MARSHALL UNIVERSITY®

Graduate Council

MEMORANDUM

To: President Stephen J. Kopp

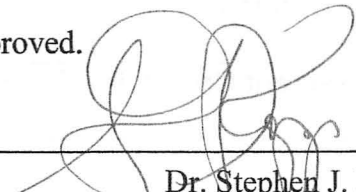From: Tracy Christofero – Chair, Graduate Council

Date: May 4, 2011

Subject: **Approval of Graduate Council Minutes: April 22, 2011**

Attached are the minutes of the April Graduate Council meeting for your review. Note that this is our last meeting for the 2010-11 academic year. Approval of these minutes will also serve as approval of curricular motions and graduate faculty status.

Please advise if you have any comments/concerns/questions.

Minutes approved.

_____   __6/8/11_____
Dr. Stephen J. Kopp   Date
President, Marshall University

Note to President's secretary:
Please return the signed original to Tracy Christofero with copies to:

> Dr. Tracy Christofero, MUGC 328, South Charleston Campus
> Dr. Donna Spindel, Dean, Graduate College, Old Main, Huntington campus
> Dr. Deanna Mader, Secretary, Graduate Council, CH 414, Huntington campus
> Ms. Barbara Hicks, Office of Academic Affairs, Old Main, Huntington campus
> Ms. Jennifer Lauhon, Office of Academic Affairs, Old Main, Huntington campus
> Ms. Crystal Stewart, Information Technology, Drinko 313A, Huntington campus

MU Graduate Council Minutes
April 22, 2011

Room 319 - Charleston Campus

Members Present: Christofero, Trzyna, Mader, Brammer, Edington, Gruetter, Heaton, Krieg, McComas, Mulder, Securro, Sottile, Stroebel, Swindell, Watts, Zanter

Members Absent: Midkiff

Ex-Officio Members Present: Spindel

Ex-Officio Members Absent: Ormiston, Maher

Guests: Mike Cunningham, Teresa Eagle, Corley Dennison

Christofero convened the meeting at 1:00pm.

Draft Agenda

Christofero	Welcome, Introductions, Announcements
Mader	Approval of previous Meeting Minutes (Attachment 1)
Christofero	Report of Graduate Faculty Status candidates (Attachment 2)
Mulder	Curriculum Committee Business (Attachment 3)
Trzyna	Academic Planning, Standards,& Policies Committee Business (Attachment 4)
Gruetter	Credentialing Committee Business
Securro	Program Review & Assessment Committee Business
Spindel	Time Extension
Christofero	Miscellaneous Business of the Council

Minutes Approved: Minutes for the March meeting were approved as distributed (Attachment 1).

Graduate Faculty Status: The Graduate Faculty List (Attachment 2) was approved with one change - .

Curriculum Committee Business: Mulder, presented 64 curriculum requests (Attachment 3). Of those requests 56 were approved as presented, 3 were approved with changes/edits, 4 were sent back to committee, and one was deleted due to redundancy with another request.

College	Request	Result
Graduate College	Catalog Change: Forensic Science – Change in GRE requirements	Approved
Graduate College	Change of Area of Emphasis Within an Existing Major: Forensic Science – Digital Forensics	Approved
Graduate College	Addition of a Certificate: Forensic Science – Digital Forensics Graduate Certificate	Approved
Graduate College	Catalog Change: Forensic Science – FSC 609 Title Change	
Graduate College	Catalog Change: Office of the Dean - Changes to Dual-Degree Seeking Description **NOTE:** GC Members discussed the potential impact on the Ed.S. and Psy.D. degrees. As a result, an additional line was added – "An exception maybe granted to some programs."	Approved with change
Graduate College	Catalog Change: Office of the Dean – Additional changes to Dual-Degree Seeking Description **NOTE:** GC Members agreed, as discussed in the previous section, the proposed change has potential impact on the Ed.S. and Psy.D. degrees. As a result, an additional line was added – "An exception maybe granted to some programs."	Approved with change
COS	Addition of Area of Emphasis Within an Existing Major: Biological Sciences – Organismal, Evolutionary, and Ecological Biology	Approved
GSPED/COEHS	Course Change: Elementary & Secondary Education – CI 638 Curriculum Planning	Approved
GSPED/COEHS	Course Change: Elementary & Secondary Education – EDF 612 Educational Evaluation	Approved
GSPED/COEHS	Course Change: Elementary & Secondary Education – CI 623 Instructional Models and Assessment Techniques	Approved
GSPED/COEHS	Catalog Change: Elementary & Secondary Education – CIEC 630 Authoring systems and Multimedia - update catalog description	Approved
GSPED/COEHS	Catalog Change: Elementary & Secondary Education – CIEC 534 Applications Software in the Classroom Curriculum Area	Approved

	– update catalog description	
GSPED/COEHS	Catalog Change: Elementary & Secondary Education – CIEC 635 Using Internet in the Classroom – update catalog description	Approved with typos edited
GSPED/COEHS	Catalog Change: Adult & Technical Education – ATE MS Program Requirements	Approved
GSPED/COEHS	Catalog Change: Adult & Technical Education - ATE Ed.S. AoE in Adult & Technical Education	Approved
GSPED/COEHS	Catalog Change: Adult & Technical Education - ATE Ed.S. AoE in Community & Technical College Studies	Approved
GSPED/COEHS	Catalog Change: Adult & Technical Education - MS Program Requirements	Approved
GSPED/COEHS	Intent to Plan Master's Degree: School Psychology – Masters Degree in School Intervention	Approved
GSPED/COEHS	Course Change – Area of Emphasis: Elementary & Secondary Education – multiple changes from FCS 535 to ECE 535	Approved
GSPED/COEHS	Change of Graduate Major or Degree: Elementary & Secondary Education – MA in Early Childhood Education, Option 2 – replace FCS 535 with ECE 535	Approved
GSPED/COEHS	Catalog Change: Elementary & Secondary Education - MA in Early Childhood Education, Option 2 – replace FCS 535 with ECE 535	Approved
GSPED/COEHS	Course Addition: Adult & Technical Education – ATE 511 Advanced Computer Applications	Sent Back to Committee
GSPED/COEHS	Course Addition & Change of Course Title: Adult & Technical Education – ATE 575 Designing Web-Based Training	Sent Back to Committee
GSPED/COEHS	Course Deletion: Leadership Studies – LS 646 Administration of Community & Technical College	Approved
GSPED/COEHS	Course Addition: Leadership Studies – LS 747 Administration of Community Colleges	Approved
GSPED/COEHS	Change of Course Number & Title: Leadership Studies – LS 646/LS 747	Deleted due to redundancy with course addition

		request
GSPED/COEHS	Course Addition: Leadership Studies – LS 708 A Comparative Study of Community Colleges	Approved
GSPED/COEHS	Addition of Area of Emphasis Within an Existing Major: Leadership Studies – Educational Administration Ed.D. - Community College Administration	Approved
GSPED/COEHS	Addition of Area of Emphasis Within an Existing Major: Adult & Technical Education – ATE M.S. – Career and Technical Center Teaching	Approved
GSPED/COEHS	Change of an Area of Emphasis Within an Existing Major: Adult & Technical Education – Educational Specialist – Community College Administration	Approved
CITE	Catalog Change: Applied Science & Technology – Technology Management – Admission Requirements	Approved
COLA	Catalog Change: Graduate Humanities M.A. in Humanities – GRE scores	Approved
COLA	Catalog Change: English – M.A. in English requirements	Approved
COLA	Catalog Change: English – ENG 508 Advanced Expository Writing – catalog description	Approved
COLA	Catalog Change: English – ENG 566 Literacy Studies – catalog description	Approved
COLA	Catalog Change: English – ENG 567 Visual Rhetoric – catalog description	Approved
COLA	Course Change & Catalog Change: ENG 646 Topics in Rhetoric and Composition	Approved
COLA	Catalog Change: ENG 648 Feminist Rhetorics – catalog description	Approved
COLA	Course Change: Geography – GEO 690 Internship in Geography – change to credit/no credit	Approved
COLA	Course Addition: Sociology & Anthropology – SOC 566 Culture and Environment	Approved
COLA	Course Addition: Sociology & Anthropology – ANT 566 Culture and Environment	Approved
COLA	Addition of a Minor: Psychology – Psychology Minor	Approved
COHP	Catalog Change: Communication Disorders – application/selection process	Approved

COHP	Course Addition: Communication Disorders – CD 560 Basic Audiology	Approved
COHP	Course Addition: Communication Disorders – CD 563 Aural Rehabilitation	Approved
COHP	Course Addition: Communication Disorders – CD 515 Professional Literacies for the SLP	Approved
SOM/Graduate College	Course Change: Biomedical Sciences – BMS 600 Foundation of Biomedical Sciences – change in credit hours	Approved
SOM/Graduate College	Course Addition: Biomedical Sciences – BMS 610 Molecular Basis of Medicine	Sent back to committee for credit hour clarification
SOM/Graduate College	Course Addition: Biomedical Sciences – BMS 674 Teaching Practicum	Sent back to committee for credit hour clarification
SOM/Graduate College	Course Change: Biomedical Sciences – BMS 651 Cancer Biology - change in description	Approved
SOM/Graduate College	Catalog Change: Biomedical Sciences - M.S. Ph.D. – application requirements	Approved
SOM/Graduate College	Course Addition: Kinesiology/Biomechanics – HS 635 Research Methods in Biomechanics	Approved
SOM/Graduate College	Course Addition: Kinesiology/Biomechanics – HS 615 Mechanical Analysis of Activity	Approved
SOM/Graduate College	Course Addition: Kinesiology/Biomechanics – HS 610 Advanced Biomechanics	Approved
COFA	Change of an Area of Emphasis Within an Existing Major: Art and Design – Studio Art	Approved
SOJMC	Course Addition: Journalism & Mass Communications – JMC 501 Multi-Media Writing	Approved
SOJMC	Course Addition: Journalism & Mass Communications – JMC 620 Public Relations in Health Care	Approved
SOJMC	Course Change: Journalism & Mass Communications – JMC 561 Web Strategies	Approved

SOJMC	Course Change: Journalism & Mass Communications – JMC 508 Strategic Communications Research	Approved
SOJMC	Course Change: Journalism & Mass Communications – JMC 612 History of Mass Communication – change in description	Approved
SOJMC	Addition of a Certificate Program: Journalism & Mass Communications – Graduate Certificate in Media Management	Approved
SOJMC	Addition of a Certificate Program: Journalism & Mass Communications – Graduate Certificate in Integrated Strategic Communications	Approved
SOJMC	Addition of a Certificate Program: Journalism & Mass Communications – Graduate Certificate in Digital Communications	Approved
SOJMC	Addition of an Area of Emphasis Within an Existing Major: Journalism & Mass Communication – Health Care Public Relations	Approved

Academic Planning, Standards, & Policies Committee Business: Trzyna presented five items of business for the committee. Additional information for items 1 – 3 may be found in Attachment 4 and accompanying documentation. The proposed form discussed in Item 5 may be found in Attachment 5.
  1. Addition of Public History Certificate – Approved
  2. Minor in Geography required course – Approved
  3. Accelerated Masters Degree (AMD) Program – Approved
  4. ESS 687 catalog update - Approved
  5. Non-Curriculum Recommendation Form Draft – This is very important in improving timeliness and accuracy for non-curriculum business; therefore, GC members are asked to review the proposed draft prior to the first fall meeting. Proposed form rationale: Some items brought before the GC do not fall neatly within one of the existing forms. Among other things, the proposed form would assist persons in making graduate catalog changes. It is possible the new form could replace the current catalog change form, thus adding to efficiency.

Credentialing Committee Business: Gruetter stated audits of COLA, COEP, and GSPED were completed. He informed GC that winners were selected for the Outstanding Graduate Advisor awards: Mike Cunningham from South Charleston and Piyali Dasputa from Huntington.

Program Review & Assessment Committee Business: Securro recommended, and GC approved, the assessment reports that were received and reviewed. He noted that five reports were not submitted by departments.

Miscellaneous Business of the Council:
1. Extension of Time (Revalidation) Form: Spindel stated the purpose of the proposed form is to clarify the process for the student and the advisor. A review is important prior to the student beginning the program. Discussion points included the role of the Graduate College Dean as an advisor or decision-maker, and that additional persons reviewing the process may be a positive activity (in the case of unqualified faculty). Approved with Edits: Revalidation of Marshall University Courses – 1. Does not apply to doctoral programs; 2. Clarify which "Dean" signature was required.
2. Thank you: Christofero thanked Trzyna and Mader for joining Christofero and Brammer on the Strategic Enrollment Planning Committee.
3. Annual Reports: Christofero requested annual reports from the standing committees be submitted to her by May 20.
4. GC members are encouraged to ask deans to review proposed curriculum requests prior to each GC meeting to assure no conflicts between colleges exist before put on the GC agenda.
5. Request to go into Executive Session based upon WV Code 6-9A-4: Approved, discussion completed, then returned to regular session.
6. Motion to approve Monica Brooks for Associate Graduate Faculty status - Approved

Meeting adjourned at 2:48pm.

Submitted by Deanna Mader, Secretary, May 3, 2011, and revised by Tracy Christofero, May 4, 2011.

Future 2011-2012 Graduate Council Meetings
- August 26, 2011 – Huntington
- September 23, 2011 – South Charleston
- October 28, 2011 – Huntington
- December 2, 2011 – South Charleston
- January 27, 2012 – Huntington
- February 24, 2012 – South Charleston
- March 30, 2012 – Huntington
- April 27, 2012 – South Charleston

Attachments:
1. Minutes from the March meeting
2. Graduate faculty membership approvals
3. Graduate curriculum change approvals
4. Academic Standards and Planning Committee recommendations
5. Non-Curriculum Recommendation proposed form

ATTACHMENT Minutes Approved
Minutes from the March 18th meeting

John Spotts Room – Huntington Campus

Members Present: Christofero, Trzyna, Brammer, Gruetter, Heaton, Midkiff, Watts, Zanter, McComas, Stroebel, Sottile, Krieg

Members Absent: Mader, Edington, Mulder, Securro, Swindell

Ex-Officio Members Present: Spindel

Ex-Officio Members Absent: Ormiston, Hensley, Maher

Guest: Penny Kroll

Christofero convened the meeting at 1:00pm.

Agenda

Christofero	Welcome, Introductions, Announcements
Christofero	Approval of previous Meeting Minutes (Attachment 1)
Christofero	Report of Graduate Faculty Status candidates (Attachment 2)
Midkiff	Curriculum Committee business (Attachment 3)
Trzyna	Academic Planning, Standards,& Policies Committee business
Gruetter	Credentialing Committee business
Watts	Program Review & Assessment Committee business
Sottile	BAPC Recommendation
Spindel	IBAM
Christofero	Miscellaneous business of the Council

Minutes Approved: Minutes for the February 25th meeting were approved as distributed (Attachment 1).

Graduate Faculty Status: The Graduate Faculty List (Attachment 2) was approved.

Curriculum Committee Business: Midkiff, representing Mulder, presented fourteen curriculum requests (Attachment 3). GC members debated implications of changing course level numbers. It was determined if course level numbers change, sufficient course content documentation change be represented in the request, e.g., changing from a 600- to a 700-level course, to provide an audit trail. CITE and GSEPD requests were returned for documentation of any course content change.

College	Request	Result
Graduate School Dean	Change in Catalog: Grade Point Average	Approved
CITE	Change in Course Number 614 to 514	Returned to Committee
CITE	Change in Course Number 660 to 560	Returned to Committee
GSEPD	Change in Course Number 646 to 747	Returned to Committee
GSEPD	Addition: LS 708	Approved
GSEPD & COEHS	Change in Course Content and Catalog: Description: EDF 537 increase hours	Approved
GSEPD & COEHS	Change in Course Content and Catalog: Description: EDF 637 increase hours	Approved
COS	Addition: PHY 685	Approved
COS	Addition: PHY 686	Approved
COS	Addition: BSC 640	Approved
COHP	Change of an Area of Emphasis within and Existing Major-Addition ESS 644	Approved
COHP	Change of an Area of Emphasis within and Existing Major-Deletion ESS 687	Approved
COHP	Doctor of Physical Therapy Proposed Curriculum	Approved

Academic Planning, Standards, & Policies Committee Business: Trzyna reported that the committee is working on procedures for making changes in the graduate catalog, and are reviewing Graduate Council by-laws. The committee is also in process of reviewing and documenting their procedures for future Academic Planning, Standards, & Policies Committee members.

Credentialing Committee Business: Gruetter reported on the progress of the graduate faculty status audits. Gruetter and Mader will conducted the GSEPD audit on March 8, 2011. Audits for Health Professions and Liberal Arts are scheduled. Documentation of the Credentialing Committee's procedures is complete.

Program Review & Assessment Committee Business: Watts, representing Securro, indicated that all reviews have been completed, except those not submitted by the programs. The committee will send the reports to Dr. Reynolds.

Miscellaneous Business of the Council:
1. Sottile submitted recommended changes in graduate academic appeals process language. These changes will aid in clarification for students and faculty, and will be more in line with the undergraduate academic appeals process. The changes will allow additional appeal boards to deal with heavy loads, outline a process for the chair to

handle an inappropriate member, and define what a witness is. Graduate Council approved the Recommendation. [Note: Post-meeting, the Faculty Senate Recommendation form was modified for Graduate Council use. Following the Faculty Senate procedure, Christofero will sign and submit for President Kopp's approval.)

2. Spindel presented proposed changes in the catalog language describing the Integrated Bachelors and Masters (IBAM) degree program. She discussed changing the name to Accelerated Master's Degree and outlined steps to complete the degree. She will submit a proposal.

3. Christofero discussed the Outstanding Graduate Advisor award, and will send a request for nominations to all students, once Academic Affairs (Hensley) advises if funds are available. Nominations will be sent to Gruetter for the Credentially Committee to select one winner from South Charleston and one from Huntington. Discussion centered on what to do if funding is unavailable. Winners must be selected by April 1st to assure names are in the commencement bulletin.

4. Christofero reminded everyone that end-of-year summaries detailing what each committee accomplished this year are due in May. She will send out a reminder to committee chairs.

Meeting adjourned at 2:30pm.

ATTACHMENT 2
Graduate Faculty Approvals

Type	Faculty Member	College/School	Department/Division	Graduate Faculty Level	Term Start	Term Expires
Add	Adkins, Ernest	GSEPD	Leadership Studies	Instructor	1/10/11	1/10/13
Add	Booth, Nancy	GSEPD	Elem/Sec Ed	Instructor	1/10/11	1/10/13
Add	Britt, Monica	GSEPD	Special Education	Instructor	1/10/11	1/10/13
Add	Cheetham, Erica Arthur	CITE	Applied Science and Technology	Instructor	03/15/11	03/15/13
Add	Filipek, Kristal	GSEPD	Leadership Studies	Instructor	1/10/11	1/10/13
Add	Hovious, Meredith	GSEPD	Elem/Sec Ed	Instructor	1/10/11	1/10/13
Add	Lookabill, Kerri	GSEPD	Elem/Sec Ed	Instructor	1/10/11	1/10/13
Add	Martin, April	GSEPD	Counseling	Instructor	1/10/11	1/10/13
Add	Mitchem, Wanda	GSEPD	Elem/Sec Ed	Instructor	1/10/11	1/10/13
Add	Pauley, Margarita	GSEPD	Counseling	Instructor	1/10/11	1/10/13
Add	Porter, Georgia	GSEPD	Elem/Sec Ed	Instructor	1/10/11	1/10/13
Add	Romine, Basil	GSEPD	Elem/Sec Ed	Instructor	1/10/11	1/10/13
Add	Watts, Kelly	GSEPD	Elem/Sec Ed	Instructor	1/10/11	1/10/13
Add	White, Melanie	GSEPD	Elem/Sec Ed	Instructor	1/10/11	1/10/13
Delete	Britcher, Trinia	GSEPD	Special Ed	Instructor	06/30/09	06/30/11
Delete	Cottle, Amy	GSEPD	Elem/Sec Ed	Instructor	01/31/09	01/31/11
Delete	Dasgupta, Piyali	SOM	Pharmacology, Physiology & Toxicology	Doctoral	04/30/08	04/30/11
Delete	Erickson, Lee	COLA	English	Graduate	08/31/07	08/31/12
Delete	Jacobson, Morgan	COE	None - Fake	Associate	Now	Never
Delete	Jones, Jerry	GSEPD	Education & Prof. Develop.	Doctoral	01/31/09	01/31/14
Delete	Logan, Patricia	CITE	Engineering & Computer Science	Graduate	02/28/09	02/28/14
Delete	Messer, Mary	GSEPD	Elem/Sec Ed	Instructor	06/30/08	06/30/10
Delete	Ramsburg, Lisa	GSEPD	Elem/Sec Ed	Instructor	01/31/09	01/31/11
Delete	Toth, Powell	GSEPD	Leadership Studies	Doctoral	01/31/09	01/31/14
Edit	Ballard, Jennifer	GSEPD	Counseling	Instructor	01/31/11	01/31/13
Edit	Banks, Tamara	GSEPD	Counseling	Instructor	01/31/10	01/31/12
Edit	Barnes, Maribea	COFA	Art	Graduate	04/14/11	04/14/16
Edit	Barrett, Susan	GSEPD	Elem/Sec Ed	Instructor	01/31/10	01/31/12
Edit	Bethel, Charles	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Braley, Deloris	GSEPD	Special Ed	Instructor	12/31/10	12/31/12
Edit	Bunger, Cathy	GSEPD	Counseling	Instructor	05/31/10	05/31/12
Edit	Burgess, Kathryn	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Campbell, Heather	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Chapman, Arnold Clifford	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Clapham-Toney, Stephanie	GSEPD	Reading	Associate	01/31/11	01/31/13

Type	Faculty Member	College/School	Department/Division	Graduate Faculty Level	Term Start	Term Expires
Edit	Clark, Frances	GSEPD	Special Ed	Instructor	01/31/11	01/31/13
Edit	Clercx, Byron	COFA	Art	Graduate	04/14/11	04/14/16
Edit	Coakley, Rebecca	GSEPD	Special Ed	Instructor	01/31/10	01/31/12
Edit	Eagle, Kimberly	GSEPD	Counseling	Instructor	10/31/10	10/31/12
Edit	East, Kristy	GSEPD	Reading	Instructor	01/31/11	01/31/13
Edit	Epstein, Paul	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Figgatt, Karen	GSEPD	Elem/Sec Ed	Instructor	09/30/10	09/30/12
Edit	Fragale, Patricia	GSEPD	Reading	Instructor	01/31/10	01/31/12
Edit	Gallaher, Deborah	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Grassell, Mary	COFA	Art	Graduate	04/14/11	04/14/16
Edit	Green, Adam	GSEPD	Leadership Studies	Instructor	10/31/10	10/31/12
Edit	Grewe, Cathy	GSEPD	Counseling	Instructor	01/31/11	01/31/13
Edit	Hagerty, Christina	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Hall, JoAnn	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Hinkle, Paula	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Holmes, Barbara	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Homberg, Patricia	GSEPD	Special Ed	Instructor	01/31/11	01/31/13
Edit	Iles, Thomas	GSEPD	Special Ed	Instructor	01/31/11	01/31/13
Edit	Imperial, Wendy	GSEPD	Counseling	Instructor	01/31/11	01/31/13
Edit	Jackman, Susan	SOM	Biochemistry & Microbiology	Doctoral	03/31/11	03/31/114
Edit	Johnson, Anne	GSEPD	Reading	Instructor	10/31/10	10/31/12
Edit	Jones, Lea	GSEPD	Special Ed	Instructor	12/31/10	12/31/12
Edit	Kehoe, Susan	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Knapp, Mary	GSEPD	Special Ed	Instructor	01/31/10	01/31/12
Edit	Leary, Doris	GSEPD	Reading	Instructor	01/31/11	01/31/13
Edit	Lyons, Misty	GSEPD	Reading	Instructor	01/31/11	01/31/13
Edit	Mason, Stephen	GSEPD	Counseling	Instructor	01/31/11	01/31/13
Edit	McPeake, Jacqueline	GSEPD	Leadership Studies	Instructor	01/31/11	01/31/13
Edit	Mirzakhani, Amad	GSEPD	Elem/Sec Ed	Instructor	08/31/10	08/31/12
Edit	Moroose, Donald	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Mullett, William	GSEPD	Counseling	Instructor	01/31/11	01/31/13
Edit	Nearman, Henry	GSEPD	Counseling	Instructor	01/31/11	01/31/13
Edit	Niday, Sharon	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Noland, Judith	GSEPD	Reading	Instructor	01/31/11	01/31/13
Edit	Norton, Michael	SOM	Pharmacology, Physiology & Toxicology	Doctoral	04/30/11	04/30/14
Edit	O'Toole, Heidi	GSEPD	Counseling	Instructor	10/31/10	10/31/12
Edit	Pack, Frances	GSEPD	Leadership Studies	Instructor	01/31/11	01/31/13
Edit	Palenchar, Linda	GSEPD	Special Ed	Instructor	01/31/11	01/31/13
Edit	Patnaik, Sumeeta	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Pauley, Cari	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Peters, Carmelita	GSEPD	Special Ed	Instructor	01/31/11	01/31/13

