

## **Marshall University Graduate Council Minutes**

**April 23, 2010**

**Thomas Board Room, South Charleston Campus**

**Members Present:** Larsen, Lawson, Seymour, Brammer, Christofero, Mader, Mulder, Swindell, Childress, Sottile, Securro, Gruetter, F. Pauley, Ferro and Trzyna.

**In-coming Members Present:** Watts, Zanter, and Edington

**Members Absent:** Gould and Meyer.

**In-coming Members Absent:** McComas and Kreig

**Ex-Officio Members Present:** Spindel and R. Pauley (for Ormiston)

**Ex-Officio Member Absent:** Maher

**Guests:** Hossler

Larsen convened the meeting at 1:00 PM. Current (2009-10) and in-coming (2010-11) members introduced themselves. Larsen's term on the Graduate Council is expiring in August and his contributions as chair were acknowledged.

**Approval of Minutes:** Minutes from March 19 meeting were approved as distributed.

**Council Membership:** List of graduate faculty membership (Attachment 1) was approved. List will be sent to the president's office for his signature.

**Curriculum Committee:** Christofero presented requests (Attachment 2) for 13 course additions from SOM and COEHS. All were approved.

Requests for course change from COHP for reduction in credit hours for HP 650 was approved.

Request for change of certificate program from COLA for Graduate GIScience Certificate was not approved. This request would change existing Graduate GIScience Certificate to GI Science Certificate – Basic. Under the section Request for the GIScience Curriculum Committee to add or delete existing courses to the certificate, the council was concerned about the stipulation of "flexibility to add existing courses to or delete existing courses from the list of approved GIScience courses as technology requires changes." The council felt this gave the department too much latitude. The proposal must identify options. The request was returned to the COLA to address concern identified by the council.

GSEPD requested change in EGIS code for area of emphasis in Marriage, Couples and Family Counseling (MFT). Area of emphasis currently retains out-dated EGIS code for Community Counseling. The council approved registrar's action to create accurate code.

GSEPD requested change in Leadership Studies program, including reduction of MA in Leadership Studies from 39 to 36 credit hours and several curriculum changes. The Educational Leadership area of emphasis will drop LS 500 & 550 and add LS 661. It will also drop LS 600 and add LS 630. Catalog language changes to reflect these revisions were submitted. Actions were approved by the council.

Request from COHP for new degree – Master of Science in Health Informatics – was approved.

Revised forms for Curriculum Action Requests -- including Addition/Deletion/ Change of Area of Emphasis, Addition/Deletion/Change of a Certificate, Graduate Catalog Change, Course Addition, Course Change, Course Deletion, Addition/Deletion/Change of a Major or Degree and Addition/Deletion/Change of a Minor -- were approved.

#### **Academic Planning, Standards, and Policies Committee:**

Trzyna reported graduate catalog language addition for area of emphasis recommended by the committee, as follows: **“Although a student might take continuing education and/or development courses after receiving a graduate degree, *Areas of Emphasis* for any given degree cannot be added after that degree has been obtained.”** Motion was approved.

#### **Credentialing Committee:**

Seymour reported successful graduate faculty audit for CITE and SOJMC. Audit from COS not complete because one faculty member who regularly teaching graduate classes has not applied. The faculty member has been given two weeks to comply.

Two graduate faculty members have been awarded the John & Frances Rucker Graduate Advisor Award – Eric Lassiter (COLA) from South Charleston and Eric Blough (COS) from Huntington. Each will receive an award of \$250 and a plaque.

#### **Program Review and Assessment Committee:**

Mader reported those assigned program reviews need to let her know if they cannot complete the review by next week.

#### **Business of the Council:**

Larsen discussed his term as chair and reported responsibilities of the new chair, including membership on several university committees and familiarity with council by-laws and policies.

**Incoming Council Chair:**

Continuing and new members met to elect leadership for 2010-2012, who will take office in August. The following were elected:

Chair: Tracy Christofero

Vice-Chair: Wendy Trzyna

Secretary: Deanna Mader

Meeting was adjourned at 2:15 PM

Submitted by Celene Seymour, Secretary. April 27, 2010 Revised by Eldon Larsen, Chair, May 10, 2010.

**ATTACHMENT 1**

**Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:				4/23/2010	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>	<i>Month Year</i>	<i>Month Year</i>	
Georgel, Philippe	COS	Biological Sciences	Doctoral	March 2010	March 2015	
Pupplo-Cody, Evelyn	COS	Mathematics	Graduate	March 2010	March 2015	
Chiles, Chris	SOM	Forensic Science	Associate	April 2010	April 2013	
Chute, Jason	SOM	Forensic Science	Associate	April 2010	April 2013	
Georgel, Philippe	SOM	Biochemistry	Doctoral	April 2010	April 2013	
Santanam, Nalini	SOM	Pharmacology	Doctoral	April 2010	April 2013	
Williamson, Misty	SOM	Forensic Science	Associate	April 2010	April 2013	
Zill, Sasha	SOM	Anatomy & Pathology	Doctoral	April 2010	April 2013	
Cathcart, Kerrie	SOM	Forensic Science	Associate	April 2010	April 2013	
Fan, Xiaojuan	COS	Physics	Graduate	April 2010	April 2015	

## ATTACHMENT 2

### NEW COURSE ADDITIONS (13)--APPROVED

- **College of Medicine**

*Department:* Anatomy & Pathology

*Course Number & Title:* ACB 621 Gross Anatomy/Embryology I

*Catalog Description:* Morphology of the upper and lower limbs with dissection.

*Prerequisite:* Permission of instructor

*First Term Offered:* Fall 2010

*Credit Hours:* 2

- **College of Medicine**

*Department:* Anatomy & Pathology

*Course Number & Title:* ACB 622 Gross Anatomy/Embryology II

*Catalog Description:* Morphology of the head and neck, thorax, abdomen, pelvis with dissection

*Prerequisite:* Permission of instructor

*First Term Offered:* Spring 2011

*Credit Hours:* 6

- **College of Medicine**

*Department:* Anatomy & Pathology

*Course Number & Title:* ACB 629 Microscopic Anatomy and Ultrastructure Part I

*Catalog Description:* The basic tissue types of the human body will be examined at the light and electron microscopic level.

*Prerequisite:* Permission of instructor

*First Term Offered:* Fall 2010

*Credit Hours:* 1

- **College of Medicine**

*Department:* Anatomy & Pathology

*Course Number & Title:* ACB 630 Microscopic Anatomy and Ultrastructure Part II

*Catalog Description:* The organ systems of the human body will be examined at the light and electron microscopic level

*Prerequisite:* Permission of instructor

*First Term Offered:* Spring 2011

*Credit Hours:* 3

- **College of Medicine**

*Department:* Anatomy & Pathology

*Course Number & Title:* ACB 633 Neuroanatomy I: Clinical Anatomy of the Brain and Spinal Cord

*Catalog Description:* To study the essential organization of the cerebrum and spinal cord, blood supply, the spinal ascending and descending pathways, and clinically related disorders.

*Prerequisite:* BMS 600 or permission of instructor

*First Term Offered:* Fall 2010

*Credit Hours:* 2

- **College of Medicine**

*Department:* Anatomy & Pathology

*Course Number & Title:* ACB 634 Neuroanatomy II: Clinical Anatomy of the Brain Stem and Forebrain

*Catalog Description:* To study the functional organization and neurological disorders associated with the brain stem, thalamus, hypothalamus, cerebellum, basal ganglia, limbic system, and cerebral cortex.

*Prerequisite:* ACB 633

*First Term Offered:* Spring 2011

*Credit Hours:* 2

- **College of Medicine**

*Department:* Pharmacology, Physiology & Toxicology; Anatomy & Pathology; Biomedical Sciences

*Course Number & Title:* BMS 628 Neuroscience I: Major Structures of the Brain, Neuron Function, and Spinal Cord

*Catalog Description:* To study and understand the structure and function of the nervous system and disorders of neuronal function.

*Prerequisite:* BMS 600 or permission of instructor

*First Term Offered:* Fall 2010

*Credit Hours:* 3

- **College of Medicine**

*Department:* Pharmacology, Physiology & Toxicology; Anatomy & Pathology; Biomedical Sciences

*Course Number & Title:* BMS 629 Neuroscience II: Structures and Functions of the Brain Stem and Forebrain

*Catalog Description:* To study and understand the structure and function of the nervous system and disorders of neuronal function.

*Prerequisite:* BMS 629 or permission of instructor

*First Term Offered:* Spring 2011

*Credit Hours:* 3

- **College of Medicine**

*Department:* Pharmacology, Physiology & Toxicology; Anatomy & Pathology; Biomedical Sciences

*Course Number & Title:* PHS 626 Neurophysiology I: Neuron Function and Introduction to Neural Systems

*Catalog Description:* To study and understand the basic functional principles of the cells of the nervous system, and organization of cells into functional systems.

*Prerequisite:* BMS 600 or permission of instructor

*First Term Offered:* Fall 2010

*Credit Hours:* 1

- **College of Medicine**

*Department:* Pharmacology, Physiology & Toxicology; Anatomy & Pathology; Biomedical Sciences

*Course Number & Title:* PHS 627 Neurophysiology II: Neuronal Systems

*Catalog Description:* To study and understand the major functional systems of the brain.

*Prerequisite:* PHS 626

*First Term Offered:* Spring 2011

*Credit Hours:* 1

- **College of Education & Human Services**

*Department:* School of Kinesiology

*Course Number & Title:* HS 510 Organization and Administration in Athletic Training

*Catalog Description:* This is a course that investigates current trends in administration and organization in the field of athletic training.

*First Term Offered:* Spring 2011

*Credit Hours:* 3

- **College of Education & Human Services**

*Department:* School of Kinesiology

*Course Number & Title:* HS 523 Orthopedic Assessment of the Upper Extremity for the Athletic Trainer

*Catalog Description:* Orthopedic evaluation of the neck and upper extremity for the Athletic Trainer.

*First Term Offered:* Spring 2011

*Credit Hours:* 3

- **College of Education & Human Services**

*Department:* School of Kinesiology

*Course Number & Title:* HS 524 Orthopedic Assessment of the Lower Extremity for the Athletic Trainer

*Catalog Description:* Orthopedic evaluation techniques of the lower extremity for the Athletic Trainer.

*First Term Offered:* Fall 2011

*Credit Hours:* 3

### **COURSE CHANGES (1) --APPROVED**

- **College of Health Professions**

*Department:* Health Professions

*Course Number & Title:* HP 650 Health Informatics Practicum

*Change in Credit Hours*

From: 6 credit hours

To: 3 credit hours

*Rationale:* To better align COHP Practicum requirements to those for Capstone courses in CITE and LCOB. To accomplish this objective, the number of clinical hours for the Practicum will be reduced to 200 hours.

## CHANGE OF A CERTIFICATE (1)—NOT APPROVED BY THE GRADUATE COUNCIL

- **College of Liberal Arts**

*Department:* Geography

*Old Certificate Title:* Graduate GIScience Certificate

*New Certificate Title:* Graduate GIScience Certificate – Basic

*Rationale:* A requirement of twelve hours typically results in students who have only taken introductory courses in the discipline. Adding the word “Basic” to the certificate provides a more accurate description of the skills acquired with this certificate.

*Required course:* GEO 526 Principles of GIS is an introductory course that all participants in the certificate program should have. The course is also offered at the undergraduate level at Marshall and should not be repeated by students who have completed it.

*Request for the GIScience Curriculum Committee to add or delete existing courses to the certificate:* Due to the dynamic nature of GIScience, the interdisciplinary GIScience Curriculum Committee needs the flexibility to add existing courses to or delete existing courses from the list of approved GIScience courses as the technology requires changes. The undergraduate certificate in Women’s Studies currently has such flexibility. Undergraduate certificates in Latin American Studies and Appalachian Studies permit both Special Topics and Independent Studies courses to count, providing similar flexibility.

*New description of certificate based on the proposed changes:*

Geospatial Information Science is a research field that utilizes specialized computer hardware, software, and procedures for presentation and analysis of all types of natural and social science data referenced (mapped) to the earth’s surface. A Basic graduate certificate in GIScience consists of a minimum of 12 hours in courses designated as GIScience Courses. GEO 526 Principles of GIS is required unless taken as Marshall University undergraduate (GEO426). Students must have a B (3.0) average in their GIScience courses and no grade below a C (2.0) in their GIScience courses to earn the certificate. Students who complete the requirements for the certificate should be able to:

- perform basic GIScience techniques;
- apply GIScience to display, support, and analyze research questions in the social or natural sciences;
- collect and create GIScience data using various technologies and softwares;
- employ and evaluate geographic concepts such as projections, coordinate systems, and scale;
- recognize and apply basic computer science concepts in GIScience; and
- enter GIScience employment or continue GIScience work at the doctoral level.

GIScience Courses:

BSC 510/PS 510 Remote Sensing with GIS Applications (4 credit hours)

BSC 511/PS 511 Digital Image Processing and GIS Modeling (4 hrs.)

ES 626 Remote Sensing and Map Use (3 hrs.)

GEO 526 Principles of GIS (4 hrs.)

GEO 529 Intermediate GIS – Vector Analysis (3 hrs.)

GEO 530 Intermediate GIS – Raster Analysis (3 hrs.)

GEO 531 Analysis of Digital Airborne and Space-Based Imagery (3 hrs.)



GEO 690 Internship (1-6 hrs.; must be GIScience approved in advance to qualify)  
IS 623 Database Management (3 hrs.)  
IS 645/GEO 631 Geographic Information Systems Projects (3 hrs.)  
Special Topics courses as approved in advance by the GIScience Curriculum Committee

*Effective Date:* Spring 2011

**CHANGE OF AN AREA OF EMPHASIS WITHIN AN EXISTING MAJOR (1) --APPROVED**

- **Graduate School of Education and Professional Development**

*Department:* Counseling

*Request for an EGIS Code for Marriage, Couple & Family Counseling (MFT)*

*Rationale:* MFT was an emphasis under Community Counseling. This is not a new emphasis request. MFT has always been a part of the counseling program, prior to the merger and afterwards. However, we suspended community counseling (July, 2009) and retained MFT, the code for MFT still remained as Community counseling. Therefore, students enrolling in the MFT emphasis are coded on their transcripts as Community counseling rather than MFT. The Registrar's office suggested that to get an egis/code for MFT, it had to be approved through Graduate Council.

## CHANGE OF A MAJOR OR DEGREE (1) --APPROVED

- **Graduate School of Education and Professional Development**

*Department:* Leadership Studies

*Effective Date:* Fall 2010

*Changes Rationale:* The Leadership Studies program faculty made these changes as a part of their annual assessment process. The changes are aimed at improving curriculum for students as they seek to master the program standards. Updating programs to meet new standards and revising catalog language to better describe program by:

- Reducing MA in Leadership Studies for school principalship from 39 to 36 hours
- Removing two required courses and adding back one additional course
- Post MA Licensure program – Removing one course replacing with another
- Clean-Up of language in several places in catalog descriptions

*Change of Credit Hours:*

*Old:* 39

*New:* 36

*Curriculum Changes*

**Education Leadership Area of Emphasis:**

- Drop LS 500 & LS 550 (both 3 hour courses)
- Add LS 661 (3 hour course)

**Post Masters Principal Certification Program**

- Drop LS 600 (3 hour course)
- Add LS 630 (3 hour course)

*Catalog Description (See below)*

Out

Added

## REQUESTED CATALOG CHANGES --APPROVED

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### LEADERSHIP STUDIES (LS)

The Master of Arts Degree in Leadership Studies offers an area of emphasis in Education Leadership which includes the coursework for professional administrative licensure as a school principal. It is a portfolio-based program which requires a minimum of 36 semester hours. Courses may not be used if they are more than seven years old at the time of graduation. Students must complete all field-based experiences for courses that are transferred from other accredited institutions or programs. All persons seeking professional licensure as a school principal are required to pass the PRAXIS II (0410) Educational Leadership Administration and Supervision Test. West Virginia licensure also requires the completion of the Evaluation Leadership Institute offered by the West Virginia Center for Professional Development.

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, and Higher Education.

Education Specialist in Education degree (Ed.S.) with areas of emphasis in PreK-Adult Public School or Higher Education Administration.

A Doctoral Program in Education (Ed.D.) with a major in Education Leadership with areas of emphasis in PreK-Adult Public School or Higher Education Administration.

Leadership Studies also offers professional licensure programs for School Principal, Supervisor of Instruction, School Superintendent, and Social Services and Attendance.

#### Education Leadership Area of Emphasis

The Master of Arts Degree in Leadership Studies M.A. degree offers an area of emphasis in Education Leadership which includes the coursework for including professional administrative licensure as a school principal. The Master of Arts degree in Leadership Studies It is a portfolio-based program which requires a minimum of 39 36 semester hours. Courses may not be used if they are more than seven years old at the time of graduation. Students must complete all field-based experiences for courses that are transferred from other accredited institutions or programs. All persons seeking professional licensure as a school principal are required to pass the PRAXIS II (0410) Educational Leadership Administration and Supervision Test. West Virginia licensure also requires the completion of the Evaluation Leadership Institution Institute offered by the West Virginia Center for Professional Development Center.

*Admission Requirements - Education Leadership*

Each candidate for the Education Leadership Area of Emphasis must meet all admission requirements as a degree student. Scores from the Graduate Record Examination, the Miller Analogies Test, or a previous master's degree from an accredited institution must be on file at the time of admission. Students must score at least a 40 (tested prior to October, 2004) or at least a 392 (after October, 2004) on the Miller Analogies Test. Students who take the Graduate Record Examination must have a combined score of 800 (verbal and quantitative). A student seeking licensure as a school principal must hold a professional teaching licensure certificate and have a minimum of one year of teaching experience at the time of admission to the program.

*Program of Studies*

LS 500, LS 510, LS 515, LS 520, LS 530, LS 550,	
LS 600, LS 606, LS 610, LS 612, LS 630, LS 675, LS 661, LS 685	
TOTAL .....	39
36 hrs	

**LICENSURE PROGRAMS**  
**Leadership Studies**

**Principal Licensure and Graduate Certificate Program**

This program is designed to serve the needs of for students who have completed a master's degree in education. Students completing the program qualify for professional administrative licensure as a K-12 PreK-Adult school principal in West Virginia, Ohio and Kentucky. Those seeking professional administrative licensure as a school principal are required to pass the PRAXIS II (0410) Educational Leadership Administration and Supervision Test. West Virginia students are also required to take complete the Evaluation Leadership Institution Institute offered by the West Virginia Center for Professional Development Center.

*Admission Requirements - Principal Licensure/ and Graduate Certificate Program*

As Students who desires admission to the Post-Master's Principal Licensure/ and Graduate Certificate program must have an overall Graduate Grade Point Average (GPA) of 3.0 on a 4.0 scale in an education field from an ELCC-accredited institution. Transcripts from the student's graduate institution(s) must be provided at the time of application. Students are also required to have a Professional Teaching Certificate and a minimum of one year of teaching experience at the time of application.

*Program of Studies*

LS 510, LS 600, LS 610, LS 612, LS 630, LS 675, LS 660	
TOTAL .....	18
hrs	

**Social Services and Attendance Licensure and Graduate Certification Program**

This program is designed to provide a concentrated program leading to a license provides the required coursework for Social Service and Attendance Personnel Licensure. The program is designed primarily for educational personnel who hold a valid license, or for social workers who hold at least a bachelor's degree.

*Program of Studies*

COUN 670 or COUN 673, LS 693, LS 691, LS 692

TOTAL ..... 12  
hrs

**Supervisor of Instruction Licensure**

~~Students completing the Master of Arts Degree in Leadership Studies may take LS 661 to complete the licensure requirements for Supervisor of Instruction PreK-Adult.~~

Students who hold a Master's Degree in Education Leadership from an ELCC nationally recognized program may add the West Virginia Supervisor of Instruction licensure by completing LS 661. This licensure is for persons who work in central office supervisory positions.

Requested catalog changes (with requested changes included)

**LEADERSHIP STUDIES (LS)**

The Leadership Studies program offers the following degree programs:

Master of Arts degree in Leadership Studies offers areas of emphasis in Educational Leadership, Justice Leadership, Leadership Specialist, and Higher Education.

Education Specialist in Education degree (Ed.S.) with areas of emphasis in PreK-Adult Public School or Higher Education Administration.

A Doctoral Program in Education (Ed.D.) with a major in Education Leadership with areas of emphasis in PreK-Adult Public School or Higher Education Administration.

Leadership Studies also offers professional licensure programs for School Principal, Supervisor of Instruction, School Superintendent, and Social Services and Attendance.

**Education Leadership Area of Emphasis**

The Master of Arts Degree in Leadership Studies offers an area of emphasis in Education Leadership which includes the coursework for professional administrative licensure as a school principal. It is a portfolio-based program which requires a minimum of 36 semester hours. Courses may not be used if they are more than seven years old at the time of graduation. Students must complete all field-based experiences for courses that are transferred from other accredited institutions or programs. All persons seeking professional licensure as a school principal are required to pass the PRAXIS II (0410) Educational Leadership Administration and Supervision Test. West Virginia licensure also requires the completion of

the Evaluation Leadership Institute offered by the West Virginia Center for Professional Development.

*Admission Requirements - Education Leadership*

Each candidate for the Education Leadership Area of Emphasis must meet all admission requirements as a degree student. Scores from the Graduate Record Examination, the Miller Analogies Test, or a previous master's degree from an accredited institution must be on file at the time of admission. Students must score at least a 40 (tested prior to October, 2004) or at least a 392 (after October, 2004) on the Miller Analogies Test. Students who take the Graduate Record Examination must have a combined score of 800 (verbal and quantitative). Students must hold a Professional Teaching Certificate and have a minimum of one year of teaching experience at the time of admission to the program.

*Program of Studies*

LS 510, LS 515, LS 520, LS 530, LS 600, LS 606,  
LS 610, LS 612, LS 630, LS 675, LS 661, LS 685  
TOTAL ..... 36  
hrs

**LICENSURE PROGRAMS**  
**Leadership Studies**

**Principal Licensure and Graduate Certificate Program**

This program is designed for students who have completed a master's degree in education. Students completing the program qualify for professional administrative licensure as a PreK-Adult school principal in West Virginia, Ohio and Kentucky. Those seeking professional administrative licensure as a school principal are required to pass the PRAXIS II (0410) Educational Leadership Administration and Supervision Test. West Virginia students are also required to complete the Evaluation Leadership Institute offered by the West Virginia Center for Professional Development.

*Admission Requirements - Principal Licensure and Graduate Certificate Program*

Students who desire admission to the Post-Master's Principal Licensure and Graduate Certificate program must have an overall Graduate Grade Point Average (GGPA) of 3.0 on a 4.0 scale in an education field from an ELCC-accredited institution. Transcripts from the student's graduate institution(s) must be provided at the time of application. Students are also required to have a Professional Teaching Certificate and a minimum of one year of teaching experience at the time of application.

*Program of Studies*

LS 510, LS 610, LS 612, LS 630, LS 675, LS 660  
TOTAL ..... 18  
hrs

**Social Services and Attendance Licensure and Graduate Certification Program**

This program provides the required coursework for Social Service and Attendance licensure. The program is designed for educational personnel who hold a valid license, or for social workers who hold at least a bachelor's degree.

*Program of Studies*

COUN 670 or COUN 673, LS 693, LS 691, LS 692

TOTAL ..... 12  
hrs

Requested catalog changes

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**Supervisor of Instruction Licensure**

Students who hold a Master's Degree in Education Leadership from an ELCC nationally recognized program may add the West Virginia Supervisor of Instruction licensure by completing LS 661. This licensure is for persons who work in central office supervisory positions.

## **ADDITION OF A DEGREE (1) --APPROVED**

- **College of Health Professions**

*Department:* Health Professions

*Degree Title:* Master of Science in Health Informatics

*Rationale:* The Marshall University (MU) Lewis College of Business (LCOB), College of Information Technology (CITE) and Engineering, and College of Health Professions (COHP) proposes the addition of a Master of Science degree program in Health Informatics. The mission of the proposed Master's Degree program in Health Informatics (MSHI) is to provide students with high-quality education and training that will make them valuable employees in today's data and information-driven healthcare enterprises. The program will achieve this mission by providing multidisciplinary education and training in the organizational, technical, and clinical/medical aspects of healthcare. The proposed program will be the only such graduate level program in WV. The MSHI will be administratively housed in the COHP.

*Effective Date:* Fall 2011

**See the following pages for the application.**



MARSHALL UNIVERSITY

College of Health Professions

NEW PROGRAM PROPOSAL

MASTER OF SCIENCE IN HEALTH INFORMATICS

Huntington, WV

March 22, 2010

Effective date of Proposed Action: Fall 2010

Prepared by: Dr. Charles Hossler

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## **Master of Science in Health Informatics**

**Marshall University**

**College of Health Professions**

**Lewis College of Business**

**College of**

The Marshall University (MU) Lewis College of Business (LCOB), College of Information Technology (CITE) and Engineering, and College of Health Professions (COHP) proposes the addition of a Master of Science degree program in Health Informatics. The mission of the proposed Master's Degree program in Health Informatics (MSHI) is to provide students with high-quality education and training that will make them valuable employees in today's data and information-driven healthcare enterprises. The program will achieve this mission by providing multidisciplinary education and training in the organizational, technical, and clinical/medical aspects of healthcare. The proposed program will be the only such graduate level program in WV. The MSHI will be administratively housed in the COHP.

Health informatics specialists work to optimize an individual's health through information storage, transmission, and usage. The emphasis of the MSHI program will be research and knowledge development for the advancement of quality practice in health informatics. The Master of Science in Health Informatics is an accepted entry level for accreditation in the health informatics field. The proposed program will consist of a minimum of 33 graduate credit hours obtained over a two year period. The basic framework is founded in the four plus two approach allowing students with a BS degree containing the appropriate prerequisites to obtain a master degree in health informatics in a total of 6 years (four years BS and two years graduate: full-time attendance required). To facilitate current student needs, however, there would be three potential entry points into the program; 1) post BS degree from any accredited university; 2) full admission post MS degree from any accredited university; or, 3) integrated bachelors/masters program, whereby a junior with exceptional standing may be admitted into the graduate program prior to completion of all BS requirements.

Currently, WV students wishing to seek a MSHI must travel and attend out of state schools or take online programs that can cost considerably more than a traditional campus-based MU program. A second objective of this program is to populate HI professionals in WV. Since students often develop professional relationships in school and remain in areas where relationships are built, many MU HI graduates may choose to stay in the rural southern counties of WV where the need is great.

## **A. Program Objectives**

The purpose of the Master of Science in Health Informatics at Marshall University is to prepare information specialists who will serve the needs of the citizens of West Virginia and the region, and to expand the knowledge and scholarship of the health informatics profession. Our specific objectives are to educate, train, and prepare the professional graduate health information practitioner who will:

1. Acquire skills and knowledge required for practice at the professional level of Health Informatics.
2. Meet the needs of the community and students.
3. Develop graduates that recognize the need for professional growth and life-long education.
4. Utilize critical thinking skills in health informatics.
5. Apply knowledge to direct future quality improvement efforts utilizing state-of-the-art technologies.
6. Combine business skills to technological applications.
7. Provide education and training to professionals desiring to enter or advance in the healthcare field in the growing area of Health Informatics.
8. Add to the portfolio of healthcare and healthcare related programs currently offered at Marshall University.
9. Appeal to organizations specializing in the Informatics discipline as a human resource feeder in order to attract business to locate in the region.

## **B. Program Identification**

Health Informatics (HI) is a program that focuses on the application of information systems and information systems management for medical research and clinical information technology support and the development of advanced imaging, database, and decision systems. HI includes instruction in information systems, health information systems architecture, medical knowledge structures, medical language and image processing, quantitative medical decision modeling, imaging techniques, electronic medical records, medical research systems, clinical decision support, and informatics aspects of specific research and practice problems.

Health Information is listed by the National Center for Educational Statistics as Medical Informatics, a new program designation that encompasses all health related programs that utilize computers or computer programs for health data. Below is the official description and identifier for Health Information as listed by the National Center for Educational Statistics:

Medical Informatics. 51.2706 (NEW) A program that focuses on the application of computer science and software engineering to medical research and clinical information technology support, and the development of advanced imaging, database, and decision systems. Includes instruction in computer science, health information systems architecture, medical knowledge structures, medical language and image processing, quantitative medical decision modeling, imaging techniques, electronic medical records, medical research systems, clinical decision support, and informatics aspects of specific research and practice problems. (National Center for Educational Statistics, 2008)

### **C. Program Features**

The MSHI program will offer the first ever such graduate program in the State of West Virginia provided by a public or private institution. The degree will consist of 33 graduate credit hours designed to be completed over a two year period. Students may enter the program in three ways: 1) post BS degree from any accredited university, 2) full admission post MS degree from any accredited university, or, 3) accelerated masters program whereby a junior with exceptional standing may be admitted into the graduate program prior to completion of all BS requirements.

Students entering the program through non-traditional routes of acceptance such as post-master degree will be required to complete the health informatics courses and meet the MU requirements for graduation and granting of degree. Transfer students will be evaluated for level of acceptance depending upon coursework completed and will need to meet MU requirements for graduation.

#### Admission

Prospective students wishing to enter Health Informatics at MU must meet all MU admission criteria for graduate level and be fully admitted to the MU graduate program. In addition to the MU graduate school admission criteria, all students must apply to the COHP HI program. Completion of the undergraduate degree at MU does not guarantee admission to the MSHI program; however, preference will be given to Marshall Alumni if all things are equal. Additional admission requirements exist for the MSHI program (see below).

Students may enter the program in three ways: 1) at the completion of a bachelor degree, 2) transfer from another accredited university or school of higher learning, or, 3) after the junior year of a BS degree with permission of the Dean of COHP, CITE, or LCOB (MU students only). Criteria for admissions will match the MU standards for admission to graduate programs. Specifically, a student who desires admission as a degree-seeking graduate student must have an overall undergraduate Grade Point Average (GPA) of at least 2.5 on a 4.0 scale. To continue in the HI program, students are required to maintain a 3.0 GPA in all coursework (See appendix B for proposed curriculum).

#### Performance Standards

The Master of Science in Health Informatics requires at least 4 semesters of coursework including a capstone, or practicum, experience. The total number of credits includes at least 33 post-baccalaureate hours of study which is consistent with HI programs across the nation. Because this graduate degree focuses both on didactic and clinical applications, the program is a combination of classroom and clinical application credits. Graduate level credits will be provided for supervised practicum. Consistent with other graduate programs at MU, a cumulative grade point average of 3.0 must be maintained throughout the program.

#### **D. Program Requirements**

The MSHI will consist of at least 33 post-baccalaureate credit hours that will be taken in a proscribed sequence to be developed by the Program Director and faculty. Programs vary greatly from health information usage to construction of data programs depending upon the mission and focus of the program. The majority of programs, however, focus on clinical applications of health informatics to improve the lives and health of consumers of medicine, not on construction of data bases. Thus, the MU MSHI program will focus mainly on clinical applications. To assist students to understand the underlying architecture of data collection systems, students will be exposed to a variety of coursework including introduction to data management systems. Students with no informatics background may be advised to take additional foundational informatics courses. The program consists of required courses from each of the three participating colleges. Each college has agreed to remove any pre-requisite courses for students in this major.

- COHP Courses
  - HP 605
  - HP 615
  - HP 650
- LCOB Courses
  - MIS 678
  - HCA 600
  - HCA 656
  - MIS 680
- CITE Courses
  - IS 623
  - EM 660
  - IS 665
  - TM 664

#### **E. Program Outcomes**

The following outcome measures have been established for the Master of Science in Health Informatics.

1. Eighty percent or more of all students admitted will successfully complete the program.

2. Within six months of successful completion of the program, 90% of graduates will be employed in the health informatics field.
3. Employers of MU HI graduates will rank satisfaction with these graduates at 3.5 or greater (on a scale of 1 to 5).

#### **F. Program Delivery**

All didactic coursework will be offered on the Huntington campus or at the South Charleston campus and provided to all students through distance education. Courses will be offered in the traditional classroom atmosphere with web enhancement. All practicum coursework will be completed at regional or national health care facilities that utilize health information systems. Students in the practicum will be assigned a skilled preceptor; however, preceptors may have more than one student per semester. Regardless of the number of students in each practicum setting, each student must be provided individual supervision required to guide professional growth.

### **PART II: PROGRAM NEEDS AND JUSTIFICATION**

#### **A. Relationship to Institutional Goals/Objectives**

The objectives of the MSHI program and its approach to fulfillment fall directly in line with Marshall University's mission to provide a world-class education to its students. It also fulfills the University's goal of developing multi-disciplinary educational programs that will prepare students for work experiences in an increasingly integrated and multi-disciplinary work environment. Additionally, COHP, LCON, and CITE remain committed to "graduating individuals who possess the communication, critical thinking, and problem-solving skills to meet the current needs and the changing demands of a global economy." The MSHI will further these goals by increasing the supply of qualified health informatics professionals.

Marshall University is uniquely positioned to offer this program. Our immediate region contains two major and growing hospitals that can provide educational and institutional resources that can benefit the program and its students. And other large healthcare facilities are located within easy commute to the MU campus. Additionally, the university is already offering healthcare programs from which it can draw experienced and knowledgeable personnel resources for the proposed HI program.

The MSHI will be a multi-disciplinary program consisting of courses offered by the College of Health Professions (COHP), the College of Information Technology and Engineering (CITE), and the Lewis College of Business (LCOB). The majority of technical and healthcare organization courses will be offered by CITE and the LCOB. Clinical application and practicum courses will be offered by the COHP.



In addition to the University's normal approach to the delivery of high quality education, the program will utilize multiple mechanisms to assure high quality standards. First, an advisory board consisting of members of local and regional healthcare institutions will keep the program apprised of trends and educational requirements of graduates. The advisory board will be formed within the first AY of the program. Second, program administrators will make use of the informational resources available in such organizations as the American Health Informatics Association and the Health Information Management and Systems Society to stay informed of trends and standards within the discipline. Accreditation and/or certification will also be sought from the Commission on Accreditation for Health Informatics and Information Management Education.

The overall mission of COHP, consistent with the mission of MU, is to provide quality undergraduate and graduate education for health professions. Therefore, a graduate program in HI is an ideal fit with both COHP mission and the mission of MU. The focus of COHP is interactions with the community, including rural and disadvantaged areas, and response to the contemporary and future needs of society. To accomplish this mission, COHP:

- Ensures the integrity of the programs through maintenance of rigorous professional educational standards and through high expectations of student learning and performance,
- Encourages involvement of faculty in service to society,
- Supports the engagement of faculty in research and scholarly activities,
- Provides an environment that is sensitive to a culturally, racially, and ethnically diverse student body, faculty, and staff and,
- Maintains an environment that provides for academic freedom and shared governance.

There will be one degree option in HI offered at the graduate level; the Master of Science in Health Informatics as a general degree. Success of the program at this level may lead to development of further degree programs or areas of emphasis within the field of Health Informatics. To minimize resource utilization, the MSHI program will be a collaborative effort between the COHP, LCOB, and CITE. Existing courses will be utilized whenever possible; however, given the relative youth of this type of program and the desire to offer a highly rated program, additional courses will require development at MU. Therefore, COHP will provide three new courses for this effort, LCOB will provide two new courses, and CITE will provide one new course for a total of six new courses. With the exception of COHP, each program has sufficient qualified faculty to develop and teach the new courses. COHP would need to make an additional hire of one part time health care faculty with a specialization in health informatics and an additional summer contract faculty may be required for the final practicum. Library resources at MU are adequate for this program; thus, no new library resources would be required.

It is the belief that the addition of this health professions program would be beneficial to the citizens of West Virginia by providing improved health services through the proper use of information technology. This program is consistent with Marshall University's current mission and areas of emphasis. The University has expressed a commitment to improving graduate education and the health of West Virginia. The program is also consistent with the call from the Institute of Medicine that all universities include programs in health information technology to improve the health of Americans.

## **B. Existing Programs**

The only other known program within the state of West Virginia in Health Informatics exists at Fairmont State University and is an Associate degree program (ASD). The potential exists for future development of a true accelerated masters program that would permit students with an ASD in health informatics to be accepted into the MSHI program. Advice from the program advisory council and the Commission on Accreditation for Health Informatics and Information Management Education will be sought on this subject after programmatic implementation has been achieved. Permission would then be sought from the graduate council before any associate prepared students have been accepted.

The Master of Science in Health Informatics is necessary to meet the global demands for health information and is distinguished by its approach to data utilization for improved health care provision.

## **C. Program Planning and Development**

In 2004, the federal government issued an executive order that health information be maintained in electronic format within ten years. On Aug. 22, 2006 the president signed the Executive Order entitled "Promoting Quality and Efficient Health Care in Federal Government Administered or Sponsored Health Care Programs." This Executive Order furthers the federal push towards interoperable electronic health records, and their accompanying promotion of transparency relating to health care quality and price. This executive order encourages the use of health informatics and will fuel growth in the field of health informatics.

The Master of Science in Health Informatics program will utilize multiple mechanisms to assure high quality standards. First, an advisory board consisting of members of local and regional healthcare institutions will keep the program apprised of trends and educational requirements of graduates. Second, program administrators will make use of the informational resources available in such organizations as the American Health Informatics Association and the Health Information Management and Systems Society to stay informed of trends and standards within the discipline. Accreditation and/or certification will also be sought from the Commission on Accreditation for Health

Informatics and Information Management Education. Program coursework meets the required standards for accreditation.

Investigation of the potential to offer one or more Health Informatics programs began in the fall 2006 semester. Shane Tomblin (LCOB) approached personnel from the COHP, JCESOM, and LCOB and gained their cooperation in forming an informal study group. Several meetings were conducted to determine the viability and curricular and resource requirements for various types of offerings. Four programs were tentatively proposed including an Associate's degree, a Bachelor's degree, a 2+2 Degree, and a Master's degree. Paul Uselding, then Dean of the LCOB, consented to the informal investigation and offered advice on procedures and development. Approximately one year later, an informal Advisory Board was formed consisting of personnel from the Charleston Area Medical Center, King's Daughters Hospital, and St. Mary's Hospital. In the fall 2007 semester, Shortie McKinney, Dean COHP, suggested that a small committee of representatives from LCOB, COHP, and JCESOM meet to begin a formal Intent to Plan. CITE later joined the effort to develop the program. Today, three colleges put forth this proposal for a new major in health informatics; COHP, CITE, and LCOB.

Date of Intent to Plan: April, 2009

Proposed date for full proposal: April 2010

Proposed date for full implementation: Fall 2010

#### **D. Clientele and Need**

In 2004, the federal government issued an executive order that health information be maintained in electronic format within ten years. On Aug. 22, 2006 the president signed the Executive Order entitled "Promoting Quality and Efficient Health Care in Federal Government Administered or Sponsored Health Care Programs." This Executive Order furthers the federal push towards interoperable electronic health records, and their accompanying promotion of transparency relating to health care quality and price. This executive order encourages the use of health informatics and will fuel growth in the field of health informatics.

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The clientele for a MSHI program can be broadly defined as those individuals responsible for health related information and technology. Health information managers are responsible for the maintenance and security of all patient records. Recent regulations enacted by the Federal Government require that all health care providers maintain electronic patient records and that these records be secure. As a result, health information managers or chief information officers must keep up with current computer and software technology and with legislative requirements. In addition, as patient data become more frequently used for quality management and in medical research, health information managers ensure that databases are complete, accurate, and available only to authorized personnel.

Health information professionals are highly sought after, key personnel in today's health care setting. Health information professionals are dynamic support team for the entire health care team (physicians, nurses, dietitians, lab and blood bank personnel, social workers, allied health professionals, insurance companies, consumers and of course, the families and patients) providing fast and accurate information. With the expanding needs for health care and consumers of health related information, positions for health information managers are predicted to grow faster than average. Locally, recent conversations between CITE and Cabell Huntington Hospital indicated an urgent unfilled need for a MSHI program for chief information officer education in this area. Regular meetings with an interest group sponsored by LCOB confirmed need for an MSHI program in this region.

In today's health care setting, delivery of accurate information to the point of care is essential to solving society's health dilemmas. This fast delivery of information is the heart of what health information professionals do. Technology use at every level of health care is increasing substantially. Front-line health care workers interact daily with a dizzying array of computerized technology. Traditional health care HI roles continue to grow in complexity and number. The primary goal of better patient care remains, but the means by which this is accomplished is changing dramatically. Today, nearly all regional health care facilities and many primary care offices have switched to electronic health records or are progressing towards a total change to electronic formats.

Since the only other program for Health Informatics located in WV is a two year associate program, employers and consumers of health information have no recourse but to recruit from out-of-state for graduate prepared staff. The demand for health information professionals in today's world is unparalleled. Health information is used not only in traditional health settings, but has expanded into the realms of consumer science and research. Exciting new works such as the genome projects have increased the demand for health information professionals. Additional potential sites for employment include: medical libraries, public libraries, hospitals and nursing facilities, clinical settings, rural medicine, telemedicine, public health, governmental agencies, corporations, and pharmaceutical companies.

#### **E. Employment Opportunities**

The Bureau of Labor Statistics cites health information technology as one of the 20 fastest growing occupations in the US. Employment opportunities exist in many fields including:

- Academic Faculty
- Applied Health Informatics Researcher
- Chief Executive Officer
- Chief Information Officer
- Chief Compliance Officer
- Chief Privacy Officer
- Corporate Health Information Manager/Officer
- Data Analytics/Data Mining Engineer
- Data Sets, Nomenclature and Classification Standards Developer
- Health Information Applications Developer
- Health Information Management Specialized Practice Consultant

- Public Health Information Officer

Salaries also vary across the spectrum of health information positions. According to the Bureau of Labor Statistics, 2008, the median salary for a health information manager is \$73,000 annually. As an example of one employment opportunity, a search through the Bureau of Labor Statistics reveals there were approximately 262,000 medical and health services managers in 2006. Most (59%) worked in hospitals, physician offices, nursing or residential facilities. Additional employment was found among home health agencies, federal government health care facilities, outpatient centers, insurance carriers, and community elder care facilities.

According to the Bureau of Labor Statistics, 2008, health informatics is a field that has an employment outlook expected to grow faster than average with an increased need of 16% by 2016. Employment opportunities exist in hospitals, physician offices, insurance companies, and other consumers of healthcare information. In 2004, the US government called for all healthcare information, within ten years, to be maintained in electronic format to ensure quality of care. With the new mandate to post healthcare outcomes in the general public domain, demand for Health Informatics specialists and managers is expected to increase rapidly. Citizens of WV and the surrounding tri-state region would benefit from high-paying positions in a steady employment market. Currently, there are no graduate programs in Medical or Health Informatics. Consistent with its mission, this COHP is proposing this new program in preparation of the expected rise in employment needs for HI specialists.

## **F. Program Impact**

The affiliation between the three MU colleges would be a collaborative effort between three colleges. To our knowledge, this would be the only such intercollegiate program at MU. Success of this collaborative effort will provide a positive example for other colleges to form joint programs reducing the financial burden for program development.

Although attempts have been made to recruit professionals into rural states such as WV, little progress has been seen. Rural areas, especially in southern WV, continue to have a dearth of well trained health information specialists. Successful retention of MSHI graduates in southern WV will no doubt add to the quality of healthcare available within through better availability and use of health information.

The MSHI program will provide an opportunity for citizens of WV and surrounding states to obtain an education in a high paying and respected profession. This will provide MU positive linkages to the community and state. Citizens of WV will benefit from the rapid turnaround of medical information as educated and trained providers of HI are more readily available for employment. Area and state businesses that supply health information will benefit from an increased pool of trained applicants.

## **G. Cooperative Agreements**

Affiliation agreements with Marshall University's College of Health Professions and every large provider of health care in the region already exists. If additional sites are necessary for practicum obtaining such contracts will not be problematic.

COHP has an excellent working relationship with the Cabell County Health Department (CCHD) and Dr. Tweel, medical director CCHD. The health department would be an ideal partner for health informatics initiatives. A personal communication with Dr. Tweel confirmed his support for this program and willingness to open facilities under his jurisdiction for clinical training sites.

COHP reports administratively to the Vice President of Medical Services, Dr. Charles McKown, who is also dean of the Joan C. Edwards School of Medicine (SOM). This relationship provides direct linkages to the Family and Community Health program at the SOM, the Center for Rural Health, and SOM outreach programs throughout the region which utilize and depend on the delivery health information.

COHP also has been active in the Rural Health Education Partnership (RHEP) program through our nursing and health professions programs. RHEP sites are located throughout rural WV providing access to available community resources in areas experiencing the greatest need for health informatics reform.

## **H. Alternatives to Program Development**

With no other such Masters program in WV or nearby states, the alternative would require students desiring an advanced degree in HI to relocate or take courses from an online provider. This would not only raise the expense of a college education, but would likely diminish the number of graduates that are willing to seek employment in WV. There is no university in West Virginia offering the MSHI degree program. MU, we feel, should capitalize on this opportunity and through program development, accelerate the positive influence on our current public health problems through additional well-educated health information professionals in WV.

## **PART III: PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS**

### **A. Program Administration**

Currently, COHP, CITE, and LCOB have independent organizational charts with the dean's of each college directly responsible program development and implementation within each respective college. With this collaborative program, however, the administrative duties fall to the dean COHP. While not reflected in the COHP organizational chart, the overarching MU organizational chart would suggest that deans of each college have direct communication lines. Thus, the dean COHP will inform deans from the other colleges of all program activities.

The MSHI program will be administratively housed in COHP, thus, all administrative duties would be assumed by the Dean of COHP. Revenues, and credits for program development and implementation will be shared proportionately between the three Colleges based on current MU policy utilizing student credit hours. All program revenues and accreditation efforts will be the responsibility of the COHP. To cover expenses such as accreditation, COHP will retain administrative costs beyond revenue sharing. Curriculum developed for the HI program will be considered work for hire. Should any college for any reason wish to withdrawal from this collaborative agreement they will rescind their rights to any new curriculum specifically created for this program. Fees imposed by individual colleges beyond program fees charged for MSHI cannot be added to student costs.

#### **B. Program Projections**

Annual enrollment for the MSHI is anticipated to reach 30 students. Assuming a loss of 10% in the first year, year two and beyond would see 58 total students. Projections are based on conversations with area employers and by comparison of other programs advertising student numbers. Additional transfer or second degree seeking students are expected to add to the total number of students.

#### **C. Faculty Instructional Requirements**

Faculty for the HI program already exists for the majority of course offerings. LCOB and CITE require no additional faculty. COHP, however, would require one additional part time faculty line to teach courses and to supervise the capstone experience. Initial faculty rank would be expected at the assistant or associate level. Since the first HP course would be taught in the second year, the new faculty hire would not occur until AY 2 after student income has been established. Thus, costs will be covered by student tuition and fees from year one.

#### **D. Library Resources and Instructional Materials**

Library resources at MU are adequate to support a full program in HI. MU's online journal selection includes all pertinent and relevant subscriptions. No new library resources would be necessary. Annual review of library resources will be undertaken and request for additional resources would be made if appropriate.

#### **E. Support Service Requirements**

All support service requirements will be jointly determined by the Program Director and the Dean, COHP. No support staff will be required for the MSHI. The COHP Office of Student Services will provide support for students in the program. The Office of Student Services is actively involved in recruiting for all programs in the college. While the program will add new student loads to ancillary support services outside the college, such as registrars and bursars offices, the addition of 30 students per year is not likely to cause undue stress on these departments.



## **Facilities Requirements**

Adequate resources exist for laboratory and support services. No new needs are anticipated. Classroom requirements will be for a classroom space that will accommodate 30 students. Space for classrooms is adequate at MU for this program with no new resource needs anticipated.

### **F. Operating Requirements**

Normal operating expenses will be necessary for this program. Office space for one additional faculty will be required but is possible within the current allocations. Additional office supplies would be required, along with a telephone, computer, and internet. The operational budget will come from student tuition and fees. Current tuition and fee structures are adequate to support the program. A onetime start-up cost of \$5,000 for program advertising and postage will be required for the startup year.

### **G. Source of Operating Requirements**

All operational support will come from student tuition and program specific fees.

## **PART IV: Offering Existing Programs at New Locations**

NA

## **PART V: Program Evaluation**

### **A. Evaluation Procedures**

#### Internal Evaluations

Evaluation is a critical component to effective programs. Marshall University has a systematic and on-going evaluation process. All departments must submit an annual evaluation and program evaluation through the Office of Program Review and Assessment. The COHP compiles an annual report with presentation of program goals and outcome assessment for each program. The goals and assessment plan is structured to meet the standards set forth by the accrediting bodies for each program.

All faculty members must meet MU standards as in the accreditation standards when applicable. Faculty are employed through MU which conducts annual evaluations. All courses will be developed utilizing accrediting criteria where applicable and will be submitted through the appropriate committees for approval by Marshall University. A proposed course structure can be found in Appendix B.

Student satisfaction with and effectiveness of the didactic component of the program will be assessed in a variety of ways. Each semester, students will complete computer-

scored anonymous surveys for all courses in which they are enrolled. The Office of Institutional Research will compile survey results and disseminate to the Deans.

Students will also be provided opportunity to evaluate and comment on their clinical education. Evaluations for individual clinical sites and clinical instructors employed by the sites will be submitted at the end of each semester for all clinical sites visited during the term.

Alumni surveys will be sent to graduates within 6 months of graduation requesting feedback. Employer surveys will be sent to students employed within the field after six months in order to evaluate the effectiveness of the program's graduates as professionals.

Throughout the program, a variety of measures will be employed to assess student learning and comprehension. Among the measures utilized in the classroom setting include, but are not limited to, written objectives and examinations. In the clinical setting, student competence will be formally evaluated by the faculty throughout the entire clinical rotation. The student preceptor ratio for clinical experience will be determined collaboratively between MU faculty and the clinical site.

#### External Evaluation

The Graduate Survey, discussed above, is one method utilized to measure preparedness for practice in HI. Students who complete the program and obtain employment in the field will be surveyed within six months for feedback on the program's effectiveness in preparing them for practice.

Students/Graduates of the program will be asked to submit the name of their employer upon securing professional employment. An Employer Survey will then be sent to employers of the program's graduates. The Employer Survey solicits information on their ability to perform in their current capacity. This provides additional feedback to enhance program content.

#### **B. Accreditation Status**

As a new program, there is currently no accreditation. However, accreditation will be sought from the Commission on Accreditation for Health Informatics and Information Management Education at the earliest date. Given that Marshall University has a record of success in obtaining accreditation for all masters programs offered, accreditation is not anticipated to present insurmountable challenges.

#### **Part VI: Termination of a Program**

The MSHI can be terminated at will by MU if sufficient justification exists. If termination of the program is approved, consideration will be given to students and faculty in the

closure process. All termination procedures must follow MU guidelines as applied in the Green Book and CA rules and regulations regarding program termination.

#### Five Year Projections of Program Size

Status of Students	Academic Year				
	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	5 <sup>th</sup> year
	(2010)	(2011)	(2012)	(2013)	(2014)
1st year graduate student	25	25	25	25	25
2nd yr graduate student		23	23	23	23
transfer students all years	1	5	5	5	5
second students degree all years	1	5	5	5	5
<b>Total number of students in major</b>	27	58	58	58	58
<b>Number of student credit hours created</b>	450	2080	2080	2080	2080
<b>Number of Degrees to be granted annually</b>	0	23	58	58	58

**FIVE YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS AND OFFSETTING REVENUES**

<b>Revenue/Budget AY</b>	<b>AY10-11</b>	<b>AY11-12</b>	<b>AY12-13</b>	<b>AY13-14</b>	<b>AY14-15</b>
Tuition In State	\$ 56,425	\$124,845	\$125,590	\$132,448	\$136,421
Tuition Metro	\$ 14,172	\$ 31,356	\$ 32,297	\$ 33,266	\$ 34,264
Tuition Out of State	\$ 3,509	\$ 7,764	\$ 7,997	\$ 8,237	\$ 8,484
Program/lab Fees	\$ 2,700	\$ 5,800	\$ 5,800	\$ 5,800	\$ 5,800
<b>Total Revenue</b>	<b>\$ 76,805</b>	<b>\$169,765</b>	<b>\$174,684</b>	<b>\$179,750</b>	<b>\$184,969</b>
<b>Expenses</b>					
Faculty Salaries		\$ 40,000	\$ 41,200	\$ 42,436	\$ 43,709
Total Faculty Salary		\$ 40,000	\$ 41,200	\$ 42,436	\$ 43,709
Fringe Benefits @ 3%		\$ 1,236	\$ 1,236	\$ 1,273	\$ 1,311
<b>Total Personnel Costs</b>		<b>\$ 41,200</b>	<b>\$ 42,436</b>	<b>\$ 43,709</b>	<b>\$ 45,020</b>
Advertisement	\$ 3,000	\$ 3,090	\$ 3,183	\$ 3,278	\$ 3,377
Faculty Travel	\$ 3,000	\$ 3,090	\$ 3,183	\$ 3,278	\$ 3,377
<b>Total Expense Budget</b>	<b>\$ 6,000</b>	<b>\$ 47,380</b>	<b>\$ 48,801</b>	<b>\$ 50,265</b>	<b>\$ 51,773</b>
<b>Net Revenue</b>	<b>\$ 70,805</b>	<b>\$122,385</b>	<b>\$125,882</b>	<b>\$129,485</b>	<b>\$133,195</b>
Revenue to COHP	\$ 7,081	\$ 12,238	\$ 12,588	\$ 12,948	\$ 13,320
<b>Net Revenue to University</b>	<b>\$ 63,725</b>	<b>\$110,146</b>	<b>\$113,294</b>	<b>\$116,536</b>	<b>\$119,876</b>
Assumes 3% annual increase in tuition, salaries and expenses					
<b>Faculty</b>		0.5	0.5	0.5	0.5

## **Proposed Course Descriptions for Master's of Science in Health Informatics**

### **EM 660 (3) Project Management**

This course provides the student with a practical knowledge of how to integrate effectively the functional efforts of many in the execution of programs and projects.

### **HCA 600 (3) The Health Care System**

This course is designed to provide managers with in-depth knowledge of the current health care system, covering the structure and delivery of care, the providers and payers, and the various players in the system. The internal and external forces impacting the system are discussed. Problems in the health care system are explored and evaluated with respect to the issues of access, cost, and effectiveness.

### **HCA 656 (3) Management of Medical Technology & Information Systems**

An investigation of the place technology, primarily hard technology, plays in the formulation of health care policy and strategies. Special emphasis placed on the management of medical information systems.

### **HP 615 (3) Health Care Quality and Patient Safety**

The purpose of this course is to familiarize the student with the concept of Quality and the process of Quality Improvement across the Health Care continuum. This course focuses on the history and evolution of quality, its terms, principles, theories, and practices. The student is introduced to a diverse collection of methods of improving quality, including but not limited to continuous Quality Improvement and Total Quality Management, and to the guidelines for implementing quality management and the continuous quality improvement processes. Additionally, the students will be asked to review the changes that a selected number of health care systems from across America have implemented in order to achieve the Institute of Medicine's goals to make quality health care more safe, timely, effective, equitable, efficient, and patient-centered.

### **HP 650 (3) Health Informatics Practicum**

Course work emphasizes the analysis, implementation and ongoing management of the critical factors that impact the successful selection and use of health care information technologies. The goals of the course are to provide an experience that will prepare students to work effectively in professional positions, and to bridge the learning gained in course work with the world of practice they will encounter after graduation.

#### HP 605 (3) Medical Vocabularies and Classification Systems

Medical Vocabularies and Classification Systems is a one semester course which focuses on learning prefixes, suffixes, root words, and combining forms which are the basis of the medical language.

#### IS 665 (3) HI Applications

This course will allow students to learn the capabilities of one of the major health care enterprise information systems and help students to understand opportunities and problems of integrating information systems across the health care enterprise.

#### IS 623 (3) Database Management

Review of information structures and of relationships among data elements and objects. Relational database theory; design and organization of databases, retrieval structures, and query mechanisms.

#### MIS 678 (3) Management Information Systems

To familiarize students with the characteristics and functions of management information systems, as well as the benefits, limitations, and applications for advanced management information systems.

#### MIS 680 (3) Healthcare Communications Technology and Telematics

A presentation and analysis of the primary and emerging technological means of communication, collaboration, and information search and retrieval within the healthcare and medical fields.

#### TM 664 (3) Health Informatics

Introduction of various aspects of medical informatics, including medical literature search and retrieval, management and analysis of data, modeling and simulation, data communications, on-line databases, and clinical decision analysis.

**ATTACHMENT 3**

**CHANGES TO GRADUATE CURRICULUM FORMS**

**On the following pages are new forms to be used for Graduate Curriculum Requests**

## Curriculum Action Request

### Addition / Deletion / Change of an Area of Emphasis within an Existing Major

**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 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: \_\_\_\_\_ Department/Division: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_

Name of Major: \_\_\_\_\_

Name of Area of Emphasis: \_\_\_\_\_

Action Requested (check appropriate box):  Addition  Deletion  Change

**Effective term and year:** Fall 20\_\_\_\_ 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 pages must be completed before signatures are obtained.*



Rationale: (Add/Delete space as needed)

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

**1. ADDITIONAL 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

**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.

**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)

**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.

**5. 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.

## Curriculum Action Request Addition / Deletion / Change of a Certificate

**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 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: \_\_\_\_\_ Department/Division: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_

Name of Certificate: \_\_\_\_\_

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

**Effective term and year:** Fall 20 \_\_\_\_ 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 pages must be completed before signatures are obtained.***

Rationale: (Add/Delete space as needed)

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

**1. ADDITIONAL RESOURCE REQUIREMENTS (Add/Delete space as needed):**

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

**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.

**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)

**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.

**5. 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.

## **Request for Graduate Catalog Change**

### **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: [www.marshall.edu/graduate-council/Forms](http://www.marshall.edu/graduate-council/Forms)

(2) 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 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: \_\_\_\_\_ Department/Division: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_

Degree and page number from the latest catalog where the degree or program description begins: \_\_\_\_\_

\_\_\_\_\_

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

Department/Division Chair	Date
Registrar	Date
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.***

***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)

***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.

## **Request for Graduate Course Addition**

**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 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: \_\_\_\_\_ Department/Division: \_\_\_\_\_

Contact Person \_\_\_\_\_ Phone: \_\_\_\_\_

Course Number and Title: \_\_\_\_\_

New Course Title: \_\_\_\_\_

Alpha Designator & Number: \_\_\_\_\_ Graded (Yes/No)? \_\_\_\_ or Credit (CR)/No Credit (NC)? \_\_\_\_

Title Abbreviation: \_\_\_\_\_  
(Limit of 25 characters and spaces.)

Course Catalog Description (Limit of 30 words):

Co-requisite(s)/Prerequisite(s): \_\_\_\_\_ First Term Offered: \_\_\_\_\_

Course being **Deleted** in place of this addition (Note: A Course Deletion Request form is also required):

Course Number and Title \_\_\_\_\_ Credit Hours: \_\_\_\_

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

\_\_\_\_\_  
Department/Division Chair Date

\_\_\_\_\_  
Registrar Date

\_\_\_\_\_  
College Curriculum Chair or Dean if no College Committee Date

\_\_\_\_\_  
Graduate Council Chair Date



# Information Required for Graduate Course Addition

College/Department/Division: \_\_\_\_\_

Course Number and Title: \_\_\_\_\_

Please provide the below information regarding the new course proposal. If not applicable, enter “*Not Applicable*”. (Note: *Attaching the syllabus does not substitute for completing this form.*)

**1. FACULTY (Add/Delete space as needed):**

Identify name(s) of faculty in your department who may teach this course.

**2. 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 proposal. Enter “*Not Applicable*” if not applicable.

**3. REQUIRED COURSE (Add/Delete space as needed):**

If this course will be required by another department(s), identify it/them by name. Enter “*Not Applicable*” if not applicable.

**4. AGREEMENTS (Add/Delete space as needed):**

If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter “*Not Applicable*” if not applicable.

**5. ADDITIONAL RESOURCE REQUIREMENTS (Add/Delete space as needed):**

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

**6. COURSE OBJECTIVES (Add/Delete space as needed):**

**7. COURSE OUTLINE (Add/Delete space as needed):**

**8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATE (Add/Delete space as needed):**

**9. EXAMPLE OF INSTRUCTIONAL METHODS (LECTURE, LAB, INTERNSHIP) (Add/Delete space as needed):**

10. **EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)**  
**(Add/Delete space as needed):**

11. **ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE / GRADUATE COURSE (Add/Delete space as needed):**

12. **PROVIDE COMPLETE BIBLIOGRAPHY (Add/Delete space as needed):**

## **Request for Graduate Course Change**

**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 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: \_\_\_\_\_ Department/Division: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_

Current Course Number and Title: \_\_\_\_\_

Change in Course <b>TITLE</b> ?    Yes    _____    No    _____
If “Yes,” <u>old</u> title of course: _____
If “Yes,” <u>new</u> title of course: _____
<u>RATIONALE</u> : _____ _____
Change in Course <b>ALPHA DESIGNATOR</b> ?    Yes    _____    No    _____
If “Yes,” old Alpha Designator of course: _____
If “Yes,” new Alpha Designator of course: _____
<u>RATIONALE</u> : _____ _____
Change in <b>COURSE NUMBER</b> ?    Yes    _____    No    _____
If “Yes,” old Course Number: _____
If “Yes,” new Course Number: _____
<u>RATIONALE</u> : _____ _____

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

_____ Department/Division Chair	_____ Date
_____ Registrar	_____ Date
_____ College Curriculum Chair or Dean if no College Committee	_____ Date
_____ Graduate Council Chair	_____ Date

# Information Required for Graduate Course Change

College/Department/Division: \_\_\_\_\_

Course Number and Title: \_\_\_\_\_

**Please provide the below information regarding the new course proposal. If not applicable, enter “*Not Applicable*”.** (Note: *Attaching the syllabus does not substitute for completing this form.*)

**1. REQUIRED COURSE (Add/Delete space as needed):**

If this course is required by another department(s), identify it/them by name and attach the written notification you sent to them announcing the proposed change and any response received. Enter “*Not Applicable*” if not applicable.

**2. COURSE DELETION (Add/Delete space as needed):**

List any courses that will be deleted because of this change. A Course Deletion form is also required. Enter “*Not Applicable*” if not applicable.

**3. ADDITIONAL RESOURCE REQUIREMENTS (Add/Delete space as needed):**

If your department requires additional faculty, equipment, or specialized materials as a result of this change, attach an estimate of the time and money, etc. required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter “*Not Applicable*” if not applicable

**Change in CONTENT?** Yes \_\_\_\_\_ No \_\_\_\_\_ If Yes, fill in From, To, and Rationale below.

**From:**

**To:**

**Rationale:**

**Change in CREDIT HOURS?** Yes \_\_\_\_\_ No \_\_\_\_\_ If Yes, fill in From, To, and Rationale below.  
(NOTE: If credit hours increase/decrease, provide documentation that specifies the adjusted work requirements.)

**From:**

**To:**

**Rationale:**

**Change in CATALOG DESCRIPTION as a result of this request?** Yes \_\_\_\_\_ No \_\_\_\_\_ If Yes, fill in From, To, and Rationale below. Limit of 30 words. (NOTE: If requesting a Catalog Change only, i.e., you are not changing a course, use the Catalog Change Request form.)

**From:**

**To:**

**Rationale:**

## **Request for Graduate Course Deletion**

**PROCEDURAL NOTES:** 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 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.***

Additionally, attach a copy of your written notification and any response(s) regarding this course deletion to other Departments/Divisions which advise students to enroll in this course as a prerequisite, co-requisite, or as an approved elective.

College: \_\_\_\_\_ Department/Division: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_

Current Course Number and Title: \_\_\_\_\_

Rationale for Course Deletion:

Final term and year this course is to be offered: Fall 20\_\_\_\_ Spring 20\_\_\_\_ Summer 20\_\_\_\_

Course being **Added** in place of this deletion. (Note: A Course Addition Request form is also required):

Course Number and Title \_\_\_\_\_ Credit Hours: \_\_\_\_\_

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

\_\_\_\_\_  
Department/Division Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Registrar

\_\_\_\_\_  
Date

\_\_\_\_\_  
College Curriculum Chair or Dean if no College Committee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Graduate Council Chair

\_\_\_\_\_  
Date

## Curriculum Action Request Addition / Deletion / Change of a Major or Degree

**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 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: \_\_\_\_\_ Department/Division: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_

Name of Major or Degree: \_\_\_\_\_

Action Requested (check appropriate box):

Intent to Plan     
  Addition     
  Deletion     
  Change

**Effective term and year:** Fall 20\_\_\_\_ 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
Board of Governors Approval	Date

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



Rationale: (Add/Delete space as needed)

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

**1. ADDITIONAL RESOURCE REQUIREMENTS (Add/Delete space as needed):**

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 "NONE" if 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 "NONE" if not applicable.

***NOTE: IF YOU ARE SUBMITTING A REQUEST FOR A NEW MAJOR OR DEGREE, FIRST YOU MUST HAVE AN "INTENT TO PLAN" APPROVED FIRST, USING THIS FORM. THEN, LATER YOU NEED TO REQUEST THE ADDITION OF THE NEW MAJOR OR DEGREE, ALSO USING THIS FORM. PLEASE SEE THE FOLLOWING WEB DOCUMENT FOR GUIDELINES:***

<http://wvhepcdoc.wvnet.edu/resources/133-11.pdf>

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

**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)

**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.

**5. 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.

## Curriculum Action Request Addition / Deletion / Change of a Minor

**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 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: \_\_\_\_\_ Department/Division: \_\_\_\_\_  
 Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_  
 Title of Minor: \_\_\_\_\_

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

**Effective term and year:** Fall 20\_\_\_\_ 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.***

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

**1. ADDITIONAL RESOURCE REQUIREMENTS (Add/Delete space as needed):**

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 (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.

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

**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)

**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.

**5. 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.

## Marshall University Graduate Council Minutes

March 19, 2010

John Spotts Room, MSC, Huntington Campus

**Members Present:** Larsen, Christofero, Childress, Meyer, Pauley, Seymour, Sottile, Brammer, Gould, Gruetter, Lawson, Mader, and Trzyna.

**Members Absent:** Mulder, Ferro, Swindell and Securro,

**Ex-Officio Members Present:** Spindel and Ormiston

**Ex-Officio Member Absent:** Maher

Larsen convened the meeting at 1:00 PM.

**Approval of Minutes:** Minutes from Feb. 19 meeting were approved as distributed.

**Council Membership:** Graduate faculty memberships (Attachment 1) were approved as distributed by Larsen.

List will be sent to the president's office for his signature.

### **Academic Planning, Standards, and Policies Committee:**

Trzyna submitted 13 proposals for catalog language change (Attachments 3-15). All proposals were approved with the following changes:

- **Attachment 4** regarding graduate tuition waivers:

Proposed new language (2<sup>nd</sup> paragraph): Waivers typically are available for one 3 credit graduate course (online courses excluded).

Changed to: Waivers are typically available for one 3 credit graduate course (**E courses** excluded).

- **Attachment 5** regarding certificate programs:

Proposed new language: Certificate programs are professional continuing education program of normally 12 to 21 credit hours...

Changed to: Certificate program are professional continuing education programs of **typically** 12 to 21 credit hours...

- **Attachment 7** regarding class attendance policy:

Changes to proposed new language: In sentence beginning “Absences such as those resulting from illness....” remove “and professional, work-related absences”

Re-insert existing wording for final sentence – “**Instructor should make reasonable accommodations for professional, work-related absences.**”

- **Attachment 13** regarding technology enhanced courses:

Proposed new language: “In these courses at least 80 percent of course content is delivered by remote electronic means but students will be required to attend classes for the remaining content.”

Change to: In these courses at least 80 percent of course content is delivered by remote electronic means, but students will be required to attend **face-to-face** classes **or participate in synchronous activities** for the remaining content.

**Curriculum Committee:** Christofero presented requests for the following (Attachment 2):

- Three course additions for College of Science and College of Education and Human Services. All requests were approved.
- Addition of area of emphasis in Integrative Physiology from College of Education and Human Services was approved.
- Request by School of Medicine for changes in Forensic Chemistry area of emphasis (with course changes listed below) was approved. It was noted that approval applies to curriculum issues and not budget issues. It does not imply approval of equipment purchase listed as New Resources Required.
- Courses changes related to Forensic Chemistry area of emphasis changes:

Addition of FSC 623 Forensic Science Laboratory;

Change of course title for FSC 622 (from Forensic Analytical Chemistry I to Forensic Analytical Chemistry) and catalog description; and

Change of course title for FSC 626 (from Forensic Drug Analysis to Advanced Drug Analysis) and catalog description. All actions were approved.

**Credentialing Committee:** Seymour reported audits for COS, CITE and SOJMC will be completed by April 23 meeting.

Larsen announced that the nominations for the John & Frances Rucker Graduate Advisor Award are being accepted and a decision needs to be made as quickly as possible. We have a donor who has agreed to provide funding with \$250 awarded to a graduate advisor in South Charleston and \$250 to a graduate advisory in Huntington. Larsen is circulating requests for nominations to all graduate students and nominations are to be sent to Celene Seymour

**Program Review and Assessment Committee:** Mader reported all assessments must be submitted to Mary Beth Reynolds. A number of programs have not submitted reviews.

**Other Business:** Larsen announced that new and returning council members must be identified by April 9. New members will be invited to attend the April 23 meeting and new officers will be elected then. The new council will convene in August.

Meeting was adjourned at 2:00 PM

Submitted by Celene Seymour, Secretary. March 24, 2010; Corrected/ revised by Eldon Larsen, 3/31/2010.

The next Graduate Council meeting will be held at 1:00 PM on April 23, 2010, in South Charleston.



**ATTACHMENT 1**

**Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:				03/19/2010	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>	<i>Month Year</i>	<i>Month Year</i>	
Johnson, Catherine M.	COS	Biological Sciences	Associate	March 2010	March 2013	
Waldron, Jayme L.	COS	Biological Sciences	Graduate	March 2010	March 2015	
Stange, Terrence	GSEPD	Reading	Doctoral	February 2010	February 2015	
Tarter, Barbara	COLA	Communication Studies	Graduate	March 2010	March 2015	
Torppa, Cynthia	COLA	Communication Studies	Graduate	March 2010	March 2015	
Tolbert, Tim	COEHS	School of Kinesiology	Graduate	March 2010	March 2015	

## ATTACHMENT 2

### Graduate Curriculum Approvals

#### NEW COURSE ADDITIONS (3)

- **College of Science**

*Department:* Chemistry

*Course Number & Title:* CHM 685-688 Independent Study

*Catalog Description:* Individual study of topics not offered in regularly scheduled classes.

*Prerequisite:* Permission of instructor

*First Term Offered:* On demand

*Credit Hours:* 1-4

- **College of Education & Human Services**

*Department:* School of Kinesiology

*Course Number & Title:* ESS 671 Research Methods in Sport Studies

*Catalog Description:* This course provides students with a fundamental understanding of research principles, concepts, methods, techniques, and application related to sport studies.

*First Term Offered:* Fall 2010

*Credit Hours:* 3

- **College of Education & Human Services**

*Department:* School of Kinesiology

*Course Number & Title:* ESS 674 Sport Finance / Economics

*Catalog Description:* This course will provide students with an understanding of financial and economic principles relevant to the sport industry. The course also provides a comprehensive coverage of current economic and financial issues confronting the sport industry.

*First Term Offered:* Fall 2010

*Credit Hours:* 3

#### AREA OF EMPHASIS ADDITIONS (1)

- **College of Education & Human Services**

*Department:* School of Kinesiology

*AoE Name:* Integrative Physiology

*Rationale:* The **Integrative Physiology Area of emphasis** is broadly based upon basic sciences: anatomy, physiology, biological sciences, chemistry, and physics. The integrative physiology emphasis provides students with the opportunity to study and develop research skills in exercise physiology, physiology, biochemistry, endocrinology, molecular physiology, and molecular and cellular biology. Research opportunities are available utilizing whole body, animal, cellular and molecular techniques. Faculty members are located in the School of Kinesiology (SOK) and the Department of Biological Sciences (BSC) and Robert C. Byrd Biotechnology Science Center/ Laboratory of Molecular Physiology. Eric Arnold, Ph.D., Interim Chair of the School of Kinesiology is a visiting Scientist in the Laboratory of Molecular Physiology where he investigates skeletal muscle adaptations with overload and has developed a collaborative research relationship with Eric Blough, Ph.D., Associate Professor, Division of Biological Sciences, Department of Pharmacology, Physiology, and Toxicology, and Director of the Laboratory of Molecular Physiology. The Integrative Physiology area of emphasis will prepare students to work as researchers in exercise physiology, physiology, the biotechnology industry and apply to doctoral programs (PhD/MD).

A growing demand in the area of Exercise Science/Exercise Physiology requires a research-based approach to determine the effectiveness of specific therapeutic interventions. The School of Kinesiology's Clinical Applied Area and Exercise Physiology graduate concentration areas under the Master of Science program in Exercise Science prepare students for patient and athlete based professions. An emerging area in our field involves determining the physiological mechanisms induced by exercise at the cellular and molecular levels supporting clinical practice. It is appropriate at this time for the discipline area to make revisions in course and degree offerings that move the program into a more contemporary and forward thinking approach. As we progress as a society, we become dependent on an integrative approach to problem solving. This degree will move our degree offerings in that direction.

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*Curriculum:* (Number of Hours and Courses; Indicate Required/Optional)

Applicants must meet all requirements for admission to the Masters of Science Program. Students choosing integrative physiology as an area of emphasis should have the equivalent to a one term, university level course in each of the following.

1. Systems Physiology with Lab equivalent to BSC 228
2. Exercise Physiology with Lab equivalent to ESS 345 and ESS 346
3. Anatomy with Lab equivalent to BSC 227
4. Advanced Mathematics equivalent to MTH 132
5. Computer Science

6. Chemistry with lab equivalent to Chem 211 and 217, 2 recommended

7. Physics with lab equivalent to Phy 201 and 202, 2 recommended

Students lacking one or more of the above courses are encouraged to apply and can be admitted to the program contingent on completion of the prerequisites or with permission of the faculty.

**Integrative Physiology Area of Emphasis: 37 hours**

**Core Course Requirements**

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BSC 517	Biostatistics	3
BSC 522	Animal Physiology	4
ESS 621	Advanced Exercise Physiology I	3
ESS 623	Advanced Exercise Physiology II	3
ESS 683	Cardiovascular Assessment	3
BSC 660	Student Seminar	1
BSC 661	Student Seminar	2
BSC 662	Student Seminar	3
Elective(s)		6
ESS	Thesis	9
<b>TOTAL</b>		<b><u>37 credits</u></b>

**Electives (6 hours)**

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ESS 644	Cardiovascular Exercise Physiology	3
ESS 645	Respiratory Exercise Physiology	3
ESS 646	Neuromuscular Exercise Physiology/Plasticity	3
BSC 504	Cellular Physiology	4
BSC 507	Genetics	3
BSC 550	Molecular Biology	3
BSC 580	Principles Advanced Techniques in Molecular Biology	3
BSC 601	Embryology	3
BSC 650	Special Problems	1-4
CHM 567	Intermediate Biochemistry	3

*First Term Offered: Fall 2010*

## AREA OF EMPHASIS CHANGES (1)

- **School of Medicine**

*Department:* Forensic Chemistry

*Course Number & Title:* FSC 622

*Catalog Description:* Individual study of topics not offered in regularly scheduled classes.

*Prerequisite:* Permission of instructor

*First Term Offered:* On demand

*Credit Hours:* 1-4

*Rationale:* The following changes will help overcome three significant issues a) FSC 622 restricts the number of students that can be admitted to the Forensic Science Program overall. Lack of space and instrumentation restricts enrollment in this course (FSC 622) to 5 students per section. B) For this class alone, the Forensic Chemistry instructor devotes 12-14 contact hours per week. As this is only 1 of 3 courses taught by this individual each fall term, contact hours overall for fall term can range from 20-22 hr/week not taking into account course preparation, grading, or mentoring which might be calculated as 2X contact hrs. or 40-44 hrs/week. This leaves no remaining time for scholarly activities. This proposal will a) reduce the admission restriction and b) level out the Forensic Chemistry instructor's workload. C) In our recent FEPAC re-accreditation evaluation, it was noted that the curriculum would benefit from addition of 1 toxicology credit to the core curriculum.

*Proposal:*

- 1 credit hour of Drug/Toxicology lecture will be added to FSC 622 Forensic Analytical Chemistry to satisfy FEPAC Toxicology core curriculum requirements (FEPAC Standard 5.3.2.1)
- Lab content will be removed from FSC 626 and GSC 622 and combined to create a new 1 credit hour course FSC 623 Forensic Analytical Chemistry Lab (New/Addition).
- Reduce the Elective requirement in the Core Curriculum from 4 to 3 credit hours. This will offset the addition of FSC 632 to the Core.
- Remove FSC 660 Independent Study from the Chemistry Area of Emphasis
- FSC 626 Advanced Drug Analysis will be changed to a lecture-only course
- Forensic Chemistry Area of Emphasis = 7 credit hours

*Curriculum:*

Core Curriculum (Forensic Chemistry)

- FSC 622 Forensic Analytical Chemistry; 3 credit hours / Fall
- FSC 623 Forensic Analytical Chemistry Lab; 1 credit hour / Spring

- FSC 624 Biochemistry; 4 credit hours / Fall

Area of Emphasis (Forensic Chemistry)

- FSX 608 Toxicology; 3 credit hours / Fall
- FSC 628 Chemical Analysis of Trace Evidence; 2 credit hours / Fall
- FSC 626 Advanced Drug Analysis; 2 credit hours / Spring

*New Resources Required:* Micro-spectrophotometer attachment \$10,000

*Effective Date:* Fall 2010

#### **AoE COURSE ADDITION (1)**

- **School of Medicine**

*Department:* Forensic Science

*Course Number & Title:* FSC 623 Forensic Science Laboratory

*Catalog Description:* Laboratory practicum will develop skill set needed in the forensic analysis of physical evidence using standard methods and modern analytical instrumentation.

*Prerequisite:* FSC 622

*First Term Offered:* Spring 2011

*Course being deleted:* FSC 660 Independent Study – Chemistry emphasis

*Credit Hours:* 1

## AoE COURSE CHANGES (2)

- **School of Medicine**

*Department:* Forensic Science

*Course Number & Title:* FSC 622 Forensic Analytical Chemistry I

*Course Title Change*

Old Course Title: Forensic Analytical Chemistry I

New Course Title: Forensic Analytical Chemistry

*Rationale:* II, III, etc. do not exist

*Change in Content:*

*From:* Introduction to analytical instrumentation used by forensic scientists for analysis of drugs, arson, explosives, and trace evidence. Lab stresses sample handling, instrumental analysis and data interpretation from simulated crime scenes.

*To:* Analytical chemistry instrumentation and methods used by forensic scientists for analysis of drugs, toxicology, arson, explosives, trace evidence and sample collection and processing.

*Rationale:* National accrediting organization (FEPAC) recommendation for additional drug and toxicology lectures in the core curriculum. Increased toxicology and drug content (lecture) by removing lab. With this change, FSC 622 becomes "lecture-only".

*Change in Catalog Description:*

*From:* Introduction to analytical instrumentation used by forensic scientists for analysis of drugs, arson, explosives, and trace evidence. Lab stresses sample handling, instrumental analysis and data interpretation from simulated crime scenes.

*To:* Analytical chemistry instrumentation and methods used by forensic scientists for analysis of drugs, toxicology, arson, explosives, trace evidence and sample collection and processing.

*Rationale:* National accrediting organization (FEPAC) recommendation for additional drug and toxicology lectures in the core curriculum.

- **School of Medicine**

*Department:* Forensic Science

*Course Number & Title:* FSC 626 Forensic Drug Analysis

*Course Title Change*

Old Course Title: Forensic Drug Analysis

New Course Title: Advanced Drug Analysis

*Rationale:* The prerequisite (FSC 622) contains introductory material for forensic drug analysis allowing FSC 626 to be titled Advanced Drug Analysis.

*Change in Content:*

*From:* Concentration on modern analytical methods used in the isolation and identification of illicit drugs and their metabolites in biological samples and other forensic evidence. Lab included at 1 credit.

*To:* Concentration on modern analytical methods used in the isolation and identification of illicit drugs and their metabolites in biological samples and other forensic evidence. No lab included; 2 credits lecture.

*Rationale:* Lecture for this course expanded to cover a more in-depth list of controlled substances. To keep the course hours the same, the laboratory component of the previous course (FSC 626) will be deleted.



### **ATTACHMENT 3**

#### **Change in Graduate Catalog Language**

##### **Current Catalog Language (p.6):**

###### STUDENT RESPONSIBILITY

It is the responsibility of the graduate student to be informed about and to observe all current regulations, policies, and procedures required by the University and by the academic program being pursued. In no case will a regulation be waived or an exception granted because the student pleads ignorance of the regulation or asserts that he or she was not informed of the regulation by an advisor or other authority. It is essential for the student to remain informed of and to observe deadlines established and published by the University or by the major academic area.

##### **New Language:**

**Graduate students accept responsibility to remain current and informed on all regulations, policies, and procedures of their academic program and of the University.**

## **ATTACHMENT 4**

### **Change in Graduate Catalog Language**

#### **Current Catalog Language (p.46):**

A limited number of graduate and professional tuition waivers are available through the Graduate College in line with state and institutional policy. Announcements are made at the appropriate time concerning procedures and deadline dates for each term.

#### **New Language:**

##### **Graduate Scholarship Tuition Waivers**

A limited number of Graduate Scholarship Tuition Waivers **is** available through **competitive application to Marshall University students, faculty, and staff. Priority consideration is given to faculty and staff.**

**Tuition waiver application deadlines for each upcoming semester will be posted to the Graduate College website.**

**<http://www.marshall.edu/graduate/tuitionwaivers.asp>**

**Waivers cover all or a portion of System Capital fees and Educational & General fees. Waivers typically are available for one 3 credit graduate course (e-courses excluded).**

**Applications are available in the Graduate College office (Old Main 113) on the Huntington campus, through a student's academic department office on the South Charleston campus, or online: <http://www.marshall.edu/graduate/tuitionwaivers.asp>**

## ATTACHMENT 5

### Change in Graduate Catalog Language

#### Current Catalog Language (p.47):

CERTIFICATE PROGRAM: A professional continuing education program of normally 12 to 21 credit hours as designated by the program faculty and available to students admitted under the Professional Development and Degree-seeking categories.

#### New Language:

##### **Certificate Programs**

**Certificate programs are** professional continuing education programs of **typically** 12 to 21 credit hours as designated by the program faculty and available to students admitted under the Professional Development and Degree-seeking categories. **The main purpose of certificate programs is to provide opportunities to students to complete a cohesive program of coursework that is less than a graduate degree, but which provides advanced training in a specific area. Please consult the department offering the certificate program for complete information.**

## **ATTACHMENT 6**

### **Change in Graduate Catalog Language**

#### **Current Catalog Language (p.48):**

##### Course Numbering

Graduate courses numbered 500-599 are similar to certain undergraduate 400-499 series courses and may meet jointly. A Marshall University course taken at the 500 level will not meet degree requirements if it was already taken at the 400 level. Courses numbered 600-699 and 700-899 are open only to graduate students. Exceptions to this policy sometimes are granted to seniors with excellent academic records.

#### **New Language:**

##### Course Numbering

Graduate courses numbered 500-599 **may be** similar to certain undergraduate 400-499 series courses and may meet jointly. A Marshall University course taken at the 500 level will not meet degree requirements if it was already taken at the 400 level. Courses numbered 600-699 and 700-899 are open only to graduate students. Exceptions to this policy sometimes are granted to seniors with excellent academic records.

## ATTACHMENT 7

### Change in Graduate Catalog Language

#### Current Catalog Language (p. 52):

#### CLASS ATTENDANCE POLICY

It is the responsibility of each individual instructor to evaluate the importance of student class attendance. Accordingly, each instructor prepares at the beginning of each semester a written statement setting forth his or her policy for consideration of unexcused absences, make-up examinations, and related matters, which will be in force for the semester. This statement is filed with the chair of the department and a statement of policy on attendance appropriate to each class is made available to students.

Absences such as those resulting from illness, death in the family, or institutional activities (those approved by the academic deans, such as debate, artistic performances and athletics) are to be excused when a student reports and verifies them to the instructor. For such excused absences, the student should not be penalized. Instructors should make reasonable accommodation for professional, work-related absences.

#### Revised Language at the Graduate Council Meeting of January 22, 2010:

It is the responsibility of each individual instructor to evaluate the importance of student class attendance. Accordingly, each instructor prepares at the beginning of each semester a written statement **in the syllabus** setting forth his or her policy for consideration of unexcused absences, make-up examinations, and related matters, which will be in force for the semester. This statement is filed with the chair of the department and a statement of policy on attendance appropriate to each class is made available to students.

Absences such as those resulting from illness, death in the family, or institutional activities (those approved by the academic deans, such as debate, artistic performances and athletics) are to be excused when a student reports and verifies them to the instructor. **For such excused absences, the student should be reasonably accommodated.**

#### New Language: (words accidentally dropped on January 22, 2010)

It is the responsibility of each individual instructor to evaluate the importance of student

class attendance. Accordingly, each instructor prepares at the beginning of each semester a written statement in the syllabus setting forth his or her policy for consideration of unexcused absences, make-up examinations, and related matters, which will be in force for the semester. This statement is filed with the chair of the department and a statement of policy on attendance appropriate to each class is made available to students.

Absences such as those resulting from illness, death in the family, or institutional activities

(those approved by the academic deans, such as debate, artistic performances and athletics) are to be excused when a student reports and verifies them to the instructor. For such excused absences, the student should be reasonably accommodated.

**Instructors should make reasonable accommodations for professional, work-related absences.**

## **ATTACHMENT 8**

### **Change in Graduate Catalog Language**

#### **Current Catalog Language (p.54):**

##### **Plan of Study**

Each degree-seeking student at the master's or Ed.S. level is required to develop a "Plan of Study" with his or her graduate advisor. A Plan of Study approved by the department/program must be filed with the appropriate dean before the student registers for his or her 12th semester hour. Students who fail to do so will be barred from subsequent enrollment. Consult the degree programs section of the catalog for specific information about each program's Plan of Study.

#### **New Language:**

##### **Plan of Study**

Each degree-seeking student at the master's or Ed.S. level is required to develop a "Plan of Study" with his or her graduate advisor. **The Plan of Study is a student's blueprint for completing degree requirements. A student's certification for graduation depends on completion of the Plan of Study.**

A Plan of Study approved by the department/program must be **submitted for approval to** the appropriate dean before the student registers for his or her 12th semester hour. Students who fail to do so will **have a hold placed on** subsequent enrollment. **If changes are made to the Plan of Study, the student's advisor must report those changes to the appropriate dean or to his or her designee.** Consult the degree programs section of the catalog for specific information about each program's Plan of Study.

## ATTACHMENT 9

### Change in Graduate Catalog Language

Recommended *Graduate Catalog Language* for the section (p. 54) entitled

#### ***General Requirements for Master's Degree***

Only grades of *A*, *B*, *C*, *CR*, or *S* are acceptable in fulfilling graduate degree requirements on any Plan of Study. Particular programs may require higher performance than *C* in certain courses.

~~All coursework to be counted toward the degree and taken after admittance to the student's major degree program, for which grades (quality points) are given, shall be used in computing the Grade Point Average (GPA).~~ **Exclusively, all courses completed after admission to the current degree program, along with any previous Marshall University coursework to be counted toward the current degree (should be in the student's plan of study), will be used to calculate the student's GPA—no other courses will be included in the GPA.** A graduate student is required to maintain a minimum cumulative GPA of 3.0 for this coursework. If, upon the completion of 12 hours or thereafter, a degree student's GPA is less than 3.0, the student may be subject to dismissal from the program. **Please see *Grade Point Average and Other Requirements for Graduation* for a more information.**

(The catalog contains additional material, and that remaining language is to be the same as in the current catalog.)

Below is the current language on page 54 of the *Graduate Catalog*:

#### ***General Requirements for Master's Degree***

Only grades of *A*, *B*, *C*, *CR*, or *S* are acceptable in fulfilling graduate degree requirements on any Plan of Study. Particular programs may require higher performance than *C* in certain courses.

All coursework to be counted toward the degree and taken after admittance to the student's major degree program, for which grades (quality points) are given, shall be used in computing the Grade Point Average (GPA). A graduate student is required to maintain a minimum cumulative GPA of 3.0 for this coursework. If, upon the completion of 12 hours or thereafter, a degree student's GPA is less than 3.0, the student may be subject to dismissal from the program.

(The catalog contains additional material, and that remaining language is to be the same as in the current catalog.)



## **ATTACHMENT 10**

### **Change in Graduate Catalog Language**

#### **Current Catalog Language (p. 55):**

##### Time Limitation

To ensure that a student's knowledge base is current at the time the degree is awarded, all credit that exceeds the time limit must be revalidated. The time limit for the master's degree is seven years from the date of completion of the earliest course applied toward the degree, including transferred courses.

#### **New Language:**

##### Time Limitation **for Master's and Ed.S. Degrees**

To ensure that a student's knowledge base is current at the time the degree is awarded, all credit that exceeds the time limit must be revalidated. The time limit for the master's **and Ed. S.** degrees is seven years from the date of completion of the earliest course applied toward the degree, including transferred courses.

## ATTACHMENT 11

### Graduate Catalog Language for the section (p. 56) entitled

#### *Grade Point Average and Other Requirements for Graduation*

To receive a graduate degree, students must have a GPA (Grade Point Average) of not less than 3.0 (B), with the GPA to be calculated as explained below. Additionally, the student must have at least a 3.0 GPA in the major, or in CORE courses of an interdisciplinary program.

The GPA is calculated only on graduate coursework taken at Marshall University, and only includes coursework taken within the past seven years, or older for coursework that has been revalidated (see *Time Limitations* for coursework older than seven years). Exclusively, all courses completed after admission to the current degree program, along with any previous Marshall University coursework to be counted toward the current degree (should be in the student's plan of study), will be used to calculate the student's GPA—no other courses will be included in the GPA. Grades of *W*, *PR*, *CR*, *NC*, *S*, *U*, and *I*, are not counted in the GPA calculation, except that an *I* grade will be calculated as an *F* (for courses where a letter grade is normally given), *NC*, or *U*, depending on the type of course, for determining qualifications for graduation.

All grades of *C* or less are counted in computing the GPA, but no more than six hours of *C* and no grades below *C* may be applied toward a graduate degree. Individual degree programs may have more stringent requirements, so refer to your degree program for information.

The requirements for graduation also include completion of the program requirements, successful completion of required comprehensive assessments, a GPA of at least 3.0 as explained above, and satisfactory fulfillment of other academic requirements as may be established by the various programs.

In all of the above GPA discussion and anywhere else in this catalog where GPA of graduate students is discussed, unless otherwise noted, GPA means *degree GPA*. However, the final *transcript GPA* includes all graduate-level grades taken at Marshall University at any time, regardless of whether or not they count toward the student's degree.

...

#### **Below is the current language on page 56 of the *Graduate Catalog*:**

The Grade Point Average (GPA) is computed on all graduate coursework taken at Marshall University within the past seven years, or older if re-validated (See *Time Limitations* for outdated coursework), with the exception of courses with grades of *W*, *PR*, *NC*, *CR*, *S*, or *U*. The grade of *I* is computed as an *F* in determining qualifications for graduation.

To receive a graduate degree, students must have a GPA of not less than 3.0 (B) in all coursework to be counted toward the degree and in all graduate coursework taken after admittance to the student's major degree program. (See *Time Limitations* for outdated coursework.) In addition, the student must have at least a 3.0 in the major or in CORE courses of an interdisciplinary program. All grades of *C* or less are counted in computing averages, but no more than six hours of *C* and no grades below *C* may be applied toward a master's or Ed.S. degree. Up to six hours of *CR* or *S* grades may be included within a degree program but they will not affect the GPA.

The requirements for graduation include completion of the program requirements, successful completion of required comprehensive assessments, a graduate Grade Point Average of at least 3.0 in all coursework to be counted toward the degree and taken after admittance to the student' major degree program, and satisfactory fulfillment of other academic requirements as may be established by the various program faculties. ...

## **ATTACHMENT 12**

### **Change in Graduate Catalog Language**

#### **Current Catalog Language (p. 60):**

All theses and dissertations are to be submitted electronically. Full instructions for electronic theses and dissertations (ETD's) are to be found at *www.marshall.edu/etd*.

Submission of the thesis must occur by the dates printed in the calendar of the term in which the student intends to graduate. If the student fails to meet these dates, the Graduate Dean may postpone the student's graduation until the end of the following term.

#### **New Language:**

- **A thesis or dissertation approved by a student's committee must** be submitted electronically. Full instructions for electronic theses and dissertations (ETD's) are located at: *www.marshall.edu/graduate/etd*
- Submission of the thesis must occur by the dates printed in the **academic** calendar of the term in which the student intends to graduate. If the student fails to meet these dates, the Graduate Dean may postpone the student's graduation until the end of the following term.
- **The Graduate Dean will review the submitted thesis for style and format; students may be required to make modifications prior to final approval by the Graduate Dean.**

## ATTACHMENT 13

### Change in Graduate Catalog Language

#### Current Catalog Language (p. none):

None. New section.

#### New Language:

##### **Technology Enhanced Courses (T-courses)**

T-courses are “technology-enhanced” courses. In these courses at least 80 percent of the course content is delivered by remote electronic means, but students will be required to attend **face-to-face** classes, **or participate in synchronis activities**, for the remaining content. T-courses are identified in the schedule of courses as WebCT courses. Most, but not all, of the T-courses use the Internet as the remote electronic means. T-courses start and end on the same dates as the regular semester courses.

Students may visit [www.marshall.edu/muonline](http://www.marshall.edu/muonline) for complete information on technology enhanced courses, including technical requirements, student readiness, and course listing.

## ATTACHMENT 14

### Change in Graduate Catalog Language

#### Proposed Graduate Catalog Language for the I (Incomplete) Grade

*I* An *I* grade (Incomplete) is given to students who have completed at least three quarters of the work for the course, as determined by the instructor, but who do not complete course requirements for reasons deemed acceptable to the course instructor. The *I* grade is not considered in determining the Grade Point Average, **except for graduation**. Students must be in good standing in the class prior to requesting an incomplete. The course instructor decides whether or not an incomplete will be granted and specifies in writing what work the student must complete to fulfill the course requirements; this remaining-requirements description is to be submitted with the University's *Incomplete Grade Form*, with copies to the student and the instructor. To complete the course, the student has until the end of the next fall or spring semester, whichever comes earlier, after the semester in which the incomplete grade was assigned, or the instructor may establish an earlier deadline. If extenuating circumstances exist, which prevent the student from completing the course in the prescribed time, the incomplete grade may be extended with written approval of the instructor, the instructor's chair or division head, and the appropriate dean. If the student satisfactorily completes the course in the prescribed time he/she will receive either a letter grade, a *CR* grade, or an *S* grade, depending upon what type of grade is appropriate for the course. If the student fails to complete the course requirements during the stipulated time, the grade of *I* changes to a grade of *F*, *NC*, or *U*, depending on the type of grade appropriate for the course. All grades remain on the student's permanent record as originally submitted by the course instructor, **except for *I* grades that have been completed and changed by the instructor**. Any grade change is added to the permanent record.

Please see the following page for *Incomplete* grades in the current undergraduate and graduate catalogs.

**Current Graduate Catalog Language (p. 53; 2009-2010 catalog)**

## GRADE INFORMATION AND REGULATIONS

### Grades and Quality Points

*I* An *I* grade (Incomplete) is given to students who do not complete course requirements because of illness or for some other valid reason. The *I* grade is not considered in determining the Grade Point Average. The student has the responsibility of completing the work within the period defined by the instructor, not to exceed twelve calendar months from date of receipt of the incomplete. If the work is completed satisfactorily, one of the four passing marks will be awarded. If the work is unsatisfactory or the student fails to complete the work within the twelve-month period, an *F* or failing grade will be recorded. All grades remain on the student's permanent record as originally submitted by the course instructor. Any grade change is added to the permanent record.

**Current Undergraduate Catalog Language (p. 133-134; 2009-2010 catalog)**

### Types of Grades

*Incomplete:* The grade of *I* (incomplete) indicates that the student has completed three-quarters of the course, but cannot complete the course for a reason that accords with the university excused-absence policy. Students must be in good standing in the class prior to requesting an incomplete. The course instructor decides whether or not an incomplete will be granted and specifies in writing what work the student must complete to fulfill the course requirements. The student has until the end of the next fall or spring semester from the date of receipt of the incomplete grade in which to complete the course, or the instructor may establish an earlier deadline. If special circumstances exist, which prevent the student from completing the course in the prescribed time, the incomplete may be extended with approval of the instructor, the instructor's chair or division head, and the instructor's dean. If the student satisfactorily completes the course in the prescribed time he/she will receive a letter grade. If the student fails to complete the course requirements during the stipulated time, the grade of *I* changes to a grade of *F*.

## Attachment 15

### Change in Graduate Catalog Language

#### MU Graduate Catalog current:

INDEPENDENT STUDY: Independent Studies are tutorials, directed and independent readings, directed and independent research, problem reports, and other individualized activities designed to fit the needs of students within the major. Written objectives of each independent study course, approved by the chair and dean, must be maintained in departmental files.

#### Proposed: based on various catalog statements below:

INDEPENDENT STUDY: Independent Studies are tutorials, directed and independent readings, directed and independent research, problem reports, and other individualized **activities which allow students to explore in depth a specific aspect of a discipline or professional field not covered by the established curriculum. The independent study topic is not covered (or not covered in sufficient depth) by courses inside or outside of the student's degree program.** Written objectives of each independent study course, approved by the chair and dean, must be maintained in departmental files.

#### Independent Study at Other Graduate Institutions

##### **UC Boulder**

Independent study is an opportunity to engage in intensive one-on-one research with a member of the Comparative Literature Graduate Program Faculty and to earn academic credit for learning outside the formal classroom structure. A student who is interested in knowing more about a topic not covered in the regular curriculum may propose a research project to any member of the Comparative Literature Graduate Program Faculty. If the student and the faculty member agree that the topic is worth investigating, that it is not covered (or is not covered in sufficient depth) by courses inside or outside of the Program, and that both the student and the faculty member share sufficient interest in the topic to sustain an independent study project, they may sign an independent study agreement.

##### *Policies regarding acceptability for independent study credit*

Students should note that no independent study credit may be obtained for topics already being taught in



the Program (or in another department) within the relevant timeframe (normally, the period of the student's career as a graduate student at CU).

College and campus policies also prohibit the awarding of independent study credit for any of the following: internships, work in a university program or department, as a substitute for regular coursework. In addition, no credit will be granted for volunteer work, work in business, non-academic work of any kind performed abroad, or independent research associated with the doctoral dissertation.

#### Boise State

To provide students the opportunity to exhibit scholarly competencies on an independent basis.

Independent Study and Directed Research allows the student to explore in depth a specific aspect of a discipline or professional field.

An Independent Study cannot be substituted for any departmental course requirement without prior approval of the department chair and the dean of the college offering the Independent Study.

#### Univ. Arizona

Independent study must not be taken in lieu of a course listed in the catalog even though the course is not offered in a particular semester.

The student must be qualified to undertake an independent project, that is, to work with much less faculty supervision than would be involved in a regular class.

Independent studies are taken after at least half the student's graduate program has been completed, at either the M.A. or Ph.D. level.

Independent study will result in a written product of the student's effort.

Specific degree programs may have additional restrictions.

#### Brockport

Independent study provides the opportunity for students to study individually with an instructor on a contractual basis. This option requires the approval of a sponsoring instructor.

Independent-study courses permit graduate students to pursue topics studied previously in greater depth. A content outline for each independent-study course is developed through consultation between the student and the instructor-sponsor to suit the needs and interests of the student and the special competence of the instructor. To be eligible for independent study at the graduate level, a student must: (1) have completed six credits of course work at the graduate level; and (2) be able to demonstrate adequate background for the area in which the course is to be taken.

No more than two independent-study courses will be approved for any one regular semester (and no more than one in any summer session), and all such courses must be included within the

normal course load. Each independent-study course may not exceed six credits and must be identified as liberal arts or professional credit. No more than nine credits of independent-study courses may be included in a degree program.

East Tennessee State

**Independent Studies, Problems, and Workshops** – Students who wish to pursue individual studies, problems, or workshops of special interest may enroll for these courses provided that the topic for study has been defined and approved by the professor and the student’s advisor.

Under no circumstances should registration for independent studies, problems, or workshop courses be used to attend a course with a different number or title at any level of course classification.

**Limitations on Independent Studies, Problems, and Workshops**

– No more than 30 percent of the semester hours for a graduate degree program may be taken in independent studies, problems, or workshops or in any combination of these types of courses.

An Independent Study project is designed by the student to pursue an area of study not covered by the established curriculum.

The purpose of ungraded **independent** studies, designated as HIST 999, is to award credit for the extra reading, **study**, and research that **graduate** students pursue outside their regular courses.

**Marshall University Graduate Council Minutes**

**February 19, 2010**

**Thomas Board Room, South Charleston Campus**

**Members Present:** Larsen, Christofero, Childress, Meyer, Pauley, Securro, Seymour, Sottile, and Trzyna.

**Members Absent:** Brammer, Gould, Gruetter, Lawson, Mader, Mulder, Swindell, Ferro.

**Ex-Officio Members Present:** Spindel

**Ex-Officio Member Absent:** Ormiston and Maher

**Guests:** R. Pauley, C. Hossler, S. Tomblin

Larsen convened the meeting at 1:00 PM.

**Approval of Minutes:** Minutes from Jan. 22 meeting were approved as distributed.

**Council Membership:** Graduate faculty memberships (Attachment 1) were approved with the following two additions.

Name	College or School	Department or Division	Graduate Faculty Status	Term Starts	Term Expires
Colon, J. Patrick	CITE	Applied Science	Graduate	Feb. 2010	Feb. 2015
Wolfe, Jamie	CITE		Associate	Feb. 2010	2013

List will be sent to the president's office for his signature.

**Curriculum Committee:** Christofero presented requests (Attachment 2) for 4 course additions from College of Health Professions and Lewis College of Business. All were approved.

**Program Review and Assessment Committee:** Larsen reported that Mader is ill. All Council members need to be prepared to help with the Yearly Assessment Reports. We assume that Mader will be sending out assignments very soon.

**Academic Planning, Standards, and Policies Committee:**

Wording change in Graduate Catalog related to "Grades of C" policy (Attachment 3):

Existing language: "No more than six hours of C may be applied toward a master's or an Ed.D. degree."

New language: “No more than six hours of C may be applied toward a graduate degree. Individual degree programs may have more stringent requirements, so refer to your degree program for information.”

The above change regarding “Grades of C” is to be made in all references to the policy throughout the catalog, such as pages 53 and 56.

Independent Study Policy: Spindel proposed reconsideration of policy regarding justification for independent study. Spindel asked if she should be required to sign forms (many with very vague reasons for the independent study class) or if a more stringent policy for justification of independent study courses is needed. Larsen asked her to research what policies other universities have to cover independent studies, to which Spindel agreed. She will report her findings back to the Council.

Absences from Examination: The Absences from Examination policy, on page 52 of Graduate Catalog, is to be dropped from the Graduate Catalog.

Budget for Graduate Assistant Tuition Waiver: The policy, as approved by the Graduate Council is contained in full in Attachment 4.

- Item #1: Addition of following sentence – “The college graduate assistantship budgets will be adjustable, based upon justification and changing needs of the university” – was approved.
- In Item #4: Paragraph 5, beginning “A master’s-level student making satisfactory progress...” is to be removed.
- In following paragraph, change of “Half-time graduate assistants must be registered for at least 6-3 graduate credit hours” to “Half-time graduate assistants must be registered for at least 3 graduate credit hours” was approved.
- In following paragraph, “Graduate assistantship tuition waivers will pay for graduate credit hours only”, addition of “except when undergraduate hours are required in a graduate student’s program” was approved.

Time Limitation: Language in the Graduate Catalog regarding the 7-year limit on course validation was amended slightly for clarification.

Existing language: “...Outdated courses will not be used in computing Grade Point Averages for graduation, but they will remain on the record.”

New language: “...Outdated courses **which are not revalidated** will not be used in computing Grade Point Averages for graduation, but they will remain on the record.”

**Credentialing Committee:** Seymour reported plan for audits (Attachment 5) to be completed by the end of the semester.

Spindel reported the draft of the online Graduate Student Exit Survey will be sent to Graduate Council members for their input.

Meeting was adjourned at 2:30 PM

Submitted by Celene Seymour, Secretary; Revised by Eldon Larsen, Chair. Feb. 22, 2010

The next Graduate Council meeting will be held March 19, 2010, in Huntington.

**ATTACHMENT 1**

**Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			2/19/2010	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>	<i>Month Year</i>	<i>Month Year</i>
Olson, LeVene	COEHS	Adult & Technical Education	Graduate	February 2010	February 2015
Sottile, James	COEHS	Educational Foundations/Technology	Doctoral	February 2010	February 2015
Niemann, Bill L.	COS	Geology	Graduate	February 2010	February 2015
Garnett, Richard	COLA	Sociology/Anthropology	Graduate	February 2010	February 2015
Karna, Basant	COS	Mathematics	Graduate	February 2010	February 2015
Price, William	COS	Chemistry	Graduate	February 2010	February 2015
Rubin, Gerald E.	COS	Mathematics	Associate	January 2010	January 2013
Conlon, J. Patrick	CITE	Applied Science & Technology	Graduate	February 2010	February 2015
Wolfe, James	CITE	CITE	Associate	February 2010	February 2013

**ATTACHMENT 2**  
**Graduate Curriculum Approvals**  
**February 2010**  
**NEW COURSE ADDITIONS (4)**

- **College of Health Professions**

*Department:* Health Professions

*Course Number & Title:* HP605 Medical Vocabularies and Classification Systems

*Catalog Description:* Medical Vocabularies and Classification Systems is a one semester course which focuses on learning prefixes, suffixes, root words, and combining forms which are the basis of the medical language.

*Prerequisite:* N/A

*First Term Offered:* Fall 2010

*Credit Hours:* 3

- **College of Health Professions**

*Department:* Health Professions

*Course Number & Title:* HP615 Health Quality and Safety

*Catalog Description:* To provide students with principles of major health care quality and safety measurement, as well as practical case studies involved in the health care system.

*Prerequisite:* N/A

*First Term Offered:* Fall 2010

*Credit Hours:* 3

- **College of Health Professions**

*Department:* Health Professions

*Course Number & Title:* HP650 Health Informatics Practicum

*Catalog Description:* Provide an experience to prepare students to work effectively in professional positions, and bridge the learning gained in course work and the world of practice.

*Prerequisite:* HP605; HCA656

*First Term Offered:* Summer 2011

*Credit Hours:* 6

- **Lewis College of Business**

*Department:* Mgt/Mkt/MIS

*Course Number & Title:* MIS680 Healthcare Communications Technology and Telematics

*Catalog Description:* A presentation and analysis of the primary and emerging technological means of communication, collaboration, and information search and retrieval within the healthcare and medical fields.

*Prerequisite:* N/A

*First Term Offered:* Spring 2011

*Credit Hours:* 3

This course will be required by students majoring in the M. Sc. In Healthcare Informatics in the College of Health Professions

## ATTACHMENT 3

### Catalog wording changes related to 'Grades of C' policy.

*From p. 53 of the Graduate Catalog:*

"....no more than six hours of C may be applied toward a master's or an Ed.D. degree."

New language: "No more than six hours of C may be applied toward a graduate degree. Individual degree programs may have more stringent requirements, so refer to your degree program for information."

AND....

*From p. 56 of the Graduate Catalog:*

".....but no more than six hours of C and no grades below C may be applied toward a master's or Ed.D. degree."

New language: "No more than six hours of C may be applied toward a graduate degree. Individual degree programs may have more stringent requirements, so refer to degree program for information."

**The above change regarding "Grades of C" will be made in all references to the policy throughout the catalog, such as pages 53 and 59.**



## ATTACHMENT 4

### Graduate Assistant Tuition Waivers

1. We have determined a waiver budget for each college based on the average value of waiver assignments over the last year. **The college graduate assistantship budgets will be adjustable, based upon justified and changing needs of the university.**
2. Colleges have complete control over their **tuition** waiver budget keeping in mind the differing waiver values noted below.
3. At this time there would be 3 different waiver values currently tied to residency:

\$1150PT/\$2300FT resident  
\$2100PT/\$4200FT metro  
\$3225PT/\$6450FT non-resident

Colleges can assign waivers to students in any of the above amounts depending on whether they are FT or PT GAs. A GA can be awarded a waiver value that may or may not cover their cost of tuition, depending on their residency status and the value of the waiver you assign. For example, you may choose to assign a PT metro GA a waiver value of \$1150.

4. As part of the overall process, our plan includes several changes which aim at organizing and restructuring eligibility:

Students provisionally admitted to the Graduate College are not eligible for a graduate assistantship. Currently, students who are provisionally admitted (meaning they do not meet a program's admission requirements but show promise) can qualify for graduate assistantships.

Students must be in good academic standing with a cumulative undergraduate GPA of at least 2.75 for first-time graduate students or a cumulative graduate GPA of 3.00 for continuing graduate students. Currently, students must be in good academic standing with a cumulative undergraduate GPA of at least 2.5 for first-time graduate students.

There will be three categories of graduate assistantships:

Graduate Administrative Assistantship (GAA)

Graduate Research Assistantship (GRA)

Graduate Teaching Assistantship (GTA)

Currently, we do not make a formal distinction among Graduate Assistantships.

Half-time graduate assistants must be registered for at least **3** graduate credit hours.

Graduate assistantship tuition waivers will pay for graduate credit hours only, **except when undergraduate hours are required in a graduate student's program.**

Currently, graduate assistantships will pay for undergraduate hours as well as graduate hours.

We believe these changes will produce an understandable, student/faculty friendly process that will enable academic units to redistribute GA positions in creative ways and will enhance the support we are able to provide to our best graduate students.

## ATTACHMENT 5

### Credentialing Committee Report

### Feb. 22 Graduate Council Meeting

Schedule of Graduate Faculty Credential Audits to be completed by April 23 meeting.

<b>School or College</b>	<b>Auditor</b>	<b>Auditor</b>
CITE	Gould	Seymour
College of Science	Gould	Seymour
School of JMC	Pauley	Gruetter

## Marshall University Graduate Council Minutes

January 22, 2010; 1:00 PM

John Spotts Room, MSC, Huntington Campus

**Members Present:** Larsen, Lawson, Seymour, Securro, Brammer, Christofero, Gould, Mader, Mulder, Pauley, Swindell, Gruetter, Childress, Meyer, Sotille, Ferro, and Trzyna.

**Ex-Officio Members Present:** Ormiston, Spindel

**Ex-Officio Member Absent:** Maher

Larsen convened the meeting at 1:00 PM.

**Approval of Minutes:** Minutes from December 4 meeting were approved as distributed.

**Council Membership:** Graduate faculty membership list (Attachment 1) was approved as distributed. List will be sent to the president's office for his signature.

**Curriculum Committee:** Christofero presented requests (Attachment 2) for 4 course additions (COS, COLA and COFA) and 2 course changes (COFA). All were approved.

Spindel presented five policies for re-consideration by Council.

1. **Residency:** After some discussion of the meaning of "residency" (on-campus requirement or limitation of transfer credits), it was determined that the Residency Requirements policy on page 49 of the graduate catalog should be removed. The limitation on transfer from other institutions is covered under the transfer credits policy.
2. **Class Attendance Policy:** Some revisions were approved to the statement on page 51-52 of the graduate catalog. The second sentence will indicate necessity of attendance policy in course syllabus and read:

"Accordingly, each instructor prepares at the beginning of each semester a written statement **in the syllabus** setting forth his or her policy ....."

The final sentence of that first paragraph ("This statement is filed....") should be removed.

The final two sentences of the policy's second paragraph should be revised as follows:

From: For such excused absences, the student should not be penalized. Instructors should make reasonable accommodations for professional, work-related absences.

To: **For such excused absences, the student should be reasonably accommodated.**

3. **Graduation Requirements:** Wording of the second paragraph of the Grade Point Average and other Requirements for Graduation policy on page 56 (" All grades of C or less are counted in computing averages....") of the graduate catalog was referred to the Academic Planning, Standards, and Policies Committee for consideration. Since the statement specifically refers to "master's or ED.S. degree", does it apply to doctoral programs as well? Colleges should be asked for input because this policy should take into considerations variations across the university.

4. Absence for Examination: Statement regarding policies for handling absence from examinations (p. 52 of graduate catalog) was referred to Academic Planning, Standards, and Policies Committee. The council felt the policy (grade of 0 on exam and final grade of F in the course) did not accurately reflect graduate courses where examinations may have less impact on final grade.
5. GPA: Statements on pages 56 and 57 of graduate catalog regarding GPA calculations seem to be inconsistent. Larsen is checking Graduate Council minutes to see if this inconsistency was resolved previously.

**Credentialing Committee:** Seymour reported audits of the School of Medicine and Lewis College of Business were completed and successful. Audits for CITE, College of Science and Journalism & Mass Communication will be conducted this semester.

**Program Review and Assessment Committee:** Prior to submitting the committee recommendations for the 5-year program reviews, Mader thanked everyone for their hard work in completing the reviews. Special thanks were given to Dr. Mary Kathryn Gould for her willingness to review two documents and to Drs. Cam Brammer, Donna Spindel, and Wendy Trzyna for their dedication in completing their assigned program reviews, as both documents were not submitted until the afternoon before the GC meeting. Mader reported assessment of ten 5-year reviews: MA & MS Biological Sciences, MS and Ph.D. Biomedical Sciences, MA Communication Studies, MS Communication Disorders, MA Foreign Languages (Spanish and Latin), MA Journalism and Mass Communication, MD Medicine, MSN Nursing, and MA Sociology Follow-up Review. All, except the MD degree program, were recommended continued at the current level of activity. The MD degree program review will be completed in the fall of 2010. Council approved recommendations of committee.

Meeting was adjourned at 2:30 PM

Submitted by Celene Seymour, Secretary. Jan. 25, 2010

Proofed and edited by Eldon Larsen, January 25, 2010

**NOTE: Future Council Meetings (PLEASE RESERVE THESE DATES NOW).**

**2009-2010 Academic Year future meetings. Draft—Please check these dates now!**

- February 19, 2010 – South Charleston
- March 19, 2010 – Huntington
- April 23, 2010 – South Charleston

Attachments:

1. Graduate faculty membership approvals
2. Curriculum Committee business

**ATTACHMENT 1**

**Graduate Faculty Membership Approvals**

<b>In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:</b>			<b>01/22/2010</b>	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>	<i>Month Year</i>	<i>Month Year</i>
Walker, Ernest	SOM	Anatomy and Pathology	Doctoral	January 2010	January 2013
McIntosh, James	CITE	Applied Science & Technology	Associate	December 2009	December 2012
Chaudri, Jamil	CITE	Information Systems	Graduate	December 2009	December 2014

## ATTACHMENT 2

### Graduate Curriculum Approvals

#### NEW COURSE ADDITIONS (4)

- **College of Science**

*Department:* Biological Sciences

*Course Number & Title:* BSC610 Advanced Vertebrate Morphology

*Catalog Description:* AVM is an intensive, laboratory-based course in vertebrate morphology. Core responsibilities include detailed dissection and comparative cranial osteology. Each student must complete an independent dissection project and term paper.

*Prerequisite:* biology core

*First Term Offered:* Fall 2010

*Credit Hours:* 3

- **College of Liberal Arts**

*Department:* Psychology

*Course Number & Title:* PSY565 Love, Intimacy, and Attachment

*Catalog Description:* Examination of how childhood attachments, bonds, and relationships, affect and influence adult perspectives on love, expectations, intimacy, fidelity, and commitment. *Prerequisite:* N/A

*First Term Offered:* Fall 2010

*Credit Hours:* 3

- **College of Liberal Arts**

*Department:* Psychology

*Course Number & Title:* PSY575 Race, Culture, and Developmental Processes

*Catalog Description:* Examine the roles that race, ethnicity, and culture play in the physical, cognitive, intellectual, and social developmental processes of people of color.

*Prerequisite:* N/A

*First Term Offered:* Fall 2010

*Credit Hours:* 3

- **College of Liberal Arts**

*Department:* Psychology

*Course Number & Title:* PSY717 Advanced Quantitative Analysis

*Catalog Description:* An advanced level presentation of inferential statistics as applied in behavioral research as a part of experimental design and literature review.

*Prerequisite:* PSY517 or equivalent

*First Term Offered:* Spring 2011

*Credit Hours:* 3

#### COURSE CHANGES (2)

- **College of Fine Arts**

*Department:* Music

*Course Number & Title:* MUS629a Choral Conducting and Interpretation

*Course Title Change*

Old Course #: 629a

New Course #: 629

*Rationale:* The course is being redesigned to be repeatable for additional credit similar to Applied Music Courses. This change will make it possible to provide an additional area of emphasis in Conducting. Course content will be progressive throughout the sequence.

*Change in Credit Hours*

From: 2 credit hours

To: 3 credit hours

*Rationale:* The course meets three hours per week with additional lab time conducting ensembles. Change reflects the actual course content and brings it into line with similar courses at peer institutions.

*Change in Catalog Description*

From: Advanced study in literature, conducting techniques, score preparation and analysis, interpretation, rehearsal planning and execution for the choral ensemble.

To: Advanced study in literature, conducting techniques, score preparation and analysis, interpretation, rehearsal planning and execution for the choral ensemble. May be repeated for credit three times.

*Rationale:* Will allow graduate conducting students to pursue additional study and to specialize in conducting. The course presently is repeatable once by taking 629a and 620b. This class can be taken as part of the student's specialization area or as an elective. This change does not impact the hours needed for graduation.

- **College of Fine Arts**

*Department:* Music

*Course Number & Title:* MUS630a Instrumental Conducting and Interpretation

*Course Title Change*

Old Course #: 630a

New Course #: 630

*Rationale:* The course is being redesigned to be repeatable for additional credit similar to Applied Music Courses. This change will make it possible to provide an additional area of emphasis in Conducting. Course content will be progressive throughout the sequence.

*Change in Credit Hours*

From: 2 credit hours

To: 3 credit hours

*Rationale:* The course meets three hours per week with additional lab time conducting ensembles. Change reflects the actual course content and brings it into line with similar courses at peer institutions.

*Change in Catalog Description*

From: Advanced study in conducting techniques, score preparation and analysis, interpretation, rehearsal planning and instrumental ensemble literature.

To: Advanced study in conducting techniques, score preparation and analysis, interpretation, rehearsal planning and instrumental ensemble literature. May be repeated for credit three times.

*Rationale:* Will allow graduate conducting students to pursue additional study and to specialize in conducting. The course presently is repeatable once by taking 629a and 620b. This class can be taken as part of the student's specialization area or as an elective. This change does not impact the hours needed for graduation.

## **Marshall University Graduate Council Minutes**

**December 4, 2009**

**Thomas Board Room, South Charleston Campus**

**Members Present:** Larsen, Lawson, Seymour, Securro, Brammer, Christofero, Gould, Mader, Mulder, Swindell, Gruetter, Childress, Meyer, Sottile, Ferro, and Trzyna.

**Members Absent:** Pauley

**Ex-Officio Members Present:** Ormiston

**Ex-Officio Member Absent:** Spindel, Maher

**Guests:** Anders Linde-Laursen, Elmer Price, David Mallory and Charles Somerville

Larsen convened the meeting at 1:00 PM.

**Approval of Minutes:** Minutes from Oct. 30 meeting were approved as distributed.

**Council Membership:** Graduate faculty memberships (Attachment 1) were approved as distributed. List will be sent to the president's office for his signature.

**Presentation of Request for Resource Development:** Request by MS/MA Program in Biological Science was presented by Elmer Price. The proposal was for increased funding for GA stipends in order to be more competitive with support for graduate assistants in similar programs in other universities.

**Curriculum Committee:** Christofero presented requests (Attachment 2) for 2 course additions (COHP), 3 course changes (COHP & COLA) change of degree requirements (COS), and 2 course deletions (COLA and COHP). All were approved.

Changes in catalog language for Master of Arts in History and Master of Arts in Sociology were approved.

Change of Mathematics Degree Requirements was approved.

**Academic Planning, Standards, and Policies Committee:** The committee proposed changes in two policies (Attachment 3) – conditional admission and auditing. These changes clarified existing policies in the Graduate Catalog. Policies regarding Incomplete grades and area of emphasis are still under consideration by the committee.



**Intent to Plan Doctorate in Pharmacy Program:** A proposal for an Intent to Plan a Doctorate in Pharmacy was presented (Attachment 4). After a discussion of possible competition with University of Charleston's pharmacy program and a program offered by PHARM-D, it was decided to table the proposal. Following the meeting an email vote was taken of council members and the Intent to Plan for the pharmacy program was approved.

**Credentialing Committee:** Seymour reported on activities. Audits of the SOM and LCOB are underway and will be completed shortly. Results will be reported at the January meeting.

**Program Review and Assessment Committee:** Mader reminded members that program assessments are due to her and Mary Beth Reynolds by Dec. 15. Any revisions must be made by the programs so reviews are completed by council's Jan. 22 meeting.

Council went into executive session at 2:00 PM.

Council returned from executive session at 2:10 PM.

Motion to grant doctoral graduate faculty status to Dr. Chong Kim was approved.

Larsen reported the committee looking into the issue of Graduate Assistants is still trying to resolve issues and will meet again in early January.

Meeting was adjourned at 2:30 PM

Submitted by Celene Seymour, Secretary. Dec. 7, 2006

**ATTACHMENT 1****Graduate Faculty Membership Approvals**

<b>In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:</b>			12/4/2009	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>	<i>Month Year</i>	<i>Month Year</i>
Reynolds, Mary Beth	COHP	Communication Disorders	Graduate	April 2009	April 2014
Sanderson, Dewey D.	COS	Geology	Graduate	October 2009	October 2014
Kelling, Angela	COLA	Psychology	Graduate	October 2009	October 2014
LeGrow, Christopher	COLA	Psychology	Doctoral	July 2008	July 2013
Linz, Marianna	COLA	Psychology	Dcotal	October 2009	October 2014
Mewaldt, Steven	COLA	Psychology	Doctoral	October 2009	October 2014
Tiano, Jennifer	COLA	Psychology	Dcotal	October 2009	October 2014
Williams, Wendy	COLA	Psychology	Doctoral	March 2009	March 2014
Miller, Beverly	COHP	Communication Disorders	Graduate	April 2009	April 2014
Muchlinski, Magdalena	SOM	Anatomy & Pathology	Doctoral	November 2009	November 2012
Salisbury, Travis	SOM	Pharmacology, Physiology & Toxicology	Doctoral	November 2009	November 2012
Serratt, Maria	SOM	Anatomy & Pathology	Doctoral	November 2009	November 2012
Weng, Wei-ping	SOM	Biochemistry & Microbiology	Doctoral	November 2009	November 2012
Kim, Chong	LCOB	Dean	Doctoral	November 2009	November 2014

**ATTACHMENT 2**

**Graduate Curriculum Approvals**

**Graduate Curriculum Requests Summary – November 2009**

**NEW COURSE ADDITIONS (2)**

- **College of Health Professions**

*Department:* Communication Disorders

*Course Number & Title:* CD 561 Sign Language for the SLP

*Catalog Description:* Introduction to basic signs and finger spelling. Overview of different sign systems.

