

Radford University Faculty Senate

Motions

2019-20120

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Artis College of Science and Technology

at-large	Tim Fuhrer	tfuhrer@radford.edu	2018-2020
Anthropological Sciences	Jake Fox	jfox32@radford.edu	2019-2021
Biology	Matt Close	mclose2@radford.edu	2019-2021
Chemistry	George Harakas Cindy Burkhardt	gharakas@radford.edu caburkha@radford.edu	2018-2020
Geology	Ryan Sincavage	rsincavage@radford.edu	2018-2020
Geospatial Science	Stockton Maxwell	rmaxwell2@radford.edu	2018-2020
Information Technology	Ian Barland	ibarland@radford.edu	2018-2020
Mathematics/Statistics	Jean Mistele	jmistele@radford.edu	2019-2021
Physics	Rhett Herman	rherman@radford.edu	2018-2020

Davis College of Business and Economics

at-large	Prahlad Kasturi	pkasturi@radford.edu	2019-2021
at-large	Clarence Rose Felix Amankhienan	crose@radford.edu famenkhi@radford.edu	2019-2021
Accounting, Finance, & Business Law	Abhay Kaushik	akaushik@radford.edu	2018-2019
Economics	Daniel Farhat	dfarhat@radford.edu	2019-2021
Management	Vernard Harrington	kvharring@radford.edu	2018-2020
Marketing	Jane Machin	jmachin@radford.edu	2018-2020

College of Education and Human Development

at-large	Brad Bizzell	bbizzell@radford.edu	2018-2020
at-large	Katie Hilden	kclouse@radford.edu	2019-2021
at-large	Cheri Triplett	cftriplet@radford.edu	2019-2021
Counselor Education	Vacant	-	2019-2021

Health and Human Performance	George Philippi	hphilippijr@radford.edu	2018-2020
Recreation, Parks & Tourism	Anita Zatori	azatori@radford.edu	2019-2021
School of Teacher Education	Sandra Schneider	sschneider@radford.edu	2018-2020

College of Humanities and Behavioral Sciences

at-large	Suzanne Ament	seament@radford.edu	2018-2020
at-large	Paul Thomas	pthomas15@radford.edu	2019-2021
at-large	Jamie McDaniel	jmcdaniel30@radford.edu	2019-2021
Communication	Scott Dunn	swdunn@radford.edu	2018-2020
Criminal Justice	Nicole Hendrix	pnhendrix@radford.edu	2019-2021
English	David Beach	dbeach6@radford.edu	2019-2021
Foreign Language & Literature	Blas Hernandez	bhernandez@radford.edu	2018-2020
History	Mark Munzinger	mmunzinge@radford.edu	2019-2021
Philosophy & Religion	Geoff Pollick	gpollick@radford.edu	2018-2020
Political Science	Reginald Shareef	rshareef@radford.edu	2018-2020
Psychology	Eric Mesmer	emesmer@radford.edu	2018-2020
Sociology	Roby Page	erpage@radford.edu	2019-2021

College of Visual and Performing Arts

at-large	Tim Channell	tchannell@radford.edu	2018-2020
Art	Roann Barris	rbarris@radford.edu	2018-2020
Dance	Ji-Eun Lee	jlee211@radford.edu	2018-2020
Interior Design & Fashion	Tammy Robinson	trrobinso@radford.edu	2019-2021
Music	Sekyung Jang	sjang5@radford.edu	2018-2020
Theater/Cinema	Molly Hood	mhood7@radford.edu	2019-2021

McConnell Library

at-large	Alyssa Archer	aarcher2@radford.edu	2019-2021
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Waldron College of Health and Human Services

at-large	Sarah Gilbert	sgilbert2@radford.edu	2018-2020
at-large	Matthias Naleppa	mnaleppa@radford.edu	2018-2020
Clinical Health Professions	John Cook	Jcook85@radford.edu	2019-2021
Communication Science & Disorders	Diane Miller	dcmillar@radford.edu	2018-2020
Nursing	Katie Katz	krkatz@radford.edu	2018-2020
Occupational Therapy	Sheila Krajnik	skrajnik@radford.edu	2019-2021
Physical Therapy	Arco Paul	apaul8@radford.edu	2018-2020
Physician Assistant Studies	Judy Smith	jsmith182@radford.edu	2019-2021
Public Health & Healthcare Leadership	Jeannine Everhart	jeverhart1@radford.edu	2019-2021
Social Work	Mashooq Salehin	msalehin@radford.edu	2018-2020

Governance Structure of the 2019-2020 Faculty Senate

Faculty Senate Executive Council

President—Jake Fox
Vice-President— Vernard Harrington
Secretary—Tim Channell
At-Large— Katie Katz
At-Large— Scott Dunn

Campus Environment

Cook, John	WCHHS
Frasier, Pam	CEHD
Harakas, George	ACST
Jang, Sekyung	CVPA
Lee, Jin-Eun	CVPA
Machin, Jane	COBE
McDaniel, Jamie	CHBS
Mesmer, Eric	CHBS
Salehin, Mashooq	WCHHS
Sincavage, Ryan	ACST

Curriculum

Archer, Alyssa	McConnell Library
Channell, Tim (Chair)	CVPA
Dunn, Scott	CHBS
Farhat, Dan	COBE
Fuhrer, Tim	ACST
Herman, Rhett	ACST
Page, Roby	CHBS
Paul, Arco	WCHHS

Smith, Judy	WCHHS
Triplett, Cheri	CEHD

Faculty Issues

Ament, Suzanne	CHBS
Barland, Ian	ACST
Barris, Roann (Chair)	CVPA
Beach, David	CHBS
Close, Matt	ACST
Gilbert, Sarah	WCHHS
Hernandez, Blaz	CHBS
Katz, Katie	WCHHS
Rose, Clarence	COBE
Schneider, Sandi	CEHD

Governance

Bizzell, Brad	CEHD
Harrington, Vernard	COBE
Hilden, Katie	CEHD
Mistele, Jean	ACST
Kurt Gingrich (Fall) Mark Munzinger (Spring)	CHBS
Millar, Diane	WCHHS
Naleppa, Matthias	WCHHS
Robinson, Tammy	CVPA
Shareef, Reginald	CHBS

Resource Allocation

Everhart, Jeannine	WCHHS
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Hendrix, Nicole (Chair-Fall)	CHBS
Hood, Molly	CVPA
Kasturi, Prahlad (Chair-Spring)	COBE
Kaushik, Abhay	COBE
Kranjnik, Sheila	WCHHS
Maxwell, Stockton	ACST
Pollick, Geoff	CHBS
Thomas, Paul	CHBS
Zatori, Anita	CEHD

Status of Motions of the 2019-2020 Faculty Senate

Date	Title	Sponsor	Outcome
2019-2020			
	19-20.01: Motion to Add a Radford University Carillion (RUC) Administrator to the REAL Implementation Steering Committee	FSEC	Passed 7/11/19
8/29/19	19-20.02: Motion to Revise Language in the Academic Governance document regarding Core Curriculum Advisory Committee (CCAC)	FSEC	Passed 9/12/19
8/29/19	19-20.03: Motion to Recommend Creation of the REAL Council	FSEC	Passed 9/12/19
9/12/19	Motion 19-20.04: Motion to Approve the REAL Learning Goals and Outcomes, as Recommended by the REAL Curriculum Planning Committee	FSEC	Passed 10/10/19
9/12/19	Motion 19-20.05: Motion to Approve the Civic Engagement Plan, as Recommended by the Civic Engagement <i>Ad Hoc</i> Team	FSEC	Passed 9/26/19
9/12/19	19-20.06: Motion to Recommend Approval of the Course MAKE 200	Curriculum	Passed 9/26/19
9/26/19	19-20.07: Motion to Revise the Student Evaluation of Faculty Language in the Teaching and Research Handbook	Governance	Passed 10/10/19
9/26/19	19-20.08: Motion to Request Disclosure of all REAL Proposal Feedback	Senators Farhat, Harrington, Kasturi, Kaushik, Machin, and Rose.	Tabled Indefinitely 10/3/19
9/26/19	19-20.09: Motion to Add a Laboratory Course in Natural	Curriculum	Failed 10/3/19

	Sciences to the “REAL Model Requirements” in the “REAL Education Model”		
10/24/19	19-20.10: Motion to Recommend the Fall 2021 Timeline for the Launch of the REAL Curriculum	Curriculum	Passed 11/7/19
10/24/19	19-20.11: Motion to Recommend Adding REAL Academic Pathways	Governance	Passed 11/7/19
10/24/19	19-20-12: Motion to Recommend Change in the Bachelor of Arts and Bachelor of Science Catalog Requirements	Curriculum	Failed 11/7/19
10/24/19	19-20.13: Motion to Support Campus Sustainability	Senator Maxwell	Passed 11/21/19
11/7/19	19-20.14: Motion to Change the T & R Handbook Language Concerning Calendar Year Faculty Appointments	Faculty Issues	Passed 11/21/19
11/7/19	19-20.15: Motion to Replace Core Curriculum with Core Coursework for the 2020-2021 Catalog	Curriculum	Passed 12/5/19
11/7/19	19-20.16: Motion to Revise the Faculty Morale Survey; Referred by Campus Environment Committee	Campus Environment	Passed 2/20/20
11/21/19	19-20.17: Motion Concerning REAL Course Designation	Curriculum	Passed 12/5/19
2/6/20	19-20.18: Motion to Rename the Department of Information Technology	Curriculum	Passed 2/20/20
2/20/20	19-20.19: Motion to Update the Undergraduate Catalog Bachelor of Arts/Bachelor of Science Requirements	Curriculum	Passed 3/5/20
2/20/20	19-20.20: Motion to Update the T & R Handbook in Regard to Student Evaluation of Faculty	Governance	Passed 3/5/20
3/5/20	19-20.21: Motion to Create the Undergraduate Research Scholar Designation	Curriculum	Passed 3/26/20
3/5/20	19-20.22: Motion to Create the Health Humanities Minor	Curriculum	Passed 3/26/20

3/5/20	19-20.23: Motion to Require 3 Credit-hours for REAL Writing Intensive Courses	Curriculum	Passed 3/26/20
3/5/20	19-20.24: Motion to Standardize Criteria for Courses Designated as General Education in the REAL Curriculum	Curriculum	Passed 4/9/20
3/5/20	19-20.25: Motion to Develop Direct and Indirect Assessment Measures for REAL Studies Minors	Curriculum	Passed 4/9/20
3/26/20	19-20.26: Motion Regarding Recent Revisions of the Student Evaluations of Faculty	Faculty Issues	Passed 4/9/20
3/26/20	19-20.27: Motion Regarding Personnel Timeline Change for the Submission of Faculty Annual Reports	Faculty Issues	Passed 4/23/20
4/9/20	19-20.28: Motion to Define the Personal/Professional Requirement for the REAL Curriculum	Curriculum	Passed 4/30/20
4/9/20	19-20.29: Motion to Retroactively Eliminate the CORE 201 and CORE 202 Requirement	Curriculum	Passed 4/30/20
4/9/20	19-20.30: Motion to Approve the Course UNIV 499	Curriculum	Passed 4/9/20
4/9/20	19-20.31: Motion to Approve the REAL Studies Minors	Curriculum	Passed 4/30/20
4/9/20	19-20.32: Motion to Create the Education Minor	Curriculum	Passed 4/30/20
4/9/20	19-20.33: Motion for an Optional Extension of the Tenure Clock by One Year	Senator Thomas	Tabled 4/30/20
4/9/20	19-20.34: Motion to Request an Exception to Collecting Assessment Data	Senator Thomas	Failed 4/30/20

4/9/20	19-20.35: Motion to Delay the Launch of the REAL General Education Curriculum	Senator Thomas	Failed 4/23/20
4/9/20	19.20.36: Motion to Change Fee Structures for Online Programs	Resource Allocation	Passed 4/30/20
4/23/20	19-20.37: Motion to Create the Religious-Cultural Literacy for Healthcare Professions Minor	Curriculum	Passed 4/30/20

19-20.01: Motion to Add a Radford University Carillion (RUC) Administrator to the REAL Implementation Steering Committee

Referred by: Faculty Senate Executive Committee

MOTION:

The Faculty Senate Executive Council recommends and approves of the addition of one administrator from RUC to join the REAL Implementation Steering Committee.

RATIONALE:

When the REAL Implementation Steering Committee was originally approved by Faculty Senate, the merger with Jefferson College of Health Sciences was still a work in progress. Now that the merger is complete, the REAL Implementation Steering Committee would benefit from the enhanced communication and input of an administrator familiar with the operations of RUC.

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19-20.02: Motion to Revise Language in the Academic Governance Document Regarding Core Curriculum Advisory Committee (CCAC)

Referred by: Faculty Senate Executive Committee

MOTION:

Faculty Senate recommends replacing “general education” with “Core Curriculum” in the charges of the Core Curriculum Advisory Committee in the Academic Governance document.

RATIONALE:

The Core Curriculum will continue to be offered and supported through the teach-out after the launch of the REAL curriculum.

*Supporting Document:

Current Language	New Language
<p>Charges:</p> <p>Approval authority for:</p> <p>addition of courses to the General Education program, changes to existing courses in the General Education program, assessment plans for learning outcomes in courses, and assessment schedule for General Education learning outcomes.</p> <p>Makes recommendations to the Faculty Senate regarding: learning goals and outcomes for General Education, the structure of the General Education program, and changes in the general education program based on results of assessments.</p> <p>Membership Composition:</p> <p>Two faculty from the College of Humanities and Behavioral Sciences; one from Humanities, the other from Behavioral Sciences</p> <p>Two faculty from the Artis College of Science and Technology; one from computational</p>	<p>Charges:</p> <p>Approval authority for:</p> <p>addition of courses to the Core Curriculum program, changes to existing courses in the Core Curriculum program, assessment plans for learning outcomes in courses, and assessment schedule for Core Curriculum learning outcomes.</p> <p>Makes recommendations to the Faculty Senate regarding: learning goals and outcomes for Core Curriculum, the structure of the Core Curriculum program, and changes in the Core Curriculum program based on results of assessments.</p> <p>Membership Composition:</p> <p>Two faculty from the College of Humanities and Behavioral Sciences; one from Humanities, the other from Behavioral Sciences</p> <p>Two faculty from the Artis College of Science and Technology; one from computational</p>

<p>and information sciences, the other from the natural and physical sciences</p> <p>One faculty from each of the other undergraduate colleges</p> <p>Director of Core Curriculum (non-voting)</p> <p>Assistant Provost for Institutional Effectiveness & Quality Improvement (non-voting)</p> <p>Designated Administrator: Provost</p>	<p>and information sciences, the other from the natural and physical sciences</p> <p>One faculty from each of the other undergraduate colleges</p> <p>Director of Core Curriculum (non-voting)</p> <p>Assistant Provost for Institutional Effectiveness & Quality Improvement (non-voting)</p> <p>Designated Administrator: Provost</p>
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19-20.03: Motion to Recommend Creation of the REAL Council

Referred by: Faculty Senate Executive Committee

MOTION:

The Faculty Senate recommends the establishment of the REAL Council as outlined in the REAL Council Proposal.

