

Radford University Faculty Senate

Motions

2021-2022

Table of Contents

Click on a motion below to be redirected to the motion page.

Faculty Senate Membership by College	1
Governance Structure of the 2021-2022 Faculty Senate	3
Status of Motions of the 2021-2022 Faculty Senate.....	6
21-22.01: Motion to Add Minors as Separate Programs	12
21-22.02: Motion to Recommend Modification to the Occupational Therapy Doctorate Program Certificate	13
21-22.03: Motion to Eliminate the PPD Requirement from the REAL Curriculum	14
21-22.04: Motion to Revise Transfer Policy Under the REAL Curriculum.....	15
21-22.05: Motion to Recommend Student Evaluation Administration	17
21-22.06: Motion to Recommend Participation in the COACHE Survey.....	18
21-22.07: Motion to Recommend Revision of Academic Program Review and Enhancement Committee	19
21-22.08: Motion to Eliminate the Core Curriculum Advisory Committee	22
21-22.09: Motion for Changes to Academic Governance Committee Membership	23
21-22.10: Motion to Revise the Academic Affairs Approval Flowchart Document.....	25
21-22.11: Motion to Update and Align SCHEV Designation for Nutrition and Dietetics with Current Practice	26
21-22.12: Motion to Create Courses in English as a Second Language (ESL)	27
21-22.13: Motion to Create Minor in African American Studies.....	28
21-22.14: Motion to Recommend Board of Visitors Commitment to Tenure and Shared Governance	29
21-22.15: Motion to Recommend Board of Visitors/Faculty Senate Connecting Structures.....	30
21-22.16: Motion for Formation of an Academic Governance Committee on Online Education	31
21-22.17: Motion on the Mid-Semester Grade Policy.....	33
21-22.18: Motion to Recommend the Deletion of the Post-baccalaureate Certificate in Bioethics.....	34
21-22.19: Motion to Delete the Minor in Asian Martial Arts.....	35
21-22.20: Motion to Approve REAL Designation for Healthcare Administration	36
21-22.21: Motion to Approve a New Minor in Applied History	37
21-22.22: Motion to Approve REAL Designation for Applied History	38
21-22.23: Motion to Approve a New Major in Creative Media	39
21-22.24: Motion to Approve REAL Designation for Creative Media.....	40
21-22.25: Motion to Revise T&R Handbook Language to Clarify Department-Level Assessment of Student Learning.....	41
21-22.26: Motion to Approve a New Honors Minor in Scientific and Quantitative Reasoning	42
21-22.27: Motion to Approve REAL Designation for Honors Minor in Scientific and Quantitative Reasoning	43
21-22.28: Motion to Approve a New Honors Minor in Humanistic and Artistic Expression.....	44
21-22.29: Motion to Approve REAL Designation for Honors Minor in Humanistic and Artistic Expression.....	45
21-22.30: Motion to Approve a New Honors Minor in Cultural and Behavioral Analysis	46

21-22.31: Motion to Approve REAL Designation for Honors Minor in Cultural and Behavioral Analysis	47
21-22.32: Motion to Approve a Proposal to Revise OURS 100.....	48
21-22.33: Motion to Approve a Proposal to Create a New Course, REAL 101.....	49
21-22.34: Motion to Approve REAL Designation for the Special Education Minor.....	50
21-22.35: Motion to Revise Emeritus Faculty Recommendations, Criteria, and Privileges.....	51
21-22.36: Motion to Approve a New Minor in Social Justice.....	52
21-22.37: Motion to Approve REAL Designation for the Social Justice Minor.....	53
21-22.38: Motion to Approve a New Minor in Wicked Problems.....	54
21-22.39: Motion to Approve REAL Designation for the Wicked Problems Minor.....	55
21-22.40: Motion to Approve a New Minor in Esports Services.....	56
21-22.41: Motion to Approve REAL Designation for the Esports Services Minor.....	57
21-22.42: Motion to Approve a New Minor in Legal Studies.....	58
21-22.43: Motion to Approve REAL Designation for the Legal Studies Minor.....	59
21-22.44: Motion to Approve a New Minor in Mathematics and Science for Professional Educators.....	60
21-22.45: Motion to Approve REAL Designation for the Mathematics and Science for Professional Educators Minor.....	61
21-22.46: Motion to Approve a New Minor in Museum Studies.....	62
21-22.47: Motion to Approve REAL Designation for the Museum Studies Minor.....	63
21-22.48: Motion to Approve REAL Designation for the Business Administration Minor.....	64
21-22.49: Motion to Approve REAL Designation for the Crime Analysis Minor.....	65
21-22.50: Motion to Approve REAL Designation for the Health and Aging Minor.....	66
21-22.51: Motion to Approve REAL Designation for the Major in Interdisciplinary Studies: Special Education General and Adapted Curriculum.....	67
21-22.52: Motion to Approve REAL Designation for the Spanish Minor.....	68
21-22.53: Motion to Approve Changing the Name of the College of Graduate Studies and Research to the College of Graduate and Professional Studies.....	69
21-22.54: Motion to Recommend the Deletion of the Surgical Technology Program.....	71
21-22.55: Motion to Add Language to the Undergraduate Catalog on Cross-Listing Courses with REAL Designations.....	72
21-22.56: Motion to Revise RARE 400, RARE 410, and RARE 420.....	73
21-22.57: Motion to Revise UNIV 100 and UNIV 150.....	74
21-22.58: Motion to Approve REAL Designation for the Forensic Studies Interdisciplinary Minor.....	75
21-22.59: Motion to Approve REAL Designation for the Deaf and Hard of Hearing Track of the Interdisciplinary Studies Major.....	76
21-22.60: Motion to Approve REAL Designation for the Leadership and Military Science Minor.....	77
21-22.61: Motion to Add Language to the Undergraduate Catalog on Limiting Cross-Crediting for Minors.....	78
21-22.62: Motion to Revise T&R Handbook Language to Clarify the Use of FARs and Minority Reports in the Tenure and Promotion Process.....	79
21-22.63: Motion to Change Delivery Modality of the BSN to DNP Program.....	82
21-22.64: Motion to Approve the Graduate Education Certificate Program in Special Education, Adapted Curriculum.....	83
21-22.65: Motion to Approve the Graduate Education Certificate Program in Special Education, Deaf and Hard of Hearing.....	84
21-22.66: Motion to Approve the Graduate Education Certificate Program in Special Education, Visual Impairment.....	85
21-22.67: Motion to Approve the Graduate Education Certificate Program in Special Education, Early Childhood.....	86
21-22.68: Motion to Approve the Graduate Education Certificate Program in Special Education, General Curriculum.....	87

21-22.69: Motion to Change the Course Repeat Policy	88
21-22.70: Motion to Change the Course Withdrawal Policy	91
21-22.71: Motion to Change the University Suspension Policy.....	93
21-22.72: Motion to Recommend Approval of REAL Alignments	95
21-22.73: Motion to Approve the Graduate Education Certificate Programs in Special Education.....	97
21-22.74: Resolution to Honor Interim President Carolyn Ringer Lepre.....	98
21-22.75: Motion to Approve a New Minor in Photography	99
21-22.76: Motion to Approve a New Minor in Recreation, Parks, and Tourism	100
21-22.77: Motion to Approve REAL Designation for the Recreation, Parks, and Tourism Minor	101
21-22.78: Motion to Approve the M.S. Degree Program in School Counseling.....	102
21-22.79: Motion to Approve the B.M. Degree Program in Music Education	103
21-22.80: Motion to Approve the Graduate Certificate Program in Music Therapy	104
21-22.81: Motion to Support the Recommendations of the <i>ad hoc</i> Committee on Adjunct Compensation	105
21-22.82: Motion to Change the Policy for Approving Credit Hour Overloads	106

Faculty Senate Membership by College (<http://www.radford.edu/content/faculty-senate/home/contacts.html>)

Artis College of Science and Technology

at-large	Agida Manizade	amanizade@radford.edu	2020-2022
Anthropological Sciences	Jake Fox	jfox32@radford.edu	2021-2023
Biology	Matt Close	mclose2@radford.edu	2021-2023
Chemistry	Tim Fuhrer	tfuhrer@radford.edu	2020-2022
Geology	Ryan Sincavage	rsincavage@radford.edu	2020-2022
Geospatial Science	Stockton Maxwell	rmaxwell2@radford.edu	2020-2022
Information Technology	Ian Barland	ibarland@radford.edu	2020-2022
Mathematics/Statistics	Eric Choate	echoate2@radford.edu	2021-2023
Physics	Rhett Herman	rherman@radford.edu	2020-2022

Davis College of Business and Economics

at-large	Felix Amenkhienan (Fall) Shuhong Wang (Spring)	famenkhi@RADFORD.EDU shuwang@radford.edu	2020-2022
Accounting, Finance, & Business Law	Feifei Zhu	fzhu2@radford.edu	2020-2022
Economics	Daniel Farhat	dfarhat@radford.edu	2021-2023
Management	Vernard Harrington	kvharring@radford.edu	2020-2022
Marketing	Maneesh Thakkar	mthakkar@radford.edu	2020-2022

College of Education and Human Development

at-large	Katie Hilden	kclouse@radford.edu	2021-2023
at-large	Cheri Triplett	cftriplet@radford.edu	2021-2023
at-large--RCPT Seat	Brad Bizzell	bbizzell@radford.edu	2021-2023
Counselor Education	Carrie Sanders Wally Scott	csanders27@radford.edu wscott@radford.edu	2021-2023
Health and Human Performance	George Philippi	hphilippij@radford.edu	2020-2022
Recreation, Parks & Tourism		-	
School of Teacher Education	Sandra Schneider	sschneider@radford.edu	2020-2022

College of Humanities and Behavioral Sciences

at-large	Suzanne Ament	seament@radford.edu	2020-2022
at-large	Sandra French	sfrench5@radford.edu	2021-2023
Communication	Scott Dunn	swdunn@radford.edu	2020-2022
Criminal Justice	Eric Williams (Fall) Rachel Santos (Spring)	ejwilliams1@radford.edu rsantos5@radford.edu	2020-2022
English	David Beach	dbeach6@radford.edu	2021-2023
Foreign Language & Literature	I-Ping Fu	ifu@radford.edu	2020-2022

History	Kurt Gingrich	kgingric@radford.edu	2021-2023
Philosophy & Religion	Geoff Pollick	gpollick@radford.edu	2020-2022
Political Science	Daniel Reed	dreed33@radford.edu	2020-2022
Psychology	Jay Caughron	jcaughron@RADFORD.EDU	2020-2022
Sociology	Roby Page	erpage@radford.edu	2021-2023

College of Visual and Performing Arts

at-large	Tim Channell (Fall) Denise Bernardini (Spring)	tchannell@radford.edu dbernardini1@radford.edu	2020-2022
Art	Roann Barris	rbarris@radford.edu	2020-2022
Dance	Ji-Eun Lee	jlee211@radford.edu	2020-2022
Interior Design & Fashion	Tammy Robinson	trrobinso@radford.edu	2021-2023
Music	Sekyung Jang	sjang5@radford.edu	2020-2022
Theater/Cinema	Jennie Ruhland	jnewman@radford.edu	2021-2023

