
JMC 231 Intro to Audio Production	3
JMC 272 Practice in Radio	1
JMC 332 Intro to Video Production or JMC 432 Ad-PR Video Production	3
JMV 380 Ad-PR and Continuity Writing or JMC 300 Reporting and News Writing	3
JMC 390 Media Sales and Underwriting	3
JMC 420 Electronic Media Management	3
JMC 436 International Mass Comm.	3
JMC 300/400 level elective	5
ACC 215 Intro Financial Accounting	3
MKT 231 Principles of Selling	3

Total Credit Hours	56

Four-Year Plan for Revised Radio/Television Production and Management emphasis

First Year	
First Semester	
UNI 100	1
JMC 101 Media Literacy	3
JMC 103 Lang. Use for Media	1
FYS 100	3
CMM 103 Fund. Of Speech	3
Fine Arts requirement	3
ENG 101 Beginning Comp.	3
	17 credits
Second Semester	
Core II math	3
JMC 102 Media Toolbox	3
Core II Social Science	3
Core I CT Classes	6
	15 credits
Second Year	
First Semester	
JMC 380 Ad/PR Continuity Writing	3
Writing Intensive course	3
ENG 201 Adv. Composition	3
Modern Language	3
Core II Physical Science/Lab	4
	16 credits
Second Semester	
JMC 231 Intro to Audio	3
JMC 260 Digital Imaging	3
JMC 332 Intro to Video Production or JMC 432 Ad-PR Video Production	3
Modern Language	3
ANT 201, SOC 200, or GEO 100	3
	15 credits
Third Year	
First Semester	
JMC 241 Media Design	3
JMC 272 Practice in Radio	1
JMC 361 Digital Presence	3

JMC 390 Media Sales and Underwriting	3
ACC 215 Accounting Principles	3
Multicultural course	3
	16 credits
Second Semester	
JMC 436 International Mass Comm.	3
History elective	3
General elective	3
Literature elective (WI)	3
International course	3
	15 credits
Summer Session	
JMC 490 Internship	3
Fourth Year	
First Semester	
JMC 420 Electronic Media Mgmt.	3
JMC 455 Race, Gender, and Mass Media	3
JMC 300/400 level elective	2
General elective	3
Literature elective	3
	14 credits
Second Semester	
JMC 345 Mass Media Law and Ethics	3
MKT 231 Principles of Selling	3
JMC 499 Portfolio	1
JMC 300/400 level elective	3
General elective	3
	13 credits

Students in the Television and Video Production and Management emphasis must pass:

Media Production Major- TV and Video Prod.	
SOJMC Core:	
JMC 101 Media Literacy	3
JMC 102 Media Toolbox	3
JMC 241 Media Design	3
JMC 260 Digital Imaging for JMC	3
JMC 345 Mass Media Law and Ethics	3

JMC 361 Digital Presence	3
JMC 455 Race, Gender, and Mass Media	3
JMC 490 Internship	3
JMC 499 Professional Portfolio	1
Emphasis specific courses:	
JMC 231 Intro to Audio Production	3
JMC 332 Intro to Video Production	3
JMC 300 Reporting and News Writing, JMC 340 Basic Broadcast News, or JMC 380 Ad/PR Continuity Writing	3
JMC 432 Ad/PR Video Production or JMC 451 Television Reporting	3
JMC 434 Advanced Video Production	3
JMC 458 Emerging Media for Journalists	3
JMC 470 Professional Practicum, JMC 372 Practice in Radio or TV, or JMC 373 Practice in Radio or TV	1-4
JMC 300/400 level elective	3
JMC 475 Documentary Journalism (Capstone)	3
Total Credit Hours	51-54

Four-Year Plan for Revised Television and Video Production emphasis

First Year	
First Semester	
UNI 100	1
JMC 101 Media Literacy	3
JMC 103 Lang. Use for Media	1
FYS 100	3
CMM 103 Fund. Of Speech	3
Fine Arts requirement	3
ENG 101 Beginning Comp.	3
	17 credits
Second Semester	
Core II math	3
JMC 102 Media Toolbox	3
COM 103 Fundamentals of Speech	3
Core I CT Classes	6
	15 credits

Second Year	
First Semester	
JMC 260 Digital Imaging	3
JMC 300 Reporting and News Writing, JMC 340 Basic Broadcast News, or JMC 380 Ad/PR Continuity Writing	3
ENG 201 Adv. Composition	3
JMC 332 Intro to Video Production	3
Core II Physical Science/Lab	4
	16 credits
Second Semester	
JMC 231 Intro to Audio	3
JMC 241 Media Design	3
JMC 432 Ad-PR Video Production or JMC 451 Television Reporting	3
Literature elective	3
ANT 201, SOC 200, or GEO 100	3
	15 credits
Third Year	
First Semester	
JMC 361 Digital Presence	3
Modern Language	3
JMC 458 Emerging Media	3
Literature elective (WI)	3
Multicultural course	3
	15 credits
Second Semester	
Advanced Video Production	3
History elective	3
Modern Language	3
General elective	3
International course	3
	15 credits
Summer Session	
JMC 490 Internship	3
Fourth Year	
First Semester	
JMC 470 Professional Practicum, JMC 372 Practice in Radio or TV, or JMC 373 Practice in Radio or TV	1-4

JMC 455 Race, Gender, and Mass Media	3
JMC 300/400 level elective	3
General elective	3
Literature elective	3
13-16 credits	
Second Semester	
JMC 345 Mass Media Law and Ethics	3
JMC 475 Documentary Journalism	3
JMC 499 Professional Portfolio	1
General elective	6
JMC 470 Professional Practicum, JMC 372 Practice in Radio or TV, or JMC 373 Practice in Radio or TV	1-4
14-17 credits	

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

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

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

College: Business Department/Division: Marketing, MIS, Entrepreneurship

Contact Person: Olen York Phone: 304 696 2636

ACTION REQUESTED:

Check action requested: ____Addition ____Deletion X Change

Name of Major (provide code if this is an existing major): Entrepreneurship (BM80)

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

RATIONALE:

Removing ENT 340 and replacing that course with MGT 461 (New Venture Dynamics) with a focus on small business management and issues related to such provides a missing gap in the curriculum and provides a nice complement to the capstone for ENT majors and an additional elective for MGT and MKT majors.

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

Remove ENT 340 (3 hours) as a requirement; replace with MGT 461 (New Venture Dynamics - 3 hours) as a requirement. 3 hour credit swap - therefore, no additional hours are tacked on to the major and the hour requirement remains at 24 hours aggregate.

NOTE concerning notification requirements(1) and (2): the ENT major and the replacement course are existing and neither are new, thus, there is no duplication of major or course and no memo or other notification is necessary. Moreover, the department does not require additional faculty, equipment, or specialized material.

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: E.C. Alexander Date: Dec 11, 2023

Registrar: Sonja D C Date: Dec 11, 2023

College Dean: [signature] Date: Feb. 27, 2024

College Curriculum Chair: [signature] Date: 03/11/2024

University Curriculum Committee Chair: Jonathan Kozar Date: 03/20/24

Faculty Senate Chair: _____ Date: _____

VP Academic Affairs/VP Health Science _____ Date: _____

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

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

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

College: 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:

Currently the CIP code for CMM Studies is classified as an English and Composition program (23.1304). To better align our CIP Code to our program / curriculum content, other peer institutions, and other HEPC governed institutions, a we are requesting the CIP be changed to 09.0101 (Communication Studies).

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

No curriculum changes are being proposed at this time. CMM studies requests that the CIP code for the program be changed from 23.1304 (English and Composition) to 09.0101 (Communication Studies).

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: 2/5/2024

Registrar: _____ Date: 2/6/2024

College Dean: _____ Date: 2/6/2024

College Curriculum Chair: Jonathan Kozar Date: 02/29/24

University Curriculum Committee Chair: Jonathan Kozar Date: 03/20/24

Faculty Senate Chair: _____ Date: _____

VP Academic Affairs/VP Health Science _____ Date: _____

West Virginia Higher Education Degree Inventory

Degree Programs Offered in West Virginia Institutions of Higher Education

Organized by Level/Discipline | *Last updated January 3, 2024*

View Data by: Level/Discipline | Choose a Program Status: Active | Choose a College Sector: Higher Education Policy Commission | Choose an Institution:

Choose an NCES Degree Area (CIP): 09 | Choose a Degree Level: (All) | Choose a STEM Program Status: (All)

All CMM programs in WV, except MU.

Organized by Degree Level	Institutional Program Name	NCES CIP Name	NCES ID	Month / Year Approved	Month / Year Terminated	Concord University	Fairmont State University	Marshall University	Potomac State College of WVU	Shepherd University	West Liberty University	West Virginia State University	West Virginia University
Associate Degree	JOURNALISM	JOURNALISM	09.0401	06/1969	-				✓				
Baccalaureate Degree	COMMUNICATION AND NEW MEDIA	SPEECH COMMUNICATION AND RHETORIC	09.0101	07/1986	-					✓			
	COMMUNICATION ARTS	COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS,	09.9999	08/2013	-		✓						
		MASS COMMUNICATION/MEDIA STUDIES	09.0102	11/2018	-	✓							
	COMMUNICATION STUDIES	SPEECH COMMUNICATION AND RHETORIC	09.0101	06/1969	-								✓
	COMMUNICATIONS	SPEECH COMMUNICATION AND RHETORIC	09.0101	02/1979	-						✓		
				04/1976	-							✓	
	INTEGRATED MARKETING COMMUNICATIONS	PUBLIC RELATIONS, ADVERTISING, AND APPLIED COMMUN	09.0999	06/2020	-								✓
	JOURNALISM	JOURNALISM	09.0401	06/1969	-			✓					✓
Doctor's Degree-Research/Scholars..			09.0101	09/2005	-								✓
Master's Degree	COMMUNICATION STUDIES	SPEECH COMMUNICATION AND RHETORIC	09.0101	06/1969	-								✓
	INTEGRATED MARKETING COMMUNICATION	COMMUNICATION MANAGEMENT AND STRATEGIC COMMUNICAT	09.0909	04/2003	-								✓
	JOURNALISM	JOURNALISM	09.0401	06/1969	-			✓					✓
	MEDIA STUDIES	MASS COMMUNICATION/MEDIA STUDIES	09.0102	05/2008								✓	

STEM Program Definitions

"Core STEM Fields" are those recognized by the Louis Stokes Alliances for Minority Participation (LSAMP) program through the National Science Foundation (NSF). The "Broader STEM Fields" category includes all other STEM Fields recognized by NSF. "Career / Technical STEM Fields" include workforce development programs and technical programs that do not generally lead to research

Data gnaps are exempt from suppression

National Center for Education Statistics (NCES) Classification of Instructional Programs (CIP) Site: [illegible]

West Virginia Higher Education Degree Inventory

Degree Programs Offered in West Virginia Institutions of Higher Education

Organized by Level/Discipline | *Last Updated* ***January 3, 2024***

View Data by: Level/Discipline | Choose a Program Status: Active | Choose a College Sector: Higher Education Policy Commission | Choose an Institution: (All)

Choose an NCES Degree Area (CIP): 23 | Choose a Degree Level: (All) | Choose a STEM Program Status: (All)

MU is only CMM program listed under English.

Organized by Degree Level	Institutional Program Name	NCES CIP Name	NCES ID	Month / Year Approved	Month / Year Terminated	Concord University	Fairmont State University	Glenville State University	Marshall University	Shepherd University	West Liberty University	West Virginia State University	West Virginia University
Baccalaureate Degree	COMMUNICATION STUDIES	RHETORIC AND COMPOSITION	23.1304	06/1969	-				✓				
	ENGLISH		23.0101	06/1969		✓	✓	✓	✓	✓	✓	✓	✓
	PROFESSIONAL, SCIENTIFIC, AND TECHNICAL WRITING		23.1303	02/2023									✓
Doctor's Degree-Research/Scholars...	ENGLISH	ENGLISH LANGUAGE AND LITERATURE, GENERAL	23.0101	03/1971	-								✓
Master's Degree	COMMUNICATION STUDIES		23.1304	06/1969	-				✓				
	CREATIVE WRITING		23.1302	05/2001	-								✓
	ENGLISH		23.0101	06/1969	-				✓				✓
			23.1303	10/2004	-								✓

STEM Program Definitions

"Pure STEM Fields" are those recognized by the Louis Stokes Alliances for Minority Participation (LSAMP) program through the National Science Foundation (NSF). The "Broader STEM Fields" category includes all other STEM fields recognized by NSF. "Career / Technical STEM Fields" include workforce development programs and technical programs that do not generally lead to research.

Designates an exempt institution

National Center for Education Statistics (NCES) Classification of Instructional Programs (CIP) Site:

Search Results

Summary of Search Criteria

- Search terms:
- Search within: title, definition, examples
- 2-Digit CIP Series: 09) COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS.
- CIP code types: 2 digit CIP code, 4 digit CIP code, 6 digit CIP code
- Actions: No substantive changes, New, Moved from, Moved to, Deleted

The following results are displaying based on your selection of search criteria. You may sort your results by clicking on the arrow button at the head of each column. You may also refine your search or begin a new one (search.aspx?y=56).

Actions Legend ★ New × Deleted » Moved To « Moved From ⃠ No Substantive Changes

34 records found. Viewing page 1 of 2

Print Export

Text Changed	Title	Definition	Action	CIP Code	Moved To / Report Under (2020)	Moved From (2010)
	Advertising. (cipdetail.aspx?y=56&cipid=90076)	A program that focuses on the creation, execution, transmission, and evaluation of commercial messages in various media intended to promote and sell products, services, and brands; and that prepares individuals to function as advertising assistants, technicians, and managers. Includes instruction in advertising theory, marketing strategy, advertising design and production methods, campaign methods and techniques, media management, related principles of business management, and applicable technical and equipment skills. See also: 09.0900 - Public Relations, Advertising, and Applied Communication. (cipdetail.aspx?y=56&cipid=91420), 50.0402 - Commercial and Advertising Art. (cipdetail.aspx?y=56&cipid=90982)	⃠	09.0903		
	Broadcast Journalism. (cipdetail.aspx?y=56&cipid=90352)	A program that focuses on the methods and techniques for reporting, producing, and delivering news and news programs via radio, television, and video/film media; and that prepares individuals to be professional broadcast journalists, editors, producers, directors, and managers. Includes instruction in the principles of broadcast technology; broadcast reporting; on- and off-camera and microphone procedures and techniques; program, sound, and video/film editing; program design and production; media law and policy; and professional standards and ethics.	⃠	09.0402		

IES (//ies.ed.gov/)
NCES National Center for Education Statistics (≡ MENU

Business and Economic Journalism. (cipdetail.aspx?y=56&cipid=91746)	A program of study that prepares students to gather, analyze, and synthesize verbal and visual information to communicate stories related to business and economics across multiple media platforms. Includes instruction in accounting, business, business and economic reporting, business law, economics, finance, financial accounting and reporting, ethics, journalistic research methods and resources, and journalism skills and techniques	★	09.0405
Communication and Media Studies, Other. (cipdetail.aspx?y=56&cipid=89544)	Any instructional program in communication and media studies not listed above		09.0199
Communication and Media Studies. (cipdetail.aspx?y=56&cipid=90348)	Instructional content for this group of programs is defined in codes 09.0100 - 09.0199.		09.01
Communication Management and Strategic Communications. (cipdetail.aspx?y=56&cipid=91749)	A program that focuses on the critical thinking, analysis, and practical skills essential to developing and implementing communication strategies that advance organizations goals and missions. Includes instruction in communication management, crisis communication, communications law, digital and traditional marketing strategies, media relations, social media strategies, strategic communication, traditional and emerging media, and writing for the media	★	09.0909
Communication, General. (cipdetail.aspx?y=56&cipid=91419)	A program that focuses on the comprehensive study of communication, and that spans the study of mass communication/media studies, old and new media technologies, social and political applications, and speech communication and rhetoric. Includes instruction in interpersonal, group, organizational, and intercultural communication; theories of communication; critical thinking, argumentation, and persuasion; written communication; printed, electronic, and digital media; rhetorical tradition and criticism; media, society, and culture; consequences and effects of mass media; media social science and criticism; and quantitative and qualitative methods of inquiry. Examples: [Communication Sciences], [Communication]		09.0100
Communication, Journalism, and Related Programs, Other. (cipdetail.aspx?y=56&cipid=90355)	Instructional content is defined in code 09.9999		09.99
Communication, Journalism and Related Programs, Other. (cipdetail.aspx?y=56&cipid=90356)	Any instructional program in communication, journalism, and related fields not listed above		09.9999
COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS. (cipdetail.aspx?y=55&cipid=90347)	Instructional programs that focus on how messages in various media are produced, used, and interpreted within and across different contexts, channels, and cultures, and that prepare individuals to apply communication knowledge and skills professionally.		09

IES (//ies.ed.gov)
NCES National Center for Education Statistics (☰ MENU

Cultural Journalism. (cipdetail.aspx?y=56&cipid=91747)	A program of study that prepares individuals to be journalists who critically examine current culture as expressed through the visual and performing arts, design, film, music, radio, television, dance, theater, and written text. Includes instruction in arts criticism, art and entertainment reporting, cultural critique, investigative reporting, newspaper reporting, photojournalism, and writing.	★	09.0406
Digital Communication and Media/Multimedia. (cipdetail.aspx?y=56&cipid=89547)	A program that focuses on the development, use, critical evaluation, and regulation of new electronic communication technologies using computer applications; and that prepares individuals to function as developers and managers of digital communications media. Includes instruction in computer and telecommunications technologies and processes; design and development of digital communications; marketing and distribution; digital communications regulation, law, and policy; the study of human interaction with, and use of, digital media; and emerging trends and issues. Examples: [Digital Media] See also: 50.0102 - Digital Arts. (cipdetail.aspx?y=56&cipid=91470)	S	09.0702
Health Communication. (cipdetail.aspx?y=56&cipid=89553)	A program that focuses on how people, individually and collectively, understand and accommodate to health and illness and the role of communication and media in shaping professional health care messages and public acceptance of these messages. Includes instruction in the development and use of health-related and care-related messages and media; the goals and strategies of health care promotion; relationships, roles, situations, and social structures in the context of health maintenance and promotion; and applications to disease prevention, health advocacy, and communications concerning treatments. Examples: [Health and Health Science Communication]	↘	09.0905
International and Intercultural Communication. (cipdetail.aspx?y=56&cipid=91422)	A program that focuses on the specialized knowledge and skills needed for effective communication in the international community and among people of different cultures; and that prepares individuals to function at the national and international levels as journalists, public relations specialists, travel industry representatives, intercultural trainers, and/or foreign service officers. Includes instruction in journalism, communications, intercultural and international relations, marketing and public relations, and global communications policy. See also: 30.2301 - Intercultural/Multicultural and Diversity Studies. (cipdetail.aspx?y=56&cipid=89837)	S	09.0907
Journalism, Other. (cipdetail.aspx?y=56&cipid=89546)	Any instructional program in journalism not listed above. Examples: [Online Journalism]	S	09.0499
Journalism. (cipdetail.aspx?y=56&cipid=90350)	Instructional content for this group of programs is defined in codes 09.0401 - 09.0499	S	09.04

Journalism. (cipdetail.aspx?y=56&cipid=89537)	A program that focuses on the theory and practice of gathering, processing, and delivering news and that prepares individuals to be professional print journalists, news editors, and news managers. Includes instruction in news writing and editing; reporting; photojournalism; layout and graphic design; journalism law and policy; professional standards and ethics; research methods; and journalism history and criticism.		09.0401
Mass Communication/Media Studies. (cipdetail.aspx?y=56&cipid=90075)	A program that focuses on the analysis and criticism of media institutions and media texts, how people experience and understand media content, and the roles of media in producing and transforming culture. Includes instruction in communications regulation, law, and policy; media history; media aesthetics, interpretation, and criticism; the social and cultural effects of mass media; cultural studies; the economics of media industries; visual and media literacy; and the psychology and behavioral aspects of media messages, interpretation, and utilization. Examples: [Media Studies]		09.0102
Organizational Communication, General. (cipdetail.aspx?y=56&cipid=89550)	A program that focuses on general communication processes and dynamics within organizations. Includes instruction in the development and maintenance of interpersonal group relations within organizations; decision-making and conflict management; the use of symbols to create and maintain organizational images, missions, and values; power and politics within organizations; human interaction with computer technology; and how communications socializes and supports employees and team members. See also: 52.1003 - Organizational Behavior Studies. (cipdetail.aspx?y=56&cipid=91200)		09.0901
Photojournalism. (cipdetail.aspx?y=56&cipid=89545)	A program that focuses on the use of still and motion photography in journalism and prepares individuals to function as news photographers and photographic editors. Includes instruction in photography, journalism, studio procedures and techniques, camera and equipment operation and technique, news editing, print and film editing, news scene composition, subject surveillance, media law and policy, news team field operations, and professional standards and ethics. See also: 50.0605 - Photography. (cipdetail.aspx?y=56&cipid=90997)		09.0404

IES (//ies.ed.gov/)
NCES National Center for Education Statistics (/)

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

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

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

College: COLA Department/Division: English

Contact Person: Daniel O'Malley Phone: 696-6605

ACTION REQUESTED:

Check action requested: _____Addition _____Deletion X Change

Name of Major (provide code if this is an existing major): Literary Studies LE40

Within which Degree Program is/ will this Major be listed (please provide code as well): English Department LE40

RATIONALE:

These changes will allow our curricular requirements to better fit with the courses regularly offered and allow students greater flexibility in their choices. Additionally, these changes will ensure students gain familiarity with a greater diversity of literary texts.

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

See attached documentation for:
- summary of changes to major requirements
- current catalog information for the major
- revisions to catalog information

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: 2/12/2024

Registrar: _____ Date: 2/13/2024

College Dean: _____ Date: 2/13/2024

College Curriculum Chair: Jonathan Kozar Date: 02/29/24

University Curriculum Committee Chair: Jonathan Kozar Date: 03/20/24

Faculty Senate Chair: _____ Date: _____

VP Academic Affairs/VP Health Science _____ Date: _____

SUMMARY

Proposed Revisions to Literary Studies Major

Current Requirements	Proposed Requirements
Core courses ENG 350 ENG 355 ENG 499	No change
British literature pre-1800	Any 300/400-level British lit (see catalog revision for specific courses).
American literature pre-1914	Any 300/400-level American lit (see catalog revision for specific courses).
Individual author	No change (see catalog revision for specific courses).
	Diversity course • ENG 221, Postcolonial Literature • ENG 240, African American Literatures • ENG 241, Multicultural Literatures • ENG 428, International Literature • ENG 429, Multicultural Identities • ENG 430, Young Adult Literature • ENG 442, Gender and Sexuality in Film • ENG 450, World Lit to Renaissance • ENG 451, World Lit since Renaissance (additional courses may be approved when topics are appropriate: ENG 427, Studies in Authors or Genre; ENG 432, Contemporary Literature; ENG 440, Selected Topics in Film; ENG 48x, Special Topics; ENG 490, Internship.)
15 hours in Lit Studies electives	9 hours in Lit Studies (see catalog revision for list of Lit Studies courses).* *Students must take a Literary Studies course with a focus pre-1914 (see catalog revision for specific courses).
3 hours in ENG electives	6 hours electives

LITERARY STUDIES, B.A.

- 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.

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/.

Course Requirements

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 Course		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
ENG 200	Texting the World(CT) (recommended)	
Core II Social Science		3
Core II Fine Arts		3
Additional University Requirements		
ENG Writing Intensive		3
ENG Writing Intensive		3
Multicultural or International		3
ENG 499	Senior Capstone (not offered in summer)	3
College-Specific		
Foreign Language 101		3
Foreign Language 102		3
Foreign Language 203		3
Foreign Language 204		3
COLA Humanities		3
COLA Literature		3
COLA Literature		3
COLA Social Science		3
COLA Social Science		3
COLA Social Science		3
COLA Natural/Physical Science		4
COLA International		3
COLA Multicultural		3
Major-Specific		
ENG 350	Intro to Textual Analysis (must be taken within the first 9 hours of coursework within the major)	3
ENG 355	Intro to Critical Theory (not offered in summer)	3
ENG 499	Senior Capstone (not offered in summer)	3
Pre-1800 British Literature; choose from		3
ENG 409	Milton (Choose from:)	
ENG 410	Shaks Com, Tragi & Rom	
ENG 411	Chaucer	
ENG 412	Shaks Hist & Tragedies	
ENG 436	Medieval British Lit	
Pre-1914 American Literature; choose from:		3
ENG 421	American Lit to 1830	
ENG 422	American Lit 1830-1865	
ENG 423	American Lit 1865-1914	
Individual Author; choose from:		3
ENG 409	Milton	
ENG 410	Shaks Com, Tragi & Rom	
ENG 411	Chaucer	
ENG 412	Shaks Hist & Tragedies	
ENG 427	Studies in Authors or Genre	
Literary Studies Electives; choose from:		*15*
ENG 200	Texting the World(CT)	
ENG 200H	Texting the World (CT)	
ENG 203	Appalachian Literature	
ENG 206	Good Plays	
ENG 207	Good Essays	
ENG 209	Literature of Fantasy	
ENG 210	Autobiography	
ENG 211	Science Fiction	
ENG 212	Sports Literature	
ENG 213	Good Poems	
ENG 214	Intro to Comics	
ENG 215	Good Novels	
ENG 220	The Political Novel	
ENG 221	Postcolonial Literature	
ENG 225	Southern Literature	
ENG 231	Good Stories	
ENG 232	Good Films	
ENG 235	Crime and Sensation Literature	
ENG 236	Forbidden Literature	
ENG 240	African American Literatures	
ENG 241	Multicultural Literatures	
ENG 242	Women Writers	
ENG 263	Intro Digital Literary Studies	
ENG 280	Special Topics (when so designated by Chair)	
ENG 281	Special Topics (when so designated by Chair)	
ENG 282	Special Topics (when so designated by Chair)	
ENG 283	Special Topics (when so designated by Chair)	
ENG 344	Introduction to Film Studies	
ENG 409	Milton	
ENG 410	Shaks Com, Tragi & Rom	

ENG 411	Chaucer
ENG 412	Shaks Hist & Tragedies
ENG 414	19th C British Novel
ENG 415	Victorian Poetry
ENG 416	Victorian Nonfiction
ENG 418	Addiction Literature
ENG 421	American Lit to 1830
ENG 422	American Lit 1830-1865
ENG 423	American Lit 1865-1914
ENG 424	American Literature after 1914
ENG 427	Studies in Authors or Genre
ENG 428	International Literature
ENG 429	Multicultural Identities (MC)
ENG 430	Young Adult Literature
ENG 432	Contemporary Literature
ENG 433	20th C Brit & Irish Poetry
ENG 434	20th C American Poetry
ENG 435	Modernism
ENG 436	Medieval British Lit
ENG 440	Selected Topics in Film
ENG 442	Gender and Sexuality in Film
ENG 447	British Romantic Poets
ENG 450	World Lit to Renaissance
ENG 451	World Lit Since Renaissance
ENG 455	Advanced Critical Theory
ENG 469	Teaching Creative Writing
ENG 470	Form/Theory: Creative Writing
ENG 480	Special Topics (when so designated by the chair)
ENG 481	Special Topics (when so designated by the chair)
ENG 482	Special Topics (when so designated by the chair)
ENG 483	Special Topics (when so designated by the chair)
ENG 485	Independent Study (when so designated by the chair)
ENG 486	Independent Study (when so designated by chair)
ENG 487	Independent Study (when so designated by chair)
ENG 488	Independent Study (when so designated by chair)
English Elective (choose from any 200-, 300-, or 400-level ENG class)	3
Free Elective	3
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. Core II and COLA requirements may not be double counted.
- See course attributes each semester for courses that meet multiple requirements.
- Questions about requirements should be directed to your English Department advisor (304-696-6600) or to the College of Liberal Arts (304-696-2350).
- 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, all ENG courses for the major, and all foreign language courses.
- Minimum of 120 hours to graduate.
- No more than six hours of 200-level may count toward the BA degree in Literary Studies.
- Literary Studies majors who carefully select courses can earn a double major in Creative Writing by taking only 4 additional Creative Writing classes. Meet with your advisor to plan your choices.

- 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.

- 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.

Semester Plan

A Literary Studies degree can give you the critical thinking, writing, and presentation skills you'll need for success in this quick and quickly-changing world. Our program is flexible, so you can pursue a wide range of interests. Our courses give you the ability to think differently, to expand on and augment the ideas and work made in all fields, not just literature. Where you go from here is up to you (though we've got some ideas for you). But our courses are designed to hone not just your writing, but your thinking skills, too. Our faculty and staff are dedicated. All this to say, really, we plan on preparing you for a successful professional life as well as an invaluable way of thinking, about everything.

First Year

First Semester		**Credit Hours**
ENG 101	Beginning Composition	3
FYS 100	First Yr Sem Critical Thinking	3
Core II Social Science		3
COLA Social Science		3
CMM 103	Fund Speech-Communication	3
UNI 100	Freshman First Class	1
	Credit Hours	**16**

Second Semester		
Core II Humanities		3
ENG 200	Texting the World(CT) (recommended)	

ENG 201	Advanced Composition	3
Core I Critical Thinking		3
MTH 121	Concepts and Applications (CT)	3
Core II Fine Arts		3
	Credit Hours	**15**
Second Year		
First Semester		
ENG 350	Intro to Textual Analysis	3
Core II Physical/Natural Science		4
Foreign Language 101		3
ENG COLA Literature: Literary Studies		3
ENG COLA Literature: Literary Studies		3
	Credit Hours	**16**
Second Semester		
ENG 355	Intro to Critical Theory	3
COLA Humanities		3
ENG Literary Studies (400)		3
Foreign Language 102		3
COLA Physical/Natural Science		4
	Credit Hours	**16**
Third Year		
First Semester		
Select one of the following Pre-1914 American Literature courses:		3
ENG 421	American Lit to 1830	
ENG 422	American Lit 1830-1865	
ENG 423	American Lit 1865-1914	
Select one of the following Individual Author courses:		3
ENG 409	Milton	
ENG 410	Shaks Com, Tragi & Rom	
ENG 411	Chaucer	
ENG 412	Shaks Hist & Tragedies	
ENG 427	Studies in Authors or Genre	
COLA Social Science		3
Foreign Language 203		3
ENG Literary Studies (300/400)		3
	Credit Hours	**15**
Second Semester		
ENG Literary Studies (300/400)		3
Select one of the following Pre-1800 British Literature courses:		3
ENG 409	Milton	
ENG 410	Shaks Com, Tragi & Rom	
ENG 411	Chaucer	
ENG 412	Shaks Hist & Tragedies	
ENG 436	Medieval British Lit	
COLA Social Science		3
Foreign Language 204		3
Free Elective		3
	Credit Hours	**15**
Fourth Year		
First Semester		
ENG English Elective (300/400)		3
COLA International		3
COLA Multicultural		3
Free Elective		3
Free Elective		3
	Credit Hours	**15**
Second Semester		
ENG 499	Senior Capstone (C)	3
Multicultural/International		3
Free Elective		3
Free Elective		3
	Credit Hours	**12**
	Total Credit Hours	**120**

Revision Proposal

LITERARY STUDIES, B.A.

Course Requirements

[Core Curriculum – *no change*]
[College-Specific – *no change*]

Major-Specific

ENG 350	Intro to Textual Analysis	3
ENG 355	Intro to Critical Theory	3
ENG 499	Senior Capstone	3

British Literature; choose from: 3

ENG 409	Milton
ENG 410	Shaks Com, Tragi & Rom
ENG 411	Chaucer
ENG 412	Shaks Hist & Tragedies
ENG 414	19th C British Novel
ENG 415	Victorian Poetry
ENG 416	Victorian Nonfiction
ENG 433	20th C Brit & Irish Poetry
ENG 436	Medieval British Lit
ENG 447	British Romantic Poets

American Literature; choose from: 3

ENG 421	American Lit to 1830
ENG 422	American Lit 1830-1865
ENG 423	American Lit 1865-1914
ENG 424	American Literature after 1914
ENG 434	20th C American Poetry

Individual Author; choose from: 3

ENG 409	Milton
ENG 410	Shaks Com, Tragi & Rom
ENG 411	Chaucer
ENG 412	Shaks Hist & Tragedies
ENG 427	Studies in Authors or Genre

Diversity; choose from: 3

ENG 221	Postcolonial Literature
ENG 240	African American Literatures
ENG 241	Multicultural Literatures
ENG 428	International Literature
ENG 429	Multicultural Identities
ENG 430	Young Adult Literature
ENG 442	Gender and Sexuality in Film
ENG 450	World Lit to Renaissance
ENG 451	World Lit since Renaissance

*additional courses may be approved when topics are appropriate:

ENG 427	Studies in Authors or Genre

ENG 432	Contemporary Literature
ENG 440	Selected Topics in Film
ENG 480	Special Topics
ENG 490	Internship

Literary Studies Electives; choose from: 9

ENG 200	Texting the World (CT)
ENG 200H	Texting the World (CT)
ENG 203	Appalachian Literature
ENG 206	Good Plays
ENG 207	Good Essays
ENG 209	Literature of Fantasy
ENG 210	Autobiography
ENG 211	Science Fiction
ENG 212	Sports Literature
ENG 213	Good Poems
ENG 214	Intro to Comics
ENG 215	Good Novels
ENG 220	The Political Novel
ENG 221	Postcolonial Literature
ENG 225	Southern Literature
ENG 231	Good Stories
ENG 232	Good Films
ENG 235	Crime and Sensation Literature
ENG 236	Forbidden Literature
ENG 240	African American Literatures
ENG 241	Multicultural Literatures
ENG 242	Women Writers
ENG 263	Intro Digital Literary Studies
ENG 280	Special Topics (when so designated by Chair)
ENG 281	Special Topics (when so designated by Chair)
ENG 282	Special Topics (when so designated by Chair)
ENG 283	Special Topics (when so designated by Chair)
ENG 344	Introduction to Film Studies
ENG 409	Milton
ENG 410	Shaks Com, Tragi & Rom
ENG 411	Chaucer
ENG 412	Shaks Hist & Tragedies
ENG 414	19th C British Novel
ENG 415	Victorian Poetry
ENG 416	Victorian Nonfiction
ENG 418	Addiction Literature
ENG 421	American Lit to 1830
ENG 422	American Lit 1830-1865
ENG 423	American Lit 1865-1914
ENG 424	American Literature after 1914
ENG 427	Studies in Authors or Genre
ENG 428	International Literature
ENG 429	Multicultural Identities (MC)

ENG 430	Young Adult Literature
ENG 432	Contemporary Literature
ENG 433	20th C Brit & Irish Poetry
ENG 434	20th C American Poetry
ENG 435	Modernism
ENG 436	Medieval British Lit
ENG 440	Selected Topics in Film
ENG 442	Gender and Sexuality in Film
ENG 447	British Romantic Poets
ENG 450	World Lit to Renaissance
ENG 451	World Lit Since Renaissance
ENG 455	Advanced Critical Theory
ENG 469	Teaching Creative Writing
ENG 470	Form/Theory: Creative Writing
ENG 480	Special Topics (when so designated by the chair)
ENG 481	Special Topics (when so designated by the chair)
ENG 482	Special Topics (when so designated by the chair)
ENG 483	Special Topics (when so designated by the chair)
ENG 485	Independent Study (when so designated by the chair)
ENG 486	Independent Study (when so designated by the chair)
ENG 487	Independent Study (when so designated by the chair)
ENG 488	Independent Study (when so designated by the chair)

English Electives 6

(choose from any 200-, 300-, or 400-level ENG classes)

****Within major requirements, students must take a Literary Studies course with a focus pre-1914; choose from:**

ENG 409	Milton
ENG 410	Shaks Com, Tragi & Rom
ENG 411	Chaucer
ENG 412	Shaks Hist & Tragedies
ENG 414	19th C British Novel
ENG 415	Victorian Poetry
ENG 416	Victorian Nonfiction
ENG 421	American Lit to 1830
ENG 422	American Lit 1830-1865
ENG 423	American Lit 1865-1914
ENG 436	Medieval British Lit
ENG 447	British Romantic Poets
ENG 450	World Lit to Renaissance
ENG 480	Special Topics (when so designated by the chair)
ENG 481	Special Topics (when so designated by the chair)
ENG 482	Special Topics (when so designated by the chair)
ENG 483	Special Topics (when so designated by the chair)

Major Information

- The total number of free electives will depend on the amount of double and triple counting of requirements. Core II and COLA requirements may not be double counted.
- See course attributes each semester for courses that meet multiple requirements.
- Questions about requirements should be directed to your English Department advisor (304-696-6600) or to the College of Liberal Arts (304-696-2350).
- 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, all ENG courses for the major, and all foreign language courses.
- Minimum of 120 hours to graduate.
- No more than six hours of 200-level may count toward the BA degree in Literary Studies.
- Literary Studies majors who carefully select courses can earn a double major in Creative Writing by taking only 4 additional Creative Writing classes. Meet with your advisor to plan your choices. - 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. - 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

***Students must take a Literary Studies course with a focus pre-1914.**

Semester Plan

First Year
First Semester
ENG 101 Beginning Composition 3
FYS 100 First Yr Sem Critical Thinking 3
Core II Social Science 3
COLA Social Science 3
CMM 103 Fund Speech-Communication 3
UNI 100 Freshman First Class 1
Credit Hours 16

Second Semester
Core II Humanities 3
ENG 200 Texting the World(CT) (recommended)
ENG 201 Advanced Composition 3
Core I Critical Thinking 3
MTH 121 Concepts and Applications (CT) 3
Core II Fine Arts 3
Credit Hours 15

Second Year
First Semester
ENG 350 Intro to Textual Analysis 3
Core II Physical/Natural Science 4
Foreign Language 101 3
ENG COLA Literature: Literary Studies 3

ENG COLA Literature: Literary Studies 3
Credit Hours 16

Second Semester
ENG 355 Intro to Critical Theory 3
COLA Humanities 3
ENG Literary Studies (400) 3
Foreign Language 102 3
COLA Physical/Natural Science 4
Credit Hours 16

Third Year
First Semester
American Literature 3
Individual Author 3
COLA Social Science 3
Foreign Language 203 3
ENG English Elective (300/400) 3
Credit Hours 15

Second Semester
Diversity Literature 3
British Literature 3
COLA Social Science 3
Foreign Language 204 3
Free Elective 3
Credit Hours 15

Fourth Year
First Semester
ENG English Elective (300/400) 3
COLA International 3
COLA Multicultural 3
Free Elective 3
Free Elective 3
Credit Hours 15

Second Semester
ENG 499 Senior Capstone (C) 3
Multicultural/International 3
Free Elective 3
Free Elective 3
Credit Hours 12

Total Credit Hours 120

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

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

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

College: Science Department/Division: Natural Resources and Environmental Sciences

Contact Person: Dr Mindy Yeager-Armstead Phone: 3046962923

ACTION REQUESTED:

Check action requested: X Addition ____Deletion ____Change

Name of Major (provide code if this is an existing major): Specialty Agriculture, BS SA10

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

RATIONALE:

The intent to plan for the Specialty Agriculture major was for a stand alone major in a Specialty Agriculture degree program. The program and major paperwork was not submitted correctly and the major was created under the NRRM degree program. The major under NRRM should be deleted and a major under the new Specialty Agriculture program should be added.

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

Please see the attached documentation.

Curriculum updated to current course titles and alpha values which have been changed since the Intent to plan was 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: Mindy Yeager-Armstead Date: 2/23/2024

Registrar: Sonya M C 01.9999 Date: 2/23/2024

College Dean: a Mummert Date: 2.25.2024

College Curriculum Chair: Date: 2.28.2024

University Curriculum Committee Chair: Jonathan Kozar Date: 03/20/24

Faculty Senate Chair: Date:

VP Academic Affairs/VP Health Science Date:

Program Mission:

The mission of the Specialty Agriculture Program is to expand educational opportunities in agricultural and management techniques, based on scientific and technological advances, which improve agricultural yields and small farmer success in the impoverished Appalachian Region. These realized benefits will improve regional conditions including ecological, economic, nutrition and overall quality of life. The purpose of this program directly supports Marshall University's mission to offer a wide range of high quality, affordable, and accessible undergraduate programs that prepares to students to think, learn, work and live in an evolving global society. Our department's applied and integrated teaching/learning philosophy facilitates critical thinking and translation of academic experiences to real-world applications directly supporting the College of Science mission to develop scientific and technologically trained students essential to our nation's health and prosperity in a changing world. The proposed program meets this goal, and the university's mission for preparing students for a global society as sustainable agriculture becomes a global initiative. Further, the proposed program will improve the quality of life in the community and the region by providing increased nutritional availability in a demonstrated food desert and improving economic opportunities and outcomes.

Program Features

Program Catalog Description and Curriculum

Specialty Agriculture in this context refers to sustainable, high-yield agriculture that can be economically sustainable in mountainous regions and small land areas. The Bachelor of Science in Specialty Agriculture provides educational opportunities in agriculture, agribusiness, and agrotourism, covering both traditional and sustainable agricultural sciences. New and emerging technologies for high-yield and specialty agriculture are emphasized, as they will improve agribusiness outcomes for smaller farms that are characteristic of the region. The focus of the major includes, but is not limited to, the agricultural aspects of greenhouse production, hydroponics, precision farming, urban agriculture, community gardens, and specialty crop production.

Program Learning Outcomes

Consistent with NRE's learning objectives, Specialty Agriculture's learning targets are developed from both general and discipline-specific activities as shown in Table 1. The approved departmental learning objectives are initially assessed in the required critical thinking course NRE 120 Discussions in Environmental Science by project evaluation consistent with the department's experiential learning focus. A Specialty Agricultures discipline-specific learning objective will be assessed in NRE 200 Introduction to Agriculture utilizing course assignments and exams. The secondary assessments for NRE Learning Outcomes are evaluated upon program completion in the capstone courses NRE 470 and NRE 490 utilizing in-class assignments, journal entries, and the final project and presentation. The secondary assessment endpoint for the Specialty Agriculture program will be evaluated in NRE 402 Sustainable Agriculture and in the required culminating internship experience. Evaluation will be made through a project which demonstrates both traits of Technology and Information Aptitude and Problem-Solving and Decision-Making Skills. Specific measurement goals and expectations are defined in Table 1 with the expectation that 70% of students will meet Capstone status upon completion of the program.

Additional Program Outcomes: Indicate outcomes the program expects to achieve in addition to student learning. These outcomes may be related to outreach, service, faculty, etc.

Marshall University received Non-Land Grant College of Agriculture certification through National Institute for Food and Agriculture (NIFA) in October 2020 through the addition of the Specialty Agriculture major earlier in the year. This certification opens up additional funding opportunities to the university through NIFA capacity-building grants specifically for NLGCA institutions. This funding can be utilized for educational, research, and outreach opportunities. NRE has already leveraged this status to apply for an NLGCA grant with community partners including the MU Sustainability Department, Robert C. Byrd Institute, Coalfield Development's Refresh Appalachia, and Southern WV Community and Technical College.

Outreach and experiential learning are key components of the program as well. Several of the new courses developed specifically for the major require service experiences at local and regional agricultural enterprises and organizations. With the leadership of community partner Unlimited Futures, Inc., NRE and the MU Sustainability Department have also secured funding for training and certification in composting for three faculty/staff within these organizations. Their training can be used to provide educational opportunities for students at the new compost facility at University Heights and outreach opportunities for students within the Fairfield community's newly developed urban gardening programs.

Admissions and Performance Standards

Students must meet university and College of Science admission standards; there are no additional requirements for the major. Students may be enrolled full-time or part-time for completion of degree requirements. Upon admission to the program, it is expected that students will meet Introductory performance levels.

Program Requirements

Curriculum of the Specialty Agriculture Program is shown below. Specific features of the program include the diversity of specification available to students utilizing in-place resources at Marshall University. This strategy maximizes course delivery efficiency and student learning potential. Courses specific to the program are indicated with an asterisks. They have already been approved by the University Curriculum Committee and developed per the adoption of the Specialty Agriculture major which is being transitioned to a program.

Curriculum

General Education……..30 hours

Core I

FYS 100 – First Year Seminar (3)

Critical Thinking (6) – Requirement is met by NRE Core Courses NRE 120 – Discussion in Environmental Science and NRE 220 – Human Dimensions of Natural Resources.

Core II

ENG 101 – Beginning Composition (3)

ENG 201 – Advanced Composition (3)

CMM 103 – Fundamentals of Speech Communication (3)

Core II Math (3 hours) – Requirement is met by NRE Core Course MTH 140 – Applied Calculus or MTH 229 – Calculus with Analytic Geometry I

Core II Humanities (3 hours)

Core II Social Science (3 hours) – Students are recommended to take GEO 222 – Global Environmental Issues to meet this requirement.

Core II Fine Arts (3 hours)

Core II Physical/Natural Science (3 hours) – Requirement is met by major-specific requirement BSC 120 – Principles of Biology I.

Additional University Requirements

Writing Intensive (6 hours) – Students are recommended to take GEO 222 – Global Environmental Issues to meet 3 hours of this requirement.

Multicultural or International (3 hours) – Students are recommended to take GEO 222 –Global Environmental Issues to meet this requirement.

Department Requirements……22-24 hours

CIT 150 – Spreadsheet and Database Principles (3)

MTH 140 – Applied Calculus (3) or MTH 229 – Calculus with Analytic Geometry I (5)

NRE 120 – Discussion in Environmental Science (3)

NRE 220 – Human Dimensions of Natural Resources (3)

NRE 490 – Environmental Science/Natural Resources and Recreation Management Capstone Preparation (3)

NRE 470 – Environmental Science Internship (3) or NRE 491 – Environmental Science Senior Capstone (3)

NRRM 200 – Analytical Methods: Statistics (4)

Major-Specific Requirements……..……..54 hours

BSC 120 – Principles of Biology I (3)

BSC 120L – Principles of Biology I Lab (1)

BSC 121 – Principles of Biology II (3)

BSC 121L – Principles of Biology II Lab (1)

CHM 211 – Principles of Chemistry I (3)

CHM 212 – Principles of Chemistry II (3)

CHM 217 – Principles of Chemistry I Lab (2)

CHM 218 – Principles of Chemistry II Lab (2)

ENT 250 – Introduction to Entrepreneurship (3)

MGT 320 – Principles in Management (3)

NRE 322 – Assessment I: Terrestrial Ecosystems (4)

NRE 323 – Assessment II: Aquatic Ecosystems (4)

NRE 200 - Introduction to Agriculture (3)

NRE 300 - Principles of Soil Science (3)

NRE 301 - Principles of Soil Science Lab (2)

NRE 302 - Animal Production (3)

NRE 401 - Horticulture (4)

NRE 402 - Sustainable Agriculture (3)

NRE 403 - Agricultural Entomology (4)

Major-Specific Electives…….…….12-14 hours

In consultation with the NRE/COS advisors, students will select electives from Marshall University offerings best suited to prepare students to apply for the following fields or professional credentials: nutrient management certification, outreach and education, agritourism, agribusiness, soil science professional, soil health, food security, animal production, and crop production. The student will select these electives in consultation with NRE/COS advisors to reach to 120 credit hours required for graduation. Additional electives may be used to satisfy general education requirements (e.g., writing intensive). A minimum of 40 hours must be 300-400 level courses. Below is a list of courses that could be considered; however, the list is not exhaustive and other courses can be considered based on consultation between the student and NRE/COS advisors.

Nutrient Management

GEO 101 – Physical Geography (4)
GEO 222 – Global and Environmental Issues (3)
GLY 455 – Hydrogeology (3)
NRE 423 – GIS and Data Systems (3)
NRE 425 – Water Policy and Regulation (3)
NRE 400 - Soil Fertility/Plant Nutrition (4)

Soil Health / Soil Science

BSC 320 – Principles of Ecology (4)
BSC 445 – Microbial Ecology (3)
GEO 101 – Physical Geography (4)
GLY 200 – Physical Geology (3)
GLY 314 – Mineralogy (4)
GLY 455 – Hydrogeology (3)
NRE 423 – GIS and Data Systems (3)
NRE 400 - Soil Fertility/Plant Nutrition (4)

Food Security

DTS 202 – Introductory Foods (4)
DTS 210 – Nutrition (3)
DTS 301 – Foodservice Safety and Systems Management I (4)
DTS 302 – Foodservice Safety and Systems Management II (4)
DTS 410 – Cross-Cultural Foods (3)
GEO 222 – Global and Environmental Issues (3)
HST 390 – Food in World History (3)
HST 392 – Food and the City since 1800 (3)

Animal Production

BSC 301 – Vertebrate Embryology (4)
BSC 302 – Principles of Microbiology (3)
BSC 320 – Principles of Ecology (4)
BSC 322 – Principles of Cell Biology (4)
BSC 324 – Principles of Genetics (4)
BSC 401 – Ichthyology (4)
BSC 408 – Ornithology (4)
BSC 409 – Mammalogy (4)
BSC 422 – Animal Physiology (4)
BSC 424 – Animal Parasitology (4)
GEO 222 – Global and Environmental Issues (3)
HST 392 – Food and the City Since 1800 (3)
NRE 425 – Water Policy and Regulation (3)

Crop Production

BSC 302 – Principles of Microbiology (3)
BSC 320 – Principles of Ecology (4)

BSC 322 – Principles of Cell Biology (4)
BSC 324 – Principles of Genetics (4)
BSC 416 – Plant Taxonomy (4)
BSC 420 – Plant Physiology (3)
BSC 430 – Plant Ecology (4)
GEO 222 – Global and Environmental Issues (3)
HST 392 – Food and the City since 1800 (3)
NRE 425 – Water Policy and Regulation (3)
NRE 400 - Soil Fertility/Plant Nutrition (4)

Agritourism

ENT 220 – Creativity and Innovation (3)
MKT 231 – Principles of Selling (3)
MKT 340 – Marketing Concepts and Applications (3)
NRRM 360 – Tourism Planning and Management (3)
NRRM 362 – Ecotourism: Admin and Mgmt (3)

Education and Outreach

CI 248 – Introduction to Science for Elementary Educators (3)
EDF 201 – Educational Psychology and the Developing Learner (3)
GEO 222 – Global and Environmental Issues (3)
NRRM 231 – Nature Study (3)
NRRM 310 - Environmental Interpretation (3)
NRRM 311 – Introduction to Environmental Education (3)

Agribusiness

DTS 202 – Introductory Foods (4)
HST 390 – Food and the City since 1800 (3)
MKT 231 – Principles of Selling (3)
MKT 340 – Marketing Concepts and Applications (3)

Courses added specifically for the Specialty Agriculture major include NRE 200 Introduction to Agriculture, NRE 300 Principles of Soil Science, NRE 301 Principles of Soil Science Lab, NRE 302 Animal Production, NRE 400 Soil Fertility/Plant Nutrition, NRE 401 Horticulture, NRE 402 Sustainable Agriculture, and NRE 403 Agricultural Entomology.

Program Delivery

Instructional delivery will be consistent with NRE's experiential learning focus and will include face-to-face lecture, laboratory, and internship/field experiences at campus greenhouses, University Heights facilities, and off-site with local and regional agricultural partners. Instruction will take place on campus in College of Science classrooms and laboratory space including: Science Building and Greenhouse, Weisburg Applied Engineering Complex, Smith Hall, Harris Hall, Morrow Library or other buildings as assigned. Additional experiential learning opportunities will be completed at Marshall University's University Heights facility located on Route 60 East approximately 4.5 miles from the main campus. An internship is required for completion of the program. The internship can be completed on-site at MU's University Heights facility or with external facilities, such as West Edge Factory/Coalfield Development facility or other approved facilities.

Resources

Allied Market Research, Global Ecotourism Market to generate $104 Billion by 2027. https://www.globenewswire.com/news-release/2021/01/18/2160003/0/en/Global-Ecotourism-Market-to-Generate-103-8-Billion-by-2027-AMR.html. Published Jan 18, 2021, Accessed October 11, 2021

Appalachian Regional Commission. 2018. College Completion Rates in Appalachia, 2012-2016.

Appalachian Regional Commission. 2018. County Economic Status in Appalachia, FY 2019.

Cook, R. (2019, May 22). Ranking of States with the Most Farms. Retrieved from http://beef2live.com/story-states-farms-ranking-1-50-154-113143

Cook, R. (2019, May 24). Ranking of States with the Largest Farms. Retrieved from http://beef2live.com/story-states-largest-farms-ranking-1-50-0-113148

Dohlman, Erik, James Hansen, and David Boussios. 2020. "USDA Agricultural Projections to 2029." USDA. https://www.ers.usda.gov/publications/pub-details/?pubid=95911.

Grandview Research. October 2021. Hydroponics Market Size, Share & Trends Analysis Report By Type (Aggregate Systems, Liquid Systems), By Crops (Tomatoes, Lettuce, Peppers, Cucumbers, Herbs), By Region, And Segment Forecasts, 2021 – 2028 Report ID: GVR-4-68038-162-7. Website accessed October 9, 2021. https://www.grandviewresearch.com/industry-analysis/hydroponics-market

Markets and Markets. January 2021. Hydroponics Market. http://www.marketsandmarkets.com/Market-Reports/hydroponic-market-94055021.html. Website accessed October 8, 2021.

Modor Intelligence, April 2021. Hydroponics Market-Growth, Trends, COVID-19 Impact and Forecasts (2021 - 2026), Report ID: 4703410 https://www.researchandmarkets.com/reports/4703410/hydroponics-market-growth-trends-covid 9?utm_source=dynamic&utm_medium=BW&utm_code=njbmrl&utm_campaign=1379308+-+2020+Hydroponics+Market%3a+Growth%2c+Trends+and+Outlook&utm_exec=joca220bwd

Parr, D., Trexler, C., Khanna, N., Battisti, B. (2007). Designing sustainable agriculture education: Academics' suggestions for an undergraduate curriculum at a land grant university. Agriculture and Human Values, 24, 523-533.

Smith-Hollins, C., Elbert, C., Baggette, C., Wallace, S. (2015). Factors Influencing Enrollment in Colleges of Agriculture: Perspectives of Students in 1862 Land Grant Institutions. North American Colleges and Teachers of Agriculture. Retrieved from https://www.nactateachers.org/index.php/volume-59-num-4-december-2015/2349- factors-influencing-enrollment-in-colleges-of-agriculture-perspectives-of-students-in- 1862-land-grant-institutions

Tregeagle, D. 2020. Specialty Crops in 2020: COVID-19 and Other Challenges. NC State Economist.

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

Request for Undergraduate Addition, Deletion, or Change of a Degree Program

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: Science Department/Division: Natrual Resources and Environmental Sciences

Contact Person: Dr Mindy Yeager-Armstead Phone: 3046962923

ACTION REQUESTED:

Check action requested: x Addition ____ Deletion ____ Change

Name of Degree program (provide code if this is an existing program): Specialty Agriculture

If this request is for a Degree Program addition, please indicate if the Board of Governors has approved the Intent to Plan for this program? x Yes 2022.10.31 Enter date of approval ____ No ____ N/A

RATIONALE:

The undergraduate Specialty Agriculture program will provide educational opportunities in agriculture, agribusiness, and natural resource management; will cover both traditional and sustainable agricultural sciences; and will emphasize new and emerging technologies for high yield and specialty agriculture that will improve agribusiness outcomes for smaller farms characteristic of the region. Specialty Agriculture in this context refers to sustainable, high-yield agriculture that is economically sustainable in mountainous regions and small land areas. It will include, but is not limited to, the agricultural aspects of greenhouse production, hydroponics, precision farming, urban agriculture, community gardens, and specialty crop production. The concept of Specialty Agriculture includes technological advances improving yield as well as business and marketing practices supporting the small farmer.

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

Please see the attached documentation.