The Faculty Senate recommends the establishment of the REAL Council, as outlined in the REAL Council proposal, to be added to the Academic Governance document as a new academic governance committee.

RATIONALE:

This proposal would immediately establish an academic governance committee, the REAL Council to oversee REAL curriculum at Radford University. The initial function of the REAL Council is to establish procedures for program alignment to the REAL curriculum. The Council's continued functions are to maintain program alignment and ensure REAL curriculum quality. Elections of initial members will occur within two weeks of final approval.

Although the "General Education Administrator" is ambiguous, it is assumed that such a position will exist in the future. Until an administrator is identified for the REAL program, the Interim Director of Core Curriculum will serve in this role.

*Supporting Document:

REAL Council Proposal

Membership:

- A. 2 faculty from each undergraduate college– (staggered 3 year terms)
- B. General Education Administrator - non-voting
- C. 2 undergraduate students - non-voting, appointed annually by Student Affairs
- D. ~~Executive Director of Faculty Development – non-voting~~
- E. Representative from Institutional Effectiveness & Quality Improvement - non-voting

Faculty members are elected by their respective undergraduate colleges. Nominations for faculty members must be received by colleges no later than close of business on Friday of week 10 of the spring semester. Voting must conclude no later than the close of business on Friday of week 12 with the results being communicated to the Provost during week 13 of the of spring semester. In the case of faculty membership vacancies, new members would be elected by their college to fulfill the remainder of the original terms.

Charges:

A. Interim Charges: (To be addressed prior to the launch of REAL curriculum)

- I. Develop a schedule for REAL Council review of campus-wide assessment for fulfillment of REAL knowledge areas and Cornerstone and Foundation courses.
- II. Establish competency criteria to meet learning outcomes in REAL studies minors.
- III. Establish minimum benchmarks for students achieving competencies in the REAL areas, Foundation and Cornerstone courses in consultation with the Office of Institutional Effectiveness and Quality Improvement.
- IV. Liaise with administrative units and/or committees to identify appropriate procedures and infrastructure to support interdisciplinary and multidisciplinary courses, majors, minors, and certificates.
- V. Partner with the Executive Director of Faculty Development to identify strategies to support faculty development related to the REAL curriculum.

B. Standing Charges

- I. Review and make recommendations to Faculty Senate about the learning goals and outcomes for REAL knowledge areas and Cornerstone and Foundation courses.
- II. Review, maintain, and administer process, procedures, timeline, competency criteria, and templates for REAL designations of courses.
- III. ~~Review Approve~~ proposals for REAL course designations (**approval authority**).
- IV. Review, maintain, and administer process, procedures, timeline, and templates for REAL alignment of majors, minors, and certificates.
- V. ~~Review Recommend approval of~~ REAL proposals for majors, minors, and certificate alignment (**recommendation authority**).
- VI. Review ~~and approve~~ proposals for courses to fulfill Foundation ~~al~~-course requirements within the REAL curriculum (**approval authority**).
- VII. ~~Review and approve~~ course proposals for **Writing Intensive** course designation within the REAL curriculum (**approval authority**).

- VIII. Review ~~and approve~~ proposals for courses to fulfill Personal and Professional Development area within the REAL curriculum (approval authority).
- IX. Annually review programming activities approved by the General Education Administrator to fulfill the Personal and Professional Development area.
- X. Periodically review assessment results related to REAL learning goals and outcomes for degree majors, minors, and certificates and make subsequent recommendations to Faculty Senate Executive Council.
- XI. Partner with the Executive Director of Faculty Development to identify strategies to support faculty development related to the REAL curriculum.
- XII. Review an annual report on the status of General Education (could include, but is not limited to, information such as: progression to degree, resource capacity and concerns, student impact, and advising support), compiled by the General Education Administrator, and make subsequent recommendations to Faculty Senate Executive Council.
- XIII. On an annual basis, review report, provided by the General Education Administrator, that details updates and changes to REAL major, minor, and certificate alignment and course designations and rotations from departments, and make subsequent recommendations to Faculty Senate Executive Council.

Designated Administrator: Provost

OPERATING RULES:

- Offering departments decide criteria or standards for determining whether students have successfully achieved learning outcomes for courses (including Foundational and Cornerstone courses), majors, minors, and certificates.
- Course designation decisions can be appealed to the Faculty Senate Curriculum Committee for recommendation to Faculty Senate, which has final approval.
- The review process for course designations and major, minor, and certificate alignment occurs as part of academic program review.

Terms

Alignment: Documentation of how major, minor, and certificates will fulfill REAL areas.

Benchmark: The desired level of performance that represents success at achieving learning outcomes

Cornerstone Course: Writing intensive and Personal and Professional Development courses

Criteria: Standards for determining whether students have successfully achieved learning outcomes

Department: Department, schools, or committee coordinating an interdisciplinary or multidisciplinary program

Designation: Fulfillment of REAL and/or Cornerstone areas by a course

Foundation Courses: Essential math and essential writing courses

Templates: For programs, template must include which courses fulfill REAL areas. For courses, templates must include plans for how learning goals and outcomes related to REAL curriculum are addressed.

RATIONALE: This proposal would immediately establish an academic governance committee, the REAL Council to oversee REAL curriculum at Radford University. The initial function of the REAL Council is to establish procedures for program alignment to the REAL curriculum. The Council's continued functions are to maintain program alignment and ensure REAL curriculum quality. Elections of initial members will occur within two weeks of final approval.

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Motion 19-20.04: Motion to Approve the REAL Learning Goals and Outcomes, as Recommended by the REAL Curriculum Planning Committee

Referred by: Faculty Senate Executive Committee

MOTION:

The Faculty Senate approves the REAL learning goals and outcomes, as recommended by the REAL Curriculum Planning Committee (RCPC).

RATIONALE:

In response to the charges given by the Faculty Senate in Spring 2019, the RCPC has submitted recommendations in the supporting document to this motion.

Foundational Course Learning Goals and Outcomes

Foundational Math:

Learning Goal: To apply the tools of mathematics to conceptualize and solve problems in everyday life.

Learning Outcomes:

1. Students translate information among various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
2. Students successfully solve problems using appropriate mathematical tools.
3. Students draw appropriate conclusions based on mathematical evidence.

Foundational Writing:

Learning Goal: To develop a student's understanding of the principles and elements of effective written communication through applied practice, self-evaluation, and revision.

Learning Outcomes:

1. Students employ reading strategies to facilitate written communication.
2. Students engage in the recursive writing process, including pre-writing, drafting, revising, editing, and proofreading to improve written communication.
3. Students use appropriate vocabulary, mechanics, grammar, and style.

REAL Area Learning Goals and Outcomes

R (Scientific and Quantitative Reasoning) Area:

Learning Goal: To apply scientific and quantitative reasoning to questions about the natural world, mathematics, or related areas.

Learning Outcomes:

1. Students apply scientific and quantitative information to test problems and draw conclusions.
2. Students evaluate the quality of data, methods, or inferences used to generate scientific and quantitative knowledge.

E (Humanistic or Artistic Expression) Area

Learning Goal: To explore humanistic or artistic expression through inquiry or creativity.

Learning Outcomes:

1. Students demonstrate understanding of diverse ideas, languages, products, or processes of humanistic inquiry or artistic expression.
2. Students critically evaluate, synthesize, or create forms of human expression or inquiry.

A (Cultural or Behavioral Analysis) Area

Learning Goal: To examine the context and interactions of culture(s) and/or behavior(s)

Learning Outcomes:

1. Students describe behaviors, beliefs, cultures, social institutions, and/or environments.
2. Students analyze the interactions of behaviors, beliefs, cultures, social institutions, and/or environments.

L (Applied Learning) Area

Learning Goal: To explore professional practice through the application of knowledge, skills, and critical reflection.

Learning Outcomes:

1. Students apply acquired knowledge and skills to develop professional identity or professional practice.
2. Students critically reflect on their learning, abilities, experiences, or role within professional contexts.

Cornerstone Course Learning Goals and Outcomes

Writing Intensive Designation:

Writing intensive course conditions:

- Courses substantially integrate sole-authored student writing within the course objectives and assessments.
- Courses use discipline-specific reading strategies to facilitate effective written communication.

- Courses engage students in a recursive writing process that includes revision supported by consistent, detailed instruction and the incorporation of feedback.

Learning Goal: Through instruction and feedback, students become more adept at producing appropriate and effective written work.

Learning Outcomes:

1. Students demonstrate proficiency in the writing conventions of a discipline.
2. Students communicate through writing their understanding of disciplinary content and/or texts.

Personal and Professional Development:

Learning Goal: To prepare students for lifelong success, students explore an area of physical, social, emotional, financial, scholarly, spiritual, cultural, and/or professional development.

Learning Outcomes:

1. Students identify a personal or professional goal(s) through engagement in activities or coursework.
2. Students reflect on their progress in achieving a personal or professional development goal(s), including how it affects themselves and/or those around them.

Rationale: The REAL Curriculum Planning Committee was given the charge to develop learning goals and outcomes for the REAL areas and foundational and cornerstone courses to support course designation and program alignment with the model of general education.

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Motion 19-20.05: Motion to Approve the Civic Engagement Plan, as Recommended by the Civic Engagement *Ad Hoc* Team

Referred by: Faculty Senate Executive Committee

MOTION:

The Faculty Senate approves the Civic Engagement Plan, as recommended by the Civic Engagement *Ad Hoc* Team.

RATIONALE:

In response to charges given by the Faculty Senate in Fall 2018, the Civic Engagement Ad Hoc Team has submitted a plan for the implementation and assessment of the SCHEV-mandated Civic Engagement competency in the supporting document to this motion.

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Radford University Civic Engagement Plan

Definition:

Civic engagement is a sustainable university-wide commitment to serve the community. Highlanders will contribute time, knowledge, skills, and leadership to the civic life of their communities. (approved by Faculty Senate during the 18-19 academic year)

Outcomes: Students graduating from Radford University will:

1. Connect academic knowledge with participation in civic life.
2. Seek understanding of how their own attitudes and beliefs are different from those of others.
3. Demonstrate effective collaboration and inclusive discourse to successfully engage with the community.
4. Commit to and engage in civic activities that serve the community.

Goals: The following goals for civic engagement have been established for Radford University:

- Increase the number of students participating in civic engagement activities
- Increase the number of activities and programs focused on civic engagement
- Improve the level of student competency in civic engagement

Methodology

Timeline

Data collection will begin in AY 2019-2020; data will be analyzed each year beginning in AY 2020-2021; and data reporting will begin in AY 2022-2023.

The Office of Institutional Effectiveness and Quality Improvement will support the various campus units that will collect civic engagement data with the development of assessment plans.

Measures and Targets

Multiple assessment approaches will be employed:

- **Citizen Leader Program:**
The Citizen Leader graduation distinction program assists students by providing the opportunity to engage in authentic, inclusive, and individualized educational experiences that will help them find success as civically active and aware leaders while attending Radford University and beyond graduation. Data will be collected on Citizen Leader designated courses (number of courses, student enrollments, faculty participation) and on students annually graduating with Citizen Leader distinction.

- o Measures:
 - Number of Citizen Leader designated courses offered
 - Number of students participating in Citizen Leader designated courses
 - Number of Citizen Leader students participating in Citizen Leader designated courses
 - Number of students graduating with the Citizen Leader distinction
 - Assessment of competency using civic engagement rubric for all students in Citizen Leader designated courses
 - Assessment of civic engagement competency for all students graduating with Citizen Leader distinction
- o Targets:
 - (15) Citizen Leader courses will be offered each academic year
 - (300) students will annually participate in Citizen Leader designated courses
 - (15) Citizen Leader students will annually participate in Citizen Leader designated courses
 - (10) students will graduate with the Citizen Leader distinction each academic year
 - 50% of students completing Level 2 or 3 Citizen Leader designated courses will achieve competent level of assessment in civic engagement outcomes
 - 60% of Citizen Leaders students participating in Level 2 or 3 Citizen Leader designated courses will achieve competent level of assessment in civic engagement
- RU Involved:

Radford's student involvement portal, RU Involved, tracks student organization involvement and service hours to create student involvement records. It also features an ePortfolio which can serve as an online record containing involvement, employment, documents, and recommendations. Student participation in civic engagement related activities and events will be tracked through this portal and reported to the Office of Institutional Effectiveness and Quality Improvement.

 - o Targets:
 - (75) civic engagement opportunities and activities will be offered each academic year
 - 20% of registered student organizations will offer at least one civic engagement activity per academic year
 - 5% of registered student organizations will be classified as civic engagement focused
 - 15% of students will participate in at least one civic engagement designated activity per academic year

- Radford University Athletics

As part of their participation in Radford University Athletics, RU student-athletes engage in a variety of community service activities to support both the campus and surrounding community. These activities are tracked and reported to NCAA by the Athletics division. Data regarding athlete participation in civic-engagement related activities and events will be collected by the division and reported to the Office of Institutional Effectiveness and Quality Improvement.

- o Target:

- 100% team participation in community service initiatives organized by Student-Athlete Advisory Committee (SAAC)

- National Survey of Student Engagement (NSSE):

The Office of Institutional Effectiveness and Quality Improvement coordinated administration of the NSSE survey to first-year students and seniors in 2016, 2017, 2018, and 2019. The NSSE survey assesses the extent to which students engage in educational practices associated with high levels of learning and development. From the general NSSE survey, data on (14) questions related to civic engagement and civic learning will be collected and analyzed. Currently the general NSSE survey is administered every year but may be reduced to every-other-year administration. Beginning in 2020, students will also complete the ‘Civic Engagement’ NSSE module every other year. Targets may be revised after module implementation to include targets related to those questions.

- o Targets:

- The mean response for questions related to interaction with and understanding of people of other backgrounds (Q. 2, 8, 17) will be 3.0 or higher
 - 33% (or more) of students will respond that they have held or plan to hold a formal leadership role in a student organization or group (Q. 11)
 - 25% (or less) of students will indicate that none of their Radford University courses included a community-based (service-learning) project (Q. 12)
 - 15% (or less) of students will respond that Radford University did very little to emphasize: encouraging contact among students of different backgrounds and attending events that address important social, political, or economic issues (Q. 14)

- Course/Student Assessment:

Upon completion of the process by which courses can be designated as civic engagement, this measure will be included in the SCHEV assessment plan for civic engagement. In 2020-2021, the internal governance committee will commence the

designation of civic engagement courses. Civic engagement designated courses will be conducted by individual faculty in their own disciplines. Level 2 or 3 designated civic engagement courses will engage in individual student-level assessment. These assessments can entail direct measures of student learning, embedded course assignments, and/or e-Portfolios evaluated using a faculty-developed rubric.

- o Measures:
 - Number of civic engagement designated course sections offered each academic year
 - Number of students participating in civic engagement designated courses
 - Assessment of civic engagement competency for all students completing Level 2 or 3 civic engagement designated courses

- o Targets: TBD upon collection of baseline data
 - (X) civic engagement designated course sections will be offered each academic year
 - (X) students will participate in civic engagement designated courses
 - (X) percentage of students completing Level 2 or 3 civic engagement designated courses will achieve competent level of assessment in civic engagement outcomes

- The National Study of Learning, Voting, and Engagement (NSLVE):

Radford University began participating in The National Study of Learning, Voting, and Engagement (NSLVE) in spring 2019. This study will provide student and institution-level data on Radford University students' voter registration rates and voting rates. Data collected through the study will allow for assessment of the campus climate for political learning and engagement and the correlations between specific student learning experiences and voting. NSLVE reports for further analysis will be sent each fall to the Office of Institutional Effectiveness and Quality Improvement.