Type	Faculty Member	College/School	Department/Division	Graduate Faculty Level	Term Start	Term Expires
Edit	Porter, Katherine	GSEPD	Special Ed	Instructor	01/31/11	01/31/13
Edit	Prewett, Peter	GSEPD	School Psychology	Instructor	01/31/11	01/31/13
Edit	Richards, Lisa	GSEPD	Reading	Instructor	01/31/11	01/31/13
Edit	Ritter, Sherri	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Rodgers, David	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Rubenstien, Harry	GSEPD	Counseling	Instructor	01/31/11	01/31/13
Edit	Shaver, Cyndi	GSEPD	Special Ed	Instructor	01/31/11	01/31/13
Edit	Simmons, William	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Singleton, Raymond	GSEPD	Reading	Instructor	01/31/11	01/31/13
Edit	Sinsel, Roberta	GSEPD	Elem/Sec Ed	Instructor	01/31/10	01/31/12
Edit	Sirk, Jennifer	GSEPD	Special Ed	Instructor	08/31/10	08/31/12
Edit	Skoretz, Yvonne	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Sparks, Leah	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Steele, Lois	GSEPD	Elem/Sec Ed	Instructor	01/31/10	01/31/12
Edit	Thornton, Courtney	GSEPD	Reading	Instructor	09/30/10	09/30/12
Edit	Walker, Leonard	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Weekly, Doris	GSEPD	Special Ed	Instructor	01/31/11	01/31/13
Edit	Whiteley, John	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Winter, Beverly	GSEPD	Special Ed	Instructor	09/30/11	09/30/13
Edit	Wiseman, Sandra	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Wood, David	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Wood, Victoria	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Woods, Heather	GSEPD	Reading	Instructor	01/31/11	01/31/13
Edit	Yeager, Jack	GSEPD	Leadership Studies	Instructor	01/31/11	01/31/13
Edit	Zhu, Guo-Zhang	SOM	Anatomy & Pathology	Doctoral	04/30/11	04/30/14
	Debruin, Nathaniel	COLA	Library	Associate	04/16/11	04/16/14

Attachment 3
Curriculum Change Requests   All Approved

College: Graduate College

Request for Graduate Catalog Change
Department/Division: Forensic Science
Degree and page number where the degree or program description begins: Forensic Science pg. 173
Current Catalog Description:

>4. Graduate Record Exam scores documenting that the applicant has a Combined Score (Verbal + Quantitative) of 1000 or better, consisting of:
>a) A verbal score of 420 or better.
>b) A quantitative score of 550 or better.

Current Catalog Description:

>4. Graduate Record Exam (GRE) – Applicants should perform in the top 50% of test-takers in each of the three categories: verbal, quantitative, and writing.

Request for Change of Area of Emphasis Within an Existing Major
Department/Division: Forensic Science
Name of Major: Forensic Science
Current Name of Area of Emphasis: Computer Forensics
Change of Name of Area of Emphasis: Yes

>From: Computer Forensics
>To: Digital Forensics

Effective term and year: Fall 2011
Rationale:

>Digital forensics includes a wide array of forensic testing of digital devices, whereas the title "Computer Forensics" limits the scope of this emphasis to the investigation of computers.

Additional Resource Requirement(s): *Not Applicable*
Change in Catalog Description as a result of this request?   Yes

>Current Catalog Description:
>PG 174:
>Computer Forensics
>Computers and other digital devices hold a wealth of information including text, digital images, audio and video, which can serve as key evidence for solving crimes. Forensic software programs can be used to image digital storage media and the images can be analyzed using a variety of investigative software programs. Cell phone forensics is an area that is emphasized in the forensic science courses, as well as investigation of computers and gaming devices. The opportunity to participate in hands-on experiences with investigative tools allows students to participate in mock investigations in preparation for careers in this exciting discipline. For the Computer Forensics area of emphasis, the student must complete the following courses in addition to the core curriculum:
>
>Course No. Course Description Credit Hrs
>FSC 605 Forensic Digital Imaging 3
>FSC 609 Introduction to Cybercrimes 3
>FSC 634 Digital Evidence Search and Seizure 3
>FSC 676 Advanced Digital Evidence Detection & Recovery 2
>Total emphasis requirements 11
>Total including core requirements 49

New Catalog Description:
NEW
Digital Forensics
Computers and other digital devices hold a wealth of information including text, digital images, audio and video, which can serve as key evidence for solving crimes. Forensic software programs can be used to image digital storage media and the images can be analyzed using a variety of investigative software programs. Mobile phone forensics is an area that is emphasized in the forensic science courses, as well as investigation of computers and gaming devices. The opportunity to participate in hands-on experiences with investigative tools allows students to participate in mock investigations in preparation for careers in this exciting discipline. For the Digital Forensics area of emphasis, the student must complete the following courses in addition to the core curriculum:

Course No. Course Description Credit Hrs
FSC 605 Forensic Digital Imaging
....3
FSC 609 Network Forensics
....3
FSC 634 Digital Evidence Search and Seizure
...............................3
FSC 676 Advanced Digital Evidence Detection & Recovery 2
Total emphasis requirements ....: 11
Total including core requirements 49

~~Computer~~ Digital Forensics:

Computers and other digital devices hold a wealth of information including text, digital images, audio and video, which can serve as key evidence for solving crimes. Forensic software programs can be used to image digital storage media and the images can be analyzed using a variety of investigative software programs. Mobile phone forensics is an area that is emphasized in the forensic science courses, as well as investigation of computers and gaming devices. The opportunity to participate in hands-on experiences with investigative tools allows students to participate in mock investigations in preparation for careers in this exciting discipline. For the ~~Computer~~ Digital Forensics area of emphasis, the student must complete the following courses in addition to the core curriculum:

Course No	Course Description	Credit Hrs
FSC 605	Forensic Digital Imaging	3
FSC 609	~~Introduction to Cybercrimes~~ Network Forensics	3
FSC 634	Digital Evidence Search and Seizure	3
FSC 676	Advanced Digital Evidence Detection & Recovery	2
	Total Emphasis requirements	11
	Total including Core requirements	49

Request for Addition of a Certificate
Department/Division: Forensic Science
Name of Certificate: Digital Forensics Graduate Certificate
Current Name of Area of Emphasis: Computer Forensics
Effective term and year: Fall 2011
Rationale:
>Digital devices hold a wealth of information including text, digital images, audio and video which can serve as key evidence in civil and criminal legal proceedings. The Digital Forensics marketplace is growing offering individuals with the appropriate education and training an opportunity to advance in this field. Marshall University's Forensic Science Program has offered an Emphasis in Computer Forensics since 2004. These courses will make up the Digital Forensics Graduate Certificate so that other students in addition to the MSFS majors may register for these courses.

Additional Resource Requirement(s): *Not Applicable*
Catalog and Program Description:
>Graduate Certificate in Digital Forensics
>This specialized graduate certificate program in digital forensics will provide students comprehensive knowledge in identifying, collecting, preserving, and examining various types of digital evidence. This program introduces students to forensic analysis policy and procedures, forensic analysis tools and techniques, data recovery, and investigation, among other topics.
>
>Admission Requirements
>Students may pursue the graduate certificate while enrolled in the Forensic Science M.S. program OR as a certificate-only student. Students already enrolled in the M.S. degree program should submit to Graduate Admissions a Secondary Program Request form: http://www.marshall.edu/graduate/forms/SecondaryProgramRequestForm.pdf
>
>Applicants interested in the certificate-only program should apply for admission to Marshall University as a Certificate/Professional Development student and select on the application form the Certificate in Digital Forensics.
>
>The Graduate Certificate does not assume that applicants have any experience in the field of digital forensics. The courses sequence includes instruction ranging from basic fundamentals to advanced topics. Applicants must have an undergraduate degree and gain full admission into the Marshall University Graduate College.
>
>Curriculum
>FSC 632- Foundations & Fundamentals of Digital Evidence (3 cr)
>FSC 634- Search & Seizure of Digital Evidence (3 cr)
>FSC 609- Network Forensics (3 cr)
>FSC 605- Forensic Digital Imaging (3 cr)
>FSC 676- Advanced Digital Evidence Detection & Recovery 2 cr)
>Credit Hours: 14 – All required

Request for Graduate Catalog Change
Department/Division: Forensic Science
Current Course Number and Title : FSC 609 Introduction to Cybercrimes
Change in course Title: Yes
>From: Introduction to Cybercrimes
>To: Network Forensics
No Change in Alpha Designator, Course Number, Content, Credit Hours.
Required Course: *Not Applicable*   Course Deletion: *Not Applicable*   Additional Resource Requirement(s): *Not Applicable*
Catalog Description:
~~Computer~~ **Digital** Forensics~~:~~

Computers and other digital devices hold a wealth of information including text, digital images, audio and video, which can serve as key evidence for solving crimes. Forensic software programs can be used to image digital storage media and the images can be analyzed using a variety of investigative software programs. ~~Cell~~ Mobile phone forensics is an area that is emphasized in the forensic science courses, as well as investigation of computers and gaming devices. The opportunity to participate in hands-on experiences with investigative tools allows students to participate in mock investigations in preparation for careers in this exciting discipline. For the ~~Computer~~ **Digital** Forensics area of emphasis, the student must complete the following courses in addition to the core curriculum:

Course No	Course Description	Credit Hrs
FSC 605	Forensic Digital Imaging	3
FSC 609	~~Introduction to Cybercrimes~~ **Network Forensics**	3
FSC 634	Digital Evidence Search and Seizure	3
FSC 676	Advanced Digital Evidence Detection & Recovery	2
	Total Emphasis requirements	11
	Total including Core requirements	49

Rationale: To fit changed Area of Emphasis and Added Certificate Program (previously described)

Request for Graduate Catalog Change

Department / Division: Office of the Dean of the Graduate College (Discussion on re: impact in Ed.S. and Psy.D.; Add line – An exception may be granted to some programs.)

Page number where the description begins: Pg. 16

Current Catalog Description:

> DUAL-DEGREE-SEEKING - Students who wish to seek admission to more than one degree program at a time (Dual Degree Status) must complete a separate application, pay an additional non-refundable application fee, submit all required credentials, and meet all admission requirements for each academic program to which admission is sought. A student must be admitted to the first program before being considered for admission to a dual degree program. Conditional status is not an admission option for dual degree students. Not all departments may accept a student who is already admitted to another graduate level program. Prior to submitting a Graduate Application for Admission, please check with the academic department(s) of the program(s) in which you are interested. Students who desire a second area of emphasis within their majors should notify the advisor after admission.

Edits to the Catalog Description:

> DUAL-DEGREE-SEEKING - Students who wish to seek admission to more than one degree program at a time (Dual Degree Status) must complete a separate application, pay an additional non-refundable application fee, submit all required credentials, and meet all admission requirements for each academic program to which admission is sought. A student must be admitted to the first program before being considered for admission to a dual degree program. Conditional status is not an admission option for dual degree students. Not all departments may accept a student who is already admitted to another graduate level program. **A maximum of 12 semester hours from a prior degree may be applied toward a subsequent master's degree, with the approval of the department from which the subsequent degree is sought.** Prior to submitting a Graduate Application for Admission, please check with the academic department(s) of the program(s) in which you are interested. Students who desire a second area of emphasis within their majors should notify the advisor after admission.

New Catalog Description:

> DUAL-DEGREE-SEEKING - Students who wish to seek admission to more than one degree program at a time (Dual Degree Status) must complete a separate application, pay an additional non-refundable application fee, submit all required credentials, and meet all admission requirements for each academic program to which admission is sought. A student must be admitted to the first program before being considered for admission to a dual degree program. Conditional status is not an admission option for dual degree students. Not all departments may accept a student who is already admitted to another graduate level program. A maximum of 12 semester hours from a prior degree may be applied toward a subsequent master's degree, with the approval of the department from which the subsequent degree is sought. Prior to submitting a Graduate Application for Admission, please check with the academic department(s) of the program(s) in which you are interested. Students who desire a second area of emphasis within their majors should notify the advisor after admission.

Request for Graduate Catalog Change

Department / Division: Office of the Dean of the Graduate College

Page number where the description begins: Pg. 16

Current Catalog Description   (Discussion: same situation as previous discussion re impact in Ed.S. and Psy.D.; Add line – An exception may be granted to some programs.)

Dual Degrees

Students who wish to seek admission to more than one degree program at a time (Dual Degree Status), must complete a separate application, pay an additional non-refundable application fee, and meet all admission requirements for each academic program for which admission is sought. Not all departments may accept a student who is already admitted to another graduate level program. Prior to submitting a Graduate Application for Admission, please check with the academic department(s) of the program(s) in which you are interested.

Edits to the Catalog Description:

Dual Degrees

Students who wish to seek admission to more than one degree program at a time (Dual Degree Status), must complete a separate application, pay an additional non-refundable application fee, and meet all admission requirements for each academic program for which admission is sought. **A maximum of 12 semester hours from a prior degree may be applied toward a subsequent master's degree, with the approval of the department from which the subsequent degree is sought.** Not all departments may accept a student who is already admitted to another graduate level program. Prior to submitting a Graduate Application for Admission, please check with the academic department(s) of the program(s) in which you are interested.

New Catalog Description:

Dual Degrees

Students who wish to seek admission to more than one degree program at a time (Dual Degree Status), must complete a separate application, pay an additional non-refundable application fee, and meet all admission requirements for each academic program for which admission is sought. **A maximum of 12 semester hours from a prior degree may be applied toward a subsequent master's degree, with the approval of the department from which the subsequent degree is sought.** Not all departments may accept a student who is already admitted to another graduate level program. Prior to submitting a Graduate Application for Admission, please check with the academic department(s) of the program(s) in which you are interested.

College: COS All Approved

Request for Addition of Area of Emphasis Within an Existing Major Discussion: Question raised about the extensive course list from which students can select. Is this an area of emphasis? All of the courses have internal cohesiveness; all are organisms.
Department/Division: Science
Name of Major: Biological Sciences; M.S., M.A.
Name of Area of Emphasis: Computer Forensics Edit: No current name exists
Change of Name of Area of Emphasis: Organismal, Evolutionary, and Ecological Biology
Effective term and year: Fall 2011
See attached PDF "BSC Request" file for further information

College: GSPED / COEHS All Approved except for 2 sent back & 1 deleted

Request for Graduate Course Change
Department/Division: Elementary and Secondary Education
Current Course Number and Title: CI 638 Seminar II: Curriculum Planning
Change In Course Title? Yes
    From: Seminar II: Curriculum Planning (which is used in BANNER "Course Title")
    To: Curriculum Planning (which is used in the current Graduate Catalog)
Rationale:
    There is no Seminar I. Using "Seminar II" causes confusion, implying a missing prerequisite. The "OLD" title appears in all the official places that BANNER fields are used. This is a request to change the name in that field.

Request for Graduate Course Change
Department/Division: Elementary and Secondary Education
Current Course Number and Title: EDF 612 Seminar III: Educational Evaluation
Change in Course Title? Yes
    From: Seminar III: Educational Evaluation (which is used in BANNER "Course Title")
    To: Educational Evaluation (which is used in the current Graduate Catalog.)
Rationale:
    There is no Seminar I. Using "Seminar III" causes confusion, implying a missing prerequisite. The "OLD" title appears in all the official places that BANNER fields are used. This is a request to change the name in that field.

Request for Graduate Course Change
Department/Division: Elementary and Secondary Education
Current Course Number and Title: CI 623 Learning Models and Assessment Techniques
Change in Course Title? Yes
    From: Learning Models and Assessment Techniques (which is used in BANNER "Course Title.")
    To: Instructional Models and Assessment Technique (which is used in the current Graduate Catalog.)

Rationale:

The "NEW" title has been in the catalog for quite a while. Different naming causes confusion. The "OLD" title appears in all the official places that BANNER fields are used. This is a request to change the name in that field.

Request for Graduate Course Change

Dept/Div.: Elementary/Secondary Education
Current Course Number and Title : CIEC 630 Authoring Systems and Multimedia
No Change in course Title, Alpha Designator, Course Number, Content, or Credit Hours.
Required Course: *Not Applicable*
Course Deletion: *Not Applicable*
Additional Resource Requirement(S): *Not Applicable*
Change in Catalog Description as a result of this request? Yes

From: from http://www.marshall.edu/catalog/Graduate/S2011/GrSp11_published.pdf (page 198)
A hands-on approach to authoring systems, including stackware, and the integration of other technologies such as CD-ROM, video disk, still video, and video and audio cassette recordings. (PR: CIEC 620 or equivalent).
To: Explores multimedia design as process and product while providing hands-on experience using authoring systems for planning, creating, editing, and publishing text, graphics/images, animations, audio, video and interactive projects.

Rationale:

The requested changes are intended to update the language in the description to make it more current. The course focus on multimedia and authoring systems is still accurate, however, some of the specific technologies named in the current description are outdated and have evolved into other formats. The new description focuses on the types of multimedia covered in the course rather than the formats or applications available for working with them.

Request for Graduate Catalog Change

Dept/Div.: Elementary/Secondary Education
Current Course Number and Title : CIEC 534 Applications Software in the Classroom Curriculum Area
No change in course Title, Alpha Designator, Course Number, Content or Credit Hours.
Change in Catalog Description as a result of this Request: Yes

From: (from http://www.marshall.edu/catalog/Graduate/S2011/GrSp11_published.pdf) (page 198)
A hands-on overview of major classes of applications software. A range of computing topics such as hardware, communications, ethics, and types of software will be discussed.
To: Offers hands-on experience using applications software (databases, multimedia, spreadsheets, word processing) and explores a range of related topics for schools, including state/national standards, current trends/issues, Internet/ communications technologies, and hardware accessories.

Rationale:

The requested changes are intended to update the language and provide greater specificity in the description related to the content that is covered in this course. The objectives of the course have not changed.

Request for Graduate Catalog Change Edit typo

Dept/Div.: Elementary/Secondary Education
Current Course Number and Title: CIEC 635 Using Internet in the Classroom
No change in course Title, Alpha Designator, Course Number, Content or Credit Hours.
Change in Catalog Description as a result of this Request: Yes

From: From http://www.marshall.edu/catalog/Graduate/S2011/GrSp11_published.pdf (page 198). This course provides an introduction to the Internet, with an emphasis on the World Wide Web and its potential uses in the K-12 classroom. It's a hands-on overview of major classes of applications software. It takes an approach to authoring systems, including stackware, and the integration of other technologies such as CD-ROM, video dis, still video, and video and audio cassette recordings. (PR: CIEC 620 or equivalent). A range of computing topics such as hardware, communications, ethics, and types of software that will be discussed.
To: This course provides an introduction to the Internet, with an emphasis on the World Wide Web amd its potential uses for teaching and learning. It explores multimedia designs as process and product while providing

hands-on experience using authoring systems for planning, creating, editing, and publishing text, graphics/images, animations, audio, video and interactive projects. It explores a range of related topics for schools, including state/national standards, current trends/issues, internet/communications technologies, and hardware accessories.

Rationale:

The requested changes are intended to update the language in the description and make it more current, the objective of the course has not changed. The changes include correction of a typo and removal of K-12 from the description. This course title will remove K-12 previously, but the corresponding description was not corrected. The concepts covered in the course, while useful within K-12, are not limited to the K-12 classroom. Many higher education educators also have an interest in this course and have found that the concepts are easily adapted, especially for those who teach online. The course focuses on multimedia and authoring systems are still accurate, however some of the specific technologies named in the current description are outdated and have evolved. The new description focuses on the types of multimedia covered, rather than the formats or applications available for working with them.

Request for Graduate Catalog Change

Department/Division: ATE

Degree: ATE MS Program Requirements

Current Catalog Description

Page 84

A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements

Edits to the Current Description

A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour.   A plan of study will be sent to the student at the time of admission. Changes in required courses and the choice of any elective courses must be approved , and signed off by the advisor on the office copy of the Program of Study. The Plan of Study is the student's "blueprint" for completing graduation requirements.

New Catalog Description

A plan of study will be sent to the student at the time of admission. Changes in required courses and the choice of any elective courses must be approved, and signed by the advisor on the office copy of the Program of Study. The Plan of Study is a student's "blueprint" for completing graduation requirements.

Request for Graduate Catalog Change

Department/Division: ATE

Degree: ATE Ed.S. AoE in Adult & tech. Ed.

Current Catalog Description

pg 86

2. A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.

Edits to the Current Description

2. A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. A plan of study will be sent to the student at the time of admission. Changes in required courses and the choice of any elective courses must be approved , and signed off by the advisor on the office copy of the Program of Study. The Plan of Study is a student's "blueprint" for completing graduation requirements.

New Catalog Description

A plan of study will be sent to the student at the time of admission. Changes in required courses and the choice of any elective courses must be approved , and signed off by the advisor on the office copy of the Program of Study. The Plan of Study is a student's "blueprint" for completing graduation requirements.

Request for Graduate Catalog Change
Department/Division: ATE
Degree: ATE   Ed.S. AoE in Community and Technical College Studies
Current Catalog Description

Page 86

The program is designed to permit specialization in the field of Community and Technical College Studies. Upon admission, the department will assign an advisor who will work with the student in developing an approved program. The program is considered approved when an agreement is signed by the student, advisor, one other member of the program, and the Dean of the Graduate College. Completion of a minimum of 36 hours of planned, approved graduate courses with a 3.25 GPA is required. A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.

Edits to the Current Description

The program is designed to permit specialization in the field of Community and Technical College Studies. Upon admission, the department will assign an advisor and the student will be sent a program of study. who will work with the student in developing an approved program. The program is considered approved when an agreement is signed by the student, advisor, one other member of the program, and the Dean of the Graduate College. A plan of study will be sent to the student at the time of admission. Changes in required courses and the choice of any elective courses must be approved , and signed off by the advisor on the office copy of the Program of Study. A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements. Completion of a minimum of 36 hours of planned, approved graduate courses with a 3.25 GPA is required.

New Catalog Description

The program is designed to permit specialization in the field of Community and Technical College Studies. A plan of study will be sent to the student at the time of admission. Changes in required courses and the choice of any elective courses must be approved , and signed off by the advisor on the office copy of the Program of Study. The Plan of Study is a student's "blueprint" for completing graduation requirements. Completion of a minimum of 36 hours of planned, approved graduate courses with a 3.25 GPA is required.

Request for Graduate Catalog Change
Department/Division: ATE
Degree: ATE   MS Program Requirements
Current Catalog Description

pg 84

A plan of study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.

Edits to the Current Description

~~A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour.~~ A plan of study will be sent to the student at the time of admission. Changes in required courses and the choice of any elective courses must be approved , and signed off by the advisor on the office copy of the Program of Study. The Plan of Study is a student's "blueprint" for completing graduation requirements

New Catalog Description

A plan of study will be sent to the student at the time of admission. Changes in required courses and the choice of any elective courses must be approved, and signed by the advisor on the office copy of the Program of Study. The Plan of Study is a student's "blueprint" for completing graduation requirements.

