QUORUM = 7

Marshall University Faculty Senate
Executive Committee Agenda
Monday, November 9, 2026, 12:00 Noon
MSC 2W16b/Microsoft Teams

1. Approval of Proposed Agenda
2. Approval of Minutes of October 12, 2026
3. Announcements - Chair
4. Recommendations/Resolutions
    a. **SR 26-27-03 AHC –** Recommends **Adoption of the Marshall Education Experience (MEE)** (Revised)
    b. **SR 26-27-04 EC –** Confidential Recommendation for Spring Commencement Speaker.
    c. **SR 26-27-05 EC** - Confidential Recommendation for Spring Honorary Degree Recipient(s).
5. Set Agenda for the Faculty Senate Meeting, November 19, 2026
    a. Approval of Proposed Agenda
    b. Approval of Minutes
    c. Announcements – Chair
    d. Recommendations/Resolutions
    e. Regular Reports
        i. University President – Brad Smith (15 minutes)
        ii. Provost – Diane Helfers Petrella (15 minutes)
        iii. Board of Governors – Robin Riner (5 minutes)
        iv. Advisory Council of Faculty – Amine Oudghiri-Otmani (5 minutes)
        v. Graduate Council – Richard Egleton (5 minutes)
        vi. Student Government Association – Alissa Davis (5 minutes)
    f. Standing Committee Liaison Reports
        i. Government Affairs Committee – Kari Mika-Lude (4 minutes)
        ii. University Curriculum Committee – Chair/Liaison (4 minutes)
        iii. Faculty Personnel Committee – Billy Gardner, Jr. (4 minutes)
        iv. Research Committee – Shane Welch (4 minutes)
        v. Student Conduct and Welfare Committee – Marianna Linz (4 minutes)
        vi. Faculty Technology Committee – Tony Viola (4 minutes)
    g. Other Requests to Speak
6. Adjournment

Faculty Senate Executive Committee

MEETING MINUTES

Monday, October 12, 2026, 12:00 Noon

MSC 2W16b/Microsoft Teams

MEMBERS PRESENT: Ross Salary, Boniface Yemba, Mike Huesmann, Zach Garrett, Marybeth Beller, Rick Gage, Jessica Buerk (v), Mindy Varney, Eryn Roles, Richard Egleton, Amine Oudghiri-Otmani

MEMBERS ABSENT: Phillip Vallejo

EX-OFFICIO, NON-VOTING MEMBERS PRESENT: Alissa Davis (v)

EX-OFFICIO, NON-VOTING MEMBERS ABSENT: Robin Riner, Pam Holland

PARLIAMENTARIAN: Andrew Morelock

FACULTY SENATE STAFF: Hailey Bibbee

GUESTS: Carl Mummert, Allison Carey, April Fugett, Richard Jones, Damien Arthur, Fatiha Nassir (V), Anna Mummert (v), Scott Davis (v), Deepak Subedi (v), Lacie Bittinger (v), Huaqing Liang (v), Sonja Cantrell-Johnson (v), Gautam Pillay (v), Stephen Deterding (v)

The meeting was convened at 12:00 p.m. by Chair Rick Gage.

1. Approval of Proposed Agenda – approved
2. Approval of Minutes of September 14, 2026 – approved
3. Announcements – Chair
    a. Commencement Speaker / Honorary Degree Process
        i. Nominations for our Spring 2027 commencement speaker and honorary degree recipients closed on October 1.
        ii. The Selection Committee will hold its first meeting this afternoon.
        iii. We have also begun coordinating with the Registrar's Office so that the necessary logistical planning can occur at the appropriate stages of the process. The Chair will keep EC informed as that work progresses, but the hope is to have recommendations ready for consideration at the November meeting.
    b. Marshall Educational Experience (General Education proposal)
        i. The proposed Marshall Educational Experience is on today's agenda for a more substantive discussion. EC members should have received both the official proposal and an earlier annotated version provided anonymously, with permission, by one task force member.
        ii. For today, the Chair expressed that he would like us to focus initially on whether the proposal is ready to move forward and, if not, what additional review, clarification, or consultation would be most appropriate. He also met with the

task force Chair so that she would understand how he intended to frame our discussion.