McConnell Library

at-large	Alyssa Archer	aarcher2@radford.edu	2021-2023
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Waldron College of Health and Human Services

at-large	Sarah Gilbert	sgilbert2@radford.edu	2020-2022
at-large	Sheila Krajnik	skrajnik@radford.edu	2020-2022
at-large	Susan Schoppelrey	sschoppel@radford.edu	2021-2023
at-large	Chris Fish-Huson (Fall) Marjorie Young (Spring)	chuson@radford.edu myoung67@radford.edu	2021-2023
Clinical Health Professions	John Cook	jcook85@radford.edu	2021-2023
Communication Science & Disorders	Diane Millar	dcmillar@radford.edu	2020-2022
Nursing	Katie Katz	krkatz@radford.edu	2020-2022
Occupational Therapy	Jason Browning	jtbrowning@radford.edu	2021-2023
Physical Therapy	Arco Paul	apaul8@radford.edu	2020-2022
Physician Assistant Studies	Judy Smith	jsmith182@radford.edu	2021-2023
Public Health & Healthcare Leadership	Jeannine Everhart	jeverhart1@radford.edu	2021-2023
Social Work	Ali-Sha Alleman	aalleman@radford.edu	2020-2022

Representative Senators

Adjunct/FT Temp At-Large-DCOBE	Bruce Brown	bebrown@RADFORD.EDU	2021-2022
Adjunct/FT Temp At-Large-CEHD			2021-2022

Governance Structure of the 2021-2022 Faculty Senate

Faculty Senate Executive Council

President—Katie Hilden
Vice-President— Vernard Harrington
Secretary—Tim Channell (Fall 2021)
Secretary—David Beach (Spring 2022)
At-Large— Kurt Gingrich
At-Large— Shelia Krajnick

Campus Environment

Bruce	Brown	DCBE-ADJ.
Matt	Close	ACST
John	Cook	WCHHS
Sandra	French	CHBS
I Ping	Fu	CHBS
Tim	Fuhrer	ACST
Sekyung	Jang	CVPA
Diane	Millar	WCHHS
George	Philippi	CEHD
Feifei	Zhu	DCBE

Curriculum

Alyssa	Archer	LIBRARY
Jason	Browning	WCHHS
Tim	Channell (Fall)	CVPA
Eric	Choate	ACST
Scott	Dunn	CHBS
Kurt	Gingrich	CHBS

Rhett	Herman	ACST
Geoff	Pollick	CHBS
Susan	Schoppelrey	WCHHS
Maneesh	Thakkar	DCBE
Cheri	Triplett	CEHD

Faculty Issues

Suzanne	Ament	CHBS
Paul	Arco	WCHHS
Ian	Barland	ACST
Roann	Barris	CVPA
David	Beach	CHBS
Chris Marjorie	Fish-Huson (Fall) Young (Spring)	WCHHS/SoN
Sarah	Gilbert	SoN
Ji-Eun	Lee	CVPA
Carrie	Sanders	CEHD
Felix Shuhong	Amankhienan (Fall) Wang (Spring)	DCBE

Governance

Ali-Sha	Alleman	WCHHS
Brad	Bizzell	CEHD
Vernard	Harrington	DCBE
Katie	Katz	SoN
Sheila	Krajnik	WCHHS
Tammy	Robinson	CVPA
Sandra	Schneider	CEHD
Ryan	Sincavage	ACST
Daniel	Reed	CHBS (POSC)

Resource Allocation

Jay	Caughron	CHBS
Jeannine	Everhart	WCHHS
Dan	Farhat	DCBE
Jake	Fox	ACST
Agida	Manizade	ACST
Stockton	Maxwell	ACST
Roby	Page	CHBS
Arco	Paul	WCHHS
Jennie	Ruhland	CVPA
Judy	Smith	WCHHS
Eric Rachel	Williams (Fall) Santos (Spring)	CHBS
		CEHD-ADJ.

Status of Motions of the 2021-2022 Faculty Senate

Date	Title	Sponsor	Outcome
2021-2022			
21-22.01	Motion to Add Minors as Separate Programs	FSEC	Passed 6/1/21
21-22.02	Motion to Recommend Modification to the Occupational Therapy Doctorate Program Certificate	FSEC	Passed 6/1/21
21-22.03	Motion to Eliminate the PPD Requirement from the REAL Curriculum	Curriculum	Passed 9/23/21
21-22.04	Motion to Revise Transfer Policy Under the REAL Curriculum	Curriculum	Passed 10/7/21
21-22.05	Motion to Recommend Student Evaluation Administration	Faculty Issues	Passed 10/7/21
21-22.06	Motion to Recommend Participation in the COACHE Survey	Campus Environment	Passed 10/21/21
21-22.07	Motion to Recommend Revision of Academic Program Review and Enhancement Committee	Governance	Passed 11/4/21
21-22.08	Motion to Eliminate the Core Curriculum Advisory Committee	Governance	Passed 11/4/21
21-22.09	Motion for Changes to Academic Governance Committee Membership	Governance	Passed 11/18/21
21-22.10	Motion to Revise the Academic Affairs Approval Flowcharts Document	Curriculum	Passed 11/18/21
21-22.11	Motion to Update and Align SCHEV Designation for Nutrition and Dietetics with Current Practice	FSEC	Passed 11/18/21
21-22.12	Motion to Create Courses in English as a Second Language (ESL)	Curriculum	Passed 11/18/21
21-22.13	Motion to Create Minor in African American Studies	Curriculum	Passed 12/02/21
21-22.14	Motion to Recommend Board of Visitors Commitment to Tenure and Shared Governance	Faculty Issues and Resource Allocation	Passed 12/02/21

21-22.15	Motion to Recommend Board of Visitors/Faculty Senate Connecting Structures	Faculty Issues and Resource Allocation	Passed 12/02/21
21-22.16	Motion for Formation of an Academic Governance Committee on Online Education	Faculty Issues	Failed 12/02/21
21-22.17	Motion on the Mid-Semester Grade Policy	Curriculum	Passed 01/27/22
21-22.18	Motion to Recommend the Deletion of the Post-baccalaureate Certificate in Bioethics	Curriculum	Passed 01/27/22
21-22.19	Motion to Delete the Minor in Asian Martial Arts	Curriculum	Passed 02/17/22
21-22.20	Motion to Approve REAL Designation for Healthcare Administration	Curriculum	Passed 03/03/22
21-22.21	Motion to Approve a New Minor in Applied History	Curriculum	Passed 03/03/22
21-22.22	Motion to Approve REAL Designation for Applied History	Curriculum	Passed 03/03/22
21-22.23	Motion to Approve a New Major in Creative Media	Curriculum	Passed 03/24/22
21-22.24	Motion to Approve REAL Designation for Creative Media	Curriculum	Passed 03/24/22
21-22.25	Motion to Revise T&R Handbook Language to Clarify Department Assessment of Student Learning	Curriculum	Passed 03/24/22
21-22.26	Motion to Approve a New Honors Minor in Scientific and Quantitative Reasoning	Curriculum	Passed 03/24/22
21-22.27	Motion to Approve REAL Designation for the Honors Minor in Scientific and Quantitative Reasoning	Curriculum	Passed 03/24/22
21-22.28	Motion to Approve a New Honors Minor in Humanistic and Artistic Expression	Curriculum	Passed 03/24/22
21-22.29	Motion to Approve REAL Designation for the Honors Minor in Humanistic and Artistic Expression	Curriculum	Passed 03/24/22
21-22.30	Motion to Approve a New Honors Minor in Cultural and Behavioral Analysis	Curriculum	Passed 03/24/22
21-22.31	Motion to Approve REAL Designation for the Honors Minor in Cultural and Behavioral Analysis	Curriculum	Passed 03/24/22

21-22.32	Motion to Approve a Proposal to Revise OURS 100	Curriculum	Passed 03/24/22
21-22.33	Motion to Approve a Proposal to Create a New Course, REAL 101	Curriculum	Passed 04/07/22
21-22.34	Motion to Approve REAL Designation for the Special Education Minor	Curriculum	Passed 04/07/22
21-22.35	Motion to Revise Emeritus Faculty Recommendations, Criteria, and Privileges	Faculty Issues	Passed 04/07/22
21-22.36	Motion to Approve a New Minor in Social Justice	Curriculum	Passed 04/07/22
21-22.37	Motion to Approve REAL Designation for the Social Justice Minor	Curriculum	Passed 04/21/22
21-22.38	Motion to Approve a New Minor in Wicked Problems	Curriculum	Passed 04/21/22
21-22.39	Motion to Approve REAL Designation for the Wicked Problems Minor	Curriculum	Bundled into Motion 21-22.72 and passed 04/21/22
21-22.40	Motion to Approve a New Minor in Esports Services	Curriculum	Passed 04/21/22
21-22.41	Motion to Approve REAL Designation for the Esports Services Minor	Curriculum	Bundled into Motion 21-22.72 and passed 04/21/22
21-22.42	Motion to Approve a New Minor in Legal Studies	Curriculum	Passed 04/21/22
21-22.43	Motion to Approve REAL Designation for the Legal Studies Minor	Curriculum	Bundled into Motion 21-22.72 and passed 04/21/22
21-22.44	Motion to Approve a New Minor in Mathematics and Science for Professional Educators	Curriculum	Passed 04/21/22
21-22.45	Motion to Approve REAL Designation for the Mathematics and Science for Professional Educators Minor	Curriculum	Bundled into Motion 21-22.72 and passed 04/21/22
21-22.46	Motion to Approve a New Minor in Museum Studies	Curriculum	Passed 04/21/22
21-22.47	Motion to Approve REAL Designation for the Museum Studies Minor	Curriculum	Bundled into Motion 21-22.72 and passed 04/21/22
21-22.48	Motion to Approve REAL Designation for the Business Administration Minor	Curriculum	Bundled into Motion 21-22.72 and passed 04/21/22

21-22.49	Motion to Approve REAL Designation for the Crime Analysis Minor	Curriculum	Bundled into Motion 21-22.72 and passed 04/21/22
21-22.50	Motion to Approve REAL Designation for the Health and Aging Minor	Curriculum	Bundled into Motion 21-22.72 and passed 04/21/22
21-22.51	Motion to Approve REAL Designation for the Major in Interdisciplinary Studies: Special Education General and Adapted Curriculum	Curriculum	Bundled into Motion 21-22.72 and passed 04/21/22
21-22.52	Motion to Approve REAL Designation for the Spanish Minor	Curriculum	Bundled into Motion 21-22.72 and passed 04/21/22
21-22.53	Motion to Change the Name of the College of Graduate Studies and Research to the College of Graduate and Professional Studies	FSEC	Passed 04/21/22
21-22.54	Motion to Recommend the Deletion of the Surgical Technology Program	Curriculum	Passed 04/21/22
21-22.55	Motion to Add Language to the Undergraduate Catalog on Cross-Listing Courses with REAL Designations	Curriculum	Passed 04/21/22
21-22.56	Motion to Revise RARE 400, RARE 410, and RARE 420	Curriculum	Passed 04/21/22
21-22.57	Motion to Revise UNIV 100 and UNIV 150	Curriculum	Passed 04/21/22
21-22.58	Motion to Approve REAL Designation for the Forensic Studies Interdisciplinary Minor	Curriculum	Bundled into Motion 21-22.72 and passed 04/21/22
21-22.59	Motion to Approve REAL Designation for the Deaf and Hard of Hearing Track of the Interdisciplinary Studies Major	Curriculum	Bundled into Motion 21-22.72 and passed 04/21/22
21-22.60	Motion to Approve REAL Designation for the Leadership and Military Science Minor	Curriculum	Bundled into Motion 21-22.72 and passed 04/21/22
21-22.61	Motion to Add Language to the Undergraduate Catalog on Limiting Cross-Crediting for Minors	Curriculum	Passed 04/21/22
21-22.62	Motion to Revise T&R Handbook Language to Clarify the Use of FARs and Minority Reports in the Tenure and Promotion Process	Governance	Tabled 04/28/22