 - o Target(s):
 - TBD when baseline data is provided by NSLVE
 - Reports with 2014 & 2018 election data will be provided in fall 2019
 - Reports with 2012 & 2016 election data will be provided in fall 2020

Analysis:

Data collected from the civic engagement assessment measures will be collated and analyzed annually by the Office of Institutional Effectiveness and Quality Improvement in coordination with a standing internal governance committee that will oversee civic engagement.

Oversight and Communication of Findings:

An ad hoc committee was formed to develop an assessment plan for civic engagement at Radford University. This committee will remain in place during the 2019-2020 academic year to collect the first year of civic engagement assessment data. During 2019-2020, the ad hoc committee will identify charges and mission for a standing internal governance committee (name TBD) to oversee civic engagement. This committee will oversee course and activity designations and will assist the Office of Institutional Effectiveness and Quality Improvement with the continued collection, analysis, and dissemination of assessment data results.

The Office of Institutional Effectiveness and Quality Improvement will oversee assessment reporting for the State Council of Higher Education in Virginia. Findings for the civic engagement SCHEV competency will be disseminated on the Office of Institutional Effectiveness and Quality Improvement website within detailed reports. General achievement data regarding civic engagement will be presented on a public website (under development). The findings will be shared with the university community, including administration, Faculty Senate, the civic engagement internal governance committee, general education committees, and associated teams. The Provost's Office will coordinate with schools and departments to ensure that the findings are considered.

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19-20.06: Motion to Approve the Course MAKE 200

Referred by: Curriculum Committee

MOTION:

Faculty Senate approves the course MAKE 200

RATIONALE:

This course is needed to support the Community of Makers, a Radford University Living Learning Community. The community does not currently have required elements for the spring semester and this has limited the effectiveness of the program. MAKE 200 will allow better mentoring of the Maker students, building a stronger community of learners which is critical for student retention. Students will learn new skills which they can put on their resume (e.g. 3D printing). A one credit course is also helpful for Maker LLC students with a single credit gap in their total hours.

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19-20.07: Motion to Revise the Student Evaluation of Faculty Language in the Teaching and Research Handbook

Referred by: Governance Committee

MOTION:

The Faculty Senate recommends changing the language of the procedures of the Student Evaluations of Faculty Section of the T&R Faculty Handbook (1.4.1.3) to read:

Procedures:

1. Student evaluations for full-semester courses, regardless of method delivery, shall be conducted between the thirteenth and fourteenth weeks of the semester; for half-semester courses they are conducted during the sixth week of the course. If all students in a course are not scheduled to meet simultaneously in the same place with an instructor or proctor between the thirteenth and fourteenth weeks of the semester, then the student evaluation may be administered electronically. In the case of evaluations, of online courses, the faculty member may designate a 24-hour period within the specified window during which evaluations will take place.
1. Student evaluations for full-semester courses shall be conducted during the last two weeks of classes. For any course shorter than a full semester, student evaluations shall be conducted during the last week of [that] classes, prior to the day of the final exam. In the case of evaluations of online courses, the faculty member may designate a 24-hour period during the course evaluation time frame.
2. The department personnel committee or course supervisor shall determine who is responsible for administering the evaluations in classes and online. Under no circumstances shall the actual instructor of the course administer his or her own evaluations.
3. It is recommended that the evaluation be administered at the beginning of class to ensure that the students have adequate time to prepare thoughtful comments. (DELETE) For evaluations administered in the classroom, the packet of evaluations given to faculty must include the standard university wide instruction statement (see below). All administrators of the evaluations must read the statement aloud. The statement addresses the conditions under which the evaluations are conducted, how they should be completed by students, and why they are important.

RATIONALE:

The proposed language is more flexible and accounts for a range of course schedules beyond the 7 and 14-week period.
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19-20.08: Motion to Request Disclosure of all REAL Proposal Feedback

Referred by: Senator Farhat, Senator Harrington, Senator Kasturi, Senator Kaushik, Senator Machin, and Senator Rose

MOTION FOR DISCLOSURE TO GENERAL FACULTY OF ALL FEEDBACK REGARDING REAL PROPOSAL

WHEREAS Radford University, its general faculty, and the Faculty Senate value transparency and information based decision making which takes into account specific input received from stakeholders before important decisions are made regarding proposed major curriculum changes such as adoption of the REAL Education Curriculum Learning Goals and Outcomes; and

WHEREAS, during the summer of 2019 and early part of Fall semester 2019, on-line comments and reactions to a draft statement of the proposed REAL Curriculum Learning Goals and Outcomes were collected by Faculty Senate committee(s) but which specific reactions and comments have not been shared with all Faculty Senators nor the general faculty; and

WHEREAS, the general faculty and the elected college senators are entitled to see and have time to reflect upon the actual comments and reactions collected by the Faculty Senate committees regarding the proposed REAL Curriculum Learning Goals and Outcomes before a vote is taken to adopt that proposal, now, therefore, it is

MOVED, that all feedback, comments or reactions to the proposed REAL Curriculum Learning Goals and Outcomes which have been collected by any of the Faculty Senate committees be immediately disseminated to the general faculty at Radford University and to their elected senators and that no vote be taken on the proposed REAL Curriculum Learning Goals and Outcomes until a reasonable time after such dissemination occurs (to allow meaningful reflection on the feedback before a decision is made).

This motion is brought forward by the Davis College Faculty Senate Delegation: Senators Farhat, Harrington, Kasturi, Kaushik, Machin, and Rose.

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19-20.09: Motion to Add a Laboratory Course in Natural Sciences to the “REAL Model Requirements” in the “REAL Education Model”

Referred: Faculty Senate Curriculum Committee

MOTION:

The Faculty Senate approves the addition of a four credit Laboratory Natural Sciences course to the “REAL Model Requirements” in the “REAL Education Model”. This requirement will appear under number 3 in the “REAL MODEL Requirements” after the two writing intensive courses and the “personal and professional development and wellness requirement and will read as follows:

A course of no less than four credits in one of the Natural Sciences that includes a laboratory component. This course is designed to prepare students to contribute meaningfully to some of the most important issues facing our nation and world by demonstrating the way in which the natural world is studied, along with the tools and thought processes of discovery in the natural sciences. The course description, goals, and outcomes must reflect the significant roles played by both the empirical and theoretical study of some portion of the natural world. No departments are required to offer courses in this area, but any department with expertise in the natural sciences can develop or use an existing course or courses to fulfill this requirement for degree-seeking students or others across campus. Courses must be designated with a (NS) in the schedule of classes. Any courses taken for this requirement can cross-credit with majors and minors.

RATIONALE:

As we hope to maintain and grow Radford University’s reputation as a comprehensive university educating students in preparation for meaningful participation in society, it is imperative that we continue to include training in the natural, laboratory sciences as part of our general education requirements. The current wordings of the REAL General Education Model and the Learning Goals and Outcomes associated with it would allow for some students to complete bachelor’s degrees at Radford University without exposure to even one course in the Natural Sciences. For a brief comparison, we can see that other Virginia schools have, at minimum, one math and one natural science; the majority require two natural sciences:

- JMU has one math and two natural/lab sciences in their General Ed program in their “Cluster Three: The Natural World” area.
- Virginia Tech has 6 hours in natural science, and then 9 hours in “Quantitative and Computational Thinking.”
- UVA: “Natural Science and Mathematics - 12 credits from two different departments”
- VCU: one math and one natural science required
- Roanoke College: one math plus one natural science (lab required) plus one of either math or natural science
- Old Dominion: two semesters of natural science; may be two non-sequential natural science classes with labs unless a sequence is specifically required for the major.

- University of Mary Washington: Requires a two-course sequence in Natural Science; at least one course must have a lab.
- Longwood University only requires one math and one science course, but the science is Natural Science, and all the courses that meet the requirement are 4-credit lab classes.
- Norfolk State University: 3 semester credit hours of math and 7 semester credit hours of Natural Science.
- RUC before their integration with RU had required one math, one 4-hour (laboratory) natural science, and then “An additional course in the area of Mathematical or Natural Sciences is required.”

Additionally, the AAC&U defines scientific reasoning as “Scientific Reasoning is an adherence to a self-correcting system of inquiry and a reliance on empirical evidence to describe, understand, predict, and control natural phenomena”. A general education format without a requirement of studying the natural sciences is in complete disagreement with this and other nationally recognized definitions of scientific reasoning and will, as stated earlier, damage the reputation of our university and its degrees.

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19-20.10: Motion to Recommend the Fall 2021 Timeline for the Launch of the REAL Curriculum

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends adopting the proposed fall 2021 timeline for the launch of the REAL curriculum.

Summary of Timeline for Fall 2021 Launch of REAL Curriculum

Decision Body	Role	Timeline
1. Preliminary Plan for REAL Course Designation Procedure & Notice of Intent for Program Alignment	Department Submission	December 6, 2019
2. Department Curriculum Committee	Recommending	
3. Department	Approval	
4. Chair/Director	Signs on behalf of Department	Completed by March 15, 2020
5. For program alignment only: Chair's Signature for courses outside of program's department	Approval	Must be completed before proposal goes to College Curriculum Committee
6. College Curriculum Committee	Approval	
7. Dean	Approval	Must be done by May 1, 2020
8. REAL Council	Recommends – Program Alignment Approves – Course Designations	Work completed over the summer.
9. Faculty Senate Curriculum Committee	Recommends	August 2020
10. Faculty Senate	Approval	October 1, 2020
11. Provost	Approval	January 2021

Rationale:

Completion of these steps would prepare majors, minors, and certificates for a **fall 2021 launch**. Initially, there is overlap between the course designation and program alignment pathways. Unshaded rows indicate overlapping steps for course designation and program alignment pathways. Shaded rows indicate those additional steps that are just for program alignment. Programs or departments joining REAL after fall 2021 would follow the same process for course designation and program alignment.

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19-20.11: Motion to Recommend Adding REAL Academic Pathways

Referred by Governance Committee

MOTION:

Faculty Senate recommends adding the proposed academic pathways to the current Academic Pathways document.

RATIONALE:

The academic governance pathways must be revised to account for the REAL curriculum. These proposed revisions mirror the charges in the REAL Council proposal passed by Faculty Senate on September 26, 2019. Only those affected flowcharts are included here. The existing Academic Affairs approval flowcharts can be found using this [LINK](#).

Notice that the first page of the Academic Affairs approval flowcharts provides a key for flowchart elements. Bodies with decision making authority are represented with a diamond. Whereas, bodies with review and recommending authority are represented by a rectangle.

Academic Affairs approval flowcharts

Approval flowcharts for:

New, modified or discontinued courses

New, modified or discontinued majors, minors, certificates, concentrations, options, tracks

Changes requiring external review: new, significantly modified or discontinued programs, certificates

Changes in academic policies and procedures

Program proposals from the Academic Program Review Committee

Changes in the mission, framework, goals or learning outcomes of the General Education program and SCHEV mandated additional learning outcomes