c. MUBOG-AA-6 Implementation
   i. The COS Faculty Advancement Committee has identified several concerns while working to align its policies with the new MUBOG-AA-6. Those concerns involve more than the college's own P&T policy and may point to issues within AA-6 itself.
   ii. The committee is preparing a written summary, and the FS Chair will be meeting with representatives to discuss the concerns. Once we understand them more fully, we can determine whether they should be routed through FPC, EC, Academic Affairs, or some combination of those groups.

d. Standing Committee Review
   i. One of the Chair's priorities this year is to take a closer look at the roles and responsibilities of our standing committees. He expressed plans to meet with the chair and Senate liaison from each committee to discuss what the committee currently does, what it could be doing, and whether its mission, responsibilities, or operating procedures still reflect the university's current needs. Some committees are already very active, while others may have responsibilities that are outdated, unclear, or no longer consistently carried out. He mentioned not approaching this with predetermined changes in mind. The goal is to learn from the people doing the work, identify opportunities to strengthen the committees' contributions to shared governance, and determine whether any language in the Faculty Constitution should be clarified or revised.
   ii. Making committee activity more visible will be one part of that effort. Allison Carey recently raised a concern about the difficulty of locating meeting dates, times, locations, and modalities for several standing committees. The Chair and Faculty Senate Staff (Hailey Bibbee) are looking at what information is currently available and what we can realistically maintain. Longer term, committees would preferably establish tentative recurring meeting schedules each semester and make basic meeting information more accessible to the university community.

e. Upcoming Dates
   i. Faculty Senate - Items considered today will be reviewed at the Faculty Senate meeting on October 22.
   ii. Recommendations & Resolutions - Any recommendations or resolutions for the November cycle are due to senate@marshall.edu by October 30.
   iii. Next Executive Committee Meeting: November 9
   iv. Next Faculty Senate Meeting: November 19

Questions/Comments for the Chair: None

4. Recommendations and Resolutions

DRAFT

a. **SR-26-27-01 CC** – Recommends Approval of the Listed UG Program Additions, Deletions, and Changes: Changes - BFA, Visual Art; Graphic Design; Studio Art BFA, Visual Art Emphasis. – motion carries
b. **SR 26-27-02 CC** – Recommends Approval of the Listed UG Course Additions, Deletions, and Changes: Additions – ART 388; ART 495; Changes – CHM 365; Deletions – DFIA 445; DFIA 454; DFIA 461; DFIA 470. – motion carries
c. **SR 26-27-03 AHC** – Recommends Adoption of the Marshall Education Experience (MEE)
    i. An amendment was approved requiring written procedures for course approval and faculty training to be established and communicated during the semester before departmental course scheduling begins. A secondary amendment added "and staff" to those who must receive the information. Amended language reads "written procedures for course approval and faculty and staff training must be put into place and advertised to the faculty during the semester before course scheduling begins at the department level for the semester in which Marshall Mindset (HERD) Degree Requirements take effect."
    ii. An amendment was approved revising the Holistic Communication outcome to state "Students will communicate ideas clearly, correctly and precisely through written and oral, aural, and/or visual elements…" This language requires written communication rather than allowing it to be optional.
    iii. An amendment was approved requiring the six credit hours of Responsible Citizenship and that the combination of courses must include global and ethical awareness, cultural and ethical awareness, civic and ethical awareness, and aesthetic, artistic, and ethical awareness.
    iv. A motion was approved to postpone further action on SR-26-27-03 and request a presentation from the Marshall Educational Experience task force at the next EC meeting.