21-22.63	Motion to Change Delivery Modality of the BSN to DNP Program	Curriculum	Passed 04/28/22
21-22.64	Motion to Approve the Graduate Education Certificate Program in Special Education, Adapted Curriculum	Curriculum	Bundled into Motion 21-22.73 and passed 04/21/22
21-22.65	Motion to Approve the Graduate Education Certificate Program in Special Education, Deaf and Hard of Hearing	Curriculum	Bundled into Motion 21-22.73 and passed 04/21/22
21-22.66	Motion to Approve the Graduate Education Certificate Program in Special Education, Visual Impairment	Curriculum	Bundled into Motion 21-22.73 and passed 04/21/22
21-22.67	Motion to Approve the Graduate Education Certificate Program in Special Education, Early Childhood	Curriculum	Bundled into Motion 21-22.73 and passed 04/21/22
21-22.68	Motion to Approve the Graduate Education Certificate Program in Special Education, General Curriculum	Curriculum	Bundled into Motion 21-22.73 and passed 04/21/22
21-22.69	Motion to Change the Course Repeat Policy	Curriculum	Passed 04/28/22
21-22.70	Motion to Change the Course Withdrawal Policy	Curriculum	Passed 04/28/22
21-22.71	Motion to Change the University Suspension Policy	Curriculum	Passed 04/28/22
21-22.72	Motion to Recommend Approval of REAL Alignments	Curriculum	Passed 04/21/22
21-22.73	Motion to Approve the Graduate Education Certificate Programs in Special Education	Curriculum	Passed 04/21/22
21-22.74	Resolution to Honor Interim President Carolyn Ringer Lepre	FSEC	Passed 04/21/22
21-22.75	Motion to Approve a New Minor in Photography	Curriculum	Passed 04/28/22
21-22.76	Motion to Approve a New Minor in Recreation, Parks, and Tourism	Curriculum	Passed 04/28/22
21-22.77	Motion to Approve REAL Designation for the Recreation, Parks, and Tourism Minor	Curriculum	Passed 04/28/22
21-22.78	Motion to Approve the M.S. Degree Program in School Counseling	Curriculum	Passed 04/28/22
21-22.79	Motion to Approve the B.M. Degree Program in Music Education	Curriculum	Passed 04/28/22

21-22.80	Motion to Approve the Graduate Certificate Program in Music Therapy	Curriculum	Passed 04/28/22
21-22.81	Motion to Support the Recommendation of the <i>ad hoc</i> Committee on Adjunct Compensation	Faculty Issues	Passed 04/28/22
21-22.82	Motion to Change the Policy for Approving Credit Hour Overloads	Curriculum	Passed 04/28/22

21-22.01: Motion to Add Minors as Separate Programs

Referred by: Faculty Senate Executive Committee

MOTION: Faculty Senate recommends listing approved minors, and their subsequent tracks or concentrations, as separate programs in the undergraduate catalog to facilitate data collection specific to the minor track or concentration.

PASSED

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.02: Motion to Recommend Modification to the Occupational Therapy Doctorate Program Certificate

Referred by: Faculty Senate Executive Committee

MOTION: Faculty Senate recommends approval of the proposed modification of the post-professional Occupational Therapy Doctorate program.

PASSED

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.03: Motion to Eliminate the PPD Requirement from the REAL Curriculum

Referred by: Curriculum Committee

MOTION:

Based on recommendations from REAL Council (RC) in part based on problems identified by the Office of Institutional Effectiveness and Quality Improvement (IEQI), Faculty Senate supports the elimination of the Personal and Professional Development (PPD) requirement from the REAL Curriculum effective with the 2021-2022 catalog.

RATIONALE:

As it is being implemented, PPD has substantial overlap with the L area of the REAL Curriculum. This overlap suggests that PPD is redundant, a needless requirement restricting student choice, and makes independent assessment of L and PPD challenging at best. In order to address this conceptual and student learning outcome overlap, RC—having consulted with IEQI—recommends the immediate elimination of the PPD requirement from the REAL Curriculum. This change will remove a redundancy in the model, simplify assessment expectations for faculty, and fix an acknowledged flaw in the model. Retaining the PPD requirement in the face of the existing L area would require substantial revision to student learning outcomes for PPD and/or L. Importantly, programs across campus showed that the PPD requirement could be seamlessly integrated into their existing curricula, demonstrating that the elimination of the PPD requirement will not diminish the quality of the REAL Curriculum overall.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.04: Motion to Revise Transfer Policy Under the REAL Curriculum

Referred by: Curriculum Committee

MOTION:

Based on recommendation from REAL Council, Faculty Senate supports revising academic policies related to application of transfer credit under the REAL Curriculum effective in the 2021-2022 academic catalog. The revision is as follows:

Current policy:

Students with 60 transfer credits, but not one of the degrees referenced above, must complete a major, minor, or certificate that fulfills at least one area of REAL and must have documented at least 3 credit hours in each R, E, A, and L area across their entire plan of study. The coursework in R, E, and A must also be GE designated. If students are missing 3 credits in any of the REAL areas, it may be taken at Radford University to fulfill the REAL Curriculum.

Proposed revisions and additions:

Students with 56 or more approved transfer credits, but not one of the degrees referenced above {This references SCHEV-approved transfer associates degrees language in the catalog}, must complete majors, minors, and/or certificates that fulfill at least one area of the REAL Curriculum. Before graduation, the student must have completed through transfer or enrollment at Radford University at least 3 credit hours in designated coursework in each R, E, A, and L area. The coursework in R, E, and A must also be GE designated.

Students with 36 - 55 approved transfer credits must complete majors, minors, and/or certificates that fulfill at least two areas of the REAL Curriculum. Before graduation, the student must have completed through transfer or enrollment at Radford University at least 3 credit hours in designated coursework in each R, E, A, and L area. The coursework in R, E, and A must also be GE designated.

Students with 15 - 35 approved transfer credits must complete majors, minors, and/or certificates that fulfill at least three areas of the REAL Curriculum. Before graduation, the student must have completed through transfer or enrollment at Radford University at least 3 credit hours in designated coursework in each R, E, A, and L area. The coursework in R, E, and A must also be GE designated.

Students with 0 – 14 approved transfer credits complete the REAL Curriculum as required.

RATIONALE:

As students registered for the 2021-22 academic year, it was demonstrated clearly that in regards to transfer students the REAL Curriculum was not in accord with two of the established principles guiding the creation of the general education program, in that it did not sufficiently safeguard the needs of transfer students and at times clearly impeded their progress toward timely graduation. This demonstration suggests the wisdom of revising the current transfer-credit policy, in which students with more than 60 hours of approved transfer credits, to make comparable tiered accommodations for students with fewer than 60 hours of approved transfer credit. In order to support effective transfer into Radford University and clarify existing transfer

policy, the above policy revision is proposed. The proposed thresholds in the revised standards recommended by REAL Council reflect such considerations as the standard size of minor programs, the customary semester course load, and the existing levels determining class status. This revision will make the REAL Curriculum fairer for students arriving at Radford University with approved transfer credits and will make Radford a more attractive destination for such students.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.05: Motion to Recommend Student Evaluation Administration

Referred by: Faculty Issues Committee

MOTION:

The Faculty Senate recommends that all student evaluations be administered via emailed links with password-protected URL or an integrated link in the University's course management system, eliminating printed packets with QR codes, and encourages faculty to allow class time for students to complete the online evaluation as indicated in the Teaching and Research Handbook which specifies evaluations be conducted over the final two weeks of the semester, or in the final week for courses shorter than a full semester.

RATIONALE:

This motion is a request from the Office of Institutional Effectiveness to eliminate the option for the printed "packets" with QR codes as a method to conduct evaluations and provides only two options for students: an emailed link with password-protected URL or an integrated link in D2L or any future university-supported course management system.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.06: Motion to Recommend Participation in the COACHE Survey

Referred by: Campus Environment Committee

MOTION:

The Faculty Senate recommends that Radford University participate in the COACHE survey during the 2021-2022 academic year.

RATIONALE:

Historically participation in the COACHE survey is much higher (more than 50%) than for the Faculty Morale Survey. Given the circumstances of the last 18 months, we want as much participation as possible in this year's survey. The COACHE survey has been administered every three years since 2013 and there are many trends that warrant the Board of Visitor's attention. Administration of the survey this year will provide further data to create a definitive focus for actionable items to present to the administration and BOV.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.07: Motion to Recommend Revision of Academic Program Review and Enhancement Committee

Referred by: Faculty Senate Governance Committee

MOTION:

The Faculty Senate recommends a pause in Academic Program Review for the 2021-2022 academic year to initiate revision of the Academic Program Review committee's composition and charges as outlined in the Academic Program Review and Enhancement Proposal.

RATIONALE:

The ad hoc committee empaneled by the Faculty Senate as per Motion 20-21.21, in carrying out its charge to review and revise Section 1.16 of the T&R Faculty Handbook, found opportunities for improvement, including clarifying committee recommendations. The current process is not achieving its stated purpose to determine the "overall health, viability, and curricular integrity of programs" and to encourage the sorts of reviews that lead to programmatic improvements. Therefore, the ad hoc committee recommended minor changes to the composition of the committee and significant changes to the charges of the committee. The passage of this motion would result in convening the new Academic Program Review and Enhancement committee with composition outlined below. The finalized standing charges and membership, along with criteria would be brought back to Faculty Senate's review and approval.

Academic Program Review and Enhancement Proposal

Membership:

- A. One T&R associate rank or above faculty member from each undergraduate college, and the School of Nursing, along with one T&R associate rank or above faculty member representing the Graduate College*
- B. The Dean of each undergraduate college, the School of Nursing and the Dean of the Graduate College
- C. A representative from the Faculty Senate Curriculum Committee
- D. A representative from the Office of the Provost (non-voting)
- E. A representative from the Office of the Assistant Provost for Academic Budgets and Operations (non-voting)
- F. The Director of the Office of Institutional Effectiveness and Quality Improvement (non-voting)

*Faculty members representing undergraduate colleges and the School of Nursing are elected by their

respective college/school; the faculty member representing the graduate college is appointed by the Graduate Affairs Council.

Nominations for faculty members must be received by Deans 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 will be elected by their college/school to fulfill the remainder of the original terms.