Academic department: Create, rename, merge, split or realign among colleges

College: merge, split or realign departments within

Key for flowchart elements

Decision making authority



Review & recommend



Informed



Move through



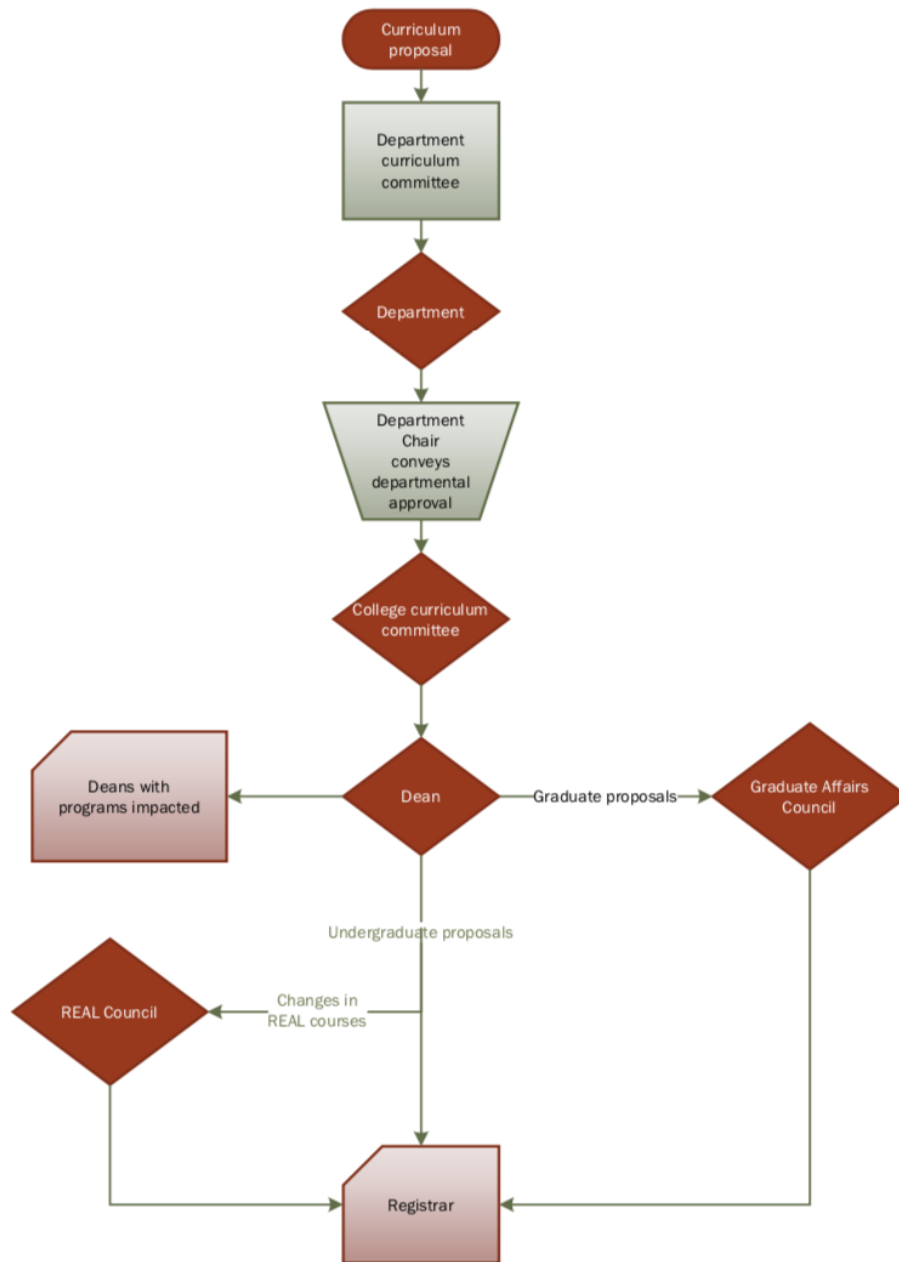
Formal action



Informal action

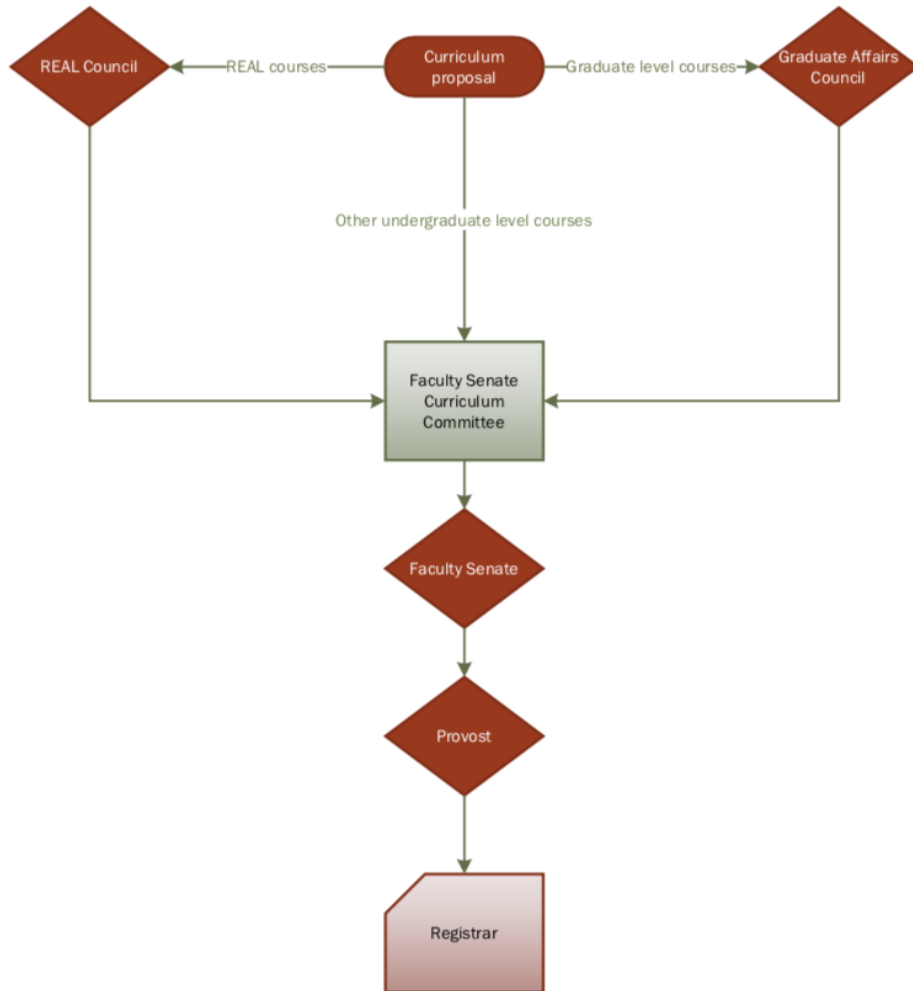


- Curriculum Pathway:** 1. New, modified, or discontinued courses
 2. Program changes (major, minors and certificates) not submitted to SCHEV

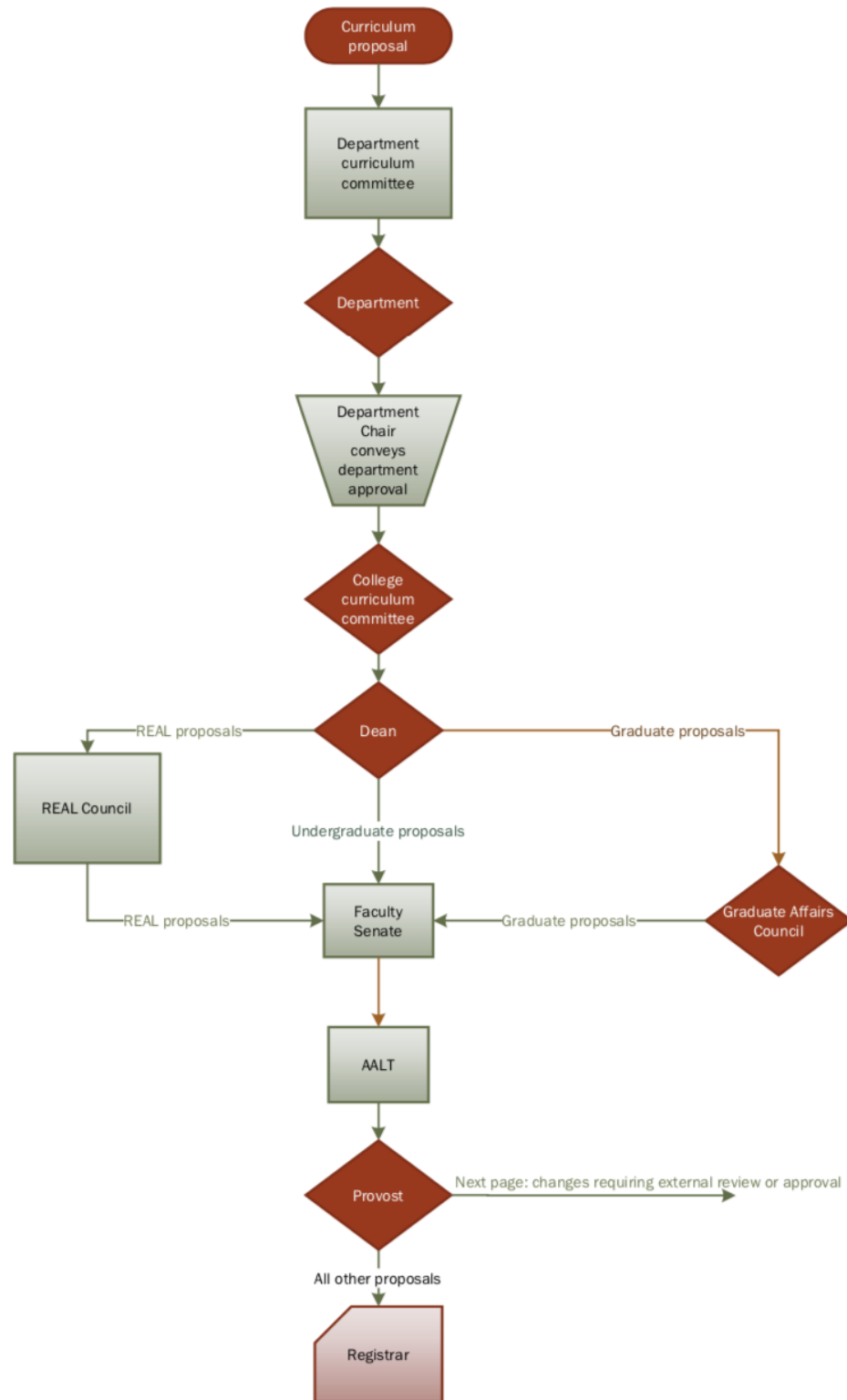


NOTE: Course designation decisions can be appealed to the Faculty Senate Curriculum Committee for recommendation to Faculty Senate, which has final approval.

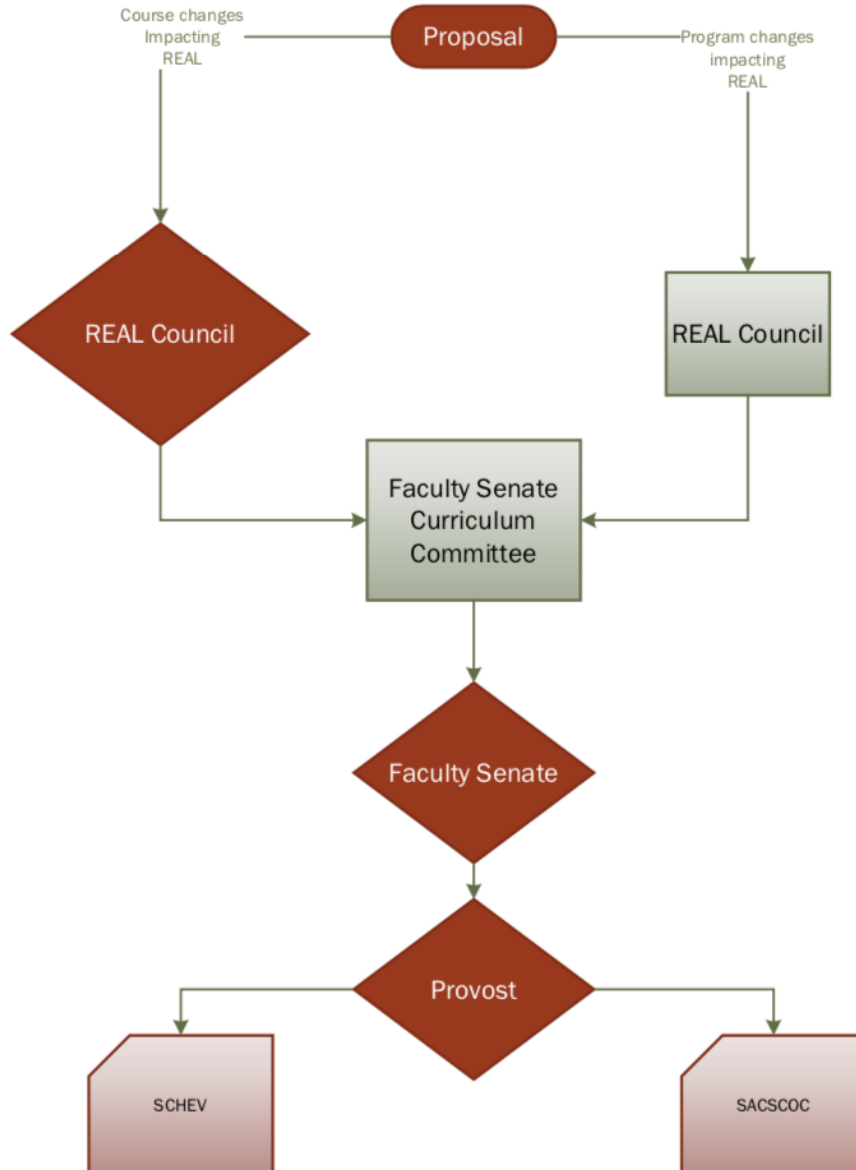
Curriculum Pathway: New, modified, or discontinued courses not in a specific discipline, e.g. UNIV 100



Curriculum Pathway: New, modified or discontinued majors, minors, certificates, concentrations, options and/or program changes that must be submitted to REAL and/or SCHEV



REAL Curriculum Changes: proposals for changes in mission, framework, goals or learning outcomes, including SCHEV mandated additional learning outcomes



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19-20-12: Motion to Recommend Change in the Bachelor of Arts and Bachelor of Science Catalog Requirements

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends changing the language of the B.A. and B.S. requirements in the catalog to read:

The Bachelor of Arts Degree and the Bachelor of Science Degree may be fulfilled through the completion of 6-8 hours of coursework housed outside the major department or school. Programs that have both B.A. and B.S. options must distinguish between B.A. and B.S. requirements. Specific requirements associated with this degree are listed in the requirements for individual majors.

Current Radford Catalog Language	DRAFT of Proposed Radford Catalog Language
<p>Bachelor of Arts Degree Completion of a minimum of two semesters of one language in a foreign/sign language program. Students will be placed in the appropriate level of their chosen language depending on their previous foreign language experience and on the placement examination results as determined by the Foreign Language department. Courses used to meet Core Curriculum requirements may not be used to satisfy the B.A. requirements.</p> <p>Bachelor of Science Degree Courses for B.S. Degree 6-8 credits Specific requirements associated with this degree are listed in the requirements for individual majors. Courses used to meet Core Curriculum requirements and/or major requirements may not be used to satisfy the B.S. requirement.</p>	<p>The Bachelor of Arts Degree and the Bachelor of Science Degree may be fulfilled through the completion of 6-8 hours of coursework housed outside the major department or school. Programs that have both B.A. and B.S. options must distinguish between B.A. and B.S. requirements.</p> <p>Specific requirements associated with this degree are listed in the requirements for individual majors.</p>

RATIONALE:

The Implementation Steering Committee recommends aligning the requirements for the Bachelor of Arts and the Bachelor of Science degrees. The decision to tackle this issue is timely as it may impact how departments revise requirements for majors, minors, and certificates as part of the proposed program alignment process for REAL.

Currently, the B.S. requirements are left to the department's discretion. The B.A. requires 2 semesters of a Foreign Language. Over the past decade, on average, fewer than 120 students receive a Bachelor of Arts degree annually. Of those, approximately 77% of those students major in CHBS programs. In the proposed change, departments would have the discretion to shape the Bachelor of Arts requirements, similar to the Bachelor of Science program.

There is little consistency in how universities define B.A. and B.S. requirements in Virginia, with several universities not requiring any Foreign Language classes or competencies.

Note that students must have 30 unique, non-overlapping credits in order to receive both a B.A. and a B.S. in the same major. (For example, if a student would want to receive a B.A. and a B.S. in Mathematics, s/he would need 30 unique, non-overlapping major credits in Mathematics.)

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19-20.13: Motion to Support Campus Sustainability

Referred by: Senator Stockton Maxwell, Geospatial Science

Motion:

The Faculty Senate requests that President Hemphill and Radford University recommit to the American College & University Presidents' Climate Commitment (ACUPCC; now called the "Carbon Commitment") and incorporate sustainability and the Climate Action Plan into the curriculum, Campus Master Plan, and campus management activities.

Rationale:

We live in a pivotal moment in time when we have realized that human activities threaten the continued existence of humanity. The United Nations Intergovernmental Panel on Climate Change has stated with high confidence, "*Human activities are estimated to have caused approximately 1.0°C of global warming above pre-industrial levels, with a likely range of 0.8°C to 1.2°C. Global warming is likely to reach 1.5°C between 2030 and 2052 if it continues to increase at the current rate.*"¹ We are already witnessing impacts from climate change and the Commonwealth of Virginia will be further impacted in the decades to come. In response to this growing challenge, Governor Northam recently signed an executive order to expand access to renewable energy and support clean energy jobs of the future.²

Radford University has been a quiet leader in campus sustainability for years. For example, then-President Donald Dedmon signed the Talloires Declaration in 1993, committing the University to sustainability in both academics and operations. In 2009, President Kyle signed the *American College & University Presidents' Climate Commitment* (ACUPCC).³ In doing so, the University committed to pursuing net carbon neutrality by 2040 and to providing students with the knowledge and skills necessary to meet the immense sustainability challenges of the 21st Century. Since that time our campus has engaged in several notable sustainability actions including:

- The Sustainability Steering Committee was established and developed a Climate Action Plan.⁴
- We established a campus recycling program and reduced food waste.
- We have 11 LEED (10 Gold, 1 Silver) and 7 Energy Star certified buildings on campus.
- We have incorporated sustainability-focused and sustainability-related courses across the curriculum in 86% of academic departments and established a Sustainability and Environmental Studies certificate program.
- Radford University ranked as a top Green College by the Princeton Review every year for the last 9 years.
- We recently earned a 2019 STARS Silver rating from the Association for the Advancement of Sustainability in Higher Education.⁵

In our most recent University *Strategic Plan*, we include sustainability as a core value, “Sustainability — We are committed to integrating sustainable practices into all aspects of our operations and engage students across the curriculum to learn, discover and contribute to positive current and future environmental solutions.”⁶ However, the plan lacks any specific achievable academic goals or areas of actions in campus planning. On some university campuses, sustainability is crucial to the recruitment and retention of students and faculty. In the 2019 Princeton Review survey of College Hopes and Worries, they reported “a majority (64%) of respondents said having information about a college's commitment to environmental issues would contribute to their application decisions with 23% indicating it would contribute Strongly.”⁷ Students engaged in campus opportunities related to sustainability like the Sustainability Internship Program, Citizen Leader program, Radford Amazonian Research Expedition, Green Team, and Selu Garden and Service Club are more likely to be retained.^{8,9} Further, our society and our alumni recognize the need for our university and our state to lead on climate change.¹⁰

It is time to rally around campus sustainability and become a *public* leader for current, past, and future generations of Highlanders! The time to act is now!

