

## Radford University Faculty Senate

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## **25-26.01: Motion to Revise the Faculty Handbook to Include the New Membership Composition of the Faculty Appeals Committee**

Referred by: Faculty Senate Executive Council

MOTION: The Faculty Senate approves the addition of language (red type) and the deletion of language (stricken through) in the Membership Composition of the **Faculty Appeals Committee** in Section 1.8.4 of the *Radford University Teaching and Research Faculty Handbook*.

### **1.8.4 Composition of Faculty Appeals Committees**

The Faculty Appeals Committee shall consist of ~~ten elected tenured faculty members~~ one elected tenured faculty member from each academic college. Representation is as follows: ~~three~~ one representatives elected from the College of Humanities and Behavioral Sciences, one from the College of Business and Economics, one from the College of Education and Human Development, one from the College of Visual and Performing Arts, ~~two~~ one from the College of Science and Technology, ~~and~~ one from the Waldron College of Health and Human Services, and one from the College of Nursing. ~~One~~ Two tenured faculty members will be ~~elected~~ selected at-large by the ~~University faculty~~ Faculty Senate Executive Council.

One alternate member shall be elected to the committee from each college. Colleges should establish procedures to ensure that the alternate is not from the same department as the elected member who may temporarily be replaced. Alternates should be those faculty who received the second highest number of votes and are members of a Department other than that in which the committee member elected serves. ~~One~~ Two alternate members shall be selected for the at-large faculty representatives. ~~This~~ These shall be ~~the faculty who received the second highest number of votes in the at-large election and who is a~~ members of a departments other than ~~that~~ those in from which the elected at-large members serves.

RATIONALE: In 2024, the School of Nursing was elevated to the College of Nursing which requires a reallocation of seats in the Faculty Appeals Committee to include a member from nursing and an alternate. The 2024-2025 Faculty Senate approved a motion to change the Faculty Appeals Committee composition in the *Internal Governance at Radford University* document, and this *Teaching and Research Faculty Handbook* change follows those approved changes to ensure agreement between the two documents.

## **25-26.02: Motion to Revise the Faculty Handbook to Include the New Membership Composition of the Faculty Grievance Committee**

Referred by: Faculty Senate Executive Council

### **MOTION:**

The Faculty Senate approves the addition of language (red type) and the deletion of language (stricken through) in the Membership Composition of the **Faculty Grievance Committee** in section 1.9.5 of *the Radford University Teaching and Research Faculty Handbook*.

### **1.9.5 Composition of Faculty Grievance Committee**

The Faculty Grievance Committee shall consist of ~~ten~~ one elected tenured faculty members. Representation is as follows: ~~three representatives elected from the College of Humanities and Behavioral Sciences, one from the College of Business and Economics, one from the College of Education and Human Development, one from the College of Visual and Performing Arts, two from the College of Science and Technology, and one from the Waldron College of Health and Human Services~~ from each academic college. ~~One~~ Two tenured faculty members will be selected at-large by the ~~University faculty~~ Faculty Senate Executive Council.

Elected members and alternates will serve three-year terms. The terms should be staggered so that each year one-third of the members are elected. Members may serve more than one term. One alternate member shall be elected to the committee from each college. Colleges should establish procedures to ensure that the alternate is not from the same department as the elected member who may temporarily be replaced. Alternates should be those faculty who received the second highest number of votes and are members of a Department other than that in which the committee member elected serves. ~~One~~ Two alternate members shall be selected for the at-large faculty representative. ~~This~~ These shall be the faculty who received the second highest number of votes in the at-large election and who ~~is~~ are a members of a departments other than that in which the elected at-large members serves.

### **RATIONALE:**

In 2024, the School of Nursing was elevated to the College of Nursing which requires a reallocation of seats in the Faculty Grievance Committee to include a member from Nursing and an alternate. The 2024-2025 Faculty Senate approved a motion to change the Faculty Grievance

Committee composition in the *Internal Governance at Radford University* document, and this *Teaching and Research Faculty Handbook* change follows those approved changes to ensure agreement between the two documents.