NOTIFICATION REQUIREMENTS:

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

1. **Statement of Non-Duplication:** If this degree program will be similar in title or content to an existing degree program 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: Mindy Yeager-Armstead Date: 2/23/2024

Registrar: Sonja A C Date:

College Dean: a Mummert Date: 2.25.2024

College Curriculum Chair: Date: 2.28.2024

University Curriculum Committee Chair: Jonathan Kozar Date: 03/20/24

Faculty Senate Chair: Date:

VP Academic Affairs/VP Health Science: Date:

ACADEMIC PLANNING COMMITTEE
RECOMMENDATION

SR 22-23-10 APC

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

RATIONALE:

The Intent to Plan document proposing a Bachelor of Science in Specialty Agriculture to be offered by the College of Science at Marshall University was approved by the Academic Planning Committee (APC). APC members believe that the proposed program has the potential to increase academic/employment opportunities for Marshall University students.

The creation of the new undergraduate program is the result of assigning a specific CIP code to an existing major and offering it as a Bachelor of Science degree in the Department of Natural Resources and Environment. The new degree maximizes the use of existing resources at Marshall University. No start-up funds will be required as the major is already offered. Ultimately 1 full-time faculty and 1 adjunct will be required.

The Hanover market research report shows labor demand is expected to grow for specialty agriculture. The targeted students are within a 100-mile radius of Marshall University. The program specializes in teaching low-area high-yield agricultural practices, agribusiness, and resource management. It emphasizes new and emerging technologies for specialty agriculture that will improve agribusiness outcomes for smaller farms characteristic of the region. The APC feels that the program will add to Marshall University's enrollment and provide potential students with a high-quality, education that will enhance their success in a variety of career paths.

FACULTY SENATE CHAIR:

APPROVED BY THE FACULTY SENATE: _____ DATE: 10/20/2022

DISAPPROVED BY THE FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: 10/31/22

DISAPPROVED: _____ DATE: _____

Undergraduate Intent to Plan

Bachelor of Science in Specialty Agriculture

Department of Natural Resources and Environment

College of Science

Marshall University

Proposed Implementation Date: Fall 2023

Contact Persons:

Dr. Autumn Starcher
starcher29@marshall.edu

Dr. Mindy Armstead
m.armstead@marshall.edu

September 17, 2022

Undergraduate Intent to Plan:
Bachelor of Science in Specialty Agriculture

Brief Summary of Program

- This Intent to Plan is submitted subsequent to the establishment of a Specialty Agriculture major in the Department of Natural Resources and the Environment in the Fall 2021. Upon realization that the Classification of Instructional Program Code (CIP) for Natural Resources and Agricultures were sufficiently different and may impact marketing, a more specific stand-alone program within the Department of Natural Resources and Environment is requested with the **CIP code 01.9999 Agriculture, Agriculture Operations, and Related Sciences, Other**.

- This Intent to Plan seeks to establish an undergraduate degree program in Specialty Agriculture to provide educational opportunities in agriculture, agribusiness, and natural resource management to students from the economically distressed Appalachian region.

- This program will cover both traditional and sustainable agricultural sciences and will emphasize new and emerging technologies for high yield and specialty agriculture that will improve agribusiness outcomes for smaller farms characteristic of the region.

- The program capitalizes on in-place resources at Marshall University and the global trend toward utilization of sustainable agricultural practices to fulfill our university mission offering high quality, affordable and accessible undergraduate education that contributes to the quality of life in the region.

- Our program, focused on sustainable, high-yield agriculture that can be economically sustainable in mountainous regions and small land areas, will target students from the distressed rural region. The area within 100-mile radius from Marshall University has both low college completion rates as and a high number of small farms. The introduction of technological advances in farming and food production with entrepreneurial and business principles can improve individual and regional economic potential with cascading benefits.

- The attached Academic Program Assessment prepared by Hanover Research (March 2022) finds a favorable demand for graduates from the program in the local labor market and recommends moving forward with the program.

Program Description

The undergraduate Specialty Agriculture program will provide educational opportunities in agriculture, agribusiness, and natural resource management; will cover both traditional and sustainable agricultural sciences; and will emphasize new and emerging technologies for high yield and specialty agriculture that will improve agribusiness outcomes for smaller farms characteristic of the region. Specialty Agriculture in this context refers to sustainable, high-yield agriculture that is economically sustainable in mountainous regions and small land areas. It will include, but is not limited to, the agricultural aspects of greenhouse production, hydroponics, precision farming, urban agriculture, community gardens, and specialty crop production. The concept of Specialty Agriculture includes technological advances improving yield as well as business and marketing practices supporting the small farmer.

Advances in urban agriculture, hydroponics, high-yield production, year-round production and other aspects of technology in food production have not been widely introduced in the rural areas of the Appalachian region. This area, traditionally undereducated, poor and unwilling or unable to travel great distances for educational opportunities, offers a unique educational challenge. Through the development of the Specialty Agriculture baccalaureate degree program focusing on the unique challenges of the region with respect to agriculture and agribusiness, we can lead the region to a more prosperous future while also contributing to the development of a

healthy, sustainable food supply for the region. Globally, small farms are being transformed into powerhouses as the world is turning to sustainable farming practices. This combination of events offers a unique opportunity for the region to transition to sustainable economic development in specialty agriculture. As the limitations of large farms and "big agriculture" become more apparent, this model for education in sustainable regional agriculture can be more broadly applied for educating a diverse and qualified workforce in other regions as well. This is the rationale for introducing the Specialty Agriculture Program at Marshall University. As described below, the specifics of such a program are complementary to in-place university programs and facilities, and a Specialty Agriculture major has already moved through the university approval process. This major was launched in Fall 2021 semester with 7 students entering the major despite our inability to market the launch as planned due to Covid-19.

Having already surveyed the faculty expertise and courses offered, we find that much of the expertise and curriculum for a specialty agriculture baccalaureate degree is already in place at Marshall University. All of the core academic requirements are in place including the sciences such as biology, geology, chemistry, and physics necessary for building a STEM program such as agriculture. Closely tied with agriculture and including sustainability, our Department of Natural Resources and the Environment includes courses on resource management, terrestrial systems, technology foundations, instrumentation, statistics and natural resource management. Our Biology Department offers supporting courses in plant physiology, ecology and taxonomy, as well as general ecology, conservation, and genetics. The Departments of Economics, Management and Marketing offer expertise in small business management, human resources, entrepreneurship, leadership and many aspects of sustainability. Prior to the major's approval in summer 2020, faculty and course offerings needed to only be complemented with a few agriculture courses to meet the needs of the program. Examples of new courses developed include introduction to agriculture, soil science, horticulture, agricultural entomology, animal production, and sustainable agriculture. Additional specialty topics will be developed to meet the educational and career needs of the students as university facilities and resources, as well as regional partnerships, grow. Specific course additions are described in the "Curriculum" section below. Additionally, collaborations with referenced departments and permissions for course inclusions in the specialty agriculture curriculum were developed and approved previously when the major was added.

The target audience for this degree is students in West Virginia, Ohio, and Kentucky within a 100-mile radius from campus with an interest in pursuing a degree in agriculture but who were unlikely to travel to larger agricultural schools in West Virginia and surrounding states due to their current ties to the land. This is consistent with the current student body – 87% of Marshall students are from within West Virginia or within a 100-mile radius of the school. These areas are considered distressed or at risk in terms of economic opportunities, and there are many small farms in this region struggling to make ends meet (Appalachian Regional Commission, 2018). Additionally, these areas have abysmal college completion rates, many at a fraction of the national average (Appalachian Regional Commission, 2018). The low college completion rates from the distressed rural areas, coupled with the number of farms in those areas, speaks to the poor participation of these individuals in post-secondary education in general and in the food, agriculture, natural resources, and human (FANH) sciences specifically. There are two types of potential students who could benefit from our proposed program. Some graduating seniors are already involved in agriculture through family endeavors. These individuals may not have the opportunity to move hours from home to pursue post-secondary education but would benefit from additional knowledge in agriculture, agribusiness, technology, and other opportunities to enhance and grow a struggling farm. The second potential student opportunity is retraining and redeveloping the workforce from the natural resource extraction industry to one of sustainable economic development through agriculture and natural resource management. For these persons, who have ties to the region but little or no experience with FANH sciences, our proposed program offers improvements to their own quality of life and brings economic opportunity to an impoverished region where they choose to live. Serving the needs of these students and fulfilling the mission of Marshall University, to offer high quality, affordable and accessible undergraduate education that contributes to the quality of life in the region, are the goals of this program addition.

Program Mission:

The mission of the Specialty Agriculture Program is to expand educational opportunities in agricultural and management techniques, based on scientific and technological advances, which improve agricultural yields and small farmer success in the impoverished Appalachian Region. These realized benefits will improve regional conditions including ecological, economic, nutrition and overall quality of life. The purpose of this program directly supports Marshall University's mission to offer a wide range of high quality, affordable, and accessible undergraduate programs that prepares to students to think, learn, work and live in an evolving global society. Our department's applied and integrated teaching/learning philosophy facilitates critical thinking and translation of academic experiences to real-world applications directly supporting the College of Science mission to develop scientific and technologically trained students essential to our nation's health and prosperity in a changing world. The proposed program meets this goal, and the university's mission for preparing students for a global society as sustainable agriculture becomes a global initiative. Further, the proposed program will improve the quality of life in the community and the region by providing increased nutritional availability in a demonstrated food desert and improving economic opportunities and outcomes.

Program Features

Program Catalog Description and Curriculum

Specialty Agriculture in this context refers to sustainable, high-yield agriculture that can be economically sustainable in mountainous regions and small land areas. The Bachelor of Science in Specialty Agriculture provides educational opportunities in agriculture, agribusiness, and agrotourism, covering both traditional and sustainable agricultural sciences. New and emerging technologies for high yield and specialty agriculture are emphasized, as they will improve agribusiness outcomes for smaller farms that are characteristic of the region. Focus of the major includes, but is not limited to, the agricultural aspects of greenhouse production, hydroponics, precision farming, urban agriculture, community gardens, and specialty crop production.

Program Learning Outcomes

Consistent with NRE's learning objectives, Specialty Agriculture's learning targets are developed from both general and discipline specific activities as shown in Table 1. The approved departmental learning objectives are initially assessed in the required critical thinking course NRE 120 Discussions in Environmental Science by project evaluation consistent with the department's experiential learning focus. A Specialty Agricultures discipline specific learning objective will be assessed in NRE 200 Introduction to Agriculture utilizing course assignments and exams. The secondary assessments for NRE Learning Outcomes are evaluated upon program completion in the capstone courses NRE 470 and NRE 490 utilizing in-class assignments, journal entries, and the final project and presentation. The secondary assessment endpoint for the Specialty Agriculture program will be evaluated in NRE 402 Sustainable Agriculture and in the required culminating internship experience. Evaluation will be made through a project which demonstrates both traits of Technology and Information Aptitude and Problem-Solving and Decision-Making Skills. Specific measurement goals and expectations are defined in Table 1 with the expectation that 70% of students will meet Capstone status upon completion of the program.

Additional Program Outcomes: Indicate outcomes the program expects to achieve in addition to student learning. These outcomes may be related to outreach, service, faculty, etc.

Marshall University received Non-Land Grant College of Agriculture certification through National Institute for Food and Agriculture (NIFA) in October 2020 through the addition of the Specialty Agriculture major earlier in the year. This certification opens up additional funding opportunities to the university through NIFA capacity building grants specifically for NLGCA institutions. This funding can be utilized for educational, research, and outreach opportunities. NRE has already leveraged this status to apply for an NLGCA grant with community partners including the MU Sustainability Department, Robert C. Byrd Institute, Coalfield Development's Refresh Appalachia, and Southern WV Community and Technical College.

Outreach and experiential learning are key components of the program as well. Several of the new courses developed specifically for the major require service experiences at local and regional agricultural enterprises and organizations. With the leadership of community partner Unlimited Futures, Inc., NRE and the MU Sustainability Department have also secured funding for training and certification in composting for three faculty/staff within these organizations. Their training can be used to provide educational opportunities for students at the new compost facility at University Heights and outreach opportunities for students within the Fairfield community's newly developed urban gardening programs.

Admissions and Performance Standards

Students must meet university and College of Science admission standards; there are no additional requirements for the major. Students may be enrolled full-time or part-time for completion of degree requirements. Upon admission to the program, it is expected that students will meet Introductory performance levels.

Program Requirements

Curriculum of the Specialty Agriculture Program is shown below. Specific features of the program include the diversity of specification available to students utilizing in-place resources at Marshall University. This strategy maximizes course delivery efficiency and student learning potential. Courses specific to the program are indicated with an asterisks. They have already been approved by the University Curriculum Committee and developed per the adoption of the Specialty Agriculture major which is being transitioned to a program.

Curriculum

General Education……..30 hours

- Core I
  - FYS 100 – First Year Seminar (3)
  - Critical Thinking (6) – Requirement is met by NRE Core Courses NRE 120 – Discussion in Environmental Science and NRE 220 – Human Dimensions of Natural Resources.
- Core II
  - ENG 101 – Beginning Composition (3)
  - ENG 201 – Advanced Composition (3)
  - CMM 103 – Fundamentals of Speech Communication (3)
  - Core II Math (3 hours) – Requirement is met by NRE Core Course MTH 140 – Applied Calculus or MTH 229 – Calculus with Analytic Geometry I
  - Core II Humanities (3 hours)
  - Core II Social Science (3 hours) – Students are recommended to take GEO 222 – Global Environmental Issues to meet this requirement.
  - Core II Fine Arts (3 hours)
  - Core II Physical/Natural Science (3 hours) – Requirement is met by major-specific requirement BSC 120 – Principles of Biology I.
- Additional University Requirements
  - Writing Intensive (6 hours) – Students are recommended to take GEO 222 – Global Environmental Issues to meet 3 hours of this requirement.
  - Multicultural or International (3 hours) – Students are recommended to take GEO 222 –Global Environmental Issues to meet this requirement.

Department Requirements……22-24 hours

- IST 150 – Spreadsheet and Database Principles (3)
- MTH 140 – Applied Calculus (3) or MTH 229 – Calculus with Analytic Geometry I (5)
- NRE 120 – Discussion in Environmental Science (3)

NRE 220 – Human Dimensions of Natural Resources (3)
NRE 490 – Environmental Science/Natural Resources and Recreation Management Capstone Preparation (3)
NRE 470 – Environmental Science Internship (3) or NRE 491 – Environmental Science Senior Capstone (3)
NRRM 200 – Analytical Methods: Statistics (4)

Major-Specific Requirements……..……..54 hours

BSC 120 – Principles of Biology I (4)
BSC 121 – Principles of Biology II (4)
CHM 211 – Principles of Chemistry I (3)
CHM 212 – Principles of Chemistry II (3)
CHM 217 – Principles of Chemistry I Lab (2)
CHM 218 – Principles of Chemistry II Lab (2)
ENT 360 – Introduction to Entrepreneurship (3)
MGT 320 – Principles in Management (3)
NRE 322 – Assessment I: Terrestrial Ecosystems (4)
NRE 323 – Assessment II: Aquatic Ecosystems (4)
NRE 200 - Introduction to Agriculture (3)
NRE 300 - Principles of Soil Science (3)
NRE 301 - Principles of Soil Science Lab (2)
NRE 302 - Animal Production (3)
NRE 401 - Horticulture (4)
NRE 402 - Sustainable Agriculture (3)
NRE 403 - Agricultural Entomology (4)

Major-Specific Electives…….…….12-14 hours

In consultation with the NRE/COS advisors, students will select electives from Marshall University offerings best suited to prepare students to apply for the following fields or professional credentials: nutrient management certification, outreach and education, agritourism, agribusiness, soil science professional, soil health, food security, animal production, and crop production. The student will select these electives in consultation with NRE/COS advisors to reach to 120 credit hours required for graduation. Additional electives may be used to satisfy general education requirements (e.g., writing intensive). A minimum of 40 hours must be 300-400 level courses. Below is a list of courses that could be considered; however, the list is not exhaustive and other courses can be considered based on consultation between the student and NRE/COS advisors.

Nutrient Management

GEO 101 – Physical Geography (4)
GEO 222 – Global and Environmental Issues (3)
GLY 455 – Hydrogeology (3)
NRE 423 – GIS and Data Systems (3)
NRE 425 – Water Policy and Regulation (3)
NRE 400 - Soil Fertility/Plant Nutrition (4)

Soil Health / Soil Science

BSC 320 – Principles of Ecology (4)
BSC 445 – Microbial Ecology (3)
BSC 446 – Microbial Ecology Lab (2)
GEO 101 – Physical Geography (4)
GLY 200 – Physical Geology (3)
GLY 314 – Mineralogy (4)
GLY 455 – Hydrogeology (3)

NRE 423 – GIS and Data Systems (3)
NRE 400 - Soil Fertility/Plant Nutrition (4)

Food Security

DTS 202 – Introduction to Foods (4)
DTS 210 – Nutrition (3)
DTS 301 – Foodservice Safety and Systems Management I (4)
DTS 302 – Foodservice Safety and Systems Management II (4)
DTS 410 – Cross-Cultural Foods (3)
GEO 222 – Global and Environmental Issues (3)
HST 390 – Food in World History (3)
HST 392 – Food Markets and Modernity (3)

Animal Production

BSC 301 – Vertebrate Embryology (4)
BSC 302 – Principles of Microbiology (3)
BSC 320 – Principles of Ecology (4)
BSC 322 – Principles of Cell Biology (4)
BSC 324 – Principles of Genetics (4)
BSC 401 – Ichthyology (4)
BSC 408 – Ornithology (4)
BSC 409 – Mammalogy (4)
BSC 422 – Animal Physiology (4)
BSC 424 – Animal Parasitology (4)
GEO 222 – Global and Environmental Issues (3)
HST 392 – Food Markets and Modernity (3)
NRE 425 – Water Policy and Regulation (3)

Crop Production

BSC 302 – Principles of Microbiology (3)
BSC 320 – Principles of Ecology (4)
BSC 322 – Principles of Cell Biology (4)
BSC 324 – Principles of Genetics (4)
BSC 416 – Plant Taxonomy (4)
BSC 420 – Plant Physiology (3)
BSC 430 – Plant Ecology (4)
GEO 222 – Global and Environmental Issues (3)
HST 392 – Food Markets and Modernity (3)
NRE 425 – Water Policy and Regulation (3)
NRE 400 - Soil Fertility/Plant Nutrition (4)

Agritourism

ENT 220 – Creativity and Innovation (3)
MGT 231 – Principles of Selling (3)
MGT 340 – Marketing Concepts and Applications (3)
NRRM 360 – Tourism Planning and Management (3)
NRRM 362 – Ecotourism and Sustainable Development (3)

Education and Outreach

CI 248 – Introduction to Science for Elementary Educators (3)
EDF 201 – Educational Psychology and the Developing Learner (3)
GEO 222 – Global and Environmental Issues (3)
NRRM 231 – Nature Study (3)
NRRM 310 - Environmental Interpretation (3)
NRRM 311 – Introduction to Environmental Education (3)

Agribusiness

DTS 202 – Introduction to Foods (4)

HST 390 – Food Markets and Modernity (3)
MGT 231 – Principles of Selling (3)
MGT 340 – Marketing Concepts and Applications (3)

Courses added specifically for the Specialty Agriculture major include NRE 200 Introduction to Agriculture, NRE 300 Principles of Soil Science, NRE 301 Principles of Soil Science Lab, NRE 302 Animal Production, NRE 400 Soil Fertility/Plant Nutrition, NRE 401 Horticulture, NRE 402 Sustainable Agriculture, and NRE 403 Agricultural Entomology.

Program Delivery

Instructional delivery will be consistent with NRE's experiential learning focus and will include face-to-face lecture, laboratory, and internship/field experiences at campus greenhouses, University Heights facilities, and off-site with local and regional agricultural partners. Instruction will take place on campus in College of Science classrooms and laboratory space including: Science Building and Greenhouse, Weisburg Applied Engineering Complex, Smith Hall, Harris Hall, Morrow Library or other buildings as assigned. Additional experiential learning opportunities will be completed at Marshall University's University Heights facility located on Route 60 East approximately 4.5 miles from the main campus. An internship is required for completion of the program. The internship can be completed on-site at MU's University Heights facility or with external facilities, such as West Edge Factory/Coalfield Development facility or other approved facilities.

Program Need and Justification.

Introduction of a Specialty Agriculture program is directly responsive to Marshall University's Mission to contribute to the quality of life in the community, region and beyond through applied research, economic development, healthcare and cultural enrichment, and the College of Science mission to provide scientifically and technologically trained students essential to our nation's health and prosperity. The impoverished region surrounding our university has been identified as a food desert by the USDA which is a region that lacks access to fresh fruit and vegetables and other healthy nutritional alternatives. Education is needed to support agriculture and agribusiness to provide food and economic opportunity for this region.
Both the Specialty Agriculture Program and the NRE department's learning outcomes specifically align with the learning outcomes advanced by Marshall University's Baccalaureate Degree Profile as described in Table 2 which shows the relationship of each university Learning Objectives to those of the department and the program. Marshall University's Strategic Vision includes 5 Pillars, each of which is directly supported by the incorporation of a Specialty Agriculture Program as follows:

I. Rethink Student Success Guiding Principles – Provide for students the structures and experiences to achieve their highest levels of success by identifying our students' needs, preparedness, and demographics.

The Specialty Agriculture Program will bring the target demographic to their highest level of success by providing improvements in knowledge and skillsets regarding advanced agricultural practices and entrepreneurship. Through experiential learning and practice, students will improve outcomes individually and collectively in the region which will have benefits economically and for general health of the region.

II. Identify and Address Enrollment Realities Guiding Principles - Base decisions on the most recent, reliable data-driven trends and forecasts. Identify and adapt structures and processes to quickly respond to evolving challenges and opportunities in enrollment demographics.

The growing national trend toward specialty agriculture including specialty crop, farm-to-table, hydroponic and other high-yield agriculture for small farms, which are typical of our region, identifies an unserved demographic in the impoverished Appalachian region which is a recognized food desert. The target audience for this degree is

students in West Virginia, Ohio, and Kentucky within a 100-mile radius from campus with an interest in pursuing a degree in agriculture but are unlikely to travel to larger agricultural schools in West Virginia and surrounding states due to their current ties to the land. This is consistent with the current student body – 87% of Marshall students are from within West Virginia or within a 100-mile radius of the school. These areas have abysmal college completion rates, many at a fraction of the national average (Appalachian Regional Commission, 2018). The low college completion rates from the distressed rural areas, coupled with the number of farms in those areas, speaks to the poor participation of these youth in post-secondary education in general and in the food, agriculture, natural resources, and human (FANH) sciences specifically. There are approximately 5300 FFA members in WV high schools with 115 at Cabell Midland and over 100 at Wayne County High School when we investigate in 2020. Our proposed program is responsive to the needs of this underserved population.

III. Optimize Institutional Success Guiding Principles - Evaluate internal organizational units on the extent to which they work outside of their silos and hierarchies to promote the success of organizational units across the university. Ensure that each organizational unit promotes the success of students in attaining their intended goals. Fulfill expectations established by our Mission and Creed; by governing bodies and the University; and by federal, state, and accrediting agencies. Exercise responsible, creative, data-driven resource management.

The Department of Natural Resources and the Environment and the proposed Specialty Agriculture program fully integrates available resources at Marshall University by utilizing available course work in multiple departments, promoting collaboration across departments, and embracing student-centered program development. The proposed program utilizes courses from dietetics, nutrition, economics, marketing, entrepreneurship, biology, chemistry and others to provide broad coverage serving students' individual interests and maximizing cost-effective presentation of materials. This strategy, in addition to use of in-place resources such as the greenhouse and collaboration with the Sustainability Department, allows for program development with minimal expense and added resources.

IV. Advance Civic and Economic Progress Guiding Principles - Progressively leverage the full breadth of University structures to provide transformational change in the health, economy, and well-being of the community, state, region, and beyond. Strive to inspire the community through enhanced collaboration that promotes and offers a disciplinary and multidisciplinary pool of expertise. Promote the community and University relationship through a sense of collaboration, pride, and partnership.

The Specialty Agriculture program will specifically advance transformational change in the health, economy and well-being of the community, state, region, and beyond by increasing both available food alternatives in the defined food desert and economic opportunity in the impoverished region through increasing agricultural yield in the region.

V. Invigorate Creative and Applied Scholarship Guiding Principles - Invest in targeted creative and applied scholarship that promotes and focuses on student success. Identify and develop both traditional and non-traditional opportunities for scholarship by promoting scholarly partnerships across the full breadth of University structures. Encourage grant and/or externally funded research that specifically impacts our community and population and that also leads to greater movement nationally.

NRE is already working in collaboration with university and local partners, such as our own Sustainability Program and West Edge Factory/Coalfield Development to seek grants and external funding in support of Specialty Agriculture programs and projects. We plan to continue to broaden these efforts as the program is launched to promote these partnerships and advance opportunities for students.

Introduction of a Specialty Agriculture program will support the paramount goal of the Higher Education Policy Commissions statewide master plan by solidifying higher education as a means to success for West Virginians and an economic catalyst for the state by improving agricultural outcomes in the impoverished region. It will provide access to post-secondary education for traditional and non-traditional aged West Virginias from our target demographic, within 100-miles of Marshall University, and improve the potential for success of individual

agricultural ventures through the introduction of technology and innovation.

Existing Programs

We are unaware of existing integrated specialty agriculture baccalaureate programs at universities of similar size in West Virginia. Larger schools, such as Ohio State University and West Virginia University cover similar topics within the context of programs focused on larger agricultural operations. We are specifically seeking to serve the region by focusing academic content on small farms characteristic of the mountainous Appalachian region to improve individual and regional outcomes.

Program Planning and Development

Approximately 2 years ago our department was asked to investigate the potential for a Sustainable Agriculture program at Marshall University. Our community-based learning course adopted this investigation as a project and researched programs in the area. We understood from their findings, and our own faculty investigations, that the area of sustainability was multi-disciplinary with defined principles and practices for individual areas of interest. For example, sustainability in natural resource management is implemented differently than in an office/management setting, an industrial setting, or in urban development. From these findings, we decided to launch an interdisciplinary minor in sustainability which requires core courses demonstrating the environmental need for sustainable development paired with discipline-specific courses for solutions and practices. We now have students from environmental science, dietetics and education in the minor. Regarding agriculture, our investigation showed a significant trend in the rise of farm-to-table eating strategies, the recognition of the increased nutritional value of "eating local", and the recognition of the environmental cost of "big agriculture." We discovered that nationally small farms make up >90% of all farms, and OH, WV and KY rank 38, 41 and 43 in farm size being dominated by small growers. Still OH and KY have >70,000 farms and WV has >20,000. These are family farms, generational, with high school- and college-aged children who may already be working in the family business. These are students who are not going away to college, and the agriculture programs at the larger schools are not geared to focus on small farms. In the mountainous terrain of southern Appalachia these small growers have different needs than the larger operations of more rolling terrain. They are underserved with respect to educational opportunities and training on technological advances and agribusiness. We toured high schools and spoke with Future Farmers of America (FFA) and 4-H Club participants and leaders. We identified a unique educational challenge and opportunity and developed a Specialty Agriculture major to serve this niche. In the spring of 2020, the curriculum was developed and approved along with the necessary courses to support the major. Although plans to reach out to regional high schools and members of FFA and 4-H in-person to launch the major were thwarted by Covid-19, it quietly started in Fall 2021 with 7 students in the major. However, at the time of development, we did not recognize the benefits of launching a program as opposed to a major, and we now seek to gain program status.

Clientele and Need

The target audience for this degree is students in West Virginia, Ohio, and Kentucky within a 100-mile radius from campus with an interest in pursuing a degree in agriculture but are unlikely to travel to larger agricultural schools in West Virginia and surrounding states due to their current ties to the land. This is consistent with the current student body – 87% of Marshall students are from within West Virginia or within a 100-mile radius of the school. These areas are considered distressed or at risk in terms of economic opportunities, and there are many small farms in this region struggling to make ends meet (Appalachian Regional Commission, 2018). Additionally, these areas have abysmal college completion rates, many at a fraction of the national average (Appalachian Regional Commission, 2018). The low college completion rates from the distressed rural areas, coupled with the number of farms in those areas, speaks to the poor participation of these youth in post-secondary education in general and in the food, agriculture, natural resources, and human (FANH) sciences specifically. There are two types of potential students who could benefit from our proposed program. Some graduating seniors are already involved in agriculture through family endeavors. These individuals may not have the opportunity to move hours from home to pursue post-secondary education but would benefit from additional knowledge in agriculture, agribusiness, technology, and other opportunities to enhance and grow a struggling farm.

The second potential student opportunity is retraining and redeveloping the workforce from the natural resource extraction industry to one of sustainable economic development through agriculture and natural resource management. For these persons, who have ties to the region but little or no experience with FANH sciences, our proposed program offers improvements to their own quality of life and brings economic opportunity to an impoverished region where they choose to live. Serving the needs of these students and fulfilling the mission of Marshall University, to offer high quality, affordable and accessible undergraduate education that contributes to the quality of life in the region, are the goals of this program addition.

Our target student base consists of students not currently being served by academic programs and who are struggling in a world where technology and agribusiness advances have revolutionized the small farm paradigm. Specifically, in WV there are 5300 Future Farmers of America in 78 chapters. During our investigation of the program need, there were 115 FFA members at Cabell Midland and over 100 at Wayne County High School. These students, as well as others from 4-H Clubs and conservation clubs, are our target clientele.

Employment Opportunities

This curriculum will provide students with targeted education to prepare them for work in the agricultural industries including greenhouse production, hydroponics, precision farming, urban agriculture, community gardens, and specialty crop production and for the growing agribusiness and eco-tourism industry. The Theme of USDA's 97th Agricultural Outlook Forum (February 2021) of "Building on Innovation: A Pathway for Resilience" could well be the theme for our program as this articulates what we believe is the future of southern West Virginia and the Appalachian Region in general. While the trend toward consolidation of agricultural operations into even larger conglomerates looms overall, specialty crop production is increasing with the USDA predicting the specialty crop sector will grow rapidly over the next decade (Dohlman et al., 2020). Consumer spending on fresh fruits and vegetable is increasing faster than the value of production (Tregeagle, 2020) and demand for fresh vegetables is expected to increase by a third over the next 10 years along (Dohlman et al., 2020). The global hydroponic market is expected to grow at a compound annual growth rate of 8.5% to 22.5% depending on specifics of the projection (Grandview Research, 2021; Markets and Markets, 2021; Modor Intelligence 2020) with small facilities currently springing up throughout our region (Kanawha County, McCowell County) along with larger commercial hydroponic growers in place or planned. The unique focus of our Specialty Agriculture Program is possible due in part to the integrated nature of NRE and the overlap between agroecology and ecotourism with existing Environmental Science and Natural Resource and Recreation Management programs. Ecotourism in a 100 billion dollar industry globally with a projected compound annual growth rate of 2.5% (global) and 16.2% in the United States according to Allied Market Research (2021). Our in-place resources allow us to support student development in this market will little additional investment. Although specialty agribusiness and ecotourism jobs are new to the career outlook sector, the US Bureau of Labor Statistics (BLS) project job growth in general for occupations related to environment and conservation. The BLS reports agriculture and food science technicians growing at 8%, however, the differences in projects for large agricultural operations versus the smaller operations representative or our region overshadow the application of national numbers.

Specific industries where our students may find jobs would include in-place high yield growing facilities such as Gritts Midway Greenhouse, Paradise Farms and West Edge Factory; in-place agrotourism opportunities, such as Gritts Farm and Heritage Farm; and planned facilities such as AppHarvest. However, many target students will find employment in family agricultural businesses and new ventures in the disadvantaged region offering opportunity for economic growth.

Program Impact

The Specialty Agriculture Program will positively impact in-place university programs by increasing enrollment and utilization of upper division courses where most departments welcome support. The program will provide student volunteers for the Sustainability Program which manages community gardens

and outreach programs. The program will require increased enrollment in some lower-level concept courses, such as Biology and Chemistry. These requirements were worked out with those departments prior to approval of the major so implementation of the program should have no additional impacts.

The Specialty Agriculture Program will positively impact NRE by broadening our capacity to serve the university and the region with meaningful, integrated, and applied programs preparing students to provide sustainable futures to our region. The integration of agriculture into our existing programs completes our department's coverage of land use-specific anthropogenic impacts and management/conservation of terrestrial and aquatic resources.

Cooperative Arrangements

Through development of the Specialty Agriculture major and the USDA grants we have submitted, collaboration opportunities have been identified with the Sustainability Department and the Robert C. Byrd Institute in-house. Additionally, external collaboration opportunities have been identified at Refresh Appalachia, a social and agricultural enterprise of Coalfield Development that has several agricultural operations at the West Edge Factory in Huntington. Specifically, we have investigated the opportunity for student internships, personnel exchanges and resource sharing among the parties. External collaboration opportunities have also begun with Unlimited Futures, Inc. through the MU Sustainability Department and NRE community gardens and composting grant.

Alternatives to Program Development

The alternative to development of Specialty Agriculture as a program was the development of a major, which was implemented in 2020-2021 academic year. Upon implementation, we realized the hindrance to our marketing of housing a major versus a program which is why we now seek to attain program status.

Program Implementation and Projected Resource Requirements.

Program Administration

The program will be housed in the Department of Natural Resources and Environment and managed by the Chair of the Department under the supervision of the Dean of the College of Science. No changes will be required by the institutional administrative organization to support program implementation.

Program Projections:

Technological advances and better farming practices are improving yield in an environmentally sustainable manner and producing higher quality products from smaller tracts of land. This is the demonstrated trend in agriculture and needs to be supported with academic programs to bring our local farmers into the new markets. Although adapting, the agricultural programs at the larger schools are not designed to serve small growers such as those in the steep terrain of southern WV. In our region, average farm sizes are substantially less than half the national average with OH, WV, and KY ranking 38th, 41st, and 43rd nationally in farm size (Cook 2019). Yet, KY and OH ranked 6th and 7th in total number of farms with over 70,000 each and WV has over 20,000 farms (Cook 2019). This makes the changing market trends particularly beneficial to our region and offers substantial opportunity to improve the yield of smaller farms thus improving economic outcomes for our farmers. Concurrently, in academic institutions enrollment rates are flat in traditional agricultural programs while enrollment is increasing in sustainable and specialty programs that emphasize the environmental, social and economic dimension of food and farming (Parr and Trexler 2011; Smith-Hollins et al. 2015).

In our region, many high school seniors are already involved in agricultural endeavors and family businesses. These individuals may not have opportunity to travel to pursue post-secondary education but would benefit from programs in agriculture, agribusiness, and technology to enhance and grow a struggling farm. In fact, over 87% of MU

students are drawn from within WV, or within a 100 mile radius of the school in the distressed counties of OH and KY. Within these areas, organizations such as Future Farmers of America (FFA), 4-H and conservation clubs are heavily populated. There are 5300 members and 78 chapters of FFA in West Virginia. Cabell Midland High School has over 115 members of their FFA chapter and Lincoln County High School has 83 active members. There are approximately 100 FFA participants in Wayne County, West Virginia. These are the students we hope to draw to the Specialty Agriculture Major. We will not be seeking students already coming to Marshall, but reaching new markets who can benefit from sound understanding of the agricultural sciences and our exceptional opportunities in innovation and technology to improve economic outcomes for individuals and the region. Our target enrollment in the program is to add 30 students per year to maintain the program at the described staffing level. In the long-term, if we expect to increase enrollment beyond 120 students in the program, additional sections would need to be added and staffing accommodations would need to be considered.

Faculty Instructional Requirements

Having already conducted an internal study of our in-place resources, we have determined that one full-time faculty would be necessary to initiate and support the development of the Specialty Agricultural program. Physical resources, such as greenhouse space, will be required and is expected to be obtained through collaboration with the Sustainability Department and local private sector collaborations. Additionally, one course per year will require an adjunct faculty commitment.

Library Resources and Instructional Materials

Existing library resources and instructional materials are adequate for initiation of the proposed program. Some additional materials will be required to support experiential learning in laboratory classes and at the existing greenhouse and composting facilities at an estimated cost of $500 every other year for NRE 301 Principles of Soil Science Lab. The initial start-up costs for this laboratory course, a significant expense in previous discussions of the program, have already been secured as the course was first taught in the fall 2022 semester. Going forward, a lab manual will be developed and sold in the MU Bookstore to help offset the maintenance costs for this lab.

Support Service Requirements

Laboratories, computer facilities, and in-place equipment in NRE and College of Science will be utilized to house the proposed program. With students transitioning to personal computing equipment, no specific expansions are envisioned for the Specialty Agriculture Program. The aforementioned materials will be utilized to support Specialty Agriculture laboratory exercises associated with coursework and experiential learning at the greenhouse and University Heights facilities.

Facilities Requirements

No new facilities or space are required to initiate the program as Specialty Agriculture will share departmental and College of Science resources. The program will support and participate in attempts to secure funding for future development at University Heights as this will directly improve program opportunities and experiential learning opportunities for students.

Operating Resource Requirements

The overlap of shared objectives between Specialty Agriculture and NRE department goals limits the necessity for increased operating resources beyond those described above, namely one full time faculty and an adjunct faculty for one course per year. Administrative resources will be shared through departmental assistance. Graduate students, paid student internships and hourly labor working in the program would be supported by grants and private funding obtained by the program. No additional hourly employees are foreseen.

Source of Operating Resources

Few specific resources are needed for operation of the new program. It will fit into a growing applied department so additional faculty loads and experiential learning budget will be requires as our department grows, as indicated by the projections below. Currently, we offset department costs by the sale of a laboratory manual used in the service course the department provides to the university. A similar offset is planned with the sale of a lab manual from NRE 301, the soil science laboratory.

FIVE-YEAR PROJECTION OF
PROGRAM SIZE

(Form I)

	First Year	**Second Year**	**Third Year**	**Fourth Year**	**Fifth Year**
	(20_23-24)	**(20_24-25)**	**(20-25-26)**	**(20_26-27)**	**(20_27-28)**
Number of Students Served through Course Offerings of the Program:					
Headcount	0	36	75	105	135
FTE	0	31.5	53.75	73.75	85
Number of student credit hours generated by courses within the program (entire academic year):	0	189	540	890	890
	———				
Number of Majors:					
Headcount	30	60	90	120	120
FTE majors	30	60	90	120	120
Number of student credit hours generated by majors in the program (entire academic year):	720	1440	2160	2880	2880
	———				
Number of degrees to be granted (annual total):	0	0	1	30	30

FIVE-YEAR PROJECTION OF
TOTAL OPERATING RESOURCES REQUIREMENTS*
(FORM 2)

	First Year FY(2023)	Second Year FY(2024)	Third Year FY(2025)	Fourth Year FY(2026)	Fifth Year FY(2027)
A. **FTE POSITIONS**					
1. Administrators	0	0	0	0	0
2. Full-time Faculty		0.5	1	1	1
3. Adjunct Faculty	0	0.5	0.5	0.5	0.5
4. Graduate Assistants	0	0	0	0	0
5. Other Personnel:					
a. Clerical Workers	0	0	0	0	0
b. Professionals	0	0	0	0	0

Note: Include percentage of time of current personnel

B. **OPERATING COSTS** (Appropriated Funds Only)

1. Personal Services:					
a. Administrators	0	0	0	0	0
b. Full-time Faculty*	0	$50,000	$ 100,000	$100,000	$100,000
c. Adjunct Faculty	0	$3,000	$3,000	$3,000	$3,000
d. Graduate Assistants	0	0	0	0	0
e. Non-Academic Personnel:					
Clerical Workers	NA				
Professionals	NA				
Total Salaries					

*Explanation for faculty expenditures in Section C below.

FORM 2-Continued

FIVE-YEAR PROJECTION OF
TOTAL OPERATING RESOURCES REQUIREMENTS*

	First Year (2023_)	Second Year (2024_)	Third Year (2025_)	Fourth Year (2026)	Fifth Year (2027)
2. Current Expenses		$ 500	$0	$500	$0
3. Repairs and Alterations	NA				
4. Equipment:					
Educational Equip.	NA				
Library Books	NA				
5. Nonrecurring Expense (specify)					
Total Costs					

C. SOURCES

General Fund Appropriations – Lab manual sales for NRE 301 Principles of Soils Lab Manual will be used to offset the experiential learning costs.

One additional faculty line will be needed after the second year of the program. Faculty salary is estimated to be $60,000 per year with benefits estimated at $40,000. Faculty expenditures will more than be off-set by student tuition if program has 120 students paying tuition (120*$8,600 = $1,032,000)

One adjunct will be required to teach 1 class per year in year 2 of the program and subsequent years.

An existing NRE faculty will teach 1 course in-load semi-annually to support the program.

Administrative and clerical resources will be shared with those already utilized by the department, no additional resources are requested.

Shared in-place resources will provide classroom and laboratory space and equipment to support newly launched experiential courses. Supplies will be needed to support laboratory courses.

Resources

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HANOVER RESEARCH

ACADEMIC PROGRAM ASSESSMENT

Bachelor's In Specialty Agriculture

Prepared for Marshall University

March 2022

In the following report, Hanover assesses demand for bachelor's degree programs in agriculture, specifically highlighting demand trends within the region and nation. This report includes an examination of student and labor market demand, and an analysis of potential competitor programs.

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3 / Executive Summary

5 / Research Questions and Methodology

6 / Student Demand Analysis

7 / Labor Demand Analysis

8 / Industry Trends

9 / Real-Time Job Postings Intelligence

10 / Market Saturation Analysis

11 / Program Trends

14 / Program Benchmarking

EXECUTIVE SUMMARY

RECOMMENDATIONS

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

Move forward with relaunching the specialty agriculture major.

Degree completions are close to the national average, which means slow but steady growth. While the number of relevant jobs is predicted to shrink, Marshall's location and the program's interest in recruiting students from family farms suggests that the local labor market is stronger than the national one in this area.

Relaunch the program under an agriculture CIP code.

Marshall's Bachelor's of Science in Specialty Agriculture degree is comparable to programs within the *Agriculture, General* CIP code at benchmarked institutions. When relaunching its program, Marshall should use the *Agriculture, General* CIP code, as this fields best align with Marshall's Specialty Agriculture bachelor's program, and this code is designated as a STEM program.

Hire additional faculty to support the program.

With six instructional faculty in the major, Marshall is well below the benchmarked average of 13 faculty. Hiring new professors will enable Marshall to add more courses and concentrations within the major and provide additional support to students in the program, helping the program to grow.

Showcase opportunities for experiential learning and student engagement.

Experiential learning is a key value proposition among comparator programs. Benchmarked programs often dedicate entire webpages to the farms, agricultural centers, gardens, and greenhouse complexes in which students can work. Additionally, profiled institutions highlight student engagement activities, underlining a sense of community within their programs. To promote these attributes of its program to prospective students, Marshall should feature descriptions, photographs, and videos of students participating in experiential activities on its program webpage.

EXECUTIVE SUMMARY

KEY FINDINGS

Conferrals trends show consistent student interest in agriculture-related programs. While student conferrals slightly vary from year to year for agriculture-related fields, growth trends show consistent demand that aligns with the regional and national average growth rates for all bachelor's fields. The fastest growing fields are *Agricultural Production Operations, General* and *Agroecology and Sustainable Agriculture*, while conferrals have decreased in *Agricultural Economics* and *Agriculture, General*.

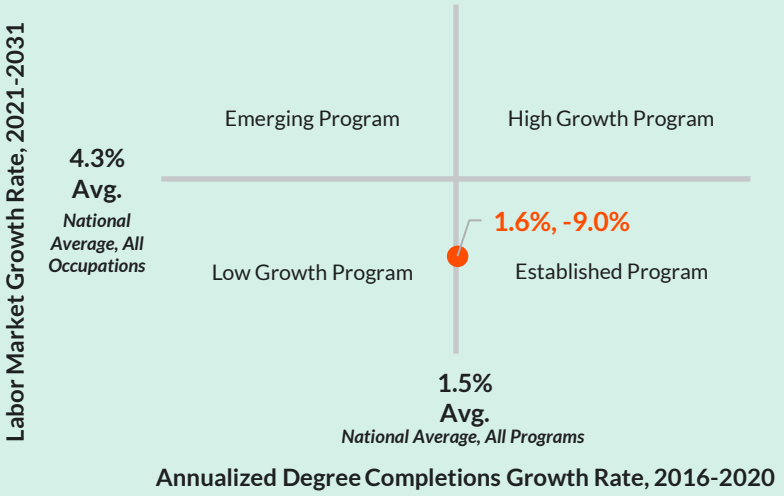
Employment projections show a decline in labor demand; however, this is largely attributed to a decrease in employment for *Farmers, Ranchers, and Other Agricultural Managers*. The significant decline in demand for this occupation is attributed to the consolidation of the farming industry, leading to larger but fewer farms. Despite the decline in demand for *Farmers, Ranchers, and Other Agricultural Managers*, **employment for *Animal Scientists, Food Scientists and Technologists*, and *Soil and Plant Scientists* is expected to grow at the regional and national levels.**

Public demand for organic and sustainably grown products is growing, driving an interest in local agriculture. Industry trends show increased consumer demand for sustainable and organic products, which has also spiked interest in locally-sourced foods. Additionally, initiatives such as West Virginia's Snap Stretch program allow SNAP/EBT users to buy from local farmer's markets, increasing accessibility to locally farmed produce.

Profiled institutions all have programs within the *Agriculture, General* CIP code, but several use detailed CIP codes for degree specializations. Programs tend to offer several areas of specialization that may function as individual majors. Subsequently, institutions categorize concentration areas under more detailed Agriculture CIP codes. This may account for the decrease in conferrals in *Agriculture, General*, as conferrals are increasingly reported under more nuanced codes. For instance, conferrals are growing in *Agricultural Production Operations, General* in the region and nation.

NATIONAL BENCHMARK ANALYSIS

Comparison of bachelor's completions in agriculture-related fields and relevant labor market to all completions and all occupations in the nation



FAST FACTS

13 Average number of instructional faculty at comparator institutions.

1.6% National average annualized growth rate of reviewed agricultural program conferrals from 2016 to 2020.

$8,762 Average annual tuition cost of profiled programs.

RESEARCH QUESTIONS AND METHODOLOGY

METHODOLOGY

To assist Marshall University (Marshall) as it considers relaunching its BS in Specialty Agriculture program under a new Classification of Instructional Programs (CIP) code, Hanover conducted an Academic Program Assessment to determine student and labor market demand for such programs and review comparator programs.

The following analysis is based on a review of information drawn from institutional websites as well as publicly available data sources. Hanover selected the comparator institutions included in this analysis based on their status as public, non-land grant institutions. Programs with strong conferral trends that are categorized under the *Agriculture, General* CIP code were prioritized.

RESEARCH QUESTIONS

- What is the student demand for this program?
- What is the labor market demand? What jobs can graduates pursue? What are current industry trends?
- What is the competitive landscape for this program? What are features of comparator programs? How should Marshall position its program for success?

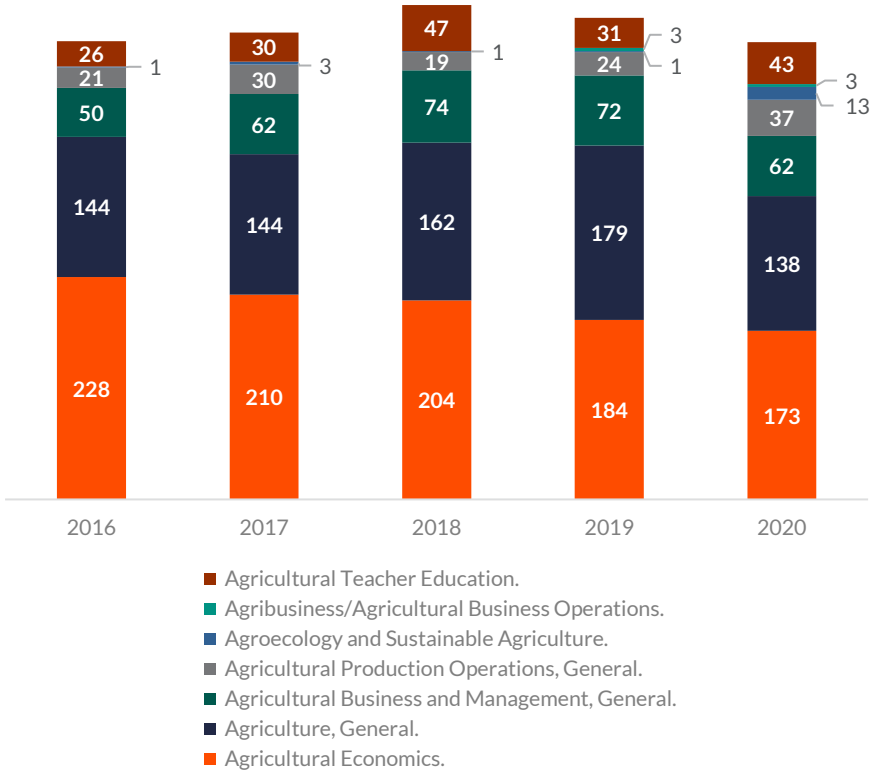
REGION

In determining student and labor market demand for the program, Hanover assessed trends in the states of West Virginia, Ohio, and Kentucky.

STUDENT DEMAND ANALYSIS

REGIONAL DEGREE COMPLETIONS

Regional distribution of degree completions from 2016 to 2020



Note: In the West Virginia-Ohio-Kentucky region, only programs in Kentucky report conferrals under the *Agriculture, General* CIP code. Thus, Hanover selected other related codes commonly used in the region to provide a more holistic picture of student demand.
Source: IPEDS

ANALYSIS

Student interest in agriculture-related programs is steady. From 2016 to 2020, the region experienced a moderate decline in conferrals (-0.1 percent), and the nation experienced a moderate increase in conferrals (1.6 percent). Demand for agriculture-related bachelor's programs is consistent with regional and national trends for all fields, as growth rates are within one percentage point of the regional and national averages.

The fastest growing fields at both the regional and national levels are *Agricultural Production Operations, General* and *Agroecology and Sustainable Agriculture.* Regionally, conferrals in *Agroecology and Sustainable Agriculture* grew from 1 conferral in 2016 to 13 conferrals in 2020. Nationwide, conferrals grew 6.3 percent. *Agricultural Production Operations, General* grew by 15.2 percent in the region and 16.2 percent nationwide. Conferrals in *Agricultural Economics* and *Agriculture, General* decreased from 2016 to 2020 period at the regional and national levels.

TOTAL DEGREE COMPLETIONS

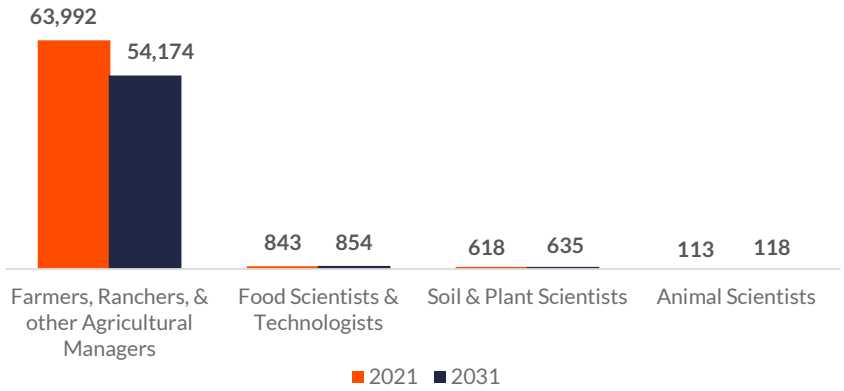
Aggregate degree completions by geographic level (2020)

	State	Regional	National
Agricultural Economics.	64	173	1,566
Agriculture, General.	0	138	2,082
Agricultural Business and Management, General.	0	62	1,194
Agricultural Production Operations, General.	0	37	142
Agricultural Teacher Education.	18	43	803
Agroecology and Sustainable Agriculture.	0	13	236
Agribusiness/Agricultural Business Operations.	0	3	2,110
Total Completions, Observed Fields	**82**	**469**	**8,133**
Growth Rate, Observed Fields	**6.4%**	**-0.1%**	**1.6%**
Growth Rate, All Fields	**0.5%**	**0.9%**	**1.5%**

LABOR MARKET ANALYSIS

REGIONAL PROJECTED EMPLOYMENT

Regional agriculture-related positions as of 2021 and 2031 (projected)



TOTAL LABOR MARKET

Aggregate projected employment growth by geographic level

	State	Regional	National
Estimated Employment (2021)	7,798	65,566	885,653
Projected Employment (2031)	6,050	55,781	805,555
Average Annual Openings, Observed Occupations	**510**	**5,044**	**76,043**
Employment Growth, Observed Occupations	**-22.4%**	**-14.9%**	**-9.0%**
Employment Growth, All Occupations	**-8.2%**	**-0.8%**	**4.3%**

Source: JobsEQ

ANALYSIS

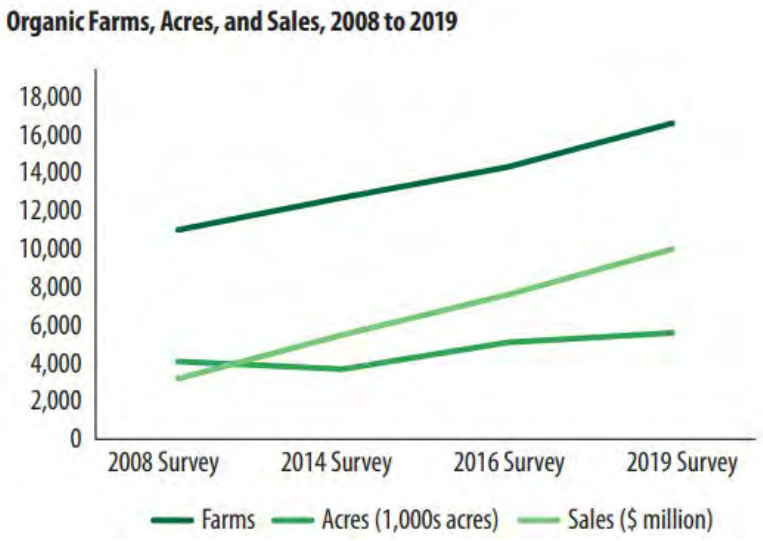
Labor projections point to a decrease in employment opportunities for graduates of agriculture-related programs. The decline in employment is largely driven by a substantial decrease in demand for *Farmers, Ranchers, and Other Agricultural Managers*, which is expected to decrease by 22.6 percent in West Virginia, 15.3 percent in the region, and 9.6 percent nationally. According to the Bureau of Labor Statistics (BLS), this is the result of increased efficiencies in crop production, which has led to consolidation and fewer but larger farms.

Conversely, **labor demand for *Animal Scientists*, *Food Scientists and Technologists*, and *Soil and Plant Scientists* is expected to grow at both the regional and national levels**. While all studied occupations are expected to decrease in demand in West Virginia, employment predictions estimate that there will still be an average of 510 job openings per year in the state. It is likely that there are many diverse career paths for graduates as entrepreneurs and business owners.

West Virginia organizations are using innovative programs to increase profits. For instance, the West Virginia Farm and Food Coalition reports that $483,371 was captured in federal food assistance dollars for 2021 due to EBT/SNAP benefits that were spent at local farmer's markets. Further, reports from area news sources indicate that there is an "increased interest in agriculture at the local level." Covid-19 supply chain issues, growing interest in locally sourced foods, and an overall increase in health-consciousness is driving investment in local agriculture. These trends also apply to sustainable farming. This suggests that Marshall's emphasis on "sustainable, high-yield agriculture with an emphasis in agribusiness and agritourism" reflects emerging industry trends at both the local and national level.

INDUSTRY TRENDS

Despite declining labor demand for *Farmers, Ranchers, and Other Agricultural Managers*, growing consumer demand for organic produce indicates a significant need for sustainable and organic agriculture. Organic agriculture experienced a 31 percent increase in sales from 2016 to 2019, and the U.S. Department of Agriculture (USDA) reports a 17 percent increase in certified organic farms and a nine percent increase in certified organic acres. A USDA Economic Research Service report reveals that the consumer demand for organically produced goods has significantly increased in recent years and organic sales now account for over four percent of total national food sales. The report further shows that consumers prefer organic produce because of concerns for health, the environment, and animal welfare. These trends in consumer demand drive increasing market demand for sustainable and organic produce.