5. Set Agenda for the Faculty Senate Meeting, October 22, 2026 - approved
    a. Approval of Proposed Agenda
    b. Approval of Minutes
    c. Announcements – Chair
    d. Recommendations/Resolutions
    e. Regular reports
        i. University President – Brad Smith (15 minutes)
        ii. Provost – Diane Petrella (15 minutes)
        iii. Board of Governors – Robin Riner (5 minutes)
        iv. Advisory Council of Faculty – Amine Oudghiri-Otmani (5 minutes)
        v. Graduate Council – Richard Egleton (5 minutes)
        vi. Student Government Association – Alissa Davis (5 minutes)
    f. Standing Liaison Reports

i. Academic Planning Committee – Tim Melvin (4 minutes)
ii. Athletics Committee – Chair/Liaison (4 minutes)
iii. Budget and Academic Policy Committee – Philippe Georgel (4 minutes)
iv. Library Committee – Heather Lauer (4 minutes)
v. Faculty Development Committee – Jerica Wesley (4 minutes)
vi. Physical Facilities & Planning Committee – Chair/Liaison (4 minutes)

g. Other Requests to Speak

6. Adjournment

The meeting was adjourned at 12:54 p.m.

Respectfully Submitted:

/s/ Melinda Varney

Melinda Varney, Recording Secretary

MINUTES APPROVED BY EXECUTIVE COMMITTEE:

_____ _____

Rick Gage, Chair
Faculty Senate

Date Signed

MINUTES READ:

_____ _____

Brad Smith, President
Marshall University

Date Signed

DRAFT

AD HOC GENERAL EDUCATION AT MARSHALL UNIVERSITY REVIEW AND REVISION TASK FORCE

RECOMMENDATION

SR 26-27-03 AHC Recommends Adoption of the Marshall Educational Experience

The Ad Hoc General Education at Marshall University Review and Revision Task Force recommends that Marshall University's Faculty Senate adopt the Marshall Educational Experience (MEE) as the University's undergraduate educational framework and implement the following requirements, including replacing the current Core Foundations (Core I and Core II) plus additional degree requirements (Writing Intensive and Multicultural or International coursework).

BACKGROUND

In January 2024, the Marshall Educational Experience Task Force was charged by then Provost Avi Mukherjee and President Brad Smith with examining the University's 2010 General Education Program (currently referred to as the Core Foundations with Core I and Core II) and related undergraduate requirements to determine how Marshall University might best prepare students for the rapidly evolving intellectual, professional, technological, and civic demands of the twenty-first century. Through extensive review of national research, peer institutional models, accreditation expectations, employer feedback, faculty recommendations, results from design thinking and benchmarking processes, and student success initiatives, the Task Force concluded that Marshall University would benefit from a more integrated educational framework that intentionally connects foundational knowledge, durable skills, disciplinary learning, technological literacy, and personal development throughout the undergraduate experience.

THE MARSHALL EDUCATIONAL EXPERIENCE

The Marshall Educational Experience (MEE) is designed around four interconnected components:

1. Foundations (General Education);
2. Marshall Mindset (HERD) Degree Requirements
    1. Holistic Communication
    2. Engaged Technological and Information Literacies
    3. Responsible Citizenship
    4. Design, Discovery, & Critical Thinking
3. A Cornerstone Experience Degree Requirement; and
4. A Capstone Experience Degree Requirement.

Together, these components establish a comprehensive educational framework. In accordance with the recommendations for implementation in Appendix A, the resulting curriculum allows for quicker, broad adaptation across the four HERD designations and Cornerstone through a three-year revision cycle. Recommended HERD Designation definitions and learning outcomes are included in Appendix B. A sample degree map is in Appendix C.

AD HOC GENERAL EDUCATION AT MARSHALL UNIVERSITY REVIEW AND REVISION TASK FORCE

RECOMMENDATION

SR 26-27-03 AHC Recommends Adoption of the Marshall Educational Experience

I. FOUNDATIONS (GENERAL EDUCATION)

The Foundations curriculum serves as the intellectual base upon which all undergraduate learning is built. The Foundations component provides students with broad exposure to major areas of human knowledge while cultivating essential skills in communication, quantitative reasoning, scientific inquiry, artistic and aesthetic awareness, and social understanding in support of the learning goals of the Marshall Mindset (HERD) framework.