Charges:

A. Interim Charges (to be addressed prior to undertaking the first round of program reviews):

1. Determine terms of service for elected faculty members, including length of staggered terms for elected faculty members.
2. Review and revise as necessary the existing schedule of reviews of academic programs defined to include majors, minors, certificates, and any other credit-bearing programs, not including the general education program.
3. Review and revise as necessary the deadlines for reports to be submitted to the committee.
4. Establish clear and transparent criteria and benchmarks for determining the health of programs.
5. Investigate the need for data-based strength-of-program metrics developed internally, for the review of each academic program.
6. Liaise with REAL Council on REAL Curriculum to align reporting expectations, criteria, and benchmarks.
7. Once benchmarks and criteria have been developed, work with the Office of Institutional Effectiveness and Quality Improvement to create templates defining the contents of reports for programs on monitoring and program review reports that speak to the above-mentioned criteria and benchmarks.
8. Review and revise proposed charges, membership, and criteria. Submit these recommendations to Faculty Senate for review and approval.

B. Standing Charges

1. Form working groups within the committee to address charges below as needed.
2. Receive reports from programs based on the established and known schedule and timetable and review these reports based on criteria and benchmarks that the committee uses to assess program health. Such reports will be prepared with input from all faculty members in the program.

3. For each program that was reviewed, make one of two recommendations to the provost: (1) the program be maintained; or (2) the program be placed on or remain on monitoring. These recommendations will be accompanied by explanations and will also be provided to the academic programs in a timely way to allow consultation with all faculty members in the program. Programs that are placed on monitoring will develop or revise a plan of action in consultation with the committee. The committee is responsible for identifying specific criteria or benchmarks that need remediation and can recommend a program work with outside consultants.
4. For programs on monitoring, receive annual reports and review these based on criteria and benchmarks that the committee uses to assess program health and progress on responses to the committee recommendations. This review process determines if a program has made sufficient progress to be taken off monitoring.
5. If after three years a program has not made sufficient progress to be taken off monitoring, then the committee recommends to the provost that the program be modified, either through reduction in size, merging with another program, or discontinuation. All recommendations for merging with another program or discontinuance must be sent to Faculty Senate for its recommendation to the provost. If financial investments are made in programs on monitoring and no progress is documented, the committee may recommend additional resources are discontinued. This process does not reset the cycle for the next program review.
6. Recommend to the Provost when and what program enhancements are warranted; enhancements could include the creation of new faculty lines or other forms of investment and could be directed either to programs with clear growth potential or programs that program review has demonstrated have clear needs. These recommendations should include concrete recommendations on the allocation of new resources.
7. Complete an annual assessment of committee policies and procedures. Report on the state of committee policies and procedures at the end of academic program review and enhancement cycle. This should include feedback from all stakeholders involved in the APRE process.
8. Committee should ensure all documents pertaining to the Academic Program Review and Enhancement process are permanently retained by and accessible from the Provost's Office.
9. Provide report templates, along with clear explanations of evaluation criteria and benchmarks, to programs being evaluated the following year. Likewise report all relevant deadlines, including when reports must be submitted and when feedback must be received from the committee.

Designated Administrator: Provost

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.08: Motion to Eliminate the Core Curriculum Advisory Committee

Referred by: Faculty Senate Governance Committee

MOTION:

Faulty Senate Recommends eliminating the Core Curriculum Advisory Committee.

RATIONALE:

The Core Curriculum Advisory Committee has been replaced by the REAL Council.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.09: Motion for Changes to Academic Governance Committee Membership

Referred by: Faculty Senate Governance Committee

MOTION:

Faculty Senate recommends changing membership on Academic Governance Committees to reflect the new status of the School of Nursing.

Academic Policies and Procedures

Membership Composition

Dean from each undergraduate college, **the School of Nursing**, and the College of Graduate Studies and Research,
one teaching faculty from each undergraduate college **and the School of Nursing** (appointed by Faculty Senate Executive Council),
one Faculty Senator from the Faculty Senate Executive Council (non-voting),
one undergraduate and one graduate student, appointed by SGA,
Registrar and one support staff from the Registrar's Office (both non-voting),
Assistant Provost for Academic Programs, and
the Assistant Provost for Academic Operations (non-voting).

Intellectual Property

Membership Composition:

One faculty member from each of the undergraduate colleges **and the School of Nursing** appointed by the Faculty Senate Executive Committee.
One representative appointed by the Vice President for Information Technology, and
One representative appointed by the Vice President for Finance and Administration

Scholarly Activities

Membership Composition:

Dean of the College of Graduate Studies and Research,
one tenured faculty member from each undergraduate college **and the School of Nursing** appointed by Faculty Senate Executive Council, and
Director of Sponsored Programs and Grant Management (non-voting).

*REAL Council**

Membership Composition:

Two faculty from each undergraduate college **and the School of Nursing** (staggered 3 year terms),
The General Education Administrator (non-voting),
two undergraduate students (non-voting), appointed annually by Student Affairs, and
a representative from Institutional Effectiveness & Quality Improvement (non-voting).

Student Evaluations of Faculty

Membership Composition:

One representative from each undergraduate college and the School of Nursing appointed by the Faculty Senate Executive Council,
one student appointed by SGA,
one representative from the Office of Institutional Effectiveness & Quality Improvement,
and one representative appointed by the Vice President for Student Affairs.

RATIONALE:

The School of Nursing was established as a standalone academic unit in July 2021 with a status equivalent to the college level in terms of shared governance. For this reason, the School of Nursing needs representation on shared governance committees requiring changes to the membership composition.

Note that the REAL Council is not currently included in the Academic Shared Governance document. The membership composition reflected in the present motion is from Faculty Senate motion 19-20.03, which established the REAL Council.

Note also that changes to membership of the Faculty Appeals and Faculty Grievance committees are not being recommended at this time because membership allocations for these committees need to be made by the University Internal Governance Review Committee.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.10: Motion to Revise the Academic Affairs Approval Flowchart Document

Referred by: Faculty Senate Curriculum Committee

MOTION:

Faculty Senate supports revising the Academic Affairs Approval Flowchart document to remove Faculty Senate from the pathway for approving changes to academic programs unless the program seeks to add or change its REAL Alignment. Faculty Senate also supports adding page numbers to the document.

SUPPORTING DOCUMENTS:

1. [Current Curriculum Pathways Document](#)
2. [Proposed Revised Curriculum Pathways Document](#)

RATIONALE:

Faculty Senate has not traditionally been part of the curriculum approval pathway for program changes. (New programs and deleted programs, yes; program changes, no.) However, REAL Council policy is to see all proposals for program changes when the programs have REAL Alignments. As they currently exist, our pathways document (see ancillary document 1, pages 2 and 4) sends all program proposals that go to REAL Council on to Senate. If modified as proposed, our pathways document (see ancillary document 2, pages 2 and 4) would have program change proposals bypass Senate after going through REAL Council, except when program change proposals seek to add or change a REAL alignment.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.11: Motion to Update and Align SCHEV Designation for Nutrition and Dietetics with Current Practice

Referred by Faculty Senate Executive Council

MOTION:

The Faculty Senate recommends that the CIP code and name of the Nutrition and Dietetics Major be formally updated through SCHEV to reflect current catalog, degree, accreditation, and website language.

RATIONALE:

As a result of the SACS-COC reaffirmation audit of program titles, an incongruity between catalog and SCHEV language for the Nutrition and Dietetics program was found. In 2011, the Faculty Senate and Board of Visitors approved a CIP code (change from 19.0501 to 51.3102) and name change for the program formerly known as the Food and Nutrition Major. This change better reflected the mission and goals of the program (see minutes from February 1, 2011 Board of Visitors meeting). The change was never approved by SCHEV. A new proposal must be submitted to SCHEV to change the name of the program and the CIP Code. This proposal will bring the SCHEV designation into alignment with current catalog, degree, accreditation, and website language.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.12: Motion to Create Courses in English as a Second Language (ESL)

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the creation of ESL 101, ESL 102, ESL 103, ESL 104, ESL 201, ESL 202, ESL 203, ESL 204, ESL 301, ESL 302, ESL 303, and ESL 304 to be housed in the McGlothlin Center for Global Education and Engagement.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.13: Motion to Create Minor in African American Studies

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the creation of a new minor in African American Studies to be housed in the Department of Sociology.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.14: Motion to Recommend Board of Visitors Commitment to Tenure and Shared Governance

Referred by: Faculty Issues and Resource Allocation Committees

MOTION:

The Faculty Senate asks the Board of Visitors to reinstate the sections of the Teaching and Research Faculty Handbook that were vacated on June 12, 2020, at the ~~December 2-3, 2021~~ **February 10-11, 2022** Board of Visitors meeting, and to commit to shared governance, honoring tenure and other employment conditions that bind the faculty and Radford University together, and to honor the Teaching and Research Faculty Handbook as the document that specifies the details of the bond between the faculty and Radford University.

RATIONALE:

The Board of Visitors suspended sections of the Teaching and Research Faculty Handbook relating to tenure protections, program review, faculty appeals, and fiscal exigency on June 12, 2020. The Faculty and Faculty Senate recognize the changing landscape of higher education and that the changing environment requires Radford University and its individual members be flexible but also mutually supportive and unified. Reinstating the vacated sections of the Teaching and Research Faculty Handbook will improve faculty morale, ensure potential faculty understand our University has strong shared governance and guidelines, and move the University in the direction of shared commitment to its mission.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.15: Motion to Recommend Board of Visitors/Faculty Senate Connecting Structures

Referred by: Faculty Issues and Resource Allocation Committees

MOTION:

The Faculty Senate invites the Board of Visitors to collaborate with it to create structures that open a path forward for sharing expertise, knowledge, and observations with each other on a regular basis. These structures may include, but not be limited to, the following:

1. Meet with Rector periodically: The Rector of the Board of Visitors would be invited to meet with the Faculty Senate on a periodic basis.
2. Include meeting with Faculty Senate Executive Council at Board of Visitors meetings: The Board of Visitors would reserve a set time to meet with the Faculty Senate Executive Council to discuss faculty issues.
3. Invite individual Board of Visitors members to a Highlander experience: Board members would be invited to campus to spend a day with students, faculty, clubs, and attend events to provide members with a broad perspective of the day-to-day function of the University.
4. Meet informally with faculty: During a Board meeting, members would have the opportunity for an informal meet and greet event open to faculty.

Further, The Faculty Senate invites the Board of Visitors to codify these new structures so that future Boards of Visitors and Faculty Senates will establish and maintain a strong working relationship for the betterment of the students attending Radford University.

RATIONALE:

The Faculty and the Board of Visitors have unique perspectives and areas of expertise that could benefit Radford University should they be shared openly. Members of the Board of Visitors represent a tremendous asset to the students of Radford University; building relationships between faculty, students, and members of the Board of Visitors is likely to benefit student outcomes.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.16: Motion for Formation of an Academic Governance Committee on Online Education

Referred by Faculty Issues Committee

MOTION:

The Faculty Senate recommends the formation of an Academic Governance Committee on Online Education. The charges for this committee are intended to ensure that goals and formats of online education enable the university to accommodate existing and future transfer arrangements with partner institutions. This committee also looks for parallel policies and necessary differences between teaching online and in person.