## **25-26.03: Motion to Delete the Minor in Forensic Science (R)**

Referred by: Faculty Senate Executive Council

### **MOTION:**

The Faculty Senate supports the deletion of the minor in Forensic Science (R).

### **RATIONALE:**

The Department of Anthropological Sciences submitted this proposal on behalf of the Forensic Science Institute (FSI) Director Dr. Donna Boyd. The FSI is no longer able to offer this minor due to lack of faculty and resources. The Department of Anthropological Sciences (on behalf of the FSI) and the Artis College of Science and Technology have agreed that this minor program should no longer be continued.

## **25-26.04: Motion to Create the General Education Implementation Steering Committee**

Referred by: Faculty Senate Executive Council

### **MOTION:**

The Faculty Senate recommends the creating of the General Education Implementation Steering Committee with composition and charges as detailed in the Appendix.

### **RATIONALE:**

The proposed general education model requires a campus-wide effort to ensure successful support and implementation. The General Education Implementation Plan ensures leadership in four strategic areas and faculty involvement in the process. The General Education Implementation Steering Committee's role will be to coordinate overall rollout and communication of the implementation plan and to provide integration

## **25-26.05: Motion to Create the General Education Implementation Curriculum Subcommittee**

Referred by: Faculty Senate Executive Council

### **MOTION:**

The Faculty Senate recommends the creating of the General Education Implementation Curriculum Subcommittee with composition and charges as detailed in the Appendix, as amended 8-28-2025.

### **RATIONALE:**

The proposed general education model requires a campus-wide effort to ensure successful support and implementation. The General Education Implementation Plan ensures leadership in four strategic areas and faculty involvement in the process. The General Education Implementation Curriculum Subcommittee will be essential for implementing the new general education model through approval of general education courses, reviewing and making recommendations for previously approved REAL course designations and ensuring coherence in course structure and support.

## **25-26.06: Motion to Create the General Education Implementation Assessment Subcommittee**

Referred by: Faculty Senate Executive Council

### **MOTION:**

The Faculty Senate recommends the creating of the General Education Implementation Assessment Subcommittee with composition and charges as detailed in the Appendix, as amended 8-28-2025.

### **RATIONALE:**

The proposed general education model requires a campus-wide effort to ensure successful support and implementation. The General Education Implementation Plan ensures leadership in four strategic areas and faculty involvement in the process. The General Education Implementation Assessment Subcommittee will be important for implementing the new general education model through development of the assessment system for the general education program, creation of rubrics for all general education components, creating data collection tools and reporting mechanisms and ensuring accreditation alignment.

## **25-26.07: Motion to Create the General Education Implementation Technology Integration Subcommittee**

Referred by: Faculty Senate Executive Council

### **MOTION:**

The Faculty Senate recommends the creating of the General Education Implementation Technology Integration Subcommittee with composition and charges as detailed in the Appendix.

### **RATIONALE:**

The proposed general education model requires a campus-wide effort to ensure successful support and implementation. The General Education Implementation Plan ensures leadership in four strategic areas and faculty involvement in the process. The General Education Implementation Technology Integration Subcommittee will be essential to ensure that the digital infrastructure is in place to support general education delivery, assessment and advising.

## **25-26.08: Motion to Create the General Education RADF 101/Find Your Place & Advising Subcommittee**

Referred by: Faculty Senate Executive Council

### **MOTION:**

The Faculty Senate recommends the creating of the General Education Implementation RADF 101/Find Your Place & Advising Subcommittee with composition and charges as detailed in the Appendix.

### **RATIONALE:**

The proposed general education model requires a campus-wide effort to ensure successful support and implementation. The General Education Implementation Plan ensures leadership in four strategic areas and faculty involvement in the process. RADF 101/Find Your Place is a unique component of the general education model and this committee will be essential for development of the course, training and pilot rollout. This committee will also be important for coordinating with advising and student success to ensure alignment of advising strategies to the goals of the new general education model.

## **25-26.09: Motion to Add the Director of Advising (or Designee) as an *Ex Officio*, Non-Voting Member of the REAL Council**

### **MOTION:**

The Faculty Senate recommends adding the Director of Advising, or their designee, as an *ex officio*, non-voting member of the REAL Council.