*First Term Offered:* Fall 2010

*Credit Hours:* 3

- **College of Health Professions**

*Department:* Communication Disorders

*Course Number & Title:* CD 562 Sign Language for the SLP II

*Catalog Description:* This course will focus on the continuation of exposure to sign language and deaf culture and the various techniques of manual communication.

*Prerequisite:* CD 561

*First Term Offered:* Fall 2010

*Credit Hours:* 3

**COURSE CHANGES (3)**

• **College of Health Professions**

*Department:* Communication Disorders

*Course Number & Title:* CD 624 Motor Speech Disorders

*Course Title Change*

Old Course Title: Motor Speech Disorders

New Course Title: Foundations in Neurogenic Communication and Swallowing Disorders

*Rationale:* To more accurately reflect the proposed revisions to course content

*Change in Content:*

*From:* Neuroanatomy and physiology related to the dysarthrias and apraxias ( motor speech disorders); evaluation and treatment principles related to working with clients with motor speech disorders

*To:* Anatomical /neurological foundations of normal speech, language, and swallowing functions and how those correlate to basic principles of assessment and treatment in people who may have neurologically based communication and swallowing disorders.

*Rationale:* The proposal allows for content from 2 graduate level courses (Motor Speech Disorders; Dysphagia) to be restructured to better provide a foundation of similarly based information on which other courses can build. Information from this course will serve as a prerequisite to courses in specific neurogenic and motor disorders, allowing more focus on those disorder areas and service provision principles related to people who have experienced them (Aphasia, Cognitive-Communication Disorders, Voice Disorders, proposed revision for CD 691: Motor Speech and Swallowing Disorders)

*Change in Catalog Description:*

*From:* Study of the neurological bases of speech: etiologies and symptoms of dysarthrias and apraxias; principles of assessment and treatment. (PR: permission of instructor)

*To:* Study of anatomy/physiology of the nervous and motor systems for communication and swallowing; foundational principles of service provision for people with neurologically based disorders. (PR: permission of instructor)

*Rationale:* to more accurately reflect the adjusted course content / restructure as described above

- **College of Health Professions**

*Department:* Communication Disorders

*Course Number & Title:* CD 691 Dysphagia

*Course Title Change*

Old Course Title: Dysphagia

New Course Title: Motor Speech and Swallowing Disorders

*Rationale:* To more accurately reflect the proposed revisions to content of the course

*Change in Content:*

*From:* Neuroanatomy and physiology related to swallowing disorders (dysphagia); evaluation and treatment principles related to working with clients who have dysphagia

*To:* Applying foundational understanding of normal anatomy/physiology to neuromotor disorders of speech and swallowing for the purposes of differential diagnosis and treatment for people who may have motor speech disorders and/or dysphagia

*Rationale:* This proposed revision allows content from 2 graduate level courses to be restructured to better provide a foundation of similarly based information on which other courses can build – some of what was in the previous version of CD 691 will then been ‘relocated’ to the revised CD 624, and vice versa. Information in this revised CD 691 will advance from the revised CD 624 to expand upon and apply student learning of anatomy /physiology to disorders of motor speech /swallowing and evidence-based practice principles of assessment/treatment to clients who have such disorders.

*Change in Catalog Description:*

*From:* Study of the nature of normal and disordered swallowing, including critical analysis of the literature. (PR: permission of instructor)

*To:* Study of the nature, assessment, and treatment of dysarthrias, apraxias, and dysphagia, including critical analysis of the literature. (PR: CD 624 or permission of instructor)

*Rationale:* to more accurately reflect the adjusted course content / restructure as described above

- **College of Liberal Arts**

*Department:* Geography

*Course Number & Title:* GEO 526 Principles of GIS

*Change in Credit Hours*

From: 3 credit hours

To: 4 credit hours

*Rationale:* The change from 3 to 4 credits reflects the lecture/lab nature of the course. The material is currently restricted due to lab time limitations. Lab exercises reinforce lecture material in a fashion typical of other 4 hour lecture/lab courses. When the course is changed to 4 hours, additional lecture and lab material will be introduced, increasing student workload in exchange for the additional credit hour. On the sample syllabus (attached), additional lectures, lab exercises, a more extensive final project, and additional readings are indicated in bold type.

*Change in Catalog Description:*

*From:* Introduction to GIS software and techniques using vector data with emphasis on foundational geographic principles such as map projections and coordinate systems.

*To:* Introduction to Geographic Information Systems (GIS) principles, techniques, and applications for the social and natural sciences with emphasis on foundational geographic principles in a lecture/lab format.

*Rationale:* Better describes the new 4-hour course.

### **CHANGE OF A MAJOR or DEGREE (1)**

- **College of Science**

*Department:* Mathematics

*Rationale:* Increase in the total credit hours, and counting thesis credit hours as part of the credit hours required for graduation

*Curriculum: (Number of Hours and Courses; Indicate Required/Optional)*

1. Change from 33 hours (11 courses) are required and thesis hours do not count to 36 approved credit hours including a maximum of 6 hours for thesis – Required;
2. Change the non-thesis option from 33 hours plus a comprehensive examination to 36 hours plus a comprehensive examination – Required.

*Effective date:* Spring 2010

## COURSE DELETIONS (2)

- **College of Liberal Arts**

*Department:* English

*Course Number & Title:* ENG 525 Southern Literature

*Rationale:* 400-level of class is being moved to 200-level

*Final Term:* Spring 2010

- **College of Health Professions**

*Department:* Nursing

*Course Number & Title:* NUR 662 Pharmacology for Nurses in Advanced Practice

*Rational:*

This three (3) credit course has been replaced by two new two credit courses: The new courses are NUR 663 Advanced Pharmacology I (2 credits) and NUR 664 Advanced Pharmacology II (2 credits), both these courses were approved Spring 2008 when the FNP program plan of study was revised.

*Final Term:* Fall 2009

*Courses added in place of this deletion:* NUR 663 & NUR 664, both were approved Sp 2008

**GRADUATE CATALOG CHANGE (3)**

- **Master of Arts in History**

**Current (Fall 2009) graduate catalog description:**

Students who have not completed an undergraduate major in history must have at least 15 hours of undergraduate courses in history, including 12 hours in the World and American history surveys. Students with deficiencies may enroll for graduate work but may be asked to take undergraduate courses suggested by the Director of Graduate Studies before admission to the degree program.

A student pursuing the Master of Arts degree in history must submit a Plan of Study in the semester prior to registering for the 12th semester hour. A student must earn a quality point average of at least 3.0 (*B*) on all graduate work applicable to the degree. The application, bearing a record of courses completed, must be made on a form secured from the Graduate Dean's Office.

A student who receives a second grade of *C* or below at any time while pursuing the Master of Arts degree in History must withdraw from the program. In addition, M.A. students in History must earn at least a 3.0 (*B*) grade point average in all History courses as a requirement for graduation.

All M. A. students must complete a minimum of 36 semester hours of graduate coursework. At least fifty percent of these hours must be completed at the 600 level. Students who choose the thesis option must complete HST 681 for three to six credit hours and HST 677, Thesis Writing Seminar I, for an additional three hours. Thesis students are encouraged to take HST 678, Thesis Writing Seminar II, for an additional three hours.

A minimum of 30 hours must be earned in the major field and a minimum of 6 hours in a minor field. Students choosing a minor field must do so with the approval of the departmental Director of Graduate Studies. On recommendation of the Graduate Dean the requirement of a minor may be waived. History students are required to complete History 600 Methodology



Seminar in Historical Methods. Students must earn credit hours in as many 600 level courses as in 500 level courses.

It is recommended that students earn credit hours in a wide distribution of historical areas and periods from a diversity of instructors.

Applicants to the graduate program in History must submit satisfactory scores from the Graduate Record Examination (GRE) General Test. The GRE scores must be sent by the Educational Testing Service directly to Marshall University when the student applies for admission. Applications submitted without either GRE scores or official transcripts will not be accepted.

**Revised graduate catalog description (changes in red):**

Students who have not completed an undergraduate major in history must have at least 15 hours of undergraduate courses in history, including 12 hours in the World and American history surveys. Students with deficiencies **should apply for conditional admission to the degree program and** may be asked to take undergraduate courses suggested by the Director of Graduate Studies before **full** admission to the program.

A student pursuing the Master of Arts degree in history must submit **to the department's Director of Graduate Studies** a Plan of Study in the semester prior to registering for the 12th semester hour. A student must earn a quality point average of at least 3.0 (*B*) on all graduate work applicable to the degree. **{Sentence eliminated here}**

A student who receives a second grade of *C* or below at any time while pursuing the Master of Arts degree in History must withdraw from the program. In addition, M.A. students in History must earn at least a 3.0 (*B*) grade point average in all History courses as a requirement for graduation.

All M. A. students must complete a minimum of 36 semester hours of graduate coursework. At least fifty percent of these hours must be completed at the 600 level. **All students are required to complete History 600 Methodology Seminar in Historical Methods.**

Students who choose the thesis option must complete HST 681 for three to six credit hours and HST 677, Thesis Writing Seminar I, for an additional three hours. Thesis students are encouraged to take HST 678, Thesis Writing Seminar II, for an additional three hours.

{Paragraph eliminated here}

It is recommended that students earn credit hours in a wide distribution of historical areas and periods from a diversity of instructors.

Applicants to the graduate program in History must submit with their completed application an official transcript, two letters of recommendation, a writing sample drawn from work in a college course, and satisfactory scores from the Graduate Record Examination (GRE) General Test. The GRE scores must be sent by the Educational Testing Service directly to Marshall University when the student applies for admission. All required materials should be submitted to the graduate admissions office (not directly to the department). Applications submitted without all required materials will be considered incomplete and will not be reviewed by the department.

The department has established two deadlines for the submission of applications to the program. October 1<sup>st</sup> (for a spring semester start) and March 1<sup>st</sup> (for a fall semester start) are the deadlines for the submission of all application materials. Shortly after those dates the graduate committee will review applications and make its decisions concerning individual applicants.

A minor in History is earned by taking at least 6 credit hours in courses at the 500- or 600- level in History as approved by the student's advisor and the Graduate Program Director in the Department of History.

### **Web Site Changes**

This text should replace that in the admission application undergraduate requirements box on the HST graduate studies webpage. This should replace the text after "OR" in that section. The rest of our admissions description looks OK.

Students who have not completed an undergraduate major in history must have at least 15 hours of undergraduate courses in history, including 12 hours in the World and American history surveys. Students with deficiencies should apply for conditional admission to the degree program and may be asked to take undergraduate courses suggested by the Director of Graduate Studies before full admission to the program.

- **Master of Arts in Sociology**

Existing Catalog Text – <i>Deletions/Changes</i>	Proposed New Catalog Text & Requirements <i>Additions/Changes</i>
<p><b>SOCIOLOGY (SOC)</b></p> <p><b>Program Orientation</b></p> <p>The Department of Sociology and Anthropology at Marshall University offers a supportive environment for students who wish to pursue advanced training in sociology or anthropology as well as those for whom the Master’s level is the final degree. The curriculum is designed to provide our students with a wide range of options in pursuit of their academic and professional goals and interests, while also providing solid training in core foundational aspects of the two disciplines. Students learn both qualitative and quantitative research methods and are exposed to a variety of subfields and theoretical perspectives.</p> <p>Faculty core strengths include: theory, social movements and social change, inequality,</p>	<p><b>SOCIOLOGY (SOC)</b></p> <p><b>Program Orientation</b></p> <p>The Department of Sociology and Anthropology at Marshall University offers a supportive environment for students who wish to pursue advanced training in sociology or anthropology as well as those for whom the Master’s level is the final degree. The curriculum is designed to provide our students with a wide range of options in pursuit of their academic and professional goals and interests, while also providing solid training in core foundational aspects of the two disciplines. Students learn both qualitative and quantitative research methods and are exposed to a variety of subfields and theoretical perspectives. Faculty core strengths include: theory, social movements and social change, inequality, stratification, deviance, cultural diversity, social interaction and group processes,</p>

<p>stratification, deviance, cultural diversity, social interaction and group processes, world systems/globalization, social institutions (religion, family, work and occupations, health care, politics and the economy), criminology, gerontology, qualitative and quantitative research methods, and advanced statistical analysis.</p> <p><b>Admission Requirements</b></p> <p>Admission to the program is offered to a limited number of qualified students demonstrating academic excellence and professional promise. Admission is granted on a full-time or part-time basis, with preferred entrance in the fall semester of each year. Consideration for admission is based on a complete application which consists of:</p> <ul style="list-style-type: none"> <li>· Graduate College application form;</li> <li>· Personal statement describing interests in the program and future plans;</li> <li>· Official transcripts from all academic institutions attended;</li> <li>· Standardized test scores (GRE);</li> <li>· International students must provide evidence of English language proficiency such as the TOEFL;</li> <li>· A minimum of 12 credit hours of undergraduate sociology course work;</li> <li>· Undergraduate grade point average (GPA), overall and in sociology; and</li> <li>· Two letters of recommendation from persons familiar with the applicant’s academic or professional competence.</li> </ul> <p>To receive full consideration all application materials must be received by April 15 for the Fall semester. Late applications will be considered as</p>	<p>world systems/globalization, social institutions (religion, family, work and occupations, health care, politics and the economy), criminology, gerontology, qualitative and quantitative research methods, and advanced statistical analysis.</p> <p><b>Admission Requirements</b></p> <p>Admission to the program is offered to qualified students demonstrating academic excellence and professional promise. Admitted students may attend. Interested students may seek admission to the program for full-time or part-time, with preferred entrance in the fall semester of each year. To receive full consideration all application materials must be received by the Graduate Admissions Office by April 15 for the Fall semester and by November 15 for the Spring semester. Students should plan to take the GRE as early in the year as possible.</p> <p>Applicants should follow the admission process outlined in the Graduate Catalog or at the Graduate College website: <a href="http://www.marshall.edu/graduate">http://www.marshall.edu/graduate</a>.</p> <p>In addition to the materials described in the Catalog and on the website, applicants for regular admission to the Master of Arts in Sociology must submit to the Graduate Admissions Office:</p> <ul style="list-style-type: none"> <li>· A personal statement describing interests in the program and future plans;</li> <li>· Standardized test scores (GRE);</li> </ul>
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space permits. Students should plan to take the GRE as early in the year as possible.

- International students must provide evidence of English language proficiency such as the TOEFL;

- Evidence of a minimum of 12 credit hours of undergraduate sociology course work;

- Undergraduate grade point average (GPA), overall and in sociology;

- A writing sample: a copy of one paper (10-25 pages) from an undergraduate course, preferably a sociology or anthropology course; and

- Two letters of recommendation from persons familiar with the applicant's academic or professional competence.

Admission to the program is offered to a limited number of qualified students demonstrating academic excellence and professional promise.

Applicants who have submitted a complete application, who fulfill the requirements stated above, and who have achieved a combined GRE score of 651 will be considered for *Full Admission*. Students who do not fulfill all requirements stated above (including the minimum GRE score) may be considered for admission on a provisional or conditional basis.

#### Requirements

In addition to regular courses and seminars, students are expected to contribute to their professional growth through interaction with the faculty and other graduate students as well as from independent study and reading. A student must earn at least a 3.0 GPA in all Sociology and Anthropology classes as a requirement for graduation. A student who receives a second

### Performance Standards

In addition to regular courses and seminars, the graduate student is expected to contribute to his/her professional growth through interaction with the faculty and other graduate students, and from independent study and reading during residency. The criteria for being granted an M.A. are: completion of the credit hour requirements, passing the written comprehensive examinations, and the successful defense of the thesis or completion of the non-thesis option.

The student is expected to maintain a minimum grade point average of 3.0. Students who fail to maintain the necessary grade average will be placed on probation or will be separated from the program. Maximum course load is 12 credit hours a semester; a 9 credit hour load is considered to be full-time for courses taken at the graduate level. Students who have teaching assistantships, however, are advised to take no more than 9 or 10 credit hours.

### Plan of Study

The Sociology Master of Arts degree requires the completion of 32 hours of coursework plus SOC 681 thesis hours for the Thesis Option, or completion of 36 hours of coursework for the Non-Thesis Option. The curriculum is structured around a set of core requirements that provide a strong foundation in sociological theory, research methods and data analysis.

grade of C or below while pursuing the MA in Sociology must review her/his academic plans with the department's Director of Graduate Programs; this review may result in the student being dismissed from the program.

The Sociology Master of Arts degree requires the completion of 33 hours of coursework plus SOC 681 thesis hours for the Thesis Option, or completion of 36 hours of coursework plus SOC 679 for the Non-Thesis Option. The curriculum is structured around a set of core requirements and a set of disciplinary focus areas that together provide a strong foundation in sociological theory, research methods and data analysis. At least half of the minimum required hours for the student's master's degree must be earned in classes numbered 600 or above. Students, in consultation with their advisor, must complete an official "Plan of Study" during their first semester or before completion of 12 credit hours. The Plan of Study must be approved by the Director of Graduate Programs in the department before submission for approval to the Office of the Graduate College. All students must successfully

<p><b>Core Requirements</b></p> <p>All students are required to complete 12 hours of core courses (Fall 2009):</p> <p>SOC 600 Classical Sociological Theory</p>	<p>pass comprehensive exams to demonstrate broad comprehension and synthesis of sociology (and, in case the Anthropology Area of Emphasis is chosen, also anthropology); the comprehensive exam will be in conjunction with the defense of the thesis for students choosing that option or will be an examination in an appropriate form after the approval of a problem report.</p> <p><b>Core Requirements</b></p> <p>All students are required to complete 15 hours of core courses:</p> <p>SOC 600 Classical Sociological Theory</p> <p>SOC 601 Contemporary Sociological Theory</p> <p>SOC 605 Qualitative Research Methods and Analysis</p> <p>SOC 606 Quantitative Research Methods and Analysis</p> <p><b>SOC 609 Professional Development</b></p> <p>SOC 605 and SOC 606, is a two-course research methods sequence that should be completed by all students during the first academic year in the graduate program if possible (or within the first 12 graduate credit hours for part-time students). Exceptions are made for students who must take prerequisite courses before enrolling in this sequence.</p> <p><b>Electives (18 hours for thesis option and 21 hours for non-thesis option; for the specific requirements for the Anthropology Area of Emphasis see below)</b></p>
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<p>SOC 601 Contemporary Sociological Theory</p> <p>SOC 605 Qualitative Research Methods and Analysis</p> <p>SOC 606 Quantitative Research Methods and Analysis</p> <p>SOC 605 and SOC 606, are a two-course research methods sequence that should be completed by all students during the first academic year in the graduate program if possible (or within the first 12 graduate credit hours for part-time students). Exceptions are made for students who must take prerequisite courses before enrolling in this sequence. All students must successfully pass comprehensive exams based on core requirements.</p> <p>Students, in consultation with their advisor, must complete an official “Plan of Study” during their first semester or before completion of 12 credit hours. The Plan of study must be approved by the Sociology Graduate Program Director before submission to the Office of the Graduate College. In addition to the core courses, student may select elective courses from the sociology and anthropology department offerings to complete the 32 credit hours (Thesis Option) or 36 credit hours (Non-thesis Option). Graduate level courses from other departments may be taken with approval from the Director of Graduate Studies and the course instructor. <i>At least one half of all graduate credit hours must be at the 600 level.</i></p> <p>Students are encouraged to experience the broad range of subfields, research methods and theoretical perspectives offered by the department. Courses are offered in social movements and social change, inequality and conflict, diversity, social</p>	<p>The department offers a variety of electives which are bundled in four disciplinary focus areas and an area of emphasis in anthropology. Graduate level courses from other departments may be taken with approval from the Director of Graduate Studies and the course instructor.</p> <p>To guarantee breadth of education, courses from more than one focus area have to be taken. Note that some classes contribute to more than one focus area; a student can count such classes in more than one focus area for this requirement, but must of course still meet the requirement for the total number of credit hours. To guarantee depth, students also have to take more courses of a particular focus area, declare a minor, or opt for the area of emphasis in anthropology as described below:</p> <p><b>Breadth:</b></p> <p>Non-thesis option: One courses from each focus area 1 thru 4 (12hrs)</p> <p>Thesis option: Thesis related to one focus, one course from each of the three remaining focus areas (9hrs)</p> <p><b>Depth:</b></p> <p>Additional courses from one focus area or a Minor (9hrs).</p> <p>Focus area 1: Organizations and Institutions</p>
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institutions, social groups, and special topic seminars, as well as fields such as anthropology, criminology and gerontology.

The Department of Sociology and Anthropology maintains a “one C rule” whereby students will be placed on academic probation if they earn more than one grade of C or lower in any graduate courses.

SOC 508	The Family
SOC 533	Sociology of Work
SOC 550	Sociology of Religion
SOC 564	Complex Organizations
SOC 580	Special Topic (dependent on content)
SOC 668	Seminar (dependent on content)

Focus area 2: Stratification and diversity

SOC 523	Social Class, Power and Co
SOC 525	Race and Ethnicity
SOC 532	Sociology of Appalachia
SOC 555	Sociology of Sex and Gend
SOC 655	Feminist Social Theory
SOC 580	Special Topic (dependent c
SOC 668	Seminar (dependent on co

Focus area 3: Demography, health, and human environments

SOC 501	Population and Human Eco
SOC 528	Medical Sociology
SOC 532	Sociology of Appalachia
SOC 540	Introduction to Sociology c
SOC 542	Urban Sociology
SOC 552	Sociology of Death and Dyi
SOC 640	Problems and Prospects fo

	<table border="1"> <tr> <td></td> <td>Society</td> </tr> <tr> <td>SOC 580</td> <td>Special Topic (dependent on content)</td> </tr> <tr> <td>SOC 668</td> <td>Seminar (dependent on content)</td> </tr> </table>		Society	SOC 580	Special Topic (dependent on content)	SOC 668	Seminar (dependent on content)												
	Society																		
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SOC 668	Seminar (dependent on content)																		
	<p>Focus area 4: Social problems and collective behavior</p> <table border="1"> <tr> <td>SOC 513</td> <td>Social Movements and Social Change</td> </tr> <tr> <td>SOC 520</td> <td>Criminology</td> </tr> <tr> <td>SOC 535</td> <td>Juvenile Delinquency</td> </tr> <tr> <td>SOC 560</td> <td>The Holocaust and Genocide</td> </tr> <tr> <td>SOC 602</td> <td>Contemporary Social Change</td> </tr> <tr> <td>SOC 620</td> <td>Criminology</td> </tr> <tr> <td>SOC 640</td> <td>Problems and Prospects for the Future</td> </tr> <tr> <td>SOC 580</td> <td>Special Topic (dependent on content)</td> </tr> <tr> <td>SOC 668</td> <td>Seminar (dependent on content)</td> </tr> </table>	SOC 513	Social Movements and Social Change	SOC 520	Criminology	SOC 535	Juvenile Delinquency	SOC 560	The Holocaust and Genocide	SOC 602	Contemporary Social Change	SOC 620	Criminology	SOC 640	Problems and Prospects for the Future	SOC 580	Special Topic (dependent on content)	SOC 668	Seminar (dependent on content)
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	<p><b>Anthropology Area of Emphasis (12 credit hours)</b></p> <p>The requirements for the Area of Emphasis include:</p> <p>ANT 600 Ethnographic Methods</p> <p>ANT 567 Culture through Ethnography or ANT 591 Theory in Ethnology</p> <p>An additional two classes (6 credit hours) of courses at the 500- or 600-level in Anthropology as approved by the student's advisor and the Graduate Program Director in the Department of Sociology and Anthropology and included in the Plan of Study mentioned above.</p>																		

	<p>Students who opt for the Anthropology Area of Emphasis have to choose courses from two out of the four sociology focus areas if they write a thesis <i>or</i> from three out of the four sociology focus areas if they write a problem report to comply with the breadth requirements discussed above.</p> <p><b>Sociology Minor</b></p> <p>A minor in sociology is earned by taking at least 6 credit hours in courses at the 500- or 600- level in Sociology as approved by the student's advisor and the Graduate Program Director in the Department of Sociology and Anthropology.</p> <p><b>Anthropology Minor</b></p> <p>A minor in anthropology is earned by taking at least 6 credit hours in courses at the 500- or 600- level in Anthropology as approved by the student's advisor and the Graduate Program Director in the Department of Sociology and Anthropology.</p>
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**Sociology Minor**

A minor in sociology is earned by taking at least 6 credit hours in courses at the 500- or 600- level in Sociology as approved by the student's advisor and the Sociology Department Graduate Program Director.

- **Master of Arts – Mathematics**

### **Changes to Mathematics Degree Requirements**

**Original catalog copy with deletions noted through strikethroughs and additions indicated with red text:**

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#### **MATHEMATICS (MTH)**

Course offerings in mathematics may be used to satisfy major requirements in three programs of the Graduate College, or to satisfy minor requirements in all programs.

The Master of Arts degree with a major in mathematics is offered by the Department of Mathematics. An area of emphasis in mathematics is offered in the Master of Arts (Secondary Education) degree. This degree program, offered by the Division of Teacher Education, is intended to meet the needs of public school teachers (1-12).

#### **Master of Arts Degree (Mathematics)**

The Mathematics Department offers an M.A. in Mathematics that can prepare students for positions in industry, government agencies, or business, for further graduate study at the doctoral level, and for teaching positions at the secondary or two-year college level.

To be admitted to the program, students must complete the Graduate Record Exam (GRE) and have the score sent to Marshall University. GRE scores are considered when awarding graduate assistantships and during initial advising.

~~A minimum of 33 hours (11 courses) is required; thesis hours do not count towards this requirement. A minor of 6 hours in any related area is permitted, subject to approval by the~~

~~student's advisor and concurrence of the Chairperson of the Department of Mathematics. To graduate, students may choose either to write and defend an acceptable thesis or pass an oral comprehensive examination. The comprehensive examination is administered by a committee of 3 to 5 graduate faculty members chosen by the student and his/her advisor.~~

For graduation, a student is required to pass at least 36 approved credit hours, of which 18 credit hours must be at the 600-level. These 18 credit hours may include Special Topics, but neither Thesis nor Independent Study. A maximum of 6 credit hours of Thesis shall count toward the 36-hour requirement. Students must pass or be exempted from each of MTH 528, MTH 546, and MTH 552. Students may choose either to write and defend an acceptable thesis or pass an oral comprehensive examination. Teaching Assistant Seminar hours do not count toward graduation.

The following are specific requirements for the program:

- ~~(1) 18 hours in Mathematics (6 courses) at the 600 level;~~
- ~~(2) 9 more hours in Mathematics (3 courses) at the 500 level or higher;~~
- ~~(3) credit (or exemption through prior equivalent coursework) for MTH 528, 546, and 552;~~
- ~~(4) 6 more hours (2 courses) at the 500 level or higher selected from either another department at Marshall offering a graduate program or from the Department of Mathematics.~~

The following are specific coursework requirements for the program:

- (1) 18 credit hours of 600-level courses, excluding Thesis and Independent Study.
- (2) 18 additional credit hours at the 500-level or higher, which will include MTH 528, 546, and 552 unless exempted. These additional credit hours may also include an optional 6 credit hours at the 500-level or higher from another department at Marshall offering a graduate program as a minor.

Comprehensive Oral Exam: With the approval of the Assistant Chair for Graduate Studies, the student will select three graduate courses at the 600-level demonstrating a depth of knowledge in those areas of mathematics. The student will select, with the approval of the Assistant Chair for Graduate Studies, a committee consisting of three faculty members. The chairman of the Oral Examination Committee must have the level of Graduate Faculty Status as determined by the Graduate College.

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**A 'CLEAN' COPY OF CHANGES TO MATHEMATICS DEGREE REQUIREMENTS:**

**MATHEMATICS (MTH)**

Course offerings in mathematics may be used to satisfy major requirements in three programs of the Graduate College, or to satisfy minor requirements in all programs.

The Master of Arts degree with a major in mathematics is offered by the Department of Mathematics. An area of emphasis in mathematics is offered in the Master of Arts (Secondary Education) degree. This degree program, offered by the Division of Teacher Education, is intended to meet the needs of public school teachers (1-12).

**Master of Arts Degree (Mathematics)**

The Mathematics Department offers an M.A. in Mathematics that can prepare students for positions in industry, government agencies, or business, for further graduate study at the doctoral level, and for teaching positions at the secondary or two-year college level.

To be admitted to the program, students must complete the Graduate Record Exam (GRE) and have the score sent to Marshall University. GRE scores are considered when awarding graduate assistantships and during initial advising.

For graduation, a student is required to pass at least 36 approved credit hours, of which 18 credit hours must be at the 600-level. These 18 credit hours may include Special Topics, but neither Thesis nor Independent Study. A maximum of 6 credit hours of Thesis shall count toward the 36-hour requirement. Students must pass or be exempted from each of MTH 528, MTH 546, and MTH 552. Students may choose either to write and defend an acceptable thesis or pass an oral comprehensive examination. Teaching Assistant Seminar hours do not count toward graduation.

The following are specific coursework requirements for the program:

- (1) 18 credit hours of 600-level courses, excluding Thesis and Independent Study.

(2) 18 additional credit hours at the 500-level or higher, which will include MTH 528, 546, and 552 unless exempted. These additional credit hours may also include an optional 6 credit hours at the 500-level or higher from another department at Marshall offering a graduate program as a minor.

Comprehensive Oral Exam: With the approval of the Assistant Chair for Graduate Studies, the student will select three graduate courses at the 600-level demonstrating a depth of knowledge in those areas of mathematics. The student will select, with the approval of the Assistant Chair for Graduate Studies, a committee consisting of three faculty members. The chairman of the Oral Examination Committee must have the level of Graduate Faculty Status as determined by the Graduate College.

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#### **RATIONALE FOR INCREASING THE TOTAL CREDIT HOURS FROM 33 TO 36**

The MA degree in Mathematics prior to Spring 2007 required that students have a minimum of 36 hours, and 32 hours for students who opted to write thesis, with not more than 6 additional hours counted toward the thesis. The change to a minimum of 33 hours (11 courses) for all students without counting the credit hours for students who opted to write thesis began in Spring 2007. This latter requirement put students who opted to write thesis at disadvantage. To ensure that the options to either write and defend an acceptable thesis or pass an oral comprehensive examination are equally weighted, it is necessary to adopt the proposed degree requirement from 33 hours to 36 approved credits hours. And on the part of students who opt for an oral comprehensive examination, the proposed requirement demands that such students demonstrate a depth of knowledge in approved three courses at the 600 level.



**ATTACHMENT 3****Agenda Items from the Academic Planning, Standards, and Policies Committee:**

1. Proposed change to the Graduate Catalog statement regarding Auditing of classes. (See Attachment)

2. Policy regarding Conditional Admission .

Dean Spindel, in discussion with Graduate Admissions, propose the following policy. The reason is that without the proposed revised policy, it is actually possible for a student to register for repeated semesters, jumping from one program to another, as a conditional admit. The proposed policy would prevent this from happening as well as prevent students from reapplying to the same program as a conditional admit. The proposal is as follows:

*“A student can not be conditionally admitted to multiple programs within one calendar year and cannot be conditionally admitted to the same program, at any time, more than once.”*

The related attachment suggests the change to the Graduate Catalog wording to include this statement (see attachment).

3. An intent to plan for a Pharm. D. program at Marshall University has been submitted by the college of Health Professions (see attached).

Committee Recommendation: The Academic Planning, Standards, and Policies Committee has reviewed the intent to plan and recommends approval.

4. Items still under consideration by the Academic Planning, Standards, and Policies Committee include:

1) Discussion of the Incomplete policy for graduate courses, and 2) Discussion and clarification of the catalog statement concerning “AREAS OF EMPHASIS” and the catalog statement pertaining to the development of academic Minors.

The committee will be working on these items and they will be brought to the council for discussion at the January meeting.

**Proposed change to the Graduate Catalog to accommodate inclusion of the policy regarding Conditional Admissions:**

Page 31 of the Graduate catalog (fourth paragraph under 'Admission to the Graduate College' reads as follows:

In some academic programs, applicants may enroll for one semester with conditional status based upon submission of the application form, an official undergraduate transcript that certifies the receipt of a bachelor's degree, official copies of all other transcripts (if applicable), and the application fee. However, students with conditional status will not be eligible for subsequent registration (even if they do not attend the classes) unless they have completed all requirements for admission and have been admitted to their requested program. Credit for coursework taken will not be applied toward a degree unless the admission process is completed. Certain programs, including, but not limited to, those in the Graduate School of Management, Nursing, Biomedical Sciences, Communication Disorders, Technology Management, and others require that all admissions requirements be completed and that the applicant be admitted to the program before being permitted to enroll for courses in those fields.

The proposed change to accommodate the inclusion of the policy regarding conditional admission would read as follows:

In some academic programs, applicants may enroll for one semester with conditional status based upon submission of the application form, an official undergraduate transcript that certifies the receipt of a bachelor's degree, official copies of all other transcripts (if applicable), and the application fee. However, students with conditional status will not be eligible for subsequent registration (even if they do not attend the classes) unless they have completed all requirements for admission and have been admitted to their requested program. *A student cannot be conditionally admitted to multiple programs within one calendar year and cannot be conditionally admitted to the same program, at any time, more than once.* Credit for coursework taken will not be applied toward a degree unless the admission process is completed. Certain programs, including, but not limited to, those in the Graduate School of Management, Nursing, Biomedical Sciences, Communication Disorders, Technology Management, and others require that all admissions requirements be completed and that the applicant be admitted to the program before being permitted to enroll for courses in those fields.

**Proposed Clarification of the catalog statement regarding Auditing:**

Dean Spindel has suggested the Graduate Council consider the following proposed change to the catalog statement regarding Auditing of courses. She indicated the Registrar has already reviewed and given her support for the proposed change.

On Page 52 of the Fall 2009 Graduate Catalog, the statement regarding auditing reads as follows:

**AUDITING COURSES**

Audit students are those who enroll only for purposes of refreshing or acquainting themselves with the material offered in the course. Audit students receive no academic credit. Auditing is allowed only when there is space available in the class and the instructor authorizes audit status. Enrollment for audit is limited to the regular registration period for the semester or term. Students who want to audit classes must enroll and pay fees in the same manner and at the same tuition rate as students enrolling for credit. Faculty members wanting to audit courses must secure approval of the instructor of the course and must enroll in the regular manner.

Attendance and other requirements for auditors shall be determined by the instructor of the course being audited. It is the prerogative of the instructor to notify the respective Dean and the Registrar's Office to withdraw the auditor from the class if attendance or other requirements are not met. It is the responsibility of the instructor to discuss the requirements of the course with the auditor.

Staff Development courses are offered exclusively as Credit/No Credit and S/U. They may not be taken under the audit option and may not be applied toward the credit hour requirement for a graduate degree.

It is not possible to change a registration from credit to audit or audit to credit after the close of the schedule adjustment period at the beginning of a semester or summer term.

The proposed change would replace the existing statement and read as follows:

**AUDITING COURSES**

Students who wish to register for a course without earning credit may register as an audit. The cost incurred is the same as if the course were taken for credit. Students who complete audit requirements for a course receive a grade of AUD which carries no earned credit hours. Students who wish to audit a class should secure instructor approval before registration. Attendance and other requirements for auditors shall be determined by the instructor of the course being audited. It is the responsibility of the instructor to discuss the requirements of the course with the auditor. It is the prerogative of the instructor to notify the respective Dean and the Registrar's Office to withdraw the auditor from the class if attendance or other requirements are not met. Staff Development courses may not be taken under the audit option. It is not possible to change a registration from credit to audit or audit to credit after the close of the schedule adjustment period at the beginning of a semester or summer term.

## ATTACHMENT 4

**Intent to plan Doctorate in Pharmacy Program**

**Name of Institution:** Marshall University

**Date:** November 13, 2009

**Category of Action Required:** Initial Approval

**Title of Degree:** Doctorate of Pharmacy (Pharm.D. Degree)

**Location:** Huntington, WV

**Effective Date to Proposed Action:**

**Brief Summary Statement:**

Marshall University Joan C. Edwards School of Medicine (JCESOM), in collaboration with the College of Health Professions (COHP), is requesting permission to establish a Doctorate in Pharmacy (Pharm. D) degree program. A Doctorate in Pharmacy is currently the entry level for the professional pharmacy program and the opportunity exists for Marshall University to create a state of the art pharmacy program. The pharmacist is a health professional that practices the science of pharmacology. The pharmacists work to optimize physical and functional abilities of individuals, through participation in scholarship of discovery, integration, application, and teaching. A newer role for pharmacists is pharmaceutical care whereby a pharmacist takes direct responsibility for patients and their disease states, medications, and the management of each. The goal of this practice role is to improve the outcomes for individual patients. An emphasis of the Pharm. D. program will be research and knowledge development for the advancement of quality practice in pharmacy, and enhanced clinical practice skills for pharmacists.

The proposed program will consist of a minimum of 194 credit hours of required coursework completed over a six year period (48 undergraduate and 146 graduate hours). The basic framework is a two plus four (2+4) approach, which will enable students with the appropriate prerequisites to earn a doctoral degree in pharmacy in 6 years (2 years undergraduate and 4 years graduate: full-time attendance required). To facilitate current student needs, qualified applicants will have two possible entry points into the program: applicants are eligible for admission consideration following completion of all undergraduate prerequisite courses; and applicants from any regionally accredited universities who have completed all admission requirements including prerequisite course work, are eligible to apply for admission and if accepted, transfer into the program.

Currently, WV students wishing to seek a Pharm. D. must choose one of two schools in WV or attend out of state schools. Thus, students from Marshall University (MU) that wish to pursue a

Pharm. D. degree are limited in their choices. At least one WV school gives preference to students that obtain their prerequisite course work or BS degree from that school which further limits enrollment opportunities for MU graduates. The second school offering the Pharm. D. degree is a private school with considerably higher costs of attendance. Thus, JCESOM and COHP would like to proceed through judicious planning and expediency towards development of the Pharm. D. program of study.

## **PART I: PROGRAM DESCRIPTION**

The JCESOM and COHP at Marshall University (MU) are proposing a Doctorate of Pharmacy (Pharm. D.) program as a stand-alone school housed in the School of Medicine. The program will provide the third Pharm. D. program in West Virginia; the first is located at West Virginia University in Morgantown, WV and the second is offered by the University of Charleston, in Charleston, WV. The MU Pharm. D. program will offer an entry level pharmacy degree for the first time in Huntington, WV. The MU Pharm. D. program will prepare pharmacy specialists at a time of critical health care professional shortages, and severe distribution of workforce issues that affect healthcare access nationally and state-wide.

### **A. Program Objectives**

The purpose of the Doctorate in Pharmacy at Marshall University is to prepare pharmacists that will serve the needs of the citizens of West Virginia and the region, particularly in the rural areas, and expand the knowledge and scholarship of the pharmacy profession. Our objectives are to educate, train, and prepare the professional graduate pharmacy practitioner who will:

1. Deliver the highest quality pharmacy services to the individuals and communities of West Virginia and region, including sparsely populated rural settings.
2. Demonstrate sound, independent, and evidenced-based clinical decisions utilizing information literacy, critical thinking skills, and empirical data.
3. Serve as autonomous providers who are responsive to the scope of pharmacy practice.
4. Function as a unique, independent, and interdependent members of the health care team.
5. Adhere to the core professional values associated with the profession.
6. Adhere to all established ethical and legal guidelines for practice and research.
7. Provide culturally sensitive care distinguished by advocacy, trust, respect, and an appreciation for individual differences.
8. Commit to evidence-based practice through ongoing assessment and application of new knowledge.
9. Possess basic and applied research skills characterized by discovery and dissemination of new knowledge.
10. Demonstrate a commitment to the health of the community through participation in primary and secondary prevention programs.
11. Commit to improving the quality of life of those served.

### Program Identification

1. The following is the appropriate program identification as provided in the Classifications of Instructional Programs developed and published by the U.S. Department of Education Center for Educational Statistics:

***51.2001: Pharmacy (PharmD [USA], PharmD or BS/BPharm [Canada]).*** A program that prepares individuals for the independent or employed practice of preparing and dispensing drugs and medications in consultation with prescribing physicians and other health care professionals, and for managing pharmacy practices and counseling patients. Includes instruction in mathematics, physics, chemistry, biochemistry, anatomy, physiology, pharmacology, pharmaceutical chemistry, pharmacognosy, pharmacy practice, pharmacy administration, applicable regulations, and professional standards and ethics.

### C. Program Features

#### Admission Standards

Prospective students who wish to apply for admission to the Pharm. D. program must fully meet the admission requirements established for MU at the entry level. Additional admission requirements exist as selection criteria for the Pharm. D. program (see below). The program will follow an annual admissions cycle. Admission to the program will be competitive, meaning that more applicants are expected for each admissions cycle than can be admitted due to capacity limitations. Each application will be screened carefully for completion of all admission criteria and only those with complete applications will be invited for a personal interview with members of the Admissions Committee. Admission to Marshall University does not guarantee admission to the Pharm. D. program. Completion of the undergraduate degree or prerequisite requirements at MU does not guarantee admissions to the Pharm. D. program; however, preference will be given to Marshall students and graduates, all considerations being equal. The number of placement positions will be limited by available clinical positions. Applicants to the Pharm. D. program are admitted based on overall cumulative college grade point average (GPA), GRE scores, GPA in prerequisite coursework, strength of references, and personal interview. The top applicants will be offered a personal interview. For the initial class of up to 80 matriculating students, applicants will be offered a position in the program based on an average of academic points and interview score.

### Admission Criteria

Prospective students must meet the minimum criteria listed below to be considered for admission to the program. Admission is expected to be highly competitive and will be determined by a panel of experts in the fields of Pharmacy and health care education.

#### Post-Prerequisite (no degree) Considerations

For students applying with the minimum qualifications (48 semester hours and completion of program prerequisite course work), the minimum necessary for admissions consideration include:

- Unconditional admission to Marshall University School of Pharmacy
- Minimum 2.75 cumulative GPA from all coursework and 2.75 GPA in prerequisite courses (see Table 1)
- Minimum score of 50 on PCAT
- Successful interview
- Two letters of recommendations from previous faculty
- One letter of recommendation from a pharmacist

#### Post-Baccalaureate Degree Considerations

For students applying with a completed undergraduate degree and who meet all prerequisite course requirements, the minimum qualifications for admissions consideration include:

- Unconditional admission to Marshall University Graduate School and the School of Pharmacy
- Earned baccalaureate degree, or verified plan of completing a baccalaureate degree by May of the year prior to entering the program
- Students may apply with an undergraduate degree in any major but a minimum 2.75 cumulative GPA from all coursework and 2.75 GPA in prerequisite courses (see Table 1) must have been completed.
- Successful interview
- Two letters of recommendations from previous faculty
- One letter of recommendation from a pharmacist

Undergraduate students in their junior or senior year of undergraduate work may be admitted conditionally contingent upon completion of all other Pharm. D. admission criteria, including the required prerequisite course work.

## Post-Master Degree

- Overall cumulative GPA of 3.0 in graduate courses
- PCAT score of 50 or higher
- Successful interview
- Two letters of recommendations from previous faculty
- One letter of recommendation from a pharmacist

**Table 1: Proposed Prerequisite courses accepted for admission criteria to PharmD**

<b>Subject/Credit Hours</b>	<b>MU Course or Equivalent transfer (or higher)</b>
Biology with lab (8 hours)	BSC 120, 121, 227, 228, 250
Chemistry with lab (8 hours)	CHEM 211 and 217, 212 and 218
Chemistry Organic with lab (8 Hours)	CHEM 355, 356, and
Physics with lab (9 hours)	PHY 201 & 202, 203 & 204
Introductory Statistics (3 hours)	MTH 225 (pr 127 OR 130)
General Psychology (3 hours)	PSY 201
Human Physiology (3 hours)	BCS 228
Human Anatomy (3 hours)	BSC 227
Microbiology (3 hours)	BSC 250 (PR 227)

\*Total prerequisite hours = 48

All applications for the class beginning in the next fall semester must include the following:

Official PCAT score must be delivered to the College of Health Professions prior to application deadline (Must be current within 5 years)

- Application to Marshall University graduate school
- Application to COHP School of Pharmacy
- Official transcripts for all colleges/universities attended
- Curriculum vitae indicating all Pharmacy and Pharmacy volunteer experience
- Two letters of recommendations from previous faculty
- One letter of recommendation from a pharmacist
- A \$50 non-refundable application fee payable to MU COHP (this is in addition to the MU graduate school application fee)



All complete applications for a designated class year will be accepted for review and consideration up until each class is filled. Students will be encouraged to apply as early as possible, but students will be admitted on a rolling basis until the class is filled. Applications received after class enrollment in one year will be given consideration for admissions into the following class.

Students that meet all eligibility requirements will be offered an interview (travel at student's expense). The interviewers will make recommendations to the Admissions Committee, which shall then make recommendations for final decisions regarding admissions to the Dean of the School of Pharmacy. Additional Technical Standards for Admissions will be developed by the deans of the School of Pharmacy and the dean of COHP to be approved by the Vice President of Health Sciences. Decisions on admissions each year will remain an active process until each class is filled, and applicants will be notified soon after their candidacy has been reviewed by the Admissions Committee and the Dean of the School.

#### Performance Standards

The Doctorate in Pharmacy requires at least 11 semesters of coursework including 3 summer semesters of 4 years graduate level to complete. The total number of credits includes at least 106 post-baccalaureate hours of study and 40 hours of clinical experience. The number of hours is consistent with Pharm. D. programs across the nation and modeled from programs offered in WV. Because this doctoral degree is a clinical research degree, the program encompasses a combination of classroom and clinical credits. Graduate level credits will be earned for supervised clinical rotations. Consistent with other graduate programs at MU, a cumulative grade point average of 3.0 must be maintained throughout the professional program.

#### **D. Program Requirements**

The Pharm. D. will consist of at least 106 graduate credit hours that will be taken in sequence, in addition to 40 credits earned in the final year during clinical internships/rotations. In keeping with the requirements of ACPE for program accreditation approval, specific courses will not be developed until after a dean for the school has been officially hired and establishes the framework for curricular development. Examples of courses offered by other Pharm. D. programs can be viewed in the appendices (Appendix C) and are heavily weighted in physical and health sciences. A sample of a hypothetical MU curriculum can be viewed in Appendix D.

#### **E. Program Outcomes**

The following outcome measures have been established for the Pharm. D. program:

1. Ninety percent or more of all students admitted will successfully complete the program within the specified timeframe

2. Passage rate of  $\geq 90\%$  on the North American Pharmacist Licensure Examination™ (NAPLEX®)
3. Within six months of successful completion of the certification examination, 95% of graduates will be employed in the field of Pharmacy
4. Six months after graduation, students will be surveyed regarding the program and recommendation for future changes
5. An employer survey will be distributed six months after each class graduates to assess the quality of graduates from the MU SOP program of study
6. An annual survey of clinical placements will be conducted to gather feedback on programmatic and curricular matters

#### **F. Program Delivery**

All didactic coursework will be offered either within current MU campus facilities or at other nearby, appropriately designed facilities under MU control. Courses will be offered in the traditional classroom atmosphere with web enhancement. All clinical experiences and practicum will be completed at regional or national health care facilities that offer pharmacy services, as well as pharmacy retail centers. Each clinical facility must possess current certification to provide pharmacy services. Students in the clinical setting will be assigned a particular preceptor; however, preceptors may have more than one student per semester. Regardless of the number of students in a clinical setting, each student must be individually supervised during procedures.

### **PART II: Program Need and Justification**

#### **A. Relationship to Institutional Goals/Objectives**

The addition of this health professions program will be beneficial to the health and well-being of the citizens of West Virginia and the surrounding Appalachian region by providing improved health services with an emphasis on rural Appalachia. This program is consistent with Marshall University's current mission and areas of emphasis on provision of quality graduate education that is pertinent to the state and region and to improving healthcare and service access of the Appalachian region. The University has demonstrated a commitment to improving the education, health, and welfare of WV through innovative and necessary programs of study.

#### **B. Existing Programs**

According to the American Pharmacy Association (APA), as of July 20, 2009, there were 113 accredited Pharm. D. programs. Of those, 112 were in the US (110 programs with full or candidate accreditation and 10 with pre candidate accreditation). Only one Pharm. D. program was accredited outside of the US, the Lebanese American University School of Pharmacy. A total of 40 schools with full accreditation are located in private institutions while 62 are located in publicly supported institutions.

In 2008, the student enrollment ranged from 45 to 1,754 students per college or school of pharmacy and the total enrollments of all Pharm. D. programs were 52,685 students. The student enrollment in the professional pharmacy schools has risen each year for the past 8 years with annual increases from 3.9 to 10.7 percent. Among comparison schools, the 2009 admission class size ranged from 80 to 200 students and the majority was female. In 2008, the latest statistics available, a total of 10,500 Pharm. D. degrees were awarded; sixty-six percent to women (refer to table 2).

The average costs of Pharmacy programs vary across regions of the US with WV generally less costly than other mid-Atlantic and South Atlantic states with Pharm. D. programs. WV competes with Mid-Atlantic and southern states as well as bordering mid-Western states. Thus, examples of cost comparisons are provided from each area that may be considered competitive (refer to table 2).

There is currently one Pharm. D. program in West Virginia housed within a public institution of higher education; West Virginia University (WVU) School of Pharmacy. Located in Morgantown, WVU serves primarily the panhandle and northern areas of WV. Annual enrollment at WVU is limited with no satellite program and, as such, does not fully meet the needs of rural southern WV or neighboring states to the West and South.

The tuition for WVU's Pharm. D. program is \$9,926 resident and \$24,878 non-resident for the 2007 academic year. The total time required to obtain the Pharm. D. degree at WVU is 6 years; two undergraduate and four at the graduate level. WVU does not provide information on its web site concerning the number of students admitted to the program or the student to faculty ratio.

The second Pharm. D. program in WV is offered at a private institution, the University of Charleston (UC), located in Charleston, WV. Tuition and fees at UC, as would be expected at a private institution, are higher than those at WVU at \$26,224 for the 2008-2009 AY with no discount for resident students. The total time required to obtain a degree is 6 years; two undergraduate and 4 years at the graduate level with a total of 147 graduate school hours. UC admits 75 students each year with a 10:1 student to faculty ratio.

The suggested AY tuition for MU's Pharm. D. program is expected to be \$10,000 for resident students and \$18,000 for nonresident students. Consistent with the School of Medicine (SOM), there would be no reduced tuition provision for Metro students. This level of tuition places MU Pharm. D. program well below the average cost of \$17,540 for resident students and \$24,829 for nonresident students among comparison schools (refer to table 2).

Table 2:  
Comparative  
Programs

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University or College	2009 Applicants	Offered	Early Assurance Accepted/Average GPA	Accepted with early plans for professional program	Number Out of State accepted	Percent male	Percent female	Resident Tuition Costs	Non-Resident Tuition Costs	Minimum GPA	PCAT/ Required Score
Appalachian College of Pharmacy	215	80	68/3.3	NA	40	48	52	\$32,500*	\$32,500*	2.5	Yes/50 <sup>th</sup> Percentile
Auburn University	204	173	150/3.35	0	40	30	70	\$7,403	\$13,643	2.50	YES/ No minimum
Belmont University	550	100	75/3.3	0	50	36	64	\$25,444	\$25,444	2.7	NA
Campbell University NC	200	140	108/3.48	10	20	27	73	\$13,210	\$13,210	2.5	Yes/No minimum
East Tennessee State University	205	119	80/3.43	NA	44	40	60	\$24,795	\$24,795	NA	NA
Northeastern Ohio Universities	200	125	81/3.5	NA	20	48	52	\$17,526	\$33,927	2.75	Yes/50 <sup>th</sup> Percentile
University of North Carolina	280	155	155/3.6	NA	27	27	73	\$7,162	\$21,560	2.8	Yes/65 <sup>th</sup> percentile
Temple University	300+	200	150/3.55	NA	NA	40	60	\$27,238	\$37,526	3.0	Yes/50 <sup>th</sup> Percentile
The Ohio State University	220	160	130/3.55	20	50	40	60	\$10,440	\$25,302	3.0	Yes/50 <sup>th</sup> Percentile
The University of Tennessee	400	192	192/3.4	12	40	60	40	\$16,236	\$31,116	2.5	Yes/40 <sup>th</sup> Percentile
University of Charleston	230	75	75/3.4	NA	40	50	50	\$24,080	\$24,080	2.75	Yes/50 <sup>th</sup> Percentile
University of Cincinnati	189	105	96/3.62	NA	38	43	57	\$12,723	\$23,055	3.0	Yes/No minimum
University of Illinois at Chicago	300	160	160/3.40	4	12	65	35	\$16,588	\$25,556	2.75	Yes/ 40 <sup>th</sup> percentile

University of Pittsburgh	187	130	108/3.5	51	18	37	63	\$20,404	\$24,220	3.0	Yes/70 <sup>th</sup> Percentile
Virginia Commonwealth	250	130	130/3.4	NA	40	25	75	\$9,284	\$18,372	NA	NA
Wingate University	200	95	76/3.6	NA	32	48	52	\$24,990	\$24,990	3.0	Yes/50 <sup>th</sup> percentile
West Virginia University	129	80	80/3.7	NA	20	40	60	\$8,162	\$22,794	3.1	Yes/60 <sup>th</sup> Percentile
Average	251	129	113/3.48	NA	32	45	55	\$15,879	\$24,387	3.0	Yes/50 <sup>th</sup> Percentile

\*fees included with tuition where provided

### **C. Program Planning and Development**

Marshall University has a long and successful history of granting graduate and doctoral level degrees. Currently, four programs at MU confer the doctorate: Biomedical Sciences (Ph.D.), Education (Ed.D.), Psychology (Psy.D.), and a Doctorate of Management Practice in Nurse Anesthesia (DMPNA). Each has been successful at gaining national certification/accreditation and has maintained this level of approval since inception. Consistent with other MU graduate and professional programs, the Pharm. D. program will seek accreditation from the Accreditation Council for Pharmacy Education (ACPE), the accrediting body of the doctorate in pharmacy program.

In keeping with the accreditation standards of ACPE, the School of Pharmacy must function independent of other colleges or schools, have its own dean, and share in university governance; however, the school can be located within another college. Thus, the first action taken upon approval of this intent to plan will be to hire a dean. This must occur at least two years prior to acceptance of any students into the program. According to ACPE guidelines, no application for program candidacy approval can occur until after the dean is hired. Admission of students prior to being awarded pre-candidacy status would eliminate the program from future consideration for accreditation. An application for pre-candidacy will be submitted for review immediately after the dean is in place, recruitment will be initiated for the leadership team. Following approval of pre-candidacy by ACPE, the first class will be matriculated and the program will be implemented (See appendix B for program sequence).

### **D. Clientele and Need**

The average class size for the Pharm. D. in the US was 113 students in 2009 with a range from 68 to 160. The mean number of applicants per program was 241 students in 2009 with a range from 129 to 550. The mean number of students offered placement by programs was 139. This suggests some students apply to more than one program and indicates an acceptable number of readily available students would likely apply to the MU Pharm. D. program. The numbers of minorities and women that apply to Pharm. D. programs nationally is higher than average for other programs at MU with 60% females to 40% males on average. This is consistent with MU's desire to recruit a more diverse student body.

Pharmacy remains a highly sought after service among WV citizens, especially among the more rural areas. With the aging of the population, needs for pharmacy services are expected to grow. Disparities in available pharmacy services are particularly prevalent in the southern West Virginia region where the majority of the population is of low socioeconomic status and services are sparsely available. Recruitment into these rural

and remote areas of WV has not been highly successful. Training citizens from these areas would promote a higher density of services.

#### **E. Employment Opportunities**

This program will offer employment opportunities with salaries higher than average for WV. Employment for pharmacists is expected to increase much faster than average for other fields of employment. With the graying of America, projections are for continuing increasing needs for pharmacists.

According to the US Department of Labor, employment opportunities for pharmacists are expected to grow more than 22% from 2006 to 2016. That is an estimated increase of 53,000 pharmacist needed to provide services at today's level of efficiency. The increasing percentage of elderly in the US will drive the need for more pharmacists as will future medicine developments that should also increase life expectancy. Since the Pharm. D. has been promoted as the professional entry level for pharmacy, additional capacity will be necessary among pharmacy schools to meet the demand.

In 2006, pharmacists held about 243,000 jobs. Positions for pharmacist vary and included worked in community pharmacies (62%) that were either independently owned or part of a drugstore chain, grocery store, department store, or mass merchandiser; hospitals (23%); and a small percentage worked in mail-order and internet pharmacies, pharmaceutical wholesalers, offices of physicians, and the federal government. Pharmacists may also work in research and for pharmaceutical corporations.

According to the US Department of labor (2008), the median annual salary for a pharmacist is \$104,260. For West Virginia, the average annual salary is slightly lower at \$103,840. This is higher than the average combined household income for Cabell County of \$28,479. (Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2008-09 Edition, Pharmacists, on the Internet at <http://www.bls.gov/oco/ocos080.htm>: retrieved July 21, 2009).

#### **F. Program Impact**

Although attempts have been made to recruit medical professionals into rural areas of WV, desired progress has not been made. Rural areas, especially in southern WV, continue to have a dearth of providers. While most large communities have a pharmacy or a grocer that contains a pharmacy, few of the smaller rural areas have direct access to a pharmacy. Many inhabitants of rural Appalachia have to travel miles to find health professionals such as pharmacists who often serve as the first, and sometimes, only point of contact with a health professional. As such, pharmacists often serve as referral bases for physicians and other providers linking the underserved with necessary medical care. Successful recruitment from rural areas of southern WV will no doubt add to the dearth



of professionals available within smaller communities as many of these students are known to return to their home to establish a practice and to potentially open a business.

The Pharm. D. program will provide an opportunity for citizens of WV and surrounding states to earn an education in a high paying and respected profession. This will provide MU positive linkages to the community and state. Additionally, with an expected increase in female applicants, the program will help to diversify the labor pool in WV. Graduates from the MU Pharm. D. program will contribute to the economy of WV through taxes and a healthier citizenry.

### **Cooperative Agreements**

Existing affiliation agreements for Marshall University's College of Health Professions and the Joan C. Edwards School of Medicine exist with every large regional and local provider of health care. Since there is no Pharm. D. in existence in the Huntington area, extending current agreements to pharmaceutical services would not be expected to pose additional contractual strain upon MU. In addition, the presidents and CEO's of Cabell-Huntington Hospital, St. Mary's Medical Center and the Veterans Administration Medical Center have been strong advocates for the establishment of this program.

### **G. Alternatives to Program Development**

Students wishing to pursue a degree in pharmacy must travel to Morgantown or Charleston, or attend a school as nonresident. Although UC is located within commuting distance to Huntington, as a private school the costs of attendance are a deterrent to many students. The location of WVU in Morgantown not only increases costs to students related to tuition and fees, but those from southern WV must also pay for housing and food as the distance and current costs of travel would prohibit commuting.

## **PART III: PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS**

### **1. Program Administration**

The organizational chart (Appendix A) for Marshall University's College of Health Professions illustrates the relationship between the JCESOM and the COHP. The Pharm. D. Dean will answer directly to the Executive Dean, COHP who answers directly to the Vice President of Health Sciences, currently also the Dean of the JCESOM. Program administration will be accomplished by the Dean of the School of Pharmacy and leadership team who meets the Standards set forth by the ACPE. The dean will organize, develop, administer, review, and assure program effectiveness through on-going program assessment and development. It is expected that the dean will maintain current

knowledge of the professional discipline and educational methodologies. Appendix B displays the timeline sequence for program development as required by ACPE for consideration for accreditation.

## **2. Program Projections**

Given the average class size among Pharm. D. programs is 113 students; MU proposes to accept 80 students into the inaugural Pharm. D. class and in its second year of operation, increasing the class size to 120 in AY 2014-15. This class size is consistent with programs among similar universities. Class size is dictated only by the student/faculty/preceptor ratio, particularly with clinical placement availability. JCESOM and COHP affiliations in the area currently include all major medical centers that each operates a pharmacy department. Additional contracts will be made with independent pharmacies and pharmaceutical corporation partnerships could be developed throughout the tri-state area.

## **3. Faculty Instructional Requirements**

According to a review of pharmacy programs, the average length of the professional curriculum is 110 credit hours with 6-8 professional practice rotations occurring following completion of the didactic course work. Rotations generally garner 30-40 semester hours of credit. Professional hours are generally divided into didactic and clinical hours. To complete the 109 semester hours of curriculum proposed by COHP, supervise the required clinical rotations, and to allow release time for the leadership team, a total of 20 faculty (14 FTE and 6 part time) would be necessary. Although ACPE does not state a required faculty to student ratio, the average faculty to student ratios for all programs reviewed (where provided) was less than 10 students per faculty member. The ratio would be different when in clinical rotations under the supervision of a staff Pharm. D. The faculty to student ratio is higher for the clinical setting because students work directly with clinical preceptors. The faculty coordinates activities with the clinical preceptors and observes students on a routine but not daily basis.

The Pharm. D. program is required to have a dean and administrative team prior to the submission of the application for precandidacy. Precandidacy is required prior to an accreditation site visit which is scheduled prior to the admission of the first class of Pharm. D. students. Before admission of the first class, the dean and administrative team must be in place for a total of twenty-four months. Prior to the final semester of the first class, a self-study report must be submitted and the program must host an onsite visit. Final accreditation decision from ACPE would follow the onsite visit and team report (refer to appendix B for detailed timeline).

The dean and administrative team are core faculty who must be provided sufficient release time for program administration and to oversee daily operation of the program.

Release time for administrative faculty members is typically set at 3-6 hours per semester at Marshall University. No specific requirements for release time for the dean or administrative team members could be found on the ACPE web pages.

The proposed course load per semester varies (please see Appendix D for a sample curriculum). The Table below summarizes the credits anticipated per semester per year for the four years of the Pharm. D. program.

Table 3: Total Credits per Semester for Pharm. D.

Year	Fall	Spring	Summer	Total
1	12 cr.	12 cr.	11cr.	35 cr.
2	13 cr.	12 cr.	11cr.	36 cr.
3	12 cr.	12 cr.	11cr.	35 cr.
4	20 cr.	20 cr.	0 cr.	40cr.
Grand Total Hours				146 cr.

For example, year one as proposed would call for 35 hours of instructional time while year two will see the original 35 plus 36 additional hours of instructional time for a total of 71 hours. AY 2012-13 would consist of 35 hours while year four would add clinical rotations worth 40 additional clinical hours. Thus, 4 faculty members would be necessary to instruct year one (includes dean in faculty total) with additional hours assumed by the program leadership team. Year two would require additional faculty (71/9), bringing year two faculty needs to the original 4 plus an additional 4. Year three would add 35 additional class credits and clinical hours of instruction adding the need for 4 additional faculty. AY 2014-15 would be an additional 40 clinical hours to the curriculum requiring an additional 1 faculty for course coordination. Additional faculty would be hired to allow for research and administration release time. The proposed curriculum would extend 12 months allowing for experiential clinical or shadowing opportunities through the year. To facilitate research interests and necessary administrative release times, an accelerated hiring pattern will begin in AY 12-13. The total required faculty, including the dean and administrative team, would be 14 full time faculty and an estimated additional 6 part time faculty. Additional clinical and associate faculty would be required in future years to allow protected time for scholarship and research related activities.

With 80 students (progressing to 120 students in AY 2014-15), COHP is proposing 14 full time faculty, including the dean and 6 part time faculty for a total of 20 faculty. Part-time faculty will have the primary duty of clinical observations and course lectures when appropriate. Faculty hires will be dispersed over five years. All program and faculty instruction requirements will be jointly determined by the School of Pharmacy dean in consultation with the School of Pharmacy faculty. Refer to Table 4 for a detailed chart related to faculty hires and student enrollment.

**Table 4: Faculty Hires and Student Admissions**

Faculty/Staff/Student	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17
<b>Faculty</b>	1	3	5	10	13	14	14
<b>Staff</b>				6	6	6	6
<b>Total</b> <b>(full and Part time)</b>	1	3	5	16	19	20	20
<b>Number of Students by Year</b>							
<b>1st year</b>							
<b>Resident</b>			32	32	48	48	48
<b>Non-Resident</b>			48	48	72	72	72
<b>2nd yr</b>							
<b>Resident</b>				32	32	48	48
<b>Non-Resident</b>				48	48	72	72
<b>3rd yr</b>							
<b>Resident</b>					32	32	48
<b>Non-Resident</b>					48	48	72
<b>4<sup>th</sup> Yr</b>							
<b>Resident</b>						32	32
<b>Non-Resident</b>						48	48
<b>Total Students</b>			<b>80</b>	<b>160</b>	<b>280</b>	<b>400</b>	<b>440</b>

With 80 students (progressing to 120 students in AY14-15), the COHP is proposing 14 full time faculty, including the dean and 6 part time faculty for a total of 20 faculty. Part-time faculty will have the primary duty of clinical observations and course lectures when appropriate. All program and faculty instruction requirements will be jointly determined by the school of pharmacy dean and the executive dean, COHP and approved by the Vice President of Health Services.

#### **4. Library Resources and Instructional Materials**

As MU students, Pharm. D. students can access all Marshall University electronic databases and other library resources. Students will also have access to the Marshall University Medical School Library. However, since no school of pharmacy has existed at MU, it is expected that library resources will be inadequate. Thus, funds for library resources will be added as an expenditure line in the budget for the SOP and included in the overall student expenses for the program; thus, students benefiting directly will bear a portion of the total costs for providing these additional resources.

#### **5. Support Service Requirements**

All support service requirements will be jointly determined by the dean, school of pharmacy (SOP) and dean, COHP. Two support staff will be required for the SOP. One will act in the capacity of administrative assistant while the second will be in charge of the laboratory training facilities. The COHP Office of Student Services will provide support for students in the program. The Office of Student Services is actively involved in recruiting for all programs in the college. With the addition of the Pharm. D., an additional staff member will be needed to support the expanded recruiting that will be an important element in achieving an enrollment of 80 students per year. Year four of the program will provide an additional staff member to the office of student services. While the program will add new student loads to ancillary support services outside the college, such as registrars and bursars offices, the addition of up to 120 students per year is not likely to cause undue stress on these departments. However, marketing and student recruitment will be distinct and important activities for program success and will require staffing and support.

#### **6. Facilities Requirements**

MU will be responsible for all facilities required to operate and maintain the Pharm. D. program. State of the art, dedicated classroom and laboratory space is required by ACPE. The lab space is for training purposes and should be available to students outside of scheduled class times. The size of lab space varies by program, but averages 40,000 square feet in total. We believe that adequate space may be located from current university inventory and suitable renovations, if necessary, could be made.

Due to the move of the majority of the JCESOM medical faculty and classrooms to the Byrd Biotech building on main campus and the medical education building at the Fairfield site, offices, classrooms and laboratories are currently vacant at the Robert Coon Education Building, known as the Medical Education Building (MEB), located just 7.5 miles from campus adjacent to the Huntington VA Medical Center on Spring Valley Drive. The facility contains 85,000 square feet of space on four floors. It houses the biomedical science classrooms and laboratories, faculty offices, research laboratories and support facilities for the Marshall University Joan C. Edwards School of Medicine. Medical students currently receive a portion of their basic science training at this facility,

including their gross anatomy course. The MEB houses a satellite location for the Health Sciences Library placing current literature and other library resources within easy reach of students. In 1998, the Huntington VAMC added a 40,000 square foot additional housing additional faculty research laboratories and support facilities, many of which are currently occupied by the medical school through lease and sharing agreements. Parking is available but limited. Additional resources might be required to expand parking facilities to make this site an appropriate choice. The availability of the gross anatomy lab and modern research facilities at the MEB would make this site the most obvious for placement of this program.

The Vice President for Health Sciences, or his designee(s), will contact the hospital administrators and pharmacy managers in the region and obtain assurance of the interest in supporting the Pharm. D program. MU has plans to discuss loan forgiveness and scholarship support with many of these administrators. This would provide not only clinical sites for student placement, but also funds for student support financially. Additionally, pharmaceutical corporations such as Rite Aid, etc. often provide financial support for pharmacy programs.

#### **Source of Operating Resources**

Faculty, personnel and facility resources are the responsibility of MU. Operational funds will be derived solely from tuition and fees. The total costs of operations for the program started with a base level estimated from the average costs per departments currently in JCESOM and COHP. The dean will be able to assist with refining the budget. Additional resources may be available through scholarship and corporate sponsorships.

### **PART IV: OFFERING EXISTING PROGRAMS AT NEW LOCATIONS**

Not Applicable

### **PART V: PROGRAM EVALUATION**

#### **XXI. Evaluation Procedures**

##### **Internal Evaluations**

Evaluation is a critical component to effective programs. Marshall University has a systematic and on-going evaluation process. All departments must submit an annual evaluation and program evaluation through the Office of Program Review and Assessment. The school of pharmacy will have to undergo a year one site visit from ACPE and subsequent site visits as required.

The school of pharmacy will compile annual reports with presentation of program goals and outcome assessment to all major stakeholders. The goals and assessment plan is structured to meet the Standards set forth by the ACPE. All faculty members must meet

ACPE Standards as described in the accreditation manual. Faculty will be employed through MU and the JCESOM for the school of pharmacy. The school of pharmacy dean will assist in the interview/hiring process for all new faculty, and annual evaluations will be used to assure all faculty meet accreditation standards. All courses will be developed under the scrutiny and direction of the dean with faculty input per ACPE requirements and will be submitted through the appropriate committees for approval by Marshall University. A hypothetical course structure can be found in Appendix C.

Student satisfaction with and effectiveness of the didactic component of the program will be assessed in a variety of ways. Each semester, students will complete computer-scored anonymous surveys for all courses in which they are enrolled. The Office of Institutional Research will compile survey results and disseminate to the Dean's of COHP and the school of pharmacy.

Students will also be provided regular opportunities to evaluate and comment on their clinical education. Evaluations for individual clinical sites and clinical instructors employed by the sites are submitted at the end of each semester for all clinical sites visited during the term.

Alumni surveys are sent to graduates within 6 months of graduation requesting feedback with National Certification examination preparation, professional development and program satisfaction.

Licensure examination results are included in the annual report along with comparisons to the national and state-wide median scores.

Throughout the program, a variety of measures are employed to assess student learning and comprehension. Among the measures utilized in the classroom setting include, but are not limited to, written objectives and examinations. In the clinical setting, student competence will be formally evaluated by the faculty throughout the entire clinical rotation.

Another common practice of measuring competence is through student GPA. The program policies state that a student must maintain a GPA of 3.0 throughout the program. If a student's GPA falls below a 3.0, they will be placed on academic probation and be required to develop an academic planning guide for improvement with their advisor. Continued poor GPA performance for a second semester may result in dismissal from the program.

A standardized review program will be required near the end of the final year of curriculum for those who will be candidates for the NAPLEX<sup>®</sup>, the results of which can be used for student and faculty assessment.

### **External Evaluation**



One outcome utilized to measure adequacy of entry-level graduates for the Pharm. D. program is the pass rate for first-time test takers on the national certification examination.

The Graduate Survey is another method utilized to measure preparedness for practice as a pharmacist. Students who complete the MU Pharm. D. program and obtain employment in the field will be surveyed within six months for feedback on the program's effectiveness in preparing them for practice.

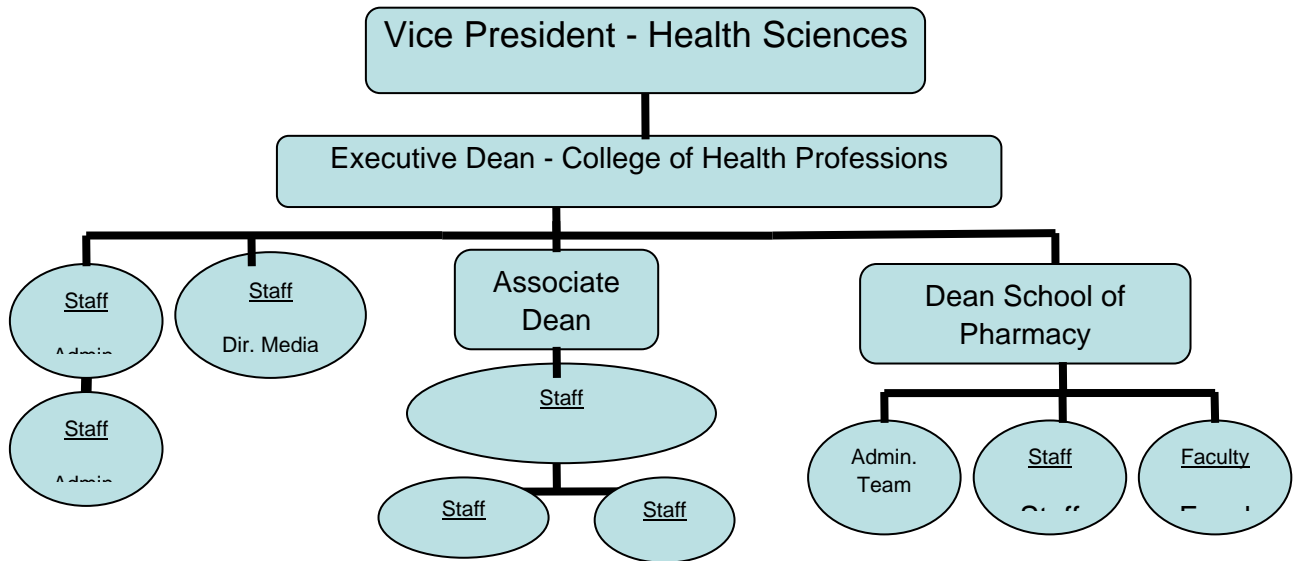
**Accreditation Status**

The MU COHP Pharm. D. program will begin the formal accreditation process through ACPE upon approval of the intent to plan and hiring of the school of pharmacy dean. The next step is to submit an Application for Precandidacy followed by a review; revisions, site visits, and accreditation decision (refer to Appendix B).

**Part VI: Termination of Program**

The Pharm. D. can be terminated at will by MU if sufficient justification exists. If termination of the program is approved, consideration will be given to students and faculty in the closure process. All termination procedures must follow MU guidelines as applied in the Green Book and ACPE rules and regulations regarding program termination.

APPENDIX A  
Marshall University  
COHP Proposed  
Organizational Chart  
for School of Pharmacy



APPENDIX B  
Program Planning  
and  
Accreditation Cycles

**Development Timeline for New Colleges and Schools of Pharmacy**

	2 years prior Matriculation of 1 <sup>st</sup> Class	1 year prior Matriculation of 1 <sup>st</sup> Class	Year of Matriculation 1 <sup>st</sup> Class	2 Years After Matriculation of 1 <sup>st</sup> Class	3 Years After Matriculation of 1 <sup>st</sup> Class	5 Years After granting of Pre- candidate status
August	Hire Dean-on campus 24 months prior to 1 <sup>st</sup> class		Earliest recommended date to matriculate 1 <sup>st</sup> class (conditional to approval of pre- candidate status)			
September	Begin recruitment of leadership team	On-site evaluation if authorized to assess readiness for Pre-candidate status  (12 months before 1 <sup>st</sup> class)				
October						
November						
December		Applicant appears before the ACPE Board of Directors	On-site evaluation to assess readiness for Candidate status	On-site evaluation to assess readiness to continue	On-site evaluation prior to graduating 1 <sup>st</sup> class to assess readiness for Full	U.S. Department of Education deadline to withdraw accreditation status if Full Accreditation is

				Candidate status	Accreditation status	not achieved
January		ACPE decision regarding rather to grant or not to grant Precandidate status				
February	Draft report and fee due March 1 <sup>st</sup>					
March	On-site consultation with ACPE staff					
April	On-site consultation with ACPE staff					
May	Deadline for final report May 15 <sup>th</sup>		Applicant appears before the ACPE Board of Directors			
June	-Applicant appears before ACPE Board of Directors -ACPE Board of Directors decision		ACPE decision regarding rather to grant or not to grant Candidate status			

	regarding authorization of an on-site evaluation (Y or N)					
July	Leadership team hired and on campus					



APPENDIX C

Samples of Pharm. D

Curriculum for

WVU and University of Charleston

## WVU Curriculum

Professional Degree (Pharm.D. Degree) Curriculum  
 Class of 2011, 2012, & 2013  
 (Admitted Fall 2007, 2008 & 2009)

## First Year, Fall Semester

NBAN 301	Principles of Human Anatomy	3 credit hours
PSIO 743	Fundamentals of Physiology	5 credit hours
PHAR 700	Pharmacy as a Profession	1 credit hour
PHAR 701	Pharmaceutical Care Lab 1	2 credit hours
PHAR 702	Physical Pharmacy	3 credit hours
PHAR 703	Intro Pharmacy Practice Experiences 1	1 credit hour
PHAR 720	Patient Health Education	2 credit hours
	Total hours	17 hours

## First Year, Spring Semester

BIOC 531	General Biochemistry	4 credit hours
PHAR 708	Pharmaceutics	3 credit hours
PHAR 709	Immunology and Biotechnology	2 credit hours
PHAR 710	Intro Pharmacy Practice Experiences 2	1 credit hour
PHAR 711	Chemical Properties of Drugs	2 credit hours
PHAR 712	Pharmaceutical Care Lab 2	2 credit hours
PHAR 737	Disease Prevention and Health Promotion	2 credit hours
	Elective	2-3 credit hours
	Total hours	18-19 hours

#### First Year, Late Spring – after spring term concludes

PHAR 714	Introductory Community Rotation (2 weeks)	2 credit hours
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#### Second Year, Fall Semester

PCOL 743	Pharmacology 1	3 credit hours
PHAR 715	Pathophysiology & Therapeutics 1	4 credit hours
PHAR 716	Chemistry of Drug Action 1	3 credit hours
PHAR 717	Intro Pharmacy Practice Experiences 3	1 credit hour
PHAR 723	Pharmaceutical Care Lab 3	1 credit hour
PHAR 727	Medical Literature Evaluation	2 credit hours
	Elective	2-3 credit hours
	Total hours	16-17 hours

#### Second Year, Spring Semester

PCOL 744	Pharmacology 2	3 credit hours
PHAR 719	Intro Pharmacy Practice Experience 4	1 credit hour
PHAR 724	Pharmaceutical Care Lab 4	2 credit hours
PHAR 725	Pathophysiology & Therapeutics	4 credit hours

PHAR 726	Chemistry of Drug Action 2	2 credit hours
PHAR 728	Pharmacy Management	2 credit hours
	Elective	2-3 credit hours
	Total hours	16-17 hours

#### Second Year, Late Spring – after spring term concludes

PHAR 729	Introductory Institutional Rotation (2 weeks)	2 credit hours
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#### Third Year, Fall Semester

PHAR 730	Pathophysiology & Therapeutics 3	4 credit hours
PHAR 731	Biopharmaceutics & Pharmacokinetics	3 credit hours
PHAR 732	Non-Prescription Drugs	3 credit hours
PHAR 733	Pharmacy Systems	2 credit hours
PHAR 735	Pharmaceutical Care Lab 5	1 credit hour
PHAR 742	Intro Pharmacy Practice Experiences 5	1 credit hour
	Elective	2-3 hours
	Total hours	16-17 hours

#### Third Year, Spring Semester

PHAR 734	Pharmacy Law and Ethics	3 credit hours
PHAR 736	Pharmaceutical Care Lab 6	1 credit hour
PHAR 738	Outcomes Assessment/Quality Improvement	2 credit hours
PHAR 739	Therapeutic Patient Monitoring	3 credit hours
PHAR 740	Pathophysiology & Therapeutics 4	4 credit hours
PHAR 741	Clinical Pharmacokinetics	3 credit hours
PHAR 746	Intro Pharmacy Practice Experiences 6	1 credit hour
	Elective	0-2 credit hours
	Total hours	17-19 hours

#### Year 4

Students complete eight five week experiences beginning in the summer preceding their fourth year. Students will have required experiences, such as ambulatory care and acute care, and elective experiences.

Students are required to complete at least 10 professional elective hours selected from an approved course list during their first, second, or third professional year and prior to fourth year experiential rotations. With the exception of Fall semester in the first professional year, one elective can be taken each semester of the didactic program. Electives are intended to complement the required curriculum and allow students to select courses based on professional interests. Students wishing to take electives during summer terms may do so after their first professional year on any of the campuses in the WVU system (Morgantown, Parkersburg, Potomac State, West Virginia Tech) provided the courses are selected from the list of professional electives or are deemed equivalent by the University. Students wishing to receive course credit for courses taken outside of the WVU system must have pre-approval by the Curriculum Committee.

Total Semester hours required 104-111+ clinical rotations in fourth year (additional 40 hours)

### UNIVERSITY OF CHARLESTON

#### SCHOOL OF PHARMACY

#### Doctor of Pharmacy Curriculum

##### First Professional Year

##### Fall Spring

PHAR 501L Prof. Awareness Prep. Seminar 1

PHAR 510 Intro. To Pharmacy Pr. & Law 3

PHAR 511 Drug Literature Evaluation 3

PHAR 512 Immunology 3

PHAR 512L Immunology Lab 1

PHAR 513 Biochemistry 3

PHAR 513L Biochemistry Lab 1

PHAR 514 Pharmaceutics I (Calculations) 2

PHAR 525L Intro. Practice Experience I\* 1

PHAR 520 Pathophysiology 3

PHAR 521 Human Response to Disease 3

PHAR 522 Pharmaceutics II 3

PHAR 523L Pharmaceutics II Lab. 1

PHAR 524 Clinical Research Methods 2

PHAR 525L Intro. Practice Experience I\* 1

PHAR 526 Intro. Health Ethics 1

Elective 3

Semester Total 17 (18) 17 (16)

#### Second Professional Year

Fall Spring

PHAR 610 Pharmacokinetic Principles 3

PHAR 611L Pharmacy Skills Laboratory 1

PHAR 612 Pharmacology 3

PHAR 613 Measuring Health Outcomes 3

PHAR 615L Intro. Practice Experience II 1

PHAR 616 Human. and P-Econ. Outcomes 1

PHAR 617L Patient Assessment Skills Lab 1

Elective 3

PHAR 620 IPC& Sci. I (CVS I) 2

PHAR 621 IPC& Sc.i II (Renal) 2

PHAR 622 IPC& Sci. III (CVS II) 2

PHAR 623 IPC& Sci. IV (Resp) 2

PHAR 624 IPC& Sci. V (Self Care/OTC) 2

PHAR 625L IPC& Sci. Laboratory I 1

PHAR 626L Intro. Practice Experience III 1

PHAR 627 Pharmacotherapy Outcomes 2

PHAR 628 Exercises in Clinical Kinetics 1

PHAR 629 Communications in Health Care 2

Semester Total 16/17

## Third Professional Year

## Fall Spring

PHAR 710 IPC& Sci VI (Inf Dis)	3	
PHAR 711 IPC& Sci. VII (GI/Nutr)	2	
PHAR 712 IPC& Sci. VIII (Endo/Repro)	2	
PHAR 713 IPC& Sci. IX (Neuro)	2	
PHAR 714L IPC& Sci. Laboratory II	1	
PHAR 715 Professional Prac Mgmt I	3	
PHAR 716L Intr. Practice Experience IV	1	
PHAR 717L Sterile Products Laboratory	1	
Elective 3		
PHAR 720 IPC& Sci. X (Psych)	2	
PHAR 721 IPC& Sci. XI (Musculo)	2	
PHAR 722 IPC& Sci. XII (Hemonc)	2	
PHAR 723 IPC& Sci. XIII (Special Pops)	3	
PHAR 724L IPC& Sci. Laboratory III	1	
PHAR 725 Professional Prac. Mgmt II	3	
PHAR 726L Patient Skills Application Lab		1
PHAR 727L Pharmacy Skills Laboratory	1	
PHAR 728 Pharmacy Law	3	

Semester Total 18/18

## Fourth Professional Year

## Summer Fall Spring

PHAR 800 Amb. Care 4



PHAR 801 Medicine 4

PHAR 802 Comm. Care I 4

PHAR 803 Institutional 4

PHAR 804 Selective I 4

PHAR 805 Amb. or Med 4

PHAR 806 Adv. Cert. I 1

PHAR 807 Adv. Ethics 1

PHAR 808 Comm. Care II 4

PHAR 809 Elective 4

PHAR 810 Elective 4

PHAR 811 Selective II 4

PHAR 812 Adv. Cert. II 1

PHAR 813 Res. Proj. 1

Semester Total 18/18

Total Hours: 147 Semester Hours

*\* Students will only be enrolled in PHAR525L either fall or spring semester of the First Professional year; the total credit hours for the First Professional Year will still be 34 credits*

APPENDIX D

Example Marshall University

School of Pharmacy

Pharm. D. Curriculum

<b>Year 1</b>	<u>Course Title</u>	<u>Credits</u>
	Principles of Human Anatomy	3 credit hours
	Fundamentals of Physiology	5 credit hours
	Pharmacy as a Profession	1 credit hour
	Pharmaceutical Care Lab 1	2 credit hours
	Physical Pharmacy	3 credit hours
	Intro Pharmacy Practice Experiences 1	1 credit hour
	Patient Health Education	2 credit hours
	General Biochemistry	4 credit hours
	Pharmaceutics	3 credit hours
	Immunology and Biotechnology	2 credit hours
	Intro Pharmacy Practice Experiences 2	1 credit hour
	Chemical Properties of Drugs	2 credit hours
	Pharmaceutical Care Lab 2	2 credit hours
	Disease Prevention and Health Promotion	2 credit hours
	<u>Introductory Community Rotation (2 weeks)</u>	<u>2 credit hours</u>
	Total Credit Hours Year 1	35 credit hours
<b>Year 2</b>		
	Pharmacology 1	3 credit hours
	Pathophysiology & Therapeutics 1	4 credit hours
	Chemistry of Drug Action 1	3 credit hours
	Intro Pharmacy Practice Experiences 3	1 credit hour

Pharmaceutical Care Lab 3	1 credit hour
Medical Literature Evaluation	2 credit hours
Elective	3 credit hours
Pharmacology 2	3 credit hours
Intro Pharmacy Practice Experience 4	1 credit hour
Pharmaceutical Care Lab 4	2 credit hours
Pathophysiology & Therapeutics	4 credit hours
Chemistry of Drug Action 2	2 credit hours
Pharmacy Management	2 credit hours
Elective	3 credit hours
Introductory Institutional Rotation (2 weeks)	2 credit hours
<u>Total Credit Hours Year 2</u>	<u>36 credit hours</u>

## Year 3

Pathophysiology & Therapeutics 3	4 credit hours
Biopharmaceutics & Pharmacokinetics	3 credit hours
Non-Prescription Drugs	3 credit hours
Pharmacy Systems	2 credit hours
Pharmaceutical Care Lab 5	1 credit hour
Intro Pharmacy Practice Experiences 5	1 credit hour
Elective	3 hours
Pharmacy Law and Ethics	3 credit hours
Pharmaceutical Care Lab 6	1 credit hour
Outcomes Assessment/Quality Improvement	2 credit hours
Therapeutic Patient Monitoring	3 credit hours
Pathophysiology & Therapeutics 4	4 credit hours

Clinical Pharmacokinetics	3 credit hours
Intro Pharmacy Practice Experiences 6	1 credit hour
Elective	2 credit hours
<u>Total hours</u>	<u>35 hours</u>

Year 4

<u>Clinical Rotations</u>	<u>40 credit hours</u>
Total hours	40 hours

APPENDIX E

Proposed Pharm. D. Budget

<b>Revenue/Budget AY</b>	<b>AY010-11</b>	<b>AY11-12</b>	<b>AY12-13</b>	<b>AY13-14</b>	<b>AY14-15</b>	<b>AY15-16</b>	<b>AY16-17</b>
Tuition In State	0	0	320000	640000	1120000	1600000	1760000
Tuition Out of State	0	0	864000	1728000	3024000	4320000	4752000
Program/lab Fees	0	0	108000	216000	378000	540000	594000
Program admission fees	0	0	10000	20000	35000	50000	55000
<b>Total Revenue</b>	<b>0</b>	<b>0</b>	<b>1292000</b>	<b>2584000</b>	<b>4522000</b>	<b>6460000</b>	<b>7106000</b>
Expenses							
Faculty Salaries	200000	325000	825000	1325000	1825000	1985000	2044550
Non-Classified Staff		30000	60900	62727	64609	66547	68543
Total salary	200000	355000	885900	1387727	1889609	2051547	2113093
Fringe Benefits @ 3%	52000	92300	230334	360809	491298	533402	549404
Total Personnel Costs	252000	447300	1116234	1748536	2380907	2584949	2662498
Annual Accreditation Fees	5565	5843	6135	6442	6764	7103	7458
Comprehensive Visit		19000		19000			
Annual Sustaining fees	5565	5843	6135	6442	6764	7103	7458
Consultation (new schools)	18800	18800					
New Program Application	25000						
Travel	3000	9270	9548	9835	10130	10433	10746
Standardized Review Program	0	0	24000	48000	84000	120000	132000
Libraries	15000	15450	15914	16391	16883	17389	17911
Marketing/Student Recruitment	7500	7725	7957	8195	8441	8695	8955

Faculty start up packets	75000	75000	150000	150000	225000	75000	75000
Professional Fees	20000	20600	21218	21855	22510	23185	23881
<b>Total Expense Budget</b>	175430	177531	240906	286160	380492	268908	283409
<b>Net Revenue</b>	<b>-427430</b>	<b>-</b> <b>624831</b>	<b>-65140</b>	549304	1760601	3606143	4160093
<b>Income to COHP</b>			10000	129861	387120	771229	887019
Income +/- to University	<b>-427430</b>	<b>-</b> <b>624831</b>	<b>-75140</b>	419443	1373481	2834914	3273074
<b>*Assumes 3% annual increase in tuition, salaries and expenses</b>							



## Total Number of Faculty and Students

<b>AY Totals</b>	<b>AY09-10</b>	<b>AY10-11</b>	<b>AY11-12</b>	<b>AY12-13</b>	<b>AY13-14</b>	<b>AY14-15</b>	<b>AY15-16</b>
Faculty	1	2	6	10	14	14	14
Part Time Faculty				6	6	6	6
Total Faculty FTE and Part Time	1	3	5	16	19	20	20
students: 1st year	0	0	80	80	120	120	120
students: 2nd yr	0	0	0	80	80	120	120
students: 3rd year	0	0	0	0	80	80	120
students: 4th year	0	0	0	0	0	80	80
Total Students	0	0	80	160	280	4	440

APPENDIX F

Budget Justification

### Revenue

1. Tuition: Establishing the appropriate tuition level will be one of the key decisions to be made in the planning process. The draft budget suggests a tuition level of \$10,000/resident and \$18,000/non-resident per calendar year. This level was determined in comparison to other Pharm. D. programs and the cost of medical school tuition at both public and private institutions. Each of the programs examined turn away students each year although most charged higher tuition than recommended for the MU SOP. Thus, the Pharm. D. program should experience a higher than average out of state application pool than experienced by other MU programs. It is reasonable to estimate 60% of our student applicants would come from out of state.
2. Program Lab Fees: The program lab fees for the MU Pharm. D. were estimated from programs that specified fees and approximate fees were then applied to the MU Pharm. D. program. These program fees will be used to support student oriented and operating expenses, departmental growth and community outreach. Division of revenues from fees will be determined by the Vice President of Health Services. All fees will go to the school of pharmacy and COHP.
3. Program Admission Fees: These are admission fees charged in addition to the MU graduate college admission fees. The fees will be used to support COHP and to cover increased student service costs.

### Expenses

4. Faculty: The number of faculty increase over the program life as the size of the student population and the number of years of the program increase. However, the ACPE does require that the dean be hired and physically on campus 2 years prior to student matriculation and that the leadership team be hired and on campus at least 12 months prior to matriculation of the first class. Thus, upfront costs for this program are higher than for similar programs with fewer restrictions. The proposed Pharm. D. salaries, while higher than some departments in JCESOM and COHP, are in line with the current national average salary.

To obtain highly qualified faculty and compete nationally for the best qualified students, JCESOM realize a commitment for significant funding will be required. Revenues, however, are positive for JCESOM, SOP, and MU beginning in the first year of student matriculation despite high programmatic start-up costs.

5. Non-Classified Salaries: Two support staff will be required for operation of department with an active clinical and laboratory training practice. An additional staff member may be necessary to provide student support and facilitate recruiting.
6. Fringe Benefits: Required by State law.

7. Annual Accreditation Fees: These are annual costs associated with development and operation of a Pharm. D. program.
8. Comprehensive Visit: Required by Accrediting Body.
9. Sustaining Fees: Required by Accrediting Body.
10. New Program Consultation Fee: Required by Accrediting Body.
11. New Program Application: Required by Accrediting Body.
12. Travel: To be used for faculty travel.
13. Standardized Program Review: Funds will support programs to enhance student success on national examination.
14. Library Resources: Funds required for assisting in procurement of additional library resources. Will increase in value over the first five years and then level out to an annual contribution.
15. Marketing and Student Recruitment: This program will require an ongoing recruitment approach. In addition to the student support/recruiting staff member, resources will be needed to fund recruiting materials and recruiting travel.
16. Faculty recruitment/visits: Costs associated with advertising for faculty and campus interviews. Year one will be for the director position and one additional faculty. Each additional year will see faculty hires until the full complement of full and part time faculty are hired.
17. Faculty/Student Research Funds: The Pharm. D. is a professional degree with tremendous potential for clinical and bench research. Providing start-up funding for initial research is essential to expedite collection of data that could lead to outside grant support providing another source of revenue for MU. Students will also be involved in research activities and research funds will be needed to support these activities.
18. Professional Fees: An administrative fee charged to the Pharm. D. program by accrediting body.
19. Revenue to University: These would be additional resources for use within the university budget as the President decides.

**APPENDIX G**  
**List of Hospitals**  
**Pharmacy Sites for**  
**Training and Potential Employment**

**Hospitals**

Cabell Huntington Hospital

St. Mary's Medical Center

Veterans Administration Medical Center

The Logan Regional Medical Center

Charleston Area Medical Center, Teays Valley

King's Daughters Medical Center, Ashland, KY

Our Lady of Bellefonte, Bellefonte, KY

Southern Ohio Medical Center, Portsmouth, OH

<b><u>Corporation</u></b>	<b><u>Number Stores in WV</u></b>
Rite Aid	104
CVS	49
Fruth	16
Walmart	16
Target	16
Kroger	10 (within 100 mi. radius of Huntington)
Kmart	10 (within 100 mi. radius of Huntington)

**APPENDIX H**

**Common Terminology  
for Accreditation Status**

**Preaccreditation.** A newly instituted Doctor of Pharmacy program of a College or School of Pharmacy must be granted each of the two preaccreditation statuses at the appropriate stage of its development. The standards are the same as those employed for accredited status, however, preaccreditation involves, in large measure, planning in accord with standards and provision of reasonable assurances for a quality outcome. It should be noted that a new program must achieve precandidate accreditation status prior to the enrollment of students. Failure to do so will preclude consideration for ACPE accreditation until after graduates have been produced, at which time a program could be considered for full accreditation status. As these first graduates would emerge from a program with no accreditation status, they may not be eligible for licensure as pharmacists.

**9.3.1 Precandidate.** A new program that has no students enrolled but that meets the eligibility criteria for accreditation may be granted Precandidate accreditation status. The granting of Precandidate status indicates that a College or School's planning for the Doctor of Pharmacy program has taken into account ACPE standards and guidelines and suggests reasonable assurances of moving to the next step, that of Candidate status. Granting of Precandidate status brings no rights or privileges of accreditation. Full public disclosure by the College or School of Pharmacy of the terms and conditions of this accreditation status is required.

**9.3.2 Candidate.** Once students have enrolled in a new program, but the program has not had a graduating class, the program may be granted Candidate status. The granting of Candidate status denotes a developmental program, which is expected to mature in accord with stated plans and within a defined time period. Reasonable assurances are expected to be provided that the program may become accredited as programmatic experiences are gained, generally, by the time the first class has graduated. Graduates of a class designated as having Candidate status have the same rights and privileges as graduates of an accredited program. Upon granting preaccreditation status (Precandidate or Candidate) to a program, or in the event of voluntary withdrawal from preaccreditation, or upon a decision to let preaccreditation lapse, written notification of such action shall be made to the U.S. Secretary of Education, the appropriate state licensing or authorizing agency, the appropriate regional and/or other accrediting agencies, and the public within 30 days. Public notification includes presentation on the ACPE web site.

### **Review Type**

**Comprehensive Review:** The customary cycle of review for established accredited programs is six years, when a comprehensive on-site evaluation visit is conducted. The customary review cycle for new programs achieving initial accreditation status is two years, also with a comprehensive on-site evaluation visit conducted.

**Focused Review:** Focused on-site evaluation visits are authorized when the Board requires additional on-site monitoring to evaluate various programmatic issues.

**Interim Review:** Programs may also be reviewed for purposes of accreditation in a cycle of less than six years at the discretion of ACPE. Shorter review cycles are designed to monitor progress on specified issues and do not represent a diminished accreditation status. Such early reviews may be based upon a written report of progress from the institution or an on-site evaluation.



**Substantive Change Review:** ACPE's definition of substantive change includes, but is not limited to: any change in the established mission or goals of the institution; the addition or deletion of courses, pathways or programs that represent a significant departure in either content or method of delivery from those that were offered during the program's previous accreditation cycle (*e.g.*, a non-traditional doctor of pharmacy program or development of a joint delivery of program agreement); a substantial change in enrollment; a substantial change in the number of clock or credit hours required for successful completion of the program; a significant change in the length of the program; the establishment of an additional geographic location at which the program is offered; and any other changes that the dean feels require notification to ACPE.

### **Board Action**

**Affirmed:** An action to "affirm" implies that a previously established accreditation term has been confirmed.

**Continued:** An action to "continue" implies that the accreditation term has been extended.

**Probation:** A professional degree program of a college or school of pharmacy that has been granted accreditation and after failure to be in compliance or partial compliance with a standard or standards may be placed on probation as described in ACPE Policies and Procedures 9.1 and 9.2.

### **Status**

**Precandidate status:** A new program that has no students enrolled but that meets the eligibility criteria for accreditation may be granted Precandidate accreditation status. The granting of Precandidate status indicates that a college or school's planning for the Doctor of Pharmacy program has taken into account ACPE standards and guidelines and suggests reasonable assurances of moving to the next step, that of Candidate status. Granting of Precandidate status brings no rights or privileges of accreditation. Full public disclosure by the college or school of pharmacy of the terms and conditions of this accreditation status is required.

**Candidate Status:** Once students have enrolled in a new program, but the program has not had a graduating class, the program may be granted Candidate status. The granting of Candidate status denotes a developmental program that is expected to mature in accord with stated plans and within a defined time period. Reasonable assurances are expected to be provided that the program may become accredited as programmatic experiences are gained, generally, by the time the first class has graduated. Graduates of a class designated as having Candidate status have the same rights and privileges as graduates of an accredited program.

**Full Status:** The professional degree program of a college or school of pharmacy is granted initial or full accreditation if it has been demonstrated to the satisfaction of ACPE that the program complies with accreditation standards, including the appropriateness of the program's mission and goals, the adequacy of resources and organization to meet the mission and goals, outcomes which indicate that the mission and goals are being met, and the reasonable assurance of the continued compliance with standards.

## Marshall University Graduate Council Minutes

October 30, 2009

John Spotts Room, MSC, Huntington Campus

**Members Present:** Larsen, Lawson, Securro, Seymour, Brammer, Christofero, Gould, Mader, Mulder, Swindell, Childress, Sottile, and Trzyna.

**Members Absent:** Gruetter, Pauley, Meyer, Ferro.

**Ex-Officio Members Present:** Spindel and Ormiston

**Ex-Officio Member Absent:** Maher

**Guests:** Anders Linde-Laursen and Caroline Perkins

Larsen convened the meeting at 1:00 PM.

**Approval of Minutes:** Minutes from Sept. 25 meeting were approved as distributed.

**Council Membership:** Graduate faculty membership (Attachment 1) were approved with one correction. Jennifer D. Tiano (COLA) should be corrected to Jennifer D. Tiano. List will be sent to the president's office for his signature.

**Curriculum Committee:** Christofero presented requests (Attachment 2) for 9 course additions from CITE and COLA. All were approved. Requests for course changes (20) from COHP, GSEPD, COLA were all approved. Course deletion from COLA and change in requirement for Nursing Area of Emphasis were approved. Change in Graduate Catalog language for COHP (Nursing Education) and GSEPD (Special Education) were approved.

**Academic Planning, Standards, and Policies Committee:** Trzyna reported on actions in seven areas (Attachment 3). Items 1 & 2 were approved. Item 3, regarding request for Minor in Anthropology presented some concern. Specific requirements for "minor" are unclear because there is no written policy for the designation of a minor. There is a need to offer flexibility for the student and advisor to negotiate an area of minor study with the approval of the department, but there should be some guidelines.

The request for Minor in Anthropology was approved, but Larsen recommended the policy for establishing a minor be looked at globally by the Academic Planning, Standards and Policies Committee.

There was discussion about item 4 (request for Area of Emphasis in Anthropology) regarding requirement for 50% of courses to be at the 600 level. Although the intent of the requirement for 600-level courses was for degree program rather than area of emphasis, Linde-Laursen responded that they are moving toward more 600-level course. Also, the 600-level policy is for an entire degree, not just the area of emphasis. Request was approved.

Item 5, regarding change in catalog language in Forensic sciences, was approved. No action was taken on items 6 & 7 because further discussion is in progress in these areas.

Ormiston requested the Academic Planning, Standards and Policies Committee review the policy on Incompletes since the policy for undergraduate courses has been changed. It isn't necessary for the graduate policy to be consistent with the undergraduate policy, but there may need to be a clearer policy to protect both faculty and students. The differences between "PR" and "I" should also be clarified so appropriate option can be assigned. Donna Spindel asked to be included in this discussion, along with any other interested parties.

**Credentialing Committee:** Seymour reported plan for audits (Attachment 4) to be completed by the end of the semester.

**Program Review and Assessment Committee:** Mader distributed assignments for reviews (Attachment 5) and strongly encouraged these reviews be done before the Thanksgiving break. Programs that request program "resource development" must justify their request in person at the Dec. 4 meeting.

Larsen reported that this is his final year as Graduate Council chair and he is developing a written draft of Graduate Council procedures, and he requests input as this moves forward.

Spindel reported on possibility for automatically requiring instructor's permission when a student enrolls to audit a course. She said this is not feasible but will work with Roberta Ferguson to update wording on process for auditing. She will send wording to Academic Planning, Standards and Policy Committee and to Larsen.

Meeting was adjourned at 2:30 PM

Submitted by Celene Seymour, Secretary. Nov. 5, 2006

**2009-2010 Academic Year future meetings. Draft—Please check these dates now!**

- December 4, 2009 – South Charleston
- January 22, 2010 – Huntington
- February 19, 2010 – South Charleston
- March 19, 2010 – Huntington
- April 23, 2010 – South Charleston

**ATTACHMENT 1**  
**Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			10/30/2009	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>	<i>Month Year</i>	<i>Month Year</i>
Ellison, Robert	COLA	English	Graduate	October 2009	October 2014
Kelling, Angela	COLA	Psychology	Graduate	September 2009	September 2014
Hatfield, David	COLA	English	Graduate	October 2009	October 2014
Fugett-Fuller, April	COLA	Psychology	Graduate	September 2009	September 2014
Kelling, Nicholas	COLA	Psychology	Graduate	September 2009	September 2014
Linz, Marianna Footo	COLA	Psychology	Graduate	October 2009	October 2014
Mewaldt, Steven	COLA	Psychology	Graduate	September 2009	September 2014
Peavler, David	COLA	History	Graduate	September 2009	September 2014
Tiano, Jennifer D.	COLA	Psychology	Graduate	October 2009	October 2014
Treftz, Jill	COLA	English	Graduate	October 2009	October 2014
Comeau, Matthew	COEHS	ESSR	Graduate	October 2009	October 2014
Daneker, Darlene	COEHS	HDAT, Counseling	Graduate	October 2009	October 2014
Meyers, Genevieve	COLA	Political Science	Graduate	September 2009	September 2014

## ATTACHMENT 2

### Graduate Curriculum Approvals

#### NEW COURSE ADDITIONS (9)

- **College of Information Technology and Engineering**  
*Department:* Information Systems  
*Course Number & Title:* IS665 – Health Care Enterprise Information Systems  
*Catalog Description:* A hands-on introduction to using a health care enterprise information system providing students opportunity to work with elements of an EIS  
*Prerequisite:* by permission  
*First Term Offered:* Spring 2010  
*Credit Hours:* 3
- **College of Liberal Arts**  
*Department:* Sociology and Anthropology  
*Course Number & Title:* ANT 685-688 Independent Study  
*Catalog Description:* Individual study of topics not offered in regularly scheduled classes.  
*Prerequisite:* Graduate status and six hours of undergraduate anthropology on 300 level or higher or departmental permission  
*First Term Offered:* Fall 2010  
*Credit Hours:* 1-4
- **College of Liberal Arts**  
*Department:* Sociology and Anthropology  
*Course Number & Title:* ~~ANT~~ **SOC** 609 Professional Development  
*Catalog Description:* Career preparation for teaching, research, and non-academic settings  
*Prerequisite:* N/A  
*First Term Offered:* Fall 2010  
*Credit Hours:* 3
- **College of Liberal Arts**  
*Department:* Modern Languages  
*Course Number & Title:* SPN 650-653 Independent Studies  
*Catalog Description:* Independent Research in selected areas of Spanish or Spanish American Literature that are not available in other courses in the catalog.  
*Prerequisite:* Graduate status  
*First Term Offered:* Fall 2010  
*Credit Hours:* 1-4
- **College of Liberal Arts**  
*Department:* Psychology  
*Course Number & Title:* PSY 530 Psychology of Women  
*Catalog Description:* This course explores theories, findings, and social issues regarding the psychology of women and gender, with emphasis on gender role socialization on people's beliefs and behaviors across the lifespan.  
*Prerequisite:* PSY 201  
*First Term Offered:* TBD  
*Credit Hours:* 3

- **College of Liberal Arts** *Department: Classics*  
*Course Number & Title: GRK 580-583 Special Topics in Greek Literature*  
*Catalog Description: N/A*  
*Prerequisite: N/A*  
*First Term Offered: open*  
*Credit Hours: 1-4*
- **College of Liberal Arts** *Department: Classics*  
*Course Number & Title: GRK 585-588 Independent Study in Greek Literature*  
*Catalog Description: N/A*  
*Prerequisite: N/A*  
*First Term Offered: open*  
*Credit Hours: 1-4*
- **College of Liberal Arts**  
*Department: Classics*  
*Course Number & Title: GRK 650-653 Special Topics in Greek Literature*  
*Catalog Description: N/A*  
*Prerequisite: N/A*  
*First Term Offered: open*  
*Credit Hours: 1-4*
- **College of Liberal Arts**  
*Department: Classics*  
*Course Number & Title: GRK 685-688 Independent Study in Greek Literature*  
*Catalog Description: N/A*  
*Prerequisite: N/A*  
*First Term Offered: open*  
*Credit Hours: 1-4*

## COURSE CHANGES (20)

- **College of Health Professions**

*Department:* Nursing

*Course Number & Title:* NUR 619 Practicum: Teaching in Nursing

*Change in Credit Hours*

From: 3 credit hours

To: 6 credit hours

*Rationale:* This is the capstone or practicum for the Nursing Education area of emphasis. The student completes 180 clock hours of practicum, in addition to developing and completing the Evidenced Based Practice Project that is required by all MSN students. This will make the NUR 619 Practicum – Teaching in nursing course consistent to the other capstone courses in the MSN program

- **Graduate School of Education and Professional Development**

*Department:* Leadership Studies

*Course Number & Title:* LS 515 Instructional Leadership

*Course Title Change*

Old Course Title: Instructional Leadership

New Course Title: Curricular and Instructional Leadership

*Rationale:* Consolidation of standards from former course in Curriculum Leadership

- **College of Liberal Arts**

*Department:* English

*Course Number & Title:* ENG 560 Composition Theory I: An Introduction to the Discipline

*Course Title Change*

Old Course Title: Composition Theory I: An Introduction to the Discipline

New Course Title: Composition and Writing Center Theory

*Rationale:* We are not able to offer the official tutor training course, English 404: The Writing Way, because faculty are committed to other areas within their specialty. Therefore, we would like to combine the subject matter of that course with Composition Theory, since Composition Theory is required of all new English Teaching Assistants, and all TAs work in the Writing Center throughout their Master's in English. Combining the subject matter would also prevent the addition of another required course to the English graduate curriculum.

*Change in Content*

From: A focus solely on the study of teaching writing in the classroom

To: A dual focus on the study of teaching writing in the classroom and in a one-to-one tutoring setting

*Rationale:* The theories in forming the teaching of writing in the classroom and in a one-to-one tutoring environment inform one another, so it is reasonable to combine the subject matter of composition theory and writing center theory and practice.

*Change in Credit Hours*

From: 3 credit hours

To: 4 credit hours

*Rationale:* The course will involve actual time tutoring as part of the course requirements, so students will receive an additional credit hour for this work outside of class.

*Change in Catalog Description*

From: Introduces students to the discipline of Composition and Rhetoric through a survey of historical and theoretical texts related to the study and teaching of writing. (PR: graduate program admission)

To: Introduces students to the study of teaching writing in a classroom setting and in one-to-one tutoring. (PR: graduate program admission)

*Rationale:* The course description must include the new context and additional subject matter.

- **College of Liberal Arts**

*Department:* Sociology and Anthropology

*Course Number & Title:* ANT 505 Applied Anthropology

*Course Title Change*

Old Course Title: Applied Anthropology

New Course Title: Anthropology of Global Problems

*Rationale:* Reflects better the content of the course and is identical with the change to the 400 level made spring 2009.

*Change in Course Number*

Old: ANT 505

New: ANT 565

*Rationale:* It is in agreement with the model for course number selection developed and implemented spring 2009 on the undergraduate, including 400, level.

*Change in Catalog Description*

From: Principles of applied anthropology in community development. (PR: 6 hours of anthropology, or equivalent)

To: Anthropological study of contemporary environmental and social problems with global impact emphasizing the rise of a culture of capitalism. (PR: Six hours of undergraduate anthropology on 300 level or higher or departmental permission)

*Rationale:* Reflects better the content of the course and is identical with the change to 400 level made spring 2009.

- **College of Liberal Arts**

*Department:* Sociology and Anthropology

*Course Number & Title:* ANT 526 African Cultures

*Change in Course Number*

Old: ANT 526

New: ANT 540

*Rationale:* It is in agreement with the model for course number selection developed and implemented spring 2009 on the undergraduate, including 400, level.

*Change in Catalog Description*

From: Comparative analysis of the ethnic groups of Africa, using archaeological and ethnographic data. (PR: 6 hours of anthropology, or equivalent)

To: Comparative analysis of the ethnic groups of Africa, using archaeological and ethnographic data. (PR: Six hours of undergraduate anthropology on 300 level or higher or departmental permission).

*Rationale:* Update the PR and make it correspond with other 500 level ANT classes.



- **College of Liberal Arts**

*Department:* Sociology and Anthropology

*Course Number & Title:* ANT 527 Ethnic Relations

*Course Title Change*

Old Course Title: Ethnic Relations

New Course Title: American Ethnicities

*Rationale:* Reflects better the content of the course and is identical with the change to 400 level made spring 2009.

*Change in Course Number*

Old: ANT 527

New: ANT 545

*Rationale:* It is in agreement with the model for course number selection developed and implemented spring 2009 on the undergraduate, including 400, level.

*Change in Catalog Description*

From: Analysis of cultural contact situations with emphasis on the role of western Europe cultures. (PR: 6 hours of anthropology or equivalent)

To: Comparative overview of historical and contemporary patterns of immigration, settlement, and inter-ethnic relations in the United States. (PR: Six hours of undergraduate anthropology on 300 level or higher or departmental permission).

*Rationale:* Reflects better the content of the course and is identical with the change to 400 level made spring 2009.

- **College of Liberal Arts**

*Department:* Sociology and Anthropology

*Course Number & Title:* ANT 530 The Native American

*Change in Course Number*

Old: ANT 530

New: ANT 542

*Rationale:* It is in agreement with the model for course number selection developed and implemented spring 2009 on the undergraduate, including 400, level.

*Change in Catalog Description*

From: Comparative analysis of the indigenous inhabitants of North America using archaeological and ethnographic data (PR: 6 hours of anthropology or equivalent)

To: Comparative analysis of the indigenous inhabitants of North America using archaeological and ethnographic data (PR: Six hours of undergraduate anthropology on 300 level or higher or departmental permission).

*Rationale:* Reflects better the content of the course and is identical with the change to 400 level made spring 2009.

- **College of Liberal Arts**

*Department:* Sociology and Anthropology

*Course Number & Title:* ANT 537 World Cultures: Anthropological View

*Course Title Change*

Old Course Title: World Cultures: Anthropological View

New Course Title: Culture Through Ethnography

*Rationale:* Reflects better the content of the course and is identical with the change to 400 level made spring 2009.

*Change in Course Number*

Old: ANT 537

New: ANT 567

*Rationale:* It is in agreement with the model for course number selection developed and implemented spring 2009 on the undergraduate, including 400, level.

*Change in Catalog Description*

From: Anthropological analysis of the major culture areas of the world. (PR: 6 hours of anthropology or permission)

To: In depth exploration and comparison of diverse cultural groups through reading and discussing ethnographic texts. (PR: Six hours of undergraduate anthropology on 300 level or higher or departmental permission).

*Rationale:* Reflects better the content of the course and is identical with the change to 400 level made spring 2009.

**College of Liberal Arts**

*Department:* Sociology and Anthropology

*Course Number & Title:* ANT 541 Oceania

*Change in Catalog Description*

From: Comparative analysis of the indigenous peoples and cultures Melanesia and Polynesia using archaeological and ethnographic data (PR: 6 hours of anthropology or permission)

To: Comparative analysis of the indigenous peoples and cultures Melanesia and Polynesia using archaeological and ethnographic data (PR: Six hours of undergraduate anthropology on 300 level or higher or departmental permission).

*Rationale:* Reflects better the content of the course and is identical with the change to 400 level made spring 2009.

- **College of Liberal Arts**

*Department:* Sociology and Anthropology

*Course Number & Title:* ANT 543 Anthropological Theory

*Course Title Change*

Old Course Title: Anthropological Theory

New Course Title: Theory in Ethnology

*Rationale:* Reflects better the content of the course and is identical with the change to 400 level made spring 2009.

*Change in Course Number*

Old: ANT 543

New: ANT 591

*Rationale:* It is in agreement with the model for course number selection developed and implemented spring 2009 on the undergraduate, including 400, level.

*Change in Catalog Description*

From: Introduction to ethnological theory and to the development of grounded theory. (PR: 6 credit hours of anthropology or departmental permission).

To: Introduction to major theoretical traditions of cultural anthropology with emphasis on the connection between fieldwork and development of theory. (PR: Six hours of undergraduate anthropology on 300 level or higher or departmental permission)

*Rationale:* Reflects better the content of the course and is identical with the change to 400 level made spring 2009.

- **College of Liberal Arts**

*Department:* Sociology and Anthropology

*Course Number & Title:* ANT 555 Appalachian Cultures

*Course Title Change*

Old Course Title: Appalachian Cultures

New Course Title: Deconstructing Appalachia

*Rationale:* Reflects better the content of the course and is identical with the change to 400 level made spring 2009.

*Change in Course Number*

Old: ANT 555

New: ANT 511

*Rationale:* It is in agreement with the model for course number selection developed and implemented spring 2009 on the undergraduate, including 400, level.

*Change in Catalog Description*

From: Analysis of the Cultures of Appalachia. (PR: 6 credit hours of anthropology or departmental permission)

To: Exploration of the historical and cultural significance of Appalachia in the American experience and imagination. (PR: Six hours of undergraduate anthropology on 300 level or higher or departmental permission)

*Rationale:* Reflects better the content of the course and is identical with the change to 400 level made spring 2009.

- **College of Liberal Arts**

*Department:* Sociology and Anthropology

*Course Number & Title:* ANT 561 Archaeological Theory and Analysis

*Change in Course Number*

Old: ANT 561

New: ANT 528

*Rationale:* It is in agreement with the model for course number selection developed and implemented spring 2009 on the undergraduate, including 400, level.

*Change in Catalog Description*

From: An introduction to archaeological theory and its application to the material record of cultures, past and present. (PR: 6 credit hours of anthropology or departmental permission)

To: An introduction to archaeological theory and its application to the material record of cultures, past and present. (PR: Six hours of undergraduate anthropology on 300 level or higher or departmental permission)

*Rationale:* Reflects better the content of the course and is identical with the change to 400 level made spring 2009.

- **College of Liberal Arts**

*Department:* Sociology and Anthropology

*Course Number & Title:* ANT 570 Appalachian Field Experience I

*Change in Course Number*

Old: ANT 570

New: ANT 512

*Rationale:* It is in agreement with the model for course number selection developed and implemented spring 2009 on the undergraduate, including 400, level.

*Change in Catalog Description*

From: Supervised field work in an Appalachian community studying the social and cultural characteristics of the area. Four afternoons each week plus one class hour. (PR: Anthropology 455, or equivalent)

To: Supervised field work in an Appalachian community studying the social and cultural characteristics of the area. (PR: ANT 511 or equivalent)

*Rationale:* Reflects better the content of the course and is identical with the change to 400 level made spring 2009.

- **College of Liberal Arts**

*Department:* Sociology and Anthropology

*Course Number & Title:* ANT 571 Appalachian Field Experience II

*Change in Course Number*

Old: ANT 571

New: ANT 513

*Rationale:* It is in agreement with the model for course number selection developed and implemented spring 2009 on the undergraduate, including 400, level.

*Change in Catalog Description*

From: Supervised field work in an Appalachian community studying the social and cultural characteristics of the area. Four afternoons each week plus one class hour. (PR: Anthropology 555, or equivalent)

To: Supervised field work in an Appalachian community studying the social and cultural characteristics of the area. (PR: ANT 511 or equivalent)

*Rationale:* Reflects better the content of the course and is identical with the change to 400 level made spring 2009.

- **College of Liberal Arts**

*Department:* Sociology and Anthropology

*Course Number & Title:* ANT 600 Ethnographic Methods

*Course Title Change*

Old Course Title: Ethnographic Methods

New Course Title: Ethnographic Research

*Rationale:* Reflects better the content of the course.

*Change in Catalog Description*

From: Introduction to anthropological data-gathering and inter-viewing methods. (PR: Ant 20I; for students who have not had ANT 333 and 343)

To: An advanced project-based introduction to ethnographic research design and practice. (PR: Six hours of undergraduate anthropology on 300 level or higher or departmental permission)

*Rationale:* Reflects better the content of the course.

- **College of Liberal Arts**

*Department:* Geography

*Course Number & Title:* GEO 504 Geography of Europe

*Change in Catalog Description*

From: Relationship between man's activities and natural environment studied by countries, with attention given to inter-relation of countries.

To: ~~A survey of~~ **An examination of** the geography of Europe focusing on contemporary issues, including climate, culture, economics, environmental change, everyday life, international relations, landforms, language, politics, population, religion, and urbanization.

*Rationale:* The proposed new course description more accurately reflects the current course structure, in particular a shift from the previous country by country format to a thematic / topical survey.

- **College of Liberal Arts**

*Department:* Geography

*Course Number & Title:* GEO 505 Political Geography

*Change in Catalog Description*

*From:* A systematic and regional survey of world political problems and international relations stressing studies of the United States, Europe, and the Soviet Union.

*To:* ~~A survey of~~ **An examination of** contemporary patterns, processes, and problems of political geography in global perspective, including globalization, colonialism, imperialism, geopolitics, nationalism, diplomacy, international borders, governance, political representation, and future projections.

*Rationale:* The proposed new course description more accurately reflects the current course structure, in particular a shift from focusing on western countries in a Cold War context to a broader global survey of contemporary political geography issues.

- **College of Liberal Arts**

*Department:* Geography

*Course Number & Title:* GEO 506 Population Geography

*Change in Catalog Description*

*From:* This course introduces students to the key spatial features, characteristics, and patterns of population geography, with an emphasis on international population issues and trends.

*To:* ~~A survey of~~ **An examination of** contemporary patterns, processes, and problems of population geography in global perspective, including fertility, mortality, demographic change, migration, malnutrition, urbanization, natural resource sustainability, and future projections.

*Rationale:* The proposed new course description more accurately reflects the current course structure and specific topics covered.

- **College of Liberal Arts**

*Department:* Geography

*Course Number & Title:* GEO 512 Geography of Russia

*Change in Catalog Description*

*From:* Geographical appraisal of cultural, political, and economic aspects of Russia and the Commonwealth of Independent States.

*To:* ~~A survey of~~ **An examination of** the geography of Russia focusing on contemporary issues, including climate, culture, economics, environmental change, everyday life, international relations, landforms, language, politics, population, religion, and urbanization.

*Rationale:* The proposed new course description more accurately reflects the current course structure and specific topics covered.

- **College of Liberal Arts**

*Department:* Geography

*Course Number & Title:* GEO 609 Geographical Research I

*Change in Catalog Description*

From: Geographical research methods stressed with special attention given to the development of a viable research proposal.

To: This course provides an introduction to geographical research by focusing on the development of a viable research proposal which may serve as the basis for an independent research project.

*Rationale:* The proposed new description more accurately reflects the current course objectives and role with the geography graduate program.

#### COURSE DELETIONS (1)

- **College of Liberal Arts**

*Department:* Sociology and Anthropology

*Course Number & Title:* ANT 551 Anthropological Analysis

*Rationale:* This course is outdated and should not be taught with the described content. It is a class that is not listed on 400 level and, thus, it is a class that is unlikely to ever be taught.

