

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

1. Approval of Proposed Agenda
2. Approval of Minutes of September 14, 2026
3. Announcements - Chair
4. Recommendations/Resolutions
 - 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.**
 - 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.**
 - c. **SR 26-27-03 AHC** – Recommends **Adoption of the Marshall Education Experience (MEE)**
5. Set Agenda for the Faculty Senate Meeting, October 22, 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. Academic Planning Committee – Tim Melvin (4 minutes)
 - ii. Athletic Committee – Chair/Liaison (4 minutes)
 - iii. Budget & 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

Faculty Senate Executive Committee

MEETING MINUTES

Monday, September 14, 2026, 12:00 Noon

MSC 2W16b/Microsoft Teams

MEMBERS PRESENT: Phillip Vallejo, 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:

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

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

PARLIAMENTARIAN: Andrew Morelock

FACULTY SENATE STAFF: Hailey Bibbee

GUESTS: Carl Mummert, Gautam Pillay

The meeting was convened at 12:06 p.m. by Chair Rick Gage.

1. Approval of Proposed Agenda -approved
2. Approval of Minutes of August 24, 2026 - approved
3. Announcements – Chair
 - a. New Committee Roles
 - i. The Research Committee has elected new leadership. Mohammad Karim will serve as Chair and Shane Welch will serve as Faculty Senate Liaison.
 - ii. The Faculty Personnel Committee has elected Nancy Lankton as their new Chair and Billy Gardner will serve as the Senate Liaison.
 - iii. We also have liaisons in place for APC, BAPC, FDC, SCWC, LC, and (hopefully) GAC
 - b. Committee Liaison Appointments
 - i. Liaison appointments are still being finalized.
 - ii. I am still looking for liaisons for:
 - Athletic Committee,
 - Physical Facilities & Planning Committee
 - Undergraduate Curriculum Committee
 - Faculty Technology Committee
 - iii. My goal is to have all liaison appointments finalized very soon so committees can begin operating normally this semester.
 - c. AI Policy Update
 - i. The AI Policy Working Group continues to meet.
 - ii. We recently added a representative from Graduate Council.
 - iii. An early draft is now circulating among stakeholders for review and comment.
 - iv. Revisions are inevitable, but I believe we are getting closer to a document that provides meaningful guidance while remaining flexible enough to accommodate the rapid pace of change in this space.

Faculty Senate Executive Committee

MEETING MINUTES

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- v. Our goal is still to move thoughtfully, but not unnecessarily slowly.

d. Informal Executive Committee Meetings

- i. One thing I'd like to get feedback on from the Executive Committee today is how you'd like to handle communication between formal meetings. In the past, Shawn periodically scheduled informal "check-in" meetings during weeks when we didn't have a formal Executive Committee meeting. These were used primarily for updates and discussion rather than formal business. I'd be interested in hearing whether you would like to:
 - Continue those informal meetings.
 - Receive periodic email updates.
 - Receive a short weekly briefing.
 - Use some combination of those approaches.
 - Or simply wait until the next scheduled meeting.

e. Academic Calendar Development

- i. Early conversations have begun regarding the next Academic Calendar cycle (2028-2032).
- ii. Conrae Lucas-Adkins is Chairing the committee and has already reached out to the Senate.
- iii. Stakeholder input is being gathered now in hopes of identifying concerns early and avoiding some of the issues encountered during previous calendar discussions.
- iv. I have encouraged broad consultation and asked to be kept informed as the process moves forward.

f. Commencement Speaker / Honorary Degree Process

- i. Nominations are now open for Spring 2027 Commencement Speaker and Honorary Degree recipients.
- ii. Nominations will remain open through October 1.
- iii. I've already begun receiving questions and input regarding the process.

g. Upcoming Dates

- i. Faculty Senate - Items considered today will be reviewed at the Faculty Senate meeting on September 24.
- ii. General Faculty Meeting - October 1 at 4:00 PM, Joan C. Edwards Playhouse
- iii. Recommendations & Resolutions - Any recommendations or resolutions for the October cycle are due to senate@marshall.edu by October 2.
- iv. Executive Committee - Next Executive Committee Meeting: October 12

Faculty Senate Executive Committee

MEETING MINUTES

Monday, September 14, 2026, 12:00 Noon

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Questions/Comments for the Chair:

- 1) Egleton: AI task force - With the AI task force, I just wanted to remind everyone that a lot of the journals are starting to put out recommendations or requirements on AI. So it might be worthwhile if the committee also had that kind of thing for scholarly activity. Because the policy can't tell people all the rules, we can ask to please check to make sure that you follow the rules for the body that you're getting your grant from or the journal you're sending your paper to. We don't want stuff to be sent back to us because of AI.
 - 2) Egleton: For the speaker nominations, we typically recommend 10-12 people to President. The more options, the better.
 - 3) Salary: Conversations have occurred with the provost regarding the need for a license for AI checking tool, especially as it relates to thesis/dissertation documents. We have nothing here and need to enforce students' writing from their own brains rather than AI.
 - 4) Yemba: Policies for journals now include required statements on extent on AI use for transparency. You should say to which extent you use AI in your work.
4. Set Agenda for the Faculty Senate Meeting, September 24, 2026 - approved
- a. Approval of Proposed Agenda
 - b. Approval of Minutes
 - c. Announcements – Rick Gage
 - 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. Government Affairs Committee – Chair/Liaison
 - ii. University Curriculum Committee – Chair/Liaison
 - iii. Faculty Personnel Committee – Billy Gardner, Jr.
 - iv. Research Committee – Shane Welch
 - v. Student Conduct & Welfare Committee – Marianna Linz
 - vi. Faculty Technology Committee – Chair/Liaison
 - g. Other Requests to Speak

5. Adjournment

The meeting was adjourned at 12:22p.m.

Faculty Senate Executive Committee

MEETING MINUTES

Monday, September 14, 2026, 12:00 Noon

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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

University Curriculum Committee RECOMMENDATION

SR 26-27-01 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

INSTRUCTIONS: To view each full proposal (including all forms and attachments), log in to Courseleaf CIM using your MU credentials from the links below

- **All Proposals (by Approval Level)** <https://nextcatalog.marshall.edu/courseleaf/approve/>
 - Use this link to view **all proposals** (courses/programs/miscellaneous/intents-to-plan) **in the queue of each approval level**. To see the queue, change “Your Role” to the appropriate level (e.g., Faculty Senate Executive Committee).
- **Programs** <https://nextcatalog.marshall.edu/programadmin/>
 - Use this link to view **program** proposals. To search, enter an asterisk (*) before keywords or CIM key (e.g., *political science).

PROGRAM CHANGES

College of Arts & Media

BFA, VISUAL ART

CIM Key: 36

Changes

Add the following electives

- ART 404: Iconography of Mary
- ART 407: Tribal Arts
- ART 408: Art & Arch of Ancient Egypt
- ART 409: 19th Century Art
- ART 411: Art of Ancient Rome
- ART 414: Art & Arch Italian Renaissance
- ART 415: Northern Renaissance Art
- ART 416: Baroque Art
- ART 424: Women and Art
- ART 428: History of Medieval Art
- ART 429: Byzantine and Islamic Art
- ART 464: History of Modern Design

Rationale

The change of Art History requirements to two art history courses for BFA program and Graphic Design, and Studio Art Emphasis areas will give students the ability to study a greater variety of historical art and practice. The changes should be made for the aforementioned emphases; admission to Ceramics, Fibers, Painting, Photography, Printmaking, and Sculpture emphases has had admissions suspended and these emphasis will be deleted once current students graduate.

University Curriculum Committee RECOMMENDATION

SR 26-27-01 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

GRAPHIC DESIGN

CIM Key: 37

Associated Major:

BFA, Visual Art

Changes

Add the following electives

- ART 404: Iconography of Mary
- ART 407: Tribal Arts
- ART 408: Art & Arch of Ancient Egypt
- ART 409: 19th Century Art
- ART 411: Art of Ancient Rome
- ART 414: Art & Arch Italian Renaissance
- ART 415: Northern Renaissance Art
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Rationale

The change of Art History requirements to two art history courses for BFA program and Graphic Design, and Studio Art Emphasis areas will give students the ability to study a greater variety of historical art and practice. The changes should be made for the aforementioned emphases; admission to Ceramics, Fibers, Painting, Photography, Printmaking, and Sculpture emphases has had admissions suspended and these emphasis will be deleted once current students graduate.

STUDIO ART, BFA VISUAL ART EMPHASIS

CIM Key: 44

Associated Major:

BFA, Visual Art

Changes

Add the following electives

- ART 404: Iconography of Mary
- ART 407: Tribal Arts
- ART 408: Art & Arch of Ancient Egypt
- ART 409: 19th Century Art
- ART 411: Art of Ancient Rome

**University Curriculum Committee
RECOMMENDATION**

SR 26-27-01 CC Recommends approval of the listed **UNDERGRADUATE PROGRAM ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

- ART 414: Art & Arch Italian Renaissance
- ART 415: Northern Renaissance Art
- ART 416: Baroque Art
- ART 424: Women and Art
- ART 428: History of Medieval Art
- ART 429: Byzantine and Islamic Art
- ART 464: History of Modern Design

Rationale

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FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

University Curriculum Committee RECOMMENDATION

SR 26-27-02 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

INSTRUCTIONS: To view each full proposal (including all forms and attachments), log in to Courseleaf CIM using your MU credentials from the links below

- **All Proposals (by Approval Level)** <https://nextcatalog.marshall.edu/courseleaf/approve/>
 - Use this link to view **all proposals** (courses/programs/miscellaneous/intents-to-plan) **in the queue of each approval level**. To see the queue, change “Your Role” to the appropriate level (e.g., Faculty Senate Executive Committee).
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COURSE ADDITIONS

College of Arts & Media

ART 388: ART-HISTORICAL METHODS

CIM Key: 16269

Course Description

“An introduction to art-historical methodologies and research.”