### **RATIONALE:**

As the university transitions from the REAL curriculum to the new General Education program, it is essential that the Council's work remains closely aligned with advising practices and student support structures. Advising professionals are uniquely positioned to recognize how curriculum decisions affect student progression and degree completion. Including the Director of Advising (or designee) as an *ex officio*, non-voting member of the REAL Council will:

- Ensure ongoing communication between faculty governance and advising.
- Provide timely insight into the impact of curricular decisions on student pathways.
- Strengthen support for students navigating both the REAL curriculum and the new General Education program during the transition period.

This addition enhances the Council's ability to make informed recommendations while preserving faculty governance authority.

## **25-26.10: Motion to Revise the Faculty Handbook to include the College of Nursing in College Governance**

Referred by: Governance Committee

### **MOTION:**

The Faculty Senate approves the addition of the College of Nursing (red type) to Section 4.1 College Governance of the T&R Faculty Handbook.

### **4.1 College Governance**

The following provisions shall apply to the Artis College of Science and Technology, the Davis College of Business and Economics, the College of Education and Human Development, **the College of Nursing**, the College of Visual and Performing Arts, and the Waldron College of Health and Human Services, and where applicable, the College of Graduate Studies and Research.

### **Rationale:**

The School of Nursing was elevated to a college. This motion seeks to update handbook language to include the College of Nursing with the other colleges in College Governance.

## **25-26.11 Motion to Remove College of Graduate Studies and Research and Graduate Faculty Classification Language from the T & R Handbook**

Referred by: Governance Committee

### **MOTION:**

The Faculty Senate recommends the deletion (~~stricken through~~) of language referring to the College of Graduate Studies and Research and **Graduate Faculty** in the document T & R Faculty Handbook in Sections 1.2.2., 4.1, 4.1.2, 4.1.3, 4.1.3.1, and 4.1.3.3:

#### **1.2.2 Graduate Faculty Classification**

~~Criteria and procedures for election to the Graduate Faculty, and the classifications of Graduate Faculty membership, are determined by the Graduate Affairs Council which shall publish them annually and make them available through the College of Graduate Studies and Research. The Graduate Affairs Council is the final authority for granting and **renewing Graduate Faculty status.**~~

#### **4.1 College Governance**

The following provisions shall apply to the Artis College of Science and Technology, the Davis College of Business and Economics, the College of Education and Human Development, the College of Visual and Performing Arts, and the Waldron College of Health and Human Services; ~~and where applicable, the College of Graduate Studies and Research.~~

##### **4.1.2 College Membership**

All faculty with teaching appointments in a college, as defined in section 1.1 of this Handbook, are members of that college.

Voting in undergraduate college meetings shall be limited to full-time Teaching and Research faculty in the college's academic units and full-time Administrative and Professional faculty having appointments within the college, with the exception of the Dean.

~~Voting in the College of Graduate Studies and Research shall be limited to faculty having full or associate membership in the graduate faculty and who are either a school director or department chair, or report directly to such a person.~~

Any additional college requirements for voting, such as attendance requirements, shall apply to all faculty with voting rights in the college.

##### **4.1.3 Administration of Colleges**

~~With the exception of the College of Graduate Studies and Research,~~ The colleges of the University are composed of academic units: departments, schools (which may or may not consist of departments), and interdisciplinary programs. The chairpersons of departments and, where

applicable, the directors of schools and/or interdisciplinary programs are responsible to the deans of their respective colleges for the administration of their academic units.

#### **4.1.3.1 Roles and Responsibilities of Deans**

The Deans of the undergraduate colleges, ~~and the Dean of the College of Graduate Studies and Research,~~ are the chief administrative officers of each college. The Dean's responsibilities are primarily:

- to lead the faculty and staff of the college in developing and delivering educational opportunities of the highest quality possible for students, consistent with the mission of the College,
- to lead the College in procuring and managing fiscal, human, and physical resources necessary to accomplish these goals,
- to represent the college, its goals and needs to other external as well as internal constituencies, and
- to promote the overall excellence and welfare of the University

Based on recommendations from the Provost, the college deans are appointed by the President, subject to annual evaluations of their effectiveness in this capacity.