#### AREA OF EMPHASIS CHANGE (1)

- **College of Health Professions**

*Department:* Nursing

*Area of Emphasis:* Nursing Education

*Change to Area of Emphasis:* Delete one 3 hour elective course

*Rationale:* To maintain the 36 hour Area of Emphasis, one 3 hour elective needs to be deleted due to the increase of the NUR619 course from 3 to 6 hours

#### GRADUATE CATALOG CHANGE (2)

- **College of Health Professions**

*Department:* Nursing

*Area of Emphasis:* Nursing Education

*Change in Catalog:* EDS 636 should be EDS 535

*Rationale:* The 2008/2009 hardcopy (p.146) is correct; the online catalog (p. 144) contains the misprint

- **Graduate School of Education and Professional Development**

*Department:* Special Education

*Areas of Emphasis:* Behavioral Disorders, Mentally Impaired, Specific Learning Disabilities

*Change in Catalog Description:* See attached.

*Rationale:* CISP 520 was inadvertently left out of the catalog. Although there were some changes to the special education program, none included removal of the CISP 520 class. The indicated Areas of Emphasis are now embedded within the Multi-categorical emphasis adopted a few years ago. New applicants wishing to add any or all of these areas of emphasis can now be accommodated by the Multi-categorical specialization. Existing courses should be retained so that students admitted prior to the effective date may complete their plans of study. The only change required is that related to the catalog copy (see attachment).

## Special Education (2008/2009 Graduate Catalog p. 112-113)

If for any reason the student is admitted provisionally, he/she must maintain a Grade Point Average of 3.25 for the first 12 hours of study.

A master's degree may be earned with a specialization in any of the areas of emphasis listed below. Students without a background in education must acquire certification in regular education prior to endorsement in Special Education, or they can enter the Alternative Certification Program (see Section 6). The Preschool Special Education endorsement is exempt from this requirement.

### Program of Study - M.A. in Special Education

1. Master's Degree Requirements (Preschool Special Education, see #5)

CISP 611 and CISP 615 .....	6 hrs.
CISP 627 or CISP 629 .....	3 hrs.

2. Special Education Core:

**CISP 520**, CIEC 534, CISP 606, CISP 607, CIRG 644, CISP 626  
(CIEC 534, CIRG 644, CISP 606, and CISP 607 are not required for the degree in gifted) ..... **18 hrs.**

3. Certification Area (select one)

Autism CISP 527, 662, 664

~~Behavioral Disorders CISP 645, 649~~

Deaf and Hard of Hearing (special education core not required) CIDH 501, 502, 504, 505,  
506, 601, 602, 607, CISP 607, CIEC 534

~~Mentally Impaired 553, 651~~

~~Specific Learning Disabilities CISP 523, 646, 647~~

Gifted CISP 526, 601, 602, 603

Vision Impaired (special education core not required) CIVI 500, 501, 502, 503, 504, 600,  
601, 602, 603, CIEC 534

Multicategorical CISP 553, 647, 645, 655

4. Electives ..... 0 - 9 hrs.

**Total hours** ..... 36-39 hrs.

5. Preschool Special Education

General Education: EDF 621 or 625 and CISP 627 or 629 ..... 6 hrs.

Early Childhood Education: CI 632 and 634 ..... 6 hrs.

Special Education: CISP 520, 529, 554, 661, 663, 665, 666, 674 .....27 hrs.

Due to the nature of a student's undergraduate program the total required in Preschool Special Education may only be 36.

**Total hours for Preschool Special Education** ..... **36 - 39 hrs.**



## 6. Alternative Certification Program

The Alternative Certification Program is designed to allow candidates from non-education backgrounds to obtain West Virginia teacher licensure in ~~Specific Learning Disabilities, Mental Impairments, Visual Impairments, Behavior Disorders,~~ Multicategorical, and Autism at the 5-Adult level. The alternative program does not include a general education teaching endorsement.

Students must meet all Special Education Program admission requirements. In addition to the general Special Education Admission requirements, applicants must pass the Praxis I (Pre-Professional Skills Test) in Reading, Mathematics, and Writing within their first twelve hours of coursework. The Praxis I requirement is waived for applicants with an enhanced ACT score of 26 or higher, a re-centered SAT score of 1125 or higher or if the applicant holds a master's degree.

Current West Virginia Department of Education initial certification requirements also require a minimum overall GPA of 2.5, as well as a 2.5 GPA in the content specialization area. Candidates in the Alternative Certification program must also meet the WVDE Praxis II testing requirements including the Principles of Learning and Teaching (PLT) test at the 5-9 or 7-12 levels.

In addition to the Special Education Core and Certification Area course requirements, students in the Alternative Certification program must complete EDF 619 and EDF 616 for certification. Additional master's degree requirements are the same as for all other Special Education master's degree programs.

### Additional Certification Requirements

All Special Education majors must pass the Praxis II Test in the area(s) in which they seek endorsement. The Special Education Content Specialization Test is taken at or near the end of the certification coursework in Special Education. Students should contact the Special Education Program Area for additional information about these tests.

### Special Note

The reauthorization of the Individuals with Disabilities Education Act (IDEA) has strengthened the requirements in the definition of "highly qualified" for special education teachers if they provide direct instruction in core academic subject areas (English, mathematics, science, etc.). Applicants' transcripts and teacher licenses will be analyzed upon admission to determine what, if any, additional coursework may be required to meet the federal requirements.

CLEAN COPY:

If for any reason the student is admitted provisionally, he/she must maintain a Grade Point Average of 3.25 for the first 12 hours of study.

A master's degree may be earned with a specialization in any of the areas of emphasis listed below. Students without a background in education must acquire certification in regular education prior to endorsement in Special Education, or they can enter the Alternative Certification Program (see Section 6). The Preschool Special Education endorsement is exempt from this requirement.

### Program of Study - M.A. in Special Education

2. Master's Degree Requirements (Preschool Special Education, see #5)

	CISP 611 and CISP 615 .....	6 hrs.
	CISP 627 or CISP 629 .....	3 hrs.
2.	Special Education Core: (CISP 520, CIEC 534, CISP 606, CISP 607, CIRG 644, CISP 626 (CIEC 534, CIRG 644, CISP 606, and CISP 607 are not required for the degree in gifted) .....	<u>18 hrs.</u>
3.	Certification Area (select one) Autism CISP 527, 662, 664 Deaf and Hard of Hearing (special education core not required) CIDH 501, 502, 504, 505, 506, 601, 602, 607, CISP 607, CIEC 534 Gifted CISP 526, 601, 602, 603 Vision Impaired (special education core not required) CIVI 500, 501, 502, 503, 504, 600, 601, 602, 603, CIEC 534 Multicategorical CISP 553, 647, 645, 655	
4.	Electives .....	0 - 9 hrs.
	<b>Total hours</b> .....	36-39 hrs.
5.	Preschool Special Education General Education: EDF 621 or 625 and CISP 627 or 629 .....	6 hrs.
	Early Childhood Education: CI 632 and 634 .....	6 hrs.
	Special Education: CISP 520, 529, 554, 661, 663, 665, 666, 674 .....	27 hrs.

Due to the nature of a student's undergraduate program the total required in Preschool Special Education may only be 36.

**Total hours for Preschool Special Education ..... 36 - 39 hrs.**

#### 6. Alternative Certification Program

The Alternative Certification Program is designed to allow candidates from non-education backgrounds to obtain West Virginia teacher licensure in Visual Impairments, Multicategorical, and Autism at the 5-Adult level.

The alternative program does not include a general education teaching endorsement.

Students must meet all Special Education Program admission requirements. In addition to the general Special Education Admission requirements, applicants must pass the Praxis I (Pre-Professional Skills Test) in Reading, Mathematics, and Writing within their first twelve hours of coursework. The Praxis I requirement is waived for applicants with an enhanced ACT score of 26 or higher, a re-centered SAT score of 1125 or higher or if the applicant holds a master's degree.

Current West Virginia Department of Education initial certification requirements also require a minimum overall GPA of 2.5, as well as a 2.5 GPA in the content specialization area. Candidates in the Alternative Certification program must also meet the WVDE Praxis II testing requirements including the Principles of Learning and Teaching (PLT) test at the 5-9 or 7-12 levels.

In addition to the Special Education Core and Certification Area course requirements, students in the Alternative Certification program must complete EDF 619 and EDF 616 for certification. Additional master's degree requirements are the same as for all other Special Education master's degree programs.

*(continued)*

*Online Graduate Catalog, Spring 2009*

*Degree Programs 113*

### **Additional Certification Requirements**

All Special Education majors must pass the Praxis II Test in the area(s) in which they seek endorsement. The Special Education Content Specialization Test is taken at or near the end of the certification coursework in Special Education. Students should contact the Special Education Program Area for additional information about these tests.

### **Special Note**

The reauthorization of the Individuals with Disabilities Education Act (IDEA) has strengthened the requirements in the definition of "highly qualified" for special education teachers if they provide direct instruction in core academic subject areas (English, mathematics, science, etc.). Applicants' transcripts and teacher licenses will be analyzed upon admission to determine what, if any, additional coursework may be required to meet the federal requirements.

## ATTACHMENT 4

### Academic Planning, Standards, and Policies Committee Business

Points raised by Dean Spindel at September's graduate council meeting:

1. Regarding the application deadline for graduation - The committee recommends that the following statement (in italics below) be added to the graduate catalog as follows: (on page 57 of the graduate catalog) *"Applications for Graduation must be filed in the Office of the Graduate Dean (113 Old Main, Huntington) or the Graduate Admissions office (South Charleston) not later than the date printed in the calendar of the final term or semester in which the degree requirements will be completed. (insert new statement here)"* *Exceptions to the deadline may apply given the approval of the graduate dean".*
2. Regarding the statement in the catalog "before enrolling in a class, non-degree graduate students must obtain permission from the instructor", Dean Spindel indicated there is currently no mechanism for enforcing this. If it is not enforced, should it be retained in the catalog as a policy? The committee recommends that the statement be removed from the catalog. Perhaps if instructors wanted to limit enrollment in certain courses, another mechanism could be used (e.g. Instructor signature required for that specific course).
3. Regarding the request for 'Minor in Anthropology' – Is Anders Linde-Laursen planning to attend the Oct. 30<sup>th</sup> council meeting to provide additional information? Perhaps the additional language that include courses from which the students can choose to complete the minor would be helpful.
4. Regarding the request for 'Area of Emphasis in Anthropology': The committee is concerned that the wording for the proposed 'curriculum' for this Area of Emphasis does not clearly state the requirement for at least 50% of the credits coming from 600 level courses.
5. Regarding the catalog changes for Forensic sciences; the committee did not have any concerns with the proposed changes and recommends approval of the proposed changes (such as could be gleaned from comparing the fall 2009 and Spring 2010 versions of the graduate catalog).
6. Regarding the TM Heath Informatics AoE Request; it seems that additional discussion are needed before the committee can make a recommendation. Further discussions are in progress, so no action will occur at this meeting.
7. Regarding the Request for Area of Emphasis in 'Health Care Information Technology' within the Information Systems major: The effective date of 'Fall 2009' was questioned. Other than that, no other concerns were raised. There also does not seem to be any problem with any Duplication of programs. However, further discussions are in progress, so no action will occur at this meeting.

More detailed information for some of the above items follows:

**CURRICULUM ACTION REQUEST:**

**Addition/Deletion/Change of a Minor**

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Name of Minor and Action Requested: **Add a graduate Minor in Anthropology**

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Department:

Contact:

**Department of Sociology and Anthropology; Anders Linde-Laursen**

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**Curriculum: (Number of Hours and Courses; Indicate Required/Optional)**

A minor in anthropology is earned by taking at least 6 credit hours in courses at the 500- or 600- level in Anthropology as approved by the student’s advisor and the Graduate Program Director in the Department of Sociology and Anthropology.

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**CURRICULUM ACTION REQUEST:**

**Addition/Deletion/Change of an Area of Emphasis Within an Existing Major**

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Name of new area of emphasis:

**Add an area of emphasis in Anthropology**

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Major: **Sociology**

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Department:

Contact:

**Department of Sociology and Anthropology; Anders Linde-Laursen**

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**Rationale:** The department has MA students wanting to focus their studies on anthropological issues. By adding an area of emphasis in anthropology, within the Sociology graduate major, we accommodate these students and afford them the possibility of having anthropology mentioned as part of their graduate education.

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**Curriculum: (Number of Hours and Courses; Indicate Required/Optional)**

An area of emphasis in Anthropology is earned by taking at least 12 credit hours in courses at the 500- or 600-level in Anthropology as approved by the student's advisor and the Graduate Program Director in the Department of Sociology and Anthropology. The required coursework for the area of emphasis includes:

ANT 600 Ethnographic Methods

ANT 567 Culture through Ethnography or ANT 591 Theory in Ethnology

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**Effective Date: (Semester and Year) Fall** 2010 **Spring** \_\_\_\_\_

**Summer** \_\_\_\_\_

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**New Resources Required:** As argued in the attached memo, the department and anthropology program already has sufficient classes taught to allow for such an area of emphasis to be implemented without any additional resources.

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**Statement of Non-Duplication: (This field of study does not duplicate any other current program at the University.) Please attach a letter from the affected department (s) if duplication will occur.**

This program does not duplicate any existing programs at the University.

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### FORENSIC SCIENCE (FSC)

The Master of Science degree in Forensic Science is a five-consecutive semester curriculum which provides both a thesis and a non-thesis option.

**Thesis Option:** The thesis option stresses a research component where students conduct original research and prepare, as well as defend, a written thesis based on their investigative findings. The thesis option requires a minimum of FSC 685 (3 credit hours) and FSC 681 (3 credit hours) in addition to the general Core Curriculum and a minimum of one Area of Emphasis. The thesis option often requires 1-2 additional semesters to complete. **Non-Thesis Option:** Most forensic science students elect the non-thesis option. The minimal requirement for the non-thesis option requires that the student successfully complete the Core Curriculum and at least one Area of Emphasis. For those completing only one area of emphasis, an approved 4 credit hour elective is a core requirement.

**Core Curriculum:** The Core Curriculum is required of all forensic science students to provide broad-based education and experience. The Core Curriculum includes:

<i>Course No</i>	<i>Course Title</i>	<i>Credit Hrs</i>
<u>FSC 604</u>	<u>Genetics and DNA Technologies</u>	<u>3</u>
<u>FSC 606</u>	<u>Crime Scene and Death Investigation</u>	<u>2</u>
<u>FSC 612</u>	<u>Forensic Microscopy</u>	<u>2</u>
FSC 618	Forensic Comparative Sciences	2
FSC 622	Forensic Analytical Chemistry	3
<u>FSC 630</u>	<u>Forensic Science Internship</u>	<u>5</u>
<u>FSC 665</u>	<u>Legal Issues in Forensic Science</u>	<u>3</u>
FSC 680	Seminar (semesters 1, 2, 4, 5)	4
MTH 519	Statistical Issues in Forensic Science	3

FSC 632 Foundations and Fundamentals in Digital Evidence 3 FSC 624 Biochemistry 4  
Approved Elective 4

**Total**

**38**

**Areas of Emphasis:** The Forensic Science Program offers four areas of emphasis that students may complete to enhance the core curriculum. The student is required to complete at least one area of emphasis but may complete up to four within the 5 semester course of study. Completing ~~four~~ multiple areas of emphasis is contingent on maintaining good academic standing while enrolled in the program. Students may choose from the following four Areas of Emphasis:

**Computer Forensics:** Criminals now use computers to carry out a variety of crimes, from viral attacks to financial fraud. This emphasis prepares the student for positions in law enforcement and private organizations to combat the threat of these computer-savvy criminals. For the Computer Forensics Area of Emphasis, the student must complete the following courses in addition to the Core Curriculum:

lum:

<i>Course No</i>	<i>Course Description</i>	<i>Credit Hrs</i>
<u>FSC 605</u>	<u>Forensic Digital Imaging</u>	<u>3</u>
FSC 609	Introduction to Cybercrimes	3
FSC 634	Digital Evidence Search and Seizure	3

FSC 676	Advanced Digital Evidence <u>Detection &amp; Recovery</u>	2
	<b>Total Emphasis requirements</b>	<b>11</b>
	<b>Total including Core requirements</b>	<b>49</b>

**Forensic DNA Analysis:** The Marshall University Forensic Science Center is home to the academic program as well as a service-oriented DNA caseworking laboratory which also serves as a Combined DNA Indexing System (CODIS) for West Virginia. MU DNA Lab facility and staff serve as instructors and supervisors for various DNA-based courses while providing select students with real-world experience, training, and exposure to the inner workings of a Forensic DNA Laboratory. The DNA emphasis exceeds the DNA Advisory Board standards by requiring a total of 12 graduate level credit hours addressing the DNA guidelines. For the Forensic DNA Analysis ~~Area of Emphasis~~, the student must complete the following courses in addition to the ~~Core Curriculum~~core curriculum:

<i>Course No.</i>	<i>Course Title</i>	<i>Credit Hrs</i>
	<u>FSC 600 Cell and Molecular Biology 3</u>	
	<u>OR BSC 550 Molecular Biology</u>	
	FSC 603 Genetics and DNA Technologies Lab 1	
	FSC 627 Human Genetics 2	
	<del>FSC 600 Cell and Molecular Biology 3</del>	
	<del>OR BSC 550 Molecular Biology</del>	
	FSC 629 Advanced DNA Technologies 2	
	<b>Total Emphasis requirements* 8 Total including Corerequirements 46</b>	

\*Students considering a career in Forensic DNA Analysis are encouraged to enroll in FSC 650 Crime Laboratory Technical Assistance (Fall, 2 credits ~~lectures~~, and Spring, 2 credits ~~lab~~).

**Forensic Chemistry:** The Forensic Chemistry emphasis provides the student interested in careers in forensic drug analysis, toxicology, and trace evidence analysis with the additional coursework needed for entry-level positions in these fields. Some state and federal agencies require 30 or more hours of chemistry-related coursework for these disciplines. This emphasis requires the completion of the following chemistry related courses a minimum of 9 hours of coursework in addition to the ~~Core Curriculum~~core curriculum:

<i>Course No.</i>	<i>Course Description</i>	<i>Credit Hrs.</i>
FSC 608	Forensic Toxicology	3
FSC 626	Advanced Drug Analysis	2
FSC 628	Forensic Chemical Trace Analysis	2
FSC 660	Forensic Chemistry Independent Study*	1
	<b>Total Emphasis requirements 8 Total including Core requirements 46</b>	

\*or other approved chemistry-related course.

**Crime Scene Investigation:** The Crime Scene Investigation emphasis provides ~~the~~ students with additional education and training in the area of crime scene investigation beyond that offered in the ~~core curriculum~~Core Curriculum and utilizes the Forensic Science Center's Crime Scene House. In addition to the ~~Core Curriculum~~core curriculum, this area of emphasis includes:

<i>Course No</i>	<i>Course Description</i>	<i>Credit Hrs.</i>
FSC 607	Bloodstain Pattern Analysis	3
FSC 615	Adv Crime Scene Investigation	3



617 Adv Crime Scene Photography & Documentation 3

Total Emphasis requirements: 9 Total including Core requirements: 47

**Other Requirements:** In the third term, students are required to complete an approved research-based internship in a crime laboratory or other approved facility. In the fifth term, students are expected to pass a written, comprehensive examination.

#### FORENSIC SCIENCE ADMISSION POLICY

Entrance into the Forensic Science Program is restricted to the fall semester only. Applicant materials should be submitted by March 1 to have the best chance for admission for the fall term. The program observes a rolling application policy so that individuals may apply at any time. Applicants are considered after the deadline if openings are available in the program. Students who apply by or before March 1 have a better chance of admission than those who apply after March 1; however, it is not uncommon for applicants to be notified throughout the year. The Forensic Science Program is a selective, rolling admissions program. Applicants should apply prior to March 1. Thereafter, applicants are considered on a space available basis.

The complete application process includes:

1. Submission of the Marshall University Graduate College Application available online at <http://www.marshall.edu/graduate/Forms/7133gradappsinglepage.pdf> ~~[www.marshall.edu/vhs/image/grad\\_app.pdf](http://www.marshall.edu/vhs/image/grad_app.pdf)~~
1. Completion of a Free Application for Federal Student Aid (FAFSA) as soon after January 1 as possible at <http://www.fafsa.ed.gov/> ~~[www.marshall.edu/gfa](http://www.marshall.edu/gfa)~~. Application for a U.S. Department ID# number at <http://sua.ne.psu.edu>.
2. Submission of formal transcript(s) documenting that the applicant has:
  - a) ~~Completed a baccalaureate degree in biology, chemistry, forensic science, or other related field from an accredited institution of higher education or will have completed this degree prior to entrance into the program. A bachelor's degree in a forensic or natural science (or its equivalent coursework in a relevant field) for entrance into the graduate forensic science program.~~
  - b) Achieved an overall Grade Point Average of 3.0 or better.
  - c) Achieved a B average or better in the required courses listed below.
  - d) Completed 1 academic year of biology and its associated labs with no grade of less than a C.
  - e) Completed 1 academic year of general chemistry and its associated labs with no grade of less than C.
  - f) Completed 1 academic year of organic chemistry and its associated labs with no grade of less than C.
  - g) Completed 1 academic year of physics and its associated labs with no grade of less than C.
  - h) It should be noted that successful completion of an undergraduate course in biochemistry is recommended, but not required, prior to entry into this program.
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.

617 Adv Crime Scene Photography & Documentation 3

Total Emphasis requirements 9 Total including Core requirements 47

**Other Requirements:** In the third term, students are required to complete an approved research-based internship in a crime laboratory or other approved facility. In the fifth term, students are expected to pass a written, comprehensive examination.

#### **FORENSIC SCIENCE ADMISSION POLICY**

Entrance into the Forensic Science Program is restricted to the fall semester only. Applicant materials should be submitted by March 1 to have the best chance for admission for the fall term. The program observes a rolling application policy so that individuals may apply at any time. Applicants are considered after the deadline if openings are available in the program. Students who apply by or before March 1 have a better chance of admission than those who apply after March 1; however, it is not uncommon for applicants to be notified throughout the year. The Forensic Science Program is a selective, rolling admissions program. Applicants should apply prior to March 1. Thereafter, applicants are considered on a space available basis.

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1. Submission of the Marshall University Graduate College Application available online at <http://www.marshall.edu/graduate/Forms/7133gradappsinglepages.pdf> ~~[www.marshall.edu/image/grad\\_app.pdf](http://www.marshall.edu/image/grad_app.pdf)~~
1. Completion of a Free Application for Federal Student Aid (FAFSA) as soon after January 1 as possible at <http://www.fafsa.ed.gov/> ~~[www.marshall.edu/tfa](http://www.marshall.edu/tfa)~~. Application for a U.S. Department DEB number at <http://www.pis.ed.gov>
2. Submission of formal transcript(s) documenting that the applicant has:

**ATTACHMENT 4**  
**Credentialing Committee Items of Business**

**Graduate Council Credentialing Committee Report – Oct. 30, 2009**

**Schedule & Assignments for Credential Reviews**

Fall 2009

Lewis College of Business:	Gruetter & Pauley
School of Medicine:	Seymour & Gould

Spring 2010

CITE:	To be Assigned
College of Science:	To be Assigned
School of Journalism & Mass Communication:	To be Assigned

## Attachment 5

### Graduate Council Reviewer Assignments for Program Reviews

<u>Program</u>	<u>Reviewers</u>
MD.....	Larsen & Meyer
MA JMC.....	Mader & Trzyna
MA Communication Studies .....	Lawson & Gould
MS Biomedical Sciences.....	Seymour & Christofero
PhD Biomedical Sciences .....	Mulder & Sottile
MSN Nursing .....	Brammer & Spindel
MS Biological Sciences .....	Childress & Pauley
MS Communication Disorders .....	Gruetter & Swindell
MA Foreign Languages.....	Gould & Securro
MA Sociology (follow-up report) .....	Mader & Ferro

# MARSHALL UNIVERSITY GRADUATE COUNCIL MINUTES

Sept. 25, 2009

Thomas Board Room, South Charleston Campus

**Members Present:** Larsen, Lawson, Seymour, Brammer, Christofero, Gould, Gruetter, Mader, Swindell, Pauley, Childress, Meyer, Sottile, Ferro and Trzyna.

**Members Absent:** Securro.

**Ex-Officio Members Present:** Spindel and Ormiston

**Ex-Officio Member Absent:** Maher

**Guests:** Mary Beth Reynolds, Andrew Sikula

Larsen convened the meeting at 1:00 PM.

**Approval of Minutes:** Minutes from Aug. 28 meeting were approved as distributed. Deanna Mader should be added as chair of Program Review & Assessment Committee.

**Council Membership:** Keri Ferro is the new graduate student representative.

**Graduate Faculty Membership:** Graduate Faculty list (Attachment 1) with additions listed below was approved to be sent to the president for his signature.

Name	College or School	Department	Graduate Faculty Level	Term Starts	Term Ends
Green, Todd	SOM	Pharmacology, Physiology & Toxicology	Graduate	Sept. 2009	Sept. 2011
Kim, Jung Han	SOM	Pharmacology, Physiology & Toxicology	Doctoral	Sept. 2009	Sept. 2012
Miller, Montserrat	COLA	History	Graduate	Sept. 2009	Sept. 2014

**Program Review & Assessment:** Mary Beth Reynolds distributed program review outline, procedures and evaluation checklist. Important dates: program reviews are to be submitted to her office by Nov. 1 and available for review electronically; reviewers are to communicate any problems to the department by Dec. 15 so reviews can be completed by January 22 Graduate Council meeting. Programs requesting resource development support will make presentation at Dec. 4 meeting.

**Curriculum Request:** Christofero presented requests (Attachment 2) for one course addition (COLA), eight course changes (COEHS, Lewis College of Business and COHP), and three course deletions (COEHS and COHP). Request for deletions by COHP of NUR 741 eliminate all courses with NUR 741 – [dash] designation. Motions to approve addition, changes, and deletions were approved.

**Program Review & Assessment Committee:** Mader reported that program assessment assignments will be distributed so that reviews can be completed before Thanksgiving. No members will be assigned to assess their own school or college.

**Academic Planning, Standards & Policies Committee:** No report.

**Credentialing Committee:** Seymour will develop schedule for colleges to be audited, make contact with deans and assign members. Also, Redbook will be checked to verify that all listed as instructor of record in Bert have faculty status.

Issues raised by Dean Spindel:

- Request for exception to requirements for graduate faculty appointment by Dept. of Forensic Sciences for Robert Boggs. Because Boggs is not the instructor of record for any courses, the council agreed that in order to consider this request they would need to have a better idea of the role Trooper Boggs fills. Dr. Fenger will be invited to attend the next council meeting to explain the request more fully. Action was tabled.
- Incompletes: Dean Spindel expressed concern about the large number of incompletes. This grade to be used only for extenuating circumstances, yet most requests for changing grade say only “student completed course requirements.” Council members requested more information about the distribution of departments giving “I” grades.
- Graduate hours for transients and undergraduates: Page 33 of the Graduate Catalog provides details on the university policy for transient students and graduate credits for undergraduates.
- Deadline for Graduation Application: Current practices allow students some lee-way to submit applications after the official deadline. Although it is problematic to have a policy and not enforce it, faculty wanted to retain a process that is “student friendly” by not strictly enforcing the deadline. The Academic Planning, Standards & Policies Committee will propose a policy regarding deadline for graduation application.
- Application for Graduation: Each student applying for graduation must have a POS signed by the student, program director and advisor. Transcript submitted with application must document completion of that POS before advisor signs.
- Policy on Enrollment for Non-Degree & Audition Students: It was agreed that auditing should be with permission of instructor only. Dean Spindel will ask for that feature to added to Banner. The Academic Planning, Standards & Policies Committee will create a policy regarding enrollment for non-degree students.

**Committee on Graduate Assistant/Fee Waivers:** The committee looking into the question of GA’s and tuition waiver students will meet on Oct. 6.

Meeting adjourned at 2:45 PM.

Submitted by Celene Seymour, Secretary  
Sept. 28, 2009

**NOTE: Future Council Meetings (PLEASE RESERVE THESE DATES NOW).**

**2009-2010 Academic Year future meetings. Draft—Please check these dates now!**

- October 30, 2009 – Huntington
- December 4, 2009 – South Charleston
- January 22, 2010 – Huntington
- February 19, 2010 – South Charleston
- March 19, 2010 – Huntington
- April 23, 2010 – South Charleston

**ATTACHMENT 1  
Graduate Faculty Membership Approvals**

<b>In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:</b>			9/25/2009	<b><i>Term Starts</i></b>	<b><i>Term Expires</i></b>
<b><i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i></b>	<b><i>College or School</i></b>	<b><i>Department or Division</i></b>	<b><i>Graduate Faculty Level</i></b>	<b><i>Month Year</i></b>	<b><i>Month Year</i></b>
Mummert, Carl	COS	Mathematics	Graduate	September 2009	September 2014
Peckham, Rachael	COLA	English	Graduate	August 2009	August 2014
Aluthge, Ariyadasa	COS	Mathematics	Graduate	September 2009	September 2014
Martino, Ronald L.	COS	Geology	Graduate	October 2009	October 2014
Barris, Jeremy	COLA	Philosophy	Associate	September 2009	September 2012
Warner, Jamie	COLA	Political Science	Graduate	September 2009	September 2014
Green, Todd	SOM	Pharmacology/Physiology & Toxicology	Graduate	September 2009	September 2011
Kim, Jung Han	SOM	Pharmacology, Physiology & Toxicology	Doctoral	September 2009	September 2012
Miller, Montserrat	COLA	History	Graduate	September 2009	September 2014

**ATTACHMENT 2**  
**Graduate Curriculum Approvals**

**NEW COURSE ADDITIONS (1)**

- **College of Liberal Arts**  
*Department:* Modern Languages  
*Course Number & Title:* SPN 650-653 Independent Studies  
*Catalog Description:* Independent Research in selected areas of Spanish or Spanish American Literature that are not available in other courses.  
*Prerequisite:* Graduate status  
*First Term Offered:* Spring 2010  
*Credit Hours:* 1-4

**COURSE CHANGES (8)**

- **College of Education and Human Services**  
*Department:* School of Kinesiology  
*Course Number & Title:* ESS 578 Energy Sources, Body Composition, and Performance  
*Course Title Change*  
    Old Course Title: Energy Sources, Body Composition, and Performance  
    New Course Title: Exercise Metabolism  
*Rationale:* Energy Sources, Body Composition, and Performance is outdated and is narrow in scope. Exercise Metabolism reflects current trends in Exercise Physiology and the impact that exercise exerts on human metabolism.  
  
*Change in Catalog Description*  
    From: Consideration of the energy sources and requirements for various types of physical activity as well as the impact that physical activity can have on body composition and performance.  
    To: Addresses the principles of sport nutrition and its effects on physiological systems, body composition, and human exercise performance.  
*Rationale:* The course catalogue description is being named to reflect 21st Century training and scope of practice in the field of exercise science/exercise physiology as defined by the American College of Sports Medicine.
  
- **Lewis College of Business**  
*Department:* Management  
*Course Number & Title:* MPNA 741 D  
*Course Title Change*  
    Old Course Title: Advanced Principles: Pediatrics for Nurse Anesthetists  
    New Course Title: Advanced Principles: Pediatrics for Nurse Anesthetists I  
*Rationale:* To indicate that the course is the first in a series of three Advanced Principles courses.



*Change in Course Number*

Old: MPNA 741 D

New: MPNA 745A (with no – or space between 5 & A)

*Rationale:* Too many 741- courses and this is an advanced level clinical practicum course

- **Lewis College of Business**

*Department:* Management

*Course Number & Title:* MPNA 741 F

*Course Title Change*

Old Course Title: Advanced Principles: Obstetrics for Nurse Anesthetists

New Course Title: Advanced Principles: Obstetrics for Nurse Anesthetists II

*Rationale:* To indicate that the course is the first in a series of three Advanced Principles courses.

*Change in Course Number*

Old: MPNA 741 F

New: MPNA 745B (with no – or space between 5 & B)

*Rationale:* Too many 741- courses and this is an advanced level clinical practicum course

- **Lewis College of Business**

*Department:* Management

*Course Number & Title:* MPNA 745 C

*Course Title Change*

Old Course Title: Advanced Principles: Clinical Case Study Seminar

New Course Title: Advanced Principles: Clinical Case Study Seminar III

*Rationale:* To indicate that the course is the third in a series of three Advanced Principles courses.

*Change in Course Number*

Old: MPNA 745 C

New: MPNA 745C (with no – or space between 5 & C)

*Rationale:* To make numbering consistent and more understandable among the three Advanced Principles courses

- **College of Health Professions**

*Department:* Nursing

*Course Number & Title:* NUR 741

*Course Title Change*

Old Course Title: Health Care Practicum

New Course Title: Introduction to Health Care Clinical Practicum Physical Assessment

*Rationale:* To distinguish this class from NUR 741A, NUR 741B and NUR 741C

*Change in Credit Hours*

From: Graded, No Credit

To: No Grade, Credit

*Rationale:* This is an introduction to clinical experience and deserves credit but it does not involve graded work or activities. (NOTE: Taught once for 6 credits per DMPNA class)

- **College of Health Professions**

*Department:* Nursing

*Course Number & Title:* NUR 741A

*Course Title Change*

Old Course Title: Health Care Practicum

New Course Title: Health Care Clinical Practicum

*Rationale:* Change in wording to emphasize that this is clinical experience

*Change in Credit Hours*

From: Graded, No Credit

To: No Grade, Credit

*Rationale:* This is clinical experience and does not involve graded work or activities. (NOTE: Taught once for 6 credits per DMPNA class)

- **College of Health Professions**

*Department:* Nursing

*Course Number & Title:* NUR 741B

*Course Title Change*

Old Course Title: Health Care Clinical Practicum

New Course Title: Nurse Anesthesia Professional Practice

*Rationale:* Wording as required by the COA accrediting organization

*Change in Course Number*

Old: MPNA 741 B

New: MPNA 741B (with no – or space between 1 & B)

*Rationale:* Consistency in alpha designators

*Change in Credit Hours*

From: Graded, No Credit

To: No Grade, Credit

*Rationale:* This is clinical experience and does not involve graded work or activities. (NOTE: Taught once for 3 credits per DMPNA class)

- **College of Health Professions**

*Department:* Nursing

*Course Number & Title:* NUR 741C Health Care Clinical Practicum

*Change in Credit Hours*

From: Graded, No Credit

To: No Grade, Credit

*Rationale:* This is clinical experience and does not involve graded work or activities. (NOTE: Taught 4 times for 6 credits per DMPNA class)

### COURSE DELETIONS (3)

- **College of Education and Human Services**

*Department:* School of Kinesiology

*Course Number & Title:* ESS 684 Developing Exercise, Nutritional, and Behavioral Prescriptions

*Course Deletion:*

Delete: ESS 684

Add: ESS 623 Advanced Exercise Physiology II

*Rationale:* ESS 684 will be replaced by ESS 623 (Advanced Exercise Physiology II)

*Final Term Offered:* Spring 2009

- **College of Education and Human Services**

*Department:* School of Kinesiology

*Course Number & Title:* ESS 685 Development and Administration of Preventative and Rehabilitative Medical Programs

*Course Deletion:*

Delete: ESS 685

Add: HCA 600 Health Care Administration

*Rationale:* ESS 684 will be replaced by HCA 600 (Health Care Administration)

*Final Term Offered:* Spring 2009

- **College of Health Professions**

*Department:* Nursing

*Course Number & Title:* “NUR” 741-” (No title, credit, or other data listed in BANNER or on MU BERT)

*Course Deletion:*

Delete: All “NUR 741- ” (nothing follows the “-” mark in Banner)

*Rationale:* There is a course NUR 741. At one time, there were 7 other 741-A-G courses. These 7 have been renumbered, combined, and/or eliminated. There are still seven “741-” listed in BANNER and MU BERT. All 7 should be eliminated/deleted because it causes confusion with the newer numbered and/or renumbered courses.

## MARSHALL UNIVERSITY GRADUATE COUNCIL MINUTES

Aug. 28, 2009

John Spotts Room, Huntington Campus

**Members Present:** Larsen, Lawson, Seymour, Brammer, Christofero, Gould, Gruetter, Mader, Swindell, Pauley, Childress, Meyer and Trzyna.

**Members Absent:** Securro.

**Ex-Officio Members Present:** Spindel and Ormiston

**Ex-Officio Members Absent:** Maher

**Guest:** Frances Hensley

Larsen convened the meeting at 1:00 PM.

**Approval of Minutes:** Minutes from April 24 meeting were approved as distributed. Larsen asked members to review the dates and locations of meetings for the academic year listed on the agenda.

**Council Membership:** James Sotille replaces Rhonda Sturgill as COEHS representative. A graduate student representative will be added.

**Graduate Faculty Membership:** Graduate Faculty list (Attachment 1), with revision: Kay Lawson's (COFA) term expiration is 2012. We will send the list to the president for his signature.

**Curriculum Request:** Request by Meyer for Early Childhood, Elementary & Secondary Education Program to change wording in Graduate Catalog regarding minimum MAT score for admission from 380 to 387. As students can submit either GRE or MAT scores, this makes the MAT admission requirement equivalent to the required GRE score of 800.

Motion to approve change was approved.

**President's Recommendation on Graduate Assistant/Fee Waivers:** The committee looking into this (Larson, Swindell, Trzyna, and Gruetter) will continue to discuss the question of GA's and tuition waiver students. Spindell requested to be added to that committee.

**Committee Assignments and Leadership:** Larsen explained responsibilities for the Graduate Council's four standing committees – Academic Planning, Standards & Policies; Credentialing; Curriculum; and Program Review and Assessment – and distributed membership list for 2009-2010. He asked committees to meet and elect chairs. The following chairs were selected:

- Academic Planning, Standards & Policies – Trzyna
- Credentialing – Seymour

- Curriculum – Christofero
- Program Review & Assessment – Mader

Meeting adjourned at 1:30 PM.

Submitted by Celene Seymour, Secretary and revised by Eldon R. Larsen  
August 31, 2009

Attachments:

1. Graduate faculty membership approvals
2. Curriculum Approvals

**NOTE: Future Council Meetings (PLEASE RESERVE THESE DATES NOW).**

**2009-2010 Academic Year future meetings. Draft—Please check these dates now!**

- September 25, 2009 – South Charleston
- October 30, 2009 – Huntington
- December 4, 2009 – South Charleston
- January 22, 2010 – Huntington
- February 19, 2010 – South Charleston
- March 19, 2010 – Huntington
- April 23, 2010 – South Charleston

**ATTACHMENT 2  
Graduate Faculty Membership Approvals**

<b>In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:</b>				<b>8/28/2009</b>	<b>Term Starts</b>	<b>Term Expires</b>
<b>List below the names of all persons having any level of graduate faculty status. (Last name first)</b>	<b>College or School</b>	<b>Department or Division</b>	<b>Graduate Faculty Level</b>	<b>Month Year</b>	<b>Month Year</b>	
Beard, Keith	COLA	Psychology	Doctoral	July 2009	July 2014	
Amerikaner, Marty	COLA	Psychology	Doctoral	June 2009	June 2014	
Allen, Earline	COFA	Art	Graduate	September 2009	September 2014	
Barnett, Steven	COFA	Music	Graduate	September 2009	September 2014	
Castleberry, David	COFA	Music	Graduate	May 2009	May 2014	
Massing, Peter	COFA	Art	Graduate	September 2009	September 2014	
Graham, Mary Jo	COEHS	School of Education	Graduate	May 2009	May 2014	
Mills, David	COLA	History	Graduate	May 2009	May 2014	
McIlvain, Gary	COEHS	ESSR	Graduate	May 2009	May 2014	
Walz, Anita	COLA	Geography	Graduate	February 2009	February 2014	
Leonard, James	COLA	Geography	Graduate	June 2009	June 2014	
Hyeon, David D.	COS	Mathematics	Graduate	May 2009	May 2014	
Kramer, James	SOM	Forensic Science	Associate	August 2009	August 2012	
Rankin, Graham	SOM	Forensic Science	Graduate	September 2009	September 2014	
Hill, Jane	COLA	English	Graduate	July 2009	July 2014	
Fredin, Nicholas	COLA	Anthropology	Graduate	March 2009	March 2014	
Lawson, Kay	COFA	Music	Associate	September 2009	September 2012	
Laubach, Martin	COLA	Sociology/Anthropology	Graduate	August 2009	August 2014	
Linz, Thomas	COLA	Psychology	Doctoral	August 2009	August 2014	
Richards, Howard	COS	Physics	Associate	July 2009	July 2012	
Price, William	COS	Chemistry	Doctoral	February 2005	February 2010	
McIlvain, Gary	COEHS	ESSR	Graduate	May 2009	May 2014	

**Addition/Deletion/Change of a Major or Degree**

**Name of Major or Degree and Action Requested:**  
**Early Childhood, Elementary and Secondary Education**

**Department:** Elementary/Secondary Education      **Contact:** Calvin F. Meyer

**Rationale:** MAT has recalibrated and the score of 387 is 32 percentile, the original intent when scores were recalibrated in 2003. It moves entrance minimal from 20 percentile to 31 percentile, consistent with the MAT program with our program area.

**Curriculum: (Number of Hours and Courses; Indicate Required/Optional)**

Page 106 – Graduate Catalog

2. Submission of Graduate Record Examination (GRE) General Test or Miller Analogies Test (MAT) scores; applicants should score 800 or above on the verbal and quantitative sections of the GRE or at least 380 on the MAT.

**To:**

2. Submission of Graduate Record Examination (GRE) General Test or Miller Analogies Test (MAT) scores; applicants should score 800 or above on the verbal and quantitative sections of the GRE or at least 387 on the MAT.

**Effective Date (Semester and Year):**

Fall Fall 2009      Spring \_\_\_\_\_      Summer \_\_\_\_\_

**New Resources Required:**

**Statement of Non-Duplication:** (This field of study does not duplicate any other current program at the University.) Please attach a letter from the affected department (s) if duplication will occur. \_\_\_\_\_

**Signatures and Date:** (If disapproved at any level, do not sign. Return to previous signer.)

**Department/Division Chair:** \_\_\_\_\_

**College Curriculum Committee:** \_\_\_\_\_

**College Dean:** \_\_\_\_\_

**Dean of Libraries:** \_\_\_\_\_

**Chair, Graduate Council:** \_\_\_\_\_

**Provost/VP Academic Affairs:** \_\_\_\_\_

**Presidential Approval (Date):** \_\_\_\_\_

**Board of Governors Approval (Date):** \_\_\_\_\_

**MARSHALL UNIVERSITY GRADUATE COUNCIL MINUTES**

April 24, 2009

MSC 2W22, Huntington Campus

**Members Present:** Larsen, Lawson, Seymour, Brammer, Christofero, Gould, Gruetter, Mader, Swindell, Securro, Sturgill, F. Pauley, Meyer and Trzyna.

**Members Absent:** Childress, Fincham, and Mulder.

**Ex-Officio Members Present:** Deutsch and Ormiston

**Ex-Officio Members Absent:** Maher

**Guests:** R. Pauley, A. Sikula, S. Maynard, R. Templeton, C. Hossler, M. Mhango, S. Tomblin.

Larsen convened the meeting at 1:00 PM.

Dr. Leonard Deutsch was honored on his retirement as Dean of the Graduate School.

**Approval of Minutes:** Minutes from March 20 meeting were approved.

**Graduate Faculty Membership:** Graduate Faculty list (Attachment 1), with addition of  
Joseph W. Wyatt, COLA/Psychology -- Graduate Level (2009-2014)  
Venkat Gudivada, CITE/Engineering & Computer Science—Graduate (April 2009-2014)

The amended list will be sent to the university president for his approval.

**Curriculum Committee:** Report by Christofero (Attachment 2)

- Ten requests for new courses. Courses proposed by the COEHS (FCS 620, FCS 622, FCS 623, FCS 625, FCS 626 and FCS 671) were approved. Courses proposed by COS (CHM 678), COHP (DTS 691), and JMC (JMC 604) were approved.
- Course addition requested by COEHS (FCS 627 Food & Nutrition Management in Hospitality & Tourism) was postponed until next Wednesday, due to concerns raised by COHP. A motion to authorize Larsen to make decision, by next Wednesday, about addition of FCS 627 was approved. POST NOTE: Concerns regarding FCS 627 have been resolved between the COHP and COEHS, so Eldon R. Larsen, with the authority of the Graduate Council, has approved FCS 627—Note by Eldon R. Larsen, M.U. Graduate Council Chair, April 29, 2009. Note that both parties, COHP and COEHS, have agreed that if an equivalent online DTS 673 course is developed, that course will be used rather than FCS 627.
- Three requests for course changes. Course change requests by COLA (SOC 533; Change in title) and COHP (CD 672 and CD 673; Change in credit hours) were approved.

**Academic Planning, Standards and Policies Committee:** Report by Securro for Childress.

- Graduate Catalog Language Change (Attachment 3). Change in language for reporting academic dishonesty was approved.
- Integrated Bachelor's and Master's Degrees (IBAM) Programs Policy (Attachment 4). Policy was approved.
- Graduate Catalog Language Change (Attachment 5). Change in language regarding thesis option was approved.
- Name Change, Change in Credit Hours & Catalog Text Change Requested by JMC (Attachment 6): Request for change in credit hours and catalog language approved. Request for change of name withdrawn.
- Catalog Language Change requested for Biological Sciences & Chemistry (Attachment 7). Request approved.



- Request for M.A. in Family & Consumer Science (Attachment 8). Request approved conditional on Larsen's decision regarding FCS 627. NOTE: This request is approved as of 4/29/2009—Eldon R. Larsen
- New Program Proposal for Master of Science in Accountancy (Attachment 9). Request approved.
- Intent to Plan MS in Health Informatics (Attachment 10). Remove "To admit students fall 2009." Change wording 3) accelerated masters program to IBAM (Integrated Bachelor's and Master's) program. Request approved.
- Change in Graduate Catalog Language for MS in Spanish (Attachment 11). Request was approved.

**Discussion of President's Recommendation on Graduate Assistant/Fee Waivers:** Larsen said we can still provide feedback for the next week and should contact him with any comments by May 8. He established a subcommittee of himself, Swindell, Trzyna, Meyer, and Gruetter to discuss the question of GA's and tuition waiver students. Deadline for feedback from subcommittee is targeted for June 17.

Larsen said committee memberships will be assigned in first fall meeting – Aug. 28. He recommends committee members change assignments at least every other year.

Meeting adjourned at 2:15 PM.

Submitted by Celene Seymour, Secretary  
April 28, 2009

**NOTE: Future Council Meetings (PLEASE RESERVE THESE DATES NOW).**

**2009-2010 Academic Year future meetings. Draft—Please check these dates now!**

- August 28, 2009 – Huntington
- September 25, 2009 – South Charleston
- October 30, 2009 – Huntington
- December 4, 2009 – South Charleston
- January 22, 2010 – Huntington
- February 19, 2010 – South Charleston
- March 19, 2010 – Huntington
- April 23, 2010 – South Charleston

**ATTACHMENT 1**  
**Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:				4/24/2009	Term Starts	Term Expires
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>	<i>Month Year</i>		
Allenger, Mindy	COEHS	School of Education	Associate	April 2009	April 2012	
Jeffers, Cheryl	COEHS	School of Education	Associate	April 2009	April 2012	
Mak, Jennifer	COEHS	ESSR	Doctoral	March 2009	March 2014	
Sawrey, Robert	COLA	History	Graduate	April 2009	April 2014	
Dooley, Janet	SOJMC	Mass Communications	Associate	April 2009	April 2012	
Swindell, Christopher	SOJMC	Journalism	Graduate	April 2009	April 2014	
Johnson, Rebecca	SOJMC	Journalism	Associate	September 2008	September 2011	
Gruetter, Carl	SOM	Pharmacology, Physiology & Toxicology	Graduate	April 2009	April 2011	
McCumbee, William	SOM	Pharmacology, Physiology & Toxicology	Graduate	April 2009	April 2011	
Zhu, Guo-Zhang	SOM	Anatomy & Pathology	Doctoral	April 2009	April 2012	
Rushton, Thomas	SOM	Forensic Science	Graduate	April 2009	April 2014	
Lindberg, Marc	COLA	Psychology	Doctoral	April 2009	April 2014	
Wyatt, W. Joseph	COLA	Psychology	Doctoral	April 2009	April 2014	
Gudivada, Venkat	CITE	Engineering & Computer Science	Graduate	April 2009	April 2014	

**ATTACHMENT 2**  
**Graduate Curriculum Additions and Changes – April 2009**

**NEW COURSE ADDITIONS (10)**

- **College of Education and Human Services**

*Department:* Family and Consumer Sciences

*Course Number & Title:* FCS 620 Technology in **the** Hospitality and Tourism Industry

*Catalog Description:* Opportunities, threats, and effects of competing within **the** hospitality and tourism industry in a digital economy, **i.e.**, one where information technology and e-commerce are the norm.

*Prerequisite:* None

*First Term Offered:* Fall 2009

*Credit Hours:* 3

- **College of Education and Human Services**

*Department:* Family and Consumer Sciences

*Course Number & Title:* FCS 622 Contemporary Issues and Trends in Hospitality and Tourism

*Catalog Description:* Developments, issues and problems in **the** hospitality and tourism industry. Examine current and emerging trends, and developments, and their implications for the hospitality and tourism industry.

*Prerequisite:* None

*First Term Offered:* Fall 2009

*Credit Hours:* 3

- **College of Education and Human Services**

*Department:* Family and Consumer Sciences

*Course Number & Title:* FCS 623 Security and Risk Management in Hospitality and Tourism

*Catalog Description:* Advanced **d** investigation of security and risk management within **the** hospitality/tourism/foodservice industries.

*Prerequisite:* None

*First Term Offered:* Fall 2009

*Credit Hours:* 3

- **College of Education and Human Services**

*Department:* Family and Consumer Sciences

*Course Number & Title:* FCS 625 Hospitality and Tourism Marketing Strategy

*Catalog Description:* Examination of the multidimensional marketing functions applied to hospitality and tourism organizations.

*Prerequisite:* None

*First Term Offered:* Fall 2009

*Credit Hours:* 3

- **College of Education and Human Services**

*Department:* Family and Consumer Sciences

*Course Number & Title:* FCS 626 Catering and Event Planning in Hospitality and Tourism

*Catalog Description:* Theory and application of operation and management principles in the planning, organization, and implementation of on- or off-premise special catering events.

*Prerequisite:* None

*First Term Offered:* Fall 2009

*Credit Hours:* 3

- **College of Education and Human Services**

*Department:* Family and Consumer Sciences

*Course Number & Title:* FCS 627 Food and Nutrition Management in Hospitality and Tourism

*Catalog Description:* Overview of administrative concepts for directing resources within a variety of food and nutrition services/programs. Utilization of planning, implementing, and evaluation techniques to measure organizational and personal performance.

*Prerequisite:* None

*First Term Offered:* Fall 2009

*Credit Hours:* 3

- **College of Education and Human Services**

*Department:* Family and Consumer Sciences

*Course Number & Title:* FCS 671 Internship in Hospitality and Tourism Management

*Catalog Description:* A work experience in a hospitality and tourism organization/business for a minimum of 150 hours to maximum of 300 hours.

*Prerequisite:* None

*First Term Offered:* Fall 2009

*Credit Hours:* 3

- **College of Science**

*Department:* Chemistry

*Course Number & Title:* CHM 678 Applied Microscopy in Research

*Catalog Description:* A combined lecture/lab/self-motivated research course that results in a microscopy-based project to be presented by each student at an open forum (can augment thesis project).

*Prerequisite:* Instructor permission

*First Term Offered:* Spring 2010

*Credit Hours:* 4

- **College of Health Professions**

*Department:* Dietetics

*Course Number & Title:* DTS 691 Problem Report in Dietetics

*Catalog Description:* Implementation of research proposal developed in DTS 690 and development of manuscript to describe findings.

*Prerequisite:* DTS 690

*First Term Offered:* Spring 2011

*Credit Hours:* 3

- **School of Journalism and Mass Communication**

*Department:* Journalism

*Course Number & Title:* JMC 604 Journalism and Mass Communications Law and Ethics

*Catalog Description:* The course examines the legal framework of American media from an ethical perspective. It also offers a basic framework of both the law and ethics.

*Prerequisite:* JMC 402 or Equivalent

*First Term Offered:* Fall 2010

*Credit Hours:* 3

**COURSE CHANGES (3)**

- **College of Liberal Arts**

*Department:* Sociology/Anthropology

*Course Number & Title:* SOC 533 Sociology of Work

*Course Title Change*

Old Course Title: Industrial Sociology

New Course Title: Sociology of Work

*Rationale:* The title Industrial Sociology has come to be associated with Frederick Taylor's Scientific Management, which is only a small part of the class. The new title Sociology of Work conveys the actual breadth of the course.

- **College of Health Professions**

*Department:* Communication Disorders

*Course Number & Title:* CD 672 Practicum in the Schools/Clinical Practicum in the Schools

*Change in Credit Hours:*

Old: 3 credit hours

New: 3, one hour credits

*Rationale:* There are two situations fueling this change.

First, graduate students in the Department of Communication Disorders are already required to complete two different Advanced Clinical Practicum courses (CD 670 and CD 671). These courses are structured so that students may take them in 1-hour increments, a system that provides students with more flexibility in the scheduling of their progression through graduate school. This change will make the structure of CD 672 consistent with that of the other clinical practicum courses.

Second, clinical practicum assignments (whether advanced or in the schools) offer students a wide range of experiences. It is not uncommon for students to have differing levels of abilities and skills across experiences. For example, a student in a public school practicum may be particularly strong working with individual students who have rather typical language delays, but have few opportunities to engage in this work. At the same time, this student may be less skilled in working with whole classrooms implementing prevention activities, but have more opportunities to engage in this work. If the course is a 3- hour course then only one grade can be awarded that reflects the student's overall performance. In the example provided, this student would most likely receive a B for the course. Separating the course into three 1-hour sections would allow the student to receive more than one grade for the experience, allowing us to reflect and acknowledge the students' strengths while noting the acceptable performance in areas where they have less skill.

- **College of Health Professions**

*Department:* Communication Disorders

*Course Number & Title:* CD 673 Practicum in the Schools/Clinical Practicum in the Schools

*Change in Credit Hours:*

Old: 3 credit hours

New: 3, one hour credits

*Rationale:* (This proposal is an accompaniment to one for CD 672) Because students enrolled in CD 672 also enroll in CD 673 (same number of hours in each), the option of enrolling in 1, 2, or 3 credit hours must also be available for CD 673.

**ATTACHMENT 3**  
**Graduate Catalog Text from Pages 62 and 69**

After "Reporting" on page 62:

**Reporting:**

~~Any time~~ **When** an accusation of academic dishonesty is ~~made~~ **reported to the Office of Academic Affairs**, and a sanction imposed (or a sanction will be imposed with the submission of final grades), a notice should be sent to the Office of Academic Affairs within ten (10) days of the accusation **or submission of a final grade with imposed sanction, whichever comes first.**

Notice of an act of academic dishonesty will be reported to the Office of Academic Affairs through the completion of an "Academic Dishonesty Report Form."

The "Academic Dishonesty Report Form" will include:

Instructor's Name  
Course Information (Term, Number, Section)  
Student's Name  
Student's University Identification Number  
Brief Description of the Charge  
Date of Accusation  
Brief Description of the Sanction

~~Instructors are encouraged to~~ **should** give a copy of the "Academic Dishonesty Report Form" to a ~~student accused of an offense. However,~~ **Within** ten (10) days of receipt of the "Academic Dishonesty Report Form" the Office of Academic Affairs will inform the student and the student's dean of the accusations made, the sanctions prescribed, the repercussions of repeat offenses, and his/her rights of appeal.

First sentence of section "c." on page 69:

c. If the student is dissatisfied with the outcome of the meeting outlined in (b) above, the student may file an appeal, **within ten (10) days of the meeting with the person who judged his/her performance**, with the Chair of the Budget and **Academic** Policy Committee, who will refer the matter to the Academic Appeals Board which decides if an appeal hearing is justified.

**ATTACHMENT 4****Integrated Bachelor's and Master's (IBAM) Degrees Programs****Language to be added to the M.U. Graduate Catalog**

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 they complete their bachelor's degree. These are *Integrated Bachelor's and Master's (IBAM)* degree programs, and are somewhat like what previously has been called *three-plus-two* or *four-plus-one* programs.

Such program arrangements can be very beneficial from a scheduling standpoint, as it allows 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.

Also, while in the IBAM degree program, students must maintain a minimum GPA of at least 3.0 for all graduate credit toward their master's degree program, or they could be dropped from the IBAM degree program. Additionally, before approval can be given for students to be accepted into an IBAM degree program, an IBAM degree program combined Plan of Study must be fully approved—special Plan-of-Study forms are available for this purpose.

Students accepted into an IBAM degree program must complete a formal graduate admission application to be admitted to the previously agreed-upon Marshall University graduate degree program, and thus to be admitted into the Marshall University Graduate College, before the end of the first month in the semester in which they plan to receive their bachelor's degree. They must have continued to meet all requirements stated above, and must meet all admission requirements including submission of all necessary credentials as determined by the chosen master's degree program. A regular graduate application fee will be required as part of the application to the Graduate College. Once formally accepted into the M.U. Graduate College, the student must pay tuition and fees at the graduate student rate.

Once admitted to the Marshall University Graduate College, and the bachelor's degree has been completed, no more undergraduate courses can be applied to another undergraduate degree unless the student formally drops out from the IBAM degree program and applies to be admitted into another undergraduate degree program.

All rules regarding graduate education will apply to the student once fully admitted into the Marshall University Graduate College. Under no circumstances will a master's degree be awarded prior to the bachelor's degree.

Departments desiring to have an IBAM degree program must apply to the university's Graduate Council for approval.

## ATTACHMENT 5

### **CURRICULUM ACTION REQUEST:**

**Addition/Deletion/Change** of a Major or Degree

Name of Major or Degree and Action Requested:

Physical Science Masters, Geology Concentration; Master's thesis optional

Department: Geology Contact: Dewey Sanderson

Rationale: Other concentrations in the Physical Science Masters Degree program have the non-thesis option and we want the same option. Some of our graduate students have left before finishing their thesis and have had sufficient course work to have taken the nonthesis option.

Effective Date (Semester and Year): Fall-2009

### **Changes in Wording to Graduate Catalog**

Page 119 of the 2006-2008 Graduate Catalog, under GEOLOGY (GLY), last sentence:

Currently reads: For the Geology concentration the writing of a thesis is required.

**Change to:** For the Geology concentration the writing of a thesis is **optional**.

Page 142 of the 2006-2008 Graduate Catalog, under Physical Science (PS) Paragraph 3, Sentence 3:

Currently reads: The writing of a thesis is required in the Geology area of emphasis (see section on geology), but is optional in the other areas.

**Change to:** The writing of a thesis is optional in all areas of emphasis.



**ATTACHMENT 6****Name change and change in credit hour requirements for the MAJ****CURRICULUM ACTION REQUEST:**

Addition/Deletion/Change of a Major or Degree

**Name of Major or Degree :** MAJ

Change in degree requirements.

Department: W. PAGE PITT SCHOOL OF JOURNALISM AND MASS COMMUNICATIONS

Contact: DR. CHRISTOPHER SWINDELL 304-541-0002

Rationale: REQUIREMENTS CHANGE MORE CLOSELY ALIGNS WITH OTHER MA PROGRAMS GOING TO **30 HOURS**.

---

Curriculum: 30 HOURS, TWO TRACKS. REQUIRED CORE CONSISTS OF JMC 600 (PROSEMINAR), JMC 601 (THEORY), JMC 602 (RESEARCH METHODS), JMC 604 (MEDIA LAW AND ETHICS), JMC 612 (HISTORY), AND EITHER JMC 603 (MEDIA MANAGEMENT) OR JMC 630 (MEDIA CRITICISM), DEPENDING ON WHETHER THE STUDENT CHOOSES THE THESIS (JMC 630) OR THE PROFESSIONAL (JMC 603) TRACK. THE REMAINING 12 HOURS WOULD COME FROM THE OTHER JMC 500 AND 600 COURSES, WITH EACH TRACK HAVING A MINIMUM OF 18 HOURS AT THE 600 LEVEL VIA THE CORE.

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Effective Date (Semester and Year):

Fall 2010

**CATALOG LANGUAGE CHANGES:****JOURNALISM**

The W. Page Pitt School of Journalism and Mass Communications offers a flexible program designed to accommodate persons with or without an undergraduate degree in journalism and with or without mass communications or professional media experience. Career interests should include one or more of the following: advertising, broadcast journalism, online journalism, print journalism, public relations, radio-television, and journalism education. Admission requirements for the ~~MAJ~~ **master's** degree are as follows:

1. Applicants who earned an undergraduate GPA of 3.0 or better must score a minimum of 1200 on the three combined sections of the GRE. Applicants who earned an undergraduate GPA of 2.5 to 2.99 must score a minimum of 1500 on the three combined sections of the GRE.

GRE scores are reported in three areas of verbal, quantitative and analytical writing. The verbal and quantitative sections are scored on a scale of 200 to 800. The analytical writing score is reported on a scale of 0 to 6. Before adding the three sections to determine if the 1200 or 1500 requirements have been met, convert the analytical writing score using the following scale:

0.5 = 67 2.5 = 333 4.5 = 600

1.0 = 133 3.0 = 400 5.0 = 667

1.5 = 200 3.5 = 467 5.5 = 733

2.0 = 267 4.0 = 533 6.0 = 800

2. International student applicants must have a minimum score of 525 on the paper Test of English as a Foreign Language (TOEFL), 195 on the computer-based test or 71 on the Internet-based test, or they must complete English as a Second Language.

Students are required to complete EDF 517 (not required if student completed an acceptable statistics course before enrolling in the master's program); Journalism 600, Proseminar in Mass Communications; Journalism 601, Theory of Mass Communications; and Journalism 602, Mass Communications Research and Methodology, **JMC 604, Law and Ethics, and JMC 612, History of American Journalism. In addition students who opt for the thesis track must take JMC 630, Seminar in Media Criticism, and students who opt for the professional**

**track must take JMC 603, Media Management. Completing the core meets the 18 hour 600 level course requirement. The remainder of each student's program is determined in consultation with and approval from the graduate coordinator.**

~~Some courses are not required of recent journalism and mass communications graduates who have taken the courses, but master's degree candidates who are not required to repeat these courses still must prepare themselves to pass the law, history, and ethics sections of the comprehensive examination. Otherwise, additional required courses are JMC 502, Law of Mass Communication; JMC 540, Mass Communications Ethics; and JMC 612, History of Mass Communications.~~ International students are not required to take JMC 612, but they must identify, with the approval of the graduate coordinator, an acceptable substitution for their plan of study and for their comprehensive assessment. During the first term of residence, students must plan with the graduate coordinator a detailed program of courses and discuss other requirements for the Master of Arts in Journalism degree. Students are responsible for learning and for meeting all requirements, guidelines and deadlines included in the Graduate Catalog.

Professional track students must complete a minimum of ~~36~~ **30** graduate hours (plus any undergraduate courses deemed by the graduate coordinator to be necessary) and the comprehensive examination.

Thesis track students must complete a minimum of 27 graduate hours (plus any undergraduate courses deemed necessary by the graduate coordinator), a ~~five~~ **three**-credit-hour thesis, and the comprehensive examination.

A minor consisting of a minimum of six hours in one subject area may be approved by the graduate coordinator. Students who enter the master's program without undergraduate preparation in journalism and mass communications and also without any relevant professional experience may be permitted by the graduate coordinator to take all of their coursework in journalism and mass communications.

A comprehensive written examination is required. The examination is not based exclusively on the specific courses completed but affords the student an opportunity to demonstrate comprehensive knowledge of the major subject. The five-part examination covers mass communications theory, research, law, ethics, and journalism and mass communications history. International students may substitute another area of concentration (approved by the graduate coordinator) for history.

**ATTACHMENT 7****Catalog changes for Biological Sciences and Chemistry**

From page 56 of the online Marshall University Graduate Catalog, the current language is:

Master's degree students must complete a minimum of 30 hours of graduate coursework. For programs requiring a thesis, a minimum of 3 and a maximum credit of 6 hours may be granted for the thesis toward the total degree credits, except in chemistry and biological sciences, where 12 hours are required. Individual programs may require more than the 30-hour minimum requirement, so students must consult individual program degree requirements.

It should be changed to the following:

Master's degree students must complete a minimum of 30 hours of graduate coursework. For programs requiring a thesis, a minimum of 3 and a maximum credit of 6 hours may be granted for the thesis toward the total degree credits, except in chemistry and biological sciences, where ~~12 hours are required~~ **up to 12 thesis hours may be applied toward the MS degree**. Individual programs may require more than the 30-hour minimum requirement, so students must consult individual program degree requirements.

**ATTACHMENT 8****MASTER OF ARTS IN FAMILY AND CONSUMER SCIENCES****Program Description**

The Master of Arts (M.A.) in Family and Consumer Sciences (FCS) program offers a single area of emphasis in hospitality and tourism. An online approach delivery of the program will be applied to reach and accommodate work schedules of potential students in West Virginia and across the nation. Parallel to the mission of Marshall University, the program in hospitality and tourism is designed to produce graduates capable of recognizing, directing, coping effectively with and managing operations in the foodservice, lodging, and tourism industry. Managerial positions exist in housekeeping, catering, and guest services in hotels, restaurants, cruise ships, airline dining, contract dining, and convention planning. The hospitality and tourism industry plays a major role in economic growth, and offers diverse employment opportunities in West Virginia, nationally and globally. The Department of West Virginia Tourism (2004) reported that travel-generated spending by overnight and day visitors in West Virginia was over \$3.4 billion in the 2004 calendar year and produced about 41,000 jobs with earnings of \$766 million. The U.S. Bureau of Labor Statistics (2004) projected a 47% increase in the demand for foodservice managers in the next few years.

**Program Goals**

Coursework seeks to advance knowledge and understanding of the hospitality and tourism industry through research, teaching and service. The goals of the master's program are to:

1. Produce graduates who are capable of assuming professional leadership positions in addressing concerns and issues faced by the foodservice and restaurant operations, tourism, and lodging management sectors of the industry.
2. Enable graduates to operate from a continually growing and dynamic knowledge base that allows them to make effective decisions, and foster productive relationships with customers, employees, and organizations in hospitality and tourism industry.
3. Help students achieve a level of professional preparation that will enable them to assume top managerial positions in hospitality and tourism enterprises.
4. Prepare graduates for doctoral level studies.
5. Expand communication and interpersonal skills of students and help them present research outcomes and scholarly information both in writing and orally.

**Program of Study**

The Master of Arts in Family and Consumer Sciences (FCS) requires students to successfully complete a minimum of 36-39 semester credit hours including a thesis, or a comprehensive project report. A minimum of 21 credit hours of graduate coursework must be in Family and Consumer Sciences, including FCS 600 and FCS 671. Students may take one or more valid course electives from other related areas with the approval of the program coordinator and academic advisor.

Each student must identify an academic advisor and at least two committee members as soon as possible in the first year of study. The Graduate College requires each degree-seeking student to develop a "Plan of Study" with his or her graduate advisor. A completed plan of study

form must be approved by the department/program and should be filed with the Dean of the Graduate College no later than the semester in which the student registers for his/her 12<sup>th</sup> credit hour. Students who fail to do so will be barred from subsequent enrollment.

**Entrance Requirements**

To be admitted into the Master of Arts in Family and Consumer Sciences program an applicant must have a bachelor's degree in Family and Consumer Sciences, Hospitality Management and/or Tourism, or related discipline; and submit a transcript showing a completed bachelor's degree with a GPA of 2.5 or higher. Applicants who meet admission criteria, but do not have undergraduate preparation in Family and Consumer Sciences or related courses must complete a minimum of 12 credit hours of undergraduate preparatory courses in Family and Consumer Sciences.

**Curriculum**

**Required Core Courses ----- 15-18**

FCS 600 Philosophy, Theories and Trends in Family and Consumer Sciences (3)

EDF 517 Statistical Methods (3)

EDF 621 Educational Research and Writing (3) **or** ATE 677 Research Methodology and Design in Adult/Technical Education (3)

FCS 671 Internship in Hospitality and Tourism Management (3)

FCS 681 Thesis (3-6)

**OR**

FCS 679 Problem Report (3)

**Hospitality and Tourism Courses ----- 18**

FCS 620 Technology in Hospitality and Tourism Industry (3)

FCS 622 Contemporary Issues and Trends in Hospitality and Tourism (3)

FCS 623 Security and Risk Management in Hospitality and Tourism Management (3)

FCS 625 or MKT 625 Hospitality and Tourism Marketing Strategy (3)

FCS 626 Catering and Event Planning (3)

FCS 627 or DTS 673 Food and Nutrition Management (3)

**Electives (Choose 1 from below) ----- 3**

ATE 600 Aspects of Training and Development (3); PLS 500 Leisure & Aging (3); PSY 520 Industrial/Organizational Psychology (3)

**TOTAL HOURS ----- 36 -39**



**COURSE DESCRIPTION****FCS 600 Philosophy, Theories and Trends in Family and Consumer Sciences (3)**

Major contemporary theories and their relationship to trends in the field of Family and Consumer Sciences.

**FCS 620 Technology in Hospitality and Tourism Industry (3).** Opportunities, threats, and effects of competing within hospitality and tourism industry in a digital economy, one where information technology and e-commerce are the norm.

**FCS 622 Contemporary Issues and Trends in Hospitality and Tourism (3).** Developments, issues and problems in hospitality and tourism industry. Examine current and emerging trends, and developments, and their implications for the hospitality and tourism industry.

**FCS 623 Security and Risk Management in Hospitality and Tourism Industry (3).** Advance investigation of security and risk management within hospitality/tourism/foodservice industries.

**FCS 625 Hospitality and Tourism Marketing Strategy (3)**

Analysis of marketing strategy, sales techniques, promotional tools, and research for hospitality and tourism development.

**FCS 626 Catering and Event Planning (3).** Theory and application of operation and management principles for on- or off-premises catering for special events.

**FCS 627 Food and Nutrition Management (3).** Overview of administrative concepts for directing resources within a variety of food and nutrition services/programs. Utilization of planning, implementing, and evaluation techniques to measure organizational and personal performance

**FCS 671 Internship in Hospitality and Tourism Management (3).** Work and study (150-300 hrs) to better understand management and operations in hospitality and tourism organizations.

**FCS 679 Problem Report (1-3)** A written report on a research problem, innovation or field project in hospitality and tourism. This report is not a thesis; students must complete an additional 33 credit hours.

**FCS 681 Thesis (3-6).** Independent research in hospitality and tourism under the supervision of an academic advisor.

**CURRICULUM ACTION REQUEST:**

**Addition/Deletion/Change of an Area of Emphasis Within an Existing Major**

**Name of new area of emphasis:** Hospitality and Tourism

**Major:** M.A., FCS

**Department:** Family/Consumer Sciences

**Contact:** Mary Mhango

**Rationale:** Meet the job market needs in the hospitality industry.

**Curriculum: (Number of Hours and Courses; Indicate Required/Optional)**

FCS 600 Philosophy, Theories and Trends in Family and Consumer Sciences (3); FCS 620 Technology in Hospitality and Tourism Industry (3); FCS 622 Contemporary Issues and Trends in Hospitality and Tourism (3); FCS 623 Security and Risk Management in Hospitality and Tourism Management (3); FCS 625 or MKT 625 Hospitality and Tourism Marketing Strategy (3); FCS 626 Catering and Event Planning (3); FCS 627 or DTS 673 Foods and Nutrition Management (3); FCS 671 Internship (3)

**Effective Date: (Semester and Year)** Fall 2009                      Spring                     

Summer

**ATTACHMENT 9**

MARSHALL UNIVERSITY  
DIVISION OF ACCOUNTANCY & LEGAL ENVIRONMENT  
NEW PROGRAM PROPOSAL  
MASTER OF SCIENCE IN ACCOUNTANCY  
Huntington, WV  
March 18, 2009  
Effective date of Proposed Action: Fall 2009  
Prepared by: Jeffrey J. Archambault

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**Program Description:**

The Marshall University Division of Accountancy & Legal Environment proposes the addition of a Master of Science degree program in Accountancy. The mission of this program is to prepare students to enter the profession of public accounting. Students completing this degree will satisfy the academic requirements to sit for the Uniform CPA Examination and to become licensed as Certified Public Accountants.

The Master of Science in Accountancy program utilizes the same accounting courses as the MBA with an accounting emphasis. The proposed program was developed with the guidance of the Accounting Advisory Board to develop the skills necessary to be successful in public accounting. The proposed program is designed to be more effective and efficient than the current MBA with an accounting emphasis. As such, the proposed program places no new demands on resources within the Division of Accountancy and Legal Environment.

**Program Objectives:**

Students in the Master of Science in Accountancy program will obtain the knowledge and skills that will enable them to become better Certified Public Accountants. The program will prepare students to:

- Use electronic databases to research and resolve professional issues.
- Use the computer to complete and document audit procedures.

The students will also acquire the skills necessary to successfully enter the profession of public accountancy. These skills include but are not limited to:

- Critical thinking
- Problem solving
- Communication
- Life long learning
- Personal and professional competencies.

Additionally, they will have earned the necessary 150 semester credit hours to qualify them to be licensed as a Certified Public Accountant in all 50 states.

**Program Identification**

The following is the appropriate program identification as provided in the *Classification of Instructional Programs* developed and published by the U.S. Department of Education Center for Educational Statistics:



### 52.0303 Auditing

*A program that prepares individuals, including certified accountants, to perform independent internal and external appraisals to evaluate organizational financial and operational activities, ensure compliance with laws and policies, safeguard assets, and promote effective planning and resource allocation. Includes instruction in advanced accounting, audit tools and techniques, sampling, risk and control, audit planning, audit function management, law and regulations, environmental auditing, information technology applications, professional standards and ethics, and specific industry and service sector problems.*

#### Program Features

#### Admissions Standards

Applicants with an undergraduate degree in accounting from an AACSB accredited institution and a grade point average greater than or equal to 3.00 may be admitted to the program.

All applicants graduating from an institution that is not AACSB accredited and all applicants with less than a 3.00 GPA must take the GMAT test. Applicants may be admitted if they have an index of 1,100 computed by multiplying the undergraduate grade point average by 200 and adding the Graduate Management Admission Test (GMAT) score or if they score a 500 or better on the GMAT.

Applicants with an undergraduate degree in business but not in accounting must satisfy the grade point average and index criteria and also complete the following courses, each with a grade of C or better:

ACC 311 Intermediate Accounting I

ACC 312 Intermediate Accounting II

ACC 318 Cost Accounting

ACC 341 Accounting Information Systems

ACC 348 Federal Taxation

ACC 429 Auditing

Applicants with an undergraduate degree other than business must satisfy the grade point average and index criteria, complete the accounting courses above, each with a grade of C or better, and complete a program of study of business subjects to qualify the student to sit for the Uniform CPA Examination and to become licensed as a CPA. This program of study must be approved by the Director of the MS program or the Head of the Division of Accountancy and Legal Environment. In West Virginia, this program of study would require the following courses:

LE 207 Legal Environment of Business  
MGT 320 Principles of Management  
ECN 501 Economic Analysis  
FIN 510 Principles of Business Finance  
MGT 500 Analytical Methods and Techniques  
MKT 682 Advanced Marketing Management  
and 6 semester credit hours of business electives other than accounting or legal environment

#### Performance Standards

A student must have a 3.0 overall GPA in all program coursework, with no more than two Cs in his or her program. In addition, the student must maintain a 3.0 GPA in the Graduate College. This standard must be met for the student to graduate. If the student falls below these standards, then that student shall be placed on academic probation or will be subject to dismissal from the program.

#### Program Requirements

The Master of Science in Accountancy program will be a 30 hour degree. The program could be completed in approximately three semesters or in the fifth year of a combined bachelor's-master's program. The program will be monitored to assure that all students have completed all required undergraduate courses. The program consists of required accounting courses, required business courses, and two electives.

#### Accounting Courses

ACC 615 Audit Theory and Practice  
ACC 617 Advanced Controllership  
ACC 618 Accounting Research  
ACC 648 Tax Research  
ACC 699 Professional Development and Ethics in Accounting

#### Business Courses

LE 691 Government and Business Relationships  
MKT 686 IMC for Professional Services  
MGT 692 Ethics and Global Aspects of Business

#### Electives (any two of the following):

ACC 614 Theory of Accounting  
ACC 616 Advanced Income Tax Procedures  
ACC 650 Special Topics (examples):  
Accounting in a Global Environment

Fraud Examination  
 Forensic Accounting  
 Internal Audit

Other accounting or business courses may be taken as electives with the permission of the Director of the program or the Head of the Division of Accountancy and Legal Environment.

**Sample graduate student schedule** for the completion of the degree in the fifth year of a combined program:

Senior Year:

Accounting elective  
 Accounting elective  
 Total 6 semester hours

Fall Semester: Spring Semester:

ACC 617 Advanced Controllership ACC 615 Audit Theory and Practice

ACC 618 Accounting Research ACC 699 Professional Development  
 and Ethics in Accounting

ACC 648 Tax Research MGT 692 Ethics and Global Aspects of Relationships Business

LE 691 Government and Business MKT 686 IMC for Professional

Relationships Services

Total 12 semester hours Total 12 Semester hours

Six semester credit hours will help the student complete the undergraduate accounting program. As a result, both the undergraduate accounting program and the Master of Science in Accountancy may be completed in a minimum of 152 (122 undergraduate and 30 graduate) semester credit hours. The six semester credit hours may be chosen from among the following courses:

ACC 617 Advanced Controllership

ACC 648 Tax Research

Accounting electives previously listed

The program includes two courses on ethics. MGT 692 focuses on ethical theory and applications to a variety of business settings. ACC 699 focuses on topics specifically related to the practice of public accounting, including the AICPA Code of Conduct with special attention paid to independence, integrity, and confidentiality.

Program Outcomes

The Master of Science in Accountancy will prepare students to successfully enter the profession of public accounting and to become licensed as a Certified Public Accountant in states requiring 150 semester credit hours. The following skills will be assessed:

6

1. Accounting research: Students will be able to use databases to find appropriate material to solve accounting issues. This will include extracting material and incorporating the material into professional documents.
2. Technology usage: Students will be able to use electronic engagement software to document audit procedures.
3. Teamwork and leadership: Students will be able to work effectively as a team member and demonstrate appropriate leadership characteristics.
4. Written communication: Students will be able to organize and display accounting information appropriate to the receiving party in a professional manner.
5. Oral communication: Students will be able to efficiently organize and present information to clients and team members.

#### Program Delivery

The Master of Science in Accountancy program will be delivered on the Huntington campus and the Charleston campus.

## **PART II. PROGRAM NEEDS AND JUSTIFICATION**

#### Relationship to Institutional Goals and Objectives

The mission of Marshall University includes commitments to high quality graduate programs and to economic development. The Lewis College of Business is “committed to graduating individuals who possess the communication, critical thinking, and problem-solving skills to meet the current needs and the changing demands of a global economy.” The Master of Science in Accountancy program will further these goals by increasing the supply of qualified accountants.

#### Existing Programs

No Master of Science in Accountancy program is offered in the state of West Virginia. West Virginia University does offer a Master of Professional Accountancy. The WVU program offers a wider focus with less emphasis on technology and includes some courses included in traditional undergraduate programs. The University of Charleston offers an MBA with an accounting concentration. The UC program offers a broad business perspective with limited accounting content.

The Master of Science in Accountancy is necessary to meet the demand for public accountants in Southern West Virginia and is distinguished by

its emphasis on the use of technology in auditing and on professional development. The MBA with an accounting emphasis currently being offered at Marshall University will be phased out once the Master of Science in Accountancy program is established.

#### Program Planning and Development

Date of Intent to Plan: April 2008

Proposed date for full proposal: April 2009

Proposed date for full implementation: Fall 2009

#### Clientele and Need

Students need to complete 150 semester credit hours of education to become licensed as a Certified Public Accountant in West Virginia and surrounding states as well as most other states. The Master of Science in Accountancy program was developed in consultation with the Accounting Advisory Board to develop professional skills while satisfying the educational requirement at the minimum semester credit hours. The Accounting Advisory Board provided guidance on the skills to be developed in the accounting courses and in the supporting business courses included in the program. Members of the Accounting Advisory Board have consistently expressed their interest in the program, their satisfaction in the courses included in the program, and their interest in hiring graduates of the program. Members of the Accounting Advisory Board fund the subscription to the *RIA Checkpoint* data base used in the program.

The primary target population is full-time, fifth-year students. A survey (see section III B) taken of current accounting students at Marshall University identified 27 junior and senior students who responded that they would like to complete the Master of Science in Accountancy program. The program will be marketed to Marshall University students. This will include discussing career goals with students through the mentoring program currently being implemented. Identification of career goals and planning the education best suited to achieving those goals will be included in the mentoring process. This planning will help students achieve their goals in an efficient manner, which should make the Master of Science program attractive to the students. In addition, a plan will be developed with the Accounting Advisory Board for the firms to emphasize the advantages of the program with students during the recruiting and intern processes.

The program will also be promoted to students of other universities in West Virginia and surrounding states. Many of these universities do not offer graduate education opportunities for students to satisfy the educational requirements to become a CPA. Cooperative agreements with these universities will help attract students.

The Division will also seek to enter into cooperative agreements with foreign universities to attract students interested in studying in the United States. Several foreign students have successfully gained employment after completing accounting studies at Marshall in recent years. Efforts will be made to expand employment opportunities for foreign students that will allow them to best use their skills.

#### E. Employment Opportunities

Students completing this degree will satisfy the qualifications for the Uniform CPA Examination and develop the skills needed to succeed in public accounting. Several firms in the Huntington and Charleston area hire graduates of Marshall University. These firms, through the Accounting Advisory Board and other interaction, have expressed an interest in hiring students who have completed this program.

#### Program Impact

The Master of Science in Accountancy program will contribute to commerce in West Virginia by providing young accountants with an opportunity for advanced education that will prepare them to enter the profession of public accounting and to enter other accounting professions at a higher level.

#### Cooperative Arrangements

Not applicable

#### Alternatives to Program Development

Not applicable

### **PART III: PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS**

#### Program Administration

The Head of the Division of Accountancy & Legal Environment handles daily administration of all accounting programs. The Dean of the Lewis College of Business is available as necessary. The addition of a Master of Science in Accountancy program will not require changes in administrative organization at the departmental or college levels.

### Program Projections

Presently there are approximately 140 Accounting Majors in the Division of Accountancy & Legal Environment at Marshall University. We anticipate that the demand for this program will increase steadily over time. A survey of current accounting students at Marshall University administered during Fall 2008 indicated that 33% (27/81) of the juniors and seniors who responded would complete a 30 hour MS Accountancy program to help them qualify to become licensed CPAs.

### Faculty Instructional Resources

All full-time tenure track faculty in the Division of Accountancy & Legal Environment are academically or professionally qualified. All faculty that will teach in the program have Graduate Faculty Status from Marshall University's Graduate Council. The division is committed to teaching accounting in accordance with best practices in the field.

MKT 686 (IMC for Professional Services) will be developed as a new course. The purpose of this course is to prepare professionals to market their services and manage client relationships. The course can be taught with existing faculty and offered to students in other graduate programs.

ACC 699 (Professional Development and Ethics in Accounting) is being developed and is currently being offered as a special topics course in the MBA with an Accounting Concentration program. The course is being taught with existing faculty.

No additional faculty resources will be required upon implementation of a Master of Science in Accountancy program. The required accounting courses and sufficient electives are currently being offered with existing faculty. These same courses will also service the MBA with an accounting emphasis if that program is continued. The only course to be added to the current teaching load in the college is MKT 686. However, one or two additional positions may be needed as the program grows beyond approximately 25 students.

### Library Resources and Instructional Materials

Students will conduct research on the Thomson Reuters *Checkpoint* database. This database can be used to research topics in accounting, auditing, and taxation. Students use *IDEA* data analysis software and *Engagement CS* to perform and document audit procedures. These resources are funded through private sources. *COMPUSTAT* and *LexisNexis* databases are also available and are supported by institutional resources.

Existing library and instructional resources are adequate to meet the immediate needs of students pursuing a Master of Science in Accountancy. Additional library and instructional resources may be needed as the program grows.

#### Support Service Requirements

There will be no additional support services requirements for the Master of Science in Accountancy program.

#### Facilities Requirements

Additional facilities (classroom and office space) will be needed when the program grows. Classrooms will require computer access.

#### Operating Resource Requirements

In order for the students enrolled in this program to graduate after their fifth year, the division will need to offer three or four graduate courses per semester. Existing faculty are sufficient to do this.

#### Source of Operating Resources

Academic Affairs, Graduate College, Lewis College of Business

### **PART IV: OFFERING EXISTING PROGRAMS AT NEW LOCATIONS**

Not applicable

### **PART V: PROGRAM EVALUATION**

#### **Evaluation Procedures**

Admission requirements will initially assure the quality of the program.

The program will be monitored through a variety of procedures:

1. Students will evaluate every course completed via standard university procedures.
2. Learning objectives will be evaluated through the assurance of learning program. Assessment is currently being developed and will be imbedded in each required accounting course in the program.
3. Faculty will evaluate the program.
4. The Division of Accountancy and Legal Environment Advisory Board will review and evaluate the program during its annual meeting upon initiation of the program and as needed thereafter.
5. The Graduate Committee will evaluate the program.



Indirect measures of program performance may also be monitored. These measures may include CPA exam results, employer surveys, and graduate follow-up surveys. Adjustments will be made to the program as needed.

**Accreditation Status**

The BBA-Accounting and the MBA- Accounting Emphasis are AACSB accredited. The Master of Science in Accountancy will be evaluated by The Association to Advance Collegiate Schools of Business (AACSB International) in conjunction with the Division of Accountancy review in 2011.

SECTION 10. FORM 1 Page 1 of 1

FIVE-YEAR PROJECTIONS OF PROGRAM SIZE

First Year (2009)	Second Year (2010)	Third Year (2011)	Fourth Year (2012)	Fifth Year (2013)	
<b>Number of Students Served through Course Offerings of the Program:</b>					
Headcount	7	11	15	20	22
FTE	7	11	15	20	22
Number of student credit hours generated by courses within the program (entire academic year):	210	330	450	600	660
<b>Number of Majors:</b>					
Headcount	7	11	15	20	22
FTE majors	7	11	15	20	22
Number of student credit hours generated by majors in the program (entire academic year):	210	330	450	600	660
Number of degrees to be granted (annual total):	7	11	15	20	22

SECTION 11. FORM 2 Page 1 of 2

FIVE-YEAR PROJECTION OF  
TOTAL OPERATING RESOURCES REQUIREMENTS

No new faculty/staff required

First Year FY 2009	Second Year FY 2010	Third Year FY 2011	Fourth Year FY 2012	Fifth Year FY 2013
<b>A. FTE POSITIONS</b>				
1. Administrators	.1	.1	.1	.1
2. Full-time Faculty	3 1/3	3 1/3	3 1/3	3 1/3
3. Adjunct Faculty	1	1	1	1
4. Graduate Assistants	.5	.5	.5	.5
5. Other Personnel:				
a. Clerical Workers	.2	.2	.2	.2
b. Professionals				
<b>B. OPERATING COSTS</b>				
1. Personal Services:				
a. Administrators				
b. Full-time Faculty				
c. Adjunct Faculty				
d. Graduate Assistants				
e. Non-Academic Personnel:				
Clerical Workers				
Professionals				
Total Salaries				

FORM 2 Page 2 of 2  
 FIVE-YEAR PROJECTION OF

TOTAL OPERATING RESOURCES REQUIREMENTS\*

First Year 2009	Second Year 2010	Third Year 2011	Fourth Year 2012	Fifth Year 2013
2. Current Expenses				
3. Repairs and Alterations				
4. Equipment:				
Educational Equip.				
Software	6575	6575	6575	6575
5. Nonrecurring Expense (specify)				
Total Costs	6575	6575	6575	6575
<b>C. SOURCES</b>				
1. General Fund Appropriations (Appropriated Funds Only)				
___ Reallocation ___ New Funds (Check one)				
2. Federal Government (Non-appropriated Funds Only)				
3. (Private) and Other (specify)	6575	6575	6575	6575
Total All Sources	6575	6575	6575	6575

**ATTACHMENT 10****Intent to Plan for the MS in Health Informatics**

**Name of Institution:** Marshall University  
**Date:** April 10, 2009  
**Category of Action Required:** Initial Approval  
**Title of Degree:** Master of Science in Health Informatics  
**Location:** Huntington  
**Effective Date to Proposed Action:** ~~To admit students fall 2009~~  
**Brief Summary Statement:**

**Master of Science in Health Informatics  
Marshall University  
College of Health Professions**

The Marshall University (MU) Lewis College of Business (LCOB), College of Information Technology (CITE) and Engineering, and College of Health Professions (COHP) are requesting permission to establish a Master of Science in Health Informatics (MSHI), to be developed in AY 2009 with admission of the first class in fall 2009. The MSHI program will be administratively housed in the COHP. This program will offer the only Master of Science in Health Informatics program in West Virginia. Health informatics specialists work to optimize an individual's health through information storage, transmission, and usage. The emphasis of the MSHI program will be research and knowledge development for the advancement of quality practice in health informatics.

A Masters of Science in Health Informatics is an accepted entry level for accreditation in the health informatics field. The proposed program will consist of a minimum of 36 graduate credit hours obtained over a two year period. The basic framework is founded in the four plus two approach allowing students with a BS degree containing the appropriate prerequisites to obtain a master degree in health informatics in a total of 6 years (four years BS and two years graduate: full-time attendance required). To facilitate current student needs, however, there would be three potential entry points into the program; 1) post BS degree from any accredited university; 2) full admission post MS degree from any accredited university; or, 3) ~~accelerated masters~~ **integrated bachelor's and master's degree** program, whereby a junior with exceptional standing may be admitted into the graduate program prior to completion of all BS requirements.

Currently, WV students wishing to seek a MSHI must travel and attend out of state schools or take online programs that can cost considerably more than a traditional campus-based MU program. A second objective of this program is to populate HI professionals in WV. Since students often develop professional relationships in school and remain in areas where relationships are built, many MU HI graduates may choose to stay in the rural southern counties of WV where the need is great.

**Part 1: Program Description**

The MU COHP is proposing an interdisciplinary Master of Science in Health Informatics. This will be the first graduate level health informatics program to be offered in West Virginia. The mission of the proposed Master's Degree program in Health Informatics (MSHI) is to provide students with high-quality education and training that will make them valuable employees in today's data and information-driven healthcare enterprises. The program will achieve this mission by providing multidisciplinary education and training in the organizational, technical, and clinical/medical aspects of healthcare. The proposed program will be the only graduate level program in WV.

**A. Program Objectives**

The purpose of the Master of Science in Health Informatics at Marshall University is to prepare information specialists who will serve the needs of the citizens of West Virginia and the region, and to expand the knowledge and scholarship of the health informatics profession. Our specific objectives are to educate, train, and prepare the professional graduate health information practitioner whom will:

1. Acquire skills and knowledge required for practice at the professional level of Health Informatics.
2. Meet the needs of the community and students.
3. Develop graduates that recognize the need for professional growth and life-long education.
4. Utilize critical thinking skills in health informatics.
5. Apply knowledge to direct future quality improvement efforts utilizing state-of-the-art technologies.
6. Combine business skills to technological applications.
7. Provide education and training to professionals desiring to enter or advance in the healthcare field in the growing area of Health Informatics.
8. Add to the portfolio of healthcare and healthcare related programs currently offered at Marshall University.
9. Appeal to organizations specializing in the Informatics discipline as a human resource feeder in order to attract business to locate in the region.

## B. Program Identification

Health Informatics (HI) is a program that focuses on the application of information systems and information systems management for medical research and clinical information technology support and the development of advanced imaging, database, and decision systems. HI includes instruction in information systems, health information systems architecture, medical knowledge structures, medical language and image processing, quantitative medical decision modeling, imaging techniques, electronic medical records, medical research systems, clinical decision support, and informatics aspects of specific research and practice problems.

Health Information is listed by the National Center for Educational Statistics as Medical Informatics, a new program designation that encompasses all health related programs that utilize computers or computer programs for health data. Below is the official description and identifier for Health Information as listed by the National Center for Educational Statistics:

*Medical Informatics. 51.2706 (NEW) A program that focuses on the application of computer science and software engineering to medical research and clinical information technology support, and the development of advanced imaging, database, and decision systems. Includes instruction in computer science, health information systems architecture, medical knowledge structures, medical language and image processing, quantitative medical decision modeling, imaging techniques, electronic medical records, medical research systems, clinical decision support, and informatics aspects of specific research and practice problems. (National Center for Educational Statistics, 2008)*

## C. Program Features

The MSHI program will offer the first ever such graduate program in the State of West Virginia provided by a public or private institution. The degree will consist of 36 graduate credit hours designed to be completed over a two year period. Students may enter the program in three ways: 1) post BS degree from any accredited university, 2) full admission post MS degree from any accredited university, or, 3) accelerated masters program whereby a junior with exceptional standing may be admitted into the graduate program prior to completion of all BS requirements. Students entering the program through non-traditional routes of acceptance such as post-master degree will be required to complete the health informatics courses and meet the MU requirements for graduation and granting of degree. Transfer students will be evaluated for level of acceptance depending upon coursework completed and will need to meet MU requirements for graduation.

### Admission

Prospective students wishing to enter Health Informatics at MU must meet all MU admission criteria for graduate level and be fully admitted to the MU graduate program. In addition to the MU graduate school admission criteria, all students must apply to the COHP HI program. Completion of the undergraduate degree at MU does not guarantee admission to the

MSHI program; however, preference will be given to Marshall Alumni if all things are equal. Additional admission requirements exist for the MSHI program (see below).

Students may enter the program in three ways: 1) at the completion of a bachelor degree, 2) transfer from another accredited university or school of higher learning, or, 3) after the junior year of a BS degree with permission of the Dean of COHP, CITE, or LCOB (MU students only). Criteria for admissions will match the MU standards for admission to graduate programs. Specifically, a student who desires admission as a degree-seeking graduate student must have an overall undergraduate Grade Point Average (GPA) of at least 2.5 on a 4.0 scale. To continue in the HI program, students are required to maintain a 3.0 GPA in all coursework (See appendix B for proposed curriculum).

#### Performance Standards

The Master of Science in Health Informatics requires at least 4 semesters of coursework including a capstone, or practicum, experience. The total number of credits includes at least 36 post-baccalaureate hours of study which is consistent with HI programs across the nation. Because this graduate degree focuses both on didactic and clinical applications, the program is a combination of classroom and clinical application credits. Graduate level credits will be provided for supervised practicum. Consistent with other graduate programs at MU, a cumulative grade point average of 3.0 must be maintained throughout the program.

#### **D. Program Requirements**

The MSHI will consist of at least 36 post-baccalaureate credit hours that will be taken in a proscribed sequence to be developed by the Program Director and faculty. Programs vary greatly from health information usage to construction of data programs depending upon the mission and focus of the program. The majority of programs, however, focus on clinical applications of health informatics to improve the lives and health of consumers of medicine, not on construction of data bases. Thus, the MU MSHI program will focus mainly on clinical applications. To assist students to understand the underlying architecture of data collection systems, students will be exposed to a variety of coursework including introduction to data management systems. Entrance to the program will require a BS degree in any field from an accredited university or as a second career choice post-masters degree. Students with no informatics background may be advised to take additional foundational informatics courses.



### **Program Outcomes**

The following outcome measures have been established for the Master of Science in Health Informatics.

1. Eighty percent or more of all students admitted will successfully complete the program.
  2. Within six months of successful completion of the program, 90% of graduates will be employed in the health informatics field.
  3. Employers of MU HI graduates will rank satisfaction with these graduates at 3.5 or greater (on a scale of 1 to 5).
- E. Program Delivery

All didactic coursework will be offered on the Huntington campus or at the South Charleston Graduate School campus and provided to all students through distance education. Courses will be offered in the traditional classroom atmosphere with web enhancement. All practicum coursework will be completed at regional or national health care facilities that utilize health information systems. Students in the practicum will be assigned a skilled preceptor; however, preceptors may have more than one student per semester. Regardless of the number of students in each practicum setting, each student must be provided individual supervision required to guide professional growth.

### **PART II: PROGRAM NEED AND JUSTIFICATION**

#### **A. Relationship to Institutional Goals/Objectives**

The objectives of the MSHI program and its approach to fulfillment fall directly in line with the University's mission to provide a world-class education to its students. It also fulfills the University's goal of developing multi-disciplinary educational programs that will prepare students for work experiences in an increasingly integrated and multi-disciplinary work environment.

Marshall University is uniquely positioned to offer this program. Our immediate region contains two major and growing hospitals that can provide educational and institutional resources that can benefit the program and its students. And other large healthcare facilities are located within easy commute to the MU campus. Additionally, the university is already offering healthcare programs from which it can draw experienced and knowledgeable personnel resources for the proposed HI program.

The MSHI will be a multi-disciplinary program consisting of courses offered by the College of Health Professions (COHP), the College of Information Technology and Engineering (CITE), and the Lewis College of Business (LCOB). The majority of technical and healthcare organization courses will be offered by CITE and the LCOB. Clinical application and practicum courses will be offered by the COHP.

In addition to the University's normal approach to the delivery of high quality education, the program will utilize multiple mechanisms to assure high quality standards. First, an advisory board consisting of members of local and regional healthcare institutions will keep the program apprised of trends and educational requirements of graduates. The advisory board will be formed within the first AY of the program. Second, program administrators will make use of the informational resources available in such organizations as the American Health Informatics Association and the Health Information Management and Systems Society to stay informed of trends and standards within the discipline. Accreditation and/or certification will also be sought from the Commission on Accreditation for Health Informatics and Information Management Education.

The mission of COHP, consistent with the mission of MU, is to provide quality undergraduate and graduate education for health professions. Therefore, a graduate program in HI is an ideal fit with both COHP mission and the mission of MU. The focus of COHP is interactions with the community, including rural and disadvantaged areas, and response to the contemporary and future needs of society. To accomplish this mission, COHP:

- Ensures the integrity of the programs through maintenance of rigorous professional educational standards and through high expectations of student learning and performance,
- Encourages involvement of faculty in service to society,
- Supports the engagement of faculty in research and scholarly activities,
- Provides an environment that is sensitive to a culturally, racially, and ethnically diverse student body, faculty, and staff and,
- Maintains an environment that provides for academic freedom and shared governance.

There will be one degree option in HI offered at the graduate level; the Master of Science in Health Informatics as a general degree. Success of the program at this level may lead to development of further degree programs or areas of emphasis within the field of Health Informatics. To minimize resource utilization, the MSHI program will be a collaborative effort between the COHP, LCOB, and CITE. Existing courses will be utilized whenever possible; however, given the relative youth of this type of program and the desire to offer a highly rated program, additional courses will require development at MU. Therefore, COHP will provide three new courses for this effort, LCOB will provide two new courses, and CITE will provide one new course for a total of six new courses. With the exception of COHP, each program has sufficient qualified faculty to develop and teach the new courses. COHP would need to make an additional hire of one part time health care faculty with a specialization in health informatics and an additional summer contract faculty may be required for the final practicum. Library resources at MU are adequate for this program; thus, no new library resources would be required.

COHP, through years of cultivating close community relationships, has sufficient links for health care partners to conduct the practicum rotation. Long-standing relationships exist with both major medical centers in Huntington as well as all major health care facilities in the tri-state region, and the public health system serving Cabell County and West Virginia. Additionally, COHP is established as part of the Joan C. Edwards School of Medicine (SOM) which has access to practice sites that could serve as clinical and educational facilities. CITE has established relationships with Charleston Area Medical Center and Cabell Huntington Hospitals, particularly within the realm of hospital chief information officers.

It is the belief that the addition of this health professions program would be beneficial to the citizens of West Virginia by providing improved health services through the proper use of information technology. This program is consistent with Marshall University's current mission and areas of emphasis. The University has expressed a commitment to improving graduate education and the health of West Virginia. The program is also consistent with the call from the Institute of Medicine that all universities include programs in health information technology to improve the health of Americans.

#### **B. Existing Programs**

All courses will be taught by COHP, LCOB, or CITE faculty with expertise in health-related curriculum and/or information technology. Non-practicum related didactic coursework will be offered on the Huntington and South Charleston campus. To prevent excessive student travel and control costs, all didactic courses will be taught utilizing distance education. Practicum and capstone courses will be completed with qualified supervision in healthcare and provider facilities (see Appendix C for course descriptions).

The only other known program within the state of West Virginia in Health Informatics exists at Fairmont State University and is an Associate degree program. The potential exists for future development of a true accelerated masters program that would permit students with an ASD in health informatics to be accepted into the MSHI program. Advice from the program advisory council and the Commission on Accreditation for Health Informatics and Information Management Education will be sought on this subject after programmatic implementation has been achieved. Permission would then be sought from the graduate council before any associate prepared students have been accepted.

A search of the World Wide Web revealed four MSHI programs for comparison. The annual cost of health informatics programs for resident students varies from \$230.00 per credit hour at the University of Tennessee to \$369.00 per credit hour at Northern Kentucky University. Non-resident costs also vary ranging from \$253.00/hr at University of Tennessee to \$776.90/hr at the University of Indiana. Only one other program could be identified that offered a "metro" tuition discount similar to MU; Northern Kentucky University offers a metro rate of \$489.00 per credit hour. MU tuition would be in the median for residents and nearly the highest for non-resident students. Thus, non-resident attendance would be expected to be lower than other health professions majors. Keeping with a "face-to-face" program delivery approach at MU, no attempt was made to compare costs to programs offered entirely online.

Table 1: Annual Costs of Attending: Tuition 2006-2007

Home University	University Location by State	Resident costs	Metro costs	Non-Resident costs	Administrative Home for Program
Marshall University	WV	\$270.50/hr	\$486.25/hr	\$722.75/hr	Health Professions
University of Indiana	Indiana	\$259.35/hr	NA	\$776.90/hr	School of Informatics
University of Missouri	Missouri	\$298.70/hr	NA	\$472.50/hr	School of Medicine
University of Tennessee	Tennessee	\$230.00/hr	NA	\$253.00/hr	College of Allied Health
Northern Kentucky University	Kentucky	\$369.00/hr	\$489.00/hr	\$649.00/hr	College of Informatics

Note: Does not include available online programs

### C. Program Planning and Development

In 2004, the federal government issued an executive order that health information be maintained in electronic format within ten years. On Aug. 22, 2006 the president signed the Executive Order entitled "Promoting Quality and Efficient Health Care in Federal Government Administered or Sponsored Health Care Programs." This Executive Order furthers the federal push towards interoperable electronic health records, and their accompanying promotion of transparency relating to health care quality and price. This executive order encourages the use of health informatics and will fuel growth in the field of health informatics.

Health Informatics will utilize multiple mechanisms to assure high quality standards. First, an advisory board consisting of members of local and regional healthcare institutions will keep the program apprised of trends and educational requirements of graduates. Second, program administrators will make use of the informational resources available in such organizations as the American Health Informatics Association and the Health Information Management and Systems Society to stay informed of trends and standards within the discipline. Accreditation and/or certification will also be sought from the Commission on Accreditation for Health Informatics and Information Management Education.

Investigation of the potential to offer one or more Health Informatics programs began in the fall 2006 semester. Shane Tomblin (LCOB) approached personnel from the COHP, JCESOM, and LCOB and gained their cooperation in forming an informal study group. Several meetings were conducted to determine the viability and curricular and resource requirements for various types of offerings. Four programs were tentatively proposed including an Associate's degree, a Bachelor's degree, a 2+2 Degree, and a Master's degree. Paul Uselding, then Dean of the LCOB, consented to the informal investigation and offered advice on procedures and development. Approximately one year later, an informal Advisory Board was formed consisting of personnel from the Charleston Area Medical Center, King's Daughters Hospital, and St. Mary's Hospital. In the fall 2007 semester, Shortie McKinney, Dean COHP, suggested that a small committee of representatives from LCOB, COHP, and JCESOM meet to begin a formal Intent to Plan. CITE later joined the effort to develop the program. Today, three colleges put forth this proposal for a new major in health informatics; COHP, CITE, and LCOB.

Marshall is a regional university, with the main campus located in Huntington, West Virginia. MU has worked over the years to strengthen opportunity and access to higher education for students in southern West Virginia. Development of a graduate program in HI would fit ideally with MU's mission and efforts throughout the years. MU has placed an emphasis on developing a geographic corridor from Huntington to Charleston. To achieve this goal, MU has brought leadership in the technology and library arenas and linked business together. MU has the capacity and ability to lead in the area of HI. Since its merger with West Virginia Graduate College, MU has accepted as its mission to make graduate education available to all WV citizens.

#### **D. Clientele and Need**

The clientele for a MSHI program can be broadly defined as those individuals responsible for health related information and technology. Health information managers are responsible for the maintenance and security of all patient records. Recent regulations enacted by the Federal Government require that all health care providers maintain electronic patient records and that these records be secure. As a result, health information managers or chief information officers must keep up with current computer and software technology and with legislative requirements. In addition, as patient data become more frequently used for quality management and in medical research, health information managers ensure that databases are complete, accurate, and available only to authorized personnel.

Health information professionals are highly sought after, key personnel in today's health care setting. Health information professionals are dynamic support team for the entire health care team (physicians, nurses, dietitians, lab and blood bank personnel, social workers, allied health professionals, insurance companies, consumers and of course, the families and patients) providing fast and accurate information. With the expanding needs for health care and consumers of health related information, positions for health information managers are predicted to grow faster than average. Locally, recent conversations between CITE and Cabell Huntington Hospital indicated an urgent unfilled need for a MSHI program for chief information officer education in this area. Regular meetings with an interest group sponsored by LCOB confirmed need for an MSHI program in this region.

In today's health care setting, delivery of accurate information to the point of care is essential to solving society's health dilemmas. This fast delivery of information is the heart of what health information professionals do.

Technology use at every level of health care is increasing substantially. Front-line health care workers interact daily with a dizzying array of computerized technology. Traditional health care HI roles continue to grow in complexity and number. The primary goal of better patient care remains, but the means by which this is accomplished is changing dramatically.

Since the only other program for Health Informatics located in WV is a two year associate program, employers and consumers of health information have no recourse but to recruit from out-of-state for graduate prepared staff.

The demand for health information professionals in today's world is unparalleled. Health information is used not only in traditional health settings, but has expanded into the realms of consumer science and research. Exciting new works such as the genome projects have increased the demand for health information professionals.

Additional potential sites for employment include: medical libraries, public libraries, hospitals and nursing facilities, clinical settings, rural medicine, telemedicine, public health, governmental agencies, corporations, and pharmaceutical companies.

#### **E. Employment Opportunities**

The Bureau of Labor Statistics cites health information technology as one of the 20 fastest growing occupations in the US. Employment opportunities exist in many fields including:

- Academic Faculty
- Applied Health Informatics Researcher
- Chief Executive Officer
- Chief Information Officer
- Chief Compliance Officer
- Chief Privacy Officer
- Corporate Health Information Manager/Officer
- Data Analytics/Data Mining Engineer
- Data Sets, Nomenclature and Classification Standards Developer
- Health Information Applications Developer
- Health Information Management Specialized Practice Consultant
- Public Health Information Officer

Salaries also vary across the spectrum of health information positions. According to the Bureau of Labor Statistics, 2008, the median salary for a health information manager is \$73,000 annually. As an example of one employment opportunity, a search through the Bureau of Labor Statistics reveals there were approximately 262,000 medical and health services managers in 2006. Most (59%) worked in hospitals, physician offices, nursing or residential facilities. Additional employment was found among home health agencies, federal government health care facilities, outpatient centers, insurance carriers, and community elder care facilities.

According to the Bureau of Labor Statistics, 2008, health informatics is a field that has an employment outlook expected to grow faster than average with an increased need of 16% by 2016. Employment opportunities exist in hospitals, physician offices, insurance companies, and other consumers of healthcare information. In 2004, the US government called for all healthcare information, within ten years, to be maintained in electronic format to ensure quality of care. With the new mandate to post healthcare outcomes in the general public domain, demand for Health Informatics specialists and managers is expected to increase rapidly. Citizens of WV and the surrounding tri-state region would benefit from high-paying positions in a steady employment market. Currently, there are no graduate programs in Medical or Health Informatics. Consistent with its mission, this COHP is proposing this new program in preparation of the expected rise in employment needs for HI specialists.

#### **F. Program Impact**

The affiliation between the three MU colleges would be a collaborative effort between three colleges. To our knowledge, this would be the only such intercollegiate program at MU. Success of this collaborative effort will provide a positive example for other colleges to form joint programs reducing the financial burden for program development.

Although attempts have been made to recruit professionals into rural states such as WV, little progress has been seen. Rural areas, especially in southern WV, continue to have a dearth of well trained health information specialists. Successful retention of MSHI graduates in southern WV will no doubt add to the quality of healthcare available within through better availability and use of health information.

The MSHI program will provide an opportunity for citizens of WV and surrounding states to obtain an education in a high paying and respected profession. This will provide MU positive linkages to the community and state. Citizens of WV will benefit from the rapid turnaround of medical information as educated and trained providers of HI are more readily available for employment. Area and state businesses that supply health information will benefit from an increased pool of trained applicants.

#### **G. Cooperative Agreements**

Affiliation agreements with Marshall University's College of Health Professions and every large provider of health care in the region already exists. If additional sites are necessary for practicums, obtaining such contracts will not be problematic.

COHP has an excellent working relationship with the Cabell County Health Department (CCHD) and Dr. Tweel, medical director CCHD. The health department would be an ideal partner for health informatics initiatives. COHP reports administratively to the Vice President of Medical Services, Dr. Charles McKown, who is also dean of the Joan C. Edwards School of Medicine (SOM). This relationship provides direct linkages to the Family and Community Health program at the SOM, the Center for Rural Health, and SOM outreach programs throughout the region which utilize and depend on the delivery health information.

COHP also has been active in the Rural Health Education Partnership (RHEP) program through our nursing and health professions programs. RHEP sites are located throughout rural WV providing access to available community resources in areas experiencing the greatest need for health informatics reform.

#### **H. Alternatives to Program Development**

With no other such Masters program in WV or nearby states, the alternative would require students desiring an advanced degree in HI to relocate or take courses from an online provider. This would not only raise the expense of a college education, but would likely diminish the number of graduates that are willing to seek employment in WV. There is no university in West Virginia offering the MSHI degree program. MU, we feel, should capitalize on this opportunity and through program development, accelerate the positive influence on our current public health problems through additional well-educated health information professionals in WV.

**PART III: PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS**

**A. Program Administration**

Currently, COHP, CITE, and LCOB have independent organizational charts with the dean’s of each college directly responsible program development and implementation within each respective college. With this collaborative program, however, the administrative duties fall to the dean COHP. While not reflected in the COHP organizational chart, the overarching MU organizational chart would suggest that deans of each college have direct communication lines. Thus, the dean COHP will inform deans from the other colleges of all program activities (see appendix A for COHP organizational chart).

The MSHI program will be administratively housed in COHP, thus, all administrative duties would be assumed by the Dean of COHP. Revenues, and credits for program development and implementation will be shared proportionately between the three Colleges based on current MU policy utilizing student credit hours. All program revenues and accreditation efforts will be the responsibility of the COHP. To cover expenses such as accreditation, COHP will retain administrative costs beyond revenue sharing. Curriculum developed for the HI program will be considered work for hire. Should any college for any reason wish to withdraw from this collaborative agreement they will rescind their rights to any new curriculum specifically created for this program. Fees imposed by individual colleges beyond program fees charged for MSHI cannot be added to student costs.

**B. Program Projections**

Annual enrollment for the MSHI is anticipated to reach 30 students. Assuming a loss of 10%, year two and beyond would see 58 total students. Projections are based on conversations with area employers and by comparison of other programs advertising student numbers. Additional transfer or second degree seeking students are expected to add to the total number of students. Refer to table 2 for enrollment projections.

Table 2: Projected student numbers by year

<b>students: 1st year</b>	25	25	25	25	25
<b>students: 2nd yr</b>		23	23	23	23
<b>students: transfer</b>	1	5	5	5	5
<b>students: second degree</b>	1	5	5	5	5
<b>Totals</b>	<b>27</b>	<b>58</b>	<b>58</b>	<b>58</b>	<b>58</b>

**C. Faculty Instructional Requirements**

Faculty for the HI program already exists for the majority of course offerings. LCOB and CITE require no additional faculty. COHP, however, would require one additional part time faculty line to teach courses and to supervise the capstone experience. Initial faculty rank would be expected at the assistant or associate level. Since the first HP course would be taught in the second year, the new faculty hire would not occur until AY 2.

**D. Library Resources and Instructional Materials**

Library resources at MU are adequate to support a full program in HI. MU's online journal selection includes all pertinent and relevant subscriptions. No new library resources would be necessary. Annual review of library resources will be undertaken and request for additional resources would be made if appropriate.

#### **Support Service Requirements**

All support service requirements will be jointly determined by the Program Director and the Dean, COHP. No support staff will be required for the MSHI. The COHP Office of Student Services will provide support for students in the program. The Office of Student Services is actively involved in recruiting for all programs in the college. While the program will add new student loads to ancillary support services outside the college, such as registrars and bursars offices, the addition of 30 students per year is not likely to cause undue stress on these departments.

#### **Facilities Requirements**

Adequate resources exist for laboratory and support services. No new services are anticipated. Classroom requirements will be for a classroom space that will accommodate 30 students. Space for classrooms is adequate at MU for this program with no new resource needs anticipated.

#### **E. Operating Requirements**

Normal operating expenses will be necessary for this program. Office space for one additional faculty will be required but is possible within the current allocations. Additional office supplies would be required, along with a telephone, computer, and internet.

The operational budget will come from student tuition and fees. Current tuition and fee structures are adequate to support the program. A onetime start-up cost of \$5,000 for program advertising and postage will be required for the startup year (See Appendix D for Budget)

#### **F. Source of Operating Requirements**

All operational support will come from student tuition and program specific fees.

#### **G. Offering Existing Programs at New Locations**

NA

#### **H. Program Evaluation**

##### **Internal Evaluations**

Evaluation is a critical component to effective programs. Marshall University has a systematic and on-going evaluation process. All departments must submit an annual evaluation and program evaluation through the Office of Program Review and Assessment. The COHP compiles an annual report with presentation of program goals and outcome assessment for each program. The goals and assessment plan is structured to meet the standards set forth by the accrediting bodies for each program.

All faculty members must meet MU standards as in the accreditation standards when applicable. Faculty are employed through MU which conducts annual evaluations. All courses will be developed utilizing accrediting criteria where applicable and will be submitted through the appropriate committees for approval by Marshall University. A proposed course structure can be found in Appendix B.

Student satisfaction with and effectiveness of the didactic component of the program will be assessed in a variety of ways. Each semester, students will complete computer-scored anonymous surveys for all courses in which they are enrolled. The Office of Institutional Research will compile survey results and disseminate to the Deans. Students will also be provided opportunity to evaluate and comment on their clinical education. Evaluations for individual clinical sites and clinical instructors employed by the sites will be submitted at the end of each semester for all clinical sites visited during the term.

Alumni surveys will be sent to graduates within 6 months of graduation requesting feedback. Employer surveys will be sent to students employed within the field after six months in order to evaluate the effectiveness of the program's graduates as professionals.

Throughout the program, a variety of measures will be employed to assess student learning and comprehension. Among the measures utilized in the classroom setting include, but are not limited to, written objectives and examinations. In the clinical setting, student competence will be formally evaluated by the faculty throughout the entire clinical rotation. The student preceptor ratio for clinical experience will be determined collaboratively between MU faculty and the clinical site.

#### External Evaluation

The Graduate Survey, discussed above, is one method utilized to measure preparedness for practice in HI. Students who complete the program and obtain employment in the field will be surveyed within six months for feedback on the program's effectiveness in preparing them for practice.

Students/Graduates of the program will be asked to submit the name of their employer upon securing professional employment. An Employer Survey will then be sent to employers of the program's graduates. The Employer Survey solicits information on their ability to perform in their current capacity. This provides additional feedback to enhance program content.

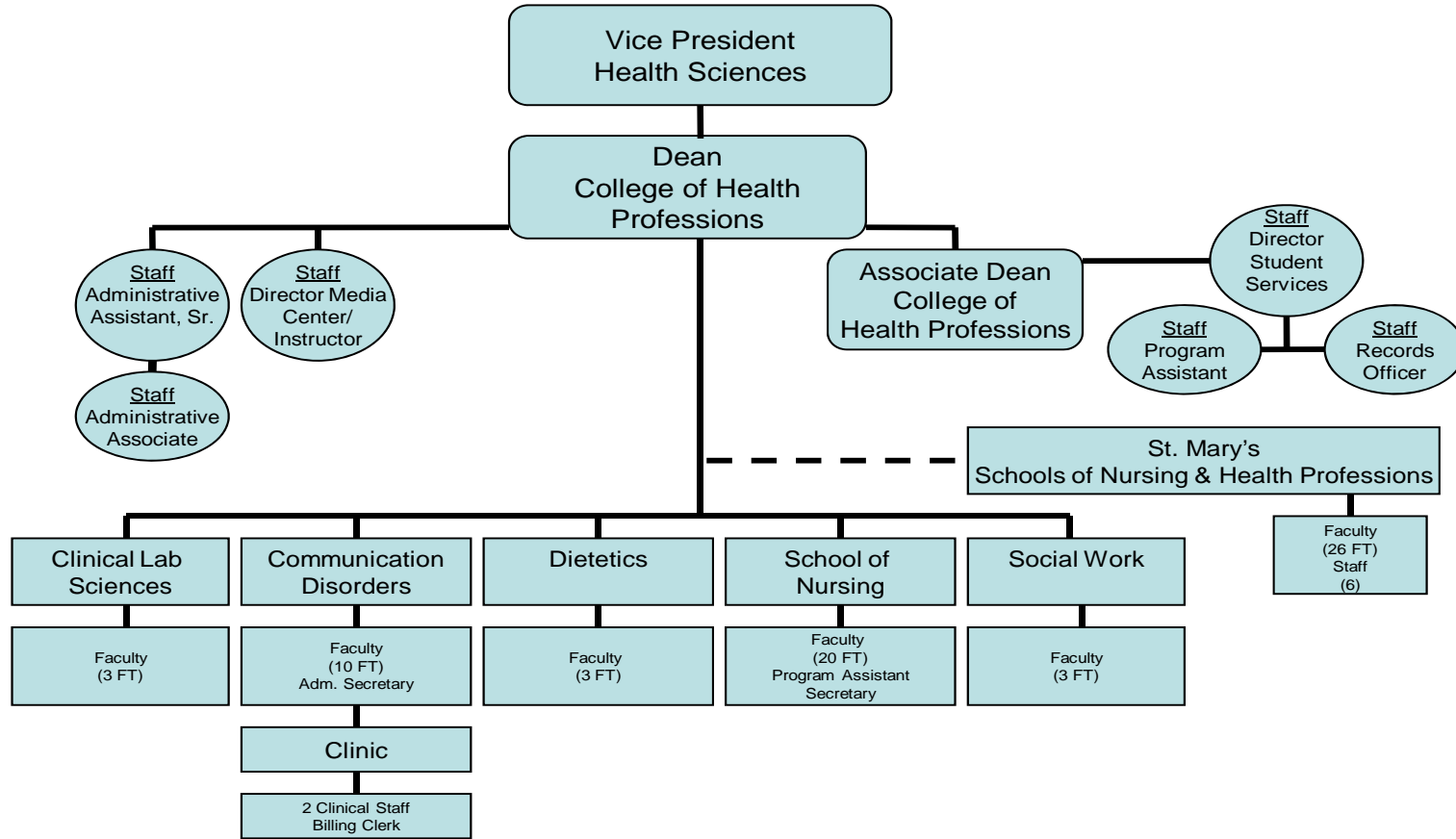
### **Part VI: Termination of a Program**

The MSHI can be terminated at will by MU if sufficient justification exists. If termination of the program is approved, consideration will be given to students and faculty in the closure process. All termination procedures must follow MU guidelines as applied in the Green Book and CA rules and regulations regarding program termination. CAPTE requires that all students enrolled in a program when a closure decision is made must be placed in another accredited DPT program prior to closing the program.



APPENDIX A  
Marshall University  
College of Health Professions  
Organizational Chart

### Marshall University College of Health Professions Organizational Chart August 2008



Appendix B  
 Proposed Marshall  
 Master of Science in  
 Health Information Curriculum

Proposed Curriculum for Master of Science in Health Informatics					
Year 1			Year 2		
Fall	Spring	Summer	Fall	Spring	Summer
IS 623 (3)	IS 631 (3)		IS 665 (3)	HCA 656 (3)	
MIS 678 (3)	EM 660 (3)		HCA 630 (3)	MIS 680 (3)	
	HCA 600 (3)	* HP 750 (6)	HP 705 (3)		HP 750 (6)

\*begins in AY 3 of program and then will be available in both summer semesters if student numbers warrant.

Appendix C  
Proposed Course Descriptions  
Master of Science  
Health Informatics

Proposed Course Descriptions for Master's of Science in Health Informatics

IS 623 (3) Database Management

Review of information structures and of relationships among data elements and objects. Relational database theory; design and organization of databases, retrieval structures, and query mechanisms.

IS (3) 631 Information Security

This course provides foundation knowledge in information security, including protecting information assets, risk mitigation strategies, response to security incidents, and designing secure systems.

IS 665 (3) HI Applications

This course will allow students to learn the capabilities of one of the major health care enterprise information systems and help students to understand opportunities and problems of integrating information systems across the health care enterprise.

EM 660 (3) Project Management

Provides the student with a practical knowledge of how to integrate effectively the functional efforts of many in the execution of programs and projects.

HCA 600 (3) The Health Care System

This course is designed to provide managers with in-depth knowledge of the current health care system, covering the structure and delivery of care, the providers and payers, and the various players in the system. The internal and external forces impacting the system are discussed. Problems in the health care system are explored and evaluated with respect to the issues of access, cost, and effectiveness.

HCA 630 (3) Legal Issues in Health Care Management

This course provides students with a legal framework to analyze health care organizations and their operations. The federal and state legal systems are reviewed and regulatory programs and their requirements discussed. Topics include: tax exemptions, antitrust laws, corporate liability, provider patient legal issues (contracts and negligence), patient rights, facilities licensure and accreditation, and reimbursement issues. Court cases, as well as governmental agency rulings and findings, are analyzed for their applications to health care management.

HCA 656 (3) Management of Medical Technology & Information Systems. 3 hrs. I.

An investigation of the place technology, primarily hard technology, plays in the formulation of health care policy and strategies. Special emphasis placed on the management of medical information systems.