References:

- 1 <https://www.ipcc.ch/sr15/>
- 2 <https://www.governor.virginia.gov/newsroom/all-releases/2019/september/headline-846745-en.html>
- 3 <https://www.radford.edu/content/sustainability/home/aboutus.html>
- 4 <https://www.radford.edu/content/sustainability/home/initiatives/ClimateActionPlan.html>
- 5 <https://reports.aashe.org/institutions/radford-university-va/report/2019-05-21/>
- 6 <https://www.radford.edu/content/dam/departments/administrative/strategic-planning/UR-Strategic-Plan-121517.pdf>
- 7 <https://www.princetonreview.com/cms-content/2019-College-Hopes-Worries-Survey-Report.pdf>
- 8 <https://www.radford.edu/content/dam/departments/administrative/president/retention-summit-final-report.pdf>
- 9 <https://www.aacrao.org/research-publications/quarterly-journals/college-university-journal/article/c-u-vol.-94-no.-2-spring/student-retention-models-in-higher-education-a-literature-review>
- 10 <https://climatecommunication.yale.edu/publications/climate-change-in-the-american-mind-april-2019/>

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19-20.14: Motion to Change the T & R Handbook Language Concerning Calendar Year Faculty Appointments

Referred by: Faculty Issues Committee

Motion:

Faculty Senate approves changing the language of the T&R Handbook in Section 1.3.1.3 in regard to appointment terms.

Calendar Year Appointments

Faculty members may be assigned responsibilities that extend throughout the calendar year. Such faculty members will be on a calendar year appointment for 11 months or for 12 months with provisions for annual leave. Such terms will be set forth by appointment and reappointment letters issued to faculty members each year.

Proposed change: replace the last sentence as follows:

Calendar year T&R faculty follow the A&P Faculty Handbook leave policies unless otherwise designated in their contracts.

Rationale:

12-month T&R faculty are eligible for leave pay-out, just as AP faculty are. This change recognizes the reality of using the same process for all 12-month faculty eligible for leave pay-out. The FIC worked with HR on this proposal and has their approval for the new wording.

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19-20.15: Motion to Replace Core Curriculum with Core Coursework for the 2020-2021 Catalog

Referred by: Curriculum Committee

Motion:

Faculty Senate approves the recommendation of the Core Curriculum Advisory Committee to change the following:

1. the section on Core Curriculum in the current catalog (2019-2020) be replaced with a section on Core Coursework in the next catalog (2020-2021), and
2. the REAL Council be tasked with labeling the Writing Intensive (WI) courses referenced in the proposed replacement language.

Language in the current catalog to be replaced (in red):

Requirements for All Degrees

To earn an undergraduate degree from Radford University, students must fulfill both Core Curriculum requirements and the requirements associated with a specific degree and major, as well as sufficient electives to complete the minimum semester hours required for graduation. Core Curriculum requirements are detailed below. They are followed by an outline of requirements associated with specific degrees (B.A., B.S., etc.). Details of the requirements for specific degrees and majors can be found in the department sections.

Core Curriculum Program

Radford University is committed to the development of mature, responsible, well-educated citizens. In addition to acquiring a diverse body of knowledge, RU graduates will possess a love of learning and a range of intellectual skills that enable them to meet the challenges and realize the promise of living in a complex, multicultural, and ever-changing world.

The Core Curriculum places a clear emphasis on the competencies central to a liberal arts education for the modern world. The centerpiece of this program is a common experience for all students in Core Foundations. In this required four-course sequence (12 hours), students must demonstrate competencies rooted in the principles of grammar, rhetoric, and logic – the classical education known as the trivium. The Core Curriculum also includes five required courses (16 hours) in Core Skills and Knowledge, two courses (6 hours) in National and International Perspectives, and three courses (9-11 hours) in Supporting Skills and Knowledge.

University Core

A. Core Foundations (12 hours)

CORE 101, CORE 102, CORE 201, and CORE 202

B. Core Skills and Knowledge (16 hours)

Mathematical Sciences (3)

Natural Sciences (4)

Humanities (3)
Visual and Performing Arts (3)
Social and Behavioral Sciences (3)

College Core

A. National and International Perspectives (6 hours)

U.S. Perspectives (3)

Global Perspectives (3)

B. Supporting Skills and Knowledge (9-11 hours)

Mathematical Sciences or Natural Sciences (3 or 4)

Humanities, Visual and Performing Arts or Foreign Languages (3 or 4)

Social and Behavioral Sciences or Health and Wellness (3)

To meet their academic needs, students in particular colleges and/or departments/schools may be limited in which courses they use to satisfy core curriculum requirements. Students should consult with their advisors for information about specific college or departmental/school requirements in these areas.

Students are advised to take CORE 101 during their first semester of enrollment or receive transfer course equivalency credit. In addition, students are advised to take University Core A courses in sequence each semester, excluding summers, until the sequence is successfully completed.

So that a student's RU education might have as much disciplinary breadth as possible, students may apply no more than two courses to the Core Curriculum that have the same prefix as that of their major.

Students must successfully complete 43-45 hours in the Core Curriculum.

To fulfill the mission of the Core Curriculum, Radford University has designed a program with a number of general and specific learning outcomes that will be met by all undergraduate students.

University Core A. Core Foundations (12 hours required)

Upon completion of University Core A (Core Foundations), Radford University students will have achieved competency in four key concept areas: written communications, oral communication, critical thinking, and technology/information literacy.

Goal 1: Radford University students will be able to prepare coherent and well-written essays that effectively integrate material from a variety of sources.

Radford University students will be able to:

effectively synthesize and integrate arguments and information

construct a coherent, cohesive essay with a clear sense of purpose

show control over syntax, grammar, punctuation, and spelling to communicate in a style that is clear and appropriate for the purpose and audience of the assignment

Goal 2: Radford University students will be able to deliver an effective and organized oral presentation and appropriately communicate in interpersonal and small group settings.

Radford University students will be able to:

use an effective organizational pattern in an oral presentation

use effective delivery techniques and language in an oral presentation

work effectively in a team environment

Goal 3: Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation.

Radford University students will be able to:

distinguish knowledge from opinion

effectively construct an argument examining multiple sides of a complex issue

apply appropriate supporting evidence within a well-reasoned argument

Goal 4: Radford University students will be able to locate, evaluate, and cite information.

Radford University students will be able to:

appropriately use a documentation style to site other people's work

utilize basic research techniques to locate information

critically evaluate sources using appropriate criteria

Required (12 hours)

All students must pass each of the following four courses, which should be completed during the student's first four semesters:

CORE 101. Essentials of Written and Oral Communication.

CORE 102. Advanced Written and Oral Communication.

CORE 201. Topics in Critical Inquiry. (ANSC 203, MKTG 201, POSC 201, or THEA 281 may be taken in place of CORE 201)

CORE 202. Topics in Ethical Inquiry. (ART 202, PHRE 202, or POSC 202 may be taken in place of CORE 202)

Students who are in the RU Honors Academy will take these courses to fulfill University Core A:

HNRS 103. Honors Written and Oral Communication.

HNRS 201. Honors Topics in Critical Inquiry .

HNRS 202. Honors Topics in Ethical Inquiry.

University Core B. Core Skills and Knowledge (16 hours required)

To meet their academic needs, particular colleges and/or departments/schools may recommend that students select specific courses to satisfy University Core B requirements. Students should consult with their advisors for information about specific college or departmental/school recommendations in University Core B. Upon completion of University Core B (Core Skills and Knowledge), Radford University students will have achieved competency in five key concept areas: mathematical sciences, natural sciences, humanities, fine arts, and social/behavioral sciences.

Goal 5: Radford University students will be able to use the tools of mathematics and quantitative reasoning to conceptualize and solve problems.

Radford University students will be able to:

interpret relationships among numeric, symbolic, and graphical information as applied to the real world

solve problems using numeric, symbolic and graphical information

The following courses have been approved to meet University Core B Core Curriculum

Requirements in the Mathematical Sciences:

Required (3 hours)

All students must pass one of the following courses in the Mathematical Sciences:

- MATH 114. Math and Human Society.
- MATH 116. Math and Humanity.
- MATH 119. Mathematics for Biology.
- MATH 121. Math Content for Teachers I.
- MATH 122. Math Content for Teachers II.
- MATH 125. Finite Mathematics for Business and Economics.
- MATH 126. Business Calculus.
- MATH 132. Honors Applications of Mathematics.
- MATH 137. College Algebra.
- MATH 138. Precalculus.
- MATH 168. Calculus I with Integrated Precalculus I
- MATH 169. Calculus I with Integrated Precalculus II
- MATH 171. Calculus and Analytic Geometry I
- MATH 172. Calculus and Analytic Geometry II

Goal 6: Radford University students will understand the methodologies of scientific inquiry, think critically about scientific problems, and apply principles of a scientific discipline to solve problems in the natural/physical world.

Radford University students will be able to:

distinguish between findings that are based upon empirical data and those that are not
apply scientific principles within the context of a specific scientific discipline to solve real world problems

The following courses have been approved to meet University Core B Core Curriculum Requirements in the Natural Sciences:

Required (4 hours)

All students must pass one of the following courses in the Natural Sciences:

- ASTR 111. General Astronomy I.
- ASTR 112. General Astronomy II.
- BIOL 103. Environmental Biology.
- BIOL 104. Human Biology.
- BIOL 105. Biology for Health Sciences.
- CHEM 101. General Chemistry.
- CHEM 102. General Chemistry.
- CHEM 120. Chemistry of Life.
- GEOL 100. Earth Resources and Natural Hazards.
- GEOL 105. Exploring Earth; Earth Through Time.
- GEOL 106. Exploring Earth: Earth Through Time.
- PHYS 111. General Physics.
- PHYS 112. General Physics.
- PHYS 221. Physics.
- PHYS 222. Physics.

Goal 7: Radford University students will understand that human experience has given rise to significant questions and be aware of the nature and methods of inquiry in the humanities.

Radford University students will be able to:

identify principles, concepts, or developments crucial to inquiry in a humanities discipline
recognize how a method of inquiry in the humanities can be applied to a disciplinary question
The following courses have been approved to meet University Core B Core Curriculum

Requirements in the Humanities:

Required (3 Hours)

All students must pass one of the following courses in the Humanities:

CLSS 110. Classical Mythology.

CCST 110. Germanic Sagas and Myths.

ENGL 200. Literary Texts and Contexts.

HIST 101. World History to 1500.

HIST 102. World History since 1500 .

PHIL 111. Introduction: Knowledge, Reality, and the Human Condition.

PHIL 112. Introduction: Ethics and Society.

PHIL 200. The Origins of Western Philosophy.

POSC 110. Introduction to Politics.

RELN 111. Introduction to Religion.

RELN 112. Survey of World Religions.

RELN 203. Sacred Texts of the West.

RELN 206. Survey of Religious Experiences.

Goal 8: Radford University students will identify and evaluate ways in which the visual and performing arts reflect and communicate aspects of the human experience.

Radford University students will be able to:

evaluate works of art in terms of the medium's distinctive language and terminology

identify the relationship between works of art and specific historical, cultural, and social contexts

The following courses have been approved to meet University Core B Core Curriculum

Requirements in the Visual and Performing Arts:

Required (3 hours)

All students must pass one of the following courses in the Visual and Performing Arts:

ART 100. Art Appreciation.

ART 215. Art History Survey: Prehistory to Gothic.

ART 216. Art History Survey: Renaissance to Contemporary.

CVPA 266. Travel Study in Visual and Performing Arts.

DNCE 111. Dance Appreciation.

MUSC 100. Introduction to Music Literature.

MUSC 121. Art of Music.

MUSC 123. Art of Jazz.

THEA 100. Theatre Appreciation.

THEA 180. Introduction to World Cinema.

Goal 9: Radford University students will understand how individual, social, or cultural factors influence human behavior and shape reciprocal relationships between people and society.

Radford University students will be able to:

recognize social and behavioral science concepts

recognize the relationship between individual and socio-cultural factors that affect behaviors

The following courses have been approved to meet University Core B Core Curriculum

Requirements in the Social and Behavioral Sciences:

Required (3 hours)

All students must pass one of the following courses in the Social and Behavioral Sciences:

ANSC 101. Human Origins and Biocultural Evolution.

APST 200. Introducing Appalachia.

ECON 205. Principles of Macroeconomics .

ECON 206. Principles of Microeconomics.

GEOG 101. Europe and the Americas.

GEOG 102. Africa and Asia.

GEOG 103. Introduction to Human Geography.

HIST 111. U.S. History to 1865.

HIST 112. U.S. History since 1865.

POSC 120. Introduction to American Government.

PSYC 121. Introductory Psychology.

RELN 205. Religion and Culture.

SOCY 110. Introduction to Sociology.

SOCY 121. Understanding Cultures.

**College Core A. National and International Perspectives
(6 hours required)**

To meet their academic needs, students in particular colleges and/or departments/schools may be limited as to which courses they use to satisfy College Core A and College Core B requirements. Students should consult with their advisors for information about specific college or departmental/school requirements in College Core A and College Core B.

Upon completion of College Core A (National and International Perspectives), Radford University students will have achieved competency in two key concept areas: U.S. Perspectives and Global Perspectives.

Goal 10: Radford University students will understand how social and cultural (for example, political, historical, economic, environmental, religious or geographic) forces shape the American experience.

Radford University students will be able to:

explain basic facets of the American experience with attention to unity and diversity in American society

use material studied to explain contemporary issues in the United States

evaluate common institutions in American society and how they have affected or continue to affect, different groups

Required (3 hours)

All students must pass one of the following courses in U.S. Perspectives:

APST 200 - Introducing Appalachia.

ECON 101. Survey of Economics.

ECON 205. Principles of Macroeconomics .

ECON 206. Principles of Microeconomics .

ENGL 203. Readings in American Literature.

GEOG 201. North America.

GEOG 202. Commonwealth of Virginia.

GEOG 203. Appalachian Geography.

HIST 111. U.S. History to 1865.

HIST 112. U.S. History since 1865.

POSC 120. Introduction to American Government.

SOCY 110. Introduction to Sociology.

Goal 11: Radford University students will understand how social and cultural (for example, political, historical, economic, environmental, religious or geographic) forces shape experiences in the global setting.