Graduate Degree Intent to Plan Master's Degree

Department/Division: School Psychology

Name of Major or Degree: Masters Degree in School Intervention

Rationale:

> The School Psychology Program is housed within the Graduate School of Education and Professional Development (GSEPD), one of the units comprising Marshall's professional education unit. The School Psychology Program at Marshall University is an Educational Specialist Program (Ed.S.) taught on the South Charleston Campus. The Ed.S. program in School Psychology is designed to prepare candidates to meet the West Virginia Department of Education's requirements for certification as a school psychologist. Because we are NASP approved, with appropriate Praxis scores, candidates can secure certification in the majority of states. The program consists of 75 credit hours of required coursework and field experiences. To maintain our NASP approval we need to offer both the MA and Ed.S as an integrated and sequential program of studies.

Curriculum: No additional coursework is required.

Change in Catalog Description: Yes - See Appendices for Current and New Descriptions

Justification :

> To meet National Association of School Psychologist (NASP) and the National Council for Accreditation of Teacher Evaluation (NCATE). The program was granted conditional approval as a result of not meeting all of the NASP standards. A report documenting how the unmet standards have been addressed must be submitted to NASP by March 15, 2012. (See Appendices for Full Justification, NASP Requirements).

Request for Graduate Course Change – Area of Emphasis

Department/Division: Elementary and Secondary Education

Current Course Number and Title: FCS 535 Administration of Day Care Centers

Change In Course Title? Yes

> From: Administration of Day Care Centers
>
> To: Administration of Early Childhood Programs

Rationale:

> "Early Childhood Programs" include "Day Care Centers" along with other educational/care programs for young children, such as preschool, kindergarten. The new title is more current related to literature in the field and reflects the broader scope that is covered in this course.

Change in the Course Alpha Designator? Yes

> From: FCS
>
> To: ECE

Rationale:

> The FCS program is being dissolved, however, this course is required for students in the Early Childhood Education (ECE) area of emphasis.

Change in the Course Number? No

Rationale:

> ECE 535 is available as the new number, so a number change will not be necessary.

Change in Course Description as a Result of this request? Yes

Current Catalog Description

> Instruction and practice in the development of day care centers for three and four year old children and administration of programs in these centers. Laboratory participation required.

New Catalog Description

> This course examines the administration and educational aspects of early childhood education programs. Classroom observation is required.

Rationale:

> The reference to "early childhood programs" rather than "day care centers" updates the title to go along with current literature and indicates the broader scope of this course.

Request for Change of Graduate Major or Degree
Department/Division: Elementary/Secondary Education
Name of Major or Degree: MA in Early Childhood Education, Option 2
Effective Term and Year: Spring 2012
Rationale:

> Option 2 of the MA in Early Childhood Education currently requires FCS 535. Due to the suspension of the FCS program we are submitting a course change request to offer this class as ECE 535 (submitted separately). This request is to update the related catalog information to include the correct listing of course requirements.

Curriculum:

> Replace FCS 535 Administration of Day Care Centers with ECE 535 Administration of Early Childhood Programs (3 hrs. Required)

Current Catalog Description:

> From http://www.marshall.edu/catalog/Graduate/S2011/GrSp11_published.pdf
> Page 95
> Early Childhood Education, M.A.
> Option 2: The Master's Degree in Early Childhood Education designed for those who are licensed Elementary teachers with no endorsement in Early Education.
> Core Subjects: EDF 621 or 625; EDF 616; CIEC 530 or 534 or 600 or 660;
> CI 623 or 624 or approved methods course; EDF 612 or CI 609 or CI 501...................15
> Specialty: CI 632, CI 633, CI 634, FCS 535, EDF 513, CI 630..18
> Capstone Experience.. 6
> TOTAL...39

New Catalog Description:

> From http://www.marshall.edu/catalog/Graduate/S2011/GrSp11_published.pdf
> Page 95
> Early Childhood Education, M.A.
> Option 2: The Master's Degree in Early Childhood Education designed for those who are licensed Elementary teachers with no endorsement in Early Education.
> Core Subjects: EDF 621 or 625; EDF 616; CIEC 530 or 534 or 600 or 660;
> CI 623 or 624 or approved methods course; EDF 612 or CI 609 or CI 501...................15
> Specialty: CI 632, CI 633, CI 634, ECE 535, EDF 513, CI 630..18
> Capstone Experience.. 6
> TOTAL...39

Request for Graduate Catalog Change
Department/Division: Elementary and Secondary Education
Current Catalog Description

> From http://www.marshall.edu/catalog/Graduate/S2011/GrSp11_published.pdf
> Page 95
> Early Childhood Education, M.A.
> Option 2: The Master's Degree in Early Childhood Education designed for those who are licensed Elementary teachers with no endorsement in Early Education.
> Core Subjects: EDF 621 or 625; EDF 616; CIEC 530 or 534 or 600 or 660;
> CI 623 or 624 or approved methods course; EDF 612 or CI 609 or CI 501...................15
> Specialty: CI 632, CI 633, CI 634, FCS 535, EDF 513, CI 630..18
> Capstone Experience.. 6
> TOTAL...39

Edits to the Current Description

> From http://www.marshall.edu/catalog/Graduate/S2011/GrSp11_published.pdf
> Page 95
> Early Childhood Education, M.A.
> Option 2: The Master's Degree in Early Childhood Education designed for those who are licensed Elementary teachers with no endorsement in Early Education.
> Core Subjects: EDF 621 or 625; EDF 616; CIEC 530 or 534 or 600 or 660;
> CI 623 or 624 or approved methods course; EDF 612 or CI 609 or CI 501...................15

Specialty: CI 632, CI 633, CI 634, FCS 535ECE 535, EDF 513, CI 630...18
Capstone Experience.. 6
TOTAL...39

New Catalog Description

From http://www.marshall.edu/catalog/Graduate/S2011/GrSp11_published.pdf
Page 95
Early Childhood Education, M.A.
Option 2: The Master's Degree in Early Childhood Education designed for those who are licensed
Elementary teachers with no endorsement in Early Education.
Core Subjects: EDF 621 or 625; EDF 616; CIEC 530 or 534 or 600 or 660;
CI 623 or 624 or approved methods course; EDF 612 or CI 609 or CI 501...................15
Specialty: CI 632, CI 633, CI 634, ECE 535, EDF 513, CI 630...18
Capstone Experience.. 6
TOTAL...39

Request for Graduate Course Addition   Sent back to committee
Department/Division: ATE
Course Number and Title: ATE 541: Advanced Computer Applications
Alpha Designator & Number: ATE 541   Graded: Yes
Title Abbreviation: Adv Computer Applications
Course Catalog Description:

To acquaint the student with advanced computer applications, which are frequently utilized by business and marketing professionals.

Co-requisite(s)/Prerequisite(s): N/A   First Term Offered: Fall 2011

Course Objectives :

The primary goal of this course is to assist students in becoming knowledgeable users of advanced computer applications. At the end of this course, students will be able to:

- To understand basic database management concepts and techniques including how to locate, view, and analyze information while maintaining data integrity.
- To create, organize and modify relational database information relevant to the student's specific career goal area.
- To demonstrate the design process, query process, form preparation process report preparation process, and printing of databases.
- To understand and be able to locate open source software programs for a variety of uses.
- To utilize an open source software (OSS) program to create a project consisting of an analytical critique of OSS programs and documents that demonstrate the features of the OSS program.
- To understand and demonstrate advanced Internet research methods, including the utilization of Boolean operators.
- To create Internet applications, such as a personal Web homepage and pathfinder, which are relevant to the student's specific career goals.
- To understand and demonstrate the use of Web 2.0 applications.
- To create a Second Life avatar and to explore the virtual world of Second Life for educational resources.

Course Outline :
Unit 1: Database Management
1.   Database Basics
- What is Access?
- Plan a Database
- Create a Database
2.   Tables & Datasheets
- Field Properties
- Importing Data
- Exporting Data

- Table Relationships
3. Queries
    - Creating a Wizard Query
    - Creating a Design View Query
    - Query Editing
4. Reports
    - Report Types
    - Creating a Quick Report
    - Using the Report Wizard
    - Creating Mailing Labels

Unit 2: Open Source Software
  1. Open Source Software
    - What is OSS?
    - Top 10 Free Educational OSS
  2. Open Source Software Applications
    - Open Office – Office Suite
    - Scribus – Desktop Publishing
    - Dia - Diagrams
    - Tux Paint - Drawing
    - GIMP – Photo Software
    - Inkscape – Vector Drawing
    - FreeMind – Mind Mapping
    - Audacity – Audio Software
    - Media Player – Video & Audio Player
    - KompoZer- Web Page Editing
    - Moodle – E-Learning

Unit 3: Advanced Research, Web 2.0 & Second Life
    1. Internet History
    - How Did it Begin?
    - Today's Internet Network
  2. Internet Essentials
    - Internet Concepts
    - Cyberspace Terminology
  3. Internet Research
    - Search Engines
    - Library Databases
    - Web 2.0 Tools
    4. Basic HTML
    5. Second Life
    - What is Second Life (SL)?
    - Creating an Avatar
    - SL as an Educational Tool

Unit 4: ATE 541 Unit
    - Curriculum Integration/Access
    - Graduate Research Project
    - Webliography/Pathfinder

Request for Graduate Course Addition and Change of Course Title   Sent back to committee
Department/Division: ATE
Course Number and Title: ATE 575: Designing Web-Based Training
New Course Title: Multimedia-based Instructional Design
Alpha Designator & Number: ATE 575
Graded: Yes

Title Abbreviation: Multimedia-based Instruct
Course Catalog Description:

This course will assist students in designing multimedia instructional design for education and training. Focus will be on the development of web-based training programs.

Co-requisite(s)/Prerequisite(s): N/A
First Term Offered: Fall 2011
Course being Deleted: N/A
Course Objectives:

The primary goal of this course is to assist students in designing web-based training for adult learners. Students will perform various computer exercises and assignments in order to be able to:

- Understand the advantages and disadvantages of Web-based training.
- Identify basic design concepts and common design flaws in Web-based training.
- Analyze various Web-based training sites based on a benchmark set of criteria standards.
- Integrate the principles of adult education into a Web-based training program.
- Identify legal and ethical issues involved with the development and implementation of Web-based training.
- Identify various user interaction options for Web-based training.
- Develop a detailed design document for Web-based training.
- Draft a detailed program flow chart for Web-based training.
- Utilize Blackboard to develop a Web-based training unit.

Course Outline :

Unit 1: E-Learning Overview
1. Tactical & Strategic Advantages
2. Choosing the Right Technology
3. Best Practices for WBT
4. Systematic Design Process
5. Principles of Adult Education and Instructional Design
6. Designing Lessons for Adult Learners
7. Tools of the Trade

Unit 2: Designing WBT
1. Assessing Learner Needs
2. Analyzing Needs and Selecting Delivery Methods
3. Selecting the Most Appropriate E-Learning Method
4. User Interface Design
5. Designing Asynchronous Interactions
6. Designing Synchronous Interactions

Unit 3: Implementing & Evaluating WBT
1. Measuring Costs & Benefits
2. Working with Vendors
3. Developing Blueprints
4. Implementing & Evaluating WBT Programs
5. Looking Ahead
6. Educommerce
7. Distance Learning

Unit 4: ATE 575 Students
1. Multimedia Tools
2. Simulation Project

Request for Graduate Course Deletion

Dept/Div.: Leadership Studies
Current Course Number and Title: LS 646 Administration of Community & Technical College
Rationale:

It is being replaced with a 700 level course that will investigate the course objectives in a more in-depth fashion. 700 level courses in GSEPD are restricted to Ed.S. and Ed.D. students.

Course Being Added in Place of this Deletion: Yes
New Course Number and Title: LS 747 Administration of Community Colleges
Credit Hrs.: 3
Final term and year this course is to be offered: Fall 20 11

Request for Graduate Course Addition
Dept/Div.: Leadership Studies
New Course Number and Title: LS 747: Administration of Community Colleges
Alpha Designator & Number: LS 747   Graded: Yes
Title Abbreviation: N/A
Course Catalog Description:
> An analysis of community college governance, structure, functions, and relationship with its respective community and local/state government.

Co-requisite(s)/Prerequisite(s): None
Course being Deleted: Yes   LS 646: Administration of Community & Technical College Credit Hours: 3
Course Objectives:
- To assess the various administrative units within the community college
- To analyze the mission, curriculum, clientele, and instructional personnel of community colleges
- To identify organizational patters, financial structures, governance, and relationship to its governing board
    To analyze the current and future trends and issues affecting community colleges

Course Outline:
1. Leadership and organization of the community college
11. Administrative functions/ positions within a community college
111. Governance roles and responsibilities
1V. Student diversity and the three curricula emphasis: traditional, vocational, workforce

Example of Instructional Methods:
> The course will be presented in a seminar format and include written and oral assignments, group and individual work, presentations, discussions, and guest speakers.

Example Evaluation Methods:
- A 3-5 page critique of two pre-approved peer reviewed journal articles that address an issue related to community colleges.
- Prepare a manuscript suitable for submission to a peer reviewed journal. Follow the contributor guidelines of the American Association of Community Colleges.
- Attend a governing board meeting of one of the local community colleges and write a brief description of major agenda items: include your perception of the decision-making process.
- Read and review (using Cornell University's book review guidelines) a pre-approved book relevant to the administrations of community colleges.

Request for Change of Course Number and Title Request to be deleted; redundant
Dept/Div.: Leadership Studies
Current Course Number and Title: LS 646 Administration of Community and Technical Colleges
Change in course Title? Yes
> From: Administration of Community and Technical Colleges
> To: Administration of Community Colleges

Rationale
> This is a better title for the course objectives.

Change in Course Number? Yes
> From: LS 646
> To: LS 747

Rationale
> This is an advanced class and needs to be restricted to EdS and EdD students. The "700" course level designation will accomplish that restriction.

Request for Graduate Course Addition

Dept/Div.: Leadership Studies

New Course Title: A Comparative Study of Community Colleges

Alpha Designator & Number: LS 708

Graded: Yes

Course Catalog Description

> An examination of community colleges in the U.S. and abroad including Canada, Europe, Asia, Africa, and South America. Areas for comparison include governance, finances, curriculum, faculty and students.

Co-requisite(s)/Prerequisite(s) None

Course being Deleted in place of this addition. No course is being deleted.

Course Objectives

> 1. Familiarize students with community college systems of other countries, their similarities and differences with regard to governance, finances, mission, curriculum, faculty and students.
> 2. Consider areas of research as it relates to comparative education.
> 3. Examine ways in which community colleges are affected by globalization.

Course Outline

> Module One: An Overview of Community Colleges in the U.S. and Canada
>
> Module Two: An Overview of Community Colleges in Asia, specifically India, China, Vietnam and South Korea
>
> Module Three: An Overview of Community Colleges in South America (Argentina, Chile and Brazil) and Africa
>
> Module Four: An Overview of Community Colleges in Europe

Example of Instruction Methods

> Group projects with presentations; lecture; guest speakers

Example of Evaluation Methods

> Case studies; annotated bibliography; research paper

Request for Addition of Area of Emphasis Within an Existing Major

Department/Division: Leadership Studies

Name of Major: Educational Administration, Ed.D.

Name of Area of Emphasis: Community College Administration

Effective term and year: Fall 2011

Rationale

> Nationally, more than 40% of all undergraduate students are enrolled in community colleges. In WV, this is no less the case with enrollments in the state's 10 community colleges increasing annually. The establishment of a separate and distinct community college system has paved the way for expanded access. Along with growth in enrollment is the increased opportunity for employment for faculty, staff and administrators. Moreover, there is a leadership shortage in community colleges at all levels - directors, deans, vice-presidents, presidents; over the next five years it is estimated that there will be a 58% turnover in administrative positions. A community college area of emphasis in the Ed.D. program will help address this leadership issue.

Curriculum:

> *These courses will be required in the Area of Emphasis:*
>
> ATE 712 - Classroom Assessment for Community and Technical College Students. 3 hours. Required
>
> ATE 703 - Interpretation & Utilization of Applied Research in Community and Technical College Teaching. 3 hours. Required
>
> LS 708 - Comparative Study of Community Colleges. 3 hours. Required
>
> ATE 723 - Perspectives and Strategies for Teaching Workforce Education. 3 hours. Required
>
> LS 746 - Administration of Community Colleges. 3 hours. Required
>
> ATE 714 - Community and Technical College Curriculum Design. 3 hours. Required
>
> *The remaining coursework is consistent with other Areas of Emphasis in the EdD program.*
>
> Current Catalog Description
>
> Page 171 of the 2010-2011 Graduate Catalog
>
> LEADERSHIP STUDIES, M.A., Ed.S., Ed.D.
>
> Leadership Studies, M.A.
>
> Areas of Emphasis
>
> Educational Leadership (School Principal)

Justice Leadership
Leadership Specialist
Education Specialist with Area of Emphasis in Leadership Studies, Ed.S.
Educational Leadership, Ed.D.
Areas of Emphasis
Higher Education Administration
Public School Administration
Graduate Certificates
School Principalship (post master"s)
Social Service and Attendance
Licensure
School Principalship
Social Service and Attendance
Supervisor of Instruction
School Superintendent
Program Descriptions
The Leadership Studies program offers the following degree programs:
• Master of Arts degree in Leadership Studies with Areas of Emphasis in Educational Leadership, Justice
Leadership, Leadership Specialist
• Education Specialist in Education (Ed.S.) with an Area of Emphasis in Leadership Studies and specializations
in Public School or Higher Education Administration.
• Doctoral Degree in Education (Ed. D.) with a major in Educational Leadership with Areas of Emphasis in
Higher Education Administration and Public School Administration.
Leadership Studies also offers professional licensure programs for School Principal, Supervisor of Instruction,
School Superintendent, and Social Services and Attendance.
Page 173 of the 2010-2011 Graduate Catalog
Educational Leadership, Ed.D.
This program is designed to offer the opportunity to earn the Doctor of Education (Ed.D.) degree in
Educational Leadership with Areas of Emphasis in Public School Administration or Higher Education
Administration. Coursework and other requirements will be met on the South Charleston campus. The mission
of the doctoral program in education is to prepare practitioners to be reflective, ethical educators and
researchers who contribute to the field of education. Program faculty are committed to creating a community of
scholars through mentoring, engaging in collaborative research, and maintaining a focus on sound educational
practices.

New Catalog Description

Page 171 of the 2010-2011 Graduate Catalog
LEADERSHIP STUDIES, M.A., Ed.S., Ed.D.
Leadership Studies, M.A.
Areas of Emphasis
        Educational Leadership (School Principal)
        Justice Leadership
Leadership Specialist
Education Specialist with Area of Emphasis in Leadership Studies, Ed.S.
Educational Leadership, Ed.D.
Areas of Emphasis
Public School Administration
Higher Education Administration
Community College Administration
Graduate Certificates
School Principalship (Post-master"s)
Social Service and Attendance
Licensure
School Principalship
Supervisor of Instruction
School Superintendent
Social Service and Attendance

Program Descriptions
The Leadership Studies program offers the following degree programs:
• Master of Arts Degree in Leadership Studies with Areas of Emphasis in Educational Leadership, Justice Leadership, and Leadership Specialist
• Education Specialist in Education (Ed.S.) with an Area of Emphasis in Leadership Studies and specializations inPublic School Administration, Higher Education Administration and Community College Administration
• Doctoral Degree in Education (Ed. D.) with a major in Educational Leadership with Areas of Emphasis in Public School Administration, Higher Education Administration, and Community College Administration
Page 173 of the 2010-2011 Graduate Catalog
Educational Leadership, Ed.D.
This program is designed to offer the opportunity to earn the Doctor of Education (Ed.D.) Degree in Educational Leadership with Areas of Emphasis in Public School Administration, Higher Education Administration and Community College Administration. Coursework and other requirements will be met on the South Charleston campus. The mission of the doctoral program in education is to prepare practitioners to be reflective, ethical educators and researchers who contribute to the field of education. Program faculty are committed to creating a community of scholars through mentoring, engaging in collaborative research, and maintaining a focus on sound educational practices.

Addition of an Area of Emphasis within an Existing Major

Department/Division: Adult and Technical Education
Name of Major: ATE, M.S.
Name of Area of Emphasis: Career and Technical Center Teaching
Effective term and year: Fall 2011
Rationale:
        This program will be designed to provide a new area of emphasis in the Masters of Science degree in Adult and Technical Education program. This will greatly enhance the cooperative program with WVU-Tech for WVDOE licensure of Career & Technical Center Instructors. This program will be restricted to persons enrolled in the West Virginia Career and Technical Education licensure program. Currently, the area of emphasis being used does not align with the needs of this unique student population.

Program Of Studies: Master of Science – Area of Emphasis in Career & Technical Center Teaching
        Required Courses
        ATE 511 Introduction to Career and Technical Education 3
        ATE 524 Safety in Career and Technical Education 3
        ATE 548 Teaching Methods in Career and Technical Education 3
        ATE 508 Applications of Basic Skills in Career and Technical Education 3
        ATE 631/637 Computer Applications 3
        ATE 650 Career Education Curriculum Development 3
        ATE 673 Assessment in Adult/Technical Education 3
        Total Required Hours 21
Elective Courses (Choose 9 hrs of these ATE courses)
        ATE 603 Introduction to Adult Education and Adult Learners 3
        ATE 628 Adult Instruction: Environmental and Personal Aspects. 3
        ATE 609 Developing Training Plans for Business and Industry 3
        ATE 549 Occupational Analysis and Instructional Design 3
        ATE 550 Interpersonal Skills in the Workplace 3
        Total Elective Hours 9
        (Students must complete all required courses before registering for ATE 618)
Capstone Requirements
        ATE 618 Literature of Adult and Continuing Education 3
        TOTAL DEGREE HOURS 33
Additonal Resource Requirements: Not Applicable
Non-Duplication: Not Applicable
Current Catalog Description
        Pg 84
        Program Description, M.S.

The Master of Science in Adult and Technical Education is a field-based program designed to serve persons who are employed on a full-time basis. The program is intended for persons who serve in an instructional, training, leadership, or professional role in human services areas of business, industry, government, community agencies or education. The areas of emphasis in Adult and Technical Education allow a program to be tailored to meet the personal and professional needs of a broad spectrum of graduate students. The courses provide students with the opportunity to continue their graduate education in a flexible program through a state-wide delivery system. Most courses are taught in the evening or at other convenient times. Every effort is made to tailor the program to meet the needs of the student.

The following provides the framework for the candidates Plan of Study: In consultation with the advisor, the student will select an area of emphasis and plan the program. Areas of emphasis available in the Master of Science degree program are:
a. Adult Education
b. Interdisciplinary Studies
c. Training and Development

New Catalog Description

Program Description, M.S.

The Master of Science in Adult and Technical Education is a field-based program designed to serve persons who are employed on a full-time basis. The program is intended for persons who serve in an instructional, training, leadership, or professional role in human services areas of business, industry, government, community agencies or education. The areas of emphasis in Adult and Technical Education allow a program to be tailored to meet the personal and professional needs of a broad spectrum of graduate students. The courses provide students with the opportunity to continue their graduate education in a flexible program through a state-wide delivery system. Most courses are taught in the evening or at other convenient times. Every effort is made to tailor the program to meet the needs of the student.