MIS 678 (3) Management Information Systems

To familiarize students with the characteristics and functions of management information systems, as well as the benefits, limitations, and applications for advanced management information systems.

MIS 680 (3) Healthcare Communications Technology and Telematics

A presentation and analysis of the primary and emerging technological means of communication, collaboration, and information search and retrieval within the healthcare and medical fields.

HP 705 (3) Medical Vocabularies and Classification Systems

An investigation of the applications of information technology to clinical practice, including but not limited to electronic order entry systems, clinical decision support, patient and provider communications, clinical information and clinical information flow. Emphasis on how health data is collected, stored, and communicated; how that data is processed into health information suitable for clinical decision making; and how information technology can be applied to support those processes.

**HP 715 (3) Health Care Quality and Patient Safety**

A study of clinical, medical, and healthcare vocabularies and classification systems with special emphasis on their relationship to the storage, retrieval, and processing of healthcare data and information, including standard coding schemes such as SNOMED, HL7, and CCC.

**HP 750 (6) Health Informatics Practicum**

Capstone experience for HI degree-seeking students.

Appendix D  
Proposed Budget for  
Master of Science  
in Health Informatics

Revenue/Budget AY	AY09-10	AY10-11	AY11-12	AY12-13	AY13-14
Tuition In State	\$ 56,425	\$124,845	\$125,590	\$132,448	\$136,421
Tuition Metro	\$ 14,172	\$ 31,356	\$ 32,297	\$ 33,266	\$ 34,264
Tuition Out of State	\$ 3,509	\$ 7,764	\$ 7,997	\$ 8,237	\$ 8,484
Program/lab Fees	\$ 2,700	\$ 5,800	\$ 5,800	\$ 5,800	\$ 5,800
<b>Total Revenue</b>	<b>\$ 76,805</b>	<b>\$169,765</b>	<b>\$174,684</b>	<b>\$179,750</b>	<b>\$184,969</b>
<b>Expenses</b>					
Faculty Salaries		\$ 40,000	\$ 41,200	\$ 42,436	\$ 43,709
Total Faculty Salary		\$ 40,000	\$ 41,200	\$ 42,436	\$ 43,709
Fringe Benefits @ 3%		\$ 1,236	\$ 1,236	\$ 1,273	\$ 1,311
<b>Total Personnel Costs</b>		\$ 41,200	\$ 42,436	\$ 43,709	\$ 45,020
Advertisement	\$ 3,000	\$ 3,090	\$ 3,183	\$ 3,278	\$ 3,377
Faculty Travel	\$ 3,000	\$ 3,090	\$ 3,183	\$ 3,278	\$ 3,377
<b>Total Expense Budget</b>	<b>\$ 6,000</b>	<b>\$ 47,380</b>	<b>\$ 48,801</b>	<b>\$ 50,265</b>	<b>\$ 51,773</b>
<b>Net Revenue</b>	<b>\$ 70,805</b>	<b>\$122,385</b>	<b>\$125,882</b>	<b>\$129,485</b>	<b>\$133,195</b>
Revenue to COHP	\$ 7,081	\$ 12,238	\$ 12,588	\$ 12,948	\$ 13,320

<b>Net Revenue to University</b>	<b>\$ 63,725</b>	<b>\$110,146</b>	<b>\$113,294</b>	<b>\$116,536</b>	<b>\$119,876</b>
Assumes 3% annual increase in tuition, salaries and expenses					
<b>Faculty</b>		1	1	1	1
<b>students: 1st year</b>	25	25	25	25	25
<b>students: 2nd yr</b>		23	23	23	23
<b>students: transfer</b>	1	5	5	5	5
<b>students: second degree</b>	1	5	5	5	5
<b>Totals</b>	32	58	58	58	58

Appendix E  
Budget Justification

Revenue

1. Tuition: Establishing the appropriate tuition level will be one of the key decisions to be made in the planning process. The draft budget uses the standard MU tuition rates for part time hourly calculations. This level was determined to maintain parity to other MU graduate programs.
2. Program/lab Fees: Fees were derived by estimating fees charged by other COHP programs. These program fees will be used to support operating expenses, departmental growth and community outreach. The program fees for the MSHI will be assessed at \$50.00 per student per 3 credit hour course.

Expenses

3. Faculty: One part time faculty will be hired to teach HP courses and practicum. LCOB and CITE have sufficient faculty resources for all proposed courses.
4. Fringe Benefits: 3% of salary (based on part time).
5. Operating expenses: These are the normal costs associated with operation of a university department (supplies, administrative support, travel, etc.).
6. Faculty recruitment/visits: Costs associated with advertising for faculty and campus interviews. Year one will be for the only required faculty position.
7. Faculty Research Funds: The MSHI degree is a professional degree with tremendous potential for clinical research. Providing start-up funding for initial research is essential to expedite collection of data that could lead to outside grant support providing another source of revenue for MU. Students will also be involved in research activities and research funds will be needed to support these activities.
8. Revenue to University: These would be additional resources for use within the university budget as the President decides.

**ATTACHMENT 11**  
**Changes in Graduate Catalog Language for the MS in Spanish**

**Current *College* Description (indicate if attached): Please insert original and mark out language to be deleted. Include any new language in a different color:**

Required Courses:

SPN 533, Intensive Spanish Grammar Review or SPN 544, Bilingual Contrastive Grammar

SPN 655, Introduction to Spanish Linguistics

SPN 656, Critical Theory for Spanish/Latin American Literature

SPN 535, Culture and Civilization: Contemporary Latin America or SPN 436/536 Culture and Civilization: Contemporary Spain.

~~After completing one of the two advanced Spanish grammar courses and SPN 655, Introduction to Spanish Linguistics, students will take 12 hours (four courses) online from the Universidad A. de Nebrija. Two of these must be taken at the 600 level.~~

~~After completing one of the two Culture and Civilization courses and SPN 656, Critical Theory for Spanish/Latin American Literature, students will take 12 hours (four courses) of Spanish or Latin American Culture and Literature. Two of these must be taken at the 600 level.~~

~~Students in Study Option A (36 hours) will take thirty hours of courses and complete the remaining six hours by writing a master's thesis. Students in Study Option B (36 hours) will take thirty six hours of courses.~~

**The following options are available to pursue.**

**Option A, thesis:**

**1. Required/Introductory courses above (four): 12 hours**

**Applied linguistics courses online from the Universidad A. de Nebrija (four): 12 hours**

**Spanish or Latin American literature (two): 6 hours**

**Thesis in (Spanish or Latin American) literature): 6 hours**

**Total: 36 hours**

**2. Required/Introductory courses above(four): 12 hours**

**Spanish or Latin American literature (four): 12 hours**

**Applied linguistics courses online from the Universidad A. de Nebrija (two): 6 hours**

**Thesis in applied linguistics: 6 hours**

**Total: 36 hours**

**Option B, no thesis:**

**Required/Introductory courses above(four): 12 hours**

**Applied linguistics courses online from the Universidad A. de Nebrija (four): 12 hours**

**Spanish or Latin American literature (four): 12 hours**

**Total: 36 hours**

**A clean copy of the above changes are found on the next page.**

**New College Description (indicate if attached): Please provide a clean copy of the requested new description from the above, i.e., without the markups.**

Required Courses:

SPN 533, Intensive Spanish Grammar Review or SPN 544, Bilingual Contrastive Grammar

SPN 655, Introduction to Spanish Linguistics

SPN 656, Critical Theory for Spanish/Latin American Literature

SPN 535, Culture and Civilization: Contemporary Latin America or SPN 436/536 Culture and Civilization: Contemporary Spain.

The following options are available to pursue.

Option A, thesis:

1. Required/Introductory courses above (four): 12 hours

Applied linguistics courses online from the Universidad A. de Nebrija (four): 12 hours

Spanish or Latin American literature (two): 6 hours

Thesis in (Spanish or Latin American) literature): 6 hours

Total: 36 hours

2. Required/Introductory courses above(four): 12 hours

Spanish or Latin American literature (four): 12 hours

Applied linguistics courses online from the Universidad A. de Nebrija (two): 6 hours

Thesis in applied linguistics: 6 hours

Total: 36 hours

Option B, no thesis:

Required/Introductory courses above(four): 12 hours

Applied linguistics courses online from the Universidad A. de Nebrija (four): 12 hours

Spanish or Latin American literature (four): 12 hours

Total: 36 hours



**Return to:** [Minutes and Records](#) [Graduate Council](#) [Marshall University](#)

## MARSHALL UNIVERSITY GRADUATE COUNCIL MINUTES

March 20, 2009

John Spotts Room, Huntington Campus

**Members Present:** Larsen, Brammer, Childress, Christofero, Gould, Gruetter, Lawson, Mader, Meyer, Mulder, Pauley, Securro, Sturgill, Swindell, and Trzyna

**Members Absent:** Seymour, Fincham

**Ex-Officio Members Present:** Deutsch

**Ex-Officio Members Absent:** Ormiston, and Maher

Guests present: Tomblin and Sikula

Larsen convened the meeting at 1:00 p.m.

Minutes of February 20 meeting were approved.

**Graduate Faculty Membership:** Graduate Faculty list (Attachment 1) was approved to be sent to the president for his signature, with additions of Richard McCormick and John Drost.

**Curriculum Committee:** report by Christofero (Attachment 2).

- **New Course Additions:** CIRG 615, HRM 625 were presented and approved
- **Course Changes:** LS 626 Institutional Advancement – New title; LS 645 Community Relations in the Public Sector – New catalogue description; LS 655 Externship – New catalogue description - All changes were approved.

**Program Review and Assessment Committee:** report by Meyer.

Meyer announced that all Assessment Reports are in, along with Primary Traits Analysis Forms, and process nears completion for this year. He reported that Mary Beth Reynolds is pleased with results and will work on changes for next year's Primary Traits Analysis Forms to include: how mission statements align with the university mission statement, rubrics, and how benchmarks are used to create change. Syllabi will become the responsibility of chairs and program directors and reviewed on a 3 year cycle. Assessment Committee will monitor the review only.

**Academic Planning, Policies and Standards Committee:** report by Childress

- Catalogue change (Attachment 3) – regarding undergraduates to take no more than 12 credits of graduate courses, was approved.
- Catalogue Change (Attachment 4) – Counseling: to make all counseling program emphases 60 hrs. to meet accreditation guidelines and suspend listing emphases in Community, Addictions, Student Affairs, Career Development and Religious Settings due to low enrollment. Approved.
- Catalogue change (Attachment 5) regarding academic appeals and language clarification, was approved.
- Catalogue Changes (Attachment 6) Leadership Studies to change requirements for Leadership Specialist area of emphasis. Some of these changes required additional changes in other areas of emphasis. Approved.

Larsen directed committee chairs to submit a summary report of activities undertaken during the past academic year, to serve as a history and guide to future committee chairs.

Swindell expressed concern regarding retention of graduate assistants if policies regarding tuition waivers are changed. A brief discussion ensued. Mike McGuffy is creating a report on status of graduate assistantships and tuition waivers that has not reached Faculty Senate Chair, or Graduate Council Chair as yet.

Meeting adjourned at 1:33.

Submitted by Stephen Lawson, Vice Chair, Acting Secretary, March 20, 2009

**ATTACHMENTS:**

1. Graduate faculty appointments
2. Curriculum Committee Motions
3. Graduate Catalog Text from Pages 33-34—Seniors can take graduate credit of maximum 12 hours
4. Changes to the Counseling Program
5. Graduate Catalog Change for Academic Appeals
6. Changes to the Leadership Studies program

**ATTACHMENT 1**  
**Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			3/20/2009	Term Starts Month Year	Term Expires Month Year
List below the names of all persons having any level of graduate faculty status. (Last name first)	College or School	Department or Division	Graduate Faculty Level		
Williams, Kelli	COHP	Dietetics	Graduate	January 2009	January 2014
Oberste-Vorth, Ralph	COS	Mathematics	Graduate	March 2009	March 2014
Logan, Patricia	CITE	Infor. Systems	Graduate	February 2009	February 2014
Archambault, Jeff	LCOB	Accounting/Legal Environment	Graduate	February 2009	February 2014
Archambault, Marie	LCOB	Accounting/Legal Environment	Graduate	February 2009	February 2014
Anderson, Lorraine	LCOB	Management/Marketing	Graduate	February 2009	February 2014
Brookshire, Michael	LCOB	Finance/Economics	Graduate	February 2009	February 2014
Brown, Bob	LCOB	Management/Marketing	Graduate	February 2009	February 2014
Brozik, Dallas	LCOB	Finance/Economics	Graduate	February 2009	February 2014
Daniel, Teresa	LCOB	MBA	Associate	February 2009	February 2012
Emmett, Dennis	LCOB	Management/Marketing	Graduate	February 2009	February 2014
Karl, Katherine	LCOB	Management/Marketing	Graduate	February 2009	February 2014
Kim, Chong	LCOB	Management/Marketing	Graduate	February 2009	February 2014
Mader, Deanna	LCOB	Management/Marketing	Graduate	February 2009	February 2014
Maheshwari, Suneel	LCOB	Accounting/Legal Environment	Graduate	February 2009	February 2014
McInerney, Marjorie	LCOB	Management/Marketing	Graduate	February 2009	February 2014
Price, Jean	LCOB	Accounting/Legal Environment	Graduate	February 2009	February 2014
Saunders, Gary	LCOB	Accounting/Legal Environment	Graduate	February, 2009	February 2014
Shao, Dale	LCOB	Management/Marketing	Graduate	February 2009	February 2014
Tate, Uday	LCOB	Management/Marketing	Graduate	February 2009	February 2014
Wenzel, Loren	LCOB	Accounting/Legal Environment	Graduate	February 2009	February 2014
Horwitz, Alan	COS	Mathematics	Associate	March 2009	March 2012
Bora, Dhruva	COLA	Criminal Justice	Graduate	March 2009	March 2014
DeTardo-Bora, Kimberly	COLA	Criminal Justice	Graduate	March 2009	March 2014
Rutherford, Phillip	COLA	History	Graduate	March 2009	March 2014
Binder, Franklin	COS	Biological Sciences	Graduate	March 2009	March 2014
Saveliev, Peter	COS	Mathematics	Graduate	March 2009	March 2014
Blough, Eric	SOM	Pharmacology, Physiology & Toxicology	Doctoral	March 2009	March 2012
Grover, Larry	SOM	Pharmacology, Physiology & Toxicology	Doctoral	March 2009	March 2012
Mangiarua, Elsa	SOM	Pharmacology, Physiology & Toxicology	Doctoral	March 2009	March 2012
Hardman, Elaine	SOM	Biochemistry & Microbiology	Doctoral	March 2009	March 2012
Moore, Michael	SOM	Biochemistry & Microbiology	Doctoral	March 2009	March 2012
Niles, Richard	SOM	Biochemistry & Microbiology	Doctoral	March 2009	March 2012
Yu, Hongwei	SOM	Biochemistry & Microbiology	Doctoral	March 2009	March 2012
Harris, Robert	SOM	Pharmacology, Physiology & Toxicology	Associate	March 2009	March 2011
Kinningham, Kelley	SOM	Pharmacology, Physiology & Toxicology	Associate	March 2009	March 2011
Drost, John L.	COS	Mathematics	Associate	March 2009	March 2012
McCormick, Richard F.	CITE	Engineering and Computer Science	Graduate	March 2009	March 2014

**ATTACHMENT 2**  
**Graduate Curriculum Additions and Changes – March 2009**

**NEW COURSE ADDITIONS (2)**

- **College of Education and Human Services**

*Department:* Graduate School of Education and Professional Development

*Course Number & Title:* CIRG 615 – Writing in the Literacy Curriculum

*Catalog Description:* Examine, develop, implement and evaluate traditional and electronic writing within a balanced literacy framework.

*Prerequisite:* N/A

*First Term Offered:* Fall 2009

*Credit Hours:* 3

- **Lewis College of Business**

*Department:* Management, Marketing & MIS

*Course Number & Title:* HRM 625 – Human Resource Information Systems and Knowledge Management

*Catalog Description:* The development, use, and impact of Human Resource Information Systems and the management of organizational knowledge including knowledge management systems, procedures, policies, and other issues.

*Prerequisite:* Permission of GSM Assistant Director

*First Term Offered:* Spring 2010

*Credit Hours:* 3

**COURSE CHANGES (3)**

- **College of Education and Human Services**

Graduate School of Education and Professional Development

*Department:* Leadership Studies

*Course Number & Title:* LS 626 Institutional Advancement in Higher Education

*Course Title Change:*

    Old Course Title: Institutional Advancement in Higher Education

    New Course Title: Institutional Advancement

*Rationale:* Makes course more flexible for use in other Leadership programs

- **College of Education and Human Services**

Graduate School of Education and Professional Development

*Department:* Leadership Studies

*Course Number & Title:* LS 645 Community Relations in the Public Sector

*Catalog Description Change:*

    From: This course examines the public perception of the justice system and how this perception impacts public support and the success of the system

    To: This course provides students the opportunity to study the concept of community, to examine relationship patterns, to explore the possibilities for combining the resources of the agency/institution and community in the interest of achieving the unit's mission and to evaluate communication strategies designed to enhance the relationship.

*Rationale:* Better description of the course, correct word usage error

## COURSE CHANGES continued

- **College of Education and Human Services**

Graduate School of Education and Professional Development

*Department:* Leadership Studies

*Course Number & Title:* LS 655 Externship

*Catalog Description Change:*

From: This is a field based program designed for practicing administrators

To: This is a field-based course designed for practicing professionals.

*Rationale:* Better description of the course

## ATTACHMENT 3

### Graduate Catalog Text from Pages 33-34—Seniors can take graduate credit of maximum 12 hours

#### ADMISSION CLASSIFICATION OF GRADUATE STUDENTS

**DEGREE-SEEKING**—A student who desires admission as a degree-seeking graduate student must have an overall undergraduate Grade Point Average (GPA) of 2.5 on a 4.0 scale. Individual schools and programs may require higher Grade Point Averages. A degree-seeking student must also meet all criteria for full admission to the program of his/her choice.

**PROFESSIONAL DEVELOPMENT**—Students who do not want to be enrolled in degree programs but who wish to enroll in certificate/licensure programs or other programs that require the completion of specified sequences of courses must apply as professional development students.

In most cases, requirements for admission to professional development programs are the same as for admission to degree programs. However, requirements for admission to these programs can vary and are explained in the degree programs section of this catalog.

**PROVISIONAL**—A student may be admitted as provisional in a degree program after submission of all required application materials when he or she possesses a baccalaureate degree and shows academic promise but does not meet the criteria for regular admission. An academically provisional student must be reclassified as a regular student no later than the completion of the 12th graduate credit hour. This is accomplished by meeting the conditions established by the academic program *3 4 Admissions Marshall University* and by maintaining at least a 3.0 GPA in courses identified by the program faculty and approved by the appropriate dean.

**NON-DEGREE ADMISSION**—Persons who desire university instruction without becoming graduate degree candidates may attend as non-degree students, provided they have received a bachelor's degree from an accepted, regionally accredited undergraduate college or university. Before enrolling in a class, non-degree graduate students must obtain permission from the instructor. Students wishing to take courses offered by the Lewis College of Business must secure approval of the academic advisor. The fees for attendance as a non-degree student are the same as those set for other graduate students. Non-degree enrollment for graduate courses is not available to persons under suspension by the university.

A non-degree student who does not hold a master's or higher degree may take a maximum of 15 semester hours. Permission for non-degree students to register for additional hours beyond 15 can be granted by the Dean of the Graduate College or the appropriate school dean. Applicants for non-degree status will complete a Graduate Application for Admission, pay the application fee, and submit a transcript showing proof of a bachelor's degree from an accepted, regionally accredited undergraduate college or university not later than the scheduled time of registration. A person holding a graduate degree may take an unrestricted number of additional courses for which he/she has the prerequisites and departmental permission, provided both a transcript showing the undergraduate degree and a transcript showing a master's degree or higher (both from an accepted, regionally accredited college or university) are submitted.

Non-degree graduate students may apply later for admission to degree programs by filing the necessary documents, provided they meet the admission requirements described in the current Marshall University Graduate Catalog. However, work taken as a non-degree student cannot in itself qualify a person for admission as a degree candidate. Only credit approved by the assigned program advisor and the appropriate dean will be counted toward a degree awarded by the University.

**TRANSIENT**—A graduate student who is duly enrolled at another accepted, regionally accredited

graduate institution may, upon submission of an admission application and a letter of good standing from the home university, enroll for Marshall University graduate coursework. This admission is valid for one semester only. The student must submit a new application and letter of good standing each semester he/she wishes to attend.

Normally, up to twelve credit hours of coursework may be transferred back to the home institution. Permission to transfer credits is arranged, by the student, with the home university. Transient students who wish to register for coursework beyond twelve credit hours at Marshall are required to obtain the approval of Marshall University's Graduate Dean.

STAFF DEVELOPMENT—School personnel approved by their county school systems may use a departmental form to be admitted in the Staff Development category. Students admitted in this category are restricted to registering for Staff Development classes (560 series) in the College of Education for which they will receive credit/non-credit or satisfactory/unsatisfactory grades. Such classes cannot be used in degree, professional development or licensure programs. Students who wish to mix regular and Staff Development classes must seek regular admission to the Graduate College.

SENIORS—Seniors at accepted, regionally accredited baccalaureate institutions with a cumulative GPA of **at least** 2.75 may register for graduate classes (500 and 600 series) after they have received approval from their undergraduate dean, the chair of the department offering the course, and the appropriate graduate college/school dean. Complete applications must be on file in the appropriate graduate dean's office and permission secured prior to the opening of the term of enrollment. Credit for graduate courses completed as a senior can be applied to either an undergraduate or a graduate degree at Marshall University but not to both. **No more than 12 graduate hours may be taken as an undergraduate.**

## **ATTACHMENT 4**

### **Changes to the Counseling Program**

TO: Graduate Program Committee  
FROM: Counseling Program Faculty  
RE: Program Changes  
DATE: February 11, 2009

- Effective July 1, 2009 the Counseling program would like to make all counseling program emphases 60hrs. to meet current CACREP (Council for Accreditation of Counseling and Related Educational Programs) and WV Counselor Licensure standards. These changes will not require the addition of any new courses or faculty resources, only a change in the current copy of the graduate catalog (see attached catalog edits).
- Due to low enrollment, effective July 1, 2009 the Counseling program would like to suspend listing the following counseling emphases in the Graduate Catalog, until further notice: Community, Addictions, Student Affairs, Career Development & Religious Settings. Students currently admitted to these emphases will be allowed to complete their currently approved plan of study (see attached catalog edits).

#### **New Catalog Language**

#### COUNSELING (COUN)

##### **MASTER'S DEGREE**

The Master of Arts degree in Counseling is a 60 hour planned program of study designed to meet the necessary competencies of professional counselors, and satisfies the curricular requirements for counselor licensure. There are currently four distinct emphases offered within the Counseling Program. Curricular elements consist of core courses required of all counseling majors and emphasis courses specific to: mental health counseling, correctional counseling, school counseling and marriage, couple & family counseling. While all core courses are offered on the Huntington and South Charleston campuses, some emphasis courses are not available in all locations.

The Master of Arts degree in Counseling at Marshall University is built upon the training standards and codes of ethics recognized by CACREP (Council for Accreditation of Counseling and Related Educational Programs), ACA (American Counseling Association), and ASCA (American School Counselors Association) and is consistent with the Marshall University School of Education conceptual framework theme of Preparing The Experienced Professional as Specialist. Within this context it is the mission of the Counseling Program to prepare graduates with the knowledge and skills needed to meet the challenges associated with entry into the field of counseling and into their role as professional counselors. Program graduates are eligible to apply for WV licensure in counseling at the point they complete post-graduate supervision and pass a comprehensive licensure examination.

Admission to the Counseling Program is selective and competitive. Admission decisions for all program applicants are rooted in the specific standards of the Marshall University Graduate College and the minimum standards of the Counseling Program. Students are admitted to an emphasis and must indicate their preferences during the admission process.

It is the responsibility of all admitted students to meet with their advisors prior to the beginning of coursework. Each student must complete an advisor-approved Plan of Study prior to registering for the 12th credit hour. A minimum Grade Point Average of 3.0 in all degree courses is required prior to enrollment in the practicum, internship, and for graduation.



**Admission Requirements**

Multiple criteria are used in making decisions to admit students to the degree program. Each applicant is evaluated using the following criteria:

1. GRE score of 800 (quantitative & verbal combined) or MAT scale score of 395 (Raw score 40).
2. Undergraduate GPA of at least 2.75
3. Three written references (two from current or former professors)
4. Writing sample expressing the applicant’s interest in the counseling profession.
5. On-campus Interview—students who satisfy the preceding admission standards must participate in an on-campus interview as a final standard. Admitted students must complete the following emphasis-specific courses.

Flexibility is maintained in applying the criteria to individual cases. For example, the applicant may be granted provisional enrollment and directed to complete a prescribed set of courses. If a 3.50 is maintained in those courses, then the applicant may be reconsidered for admission to the degree program.

**Core Curriculum**

The Master of Arts degree in Counseling is a 60 hour planned program of study designed to meet the necessary competencies of professional counselors. The curricular elements consist of core courses required of all counseling students and emphasis courses specific to: mental health counseling; corrections, marriage, couple & families and school counseling emphases. While all core courses are offered on the Huntington and South Charleston campuses, some emphasis specific courses are not available in all locations. Students must indicate their emphasis preference during the admission process.

The following 39 semester hours of core courses are required of all students:

<i>Phase I</i>		
COUN 574	Social & Cultural Foundations	3
COUN 600	Professional Orientation	3
COUN 602	Human Development & Psychopathology	3
EDF 621	Research Writing	3
<i>Phase II</i>		
COUN 603	Counseling Theories	3
COUN 604	Group Counseling	3
COUN 605	Theory & Practice of Human Appraisal	3
COUN 607	Counseling Techniques & Human Appraisal	3
<i>Phase III</i>		
COUN 606	Career & Lifestyle Development	3
COUN 608	Practicum	3
<i>Phase IV</i>		
COUN XXX	Internship	9

***\*All emphases (60 hours) satisfy the curricular requirements for professional counselor licensure in the State of West Virginia.***

**Areas of Emphasis**

**Mental Health Counseling**

In addition to the core courses, students specializing in Mental Health Counseling must complete the following emphasis courses:

PSY 508	Abnormal Psychology .....	3
COUN 555	Crisis Intervention and Conflict Resolution .....	3

COUN 601	Counselors in Consulting and Community Roles	3
COUN 630	Introduction to Mental Health Counseling .....	3
COUN 631	Diagnosis and Treatment Planning .....	3
COUN 691	Internship: Mental Health Counseling .....	9
	Advisor-Approved Electives .....	6
	Emphasis total .....	30
	<b>Total credit hours (including core) .....</b>	<b>60</b>
	<b>Correctional Counseling</b>	

In addition to the core courses, students specializing in Correctional counseling must complete the following emphasis courses:

COUN 555	Crisis Intervention & Conflict Resolution.....	3
COUN 556	Grief Counseling.....	3
COUN 575	Prevention & Treatment of Addictions.....	3
COUN 630	Introduction to Mental Health Counseling.....	3
COUN 631	Diagnosis and Treatment Planning .....	3
COUN 632	Introduction to Marriage, Couple & Family Counseling.....	3
COUN 641	Seminar in Correctional Counseling .....	3
COUN 695	Internship: Correctional Counseling .....	9
	Emphasis total .....	30
	<b>Total credit hours (including core) .....</b>	<b>60</b>

#### Marriage, Couple & Family Counseling

In addition to the core courses, students specializing in Marriage, Couple & Family counseling must complete the following emphasis courses:

COUN 575	Prevention & Treatment of Addictions	3
COUN 622	Parent Education	3
COUN 631	Diagnosis & Treatment Planning	3
COUN 632	Introduction to Marriage, Couple, and Family Counseling ....	3
COUN 636	Couple Counseling	3
COUN 637	Adult Development & Transition.....	3
COUN 638	Practicum: Interv: Marriage, Couple & Family Counseling ..	3
COUN 693	Internship: Marriage, Couple & Family Counseling .....	9
	Emphasis total .....	30
	<b>Total credit hours (including core) .....</b>	<b>60</b>

#### School Counseling

The school counseling curriculum meets the State Department of Education certification standards. An alternative school counseling program is available for students without a teacher education background to qualify for West Virginia certification as school counselors. In addition to the core courses, students specializing in School Counseling must complete the following emphasis courses:

COUN 575	Prevention & Treatment of Addictions	3
COUN 631	Diagnosis & Treatment Planning	3
COUN 632	Introduction to Marriage, Couple & Family Counseling	3
COUN 670	Interventions: Current Issues in School Counseling .....	3
COUN 672	Organization & Adm. of School Counseling Programs .....	3
COUN 673	Counseling Children, Parents & Adolescents .....	3
COUN 675	Legal and Ethical Issues for School Counselors .....	3
COUN 698	Internship: School Counseling .....	9
	Emphasis total .....	30

Total Credit Hours (including core) .....60

**Certification Requirements For School Counselors**

Students in school counseling must meet certification requirements established by the West Virginia Department of Education. All students must pass the Praxis II: Specialty Area Test (formerly the National Teachers Examination) in School Counseling prior to applying for certification. Applications for certification are available in the central offices of the county school system. An alternative school counseling program certification is available for students without a teacher education background to qualify for West Virginia certification as elementary or secondary school counselors.

Students who do not hold a valid West Virginia teaching certificate (non-education majors) must submit passing scores on the Pre-Professional Skills Tests (PPST) prior to enrollment in courses leading to certification.

Non-education majors must also complete 6 hours of additional coursework from the following:

<i>Alternative Certification Courses</i>		
EDF 665	Sociology of American Schools	
OR		
LS 532	Human Relations Skills for Leaders .....	3
AND		
CISP 521	Children with Exceptionalities (check with advisor) .....	3
Total Credit Hrs. w/Alternative Certification (including core)		66

**OLD Language in Graduate Catalog**

**MASTER'S DEGREE**

The Master of Arts degree in Counseling is a 48 to 60 hour planned program of study designed to meet the necessary competencies of professional counselors, and satisfies the curricular requirements for counselor licensure. There are currently five distinct emphases offered within the Counseling Program. Curricular elements consist of core courses required of all counseling majors and emphasis courses specific to: mental health counseling, marriage, couple & family counseling, student affairs counseling, career counseling, community counseling, correctional counseling, elementary and secondary school counseling. While all core courses are offered on the Huntington and South Charleston campuses, some emphasis courses are not available in all locations.

The Master of Arts degree in Counseling at Marshall University is built upon the training standards and codes of ethics recognized by CACREP (Council for Accreditation of Counseling and Related Educational Programs), ACA (American Counseling Association), and ASCA (American School Counselors Association) and is consistent with the Marshall University School of Education conceptual framework theme of Preparing The Experienced Professional as Specialist. Within this context it is the mission of the Counseling Program to prepare graduates with the knowledge and skills needed to meet the challenges associated with entry into the field of counseling and into their role as professional counselors. Program graduates are eligible to apply for WV licensure in counseling at the point they complete post-graduate supervision and pass a comprehensive licensure examination.

Admission to the Counseling Program is selective and competitive. Admission decisions for all program applicants are rooted in the specific standards of the Marshall University Graduate College and the minimum standards of the Counseling Program. (See admission standards for each emphasis area). Students are admitted to an emphasis and must indicate their preferences during the admission process.

It is the responsibility of all admitted students to meet with their advisors prior to the beginning of coursework. Each student must complete an advisor-approved Plan of Study prior to registering for the 12th credit hour. A minimum Grade Point Average of 3.0 in all degree courses is required prior to enrollment in the practicum, internship, and for graduation.

**Admission Requirements**

Admission to the Counseling Program is selective and competitive. Admission decisions for all program applicants are rooted in the specific standards of Marshall University and the minimum standards of the Counseling Program. Multiple criteria are used in making decisions to admit students to the degree program.

Each applicant is evaluated using the following criteria:

1. GRE score of 800 (quantitative & verbal combined) or MAT scale score of 395 (Raw score 40).
2. Undergraduate GPA of **at least** 2.75
3. Three written references
4. Writing sample expressing the applicant’s interest in the counseling profession.
5. On-campus Interview—students who satisfy the preceding admission standards must participate in an on-campus interview as a final standard. Admitted students must complete the following emphasis-specific courses.

Flexibility is maintained in applying the criteria to individual cases. For example, the applicant may be granted provisional enrollment and directed to complete a prescribed set of courses. If a 3.50 is maintained in those courses, then the applicant may be reconsidered for admission to the degree program.

It is the responsibility of all admitted students to meet with their advisors prior to the beginning of coursework. Each student must complete an advisor approved Plan of Study prior to registering for the 12th semester hour of coursework.

~~Students seeking admission to Mental Health and Student Affairs counseling must apply in Huntington. Students seeking admission to Community and School counseling must apply in So.Charleston.~~

**Curriculum**

The Master of Arts degree in Counseling is a **48 to** 60 hour planned program of study designed to meet the necessary competencies of professional counselors. The curricular elements consist of core courses required of all counseling students and emphasis courses specific to: mental health counseling; ~~student affairs counseling; community counseling; community counseling with addictions, career, corrections, marriage, couple & families and religious settings emphases;~~ and school counseling. While all core courses are offered on the Huntington and South Charleston campuses, some emphasis specific courses are not available in all locations. Students must indicate their emphasis preference during the admission process.

The following 30 semester hours of core courses are required of all students:

<i>Phase I</i>			
COUN 574	Social & Cultural Foundations	3	
COUN 600	Professional Orientation	3	
COUN 602	Human Development & Psychopathology	3	
EDF 621	Research Writing	3	
<i>Phase II</i>			
COUN 603	Counseling Theories	3	
COUN 604	Group Counseling	3	
COUN 605	Theory & Practice of Human Appraisal	3	
COUN 607	Counseling Techniques & Human Appraisal	3	
<i>Phase III</i>			
COUN 606	Career & Lifestyle Development	3	
COUN 608	Practicum		3
<i>Phase IV</i>			
Internship			

\*All emphases (**48 to** 60 hours) satisfy the curricular requirements for professional counselor licensure in the State of West Virginia.

**Areas of Emphasis**

**Mental Health Counseling**

In addition to the core courses, students specializing in Mental Health Counseling must complete the following emphasis courses:

PSY 508	Abnormal Psychology .....	3
---------	---------------------------	---

COUN 555	Crisis Intervention and Conflict Resolution .....	3
COUN 601	Counselors in Consulting and Community Roles	3
COUN 630	Introduction to Mental Health Counseling .....	3
COUN 631	Diagnosis and Treatment Planning .....	3
COUN 691	Internship: Mental Health Counseling .....	9
	Advisor-Approved Electives .....	6
	Emphasis total .....	30
	<b>Total credit hours (including core) .....</b>	<b>60</b>

#### **Student Affairs Counseling**

In addition to the core courses, students specializing in Student Affairs Counseling must complete the following emphasis courses:

COUN 660	Introduction to Student Affairs .....	3
COUN TBA	College Student Development .....	3
COUN 662	Current Issues in Student Affairs .....	3
Elective .....		3
COUN 697	Internship: Student Affairs Counseling .....	6
	Emphasis total .....	18
	Total Credit Hours (including core) .....	48

#### **Community Counseling**

In addition to the core courses, students specializing in Community Counseling must complete the following emphasis courses:

COUN 575	Prevention and Treatment of Addictions .....	3
COUN 611	Foundations of Community Counseling .....	3
COUN 631	Diagnosis and Treatment Planning .....	3
COUN 632	Introduction to Marriage, Couple, and Family Counseling .....	3
COUN 692	Internship: Community Counseling .....	6
	Emphasis total .....	18
	Total Credit Hours (including core) .....	48

#### **Community Counseling with Addictions Emphasis**

In addition to the core courses, students specializing in Community Counseling with Addictions Emphasis must complete the following emphasis courses:

COUN 617	Seminar in Addictions .....	3
COUN 631	Diagnosis and Treatment Planning .....	3
COUN 635	Core Functions of Addiction Counseling .....	3
	Electives .....	3
COUN 694	Internship: Addictions Counseling .....	6
	Emphasis total .....	18
	Total Credit Hours (including core) .....	48

#### **Community Counseling with Career Emphasis**

In addition to the core courses, students specializing in Community Counseling with Career emphasis must complete the following emphasis courses:

COUN 631	Diagnosis and Treatment Planning .....	3
COUN 651	Seminar in Career Counseling .....	3
COUN 652	Career Counseling with Special Populations ...	3
COUN 653	Career Assessment and Report Writing .....	3
COUN 696	Internship: Career Counseling .....	6
	Emphasis total .....	18
	Total Credit Hours (including core) .....	48

#### **Community Counseling with Correctional Emphasis**

In addition to the core courses, students specializing in Community Counseling with Correctional emphasis must complete the following emphasis courses:

COUN 631	Diagnosis and Treatment Planning .....	3
COUN 641	Seminar in Correctional Counseling .....	3
COUN 695	Internship: Correctional Counseling .....	6
	Electives (6 hrs.) from the following:	
COUN 555	Crisis Intervention and Conflict Resolution .....	3
COUN 556	Death and Grief Counseling .....	3
COUN 575	Prevention and Treatment of Addictions .....	3
COUN 611	Foundations of Community Counseling .....	3
COUN 632	Introduction To Marriage, Couple and Family Counseling .....	3
	..... 3	
	or other advisor approved electives	
	Emphasis total .....	18
	Total credit hours (including core) .....	48

**Community Counseling with Marriage, Couple & Family Emphasis**

In addition to the core courses, students specializing in Community Counseling with Marriage, Couple & Family Emphasis must complete the following emphasis courses:

COUN 632	Introduction to Marriage, Couple, and Family Counseling .....	3
COUN 637	Adult Development & Transition .....	3
COUN 638	Practicum: Interventions: Marr., Couple & Family Counseling .....	3
COUN 693	Internship: Marr., Couple & Family Counseling..6	
	Electives (3 hrs.) from the following:	
COUN 622	Parent Education .....	3
COUN 636	Couple Counseling .....	3
	Emphasis total .....	18
	Total credit hours (including core) .....	48

**Community Counseling with Religious Settings Emphasis**

In addition to the core courses, students specializing in Community Counseling with Religious Settings Emphasis must complete the following emphasis courses:

COUN 631	Diagnosis and Treatment Planning .....	3
COUN 639	Psychotheological Issues in Counseling .....	3
COUN 640	Seminar in Spirituality in Counseling .....	3
	Electives .....	3
COUN 699	Internship: Religious Settings Counseling .....	6
	Emphasis total .....	18
	Total Credit Hours (including core) .....	48

**School Counseling**

The school counseling curriculum meets the State Department of Education certification standards. An alternative school counseling program is available for students without a teacher education background to qualify for West Virginia certification as school counselors. In addition to the core courses, students specializing in School Counseling must complete the following emphasis courses:

COUN 670	Interventions: Current Issues in School Counseling .....	3
COUN 672	Organization & Administration of School Counseling Programs .....	3
COUN 673	Counseling Children, Parents & Adolescents ....	3
COUN 675	Legal and Ethical Issues for School Counselors	3
COUN 698	Internship: School Counseling .....	6
	Emphasis total .....	18
	Total Credit Hours (including core) .....	48

*Certification Requirements For School Counselors*

Students in school counseling must meet certification requirements established by the West Virginia Department of Education. All students must pass the Praxis II: Specialty Area Test (formerly the National Teachers

Examination) in School Counseling prior to applying for certification. Applications for certification are available in the central offices of the county school system. An alternative school counseling program certification is available for students without a teacher education background to qualify for West Virginia certification as elementary or secondary school counselors.

Students who do not hold a valid West Virginia teaching certificate (non-education majors) must submit passing scores on the Pre-Professional Skills Tests (PPST) prior to enrollment in courses leading to certification.

Non-education majors must also complete 6 hours of additional coursework from the following:

*Alternative Certification Courses*

EDF 665	Sociology of American Schools	
OR		
LS 532	Human Relations Skills for Leaders .....	3
CISP 521	Children with Exceptionalities (check with advisor)	3
	Total Credit Hours with Alternative Certification (including core).....	54

*ADDITIONAL ELECTIVE COURSE OPTIONS*

***\*There are no Changes in remainder of catalog descriptions from pg. 98***

**ATTACHMENT 5**  
**Graduate Catalog Change for Academic Appeals**

Recommends the following changes to the 2008-09 Marshall University Graduate Catalog in the section titled, "Academic Appeals" to be revised as follows with proposed changes being indicated with new language in red **bold** font (and underlined) and deleted language as ~~striketrough~~.

-----  
Any time an accusation of academic dishonesty is made, and a sanction imposed (or a sanction will be imposed with the submission of final grades), a notice should be sent to the Office of Academic Affairs within ten (10) days of the accusation **or submission of final grade with imposed sanction, whichever comes first.**

(as stated on page 62 of the 2008-09 Marshall University Graduate Catalog)

-----  
Instructors ~~are encouraged to~~ **must** give a copy of the "Academic Dishonesty Report Form" to a student accused of an offense. However, within ten (10) days of receipt of the "Academic Dishonesty Report Form" the Office of Academic Affairs will inform the student and the student's dean of the accusations made, the sanctions prescribed, the repercussions of repeat offenses, and his/her rights of appeal.

(as stated on page 62 of the 2008-09 Marshall University Graduate Catalog)

---

c. If the student is dissatisfied with the outcome of the meeting outlined in (b) above, the student may file an appeal in writing **within ten (10) days of the meeting with the person who judged his/her performance** with the Chairperson of the Budget and Academic Policy Committee

(as stated on page 69 of the 2008-09 Marshall University Graduate Catalog)

-----  
Please refer to attachment titled, "Graduate Catalog- Academic Appeal"

**RATIONALE:**

The recommended policy is more specific. It removes any ambiguities and clarifies for the student and faculty member noted timelines, when accused academic dishonesty should be reported, and the submission of the "Academic Dishonesty Report Form."

**Changes in the context of the current catalog pages language is shown below:**

Graduate Catalog

- A student with a second academic dishonesty offense during his/her enrollment at Marshall University will be academically suspended for a period of time not to exceed one academic year (to include summer terms).
- A student with a third academic dishonesty offense during his/her enrollment at Marshall University will be dismissed from the university.

62

**Reporting:**



Any time an accusation of academic dishonesty is made, and a sanction imposed (or a sanction will be imposed with the submission of final grades), a notice should be sent to the Office of Academic Affairs within ten (10) days of the accusation **or submission of final grade with imposed sanction, whichever comes first.**

Notice of an act of academic dishonesty will be reported to the Office of Academic Affairs through the completion of an “Academic Dishonesty Report Form.”

The “Academic Dishonesty Report Form” will include:

Instructor’s Name  
Course Information (Term, Number, Section)  
Student’s Name  
Student’s University Identification Number  
Brief Description of the Charge  
Date of Accusation  
Brief Description of the Sanction

Instructors **are encouraged to must** give a copy of the “Academic Dishonesty Report Form” to a student accused of an offense. However, within ten (10) days of receipt of the “Academic Dishonesty Report Form” the Office of Academic Affairs will inform the student and the student’s dean of the accusations made, the sanctions prescribed, the repercussions of repeat offenses, and his/her rights of appeal.

A copy of the report will go into the student’s college file.  
Any subsequent actions taken (additional sanctions imposed, the lessening of sanctions, the withdrawal of accusations, the results of appeals, etc.) should be reported to the Office of Academic Affairs within ten (10) days of the action.

**Recording:**

The Office of Academic Affairs will maintain a file of academic dishonesty incidents. These will be reported in summary form (no student or faculty names will be included) to the Academic Deans and the Faculty Senate at the end of each academic year.

**Appeals Process:**

In cases where the instructor imposes sanctions and does not refer the matter to the department chairperson for additional sanctions, the student may appeal the sanction in accordance with the procedures described for grade appeal (see listing under “Academic Appeals,” A). This includes lowered grades, exclusion from class activities and failure of the course.

If allegations of academic dishonesty are referred to the department chairperson for additional sanctions, it must be within thirty (30) days from the date of the alleged offense. This process starts with the dean if there is no department chairperson.

- a. The department chairperson shall bring together the student involved, and the faculty member, and/or other complainant within ten (10) days from the date of referral.
- b. If the student denies guilt or disagrees with the sanction imposed, or if the faculty member, other complainant, or chairperson feels that the penalties are insufficient for the act complained of, the case shall be forwarded in writing by the chairperson to the student’s Academic Dean within ten (10) days from the date of the meeting. The Academic Dean shall bring together the student, faculty member or other complainant, and the

- (2) of the methods, if any, by which the student may correct the deficiency, and;  
 (3) of the penalty which may be imposed as a consequence of the deficiency.

b. The student shall be given the opportunity to meet with the person or persons who have judged his/her performance to be deficient. The student must request such meeting in writing within ten (10) days from receipt of the notice. The student shall be given the opportunity to discuss with this person or persons the information forming the basis of the judgment or opinion of his/her performance, to present information or evidence on his/her behalf, and to be accompanied at any such meeting by an advisor of his/her choice from the University (faculty, staff, or student). Such advisor may consult with but may not speak on behalf of their advisee or otherwise participate directly in the proceedings, unless given specific permission to do so by the person conducting the meeting. The student is not entitled to an attorney in such meetings and the formal rules of evidence are not applicable.

c. If the student is dissatisfied with the outcome of the meeting outlined in (b) above, the student may file an appeal **within ten (10) days of the meeting with the person who judged his/her performance** with the Chair of the Budget and

**Academic** Policy Committee, who will refer the matter to the Academic Appeals Board which decides if an appeal hearing is justified. If the University Academic Appeals Board decides a hearing is justified, the Board will schedule the hearing. The University Academic Appeals Board has the right to seek additional documentation if necessary. The University Academic Appeals Board has thirty (30) days to convene the members of the Hearing Panel to hear the appeal (once the requested documentation is provided by the appellant student) and ten (10) days after the hearing to make notification of the determination to the student and instructor. If the student is denied an appeal, he/she may appeal this decision to the Provost and Senior Vice President for Academic Affairs. This appeal must be filed within ten (10) days after receipt of written notice of the decision. If the student is granted an appeal, the University Academic Appeals Board will appoint a Hearing Panel. At least two (2) of the faculty and student members of the hearing panel will, if possible, be chosen from board members appointed from the constituent college or school involved. Since many of these appeals occur at times when school is not in session it may not always be possible to meet the above condition, but every effort will be made to hear appeals in a timely and reasonable manner.

d. If the student is dissatisfied with the decision of the Hearing Panel, the student may appeal the decision to the Vice President of Academic Affairs within thirty (30) days after receipt of written notice of the decision.

e. The decision of the Provost and Senior Vice President for Academic Affairs is final.

### 3. Medical School Students

In those cases in which a Medical student has been or may be placed on academic probation, or academic suspension, or has been or may be dismissed from Medical School for academic deficiencies, he/she should consult the appropriate Medical School publications for the proper procedure to be followed.

## VI. Academic Appeals Board

### A. Description and Jurisdiction:

The Academic Appeals Board is a permanent subcommittee of the Budget and Academic Policy Committee of the Faculty Senate. . It is composed of experienced hearing officers and is established to decide whether appeals arising from the following should result in a hearing:


1. Instructor-imposed sanctions, including: lowering of final course grade, failure of course, or exclusion from further participation in the class.

(continued)


**ATTACHMENT 6**  
**Approved Changes to the Leadership Studies Program**

Leadership Studies  
Summary of Requested Changes

The requested changes in summary are:

 -Document A


- Change requirements for Leadership Specialist Area of Emphasis
  - Change required hours from 36 to 30
  - Change courses in program
  - Change catalog description
  - Change admission requirements

 Document B


- Change in prerequisite course for Education Leadership Area of Emphasis
  - Remove LS 500 as prerequisite course for others in the program

 Document C


- Change in Course Names - LS 626

 Document D


- Change in Course Description – LS 655

 Document E

- Change in Course Description – LS 645

 Document F

- Change admission requirements in Justice Leadership Area of Emphasis catalog description

 Document G

- Change in admission requirements for Higher Education Leadership Area of Emphasis

***Rationale for Changes***

In order to be responsive to the changing higher education market for adult professionals and their needs for graduate degrees in Leadership, the Leadership Studies Program is asking for changes in the Leadership Studies – Leadership Specialist area of emphasis. These changes will involve minor changes to catalog description and course requirements. These changes are summarized below.

This change causes some changes in other catalog copy related to Leadership Studies

Leadership Studies  
GRADUATE CATALOG PROGRAM CHANGES

~~Strike through text is to be removed~~

**Underlined bold text is to be added**

Normal text is not changed

Catalog Copy

LEADERSHIP STUDIES (LS)

The masters degree in Leadership Studies offers areas of emphasis in Educational Leadership, Justice Leadership, Higher Education, and Leadership Specialist. The Education Specialist program offers an Ed.S. in Education Leadership with an area of emphasis in Higher Education or PreK-12 Administration. The doctoral program offers an Ed.D. in Educational Leadership with areas of specialization in Public School Administration and Higher Education Administration.

Leadership Studies also offers professional licensure programs for School Principal, Social Services and Attendance, Supervisor of Instruction, and School Superintendent.

~~MASTER OF ARTS DEGREE~~

~~Admission Requirements~~

~~Each candidate must meet all admission requirements as a degree student. Scores from the Graduate Record Examination, the Miller Analogies Test, or a previous master's degree from an accredited institution must be on file at the time of admission. Students must score at least a 40 (tested prior to October 2004) or at least a 392 (after October, 2004) on the Miller Analogies Test. Students who take the Graduate Record Examination must have a combined score of 800 (verbal and quantitative). A student seeking licensure as a school principal must hold a professional teaching licensure and have a minimum of one year of teaching experience at the time of admission to the program. All degree students follow a planned program of student and must maintain a cumulative Grade Point Average (GPA) of 3.0.~~

Education Leadership **Area of Emphasis**

The Leadership Studies M.A. degree offers an area of emphasis in Education Leadership including Professional Administrative Licensure as a school principal. The Master of Arts degree in Leadership Studies is a portfolio-based program which requires a minimum of 39 semester hours. Courses may not be used if they are more than seven years old at the time of graduation. Students must complete all field-based experiences for courses that are transferred from other accredited institutions or programs. Leadership Studies 500 must be taken in the student's first semester. All persons seeking professional licensure as a school principal are required to pass the PRAXIS II (0410) Educational Leadership Administration and Supervision Test. West Virginia licensure also requires the Evaluation Leadership Institution offered by the Professional Development Center.

*Online Graduate Catalog, Spring 2009 Degree Programs 139*

*Program of Studies*

LS 500, LS 510, LS 515, LS 520, LS 530, LS 550,

LS 600, LS 606, LS 610, LS 612, LS 630, LS 675, LS 685

TOTAL ..... 39 hrs.

**Admission Requirements**

**Each candidate for the Education Leadership Area of Emphasis must meet all admission requirements as a degree student. Scores from the Graduate Record Examination, the Miller Analogies Test, or a previous master's degree from an accredited institution must be on file at the time of admission. Students must score at least a 40 (tested prior to October 2004) or at least a 392 (after October, 2004) on the Miller Analogies Test. Students who take the Graduate Record Examination must have a combined score of 800 (verbal and quantitative). A student**

**seeking licensure as a school principal must hold a professional teaching licensure and have a minimum of one-year of teaching experience at the time of admission to the program. All degree students follow a planned program of study and must maintain a cumulative Grade Point Average (GPA) of 3.0.**

### Justice Leadership **Area of Emphasis**

The Leadership Studies degree offers an area of emphasis in Justice Leadership.

#### *Degree Requirements*

All degree students follow a planned program of study and must maintain a cumulative Grade Point Average (GPA) of 3.0. Upon completion of required courses, master's degree students must participate in an externship experiences which synthesizes the content of required courses in their program of studies.

A Master of Arts degree in Leadership Studies with an area of emphasis in Justice Leadership requires a minimum of 36 semester hours. A core of 15 hours in Leadership Studies is required. A block of Counseling courses consisting of 9 hours relating to the student's needs is also required. An elective block of 12 hours is individualized to meet the career needs and goals of the student.

#### *Program of Studies*

LS 532, LS 625, LS 645, LS 615, LS 655 .....	15 hrs.
Select three from COUN 555, COUN 556, COUN 574, COUN 611, COUN 616, COUN 641 .....	9 hrs.
Select twelve hours of electives .....	12 hrs.
TOTAL .....	36 hrs.

**Each candidate for the Justice Leadership Area of Emphasis must meet all admission requirements as a degree student. Scores from the Graduate Record Examination, the Miller Analogies Test, or a previous master's degree from an accredited institution must be on file at the time of admission. Students must score at least a 40 (tested prior to October 2004) or at least a 392 (after October, 2004) on the Miller Analogies Test. Students who take the Graduate Record Examination must have a combined score of 800 (verbal and quantitative). All degree students follow a planned program of study and must maintain a cumulative Grade Point Average (GPA) of 3.0.**

### Leadership Specialist **Area of Emphasis**

This program is ideally suited to the needs of students who wish to gain leadership skills and knowledge but do not wish to focus narrowly in one area.

#### *Program of Studies*

LS 532, LS 625, LS 645, LS 615 .....	12 hrs.
Select four from EDF 615, EDF 616, EDF 619, EDF 621 CIEC 582, COUN 555, COUN 574, COUN 602 .....	12 hrs.
LS 655 plus 9 hours of electives .....	12 hrs.
TOTAL .....	36 hrs.

**This program is ideally suited to the needs of working professional adult students who wish to gain leadership skills, but do not want to limit their knowledge to any particular area of study**

### **Admission Requirements – Leadership Specialist**

**A student who desires admission to the Leadership Specialist Area of Emphasis must have an undergraduate degree with a Undergraduate Grade Point Average (UGPA) of at least 2.75 on a 4.0 scale from a regionally accredited institution. The applicant may be granted provisional enrollment and directed to complete 12 hours of selected courses designated by the department. If a 3.25 grade point average is maintained in those courses, then the applicant will be admitted to the degree program. All degree students follow a planned program of study and must maintain a cumulative Grade Point Average (GPA) of 3.0.**

**Transcripts from the student's undergraduate institution(s) must be provided at the time of application**

*Program of Studies*

LS 532, LS 625, LS 645, LS 615 .....	12 hrs.
<i>Select four from EDF 615, EDF 616, EDF 619, EDF 621</i>	
CIEC 582, COUN 555, COUN 574, COUN 602 .....	12 hrs.
LS 655 plus 9 hours of electives .....	12 hrs.
<b>TOTAL .....</b>	<b>36 hrs.</b>

**Program of Studies**

**LS 532, LS 625, LS 645, LS 615, LS 655, EdF 679, LS 626..... 21hrs**

**Nine hours of selected electives to enhance student skills in specific skill areas 9 hrs.**

**TOTAL ..... 30 hrs**

Higher Education **Area of Emphasis**

This program is ideally suited for persons working in Student Personnel, Admissions, Registrar, Continuing Education, Recruitment, Enrollment Management, Academic Affairs, and Advising.

*Program of Studies*

EDF 621, LS 532, LS 580, LS 615, LS 625, LS 616, LS 617, LS 618	
LS 626, LS 646, LS 647, LS 655	
TOTAL .....	36 hrs.

**Admission Requirements**

**A student who desires admission to the Higher Education Area of Emphasis must have an undergraduate degree with a Undergraduate Grade Point Average (UGPA) of at least 2.75 on a 4.0 scale from a regionally accredited institution. The applicant may be granted provisional enrollment and directed to complete 12 hours of selected courses designated by the department. If a 3.25 grade point average is maintained in those courses, then the applicant will be admitted to the degree program. All degree students follow a planned program of study and must maintain a cumulative Grade Point Average (GPA) of 3.0.**

**Transcripts from the student’s undergraduate institution(s) must be provided at the time of application**

EDUCATION SPECIALIST DEGREE (Ed.S.)

Degree Requirements

Education Specialist degree (Ed.S.) students follow a planned program of study and must maintain a cumulative Grade Point Average (GPA) of 3.0. Two specializations are offered: Higher Education Administration and PreK-12 Administration.

Program of Studies

LS 703, LS 710, LS 720 or LS 725, LS 740 or LS 745,

LS 760, EDF 625 or EDF 626, EDF 711 or EDF 618, CI 677 or HUM 604, EDF 679

TOTAL ..... 30 hrs

(continued)

140 Degree Programs Marshall University

LICENSURE PROGRAMS

Leadership Studies

Principal Licensure and Graduate Certificate Program

This program is designed to serve the needs of students who have completed a master’s degree in education. Students completing the program qualify for professional administrative licensure as a K-12 school principal in West Virginia, Ohio and Kentucky. Those seeking Professional Administrative Licensure as a school principal are required to pass the PRAXIS II (0410) Educational Leadership Administration and Supervision Test. West Virginia students are also required to take the Evaluation Leadership Institution offered by the Professional Development Center.

Program of Studies

LS 510, LS 600, LS 610, LS 612, LS 675, LS 660

TOTAL ..... 18 hrs

**ADMISSION REQUIREMENTS**

**A student who desires admission to the Post Masters Principal Licensure / Graduate Certificate program must have an overall Graduate Grade Point Average (GPA) of 3.0 on a 4.0 scale in an Education Filed from an ELCC accredited institution.**

**Transcripts from the student’s graduate institution(s) must be provided at the time of application**

Social Services and Attendance Licensure and Graduate Certification Program

This program is designed to provide a concentrated program leading to a license for Social Service and Attendance Personnel. The program is designed primarily for educational personnel who hold a valid license, or for social workers who hold at least a bachelor’s degree.

Program of Studies

COUN 670 or COUN 673, LS 693, LS 691, LS 692

TOTAL ..... 12 hrs

Supervisor of Instruction Licensure

Students completing the Master of Arts Degree in Leadership Studies may take LS 661 to complete the licensure requirements for Supervisor of Instruction PreK-Adult.

School Superintendent Licensure

Students who hold a master’s degree in education leadership program from an ELCC-accredited institution will need the following additional courses to complete the licensure requirements for School Superintendency:

Program of Studies

LS 700, LS 710, LS 720, LS 730, LS 740, LS 760, LS 771

TOTAL ..... 21 hour

Leadership Studies  
COURSE DESCRIPTION CATALOG CHANGES

LS 655 Externship. 3 Hours

This is a field based program designed for practicing administrators. (PR: Consent)

**This is a field based program designed for practicing professionals (PR: Consent)**

LS 645 Community Relations in the Public Sector

~~This course examines the public perception of the justice system and how this perception impacts public support and the success of the system.~~

**This course provides students the opportunity to study the concept of community, to examine relationship patterns, to explore the possibilities for combining the resources of the agency/institution and community in the interest of achieving the unit's mission and to evaluate communication strategies designed to enhance the relationship.**



**CURRICULUM ACTION REQUEST: Document A**

**Change of an Area of Emphasis Within an Existing Major**

---

**Area of emphasis:** Leadership Specialist

---

**Major:** Leadership Studies

---

**Department:** Leadership Studies      **Contact:** Mike Cunningham

---

**Rationale:** In order to be responsive to the changing higher education market for adult professionals and their needs for graduate degrees in Leadership, the Leadership Studies Program is asking for changes in the Leadership Studies – Leadership Specialist area of emphasis. These changes will involve minor changes to catalog description and course requirements. These changes are summarized below and detailed in the attachment

---

**Curriculum: (Number of Hours and Courses; Indicate Required/Optional)**

Details are in summary attachment

Change required hours 36 to 30

Change required courses

Change catalog description

Change admission requirements

Effective Date: (Semester and Year) Fall \_\_\_\_\_ Spring \_\_\_\_\_

Summer  \_\_\_\_\_

---

**New Resources Required: None**

---

**Statement of Non-Duplication: (This field of study does not duplicate any other current program at the University.) Please attach a letter from the affected department (s) if duplication will occur.**

---

**Signatures and Date: (If disapproved at any level, do not sign. Return to previous signer.)**

**Department/Division Chair:** \_\_\_\_\_

**College Curriculum Committee:** \_\_\_\_\_

**College Dean:** \_\_\_\_\_

**Dean of Libraries:** \_\_\_\_\_

**Chair, Graduate Council:** \_\_\_\_\_

**Provost/VP Academic Affairs:** \_\_\_\_\_

**Presidential Approval (Date):** \_\_\_\_\_

CURRICULUM ACTION REQUEST: [Document B](#)

Change of an Area of Emphasis Within an Existing Major

---

Area of emphasis: [Education Leadership](#)

---

Major: [Leadership Studies](#)

---

Department: [Leadership Studies](#)      Contact: [Mike Cunningham](#)

---

Rationale: Changes in other area of emphasis caused change to Education Leadership – Also to remove prerequisite language.

---

Curriculum: (Number of Hours and Courses; Indicate Required/Optional)

Details are in summary attachment

Remove LS 500 as prerequisite course for other courses in the program.

Effective Date: (Semester and Year) Fall \_\_\_\_\_ Spring \_\_\_\_\_  
Summer   X   \_\_\_\_\_

---

New Resources Required: None

---

Statement of Non-Duplication: (This field of study does not duplicate any other current program at the University.) Please attach a letter from the affected department (s) if duplication will occur.

---

Signatures and Date: (If disapproved at any level, do not sign. Return to previous signer.)

Department/Division Chair: \_\_\_\_\_

College Curriculum Committee: \_\_\_\_\_

College Dean: \_\_\_\_\_

Dean of Libraries: \_\_\_\_\_

Chair, Graduate Council: \_\_\_\_\_

Provost/VP Academic Affairs: \_\_\_\_\_

Presidential Approval (Date): \_\_\_\_\_

Request for Graduate Course Change - Document C

**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/Dean signature, send 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 Graduate Council Curriculum Committee.

College: GSEPD Department/Division: Leadership Studies

Contact Person: Mike Cunningham Phone: 304 746-1912

**Course Data:**

Change in Course <b>TITLE</b> ?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If "Yes," <u>old</u> title of course:	<u>LS 626 Institutional Advancement in Higher Education</u>	
If "Yes," <u>new</u> title of course:	<u>LS 626 Institutional Advancement</u>	
<b>RATIONALE:</b>	<u>Makes course more flexible for use in other LS programs</u>	
Change in Course <b>ALPHA DESIGNATOR</b> ?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
If "Yes," old Alpha Designator of course:	_____	
If "Yes," new Alpha Designator of course:	_____	
<b>RATIONALE:</b>	_____	
Change in <b>COURSE NUMBER</b> ?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
If "Yes," old Course Number:	_____	
If "Yes," new Course Number:	_____	
<b>RATIONALE:</b>	_____	

**Questions Regarding Course Change:**

1.	If this course is required by any other department/division or college, <b><u>please identify by name and attach a written notification</u></b> announcing proposed change (copy of email or letter): _____
2.	List courses, if any, that will be deleted because of this change: _____
3.	If the faculty requirements and/or equipment need to be changed upon approval of this proposal, <b><u>attach a written estimate</u></b> of additional needs.
4.	If library resources are considered inadequate due to this change, <b><u>attach an estimation of cost and time needed to secure the necessary resources as stated by the Director of University Libraries.</u></b>

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

Department/Division Chair: _____	Date: _____
Registrar: _____	Date: _____
Librarian: _____	Date: _____
College Curriculum Chair/Dean: _____	Date: _____
Graduate Council Chair: _____	Date: _____

## Information Required for Graduate Course Change

**Department/Division:** GSEPD Leadership Studies \_\_\_\_\_

**Course Name:** LS 626 \_\_\_\_\_

**Course Number:** Institutional Advancement \_\_\_\_\_

Provide complete information regarding the new course proposal covering each topic listed below. (If desired, the following information may be provided in part by referencing an attached course syllabus and a complete bibliography.)

<b>Change in CONTENT?</b>	Yes _____	No <b>X</b> _____	If "Yes," fill in "From," "To," and "Rationale" below.
<b>From:</b>			
<b>To:</b>			
<b>Rationale:</b>			

<b>Change in CREDIT HOURS?</b>	Yes _____	No <b>X</b> _____	If "Yes," fill in "From," "To," and "Rationale" below. <b><i>NOTE: If credit hours increase/decrease, provide documentation that specifies the work requirements that have been adjusted accordingly.</i></b>
<b>From:</b>			
<b>To:</b>			
<b>Rationale:</b>			

<b>Change in CATALOG DESCRIPTION?</b>	Yes _____	No <b>X</b> _____	If "Yes," fill in "From," "To," and "Rationale" below. <b><i>NOTE: Limit of 30 words.</i></b>
<b>From:</b>			
<b>To:</b>			
<b>Rationale:</b>			

Request for Graduate Course Change -Document D

**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/Dean signature, send 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 Graduate Council Curriculum Committee.

College: GSEPD Department/Division: Leadership Studies

Contact Person: Mike Cunningham Phone: 304 746-1912

**Course Data:**

Change in Course <b>TITLE</b> ?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
If "Yes," <u>old</u> title of course: _____				
If "Yes," <u>new</u> title of course: _____				
<u>RATIONALE:</u> _____				
Change in Course <b>ALPHA DESIGNATOR</b> ?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
If "Yes," old Alpha Designator of course: _____				
If "Yes," new Alpha Designator of course: _____				
<u>RATIONALE:</u> _____				
Change in <b>COURSE NUMBER</b> ?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
If "Yes," old Course Number: _____				
If "Yes," new Course Number: _____				
<u>RATIONALE:</u> _____				

**Questions Regarding Course Change:**

<p>1. If this course is required by any other department/division or college, <b><u>please identify by name and attach a written notification</u></b> announcing proposed change (copy of email or letter): _____</p>
<p>2. List courses, if any, that will be deleted because of this change: _____</p>
<p>3. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, <b><u>attach a written estimate</u></b> of additional needs.</p>
<p>4. If library resources are considered inadequate due to this change, <b><u>attach an estimation of cost and time needed to secure the necessary resources as stated by the Director of University Libraries.</u></b></p>

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

Department/Division Chair: _____	Date: _____
Registrar: _____	Date: _____
Librarian: _____	Date: _____
College Curriculum Chair/Dean: _____	Date: _____
Graduate Council Chair: _____	Date: _____

Information Required for Graduate Course Change

Department/Division: GSEPD \_\_\_\_\_

Course Name: Externship \_\_\_\_\_

Course Number: LS 655 \_\_\_\_\_

Provide complete information regarding the new course proposal covering each topic listed below. (If desired, the following information may be provided in part by referencing an attached course syllabus and a complete bibliography.)

Change in CONTENT?    Yes    \_\_\_\_\_    No    X\_\_\_\_\_    If "Yes," fill in "From," "To," and "Rationale" below.

**From:**

**To:**

**Rationale:**

Change in CREDIT HOURS?    Yes    \_\_\_\_\_    No    X\_\_\_\_\_    If "Yes," fill in "From," "To," and "Rationale" below. ***NOTE: If credit hours increase/decrease, provide documentation that specifies the work requirements that have been adjusted accordingly.***

**From:**

**To:**

**Rationale:**

Change in CATALOG DESCRIPTION?    Yes    X\_\_\_\_\_    No    \_\_\_\_\_    If "Yes," fill in "From," "To," and "Rationale" below. ***NOTE: Limit of 30 words.***

**From:** ~~This is a field-based program designed for practicing administrators~~

**To:** This is a field-based course designed for practicing professionals

**Rationale:** Better description of the course

**Request for Graduate Course Change - Document E**

**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/Dean signature, send 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 Graduate Council Curriculum Committee.

College: GSEPD Department/Division: Leadership Studies

Contact Person: Mike Cunningham Phone: 304 746-1912

**Course Data:**

Change in Course <b>TITLE</b> ?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
If "Yes," <u>old</u> title of course: _____				
If "Yes," <u>new</u> title of course: _____				
<u>RATIONALE:</u> _____				
Change in Course <b>ALPHA DESIGNATOR</b> ?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
If "Yes," old Alpha Designator of course: _____				
If "Yes," new Alpha Designator of course: _____				
<u>RATIONALE:</u> _____				
Change in <b>COURSE NUMBER</b> ?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
If "Yes," old Course Number: _____				
If "Yes," new Course Number: _____				
<u>RATIONALE:</u> _____				

**Questions Regarding Course Change:**

<p>1. <b>If this course is required by any other department/division or college, <u>please identify by name and attach a written notification</u> announcing proposed change (copy of email or letter):</b> _____</p>
<p>2. <b>List courses, if any, that will be deleted because of this change:</b> _____</p>
<p>3. <b>If the faculty requirements and/or equipment need to be changed upon approval of this proposal, <u>attach a written estimate</u> of additional needs.</b></p>
<p>4. <b>If library resources are considered inadequate due to this change, <u>attach an estimation of cost and time needed to secure the necessary resources as stated by the Director of University Libraries.</u></b></p>

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

Department/Division Chair: _____	Date: _____
Registrar: _____	Date: _____
Librarian: _____	Date: _____
College Curriculum Chair/Dean: _____	Date: _____
Graduate Council Chair: _____	Date: _____

## Information Required for Graduate Course Change

Department/Division: GSEPD

Course Name: Community Relations in the Public Sector

Course Number: LS 645

Provide complete information regarding the new course proposal covering each topic listed below. (If desired, the following information may be provided in part by referencing an attached course syllabus and a complete bibliography.)

<b>Change in CONTENT?</b>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If "Yes," fill in "From," "To," and "Rationale" below.
<b>From:</b>			
<b>To:</b>			
<b>Rationale:</b>			

<b>Change in CREDIT HOURS?</b>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If "Yes," fill in "From," "To," and "Rationale" below. <i><b>NOTE: If credit hours increase/decrease, provide documentation that specifies the work requirements that have been adjusted accordingly.</b></i>
<b>From:</b>			
<b>To:</b>			
<b>Rationale:</b>			

<b>Change in CATALOG DESCRIPTION?</b>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If "Yes," fill in "From," "To," and "Rationale" below. <i><b>NOTE: Limit of 30 words.</b></i>
<b>From:</b> This course examines the public perception of the justice system and how this perception impacts public support and the success of the system			
<b>To:</b> This course provides students the opportunity to study the concept of community, to examine relationship patterns, to explore the possibilities for combining the resources of the agency/institution and community in the interest of achieving the unit's mission and to evaluate communication strategies designed to enhance the relationship.			
<b>Rationale:</b> Better description of the course, correct word usage error			



CURRICULUM ACTION REQUEST: Document F

Change of an Area of Emphasis Within an Existing Major

---

Area of emphasis: Justice Leadership Area of Emphasis

---

Major: Leadership Studies

---

Department: Leadership Studies Contact: Mike Cunningham

---

Rationale: Changes in other area of emphasis caused change to Justice Leadership

---

Curriculum: (Number of Hours and Courses; Indicate Required/Optional)

Change in admission requirements See attachment

---

Effective Date: (Semester and Year) Fall \_\_\_\_\_ Spring \_\_\_\_\_  
Summer X \_\_\_\_\_

---

New Resources Required: None

---

Statement of Non-Duplication: (This field of study does not duplicate any other current program at the University.) Please attach a letter from the affected department (s) if duplication will occur.

---

Signatures and Date: (If disapproved at any level, do not sign. Return to previous signer.)

Department/Division Chair: \_\_\_\_\_

College Curriculum Committee: \_\_\_\_\_

College Dean: \_\_\_\_\_

Dean of Libraries: \_\_\_\_\_

Chair, Graduate Council: \_\_\_\_\_

Provost/VP Academic Affairs: \_\_\_\_\_

Presidential Approval (Date): \_\_\_\_\_

9/22/06

CURRICULUM ACTION REQUEST: Document G

Change of an Area of Emphasis Within an Existing Major

---

Area of emphasis: Higher Education Leadership Area of Emphasis

---

Major: Leadership Studies

---

Department: Leadership Studies Contact: Mike Cunningham

---

Rationale: Changes in other area of emphasis caused change to Justice Leadership

---

Curriculum: (Number of Hours and Courses; Indicate Required/Optional)

Change in admission requirements See attachment

---

Effective Date: (Semester and Year) Fall \_\_\_\_\_ Spring \_\_\_\_\_  
Summer X \_\_\_\_\_

---

New Resources Required: None

---

Statement of Non-Duplication: (This field of study does not duplicate any other current program at the University.) Please attach a letter from the affected department (s) if duplication will occur.

---

Signatures and Date: (If disapproved at any level, do not sign. Return to previous signer.)

Department/Division Chair: \_\_\_\_\_

College Curriculum Committee: \_\_\_\_\_

College Dean: \_\_\_\_\_

Dean of Libraries: \_\_\_\_\_

Chair, Graduate Council: \_\_\_\_\_

Provost/VP Academic Affairs: \_\_\_\_\_

Presidential Approval (Date): \_\_\_\_\_

9/22/06

**Return to:** [Minutes and Records](#) [Graduate Council](#) [Marshall University](#)

**MARSHALL UNIVERSITY GRADUATE COUNCIL MINUTES**

February 20, 2009

Thomas Board Room – South Charleston Campus

**Members Present:** Larsen, Seymour, Childress, Christofero, Fincham, Gruetter, Mader, Meyer, Pauley, Securo, Swindell, Brammer, Sturgill, Mulder, Lawson and Trzyna.

**Members Absent:** Gould

**Ex-Officio Members Present:** Deutsch, Maher and Ormiston

Larsen convened the meeting at 1:00 PM. He announced Pamela Mulder is the new COLA representative.

Minutes of January 23, 2009 meeting were approved with correction of attachment numbers.

**Graduate Faculty Membership:** Correction and addition to Graduate Faculty Membership list (Attachment 1). Graduate faculty level of Barbara O’Byrne (GSEPD) is Doctoral. Additional members Allen Stern (CITE, Graduate level), Mike Burton (GSEPD, Graduate level), Powell Toth (GSEPD, Doctoral Level) and Bizunesh Wubie (GSEPD, Graduate level) were added to the list. All terms expire in 2014. The amended list was approved to be sent to the president.

**Curriculum Committee:** Report by Christofero (Attachment 3). Eight new courses (in COEHS and COLA) and two new courses with cross-listing (COEHS and LCOB) were requested. A motion for approval of additions was passed.

Seventeen course changes were requested by COEHS, COFA, COLA and COHP. Actions included title changes, changes in catalog description, and change in credit hours. A motion to approve was passed.

One course deletion was requested by COEHS and approved.

A new template for requesting changes in catalog language was presented. This form requires the request in two forms: (1) original language with indicated strike-out of old language and insert of new language and (2) clean copy which reflects all changes. Larsen pointed out that this form doesn’t take the place of requests for course changes and changes in program requirements. Revisions will continue.

Request for catalog language change for Exercise Science, Sport and Recreation Program was approved.

**Program Review and Assessment Committee:** Report by Cal Meyer. March 16 is the date for submission of program reviews and Meyer requested that reviews be sent to him before that date. He will send them on to Mary Beth Reynolds. One form should be submitted by the chair of the review team and Meyer specifically requests comments on Primary Trait Analysis.

Meeting was adjourned at 1:30 PM.

Submitted by Celene Seymour, Secretary, February 24, 2009; Revised/edited by Eldon Larsen, February 27, 2009.

**NOTE: Future Council Meetings (PLEASE RESERVE THESE DATES NOW).**

**2008-2009 Academic Year future meetings. Draft—Please check these dates now!**

- March 20, 2009 – Huntington
- April 24, 2009 – South Charleston

Attachments:

1. Graduate faculty membership approvals
2. Curriculum Committee motions

**ATTACHMENT 1  
Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			2/20/2009	Term Starts	Term Expires
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>	<i>Month Year</i>	<i>Month Year</i>
Anderson, Dennis	GSEPD	Leadership Studies	Doctoral	January 2009	January 2014
Bowling, Noel	GSEPD	Reading	Graduate	January 2009	January 2014
Childress, Ron	GSEPD	Elementary/Secondary Ed.	Doctoral	January 2009	January 2014
Cunningham, Mike	GSEPD	Leadership Studies	Doctoral	January 2009	January 2014
Eagle, Teresa	GSEPD	Leadership Studies	Doctoral	January 2009	January 2014
Galbraith, Michael	GSEPD	Education & Prof. Dev.	Doctoral	January 2009	January 2014
Jones, Jerry	GSEPD	Education & Prof. Develop.	Doctoral	January 2009	January 2014
Krieg, Fred	GSEPD	School Psychology	Graduate	January 2009	January 2014
Meikamp, Joyce	GSEPD	Special Education	Graduate	January 2009	January 2014
Meyer, Calvin	GSEPD	Elementary/Secondary Ed.	Doctoral	January 2009	January 2014
Nicholson, Bobbi	GSEPD	Leadership Studies	Doctoral	January 2009	January 2014
O'Byrne, Barbara	GSEPD	Education & Prof. Dev.	Doctoral	January 2009	January 2014
Pauley, Rudy D.	GSEPD	Elementary/Secondary Ed.	Doctoral	January 2009	January 2014
Rubenstein, Bob	GSEPD	Counseling	Graduate	January 2009	January 2014
Seymour, Celene	GSEPD	Elem. & Sec. Ed.	Graduate	January 2009	January 2014
Simone, Fran	GSEPD	Elementary/Secondary Ed.	Graduate	January 2009	January 2014
Sullivan, Mike	GSEPD	Special Education	Doctoral	January 2009	January 2014
Wilson, Nancy	GSEPD	Elementary/Secondary Ed.	Graduate	January 2009	January 2014
Riemer, James D.	COLA	English	Graduate	January 2009	January 2014
Hagen, Joshua	COLA	Geography	Graduate	February 2009	February 2014
Bailey, Sandra	GSEPD	Elementary/Secondary Ed.	Graduate	January 2009	January 2014
Coombs, Wayne	GSEPD	Counseling	Graduate	January 2009	January 2014
Hagerman, Heather	GSEPD	Counseling	Graduate	January 2009	January 2014
Wolf, Ron	GSEPD	Special Education	Graduate	January 2009	January 2014
Mulder, Pamela	COLA	Psychology	Doctoral	February 2009	February 2014
Jaw, Clark	SOM	Forensic Science	Associate	February 2009	February 2012
White, Tamela J.	SOM	Forensic Science	Associate	February 2009	February 2012
Stern, Allan	CITE	Applied Sci. & Technology	Graduate	February 2009	February 2014
Burton, Mike	GSEPD	Counseling	Graduate	January 2009	January 2014
Toth, Powell	GSEPD	Leadership Studies	Doctoral	January 2009	January 2014
Wubie, Bizunesh	GSEPD	Education & Prof. Develop.	Graduate	January 2009	January 2014

## ATTACHMENT 2

### Graduate Curriculum Additions and Changes – February 2009

#### NEW COURSE ADDITIONS (8)

- **College of Education and Human Services**

*Department:* Exercise Science, Sport, and Recreation

*Course Number & Title:* ESS 623 Advanced Exercise PhysiologyII (Neuromuscular and Environmental Adaptations)

*Catalog Description:* The course is designed to study the neuromuscular and environmental adaptations to both the acute and chronic effects of exercise. Cellular and Molecular Adaptations will be explored.

*Prerequisite:* ESS 621 Advanced Exercise Physiology II

*First Term Offered:* Spring 2010

*Credit Hours:* 3

*Course to be deleted::* ESS 684 Developing Exercise, Nutritional, & Behavioral Prescriptions

- **College of Education and Human Services**

*Department:* Exercise Science, Sport, and Recreation

*Course Number & Title:* ESS 644 Cardiovascular Exercise Physiology

*Catalog Description:* Detailed study of the anatomy and physiology of the cardiovascular system and its response to acute and chronic exercise.

*Prerequisite:* ESS 621 Scientific Aspects of Physical Education; ESS 623 Advanced Exercise PhysiologyII (Neuromuscular and Environmental Adaptations); ESS 670 Research in Physical Education

*First Term Offered:* Fall 2009

*Credit Hours:* 3

- **College of Education and Human Services**

*Department:* Exercise Science, Sport, and Recreation

*Course Number & Title:* ESS 645 Respiratory Exercise Physiology

*Catalog Description:* Detailed study of the anatomy and physiology of the respiratory system and its response to acute and chronic exercise.

*Prerequisite:* ESS 621 Scientific Aspects of Physical Education; ESS 623 Advanced Exercise PhysiologyII (Neuromuscular and Environmental Adaptations); ESS 670 Research in Physical Education

*First Term Offered:* Fall 2009

*Credit Hours:* 3

- **College of Education and Human Services**

*Department:* Exercise Science, Sport, and Recreation

*Course Number & Title:* ESS 646 Neuromusclular Exercise Physiology/Plasticity

*Catalog Description:* This course is a detailed study of the structure and function of the neuromuscular system along with the etiology and functional consequences of numerous neuromuscular diseases.

*Prerequisite:* ESS 621 Scientific Aspects of Physical Education; ESS 623 Advanced Exercise PhysiologyII (Neuromuscular and Environmental Adaptations); ESS 670 Research in Physical Education

*First Term Offered:* Fall 2009

*Credit Hours:* 3

- **College of Liberal Arts**

*Department:* English

*Course Number & Title:* ENG 685-688 Independent Study

*Prerequisite:* Permission of Chair

*First Term Offered:* Summer 2009

*Credit Hours:* 1-4

- **College of Liberal Arts**

*Department:* English

*Course Number & Title:* ENG 689 Internship

*Catalog Description:* Supervised work experience in English-related field.

*Prerequisite:* Permission of Chair

*First Term Offered:* Summer 2009

*Credit Hours:* 1-4

#### **NEW COURSE ADDITIONS WHICH INCLUDE CROSS-LISTING REQUESTS (2)**

- **College of Education and Human Services**

*Department:* Family and Consumer Sciences

*Course Number & Title:* FCS 625 Hospitality and Tourism Marketing Strategy

*Catalog Description:* Examination of the multidimensional marketing functions applied to hospitality and tourism organizations

*Prerequisite:* N/A

*First Term Offered:* Fall 2009

*Credit Hours:* 3

- **Lewis College of Business**

*Department:* Management, Marketing and MIS

*Course Number & Title:* MKT 625 Marketing Strategy for Hospitality and Tourism

*Catalog Description:* Examination of marketing principles and the unique aspects of services marketing for the purpose of strategic decision making, marketing management and developing market plans in the tourism and hospitality industry

*Prerequisite:* N/A

*First Term Offered:* Fall 2009

*Credit Hours:* 3

## COURSE CHANGES (17)

- **College of Education and Human Services**

*Department:* Exercise Science, Sport, and Recreation

*Course Number & Title:* ESS 621 Scientific Aspects of Physical Education

*Course Title Change*

Old Course Title: Scientific Aspects of Physical Education

New Course Title: Advanced Exercise Physiology I (Cardiorespiratory and Metabolic Adaptations)

*Rationale:* The course name has been outdated for 20 years; therefore, it should be changed to reflect training in exercise physiology as the field progressively moves forward in the 21<sup>st</sup> century

ESS 621 Scientific Aspects of Physical Education - Continued

*Change in Catalog Description*

From: Topics include bioenergetics, integration of metabolism, metabolic response to exercise, neuroendocrine control of metabolism during exercise, cardiovascular control and adaptation during exercise, respiratory control and adaptation during exercise, neuromuscular physiology and adaptation, and environmental adaptations.

To: Topics would include bioenergetics, integration of metabolism, metabolic response to exercise, neuroendocrine control of metabolism during exercise, cardiovascular control and adaptation during exercise and respiratory control and adaptation during exercise.

*Rationale:* Graduate students need additional advanced training in exercise physiology that includes more comprehensive content regarding the influence of exercise on physiological systems. The Advanced Exercise Physiology I course would primarily focus on cardiorespiratory and metabolic adaptations to exercise and the Advanced Exercise Physiology II course in the spring semester would focus on neuromuscular and environmental adaptations to exercise. The additional detailed subject matter would provide graduate students with a greater depth of understanding regarding the effects of physical activity on the physiological systems of both healthy and diseased populations.

- **College of Fine Arts**

*Department:* Music

*Course Number & Title:* MUS 540 Graduate Theory Review

*Course Credit Hours Change:*

Old Credit Hours: 2

New Credit Hours: 3

*Rationale:* More adequately reflects course content and rigor, and aligns course offerings with those of our peers.

- **College of Fine Arts**

*Department:* Music

*Course Number & Title:* MUS 615 Advanced Techniques for Marching Band

*Course Credit Hours Change:*

Old Credit Hours: 2

New Credit Hours: 3

*Rationale:* More adequately reflects course content and rigor, and aligns course offerings with those of our peers. This course meets three hours per week and contains several major writing projects equivalent to master's-level research papers; credit hours should reflect this content.

- **College of Fine Arts**

*Department:* Music

*Course Number & Title:* MUS 620a Instrumental Techniques and Materials

*Course Credit Hours Change:*

Old Credit Hours: 2

New Credit Hours: 3

*Rationale:* More adequately reflects course content and rigor, and aligns course offerings with those of our peers. This course meets three hours per week and contains several major writing projects equivalent to master's-level research papers; credit hours should reflect this content.

- **College of Fine Arts**

*Department:* Music

*Course Number & Title:* MUS 620b Choral Techniques and Materials

*Course Credit Hours Change:*

Old Credit Hours: 2

New Credit Hours: 3

*Rationale:* More adequately reflects course content and rigor, and aligns course offerings with those of our peers. This course meets three hours per week and contains several major writing projects equivalent to master's-level research papers; credit hours should reflect this content.

- **College of Fine Arts**

*Department:* Music

*Course Number & Title:* MUS 646 Advanced Choral Arranging

*Course Credit Hours Change:*

Old Credit Hours: 2

New Credit Hours: 3

*Rationale:* More adequately reflects course content and rigor, and aligns course offerings with those of our peers. This course meets three hours per week and contains several major writing projects equivalent to master's-level research papers; credit hours should reflect this content.

- **College of Fine Arts**

*Department:* Music

*Course Number & Title:* MUS 647 Advanced Band Arranging

*Course Credit Hours Change:*

Old Credit Hours: 2

New Credit Hours: 3

*Rationale:* More adequately reflects course content and rigor, and aligns course offerings with those of our peers. This course meets three hours per week and contains several major writing projects equivalent to master's-level research papers; credit hours should reflect this content.

- **College of Fine Arts**

*Department:* Music

*Course Number & Title:* MUS 648 Advanced Orchestration

*Course Credit Hours Change:*

Old Credit Hours: 2

New Credit Hours: 3

*Rationale:* More adequately reflects course content and rigor, and aligns course offerings with those of our peers. This course meets three hours per week and contains several major writing projects equivalent to master's-level research papers; credit hours should reflect this content.



- **College of Fine Arts**

*Department:* Music

*Course Number & Title:* MUS 649 Advanced Jazz Arranging

*Course Credit Hours Change:*

Old Credit Hours: 2

New Credit Hours: 3

*Rationale:* More adequately reflects course content and rigor, and aligns course offerings with those of our peers. This course meets three hours per week and contains several major writing projects equivalent to master's-level research papers; credit hours should reflect this content.

- **College of Fine Arts**

*Department:* Music

*Course Number & Title:* MUS 570 Music Production Practicum

*Change in Catalog Description:*

From: Application of musical production processes, theories, techniques. Specialized practical experience in all musical aspects of rehearsal and performance.

To: Specialized practical training in aspects of performance production, preparation, and execution. May be repeated once.

*Rationale:* Change in description more adequately reflects current departmental objectives.

- **College of Liberal Arts**

*Department:* Sociology and Anthropology

*Course Number & Title:* SOC 521 Sociological Theory

*Course Title Change*

Old Course Title: Sociological Theory

New Course Title: Classical Sociological Theory

*Rationale:* This is a clearer depiction of the course content

*Course Number Change*

Old Course Number: SOC 521 Sociological Theory

New Course Number: SOC 600 Classical Sociological Theory

*Rationale:* This renumbering contributes to our quest to have all core classes in the MA program taught at the 600

*Change in Catalog Description:*

From: Examination of the emergence and development of theoretical orientations in Sociology. (PR: SOC 200)

To: An examination of the development of sociological theory, from its Enlightenment roots through its growth in the nineteenth and twentieth centuries, including the works of Comte, Spencer, Marx, Durkheim, Weber, and Simmel.

*Rationale:* This is a more accurate depiction of the actual course content.

- **College of Liberal Arts**

*Department:* Sociology and Anthropology

*Course Number & Title:* SOC 601 Contemporary Sociological Theory

*Change in Catalog Description:*

From: Examination of current issues and controversies in Sociological theory. (PR: SOC 421 or SOC 521)

To: Advanced introduction to major theoretical developments and issues of significance in contemporary sociological theory, examining various theoretical perspectives at different levels of analysis and from different viewpoints. (PR: SOC 610).

*Rationale:* This is a more accurate depiction of the actual course content.

- **College of Liberal Arts**

*Department:* Sociology and Anthropology

*Course Number & Title:* SOC 605 Research Methods

*Course Title Change*

Old Course Title: SOC 605 Research Methods

New Course Title: SOC 605 Qualitative Research Methods and Analysis

*Rationale:* The qualitative focus will be emphasized in the future. Quantitative research will be emphasized in the parallel course "Quantitative research methods and analysis"

*Change in Course Content*

Old Course Content: The old course has covered equally quantitative and qualitative research methods.

New Course Content: The new course emphasizes qualitative research methods.

*Rationale:* Research methods will split into two courses. One will emphasize qualitative methods and the other quantitative methods. Separate courses are needed to adequately teach both methods. Teaching both quantitative and qualitative methods in one class is not effective.

*Change in Catalog Description:*

From: Intermediate social research methodology with emphasis on research design. 2 lec-2 lab. (Required of all M.A. candidates). (PR: SOC 344, 345 or equivalent)

To: Seminar in qualitative research methods and analysis. Topics covered include coding, using qualitative software, generating theory, participating observation, intensive interview, internet inquiry, focus groups, documents, and content analysis.

*Rationale:* This is a more accurate depiction.

- **College of Liberal Arts**

*Department:* Sociology and Anthropology

*Course Number & Title:* SOC 645 Advanced Statistics

*Course Title Change*

Old Course Title: SOC 645 Advanced Statistics

New Course Title: SOC 606 Quantitative Research Methods and Analysis

*Rationale:* This will be the parallel course to "qualitative research methods and analysis." The titles need to be synchronized.

*Course Number Change*

Old Course Number: SOC 645

New Course Number: SOC 606

*Rationale:* This course will be part of the new core courses of the sociology program. All core classes will have numbers between 600 and 609.

*Change in Catalog Description:*

From: Intermediate level statistical analysis, including analysis of variance and covariance. 2 lec-2 lab. (Required of all M.A. candidates). (PR: SOC 345 or equivalent)

To: An introduction to quantitative research methods, statistics, and the software SPSS at an intermediate to advanced level with the main focus on developing working knowledge of the methods discussed.

*Rationale:* This is a more accurate depiction.

- College of Health Professions**  
*Department:* Nursing  
*Course Number & Title:* NUR 735 Clinical Practice  
*Course Title Change*  
 Old Course Title: NUR 735 Clinical Practice  
 New Course Title: NUR 735 Clinical Practice Inquiry  
*Rationale:* Change recommended by COA accreditation body
- College of Health Professions**  
*Department:* Nursing  
*Course Number & Title:* NUR 741-B Health Care Practicum  
*Course Credit Hours Change:*  
 Old Credit Hours: 2  
 New Credit Hours: 3  
*Rationale:* Typographical mistake in original proposal.
- College of Health Professions**  
*Department:* Nursing  
*Course Number & Title:* NUR 744 Professional Practice  
*Course Title Change*  
 Old Course Title: NUR 744 Professional Practice  
 New Course Title: NUR 744 Regional Anesthesia  
*Rationale:* Specific clarification of course activities  
*Course Credit Hours Change:*  
 Old Credit Hours: 6  
 New Credit Hours: 1  
*Rationale:* Typographical mistake in original proposal.

#### **COURSE DELETIONS (1)**

- College of Education and Human Services**  
*Department:* Exercise Science, Sport, and Recreation  
*Course Number & Title:* ESS 684 Developing Exercise, Nutritional, and Behavioral Prescriptions  
*Rationale:* This information has been integrated into an existing course.  
*Final Term Offered:*



The criteria for full admission are a 3.0 undergraduate GPA, at least 1000 combined score on verbal and quantitative reasoning and 4.5 on analytical writing of the GRE, and a strong background in sport participation and/or sport administration. A limited number of students will be admitted provisionally. The provisional criteria are (1) a minimum of 2.75 undergraduate GPA, at least 800 combined score on verbal and quantitative reasoning and 4.0 on analytical writing of the GRE or at least 500 and 4.0 on analytical writing of the GMAT or (2) meeting two of the three full admission requirements and a strong background in sport participation and/or sport administration. Students transferring from other Marshall University graduate programs must meet all admission requirements.

If the thesis option is selected, the student must complete 32 hours, of which six hours are for the thesis. The non-thesis option requires the completion of 36 hours. However, both options require the successful passing of an oral comprehensive examination or thesis defense. Programs illustrated below are the non-thesis option.

<b>Sport Management Emphasis .....</b>		<b>36 Hours</b>
ESSR: ESS516, ESS600, ESS 615, ESS626 or ESS643, ESS 652, ESS 675.....	18	
Research ESS670 .....	3	
Statistics: EDF 517, MGT 500, MGT601, PSY 517 or equivalent.....	3	
Internship: ESS660.....	3	
ESSR Restricted Electives: (Select courses with the approval of advisor).....	3	
External <b>Electives</b> : Graduate School of Management Courses or selected courses with the approval of advisor.....	6	
 <b>Recreation &amp; Physical Activity Emphasis.....</b>		 <b>36 Hours</b>
ESSR: ESS615, ESS 652, ESS 675.....	9	
Research ESS670 .....	3	
Statistics: EDF 517, MGT 500, MGT601, PSY 517 or equivalent.....	3	
ESSR Electives (Select courses with the approval of advisor) .....	15	
External <b>Electives</b> : (Selected courses with the approval of advisor).....	6	

*Rationale:* Reasons are to updating information available for faculty and student perusal, to ensure consistency and accuracy of requirements and information about the sport administration program. Changes involve adding various classes as required and increasing the GRE score and adding GMAT as the alternate for admission requirements.

**Return to:** [Minutes and Records](#) [Graduate Council](#) [Marshall University](#)

## **MARSHALL UNIVERSITY GRADUATE COUNCIL MINUTES**

January 23, 2009

John Spotts Room, Huntington Campus

**Members Present:** Larsen, Brammer, Christofero, Fincham, Gould, Gruetter, Lawson, Mader, Meyer, Securro, Sturgill, Swindell, and Trzyna

**Members Absent:** Seymour, Childress, Pauley, and COLA Representative (yet to be elected)

**Ex-Officio Members Present:** Deutsch and Reynolds

**Ex-Officio Members Absent:** Ormiston, and Maher

Larsen convened the meeting at 1:00 p.m.

Minutes of December 5 meeting were approved after brief language corrections.

**Graduate Faculty Membership:** Graduate Faculty list (Attachment 1) was approved to be sent to the president for his signature.

**Curriculum Committee:** report by Christofero (Attachment 2).

- **New Course Addition:** PSC616 was presented and approved
- **Additions deferred from last meeting:** LAT501 was presented with response from Caroline Perkins regarding policy that students must have 50% of their course work on the 600 level. The proposed course was approved.
- **Course deletions:** SOC597 and SOC598 as instructional television courses had not been offered for five years. Proposed deletions were approved.

**Program Review and Assessment Committee:** report by Meyer (Attachment 3).

Meyer presented committee Program Review Recommendations of Five Year Reviews to proceed with current level of activity for: Art, Criminal Justice, Exercise Science, Music, and Technology Management. Forensic Science was recommended for resource development of operational funding, only, not for additional administration or faculty. Humanities was recommended for resource development. Sociology was recommended for corrective action and need to address: declining enrollment; declining GRE scores; declining graduates; declining rating on graduate follow-up reports; and need to revise curriculum.

History is recognized as a strong department. However, their report did not meet criterion for compliance. The committee did not feel that their review was ready for approval. To that end, the following motion (Swindell/Securro) was discussed and approved.

*Motion: The Department of History is granted two weeks (until February 6) to meet compliance criteria as previously indicated by the Graduate Council reviewers. If History complies, Graduate Council Chair Larsen will sign the recommendation form for "Continuation at current level of activity." If History does not comply, Larsen will not sign the recommendation - citing reservations and forward to Board of Governors unapproved.*

Meyer presented assignments and process for Annual Report reviews by members of Graduate Council. A guideline for assessing annual reports was issued along with links to programs and forms. A new Primary Traits Analysis Form was presented and discussed.

Meyer presented a proposed revision of Program Review Procedures regarding an earlier timetable, submitted by Mary Beth Reynolds. Discussion ensued. It was felt by many that September 15 was too early to require submission of program reviews. No action was taken due to failure of a motion to approve the proposal.

**Academic Planning, Policies and Standards Committee:** report by Securo.

- Catalogue changes: (Attachment 5) Criminal Justice – changes approved  
(Attachment 6) Master of Arts with Emphasis in Music Education – changes approved
- Language insertion into plan of study for MU graduate students

Motion (Swindell/Securo) When a thesis or dissertation is either required or an option for the degree, the following language is to be inserted on the Plan of Study form: “Are you submitting a thesis or dissertation as part of your degree requirements? ***For those students doing a thesis or a dissertation, please note that you must contact the Marshall University Institutional Review Board (IRB) regarding plans to conduct any research. It is important that you do this before collecting any data at all. Your faculty advisor can guide you in this.***”

The above language may be omitted when neither thesis nor dissertation is required or an option in a Plan of Study. When a thesis is an option, the student will be sent a copy of a letter from the IRB, explaining the procedures to follow.

**Credentialing:** report by Sturgill

College of Liberal Arts and College of Health Professions will be reviewed regarding graduate faculty status criteria during the spring 2009 semester.

Larsen recommended that future consideration of forms for catalogue changes be considered as there are frequent requests. He also requested a review of curriculum request forms to evaluate opportunities for improvement in ease of use and usefulness.

Meeting adjourned at 2:47.

Submitted by Stephen Lawson, Vice Chair, Acting Secretary, January 23, 2009

Revised and edited by Eldon R. Larsen, Chair

**NOTE: Future Council Meetings (PLEASE RESERVE THESE DATES NOW).**

**2008-2009 Academic Year future meetings. Draft—Please check these dates now!**

- February 20, 2009 – South Charleston
- March 20, 2009 – Huntington
- April 24, 2009 – South Charleston

**Attachments:**

1. Graduate faculty membership approvals
2. Curriculum Committee motions
3. Motions for Program Review recommendations
4. Motion NOT APPROVED for changes in Program Review schedule
5. Graduate Catalog language changes for Criminal Justice
6. Graduate Catalog language changes for M.A. in Arts with Emphasis in Music Education
7. Material regarding IRB language in graduate Plans of Study

**ATTACHMENT 1**  
**Graduate Faculty Membership Approvals**

<b>In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:</b>				<b>1/23/2009</b>	
<b>List below the names of all persons having any level of graduate faculty status. (Last name first)</b>			<b>College or School</b>	<b>Department or Division</b>	<b>Graduate Faculty Level</b>
				<b>Term Starts</b>	<b>Term Expires</b>
				<b>Month Year</b>	<b>Month Year</b>
Fagan, Nancy	COHP	Nursing	Associate	January 2009	January 2012
Wait, Isaac	CITE	Engineering	Graduate	January 2009	January 2014
Roth, Frederick P.	COLA	Sociology/Anthropology	Graduate	January 2009	January 2014
Moore, Mary	COLA	English	Graduate	December 2008	December 2013



## ATTACHMENT 2

### Graduate Curriculum Additions and Changes – January 2009

#### NEW COURSE ADDITIONS (1)

- **College of Liberal Arts**

*Department:* Political Science

*Course Number & Title:* PSC616 Public Administration Scope and Practice

*Catalog Description:* Orientation to the field Public Administration, ethics, professional standards and skills. Review of foundations, theories, and scope. Study of public management heritage and current trends and issues.

*Prerequisite:* N/A

*First Term Offered:* Fall 2009

*Credit Hours:* 3

#### ADDITIONS DEFERRED FROM LAST MEETING (1)

- **College of Liberal Arts**

*Department:* Classics

*Course Number & Title:* LAT501 Cicero: Speeches

*Catalog Description:* A close reading in Latin of a selection of the political and/or court speeches of Cicero with attention paid to cultural and literary contexts, as well a modern scholarship.

*Prerequisite:* Six hours of 400-level Latin

*First Term Offered:* Fall 2009

*Credit Hours:* 3

*Additional graduate requirements if listed as an undergraduate / graduate course:*

Graduate students will read more Latin on a weekly basis. They will give two oral reports, as opposed to one. They will read secondary literature. Undergraduates do a bibliographical exercise, but are not required to do extensive reading in secondary literature. Graduate papers will incorporate primary and secondary sources; undergraduate papers uses only primary source

*Response to Inquiry re: Sufficient number of 600-level Courses:* Per Caroline Perkins, “We adhere very carefully to the policy that our students must have 50% of their course work on the 600-level. What we do is either have students take two special author courses, which are 600-level, and/or take a 600-level English course as an elective.”

## COURSE DELETIONS (2)

- **College of Liberal Arts**

*Department:* Sociology & Anthropology

*Course Number & Title:* SOC597 Instructional Television 1

*Rationale:* This course has not been offered in many years and the department no longer supports televised instruction.

*Final Term Offered:* Spring 2004

- **College of Liberal Arts**

*Department:* Sociology & Anthropology

*Course Number & Title:* SOC598 Instructional Television 2

*Rationale:* This course has not been offered in many years and the department no longer supports televised instruction.

*Final Term Offered:* Spring 2004

**ATTACHMENT 3**

**Motion from Program Review and Assessment Committee Regarding Graduate Program Reviews**

**PROGRAM REVIEW RECOMMENDATIONS  
FIVE YEAR REVIEW  
2009**

<b>PROGRAM</b>	<b>RECOMMENDATION</b>
Art	Current level of activity
Criminal Justice	Current level of activity
Exercise Science	Current level of activity
Forensic Science	Resource Development – Operational Funding only, not for additional administration or faculty.
Humanities	Resource Development
Music	Current level of activity
Sociology	Corrective Action-need to address: <ul style="list-style-type: none"><li>• Declining enrollment</li><li>• Declining GRE scores</li><li>• Declining graduates</li><li>• Declining ratings on graduate follow-up reports</li><li>• Need to revise curriculum.</li></ul>
Technology Management	Current level of activity
History	Pending compliance of Graduate Council requests

ATTACHMENT 4

**NOTE: The proposal below was NOT APPROVED by the Graduate Council**

**Possible Revision to Program Review Procedures  
Proposed by Mary Beth Reynolds, Director of Assessment**

**Marshall University  
PROGRAM REVIEW PROCEDURES**

- Step 1: Program faculty prepare the Program Review in accordance with Higher education Policy Commission policy, following approved guidelines. The Review is then submitted to the college dean on the date established by the college.
- Step 2: The dean and the college curriculum committee review all college program reviews, assessing the quality of the program and the quality of the review itself.
- Step 3: The dean returns the Program Review with comments and suggestions for improvement to program faculty on the date established by the college.
- Step 4: Program faculty make necessary changes and submit **an electronic draft** of the Review to the dean by the date established by the college.
- Step 5: The dean prepares a cover memo to the President explaining the college recommendation and rationale for each program review and forwards them **with the electronic copy** of the completed program reviews to the Office of Assessment and Program Review by ~~November~~ **± September 15.**
- Step 6: The Office of Assessment and Program Review makes **an electronic version** of each undergraduate program review available to the Academic Planning Committee and of each graduate program review to the Graduate Council by ~~November~~ **± September 15.**
- Step 7: a) The Academic Planning Committee will send recommendations for revisions to the departments. The Academic Planning Committee will send a FINAL recommendation for each review to the Faculty Senate and to the Office of Assessment and Program Review by the ~~end of December~~ **November**. The Faculty senate will act on these recommendations **no later than the January December Senate meeting** and send their recommendation for each program to the President.
- b) The Graduate Council will send recommendations for revisions to the departments. The Graduate Council will forward an institutional recommendation for each program to the Office of Assessment and Program Review **no later than the January December Graduate Council meeting.**
- Step 8: Departments must make any revisions required by the Academic Planning Committee or the Graduate Council and send five paper copies of the Program Review to the Office of Assessment and Program Review **no later than February January 15.**
- Step 9: The Office of Assessment and Program Review will send the final recommendations to the Provost, who will forward them to the President, who reports the official University recommendation for each program to the Board of Governors **at the March/April meeting.**
- Step 10: When the Board of Governors has completed its review of the recommendations, it will send the results to the Higher Education Policy Commission and the President **by May 31.**

Step 11:           The President will send a notice of the Board's actions to the Provost and Senior Vice President for Academic Affairs, who will inform the deans and program chairs.

**Adopted, 10/30/01, Academic Planning Committee**

**Revised, 3/28/03 and 4/25/03, Academic Planning Committee and Graduate Committee**

**Revised 4/30/04, Academic Planning Committee**

**Editorial changes 4/11/2007, Academic Planning Committee and Graduate Council representatives**

**Editorial Changes: Office of Assessment and Program Review – 4/21/08**

**Changes proposed: Office of Assessment and Program Review – 1-14-09**

## ATTACHMENT 5

### MEMORANDUM

TO: Dr. Eldon Larsen  
Chair, MU Graduate Council

FROM: Dr. Dru Bora  
Graduate Director, M.S. Program in Criminal Justice

DATE: December 17, 2008

RE: Graduate Catalog Changes

The Criminal Justice Department is requesting changes to the graduate catalog. We would like the following document to be included on the Graduate Council meeting agenda for January 23, 2009. I have attached the proposed changes, along with the rationale as well as emails from both the chair of the department and the Dean of CoLA.

#### **Criminal Justice Graduate Catalog Changes (Fall 2009)**

(Please contact Dr. Dru Bora at [bora@marshall.edu](mailto:bora@marshall.edu) or ext. 63087 for questions)

#### **Rationale:**

The Criminal Justice Department is requesting changes to the graduate catalog to reflect the removal of the “areas of concentration” requirement in our program beginning Fall 2009. The rationale is that we simply cannot provide enough courses in any given area to claim that it is a true concentration, and then subsequently proceed to test them in that area at comprehensive exams. Moreover, our concentration areas were never designated as “Areas of Emphasis” by the Graduate Council, so there is no record on students’ transcripts that they specialized in any given area. In light of this, we are requesting approval to remove any reference to areas of concentration from the graduate catalog.

*This is the current language in the graduate catalog [pgs. 103-104], marked up to show the desired changes (all deletions are highlighted with strikethroughs, and insertions are included in bold red font). A clean version of the section follows:*

#### **PROGRAM REQUIREMENTS**

The Master of Science degree requires the completion of 32 hours of coursework and writing a thesis, or completion of 36 hours of coursework and the passing of written and oral comprehensive examinations. The curriculum is structured around a set of core requirements that provide a broad foundation in criminological theory, research and statistics, criminal law as well as aspects of criminal justice policy and practice.

All students are required to complete 18 hours of core courses:

CJ 602, Law and Social Control

CJ 603, Criminal Justice Planning  
CJ 604, Advanced Theory in Criminal Justice  
CJ 621, Advanced Criminal Law and Procedure  
CJ 655, Research Methods in Criminal Justice  
CJ 656, Applied Statistics in Criminal Justice

CJ 655, Research Methods in Criminal Justice, and CJ 656, Applied Statistics in Criminal Justice, are a two-course sequence that should be completed by all students during the first academic year in the graduate program (within the first 12 graduate credit hours for part-time students). Exceptions are made for students who must take prerequisite courses before enrolling in this sequence.

An area of concentration and electives designed to meet the individual needs of graduate students supplement the core courses. Students are required to select one concentration from the following five topical areas:

- Applied Research and Evaluation
- Legal Issues
- Corrections Systems and Processes
- Theory of Criminal Behavior
- Law Enforcement

Each area of concentration consists of 12 graduate credit hours. Various elective and special topic courses are offered to supplement the core courses and area of concentration for each student. Elective courses should be chosen around a coherent theme that complements the student's area of concentration. The Graduate Director or the Department Chair must approve all coursework that constitutes each student's concentration. Enrollment in core and elective courses is subject to the completion of any prerequisite courses and/or any requirement for permission to enroll from an individual instructor and/or other department faculty member. In addition, all courses to be considered toward graduation require approval from the Graduate Director or the Department Chair.

The Criminal Justice Department maintains a "two C rule" whereby students cannot continue in a graduate program if they earn more than two grades of C or lower in any graduate courses. Criminal Justice students who earn a third C (or lower) will not be permitted to continue taking courses, or to work on a thesis. Students who earn a grade of D or F are allowed only one C (if they haven't already received one). Furthermore, they must repeat the course if it is part of the core curriculum. If students already have two C's when they receive the D or F, they will be dismissed from the program without the opportunity to repeat the course. Regardless of whether the course is repeated, grades of D or F are recorded on the student's official academic transcript, computed into the final grade point average, and count toward the "two C rule." However, credit hours for courses in which students receive D's do not fulfill the credit hour requirements for graduation.

Before registration for the 12th graduate credit hour, all graduate students must complete an official Plan of Study form to be approved by the Graduate Director and/or Department Chair and submitted to the Graduate College Office.

A student with an approved Plan of Study may be granted the privilege of transferring credit earned in graduate coursework completed at another regionally accredited graduate institution, provided that the courses are related to criminal justice and the grades earned are B or better or equivalent and approved by the Graduate Director or Chair and Graduate Dean. However, transfer credit may only be used to fulfill elective or area of concentration credits. All 18 hours of core course requirements must be completed in the Criminal Justice Department at Marshall University. Transfer credits may not exceed 12 hours and all transfer credits must have been earned within a seven-year time limit, counted from the date of enrollment in the first graduate course.

### **Thesis Option**

For students planning to continue graduate studies, the thesis is the preferred option for receipt of the M.S. degree in Criminal Justice. Students electing the thesis option must complete 32 hours of graduate credit from the Criminal Justice Department.

Students selecting the thesis option must complete the core courses and area of concentration requirements and have a written thesis proposal/prospectus approved by the thesis committee prior to enrolling for thesis credit. The remaining credit hours may be granted for thesis research (up to 6 credit hours) or elective courses. The 6 thesis research hours are normally taken in three-hour increments over two successive semesters, immediately preceding graduation, and after course requirements are completed. Students must enroll in CJ 681, Thesis, for a maximum of 6 graduate credit hours. All students selecting the thesis option must pass an oral defense.

In cooperation with the Graduate Director, a student should form a thesis committee. The thesis committee assists in selecting and developing the research problem and evaluates the student's work on that problem. A student who selects the thesis option should outline the thesis option early in his or her studies in consultation with members of the graduate faculty. The student should also determine the graduate faculty member of the department who will serve as chair of the student's thesis committee.

### **Non-Thesis Option**

Students who select the M.S. degree without a thesis must complete 36 credit hours of graduate coursework with a GPA of at least 3.0 and meet all other requirements. The credit hours include the 18-hour core course requirement, and 18 CJ elective hours the 12-hour area of concentration requirement. The elective remaining credit hours may be completed using a variety of classes electives offered by the Criminal Justice Department. All students who select the non-thesis option must pass both written and oral comprehensive exams.

In order to sit for the comprehensive examination, students must select a committee as well as complete and return the Comprehensive Examinations form to the Graduate Director Office prior to the end of the second week of the semester they plan to graduate. The Comprehensive Examination form must be signed by all committee members and will remain valid only for the semester in which it is signed. The committee must consist of at least three readers/evaluators who hold Marshall University graduate faculty status. In addition, a majority of the committee must consist of full-time Criminal Justice department faculty, and the committee chair must be a faculty member in the Criminal Justice Department with graduate faculty status. This committee will be responsible for both writing and/or selecting the examination questions and evaluating the adequacy of the student's responses.

The comprehensive written examination consists of four five questions. The five questions assess knowledge rooted in the program's core courses and the student's area of concentration. Students will be asked to answer one question in each of the following content areas: criminological theory; research and advanced statistics; advanced criminal law and procedures; and criminal justice planning; and the student's area of concentration. The comprehensive oral examination will focus on areas deemed weak, incomplete, or inconsistent in the written portion of the test. However, the committee may ask students other related questions deemed appropriate. Both written and oral comprehensive examinations are administered once during the fall, spring, and summer semesters unless otherwise specified.

*Below is the clean version of the catalog section with the new language:*

### **PROGRAM REQUIREMENTS**

The Master of Science degree requires the completion of 32 hours of coursework and writing a thesis, or completion of 36 hours of coursework and the passing of written and oral comprehensive examinations. The curriculum is structured around a set of core requirements that provide a broad foundation in criminological theory, research and statistics, criminal law as well as aspects of criminal justice policy and practice.

All students are required to complete 18 hours of core courses:

- CJ 602, Law and Social Control
- CJ 603, Criminal Justice Planning
- CJ 604, Advanced Theory in Criminal Justice
- CJ 621, Advanced Criminal Law and Procedure
- CJ 655, Research Methods in Criminal Justice
- CJ 656, Applied Statistics in Criminal Justice



CJ 655, Research Methods in Criminal Justice, and CJ 656, Applied Statistics in Criminal Justice, are a two-course sequence that should be completed by all students during the first academic year in the graduate program (within the first 12 graduate credit hours for part-time students). Exceptions are made for students who must take prerequisite courses before enrolling in this sequence.

Enrollment in core and elective courses is subject to the completion of any prerequisite courses and/or any requirement for permission to enroll from an individual instructor and/or other department faculty member. In addition, all courses to be considered toward graduation require approval from the Graduate Director or the Department Chair.

The Criminal Justice Department maintains a “two *C* rule” whereby students cannot continue in a graduate program if they earn more than two grades of *C* or lower in any graduate courses. Criminal Justice students who earn a third *C* (or lower) will not be permitted to continue taking courses, or to work on a thesis. Students who earn a grade of *D* or *F* are allowed only one *C* (if they haven’t already received one). Furthermore, they must repeat the course if it is part of the core curriculum. If students already have two *C*’s when they receive the *D* or *F*, they will be dismissed from the program without the opportunity to repeat the course. Regardless of whether the course is repeated, grades of *D* or *F* are recorded on the student’s official academic transcript, computed into the final grade point average, and count toward the “two *C* rule.” However, credit hours for courses in which students receive *D*’s do not fulfill the credit hour requirements for graduation.

Before registration for the 12th graduate credit hour, all graduate students must complete an official Plan of Study form to be approved by the Graduate Director and/or Department Chair and submitted to the Graduate College Office.

A student with an approved Plan of Study may be granted the privilege of transferring credit earned in graduate coursework completed at another regionally accredited graduate institution, provided that the courses are related to criminal justice and the grades earned are *B* or better or equivalent and approved by the Graduate Director or Chair and Graduate Dean. However, transfer credit may only be used to fulfill elective credits. All 18 hours of core course requirements must be completed in the Criminal Justice Department at Marshall University. Transfer credits may not exceed 12 hours and all transfer credits must have been earned within a seven-year time limit, counted from the date of enrollment in the first graduate course.

### **Thesis Option**

For students planning to continue graduate studies, the thesis is the preferred option for receipt of the M.S. degree in Criminal Justice. Students electing the thesis option must complete 32 hours of graduate credit from the Criminal Justice Department.

Students selecting the thesis option must complete the core courses and have a written thesis proposal/prospectus approved by the thesis committee prior to enrolling for thesis credit. The remaining credit hours may be granted for thesis research (up to 6 credit hours) or elective courses. The 6 thesis research hours are normally taken in three-hour increments over two successive semesters, immediately preceding graduation, and after course requirements are completed. Students must enroll in CJ 681, Thesis, for a maximum of 6 graduate credit hours. All students selecting the thesis option must pass an oral defense.

In cooperation with the Graduate Director, a student should form a thesis committee. The thesis committee assists in selecting and developing the research problem and evaluates the student’s work on that problem. A student who selects the thesis option should outline the thesis option early in his or her studies in consultation with members of the graduate faculty. The student should also determine the graduate faculty member of the department who will serve as chair of the student’s thesis committee.

### **Non-Thesis Option**

Students who select the M.S. degree without a thesis must complete 36 credit hours of graduate coursework with a GPA of at least 3.0 and meet all other requirements. The credit hours include the 18-hour core course requirement, and 18 CJ elective hours. The elective hours may be completed using a variety of classes offered by the Criminal Justice Department. All students who select the non-thesis option must pass both written and oral comprehensive exams.

In order to sit for the comprehensive examination, students must select a committee as well as complete and return the Comprehensive Examinations form to the Graduate Director prior to the end of the

second week of the semester they plan to graduate. The Comprehensive Examination form must be signed by all committee members and will remain valid only for the semester in which it is signed. The committee must consist of at least three readers/evaluators who hold Marshall University graduate faculty status. In addition, a majority of the committee must consist of full-time Criminal Justice department faculty, and the committee chair must be a faculty member in the Criminal Justice Department with graduate faculty status. This committee will be responsible for both writing and/or selecting the examination questions and evaluating the adequacy of the student's responses.

The comprehensive written examination consists of four questions. The questions assess knowledge rooted in the program's core courses. Students will be asked to answer one question in each of the following content areas: criminological theory; research and advanced statistics; advanced criminal law and procedures; and criminal justice planning. The comprehensive oral examination will focus on areas deemed weak, incomplete, or inconsistent in the written portion of the test. However, the committee may ask students other related questions deemed appropriate. Both written and oral comprehensive examinations are administered once during the fall, spring, and summer semesters unless otherwise specified.

## ATTACHMENT 6

### Proposed Graduate Catalog Language Changes for Master of Arts with Emphasis in Music Education

#### PROPOSED CATALOGUE REVISION: LISTING OF SPECIALIZATION COURSES IN MASTER OF ARTS WITH AN EMPHASIS IN MUSIC EDUCATION: THESIS OPTION

##### OLD LANGUAGE:

###### Instrumental Specialization (8 credits):

MUS 615 ——— Advanced Marching Band Techniques (2)  
MUS 620A ——— Instrumental Techniques and Materials (2)  
MUS 630A ——— Instrumental Conducting (2)  
MUS 630B ——— Instrumental Conducting (2)

###### Choral Specialization (10 credits):

MUS 604D ——— Choral Literature (2)  
MUS 619A ——— Vocal Pedagogy (2)  
MUS 620B ——— Choral Techniques and Materials (2)  
MUS 629A ——— Choral Conducting (2)  
MUS 629B ——— Choral Conducting (2)

###### Elementary Specialization (9 credits)

MUS 511 ——— Introduction to Orff (3)  
MUS 670 ——— Advanced Materials and Methods (3)  
MUS 675 ——— Creative Activity for Children (3)

##### NEW LANGUAGE:

###### Specialization (8-10 credits)

**MUS 511            Introduction to Orff (3)**  
**MUS 615            Advanced Marching Band Techniques (2)**  
**MUS 620A          Instrumental Techniques and Materials (2)**  
**MUS 630A          Instrumental Conducting (2)**  
**MUS 630B          Instrumental Conducting (2)**  
**MUS 604D          Choral Literature (2)**  
**MUS 619A          Vocal Pedagogy (2)**  
**MUS 620B          Choral Techniques and Materials (2)**  
**MUS 629A          Choral Conducting (2)**  
**MUS 629B          Choral Conducting (2)**  
**MUS 670            Advanced Materials and Methods (3)**  
**MUS 675            Creative Activity for Children (3)**

## ATTACHMENT 7

### **Material regarding IRB language in graduate Plans of Study Proposal for Insertion into the Plan of Study for M.U. Graduate Students Bruce F. Day, Director of Office of Research Integrity**

Eldon, established institutional policy mandates that faculty and student research must be reviewed by the IRB before it is conducted. (In most cases, as you know, it will be deemed exempt when no animals or human subjects are involved.)

Bruce Day, our Research Program Manager, and Dr. Stephen Cooper, head of the social sciences IRB, and I met to discuss a situation that is of concern to me. I do not want to approve theses and dissertations if I do not know that they have been through IRB review. We agree that it is too late when the student submits his or her ETD (at which point I approve it for cataloging and Internet posting). Students tend to submit at the last hour (that is, less than a week before graduation). Sometimes it's not their fault—if faculty members on their committees keep asking for revisions. But, at that late date, it is really too late to reject a student's thesis—even though that could put us in jeopardy with the feds. And at that late date in the semester I certainly don't have time to go tracking down missing documentation of this kind. (I am already tracking grades, and old Incompletes, and transfer credits, and comp results, etc.)

Our solution is to add a sentence (see Cooper's 11 a.m. email below) to the Plan of Study form and also to insert an IRB information sheet when we return the student's copy of the POS. Ditto for the advisor's copy of the POS. We then want to monitor those students who indicated on their Plan of Study that they were planning to submit a thesis. That is, we want to alert the IRB that certain students have just had their Plan of Study approved and they are writing theses. Those students, at some point, should be able to document that they have submitted their prospectus or abstract to the IRB and the IRB approved or exempted it. This should be done as early as possible. It is my thinking that no thesis student should be allowed to register for more than 18 hours without IRB documentation. I would like to put holds on students who do not have such documentation by the agreed upon time—to get their attention. Would this need to go through the Graduate Council?

Len.

**From:** Deutsch, Leonard J  
**Sent:** Tuesday, November 25, 2008 11:38 AM  
**To:** Deutsch, Leonard J  
**Subject:** IRB and ETD

**From:** Deutsch, Leonard J  
**Sent:** Tuesday, November 25, 2008 11:37 AM  
**To:** Cooper, Stephen D; Day, Bruce  
**Cc:** Lawhon, Denise; Parker, Jan  
**Subject:** RE: blurbs for grad students and advisors

These are good ideas, Stephen, but it may be best to discuss them with Eldon Larsen, the chair of the Graduate Council, before we go too much farther. The changes we are suggesting reach into the academic sphere and, properly, faculty should be consulted. (I realize you **are** faculty; I mean a group that represents the interests of the graduate faculty.)

Thanks, Len.

**From:** Cooper, Stephen D  
**Sent:** Tuesday, November 25, 2008 11:29 AM  
**To:** Deutsch, Leonard J; Day, Bruce  
**Cc:** Lawhon, Denise; Parker, Jan  
**Subject:** RE: blurbs for grad students and advisors

I remember you saying that not every program operated with the same timetable, but my thought is that the hold ought to be applied after one semester of research time. IOW, a student couldn't register for another 3 credits for research until he/she had been in touch with the IRB about the study.

I figure that in the typical case, the first semester is the design phase. And the time to contact the IRB is just as soon as the student can describe the study design to us.