The Foundations curriculum shall consist of twenty-five credit hours distributed among the following categories:

Communication (3 credit hours)
Composition (6 credit hours)
Fine Arts (3 credit hours)
Humanities (3 credit hours)
Mathematics (3 credit hours)
Natural/Physical Science (4 credit hours)
Social Science (3 credit hours)

The Foundations curriculum serves as the general education requirements for Marshall University under West Virginia HB 3024 (2025 Regular Session).

II. MARSHALL MINDSET (HERD) DEGREE REQUIREMENTS

The Marshall Mindset framework establishes a set of university-wide learning experiences designed to cultivate the skills, habits of mind, and intellectual capacities necessary for success within, across, and beyond the University.

The Marshall Mindset degree requirements supplement the Foundations curriculum and shall be incorporated throughout academic programs. Marshall Mindset requirements do not fall under the definition of general education as specified in West Virginia HB 3024 (2025 Regular Session). Recommended learning outcomes for each component of the Marshall Mindset can be found in Appendix B.

Students shall complete coursework designated in the following four areas:

1. Holistic Communication (6 credit hours)

The Holistic Communication degree requirement recognizes communication as a multidimensional process involving written, oral, visual, aural, digital, interpersonal, and collaborative forms of expression. Students completing this requirement will develop greater capacity to communicate effectively across diverse audiences, contexts, and modalities.

2. Engaged Technological and Information Literacies (6 credit hours)

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The Engaged Technological and Information Literacies degree requirement recognizes that graduates must be able to locate, evaluate, synthesize, create, and ethically use information within increasingly complex technological environments. Emphasis shall be placed on digital fluency, information literacy, ethical use of emerging technologies, and responsible engagement with artificial intelligence and other emerging technological tools.

3. Responsible Citizenship (6 credit hours)

Marshall University, consistent with the Marshall Creed, affirms that higher education should prepare students to participate thoughtfully and ethically in local, national, and global communities. The Responsible Citizenship degree requirement promotes civic engagement, ethical reasoning, intercultural understanding, global awareness, artistic appreciation, and informed participation in society.

4. Design, Discovery, and Critical Thinking (3 credit hours)

The Design, Discovery, and Critical Thinking degree requirement emphasizes the ability to investigate questions, evaluate evidence, integrate knowledge across domains, generate innovative solutions, and engage in reflective thinking. Emphasis shall be placed on critical thinking, creativity, problem-solving, innovation, and metacognitive awareness within majors.

III. CORNERSTONE EXPERIENCE (3 credit hours or approved equivalency)

The Cornerstone Experience shall provide students with opportunities to explore the principles of the Marshall Educational Experience, develop foundational academic skills, engage in metacognitive reflection, and begin cultivating the habits associated with academic success, personal well-being, and career development.

Recommendations for initial operational definitions and requirements, which reflect stakeholder input, are included in Appendix A.

IV. CAPSTONE EXPERIENCE

The Marshall Educational Experience shall culminate in a Capstone Experience situated within the student's major program of study and is a University graduation requirement.

The Capstone Experience shall provide students with opportunities to integrate knowledge gained across the Foundations and Marshall Mindset (HERD) curriculum, demonstrate achievement of program learning outcomes, increase career-readiness, and synthesize disciplinary expertise with the broader goals of the Marshall Educational Experience.

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TRANSFER STUDENT ACCOMMODATIONS

The Marshall Educational Experience recognizes the varied educational backgrounds and pathways of transfer students under West Virginia HB 3024 (2025 Regular Session). In accordance with legal requirements, Marshall University must deem certain transfer students to have completed certain general education requirements upon admission. To preserve critical elements of the Marshall Educational Experience, the Task Force recommends implementing policies to accommodate these transfer students, as described in Appendix A.

With respect to transfer policies for specific Marshall Educational Experience elements, the Task Force recommends as follows: (i) Engaged Technological and Information Literacies allows waivers of one 3-hour requirement for students with 60+ credits; (ii) Responsible Citizenship allows waivers of one 3-hour requirement for students with 60+ credits; (iii) Holistic Communication courses cannot be transferred; (iv) Design, Discovery, & Critical Thinking courses must be taken at Marshall unless the student transfers in the DDCT course specifically required in their degree program; and (v) the Cornerstone designation requirement may be waived for students transferring in with 60+ credit hours, as determined by each degree program.