#### **4.1.3.3 College Committees ~~(in all but the College of Graduate Studies and Research)~~**

##### **RATIONALE:**

A resolution was passed in 2024 to dissolve the College of Graduate Studies and Research and re-organize its various responsibilities across a newly formed Office of Graduate Studies, Academic Affairs, and Enrollment Management and to apply for approval from the State Council of Higher Education of Virginia (SCHEV). Approval was received from SCHEV for the discontinuance of the College.

Criteria and procedures for election to the Graduate Faculty and the classification of Graduate Faculty membership have been eliminated by the Office of Graduate Affairs.

**25-26.12 Motion Concerning “Higher Education’s Compact with America: Shared Principles for the Common Good,” A Joint Statement from the AAC&U and the Phi Beta Kappa Society**

Referred by Faculty Issues.

The Faculty Senate supports the letter to President Danilowicz, as written by the Radford University Chapter of the American Association of University Professors, requesting he recommit to academic freedom and freedom of speech by signing the American Association of Colleges and Universities public statement, “Higher Education’s Compact with America: Shared Principles for the Common Good.”

**Rationale:**

On October 17, 2025, the American Association of Colleges & Universities (AAC&U) and the Phi Beta Kappa Society issued a joint statement entitled “Higher Education’s Compact with America: Shared Principles for the Common Good.” This statement identifies seven “enduring principles” of higher education—Opportunity, Affordability, Excellence, Freedom, Security, Partnership, and Prosperity—averring that inherent to these principles are “corresponding promises to students, communities, and the nation,” which in turn “form the basis of the compact between higher education and the nation that has served America so well for generations.” On October 30, 2025, the Radford University Chapter of the American Association of University Professors sent a letter to President Brett Danilowicz, urging him to endorse the AAC&U statement.

It is the position of the Faculty Senate that these stated principles and their consequent promises are consistent with the Mission and Core Values of Radford University, and we thus echo our colleagues’ request.

## **25-26.13: Motion to Merge the B.S. and B.A. in Geology and the B.S. and B.A. in Geospatial Sciences into the B.S. in Geospatial and Earth Sciences**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends merging the current Bachelor of Science and Bachelor of Arts in Geology and Bachelor of Science and Bachelor of Arts in Geospatial Science into a single degree program, the Bachelor of Science in Geospatial and Earth Sciences.

The details are contained in the Curriculog new program proposal <https://radford.curriculog.com/proposal:3086/form>. Passage of this motion will result in the removal of the B.S. and B.A. in Geology and the B.S. and B.A. in Geospatial Science from the 2026-27 catalog.

### **RATIONALE:**

In 2024, the Department of Geology and the Department of Geospatial Science merged into the Department of Geospatial and Earth Sciences. This combined department currently offers four degree programs, the B.S. and B.A. in Geology and the B.S. and B.A. in Geospatial Science, which share several common courses. This proposal merges them into a single program, the B.S. in Geospatial and Earth Sciences.

We do not have a “Program Merger Form” in Curriculog, and so this proposed merger is presented using a New Program form, but SCHEV does allow program mergers, and assuming approval at all university levels, we will submit to SCHEV a package that will create the new program and delete the four current programs.

Current students majoring in Geology or Geospatial Science will be allowed to continue in their current programs and graduate with those degrees because the courses required for those programs will still be offered as part of the new merged program.

## **25-26.14: Motion to Delete the B.S. in Biomedical Sciences**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends the deletion of the Bachelor of Science in Biomedical Sciences  
<https://radford.curriculog.com/proposal:3187/form>

### **RATIONALE:**

Radford University acquired the B.S. in Biomedical Sciences program in the merger with Jefferson College of Health Sciences, and it has been offered by our Department of Biology. At the time of the merger, the B.S. in Biology contained a Pre-health Concentration that was substantially similar to the new major, and the response at the time was to keep the new major and remove the concentrations from the B.S. in Biology. However, advising students between these two related majors has proven difficult, and so the B.S. in Biology has been revised to incorporate a new set of concentrations including a concentration in Biomedical and Health Science, which is more flexible for students than the current B.S. in Biomedical Sciences.