Source: USDA Census of Agriculture

SUSTAINABLE AGRICULTURE

Sustainable agriculture has become a priority at the national and local levels, with government agencies and higher education institutions investing billions in the field. For example, the USDA recently announced a one-billion-dollar grant program to support climate-friendly farming, ranching, and forestry practices. The program will finance projects that promote sustainable agricultural practices and can measure reductions in greenhouse gas emissions. The program also seeks to certify produce that is grown using sustainable practices as "Climate Smart" in response to rising demand among consumers. Higher education institutions have also begun to invest in sustainable agriculture; for example, the University of Minnesota is currently looking to develop an agricultural research complex to help farmers with sustainable food production.

"The goal of sustainable agriculture is to meet society's food and textile needs in the present without compromising the ability of future generations to meet their own needs. Practitioners of sustainable agriculture seek to integrate three main objectives into their work: a healthy environment, economic profitability, and social and economic equity."
*– **University of California Davis***

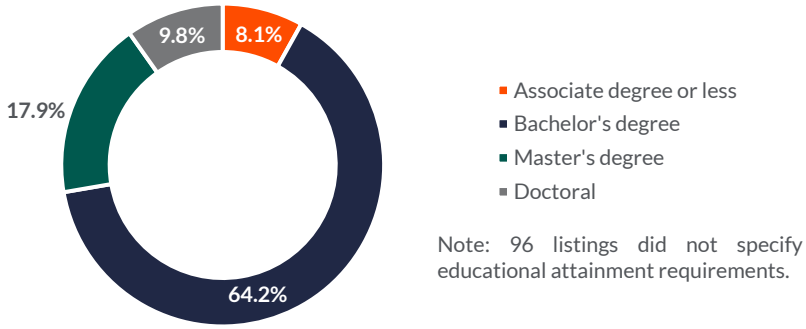
Recent national spending similarly demonstrates the high demand for sustainable agriculture. In 2020, the U.S. government passed the Emergency Coronavirus Relief Act, which included over 23 billion dollars in funding for food and agriculture programs. The Relief Act appropriated money to conservation, renewable energy, local food, and rural development. Seven million dollars were included for the Office of Urban Agriculture (an increase of two million dollars to its budget) and 12 million dollars for the Farm to School Grant Program. The Act also included 40 million dollars for the Sustainable Agriculture Research and Education (SARE) program, the USDA's only competitive research program focused entirely on sustainable agriculture. The 40 million dollars provided to SARE is a record high for the program, which is authorized at 60 million dollars.

REAL-TIME JOB POSTINGS INTELLIGENCE

EXEMPLARY REGIONAL JOB POSTINGS

Position	Employer	Location	Skills and Requirements
Assistant Grower*	Gritt's Midway Greenhouse	Red House, WV	▪ Ability to recognize physiological problems in plants ▪ Working knowledge of greenhouse operations
Farm Manager	West Virginia Department of Agriculture	Huttonsville, WV	▪ Bachelor's degree with a major in agriculture-related field ▪ Two years experience in managing or assisting in management of a large, multi-faceted framing operation
Grower Assistant I*	80 Acres Farm	Hamilton, OH	▪ Agriculture, science, and/or production background

EDUCATION REQUIREMENTS



Note: 96 listings did not specify educational attainment requirements.

***Note:** Job listing is no longer available.
Note: For this analysis, Hanover retrieved job postings data for general agriculture-related positions in the region from JobsEQ, a proprietary database providing real-time job postings aggregated from thousands of websites. All data reflect the 180-day period as of March 2022.

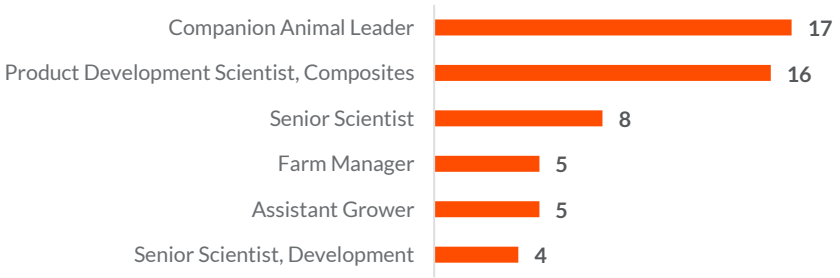
ANALYSIS

Graduates of bachelor's degree programs in agriculture should fare well in the regional labor market. Out of the 173 regional positions that were posted in the last six-months that specified educational attainment, 64.2 percent indicated that candidates should have a bachelor's degree in the field. Employers include commercial farms and growers such as 80 Acres Farms and Green Circle Growers Inc. Further, institutions like the West Virginia Department of Agriculture and the University of Kentucky have posted ads to fill vacant positions including those for farm managers.

TOP CREDENTIALS AND SKILLS

- Certified Crop Advisor (CCA)
- Animal Care/Handling
- Chemistry
- Microsoft Office Suite
- Organization
- Project Management
- Adaptability
- Problem Solving

COMMON JOB TITLES BY NUMBER OF JOB ADS



MARKET SATURATION ANALYSIS

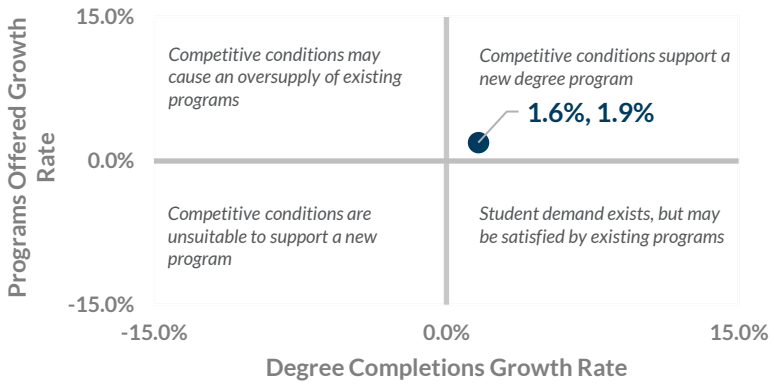
ANALYSIS

Competitive conditions are likely to support an additional bachelor's program in an agriculture-related field. The agriculture-related fields studied exhibit growth in both the number of degrees conferred and the number of programs offered during the 2016 to 2020 period. This trend suggests reliable student interest in agriculture-related bachelor's programs, and that additional programs are being offered to satisfy student demand.

To assist Marshall in better understanding the competitive landscape, Hanover benchmarked 10 general agriculture programs that exhibit strong conferrals trends and that are offered by non-land grant institutions.

NATIONAL MARKET SATURATION

National market saturation for bachelor's programs in general agriculture-related fields



BENCHMARKED PROGRAMS

Institution	Listed Faculty*	2020 Conferrals^	Average Annualized Growth (2016-2020)	State
Austin Peay State University	11	34	-7.3%	TN
Fort Hays State University	12	35	2.3%	MO
Illinois State University	19	199	-1.8%	IL
Marshall University	6	--	--	WV
McNeese State University	--	60	2.7%	LA
Morehead State University	17	45	-3.5%	KY
Northwest Missouri State University	14	31	4.5	MO
Tennessee Technological University	9	59	-2.8%	TN
Truman State University	5	22	-3.1%	MO
Western Illinois University	16	94	-3.4%	IL
Western Kentucky University	18	74	1.8%	KY

*Note: All instructors were counted, including adjuncts.
^Note: Some programs report under additional CIP codes.

PROGRAM TRENDS: OVERVIEW

CONCENTRATIONS

All benchmarked programs offer concentrations. Most profiled programs include options to specialize in the following areas:

- Business/ Agribusiness
- Agricultural Education
- Agricultural Communication
- Animal Science
- Agronomy
- Pre-Veterinary Medicine
- Horticulture
- Equine Science
- Turf Management
- Sustainability

MAJOR CREDIT REQUIREMENTS

55

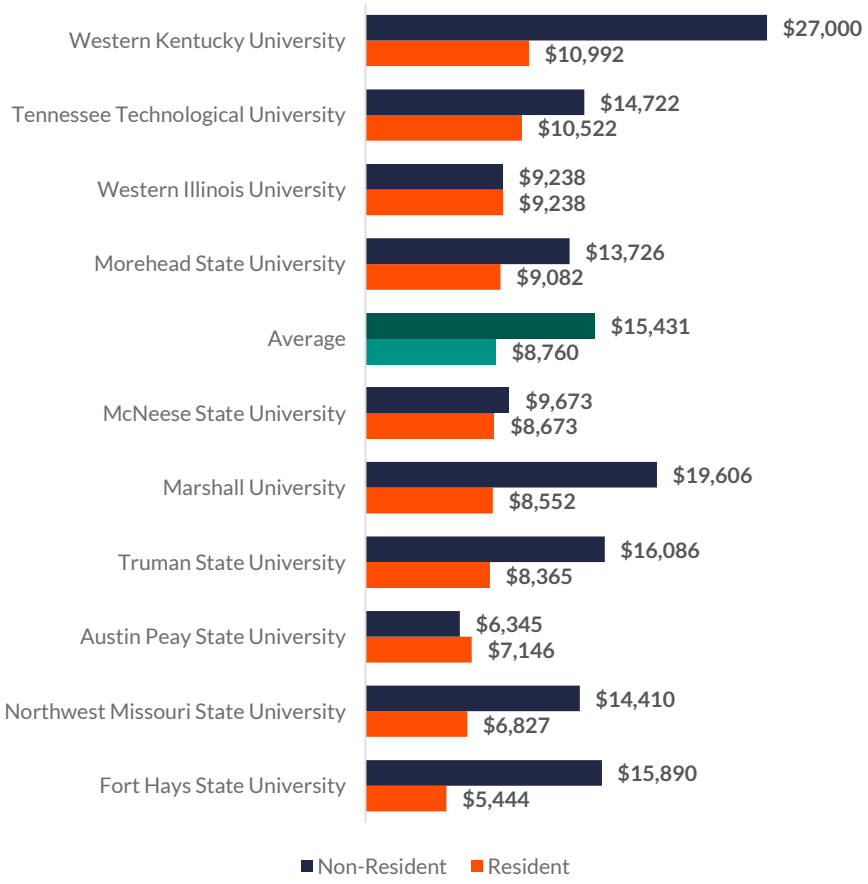
Marshall's required credits for the major reflect those of comparator programs. However, required major credits vary, sometimes significantly, across concentrations. Reviewed programs required between 35 and 73 major credits with an average of 55 credits.

FACULTY

On average, benchmarked programs have 13 instructional faculty members. The comparator average is well above Marshall's faculty headcount of six.

ANNUAL TUITION

Marshall's annual tuition rate for in-state students of $8,552 is comparable to its peers. The average annual tuition for residential students is $8,762.

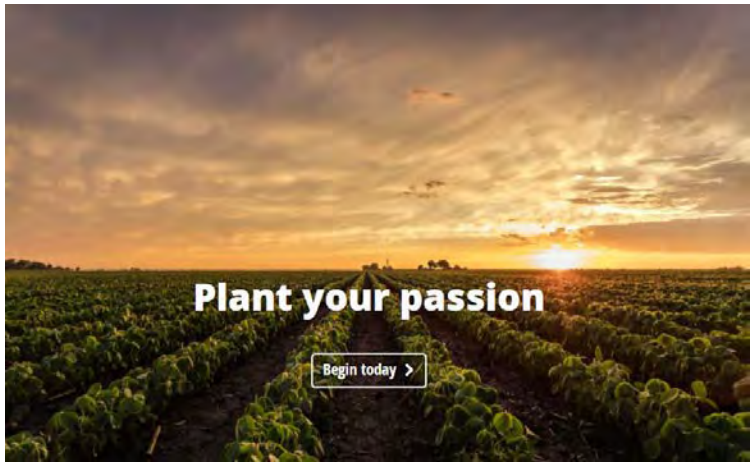


PROGRAM TRENDS: MARKETING

MARKETING OVERVIEW

Comparator programs highlight experiential learning, learning facilities, specializations, and career preparedness as key value propositions.

Like Marshall, profiled institutions center messaging on program features such as learning facilities, internships and other forms of experiential learning, and student engagement activities. Further, programs focus on the diversity of the field for which students are being prepared. Many programs also call out characteristics of successful students. For instance, Fort Hays State University students are "hard-working, resourceful and proud to be part of the agricultural community." Other institutions such as Illinois State University and Truman State University target students who seek to "plant" or "cultivate" their passions. Overall, program webpages indicate that prospective students would be joining a community centered around their interests.



Picture Source: Illinois State University, Agriculture Department

PROGRAM MESSAGING EXAMPLES

"As the need for feeding an ever-growing population continues to expand, the School of Agricultural Sciences is poised to serve student interests and meet the needs of the agriculture, food and fiber industry today and in the future."

-Northwest Missouri State University

"Students take advantage of our unique hands-on learning experiences, academic programs, clubs and organizations and the close-knit mentorship of our caring, experienced faculty. Whether you are going back to the family farm or looking to take the lead with a global agribusiness corporation, we will have you well prepared for an exciting, rewarding career in a diverse, growing industry."

-Fort Hays State University

"MSU's Bachelor of Science in Agriculture gives you the opportunity to major in your passion. Whether you're interested in learning to manage livestock or running an agriculture-based business, you'll gain the knowledge and hands-on skills you need to launch a successful career after you graduate."

-Morehead State University

PROGRAM TRENDS: EXPERIENTIAL LEARNING SPOTLIGHTS

EXPERIENTIAL LEARNING OPPORTUNITIES

All benchmarked institutions provide opportunities for students to experience hands-on learning in farms, green houses, and related settings. Eight programs advertise that students have opportunities to work and participate in field experience on campus farms or agriculture centers. Profiled programs also advertise that students have opportunities to participate in internships. Additional experiential learning opportunities available at benchmarked programs include research opportunities and student organization activities such as equestrian teams and rodeos. Northwest Missouri State University even offers a student living and learning community for Agricultural Science students.

Students studying agriculture at Tennessee Technological University can conduct research on poultry, gain experience at the university's tech farms, or work on a farm recognized by the Tennessee Historical Society. This program offers multiple facilities where students can engage in research, such as the Nursery or Poultry Research Centers. The Oakley Farm contains a cattle operation and greenhouse research complex where students participate in innovative processes such as hydroponic gardening. The site also contains the historic Pioneer Century Farm which has been a working farm for over 200 years.

Picture Source: Tennessee Technology University, Pioneer Century Farm

EXPERIENTIAL LEARNING SPOTLIGHTS

Western Kentucky University (WKU) offers study abroad experiences. Students at WKU can participate in unique experiences such as working on produce and floral farms in Ecuador.

Illinois State University has a fully functioning farm, Meat Science Lab, Agricultural Shop, and Horticulture Center. Students can gain hands-on experience with different types of equipment in the Agriculture Shop, and learn about different grades of meats in the Meat Science Lab. The Horticulture Center serves as an instructional facility as well as a community outreach point with labs, greenhouses, and gardens.

PROGRAM BENCHMARKING

Hanover benchmarked 10 programs categorized under the *Agriculture, General (01.000)* CIP code that exhibit strong conferrals trends and that are offered by non-land grant institutions.

Institution	Program	Annual Tuition*	Major Credits	Concentrations	Notable Features
Austin Peay State University *Clarksville, TN*	BS in Agriculture	Resident: $7,146 Non-Resident: $12,690	35**	• Communication • Business • Science • Veterinary Medicine • Sustainable Development • Veterinary Technology	• Advertises a partnership with Coleman Tracker Company and Kubota • Program features a Farm and Environmental Education Center • Several student organizations are associated with the program including Delta Tau Honor Society, Alpha Gama Rho Fraternity, Pre-Vet Club, Beef Cattle Show Team, and Collegiate FFA • The program offers several scholarships
Fort Hays State University *Hays, KS*	BS in Agriculture	Resident: $5,444 Contiguous State: $7,518 Non-Resident: $15,890	Total: 59 (24 Core Credits; 35 Concentration Credits)***	• Agronomy • Animal Science • General Agriculture • Agricultural Education • Agronomy Business • Agricultural Communication • Agricultural Leadership	• A BS in Agricultural Business is also offered • Advertises a 3,825-acre farm, hands-on experiences, and clubs and organizations
Illinois State University *Normal, IL*	BS in Agriculture	Resident: $11,524 Non-Resident: $23,048	55-73^	• Agribusiness • Agriculture Communications & Leadership • Agriculture Education • Agronomy Management • Animal Industry Management • Animal Science • Crop & Soil Science • Horticulture & Landscape Management • Pre-veterinary Medicine	• More than half of the agriculture students complete an internship • The program offers scholarship opportunities • Several labs and facilities are featured on programs webpages such as horticulture center, university farm, and agriculture shop

*Note: Annual tuition figures include two 15-credit semesters and exclude fees.
**Note: Credits for the Sustainable Development Concentration were used, only designated "AGRI" courses were counted.
***Note: Concentration area credits vary.
^Note: Only agriculture and animal science courses were counted.
Source: Institutional Websites (see embedded hyperlinks)

PROGRAM BENCHMARKING

Hanover benchmarked 10 programs categorized under the *Agriculture, General (01.000)* CIP code that exhibit strong conferrals trends and that are offered by non-land grant institutions.

Institution	Program	Annual Tuition*	Major Credits	Concentrations	Notable Features
Marshall University *Huntington, WV*	BS in Specialty Agriculture	Resident: $8,552 Metro Residents: $14,636 Non-Resident: $19,606	66 (52 Core Credits; 14-16 Elective Credits)	• Nutrient Management • Soil Health • Food Security • Livestock Production • Crop Production • Ecotourism • Education & Outreach • Agriculture Commodities Broker**	• The program features several student organizations such as the American Fisheries Society, Collegiate 4-H, and Marshall Environmental Science Association • Advertises experiential learning opportunities through local and regional enterprises and educational institutions
McNeese State University *Lake Charles, LA*	BS in Agricultural Sciences	Resident: $8,673 Non-Resident: $9,673	45***	• Agribusiness • Agricultural Education Grades 6-12 • Animal Science • Food & Nutritional Science • Equine Science • Food Technology • Nutrition & Dietetics • Pre-Veterinary Medicine • General Agriculture	• Advertises that the program has 3 working farms and a Center for Advancement of Meat Production & Processing • The program also features internship and scholarship opportunities as well as a national champion rodeo team
Morehead State University *Morehead, KY*	BS in Agriculture	Resident & OH reciprocity counties: $9,082 Non-Resident: $13,726	59	• Agribusiness • Agriculture Education • Agronomy • Animal Science • Equine Science • Golf Course Management • Horticulture • Veterinary Technology • Pre-Veterinary School • General Agriculture	• Advertises several community programs such as equestrian camps and horticulture sales • The program offers several scholarship opportunities

*Note: Annual tuition figures include two 15-credit semesters and exclude fees.
**Note: These concentrations are based on the Intent to Plan Document provided by Marshall.
***Note: Credits for the Agribusiness concentration were used.
Source: Institutional Websites (see embedded hyperlinks)

PROGRAM BENCHMARKING

Hanover benchmarked 10 programs categorized under the *Agriculture, General (01.000)* CIP code that exhibit strong conferrals trends and that are offered by non-land grant institutions.

Institution	Program	Annual Tuition*	Major Credits	Concentrations	Notable Features
Northwest Missouri State University *Maryville, MO*	BS in Agriculture	Resident: $6,827** Non-Resident: $14,410	58**	• Agricultural Business • Agricultural Education • Agricultural Media • Agricultural Science • Agronomy • Animal Science • Animal Science-Pre-Vet	• The program features an Agricultural Learning Center and the 448-acre farm • Students can engage the Agricultural Science Living and Learning Community
Tennessee Technological University *Cookeville, TN*	BS in Agriculture	Resident: $10,522 Non-Resident: $14,722	57***	• Agribusiness Management • Agricultural Communication • Agricultural Education • Agricultural Engineering Technology • Agricultural Science & Management • Agronomy & Soils • Animal Science • Environmental Agriscience • Horticulture • Nursery & Landscape Management • Pre-Veterinary Science • Turfgrass Management	• The program offers scholarship opportunities • Advertises Oakley Farm which features a cattle operation and greenhouse research complex as well as a Tech Farms and Poultry Research Center • Students may also participate in Alpha Gamma Sigma, the Agricultural Engineering Technology Club, or other student organizations
Truman State University *Kirksville, MO*	BS in Agricultural Science	Resident: $8,365 Non-Resident: $16,086	65 (11 Support Credits; 24 Core Credits; 30 Learning Plan Credits)	• Horticulture & Agronomy • Animal Science • Equine Science • Agricultural Business	• The program features student organizations such as Alpha Gamma Rho, Collegiate Farm Bureau, and the Equestrian Team • Internships and research opportunities are available to students • The University Farm is also advertised on program webpages

*Note: Annual tuition figures include two 15-credit semesters and exclude fees.
**Note: Annual tuition was calculated by multiplying per-credit tuition by 30. Agricultural Science Major Credits were used.
***Note: Credits for the Agribusiness concentration were used.
Source: Institutional Websites (see embedded hyperlinks)

PROGRAM BENCHMARKING

Hanover benchmarked 10 programs categorized under the *Agriculture, General (01.000)* CIP code that exhibit strong conferrals trends and that are offered by non-land grant institutions.

Institution	Program	Annual Tuition*	Major Credits	Concentrations	Notable Features
Western Illinois University *Macomb, IL*	BS in Agriculture	Domestic Students: $9,238	48** (9 Core Credits; 10 Special Course Credits; 9 Elective Credits; 20 Additional Credits)	• Agricultural Business • Agricultural Science • Agriculture-Teacher Education	• The program advertises scholarship and internship opportunities • The program features a state-of-the-art greenhouse complex and agricultural laboratories and test stations
Western Kentucky University *Bowling Green, KY*	BS in Agriculture	Resident: $10,992 Non-Resident: $27,000	50*** (29 Core Credits; 21 Ag. Course Credits)	• Agribusiness • Agricultural Education • Ag Systems • Agronomy-Plant Science • Agronomy-Soil Science • Animal Science • Horse Science • Horticulture • Turf & Golf Course Management • General Agriculture • Pre-Veterinary Medicine • Pre-Forestry	• The program offers scholarship opportunities • Several clubs and student organizations are features for prospective students such as Agronomy Club and the Equestrian Team • The program has an 800-acre farm and Agriculture and Research Education Center • The program features study abroad opportunities

*Note: Annual tuition figures include two 15-credit semesters and exclude fees.
**Note: Credits for the Agriculture Business concentration were used. Course labels "other requirements" were not counted.
***Note: Credits for the General Agriculture concentration were used.
Source: Institutional Websites (see embedded hyperlinks)

HANOVER RESEARCH

CONTACT

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hanoverresearch.com

MARSHALL UNIVERSITY
www.marshall.edu

College of Science
Office of the Dean

Memorandum

To: Dr. Avinandan Mukherjee,
Provost & Senior Vice President for Academic Affairs

Mr. Jason Baldwin,
Interim Chief Financial Officer, Marshall University

From: Mr. Brian M. Morgan,
Interim Dean, College of Science

Date: September 21, 2022

Re: Notice of Intent to Submit an Intent to Plan for a Program in Specialty Agriculture

I am writing to let you know that the Department of Natural Resources and the Environment (NRE) has re-submitted an Intent to Plan document for a Bachelor of Science program in Specialty Agriculture. This ITP was originally submitted last November, but without the Hanover Research data, which is now included.

The program will provide educational opportunities in agriculture, agribusiness, and agrotourism, covering both traditional and sustainable agricultural sciences. It will emphasize new and emerging technologies for high yield and specialty agriculture that will improve agribusiness outcomes for smaller farms characteristic of our region. Our target student recruit will live within a 100-mile radius of Marshall University, an area with both low college completion rates and a high number of small farms. The program capitalizes on in-place resources at Marshall University and the global trend toward the utilization of sustainable agricultural practices. It will help us fulfill the university's mission of offering high-quality, affordable, and accessible undergraduate education that contributes to the quality of life in the region.

The Specialty Agriculture curriculum is not new as it was added as a major within the NRE program last year. After the fact, we realized that the CIP code for the programs we have in place did not match the proper CIP code for the new major which was detrimental to our faculty seeking federal funding opportunities that support this kind of program. For this reason, we are seeking to add Specialty Agriculture as a new degree program, so that it can be properly marketed under the 01 CIP code. The approved curriculum and necessary course additions are already in place. Please also note that while we can launch the program with our current faculty, one additional faculty member will be necessary to fully support the program. Using the “right-size” formula for our number of college faculty, student growth within this program will prove the need for the line.

Additional details of the program are provided in the Intent to Plan document. Please let me know if you have any questions or if there is any additional information you need at this time.

University Curriculum Committee
RECOMMENDATION

SR 23-24-45 CC

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

College of Business

Minor Change: Entrepreneurship, Minor for Business Majors

- **Justification & Background:** Remove ACC 215/216 (Accounting Principles) from requirement for minor for business majors, as he course is already required for BBA students; replace with MGT 461 (New Venture Dynamics) that focuses on a wide-spectrum of new venture challenges and small business management concerns.

- **Curriculum:** https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/ER4NfSEFvzNPoDUJRWDgJ4wBiN8-YHnjddGd-QJf4j1l2Q?e=fWwPtF

Minor Change: Entrepreneurship, Minor for Non-Business Majors

- **Justification & Background:** Remove ACC 310 (Accounting for Entrepreneurs) from requirement for minor, as the course has been only been offered a handful of times and stretches instructor/professor resource bandwidth for coverage; remove LE 366 (Entrep Law & Ethics) from requirement for minor, as the course serves as an impediment to student enrollment; replace ACC 310 and LE 366 with ENT 220 (Creativity and Innovation), which is a course offered at a minimum once per academic year and often twice per academic year. Moreover, ENT 220 is designated for transformation to a critical thinking course by no later than Fall 2025, with the aspirational goal of achieving this designation for Fall 2024 if possible. Also replace with MGT 461 (New Venture Dynamics) that focuses on a wide-spectrum of new venture challenges and small business management concerns.

- **Curriculum:** https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/ESQOWS2ds4tDg0bYgNDSK0QB_IgHLvz53EJVGtlR1YFuFQ?e=c7ESuX

Minor Change: General Business

- **Justification & Background:** Since the General Business minor was created, the COB has absorbed the STHM courses and designator. The Intent of the General Business minor is to allow students to take a variety of business courses, with options from both functional area. Adding STHM 250, MGT 350 health care management and MGT 370 Energy management principles as options for the minor would give representation to the Sports Business functional area.

- **Curriculum:** https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/Ea81g44yKVRCgBC_sOdccNoBQqZti8ki2FDWc6C4pqxgfg?e=McxOsa

University Curriculum Committee
RECOMMENDATION

SR 23-24-45 CC

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

_____

_____

_____

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

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: Business Department/Division: Marketing, MIS, Entrepreneurship

Contact Person: Olen York Phone: 304 696 2636

ACTION REQUESTED:

Check action requested: ____Addition ____Deletion x Change

Name of Minor: Entrepreneurship, Minor for Business Majors

Within which Major is/will this minor be listed (please provide code as well): Entrepreneurship (BM80)

RATIONALE:

Remove ACC 215/216 (Accounting Principles) from requirement for minor for business majors, as the course is already required for BBA students; replace with MGT 461 (New Venture Dynamics) that focuses on a wide-spectrum of new venture challenges and small business management concerns.

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

Remove ACC 215/216 (Accounting Principles); replace with MGT 461 (New Venture Dynamics). 3 hour credit swap - thus, no additional course hours are required to complete the minor for business majors.

Note concerning Notification Requirements (1) and (2): the ENT minor and the replacement course (MGT 461) are existing as minor and separate course, thus, there is no duplication of minor or course and no memo or other notification is necessary. Moreover, the department does not require additional faculty, equipment, or specialized material.

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: E.C. Alexander	Date: Dec 11, 2023
Registrar: Sonya L C	Date: Dec 12, 2023
College Dean:	Date: Feb 27, 2024
College Curriculum Chair:	Date: 03/11/2024
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science:	Date:

Entrepreneurship Minor (for Business majors)

Current minor:

- Entrepreneurship Minor (for Business Majors) A minimum of 15 credit hours including ACC 215/216, ENT 360, ENT 320, LE 366, plus three credit hours from any ENT-designated course 300 level or above, MGT 428, MGT 429, MGT 446, MKT 231, MKT 341, MKT 350, MKT 375, MKT 435, MKT 437, MKT 445, or MKT 465.

Updated minor:

- Entrepreneurship Minor (for Business Majors) A minimum of 15 credit hours including ENT 250, ENT 320, LE 366, MGT 461, plus three credit hours from any ENT-designated course 300 level or above, MGT 428, MGT 429, MGT 446, MKT 231, MKT 341, MKT 350, MKT 375, MKT 435, MKT 437, MKT 445, or MKT 465.

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

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: Business Department/Division: Marketing, MIS, Entrepreneurship

Contact Person: Olen York Phone: 304 696 2636

ACTION REQUESTED:

Check action requested: ____Addition ____Deletion X Change

Name of Minor: Entrepreneurship, Minor for Non-Business Majors

Within which Major is/will this minor be listed (please provide code as well): Entrepreneurship (BM80)

RATIONALE:

Remove ACC 310 (Accounting for Entrepreneurs) from requirement for minor, as the course has been only been offered a handful of times and stretches instructor/professor resource bandwidth for coverage; remove LE 366 (Entrep Law & Ethics) from requirement for minor, as the course serves as an impediment to student enrollment; replace ACC 310 and LE 366 with ENT 220 (Creativity and Innovation), which is a course offered at a minimum once per academic year and often twice per academic year. Moreover, ENT 220 is designated for transformation to a critical thinking course by no later than Fall 2025, with the aspirational goal of achieving this designation for Fall 2024 if possible. Also replace with MGT 461 (New Venture Dynamics) that focuses on a wide-spectrum of new venture challenges and small business management concerns.

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

Remove ACC 310 (Accounting for Entrepreneurs) and LE 366 (Entrep Law & Ethics) from the ENT minor; replace with ENT 220 (Creativity and Innovation) and MGT 461 (New Venture Dynamics). 6 hour credit swap - thus, no additional course hours are required to complete the minor.

Note concerning Notification Requirements (1) and (2): the ENT minor and the replacement courses (ENT 220 and MGT 461) are existing as minor and separate courses, thus, there is no duplication of minor or courses and no memo or other notification is necessary. Moreover, the department does not require additional faculty, equipment, or specialized material.

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: E. C. Alexander	Date: Dec 11, 2023
Registrar: Sonya L C	Date: Dec 12, 2023
College Dean:	Date: Feb. 27, 2024
College Curriculum Chair:	Date: 03/11/2024
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science:	Date:

Entrepreneurship Minor (for non-business majors)

Current minor:

- Entrepreneurship Minor (for Non-Business Majors) A minimum of 15 credit hours including ACC 310, ENT 360, ENT 320, LE 366, plus three credit hours from any ENT-designated course, 300 level or above, MGT 446, MKT 231, MKT 350, MKT 375, MKT 437, or MKT 445.

Updated minor:

- Entrepreneurship Minor (for Non-Business Majors) A minimum of 15 credit hours including ENT 220, ENT 250, ENT 320, MGT 461, plus three credit hours from any ENT-designated course, 300 level or above, MGT 446, MKT 231, MKT 350, MKT 375, MKT 437, or MKT 445.

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

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: Business Department/Division: N/A

Contact Person: Uyi Lawani Phone: 304-696-5441

ACTION REQUESTED:

Check action requested: ____Addition ____Deletion X Change

Name of Minor: General Business (VBUS)

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

RATIONALE:

Since the General Business minor was created, the COB has absorbed the STHM courses and designator. The intent of the General Business minor is to allow students to take a variety of business courses, with options from each functional area. Adding STHM 250, MGT 350 health care management and MGT 370 Energy management Principles as options for the minor would give representation to the Sports Business functional area.

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

See attached.

NOTIFICATION REQUIREMENTS:

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

1. **Statement of Non-Duplication:** If this 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: Deepak Subedi	Date: 2/28/2024
Registrar:	Date: 2-29-2024
College Dean:	Date: 2-29-2024
College Curriculum Chair:	Date: 03-11-2024
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science:	Date:

Current General Business minor requirements:

A minimum of 15 credit hours including ACC 215 or ACC 310, ECN 200 or ECN 250, MGT 320, MKT 340, plus three hours from FIN 323, ENT 360, LE 207, MIS 290, MGT 422, or MKT 231. Note: Business majors may not declare a minor in General Business. Business students transferring to a major outside of business can declare the minor after they change out of business. Student must meet the prerequisites for the individual courses, as listed in the catalog, even if the prerequisite course does not count towards the minor.

Request to change to:

A minimum of 15 credit hours including ACC 215 or ACC 310, ECN 200 or ECN 250, MGT 320, MKT 340, plus three hours from FIN 323, ENT 250, LE 207, MIS 290, MGT 350, MGT 370, MGT 422, MKT 231, or STHM 250. Note: Business majors may not declare a minor in General Business. Business students transferring to a major outside of business can declare the minor after they change out of business. Student must meet the prerequisites for the individual courses, as listed in the catalog, even if the prerequisite course does not count towards the minor.

University Curriculum Committee
RECOMMENDATION

SR 23-24-46 CC

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

Area of Emphasis Additions

College of Liberal Arts

Area of Emphasis Addition: Classical Culture

- **Rationale:** We are creating Classical Language and Classical Culture tracks to bring our program in line with current practice across the nation. Humanities: Classical Languages has been submitted separately. Humanities: Classical Culture will retain the curriculum of the current Humanities: classics degree. This is just a name change.

- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/ERfL66bhyDBNqR1iFOzzog0BccnNuvELOHpYHh63v66QJw?e=Tbl7Sj

Area of Emphasis Addition: Classical Languages

- **Rationale:** We are moving the Latin major from Foreign Languages to Humanities. This mirrors a trend we see throughout the profession to provide Classical Language and Classical Culture tracks. (We are also changing the current major "Classics" to be "Classical Culture" and retaining Its major requirements.) Some students want to pursue the rigorous interdisciplinary education of Classics while doing a modem language, others wish to augment that study with education in ancient language. By creating two tracks we can benefit both populations. Also. the majority of our majors discover their passion for Classics later in their Marshall career. As currently written, for a student to graduate on time with a Latin major they either need to start first semester freshman year and double-up intermediate and advanced Latin their 4th semester. or for faculty to provide summer and independent study classes, by broadening the requirements to Include upper division Ancient Greek we can safeguard late additions and reward those who choose both languages. Also, only HUM faculty teach those classes and it makes more sense to house the major in HUM.

- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/ESZqpZExCPJEnWvEGciES6YBxb6UF7sAP27WJ1ZgBhkMAA?e=eN0v98

University Curriculum Committee
RECOMMENDATION

SR 23-24-46 CC

College of Science

Area of Emphasis Addition: Forensic Biology SB16

- **Rationale:** Currently Biological Sciences has no specific path leading to careers in Forensic Sciences, nor do we have the elective space in our current areas of emphasis to fit CJ or FSC courses. This proposed new AoE will fill that gap and allow students interested in the biological aspects of forensics a dedicated curriculum to meet their needs.

- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EbQPx4yYqyZLmv7cwTXNxUMBqXtTZpE6itV_Nms0kmposA?e=RLYkp3

Area of Emphasis Deletions

College of Arts & Media

Area of Emphasis Deletion: Advertising

- **Rationale:** The School of Journalism is merging the two emphases in this major into one major. There is only a three-class difference between the two emphases in the major and many students are already doing both emphases. Additionally, careers in the major are merging as well.

- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EWfxJAqE_vdNl01KtBweaM0BWxzl1YXitAV-RncdZ_YENw?e=E9bGAG

Area of Emphasis Deletion: Public Relations

- **Rationale:** The School of Journalism is merging the two emphases in this major into one major. There is only a three-class difference between the two emphases in the major and many students are already doing both emphases. Additionally, careers in the major are merging as well.

- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/ESkVWWBIQI5Ii0oVFk02H64BLQs9oQLLA4Wf_ILsKfUm3w?e=dIrJe4

University Curriculum Committee
RECOMMENDATION

SR 23-24-46 CC

College of Liberal Arts

Area of Emphasis Deletion: Classics LH 24

- **Rationale:** We have submitted a name change for "Classics" to "Classical Culture", this deletion will make room for the new name

- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EZHjKG1GXwxOrN4ORpVzF1kB5WbC2zp_R0JlS-eZUHaxGA?e=ESKsMa**

College of Science

Area of Emphasis Deletion: SB1D – Pre-Dentistry

- **Rationale:** This is an old emphasis that has not been used. It has been superseded by the Pre-Professional minor in the College of Science.

- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EYAT2Wkx14lEt3U7VQBTBcMBrA2RRFuQU6SrV2CV9C2sGw?e=T8ey6Y**

Area of Emphasis Deletion: SB1M – Pre-Med

- **Rationale:** This is an old emphasis that has not been used. It has been superseded by the Pre-Professional minor in the College of Science.

- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EYVMCZB1onFBoZrGR_pMEGABxM0ZM_hbyOA0sR4W02vQ9A?e=rZXCFM**

Area of Emphasis Deletion: SB1P – Pre-Pharmacy

- **Rationale:** This is an old emphasis that has not been used. It has been superseded by the Pre-Professional minor in the College of Science.
- **Curriculum: University Curriculum Committee - Undergrad Area of Emphasis Deletion - BSC SB1P.pdf - All Documents (sharepoint.com)**

University Curriculum Committee
RECOMMENDATION

SR 23-24-46 CC

Area of Emphasis Deletion: SB1V – Pre-Veterinary

- **Rationale:** This is an old emphasis that has not been used. It has been superseded by the Pre-Professional minor in the College of Science.

- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EUPJFWL4npZNhxHiUReLfnoBRR8XbEK0TrHZ1JSsxdTioQ?e=bwEOEO

Area of Emphasis Deletion: Pre-Dentistry SC8D

- **Rationale:** AoE has been replaced by pre-professional healthcare minor and is not used.
- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/Eb4u3LJa3zBBsYZzJ4q5iqYBfaMEJ4QJjA4KJDb9gjhlpA?e=YhRrLf

Area of Emphasis Deletion: Pre-Medicine SC8M

- **Rationale:** AoE has been replaced by pre-professional healthcare minor and is not used.

- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EZ4W3BdSDQtFoTPqF6FvR0IBFtVECHaz6ai3zEJkwyAfOA?e=0wMh3v

Area of Emphasis Deletion: Pre-Pharmacy SC8P

- **Rationale:** AoE has been replaced by pre-professional healthcare minor and is not used.

- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EU4xdFx61eJJpg-AoefIs0ABmmBiVwQO73mOXxvj_ohgpw?e=UzvcMN

Area of Emphasis Deletion: Pre-Veterinary SC8V

- **Rationale:** AoE has been replaced by pre-professional healthcare minor and is not used.

- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/Ea_FzyA6kixBktWUvsxHlGQB4QR3gaYNqpTwNN9B4IU3Wg?e=b9FaHV

Area of Emphasis Change

College of Arts & Media

University Curriculum Committee
RECOMMENDATION

SR 23-24-46 CC

Area of Emphasis Change: AV-11 - Graphic Design

- **Rationale:** ART 317 Illustration has not been taught in about six years. This causes confusion for students in their degree progression and scheduling. Changing the ART 317 requirement to an ART 300/400 level elective in the emphasis area would give students more flexibility in moving through the emphasis area, and it would mirror the amount of electives in other emphasis areas.

- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EQIqXnDD0yFAqFPOy52kvRIBbYkG5NiqEVC6oaMfDjxC_Q?e=2JmHr3

Area of Emphasis Change: Graphic Design 2

- **Rationale:** Currently, graphic design emphasis students are required to take ART 498 Capstone Exhibition and ART 489 Graphic Design Portfolio as the culmination of their studies. Changing the requirement of Capstone Exhibition to ART 497 Capstone Studio will better prepare students for Graphic Design Portfolio and also better match Industry expectations after graduation. Students who then *opt* to take Capstone Exhibition as a studio elective would also be on a more even playing field with their peers who are required to take Capstone Studio.

- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EdYbhCiTDFhHtjPOdQCFpiQBW-zmw9oV2NMsUZ4n4Kq0GQ?e=MouZRk

College of Science

Area of Emphasis Change: SB10 Ecology, Evolution, and Organismal Biology

- **Rationale:** Employers and graduate programs in these fields expect students to have received training in technical skills such as GIS, remote sensing, statistics, and data science. To remain competitive, we are making room in this Area of Emphasis course plan for students to add more training in technical electives without removing Biological Sciences coursework. We made the change to Organic Chemistry to reflect the same change made in the BSC major.

- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EZ3m8WE6I9tOgZBdGwndbMwBNvOtAkMqMMxC-APifMDF4w?e=FnAIcl

University Curriculum Committee
RECOMMENDATION

SR 23-24-46 CC

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

_____

_____

_____

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

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: HUM

Contact Person: E.Del Chrol Phone: 64323

ACTION REQUESTED:

Check action requested: XXX Addition ____ Deletion ____ Change

Name of Area of Emphasis: Classical Culture LH25

Within which Major is/will this Area of Emphasis be listed (please provide code as well): Humanities LH20

RATIONALE:

We are creating Classical Language and Classical Culture tracks to bring our program in line with current practice across the nation. Humanities: Classical Languages has been submitted separately. Humanities: Classical Culture will retain the curriculum of the current Humanities: Classics degree. This is just a name change.

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

Change the name "Classics" to "Classical Culture". Curriculum will stay the same.

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: 16 FEB 24
Registrar:	Date: 2-16-2024
College Dean: Kelli Pryear	Date: 2-16-2024
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science:	Date:

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

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College: COLA Department/Division: Humanities

Contact Person: E.Del Chrol Phone: x64323

ACTION REQUESTED:

Check action requested: x Addition ____ Deletion ____ Change

Name of Area of Emphasis: Classical Languages LH26

Within which Major is/will this Area of Emphasis be listed (please provide code as well): BA Humanities LH20

RATIONALE:

We are moving the Latin major from Foreign Languages to Humanities. This mirrors a trend we see throughout the profession to provide Classical Language and Classical Culture tracks. (We are also changing the current major "Classics" to be "Classical Culture" and retaining its major requirements.) Some students want to pursue the rigorous interdisciplinary education of Classics while doing a modern language, others wish to augment that study with education in ancient language. By creating two tracks we can benefit both populations. Also, the majority of our majors discover their passion for Classics later in their Marshall career. As currently written, for a student to graduate on time with a Latin major they either need to start first semester freshman year and double-up intermediate and advanced Latin their 4th semester, or for faculty to provide summer and independent study classes. By broadening the requirements to include upper division Ancient Greek we can safeguard late additions and reward those who choose both languages. Also, only HUM faculty teach these classes and it makes more sense to house the major in HUM.

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

See attached

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

Department Chair/Division Head:	Date: 14 FEB 24
Registrar:	Date: 2-14-2024
College Dean: Kelli Pregliasco	Date: 2-16-2024
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science:	Date:

Humanities: Classical Languages curriculum

E.Del Chrol, chrol@marshall.edu

This document has 3 parts.

1) The major specific curriculum
2) The Classical Languages curriculum inside the full Humanities BA (will repeat the major specific curriculum at the bottom of this section, this is to reflect what the course catalog page will look like)
3) The semester plan to reflect what the course catalog page will look like

1. Humanities: Classical Languages curriculum

Latin 101

Latin 102

Latin 203

Latin 204

Any 3/400 Classics Course

5 3/400 level LAT or GRK elective

LAT 499: Classical Language Capstone

33 Hours are required for the major

2. Humanities: Classical Language Curriculum inside the full Humanities BA

Core Curriculum

Core 1: Critical Thinking

FYS 100	First Yr Sem Critical Thinking	3
MTH 121	Concepts and Applications (CT)	3
Critical Thinking Course		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: Intro course		3
Core II Social Science		3
Core II Fine Arts		3

Additional University Requirements

Writing Intensive	3
Writing Intensive	3
Multicultural/International	3
Capstone (400-level Interdisc Major Elect)	3

College-Specific

Foreign Language 101	3
Foreign Language 102	3
Foreign Language 203	3
Foreign Language 204	3
300/400 COLA Literature	3
COLA Literature	3
300/400 COLA Humanities	3
300/400 COLA Social Science	3
COLA Social Science	3
COLA Social Science	3
COLA Natural/Physical Science	4
300/400 COLA International	3
300/400 COLA Multicultural	3

Major-Specific

Latin 101	3
Latin 102	3

Latin 203	3
Latin 204	3
Electives	
300-400 Classics Course	3
300-400 LAT or GRK	3
300-400 LAT or GRK	3
300-400 LAT or GRK	3
300-400 LAT or GRK	3
300-400 LAT or GRK	3
LAT 499: Classical Language Capstone	3

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

The program consists of 33 hours of coursework. Students who wish to get credit for upper division Ancient Greek (GRK 301, 302) will necessarily have to take introductory Greek (GRK 201, 202)

Semester Plan

The Humanities Major in Classical Languages is for the student who wants to explore the ancient world in depth. Through study of Latin and Greek we can understand the societies of the Ancient Mediterranean in their own terms, using their own words. This deep understanding encourages cross-cultural understanding and coming to grips with the ideas that underpin our own society, whose debts to the ancients are profound.

Plan of Study Grid

First Year

FIRST SEMESTER		*CREDIT HOURS*
CMM 103	Fund Speech-Communication	3
ENG 101	Beginning Composition	3
FYS 100	First Yr Sem Critical Thinking	3
UNI 100	Freshman First Class	1
Latin 101		3
Core II Fine Arts		3
	Credit Hours	16

SECOND SEMESTER		
ENG 201	Advanced Composition	3
Core II Physical/Natural Science		4
Critical Thinking		3
MTH 121	Concepts and Applications (CT)	3
Latin 102		3
	Credit Hours	16

Second Year

FIRST SEMESTER	
Latin 203	3
Critical Thinking	3
Multicultural/International	3

Core II Social Science 3

Core II Humanities: Intro Course 3

Credit Hours 15

SECOND SEMESTER

Writing Intensive 3

Latin 204 3

COLA Social Science 3

COLA Physical/Natural Science 4

COLA Social Science 3

Credit Hours 16

Third Year

FIRST SEMESTER

300-400 LAT or GRK 3

300-400 COLA International 3

300-400 Classics Course 3

300-400 COLA Multicultural 3

GRK 201 3

Credit Hours 15

SECOND SEMESTER

300-400 LAT or GRK 3

GRK 202 3

300-400 Free Elective 3

300-400 COLA Social Science 3

Writing Intensive 3

Credit Hours 15

Fourth Year

FIRST SEMESTER

LAT 499: Classical Language Capstone	3
300/400 COLA Literature	3
300-400 LAT or GRK	3
300-400 LAT or GRK	3
300-400 Free Elective	3
Credit Hours	15

SECOND SEMESTER

300-400 LAT or GRK	3
300-400 Free Elective	3
COLA Literature	3
300-400 Free Elective	3
Credit Hours	12
Total Credit Hours	120

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

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

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College: Science Department/Division: Biological Sciences

Contact Person: Anne Axel Phone: 6-2426

ACTION REQUESTED:

Check action requested: X Addition ____Deletion ____Change

Name of Area of Emphasis: Forensic Biology SB16

Within which Major is/will this Area of Emphasis be listed (please provide code as well): Biological Sciences SB10

RATIONALE:

Currently Biological Sciences has no specific path leading to careers in Forensic Sciences, nor do we have the elective space in our current areas of emphasis to fit CJ or FSC courses. This proposed new AoE will fill that gap and allow students interested in the biological aspects of forensics a dedicated curriculum to meet their needs.

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

see attached

NOTIFICATION REQUIREMENTS:

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

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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: 02/12/2024
Registrar: Sonja A C	Date: 2.12.2024
College Dean: A Mummert	Date: 2.25.2024
College Curriculum Chair:	Date: 2.28.2024
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science:	Date:

MARSHALL UNIVERSITY
www.marshall.edu

College of Science
Department of Biological Sciences

February 12, 2023

From: Dr. Derrick Kolling, Chair, CHM

To: Dr. Brian Antonsen, Chair, BSC

Re: Emphasis in Forensic Biology

I am writing in support of the proposed area of emphasis in Forensic Biology to be presented by the Department of Biological Sciences. The Department of Chemistry does not see any potential overlap with our major in Forensic Chemistry.

Sincerely,

Derrick R. J. Kolling

Professor and Chair of Chemistry

Marshall University, Huntington, WV

AoE in Forensic Biology Curriculum

***Note: BSC 435/436 course add/change paperwork accompanies this request**

Course List Code	Title	Credit Hours
Core Curriculum		**34-36**
Core 1: Critical Thinking		9
FYS 100	First Yr Sem Critical Thinking	3
Critical Thinking Course		3
Critical Thinking Course		3
Core 2		25-27
ENG 101	Beginning Composition	3
ENG 201	Advanced Composition	3
CMM 103	Fund Speech-Communication	3
BSC 120	Principles of Biology I	4
&BSC 120L	Principles of Biology I Lab	
Select one of the following math requirements:		3-5
MTH 140	Applied Calculus	3
MTH 229	Calculus/Analytic Geom I (CT)	5
Core II Humanities		3
Core II Social Science		3
Core II Fine Arts		3
Additional University Requirements		**11**
Writing Intensive		3
Writing Intensive		3
Multicultural or International		3
BSC 491	Capstone Experience[1]	2
Major-Specific		**18**
BSC 121	Principles of Biology II	4
&BSC 121L	Principles of Biology II Lab	
CHM 211	Principles of Chemistry I	3
CHM 217	Principles of Chem Lab I	2
CHM 212	Principles Chemistry II	3
CHM 218	Principles of Chem Lab II	2
PHY 201	College Physics I	3
PHY 202	General Physics I Laboratory	1
Area of Emphasis-Specific		**26**
FSC 224		4
Select one of the following:		3
CJ 200	Intro to Criminal Justice	
CJ 211	Intro to Law Enforcement	
Select one of the following:		3
CJ 314	Crime Scene & Investigations	
CJ 322	Criminal Law	
CJ 323	Criminal Procedure	
CJ 406	Race, Ethnicity, Class & Crime	
CJ 422	Law of Evidence	

CHM 355	Organic Chemistry I	3
CHM 356	Organic Chemistry II	3
CHM 361	Intro Organic Chm Lab	3
CHM 365	Introductory Biochemistry	3
PHY 203	College Physics II	3
PHY 204	General Physics 2 Laboratory	1

Select four of the following 300 level BSC core courses:		**15-16**
BSC 302	Principles of Microbiology	3
BSC 322	Principles Cell Biology	4
BSC 324	Principles of Genetics	4
BSC 332	Principles of Human Anatomy	4
&BSC 332L	Principles of Human Anatomy Lab	
BSC 334	Principles of Human Physiology	4
&BSC 334L	Principles of Human Physiology Lab	

Area of Emphasis-Elective

Select at least 10 hours of the following (3-4 courses)		**10**
BSC 304	Microbiology Lab	2
BSC 435*	Histology & Microtech	4
BSC 436*	Vertebrate Embryology	4
BSC 404	Cellular Physiology	3
BSC 417	Biostatistics	3
BSC 422	Animal Physiology	3
BSC 423	Comparative Vertebrate Anatomy	4
BSC 424	Animal Parasitology	4
BSC 426	Medical Entomology	4
BSC 428	Neuroscience	3
BSC 443	Microbial Genetics	3
BSC 448	Introductory Immunology	3
BSC 450	Molecular Biology	3
BSC 451	Molecular Medicine	3
BSC 454	Princ Adv Techn Mol Biol	3
BSC 456	Genes and Development	3
BSC 463	Bioethics	3

BSC Technical Elective **3**

Select one 300 or 400-level BSC or closely related courses for technical electives. The courses must be approved by the department chair.

Free Elective	3
TOTAL	120

Note, depending on chosen electives total hours may be more than 120

1. Capstone Experience: It is the responsibility of each student to consult his/her advisor regarding details of meeting the capstone requirement. The capstone may be a traditional independent study research project under the supervision of a faculty member selected by the

student, participation in a classroom-based capstone course, or the development and implementation of an internship, co-op, or community-based project. Students must have completed a minimum of 16 hours of BSC coursework before they will be permitted to register for Capstone.

Major Information

- Students are required to know and track their degree requirements for graduation or for entrance to a professional school.
- Students must pass BSC 120 Principles of Biology I & BSC 120L Principles of Biology I Lab and earn a grade of C or better in BSC 121 Principles of Biology II & BSC 121L Principles of Biology II Lab, CHM 211 Principles of Chemistry I, and CHM 212 Principles Chemistry II before they can enroll in any upper-level BSC course except BSC 227 Human Anatomy, BSC 228 Human Physiology and BSC 250 Microbiol & Human Disease.
- BSC 104 Introduction to Biology, BSC 105 Human Biology, BSC 227/227L Human Anatomy, BSC 228/228L Human Physiology, and BSC 250 Microbiol and Human Disease do not count towards a BSC major and cannot substitute for any required or elective BSC courses.
- A minimum of 15 hours of 400-level credit is required.
- In addition to the Core General Education requirements, the College of Science requires 3-5 hours of Calculus, and 40 hours of upper level credit.
- The CHM coursework provides a Chemical Sciences minor.
- Students are encouraged to seek a minor in Criminal Justice.
- Coursework listed as “elective” may vary for each student.
- Students are strongly encouraged to select courses that meet two or more Core or College requirements. For example, a writing intensive literature course could satisfy the Core II Humanities requirement as well as the University writing intensive requirement.
- Course offerings and course attributes are subject to change. Please consult each semester’s schedule of courses for availability and attributes.
- MTH 140 Applied Calculus requires ACT Mathematics score of 24 or higher. Students with an ACT Mathematics score less than 24 will be placed in the appropriate prerequisite mathematics courses.
- All Biological Science majors are required to complete a minimum of 40 hours of credits in the Department of Biological Sciences. Biochemistry courses count towards those 40 hours in this area of Emphasis.

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

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

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College: CAM Department/Division: SOJMC

Contact Person: Allyson Goodman Phone: 304-539-3795

ACTION REQUESTED:

Check action requested: ____Addition X Deletion ____Change

Name of Area of Emphasis: Advertising AJ91

Within which Major is/will this Area of Emphasis be listed (please provide code as well): Advertising/PR AJ90

RATIONALE:

The School of Journalism is merging the two emphases in this major into one major. There is only a three-class difference between the two emphases in the major and many students are already doing both emphases. Additionally, careers in the major are merging as well.

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

Eliminating curriculum to allow for new merged major.

NOTIFICATION REQUIREMENTS:

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

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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: 2/23/24
Registrar:	Date: 2-27-2024
College Dean:	Date: 2/29/2024
College Curriculum Chair: Allyson B Goodman	Date: 2-29-24
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science:	Date:

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College: CAM Department/Division: SOJMC

Contact Person: Allyson Goodman Phone: 304-539-3795

ACTION REQUESTED:

Check action requested: ____Addition X Deletion ____Change

Name of Area of Emphasis: Public Relations AJ92

Within which Major is/will this Area of Emphasis be listed (please provide code as well): Ad/Public Relations AJ90

RATIONALE:

The School of Journalism is merging the two emphases in this major into one major. There is only a three-class difference between the two emphases in the major and many students are already doing both emphases. Additionally, careers in the major are merging as well.

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

Eliminating curriculum to allow for new merged major.

NOTIFICATION REQUIREMENTS:

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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: 2/23/24
Registrar: [signature]	Date: 2-27-2024
College Dean: [signature]	Date: 2/29/2024
College Curriculum Chair: Allyson B. Goodman	Date: 2-29-24
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
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VP Academic Affairs/VP Health Science:	Date:

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College: COLA Department/Division: HUM

Contact Person: E.Del Chrol Phone: 64323

ACTION REQUESTED:

Check action requested: ____Addition x Deletion ____Change

Name of Area of Emphasis: Classics LH 24

Within which Major is/will this Area of Emphasis be listed (please provide code as well): Humanities LH 20

RATIONALE:

We have submitted a name change for "Classics" to "Classical Culture", this deletion will make room for the new name

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

NOTIFICATION REQUIREMENTS:

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

Department Chair/Division Head:	Date: 15 Feb 24
Registrar:	Date: 2-16 2024
College Dean:	Date: 2-16-2024
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science:	Date:

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College: Science Department/Division: Biological Sciences

Contact Person: Brian Antonsen Phone: 6-6496

ACTION REQUESTED:

Check action requested: ____Addition X Deletion ____Change

Name of Area of Emphasis: SB1D - Pre-Dentistry

Within which Major is/will this Area of Emphasis be listed (please provide code as well): SB 10 Biological Sciences

RATIONALE:

This is an old emphasis that has not been used. It has been superseded by the Pre-Professional minor in the College of Science.