RATIONALE:

That the Faculty Senate approves the Marshall Educational Experience to replace the current Core Foundations (Core I and Core II plus other university requirements). Adoption of this recommendation would mean:

- That the Faculty Senate approves the Foundations curriculum as the University's General Education Program.
- That the Faculty Senate approves the Marshall Mindset degree requirements of Holistic Communication, Engaged Technological and Information Literacies, Responsible Citizenship, and Design, Discovery, and Critical Thinking as required components of the undergraduate educational experience.
- That the Faculty Senate approves the Cornerstone and Capstone degree requirements as required components of the undergraduate educational experience.
- That implementation and administration procedures, timelines, and transitional provisions be developed through established university shared governance processes.

- The Marshall Educational Experience aligns undergraduate education with Marshall University's commitments to cultivate the durable skills, habits of mind, and intellectual capacities necessary for success within and beyond the University.

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- The Marshall Educational Experience establishes a unified and integrated approach to undergraduate education that honors the University's commitment to academic excellence while preparing students for a rapidly changing world.
- By intentionally connecting foundational knowledge, durable skills, communication, information technology literacy, responsible citizenship, critical thinking, reflective practice, and career readiness, the framework provides students with a coherent educational pathway from entry through graduation.
- A defining feature of the Marshall Educational Experience is the intentional use of developmental metacognitive reflection across the undergraduate experience, beginning in the Cornerstone Experience and culminating in the Capstone Experience.
- The Marshall Educational Experience creates a distinctive institution-wide identity that clearly communicates the knowledge, skills, and values expected of every Marshall graduate.

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

_____

_____

RECOMMENDATION

SR 26-27-03 AHC Recommends Adoption of the Marshall Educational Experience

APPENDIX A: PROCEDURAL RECOMMENDATIONS

The Task Force recognizes the importance of efficient and effective implementation and administration of the foregoing policy in a shared governance environment. Accordingly, the Task Force recommends that the offices tasked with development of implementation and administration procedures, timelines, and transitional provisions for the Marshall Education Experience adopt the following procedural recommendations as practice.

I. OVERSIGHT OF THE MARSHALL EDUCATIONAL EXPERIENCE

Academic Affairs shall designate a person, office, committee, or combination thereof responsible for undergraduate curriculum review, implementation, and coordination of the Marshall Educational Experience (the "MEE Designee").

II. TRANSITION

To avoid duplication and reduce confusion during the transition to the new Marshall Educational Experience, certain courses with 2010 General Education Program designations should carry the new HERD designations (subject to the approval requirements for each HERD designation type and to the three-year review and renewal process) as follows:

- Current Core II courses should retain their discipline designation as Foundation courses;
- Current Critical Thinking (CT) courses should carry the designation as Design, Discovery, and Critical Thinking (DDCT) courses;
- Current Writing Intensive (WI) courses should carry the designation as Holistic Communication (HC) courses; and
- Current Multicultural or International courses should carry the designation as Responsible Citizenship (RC) courses.

III. ASSESSMENT AND CONTINUOUS IMPROVEMENT

The Marshall Educational Experience should undergo review every three years to ensure continued alignment with university priorities, accreditation expectations, workforce needs, and evidence-based best practices in undergraduate education.

Assessment activities should be coordinated through Academic Affairs, the Office of Assessment, the MEE Designee, and other appropriate university units. Assessment findings should guide curricular revision, faculty development, program improvement, and institutional planning.

The proposed three-year revision cycle offers an advantage over traditional general education systems in that it allows for a more rapid response to emerging technologies, workforce changes, accreditation

needs, assessment findings, and student success outcomes. More importantly, it maintains faculty governance while increasing agility.

IV. TRANSFER RULES

In accordance with legal requirements and institutional needs, specific transfer policies should be published and periodically reviewed by Academic Affairs and the MEE Designee. Appropriate transfer equivalencies, waivers, and substitutions shall be developed through collaboration among Academic Affairs, academic colleges, and university governance processes to ensure equitable treatment of transfer students while maintaining the integrity of the Marshall Educational Experience. Importantly, General Education (Foundation) courses will follow all appropriate rules and regulations as they apply to those entering with an associate degree (AA or AS) from within and outside of West Virginia.