Stephen D. Cooper, Ph.D.  
Associate Professor, Communication Studies  
Marshall University

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**From:** Deutsch, Leonard J  
**Sent:** Tuesday, November 25, 2008 11:19 AM  
**To:** Cooper, Stephen D; Day, Bruce  
**Cc:** Deutsch, Leonard J; Lawhon, Denise; Parker, Jan  
**Subject:** RE: blurbs for grad students and advisors

This is a good suggestion, and it is very doable.

After you think about it for a while, let me know the point at which we should place a hold on the student's record if he or she has not provided us with documentation from the IRB.

Thanks,  
Len.

**From:** Cooper, Stephen D  
**Sent:** Tuesday, November 25, 2008 11:00 AM  
**To:** Day, Bruce  
**Cc:** Deutsch, Leonard J  
**Subject:** blurbs for grad students and advisors

Here's what I'm thinking. (Plain language is best, IMHO.)

Insert on Plan of Study form, immediately after "Are you submitting a thesis as part of the degree requirements?", something like this:

Please note that you must contact the Marshall University Institutional Review Board (IRB) regarding your plans to conduct any research. It is important that you do this before collecting any data at all. Your faculty advisor can guide you in this.

Len, Bruce and I will work on the text for your letter inserts (to faculty advisors, and students), and be back to you very soon. The graduation application is too late in the lifecycle, so we have no suggestions for changes to that form.

Stephen D. Cooper, Ph.D.  
Associate Professor, Communication Studies  
Marshall University

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PROPOSED LETTER:

Human Subject Research

Marshall University has a Federal Wide Assurance (FWA) that states we will abide by all applicable federal regulations concerning human subject research. Any research study that involves human subjects (through interaction or identifiable private information) must obtain approval from the Institutional Review Board (IRB) **prior** to starting.

This means that if your study is going to use, for example, interviews, anonymous surveys, personal data, or educational techniques then you must submit that study to the IRB for approval.

If you believe that your study is not human subject research or you are not sure then submit a brief abstract to me at the Office of Research Integrity (preferably via email). An IRB Chair will review the abstract and make a determination.

If the IRB Chair deems that your study is not human subject research you will be provided a letter stating that determination. If your study is deemed to be human subject research then you will be given guidance on how to submit the study to the IRB for approval.

Any study conducted without prior IRB approval that is later deemed to be human subject research will be considered non-compliance under federal regulations, the data will be destroyed and you will not receive credit.

If you have any questions please feel free to contact me at (304) 696-4303 or visit our website at [www.marshall.edu/research/ori](http://www.marshall.edu/research/ori).

Bruce F. Day, CIP  
Director, Office of Research Integrity  
[day50@marshall.edu](mailto:day50@marshall.edu)

## MARSHALL UNIVERSITY GRADUATE COUNCIL MINUTES

December 5, 2008

GC 319 – South Charleston Campus

**Members Present:** Larsen, Seymour, Childress, Christofero, Fincham, Gould, Gruetter, Patterson, Mader, Meyer, Pauley, Securro, Swindell and Trzyna.

**Members Absent:** Brammer, Lindberg and Sturgill

**Ex-Officio Members Present:** Deutsch and Ormiston

**Ex-Officio Members Absent:** Maher

**Guest:** Kinkel (Jostens Academic Regalia), Lassiter (Humanities), P. Stone (Forensic Science), P. Brown (Criminal Justice), Fenger (Forensic Science) and McKinney (Health Professions).

Larsen convened meeting at 1:00 PM.

Minutes of Oct. 31 meeting were approved as distributed.

**Graduate Faculty Membership:** Graduate Faculty list (Attachment 1) was approved to be sent to the president for his signature.

**Doctoral Regalia:** New doctoral robe (of Marshall Green) was presented by Jostens Academic Regalia. The better quality robe will have John Marshall seal embroidered on both sides of the black velvet panel. A less expensive option will also be available with no seals. Graduate Council approved of the regalia.

**Curriculum Committee:** Curriculum Committee report by Christofero (Attachment 2).

- New Course Addition requests for COLA (ENG 661 and LAT 501) were presented. ENG 661 was approved but LAT 501 was tabled in order to communicate with department regarding Graduate Council's policy about approving new 500-level courses.
- Request for course addition by College of Science (BSC 660) was approved.
- Request for change in catalog language for degree requirements in Biological Science was approved.
- Request for course title and catalog description change by CITE (SFT 660) was approved.
- Request for course number changes by COLA (SOC 585 to SOC 685 and PSY 502 to PSY 606) was approved.

**Program Review and Assessment Committee:** Program Review and Assessment Committee report presented by Meyer. Meyer reported Reynolds' program reviews are available and he will send specific reviews to readers of that program if requested. Program reviews and checklists are due back to the departments and colleges by Dec. 15. Any mandatory changes must be addressed by January 15, so that they can be voted upon at our January meeting. Consensus and final recommendations are due to Meyer and Larsen one week before our Jan. 23 meeting.

Presentations supporting requests for resource development presented by three programs – Humanities (Lassiter), Criminal Justice (Brown) and Forensic Science (Fenger).

Following these presentations Graduate Council members asked what the impact of the Graduate Council program reviews would have on actions regarding resource development. Larsen said the recommendation from Graduate Council reviews could influence the president and BOG's actions regarding these requests.

Various council members expressed concern that it is difficult to make recommendations without knowledge of the budget and what resources are available. If the council turns the request down, that takes any pressure off the administration to consider the request. How can we recommend "yes" or "no" without

clarifying our position? There may be elements of the request that we support with but other elements we don't. Larsen advised reviewers to act according to their own beliefs. He said reviewers could make a statement to clarify their decision. They could attach a letter of explanation.

**Credentialing Committee:** It was reported that College of Education and Human Services faculty credentials audit was approved.

**Academic Planning, Policies and Standards Committee:** Report presented by Childress.

- Proposed changes in M.A. in Geography (Attachment 3) and M.S. in Geography (Attachment 4). Change of hours from 32 to 30 hours for thesis students and change in core requirements. Changes were approved.
- Change in Graduate Catalog language for Political Science (PSC) (Attachment 5) was approved.
- Intent to Plan Doctorate in Physical Therapy Program (Attachment 6) was presented by Dean McKinney. Intent to Plan was approved.
- Request for change in number of credit hours from 42 to 41 for area of emphasis in MSN Family Nursing Practitioners was submitted. All course changes reflected in this program were approved previously. Requested change was approved.

Childress asked for update on requirement for programs to meet the requirement of 50% of student coursework in 600-level courses. Larsen reported that he informed deans they need to be in compliance or submit plan for compliance. Most deans have responded. Larsen will contact deans which have made no effort toward compliance.

**Graduate Policy Regarding Admission and Changing Area of Emphasis or Degrees:** Policy allows students to change Area of Emphasis by using the Change of Program form (New title: Change of Area of Emphasis form). There is no fee for a Change of Area of Emphasis. To change degree program, student will need to go through regular admission process. Students will be dropped from degree program if he or she hasn't enrolled in a degree course for the most recent one year period when the seven-year limit is reached. The policy was approved. See Attachment 7.

**“C” Policy Waiver Request:** Waiver of “C” policy requested by Forensic Science for students in the DNA emphasis. This waiver will allow students with a “C” grade in a maximum of 7 credit hours to retain academic standing through May 2010. Due to extraordinary circumstances resulting from Medical School restructuring, it was necessary to develop accelerated versions of two Forensic Science classes (FSC 600 and FSC 624). Graduate Council approved waiver for up-coming year, through May 2010 in this particular program.

Meeting was adjourned at 2:59 PM.

Submitted by Celene Seymour, Secretary, Dec. 11, 2008.

**NOTE: Future Council Meetings (PLEASE RESERVE THESE DATES NOW).**

**2008-2009 Academic Year future meetings. Draft—Please check these dates now!**

- January 23, 2009 – Huntington
- February 20, 2009 – South Charleston
- March 20, 2009 – Huntington
- April 24, 2009 – South Charleston

**Attachments:**

1. Graduate faculty membership approvals
2. Graduate Curriculum Committee Motions
3. Changes to the Geography M.A. Degree
4. Changes to the Geography M.S. Degree
5. New Graduate Catalog Language for POLITICAL SCIENCE (PSC)
6. Intent to plan Doctorate in Physical Therapy Program



**ATTACHMENT 1**  
**Graduate Faculty Membership Approvals**

<b>In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:</b>			<b>12/5/2008</b>	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>	<i>Month Year</i>	<i>Month Year</i>
Arnold, Charles Eric	COEHS	Exercise Sci., Sport, & Recr.	Graduate	December 2008	December 2013
Irvin, E. Annette	COEHS	Reading Education	Associate	November 2008	November 2011
Marley, William P.	COEHS	ESSR	Graduate	September 2008	September 2013
Mhango, Mary	COEHS	Family & Consumer Science	Graduate	October 2008	October 2013
Ruiz, David	COEHS	Exercise Sci., Sport, & Recr.	Associate	November 2008	November 2011
Schenewark, Jarred	COEHS	Exercise Sci., Sport, & Recr.	Associate	October 2008	October 2011
Spatig, Linda	COEHS	Sch. of Ed., Adv Ed. Studies	Doctoral	November 2008	November 2013
Twietmeyer, Gregg	COEHS	Exercise Sci., Sport, & Recr.	Graduate	October 2008	October 2013
Cooper, Stephen	COLA	Communication Studies	Graduate	November 2008	November 2013
Hadler, Markus	COLA	Sociology/Anthropology	Graduate	September 2008	September 2013
Powell, Jeffrey L.	COLA	Philosophy	Graduate	November 2008	November 2013
Van Kirk, John	COLA	English	Graduate	October 2008	October 2013
Vielkind, John	COLA	Philosophy	Graduate	October 2008	October 2013
Wilson, Robert	COLA	Psychology	Doctoral	November 2008	November 2013
Babiuc-Hamilton, Maria	COS	Physics	Graduate	December 2008	December 2013
Georgel, Philippe	COS	Biological Sciences	Graduate	December 2008	December 2013
Gilliam, Frank	COS	Biological Sciences	Graduate	December 2008	December 2013
Mitchell, Karen	COS	Mathematics	Graduate	November 2008	November 2013

**ATTACHMENT 2**  
**Graduate Curriculum Additions and Changes – December 2008**

**NEW COURSE ADDITIONS (2)**

- **College of Liberal Arts**

*Department:* English

*Course Number & Title:* ENG661 Studies in Genre

*Catalog Description:* An intensive study of one or more literary genres, familiarizing students with the major developments, terms, premises, and debates concerning the genre or genres in question.

*Prerequisite:* ENG630

*First Term Offered:* Fall 2009

*Credit Hours:* 3

- **College of Science**

*Department:* Biological Science

*Course Number & Title:* BSC660 Introductory Graduate Seminar

*Catalog Description:* Topics relevant to preparation for a career in the life sciences including: literature mining and interpretation, scientific ethics, preparation and delivery of scientific presentations, and career development tools

*Prerequisite:* N/A

*First Term Offered:* Fall 2009

*Credit Hours:* 2

*Additional Catalog Change:* Degree Requirements

*Old Requirements (p. 81, 5<sup>th</sup> sentence):* “In addition, candidates for the M.S. degree must register for and participate in Graduate Seminar (BSC 661 or 662) during each semester that they are actively enrolled in the graduate program and complete at least 18 hours in graded BSC electives at the graduate level (which may include BSC 660, 661, 662, and 681). Not more than 6 hours of seminar (BSC 661, 662, and 681). Not more than 5 hours of seminar (BSC 661-662) may be used to complete the 32-hour requirement.”

*New Requirements:* “In addition, candidates for the M.S. degree must register for and participate in Graduate Seminar (BSC 660 and 661 during their first year and BSC 662 in subsequent semesters) during each of the semesters in which they are actively enrolled in the graduate program and complete at least 18 hours in graded BSC electives at the graduate level (which may include BSC 660, 661, 662, and 681). Not more than 6 hours of seminar (BSC 660, 661, 662) may be used to complete the 32-hour requirement.”

## COURSE CHANGES (3)

- **College of Information Technology and Engineering**

*Department: Safety*

*Course Number & Title: SFT660 Human Factors in Accident Prevention*

*Course Title Change*

Old Course Title: Human Factors in Accident Prevention

New Course Title: Applied Ergonomics and Human Factors Engineering

*Rationale:* Better reflects course content. Currently a student can choose one of two courses – Fundamentals of Ergonomics or Human Factors in Accident Prevention. The lectures and the book content of both courses overlap by approximately 75%. We are combining these two courses into one course to streamline our graduate program and course schedule.

*Change in Catalog Description*

From: A study of psychological principles and their application and accident causation and prevention

To: A study of how humans interact with the work environment, focusing on human capabilities and limitations, repetitive motion disorders, the human-machine interface and workspace design.

*Rationale:* Expresses combination of course content

- **College of Liberal Arts**

*Department: Sociology & Anthropology*

*Course Number & Title: SOC585 Independent Study*

Old Course Title: SOC585 Independent Study

New Course Title: SOC685 Independent Study

*Rationale:* This is a graduate level independent study and we are following the graduate college guidelines for 600 level courses for our graduate program

- **College of Liberal Arts**

*Department: Psychology*

*Course Number & Title: PSY502 Advanced Social Psychology*

Old Course Number: PSY502

New Course Number: PSY606

*Rationale:* The course was originally a 400/500 split class, but in response to the needs of the PsyD program and a change in the rigor of the course, we want to have the number reflect the new level of difficulty and will only be open to graduate students.

**ATTACHMENT 3**  
**Changes to the Geography M.A. Degree**

Addition/Deletion/Change of a Major or Degree

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Name of Major or Degree and Action Requested: **Geography M.A.**

Department: **Geography**

Contact: **James Leonard** 696-4626

Rationale: **see attached.**

Curriculum: (Number of Hours and Courses; Indicate Required/Optional)

**see attached.**

Effective Date (Semester and Year):

**Fall 2009**

New Resources Required: **none**

Statement of Non-Duplication: (This field of study does not duplicate any other current program at the University.) Please attach a letter from the affected department (s) if duplication will occur. **n/a**

Signatures and Date: (If disapproved at any level, do not sign. Return to previous signer.)

Department/Division Chair: \_\_\_\_\_

College Curriculum Committee: \_\_\_\_\_

College Dean: \_\_\_\_\_

Dean of Libraries: \_\_\_\_\_

Chair, Graduate Council: \_\_\_\_\_

Provost/VP Academic Affairs: \_\_\_\_\_

Presidential Approval (Date): \_\_\_\_\_

Board of Governors Approval (Date): \_\_\_\_\_

## SUMMARY:

Change one core course requirement. Change hours required from 32 to 30 for thesis students.

## DETAILS:

A significant percentage of geography M.A. students write theses. It is our intention to 1) encourage all students to write a thesis by reducing the hours required from 32 to 30 for thesis students and 2) improve the quality of thesis research and writing by adding GEO615 to the required core courses, providing a more structured research experience. The new required course GEO 615 will emphasize application of geographic concepts and methods to a student's master's thesis research. GEO 615 will be a continuation of GEO 609 where students generate a thesis proposal. GEO521 will be deleted. GEO610-614 will be renumbered 611-614 to make room for the new course.

## NEW CURRICULUM:

Students choosing the thesis option must complete 30 graduate credit hours, of which a maximum of 6 hours may be thesis hours. Students choosing the non-thesis option must complete 36 graduate credit hours and comprehensive oral and written final exams. In consultation with a faculty advisor, a student pursuing an M.A. degree will specialize in social science-based geography emphasizing planning, geographic education, human or regional geography.

### Old Core Requirements:

1. GEO 521\* Concepts and Methods
  2. GEO 609 Geographical Research
  3. GEO 540\* Quantitative Methods
  4. Any graduate level GIS/RS course in the department
- \*requirement waived if taken at the undergraduate level

### New Core Requirements:

1. GEO 609 Geographical Research I
  2. GEO 615 Geographical Research II
  3. GEO 540\* Quantitative Methods
  4. Any graduate level GIS/RS course in the department
- \*requirement waived if taken at the undergraduate level

For the M.A. degree, we recommend Human, Regional, and Planning/Techniques in Geography courses such as:

Historical Geography 501  
Political Geography 505  
Population Geography 506  
Urban Geography 510  
Medical Geography 511  
Methods and Techniques of Regional Planning 514  
Regional Planning and Development 515  
Geography of Gender 519  
Economic Geography 607  
Geography of Appalachia 502  
Geography of Asia 503  
Geography of Europe 504  
Geography of Sub-Saharan Africa 507  
Geography of South and Middle America 508

Geography of North Africa and the Middle East 509  
Geography of Russia 512  
World Regions 611-614  
Field Research 520  
Principles of GIS 526  
GIS Vector Analysis 529  
Applied GIS Projects 631  
Seminars in Human Geography 617-619

We also permit students to take courses in cognate disciplines outside the department.

**ATTACHMENT 4**  
**Changes to the Geography M.S. Degree**

Addition/Deletion/Change of a Major or Degree

---

Name of Major or Degree and Action Requested: **Geography M.S.**

Department: **Geography**

Contact: **James Leonard** 696-4626

Rationale: **see attached.**

Curriculum: (Number of Hours and Courses; Indicate Required/Optional)

**see attached.**

Effective Date (Semester and Year):

**Fall 2009**

New Resources Required: **none**

Statement of Non-Duplication: (This field of study does not duplicate any other current program at the University.) Please attach a letter from the affected department (s) if duplication will occur. **n/a**

Signatures and Date: (If disapproved at any level, do not sign. Return to previous signer.)

Department/Division Chair: \_\_\_\_\_

College Curriculum Committee: \_\_\_\_\_

College Dean: \_\_\_\_\_

Dean of Libraries: \_\_\_\_\_

Chair, Graduate Council: \_\_\_\_\_

Provost/VP Academic Affairs: \_\_\_\_\_

Presidential Approval (Date): \_\_\_\_\_

Board of Governors Approval (Date): \_\_\_\_\_

## SUMMARY:

Change one core course requirement. Change hours required from 32 to 30 for thesis students.

## DETAILS:

A significant percentage of geography M.S. students write theses. It is our intention to 1) encourage all students to write a thesis by reducing the hours required from 32 to 30 for thesis students and 2) improve the quality of thesis research and writing by adding GEO615 to the required core courses, providing a more structured research experience. The new required course GEO 615 will emphasize application of geographic concepts and methods to a student's master's thesis research. GEO 615 will be a continuation of GEO 609 where students generate a thesis proposal. GEO521 will be deleted. GEO610-614 will be renumbered 611-614 to make room for the new course.

## NEW CURRICULUM:

Students choosing the thesis option must complete 30 graduate credit hours, of which a maximum of 6 hours may be thesis hours. Students choosing the non-thesis option must complete 36 graduate credit hours and comprehensive oral and written final exams. In consultation with a faculty advisor, a student choosing the M.S. option will specialize in natural science-based geography such as environmental science/planning, cartography, GIScience, or physical geography.

### Old Core Requirements:

1. GEO 521\* Concepts and Methods
2. GEO 609 Geographical Research
3. GEO 540\* Quantitative Methods
4. Any graduate level GIS/RS course in the department  
\*requirement waived if taken at the undergraduate level

### New Core Requirements:

1. GEO 609 Geographical Research I
2. GEO 615 Geographical Research II
3. GEO 540\* Quantitative Methods
4. Any graduate level GIS/RS course in the department  
\*requirement waived if taken at the undergraduate level

For the M.S. degree, we recommend GIScience, Environmental, and Physical Geography courses such as:

Field Research 520  
Principles of GIS 526  
GIS Vector Analysis 529  
GIS Raster Analysis 530  
Analysis of Digital Airborne and Spaced Based Imagery 531  
Applied GIS Projects 631  
Environmental Geography 522  
Environmental Planning 516  
Climatology 525  
Conservation 620  
Seminars in Physical Geography 617-619

We also permit students to take courses in cognate disciplines outside the department.



## ATTACHMENT 5

### New Graduate Catalog Language for POLITICAL SCIENCE (PSC)

The Master of Arts in political science provides a wide range of opportunities for students of various interests or goals. The M.A. program affords both concentration and flexibility so that majors may acquire in depth knowledge in selected aspects of politics as well as appropriate skills in political analysis. Majors may arrange a program to prepared themselves for such endeavors as law school, further graduate work, teaching or government service. The curriculum also serves interested students in other majors, such as business, education, economics, English, geography, history, journalism, psychology, social studies or sociology, who wish to enhance their backgrounds by taking a minor or specific coursework.

Completion of the master's degree in political science entails fulfillment of both the general Graduate College requirements, and the specific departmental requirements listed below. A major may select either the thesis, or coursework only option. Once an option has been selected, any change in the option must be approved by the department.

The graduate curriculum in political science is divided into six fields of specialization. The student who elects to write a thesis must take at least nine course hours in one of these, and the topic must be within the field. Under the non-thesis options, at least twelve course hours must be taken within a single field.

Under the non-thesis options the candidate must take a comprehensive written examination. All candidates must take a general oral examination.

**The Department of Political Science is committed to those items enumerated in the mission statements of Marshall University and its College of Liberal Arts. First and foremost, the Department of Political Science strives to prepare future leaders by providing undergraduate and graduate students with a quality liberal arts political science education. This education includes critical thinking skills, problem solving skills, research skills, language/communication skills, and development of students' intellectual capabilities. The Department of Political Science is committed to (1) applied and basic research; (2) leadership and public service to the community; and (3) developing insight into multicultural and global issues.**

#### **General Departmental Requirements**

Admission to the graduate program requires the GRE Exam and completion of 12 hours of undergraduate political science coursework with a GPA of 2.5. Each student works closely with a graduate advisor throughout his or her program. Before completion of 18 hours of graduate coursework with at least a 3.0 GPA, the student must file a Plan of Study with the Graduate College. At this time, a specific program for the student is projected which will lead to the M.A. degree.

**Students may be admitted to the Master of Arts degree program in Political Science (MA) in the fall or spring semesters. To apply, all students must first complete and return the Graduate Application for Admission to the Graduate Admissions Office (available at [www.marshall.edu/mugc/](http://www.marshall.edu/mugc/)). Moreover, students are encouraged to review the Graduate Catalog online at [http://www.marshall.edu/mugc/grad\\_publ.html](http://www.marshall.edu/mugc/grad_publ.html) for complete information on the graduate application process and university policies. To be considered by political science faculty for admission to the MA program, all applicants must provide a complete application file that contains the following items:**

- A Marshall University Graduate Application for Admission (obtained from the Graduate Admissions office or online)
- All official transcripts
- Graduate Record Examination (GRE) General Test and TOEFL (if applicable) scores
- Two letters of recommendation (college instructors strongly preferred)
- A personal statement (see below)

**Students may be admitted and awarded either a full, provisional, or conditional admission status.**

**For *full* admission to the MA program, the applicant should have:**

- a baccalaureate degree from an accredited college or university
- completion of 12 hours of undergraduate social science coursework

- an undergraduate grade point average (GPA) of 3.0 or higher;
- a combined score of 1000 on the GRE;
- a score of 550 or higher on the TOEFL (for international students only);
- two letters of recommendation that discuss the applicant’s abilities (college instructors strongly preferred); and
- a personal statement (1-2 page essay regarding the student’s interest in political science and how the MA degree will benefit them).

**For provisional admission:**

In accordance with the Graduate Admissions office at Marshall University, the department may admit a student as *provisional* after submission of all required application materials when he or she possesses a baccalaureate degree and shows academic promise, but does not meet the criteria for full admission. Thus, students with an undergraduate GPA between 2.50 and 2.99 may apply and be considered for provisional admission, given that all other full admission requirements are met including combined GRE scores of 1000. Conversely, students with GRE scores lower than the combined 1000 may be considered for provisional admission, given that all other full admission requirements are met including an undergraduate GPA of greater than 3.0. In addition, all other requirements for full or provisional admission may be waived based on additional evidence of academic promise or demonstrated competency.

**Plan of Study**

No later than the semester in which the graduate student registers for his/her 12th graduate credit hour, he/she must complete an official Plan of Study form to be approved by the Director of Graduate Studies and submitted to the Office of the Graduate College.

A student with an approved Plan of Study may be granted the privilege of transferring credit earned in graduate coursework completed at another regionally accredited graduate institution, provided that the courses are related to Political Science and the grades earned are *B* or better or equivalent and approved by the Director of Graduate Studies and Graduate Dean. However, transfer credit may only be used to fulfill elective or minor field credits. All 18 hours of core and major field course requirements must be completed in the Department of Political Science at Marshall University. Transfer credits may not exceed 12 hours and all transfer credits must have been earned within a seven-year time limit, counted from the date of enrollment in the first Marshall University graduate course.

**Core Curriculum**

The Master of Arts degree requires the completion of 30 hours of coursework and writing a thesis, or completion of 36 hours of coursework and the passing of written and oral comprehensive examinations.

The graduate curriculum in political science is divided into five fields of specialization. The student who elects to write a thesis must take at least nine credit hours in one of these, and the topic of the thesis must be within that field. Under the non-thesis option, at least twelve credit hours must be taken within a single field.

Minimum requirements.....	
32-36 Hours	
1. Political Science 600 and 604 (required of all majors).....	6 hours
2. Major Field of Concentration (minimum).....	9-12 hours
3. Minor Second field .....	6-9 hours

4. <del>Minor or cognate</del> .....	6
5. Thesis <b>option</b> .....	6
<b>hours (replacing 3 hours in major field and 3 hours in electives)</b>	
6. Electives.....	6
<b>9 hours</b>	

**Electives must be approved by the Director of Graduate Studies and be related to the major or minor field of study.**

#### **GRADUATE FIELD CONCENTRATIONS-SPECIALIZATIONS**

~~American National, State, and Local, and Urban Politics: 523, 533, 536, 540, 542, 560, 564, 584, 606, 611, 612, 621, 648, 652, 675.~~

~~American National Politics: 517, 523, 533, 536, 540, 542, 560, 584, 606, 611, 612, 652.~~

~~Constitutional Democracy: See separate section below. 521, 527\*, 529, 536\*, 546\*, 560\*, 584, HST 620, HST 622\*, HST 629~~

~~International/Comparative Politics: 505, 506, 507, 508, 509, 510, 511, 512, 515, 516, 520, 522, 523, 524, 529, 531, 544, 609, 614, 620, 652.~~

~~International Politics: 505, 506, 510, 512, 515, 520, 523, 524, 529, 531, 609.~~

~~Political Theory: 518, 519, 521, 525, 526, 528, 529, 530, 531, 546, 556, 629.~~

~~Public Administration/Urban Studies and Public Policy: 531, 533, 542, 550, 552, 553, 554, 561, 618, 620, 621, 660.~~

**All courses are designated PSC unless otherwise noted**

~~Courses numbered Political Science 580 through 583, 601, 650, and 651 may be counted in an appropriate area of specialization upon the approval of the advisor.~~

**\*must take any two of these courses for a major field**

**Courses that fall in two or more specializations may be counted in an appropriate area upon the approval of the Director of Graduate Studies.**

#### **~~The Dr. Simon D. Perry Program on Constitutional Democracy~~**

~~—The Dr. Simon D. Perry Program on Constitutional Democracy, a senior/graduate level program, serves as the academic centerpiece of the John Marshall Research Center. The program, which consists of five core courses as well as eleven other carefully selected offerings from a variety of academic disciplines, represents a unique and dynamic field in constitutional studies, employing a new approach in political science called “historical institutionalism.” This program consists of the core and elective courses below and all other requirements of the Department of Political Science and the College of Liberal Arts.~~

#### *Requirements*

**The Director of Graduate Studies must approve all coursework that constitutes each student’s specialization. Enrollment in specializations and elective courses is subject to the completion of any prerequisite courses and/or any requirement for permission to enroll from an individual instructor and/or other department faculty member. In addition, all courses to be considered toward graduation require approval from the Director of Graduate Studies.**

#### **Thesis Option**

**For students planning to continue graduate studies in a doctoral program, the thesis is the preferred option for receipt of the MA degree in Political Science. Students electing the thesis option must complete 30 hours of graduate course credit. Students selecting the thesis option must complete the core courses and area of concentration requirements and have a written thesis proposal/prospectus approved by the thesis committee prior to enrolling for thesis credit. The remaining credit hours are obtained by taking thesis research (PSC 681) (6 credit hours). The 6 thesis research hours are normally taken in three-hour increments over two successive semesters, immediately preceding graduation, and after course requirements are completed.**

All students selecting the thesis option must pass an oral defense. In cooperation with the Director of Graduate Studies, a student should form a thesis committee. The thesis committee assists in selecting and developing the research problem and evaluates the student's work on that problem. A student who selects the thesis option should outline the thesis option early in his or her studies in consultation with members of the graduate faculty. The student should also determine the graduate faculty member of the department who will serve as chair of the student's thesis committee.

### **Non-Thesis Option**

Students who select the MA degree without a thesis must complete 36 credit hours of graduate coursework with a GPA of at least 3.0 and meet all other requirements. The credit hours include the 18-hour core course requirement, which includes the 12-hour specialization requirement. Nine credit hours must be completed in a minor area of specialization offered by the Political Science Department. The remaining 9 hours may be taken from a variety of graduate level courses offered at Marshall University. All elective courses must enhance the major or minor field and be approved in advance by the Director of Graduate Studies. All students who select the non-thesis option must pass both written and oral comprehensive exams. Both written and oral comprehensive examinations are administered once during the fall and spring semesters.

### **Choosing Classes**

All curriculum choices should be made in consultation with the Director of Graduate Studies. Students should keep in mind that they cannot retake undergraduate/graduate classes they took as an undergraduate student at Marshall University (if applicable).

### **Advising**

All new graduate students must meet with the Director of Graduate Studies before their first semester as a graduate student. Continued advising throughout a student's tenure at Marshall University is strongly encouraged.

## ATTACHMENT 6

### Intent to plan Doctorate in Physical Therapy Program

**Name of Institution:** Marshall University  
**Date:** November 13, 2008  
**Category of Action Required:** Initial Approval  
**Title of Degree:** Doctorate of Physical Therapy  
**Location:** Huntington  
**Effective Date to Proposed Action:** To admit students fall 2010  
**Brief Summary Statement:**

Marshall University College of Health Professions is requesting permission to establish a Doctorate in Physical Therapy (DPT), to be implemented in the summer of 2009 and admit the first class in fall 2010. A Doctorate in Physical Therapy is currently considered the entry level for all physical therapy programs and the opportunity exists for Marshall to create a state of the art physical therapy program. Bachelor degree programs in physical therapy are no longer being accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), the accrediting body for the American Physical Therapy Association (APTA) and, thus, are being replaced with the DPT by most universities with established programs. The Physical Therapist works to optimize physical and functional abilities of individuals through participation in scholarship of discovery, integration, application, and teaching. The emphasis of the DPT program will be research and knowledge development for the advancement of quality practice in physical therapy.

The proposed program will consist of a minimum of 109 graduate credit hours obtained over a three year period. The basic framework is founded in the four plus three approach allowing students with a BS degree containing the appropriate prerequisites to obtain a doctoral degree in physical therapy in 7 years total (four years BS and three years graduate: full-time attendance required). To facilitate current student needs, there would be two entry points into the program; post BS degree from any accredited university and full admission post MS degree from any accredited university.

Currently, WV students wishing to seek a DPT must travel to one of two schools in northern WV or attend out of state schools. Thus, students from central and southern WV that wish to pursue a DPT degree are required to travel a considerable distance. Since students often develop professional relationships in school and remain in areas where relationships are built, many do not return to the rural southern counties of WV. Additionally, at least one WV school gives preference to students that obtain their BS degree from that school which further limits enrollment opportunities for MU graduates.

Historically, development of new PT programs is rare with the accrediting bodies holding approval for new programs to a minimum. In 2007, only one program was sanctioned for development. Dr. Charles McKown, Vice President for Health Sciences for Marshall University, has contacted the APTA and received preliminary approval to create a new program in physical therapy. Thus, COHP would like to proceed with reasonable caution and expediency towards development of the DPT program of study.

#### **PART I: PROGRAM DESCRIPTION**

The College of Health Professions (COHP) at Marshall University (MU) is proposing a Doctorate of Physical Therapy (DPT) program as a stand-alone department housed in COHP. The program will provide the third DPT program in West Virginia; the first is located at West Virginia University in Morgantown, WV and the second is offered by Wheeling Jesuit University in Wheeling, WV. The MU DPT program will offer an entry level physical therapy degree for the first time in central and southern WV. The MU DPT program will prepare physical therapy specialists at a time of critical health care professional shortages, and severe distribution of workforce issues that affect healthcare access nationally and state-wide.

#### **A. Program Objectives**

The purpose of the Doctorate in Physical Therapy at Marshall University is to prepare physical therapists that will serve the needs of the citizens of West Virginia and the region, particularly in the rural areas, and expand the knowledge and scholarship of the physical therapy profession. Our objectives are to educate, train, and prepare the professional graduate physical therapy practitioner who will:

1. Deliver the highest quality physical therapy services to the individuals and communities of West Virginia and region, including sparsely populated rural settings.
2. Demonstrate sound, independent, and evidenced-based clinical decisions utilizing information literacy, critical thinking skills, and empiric data.
3. Serve as autonomous providers who are responsive to the scope of physical therapy practice.
4. Function as a unique, independent, and interdependent member of the health care team.
5. Adhere to the core professional values associated with the profession.
6. Adhere to all established ethical and legal guidelines for practice and research.
7. Provide culturally sensitive care distinguished by advocacy, trust, respect, and an appreciation for individual differences.
8. Commit to evidence-based practice through ongoing assessment and application of new knowledge.
9. Possess basic and applied research skills characterized by discovery and dissemination of new knowledge.
10. Demonstrate a commitment to the health of the community through participation in primary and secondary prevention programs.
11. Commit to improving the quality of life of those served.

## **B. Program Identification**

1. The following is the appropriate program identification as provided in the Classifications of Instructional Programs developed and published by the U.S. Department of Education Center for Educational Statistics:

**51.2308 Physical Therapy/Therapist.** *A program that prepares individuals to alleviate physical and functional impairments and limitations caused by injury or disease through the design and implementation of therapeutic interventions to promote fitness and health. Includes instruction in functional anatomy and physiology, kinesiology, neuroscience, pathological physiology, analysis of dysfunction, movement dynamics, physical growth process, management of musculoskeletal disorders, clinical evaluation and measurement, client assessment and supervision, care plan development and documentation, physical therapy modalities, rehabilitation psychology, physical therapy administration, and professional standards and ethics.*

## **C. Program Features**

### Admission Standards

Prospective students who wish to apply to for admission to the DPT program must fully meet the admission requirements for MU Graduate school admissions. Additional admission requirements exist for the DPT program (see below). Each application will be screened carefully for completion of all admission criteria and only those with complete applications will be invited for a personal interview with the faculty. Admission to Marshall University graduate school does not guarantee admission to the DPT program. Completion of the undergraduate degree at MU does not guarantee admissions to the DPT program; however, preference will be given to Marshall alums if all things are equal. The number of placement positions will be limited by available clinical positions. Applicants to the DPT program are admitted based on overall cumulative college GPA, GRE scores, GPA in prerequisite coursework, strength of references, and personal interview. The top applicants will be offered a personal interview at MU COHP. Up to forty applicants will be offered a position in the program based on an average of academic points and interview score.

### Admission Criteria

Prospective students must meet the minimum criteria listed below to be considered for admission to the program. Admission is expected to be highly competitive and will be determined by a panel of experts in the fields of physical therapy and health care education.

#### Post-Bachelor Degree

For students applying with an undergraduate degree, minimum qualifications include:

- Unconditional admission to Marshall University Graduate School
- Earned baccalaureate degree, or verified plan of completing a baccalaureate degree by May of the year prior to entering the program
- Students may apply with an undergraduate degree in any major but required pre-requisite work must have been completed with a minimum 2.50 cumulative from all coursework (see list below)
- Minimum 60 hours volunteer in a physical therapy department or observation with a community physical therapist
- Successful interview
- Two letters of recommendations from previous faculty
- One letter of recommendation from a physical therapist

Undergraduate students in their final semester of undergraduate work may be admitted conditional to completion of the undergraduate degree provided all other DPT admission criteria are met.

#### Post-Master Degree

- Overall cumulative GPA of 2.50 in graduate courses
- GRE scores with minimum 1000 on two sections (Verbal and Quantitative Reasoning)
- Successful interview
- Two letters of recommendations from previous faculty
- One letter of recommendation from a physical therapist

**Table 1: Proposed Prerequisite courses accepted for admission criteria**

<b>Subject/Credit Hours</b>	<b>MU Course or Equivalent transfer (or higher)</b>
Biology with lab (8 hours)	BIOL 104, 105, 227, 228, 250
Chemistry with lab (8 hours)	CHEM 203, 204, 327, 211, 217, 212, 218
Physics with lab (8 hours)	PHY 101, 101L
Introductory Statistics (3 hours)	MTH 225, 345
General Psychology (3 hours)	PSY 201
Human Physiology (3 hours)	BCS 228
Human Anatomy (3 hours)	BSC 227

All applications must be postmarked no later than March 1 for the class beginning in the fall semester and must include the following:

- Official GRE score must be delivered to the college prior to application deadline (Must be current within 5 years)
- Application to Marshall University graduate school
- Application to COHP department of Physical Therapy
- Official transcripts for all colleges/universities attended
- Curriculum vitae indicating all physical therapy and physical therapy volunteer experience
- Two letters of recommendations from previous faculty
- One letter of recommendation from a physical therapist

- A \$50 non-refundable application fee payable to MU COHP

Students that meet all eligibility requirements will be offered an interview with the faculty. The interviewers will make recommendations to the Doctoral Admissions Committee which shall then make recommendations to the DPT Program Director for final decisions regarding admissions. Additional Technical Standards for Admissions will be developed by the program director and dean, COHP.

#### Performance Standards

The Doctorate in Physical Therapy requires at least 9 semesters of coursework including 2 semesters of clinical rotations for a total of 3 years to complete. The total number of credits includes at least 109 post-baccalaureate hours of study. The number of hours is consistent with DPT programs across the nation and modeled from programs offered in WV. Because this doctoral degree is a clinical research degree, the program is a combination of classroom and clinical credits. Graduate level credits will be provided for supervised clinical rotations. Consistent with other graduate programs at MU, a cumulative grade point average of 3.0 must be maintained throughout the program.

### **D. Program Requirements**

The DPT will consist of at least 109 post-baccalaureate credit hours that will be taken in sequence. In keeping with the requirements of APTA for program approval, specific courses will not be developed until after a program director (PD) has been officially hired and establishes input into the curricular development. Examples of courses offered by other DPT programs can be viewed in the appendices (Appendix C) and are heavily weighted in physical and health sciences. Entrance to the program will require a BS degree in any field from an accredited university provided the student meets the prerequisite course work listed in section D, or as a second career choice post-masters degree.

### **E. Program Outcomes**

The following outcome measures have been established for the DPT program:

1. Ninety percent or more of all students admitted will successfully complete the program within the specified timeframe.
2. Passage rate of  $\geq 80\%$  on the national certification examination annually averaged over three years.
3. Within six months of successful completion of the certification examination, 95% of graduates will be employed in the field of physical therapy.
4. Access to physical therapist in rural communities will improve by 5% annually based on 2006 WV county specialist availability data.

### **F. Program Delivery**

All didactic coursework will be offered on the Huntington campus. Courses will be offered in the traditional classroom atmosphere with web enhancement. All clinical experiences and practicum will be completed at regional or national health care facilities that offer physical therapy services. Each clinical facility must possess current certification to provide physical therapy services. Students in the clinical setting will be assigned a particular preceptor, however, preceptors may have more than one student per semester. Regardless of the number of students in a clinical setting, each student must be individually supervised during procedures.

#### **PART II: Program Need and Justification**

### **A. Relationship to Institutional Goals/Objectives**



The addition of this health professions program will be beneficial to the citizens of West Virginia and surrounding Appalachia regions by providing improved health services with an emphasis on rural Appalachia. This program is consistent with Marshall University's current mission and areas of emphasis on provision of quality graduate education that is pertinent to the state and region and to improving the healthcare of the Appalachian region. The University has demonstrated a commitment to improving the education, health, and welfare of WV through innovative and necessary programs of study.

## **B. Existing Programs**

According to the American Physical Therapy Association, as of December 31, 2007, there were 186 accredited DPT programs in the US and 25 remaining MS/MPT programs. Only three DPT programs were accredited outside of the US, 2 of which are in Canada. As of 2007, a total of 11,500 students have been awarded the professional DPT degree. The average costs of physical therapy programs vary across regions of the US. WV is widely considered a member of the mid-Atlantic region that encompasses all/or parts of Pennsylvania, New Jersey, Maryland, Delaware, New York, Virginia, Washington D.C., and by CAPTE as a member of the South Atlantic States which would add North and South Carolina, Florida, and Georgia. The costs of education ranged widely among these states with WV generally less costly than other mid-Atlantic and South Atlantic states. WV competes with these Mid-Atlantic and southern states as well as bordering mid-Western states. Thus, examples of cost comparisons are provided from each area that might be considered competitive (refer to table 2).

There is currently one DPT program in West Virginia housed within a public institution of higher education; West Virginia University (WVU). Located in Morgantown, WVU serves primarily the panhandle and northern areas of WV. Annual enrollment at WVU is limited to 30 students with no satellite program and, as such, does not fully meet the needs of rural southern WV or neighboring states to the West and South. The second DPT program in WV is offered at Wheeling Jesuit University (WJU), also located in the northern part of WV.

The tuition for WVU's DPT program is \$8,694 resident and \$26,086 non-resident for the academic year per their web site. A personal interview with a WVU representative provided the annual tuition costs to be \$12,000 for residents. Additional unspecified costs would be incurred for summer semesters of study. Additional program and course specific fees associated with the DPT at WVU are not listed but implied on their fee schedule. Costs for tuition at WJU are \$30,500 per year and regardless of state residency.

The remaining Mid-Atlantic programs have annual state resident costs that range from \$12,125 at DE to \$34,667 at New York University (NYU). Border state tuition also ranges widely. For example, the Ohio State University (OSU) offers a DPT and PhD in Physical Therapy program and tuition and fees average approximately \$14,472 per academic year for in-state residents and \$33,334 for non-resident students. This includes three quarters. There are additional unspecified tuition and fees for summer courses.

The University of Kentucky (UK), located approximately two hours west of Huntington, also offers a three-year DPT program. UK's current advertised tuition costs for students are \$13,590 per year resident and \$29,703 per year for non-resident students. Additional program specific fees and costs were not elaborated upon but implied. UK does not specify if costs are based on an academic or calendar year.

The DPT is a professional degree and the MU DPT will be housed in COHP which has a relationship to the School of Medicine. Thus, comparisons are made to the costs associated with schools of medicine when the university offers both programs. The average costs of medical school are \$27,326 nationally while the average costs of DPT programs where total costs are known equal \$26,124 nationally for resident students.

The suggested AY tuition for MU's DPT program is \$12,000-\$16,000.00 resident and \$22,000-\$30,800 non-resident depending upon final faculty needs. Consistent with the School of Medicine (SOM), there would be no reduced tuition provision for Metro students. These levels of tuition places MU DPT program well below the mean and median of cost spectrum when compared to competitive programs.

**Table 2: Annual Costs of Attending: Tuition 2006-2007**

<b>Home University</b>	<b>University Location</b>	<b>Resident</b>	<b>Non-Resident</b>	<b>Medical School Resident</b>	<b>Medical School Non-Resident</b>
Proposed MU Tuition	WV	\$12,000-\$16,000	\$22,000-\$30,800	\$16,588	\$42,178
West Virginia University*	WV	\$8,694-\$12,000***	\$26,086***	\$20,164	\$43,960
Wheeling Jesuit University*	WV	\$30,500	\$30,500	NA	NA
Shenandoah University*	VA	\$24,120	\$24,120	NA	NA
Arcadia University	PA	\$31,111	\$31,111	NA	NA
Chatham University	PA	\$29,120	\$29,120	NA	NA
Duquesne University	PA	\$29,361	\$29,361	NA	NA
Temple University	PA	\$26,486	\$36,484	\$40,650	\$49,654
University of Delaware	DE	\$12,125	\$29,278	NA	NA
University of Kentucky*	KY	\$13,590	\$29,703	\$23,457	\$44,660
New York University	NY	\$34,667	\$34,667	\$43,976	\$43,976
Rutgers University	NJ	\$21,195	\$30,831		
Ohio State University	OH	\$14,472***	\$33,334	\$17,353	\$42,570
Ohio University	OH	\$12,504***	\$23,160	\$24,111	\$35,031
Walsh University	OH	\$32,780	\$32,289	NA	NA
Bellarmino University (2007-2008)	KY	\$37,500	\$37,500	NA	NA
Belmont University	TN	\$34,110	\$34,110	NA	NA
Medical University of South Carolina	SC	\$18,765	\$37,413	\$32,312	\$90,444
University of South Carolina	SC	\$16,476	\$25,239	\$19,745	\$56,671
University of Evansville**	IN	\$26,860	\$26,860	NA	NA
University of	IN	\$26,025	\$26,025	NA	NA

Indianapolis					
Average tuition	ALL	\$27,536	\$30,310	\$27,326	\$52,040

\*additional unspecified costs will be incurred for fees

\*\*summer hours of 9 credits at 350.00/hour added to annual costs

\*\*\*Additional summer tuition required but amount not specified-not included in averages

### C. Program Planning and Development

Marshall University has a long and successful history of granting graduate and doctoral level degrees. Currently, four programs at MU confer the doctorate: Biomedical Sciences (Ph.D.), Education (Ed.D.), Psychology (Psy.D.), and a Doctorate of Management Practice in Nurse Anesthesia (DMPNA). Each has been successful at gaining national certification and has maintained this level of approval since inception. Consistent with other MU graduate and professional programs, the DPT program will seek accreditation from the Commission on Accreditation in Physical Therapy Education (CAPTE), the accrediting body of the American Physical Therapy Association (APTA).

In keeping with the accreditation standards of CAPTE, the first action taken upon approval of this intent to plan will be to hire a Program Director (PD). According to CAPTE guidelines, no application for program candidacy approval can occur until after the PD is hired. The PD must be involved in all decisions regarding program development. An application for candidacy will be submitted for review immediately after the PD is in place. Following approval of candidacy by CAPTE, the first class will be admitted and the program will be implemented. A self-study will be submitted during the last semester of the first year class and a site visit will be performed. With successful submission of the self-study report, a five year initial accreditation is possible (See appendix B for program sequence).

### D. Clientele and Need

The average class size for public schools offering the DPT degree in the US was 35 students in 2007. The mean number of applicants per program was 148 students in 2007. The average number of qualified applicants was 107 students. The mean number of students offered placement by programs was 53 while the average accepting class was 35. This suggests some students apply to more than one program and indicates an acceptable number of readily available students who are not accepted to DPT programs would likely apply to the MU DPT program. The numbers of minorities and women that apply to DPT programs nationally is higher than average for other programs at MU. This is consistent with MU's desire to recruit a more diverse student body. Physical therapy remains a highly sought after service among WV citizens, especially among the more rural areas. With the aging of the population, needs for physical therapy services are expected to grow. Disparities in available physical therapy services are particularly large in the southern West Virginia region where the majority of the population is of low socioeconomic status and services are sparsely available. Recruitment into these rural and remote areas of WV has not been highly successful. Training citizens from these areas would promote a higher density of services.

### E. Employment Opportunities

This program will offer employment opportunities with salaries higher than average for WV. Employment in PT is expected to increase much faster than average for other fields of employment. With the graying of America, projections are for continuing increasing needs for DPT graduates.

According to the US Department of Labor, employment opportunities for PT's are expected to grow 27% from 2006 to 2016. The increasing percentage of elderly in the US will drive the need for more PT's. Future medical developments should also aid in the survival of trauma victims increasing the demand for PT's. Additionally, in the near future, the DPT is expected to be the entry level for the PT as required by the APTA for all programs. This will also promote demand for new programs for DPT.

According to the US Department of labor, the median annual salary for a PT is \$66,220. This is higher than the average combined household income for Cabell County of \$28,479. (Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2008-09 Edition, Physical Therapists, on the Internet at <http://www.bls.gov/oco/ocos080.htm>: visited April 02, 2008).

#### **F. Program Impact**

Although attempts have been made to recruit professionals into rural areas of WV, little progress has been seen. Rural areas, especially in southern WV, continue to have a dearth of providers. Many have to travel miles to find medical professionals such as PT's. Successful recruitment from rural areas of southern WV will no doubt add to the dearth of professionals available within smaller communities as many of these students are known to return to their home to establish a practice.

The DPT program will provide an opportunity for citizens of WV and surrounding states to procure an education in a high paying and respected profession. This will provide MU positive linkages to the community and state. Additionally, with an expected increase in minority and female applicants, the program will help to diversify the labor pool in WV. Graduates from the MU DPT program will contribute to the economy of WV through taxes and a healthier citizenry.

#### **G. Cooperative Agreements**

Existing affiliation agreements for Marshall University's College of Health Professions and every large provider of health care are already in existence. Since there is no DPT in existence in the Huntington area, extending current agreements to PT services would not pose additional contractual strain upon MU. An initial contact with PT providers has produced positive results and enthusiastic inquiry.

#### **H. Alternatives to Program Development**

Students wishing to pursue a degree in PT must travel to northern WV or to a school non-resident. The location of these schools not only increases costs to students through higher tuitions, but those from southern WV must also pay for housing and food as the distance and current costs of travel would prohibit daily commutes.

### **PART III: PROGRAM IMPLEMENTATION AND PROJECTED RESOUCRE REQUIREMENTS**

#### **1. Program Administration**

The organizational chart (Appendix A) for Marshall University's College of Health Professions illustrates the relationship between the JCESOM and the COHP. The DPT Program Director will answer directly to the Dean, COHP.

Program administration will be accomplished by a Program Director who meets the Standards set forth by the APTA, WVPTA, and CAPTE. The Program Director will organize, develop, administer, review, and assure program effectiveness through on-going program assessment and development. It is expected that the Program Director will maintain current knowledge of the professional discipline and educational methodologies. Appendix B displays the timeline sequence for program development as required by CAPTE for consideration for accreditation.

**2. Program Projections**

According to CAPTE, the average class size among DPT programs is 39.7 students. MU proposes to accept 40 students into the DPT program annually which is consistent with programs among similar universities. Class size is dictated only by the student/faculty/preceptor ratio. COHP affiliations in the area currently include three major medical centers that operate a PT department. Additional contracts will be made with independent PT's and PT partnerships in the tri-state area.

**3. Faculty Instructional Requirements**

According to CAPTE, the average length of the professional curriculum is 118.4 weeks and requires 229 credit hours (114 pre-professional and 115 professional). Pre-professional refers to the undergraduate degree and prerequisite coursework. Professional refers to the graduate phase of the program. Professional hours are generally broken into 91 hours didactic and 24 clinical hours. Although CAPTE does not state a required faculty to student ratio, they provide the average faculty to student ratios for all programs as 1:8.5 per core faculty member and 12.6 students per faculty member when students are in laboratory setting under the supervision of staff DPTs. The faculty to student ratio is higher for the clinical setting because students work directly with clinical preceptors. The faculty coordinate activities with the clinical preceptors and observe students on a routine but not daily basis. DPT programs with 39 students admitted per year (per graduating class) average 10.9 full-time equivalent core faculty members.

The DPT program is required to have a program director prior to the submission of the application for candidacy. Candidacy is required prior to an accreditation site visit which is scheduled prior to the admission of the first class of DPT students. Before admission of the first class, a minimum of two qualified faculty, including the program director that are capable of initiating the program are required. Prior to the final semester of the first class, a self-study report must be submitted and the program must host an on-site visit. Final accreditation decision from CAPTE would follow the on-site visit and team report.

The director and clinical coordinator are core faculty who are provided sufficient release time for program administration and to oversee daily operation of the program. Release time for administrative faculty members is typically set at 3-6 hours per semester.

The proposed course load per semester varies (please see Appendix D for a sample curriculum). The Table below summarizes the credits anticipated per semester per year for the three years of the DPT.

Total Credits Per Semester for DPT

Year	Summer	Fall	Spring	Total
1	13 cr.	18 cr.	13 cr.	44 cr.
2	13 cr.	14 cr.	16 cr.	43 cr.
3	7 cr.	7 cr.	8 cr.	22 cr.

For example, year one as proposed would call for 44 hours of instructional time while year two will see the original 44 plus 43 additional hours of instructional time for a total of 87 hours. Year three would consist of 22 hours. Thus, 2 faculty members could instruct year one with additional hours assumed by the program director and clinical coordinator. Year two would require additional faculty ( $43/9/3=2$ ), bringing year two faculty needs to 4. Year three would add 21 additional classroom and clinical hours of instruction adding the need for 2 additional faculty. The total required faculty, including the program director and clinical coordinator, would be 10 full time faculty. Additional clinical and associate faculty would be required in future years to allow protected time for scholarship and research related activities.

Faculty/Staff/Student	AY09-10	AY10-11	AY11-12	AY12-13	AY13-14
<b>Faculty</b>	<b>2</b>	<b>4</b>	<b>8</b>	<b>10</b>	<b>10</b>
<b>Staff</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

### Number of Students by Year

1st year				
Resident	20	24	24	24
Non-Resident	10	16	16	16
2nd yr				
Resident		18	22	22
Non-Resident		9	14	14
3rd yr				
Resident			18	22
Non-Resident			9	14

<b>Total Students</b>	<b>30</b>	<b>67</b>	<b>103</b>	<b>112</b>
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With 40 students, COHP is proposing 10 full time faculty, including the director and clinical director, and one part time faculty. This would place MU DPT in the median for total faculty, but would place the student/faculty ratio to 12:1 which is higher than the national average. All program and faculty instruction requirements will be jointly determined by the Program Director and the Dean, COHP.

Additional faculty resources will be allocated for part-time faculty. Part-time faculty will have the primary duty of clinical observations and course lectures when appropriate.

#### 4. Library Resources and Instructional Materials

As MU students, DPT students can access all Marshall University electronic databases and other library resources. Students will also have access to the Marshall University Medical School Library. Despite these resources, a survey of programs across the US suggests that additional journal and print resources would be useful. Thus, some student fee income will be dedicated to library resources.

#### 5. Support Service Requirements

All support service requirements will be jointly determined by the Program Director and the Dean, COHP. Two support staff will be required for the division of Physical Therapy. One will act in the capacity of administrative assistant while the second will be in charge of the laboratory training facilities. The COHP Office of Student Services will provide support for students in the program. The Office of Student Services is actively involved in recruiting for all programs in the college. With the addition of the DPT, an additional staff member will be needed to support the expanded recruiting that will be an important element in achieving an enrollment of 40 students per year. While the program will add new student loads to ancillary support services outside the college, such as registrars and bursars offices, the addition of 40 students per year is not likely to cause undue stress on these departments.

#### 6. Facilities Requirements

MU will be responsible for all facilities required to operate and maintain the DPT program. State of the art, dedicated classroom and laboratory space is required by CAPTE. The lab space is for training purposes and should be available to students outside of scheduled class times. The size of lab space varies by program, but ranges from 10,000-25,000 square feet. While no space has been identified at MU, locating the classrooms near the laboratory space would be ideal. In addition, a gross anatomy lab will be required. Marshall University is fortunate to have a gross anatomy lab associated with the SOM; the lab is located at the VA facility.

We believe that adequate space may be located from current university inventory and suitable renovations could be made. Due to the move of the majority of medical faculty and classrooms to the Byrd Biotech building on main campus and the medical education building at the Fairfield site, offices, classrooms and laboratories are currently vacant at the VA location. These facilities are under the control of the School of Medicine and could be assigned to the physical therapy program. Ample parking is also available at this site. The site has handicap accessibility and is located within 5 miles of the main campus. The availability of the gross anatomy lab at the VA facility would make this site the most obvious for placement of this program. Additionally, the site formerly housed the SOM, thus, the building is capable of accommodating high tech equipment. COHP is currently housed in Pritchard Hall and occupies the entire third and fourth floors and one half of the second floor. The building is handicap accessible with parking located directly behind the building. Pritchard Hall is located on the main campus and with renovations, the first and second floors could be made suitable for the physical therapy program; however, major renovations would likely be required and space would be needed for the student support offices on the 1<sup>st</sup> floor and IST offices and computer lab on the 2<sup>nd</sup> floor.

An additional option for laboratory space would be to inquire about potential partnerships with local hospitals; both Cabell Huntington Hospital and St. Mary's Medical Center have expressed a strong interest in working with the DPT program and supporting clinical experiences. Whether clinical sites will be sufficient for basic training in physical therapy techniques is difficult to determine without specific scheduling. However, 40 students is a large number of students to schedule in clinical labs and may prove too large a group for ease of scheduling. In addition, dedicated classroom time will be difficult to manage in an active physical therapy practice site. Thus, COHP could not assure adequate access during non-class times. At this point, we recommend the establishment of a campus based training laboratory for physical therapy. Dr. McKown has been in contact with the hospital administrators in the region and has received assurance of the interest in supporting the DPT program. Administrators have shared their difficulty in finding physical therapists. Some have provided funds for training of future physical therapists. Dr. McKown has discussed the possibility of a loan forgiveness program with many of these administrators. This would provide not only clinical sites for student placement, but also funds for student support financially.

#### **Source of Operating Resources**

Faculty, personnel and facility resources are the responsibility of MU. Operational funds will be derived from tuition and fees. The total costs of operations for the program started with a base level estimated based on the average costs per departments currently in COHP. Costs associated with the DPT are likely to be higher related to annual maintenance contracts on expensive and specialized equipment, therefore 25% additional operating expenses were added to the proposed budget. The Program Director will be able to assist with refining the budget.

#### **PART IV: OFFERING EXISTING PROGRAMS AT NEW LOCATIONS**

Not Applicable

#### **PART V: PROGRAM EVALUATION**

##### **XXI. Evaluation Procedures**

###### **Internal Evaluations**

Evaluation is a critical component to effective programs. Marshall University has a systematic and on-going evaluation process. All departments must submit an annual evaluation and program evaluation through the Office of Program Review and Assessment. The department of PT will have to undergo a year one site visit from CAPTE and subsequent site visits as required.

The department of PT will compile an annual report with presentation of program goals and outcome assessment. The goals and assessment plan is structured to meet the Standards set forth by the CAPTE. Initial accreditation from CAPTE is for 5 years and subsequent accreditations range from 5-10 years. A self-study will be completed at year 1 and every 5 years thereafter. All faculty members must meet CAPTE Standards as described in the accreditation manual. Faculty will be employed through MU and COHP for the department of PT. The program Director will assist in the interview/hiring process for new faculty, and annual evaluations will be used to assure

all faculty meet accreditation standards. All courses will be developed under the scrutiny and direction of the Program Director per CAPTE requirements and will be submitted through the appropriate committees for approval by Marshall University. A proposed course structure can be found in Appendix C.

Student satisfaction with and effectiveness of the didactic component of the program will be assessed in a variety of ways. Each semester, students will complete computer-scored anonymous surveys for all courses in which they are enrolled. The Office of Institutional Research will compile survey results and disseminate to the Dean and Program Director.

Students will also be provided regular opportunities to evaluate and comment on their clinical education. Evaluations for individual clinical sites and clinical instructors employed by the sites are submitted at the end of each semester for all clinical sites visited during the term.

Alumni surveys are sent to graduates within 6 months of graduation requesting feedback with National Certification examination preparation, professional development and program satisfaction.

National Certification examination results are included in the annual report along with comparisons to the national and state-wide median scores.

Throughout the program, a variety of measures are employed to assess student learning and comprehension. Among the measures utilized in the classroom setting include, but are not limited to, written objectives and examinations. In the clinical setting, student competence will be formally evaluated by the faculty throughout the entire clinical rotation.

Another common practice of measuring competence is through student GPA. The program policies state that a student must maintain a GPA of 3.0 throughout the program. If a student's GPA falls below a 3.0, they will be placed on academic probation and be required to develop an academic planning guide for improvement with their advisor. Continued poor GPA performance for a second semester may result in dismissal from the program.

#### **External Evaluation**

One outcome utilized to measure adequacy of entry-level graduates for PT is the pass rate for first-time test takers on the national certification examination. The current acceptable outcome of pass rates for CAPTE is  $\geq 80\%$  of all graduates pass the licensure examination when averaged over a three year period.

The Graduate Survey is another method utilized to measure preparedness for practice as a PT. Students who complete the MU DPT program and obtain employment in the field will be surveyed within six months for feedback on the program's effectiveness in preparing them for practice.

#### **Accreditation Status**

The MU COHP DPT program will begin the formal accreditation process through CAPTE upon approval of the intent to plan and hiring of the Program Director. The first step is to submit an Application for Candidacy (AFC) followed by a review and revisions, a site visit, and accreditation decision (refer to Appendix B). Initial accreditation can be for up to 5 years with subsequent accreditations given for 5-10 year periods.

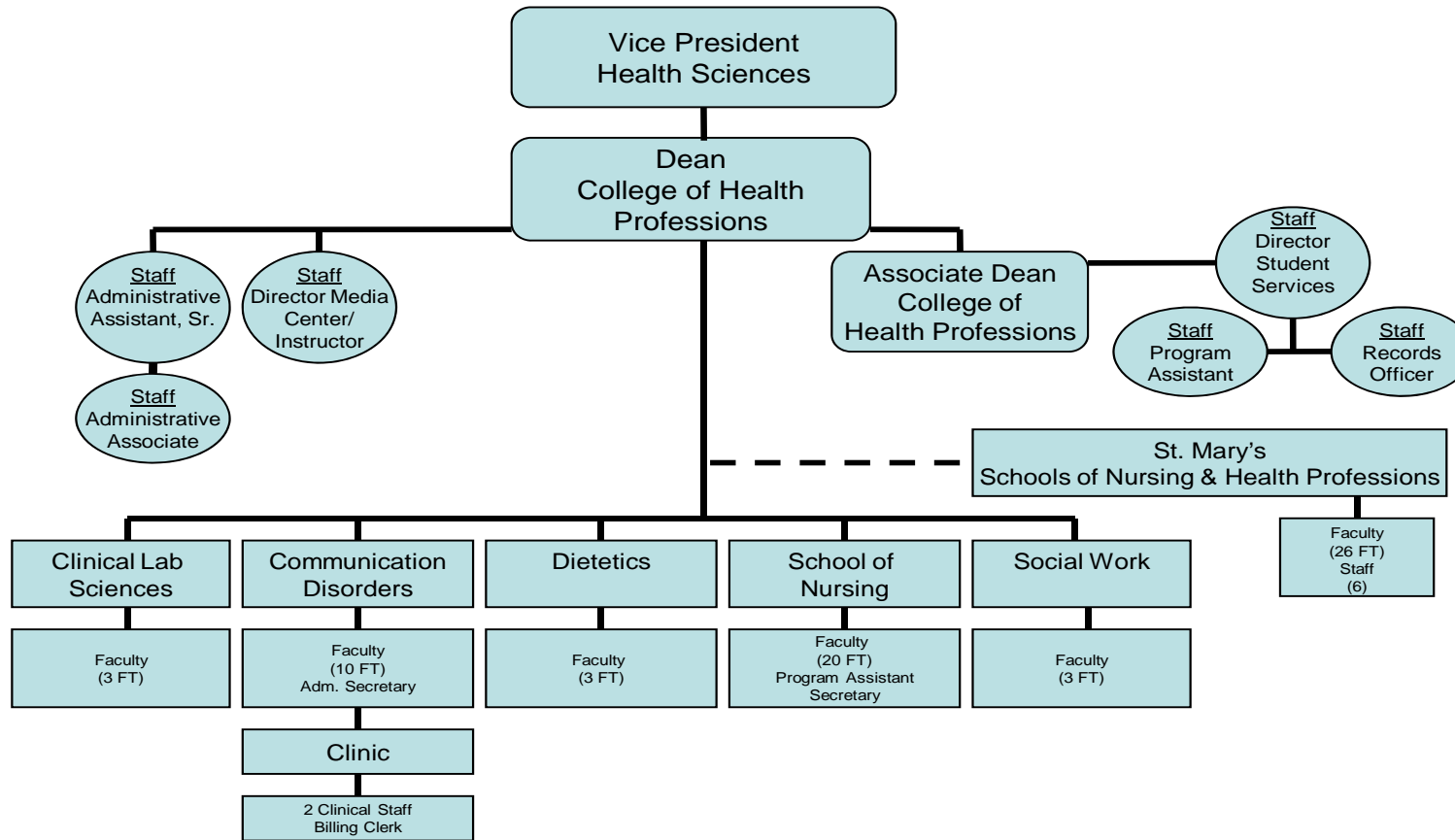
#### **Part VI: Termination of Program**

The DPT can be terminated at will by MU if sufficient justification exists. If termination of the program is approved, consideration will be given to students and faculty in the closure process. All termination procedures must follow MU guidelines as applied in the Green Book and CAPTE rules and regulations regarding program termination.



**APPENDIX A  
MARSHALL UNIVERSITY  
COLLEGE OF HEALTH PROFESSIONS  
ORGANIZATIONAL CHART**

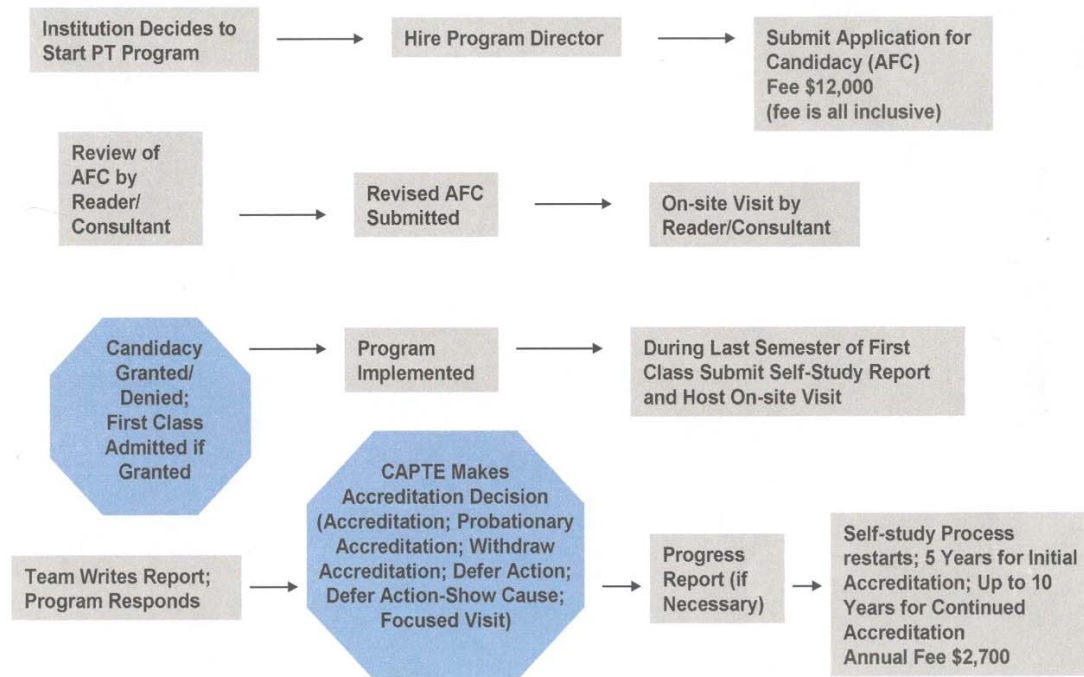
**Marshall University**  
**College of Health Professions Organizational Chart**  
 August 2008



**APPENDIX B**  
**Sequence of Program Planning**  
**and Accreditation Cycles**

## Physical Therapy

Commission on Accreditation in Physical Education: American Physical Therapy Association  
1111 North Fairfax Street  
Alexandria, VA 22314  
[www.apta.org](http://www.apta.org)



**CAPTE Accreditation Cycle**

CAPTE makes Candidate for Accreditation decision four times per year based on the following decision cycle timelines:

	<b>Cycle A</b>	<b>Cycle B</b>	<b>Cycle C</b>	<b>Cycle D</b>
Application for Candidacy and fee DUE:	March 1*	June 1*	Sept. 1*	Dec. 1*
Reader/Consultant Review of AFC to program:	April 15	July 15	Oct. 15	Jan. 15
Revised Application for Candidacy DUE:	July 1	Oct. 1	Jan. 1	April 1
Reader/Consultant visit during the last two weeks of:	July	October	January	April
Response to R/C report of visit DUE:	Oct. 1	Jan. 1	April 1	July 1
CAPTE decision:	late-Oct.	late-Jan.	late-April	late-July
Student enrollment/matriculation on/after:	Nov. 1	Feb. 1	May 1	Aug. 1

\*If these dates fall on a week-end or holiday, the Application for Candidacy must ARRIVE PRIOR TO the due date.

**APPENDIX C**  
**Samples of Curriculum for**  
**WVU, WJU and OSU**

### WVU Curriculum

Summer, Pre-First Year (II)	Hours	Hours
PT 705 - Intro to Evidence Based PT	2	
PT 706 - Advanced Clinical Anatomy	5	
<b>TOTAL</b>	<b>7</b>	

FIRST PROFESSIONAL YEAR			
First Semester	Hours	Second Semester	Hours
PT 711 - Professional Roles 1	3	PT 724 - Exercise Foundations	3
PT 713 - Functional Movement Across the Lifespan	2	PT 720 - Clinical Education 1	2
PT 714 - Clinical Sciences 1	4	PT 723 - Developmental Life Tasks	3
PT 715 - Evidence Based PT 1	1	PT 725 - Evidence Based PT 2	3
PT 716 - Kinesiological Foundations	4	PT 727 - Neurobiologic Foundations	4
PT 718 - Evaluation Procedures	3	PT 728 - PT Procedures 1	3
<b>TOTAL</b>	<b>18</b>	<b>TOTAL</b>	<b>18</b>

Summer Years 1-2 (I,II)	Hours	Hours
PT 730 - Clinical Education Symposium 1	1	
PT 732 - Physical Therapeutic Agents 1	2	
PT 733 - Cardiopulmonary Physical Therapy	3	
PT 742 - Physical Therapeutic Agents	2	
PT 734 - Clinical Sciences 2	2	
PT 738 - PT Procedures 2	3	
<b>TOTAL</b>	<b>13</b>	

SECOND PROFESSIONAL YEAR			
First Semester	Hours	Second Semester	Hours
PT 740 - Clinical Education Symposium 2	1	PT 750 - Clinical Education 2	1
PT 741 - Professional Roles 2	4	PT 754 - Clinical Sciences 4	4
PT 743 - Geriatric Physical Therapy	3	PT 755 - Evidence Based PT 4	2
PT 745 - Evidence Based PT 3	2	PT 756 - Orthopedic Physical Therapy 2	3
PT 746 - Orthopedic Physical Therapy 1	5	PT 757 - Neurologic PT 1	3
PT 744 - Clinical Sciences 3	2	PT 765 - PT Research 1	2
<b>TOTAL</b>	<b>17</b>	<b>TOTAL</b>	<b>16</b>

Summer Years 2-3 (I,II)	Hrs.	Hours
PT 760 - Clinical Education 3	6	
<b>TOTAL</b>	<b>6</b>	

THIRD PROFESSIONAL YEAR			
First Semester	Hours	Second Semester	Hours
PT 693 - Special Topics in PT	3	PT 691 - Advanced Topics in PT	0-3
PT 697 - Research 2	2	PT 697 - Research 3	1
PT 761 - PT Roles 3	3	PT 770 - Clinical Education Symposium 3	2
PT 762 - Health Care Issues in PT	2	PT 780 - Clinical Education 4	8
PT 763 - Pediatric Physical Therapy	3	<b>TOTAL</b>	<b>11-14</b>
PT 767 - Neurologic PT 2	2		

PT 768 - Prosthetics and Orthotics	3
TOTAL	18

### Wheeling Jesuit University DPT Curriculum

TERM I	TERM II	TERM III	TERM IV	TERM V	TERM VI	TERM VII
Courses & Labs						
6 weeks	15 weeks	15 weeks	9 weeks	15 weeks	9 weeks	1 week
Medical Terminology for Basic Science DPT 601 1 credit	Basic Science II DPT 611 3 credits 5 hrs. per week	Basic Science III DPT 621 3 credits 5 hrs. per week	Basic Science IV DPT 631 3 credits 2.5 hrs. per week	Basic Science V DPT 641 2 credits 2.5 hrs. per week	Basic Science VI DPT 651 2 credits 2.5 hrs. per week	
Introduction to Clinical Science DPT 602 1 credit	Clinical Science II DPT 612 4 credits 5 hrs. per week	Clinical Science III DPT 622 4 credits 5 hrs. per week	Clinical Science IV DPT 632 3 credits 5 hrs. per week	Clinical Science V DPT 642 4 credits 5 hrs. per week	Clinical Science VI DPT 652 3 credits 5 hrs. per week	
Surface Anatomy in Physical Therapy Skills DPT 603 1 credit	PT Skills Lab II DPT 613 3 credits 5 hrs. per week	PT Skills Lab III DPT 623 3 credits 5 hrs. per week	PT Skills Lab IV DPT 633 3 credits 5 hrs. per week	PT Skills Lab V DPT 643 4 credits 5 hrs. per week	PT Skills Lab VI DPT 653 3 credits 5 hrs. per week	
Introduction to the Profession of Physical Therapy DPT 604 1 credit	Professional Issues II DPT 614 2 credits 2.5 hrs. per week	Professional Issues III DPT 624 2 credits 2.5 hrs. per week	Professional Issues IV DPT 634 2 credits 2.5 hrs. per week	Professional Issues V DPT 644 4 credits 5 hrs. per week	Professional Issues VI DPT 654 3 credits 5 hrs. per week	Professional Issues VII DPT 664 2 credits Independent Study
	Integrated Seminar I DPT 615 1 credit 1 hour per week	Integrated Seminar II DPT 625 1 credit 1 hour per week	Integrated Seminar III DPT 635 1 credit 1 hour per week	Integrated Seminar IV DPT 645 1 credit 1 hour per week	Integrated Seminar V DPT 655 1 credit 1 hour per week	
			Research Training Seminar I DPT 636 1 credit 1 hour per week	Research Training Seminar II DPT 646 1 credit 1 hour per week	Research Training Seminar III DPT 656 1 credit 1 hour per week	
Clinical Experience						
	15 weeks	15 weeks	6 weeks		6 weeks	16 weeks



	Service Learning I DPT 617 1 credit part-time experience 2-3 hrs. per week	Service Learning II DPT 627 1 credit part-time experience 2-3 hrs. per week	Clinical Education I DPT 638 3 credits 40 hrs. per week		Clinical Education II DPT 658 3 credits 40 hrs. per week	Clinical Education III DPT 668a 6 credits 40 hrs. per week for 8 weeks
						Clinical Education IV DPT 668b 6 credits 40 hrs. per week for 8 weeks

### Ohio State University Curriculum

Year 1		Summer	Autumn	
Course	Credit Hrs		Course	Credit Hrs
AMI 600	5		PT740	1
PT 630.01	2		PT 750	4
PT 630.02	1		PT 760.01	5
PT 770	2		PT 760.02	3
Pharm 600	3		PT 771	1
			PT 785.01	1
			* any Qtr 889	1
Total	13		Total	16
Winter			Spring	
Course	Credit Hrs		Course	Credit Hrs
PT741	1		PT 689.01	3
PT 751	4		PT 752	3
PT 761.01	5		PT 762.01	3
PT 761.02	3		PT 762.02	2
PT 772	1		PT 631.01	2
PT 785.02	1		PT 631.02	1
			*4 Week Clinical	
			*6 Week Didactic Quarter	
Total	15		Total	14
Year 2		Summer	Autumn	
Course	Credit Hrs		Course	Credit Hrs
PT 753	4		PT 754	4
PT 763.01	4		PT 764.01	5
PT 763.02	3		PT 764.02	3
PT 773	2		PT 774	2

			PT 785.04 *any Qtr 670	1 1
Total		13	Total	16
Winter		Spring		
<b>Course</b>	<b>Credit Hrs</b>	<b>Course</b>	<b>Credit Hrs</b>	
PT 755	3	PT 860	5	
PT 765.01	3	PT 870	5	
PT 765.02	2	PT 766	2	
PT 775	1			
PT 689.02	3			
*4 Week Clinical				
*6 Week Didactic Quarter				
Total	12	Total	12	

Year 3		Summer		Autumn	
<b>Course</b>	<b>Credit Hrs</b>	<b>Course</b>	<b>Credit Hrs</b>		
PT 689.03	6	PT 689.04 PT 689.05	6 6		
Total	6	Total	12		
Winter		Spring			
<b>Course</b>	<b>Credit Hrs</b>	<b>Course</b>	<b>Credit Hrs</b>		
PT 999	1	PT 861	6		
PT 851	3	PT 865	3		
PT 863	3	PT 871	4		
<b>Electives choose 2</b>		PT 999	2		
PT 862	3				
PT 720 or 730 or 825	3 3				
Total	13	Total	15		
Summer Yr 4					
<b>Course</b>			<b>Credit Hrs</b>		
PT 889 (Advanced Clinical - 8 weeks, full time)			4		
Total			4		

**APPENDIX D**  
**Example Marshall**  
**DPT Curriculum**

<b>Year One</b>	<u>Course Title</u>	<u>Credits</u>
Summer		
PTS 511	Anatomy	6
PTS 512	Medical Physiology	4
PST 521	Applied Anatomical Assessment	1
PTS 531	Introduction to PT Practice	<u>2</u>
		13
Fall 1		
PTS 513	Biomechanical & Kinesiology of Movement	3
PTS 514	Functional Neuroanatomy	3
PTS 515	Motor Development, Motor Control & Motor Learning	2
PTS 516	Physiological Regulation of Exertion & Exercise	2
PTS 522	Foundations of the Examination Process	5
PTS 523	Physical Agents	<u>3</u>
		18
Spring 1		
PTS 611	Pathophysiology	2
PTS 621	Scientific Principles of Intervention	5
PTS 622	PT Management of the Cardiovascular/Pulmonary system	3
PTS 631	Professionalism & the Ethos of Care	3
PTS 541	Foundation of Clinical Research	<u>2</u>
		13
<b>Year Two</b>		
Summer II		
PTS 623	Integument System	2
PTS 721	Musculoskeletal Evaluation & Treatment: Spine	3
PTS 541	Research & Applied Statistics	3
PTS 543	Instrumentation	2
PTS 641	Evidence based Practice: Interventions	1
PTS 751	Rural Practice (Fieldwork)	<u>2</u>
DTS 651	Introduction to Clinical Learning (Fieldwork)	13
Fall II		
PTS 711	Pharmacology	2
PTS 712	Clinical Radiography	1
PTS 722	Musculoskeletal Evaluation & Treatment: LE	3
PTS 723	Adult Neurological Rehabilitation PT	4
PTS 732	Clinical Teaching & Patient Education	2
PTS 741	Evidence based Practice: Interventions	1

PTS 742	Research Practicum	$\frac{1}{14}$
	Spring <u>Course Title</u>	
II		
PTS 724	Health & Wellness in PT Practice	2
PTS 725	Musculoskeletal Evaluation & Treatment: UE	3
PTS 726	Pediatric Rehab PT	4
PTS 727	Case based Clinical Decision Making	2
PTS 733	Health Care Systems & Administration	3
PTS 742	Research Practicum	1
PTS 743	Evidence based Practice: Tests & Measures	$\frac{1}{16}$
		16
<b>Year Three</b>		
	Summer III	
PTS 831	CDM: Inpatient	1
PTS 851	Internship: Inpatient	$\frac{6}{7}$
	Fall III	
PTS 832	CDM: Outpatient	1
PTS 852	Internship: Outpatient	$\frac{6}{7}$
	Spring III	
PTS 833	CDM: Autonomous Practice	1
PTS 853	Internship: Autonomous Practice	6
PTS 854	Debriefing	$\frac{1}{8}$
		8
Total Hours		109

**APPENDIX E**  
**Proposed DPT Budget**

<b>Revenue/Budget</b>	<b>AY09-10</b>	<b>AY10-11</b>	<b>AY11-12</b>	<b>AY12-13</b>	<b>AY13-14</b>
<b>Revenue Sources</b>					
Tuition resident-\$12K		240,000	519,120	814,771	891,665
Tuition non-resident-\$24K		240,000	618,000	993,002	1,153,920
Fees		75000	172525	273182	305964
<b>Total Revenue</b>		<b>555,000</b>	<b>1,309,645</b>	<b>2,080,955</b>	<b>2,351,549</b>
<b>Expenses</b>					
Faculty Salaries	202,000	358,060	716,221	918,974	946,543
Non Classified Salaries	46,000	72,380	74,551	76,788	79,092
Fringe	69,440	120,523	220,808	278,187	286,533
One Time Start up Costs	300,000				
Graduate Assistants	0	6,000	12,000	12,360	12,731
Part Time Faculty	0	12,000	12,360	12,731	13,113
Annual Operating Expenses	30,500	55,650	57,640	58,250	59,490
Student Recruitment	25,000	25,750	26,523	27,318	28,138
Faculty Recruitment/Visits	6,000	6,000	12,000	6,000	3,000
Faculty Research Start-up	50,000	75,000	75,000	75,000	75,000
<b>Total Expenses</b>	<b>728,940</b>	<b>731,363</b>	<b>1,207,103</b>	<b>1,465,608</b>	<b>1,503,638</b>
<b>Net Revenue</b>	<b>(728,940)</b>	<b>(176,363)</b>	<b>102,542</b>	<b>615,348</b>	<b>847,910</b>
<b>Administrative Costs</b>	<b>0</b>	<b>0</b>	<b>25,636</b>	<b>153,837</b>	<b>211,978</b>
<b>Revenue to University</b>	<b>0</b>	<b>0</b>	<b>76,907</b>	<b>461,511</b>	<b>635,933</b>

Assumptions:

Tuition is \$12,000 per year for residents and \$24,000 for non-residents.

Expenses will increase at a rate of 3% per year.

**APPENDIX F**  
**Budget Justification**

**Revenue**

1. Tuition: Establishing the appropriate tuition level will be one of the key decisions to be made in the planning process. The draft budget uses a tuition level of \$12,000 per academic year. This level was determined in comparison to other DPT programs and the cost of medical school tuition at both public and private institutions. The cost of tuition is derived by taking the median from comparative programs. Each of the programs examined turn away approximately 70 students per year. The same approximate numbers of qualified applicants are not accepted each year from programs nationally. Thus, the DPT program should experience a higher than average out of state application pool than experienced by other MU programs. It is reasonable, therefore, to predict 40% of our student applicants would come from other states.
2. Program Fees: The program fees for the MU DPT were derived in a similar fashion to the tuition. Fees were estimated from programs that specified fees and approximate fees were then applied to the MU DPT program. These program fees will be used to support operating expenses, departmental growth and community outreach. Additional fees were added to support the library resources which will be necessary to fully achieve the research potential with this program.

**Expenses**

3. Faculty: The number of faculty increase over 4 years as the size of the student population and the number of years of the program increase. The proposed DPT salaries, while higher than other departments in the COHP, are in line with the current national average salary. The majority, if not all, of the DPT faculty will be on a 12 month contract to support the year round curriculum.

To obtain highly qualified faculty and compete nationally for the best qualified students, COHP realizes it must commit significant funding. Revenues, however, are positive for MU beginning in the second year despite high programmatic start-up costs. In the first year, the accrediting agency requires that a director and a second faculty be hired prior to admission of any students. Thus, start up funding will be required for a minimum of two faculty members.

4. Non-Classified Salaries: Two support staff will be required for operation of department with an active clinical and laboratory training practice. An additional staff member will be hired to provide student support and facilitate recruiting.
5. Fringe Benefits: Required by State law.

6. One Time Start-up Costs: Office space and student lab training space must be provided and, regardless of the location selected, will require some renovations. In addition, specialized equipment will be needed for the laboratory. Although there exists a potential for collaboration with area hospitals and physical therapy practitioners for advanced student training that would minimize costs, an on-site lab with basic equipment is will to be needed to provide basic training space for a department with over 110 students once fully enrolled. There are no known facilities located on MU campus that would have the specialized equipment that a DPT program would need for training of students.
7. Graduate Assistants: GA's would be used to assist in duties as assigned by the program director in agreement with the Dean, COHP. In future years, it is anticipated that GA's will have the opportunity to participate in department research projects.
8. Operating expenses: These are the normal costs associated with operation of a university department (supplies, administrative support, travel, etc.). The first year expenses will be covered via the one time start up funds.
9. Student recruitment: This program will require an ongoing recruitment approach. In addition to the student support/recruiting staff member, resources will be needed to fund recruiting materials and recruiting travel.
10. Faculty recruitment/visits: Costs associated with advertising for faculty and campus interviews. Year one will be for the director position and one additional faculty. Each additional year will see faculty hires until the full complement of 10 faculty are hired.
11. Faculty/Student Research Funds: The DPT degree is a professional degree with tremendous potential for clinical research. Providing start-up funding for initial research is essential to expedite collection of data that could lead to outside grant support providing another source of revenue for MU. Students will also be involved in research activities and research funds will be needed to support these activities.
12. Administrative Costs: An administrative fee will be charged to the DPT program. These funds will go to the college for ongoing development activities.
13. Revenue to University: These would be additional resources for use within the university budget as the President decides.

**APPENDIX G**  
**List of Hospitals**  
**Physical Therapy Sites for**  
**Potential Training and Employment**

Hospitals

Cabell Huntington Hospital  
1340 Hal Greer Boulevard  
Huntington, West Virginia 25701  
304-526-2000

Saint Mary's Medical Center  
2900 First Avenue  
Huntington, West Virginia 25702  
304-526-1234

Williamson Memorial Hospital  
859 Alderson Street  
PO Box 1980  
Williamson, WV 25661  
Stephen Young, Executive Director  
304-235-2500

Logan Regional Hospital  
20 Hospital Drive  
Logan, WV 25601  
Kevin Fowler, CEO  
304 831-1101

Jackson General Hospital  
Pinnell Street  
Ripley, WV 25271  
Sandra Elza, CEO  
304 372-2731

Pleasant Valley Hospital  
2520 Valley Drive  
Point Pleasant, WV 25550  
304 675-4340

Our Lady of Bellefonte Hospital  
St. Christopher Drive  
Ashland, KY 41101



Mark Gordon, CEO  
606 833-2273

Kings Daughters Medical Center  
2201 Lexington Avenue  
Ashland, KY 41101  
Dr. Phil Fiorett, CEO  
Fran Jackson  
606 327-4000

Holzer Health Systems Gallipolis  
100 Jackson Pike  
Gallipolis, OH 45631-1560  
Tom Tope, President and CEO  
740 446-5000

Southern Ohio Medical Center  
1805 27<sup>th</sup> Street  
Portsmouth, OH 45662  
740 356-5000

## Physical Therapists in Huntington, WV Area

**Associated Physical Therapists**304-523-4555 1426 6<sup>th</sup> Ave. Huntington, WV**Hit Center, Inc.**304-529-4482 2240 5<sup>th</sup> Ave. #101 Huntington, WV**Riverside Physical Therapy**

740-886-5555 96 Township Rd 369 Proctorville, OH

**Active Physical Medicine and PN**

304-736-0825 6007 US Rt. 60E Barboursville, WV

**Isaac, Joe**304-429-7381 4120 Waverly Rd Huntington, WV  
740-534-1156 711 S. 3<sup>rd</sup> St. Ironton, OH**Casto, Brandy**

304-736-3084 5972 US Rt. 60 E Barboursville, WV

**Crowder, Rob**304-736-3094 5972 US Rt. 60 E Barboursville, WV  
304-529-4399 Rt, 152 RR 1 Box 1211A Wayne, WV**Bowling, Greg**304-736-3094 6433 US Rt. 60 E #125 PO Box 46  
Barboursville, WV**Kennedy, Mike**304-736-3094 6433 US Rt. 60 E #125 PO Box 46  
Barboursville, WV**Tarr, Eric**

304-733-9560 3552 US Rt. 60 E Barboursville, WV

**Wayne Physical Therapy**

304-529-4300 RR1 Box 1211A Wayne, WV

**Our Lady of Bellefonte Hospital**

606-833-3333 1000 St. Christopher Dr. Ashland, KY

**Physical Therapy Center**

606-833-9444 1451 Diederich Blvd. Russell, KY

**Ironton Physical Therapy**

740-534-1156 706 Park Ave. Ironton, OH

**Dillon, Gary DC**

606-929-9667 1101 St. Rt. 716 Ashland, KY

**Premiere Therapy & Health Center**740 534-1410 209 N. 2<sup>nd</sup> St. Ironton, OH**Physical Therapy and Fitness Center**

740-534-1410 211 Railroad St. Ironton, OH

**Tarr, Travis**

304-743-6995 1509 W Main St. #201 Milton, WV

**Castle, Paul**

606-738-7848 172 Town Hill Rd. #5 Louisa, KY

**Three Rivers Medical Center**606-638-9451 Highway 644 & Rt. 2565 PO Box  
769 Louisa, KY

**Lusk, Michael**

606-326-1844 2700 Greenup Ave., Ashland, KY

**Jackson, Fred**

606-327-4401 480 23<sup>rd</sup> St. PO Box 151 Ashland, KY

**HRG, Inc.**

606-325-7955 2022 29<sup>th</sup> Street Ashland, KY  
606-920-9918 619 15<sup>th</sup> St. Ashland, KY

**Huntington Physical Therapy**

606-325-4600 18916 Carter Avenue. Ashland, KY

**Physical Therapy Ctr**

606-329-0910 1514 13<sup>th</sup> Street Ashland, KY

**Bentley, Deloris**

606-473-1080 314 Main St. Greenup, KY

**Kanawha Valley Physical Therapy**

304-562-9037 3520 Teays Valley Rt. #2 Hurricane, WV

**Barboursville Physical Therapy**

304-529-4300 RR1 Box 1211A Wayne, WV

**Bryant Health Center**

740-532-6188 2932 S. 5<sup>th</sup> St. PO Box 683 Ironton, OH

**Apts, David**

606-325-7955 2312 13<sup>th</sup> Street Ashland, KY

## ATTACHMENT 8

**“C” POLICY WAIVER REQUEST from Forensic Science**

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**From:** Staton, Pamela J.  
**Sent:** Friday, November 21, 2008 6:17 PM  
**To:** Larsen, Eldon  
**Cc:** Deutsch, Leonard J; Fenger, Terry W  
**Subject:** RE: FS Unusual Circumstances  
**Sensitivity:** Confidential

I'll be there to address the Resource Development on Dec 5, along with Dr. Fenger, and would appreciate the opportunity to explain this situation.

Thank you,  
Pam

---

**From:** Larsen, Eldon  
**Sent:** Fri 11/21/2008 1:26 PM  
**To:** Staton, Pamela J.  
**Cc:** Deutsch, Leonard J; Fenger, Terry W  
**Subject:** RE: FS Unusual Circumstances

Pam,  
I need more information. How many of these students already have their first “C” grade? How many of those same students seem to be in trouble of getting the second “C” grade, for this four-hour course? And, finally, are you willing to come to the Graduate Council meeting on December 5 in South Charleston at 1:00 PM to clearly explain the situation to the Graduate Council and ask for the waiver?  
--Eldon

Dr. Eldon R. Larsen, PMP  
Professor of Engineering & M.U. Graduate Council Chair  
Marshall University  
100 Angus E. Peyton Drive  
South Charleston, WV 25303  
(304) 746-2047  
Larsene@marshall.edu

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**From:** Staton, Pamela J.  
**Sent:** Tuesday, November 18, 2008 2:00 PM  
**To:** Larsen, Eldon  
**Cc:** Deutsch, Leonard J; Fenger, Terry W  
**Subject:** FW: FS Unusual Circumstances  
**Importance:** High  
**Sensitivity:** Confidential

Eldon,

This is an unusual situation that surrounds the requirement of a course being taught in its present form for the first time this term. Unfortunately, this course, FSC 600 Cell & Molecular Biology, is an accelerated course that is required for graduation for the Forensic Science DNA Emphasis. Students taking this course are 2<sup>nd</sup> year students hoping to graduate in May. This course is taught only once per year in the fall. The counterpart to this course is FSC

624 Biochemistry. This course is also a required course and was taught in an accelerated form as well. This is the first group of students to take both courses both of which are cross-listed to BMS 600.

Together, FSC 600 (3) and FSC 624 (4) total 7 credits. If a C is received in both courses, the 6 hr limit of grade of C is exceeded for required courses and the student does not graduate.

Unfortunately, it is difficult to determine how a course will serve the program prior to seeing that course and our students in action. Cell/Molecular Biology (DNA emphasis), as well as Biochemistry (core course), have always been required courses for forensic science students. Historically, this has not been an issue. The restructuring of the medical school curriculum, its impact on BMS faculty and the forensic science program, as well as aging/retiring faculty who had taught courses in the past, all led us to try this cross-listing option.

I believe it is becoming increasingly apparent that these courses in their present accelerated form do not meet the needs of the forensic science program. While this realization serves to initiate a strategic plan for the future, it does not help us find our way out of the predicament where we currently find ourselves.

I am asking that 7 hrs of C be accepted in this one circumstance for the class of 2009. In this way, we are not penalizing students while we investigate whether a course or courses meet our needs as a program. The DNA Emphasis is a high-profile area of our program. Students come to us from all over the country to complete this emphasis. I believe this is not their fault as they have performed well in all other courses of the curriculum. For this reason, I do not want to strip them of this opportunity at the last hour.

The FBI's DNA Advisory Board requires both of these courses so dropping the course is not an option. I'm not sure what to do or where to turn. Dr. Deutsch suggested that I contact you. I have ideas for how this situation may be corrected next year but that does not help those students faced with making decisions to drop the course for fear they will make a C.

Please feel free to call me if some of this is not quite clear.

Thank you,  
Pam

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**From:** Deutsch, Leonard J  
**Sent:** Tuesday, November 18, 2008 11:09 AM  
**To:** Staton, Pamela J.  
**Cc:** Deutsch, Leonard J  
**Subject:** RE: FS Unusual Circumstances

Pam, you could petition Graduate Council to grant an exception to the 6-hour "C" rule if these students, say, have an overall 3.2 GPA or higher.

I don't know what Graduate Council's response would be, but we could sound out Eldon Larsen.

Len.

**From:** Staton, Pamela J.  
**Sent:** Saturday, November 15, 2008 8:31 AM  
**To:** Deutsch, Leonard J  
**Cc:** Fenger, Terry W  
**Subject:** FS Unusual Circumstances  
**Importance:** High

Dr. Deutsch,

Students completing the DNA emphasis are enrolled in FSC 600 Cell & Molecular Biology (3 credits). This is our first time to enroll students in this accelerated version of this course. 8 of 15 performed poorly on the first test. The class average was 70. If they make a C, some will fall into the 7 hr C trap if they also made a C in the FSC 624 Biochemistry course (4 hrs credit) since only 6 hrs of C can be counted toward their Plan of Study. FSC 624 Biochem is the other half of this accelerated course offered to FS students. The accelerated nature (6hr/week for ½ term) hasn't worked out well for forensic science who are carrying a heavy course load.

If students drop FSC 600 CMB to avoid a C (because of the 6 hr C limit), they automatically fail to meet the DNA Emphasis requirements. If they stay in the course and make a C (if they already have a C in biochem), they can't graduate without changing their Plan of Study to remove the DNA Emphasis so that CMB will not be required of them to graduate.

These are TAP students who have taken not only the required courses for the DNA Emphasis but also additional TAP DNA courses. Of course, it's a disappointment to them to be in this predicament when their other grades have been A's & B's.

I've made arrangements with Dr. Georgel that will allow us to switch our students to BSC 550 next fall to avoid this accelerated course. That solves the problem in the future but does not assist students in the Class of 2009.

Is there any action that could be taken to get us through this transition period that would prevent students to complete the DNA Emphasis carrying 7 hrs of C?

I am going to recommend that they all stay with the course. After grades are in, I'd like to meet with you and Terry to discuss if any options might be available to them.

Please let me know if you think I should advise them differently.

Thank you,  
Pam

**ATTACHMENT 7****Graduate Policy Regarding Admission and Changing Areas of Emphasis or Degrees**

1. If a student decides to change his/her area of emphasis within his/her current degree, the student will need to submit a Change of Area of Emphasis form for approval. There is no fee for this change.
2. If a student decides to change his/her degree program, the student will need to apply for admission to that program through the regular admission process, and pay the appropriate admission fees.
3. If a student has not completed his/her degree within seven years from the end of the first graduate course to be counted toward his/her degree, and if the student has not been enrolled in a course toward that degree for the most-recent one year when that seven-year limit is reached, then the student will be dropped from the program. To continue to work on that degree, the student must reapply for admission to that degree program through the regular graduate admission process, and pay the appropriate admission fees.

**Return to:** [Minutes and Records](#) [Graduate Council](#) [Marshall University](#)

**MARSHALL UNIVERSITY GRADUATE COUNCIL MINUTES**

October 31, 2008

MSC 2E10, Huntington Campus

**Members Present:** Larsen, Seymour, Brammer, Christofero, Gould, Gruetter, Patterson, Mader, Swindell, Securro, Sturgill, and Trzyna.

**Members Absent:** Meyer, Childress, Lindberg, Fincham, and F. Pauley

**Ex-Officio Members Present:** Deutsch and Ormiston

**Ex-Officio Members Absent:** Maher

**Guest:** R. Pauley, Reynolds, Sikula, Wenzel, and Archambault

Larsen convened the meeting at 1:00 PM.

**Approval of Minutes:** Minutes from September 26 meeting were approved.

**Program Review & Assessment:** Reynolds presented information on a number of program review issues:

- Program Review Assignments (Attachment 1) – Two council members were assigned to review each program. Each reader is to review the program separately and then meet to develop a single, unified assessment sheet for each program. Copies of Reynolds’s reviews will be sent to Larsen and Meyer. Graduate Council reviewers may request a copy of Reynolds’ review if they wish to see it and may at their option take it into consideration in their reviews.
- Schedule for Reviews – Reviews from programs are due in Assessment Office by Nov. 3 and will be posted on the Assessment Office web page as soon as they are received. Reviews by Graduate Council members are to be completed by the December 5 meeting. In the case of programs reviews with problems that need to be addressed, the dean should be contacted before that meeting so they can respond. All updated program reviews must be submitted to Reynolds before Jan. 16 in order to be ready for the Jan. 23 Graduate Council meeting vote.
- Reynolds distributed WV Higher Education Policy Commission document (Title 133 – Series 10 Policy Regarding Program Review) and asked the council to look at 6.1 Categories of Possible Outcomes. Program of Excellence is not recognized as a category. She asked for any reasons why Marshall should continue to identify programs in this area. Since no real benefits were raised, the Graduate Council motion to discontinue the Program of Excellence as part of the review process was approved.
- Reynolds pointed out that review forms are all online at the Assessment Office web site. She stressed that the purpose of this assessment is to strengthen program reviews and help programs put forth the strongest report possible. Readers can identify recommended (R) or mandatory (M) revisions and can correct spelling or grammar changes or send back to the program for editing.
- Resource Development requests must include the Strategic Plan that specifies how resource development fits into the plan.

**Graduate Faculty Membership:** Graduate Faculty Membership list (Attachment 2) was approved to be sent to the president for signature.

**Curriculum Committee:** Christofero submitted report that identified 11 course additions (Attachment 3). Two COLA courses (ENG 622 and ENG ~~635~~**638**) included undergraduate-level prerequisites, which needed to be removed from catalog information. Six additions requested by College of Education and Human Services courses (FCS 620, 622, 623, 625, 626 and 671) were removed from Graduate College consideration at this time because of concerns the courses in hospitality and tourism duplicated an area typically served by the School of Business. A



meeting of the school of business and consumer science is scheduled for Monday and no action on these courses should be taken until the issue is attempted to be resolved by the departments.

Motion for four course additions in College Of Liberal Arts and one in College of Education and Human Services was passed. Motion to approve four course changes in COLA, COHP was approved. Request for change in title for FSC 606 was dropped. Two course changes for Geography were approved (GEO 609 and 615).

**Academic Planning, Standards and Policy Committee:** Intent to Plan MS in Accountancy (Attachment 4) to prepare students for public accountancy was introduced. Sikula, Wenzel, and Archambault were present to answer questions about the proposed program. The degree program (although 36 credit hours) would include 30 graduate hours beyond undergraduate degree requirements.

Deutsch compared this to the 4 + 1 and 3 + 2 programs and recommended the definitions of such programs be clarified.

There was some surprise that a degree program could consist of 30 credit hours (rather than the previous requirement of 36 credit hours) and it was suggested this information be communicated again to deans and program chairs.

The Intent to Plan request for the MS in Accountancy was approved.

**Credentialing Committee:** Sturgill reported audits for COFA and GSEPD found graduate faculty paperwork to be in good standing. CEHS audit will be completed next week and will be reported at the next meeting.

The meeting was adjourned at 2:10 PM.

Submitted by Celene Seymour, Graduate Council Secretary, on Nov. 5, 2008.

**NOTE: Future Council Meetings (PLEASE RESERVE THESE DATES NOW).  
2008-2009 Academic Year future meetings. Draft—Please check these dates now!**

- January 23, 2009 – Huntington
- February 20, 2009 – South Charleston
- March 20, 2009 – Huntington
- April 24, 2009 – South Charleston

**Attachments:**

1. Graduate Council program review assignments
2. Graduate faculty membership approvals
3. Graduate Curriculum Committee Motions
4. Intent to Plan for the M.S. Accountancy

**Attachment 1**

**GRADUATE COUNCIL  
PROGRAM REVIEW ASSIGNMENTS  
FALL 2008**

<b>PROGRAM</b>	<b>REVIEWER</b>	<b>REVIEWER</b>
MS – Exercise Science	Mary Kathryn Gould	Marc Lindberg
MA – Art	Sam Securo	Ron Childress
MA – Music	Cam Brammer	Ronda Sturgill
MA – Criminal Justice	Eldon Larsen	Tracy Christofero
MS – Forensic Science	Cal Meyer	Fred Pauley
MS – Technology Management	Wendy Trzyna	Chris Swindell
MA – History	Lenny Deutsch	Deanna Mader
MA – Humanities	Brent Patterson	Celene Seymour
MA – Sociology	Carl Gruetter	Cal Meyer/Mary Kathryn Gould

**Points to Consider:**

- Each review has two readers. Each reader is to evaluate the Program Review separately but then coordinate one final unified report. As you complete your unified report, send it to the Program Review Chair, Dr. Cal Meyer, [meyer@marshall.edu](mailto:meyer@marshall.edu). This needs to be send only after the following condition is met:
  - Please be mindful that Deans and/or authors need every opportunity to modify their reports in accordance with your recommendations. It is essential the Deans and/or authors receive your initial review as soon as possible, preferably before by December 10. If necessary meet with them as soon as the Spring Term begins before finalizing your report.
- The role of the Graduate Council Program Review Committee is to facilitate the process. Within that process, please do not hesitate to contact the committee for additional review if you feel there are issues that merit it.
- Final status recommendations will be submitted to the Graduate Council by the Program Review Committee at our January meeting.

**Links to Programs and Forms**

[http://www.marshall.edu/assessment/assessreport\\_progreviews.htm](http://www.marshall.edu/assessment/assessreport_progreviews.htm)

<http://www.marshall.edu/assessment/programreviewforms2.htm>

**ATTACHMENT 2  
Graduate Faculty Membership Approvals**

<b>In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:</b>				<b>10/31/2008</b>	<b><i>Term Starts</i></b>	<b><i>Term Expires</i></b>
<b><i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i></b>	<b><i>College or School</i></b>	<b><i>Department or Division</i></b>	<b><i>Graduate Faculty Level</i></b>	<b><i>Month Year</i></b>	<b><i>Month Year</i></b>	
Godby, Justin	SOM	Forensic Science	Associate	October 2008	October 2011	
Rushton, Catherine	SOM	Forensic Science	Associate	October 2008	October 2011	
Park, Maiyon	SOM	Biochemistry & Microbiology	Doctoral	October 2008	October 2011	
Jackson, Susan	COFA	Art	Graduate	October 2008	October 2013	
Zanter, Mark	COFA	Music	Graduate	October 2008	October 2013	
Brumfield, James	COS	Biological Sciences	Graduate	October 2008	October 2013	
Zhu, Guo-Zhang	COS	Biological Sciences	Doctoral	October 2008	October 2013	
Badia, Janet	COLA	English	Graduate	October 2008	October 2013	
Palmer, William G.	COLA	History	Graduate	October 2008	October 2013	
Garrett, Jerry	GSEPD	Reading	Graduate	October 2008	October 2013	
Smith, Carol	GSEPD	Counseling	Graduate	October 2008	October 2013	

## Graduate Curriculum Additions and Changes – October 2008

### NEW COURSE ADDITIONS (5)

- **College of Liberal Arts**  
*Department:* English  
*Course Number & Title:* ENG 622 Language Development  
*Catalog Description:* This course starts with an overview of disciplinary frameworks of language development, then addresses the four major theoretical perspectives: linguistics, cognitive, sociolinguistic and socioculture.  
*Prerequisite:* Eng ~~475~~/575; Eng ~~476~~/576  
*First Term Offered:* Fall 2008  
*Credit Hours:* 3
- **College of Liberal Arts**  
*Department:* English  
*Course Number & Title:* ENG 627 Text Analysis  
*Catalog Description:* Text analysis compares crucial aspects of English syntax, discourse pragmatics, and prepositional and lexical semantics with those of other languages.  
*Prerequisite:* ENG 575 and 576  
*First Term Offered:* Fall 2008  
*Credit Hours:* 3
- **College of Liberal Arts**  
*Department:* English  
*Course Number & Title:* ENG ~~635~~ **638** Language and Context  
*Catalog Description:* Survey of genre and register analysis research from the three perspectives of ESP (English for Special Purpose), New Rhetoric, and Systemic Functional Linguistics.  
*Prerequisite:* Eng ~~475~~/575; Eng ~~476~~/576  
*First Term Offered:* Spring 2008  
*Credit Hours:* 3
- **College of Liberal Arts**  
*Department:* History  
*Course Number & Title:* HST 640 Seminar in Archives and Special Collections  
*Catalog Description:* The Seminar will introduce 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 improvement of the student's historical research skills.  
*Prerequisite:* None  
*First Term Offered:* Spring 2010  
*Credit Hours:* 3
- **College of Education and Human Services**  
*Department:* Exercise Science, Sport, and Recreation  
*Course Number & Title:* ESS 600 Ethics in Sports  
*Catalog Description:* A critical analysis of and engagement with leading ethical thinking as applied to sport  
*Prerequisite:* None  
*Deleted Course:* ESS 501  
*First Term Offered:* Spring 2009  
*Credit Hours:* 3

**NEW COURSE ADDITIONS - continued**

**COURSE CHANGES (4)**

- **College of Liberal Arts**

*Department:* English

*Course Number & Title:* ENG 562 Restoration and Eighteenth Century British Poetry and Prose

*Course Title Change*

Old Course Title: 562: Restoration and Eighteenth Century English Poetry and Prose

New Course Title: English 562: Restoration and Eighteenth Century British Poetry and Prose

*Rationale:* Change in title more accurately reflects course content, as the designation 'English' does not encompass authors from other parts of the United Kingdom or from other Anglophone countries.

- **College of Liberal Arts**

*Department:* Psychology

*Course Number & Title:* PSY 799

*Change in Credit Hours*

From: 3-9

To: 1-9

*Rationale:* This change will permit more flexibility in the manner in which students sign up for these hours.

- **College of Health Professions**

*Department:* Communication Disorders

*Course Number & Title:* CD 660 Special Populations: Clinical Considerations

*Course Title Change*

Old Course Title: Professional Issues

New Course Title: Special Populations: Clinical Considerations

*Rationale:* The previous course name (Professional Issues) suggested that the course focused on issues within the profession. Instead, the course has always been designed to examine clinical issues, as opposed to professional issues, and we believe the new name better represents the content of the course.

*Change in Catalog Description*

From: Examination of current trends in contemporary professional issues and practices.

To: Examination of the principles of assessment and treatment for special populations with a focus on the interacting processes of the sensory, behavioral, physical, and communicative systems.

*Rationale:* The previous course description contributed to the same kind of confusion created by the former name of the course. That is, instead of focusing on issues facing the profession, the course focuses on current clinical issues with special populations. This new description better represents the actual content of the course.

- **College of Liberal Arts**

*Department:* Geography

*Course Number & Title:* GEO 521 Concepts and Methods in Geography

*Course Title Change:* GEO 615 Geographical Research II

Old Course Title: Concepts and Methods in Geography

New Course Title: Geographical Research II

*Rationale:* This course will no longer be offered to undergraduates as GEO421. The course will now cover conceptual material applied to master's thesis research and will be a continuation of GEO609 Geographical Research I

*Course Deletions as a Result of this Action:* GEO 521

*Change in Catalog Description*

From: Survey of the history, literature, prominent individuals, and major paradigms in geography. Review of the major concepts in geography and an introduction to various methods of geographic inquiry.

To: Survey of the history, literature, prominent individuals, major concepts and paradigms in geography.

The course emphasizes the integration of methods of geographic inquiry with each student's research focus and writing.

*Rationale:* The focus of the course will change from a conceptual introduction to geographic methods to the application of the methods to student thesis research. The course is a continuation of GEO609 Geographic Research I.

- **College of Liberal Arts**

*Department:* Geography

*Course Number & Title:* GEO 609 Geographic Research

*Course Title Change:*

Old Course Title: Geographical Research

New Course Title: Geographical Research I

*Rationale:* The course will be the first in a series of two courses.

**ATTACHMENT 4**

**Intent to Plan  
MS in Accountancy**

Effective date of Proposed Action: Spring 2009

Prepared by: Jeffrey J. Archambault

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**I. Program Description:**

The Marshall University Division of Accountancy & Legal Environment proposes the addition of a Master of Science degree program in Accountancy. The mission of this program is to prepare students to enter the profession of public accounting. Students completing this degree would be qualified to sit for the Uniform CPA Examination, which is required to become a Certified Public Accountant.

A. Program Objectives:

Students in the Master of Science in Accountancy program will obtain the knowledge and skills that will enable them to become better Certified Public Accountants. The program will prepare students to:

- Use electronic databases to research and resolve professional issues.
- Use the computer to complete and document audit procedures.

The students will also acquire the skills necessary to successfully enter the profession of public accountancy. These skills include but are not limited to:

- Critical thinking
- Problem solving
- Communication
- Life long learning
- Personal and professional competencies.

Additionally, they will have earned the necessary 150 semester credit hours to qualify them to sit for the Uniform CPA Examination.

B. Program Identification

The following is the appropriate program identification as provided in the Classification of Instructional Programs developed and published by the U.S. Department of Education Center for Educational Statistics:

52.0303 Auditing

A program that prepares individuals, including certified accountants, to perform independent internal and external appraisals to evaluate organizational financial and operational activities, ensure compliance with laws and policies, safeguard assets, and promote effective planning and resource allocation. Includes instruction in advanced accounting, audit tools and techniques, sampling, risk and control, audit planning, audit function management, law and regulations, environmental auditing, information technology applications, professional standards and ethics, and specific industry and service sector problems.

C. Program Features

1) Admissions Standards

Students with an undergraduate degree in accounting from an accredited institution and a grade point average greater than or equal to 3.00 will be admitted to the program.

Students not satisfying the grade point average requirement may be admitted if they have an index of 1,100 computed by multiplying the undergraduate grade point average by 200 and adding the Graduate Management Admission Test (GMAT) score.



Students with an undergraduate degree not in accounting from an accredited institution must satisfy the grade point average or index criteria and also complete the following courses, each with a grade of C or better:

ACC 311	Intermediate Accounting I
ACC 312	Intermediate Accounting II
ACC 318	Cost Accounting
ACC 341	Accounting Information Systems
ACC 348	Federal Taxation
ACC 429	Auditing

2) Performance Standards

Students must maintain a grade point average of 3.0 or higher.

3) Program Requirements

The Master of Science in Accountancy program will be a 30 hour degree. The program could be completed in approximately three semesters or in the fifth year of a four-plus-one program. The program consists of required accounting courses, required business courses, and two electives.

- Accounting Courses
  - ACC 615 Audit Theory and Practice
  - ACC 617 Advanced Controllership
  - ACC 618 Accounting Research
  - ACC 648 Tax Research
  - ACC 699 Professional Development and Ethics in Accounting
- Business Courses
  - LE 691 Government and Business Relationships
  - MKT 642 IMC for Professional Services
  - MGT 692 Ethics and Global Aspects of Business
- Electives (any two of the following):
  - ACC 612 Accounting Functions in Business
  - ACC 614 Theory of Accounting
  - ACC 616 Advanced Income Tax Procedures
  - ACC 650 Special Topics
    - Accounting in a Global Environment
    - Fraud Examination
    - Forensic Accounting
    - Internal Audit

**Sample graduate student schedule** for the completion of the degree in the fifth year of a four-plus-one program:

Senior Year:  
Accounting elective  
Accounting elective

Total 6 semester hours

Fall Semester:

ACC 617      Advanced Controllershship  
ACC 618      Accounting Research

ACC 648      Tax Research  
                 Relationships

LE 691      Government and Business  
                 Relationships

Total 12 semester hours

Winter Semester:

ACC 615      Audit Theory and Practice  
ACC 699      Professional Development  
                 and Ethics in Accounting

MGT 692      Ethics and Global Aspects of  
                 Business

MKT 642      IMC for Professional  
                 Services

Total 12 Semester hours

Nine semester credit hours may double count as credit in both the undergraduate and graduate degree program. These semester credit hours may be chosen from among the following courses:

ACC 617      Advanced Controllershship  
ACC 648      Tax Research Relationships  
Accounting electives

The program includes two courses on ethics. MGT 692 focuses on ethical theory and applications to a variety of business settings. ACC 699 focuses on topics specifically related to the practice of public accounting, including the AICPA Code of Conduct with special attention paid to independence, integrity, and confidentiality.

D.      Program Outcomes

The Master of Science in Accountancy will prepare students to enter the profession of public accounting and to qualify for the CPA exam in states requiring 150 semester credit hours. The following skills will be assessed:

1.      Accounting research      Students will be able to use databases to find appropriate material to solve accounting issues. This will include extracting material and incorporating the material into professional documents.
2.      Technology usage      Students will be able to use electronic engagement software to document audit procedures.
3.      Teamwork and leadership      Students will be able to work effectively as a team member and demonstrate appropriate leadership characteristics.
4.      Written communication      Students will be able to organize and display accounting information appropriate to the receiving party in a professional manner.
5.      Oral communication      Students will be able to efficiently organize and present information to clients and team members.

E.      Program Delivery

The Master of Science in Accountancy program will be delivered on the Huntington campus.

**PART II. PROGRAM NEEDS AND JUSTIFICATION**

A.      Relationship to Institutional Goals and Objectives

The mission of Marshall University includes commitments to high quality graduate programs and to economic development. The Lewis College of Business is “committed to graduating individuals who possess the communication, critical thinking, and problem-solving skills to meet the current needs and the changing demands of a global economy.” The Master of

Science in Accountancy program will further these goals by increasing the supply of qualified accountants.

B. Existing Programs

No Master of Science in Accountancy program is offered in the state of West Virginia. West Virginia University does offer a Master of Professional Accountancy. This program offers a wider focus with less emphasis on technology and includes some courses included in traditional undergraduate programs. The University of Charleston offers an MBA with an accounting concentration. This program offers a broad business perspective with limited accounting content.

The Master of Science in Accountancy is necessary to meet the demand for public accountants in Southern West Virginia and is distinguished by its emphasis on the use of technology in auditing and on professional development.

The MBA with an accounting concentration currently being offered at Marshall University will be continued if there is sufficient demand from students without an accounting graduate. If applicable, the program will be reviewed and modified to meet the needs of those students.

C. Program Planning and Development

Date of Intent to Plan: February 2008

Proposed date for full proposal:

Proposed date for full implementation: Spring 2009

D. Clientele and Need

Students need to complete 150 semester credit hours of education to qualify for the Uniform CPA Examination, which is required to become a CPA. The Master of Science in Accountancy program was developed in consultation with the Accounting Advisory Board to develop professional skills while satisfying the educational requirement at the minimum semester credit hours.

E. Employment Opportunities

Students completing this degree will satisfy the qualifications for the Uniform CPA Examination and develop the skills needed to succeed in public accounting. Several firms in the Huntington and Charleston area hire graduates of Marshall University. These firms, through the Accounting Advisory Board and other interaction, have expressed an interest in hiring students who have completed this program.

F. Program Impact

The Master of Science in Accounting program will contribute to commerce in West Virginia by providing young accountants with an opportunity for advanced education that will prepare them to enter the profession of public accounting.

G. Cooperative Arrangements

Not applicable

H. Alternatives to Program Development

Not applicable

### **PART III: PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS**

A. Program Administration

The head of the Division of Accountancy & Legal Environment handles daily administration of all accounting programs. The Dean of the Lewis College of Business is available as necessary. The addition of a Master of Science in Accountancy program will not require changes in administrative organization at the departmental or college levels.

B. Program Projections

Presently there are approximately 200 Accounting Majors in the Division of Accountancy & Legal Environment at Marshall University. We anticipate that the demand for this program will increase steadily over time.

C. Faculty Instructional Resources

All full-time tenure track faculty in the Division of Accountancy & Legal Environment are academically or professionally qualified. Most of the faculty have Graduate Faculty Status from Marshall University's Graduate Council. The division is committed to teaching accounting in accordance with best practices in the field.

No additional faculty resources will be required upon implementation of a Master of Science in Accountancy program. However, one or two additional positions may be needed as the program grows.

D. Library Resources and Instructional Materials

Existing library and instructional resources are adequate to meet the immediate needs of students pursuing a Master of Science in Accountancy. Additional library and instructional resources may be needed as the program grows.

E. Support Service Requirements

There will be no additional support services requirements for the Master of Science in Accountancy program.

F. Facilities Requirements

Additional facilities (classroom and office space) will be needed when the program grows. Classrooms will require computer access.

G. Operating Resource Requirements

In order for the students enrolled in this program to graduate after their fifth year, the division will need to offer three or four graduate courses per semester. Existing faculty are sufficient to do this.

H. Source of Operating Resources

Academic Affairs, Graduate School, Lewis College of Business

**PART IV: OFFERING EXISTING PROGRAMS AT NEW LOCATIONS**

Not applicable

## **PART V: PROGRAM EVALUATION**

### **A. Evaluation Procedures**

Admission requirements will initially assure the quality of the program.

The program will be monitored through a variety of procedures:

1. Students will evaluate every course completed via standard university procedures.
2. Learning objectives will be evaluated through the assurance of learning program.
3. Faculty will evaluate the program.
4. The Division of Accountancy and Legal Environment Advisory Board will evaluate the program.

Adjustments will be made to the program as needed.

### **B. Accreditation Status**

The Master of Science in Accountancy will be evaluated by The Association to Advance Collegiate Schools of Business (AACSB International) in conjunction with the Division of Accountancy review.

**Return to:** [Minutes and Records](#) [Graduate Council](#) [Marshall University](#)

**MARSHALL UNIVERSITY GRADUATE COUNCIL MINUTES**

September 26, 2008

South Charleston, Thomas Board Room

**Members Present:** Larsen, Seymour, Brammer, Childress, Christofero, Fincham, Gould, Gruetter, Patterson, Mader, Swindell, Pauley, Securro, Sturgill, and Trzyna.

**Members Absent:** Meyer

**Ex-Officio Members Present:** Deutsch and Ormiston

**Ex-Officio Members Absent:** Maher

**Guest:** R. Pauley and M. Coombs

Larsen convened the meeting at 1:00 PM.

**Approval of Minutes:** Minutes from August 29 meeting were approved.

**Graduate Faculty Membership:** Graduate Faculty Membership list in Attachment 1 was approved.

Move to modify term expiration year for Hossler to 2013 to be consistent with policy for Graduate-level membership was passed. List was approved to be forwarded to president.

**Curriculum Committee:** Curriculum Committee report (Attachment 2) by Christofero. Course additions were approved with revisions. School of Journalism & Mass Communications request for new course JMC 575 – Additional Equipment Needed section doesn't go into the catalog description. The summary of the request for addition FSC 629 should read School of Medicine rather than Graduate College of Forensic Science.

Change to Area of Emphasis was approved with change from Graduate College of Forensic Science to School of Medicine. Course Changes approved with correction of BIC 636 to say School of Medicine rather than College of Medicine.

**Program Review and Assessment Committee:** No report.

**Credentialing Committee:** Report by Sturgill. This fall colleges to be reviewed are College of Education and Human Services, Graduate School of Education and Professional Development and College of Fine Arts. These will be completed by November. In the spring semester, College of Health Professions and College of Liberal Arts will be reviewed.

**Academic Planning, Policies and Standards Committee:** Report by Childress. Request for approval of a new area of emphasis in Nurse Midwifery (Attachment 4). This program, offered in collaboration with Shenandoah University, will transfer in 19 credit hours from Shenandoah. An exception to university's policy of allowing transfer of only 12 graduate credit hours would be required. Graduate Council approved new area of emphasis and the exception.

Catalog language change requested by School of Journalism & Mass Communication (Attachment 3). New language is consistent with university minimum standards and clarifies interpretation of admission test scores. Editorial change requested to capitalize GPA in new catalog language.

Committee addressed a request for acceptance of credits earned in course taken in the military. Policy is that the university will only accept as substitute for requirements courses that are taken at accredited institutions. Recommendation from committee is that this issue is covered under current university policy and there is no need for action by the Graduate Council. The motion to accept the committee's recommendation was passed.

Another issue brought up by the committee is the need for graduate students who have been inactive for several semesters to reapply for admission. Graduate College language and Plans of Study leave students to assume they have seven years to complete program. They should not have to apply for, and pay fee for, re-admission during that period. One solution is a Quick Re-Admit process which would update admission status but not require a fee. Larsen recommended an ad hoc committee of the following: Larsen, Deutsch, Tammy Johnson, Roberta Ferguson, Rudy Pauley and Committee on Academic Planning, Policies and Standards to address this issue. This committee would recommend a policy to the council at a future meeting.

In regard to Program Review & Assessment, Larsen reported that the state has developed new guidelines which no longer include the level of Program of Excellence. Because this impacts both undergraduate and graduate programs, both the Graduate Council and the Faculty Senate will need to address this issue. Marshall University can continue to identify Programs of Excellence internally. Childress said he would like to hear the rationale and what the down side is to the Program of Excellence designation. Larsen said Mary Beth Reynolds would be invited to the next meeting to address the issue.

Swindell urged the Graduate Council to investigate the president's move to reduce or eliminate Graduate Assistantships.

Larsen brought up the issue of faculty overloads. Should faculty with re-assigned time for administrative or research activities be allowed to teach overload courses? It would seem that if a faculty member is working full time, and being paid full time, that whether that full time is made up of courses, or of a combination of courses and reassigned time, should be irrelevant as to whether or not he or she can be paid for overloads—full time work is full time work no matter its composition, and overloads go beyond that. Dr. Ormiston reported overall re-assignment issues are being discussed.