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

NOTIFICATION REQUIREMENTS:

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

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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: 02/14/2024
Registrar:	Date: 2.14.2024
College Dean:	Date: 2.25.2024
College Curriculum Chair:	Date: 2.28.2024
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science:	Date:

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

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: Science Department/Division: Biological Sciences

Contact Person: Brian Antonsen Phone: 6-6496

ACTION REQUESTED:

Check action requested: ____Addition X Deletion ____Change

Name of Area of Emphasis: SB1M - Pre-Med

Within which Major is/will this Area of Emphasis be listed (please provide code as well): SB 10 Biological Sciences

RATIONALE:

This is an old emphasis that has not been used. It has been superseded by the Pre-Professional minor in the College of Science.

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

NOTIFICATION REQUIREMENTS:

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College: Science Department/Division: Biological Sciences

Contact Person: Brian Antonsen Phone: 6-6496

ACTION REQUESTED:

Check action requested: ____Addition X Deletion ____Change

Name of Area of Emphasis: SB1P - Pre-Pharmacy

Within which Major is/will this Area of Emphasis be listed (please provide code as well): SB 10 Biological Sciences

RATIONALE:

This is an old emphasis that has not been used. It has been superseded by the Pre-Professional minor in the College of Science.

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

NOTIFICATION REQUIREMENTS:

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College: Science Department/Division: Biological Sciences

Contact Person: Brian Antonsen Phone: 6-6496

ACTION REQUESTED:

Check action requested: ____Addition X Deletion ____Change

Name of Area of Emphasis: SB1V - Pre-Veterinary

Within which Major is/will this Area of Emphasis be listed (please provide code as well): SB 10 Biological Sciences

RATIONALE:

This is an old emphasis that has not been used. It has been superseded by the Pre-Professional minor in the College of Science.

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

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College: Science Department/Division: Chemistry

Contact Person: Derrick Kolling Phone: 3046962307

ACTION REQUESTED:

Check action requested: _____Addition X Deletion _____Change

Name of Area of Emphasis: Pre-Dentistry SC8D

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

RATIONALE:

AoE has been replaced by pre-professional healthcare minor and is not used.

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

NOTIFICATION REQUIREMENTS:

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

Department Chair/Division Head: Derrick Kolling	Date: 2/15/2024
Registrar: Sonja M C	Date: 2.27.23
College Dean: A Mummert	Date: 2.25.2024
College Curriculum Chair:	Date: 2.28.2024
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
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College: Science Department/Division: Chemistry

Contact Person: Derrick Kolling Phone: 3046962307

ACTION REQUESTED:

Check action requested: _____Addition X Deletion _____Change

Name of Area of Emphasis: Pre-Medicine SC8M

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

RATIONALE:

AoE has been replaced by pre-professional healthcare minor and is not used.

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

NOTIFICATION REQUIREMENTS:

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College Curriculum Chair:	Date: 2.28.2024
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College: Science Department/Division: Chemistry

Contact Person: Derrick Kolling Phone: 3046962307

ACTION REQUESTED:

Check action requested: _____Addition X Deletion _____Change

Name of Area of Emphasis: Pre-Pharmacy SC8P

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

RATIONALE:

AoE has been replaced by pre-professional healthcare minor and is not used.

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

NOTIFICATION REQUIREMENTS:

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Registrar: Sonya L C	Date: 2.27.24
College Dean: a Mummert	Date: 2.25.2024
College Curriculum Chair:	Date: 2.28.2024
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College: Science Department/Division: Chemistry

Contact Person: Derrick Kolling Phone: 3046962307

ACTION REQUESTED:

Check action requested: _____Addition X Deletion _____Change

Name of Area of Emphasis: Pre-Veterinary SC8V

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

RATIONALE:

AoE has been replaced by pre-professional healthcare minor and is not used.

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

NOTIFICATION REQUIREMENTS:

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College: College of Arts & Media Department/Division: School of Art & Design

Contact Person: Dr. Mark Zanter Phone: 304.696.5451

ACTION REQUESTED:

Check action requested: ____Addition ____Deletion X Change

Name of Area of Emphasis: AV-11 - Graphic Design

Within which Major is/will this Area of Emphasis be listed (please provide code as well): AV-10 - BFA, Visual Art

RATIONALE:

ART 317 Illustration has not been taught in about six years. This causes confusion for students in their degree progression and scheduling. Changing the ART 317 requirement to an ART 300/400 level elective in the emphasis area would give students more flexibility in moving through the emphasis area, and it would mirror the amount of electives in other emphasis areas.

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

Change requirement of ART 317 Illustration to an ART 300/400 Level Emphasis Area.

NOTIFICATION REQUIREMENTS:

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

Department Chair/Division Head: Mark Zanter	Date: February 7, 2024
Registrar: [signature]	Date: 2-9-24
College Dean: Maria P. Rindhart	Date: 2/29/2024
College Curriculum Chair: Allyson B Goodman	Date: 2-29-24
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science:	Date:

CURRENT GRAPHIC DESIGN REQUIREMENTS

- **ART 101** VISUAL CULTURE AND RESEARCH
- **ART 201** HISTORY OF ART
- **ART 202** HISTORY OF ART
- **ART 214** FOUNDATIONS: GRID/CHROMA
- **ART 215** FOUNDATIONS: FORM/SPACE
- **ART 217** FOUNDATIONS: RECORD/LAYER
- **ART 218** FOUNDATIONS: SITE/MATRIX
- **ART 219** FOUNDATIONS: FRAME/TIME
- **ART 298** FOUNDATIONS REVIEW: BFA

- **ART 312** TYPOGRAPHY
- **ART 314** GRAPHIC DESIGN I
- **ART 317** ILLUSTRATION (OR ART 318)
- **ART 316** GRAPHIC DESIGN II
- **ART 389** 20TH CENTURY (OR ART 464)
- **ART 390** PROFESSIONAL PRACTICE
- **ART 440** ADVANCED GRAPHIC DESIGN
- **ART 489** GRAPHIC DESIGN PORTFOLIO
- **ART 490** APPRENTICESHIP
- **ART 498** SENIOR CAPSTONE EXHIBITION

- ART 300/400 LEVEL EMPHASIS AREA
- ART 300/400 LEVEL EMPHASIS AREA
- ART HISTORY ELECTIVE
- ART STUDIO ELECTIVE
- ART STUDIO ELECTIVE
- ART STUDIO ELECTIVE
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- ELECTIVE OUTSIDE OF MAJOR
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PROPOSED GRAPHIC DESIGN REQUIREMENTS

- **ART 101** VISUAL CULTURE AND RESEARCH
- **ART 201** HISTORY OF ART
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- **ART 214** FOUNDATIONS: GRID/CHROMA
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- ART 300/400 LEVEL EMPHASIS AREA
- **ART 316** GRAPHIC DESIGN II
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College: College of Arts & Media Department/Division: School of Art & Design

Contact Person: Dr. Mark Zanter Phone: 304.696.5451

ACTION REQUESTED:

Check action requested: ____Addition ____Deletion X Change

Name of Area of Emphasis: AV-11 - Graphic Design

Within which Major is/will this Area of Emphasis be listed (please provide code as well): AV-10 - BFA, Visual Art

RATIONALE:

Currently, graphic design emphasis students are required to take ART 498 Capstone Exhibition and ART 489 Graphic Design Portfolio as the culmination of their studies. Changing the requirement of Capstone Exhibition to ART 497 Capstone Studio will better prepare students for Graphic Design Portfolio and also better match industry expectations after graduation. Students who then opt to take Capstone Exhibition as a studio elective would also be on a more even playing field with their peers who are required to take Capstone Studio.

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

Change requirement of ART 498 Capstone Exhibition to ART 497 Capstone Studio.

NOTIFICATION REQUIREMENTS:

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

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Registrar: Sonja Stephens	Date: 2-9-2024
College Dean: Maria Pinchart	Date: 2/29/2024
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University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
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- **ART 316** GRAPHIC DESIGN II
- **ART 389** 20TH CENTURY (OR ART 464)
- **ART 390** PROFESSIONAL PRACTICE
- **ART 440** ADVANCED GRAPHIC DESIGN
- **ART 489** GRAPHIC DESIGN PORTFOLIO
- **ART 490** APPRENTICESHIP
- **ART 497** SENIOR CAPSTONE STUDIO

- ART 300/400 LEVEL EMPHASIS AREA
- ART 300/400 LEVEL EMPHASIS AREA
- ART HISTORY ELECTIVE
- ART STUDIO ELECTIVE
- ART STUDIO ELECTIVE
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College: Science Department/Division: Biological Sciences

Contact Person: Anne Axel Phone: 6-2426

ACTION REQUESTED:

Check action requested: ____Addition ____Deletion __X__Change

Name of Area of Emphasis: Ecology, Evolution, and Organismal Biology

Within which Major is/will this Area of Emphasis be listed (please provide code as well): Biological Sciences SB10

RATIONALE:

Employers and graduate programs in these fields expect students to have received training in technical skills such as GIS, remote sensing, statistics, and data science. To remain competitive, we are making room in this Area of Emphasis course plan for students to add more training in technical electives without removing Biological Sciences coursework. We made the change to Organic Chemistry to reflect the same change made in the BSC major.

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

Please see attached.

NOTIFICATION REQUIREMENTS:

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

Department Chair/Division Head:	Date: 02/12/2024
Registrar:	Date: 2.13.2024
College Dean:	Date: 2.25.2024
College Curriculum Chair:	Date: 2.28.2024
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science:	Date:

Old Curriculum Markup, changes in red. Deletions crossed out, additions in Bold.
***Note: BSC 436/468 course change/add paperwork accompanies this request**

Ecology, Evolution, and Organismal Biology

Course List

Code	Title	Credit Hours
Core Curriculum		
Core 1: Critical Thinking		
FYS 100	First Yr Sem Critical Thinking	3
Critical Thinking Course		3
Critical Thinking Course		3
Core 2		
ENG 101	Beginning Composition	3
ENG 201	Advanced Composition	3
CMM 103	Fund Speech-Communication	3
Select one of the following math requirements:		3-5
MTH 140	Applied Calculus	3
MTH 229	Calculus/Analytic Geom I (CT)	5
BSC 120	Principles of Biology I	4
&BSC 120L	Principles of Biology I Lab	
Core II Humanities		3
Core II Social Science		3
Core II Fine Arts		3
Additional University Requirements		
Writing Intensive		3
Writing Intensive		3
Multicultural or International		3
BSC 491	Capstone Experience~~2~~ 1	2
Major-Specific		
BSC 121	Principles of Biology II	4
&BSC 121L	Principles of Biology II Lab	
CHM 211	Principles of Chemistry I	3
CHM 217	Principles of Chem Lab I	2
CHM 212	Principles Chemistry II	3
CHM 218	Principles of Chem Lab II	2
Select one of the following organic chemistry requirements:		3
CHM 327	Intro Organic Chemistry	3
CHM 355	Organic Chemistry I	3
~~CHM 355~~	~~Organic Chemistry I~~	~~3~~
~~PHY 201~~	~~College Physics I~~	~~3~~
~~PHY 202~~	~~General Physics I Laboratory~~	~~1~~

Area of Emphasis-Specific

BSC 320	Principles of Ecology	4
BSC 340	Principles of Evolution	3
BSC 417	Biostatistics	3
BSC 324	Principles of Genetics	4
Select one of the following:		4-5
BSC 302	Principles of Microbiology	3
& BSC 304	Microbiology Lab	2
BSC 322	Principles Cell Biology	4
BSC 332	Principles of Human Anatomy	4
&BSC 332L	Principles of Human Anatomy Lab	
BSC 334	Principles of Human Physiology	4
&BSC 334L	Principles of Human Physiology Lab	

Area of Emphasis-Elective

Select a minimum of 18 credits of the following: 18

~~BSC 301 Vertebrate Embryology~~
BSC 310 Comp Vertebrate Anatomy
BSC 312 Invertebrate Zoology
BSC 401 Ichthyology
BSC 406 Herpetology
BSC 408 Ornithology
BSC 409 Mammalogy
BSC 410 Remote Sensing/GIS Appl
BSC 411 Dgtl Image Proc/GIS Model
BSC 416 Plant Taxonomy
BSC 420 Plant Physiology
BSC 421 Phycology
BSC 422 Animal Physiology
BSC 424 Animal Parasitology
BSC 425 Systematics
BSC 426 Medical Entomology
BSC 430 Plant Ecology
BSC 431 Limnology
BSC 436 Vertebrate Embryology
BSC 438 Emerging Infect Diseases
BSC 443 Microbial Genetics
BSC 445 Microbial Ecology
BSC 450 Molecular Biology
BSC 460 Conservation Biology
BSC 468 Wildlife Ecology
CHM 365 Introductory Biochemistry

BSC Technical Electives 16

Select a minimum of 16 credits of 300 or 400-level BSC or closely related courses for technical electives. GEO 426 is strongly recommended. Students may wish to complete the GIScience Certificate in Geography. The courses must be approved by the department chair.

Free Elective 3
Free Elective 3

TOTAL 120-123

1. Capstone Experience: It is the responsibility of each student to consult his/her advisor regarding details of meeting the capstone requirement. The capstone may be a traditional independent study research project under the supervision of a faculty member selected by the student, participation in a classroom-based capstone course, or the development and implementation of an internship, co-op, or community-based project. Students must have completed a minimum of 16 hours of BSC coursework before they will be permitted to register for Capstone.

Major Information

- Students must pass BSC 120 Principles of Biology I & BSC 120L Principles of Biology I Lab and earn a grade of C or better in BSC 121 Principles of Biology II & BSC 121L Principles of Biology II Lab, CHM 211 Principles of Chemistry I, and CHM 212 Principles Chemistry II before they can enroll in any upper-level BSC course except BSC 227 Human Anatomy, BSC 228 Human Physiology and BSC 250 Microbiol & Human Disease.
- BSC 104 Introduction to Biology, BSC 105 Human Biology, BSC 227/227L Human Anatomy, BSC 228/228L Human Physiology, and BSC 250 Microbiol and Human Disease do not count towards a BSC major and cannot substitute for any required or elective BSC courses.
- A minimum of 15 hours of 400-level credit is required.
- Students are required to know and track their degree requirements for graduation or for entrance to a professional school.
- In addition to the Core General Education requirements, the College of Science requires 3-5 hours of Calculus, and 40 hours of upper level credit.
- The CHM coursework provides a Chemical Sciences minor.
- Coursework listed as “elective” may vary for each student. Students are encouraged to use elective hours toward a 2nd minor or toward prerequisites.
- Students are strongly encouraged to select courses that meet two or more Core or College requirements. For example, a writing intensive literature course could satisfy the Core II Humanities requirement as well as the University writing intensive requirement.
- Course offerings and course attributes are subject to change. Please consult each semester’s schedule of courses for availability and attributes.
- MTH 140 Applied Calculus requires ACT Mathematics score of 24 or higher. Students with an ACT Mathematics score less than 24 will be placed in the appropriate prerequisite mathematics courses.
- All Biological Science majors are required to complete a minimum of 40 hours of credits in the Department of Biological Sciences.

Clean Copy of New Curriculum.

Ecology, Evolution, and Organismal Biology

Course List Code	Title	Credit Hours
Core Curriculum		
Core 1: Critical Thinking		
FYS 100	First Yr Sem Critical Thinking	3
Critical Thinking Course		3
Critical Thinking Course		3
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ENG 101	Beginning Composition	3
ENG 201	Advanced Composition	3
CMM 103	Fund Speech-Communication	3
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BSC 120	Principles of Biology I	4
&BSC 120L	Principles of Biology I Lab	
Core II Humanities		3
Core II Social Science		3
Core II Fine Arts		3
Additional University Requirements		
Writing Intensive		3
Writing Intensive		3
Multicultural or International		3
BSC 491	Capstone Experience[2] [1]	2
Major-Specific		
BSC 121	Principles of Biology II	4
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CHM 355	Organic Chemistry I	3

Area of Emphasis-Specific

BSC 320	Principles of Ecology	4
BSC 340	Principles of Evolution	3
BSC 417	Biostatistics	3
BSC 324	Principles of Genetics	4
Select one of the following:		4-5
BSC 302	Principles of Microbiology	3
& BSC 304	Microbiology Lab	2
BSC 322	Principles Cell Biology	4
BSC 332	Principles of Human Anatomy	4
&BSC 332L	Principles of Human Anatomy Lab	
BSC 334	Principles of Human Physiology	4
&BSC 334L	Principles of Human Physiology Lab	

Area of Emphasis-Elective

Select a minimum of 18 credits of the following:		18
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BSC 312	Invertebrate Zoology	
BSC 401	Ichthyology	
BSC 406	Herpetology	
BSC 408	Ornithology	
BSC 409	Mammalogy	
BSC 410	Remote Sensing/GIS Appl	
BSC 411	Dgtl Image Proc/GIS Model	
BSC 416	Plant Taxonomy	
BSC 420	Plant Physiology	
BSC 421	Phycology	
BSC 422	Animal Physiology	
BSC 424	Animal Parasitology	
BSC 425	Systematics	
BSC 426	Medical Entomology	
BSC 430	Plant Ecology	
BSC 431	Limnology	
BSC 436	Vertebrate Embryology	
BSC 438	Emerging Infect Diseases	
BSC 443	Microbial Genetics	
BSC 445	Microbial Ecology	
BSC 450	Molecular Biology	
BSC 460	Conservation Biology	
BSC 468	Wildlife Ecology	
CHM 365	Introductory Biochemistry	

BSC Technical Electives 16

Select a minimum of 16 credits of 300 or 400-level BSC or closely related courses for technical electives. GEO 426 is strongly recommended. Students may wish to complete the GIScience Certificate in Geography. The courses must be approved by the department chair.

Free Elective	3
Free Elective	3

TOTAL 120-123

1. Capstone Experience: It is the responsibility of each student to consult his/her advisor regarding details of meeting the capstone requirement. The capstone may be a traditional independent study research project under the supervision of a faculty member selected by the student, participation in a classroom-based capstone course, or the development and implementation of an internship, co-op, or community-based project. Students must have completed a minimum of 16 hours of BSC coursework before they will be permitted to register for Capstone.

Major Information

- Students must pass BSC 120 Principles of Biology I & BSC 120L Principles of Biology I Lab and earn a grade of C or better in BSC 121 Principles of Biology II & BSC 121L Principles of Biology II Lab, CHM 211 Principles of Chemistry I, and CHM 212 Principles Chemistry II before they can enroll in any upper-level BSC course except BSC 227 Human Anatomy, BSC 228 Human Physiology and BSC 250 Microbiol & Human Disease.
- BSC 104 Introduction to Biology, BSC 105 Human Biology, BSC 227/227L Human Anatomy, BSC 228/228L Human Physiology, and BSC 250 Microbiol and Human Disease do not count towards a BSC major and cannot substitute for any required or elective BSC courses.
- A minimum of 15 hours of 400-level credit is required.
- Students are required to know and track their degree requirements for graduation or for entrance to a professional school.
- In addition to the Core General Education requirements, the College of Science requires 3-5 hours of Calculus, and 40 hours of upper level credit.
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- MTH 140 Applied Calculus requires ACT Mathematics score of 24 or higher. Students with an ACT Mathematics score less than 24 will be placed in the appropriate prerequisite mathematics courses.
- All Biological Science majors are required to complete a minimum of 40 hours of credits in the Department of Biological Sciences.

University Curriculum Committee
RECOMMENDATION

SR-23-24-47 CC

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

College of Arts & Media

JMC 265 – Introduction to Podcasting

- **Description:** Students will learn the basics of narrative podcasting, including the history of audio storytelling, branding and listener engagement, production and distribution, script writing, interviewing, and editing.
- **Curriculum:** https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EdaFPSqMB85JgC0rYm3yvMEBIAqKs0ypNSKCY_xVhY6obg?e=v6HhPJ

JMC 365 – Advanced Podcasting

- **Description:** Students learn advanced podcasting techniques, music and sound effects,
- audio mixing, mastering, and multi-track production techniques and explore legal issues such as intellectual property and copyright permissions.
- **Curriculum:** https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/ERR-l-16j09GuPThqQ0uC7EBjyebGamvVGDiVq5-oau79A?e=d0eGX3

JMC 499 – Professional Portfolio

- **Description:** Students will assess their work and prepare artifacts for their professional portfolio and program review.
- **Curriculum:** https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EQ19fJEy6V9EmwqPU1GKSY0BmePz9Wrbr_KPVwytDmmK-w?e=gwwht9

College of Business

ENT 485 – Independent Study

- **Description:** N/A
- **Curriculum:** https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EUAWiI0HTOlPqUkjVqdALcIBQZkldXere-XcyJnM2Jt7QA?e=ch4cmU

University Curriculum Committee
RECOMMENDATION

SR-23-24-47 CC

ENT 490 – Internship

- **Description:** A supervised environment working for a business firm/agency to gain practical experience by completing defined projects or tasks.
- **Curriculum:** https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EX_NtnKfvnpGv5i6wAaf4xoBJB13ArcwQXU9UF19Mg5RBw?e=Y7Obyi

College of Health Professions

HS 375 – Biomed Testing & Interpret

- **Description:** Experiential learning of the procedures and processes of human movement testing and reporting using biomechanical equipment.
- **Curriculum:** https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EWeCIxYZL49EkZMEXbYy-dABt_M28Q8ce94Hg22uFVvCJg?e=IIvEyq

SWK 317 – Family Victimology

- **Description:** Provides students with practice skills and competencies for working with family victimology across the lifespan.
- **Curriculum:** https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/ETrbI5sTKk1Cho5pmOGW5XQBkTXjzvrnYdzyWW6kxFb5Kg?e=pII5Ei

SWK 319 – Adolescent Intervention

- **Description:** Provides students with practice skills and competencies for working with family victimology across the lifespan.
- **Curriculum:** https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EWEelKtoXctMhLUy_yEoMyYBpnnpYEdjUyap8moxDlF-YA?e=jRkB49

University Curriculum Committee
RECOMMENDATION

SR-23-24-47 CC

College of Liberal Arts

CL 238 – Ancient Sport and Spectacle

- **Description:** Survey of Greek and Roman athletics, the Roman Triumph, gladiatorial combat, and other spectacles in the Ancient World.
- **Curriculum:** https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EYQRmIbyJ1xIhqQrtcnfzswB1exzgJ05stnhlv9a0PGqig?e=Dd13Fu

CL 239 – Ancient Identities

- **Description:** This course introduces students to ancient thinking about race and ethnicity and to consider how that thinking has influenced attitudes and ideas about identity from the ancient world to the present.
- **Curriculum:** https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EdCY3MZTqJpDuSPhIeerVMcBCWmKABiAEmNXPuMu2mJ_EA?e=Qmahw0

College of Science

BSC 435 – Histology & Microtech

- **Description:** Study of the microscopic structure and function of cells and tissues, focus on comparative microanatomy and histopathology.
- **Curriculum:** https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EXCC46IEaMdCrIFzGeb5u1wBlDkVSUAGkAdECNdCLMnaTw?e=f6wv2y

BSC 468 – Wildlife Ecology & Management

- **Description:** A study of ecological field techniques with an emphasis on wildlife management and field ecology. Application of ecological theory to managing, monitoring, and assessing wildlife populations and habitats through experiential learning.
- **Curriculum:** https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EbEiTxS0trFEkMarQ8UX4Y0B8Yzug2Oi82Z7nVKz6XKNBA?e=WIGAIL

University Curriculum Committee
RECOMMENDATION

SR-23-24-47 CC

CJ 427 – Environmental Criminology

- **Description:** Explores theoretical, methodological, and practical approaches about environmental crime from a critical lens.
- **Curriculum:** https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EWvht_8SPDJImpPN51Oky4MBzeVwYCh_ZcM81DrVBMQeyA?e=oaX7c6

NRE 111L – Living Systems Lab

- **Description:** Laboratory course to accompany NRE 111 Living Systems.
- **Curriculum:** https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/ETBZ-N_6hAZDm0H7v7Rf-9cBktlIOvmS6_HrmwpMhYynvQ?e=HfO9cp

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

_____

_____

_____

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

Request for Undergraduate Course Addition

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

College: CAM Department/Division: SOJMC Alpha Designator/Number: JMC 265

Contact Person: Dr. Rob Quicke Phone: 304-696-2360

NEW COURSE DATA:

Course Title: Introduction to Podcasting (Limit of 30 characters & spaces.)

Alpha Designator/Number: JMC 265

General Education Designator(s) (check all that apply): ☐ CT ☐ INTL ☐ MC ☐ Core II (Core II type: _____)

Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

Catalog Description (Limit of 30 words): Students will learn the basics of narrative podcasting, including the history of audio storytelling, branding and listener engagement, production and distribution, script writing, interviewing, and editing.

Co-requisite(s): N/A First Term to be Offered: Spring 2025

Prerequisite(s): N/A Credit Hours: 3

Grading Mode: Graded: X Credit/No Credit: _____

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

CHECKLIST/REQUIREMENTS

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

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

Department Chair/Division Head: [signature]	Date: 2/23/24
Registrar: [signature]	Date: 2-27-2024
College Dean: [signature]	Date: 2/28/2024
College Curriculum Chair: [signature]	Date: 2-28-24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Addition - Page 2

Additional Information Required for Undergraduate Course Addition

College: CAM Department/Division: SOJMC Alpha Designator/Number: JMC 265

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

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

   Dr. Rob Quicke

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.

   Library resources are adequate to teach this class.

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.):

   This class will be taught in the new SOJMC Podcasting studio.

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

   N/A

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

Bibliography

Meinzer, K. (2019). *So you want to start a podcast: Finding your voice, telling your story, and building a community that will listen*. New York: William Morrow.

Olmsted, J. (2019). *Tools for Podcasting*. Washington, D.C.: American University.

Quicke, R. (2023). *Finding Your Voice in Radio, Audio, And Podcast Production*. Oxford: Routledge.

As podcasting continues to evolve, instructors may stay up to date by consulting sources such as the Pod News newsletter (www.podnews.net), the Hot Pod newsletter (www.hotpodnews.com), the School of Podcasting podcast (www.schoolofpodcasting.com), the Podcast Report podcast (www.thepodcastreport.com), and the website of Podcast Movement, a global community of podcasting professionals (www.podcastmovement.com).

BIBLIOGRAPHY OF SUPPORTIVE TEXTS:

Abel, J. (2015). *Out on the wire: The storytelling secrets of the new masters of radio*. New York: Broadway Books.

Douglas, S. J. (2004). *Listening in: Radio and the American imagination*. Minneapolis: University of Minnesota Press.

Larson, D. (2021). *Podcasting made simple: The step-by-step guide on how to start a successful podcast from the ground up*. AT Publishing.

McElroy, J., McElroy, T., & McElroy, G. (2021). *Everybody has a podcast (except you): A how-to guide from the first family of podcasting*. New York: Harper Perennial.

Mantas, H. (2021, June 11). A podcast about guns, God, and Facebook awarded a Pulitzer Prize for audio reporting. Retrieved from https://www.poynter.org/reporting-editing/2021/a-podcast-about-guns-god-and-facebook-awarded-a-pulitzer-prize-for-audio-reporting/

Lee, Alexander. (2021, August 16). As gaming influencers rise in prominence, their podcasts provide new branding and sponsorship opportunities. Retrieved from https://digiday.com/marketing/as-gaming-influencers-rise-in-prominence-their-podcasts-provide-new-branding-and-sponsorship-opportunities/

Nuzum, E. (2019). *Make noise: A creator's guide to podcasting and great audio storytelling*. New York: Workman Publishing.

O'Connell, M. (2017). *Turn up the volume: A down and dirty guide to podcasting*. Abingdon: Routledge.

Rowles, D., & Rogers, C. (2019). *Podcasting marketing strategy: A complete guide to creating, publishing, and monetizing a successful podcast*. New York: Kogan Page.

Spinelli, M., & Dann, L. (2019). *Podcasting: The audio media revolution*. New York: Bloomsbury Academic.

Uberti, D. (2017, March 30). Is the podcast boom good for journalism? *Columbia Journalism Review*. https://www.cjr.org/business_of_news/podcast-serial-stown-this-american-life-de-correspondent.php

Weldon, G. (2021). *NPR's podcast start-up guide: Create, launch, and grow a podcast that people listen to – on any budget*. Berkeley: Ten Speed Press.

Marshall University Syllabus
College of Arts and Media
School of Journalism & Mass Communications

Course

JMC 265- Introduction to Podcasting

Course Description

Students will learn the basics of narrative podcasting, including the history of audio storytelling, branding and listener engagement, production and distribution, script writing, interviewing, and editing.

In this course students will learn the basics of every aspect of narrative podcasting. This three-credit course examines the history of audio storytelling in the podcast medium and explores strategies for branding and listener engagement in addition to providing technical instruction on how to produce and distribute podcasts. Students will learn how to research and write scripts, interview guests, record and edit audio content, and promote finished podcasts that appeal to target audiences.

Credits
3 credits, undergraduate

Prerequisites
None

Term/Year

Spring 2025

Class Meeting Days/Times

This class meets Tuesdays and Thursdays from 11 to 12:15 a.m. in the SOJMC Podcasting Studio (CB 132)

Academic Calendar

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

Instructor

Dr. Rob Quicke

Contact Information

- Office: SOJMC Director's Office, CB 100
- Office Hours: TBA
- Office Phone: 304-696-2360
- Marshall Email: quicke@marshall.edu

Health and Safety Information

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

Required and/or Recommended Texts and Materials

Required Texts and Materials

Selections from the following texts will be made available on Blackboard:

Meinzer, K. (2019). *So you want to start a podcast: Finding your voice, telling your story, and building a community that will listen*. New York: William Morrow.

Olmsted, J. (2019). *Tools for Podcasting*. Washington, D.C.: American University.

Quicke, R. (2023). *Finding Your Voice in Radio, Audio, And Podcast Production*. Oxford: Routledge.

As podcasting continues to evolve, instructors may stay up to date by consulting sources such as the Pod News newsletter (www.podnews.net), the Hot Pod newsletter (www.hotpodnews.com), the School of Podcasting podcast (www.schoolofpodcasting.com), the Podcast Report podcast (www.thepodcastreport.com), and the website of Podcast Movement, a global community of podcasting professionals (www.podcastmovement.com).

Recommended/Optional Texts and Materials

N/A

SOJMC Student Learning Outcomes

Our SOJMC graduates should be able to:

- write clearly and correctly in forms and styles appropriate for the communications professions, audiences, and purposes they serve. (#1) (a)

- present images and information effectively and creatively. (#2) (b)

- apply appropriate traditional and emerging theories, tools and technologies of the professions in which they work. (#3) (c)

- critically evaluate, and be accountable for, their own work when it comes to accuracy, fairness, clarity, appropriate style and grammatical correctness. (#4) (d)

- strategically plan empathetic content. (#5) (e)

- apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work. (#6) (f)

- apply basic numerical and statistical concepts effectively and correctly. (#7) (g)

- demonstrate an ability to curate, cultivate and, when appropriate, maximize an audience. (#8) (h)

- summarize legal issues applicable to the communications professions in which they work. (#9) (i)

- apply the principles and laws of freedom of speech and press in America. (#10) (j)

- demonstrate an understanding of professional ethical principles. (#11) (k)

- apply professional ethical principles to work ethically in the pursuit of truth, accuracy, fairness and diversity. (#12) (l)

- demonstrate culturally proficient communication that boldly tells the story of diversity and the magnitude of the human experience inclusive of those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, gender identity, sexual orientation, ability and other forms of diversity domestically and globally, across communication and media contexts. (#13) (m)

- apply cultural competence in making content relevant and meaningful. (#14) (n)

- demonstrate an understanding of the multicultural history and role of

professionals and institutions in shaping communications. (#15) (o)

· demonstrate an understanding of freedom of expression around the globe. (#16) (p)

· critically evaluate the work of others for accuracy, fairness, clarity, appropriate style and grammatical correctness with a keen eye for misinformation and disinformation. (#17) (q)

· demonstrate an understanding of the roles and responsibilities of media institutions in a democratic country and in a digital, multicultural and global age. (#18) (r)

· demonstrate an ability to work collaboratively. (#19) (s)

· demonstrate the confidence, skill, adaptability, resourcefulness and passion to be employed in a mass communications field or chart their own path and is motivated to be a positive influence in the community in which they work. (#20) (t)

Course Student Learning Outcomes

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

Course student learning outcomes	**How students will practice each outcome in this course**	**How student achievement of each outcome will be assessed in this course**	**SOJMC Student Learning Outcomes (see full outcomes above)**

Use a variety of technologies to produce podcasts and develop broadcasting skills such as script writing, reporting, interviewing, audio editing, and on-air presentation.	Readings, discussions, creative production.	All projects, reading responses, participation	1a; 2b; 3c; 4d; 5e; 19s
Develop a solid understanding of the power of podcasting, including an understanding of the history of audio storytelling.	Readings, discussions, research, hands-on practice with audio equipment	All projects	6f; 10j; 11k; 13m; 15o
Demonstrate critical skills to analyze the elements of successful podcasts, identify target audiences, and create a distribution and marketing plan.	Readings, discussions, critiques and distribution plan	All projects	6f; 10j; 8h; 11k; 13m; 15o
Provide an opportunity for students to produce a multi-episode podcast series.	Readings, discussions, planning, production projects	All projects	1a; 2b; 5e; 12l; 19s

Expose students to podcast planning and audio production processes	Readings, production projects	All projects	1a; 2b; 5e; 12l; 14n; 19s; 20t
Students will critically evaluate their work and the work of others	Readings, discussions, learning best uses of equipment, production projects	All projects	4d; 17q; 19s; 20t

Course Requirements/Due Dates

Written evaluation of podcasts, Due Week 3 (15% of overall grade)
Key podcasting concepts and terms quiz #1, Due Week 4 (5% of overall grade)
Series of three podcast episodes: episode #1, Due Week 5 (15% of overall grade)
Key podcasting concepts and terms quiz #2 Due Week 6 (5% of overall grade)
Series of three podcast episodes: episode #2, Due Week 8 (15% of overall grade)
Key podcasting concepts and terms quiz #3, Due Week 10 (5% of overall grade)
Record a series of three podcast episodes: episode #3, Due Week 12 (15% of overall grade)
"Best practices" guide for podcasting based on an interview, Due Week 14 (15% of overall grade)
Class Participation (10% of overall grade)

Grading Policy

Course grades are based on the standard SOJMC scale:

90-100% = A, 80- 89% = B, 70-79% = C, 60-69% = D, Below 60% = F

Attendance/Participation Policy

You are expected to attend scheduled class sessions unless your medical condition does not allow for it. Exam content comes both from lecture and readings and there is a direct correlation between missing class and poor performance in the course. Students are allowed two unexcused absences. Each unexcused absence beyond that will result in a deduction of five points from the final exam score. If

you are ill or have to miss class for a legitimate reason, it is your responsibility to obtain an excused absence from the Office of the Dean of Students. Please refer to the Marshall University undergraduate catalog for the official policy on excused and unexcused absences. If possible, please try to arrange to make up missed exams, or assignments before you take an excused absence. No make-up exams, or extensions of due dates for writing assignments will be granted for unexcused absences.

Students who are required to isolate or quarantine during the semester should notify the professor immediately and arrangements will be made to manage the situation. Depending on the circumstances, students who are required to isolate or quarantine may be given extra time to complete assignments.

Students must do their own work. Cheating (which includes plagiarism, copying the work of another, and having someone else do your work) on any class assignment or exam means an automatic F for the course and may result in further discipline by SOJMC or the University. Please refer to the Marshall University academic dishonesty policy in the student handbook.

University Policies

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

Generative AI

Students are allowed, and even encouraged, to use Generative AI in some ways but are prohibited from using it in other ways Keep in mind that any content produced by generative AI can "hallucinate" (produce false information), so students are responsible for ensuring the accuracy of any AI-generated content. For information on citing AI, please see **MU Library's citation website** (URL: https://libguides.marshall.edu/plagiarism-AI/cite). Students should not use generative AI in any way that would violate the **Student Code of Conduct** (URL: https://www.marshall.edu/student-conduct/files/Studnet-Code-of-Conduct-2022.pdf).

Students are **permitted and encouraged** to use generative AI in the following ways:

- **Brainstorming**: You may use generative AI to stimulate creativity, generate ideas, or brainstorm topics for papers, presentations, and discussions. The generated content must serve as a stepping stone, not a final product.
- **Citation Assistance**: AI tools can be used to manage, format, and organize citations and references, promoting adherence to academic writing standards and specific style guides required for individual assignments.
- **Grammar and Style Checking**: AI-powered writing enhancement tools may be used to help with spelling, grammar, syntax, and stylistic errors.
- **Concept Understanding**: Generative AI can be used to explain or simulate concepts taught in class, aiding in a deeper understanding.
- **Research Assistance**: AI can be used to conduct initial research, compile data, and summarize articles, books, or papers. It should not replace traditional research methods but rather enhance them.

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

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

See individual assignment instructions for more details.

Metacognitive Reflection. In addition to a proper citation, the student should include the following statement with any assignment where generative AI is used for assistance.

"I used generative AI platform [INSERT NAME OF PLATFORM, SUCH AS CHAT GPT] for assistance in the following ways on this assignment: [INSERT WAYS USED, such as brainstorming, citation assistance, grammar and style checking, concept understanding, and research assistance, etc.]."

Diversity Statement

This statement asserts the W. Page Pitt School of Journalism and Mass Communications' continuing commitment to diversity, inclusion, equity, representation and belonging in a socially just, multicultural and interconnected world. The unit's model of teaching and learning recognizes and welcomes diversity of race, color, culture, sex, sexual orientation, gender, gender identity, age, religion, ability, national origin, marital status and economic, political and ethnic backgrounds. Consistent with the Marshall University Creed, the School of Journalism and Mass Communications seeks to cultivate the potential of all students, faculty and staff by maintaining a climate that promotes and fosters understanding, is free of harassment and discrimination, accommodates the needs of those with disabilities whenever possible and values the contributions of all.

Course Schedule

Week	Activity/Assignment	Points (Percentage)
Week 1	Introduction: Lecture on history of podcasting and the important developments of the medium. Review of landmark podcasts. The 'Production Process' lecture.	
Week 2	Idea brainstorming for a new podcast series; Intro to audio technology and equipment and best practices lecture and demonstration	
Week 3	Prepare a formal written evaluation of disparate podcasts: a critique that examines what does and doesn't work for each podcast and why.	15%
Week 4	Key podcasting concepts and terms quiz #1; Audio editing techniques	5%
Week 5	Record a series of three podcast episodes: episode #1 due; "Exploring different podcast genres" lecture	15%
Week 6	Key podcasting concepts and terms quiz #2; research into podcast hosts and platforms	5%
Week 7	Field interviewing exercises; interviewing techniques	
Week 8	Record a series of three podcast episodes: episode #2 due	15%
Week 9	Advanced audio editing techniques	
Week 10	Key podcasting concepts and terms quiz #3; peer review of podcast episodes so far	5%
Week 11	Podcast marketing, channels, and distribution lecture	
Week 12	Record a series of three podcast episodes: episode #3 due	15%
Week 13	Marketing and promotional plan for the student podcast series; identifying target audience	
Week 14	Develop and deliver a "best practices" guide for podcasting based on an interview with a professional podcaster (final project)	15%

THE HIGH FIVE of SOJMC

We have five broad goals for our students during their tenure in the W. Page Pitt School of Journalism and Mass Communications and beyond. We call them the high five. They will learn a multitude of specific skills in their time with us targeted toward their particular majors that fold into these goals, but from an all-encompassing view every JMC graduate will be:

a CREATOR of compelling and engaging content.

a theoretical and research-based STRATEGIST.

a LEGAL and ETHICAL PRACTITIONER.

a GLOBALLY AWARE CITIZEN committed to diversity, inclusion, equity, representation and belonging in a socially just, multicultural and interconnected world.

a CAREER-READY INNOVATOR with hands-on and job-world experiences who demonstrates the confidence, skill, adaptability, resourcefulness and passion to be employed in a mass communications field or chart their own path and is motivated to be a positive influence in the community in which they work.

JMC 265: Introduction to Podcasting

Bibliography: Recommended/Optional Texts and Materials

Abel, J. (2015). *Out on the wire: The storytelling secrets of the new masters of radio*. New York: Broadway Books.

Douglas, S. J. (2004). *Listening in: Radio and the American imagination*. Minneapolis: University of Minnesota Press.

Larson, D. (2021). *Podcasting made simple: The step-by-step guide on how to start a successful podcast from the ground up*. AT Publishing.

Lee, Alexander. (2021, August 16). As gaming influencers rise in prominence, their podcasts provide new branding and sponsorship opportunities. Retrieved from https://digiday.com/marketing/as-gaming-influencers-rise-in-prominence-their-podcasts-provide-new-branding-and-sponsorship-opportunities/

Mantas, H. (2021, June 11). A podcast about guns, God, and Facebook awarded a Pulitzer Prize for audio reporting. Retrieved from https://www.poynter.org/reporting-editing/2021/a-podcast-about-guns-god-and-facebook-awarded-a-pulitzer-prize-for-audio-reporting/

McElroy, J., McElroy, T., & McElroy, G. (2021). Everybody has a podcast (except you): A how-to guide from the first family of podcasting. New York: Harper Perennial.

Nuzum, E. (2019). *Make noise: A creator's guide to podcasting and great audio storytelling*. New York: Workman Publishing.

O'Connell, M. (2017). *Turn up the volume: A down and dirty guide to podcasting*. Abingdon: Routledge.

Rowles, D., & Rogers, C. (2019). *Podcasting marketing strategy: A complete guide to creating, publishing, and monetizing a successful podcast*. New York: Kogan Page.

Spinelli, M., & Dann, L. (2019). *Podcasting: The audio media revolution*. New York: Bloomsbury Academic.

Uberti, D. (2017, March 30). Is the podcast boom good for journalism? *Columbia Journalism Review*. https://www.cjr.org/business_of_news/podcast-serial-stown-this-american-life-de-correspondent.php

Weldon, G. (2021). *NPR's podcast start-up guide: Create, launch, and grow a podcast that people listen to – on any budget*. Berkeley: Ten Speed Press.

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

Request for Undergraduate Course Addition

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

College: CAM Department/Division: SOJMC Alpha Designator/Number: JMC 365

Contact Person: Dr. Rob Quicke Phone: 304-696-2360

NEW COURSE DATA:

Course Title: Advanced Podcasting (Limit of 30 characters & spaces.)

Alpha Designator/Number: JMC 365

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.mars hall.edu/wpmu/gened/core-ii-courses-info/

Catalog Description (Limit of 30 words): Students learn advanced podcasting techniques, music and sound effects, audio mixing, mastering, and multi-track production techniques and explore legal issues such as intellectual property and copyright permissions.

Co-requisite(s): N/A First Term to be Offered: FALL 2025

Prerequisite(s): JMC 231, JMC 265 Credit Hours: 3

Grading Mode: Graded: X Credit/No Credit: _____

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

CHECKLIST/REQUIREMENTS

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

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

Department Chair/Division Head: n/a	Date: 2/23/24
Registrar: [signature]	Date: 2-27-2024
College Dean: [signature]	Date: 2/28/2024
College Curriculum Chair: Allyson B. Goodman	Date: 2-28-24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Addition - Page 2

Additional Information Required for Undergraduate Course Addition

College: CAM Department/Division: SOJMC Alpha Designator/Number: JMC 365

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

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

   Dr. Rob Quicke

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.

   Library resources are adequate to teach this class.

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.):

   This class will be taught in the new SOJMC Podcasting studio.

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

   N/A

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

Marshall University Syllabus
College of Arts and Media
School of Journalism & Mass Communications

Course

JMC 365- Advanced Podcasting

Course Description

Students learn advanced podcasting techniques, music and sound effects, audio mixing, mastering, and multi-track production techniques and explore legal issues such as intellectual property and copyright permissions.

In this course students will learn advanced production techniques and methods to produce longform podcasts that are substantive in both content and length. An emphasis is placed on telling deeper, more complex stories and topics than in JMC 265: Intro to Podcasting. This class also explores a more creative approach to sound design for podcasts, including incorporating music and sound effects, and exploring different audio mixing, mastering, and multi-track production techniques. In addition to these production aspects, the class explores legal issues such as intellectual property and copyright permissions, and creative commons considerations. This course is for people with a strong foundation in the basics of audio journalism, production, and storytelling, including writing, voicing and editing. Must have completed both JMC 231: Intro to Audio Production and JMC 265: Intro to Podcasting before taking this class. Students should finish the class with a practical understanding of the industry and be prepared with expertise that qualifies them as strong candidates for employment in this field if they so choose.

Credits
3 credits, undergraduate

Prerequisites
JMC 231: Intro to Audio Production and JMC 265: Intro to Podcasting

Term/Year

Fall 2025

Class Meeting Days/Times

This class meets Tuesdays and Thursdays from 1:00 to 2:15 p.m. in the SOJMC

Podcasting Studio (CB 132)

Academic Calendar

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

Instructor

Dr. Rob Quicke

Contact Information

- Office: SOJMC Director's Office, CB 100
- Office Hours: TBA
- Office Phone: 304-696-2360
- Marshall Email: quicke@marshall.edu

Health and Safety Information

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

Required and/or Recommended Texts and Materials

Required Texts and Materials

Selections from the following texts will be made available on Blackboard:

Abel, J. (2015). *Out on the wire: The storytelling secrets of the new masters of radio*. New York: Broadway Books.

Hooper, D. (2019). *Big Podcast: How to grow your podcast audience, build listener loyalty, and get everybody talking about your show*. Big Podcast.

Quicke, R. (2023). *Finding Your Voice in Radio, Audio, And Podcast Production*. Oxford: Routledge.

Weldon, G. (2021). *NPR's podcast start-up guide: Create, launch, and grow a podcast that people listen to – on any budget*. Berkeley: Ten Speed Press.

As podcasting continues to evolve, instructors may stay up to date by consulting sources such as the Pod News newsletter (www.podnews.net), the Hot Pod newsletter (www.hotpodnews.com), the School of Podcasting podcast (www.schoolofpodcasting.com), the Podcast Report podcast (www.thepodcastreport.com), and the website of Podcast Movement, a global community of podcasting professionals (www.podcastmovement.com).

Recommended/Optional Texts and Materials

N/A

SOJMC Learning Outcomes. Our SOJMC graduates should be able to:

· write clearly and correctly in forms and styles appropriate for the communications professions, audiences, and purposes they serve. (#1) (a)

· present images and information effectively and creatively. (#2) (b)

· apply appropriate traditional and emerging theories, tools and technologies of the professions in which they work. (#3) (c)

· critically evaluate, and be accountable for, their own work when it comes to accuracy, fairness, clarity, appropriate style and grammatical correctness. (#4) (d)

· strategically plan empathetic content. (#5) (e)

· apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work. (#6) (f)

· apply basic numerical and statistical concepts effectively and correctly. (#7) (g)

· demonstrate an ability to curate, cultivate and, when appropriate, maximize an audience. (#8) (h)

· summarize legal issues applicable to the communications professions in which they work. (#9) (i)

· apply the principles and laws of freedom of speech and press in America. (#10) (j)

· demonstrate an understanding of professional ethical principles. (#11) (k)

· apply professional ethical principles to work ethically in the pursuit of truth, accuracy, fairness and diversity. (#12) (l)

· demonstrate culturally proficient communication that boldly tells the story of diversity and the magnitude of the human experience inclusive of those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, gender identity, sexual orientation, ability and other forms of diversity domestically and globally, across communication and media contexts. (#13) (m)

· apply cultural competence in making content relevant and meaningful. (#14) (n)

· demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications. (#15) (o)

· demonstrate an understanding of freedom of expression around the globe. (#16)

(p)

· critically evaluate the work of others for accuracy, fairness, clarity, appropriate style and grammatical correctness with a keen eye for misinformation and disinformation. (#17) (q)

· demonstrate an understanding of the roles and responsibilities of media institutions in a democratic country and in a digital, multicultural and global age. (#18) (r)

· demonstrate an ability to work collaboratively. (#19) (s)

· demonstrate the confidence, skill, adaptability, resourcefulness and passion to be employed in a mass communications field or chart their own path and is motivated to be a positive influence in the community in which they work. (#20) (t)

Course Student Learning Outcomes

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

Course student learning outcomes	**How students will practice each outcome in this course**	**How student achievement of each outcome will be assessed in this course**	**SOJMC Student Learning Outcomes (see full outcomes above)**
Use a variety of technologies to produce podcasts and develop broadcasting skills such as script writing, reporting, interviewing, audio editing, and on-air presentation.	Readings, discussions, creative production.	All projects, reading responses, participation	1a; 2b; 3c; 4d; 5e; 19s

Develop a solid understanding of the power of podcasting, including an understanding of the history of audio storytelling.	Readings, discussions, research, hands-on practice with audio equipment	All projects	6f; 10j; 11k; 13m; 15o
Demonstrate critical skills to analyze the elements of successful podcasts, identify target audiences, and create a distribution and marketing plan.	Readings, discussions, critiques and distribution plan	All projects	6f; 10j; 8h; 11k; 13m; 15o
Provide an opportunity for students to produce a multi-episode podcast series.	Readings, discussions, planning, production projects	All projects	1a; 2b; 5e; 12l; 19s
Expose students to podcast planning and audio production processes	Readings, production projects	All projects	1a; 2b; 5e; 12l; 14n; 19s; 20t
Students will critically evaluate their work and the work of others	Readings, discussions, learning best uses of equipment, production projects	All projects	4d; 17q; 19s; 20t

Course Requirements/Due Dates

Podcast Series Proposal, due week 3 (15% of overall grade)
Podcast Episode 1, due week 6 (10% of overall grade)
Podcast Episode 2, due week 8 (10% of overall grade)
Podcast Episode 3, due week 10 (15% of overall grade)
Podcast Episode 4, due week 12 (20% of overall grade)
Final Exam, finals week (20% of overall grade)
Class Participation (10% of overall grade)

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- **Grammar and Style Checking**: AI-powered writing enhancement tools may be used to help with spelling, grammar, syntax, and stylistic errors.
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- **Misrepresentation of Skills**: Using generative AI to complete tasks that are meant to assess your knowledge and skills.
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"I used generative AI platform [INSERT NAME OF PLATFORM, SUCH AS CHAT GPT] for assistance in the following ways on this assignment: [INSERT WAYS USED, such as brainstorming, citation assistance, grammar and style checking, concept understanding, and research assistance, etc.]."

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/)

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- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
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- 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
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Course Schedule

Week	Activity/Assignment	Points (Percentage)
Week 1	'Intro to advanced podcasting' lecture. It's podcasting, but "not as we know it." Overview of long-form podcasting project. Examples of student-produced podcasts from previous classes. Examples of professional podcasts in a variety of genres and different styles.	

Week	Activity/Assignment	Points (Percentage)
Week 2	Intro to planning and structuring a long-form podcast series. Production technique lecture. Developing episodic structure and content. Scriptwriting for the ear.	
Week 3	Present a formal written proposal for a four-part longform podcast series. The production process, from brainstorming to finished podcast.	15%
Week 4	Identifying best podcast distribution and marketing practices. How to use podcast hosting channels such as Buzzsprout, Captivate, Castos, Podbean, Resonate, Simplecast, and Transistor	
Week 5	Building listener loyalty and engaging audiences. 'Advanced interviewing' lecture.	
Week 6	Present podcast episode #1. Peer review of podcasts in class with discussion. Exploring legal issues such as intellectual property and copyright permissions, and creative commons considerations.	10%
Week 7	Advanced editing lecture #1: using sound effects and music. Covering communities and voices that don't get mainstream coverage. Developing a mission or goals for your podcast.	
Week 8	Present podcast episode #2. Peer review of podcasts in class with discussion.	10%
Week 9	Advanced editing lecture #2. Audio mixing, mastering, and multitrack production methods.	
Week 10	Present podcast episode #3. Peer review of podcasts in class with discussion.	15%
Week 11	How to advertise and brand news organizations through podcasts. How to compile a database of employment opportunities in podcasting and related audio production fields.	
Week 12	Present podcast episode #4. Peer review of podcasts in class with discussion. Social media and podcasting: the crucial connection.	20%

Week	Activity/Assignment	Points (Percentage)
Week 13	Present marketing and promotional plan based on reading and research (final project).	15%
Week 14	Demonstrate understanding of key terms and concepts from the course through a final written exam	20%

THE HIGH FIVE of SOJMC

We have five broad goals for our students during their tenure in the W. Page Pitt School of Journalism and Mass Communications and beyond. We call them the high five. They will learn a multitude of specific skills in their time with us targeted toward their particular majors that fold into these goals, but from an all-encompassing view every JMC graduate will be:

a CREATOR of compelling and engaging content.

a theoretical and research-based STRATEGIST.

a LEGAL and ETHICAL PRACTITIONER.

a GLOBALLY AWARE CITIZEN committed to diversity, inclusion, equity, representation and belonging in a socially just, multicultural and interconnected world.

a CAREER-READY INNOVATOR with hands-on and job-world experiences who demonstrates the confidence, skill, adaptability, resourcefulness and passion to be employed in a mass communications field or chart their own path and is motivated to be a positive influence in the community in which they work.

JMC 365: Advanced Podcasting

Bibliography: Recommended/Optional Texts and Materials

Douglas, S. J. (2004). *Listening in: Radio and the American imagination.* Minneapolis: University of Minnesota Press.

Larson, D. (2021). *Podcasting made simple: The step-by-step guide on how to start a successful podcast from the ground up.* AT Publishing.

Lee, Alexander. (2021, August 16). As gaming influencers rise in prominence, their podcasts provide new branding and sponsorship opportunities. Retrieved from https://digiday.com/marketing/as-gaming-influencers-rise-in-prominence-their-podcasts-provide-new-branding-and-sponsorship-opportunities/

Mantas, H. (2021, June 11). A podcast about guns, God, and Facebook awarded a Pulitzer Prize for audio reporting. Retrieved from https://www.poynter.org/reporting-editing/2021/a-podcast-about-guns-god-and-facebook-awarded-a-pulitzer-prize-for-audio-reporting/

McElroy, J., McElroy, T., & McElroy, G. (2021). Everybody has a podcast (except you): A how-to guide from the first family of podcasting. New York: Harper Perennial.

Nuzum, E. (2019). *Make noise: A creator's guide to podcasting and great audio storytelling*. New York: Workman Publishing.

O'Connell, M. (2017). *Turn up the volume: A down and dirty guide to podcasting.* Abingdon: Routledge.

Rowles, D., & Rogers, C. (2019). *Podcasting marketing strategy: A complete guide to creating, publishing, and monetizing a successful podcast*. New York: Kogan Page.

Spinelli, M., & Dann, L. (2019). *Podcasting: The audio media revolution*. New York: Bloomsbury Academic.

Uberti, D. (2017, March 30). Is the podcast boom good for journalism? Columbia Journalism Review. https://www.cjr.org/business_of_news/podcast-serial-stown-this-american-life-de-correspondent.php

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

Request for Undergraduate Course Addition

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

College: Arts & Media Department/Division: SOJMC Alpha Designator/Number: JMC 499

Contact Person: Dr. Rob Quicke Phone: 304-696-2360

NEW COURSE DATA:

Course Title: Professional Portfolio (Limit of 30 characters & spaces.)

Alpha Designator/Number: JMC 499

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

Catalog Description (Limit of 30 words): Students will assess their work and prepare artifacts for their professional portfolio and program review.