Charges:

- Oversee legal compliance (e.g., copyright and FERPA), intellectual property ownership and transfer, and promotion of faculty online course development at an inclusive and transparent level of quality. This committee will not set standard qualities for online development but assist in their promotion. This may be especially important in those cases where external accreditation standards for online teaching differ from those for classroom teaching.
- Collaborate with the administration on online programming and the university's general strategy for online offerings.
- Collaborate with stakeholders regarding new and existing policies on online and hybrid teaching loads
- In collaboration with the Governance committee and Faculty Issues committee, recommend updates to the Teaching & Research Handbook to align online education and face-to-face education guidelines (i.e. time on campus, office hours and practical differences between the two methods of delivery).
- Assess faculty satisfaction with the reliability and usability of instructional tools and platforms, such as D2L, and participate in decision-making about such platforms.
- ~~Ensure~~ **Facilitate** that online courses and programs are fully accessible and inclusive to those individuals using adaptive technologies through appropriate recommendations wherever deemed helpful.

Membership Composition: nine faculty, one from each college and the School of Nursing, one from the College of Graduate Studies/Research, and one from the Radford University Libraries, with all members elected to staggered two-year terms. Additional representatives include the Center for Accessibility Services, the Center for Innovative Teaching and Learning (CITL), and the Center for Diversity and Inclusion, appointed or elected by the respective units for two-year terms; and one academic chair and one dean, appointed by the Provost. The committee will select a chair at its first meeting.

Designated Administrator: Provost.

RATIONALE:

As online and hybrid teaching increase, faculty and students across campus are affected by the introduction of new methodologies and strategies for teaching. This committee will monitor and guide the policies and practices associated with online and hybrid education by leading the development and dissemination of university-wide policies. All policies proposed by this committee will be approved by the Faculty Senate.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.17: Motion on the Mid-Semester Grade Policy

Referred by Curriculum Committee

MOTION:

The Faculty Senate approves the addition of language (**red type**) and the deletion of language (stricken through) in the second paragraph of section 2.8 of the T & R Faculty Handbook.

Faculty members will inform students, **in writing and in other media if appropriate to the course format**, ~~orally and in writing~~, of their course requirements, attendance, and grading policies during the first week of the semester. ~~Faculty members are responsible for providing some form of feedback regarding grades and/or academic performance prior to each semester's withdrawal date. Athletes, students on probation, readmitted, and/or new students, meaning freshmen and transfer student, must be awarded midterm grades as directed by the Registrar. For other students, such feedback might take the form of a midterm grade, a written or oral progress report, or whatever means the faculty member deems most appropriate.~~ **Faculty members are responsible for submitting mid-semester grades for all students in all undergraduate courses as directed by the registrar.** Students must be provided the opportunity to examine and discuss with their **instructor** ~~professor~~ **all** ~~written~~ examinations, ~~and other materials~~, **and criteria** used in the grading process.

RATIONALE:

The above Handbook language was approved by the Board of Visitors on 2 February 2016 but is not reflected in our current Handbook. On 27 April 2020, the Student Government Association approved a motion in support of posting mid-semester grades for undergraduate students. In response, in Motion 20-21.164, Faculty Senate supported this SGA motion and tasked the Faculty Senate Curriculum Committee with establishing a new policy. Having deliberated over options, having taken into consideration reservations about the idea expressed by faculty members, and having received feedback from professional advisers, the Curriculum Committee believes that the best option is to require posting mid-semester grades for all students in all undergraduate courses.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.18: Motion to Recommend the Deletion of the Post-baccalaureate Certificate in Bioethics

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends the deletion of the Post-baccalaureate Certificate in Bioethics.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.19: Motion to Delete the Minor in Asian Martial Arts

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the deletion of the minor in Asian Martial Arts.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.20: Motion to Approve REAL Designation for Healthcare Administration

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the major in Healthcare Administration as covering the R area of the REAL Curriculum in addition to the A and L areas for which it is already approved.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.21: Motion to Approve a New Minor in Applied History

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the creation of a new minor in Applied History to be housed in the Department of History.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.22: Motion to Approve REAL Designation for Applied History

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the minor in Applied History as covering the L area of the REAL Curriculum.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.23: Motion to Approve a New Major in Creative Media

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the creation of a new major in Creative Media.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.24: Motion to Approve REAL Designation for Creative Media

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the major in Creative Media as covering the L area of the REAL Curriculum.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.25: Motion to Revise T&R Handbook Language to Clarify Department-Level Assessment of Student Learning

Referred by Curriculum Committee

MOTION:

Faculty Senate supports revising Section 4.2.3.5 of the T&R Faculty Handbook as shown below. (Red indicates new text.)

4.2.3.5 Department Curriculum Committee

This body reviews and makes recommendations to the department on course and curriculum proposals and revisions in the major and minor academic programs in the department. **This body also reviews reports on assessments of student learning, considers the curricular implications of such reports, and shares recommendations for curricular improvements with all the teaching faculty in the department or school. Departments and schools that have formal assessment committees or functionally equivalent committees can assign this role to those committees instead.**

RATIONALE:

SACSCOC requires policy and ongoing documentation of how faculty regularly review, analyze, and act upon programmatic assessment data and results as necessary. In response to this requirement, this motion would increase the likelihood that action is taken based on assessment results by adding it as a formal responsibility in the faculty handbook.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.26: Motion to Approve a New Honors Minor in Scientific and Quantitative Reasoning

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the creation of a new Honors Minor in Scientific and Quantitative Reasoning to be administered by the Honors College.

RATIONALE:

The Honors Minor in Scientific and Quantitative Reasoning will allow honors students to complete part of the REAL curriculum and accrue General Education credits while staying on-track to graduate as Highlander Honors Scholars. Offering honors minors will allow students to integrate their honors coursework with the REAL requirements, which will facilitate retention in the program and on-time graduation.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.27: Motion to Approve REAL Designation for Honors Minor in Scientific and Quantitative Reasoning

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Honors Minor in Scientific and Quantitative Reasoning as covering the R area of the REAL Curriculum.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.28: Motion to Approve a New Honors Minor in Humanistic and Artistic Expression

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the creation of a new Honors Minor in Humanistic and Artistic Expression to be administered by the Honors College.

RATIONALE:

The Honors Minor in Humanistic and Artistic Expression will allow honors students to complete part of the REAL curriculum and accrue General Education credits while staying on-track to graduate as Highlander Honors Scholars. Offering honors minors will allow students to integrate their honors coursework with the REAL requirements, which will facilitate retention in the program and on-time graduation.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.29: Motion to Approve REAL Designation for Honors Minor in Humanistic and Artistic Expression

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Honors Minor in Humanistic and Artistic Expression as covering the E area of the REAL Curriculum.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.30: Motion to Approve a New Honors Minor in Cultural and Behavioral Analysis

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the creation of a new Honors Minor in Cultural and Behavioral Analysis to be administered by the Honors College.

RATIONALE:

The Honors Minor in Cultural and Behavioral Analysis will allow honors students to complete part of the REAL curriculum and accrue General Education credits while staying on-track to graduate as Highlander Honors Scholars. Offering honors minors will allow students to integrate their honors coursework with the REAL requirements, which will facilitate retention in the program and on-time graduation.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.31: Motion to Approve REAL Designation for Honors Minor in Cultural and Behavioral Analysis

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Honors Minor in Cultural and Behavioral Analysis as covering the A area of the REAL Curriculum.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.32: Motion to Approve a Proposal to Revise OURS 100

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the proposal to revise the course, OURS 100, administered by the Office of Undergraduate Research and Scholarship.

RATIONALE:

Faculty Senate has purview over this course revision proposal because the course exists outside of our established college structure. The Office of Undergraduate Research and Scholarship seeks to change the title of the course, change the Catalog Description, change the Official Course Description, and make the course earn three credit hours. This course is designed to expose students to new perspectives on research, scholarship, and creative inquiry and to encourage students to recognize their own potential as researchers. Through presentations and discussions of ongoing projects across varied disciplines, students will gain knowledge and exposure to faculty research, dissemination pathways, and professional development. Students will learn research and communications skills through project-based learning and present their team findings at the end of the semester. As the associated learning community has matured over time and the course has taken on a problem-based learning approach it has become obvious it should be a three-credit-hour class.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.33: Motion to Approve a Proposal to Create a New Course, REAL 101

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the proposal to create a new course, REAL 101, to be administered by the office of the Assistant Provost for Undergraduate Education.

RATIONALE:

This course is designed as an introduction to academic inquiry that invites faculty from across Radford University campus to provide a single session introduction to their discipline or a topic within their discipline. With the implementation of the REAL Curriculum, opportunities are needed to support first semester student exploration of academic study, including majors, minors, and certificates. This course has no prerequisites and is designed for all first semester students. The topics will vary but are intended to be presented within a framework of exploration and discovery with the hope that this will result in the development of student engagement with academic opportunities within the outstanding disciplines offered across campus. While a single lecture may contain information specific to a profession or area within a discipline, these will be used to demonstrate broad opportunities for ways in which learning and education improve our students' lives and the world around them. This course is only offered pass/fail. Registration is limited to first semester students.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.34: Motion to Approve REAL Designation for the Special Education Minor

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Special Education Minor as covering the A area of the REAL Curriculum.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.35: Motion to Revise Emeritus Faculty Recommendations, Criteria, and Privileges

Referred by Faculty Issues Committee

MOTION:

The Faculty Senate approves the addition of language (**red type**) and the deletion of language (~~stricken through~~) in Section 1.2.3 of the T & R Faculty Handbook.

Based on recommendations from the Department Personnel Committee, the Department Chair, the College/School Dean, and the Provost, the President may make recommendations to the Board of Visitors regarding the award of Emeritus status to retiring tenured **and Special Purpose** faculty who meet the following criteria: a minimum of ten years of service to Radford University, **including documented years of service to Jefferson College of Health Sciences; evidence of effective teaching; and significant professional contributions and annual faculty evaluations predominantly ranked as “exceeds expectations.”** The **following** privileges and responsibilities, **available to regular faculty, shall also be granted with** ~~attached to~~ Emeritus status: ~~include~~ the use of the library, use of ~~those~~ **faculty** athletic facilities ~~available to regular faculty~~, use of a university computer account, a Radford University identification card and special event discounts available with it, **the ability to purchase meal plans**, and attendance at University functions that are open to all regular faculty.