The following provides the framework for the candidate.s Plan of Study: In consultation with the advisor, the student will select an area of emphasis and plan the program. Areas of emphasis available in the Master of Science degree program are:
a. Adult Education
b. Interdisciplinary Studies
c. Training and Development
d. Career and Technical Center Teaching

Change of an Area of Emphasis within an Existing Major

Department/Division: Adult & Technical Education
Name of Major: Educational Specialist
Name of Area of Emphasis: Community College Administration
Effective term and year: Fall 2011
Rationale
> This is a change in focus for the Ed.S. in Community College Administration to bring it in line with other
> GSEPD EdS programs and more effectively make use of faculty.
Curriculum:
> LS 703 Research Design. 3 hrs. Required
> EDF 625 Qualitative Research. 3 hrs. Required
> CIEC 700 Using Computers to Improve Education. 3 hrs. Required
> EDF 711 Survey Research in Education (Prerequisite LS 703). 3 hrs. Required
> CI 677 Writing for Publication or HUM 604 Expository Writing. 3hrs. Required
> Content Courses:
> ATE 703 Interpretation & Utilization of Applied Research in CTC Teaching. 3 hrs. Required
> ATE 714 Community and Technical College Curriculum Design. 3 hrs. Required
> LS 746 Administration of Community Colleges. 3 hrs. Required
> ATE 712 Classroom Assessment for CTC Students. 3 hrs. Required
> Capstone Course:
> EDF 679 Problem Report. 3 hrs. Required

Current Catalog Description:

PP. 89-90 of the 2010-2011 Graduate College Catalog.

Ed.S. in Education with Area of Emphasis in Community and Technical College Studies

Program Description

The Ed.S. Degree program with an area of emphasis in Community and Technical College Studies builds on learner's professional experience and the teaching and learning process. The program incorporates both theory and practical applications, helping learners become stronger, more effective classroom teachers in a community college setting. The program is intended to serve persons who are employed on a full-time basis as Community and Technical College teachers. It is also available to professionals who aspire to become teachers in community and technical colleges. Emphasis on classroom teaching and learning means community college faculty must not only have strong backgrounds in their fields of expertise, but also possess skills in effective instruction. Expectations and accountability in student learning are challenging community college faculty to strengthen their knowledge and skills in the teaching process. The focus of the Ed.S. degree is on the teaching-learning process.

Admission Requirements

Applicants must have a master's degree in an appropriate field. Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissionsrequirements.asp.

Program Requirements

The program is designed to permit specialization in the field of Community and Technical College Studies. Upon admission, the department will assign an advisor who will work with the student in developing an approved program. The program is considered approved when an agreement is signed by the student, advisor, one other member of the program, and the Dean of the Graduate College. Completion of a minimum of 36 hours of planned, approved graduate courses with a 3.25 GPA is required. A Plan of Study approved by the student"s advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. The Plan of Study is a student"s "blueprint" for completing graduation requirements.

All programs must be completed in seven years and conform to the following standards:

1. Core Requirements..15 hrs.
ATE 701 The Community and Technical College
ATE 603 Introduction to Adult Education and Adult Learners
ATE 702 Analysis of Literature on Community and Technical Colleges
90 Degree Program Requirements Marshall University
ATE 723 Perspectives and Strategies for Teaching Workforce Education
ATE 726 Funding, Planning, and Administrative Issues of Community and Technical Colleges

2. Applied Research Component... 3 hrs.
(Required before further advancement in program)
ATE 703 Interpretation and Utilization of Applied Research in Community and Technical Colleges

3. Professional Seminars in Community and Technical College Studies................................. 3 hrs.
ATE 707-709 Professional Seminars

4. Thesis .... 6 hrs.
ATE 781 Thesis
(Students must have a written thesis proposal/prospectus approved by the thesis committee prior to enrolling for thesis
credit. An oral defense of the completed thesis is required.)

5. Professional Support Courses .... 9 hrs.
ATE 712 Classroom Assessment for Community and Technical College Students
ATE 714 Community and Technical College Curriculum Design
ATE 718 Education and Employment Preparation for Diverse Populations
Total hours for Ed.S. Degree.. 36 hrs.

New Catalog Description:

Ed.S. in Education with Area of Emphasis in Community College Administration

Program Description

The Ed.S. Degree program with an area of emphasis in Community College Administration is designed to permit specialization in the field of Community College Administration. It incorporates both theory and practical applications and is intended to serve persons who are either currently employed at a Community and

Technical College or wish to pursue a career at a two-year institution. Administrative behavior, organizational structure, governance, and factors that influence institutional decision-making are areas covered in this program.

Admission Requirements

Applicants must have a master's degree from a regionally accredited institution. Applicants should follow the admissions process described in this catalog or on the Graduate Admissions' website www.marshall.edu/graduate/admissionsrequirements.asp.

Degree Requirements

All students follow a program Plan of Study and must maintain a cumulative Graduate Grade Point Average (GGPA) of 3.0. Course credit transferred from an accredited institution(s) must be approved by the Program Director prior to completion of the Plan of Study. Failure by the student to return the signed Plan of Study within 30 days will automatically indicate acceptance of its terms. The Plan of Study must be completed for all admitted students within the first semester of enrollment. All coursework included as part of a plan of study must not be more than seven years old at the time of graduation.

Core Courses..15 hrs.
LS 703 Research Design
EdF 625 Qualitative Research
CIEC 700 Using Computers to Improve Education
EdF 711 Survey Research in Education (Prerequisite LS 703)
CI 677 Writing for Publication
or HUM 604 Expository Writing
Content Courses...12 hrs.
ATE 703 Interpretation & Utilization of Applied Research in CTC Teaching
ATE 714 Community and Technical College Curriculum Design
LS 746 Administration of Community Colleges
ATE 712 Classroom Assessment for CTC Students
Capstone Course..3 hrs.
EdF 679 Problem Report
TOTAL..30 hrs.

College: CITE   Approved

Request for Graduate Catalog Change

Department/Division: Applied Science and Technology
Degree: Technology Management
Current Catalog Description:

pp. 127-128
Admission Requirements
Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissionsrequirements.asp.
In addition, applicants must:
1. Have an undergraduate GPA of 2.5 or greater
2. Satisfy at least one of the following:
   • Score at the mean or above on the Analytical Writing portion of the GRE and achieve a composite score on the Verbal and Quantitative portions of the GRE greater than or equal to the sum of the two individual means (1070 or greater).

Edits to the Current Description:
Admission Requirements
Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at *www.marshall.edu/graduate/admissionsrequirements.asp.*
In addition, applicants must:
1. Have an undergraduate GPA of 2.5 or greater
2. Satisfy at least one of the following:
   • Score at the mean or above on the verbal GRE
   • Score at the mean or above on the quantitative GRE

• Score at the mean or above on the analytical ~~Writing portion of the~~ GRE ~~and achieve a composite score on the Verbal and Quantitative portions of the GRE greater than or equal to the sum of the two individual means (1070 or greater).~~

New Catalog Description:

Admission Requirements

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at *www.marshall.edu/graduate/admissionsrequirements.asp.*

In addition, applicants must:

1. Have an undergraduate GPA of 2.5 or greater
2. Satisfy at least one of the following:
• Score at the mean or above on the verbal GRE
• Score at the mean or above on the quantitative GRE
• Score at the mean or above on the analytical GRE

College: COLA   All Approved with changes

Request for Graduate Catalog Change

Department/Division: Graduate Humanities (MUGC S. Charleston)

Degree and page number where the degree or program description begins: MA in Humanities, Page 137

Current Catalog Description

p. 138, re GRE scores:

In addition applicants must have:
• a score of 450 or above (40%) on the verbal section of the Graduate Record Examination (GRE) General Test or an equivalent score on the Miller Analogies Test (MAT);

Edits to the Catalog Description:

p. 138, re GRE scores:

In addition applicants must have:
• a score of 450 or above (40%) in the 60th percentile or higher on the verbal section of the Graduate Record Examination (GRE) General Test or an equivalent score on the Miller Analogies Test (MAT);

New Catalog Description

p. 138, re GRE scores:

In addition applicants must have:
• a score in the 60th percentile or higher on the verbal section of the Graduate Record Examination (GRE) General Test or an equivalent score on the Miller Analogies Test (MAT);

Request for Graduate Catalog Change

Department/Division: ENG

Degree and page number where the degree or program description begins: Master of Arts in English, Page 140

Current Catalog Description

Students who choose the non-thesis option must take 36 hours of coursework or, with a thesis, 32 hours, six of which may be earned by writing the thesis. All students must pass a comprehensive assessment upon completion of the coursework. (From Spring 2011 online graduate catalog, page 140).

Successful completion of comprehensive exams in final semester. (page 141)

New Catalog Description

To complete the work for the master's degree in English the candidate must take 30 hours of coursework, plus six capstone hours. The capstone hours may be used for further coursework, independent reading for exams, or independent research for the thesis or portfolio options. The required grade point average is 3.0 (B), and the candidate must pass one of the following upon completion of the course work: (a) a comprehensive exam; (b) a thesis; or (c) a portfolio.

Request for Graduate Catalog Change
Department/Division: ENG
Current Course Number and Title: ENG 508 Advanced Expository Writing
Degree and page number where the degree or program description begins: Master of Arts in English, Page 140
Current Catalog Description
> Page 205
> An advanced general composition course. Practice in the rhetorical types and styles used by professionals in all fields. Assignments adapted to the student's major.

New Catalog Description
> Development and refinement of writing skills—description, organization, and style—with an emphasis on informative and explanatory genres.

Request for Graduate Catalog Change
Department/Division: ENG
Current Course Number and Title: ENG 566 Literacy Studies
Degree and page number where the degree or program description begins: Master of Arts in English, page 140
Current Catalog Description
> Surveys theories of writing and reading literacy development with a focus on teaching writing through multi-modal and multi-genre approaches (206).

New Catalog Description
> Theories of writing and reading development with a focus on cultural, linguistic, and rhetorical influences on literacy acquisition.

Request for Graduate Catalog Change
Department/Division: ENG
Course Title and Alpha Designator: ENG 567 Visual Rhetoric
Degree and page number where the degree or program description begins: MA in English, page 140Current *Catalog Description*
> The study of visual texts as expressions of cultural meaning which, much like semiotics, seeks to analyze rhetorical messages (page 206).

New Catalog Description
> Study of the production, strategies, reception, and persuasive effects of visual texts.

Request for Graduate Course Change & Catalog Change
Dept/Div.: ENG
Current Course Number and Title: ENG 646 Composition Theory Il: Advanced Disciplinary Theory
Change in course Title? Yes
> From: Composition Theory Il: Advanced Disciplinary Theory
> To: Topics in Rhetoric and Composition

Rationale:
> The course is not a continuation of another course, so we want to drop the II designation and make the title more consistent with advanced courses of this nature.

Change in Catalog Description as a result of this request? Yes
> From: In-depth analysis of prevailing research within the field of Composition and Rhetoric.
> To: Study of prevailing topics in Rhetoric and Composition. Topics may include Eco-Rhetoric, Assessment, and the Rhetoric of Science, among others.

Rationale:
> The specific course content will be determined by the individual instructor in consult with other Rhetoric and Composition faculty. Offering some specific examples of what the course may cover is intended to give students a better idea of the kind of course it is.

Request for Graduate Catalog Change

Department/Division: ENG

Course Title and Alpha Designator: ENG 648 Feminist Rhetorics

Degree and page number where the degree or program description begins: MA in English, page 140

Current Catalog Description

> An intensive study of various rhetorics which challenge patriarchy and power structures including, but not limited to, feminist histories of rhetoric, theories, pedagogies, epistemologies, and uses of technology. (Page 207)

New Catalog Description

> Study of the ways language shapes and is influenced by gender and identity.

Request for Graduate Course Change

Dept/Div.: Geography

Current Course Number and Title: GEO690 Internship in Geography

Change in Grading: Yes

> From: Graded
>
> To: Credit/No Credit

Rationale

> Geography master's students benefit from internships with external businesses or government agencies by applying their academic skills in a real world environment, often obtaining permanent employment or at a minimum, important career skills. Internships in our department typically conclude with a supervisor from a business or government agency being "satisfied" (or not) with student work. We see no need to artificially inflate GPA by giving an A or deflate GPA with any other grade. Our undergraduate internship course is CR/NC.

Request for Graduate Course Addition

Dept/Div.: Sociology and Anthropology

New Course Number and Title: SOC 566 – Culture and Environment

Title Abbreviation: Environmental Anthropology

Catalog Description:

> This course will examine the symbolic and structural dimensions of struggles over defining, organizing, and controlling the natural environment from a biocultural perspective.

Course Being Deleted: None

Duplication: Not Applicable

Required Course: Not Applicable

Agreements: Not Applicable

Additional Resource Requirements: Not Applicable

Course Objectives:

> • to provide a broad overview of the field of environmental anthropology
>
> • to introduce concepts, theories, and practices of environmental anthropology
>
> • to explore practical, international case studies from a perspective informed by environmental anthropology

Learning Objectives

- to identify forms of human cultural variation in terms of adaptive processes to varied bio-physical environments
- to describe the evolutionary and historical origins of human cultural forms that shape the relationships of humans with their environment
- to provide an analysis of community and regional level systems for management of human environmental interactions in the context of ecosystem processes and social institutions
- to apply anthropological theories to understanding varied human actions that either contribute to or respond to contemporary environmental problems
- to explain how institutions for regulating access to and management of natural resources react to environmental, economic, and political forces
- to discuss environmental problems in a manner informed by anthropological knowledge

Course Outline
1. Anthropology & the Study of Human Behavior
2. Evolutionary Origins of Human Culture Quiz #1 [weeks 1 -2]
3. Ethnoecologies: An Environmental Anthropology Position Paper #1 [weeks 1 – 3]
4. Hunting and Gathering
5. Horticulturalism Quiz #2 [weeks 3 – 5]
6. Biodiversity and Human Health Position Paper #2 [weeks 4 - 6]
7. Forest Management and Complexity Media Analysis #1 [weeks 6 – 7]
8. Pastoralism & Anthropological Demography
9. Intensive Agriculture & the Ecology of States Position Paper #3 [weeks 8 - 9]
10. Industrialism
11. Energy and Environmental Justice Media Analysis #2 [weeks 10 – 11]
12. Climate Change
13. The Commons Position Paper #4 [weeks 12 - 13]
14. Consumer Culture Presentations
15. What's next? Presentations

Example Evaluation Methods
Critical Thinking Research & Writing [Higher-order CT skill and Formative Assessment; papers, presentations, quizzes, exams; additional readings and papers for graduate students.

Request for Graduate Course Addition
Dept/Div.: Sociology and Anthropology
New Course Number and Title: ANT 566 – Culture and Environment
Title Abbreviation: Environmental Anthropology
Catalog Description:
This course will examine the symbolic and structural dimensions of struggles over defining, organizing, and controlling the natural environment from a biocultural perspective.
Course Being Deleted: None
Duplication: Not Applicable
Required Course: Not Applicable
Agreements: Not Applicable
Additional Resource Requirements: Not Applicable
Course Objectives:
• to provide a broad overview of the field of environmental anthropology
• to introduce concepts, theories, and practices of environmental anthropology
• to explore practical, international case studies from a perspective informed by environmental anthropology

Learning Objectives
• to identify forms of human cultural variation in terms of adaptive processes to varied bio-physical environments
• to describe the evolutionary and historical origins of human cultural forms that shape the relationships of humans with their environment
• to provide an analysis of community and regional level systems for management of human environmental interactions in the context of ecosystem processes and social institutions
• to apply anthropological theories to understanding varied human actions that either contribute to or respond to contemporary environmental problems
• to explain how institutions for regulating access to and management of natural resources react to environmental, economic, and political forces
• to discuss environmental problems in a manner informed by anthropological knowledge

Course Outline
1. Anthropology & the Study of Human Behavior
2. Evolutionary Origins of Human Culture Quiz #1 [weeks 1 -2]
3. Ethnoecologies: An Environmental Anthropology Position Paper #1 [weeks 1 – 3]
4. Hunting and Gathering

5. Horticulturalism Quiz #2 [weeks 3 – 5]
6. Biodiversity and Human Health Position Paper #2 [weeks 4 - 6]
7. Forest Management and Complexity Media Analysis #1 [weeks 6 – 7]
8. Pastoralism & Anthropological Demography
9. Intensive Agriculture & the Ecology of States Position Paper #3 [weeks 8 - 9]
10. Industrialism
11. Energy and Environmental Justice Media Analysis #2 [weeks 10 – 11]
12. Climate Change
13. The Commons Position Paper #4 [weeks 12 - 13]
14. Consumer Culture Presentations
15. What's next? Presentations

Example Evaluation Methods

Critical Thinking Research & Writing [Higher-order CT skill and Formative Assessment; papers, presentations, quizzes, exams; additional readings and papers for graduate students.

Request for Addition of a Minor

Department/ Division: Psychology

Effective Date: Summer 2011

Name of Minor: Psychology Minor

Curriculum:

A minor in psychology is earned by successfully completing at least 6 credit hours at the 500- or 600- level in Psychology as approved by the student's advisor and the Psychology Department Chair.

Change in Catalog Description Required: Yes

New Catalog Description

(Insert this addition on page 154 – there is no current catalog description for a graduate level minor in psychology:)
A minor in psychology is earned by successfully completing at least 6 credit hours at the 500- or 600- level in Psychology as approved by the student's advisor and the Psychology Department Chair.

Rationale:

Students in several related graduate fields are required to complete minors by their programs. A large number of these students (in agreement with their major advisor) consider psychology to be a field of study which can add significantly to other learning experiences. Only by having an existing minor in psychology will students in these programs be able to use psychology courses to fulfill this requirement of their major program.

College: COHP   All Approved

Request for Graduate Catalog Change

Department/Division: Communication Disorders

Degree and page number where the degree or program description begins: Communication Disorders, page 95

Current Catalog Description

Page 95
The program admits students once per year. Generally, more students apply than can be accepted; therefore, the selection process is competitive. All completed applications are reviewed in the spring after the specified deadline for submission. Students who are accepted into the program may elect to begin in the next summer, fall, or the following spring semester. Students admitted to the program who fail to enroll in the selected semester, as well as students already in the program who fail to enroll for a semester without prior permission from their academic advisor, are considered withdrawn from the program and not eligible for future enrollment. NOTE: Applicants who are accepted for the graduate program will be simultaneously admitted as students in the Graduate College.

New Catalog Description

The program admits students once per year. Generally, more students apply than can be accepted; therefore, the selection process is competitive. All completed applications are reviewed in the spring after the specified deadline for submission. Students admitted to the program who fail to enroll in the fall semester, as well as

students already in the program who fail to enroll for a semester without prior permission from their academic advisor, are considered withdrawn from the program and not eligible for future enrollment. NOTE: Applicants who are accepted for the graduate program will be simultaneously admitted as students in the Graduate College.

Request for Graduate Course Addition
Dept/Div.: Communication Disorders
New Course Number and Title: CD 560 Basic Audiology
Course Catalog Description:

> Introduction to the profession of audiology, examination of the auditory system, preferred practice procedures for screening/assessment, examination of hearing disorders and their management. Includes laboratory.

Co-requisite(s)/Prerequisite(s): Permission of Instructor
Course being Deleted: None
Credit Hours: 3   Graded: Yes
Effective Dates: Not Specified
Course Objectives:

This course addresses the American Speech-Language-Hearing Association's Knowledge and Skills Acquisition (KASA) Standards and will serve as an introduction and formative tool.

KASA Standard III-C:
1. Relate different types of hearing loss to anatomical pathway.
2. Demonstrate knowledge of common causes of hearing loss.

KASA Standard III-D:
1. Recognize causative factors and preventive measures related to hearing loss.
2. Demonstrate knowledge of hearing screening procedures.
3. Demonstrate skills necessary to perform a hearing screening.
4. Recognize accepted methods of audiological assessments.
5. Interpret basic audiometric data.

Program:
1. Demonstrate an understanding of the profession of audiology.
2. Understand and apply concepts of the physical and physiological components of sound.
3. Understand the anatomy and physiology of the auditory system.
4. Integrate concepts of hearing disorders and their effects.
5. Demonstrate an awareness of the impact hearing loss has on daily living.
6. Independent scholarly inquiry relating to a specific topic in audiology.

Course Outline:

UNIT #1
>Overview of course
>Overview of profession
>Anatomy/physiology of the ear
>Acoustics of sound
>Equipment/calibration
UNIT #2
>Behavioral Testing
UNIT #3
>Electrophysiological testing
UNIT #4
>Special Populations
>Management of hearing loss

Example of Instructional Methods:
This course utilizes lecture, project-based learning, and experiential-based learning (including a laboratory).

Example Evaluation Methods:
Exams/Quizzes:

Projects: Laboratory work; Disorders/Etiology Project; Independent Audiology Project

Clinical Challenges: Simulated hearing loss; audiological observation

Graduate Requirements if Cross Listed as an Undergraduate Course:
This course is offered as CD 460, however, the undergraduate students are not required to complete an independent scholarly inquiry.

Request for Graduate Course Addition
Dept/Div.: Communication Disorders
New Course Number and Title: CD 563 Aural Rehabilitation
Course Catalog Description:
>Examination of various intervention strategies appropriate for individuals with hearing impairments; techniques for assessing degree of handicap.

Catalog Abbreviation: Aural Rehabilitation
Co-requisite(s)/Prerequisite(s): Permission of Instructor
Course being Deleted: None
Credit Hours: 3   Graded: Yes
Effective Dates: Not Specified

Course Objectives:

This course addresses ASHA's Knowledge and Skills Acquisition (KASA) Standards. In this course we will be focusing on the following aspects of the standards:

KASA Standard III- B
1. Interpret audiometric test data
2. Recognize the effects of aging on the auditory system

KASA Standard III-C
1. Differentiate among types of hearing loss
2. Identify the primary and secondary effects of hearing impairment
3. Understand the premise of auditory processing disorders

KASA Standard III-D
1. Demonstrate an overall understanding of sensory devices including hearing aids, ALD's and cochlear implants
2. Demonstrate an understanding of different Aural Rehabilitation approaches for children and adults
3. Demonstrate knowledge of auditory processing disorders
4. Demonstrate an understanding of speech and language development with the hearing impaired population
5. Demonstrate an understanding of communication strategies and educational placement with the hearing impaired population

Program:
1. Complete an independent scholarly inquiry relating to a specific topic in aural rehabilitation.

Course Outline:
UNIT #1: Overview of Aural Rehabilitation and Scope of Practice
UNIT #2: Sensory Devices
UNIT #3: Aural Rehabilitation With Children
UNIT #4: Auditory Processing
UNIT #5: Aural Rehabilitation With Adults
UNIT #6: Counseling Strategies for Aural Rehabilitation

Example of Instructional Methods:
This course utilizes lecture, project-based learning, and experiential-based learning via simulations.

Example Evaluation Methods:
Exams/Quizzes:

Projects: Laboratory work; Disorders/Etiology Project; Independent Audiology Project

Clinical Challenges: Observations, interviews, eLearning

Graduate Requirements if Cross Listed as an Undergraduate Course:
This course is offered as CD 463; however, the undergraduate students are not required to complete an independent scholarly inquiry.

Request for Graduate Course Addition
Dept/Div.: Communication Disorders
New Course Number and Title: CD 515 Professional Literacies for the SLP
Catalog Abbreviation: Professional Literacies SLP

Course Catalog Description:
Investigation into contemporary understandings of literacy using current communication and information technologies and resources.

Co-requisite(s)/Prerequisite(s): Permission of Instructor
Course being Deleted: None
Credit Hours: 3   Graded: Yes
Effective Dates: Not Specified
Course Objectives:
Content:
1. Understand the legal, economic, and social issues surrounding use of information.
2. Demonstrate comprehension of the principles of evidence-based practice.
3. Demonstrate comprehension of the ASHA Code of Ethics.
4. Demonstrate comprehension of standards of ethical conduct in research.

Processes:
1. Develop strategies for effectively planning and completing independent work in a timely, ethical, and legal manner.
2. Develop a focused question to guide the research process.
3. Access pertinent and relevant information effectively and efficiently.
4. Evaluate information and its sources critically and incorporate selected information into knowledge base and value system.
5. Use information effectively to accomplish a specific purpose.
6. Strengthen communication skills and strategies, using the discourse of the discipline, in both oral and written formats.
7. Participate and collaborate, synchronously and asynchronously, in face-to-face and online professional communities.
8. Apply the elements of reasoning (purpose, questions, information, inferences/conclusions, concepts, assumptions, implications/consequences, points of view) to their own work and in understanding the work of others.
9. Assess the quality of their work and the work of others using the following standards: clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness.
10. Deliver a professional presentation.