V. THE MARSHALL EDUCATIONAL EXPERIENCE & BACCALAUREATE DEGREE PROFILE

The Task Force recommends that the University Assessment Office in, consultation with appropriate stakeholders, coordinate a review of the Baccalaureate Degree Profile (BDP) and related assessment rubrics in response to these updates, particularly in response to the addition of the Engaged Technological and Information Literacies designation.

The Task Force recommends the adoption of the HERD Designation definitions and learning outcomes included at Appendix B.

VI. COURSE AND FACULTY DESIGNATION APPROVAL PROCESSES

The Task Force recommends that processes be established for Foundations course approvals, faculty HERD certifications, HERD designation approvals, Cornerstone course approvals, and Capstone course approvals.

FOUNDATIONS: The specific courses fulfilling foundation requirements should be approved through the University's established undergraduate curriculum and development review process in consultation with the MEE Designee, appropriate Deans, and Academic Affairs. If the appropriate Deans cannot come to agreement on a foundations course designation, the Chief Academic Officer, in consultation with the MEE Designee, shall make the determination.

HERD DESIGNATIONS: Designations are required for the Marshall Mindset (HERD) degree requirements, in accordance with the Marshall Mindset HERD designation definitions and associated learning outcomes. See Appendix B.

CORNERSTONE EXPERIENCE: The Cornerstone Experience is intended to provide students with an introduction to the principles of the Marshall Educational Experience within a context that promotes

SR 26-27-03 AHC Recommends Adoption of the Marshall Educational Experience

appreciation and personal growth. In listening sessions with stakeholders, the Task Force consistently heard from students that they did not understand the importance of general education in relation to progressing through their major. Likewise, administrators noted difficulty staffing a sufficient number of First Year Seminar sections, with advisors echoing the struggles of scheduling students in FYS in the first year.

Thus, the Task Force recommends that academic units have the flexibility to allow students to fulfill the Cornerstone requirement through multiple pathways. These pathways may include courses in their college, degree program, and/or major/emphasis area as well as courses in an academic unit outside their college or school. The Cornerstone requirement may exist as: a dedicated new course, an adapted existing
course, an existing course supplemented by approved university modules~~,~~ or a hybrid model of these options.

The Task Force further recommends that the Cornerstone experience be designed to:

- Introduce students to the Marshall Educational Experience;
- Introduce Marshall Mindset (HERD) principles;
- Introduce Durable Skills. The Marshall Skills Exchange currently has a list of durable skills available at https://www.marshall.edu/microcredentials/durable-skills/, subject to change;
- Include instruction concerning Wellness. The Task Force recommends the initial Wellness instruction focus on financial literacy;
- Include Emerging Technologies. The Task Force recommends the initial Emerging Technologies instruction focus on AI;
- Include Design, Discovery and Critical Thinking. The Task Force recommends the initial Design, Discovery and Critical Thinking instruction focus on design thinking;
- Require a baseline Metacognitive Reflection.

CAPSTONE: Capstone Experiences may include, but shall not be limited to, research projects, creative activities, internships, clinical experiences, practica, performances, portfolios, or other culminating demonstrations of student learning approved by the academic department and college.

LIMITATIONS ON NUMBER OF DESIGNATIONS: To promote engagement and inclusion of Foundations (General Education Courses) and Marshall Mindset (HERD) designations across the University and within majors, where appropriate, no course may carry more than two HERD designations. Further, ENG 101, ENG 201, CMM 103 (or equivalents), Cornerstone, and Capstone courses cannot carry any additional Marshall Mindset (HERD) designations.

DESIGNATION PROCESS: Designation requests, renewal applications, and course reviews shall follow procedures established by Academic Affairs, the MEE Designee,

the Center for Teaching and Learning, the Office of Assessment, and other appropriate university units. Approved learning outcomes for all Marshall Mindset designations and associated trainings are provided in Appendix B.