Radford University students will be able to:

compare and contrast different perspectives used to explain the world or international issues;

use material studied to explain cross-cultural issues in the world;

evaluate differences and similarities among world cultures that affect perceptions, beliefs or behaviors, and thus relationships between those cultures

Required (3 hours)

All students must pass one of the following courses in Global Perspectives:

ENGL 201. Readings in World Literature.

ENGL 202. British and Commonwealth Literature.

CCST 103. Trademarks in Chinese Culture.

CVPA 266. Travel Study in Visual and Performing Arts.

GEOG 101. Europe and the Americas (World Geography).

GEOG 102. Africa and Asia (World Geography).

GEOG 140. Introduction to Environmental Studies (SS).

GEOG 280. Regional Geography (SS).

HIST 101. World History to 1500.

HIST 102. World History since 1500.

INST 101. Introduction to International Studies.

ITEC 112. A Global Perspective of Information Technology.

PEAC 200. Introduction to Peace Studies.

RELN 112. Survey of World Religions.

RELN 205. Religion and Culture.

SOCY 121. Understanding Cultures.

THEA 180. Introduction to World Cinema.

WGST 200. Women in the World: Introduction to Women's and Gender Studies.

College Core B. Supporting Skills and Knowledge (9-11 hours required)

Upon completion of College Core B (Supporting Skills and Knowledge), Radford University students will have a stronger foundation in three key areas: mathematical sciences or natural sciences; humanities, visual and performing arts or foreign languages; and social/behavioral sciences or health and wellness. As part of this area, students may take a course in a foreign language or health and wellness with learning outcomes specified below.

If a foreign language is chosen to satisfy this requirement, the student will achieve a degree of competence in a foreign language and culture, and will be able to:

demonstrate language skills appropriate to the level of study

analyze similarities and differences between their own and the target cultures
explain contemporary international issues from the perspectives of their own and the target cultures

If a health and wellness course is chosen to satisfy this requirement, the student will understand the implications of health and lifestyle choices for him/herself and society, and will be able to: identify health-related choices that promote personal well-being and enhance the overall quality of life

analyze the relations among factors such as nutrition, stress, leisure, and health related fitness activities as they influence personal wellness

explain how personal health and lifestyle choices affect society at large

explain how social and cultural factors affect personal health and lifestyle choices

Required (3 or 4 hours)

All students must pass a second course in the Mathematical Sciences or Natural Sciences. In addition to the courses listed in these content areas in University Core B (above), students can also meet this requirement by passing:

STAT 130. Understanding Statistics in Society. or

STAT 200. Introduction to Statistics. or

STAT 219. Statistics for Biology.

Required (3 or 4 hours)

All students must pass a second course in the Humanities, Visual and Performing Arts, or Foreign Languages. In addition to the courses listed in these content areas in University Core B (above), students can also meet this requirement by passing a foreign language course:

ARAB 101 - Elementary Arabic I.

ARAB 102 - Elementary Arabic II.

ARAB 201. Intermediate Arabic I .

ARAB 202. Intermediate Arabic II.

ARAB 300. Arabic Readings and Culture.

CHNS 101.Elementary Chinese I.

CHNS 102. Elementary Chinese II.

CHNS 201. Intermediate Chinese I.

CHNS 202. Intermediate Chinese II.

FORL 100. Elementary Conversation in Critical Languages.

FORL 109/209/309/409. Study Abroad Practicum.

FORL 200. Intermediate Conversation I in Critical Languages.

FORL 210. Intermediate Conversation II in Critical Languages.

FREN 100. Elementary French.

FREN 200. Intermediate French.

FREN 210. Intermediate French.

FREN 300. Readings in French.

FREN 320. Topics in French Cinema.

GRMN 100. Elementary German.

GRMN 200. Intermediate German.

GRMN 210. Intermediate German.

GRMN 300. Readings in German.

LATN 101. Elementary Latin.
LATN 102. Elementary Latin.
LATN 201. Intermediate Latin.
LATN 350. Latin Literature.
RUSS 101 - Elementary Russian I.
RUSS 102 - Elementary Russian II.
RUSS 200. Intermediate Russian I.
RUSS 210. Intermediate Russian II.
RUSS 300. Readings in Russian.
SPAN 101. Beginning Spanish.
SPAN 102. Beginning Spanish.
SPAN 103. Spanish Review for Beginners.
SPAN 201. Intermediate Spanish.
SPAN 202. Intermediate Spanish.

Required (3 hours)

All students must pass a second course in the Social and Behavioral Sciences or Health and Wellness. In addition to the courses listed in these content areas in University Core B (above), students can also meet this requirement by passing a Health and Wellness course:

HLTH 111. Personal Health.
HLTH 200. Wellness Lifestyle.
NUTR 214. Introduction to Nutrition.
RCPT 200. Leisure in Contemporary Society.

TOTAL: 43-45 Required Hours in the Core Curriculum

Proposed language:

Requirements for All Degrees

To earn an undergraduate degree from Radford University, students must fulfill both Core Coursework requirements and the requirements associated with a specific degree and major, as well as sufficient electives to complete the minimum semester hours required for graduation. Core Coursework requirements are detailed below. They are followed by an outline of requirements associated with specific degrees (B.A., B.S., etc.). Details of the requirements for specific degrees and majors can be found in the department sections.

Core Coursework (30-36 hours)

Radford University is committed to the development of mature, responsible, well-educated citizens. In addition to acquiring a diverse body of knowledge, RU graduates will possess a love of learning and a range of intellectual skills that enable them to meet the challenges and realize the promise of living in a complex, multicultural, and ever-changing world.

Core Coursework emphasizes competencies that are central to a liberal arts education in the modern world. These are the competencies that students will need for lifelong learning and success. These courses allow students to engage in exploration and learning both within and without their majors as they pursue their educational and professional goals.

Students in particular colleges and/or departments/schools may be limited in which courses they use to satisfy Core Coursework requirements. Students should consult with their advisors for information about specific college or departmental/school requirements in these areas.

Courses taken for Core Coursework credit may not be cross credited (used to satisfy requirements in two Core Coursework categories), but courses may be cross credited to majors, minors and certificates.

Core Coursework requirements address several competency categories:

Foundational Writing (3 hours)

Writing Intensive (6 hours)

Foundational Math (3 hours)

Scientific and Quantitative Reasoning (6-8 hours)

Humanistic or Artistic Expression (6-8 hours)

Cultural or Behavioral Analysis (6-8 hours)

TOTAL: 30-36 hours

Foundational Writing (3 hours)

The goal of Foundational Writing is to develop students' understanding of the principles and elements of effective written communication through applied practice, self-evaluation, and revision. Students will

- employ reading strategies to facilitate written communication;
- engage in the recursive writing process, including pre-writing, drafting, revising, editing, and proofreading to improve written communication; and
- will use appropriate vocabulary, mechanics, grammar, and style.

Writing Intensive (6 hours)

The goal of Writing Intensive courses is to provide students with the instruction and feedback to allow them to become more adept at producing appropriate and effective written work. Students will

- demonstrate proficiency in the writing conventions of a discipline and
- communicate through writing their understanding of disciplinary content and/or texts.

Foundational Math (3 hours)

The goal of Foundational Math is for students to apply the tools of mathematics to conceptualize and solve problems in everyday life. Students will

- translate information among various mathematical forms (e.g., equations, graphs, diagrams, tables, words);
- successfully solve problems using appropriate mathematical tools; and
- draw appropriate conclusions based on mathematical evidence.

Scientific and Quantitative Reasoning (6-8 hours)

The goal of Scientific and Quantitative Reasoning courses is for student to apply scientific and quantitative reasoning to questions about the natural world, mathematics, or related areas.

Students will

- apply scientific and quantitative information to test problems and draw conclusions; and
- evaluate the quality of data, methods, or inferences used to generate scientific and quantitative knowledge.

Humanistic or Artistic Expression (6-8 hours)

The goal of Humanistic or Artistic Expression courses is for students to explore humanistic or artistic expression through inquiry or creativity. Students will

- demonstrate understanding of diverse ideas, languages, products, or processes of humanistic inquiry or artistic expression; and
- critically evaluate, synthesize, or create forms of human expression or inquiry.

Cultural or Behavioral Analysis (6-8 hours)

The goal of Cultural or Behavioral Analysis Courses is for students to examine the context and interactions of culture(s) and/or behaviors. Students will

- describe behaviors, beliefs, cultures, social institutions, and/or environments; and
- analyze the interactions of behaviors, beliefs, cultures, social institutions, and/or environments.

Courses that fulfill Core Coursework requirements:

Foundational Writing (3 hours)*

- CORE 101. Essentials of Written and Oral Communication
- ENGL 111. Principles of College Composition

**Students in the RU Honors Academy*

- *HNRS 103. Honors Written and Oral Communication*

Writing Intensive (6 hours)*

Some of these courses may be restricted to certain majors or may have prerequisites. Check with your advisor.

- CORE 102. Advanced Written and Oral Communication **or** ENGL 112. Critical Reading and Writing in the Digital Age
- CORE 201. Topics in Critical Inquiry **or** ANSC 203. Bigfoot Stole My UFO!: Critically Engaging with Science, Pseudoscience, and the Paranormal **or** MKTG 201. Critical Inquiry in Marketing **or** POSC 201. Critical Inquiry in Political Science **or** THEA 281. Research in Theater and Film **or** HNRS 201. Honors Topics in Critical Inquiry
- CORE 202. Topics in Ethical Inquiry **or** ART 202. Ethical Inquiry in the Visual Arts and Museums **or** PHRE 202. Current Topics in Ethical Inquiry **or** POSC 202. Ethical Inquiry in Political Science **or** HNRS 202. Honors Topics in Critical Inquiry

Or any course designated as WI (Writing Intensive).

**Students in the RU Honors Academy*

- *HNRS 201. Honors Topics in Critical Inquiry*

- *HNRS 202. Honors Topics in Ethical Inquiry*

Foundational Math (3 hours)

- MATH 100. Foundational Math
- MATH 110. Finite Mathematics
- MATH 114. Math and Human Society
- MATH 116. Math and Humanity
- MATH 119. Mathematics for Biology
- MATH 121. Math Content for Teachers I
- MATH 122. Math Content for Teachers II
- MATH 125. Finite Mathematics for Business and Economics
- MATH 126. Business Calculus
- MATH 132. Honors Applications of Mathematics
- MATH 137. College Algebra
- MATH 138. Precalculus Function Analysis
- MATH 168. Calculus I with Integrated Precalculus I
- MATH 171. Calculus and Analytic Geometry I

Or placement in higher mathematics course or competency assessment or course deemed foundational math by the Department of Mathematics and Statistics.

Scientific and Quantitative Reasoning (6-8 hours)

MATH 114. Math and Human Society.
 MATH 116. Math and Humanity.
 MATH 119. Mathematics for Biology.
 MATH 121. Math Content for Teachers I.
 MATH 122. Math Content for Teachers II.
 MATH 125. Finite Mathematics for Business and Economics.
 MATH 126. Business Calculus.
 MATH 132. Honors Applications of Mathematics.
 MATH 137. College Algebra.
 MATH 138. Precalculus.
 MATH 168. Calculus I with Integrated Precalculus I
 MATH 169. Calculus I with Integrated Precalculus II
 MATH 171. Calculus and Analytic Geometry I
 MATH 172. Calculus and Analytic Geometry II
 STAT 130. Understanding Statistics in Society
 STAT 200. Introduction to Statistics
 STAT 219. Statistics for Biology
 ASTR 111. General Astronomy I
 ASTR 112. General Astronomy II
 BIOL 103. Environmental Biology
 BIOL 104. Human Biology
 BIOL 105. Biology for Health Sciences
 CHEM 111. General Chemistry I

CHEM 112. General Chemistry II
CHEM 120. Chemistry of Life
GEOL 100. Earth Resources and Natural Hazards
GEOL 105. Exploring Earth
GEOL 106. The Earth through Time
PHYS 111. General Physics I
PHYS 112. General Physics II
PHYS 221. Physics I
PHYS 222. Physics II

Humanistic or Artistic Expression (6-8 hours)

ART 100. Art Appreciation
ART 215. Art History Survey: Prehistory to Gothic
ART 216. Art History Survey: Renaissance to Contemporary
CLSS 110. Classical Mythology
CCST 110. Germanic Sagas and Myths
CVPA 266. Travel Study in Visual and Performing Arts
DNCE 111. Dance Appreciation
ENGL 200. Literary Texts and Contexts
ENGL 201. Readings in World Literature
ENGL 202. Readings in British and Commonwealth Literature
ENGL 203. Readings in American Literature
HIST 101. World History to 1500
HIST 102. World History Since 1500
MUSC 100. Introduction to Music Literature
MUSC 121. Art of Music
MUSC 123. Art of Jazz
PEAC 200. Introduction to Peace Studies
PHIL 111. Introduction: Knowledge, Reality, and the Human Condition
PHIL 112. Introduction to Ethics and Society
PHIL 200. The Origins of Western Philosophy
POSC 110. Introduction to Politics
RELN 111. Introduction to Religion
RELN 112. Survey of World Religions
RELN 203. Sacred Texts of the West
RELN 206. Survey of Religious Experiences
THEA 100. Theatre Appreciation
THEA 180. Introduction to World Cinema
ARAB 300. Arabic Readings and Culture
FREN 300. Readings in French
FREN 320. Topics in French Cinema
GRMN 300. Readings in German
LATN 350. Latin Literature
RUSS 300. Readings in Russian
WGST 200. Women in the World

Cultural or Behavioral Analysis (6-8 hours)

ANSC 101. Anthropology of the Human Past
APST 200. Introducing Appalachia
CCST 103. Trademarks in Chinese Culture
INST 101. Introduction to International Studies
ITEC 112. A Global Perspective of Information Technology
ECON 101. Survey of Economics
ECON 205. Principles of Macroeconomics
ECON 206. Principles of Microeconomics
GEOG 101. Europe and the Americas
GEOG 102. Africa and Asia
GEOG 103. Introduction to Human Geography
GEOG 140. Introduction to Environmental Studies
GEOG 201. North America
GEOG 202. Commonwealth of Virginia
GEOG 203. Appalachian Geography
GEOG 280. Regional Geography
HIST 111. U.S. History to 1865
HIST 112. U.S. History since 1865
INST 101. Introduction to International Studies
ITEC 112. A Global Perspective of Information Technology
POSC 120. Introduction to American Government
PSYC 121. Introductory Psychology
RELN 205. Religion and Culture
SOCY 110. Introduction to Sociology
SOCY 121. Understanding Cultures
PEAC 200. Introduction to Peace Studies
RELN 112. Survey of World Religions
WGST 200. Women in the World

RATIONALE:

- I. The proposed Common Coursework (aka “the bridge” or the “skinny Core”) will facilitate the teach-out of the Core Curriculum in several ways.
 1. First, it will reduce by one incoming class the number of students who will be required to take the current four-course CORE sequence while at the same time still requiring those students to complete nine hours of coursework that provide opportunities for guided writing.
 2. Second, students who entered under the 2019-2020 catalog may be advised to opt for graduation under the 2020-2021 catalog when feasible. Students opting to graduate under the 2020-2021 catalog would likewise not need to complete the four-course CORE sequence.