RATIONALE:

This motion expands recommending awarding Emeritus status to all full-time faculty (tenured and special purpose). As “evidence of effective teaching and significant professional contributions” are part of the annual faculty evaluation for tenured faculty, streamlining this language would make the criteria the same for both tenured and special purpose faculty. One privilege is added, the ability to purchase meal plans.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.36: Motion to Approve a New Minor in Social Justice

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of a new minor in Social Justice to be housed in the School of Social Work.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.37: Motion to Approve REAL Designation for the Social Justice Minor

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Social Justice Minor as covering the E and A areas of the REAL Curriculum.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.38: Motion to Approve a New Minor in Wicked Problems

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the creation of a new minor in Wicked Problems to be housed in the Department of Political Science.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.39: Motion to Approve REAL Designation for the Wicked Problems Minor

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Wicked Problems Minor as covering the E and L areas of the REAL Curriculum.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.40: Motion to Approve a New Minor in Esports Services

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the creation of a new minor in Esports Services to be housed in the Department of Recreation, Parks, and Tourism.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.41: Motion to Approve REAL Designation for the Esports Services Minor

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Esports Services Minor as covering the L area of the REAL Curriculum.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.42: Motion to Approve a New Minor in Legal Studies

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the creation of a new minor in Legal Studies to be housed in the Department of Political Science.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.43: Motion to Approve REAL Designation for the Legal Studies Minor

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Legal Studies Minor as covering the E area of the REAL Curriculum.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.44: Motion to Approve a New Minor in Mathematics and Science for Professional Educators

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the creation of a new minor in Mathematics and Science for Professional Educators to be housed in the Department of Mathematics and Statistics.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.45: Motion to Approve REAL Designation for the Mathematics and Science for Professional Educators Minor

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Mathematics and Science for Professional Educators Minor as covering the R area of the REAL Curriculum.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.46: Motion to Approve a New Minor in Museum Studies

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the creation of a new minor in Museum Studies to be housed in the Department of Art.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.47: Motion to Approve REAL Designation for the Museum Studies Minor

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Museum Studies Minor as covering the L area of the REAL Curriculum.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.48: Motion to Approve REAL Designation for the Business Administration Minor

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the minor in Business Administration as covering the L area of the REAL Curriculum in addition to the A area for which it is already approved.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.49: Motion to Approve REAL Designation for the Crime Analysis Minor

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Crime Analysis Minor as covering the R area of the REAL Curriculum.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.50: Motion to Approve REAL Designation for the Health and Aging Minor

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Health and Aging Minor as covering the E and A areas of the REAL Curriculum.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.51: Motion to Approve REAL Designation for the Major in Interdisciplinary Studies: Special Education General and Adapted Curriculum

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Major in Interdisciplinary Studies: Special Education General and Adapted Curriculum as covering the R, A, and L areas of the REAL Curriculum.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.52: Motion to Approve REAL Designation for the Spanish Minor

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Spanish Minor as covering the E and L areas of the REAL Curriculum.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.53: Motion to Approve Changing the Name of the College of Graduate Studies and Research to the College of Graduate and Professional Studies

Referred by Faculty Senate Executive Council

MOTION:

Faculty Senate recommends approval of changing the name of the College of Graduate Studies and Research to the College of Graduate ~~and Professional~~ Studies.

RATIONALE:

In 2015, GAC approved renaming the College to the current College of Graduate Studies and Research to better reflect the College's oversight of research compliance and sponsored programs functions that had been placed under the College. Thus, the name change was appropriate at that time and reflected its mission and focus.

With the recent reorganization of Academic Affairs in early January 2022, oversight of the Research Compliance Office and the Office of Sponsored Programs and Grants Management have been reassigned from CGSR to the Associate Provost for Research, Faculty Success and Strategic Initiatives. Since these offices are no longer within the College of Graduate Studies and Research, removal of Research in the College's name is more appropriate since the College no longer directly oversees these research support functions. In addition, the recent reorganization has created some confusion about where these research support units reside and who is now supervising their functions. The College's primary mission at this time is focused on graduate recruitment, admissions and academically related functions for administration of graduate programs.

From 2008 to 2015, the College had been named the College of Graduate and Professional Studies with part of its mission to support continuing education efforts. However, this goal was never quite realized. Professional master's and doctoral programs are now officially recognized and defined by the US Department of Education. Some examples of recognized professional degrees Radford offers at the master's level include Master of Business Administration, Master of Social Work, Master of Science in Physician Assistant, Master of Occupational Therapy, and others. Radford also offers First-Professional Degrees defined by the Department of Education as programs that require a) completion of academic requirements to begin practice in a profession, b) two years of prior undergraduate requirements, and c) at least 6 years to complete. Such programs are typically accredited by a specialized accrediting body, and may require professional licensure to work in the profession. Examples of first-professional programs that Radford offers include Doctorate of Education (EdD), Doctor of Physical Therapy, Doctor of Psychology and Doctor of Nursing Practice. Thus, including Profession Studies in the name of the College is appropriate.

Lastly, renaming the College as the College of Graduate and Professional Studies parallels Radford University's recent elevation in Carnegie Classification status from a Master's College

and University to a Doctoral/Professional University (D/PU) in which professional degrees are specified in the classification title.

Renaming the College would more accurately reflect the current mission of the College and alleviate confusion regarding where the offices reside organizationally within the university.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.54: Motion to Recommend the Deletion of the Surgical Technology Program

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the deletion of the A.A.S. degree program in Surgical Technology.

RATIONALE:

Subsequent to the merger between Radford University and Jefferson College of Health Sciences, the Surgical Technology Program was awarded provisional status at Radford University while the program transitioned to Virginia Western Community College. As the transition will be complete in July 2022, the program at Radford University can be eliminated.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.55: Motion to Add Language to the Undergraduate Catalog on Cross-Listing Courses with REAL Designations

Referred by Curriculum Committee

MOTION:

Faculty Senate supports adding the following language to the undergraduate catalog in the section headed “REAL Curriculum Requirements for Departments and Schools.”

Undergraduate courses with different REAL designations (any of the R, E, A, L, WI, or GE designations) cannot be cross-listed or co-listed. This rule includes courses with no REAL designations.

RATIONALE:

The REAL Curriculum does not allow any one course to have more than one R, E, A, or L designation, and so permitting the cross-listing of courses with differing R, E, A, or L designations would be contrary to the spirit of that rule. Cross-listing a course that has a REAL designation with a course that does not have a REAL designation puts an undue burden on students to make sure to take the one they may need for curriculum requirements. A survey of catalogs from other universities shows that having such a rule regarding courses in their general education curricula is common.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.56: Motion to Revise RARE 400, RARE 410, and RARE 420

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the proposals to revise the titles, catalog descriptions, and official course descriptions of RARE 400, RARE 410, and RARE 420.

RATIONALE:

If approved, this proposal will change the titles, catalog descriptions, and official course descriptions of RARE 400, RARE 410, and RARE 420. The purpose of the changes is to remove specific reference to travel to the Amazon from the proposals, because the RARE program plans to begin to offer expeditions in Appalachia. These proposed changes have been reviewed and approved by the RARE Council. As these courses exist outside the current college structure, they fall under the purview of Faculty Senate.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.57: Motion to Revise UNIV 100 and UNIV 150

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the proposals to revise the catalog description and official course description of UNIV 100 and the proposal to revise the official course description of UNIV 150.

RATIONALE:

If approved, this proposal will change the catalog description and official course description of UNIV 100 and the official course description of UNIV 150. This proposal will not affect the teaching of the courses, the requirements of the courses, or any other aspects of the courses. The proposed changes to catalog and official course descriptions are just to bring those documents into line with the purposes of the courses and with how the courses are actually being taught. These proposed changes have been reviewed and approved by the UNIV 100/UNIV 150 Faculty Implementation Committee. Because these courses exist outside the current college structure, they are under the purview of Faculty Senate.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.58: Motion to Approve REAL Designation for the Forensic Studies Interdisciplinary Minor

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Forensic Studies Interdisciplinary Minor as covering the R area of the REAL Curriculum. This alignment will be in addition to its fulfillment of the L area, for which it is already approved.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.59: Motion to Approve REAL Designation for the Deaf and Hard of Hearing Track of the Interdisciplinary Studies Major

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Deaf and Hard of Hearing track of the Interdisciplinary Studies Major as covering the R, A, and L areas of the REAL Curriculum.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.60: Motion to Approve REAL Designation for the Leadership and Military Science Minor

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Leadership and Military Science Minor as covering the L area of the REAL Curriculum.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.61: Motion to Add Language to the Undergraduate Catalog on Limiting Cross-Crediting for Minors

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends the addition of the following terminology to the Undergraduate Catalog in the section headed “Completing a Degree: Degree Requirements.”

To complete any minor, a student must complete at least nine (9) credit hours in that minor that are not used by that student to fulfill requirements in any other minor.

RATIONALE:

- For the integrity of Radford University degree programs and credentials, a minor should be granted by the university to a student only when that student completes sufficient course work in that minor to make it distinct from other credentials being earned by the student.
- For the benefit of Radford University students, some flexibility should be allowed via cross-crediting across degree programs.
- Requiring nine unique credit hours for each earned minor strikes a balance between the need for integrity and the desire for flexibility.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.62: Motion to Revise T&R Handbook Language to Clarify the Use of FARs and Minority Reports in the Tenure and Promotion Process

Referred by Governance Committee

MOTION:

Faculty Senate recommends changing the following sections of the Teaching and Research Faculty Handbook to clarifying the use of Faculty Annual Reports and minority reports in the tenure and promotion process.

1.4.1.4.1 Evaluation Procedures for Tenured and Tenure-track Faculty

8. The following shall become a part of each faculty member's official personnel file in the office of the Provost: the faculty member's evaluation from the Chair **and the Faculty Annual Report upon which that evaluation is based**; the decisions and comments of the Dean; any written disagreements with either the Chair or the Dean that the faculty member under evaluation wishes to include; any recommendations that may issue from the Faculty Appeals Committee; any final decision rendered by the Provost subsequent to recommendations of the Faculty Appeals Committee.

1.6.2 Procedures for Recommending Promotions

2. The faculty member shall initiate an application for promotion to the Department Chair and shall provide supporting documentation which must include a statement justifying promotion, evaluations of the faculty member from the Department Chair from the past six years, **including and their corresponding Faculty Annual Reports as well as** a summary of students evaluations and peer evaluations (if applicable), current curriculum vita, and any additional information appropriate to support a recommendation for promotion. The Department Chair shall submit the faculty member's application and documentation to the Chair of the appropriate Department Promotion Committee. If the candidate is the Department Chair, the application shall be submitted directly to the Chair of the Department Personnel Committee and all subsequent duties of the Department Chair in Section 1.6.2 shall be omitted. The Chair of the Department Personnel Committee shall communicate directly with the Dean.

4. After a thorough evaluation of the candidate's documentation, the Department Promotion Committee shall make its written recommendation on the application for promotion, including detailed justification on the basis of the candidate's Teaching, Professional Contributions, and University Service, to the Department Chair. The Department Promotion Committee shall provide a copy of its recommendation and justification to the candidate. A minority report may be written if the Promotion Committee's recommendation concerning promotion is unacceptable to a minority of the committee members. A minority report is seen as an exception rather than standard procedure and shall include a justification for its creation. The minority report shall be signed and submitted as a separate document, **and shall be included and then submitted along** with the Promotion Committee's recommendation. A copy shall be sent to the candidate.

5. After receipt of the Promotion Committee's recommendation, **and the minority report, if one exists**, the Department Chair shall make his or her own written recommendation, including detailed justification on the basis of the candidate's Teaching, Professional Contributions, and University Service, and shall forward this, along with the recommendation and justification from the Department Promotion Committee, to the Dean of the College. The Department Chair shall provide a copy of his or her recommendation and justification to the candidate and the Department Promotion Committee.