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

Prerequisite(s): Senior Standing Credit Hours: 1

Grading Mode: Graded: _____ Credit/No Credit: X

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

CHECKLIST/REQUIREMENTS

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

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

Department Chair/Division Head: [signature]	Date: 2/21/24
Registrar: [signature]	Date: 2-27-2024
College Dean: [signature]	Date: 2/28/2024
College Curriculum Chair: Allyson B Goodman	Date: 2-28-24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Addition - Page 2

Additional Information Required for Undergraduate Course Addition

College: Arts & Media Department/Division: SOJMC Alpha Designator/Number: JMC 499

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.

   The SOJMC Director or any member of the SOJMC faculty may teach this course.

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

   No additional resources are necessary.

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.

   Library resources are fully adequate.

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

   This class will be taught in a standard classroom.

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

   N/A

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

Marshall University Syllabus
College of Arts and Media
School of Journalism and Mass Communication

Course

JMC 499 Professional Portfolio

Course Description

Students will assess their work and prepare artifacts for their professional portfolio and program review.

Students will meet one hour each week during their final semester to critically evaluate the work they have complete in SOJMC courses and internships and to create a portfolio that reflects the best of the work they have done and prepares them to enter the job market. This material will also be used for program review and the generation of assessment data for SOJMC accreditation.

Because self-reflection is an important component of professional practice, students will be asked to review their own work and make judgements about how best to present their creative and professional work to the public and potential employees.

Peer review is also an important and routine element of much professional media work. With that in mind, students will be asked to review and assess one another's portfolio objects, offering constructive criticism and advice with the objective of making each portfolio as strong as possible.

SOJMC alumni will visit the class to offer professional career advice and assist with the review of student portfolios.

Credits

1 Credit, Undergraduate

Prerequisites

Senior Standing

Term/Year

Spring 2025

Class Meeting Days/Times

Class meets on Mondays from 10 to 11 a.m. in CB 135

Academic Calendar

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

Instructor

Dr. Rob Quicke

Contact Information

- Office: SOJMC Director's Office (CB 100)
- Office Hours: TBD
- Office Phone: [Enter office phone number]
- Marshall Email: quicke@marshall.edu

Health and Safety Information

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

Required and/or Recommended Texts and Materials

Required Texts and Materials

There are no required textbooks or other materials. Short readings will be made available via Blackboard.

Recommended/Optional Texts and Materials

There are no recommend or optional texts or materials.

SOJMC Student Learning Outcomes:

We have five broad goals, called the High Five, for our students during their tenure in the W. Page Pitt School of Journalism and Mass Communications and beyond. Students will learn a multitude of specific skills in their time with us targeted toward their particular majors that fold into these goals, but from an all-encompassing view every JMC graduate will be:

- a CREATOR of compelling and engaging content.
- a theoretical and research-based STRATEGIST.
- a LEGAL and ETHICAL PRACTITIONER.
- a GLOBALLY AWARE CITIZEN committed to diversity, inclusion, equity, representation and belonging in a socially just, multicultural and interconnected world.
- a CAREER-READY INNOVATOR with hands-on and job-world experiences who demonstrates the confidence, skill, adaptability, resourcefulness and passion to be employed in a mass communications field or chart their own path and is motivated to be a positive influence in the

community in which they work.

Course Student Learning Outcomes

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

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Student critically evaluates, and is accountable for, their own work when it comes to accuracy, fairness, clarity, appropriate style and grammatical correctness.	Review of previous creative and professional work during time in JMC, reflection essay on time in the program	Review of student portfolio contents
Student applies professional ethical principles to work ethically in the pursuit of truth, accuracy, fairness and diversity	Writing reflection essay on importance of ethics in professional practice, review of student work for evidence of ethical principles	Review of student portfolio contents
Student critically evaluates the work of others for accuracy, fairness, clarity, appropriate style and grammatical correctness with a keen eye for misinformation and disinformation.	Peer review of the contents of student portfolios, offering of feedback	Review of student portfolio contents
Student demonstrates the confidence, skill, adaptability, resourcefulness and passion to be employed in a mass communications field or chart their own path and is motivated to be a positive influence in the community in which they work.	Creating professional resume and portfolio	Review of student portfolio contents

Course Requirements/Due Dates

Initial Graduation Portfolio submission:	Feb. 3 (10%)
Initial Resume	Feb. 24 (10%)
Initial Professional Portfolio	March 24 (10%)
Final Portfolio Submission	May 5 (40%)
Peer Review of student work:	various dates (30%)

Grading Policy

This class is graded Pass/Fail. Students are expected to submit all work on time and to take part actively in peer review sessions. Students will earn points for each of the assignments and activities listed above. They must earn at a grade of at least 60% to earn a passing grade.

Attendance/Participation Policy

Students are expected to attend all class sessions unless they provide a University excuse.

University Policies

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

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

Course Schedule

Week [or Lesson, Unit, etc.]	Activity/Assignment	Points (Percentage)	Due Date
Week 1 Jan. 13	Course introduction and overview Review class syallabus		
Week 2 Jan. 20	No Class. MLK Day		
Week 3 Jan. 27	Gathering artifacts from past JMC courses and internship		
Week 4 Feb. 3	Gathering artifacts from past JMC courses and internship Students should have all of the artifacts necessary for the initial Graduation Portfolio	10%	Due Feb. 3
Week 5 Feb. 10	Peer review of artifacts Students will work in groups to review and critique one another's Graduation Portfolio contents and create documentation	10%	Feb. 10
Week 6 Feb. 17	The importance of the resume, what a professional resume should include and reflect		
Week 7 Feb. 24	Resumes, continued Students will finish and submit an initial professional resume	10%	Feb. 24
Week 8 March 3	Peer review of resumes Students will work in groups to review one another's initial resumes	10%	March 3
Week 9 March 10	Building a professional portfolio		
Week 10 March 17	No Class. Spring Break		
Week 11 March 24	Building a professional portfolio		

Week [or Lesson, Unit, etc.]	Activity/Assignment	Points (Percentage)	Due Date
Week 12 March 31	Building a professional portfolio Students will finalize and submit their initial professional portfolio	10%	March 31
Week 13 April 7	Peer review of professional portfolios Students will work in groups to review and critique one another's portfolios	10%	April 7
Week 14 April 14	Alumni/Professionals review of student portfolios Professor will invite a selection of SOJMC alumni and industry professionals to talk with students and assess portfolio materials		
Week 15 April 21	Alumni/Professionals review of student portfolios Professor will invite a selection of SOJMC alumni and industry professionals to talk with students and assess portfolio materials		
Week 16 April 28	Final review of portfolio materials		
Finals Week May 5	Submission of all portfolio materials in final version	40%	May 5

Bibliography for JMC 499

Fletcher, Margaret. *Constructing the Persuasive Portfolio: The Only Primer You'll Ever Need* (Routledge, 2016)

Kleon, Austin. *Show Your Work! 10 Ways to Share Your Creative and Get Discovered* (Workman Publishing, 2014)

Pei, Adrian. *The Art of Growing Through Feedback: A Practical Guide on How to Give and Receive Feedback Graciously* (CreateSpace, 2016)

Stone, Douglas, and Shelia Heen. *Thanks for the Feedback: The Science and Art of Receiving Feedback Well* (Penguin Books, 2015)

Wallace, Christina. *The Portfolio Life: How to Future-Proof Your Career, Avoid Burnout, and Build a Life Bigger Than Your Business Card* (Balance Books, 2023)

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

Request for Undergraduate Course Addition

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

College: Business Department/Division: Marketing, MIS, Entrepreneurship Alpha Designator/Number: ENT 485

Contact Person: Olen York Phone: 304 696 2636

NEW COURSE DATA:

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

Alpha Designator/Number: ENT 485

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): n/a

Co-requisite(s): n/a First Term to be Offered: Fall 2024

Prerequisite(s): n/a Credit Hours: 1-4

Grading Mode: Graded: X Credit/No Credit: _____

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

CHECKLIST/REQUIREMENTS

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

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

Department Chair/Division Head: E. C. Alexander	Date: Dec 11, 2023
Registrar: Sonya McC	Date: Dec 12, 2023
College Dean: [signature]	Date: Feb 27, 2024
College Curriculum Chair: [signature]	Date: 03/11/2024
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Addition - Page 2

Additional Information Required for Undergraduate Course Addition

College: Business Department/Division: Marketing, MIS, Entrepreneurship Alpha Designator/Number: ENT 485

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.

   Olen York, Kevin Levine, Ben Eng, Liz Alexander

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.):

   NOTE: ENT 485 needs to be added for consistency with other COB majors; syllabus will vary.

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).

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

Request for Undergraduate Course Addition

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

College: Business Department/Division: Marketing, MIS, Entrepreneurship Alpha Designator/Number: ENT 490

Contact Person: Olen York Phone: 304 696 2636

NEW COURSE DATA:

Course Title: Internship (Limit of 30 characters & spaces.)

Alpha Designator/Number: ENT 490

General Education Designator(s) (check all that apply): ☐ CT ☐ INTL ☐ MC ☐ Core II (Core II type: _____)

Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

Catalog Description (Limit of 30 words): A supervised environment working for a business firm/agency to gain practical experience by completing defined projects or tasks.

Co-requisite(s): n/a First Term to be Offered: Fall 2024

Prerequisite(s): n/a Credit Hours: 3-12

Grading Mode: Graded: _____ Credit/No Credit: X

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

CHECKLIST/REQUIREMENTS

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

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

Department Chair/Division Head: E. C. Alexander	Date: Dec 11, 2023
Registrar: Sonya G C [signature]	Date: Dec 12, 2023
College Dean: [signature]	Date: Feb. 27, 2024
College Curriculum Chair: [signature]	Date: 03/11/2024
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Addition - Page 2

Additional Information Required for Undergraduate Course Addition

College: Business Department/Division: Marketing, MIS, Entrepreneurship Alpha Designator/Number: ENT 490

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

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

   Olen York, Kevin Levine, Ben Eng, Liz Alexander

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.):

   NOTE: ENT 490 needs to be added for consistency with other COB majors; syllabus will vary.

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).

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

Request for Undergraduate Course Addition

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

College: COHP Department/Division: School of Kinesiology Alpha Designator/Number: HS375

Contact Person: Dr. Steven Leigh Phone: (304) 696-5407

NEW COURSE DATA:

Course Title: Biomech Testing & Interpret (Limit of 30 characters & spaces.)

Alpha Designator/Number: HS375

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): Experiential learning of the procedures and processes of human movement testing and reporting using biomechanical equipment.

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

Prerequisite(s): HS365 Credit Hours: 3.0

Grading Mode: Graded: ✓ Credit/No Credit: _____

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

CHECKLIST/REQUIREMENTS

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

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

Department Chair/Division Head: [signature]	Date: 1/30/2024
Registrar: [signature]	Date: 2-5-2024
College Dean: [signature]	Date: 2-19-24
College Curriculum Chair: Zach Garrett	Date:
General Education Council Chair *: _____	2/28/24
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair: _____	_____ Date:
VP Academic Affairs/VP Health Science _____	_____ Date:

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

_____ Date:

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

Request for Undergraduate Course Addition - Page 2

Additional Information Required for Undergraduate Course Addition

College: COHP Department/Division: School of Kinesiology Alpha Designator/Number: HS375

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

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

   Dr. Steven Leigh, Dr. Suzanne Konz, appropriately trained biomechanics graduate assistants.

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.):

   TECI classroom, Cybex isokinetic dynamometer, AMTI force plates, wearable accelerometers,

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

   n/a

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

Marshall University Syllabus
College of Health Professions
Biomechanics

Course

HS 375: Biomechanical Testing and Interpretation

Course Description
Experiential learning of the processes and procedures of human movement testing and reporting using biomechanical equipment. Students will learn how to interpret test results to add insight to descriptions of movement.

Credits
3.0 undergraduate

Prerequisites
HS 365 Functional Kinesiology

Term/Year
Fall 2024

Class Meeting Days/Times
Mondays, Wednesdays, & Fridays 11:00 am – 11:50 am

Location
Gullickson Hall Room 122 & Henderson Center Room 1021 (biomechanics lab)

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

Instructor

Dr. Steven Leigh

Contact Information
- Office: Gullickson Hall 114B
- Office Hours: Mon, Wed, & Fri 10am–11am; Tues & Thurs 11am–12:30pm
- Office Phone: (304) 696-5405
- Marshall Email: leighs@marshall.edu

Required and/or Recommended Texts and Materials

Required Texts and Materials
A laboratory notebook is required.

Recommended/Optional Texts and Materials
Optional: Research Methods in Biomechanics 2nd Edition by Robertson, Caldwell, Hamill, Kamen, & Whittlesey (ISBN-13: 978-0736093408)

University Policies

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

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Pre-Finals Week Policy
- D/F Repeat Rule
- Excused Absences Policy
- Inclement Weather Policy
- Sexual Harassment Policy
    a. Marshall's Title IX Office may be contacted at TitleIX@marshall.edu
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Health and Safety
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.

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 Policy
Students are allowed to use Generative AI in some ways but are prohibited from using it in other ways. Keep in mind that any content produced by generative AI can produce false information, so students are responsible for ensuring the accuracy of any AI-generated content. Students should not use generative AI in any way that would violate the Student Code of Conduct (URL: https://www.marshall.edu/student-conduct/files/Studnet-Code-of-Conduct-2022.pdf).

Students are permitted to use generative AI for: *Brainstorming* (to stimulate creativity, generate ideas, or ideate topics), *Grammar and Style Checking* (to help with spelling, grammar, syntax, and stylistic errors), and *Concept Understanding* (to explain or simulate concepts taught in class). Students may NOT use generative AI for: *Plagiarism* (using AI-generated content as your original work), *Data Manipulation* (to alter data or create misleading information), *Misrepresentation of Skills* (to complete tasks that are meant to assess your knowledge and competency), or in any way that might violate university policies or laws related to data privacy and confidentiality.

In addition to a proper citation, students should include the following statement with any assignment where generative AI is used for assistance: "I used [INSERT NAME OF GENERATIVE AI PLATFORM, SUCH AS CHATGPT] for assistance in the following ways on this assignment: [INSERT WAYS USED, such as brainstorming, grammar and style checking, concept understanding, etc.]." For information on citing AI, please see MU Library's citation website (URL: https://libguides.marshall.edu/plagiarism-AI/cite).

Attendance/Participation Policy
All class sessions are mandatory. One grade level will be deducted from your final grade if you are absent for two or more class sessions and you do not have a valid University Excused Absence. Four unexcused absences will result in you being asked to drop the course, or the University's Forced Withdrawal Policy will be used. For information about university excused absences, please go to: https://www.marshall.edu/student-affairs/excused-absence-form/

You are expected to participate during class and use the time provided to your benefit. Participation in class discussions is highly encouraged, and helps promote understanding of the material. You are expected to conduct yourself in a professional manner during class sessions. The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to

develop an understanding of the community in which they live. Class will start at the assigned time, and when someone arrives late to class it interrupts everyone else's concentration and is detrimental to the class environment. Student conduct that disrupts the learning process will not be tolerated and may lead to disciplinary action and/or removal from class.

Course Student Learning Outcomes

In this course you will learn how to use biomechanical equipment independently to evaluate human movement. You will measure forces, muscle activations and movement, and process these data into meaningful results. You will learn how to interpret your results and write reports to give to clients. The table below shows how each student learning outcome will be practiced and assessed in this course:

Course student learning outcomes	**How students will practice each outcome in this course**	**How student achievement of each outcome will be assessed in this course**
Students will perform professional welcomes, intakes, and explanations of human movement tests to clients	In-class discussion of professionalism In-class review of demographic information forms Practice of procedures for isokinetic dynamometry, force platform, EMG system, and optical motion capture system	Human Movement Tests 1-5
Students will collect biomechanical data of human movement independently following appropriate procedures	Practice of procedures for isokinetic dynamometry, force platform, EMG system, and optical motion capture system In-class discussion of standard operating procedures	Human Movement Tests 1-5
Students will process biomechanical data of human movement to generate graphs and charts	Homework review of journal article results sections In-class critique of professional reports In-class practice of data processing with Microsoft Excel	Human Movement Tests 1-5

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will interpret discrete values, graphs, and charts results of human movement tests	In-class discussion of biomechanical principles In-class critique of journal articles and professional reports	Human Movement Tests 1-5 Article Reviews
Students will write reports to present their findings in a way that is suitable for their chosen audience	Homework review of journal article methodology and results sections In-class critique of professional reports In-class discussion of biomechanical principles	Human Movement Tests 1-5
Students will develop insight into how appropriate biomechanical testing can be applied to a practice/gym/clinical setting as evidence for practice	In-class practice of data processing with Microsoft Excel In-class discussion of biomechanical principles Human Movement Tests 1-5	Article Reviews

Course Requirements/Due Dates

Throughout – Journal Article Reviews (5%) – Students will write reviews of five scientific articles using the 12 steps to reviewing quantitative research, where the data collection procedures of the articles correspond to the five human movement tests for this course.

Throughout & Tue 12/10 – Laboratory Notebook (10%) – Students will keep a lab notebook about their human movement testing sessions, noting dates, hypotheses, participants, procedures, equipment setup and settings, and trial progress using a scientific style.

Sun 9/15 – Human Movement Test 1: Force Plates: Postural Control & Reactive Strength Index (15%) – Students will test a volunteer with AMTI force platforms following appropriate static postural control and dynamic postural control and reactive strength (as assessed by a course instructor), and then write a report suitable for a sports or strength coach or medical professional that presents the results of the tests and interprets the meaning of the results. Students will *revise* their *introduction* section following feedback.

Sun 09/29 – Human Movement Test 2: Isokinetic Dynamometry: Joint Torques (15%) – Students will test a volunteer with a Cybex isokinetic

dynamometer following appropriate strength and endurance protocols (as assessed by a course instructor), and then write a report suitable for a sports or strength coach or medical professional that presents the results of the tests and interprets the meaning of the results. Students will *revise* their *methodology* section following feedback.

Sun 10/20 – Human Movement Test 3: EMG: Muscle Contraction Patterns (15%) – Students will test a volunteer with a Noraxon electromyography system following an appropriate muscle contraction pattern protocol (as assessed by a course instructor), and then write a report suitable for a sports or strength coach or medical professional that presents the results of the test and interprets the meaning of the results. Students will *revise* their *results* section following feedback.

Sun 10/27 – Human Movement Test 4: Athlete Monitoring: Impacts & Workloads (15%) – Students will analyze a dataset from Vicon Blue Trident head-mounted accelerometers to assess head impacts, OR analyze a dataset from Catapult wearable performance trackers to assess training workloads, and then write a report suitable for a sports or strength coach or medical professional that interprets the patterns within the dataset. Students will *revise* their *interpretation* section following feedback.

Sun 12/01 – Human Movement Test 5: 3-D Motion Capture: Gait Test (25%) – Students will conduct a standard whole-body gait test with a volunteer using a Vicon Nexus 3-D motion-capture system (correct procedures will be assessed by a course instructor), and then write a gait report suitable for a sports or strength coach or medical professional.

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

A (90% - 100%)	Outstanding performance, significantly exceeded basic/minimum criteria.
B (80% - 89.9%)	Above average performance, exceeded some basic/minimum criteria.
C (70% - 79.9%)	Average performance, met basic/minimum criteria.
D (60% - 69.9%)	Below average performance, failed to meet some basic/minimum criteria.
F (0% - 59.9%)	Unsatisfactory performance, failed to meet most basic/criteria, and/or did not follow the assignment guidelines or requirements.

To ensure that you earn complete credit for your work, upload your documents to Blackboard by the due date. Late work will be penalized 25% per 24 hours, and will not be accepted 3 days after the assignment due date. If you notify me before the due date of any technological failure or other emergency, and we agree upon a new delivery time, there will be no penalty on your grade. In order for me to be able to read your work, all documents must be in Microsoft Word (.doc or .docx) format, or portable document format .pdf. For professionalism and consistency, all work must follow APA guidelines for citations.

You may make an in-person appointment (preferably during office hours) with me to review your assignment up to the due date listed in the class schedule. You must have started to work on the assignment and ask specific questions.

Course Schedule

Day/Date	Class Topic	Tests & Equipment	Assignment (due)
Mo 08/19	Biomechanical equipment & associated tests	Lab overview	Client intake (08/25)
We 08/21	Force platform processes	Test 1: AMTI Force Plates	Article 1 (08/25) Report 1: Postural Control & RSI (09/15)
Fr 08/23	Force platform procedures		
Mo 08/26	Gait force-time histories		
We 08/28	Static balance (COP) ; Article 1		
Fr 08/30	Jump and land stability (DPSI) & strength (RSI)		
We 09/04	Isokinetic dynamometer processes	Test 2: Cybex Isokinetic Dynamometer	Article 2 (09/15) Report 2: Joint Torques (09/29)
Fr 09/06	Isokinetic dynamometer procedures (knee)		
Mo 09/09	Isokinetic dynamometer procedures (knee)		
We 09/11	Isokinetic dynamometer procedures (ankle/hip)		
Fr 09/13	Isokinetic dynamometer procedures (shoulder)		
Mo 09/16	Cybex torque, power, work ; Article 2		
We 09/18	Cybex strength testing		
Fr 09/20	Cybex endurance testing, % initial torque		
Mo 09/23	EMG system processes	Test 3: Noraxon Electromyography System	Article 3 (10/06) Report 3: Muscle Contraction Patterns (10/20)
We 09/25	EMG participant preparation		
Fr 09/27	EMG maximum voluntary isometric contraction		
Mo 09/30	EMG system procedures (lower extremity)		
We 10/02	EMG system procedures (upper extremity)		
Fr 10/04	Muscle activation levels		
Mo 10/07	Muscle output normalization		
We 10/09	Muscle contraction patterns; Article 3		
Fr 10/11	Muscle contraction patterns		Article 4 (10/13)
Mo 10/14	Accelerometers ; Article 4	Test 4: Athlete Monitoring Datasets	Report 4: Impacts & Workloads (10/27)
We 10/16	Accelerometers: impacts		
Fr 10/18	Performance Trackers: loads & activity bands		
Mo 10/21	Optical motion capture systems	Test 5: Vicon Nexus 3-D Motion-Capture System	Article 5 (11/17) Report 5: Gait Test (12/01)
We 10/23	Camera synchronization & calibration		
Fr 10/25	Subject landmark identification		
Mo 10/28	Reflective marker placement		
We 10/30	Gait test processes		
Fr 11/01	Gait test procedures		
Mo 11/04	Marker labelling		
We 11/06	Marker labelling		
Fr 11/08	Marker tracking		
Mo 11/11	Kinematics processing		
We 11/13	Kinematics processing		
Fr 11/15	Trial normalizing & averaging		
Mo 11/18	Gait reports ; Article 5		
We 11/20	Spatial gait variables		
Fr 11/22	Temporal gait variables		
Mo 12/02	Full motion analysis system demo	Demos	
We 12/04	DLT demo		
Fr 12/06	Markerless motion capture demo		
Tu 12/10	**Laboratory Notebook Review**		

While the provisions of this syllabus are as accurate and complete as possible, I reserve the right to make changes to the syllabus if circumstances so warrant. You will be kept advised of any changes, and the up-to-date syllabus will always be

posted on Blackboard. It is your responsibility to understand and successfully complete the requirements of this course.

HS 375: Biomech Testing & Interpret – Bibliography

Ayalon, M., Barak, Y., & Rubinstein, M. (2002). Qualitative analysis of the isokinetic moment curve of the knee extensors. *Isokinetics and Exercise Science*, *10*(3), 145-151.

Cerveri, P., Borghese, N. A., & Pedotti, A. (1998). Complete calibration of a stereo photogrammetric system through control points of unknown coordinates. *Journal of Biomechanics*, *31*(10), 935-940.

Dapena, J., Harman, E. A., & Miller, J. A. (1982). Three-dimensional cinematography with control object of unknown shape. *Journal of Biomechanics*, *15*(1), 11-19.

Dawes, R., Mann, M., Weir, B., Pike, C., Golds, P., & Nicholson, M. (2012). Enhancing viewer engagement using biomechanical analysis of sport. *NEM Summit*, 121-126.

Hinrichs, R. N., & McLean, S. P. (1995). NLT and extrapolated DLT: 3-D cinematography alternatives for enlarging the volume of calibration. *Journal of Biomechanics*, *28*(10), 1219-1223.

Lawrence, J. H., & De Luca, C. J. (1983). Myoelectric signal versus force relationship in different human muscles. *Journal of Applied Physiology*, *54*(6), 1653-1659.

Li, Z., Liang, Y. Y., Wang, L., Sheng, J., & Ma, S. J. (2016). Reliability and validity of center of pressure measures for balance assessment in older adults. *Journal of Physical Therapy Science*, *28*(4), 1364-1367.

Linthorne, N. P. (2001). Analysis of standing vertical jumps using a force platform. *American Journal of Physics*, *69*(11), 1198-1204.

Lee, L., & Grimson, W. E. L. (2002). Gait analysis for recognition and classification. In *Proceedings of Fifth IEEE International Conference on Automatic Face Gesture Recognition* (pp. 155-162). IEEE.

Lees, A. (2002). Technique analysis in sports: A critical review. *Journal of Sports Sciences*, *20*(10), 813-828.

Marin, F., Fradet, L., Lepetit, K., Hansen, C., & Mansour, K. B. (2015). Inertial measurement unit in biomechanics and sport biomechanics: Past, present, future. *ISBS Proceedings Archive*, *33*(1), 163.

Merletti, R., & Di Torino, P. J. J. E. K. (1999). Standards for reporting EMG data. *Journal of Electromyography & Kinesiology*, *9*(1), 3-4.

Michałowska, M., Walczak, T., Grabski, J. K., & Grygorowicz, M. (2018). How to verify whether the soccer player's knee is functioning properly? *ISBS Proceedings Archive*, *36*(1), 758.

Miller, N. R., Shapiro, R., & McLaughlin, T. M. (1980). A technique for obtaining spatial kinematic parameters of segments of biomechanical systems from cinematographic data. *Journal of Biomechanics*, *13*(7), 535-547.

Moffroid, M., Whipple, R., Hofkosh, J., Lowman, E., & Thistle, H. (1969). A study of isokinetic exercise. *Physical Therapy*, *49*(7), 735-747.

Robertson, D. G. E., Caldwell, G. E., Hamill, J., Kamen, G., & Whittlesey, S. (2013). *Research methods in biomechanics*. Champaign, IL: Human Kinetics.

Soderberg, G. L., & Knutson, L. M. (2000). A guide for use and interpretation of kinesiologic electromyographic data. *Physical Therapy*, *80*(5), 485-498.

Wikstrom, E. A., Tillman, M. D., Smith, A. N., & Borsa, P. A. (2005). A new force-plate technology measure of dynamic postural stability: The dynamic postural stability index. *Journal of Athletic Training*, *40*(4), 305.

Winter, D. A. (2009). *Biomechanics and motor control of human movement*. Hoboken, NJ: John Wiley & Sons.

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

Request for Undergraduate Course Addition

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

College: COHP Department/Division: Social Work Alpha Designator/Number: SWK

Contact Person: Deb Young Phone: 3046962602

NEW COURSE DATA:

Course Title: Family Victimology (Limit of 30 characters & spaces.)

Alpha Designator/Number: 317

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): Provides students with practice skills and competencies for working with family victimology across the lifespan.

Co-requisite(s): _____ First Term to be Offered: Summer 2

Prerequisite(s): _____ Credit Hours: 3

Grading Mode: Graded: X Credit/No Credit: _____

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

CHECKLIST/REQUIREMENTS

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

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

Department Chair/Division Head: [signature]	Date: 2-13-24
Registrar: [signature]	Date:
College Dean: [signature]	Date: 2-24-24
College Curriculum Chair: [signature]	Date: 2/28/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Addition - Page 2

Additional Information Required for Undergraduate Course Addition

College: COHP Department/Division: Social Work Alpha Designator/Number: SWK

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.

   Deb Young

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

   No additional resources needed

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.):

   Classroom space, TEAMS access

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

   N/A

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

Marshall University Syllabus
College of Health Professions
BSW Program – Dept. Of Social Work

Course

SWK 317 Family Victimology

Course Description

Provides students with the practice skills and competencies for working with family victimology across the lifespan and addresses the challenges facing social workers working in child and family settings, including case management, child welfare, substance use, and gerontology field work. This class will provide students with the practice skills and competencies needed for crisis intervention, recognition of abuse, reporting procedures, and removal of bias and barriers related to family violence. Upon completion, students will be able to utilize these skills in a variety of practice settings.

Credits
3 credit hours

Prerequisites
None

Term/Year

Summer 2024

Class Meeting Days/Times

Hybrid Course Delivery with 4 Monday face-to-face course lectures 2:00 – 4:20

Location

324 Prichard Hall

Academic Calendar

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

Instructor

Debra Young, Ed.D., Ed.S., MSW, LGSW

Contact Information

- Office:
  - Dr. Young – 309 Prichard Hall
- Office Hours:
  - Mondays 10-1:30. Can meet by appointment in-person or on TEAMs.
- Office Phone:
  - 304-696-2602
  - Marshall Email: Preferred Communication Deb.Young@marshall.edu

Health and Safety Information

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

Required and/or Recommended Texts and Materials

Required Texts and Materials

Gosselin, D. K., (2019). *Family and intimate partner violence: Heavy hands (6th ed)*. Pearson: NY, NY

Required memoir (see assignment)

Recommended/Optional Texts and Materials

NASW (National Association of Social Workers) Code of Ethics (2018)

Course Student Learning Outcomes

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

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will develop and apply competencies needed for generalist practice with an emphasis on family and intimate partner violence in a variety of settings. (Competencies 8,9)	Lectures, readings, class discussions and role-playing, case-study assignment, article review	Measured by participation in role playing, group activities, and case discussions; completion of case-study assignment and workbook assignment; and exam questions

Students will develop an understanding of cultural influences and factors that contribute to family and IPV in diverse populations, including the criminalization of minority men, court and media responses, and biases toward minority and LGBTQI populations experiences family violence and/or IPV by engaging anti-racism, diversity, equity, and inclusion (ADEI [Anti racism, Diversity, Equity, and Inclusion]) in practice including evaluating generalizations about historically oppressed groups and understanding how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels. Students will use their understanding and awareness of the pervasiveness of White supremacy to engage in anti-racist practice. The student will be able to behave in a professional manner including attending to professional roles and boundaries, demonstrating	Lecture, readings, class discussions and role-playing, article review and case-study assignment	Measured by class participation and case discussions

professional demeanor, and demonstrate communication skills that recognize and respect the dignity and worth of others (Competencies 1,2, 3, & 6).		
Students will utilize a strengths perspective in planning, implementing abuse evaluation, crisis intervention, and resource referral/development. Students will be able to implement interventions that enhance client capacities. (Competencies 6,7,8,9)	Lecture, readings, class discussions and role-playing, article review and case-study assignment	Measured though all assignments, class interactions, and exam questions
Students will apply critical thinking skills and utilize writing skills within the context of social work practice. Students will be able to apply evidence-based practice concepts and will be able to document in client records a prepare client summaries. (Competencies 1,4)	Lecture, readings, class discussions and role-playing, and case-study assignment, article review	Measured by completion of case study assignment, and exam questions
Students will utilize strategies of social change to achieve social and economic justice and combat oppression. The student will be able to advocate for human rights and social and economic justice and engage in practices which advance social and economic justice (Competencies 2, 5)	Lecture, readings, class discussions and role-playing, article review and case-study assignment	Measured through all assignments, class interactions, and exam questions

Course Requirements/Due Dates

Syllabus/Start Here Quiz (5 points)
Chapter Assignments (10 @ 50 points each = 500 points)
Midterm Exam (75 points)
Book Report (100 points)
Final Exam (150 points)

Additional Information about each of these assignments will be provided well in advance

Grading Policy

Students will be evaluated according to the following points system, the *NASW Code of Ethics*, and faculty professional judgment. The *NASW Code of Ethics* and faculty professional judgment may override point totals from the grading scale if the faculty determines academic or disciplinary disqualifications (See policy on continuation in the program.)

Assessment Classification	Points	Grade
Excellent Work	**855-950**	**A**
Good Work	**760-854**	**B**
Minimally Acceptable Work	**665-759**	**C**
Below Minimal Work	**570-664**	**D**
Unacceptable Work	**0-569**	**F**

Assignments:

Chapter Assignments (10 @ 50 points each).

Students will complete assignments with correlating chapters that consist of one or more of the following possibilities:

- A series of questions regarding the chapter topic and content
- Review and application of concepts/theories/practices to a case study of a practice situation reflective of the chapter focus (i.e., child abuse/neglect, elder abuse, etc.)
- Viewing of a film that is relative to the chapter content and analyzing the approaches taken and/or answering a series of discussion questions
- Reflective writing with prompts regarding lived or practice experiences related to the concepts of the chapter.

Book Report

Students will choose from one of the following memoirs to complete a 5/6-page report that covers the following information:

- **Introduction and Brief Summary of Memoir:** Students will provide a summary of the events covered in the memoir through a narrative, paraphrasing format that is comprehensive and clearly demonstrates completion of the text (no more than 1 page)
- **Violence Perpetrated:** Using the textbook for the class, the memoir selected, and 4/5 peer-reviewed sources, students will analyze the type of abuse perpetrated. This section will include a description of the violence and the parties involved, a review of the literature regarding the type of violence perpetrated (including current statistical information) (2-3 pages).
- **Violence Prevention:** Using 2/3 peer-reviewed sources and up to 3 media sites, students will reflect on how the violence in the memoir is being addressed today and compare the differences between the timeframes of the memoir and current responses to violence, and discuss 2-3 prevention methods available for victims (1.5- 2 pages)
- **Memoir Options: Unless indicated, all are available on multiple formats for reading ease:**
    - *Crazy Love* by Leslie Morgan Stiener
    - *A Child Called "It" and Lost Boy: One Child's Courage to Survive* by David Pelzer
    - *Please Stop Laughing at Me: One Woman's Inspirational Story* by Jodee Blanco (adult memoir of adolescent bullying and abuse)
    - *Now I Speak: From Stalked to Standing Up* by Anna Nasset (no audio)
    - *Stealing Joy: A True Story of Alzheimer's, Elder Abuse, and Fraud* by Glynnis Anderson (no audio)

Late work is not accepted except in extenuating circumstances such as death in family, hospitalization, or severe illness. Acceptance will be at the instructor's discretion.

24-hour grading policy for written assignments: Student are not to contact the instructor for 24 hours regarding grading on a written assignment. In the interim, students need to:

- Review the assignment guidelines, rubrics provided, and feedback provided.
- Construct a professionally worded email to the instructor.

Generative AI (Artificial Intelligence): The use of generative AI is prohibited in this class. If a student uses generative AI to complete an assignment, the assignment will receive a grade of zero. If a student uses generative AI to complete more than one assignment, they will fail the course.

Grading Scale:

Attendance/Participation Policy

Participation in class discussion is a vital part of the learning process. Everyone has something to contribute; it is important that you attend class, not only so that you can learn from others, but that other students can benefit from your input. Your presence and contribution to the educational experience of others is important. Therefore, unexcused absences will result in a reduction in points. Excused absences may also result in a reduction of participation points. Excessive absences (three or more weeks of class), excused or unexcused, may result in a failing grade for the class.

Any make-up work, such as missed tests/quizzes, etc., will only be offered for excused absences. It is up to the student to request make-up opportunities no later than the first class after the absence.

University Policies

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

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Dead Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy-Marshall's Title IX Office may be contacted at TitleIX@marshall.edu
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Resources:

Counseling:
If you need support for your mental health, please see the resources listed below.

- Contact the National Suicide Prevention Lifeline: 1-800-273-8255
- Contact the Counseling Center at 304-696-3111 or email **counselingcenter@marshall.edu** or Contact Counseling Center Director at 304 696 2269 or email layne32@marshall.edu. If an emergency occurs when the Counseling Center is closed, you may call campus police at 304-696-HELP (4357), who will have the on-call counselor contact you right

away

- Contact MU College of Health Professions Behavioral Health Center 304 696-3751 or email dnelson@marshall.edu or COHP.BHC@marshall.edu. Services are free to MU students and the clinic is located G01 Gullickson Hall at 17th St between 3rd and 5th Ave.

  For more information visit http://www.marshall.edu/counseling/ or http://www.marshall.edu/psych/clinics/campus-psychology-clinic/ or www.marshall.edu/BH-Center

Food:
If you need support regarding food insecurity, please see the resources listed below.

- Marshall Food Pantry located at 1802 6th Ave Huntington, WV 25701. Free parking is outside the building. Hours for the 2022 Spring Semester are Tuesdays 2:00pm-4:00pm and Wednesdays 2:30pm-4:00pm. No ID required. Visits may be made once a week.

Course Schedule

Week	Activity/Assignment	Readings
May 6	• Introductions, Syllabus Review, Start Here • Overview of course objectives & assignments • Discussion of evidence-based practice • Syllabus/Start Here Quiz	Chapter 1
May 13	• Chapters 2 & 3: History of Violence in the Family and Focus on Research • Chapter 2 Assignment	Chapters 2 & 3
May 20	• In Class: Chapter Lecture: Intro to Child Abuse and Neglect and Investigating Child Abuse • Chapters 3 & 4 Assignments	Chapters 4 & 5
May 27	• NO CLASS – Memorial Day	
June 3	• Chapters 6 & 7: Adolescent and Young Adult Victims and Adolescent Perpetrators • Chapter 7 Assignment	Chapters 6 & 7
June 10	• In Class: Chapter 8 Lecture: Intimate Partner Violence • Chapter 8 Assignment • Midterm Exam (online)	Chapter 8
June 17	• Chapters 9 & 10: LGBTQ Partner Abuse and Abuse in Later Life • Chapters 9 & 10 Assignments	Chapter 9 & 10
June 24	• In-Class Chapter 11 Lecture: Adult Perpetrators • Chapter 11 Assignment	Chapter 11
July 1	• Chapter 12: The Police Response to IPV • Chapter 12 Assignment	Chapter 12
July 8	• In Class Chapter 13 Lecture: Stalking and Homicide • Book Report Due	Chapter 13
July 15	• Chapter 14: The Court Response to IPV • Chapter 14 Assignment	Chapter 14
July 22	• Final Exam (online)	

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

Request for Undergraduate Course Addition

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

College: COHP Department/Division: Social Work Alpha Designator/Number: SWK

Contact Person: Deb Young Phone: 3046962602

NEW COURSE DATA:

Course Title: Adolescent [redacted] Intervention (Limit of 30 characters & spaces.)

Alpha Designator/Number: 319

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): Provides students with practice skills and competencies for working with family victimology across the lifespan.

Co-requisite(s): _____ First Term to be Offered: Fall 24

Prerequisite(s): _____ Credit Hours: 3

Grading Mode: Graded: X Credit/No Credit: _____

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

CHECKLIST/REQUIREMENTS

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

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

Department Chair/Division Head: [signature]	Date: 2-13-24
Registrar: [signature]	Date:
College Dean: [signature]	Date: 2-27-24
College Curriculum Chair: [signature]	Date: 2/28/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Addition - Page 2

Additional Information Required for Undergraduate Course Addition

College: COHP Department/Division: Social Work Alpha Designator/Number: SWK

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.

   Deb Young

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

   No additional resources needed

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.):

   Classroom space, TEAMS access

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

   N/A

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

Marshall University Syllabus
College of Health Professions
Social Work Department

Course

SWK 319 Adolescent [redacted] Intervention

Course Description

Provides students with practice skills and competencies for working with adolescents in the community and in practice through the integration of biological, psychological, social, and cultural aspects of an adolescent's growth and development and how professionals can effectively intervene and work with this population.

Credits
Undergraduate – 3.00 credit hours

Prerequisites

Term/Year

Fall 2024

Class Meeting Days/Times

Online

Location

Online – Asynchronous on Blackboard

Academic Calendar

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

Instructor

Dr. Kaylee Archey, DSW, LCSW

Contact Information

- Office: Prichard Hall 308
- Office Hours: Wednesdays 9:00 AM-3:00 PM or by appointment.

- Marshall Email: Kaylee.Archey@Marshall.edu (best form of contact)

Health and Safety Information

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

Required and/or Recommended Texts and Materials

Required Texts and Materials

Kuther, T. L. (2020). *Adolescence in Context*. SAGE Publications, Inc. (US).

Course Student Learning Outcomes

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

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice (2022 EPAS) Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social workers:	Students will engage in designated assignments and the final case study paper.	• Assignment for the Juvenile Justice Section • Final Exam • Final Case Study Paper

a. advocate for human rights at the individual, family, group, organizational, and community system levels; and b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.		
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice (2022 EPAS) Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers: a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and	Students will engage in designated weekly assignments, exams, and the final case study paper.	• Weekly Assignments • Midterm Exam • Final Exam • Final Case Study Paper

b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.		
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice (2022 EPAS) Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers: a. apply research findings to inform and improve practice, policy, and programs; and b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and	Students will engage in weekly assignments and the final case study paper.	• Weekly Assignments • Final Case Study Paper

qualitative research methods to advance the purposes of social work.		
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities (2022 EPAS) Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers: a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies	Students will engage in weekly assignments, exams, and complete the final case study paper.	• Weekly Assignments • Midterm Exam • Final Exam • Final Case Study Paper
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities (2022 EPAS) Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of	Students will engage in weekly assignments, exams, and the final case study paper.	• Weekly Assignments • Midterm Exam • Final Exam • Final Case Study Paper

defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers: a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.		

Course Requirements/Due Dates

Syllabus Quiz (25 Points) Due on August 23rd

Weekly Assignments Due (Totaling 50 Points each week)

Midterm Exam (75 Points) Due on September 29th

Final Case Study/Paper (125 Points) Due on December 8th

Final Exam (75 Points) Due on December 13th

Grading Policy

Assessment Classification	Points	Grade
Excellent Work	**855-950**	**A**
Good Work	**760-854**	**B**
Minimally Acceptable Work	**665-759**	**C**
Below Minimal Work	**570-664**	**D**
Unacceptable Work	**0-569**	**F**

Incomplete (I) ***will only be given in extreme circumstances and accordance with the policies in the Student Manual***

All assignments are due at the designated time in the syllabus and on Blackboard unless otherwise stated by the professor. The assignment will be penalized 5% for each late class period. If the assignment is not submitted within 2 weeks, the student will get a 0 for that assignment.

If a student needs to request an extension, they must do so at least 48 hours (2 days) before the assignment is due. An extension request any later than 48 hours (2 days) may be rejected, and the late policy will apply.

Attendance/Participation Policy

Demonstrating professional development is an important part of the program. It is expected that students arrive to class on time, stay for the duration of it, and actively participate in assignments throughout the duration of class by sharing their

ideas, opinions, and experiences. It is also expected that students engage effectively and respectfully with the professor and with their peers.

You are expected to complete the assignments and exams that are due weekly for appropriate participation in this course.

University Policies

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

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Dead Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy- Title IX prohibits the harassment of students based on sex, which includes pregnancy, childbirth, and related conditions. This includes that students will not be penalized for taking medically necessary leave related to pregnancy, childbirth, or related conditions. Marshall's Title IX Office may be contacted at TitleIX@marshall.edu
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy
- Technology and Technical Skill Requirements
    a. (QM Standards 1.5 and 1.6)
    b. 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
    c. https://www.marshall.edu/it/recommendations/).
    d. 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)
    e. 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.
    f. 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/).
    g. See the Tech Support tab in Blackboard for additional information on

browsers, technology, and apps.

h. Technology Assistance (QM Standard 7.1) If you have technical problems, please contact one or more of the following:
    i. Blackboard Support (URL: https://www.marshall.edu/design-center/support-ticket/)
    ii. Marshall Information Technology (IT) Service Desk (Help Desk) (URL: https://www.marshall.edu/it/departments/it-service-desk/)
        1. Huntington: (304) 696-3200
        2. South Charleston: (304) 746-1969
        3. Email the IT Service Desk (itservicedesk@marshall.edu)

- Inclement Weather: Students can find information concerning Marshall's policy regarding inclement weather by going to http://www.marshall.edu/academic-affairs/policies/#InclementWeather.
- COVID-19 Related Information: Marshall's official COVID-19 protocols are online at https://www.marshall.edu/coronavirus
- Generative AI: **The use of Generative AI is prohibited in this class.** Any student using Generative AI will be held accountable to the University's Academic Dishonesty Policy and will receive a grade of zero for the assignment for which Generative AI is used. More than one incident of use will result in a failing grade for the course.

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Course Schedule

Week [or Lesson, Unit, etc.]	Activity/Assignment	Points (Percentage)	Due Date
Aug 19-25	Chapter 1: Intro to Adolescent Development Syllabus Quiz Chapter 1 Assignment	 25 Points 50 Points	 Aug 23 Aug 25
Aug 26-Sep 1	Chapter 2: Biological Development Chapter 2 Assignment	 50 Points	 Sep 1

Sep 2-8	Chapter 3: Cognitive Development Chapter 3 Assignment	50 Points	Sep 8
Sep 9-15	Chapter 4: Self & Identity Chapter 4 Assignment	50 Points	Sep 15
Sep 16-22	Chapter 5: Gender Chapter 5 Assignment	50 Points	Sep 22
Sep 23-29	Midterm Exam (Chapters 1-5)	75 Points	Sep 29
Sep 30-Oct 6	Chapter 6: Sexuality Chapter 6 Assignment	50 Points	Oct 6
Oct 7-13	Chapter 7: Morality, Religion, and Values Chapter 7 Assignment	50 Points	Oct 13
Oct 14-20	Chapter 8: Family Context Chapter 8 Assignment	50 Points	Oct 20
Oct 21-27	Chapter 9: Peer Context Chapter 9 Assignment	50 Points	Oct 27
Oct 28-Nov 3	Chapter 10: School and Work Contexts Chapter 10 Assignment	50 Points	Nov 3
Nov 4-10	Chapter 11: Media and Online Contexts		

	Chapter 11 Assignment	50 Points	Nov 10
Nov 11-17	Chapter 12: Socioemotional and Behavioral Problems in Adolescence Chapter 12 Assignment	50 Points	Nov 17
Nov 18-24	Juvenile Justice System Juvenile Justice Assignment	50 Points	Nov 24
Nov 25-Dec 1	Thanksgiving Break		
Dec 2-8	Final Case Study/Paper Due	125 Points	Dec 8
Dec 9-13	Final Exam (Chapters 6-12 & Juvenile Justice Section)	75 Points	Dec 13

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

Request for Undergraduate Course Addition

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

College: COLA Department/Division: Classics Alpha Designator/Number: CL 238

Contact Person: E.Del Chrol Phone: x64323

NEW COURSE DATA: Ancient Sport and Spectacle

Course Title: ~~Sport & Spectacle in Ancient World~~ (Limit of 30 characters & spaces.)

Alpha Designator/Number: CL 238

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): Survey of Greek and Roman athletics, the Roman Triumph, gladiatorial combat, and other spectacles in the Ancient World.

Co-requisite(s): n/a First Term to be Offered: F24

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)*: _____

CHECKLIST/REQUIREMENTS

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

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

Department Chair/Division Head:	Date: 17 Jan 24
Registrar:	Date: 1-23-2024
College Dean:	Date: 2/1/2024
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Addition - Page 2

Additional Information Required for Undergraduate Course Addition

College: COLA Department/Division: Classics Alpha Designator/Number: CL 238

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.

   Bill Tortorelli

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.):

   Classroom, preferably TECI but that is not vital

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).

Course Syllabus

Ancient Sport and Spectacle

~~Sports and Public Spectacles in the Ancient World~~

1. **Instructor:** William Tortorelli

   email: *tortorelli@marshall.edu*

2. Course Description

brief description:

Survey of Greek and Roman athletics, the Roman Triumph, gladiatorial combat, and other spectacles in the Ancient World. Fulfils core Language, Philosophy, and Culture and multicultural requirements.

additional description:

This course introduces students to the centrality of athletics and spectacle in Ancient Greek and Roman culture. After beginning with a survey of sport practices in the Bronze Age cultures of the Mediterranean, we move on to discuss the role of athletics in Greek culture; we first look at the sporting practices of the ancient Greeks (e.g., the ancient Olympics), before turning to examine the cultural importance of athletics in the areas of religion, sex, and politics. We finish our look at Greek sports with an examination of art and literature from the context of spectacle, as well as the development of Greek athletics in the Hellenistic and Roman periods. We examine the spectacle of Athenian drama from social, anthropological, religious, and literary angles. The last portion of the class concentrates on contest and spectacle in the Roman Republican and Imperial periods. In particular, we look at the three definitive Roman spectacles: gladiatorial combat, chariot races, and the Roman triumph. Beyond these, we examine other spectacles such as beast hunts and public executions. The course finishes with a look at athletics in late antiquity before turning to the 19th century reception of Greek sport in, among other instances, the modern Olympic Movement, and the concurrent development of sport and society in the 20th century.

3. Prerequisites:

4 Class Meeting Times & Location:

5. Texts & Other Materials/Supplies

Required text (available in local bookstores or online):

- Donald G. Kyle, *Sport and Spectacle in the Ancient World*, 2nd edition.
  ISBN: 9781118613566

Additional readings and other media will be posted to Blackboard.

6. Course Requirements

Daily Readings: Readings are due on the day they are listed on the schedule.

Evaluation: Each student will be evaluated under the following criteria:

- 10 of 14 quizzes: 40%
- three tests: 40%
- timed essay: 10%
- creative final project: 10%

7. Expected Learning Outcomes & Their Assessments

Most **outcomes** will be evaluated using VALUE rubrics produced by the American Association of Colleges and Universities (AACU). These rubrics can be downloaded at: http://www.aacu.org/value/rubrics. The rubrics measure outcomes on a scale of 0-4, where 1 is the benchmark, 2 and 3 are milestones, and 4 is the capstone. All students should achieve the benchmarks for all outcomes and most of them will reach the milestones or the capstones. On average students will achieve at least a 2.5 on the scale for each rubric. The descriptions of the rubrics below are paraphrases or direct borrowings from Rhodes, Terrel, ed. 2010. *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics*. Washington, DC: Association of American Colleges and Universities.

Student Learning Objectives

•**Outcome 1:** Identify methodologies of historical, literary, philosophical, and/or aesthetic research and recognize their applicability to everyday life.

The ancient Greeks and the Romans participated in public events and athletic competitions in part as an arena for contemplating difficult and complicated social and cultural issues. As students explore the ways in which these people discussed the important topics of ancient societies, they are encouraged to recognize how modern societies enact civic ideologies through the proxy of sports or the platform of spectacle.

Assessment 1: Students' written and oral assignments will be evaluated using a humanities rubric developed by the University of Tennessee, Chattanooga (http://www.utc.edu/Administration/GeneralEducation/Assessment/HFARubric.pdf). This rubric evaluates the following:

- Knowledge of significant developments and achievements in the humanities, particularly in relation to the culture of ancient Greece and Rome.
- Knowledge of the historical context of significant developments and achievements in the humanities.
- Knowledge of the relationship between creative expression and human experience and its evolution over time.
- Knowledge of value and belief systems and their ramifications for humanistic inquiry and expression.
- Knowledge of disciplinary methods in the humanities.

This rubric employs a five point scale and the desired outcome for this class is that the students average 3.5 or higher in all areas.

•**Outcome 2:** Develop analytical arguments in written and/or oral forms.

Assessment 2: This outcome will be assessed in the same manner as the Texas Higher Education Coordinating Board's Learning Objective Outcome 2 above.

•**Outcome 3:** Evaluate events, ideas, and artistic expressions in terms of multiple cultural contexts and value systems.

Assessment 3: This outcome will be assessed in the same manner as the Texas Higher Education Coordinating Board's learning objective outcome 4 above.

•**Outcome 4:** Demonstrate ways in which the humanities are fundamental to the health and survival of any society.

Assessment: There will be an essay that asks students to discuss the importance of the humanities to society and to compare the role of the humanities in classical Greek and Roman society to the role of the humanities in their own society. This essay will be evaluated on a four point scale with the desired average level of performance equal to 2.5.

•**College-Level Competency Objective:** Students graduating from Texas Tech should be able to think critically and evaluate possible multiple interpretations, cultural contexts, and values.

Assessment: This outcome will be assessed using the AACU's VALUE rubrics for critical thinking (described under THECB assessment 1 above) and intercultural knowledge and competence (described under THECB assessment 4 above).

8. Grading Policies

- 90%-100% = A (excellent, beyond expectations)
- 80%-90% = B (excellent, at the highest standard)
- 70%-80% = C (average, met all expectations)
- 60%-70% = D (poor, below expected quality level)
- below 60% = F (poor, below standard benchmark for passing grade)

9. Class Attendance and Preparation

Regular attendance, prompt arrival, preparation for, and participation in class are expected. Each missed class meeting counts for 1% off of your final grade. If you plan to be absent, you must inform the instructor by email **before class** to have your absence not count against your final grade. Students are not considered *in attendance* if they arrive excessively late, leave early, fall asleep, or are in any other way inattentive in class and unprepared to answer questions and participate. **No student will be considered to have a valid absence unless they notify the instructor via email.**

Reasonable excuses for late work:

- *Illness.*

- *Religious Observance:* The law requires institutions of higher education to excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day. The student shall also be excused for time necessary to travel. An institution may not penalize the student for the absence and allows for the student to take an exam or complete an assignment from which the student is excused. While no prior notification of the instructor is required, OP 34.19 indicates that a student who intends to observe a religious holy day should make that intention known to the instructor prior to the absence. The student should make up any missed work.
- *University Approved Trips:* Department chairpersons, directors, or others responsible for a student representing the university on officially approved trips should notify the student's instructors of the departure and return schedules in advance of the trip. The instructor so notified must not penalize the student, although the student is responsible for material missed. Students missing work because of university business must be given the same privileges as other students (e.g., if other students are given the choice of dropping one of four tests, then students with excused absences must be given the same privilege).
- *Anything else, really:* I know that things can come up that don't fit comfortably into any of the categories above. If you are having trouble keeping up because of personal issues, just let one of the TAs or the instructor know as soon as you can, and we will work to be flexible for you.

Preparation: Students are expected to spend approximately five to six hours in preparation for each week's material. Completing the readings **before** viewing lectures is essential; the lectures are not a substitute for the readings, and the readings are not a substitute for the lectures – you should be an alert, engaged, and active reader and listener for both elements of this course.

Participation in Class: Regular, active participation in class is vital to success, and is expected of all students; this means that there should be **absolutely no use of personal digital devices for distracting, irrelevant activities, such as Facebook, email, Twitter, etc. Students in breach of this policy who are distracting those around them will be asked to leave the classroom.**

Make-up Policy: Make-ups will be allowed whenever you contact me **before** an absence, or afterward with a verifiable excuse. Make-ups must be scheduled as quickly as possible upon the student's return.

10. Civility

Students are expected to assist in maintaining a class environment that is conducive to learning. Students are also expected to respect and uphold the Code of Student Conduct at all times.

TENTATIVE SCHEDULE

Reading assignments are posted on Blackboard.

August	
24	Introduction to the course
29	Late Bronze Age Minoans, and Mycenaeans
31	Sport in Homer
September	
5	Archaic Greece: Athletics in an Age of Change
7	In Search of the Ancient Olympics
12	Ancient Olympia and its Games
14	Ancient Olympia Continued
19	Panhellenic Sacred Crown Games and More
21	*test #1*
26	Athens: City of Contests and Prizes
28	Athenian drama
October	
3	Athletes in Greek Society
5	Pindar
10	Women and Greek Sport
12	Macedonian and Hellenistic Sport and Spectacle
17	Origin of Roman Spectacles – The Etruscans
19	*test #2*
24	The Roman Republic: Festivals, Celebrations, and Games
26	Gladiators: Details and Meanings
31	Gladiatorial Venues
November	
2	Chariots and Circuses
7	Other Roman Spectacles
9	essay writing
14	*timed essay*
16	Roman poets: Ovid and Martial
21	The End of Ancient Sports; The Rise of the Modern Olympics
28	Football and the Olympic Ideal
30	*test #3*
December	
5	review; last quiz; plan final project
8	*final project due by 5pm, Friday, Dec 8*

Sport and Spectacle bibliography

Arcangeli, A., 2022. "The Purpose of Sport." In Arcangeli (ed.) *A Cultural History of Sport in the Renaissance*, 122-3.