For the ad hoc Committee on Re-assigned Time, led by Deutsch, Brammer and Christofero will represent the Graduate Council.

Meeting adjourned at 1:50 PM.

**NOTE: Future Council Meetings (PLEASE RESERVE THESE DATES NOW).**

**2008-2009 Academic Year future meetings. Draft—Please check these dates now!**

- October 31, 2008 – Huntington
- December 5, 2008 – South Charleston
- January 23, 2009 – Huntington
- February 20, 2009 – South Charleston
- March 20, 2009 – Huntington
- April 24, 2009 – South Charleston

**Attachments:**

1. Graduate faculty membership approvals
2. Graduate Curriculum Additions and Changes – September 2008
3. SOJMC Graduate Catalog Language Changes
4. School of Nursing Graduate Program: New Area of Emphasis: MSN Nurse Midwifery



**ATTACHMENT 1**  
**Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:				9/26/2008	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>	<i>Month Year</i>	<i>Month Year</i>	
Hossler, Charles	COHP	Nursing	Graduate	September 2008	September 2013	
Thomas, Lisa	COHP	Communication Disorders	Graduate	August 2008	August 2013	
Prunty, Sandra	COHP	Nursing	Associate	August 2008	August 2011	
Combs, Madonna	COHP	Nursing	Graduate	December 2008	December 2013	
Dixon, Loukia	COHP	Communications Disorders	Associate	June 2008	June 2011	
Harlow, Kelly	COHP	Communications Disorders	Associate	June 2008	June 2011	
Holland, Pamela	COHP	Communications Disorders	Associate	June 2008	June 2011	
McNealy, Karen	COHP	Communication Disorders	Associate	March 2008	March 2011	
Fenger, Terry	SOM	Forensic Science	Graduate	September 2008	September 2013	
Mummert, Anna	COS	Mathematics	Graduate	September 2008	September 2013	
McCunn, Laura Ruth	COS	Chemistry	Graduate	August 2008	August 2013	
Calhoun, Lindsay	COLA	Communication Studies	Graduate	September 2008	September 2013	
Crews, Angela West	COLA	Criminal Justice	Graduate	June 2008	June 2013	
Diener, Laura Michele	COLA	History	Graduate	September 2008	September 2013	
Douglas, Whitney	COLA	English	Graduate	September 2008	September 2013	
Hadler, Markus	COLA	Sociology/Anthropology	Doctoral	September 2008	September 2013	
Holbrook, Daniel	COLA	History	Graduate	September 2008	September 2013	
Linde-Laursen, Anders	COLA	Sociology/Anthropology	Graduate	September 2008	September 2013	
Rodier, Katharine	COLA	English	Graduate	August 2008	August 2013	
Blough, Eric	COS	Biological Sciences	Doctoral	September 2008	September 2013	
Fet, Victor	COS	Biological Sciences	Graduate	September 2008	September 2013	

**ATTACHMENT 2**  
**Graduate Curriculum Additions and Changes – September 2008**

**NEW COURSE ADDITIONS (4)**

- **Graduate School of Education and Professional Development**  
*Department:* Leadership Studies  
*Course Number & Title:* LS 787 Contemporary First Amendment Issues in Education  
*Catalog Description:* This course will examine contemporary first amendment issues as they relate to education in public education and higher education.  
*Prerequisite:* Admission to Eds, EdD programs  
*First Term Offered:* Fall 2008  
*Credit Hours:* 3
  
- **School of Journalism and Mass Communication**  
*Department:* Journalism and Mass Communications  
*Course Number & Title:* JMC 600 Proseminar in Graduate Studies  
*Catalog Description:* Course teaches basic knowledge and fundamental skills of communication theory and research for graduate students. It provides a general survey of theories, methods, research construction and presentation, and graduate education.  
*Prerequisite:* N/A  
*First Term Offered:* Spring 2009  
*Credit Hours:* 3
  
- **School of Journalism and Mass Communication**  
*Department:* Journalism  
*Course Number & Title:* JMC 575 Documentary Journalism  
*Catalog Description:* 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.  
*Additional Graduate Requirements if Listed as an Undergraduate / Graduate Course:* Graduate students will design an original survey tool to solicit audience feedback during postproduction; they will also defend their filmmaking technique to the focus group. The final edit of their film must include an analysis of audience findings and a discussion of why they did or didn't incorporate audience suggestions into the final edit. They will write a 10-page paper focusing on the significance of one filmmaker to the documentary genre and present a 10-minute summary of the paper.  
*Additional Equipment Needed:* Equipment and projected cost based on student enrollment capped at 15 and that students will be working in groups. Quotes were obtained Feb. 20, 2008.  
5 Panasonic VDR-D230 camcorders @ \$375 each    \$ 1,875  
CameraWorld.com  
5 Quantaray QSX 6601TM tripods @ \$40 each            200  
CameraWorld.com

5 Lowepro Edit 110 camcorder bags @ \$20 each	100	
CameraWorld.com		
3 Sony MZ-M200 mini disc recorders @ \$330 each	990	Minidisco
Total	\$ 3,165	

*Prerequisite:* Portfolio assessment

*First Term Offered:* Spring 2009

*Credit Hours:* 3

New Course Additions – Continued

- **School of Medicine**

*Department:* Forensic Science

*Course Number & Title:* FSC 629 Advanced DNA Technologies

*Catalog Description:* This course will provide advanced instruction in DNA technologies to assist in the preparation for a career in a forensic DNA laboratory.

*Prerequisite:* FSC 603 and FSC 604

*First Term Offered:* Fall 2008

*Credit Hours:* 2

**CHANGE TO AREA OF EMPHASIS (1)**

- **School of Medicine**

*Department:* Forensic Science

*Area of Emphasis:* DNA Analysis

*Area of Emphasis Change:* Add FSC 629 Advanced DNA Technologies to existing AoE

*Rationale:* Addition of 2 credit hour class to the existing Area of Emphasis in DNA Analysis

Existing AoE Courses: FSC 603 1 credit hour  
FSC 627 2 credit hours  
FSC 600 3 credit hours

Additional Course: FSC 629 2 credit hours

**COURSE CHANGES (4)**

- **School of Medicine**

*Department:* Biochemistry and Microbiology

*Course Number & Title:* BIC 636 Enzymology

*Course Title Change*

Old Course Title: BIC 636 Enzymology

New Course Title: BIC 636 Enzymes and Proteins

*Rationale:* More accurately describes course content

*Change in Catalog Description*

From: A study of enzyme structure and function, including purification, kinetics, pH and temperature effects, molecular chaperones, degradation, protein engineering, and enzymes important in the cell cycle and regulation of gene expression (PR: Biochemistry and consent)

To: Structure and function of enzymes and proteins, including proteomics, purification, assay, kinetics, molecular chaperones, protein degradation,

engineering, and current literature concerning enzymes important in the cell cycle and gene regulation. (PR: Biochemistry and consent)

*Rationale:* All of the topics included in the new description were covered in the course in the past. The new wording emphasizes better the current trends in research on enzymes and proteins.

## Course Changes – Continued

- **College of Education and Human Services**

*Department:* Educational Foundations

*Course Number & Title:* EDF 535 Classroom Assessment

*Course Number Change*

Old Course Number: EDF 535 Classroom Assessment

New Course Number: EDF 636 Classroom Assessment

*Rationale:* To comply with the following requirement. “At least half of the minimum required hours for the student’s masters degree must be earned in classes numbered 600 or above.”

- **College of Liberal Arts**

*Department:* Sociology and Anthropology

*Course Number & Title:* SOC 503 Research Methods II

*Course Number Change*

Old Course Number: SOC 503

New Course Number: SOC 605

*Rationale:* Research Methods II is a core requirement for the Sociology MA degree. In line with the decision to enforce that half of MA students credits must be 600 level and as a first step to realize a re-energized curriculum for our MA students, the department wants to change the course number for required classes taught in the spring 2009 term

- **College of Liberal Arts**

*Department:* Sociology and Anthropology

*Course Number & Title:* SOC 545 Social Statistics II

*Course Number Change*

Old Course Number: SOC 545

New Course Number: SOC 645

*Rationale:* Social Statistics II is a core requirement for the Sociology MA degree. In line with the decision to enforce that half of MA students credits must be 600 level and as a first step to realize a re-energized curriculum for our MA students, the department wants to change the course number for required classes taught in the spring 2009 term

**ATTACHMENT 3**  
**School of Journalism and Mass Communications**  
**Graduate Catalog Language Changes**

**Strike though indicates deletion**

**Red indicates addition**

**SOJMC admission in current graduate catalog 2008-09**

~~–a completed admission form;~~

~~–an earned bachelor’s degree; and~~

~~–a 3.0 undergraduate GPA (on a 4.0 scale) and a total score of 1200 on the Graduate Record Exam (GRE), OR a 2.5 to 2.99 undergraduate GPA (on a 4.0 scale) and a total score of 1500 on the GRE.~~

~~International students must also have a TOEFL score of 525 on the paper exam or 71 on the Internet exam; or must complete English as a Second Language requirements.~~

**Proposed SOJMC admission**

Admission requirements for the MAJ degree are as follows:

1. Applicants who earned an undergraduate GPA of 3.0 or better must score a minimum of 1200 on the three combined sections of the GRE. Applicants who earned an undergraduate GPA of 2.5 to 2.99 must score a minimum of 1500 on the three combined sections of the GRE.

GRE scores are reported in three areas of verbal, quantitative and analytical writing. The verbal and quantitative sections are scored on a scale of 200 to 800. The analytical writing score is reported on a scale of 0 to 6. Before adding the three sections to determine if the 1200 or 1500 requirements have been met, convert the analytical writing score using the following scale.

0.5 = 67	2.5 = 333	4.5 = 600
1.0 = 133	3.0 = 400	5.0 = 667
1.5 = 200	3.5 = 467	5.5 = 733
2.0 = 267	4.0 = 533	6.0 = 800

2. International student applicants must have a minimum score of 525 on the paper Test of English as a Foreign Language (TOEFL), 195 on the computer-based test or 71 on the Internet-based test, or they must complete English as a Second Language.

Students are required to complete EDF 517 (not required if student completed an acceptable statistics course before enrolling in the master’s program); **Journalism 600, Proseminar in Mass Communications**; Journalism 601, Theory of Mass Communications; and Journalism 602, Mass Communications Research and Methodology. Some courses are not required of recent journalism and mass

communications graduates who have taken the courses, but master's degree candidates who are not required to repeat these courses still must prepare themselves to pass the law, history, and ethics sections of the comprehensive examination. **Otherwise, the other additional** required courses are JMC 502, Law of Mass Communication; ~~JMC 504, History of American Journalism & Mass Communications~~; JMC 540, Mass Communications Ethics; and **JMC 612, History of Mass Communications**. International students are not required to take ~~JMC 504~~ **JMC 612**, but they must identify, with the approval of the graduate coordinator, an acceptable substitution for their plan of study and for their comprehensive assessment.

Rationale:

- The GPA requirement moves from 2.25 to meet the university standard of 2.5.
- The scale enables students to interpret their GRE scores accurately.
- TOFEL scores will include paper, computer based and internet tests.
- The addition of 600 and 612 ensures students will complete 50% of their courses at the 600 level.



## ATTACHMENT 4

### SUMMARY OF CURRICULUM ACTION REQUEST FOR Marshall University School of Nursing Graduate Program:

#### **New Area of Emphasis: MSN Nurse Midwifery**

**WHAT:** Proposed MSN collaborative Nurse Midwifery program. Shenandoah University, Winchester, VA, who has a long and rich history of collaborative MSN nurse midwifery programs, invited Marshall University School of Nursing to offer a collaborative MSN nurse midwifery program.

**CREDIT HOURS:** Marshall University will provide 25 graduate nursing credits; and Shenandoah University will transfer in 19 graduate nursing credits. We are asking waiver of the 12 hour transfer rule. Marshall University will grant the degree; Shenandoah University will grant the certificate in Nurse Midwifery; graduates will take certification exam from American College of Nurse Midwives.

**COST:** No cost to Marshall University.

#### **BENEFITS TO UNIVERSTIY:**

- 12 additional MSN graduate students each year paying tuition on 25 graduate nursing credits.
- Marshall will be granting a MSN NURSE MIDWIFERY Degree.
- This will also allow for Post-Master Degrees in Midwifery, which will potentially increase graduate students.
- Students will be placed in rural areas in WV; meeting the **RHEP and AHEC program needs;**
- Clinical work, supervised by SU nurse midwifery faculty, will occur at rural sites in WV; eight sites are ready to place 8 nurse midwifery students in designated sites.

WV Perinatal Partners are ready and willing to help pay for and distribute announcements for the program; assist with placement of students; and provide financial assistance to students.

**Return to:** [Minutes and Records](#) [Graduate Council](#) [Marshall University](#)

## **MARSHALL UNIVERSITY GRADUATE COUNCIL MINUTES**

August 29, 2008

Huntington, MSC Shawkey Dining Room

**Members Present:** Larsen, Seymour, Brammer, Childress, Christofero, Fincham, Gould, Gruetter, Patterson (temporary replacement for Lawson), Mader, Meyer, Pauley, Securro, Sturgill, and Trzyna.

**Members Absent:** Swindell

**Ex-Officio Members Present:** Deutsch and Ormiston

**Ex-Officio Members Absent:** Maher

**Guest:** Mary Beth Reynolds

Larsen convened the meeting at 1:00 PM. with introduction of members.

**Meeting dates and locations for academic year.** Larsen reminded members that if members miss three meetings their membership is subject to review.

**Approval of Minutes:** Minutes from April 25 meeting were approved with editorial corrections.

**Graduate Faculty Membership:** Graduate faculty members list (Attachment 1) was approved to be submitted to president for signature.

**Program Review:** Mary Beth Reynolds, Director of Office of Assessment and Program Review, reported on program reviews. There are nine graduate programs for review this fall. Graduate Council's Program Review & Assessment Committee organizes reviews but all council members participate. Reynolds distributed and discussed forms used for program assessment and went over procedures and timelines. Reviews are to be posted to the Office of Assessment web site by Nov. 1. The chair of the Program Review & Assessment Committee will assign two readers for each program. Preliminary reviews by Council members should be completed before the December 5 Graduate Council meeting, so that any major issues can be raised at that time and the colleges can be notified of major concerns before the end of December. Programs will be reviewed for continuation at current level, continuation with corrective action, continuation as program of excellence or discontinuation. Reynolds will serve as a third reader, but not as an official member of the Graduate Council's review. The Graduate Council reviewers are welcome to include her remarks. By the end of December any concerns about reviews should be addressed with the dean of the college. By the January 23 meeting completed

reviews should be submitted electronically to Reynolds, and the Council members will be voting on their final recommendations.

**Committee Assignments:** Larsen reviewed responsibilities for the four standing committees of the Graduate Council. He asked that any major motions from committees be submitted to him at least one week before the meeting so they can be included on the agenda and he can distribute the wording for each motion. Curriculum actions must be received and reviewed at last two weeks before the meeting so they can be distributed to deans and any objections can be resolved. Deutsch and Larsen should be notified of any standing committee meeting so they have an opportunity to attend.

Larsen assigned members to various standing committees and asked committees to select chairs. Committee membership listed below:

- Academic Planning, Standards and Policies – Childress (Chair), Mader, Securo, Trzyna
- Credentialing – Sturgill (Chair), Seymour, Gruetter, Swindell.
- Curriculum –Christofero (Chair), Fincham, Patterson, Pauley
- Program Review and assessment – Meyer (Chair), Brammer, Gould, COLA representative (to be named).

Meeting was adjourned at 2:00 PM.

**NOTE: Future Council Meetings (PLEASE RESERVE THESE DATES NOW).**

**2008-2009 Academic Year future meetings. Draft—Please check these dates now!**

- September 26, 2008 – South Charleston
- October 31, 2008 – Huntington
- December 5, 2008 – South Charleston
- January 23, 2009 – Huntington
- February 20, 2009 – South Charleston
- March 20, 2009 – Huntington
- April 24, 2009 – South Charleston

**Attachments:**

1. Graduate faculty membership approvals

**ATTACHMENT 1**  
**Graduate Faculty Membership Approvals**

<b>In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:</b>			<b>8/29/2008</b>	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>	<i>Month Year</i>	<i>Month Year</i>
Silver, Judy	COS	Mathematics	Graduate	March 2008	March 2013
DeBruin, Nathaniel	COLA	Library	Associate	April 2008	April 2011
Norton, Michael	SOM	Pharmacology, Physiology & Toxicology	Doctoral	April 2008	April 2011
Richardson, Laura	SOM	Anatomy & Pathology	Doctoral	April 2008	April 2011
Trzyna, Wendy	SOM	Biochemistry & Microbiology	Doctoral	April 2008	April 2011
Dasgupta, Piyali	SOM	Pharmacology, Physiology & Toxicology	Doctoral	April 2008	April 2011
Day, Brian Scott	COS	Chemistry	Graduate	August 2008	August 2013
White, Tamela J.	SOM	Forensic Science	Associate	August 2008	August 2011
Eash, Violette	COEHS	HDAT, Counseling	Graduate	August 2008	August 2013
Collier, Simon	SOM	Biochemistry & Microbiology	Doctoral	July 2008	July 2011
LeGrow, Christopher	COLA	Psychology	Graduate	July 2008	July 2013
Crews, Angela	COLA	Criminal Justice	Graduate	June 2008	June 2013
Crews, Gordon	COLA	Criminal Justice	Graduate	June 2008	June 2013
Akinsete, Alfred	COS	Mathematics	Graduate	June 2008	June 2013
Petteys, M. Leslie	COFA	Music	Graduate	May 2008	May 2013
Lumpkin, Shirley	COLA	English	Graduate	May 2008	May 2013
Welch, Shane M.	COS	Biological Sciences	Associate	May 2008	May 2011
McNearney, Clay	COLA	Religious Studies	Associate	May 2008	May 2011
Braun, Charley	LCOB	Management/Marketing	Graduate	April 2008	April 2013
Cassidy, Christopher M.	LCOB	Management/Marketing	Graduate	April 2008	April 2013
Conrad, Bruce	LCOB	Accounting/Legal Environment	Graduate	March 2008	March 2013
Hamilton, Paul	LCOB	Finance/Economics	Graduate	March 2008	March 2013
Keener, Ray	LCOB	Accounting/Legal Environment	Graduate	April 2008	April 2013
Kent, Calvin	LCOB	Accounting/Legal Environment	Graduate	April 2008	April 2013
Lingaraj, B.P.	LCOB	Management/Marketing	Associate	April 2008	April 2011
Lockridge, Maurice	LCOB	Accounting/Legal Environment	Graduate	April 2008	April 2013
Newsome, Michael	LCOB	Finance/Economics	Graduate	March 2008	March 2013
Shao, Lawrence	LCOB	Finance/Economics	Graduate	March 2008	March 2013
Smith, Harlan	LCOB	Finance/Economics	Graduate	March 2008	March 2013
Stivason, Charles	LCOB	Accounting/Legal Environment	Graduate	March 2008	March 2013

Return to: [Minutes and Records](#) [Graduate Council](#) [Marshall University](#)  
**Marshall University Graduate Council Minutes**  
**October 26, 2007**

**South Charleston Campus – Room GC 135**

**Members Present:** Cunningham, Sikula, Meyer, Fet, F. Pauley, Gould, Lawson, Mangiarua, Fincham, O'Keefe, Sturgill and Seymour

**Members Absent:** Childress, Larsen, Ellis, Swindell, Strickler

**Ex-Officio Members Present:** None

**Ex-Officio Members Absent:** Deutsch, Denman and Maher.

**Guests:** Kelli Prejean (English), Roxanne Kirkwood (English), and Nancy Person (Center for International Programs)

- Meeting was called to order at 1:00 PM by Stephen Lawson who conducted the meeting in Eldon Larsen's absence.
- Minutes from Sept. 28 meeting were approved as distributed (Attachment 1).
- Graduate Faculty Membership:  
Graduate faculty membership list (Attachment 1) was accepted and will be forwarded to the president.
- Curriculum Committee report:

Sikula discussed the process for reviewing requests to add or change curriculum. The request is sent to Sikula (chair of Curriculum Committee), passed on to the Curriculum Committee for any comments or concerns and then circulated to the campus through dean s/faculty, division heads and program directors. Questions may arise which require multiple exchanges of emails and phone calls, but these problems are generally resolved.

For the current meeting there were 11 requests for course additions in the School of Medicine, College or Liberal Arts and Graduate School of Education and Professional Development. There was one request for a course deletion from the School of Medicine (Attachment 2).

There were also three requests for changes in title and catalog description (CIEC 600, CIEC 635 and ENG 640).

Meyer reported that changes in course in CIEC were necessary because of Policy 6200, which requires a technology course for all teacher-education programs that meets ISTE (International Society for Technology in Education) standards. Prejean and Kirkwood, from the English program, attended to answer any questions about requested changes in composition courses. These changes reflect a new focus on rhetoric and composition to attract undergraduate students for their graduate degree program. O'Keefe questioned the availability of 600-level courses to meet the requirement that students take 50% of courses at 600-level. Both English faculty and student representative, Fincham (an English student), said this is not a problem for that program.

Council voted to approve all additions, deletions and changes.

- Modification of language in Graduate Catalog for Special Education:  
The Special Education program has requested the following change in wording: Removal of wording in "Admission Requirements – Special Education" "The GRE/MAT requirement is waived for applicants holding a graduate degree". This change is requested because there is some evidence that candidates who lack GRE or MAT scores struggle to successfully complete the programs and/or the WV Board of Education teacher licensure tests (Attachment 3).

Cunningham pointed out that if graduates don't perform well on licensure exams, it is a black mark on the entire program and a negative indicator for accreditation. Rewording to require tests scores simply affirms

the Graduate College's policy for admission.

O'Keefe recommended that the catalog language for Special Education program specifically state "GRE or MAT score required." Pauley said the Academic Planning, Standards & Policy Committee would support this strengthening of requirements. The Graduate Council voted to accept change in catalog language to specifically state need for test scores.

- International Students Admission Policy Change:

Request for Change (Attachment 4) presented by Nancy Person asked that catalog language change requirement for L.E.A P score be increased from Level 109 to Level 112. They feel it is necessary to prepare students for scholarly research, writing and verbal communication.

Change in policy, as reflected in revised catalog language, was approved.

- Academic Planning, Standards and Policy Committee:

Pauley reported that Eldon Larsen had requested consideration of an attendance policy for graduate students. Dr. Denman will be brought into the discussion and it will be considered at a future meeting.

- Program Review & Assessment Committee:

Meyer reported that program review assignments have been sent out to Graduate Council members, although reviews may not be posted until Nov. 1. Two readers have been assigned for each program and one reader is to act as leader person in reporting the findings of the team. Timing for submission of assessment has been moved from Nov. to the Jan. meeting so that deficiencies can be discussed with deans and programs and corrective action can be taken. Assessment teams should make contact with authors of report to communicate about corrective actions. Meyer stated the role of the Program Review & Assessment committee is to facilitate the process – such as acting as the third reader if assessment team can't agree.

Meyer also reported on changes in the annual assessment process that will be in effect next year. The University Assessment Committee, chaired by Mary Beth Reynolds, has been meeting regularly and addressing issues such as definitions and requirements. This year will be somewhat of a transition and Reynolds will be asked to address the council to clarify any questions.

- Credentialing Committee:

O'Keefe reported that the cycle for credentialing has changed and departments will be audited every other year. This year five schools will have faculty credential audited – Business, Education, CITE, Science and Journalism. A Banner "Instructor of Record" report allows committee to compare instructors with Graduate Council Faculty membership in the Redbook.

The Credentialing Committee also reported on the process for selecting winner of Graduate Advising Award. There were 70 applicants last year and no established criteria to help committee make selection. O'Keefe reported committee members are willing to explore criteria but he understands funding for the award has been eliminated. He will approach Larsen to clarify if the award will be given, even if there is no monetary award, and report back to the council.

- There was no other business brought up before the council

- The meeting adjourned at 2:10 PM.

Submitted by Celene Seymour, Secretary. Oct. 30, 2007

**NOTE: Future Council Meetings (PLEASE RESERVE THESE DATES NOW).**

**2007-2008 Academic Year future meetings. Draft—Please check these dates now!**

- December 7, 2007 South Charleston, GC 137
- January 25, 2008 Huntington
- February 22, 2008 South Charleston
- March 21, 2008 Huntington
- April 25, 2008 South Charleston

**Attachments:**

1. Graduate faculty membership approvals
2. Curriculum actions
3. Modification to the language in the Graduate Catalog for Special Education
4. Proposal to Revise International Student Admission Requirement

**ATTACHMENT 1**  
**Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			10/26/2007	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>		
Antonsen, Brian	COS	Biological Sciences	Graduate	October 2007	October 2012
Park, Maiyon	SOM	Biochemistry & Microbiology	Graduate	September 2007	September 2009
Smith, Elizabeth Reed	COFA	Music	Graduate	October 2007	October 2012
Goudy, Tony	COLA	Psychology	Associate	September 2007	September 2010
Schafer, Kyle	CITE	Information Systems	Associate	September 2007	September 2010



**ATTACHMENT 2**  
**Curriculum Actions**

**1. NEW COURSE ADDITIONS ( 11 courses):**

CIRG 601, BMS 665, FSC 600, ENG 560, ENG 566, ENG 567, ENG 645, ENG 646,  
ENG, 647, ENG 648, LAT 625

**College:** Graduate School of Education and Professional Development  
**Department:** Literacy  
**Course Number & Title:** CIRG 601 Professional Guidance for the Literacy Specialist  
**Course Description:** Professional Guidance for the Literacy Specialist is an elective course for candidates in the Master's in Reading Education. It supports the program's assessment plan that prepares candidates as literacy specialists.  
**Prerequisite:** None  
**First Term Offered:** Spring 2008  
**Credit Hours:** 3

**College:** School of Medicine  
**Department:** BMS (Research Cluster – CODRC)  
**Course Number & Title:** BMS 665 Cardiovascular Disease, Obesity, Diabetes Research Colloquium  
**Course Description:** A seminar style series that will focus on recent advances in topics related to cardiovascular disease, diabetes and obesity.  
**Prerequisite:** Consent of instructor  
**First Term Offered:** Spring 2008  
**Credit Hours:** 1

**College:** School of Medicine  
**Department:** Forensic Science  
**Course Number & Title:** FSC 600 Cell and Molecular Biology  
**Course Description:** A study of the molecular biology of the cell and its organelles, cell interactions, and differentiation.  
**Prerequisite:** None  
**First Term Offered:** Fall 2008  
**Credit Hours:** 3

**College:** Liberal Arts  
**Department:** English  
**Course Number & Title:** ENG 560 Composition Theory I: An Introduction to the Discipline  
**Course Description:** Introduces students to the discipline of Composition and Rhetoric through a survey of historical and theoretical texts related to the study and teaching of writing.  
**Prerequisite:** Graduate Program Admission  
**First Term Offered:** Fall 2008  
**Credit Hours:** 3

**College:** Liberal Arts  
**Department:** English  
**Course Number & Title:** ENG 566 Literacy Studies  
**Course Description:** Surveys theories of writing and reading literacy development with a focus on teaching writing through multi-model and multi-genre approaches.  
**Prerequisite:** Graduate Program Admission  
**First Term Offered:** Spring 2008  
**Credit Hours:** 3

**College:** Liberal Arts  
**Department:** English  
**Course Number & Title:** ENG 567 Visual Rhetoric  
**Course Description:** The study of visual texts as expressions of cultural meaning which, much like semiotics, seeks to analyze rhetorical messages.  
**Prerequisite:** None  
**First Term Offered:** Fall 2006  
**Credit Hours:** 3

**College:** Liberal Arts  
**Department:** English  
**Course Number & Title:** ENG 645 Research Methods in Composition and Rhetoric  
**Course Description:** An applied survey course in the theories, methods, and designs of research in the discipline of Composition and Rhetoric.  
**Prerequisite:** Graduate Program Admission and ENG 560 Composition Theory  
**First Term Offered:** Fall 2008  
**Credit Hours:** 3

**College:** Liberal Arts  
**Department:** English  
**Course Number & Title:** ENG 646 Composition Theory II: Advanced Disciplinary Theory  
**Course Description:** In-depth analysis of prevailing research within the field of Composition and Rhetoric.  
**Prerequisite:** ENG 560 Composition Theory I  
**First Term Offered:** Spring 2007  
**Credit Hours:** 3

**College:** Liberal Arts  
**Department:** English  
**Course Number & Title:** ENG 647 Teaching Writing in the Two-Year College  
**Course Description:** Survey of theoretical and pedagogical research informing the teaching of writing in the two-year college.  
**Prerequisite:** ENG 560 Composition Theory or permission from Chair  
**First Term Offered:** Spring 2009  
**Credit Hours:** 3

**College:** Liberal Arts  
**Department:** English  
**Course Number & Title:** ENG 648 Feminist Rhetorics  
**Course 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.  
**Prerequisite:** None  
**First Term Offered:** Fall 2007  
**Credit Hours:** 3

**College:** Liberal Arts  
**Department:** Classics  
**Course Number & Title:** LAT 625 History and Development of the Latin Language  
**Course Description:** This course examines the linguistic, geographic, cultural and material concerns that influenced the development of the Latin language.  
**Prerequisite:** None  
**First Term Offered:** Unknown  
**Credit Hours:** 3

**2. OLD COURSE DELETION ( 1 course):**

PHS 641

**College:** School of Medicine  
**Department:** Pharmacology, Physiology and Toxicology  
**Course Number & Title:** PHS 641 Recent Advances in Physiology  
**Rationale for Course Deletion:** Students will be taking an equivalent course in their research cluster. Those in cardiovascular physiology will take the CADRC Colloquium.  
**Last Term Offered:** Fall 2007  
**Course Added to Replace Deletion:** MBS 665 Cardiovascular Disease, Obesity, Diabetes Research Colloquium

**3. COURSE CHANGES ( 3 courses):**

- **Change in TITLE & CATALOG DESCRIPTION (3 courses):**  
CIEC 600, CIEC 635, ENG 640

**College:** Graduate School of Education and Professional Development  
**Department:** Elementary/Secondary Education  
**Course Number:** CIEC 600  
**Change in Title:**  
**From:** Computing and Instructional Design  
**To:** Instructional Design and Technology  
**Rationale:** The name change aligns more clearly with current literature. Instructional Design and Technology (IDT) is accepted as both a career field and a systematic approach for developing instruction.

**Change in Catalog Description:**  
**From:** An analysis of current systems of educational computing based on models of instruction, learning modalities and desired learning outcomes.  
**To:** This course uses the systematic approach to instructional design drawing on a number of theories and models with consideration to current trends including the integration of technology.  
**Rationale:** The course title and description are being adjusted to address current literature in the field.

**College:** Graduate School of Education and Professional Development  
**Department:** Elementary/Secondary Education  
**Course Number:** CIEC 635  
**Change in Title:**  
**From:** Using the Internet in the K-12 Classroom

**To:** Using the Internet in the Classroom  
**Rationale:** Course concepts are applicable to using the Internet for teaching at any level, including higher education.

**Change in Catalog**

**Description:**  
**From:** 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.  
**To:** This course provides an introduction to the Internet with an emphasis on using the World Wide Web to enhance teaching and learning.  
**Rationale:** Course concepts are applicable to using the Internet for teaching and learning at any educational level, not just K-12.

**College:** Liberal Arts  
**Department:** English  
**Course Number:** ENG 640  
**Change in Title:**  
**From:** Teaching College English  
**To:** Composition Pedagogy  
**Rationale:** The course title currently implies that all subfields of English would or could be approached in class. This course is intended to prepare graduate teaching assistants for the first-year writing classroom. The new title reflects the purpose more clearly and reflects program development naming standards.

**Change in Catalog**

**Description:**  
**From:** Required for graduate assistants in English.  
**To:** This course builds on composition theory to address the various pedagogies and strategies most commonly practiced in the beginning composition classroom. This course is required for graduate assistants in English. (PR: English 570 Composition Theory)  
**Rationale:** To provide a more descriptive explanation of the course which emphasizes the course's purpose of preparing instructors for the composition classroom. Further, this change will implement a prerequisite for the course.

**4. OTHER REQUESTS ( 3 changes of certificates):**

**College:** Graduate School of Education and Professional Development  
**Department:** Elementary/Secondary Education  
**Name of Certificate:** Early Childhood Education  
**Action Requested:** Addition of required technology course which meets ISTE Standards.  
Options are:  
CIEC 530 – Computer Software and Methodology  
CIEC 534 – Applications Software in the Classroom Curriculum  
CIEC 600 – Instructional Design and Technology  
CIEC 635 – Using the Internet in the Classroom  
CIEC 660 – Using Computers to Improve Instruction in the Classroom  
**Rationale:** Required change mandated by Policy 5100 of the State Department of Education  
**Effective Date:** Spring 2008

**College:** Graduate School of Education and Professional Development  
**Department:** Elementary/Secondary Education  
**Name of Certificate:** Middle Childhood Education  
**Action Requested:** Addition of required technology course which meets ISTE Standards.  
Options are:  
CIEC 530 – Computer Software and Methodology  
CIEC 534 – Applications Software in the Classroom Curriculum  
CIEC 600 – Instructional Design and Technology  
CIEC 635 – Using the Internet in the Classroom  
CIEC 660 – Using Computers to Improve Instruction in the Classroom  
**Rationale:** Required change mandated by Policy 5100 of the State Department of Education  
**Effective Date:** Spring 2008

**College:** Graduate School of Education and Professional Development  
**Department:** Elementary/Secondary Education  
**Name of Certificate:** Teaching English as a Second Language  
**Action Requested:** Addition of required technology course which meets ISTE Standards.  
Options are:  
CIEC 530 – Computer Software and Methodology  
CIEC 534 – Applications Software in the Classroom Curriculum  
CIEC 600 – Instructional Design and Technology  
CIEC 635 – Using the Internet in the Classroom  
CIEC 660 – Using Computers to Improve Instruction in the Classroom  
**Rationale:** Required change mandated by Policy 5100 of the State Department of Education  
**Effective Date:** Spring 2008

**Attachment 3**  
**Modification to the language in the Graduate Catalog for Special Education.**

In the sections titled “Admission Requirements – Special Education”, we would recommend that the first sentence in the second paragraph (The GRE/MAT requirement is waived for applicants holding a graduate degree”) be removed. The rationale for making this change is twofold... Without some other type of admission “screen”, the current language references only GPA, something that we feel is not, by itself, a sufficient predictor of candidate success. In addition, anecdotal evidence indicates that candidates who lack GRE or MAT scores and have undergrad GPAs that would otherwise prohibit admission can complete graduate programs requiring no testing component for admission, be eligible for admission under the current language in the catalog, yet struggle to successfully complete our programs and/or the WV Board of Education teacher licensure tests.

**Attachment 4**  
**Proposal to Revise International Student Admission Requirement**

Recommend that to revise one of the English proficiency requirement items as follows:

**Graduate Catalog** (page 36, 5d) states:

Advanced ESL – Completion of the advanced level of Marshall University’s L.E.A.P. Intensive English Program or the completion of an intensive English program comparable to **Level 109** of the English Language School (ELS).

Proposed:

Advanced ESL – Completion of the advanced level of Marshall University’s L.E.A.P. Intensive English Program or the completion of an intensive English program comparable to **Level 112** of the English Language School (ELS).

We need to make this change immediately to ensure that the international students we recruit from ELS have sufficient English proficiency to be successful in their classes at Marshall. I’m afraid we’ve already admitted some students who only completed ELS Level 109 (which is no longer their more advanced level) and they are having problems in their classes. Thank you for your consideration.

**Return to:** [Minutes and Records](#) [Graduate Council](#) [Marshall University](#)

**Marshall University Graduate Council Minutes**  
**January 25, 2008**  
**Huntington Campus – John Spotts Room**

**Members Present:** Larsen, Cunningham, Sikula, Ellis, Meyer, Pauley, Gould, O’Keefe, Swindell, Childress, Fet, Lawson, Mangiarua, Fincham, and Seymour

**Members Absent:** Sturgill and Stickler

**Ex-Officio Members Present:** Deutsch, Denman, and Maher

**Guest Present:** Mary Beth Reynolds

- The meeting was called to order at 1:00 PM by Larsen.
- Minutes from December 7 meeting were amended to reflect Pauley as absent. Minutes were approved as amended.
- Program Assessment:

Program assessment reviews were discussed by Mary Beth Reynolds. Reynolds distributed review template and evaluator checklist (both the existing checklist and a revised checklist). Since the new checklist hasn’t been approved, programs do not need to be rated using the new form. Reynolds is looking for feedback so they can be revised and used in the future, so she would like to have us use both the old and the new forms to give her feedback on the usefulness of the new forms.

Reynolds reported the purpose of revisions is so the checklist is easier to understand and more clearly focus evaluation on program learning outcomes. She also distributed definitions of assessment terms so that meanings are more standard across the campus.

Reynolds proposed that programs evaluate 2 or 3 learning outcomes every year but do a more detailed job of this evaluation. There shouldn’t be an expectation that programs focus on every outcomes every year but they all should be evaluated on a regular basis. It was clear that different programs have different perspectives on this process and Reynolds suggested that each program should work to make the experience meaningful to their situation.

There will be two readers for each program and Reynolds will be the third reader. Reynolds pointed out that these reviews don’t go to the board, they go to the program to show how it can be improved. Feedback should be available to programs by April 1.

The University Assessment Committee is working on the forms and will be discussing them in future meetings. Feedback on the new checklist form should be provided to Reynolds by Friday, Feb. 1.

- Graduate Faculty Membership:

Graduate faculty membership list (Attachment 1) was amended to remove Corley Dennison’s name. Since Dennison is a dean, he will need to be reviewed by the Credentials Committee. The amended list was approved.
- Curriculum Committee Report:

Motion to approve course addition for Graduate School of Education and Professional Development (Attachment 2) was passed by the council.
- Academic Planning, Standards & Policy Committee:

Proposed changes in wording for graduate catalog for School of Journalism and Mass Communication (Attachment 3) was discussed. It was recommended “gpa” be changed to “GPA”. The motion to approve change (with recommended editorial correction) was approved.



Proposed changes to graduate catalog language for Criminal Justice program were presented (Attachment 4). It was pointed out that the acronym MSCJ has not been approved for the program and that, within this document, the approved title of Masters of Science in Criminal Justice should be spelled out.

The council recommended some additional editorial changes in the final paragraph (in green).

In accordance with the Graduate Admissions office at Marshall University, the department may admit a student as ~~provisional~~ **provisional** after submission of all required application materials when he or she possesses a baccalaureate degree and shows academic promise, but does not meet the criteria for ~~clear~~ full admission. Thus, students with an undergraduate GPA between 2.75 and 2.99 may apply and be considered for ~~conditional or provisional admission; given that~~ **, if all other full admission requirements are met including GRE scores above the 50th percentile in each assessment area. Conversely, students with GRE scores lower than the 50th percentile in one or more of the assessment areas may be considered for provisional admission; given that, if all other full admission requirements are met including an undergraduate GPA of greater than 3.0.** In addition, all other requirements for ~~clear~~ full or provisional admission may be waived based on additional evidence of academic promise or demonstrated competency. **All prospective students are strongly encouraged to contact the Criminal Justice Graduate Director before applying to the MSCJ Master of Science in Criminal Justice program to discuss the application process and requirements.**

Students who have previously taken graduate coursework at another institution must submit all transcripts and also meet undergraduate and examination requirements. Poor academic performance in prior graduate work may serve as a basis for the denial of admission to ~~the~~ Marshall University Graduate College and/or the ~~M.S.~~ **MSCJ Criminal Justice** program. ~~in Criminal Justice.~~

The changes were approved with editorial corrections in Attachment 4.

- Program Review and Assessment Committee:

Five-year program reviews for six programs have been completed and were distributed by Meyer. These programs were: MA/MS—Geography, MA—Political Science, MBA—Business Administration, MS—Health Care Management, MS—Human Resource Management, and MS—Information Systems (this was a follow-up report from last year). All programs were approved for “Continuation of program at the current level of activity.” Motion to approve program reviews was passed. The Committee Recommendation sheets for all these program reviews are found in Attachment 6

There are 41 programs for annual assessment review. Meyer passed around list and asked for two readers to volunteer for each program. Existing program assessment forms are required. Revised forms can be used in addition. Reviews are sent to Reynolds, but Meyer should be informed when they are submitted.

- Credentialing committee:

O'Keefe is still concerned about instructors who do not have graduate faculty status. Three programs will be reviewed by the March meeting.

Larsen brought up the Graduate Advising Award. Denman reported there will be money for the award plaque, so Larsen asked the credentialing committee to come back to the council with criteria at the Feb. meeting.

- Graduate Student Satisfaction Survey:

Although a Graduate School Satisfaction Survey exists (Attachment 5), data on student satisfaction hasn't been collected systematically since the merger. There is agreement that such information is valuable but the process should be re-considered and questions revised. Reynolds suggested different survey forms for doctoral and master degree students. Different programs might want to ask different questions. There is an advantage to having a common form and a central repository for data, but there should be enough flexibility to meet the specific needs of departments.

Consideration should be given to follow-up surveys for students as they are professional employed. Where they able to get a job in their field? Have they been successful?

It was recommended that we find out what is currently being done, what state mandates there are in this area, and what kinds of data would be useful.

- Comments from Vice President for Research:

Dr. John Maher spoke about the WV Research Trust Fund and other proposals for acquiring funds for research, including an endowment fund for research activities. Larsen commented on the need for support of graduate research and for maintaining funding for graduate assistantships.

- Larsen pointed out that the term will expire for some Graduate Council members this year and asked them to consider if they want to run for membership again.
- Meeting was adjourned at 2:45 PM.

Minutes submitted by Celene Seymour, Graduate Council Secretary, on January 28, 2008.

- February 22, 2008 South Charleston
- March 21, 2008 Huntington
- April 25, 2008 South Charleston

**Attachments:**

1. Graduate faculty membership approvals
2. Curriculum actions
3. Graduate Catalog for School of Journalism and Mass Communications
4. Criminal Justice Graduate Catalog Changes
5. Graduate School Satisfaction Survey
6. Committee Recommendation forms for all Program Reviews

**ATTACHMENT 1**  
**Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			1/25/2008	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>	<i>Month Year</i>	<i>Month Year</i>
Christofero, Tracy	CITE	Technology Management	Graduate	January 2008	January 2013
Valluri, Jagan V.	COS	Biological Sciences	Graduate	January 2008	January 2013
Cohenford, Menashi	COS	Integrated Science & Tech.	Graduate	January 2008	January 2013
El-Shazly, Aley K.	COS	Geology	Graduate	January 2008	January 2013
O'Keefe, Frank Robin	COS	Biological Sciences	Graduate	January 2008	January 2013
Evans, Dan K.	COS	Biological Sciences	Graduate	January 2008	January 2013
Jones, Thomas	COS	Integrated Science & Tech.	Graduate	January 2008	January 2013
Somerville, Charles	COS	Biological Sciences	Graduate	January 2008	January 2013
Lawrence, Bonita	COS	Mathematics	Graduate	January 2008	January 2013
Wang, Bin	COS	Chemistry	Graduate	January 2008	January 2013
Hubbard, John L.	COS	Chemistry	Graduate	March 2005	March 2010
Abel, Richard	CEHS	ESSR	Associate	November 2007	November 2010
Arthur, George	CEHS	School of Education	Associate	November 2007	November 2010
Banks, Steven	CEHS	School of Education, EDF	Doctoral	November 2007	November 2012
Bickel, Robert	CEHS	Sch. of Ed., Adv Ed. Studies	Doctoral	November 2007	November 2012
Boswell, Laura	CEHS	School of Ed., Special Ed	Graduate	November 2007	November 2012
Bowling, George Keith	CEHS	ESSR	Associate	November 2007	November 2010
Burton, Lisa	CEHS	HDAT, Counseling	Graduate	November 2007	November 2012
Corrigan, Michael	CEHS	School of Education, EDF	Doctoral	December 2007	December 2012
Geronilla, Linda	CEHS	HDAT, Counseling	Graduate	November 2007	November 2012
Gordon, Howard	CEHS	HDAT, ATE	Graduate	November 2007	November 2012
Hall, Donald Lee	CEHS	HDAT, Counseling	Graduate	November 2007	November 2012
Hermon, David	CEHS	HDAT, Counseling	Graduate	November 2007	November 2012
Watson, George	CEHS	School of Education	Graduate	May 2007	May 2012
Wyant, Laura	CEHS	HDAT, ATE	Graduate	December 2007	December 2012
Snyder, Lynn	CEHS	ESSR	Associate	December 2007	December 2010
Rabe, Rob	SOJMC	SOJMC	Associate	December 2007	December 2010
Marchant, Beverly	COFA	Art	Graduate	January 2008	January 2013
Barnes, Maribea	COFA	Art	Associate	January 2008	January 2011
Taft, Ed	COLA	English	Graduate	January 2008	January 2013
LoCascio, Nicola	COS	Biological Sciences	Graduate	January 2008	January 2013

**ATTACHMENT 2**  
**Curriculum Actions**

**1. NEW COURSE ADDITIONS ( 1 course):**  
**CIEC 715**

<b>College:</b>	Graduate School of Education and Professional Development
<b>Department:</b>	Elementary/Secondary Education
<b>Course Number &amp; Title:</b>	CIEC 715 Online Course Development and Delivery
<b>Course Description:</b>	This course offers participants the opportunity to explore strategies and issues related to the development and delivery of online courses.
<b>Prerequisite:</b>	None
<b>First Term Offered:</b>	Summer 2008
<b>Credit Hours:</b>	3

**Attachment 3**  
**Graduate Catalog for School of Journalism and Mass Communications**

Admission into the School of Journalism and Mass Communications requires:

- a completed admission form,
- an earned bachelor's degree, and
- a 3.0 undergraduate GPA (on a 4.0 scale) and a total score of 1200 on the Graduate Record Exam (GRE), OR
- a 2.5 to 2.99 undergraduate GPA (on a 4.0 scale) and a total score of 1500 on the GRE.
- International students must also have a TOEFL score of 525 on the paper exam, 197 on the computer based exam or 71 on the internet exam or complete English as a second language requirements.

The following information is **not** to go into the catalog, but is provided here for information.

We communicate in our literature to prospects how the scores are to be tallied.

Use the verbal score as reported by the GRE.

Use the quantitative score as reported by the GRE.

Convert the analytical score as follows:

6.0 = 800  
5.5 = 733  
5.0 = 667  
4.5 = 600  
4.0 = 533  
3.5 = 467  
3.0 = 400  
2.5 = 333  
2.0 = 267  
1.5 = 200  
1.0 = 133  
0.5 = 67  
0.0 = 0

(The formula for this scale is  $((\text{analytical score} * 800) / 6)$ .) Sum the verbal score, the quantitative score and the converted analytical score for the total GRE score.

## Attachment 4

## Criminal Justice Graduate Catalog Changes

(please contact Dru Bora at [bora@marshall.edu](mailto:bora@marshall.edu) or ext. 63087 for questions)

The Criminal Justice Department would like to make changes on pgs. 100-101 of the Graduate Catalog to reflect the following (all changes are noted with a strikethrough for deletions and **bold red font** for additions):

## ADMISSION REQUIREMENTS

Students ~~will~~ **may** be admitted to the Master of Science degree program in Criminal Justice (~~MSCJ~~) in the fall or spring semesters, although fall admissions are strongly encouraged for full-time students. Applications to the Master of Science degree program in Criminal Justice ~~MSCJ program~~ are due by July 1<sup>st</sup> for the fall semester and by November 1<sup>st</sup> for the spring semester. However, students are strongly encouraged to apply early. After the due dates, students ~~are invited to~~ **may still** apply for ~~provisional~~ **conditional** admission (**see below for requirements**), **but no later than three weeks from the start of classes for the fall semester and four weeks for the spring semester. Application for admission does not necessarily guarantee acceptance into the program.**

To apply, all students must first complete and return the Graduate Application for Admission to the Graduate Admissions Office (available at [www.marshall.edu/muqc/](http://www.marshall.edu/muqc/)). Moreover, students are encouraged to review the Graduate Catalog online at [www.marshall.edu/www/gradcat/](http://www.marshall.edu/www/gradcat/) for complete information on the graduate application process and university policies. To be considered by criminal justice faculty for admission to the M.S. ~~MSCJ~~ program, all applicants must provide a complete application file that contains the following items:

- A Marshall University Graduate Application for Admission (obtained by the Graduate Admissions Office or online)

All official undergraduate transcripts

Graduate Record Examination (GRE) General Test and TOEFL (if applicable) scores

Two letters of recommendation (college instructors **strongly** preferred)

A personal statement (**see below**)

Admission to the Master of Science degree program in Criminal Justice is based on an assessment by a faculty committee of the applicant's academic achievements and promise as indicated by transcripts, scores on the Graduate Record Examination (GRE), the TOEFL for international students for whom English is not their primary language, two letters of recommendation (~~college instructors preferred~~), and a personal statement. Students may be admitted and awarded either a ~~"clear"~~ admission or ~~"provisional"~~ admission status: **full, provisional, or conditional admission status**. Students awarded a provisional status must maintain at least a 3.0 GPA in all coursework for up to 12 graduate credit hours in courses identified by the program faculty ~~and approved by the appropriate dean~~. For provisional students, the first 12 graduate credit hours must include, at minimum, 6 core course hours. All provisional students are required to meet with the Graduate Director ~~or Department Chair~~ to devise an appropriate schedule for the first 12 hours. **Students admitted under the conditional status are missing one or more items needed for full or provisional admission (usually official GRE scores or a letter of recommendation). The deficient item must be presented to the Graduate Admissions office before classes begin or shortly thereafter. Once the requirements for the conditional status have been met, the student will be reclassified as either full or provisional (depending upon their credentials).**

For ~~clear~~ **full** admission to the master's degree ~~MSCJ~~ program, the applicant should have:

- a baccalaureate degree (~~any major~~) from an accredited college or university; **preference will be given to applicants with undergraduate majors in criminal justice or closely related social science discipline;** an undergraduate grade point average (GPA) ~~or of~~ **3.0 or higher;** a score in 50th percentile or higher in each assessment area of **the GRE; Graduate Record Examination;** a score of 550 or higher on the TOEFL (**for international students only**); a C or better in **an** undergraduate statistics **course;** a C or better in **an** undergraduate research methods **course** or equivalent ~~from an outside institution~~ (documentation of course content may be required); two letters of recommendation (college instructors **strongly** preferred); and a personal statement (**1-2 page essay regarding the student's interest in criminal justice and how the ~~MSCJ~~ M.S. in Criminal Justice degree will benefit them**).

In accordance with the Graduate Admissions office at Marshall University, the department may admit a student as ~~provisional~~ **provisional** after submission of all required application materials when he or she possesses a baccalaureate degree and shows academic promise, but does not meet the criteria for ~~clear~~ or full admission. Thus, students with an undergraduate GPA between 2.75 and 2.99 may apply and be considered for

conditional or provisional admission, ~~if given that all other full admission requirements are met including GRE scores above the 50th percentile in each assessment area. Conversely, students with GRE scores lower than the 50th percentile in one or more of the assessment areas may be considered for provisional admission, if given that all other full admission requirements are met including an undergraduate GPA of greater than 3.0.~~ In addition, all other requirements for ~~clear~~ full or provisional admission may be waived based on additional evidence of academic promise or demonstrated competency. **All prospective students are strongly encouraged to contact the Criminal Justice Graduate Director before applying to the ~~MSCJ~~ Master of Science in Criminal Justice program to discuss the application process and requirements.**

Students who have previously taken graduate coursework at another institution must submit all transcripts and also meet undergraduate and examination requirements. Poor academic performance in prior graduate work may serve as a basis for the denial of admission to ~~the~~ Marshall University Graduate College and/or the ~~M.S.~~ **MSCJ Criminal Justice** program. ~~in Criminal Justice.~~

## ATTACHMENT 5

**Marshall University**  
**GRADUATE SCHOOL SATISFACTION SURVEY**

Marshall University values the opinions and judgments of students who have completed graduate programs or earned degrees. Sharing your views about Marshall will assist faculty in reviewing and revising programs. This survey should take approximately 15 minutes to complete. All replies are anonymous and the Office of Institutional Research and Planning will compile and analyze the results. Please return the survey in the enclosed postage paid envelope as soon as possible. Thank you.

What was the date of the most recent degree or certificate earned? .....

- Summer       Fall (December)       Spring (May)

Year \_\_\_\_\_

Where were the majority of your classes taken?

- Kanawha County  
 Cabell County  
 Internet  
 Other - Please specify \_\_\_\_\_

Roughly, what percentages of your courses were taught via each of the methods below?

\_\_\_\_\_ Satellite                                      \_\_\_\_\_ Internet (WebCT)                                      \_\_\_\_\_ Traditional classroom with instructor  
 \_\_\_\_\_ Audio or Video Teleconference                                      \_\_\_\_\_ Computer (Other)                                      \_\_\_\_\_ Videotape with access to instructor  
 \_\_\_\_\_ Other (please indicate): \_\_\_\_\_

What was the average distance you traveled roundtrip to class?

- Less than 20 miles  
 21-40 miles  
 over 40 miles

How many semesters did it take you to complete your degree? (Include time to complete thesis or dissertation; summer should be counted as one semester)

\_\_\_\_\_ Semesters

When you were a student, did you attend classes:

- Part-time  
 Full-Time (at least 9 hours per semester)  
 Both

When you were a student, were you employed:

- Part-Time  
 Full-time  
 Unemployed  
 A Combination of these situations

In terms of financial assistance, please check all that apply:

- I did not receive financial assistance.  
 Information about financial assistance was available.  
 Financial assistance enabled me to pursue graduate study.



WHAT WAS THE MOST RECENT DEGREE OR CERTIFICATE EARNED? PLEASE MARK THE APPROPRIATE CHOICE FROM THE OPTIONS BELOW.

IF YOU EARNED A MASTERS DEGREE, PLEASE SELECT THE AREA IN WHICH YOU EARNED YOUR DEGREE.

- |  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> Adult and Technical Education | <input type="checkbox"/> Counseling                  | <input type="checkbox"/> Geography (M.A.)                  | <input type="checkbox"/> Music                 |
| <input type="checkbox"/> Art                           | <input type="checkbox"/> Criminal Justice            | <input type="checkbox"/> Geography (M.S.)                  | <input type="checkbox"/> Nursing               |
| <input type="checkbox"/> Biological Sciences (M.A.)    | <input type="checkbox"/> Dietetics                   | <input type="checkbox"/> Health and Physical Education     | <input type="checkbox"/> Physical Science      |
| <input type="checkbox"/> Biological Sciences (M.S.)    | <input type="checkbox"/> Education, Early Childhood  | <input type="checkbox"/> Health Care Administration        | <input type="checkbox"/> Political Science     |
| <input type="checkbox"/> Biomedical Sciences           | <input type="checkbox"/> Education, Elementary       | <input type="checkbox"/> History                           | <input type="checkbox"/> Psychology            |
| <input type="checkbox"/> Business Administration       | <input type="checkbox"/> Education, Secondary        | <input type="checkbox"/> Humanities                        | <input type="checkbox"/> Reading Education     |
| <input type="checkbox"/> Chemistry                     | <input type="checkbox"/> Engineering                 | <input type="checkbox"/> Industrial and Employee Relations | <input type="checkbox"/> Safety                |
| <input type="checkbox"/> Communication Disorders       | <input type="checkbox"/> English                     | <input type="checkbox"/> Information Systems               | <input type="checkbox"/> Sociology             |
| <input type="checkbox"/> Communication Studies         | <input type="checkbox"/> Environmental Science       | <input type="checkbox"/> Journalism                        | <input type="checkbox"/> Special Education     |
|  | <input type="checkbox"/> Exercise Science            | <input type="checkbox"/> Leadership Studies                | <input type="checkbox"/> Teaching (M.A.T.)     |
|  | <input type="checkbox"/> Family and Consumer Science | <input type="checkbox"/> Mathematics                       | <input type="checkbox"/> Technology Management |
|  | <input type="checkbox"/> Forensic Science            |  |  |

IF YOU EARNED AN EDUCATIONAL SPECIALIST DEGREE, PLEASE MARK THE AREA OF EMPHASIS OF THE DEGREE:

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Adult and Technical Education           | <input type="checkbox"/> Counseling                 | <input type="checkbox"/> Leadership Studies |
| <input type="checkbox"/> Community and Technical College Studies | <input type="checkbox"/> Curriculum and Instruction | <input type="checkbox"/> Reading Education  |
|  |   | <input type="checkbox"/> School Psychology  |

IF YOU EARNED A DOCTORAL DEGREE, PLEASE MARK THE APPROPRIATE DESCRIPTION OF THE DEGREE:

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Biomedical Sciences (Ph.D.) | <input type="checkbox"/> Higher Education Administration (Ed.D.) | <input type="checkbox"/> Curriculum and Instruction (Ed.D.) |
| <input type="checkbox"/> Psychology (Psy.D.)         | <input type="checkbox"/> Public School Administration (Ed.D.)    |   |

IF YOU COMPLETED A CERTIFICATE PROGRAM, PLEASE SELECT THE PROGRAM WHICH YOU COMPLETED.

- |   |   |  |  |
|---|---|--|--|
| <input type="checkbox"/> Appalachian Studies          | <input type="checkbox"/> Elementary Science Education     | <input type="checkbox"/> Medieval and Renaissance Studies      | <input type="checkbox"/> Family Nurse Practitioner, Post-Masters |
| <input type="checkbox"/> Behavioral Statistics        | <input type="checkbox"/> Family Literacy                  | <input type="checkbox"/> School Library Media Specialist       | <input type="checkbox"/> Nursing Administration, Post-Masters    |
| <input type="checkbox"/> Creative Writing             | <input type="checkbox"/> Latin                            | <input type="checkbox"/> Social Services and Attendance        | <input type="checkbox"/> Nursing Education, Post-Masters         |
| <input type="checkbox"/> Dietetics Internship         | <input type="checkbox"/> Management Foundations           | <input type="checkbox"/> Teaching English as a Second Language | <input type="checkbox"/> School Principalship                    |
| <input type="checkbox"/> Domestic Violence Counseling | <input type="checkbox"/> Marriage, Couple, Family Therapy | <input type="checkbox"/> Technology Management                 |  |
| <input type="checkbox"/> Early Childhood Education    | <input type="checkbox"/> Math Through Algebra I           |  |  |
| <input type="checkbox"/> Educational Computing        |   |  |  |

**PLEASE RESPOND WITH YOUR GENERAL PERCEPTIONS TO THE FOLLOWING STATEMENTS WITH REFERENCE TO THE PARTICULAR DEGREE OR PROGRAM WHICH YOU COMPLETED. CHECK THE BOX WHICH BEST DESCRIBES YOUR OPINION.**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Insufficient Information
1. My coursework was valuable in pursuing my chosen career.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Classroom and other physical facilities provided a comfortable learning environment.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Adequate research resources were available.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Adequate computer facilities were available.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Library services were accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Overall, university services and support systems facilitated my graduate education.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The faculty stimulated productive student-faculty interaction.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I was satisfied with the teaching abilities of the full-time faculty.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I was satisfied with the teaching abilities of the part-time faculty.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. All factors considered, I was satisfied with my graduate program.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Questions 11-13 are specific to students who earned a degree in or completed a professional education program which included a clinical experience, a field-based experience or an internship. All other respondents should skip to question 14.**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Insufficient Information
11. The experience was clearly defined and structured.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The experience requirements were valuable in preparation for job functioning.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. My supervisor for this experience was aware of my professional strengths and weaknesses and helped me to improve my professional skills.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. What three things do you think should be kept as they are in your graduate program?

15. What three things do you think should be changed in your graduate program?

16. Add any other comments you want to share about your graduate experience.

THANK YOU FOR YOUR ASSISTANCE!  
PLEASE RETURN IN THE ENCLOSED  
SELF-ADDRESSED, POSTAGE-PAID ENVELOPE TO:  
MUGC, 100 Angus E. Peyton Dr., South Charleston, WV 25303-1600

**ATTACHMENT 6  
RESULTS FOR ALL PROGRAM REVIEWS**

**Program Review  
Committee Recommendation**

<b>Program</b>	MA/MS in Geography
<b>Reviewers</b>	Mary Kathryn Gould and Elsa Mangiarua
<b>Date</b>	January 17, 2008
<b>I. Committee's Recommendation: (Please check one.)</b>	
<p><input checked="" type="checkbox"/> Continuation of program at the <b>current level of activity</b>.</p> <p><input type="checkbox"/> Continuation of program with <b>corrective action: Progress report due by November 1 next academic year.</b> (<i>Program deficiencies that need to be corrected and issues addressed should be outlined: See Section III</i>)</p> <p><input type="checkbox"/> Identification of the program for <b>resource development: Progress report due by November 1 next academic year.</b> (<i>Program issues to be addressed should be outlined</i>)</p> <p><input type="checkbox"/> Continuation of the program at the current level of activity, with the designation as a <b>program of excellence</b>.*</p> <p><input type="checkbox"/> Discontinuation of the program</p> <p>Note: <b>Corrective Action</b> will apply to programs that have deficiencies that the program itself can address and correct. <b>Resource Development</b> will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program. *All such designations must include the special documentation required to document a program of excellence (see criteria).</p>	
<b>II. Committee Follow-Up Action Recommended for Program Review</b>	
<p><input checked="" type="checkbox"/> <b>NO additional committee review required:</b> Department/Division makes minor corrections; Dean submits electronic copy of the <b>corrected Self-Study report</b> to the Office of Academic Affairs (OAA).</p> <p><input type="checkbox"/> <b>A SECOND committee review required</b> Return to Department/Division for significant corrections; resubmit to committee evaluators for second review; if the committee is satisfied with corrections to report, the Dean submits the <b>corrected (committee approved) Self-Study report</b> to the Office of Academic Affairs.</p> <p>If the Committee is NOT satisfied with the changes made to the report, the committee will not recommend approval and refer the program to the OAA for consultation regarding further action.</p>	
<b>III. If Continuation of Program with <u>Corrective Action</u> Recommendation</b>	
<b>Program deficiencies that need to be corrected and issues to be addressed are as follows:</b>	

1. .

2. .

3. .

The Dean should submitted a report outlining how the program deficiencies have been corrected and issues addressed to this Committee by NOVEMBER 1, 200?

If the Committee is NOT satisfied with the with program report, the committee will not recommend approval and refer the program to the OAA for consultation on further action.

## Program Review Committee Recommendation

<b>Program</b>	Political Science
<b>Reviewers</b>	Swindell/Stickler
<b>Date</b>	1-24,08

**I. Committee's Recommendation: (Please check one.)**

Continuation of program at the **current level of activity**.

Continuation of program with **corrective action: Progress report due by November 1 next academic year.** (*Program deficiencies that need to be corrected and issues addressed should be outlined: See Section III*)

Identification of the program for **resource development: Progress report due by November 1 next academic year.** (*Program issues to be addressed should be outlined*)

Continuation of the program at the current level of activity, with the designation as a **program of excellence.\***

Discontinuation of the program

Note:  
**Corrective Action** will apply to programs that have deficiencies that the program itself can address and correct.  
**Resource Development** will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program.  
 \*All such designations must include the special documentation required to document a program of excellence (see criteria).

**II. Committee Follow-Up Action Recommended for Program Review**

**NO additional committee review required:** Department/Division makes minor corrections; Dean submits electronic copy of the **corrected Self-Study report** to the Office of Academic Affairs (OAA).

**A SECOND committee review required** Return to Department/Division for significant corrections; resubmit to committee evaluators for second review; if the committee is satisfied with corrections to report, the Dean submits the **corrected (committee approved) Self-Study report** to the Office of Academic Affairs.

If the Committee is NOT satisfied with the changes made to the report, the committee will not recommend approval and refer the program to the OAA for consultation regarding further action.

**III. If Continuation of Program with Corrective Action Recommendation**

**Program deficiencies that need to be corrected and issues to be addressed are as follows:**

1. .
2. .

3. .

The Dean should submitted a report outlining how the program deficiencies have been corrected and issues addressed to this Committee by NOVEMBER 1, 200?

If the Committee is NOT satisfied with the with program report, the committee will not recommend approval and refer the program to the OAA for consultation on further action.

**Program Review (Revised October 15, 2007)  
Committee\*\* Recommendation**

<b>Program</b>	Master of Business Administration
<b>Reviewers</b>	Stephen Lawson and Victor Fet
<b>Date</b>	January 21, 2008

**I. Committee's Recommendation: (Please check one.)**

Continuation of program at the **current level of activity**.

Continuation of program with **corrective action: Progress report due by November 1 next academic year.** (*Program deficiencies that need to be corrected and issues addressed should be outlined: See Section III*)

Continuation of the program with identification of the program for **resource development: Progress report due by November 1 next academic year.** (*Program issues to be addressed should be outlined*)

Continuation of the program at the current level of activity, with the designation as a **program of excellence**.\*

Discontinuation of the program

Note:  
**Corrective Action** will apply to programs that have deficiencies that the program itself can address and correct.  
**Resource Development** will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program.  
 \*All such designations must have met the special guidelines required to qualify for consideration as a program of excellence (see criteria).

**II. Committee Follow-Up Action Recommended for Program Review**

**NO additional committee review required:** Department/Division considers "recommendations" and makes appropriate corrections; Dean submits electronic copy of the **corrected Self-Study report** to the Office of Assessment and Program Review (OAPR).

**A SECOND committee review required** Return to Department/Division for mandatory corrections; resubmit to committee evaluators for second review; if the committee is satisfied with corrections to report, the Dean submits the **corrected (committee approved) Self-Study report** to the Office of Assessment and Program Review.

If the Committee is NOT satisfied with the changes made to the report, the committee will not recommend approval and refer the program to the OAPR for consultation regarding further action.

**III. If Continuation of Program with Corrective Action Recommendation**

**Program deficiencies that need to be corrected and issues to be addressed are as follows:**

1. .



2. .

3. .

The Dean should submit a report outlining how the program deficiencies have been or are being corrected and issues addressed to this Committee by NOVEMBER 1.

If the Committee is NOT satisfied with the program report, the committee will not recommend approval and refer the program to the OAPR for consultation on further action.

## Program Review Committee Recommendation

<b>Program</b>	MS in Health Care Administration
<b>Reviewers</b>	Ron Childress and Andrew Sikula
<b>Date</b>	December 17, 2007

**I. Committee's Recommendation: (Please check one.)**

Continuation of program at the **current level of activity**.

Continuation of program with **corrective action: Progress report due by November 1 next academic year.** (*Program deficiencies that need to be corrected and issues addressed should be outlined: See Section III*)

Identification of the program for **resource development: Progress report due by November 1 next academic year.** (*Program issues to be addressed should be outlined*)

Continuation of the program at the current level of activity, with the designation as a **program of excellence**.\*

Discontinuation of the program

Note:  
**Corrective Action** will apply to programs that have deficiencies that the program itself can address and correct.  
**Resource Development** will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program.  
 \*All such designations must include the special documentation required to document a program of excellence (see criteria).

**II. Committee Follow-Up Action Recommended for Program Review**

**NO additional committee review required:** Department/Division makes minor corrections; Dean submits electronic copy of the **corrected Self-Study report** to the Office of Academic Affairs (OAA).

**A SECOND committee review required** Return to Department/Division for significant corrections; resubmit to committee evaluators for second review; if the committee is satisfied with corrections to report, the Dean submits the **corrected (committee approved) Self-Study report** to the Office of Academic Affairs.

If the Committee is NOT satisfied with the changes made to the report, the committee will not recommend approval and refer the program to the OAA for consultation regarding further action.

**III. If Continuation of Program with Corrective Action Recommendation**

**Program deficiencies that need to be corrected and issues to be addressed are as follows:**

.

The Dean should submitted a report outlining how the program deficiencies have been corrected and issues addressed to this Committee by

If the Committee is NOT satisfied with the with program report, the committee will not recommend approval and refer the program to the OAA for consultation on further action.

## Program Review Committee Recommendation

<b>Program</b>	MS Human Resource Management
<b>Reviewers</b>	Celene Seymour & Ronda Sturgill
<b>Date</b>	Jan. 18, 2008

**I. Committee's Recommendation: (Please check one.)**

Continuation of program at the **current level of activity**.

Continuation of program with **corrective action: Progress report due by November 1 next academic year.** (*Program deficiencies that need to be corrected and issues addressed should be outlined: See Section III*)

Identification of the program for **resource development: Progress report due by November 1 next academic year.** (*Program issues to be addressed should be outlined*)

Continuation of the program at the current level of activity, with the designation as a **program of excellence**.\*

Discontinuation of the program

Note:  
**Corrective Action** will apply to programs that have deficiencies that the program itself can address and correct.  
**Resource Development** will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program.  
 \*All such designations must include the special documentation required to document a program of excellence (see criteria).

**II. Committee Follow-Up Action Recommended for Program Review**

**NO additional committee review required:** Department/Division makes minor corrections; Dean submits electronic copy of the **corrected Self-Study report** to the Office of Academic Affairs (OAA).

**A SECOND committee review required** Return to Department/Division for significant corrections; resubmit to committee evaluators for second review; if the committee is satisfied with corrections to report, the Dean submits the **corrected (committee approved) Self-Study report** to the Office of Academic Affairs.

If the Committee is NOT satisfied with the changes made to the report, the committee will not recommend approval and refer the program to the OAA for consultation regarding further action.

**III. If Continuation of Program with Corrective Action Recommendation**

**Program deficiencies that need to be corrected and issues to be addressed are as follows:**

1. .

2. .

The Dean should submitted a report outlining how the program deficiencies have been corrected and issues addressed to this Committee by NOVEMBER 1, 200?

If the Committee is NOT satisfied with the with program report, the committee will not recommend approval and refer the program to the OAA for consultation on further action.

## Program Review Committee Recommendation

<b>Program</b>	Information Systems
<b>Reviewers</b>	Drs. Cal Meyer, Mike Cunningham
<b>Date</b>	11/30/07

**I. Committee's Recommendation: (Please check one.)**

Continuation of program at the **current level of activity**.

Continuation of program with **corrective action: Progress report due by November 1 next academic year.** (*Program deficiencies that need to be corrected and issues addressed should be outlined: See Section III*)

Identification of the program for **resource development: Progress report due by November 1 next academic year.** (*Program issues to be addressed should be outlined*)

Continuation of the program at the current level of activity, with the designation as a **program of excellence**.\*

Discontinuation of the program

Note:  
**Corrective Action** will apply to programs that have deficiencies that the program itself can address and correct.  
**Resource Development** will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program.  
 \*All such designations must include the special documentation required to document a program of excellence (see criteria).

**II. Committee Follow-Up Action Recommended for Program Review**

**NO additional committee review required:** Department/Division makes minor corrections; Dean submits electronic copy of the **corrected Self-Study report** to the Office of Academic Affairs (OAA).

**A SECOND committee review required** Return to Department/Division for significant corrections; resubmit to committee evaluators for second review; if the committee is satisfied with corrections to report, the Dean submits the **corrected (committee approved) Self-Study report** to the Office of Academic Affairs.

If the Committee is NOT satisfied with the changes made to the report, the committee will not recommend approval and refer the program to the OAA for consultation regarding further action.

**III. If Continuation of Program with Corrective Action Recommendation**

**Program deficiencies that need to be corrected and issues to be addressed are as follows:**

1. .
2. .

3. .

The Dean should submitted a report outlining how the program deficiencies have been corrected and issues addressed to this Committee by NOVEMBER 1, 2007?

If the Committee is NOT satisfied with the with program report, the committee will not recommend approval and refer the program to the OAA for consultation on further action.

Return to: [Minutes and Records](#) [Graduate Council](#) [Marshall University](#)

**Marshall University Graduate Council Minutes  
December 7, 2007  
South Charleston Campus – Room GC 319**

**Members Present:** Larsen, Cunningham, Sikula, Ellis, Meyer, Gould, O'Keefe, Sturgill, Swindell and Seymour

**Members Absent:** Childress, Fet, Pauley, Stickler, Lawson, Mangiarua, and Fincham

**Ex-Officio Members Present:** Denman

**Ex-Officio Members Absent:** Deutsch and Maher.

- Meeting was called to order at 1:00 PM by Eldon Larsen.
- Minutes from Oct. 26 meeting were approved as distributed with two corrections: Correction of "English as a Second Language" to "*Teaching* English as a Second Language" and correction of "Psychology" to "CITE" in Credentialing Committee report.
- Graduate Faculty Membership:  
Graduate faculty membership list (Attachment 1) was accepted and will be forwarded to the president.
- Curriculum Committee report (Attachment 2):

Sikula presented requests for six course additions from the College of Science and the College of Liberal Arts. Requests for 12 course changes (title, alpha designator, course number, content & catalog description) were presented by College of Health Professions, Lewis College of Business, and Graduate School of Education and Professional Development. Sikula report that most changes in Lewis College of Business were due to recommendation from accreditation consultant.

Motion to approve additions and changes was passed.

Course additions re-presented from March 2006. These sixteen courses in the College of Science, College of Health Professions, and Lewis College of Business were re-submitted due to an agreement between the deans of the three colleges.

Motion to approve these course additions was approved.

- Academic Planning, Standards and Policy Committee:

Proposed change in wording of admission requirement for M.A. in Political Science was presented (Attachment 3). Several members had problems with the language change. Denman felt the word "preferably" should be removed from the stipulation that the two letters of recommendation be "preferably letters that discuss the applicant's academic abilities" because that allows letter that do not address those abilities. It should be expected that any letters of reference would address academic proficiency. Other members felt the wording should say "completion of 12 hours of undergraduate political science and a GPA of 2.5 (instead of 12 hours with a GPA of 2.5). Also, as submitted, the proposed language is unclear if the requirement is for undergraduate GPA of 2.5 overall or only in 12 hours of political science courses. There was also a question as to when the policy would take effect.

A motion to return the proposal to the program for clarification of language was approved.

Proposed changes in Admission Requirements for International Students regarding English Proficiency (Attachment 4) was presented. Motion to approve change was passed.

A request for Addition of Minor in Geography was presented. O'Keefe pointed out only two 600-level courses are contained in the proposed minor. Cunningham's motion was passed to table the request until the distribution of 500-600 level courses is resolved. The request was returned to the committee.



- Program Review & Assessment Committee:

Meyer reported that one program review Follow-up Report, for Information Systems, has been completed. Reviewers Cunningham and Meyer recommended the program be Continued at the Current Level of Activity. This recommendation was approved by the Council. He also reported that all reviews need to be submitted by January 25 meeting. These need to be completed soon in order to provide time for reviewers to communicate with deans regarding any problems and for these problems to be addressed.

Although some reviewers don't feel criteria have been sufficiently defined, Meyer recommended that they use their best judgment this year and that some criteria should be available by next year. He also reported that Reynolds did not feel the policy should be implemented Which was recommended by the Council, to have a dean serve as a third reader for any program that would be recommended for anything other than "Continuation at Current Level of Activity."

Meyer discussed the program review process and the confusion over criteria and collaboration with the Assessment Office. Denman clarified that process and the following proposal was approved:

\*\*\*Review teams will complete reviews independently (without regard to the Director of Assessment's review) and develop consolidated review;

\*\*\*Reviewers may then consider the Director of Assessment's reviews if they wish to, and modify their own review as they choose or not;

\*\*\*Any mandatory changes to review documents need to be resolved with deans before the January meeting;

\*\*\*Review teams should contact Meyer if there is a need for further facilitation and submit review to Meyer.

It was recommended that any communication with deans, such as emails, be saved in case there is a need to clarify what was said.

- Credentialing Committee:

In regard to the graduate advising award, no funding has been found but members felt this opportunity to recognize faculty should be maintained. Denman said money to purchase a plaque could be found.

There is a need to make the process less time-consuming for the committee and to reduce the overall number of meaningless recommendation letters submitted. It was recommended that letters of nomination be received by the committee, names of those submitting removed, and then sent on to the person being nominated. The nominee would then submit the letter he or she felt best reflect advising performance.

There is still a need to define "What is advising?" and to set clear criteria for the award. The Credentialing Committee will work on this.

A motion regarding auditing of graduate faculty records (Attachment 5) was presented by Larsen. There was a discussion of the currency and accuracy of the Red Book. Larsen reported he updates it immediately as names are approved by the President for addition or change in term and any occasional inaccuracies are probably the result of information provided by deans. Sikula asked if the council could take any action due to a failed audit. Larsen reported the council could take back authority from a dean if that was a problem.

The motion to allow auditing and analysis using Instructor of Record for the current semester was approved.

- There was no other business brought up before the council
- The meeting adjourned at 2:30 PM.

Submitted by Celene Seymour, Secretary, on Dec. 10, 2007

**NOTE: Future Council Meetings (PLEASE RESERVE THESE DATES NOW).**

- January 25, 2008      Huntington
- February 22, 2008    South Charleston
- March 21, 2008       Huntington
- April 25, 2008       South Charleston

**Attachments:**

1. Graduate faculty membership approvals
2. Curriculum actions
3. M.A. in Political Science—Proposed Change in Admission Requirements
4. Admission of International Students—English Proficiency Requirement
5. Auditing of Graduate Faculty Records

**ATTACHMENT 1  
Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			12/7/2007	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>		
Trzyna, Wendy C.	COS	Biology	Graduate	November 2007	November 2012
Norton, Michael	COS	Chemistry	Graduate	November 2007	November 2012
Claudio, Pier Paolo	SOM	Biochemistry & Microbiology	Doctoral	December 2007	December 2010
Meisel, Edna	GSEPD	Elem.-Sec. Ed.	Associate	January 2008	December 2010
Bardi, Massimo	COLA	Psychology	Doctoral	December 2007	December 2012
Person, Nancy	COEHS	Adult and Technical Educ.	Associate	December 2007	December 2010
Corrigan, Michael	COEHS	Educational Foundations	Graduate	December 2007	December 2012

**ATTACHMENT 2  
Curriculum Actions**

## Graduate Curriculum Additions and Changes – December 2007

**1. NEW COURSE ADDITIONS ( 6 courses):**

**PHY 525, PHY 543, CL 575, PHY 630, HST 677, HST 678**

**College:** Science  
**Department:** Physics  
**Course Number & Title:** PHY 525 Solid State Physics  
**Course Description:** The purpose of the course is to provide a broad introduction to the structures and physical properties of solids, which are of extraordinary importance in the modern world.  
**Prerequisite:** None  
**First Term Offered:** Spring 2008  
**Credit Hours:** 3

**College:** Science  
**Department:** Physics  
**Course Number & Title:** PHY 543 Quantum Mechanics II  
**Course Description:** This is the second part of a two-semester introduction to quantum mechanics. Emphasis is on application of quantum theory including approximation techniques and the study of more realistic quantum systems.  
**Prerequisite:** PHY 442 Quantum Mechanics I  
**First Term Offered:** Spring 2008  
**Credit Hours:** 3

**College:** Liberal Arts  
**Department:** Classics  
**Course Number & Title:** CL 575 Roman Law  
**Course Description:** Taught in English, this course provides an introduction to the basic tenets of Roman Law, with particular attention to court cases and speeches.  
**Prerequisite:** None  
**First Term Offered:** Open  
**Credit Hours:** 3

**College:** Science  
**Department:** Physics  
**Course Number & Title:** PHY 630 Classical Mechanics  
**Course Description:** Study of variational principles and Lagrange's equations, the two-body central force problem, the kinematics and dynamics of rigid-body motion, Hamilton's equations of motion, canonical transformations, Hamilton-Jacobi theory, and small oscillations.  
**Prerequisite:** None  
**First Term Offered:** Fall 2008  
**Credit Hours:** 3

**College:** Liberal Arts  
**Department:** History  
**Course Number & Title:** HST 677 Thesis Writing Seminar I  
**Course Description:** A writing seminar in which students present their written work on their M.A. theses to the class members, who will read, analyze and critique each submission.  
**Prerequisite:** HST 600  
**First Term Offered:** Spring 2008  
**Credit Hours:** 3

**College:** Liberal Arts  
**Department:** History  
**Course Number & Title:** HST 678 Thesis Writing Seminar II  
**Course Description:** A continuation of HST 677. Students present their written work on their M.A. theses to the class members, who will read, analyze and critique each submission.  
**Prerequisite:** HST 677  
**First Term Offered:** Fall 2008  
**Credit Hours:** 3

## 2. COURSE CHANGES ( 12 courses):

- **Change in TITLE, ALPHA DESIGNATOR, COURSE NUMBER, CONTENT & CATALOG DESCRIPTION (1 course):**  
NUR 742

**College:** Health Professions  
**Department:** Nursing  
**Course Number:** NUR 742  
**Change in Title:**  
**From:** Regional Anesthesia for Nurse Anesthesia  
**To:** Regional Anesthesia for Nurse Anesthetists  
**Rationale:** Better English. Recommendation of accreditation consultants.  
**Alpha Designator:**  
**From:** MPNA  
**To:** NUR  
**Rationale:** Consistency. Recommendations of accreditation consultants.  
**Course Number:**  
**From:** 741-B  
**To:** 742  
**Rationale:** Course numbering simplification. Recommendations of accreditation consultants.  
**Content:** (See change in catalog description below)  
**Catalog Description:**  
**From:** Clinical pharmacology of local anesthetics, anatomy of peripheral nervous system, block administration techniques, drug doses, indications and contraindications of subarachnoid, epidural, brachial, plexus, ankle and other selected regional procedures.  
**To:** Schematize clinical pharmacology of local anesthetics, anatomy of peripheral nervous system, block administration techniques. Design of safe drug doses. Analyze indications and contraindications for subarachnoid, epidural, brachial, plexus, ankle and other selected regional procedures. Discuss issues in patient safety such as anticoagulation therapy, brain and/or spinal cord injury, peripheral nerve damage, and sepsis.  
**Rationale:** Recommendations of accreditation consultants.

- **Change in TITLE, COURSE NUMBER & CATALOG DESCRIPTION (1 course):**  
MPNA 741-F

**College:** Business  
**Department:** Management and Marketing  
**Course Number:** MPNA 741-F  
**Change in Title:**  
**From:** Obstetrical Anesthesia for Nurse Anesthesia  
**To:** Advanced Principles: Obstetrics for Nurse Anesthetists  
**Rationale:** Better English. Recommendation of accreditation consultants.  
**Course Number:**  
**From:** 741-F  
**To:** 745-B

**Rationale:** Course numbering simplification. Recommendations of accreditation consultants.  
**Content:** (See change in catalog description below)  
**Catalog Description:**  
**From:** Course takes an in-depth look at the normal physiological changes associated with pregnancy. It will investigate management issues starting from the basic advancing to the complex. Issues include maternal fetal physiology, fetal monitoring, anesthetic techniques, high risk pregnancy, emergency management, and fetal and neonatal resuscitation.  
**To:** Study of the specialty of obstetrical anesthesia. History of obstetrical anesthesia. Anatomy, physiology, pathophysiology, pharmacokinetics, and pharmacodynamics in the obstetric patient. Anesthetic techniques for the obstetric patient. Effects of anesthesia on the obstetric patient.  
**Rationale:** Recommendations of accreditation consultants.

- **Change in TITLE, CONTENT & CATALOG DESCRIPTION (3 courses):**  
**LS 612, MPNA 715, MPNA 777**

**College:** Graduate School of Education and Professional Development  
**Department:** Leadership Studies  
**Course Number:** LS 612  
**Change in Title:**  
**From:** Curriculum Leadership  
**To:** Education Technology for Administrators  
**Rationale:** New licensure requirements  
**Content:**  
**From:** This course addresses the role of the principal in the development and implementation of school curriculum. This includes developmentally appropriate curriculum design, special education curriculum and modifications, the integration of technology, and authentic assessment.  
**To:** This course provides the requisite knowledge and skill for effective use of educational technology in instruction leadership including leadership and vision; learning and teaching; productivity and professional practice; support, management and operations; assessment and evaluation; and social, legal, and ethical issues.  
**Rationale:** Course changes required for licensure by WV Department of Education Policy 5100 Appendix C-2.  
**Catalog Description:** (See change in content above)

**College:** Business  
**Department:** Management and Marketing  
**Course Number:** MPNA 715  
**Change in Title:**  
**From:** Health Economics  
**To:** Health Care Economics  
**Rationale:** More accurate title. Recommendations of accreditation consultants.  
**Content:** (See change in catalog description below)  
**Catalog Description:**  
**From:** Economics analysis applied to health services sector. Traditional concepts such as efficiency, production and distribution are discussed within the context of the unique health care environment. The micro-macro economic impacts of health insurance, government participation, credentialing and regulation are analyzed.  
**To:** The purpose of this course is to provide the student with an understanding of the "economics of health care," how economics and national policy interface, and its impact on them as health professionals. It is anticipated that doctorate prepared students will assume roles as change agents in their profession and therefore must understand the micro and macro aspects of health policy decisions.  
**Rationale:** Changes recommended by accreditation consultants.

**College:** Business

**Department:** Management and Marketing  
**Course Number:** MPNA 777  
**Change in Title:**  
**From:** Moral Management  
**To:** Moral Management: Ethics in Nurse Anesthesia  
**Rationale:** More accurate title. Recommendations of accreditation consultants.  
**Content:** (See change in catalog description below)  
**Catalog Description:**  
**From:** A discussion of the concept of Moral Management. Guidelines for how to make ethical decisions and tough choices are included. Cases relevant to ethical/unethical scenarios will be analyzed. Students will view ethics videos and write a Credo paper.  
**To:** (Same as above plus one sentence:) Code of Ethics for CRNAs and application of ethical principles to clinical decision making.  
**Rationale:** Changes recommended by accreditation consultants.

- **Change in CONTENT & CATALOG DESCRIPTION (3 courses):**  
MPNA 730, MPNA 756, MPNA 772

**College:** Business  
**Department:** Management and Marketing  
**Course Number:** MPNA 730  
**Change in Content:** (See change in catalog description below)  
**Catalog Description:**  
**From:** Legal aspects of corporate liability, medical malpractice, informed consent, patient rights, fraud and abuse, plus governmental regulation of health professionals and health facilities. The legislative process, legislative oversight, and regulatory agencies are discussed in depth.  
**To:** (Same as above with 2 additions:) Code of Ethics for CRNAs. Self-Evaluation (SEE) feedback.  
**Rationale:** Changes recommended by accreditation consultants and CAMC SNA Director.

**College:** Business  
**Department:** Management and Marketing  
**Course Number:** MPNA 756  
**Change in Content:** (See change in catalog description below)  
**Catalog Description:**  
**From:** Foundations of clinical information use starting with information collection, processing, decision making and recording. Special emphasis on management information systems to support the nurse's work and health care delivery.  
**To:** Foundations of clinical information use starting with information collection, process, problem solving, decision making and recording. Special emphasis on the clinician's work to support enterprise-wide health care delivery and management information systems. A closer look at technological innovations in the health care field and its impact on health care delivery and costs.  
**Rationale:** Changes recommended by accreditation consultants and CAMC SNA Director.

**College:** Business  
**Department:** Management and Marketing  
**Course Number:** MPNA 772  
**Change in Content:** (See change in catalog description below)  
**Catalog Description:**  
**From:** Advanced level theories of effective organization management as they relate to health care organizations will be provided. Topics include: managing diverse work groups in the American health care system, planning and organizing, decision making models, various leadership styles, and controlling and evaluating management effectiveness.  
**To:** (Same as above plus one sentence:) Inter-professional collaboration and teamwork in clinical decision making.  
**Rationale:** Changes recommended by accreditation consultants and CAMC SNA Director.



- **Change in TITLE & COURSE NUMBER (1 course):**  
MPNA 741-D

**College:** Business  
**Department:** Management and Marketing  
**Course Number:** MPNA 741-D  
**Change in Title:**  
**From:** Pediatric Anesthesia for Nurse Anesthesia  
**To:** Advanced Principles: Pediatrics for Nurse Anesthetists  
**Rationale:** Better English. Recommendation of accreditation consultants.  
**Course Number:**  
**From:** 741-D  
**To:** 745-A  
**Rationale:** Course numbering simplification. Recommendations of accreditation consultants and LCOB GSM Director.

- **Change in TITLE (2 courses):**  
MPNA 724, MPNA 725

**College:** Business  
**Department:** Management and Marketing  
**Course Number:** MPNA 724  
**Change in Title:**  
**From:** Evidence-Based Research Methods I  
**To:** Evidence-Based Research Methods for Nurse Anesthesia I  
**Rationale:** Recommendation of Deans McKinney and Elmore.

**College:** Business  
**Department:** Management and Marketing  
**Course Number:** MPNA 725  
**Change in Title:**  
**From:** Evidence-Based Research Methods II  
**To:** Evidence-Based Research Methods for Nurse Anesthesia II  
**Rationale:** Recommendation of Deans McKinney and Elmore.

- **Change in CREDIT HOURS (1 course):**  
MPNA 734

**College:** Business  
**Department:** Management and Marketing  
**Course Number:** MPNA 734  
**Change in Credit Hours:**  
**From:** 4  
**To:** 3  
**Rationale:** Recommendations of accreditation consultants and CAMC SNA Director.

## Graduate Curriculum Additions Initially Circulated in March 2006 Re-presented in December 2007

1. **NEW COURSE ADDITIONS (16 courses):**  
BSC 716, BSC 717, BSC 718, BSC 719, NUR 720, NUR 721, CHM 723, MPNA 734-A, NUR 735, NUR 741, NUR 741-A, NUR 741-B, NUR 741-C, MPNA 743, NUR 744, MPNA 745-C

**College:** Science  
**Department:** Biological Sciences  
**Course Number & Title:** BSC 716 Cellular Physiology for Nurse Anesthesia  
**Course Description:** Study of structure and function of human cells, including protein synthesis, metabolism, and reproduction. Study of genetic disorders and anesthesia. Study of anti-cancer drugs. Analyze types and roles of various cell membrane receptors on anesthesia process.  
**Prerequisite:** Admission into DMPNA Program  
**First Term Offered:** Fall 2008  
**Credit Hours:** 2

**College:** Science  
**Department:** Biological Sciences  
**Course Number & Title:** BSC 717 Anatomy and Physiology for Nurse Anesthesia I  
**Course Description:** Anatomy, physiology, pathophysiology and anesthetic considerations related to the respiratory and renal systems.  
**Prerequisite:** Admission into DMPNA Program  
**First Term Offered:** Fall 2008  
**Credit Hours:** 3

**College:** Science  
**Department:** Biological Sciences  
**Course Number & Title:** BSC 718 Anatomy and Physiology for Nurse Anesthesia II  
**Course Description:** Anatomy, physiology, pathophysiology and anesthetic considerations related to the cardiovascular system.  
**Prerequisite:** Admission into DMPNA Program  
**First Term Offered:** Spring 2009  
**Credit Hours:** 3

**College:** Science  
**Department:** Biological Sciences  
**Course Number & Title:** BSC 719 Anatomy and Physiology for Nurse Anesthesia III  
**Course Description:** Anatomy, physiology, pathophysiology and anesthetic considerations related to the nervous and endocrine systems.  
**Prerequisite:** Admission into DMPNA Program  
**First Term Offered:** Spring 2009  
**Credit Hours:** 3

**College:** Health Professions  
**Department:** Nursing  
**Course Number & Title:** NUR 720 Pharmacology for Nurse Anesthesia I  
**Course Description:** Study of general principles of pharmacology, pharmacokinetic, pharmacodynamic, and biochemistry concepts as they relate to specific anesthetic and adjunct drugs. The course will also emphasize integration of this information into clinical areas regarding anesthetic uses, dosages, and side effects of these classes of drugs.  
**Prerequisite:** Admission into DMPNA Program  
**First Term Offered:** Fall 2008  
**Credit Hours:** 4

**College:** Health Professions  
**Department:** Nursing  
**Course Number & Title:** NUR 721 Pharmacology for Nurse Anesthesia II  
**Course Description:** This course is a continuation of NUR 720 with an emphasis on drugs acting on the autonomic nervous system, local anesthetic agents, drugs for pain management, and cardiovascular drugs. The course will examine factors impacting drug selection and will address the acquisition and utilization of advanced practice prescriptive authority for the nurse anesthetist.  
**Prerequisite:** Admission into DMPNA Program  
**First Term Offered:** Spring 2009  
**Credit Hours:** 3

**College:** Science  
**Department:** Physical Sciences: Chemistry  
**Course Number & Title:** CHM 723 Chemistry, Physics, and Biochemistry for Nurse Anesthesia  
**Course Description:** Scientific principles and clinical application of properties of matter, gas laws, vaporization, fluid dynamics, explosion hazards, electrical safety, acid-base balance, blood gas analysis, biochemistry in anesthesia, and mechanisms of narcosis. Analyze the molecular bases for molecular bonding, stereochemistry, protein confirmation, and enzyme-substrate reactions.  
**Prerequisite:** Admission into DMPNA Program  
**First Term Offered:** Spring 2009  
**Credit Hours:** 3

**College:** Business  
**Department:** Management & Marketing  
**Course Number & Title:** MPNA 734-A Basic Principles: Simulation Lab

**Course Description:** Continuation of MPNA 734. In this course, the students will apply knowledge of the basic principles of anesthesia to “hands on” experience in the simulation lab. Areas covered include the anesthesia machine and other equipment, monitoring modalities, airway management, and all phases of anesthetic management.

**Prerequisite:** Admission into DMPNA Program

**First Term Offered:** Fall 2008

**Credit Hours:** 1

**College:** Health Professions

**Department:** Nursing

**Course Number & Title:** NUR 735 Clinical Practice Inquiry

**Course Description:** Continuation of NUR 741. Integration of conceptual, theoretical, and empirical knowledge as a basis for evidence-based practice in nurse anesthesia. Examination of the process required to develop best practice models through the systematic analysis of research.

**Prerequisite:** Admission into DMPNA Program

**First Term Offered:** Spring 2011

**Credit Hours:** 3

**College:** Health Professions

**Department:** Nursing

**Course Number & Title:** NUR 741 Introduction to Health Care Clinical Practicum

**Course Description:** The introduction to health care clinical practicum provides the student with a beginning knowledge and proficiency in all phases of anesthesia management (pre-anesthesia, induction, maintenance, and post-anesthesia). The clinical practicum prepares the student for the full scope of current practice and requires a minimum of 550 clinical cases including a variety of procedures.

**Prerequisite:** Admission into DMPNA Program

**First Term Offered:** Spring 2009

**Credit Hours:** 6

**College:** Health Professions

**Department:** Nursing

**Course Number & Title:** NUR 741-A Health Care Clinical Practicum

**Course Description:** Continuation of NUR 741.

**Prerequisite:** Admission into DMPNA Program

**First Term Offered:** Summer 2009

**Credit Hours:** 1

**College:** Health Professions

**Department:** Nursing

**Course Number & Title:** NUR 741-B Health Care Clinical Practicum

**Course Description:** Continuation of NUR 741.

**Prerequisite:** Admission into DMPNA Program

**First Term Offered:** Summer 2010

**Credit Hours:** 2

**College:** Health Professions

**Department:** Nursing

**Course Number & Title:** NUR 741-C Health Care Clinical Practicum

**Course Description:** Continuation of NUR 741.

**Prerequisite:** Admission into DMPNA Program

**First Term Offered:** Fall 2009

**Credit Hours:** 6

**College:** Business  
**Department:** Management & Marketing  
**Course Number & Title:** MPNA 743 Applied Nurse Anesthesia Management and Leadership  
**Course Description:** The application of management and leadership principles via clinical job rotation. Implementation of advanced management principles to the delivery of nurse anesthesia patient care in various settings.  
**Prerequisite:** NUR 741  
**First Term Offered:** Fall 2010  
**Credit Hours:** 5

**College:** Health Professions  
**Department:** Nursing  
**Course Number & Title:** NUR 744 Nurse Anesthesia Professional Practice  
**Course Description:** Continuation and conclusion of materials started in NUR 741.  
**Prerequisite:** NUR 741  
**First Term Offered:** Fall 2010  
**Credit Hours:** 6

**College:** Business  
**Department:** Management & Marketing  
**Course Number & Title:** MPNA 745-C Advanced Principles: Clinical Case Management Seminar  
**Course Description:** Management decisions related to complex anesthesia situations including but not limited to: unusual co-existing disease, uncommon operative procedures, adverse complications, or unexpected events.  
Study of the anesthetic care of specialized patient populations requiring advanced planning, decision making, and case management proficiency.  
**Prerequisite:** NUR 741  
**First Term Offered:** Spring 2010  
**Credit Hours:** 1

-

**ATTACHMENT 3—NOT APPROVED; TABLED**

## M.A. in Political Science—Proposed Change in Admission Requirements

Current Wording:

Admission to the graduate program requires the GRE Exam and completion of 12 hours of undergraduate political science coursework with a GPA of 2.5. Each student works closely with a graduate advisor throughout his or her program. Before completion of 18 hours of graduate coursework with at least a 3.0 GPA, the student must file a Plan of Study with the Graduate College. At this time, a specific program for the student is projected which will lead to the M.A. degree.

Proposed Changes:

Admission to the graduate program requires the GRE Exam, **two letters of recommendation (preferably letters that discuss the applicant's academic abilities)**, and completion of 12 hours of undergraduate political science coursework with a GPA of 2.5. Each student works closely with a graduate advisor throughout his or her program. Before completion of 18 hours of graduate coursework with at least a 3.0 GPA, the student must file a Plan of Study with the Graduate College. At this time, a specific program for the student is projected which will lead to the M.A. degree.

**ATTACHMENT 4**  
**Admission of International Students**  
**English Proficiency Requirements**

**New Language:**

Page 36 (5a. and 5d.)

- a. The Test of English as a Foreign Language (TOEFL) reflecting at least the minimum required score reported directly to Marshall University Admissions Office by the Educational Testing Service (ETS), Princeton, New Jersey 08540. The ETS code for Marshall University is #5396. Results from the test taken more than two years prior to the date submitted will not be considered. Students taking the paper version of the test must have a minimum score of 525. Computer-based TOEFL ceased in September 2006, however, minimum scores of 195 will be valid until September 2008. Internet-based TOEFL requires a minimum score of 70. If a program mandates a score higher than 525 (paper), 195 (computer valid only until Sept. 2008) or 70 (internet), that requirement will be found in the degree requirements section of this catalog.
- d. Advanced ESL – Completion of the advanced level of Marshall University's L.E.A.P. Intensive English Program or the completion of an intensive English program comparable to Level 112 of the English Language School (ELS).

**Old Language:**

English Program at the same time he or she applies for graduate study. Visit the L.E.A.P. Web site at for more information and an online application for this program. Proof of your proficiency in English may be certified by submitting one of the following\*:

- a. The Test of English as a Foreign Language (TOEFL) reflecting at least the minimum required score reported directly to Marshall University Admissions Office by the Educational Testing Service, Princeton, New Jersey 08540. Results from the test taken more than two years prior to the date submitted will not be considered. Students taking the paper version of the test must have a minimum score of 525. Students taking the computer-based test need a score of at least 195, or a Next Generation score of at least 52 without the Speaking section or a 70 with the Speaking section. If a program mandates a score higher than 525 (paper), 195 (computer) or 52/70 (Next Generation), that requirement will be found in the degree requirements section of this catalog
- d. Advanced ESL - Completion of the advanced level of Marshall University's L.E.A.P. Intensive English Program or the completion of an intensive English program comparable to Level 9 of the English Language School (ELS).



**ATTACHMENT 5**  
**Motion Regarding Auditing of Graduate Faculty Records**

Motion: When any college's graduate faculty records are audited, the Instructor of Record report (from B.E.R.T.) for the current semester will be analyzed by the Graduate Council's Credentialing Committee to determine those faculty who are teaching, but are not listed in the Redbook.

**Return to:** [Minutes and Records](#) [Graduate Council](#) [Marshall University](#)

**Marshall University Graduate Council Minutes**  
**February 22, 2008**  
**South Charleston Campus – Room GC 319**

**Members Present:** Larsen, Cunningham, Pauley, Childress, Lawson, Sikula, Mangiarua, Meyer, O'Keefe, Seymour, Stickler, and Sturgill.

**Members Absent:** Ellis, Swindell, Fet, Gould, and Fincham.

**Ex-Officio Members Present:** Deutsch and Denman

**Ex-Officio Members Absent:** Maher

Larsen opened meeting at 1:00 PM.

Minutes of Jan. 25 meeting were approved with clarification. Denman asked wording under Credentialing Committee be changed to "Denman reported there would be money for the award plaque."

Graduate Faculty Status Report: Faculty listed on Graduate Faculty Membership Approvals (Attachment 1) – with the addition of Stephen Fink (Psychology) COLA – were approved to be forwarded to the president.

Curriculum Committee: Sikula reported there were requests for three course additions from the College of Science (Attachment 2). All additions were approved by the council.

Academic Planning, Standards and Policies: A proposal entitled "Issues Surrounding 500-Level Courses" (Attachment 3) was presented by Pauley. The policy addresses terms for compliance to the following standard: "At least half of minimum required hours for the student's master's degree must be earned in classes numbered 600 or above." The motion was amended and approved as amended. See Attachment 3 for the final version.

Because the goal of the 600-level-minimum policy is to maintain high-quality graduate education, it is desirable to minimize the number of students asking the Graduate Dean to waive the 50% 600-level standard. It is the view of the council that this should be addressed at the Plan of Study level. Departments should not be approving POS's without compliance. But this is a problem when some students take classes for several years before submitting a Plan of Study.

The Academic Planning, Standards and Policies Committee will consider developing a policy which states students must submit Plans of Study before they enroll for their 12<sup>th</sup> credit hour and that this Plan of Study must comply with the requirement of 50% 600-level courses. This policy will be submitted for approval at the next Graduate Council meeting.

Larsen distributed a request for waiver of admission requirement for a student in the Doctor of Management Practice in Nurse Anesthesia (D.M.P.N.A.) program. Because of family illness she had intended to withdraw from courses she had enrolled in over a decade ago but the withdrawal had not gone through and she received one "F" and one "I" in these courses. She has applied for re-admission, but her resulting GPA does not meet the minimum requirement. Sikula reported the D.M.P.N.A. program is now willing to consider recommending that the courses be backdated withdrawals for this student but that she had been told to petition the Graduate Council for a waiver.

Denman was concerned that this student was being treated differently than other students in the same situation and that this would open the door for all admission issues to be forwarded to the Graduate Council.

The Council recommended the Lewis College of Business review the situation again and consider asking the Graduate Dean to backdate the course withdrawal to eliminate "F" from her transcript. Dean Deutsch doesn't feel comfortable backdating withdrawals in most cases but felt this may be a special circumstance.

Program Review and Assessment Committee: Meyer reported there is one more week for council members to submit their program reviews. They should go directly to Mary Beth Reynolds with notification to him.

Credentialing Committee: O'Keefe reported that there are still some instructors teaching graduate courses without graduate faculty membership. Some departments are still not in compliance. Sarah said she would send a

reminder to deans. During March, the College of Science, CITE, and Journalism will be audited. The College of Education and Human Services will be audited again next year.

Process and criteria for Graduate Advisor Award: O'Keefe distributed a list of seven descriptors to be used as criteria for the award and ask council members to provide feedback on these criteria. He also proposed that those nominated for the award who receive more than three letters of recommendation will be allowed to select the three letters to be considered. Those submitting letters of nomination would be encouraged to include specific examples of excellence in advising. There should be consideration of posting the award in the library to recognize award recipients.

Other business:

- Larsen recommended clarifying the language in the graduate catalog to require that all thesis students register for thesis credits. He provided an example of a program where students complete thesis but may not be enrolled in a for-credit thesis course. He recommended the catalog specify that programs require a minimum of three credit hours for thesis. Language will be drafted for approval at the next meeting. This will set a policy and let departments decide how to achieve compliance.
- Graduate Council Membership: Larsen indicated the tenure of a number of Graduate Council is nearing expiration. Several are not eligible to remain on the council (Cunningham and Fet) because of the two-term limit, but others are eligible to run for re-election. .

Stickler announced the Council will need to elect two at-large members for the Faculty Senate by mid-April, although they will begin their tenure in the fall. One South Charleston senator has to be elected as liaison to the Graduate Council.

- Independent Study: Secretaries have been enrolling students in independent study courses without approval or proper paperwork. There needs to be some control of these courses and secretaries must be told to only enroll students with approval of faculty and dean. Deutsch said he will send a memo to departments about this problem. The Graduate Council approved a policy that secretaries not enroll students in independent study course without proper documentation and approval.
- WV Higher Learning Commission assessment of graduate certificate programs: Meyer report that most certificate programs are embedded in degree programs and do not need to be assessed separately. It was recommended there be a paragraph on assessment of certificate programs as part of the overall assessment of degree programs. This would apply next year and be added to the program assessment guidelines. This proposal was approved by the Graduate Council.
- Criteria for Graduate Faculty Membership: A dean asked for clarification of qualifications for Associate Graduate Faculty Membership. Wanted was clarification of what minimum scholarly activities were for this membership. Larsen was reluctant for the council to become involved in this, saying the individual dean should develop qualifications with the approval of department faculty. O'Keefe commented that additional criteria developed by an academic unit must be reported to the Graduate Council so they can be considered in the credentials audit. The motion not to change current graduate faculty policy was approved.
- Policy for Admission and Graduation: Wording of policy for graduate admission should be clarified. For example, minimum GPA could be changed or clarified to specify a certain number of years over which the GPA is calculated. Wording for graduation requirement should also be clarified because it is open to interpretation. Is GPA calculated over the most recent seven years, the current program, over all graduate courses? The Academic Planning, Standards and Policies Committee was asked to look at developing a proposal with more specific wording.

The meeting ended at 3:00 PM.

Submitted by Celene Seymour, Secretary – February 29, 2008.

Upcoming meetings:

- March 21, 2008                      Huntington
- April 25, 2008                      South Charleston

Attachments:

1. Graduate Faculty Membership Approvals
2. Curriculum actions
3. Approved Motion Related to Issues Surrounding 500-Level Courses

**ATTACHMENT 1  
Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			2/22/2008	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>	<i>Month Year</i>	<i>Month Year</i>
Brown, Cheryl	COLA	Political Science	Graduate	January 2008	January 2013
Woolin, Betsy	CITE	Engineering & Comp. Sci.	Graduate	February 2008	February 2013
Woolton, Aaron	CEHS	ESSR	Graduate	February 2008	February 2013
Woolliday, Casey	SOM	Anatomy & Pathology	Doctoral	February 2008	February 2011
Woolmaacs, Thelma "Sissy"	CEHS	Secondary Education	Doctoral	February 2008	February 2013
Woolidow, Beverly	SOM	Biochem. & Microbiology	Graduate	February 2008	February 2010
Woolink, Stephen	COLA	Psychology	Associate	February 2008	February 2011

**ATTACHMENT 2**  
**Curriculum Actions**

**1. NEW COURSE ADDITIONS ( 3 courses):**  
**PS 650, 651; PS 660, 661; PS 670**

**College:** Science  
**Department:** Physics and Physical Sciences  
**Course Number & Title:** PS 650, 651 Special Topics  
**Course Description:** Advanced special topics to provide additional group research and classroom/laboratory opportunities.  
**Prerequisite:** Specific to topic  
**First Term Offered:** Spring 2008  
**Credit Hours:** 1 - 4

**College:** Science  
**Department:** Physics and Physical Sciences  
**Course Number & Title:** PS 660, 661 Independent Studies  
**Course Description:** Advanced independent study topics to provide additional individual research and classroom/laboratory opportunities.  
**Prerequisite:** Specific to topic  
**First Term Offered:** Spring 2008  
**Credit Hours:** 1 - 4

**College:** Science  
**Department:** Physics and Physical Sciences  
**Course Number & Title:** PS 670 Advanced Practicum  
**Course Description:** Advanced problem solving, geobiophysical modeling, and project development techniques in the physical sciences.  
**Prerequisite:** PS 510, 511, 570  
**First Term Offered:** Spring 2008  
**Credit Hours:** 4

**Attachment 3****Approved Motion Related to Issues Surrounding 500-Level Courses**

1. For graduate students admitted to Marshall University after February 2009, the Dean of the Graduate College will not approve plans of study not in compliance with the graduate policy which states that "At least half of the minimum required hours for the student's master's degree must be earned in classes numbered 600 or above."
2. All academic deans whose colleges or schools have graduate degree programs are to review their current graduate curriculum and assess whether or not those programs are in compliance with the requirement in the Graduate Catalog which states that "At least half of the minimum required hours for the student's master's degree must be earned in classes numbered 600 or above."
3. By, April 1, 2008, each college dean is to report for each graduate program whether that program is in compliance.
4. By December 10, 2008, for those programs not in compliance as of April 1, 2008, the dean for the college or school is to prepare a specific plan of action to correct the curriculum to bring it into compliance and submit that plan to the Graduate Council.
5. By December 10, 2009, for those same programs (in 4, above), the dean is to submit to the Graduate Council a progress report on efforts to bring the graduate programs into compliance.
6. By December 10, 2010, for those same programs (in 4, above), the dean is to submit to the Graduate Council a progress report on efforts to bring the graduate programs into full compliance by the beginning of the Fall 2011 semester.
7. For those programs not in compliance as of April 1, 2008, the Graduate Council Curriculum Committee will henceforth be taking that non-compliance into account as one of the criteria it uses for approving any future 500-level courses for that program. As an example of actions a college might want to take, colleges having large numbers of 500-level courses currently might want to consider consolidating some of those courses into fewer courses and making them 600-level courses, with more graduate students per course due to the consolidation.

**Timely compliance is of the essence because of the procedural policy in 1, above. It is therefore essential that all colleges take note and follow the above steps.**

**Return to:** [Minutes and Records](#) [Graduate Council](#) [Marshall University](#)

**MARSHALL UNIVERSITY GRADUATE COUNCIL MINUTES  
MARCH 21, 2008  
HUNTINGTON CAMPUS – JOHN SPOTTS ROOM**

**Members Present:** Mangiarua, Stickler, Pauley, Fincham, Fet, Meyer, O’Keefe, Childress, Larsen, Sikula, Swindell, Sturgill, Lawson, Gould, Ellis

**Members Absent:** Cunningham, Seymour

**Ex-Officio Members Present:** Deutsch, Denman

**Ex-Officio Members Absent:** Maher

The Chair convened the meeting at 1:00 PM

Announcements:

A draft of 2008-2009 meetings was provided. Members are to look at the dates to determine any conflict. The dates are as follows:

August 29, 2008 – Huntington  
September 26, 2008 – South Charleston  
October 31, 2008 – Huntington  
December 5, 2008 – South Charleston  
January 23, 2009 – Huntington  
February 20, 2009 – South Charleston  
March 20, 2009 – Huntington  
April 24, 2009 – South Charleston

During the April 2008 meeting, the positions of Chair, Vice Chair, and Secretary will be elected.

Approval of Minutes :

Minutes of the February 22, 2008 meeting were reviewed. Corrections had been made prior to the March meeting; however, several others were added.

Under *Credentialing Committee*, the second to last sentence reads “During March, Psychology and Journalism will be audited.” This was changed to “During March, CITE, Journalism and College of Science will be audited.”

The first words following the 4<sup>th</sup> bullet under *Other Business* read, “WV Learning Commission...” This was changed to “The Higher Learning Commission...”

**Motion #1** to approve the minutes of the February 22, 2008 meeting with appropriate corrections passed.

Graduate Faculty Status Candidates:

The committee reviewed Attachment 1 of the agenda which provided names of faculty approved for Graduate Faculty Membership. No corrections to the list were found to be necessary.

Curriculum Committee (Attachment 2):

1. New Certificate Programs: (1) Reading Specialist, (2) Women’s Studies, and (3) Information Security  
The committee discussed A&S 600 for the Women’s Studies Certificate. Currently, this course is listed in the Graduate Catalogue as a Special Topics class. It was determined that the program should give this course a unique course number designator. The **Motion #2** to **approve the three certificate programs**, with the condition that Women’s Studies submit a new course addition for A&S 600 passed. (NOTE: Afterwards, the contact person on this request, Kat Williams, asked that we just delete A&S 600. DONE.)
2. New areas of emphasis within an existing major: (1) Crime Scene Investigation and (2) Transportation and Infrastructure Engineering. The **Motion #3** to approve (1) Crime Scene Investigation and (2) Transportation and Infrastructure Engineering as new areas of emphasis passed.



3. Changes to Plans of Study: Reading Education and Reading Specialist  
The Council determined it does not need to approve Plans of Study. We do need to approve Plan of Study content changes if any are to be made to descriptions in the Graduate Catalog, but this was not the request.
4. Changes to the name of a major or degree: Physical and Applied Sciences  
The committee was interested in knowing what constitutes the change from a MS in Physical Science to a MS in Physical and Applied Sciences? Will this require new courses? At this time, it does not appear that the nature of the program is changing. In the rationale for this change, it was discussed that the Board of Governors supported the change in title. Dr. Denman will pull the minutes of that particular meeting. This proposed name change has been tabled until the next meeting when more information is available.
5. New course additions: TE 600, FSC 615, MTH 616, FSC 617, CE 618, NUR 620, NUR 621, CE 636, CE 637, CE 638, IS 646, IS 647, CE 650-652, MTH 655, NUR 663, NUR 664, CE 699  
**Motion #4** to approve the above new course additions passed.
6. Change in course title: NUR 622, 624, 626  
A typo was discovered for NUR 624. The new title should be Advanced Family Nursing Practice I, not Advance Family Nursing Practice I.  
**Motion #5** to approve the changes in course titles for the above classes with corrections to NUR 624 passed.
7. Changes in course number: MTH 613, 615, 630, 631, 632, 640, 641, 642, and 643  
**Motion #6** to approve the changes in course numbers for the classes listed above passed.
8. Change in course title and alpha designator: Old PE 673 changed to ESS 673  
Old title was Advanced Sport Marketing. New title is Marketing Management of Sport Industry.  
**Motion #7** to approve the above change in course title passed.
9. Change in course title, content, and description: FSC 607, CE 612, CE 614, CE 615, CE 616, CE 634, CE 635, ENVE 670  
**Motion #8** to approve the changes in course title, content, and description for the classes above passed.
10. Old course deletions: MTH 665  
**Motion #9** to approve the deletion of MTH 665 passed.

Academic Planning, Standards, and Policies Committee:

1. A motion (Attachment 3) was made to amend the words describing the minimum number of thesis hours in the Graduate Catalog to read, "Students graduating with a thesis must register for a cumulative minimum of 3 credit hours of thesis." **Motion #10** to approve this wording passed.
2. Attachment 4 describes changes in the Graduate Catalog verbiage to reflect the requirement of a 3.0 GPA for all coursework counted toward the respective degree and taken after admittance to the student's major degree program. In addition to the changes reflected in Attachment 4, on page 54 of the Graduate Catalog, the sentence, "A graduate student is expected to maintain..." will be changed to, "A graduate student is required to maintain..."

Also in the Graduate Catalog under *Grade Point Average and Other Requirements for Graduations*, the wording will be amended to reflect the above changes. In the sentence, "The requirements for graduation include completion of the program requirements, successful completion of required comprehensive assessments, a graduate Grade Point Average of a least 3.0 both overall and in the approved program of study...," the underlined words will be changed to, "a graduate Grade Point Average of at least 3.0 in coursework to be counted toward the degree and taken after admittance to the student's major degree program..."

**Motion #11** to approve the changes in wording in the Graduate Catalog to those described in Attachment 4 and above passed.

-

Program Review and Assessment Committee:

Dr. Meyer informed the committee that Mary Beth Reynolds has asked program directors and chairs to submit Assessment Day activities to the Office of Assessment.

Credentialing Committee:

**Motion #12** to approve the audit of the School of Journalism passed

**Motion #13** to approve the audit of the College of Science passed

**Motion #14** to table the audit of CITE passed due to a list of inconsistencies that could not be addressed prior to this meeting.

Dr. O'Keefe reminded the committee that nominations for the Outstanding Graduate Advisor Award will close after Spring Break.

Other Business:

**Motion #15** to move into Executive Session passed and the committee discussed the Graduate Faculty status of two deans. **Motion #16** to move out of Executive Session then passed.

**Motion #17** to accept **Graduate** status for Deans Dennison and Templeton was approved.

The meeting adjourned at 2:10 PM.

Respectfully submitted,  
Mary Kathryn Gould  
Substitute Recording Secretary

Final meeting of 2007 – 2008 academic year will be April 25, 2008, South Charleston.

**ATTACHMENT 1  
Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			3/21/2008	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>		
Kovatch, Jeffrey J.	COS	Biological Sciences	Associate	February 2008	February 2011
Mak, Jennifer	CEHS	ESSR	Graduate	February 2008	February 2013
Antonsen, Brian	SOM	Pharmacology, Physiology & Toxicology	Doctoral	March 2008	March 2011
Jackman, Susan	SOM	Biochemistry & Microbiology	Doctoral	March 2008	March 2011
Primerano, Don	SOM	Biochemistry & Microbiology	Doctoral	March 2008	March 2011
Rankin, Gary	SOM	Pharmacology, Physiology & Toxicology	Doctoral	March 2008	March 2011
Valentovic, Monica	SOM	Pharmacology, Physiology & Toxicology	Doctoral	March 2008	March 2011
Wooten, Jessica	COS	Biological Sciences	Associate	March 2008	March 2011
Morillo, Jose Luis	COLA	Modern Languages	Graduate	March 2008	March 2013
DeBruin, Nathaniel M.	Library	Information Technology	Associate	March 2008	March 2011
Dennison, Corley F.	SOJMC	Dean	Graduate	March 2008	March 2013
Templeton, Rosalyn A.	COEHS	Dean	Graduate	March 2008	March 2013

**ATTACHMENT 2  
Curriculum Actions**

**Graduate Curriculum Additions and Changes – March 2008**

**SUMMARY**

- 1. New Certificate Programs (3)**
- 2. New Areas of Emphasis within an Existing Major (2)**
- 3. Changes to Plans of Study (2)**
- 4. Change to Name of a Major or Degree (1)**
- 5. New Course Additions (17)**
- 6. Changes in Course Title (3)**
- 7. Changes in Course Number (9)**
- 8. Changes in Course Title and Alpha Designator (1)**
- 9. Change in Course Title, Content and Description (8)**
- 10. Old Course Deletions (1)**

### Graduate Curriculum Additions and Changes – March 2008

#### 1. NEW CERTIFICATE PROGRAMS (3):

##### Reading Specialist, Women's Studies, Information Security

<b>College:</b>	Graduate School of Education and Professional Development	
<b>Department:</b>	Literacy Education	
<b>Name of Certificate:</b>	Reading Specialist	
<b>Rationale:</b>	The Literacy Education Program serves candidates who already have a Master's Degree and initial teacher licensure, and are in need of advanced credentials in literacy education. The 24-hour Reading Specialist Certificate meets these needs by providing robust foundation and advanced literacy courses, including a clinical experience.	
<b>Curriculum:</b>	Foundation Courses	
	CIRC 636 Developmental	3
	Reading	3
	CIRG 644 Literacy in the Content Areas	3
	CIRG 637 Literacy	3
	Assessment	3
	CIRG 622 The Use of Technology for Literacy Instruction	
	CI 550 Writing in an Integrated Literacy Framework	3
	Advanced Courses	3
	CIRG 623 Reading Instruction for Literacy Facilitators	3
	CIRG 654 Aligning Assessment with Instruction	3
	CIRG 643 Teaching Struggling Readers: A Practicum	24
	Total	
<b>First Term Offered:</b>	Fall 2008	
<b>Credit Hours:</b>	24 – All required	

<b>College:</b>	Information Technology and Engineering	
<b>Department:</b>	Engineering and Computer Science	
<b>Name of Certificate:</b>	Information Security	
<b>Rationale:</b>	Students in a variety of disciplines would like to earn a graduate certificate in information security. Graduates of the TM and IS programs have indicated an interest in returning for a graduate certificate in information security. Evidence of information security coursework is required for many federal and Department of Defense (DoD) funded projects. This certificate would meet the government requirements for certification and continuing education for several security certifications.	
<b>Curriculum:</b>	IS 631 Information Security	
	IS 656 Communications and Network Technologies	
	IS 646 Computer Systems Security	
	IS 647 IT Disaster Planning & Recovery	
	TM 615 IT Strategies	
<b>First Term Offered:</b>	Fall 2008	
<b>Credit Hours:</b>	15 – All required	

Liberal Arts

**College:**

**Department:** Humanities Program

**Name of Certificate:** Women's Studies

**Rationale:** Undergraduate programs in Women's Studies are commonplace in colleges and universities today, and graduate programs are developing to encourage more focused study. Scholarly work on women and gender has influenced all levels of academic discourse. Indeed, one of the most important dimensions of globalization has been the heightened awareness of the importance of women in societal development.

**Curriculum:**

Three Required Courses (9 hours)  
 HST 636: Seminar in Women's History  
 SOC 655: Feminist Social Theory  
 HUMN 680: Independent Research Symposium

Three Elective Courses (9 hours). Chosen from:  
 ART 504: Iconography of Mary  
~~A&S 600: Brush and Pen: Women and the Arts~~ < This must become a permanent course. This needs a new course addition. Approval of this certificate in Women's Studies is conditional upon approval of this new course addition. — ERL Removed this course, here, per Kat Williams, 4/8/08).  
 CJ 506: Race, Ethnicity, and Gender  
 CL 560: Ancient Goddess Religions  
 COUN 616: Domestic Violence  
 COUN 620: Issues in Counseling Women  
 CULS 620: Women, Men and Cultural Change  
 EDF 631: Gender and Education  
 ENG 521: American Literature to 1830  
 HST 517: Nineteenth Century US Women's History  
 HST 518: Twentieth Century US Women's History  
 JMC 555: Women, Minorities, and Media  
 PSC 519: Women and Political Thought  
 PSC 542: Politics of Welfare  
 SOC 555: Sociology of Sex and Gender

**First Term Offered:** Fall 2008

**Credit Hours:** 18

**2. NEW AREAS OF EMPHASIS WITHIN AN EXISTING MAJOR (2):****(1) Crime Scene Investigation; and (2) Transportation and Infrastructure Engineering**

**College:** Medicine  
**Department:** Forensic Science  
**Name of Emphasis:** Crime Scene Investigation

**Area:****Rationale:**

Although the program currently addresses the basics of crime scene investigation, it does not provide the student with a comprehensive body of knowledge to perform the functions of a crime scene investigator. Increasingly, forensic laboratories are requiring that their employees work with crime scene investigators or work a revolving shift in the field requiring them to have a greater knowledge of the practices involved in crime scene investigation. Across the United States, there is a lack of crime scene investigation training at the Master's level. Including this area of emphasis will fill a void in the current curriculum, better prepare our students for employment, and allow our program to be more competitive on a national level.