Students who are currently enrolled in the Biomedical Science program (catalogs 2025-2026 and previous) will be allowed to continue in this major and graduate on time. The courses required for the program are regularly taught and available for students in the new concentration in Biomedical and Health Science; therefore, our Biomedical Science majors will still have access to these courses.

**25-26.15: Motion to Revise the B.S. in Foods and Nutrition**

Referred by: Curriculum Committee

**MOTION:**

Faculty Senate recommends the revision of the Bachelor of Science in Foods and Nutrition  
<https://radford.curriculog.com/proposal:3058/form>

**RATIONALE:**

The only proposed change to the B.S. in Foods and Nutrition is a change to its CIP code. When the program was created in 1985, it was under the CIP code 19.0501 (Foods, Nutrition, and Wellness Studies, General). However, in 2000, a new CIP code 51.3101 (Dietetics/Dietician) was created by the National Center for Educational Statistics. The current content of the program is better aligned with this new CIP code, and so we are seeking SCHEV approval to change the program to this new CIP code.

**25-26.16: Motion to Delete the Certificate in Accounting**

Referred by: Curriculum Committee

**MOTION:**

Faculty Senate recommends the deletion of the undergraduate Certificate in Accounting  
<https://radford.curriculog.com/proposal:3015/form>

**RATIONALE:**

The undergraduate Certificate in Accounting has no enrolled students, and the university does not have sufficient resources to grow the program to a sustainable number of students.

## **25-26.17: Resolution on Extra Employment**

Referred by Faculty Issues Committee

**WHEREAS** Section 3.2 of the *Teaching and Research Faculty Handbook* establishes that full-time faculty members may engage in extra employment provided it does not interfere with their duties to the university, and that such employment must be disclosed and approved in advance;

**WHEREAS** the same policy outlines criteria for approval—including alignment with professional expertise, time commitment, and avoidance of legal or reputational conflicts—but does not require faculty to demonstrate measurable benefit to the university, avoid overlapping subject matter, or provide enrollment or transfer data as a condition of approval;

**WHEREAS** extra employment—including teaching at other institutions, consulting, or professional practice—is a common and valuable component of academic life that often enhances faculty development, institutional visibility, and community engagement;

**WHEREAS** clarity, consistency, and fairness in the interpretation and application of extra employment policies are essential to maintaining faculty trust, morale, and the principles of shared governance;

**THEREFORE BE IT RESOLVED** that the Faculty Senate of Radford University affirms the right of faculty members to engage in reasonable extra employment in accordance with the expectations outlined in the *Faculty Handbook*, and recommends that any proposed changes to these expectations be developed transparently, equitably, and in consultation with the Faculty Senate, rather than applied on an individual, case-by-case basis.

**BE IT FURTHER RESOLVED** that the Faculty Senate reaffirms the importance of faculty voice in the creation and interpretation of policies that affect professional autonomy and academic freedom.

## **25-26.18: Motion to Revise the Crime Analysis Certificate**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends renaming the post-baccalaureate Crime Analysis Certificate to Crime Analysis and Criminal Intelligence Certificate and changing its modality from online to hybrid.

### **RATIONAL:**

The proposal here is straightforward and entails changing the name of the certificate to reflect the content of its courses as well as align it to language in the field. The proposal is to change it from "Crime Analysis" to "Crime Analysis and Criminal Intelligence."

Three courses in the certificate have already had their titles and course descriptions approved for changes. Coinciding with this proposal, there are three proposals being submitted for those courses to update the course syllabi to more clearly reflect the course content that aligns with current practices in the field. Note that the certificate curriculum has always covered both crime analysis and criminal intelligence.

Course titles and descriptions were previously updated to more accurately reflect the content as well as communicate accurately the student's education to potential/current employers. This proposal simply follows that logic through to the title of the certificate itself in order to align it with practices and potential jobs in both crime analysis and criminal intelligence in the criminal justice system.

The change in delivery modality entails removing the online option. The certificate is no longer available completely online as the students are required to participate in primarily face-to-face with some online instruction (hybrid).