- II. The reduction in the number of sections of CORE 201 and CORE 202 resulting from the above will alleviate staffing issues.
- III. The proposal will allow for the piloting of Writing Intensive courses. Sections of CORE 201 and CORE 202 will still be taught, allowing for some Writing Intensive courses to be rolled out but not necessitating the simultaneous rollout of all WI courses.
- IV. The reduction of general education hours from 43-45 to 30-36 will benefit students who going forward will need to pay surcharges per credit hour for course loads above 16 credits.
- V. It is likely that students from at least one college will not be able to begin participating in the REAL program by the fall of 2021. The catalog language proposed in this motion could be left in place in the 2021-2022 catalog for that college even as the REAL model is specified for students in other colleges.
- VI. Regarding oversight of the Writing Intensive (WI) courses: There are currently two academic governance bodies with oversight over general education: the Core Curriculum Advisory Committee (CCAC) and the REAL Council. CCAC will soon be a redundant body. Moreover, CCAC has never had responsibility for WI courses, but the REAL Council will have such responsibility. Therefore the most appropriate body to have oversight over the WI courses for the 2020-2021 catalog is the REAL Council.

Approved by CCAC October 29, 2019

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19-20.16: Motion to Revise the Faculty Morale Survey

Referred by: Campus Environment Committee

Motion:

The Faculty Senate approves the revised Faculty Morale Survey which shall be distributed in the Spring of 2020.

Rationale:

The Faculty Morale Survey has been revised by the Campus Environment Committee to improve the clarity of certain questions and to reflect the addition of the RU Carilion, Roanoke campus. A selection of “Prefer not to answer” has been added to each question. The revised survey and a list of changes can be found in the Appendix in the motion book.

See supporting documents on the Faculty Senate Website (Motions page).

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19-20.17: Motion Concerning REAL Course Designation

Referred by: Curriculum Committee

Motion:

Within the REAL Curriculum, course designation is limited to one R, E, A, or L area.

Rationale:

This rule is necessary in order to ensure compliance with the REAL model rule that allows courses to fulfill only one REAL area within a student's program of study and ensures the success of the launch of the new general education curriculum.

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19-20.18: Motion to Rename the Department of Information Technology

Referred by: Curriculum Committee

Motion:

The Faculty Senate supports designating the Department of Information Technology as a school within the Artis College of Science and Technology and changing its name to the School of Computing and Information Sciences.

Rationale:

A. Unit Complexity

The department of Information Technology has three undergraduate degrees spanning eight concentrations, an undergraduate certificate in Information Security, a masters program in Data and Information Management, and the Applied Research Center.

Designation as a school would provide the ability to continue functioning as a large but cohesive unit in maintaining, adapting, and growing these programs, as compared to dividing the unit into multiple departments.

B. Improved Profile

Designation as a school would also allow the Department of Information Technology to improve its profile. The designation of being a School, and a new name, will be more in line with current the complexity of the department and the name will better match the programs available in the school. Programs named Information Technology generally do not include Computer Science programs or the range of programs available in the current Department of Information Technology.

C. Strong Professional Orientation

One characteristic of an academic unit that has historically led to organization as a school is strong professional organization within the discipline the academic unit serves. This is the case in Information Technology. Professional certifications exist in most of the sub-disciplines such as database administration, computer networking, and software engineering. The I.T. faculty and leadership at Radford University enjoy strong ties with industry. I.T. managers and recruiters are frequent visitors to Radford's campus and R.U. faculty are frequently out in industry visiting with their professional counterparts to access new developments in tools and techniques. R.U. information technology students are among the most involved on campus in terms of part time employment, summer employment, and internships in their future profession.

Budget implication:

The primary fiscal impact of this change would be \$2,000/yr for increasing the stipend for a

department chair to that of a school director. In addition, there would be modest one-time fees associated with such a name change (new stationery, updating web pages, etc.).

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19-20.19: Motion to Update the Undergraduate Catalog Bachelor of Arts/Bachelor of Science Requirements

Referred by: Curriculum Committee

Motion:

Upon the launch of REAL, Faculty Senate recommends the following language regarding Bachelor of Arts and Bachelor of Science requirements in the catalog be changed to read:

(The current language in the catalog regarding BA and BS requirements would remain the same. See below.)

Bachelor of Arts Degree Completion of a minimum of two semesters of one language in a foreign/sign language program. Students will be placed in the appropriate level of their chosen language depending on their previous foreign language experience and on the placement examination results as determined by the Foreign Language department **Department of Foreign Language and Literature. Courses used to meet Core Curriculum requirements may not be used to satisfy the B.A. requirements. [Stricken]**

Bachelor of Science Degree Courses for B.S. Degree 6-8 credits Specific requirements associated with this degree are listed in the requirements for individual majors. **Courses used to meet Core Curriculum requirements and/or major requirements may not be used to satisfy the B.S. requirements. [Stricken]**

(New language to be added)

1. Courses used to fulfill B.S. requirements must be taken outside the major department or school.
2. Courses used to complete B.S. or B.A. requirements can be used to fulfill REAL areas.
3. Foundational Writing and Foundational Math courses may not be used to satisfy B.A. or B.S. requirements.

Rationale:

This motion leaves the current language untouched regarding B.S. and B.A. requirements. This motion would not require departments to make changes.

This motion has been approved by the REAL Implementation Steering Committee upon recommendation by the Academic Management Sub-committee

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19-20.20: Motion to Update the T & R Handbook in Regard to Student Evaluation of Faculty

Referred by: Governance Committee

Motion: Faculty Senate recommends the following changes be made to section 1.4.1.3 of the Teaching and Research Handbook related to **Student Evaluation of Faculty**.

(Note: Deleted language is in red with strikethrough. New language is blue.)

Distribution and Archiving of Results

The Chair of the Personnel Committee shall insure distribution of numerical and subjective summary data for an evaluated course to both the faculty member and the Department Chair within 10 days after this material is made available by the Office of **Academic Assessment Institutional Effectiveness and Quality Improvement**.

~~Summaries of data from student evaluations collected by the Personnel Committee shall be kept by the Chair of the Personnel Committee for 7 years after collection., either in printed or electronic form. Original data collection forms, including scan sheets and comments sheets, shall be kept for at least 1 year after data collection. All records no longer retained by the department shall be returned to the faculty member. For older evaluations, the Office of Institutional Effectiveness and Quality Improvement maintains archival records of summary and original data dating to 2008.~~

Complaint Procedures for **Prejudicial Evaluations**

If a faculty member concludes that comments in the student evaluation data **point to suggest** the presence of **prejudicial** evaluations **that violate university policies on diversity and equity**, the faculty member has the right to request **and receive a copy of the corresponding raw data on the evaluation**. **“Prejudicial” as defined by the E.E.O.C. refers to language and actions “based on stereotypes or assumptions about the abilities, traits, or performance of individuals of a certain sex, race, age, religion, or ethnic group, or individuals with disabilities.”** University standards on discrimination, harassment, sexual misconduct, and retaliation should be used to determine if **evaluations violate university policies**. Following receipt of the evaluations, the faculty member may ask for a meeting with the department chair and the chair of the personnel committee. If review of the evaluation comments concludes that the evaluations **are prejudicial violate university standards**, those **evaluation sheets responses** will be removed from the **completed forms data set** and the statistics **must then will** be recalculated using the remaining evaluations. If the issue remains unresolved after this meeting, the faculty member may **then** appeal to the **college D**ean. If this **request** does not lead to resolution of the complaint, the **next step is to bring faculty member may** appeal to the Faculty Appeals **c**Committee. These strategies for recourse are necessary and important given the role of student evaluation data in making decisions determining reappointment, tenure, promotion, and merit awards.

Rationale:

This motion is to update the language in the T&R handbook to reflect current practice. Further, this motion removes specific language to help with durability of the section.

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19-20.21: Motion to Create the Undergraduate Research Scholar Designation

Referred by: Curriculum Committee

Motion: Faculty Senate recommends the creation of the Research Scholar designation on undergraduate transcripts and diplomas.

Rationale:

The Radford University Research Scholar transcript designation is in recognition of the accomplishment of undergraduate students who have contributed to the knowledge base within a field of study through active research outside the classroom.

The Undergraduate Research Scholar designation will be specific and unique to the field in which the student conducted research. For instance, if a student meets the requirements in undergraduate research, scholarship or creative activities (URSCA) in Dance, the designation would read, "Dance Research Scholar." The designation is determined by the nature of the project and the department of the faculty mentor.

To qualify for the Undergraduate Research Scholar designation, the student must demonstrate the following requirements through an application to the Office of Undergraduate Research & Scholarship:

- Completion of a minimum of two semesters of research, scholarship, or creative activity supervised by a faculty mentor. Summertime investment is acceptable with the expectation that a total of 30 weeks of faculty mentored URSCA is completed.
- Dissemination of the results of their project or creative project by at least one of the following methods:
 - Presentation at a state, regional, national, or international conference and/or juried artistic venue such as an art exhibition, concert, or festival; or
 - Publication (or accepted for publication) their research or creative project in a peer-reviewed research or professional journal; or
 - Presentation at the Radford University Student Engagement Forum.
Dissemination at other Radford University events may be approved by the Office of Undergraduate Research & Scholarship.
- Endorsement through an electronic form that the experience is appropriate and contributed to the discipline by the faculty mentor(s) and the Department Chair of the faculty mentor.
 - Employees other than full time faculty may mentor a student with permission of the faculty mentor's Department Chair and the Office of Undergraduate Research & Scholarship.
- Written reflection by the student that addresses how their work contributed to the field of study (in approximately 250 to 500 words) and how the experience has impacted their intellectual and professional growth (in approximately 100 to 300 words).

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19-20.22: Motion to Create the Health Humanities Minor

Referred by: Curriculum Committee

Motion: Faculty Senate recommends the creation of the Health Humanities minor for undergraduate students.

Rationale:

This proposal is for a six-course (18-19 credit) health humanities minor for undergraduates in any academic major. Currently, Radford University does not offer a formal academic program in the health humanities. The proposed health humanities minor enables the exploration of the lived experience of illness, disability, medicine, and caretaking. As a micro-credential that complements existing degree pathways as well as the REAL General Education Model, the proposed health humanities minor ultimately trains students to think critically about the role health plays in their own lives, communities, and future professions.

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19-20.23: Motion to Require 3 Credit-hours for REAL Writing Intensive Courses

Referred by: Curriculum Committee

Motion: Faculty Senate recommends, based on recommendation by the REAL Council, that the two Writing Intensive courses required by REAL curriculum, must be at least 3 credits each.

Rationale: This motion clarifies the REAL model document that stated that students must take at least two Writing Intensive courses, with at least one course at the 300 or 400 level. The number of credits was not addressed in the original model.

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19-20.24: Motion to Standardize Criteria for Courses Designated as General Education in the REAL Curriculum

Referred by: Curriculum Committee

Motion: Faculty Senate recommends adopting the following language to standardize criteria for courses designated as General Education upon the implementation of the REAL Curriculum.

Traditionally, the SACSCOC standard 9.3 (see below) is interpreted to identify courses for general education that 1) are lower level (100-200 at Radford University), 2) are open to all students, and 3) require few or no course prerequisites. Examples include courses currently approved for the Core Curriculum. All general education courses must not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. Courses at the 300 level may be considered for inclusion as general education if a rationale demonstrates how the other conditions are met.

In order to document compliance with this standard, the Radford University REAL Council, the internal governance body charged with oversight of the REAL Curriculum, requires majors, minors (including REAL Studies minors) and certificates, covering R, E, or A to identify at least one course that meets that definition in order to cover those claimed areas. These courses must be designated as R, E, or A within the REAL Curriculum. Departments may identify any additional courses as General Education as long as they meet the criteria above. All REAL aligned majors, minors (including REAL Studies minors), and certificates must contain at least 3 credits at the 300 level or higher to document coverage of any claimed REAL area.

Undergraduate students must complete at least 30 credit hours of **these** general education identified courses **across their entire program of study**. The 30 credit hours may come from any of the R, E, A, or L areas.

SACSCOC RESOURCE LANGUAGE

SACSCOC Standard 9.3 states the following:

“The institution requires the successful completion of a general education component at the undergraduate level that:

- (a) is based on a coherent rationale.
- (b) is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.
- (c) ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/ behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.”

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19-20.25: Motion to Develop Direct and Indirect Assessment Measures for REAL Studies Minors

Referred by: Curriculum Committee

Motion: Faculty Senate recommends the development of the following direct and indirect assessment measures mandated REAL Studies minors and optional for majors, minors, and certificates claiming REAL areas.

Departments must devise assessment plans for REAL areas claimed by majors, minors and certificates. The REAL annual assessment plans must include at least two measures of each student learning outcome; there are two learning outcomes for each REAL area. One of these measures must be a direct measure. (Measures may come from the same assessment or instrument.) A two-prong assessment strategy housed within the D2L learning management system is proposed to assess the REAL Studies minors and programs whose departments choose to adopt them.

Assessment Administration

All undergraduate students enrolled at Radford University who need to complete general education requirements must complete these assessments to assist in identifying needs and potential areas of support for academic development. Undergraduate students must complete the pre-test or baseline assessments upon entry to the university. Near the end of their academic programs of study, every student will again take the same assessment to identify areas of growth in learning in the REAL areas. The change in scores will help identify the effectiveness of the REAL Curriculum approach to general education. Departments choosing to adopt these measures to assess their majors, minors, and concentrations. Departments would then be required to report their programs' disaggregated REAL data in their annual assessment report.

Direct Measure of Student Learning in R, E, A, or L

General items assessing the four REAL areas of curriculum will be developed to assess student learning within each of the REAL areas. Questions will be non-discipline specific or include sufficient background information to enable students to answer. Students will receive a random selection of questions from the question library.

Indirect Measure of Student Learning in R, E, A, or L

In addition to the direct measure, students will also be asked a series of Likert-scale items to assess their perception and/or growth of learning of content and skills related to each of the REAL areas. This student perception survey will serve as an indirect assessment that could potentially enrich the data from the direct assessment. The student survey will be assessed prior to the direct measure in D2L.

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19-20.26: Motion Regarding Recent Revisions of the Student Evaluations of Faculty

Referred by: Faculty Issues Committee

Motion: The Faculty Senate recommends the campus-wide adoption of the most recently revised versions of the evaluation instruments used for the student evaluation of faculty in online and face-to-face classes, as soon as feasible (preferably by fall 2020)

Rationale: The SEF internal governance committee has dedicated extensive time and effort to make revisions to the student evaluations used for online classes and face-to-face classes and to pilot these versions. Following discussion at the Faculty Senate last spring, and continued interaction with the Faculty Issues Committee, the members of the SEF have made further revisions which appear to address all stated concerns of Senate members.

In reading the attached evaluations:

“One version is for Face-to-Face classes, and the other is for Online Classes, or as listed on the file, “Distance Learning.” The format for each attached form is in the old Class Climate written format. That was done for the purpose of making the documents easier to review. It is a more accessible format for reading the forms. The active versions that students see electronically have the same questions but contain pull-down menus that make it harder to review the documents.”
[explanation courtesy of Matt Oyos]

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19-20.27: Motion Regarding Personnel Timeline Change for the Submission of Faculty Annual Reports

Referred by: Faculty Issues Committee

Motion: Faculty Senate recommends changing the Faculty Annual Report submission date reflected in the Teaching and Research Handbook, 1.4.1.4.1, from August 22 to August 10.