Course Outline:

Semester: CD 515 Schedule
ORIENTATION AND ETHICS

Week 1	Orientation: Course and Evidence-Based Practice
Week 2	History of Qualitative Research/Finding a Topic
Week 3	Ethics/Evaluating Qualitative Research

RESEARCH DESIGN

Week 4	Qualitative Research Methods/ Rigor
Week 5	Fieldwork (Observing) and Field Texts
Week 6	Fieldwork (Interviewing) and Field Texts
Week 7	Fieldwork (Interviewing) and Field Texts
Week 8	Fieldwork
Week 9	Fieldwork
Week 10	Examination 1

ANALYSIS AND INTERPRETATION

Week 11	Data Coding and Analysis
Week 12	Data Coding and Analysis
Week 13	Data Coding/Analysis/Conceptualizing

WRITING AND DISSEMINATION

Week 14	Writing (Creating a Presentation)
Week 15	Public Presentations
Final Meeting	Public Presentations

Example of Instructional Methods:

This course utilizes a workshop format which brings about participation by all members of the class during each class meeting. Students discuss their readings, collaborate on developing research questions and concept maps, and report out on their fieldwork experiences. These reports lead to more discussions of the issues surrounding the process of research. All of the assignments in the course lead to the completion of a small "research" study which students present publicly at the end of the course.

Example Evaluation Methods:

Quizzes

Examinations

Field Notebook

Professional Presentation

<u>Graduate Requirements if Cross Listed as an Undergraduate Course:</u>
This course is offered as 415; however, the undergraduate students are not required to complete an annotated literature review.

College: SOM / GRADUATE COLLEGE   All Approved with - Add 3 credit hours to each Kenesiology course as per syllabi;

Request for Graduate Course Change
<u>Dept/Div.:</u> Biomedical Sciences
<u>Current Course Number and Title:</u> BMS 600 -Foundations of Biomedical Sciences
<u>No change in course Title, Course Number, Alpha Designator or Course Catalog.</u>
<u>Change in Credit Hours?</u> Yes
    <u>From:</u> 6
    <u>To:</u> 7
<u>Rationale:</u>
    One additional hour per week will be devoted to classroom discussion on a research topic.
<u>Change in Catalog Description as a result of this request?</u> No

Request for Graduate Course Addition   Send back to committee for credit hour clarification
<u>Dept/Div.:</u> Biomedical Sciences
<u>New Course Number and Title:</u> BMS 610 -Molecular Basis of Medicine
<u>Alpha Designator & Number:</u> BMS 610
<u>Title Abbreviation:</u> Molecular Basis Medicine
<u>Graded:</u> Cr/NC
<u>Catalog Course Description:</u>
    The course introduces students to fundamental concepts that are necessary to understand, at a molecular level, the structure and function of the human body.
<u>Course Being Deleted:</u> None
<u>Duplication:</u> Not Applicable
<u>Required Course:</u> Not Applicable
<u>Agreements:</u> Not Applicable
<u>Additional Resource Requirements:</u> Not Applicable
<u>Course Objectives:</u>
- Identify the components of cellular structure
- Describe in detail the molecular mechanisms of cellular function
- Describe the normal metabolic pathways regulating synthesis and breakdown of carbohydrates, lipids, and amino acids, as well as the mechanisms that integrate fuel metabolism and their relationship to good nutrition
- Describe genetic principles including Mendel's First and Second Law, modes of inheritance, penetrance, expressivity, and genomic imprinting
- Apply their knowledge to problems of cellular of cellular structure, function, metabolism, nutrition and genetics
<u>Course Outline:</u>
    Molecules of life
    Amino acids, peptides, proteins, enzymes
    Membranes
    Cytoskeleton
    Nucleotides, DNA, RNA
    Transcription, translation, gene regulation, recombinant DNA
    Cell signaling
    Cell cycle, mitosis, meiosis

Cancer biology
Genetics
Metabolism
Nutrition
Instructional Methods:
Lecture, small groups, online modules
Evaluation Methods:
4 in class multiple☐choice exams, participation in small groups, online exam, homework

Request for Graduate Course Addition   Send back to committee for credit hour clarification

Dept/Div:. Biomedical Sciences
Course Number and Title: BMS 674 -Teaching Practicum
Title Abbreviation: Teaching Practicum
Course Catalog Description:
Students gain experience in teaching using a variety of methods in a supervised setting.
Course Being Deleted: None
Duplication: Not Applicable
Required Course: Not Applicable
Agreements: Not Applicable
Additional Resource Requirements: Not Applicable
Course Objectives:
Give Biomedical Sciences students experience in teaching in a supervised environment by lecturing, presenting material online, leading small groups, or teaching laboratories.
Course Outline
Attend two hour teaching workshop at beginning of each semester Meet with director of course to discuss material to be taught Present lecture in a BMS course Present teaching session in a BMS course in one of the following modalities -laboratory, online class, small group, or a 4-week block of BMS 660/661 (Communications I/II)
Example of Instructional Methods:
Lecture, small group discussion
Example Evaluation Methods:
Review by both students in class and director of course

Request for Graduate Course Change
Dept/Div.: BMS
Current Course Number and Title: BMS 651 Cancer Biology
No change in course Title, Course Number, Alpha Designator Course Credit or Course Catalog.
Change in Catalog Description as a result of this request? Yes
From: BMS 651 Cancer Biology. 4 hrs. This is an advanced graduate course on the core principles underlying the initiation, progression, treatment and prevention of cancer, based on the most current literature in the field. (PR: BMS 600, BIC 620, and permission of instructor)
To: BMS 651Cancer Biology. 4 hrs. An advanced graduate course on the core principles of initiation, progression, treatment and prevention of cancer, based on current literature. (PR: BMS 600, and Permission Of Instructor)
Rationale:
BIC 620 is no longer a required course for the BMS program and the necessary content from that course is now offered in BMS 600.
Request for Graduate Catalog Change
Department/Division: Biomedical Sciences
Degree and page number where the degree or program description begins: M.S., Ph.D. - page 169
Current Catalog Description
Page 169

All applicants must have baccalaureate degrees in one of the sciences, with one year of general biology, physics, general chemistry, and organic chemistry, all with associated laboratories. Although calculus and physical chemistry are not requirements for admission, they may be required for certain areas of emphasis and are highly recommended.

> • Graduate Record Examination (General) scores (minimum of 1,000 Verbal and Quantitative) or MCAT scores (medical science area of emphasis only, minimum of 20 total),

New Catalog Description

All applicants must have baccalaureate degrees in one of the sciences, with one year of general biology, physics, general chemistry, and organic chemistry, all with associated laboratories. Although calculus and physical chemistry are not requirements for admission, they may be required for certain areas of emphasis and are highly recommended.

> • Graduate Record Examination (General) scores (minimum of 1,000 Verbal and Quantitative on tests taken before August 1, 2011; comparative score on tests taken after August 1) or MCAT scores (medical science area of emphasis only, minimum of 22 total),

Request for Graduate Course Addition

Dept/Div.: Kinesiology/Biomechanics

Course Number and Title: HS 635 Research Methods in Biomechanics

Graded: Yes

Catalog Description:

> This course is designed to provide an understanding of technology use in biomechanics, effective methods development, and analysis of collected data.

Pre-Requisites / Co-Requisites: HS 615 or equivalent, Fundamental Physics & Linear Algebra

Course Objectives

> At the end of this course, students will: demonstrate an understanding of linear and angular kinematics; demonstrate an understanding of the direct linear transformation; demonstrate correct camera use (including modifying settings for a good quality picture); use motion analysis equipment; use EMG measurement equipment; demonstrate the calculations involved in inverse dynamics; determine appropriate filter settings for smoothing data ;critically analyze biomechanical data from research; design and conduct a research project incorporating biomechanical data collection; cooperate successfully as part of a research group.

Course Outline

> Position, Photogrammetry, Calibration
> Linear Kinematics
> Signal Noise & Data Smoothing
> Accelerometers
> Angular
> Kinematics
> Electrogoniometers
> Measuring & Estimating Center of Mass
> Measuring Forces
> 2D Inverse Dynamics
> EMG Signal Processing

Instructional Methods

> This class will be a mixture of independent reading, lecture, assignments, projects and written exams. Lecture will consist of discussion and presentation of related research for the schdeuled toipincs. Students will be required to perform 5 mini-projects throughout the semester that expose them to the use of the various pieces of equipment in the Biomechanics Lab. Students will also develop a pilot study project to further delve into specific pieces of equipment that may help them in the thesis process.

Evaluation Methods

> • Mini Projects: You will be required to complete five small projects during the term. Each project will be completed while working in groups of three. These projects are all designed to help you accomplish the course learning outcomes.

- Term Pilot Project: You will complete a term project with the purpose of utilizing equipment that may be of help to you during your thesis or dissertation. An 8-15 page (this is a guide) research summary required of all students. Title page and main text will cover no more than 15 pages; references and appendices may start on page 16. Topics should relate to the material presented in class. Topics should be considered as soon as possible, as they need to be cleared by the instructor. These may be group or individual projects. If students choose to work in a group, the number in the group maybe no more than 3. The contributions of all students involved must be listed following the list of references. Group members must be declared no later than XXXX. Each group member must make a notable contribution to the assignment. On the scheduled day of the term, you will present your findings to the class with a copy of your abstract ready for everyone. You need to create a Power Point slideshow which summarizes your study. The class will discuss the project to help with interpretation and improve the study design.

Request for Graduate Course Addition
Dept/Div. Kinesiology/Biomechanics
Course Number and Title HS 615 Mechanical Analysis of Activity
Catalog Description:
> An investigation into the instrumentation used in biomechanical research and the effective use of it in biomechanical research.

Co-requisite(s) / Pre-requisite(s):
> HS 610 Advanced Biomechanics or equivalent, Fundamental Physics & Linear Algebra

Course Objectives:
> Upon completion of this course, the student will be able: Demonstrate an objective and scientific approach to the study of human motionCritically analyze the gait pattern of human locomotion, and be able to identify normal and pathological gait function; Critically analyze the gait pattern of dynamic sporting movements, and be able to identify parameters integral to successful movement execution; Describe how the properties of tissue affect their dynamic function; Perform data collection using various types of motion capture systems; Critically analyze biomechanical data from research; Design and conduct a research project incorporating biomechanical data collection; Cooperate successfully as part of a research group.

Course Outline
> 1. Overview
> Coordinate Systems
> 2-D vs 3-D
> Steps of Motion Analysis
> 2. Three-dimensional cinematography/videography
> Direct linear transformation (DLT) method
> Multiphase DLT method
> Non-linear transformation (NLT)
> Lab: Comparison of methods
> 3. Smoothing and differentiation methods
> Overview of major methods
> Lab: Comparison of methods
> 4. Body segment inertial properties
> Overview of major studies
> Lab: Comparison of prediction methods
> 5. Three-dimensional analysis techniques
> Kinematics
> Kinetics
> Linear and angular momentum
> Resultant joint forces and moments

Instructional Methods
> This class will be a mixture of independent reading, lecture, assignments, projects and written exams. Lecture will consist of discussion and presentation of related research for the scheduled topics. Students will be required to perform 6 mini-projects throughout the semester that expose them to the use of the various pieces of equipment in the Biomechanics Lab. Students will also develop a pilot study project to further delve into specific pieces of equipment that may help them in the thesis process.

Evaluation Methods
        Project: 30%
        Article Presentation 30%
        Final Exam: 40%

Request to Add Graduate Course
Dept/Div. Kinsiology/Biomechanics
Course Number and Title HS 610 Advanced Biomechanics
Graded: Yes
Course Catalog Description:
        An advance investigation into Newtonian mechanics and their application in their uses human movement
        analysis.
Course Objectives:
        Upon the completion of the course, the student should be able to:
        1. Demonstrate an objective and scientific approach to the study of human motion
        2. Critically analyze the gait pattern of human locomotion, and be able to identify normal and pathological
        gait function;
        3. Critically analyze the gait pattern of dynamic sporting movements, and be able to identify parameters
        integral to successful movement execution;
        4. Describe how the properties of tissue affect their dynamic function;
        5. Perform data collection using various types of motion capture systems.
        6. Critically analyze biomechanical data from research;
        7. Design and conduct a research project incorporating biomechanical data collection;
        8. Cooperate successfully as part of a research group.
Course Outline
        Week 1 Enoka: Chapter 1 – Describing Motion - Projectiles
        Lab: Introduction to Vicon/Motus/XOS Video Systems
        Week 2 Enoka: Chapter 2 and 3
        Wood: Data smoothing in biomechanics
        Pezzack: An assessment of derivative determining techniques used for motion analysis.
        Cavanagh: Ground reaction forces
        Munro: Ground reaction force
        Week 3 Enoka: Chapter 5, 6, and 7
        Angular Kinematics
        Link Segment Model Introduction
        Link Segment Model II
        Week 4 Enoka: Chapter 4
        Komi: Utilization of stored elastic energy
        Vertical Jump Assignment
        Hasan: Balance
        Week 5 Enoka: Chapter 8 & 9
        Bosco: Power measurements
        Cormie: Power measurements
        Week 6 Vaughan: Dynamics of Human Gait
        Week 7 Mid-Term Examination
        Week 8 3D Video Data Collection Techniques: Capture Volume & Camera Calibration.
        Week 9 3D Video Data Collection Techniques: Model Selection & Marker Tracking
        Week 10 3D Data Analysis & Reduction
        Week 11 Student Research Project PowerPoint Proposals
        Week 12 Data Collection & Analysis of Student Projects
        Week 13 PowerPoint Presentation of Final Student Projects
        Week 14 PowerPoint Presentation of Final Student Projects
        Week 15 PowerPoint Presentation of Final Student Projects

Evaluation Methods
        Project: 30%
        Article Presentation 30%
        Final Exam: 40%

College: COFA   Approved

Change of an Area of Emphasis within an Existing Major
Department/Division: Art and Design
Name of Major: Art
Name of Area of Emphasis: Studio Art
Effective term and year: Fall 2011
Rationale
        Currently, Studio Art is a concentration for the Masters Degree in Art. As such, it neither appears on the
        application for admission as an option nor is it written on students' transcripts. Changing Studio Art to the
        Area of Emphasis would rectify this, thus clarifying the degree and its value.
Curriculum: See Appendices for lengthy treatment of curriculum.

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College: SOJMC   All Approved

Request for Graduate Course Addition
Dept/Div.: Journalism and Mass Communications
New Course Number and Title: JMC 501 Multi-Media Writing
Graded: Yes
Credit Hours: 3
Catalog Course Description:
        Principles and techniques of cross-media news writing for graduate student reporters and public relations
        professionals who have no prior experience in news writing.
Course Being Deleted: None
Duplication: Not Applicable
Required Course: Not Applicable
Agreements: Not Applicable
Additional Resource Requirements: Not Applicable
Course Objectives:
        a) to write basic print news copy
        b) to write basic broadcast news copy
        c) to write basic PR copy
        d) to apply basic ethical and legal principles of the professions
        e) to practice various reporting scenarios
Instructional Methods:
        Lecture, computer lab exercises
Evaluation Methods:
        Quizzes, writing exercises, mid-term exam, final exam

Request for Graduate Course Addition
Dept/Div.: Mass Communications
New Course Number and Title: JMC 620--Public Relations in Health Care
Graded: Yes
Catalog Course Description:
> This JMC course examines public relations practices and techniques used in health care.

Course Being Deleted: None
Duplication: Correspondence sent to the Department of Communication Studies and the College of
> Health Professions

Required Course: Not Applicable
Agreements: Not Applicable
Additional Resource Requirements: Not Applicable
Course Objectives:
> The primary objective of this course is to familiarize students with the unique concepts and principles of public relations as it pertains to health care. At the end of the course, students should have attained knowledge, understanding, and be able to recall and articulate the following central concepts: The role and functions of public relations in health care, including settings such as hospitals and other medical care providers, agencies, and insurance companies; Privacy laws and how they affect the public relations practice within the health care field; PR and crises in the health care setting, including the role public relations plays within a complex business organization; Turning public relations campaigns into viable, budgeted programs; The role public relations plays in regards to internal publics within complex business organizations such as hospitals.

Instructional Methods:
> Lecture, exercises in computer lab

Evaluation Methods:
> Mid-term exam, final exam, mock public relations campaigns for health care organizations/on health care topics, presentations.

Request for Graduate Course Change
Dept/Div.: Journalism and Mass Communications
Current Course Number and Title: JMC 560 Web Strategies
Change of Course Number? Yes
> From: 560
> To: 561

Rationale:
> The number needs to correspond to its cross-listed undergraduate counterpart, JMC

Request for Graduate Course Change
Dept/Div.: Journalism and Mass Communications
Current Course Number and Title: JMC 508 Advertising Research
Change of Course Title? Yes
> From: Advertising Research
> To: Strategic Communications Research

Rationale:
> Title change reflects change in content.

Change of Course Content? Yes
> From: This course will include lectures, readings, discussions and projects relating to research use in advertising campaign preparation and syndicated media resources. The course will cover many of the resources and techniques used to obtain information used by advertising and public relations decision makers to reduce risk and uncertainty.
> To: The course will include lectures, readings, discussions and projects on the resources and techniques used to obtain information by strategic communications decision-makers for advertising and public relations program planning.

Rationale:
> In the practical application of strategic communication the line between the fields of advertising and public relations is becoming less distinct. One area where this is especially true is in the use of research. By broadening the application sections of the advertising research course both advertising and public relations students will be able to

become aware of basic research techniques and how they can be applied to their field of study. This will make the course interesting to public relations students as an elective at this time and a possible required course in the future. It will also give it a strategic communications focus making it compatible with the new strategic communications certificate to be offered by the School of Journalism and Mass Communications.

Change in Catalog Description? Yes

From: This course will include lectures, readings, discussions and projects relating to research use in advertising campaign preparation and syndicated media resources. The course will cover many of the resources and techniques used to obtain information used by advertising and marketing decision makers to reduce risk and uncertainty.

To: The course will include lectures, readings, discussions and projects on the resources and techniques used to obtain information by strategic communications decision-makers for advertising and public relations program planning.

Rationale:

In the practical application of strategic communication the line between the fields of advertising and public relations is becoming less distinct. One area where this is especially true is in the use of research. By broadening the application sections of the advertising research course both advertising and public relations students will be able to become aware of basic research techniques and how they can be applied to their field of study. This will make the course interesting to public relations students as an elective at this time and a possible required course in the future. It will also give it a strategic communications focus making it compatible with the new strategic communications certificate to be offered by the School of Journalism and Mass Communications.

Request for Graduate Course Change

Dept/Div.: Journalism and Mass Communications

Current Course Number and Title: JMC 612 History of Mass Communication

No Change of Course Title, Number, Alpha Designator or Content

Change in Catalog Description? Yes

From: Analysis of Mass Media development in the United States and of current media problems with emphasis on research. (REC: JMC 504 or equivalent)

To: Analysis of Mass Media development in the United States and of current media problems with emphasis on research.

Rationale:

The prerequisiste or "REC" is no longer required to take JMC 612.

Request for Addition of a Certificate Program:

Dept/Div.: Journalism and Mass Communications

Name of the Certificate: Graduate Certificate in Media Management

Effective Date: Fall 2011

Rationale:

Increasingly students are returning to school to add specific skills sets to increase their marketability. One of the areas that appears to have high demand is the administration of print media, (newspapers and magazines) broadcast facilities (radio and television) and many forms of converged media including media websites, blogs, and social media. As media continue to evolve student demands will change as well, and the school is responding with a specific package of course offerings.

Curriculum:

Required courses:
- JMC 603—Media Management, 3 hrs.
- JMC 604—Journalism and Mass Communications Law and Ethics, 3 hrs.

Select nine hours from among the following:
- JMC 510—Magazine Editorial Practice, 3 hrs.
- JMC 533—Radio-Television Programming, 3 hrs.
- JMC 536—International Communications, 3 hrs.
- JMC 550—Contemporary Issues in Radio and Television, 3 hrs.
- JMC 555—Women and Minorities in the Media, 3 hrs.
- JMC 632—Public Broadcasting, 3 hrs.
- JMC 612—History of Mass Communications, 3 hrs.
- JMC 641—Web/Online Strategies for Mass Communications, 3 hrs.

New Catalog Description:

Journalism and Mass Communications certificates serve students with or without a background in the field but with an interest in newspaper, magazine, television, radio, the internet or converged media. advertising or public relations. Courses are packaged to target specific areas of development that will augment depth of knowledge or skills, help students remain competitive in the job market, advance their careers, or help them pursue personal enrichment. Students may complete a stand-alone certificate or incorporate it into their JMC master's program or other master's programs on campus.

Admission to the certificate programs requires:

• official transcript baccalaureate degree from a regionally accredited college or university,

• an application for admission to a certificate program unless already admitted to a degree program,

• at least a 2.5 undergraduate GPA, and

• a 3.0 graduate GPA if already awarded a master's degree,

• OR current admission to a Marshall University graduate program

• Courses completed in certificate programs can apply to an MAJ where appropriate. (Students who want to apply cetificate credit to a master's must meet all admission requirements for the MAJ including completion of the GRE.)

Students must maintain a 3.0 GPA in all course work with no more than two C's. If the student falls below these standards, the student will be placed on academic probation. A student who successfully completes the series of courses will earn a certificate.

Students pursuing Graduate Certificates in Media Management must complete 15 hours as follows:

Required courses:
• JMC 603—Media Management
• JMC 604—Journalism and Mass Communications Law and Ethics

Select nine hours from among the following:
• JMC 510—Magazine Editorial Practice
• JMC 533—Radio-Television Programming
• JMC 536—International Communications
• JMC 550—Contemporary Issues in Radio and Television
• JMC 555—Women and Minorities in the Media
• JMC 632—Public Broadcasting
• JMC 612—History of Mass Communications
• JMC 641—Web/Online Strategies for Mass Communications

Request for Addition of a Certificate Program:

Dept/Div.: Journalism and Mass Communications

Name of the Certificate: Graduate Certificate in Integrated Strategic Communications

Effective Date: Fall 2011

Rationale:

Increasingly students are returning to school to add specific skills sets to increase their marketability. One of the areas that appears to have high demand is the administration of print media, (newspapers and magazines) broadcast facilities (radio and television) and many forms of converged media including media websites, blogs, and social media. As media continue to evolve student demands will change as well, and the school is responding with a specific package of course offerings.

Curriculum:

Required courses:
• JMC 508 – Strategic Communications Research, 3 hrs.
• JMC 515 – Advertising Strategy, 3 hrs. OR JMC 538 – Public Relations Case Studies, 3 hrs.

Select nine hours from among the following:
• JMC 515 – Advertising Strategy, 3 hrs. (if not taken as part of required six hours)
• JMC 525 – Advertising Campaigns, 3 hrs.
• JMC 532 – Corporate and Instructional Video, 3 hrs.
• JMC 537 – Public Relations Writing, 3 hrs.
• JMC 538 – Public Relations Case Studies, 3 hrs. (if not taken as part of required six hours)
• JMC 539 – Public Relations Campaigns, 3 hrs.
• JMC 609 – Seminar in Public Relations, 3 hrs.
• JMC 641—Web/Online Strategies for Mass Communications, 3 hrs.

New Catalog Description:

Journalism and Mass Communications certificates serve students with or without a background in the field but with an interest in newspaper, magazine, television, radio, the internet or converged media, advertising or public relations. Courses are packaged to target specific areas of development that will augment depth of knowledge or skills, help students remain competitive in the job market, advance their careers, or help them pursue personal enrichment. Students may complete a stand-alone certificate or incorporate it into their JMC master's program or other master's programs on campus.