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Filonik, J. 2022. "We Are the Champions: The Role of Agonistic Metaphor in the Political Discourse of Classical Greece." In Edwards, Efstathiou, Volonaki, and Karamanon (eds.) *Agōn in Classical Literature: Studies in Honour of Chris Carey, Bulletin of the Institute of Classical Studies. Supplement (2022)*, pp. 155–162.

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Poliakoff, M.B. 1987. *Combat Sports in the Ancient World*. New Haven.

Reid, H. 2006. "Olympic sport and its lessons for peace," *Journal of the Philosophy of Sport* 33 (2): 205-214.

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Scanlon, T.F. 2002. *Eros and Greek Athletics*. Oxford.

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Stocking. 2017. *The Politics of Sacrifice in Early Greek Myth and Poetry*. Cambridge.

Stocking and Christesen. 2022. *A Cultural History of Sport in Antiquity*. Bloomsbury.

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

Request for Undergraduate Course Addition

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

College: COLA Department/Division: Classics Alpha Designator/Number: 239

Contact Person: E.Del Chrol Phone: x64323

NEW COURSE DATA:

Course Title: Ancient Identities (Limit of 30 characters & spaces.)

Alpha Designator/Number: CL 239

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

Catalog Description (Limit of 30 words): This course introduces students to ancient thinking about race and ethnicity and considers how that thinking has influenced attitudes and ideas about identity from the ancient world to the present

Co-requisite(s): None First Term to be Offered: F2024

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)*: _____

CHECKLIST/REQUIREMENTS

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

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

Department Chair/Division Head: [signature]	Date: 17 JAN 24
Registrar: [signature]	Date: 1-23-2024
College Dean: [signature]	Date: 1/24/2024
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
General Education Council Chair *: _____	Date: _____
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science _____	Date: _____

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

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

Request for Undergraduate Course Addition - Page 2

Additional Information Required for Undergraduate Course Addition

College: COLA Department/Division: Classics Alpha Designator/Number: 239

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.

   Sydnor Roy

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.):

   Classroom, students, nothing special

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).

Race, Ethnicity, and Identity in the Ancient Mediterranean

Course Description: This course introduces students to ancient thinking about race and ethnicity and to consider how that thinking has influenced attitudes and ideas about identity from the ancient world to the present. We will investigate how categories of race and ethnicity were formed, promoted, and questioned in the literature of Ancient Greece and Rome through such authors as Homer, Herodotus, Aeschylus, Euripides, Aristotle, Vergil, Caesar, and Tacitus, and then compare these authors to the evidence found in the literary and material artifacts from neighboring Mediterranean cultures such as the Persians, Egyptians, Hebrews, Babylonians, Phoenicians, and Carthaginians. Our perspective will be wide ranging as we explore the foundations of how people and communities have used identity to both build community and construct divisions. Some of our fundamental questions will be: how were race, ethnicity, or shared identity constructed in the ancient world? What does it mean to create categories for and among humans? Can this be positive? Can this be negative? What is the legacy of ancient Greek and Roman thinkers on ideas race, ethnicity, and identity on later approaches?

Required Texts: *Race and Ethnicity in the Ancient World* (Hackett)

All other texts will be provided on Blackboard.

Course Goals

1. To introduce students to how the Greeks and Romans thought about race through an analysis of their literary works and the material record.
2. For students to understand how the historical, cultural, and literary contexts inform and are informed by Greek and Roman thinking about race.
3. To situate the Greeks and Romans and their ideas about race among the cultures of the broader Mediterranean.
4. For students to make connections and distinctions between ancient and modern ways of thinking about race.
5. To explore and articulate ancient theories of race and compare them with modern theories of race. To develop a better appreciation for antiquity's legacy on the current day.
6. Students will develop their skills in close reading, critical analysis of literary and scholarly texts, and writing; they will know how to further their inquiry on anything related to the ancient world and specifically race.

Methods

1. We will read extensively from Greek and Roman texts and we will also look at literary and material artifacts from other Mediterranean cultures such as the Persians, Hebrews, Egyptians, and Carthaginians.

2. Class will include mini-lectures on the historical background. Students will then be asked to evaluate how this knowledge affects their understanding of the readings.
3. Directed discussion which will help students develop their close reading and critical analysis. In these discussions we will look into such questions as "how does this author define race and ethnicity?"; "does this definition connect with other attempts to define race that we have seen?"; "what kind of stereotypes are employed for different peoples?" "how are these stereotypes employed?"
4. We will evaluate modern artistic media (poetry, film, novels, short stories, graphic novels, etc…) that borrow on ancient Greek and Roman themes related to race. We will evaluate in discussion and in brief writing assignments how these modern borrowings transform and/or transmute ancient thinking about race.
5. We will read scholarly articles together as a class and discuss their merits and problems. Later in the semester, student groups will lead discussions on topics significant to the study of ancient concepts of race such as environmental determinism, slavery, genocide, Orientalism, trade, travel narratives, and cultural exchange.

Course Requirements:

Daily Readings: Readings are due for the day they are listed on the schedule.

Attendance and Participation (15%)

In-Class Writing Assignments (10%) These may be done on computer or by hand (10%).

Three Short Papers (45 %). For each paper, you will take an issue or topic discussed in class and expand your thoughts on it. A successful paper is clearly written and organized, takes examples and evidence from the primary readings we have done, and takes the discussion beyond what we talked about in class.

Ethnography Project (10%). A research project modelled after ancient ethnographic practice.

Final Project (20%). An extended research project.

Grading scale: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, Under 60 = F

Weekly Schedule for Race and Ethnicity in the Classical World.

Please do the readings before class on the day listed. These assignments will also be posted on Blackboard. There will be additional secondary readings posted based upon in-class conversation and student interest.

<u>Week One</u>:

Tuesday 1/21: Introduction to the Course

Thursday 1/23: Overview of Greek History. Read Heliodorus (*Race and Ethnicity in the Classical World* [hereafter *R&E*] 199-201). Article about baby in England (on Moodle). Introduction to Homer's *Odyssey*.

Week Two:

Tuesday 1/28: *Odyssey* books 1-6.

Thursday 1/30: *Odyssey* books 7-12. Discussion of Derek Walcott's *Omeros*. Read J. Dee "Black Odysseus, White Caesar: When did 'White People' become 'White'?". *CJ* 99 (2004) 157-167.

Suggested skimming: C. Dougherty. *The Raft of Odysseus: The Ethnographic Imagination of Homer's Odyssey*. (library e-book).

Week Three:

Tuesday 2/4: *Odyssey* books 13-16. Thucydides on Greek Identity (*R&E* 16-20). Introduction to J. Hall's *Hellenicity*.

Thursday 2/6: Greek views of the world: The Shield of Achilles (on Moodle) and selections from Aeschylus' *Prometheus Bound* and Herodotus' *Histories* (*R&E* 84-88).

Reaction Paper on Homer's *Odyssey* due Sunday at noon.

Week Four:

Tuesday 2/11: Introduction to Persia and the Persian Wars. Also, D. McCloskey's *Race: Antiquity and its Legacy*. Chapter 1.

Thursday 2/13: Aeschylus' *Persians*. Read also E. Gruen on Aeschylus and the Persians in *Re-thinking the Other in Antiquity*. 2011 (library e-book). Pages 9-21.

Week Five:

2/18: Introduction to Herodotus. Read Herodotus Book 1 – Introduction and sections 1-5; 56-68; Book 8.144. Introduction to Ethnography – Ancient and Modern. Ethnography Project.

2/20: Herodotus on the Lydians Book 1.1-94. Read J. Redfield: "Herodotus the Tourist"

Sunday 2/23: Post initial notes from Ethnography Project.

Week Six:

2/25: Herodotus on the Persians Book 1.95-140; Book 3.61-97. Read also S. Roy "The Constitutional Debate: Herodotus' Exploration of Good Government" *Histos* 6: 2012.

2/27: Everyone else on the Persians. Selections from Aristophanes, Isocrates, and Xenophon (*R&E* 226-231). Behistun Inscription (on Moodle). Book of Esther (on Moodle).

Sunday 3/2: Post final notes on Ethnography Project.

Week Seven:

3/4: The Edges of the Persian Empire: Herodotus 1.192-200, 214-216; 3.20-24; 4.168-199.

3/6: Environmental Determinism: *Ars, Waters, Places* (*R&E* 35-42); Herodotus 3.106-117; 9.122; Selections from Xenophon, Aristotle (*R&E* 43-44).

Reaction Paper on Persians / Herodotean Ethnography due noon 3/7.

Week Eight: SPRING BREAK!

Suggested Skimming: R. Thomas *Herodotus in Context*.

Week Nine:

3/18: Introduction to Rome. Selections from Dionysus of Halicarnassus and Livy (*R&E* 22-29).

3/20: Vergil's *Aeneid* Books 1-4.

Week Ten:

3/25: *Aeneid* 5-8. Read also P. Lee-Stecum "Roman refugium: Refugee narratives in Augustan versions of Roman prehistory" *Hermathena* 2008.

3/27: *Aeneid* 9-12. Read also K. Toll "Making Roman-Ness and the 'Aeneid'" *CA* 1997.

Week Eleven: Carthage

4/1: Selections from Polybius, Sallust, Strabo, Livy, Lucan (*R&E* 148-177).

4/3: "Delenda Est" by Poul Anderson (on Moodle). Read also C. Winterer "Model Empire, Lost City: Ancient Carthage and the Science of Politics in Revolutionary America" *The William and Mary Quartery* 2010.

Reaction Paper on the *Aeneid* due Sunday at noon.

Week Twelve: Looking North: Gaul, Germany, Britain.

4/8: Plutarch, Polybius (*R&E* 341-342), Diodorus Siculus (342-345), Livy (*R&E* 357-363), Pomponius Mela (*R&E* 363)

4/10: Caesar's Gallic Wars 1.1 (*R&E* 345-346), 5.12-14 (*R&E* 351-352), 6.11-20 (*R&E* 352-355) – *n.b.* this is not the entire section). Additional readings on Moodle.

Week Thirteen:

4/15: Tacitus' *Agricola*.

4/17: Caesar's Gallic Wars 4.1-9, 13-15, 18-19 (*R&E* 346-350), 6.21-24 (*R&E* 355-357). Velleius Paterculus 2.118.1 (*R&E* 363-364). Read also K. Clarke: "An Island Nation: Re-Reading Tacitus' 'Agricola'" *JRS* 2001.

Reaction paper on Gauls due Sunday at Noon.

Week Fourteen:

4/22: Tacitus' *Germania*.

4/24: C. Krebs "A Most Dangerous Book". Also, selections from Plutarch's *Life of Marius* (*R&E* 381-387).

Week Fifteen:

4/29: Roman Theories on Race (Cicero, Vitruvius, Manilius, Seneca, Pliny the Elder, Apuleius, Ptolemy, Vegetius): *R&E* 44-51. Additional readings on Moodle.

5/1: Wrap up Discussion.

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

Request for Undergraduate Course Addition

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

College: Science Department/Division: Biological Sciences Alpha Designator/Number: BSC 435

Contact Person: Anne Axel Phone: 6-2426

NEW COURSE DATA:

Course Title: Histology & Microtech (Limit of 30 characters & spaces.)

Alpha Designator/Number: BSC 435

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): Study of the microscopic structure and function of cells and tissues, focus on comparative microanatomy and histopathology.

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

Prerequisite(s): BSC302 Grade D or BSC322 Grade D or BSC332 Grade D or BSC334 Grade D Credit Hours: 4

Grading Mode: Graded: X Credit/No Credit: _____

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

CHECKLIST/REQUIREMENTS

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

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

Department Chair/Division Head: _____	Date: 02/12/2024
Registrar: _____	Date: 2.12.2024
College Dean: _____	Date: 2.25.2024
College Curriculum Chair: _____	Date: 2.24.2024
General Education Council Chair *: _____	Date: _____
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science _____	Date: _____

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

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

Request for Undergraduate Course Addition - Page 2

Additional Information Required for Undergraduate Course Addition

College: Science Department/Division: Biological Sciences Alpha Designator/Number: BSC 435

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.

   Robin O'Keefe, Brian Antonsen, Jackie Fannin, Chris Moore, new anatomist hire (search prog

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

   see attached

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

   na

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

   na

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.

   na

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.):

   See Attached.

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

   na

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).

BSC 435 Histology & Microtech supporting documentation

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.
In the past BSC offered a histology course, but it has been removed from the catalog for some time. We still have much of the material, and some can be resurrected to reduce the cost, but it is old and in poor shape and therefore some purchases will be necessary to resurrect this critical course. These materials can also be used to enrich other existing courses, such as human anatomy, cell biology, and embryology. For example, the microscope upgrades are also needed for Cell Biology, we have been making due with poor equipment for some time due to insufficient funds for repairs and upgrades. Much of the basic consumable material or equipment already exists and can be fit within existing budgets.

Prepared histology slide sets x 6: approximately $6000 total
Pathohistology slide sets x 6: approximately $4000
Upgrades to existing microscopes to replace worn out equipment, and provide 24 lab stations: approximately $12,000 for basic repairs.

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.):
Histology prepared slides, high level teaching compound microscopes with phase, materials for tissue preparation, access to research grade microscopes for demonstrations (can be done in-house), tissue sectioning equipment and slide preparation materials, sample tissues (can be sourced from MU research labs using mice or rats), digital slides (can be made in-house from prepared slide sets or sourced from free databases).

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).

There are many excellent histology textbooks, and some good open source or freely available digital atlases of histology. Most of the strong textbooks are under $100 retail and most have online supplementary material that is quite good. Commercial digital atlases, while they do have some advantages in terms of scope and prepared lessons, do not provide a significant advantage overall at this time. Note: digital resources can supplement, but cannot replace prepared slides, as the skills needed to analyze actual tissue samples are critical.

Likely textbook choice for this class:
Textbook of Histology, 5th edition, 2021. Leslie P. Gartner. Elsevier. (currently $75 for text and ebook, including digital image library).

A selection of other good textbooks:

1. Junqueira's Basic Histology, 16th edition, 2021. Anthony L Mescher. McGraw Hill.
2. An Atlas of Comparative Vertebrate Histology: Diagnostic and Translational Research Guide. 2018. Donald B. McMillan and Richard J. Harris. Academic Press.
3. Histology - An Essential Textbook. 2020. DJ Lowrie. Thieme.
4. diFiore's Atlas of Histology With Functional Correlations. 12th Edition, 2012. Victor P Eroschenko. Lippincott Williams & Wilkins

A selection of good free or open source digital atlases:
https://histologyguide.com/

https://www.ouhsc.edu/histology/

https://www.path.uiowa.edu/virtualslidebox/

https://www.meddean.luc.edu/lumen/meded/histo/frames/histo_frames.html

http://www.pathguy.com/

In addition to these resources, a huge primary, peer reviewed, literature of histology, comparative histology, and pathohistology exists and can be accessed through search engines like PubMed.

Marshall University Syllabus
College of Science
Department of Biological Sciences

Course
BSC 435 – Histology & Microtech

Course Description
Study of the microscopic structure and function of cells and tissues, focus on comparative microanatomy and histopathology. 2 lecture, 4 lab

Credits
4 credit hours

Term/Year
TBS

Class Meeting Days/Times/Location
Lecture: 2 hours, Lab 4 hours

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

Instructor
TBA

Contact Information
TBA

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 Text and Materials
Textbook of Histology, 5th edition, 2021. Leslie P. Gartner. Elsevier.

Computer Requirements: Access to Blackboard is required. We will use online image databases, scientific search engines, and other resources. You must have reliable computer and internet access with properly configured software.

If you have any problems with accessing course materials, please seek help early in the term. Contact the Help Desk if you need assistance:
https://www.marshall.edu/it/departments/it-service-desk/students/
Additional guides for using Teams are here: https://www.marshall.edu/it/teams/

Course Student Learning Outcomes
How each student learning outcome will be practiced and assessed in the course.

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course

Develop the skills needed to analyze and interpret histological specimens.	Lab activities, practice exams, rough drafts of lab assignments, in class discussion, in class assignments.	Exams questions that assess your knowledge histological principles, lab practical exercises that require problem solving and good microscope technique.
Recognize the basic cell types and tissues in mammalian systems.	Lab activities, practice exams, rough drafts of assignments, sample exercises, in class discussion, in class assignments	Exam questions that assess ability to identify features. Lab practical exercises and exams.
Recognize variation in normal structure and diagnostic pathologic features	Practice exams, lab exercises.	Exam questions focused on pathohistology and the critical thinking skills needed for diagnoses, lab practical exercises and exams.
Understand the basics of tissue preparation.	Practice exams, lab exercises.	Exam questions that assess application and troubleshooting of different techniques, lab practical exercises.
Enhance communication skills and strategies.	Practice exams, rough drafts of assignments, sample exercises, in class discussion, in class assignments	Exam questions that assess ability to identify core ideas and use them to interpret a problem. Lab assignments that require ability to accurately represent and use information.

Many of the writing assignments in this course are designed in part to help you improve your study skills, by helping you to organize and express information in a way that makes sense to you and others.

Course Requirements/Due Dates

Attendance/Participation Policy:

It is every student's responsibility to be familiar with University Attendance Policy, which can be found in the Undergraduate Catalog or under Excused Absences here: www.marshall.edu/academic-affairs/policies/ .

Attendance in lecture and lab **is required**. It is easy to fall behind in lecture, and pop quizzes may be given at any time. Lab exercises cannot often be made up at another time due to room use constraints, so it is critical that you make every effort to be in class and, if you cannot, follow the university's excused absence policy.

Exams: All exams will be F2F in the classroom. Students with excused absences will be permitted to make up the exam in a manner chosen by the instructor, but no virtual option will be available.

In cases of inclement weather which may cause widespread power issues or other problems with taking exams, the University's policy will again be followed; it can be found on the web at:
http://www.marshall.edu/ucomm/weather.html

Grading Policy:

Your grade will be based on the scores you receive for a number of assignments and exams. I will use this scale to determine final grades: 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; <59 = F. There will be no extra credit or bonus points.
Late assignments will only be accepted with a university approved excuse.

Lecture (50% of your total course grade)

Small Assignments/quizzes		15%
Prelim Exam 1:	10%	
Prelim Exam 2:	10%	
Final Exam (cumulative):	15%	
Total:	50%	

Lab (50% of your total course grade)

Weekly Lab Assignments	20%
Final Lab Report	20%
Lab Practical Exam 1:	5%
Lab Practical Exam 2:	5%

There will be small weekly lab assignments, which will lead to a final lab report focusing on a topic of your choice.

Final grades are determined using this scale: 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; <59 = F.
** Do not trust any Blackboard grade totals! Blackboard is used only to report grades for assignments and exams, you can calculate your overall grade with a weighted average based on the information above.

Academic Honesty:

We take academic integrity very seriously and will not tolerate any form of dishonest conduct. You are responsible for knowing the University's policies on academic dishonesty, which can be found here: www.marshall.edu/academic-affairs/policies/

For all assignments, we expect that all references or borrowed material used in your reports or talks are properly cited, and that you work independently. Exceptions to independent work will only be allowed in cases where you are expressly instructed to work in groups. Duplication or other improper use of work will not be tolerated. Examples of this include, but are not limited to, use of borrowed ideas or material in figures or slides without proper reference, copying of another's words with or without the use of quotes, any duplication of material between students in talks or written reports, any submission of the same work twice for two grades within or between courses, and any incidence of plagiarism as defined by the university (see link above). Furthermore, submission of work created by AI technologies or retrieved from any online repository is forbidden, unless clear written permission is granted for a specific purpose, and will result in a grade of zero and an academic dishonesty charge. All work must be completely your own.

It is expected that any excuses used for missed work are accurate and verifiable. Dishonest behavior in this regard is academic dishonesty.

Any incidence of dishonest conduct will result in a grade of ZERO for that assignment, and a minimum of a one letter grade penalty on your final grade. Every case will also be referred to Academic Affairs for further action. Students found guilty of academic dishonesty may be placed on academic probation, suspended, or dismissed from the University.

Other Aspects of Conduct:

We will expect everyone to act in a professional and courteous manner. Disruptive, abusive, or offensive behavior directed at anyone involved in the class will not be tolerated. If you are late, enter the classroom quietly (or on mute for virtual) to avoid disturbing the class, and please mute yourself unless you are speaking at all times during virtual lectures. Furthermore, I only respond to emails that are

written with professionalism.

Social Justice

Absolutely NO student will be discriminated against based on race, ethnicity, sex, age, sexual orientation, social class, health condition, or religion. Every student is an integral and essential member of this class, and their opinions and discussion will be treated with value and respect by all persons involved in the class.

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 Academic Affairs Policies: http://www.marshall.edu/academic-affairs/policies/

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Dead Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy- 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

Tentative Schedule*

Week	General Lecture Topics	Readings
1	Lecture: Intro and microscopic technique Lab: Basic microscopy	
2	Lecture: Cells and extracellular matrix Lab: Basic cell structure, basics of pathohistology	Ch 2-4
3	Lecture: Epithelium Lab: Epithelium and Glands	Ch. 5
4	Lecture: Connective Tissue and Bone Lab: Connective Tissue and Bone	Chapter 6-7
5	Lecture: Muscle Lab: Muscle	Ch 8
6	Lecture: **EXAM 1;** Blood Lab: Blood and advanced microscopy	Ch 10
7	Lecture: Circulatory System Lab: Circulatory system; lab practical exam 2 (last hour)	Ch 11
8	Lecture: Lymphoid structures and bone marrow Lab: Lymphoid; Intro to lab report	Ch 12
9	Lecture: Endocrine structures and integument Lab: Endocrine glands, advanced microscopy II	Ch 13-14
10	Lecture: Respiratory system Lab: Respiratory system	Ch 15
11	Lecture: **Exam 2;** Focus and review of pathohistology Lab: Diagnostic pathohistology	
12	Lecture: Digestive system I Lab: Oral cavity, upper alimentary canal	Ch 16-18
13	Lecture: Digestive system II Lab: Lab Report Work	Ch 16-18
	Thanksgiving/Fall Break, University closed around here somewhere	
14	Lecture: Urinary System Lab: Lower alimentary canal, urinary system	Ch 19
15	Lecture: Reproductive system Lab: Reproductive system; lab practical exam 1 (last hour)	Ch 20-21

Final Exam (cumulative): TBA

***-Subject to change – we may start specific topics earlier or later than outlined here, depending on how things progress through the term.**

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

Request for Undergraduate Course Addition

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

College: Science Department/Division: Biological Sciences Alpha Designator/Number: BSC 468

Contact Person: Anne Axel Phone: 4-2426

NEW COURSE DATA:

Course Title: Wildlife Ecology & Management (Limit of 30 characters & spaces.)

Alpha Designator/Number: BSC 468

General Education Designator(s) (check all that apply): ☐ CT ☐ INTL ☐ MC ☐ Core II (Core II type: _____)

Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

Catalog Description (Limit of 30 words): **A study of ecological field techniques with emphasis on wildlife management and field ecology. Applications of ecological theory to managing, monitoring, and assessing wildlife populations and habitats through experiential learning.**

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

Prerequisite(s): BSC 320 with a minimum grade of D or (BSC 121 with a minimum grade of D and BSC 121L with a minimum grade of D and NRE 322 with a _____ Credit Hours: 4

Grading Mode: Graded: X Credit/No Credit: _____

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

CHECKLIST/REQUIREMENTS

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

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

Department Chair/Division Head: _____	Date: 02/12/2024
Registrar: _____	Date: 2.13.2024
College Dean: _____	Date: 2.25.2024
College Curriculum Chair: _____	Date: 2.28.2024
General Education Council Chair *: _____	Date: _____
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science _____	Date: _____

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

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

Request for Undergraduate Course Addition - Page 2

Additional Information Required for Undergraduate Course Addition

College: Science Department/Division: Biological Sciences Alpha Designator/Number: 468

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.

   Shane Welch, Jayme Waldron, Anne Axel

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

   NA

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

   NA

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

   NA

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.

   NA

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.):

   Wildlife cameras, batteries, scan disk cards, ArcGIS software, survey tapes, DBH tapes, orient

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

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

Marshall University Syllabus
College of Science
Biological Sciences

Course

BSC 468, Wildlife Ecology and Management

Course Description

Students will learn the history and goals of wildlife management. Students will be introduced to a range of techniques commonly used in field studies with particular emphasis on wildlife management and field ecology. Students will gain a greater understanding through experiential learning of ecological theory and the application of theory as it applies to managing, monitoring, and assessing wildlife populations and habitats.

Credits
4 undergraduate credit hours in BSC

Prerequisites
BSC 320 with a minimum grade of D or (BSC 121 with a minimum grade of D and BSC 121L with a minimum grade of D and NRE 322 with a minimum grade of C).

Term / Year

Fall 2024

Class Meeting Days / Times

Dates TBD. The following is a potential schedule:

Lecture: Tuesday, Thursday 8:00-9:15

Lab: Thursday 9:30-11:50

Location

Science Building, Room xxx.

In September and October, we will make field trips to the Becker Wildlife Property during scheduled lecture and laboratory on Thursdays. During these weeks, Tuesday lecture will take place on campus.

Academic Calendar

For beginning, ending, and add/drop dates, see the Marshall University Academic

Calendar (URL: https://www.marshall.edu/academic-calendar/).

Instructor

Dr. Shane M. Welch

Contact Information

- Office: Science Building, Room 380
- Office Hours: Face-to-face office hours are available on Wednesdays (12:00-13:00). I will also conduct office hours by appointment, which is preferred. Office hourse scheduled by appointment will be conducted either face-to-face or virtually via Microsoft Teams.
- Office Phone: 304-696-6111
- Marshall Email: welchsh@marshall.edu Please use email to contact me, and be sure to use your MU email account (not gmail, yahoo, etc) to ensure that your message is not lost in my junk mailbox (I rarely look at my junk email). Please note that I will not respond to emails that lack professionalism. I will send email to your Marshall email account, so you must check it regularly. Do not message via Blackboard; always use my Marshall University email address. In most cases, I will reply to messages within 2 business days.

Health and Safety Information

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

Required and/or Recommended Texts and Materials

Required Texts and Materials

Required Text: The Wildlife Techniques Manual, Volumes 1 & 2 (8th Edition), Edited by Nova J. Silvy

Additional reading assignments will be provided through Blackboard during the semester.

Field Notebook: Students will need to purchase a water-proof field notebook (e.g., Rite in the Rain all weather field book).

Computer Requirements: Access to Blackboard and Microsoft Teams is required. You must have reliable computer and internet access with properly configured software. We will use Teams if virtual lectures are required so you will need an internet connection that is able to stream video reliably, and both a microphone and camera. I use Blackboard to post grades and distribute class materials and study aids. I do not post lecture notes or study guides online.

Important note on recording lectures and posting material on websites: No portion of lecture or laboratory material can be shared outside of this class. Do not share class materials, including any portion of a recorded lecture. Recorded lectures WILL NOT be posted as a matter of routine, and it is forbidden to record lectures or to copy or distribute the intellectual property contained within lectures, laboratory, exams, or assignments in any way. You are expected to attend lectures, pay attention, and take notes. If you miss a class for a routine reason, obtain the notes from a class member, review the posted material, and contact me with questions. Recording and/or distributing lectures or any other class materials may be subject to penalties up to and including an F grade or removal from the course.

Course Student Learning Outcomes

1. Gain a basic understanding of the wildlife management, its techniques and goals

2. Improve your understanding of ecology and its application in wildlife management.

3. Improve your ability to think and communicate scientifically.

5. Expand your understanding of natural systems so that you can make informed decisions about the world you live in.

Expected-learning-outcomes-rubric: how learning outcomes will be practiced and assessed.

Student Learning Outcomes	How students will practice each outcome	How student achievement of each outcome will be assessed
Gain basic understanding of the techniques and goals of wildlife management	Reading assignments Lecture Classroom discussions	1) Effective classroom discussion will depend on completion of reading assignments. Students must effectively relate reading assignments to lecture and classroom discussions. Students will be assessed based on their ability to use their knowledge of lecture and reading materials during classroom discussions. 2) Exams
Improve students' ability to think scientifically and apply ecological theory	Reading assignments Lecture Classroom discussions	1) Students will be assessed based on their ability to participate in classroom discussions. 2) Exams
To expand your understanding of natural systems so that you can	Reading assignments Lecture	1) Students will be assessed based on their ability to participate in classroom discussions. 2) Exams

make informed decisions about the world you live in.	Classroom discussions	

Course Requirements/Due Dates

Read assigned chapters and handouts prior to lecture/lab.

Wildlife Management Plan

Successful wildlife management plans (WMP) need to minimize costs to encourage landowner participation and thus often include assistance from public and private organizations. Students will work in groups to identify management objectives, conduct resource inventories, and review state, federal, and NGO (non-governmental organization) programs that are applicable to the goals and objective of their WMP. We will use the Becker Wildlife Property in Lavalette, WV as the focus of WMPs.
Due date: **Dec 3 (last lab)**.

Field Notebook

Students must keep a notebook detailing specific conditions (weather, lab crew, notes) of laboratory exercises (data collected) when conducted in the field. The notebook should consist of waterproof paper (in the event that we take notes in rainy conditions during outdoor labs). All notes should be recorded with pencils or ink that will not run when wet. Field notebooks will be due on the last day of lab (Dec 3).

Exams

Lecture Exams

There will be two lecture exams (excluding the final exam). The exam dates on the syllabus may change, but exams will be announced at least one week in advance. Lecture exams will include questions from lectures and reading assignments. Lecture exams will include questions with variable formats, including but not limited to short answer, fill in the blank, matching, diagrams, true/false. Exams will include materials covered during lectures, laboratory, reading assignments, and class discussions.

Laboratory Exams

There will be two laboratory exams that will focus on techniques used and data collected by students during field labs. Questions will cover techniques/methods and data collection specific to student lab experiences during the semester. All exams are expected to be taken as scheduled.

Laboratory exams are extraordinarily difficult to make up. Please make every effort to attend scheduled laboratory exams. If you have a scheduled conflict with a laboratory exam, please see me ASAP – or as soon as you realize there is a conflict.

Final Exam

The final exam will be cumulative and will include information from lecture and laboratory. Final Exam Date: **xx**.

Grading Policy

Grading scale will be as follows:

90-100% = A 80-89% = B 70-79% = C 60-69% = D ≤ 59% = F

Lecture Exams (2)	25%
Field (Lab) Exams (2)	25%
Wildlife Management Plan (Becker Wildlife Center)	25%
Field Notebook	10%
Final Exam	15%
TOTAL	100%

Academic Dishonesty

Please review university policies on academic dishonesty, particularly the section on student sanctions: https://www.marshall.edu/academic-affairs/policies/#academicdishonesty

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).

Cheating will not be tolerated in this course. Students caught cheating will receive a zero on the assignment. Cheating on exams will be considered a major violation of academic integrity, resulting in reductions in final grade or a failure to complete the course.

Attendance/Participation Policy

Attendance is mandatory. I will take attendance daily. If you are unable to attend class due to a university-excused absence, notify me as soon as possible. Students with a university-excused absence will have the option to notify me (via email) at least 24 hours prior to lecture to arrange to attend class remotely via Teams.

University Policies

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

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

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

Course Schedule

Week (Dates)	Topic	Reading
Week 1 (Aug19-23)	Lecture: Course introduction, Introduction to Wildlife Ecology Lab: Lab prep (overview of assignments)	Handout: NA Model of Wild Mgt
Week 2 (Aug26-30)	Lecture: NA Model of Wildlife Management, Discussion of Conservation and Hunting Lab: Identify field groups -- First visit to Becker Wildlife Center (Introduction to Property)	Podcast: The Rhino Hunter
Week 3 (Sep2-6)	Lecture: Wildlife Management Plans and other property-specific goals Lab: Becker Wildlife Center (Identify Mgt Obj & Property Resources), Remote camera sampling	Text: Chap 30
Week 4 (Sep9-13)	Lecture: Conservation Agencies and Landowner Incentive Programs Lab: Groups identify relevant state, federal, NGO support	Text: Chap 30
Week 5 (Sep16-20)	Lecture: Field Study Design – statistical considerations and logistical constraints Lab: Becker Wildlife Center – Identifying and classifying landscape components	Text: Chap 1
Week 6 (Sep23-27)	Lecture: **Lecture Exam 1 (Sep 24),** Landscape ecology Lab: Indoor lab - GIS and landscape classifications **(Lab Exam 1: Sep 24)**	Text: Chap 18
Week 7 (Sep30-Oct4)	Lecture: Habitat Generalists & Specialists Lab: Becker Wildlife Center – Quantifying habitats (veg sampling)	
Week 8 (Oct7-11)	Lecture: Spatial/movement ecology – telemetry Lab: On-campus telemetry lab exercise	Text: Chap 10
Week 9 (Oct14-18)	Lecture: Home range estimates Lab: Becker Wildlife Center – Group data collection	Text: Chap 17
Week 10 (Oct21-25)	Lecture: Population Structure, measures of abundance Lab: Becker Wildlife Center – Group data collection	Text: Chap 11
Week 11 (Oct28-Nov1)	Lecture: Population Ecology/Demography Lab: Becker Wildlife Center – Group data collection	Text: Chap 3, Chap 8
Week 12 (Nov4-8)	Lecture: Population Ecology Contin., **Lecture Exam 2 (Nov 7)** Lab: **Laboratory Exam 2 (Nov 7)**	Text: Chap 9
Week 13 (Nov11-15)	Lecture: Restoration Ecology Lab: Wildlife Mangement Plans	
Week 14 (Nov18-22)	Lecture: Restoration and Fire Ecology Lab: Wildlife Aging Methods, Wildlife Mangement Plans	
Nov25-29 – No class	Thanksgiving Break. Go hunting!!!	
Week 15 (Dec2-6)	Lecture: Habitats as Human Resources; **Wildlife Mgt Plans Due & Field Notebooks Due (Dec 3)**	Text: Chap 23, Chap 55
FINALS (Dec9-13)	**Final Exam (cumulative): Date:xxx**	

Bibliography

Silvy, N. J. (Ed.). (2020). The Wildlife Techniques Manual. Volume 1 and 2. Johns Hopkins University Press.

Decker, D. J., Shawn J. Riley, and W. F. Siemer (Eds.). (2012). Human Dimensions of Wildlife Management. Johns Hopkins University Press.

Porter, W. F., C. J. Parent, R. A. Stewart, and D. M. Williams (Eds.). (2021). Wildlife Management and Landscapes. Johns Hopkins University Press.

Willis, D. W., C. G. Scalet, and L. D. Flake. (2008). Introduction to Wildlife and Fisheries. Second edition. W. H. Freeman.

Krausman, P. R., and J. W. Cain III. (Eds.). (2022). Wildlife Management and Conservation. Johns Hopkins University Press.

Robert, A. R., and M. J. Butler. (2010). Teaching Human Dimensions of Fisheries and Wildlife Management in U.S. Universities. Human Dimensions of Wildlife, 6:1, 67-76.

Ryan, M. R., & Campa, H. (2000). Application of Learner-Based Teaching Innovations to Enhance Education in Wildlife Conservation. Wildlife Society Bulletin (1973-2006), 28(1), 168–179.

Millenbah, K. F., & Millspaugh, J. J. (2003). Using Experiential Learning in Wildlife Courses to Improve Retention, Problem Solving, and Decision-Making. Wildlife Society Bulletin (1973-2006), 31(1), 127–137.

Hiller, T. L., & Tyre, A. J. (2009). Investigating Active-Learning Strategies in Wildlife Ecology College Courses. NACTA Journal, 53(4), 36–41.

McCleery, R. (2015). Teaching Wildlife Techniques to Millennials With a Flipped Classroom. Wildlife Society Bulletin 39(4):822–826.

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

Request for Undergraduate Course Addition

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

College: Science Department/Division: CJCFS Alpha Designator/Number: CJ 4xx 427

Contact Person: Kim DeTardo-Bora Phone: 304-696-3084

NEW COURSE DATA:

Course Title: Environmental Criminology (Limit of 30 characters & spaces.)

Alpha Designator/Number: CJ 4xx 427

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): Explores theoretical, methodological, and practical approaches about environmental crime from a critical lens.

Co-requisite(s): None First Term to be Offered: Fall 2025

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)*: None

CHECKLIST/REQUIREMENTS

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

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

Department Chair/Division Head: Kimba J Bora	Date: 1-18-2024
Registrar: Sonya L C	Date: 1.18.2024
College Dean: A Mummert	Date: 2.25.2024
College Curriculum Chair:	Date: 2.28.2024
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Addition - Page 2

Additional Information Required for Undergraduate Course Addition

College: CoS Department/Division: CJCFS Alpha Designator/Number: CJ 427

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

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

   Dr. Ryan Phillips, Dr. Stephen Young, Dr. Leslie Quick

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

   N/A

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

   N/A

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

   N/A

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

   N/A

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

   N/A

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

   Larger paper/project and possibly a presentation will be required for graduate students.

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

Bibliography for CJ 427: Environmental Criminology

Brisman, A., & South, N. (2019). Green criminology and environmental crimes and harms. *Sociology Compass, 13*(1), 1-12. https://doi.org/10.1111/soc4.12650

Hall, M. (2017). *Exploring green crime: introducing the legal, social and criminological contexts of environmental harm*. Bloomsbury Publishing.

Lynch, M. J., & Long, M. A. (2022). Green criminology: Capitalism, green crime and justice, and environmental destruction. *Annual Review of Criminology, 5*, 255-276. https://doi.org/10.1146/annurev-criminol-030920-114647

Lynch, M. J., & Stretesky, P. B. (2016). *Exploring green criminology: Toward a green criminological revolution*. Routledge.

Ogundipe, E. A., & Gunderson, R. (2020). Lay victims' conceptions of environmental crime and environmental injustice: The case of the Chem-Dyne Superfund Site. *Social Justice Research, 33*(4), 454-479.

Pedigo S., Pitman, B., & Young, S. T. (2021). Critical criminology: State-facilitated corporate crime, environmental racism, and the Atlantic Coast Pipeline. *The Howard Journal of Crime and Justice, 60*(3), 323-342. https://doi.org/10.1111/hojo.12437

Pellow, D. N. (2021). Struggles for environmental justice in US prisons and jails. *Antipode, 53*(1), 56-73.

Perdue, R. T. (2021). Corporate violence in the Central Appalachian coal industry: From roots to repercussions. *Critical Criminology*, *29*(4), 897-913.

Perdue, R. T. (2023). Trashing Appalachia: Coal, prisons, and whiteness in a region of refuse. *Punishment & Society, 25*(1), 21-41. https://doi.org/10.1177/14624745211011526

Rothe, D. L., & Medley, C. (2019). Beyond state and state-corporate crime typologies: The symbiotic nature, harm, and victimization of crimes of the powerful and their continuation. In M. L. Rorie (Ed). *The Handbook of White-Collar Crime* (pp.81-94). Wiley.

South, N., & Brisman, A. (Eds.). (2020). *Routledge international handbook of green criminology*. Routledge.

Taylor, N., & Fitzgerald, A. (2018). Understanding animal (ab) use: Green criminological contributions, missed opportunities and a way forward. *Theoretical Criminology*, *22*(3), 402-425. https://doi.org/10.1177/1362480618787173

White, R. (2021). *Theorising green criminology: Selected essays*. Routledge.

White, R., & Heckenberg, D. (2014). *Green criminology: An introduction to the study of environmental harm*. Routledge.

Young, S. (2018). “Do we really want to go down that path?”: Abandoning Appalachia and the Elk River chemical spill. *Social Justice, 45*(2/3), 93-118.

Marshall University Syllabus
College of Science
Department of Criminal Justice, Criminology, and Forensic Sciences

Course
CJ 427 Environmental Criminology

Course Description
Explores theoretical, methodological, and practical approaches about environmental crime from a critical lens.

Credits
3 Credit Hours

Prerequisites
None

Term/Year
Fall 2025

Class Meeting Days/Times
Wednesdays from 4:00 pm to 6:20 pm

Location
Smith Hall 418

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

Instructor
Dr. Stephen T. Young

Contact Information
- Office: 733 Smith Hall
- Office Hours:
  - Monday and Wednesday 9am to 10am and 11am to 1pm
  - Tuesday and Thursday 9am to 11am
  - Other meetings can be arranged through appointment
  - All office hours will be open to in person, virtual (Microsoft Teams), or phone meetings. However, I ask that you make an appointment during my assigned office hours (try not to just "drop by").
- Office Phone: 304-696-3082

- Marshall Email: young250@marshall.edu

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

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 into your MU account to do that. Marshall University uses Office 365 email. For more information, visit Marshall IT: Office 365 (URL https://www.marshall.edu/it/microsoft365/).

Preferred Communication Method and Expected Response Time
Email is my preferred communication method (young250@marshall.edu). Please do not email me through the Blackboard portal). I usually respond to emails in no less than 24 hours. You are always welcome to call my office as well or we can set up a private Teams session.

Required Text
Hall, M. (2017). *Exploring green crime: Introducing the legal, social and criminological contexts of environmental harm*. Bloomsbury Publishing.

Program Learning Outcomes
Upon completion of the Bachelor of Arts degree in criminal justice, and in part emphasized and reinforced through this course…

1. Students will identify, critically evaluate, and apply information from relevant discipline related sources.
2. Students will demonstrate effective written and/or oral communication skills as expected in the discipline.
3. Students will comprehensively explore and interpret the content and context of a real-world problem or dilemma in criminology/criminal justice, propose viable solutions, and draw valid conclusions and implications.

Course Student Learning Outcomes

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
(A) Students will articulate principles and concepts of various criminological issues related to environmental harm (economic, cultural, social etc.).	In-class examples, weekly writing assignments, readings, and discussions	Critical essays, pre-writes, post-writes
(B) Students will develop basic scientific inquiry skills, particularly the link between environmental/social issues, research, and policy implications.	In-class examples, weekly writing assignments, readings, and discussions	Critical essays, pre-writes, post-writes
(C) Students will examine the utility of criminology in understanding environmental specific issues/harm.	In-class examples, weekly writing assignments, readings, and discussions	Critical essays, pre-writes, post-writes
(D) Students will conduct research using the library databases and incorporate scholarly sources into a professional paper.	Library database research for critical essays	Critical essays
(E) Students will develop and enhance professional writing skills by using APA publication guidelines for critical essay style papers.	APA review session	Critical essays

Course Requirements

Weekly Writing Assignments
Each week students will be expected to take part in short writing assignments. Each writing assignment will work in two parts. First, will be the submission of the overview of the weekly material. Followed by a write-up after class discussion. You will only be allowed to submit the second writing portion if you attend class. Outside of a university excuse, you will not be permitted to submit the second portion without attendance. These weekly writings are worth 20 points total (10 pre and 10 post-class). Weekly prewriting assignments are due the Tuesday before class by 11:59pm and the post writing assignments are due the Thursday after class by 11:59pm.

Critical Essay Assignments
There are two essay style analysis assignments during the semester. These assignments will examine a specific criminological issue in relation to environmental crime/harm and the policy (or lack of) being used to address said issue. Students will present the issue within relative environmental/green criminological frameworks and outline potential policy-based solutions. Essays are to be 7 to 10 pages in length (introduction to conclusion). Each essay is worth 100 points. Topics will be discussed during the course.

Discussion and Participation
This course is taught as a seminar. This requires regular class discussion, group work, and other classroom participation. Students will be graded based on their "overall" involvement in the course over the entirety of the semester.

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

Attendance/Participation Policy
Class attendance is technically not graded but strongly encouraged. However, overall course participation is graded Additionally, I will not provide extra credit.

Grading Policy

Learning Activity	Points
Critical Essay One	100
Critical Essay Two	100
Weekly Writing Assignments	240
Discussion and Participation	100
Total	540

Grading Scale

A	484-540 points
B	376-483 points
C	322-375 points
D	268-321 points
F	0-267 points

Late Work Policy
There will be **no** make-up for class assignments without a university excuse. Late papers will receive a 5-point deduction per day (a 5-point deduction per day late begins immediately following the end of the due date/time). Communicating absences ahead of time (when possible) will help with making up missed assignments. Assignments will not be made up without a university excuse.

Use of AI for Assignments
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) and will result in failure of the assignment.

University Policies
By enrolling in this course, you agree to the University Policies. Please read the full text

of each policy (listed below) by going to MU Academic Affairs: University Policies. (URL: https://www.marshall.edu/academic-affairs/policies/)

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

Course Schedule & Due Dates

Week	Dates	Topics	Reading Assignment/Items Due
1	Aug. 20	Syllabus Day Introduction to Environmental Criminology	• Explanation of critical essays, term papers, and weekly posts. Review of syllabus and all other materials. • What is 'Green Criminology' and Why Study it? (pg. 1-25)
2	Aug. 27	What is environmental crime?	• Green Criminology and Environmental Crimes and Harm (PDF) • Environmental 'Crime": Conceptions, Limitations, and Alternatives (pg. 56-80) • Weekly pre-write due Aug. 26 by 11:59pm (10 points) • Weekly post-write due Aug. 28 by 11:59pm (10 points)
3	Sept. 3	Environmental Degradation and Social Harm	• Environmental Degradation, Social Change, and Crime (pg. 26-55). • Green Criminology: Capitalism, Green Crime and Justice, and Environmental Destruction (PDF) • Discussion on Critical Essay One posted on Blackboard

			• Weekly pre-write due Sept. 2 by 11:59pm (10 points) • Weekly post-write due Sept. 4 by 11:59pm (10 points)
4	Sept. 10	Corporate Crime and the Environment	• The Corporation and Environmental Harms (pg. 81-105) • Beyond State and State-Corporate Crime Typologies • Critical Essay One Topic Due • Weekly pre-write due Sept. 9 by 11:59pm (10 points) • Weekly post-write due Sept. 11 by 11:59pm (10 points)
5	Sept. 17	Nothing But Trash: Environmental Crime in Appalachia	• Corporate Violence in the Central Appalachian Coal Industry: From Roots to Repercussions (PDF) • "Do We Really Want to Go Down That Path?": Abandoning Appalachia and the Elk River Chemical Spill (PDF) • Weekly pre-write due Sept. 16 by 11:59pm (10 points) • Weekly post-write due Sept. 18 by 11:59pm (10 points)
6	Sept. 24	Race and Environmental Crime	• Environmental Victimization (pg. 159-186) • Critical Criminology: State-Facilitated Corporate Crime, Environmental Racism, and the Atlantic Coast Pipeline (PDF) • Weekly pre-write due Sept. 23 by 11:59pm (10 points) • Weekly post-write due Sept. 25 by 11:59pm (10 points)
7	Oct. 1	Library Research and APA Review	• Bring draft and research literature to class
8	Oct. 8	Long History: Environmental	• Seeding Sovereignty: Redefining 'Expertise' in the Environmental Movement (podcast)

		Criminology and Indigenous Communities	• Responding to Environmental Harm: Policing, Enforcement, and Sentencing (pg. 129-158) • Critical Essay One due Oct. 8 by 11:59pm (100 points) • Weekly pre-write due Oct. 7 by 11:59pm (10 points) • Weekly post-write due Oct. 9 by 11:59pm (10 points)
9	Oct. 15	Environment and Green Culture Criminology in Rural Areas	• Uranium: A Toxic Legacy at Red Water Pond Road (podcast) • Weekly pre-write due Oct. 14 by 11:59pm (10 points) • Weekly post-write due Oct. 16 by 11:59pm (10 points)
10	Oct. 22	Superfund Sites	• Hazard NJ (Episode 1): On Thin Ice (podcast) • Lay Victims' Conceptions of Environmental Crime and Environmental Injustice: The Case of the Chem-Dyne Superfund Site (PDF) • Discuss Critical Essay Two Topic • Weekly pre-write due Oct. 21 by 11:59pm (10 points) • Weekly post-write due Oct. 23 by 11:59pm (10 points)
11	Oct. 29	Exploring Environmental Rights	• Exploring Environmental Rights (pg. 187-207) • Weekly pre-write due Oct. 28 by 11:59pm (10 points) • Weekly post-write due Oct. 30 by 11:59pm (10 points)
12	Nov. 5	Environmental Crime Documentary	• In class analysis discussion of The Devil We Know
13	Nov. 12	Prisons and Environmental Harm	• Trashing Appalachia: Coal, Prisons, and Whiteness in a Region of Refuse (PDF) • Weekly pre-write due Nov. 11 by 11:59pm (10

			points) • Weekly post-write due Nov. 13 by 11:59pm (10 points)
14	Nov. 19	Environmental Criminology and Animal Abuse	• Understanding Animal (Ab)use: Green Criminological Contributions, Missed Opportunities, and a Way Forward (PDF) • On the Verge—An Interview with Tanya Wyatt on Environmental and Wildlife Crime (podcast) • Weekly pre-write due Nov. 18 by 11:59pm (10 points) • Weekly post-write due Nov. 20 by 11:59pm (10 points)
15	Nov. 24-28	Thanksgiving Break	• No Class
16	Dec. 3	Class wrap up	• Weekly pre-write due Dec. 2 by 11:59pm (10 points) • Weekly post-write due Dec. 4 by 11:59pm (10 points)
17	Dec. 10	Final Exam	• Critical Essay Two due Dec. 10 by 11:59pm (100 points)

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

Request for Undergraduate Course Addition

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

College: COS Department/Division: NRES Alpha Designator/Number: NRE 111L

Contact Person: Autumn Starcher-Patton Phone: 6-3663

NEW COURSE DATA:

Course Title: Living Systems Lab (Limit of 30 characters & spaces.)

Alpha Designator/Number: NRE 111L

General Education Designator(s) (check all that apply): ☐ CT ☐ INTL ☐ MC ■ Core II (Core II type: Natural Science)

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): Laboratory course to accompany NRE 111 Living Systems.

Co-requisite(s): NRE 111 (concurrent PR) WB First Term to be Offered: Fall 2024

Prerequisite(s): ~~NRE 111L (co-requisite)~~ WB Credit Hours: 1

Grading Mode: Graded: X Credit/No Credit: _____

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

CHECKLIST/REQUIREMENTS

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

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

Department Chair/Division Head: Mindy Yeager-Armstead	Date: 10/24/23
Registrar: 309999	1/29/2024
College Dean: a Mumment	Date: 2.25.2024
College Curriculum Chair:	Date: 2.28.2024
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Addition - Page 2

Additional Information Required for Undergraduate Course Addition

College: COS Department/Division: NRES Alpha Designator/Number: NRE 111L

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.

   Autumn Starcher-Patton, Mindy Armstead, Tom Jones, Sam Colvin

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

   No additional requirements are needed.

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

   This course is only required for NRRM students in NRES department.

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

   No arrangements to provide clinical experience.

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.

   No additional resources are needed.

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.):

   Listed on separate page.

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

   Not listed as a graduate course.

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

Marshall University Syllabus
College of Science

Course

NRE 111L Living Systems Lab

Course Description

Laboratory course to accompany NRE 111 Living Systems.

Credits
1, Undergraduate

Co-requisites
NRE 111

Term/Year

Fall 2024

Class Meeting Days/Times

M 10:00a-11:50a

Location

WAEC 2235

Academic Calendar

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

Instructor

Autumn N. Starcher-Patton, Ph.D.

Contact Information

- Office: ML 106
- Office Hours: TRF from 1:00-4:00pm or by appointment
- If meeting via Teams, please contact me by email to schedule your appointment.
- Office/Teams Phone: 304-696-3663
- Marshall Email: starcher29@marshall.edu

Lab TA Contact Information

- TA name: TBA
- TA email: TBA
- Office: ML 102
- Office Hours: TBA

Preferred Communication Method and Expected Response Time

Communication through email is encouraged. Email is typically checked between 8am-5pm, and the response time is generally one business day. Email is not typically checked on weekends. You must use your university-assigned email address for communication regarding the course when corresponding via email. Please provide your course and section number (for example, NRE-111L-101) in the subject line of the email so that I can address your question more promptly.

Please do not send messages through Blackboard (this may result in a delayed response as I am not always notified that I have received Blackboard messages).

Office hours are available for students to contact me in person or via email, phone, or Teams; however, students can reach out to me to schedule an appointment outside of the allotted time frame if necessary. The Clear as Mud forum will be checked during office hours.

Questions regarding lab content, experiments, submissions, or grading should be directed to the Lab TA. All other questions should be directed to the Instructor.

Announcements through Blackboard will be made as needed regarding coursework and other important announcements. You will be notified of the announcement via email. Students may also receive reminders that work is due for unsubmitted work on the due date of the assignment/assessment.

Health and Safety Information

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

Required and/or Recommended Texts and Materials

Required Texts and Materials

- NRE 111 Lab Manual
- Microsoft Excel
- Google Earth Pro (download instructions provided with associated lab)
- Lab goggles

Recommended/Optional Texts and Materials

Biology for the Informed Citizen (ISBN: 978-0-19-538198-6) by Donna Bozzone and Douglas Green (Oxford University Press)

Supplemental instructional materials will be provided through Blackboard.

Technology and Technical Skill Requirements

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, Microsoft Office Excel, 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 http://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, groups, and VoiceThread. 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 Blackboard Collaborate Ultra for synchronous meetings. For the best experience, Blackboard recommends Google Chrome browser or Mozilla Firefox browser. Links to Blackboard Collaborate Help and Tutorials are on the Start Here page and on the Tech Support tab in Blackboard.
- 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/).
- 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 Ticket (URL: https://marshallu.service-now.com/sp/?id=sc_cat_item&sys_id=b18a66981be0ad508973fe6e034bcb0c&referrer=popular_items)

- Marshall Information Technology (IT) Service Desk (Help Desk) (URL: http://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 equip students to observe the natural world and create their own questions, test them using the scientific method to find answers, and upon completion of the class, to continue the process of scientific inquiry related to living systems in broader applications.

Course Student Learning Outcomes

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

Course student learning outcomes	**How students will practice each outcome in this course**	**How student achievement of each outcome will be assessed in this course**
Students will ***use*** the process of scientific inquiry to investigate living systems from the cellular level to the ecosystem level.	Instructor modeling, supplemental material, laboratory exercises	Laboratory reports
Students will ***demonstrate*** application of the scientific method by themselves and ***evaluate*** the application of the scientific method by others in the development of scientific theory and practical applications such as daily decision making involving complex scientific issues of personal health, environmental responsibility.	Instructor modeling, supplemental material, laboratory exercises	Quizzes, laboratory reports
Students will ***utilize*** contemporary technologies or tools to solve real-world problems.	Instructor modeling, supplemental material, laboratory exercises,	Laboratory reports

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
In the development of a research application, students will ***develop*** a hypothesis, appropriately ***analyze*** data, ***evaluate*** and ***incorporate*** research outcomes, and ***describe*** potential implications of experimental findings.	Laboratory exercises	Laboratory reports
Students will ***communicate*** effectively in relating findings and recommendations resulting from experimental manipulations and critical review of published information.	Instructor presentations, supplemental material, laboratory exercises	Quizzes, laboratory reports
Students will ***apply*** concepts of biology, evolution, and the process of science, especially in daily decision making	Instructor presentations, supplemental material, laboratory exercises	Quizzes, laboratory reports

Course Requirements/Due Dates

Course requirements and due dates are provided in the "Course Schedule".

Course Structure

Week 1 content will open in Blackboard the first day of class, and weekly content after that will open on the Friday at noon prior to that week (for example, Week 2 content will open the Friday during Week 1). Students are expected to come to class prepared with lab goggles, lab manual, and pencil/paper or a computer for taking notes during laboratories.

Lab

The laboratory requires pre-lab readings, pre-lab quizzes, implementation of the exercises, and summation in the laboratory report (template will be provided). Each lab experiment should take less than 2 hours of active time to complete. This does not include the time required to write the lab report. Students are encouraged to bring a laptop to lab.

The lab report template and rubric provided on Blackboard must be used to prepare the reports. Reports must be typed and submitted via Blackboard. They are due

one week from the lab's in-class date (for example, if your lab is on Monday, your lab report would be due the following Monday). All submissions are due by 11:59pm on the due date. This due date structure will allow students to discuss any questions with their TAs in person prior to submission. Points will be taken off for portions of the lab report that are written by hand.