1.4.1.4.1 Evaluation Procedures for Tenured and Tenure-track Faculty.

1. **By August 22**, By August 10, **By August 15**, each returning faculty member shall submit to the Department Chair a Faculty Annual Report, which includes specific information concerning the faculty member's significant activities for the past academic year in the areas of teaching, professional contributions, and university service, and a brief statement of what the faculty member hopes to accomplish in each area for the upcoming academic year. A brief description of the workload of the faculty member, including factors which might influence faculty performance, such as overloads, number of class preparations, graduate hours taught, independent studies, supervision of interns, off campus assignments, etc. should be included.

Rationale:

The Council of Chairs passed a motion that highlights the single change under consideration. No other changes to the personnel timeline or the FARs are under consideration in this motion. The Faculty Issues Committee reviewed the matter and brings it to the Senate for consideration.

The current timeline for review of Faculty Annual Reports by Department Chairs coincides closely with the beginning of the fall semester, which is also the time Chairs need to be available to students and faculty. Moving the due date of Faculty Annual Reports to August 10th will allow Chairs to complete faculty reviews before the beginning of the semester so that they can focus their attention on time-sensitive business of the department (schedule problems, student or faculty issues, students needing courses, etc.).

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19-20.28: Motion to Define the Personal/Professional Requirement for the REAL Curriculum

Referred by: Curriculum Committee

Motion: Faculty Senate approves the definition that a student must complete 15 documented participation/contact/activity hours for 1 credit hour equivalent of professional and personal development. A total of 3 credit hours or equivalent must be documented to fulfill the Personal/Professional Requirement for the REAL Curriculum.

Rationale: This motion, forwarded and approved by the REAL Council, clarifies language within the REAL Curriculum model document approved by Faculty Senate on April 4, 2019. Within that document, the explanation of the requirement is: “A personal and professional development and wellness requirement, encompassing multiple areas of competency. Students arrive to campus with existing diverse skills and competencies. This area is designed to be flexible, allowing students to build competencies that will best meet their needs and help prepare them for academic, professional, and personal success on campus and beyond. This requirement may be fulfilled through a range of activities, engagements, and/or three credits of coursework. This requirement may be fulfilled through major or minor requirements. Any courses taken for this requirement can cross-credit with majors and minors.”

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19-20.29: Motion to Retroactively Eliminate the CORE 201 and CORE 202 Requirement

Referred by: Curriculum Committee

Motion: Faculty Senate recommends the retroactive elimination of the CORE 201 and CORE 202 requirement for 2019-2020 and prior catalogs, beginning immediately. Students may apply any six credits, including free electives, to reach the 120-hour degree requirement.

Rationale:

This motion, forwarded and approved by the Core Curriculum Advisory Council, will support equitable student access to flexibility and choice during a period of transition. Some students in the 2019-2020 and prior catalogs may be able to move into the 2020-2021 catalog and benefit from the streamlined general education requirements. Other students may find it difficult to make the move because of changes to their majors or minors. By retroactively eliminating the CORE 201 and CORE 202, all students may have the option of graduating with appropriate general education credit.

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19-20.30: Motion to Approve the Course UNIV 499

Referred by: Curriculum Committee

MOTION:

Faculty Senate approves the course UNIV 499

RATIONALE:

This supports an undergraduate student's continuation of full-time work in an internship, practicum, student teaching, clinical placement or field experience leading to professional credentialing and/or licensure. This course maintains full-time continuous enrollment status during the semester while completing requirements (e.g., minimum number of clinical hours, demonstrating professional competencies, etc.) for the internship, practicum, student teaching, clinical placement or field experience (32-40 hours per week depending on the program requirements). Registration allows students access to university resources including faculty time.

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19-20.31: Motion to Approve the REAL Studies Minors

Referred by: Curriculum Committee

MOTION:

Faculty Senate approves the creation of the REAL Studies Minors

RATIONALE:

This motion will add the REAL studies minors, previously approved by Faculty Senate, to be entered into the undergraduate catalog with an effective date of Fall 2021.

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19-20.32: Motion to Create the Education Minor

Referred by: Curriculum Committee

Motion: Faculty Senate recommends the creation of the Education minor for undergraduate students.

Rationale:

The education minor is designed to provide students with a foundational understanding of human learning as it occurs in formalized educational contexts. Courses within the minor introduce students to K-12 structures and processes and explore learning through developmental, cultural, historical/philosophical, and technological perspectives. Students who complete the minor requirements will have completed the pre-professional coursework necessary to apply to the Teacher Education Program for secondary programs (Mathematics, Science, Social Studies, English) should they so choose. Students who choose not to apply to the Teacher Education Program will gain a depth of understanding of human learning and educational practices that prepares them to make informed educational decisions as citizens and that provides a foundation for executing job-embedded training that can be applied across career fields.

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19-20.33: Motion for an Optional Extension of the Tenure Clock by One Year

Referred by: Senator Dr. Paul Thomas

Motion: The faculty senate recommends an optional extension of the tenure clock by one year for tenure-track faculty. For those tenure-track faculty members who opt for the extension, it will be automatically granted after the faculty member notifies the department chair or school director who will then notify the college dean.

Rationale: The Covid-19 pandemic has severely disrupted the work lives of Radford University faculty. As a result of the transition to online classes many junior faculty members are solely focused on teaching to the exclusion of service and research. In some cases, research is impossible. While the faculty handbook has a provision for extending the tenure clock (1.7.4) such requests are evaluated on a case-by-case basis. This motion differs in that it makes Covid-19 a documented justification for tenure clock extension. Additionally, by making such extensions automatic for faculty members who request it, it ensures that such extensions are applied equitably across colleges.

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19-20.34: Motion to Request an Exception to Collecting Assessment Data

Referred by: Senator Dr. Paul Thomas

Motion: The faculty senate requests that Radford University formally request from SACSCOC an exemption from collecting assessment data during the 2020 Spring Semester.

Rationale: The Covid-19 pandemic has severely disrupted operations at Radford University. The transition to online education in the middle of the semester is such a drastic change that any assessment data collected during this semester would be virtually useless. (For many of the same reasons it was determined that students will not evaluate faculty this semester.) Additionally, the extraordinary responsibilities caused by the transition to online courses is creating difficulties for assessment coordinators who face the simultaneous challenges of teaching online in a pandemic while meeting requirements for assessment and assessment reporting. Lifting this burden would allow faculty to focus more on delivering education in this extraordinary time, and would allow the resumption of accurate data-collection when Radford University returns to more stable operating conditions.

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19-20.35: Motion to Delay the Launch of the REAL General Education Curriculum

Referred by: Senator Dr. Paul Thomas

Motion: The faculty senate recommends delaying the full launch of the REAL general education curriculum until Fall 2022.

Rationale: Introducing a new general education program is a critically important university function that shapes an institution for many years and involves complex contributions from all units in the university. Therefore, it should be something that is done with utmost deliberation and care. This motion addresses the fact that, owing to modified university operations resulting from the Covid-19 pandemic, faculty members do not currently have the time and mental energy to devote to this critical task. The toll on the faculty resulting from modified university operations is just now starting to take focus. Across campus faculty members are reporting difficulties in the transition to online classes, an overwhelming teaching workload as a result of the transition, and an increase in mental and emotional labor as faculty members help students address a lack of access to the necessary resources to complete classes and as students begin to report sick loved ones. This has created a significant shift in attention from service matters to teaching. This shift in priorities will deepen in coming weeks when the full impact of Covid-19 begins to assert itself in the Commonwealth and the New River Valley. Departments are now being asked to prepare contingency plans to cover the work of faculty members who fall ill. Departments will be asking faculty members to spend their summers creating contingency plans for the fall semester should the university maintain modified operations. The stresses being placed on our faculty members now is more than enough to justify this motion, however, considering the difficulties that we will face in our work and personal lives in the coming weeks it seems imperative to ease the pressure on our faculty when we are able. The launch of the REAL general education curriculum is one of those areas where we have the power to reasonably reduce the workload. The shift to modified operations occurred at a crucial moment in the implementation of the REAL curriculum, as department, schools, and programs were developing proposals for program alignment and course designation in the model. The interruption of that work by the Covid-19 pandemic represents a systemic shift in the ability continue and complete this work, campus wide. While individual departments, schools, and programs may currently elect to delay their individual proposal processes, or may elect to forgo participation in REAL entirely, a university-wide delay of one year will allow for a more responsible, accurate, and equitable implementation of the new curricular model without adding further demands to chairs, directors, and individual faculty colleagues as they focus on maintaining continuity for students in the immediate timeframe. A one-year delay further allows for improved planning and integration with Radford University's coming shift in advising, and will allow professional advising staff sufficient time to manage their own currently increased workload while gaining familiarity with the REAL model. The introduction of a new curriculum should be done with deliberation and care. Right now it is an afterthought as faculty address more pressing issues. If the implementation of REAL is to be accomplished with care then it needs to be completed at a time when faculty members have the time and the energy to properly address the issues raised by REAL.

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19.20.36: Motion to Change Fee Structures for Online Programs

Referred by: Resource Allocation Committee

Motion: The Faculty Senate recommends an adjustment of student fees in such a manner that the overall cost of 100% online undergraduate and graduate degree programs is reduced by an amount to make the pricing of online programs significantly lower than on-ground programs, and competitive with online programs at comparable institutions.

Rationale: Public universities and not-for-profit institutions are increasing their share of online degree programs. Radford University also has online undergraduate and graduate degree programs and is poised to introduce new degree programs. New enrollments of students are critical to the success of Radford University. Tuition sensitivity is a highly relevant factor in online degree program enrollments. The student activity fee is currently about 30 percent of the overall tuition and fee cost per credit hour at Radford University. Radford University can leverage an overall cost (tuition and fee) decrease to improve competitiveness and expand access of its online degree programs among peer institutions within the Commonwealth of Virginia and the Nation. Published research among 398 universities in the southeastern United States done in 2014 has shown that online education (e-learning) is highly price elastic and traditional education is price inelastic. A reduction of online tuition and increases in traditional tuition are required to move universities towards the goal of revenue maximization. The research among universities in the Southeast also shows that with an estimated price elasticity of 4.43 for online education, a ten percent decrease in tuition could increase the average institution's revenue between \$2.49 million to \$3.07 million. Radford University values quality education, empowerment of adult learners, degree completion rates, and student debt reduction to help close "the hope gap". Investments made over the past few years in Radford University's online programs in terms of technology, faculty, and staff have the potential to create economies of scale and anticipate the challenges that accompany growth. Radford University's online degree programs have the potential to develop an agile, sustainable, and scalable model for delivering affordable, high-quality education.

Radford University Sources-

Tuition and Fees 2019-2020 - <https://www.radford.edu/content/bursar/home/accounts/tuition/in-state1920.html>

Comprehensive Fee Components -

<https://www.radford.edu/content/bursar/home/accounts/tuition/CompFeeDist1819.html>

RUC Tuition and Fees - <https://www.radford.edu/content/ruc/home/prospective-students/cost.html>

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19-20.37: Motion to Create the Religious-Cultural Literacy for Healthcare Professions Minor

Referred by: Curriculum Committee

Motion: Faculty Senate recommends the creation of the Religious-Cultural Literacy for Healthcare Professions minor for undergraduate students.

Rationale:

Radford University's undergraduate minor in Religious-Cultural Literacy for Healthcare Professions addresses the knowledge-and-skill gap concerning religious differences by focusing on the healthcare sector. Through excellent educational experiences about religious diversity and healthcare contexts, this program will improve cultural competence among the healthcare workforce.

There is a distinct need to educate healthcare professionals in issues of cultural competence, specifically with respect to religion. At most, healthcare systems currently educate their employees with checklists of religion-specific guidelines for provider-patient interactions, but provide little depth of cultural understanding for improving patient experiences and care delivery through attention to religious background.

Learning experiences in this minor will educate future and current healthcare professionals in foundational information about religion and understandings of health; the relevance of religious information to healthcare and medicine; methods for interacting with diverse religious populations in clinical and administrative settings; and critical reflection on religion's role in the organization, delivery, and management of healthcare.

Owing to Radford's already robust nursing program, and new opportunities afforded by the merger with Jefferson College, Radford University possesses a distinct opportunity to impact the quality of care delivery among the region's diversifying population by devoting resources to educate the region's healthcare workforce in issues of religious literacy. By bridging the healthcare professions with the humanistic and social scientific study of religions, Radford University can serve its strategic aims and distinguish itself as an innovative leader in the expanding landscape of postsecondary credentials and serve the needs of Southwest Virginia and the Commonwealth.

In consultation with colleagues in the Waldron College and at the Radford University Carilion campus, we have found that there is expected interest in the curriculum proposed below, and that these courses will complement existing programs of study by introducing a liberal arts approach to studying healthcare professions.

Context & Need

Religion is pervasive in society but misunderstood in public life. Globally, 80% of humans identify as religious. In the US, 83% of adults believe in a divine being and 71% identify as Christian.¹ Despite high levels of religiosity, most U.S. Americans know very little about religion. In a 2019 Pew Research study, when asked a series of basic questions about world religions, the average respondent answered only 14.2

¹ Pew Research Center, "The Global Religious Landscape" (2012); "America's Changing Religious Landscape" (2015).

out of 32 questions correctly.² Lack of knowledge about religion leads to misperceptions and conflict in society, through instances of violent crime and in everyday contexts. To illustrate, a 2013 survey of U.S. workers noted the following:

- Religious bias is an actual problem: 49% of workers reported witnessing or experiencing religious discrimination in the workplace.
- Religious bias isn't just a problem for non-Christians: 48% of white evangelicals reported that they experienced or witnessed religious discrimination in the workplace.
- It's a problem for non-religious people, too: 40% of atheists made similar reports.
- There is a need for education: only 14% of workers reported that their employer provides religious-diversity training.³

These data demonstrate that the United States faces a significant education deficit about religious diversity in public life.

Benefits

Educational experiences in Radford University's Department of Philosophy and Religious Studies fulfill a mission to "produce students who are excellent critical thinkers and problem solvers ready to engage in a multicultural and global workforce."⁴ To serve this mission and Radford University's Strategic Plan, the Department proposes to offer an undergraduate minor in Religious-Cultural Literacy for Healthcare Professions.

This minor will be unique among Virginia's public universities, thus meeting a need that isn't currently being addressed. This program will better equip Radford's new healthcare professionals with the tools to manage diverse religious perspective in health-related fields.

Additional benefits include:

- Acquiring basic knowledge about different religious cultures
- Understanding how religious perspectives can inform healthcare decisions
- Enhancing the quality of patient/provider relationships when religious considerations are involved
- Building empathy and tolerance
- Providing alternative perspectives on health decisions

² Pew Research Center, "What Americans Know About Religion" (2019).

³ Tanenbaum Center for Interreligious Understanding, "What American Workers Really Think about Religion" (2013), 8, 10.

⁴ www.radford.edu/PHRE

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