Admission to the certificate programs requires:

• official transcript baccalaureate degree from a regionally accredited college or university,
• an application for admission to a certificate program unless already admitted to a degree program,
• at least a 2.5 undergraduate GPA, and
• a 3.0 graduate GPA if already awarded a master's degree,
• OR current admission to a Marshall University graduate program
• Courses completed in certificate programs can apply to an MAJ where appropriate. (Students who want to apply cetificate credit to a master's must meet all admission requirements for the MAJ including completion of the GRE.

    Students must maintain a 3.0 GPA in all course work with no more than two C's. If the student falls below these standards, the student will be placed on academic probation. A student who successfully completes the series of courses will earn a certificate.

    Students pursuing Graduate Certificates in Integrated Strategic Communicatioins must complete 15 hours as follows:
Required courses:
  Required courses:
  • JMC 508 – Strategic Communications Research
  • JMC 515 – Advertising Strategy OR JMC 538 – Public Relations Case Studies
Select nine hours from among the following:
  • JMC 515 – Advertising Strategy (if not taken as part of required six hours)
  • JMC 525 – Advertising Campaigns
  • JMC 532 – Corporate and Instructional Video
  • JMC 537 – Public Relations Writing
  • JMC 538 – Public Relations Case Studies (if not taken as part of required six hours)
  • JMC 539 – Public Relations Campaigns
  • JMC 609 – Seminar in Public Relations
  • JMC 641—Web/Online Strategies for Mass Communications

Request for Addition of a Certificate Program:

Dept/Div.: Journalism and Mass Communications
Name of the Certificate: Graduate Certificate in Digital Communications
Effective Date: Fall 2011
Rationale:
    Increasingly students are returning to school to add specific skills sets to increase their marketability. One of the areas that appears to have high demand is the administration of print media, (newspapers and magazines) broadcast facilities (radio and television) and many forms of converged media including media websites, blogs, and social media. As media continue to evolve student demands will change as well, and the school is responding with a specific package of course offerings
Curriculum:
    Required courses:
      • JMC 562—Web Design for Mass Media, 3 hrs.
      • JMC 641—Web/Online Strategies for JMC, 3 hrs.
    Select nine hours from among the following:
      • JMC 500—Photojournalism, 3 hrs.
      • JMC 501—Multi-Media Writing, 3 hrs.
      • JMC 532—Corporate and Instructional Video, 3 hrs.
      • JMC 575—Documentary Journalism, 3 hrs.
      • JMC 606—Depth Reporting, 3 hrs.
New Catalog Description:
    Journalism and Mass Communications certificates serve students with or without a background in the field but with an interest in newspaper, magazine, television, radio, the internet or converged media, advertising or public relations. Courses are packaged to target specific areas of development that will augment depth of knowledge or skills, help students remain competitive in the job market, advance their careers, or help them pursue personal enrichment. Students may complete a stand-alone certificate or incorporate it into their JMC master's program or other master's programs on campus.
    Admission to the certificate programs requires:
• official transcript baccalaureate degree from a regionally accredited college or university,
• an application for admission to a certificate program unless already admitted to a degree program,
• at least a 2.5 undergraduate GPA, and
• a 3.0 graduate GPA if already awarded a master's degree,

• OR current admission to a Marshall University graduate program
• Courses completed in certificate programs can apply to an MAJ where appropriate. (Students who want to apply cetificate credit to a master's must meet all admission requirements for the MAJ including completion of the GRE.)

Students must maintain a 3.0 GPA in all course work with no more than two C's. If the student falls below these standards, the student will be placed on academic probation. A student who successfully completes the series of courses will earn a certificate.

Students pursuing Graduate Certificates in Digital Communications must complete 15 hours as follows:
Required courses:
• JMC 562—Web Design for Mass Media
• JMC 641—Web/Online Strategies for JMC
Select nine hours from among the following:
• JMC 500—Photojournalism
• JMC 501—Multi-Media Writing
• JMC 532—Corporate and Instructional Video
• JMC 575—Documentary Journalism
• JMC 606—Depth Reporting

Request for Addition of a an Area of Emphasis Within an Existing Major:

Dept/Div.: Journalism and Mass Communications
Name of Major: Master of Arts in Journalism
Name of Area of Emphasis: Health Care Public Relations
Effective Date: Fall 2011
Rationale:

"With health care reform in flux, along with increased focus on public reporting of data, quality outcomes and illness prevention, public relations and communications professionals are expected to have the knowledge to provide advice and implement strategies on these complex issues."~Public Relations Society of America, the largest organization in the United States, composed of public relations professionals.

This graduate degree area of emphasis consists of public relations campaigns for medical services and organizations (both internal and external audiences; Research, Planning, Communicating, and Evaluating), writing and other public relations tactics for health care audiences, the use of public relations in the health care setting in time of crises, media relations in health care, privacy laws, budgeting, and the use of social media in health care organizations.

Curriculum:

Core (required):
JMC 600--Proseminar in Graduate Studies (3 credit hours)
JMC 601--Theory of Mass Communication (3 credit hours)
JMC 602--Mass Communications Research and Methodology (3 credit hours)
JMC 604--Journalism and Mass Communications Law and Ethics (3 credit hours)
JMC 612--History of Mass Communciation (3 credit hours)
Other required courses:
JMC 620--Public Relations in Health Care (3 credit hours)
JMC 539--Public Relations Campaign Management (3 credit hours)
JMC 501--Multi-Media Writing (required if no JMC background) (3 credit hours)
CL 105--Medical Terminology (required if no backbround in health care) (3 credit hours)
EDF or PSY 517--Statistical Methods/Intermedia Behavioral Statistics (3 credit hours)
Choose rest from:
JMC 537--Public Relations Writing (3 credit hours)
JMC 641--Web/Online Stategies for Journalism and Mass Communications (3 credit hours)
CMM 574--Health Communication (3 credit hours)
HCA 600--The Health Care System (3 credit hours)
HCA 640--The Health Care Professional or HCA 655--Health Care Marketing (3 credit hours)
JMC 508--Strategic Communications Research (3 credit hours)

Non Duplication: Correspondence sent to the Department of Communication Studies and College of Health
Professions
New Catalog Description:

Program Description
The School of Journalism and Mass Communications offers a flexible graduate program in journalism and
mass communications with a health care public relations area of emphasis designed to accommodate persons
with or without an undergraduate degree in journalism and with or without mass communications or
professional public relations experience. Career interests should include public relations positions in health
care organizations or agencies that work on public relations health care campaigns.

Appendices of Full / Lengthy Materials – By College

College: GSPED

Graduate Degree Intent to Plan
Department/Division: School Psychology
Name of Major or Degree: Masters Degree in School Intervention
Current Catalog Description:

Page 103-105 in the catalog.
SCHOOL PSYCHOLOGY, Ed.S.
Program Description
The Ed.S. program in School Psychology is designed to prepare students to meet the Department of
Education requirements for certification in West Virginia and other states. The program, which is approved by
the National Association of School Psychologists (NASP), consists of 75 hours of required coursework and
field experiences. Students who possess graduate degrees in psychology or education are encouraged to apply
and enter with advanced standing. The program faculty will review such students' transcripts and determine
the extent of credit to be awarded for previous coursework.
Admission Requirements
Admission is competitive because of the limited number of available internships. Applicants should follow the
admissions process described in this catalog or at the Graduate Admissions website at
www.marshall.edu/graduate/admissionsrequirements.asp.
In addition, applicants must (submit all materials to Graduate Admissions):
• have a minimum undergraduate and/or graduate GPA of 3.0.
• must obtain GRE (General Test) scores of no lower than 400 on either the Verbal or Quantitative sections, or
a minimum total of 900 on those two sections. As an alternative to the GRE, students may take the Miller
Analogies Test. On this test, students must achieve a scaled score of at least 400 (raw score of 40).
• must submit a sample of their professional writing (a scholarly paper on any subject) and a statement of their
professional goals (1000 words or fewer).
Creating a diverse student body is a priority and minority applicants are encouraged to apply. Graduate
assistantships are available. Students can be accepted into the school psychology program throughout the
school year; however, school psychology competency classes begin in the fall semester of each academic year.
Program Requirements
Students are expected to have previous coursework in abnormal psychology, tests & measurements,
and statistics. Any prerequisite courses must be completed prior to fall enrollment. In addition, each students is
required to have a school psychologist mentor (a practicing school psychologist who has volunteered to serve
as a mentor for a school psychology graduate student in his or her geographic area) and an adopting school (the
adoptive school is a public school that has agreed to serve as a "home" for the student during his or her years in
the program as he or she becomes socialized to the role of school psychologist) at the time of admission.
Program faculty will help potential students connect with potential mentors in their own areas if needed.
Students are admitted to the Ed.S. program with the expectation that they will complete the program
within three to five years, depending on the number of classes in which they enroll each semester. Students are
expected to enroll in all three semesters. Failure to make the expected amount of progress may result in
reassignment to another internship year.

During the first year, each student is required to complete seven courses in the core competencies of school psychology. The final year begins with the summer semester preceding internship in which the student takes the final practicum and completes the thesis requirement. The student then completes the 1200 hour (12 credit hours) internship that is required for certification in school psychology. The internship requires a commitment to a school system for a full academic year. A maximum of 18 students will be admitted to this final-year experience.

The program consists of 63 hours of coursework followed by a year-long internship earning 12 hours of graduate credit. This paid internship must occur within a school setting and meet stringent criteria specified by the program and the National Association of School Psychologists. In addition, students must complete a thesis or program evaluation and earn a passing score on Praxis II Specialty Area Test in School Psychology before graduation.

Plan of Study: Ed.S. in School Psychology
Requirements
Course Number/Course Title Hours
SPSY 616, Psy Foundations I: Typical & Atypical Child Development.................................. 3
SPSY 618, Direct Service Delivery I: Instruction & Behavior Mod.. 3
SPSY 601, Professional Competence I: Schools as Systems... 3
CISP 535, Educational Foundations I: General Special Ed Programming............................... 3
PSY 517, Research I: Statistics or EDF 517.. 3
SPSY 621, Data-Based Decision Making I... 3
SPSY 674, Psy Foundations II: Biological Bases of Behavior or PSY 674............................. 3
SPSY 675, Psy Foundations III: Psych Foundations of School Psych..................................... 3
PSY 623, Research II: Experimental Design or EDF 621.. 3
PSY 526, Psy Foundations IV: Cross Cultural Psychology or COUN 574............................... 3
SPSY 603, Professional Competence II: Professional School Psych...................................... 3
SPSY 622, Data-Based Decision Making II..3
SPSY 738, Practicum I... 3
SPSY 617, Indirect Service Delivery I: Consultation... 3
CIRG 636, Educational Foundations II: Developmental Reading... 3
SPSY 624, Data-Based Decision Making III... 3
SPSY 739, Practicum II... 3
SPSY 619, Direct Service Delivery II: Individual & Group Counseling................................... 3
SPSY 620, Indirect Service Delivery II: Primary Prevention.. 3
SPSY 740, Practicum III.. 3
SPSY 750, Research III: Thesis or SPSY 751, Program Evaluation.. 3
Defend Thesis
SPSY 745, Internship... 6
SPSY 745, Internship... 6
Take Praxis II Specialty Examination in School Psychology
Total of 75 hours required

<u>New</u> Catalog Description:
SCHOOL PSYCHOLOGY, M.A., Ed. S.
Program Description
The school psychology program is designed to prepare students to meet the Department of Education Requirements for certification in West Virginia and other states. The program, which is approved by the National Association of School Psychologists (NASP), consists of 75 hours of required coursework and field experiences divided into two degree programs. The Master's Degree in School Intervention consists of 39 hours of coursework and field experience. The Educational Specialist Degree in School Psychology consists of 36 hours which permits the student to obtain increased exposure in assessment, intervention, and research. The Ed.S. Degree requires a NASP approved internship, the completion of a thesis, and a passing score on the Praxis II Specialty Examination in School Psychology.
Admission Requirements
Students are admitted to the Masters Degree in School Intervention and the Ed.S. program in School Psychology simultaneously. Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissionsrequirements.asp.
In addition, applicants must (submit all materials to Graduate Admissions):

• have a minimum undergraduate and/or graduate GPA of 3.0.
• must obtain GRE (General Test) scores of no lower than 400 on either the Verbal or Quantitative sections, or a minimum total of 900 on those two sections or its equivalent on the GRE revised. As an alternative to the GRE, students may take the Miller Analogies Test. On this test, students must achieve a scaled score of at least 400 (raw score of 40).
• must submit a sample of their professional writing (a scholarly paper on any subject) and a statement of their professional goals (1000 words or fewer).

Creating a diverse student body is a priority and minority applicants are encouraged to apply. A limited number of graduate assistantships are available. Students can be accepted into the school psychology program throughout the school year; however, school psychology competency classes begin in the fall semester of each academic year.

Program Requirements

Students are expected to have previous coursework in abnormal psychology, tests & measurements, and statistics. Any prerequisite courses must be completed prior to fall enrollment. In addition, each students is required to have a school psychologist mentor (a practicing school psychologist who has volunteered to serve as a mentor for a school psychology graduate student in his or her geographic area) and an adopting school (the adoptive school is a public school that has agreed to serve as a "home" for the student during his or her years in the program as he or she becomes socialized to the role of school psychologist) at the time of admission. Program faculty will help potential students connect with potential mentors in their own areas if needed.

It is expected that students will complete both degree programs within three to five years, depending on the number of classes in which they enroll each semester. Students are expected to enroll in all three semesters. Upon successful completion of 39 hours of required coursework and successful passing of the school intervention comprehensive examination, students will be granted the MA in School Intervention. After receiving an MA in School Intervention, students will continue on to complete the Ed. S. in School Psychology. The remaining 36 credit hours which constitute the Ed. S. degree, will allow the students the opportunity to increase their knowledge in assessment, intervention, and research. The final year begins with the summer semester preceding internship in which the student takes the final practicum and completes the thesis/program evaluation requirement. The student then completes the 1200 hour (12 credit hours) internship that is required for certification in school psychology. The internship requires a commitment to a school system for a full academic year. A maximum of 18 students will be admitted to this final-year experience. This paid internship must occur within a school setting and meet stringent criteria specified by the program and the National Association of School Psychologists. In addition, students must complete a thesis or program evaluation and earn a passing score on Praxis II Specialty Area Test in School Psychology before graduation.

Plan of Study Masters Degree in School Intervention
Requirements
Course Number/Course Title Hours

SPSY 601, Professional Competence I: Schools as Systems... 3
SPSY 616, Psy Foundations I: Typical & Atypical Child Development............................. 3
SPSY 674, Psy Foundations II: Biological Bases of Behavior or PSY 674......................... 3
SPSY 675, Psy Foundations III: Psych Foundations of School Psych................................. 3
PSY 526,   Psy Foundations IV: Cross Cultural Psychology or COUN 574......................... 3
SPSY 621, Data-Based Decision Making I..3
SPSY 618, Direct Service Delivery I: Instruction & Behavior Mod.................................. 3
SPSY 619, Direct Service Delivery II: Individual & Group Counseling............................. 3
SPSY 617, Indirect Service Delivery I: Consultation...3
SPSY 620, Indirect Service Delivery II: Primary Prevention... 3
CISP 535, Educational Foundations I: General Special Ed Programming.......................... 3
CIRG 636, Educational Foundations II: Developmental Reading..................................... 3
SPSY 738, Practicum I...3
Pass Comprehensive examination
Total of 39 hours required.

Plan of Study Ed. S. Degree in School Psychology
Requirements
Course Number/Course Title Hours
SPSY 603, Professional Competence II: Professional School Psych.................................. 3
SPSY 622, Data-Based Decision Making II... 3

SPSY 624, Data-Based Decision Making III.. 3
PSY 623, Research I: Statistics or EDF 517.. 3
PSY 692, Research II: Experimental Design or EDF 621... 3
SPSY 739, Practicum II.. 3
SPSY 74   0, Practicum III... 3
SPSY 745, Internship.. 6
SPSY 745, Internship.. 6
SPSY 750, Research III: Thesis or SPSY 751, Program Evaluation.............................. 3
Defend Thesis
Pass Praxis II Specialty Examination in School Psychology
Total of 36 hours required.

Justification:

Historically, after the merger, The School Psychology Program was housed in the College of Liberal Arts, in the Department of Psychology. Students in the program at that time received a Master's Degree in Psychology prior to being admitted to the Ed. S program in School Psychology. The School Psychology Program lost its NASP approval during this period of time and a decision was made to move the program out of the Department of Psychology and into the Graduate School of Education and Professional Development. Based on feedback from the NASP Program Approval Board, students were admitted into the School Psychology Program with a bachelor's degree, regardless of major, as long as the student had completed the prerequisite course work. A master's degree was not required.

At the present time, all candidates in the School Psychology Program earn the Ed. S degree; which is a 36 credit hour degree in the Graduate School of Education and Professional Development; a master's degree is not required. The remaining 39 credit hours necessary for certification do not apply directly to a degree. As a result, most students use a portion of those 39 hours and apply it to a Masters Degree in Education or Psychology. Because in West Virginia and many other states, the pay scale is based on a Masters plus formula, it is in the student's best interest to earn a master's degree, since without a master's degree; Ed. S. graduates are paid at a bachelor's level despite their advanced graduate degree. Therefore, the School Psychology Program has developed collaborative relationships with the Psychology Department and the Elementary Education Program to allow students the opportunity to receive their Masters degree, in order to be paid at the appropriate level once they enter the job market.

The School Psychology Program recently received its re-approval status report from the National Association of School Psychologist (NASP) and the National Council for Accreditation of Teacher Evaluation (NCATE). The program was granted conditional approval as a result of not meeting all of the NASP standards. A report documenting how the unmet standards have been addressed must be submitted to NASP by March 15, 2012. In the NASP reviewer's report, Standard 1.1 is not met and the following comment is written:

> The program has a clearly stated mission, goals, and objectives, but there is considerable confusion concerning the integrated and sequential program of studies in school psychology. In addition transitions from admissions, Masters, certification program, and Ed. S. are very confusing as described in the written materials. The program indicates that it has multiple choices for a program of study, which creates a confusing profile for candidates. The program Handbook and program report indicate that there is a 75-hour certification program for the purposes of school psychology credentialing in WV. However, it's unclear what the terminal degree is, given that the Ed. S. appears to be earned after completion of 36 or 39 credit hours. Another confusing aspect for candidates is the lack of program sequence specified per the Handbook. Transcripts reveal variable course sequence is allowed.

NASP Standard 1.6 is also not met and the following comment is written:

> The specific terminology used (Ed. S, certification program, specialist degree, and master's degree) creates confusion, as these terms are inconsistent with general understanding of credit requirements for these various degrees. For example, Ed. S. degrees usually consist of greater than 36 credit hours, a level usually associated with a Masters degree. Program materials appear to require 75 hours of graduate credit to obtain state certification, but the point of program completion is ambiguous. In support of practice, transcripts indicate that program completion results in a specialist degree. The program is encouraged to clarify areas of concern described in this section.

In NASP standard 2, a rating of not met occurred for all parts of that standard (2.1-2.11) "based on limitations described above in regard to Assessment #2 and #3". The issue in Assessment #2 was the use of grades to assess content knowledge with course imbedded assignments for which rubrics have been developed. The reviewers continued to explain:

> The table of course grades was aggregated to provide information about average grades for courses selected to represent specific NASP domains. However, according to the program report, candidates are required to resubmit assignments until a grade of A is achieved. Therefore, grades become less useful as a measure of content knowledge, as the program itself notes that grades of 4.0 may represent grade inflation. As grades are the *only* tool used to access content knowledge, it becomes even more critical that they are reliable and valid.

> It is planned that a comprehensive examination designed to evaluate the content knowledge of the master's degree will be administered to all candidates for the degree. Results of this evaluation will then become the School Psychology Program's method to address Assessment #2. Assessment #3 relates to practica which are part of the Ed. S program and will not be significantly addressed by the initiation of the Master's Degree in School Intervention.

NASP Standard 4.1 is also not met and the following comment is written:

> "Although in their response to this element, the program states that candidates form a cohort that completes the program in a 'lock-step' manner; this is inconsistent with the information in the Student Handbook. In that document, candidates are advised that they might design the course sequence to fit their particular needs and may 'remain a second year student for as long as it takes to complete all program requirements'."

Students in the Ed. S program in School Psychology had in essence three options; no master's degree, a Master's Degree in Education, or a Master's Degree in Psychology. As a result, students would complete year one of the program and when they moved into year two, they took whatever courses were required by the Master's Degree Program in which they were enrolled. When students completed this phase of their plans of study (students would actually have a plan of study for their respective masters, a plan of study for their Ed. S degree, and a plan of study for their certification), they would enter the third year of the program which constituted their final practicum and their internship. As a result of the above, students matriculated through the Ed. S program in a minimum of three years, and a maximum of five years depending on their ability to schedule and complete both degrees.

Under the proposed master's degree in School Intervention all students would take the same courses and graduate in three years. In addition, students would function as a cohort group which is the preferred model espoused by the NASP Program Approval Board.

To address the need for a Master's Degree and to address these unmet standards, it is proposed that students in the School Psychology Program be allowed to receive a Master's Degree in School Intervention for the 39 hours of course work that they presently take in the program as part of their certification plan of study. Students would then have two plans of study: a Master's Degree in School Intervention (39 hours) and an Ed. S. Degree in School Psychology (36 hours). The total number of hours would not change but students would receive the appropriate recognition and credentials for the course work they are presently taking.

Course of Study:

> The 11 domains of school psychology training and practice will be taught in both degree programs, but the level of training will be consistent with the level of the degree. NASP follows the AAA Standards of; Addressed, Assessed, and Attained. The Masters Degree will allow students the opportunity to complete the first two A's (Addressed and Assessed), and the Ed. S will allow the students the research and field experiences necessary for completion of the final A; Attained.

> Although the number of courses in the School Psychology Program will not change, the creation of two separate degrees provides the opportunity to reorganize the courses in a way that each of the degrees will be separate and meaningful. The purpose of each of the degree programs will be more specific and focused. The Masters Degree will focus on psychological foundations, and introductory direct and indirect service delivery. Students will be required to pass a comprehensive examination in

order to graduate from this program. The courses in the Ed. S Program will focus on professional skills that are only appropriate for certified school psychologists, including ethics and school law, assessment, statistics and research(including the thesis), advanced direct and indirect service delivery. The Praxis II Examination in School Psychology will remain the exit criteria for the Ed. S degree and the Nationally Certified School Psychologist (NCSP).

Comparison to Other Programs:
The school psychology program surveyed other school psychology training programs in the region to ask how they addressed this issue in their respective programs. Results indicated that all programs have a Master degree embedded in their department. Although the names of the programs vary, the intent of the program is to address the issue of the need for a Master's degree as indicated in the justification section above.