## **25-26.19: Motion to Create the Graduate Certificate in Substance Abuse and Addictions Counseling**

Referred by: Curriculum Committee

### **MOTION:**

Faculty Senate recommends the creation of the Graduate Certificate in Substance Abuse and Addictions Counseling.

### **RATIONALE:**

Rural communities face unique and pressing challenges related to substance use disorders and addictions. Rates of opioid and methamphetamine use, alcohol dependence, and associated overdose deaths remain disproportionately high in many rural areas. At the same time, rural regions experience persistent shortages of credentialed substance abuse and professional counselors, resulting in limited access to treatment services and long wait times for care. These gaps create barriers to recovery and contribute to the cycle of addiction, unemployment, and family instability.

A certificate in substance abuse and addictions counseling would directly address these issues by preparing qualified professionals who are equipped to serve in rural settings. The program would:

1. **Expand the Workforce** – Many rural mental health and healthcare organizations struggle to recruit and retain licensed counselors. A certificate program would create a pathway for local and state residents and current helping professionals (e.g., mental health counselors, school counselors, social workers, etc.) to gain specialized training in substance abuse and addiction treatment.
2. **Increase Access to Services** – Rural residents often face significant barriers such as distance, transportation, and limited treatment facilities. By developing more trained counselors within the community, the certificate program ensures that individuals in need can access evidence-based treatment closer to home.
3. **Strengthen Community Supports** – Substance misuse affects not only individuals but also families, schools, and workplaces. Counselors with specialized training can provide prevention, intervention, and recovery support that strengthens the fabric of rural communities.
4. **Promote Economic Stability** – Substance use disorders have significant economic impacts, including workforce shortages and healthcare costs. Expanding treatment capacity through a certificate program helps support recovery, which in turn enhances employability and community well-being.

5. Address Health Disparities – Rural areas are often underserved in terms of healthcare resources. A substance abuse and addiction counseling certificate program helps close the gap by ensuring that rural residents receive the same quality of care and access to trained professionals as those in urban areas.

6. Alignment with State and National Priorities – Both Virginia and federal agencies have prioritized expanding the behavioral health workforce to respond to the opioid epidemic and related public health challenges. A certificate program directly supports these initiatives by creating a sustainable, regionally focused training option.

In sum, a substance abuse counseling certificate is not only a workforce development initiative but also a community investment, specifically in rural Southwest Virginia. By equipping professionals with the skills to address addiction effectively, rural communities can improve health outcomes, strengthen families, and foster long-term resilience.

## 25-26.20 Motion to Revise the Honors College Graduation Requirements

Referred by the Curriculum Committee

### MOTION:

The Faculty Senate recommends the following amendments to the [requirements for graduation](#) as a Highlanders Honors Scholar and with the Highlander Honors Distinction. Proposed deletions are ~~struck through~~, and proposed additions are in **red text**.

#### **Requirements For Graduation as a Highlander Honors Scholar**

To graduate from Radford University as a Highlander Honors Scholar, students must have a minimum 3.5 overall GPA in Radford coursework and complete at least 27 hours of honors credits in accordance with the requirements listed below:

- 15 credit hours in any honors-designated courses
- 9 credit hours of work in any combination of study abroad, independent study or undergraduate research, honors contracts, HNRS 300, and HNRS 310.
- 3 credit hours in an honors capstone project (DEPT 488) in the major.
- **The honors capstone project which must be presented at a scholarly conference or other public venue, in conjunction with the submission of a written reflective critique of the work.**
- A student may transfer a maximum of 12 hours of college honors courses into the College toward the Highland Honors Scholar curriculum.

#### **Requirements For Graduation with the Highlander Honors Distinction**

To graduate from Radford University with the Highlander Honors Distinction, students must have a minimum 3.5 overall GPA in Radford coursework and complete at least 15 hours of honors credit in accordance with the requirements listed below:

- 3 credit hours in any combination of HNRS 300, HNRS 310, or both.
- 9 credit hours of work in any combination of study abroad, independent study or undergraduate research, honors contracts, or honors courses.
- 3 credit hours in an honors capstone project (DEPT 488) in the major.
- **The honors capstone project which must be presented at a scholarly conference or other public venue, in conjunction with the submission of a written reflective critique of the work.**

- A student may transfer a maximum of 6 hours of college honors courses into the College toward the Highlander Honors Distinction.