Quizzes and Exams

Pre-lab quizzes are given through Blackboard to assess student mastery of the lab content. All lab content –lab manual, slides, supplemental articles/videos discussed in class, pre-lab readings, and laboratory experiments – are eligible to become questions on pre-lab quizzes. It is the student's responsibility to review this material and prepare appropriately for graded assignments.

Online Submission Using Blackboard

Assignments will be submitted online through Blackboard. All lab reports are due by 11:59pm on their due date. Pre-Lab Quizzes are due prior to the start of lab on your lab date with the exception of Lab 1 Pre-Lab Quiz, which is due on Friday of the first week of class.

No late pre-lab quiz submissions will be accepted without a University Excused Absence (see "Attendance/Participation Policy" for more information). Late submissions of other assignments will be penalized through a point deduction of 10% of the total possible for each day the assignment is late (reduced one letter grade for each day it is late).

The risk of submitting last-minute assignments falls on the student. If the assignment times out, the Internet freezes, or the deadline passes on the date the assignment is to be submitted, the assignment will not be reset. If there is an issue with any submission through Blackboard, you must contact your instructor/TA prior to the due date and time via email to notify them of the issue. To receive credit for the assignment, you may email your document to them, but only in cases where Blackboard is malfunctioning. Work not submitted to Blackboard may be penalized or not accepted for grading at the discretion of the instructor.

Student Success

I want every student to be successful and I am happy to help students achieve their goals for the course. It is the student's responsibility to develop and implement a plan for how they will earn the grade that they want. Students are encouraged to reach out to me early in the course to develop a plan for success if they would like help in doing so. Communication is key! Please reach out if you are having or foresee any issues or challenges. I am better able to help you the earlier we identify a problem (this includes limited internet connectivity, work, large high-stakes assignments in other courses, and family/life situations).

At instructor/TA discretion, we may also allow you to make up or submit assignments late without penalty. I cannot guarantee that we will also be able to give you an extension or allow you to make up an assignment, but the earlier you reach out (before an assignment due date rather than after a deadline has passed),

the more open we will be to making those accommodations.

Here are some recommendations for participating in courses, especially for freshmen students or in courses with online components. Taking courses at the college level may require additional specific strategies for success. Here are some expectations and recommendations to students learning in this new environment.

- Students are expected to:
  - Check-in to the course five days a week (M-F).
  - Keep up with the course pacing (due dates).
  - Complete all required activities.
  - Allow adequate time for assignments and assessments. Suggested times for each assignment are estimates only and should be considered the minimum amount of time needed.
  - Follow the assignment rubrics.
  - Adhere to course netiquette for online interactions.
  - Adhere to course and university policies.
- Students are recommended to:
  - Use the Exam Wrapper tool after each assessment.
  - Use the Clear as Mud discussion board and reach out to the TA/Instructor with questions.
  - Hold yourself accountable.
  - Use a scheduling tool with reminders for due dates (like an app on your phone) to make sure assignments and assessments are completed on time.
  - Stay organized.
  - Practice good time management.
  - Be an active participant.
  - Determine how you learn best (time of day, style, location, etc.).
  - Minimize distractions.
  - Communicate effectively (both written and oral depending on the assignment or discussion board).
  - Regularly save your work.

Course Policies

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

Attendance/Participation Policy

Students are expected to attend class in person and to complete all assignments on

time. If there is an assignment due date that will be affected by a university excused absence, you must let the instructor know at least one week in advance of the absence for a planned absence or within two days after the absence if it was an unforeseen absence for a due date extension without penalties (see "Online Submission Using Blackboard" for more information the penalties). Documentation of the excused absence according to university policy must be provided.

It is up to the student to collect notes from others in class. If a pre-lab quiz is missed, it may be made up after the university has excused the absence and provided appropriate documentation of the excused absence to the instructor.

Only ONE lab missed as a result of an excused absence may be made up in the form of a 2-page report on the lab topic which would be assigned by the lab's TA. From the University Course Catalog in reference to excused absences: "This policy also excludes laboratory courses that require significant preparation and monitoring. For such courses, departments will determine the minimum number of laboratories a student must complete to pass the course. If a student cannot complete this number of labs, the instructor may recommend that the student withdraw from the class." - https://catalog.marshall.edu/undergraduate/academic-information/

Any other missed labs will receive a score of 0. If you arrive more than 10 minutes late to a lab, you will receive a score of 0 points for that lab.

Online Communication Expectations

Students should realize that they are communicating in an academic setting and should conduct themselves accordingly. Students should use the guidelines below for communicating with their professor and classmates.

- Be courteous and respectful of others' opinions. If you feel the need to disagree, do so in a respectful way by acknowledging your classmate's point of view or argument. Then, present your point of view.
- Do not use inappropriate or offensive language which may be interpreted as racist or sexist or otherwise disrespectful. Foul language is not tolerated in face to face classes and will not be tolerated in an online class. Violations will be dealt with on an individual basis.
- Use language that is appropriate to an academic setting rather than "chat," "text," or "instant messaging jargon," and refrain from using characters like smiley faces.
- Be mindful of the tone of your message or post. Communication in an online course is mostly written and it is easy to misinterpret someone's meaning.
- DO NOT SHOUT when posting to discussions or composing email. Using all capital letters is considered shouting.
- Run a spell check before posting anything to the discussion board or when communicating with the email tool. Use proper spelling, capitalization, grammar, usage, punctuation, and titles when communicating with classmates and the professor.

- Stay on topic. Avoid "spamming" classmates with emails and posts that have nothing to do with course content.

Class Atmosphere

A calm and respectful learning atmosphere is expected to be maintained during class. Any person who chooses to create or contribute to a disruptive atmosphere may be requested to leave the room at the discretion of the instructor/TA. Refusal to comply with such a request may lead to referral of the matter to appropriate University officials.

If you need to text/call someone, please leave the classroom to do so. Absolutely do not be disrespectful and distract me or your classmates. If you use your cell phone in class for purposes that are not related to the course content, you will be asked to leave.

If you are asked to leave lab for any reason, you need to get written permission from the department chair to return to class. If you are dismissed two or more times, you will receive an F for the course.

The Lab Contract (found in the NRE 111 Lab Manual) must be submitted to the student's TA during Lab 1. Students are not permitted to participate in labs until they have submitted this form. Students are responsible for helping with lab cleanup after they complete their labs. Materials need to be cleaned and put away according to TA instructions. Lab spaces must be cleaned after each laboratory. If a student leaves lab without appropriately cleaning their space, they will receive a 0 for that lab. If any drawers at the lab benches are found to have trash in them, all students assigned to that space will have their grade dropped one full letter for each offense. There are trash bins located by the exit doors. Please help maintain a clean lab space.

Grading Policy

Grading Scale

The class has a total of 500 points possible.

- 450-500 points = A
- 400-449 points = B
- 350-399 points = C
- 300-349 points = D
- <300 points = F

Points will be earned for the following activities:

- Labs – 360 points total
    - 13 labs offered, 30 points each but only the top 12 labs will be counted
    - Lab grade consists of attendance, lab manual completion, participation, and quality of work

- Pre-Lab Quizzes - 60 points
    - Pre-lab quizzes will be given weekly on content for the upcoming lab and on the pre-lab reading
    - 13 pre-lab quizzes offered, 5 points each but only the top 12 pre-lab quizzes will be counted
- Lab Manual Grading – 80 points
    - Unannounced in-person grading during 4 labs for 20 points each

Late Work Policy

No late pre-lab quiz submissions will be accepted without a University Excused Absence (see "Attendance/Participation Policy" for more information). Late submissions of other assignments will be penalized through a point deduction of 10% of the total possible for each day the assignment is late (reduced one letter grade for each day it is late). However, no assignments will be accepted late after the last day of class/last day to withdraw from the semester.

Anticipated Response Time for Grading and Feedback

Grades will be posted to Blackboard within one week of the assignment due to allow students to determine their grade status throughout the course. If an assignment is submitted late, the grading period may be extended.

Answer keys for pre-lab quizzes will be available after all of the student responses for that assessment have been graded. Specific feedback may be provided on some assignments with in Blackboard, so please be sure to review the graded submission for comments.

It is the responsibility of the student to check grades and comments to assure the proper receipt of and credit for the assignments.

TAs are solely responsible for grading in the course, and all questions regarding lab grades should be directed to the appropriate TA for your section.

Generative AI Policy

Moderate Use – Generative AI is permitted/encouraged in some ways, with proper attribution, but prohibited in other ways.

Students are allowed, and even encouraged, to use Generative AI in some ways but are prohibited from using it in other ways. Keep in mind that any content produced by generative AI can "hallucinate" (produce false information), so students are responsible for ensuring the accuracy of any AI-generated content. For information on citing AI, please see MU Library's citation website (URL: https://libguides.marshall.edu/plagiarism-AI/cite). Students should not use generative AI in any way that would violate the Student Code of Conduct (URL: https://www.marshall.edu/student-conduct/files/Studnet-Code-of-Conduct-2022.pdf).

Students are permitted and encouraged to use generative AI in the following ways:

- Brainstorming: You may use generative AI to stimulate creativity, generate ideas, or brainstorm topics for papers, presentations, and discussions. The generated content must serve as a stepping stone, not a final product.
- Citation Assistance: AI tools can be used to manage, format, and organize citations and references, promoting adherence to academic writing standards and specific style guides required for individual assignments.
- Grammar and Style Checking: AI-powered writing enhancement tools may be used to help with spelling, grammar, syntax, and stylistic errors.
- Concept Understanding: Generative AI can be used to explain or simulate concepts taught in class, aiding in a deeper understanding.
- Research Assistance: AI can be used to conduct initial research, compile data, and summarize articles, books, or papers. It should not replace traditional research methods but rather enhance them.

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

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

See individual assignment instructions for more details.

In addition to a proper citation, the student must include as a metacognitive reflection the following statement with any assignment where generative AI is used for assistance.

"I used generative AI platform [INSERT NAME OF PLATFORM, SUCH AS CHAT GPT] for assistance in the following ways on this assignment: [INSERT WAYS USED, such as brainstorming, citation assistance, grammar and style checking, concept understanding, and research assistance, etc.]."

University Policies

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

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Pre-Finals Week Policy

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

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/).

Course Schedule (Tentative)

Week	Start Date	Lab Topic	Major Events/Due Dates
1	8/19/24	Lab 1 – Intro to a Scientific Laboratory	Lab Contract Due to TA at Lab 1 F – Lab 1 Pre-Lab Quiz 5 pts
2	8/26/24	Lab 2 – Intro to a Hypothesis: Acid Rain	Lab 1 Report Due 30 pts Lab 2 Pre-Lab Quiz 5 pts
3	9/2/24	No Labs This Week	University closed on 9/2/2024
4	9/9/24	Lab 3 – Genetics/DNA Structure	Lab 2 Report Due 30 pts Lab 3 Pre-Lab Quiz 5 pts
5	9/16/24	Lab 4 – Photosynthesis & Respiration	Lab 3 Report Due 30 pts Lab 4 Pre-Lab Quiz 5 pts

Week	Start Date	Lecture Topic	Major Events/Due Dates
6	9/23/24	Lab 5 – Nonpoint Source Pollution	Lab 4 Report Due 30 pts Lab 5 Pre-Lab Quiz 5 pts
7	9/30/24	Lab 6 – Toxicants & Agriculture	Lab 5 Report Due 30 pts Lab 6 Pre-Lab Quiz 5 pts
8	10/7/24	Lab 7 – Leaf Evolution	Lab 6 Report Due 30 pts Lab 7 Pre-Lab Quiz 5 pts
9	10/14/24	Lab 8 – Analyzing Antibiotic Resistance Data	Lab 7 Report Due 30 pts Lab 8 Pre-Lab Quiz 5 pts
10	10/21/24	Lab 9 – Benthic Macroinvertebrates & Dichotomous Keys	Lab 8 Report Due 30 pts Lab 9 Pre-Lab Quiz 5 pts
11	10/28/24	Lab 10 – Biodiversity & Community Ecology	Lab 9 Report Due 30 pts Lab 10 Pre-Lab Quiz 5 pts
12	11/4/24	Lab 11 – Carbon Footprint	Lab 10 Report Due 30 pts Lab 11 Pre-Lab Quiz 5 pts
13	11/11/24	Lab 12 – Disposal Journal	Lab 11 Report Due 30 pts Lab 12 Pre-Lab Quiz 5 pts
14	11/18/24	Lab 13 – Impervious Surfaces and GIS	Lab 12 Report Due 30 pts Lab 13 Pre-Lab Quiz 5 pts

Week	Start Date	Lecture Topic	Major Events/Due Dates
	11/25/24	Thanksgiving Break	
15	12/2/24	No Lab This Week	F – Lab 13 Report Due 30 pts F – Last day to withdraw from semester
	12/9/24	Final Exams	No Final Exam

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University Curriculum Committee
RECOMMENDATION

SR-23-24-48 CC

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

College of Arts and Media

JMC 415 – Content Strategy

- **Summary of Change:** To change the name and course description.
- **Rationale:** The change in course title and description focuses the course specifically on advertising content and is more reflective of the content of the course. This course is unique to the School of Journalism and Mass Communications and is not currently a part of any other major. This change will not impact any other programs at Marshall University and will not result in any duplication. The new name is "Advertising Strategy" and the new description is "Students will analyze advertising problems, propose strategic solutions, create messages and present strategies. Students will write, design and produce advertising for a variety of media."
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/Ec9UV0FeWNNEll9aDXk8TVcB_xRYSOCXgCpJbDkD_z5vZQ?e=KTdajO**

College of Business

STHM 250 – Intro to Sport Management

- **Summary of Change:** To change the name and add the CT designation.
- **Rationale:** To make the course CT approved. The new name will be Sport Mgmt (CT)
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EYhDFy-j4m9JpkcmHTq-ARoBj0A5f-dVLwrw8zQnZ3v_7w?e=G2owmb**

College of Liberal Arts

ANT 491 – Theory in Ethnology

- **Summary of Change:** To change the course name and description to be in alignment with current practices.

University Curriculum Committee
RECOMMENDATION

SR-23-24-48 CC

- **Rationale:** This change is being made to stay abreast of current developments and nomenclature in anthropology. The term "ethnology" refers to a method that is no longer central to anthropological inquiry, so the new title will remove this term. It will also open the course to take a four-field approach to anthropological theory, rather than focusing solely on cultural anthropology. We have hired a new archaeologist and are in the process of hiring a biological anthropologist, so our program is situated to offer our students true four-field training. This title change will open the course to be taught by any of our anthropology faculty.
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EcpG5PzMo21BhgXOHudmtwcB0NO1ZaXKZUuLS9L6akiYRQ?e=YxPfdU**

LAT 499 – Latin Capstone Experience

- **Summary of Change:** To change the name and course description.
- **Rationale:** We have submitted curriculum forms to create Classical Language and Classical Culture tracks instead of the current Latin and Classics majors. Classical Language incorporates Ancient Greek as an option. Currently we do not have a course that allows a student who wants to specialize in Greek to develop a paper suitable for submission with graduate applications, the primary focus of the course. Changing the name and course description includes those students. Also, the course has evolved to have pre-professionalization elements - such as meeting with career services, developing a resume and personal statement - to assist students who don't want to go to graduate school. The new description reflects this evolution. The new name is “Classical Language Capstone.” The new description is “Students prepare for their career path by developing a paper that uses professional tools and scholarship; create personal statements and a resume. (PR: 15 hours 3/400 LAT and/or GRK)”
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/Ecuu6Vy6M3hFvdr8Q3b9WoYBo2bLdS-16l2PHEoJRoVTew?e=AblcBI**

SOC 200 – Introductory Sociology

- **Summary of Change:** Change of name to “Understanding Society”
- **Rationale:** This change is being made because of the unfamiliarity of students with sociology. The title better reflects what we do and should be more relatable for students who are less familiar with our discipline.
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EWhmVTEH00xEgc6hXjgpSf4BqLcKBslR14S_GaOrmbk2-Q?e=iSbhR1**

University Curriculum Committee
RECOMMENDATION

SR-23-24-48 CC

SOC 200H – Intro to Sociology Honors (CT)

- **Summary of Change:** To change the name to "Understanding Society Hon (CT)"
- **Rationale:** This change is being made because of the unfamiliarity of students with sociology. The title better reflects what we do and should be more relatable for students who are less familiar with our discipline.
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EU8RzEE3djpMq4zR_oLLBLUB8ZKIqL0PGqNCjlhl0BMnsA?e=gegu0v**

SOC 300 – Social Organization

- **Summary of Change:** To change the course description.
- **Rationale:** This change is being made because the new course description better explains the content of the course. The new description is "A multidisciplinary examination of the fundamental principles and theories that underpin social organization, exploring the ways in which individuals come together to form cohesive groups, institutions, and communities."
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EXEu7g2Np6BChu78JlXrGOgBwSUHvaw3O9xJAWeXASOg2g?e=69RBgD**

SOC 310 – Individual and Society

- **Summary of Change:** To Change the name to "Self and Society"
- **Rationale:** This change is being made to reflection contemporary course titles in the discipline.
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EZaSZ6q1G9lPrdYaT5L63nsBL8bqyCiaWCdWL3YlIrG6vw?e=5FJ8jz**

SOC 313 – Contemp Soc Issues and Prob

- **Summary of Change:** To change name and course description.
- **Rationale:** This change is being made to shorten the title and reflect contemporary course titles in the discipline. We would also like to remove the pre-reqs for the course opening it up to all students. The new name is "Social Problems." The new course description is "Analysis of current social issues and problems from a variety of sociological perspectives."
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/ER5-SKiwo3JDlSOKrdIGnXABnpBwDiHeSc9VKU05GEhBmA?e=IjHoae**

University Curriculum Committee
RECOMMENDATION

SR-23-24-48 CC

SOC 330 – Soc of Community Health

- **Summary of Change:** To change name.
- **Rationale:** This change is being made to shorten the title and reflect contemporary course titles in the discipline. New name is "Community Health."
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EShzx3Bdx2NDiOod4STNvugBvYz_XjX0v17vd7nRBYRKsw?e=1CezgV**

SOC 342 – American Society

- **Summary of Change:** To change course description.
- **Rationale:** This change is being made better communicate the content of the course. The new description will be "Sociological analysis of the structural and cultural features of contemporary American society and their historic development."
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EY0Abqnkj19Dr6YCQBWRNQcBYEmRPGhjfnZstmZS4BXUkA?e=Dpu4A8**

SOC 344 – Social Research I

- **Summary of Change:** To change the name and description.
- **Rationale:** This change is being made because there is not a Social Research II that we offer. We would also like to remove the pre-reqs opening up the class to more students. The new name is "Social Research." The new course description is "Introduction to systematic social research methodology."
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EXaOvdwLbOhGswjH8ON0QOUB3FIGjGTFbHchV6ChFZM-gA?e=X4aRzq**

SOC 345 – Social Statistics I

- **Summary of Change:** To change the name and course description.
- **Rationale:** I his change is being made because there is not a Social Statistics II that we offer. We would also like to remove the pre-reqs opening up the class to more students. Course description is also to correct a misspelling. The new name is "Social Statistics." The new course description is "Introduction to statistical analysis of social data."
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EQDXbU0RAXtBv3_gHhpiT20BD1IJ63_L2Rrx6PNQVLnmOA?e=cOuBdA**

University Curriculum Committee
RECOMMENDATION

SR-23-24-48 CC

SOC 360 – Sociological Theory

- **Summary of Change:** To change the name and course description.
- **Rationale:** This change is being made to reflect current course titles in the discipline. We would also like to remove the pre-reqs opening up the class to more students. The new name is "Social Theory." The new description is "Introduction to the dominant theoretical perspectives in sociology examining the assumptions about human nature, society, and sociology that constitute each theoretical tradition."
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EWKfPcgRJKBBmr6KxO3_6JYBM_IW-He9rjshbaht-4-nSQ?e=lBRU7y**

SOC 401 – Population & Human Ecology

- **Summary of Change:** To change the name and course description.
- **Rationale:** This title change is an update and the course description is intended to clean up the current course description. The new name is "Population Dynamics." The new description is "The course focuses on population and its relation to characteristics of the environment. Specifically, it is designed to discuss the interaction of population processes like immigration."
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/ETgwtzua-h9ClW37TgnPLT4BKtc9q_DCMS5JfZONMrRH9Q?e=KODF8S**

SOC 403 – Social Research II

- **Summary of Change:** To change the name and course description.
- **Rationale:** The title change better reflects the course, as does the more detailed course description. We also remove the pre-req to open the class to more students. The new name is "Advanced Research Design." The new description is "Intermediate social research methodology with an emphasis on both qualitative and quantitative research design."
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EcWqZ_vw47FAhN-48jhz2fsBR-U7FnZlCNQSjqAKcp0BeQ?e=pJzs5f**

SOC 413 – Social Movements & Social Change

- **Summary of Change:** To change the course name to "Social Movements."
- **Rationale:** We are changing the title along with others to be more consistent and current with similar courses in the discipline.

University Curriculum Committee
RECOMMENDATION

SR-23-24-48 CC

- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EfItluI6QxBIhAVLL-_Xre4B4kwc_5yHXCflRDHFrTupvw?e=8r1Ebd**

SOC 432 – Sociology of Appalachia

- **Summary of Change:** To change the name to "Appalachian Communities."
- **Rationale:** We are changing the title along with others to be more consistent and current with similar courses in the discipline.
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EXGMIyb25AdIknrspaYruTwB1glsbycuyp7IG6iaH-Rh1w?e=OFwHAz**

SOC 433 – Sociology of Work

- **Summary of Change:** To change the name to "Work in Society."
- **Rationale:** We are changing the title along with others to be more consistent and current with similar courses in the discipline.
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EYibUtFAoXVHmbLunAJkj_cBczRgrEKouocH-HKp2HcjAA?e=eSgTN2**

SOC 440 – Intro to the Soc of Aging

- **Summary of Change:** To change the name and course description.
- **Rationale:** We are changing the title along with others to be more consistent and current with similar courses in the discipline. We would also like to remove the pre-req to open the class to more students. The new name is "Aging in Society." The new course description is "An introduction to the social processes and consequences of growing older for both the individual and society."
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/ET_o0uL-_NxHnhx3GiAu71oBrpmzM5QLVElVEMLABFyaSA?e=xHC4D3**

SOC 443 – Evaluation and Survey Research

- **Summary of Change:** To change the name to "Evaluation Research."
- **Rationale:** We are changing the title along with others to be more consistent and current with similar courses in the discipline.

University Curriculum Committee
RECOMMENDATION

SR-23-24-48 CC

- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EShhZJ5NT9hHvyfkeCBy-aQBDIRi9vQLz1GjutODrEWDOw?e=UOh7Qu**

SOC 450 – Sociology of Religion

- **Summary of Change:** To change the name to "Religion in Society."
- **Rationale:** We are changing the title along with others to be more consistent and current with similar courses in the discipline.

Curriculum: Undergrad Course Change - SOC 450.pdf

SOC 455 – Sociology of Sex and Gender

- **Summary of Change:** To change the name to "Gender and Society."
- **Rationale:** We are changing the title along with others to be more consistent and current with similar courses in the discipline.
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EYO9zCW8WmRAg2VupRsw4RwBSfXr4tcilrXcx_iy0Y3Kcw?e=Fo7dz0**

SOC 470 – Field Exper in Applied SOC

- **Summary of Change:** To change the name and course description.
- **Rationale:** We are changing the title to be consistent with our other courses. We are also changing the course title and description to better reflect what the class is about - all forms of fieldwork, not only those in public or private agencies. The new title is "Field Experience." The new description is "Supervised fieldwork in public or private agencies, or within communities, affording students an opportunity to apply sociological knowledge and skills in generating research and or addressing practical problems."
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EbcWwgTz8BFOnpBPqpWC6SQBByP4M_WhNOsk7ksipcv0wcw?e=tm3d2J**

SOC 489 – Internship

- **Summary of Change:** To change the course description.
- **Rationale:** We are changing the course description to be more specific on where interships would be held. "Host institution" was too vague. The new description is "Supervised practicum founded on sociological knowledge in a public or private agency. Forty to forty-five hours of internship work correspond with one credit hour."

University Curriculum Committee
RECOMMENDATION

SR-23-24-48 CC

- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/ESRh8joRiRFJqYO2VkD1_awBUq6M6EO2tuVJHA9DY6G4ig?e=CPUJ9W**

SOC 493 – Senior Seminar II

- **Summary of Change:** To change the course description.
- **Rationale:** We are changing the course description because this is the Sociology section, not Anthropology. New description: "Application of sociological theory and practice to individually designed projects. Fulfills the capstone requirement for undergraduate majors. (PR: Sociology major in senior standing or department permission)
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EV2Rh3N9ispAlBeuWdaFqN0Bqyuii260r5XUAs1ejtlskA?e=5ZLI9B**

College of Science

BSC 301 – Vertebrate Embryology

- **Summary of Change:** To change the course number from 301 to 436.
- **Rationale:** Dr. Guo-Zhang Zhu has essentially been teaching Vertebrate Embryology at a 400-level. Over the last decade, our comprehension of vertebrate embryology has undergone a remarkable surge, propelled predominantly by interdisciplinary research approaches and cutting-edge technologies. The shift from 300-level to 400-level will enable our students to harness the latest advancements in this field in an even more expansive and advanced manner. This change will also bring the course number in line with recent changes across our curriculum to ensure that our 300-level courses are reserved for core courses that cover fundamentals of different aspects of biology. With the addition of new 300-level courses, Principles of Anatomy and Principles of Physiology, Vertebrate Embryology belongs at the advanced 400-level.
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EQm74R2dIwtPvfJmAy_p76oBqyEATMLqyUMESSTOFhdJfg?e=GYOMqy**

GLY 100 – Geologic Hazards and Resources

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

University Curriculum Committee
RECOMMENDATION

SR-23-24-48 CC

- **Rationale:** By identifying science majors as well as non-science majors, we are hoping to increase enrollment/ visibility. New Description: "Introductory course for both non-science and science majors focusing on 1) earth hazards; and their mitigation, 2) climate change and its impacts, and 3) earth and energy resources, their origin, development, and environmental impacts."
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/Eavy17tSXRlHpTojBEG3dgcBskkY5mP5OY0JcaasMm8lPQ?e=eHpdze**

GLY 210L – Earth Materials Lab

- **Summary of Change:** To change the course description.
- **Rationale:** The proposed description is a more accurate depiction of the course content and material taught. New description: "An introduction to laboratory methods for the identification and classification of minerals, rocks, fossils, and landscapes."
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EY5gzbo4-29NiFwI_HJ3Q9QBkrsGRA3v35fn2Zg988hFIw?e=PbHXCe**

GLY 212 – Geologic Field Methods

- **Summary of Change:** To change the course description.
- **Rationale:** The current description is a more accurate depiction of the course content. New description: "Using the geology of West Virginia, introduces geologic field methods including geologic map interpretation and construction, cross-section preparation, qualitative and quantitative data collection, and ArcGIS mapping. Includes field trips, laboratories."
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EfK4PH9DCVFItXXsFPPSWhUBm4E6Ykb11JsBDcEVKLhz9g?e=r6O4MZ**

GLY 313 – Structural Geology

- **Summary of Change:** To change the course description.
- **Rationale:** The current description is a more accurate depiction of the course content. New description: "Explores geologic structures: their history, 3-D relationships, and the stresses that cause them. Structural deformation occurs at scales ranging from the continental to the atomic. Labs and weekend field trip."
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/Eed6IQc4oiZEjx-Ld9eivpcBhCaN1isuNlSkuIlyXul2qg?e=21Xwxg**

University Curriculum Committee
RECOMMENDATION

SR-23-24-48 CC

GLY 330 – Tectonics

- **Summary of Change:** To change the course description.
- **Rationale:** The current description is a more accurate depiction of the course content. New description: "Overview of tectonic theory and the processes at plate boundaries that form orogenic systems, continents, and ocean basins. Students will read, discuss, and present scientific literature."
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EcPSxPZJoeNJpjU7v1StHaMB9ydkaVq060RRQYYVadzvVQ?e=q9SzsJ**

GLY 492 – Capstone Experience

- **Summary of Change:** To change name, description, and credit hours.
- **Rationale:** GLY 491 and GLY 492 are identical; the original intention was to have a capstone experience in the Fall (491) vs. Spring (492). This led to confusion, with students often signing up for the wrong class in the wrong semester. Additionally, since 2019, the Geology program has added an option of a seminar class for students who fail to find an internship-, a research- or a field camp- based capstone experience. To avoid confusion, we propose to limit the GLY 492 to the seminar class, and GLY 491 to all other types of capstone experiences. That way, students will only sign up for GLY 492 if it is listed by the department, and open for registration. The new name will be "Capstone Class." The hours will move from 2-4 down to 2. The new description will be "A seminar type class on a multidisciplinary applied topic offered at the discretion of faculty to substitute for GLY 491. (PR: 20 hours of Geology coursework/ consent of faculty)."
- **Curriculum:** **https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EQeslwDEMZNKhUFEfExzC74BIaIwytXyZ-6DagudWnucow?e=AzGCnp**

NRE 111 – Living Systems

- **Summary of Change:** To change the hours and course description.
- **Rationale:** NRE 111 is being split from lecture/laboratory course into separate lecture and lab courses with separate course numbers. NRE 111 is currently taught by one primary instructor who provides three lectures, each of which contain three lab sections (nine total sections). Lab sections are taught by a TA, all of whom are taught the laboratory by the primary instructor for consistency. Lectures and labs provided to each section are the same with exception of some slight variances due to discussions that may take place based on student inquiry or in lab based on which TA their section is assigned.

University Curriculum Committee
RECOMMENDATION

SR-23-24-48 CC

NRE 111 in the schedule of courses is currently listed with three lab sections sharing a lecture time and then each having their own lab time due to capacity limitations in the lab space. When a student enrolls in NRE 111 as it is currently listed, they select their section based on desired lecture time and the most desired lab time that is associated with that lecture section time. For example, a student who wanted to take a NRE 111 lecture at 9am (sections 101-103) would only be able to take lab on Monday from 10-11 :50am, Wednesday from 10-11 :50am, or Friday from 10-11 :50am. They would not be able to take the TR labs or the MWF afternoon labs because those are associated with sections 104-106 and 107-109 respectively.

The proposed change to split NRE 111 lecture and lab will be beneficial to students in two ways. This will allow students more flexibility in selecting their lab and lecture times as the lab time will not be dependent on an associated lecture time. This will continue to allow that same flexibility even if we decrease the number of lecture sessions offered due to a capacity increase for lecture space. The second benefit to students is that it will allow students to drop either the lecture or lab independently of the other course and be able to make up the dropped course individually in a future semester if seeking CORE II Natural Science credit.

Hours will go from 4 to 3 and the new description will be “This course is designed to equip students to use the process of scientific inquiry to answer questions related to living systems.

- **Curriculum:**
  https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EVW9lBXiXEdGnMf6q-7fCD0BngqwMFu25xE9RhncreV56g?e=MptMGr

University Curriculum Committee
RECOMMENDATION

SR-23-24-48 CC

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

_____

_____

_____

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

Request for Undergraduate Course Change

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

College: CAM Department/Division: SOJMC Current Alpha Designator/Number: JMC 415

Contact Person: Allyson Goodman Phone: 304-539-3795

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Content Strategy

Alpha Designator/Number: JMC 415 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: [signature]	Date: 2/23/24
Registrar: [signature]	Date: 2-27-24
College Dean: [signature]	Date: 2/28/2024
College Curriculum Chair: Allyson B. Goodman	Date: 2-28-24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: CAM Department/Division: SOJMC Current Alpha Designator/Number: JMC 415

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

From: Content Strategy

To: Advertising Strategy (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:

Students will analyze advertising-public relations content problems, propose strategic solutions, create content and present strategies. Students will write, design and produce content for a variety of media.

To:

Students will analyze advertising problems, propose strategic solutions, create messages and present strategies. Students will write, design and produce advertising for a variety of media.

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: CAM Department/Division: SOJMC Current Alpha Designator/Number: JMC 415

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

Rationale:

The change in course title and description focuses the course specifically on advertising content and is more reflective of the content of the course. This course is unique to the School of Journalism and Mass Communications and is not currently a part of any other major. This change will not impact any other programs at Marshall University and will not result in any duplication.

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

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: LCOB Department/Division: Marketing, MIS, & Entrepreneurship Current Alpha Designator/Number: STHM250

Contact Person: Jennifer Mak Phone: 304-696-2927

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Intro to Sport Management

Alpha Designator/Number: STHM 250 Credit Hours: 3

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

Fall _____ Spring _____ Summer 2024 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*): None
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: 1-23-24
Registrar: [signature]	Date:
College Dean: [signature]	Date: 1-25-24
College Curriculum Chair: [signature]	Date: 02/05/2024
General Education Council Chair *: [signature]	Date: 03.01.2024
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: LCOB Department/Division: Marketing, MIS, & Entrepreneurship Current Alpha Designator/Number: STHM250

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

From: Intro to Sport Management

To: Sport Mgmt (CT) (Limited to 30 characters and spaces.)

Change in ALPHA DESIGNATOR: ☐ Yes ☑ No

From: _____ To: _____

Change in COURSE NUMBER: ☐ Yes ☑ No

From: _____ To: _____

Change in GRADING MODE (Graded or Credit/No Credit): ☐ Yes ☑ No

From: _____ To: _____

Change in CREDIT HOURS: ☐ Yes ☑ No
(A change in credit hours requires documentation that specifies the work requirements have been adjusted accordingly.)

From: _____ To: _____

Addition of GENERAL EDUCATION ATTRIBUTES: ☑ Yes ☐ No

From: Critical Thinking To (check all that apply): ☑ CT ☐ INTL ☐ MC ☐ Core II (Core II type: _____)

Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/

Change in CATALOG DESCRIPTION: ☐ Yes ☑ No
(Limit of 30 words. If change is substantial, document in the rationale. If change is minor, simply show the change below.
From:

To:

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: LCOB Department/Division: Marketing, MIS, & Entrepreneurship Current Alpha Designator/Number: STHM250

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

The course will now be offered as a Critical Thinking (CT) course .

Critical Thinking Designator Form

Title Abbreviation: Sport Mgmt (CT)

Alpha Designator/Number: STHM 250 Contact Person: Dr. Jennifer Mak

Signature of Contact Person _____ Date 1/23/2024

Signature of Chair of Department _____ Date 1-23-2024

This Critical Thinking Designator Form should be submitted to the General Education Council, along with the applicable Course Addition or Course Change form and a course syllabus, after receiving approvals from the Department Chair/Division Head, Registrar, College Dean, and College Curriculum Chair, as noted on the Course Addition and Course Change forms.

Please briefly explain (noting where materials are located in the syllabus) how your course meets the following criteria. Please consult the "Criteria for CT Courses" document.

The course design ensures a comprehensive approach to developing students' abilities in integrative thinking, communication fluency, inquiry-based thinking, creative thinking, and information literacy, with practical applications in the sports business market context. Students will achieve each outcome through various activities such as discussions, mini case examples, in-class activities, reading the textbook, quizzes/exams, and the WNBA's Market Climate Report. For instance, Integrative Thinking: Students integrate findings from SWOT analysis, media impact, and relationships with advertisers and sponsors to project the future sports business market climate. Communication Fluency: Students develop cohesive written and visual communications tailored to specific business audiences. Inquiry-Based Thinking: Students formulate focused questions and hypotheses, evaluate existing knowledge, and collect/analyze data to draw justifiable conclusions. Creative Thinking: Students outline multiple divergent solutions to problems and develop risky or controversial ideas. Information Literacy: Students revise search strategies, use appropriate research tools, and integrate relevant information from reliable sources.

LEARNING OUTCOMES ADDRESSED, PEDAGOGICAL METHODS, and **CLASSROOM ASSESSMENTS: (This chart also should appear on the course syllabus. If the course instructor wishes to word learning outcomes in a discipline-specific manner, the instructor should indicate alignments between those discipline-specific outcomes and the Baccalaureate Degree Profile outcomes indicated on this form.**

Critical Thinking Domains and 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
Integrative Thinking: Students will make connections and transfer skills and learn among varied disciplines, domains of thinking, experiences, and situations. • Integrate the findings from SWOT analysis, media impact, and relationships with advertisers and sponsors to project the future sports business market climate.	Discussion, Mini Case examples, In-class activities, Reading the textbook, quizzes	The WNBA's Market Climate Report Exams
Communication Fluency: Students will develop cohesive written and visual communications tailored to specific audiences. • Write in edited standard written English appropriate for business.	Discussions and In-class activities	The WNBA's Market Climate Report
Inquiry-Based Thinking: Students will formulate focused questions and hypotheses, evaluate existing knowledge, collect and analyze data, and draw justifiable conclusions. • Assess the present state of the sports business market and forecast its future market climate	Discussion, Mini Case examples, In-class activities, Reading the textbook, quizzes	The WNBA's Market Climate Report Exams
Creative Thinking: Students will outline multiple divergent solutions to a problem, develop and explore risky or controversial ideas, and synthesize ideas/expertise to generate ideas. • Develop ideas or solutions for the competitive sports business market.	Discussion, Mini Case examples, In-class activities	The WNBA's Market Climate Report
Information Literacy: Students will revise their search strategies and employ appropriate research tools, integrate relevant information from reliable sources, question and evaluate the complexity of the information environment, and use information in an ethical manner. • Demonstrate proficiency in collecting information, analyzing that information, and using that information to make decisions.	Discussion, In-class Activities	The WNBA's Market Climate Report

DESCRIBE THE STUDENT PROJECT THAT WILL BE SUBMITTED USING THE ASSIGNMENT MODULE ON BLACKBOARD, IDENTIFY THE BACCALAUREATE DEGREE PROFILE OUTCOME/S IT ASSESSES, AND THE PERCENT OF THE STUDENT'S COURSE GRADE IT REPRESENTS.

The WNBA's Market Climate Report

In this WNBA's Market Climate assignment, you will explore and analyze a real-world scenario to develop and demonstrate the following five learning outcomes: Integrative Thinking, Creative Thinking, Inquiry-Based Thinking, Communication Fluency, and Information Literacy. This assignment will challenge you to think critically, synthesize information, approach problems creatively, ask insightful questions, communicate effectively, and evaluate the reliability of information sources. In this assignment, you are required to perform a SWOT analysis to evaluate the current market climate of the WNBA and make projections about its future market climate. To complete this assignment, follow these steps:

Step 1: SWOT Analysis (20 points)

1. Strengths: Identify and discuss the strengths of the WNBA in the current market climate. Consider aspects such as player talent, the league's mission, and its growing fan base.

2. Weaknesses: Identify and discuss the weaknesses of the WNBA. This could include challenges like lower viewership compared to other sports leagues or financial constraints.

3. Opportunities: Analyze potential opportunities for the WNBA in the current market. What strategies could the league employ to expand its reach and grow its fan base? Consider factors like diversity and inclusion, partnerships, and technological advancements.

4. Threats: Identify and discuss the threats the WNBA faces in the current market climate. Consider competition from other sports leagues, societal factors, and challenges in marketing and branding.

Step 2: Media's Impact on the WNBA (20 points)

5. Discuss how the media is currently influencing the WNBA. Analyze the league's media coverage, TV contracts, and the impact of social media.

6. Predict how the media will affect the WNBA in the future. Consider changes in media consumption habits and the role of digital platforms in shaping the league's presence.

Step 3: Relationships with Advertisers and Sponsors (20 points)

7. Examine the historical relationships between WNBA owners and advertisers/sponsors. What types of partnerships have been formed, and what benefits have each party derived from these relationships?

8. Discuss potential changes in these relationships in the future. How might the role of advertisers and sponsors evolve in supporting the WNBA's growth and sustainability?

Step 4: Integration and Projections (20 points)

9. Integrate the findings from your SWOT analysis, the influence of media, and the dynamics of relationships with advertisers and sponsors to project the WNBA's future market climate.

10. Provide recommendations for the WNBA to leverage its strengths, address weaknesses, capitalize on opportunities, and mitigate threats to thrive in the evolving market climate.

Step 5: The report will be delivered in a professional suitable for the business environment, adhering to the conventions of well-edited written English. (20%)

Submission Guidelines:

- **Your assignment should be in the form of a well-structured written report.**
- **Include an executive summary highlighting the key findings and recommendations.**
- **Cite relevant sources and ensure proper referencing.**
- **The assignment should be typed and well-presented.**
- **Use clear headings, subheadings, and visuals (if necessary) to enhance clarity.**
- **The WNBA's Market Climate Report must be uploaded to Blackboard. Submission to Blackboard is mandatory, and your completed assignment will not be evaluated until you have completed the upload process.**

Grading Criteria:

Your assignment will be evaluated based on the following criteria:

- **Comprehensive analysis of the current situation through the SWOT, the media's impact, and relationships with advertisers and sponsors of the WNBA**
- **Integrate the findings from SWOT analysis, media impact, and relationships with advertisers and sponsors to project the future WNBA sports business market climate**
- **Showcase innovative recommendations/solutions for the WNBA sports business market.**
- **Demonstrate proficiency in collecting information, analyzing that information, and using that information to make decisions.**
- **The report will be delivered in a professional suitable for the business environment, adhering to the conventions of well-edited written English.**

GRADING POLICY

	Points	
A	**270-300**	**EXCELLENT,** Achievement with Distinction
B	**240-269**	**VERY GOOD,** Superior Work!
C	**210-239**	**AVERAGE,** Satisfactory Work.
D	**270-300**	**BELOW AVERAGE,** Poor but passing
F	**below 180**	**FAILURE**

"UNDERSTAND, WE HAVE HIGH EXPECTATIONS!"

Grading Breakdown

Item	Points
Discussions	20
Quizzes	60
Exam 1	40
Exam 2	40
Exam 3	40
SWOT Analysis - The WNBA's Market Climate Draft -	20
Media Analysis - The WNBA's Market Climate Draft -	20
Advertisers and Sponsors - The WNBA's Market Climate Draft -	20
Integration and Projection - The WNBA's Market Climate Draft -	20
Total Points	**300**

LEWIS COLLEGE OF BUSINESS
BRAD D. SMITH SCHOOLS OF BUSINESS
SPORTS BUSINESS
FALL 2024

COURSE: STHM 250: Introduction to Sport Management (CT)

COURSE DESCRIPTION: The student will gain knowledge in sport management with multiple emphases, including professional, collegiate, and recreational sports. This course meets a Core 1/Critical Thinking requirement.

CREDITS: 3 credits Undergraduate Course

PREREQUISITES: N/A

TERM/YEAR: Fall

MEETING TIMES: Tuesday and Thursday, 11 am to 12:15 pm

LOCATION: SBUS 309

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

INSTRUCTOR: Dr. Jennifer Y. Mak

CONTACT INFORMATION

Office:	SBUS 332
Office Hours:	Tuesday and Thursday 1-3 pm or by appointment
Office Phone:	304-696-2927
Marshall Email:	mak@marshall.edu

PREFERRED COMMUNICATION METHOD AND EXPECTED RESPONSE TIME

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 into your MU account to do that. Marshall University uses Office 365 email. For more information, visit Marshall IT: Office 365 (URL https://www.marshall.edu/it/office365)

Don’t hesitate to contact me directly with questions or concerns. Please don't let your questions

hang out there and simmer. If you are unsure about something, the best thing to do is ask about it immediately! Something that may seem obvious to me may not be obvious to you! If you plan to email through mak@marshall.edu, please specify the course number, the question, your name, and your student ID. The typical response time for email is within 48 business hours.

ABOUT DR. MAK

Dr. Jennifer Mak is a Full Professor and Director of Sports Business in the Department of Marketing, Management Information Systems (MIS), and Entrepreneurship at the Brad D. Smith Schools of Business. Dr. Mak joined Marshall University in August 2000. Dr. Mak received her M.S. and Ph.D. from Indiana University-Bloomington, an MBA from Marshall University, and a B.A. (Hons) with 1st honor from Hong Kong Baptist University. Currently, Dr. Mak teaches courses to students in undergraduate, master, and doctoral business programs. As a prolific researcher, Dr. Mak received the Marshall University Distinguished Artist and Scholar Award and was inducted as a Research Fellow of SHAPE America.

HEALTH AND SAFETY INFORMATION

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

REQUIRED TEXTS

Pedersen, P.M., & Thibault, L. (2022). Contemporary Sport Management (7th ed.). Champaign, IL: Human Kinetics. (Required)

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 for 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)

DESIRED LEARNER OUTCOMES

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

Critical Thinking Domains and 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
Integrative Thinking: Students will make connections and transfer skills and learn among varied disciplines, domains of thinking, experiences, and situations. • Integrate the findings from SWOT analysis, media impact, and relationships with advertisers and sponsors to project the future sports business market climate.	Discussion, Mini Case examples, In-class activities, Reading the textbook, quizzes	The WNBA's Market Climate Report Exams
Communication Fluency: Students will develop cohesive written and visual communications tailored to specific audiences. • Write in edited standard written English appropriate for business.	Discussions and In-class activities	The WNBA's Market Climate Report

Critical Thinking Domains and 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
Inquiry-Based Thinking: Students will formulate focused questions and hypotheses, evaluate existing knowledge, collect and analyze data, and draw justifiable conclusions. • Assess the present state of the sports business market and forecast its future market climate	Discussion, Mini Case examples, In-class activities, Reading the textbook, quizzes	The WNBA's Market Climate Report Exams
Creative Thinking: Students will outline multiple divergent solutions to a problem, develop and explore risky or controversial ideas, and synthesize ideas/expertise to generate ideas. • Develop ideas or solutions for the competitive sports business market.	Discussion, Mini Case examples, In-class activities,	The WNBA's Market Climate Report
Information Literacy: Students will revise their search strategies and employ appropriate research tools, integrate relevant information from reliable sources, question and evaluate the complexity of the information environment, and use information in an ethical manner. • Demonstrate proficiency in collecting information, analyzing that information, and using that information to make decisions.	Discussion, In-class Activities,	The WNBA's Market Climate Report

COURSE FORMAT:

The course objectives will be achieved by means of lectures, case studies, weekly reading, quizzes, and examinations. It is essential that students attend class **AND** be prepared to **DISCUSS** the material due for that session. It is advised that you familiarize yourself with the material **prior** to entering the classroom so that more time can be spent on discussion of the application rather than on repetition of text material.

I will conduct this course by providing lectures, case studies, presentations, in-class assignments, and class discussions to reinforce and supplement the information presented in the textbooks and other readings.

GRADING POLICY

	Points	
A	**270-300**	**EXCELLENT,** Achievement with Distinction
B	**240-269**	**VERY GOOD,** Superior Work!
C	**210-239**	**AVERAGE,** Satisfactory Work.

"UNDERSTAND, WE HAVE HIGH EXPECTATIONS!"

D	**180-209**	**BELOW AVERAGE,** Poor but passing
F	**below 200**	**FAILURE**

Grading Breakdown

Item	Points
Discussions	20
Quizzes	60
Exam 1	40
Exam 2	40
Exam 3	40
SWOT Analysis - The WNBA's Market Climate Draft -	20
Media Analysis - The WNBA's Market Climate Draft -	20
Advertisers and Sponsors - The WNBA's Market Climate Draft -	20
Integration and Projection - The WNBA's Market Climate Draft -	20
The WNBA's Market Climate Report	20
Total Points	**300**

ATTENDANCE

Individual participation significantly contributes to class understanding and learning. Therefore, attendance is vital to the learning process. Full (100%) attendance at all classes is expected. It is your responsibility to submit proper documentation for university-excused absences. No late assignments will be accepted.

PARTICIPATION & CLASSROOM BEHAVIOR

I expect that students read the material prior to attending class, so you are ready to share when and if called upon. I often prefer to teach by allowing students to work through examples. Those who participate in class almost always do well regarding grades. Those who do not participate or engage often have much lower academic success in this course.

UNIVERSITY POLICIES

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

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- 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
- AI use - https://www.marshall.edu/academic-affairs/ai/

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 into your MU account to do that**.** Marshall University uses Office 365 email. For more information, visit Marshall IT: Office 365 (URL https://www.marshall.edu/it/office365/).

COURSE SCHEDULE *

Date	Contents	Assignment Due Date
Week 1	Introduction Defining Sport and Sport Management Nature and Scope of the Sport Industry Unique Aspects of Sport Management	
Week 2	Sport Management Competencies Future Challenges and Opportunities SWOT Analysis	
Week 3	Professional Preparation Professional Attitude Career Planning and Management Career Readiness for Occupational Success	The WNBA's Market Climate Draft - SWOT Analysis
Week 4	Origins of Intercollegiate Athletic Governance College Sport Finance Intercollegiate Athletic Administrators	
Week 5	Historical Aspects of Professional Sport Unique Aspects of Professional Sport Revenue Sources for Professional Sport Teams Future Challenges Facing Professional Sport Career Opportunities in Professional Sport	
Week 6	Functions of Sport Management and Marketing Agencies Types of Sport Management and Marketing Agencies Careers in Agencies Challenges Facing Agencies	The WNBA's Market Climate Draft - Media Analysis

Date	Contents	Assignment Due Date
Week 7	Exam 1, Chapters 1, 2, 9, 10 Developing a Sport Marketing Plan Market Research	
Week 8	Understanding the Individual as a Sport Consumer Group Influences on the Sport Consumer Situational Influences on the Sport Consumer	
Week 9	Consumer Decision Making in Sport Sport Consumer Behavior Challenges and Issues	The WNBA's Market Climate Draft - Advertisers and Sponsors
Week 10	Theoretical Framework of Sport Communication Strategic Sport Communication Model Media Relations in Sport Community Relations in Sport	
Week 11	What Is Sport Management Research? Why Sport Managers Need to Understand Research Key Features of Quality Research Ethics in Sport Management Research	
Week 12	Exam 2, Chapters 11, 14,15, 17 The Sport Analytics Process Sport Analytics Techniques	The WNBA's Market Climate Draft – Integration and Projections
Week 13	Current Financial Situation of U.S. Professional Sport Current Financial Situation of U.S. College Athletics	
Week 14	Economics of Sport Overview of Financial Management Sources of Revenue and Expenses for Sport Organizations Careers in Financial Management for Sport Organizations	
Week 15	Overview of Facility Management Facility Management Event Management Class Wrap-up	Final The WNBA's Market Climate Report
Exam Week	Exam 3, Chapters 6, 16, 18, 19	

***This outline is only a guide. We may add, delete and/or deviate from this guide during the course,**

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

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: Sociology & Anthropology Current Alpha Designator/Number: ANT491

Contact Person: Robin Riner Phone: 696-2788

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Theory in Ethnology

Alpha Designator/Number: ANT491 Credit Hours: 3

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

Fall X 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: Kristi McLeod Fondren	Date: 2.14.24
Registrar: [signature]	Date: 2-16-2024
College Dean: Kelli Pufean	Date: 2-16-2024
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: Sociology &Anthropology Current Alpha Designator/Number: ANT491

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

From: Theory in Ethnology

To: Anthropological Theory (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 major theoretical traditions of cultural anthropology with emphasis on the connection between fieldwork and development of theory.

To: Introduction to major theoretical traditions of anthropology with emphasis on the connection between fieldwork and development of theory.

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: Sociology & Anthropology Current Alpha Designator/Number: ANT491

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

This change is being made to stay abreast of current developments and nomenclature in anthropology. The term "ethnology" refers to a method that is no longer central to anthropological inquiry, so the new title will remove this term. It will also open the course to take a four-field approach to anthropological theory, rather than focusing solely on cultural anthropology. We have hired a new archaeologist and are in the process of hiring a biological anthropologist, so our program is situated to offer our students true four-field training. This title change will open the course to be taught by any of our anthropology faculty.

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

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: HUM Current Alpha Designator/Number: LAT 499

Contact Person: E.Del Chrol Phone: x64323

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Latin Capstone Experience

Alpha Designator/Number: LAT 499 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*): 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: 2 Feb 24
Registrar:	Date: 2-9-24
College Dean:	Date: 2-16-24
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: HUM Current Alpha Designator/Number: LAT 499

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

From: Latin Capstone Experience

To: Classical Language 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:

Senior Project. Working with a project director, students will develop a paper written in an advanced Latin course into an expanded version that incorporates primary and secondary sources.(PR: 15 hours above LAT 204)

To:

Students prepare for their career path by developing a paper that uses professional tools and scholarship; create personal statements and a resume. (PR: 15 hours 3/400 LAT and/or GRK)

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: HUM Current Alpha Designator/Number: LAT 499

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

We have submitted curriculum forms to create Classical Language and Classical Culture tracks instead of the current Latin and Classics majors. Classical Language incorporates Ancient Greek as an option. Currently we do not have a course that allows a student who wants to specialize in Greek to develop a paper suitable for submission with graduate applications, the primary focus of the course. Changing the name and course description includes those students. Also, the course has evolved to have pre-professionalization elements - such as meeting with career services, developing a resume and personal statement - to assist students who don't want to go to graduate school. The new description reflects this evolution.

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

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: Sociology & Anthropology Current Alpha Designator/Number: SOC200

Contact Person: Kristi McLeod (Fondren) Phone: 696-2795

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Introductory Sociology (CT)

Alpha Designator/Number: SOC200 Credit Hours: 3

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

Fall 2024 Spring _____ Summer 2024 Other _____

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
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3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
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: Kristi McLeod-Fondren	Date: 2.15.24
Registrar: [signature]	Date: 2-16-2024
College Dean: Kelli Pregeau	Date: 2.16.2024
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: Sociology & Anthropology Current Alpha Designator/Number: SOC200

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

From: Introductory Sociology (CT)

To: Understanding Society (CT) (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:

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: Sociology & Anthropology Current Alpha Designator/Number: SOC200

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

This change is being made because of the unfamiliarity of students with sociology. The title better reflects what we do and should be more relatable for students who are less familiar with our discipline.

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

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: Sociology & Anthropology Current Alpha Designator/Number: SOC200H

Contact Person: Kristi McLeod (Fondren) Phone: 696-2795

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Intro Sociology Honors (CT)

Alpha Designator/Number: SOC200H Credit Hours: 3

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

Fall 2024 Spring _____ Summer 2024 Other _____

CHECKLIST/QUESTIONS:

1. Complete this **three** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator (see accompanying note to the section on the next page), course number, course content, credit hours, or catalog description.
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3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
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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: Kristi McLeod Fondren	Date: 2.15.24
Registrar: [signature]	Date: 2-16-24
College Dean: Kelli Pregon	Date: 2-16-2024
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: Sociology & Anthropology Current Alpha Designator/Number: SOC200H

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 Sociology Honors (CT)

To: Understanding Society Hon[redacted] (CT) (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:

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: Sociology & Anthropology Current Alpha Designator/Number: SOC200H

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

This change is being made because of the unfamiliarity of students with sociology. The title better reflects what we do and should be more relatable for students who are less familiar with our discipline.

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

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: Sociology & Anthropology Current Alpha Designator/Number: SOC300

Contact Person: Kristi McLeod (Fondren) Phone: 696-2795

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Social Organization

Alpha Designator/Number: SOC300 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.
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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: Kristi McLeod Fondren	Date: 2.15.24
Registrar: [signature]	Date: 2-16-2024
College Dean: Kelli Pregean	Date: 2-16-2024
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: Sociology & Anthropology Current Alpha Designator/Number: SOC300

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: Analysis of sociological conceptual systems and theories.

To:

A multidisciplinary examination of the fundamental principles and theories that underpin social organization, exploring the ways in which individuals come together to form cohesive groups, institutions, and communities.

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: Sociology & Anthropology Current Alpha Designator/Number: SOC300

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

This change is being made because the new course description better explains the content of the course.

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

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: Sociology & Anthropology Current Alpha Designator/Number: SOC310

Contact Person: Kristi McLeod (Fondren) Phone: 696-2795

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Individual and Society

Alpha Designator/Number: SOC310 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: Kristi McLeod Fondren	Date: 2.15.24
Registrar:	Date: 2-16-2024
College Dean:	Date: 2-16-2024
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: Sociology & Anthropology Current Alpha Designator/Number: SOC310

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

From: Individual and Society

To: Self and Society (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: Sociology & Anthropology Current Alpha Designator/Number: SOC310

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

This change is being made to reflection contemporary course titles in the discipline.