College: COFA

Change of an Area of Emphasis within an Existing Major
Department/Division: Art and Design
Name of Major: Art
Name of Area of Emphasis: Studio Art
Effective term and year: Fall 2011
Rationale
    Currently, Studio Art is a concentration for the Masters Degree in Art. As such, it neither appears on the application for admission as an option nor is it written on students' transcripts. Changing Studio Art to the Area of Emphasis would rectify this, thus clarifying the degree and its value.
Curriculum:
    Minimum Course Requirements .... 36 hours
    Studio area...minimum of 18 hours
    Art History.. ...6 hours
    Seminar (3 credits must be Art 670).. 6 hours
    Electives in courses selected outside of art discipline.....................................6 hours
    General Requirements
    • Each student will have a committee for the purposes of advising and reading the comprehensive examination. The student will select two faculty members plus the graduate coordinator or chair of the Department of Art and Design.
    • A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.
    • All students in studio areas are required to undergo a review of their artwork after completing 9 hours of work. Students must pass this review before registering for additional studio courses. All students in studio areas are additionally required to undergo an 18-hour review. Dates for both the 9-hour and 18-hour reviews are posted every semester in the Art and Design office.
    • Transfer students must complete a minimum of 30 hours toward the degree in courses in the Marshall University Department of Art and Design.
    • All students seeking an M.A. degree in art must pass a written comprehensive examination prior to graduation.
    • All students in studio concentrations are required to exhibit art and design work completed at Marshall University, in the Birke Art Gallery, prior to graduation.
    • Art and design majors may not take Art 507 as an art history credit toward their graduate degrees.
Current Catalog Description
    from pp. 112-113
    ART, M.A.
    (The Art Education Area of Emphasis is currently not accepting applications).
    The Department of Art and Design offers the M.A. in Art with a 36-hour concentration in studio art with options in the following areas of study: ceramics, sculpture, graphic design, painting, photography,

printmaking, or fibers.
Admission Requirements
Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissionsrequirements.asp.
In addition, applicants must submit to Graduate Admissions:
1. GRE scores.
2. A portfolio with twenty representative examples of the applicant's artwork that includes a digital archive with a numbered image sheet listing work title, medium, and size.
3. A writing sample consisting of an artist's statement of 500-700 words.
4. Letter of application addressed to the department chair.
5. Three letters of reference in sealed and signed envelopes.
Applicants whose transcripts, portfolio, or writing samples indicate lack of adequate preparation for graduate study in Art and Design are required to do preliminary coursework to address the deficiencies.
Applicant's portfolio and writing sample
Faculty members in the studio concentration will review the applicant's portfolio and submit a letter of recommendation to the graduate committee. The graduate committee will decide whether to accept the student based on its review of the portfolio, writing sample, and transcripts.
Courses Prerequisite to Graduate Study in Art and Design for those not completing a Bachelor's in Art
One year of developmental undergraduate courses for those lacking undergraduate degrees in art who wish to pursue graduate study in art will consist of a minimum of:
• A minimum of two courses from the following studio courses (selected in consultation with the graduate advisor): ART 214, 215, 217, 218, 219, 406 or 418 and,
• Art History 201 and 202
• Two courses in proposed area of studio concentration.
These courses will not be converted or substituted for graduate credit.
Prospective students who have completed comparable courses as undergraduates may substitute that work for some of these requirements in consultation with the chair or graduate coordinator.
At completion of the minimum of 18 hours of coursework, a portfolio and writing sample must be submitted to the graduate committee for review.
Graduate Assistantships
An applicant who wishes to be considered for an assistantship should contact the Department of Art and Design office, obtain the appropriate form, and schedule an interview with the department chair.
Program Requirements
General Requirements
• Each student will have a committee for the purposes of advising and reading the comprehensive examination. The student will select two faculty members plus the graduate coordinator or chair of the Department of Art and Design.
• All students are required to complete three semesters of ART 500, Co-Curricular Experiences.
• A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.
• All students in studio areas are required to undergo a review of their artwork after completing 9 hours of work. Students must pass this review before registering for additional studio courses. All students in studio areas are additionally required to undergo an 18-hour review. Dates for both the 9-hour and 18-hour reviews are posted every semester in the Art and Design office.
• Transfer students must complete a minimum of 30 hours toward the degree in courses in the Marshall University Department of Art and Design.
• All students seeking an M.A. degree in art must pass a written comprehensive examination prior to graduation.
• All students in studio concentrations are required to exhibit art and design work completed at Marshall University, in the Birke Art Gallery, prior to graduation.
• Art and design majors may not take Art 507 as an art history credit toward their graduate degrees
Studio Art Concentration
The degree of Master of Arts in Art, with a concentration in Studio Art, requires a minimum of thirty-six credit hours. General Graduate College admission requirements must be fulfilled. It is suggested that applicants contact a studio faculty member in the area of concentration they wish to pursue if they have

questions about the program. An exhibition of completed artwork is required.

Minimum Course Requirements .... 36 hours

Studio area...18-21 hours

Art History.. 6-9 hours

Seminar (ART 670)... 3 hours

Electives in courses selected in consultation with advisor .... 6-9 hours

New Catalog Description

ART, M.A.

(The Art Education Area of Emphasis is currently not accepting applications).

The Department of Art and Design offers the M.A. in Art with a 36-hour emphasis in studio art with options in the following areas of study: ceramics, sculpture, graphic design, painting, photography, printmaking, or fibers.

Admission Requirements

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissionsrequirements.asp.

In addition, applicants must submit to Graduate Admissions:

1. GRE scores.

2. A portfolio with twenty representative examples of the applicant's artwork that includes a digital archive with a numbered image sheet listing work title, medium, and size.

3. A writing sample consisting of an artist's statement of 500-700 words.

4. Letter of application addressed to the department chair.

5. Three letters of reference in sealed and signed envelopes.

Applicants whose transcripts, portfolio, or writing samples indicate lack of adequate preparation for graduate study in Art and Design are required to do preliminary coursework to address the deficiencies.

Applicant's portfolio and writing sample

Faculty members in the studio area of emphasis will review the applicant's portfolio and submit a letter of recommendation to the graduate committee. The graduate committee will decide whether to accept the student based on its review of the portfolio, writing sample, and transcripts.

Courses Prerequisite to Graduate Study in Art and Design for those not completing a Bachelor's in Art

One year of developmental undergraduate courses for those lacking undergraduate degrees in art who wish to pursue graduate study in art will consist of a minimum of:

• Two courses from the following studio courses (selected in consultation with the graduate advisor): ART 214, 215, 217, 218, 219, 406 or 418 and,

• Art History 201 and 202

• Two courses in proposed area of emphasis.

These courses will not be converted or substituted for graduate credit.

Prospective students who have completed comparable courses as undergraduates may substitute that work for some of these requirements in consultation with the chair or graduate coordinator.

At completion of the minimum of 18 hours of coursework, a portfolio and writing sample must be submitted to the graduate committee for review.

Graduate Assistantships

An applicant who wishes to be considered for an assistantship should contact the Department of Art and Design office, obtain the appropriate form, and schedule an interview with the department chair.

Program Requirements

General Requirements

• Each student will have a committee for the purposes of advising and reading the comprehensive examination. The student will select two faculty members plus the graduate coordinator or chair of the Department of Art and Design.

• A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.

• All students in studio areas are required to undergo a review of their artwork after completing 9 hours of work. Students must pass this review before registering for additional studio courses. All students in studio areas are additionally required to undergo an 18-hour review. Dates for both the 9-hour and 18-hour reviews are posted every semester in the Art and Design office.

• Transfer students must complete a minimum of 30 hours toward the degree in courses in the Marshall

University Department of Art and Design.
• All students seeking an M.A. degree in art must pass a written comprehensive examination prior to graduation.
• All students in the studio areas of emphasis are required to exhibit art and design work completed at Marshall University, in the Birke Art Gallery, prior to graduation.
• Art and design majors may not take Art 507 as an art history credit toward their graduate degrees
Studio Art Area of Emphasis
The degree of Master of Arts in Art, with an emphasis in Studio Art, requires a minimum of thirty-six credit hours. General Graduate College admission requirements must be fulfilled. It is suggested that applicants contact a studio faculty member in the area they wish to pursue if they have questions about the program. An exhibition of completed artwork is required.

Minimum Course Requirements ....36 hours
Studio Area..18 hours
Art History...6 hours
Seminar (3 credits must be Art 670)..6 hours
Electives in courses selected outside of art discipline..6 hours

College: COS

Request for Addition of Area of Emphasis Within an Existing Major
Department/Division: Science
Name of Major: Biological Sciences; M.S., M.A.
Name of Area of Emphasis: Computer Forensics
Change of Name of Area of Emphasis: Organismal, Evolutionary, and Ecological Biology
Effective term and year: Fall 2011
See attached PDF "BSC Request" file for further information

ATTACHMENT 4
Academic Standards and Planning Committee Recommendations

1. Request for Addition of Public History Certificate (Application attached)

Summary: This request is for a new interdisciplinary graduate course of study in the Department of History. The program will use a combination of practical coursework and field experiences to prepare the student for career opportunities in museums, historic homes, libraries, archives, state and national parks, and local, state, and federal governmental agencies.

Students will complete 18 credit hours (including 9 required courses and 9 elective hours from a list of specified courses).

The program has resource requirements beginning in the Spring of 2014.

Committee Recommendation: Approve

2. Request for Change in Minor in Geography (Application attached)

Summary: One required course is being added to the existing Minor in Regional Geography. For the minor, students previously chose courses from a specified list for a minimum of 6 credit hours. After the change, Students are required to take GEO 623 – Regions of North America (3 credit hours), then choose courses from a specified list to complete the required hours for the minor.

Committee Recommendation: Approve

3. Request for Changes to the existing IBAM program to the AMD program.

Summary: Dean Spindel has prepared and submitted proposed catalog changes for the new AMD program (Accelerated Master's Degree), which will replace the existing IBAM program. She has also prepared accompanying forma for AMD proposals and Programs of Study (see attachments).

Committee Recommendation: Approve

Attachment 5

RECOMMENDATION TO GRADUATE COUNCIL

Recommendation Submitted by: (person/program or committee submitting recommendation)_____

PROCEDUAL NOTES:

(1) This form is to be used for all non-curriculum items (for items directly related to curriculum issues, use the appropriate addition/deletion/change forms).

(2) Signatures: Not all submissions will require all signatures. (This will depend on the nature of the item and from where or whom the item originates).

(3) Prepare **_one_** paper copy and forward to the Graduate Council Chair along with **_one_** identical ELECTRONIC COPY with all supporting documentation as an attachment in MS Word format by email to the Graduate Council Chair for electronic distribution to the appropriate Graduate Council subcommittee. **_The Graduate Council cannot process this application until it has received both the electronic copy and signed hard copy_**.

(4) If the item being considered requires an addition or a change to the Graduate Catalog, include that information on page 3 of this form. (Check one below)

____ Catalog change required ____ NO catalog change

Contact Person: _____ Phone: _____

College: _____ Department/Division: _____

SIGNATURES (all items may not require all signatures):

_____

Committee Chair Date

_____

Department/Division Chair Date

_____

Dean of the College Date

_____

RECOMMENDS APPROVAL OF: (give details of the recommendation here)

RATIONALE: (provide a rationale for the recommendation)

GRADUATE COUNCIL CHAIR:

APPROVED BY THE
GRADUATE COUNCIL: _____DATE:_____

DISAPPROVED BY THE
GRADUATE COUNCIL: _____DATE:_____

COMMENTS: _____

_____

_____

_____

Current Catalog Description (if applicable)

Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change. (Add/Delete space as needed.)

Edits to the Current Description

Copy the Current Catalog Description here, then use the MS Word Strikethrough function to mark out proposed deletions and use the Highlight function to indicate proposed new text.

New Catalog Description

Provide a 'clean' copy of your proposed description, i.e., no Strikethroughs or Highlighting included. This should be what you are proposing for the new description.

Prepare **one** paper copy with all signatures and forward to the Graduate Counci ~~~~~~)PY
with all supporting documentation as an attachment in MS Word format by em; *attachment* ion
o the Graduate Council Curriculum Committee. *5*

Guidelines for an AMD Proposal

Accelerated Master's Degree Programs may be developed between an underc
between two programs in a single school/college or between programs in tw·
opportunities of the best undergraduates at Marshall University, enabling the   s time
than it would take following the traditional path.

Rationale: The proposal should identify the rationale or need for an AMD, and, if the undergraduate and graduate p.−
different departments, clarify how they are appropriate for the AMD.

Rationale:

Admission Requirements: The proposal should state whether admission requirements for the AMD differ from regular admission
requirements (e.g. waive test scores).

Admission Requirements:

AMD Credits: The proposal may allow an undergraduate student to earn a maximum of 12 credits in approved graduate courses to be
applied to the master's degree. Please note the maximum allowed credits.

AMD Credits:

Curriculum: The proposal should show how a student can complete the Bachelor's degree requirements while reducing the total number
of elective undergraduate hours by the graduate credits earned (up to a maximum of 12).

Curriculum:

Student Eligibility: AMD applicants must have a minimum over-all grade point average of 3.30 and 3.30 in the major. Programs may
require a higher GPA. Please note your required GPA.

Student Eligibility:

Approvals
Signatures

Undergraduate Advisor .... Date

Graduate Studies Director .... Date

Dean, Undergraduate College .... Date

Graduate Council Chair .... Date

ACCELERATED MASTER'S DEGREE
PLAN OF STUDY

LAST NAME [   ]   FIRST NAME [   ]

ID NUMBER [   ]   E-MAIL ADDRESS [   ]

DAYTIME PHONE [   ]

Anticipated Completion of Bachelor's Degree   First Term of Enrollment as a Graduate Student

☐ FALL   ☐ SPRING   ☐ SUMMER   YEAR [   ]   ☐ FALL   ☐ SPRING   ☐ SUMMER   YEAR [   ]

Undergraduate Major [   ]

Hours Completed [   ]   Overall GPA [   ]   GPA in Major [   ]

Proposed Master's Program [   ]

Courses to be taken for graduate credit while enrolled as Undergraduate

TERM	YEAR	DEPARTMENT & COURSE NUMBER	NUMBER OF CREDIT HOURS	COURSE TITLE

Term and year you plan to graduate from Master's program [   ]

NOTE: This declaration of intent to graduate at a specific time does not put you on the tentative Graduation List. You must still apply for graduation at the beginning of the semester/term in which you plan to graduate, pay the Diploma Fee at the Bursar's office, and return the Application to Graduate to the Graduate College office, Old Main 113. You must also have an approved Plan of Study on file in the Graduate College office before you apply for graduation. Applications for graduation are available online: http://www.marshall.edu/graduate/forms/ApplicationforGraduation_0309.pdf

[   ]   Graduate Catalog of Record (Year): this is the catalog that is current for the semester/term during which you were admitted to your graduate degree program. You may choose a more recent catalog as your catalog of record.

Are you submitting a Thesis/D as part of your degree requirements?   ☐ Yes   ☐ No

If YES, and if your Thesis/D involves human subject research, you must review the requirements of the Marshall University Institutional Research Board (IRB) BEFORE you begin any data collection. http://www.marshall.edu/graduate/etd/humanssubjectresearch.asp

THE PURPOSE OF THIS PLAN OF STUDY IS TO DETAIL YOUR PROGRAM REQUIREMENTS FROM START TO FINISH. IT SHOULD INCLUDE ONLY THOSE COURSES REQUIRED BY YOUR DEGREE PROGRAM AND MAY INCLUDE ELECTIVE OR MINOR COURSES. DO NOT INCLUDE ANY UNDERGRADUATE COURSES. ONLY 6 HOURS OF CREDIT WITH A GRADE OF "C" CAN BE INCLUDED AND NO GRADE BELOW A "C." SOME PROGRAMS MAY HAVE MORE STRINGENT REQUIREMENTS. PLEASE REFER TO YOUR GRADUATECATALOG OF RECORD WHEN COMPLETING THIS FORM.

If you have any transfer courses (up to 12 transfer credits may be allowed), you must attach a completed Application for Approval to Transfer Graduate Credit to this Plan of Study:
http://www.marshall.edu/graduate/forms/applicationtotransfergraduatecredit.pdf

NOTE: Your Advisor and the Graduate Dean MUST approve in writing any change in coursework or completion date on this Plan of Study.

LIST below graduate courses PROPOSED.
NOTE: If you are planning to transfer coursework from another institution, the Graduate College office must have the official transcripts on file before the end of your final semester/term. If we do not have these documents your graduation will be delayed.

Dept. Course No.	Course Title	Credit Hrs.	Grade

Student signature _____
                                                                                        Date

Approvals:

_____
Undergraduate Advisor   Date

_____
Dean of Undergraduate College in which Student is Currently Enrolled   Date

_____
Director of Graduate Studies   Date

_____
Dean of Graduate College   Date

Submit for Graduate Dean approval to:
Graduate College
Marshall University
One John Marshall Drive
113 Old Main
Huntington, WV 25755

Questions? Call 304-696-6606 or e-mail
graduatecollege@marshall.edu for assistance

Request for <u>Graduate Catalog Change</u>

PROCEDURAL NOTES:

(1) This form is used *ONLY* for requests to clarify the existing catalog description, or for catalog changes required as a result of previously approved curriculum changes. For catalog changes related to proposed changes, additions, or changes in degrees, minors, areas-of-emphasis, or certificates requirements, course title, number, hours, prerequisite, or other curriculum changes, use the appropriate Graduate Course Change Request form: <u>www. Marshall.edu/graduate-council/Forms</u>.

(2) Prepare *<u>one</u>* paper copy with all signatures and forward to the Graduate Council Chair. Additionally, immediately following attainment of the College Curriculum Chair, or Dean signature if your College does not have a Curriculum Committee, send *<u>one</u>* identical ELECTRONIC COPY with all supporting documentation as an attachment in MS Word format by email to the Graduate Council Chair for electronic distribution to the Graduate Council Curriculum Committee. *The Graduate Council cannot process this application until it has received both the electronic copy and signed hard copy.*
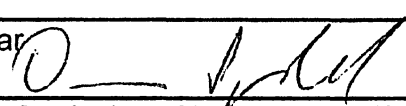
College: <u>Graduate</u>   Department/Division: _____

Contact Person: <u>Donna Spindel</u>   Phone: 62818_____

Degree and page number from the latest catalog where the degree or program description begins:
<u>p. 65</u>

Signatures (if disapproved at any level, do not sign. Return to the previous signer with recommendation attached.)

Department/Division Chair	Date
Registrar	Date 3-21-11
College Curriculum Chair or Dean if no College Committee	Date
Graduate Council Chair	Date

Information on the following pages must be completed before signatures are obtained.

04/15/2010

Current Catalog Description

Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change. (Add/Delete space as needed.)

Integrated Bachelor 's and Master's (IBAM) Degree Programs

Some master's degree programs at Marshall University allow undergraduate students who excel academically to begin working simultaneously on coursework toward a master's degree while completing a bachelor's degree. These are Integrated Bachelor's and Master's (IBAM) degree programs, and are somewhat like what previously have been called three-plus-two or four-plus-one programs.

Such program arrangements can be very beneficial from a scheduling standpoint, as they allow students to take both undergraduate and graduate courses in the same semesters, once those students have accumulated at least 90 credit hours toward their bachelor's degrees. It also allows the possibility for students to complete the bachelor's degree with a minimum of 120 credit hours if they have met all other degree requirements for their particular bachelor's degree, while they continue to work on their master's degree. However, none of the credit hours used for the bachelor's degree can be counted toward the master's degree.

Students may apply through the appropriate bachelor's and master's degree programs to be accepted into an approved IBAM degree program any time during their junior or senior year if they (1) have previously completed at least 60 hours toward their bachelor's degree, (2) have at least a 3.30 overall undergraduate GPA, (3) have at least a 3.30 GPA for their major courses, (4) are in good standing with the university, and (5) have met all requirements set by the master's degree program for students desiring admittance into that program's IBAM degree program. These requirements might differ somewhat from normal master's degree application requirements. For example, some departments might waive the required admission test, such as the GRE, GMAT or Miller Analogies, for students in an IBAM degree program—it is important to check carefully with the particular degree department. Application deadlines, if any, are to be set by the departments involved with the particular degrees.

Edits to the Current Description

Copy the Current Catalog Description here, then use the MS Word Strikethrough function to mark out proposed deletions and use the Highlight function to indicate proposed new text.

~~Integrated Bachelor 's and Master's (IBAM) Degree Programs~~
~~Some master's degree programs at Marshall University allow undergraduate students who excel academically to begin working simultaneously on coursework toward a master's degree while completing a bachelor's degree. These are Integrated Bachelor's and Master's (IBAM) degree programs, and are somewhat like what previously have been called three-plus-two or four-plus-one programs.~~
~~Such program arrangements can be very beneficial from a scheduling standpoint, as they allow students to take both undergraduate and graduate courses in the same semesters, once those students have accumulated at least 90 credit hours toward their bachelor's degrees. It also allows the possibility for students to complete the bachelor's degree with a minimum of 120 credit hours if they have met all other degree requirements for their particular bachelor's degree, while they continue to work on their master's degree. However, none of the credit hours used for the bachelor's degree can be counted toward the master's degree.~~
~~Students may apply through the appropriate bachelor's and master's degree programs to be accepted into an approved IBAM degree program any time during their junior or senior year if they (1) have previously completed at least 60 hours toward their bachelor's degree, (2) have at least a 3.30 overall undergraduate GPA, (3) have at least a 3.30 GPA for their major courses, (4) are in good standing with the university, and (5) have met all requirements set by the master's degree program for students desiring admittance into that program's IBAM degree program. These requirements might differ somewhat from normal master's degree application requirements. For example, some departments might waive the required admission test, such as the GRE, GMAT or Miller Analogies, for students in an IBAM degree program—it is important to check carefully with the particular degree department. Application deadlines, if any, are to be set by the departments involved with the particular degrees.~~

New Catalog Description

Provide a 'clean' copy of your proposed description, i.e., no Strikethroughs or Highlighting included. This should be what you are proposing for the new description.

Accelerated Master's Degree (AMD)

Marshall University offers an accelerated path through a number of its Master's degree programs. We encourage qualified undergraduates to consider doing an accelerated Master's degree.

Undergraduates accepted to an **Accelerated Master's Degree** program can begin taking graduate coursework in their senior year up to a maximum of 12 hours in place of electives. Students reduce the number of hours required to complete the Bachelor's degree by the number of graduate hours they complete (up to a maximum of 12). They must meet all other degree requirements for their Bachelor's degree while they work on their Master's degree. None of the credit hours used for the Bachelor's degree can be counted toward the Master's degree.

Graduate coursework/credit will appear ONLY on the graduate transcript, and graduate course grades will be calculated at the graduate level. The undergraduate transcript will indicate that graduate courses were used to fulfill the AMD requirement.

Advantages of an Accelerated Degree:

- complete the Bachelor's degree with up to 12 fewer credit hours, (must meet all other degree requirements for the Bachelor's degree);
- begin work on the Master's degree during the senior year;
- complete up to 12 graduate credits at undergraduate tuition rates;
- earn a Bachelor's and Master's degree in less time.

Eligibility Requirements for Accelerated Master's Degree Program

- must have completed at least 90 hours toward the Bachelor's degree;
- must have at least a 3.30 overall undergraduate GPA;
- must have at least a 3.30 GPA in the major;
- must meet the admission requirements of the chosen Master's degree program. (Note: AMD programs may have admission requirements that differ from the admission requirements for the regular Master's degree. For example, some departments might waive the required admission test, such as the GRE, GMAT or Miller Analogies. Students should check with the chosen Master's degree program.

How to Apply

1. During the junior or senior year, eligible students should meet with their Undergraduate Advisor and the Director of Graduate Studies of their chosen Master's degree program to develop an AMD *Plan of Study*. The *Plan of Study* form is available from the Graduate College office or online at the Graduate College website. The completed, signed, and approved *Plan of Study* must be submitted to the Graduate College. Any changes to the AMD *Plan of Study* must be approved by the Undergraduate Advisor and Director of Graduate Studies and submitted in writing to the Dean of the Graduate College.

   1. The student's acceptance into the AMD program is subject to the approval of the *Plan of Study* by the Dean of the Graduate College.

2. Students accepted into the AMD program should apply for admission to the chosen Master's degree program for the first semester after the bachelor's degree is awarded. Applications should be submitted during the last semester of the senior year.

Requirements for Continuation in the AMD Degree Program
Students must maintain a minimum GPA of 3.0 for all graduate credit toward their Master's degree program.

Withdrawal from the AMD
A student may withdraw at any time from an approved AMD program by informing the Undergraduate Advisor, the Director of Graduate Studies, and the Dean of the Graduate College in writing. A student's status will then revert to the standard undergraduate degree program. Any graduate hours earned must be approved for use in fulfillment of bachelor's degree requirements by the student's Undergraduate Dean.

From Undergraduate to Graduate Student
Beginning with the semester after the student has earned the Bachelor's degree and has been accepted into a Master's degree program, the student is enrolled in the Graduate College and is assessed tuition and fees at the graduate rate. All rules regarding graduate education will apply to the student once admitted into the Master's degree program.

NOTE: Departments wishing to have an AMD degree program must apply to the Graduate Council for approval. The Graduate College will have administrative responsibility for the AMD.