#### RATIONALE:

For the past three years, the Honors College assessment plan has partially focused on increasing the scholarly rigor of honors capstone projects. Among several aspects of this work, McConnell Library was asked to create a repository for honors capstone projects, and students were requested to submit written reflective critiques of their work. This process requires students to synthesize the outcomes of the honors capstone project in writing, while also allowing future honors students to see the types of honors capstone projects completed. With this groundwork in place, the Honors Advisory Committee supports making the written reflective critique a requirement for graduating from the Honors College.

## 25-26.21 Motion to Delete the Honors Minors

Referred by the Curriculum Committee

### MOTION:

The Faculty Senate recommends the deletion of:

- Honors Minor in Cultural or Behavioral Analysis (A)  
<https://radford.curriculog.com/proposal:3332/form>
- Honors Minor in Humanistic or Artistic Expression (E)  
<https://radford.curriculog.com/proposal:3333/form>
- Honors Minor in Scientific and Quantitative Reasoning (R)  
<https://radford.curriculog.com/proposal:3334/form>

The Faculty Senate also recommends revising the [Honors College page](#) in the catalog as follows with deletions ~~struck through~~.

### **Honors College**

...

Honors students are selected in a competitive application process. Students admitted to the Honors College are eligible for a number of benefits, including enrollment in honors courses, honors housing, honors programming, and honors advising. Students who complete the 27-credit hour honors curriculum graduate as Highlander Honors Scholars, the highest academic distinction for Radford University undergraduates. Students who complete the 15-credit hour honors curriculum graduate with the Highlander Honors Distinction. These achievements appear on the student's diploma and are recognized with special regalia at graduation. ~~Students also have the option of completing an honors minor in conjunction with—or separate from—one of the honors curricular tracks.~~

...

### **Academic Programs**

~~Honors Minor in Cultural or Behavioral Analysis (A)~~

~~Honors Minor in Humanistic or Artistic Expression (E)~~

~~Honors Minor in Scientific and Quantitative Reasoning (R)~~

### RATIONALE:

The honors minors served a small population of students and are expected to be pursued less often following the transition in REAL general education requirements. Deletion of the minors requires removing references to them in the Honors College catalog entry.

**25-26.22 Motion to Delete REAL 101**

Referred by the Curriculum Committee

**MOTION:**

The Faculty Senate recommends the deletion of REAL 101 – REAL Exploration and Discovery.

**RATIONALE:**

The course REAL 101 was created to give new freshmen exposure to a wide variety of disciplines to help them choose the majors and minors they would use to complete the REAL Curriculum. The course was never offered, and with the REAL Curriculum being phased out, the course would not be offered in the future.

## **25-26.23 Motion to Delete the REAL Studies Minors**

Referred by the Curriculum Committee

### **MOTION:**

The Faculty Senate recommends the deletion of:

- REAL Studies Minor in Scientific and Quantitative Reasoning (R)
- REAL Studies Minor in Humanistic or Artistic Expression (E)
- REAL Studies Minor in Cultural or Behavioral Analysis (A)
- REAL Studies Minor in Applied Learning (L)

### **RATIONALE:**

The revisions to the REAL Curriculum that were approved in Spring 2025 mean that students no longer need a minor to complete the REAL Curriculum. These minors were created for the sole purpose of allowing a student to package together courses designated in one area into a minor to complete the REAL Curriculum requirements. As such, these minors are no longer needed.

Care should be taken to remove references to these minors from university websites discussing REAL, including the REAL Curriculum page of the University Catalog.