6. The College Dean shall review the recommendations of the Department Promotion Committee (**including the minority report if one exists**) and the Department Chair and forward these recommendations to the Provost along with his or her own written recommendation, including justification. The Dean shall provide a copy of his or her recommendation and justification to the candidate, the Departmental Promotion Committee, and the Department Chair. In the event that a negative recommendation **or minority report** is submitted by the Promotion Committee or the Department Chair or the College Dean, the candidate shall have the right to submit a written response to the next higher level **and/or** to appeal any one of those decisions. The Faculty Appeals Committee, upon appropriate and timely request from the candidate, shall have jurisdiction. That Committee shall report its recommendations on appeals to the Provost.

1.7.2 Procedures Governing the Granting or Denying of Tenure

3. After a thorough evaluation of the candidate's documentation, the Department Personnel Committee shall make its written recommendation on the application for tenure, including detailed justification on the basis of the candidate's Teaching, Professional Contributions, and University Service, to the Department Chair. The Department Personnel Committee shall provide a copy of its recommendation and justification to the candidate.

A minority report may be written if the Personnel Committee's recommendation concerning tenure is unacceptable to a minority of the committee members. A minority report is seen as an exception rather than standard procedure and shall include a justification for its creation. The minority report shall be signed ~~and submitted~~ as a separate document and shall be included **and then submitted along** with the Promotion Committee's recommendation. A copy shall be sent to the candidate.

5. The College Dean shall review the recommendations of the Department Personnel Committee (**including the minority report if one exists**) and the Department Chair and forward these recommendations to the Provost along with his or her own written recommendation, including justification. The Dean shall provide a copy of his or her recommendation and justification to the candidate, the Departmental Personnel Committee, and the Department Chair. In the event that a negative recommendation is submitted by the Personnel Committee or the Department Chair or the College Dean, the candidate shall have the right to submit a written response to the next higher level **and/or** to appeal any one of those decisions. The Faculty Appeals Committee, upon appropriate

and timely request from the candidate, shall have jurisdiction. That Committee shall report its recommendations on appeals to the Provost.

RATIONALE:

FARs and minority reports are not being used in the tenure and promotion process consistently across the university. These changes clarify the use of these documents.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.63: Motion to Change Delivery Modality of the BSN to DNP Program

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the proposal to change the delivery modality of the BSN to DNP program to hybrid.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.64: Motion to Approve the Graduate Education Certificate Program in Special Education, Adapted Curriculum

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the creation of Graduate Certificates in Special Education, Adapted Curriculum.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.65: Motion to Approve the Graduate Education Certificate Program in Special Education, Deaf and Hard of Hearing

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the creation of Graduate Certificates in Special Education, Deaf and Hard of Hearing.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.66: Motion to Approve the Graduate Education Certificate Program in Special Education, Visual Impairment

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the creation of Graduate Certificates in Special Education, Visual Impairment.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.67: Motion to Approve the Graduate Education Certificate Program in Special Education, Early Childhood

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the creation of Graduate Certificates in Special Education, Early Childhood.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.68: Motion to Approve the Graduate Education Certificate Program in Special Education, General Curriculum

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the creation of Graduate Certificates in Special Education, General Curriculum.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.69: Motion to Change the Course Repeat Policy

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the proposal to change the university course repeat policy so that students can have an unlimited number of repeats but so that a student could repeat a particular course only once. To effect this change, the following changes would be made to the existing policy on individual course withdrawals.

Proposed Change

Repetition of Courses

The Repetition of Courses policy allows students to improve their grade point average. All courses completed and the grades earned will remain on the student's transcript. This policy applies only to the repetition of courses taken at Radford University.

~~Repeat Courses—In the first three (3) times in which a student re-enrolls in any course(s) already attempted, the additional enrollments will be designated as “repeats.” Within the three repeat limit, a student may repeat as many as three different courses, or the same course may be repeated as many as three times. Repeating the same course more than once shall be considered multiple repeats. For example, if a student fails his/her first attempt at SOCY 110 and then repeats the course, this constitutes one repeat, regardless of whether or not the student passes the course. If a student registers for the same class for a third time, this constitutes the use of a second repeat. The student would have only one remaining repeat opportunity.~~

~~Students may repeat any course one time.~~ Repeat courses are subject to the following conditions:

- A. The grade earned in the Repeat Course will replace the original grade in the course repeated.
- B. The Repetition of Courses policy is applied automatically by the registrar.
- C. If the student receives a lower grade while attempting a repeat, the most recent grade will count in calculating the student's GPA. If a student repeats a course in which they received a passing grade and fails the repeat course, the credit earned previously will remain but both the original and repeat grades will be calculated in the GPA.
- D. Additional credit hours will not be awarded ~~after repeating a course~~ unless the original course grade was “F.”
- ~~E.—If the third Repeat Course is taken in a semester or summer session in which one or more other courses are being retaken, the student will be asked by the Office of the Registrar to identify the course to be treated as the third repeat. If the student does not respond to this request, the Repeat Course will be the one in which the~~

~~grade earned most improves the student's cumulative grade point average. Other courses being retaken will be counted as explained below.~~

Retaking Courses

Courses in which a student re-enrolls after ~~the three repeat courses already repeating it once have been designated~~ are subject to the following conditions:

- A. Unless otherwise stipulated by departmental requirements, there is no limit on the number of courses that may be re-taken, or on the number of times a particular course may be retaken.
- B. Additional credit hours for the courses retaken will not be awarded unless the original grade was "F" or unless the course description indicates that the course may be taken for credit more than once.
- C. All attempted credit hours and all earned grade points in each enrollment, original and retakes, will be included in all GPA calculations.
- ~~D. Unless a course may be taken for credit more than once, a student may not retake a course in which the original grade was "B" or higher.~~
- E. Some courses may be taken multiple times for credit as if each enrollment were for a different course. In these courses the content or specific subjects covered differ for each enrollment and the credits and grades earned in each enrollment are counted toward degree requirements. There may be limits to the number of retakes permitted for these courses. Students should review the catalog course descriptions to determine if a course may be retaken for additional credit.

Exception to Academic Policy

The Radford University Undergraduate Catalog is the basic authority for academic requirements at Radford University. All students are expected to follow the catalog in the pursuit of their degrees. On occasion, extraordinary circumstances may, however, justify minor departures from the catalog requirements. Students who believe their situation warrants a deviation from academic policy may petition for an exception. Students should consult with their academic advisor to explore the feasibility of petitioning for an exception to academic policy.

Undergraduate students who need to petition for an exception to academic policy must work with their academic advisor to complete the Undergraduate Student Academic Petition form, available in the Academic Success Center. There are several academic requirements for which exceptions are never made, even through the academic petition process: the minimum grade point average (2.00) to graduate, the minimum number of semester hours (120) to graduate; the minimum number of semesters hours (30) earned at Radford University to graduate; the number of class withdrawals (5) a student may use; ~~the number of repeats (3) permitted~~; the number of earned credits (60) at Radford needed to qualify for Latin Honors.

RATIONALE:

The current repeat policy, limiting students to three total repeats, is too restrictive and does not

align with many of our state and peer institutions (see appendix). The proposed policy will align Radford University with many of our state and peer institutions and will provide students with more opportunities to improve their overall GPAs and chances of academic success.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.70: Motion to Change the Course Withdrawal Policy

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the proposal to change the individual course withdrawal policy so that students are no longer limited in the number of individual course withdrawals. To effect this change, the following changes would be made to the existing policy on individual course withdrawals.

Withdrawal from One or More, But Not All Courses

The student must secure a withdrawal form on the [Office of the Registrar website](#). Undergraduates wishing to withdraw from an on-campus course must have the form signed by the student's academic advisor or an advisor in the Academic Success Center and then return to the Office of the Registrar. Undergraduates wishing to withdraw from an off-campus course must have the withdrawal slip signed by the student's academic advisor (preferred), an advisor in the Academic Success Center or the instructor of the course from which the student is withdrawing. The withdrawal is not complete until the signed slip has been returned to the Office of the Registrar. If a full-time student withdraws from all classes, but at different times during a given fall or spring semester, the individual withdrawals are changed to a university withdrawal.

Students must contact the Office of the Bursar in Heth Hall to initiate a request for a refund of tuition if they drop a class or classes prior to the census date and if the reduced class load qualifies them for a tuition refund.

A student who drops a class prior to the conclusion of schedule adjustment will receive no grade. A student who withdraws from class after schedule adjustment but before the end of the tenth week of the semester (or 70 percent of the total class meetings of a summer session or any other non-traditional course, whichever comes first) will receive a grade of "W." Students may not withdraw from individual classes following the end of the tenth week of the semester.

~~A student may not withdraw from more than five classes during the course of undergraduate studies at Radford University. After a student has withdrawn from five classes, any subsequent withdrawal will result automatically in a grade of "F."~~

~~Withdrawals from classes prior to Fall Semester 1988, courses dropped during schedule adjustment, or withdrawal from all classes at the university do not enter the five class withdrawal limitation.~~

Exception to Academic Policy

The Radford University Undergraduate Catalog is the basic authority for academic requirements at Radford University. All students are expected to follow the catalog in the pursuit of their degrees. On occasion, extraordinary circumstances may, however, justify minor departures from the catalog requirements. Students who believe their situation

warrants a deviation from academic policy may petition for an exception. Students should consult with their academic advisor to explore the feasibility of petitioning for an exception to academic policy.

Undergraduate students who need to petition for an exception to academic policy must work with their academic advisor to complete the Undergraduate Student Academic Petition form, available in the Academic Success Center. There are several academic requirements for which exceptions are never made, even through the academic petition process: the minimum grade point average (2.00) to graduate, the minimum number of semester hours (120) to graduate; the minimum number of semesters hours (30) earned at Radford University to graduate; ~~the number of class withdrawals (5) a student may use;~~ the number of repeats (3) permitted; the number of earned credits (60) at Radford needed to qualify for Latin Honors.

The college dean of the petitioning student has the authority to approve or disapprove the student's request for an exception to academic policy upon review of recommendations from the student's academic advisor, department chair and instructor (as appropriate), and – if deemed necessary – in consultation with the registrar. The dean will submit the form to the Office of the Registrar.

RATIONALE:

The reason for the creation of this policy no longer exists to the extent it did when the policy was implemented, namely, students using unlimited withdrawals to extend the time in which they decide which courses they intend to complete beyond the schedule adjustment period. Changes in the way tuition charges are applied and the refund policy make this strategy cost prohibitive. Moreover, limiting individual course withdrawals is uncommon among Virginia state institutions, as well as our peer institutions.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.71: Motion to Change the University Suspension Policy

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the proposal to change the university suspension policy so that students will be suspended after their first semester if their GPA in that semester is below a 1.0 but so that students can appeal this suspension. To effect this change, the following changes would be made to the existing policy on suspension.

Proposed Policy

New Student Suspension Policy

Any new student (freshman or transfer) who has a GPA below 1.00 at the conclusion of their first full semester of enrollment (fall or spring) will be suspended. The student will not be allowed to continue in the next Wintermester and spring semester (if the student first enrolled in the fall) or summer sessions and fall semester (if the student first enrolled in the spring). Students suspended under this policy may appeal their suspensions as described in the “Suspension Appeals” section below.