Graduate College
Addition / Deletion / Change of a Minor

Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair. E-mail one identical PDF copy to the Graduate Council Chair.

The Graduate Council cannot process this application until it has received both the PDF copy and signed hard copy.

College: Liberal Arts   Department/Division: Geography
Contact Person: **James Leonard**Phone: **6-4626**
Title of Minor: Regional Geography

Action Requested (check appropriate box):   ☐ **Addition**   ☐ **Deletion**   ☒ **Change**

Effective term and year: Fall 2011 Spring 20   Summer 20

Signatures (If disapproved at any level, do not sign. Return to the previous signer with recommendation attached.)

Department/Division Chair	Date
College Curriculum Chair	Date
College Dean	Date
Graduate Council Chair	Date
Provost / VP Academic Affairs	Date
Presidential Approval	Date

Information on the following page must be completed before signatures are obtained.

Form updated 9/2010

Curriculum: (Course number, title, and credit hours. Indicate whether each course is Required or Optional) We are adding one required course: GEO623 Regions of North America, 3 credit hours. The course has been newly created and will focus on the concept of regions, a fundamental idea in geography, as applied in North America.

Students will then choose 3 additional credit hours from the following: GEO 502 Geography of Appalachia , 503 Geography of Asia, 504 Geography of Europe, 507 Geography of Sub-Saharan Africa, 508 Geography of South and Middle Ameria, 509 Geography of North Africa and the Middle East, 512 Geography of Russia, 520 Field Research (regional topic), 610-614 World Regions (seminars), 617-619 Seminars in Geography (regional topic).

1. **ADDITONAL RESOURCE REQUIREMENTS**
    If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.)
    Enter "*Not Applicable*" if not applicable

2. **NON-DUPLICATION**
    If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the request and any response received from them.
    Enter "*Not Applicable*" if not applicable.

For catalog changes as a result of the above actions, please fill in the following pages.

Graduate College – Page 3
Addition / Deletion / Change of a Minor

3. ***Current* Catalog Description**

Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change.

> From the 2010-2011 catalog page 135:
>
> Students who minor in graduate Geography should choose a minimum of six hours of appropriate courses from one of the specialties below in consultation with their major faculty advisor and a Geography faculty advisor.
>
> Regional Geography: Choose from GEO 502, 503, 504, 507, 508, 509, 512, 520 (regional topic), 610-614, 617-619

4. ***Edits* to the Current Description**

Attach a PDF copy of the current catalog description prepared in MS WORD with strike throughs to mark proposed deletions and use the highlight function to indicate proposed new text.

5. ***New* Catalog Description**

Insert a 'clean' copy of your proposed description, i.e., no Strikethroughs or Highlighting included. This should be what you are proposing for the new description.

> Students who minor in graduate Geography should choose a minimum of six hours of appropriate courses from one of the specialties below in consultation with their major faculty advisor and a Geography faculty advisor.
>
> Regional Geography: Required: GEO623, then choose from GEO 502, 503, 504, 507, 508, 509, 512, 520 (regional topic), 610-614, 617-619 (regional topic)

Form updated 9/2010
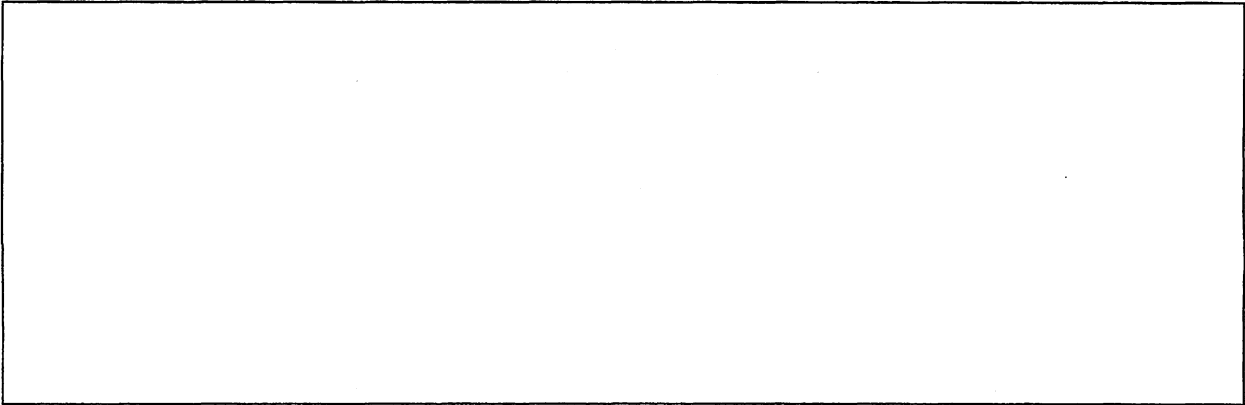
Curriculum Action Request
Addition / Deletion / Change of an <u>Area of Emphasis within an Existing Major</u>

PROCEDURAL NOTE: Prepare *one* paper copy with all signatures and forward to the Graduate Council Chair. Additionally, immediately following attainment of the College Curriculum Chair or Dean signature if your College does not have a Curriculum Committee, send *one* identical ELECTRONIC COPY with all supporting documentation as an attachment <u>in MS Word format</u> by email to the Graduate Council Chair for electronic distribution to the Graduate Council Curriculum Committee. *The Graduate Council cannot process this application until it has received both the electronic copy and signed hard copy.*

College:____Science_____ Department/Division:____Biological Sciences_____

Contact Person:_____F. Robin O'Keefe_____ Phone: ___6-2427_____
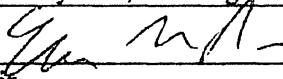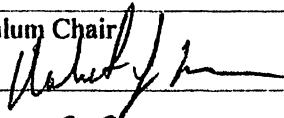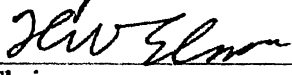
Name of Major:_____Biological Sciences; M.S., M.A._____

Name of Area of Emphasis: _Organismal, Evolutionary, and Ecological Biology_____

Action Requested (check appropriate box): [x] **Addition**   [ ] **Deletion**   [ ] **Change**

Effective term and year: Fall 20____ Spring _2011____ Summer 20____

Signatures (If disapproved at any level, do not sign. Return to the previous signer with recommendation attached.)

Department/Division Chair	3/9/11 Date
College Curriculum Chair	Date 3/15/11
College Dean	Date 3/24/11
Graduate Council Chair	Date
Provost / VP Academic Affairs	Date
Presidential Approval	Date

Information on the following pages must be completed before signatures are obtained.

Rationale: (Add/Delete space as needed)

This Organismal, Evolutionary, and Ecological Biology Area of Emphasis will provide a focused experience for those students who study biology at the level of the entire organism, and above. The anatomy, structure, and function of individual species will be stressed, as will the evolutionary relationships between groups of organisms. The relationships of different organisms, and their integration into communities, will also be addressed at the ecological level. The intent of this area of emphasis is to serve students engaged in natural history studies, students engaged in the assessment of environmental impacts on species and communities, and those focusing on the detailed anatomy, structure, and function of individual organisms both recent and fossil. Students choosing this major will be well-prepared to pursue careers or further education in the environmental sciences, environmental mitigation, resource management, and ecological impact assessment. Others choosing this area of emphasis will be prepared for the study of evolutionary biology, biomechanics, and the natural history of groups of organisms ranging from today's plants to fossil reptiles and mammals.

Curriculum: Course number, title, and credit hours. Indicate whether each course is Required or Optional (Add/Delete space as needed)

M.Sc. = 32 hours (at least 16 hours must be at the 600 level)
M.A. = 36 hours (at least 18 hours must be at the 600 level)

BSC (BSC 660)   Introductory Graduate Seminar .... 2 hrs
BSC (BSC 661)   Seminar I   .... 2 hrs
BSC (BSC 662)   Seminar II   .... (1 hr x 2) = 2 hrs

BSC (BSC 681)   Thesis   ....up to 12 hours
        (if only 9 hours thesis (BSC 681), select an additional course(s) from the list below)

Additional Courses to be selected from: (at least 14 hours for M.Sc. and 18 hours for M.A.)

BSC 501 Ichthyology (4 hrs)
BSC 505 Economic Botany (3 hrs)
BSC 506 Herpetology (4 hrs)
BSC 508 Ornithology (4 hrs)
BSC 509 Mammalogy (4 hrs)
BSC 513 Principles of Organic Evolution (3 hrs)
BSC 516 Plant Taxonomy (4 hrs)
BSC 517 Biostatistics (3 hrs)
BSC 524 Animal Parasitology (4 hrs)
BSC 525 Biosystematics (3 hrs)
BSC 526 Medical Entomology (4 hrs)
BSC 530 Plant Ecology (4 hrs)
BSC 560 Conservation Forest Soil Wildlife (3 hrs)
BSC 610 Advanced Vertebrate Morphology (3 hrs)
BSC 620 Taxonomy of Vascular Plants (2 hrs)

Additional electives not listed above may be included in a student's program of study if determined by the advisor to be appropriate to this area of emphasis.

1. **ADDITONAL RESOURCE REQUIREMENTS (Add/Delete space as needed):**
    If your department requires additional faculty, equipment, or specialized materials to add or change this AoE, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "*Not Applicable*" if not applicable

    > Not Applicable

2. **NON-DUPLICATION (Add/Delete space as needed):**
    If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the request and any response received from them. Enter "*Not Applicable*" if not applicable.

    > Not Applicable

3. *Current* **Catalog Description**
    Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change. (Add/Delete space as needed)

    > Catalog p. 149
    >
    > # BIOLOGICAL SCIENCES, M.S., M.A.
    > Area of Emphasis
    >   Watershed Resource Science

4. *Edits* **to the Current Description**
    Copy the Current Catalog Description here, then use the MS Word Strikethrough function to mark out proposed deletions and use the Highlight function to indicate proposed new text.

    > # BIOLOGICAL SCIENCES, M.S., M.A.
    > ## Areas of Emphasis
    >   **Organismal, Evolutionary, and Ecological Biology**
    >   **Watershed Resource Science**

Form updated 04/15/2010

Provide a 'clean' copy of your proposed description, i.e., no Strikethroughs or Highlighting included. This should be what you are proposing for the new description.

p. 149

BIOLOGICAL SCIENCES, M.S., M.A.
Areas of Emphasis
Organismal, Evolutionary, and Ecological Biology
Watershed Resource Science

Add to p. 150. (insert new text directly below the section on "M.A. degree requirements" and before "Area of Emphasis in Watershed Resource Science").
(New text begins below)

Organismal, Evolutionary, and Ecological Biology as an area of emphasis in Biological Sciences will provide participating students with a broad background in biology at the level of the individual organism and above. The anatomy, structure, and function of individual species are stressed, as is the comparative natural history and evolutionary relationships of groups of related organisms. Lastly, the roles of organisms in a broader context is studied via the analysis of ecological relationships. The intent of this area of emphasis is to serve students engaged in natural history studies, students engaged in the assessment of environmental impacts on species and communities, and those focusing on the detailed anatomy, structure, and function of individual organisms both recent and fossil. Students choosing this major will be well-prepared to pursue careers or further education in the environmental sciences, environmental mitigation, resource management, and ecological impact assessment. Others choosing this area of emphasis will be prepared for the study of evolutionary biology, biomechanics, and the natural history of groups of organisms ranging from today's plants to fossil reptiles and mammals.

Graduate College
Addition / Deletion / Change of a Certificate

Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair. E-mail one identical PDF copy to the Graduate Council Chair.

The Graduate Council cannot process this application until it has received both the PDF copy and signed hard copy.

College: __COLA__   Department/Division: __History__
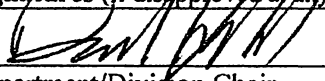
Contact Person: __Dr. Daniel Holbrook__   Phone: __304-696-417__

Name of Certificate: __Public History Certificate__

Action Requested (check appropriate box): [X] Addition   [ ] Deletion   [ ] Change

Effective term and year: Fall 20____ Spring _2012_ Summer 20____

Information on the following pages must be completed before signatures are obtained.

Signatures (If disapproved at any level, do not sign. Return to the previous signer with recommendation attached.)

_____ Department/Division Chair	Date
_____ College Curriculum Chair	Date
_____ College Dean	Date
_____ Graduate Council Chair	Date
_____ Provost / VP Academic Affairs	Date
_____ Presidential Approval	Date

9/2010

Rationale: To provide an interdisciplinary graduate course of study that will use a combination of practical coursework and field experiences to prepare the student for career opportunities in museums, historic homes, libraries, archives, state and national parks, and local, state, and federal governmental agencies.

DEFINITION OF PUBLIC HISTORY: In 2007 the Board of Directors of the National Council on Public History (http://ncph.org/cms/what-is-public-history/) described public history as 'a movement, methodology, and approach that promotes the collaborative study and practice of history; its practitioners embrace a mission to make their special insights accessible and useful to the public.' The NCPH continues with what it considers to be the actual practitioners; ... practitioners include museum professionals, government and business historians, historical consultants, archivists, teachers, cultural resource managers, curators, film and media producers, policy advisors, oral historians, professors and students with public history interests, and many others.

EMPLOYERS SEEKING QUALIFIED PUBLIC HISTORIANS: In 2003, The American Historical Association published the results of a survey (http://www.historians.org/Perspectives/Issues/2003/0309/0309aha6.cfm) from various institutions that described the attributes and desired training that was expected from Public History programs across the country. The survey indicated that the type of employees that institutions were looking for were:

a. historians with 'practical knowledge' and the 'ability to understand public interpretation' of history.

b. graduates with a background in museum studies or archival training which provided a measure of training in administrative topics.

c. graduates with good writing and communication skills; an appreciation of local history (any local history, but especially of the institution's own vicinity); an understanding of different audiences (and the ability to communicate with ordinary people); and a willingness and ability to work with others.

d. graduates with improved technical proficiency in such areas as oral history, historic preservation, archival management, and museum-based education.

e. graduates with practical experience gained through internships and other types of practicums.

JOB OPPORTUNITIES IN THE FIELD OF PUBLIC HISTORY: In the 2010-2011 edition of the U.S. Department of Labor's Occupational Outlook Handbook (http://www.bls.gov/oco/ocos065.htm), the field of Public History included the job titles of archivists, curators, and museum technicians. The growth of job opportunities in this field was projected to be much faster than average with an anticipated increase of twenty percent by the year 2018.

ATTRIBUTES OF SUCCESSFUL PUBLIC HISTORY PROGRAMS AT ACADEMIC INSTITUTIONS: The same AHA survey in 2003 listed several Public History Programs as the ones receiving 'consistently high marks' from the Survey respondents:

a.Arizona State University: Offers concentrations in; scholarly publishing, historic preservation, community history, historical administration, the public sector, and museum studies. The ASU program offers internships for their students at the local, state, and federal level in Arizona and at cooperating institutions, organizations, and agencies across the country. Two core courses are required - Public History Methodology and U.S. Cultural Institutions and Public Practice. Elective courses include; Historians and Preservation, Historical Administration, Community History, Public History Seminar, Historical Resource Management, International Public Practice, and scholarly publishing courses.

b. Middle Tennessee State University: Offers concentrations in historic preservation, cultural resources management, museum studies, and archival management and administration. The MTSU program offers a wide variety of internship opportunities for students in local and state institutions, agencies, and organizations as well as on campus practicums in the University's archives and special collections. Curriculum includes; courses in public history, historic preservation, cultural resource management, museum management, archival management, management of collections for historical organizations and archives, and public programming for historical organizations and archives.

c. University of South Carolina: Offers a Master of Arts in Public History with an option of obtaining a Certificate in Museum Management or Certificate Cultural Resource Management. Offers concentrations in museum studies, historic preservation, and archival administration.
d. Eastern Illinois University: Offers a Master or Arts in History with an historical administration option. The EIU program's curriculum includes; Administration of Historical Organizations, Historical Interpretation and Research Methods in Local History, Material Life in America-1600-Present, History Museum Exhibits, Historic Preservation in America, Digital Applications in Museums, Archival Methods, History of American Architecture, Care & Management of Historic Artifacts, and an Internship in Historical Administration.

PEER INSTITUTIONS WITH PUBLIC HISTORY PROGRAMS: Based on the list of peer institutions (Institutional Research and Planning Office - http://www.marshall.edu/irp/NCHEMS_Peers.aspx) for Marshall University, ten of the twenty peer institutions offer varying types of programs in Public History:

a. MA in Public History: University of Arkansas at Little Rock, Southeast Missouri State University

b. Public History Certificate: Eastern Washington University

c. Public History Concentration within the MA in History program: University of South Alabama, Southern Illinois University - Edwardsville, East Carolina University (NC), University of North Carolina - Greensboro, Western Carolina University (NC), Wright State University - Main Campus (OH), and the University of Wyoming.

A Public History Certificate Program at Marshall University will provide students the skills to be competitive job seekers in the fast growing field of public history.

Curriculum: Course number, title, and credit hours. Indicate whether each course is Required or Optional

Public History Certification Program - 18 credit hours (15 credit hours required, 3 credit hours elective)

REQUIRED COURSES FOR ALL STUDENTS (9 credit hrs.):

HST537 - Introduction to Public History (3 credit hours.) Introduction to the basic theories, ideas, and approaches to the application of historical theory or methods to projects presented to non-student publics; local and economic development applications and projects emphasized.

HST640 - Seminar in Archives and Special Collections (3 credit hrs.) Seminar introduces the student to current practices and procedures used in the creation of archives and manuscript collections through extensive hands-on work, including the physical processing of a manuscript collection. The emphasis will be the improvement of the student's historical research skills and the organization and management of archival repositories.

HST680 - Public History Internship (1-6 credit hrs) Internship in an approved setting in Public History, Archives, Museum Oral History, or Historical Preservation. Interns will be supervised by on-site staff and History Faculty. NOTE: A variety of Public History internships are currently in place at the WV Division of Archives and History in Charleston, the Special Collections and Archives Department of the Marshall University Libraries, Heritage Farm and Village (Huntington), and the Point Pleasant River Museum. Additional internship opportunities will be pursued at The South Charleston Museum, The Highlands Museum & Discovery Center (Ashland, KY), The Huntington Museum of Art, the U.S. Army Corps of Engineers, and other local, state and federal government agencies.

REQUIRED COURSES (select 9 credit hrs. from the History Department OR 6 credit hrs. from the History Department and 3 credit hrs. from the list of other course offerings):

HISTORY DEPARTMENT:

HST538 - Material Culture and History (3 credit hrs.) Course investigates the rich potential of "things" - objects, landscapes, buildings, household utensils, foods, works of art, clothing, etc. as sources of insight about American history and culture.

HST635 - Oral/Local History Seminar (3credit hrs.) Course examines the field of oral history. Students will apply oral history methodology and other primary sources documenation in researching a local topic.

HST524 - U.S. Science and Technology (3 credit hrs.) A study of the development and impact of science and technology in the U.S. with special emphasis on the modern period.

HST601 - Historic Preservation (3 hrs.) Course broadens historical awareness and provides practical applications of historical knowledge. It covers the built environment and focuses on the history, processes and legal basis of the historic preservation movement.

OTHER DEPARTMENTS:

ANT567 - Culture through Ethnography (3 credit hrs.) In-depth exploration and comparison of diverse cultural groups through reading and discussing ethnographic texts (Pre-Requisite: Six hours of undergraduate anthropology at the 300 level or higher or deparmental permission).

GEO506 - Population Geography (3credit hrs.) Course introduces students to the key spatial features, characteristics, and patterns of population geography, with an emphasis on international population issues and trends.

JMC575 - Documentary Journalism (3 credit hrs.) Students will produce an original 15-minute film,defend their filmmaking technique in an oral presentation and perform an in-depth written and oral presentation on one filmmaker .

MKT511 - Management and Marketing (3 credit hrs.). A comprehensive survey of the fundamental principles of management and marketing applicable to all organizations. Provides the student with a basis for analyzing appropriate situations in a management/marketing framework.

SOC615 - Applied Demography (3 credit hrs.) The focus of this course is to study the application of the principles and methods of demography to decision making and planning problems in both public and private settings (Pre-Requisite: SOC200 or permission).

Selected Topics courses in public humanities, museum studies, and/or social memory & oral history in the Graduate Humanities Program (such courses fall under the designators of A&S 600, CULS 600, HIST 600, HUMN 650 or LITS 600). Permission required.

1. **ADDITONAL RESOURCE REQUIREMENTS**
If your department requires additional faculty, equipment, or specialized materials to add or change this certificate, attach an estimate of the time and money required to secure these items.
(NOTE: Approval of this form does not imply approval for additional resources.
Enter "*Not Applicable*" if not applicable

I. **For immediate implementation in the Spring 2012 semester, no additional resources are required.**

II. **Program Start + 2 years to + 5 years (Spring 2014 - Spring 2017) TOTAL = $11,354.00.** It is anticipated that, by the second year of the program, students will be actively engaged in oral history projects, internships at a variety of institutions, and will be creating and producing audio/visual projects related to public history in a variety of settings. Many of these projects will be presented as course requirements or submitted to public history repositories for inclusion in their holdings. Additional Resource Requirements include:
   a. 2 ea. Digital Voice Recorders (supports oral history interviews) @ $249.00 each = $498.00.
   b. 2 ea. Olympus AS5000 PRO PC Transcription Kit (supports transcription of digital voice oral history interviews) @ $349.00 each = $698.00.
   c. 2 eac. Dell Inspiron 1545 - C 900 2.2 GHz - 15.6" TFT Laptop computers @$529.00 each = $1,058.00.

c. 1 ea. Epson PowerLite S7 - LCD projector = $349.00

d. Upgrading of History related databases in the MU Library System: not to exceed $1,000.00.

e. Transportation and Meal Allowances for on-site visits to West Virginia History Day, museums, archives, and other history related venues within a 3 hour radius of Marshall University. Allowance of $2,000/year for 4 years = $8,000.00.

III. Third year of program and beyond (Spring 2015 -). Additional Resource Requirements estimated to be $3,750 per year + new faculty member salary. It is anticipated that the Certificate Program will undergo modifications to improve and expand the curriculum. This will require, at a minimum, at least one new faculty member to be added to the History Department. Additional Resource Requirements:

a. Continued support of the transportation and meal allowances for on-site trips @ $2,000 per year.

b. New faculty position in the History Department. Faculty member would have a concentration in public history and assume responsibility for the Certificate Program.

c. On-going database subscription up-grades for history related databases in the MU Library System not to exceed $1,000 per year.

d. Replacement of outdated computer equipment and software, not to exceed $500.00 per year.

e. Supplies for processing archival and manuscript collections at the MU Archives and Special Collections not to exceed $250.00 per year

2. **NON-DUPLICATION**
    If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the request and any response received from them.
    Enter "*Not Applicable*" if not applicable.

    Not Applicable

3. *CURRENT* **CATALOG DESCRIPTION**
    Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change.

4. *EDITS* **TO THE CURRENT DESCRIPTION**
    Attach a PDF copy of the current catalog description prepared in MS WORD with strike throughs to mark proposed deletions and use the highlight function to indicate proposed new text.

9/2010

5. *New* **Catalog Description**
Insert a 'clean' copy of your proposed description, i.e., no Strikethroughs or Highlighting included. This should be what you are proposing for the new description.

Public History Certification Program: This is an interdisciplinary program housed in Marshall University's History department. The program will combine practical coursework with field experiences and draws upon the faculty and resources of five graduate programs to prepare the student for career opportunities in museums, historic homes, libraries, archives, state and national parks and for local, state and federal governmental agencies.

To earn a Certificate in Public History, students must complete 18 credit hours of relevant coursework. Nine credit hours are the required courses HST537, HST640 and HST680. At least six of the remaining nine credit hours must come from the following list: HST524, HST538, HST601, HST635. The remaining three credit hours may come from HST524, HST538, HST601, HST635, ANT567, GEO506, JMC575, MKT511 or SOC615. Certain Special Topics in the Graduate Humanities Program may also be used. Students should check with the Certificate administrator when selecting their courses.

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