**Curriculum:**

FSC 606 Crime Scene and Death Investigation	2
FSC 607 Blood Stain Pattern Analysis	3
FSC 615 Advanced Crime Scene Investigation	3
FSC 617 Crime Scene Photography & Documentation	<u>3</u>
Total	11

**First Term Offered:**

Fall 2008

**Credit Hours:**

11 – All required



<b>College:</b>	Information Technology and Engineering	
<b>Department:</b>	Engineering and Computer Science	
<b>Name of Emphasis</b>	Transportation and Infrastructure Engineering	
<b>rea:</b>		
<b>Rationale:</b>	<p>There are a large number of engineers in WV who have a civil engineering undergraduate degree and work in the transportation and infrastructure engineering field, an important field within civil engineering. Many of these are seeking advanced degrees. Marshall University is strategically located to satisfy that need. Marshall University's College of Information Technology and Engineering already has several faculty members with civil engineering degrees. This fact, combined with the Rahall Transportation Institute's focus on transportation-and-infrastructure-engineering-related research, makes a strong case for Marshall to have a Transportation and Infrastructure Engineering area of emphasis within the Master of Science in Engineering degree.</p>	
<b>Curriculum:</b>	Required Courses	
	Any two of the following: CE 612, 614, 616, or 618	6
	Any two of the following: CE 634, 635, 636, or 637	6
	Elective Courses	
	CE 612 Structural Steel Design and Behavior	3
	CE 614 Advanced Reinforced Concrete Structure Design and Behavior	3
	CE 615 Finite Element Applications in Civil Engineering	3
	CE 616 Prestressed Concrete Design	3
	CE 618 Bridge Engineering	3
	CE 634 Traffic Engineering	3
	CE 635 Evaluation of Transportation Systems	3
	CE 636 Transportation Planning	3
	CE 637 Highway Safety Engineering	3
	CE 638 Pavement Design	3
	CE 650-652 Special Topics in Civil Engineering	3
	CE 699 Civil Engineering Research	1
	EM 694 Engineering Law	-6
	ENVE 670 Hydrology and Drainage Control	3
	ES 660 Environmental Law	3
	IS 645 Geographic Information Systems	3
		3
<b>First Term Offered:</b>	Fall 2008	
<b>Credit Hours:</b>	21 (12 required, 9 elective)	

**3. CHANGES TO PLANS OF STUDY (2):----Not considered by the Graduate Council, as the Grad. Council does not approve plans of study**

**Reading Education, Reading Specialist**

**College:** Graduate School of Education and Professional Development  
**Department:** Literacy Education  
**Plan of Study:** Reading Education  
**Rationale:** Reasons are to streamline the documents, updating information available for faculty and student perusal, and to ensure consistency and accuracy of requirements and information about the Literacy Education Program. Changes involve adding various levels of Portfolio Assessments.  
**Curriculum:**

CIRG 636 Developmental Reading	3
CIRG 653 Literacy Acquisition	3
CIRG 644 Literacy in the Content Areas	3
CIRG 637 Literacy Assessment	3
CIRG 622 The Use of Technology for Literacy	3
Instruction	3
CI 550 Writing in an Integrated Literacy Framework	3
CIRG 654 Aligning Assessment with Instruction	3
CIRG 643 Teaching Struggling Readers	3
CIRG 623 Reading Instruction for Literacy Facilitators	3
CIRG 621 Current Issues and Problems in Reading	6
Electives	

**First Term Offered:** Fall 2008  
**Credit Hours:** 36 (30 required, 6 elective)

**College:** Graduate School of Education and Professional Development  
**Department:** Literacy Education  
**Plan of Study:** Reading Specialist  
**Rationale:** Reasons are to streamline the documents, updating information available for faculty and student perusal, and to ensure consistency and accuracy of requirements and information about the Literacy Education Program. Changes involve adding various levels of self and Portfolio Assessments.  
**Curriculum:**

CIRG 636 Developmental Reading	3
CIRG 644 Literacy in the Content Areas	3
CIRG 637 Literacy Assessment	3
CIRG 622 The Use of Technology for Literacy	3
Instruction	3
CI 550 Writing in an Integrated Literacy Framework	3
CIRG 654 Aligning Assessment with Instruction	3
CIRG 643 Teaching Struggling Readers	3
CIRG 623 Reading Instruction for Literacy Facilitators	

**First Term Offered:** Fall 2008  
**Credit Hours:** 24 – All required

**4. CHANGE TO NAME OF A MAJOR OR DEGREE (1):--This request was tabled.**  
**Physical and Applied Sciences**

**College:** Science  
**Department:** Physics and Physical Science  
**Degree Title:** MS in Physical Science  
From: MS in Physical Science  
To: MS in Physical and Applied Sciences

**Rationale:** As part of the recent (2007) 5 year review of the program, a plan to broaden this degree was proposed. This was met with enthusiasm by the Board of Governors. The MS PS is an exciting, interdisciplinary degree that is full of promise. It is general in scope and currently accommodates candidates from Physics, Geology, Integrated Science and Technology, Biology and Chemistry. The degree is the only option for a student wanting to complete a research thesis emphasizing Physics and Geology. It also has a heavy following of 'applied scientists' through its remote sensing/imaging/mapping research options. Students from both Biology and IST are eager to learn practical skills for the workforce. Science students other than those in the MS PS degree program use coursework offered to better prepare them for the workforce. Our efforts in interdisciplinary and applied education and research are expanding and our successes need to be showcased. There is a need to capitalize on these 'applied sciences' and channel research graduate students through one of the existing MS degrees. We believe the name change more accurately reflects the nature of the program, its interdisciplinary approach, and will give both Marshall University and the program a higher profile for recruiting efforts.

**First Term Offered:** Fall 2008  
**Credit Hours:** 32 with thesis or 36 without thesis

**5. NEW COURSE ADDITIONS (17):**

**TE 600, FSC 615, MTH 616, FSC 617, CE 618, NUR 620, NUR 621, CE 636, CE 637, CE 638, IS 646, IS 647, CE 650-652, MTH 655, NUR 663, NUR 664, CE 699**

- College:** Information Technology and Engineering  
**Department:** Engineering and Computer Science  
**Course Number & Title:** TE 600 Orientation to CITE Graduate Study  
**Course Description:** Orientation course covering skills such as technical communication, quantitative reasoning, research methods, ethics and professionalism, team work, and discipline-specific information.  
**Prerequisite:** None  
**First Term Offered:** Summer 2008  
**Credit Hours:** 0
- College:** Medicine  
**Department:** Forensic Science  
**Course Number & Title:** FSC 615 Advanced Crime Scene Investigation  
**Course Description:** This course addresses various areas of crime scene investigation not, or minimally, addressed in the FSC 606 introductory course. Topics include arson, explosives, body excavation, forensic entomology, advanced impression evidence and wound analysis.  
**Prerequisite:** FSC 606  
**First Term Offered:** Fall 2008  
**Credit Hours:** 3
- College:** Science  
**Department:** Math  
**Course Number & Title:** MTH 616 Advanced Differential Equations  
**Course Description:** Differential equations are studied qualitatively. Topics include the existence and uniqueness of solutions and the behavior of solutions including the stability of nonlinear systems, periodic solutions, and approximation using perturbation methods.  
**Prerequisite:** None  
**First Term Offered:** Spring 2009  
**Credit Hours:** 3
- College:** Medicine  
**Department:** Forensic Science  
**Course Number & Title:** FSC 617 Advanced Crime Scene Photography & Documentation  
**Course Description:** This series of lectures and practical exercises introduces the student to sophisticated crime scene documentation techniques including sketching, surveying, photography and crime scene management techniques.  
**Prerequisite:** FSC 606  
**First Term Offered:** Spring 2009  
**Credit Hours:** 3
- College:** Information Technology and Engineering  
**Department:** Engineering and Computer Science  
**Course Number & Title:** CE 618 Bridge Engineering  
**Course Description:** An overview of design of highway bridges, and an introduction to maintenance of highway bridges, including the history of bridge engineering, types, design rules, loads, inspection, rating, preventive

**Prerequisite:** maintenance and aesthetics.  
**First Term Offered:** CE 616 and Advisor approval  
**Credit Hours:** 3

**College:** Health Professions  
**Department:** Nursing  
**Course Number &** NUR 620 Advanced Pathophysiology I

**Title:**

**Course Description:** Advanced knowledge of body systems altered by disease and/or injury. The body systems or diseases studied will include: cell, cardiovascular, pulmonary, digestive, musculoskeletal, neurologic and reproductive across the lifespan.

**Prerequisite:** Permission of instructor  
**First Term Offered:** Fall 2008  
**Credit Hours:** 2

**College:** Health Professions  
**Department:** Nursing  
**Course Number &** NUR 621 Advanced Pathophysiology II

**Title:**

**Course Description:** Advanced knowledge of body systems altered by disease and/or injury including hematologic genes, immunity, cancer, endocrine, renal, urologic, and integumentary across the lifespan.

**Prerequisite:** NUR 620  
**First Term Offered:** Spring 2009  
**Credit Hours:** 2

**College:** Information Technology and Engineering  
**Department:** Engineering and Computer Science  
**Course Number &** CE 636 Transportation Planning

**Title:**

**Course Description:** Techniques used to plan urban transportation systems, data collection, trip generation, trip distribution, mode choice, traffic assignment, modeling, evaluation techniques and travel demand modeling.

**Prerequisite:** None  
**First Term Offered:** Fall 2008  
**Credit Hours:** 3

**College:** Information Technology and Engineering  
**Department:** Engineering and Computer Science  
**Course Number & Title:** CE 637 Highway Safety Engineering  
**Course Description:** Traffic safety studies including crash analysis, control and geometry improvements, hazard and counter measured identification, before-and-after studies, data collection and computer tools for highway safety and traffic evaluation.  
**Prerequisite:** None  
**First Term Offered:** Fall 2008  
**Credit Hours:** 3

**College:** Information Technology and Engineering  
**Department:** Engineering and Computer Science  
**Course Number & Title:** CE 638 Pavement Design  
**Course Description:** Design of highway pavement systems, subgrades, subbases and bases, soil stabilization, flexible and rigid pavements, cost analysis and pavement selection, traffic data collection, drainage, earthwork, pavement evaluation and maintenance.  
**Prerequisite:** None  
**First Term Offered:** Fall 2008  
**Credit Hours:** 3

**College:** Information Technology and Engineering  
**Department:** Engineering and Computer Science  
**Course Number & Title:** IS 646 Computer Systems Security  
**Course Description:** This course is designed to provide the technical and analytical skills to implement computer security. Students review how to manage computer security, current security technologies, and incident response.  
**Prerequisite:** IS 656 and Instructor permission  
**First Term Offered:** Fall 2008  
**Credit Hours:** 3

**College:** Information Technology and Engineering  
**Department:** Engineering and Computer Science  
**Course Number & Title:** IS 647 IT Disaster Planning & Recovery  
**Course Description:** This course provides the skills necessary to manage IT disaster recovery planning. The course focuses on the protection of information. Students will analyze risk, design a plan and explore available technologies.  
**Prerequisite:** Instructor permission  
**First Term Offered:** Fall 2008  
**Credit Hours:** 3

- College:** Information Technology and Engineering  
**Department:** Engineering and Computer Science  
**Course Number & Title:** CE 650-652 Special Topics in Civil Engineering  
**Course Description:** Selected topics of special and current interest to civil engineers.  
**Prerequisite:** Advisor approval  
**First Term Offered:** Fall 2008  
**Credit Hours:** 3
- College:** Science  
**Department:** Math  
**Course Number & Title:** MTH 655 Number Theory  
**Course Description:** A survey of some basic properties of the integers: divisibility (prime numbers, factorization, perfect numbers), congruences (modular arithmetic, linear and quadratic congruences, the Chinese Remainder Theorem), and Diophantine equations.  
**Prerequisite:** None  
**First Term Offered:** Spring 2009  
**Credit Hours:** 3
- College:** Health Professions  
**Department:** Nursing  
**Course Number & Title:** NUR 663 Advanced Pharmacology I  
**Course Description:** Focus on the science of drugs and the application to patient care across the lifespan. Principles of pharmacology covered include infectious diseases, fluids and electrolytes, peripheral nervous and cardiovascular systems.  
**Prerequisite:** Instructor permission  
**First Term Offered:** Fall 2008  
**Credit Hours:** 2
- College:** Health Professions  
**Department:** Nursing  
**Course Number & Title:** NUR 664 Advanced Pharmacology II  
**Course Description:** Focus is on the science of drugs and application to patient care across the lifespan. Drugs affecting the blood, respiratory, gastrointestinal, central nervous and endocrine systems. Anti-inflammatory, anti-allergic and immunologic drugs.  
**Prerequisite:** NUR 663  
**First Term Offered:** Spring 2009  
**Credit Hours:** 2
- College:** Information Technology and Engineering  
**Department:** Engineering and Computer Science  
**Course Number & Title:** CE 699 Civil Engineering Research  
**Course Description:** Directed research in fields of study relevant to civil engineering including transportation, structural analysis, environmental engineering and engineering management. A limit of six semester hours credit may be applied toward the MSE degree with permission of the student's advisor.

**Prerequisite:** Advisor approval  
**First Term Offered:** Fall 2008  
**Credit Hours:** 1-6

**6. CHANGE IN COURSE TITLE (3):**  
**NUR 622, NUR 624, NUR 626**

**College:** Health Professions  
**Department:** Nursing  
**Course Number:** NUR 622  
**New Title:** Advanced Physical Assessment  
**Old Title:** Advanced Family Nursing I  
**Rationale:** New course title better reflects course content and it clearly defines where physical assessment falls in our curriculum. Many state boards write and inquire where physical assessment is placed in our curriculum.

**College:** Health Professions  
**Department:** Nursing  
**Course Number:** NUR 624  
**New Title:** Advanced Family Nursing Practice I  
**Old Title:** Advanced Family Nursing II  
**Rationale:** Need to change course title to be consistent with changes in NUR 622 physical assessment title.

**College:** Health Professions  
**Department:** Nursing  
**Course Number:** NUR 626  
**New Title:** Advanced Family Nursing Practice II  
**Old Title:** Advanced Family Nursing III  
**Rationale:** Need to change course title due to change in NUR 622 and title change in NUR 624.



**7. CHANGE IN COURSE NUMBER (9):**

**MTH 613, MTH 615, MTH 630, MTH 631, MTH 632, MTH 640, MTH 641, MTH 642,  
MTH 643**

**College:** Science  
**Department:** Math  
**Course Number & Title:** MTH 613 Mathematical Modeling  
**New Number:** 613  
**Old Number:** 511  
**Rationale:** The mathematics MA program requires students to pass 11 courses with at least 6 at the 600-level. We currently require students to complete 6 500-level courses (MTH 527, 528, 545, 546, 550, and 552, or their equivalents). These requirements make the majority of our 500-level courses inaccessible to our students. We therefore propose to change this course from the 500-level to the 600-level. (The number 611 is not available).

**College:** Science  
**Department:** Math  
**Course Number & Title:** MTH 615 Partial Differential Equations  
**New Number:** 615  
**Old Number:** 515  
**Rationale:** The mathematics MA program requires students to pass 11 courses with at least 6 at the 600-level. We currently require students to complete 6 500-level courses (MTH 527, 528, 545, 546, 550, and 552, or their equivalents). These requirements make the majority of our 500-level courses inaccessible to our students. We therefore propose to change this course from the 500-level to the 600-level.

**College:** Science  
**Department:** Math  
**Course Number & Title:** MTH 630 Topology I  
**New Number:** 630  
**Old Number:** 530  
**Rationale:** The mathematics MA program requires students to pass 11 courses with at least 6 at the 600-level. We currently require students to complete 6 500-level courses (MTH 527, 528, 545, 546, 550, and 552, or their equivalents). These requirements make the majority of our 500-level courses inaccessible to our students. We therefore propose to change this course from the 500-level to the 600-level. (This reverts back to the historical MTH 630).

**College:** Science  
**Department:** Math  
**Course Number & Title:** MTH 631 Topology II  
**New Number:** 631  
**Old Number:** 531  
**Rationale:** The mathematics MA program requires students to pass 11 courses with at least 6 at the 600-level. We currently require students to complete 6 500-level courses (MTH 527, 528, 545, 546, 550, and 552, or their equivalents). These requirements make the majority of our 500-level courses inaccessible to our students. We therefore propose to change this course from the 500-level to the 600-level. (This reverts back to the historical MTH 631).

**College:** Science  
**Department:** Math  
**Course Number & Title:** MTH 632 Advanced Topology  
**New Number:** 632  
**Old Number:** 630  
**Rationale:** The proposed numbering of MTH 530 and MTH 531 to MTH 630 and MTH 631, respectively, requires renumbering the existing MTH 630. We propose to use the next number of the sequence, MTH 632, as this follows the prerequisite order.

**College:** Science  
**Department:** Math  
**Course Number & Title:** MTH 640 Complex Variables I  
**New Number:** 640  
**Old Number:** 560  
**Rationale:** The mathematics MA program requires students to pass 11 courses with at least 6 at the 600-level. We currently require students to complete 6 500-level courses (MTH 527, 528, 545, 546, 550, and 552, or their equivalents). These requirements make the majority of our 500-level courses inaccessible to our students. We therefore propose to change this course from the 500-level to the 600-level. (This reverts back to the historical MTH 640; the current MTH 640 will effectively be deleted).

**College:** Science  
**Department:** Math  
**Course Number & Title:** MTH 641 Complex Variables II  
**New Number:** 641  
**Old Number:** 561  
**Rationale:** The mathematics MA program requires students to pass 11 courses with at least 6 at the 600-level. We currently require students to complete 6 500-level courses (MTH 527, 528, 545, 546, 550, and 552, or their equivalents). These requirements make the majority of our 500-level courses inaccessible to our students. We therefore propose to change this course from the 500-level to the 600-level. (This reverts back to the historical MTH 641).

**College:** Science  
**Department:** Math  
**Course Number & Title:** MTH 642 Numerical Linear Algebra  
**New Number:** 642  
**Old Number:** 542  
**Rationale:** The mathematics MA program requires students to pass 11 courses with at least 6 at the 600-level. We currently require students to complete 6 500-level courses (MTH 527, 528, 545, 546, 550, and 552, or their equivalents). These requirements make the majority of our 500-level

courses inaccessible to our students. We therefore propose to change this course from the 500-level to the 600-level.

<b>College:</b>	Science
<b>Department:</b>	Math
<b>Course Number &amp; Title:</b>	MTH 643 Numerical Analysis
<b>New Number:</b>	643
<b>Old Number:</b>	543
<b>Rationale:</b>	The mathematics MA program requires students to pass 11 courses with at least 6 at the 600-level. We currently require students to complete 6 500-level courses (MTH 527, 528, 545, 546, 550, and 552, or their equivalents). These requirements make the majority of our 500-level courses inaccessible to our students. We therefore propose to change this course from the 500-level to the 600-level.

**8. CHANGE IN COURSE TITLE AND ALPHA DESIGNATOR (1):  
PE 675**

<b>College:</b>	Education and Human Services
<b>Department:</b>	Exercise Science, Sport and Recreation
<b>Course Number &amp; Title:</b>	PE 675 Marketing Management of Sport Industry
<b>New Title:</b>	Marketing Management of Sport Industry
<b>Old Title:</b>	Advanced Sport Marketing
<b>Rationale:</b>	Better reflects current trends in the industry.
<b>New Alpha Designator:</b>	ESS
<b>Old Alpha Designator:</b>	PE
<b>Rationale:</b>	To match all the other courses in the division. There is no PE Alpha designator at this time. This course was missed when the bulk of the changes were originally sent through.

**9. CHANE IN COURSE TITLE, CONTENT AND DESCRIPTION (8):**  
**FSC 607, CE 612, CE 614, CE 615, CE 616, CE 634, CE 635, ENVE 670**

<b>College:</b>	Medicine
<b>Department:</b>	Forensic Science
<b>Course Number &amp; Title:</b>	FSC 607 Blood Stain Pattern Analysis
<b>New Course Description/Content:</b>	A comprehensive course covering bloodstain pattern analysis, bullet trajectory, courtroom testimony, and report writing. This course is taught as a combination of lectures, laboratories, and practical exercises.
<b>Old Course Description/Content:</b>	This course is designed to take the basic knowledge and ability learned in FSC 606 and apply it to more technical and advanced aspects of crime scene investigation.
<b>Rationale:</b>	Crime scene investigators need better training. This revised course better prepares students for employment.
<b>New Title:</b>	Blood Stain Pattern Analysis
<b>Old Title:</b>	Advanced Crime Scene Investigation
<b>Rationale:</b>	Need for a specific course in analyzing blood stain patterns.
<b>College:</b>	Information Technology and Engineering
<b>Department:</b>	Engineering and Computer Science
<b>Course Number &amp; Title:</b>	CE 612 Structural Steel Design and Behavior
<b>New Course Description/Content:</b>	Principles and methodologies for conceptual and detailed design of steel structures emphasizing LRFD. Topics include behavior and design of hot-rolled/cold-formed steel, connections, members, frames, plate girders, and advanced analysis techniques.
<b>Old Course Description/Content:</b>	Selected topics in the design steel structures.
<b>Rationale:</b>	To better describe course contents
<b>New Title:</b>	Structural Steel Design and Behavior
<b>Old Title:</b>	Advanced Steel Design
<b>Rationale:</b>	To better describe course content.
<b>College:</b>	Information Technology and Engineering
<b>Department:</b>	Engineering and Computer Science
<b>Course Number &amp; Title:</b>	CE 614 Advanced Reinforced Concrete Structure Design and Behavior
<b>New Course Description/Content:</b>	Background of modern reinforced concrete design procedures. Comparison of standard design codes. Review of research on behavior of reinforced concrete structures and projection of future changes in design and construction practices.
<b>Old Course Description/Content:</b>	Special problems in reinforced concrete design.
<b>Rationale:</b>	To better describe course contents.
<b>New Title:</b>	Advanced Reinforced Concrete Structure Design and Behavior
<b>Old Title:</b>	Advanced Reinforced Concrete Design
<b>Rationale:</b>	To better describe course content.

**College:** Information Technology and Engineering  
**Department:** Engineering and Computer Science  
**Course Number & Title:** CE 615 Finite Element Applications in Civil Engineering  
**New Course** FEM theory and basic analysis steps. Structures and elements:  
**Description/Content:** trusses, beams, frames and thin-walled. Two dimensional, three dimensional, and axi-symmetric solids, static and dynamic problems, pre-post processing, data interpretation, and advanced modeling techniques.  
**Old Course** Use of matrices in the analysis of trusses and rigid frames.  
**Description/Content:** Redundant force and displacement methods. Applications of multi-span gable frames. Space trusses and multi-story building frames.  
**Rationale:** To better describe course content.  
**New Title:** Finite Element Applications in Civil Engineering  
**Old Title:** Matrix Methods of Structural Analysis  
**Rationale:** To better describe course content.

**College:** Information Technology and Engineering  
**Department:** Engineering and Computer Science  
**Course Number & Title:** CE 616 Prestressed Concrete Design  
**New Course** Design of prestressed concrete structures, methods and losses.  
**Description/Content:** Design for flexure, shear torsion, camber, deflections, continuity, connections, fire rating, and review of research and projection to changes in construction practices.  
**Old Course** Principles of prestressed concrete with applications to structural  
**Description/Content:** design.  
**Rationale:** To better describe course content and the latest design codes.  
**New Title:** Prestressed Concrete Design  
**Old Title:** Prestressed Concrete  
**Rationale:** To better describe course content.

**College:** Information Technology and Engineering  
**Department:** Engineering and Computer Science  
**Course Number & Title:** CE 634 Traffic Engineering  
**New Course** Design and application of signs, markings and signals. Timing of  
**Description/Content:** isolated and interconnected signals, speed regulation, one-way streets, capacity and analysis of highway facilities.  
**Old Course**  
**Description/Content:** Unavailable  
**Rationale:** Change in course content.  
**New Title:** Traffic Engineering  
**Old Title:** Highway Planning and Economics  
**Rationale:** Is more in line with objectives of MSE degree program and the current needs of graduates.

**College:** Information Technology and Engineering  
**Department:** Engineering and Computer Science  
**Course Number & Title:** CE 635 Evaluation of Transportation Systems  
**New Course** Concepts of transportation economic analysis, transportation costs  
**Description/Content:** and benefits, needs studies, finance and taxation, methods of evaluation of plans and projects and environmental impact assessment.

**Old Course**  
**Description/Content:** Unavailable.  
**Rationale:** Change in course content.  
**New Title:** Evaluation of Transportation Systems  
**Old Title:** Transportation Systems  
**Rationale:** More accurately describes course content.

**College:** Information Technology and Engineering  
**Department:** Engineering and Computer Science  
**Course Number & Title:** ENVE 670 Hydrology and Drainage Control  
**New Course** The course provides an introduction to practical applications of  
**Description/Content:** hydrology and sedimentology including precipitation, infiltration, quantification of runoff, flow modeling, soil erosion, sediment transport, basic highway drainage concepts and design of channels and other control structures.

**Old Course**  
**Description/Content:** The goal of this course is to develop an understanding of watershed processes including precipitation, generation of runoff, infiltration, stream flow, soil erosion, sediment transport and deposition, and fluvial geomorphology.

**Rationale:** Increased emphasis on practical applications and highway drainage design is being added to make the course more useful to students in a proposed new area of emphasis in Transportation and Infrastructure Engineering while still providing needed information and value to students in the environmental engineering area of emphasis. The proposed course covers topics that are commonly contained as part of graduate programs in civil engineering and transportation engineering.

**New Title:** Hydrology and Drainage Control  
**Old Title:** Hydrology and Sedimentology  
**Rationale:** Course title change to reflect revised course content.

#### 10. OLD COURSE DELETIONS (1): MTH 665

**College:** Science  
**Department:** Math  
**Course Number & Title:** MTH 665 Organization Mathematics

**Title:**  
**Rationale:** This course has not been offered in many years. We have no plans to offer it in the future. It was Dr. Lancaster's course and he has retired.

**ATTACHMENT 3**  
**Motion Regarding Minimum Number of Thesis Hours**

The following wording is to be added to the Graduate Catalog:

**“Students graduating with a thesis must register for a cumulative minimum of 3 credit hours of thesis.”**

\* \* \* \* \*

**ATTACHMENT 4**  
**Graduation Requirements: Motion Regarding Graduate GPA for Graduate Degrees at Marshall University; See 2008 Spring edition of the Graduate Catalog, pages 54-55**

**Page 54:**

***Old language:***

**General Requirements for Master’s Degree**

“Only grades of A, B, C, CR, or S are acceptable in fulfilling graduate degree requirements on any Plan of Study. Particular programs may require higher performance than C in certain courses. All courses for which grades (quality points) are given shall be used in computing the Grade Point Average (GPA). A graduate student is expected to maintain a minimum cumulative GPA of 3.0. If, upon the completion of 12 hours or thereafter, a degree student’s GPA is less than 3.0, the student may be subject to dismissal from the program.

Master’s degree students must complete a minimum of 30 hours of graduate coursework. For programs requiring a thesis, a maximum credit of 6 hours may be granted for the thesis toward the total degree credits, except in chemistry and biological sciences, where 12 hours are required. Individual programs may require more than the 30-hour minimum requirement, so students must consult individual program degree requirements.

***New language:***

**General Requirements for Master’s Degree**

Only grades of A, B, C, CR, or S are acceptable in fulfilling graduate degree requirements on any Plan of Study. Particular programs may require higher performance than C in certain courses. All ~~courses~~ **coursework to be counted toward the degree and taken after admittance to the student’s major degree program**, for which grades (quality points) are given, shall be used in computing the Grade Point Average (GPA). A graduate student is ~~expected~~ **required** to maintain a minimum cumulative GPA of 3.0 **for this coursework**. If, upon the completion of 12 hours or thereafter, a degree student’s GPA is less than 3.0, the student may be subject to dismissal from the program.

Master’s degree students must complete a minimum of 30 hours of graduate coursework. For programs requiring a thesis, **a minimum of 3 and** a maximum credit of 6 hours may be granted for the thesis toward the total degree credits, except in chemistry and biological sciences, where 12 hours are required. Individual programs may require more than the 30-hour minimum requirement, so students must consult individual program degree requirements.

**Page 55:**

***Old language:***

**GRADE POINT AVERAGE AND OTHER REQUIREMENTS FOR GRADUATION**

“The Grade Point Average (GPA) is computed on all graduate coursework taken at Marshall University with the exception of outdated course work and courses with *W*, *PR*, *NC*, *CR*, *S*, or *U*. The grade of *I* is computed as an *F* in determining qualifications for graduation.

“To receive a master’s or Ed.S. degree, students must have a GPA of not less than 3.0 (*B*) in all current work completed at Marshall University. (See Time Limitations for outdated coursework.) In addition, the student must have at least a 3.0 in the major or in CORE courses of an interdisciplinary program. All grades of C or less are counted in computing averages, but no more than six hours of C and no grades below C may be applied toward a master’s or Ed.S. degree. Up to six hours of CR or S grades may be included within a degree program but they will not affect the GPA. The requirements for graduation include completion of the program requirements, successful completion of required comprehensive assessments, a graduate Grade Point Average of at least 3.0 both overall and in the approved

program of study, and satisfactory fulfillment of other academic requirements as may be established by the various program faculties.”

***New language:***

**GRADE POINT AVERAGE AND OTHER REQUIREMENTS FOR GRADUATION**

“The Grade Point Average (GPA) is computed on all graduate coursework taken at Marshall University **within the past seven years, or older if re-validated (See Time Limitations for outdated coursework)**, with the exception of ~~outdated course work~~ and courses with *W*, *PR*, *NC*, *CR*, *S*, or *U*. The grade of *I* is computed as an *F* in determining qualifications for graduation.

“To receive a ~~master’s or Ed.S.~~ **graduate** degree, students must have a GPA of not less than 3.0 (*B*) in all **coursework to be counted toward the degree and in all graduate coursework taken after admittance to the student’s major degree program** ~~current work completed at Marshall University~~. (See Time Limitations for outdated coursework.) In addition, the student must have at least a 3.0 in the major or in CORE courses of an interdisciplinary program. All grades of C or less are counted in computing averages, but no more than six hours of C and no grades below C may be applied toward a master’s or Ed.S. degree. Up to six hours of CR or S grades may be included within a degree program but they will not affect the GPA. The requirements for graduation include completion of the program requirements, successful completion of required comprehensive assessments, a graduate Grade Point Average of at least 3.0 ~~both overall and in the approved program of study~~ **in all coursework to be counted toward the degree and taken after admittance to the student’s major degree program**, and satisfactory fulfillment of other academic requirements as may be established by the various program faculties.”



**Return to:** [Minutes and Records](#) [Graduate Council](#) [Marshall University](#)

**MARSHALL UNIVERSITY GRADUATE COUNCIL MINUTES**  
**April 25, 2008**  
**South Charleston, GC 135**

**Members Present:** Mangiarua, Fincham, Cunningham, O'Keefe, Meyer, Sikula, Gould, Swindell, Sturgill, Larsen, Seymour.

**Members Absent:** Ellis, Pauley, Fet, Childress, Lawson, Stickler

**New Members (term 2008-2012) Present:** Michael Sullivan (South Charleston, at large), Tracy Christofero (South Charleston, At Large), Wendy Trzyna (COS), Deanna Mader (COB), Carl Gruetter (SOM).

**Ex-Officio Members Present:** Deutsch, Denman

**Ex-Officio Members Absent:** Maher

Larsen convened the meeting at 1:00 PM.

Introduction of New Members: Larsen introduced members who will be joining the council for the 2008-09 term. He also acknowledged two members who will be leaving the council after serving nine years – Mike Cunningham and Victor Fet.

Approval of Minutes: Minutes for the March 21 meeting were approved as distributed.

Graduate Faculty Membership (Attachment 1): Larsen made two additions to Graduate Faculty membership list distributed earlier – Clayton Brooks (COS – 2008-2013) and Clair Roudebush (CITE/Safety Technology – 2008-213). The council approved the list be forwarded to the president.

Curriculum Committee (Attachment 2): Sikula presented 42 requests for action. He reported that all questions and problems with these requests had been resolved.

The Council raised a question about request for new certificate program in Applied Linguistics. Would there be duplication between this program and the existing ESL certification program? The existing ESL program is an endorsement on initial teaching licensure. The new program doesn't require teaching licensure. Students could enroll in the linguistics program and they might think that would lead to teaching certification. Larsen asked Meyer to draft a statement that the Applied Linguistics certificate does not result in teaching certification. The motion for the addition of the certificate program was passed on condition of the addition of this statement to the program description. The statement is: "Completion of this program does not meet the requirements for teacher licensure." [After the meeting, Dr. Bob Hong approved this change—ERL]

There was discussion of JMC 575 Documentary Journalism because no clear difference with JMC 475. This course was not approved.

Changes in degree requirements for MA/MS in Geography were discussed because there seem to be two courses with the same content (GEO 521 Concepts & Methods and GEO 619 Seminar: Concepts & Methods). The department needs to request change in course number for GEO 619, if this is to be a required course. The department also needs to submit a course deletion form for GEO 521. Additionally, it is not clear what is the difference between the MA and MS. This motion was tabled and returned to the department for clarification and the actions noted.

Changes in course titles by English Department. Although all courses are at the 500-level, they are not requesting addition of courses but only changes in titles. Several departments are resisting the requirement to move to 600-level courses.

With the exception discussed above (approval of JMC 575 and MA/MS in GEO), all curriculum requests were approved.

Academic Planning, Standards and Policy Committee: Change in Graduate Catalog language for M.S.E. degree (Attachment 3) had been discussed previously and was approved.

Change in graduate catalog language for Forensic Science's "Crime Scene Area of Emphasis" (Attachment 5) was approved.

Council was asked to reconsider request for addition of minor in Geography (Attachment 5). It had been rejected earlier because of large number of 500-level courses. But the department argued that this is a minor of only six hours, and that the 600-level rule applies to majors rather than minors. Students could pick up 600-level courses in other areas to reach the 50% 600-level requirement. The minor was approved by the Council.

Program Review & Assessment Committee: Meyer presented the schedule for 2009-2010 program reviews (Attachment 6). The schedule was approved.

There is an uneven distribution of programs for review, with some years having significantly more programs to review than others. This is due to the high number of programs in Education. Denman said the Higher Education Policy Commission determines the schedule for program review. She will ask if we can vary from the state schedule so that each year has a relatively consistent number of programs for review.

"Identification of the Program Resource Development" (Attachment 7). This clarification of resource development requirement in program reviews is needed because many programs use this to ask for more faculty. Approved.

Credentialing Committee: O'Keefe reported approval of faculty credentials audit for CITE. Graduate Advising Awards went to Tom Hankins and Tom Pauley. This includes a \$1,000 award from the Marshall University Foundation. Deutsch will present awards at the Faculty Senate meeting and will look into have award plaques mounted in library.

Other Business: Clarification of catalog language regarding GPA for graduate degrees (Attachment 8) was approved with some changes. The words "in a graduate degree" were added into the new language in the third line under "General Requirements for Master's Degree" for p. 54 of the Graduate Catalog, in Attachment 8. "Master's or Ed.S. degree" was changed to "graduate degree" on page 55. Sentence beginning "Up to six hours of CR or S..." was struck, on p. 55. See Attachment 8 for all changes from the March 21 and today's meeting of the Graduate Council.

Request for degree name change submitted by COS – change from MS in Physical Science to MS in Physical and Applied Science – was discussed. This had been tabled from the March 21, 2008, Graduate Council meeting. The College of Information Technology and Engineering (CITE) had concerns, as most of what that college does is in fact "applied science." However, CITE said the following: "*As areas of emphasis are developed, CITE looks forward to an opportunity to collaborate with the COS, as well as other units of the university, to help identify ways to avoid unnecessary duplication and offer the strengths that each college possesses to students enrolled in these programs. It would be wise to seek input from prospective employers to help insure that the program meets the needs of regional businesses and industries.*" The request for the name change was approved.

Larsen and Cunningham feel catalog language for Credit by Examination (Attachment 9) should be discussed due to recent events at WVU. Deutsch agreed that we may need to strengthen our procedures in this area. Academic Planning, Standards and Policies Committee could be asked to consider how to strengthen the policy. After further discussion, the Graduate Council approved the action to delete the Credit-by-Examination language from the Graduate Catalog (currently on p. 55 of the M.U. Graduate Catalog).

Elections of officers for 2008-2010 by members of the Council serving starting fall 2008:

- Chair – Eldon Larsen
- Vice Chair – Stephen Lawson
- Secretary – Celene Seymour

Meeting was adjourned at 3:00 PM

**NOTE: Future Council Meetings (PLEASE RESERVE THESE DATES NOW).**

**2008-2009 Academic Year future meetings. Draft—Please check these dates now!**

- August 29, 2008 – Huntington
- September 26, 2008 – South Charleston
- October 31, 2008 – Huntington
- December 5, 2008 – South Charleston
- January 23, 2009 – Huntington
- February 20, 2009 – South Charleston
- March 20, 2009 – Huntington
- April 24, 2009 – South Charleston

**ATTACHMENT 1  
Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			4/25/2008	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>		
Silver, Judy	COS	Mathematics	Graduate	March 2008	March 2013
DeBruin, Nathaniel	COLA	Library	Associate	April 2008	April 2011
Norton, Michael	SOM	Pharmacology, Physiology & Toxicology	Doctoral	April 2008	April 2011
Richardson, Laura	SOM	Anatomy & Pathology	Doctoral	April 2008	April 2011
Trzyna, Wendy	SOM	Biochemistry & Microbiology	Doctoral	April 2008	April 2011
Dasgupta, Piyali	SOM	Pharmacology, Physiology & Toxicology	Doctoral	April 2008	April 2011
Handler, Jerome	COLA	History	Associate	April 2008	April 2011
Brooks, Clayton	COS	Mathematics	Graduate	April 2008	April 2013
Roudebush, Claire	CITE	Environmental Sci./Safety Tech.	Graduate	April 2008	April 2013

**ATTACHMENT 2**  
**Curriculum Committee Motions**

**Graduate Curriculum Additions and Changes – April 2008**

**SUMMARY**

- 1. New Certificate Programs (1)**
- 2. New Course Additions (12)**
- 3. Changes in Course Titles (11)**
- 4. Changes in Course Numbers (1)**
- 5. Changes in Course Descriptions (3)**
- 6. Changes in Course Titles and Descriptions (1)**
- 7. Old Course Deletions (10)**

### Graduate Curriculum Additions and Changes – April 2008

#### 1. NEW CERTIFICATE PROGRAMS (1):

##### Applied Linguistics

<b>College:</b>	Liberal Arts
<b>Department:</b>	English
<b>Name of Certificate:</b>	Applied Linguistics
<b>Rationale:</b>	As the English department has seen an increase in the number of students (both L1 English and ESL) wanting to get a degree in Applied Linguistics, we are proposing a Graduate Certificate Program in Applied Linguistics to be housed in the English Department. Historically, the supply of ESL teachers has been much less than the demand, and this is an area of study attractive not only to interested L1 students but to many ESL students as well.
<b>Curriculum:</b>	ENG 615 Teaching English and Applied Linguistics, 3 credit hours ENG 622 Language Development, 3 credit hours ENG 627 Text Analysis, 3 credit hours ENG 633 Research Methods in Applied Linguistics, 3 credit hours ENG 638 Language, Text, and Context, 3 credit hours
<b>First Term Offered:</b>	Fall 2008
<b>Credit Hours:</b>	15 – All required

#### 2. NEW COURSE ADDITIONS (12):

PHY 600, PHY 608, PHY 610, ENG 615, PHY 620, MPNA 621, PMC 622, PHY 625, FSC 627, MCB 631, MCB 632, ENG 633

<b>College:</b>	Science
<b>Department:</b>	Physics and Physical Science
<b>Course Number &amp; Title:</b>	PHY 600 Electricity and Magnetism I
<b>Course Description:</b>	A study of electrostatics and associated boundary-value problems, electric multipoles and macroscopic media, dielectrics, magnetostatics, time-varying fields, Maxwell equations and conservation laws, plane electromagnetic waves and wave propagation.
<b>Prerequisite:</b>	None
<b>First Term Offered:</b>	Spring 2009
<b>Credit Hours:</b>	3
<b>College:</b>	Science
<b>Department:</b>	Physics and Physical Science
<b>Course Number &amp; Title:</b>	PHY 608 Statistical Mechanics

**Course Description:** The course introduces thermodynamics and statistical mechanics to graduate students of physics and other science and engineering disciplines as two complimentary approaches to study physical properties of systems in equilibrium.

**Prerequisite:** Permission of instructor

**First Term Offered:** Spring 2009

**Credit Hours:** 3

**College:** Science

**Department:** Physics and Physical Science

**Course Number & Title:** PHY 610 Special and General Relativity

**Course Description:** General relativity, the classical theory of one of the four fundamental forces, is not a standard course offer. This course of Special and General Relativity intends to fill this gap by introducing the key concepts that lead to a revolution in our understanding of space and time. The students will learn about spacetime curvature, metrics, geodesics, black holes, gravitational waves and cosmology.

**Prerequisite:** Permission of instructor

**First Term Offered:** Spring 2009

**Credit Hours:** 3

**College:** Liberal Arts

**Department:** English

**Course Number & Title:** ENG 615 Teaching English and Applied Linguistics

**Course Description:** This course aims at teaching English for academic purposes, ranging from teaching language skills to pragmatics to cultural understanding in relation to theories of language and language learning.

**Prerequisite:** ENG 575 and ENG 576

**First Term Offered:** Fall 2008

**Credit Hours:** 3

**College:** Science

**Department:** Physics and Physical Science

**Course Number & Title:** PHY 620 Modern Astrophysics I

**Course Description:** Modern astrophysics is firmly grounded in the fundamental principles of physics and will offer students the opportunity to use the physics they have learned in understanding the nature of the universe. This course provides a graduate-level introduction to astrophysics, focusing on stellar structure and evolution.

**Prerequisite:** Permission of instructor

**First Term Offered:** Spring 2009

**Credit Hours:** 3

**College:** Medicine  
**Department:** Pharmacology, Physiology and Toxicology  
**Course Number &** PMC 621 Medical Pharmacology I

**Title:**

**Course Description:** This course will encompass the core pharmacology concepts as well as drugs used in the treatment of infectious diseases, cancer, hematological matters, nervous system agents and cardiovascular drugs.

**Prerequisite:** BMS 600 or equivalent; PHS 629 desirable

**First Term Offered:** Fall 2008

**Credit Hours:** 6

**College:** Medicine  
**Department:** Pharmacology, Physiology and Toxicology  
**Course Number &** PMC 622 Medical Pharmacology II

**Title:**

**Course Description:** This course will encompass the core pharmacology concepts as well as drugs used in the treatment of pulmonary, gastrointestinal, endocrine, renal and musculoskeletal diseases, drugs specific for men's and women's health, dermatological agents and toxicology.

**Prerequisite:** BMS 600 or equivalent; PHS 629 desirable

**First Term Offered:** Fall 2008

**Credit Hours:** 2

**College:** Science  
**Department:** Physics and Physical Science  
**Course Number &** PHY 625 Condensed Matter Physics

**Title:**

**Course Description:** This course studies complex phenomena that occur in solids and quantum liquids, and exposes the students to some theoretical tools used to describe the basic interactions behind these phenomena.

**Prerequisite:** Permission of instructor

**First Term Offered:** Spring 2009

**Credit Hours:** 3

**College:** Medicine  
**Department:** Forensic Science  
**Course Number &** FSC 627 Human Genetics

**Title:**

**Course Description:** Human Genetics serves as an introduction to the study of heritable traits in humans and their molecular basis; basic genetic principles, statistics, and probability; population database analysis; principles of population genetics and laws of Mendelian genetics as they relate to human identification; application of paternity testing and identification of human remains; use of single nucleotide polymorphisms (SNPs) and mtDNA profiling in forensic applications.

**Prerequisite:** FSC 624  
**First Term Offered:** Spring 2009  
**Credit Hours:** 3

**College:** Medicine  
**Department:** Biochemistry and Microbiology  
**Course Number &** MCB 631 Medical Microbiology I

**Title:**

**Course Description:** This course will present the major aspects of the field of microbiology with emphasis on selected pathogenic organisms.

**Prerequisite:** BMS 600 or equivalent  
**First Term Offered:** Fall 2008  
**Credit Hours:** 3

**College:** Medicine  
**Department:** Biochemistry and Microbiology  
**Course Number &** MCB 632 Medical Microbiology II

**Title:**

**Course Description:** This course will present a continuation of the major aspects of the field of medical microbiology with emphasis on the major pathogenic organisms.

**Prerequisite:** BMS 600 and MCB 631  
**First Term Offered:** Fall 2008  
**Credit Hours:** 3

**College:** Liberal Arts  
**Department:** English  
**Course Number &** ENG 633 Research Methods in Applied Linguistics

**Title:**

**Course Description:** To inform students of various approaches to research in applied linguistics. To equip students with the critical skills to evaluate research with the end result of conducting their own research.

**Prerequisite:** ENG 575 and ENG 576  
**First Term Offered:** Spring 2009



**Credit Hours:** 3

**3. CHANGES IN COURSE TITLES (11): ENG 513, ENG 514, ENG 517, ENG 533, ENG 534, ENG 536, ENG 547, BSC 717, BSC 718, BSC 719, NUR 741**

**College:** Liberal Arts  
**Department:** English  
**Course Number:** ENG 513  
**New Title:** British Novel to 1800  
**Old Title:** English Novel to 1800  
**Rationale:** Change in title more accurately reflects course content, as the designator "English" does not encompass authors from other parts of the United Kingdom or from other Anglophone countries.

**College:** Liberal Arts  
**Department:** English  
**Course Number:** ENG 514  
**New Title:** Nineteenth-Century British Novel  
**Old Title:** Nineteenth-Century English Novel  
**Rationale:** Change in title more accurately reflects course content, as the designator "English" does not encompass authors from other parts of the United Kingdom or from other Anglophone countries.

**College:** Liberal Arts  
**Department:** English  
**Course Number:** ENG 517  
**New Title:** British Drama to 1642  
**Old Title:** English Drama to 1642  
**Rationale:** Change in title more accurately reflects course content, as the designator "English" does not encompass authors from other parts of the United Kingdom or from other Anglophone countries.

**College:** Liberal Arts  
**Department:** English  
**Course Number:** ENG 533  
**New Title:** Twentieth-Century British and Irish Poetry  
**Old Title:** Contemporary English Poetry  
**Rationale:** Change in title more accurately reflects course content, as the designation "English" does not encompass authors from other parts of the United Kingdom or from other Anglophone countries. In addition, the old term "contemporary" does not accurately convey the content of the class and its description. The change to "20<sup>th</sup> C" simply brings the course title up to date. We are adding "Irish" to the course title to reflect a number of authors traditionally covered in this course, like W. B. Yeats and Seamus Heaney, who are Irish writers.

**College:** Liberal Arts  
**Department:** English  
**Course Number:** ENG 534  
**New Title:** Twentieth-Century American Poetry  
**Old Title:** Contemporary American Poetry  
**Rationale:** The old term "contemporary" does not accurately convey the content of the class and its description. The change to "20<sup>th</sup> C" simply brings the course title up to date and also mirrors the change being made to the sister course English 533.

**College:** Liberal Arts  
**Department:** English  
**Course Number:** ENG 536  
**New Title:** Medieval British Literature  
**Old Title:** Medieval English Literature  
**Rationale:** Change in title more accurately reflects course content, as the designation "English" does not encompass authors from other parts of the United Kingdom or from other Anglophone countries.

**College:** Liberal Arts  
**Department:** English  
**Course Number:** ENG 547  
**New Title:** British Romantic Poets  
**Old Title:** English Romantic Poets  
**Rationale:** Change in title more accurately reflects course content, as the designation "English" does not encompass authors from other parts of the United Kingdom or from other Anglophone countries.

**College:** Science  
**Department:** Biological Sciences  
**Course Number:** BSC 717  
**New Title:** Anatomy, Physiology and Pathophysiology for Nurse Anesthesia I  
**Old Title:** Anatomy and Physiology for Nurse Anesthesia I  
**Rationale:** Requirement that transcript state same in order to qualify for Advanced Nurse Practitioner Status for licensure in many states.

**College:** Science  
**Department:** Biological Sciences  
**Course Number:** BSC 718

**New Title:** Anatomy, Physiology and Pathophysiology for Nurse Anesthesia II  
**Old Title:** Anatomy and Physiology for Nurse Anesthesia II  
**Rationale:** Requirement that transcript state same in order to qualify for Advanced Nurse Practitioner Status for licensure in many states.

**College:** Science  
**Department:** Biological Sciences  
**Course Number:** BSC 719  
**New Title:** Anatomy, Physiology and Pathophysiology for Nurse Anesthesia III  
**Old Title:** Anatomy and Physiology for Nurse Anesthesia III  
**Rationale:** Requirement that transcript state same in order to qualify for Advanced Nurse Practitioner Status for licensure in many states.

**College:** Health Professions  
**Department:** Nursing  
**Course Number:** NUR 741  
**New Title:** Introduction to Health Care Clinical Practicum/Physical Assessment  
**Old Title:** Introduction to Health Care Clinical Practicum  
**Rationale:** Requirement that transcript state same in order to qualify for Advanced Nurse Practitioner Status for licensure in many states.

**4. CHANGES IN COURSE NUMBERS (1):  
MTH 540**

**College:** Science  
**Department:** Math and Applied Science  
**Course Number &  
Title:** MTH 540 Graph Theory and Combinatorics

**New Number:** 635

**Old Number:** 540

**Rationale:** The mathematics MA program requires students to pass 11 courses with at least 6 at the 600-level. We currently require students to complete 6 500-level courses (MTH 527, 528, 545, 546, 550 and 552 or their equivalents). These requirements make the majority of our 500-level courses inaccessible to our students. We therefore propose to change this course from the 500-level to the 600-level. (The number 640 is not available).

**5. CHANGES IN COURSE DESCRIPTIONS (3):**  
**ANT 526, ANT 541, ANT 551**

**College:** Liberal Arts  
**Department:** Sociology & Anthropology  
**Course Number & Title:** ANT 526 African Cultures  
**New Description:** Comparative analysis of ethnic groups of Africa using archaeological and ethnographic data.  
**Old Description:** Comparative analysis of the tribal cultures of Africa.  
**Rationale:** The term "tribal is no longer acceptable to designate the different ethnicities on the African continent. The addition of "archaeological and ethnographic data" more accurately reflects the content of the course. Also, the changes mirror those made for the undergraduate section of the course (ANT 426).

**College:** Liberal Arts  
**Department:** Sociology & Anthropology  
**Course Number & Title:** ANT 541 Oceania  
**New Description:** Comparative analysis of the indigenous peoples and cultures of Melanesia and Polynesia using archaeological and ethnographic data.  
**Old Description:** Comparative analysis of the original cultures of the Pacific Islands area.  
**Rationale:** The changes more accurately reflect the content of the course. Also, the changes mirror those made for the undergraduate section of the course (ANT 441).

**College:** Liberal Arts  
**Department:** Sociology & Anthropology  
**Course Number & Title:** ANT 551 Anthropological Analysis  
**New Description:** Application of anthropological theory and practice to individually designed projects.  
**Old Description:** Examination of the analytical procedures utilized in ethnographic and comparative approaches to anthropological data, and an introduction to computer processing data using the Human Relations Area Files (HRAF).  
**Rationale:** The changes more accurately reflect the content of the course. The HRAF no longer plays the role it did in the past. Also, the changes mirror those made for the undergraduate section of the course (ANT 451).

**6. CHANGES IN COURSE TITLES AND DESCRIPTIONS (1):  
ANT 530**

<b>College:</b>	Liberal Arts
<b>Department:</b>	Sociology & Anthropology
<b>Course Number &amp; Title:</b>	ANT 530 The American Indian
<b>New Title:</b>	The Native Americans
<b>Old Title:</b>	The American Indian
<b>Rationale:</b>	The term "Indian" is no longer an acceptable designation for indigenous native Americans.
<b>New Description:</b>	Comparative analysis of the indigenous inhabitants of North America using archaeological and ethnographic data.
<b>Old Description:</b>	Comparative analysis of Indian tribal cultures of the Americas.
<b>Rationale:</b>	The term "tribal cultures" is no longer an acceptable label in the field. The new description reflects more accurately the content of the course. Also, the changes mirror those made at the undergraduate section of the course (ANT 430).

**7. OLD COURSE DELETIONS (10):  
DTS 503, DTS 508, DTS 509, DTS 513, ANT 553, DTS 560, ENG 565, DTS 569,  
DTS570, ANT 597-598**

<b>College:</b>	Health Professions
<b>Department:</b>	Dietetics
<b>Course Number &amp; Title:</b>	DTS 503 Advanced Nutrition
<b>Rationale:</b>	No longer required in the curriculum.

<b>College:</b>	Health Professions
<b>Department:</b>	Dietetics
<b>Course Number &amp; Title:</b>	DTS 508 Nutrition Cardiac Disease
<b>Rationale:</b>	No longer required in the curriculum.

<b>College:</b>	Health Professions
<b>Department:</b>	Dietetics
<b>Course Number &amp; Title:</b>	DTS 509 Nutrition in the Community

**Rationale:** No longer required in the curriculum.

**College:** Health Professions

**Department:** Dietetics

**Course Number & Title:** DTS 513 Experimental Foods

**Rationale:** No longer required in the curriculum.

**College:** Liberal Arts

**Department:** Sociology & Anthropology

**Course Number & Title:** ANT 553 Cognitive Anthropology

**Rationale:** The title and content of this course are outdated. It has ceased to be a major focus or distinctive branch of anthropology. Also, the undergraduate section of the course (ANT 453) is scheduled to be deleted.

**College:** Health Professions

**Department:** Dietetics

**Course Number & Title:** DTS 560 Professional Development

**Rationale:** No longer required in the curriculum.

**College:** Liberal Arts

**Department:** English

**Course Number & Title:** ENG 565 Literature of War

**Rationale:** We have not been able to offer this course in at least seven years since we no longer have any faculty with this specialty, and we would like to free up the course number for future program development.

**College:** Health Professions

**Department:** Dietetics

**Course Number & Title:** DTS 569 Medical Nutrition Therapy I

**Rationale:** No longer required in the curriculum.

**College:** Health Professions

**Department:** Dietetics



**Course Number & Title:** DTS 570 Medical Nutrition Therapy II  
**Rationale:** No longer required in the curriculum.

**College:** Liberal Arts  
**Department:** Sociology & Anthropology  
**Course Number & Title:** ANT 597-598 Instructional Television Course  
**Rationale:** This course no longer serves its original purpose, and has not been offered in the last 10+ years. Also, the undergraduate section of this course (ANT 497-498) is scheduled for deletion.

**ATTACHMENT 3**  
**Graduate Catalog Language for the M.S.E. degree**

Online Graduate Catalog, **Fall 2008** Degree Programs

**ENGINEERING**

The M.S. in Engineering (M.S.E.) program is an interdisciplinary engineering program designed to meet the specific needs of engineers employed in industry, government, and consulting. The program offers a broad core curriculum with opportunities for concentrated study in ~~two~~ **three** areas of emphasis: *Engineering Management*, ~~and~~ *Environmental Engineering*, and *Transportation and Infrastructure Engineering*. Students wishing to have two areas of emphasis must meet special requirements—see below under *Students wishing to have two areas of emphasis*.

**Admission Requirements**

Each applicant for admission to the M.S. in Engineering program must have an undergraduate engineering degree from an ABET-accredited college or university, *and* must satisfy at least TWO of the following criteria:

- 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
- Have an undergraduate GPA of 2.75 or above
- Have passed the FE exam and/or the P.E. exam

Also, foreign nationals must score at the mean or above on the TOEFL, and must have met all other admission criteria prior to registering for the first semester of courses.

**Degree Requirements**

Each degree candidate is required to complete at least 30 graduate credit hours, consisting of 9 credit hours of core courses plus 21 additional hours of required courses and electives in the applicable area of emphasis, with a cumulative Grade Point Average of 3.0 for the courses included in the student's Plan of Study. Each degree-seeking student must have an approved "Plan of Study," developed with a faculty advisor, that must be filed with the CITE dean no later than the semester in which the student registers for his or her 18th credit hour. Please consult the Academic Regulations portion of the Graduate Catalog for other information.

The Engineering program culminates with the comprehensive graduate project. This project is not the traditional graduate thesis with a research orientation, but rather a real-life, industry-type project in which the student undertakes an assignment that requires synthesis of all of the coursework and its application to a typical problem from a relevant subject area.

Additionally, each M.S.E. student must pass an online series of orientation modules before he or she will be allowed to register for semesters of study after his or her first semester. The student's advisor may require any individual student to retake and re-pass any orientation module(s) an additional time, if the advisor feels the student needs the review in order to adequately progress toward his or her degree. Please see your advisor for additional information regarding this orientation.

**Core courses:**

EM 660 Project Management..... 3 hrs.  
 ENGR 610 Applied Statistics..... 3 hrs.  
 TE 699 Comprehensive Project..... 3 hrs.

**Requirements for areas of emphasis:**

**Engineering Management:**

EM 620 Management of Technical Human Resources and Organizations..... 3 hrs.  
 EM 668 Operations Management..... 3 hrs.  
 EM 670 Seminar in Engineering Management..... 3 hrs.  
 EM 675 Engineering Economics (or TM equivalent) ..... 3 hrs.  
 EM 694 Engineering Law..... 3 hrs.  
 Two CITE elective courses approved in advance by the student's advisor..... 6 hrs.

**Environmental Engineering:**

ES 614 Environmental Risk Assessment..... 3 hrs.  
 ENVE 681 Environmental Engineering Design..... 3 hrs.  
 ENVE 615 Environmental Chemistry..... 3 hrs.  
 ES 660 Environmental Law I..... 3 hrs.

Three CITE elective courses approved in advance by the student's advisor..... 9 hrs.

**Transportation and Infrastructure Engineering:**

Any two of the following: CE 612, 614, 616, or 618..... 6 hrs.

Any two of the following: CE 634, 635, 636, or 637..... 6 hrs.

The following elective courses are approved for the *Transportation and Infrastructure Engineering* area of emphasis:

CE 612 Structural Steel Design and Behavior.....	3 hrs.
CE 614 Advanced Reinforced Concrete Structure Design and Behavior.....	3 hrs.
CE 615 Finite Element Applications in Civil Engineering.....	3 hrs.
CE 616 Prestressed Concrete Design.....	3 hrs.
CE 618 Bridge Engineering.....	3 hrs.
CE 634 Traffic Engineering.....	3 hrs.
CE 635 Evaluation of Transportation Systems.....	3 hrs.
CE 636 Transportation Planning.....	3 hrs.
CE 637 Highway Safety Engineering.....	3 hrs.
CE 638 Pavement Design.....	3 hrs.
CE 650-652 Special Topics in Civil Engineering.....	3 hrs.
CE 699 Civil Engineering Research.....	1-6 hrs.
EM 694 Engineering Law.....	3 hrs.
ENVE 670 Hydrology and Drainage Control.....	3 hrs.
ES 660 Environmental Law.....	3 hrs.
IS 645 Geographic Information Systems.....	3 hrs.

**Students wishing to complete two areas of emphasis**

Master of Science in Engineering students who wish to complete two areas of emphasis must complete two comprehensive projects—one for each area of emphasis—and all the required courses for both areas of emphasis, as well as the M.S.E. core courses and needed electives as approved in advance by the student's advisor.

To complete both the *Engineering Management* and the *Environmental Engineering* areas of emphasis, the student must complete the following courses:

EM 660 Project Management.....	3 hrs.
ENGR 610 Applied Statistics.....	3 hrs.
TE 699 Comprehensive Project.....	3 hrs.
ENGR 687 Independent Study (for the second comprehensive project).....	3 hrs.
EM 620 Management of Technical Human Resources and Organizations.....	3 hrs.
EM 668 Operations Management.....	3 hrs.
EM 670 Seminar in Engineering Management.....	3 hrs.
EM 675 Engineering Economics (or TM equivalent) .....	3 hrs.
EM 694 Engineering Law.....	3 hrs.
ES 614 Environmental Risk Assessment.....	3 hrs.
ENVE 681 Environmental Engineering Design.....	3 hrs.
ENVE 615 Environmental Chemistry.....	3 hrs.
ES 660 Environmental Law I.....	3 hrs.
One CITE ENVE or ES elective approved in advance by the advisor.....	3 hrs.

TOTAL Degree Semester Hours: 42 hrs.

To complete both the *Engineering Management* and the *Transportation and Infrastructure Engineering* areas of emphasis, the student must complete the following courses:

EM 660 Project Management.....	3 hrs.
ENGR 610 Applied Statistics.....	3 hrs.
TE 699 Comprehensive Project.....	3 hrs.
ENGR 687 Independent Study (for the second comprehensive project).....	3 hrs.
EM 620 Management of Technical Human Resources and Organizations.....	3 hrs.
EM 668 Operations Management.....	3 hrs.
EM 670 Seminar in Engineering Management.....	3 hrs.
EM 675 Engineering Economics (or TM equivalent) .....	3 hrs.
EM 694 Engineering Law.....	3 hrs.
Any two of the following: CE 612, 614, 616, or 618.....	6 hrs.
Any two of the following: CE 634, 635, 636, or 637.....	6 hrs.
One CITE CE or other related elective approved in advance by the advisor.....	3 hrs.

TOTAL Degree Semester Hours: 42 hrs.

To complete both the *Environmental Engineering* and the *Transportation and Infrastructure Engineering* areas of emphasis, the student must complete the following courses:

EM 660 Project Management.....	3 hrs.
ENGR 610 Applied Statistics.....	3 hrs.
TE 699 Comprehensive Project.....	3 hrs.
ENGR 687 Independent Study (for the second comprehensive project).....	3 hrs.
ES 614 Environmental Risk Assessment.....	3 hrs.
ENVE 681 Environmental Engineering Design.....	3 hrs.
ENVE 615 Environmental Chemistry.....	3 hrs.
ES 660 Environmental Law I.....	3 hrs.
Any two of the following: CE 612, 614, 616, or 618.....	6 hrs.
Any two of the following: CE 634, 635, 636, or 637.....	6 hrs.
One CITE ENVE or ES elective approved in advance by the advisor.....	3 hrs.
One CITE CE or other related elective approved in advance by the advisor.....	3 hrs.

TOTAL Degree Semester Hours: 42 hrs.

## ATTACHMENT 4

## CHANGES TO THE GRADUATE CATALOG (CRIME SCENE EMPHASIS) FORENSIC SCIENCE PROGRAM

**Page 120**

After Area of emphasis *Forensic Chemistry* on page 120, insert:

*Crime Scene Investigation.* The crime scene is where forensic science begins. This area of emphasis will expose students interested in careers in crime scene investigation to various complex practices and procedures involved in the investigation and processing of crime scenes that utilize both classroom lectures and practical exercises conducted in the program's state-of-the-art crime scene house.

FSC 607 Blood Stain Pattern Analysis.....	3
FSC 615 Advanced Crime Scene Investigation .....	3
FSC 617 Advanced Crime Scene Photography & Documentation.....	3
<b>Total Emphasis requirements.....</b>	<b>9</b>
<b>Total including Forensic Science Core.....</b>	<b>47</b>

**Page 208**

Change FSC 607 from "Advanced Crime Scene Investigation" to "Blood Stain Pattern Analysis"

Change description to:

This course addresses sophisticated bloodstain pattern analysis techniques to include trajectory and reconstruction. This course combines traditional lectures with wet lab practical experience.

INSERT:

**615 Advanced Crime Scene Investigation. 3hrs.**

This course addresses various areas of crime scene investigation not, or minimally, addressed in the FSC 607 course. Topics include arson/explosives, body excavation, forensic entomology, advanced impression evidence analysis.

INSERT:

**617 Advanced Crime Scene Photography and Documentation. 3hrs.**

This series of lectures and practical exercises introduces the student to sophisticated crime scene documentation techniques including sketching, surveying, photography and crime scene management techniques.

**ATTACHMENT 5****CURRICULUM ACTION REQUEST:  
Addition/Deletion/Change of a Minor**

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Name of Minor and Action Requested: Addition of a **Geography Minor**

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Department: **Geography**                      Contact: **James Leonard 696-4626**

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Curriculum: (Number of Hours and Courses; Indicate Required/Optional)

**Six hours minimum.** Students who minor in Geography should choose 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 Appalachia, 503 Asia, 504 Europe, 507 Sub-Saharan Africa, 508 South and Middle America, 509 North Africa and the Middle East, 512 Russia, 520 Field Research (Regional topic), 610-614 World Regions, 617-619 Seminars in Regional Geography

**Physical Geography**

Choose from GEO 520 Field Research (Physical topic), 522 Environmental, 525 Climatology, 530 GIS Raster Analysis, 531 Digital Imagery Analysis, 617-619 Seminars in Physical Geography, 620 Conservation

**Human Geography**

Choose from GEO 501 Historical, 505 Political, 506 Population, 510 Urban, 511 Medical, 518 Geography for Teachers, 519 Gender, 520 Field Research (Human topic), 607 Economic, 617-619 Seminars in Human Geography

**Planning**

Choose from GEO 514 Methods and Techniques of Planning, 515 Regional Planning, 516 Environmental Planning, 520 Field Research (Planning topic), 617-619 Seminars in Planning

**Geographic Information Systems/Remote Sensing**

Choose from GEO 526 Principles of GIS, 529 GIS Vector Analysis, 530 GIS Raster Analysis, 531 Digital Imagery Analysis, 617-619 Seminars in GIS/RS, 631 Advanced GIS Projects

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New Resources Required: **none**

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Statement of Non-Duplication: (This field of study does not duplicate any other current program at the University.) Please attach a letter from the affected department (s) if duplication will occur. **n/a**

**ATTACHMENT 6**  
**Proposed Schedule for 2009-2010 Program Review Procedures**

1. Director of Assessment meets with deans and chairs preparing program reviews in January 2009.
2. The majority of program review preparation takes place during the spring semester 2009, with finishing touches added during the summer of 2009.
3. Finished program reviews are due to the Office of Assessment on September 15, 2009.
4. Committees begin reviewing these documents on September 15 and render final recommendations no later than December 10.
5. Programs have final copies to the Assessment Office no later than January 10.
6. Assessment Office reviews final documents, sends back for any editorial problems.
7. Copies are ready to be sent to the provost and president by January 30.

**ATTACHMENT 7****Procedural Requirements for Determination of “Identification of the Program for Resource Development” when Evaluating Program Reviews**Resource Development

When a program requests resource development, it should prepare the following materials:

1. Program vision and mission statements with a strategic plan to achieve the program's vision and mission.
2. A specification of the resources needed to accomplish the program's vision, with an evidence-based rationale as why these resources are needed and how they will help the program to accomplish its vision.

The mission and vision statements, strategic plan, and needed resources with evidence-based rationale must be presented to either the Academic Planning Committee or to the Graduate Council before final votes are taken.



## ATTACHMENT 8

**Graduation Requirements: Motion Regarding Graduate GPA for Graduate Degrees at Marshall University; See 2008 Spring edition of the Graduate Catalog, pages 54-55****Page 54:****Old language:****General Requirements for Master's Degree**

"Only grades of A, B, C, CR, or S are acceptable in fulfilling graduate degree requirements on any Plan of Study. Particular programs may require higher performance than C in certain courses. All courses for which grades (quality points) are given shall be used in computing the Grade Point Average (GPA). A graduate student is expected to maintain a minimum cumulative GPA of 3.0. If, upon the completion of 12 hours or thereafter, a degree student's GPA is less than 3.0, the student may be subject to dismissal from the program.

Master's degree students must complete a minimum of 30 hours of graduate coursework. For programs requiring a thesis, a maximum credit of 6 hours may be granted for the thesis toward the total degree credits, except in chemistry and biological sciences, where 12 hours are required. Individual programs may require more than the 30-hour minimum requirement, so students must consult individual program degree requirements.

**New language:****General Requirements for Master's Degree**

Only grades of A, B, C, CR, or S are acceptable in fulfilling graduate degree requirements on any Plan of Study. Particular programs may require higher performance than C in certain courses. **All ~~courses~~ coursework to be counted toward the degree and in all graduate coursework taken after admittance to the student's major degree program**, for which grades (quality points) are given, shall be used in computing the Grade Point Average (GPA). A graduate student is ~~expected~~ **required** to maintain a minimum cumulative GPA of 3.0 **for this coursework**. If, upon the completion of 12 hours or thereafter, a degree student's GPA is less than 3.0, the student may be subject to dismissal from the program.

Master's degree students must complete a minimum of 30 hours of graduate coursework. For programs requiring a thesis, **a minimum of 3 and** a maximum credit of 6 hours may be granted for the thesis toward the total degree credits, except in chemistry and biological sciences, where 12 hours are required. Individual programs may require more than the 30-hour minimum requirement, so students must consult individual program degree requirements.

**Page 55:****Old language:****GRADE POINT AVERAGE AND OTHER REQUIREMENTS FOR GRADUATION**

"The Grade Point Average (GPA) is computed on all graduate coursework taken at Marshall University with the exception of outdated course work and courses with *W*, *PR*, *NC*, *CR*, *S*, or *U*. The grade of *I* is computed as an *F* in determining qualifications for graduation.

"To receive a master's or Ed.S. degree, students must have a GPA of not less than 3.0 (*B*) in all current work completed at Marshall University. (See Time Limitations for outdated coursework.) In addition, the student must have at least a 3.0 in the major or in CORE courses of an interdisciplinary program. All grades of C or less are counted in computing averages, but no more than six hours of C and no grades below C may be applied toward a master's or Ed.S. degree. Up to six hours of CR or S grades may be included within a degree program but they will not affect the GPA. The requirements for graduation include completion of the program requirements, successful completion of required comprehensive assessments, a graduate Grade Point Average of at least 3.0 both overall and in the approved program of study, and satisfactory fulfillment of other academic requirements as may be established by the various program faculties."

**New language:****GRADE POINT AVERAGE AND OTHER REQUIREMENTS FOR GRADUATION**

"The Grade Point Average (GPA) is computed on all graduate coursework taken at Marshall University **within the past seven years, or older if re-validated (See Time Limitations for outdated coursework)**, with the exception of ~~outdated course work and~~ courses with *W*, *PR*, *NC*, *CR*, *S*, or *U*. The grade of *I* is computed as an *F* in determining qualifications for graduation.

"To receive a ~~master's or Ed.S.~~ **graduate** degree, students must have a GPA of not less than 3.0 (*B*) in all **coursework to be counted toward the degree and in all graduate coursework taken after admittance to the student's major degree program** ~~current work completed at Marshall University~~. (See Time Limitations for outdated coursework.) In addition, the student must have at least a 3.0 in the major or in CORE courses of an interdisciplinary

program. All grades of C or less are counted in computing averages, but no more than six hours of C and no grades below C may be applied toward a ~~master's or Ed.S.~~ **graduate** degree. ~~Up to six hours of CR or S grades may be included within a degree program but they will not affect the GPA.~~ The requirements for graduation include completion of the program requirements, successful completion of required comprehensive assessments, a graduate Grade Point Average of at least 3.0 ~~both overall and in the approved program of study~~ **in all coursework to be counted toward the degree and taken after admittance to the student's major degree program**, and satisfactory fulfillment of other academic requirements as may be established by the various program faculties."

**ATTACHMENT 9**  
**To be deleted from the Graduate Catalog**

**CREDIT BY EXAMINATION**

The Graduate College has procedures for credit by examination. Each program will identify the course(s), if any, to be available for credit by examination.

Examinations will be comprehensive in nature and assess all of the basic objectives or competencies listed on the master syllabus. Standards for examinations shall be of the quality as those required for courses offered traditionally.

A maximum of twelve (12) credit hours earned by examination may be credited toward a particular degree program. A program area, however, may restrict credit by examination to fewer than twelve hours.

*Pg 55 MU Graduate Catalog*

Return to: [Minutes and Records](#) [Graduate Council](#) [Marshall University](#)  
**Marshall University Graduate Council Minutes**  
**August 31, 2007**

**John Spotts Room, Huntington Campus**

**Members Present:** Cunningham, Sikula, Meyer, Fet, F. Pauley, Gould, Lawson, Ellis, Larsen, Mangiarua, Finchan, Swindell and Seymour

**Members Absent:** Childress, O'Keefe, Stickler, Sturgill.

**Ex-Officio Members Present:** Deutsch and Denman

- Meeting was called to order at 1:05 PM by Larsen.
- Joe Finchan was welcomed as the new student representative. Other new members are Andy Sikula (Lewis College of Business), Chris Swindell (College of Journalism & Mass Communication) and Mary Kathryn Gould (College of Health Professions).
- Minutes from April 20 meeting were approved as distributed with one correction by Deutsch.
- Schedule for meetings:  
Because of the Faculty Meeting at 1:00 on Sept. 28, Larsen proposed the meeting be held in Huntington 12:15-1:45. This will allow members to attend the Faculty Meeting. The location for the meeting on Oct. 26 was changed to South Charleston. South Charleston will be the location for both the Oct. 26 and Dec. 7 meetings. Larsen's proposal was approved by council.
- Report of Graduate Faculty Status:  
The list of faculty for graduate faculty status approved by deans was authorized to be forwarded to the president (Attachment 1).
- Review of Committee Membership and Responsibilities:  
Larsen had contacted members about preferences and assigned committee membership and discussed committee responsibilities.  
  
Academic Planning, Standards & Policies: Ellis, Fet, Pauley and Childress  
Credentialing: Swindell, Lawson, O'Keefe, and Sturgill.  
Curriculum: Cunningham, Sikula, Seymour, Finchan.  
Program Review & Assessment: Gould, Ellison, Mangiarua, Meyer, Stickler

Following the meeting, committees got together to select chairs.

- **Program Review & Assessment Process:**

The Program Review & Assessment Committee will coordinate reviews (give out assignments and set timetable) but all members of the council will participate. There will be two readers for each review. Reviews do not need to be completed until January, but before that meeting the committee has to resolve any issues with reviews.

Mary Beth Reynolds (University Assessment Committee chair) has communicated the following suggestions to the council. The council's responses to her suggestions are highlighted:

1. If a college is recommended to become a Program of Excellence, a representative of that program should come to the Dec. meeting to justify their request. **The council felt the designation of Program of Excellent should be based on the program review rather than a short presentation during a Graduate Council meeting. It was decided that an announcement would be made before the meeting so that the submitting program could send a representative to the Graduate Council Meeting.**
2. For the program review process to be consistent with the undergraduate process, a dean of another school should be a member of the review committee, although not a voting member. **The Graduate Council members felt it would be awkward for deans to be part of the review process, even if they were reviewing programs outside of their school. The council agreed that if a program was being**

reviewed for anything but Continuation at Present Level (for example, Program of Excellence or Discontinuation) a dean outside of that program would be invited to act as the non-voting third reader. This will be on a trial basis for this year.

3. The Chair of the council's Program Review and Assessment Committee should be a member of the University Assessment Committee. **The council felt a member of the Program Review and Assessment Committee should be on the University Assessment Committee, it would normally be the committee chair, but another committee member will be allowed to serve in the chair's place.**

Revisions to the program review and assessment process discussed above were approved by the council.

- **Change in catalog language:**

Lewis College of Business requested the following changes in catalog language for the Executive MBA.

"The Executive M.B.A. is designed for the employed professional. The Executive M.B.A. is an off-campus program which is undertaken as a cohort program where students move through the courses as a group in a set sequence. While admission standards are similar to the M.B.A., students in the Executive M.B.A. usually have a minimum of ~~two~~ **three** years of work **managerial** experience. Course requirements for the Executive M.B.A. are similar to the M.B.A. except that Executive M.B.A. students are required to complete a foreign study experience. **The GMAT could be waived if an applicant has at least five years of significant managerial experience.**"

Sikula said these changes will make requires more consistent with other Executive MBA programs. The catalog changes were passed and would be effective immediately.

- The meeting broke into committees to select chairs.

Academic Planning, Standards & Policies:	Unassigned
Credentialing:	O'Keefe
Curriculum:	Sikula
Program Review & Assessment:	Meyer

- The meeting adjourned at 2:30 PM.

Submitted by Celene Seymour, Secretary. September 13, 2007

ATTACHMENTS:

Attachment 1: Graduate faculty roster changes

**ATTACHMENT 1  
Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			8/31/2007	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>	<i>Month Year</i>	<i>Month Year</i>
Bell, Keith	COLA	Criminal Justice	Associate	August 2006	August 2009
Bookwalter, Robert	COLA	Communication Studies	Associate	August 2007	August 2010
Burgueno, Maria Cristina	COLA	Modern Languages	Associate	August 2007	August 2010
Dameron, Samuel L.	COLA	Criminal Justice	Associate	August 2007	August 2010
Edmunds, Robert	COLA	Communication Studies	Associate	August 2007	August 2010
Erickson, Lee	COLA	English	Graduate	August 2007	August 2012
Huhn, Christine	COLA	Modern Languages	Associate	August 2007	August 2010
Quintana, Maria Rosario	COLA	Modern Languages	Associate	August 2007	August 2010
Riddel, Maria C.	COLA	Modern Languages	Associate	August 2007	August 2010
Brammer, Camilla	COLA	Communication Studies	Associate	August 2007	August 2010
Brown, Margaret-Phipps	COLA	Criminal Justice	Associate	August 2007	August 2010
Lopez, Carlos	COLA	Modern Languages	Graduate	August 2007	August 2012
Hoey, Brian	COLA	Anthropology	Graduate	August 2007	August 2012
McComas, Karen	COHP	Communication Disorders	Associate	August 2007	August 2010
Frank, Susan	COHP	Communication Disorders	Associate	August 2007	August 2010
Marra, Sandra	COHP	Nursing	Associate	August 2007	August 2010
Gould, Mary Kathryn	COHP	Dietetics	Graduate	August 2007	August 2012
Mallory, David	COS	Biological Sciences	Graduate	August 2007	August 2012
White, William A., Jr.	LCOB	Management & Marketing	Associate	August 2007	August 2010
Horton, Betty	LCOB	Management & Marketing	Associate	August 2007	August 2010
Brubaker, Bryan	SOM	Forensic Science	Associate	August 2007	August 2010
Roe, Matthew	SOM	Forensic Science	Associate	August 2007	August 2010
Price, Elmer	COS	Biological Sciences	Graduate	May 2007	May 2012
Oberly, Ralph E.	COS	Physics	Graduate	August 2007	August 2012
Wang, Bin	COS	Chemistry	Graduate	August 2007	August 2012
Hood, Gwenyth	COLA	English	Graduate	September 2007	September 2012
Zhao, Jun	COLA	English	Associate	September 2007	September 2010

Return to: [Minutes and Records](#) [Graduate Council](#) [Marshall University](#)  
**Marshall University Graduate Council Minutes**  
**September 28, 2007**  
**John Spotts Room, Huntington Campus**

**Members Present:** Swindell, Fet, Meyer, Childress, Sturgill, Lawson, Sikula, Larsen, Finchan, Gould

**Members Absent:** Cunningham, Ellis, Mangiarua, Pauley, O'Keefe, Seymour, and Stickler

**Ex-Officio Members Present:** Deutsh, Denman, Hensley, Maher

**Guests:** Cheryl Brown and Mary Beth Reynolds

- Meeting was called to order at 12:15 PM by Larsen.
- Minutes from August 31 meeting were approved as distributed with one word position correction by Deutsch.
- Introduction of Chris Swindell (College of Journalism & Mass Communication) and John Maher (Ex-Officio Member, VP Research)
- **Program Review and Assessment Process:**
  - Mary Beth Reynolds (Interim Director of Assessment) provided an overview of the function of the Assessment Office and provided guidelines for program review.
    - Function of the Assessment Office is to help programs produce the best document they can before it goes to the Board of Governors. Offer constructive suggestions for improvement.
    - Discussion of program reviews followed with an explanation of *Program Review Evaluator's Check Sheet*. This council is evaluating the document received as well as the program. If weaknesses are found in the document, then corrective action may need to be taken. **The council would like to have the Assessment Office make sure that the Dean's Recommendation is attached to the program review.**
    - A suggested timeline was reviewed and Reynolds asked if it was possible for the council to review assessment reports by March 1. **The council agreed this was possible.**
- **Graduate Program Review Schedule**
  - 5 programs: MA/MS in Geography, MA in Political Science, MBA, MS in Health Care Management, and MS in Human Resource Management.
  - Deferred Programs: MA in History and MA in Sociology
  - Follow-Up Report Due: MS in Information Systems
  - MA in Family and Consumer Sciences Request: FCS has asked for a delay in their report from November to February, as they are having difficulty completing the corrective action requests due to a faculty member on leave this semester. Members of the council expressed concern because a reasonable timeframe was given and there is concern there will not be much time to provide feedback between February and the time the review goes to the Board of Governors (March/April meeting); however, **the motion to approve a delay in the MA in Family and Consumer Sciences Corrective Action Report until February 1, 2008 was approved.**
- **Graduate Faculty Members**
  - Graduate faculty membership approval list was provided. (Attachment 1)
- **Curriculum Committee**
  - Two course proposals were brought to the committee: PSC 620, Comparative Public Administration from the College of Liberal Arts and JMC 641, Web/Online Strategies for Journalism and Mass Communication from the College of Journalism and Mass Communication. Cheryl Brown responded to a question pertaining to the point distribution in the syllabus. **The motion to approve PSC 620 and JMC 641 passed.** (Attachment 2)
- **Student Request**

- Graduate student Marty Patrick has 15 additional hours to take for his Master's degree, yet he has not taken the GRE. In submitting his Plan of Study, he was informed he would have to take the GRE and his current advisor agreed since it is a Department policy. Mr. Patrick submitted a request to the Graduate Council to waive the GRE. **The request to waive the GRE requirement for Marty Patrick was denied by the council.**
- **Vice Chair of Graduate Council**
  - In the event the Chair of Graduate Council is unable to attend a meeting, it is necessary to elect an acting Vice-Chair (the current Vice Chair, Mary Beth Reynolds, is on a one-year leave). **Steven Lawson was elected acting Vice Chair of the Graduate Council.**
- **Committee Assignments**
  - The Academic Planning, Standards, & Policies Committee will address the following:
    1. The quality of theses
    2. Raising the 2.5 GPA for provisional admission to the Graduate College to 2.7
    3. Adopting the revised University Excused Absence Policy at the graduate level, including such things as subpoenas, jury duty, and work related absences.
- **Reassign Time Ad Hoc Committee**
  - Victor Fet will represent the Graduate Council on this committee and Mike Cunningham will also be asked. If Cunningham cannot, Andy Sikula will serve.
- The meeting adjourned at 1:45 PM

Submitted by Mary Kathryn Gould, October 5, 2007

Attachment 1 Graduate Faculty Membership Approvals  
Attachment 2 Curriculum Actions



**ATTACHMENT 1  
Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			9/28/2007		
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>	<i>Term Starts</i>	<i>Term Expires</i>
				<i>Month Year</i>	<i>Month Year</i>
Frank, Susan	COHP	Communications Disorders	Associate	June 2007	June 2010
Gould, Mary Kathryn	COHP	Dietetics	Graduate	July 2007	July 2012
Marra, Sandra	COHP	Nursing	Associate	June 2007	June 2010
McComas, Karen	COHP	Communications Disorders	Associate	June 2007	June 2010
Castellani, Michael	COS	Chemistry	Graduate	August 2007	August 2012
Franzen, Christina	COLA	Classics	Graduate	September 2007	September 2012
Egleton, Richard	SOM	Pharmacology/Physiology & Toxicology	Doctoral	September 2007	September 2010
Green, Todd	SOM	Pharmacology/Physiology & Toxicology	Graduate	September 2007	September 2009
Leidy, John	SOM	Medicine	Graduate	September 2007	September 2009
Price, Elmer	SOM	Pharmacology/Physiology & Toxicology	Doctoral	September 2007	September 2010
Sollars, Vincent	SOM	Biochemistry & Microbiology	Doctoral	September 2007	September 2010
Wilkinson, John	SOM	Anatomy & Pathology	Doctoral	September 2007	September 2010
Price, Elmer	COS	Biological Sciences	Graduate	May 2007	May 2012
Nguyen, Huong	COS	Physics	Graduate	September 2007	September 2012
Morrisette, Jason	COLA	Political Science	Graduate	September 2007	September 2012
Hood, Gwenth	COLA	English	Graduate	September 2007	September 2012
Zhou, Xiangqian	COS	Mathematics	Graduate	September 2007	September 2012
Nichols, Andrew	CITE	Engineering & Comp. Sci.	Graduate	September 2007	September 2012
Frost, Leslie	COS	Chemistry	Graduate	September 2007	September 2012
Morgan, Robert J.	COS	Chemistry	Graduate	September 2007	September 2012
Vielkind, John	COLA	Philosophy	Associate	September 2007	September 2010
Lee-Farmer, Jeanette	GSEPD	Special Education	Associate	September 2007	September 2010
Schimmel, Christine	GSEPD	Counseling	Associate	September 2007	September 2010
Watts, Louis	GSEPD	Leadership Studies	Associate	September 2007	September 2010
Walkup, Priscilla J.	LCOB	Managing & Marketing	Associate	August 2007	August 2010
Tierney, Nancy L.	LCOB	Managing & Marketing	Associate	August 2007	August 2010
Taylor, Cassandra L.	LCOB	Managing & Marketing	Associate	August 2007	August 2010
Horton, Betty J.	LCOB	Managing & Marketing	Associate	August 2007	August 2010
White, William Asa	LCOB	Managing & Marketing	Associate	August 2007	August 2010
Newcome, Kathryn F.	LCOB	Managing & Marketing	Associate	August 2007	August 2010

**ATTACHMENT 2  
Curriculum Actions****NEW COURSE ADDITIONS (2 courses):**

**College:** Liberal Arts  
**Department:** Political Science  
**Course Number & Title:** PSC 620 Comparative Public Administration  
**Course Description:** This course is an introduction to the comparative study of public administration. Students will be introduced to several key areas of comparative administrative research including different methods used for analysis.  
**Prerequisite:** None  
**First Term Offered:** Spring 08  
**Credit Hours:** 3

**College:** Journalism and Mass Communication  
**Department:** Journalism  
**Course Number & Title:** JMC 641 Web/Online Strategies for Journalism and Mass Communication  
**Course Description:** A seminar that analyzes Web strategies in news and strategic communications contexts. Students will examine online media trends, content development, and legal and ethical issues.  
**Prerequisite:** None  
**First Term Offered:** Spring 08  
**Credit Hours:** 3

Return to: [2006-2007 Minutes/Agendas](#) [Minutes and Records](#) [Graduate Council](#) [Marshall University](#)

**Minutes of Marshall University Graduate Council  
April 20, 2007**

**South Charleston Campus – GC 319**

**Members Present:** Larsen, Reynolds, Cunningham, Mangiarua, Meyer, O’Keefe, Seymour, Ellis, Neff, and F. Pauley

**Members Absent:** Childress, Stiltner, Fet, Maheshwari, Sturgill, Lawson, and Stickler

**Ex-Officio Members present:** Deutsch, Denman

**Ex-Officio Members absent:** Aulick

**Guest:** Kelli Williams, Dietetics

- Meeting was called to order at 1:00 PM by Larsen
- Minutes of March 30 were approved as distributed (Attachment 1) with one correction.
- Larsen asked that members review the meeting dates for next academic year listed in the agenda. Any problem, such as major conflicts, should be reported to him by the end of the month.
- Motion for additions to Graduate Faculty Membership (Attachment 2) was approved.
- Report for Curriculum Committee given by Cunningham (Attachment 3)

Motion for course additions by COLA, SOM and COS were made. Change of Wording for MTH 540 was requested. Prerequisite should be changed from MTH 330 (since some graduate students will not have been MU undergraduates) to “By permission.” Motion was approved.

Motion for course deletions in SOM and COS was approved.

Motion for changes in 18 courses in Communications (change of title), Health Professional (change of title and course description) and COS (course descriptions, title and number changes) was approved.

- Report for Academic Planning, Standards, and Policies Committee was given by Reynolds.

Motion to modify certificate program for GIScience, including changing the name of the oversight committee from GIScience Advisory Board to GIScience Curriculum Committee (Attachment 4) was approved. It was also recommended that the document be returned to the department with the recommendation that the names of individuals on the committee be replaced with positions or functions because individual faculty will change regularly.

Motion to change GRE score requirement and course requirements for Area of Emphasis in Technology Management (Attachment 5) was passed.

Motion to revise Computer Forensics Area of Emphasis requirement from IS 631 Information Security to FSC 634 Digital Evidence Search and Seizure (Attachment 6) was passed.

Reynolds requested clarification of Graduate Council’s role in producing guidelines for ethical procedures in research. After surveying departments, she found that some departments have procedures for ensuring ethical procedures but there is no consistency. She asked where the Graduate Council needs to go from here in assuring university-wide standards. Larsen said he would summarize the council’s discussion and concerns for deans and suggest that they come up with departmental guidelines. At some point the Graduate Council may audit departments to make sure procedures are in place. One member of the Council suggested that the Graduate Student Council be involved. It was decided that any further discussion would wait until the council meets in the fall.

- Report from Program Review and Assessment Committee given by Meyer.

A joint meeting of graduate and undergraduate program assessment committees was held with some valuable discussion. There has been action to provide more time for committee to complete reviews. It was also decided to encourage interaction between committee and deans before review deadline so that problems can be discussed and addressed in a timely manner. It was suggested deans in departments that are making changes other than continuation at current levels attend Oct. meeting of Graduate Council to discuss reviews.

- Report of Credentialing Committee given by O'Keefe.

Credential reviews of faculty members in **College of Fine Arts**, College of Health Professions, and School of Medicine have been completed. A routine of reviewing 6 academic units every year has been established. O'Keefe reported that problems tend to be limited to missing paperwork rather than poor quality of faculty.

He also reported that responses for nominations for Advising Award were overwhelming. There were 70 letters of support submitted for 30 different faculty members, primarily from students. The Credentialing Committee does have some concern about many letters with the exact same wording and single letters signed by as many as 18 people. They suggested the faculty member control which letters get submitted, submitting those that are strongest rather than every letter of support.

- Larsen requested that chairs of all council committees submit one-page reports summarizing activities of the committees by the end of the semester.
- Larsen brought up for discussion a suggestion from President Kopp that a mandatory "co-op" requirement be added to the Technology and Engineering program. The feeling of the Graduate Council is that many graduate students already work full time, many within the profession they are studying, and a co-op is not necessary or possible for the majority of them. Most programs include an activity for students to apply course-work. These may be called practicums, clinical experiences, student teaching, comprehensive projects, capstones, etc. It was suggested that graduate programs be surveyed to determine what types of comprehensive experiences or projects are required.
- Larsen will be sending emails to council members to ask on what committees they would like to serve for during the 2007-2008 academic year.
- Meeting was adjourned by Larsen at 2:00 PM

Submitted by Celene Seymour, Graduate Council Secretary, April 23, 2007.

Meeting Adjournment: No later than 3:00 PM

**NOTE: Future Council Meetings (PLEASE RESERVE THESE DATES NOW). Meetings will be held from 1:00-3:00 PM each day.**

**2007-2008 Academic Year future meetings. Draft—Please check these dates now!**

- August 31, 2007                      Huntington
- September 28, 2007                South Charleston
- October 26, 2007                    Huntington
- December 7, 2007                  South Charleston
- January 25, 2008                    Huntington
- February 22, 2008                  South Charleston
- March 21, 2008                      Huntington
- April 25, 2008                        South Charleston

**Attachments:**

1. Minutes of previous Graduate Council meeting
2. Graduate faculty membership approvals
3. Graduate Curriculum Additions and Changes
4. Geospatial Information Science (GIScience) Graduate Certificate modification
5. Change in Area of Emphasis in Technology Management
6. Change in Area of Emphasis in Forensic Science

Attachment 1**Minutes of Marshall University Graduate Council  
March 30, 2007****John Spotts Room, MSC, Huntington Campus**

**Members Present:** Larsen, Reynolds, Cunningham, Childress, Mangiarua, Meyer, Seymour, Stiltner Ellis, F. Pauley, Maheshwari, Sturgill, Lawson, Stickler and Fet.

**Members Absent:** Neff, O'Keefe

**Ex-Officio Members present:** Deutsch, Denman

**Ex-Officio Members absent:** Aulick

**Guests:** Riddle, Spindel, Riddel

- Meeting was called to order at 1:00 PM by Larsen
- Minutes of February 23 meeting were approved as distributed (Attachment 1) with one correction.
- Motion for additions to Graduate Faculty Membership (Attachment 2) was approved.
- Report from Curriculum Committee provided by Vet
  - Changes in course title, credit hours and alpha designator/number and deletions for courses in MUSOM and CITE (Attachment 4, items IV. and V.) were approved.
  - Requests for course additions in History and Chemistry (Attachment 4, items I, II, and III) were presented. Council debated the request for these additional 500-level courses and the appropriateness of simply rejecting all 500-level courses until a better balance of 500-level and 600-level courses was established. It was felt that there was a need to gather information about which departments were in violation, how this policy would impact various departments, and communicate concerns to departments so they could react before Council would refuse to approve 500-level courses. Feeling was that we need to take steps to reach a long-range goal rather than shut the door on all requests.

A motion was offered that the **Program Review and Assessment Committee Academic Planning, Standards and Policies Committee**, Deutsch, and Larsen meet and investigate the issue. Through the summer the council will audit availability of 600-level courses, communicate with deans, and develop a plan for addressing the problem by fall 2007. Denman will request information for the past two years on how many 400/500-combination courses were taught, their enrollments, the departments/programs involved, and the same for 500-level courses in general. The motion was passed.

Request for addition of COLA and COS courses was approved.

As a result of council's failure at last meeting to approve GEO 506 due to insufficient number of courses at the 600-level to meet 50/50 requirement, COLA Dean Murphy sent letter of concern to Larsen. A motion to re-consider failure to approve GEO 506 at the previous meeting and to pass addition of the GEO 506 course was also approved because the council felt it was unwise to single out this one course.

- Reynolds presented report of Academic Planning, Standards, and Policies Committee.
  1. Request for addition of Master of Arts Degree in Spanish (Attachment 5) by Modern Languages Department and Post-Baccalaureate Teaching Certificate Program by GCEPD (Attachment 3) were approved by the council.
  2. Change of name of area of emphasis was requested by Dept. of Biomedical Science. Change was from "Molecular Mechanisms of Pathogenesis and Aging" (original approval by Council on Feb. 24, 2006) to "Molecular Mechanisms of Pathogenesis." Change was approved by the council.
  3. Committee also suggested investigation of policies in place regarding ethical conduct in research, especially in theses and dissertations. Reynolds emailed departments for their policies and 1/3 responded. She found no

standardization of policies. Reynolds presented motion that the Graduate Council develop a set of general policies and procedures regarding ethical use of information, especially avoidance and detection of plagiarism. The council would direct departments and programs develop more specific policies, especially regarding research committees overseeing thesis and dissertation research. She suggested these policies include the following elements:

- \*\*Rules for membership on research committees
- \*\*Specific responsibilities for committee members
- \*\*Timeline
- \*\*Specific format
- \*\*Regulation concerning training in ethical conduct of research.

Council agreed this step is needed but brought up questions: Who is going to be responsible for seeing thesis and dissertations meet guidelines for ethical conduct (department dean? committee chair?)? ; Will other major graduate research project such as capstone product and research papers fall under these guidelines?; and what will be the consequences of failing to follow guidelines?

The council approved the motion presented by the Academic Planning, Standards and Policies Committee.

- Program Review and Assessment Committee presented by Meyer. He thanked all members who had participated in the program review and articulated programs with current schedule. The review committee needs more turn-around time. It was found that, as program reviews are submitted electronically (due Nov. 1) and are immediately accessible on SharePoint, the committee can begin review process as soon as reports are submitted rather than waiting until all of received by Academic Affairs and then submitted to Program Review and Assessment Committee.
- Sturgill reported for Credentialing Committee. Nominations for the Ashland, Inc. Outstanding Graduate Advising Award are being solicited.
- Larsen announced that the council's decision that students' Plans of Study have to be approved before they have accrued 18 credit hours has to be reflected in the graduate catalog and will inform Su Tams that any program that has the old wording will have to be revised.
- Meeting was adjourned by Larsen at 2:55 PM

Submitted by Celene Seymour, Graduate Council Secretary, April 3, 2007.

Revised and approved by Eldon R. Larsen, Chair, April 12, 2007

**ATTACHMENT 2  
Graduate Faculty Membership Approvals**

<b>In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:</b>			<b>4/20/2007</b>	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>	<i>Month Year</i>	<i>Month Year</i>
Le, Son	LCOB	Management/Marketing	Graduate	February 2007	February 2012
Prasad, Rose	LCOB	MBA	Associate	February 2007	February 2010
Garg, Rajendar	LCOB	MBA	Associate	February 2007	February 2010
Chaudhry, Mukesh	LCOB	MBA	Associate	February 2007	February 2010
Sasidharan, Sharath	LCOB	Management/Marketing	Graduate	February 2007	February 2012
Ramchander, Sanjay	LCOB	MBA	Associate	April 2006	April 2009
O'Brien, William	CITE	Engineering	Associate	March 2007	March 2010
Stroeher, Michael	COFA	Music	Graduate	March 2007	March 2012
Hall, Steven	COFA	Music	Associate	March 2007	March 2010
Harrison, Hayson	COFA	Art	Graduate	March 2007	March 2012
Patterson, Brent	COFA	Art	Graduate	March 2007	March 2012
Alves, Julio	COFA	Music	Associate	April 2007	April 2010
Bingham, Ed	COFA	Music	Graduate	April 2007	April 2012

## ATTACHMENT 3

## Graduate Curriculum Additions and Changes – April 2007

## NEW COURSE ADDITIONS (5):

## • College: MUSOM

**Course Number & Title:** BMS 652 Cancer Biology Colloquium**Catalog Description:** This is a mentored journal club for graduate students covering selected areas of current interest in cancer biology research.**Prerequisite:** permission of instructor**First Term Offered:** Fall 2008**Credit Hours:** 1 hour

## • College: COLA

**Course Number & Title:** HST 539 Modern China Through Film**Catalog Description:** Through a combination of films, lectures, readings, discussions, and writings, the course will show how China took its unique path to modernization.**Prerequisite:** none**First Term Offered:** Spring 2008**Credit Hours:** 3 hours

## • College: Graduate

**Department:** Forensic Science**Course Number & Title:** FSC 607 Advanced Crime Scene & Death Investigation**Catalog Description:** The course is designed to take the basic knowledge and ability learned in Crime FSC 606 and apply it to more technical and advanced aspects of crime scene investigation.**Prerequisite:** FSC 606**First Term Offered:** Spring 2008**Credit Hours:** 3 hours

## • College: Graduate

**Department:** Forensic Science**Course Number & Title:** FSC 634 Digital Evidence Search and Seizure**Catalog Description:** Introduces students to the information required by investigators in the proper procedures for seizing computer systems and related storage devices used in the commission of a crime. Includes special needs of the field examiner and legal issues such as probable cause and evidence preservation peculiar to seizing computer systems.**Prerequisite:** none**First Term Offered:** Spring 2007**Credit Hours:** 3 hours

## • College: COS

**Department:** Mathematics**Course Number & Title:** MTH 540 Graph Theory and Combinatorics**Catalog Description:** The course is designed to introduce students in mathematical sciences to the theorems, techniques and applications of graph theory and combinatorics.**Prerequisite:** ~~MTH 300~~ By permission.**First Term Offered:** Spring 2007**Credit Hours:** 3 hours

## COURSE DELETIONS (3)

## • College: Health Professions

**Department:** Dietetics**Course Number & Title:** DTS 560: Professional Development**Rationale for Course Deletion:** Course is no longer part of the Dietetic Internship curriculum.

## • College: COS

**Department:** Mathematics**Course Number & Title:** MTH 591 Master's Essay



**Rationale for Course Deletion:** This course is not required and has not been offered for two years. There is no plan to ever offer this course again.

- **College:** COS

**Department:** Mathematics

**Course Number & Title:** MTH 641 Complex Variable II

**Rationale for Course Deletion:** This course is not required and has not been offered for two years. There is no plan to ever offer this course again. It is made redundant by the recent reactivation of MTH 560 and MTH 561.

#### COURSE CHANGES (18)

- **College:** Health Professions

**Department:** Communication Disorders

**Course Number & Title:** CD 630: Communication Disorders Associated with Neuropathologies

**Title Change:**

**New Title:** Cognitive Communication Disorders

**Rationale:** To more clearly reflect the type of communication disorders associated with neurological damage.

- **College:** Health Professions

**Department:** Dietetics

**Course Number & Title:** DTS 670: Nutrition Intervention in Dietetics

**Title Change:**

**New Title:** Advanced Medical Nutrition Therapy I

**Rationale:** New course title more accurately reflects course content and is consistent with current terminology in the field of Dietetics.

**Catalog Description Change:**

**From:** Integrates normal and clinical nutrition with behavioral, natural, and social sciences to enhance dietary compliance among populations at nutritional risk. Systematic approach to assessment, instruction, and evaluation. Applied research in dietetics.

**To:** Pathophysiology, medical nutrition therapy, and current research of common and unique disease states and conditions.

**Rationale:** Revised course description more accurately reflects course content and current terminology in the field of Dietetics.

- **College:** Health Professions

**Department:** Dietetics

**Course Number & Title:** DTS 673: Administrative Dietetics

**Catalog Description Change:**

**From:** Overview of management/administrative concepts for directing resources within a variety of food and nutritional service/programs. Planning, implementing, and evaluation techniques to measure organizational performance. Applied research in dietetics.

**To:** Application of a systems approach to transforming resources in a foodservice setting. Management theories, principles, organizational climate, and continuous quality improvement are discussed as vehicles to achieve the desired outputs.

**Rationale:** Revised course description more accurately reflects course content and current terminology in the field of Dietetics.

- **College:** Health Professions

**Department:** Dietetics

**Course Number & Title:** DTS 676: Dietetic Internship Practicum II

**Catalog Description Change:**

**From:** Supervised practice experience focusing on the procurement, production, distribution, and service within school- and hospital -based food service management systems.

**To:** Supervised practice experience focusing on activities necessary for managing foodservice facilities and introduction to clinical practice.

**Rationale:** Revised course description more accurately reflects course content and current terminology in the field of Dietetics.

- **College:** Health Professions

**Department:** Dietetics

**Course Number & Title:** DTS 677: Dietetic Internship Practicum III

**Catalog Description Change:**

**From:** Supervised practice experience focusing on skills required to become a dietitian in a clinical setting. Nutritional screening, assessment, and education of individuals with complex medical conditions will be emphasized.

**To:** Supervise practice experience focusing on skills required to become a competent entry-level clinical practitioner.

**Rationale:** Revised course description more accurately reflects course content and current terminology in the field of Dietetics.

- **College: Health Professions**

**Department: Dietetics**

**Course Number & Title: DTS 679: Nutrition Interventions II**

**Title Change:**

**New Title: Advanced Medical Nutrition Therapy II**

**Rationale:** New course title more accurately reflects course content and is consistent with current terminology in the field of Dietetics.

**Catalog Description Change:**

**From:** Utilizes current technologies for information and communication related to selected acute and chronic diseases. Individual educational plans are designed and implemented.

**To:** The continued study of pathophysiology, medical nutrition therapy, and current research of common and unique disease states and conditions.

**Rationale:** Revised course description more accurately reflects course content and current terminology in the field of Dietetics.

- **College: Health Professions**

**Department: Dietetics**

**Course Number & Title: DTS 690: Seminar in Research and Communication**

**Title Change:**

**New Title: Research Applications in Dietetics**

**Rationale:** New course title more accurately reflects course content and is consistent with current terminology in the field of Dietetics.

**Catalog Description Change:**

**From:** Extensive reading and reports from current literature in selected areas of dietetics.

**To:** A synopsis of research design and analysis, with principles applied in development and presentation of a research proposal.

**Rationale:** Revised course description more accurately reflects course content and current terminology in the field of Dietetics.

**Credit Hour Change:** Course only offered for 3 credit hours; therefore, it is no longer necessary to list a range of credit hours (1-3).

- **College: COS**

**Department: Mathematics**

**Course Number & Title: MTH 500 Structure of Algebra**

**Catalog Description Change:**

**From:** Informal development of modern elementary algebra. Recommended for pre-service middle school teachers and for elementary and secondary in-service teachers. May not be used for either a 5-12 mathematics specialization or for any degree offered by the Mathematics Department.

**To:** Informal development of modern elementary algebra. Recommended for pre-service middle school teachers and for elementary and secondary in-service teachers. May not be used for a 5-Adult (or 5-12) mathematics specialization. May not be used for any degree offered by the Department of Mathematics.

**Rationale:** The content remains unchanged. The department policy concerning this course remains unchanged. This is only a clarification of the programs using this course.

- **College: COS**

**Department: Mathematics**

**Course Number & Title: MTH 501 Structure of Modern Geometry**

**Catalog Description Change:**

**From:** Informal development of geometry with an exploration of probability and statistics. Recommended for pre-service middle school teachers and for elementary and secondary in-service teachers. May not be used for either a 5-12 mathematics specialization or for any degree offered by the Mathematics Department.

**To:** Informal development of geometry with an exploration of probability and statistics. Recommended for pre-service middle school teachers and for elementary and secondary in-service teachers. May not be used for a 5-

Adult (or 5-12) mathematics specialization. May not be used for any degree offered by the Department of Mathematics.

**Rationale:** The content remains unchanged. The department policy concerning this course remains unchanged. This is only a clarification of the programs using this course.

- **College:** COS

**Department:** Mathematics

**Course Number & Title:** MTH 518 Biostatistics

**Catalog Description Change:**

**From:** Statistical skills for biological/biomedical research, with emphasis on applications. Experimental design/survey sampling, estimation/hypothesis testing procedures, regression, ANOVA, multiple comparisons. Implementation using statistical software such as SAS, BMDP.

**To:** Statistical skills for biological/biomedical research, with emphasis on applications. Experimental design/survey sampling, estimation/hypothesis testing procedures, regression, ANOVA, multiple comparisons. Implementation using statistical software such as SAS, BMDP. May not be used for any degree offered by the Department of Mathematics.

**Rationale:** The content remains unchanged. The department policy concerning this course remains unchanged. This is only a clarification of the programs using this course.

- **College:** COS

**Department:** Mathematics

**Course Number & Title:** MTH 519 Forensic Statistics

**Catalog Description Change:**

**From:** Basic theory of probability and statistics, adds from Bayes' Theorem for transfer evidence, likelihood ratio, population and statistical genetics, statistical issues in paternity testing and mixtures, and presenting evidence.

**To:** Basic theory of probability and statistics, adds from Bayes' Theorem for transfer evidence, likelihood ratio, population and statistical genetics, statistical issues in paternity testing and mixtures, and presenting evidence. May not be used for any degree offered by the Department of Mathematics.

**Rationale:** The content remains unchanged. The department policy concerning this course remains unchanged. This is only a clarification of the programs using this course.

- **College:** COS

**Department:** Mathematics

**Course Number & Title:** MTH 522 Applied Time Series Analysis

**Number & Title Change:**

**New Title:** Time Series Forecasting

**Rationale:** The new title is more consistent with the course objectives and current nomenclature.

**New Number:** MTH 663

**Rationale:** This course is more advanced than the usual 400/500 level courses. It was offered for Spring 2007 as 422, 522, and 690 (special topics); all registrants preferred the 600 level.

- **College:** COS

**Department:** Mathematics

**Course Number & Title:** MTH 550 Fundamental Concepts of Modern Algebra

**Title Change:**

**New Title:** Modern Algebra I

**Rationale:** The BANNER course title has already changed. The catalog title is old. The "I" indicates the first semester of a two-semester sequence.

- **College:** COS

**Department:** Mathematics

**Course Number & Title:** MTH 610 Modern Algebra

**Title Change:**

**New Title:** Advanced Modern Algebra

**Rationale:** The current title duplicates MTH 550 and MTH 552.

**Change in Content:**

**From:** A second course in modern algebra following MTH 550.

**To:** A third course in modern algebra following MTH 550 and MTH 552.

**Rationale:** MTH 552 was recently reactivated and made a required course for the MA program.

- **College:** COS

**Department: Mathematics****Course Number & Title: MTH 630 Topology****Title Change:****New Title: Advanced Topology**

**Rationale:** The current title duplicates MTH 550 and MTH 552.

**Change in Content:**

**From:** A first course in topology.

**To:** A third course in topology following MTH 530 and MTH 531.

**Rationale:** MTH 530 and MTH 531 were recently created. This course has run as a special topics course.

**Catalog Description Change:**

**From:** General topology including separation axioms, connectedness, compactness, convergence, continuity, metric spaces, product and quotient spaces. (PR: MTH 427 or 527 or 450 or 550.)

**To:** Advanced topics in topology, applications, and related topics beyond a first year course in topology. (PR: MTH 531.)

**Rationale:** The old description is actually the description of MTH 530. The proposed description is intentionally broad.

**Note the change is prerequisite.**

- **College: COS**

**Department: Mathematics****Course Number & Title: MTH 640 Theory of Functions of Complex Variables****Title Change:****New Title: Advanced Complex Analysis**

**Rationale:** The current title virtually duplicates MTH 560 and MTH 561.

**Change in Content:**

**From:** A first course in complex analysis.

**To:** A third course in complex analysis following MTH 560 and MTH 561.

**Rationale:** MTH 560 and MTH 561 were recently reactivated. This course will follow the reactivated sequence.

**Catalog Description Change:**

**From:** A study of algebraic, topology, and geometry of the complex plane, holomorphic functions; conformal mapping; analytic functions and analytic continuation; complex integration; representation theorems; convergence theorems and related topics.

**To:** Advanced topics in complex analysis, applications, and related topics beyond a first year course in topology. (PR: MTH 561.)

**Rationale:** The old description is actually sufficiently broad to remain accurate. However, the proposed description is somewhat more descriptive. Note the change is prerequisite.

- **College: COS**

**Department: Mathematics****Course Number & Title: MTH 650 Theory of Functions of Real Variables****Title Change:****New Title: Real Variables I**

**Rationale:** The BANNER course title has already changed. The catalog title is old. The "I" indicates the first semester of a two-semester sequence.

- **College: COS**

**Department: Mathematics****Course Number & Title: MTH 651 Real Variables II****Catalog Description Change:**

**From:** A study of measure and integration and related topics.

**To:** Continuation of MTH 650.

**Rationale:** The current description merely repeats the description of MTH 650. The new description emphasizes the fact that MTH 650 and MTH 651 comprise a year-long course. The "continuation" description is consistent with descriptions of MTH 552 and MTH 561.

## ATTACHMENT 4

CURRICULUM ACTION REQUEST:  
Addition/Deletion/**Change** of a Certificate

Name of Certificate and Action Requested:

**Geospatial Information Science (GIScience) Graduate Certificate modification**Department: **Interdisciplinary, directed by Geography**Contact: **James Leonard 696-4626**

Rationale: **to include a minimum GPA requirement; to update the course listing; to change the name of the Committee that oversees the Certificate; to update the membership of the GIScience Curriculum Committee; to give the Committee authority to add or delete existing courses from the Certificate program as needed**

Curriculum: (Number of Hours and Courses; Indicate Required/Optional)

**See attachment.**

Effective Date (Semester and Year):

Fall 2007 Spring \_\_\_\_\_ Summer \_\_\_\_\_New Resources Required: **n/a**

Statement of Non-Duplication: (This field of study does not duplicate any other current program at the University.)  
Please attach a letter from the affected department (s) if duplication will occur.

Signatures and Date: (If disapproved at any level, do not sign. Return to previous signer.)

Department/Division Chair: \_\_\_\_\_

College Curriculum Committee: \_\_\_\_\_

College Dean: \_\_\_\_\_

Dean of Libraries: \_\_\_\_\_

Chair, Graduate Council: \_\_\_\_\_

Provost/VP Academic Affairs: \_\_\_\_\_

Presidential Approval (date): \_\_\_\_\_

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**Attachment****Graduate GIScience Certificate**

A graduate certificate in Geospatial Information Science consists of a minimum of 12 graduate hours in courses designated as GIScience Courses, including regularly offered courses as well as special topics courses. Students must take courses from at least two different departments for a graduate GIScience certificate. Students must have a B (3.0) average in their GIScience courses and no grade below a C (2.0) in their GIScience courses to earn the certificate. The program is designed to:

- offer GIS study in a variety of disciplines with a variety of applications;
- teach students GIS techniques;
- teach students to apply GIS to solve scientific research problems;
- encourage students to gain experience in the GIS field before graduation by means of internships and work study programs;
- integrate GIS applications with appropriate computer science training;
- prepare students for GIS employment or GIS work at the graduate level.

**GIScience Courses**

BSC 510/PS 510 Remote Sensing with GIS Applications (4 credit hours)

BSC 511/PS 511 Digital Image Processing and GIS Modeling (4 hrs.)

ES 626 Remote Sensing and Map Use (3 hrs.)

GEO 526 Principles of GIS (3 hrs.)

GEO 529 Intermediate GIS – Vector Analysis (3 hrs.)

GEO 530 Intermediate GIS – Raster Analysis (3 hrs.)

GEO 531 Analysis of Digital Airborne and Space-Based Imagery (3 hrs.)

GEO 631 Applied Geographic Information Systems Projects (3 hrs.)

GEO 690 Internship (1-6 hrs.; must be GIScience approved in advance to qualify)

IS 645 Geographic Information Systems (3 hrs.)

Special Topics courses as approved by the GIScience Advisory Board

**Coordination of the GIScience Certificate Program**

A change in the name of the oversight committee from GIScience Advisory Board to GIScience Curriculum Committee is necessary to better describe the committee and to avoid confusion with the MCTC committee with a similar name.

Lists of both acceptable permanent and special topics GIScience courses will be maintained by the MU GIScience Curriculum Committee. ~~Existing permanent courses and Special Topics courses may be added to or deleted from the Certificate Program as approved by the Committee.~~ Requests for course substitutions and qualified GIScience internships will be approved by the Committee.

Current members and their departments/colleges are:

- Jim Brumfield, Biology/COS
- David Cartwright, RTI
- Pete Dailey, RTI
- Wayne Elmore, COS
- Larry Evans, Geography/COLA
- Jan Fox, CIO
- Pete Glass, Integrated Science and Technology/COS
- Tom Hankins, Information Systems/CITE
- Randy Jones, Information Technology/MCTC
- Jamie Leonard, Geography/COLA, Director Undergraduate and Graduate Certificate Programs
- Mike Little, Integrated Science and Technology/COS
- Sarah Loftus, Geography/COLA
- Bill Niemann, Geology/COS
- Ralph Oberly, Physics/COS
- Dewey Sanderson, Geology/COS
- Bill Pierson, CITE
- Jonathan Thompson, CITE/CEGAS
- Anita Walz, Geography/COLA
- Jonathan Willis, SOM
- Jamie Wolfe, CITE/CEGAS

Meetings will be held as needed, a minimum of once each academic year to discuss curriculum changes, special topics courses, and course substitutions. As additional GIScience faculty and administrative users emerge on campus, they may be added to the committee by consensus of the members. As members leave university service, they may be automatically replaced at the discretion of their department within one year.

## ATTACHMENT 5

### Change in Area of Emphasis in Technology Management

#### Technology Management

The M.S. in Technology Management degree program is designed primarily for working professionals with both technical and non-technical backgrounds who want a better understanding of technological change and its relevance to competitiveness and business strategy. Program course work has a practical emphasis, with real-world projects designed to develop skills that can be put to use on the job immediately. Courses are currently available in both Huntington and South Charleston. All courses necessary to complete the M.S. in Technology Management in any of the available emphases will be offered at both sites, and other locations upon demand.

#### Program benefits:

- Learn how to evaluate and use technology to meet changing customer needs and markets
- Learn how to weigh the costs/benefits of technology decisions
- Understand the effects of technological change on organizations and how to help people adapt to change
- Learn about technology life cycles and how to evaluate emerging technologies
- Explore common problems of management and organizations – and their relationships to technology
- Understand the interrelationships of quality, productivity, and technology
- Network with other professionals

#### Degrees Awarded

M.S. in Technology Management with emphasis in Environmental Management; M.S. in Technology Management with emphasis in Information Technology; M.S. in Technology Management with emphasis in Manufacturing Systems; M.S. in Technology Management with emphasis in Transportation Systems and Technologies.

#### Admission Requirements

For regular admission, applicants to the program must complete the following *prior to* registering for the first semester of courses:

- 1) Have an undergraduate GPA of 2.5 or greater. There is no stipulation concerning the undergraduate major; however, the degree must be from an accredited college or university
- 2) Satisfy at least one of the following:
  - Score at the mean or above on the Analytical Writing portion of the GRE (~~4.2~~ 4.0 or greater) 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).
  - Score at the mean or above on the Analytical Writing portion of the GMAT, and achieve a composite score on the Verbal and Quantitative portions of the GMAT greater than or equal to the sum of the two individual means (526 or greater).
  - Have previously completed a master's degree from an accredited college or university.
  - Have 10 or more years of relevant professional work experience (documented in the written summary required in item 3, below)

International students must satisfy either the GRE or GMAT requirement.

- 3) Submit a written summary (2 typewritten pages maximum) of education and professional experiences, and career goals related to the TM program including the Area of Emphasis the applicant is interested in pursuing.
- 4) Complete an interview with the TM program director or designee, with part of the interview consisting of discussion of the written summary.

#### Degree Requirements

Degree requirements consist of eight core courses (22 semester hours), four area-of-emphasis courses (12 semester hours), and a capstone project (3 semester hours), for a total of 37 semester hours. You must have the Technology Management advisor's approval to enroll in Technology Management degree program courses.

#### Core Courses

TM 600	Program Introduction Seminar
TM 610	Technology and Innovation Management
TM 612	Economic and Financial Analysis for Technology Management
<del>TM 615</del>	<del>Information Technology Strategies</del>
TM 620	Technology Planning



TM 630	Quality and Productivity Methods
EM 620	Management of Technical Human Resources and Organizations
EM 660	Project Management

**Plus one of the following:**

TM 615	Information Technology Strategies
EM 694	Engineering Law

Completion of these eight core courses will qualify a participant for a certificate in Technology Management, if he/she elects not to complete the degree.

Each student pursuing the degree selects an area of emphasis, consisting of four courses. Currently the following emphases are available:

*Environmental Management:*

Environmental Regulations  
 Environmental Risk Assessment  
 Environmental Management Systems

One course selected from among:

Hazardous Waste Management, Environmental Site Assessment, or Geographic Information Systems

*Information Security:*

Information Security  
 Communication and Network Technologies  
 Computer Forensics and Incident Response

One additional 3 credit hour elective, chosen from TM or IS courses, with permission of the student's advisor

*Information Technology:*

Four approved courses from the following list:

Computing and Information Systems Technologies  
 Communication and Network Technologies  
 Multimedia Production and Electronic Information Dissemination  
 Geographic Information Systems  
 Health Informatics  
 Software Engineering  
 Information Security  
 Computer Forensics

Other courses may be taken with permission of the student's advisor

*Manufacturing Systems:*

~~Applied Statistics~~

~~Operations Management~~

Computer Integrated Manufacturing  
 Modern Manufacturing Concepts

Two courses selected from:

Applied Statistics

Operations Research I

Operations Management

Other courses with permission of the advisor

*Transportation Systems and Technologies:*

This area of emphasis is offered in cooperation with the Nick J. Rahall II Appalachian Transportation Institute.

Intelligent Transport System – Three courses, selected with Technology Management Advisor approval. Possible choices include: Traffic Engineering, Safety in Transportation, Human Factors in Accident Prevention, Traffic Safety Management, Urban and Regional Planning, Engineering Law, Operations Research I, Operations Research II, Transportation Systems, Geographic Information Systems. Some of these courses have prerequisites; students taking the courses must meet prerequisites.

The capstone technology management project (TM 699) will be work-related, oriented toward the area of emphasis, and jointly directed by a workplace supervisor and an academic advisor.

**Graduate Courses of Instruction**

**TECHNOLOGY MANAGEMENT (TM)**

The courses listed in the 2006 – 2008 catalog are to be repeated.

## ATTACHMENT 6

**CURRICULUM ACTION REQUEST:  
Addition/Deletion/Change of an Area of Emphasis Within an Existing Major**

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**Name of area of emphasis:****Computer Forensics**

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**Major:** Master of Science

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**Department:** Forensic Science**Contact:** Ronnie Jewell

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**Rationale:** FSC 634 Digital Evidence Search and Seizure is a new course that is designed more for digital evidence investigators/examiners. The IS course currently required is designed for Information Security students.

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**Curriculum: (Number of Hours and Courses; Indicate Required/Optional)**

Replace IS 631 (Information Security, which is also listed in FSC as IS 651) (3credit hours) with FSC 634 (3 credit hours)

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**Effective Date: (Semester and Year)** Fall 2007 Spring \_\_\_\_\_

Summer \_\_\_\_\_

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**New Resources Required:**

None

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**Statement of Non-Duplication: (This field of study does not duplicate any other current program at the University.)**  
Please attach a letter from the affected department (s) if duplication will occur. None

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**Signatures and Date: (If disapproved at any level, do not sign. Return to previous signer.)****Department/Division Chair:** \_\_\_\_\_**College Curriculum Committee:** \_\_\_\_\_**College Dean:** \_\_\_\_\_**Dean of Libraries:** \_\_\_\_\_**Chair, Graduate Council:** \_\_\_\_\_**Provost/VP Academic Affairs:** \_\_\_\_\_**Presidential Approval (Date):** \_\_\_\_\_

9/22/06

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**Minutes of Marshall University Graduate Council  
March 30, 2007**

**John Spotts Room, MSC, Huntington Campus**

**Members Present:** Larsen, Reynolds, Cunningham, Childress, Mangiarua, Meyer, Seymour, Stiltner Ellis, F. Pauley, Maheshwari, Sturgill, Lawson, Stickler and Fet.

**Members Absent:** Neff, O'Keefe

**Ex-Officio Members present:** Deutsch, Denman

**Ex-Officio Members absent:** Aulick

**Guests:** Spindel, Riddel

- Meeting was called to order at 1:00 PM by Larsen
  - Minutes of February 23 meeting were approved as distributed (Attachment 1) with one correction.
  - Motion for additions to Graduate Faculty Membership (Attachment 2) was approved.
  - Report from Curriculum Committee provided by Vet
1. Changes in course title, credit hours and alpha designator/number and deletions for courses in MUSOM and CITE (Attachment 4, items IV. and V.) were approved.
  2. Requests for course additions in History and Chemistry (Attachment 4, items I, II, and III) were presented. Council debated the request for these additional 500-level courses and the appropriateness of simply rejecting all 500-level courses until a better balance of 500-level and 600-level courses was established.