Credit Hours

3

Rationale

Milestone course for BA in Art History. The BA in Art History used an independent study course, Art 485, as the milestone course to prepare students to take Capstone. This course will replace that course in the degree and will be taken by students in the junior year.

ART 495: ART HISTORY CAPSTONE

CIM Key: 16270

Course Description

“Students create and refine a directed research proposal, paper, and presentation.”

Credit Hours

3

Rationale

The BA in Art History currently uses an Independent Study course for its capstone. This course--Art 495--and Art 388 will become the capstone and milestone for that emphasis.

University Curriculum Committee RECOMMENDATION

SR 26-27-02 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

COURSE CHANGES

College of Science

CHM 365: INTRODUCTORY BIOCHEMISTRY

CIM Key: 2021

Course Description

“A survey course including introduction to basic biochemical concepts, metabolic pathways, and bioenergetics.”

Credit Hours

3

Existing Pre-Requisites

CHM 327 minimum grade of C 01 or CHM 356 minimum grade of C

Proposed Pre-Requisites

CHM 327 minimum grade of C 01 or CHM 355 minimum grade of C

Rationale

CHM 355 covers the necessary content to adequately prepare students for CHM 365. Many other institutions require only Organic Chemistry I (CHM 355) as a prerequisite to Biochemistry, so this change is consistent with academic norms.

COURSE DELETIONS

College of Science

DFIA 445: MOBILE AND WEB PEN TESTING

CIM Key: 4321

Course Description

“This course is designed to teach students the advanced skills and techniques required to test mobile and web applications.”

Credit Hours

4

Rationale

DFIA courses were changed to CFS several years ago. The majority were deleted, but a few accidentally missed the deletion process, such as this one.

University Curriculum Committee RECOMMENDATION

SR 26-27-02 CC Recommends approval of the listed **UNDERGRADUATE COURSE ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

DFIA 454: NETWORK DEFENSE

CIM Key: 4323

Course Description

“An in-depth examination of the principles, strategies, and tools used to defend, detect, and respond to a variety of common network attacks.”

Credit Hours

4

Rationale

DFIA courses were changed to CFS several years ago. The majority were deleted, but a few accidentally missed the deletion process, such as this one.

DFIA 461: CYBER WARFARE

CIM Key: 4325

Course Description

“Broad examination of this new form of conflict including the role of nation states, the challenge of attribution, potential impact on the physical world, and current government policy and doctrine.”

Credit Hours

3

Rationale

DFIA courses were changed to CFS several years ago. The majority were deleted, but a few accidentally missed the deletion process, such as this one.

DFIA 470: INTERNSHIP

CIM Key: 4329

Course Description

“Internship in Digital Forensics and Information Assurance.”

Credit Hours

3

Rationale

DFIA courses were changed to CFS several years ago. The majority were deleted, but a few accidentally missed the deletion process, such as this one.

**University Curriculum Committee
RECOMMENDATION**

SR 26-27-02 CC Recommends approval of the listed **UNDERGRADUATE COURSE**
ADDITION, DELETION, CHANGE in the following college and/or schools/programs:

FACULTY SENATE CHAIR:

APPROVED BY THE

FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE

FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

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

RECOMMENDATION

The 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 the current Core Foundations (Core I and Core II plus other degree requirements).

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 Task Force further concluded that the 2010 General Education Program provides important disciplinary breadth and foundational competencies but that a new framework should more intentionally promote communication, information technology literacy, responsible citizenship, critical thinking, and reflective practice. The proposed Marshall Educational Experience retains these foundational elements while establishing a coherent developmental pathway that extends from a student's first semester through graduation.

SUMMARY

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.

The resulting curriculum also allows for quicker, broad adaptation across the four HERD designations and Cornerstone through a three-year revision cycle.

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 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.

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

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 specific courses fulfilling these requirements shall be approved through the University's established undergraduate curriculum and development review process in consultation with the MEE Designee, appropriate Deans, and Academic Affairs.

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 and beyond the University.

The Marshall Mindset degree requirements supplement the Foundations curriculum and shall be incorporated throughout academic programs. Learning outcomes for each component of the Marshall Mindset can be found in Appendix A.