VII. FACULTY CERTIFICATION AND PROFESSIONAL DEVELOPMENT

Because successful implementation of the Marshall Educational Experience depends upon meaningful faculty engagement, the University shall provide ongoing opportunities for faculty development, training, and support. Written procedures for course and designation approvals will be in place, and corresponding trainings will be advertised to all colleges and faculty beginning December 2026. Professional development activities shall assist faculty members in implementing approved learning outcomes, assessment strategies, reflective practices, inclusive pedagogies, technological innovations, and other components associated with the Marshall Educational Experience. Faculty teaching Marshall Mindset (HERD designated) or Cornerstone courses, including dual-credit instructors, shall complete professional development and certification processes coordinated through Academic Affairs, the MEE Designee, the Center for Teaching and Learning, or any other appropriate university units. Certification shall remain active with the faculty for three years.

HERD FACULTY TRAINING. HERD faculty trainings should include trainings on all learning outcomes associated with each of the HERD designations. Recommended learning outcomes are included in Appendix B. The Task Force recommends the following principles be considered in the development of HERD Designation trainings:

- **Holistic Communications:** HC is intended to be an expansion of Writing Intensive (Writing Across the Curriculum) requirement under the 2010 General Education Program. Thus, training structures should be similar to existing Writing Across the Curriculum training. The Task Force recommends that HC training be adapted therefrom and overseen by the current Writing Across the Curriculum Director in coordination with the MEE Designee.
- **Engaged Technologies and Information Literacy:** ETIL does not have a comparable analog under the 2010 General Education Program upon which training could be based. The training associated with this designation should be developed and overseen by the MEE Designee in consultation with appropriate units.
- **Responsible Citizenship:** RC is intended to be an expansion of the Multicultural/International requirement under the 2010 General Education Program. Thus, training structures should be similar to existing International/Multicultural training. The Task Force recommends that RC training be adapted therefrom and overseen by the MEE Designee in coordination with the Center for Teaching and Learning.
- **Design, Discovery and Critical Thinking:** DDCT is intended to be an expansion of the Critical Thinking (CT) requirement under the 2010 General Education Program,

contextualized within the student's program of study for reinforcement of problem-solving approaches. Thus, training structures should be similar to existing CT training. The Task Force recommends that DDCT training be adapted therefrom and overseen by the MEE Designee in coordination with the Center for Teaching and Learning.

CORNERSTONE TRAINING. The Task Force recommends that cornerstone training be developed and overseen by the MEE Designee. The MEE Designee shall review and update instructional expectations every three years in accordance with Assessment and Continuous Improvement processes described within this appendix.

RECOMMENDATION

SR 26-27-03 AHC Recommends Adoption of the Marshall Educational Experience

Appendix B: Marshall Mindset HERD Designation Definitions and Associated Learning Outcomes

Holistic Communication

Language and Conventions	Students will communicate ideas clearly, correctly, and precisely through written, oral, aural, and/or visual elements, demonstrating conventions appropriate to the discipline, genre, and mode of communication.
Collaboration	Students will communicate effectively in groups to complete tasks, manage conflicts, and acknowledge diverse perspectives in order to achieve common goals.
Content and Evidence	Students will select relevant and appropriate content for the communication, supported by relevant, credible evidence, sources, and other materials
Context and Delivery	Students will demonstrate adequate consideration of the need, context, purpose, and audience in the construction and delivery of the communication.

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Engaged Technological and Information Literacies

Information Integration	Students will locate and integrate reliable and appropriate technological, digital, traditional sources, and tools.
Critical Evaluation	Students will evaluate information with awareness of authority, validity, bias, complexity, and origin.
Adaptation and Use	Students will question, evaluate, and use information appropriately and in relation to changes in the technological and information environment.
Ethical Use	Students will demonstrate an understanding of the ethical dimensions of information use, creation, attribution/appropriate citation, and dissemination, whether from traditional sources or emerging technologies, such as artificial intelligence.