## **25-26.24 Motion to Remove the Navigate Your Journey Requirement from the General Education Program**

### **MOTION:**

The Faculty Senate recommends removing the *Navigate Your Journey* requirement from the new General Education Program **approved in Motion 24-25.20 and recommends revising the program as stated in the supporting document “General Education Program Revised 10-21-2025.docx.”**

### **RATIONALE**

The *Navigate Your Journey* requirement of the General Education Program adopted in Spring 2025 is a worthwhile goal for students who graduate from our baccalaureate programs. However, the specific inclusion in the general education portion of our curriculum proved problematic on two fronts:

1. *Navigate Your Journey* was intended to be satisfied by existing courses that, broadly speaking, were considered to be “capstone” courses for different majors. However, such courses are not appropriate for general education because they focus on upper-level skills specific to particular disciplines. Also, the learning outcomes adopted in Spring 2025 specifically require students to consider how their General Education coursework informed their majors and future professions, but teasing out “knowledge and skills gained through general education” from all the knowledge and skills students learned in other classes may be difficult to do.
2. Students who transfer to Radford University after completing an approved associate degree at a VCCS school are not subject to our general education requirements and, therefore, would be exempt from the *Navigate Your Journey* requirement. Because we feel reflecting on the role of prior learning at the end of a student’s time at Radford University is important, *Navigate Your Journey* should be required of all students, including transfer students. Therefore, it should be removed from the General Education Program and resubmitted as a separate graduation requirement for all students seeking a baccalaureate degree.

Removing the *Navigate Your Journey* requirement from the General Education Program requires rewriting other sections of the program’s model document so that the result is still a unified, self-contained program. Specifically, minor revisions to *Find Your Place* are required to fulfill the third programmatic learning outcome, and the total count of credits for general education included at least one from the *Navigate Your Journey* requirement, and so its minimum number of credits must be reduced from 31 to 30. See the supporting document.

The Faculty Senate encourages curriculum approval bodies to redesign the *Navigate Your Journey* requirement as a university graduation requirement for all students. In doing so, careful consideration should be given to defining appropriate learning outcomes and ensuring that all

academic departments designate or develop a course within their programs that fulfills the *Navigate Your Journey* requirement.

## **Motion 25-26.25: Create the Navigate Your Journey Graduation Requirement**

The Faculty Senate approves the creation of the Navigate Your Journey graduation requirement for all students seeking a bachelor's degree beginning at the same time as the implementation of the General Education Program. Programs will be required to submit a plan to the appropriate Internal Governance committee for how their students will fulfill this requirement. While separate from the General Education Program, faculty oversight of its requirements, including course designation, assessment, and learning outcome revisions, will follow the same pathways as the General Education Program.

The description and learning outcomes for the Navigate Your Journey requirement are as follows:

### **Navigate Your Journey Learning Outcomes (Revised 1-22-2026)**

This culminating credit-bearing experience of a baccalaureate program provides each student with an opportunity to integrate knowledge and skills from previous coursework into scholarly, creative, clinical, or applied work, and present this work to an appropriate audience.

- NJ1: Integrate applied knowledge and skills from previous coursework into scholarly, creative, clinical, or applied work appropriate to disciplinary or professional contexts.
- NJ2: Analyze how their integrative learning experience demonstrates intellectual development, professional readiness, or the ability to connect learning across contexts.

### **Rationale:**

The original intent of the Navigate Your Journey requirement as adopted in the General Education Program was to provide opportunities for students to “demonstrate the relevance of General Education to their major/career” and to guarantee access to high-impact practices in which they would “participate in collaborative learning experiences, produce scholarly, creative, or clinical work, and present the outcomes to the university community and, possibly, beyond.”

The Faculty Senate supported these goals, but as originally stated, courses designated as fulfilling Navigate Your Journey needed to be appropriate for general education. No major capstone course could meet this requirement. Also, transfer students who have their general education requirements satisfied by an associate degree from a VCCS school would not be subject to it.

Therefore, we feel it is appropriate to add this as a graduation requirement separate from the General Education Program. In doing so, it was necessary to revise the learning outcomes to broaden its scope from focusing solely on the role that courses designated as General Education play in a student's scholarly or professional work to allowing for knowledge and skills gained through other courses they took along the way. These intermediate courses may have their foundations in General Education, but they necessarily refine that knowledge so that when a student concludes their journey at Radford University, their education is no longer “general.” It is specifically focused and done with intention. The revised Navigate Your Journey requirement still has students looking back to see how the path they took led them to their current work, but now they will now examine their entire path.