Students shall complete coursework designated in the following four areas:

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 Holistic Communication

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.

This is an expansion of Writing Intensive (Writing Across the Curriculum), and training will be adapted and overseen by the current Writing Across the Curriculum Director in partnership with the MEE Designee.

Students shall complete six credit hours designated as Holistic Communication.

Engaged Technological and Information Literacies

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.

The training associated with this designation will be developed and overseen by the MEE Designee in consultation with appropriate units.

Students shall complete six credit hours designated as Engaged Technological and Information Literacies.

Responsible Citizenship

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.

This designation is an expansion of the current Multicultural/International requirement, and training will be developed and overseen by the MEE Designee in partnership with the Center for Teaching and Learning.

Students shall complete six credit hours designated as Responsible Citizenship.

Design, Discovery, and Critical Thinking

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.

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

This designation is an expansion of Critical Thinking (CT), and training will be adapted and overseen by the Executive Director of the Center for Teaching and Learning in partnership with the MEE Designee.

Students shall complete three credit hours in their major designated as Design, Discovery, and Critical Thinking.

CORNERSTONE EXPERIENCE

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.

Academic units will 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.

Students shall complete a Cornerstone experience designed to:

- Introduce students to the Marshall Educational Experience
- Introduce Marshall Mindset (HERD) principles
- Introduce Durable Skills (currently defined in terms of Marshall's durable skills microcredentials)
- Include instruction concerning Wellness (currently defined in terms of financial literacy)
- Include Emerging Technologies (currently defined in terms of AI)
- Include Problem Solving (currently defined in terms of design thinking)
- Require a baseline Metacognitive Reflection.

Training will 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 below.

Students shall complete a three-credit-hour Cornerstone Experience or another approved equivalent as determined through the curriculum approval process.

CAPSTONE EXPERIENCE

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

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.

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

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 appropriate academic department.

All students shall complete a Capstone Experience prior to graduation.

COURSE 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.

Designations are required for the Marshall Mindset (HERD) degree requirements.

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 are provided in Appendix A.

TRANSFER STUDENTS

The Marshall Educational Experience recognizes the varied educational backgrounds and pathways of transfer students.

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.

Currently applicable transfer policies include:

- Engaged Technological and Information Literacies allows waivers of one 3-hour requirement for students with 60+ credits.
- Responsible Citizenship allows waivers of one 3-hour requirement for students with 60+ credits.
- Holistic Communication courses cannot be transferred.
- Design, Discovery, & Critical Thinking courses must be taken at Marshall unless the student transfers in the DDCT course specifically required in their degree program.
- The Cornerstone designation requirement may be waived for students transferring in with 60+ credit hours, as determined by each degree program.

Specific transfer policies shall be published and periodically reviewed by Academic Affairs and the MEE Designee.

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

ASSESSMENT AND CONTINUOUS IMPROVEMENT

The Marshall Educational Experience shall 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 shall be coordinated through Academic Affairs, the Office of Assessment, the MEE Designee, and other appropriate university units.

Assessment findings shall be used to guide curricular revision, faculty development, program improvement, and institutional planning.

It is also recommended 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.

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.

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, and any other appropriate university units. Certification shall remain active for three years.

To avoid duplication and reduce confusion during the transition to the new Marshall Educational Experience, certain Core course designations can 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 shall retain their discipline designation as Foundation courses;
- Current Critical Thinking (CT) courses can carry the designation as Design, Discovery, and Critical Thinking (DDCT) courses;
- Current Writing Intensive (WI) courses can carry the designation as Holistic Communication (HC) courses; and
- Current Multicultural or International courses can carry the designation as Responsible Citizenship (RC) courses.

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

RATIONALE:

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.
 - That the Faculty Senate approves the Cornerstone and Capstone degree requirements as required components of the undergraduate educational experience.
 - That Academic Affairs be charged with assigning administrative oversight of implementation, course designation processes, assessment coordination, faculty development, and periodic review of the Marshall Educational Experience in coordination with other appropriate university units as previously described.
 - That implementation 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.
 - 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.
 - The resulting curriculum enables faster, broader adaptation across the four HERD designations and Cornerstone through a three-year revision cycle that supports a continuous feedback loop.
 - The designation model allows Marshall University to respond more rapidly to emerging educational, technological, social, and workforce needs while preserving faculty ownership of curriculum.
 - 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.

**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

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

**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 A: 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.

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 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 (Courses must cover at least 2 of the 4 outcomes to earn the designation.)

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 on social and ethical issues and civic values.

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

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 B: 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	_____

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	_____

CORNERSTONE AND CAPSTONE

_____	Cornerstone	3	_____	_____	Capstone	3	_____
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