Responsible Citizenship

Global and Ethical Awareness	Students will demonstrate an understanding of global interdependence and the relationships among multiple cultural, political, economic, and ethical systems.
Cultural and Ethical Awareness	Students will examine and reflect on how cultural identities and ethics, including their own, shape individual and collective experiences.
Civic and Ethical Awareness	Students will demonstrate an understanding of how individuals may contribute effectively, appropriately, and ethically to decision-making at the local, state, national, and international levels.
Aesthetic, Artistic, and Ethical Awareness	Students will analyze and interpret the meaning of artistic expression, demonstrating understanding of creative techniques, historical and cultural contexts, and how artistic works engage audiences by shaping perspectives or social and ethical issues and civic values.

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Design, Discovery, & Critical Thinking

Critical	Students will explore complex questions through inquiry and reflection and will apply quantitative and/or qualitative reasoning to analyze data and information, interpret results, and develop evidence-based solutions where appropriate.
Integrative	Students will synthesize learning and transfer skills across varied types of thinking, experiences, and situations.
Creative	Students will identify areas for inquiry and generate original ideas by combining existing knowledge, thinking imaginatively, evaluating alternate perspectives, and collaborating where appropriate.
Innovative	Students will engage in iterative design processes to define problems with existing approaches, generate prototypes, test solutions, and refine outcomes based on feedback.
Metacognitive	Students will evaluate the effectiveness of a project, plan, or strategy to determine the degree of their improvement in knowledge and skills.

AD HOC GENERAL EDUCATION AT MARSHALL UNIVERSITY REVIEW AND REVISION TASK FORCE

RECOMMENDATION

SR 26-27-03 AHC Recommends Adoption of the Marshall Educational Experience

Appendix C: Sample Degree Maps

REQUIREMENTS

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

CORE 1: CRITICAL THINKING

CODE	COURSE NAME	HRS	GRADE
FYS 100	First Year Seminar	3	
	Critical Thinking Course	3	
	Critical Thinking Course	3	
	Additional University Requirements		
	Writing Intensive	3	
	Writing Intensive	3	
	Multicultural or International	3	
	Capstone	3	

CORE 2:

CODE	COURSE NAME	HRS	GRADE
ENG 101	Beginning Composition	3	
ENG 201	Advanced Composition	3	
	Core II Communications	3	
	Core II Mathematics	3-5	
	Core II Physical/Natural Science	4	
	Core II Humanities	3	
	Core II Social Science	3	
	Core II Fine Arts	3	

REQUIREMENTS

FOUNDATIONS (GENERAL EDUCATION) AND THE MARSHALL MINDSET

MARSHALL MINDSET (HERD)

CODE	COURSE NAME (ATTRIBUTE)	HRS	GRADE
	Holistic Communication (HC)	3	
	Holistic Communication (HC)	3	
	Engaged Technological and Information Literacies (TIL)	3	
	Engaged Technological and Information Literacies (TIL)	3	
	Responsible Citizenship (RC)	3	
	Responsible Citizenship (RC)	3	
	Design, Discovery, & Critical Thinking (DDCT)	3	

CORNERSTONE AND CAPSTONE

	Cornerstone	3	

FOUNDATIONS (GENERAL EDUCATION)

CODE	COURSE NAME	HRS	GRADE
ENG 101	Beginning Composition	3	
ENG 201	Advanced Composition	3	
	Foundations Communication	3	
	Foundations Mathematics	3-5	
	Foundations Physical/Natural Science	4	
	Foundations Humanities	3	
	Foundations Social Science	3	
	Foundations Fine Arts	3	
	Capstone	3	

EXECUTIVE COMMITTEE
CONFIDENTIAL RECOMMENDATION

SR 26-27-04 EC Confidential Recommendation for Spring Commencement Speaker

[TEXT OF RECOMMENDATION FORTHCOMING IN EXECUTIVE SESSION]

CONFIDENTIAL

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____
_____
_____
_____
_____

EXECUTIVE COMMITTEE
CONFIDENTIAL RECOMMENDATION

SR 26-27-05 EC Confidential Recommendation for Honorary Degree Recipient(s)

[TEXT OF RECOMMENDATION FORTHCOMING IN EXECUTIVE SESSION]

CONFIDENTIAL

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____
_____
_____
_____
_____