Continuing Student Suspension Policy

~~All~~ Continuing students must meet the below GPA threshold by the conclusion of each spring term:

GPA Hours	Cumulative GPA Required to Avoid Suspension
13-23	1.00
24-35	1.50
36-47	1.80
48 or more	2.00

Students may attend summer sessions at Radford University to improve their GPAs and avoid suspension. Courses taken at other institutions will not affect the student’s Radford University GPA. **Students suspended under this policy may appeal their suspensions as described in the “Suspension Appeals” section below.**

Suspension Appeals

Students may submit an Appeal of Suspension to the Suspension Appeals Committee, which includes representation from academic and student affairs, within 10 business days following notification of suspension. Appeals of suspension are not automatically granted. Generally, suspension appeals are only approved when the student is able to sufficiently demonstrate that his/her academic performance suffered as a result of factors outside the student’s control and/or the student has shown significant academic progress since falling below the suspension threshold.

RATIONALE:

We now have 3 years of data on the success of new students who would have been suspended after their first semester at RU under the old new student suspension policy, but were allowed to continue on because it was repealed at the end of the 2017-2018 academic year. Over half of the new students who completed their fall semesters with less than a 1.00 GPA and continued at RU in the spring semester were not able to avoid suspension at the academic year. Instead of allowing all students to continue on to the next semester, regardless of their chances of academic success, the Academic Policies & Procedures committee thinks it best to reimplement the new student suspension policy, but allow for students to appeal their suspensions. The Suspension Appeals Committee could then evaluate students' chances for academic success on an individual basis.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.72: Motion to Recommend Approval of REAL Alignments

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the following REAL Alignments:

1. Faculty Senate recommends approval of the Wicked Problems Minor as covering the E and L areas of the REAL Curriculum;
2. Faculty Senate recommends approval of the Esports Services Minor as covering the L area of the REAL Curriculum;
3. Faculty Senate recommends approval of the Legal Studies Minor as covering the E area of the REAL Curriculum;
4. Faculty Senate recommends approval of the Mathematics and Science for Professional Educators Minor as covering the R area of the REAL Curriculum;
5. Faculty Senate recommends approval of the Museum Studies Minor as covering the L area of the REAL Curriculum;
6. Faculty Senate recommends approval of the minor in Business Administration as covering the L area of the REAL Curriculum in addition to the A area for which it is already approved;
7. Faculty Senate recommends approval of the Crime Analysis Minor as covering the R area of the REAL Curriculum
8. Faculty Senate recommends approval of the Health and Aging Minor as covering the E and A areas of the REAL Curriculum;
9. Faculty Senate recommends approval of the Major in Interdisciplinary Studies: Special Education General and Adapted Curriculum as covering the R, A, and L areas of the REAL Curriculum;
10. Faculty Senate recommends approval of the Spanish Minor as covering the E and L areas of the REAL Curriculum;
11. Faculty Senate recommends approval of the Forensic Studies Interdisciplinary Minor as covering the R area of the REAL Curriculum. This alignment will be in addition to its fulfillment of the L area, for which it is already approved;

12. Faculty Senate recommends approval of the Deaf and Hard of Hearing track of the Interdisciplinary Studies Major as covering the R, A, and L areas of the REAL Curriculum;
13. Faculty Senate recommends approval of the Leadership and Military Science Minor as covering the L area of the REAL Curriculum.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.73: Motion to Approve the Graduate Education Certificate Programs in Special Education

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the creation of Graduate Certificate Programs in Special Education in the following areas:

- Adapted Curriculum
- Deaf and Hard of Hearing
- Visual Impairment
- Early Childhood
- General Curriculum

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.74: Resolution to Honor Interim President Carolyn Ringer Lepre

Referred by Faculty Senate Executive Council

WHEREAS at a time of transition in University leadership, the university has been grappling with the challenges of an unprecedented pandemic and continues to wrestle with immediate and long-term uncertainties,

WHEREAS at this moment of potential crisis, despite having only one year of service to Radford University, Dr. Carolyn Ringer Lepre assumed the role of interim president,

WHEREAS Dr. Lepre served admirably in this position of interim president during the 2021-2022 academic year,

WHEREAS Dr. Lepre effectively advocated for Radford University during a time of transition in the governance of the state,

WHEREAS Dr. Lepre prioritized academic affairs in her management of the university,

WHEREAS Dr. Lepre promoted faculty leadership by implementing the Academic Leadership Fellows program and reinstating the Presidential Fellows program,

WHEREAS Dr. Lepre set standards of transparency in communication with the faculty, of dedication to principles of shared governance, of accessibility to the faculty, and of a willingness to address the concerns of the faculty,

WHEREAS Dr. Lepre has earned and deserves the thanks and continuing support of the university faculty,

NOW THEREFORE BE IT RESOLVED that on behalf of the Teaching and Research Faculty of Radford University, the Faculty Senate expresses its appreciation and gratitude for Interim President Lepre's leadership of, service to, and advocacy for Radford University.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.75: Motion to Approve a New Minor in Photography

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the creation a new minor in Photography to be housed in the Department of Art.

RATIONALE:

Students in the Photography Minor will gain access to skills and knowledge necessary to identify and create professional-quality photographic images. The learning outcomes include technical and intellectual proficiency, creative skills and capabilities, commercially oriented skills and knowledge, collaborative and visual communication skills and experiences, cultural awareness, and ethical understanding regarding the use of images, and life-long learning skills. Professional photographic skills are readily adaptable for use in a wide variety of majors and careers that rely on or benefit from the use of photography. The minor strengthens existing majors where making or using professional quality photographic imagery would be advantageous.

The minor is intended for students in any major who need or desire to acquire professional photographic skills and knowledge. The minor includes two required classes, ARTS 262 and ARTS 261. These two courses lay the foundation for digitally-based fine-art and commercial studio photographic skills and knowledge. Students are then free to choose the remaining credits with additional photography courses in the darkroom or digital areas with the intent that, with these courses, they will tailor their curriculum to suit their specific needs or interest. Students in the Photography Minor will thus benefit from access to the professionally oriented photography courses developed for the Professional Photography major.

The photography program is primed for growth with the construction of the new building. A photography minor is requested every semester by students who know that photographic skills will make them more employable. In many ways, photography is the language of the twentieth-first century. Students with a photography minor will have the ability to respond to the growing reliance on images and image-making by applying technical, creative, and intellectual competencies and capabilities in a broad range of disciplines and various careers. Majors such as marketing, social work, journalism, communications, or any major which engages social media would benefit from a minor in photography.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.76: Motion to Approve a New Minor in Recreation, Parks, and Tourism

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the creation of a new minor in Recreation, Parks, and Tourism to be housed in the Department of Recreation, Parks, and Tourism.

RATIONALE:

This minor will serve as an introduction to the field and increase employability of RU graduates. This minor can support the academic programs of students in such majors as business, management, criminal justice, history, biology, and so forth. Jobs in park management, recreation administration, business, and tourism all require skills provided by this minor. For example, a park ranger may be a criminal justice major, but with this minor their job profile will be enhanced.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.77: Motion to Approve REAL Designation for the Recreation, Parks, and Tourism Minor

Referred by Curriculum Committee

MOTION:

Faculty Senate recommends approval of the Recreation, Parks, and Tourism Minor as covering the A area of the REAL Curriculum.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.78: Motion to Approve the M.S. Degree Program in School Counseling

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the proposal to revise the M.S. Degree Program in School Counseling as outlined in the Revision of Existing Degree Program Proposal.

RATIONALE:

If approved, then this proposal will increase the number of credit hours in the degree program from forty-eight to sixty. This change will satisfy accreditation requirements. If approved, then this proposal will also make changes to the list of required classes so as to meet accreditation requirements and to create a program more suitable for the career needs of students.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.79: Motion to Approve the B.M. Degree Program in Music Education

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the proposal to revise the B. M. degree program in Music Education.

RATIONALE:

If approved, this proposal will revise the B. M. degree program in Music Education to bring the official program curriculum in line with changes made last year, resulting in reducing the number of required credits from 129 to 124. This proposal is before Senate only because it is being reported to SCHEV as a major change.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.80: Motion to Approve the Graduate Certificate Program in Music Therapy

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the proposal to create a Post-Baccalaureate Certificate Program in Music Therapy to be housed in the Department of Music.

RATIONALE:

Radford University has been offering a music therapy equivalency program for many years. The program has traditionally required students to take all of the undergraduate courses to fulfill deficiencies toward eligibility for a national roster music therapy internship. That model is outdated, cumbersome, and unnecessary, as well as being prohibitive to adult learners who may need to work as well as attend school. This certificate will address all of the AMTA professional competencies in a way that maximizes student time in the program, supports student development as a music therapy professional, and will be attractive to students who are currently working. The benefit will be to move students out into the profession of music therapy while encouraging them to continue on for the graduate degree in music therapy that is offered at Radford.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.81: Motion to Support the Recommendations of the *ad hoc* Committee on Adjunct Compensation

Referred by Faculty Issues Committee

MOTION:

Faculty Senate supports the recommendation of the *ad hoc* Committee on Adjunct Compensation.

[RETURN TO THE TABLE OF CONTENTS](#)

21-22.82: Motion to Change the Policy for Approving Credit Hour Overloads

Referred by Curriculum Committee

MOTION:

Faculty Senate supports the proposal to change the policy for approving credit hour overloads so that permission to do so is not granted by college deans but is rather granted by advisers and department chairs. To effect this change, the following changes would be made to the existing policy on approving credit hour overloads.

Proposed Changes:

Class Load

Fall and Spring Semesters

Any undergraduate student who is carrying 12 or more semester hours of credit is considered to be a full-time student. To be eligible to live in a residence hall, a student must carry an academic load of nine or more semester hours.

The normal class load during a regular session is 15-16 semester hours. No student may carry more than 18 semester hours without the written permission of ~~the~~ **an academic advisor and department chair or school director of the** student's ~~academic dean~~ **major**.

Summer Sessions

Any undergraduate student who enrolls in 12 or more semester hours of credit during one or any combination of summer sessions will be considered a full-time student.

Any undergraduate student who enrolls in six to 11 semester hours of credit during one or any combination of summer sessions will be considered a part-time student.

The maximum course loads permitted during the summer sessions are: Maymester - seven (7) credit hours*; Summer I – ten (10) credit hours* (*or a combined total of ten (10) credit hours for Maymester and Summer I); Summer II – ten (10) credit hours; Summer III – eighteen (18) credit hours. A student may enroll for a maximum of eighteen (18) semester hours of credit using any combination of enrollments in the summer session. No student may attempt more than the maximum number of credit hours per session or for the entire summer without the written permission ~~the~~ **an academic advisor and department chair or school director of the** student's ~~academic dean~~ **major**.

Wintermester

Students may enroll in **no more than** one course in Wintermester **without the written permission of an academic advisor and department chair or school director of the student's major**.

RATIONALE:

Department chairs and school directors are better able to determine whether a student can successfully handle the academic challenges of course registration overloads.

[RETURN TO THE TABLE OF CONTENTS](#)