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

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: Sociology & Anthropology Current Alpha Designator/Number: SOC313

Contact Person: Kristi McLeod (Fondren) Phone: 696-2795

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Contemp Soc Issues and Prob

Alpha Designator/Number: SOC313 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: Kristi McLeod Fondren	Date: 2.15.24
Registrar: Sonya G Cox	Date: 2-16-2024
College Dean: Kelli Pregeau	Date: 2-16-2024
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: Sociology & Anthropology Current Alpha Designator/Number: SOC313

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

From: Contemp Soc Issues and Prob

To: Social Problems (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 current social issues and problems from a variety of sociological perspectives. Issues and problems will vary from semester to semester.
Pre-req: SOC 200 or SOC 200H or SOC 200E.

To:

Analysis of current social issues and problems from a variety of sociological perspectives.

Request for Undergraduate Course Change – Page 3

Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: Sociology & Anthropology Current Alpha Designator/Number: SOC313

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

This change is being made to shorten the title and reflect contemporary course titles in the discipline. We would also like to remove the pre-reqs for the course opening it up to all students.

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

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: Sociology & Anthropology Current Alpha Designator/Number: SOC330

Contact Person: Kristi McLeod (Fondren) Phone: 696-2795

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Soc of Community Health

Alpha Designator/Number: SOC330 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: Kristi McLeod Fondren	Date: 2.15.24
Registrar:	Date: 2-16-2024
College Dean: Kelli Pregeau	Date: 2-16-2024
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: Sociology & Anthropology Current Alpha Designator/Number: SOC330

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

From: Soc of Community Health

To: Community Health (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:

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: Sociology & Anthropology Current Alpha Designator/Number: SOC330

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

This change is being made to shorten the title and reflect contemporary course titles in the discipline.

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

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: Sociology & Anthropology Current Alpha Designator/Number: SOC342

Contact Person: Kristi McLeod (Fondren) Phone: 696-2795

CURRENT COURSE DATA:

Course Title (Current Title within Banner): American Society

Alpha Designator/Number: SOC342 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: Kristi McLeod Fondren	Date: 2.15.24
Registrar: Sonya Gay	Date: 2-16-2024
College Dean: Kelli Pregeau	Date: 2-16-2024
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: Sociology & Anthropology Current Alpha Designator/Number: SOC342

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: Sociological analysis of the basic and cultural features of contemporary American society.

To:

Sociological analysis of the structural and cultural features of contemporary American society and their historic development.

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: Sociology & Anthropology Current Alpha Designator/Number: SOC342

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

This change is being made better communicate the content of the course.

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

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: Sociology & Anthropology Current Alpha Designator/Number: SOC344

Contact Person: Kristi McLeod (Fondren) Phone: 696-2795

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Social Research I

Alpha Designator/Number: SOC344 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: Kristi McLeod Fondren	Date: 2.15.24
Registrar: Sonya D Cox	Date: 2-16-2024
College Dean: Kelli Pregeau	Date: 2-16-2024
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: Sociology & Anthropology Current Alpha Designator/Number: SOC344

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

From: Social Research I

To: Social 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 systematic social research methodology.
Pre-req: SOC 200 or SOC 200H.

To:
Introduction to systematic social research methodology.

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: Sociology & Anthropology Current Alpha Designator/Number: SOC344

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

This change is being made because there is not a Social Research II that we offer. We would also like to remove the prereqs opening up the class to more students.

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

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: Sociology & Anthropology Current Alpha Designator/Number: SOC345

Contact Person: Kristi McLeod (Fondren) Phone: 696-2795

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Social Statistics I

Alpha Designator/Number: SOC345 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: Kristi McLeod Fondren	Date: 2.15.24
Registrar: [signature]	Date: 2-16-2024
College Dean: [signature]	Date: 2-16-2024
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: Sociology & Anthropology Current Alpha Designator/Number: SOC345

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

From: Social Statistics I

To: Social Statistics (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: Introudction to statistical analysis of social data.
Pre-req: SOC 200 with a minimum grade of D or SOC 200H with a minimum grade of D.

To:

Introduction to statistical analysis of social data.

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: Sociology & Anthropology Current Alpha Designator/Number: SOC345

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

This change is being made because there is not a Social Statistics II that we offer. We would also like to remove the prereqs opening up the class to more students. Course description is also to correct a misspelling.

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

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: Sociology & Anthropology Current Alpha Designator/Number: SOC360

Contact Person: Kristi McLeod (Fondren) Phone: 696-2795

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Sociological Theory

Alpha Designator/Number: SOC360 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: Kristi McLeod Fondren	Date: 2.15.24
Registrar: [signature]	Date: 2-14-2024
College Dean: Kelli Pryeon	Date: 2-16-2024
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: Sociology & Anthropology Current Alpha Designator/Number: SOC360

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

From: Sociological Theory

To: Social Theory (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 dominant theoretical perspectives in sociology examining the assumptions about human nature, society, and sociology that constitute each theoretical tradition. Pre-req: SOC 200 with a minimum grade of D or SOC 200H with a minimum grade of D.

To:

Introduction to the dominant theoretical perspectives in sociology examining the assumptions about human nature, society, and sociology that constitute each theoretical tradition.

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: Sociology & Anthropology Current Alpha Designator/Number: SOC360

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

This change is being made to reflect current course titles in the discipline. We would also like to remove the prereqs opening up the class to more students.

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

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: Sociology & Anthropology Current Alpha Designator/Number: SOC401

Contact Person: Kristi McLeod (Fondren) Phone: 696-2795

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Population & Human Ecology

Alpha Designator/Number: SOC401 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: Kristi McLeod Fondren	Date: 2.15.24
Registrar: [signature]	Date: 2-16-2024
College Dean: Kelli Pregeau	Date: 2-16-2024
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: Sociology & Anthropology Current Alpha Designator/Number: SOC401

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

From: Population & Human Ecology

To: Population 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: The course focuses on population and its relation to characteristics of environment. Specifically, it is designed to discuss the interaction of population processes and resources.

To: The course focuses on population and its relation to characteristics of the environment. Specifically, it is designed to discuss the interaction of population processes like immigration.

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: Sociology & Anthropology Current Alpha Designator/Number: SOC401

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

This title change is an update and the course description is intended to clean up the current course description.

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

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: Sociology & Anthropology Current Alpha Designator/Number: SOC403

Contact Person: Kristi McLeod (Fondren) Phone: 696-2795

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Social Research II

Alpha Designator/Number: SOC403 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: Kristi McLeod Fondren	Date: 2.15.24
Registrar: [signature]	Date: 2-16-2024
College Dean: Kelli Pregean	Date: 2-16-2024
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: Sociology & Anthropology Current Alpha Designator/Number: SOC403

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

From: Social Research II

To: Advanced Research Design (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: Intermediate social research methodology with emphasis on research design. Pre-req: SOC 344

To: Intermediate social research methodology with an emphasis on both qualitative and quantitative research design.

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: Sociology & Anthropology Current Alpha Designator/Number: SOC403

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

The title change better reflects the course, as does the more detailed course description. We also remove the pre-req to open the class to more students.

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

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: Sociology & Anthropology Current Alpha Designator/Number: SOC413

Contact Person: Kristi McLeod (Fondren) Phone: 696-2795

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Social Movements & Social Change

Alpha Designator/Number: SOC413 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: Kristi McLeod Fondren	Date: 2.15.24
Registrar: [signature]	Date: 2-16-2024
College Dean: [signature]	Date: 2-16-2024
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: Sociology & Anthropology Current Alpha Designator/Number: SOC413

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

From: Social Movements & Social Change

To: Social Movements (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:

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: Sociology & Anthropology Current Alpha Designator/Number: SOC413

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

We are changing the title along with others to be more consistent and current with similar courses in the discipline.

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

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: Sociology & Anthropology Current Alpha Designator/Number: SOC432

Contact Person: Kristi McLeod (Fondren) Phone: 696-2795

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Sociology of Appalachia

Alpha Designator/Number: SOC432 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: Kristi McLeod Fondren	Date: 2.15.24
Registrar: Sonya Gay	Date: 2-14-2024
College Dean: Kelli Pregean	Date: 2-16-2024
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: Sociology & Anthropology Current Alpha Designator/Number: SOC432

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

From: Sociology of Appalachia

To: [redacted] Appalachian Communities (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:

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: Sociology & Anthropology Current Alpha Designator/Number: SOC432

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

We are changing the title along with others to be more consistent and current with similar courses in the discipline.

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

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: Sociology & Anthropology Current Alpha Designator/Number: SOC433

Contact Person: Kristi McLeod (Fondren) Phone: 696-2795

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Sociology of Work

Alpha Designator/Number: SOC433 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: Kristi McLeod Fondren	Date: 2.15.24
Registrar: Sonya Kay	Date: 2-16-2024
College Dean: Kelli Pryor	Date: 2-16-2024
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: Sociology & Anthropology Current Alpha Designator/Number: SOC433

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

From: Sociology of Work

To: ~~The Workplace~~ Work in Society (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:

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: Sociology & Anthropology Current Alpha Designator/Number: SOC433

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

We are changing the title along with others to be more consistent and current with similar courses in the discipline.

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

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: Sociology & Anthropology Current Alpha Designator/Number: SOC440

Contact Person: Kristi McLeod (Fondren) Phone: 696-2795

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Intro to the Soc of Aging

Alpha Designator/Number: SOC440 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: Kristi McLeod Fondren	Date: 2.15.24
Registrar: Sonya D Cox	Date: 2-16-2024
College Dean: Kelli Pregeau	Date: 2-16-2024
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: Sociology & Anthropology Current Alpha Designator/Number: SOC440

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 the Soc of Aging

To: Aging in Society (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 social processes and consequences of growing older for both the individual and society.
Pre-req: SOC 200 or SOC 200H

To:

An introduction to the social processes and consequences of growing older for both the individual and society.

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: Sociology & Anthropology Current Alpha Designator/Number: SOC440

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

We are changing the title along with others to be more consistent and current with similar courses in the discipline. We would also like to remove the pre-req to open the class to more students.

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

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: Sociology & Anthropology Current Alpha Designator/Number: SOC443

Contact Person: Kristi McLeod (Fondren) Phone: 696-2795

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Evaluation and Survey Research

Alpha Designator/Number: SOC443 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: Kristi McLeod Fondren	Date: 2.15.24
Registrar: [signature]	Date: 2-16-2024
College Dean: Kelli Pregean	Date: 2-16-2024
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: Sociology & Anthropology Current Alpha Designator/Number: SOC443

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

From: Evaluation and Survey Research

To: Evaluation 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: ____ 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:

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: Sociology & Anthropology Current Alpha Designator/Number: SOC443

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

We are changing the title along with others to be more consistent and current with similar courses in the discipline.

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

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: Sociology & Anthropology Current Alpha Designator/Number: SOC450

Contact Person: Kristi McLeod (Fondren) Phone: 696-2795

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Sociology of Religion

Alpha Designator/Number: SOC450 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: Kristi McLeod Fondren	Date: 2.15.24
Registrar: [signature]	Date: 2-16-2024
College Dean: Kelli Pryear	Date: 2-16-2024
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: Sociology & Anthropology Current Alpha Designator/Number: SOC450

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

From: Sociology of Religion

To: Religion in Society (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:

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: Sociology & Anthropology Current Alpha Designator/Number: SOC450

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

We are changing the title along with others to be more consistent and current with similar courses in the discipline.

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

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: Sociology & Anthropology Current Alpha Designator/Number: SOC455

Contact Person: Kristi McLeod (Fondren) Phone: 696-2795

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Sociology of Sex and Gender

Alpha Designator/Number: SOC455 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: Kristi McLeod Fondren	Date: 2.15.24
Registrar: [signature]	Date: 2-16-2024
College Dean: Kelli Pryor	Date: 2-16-2024
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: Sociology & Anthropology Current Alpha Designator/Number: SOC455

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

From: Sociology of Sex and Gender

To: Gender and Society (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:

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: Sociology & Anthropology Current Alpha Designator/Number: SOC455

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

We are changing the title to be consistent with our other courses.

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

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: Sociology & Anthropology Current Alpha Designator/Number: SOC470

Contact Person: Kristi McLeod (Fondren) Phone: 696-2795

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Field Exper in Applied SOC

Alpha Designator/Number: SOC470 Credit Hours: 3-6

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

Fall 2024 Spring _____ Summer 2024 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: Kristi McLeod Fondren	Date: 2.15.24
Registrar: Sonya D Cox	Date: 2-16-2024
College Dean: Kelli Pryor	Date: 2-16-2024
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: Sociology & Anthropology Current Alpha Designator/Number: SOC470

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

From: Field Exper in Applied SOC

To: Field Experience (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: Supervised fieldwork in public or private agencies affording students an opportunity to apply sociological knowledge and skills in addressing practical problems.

To:

Supervised fieldwork in public or private agencies, or within communities, affording students an opportunity to apply sociological knowledge and skills in generating research and or addressing practical problems.

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: Sociology & Anthropology Current Alpha Designator/Number: SOC470

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

We are changing the title to be consistent with our other courses. We are also changing the course title and description to better reflect what the class is about - all forms of fieldwork, not only those in public or private agencies.

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

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: Sociology & Anthropology Current Alpha Designator/Number: SOC489

Contact Person: Kristi McLeod (Fondren) Phone: 696-2795

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Internship

Alpha Designator/Number: SOC489 Credit Hours: 1-4

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: Kristi McLeod Fondren	Date: 2.15.24
Registrar: [signature]	Date: 2-16-2024
College Dean: Kelli Pugeai	Date: 2-16-2024
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: Sociology & Anthropology Current Alpha Designator/Number: SOC489

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: Supervised practicum founded on sociological knowledge in a host institution. 40-45 hours of internship work correspond with 1 credit hour.

To:

Supervised practicum founded on sociological knowledge in a public or private agency. Forty to forty-five hours of internship work correspond with one credit hour.

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: Sociology & Anthropology Current Alpha Designator/Number: SOC489

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

We are changing the course description to be more specific on where interships would be held. "Host institution" was too vague.

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

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: Sociology & Anthropology Current Alpha Designator/Number: SOC493

Contact Person: Kristi McLeod (Fondren) Phone: 696-2795

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Senior Seminar II

Alpha Designator/Number: SOC493 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: Kristi McLeod Fondren	Date: 2.15.24
Registrar: Sonya Stacy	Date: 2-16-2024
College Dean: Kelli Pryor	Date: 2-16-2024
College Curriculum Chair: Jonathan Kozar	Date: 02/29/24
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: COLA Department/Division: Sociology & Anthropology Current Alpha Designator/Number: SOC493

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: Application of sociological theory and practice to individually designed projects. Fulfills the capstone requirement for undergraduate majors. (PR: Anthrolpology major in senior standing or department permission)

To: Application of sociological theory and practice to individually designed projects. Fulfills the capstone requirement for undergraduate majors. (PR: Sociology major in senior standing or department permission)

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: Sociology & Anthropology Current Alpha Designator/Number: SOC493

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

We are changing the course description because this is the Sociology section, not Anthropology.

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

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: Science Department/Division: Biological Sciences Current Alpha Designator/Number: BSC 301

Contact Person: Anne Axel Phone: 6-2426

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Vertebrate Embryology

Alpha Designator/Number: BSC 301 Credit Hours: 4

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: 02/13/2024
Registrar: Sonya LC	Date: 2.13.2024
College Dean: a Mummert	Date: 2.25.2024
College Curriculum Chair:	Date: 2.28.2024
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: Science Department/Division: Biological Sciences Current Alpha Designator/Number: BSC 301

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

From: _____

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

Change in ALPHA DESIGNATOR: _____ Yes X_____ No

From: _____ To: _____

Change in COURSE NUMBER: X_____ Yes _____No

From: 301_____ To: 436_____

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: Science Department/Division: Biological Sciences Current Alpha Designator/Number: BSC 301

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

Change in COURSE NUMBER: Dr. Guo-Zhang Zhu has essentially been teaching Vertebrate Embryology at a 400-level. Over the last decade, our comprehension of vertebrate embryology has undergone a remarkable surge, propelled predominantly by interdisciplinary research approaches and cutting-edge technologies. The shift from 300-level to 400-level will enable our students to harness the latest advancements in this field in an even more expansive and advanced manner.

This change will also bring the course number in line with recent changes across our curriculum to ensure that our 300-level courses are reserved for core courses that cover fundamentals of different aspects of biology. With the addition of new 300-level courses, Principles of Anatomy and Principles of Physiology, Vertebrate Embryology belongs at the advanced 400-level.

Marshall University Syllabus
College of Science

Course

BSC 436 Vertebrate Embryology

Course Description

Vertebrate Development based chiefly on frog, chick, pig, mouse and human embryos.

Credits
4 credits, undergraduate

Prerequisites
BSC 121 with a grade of C or better

Term / Year

Spring 2023

Class Meeting Days / Times

TR, 11:00a-12:15p S 308; R, 12:30p-3:20p S 308

MUonline will be used as a tool to disseminate information and provide assessments. Students who are unable to attend the class in person should obtain class notes from their peers.

Location

Science Building, room 308

Academic Calendar

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

Instructor

Dr. Guo-Zhang Zhu

Contact Information

- Office: 394 Science Hall.

- Office hours (in person): Tuesday 8-11 am, or by appointment. Masks are required in my office.
- Office Phone: 304-696-2429
- Marshall Email: zhu4@marshall.edu
- I make every effort to keep scheduled office hours. Please be aware that sometimes there are conflicts with required meetings, and I cannot be present. When possible, I will make announcements on MUOnline if I am unable to make scheduled office hours.
- Please use your Marshall.edu email to communicate. DO NOT send communications through the Blackboard (MUOnline) site. Please be aware that emails sent from accounts other than Marshall.edu (e.g., gmail, yahoo, comcast) are often shunted into the junk mail folder.
- To best ensure a timely response to your email, please include the following in your email:
    1) BSC 301 in the subject line
    2) Your full name
    3) A professionally written message is highly encouraged.

Health and Safety Information

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

Required and/or Recommended Texts and Materials

Required Texts and Materials

Lecture textbook: Developmental Biology 10th edition. Scott F. Gilbert. Sinauer Associates, Inc.

Laboratory textbook: A Photographic Atlas of Developmental Biology. Shirley J. Wright. Morton Publishing Company.

Computer: A personal computer with WiFi connection is required for taking exams and other class assignments.

Course Student Learning Outcomes

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

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will understand vertebrate embryonic development at the molecular, cellular, and genetic levels.	Practice exams, quizzes, exercises from the textbook, discussions, etc.	Exam questions and discussions that assess remembering, understanding, and integration
Students will apply developmental concepts to different situations.	Practice exams, quizzes, exercises from the textbook, discussions, etc.	Exam questions and discussions that assess the ability to critically analyze and interpret information
Students will understand the origins of adult structures and their relationships to one another.	Practice exams, quizzes, exercises from the textbook, discussions, etc.	Exam questions and discussions that assess remembering, understanding, and integration
Students will perform experiments, collect and analyze data, and watch vidoes	Write lab reports	Lab reports and discussions that assess integration and critical thinking

Course Requirements / Due Dates

Active class participation is expected. Due dates will be announced.

Grading Policy

You will be scored on attendance, discussions, lecture exams, and lab practicals. Attendance (taken randomly) will be worth 20 points. Discussions (implemented randomly) will be worth 50 points. Lecture exam 1 and 2 will be worth 100 points each. The FINAL will be CUMULATIVE and worth 100 points. Lab practicals will be worth 130 points.

I use this scale to determine final grades: 100% - 90% = A; 89% - 80% = B; 79% - 70% = C; 69% - 60% = D; <59% = F. I round up if your score is X.5% to X.9%.

Attendance / Participation Policy

Attendance to all lecture and laboratory sessions is mandatory. Your performance in this class depends upon your participation in the improvised discussions that will arise during class times. While you will need to put in ~3 hours outside of class for each hour in class, this will not take the place of active classroom participation.

Missed assignments and assessments can be made up or waived only in the case of a university approved absence (including COVID-19 related absence). It is your responsibility to be familiar with university policy.

In case of a university approved absence for an exam, you must contact me as soon as possible to arrange for a make-up exam. Any make-up exam may be, at my discretion, completely long answers or short essays.

University Policies

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

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Dead Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy-Marshall's Title IX Office may be contacted at TitleIX@marshall.edu
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Course Schedule

Tentative Schedule (Subject to change if needed)

Date		Topic	Chapter
January	10	Opening class – syllabus – survey	
	12	Questions in Developmental Biology Comprehending Development: Generating New Cells and Organs	1
	17	Differential Gene Expression in Development	2
	19	Differential Gene Expression in Development; Lab: my favorite vertebrate	2
	24	Cell-Cell Communication in Development	3
	26	Cell-Cell Communication in Development; Lab: my favorite vertebrate	3
	31	Fertilization: Beginning a New Organism	4
February	2	Fertilization: Beginning a New Organism; Lab: how does life begin?	4
	7	Early Development in Vertebrates: Amphibians and Fish	8
	9	Early Development in Vertebrates: Amphibians and Fish; Lab: 18-hour chick embryo	8
	14	Early Development in Vertebrates: Birds and Mammals	9
	16	Early Development in Vertebrates: Birds and Mammals; Lab: 24-hour chick embryo	9

	21	Questions and Answers for Chapters 1-4, 8 and 9	
	23	Lecture Exam # 1 (Chapters 1-4, 8 and 9); Lab: 33-hour chick embryo	1-4, 8-9
	28	Emergence of the Ectoderm: Central Nervous System and Epidermis	10
March	2	Emergence of the Ectoderm: Central Nervous System and Epidermis; Lab: 33-hour chick embryo	10
	7	Neural Crest Cells and Axonal Specificity	11
	9	Neural Crest Cells and Axonal Specificity; Lab: 48/56-hour chick embryo	11
	14	No class---Spring Break	
	16	No class---Spring Break	
	21	Paraxial and Intermediate Mesoderm	12
	23	Paraxial and Intermediate Mesoderm; Lab: 48/56-hour chick embryo	12
	28	Lateral Plate Mesoderm and the Endoderm	13
	30	Sex Determination	15
April	4	Lecture Exam # 2 (Chapters 10-13 &15)	10-13, 15
	6	Postembryonic Development: Metamorphosis, Regeneration, and Aging; Lab: my favorite vertebrate	16
	11	The Saga of the Germ Line	17
	13	Birth Defects, Endocrine Disruptors, and Cancer; Lab: my favorite vertebrate	18
	18	Ecological Developmental Biology	19
	20	Final Exam Qs & As; Lab: PTIP in spermatogenesis and embryogenesis	
	25	FINAL COMPREHENSIVE (all lectures) 12:45 pm to 1:45 pm	Final
	27		

Tentative Lab (Subject to change if needed)

Date		Topic
January	19	Lab: my favorite vertebrate: students are asked to name their favorite vertebrate first, then study embryology of their favorite vertebrate at a much deeper level than what they learn in lecture (through literature review), and finally present their learnings to the class for discussion. Through this lab exercise, students are challenged to comprehend and connect lecture concepts/terms in their own ways.
	26	Lab: my favorite vertebrate
February	2	Lab: how does life begin? Students are given a tour in the instructor's research lab to learn about tools used in mammalian fertilization and early embryonic development. Research data from the instructor's lab are presented to enhance learning about the early stages of vertebrate life.
	9	Lab: 18-hour chick embryo: students study the early gastrulation of vertebrate embryology through observing chick embryo slides under a microscope.
	16	Lab: 24-hour chick embryo: students study the late gastrulation of vertebrate embryology through observing chick embryo slides under a microscope.
	23	Lab: 33-hour chick embryo: students study the early organogenesis of vertebrate embryology through observing chick embryo slides under a microscope.
March	2	Lab: 33-hour chick embryo: students study the early organogenesis of vertebrate embryology through observing chick embryo slides under a microscope.
	9	Lab: 48/56-hour chick embryo: students study the late organogenesis of vertebrate embryology through observing chick embryo slides under a microscope.
	23	Lab: 48/56-hour chick embryo: students study the late organogenesis of vertebrate embryology through observing chick embryo slides under a microscope.
April	4	Lab: my favorite vertebrate: PowerPoint presentation to conclude students' semester-long learning on their favorite vertebrate.
	13	Lab: my favorite vertebrate: PowerPoint presentation to conclude students' semester-long learning on their favorite vertebrate.

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

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: Science Department/Division: NRES Current Alpha Designator/Number: GLY 100

Contact Person: Aley El-Shazly Phone: 304-696-6756

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Geologic Hazards and Resources

Alpha Designator/Number: GLY 100 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)*: None
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: Mindy Yeager-Armstead	Date: 01/18/2024
Registrar: Sonya M C	Date: 2.19.2024
College Dean: A Mummert	Date: 2.25.2024
College Curriculum Chair:	Date: 2.28.2024
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: Science Department/Division: NRES Current Alpha Designator/Number: GLY 100

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:

Introductory course for non-science majors focusing on (i) Earth Hazards; and mitigation, (ii) Climate change and its impacts; and (iii) Earth and Energy resources, their origin, development, and environmental impacts.

To:

Introductory course for both non-science and science majors focusing on 1) earth hazards; and their mitigation, 2) climate change and its impacts, and 3) earth and energy resources, their origin, development, and environmental impacts.

Request for Undergraduate Course Change – Page 3

Additional Information Required for Undergraduate Course Change

College: Science Department/Division: NRES Current Alpha Designator/Number: GLY 100

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

By identifying science majors as well as non-science majors, we are hoping to increase enrollment/ visibility.

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

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: Science Department/Division: NRES Current Alpha Designator/Number: GLY 210L

Contact Person: Aley El-Shazly Phone: 6-6756

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Earth Materials Lab

Alpha Designator/Number: GLY 210L Credit Hours: 1

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)*: None
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: Mindy Yeager-Armstead	Date: 01/18/2024
Registrar: Sonja A C	Date: 2.19.2024
College Dean: a Mummert	Date: 2.25.2024
College Curriculum Chair:	Date: 2.28.2024
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: Science Department/Division: NRES Current Alpha Designator/Number: GLY210L

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 introduction to laboratory methods for the identification and classification of materials as applied to identification, classification, recovery, and uses of earth resources.

To:

An introduction to laboratory methods for the identification and classification of minerals, rocks, fossils, and landscapes.

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: CoS Department/Division: NRES Current Alpha Designator/Number: GLY210L

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

The proposed description is a more accurate depiction of the course content and material taught.

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

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: Science Department/Division: NRES Current Alpha Designator/Number: GLY 212

Contact Person: Aley El-Shazly Phone: 304-696-6756

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Geologic Field Methods

Alpha Designator/Number: GLY 212 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)*: None
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: Mindy Yeager-Armstead	Date: 01/18/2024
Registrar: Sonja A C	Date: 2.19.2024
College Dean: A Mummert	Date: 2.25.2024
College Curriculum Chair:	Date: 2.28.2024
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: Science Department/Division: NRES Current Alpha Designator/Number: GLY 212

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 geologic map interpretation, qualitative and quantitative methods of geologic map and cross-section preparation, and basic ArcGIS mapping methods. 2 lec 1 lab. (Field Work).

To:

Using the geology of West Virginia, introduces geologic field methods including geologic map interpretation and construction, cross-section preparation, qualitative and quantitative data collection, and ArcGIS mapping. Includes field trips, laboratories.

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: Science Department/Division: NRES Current Alpha Designator/Number: GLY 212

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

The current description is a more accurate depiction of the course content

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

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: Science Department/Division: NRES Current Alpha Designator/Number: GLY 313

Contact Person: Aley El-Shazly Phone: 304-696-6756

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Structural Geology

Alpha Designator/Number: GLY 313 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)*: None
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: Mindy Yeager-Armstead	Date: 1/18/2024
Registrar: Sonja A C	Date: 2.19.2024
College Dean: A Mummert	Date: 2.25.2024
College Curriculum Chair:	Date: 2.28.2024
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: Science Department/Division: NRES Current Alpha Designator/Number: GLY 313

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:

Analysis, classification and origin of depositional and deformational structures common to all classes of rocks; their structural history, relationships, and stresses which caused them. 3 lec-2 lab.

To:

Explores geologic structures: their history, 3-D relationships, and the stresses that cause them. Structural deformation occurs at scales ranging from the continental to the atomic. Labs and weekend field trip.

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: Science Department/Division: NRES Current Alpha Designator/Number: GLY 313

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

The current description is a more accurate depiction of the course content

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

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: Science Department/Division: NRES Current Alpha Designator/Number: GLY 330

Contact Person: Aley El-Shazly Phone: 304-696-6756

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Tectonics

Alpha Designator/Number: GLY 330 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)*: None
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: Mindy Yeager-Armstead	Date: 2/6/2024
Registrar: Sonya L C	Date: 2.19.2024
College Dean: A Mummert	Date: 2.25.2024
College Curriculum Chair:	Date: 2.28.2024
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: Science Department/Division: NRES Current Alpha Designator/Number: GLY 330

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:

Overview of tectonic processes at plate boundaries, orogenic systems, formation of continents and ocean basins, and tectonic analytical methods.

To:

Overview of tectonic theory and the processes at plate boundaries that form orogenic systems, continents, and ocean basins. Students will read, discuss, and present scientific literature.

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: Science Department/Division: NRES Current Alpha Designator/Number: GLY 330

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

The current description is a more accurate depiction of the course content

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

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: Science Department/Division: NRES Current Alpha Designator/Number: GLY 492

Contact Person: Aley El-Shazly Phone: 6-6756

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Capstone Experience

Alpha Designator/Number: GLY 492 Credit Hours: 2-4

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)*: None
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: Mindy Yeager-Armstead	Date: 01/18/2024
Registrar: Sonja A C	Date: 2.19.2024
College Dean: a Mummert	Date: 2.25.2024
College Curriculum Chair:	Date: 2.28.2024
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: Science Department/Division: NRES Current Alpha Designator/Number: GLY492

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

From: Capstone Experience

To: Capstone Class (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: X Yes _____ No

(A change in credit hours requires documentation that specifies the work requirements have been adjusted accordingly.)

From: 2-4 To: 2

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 independent study involving a research project, or internship or field camp. Must be approved by Geology faculty. (PR: 20 hours of Geology coursework).

To:

A seminar type class on a multidisciplinary applied topic offered at the discretion of faculty to substitute for GLY 491. (PR: 20 hours of Geology coursework/ consent of faculty).

Request for Undergraduate Course Change – Page 3

Additional Information Required for Undergraduate Course Change

College: CoS Department/Division: NRES Current Alpha Designator/Number: GLY492

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

GLY 491 and GLY 492 are identical; the original intention was to have a capstone experience in the Fall (491) vs. Spring (492). This led to confusion, with students often signing up for the wrong class in the wrong semester. Additionally, since 2019, the Geology program has added an option of a seminar class for students who fail to find an internship-, a research- or a field camp- based capstone experience. To avoid confusion, we propose to limit the GLY 492 to the seminar class, and GLY 491 to all other types of capstone experiences. That way, students will only sign up for GLY 492 if it is listed by the department, and open for registration.

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

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: COS Department/Division: NRES Current Alpha Designator/Number: NRE 111

Contact Person: Autumn Starcher-Patton Phone: 6-3663

CURRENT COURSE DATA:

Course Title (Current Title within Banner): Living Systems

Alpha Designator/Number: NRE 111 Credit Hours: 4

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*): 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: Mindy Yeager-Armstead	Date: 10/24/23
Registrar: 3099919	Date: 1/29/2024
College Dean: A Mummert	Date: 2.25.2024
College Curriculum Chair:	Date: 2.28.2024
General Education Council Chair *:	Date:
University Curriculum Committee Chair: Jonathan Kozar	Date: 03/20/24
Faculty Senate Chair:	Date:
VP Academic Affairs/VP Health Science	Date:

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

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

Request for Undergraduate Course Change – Page 2

Additional Information Required for Undergraduate Course Change

College: COS Department/Division: NRES Current Alpha Designator/Number: NRE 111

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: X_____ Yes _____ No
(A change in credit hours requires documentation that specifies the work requirements have been adjusted accordingly.)

From: 4_____ To: 3_____

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 is designed to equip students to observe and create their own questions, test them, and continue the process of scientific inquiry related to living systems.

To:

This course is designed to equip students to use the process of scientific inquiry to answer questions related to living systems.

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: COS Department/Division: NRES Current Alpha Designator/Number: NRE 111

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

NRE 111 is being split from lecture/laboratory course into separate lecture and lab courses with separate course numbers. NRE 111 is currently taught by one primary instructor who provides three lectures, each of which contain three lab sections (nine total sections). Lab sections are taught by a TA, all of whom are taught the laboratory by the primary instructor for consistency. Lectures and labs provided to each section are the same with exception of some slight variances due to discussions that may take place based on student inquiry or in lab based on which TA their section is assigned.

NRE 111 in the schedule of courses is currently listed with three lab sections sharing a lecture time and then each having their own lab time due to capacity limitations in the lab space. When a student enrolls in NRE 111 as it is currently listed, they select their section based on desired lecture time and the most desired lab time that is associated with that lecture section time. For example, a student who wanted to take a NRE 111 lecture at 9am (sections 101-103) would only be able to take lab on Monday from 10-11:50am, Wednesday from 10-11:50am, or Friday from 10-11:50am. They would not be able to take the TR labs or the MWF afternoon labs because those are associated with sections 104-106 and 107-109 respectively.

The proposed change to split NRE 111 lecture and lab will be beneficial to students in two ways. This will allow students more flexibility in selecting their lab and lecture times as the lab time will not be dependent on an associated lecture time. This will continue to allow that same flexibility even if we decrease the number of lecture sessions offered due to a capacity increase for lecture space. The second benefit to students is that it will allow students to drop either the lecture or lab independently of the other course and be able to make up the dropped course individually in a future semester if seeking CORE II Natural Science credit.

Marshall University Syllabus
College of Science

Course

NRE 111 Living Systems

Course Description

This course is designed to equip students to use the process of scientific inquiry to answer questions related to living systems.

Credits
3, Undergraduate

Co-requisites
NRE 111L

Term/Year

Fall 2024

Class Meeting Days/Times

MWF 9:00a-9:50a

Location

TBA

Academic Calendar

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

Instructor

Autumn N. Starcher-Patton, Ph.D.

Contact Information

- Office: ML 106
- Office Hours: TBA
- If meeting via Teams, please contact me by email to schedule your appointment.
- Office/Teams Phone: 304-696-3663

- Marshall Email: starcher29@marshall.edu

Preferred Communication Method and Expected Response Time

Communication through email is encouraged. Email is typically checked between 8am-5pm, and the response time is generally one business day. Email is not typically checked on weekends. You must use your university-assigned email address for communication regarding the course when corresponding via email. Please provide your course and section number (for example, NRE-111-101) in the subject line of the email so that I can address your question more promptly.

Please do not send messages through Blackboard (this may result in a delayed response as I am not always notified that I have received Blackboard messages).

Office hours are available for students to contact me in person or via email, phone, or Teams; however, students can reach out to me to schedule an appointment outside of the allotted time frame if necessary. The Clear as Mud forum will be checked during office hours.

Announcements through Blackboard will be made as needed regarding coursework and other important announcements. You will be notified of the announcement via email. Students may also receive reminders that work is due for unsubmitted work on the due date of the assignment/assessment.

Health and Safety Information

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

Required and/or Recommended Texts and Materials

Required Texts and Materials

- *Biology for the Informed Citizen* (ISBN: 978-0-19-538198-6) by Donna Bozzone and Douglas Green (Oxford University Press)

Recommended/Optional Texts and Materials

Supplemental instructional materials will be provided through Blackboard.

Technology and Technical Skill Requirements

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, Microsoft Office Excel, 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 http://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, groups, and VoiceThread. 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 Blackboard Collaborate Ultra for synchronous meetings. For the best experience, Blackboard recommends Google Chrome browser or Mozilla Firefox browser. Links to Blackboard Collaborate Help and Tutorials are on the Start Here page and on the Tech Support tab in Blackboard.
- 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/).
- 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 Ticket (URL: https://marshallu.service-now.com/sp/?id=sc_cat_item&sys_id=b18a66981be0ad508973fe6e034bcb0c&referrer=popular_items)
- Marshall Information Technology (IT) Service Desk (Help Desk) (URL: http://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 equip students to use the process of scientific inquiry to answer questions related to living systems.

Course Student Learning Outcomes

The table below shows the following relationships: How each student's learning

outcome will be practiced and assessed in the course.

Course student learning outcomes	**How students will practice each outcome in this course**	**How student achievement of each outcome will be assessed in this course**
Students will ***use*** the process of scientific inquiry to investigate living systems from the cellular level to the ecosystem level.	Instructor modeling, supplemental material, text	Exams
Students will ***demonstrate*** application of the scientific method by themselves and ***evaluate*** the application of the scientific method by others in the development of scientific theory and practical applications such as daily decision making involving complex scientific issues of personal health, environmental responsibility.	Instructor modeling, text, supplemental material	Quizzes, presentation
Students will ***utilize*** contemporary technologies or tools to solve real-world problems.	Instructor modeling, supplemental material, text	Exams
Students will ***communicate*** effectively in relating findings and recommendations resulting from experimental manipulations and critical review of published information.	Instructor presentations, text, supplemental material	Quizzes, exams, presentation
Students will ***apply*** concepts of biology, evolution, and the process of science, especially in daily decision making	Instructor presentations, text, supplemental material	Quizzes, exams, presentation

Course Requirements/Due Dates

Course requirements and due dates are provided in the "Course Schedule".

Course Structure

Week 1 content will open in Blackboard the first day of class, and weekly content after that will open on the Friday at noon prior to that week (for example, Week 2 content will open the Friday during Week 1). Students are expected to come to class prepared with pencil/paper or a computer for taking notes during in-person lecture.

Lecture

The lecture portion of the course is comprised of instructor presentations covering lecture material with the associated text, current events, and supplemental readings. Lecture slides and supplemental materials can be found on Blackboard. Students are expected to come to class prepared with pencils for completion of any in-class assignments. Paper or a computer are encouraged for taking notes during lecture.

Weekly Thoughtful Question Discussions

Weekly discussion board questions relevant to the content covered in that week's chapters are assigned. These questions are designed to help students broadly apply what they've learned through the other course content.

Current Events Presentation

Students will create a presentation on current event article from popular media related to a scientific concept covered in this course and deliver it during lecture.

Quizzes and Exams

Quizzes and exams are given through Blackboard and during lecture to assess student mastery of the course content and their ability to meet the appropriate course objectives. All course content – assigned chapters from the textbook, lecture slides, supplemental articles/videos discussed in class, and supplemental works assigned as readings outside of class – are eligible to become questions on quizzes and exams. It is the student's responsibility to review this material and prepare appropriately for graded assignments.

Online Submission Using Blackboard

Assignments will be submitted online through Blackboard. All chapter quiz, exam, and discussion board assignments are due by 11:59pm on their due date.

No late exam or quiz submissions will be accepted without a University Excused Absence (see "Attendance/Participation Policy" for more information). Late submissions of other assignments will be penalized through a point deduction of 10% of the total possible for each day the assignment is late (reduced one letter grade for each day it is late).

The risk of submitting last-minute assignments falls on the student. If the assignment times out, the Internet freezes, or the deadline passes on the date the assignment is to be submitted, the assignment will not be reset. If there is an issue with any submission through Blackboard, you must contact your instructor/TA prior to the due date and time via email to notify them of the issue. To receive credit for the assignment, you may email your document to them, but only in cases where Blackboard is malfunctioning. Work not submitted to Blackboard may be penalized or not accepted for grading at the discretion of the instructor.

Student Success

I want every student to be successful and I am happy to help students achieve their goals for the course. It is the student's responsibility to develop and implement a plan for how they will earn the grade that they want. Students are encouraged to reach out to me early in the course to develop a plan for success if they would like help in doing so. Communication is key! Please reach out if you are having or foresee any issues or challenges. I am better able to help you the earlier we identify a problem (this includes limited internet connectivity, work, large high-stakes assignments in other courses, and family/life situations).

At instructor/TA discretion, we may also allow you to make up or submit assignments late without penalty. I cannot guarantee that we will also be able to give you an extension or allow you to make up an assignment, but the earlier you reach out (before an assignment due date rather than after a deadline has passed), the more open we will be to making those accommodations.

Here are some recommendations for participating in courses, especially for freshmen students or in courses with online components. Taking courses at the college level may require additional specific strategies for success. Here are some expectations and recommendations to students learning in this new environment.

- Students are expected to:
    - Check-in to the course five days a week (M-F).
    - Keep up with the course pacing (due dates).
    - Complete all required activities.
    - Allow adequate time for assignments and assessments. Suggested times for each assignment are estimates only and should be considered the minimum amount of time needed.
    - Follow the assignment rubrics.
    - Adhere to course netiquette for online interactions.
    - Adhere to course and university policies.
- Students are recommended to:
    - Use the Exam Wrapper tool after each assessment.
    - Use the Clear as Mud discussion board and reach out to the TA/Instructor with questions.
    - Hold yourself accountable.
    - Use a scheduling tool with reminders for due dates (like an app on your phone) to make sure assignments and assessments are completed on time.
    - Stay organized.
    - Practice good time management.
    - Be an active participant.
    - Determine how you learn best (time of day, style, location, etc.).

- Minimize distractions.
- Communicate effectively (both written and oral depending on the assignment or discussion board).
- Regularly save your work.

Course Policies

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

Attendance/Participation Policy

Students are expected to attend class in person and to complete all assignments on time. If there is an assignment due date that will be affected by a university excused absence, you must let the instructor know at least one week in advance of the absence for a planned absence or within two days after the absence if it was an unforeseen absence for a due date extension without penalties (see "Online Submission Using Blackboard" for more information the penalties). Documentation of the excused absence according to university policy must be provided.

It is up to the student to collect notes from others in class. If a quiz, exam, or presentation is missed, it may be made up after the university has excused the absence and provided appropriate documentation of the excused absence to the instructor.

Online Communication Expectations

Students should realize that they are communicating in an academic setting and should conduct themselves accordingly. Students should use the guidelines below for communicating with their professor and classmates.

- Be courteous and respectful of others' opinions. If you feel the need to disagree, do so in a respectful way by acknowledging your classmate's point of view or argument. Then, present your point of view.
- Do not use inappropriate or offensive language which may be interpreted as racist or sexist or otherwise disrespectful. Foul language is not tolerated in face to face classes and will not be tolerated in an online class. Violations will be dealt with on an individual basis.
- Use language that is appropriate to an academic setting rather than "chat," "text," or "instant messaging jargon," and refrain from using characters like smiley faces.
- Be mindful of the tone of your message or post. Communication in an online course is mostly written and it is easy to misinterpret someone's meaning.
- DO NOT SHOUT when posting to discussions or composing email. Using all capital letters is considered shouting.
- Run a spell check before posting anything to the discussion board or when communicating with the email tool. Use proper spelling, capitalization, grammar, usage, punctuation, and titles when communicating with

classmates and the professor.

- Stay on topic. Avoid "spamming" classmates with emails and posts that have nothing to do with course content.

Class Atmosphere

A calm and respectful learning atmosphere is expected to be maintained during class. Any person who chooses to create or contribute to a disruptive atmosphere may be requested to leave the room at the discretion of the instructor/TA. Refusal to comply with such a request may lead to referral of the matter to appropriate University officials.

If you need to text/call someone, please leave the classroom to do so. Absolutely do not be disrespectful and distract me or your classmates. If you use your cell phone in class for purposes that are not related to the course content, you will be asked to leave.

If you are asked to leave lecture for any reason, you need to get written permission from the department chair to return to class. If you are dismissed two or more times, you will receive an F for the course.

Grading Policy

Grading Scale

The class has a total of 600 points possible.

- 540-600 points = A
- 480-539 points = B
- 420-479 points = C
- 360-419 points = D
- <360 points = F

Points will be earned for the following activities:

- Quizzes – 140 points total
    - 7 quizzes offered, 20 points each
- Weekly Thoughtful Question Discussions – 110 points total
    - 13 discussions offered, 10 points each but only the top 11 discussion scores will be counted
- Current Events Presentation – 100 points total
- Midterm Exam – 100 points
- Final Exam – 150 points

Late Work Policy

No late exam or quiz submissions will be accepted without a University Excused

Absence (see "Attendance/Participation Policy" for more information). Late submissions of other assignments will be penalized through a point deduction of 10% of the total possible for each day the assignment is late (reduced one letter grade for each day it is late). However, no assignments will be accepted late after the last day of class/last day to withdraw from the semester.

Anticipated Response Time for Grading and Feedback

Grades will be posted to Blackboard within one week of the assignment due to allow students to determine their grade status throughout the course. If an assignment is submitted late, the grading period may be extended.

Answer keys for quizzes and exams will be available after all of the student responses for that assessment have been graded. Specific feedback may be provided on some assignments with in Blackboard, so please be sure to review the graded submission for comments.

It is the responsibility of the student to check grades and comments to assure the proper receipt of and credit for the assignments.

Extra Credit

For up to 10 points extra credit, students may submit a paper on how they could use the principles they have learned in this class beyond the scope of their coursework. The paper must be a minimum of two pages, single spaced with 1" margins using 12 pt Arial or Times New Roman font. The paper must be received on Blackboard by Wednesday of Dead Week at 11:59pm.

Generative AI Policy

Moderate Use – Generative AI is permitted/encouraged in some ways, with proper attribution, but prohibited in other ways.

Students are allowed, and even encouraged, to use Generative AI in some ways but are prohibited from using it in other ways. Keep in mind that any content produced by generative AI can "hallucinate" (produce false information), so students are responsible for ensuring the accuracy of any AI-generated content. For information on citing AI, please see MU Library's citation website (URL: https://libguides.marshall.edu/plagiarism-AI/cite). Students should not use generative AI in any way that would violate the Student Code of Conduct (URL: https://www.marshall.edu/student-conduct/files/Studnet-Code-of-Conduct-2022.pdf).

Students are permitted and encouraged to use generative AI in the following ways:

- Brainstorming: You may use generative AI to stimulate creativity, generate ideas, or brainstorm topics for papers, presentations, and discussions. The generated content must serve as a stepping stone, not a final product.
- Citation Assistance: AI tools can be used to manage, format, and organize citations and references, promoting adherence to academic writing standards and specific style guides required for individual assignments.

- Grammar and Style Checking: AI-powered writing enhancement tools may be used to help with spelling, grammar, syntax, and stylistic errors.
- Concept Understanding: Generative AI can be used to explain or simulate concepts taught in class, aiding in a deeper understanding.
- Research Assistance: AI can be used to conduct initial research, compile data, and summarize articles, books, or papers. It should not replace traditional research methods but rather enhance them.

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

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

See individual assignment instructions for more details.

In addition to a proper citation, the student must include as a metacognitive reflection the following statement with any assignment where generative AI is used for assistance.

"I used generative AI platform [INSERT NAME OF PLATFORM, SUCH AS CHAT GPT] for assistance in the following ways on this assignment: [INSERT WAYS USED, such as brainstorming, citation assistance, grammar and style checking, concept understanding, and research assistance, etc.]."

University Policies

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

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Pre-Finals Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy- Title IX prohibits the harassment of students based on sex, which includes pregnancy, childbirth, and related conditions. This includes that students will not be penalized for taking medically necessary leave related to pregnancy, childbirth, or related conditions.

Marshall's Title IX Office may be contacted at TitleIX@marshall.edu
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

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/).

Course Schedule (Tentative)

Week	Start Date	Lecture Topic	Major Events/Due Dates
1	8/19/24	Syllabus, Course Overview, and Expectations Chapter 1 – Importance of Knowing Biology	F - Start Here Exercise Due F – Week 1 Thoughtful Question Discussion Due 10 pts
2	8/26/24	Ch 1 Review Chapter 2 – Techniques Scientists Use to Figure Out How the World Works	F – Week 2 Thoughtful Question Discussion Due 10 pts
3	9/2/24	Ch 2 Review Quiz 1 Review Chapter 4 – Genetics	University closed on 9/2/2024 F – Quiz 1 (Chapters 1 & 2) Due 20 pts F – Week 3 Thoughtful Question Discussion Due 10 pts
4	9/9/24	Chapter 5 – Cancer	F – Quiz 2 (Chapter 4) Due 20 pts F – Week 4 Thoughtful Question Discussion Due 10 pts

Week	Start Date	Lecture Topic	Major Events/Due Dates
5	9/16/24	Ch 5 Review Quiz 3 Review Chapter 7 – Agriculture & Genetic Engineering	F – Quiz 3 (Chapter 5) Due 20 pts F – Week 5 Thoughtful Question Discussion Due 10 pts
6	9/23/24	Ch 7 Review Midterm Exam Review Chapter 8 – Health Care & Human Genome	F – Midterm Exam (Chapters 1, 2, 4, 5, & 7) Due 100 pts F – Week 6 Thoughtful Question Discussion Due 10 pts
7	9/30/24	Ch 8 Review Midterm Recap Chapter 9 – Evolution	F – Week 7 Thoughtful Question Discussion Due 10 pts
8	10/7/24	Ch 9 Review Quiz 4 Review Chapter 10 – Evolution of Disease	F – Quiz 4 (Chapter 8) Due 20 pts F – Week 8 Thoughtful Question Discussion Due 10 pts
9	10/14/24	Ch 10 Review Quiz 5 Review Chapter 11 – Ecology	F – Quiz 5 (Chapters 9 & 10) Due 20 pts F – Week 9 Thoughtful Question Discussion Due 10 pts
10	10/21/24	Ch 11 Review Quiz 6 Review Chapter 12 – Biodiversity Current Events Presentation Instructions	F – Quiz 6 (Chapter 11) Due 20 pts F – Week 10 Thoughtful Question Discussion Due 10 pts
11	10/28/24	Ch 12 Review Chapter 13 – Population Growth	F – Week 11 Thoughtful Question Discussion Due 10 pts

Week	Start Date	Lecture Topic	Major Events/Due Dates
12	11/4/24	Ch 13 Review Quiz 7 Review Decline of Past Societies	F – Quiz 7 (Chapters 12 & 13) Due 20 pts F – Week 12 Thoughtful Question Discussion Due 10 pts F – Current Event Presentation Slides Due 100 pts
13	11/11/24	Discussion of Local and Global Current Issues Current Events Presentations	F – Week 13 Thoughtful Question Discussion Due 10 pts
14	11/18/24	Discussion of Local and Global Current Issues Current Events Presentations	
	11/25/24	Thanksgiving Break	
15	12/2/24	Discussion of Local and Global Current Issues Final Exam Review	W – Extra Credit Due 10 pts F – Last day to withdraw from semester
	12/9/24	Final Exams	F 12/13/24 from 8am-10am - Final Exam (Chapters 8-13, Decline of Past Societies, Discussion of Local and Global Current Issues) 150 pts

University Curriculum Committee
RECOMMENDATION

SR 23-24-49 CC

This recommendation is a pilot using the new CIM system. You will need to log in (using your MU credentials) to https://nextcatalog.marshall.edu/programadmin/ to see full **PROGRAM** proposals and supplementary documentation. Once logged in, you can search by name or CIM key. Note: future recommendations to **COURSES** will be found here https://nextcatalog.marshall.edu/courseadmin/.

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

College of Liberal Arts

Program Addition: BS, Political Science

- **CIM Key (Program)**: 802
- **Rationale:** The creation of a Bachelor of Science degree in Political Science at Marshall University addresses the growing importance of quantitative literacy and empirical research skills necessary for graduates. This degree program uniquely combines traditional political science studies with a strong emphasis on statistical analysis, data-driven decision making, and empirical research methods. It aims to equip students with a comprehensive skill set, making them adaptable to various career paths, including policy analysis, political consulting, and public administration. The program's distinctive approach fulfills the contemporary demands of the political science field, setting graduates apart in a competitive job market.

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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University Curriculum Committee
RECOMMENDATION

SR 23-24-50 CC

This recommendation is a pilot using the new CIM system. You will need to log in (using your MU credentials) to https://nextcatalog.marshall.edu/programadmin/ to see full **PROGRAM** proposals and supplementary documentation. Once logged in, you can search by name or CIM key. Note: future recommendations to **COURSES** will be found here https://nextcatalog.marshall.edu/courseadmin/.

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

College of Liberal Arts

Major Addition: BS, Political Science

- **CIM Key (Program)**: 803
- **Rationale:** The creation of a Bachelor of Science degree in Political Science at Marshall University addresses the growing importance of quantitative literacy and empirical research skills necessary for graduates. This degree program uniquely combines traditional political science studies with a strong emphasis on statistical analysis, data-driven decision making, and empirical research methods. It aims to equip students with a comprehensive skill set, making them adaptable to various career paths, including policy analysis, political consulting, and public administration. The program's distinctive approach fulfills the contemporary demands of the political science field, setting graduates apart in a competitive job market.

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

University Curriculum Committee
RECOMMENDATION

SR 23-24-50 CC

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University Curriculum Committee
RECOMMENDATION

SR 23-24-51 CC

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

Area of Emphasis Additions

College of Liberal Arts

Area of Emphasis Addition: American Politics

- **CIM Key (Program)**: 804
- **Rationale:** Incorporating an emphasis on American Politics across National, State, and Local levels into the Political Science curriculum is essential due to the intricate and evolving nature of U.S. governance. This specialized focus prepares students to understand and navigate the complex political landscape, equipping them with the necessary skills to analyze and influence policy-making processes. Given the current political climate's challenges, there is a critical demand for informed professionals capable of fostering democratic principles and effecting positive change. This emphasis ensures graduates are adept at addressing contemporary political issues, making meaningful contributions to the field, and advancing civic engagement.

Area of Emphasis Addition: Intl Rel. and Compar. Politics

- **CIM Key (Program)**: 805
- **Rationale:** The emphasis on International Relations and Comparative Politics addresses the critical need for experts versed in the dynamics of global affairs and diplomacy. As the world becomes increasingly interconnected, understanding the complexities of international systems, state interactions, and global governance is paramount. This specialization equips students with the theoretical knowledge and practical skills necessary for navigating international landscapes, fostering peace, and promoting global cooperation. Graduates are prepared for impactful careers in foreign service, international NGOs, and multilateral organizations, where they can contribute to shaping international policies, resolving conflicts, and enhancing global collaboration.

University Curriculum Committee
RECOMMENDATION

SR 23-24-51 CC

Area of Emphasis Addition: Constitutional Democracy

- **CIM Key (Program)**: 806
- **Rationale:** The Constitutional Democracy emphasis, serving as a pre-law foundation, is critically important for cultivating a deep understanding of constitutional law and the principles of democratic governance. By examining the Constitution's structure, functions, and limitations on government, students gain invaluable insights into the legal underpinnings that shape political processes and civil liberties. This specialization prepares students for law school and careers in fields where legal knowledge and ethical governance are paramount. It offers a rigorous exploration of legal frameworks, equipping future lawyers, policymakers, and public servants with the skills to navigate and influence the complex landscape in any career.

Area of Emphasis Addition: Political Theory

- **CIM Key (Program)**: 807
- **Rationale:** The emphasis on Political Theory is essential for understanding the foundational ideas and philosophical principles that underpin political systems and societal norms. By engaging with the evolution of political thought from ancient to modern times, this specialization cultivates critical thinking and analytical skills, allowing students to dissect and critique various theories of governance, justice, rights, and democracy. It prepares students for careers in academia, law, or policy-making, where a deep understanding of political ideologies and ethical considerations is crucial. This focus not only enriches students' intellectual perspectives but also empowers them to contribute meaningfully to debates on contemporary political issues.

Area of Emphasis Addition: Public Admin and Policy

- **CIM Key (Program)**: 808
- **Rationale:** Incorporating an emphasis on Public Administration and Policy Analysis is pivotal for equipping students with the necessary tools to effectively navigate and influence the complex landscape of modern governance and policy-making. This specialization bridges the theoretical and practical aspects of public administration, employing quantitative methods and data science to analyze policies and their impacts. It prepares students for critical roles within research institutions, political consulting, and campaign analytics, where evidence-based decision-making and strategic planning are crucial. By mastering the art of policy analysis, students become adept at crafting innovative solutions to societal challenges.

University Curriculum Committee
RECOMMENDATION

SR 23-24-51 CC
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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