It was felt that there was a need to gather information about which departments were in violation, how this policy would impact various departments, and communicate concerns to departments so they could react before Council would refuse to approve 500-level courses.  
Feeling was that we need to take steps to reach a long-range goal rather than shut the door on all requests.

A motion was offered that the ~~Program Review and Assessment Committee~~ **Academic Planning, Standards and Policies Committee**, Deutsch, and Larsen meet and investigate the issue. Through the summer the council will audit availability of 600-level courses, communicate with deans, and develop a plan for addressing the problem by fall 2007. Denman will request information for the past two years on how many 400/500-combination courses were taught, their enrollments, the departments/programs involved, and the same for 500-level courses in general. The motion was passed.

Request for addition of COLA and COS courses was approved.

As a result of council's failure at last meeting to approve GEO 506 due to insufficient number of courses at the 600-level to meet 50/50 requirement, COLA Dean Murphy sent letter of concern to Larsen. A motion to re-consider failure to approve GEO 506 at the previous meeting and to pass addition of the GEO 506 course was also approved because the council felt it was unwise to single out this one course.

- Reynolds presented report of Academic Planning, Standards, and Policies Committee.
  1. Request for addition of Master of Arts Degree in Spanish (Attachment 5) by Modern Languages Department and Post-Baccalaureate Teaching Certificate Program by GCEPD (Attachment 3) were approved by the council.
  2. Change of name of area of emphasis was requested by Dept. of Biomedical Science. Change was from "Molecular Mechanisms of Pathogenesis and Aging" (original approval by Council on Feb. 24, 2006) to "Molecular Mechanisms of Pathogenesis." Change was approved by the council.
  3. Committee also suggested investigation of policies in place regarding ethical conduct in research, especially in theses and dissertations. Reynolds emailed departments for their policies and 1/3 responded. She found no standardization of policies. Reynolds presented motion that the Graduate Council develop a set of general policies and procedures regarding ethical use of information, especially avoidance and detection of

plagiarism. The council would direct departments and programs develop more specific policies, especially regarding research committees overseeing thesis and dissertation research. She suggested these policies include the following elements:

- \*\*Rules for membership on research committees
- \*\*Specific responsibilities for committee members
- \*\*Timeline
- \*\*Specific format
- \*\*Regulation concerning training in ethical conduct of research.

Council agreed this step is needed but brought up questions: Who is going to be responsible for seeing thesis and dissertations meet guidelines for ethical conduct (department dean? committee chair?)? ; Will other major graduate research project such as capstone product and research papers fall under these guidelines?; and what will be the consequences of failing to follow guidelines?

The council approved the motion presented by the Academic Planning, Standards and Policies Committee.

- Program Review and Assessment Committee presented by Meyer. He thanked all members who had participated in the program review and articulated programs with current schedule. The review committee needs more turn-around time. It was found that, as program reviews are submitted electronically (due Nov. 1) and are immediately accessible on SharePoint, the committee can begin review process as soon as reports are submitted rather than waiting until all of received by Academic Affairs and then submitted to Program Review and Assessment Committee.
- Sturgill reported for Credentialing Committee. Nominations for the Ashland, Inc. Outstanding Graduate Advising Award are being solicited.
- Larsen announced that the council's decision that students' Plans of Study have to be approved before they have accrued 18 credit hours has to be reflected in the graduate catalog and will inform Su Tams that any program that has the old wording will have to be revised.
- Meeting was adjourned by Larsen at 2:55 PM

Submitted by Celene Seymour, Graduate Council Secretary, April 3, 2007.

Revised and approved by Eldon R. Larsen, Chair, April 12, 2007

#### ATTACHMENTS:

1. Minutes from previous meeting of the Graduate Council
2. Graduate Faculty Approvals
3. Post-Baccalaureate Teaching Certificate Program by GCEPD
4. Curriculum approvals
5. Request for addition of Master of Arts Degree in Spanish

**NOTE: Future Council Meetings (PLEASE RESERVE THESE DATES NOW). Meetings will be held from 1:00-3:00 PM each day.**

**2006-2007 Academic Year future meetings. Reserve these dates now!**

- April 20, 2007 South Charleston

**2007-2008 Academic Year future meetings. Draft—Please check these dates now!**

- August 31, 2007 Huntington
- September 28, 2007 South Charleston
- October 26, 2007 Huntington
- December 7, 2007 South Charleston
- January 25, 2008 Huntington
- February 22, 2008 South Charleston
- March 21, 2008 Huntington
- April 25, 2008 South Charleston

**ATTACHMENT 1**  
**Minutes of Marshall University Graduate Council**  
**February 23, 2007**

**South Charleston Campus – GC 135**

**Members Present:** Larsen, Reynolds, Cunningham, Childress, Mangiarua, Meyer, O’Keefe, Seymour, Stiltner and Fet

**Members Absent:** Ellis, Neff, F. Pauley, Maheshwari, Sturgill, Lawson, and Stickler

**Ex-Officio Members present:** Deutsch, Hensley for Denman

**Ex-Officio Members absent:** Aulick

- Meeting was called to order at 1:00 PM by Larsen
- Minutes of January 26 meeting were distributed and approved with two corrections
- Motion for additions to Graduate Faculty Membership (Attachment 1) were offered with one additional name:

Ashak Vaseashta – College of Science, Physics – Graduate – March 2007- March 2012

Motion was approved.

- Academic Planning, Standards and Policies report by Reynolds. Motions for following curriculum approvals:
  1. Minor in Geography—approved with amendment that GEO 506 be dropped from the wording, because it was not approved (see further discussion below). The amended geography minor as approved is found in Attachment 2.
  2. Change in cataloging wording for MS and MA in Geography—approved. See Attachment 3.
  3. Change in catalog wording for MS in Engineering—approved. See Attachment 4.
  4. It is proposed that the wording on page 53 of the Graduate Catalog be changed to read: “A Plan of Study approved by the department/program must be filed with the appropriate dean no later than the semester in which the student *registers* for his/her 18<sup>th</sup> credit hour.” The old wording said that a “plan of study by the department/program must be filed with the appropriate dean no later than the semester in which the student **completes** his/her 18<sup>th</sup> credit hour.”—The change was approved.
  5. Modification of language in graduate catalog, IV.B.1.a., new language to state that “Any student who has less than a 3.0 GPA **either overall or in his/her current major** will be placed on academic probation by the Graduate Dean.”—Approved
  6. Request from previous student for extension of seven year deadline for completion of course work was *not* approved. The council felt there is an existing process for revalidating coursework which should be followed.
- Curriculum Committee brought motion to approve course addition – GEO 506 Population Geography. The Council had concerns about approving another 500 level course in geography. The Graduate Catalog states that “At least one-half of the minimum required hours for the student’s master’s degree must be earned in classes numbered 600 or above.” (p. 54 of the current online Graduate Catalog) The Council feels this policy needs to be enforced. Currently, many students request a waiver of this requirement from the Graduate Dean’s office because there are not sufficient 600 level courses available in their department. Hensley explained that courses taught at the 400/500 level have higher enrollment (drawing from both undergraduate and graduate populations) and that forcing departments to offer more 600 level courses might cause a problem with enrollment and faculty course load. On the other hand, the intent of the policy is to insure high quality graduate education and several members of the Council felt that departments need to follow the policy for this reason—the student member of the Council agreed also. There has been growing concern among a number of the Council members regarding this issue. The council voted not to approve the new course – GEO 506; the main concern being that the Geography Department has a large number of 500-level courses and very few 600-level courses. There are a number of other departments which have this same problem. Therefore, the request for a minor in Geography, which the council approved earlier in the meeting, needed to be amended. The Council voted to amend the approval of the geography minor to remove the GEO 506 class option. Larsen asked Academic Planning, Standards and Policies Committee to draft a statement reflecting the council’s feeling that more 600 level courses should be available and that the Graduate Dean should enforce this policy in the future, with some transition period to allow colleges and departments to make the needed adjustments.
- Program Review and Assessment Committee report was given by Meyer. Master of Science in Physical Science was

recommended for Continuation at Current Level. The Council approved the recommendation.

- Credentialing Committee report was given by O’Keefe. It was proposed and approved that the graduate faculty status requirements of the Biomedical Science Program have the following additional criteria for *Associate* level of graduate faculty status:
  1. “Must have a terminal degree” (the university language requires only a masters degree)
  2. “Must have rank of Assistant Professor or equivalent or higher” (the university language does not require this)
  3. “Must have at least one manuscript published in a refereed journal or at least one competitive, extramural grant submitted, pending, or ongoing within the last five years” (this is more stringent than the university language)

O’Keefe, for the Credentialing Committee, stated that when auditing Biomedical Science program faculty, these standards will be used in addition to university standards.

- A recommendation was discussed regarding renewal of graduate faculty status for *part-time faculty* at Graduate Instructor level for extension of up to five years based on teaching evaluations rather than full application. The recommendation was amended to limit renewal to one two-year extension, for a total of four years between full re-application for re-appointment. The extension would be at the discretion of the dean, based on teaching evaluations. Revised motion was approved. See Attachment 5 for the form to be used for such a one-time extension without full, new application.
- Meeting was adjourned by Larsen at 2:45 PM.

Submitted by: Celene Seymour, Secretary, February 23, 2007

Modified and approved by: Eldon R. Larsen, Chair, March 1, 2007



**ATTACHMENT 2  
Graduate Faculty Membership Approvals**

<b>In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:</b>			<b>3/30/2007</b>	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>	<i>Month Year</i>	<i>Month Year</i>
Pierson, William	CITE	Engineering & Comp. Sci.	Graduate	February 2007	February 2012
Wolfe, James	CITE	Engineering & Comp. Sci.	Associate	February 2007	February 2010
Mankins, William	CITE	Engineering & Comp. Sci.	Associate	February 2007	February 2010
Larsen, Eldon R.	CITE	Engineering & Comp. Sci.	Graduate	March 2007	March 2012
Harris-John, Mary	GSEPD	Leadership Studies	Doctoral	January 2007	January 2012
Pauley, Thomas K.	COS	Biological Sciences	Graduate	February 2007	February 2012
Hall, Steven	COFA	Music	Associate	March 2007	March 2010
Stroeher, Michael	COFA	Music	Graduate	March 2007	March 2012
Harrison, Hayson	COFA	Art	Graduate	March 2007	March 2012
Patterson, Brent	COFA	Art	Graduate	March 2007	March 2012
Securro, Samuel	GSEPD	Elem. & Sec. Ed.	Doctoral	January 2007	January 2012
Reed, Melisa A.	COEHS	Special Education	Graduate	March 2007	March 2012
O'Brien, William S.	CITE	Engineering	Associate	March 2007	March 2010
Georgel, Philippe	SOM	Biochemistry	Doctoral	March 2007	March 2010
Santanam, Nalini	SOM	Pharmacology	Doctoral	March 2007	March 2010
Holiday, Casey	SOM	Pathology	Graduate	March 2007	March 2009
McCumbee, William	SOM	Pharmacology	Graduate	March 2007	March 2009
Staton, Pam	SOM	Forensic Science	Graduate	March 2007	March 2012
Jewell, Ronnie	SOM	Forensic Science	Associate	March 2007	March 2010
Cathcart, Kerrie	SOM	Forensic Science	Associate	March 2007	March 2010
Chute, Jason	SOM	Forensic Science	Associate	March 2007	March 2010
Williamson, Misty	SOM	Forensic Science	Associate	March 2007	March 2010
Strait, Suzanne	COS	Biology	Graduate	March 2007	March 2012

## ATTACHMENT 3

**CURRICULUM ACTION REQUEST:  
Addition/Deletion/Change of a Certificate**

**Name of Certificate and Action Requested:**

Post-Baccalaureate Teacher Certificate Program (addition of certificate program)

**Department:**

Graduate College/School of Education

**Contact:**

Sandra Bailey/James Sottile

**Rationale:** The program offers an accelerated route to teacher certification for persons who already have an undergraduate degree in a content area.

**Curriculum: (Number of Hours and Courses; Indicate Required/Optional)**

Please refer to the Graduate-Level Certificate Programs at Marshall University document, section titled "Program Requirements."

**Effective Date (Semester and Year):**

Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer 2007

**New Resources Required:**

None

**Statement of Non-Duplication: (This field of study does not duplicate any other current program at the University.)**

Please attach a letter from the affected department (s) if duplication will occur. The Post-Baccalaureate Teacher Certificate Program does not duplicate programs.

**Signatures and Date: (If disapproved at any level, do not sign. Return to previous signer.)**

**Department/Division Chair:** \_\_\_\_\_

**College Curriculum Committee:** \_\_\_\_\_

**College Dean:** \_\_\_\_\_

**Dean of Libraries:** \_\_\_\_\_

**Chair, Graduate Council:** \_\_\_\_\_

**Provost/VP Academic Affairs:** \_\_\_\_\_

**Presidential Approval (date):** \_\_\_\_\_

9/22/06

Graduate-Level Certificate Programs At Marshall University  
Post-Baccalaureate Teacher Certification Program

Overview

In West Virginia the license to teach is granted by the West Virginia Department of Education and is typically issued upon the completion of a four-year undergraduate program of study that included content and professional education courses. The Post-Baccalaureate Certification (PBC) program offers an accelerated route to teacher certification for persons who already have an undergraduate degree in a content area such as chemistry, music, French, and other liberal and fine arts, business or professional fields. Using the previously completed content courses as a foundation, this program provides the required professional education courses at the graduate level. Additional undergraduate classes may be needed in the content area. Upon successful completion of the PBC program, all content courses, and testing requirements, the candidate earns a recommendation to the West Virginia Department of Education for a teaching certificate at the secondary level. The PBC does not include Elementary Education or Special Education certification.

The sponsoring department's determination of how credits earned within the proposal program may be applied to graduate degrees offered at Marshall University

Credits earned in the PBC program may be directly applied to the Master of Arts in Teaching (MAT) program. The Master of Arts in Teaching (MAT) Program is an alternative means for college graduates with degrees in liberal arts, fine arts, business and professional fields to attain teacher licensure while earning a master's degree. The program provides the professional education courses and clinical experiences, including student teaching, necessary to prepare individuals for teaching in a specific content area in grades PreK-Adult, 5-Adult or 9-Adult. It is 39 credit hours of pro-education courses. The MAT program does not offer licensure in Elementary Education or Special Education

A Market Analysis for the Proposed Certificate

In response to recent legislation on alternative certification, revisions in the West Virginia Department of Education's Policy 5100, prevailing market conditions, and a number of MAT students with advanced degrees, the certification only courses were separated from the Master of Arts in Teaching Degree Program to create the Post Baccalaureate Certification Program. The program was approved by the West Virginia Department of Education in Summer 2004 and started accepting students for the Spring 2005 semester.

The number of secondary teachers employed in West Virginia's schools continues to represent a substantial group of public education employees. The national and state demand for highly qualified teachers will most likely remain constant if not increase as public education continues to implement the reforms and mandates of the No Child Left Behind legislation, and to replace the potentially large number of teachers who will become eligible for retirement in the next few years. Some areas in the state are already experiencing a critical shortage of highly qualified teachers especially in the areas of math, science and foreign languages. The Post Baccalaureate Certification Program offers a viable option to qualified professionals seeking to enter the teaching profession.

How the Proposed Certificate will be Promoted

The PBC program will be promoted via the catalog, internet web pages, and advertisements to individuals who hold an undergraduate degree in a content area in which Marshall University offers teacher licensure and who are interested in entering the teaching profession. The certification areas offered by Marshall University include: Art, Athletic Training, Biological Science, Business Education, Chemistry, English, Family and Consumer Science, French, General Science, Health, Journalism, Latin, Marketing Education, Mathematics, Music, Oral Communications, Physics, Physical Education, Social Studies, and Spanish.

Admission Standards and Certificate Requirements for the Proposed Certificate

Steps for Applying to and Completing the PBC Program

1. Candidates must request a transcript analysis through Ms. Tammy Aliff, certification officer in Huntington (304-696-2857), or Dr. Sue Hollandsworth, certification officer in South Charleston (746-1909 or 1-800-642-9842, ext. 61909). An unofficial copy of your transcript may be used for the analysis. The analysis will identify the courses that can be used to meet content licensure requirements and the list of additional courses you will need to take.
2. Candidates deciding to apply to the program after reviewing the transcript analysis must complete an application for admission as a Post Baccalaureate Teacher Certificate student to Marshall University Graduate College. Please note that all admission requirements to the university and the PBC program must be submitted prior to being considered for admission.
3. Other admission requirements include the application fee, official transcripts from all previous institutions, an overall GPA

of 2.70 and a GPA of 2.70 in the content area, and meeting the Praxis I, Pre-Professional Skills Test (PPST) requirement.

4. An application may qualify for an exemption of the PPST if they have an enhanced ACT score of 26 or higher, a re-centered SAT score of 1125 or higher, or a master's degree or higher. Applicants must take and pass all three subtests (reading, writing and math) of the PPST prior to being admitted to the PBC program. The required PPST scores are:

Reading = 174

Writing = 172

Math = 172

6. Students may enroll in graduate courses only after they have been fully admitted to the University and the PBC program. All students must maintain a cumulative grade point average (GPA) of 3.0.

7. In the last semester of the program students will be enrolled in EDF 677, MAT Level III Clinical Experience, a 15 week, full-time student teaching experience under the direct supervision of a certified teacher(s). Prerequisites for student teaching include the following:

3.0 GPA in all graduate PBC courses and 2.7 GPA overall and in the content courses

Completion of at least 90% of content courses (100% recommended)

Completion of EDF 537 and EDF 637, Level I and II Clinical Experiences

Completion of all coursework and the Praxis II content test(s)

8. Before a candidate may apply for certification, they must take and pass the PRAXIS II, Principles of Learning and Teaching (PLT) Grades 7-12. The PLT may be taken during or following their final semester in the PBC program.

9. Upon completion of the PBC program and all testing requirements, the student should apply for certification. The teaching license is awarded by the West Virginia Department of Education; however, the candidate must be recommended for licensure by the institution.

#### Program Requirements

#### FOUNDATIONS OF EDUCATION

6 Hours

EDF 619 <b>or</b> EDF 616	Educational Psychology <b>or</b> Advanced Studies in Human Development	3 hours
EDF 537	MAT Level I Clinical Experience (to accompany EDF 619) (program majors only)	0 hours
EDF 612	Educational Evaluation	3 hours

#### CURRICULUM & INSTRUCTION

12 Hours

CISP 510	Introduction to Instruction Practices/Exceptional Child	3 hours
CISP 521	Children with Exceptionalities	3 hours
CIRG 644	Literacy in the Content Area	3 hours
CI 515	Integrated Methods in Secondary Education or Specialized Methods Course	3 hours
EDF 637	MAT Level II Clinical Experience (to accompany CI 515) ((program majors only)	0 hours

#### TECHNOLOGY

3 Hours

CIEC 530 <b>or</b> CIEC 534 <b>or</b> CIEC 600 <b>or</b> CIEC 660	Computer Software and Methodology in Education <b>or</b> Application Software in Classroom Curriculum Area <b>or</b> Computing and Instructional Design <b>or</b> Using Computers to Improve Instruction in the Classroom	3 hours
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#### SUPERVISED STUDENT TEACHING

3 Hours

EDF 677	MAT Level III Clinical Experience (one semester, 15 weeks, full-time student teaching experience)	3 hours
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**Total 24 Hours**

**Eligibility for Student Teaching:** Students must successfully complete the courses listed above, the appropriate Praxis II content knowledge test(s), and have 90% of their content requirements completed prior to enrolling for supervised student teaching.

**Eligibility for Licensure:** Students must meet content requirements, professional education requirements, and testing requirements. Testing requirements include the appropriate Praxis II content knowledge test(s), and the Principles of Learning

and Teaching. Students who apply for licensure from the West Virginia Department of Education are required to submit to the department a fingerprint card for federal and state background checks.

**Certification Options:**

Art Education, grades PreK-Adult  
Athletic Training, grades 5-Adult (must be taken with another certification area)  
Biological Science, grades 9-Adult  
Business Education, grades 5-Adult  
Chemistry, grades 9-Adult  
English, grades 5-Adult  
Family and Consumer Science, grades 5-Adult  
French, grades 5-Adult  
General Science, grades 5-Adult  
Health, grades 5-Adult (must be taken with another certification area)  
Journalism, grades 9-Adult (must be taken with another certification area)  
Latin, grades 5-Adult (must be taken with another certification area)  
Marketing Education, grades 9-Adult  
Mathematics, grades 5-Adult  
Music, grades PreK-Adult  
Oral Communications, grades 5-Adult  
Physics, grades 9-Adult  
Physical Education, grades PreK-Adult  
Social Studies, grades 5-Adult  
Spanish, grades 5-Adult

Roster of Qualified Instructors (if new courses are proposed)

New courses are not proposed nevertheless the follow faculty teach courses in the PBC program:

Arthur, George	Issaacs, Thelma	Pauley, Rudy
Bailey, Sandra	Johnson, Carl	Pauley, William F.
Banks, Steve	Klein, Thomas	Simone, Frances
Carter, William	Lucas, Paula	Sottile, James
Childress, Ronald	Maynard, Stan	Watson, George
Corrigan, Michael	McKee, Jane	Williams, Tony
Debela, Nega	Meyer, Calvin	Wilson, Nancy
Dozier, Janet	Murphy, Ruth Ann	Wubie, Bizunesh
Heaton, Lisa		

Whether the Courses will Qualify for Professional Continuing Education

The graduate courses required for this program will qualify for continuing education.

Identification of Relevant Administrative Personnel

In Huntington,  
James Sottile  
304-696-2870  
304-696-2866 (FAX)  
[sottile@marshall.edu](mailto:sottile@marshall.edu)

In South Charleston,  
Sue Hollandsworth  
304-746-1909  
1-800-642-9842, ext. 61909  
304-746-8974 (FAX)  
[hollandswor3@marshall.edu](mailto:hollandswor3@marshall.edu)

In Beckley,  
Sandra S. Bailey  
(304) 252-0719, ext 4  
Fax: 304-252-9740  
[baileys@marshall.edu](mailto:baileys@marshall.edu)

Description of Capstone Experience (if appropriate)

- The capstone experience includes student teaching, portfolio, capstone presentation and the Praxis II Principles of Learning and Teaching Test.

**ATTACHMENT 4  
CURRICULUM REQUESTED ACTIONS**

**Graduate Curriculum Additions and Changes – March 2007**

**NEW COURSE ADDITIONS (3):**

**I. College: COLA**

**Department: History**

**Course Number & Title: HST 541 Women in Social Movements**

**Course Description:** the course explores factors affecting the emergence, growth, structure, impact of social movements as they attempt to transform social relationships and reshape social values.

**Prerequisite:** none

**First Term Offered:** Spring 2008

**Credit Hours:** 3 hours

**II. College: COLA**

**Department: History**

**Course Number & Title: HST 543 20<sup>th</sup> Century US Women's History**

**Course Description:** This course explores the lives and experiences of US women in the 20<sup>th</sup> century, but always with an eye on power.

**Prerequisite:** none

**First Term Offered:** Spring 2008

**Credit Hours:** 3 hours

**III. College: COS**

**Department: Chemistry**

**Course Number & Title: CHM 567 Intermediate Biochemistry**

**Course Description:** A survey course including introduction to basic biochemical concepts, bioenergetics and information transfer.

**Prerequisite:** none

**First Term Offered:** Spring 2008

**Credit Hours:** 3 hours

**INDIVIDUAL COURSE CHANGES (1):**

CHANGE IN COURSE TITLE, CONTENT, CREDIT HOURS, and CATALOG DESCRIPTION:

**IV. College: MUSOM**

**Department: Biomedical Sciences**

**Course Number: BMS 600**

**Old Title: Cellular and Molecular Biology**

**New Title: Biochemical, Cellular and Molecular Foundations of Biomedical Science**

**Rationale:** BMS graduate students currently take separate Cellular & Molecular Biology and Biochemistry courses. The students take Biochemistry along with the 1st year medical students. The change in the Medical School Biochemistry course from a semester to an 8 week block course, and the increase in the medical student class size, necessitated having a separate course for graduate students that includes material from both the Cellular & Molecular Biology and Biochemistry courses. This will allow us to offer a more appropriate introductory course oriented to the research interests of our students. The new title reflects this change.

**Change in content:**

**From:** Molecular and cell biology - see 2006 syllabus

**To:** Molecular and cell biology and biochemistry - see proposed 2007 lecture schedule

**Rationale:** The course now includes material previously taught to the graduate students in the medical school Biochemistry course. The BMS faculty felt there was a need for an introductory course oriented to the research interests of our graduate students that taught Biochemistry topics in addition to Molecular & Cellular Biology topics.

**Change in credit hours: from 3 to 6.**

**Rationale:** The addition of Biochemistry course material to the class necessitates an increase in the credit hours.

**Change in Catalog Description:**

**From:** A study of the molecular biology of the cell, cell interactions and evolution.

**To:** A study of the structure and metabolism of biological compounds, the molecular biology of the cell, and the interactions of

cell components.

**Rationale:** The addition of Biochemistry course material to the class necessitates a change in the course description.

### OTHER (multiple course changes and deletions)

#### V. College: CITE

#### Department: Engineering & Computer Science

##### (a) Alpha designators and course number changes

**Objective:** Update and Clean up Alpha Designators and Course Numbers for CITE courses used primarily by the Engineering Management Area of Emphasis in the Master of Science in Engineering Degree Program.

To do this, a number of courses are being DELETED (see below) with alpha designators EM and IE.

**A large group of changes is requested in alpha designators and in some cases course numbers.**

These requested changes are shown under (b) below. The effect of the course deletions and changes in alpha designators will be to eliminate completely all courses with the IE (Industrial Engineering) alpha designator.

This will be more helpful to the students looking for EM (Engineering Management) courses and to not give the impression that Marshall offers a degree in Industrial Engineering. All courses changing from IE to EM fit nicely under the Engineering Management umbrella. Note that course number changes show the new course number in **bold**.

Course Title	Old Alpha Designator	Old Course Number	New Alpha Designator	New Course Number
Quality Control & Reliability	IE	535	EM	535
Design of Experiments	IE	620	EM	<b>625</b>
Stochastic Processes	IE	630	EM	630
Forecasting Methods	IE	633	EM	633
Quality Control	IE	635	EM	635
Reliability Estimation/Analysis	IE	636	EM	636
Operations Research I (PR: ENGR 610) (updated PR)	IE	639	EM	<b>646</b>
Operations Research II (PR: EM 646)(updated PR)	IE	640	EM	<b>647</b>
Network Methods	IE	650	EM	<b>648</b>
Project Scheduling	IE	662	EM	<b>663</b>
Forecasting Inventory Systems	IE	665	EM	<b>666</b>
Operations Management	IE	670	EM	<b>668</b>
Mgt. Mthds. In Nonindustrial Sys.	IE	674	EM	<b>672</b>
Quality Assurance	IE	676	EM	676

##### (b) Course Deletions

**Objective:** Update and Clean up Alpha Designators and Course Numbers for CITE courses used primarily by the Engineering Management Area of Emphasis in the Master of Science in Engineering Degree Program. To do this, a number of courses are being DELETED with alpha designators EM and IE. Concurrently, we are requesting a large group of changes in either alpha designator or course number or both (on a separate application form). **The requested deletions are shown below.** The effect of the course deletions and changes in alpha designators will be to eliminate completely all courses with the IE (Industrial Engineering) alpha designator. This will be more helpful to the students looking for EM (Engineering Management) courses and to not give the impression that Marshall offers a degree in Industrial Engineering. All courses changing from IE to EM fit nicely under the Engineering Management umbrella.

Old Alpha Designator	Old Course Number	Course Title
IE	500	Computer Systems & Programming
IE	518	Computational Methods 1
IE	520	Introductory Statistics
IE	560	Human Performance
IE	570	Operations Management



IE	615	Simulation 1
IE	618	Computational Methods 2
IE	625	Multivariate Analysis
IE	627	Response Surface Methodology
IE	641	Linear Programming
IE	642	Nonlinear Programming
IE	651	Special Topics
IE	653	Special Topics
IE	655	Simulation 2
IE	675	Engineering Economics
IE	689	Special Topics
IE	789	Fnl Project in Industrial Engr
IE	799	Masters Thesis Research
EM	570	Operations Management
EM	580	The Management Process

**ATTACHMENT 5**  
**MASTER of ARTS in SPANISH—New Degree**

**CURRICULUM ACTION REQUEST:**  
**Addition/Deletion/Change of a Major or Degree**

**Name of Major or Degree and Action Requested:**

Master of Arts in Spanish, Approval

**Department:**

Modern Languages

**Contact:**

Maria Carmen Riddel (SH 713, Tel. 696-2742)

**Rationale:**

The Spanish section of the Department of Modern Languages is growing slowly but steadily and students are requesting graduate studies with greater frequency. We propose the addition of a Master of Arts degree program in Spanish. The mission of this program would be to provide an opportunity for those students who wish to further their knowledge of the Spanish language and of the cultures and literatures of the Latin/Hispanic world. Students completing this degree would increase their qualifications as secondary education teachers or would be prepared to pursue a PhD in Spanish at another institution of higher education.

**Curriculum: (Number of Hours and Courses; Indicate Required/Optional)**

**Option A: 30 hours + 6 thesis hours**

**Option B: 36 hours**

**Courses:**

- **Introductory Courses**
  - SPN 533 Intensive Grammar Review
  - SPN 544 Bilingual Contrastive Grammar
  - SPN 535 Culture and Civilization: Contemporary Latin America
  - SPN 536 Culture and Civilization: Contemporary Spain
  - SPN 655 Introduction to Spanish Linguistics
  - SPN 656 Critical Theory for Spanish/Latin American Literature
- **Spanish Applied Linguistics Courses**
  - SPN 5XX History of Foreign Language Methodologies
  - SPN 5XX Methodological Principles
  - SPN 5XX Development and Incorporation of Linguistic Skills
  - SPN 6XX Second Language Acquisition Theories
  - SPN 6XX Grammar in Spanish as a Second Language Courses
  - SPN 6XX Spanish Didactics
  - SPN 6XX Foreign Language Programming
  - SPN 6XX Pragmatic contribution to Teaching Spanish as a Second Language
- **Culture and Literature: Spain or Latin America Courses**
  - SPN 514 Medieval, Renaissance and Golden Century Spanish Literature
  - SPN 515 Spanish Literature: 18<sup>th</sup> and 19<sup>th</sup> Centuries
  - SPN 516 Contemporary Spanish Literature
  - SPN 614 Themes and Styles in Spanish Poetry
  - SPN 616 Traditional and Innovative Forms in Spanish Prose
  - SPN 618 Society and Literature: Spanish Theater
  
  - SPN 511 Pre-Modern Latin American Literatures
  - SPN 512 Contemporary Latin American Literatures
  - SPN 513 Literary Genres and Non-Canonical Issues in Latin America
  - SPN 611 Latin American Poetry: Resistance through Verse
  - SPN 613 Texts and Intertextualities in 20<sup>th</sup> Century Latin America
  - SPN 615 Latin American Theater: Plays, Performance and Politics

**Required Courses:**

SPN 533 Intensive Spanish Grammar Review or SPN 544 Bilingual Contrastive Grammar  
 SPN 655 Introduction to Spanish Linguistics  
 SPN 656 Critical Theory for Spanish/Latin American Literature  
 SPN 535 Culture and Civilization: Contemporary Latin America or SPN 436/536 Culture and Civilization:  
 Contemporary Spain.

After completing one of the two advanced Spanish grammar courses and SPN 655 Introduction to Spanish Linguistics, students will take up to 12 hours of courses on line from the Universidad A. de Nebrija. Six of these hours must be taken at the 600 level.

After completing one of the two Culture and Civilization courses and SPN 656 Critical Theory for Spanish/Latin American Literature, students will take 12 hours (four courses) of Spanish or Latin American Culture and Literature. Two of these must be taken at the 600 level.

Students in study Option A will take six hours of Spanish or Latin American Culture and Literature and complete the remaining six hours by writing a Master's thesis.

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**Effective Date (Semester and Year):** Fall 2007

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**New Resources Required:**

Additional resources (teaching assistants, more faculty positions, office and classroom space, library resources) will be needed when the programs grows.

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**Statement of Non-Duplication: (This field of study does not duplicate any other current program at the University.) Please attach a letter from the affected department (s) if duplication will occur.**

N/A

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**Signatures and Date: (If disapproved at any level, do not sign. Return to previous signer.)**

**Department/Division Chair:** \_\_\_\_\_

**College Curriculum Committee:** \_\_\_\_\_

**College Dean:** \_\_\_\_\_

**Dean of Libraries:** \_\_\_\_\_

**Chair, Graduate Council:** \_\_\_\_\_

**Provost/VP Academic Affairs:** \_\_\_\_\_

**Presidential Approval (Date):** \_\_\_\_\_

**Board of Governors Approval (Date):** \_\_\_\_\_

9/22/06

Return to: [2006-2007 Minutes/Agendas](#) [Minutes and Records](#) [Graduate Council](#) [Marshall University](#)  
**Minutes of Marshall University Graduate Council**  
**February 23, 2007**

**South Charleston Campus – GC 135**

**Members Present:** Larsen, Reynolds, Cunningham, Childress, Mangiarua, Meyer, O’Keefe, Seymour, Stiltner and Fet

**Members Absent:** Ellis, Neff, F. Pauley, Maheshwari, Sturgill, Lawson, and Stickler

**Ex-Officio Members present:** Deutsch, Hensley for Denman

**Ex-Officio Members absent:** Aulick

- Meeting was called to order at 1:00 PM by Larsen
- Minutes of January 26 meeting were distributed and approved with two corrections
- Motion for additions to Graduate Faculty Membership (Attachment 1) were offered with one additional name:

Ashak Vaseashta – College of Science, Physics – Graduate – March 2007- March 2012

Motion was approved.

- Academic Planning, Standards and Policies report by Reynolds. Motions for following curriculum approvals:
  1. Minor in Geography—approved with amendment that GEO 506 be dropped from the wording, because it was not approved (see further discussion below). The amended geography minor as approved is found in Attachment 2.
  2. Change in cataloging wording for MS and MA in Geography—approved. See Attachment 3.
  3. Change in catalog wording for MS in Engineering—approved. See Attachment 4.
  4. It is proposed that the wording on page 53 of the Graduate Catalog be changed to read: “A Plan of Study approved by the department/program must be filed with the appropriate dean no later than the semester in which the student **registers** for his/her 18<sup>th</sup> credit hour.” The old wording said that a “plan of study by the department/program must be filed with the appropriate dean no later than the semester in which the student **completes** his/her 18<sup>th</sup> credit hour.”—The change was approved.
  5. Modification of language in graduate catalog, IV.B.1.a., new language to state that “Any student who has less than a 3.0 GPA **either overall or in his/her current major** will be placed on academic probation by the Graduate Dean.”—Approved
  6. Request from previous student for extension of seven year deadline for completion of course work was *not* approved. The council felt there is an existing process for revalidating coursework which should be followed.
- Curriculum Committee brought motion to approve course addition – GEO 506 Population Geography. The Council had concerns about approving another 500 level course in geography. The Graduate Catalog states that “At least one-half of the minimum required hours for the student’s master’s degree must be earned in classes numbered 600 or above.” (p. 54 of the current online Graduate Catalog) The Council feels this policy needs to be enforced. Currently, many students request a waiver of this requirement from the Graduate Dean’s office because there are not

sufficient 600 level courses available in their department. Hensley explained that courses taught at the 400/500 level have higher enrollment (drawing from both undergraduate and graduate populations) and that forcing departments to offer more 600 level courses might cause a problem with enrollment and faculty course load. On the other hand, the intent of the policy is to insure high quality graduate education and several members of the Council felt that departments need to follow the policy for this reason—the student member of the Council agreed also. There has been growing concern among a number of the Council members regarding this issue. The council voted not to approve the new course – GEO 506; the main concern being that the Geography Department has a large number of 500-level courses and very few 600-level courses. There are a number of other departments which have this same problem. Therefore, the request for a minor in Geography, which the council approved earlier in the meeting, needed to be amended. The Council voted to amend the approval of the geography minor to remove the GEO 506 class option. Larsen asked Academic Planning, Standards and Policies Committee to draft a statement reflecting the council's feeling that more 600 level courses should be available and that the Graduate Dean should enforce this policy in the future, with some transition period to allow colleges and departments to make the needed adjustments.

- Program Review and Assessment Committee report was given by Meyer. Master of Science in Physical Science was recommended for Continuation at Current Level. The Council approved the recommendation.
- Credentialing Committee report was given by O'Keefe. It was proposed and approved that the graduate faculty status requirements of the Biomedical Science Program have the following additional criteria for *Associate* level of graduate faculty status:
  1. "Must have a terminal degree" (the university language requires only a masters degree)
  2. "Must have rank of Assistant Professor or equivalent or higher" (the university language does not require this)
  3. "Must have at least one manuscript published in a refereed journal or at least one competitive, extramural grant submitted, pending, or ongoing within the last five years" (this is more stringent than the university language)

O'Keefe, for the Credentialing Committee, stated that when auditing Biomedical Science program faculty, these standards will be used in addition to university standards.

- A recommendation was discussed regarding renewal of graduate faculty status for *part-time faculty* at Graduate Instructor level for extension of up to five years based on teaching evaluations rather than full application. The recommendation was amended to limit renewal to one two-year extension, for a total of four years between full re-application for re-appointment. The extension would be at the discretion of the dean, based on teaching evaluations. Revised motion was approved. See Attachment 5 for the form to be used for such a one-time extension without full, new application.
- Meeting was adjourned by Larsen at 2:45 PM.

Submitted by: Celene Seymour, Secretary, February 23, 2007

Modified and approved by: Eldon R. Larsen, Chair, March 1, 2007

### ATTACHMENT 1 Graduate Faculty Membership Approvals

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			2/23/2007	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>		
Frost, Leslie	COS	Chemistry	Graduate	January 2007	January 2012
Swindell, Christopher	SOJMC	SOJMC	Graduate	November 2006	November 2011
Hollis, Dan	SOJMC	SOJMC	Associate	November 2006	November 2009
Vaseashta, Ashok	COS	Physics	Graduate	March 2007	March 2012

**ATTACHMENT 2**Approved Addition of a **Minor in Geography**


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 Name of Minor and Action Requested: Addition of a **Geography Minor**


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Department: **Geography**Contact: **James Leonard 696-4626**


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 Curriculum: (Number of Hours and Courses; Indicate Required/Optional)

**Six hours minimum.** Students who minor in Geography should choose 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 Appalachia, 503 Asia, 504 Europe, 507 Sub-Saharan Africa, 508 South and Middle America, 509 North Africa and the Middle East, 512 Russia, 520 Field Research (Regional topic), 610-614 World Regions, 617-619 Seminars in Regional Geography

**Physical Geography**

Choose from GEO 520 Field Research (Physical topic), 522 Environmental, 525 Climatology, 530 GIS Raster Analysis, 531 Digital Imagery Analysis, 617-619 Seminars in Physical Geography, 620 Conservation

**Human Geography**

Choose from GEO 501 Historical, 505 Political, 510 Urban, 511 Medical, 518 Geography for Teachers, 519 Gender, 520 Field Research (Human topic), 607 Economic, 617-619 Seminars in Human Geography

**Planning**

Choose from GEO 514 Methods and Techniques of Planning, 515 Regional Planning, 516 Environmental Planning, 520 Field Research (Planning topic), 617-619 Seminars in Planning

**Geographic Information Systems/Remote Sensing**

Choose from GEO 526 Principles of GIS, 529 GIS Vector Analysis, 530 GIS Raster Analysis, 531 Digital Imagery Analysis, 617-619 Seminars in GIS/RS, 631 Advanced GIS Projects

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 New Resources Required: **none**


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Statement of Non-Duplication: (This field of study does not duplicate any other current program at the University.) Please attach a letter from the affected department (s) if duplication will occur. **n/a**

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 Effective Date: Fall 2007 Spring \_\_\_\_\_ Summer (Indicate Year)
 

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## ATTACHMENT 3

### Revised Language for Graduate Catalog for M.S. in GEOGRAPHY (GEO)

The Geography Department at Marshall University offers a supportive atmosphere featuring responsive, accomplished faculty and state-of-the-art facilities. In order to prepare students for professional employment or further education, the faculty strives to maintain a flexible curriculum, involve students in research, keep offerings updated with changes in the field and the job market, and help students obtain internships. As a result, many of our students secure employment as professional geographers before graduation, obtaining positions as urban and regional planners, GIS professionals, environmental scientists, geography doctoral students, economic development consultants, city/county/state/federal government professionals, historic preservationists, international trade consultants, and more.

Students wishing to earn a master's degree in geography have the option of selecting either a Master of Arts (M.A.) or Master of Science (M.S.) degree. The core requirements are the same for both degrees. In consultation with a faculty advisor, a student choosing the M.S. option will specialize in natural science-based geography such as environmental science/planning, cartography, GIS/remote sensing, or physical geography. In consultation with a faculty advisor, a student pursuing an M.A. degree will specialize in social science-based geography emphasizing GIS, planning, geographic education, human or regional geography. Both the M.S. and M.A. degree options prepare the graduate for professional employment or advanced work at the doctoral level.

#### Admission Requirements

Application materials to the graduate program should be sent to the Graduate College. Applicants must have completed the GRE (Graduate Record Examination) and nine semester hours of undergraduate coursework in geography for full admission to the program. Provisional admission may be granted with consent of the faculty. Applications for department research or teaching assistantships are available from the Geography Department Chair.

#### Degree Requirements

The requirements for either master's degree consist of 1) meeting the general requirements for the Graduate College; 2) completing a thesis or comprehensive exams, written and oral; and 3) completing not fewer than 24 hours of graduate coursework in geography.

#### Required Courses

GEO 521\* Concepts and Methods in Geography (taken during first year)

GEO 540\* Quantitative Methods in Geography

GEO 609 Geographical Research (taken during first year)

Any graduate-level geography GIS course (GEO 526, 529, 530, 531, or 631)

\* Requirement waived if course was taken at the 400 level as a Marshall undergraduate.

#### Geospatial Information Science graduate certificate

Marshall University offers an interdisciplinary Graduate Certificate in Geospatial Information Science. The program is directed by James Leonard, Geography Department. A graduate certificate in Geospatial Information Science consists of a minimum of twelve graduate hours in courses designated as GIScience Courses, including regularly offered courses as well as special topics courses. Students must take courses from at least two different departments for a graduate GIScience certificate.

GIScience courses:

BSC 510/PS 510 Remote Sensing/GIS Applications (4 credit hours)

BSC 511/PS 511 Digital Image Processing/GIS Model (4 hrs.)



ES 626 Remote Sensing and Map Use (3 hrs.)  
GEO 526 Principles of GIS (3 hrs.)  
GEO 529 Intermediate GIS – Vector Analysis (3 hrs.)  
GEO 530 Intermediate GIS – Raster Analysis (3 hrs.)  
GEO 531 Analysis of Digital Airborne and Space-Based Imagery (3 hrs.)  
GEO 631 Applied GIS Projects (3 hrs.)  
GEO 690 Internship (1-6 hrs.; must be GIScience approved in advance)  
IS 645 Geographic Information Systems (3 hrs.)  
Special Topics courses as approved by the GIScience Curriculum Committee

## ATTACHMENT 4

New Graduate Catalog Wording for M.S. Engineering Degree--Approved  
Online Graduate Catalog, **Fall 2007** Degree Programs

### ENGINEERING

The M.S. in Engineering (M.S.E.) program is an interdisciplinary engineering program designed to meet the specific needs of engineers employed in industry, government, and consulting. The program offers a broad core curriculum with opportunities for concentrated study in two areas of emphasis: *Engineering Management* and *Environmental Engineering*. Students wishing to have two areas of emphasis must meet special requirements—see below under *Students wishing to have two areas of emphasis*.

#### Admission Requirements

Each applicant for admission to the M. S. in Engineering program must have an undergraduate engineering degree from an ABET-accredited college or university, *and* must satisfy at least TWO of the following criteria:

- 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
- Have an undergraduate GPA of 2.75 or above
- Have passed the FE exam and/or the P.E. exam

Also, foreign nationals must score at the mean or above on the TOEFL, and must have met all other admission criteria prior to registering for the first semester of courses.

#### Degree Requirements

Each degree candidate is required to complete at least 30 graduate credit hours, consisting of 9 credit hours of core courses plus 21 additional hours of required courses and electives in the applicable area of emphasis, with a cumulative Grade Point Average of 3.0 for the courses included in the student's Plan of Study. Each degree-seeking student must have an approved "Plan of Study," developed with a faculty advisor, that must be filed with the CITE dean no later than the semester in which the student completes the 9th credit hour. Please consult the Academic Regulations portion of the Graduate Catalog for other information.

The Engineering program culminates with the comprehensive graduate project. This project is not the traditional graduate thesis with a research orientation, but rather a real-life, industry-type project in which the student undertakes an assignment that requires synthesis of all of the coursework and its application to a typical problem from a relevant subject area.

Additionally, each M.S.E. student must pass an online series of orientation modules before he or she will be allowed to register for semesters of study after his or her first semester. The student's advisor may require any individual student to retake and re-pass any orientation module(s) an additional time, if the advisor feels the student needs the review in order to adequately progress toward his or her degree. Please see your advisor for additional information regarding this orientation.

#### Core courses:

EM 660 Project Management.....	3 hrs.
ENGR 610 Applied Statistics.....	3 hrs.
TE 699 Comprehensive Project.....	3 hrs.

#### Requirements for areas of emphasis:

##### Engineering Management:

EM 620 Management of Technical Human Resources and Organizations.....	3 hrs.
EM 670 Seminar in Engineering Management.....	3 hrs.
EM 675 Engineering Economics (or TM equivalent) .....	3 hrs.
EM 694 Engineering Law.....	3 hrs.
IE 670 Operations Management.....	3 hrs.
Two CITE elective courses approved in advance by the student's advisor.....	6 hrs.

### **Environmental Engineering:**

ES 614 Environmental Risk Assessment.....	3 hrs.
ENVE 681 Environmental Engineering Design.....	3 hrs.
ENVE 615 Environmental Chemistry.....	3 hrs.
ES 660 Environmental Law I.....	3 hrs.
Three CITE elective courses approved in advance by the student's advisor.....	9 hrs.

### **Students wishing to have two areas of emphasis**

Master of Science in Engineering students who wish to take both the Engineering Management and the Environmental Engineering areas of emphasis must complete two comprehensive projects—one for each area of emphasis—and all the required courses for both areas of emphasis, as well as the other core courses, and one environmental-area elective approved in advance by the student's advisor. To do this, the student must complete the following courses:

EM 660 Project Management.....	3 hrs.
ENGR 610 Applied Statistics.....	3 hrs.
TE 699 Comprehensive Project.....	3 hrs.
ENGR 687 Independent Study (for the second comprehensive project).....	3 hrs.
EM 620 Management of Technical Human Resources and Organizations.....	3 hrs.
EM 670 Seminar in Engineering Management.....	3 hrs.
EM 675 Engineering Economics (or TM equivalent) .....	3 hrs.
EM 694 Engineering Law.....	3 hrs.
IE 670 Operations Management.....	3 hrs.
ES 614 Environmental Risk Assessment.....	3 hrs.
ENVE 681 Environmental Engineering Design.....	3 hrs.
ENVE 615 Environmental Chemistry.....	3 hrs.
ES 660 Environmental Law I.....	3 hrs.
One CITE ENVE or ES elective approved in advance by the advisor.....	3 hrs.

**ATTACHMENT 5**

**MARSHALL UNIVERSITY**

**RENEWAL FORM:**

**To be used only for Part-Time Faculty with  
Graduate Instructor level membership in the graduate faculty**

College/School: \_\_\_\_\_



**RENEWAL (Only one renewal is allowed and at the discretion of the academic dean without a fully new application, and the one-time-renewal-without-new-application decision is to be based on teaching evaluations.)**

NOTE: After this renewal, the part-faculty member must submit a fully new application for re-appointment.

Name \_\_\_\_\_  
Last First Middle

Degree Program \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Program Director

\_\_\_\_\_  
Date Approved

\_\_\_\_\_  
Dean

\_\_\_\_\_  
Date Approved

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## Minutes of Marshall University Graduate Council

January 26, 2007

Student Center, John Spotts Room -- Huntington

**Members Present:** Larsen, Reynolds, Cunningham, Neff, F. Pauley, Childress, Fet, Lawson, Mangiarua, Meyer, O'Keef, Seymour, Stickler, Sturgill, Maheshwari

**Members Absent:** Ellis and Stiltner

**Ex-Officio Members present:** Deutsch, Denman

**Ex-Officio Members absent:** Aulick

**Guests:** Frances Hensley and Clark Egnor

- Meeting was called to order at 1:00 by Larsen
- Minutes of the December 1, 2006 meeting were approved as distributed
- The additions to the Graduate Faculty Membership list were approved to be sent to the president (Attachment 1)
- Director of the International Program, Clark Egnor, presented information on L.E.A.P. (Learning English for Academic Purposes) program and other programs to prepare non-English speaking students to succeed at Marshall. He discussed tests for demonstrating English proficiency and process for dealing with students who do not meet proficiency standards. It was suggested that a study be conducted to compare GPA of students who have completed the English-intensive program with those of all students.
- Help with annual assessment reviews is needed. Hensley pointed out that there has been no one hired to take Bob Edmunds' place in coordinating these reviews and that she has stepped in to take on this project. It is important that these reviews be completed soon so that feedback can be sent to chairs in time to impact fall classes. She would like them to be completed in February. It was agreed that all Graduate Council members would take part in this review and that training would be provided for faculty on both campuses. If a member doesn't want to participate, they should contact Larsen.
- Reynolds reported for the Academic Planning, Standards, and Policies Committee that plagiarism is a thesis issue but that procedures should deal with overall quality rather than just copyright. The committee is still working on these issues.
- There were no Curriculum Committee motions or business to transact.
- Meyer reported for Program Review and Assessment Committee. In regard to the MS in Physical Science, the committee had no recommendation at this time because the program review report is incomplete. The committee will have the full report for the next meeting and will make a recommendation then, assuming that the Physical Science folks submit a complete report to allow action. In regard to the Family and Consumer Science Program, the committee recommended a conditional Continuation of Program with Corrective Action. This approval is conditional, predicated on the council's mandated recommendation that a Progress Report be provided the Program Review Committee of the Graduate Council by November 1, 2007, with a total regular review of the program in the Fall of 2008. With the regular review, the Graduate Council will again make a recommendation concerning continuance of the program and when the next review

will be required. The Graduate Council approved recommendation for Continuation of Program with Corrective Action, along with the conditions as stated.

- O'Keefe reported for the Credentialing Committee. This committee is looking at the documentation process for graduate faculty credentialing by colleges and schools. The committee recommended approval of audit for COLA and GSEPD. College of Fine Arts, School of Medicine, and College of Health Professions will be completed in March.

There was some discussion of the graduate faculty standards used by the School of Medicine's Biomedical Sciences program, which are additional to those used by the university overall. For example, SOM's Biomedical Science program Graduate faculty status requires major grant award and publication in peer review journal. O'Keefe felt they should be required to give notice to the Graduate Council of intent to use other standards. Larsen said the council had already approved the SOM's additional standards for the Biomedical Sciences program, except for the requirement that the term for Associate graduate faculty status is to be two years. The Council approved the two-year term for Associate graduate faculty members in the SOM's Biomedical Science program.

- Larsen expressed concern that there are instructors teaching graduate courses that do not have graduate faculty status. Notice has been sent to deans regarding faculty whose graduate faculty status had expired. Brian Morgan created a database of faculty teaching graduate courses and Larsen has already found discrepancies when comparing this list to the Red Book. O'Keefe suggests that when the instructor of record for a graduate course is entered into Banner, there should be verification of the appropriate status for the instructor. That would require a Banner code for graduate faculty status. Denman said any change to Banner is a major issue and she would check to see if there is a field for graduate faculty status and if this process can be accommodated. This would require that information on status be kept current.
- The Application for Extension of Time for revision was discussed. The new form clarifies the options and fees for revalidation of course taken more than 7 years before degree application. It also provides for approval of program coordinator/director or department/division chair and advisor, and signatures of those faculty members who actually approved that the revalidation requirements have been satisfied. The form was approved by Graduate Council.

O'Keefe asked if these forms could be submitted for signature electronically or if the student would need to get actual signatures. It was the feeling of the council that faculty could indicate approval via email to the student's advisor, who then would make the signature notation on the form.

- Larsen distributed a graduate faculty renewal form for graduate instructors in the Graduate School of Education and Professional Development. This form makes renewal easier. The dean simply signs the request for extension of graduate faculty status and submits it with the previously-submitted application. This extension would be for two years. It was suggested that this extension could be requested twice, so that it would be four years before a complete re-application would have to be filed. Larsen has reservations that this extension should be awarded twice. The council asked the Credentialing Committee to make a recommendation regarding this extension for the next meeting.
- The Graduate Council went into executive session.
- The Graduate Council came out of executive session.
- The Graduate Council moved to award Anthony Szwilski graduate faculty status.
- Meeting was adjourned at 3:00 PM.

Submitted by: Celene Seymour, Secretary, February 1, 2007

Revised by: Eldon R. Larsen, Chair, February 8, 2007



**ATTACHMENT 1**  
**Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			1/26/2007	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>		
Dobbs, Wendell	COFA	Music	Graduate	December 2006	December 2011
Parsons, Sean	COFA	Music	Graduate	December 2006	December 2011
Myers, Patricia	GSEPD	Special Education	Associate	January 2007	January 2010
Yeager, Jack	GSEPD	Leadership Studies	Associate	January 2007	January 2010
Simonton, Molly	GSEPD	Education & Prof. Dev.	Associate	January 2007	January 2010
Weidenfeld, David	COS	Chemistry	Graduate	January 2007	January 2012
McIntosh, James	CITE	Applied Sci. & Technology	Associate	September 2006	September 2009
Fagan, Nancy	COHP	Nursing	Associate	January 2006	January 2009
Stanley, Karen	COHP	Nursing	Associate	January 2007	January 2010
Williams, Kelli	COHP	Dietetics	Associate	January 2006	January 2009
Szwilski, Anthony	CITE	CITE Interim Dean	Graduate	January 2007	January 2012



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**Minutes of Marshall University Graduate Council  
December 1, 2006  
South Charleston Campus – GC 319**

**Members Present:** Larsen, Reynolds, Neff, F. Pauley, Childress, Lawson, Meyer, O’Keef, Seymour, Sturgill, Fet, Stiltner, and Maheshwari.

**Members Absent:** Cunningham, Ellis, and Stickler

**Ex-Officio Members present:** Deutsch

**Ex-Officio Members absent:** Denman and Aulick

- Meeting was called to order at 1:00 PM by Larsen.
- Minutes of the October 27 meeting were approved as distributed (Attachment 1).
- Graduate Faculty Membership was approved for list of candidates in Attachment 2.
- Reynolds presented proposal for GSEPD Certificate for Middle Childhood Education (Attachment 3). The Academic Planning, Standards and Policy Committee recommended this be approved because the program remained substantially the same, with change from licensure to certificate. The Graduate Council voted to approve the new certificate.
- The Academic Planning, Standards and Policy Committee also presented changes in Certificate for Mathematics through Algebra I (Attachment 4). Changes include one new course (CIME 650), course names and number of hours for some courses. Since the purpose of these changes is to make Marshall’s requirements the same as the WV Department of Education, the committee recommended approval. The Graduate Council approved changes.
- The Academic Planning, Standards and Policy Committee reported on the Geography Department’s new requirement that students submit GRE scores. Members questioned whether these scores should be required if there was no minimum score and how they were going to be used. Reynolds said there were no minimum scores because they wanted to use them as one indication of an applicant’s ability rather than an absolute requirement and the primary reason was to collect data rather than to evaluate individual candidates. The Graduate Council approved the change but suggested that the department, at its option, consider whether minimum score be listed. Also, the Geography Department’s Degree Requirement in graduate catalog should be revised to eliminate the “applied project” option. It should read: “2) completing comprehensive exam or thesis.” The Graduate Council approved change. The new language to be used for both of these changes in the Graduate Catalog is found in Attachment 5.
- The English Department requested the following paragraph be added to page 113 of the online graduate catalog under “English”, as the second paragraph:

*To accompany an application to the program, the English Department requires: a letter of interest/personal statement (1-2 pages); a writing sample of 8-12 pages; at least two letters of recommendation, preferably from college instructors; and current GRE ~~or TOEFL~~ scores. Applicants should have an undergraduate G.P.A. of 3.0 or higher.*

The Graduate Council approved the change with the omission of “or TOEFL.”

- The Academic Planning, Standards and Policy Committee recommended an update to the course revalidation process (Attachment 6). The updated policy was approved by the Graduate Council.
- Fet presented Curriculum Committee motion to approve new course additions for COLA, GSEPD and COS and changes for COLA (Attachment 7). Graduate Council approved the additions and changes.
- Meyer reported on Program Review & Assessment Committee review of 7 programs. He suggested several changes in process for next year. These improvements include: Develop a form which identifies contact person; submission deadline of Nov. 1 to provide more realistic turn-around time for reviews to be submitted at December Graduate Committee meeting; and language on review form that allows more flexibility and definition of language. This would allow committee to both require corrective action and monitor action. One suggestion was that the responsibility for program review be expanded and that committee membership be increased in the future. We have requested to consider these suggestions further with the Faculty Senate’s Academic Planning Committee and Frances Hensley, starting in February.
- The following graduate programs will be recommended for “Continuation of program at the current level of activity” by the Graduate Council:

1. Chemistry
2. Engineering
3. Information Systems
4. Mathematics
5. Safety Technology

Chemistry, Mathematics and Information Systems all have Mandated Recommendations under Program Review Issues. Beyond the Program Review Issues, all editorial changes were listed as Mandatory. In following Step 8 of the Procedures Guide, we are notifying the deans and contact persons of their program's approval but advising them they are to submit to the Office of Academic Affairs five copies of the revised reports by February 1. Last year the Program Review Committee of the Graduate Council monitored those revisions prior to final recommendation. This year, due to time constraints, we are advising the programs to follow Step 8 of the Procedures Guide as written. The specific recommendations and mandated changes for each program have been sent to Academic Affairs and to the individual colleges and program contacts. Academic Affairs has the responsibility to follow up to assure that the mandated changes take place.

- Program productivity was also discussed in regard to review. Is a program in jeopardy if it goes below a specific number for enrollment? Childress said there was a Policy Commission rule to this effect, but he doesn’t think it is still in effect. There was a suggestion by a Council member that this should be part of the program review.
- O’Keefe reported on Credentials Committee activities. Five programs are being reviewed this year and five will be reviewed next year.
- Larsen proposed a revision of Graduate Faculty Membership Policy document to re-position some information from near the end of the document to near the beginning of the document and to clarify the information. The paragraph stating that a dean may approve a faculty without membership to teach a graduate course for one semester while membership is being sought was moved from the Special Cases section to the first paragraph of the policy so that it would be more evident. The Council approved the modification of the policy. The first few paragraphs in the document will now read as shown in Attachment 8, and section VIII under Special Cases is dropped, due to the re-positioning.

- Lawson raised a question about English proficiency among foreign students and having difficulties with English. Larsen said he felt there might be a bigger problem recently with English proficiency among international students and wondered if all students should be required to submit scores from TOEFL rather than simply passing the alternative L.E.A.P. course, Learning English for Academic Purposes. He has recently had more difficulty understanding some foreign students and felt some had a difficult time with course content, lectures and discussion.

Deutsch said the concern should be communicated to the Provost to make her aware that the alternative test some students are taking might not be as rigorous as TOEFL. Larsen will raise the issue with faculty senate Executive Committee to see if this is perceived as a problem among both undergraduates and graduates. The F.S. Executive Committee and/or the Graduate Council might want to discuss this with Clark Egnor.

- O'Keefe brought up an instance where some faculty believed faculty senate governance had been challenged when a college appealed a university policy to the Board of Governors. Larsen pointed out that legal procedures, which allow an appeal to the Board, had been followed and that the wishes of a 2/3 majority of the faculty in that college would have to be in favor of the now-allowed option in order for it to go into effect.
- Problems with course evaluations were discussed, especially online evaluations for WEBCT courses. There is a new process being used and the Council felt problems in course evaluations might have an impact on faculty merit pay and promotion. It was suggested that Larsen discuss the problems with Lisa Heaton and Donna Spindel and that it may be necessary for the faculty senate Executive Committee to look into it.
- The meeting was adjourned by Larsen at 2:30 PM.

Submitted by: Celene Seymour, Secretary

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**2006-2007 Academic Year future meetings. Reserve these dates now!**

- January 26, 2007      Huntington
- February 23, 2007      South Charleston
- March 30, 2007      Huntington
- April 20, 2007      South Charleston

**Attachments:**

1. Minutes of previous Graduate Council meeting
2. Graduate faculty membership approvals
3. Recommended approval of GSEPD Certificate for Middle Childhood Education
4. Recommended approval of GSEPD changes to Mathematics through Algebra I Certificate Program
5. New Graduate Catalog language for Geography
6. Updated procedures and form for course revalidation
7. Curriculum Committee motions
8. Re-Positioning and editorial clarification of language in Graduate Faculty Policy document



**ATTACHMENT 1****Minutes of Marshall University Graduate Council  
October 27, 2006****Huntington Campus – John Spots Room**

**Members Present:** Larsen, Reynolds, Ellis, Cunningham, Neff, F. Pauley, Childress, Lawson, Meyer, O’Keefe, Seymour, Sturgill, Fet, Stickler, Stiltner, and Maheshwari.

**Members Absent:** Mangiarua

**Ex-Officio Members present:** Deutsch

**Ex-Officio Members absent:** Denman and Aulick

**Guests:** Andrew Sikula

- Meeting was called to order at 1:00 by Larsen
- Minutes of the September 22 meeting were approved as distributed
- Larsen welcomed Megan Stiltner as the GSC representative on the Graduate Council.
- Graduate Faculty status for faculty of CEHS and GSEPD were approved as recommended by deans. (Attachment 1)
- Reynolds reported on the Bridge Faculty Training Service Agreement for the Academic Planning, Standards and Policy Committee. The move to approve the agreement for the DMPNA was passed. This bridge agreement was signed by the university administration in early October 2005.
- Reynolds reported on a proposed change (Attachment 2) in MBA Accounting and Wrap Around emphases programs. The Academic Planning, Standards and Policy Committee recommended approval. The Graduate Council approved change as proposed.
- A change in the Mathematics MA requirements (Attachment 3) was proposed by Reynolds. These changes include a thesis track (33 hours excluding thesis hours) and non-thesis track (33 hours plus a comprehensive exam). The Academic Planning, Standards and Policy Committee recommended approval because the program will meet Marshall’s minimum program requirements and goes beyond them. The Graduate Council voted to approve changes.
- A proposal (Attachment 4) to set the standard for admission to MA program in Communication Studies -- GRE score of 800 (Verbal and Quantitative sections), a score of 4 on the GRE writing sample, a minimum GPA of 2.5 for undergraduate coursework, and TOEFL score of 525 (paper) or 195 (computer-based) – recommended by the Academic Planning, Standards and Policy Committee was approved by the Graduate Council. The requirement will be reflected in the graduate catalog.
- Curriculum Committee recommendations. ENG 526 Appalachian Literature & Theory (English Dept.) was approved (Attachment 5). CMM 504 Rhetorical Criticism (Communications Studies Dept.) was not brought for a Council vote due to a concern raised by the English department that it overlaps the content covered in their rhetoric courses. Dr. Hatfield commented that disciplinary boundaries should be established to avoid duplication between the Communications Studies and English departments. The Graduate Council agreed that the two departments should meet to resolve their differences before any action is taken by the Graduate Council.
- A student has raised a concern about the quality of certificates awarded by the university. The student specifically objected because the university seal wasn’t raised and the printing quality was

poor. Mike Cunningham commented that the appearance of the certificate should make it clear that it is not a diploma. The Graduate Council recommended that in the future certificates be printed on heavier paper and that the quality of the printing should be appropriate.

- Program Reviews are due in the Academic Affairs office by Nov. 1 and will be sent to the Graduate Council Program Review & Assessment Committee by Nov. 15. The assessments have to be returned to Academic Affairs by Dec. 15. There is concern that there will not be time to complete the reviews, especially if they have to be returned to the department for revisions. Meyer was given the Program Review and Accreditation process document.
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- Larsen brought up the concern that some faculty members are teaching graduate courses and/or serving on or chairing graduate committees without graduate faculty status. The council agreed that this is usually due to a failure to submit paperwork rather than a desire to get around the system. He will ask Brian Morgan to run a program to identify all faculty teaching course at the 500 level or above. Those names will then be compared to the Redbook to identify those teaching without graduate faculty status. Deans will be notified and, if necessary, these will be reported to the Provost. In January, Seymour will notify deans of those with expired graduate faculty status and those whose status will be expiring during the coming semester.
- Meeting adjourned at approximately 2:00 PM. The next meeting will be Dec. 1 in South Charleston.

Submitted by: Celene Seymour, Secretary

Revised and approved by: Eldon R. Larsen, Chair

## ATTACHMENT 2

## Graduate Faculty Membership Approvals

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			12/1/2006	<i>Term Starts</i>  <i>Month Year</i>	<i>Term Expires</i>  <i>Month Year</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>		
Orsini, Nicola	COS	Physics	Graduate	November 2006	November 2011
Zill, Sasha	SOM	Anatomy & Pathology	Doctoral	December 2006	December 2009
Maragos, William	SOM	Pharmacology	Associate	December 2006	December 2008
Lawson, Kay	COFA	Music	Associate	September 2006	September 2009
Miller, Ben	COFA	Music	Graduate	November 2006	November 2011
Cox, Jonathan	COFA	Art	Graduate	November 2006	November 2011
Bingham, Ann Marie	COFA	Music	Graduate	November 2006	November 2011

**ATTACHMENT 3**  
**CURRICULUM ACTION REQUEST:**  
**Addition/Deletion/Change of a Certificate**

**Name of Certificate and Action Requested:**

Certificate for Middle Childhood Education—Addition of New Certificate

**Department:**

Graduate College – School of Education and Professional Development – Elementary/Secondary Education

**Rationale:**

The four courses in Middle Childhood Education lead to a licensure endorsement for Middle Childhood Education with the West Virginia Department of Education. At the present time there are approximately 73 advisees seeking either an M.A. with emphasis in Middle Childhood Education or an endorsement in Middle Child Education. If students are seeking only the licensure endorsement, they are program completers. The Certificate enables the university to count them as such, while presently only those completing the degree are considered program completers.

**Curriculum: (Number of Hours and Courses; Indicate Required/Optional)**

Courses required are:

EDF 502 – 3 hours – Required

CI 501 – 3 hours – Required

CI 503 – 3 hours – Required

CI 672 – 3 hours- Required

**Effective Date (Semester and Year):**

Fall \_\_\_\_\_ Spring 2007 \_\_\_\_\_ Summer \_\_\_\_\_

**New Resources Required:**

None

**Statement of Non-Duplication: (This field of study does not duplicate any other current program at the University.) Please attach a letter from the affected department (s) if duplication will occur.**

None

**Signatures and Date: (If disapproved at any level, do not sign. Return to previous signer.)**

Department Chair: \_\_\_\_\_

College Curriculum Committee: \_\_\_\_\_

College Dean: \_\_\_\_\_

Dean of Libraries: \_\_\_\_\_

University Curriculum Committee: \_\_\_\_\_

President, Faculty Senate or Chair, Graduate Council: \_\_\_\_\_

Provost/VP Academic Affairs: \_\_\_\_\_

Presidential Approval (date): \_\_\_\_\_



**ATTACHMENT 4**  
**CURRICULUM ACTION REQUEST:**  
**Addition/Deletion/Change of a Certificate**

**Name of Certificate and Action Requested:****Mathematics Through Algebra I    Change in content and number of hours****Department:****Elementary and Secondary Education, GSEPD****Rationale:**

The West Virginia Department of Education changed the requirements for teaching licensure in this area. The new program was approved in late August 2006. We wish to change the Graduate Certificate Program to reflect that new program. These changes included course names, hours for some courses, and the addition of CIME 650. While the mandated increase in hours causes this program to have 24 hours, other graduate certificate programs are that large. There was concern for student confusion if the graduate certificate program requirements did not match those for teaching licensure. Hence, this request is to make the two the same.

**Curriculum: (Number of Hours and Courses; Indicate Required/Optional)**

CIME 555	Technical Mathematics for Mathematics Educators	3	
CIME 556	Finite Mathematics for Mathematics Educators	3	
CIME 650	Algebra for Mathematics Educators	3	
CIME 657	Pre-calculus for Mathematics Educators	3	
CIME 658	Geometry for Mathematics Educators	3	
CIEC 600	Computing and Instructional Design	3	
CIME 670	Teaching Mathematics	3	
CIME 675	Supervised Field Practicum/Seminar in Mathematics(5-9)	3	
	or		
CIME 677	Supervised Field Practicum/Seminar in Mathematics(5-12)		
3			<b>Total 24 hours</b>

**Effective Date (Semester and Year):**
**Fall** 2006                      **Spring** \_\_\_\_\_                      **Summer** \_\_\_\_\_
**New Resources Required:**
**There are no new resources that were not already required to meet the new WVDE standards.**

**Statement of Non-Duplication: (This field of study does not duplicate any other current program at the University.) Please attach a letter from the affected department (s) if duplication will occur. There is no duplication. This will replace the Mathematics Through Algebra I Graduate Certificate Program of long standing.**

**Mathematics Through Algebra I Graduate Certificate Revision Request**
**Signatures and Date: (If disapproved at any level, do not sign. Return to previous signer.)**
**Department Chair:** \_\_\_\_\_

**College Curriculum Committee:** \_\_\_\_\_

**College Dean:** \_\_\_\_\_

**Dean of Libraries:** \_\_\_\_\_  
**University Curriculum Committee:** \_\_\_\_\_  
**President, Faculty Senate or Chair, Graduate Council:** \_\_\_\_\_  
**Provost/VP Academic Affairs:** \_\_\_\_\_  
**Presidential Approval (date):** \_\_\_\_\_

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**ATTACHMENT 5****Geography Department: New language to be used in the Graduate Catalog**

Page 119, paragraph 3 should read: The prerequisite for a graduate major is 12 semester hours of undergraduate coursework in geography or permission from the faculty. The Department of Geography also requires the submission of GRE scores for consideration for admission to the program.

Under Degree Requirements, we would like to make the following change: 2) completing one of the following: thesis, or comprehensive exams; and etc.

## ATTACHMENT 6

### Updated Procedures and Form for Course Revalidation

With regard to the procedures and form for revalidation of outdated graduate credit, the following changes were approved:

- That the \$25 fee for revalidation of out-of-date graduate coursework be charged only when the revalidation does not require any other university fee. If, for example, a student officially enrolls for an independent study, takes the course over again, or enrolls in additional coursework, all of which would entail tuition charges, the \$25 fee should not be charged. However, if the student is required to prepare a portfolio, take an examination, or complete some other project that will not result in tuition charges, but for which faculty will need to devote a considerable amount of time, then the \$25 fee per credit hour should be charged.
- If the \$25 fee is charged, it should go to the department doing the revalidation work.
- On the form itself, in the first box under the student's signature, change (to be completed by advisor) to read (to be completed by advisor and faculty member responsible for revalidation). Then, where appropriate, the "faculty member responsible for revalidation" or "for revalidating the course" should be added.

**ATTACHMENT 7**  
**Graduate Curriculum Additions and Changes**

**NEW COURSE ADDITIONS (7):**

- **College: COLA**  
**Department: Communication Studies**  
**Course Number & Title: CMM 504 Rhetorical Communication Criticism**  
**Course Description:** An examination of the construction of situated rhetorical texts and the effects they produce.  
**Prerequisite:** none  
**First Term Offered:** Fall 2007  
**Credit Hours:** 3 hours
  
- **College: COLA**  
**Department: History**  
**Course Number & Title: HST 538 Material Culture and History**  
**Course Description:** The course investigates the rich potential of “things” – objects, landscapes, buildings, household utensils, furniture, foods, works of art, clothing, etc. as sources of insight about American history and culture.  
**Prerequisite:** none  
**First Term Offered:** Fall 2007  
**Credit Hours:** 3 hours
  
- **College: GSEPD (Graduate School of Education & Professional Development)**  
**Department: Elementary & Secondary Education**  
**Course Number & Title: CI 690 Capstone Experience**  
**Course Description:** This course is designed as a culminating experience that allows participants to demonstrate professional knowledge and skills related to program experiences.  
**Prerequisite:** permission only  
**First Term Offered:** Spring 2007  
**Credit Hours:** 3 hours
  
- **College: COS**  
**Department: Biological Sciences**  
**Course Number & Title: BSC 512 Biogeography**  
**Course Description:** Biogeography studies distributions of animals and plants in space and time; it combines knowledge from evolutionary biology, ecology, zoology, botany, and conservation science with basics of physical geography and geology.  
**Prerequisite:** none  
**First Term Offered:** Fall 2004  
**Credit Hours:** 3 hours
  
- **College: COS**  
**Department: Biological Sciences**  
**Course Number & Title: BSC 525 Biosystematics**  
**Course Description:** Biosystematics is a unifying discipline that combines taxonomy (collecting, describing and naming organisms), phylogenetics (evolutionary relationships among species), and classification (organization of taxa into groups which ultimately reflect

evolutionary relationship

**Prerequisite:** none

**First Term Offered:** Fall 2005

**Credit Hours:** 3 hours

- **College:** COS  
**Department:** Biological Sciences  
**Course Number & Title:** BSC 543 Microbial Genetics  
**Course Description:** Microbial Genetics covers the essential functions of DNA replication and gene expression in prokaryotic cells. The course includes molecular genetics of bacteria and phages, bioinformatics and discussion of laboratory techniques.  
**Prerequisite:** none  
**First Term Offered:** Fall 2004  
**Credit Hours:** 3 hours
  
- **College:** COS  
**Department:** Biological Sciences  
**Course Number & Title:** BSC 556 Genes and Development  
**Course Description:** An in depth study of the genetic mechanisms of complex organismal development including cell specification, induction and morphogenesis.  
**Prerequisite:** BSC 324 or BSC 322 or equivalent  
**First Term Offered:** Spring 2004  
**Credit Hours:** 3 hours

### COURSE CHANGES (3):

**(a) Title Change:**

- **College:** COLA  
**Department:** History  
**Course Number:** HST 511  
**Old Course Title:** American Social and Cultural History 1607 - Present  
**New Course Title:** U.S. Social and Cultural History  
**Rationale for Change:** better reflects how course is taught.
  
- **College:** COLA  
**Department:** Psychology  
**Course Number:** PSY 750  
**Old Course Title:** Behavioral Health  
**New Course Title:** Clinical Health Psychology  
**Rationale for Change:** Old title is subject to confusion with current usage as a synonym for "mental health." New title is consistent with currently accepted usage in the field, including the American Psychological Association.

**(b) Catalog Description Change:**

- **College:** COLA  
**Department:** History  
**Course Number & Title:** HST 524 U.S. Science and Technology  
**Old Catalog Description:** A study of the development and impact of science and technology in

the U.S. with special emphasis on the modern period

**New Catalog Description:** A study of the development and impact of science and technology in the U.S.

**Rationale for Change:** better reflects how course is taught.

**ATTACHMENT 8****Re-Positioning and Clarification of Wording in Graduate Faculty Policy Document—Revised First Page**

**Changes to First Paragraph are shown in Bold (substantially the same as old section VIII under Special Cases, which has been removed as of this editorial re-positioning change)**

**MARSHALL UNIVERSITY GRADUATE FACULTY MEMBERSHIP****March 28, 2003****Revised 9-24-2004****Revised 9-22-2006****Revised 12-1-2006****OVERVIEW**

There are four levels of graduate faculty membership or status: (1) Doctoral Graduate Faculty, (2) Graduate Faculty, (3) Associate Graduate Faculty, and (4) Graduate Instructor. **All faculty members, whether full time, part time, adjunct, or other, who desire to serve on graduate committees, direct graduate research, or teach graduate courses at the 500 level or higher must apply for one of the four graduate faculty membership levels. The academic unit dean may approve a faculty member to teach one graduate course while his or her application is in process of being considered, but this faculty member may not teach graduate level courses in subsequent semesters until he or she has been approved for one of the graduate faculty membership levels described in this document.**

Sections I- IV below **describe** the functions, minimum criteria, and restrictions of the various levels for each level of graduate faculty membership.

The Graduate Council can, at its discretion, provisionally and conditionally delegate to the academic unit deans the right to determine the graduate faculty membership level for each faculty member. "Academic unit" is defined in this policy to be an academic college, an academic division, or an academic department, etc. These appointments of graduate faculty membership must be consistent with the Graduate-Council-approved additional standards, if any, of the college, division, or department, etc., and must be consistent with the minimum criteria indicated below. Faculty desiring any level of graduate faculty membership must submit the approved Graduate Council form(s) to their academic unit dean for approval.

...



Return to: [2006-2007 Minutes/Agendas](#) [Minutes and Records](#) [Graduate Council](#) [Marshall University](#)

**Minutes of Marshall University Graduate Council**  
**October 27, 2006**

**Huntington Campus – John Spots Room**

**Members Present:** Larsen, Reynolds, Ellis, Cunningham, Neff, F. Pauley, Childress, Lawson, Meyer, O’Keefe, Seymour, Sturgill, Fet, Stickler, Stiltner, and Maheshwari.

**Members Absent:** Mangiarua

**Ex-Officio Members present:** Deutsch

**Ex-Officio Members absent:** Denman and Aulick

**Guests:** Andrew Sikula

- Meeting was called to order at 1:00 by Larsen
- Minutes of the September 22 meeting were approved as distributed
- Larsen welcomed Megan Stiltner as the GSC representative on the Graduate Council.
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Submitted by: Celene Seymour, Secretary

Revised and approved by: Eldon R. Larsen, Chair

**NOTE: Future Council Meetings (PLEASE RESERVE THESE DATES NOW). Meetings will be held from 1:00-3:00 PM each day.**

- December 1, 2006 South Charleston
- January 26, 2007 Huntington
- February 23, 2007 South Charleston
- March 30, 2007 Huntington
- April 20, 2007 South Charleston

**Attachments:**

1. Graduate faculty membership approvals

2. Requested changes to the MBA (accounting wrap around emphasis)
3. Requested changes to the Mathematics MA requirements
4. Changes for CMM Studies Graduate Catalog Entry
5. New Course Addition

**Attachment 1--Approved**

**Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			10/27/2006	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>		
Maier, Linda	CEHS	Counseling	Graduate	March 2006	March 2011
Clopton, Aaron	CEHS	ESSR	Associate	October 2006	October 2009
Securro, Samuel	GSEPD	Elem. & Sec. Ed.	Graduate	January 2006	December 2010
Stange, Terrence	GSEPD	Reading	Graduate	October 2006	December 2010
Lucas, Paula	CEHS	Elementary Education	Doctoral	August 2006	August 2011

**Attachment 2--Approved**

MBA (ACCOUNTING emphasis)  
 MBA (WRAP AROUND emphasis)

**The MBA Program (concentration in Accountancy) and the MBA Wrap Around (3 +2)Program for Undergraduate Accounting Students**

Students in the M.B.A. program may elect to emphasize Accountancy. Ideally, the student will possess an undergraduate degree in accounting. Students enrolled in the undergraduate accounting program at Marshall University may elect to begin the M.B.A. coursework during their final semester in the undergraduate program. The Division of Accountancy and Legal Environment may waive three (3) hours of free electives and six (6) hours of accounting electives in the undergraduate program to allow the student an early start in the M.B.A. with an emphasis in Accountancy. Upon the successful completion of graduate coursework equivalent to the number of hours waived (with all other undergraduate degree requirements satisfied), the undergraduate degree may be awarded. The student electing an emphasis in Accountancy would complete the following program:

**Functional Studies**

LE 691 - Government and Business Relationships  
 Management 601 - Quantitative Controls in Business  
 Management 672 – Organizational Behavior  
 Finance 620 - Financial Management  
 Marketing 682 - Advanced Marketing Management  
 Economics 630 - Managerial Economics  
 Accounting 618 - Accounting Research  
 Accounting 648 Tax Research  
 Accounting 615 - Auditing Theory and Practice  
 Management 692 – Ethics and Global Aspects of Business  
 Accounting 699 – Professional Development and Ethics

**Accounting (Any TWO courses)**

Accounting 612 - Accounting Functions in Business  
 Accounting 614 - Theory of Accounting  
 Accounting 616 - Advanced Income Tax Procedure  
 Accounting 617 - Advanced Controllershship  
 Accounting 650 – Special Topics  
 Accounting 660 – Independent Study

**3 + 2 Programs With Other Undergraduate Schools**

Marshall University has agreements with several WV undergraduate schools which will allow a student to earn both an undergraduate degree and an M.B.A. in 5 years. Please check with your business school office if you are interested in this option.

**Attachment 3--Approved**  
Changes to Mathematics M.A. requirements

**Memorandum**

**To:** Eldon Larsen Dean  
Graduate Council

**CC:** Andrew Rogerson, Dean  
H. Wayne Elmore, Associate Dean  
College of Science

**From:** Ralph W. Oberste-Vorth, Chair  
Department of Mathematics

**Date:** April 19, 2006 (amended October 20, 2006)

**Re:** Changes to Mathematics M.A. requirements

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We request that the changes to the graduate major in Mathematics listed below be approved and be made effective as soon as possible. These changes were unanimously moved by the departmental Graduate Committee and passed without dissent by a voice vote of our faculty.

- (1) change the thesis option from 32 hours including thesis hours to 33 hours excluding thesis hours;
- (2) change the non-thesis option from 36 hours plus a comprehensive examination to 33 hours plus a comprehensive examination; and
- (3) change to required courses from MTH 528, 546, and 550 to MTH 528, 546, and 552.

The revised catalog copy is attached.

**MATHEMATICS (MTH)**

Course offerings in mathematics may be used to satisfy major requirements in three programs of the Graduate College, or to satisfy minor requirements in all programs.

The Master of Arts degree with a major in mathematics is offered by the Department of Mathematics. An area of emphasis in mathematics is offered in the Master of Arts (Secondary Education) degree. This degree program, offered by the Division of Teacher Education, is intended to meet the needs of public school teachers (1-12).

**Master of Arts Degree (Mathematics)**

The Mathematics Department offers an M.A. in Mathematics that can prepare students for positions in industry, government agencies, or business, for further graduate study at the doctoral level, and for teaching positions at the secondary or two-year college level.

To be admitted to the program, students must complete the Graduate Record Exam (GRE) and have the score sent to Marshall University. GRE scores are considered when awarding graduate assistantships and during initial advising.

A minimum of 33 hours (11 courses) is required; thesis hours do not count towards this requirement. A minor of 6 hours in any related area is permitted, subject to approval by the student's advisor and concurrence of the Chairperson of the Department of Mathematics. To graduate, students may choose either to write and defend an acceptable thesis or pass an oral comprehensive examination. The comprehensive examination is administered by a committee of 3 to 5 graduate faculty members chosen by the student and his/her advisor.

The following are specific requirements for the program:

- (1) 18 hours in Mathematics (6 courses) at the 600 level;
- (2) 9 more hours in Mathematics (3 courses) at the 500 level or higher;
- (3) credit (or exemption through prior equivalent coursework) for MTH 528, 546, and 552;
- (4) 6 more hours (2 courses) at the 500 level or higher selected from either another department at Marshall offering a graduate program or from the Department of Mathematics.

**Attachment 4—Approved****Changes for CMM Studies Graduate Catalog Entry**

Date: August 30, 2006  
To: Eldon Larsen, Chair of the Graduate Council  
From: Edward Woods, Director of Graduate Program, Communication Studies  
Subject: Changes for CMM Studies Graduate Catalog Entry

The faculty of the Department of Communication Studies voted unanimously to change the requirements for admission into the Communication Studies MA program.

The current description of admittance into our MA program reads as follows:

“To be admitted to the program, students must meet the requirements for admission to the Graduate College.” This statement will be deleted.

The wording to effect changes in admissions requirements is as follows:

1. “Applicants must score a minimum of 800 on the verbal and quantitative sections of the GRE, and a score of 4 on the GRE writing sample.
2. Applicants must have a minimum 2.5 average for their undergraduate coursework. Students with less than a 3.0 undergraduate average must attain a 900 score on the verbal and quantitative sections of the GRE and a score of 4 on the GRE writing sample.
3. International student applicants also must have a minimum score of 525 on the paper Test of English as a Foreign Language (TOEFL) or 195 on the computer-based test.

One other change was approved by the faculty:

The statement “During the first semester of graduate study, each student will form a committee of three graduate faculty members” should be replaced by the following:

“Prior to completing 18 hours of graduate study, each student will form a committee of three graduate faculty members.”

Authorized signatures:

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Department Chair

Departmental Director of Graduate  
Studies



**ATTACHMENT 5--Approved**  
**Approval of New Course Additions**

**NEW COURSE ADDITIONS (1):**

- College: COLA  
Department: English  
Course Number & Title: ENG 526 Appalachian Literature & Theory  
Course Description: Appalachian Literature and Theory conducts an in-depth study of aspects of Appalachian culture and literature through the lens of select literary and social theories such as multiculturalism, feminism, or post-colonialism.  
Prerequisite: none  
First Term Offered: Spring 2007  
Credit Hours: 3 hours

Return to: [2006-2007 Minutes/Agendas](#) [Minutes and Records](#) [Graduate Council](#) [Marshall University](#)

## Minutes of Marshall University Graduate Council

September 22, 2006

South Charleston Campus – GC 319

**Members Present:** Larsen, Reynolds, Ellis, Cunningham, Neff, F. Pauley, Childress, Lawson, Mangiarua, Meyer, O’Keef, Seymour, Sturgill

**Members Absent:** Fet, Maheshwari and Stickler

**Ex-Officio Members present:** Deutsch, Denman

**Ex-Officio Members absent:** Aulick

**Guests:** Neal Lewis

- Meeting was called to order at 1:00 by Larsen
- Minutes of the August 25 meeting were approved as distributed
- The additions to the Graduate Faculty Membership list were approved to be sent to the president (Attachment 1)
- Reynolds and Lewis presented a proposal for approval of new Pharmacy Area of Emphasis in Technology Management Degree Program. Since some students will be transferring in up to 12 credits from the University of Charleston’s Pharmacy Program, there was concern that UC did not have the process in place, equivalent of our Graduate Council, to oversee program curriculum and graduate faculty. Deutsch expressed the concern that some UC pharmacy students don’t even have a bachelor’s degree. Lewis agreed to amend proposal to include requirement of an undergraduate degree. Denman said she assumed UC was accredited as a graduate institution, with a faculty review process similar to the Graduate Council, but she will contact the Higher Education Commission on UC’s status. Motion to approve the amended proposal for the Area of Emphasis was passed.
- Forms for Addition/Deletion/Change of Majors, Minors, Certificates, Degree, and Area of Emphasis. Larsen discussed the need for the forms, but said that the Major and Degree program forms could be combined. Council agreed that the forms will now say “Addition/Deletion/Change of Major or Degree,” and the duplicate form will be dropped. Larsen suggested drop of signature for Curriculum Committee since it has no relevance to Graduate Council. The motion to change wording on forms was passed and Larsen will change forms on web page.
- Wording on Current Policy on Graduate Faculty – Marshall University Graduate Faculty Membership. In this document, Special Cases: II. Emeritus Faculty, the term “emeritus faculty” will be clarified to read “Retired Faculty” because it was agreed that “retired” is what was intended in the spirit of the word “Emeritus” when this policy was originally approved. Since then, the word “Emeritus” has become more formalized and this was not intended in the policy. It was agreed that faculty who retire will continue their graduate faculty membership they had at the time of retirement until their graduate faculty term expires, and then the faculty member must reapply for graduate faculty status. This amendment to the policy was passed. The paragraph in question now reads: “Retired Faculty: Retired faculty can retain or apply for graduate faculty membership subject to the same requirements for each level of graduate faculty membership status.”
- Two members agreed to serve on Graduate College Reassigned Time Committee – Meryl Neff and

Tom Ellis.

- No additional business from standing committees
- Application for Extension of Time – Students who apply to transfer courses taken more than 7 years ago to meet degree requirements (proving proficiency through testing, portfolio or independent study, etc.) pay \$25 per credit hour being considered for revalidation. There is currently no signature on the approval page for the faculty who validated proficiency. This signature should be added to the approval form. Also, where does this income go? Currently, it is accumulating at the office of the Dean of Graduate School. Deutsch suggested these funds should be used to fund student travel for conferences and presentations. It was agreed that funds collected up to this point should be returned to the college or department as was approved by the Council when the policy was approved several years ago. The Academic Planning, Standards and Policies Committee will return a recommendation for funds collected in the future and an appropriate revision of the form for signatures of those in the revalidation process.
- Credentialing process for School of Medicine was discussed. The Graduate Council issues Graduate Faculty status for 3 years as Associate, but the SOM has been practicing a term of 2 years, without having approved this through the Graduate Council. It was agreed that School of Medicine will be asked by the Committee on Credentialing to explain their criteria and timing for graduate faculty status and make a formal request for approval. The Credentialing Committee will make recommendations for approval or not to the Council.
- Graduate Council went into executive session.
- Graduate Council came out of executive session.
- The Credentialing Committee moved that Dean Andrew Rogerson be approved for “Graduate” level graduate faculty status. Council approved the motion.
- Meeting was adjourned at approximately 2:25 PM.

Submitted by: Celene Seymour, Secretary

Revised and approved by: Eldon R. Larsen, Chair

**NOTE: Future Council Meetings (PLEASE RESERVE THESE DATES NOW). Meetings will be held from 1:00-3:00 PM each day.**

**2006-2007 Academic Year future meetings. Reserve these dates now!**

- October 27, 2006      Huntington
- December 1, 2006    South Charleston
- January 26, 2007     Huntington
- February 23, 2007    South Charleston
- March 30, 2007       Huntington
- April 20, 2007        South Charleston

#### **ATTACHMENTS:**

1. Graduate faculty membership approvals
2. Approval of Pharmacy area of emphasis in Pharmacy
3. Addition/Deletion/Change of a Major or Degree
4. Addition/Deletion/Change of a Minor
5. Addition/Deletion/Change of an Area of Emphasis
6. Addition/Deletion/Change of a Certificate



**ATTACHMENT 1**  
**Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			9/22/2006	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>		
Viola, Anthony	COLA	English	Graduate	September 2006	September 2011
Muellerleile, Paige	COLA	Psychology	Doctoral	September 2006	September 2011
Law, Kevin	COLA	Geography	Graduate	September 2006	September 2011
Scray, Kateryna	COLA	English	Graduate	September 2006	September 2011
Fan, Shuhua	COLA	History	Graduate	September 2006	September 2011
White, Christopher	COLA	History	Graduate	September 2006	September 2011
Rutherford, Phillip	COLA	History	Graduate	September 2006	September 2011
Barksdale, Kevin	COLA	History	Graduate	September 2006	September 2011
Rensenbrink, Greta	COLA	History	Graduate	September 2006	September 2011
Young, John	COLA	English	Graduate	September 2006	September 2011
Beller, Marybeth	COLA	Political Science	Graduate	September 2006	September 2011
Barris, Jeremy	COLA	Philosophy	Associate	September 2006	September 2009
Chrol, Del	COLA	Classics	Graduate	September 2006	September 2011
Whalen, Lachlan	COLA	English	Graduate	September 2006	September 2011
Bean, Kellie	COLA	English	Graduate	September 2006	September 2011
Hong, Hyo-Chang	COLA	English	Graduate	September 2006	September 2011
Conlon, J. Patrick	CITE	Applied Sci. & Techn.	Associate	September 2006	September 2009
Zatar, Wael	CITE	Engineering & Comp. Sci.	Graduate	August 2006	August 2011
Zanter, Mark	COFA	Music	Graduate	December 2002	December 2008
Stroeher, Vicki	COFA	Music	Graduate	August 2006	August 2011
Saunders, Martin	COFA	Music	Graduate	August 2006	August 2011
Dikener, Solen	COFA	Music	Graduate	September 2006	September 2011
Barnett, Steven	COFA	Music	Associate	September 2006	September 2009
Wilson, Thomas	COS	Physics	Graduate	August 2006	August 2011
Harris, Robert	SOM	Physiology	Associate	August 2006	August 2008
Walker, Ernest M.	SOM	Pathology	Doctoral	August 2006	August 2009
Rogerson, Andrew	COS	Dean of COS	Graduate	September 2006	September 2011

**ATTACHMENT 2**  
**Approved by M.U. Graduate Council**  
**Pharmacy Area of Emphasis for Technology Management Graduate Degree Program**

September 15, 2006

Dr. Eldon Larsen  
Graduate Council

This requests your approval of a new area of emphasis within the Technology Management program that is needed as a result of a proposed cooperative program with the University of Charleston (UC). At the request of the UC, we want to offer their Pharmacy students the opportunity to earn an M.S. in Technology Management. As part of this plan, the Pharmacy students can transfer 12 credit hours of coursework from their Pharm.D. program. These graduate credits (from specific pharmacy courses) would be considered an area of emphasis called Pharmacy. This proposal has been reviewed and approved by the Dean of the UC School of Pharmacy (Richard Stull) and the Dean of Marshall's College of Information Technology and Engineering (Betsy Dulin). An explanation of the proposal is attached.

This proposal requires that we create a new Area of Emphasis for Technology Management. This new area would be known as Pharmacy, and would be available only to the students of the University of Charleston School of Pharmacy. Marshall University policy already permits the transfer of 12 hours of graduate credit. The specific courses that could be transferred are identified on the attached forms.

The Pharmacy emphasis responds to a request from the University of Charleston. This offering also has the potential of increasing enrollment in the Technology Management program by recruiting a new student population into existing CITE courses. No new courses are required by Marshall.

Any questions may be forwarded to me via email at [lewisn@marshall.edu](mailto:lewisn@marshall.edu) or by phone at 746-2078 in South Charleston.

Thank you.

Neal Lewis, Ph.D.  
Associate Professor and Coordinator  
Technology Management program  
College of Information Technology & Engineering  
304/746-2078

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Proposal for a Pharm.D. and M.S. in Technology Management  
Offered by the University of Charleston and Marshall University

Rationale

This addresses issues related to the proposed cooperative agreement which includes the Pharm.D. degree offered by the University of Charleston (UC), along with an M.S. in Technology Management offered by Marshall University. As pharmacy becomes more complex with third-part payers and general technology advancements, an M.S. in technology management will help the pharmacist cope with this complexity.

Benefits of the Collaboration

Both institutions can benefit from the cooperative program. UC can offer their pharmacy students

additional areas of instruction that would not otherwise be readily available to them and create a niche in the area of technology management education. The Technology Management (TM) program can offer the students' education in management oriented subjects while maintaining a focus on a technical base. While other universities offer a Pharm.D. / MBA, this offering proposes a unique combination focusing on the technical foundations of both programs. Marshall University would benefit from a potential increase in enrollment, gaining pharmacy students who would bring a new perspective to the Marshall classroom.

### Tuition

Tuition is currently significantly higher at UC than at Marshall. According to the proposed curriculum some TM courses are proposed to act as electives for the pharmacy students along with additional courses at Marshall for the M.S. degree. In instances where the student takes a course originating at UC they would be billed the UC tuition rate. Courses originating within the TM program would be billed at the Marshall tuition rate.

### Curriculum and Transfer Credits

Attached is a draft curriculum that has been worked out between the two programs. Certain courses would share credit between the two universities and the two degrees. For instance, Project Management (EM 660 at Marshall) would also be used for a UC third year elective. Appropriate systems would need to be in place to facilitate course co-listing so both institutions can claim credit for certain courses.

The 37-hour TM program includes a 12-hour area of emphasis. The joint degree would require the creation of a Pharmacy area of emphasis that would be limited to the UC pharmacy students. Marshall also allows 12 credit hours to be transferred into the TM program. These 12 credit hours would be transferred from UC, requiring students to take 25 credit hours of Marshall-approved courses. One TM course (TM 615) would need to be offered during the summer.

Specifics regarding the curriculum and transfer credits include:

- 12 credit hours of UC courses would receive credit as TM area of emphasis courses (PHAR 524, PHAR 610, PHAR 616, PHAR 725, PHAR 728)
- 6 credit hours of TM courses would count as UC electives (TM 610, EM 660)
- PHAR 715, Professional Practice Management, would also count as EM 620, Management of Technical HR and Organizations
- The TM Capstone (3-credit TM 699) would also count as the UC capstone (1-credit PHAR 811)

### Admissions Considerations

The TM program would not accept pharmacy students until they had successfully completed their first year of study, applied to Marshall University, and were accepted. Students would have to meet pre-determined application requirements and admission would be to a limited number of students. Required credits would be taken over the following two years, including summers, so that coursework would not interfere with the advanced practice experiences scheduled for the fourth professional year.

The TM program has as an entrance requirement of most students of a minimum grade on the GRE or GMAT exam. The TM program would accept the PCAT exam required of UC, and expect rankings in line with the GRE or GMAT.

All applicants for the M.S. in Technology Management must have a bachelor's degree with an undergraduate GPA of 2.5 or greater. There is no stipulation concerning the undergraduate major; however, the degree must be from an accredited college or university. We recommend admission to the TM program only after successful completion of the first professional year at UC with a GPA of 3.0 or higher.

### Conclusion

The proposed agreement between the University of Charleston and Marshall University holds the potential to benefit both institutions and, most importantly, the future students. We recommend the approval of the new Pharmacy area of emphasis within the M.S. in Technology Management.



**ATTACHMENT 3  
Form Approved by Graduate Council**

**CURRICULUM ACTION REQUEST:  
Addition/Deletion/Change of a Major or Degree**

\_\_\_\_\_  
**Name of Major or Degree and Action Requested:**

\_\_\_\_\_  
**Department:**

\_\_\_\_\_  
**Contact:**

\_\_\_\_\_  
**Rationale:**

\_\_\_\_\_  
**Curriculum: (Number of Hours and Courses; Indicate Required/Optional)**

\_\_\_\_\_  
**Effective Date (Semester and Year):**

**Fall** \_\_\_\_\_ **Spring** \_\_\_\_\_ **Summer** \_\_\_\_\_

\_\_\_\_\_  
**New Resources Required:**

\_\_\_\_\_  
**Statement of Non-Duplication: (This field of study does not duplicate any other current program at the University.) Please attach a letter from the affected department (s) if duplication will occur.**

\_\_\_\_\_  
**Signatures and Date: (If disapproved at any level, do not sign. Return to previous signer.)**

**Department/Division Chair:** \_\_\_\_\_

**College Curriculum Committee:** \_\_\_\_\_

**College Dean:** \_\_\_\_\_

**Dean of Libraries:** \_\_\_\_\_

**Chair, Graduate Council:** \_\_\_\_\_

**Provost/VP Academic Affairs:** \_\_\_\_\_

**Presidential Approval (Date):** \_\_\_\_\_

**Board of Governors Approval (Date):** \_\_\_\_\_

9/22/06

**ATTACHMENT 4  
Form Approved by Graduate Council**

**CURRICULUM ACTION REQUEST:  
Addition/Deletion/Change of a Minor**

\_\_\_\_\_  
**Name of Minor and Action Requested:**

\_\_\_\_\_  
**Department:**

\_\_\_\_\_  
**Contact:**

\_\_\_\_\_  
**Curriculum: (Number of Hours and Courses; Indicate Required/Optional)**

\_\_\_\_\_  
**New Resources Required:**

\_\_\_\_\_  
**Statement of Non-Duplication: (This field of study does not duplicate any other current program at the University.) Please attach a letter from the affected department (s) if duplication will occur.**

\_\_\_\_\_  
**Effective Date: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer (Indicate Year)**

\_\_\_\_\_  
**Signatures (If disapproved at any level, do not sign. Return to previous signer.)**

**Department/Division Chair:** \_\_\_\_\_

**College Curriculum Committee:** \_\_\_\_\_

**College Dean:** \_\_\_\_\_

**Chair, Graduate Council:** \_\_\_\_\_

**Provost/VP Academic Affairs:** \_\_\_\_\_

**Presidential Approval (Date):** \_\_\_\_\_

**9.22/06**

**ATTACHMENT 5  
Form Approved by Graduate Council**

**CURRICULUM ACTION REQUEST:  
Addition/Deletion/Change of an Area of Emphasis Within an Existing Major**

Name of new area of emphasis: \_\_\_\_\_

Major: \_\_\_\_\_

Department: \_\_\_\_\_

Contact: \_\_\_\_\_

Rationale: \_\_\_\_\_

Curriculum: \_\_\_\_\_

(Number of Hours and Courses; Indicate Required/Optional)

Effective Date: (Semester and Year)

Fall \_\_\_\_\_

Spring \_\_\_\_\_

Summer \_\_\_\_\_

New Resources Required: \_\_\_\_\_

Statement of Non-Duplication: (This field of study does not duplicate any other current program at the University.) Please attach a letter from the affected department (s) if duplication will occur.

Signatures and Date: (If disapproved at any level, do not sign. Return to previous signer.)

Department/Division Chair: \_\_\_\_\_

College Curriculum  
Committee: \_\_\_\_\_

College Dean: \_\_\_\_\_

Dean of Libraries: \_\_\_\_\_

Chair, Graduate Council: \_\_\_\_\_

Provost/VP Academic Affairs: \_\_\_\_\_

Presidential Approval (Date): \_\_\_\_\_

9/22/06

**ATTACHMENT 6  
Form Approved by Graduate Council**

**CURRICULUM ACTION REQUEST:  
Addition/Deletion/Change of a Certificate**

\_\_\_\_\_  
**Name of Certificate and Action Requested:**

\_\_\_\_\_  
**Department:**

**Contact:**

\_\_\_\_\_  
**Rationale:**

\_\_\_\_\_  
**Curriculum: (Number of Hours and Courses; Indicate Required/Optional)**

\_\_\_\_\_  
**Effective Date (Semester and Year):**

Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer \_\_\_\_\_

\_\_\_\_\_  
**New Resources Required:**

\_\_\_\_\_  
**Statement of Non-Duplication: (This field of study does not duplicate any other current program at the University.) Please attach a letter from the affected department (s) if duplication will occur.**

\_\_\_\_\_  
**Signatures and Date: (If disapproved at any level, do not sign. Return to previous signer.)**

**Department/Division Chair:** \_\_\_\_\_

**College Curriculum Committee:** \_\_\_\_\_

**College Dean:** \_\_\_\_\_

**Dean of Libraries:** \_\_\_\_\_

**Chair, Graduate Council:** \_\_\_\_\_

**Provost/VP Academic Affairs:** \_\_\_\_\_

**Presidential Approval (date):** \_\_\_\_\_

9/22/06

Return to: [2006-2007 Minutes/Agendas](#) [Minutes and Records](#) [Graduate Council](#) [Marshall University](#)

**Minutes of the Marshall University Graduate Council**  
**August 25, 2006**  
**John Spotts Room, Memorial Student Center**  
**Huntington Campus**

**Members present:** Larsen, Reynolds, Ellis, Cunningham, Dooley, Fet, Lawson, Maheshwari, Meyer, Stickler, Sturgill

**Members absent:** F. Pauley, Childress, Mangiarua, O'Keefe, Seymour

**Ex-Officio Members present:** Deutsch

**Ex-Officio Members absent:** Aulick, Denman (see Guests)

**Guests:** Frances Hensley (to represent Denman)

- The meeting was called to order at 1:00 by Larsen.
- Minutes of the April 28, 2006 meeting were approved as corrected.
- Larsen welcomed new members to the Graduate Council: Fred Pauley, Ron Childress (not present), Celene Seymour (not present), and Ronda Sturgill.
- The Graduate Faculty Membership Approvals (Attachment 1) were read into the minutes.
- Larsen distributed the assignments for who will be serving on each of the four standing committees of the Graduate Council
- Cunningham suggested that for some Graduate Council meetings, when the agenda is very light that we might be able to meet by teleconference. The Council members discussed this. There is a feeling that it is important to meet face-to-face. However, there could be a few occasions where it would be best to save the time and expense of travel when the agenda is very sparse and with items that do not take much discussion. The Council decided to give the Chair the freedom to make that decision when he or she feels it is best.
- Cunningham raised the point that the requirements for the annual Outstanding Advisor Awards need to be better defined. Larsen will assign the Credentialing Committee to work on this. The award should be focused mainly on advising responsibilities and effectiveness.
- Larsen reviewed the meeting schedule for the year. The Council decided to change the date of the September meeting from 9/29 to 9/22 in order not to conflict with a presentation to be given by the President on 9/29 at the same time as the Council meeting. Also, the April 2007 meeting will be April 20. The revised schedule follows:

**2006-2007 Academic Year meetings. Reserve these dates now!**

- August 25, 2006      Huntington
- September 22, 2006    South Charleston
- October 27, 2006      Huntington
- December 1, 2006     South Charleston
- January 26, 2007      Huntington
- February 23, 2007     South Charleston
- March 30, 2007        Huntington
- April 20, 2007        South Charleston

- Larsen closed the meeting at roughly 1:50 PM and asked the committees to meet immediately to select committee chairs

Meeting adjourned at 1:50 PM

**ATTACHMENT 1**  
**Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			8/25/2006	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>	<i>Month Year</i>	<i>Month Year</i>
Aractingi, Edward	CITE	Engineering & Computer Science	Associate	May 2006	May 2009
McDowell, William	CEHS	Counseling	Graduate	March 2006	March 2011
McIlvain, Gary	CEHS	Exercise Science, Sport, & Recreation	Associate	February 2006	February 2009
Rivers, Kemmeth	CEHS	Exercise Science, Sport, & Recreation	Associate	May 2006	May 2009
Linnenkohl, Susan	CEHS	Family & Consumer Science	Associate	July 2006	July 2009
Mhango, Mary	CEHS	Family & Consumer Science	Graduate	August 2006	August 2011
Aluthge, Ariyadasa	COS	Mathematics	Graduate	August 2004	July 2009
Dementieva, Yulia	COS	Mathematics	Graduate	February 2006	February 2011
Esty, Norah C.	COS	Mathematics	Graduate	May 2006	May 2011
Harrison, Marcia	COS	Biological Sciences	Doctoral	December 2005	December 2010
Price, William	COS	Biomedical Sciences	Graduate	May 2004	May 2009
Quinn, Terrance J.	COS	Mathematics	Associate	April 2006	April 2009
Sarra, Scott	COS	Mathematics	Graduate	October 2005	October 2010
Waldron, Jayme	COS	Biological Sciences	Associate	April 2006	April 2009

Return to: [Minutes and Records](#) [Graduate Council](#) [Marshall University](#)

Minutes of the Marshall University Graduate Council  
April 28, 2006  
GC 319, South Charleston Campus

**Members Present:** Hankins, Fet, Eagle, Stickler, O'Keefe, Ellis, Mangiarua, Reynolds, Dooley

**Members Absent:** Cunningham, Edington, Lawson, Maheshwari, Meyer, Shockley, Simonton, Wyant

**Ex-Officio Members Present:** Denman, Deutsch

**Ex-Officio Members Absent:** Childress, Aulick

**Guests:** Sullivan, Larsen, Murphy, Riddel

- Hankins called the meeting to order at 1:00 p.m.
- Hankins introduced guest Eldon Larsen, who has been re-elected to a new term on the council.
- The minutes of the March 31, 2006 meeting were approved as written.
- The Graduate Faculty Membership Approvals (Attachment 2) were read into the minutes. The list will be forwarded to President Kopp for his approval with these minutes.

### Standing Committee Reports

- **Curriculum**

Hankins introduced Dr. Christina Murphy, Dean of the College of Liberal Arts, and Dr. Maria Carmen Riddel, Chair of the Department of Modern Languages. Fet made a motion that Council approve the Department of Modern Language's Intent to Plan a Master's Degree in Spanish. This program would be offered through Marshall University, but students would also have the opportunity to take some classes online from the Centro de Estudios Hispánicos of the Universidad A. de Nebrija in Madrid, Spain. After some discussion the motion was approved.

Fet made a motion to approve the following proposed courses for the Master's Degree in Spanish: SPN 515, 516, 533, 535, 536, 544, 507, 611, 613, 614, 615, 616, 618, 655, 656. After receiving assurances that Marshall University's technology was compatible with that of the Centro de Estudios Hispánicos of the Universidad A. de Nebrija for online classes, the motion was approved.

Fet made motions to accept the proposed changes to the following programs: Special Education Licensure (Certification), Master of Arts in Special Education, Master of Arts in Teaching, School Counseling, and Literacy Education. Sullivan clarified that, if approved, these changes would be sent to the State Board of Education in May for implementation in the fall of 2006. All motions were approved.

Fet made a motion to approve the following new course additions: IS 624 (Data Warehousing), COUN 675 (Ethical & Legal Issues for School Counselors), and SPSY 751 (Program Evaluation). Earlier, Reynolds had asked Fet to suggest that the title of SPSY 751 be changed from "Program Evaluation" to "Educational Program Evaluation" to clarify content. Fet reported that he had spoken with Joyce Harra and was told that "Program Evaluation" is used throughout other programs, so the program would prefer to keep this term for the sake of uniformity. Also, school psychologists can be involved in program evaluation at the community, as well as at the school level and therefore it was felt that the title "Educational Program

Evaluation” was too limiting. Council approved these course additions.

- **Credentialing Committee/Outstanding Advisor Awards**

Mangiarua announced that the committee received four nominations from the South Charleston campus and nine from the Huntington campus for the outstanding advisor award. This year’s recipients are Dr. Michael Sullivan from South Charleston and Dr. Kateryna Schray from Huntington. Mangiarua expressed concern that there are no defined guidelines for selecting the outstanding advisor and suggested that such guidelines need to be developed.

- **Program Review and Assessment**

- No report.

- **Academic Planning, Standards, and Policies Committee**

Hankins distributed a memo from Lawson concerning a student’s request to take graduate classes in counseling while working on her Board of Regents’ Bachelor’s degree, although she currently holds sophomore status. After some discussion, Eagle made a motion to grant the student’s request. The motion was defeated.

Denman reported that the Lewis College of Business is working on a plan to require two readers for MBA students’ capstone course project, which serves as their comprehensive assessment.

Deutsch had asked the Graduate Council to give advice concerning an appeal from a student regarding a denial of revalidation of outdated graduate coursework. Hankins appointed Eagle, Maheshwari, and Reynolds to a subcommittee to study this situation in which the student sought revalidation through defense of his thesis. Reynolds reported that the subcommittee recommended that the appeal be handled in much the same way a grade appeal is handled. First, the student and instructor assigned to revalidate the course should try to resolve the dispute. Second, failing a satisfactory resolution with the instructor, the student may appeal to the department chair, who would appoint a committee to study the matter and render a decision. Third, failing a satisfactory resolution at this level, the student may appeal to the graduate dean. Fourth, failing a satisfactory resolution with the graduate dean, the student’s appeal may go before a university hearing panel. Larsen suggested that this should be treated as an academic appeal. After some discussion, council voted to treat this as an academic appeal and send it back to the department for resolution.

Hankins announced that officers would need to be elected for the next academic year and nominations would need to be made for “at large” members of the Faculty Senate.

Hankins thanked council members for their support during the last semester during his term as acting chair of the Graduate Council for Larsen, who was on sabbatical.

Hankins adjourned the meeting at 2:30 P.M.

Respectfully Submitted,

*Mary E. Reynolds*



Mary E. Reynolds

**Minutes of the Marshall University Graduate Council**  
**March 31, 2006**  
**John Spotts Room, MSC, Huntington Campus**

**Members Present:** Cunningham, Dooley, Eagle, Edington, Fet, Hankins, Lawson, Maheshwari, Mangiarua, Meyer, Wyant

**Members Absent:** Ellis, O'Keefe, Reynolds, Simonton, Stickler, Shockley

**Ex-Officio Members Present:** Denman, Deutsch, Childress

**Ex-Officio Members Absent:** Aulick

**Guests:** A. Sikula, M. Sullivan, R. Pauley, M. Burton, Interim Dean Elmore

- Hankins called the meeting to order at 1:00 p.m.
- The minutes of the February 24, 2006 meeting were approved as written.

Elaine Prichard's request (Attachment 1) to take graduate courses as a junior was discussed. Burton spoke in support of Ms. Prichard's request to take graduate level counseling classes while she also completes her RBA. Deutsch pointed out that she would only be allowed to take 12 hours of graduate level classes although her plan of study lists several courses. She would also still have several undergraduate hours to complete. Denman commented that the Council would not be granting a waiver but rather an exception to a policy. The University is audited with regard to such issues and one concern is consistency in allowing exceptions; that is, would we be approving an exception for an employee that we might not approve for someone not affiliated with the University. A motion was made to refer the request to the Academic Planning, Standards and Policies Committee for further study. The motion passed.

Hankins provided a second list of names for Graduate Faculty Membership approvals in addition to those circulated with the agenda for this meeting. These were read into the minutes and will be forwarded to President Kopp for his approval (Attachment 2).

Mangiarua reported that only three nominations had been received for the Outstanding Advisor Award. Hankins will try to have the form electronically sent to students.

### **Standing Committee Reports**

#### **Curriculum**

Cunningham moved that all curriculum changes and additions listed in listed in the Committee's report *with the exception of the Doctor of Management Practice in Nurse Anesthesia (MPNA)* be approved. The motion passed.

Cunningham then moved that the MPNA courses be approved as amended in the handout provided at the meeting. Sikula reported that concerns voiced by Deans from other Colleges (McKinney, Elmore and Somerville) had been resolved. Some courses that had been listed with the MPNA designator will be changed to BSC, NUR or CHM. These changes are noted on the handout. The motion passed.

(Attachment 3 contains a list of all curriculum changes and additions as approved by these two motions. Attachment 4 is a scanned file with signatures of the deans approving the changes from the original submission of MPNA program courses.)

Hankins provided a handout from Fet regarding the 30 word limit on course descriptions for the catalog. He reports that many go beyond that limit. Council did not take action on this issue.

### **Program Review and Assessment**

Edington reported that the approval of the MS in Dietetics' review had not previously been recorded in the minutes because the Council had been polled by email. The program was approved in December 2005 with the "needs further development" recommendation.

In the future, the minutes should include which recommendation was approved for each program.

### **Academic Planning, Standards and Policies**

Lawson reported that the committee had discussed LCOB's request for a waiver of the two reader committee for comprehensive assessment. The committee decided that it would not be in the best interests of LCOB or the students to grant the waiver. Denman reported that she had met with Dean Uselding regarding this issue and he agreed that the College would find a way to comply with the requirement. Maheshwari asked about using an "outside" person as the second reader, especially on integrated learning projects. Hankins reported that CITE uses outside people, but only as one of three reviewers. Denman reported that thesis committees can have one outside reader. Maheshwari asked about the number of evaluators needed for group projects. Deutsch suggested that issue should probably come to the Graduate Council.

### **Miscellaneous Business**

Hankins provided a handout concerning requests from two students to have a specific Marshall administrator hood them rather than a faculty member from their program of study. Discussion ensued and while the exceptions seemed acceptable for these cases, Council members felt that faculty in the student's program should be made aware of the request before the decision is made. Council did not take action and generally agreed that Deutsch and Childress could make these decisions. If they believe that future requests warrant Council input, they will bring them before the Council.

Hankins addressed the issue of a letter from Adam Edstrom, a former psychology student. Edstrom is petitioning Council for a waiver of University policy so he can be readmitted to the program. Council declined to take action.

Hankins provided a handout listing which Graduate Council members' terms will expire in Spring 2006. He will send out a reminder to departments that have not elected replacements. He also suggested that new members be invited to the April meeting.

Hankins asked if we have a way of recognizing students who are members of their program's honorary societies at hooding or graduation. Denman suggested that the students wear the cord recommended by their honorary. The Council did not recommend announcements during hooding or notices in the hooding program.

Hankins adjourned the meeting at 2:15.

**Attachment 1**  
**Request from Elaine Prichard to Take Graduate Classes**

Dean Deutsch,

While working here at the South Charleston campus for the Marshall University Graduate College Counseling Program, I have come to realize that my future and my career lie in Higher Education. My ultimate goal is to obtain a Master of Arts degree in Leadership Studies with an emphasis in Higher Education. After several discussions with my supervisor and program director, Dr. Michael Burton, he and I have created a plan of study to help me in my endeavor. Therefore, I am writing to request approval to register for graduate courses during the Summer 2006 term. I have outlined below the reasons for this request that support my ability to continue my education.

Currently I am a student in the RBA program at Marshall University. To finish this degree program, I must complete 66 credit hours, 40 of which must be upper level courses. Having completed all general education course requirements in this degree program, I am now permitted to take courses in any field of interest to me. I would like to apply graduate courses in the area of counseling to my undergraduate degree. Specifically, I am interested in the specialty areas of Career Counseling and Student Affairs Counseling which are not available at the undergraduate level. However, I will need to start with the core counseling classes since the specialty classes build upon the knowledge gained from the core. My plan of study culminates with the Career Counseling and Student Affairs Counseling classes.

This coursework is relevant to my current position at Marshall University. It will enhance my ability to convey information effectively to the students with whom I communicate on a daily basis while reinforcing a positive interaction between current and prospective students with Marshall University's Graduate Counseling Program.

To be successful in coping with new situations, solving problems, and communicating policies and procedures, I must be the intermediary between my faculty and the students. Subsequently, my projected plan of study will enable me to provide enhanced administrative support to faculty and to students by intensifying my knowledge and understanding of the counseling field as a career choice.

In addition, taking classes on the South Charleston campus will be a more productive use of my time, as I am not given leave for travel time to and from the Huntington campus. My accrual rate for annual leave is not enough to take classes on a regular basis. While having the opportunity to complete coursework online has been of tremendous benefit, I believe taking these counseling classes in the traditional way will be an enriching and rewarding experience.

At the end of the Spring 2006 semester I will be a Junior in good standing with an anticipated GPA of 2.98. I believe my performance as a young adult beginning college at the end of high school is not an accurate predictor of my ability to succeed in attaining the goals I have set forth for myself. Since securing employment at Marshall University and returning to school with the intent to finish the RBA program, I have maintained a 4.0 GPA as well as receiving a score of 419 on the Miller Analogy Test. These as well as the level of intellectual maturity I feel I have attained are more indicative of my capabilities.

It is my belief that I have the requisite abilities to perform well in this plan of study. Your consideration and support would be greatly appreciated.

Sincerely,  
Elaine Prichard  
Administrative Secretary Senior  
Marshall University Graduate College  
Counseling Program  
304-746-1925

**Attachment 2****Graduate Faculty Changes -- March 2006**

Stotts, Diana	COHP	Nursing	Instructor	March 2006	March 2008
Fultz, Michael	SOM	Physiology	Associate	March 2006	March 2008
Gruetter, Carl	SOM	Pharmacology	Doctoral	March 2006	March 2009

**Attachment 3**  
**Graduate Curriculum Additions and Changes – March 2006**

**1. NEW COURSE ADDITIONS (51 courses):**

**EM 661, TM 664, CI 705, 707, CIME 650, CIVI 600, PMC 655, BMS 641, 651;**

**FIN 551, 552, 554, 556, 558, 560;**

**MPNA 700, 710, 711, 715, 724, 725, 726, 730, 734, 735, 741-B, 741-D, 741-F, 741-H, 753, 755, 756, 772, 777, 796, 799**

**BSC 716, 717, 718, 719**

**CHM 723**

**NUR 720, 721, 741, 741A, 741C, 741E, 741G, 741I, 741J, 741K**

**College: CITE**

**Department: Engineering and Computer Science**

**Course Number & Title: EM 661 Advanced Project Management**

**Course Description:** This course is designed to aid prospective or current project managers to become more proficient in the advanced aspects of project management.

**Prerequisite:** EM 660

**First Term Offered:** Fall 06

**Credit Hours:** 3 hours

**College: CITE**

**Department: Technology Management**

**Course Number & Title: TM 664 Health Informatics**

**Course Description:** Introduction of various aspects of medical informatics, including medical literature search and retrieval, management and analysis of data, modeling and simulation, data communications, on-line databases, and clinical decision analysis.

**Prerequisite: TM 615**

**First Term Offered:** Spring 06

**Credit Hours:** 3 hours

**College: COEHS: Graduate School of Education and Professional Development**

**Department: Elementary and Secondary Education**

**Course Number & Title: CI 705 Higher Education Curriculum**

**Course Description:** This course is an introduction to the development and management of the curriculum in higher education institutions.

**Prerequisite:** none

**First Term Offered:** Fall 06

**Credit Hours:** 3 hours

**College: COEHS: Graduate School of Education and Professional Development**

**Department: Elementary and Secondary Education**

**Course Number & Title: CI 707 Curriculum Change**

**Course Description:** This course will explore current developments in curriculum transformation and change theory. This course will examine the impact of change theory on curriculum development.

**Prerequisite:** none

**First Term Offered:** Fall 06

**Credit Hours:** 3 hours

**College: COEHS: Graduate School of Education and Professional Development**

**Department: Elementary and Secondary Education**

**Course Number & Title: CIME 650 Algebra for Mathematics Educators**

**Course Description:** Specialized mathematical knowledge for teaching: An in-depth study of topics typically found in a college algebra course. (PR: CIME 555 and CIME 556).

**Prerequisite:** CIME 555 & CIME 556

**First Term Offered:** Summer 06

**Credit Hours:** 3 hours

**College: COEHS: Graduate School of Education and Professional Development**

**Department: Special Education**

**Course Number & Title: CIVI 600 Math Methods for Visually Impaired**

**Course Description:** An exploration of scientifically-based instructional math research will be developed and applied to the visually impaired. Emphasis will be placed on Nemeth Code and linkage to content standards and objectives.

**Prerequisite:** CIVI 500 & CIVI 501 \_\_\_\_\_

**First Term Offered:** Fall 06

**Credit Hours:** 3 hours

**College:** MUSOM

**Department:** Pharmacology/Toxicology cluster

**Course Number & Title:** PMC 655 Toxicology Reviews

**Course Description:** This course will provide a presentation and discussion of current literature in the area of toxicology. Fundamental principles and new discoveries will be emphasized.

**Prerequisite:** none

**First Term Offered:** Fall 06

**Credit Hours:** 1 hour

**College:** MUSOM

**Department:** Biomedical Sciences Graduate Program

**Course Number & Title:** BMS 641 Molecular Developmental Biology

**Course Description:** An in-depth discussion of current literature in developmental biology with emphasis on early embryo development, morphogenesis, lineage determination and regulation of developmental processes. Course being **deleted** in place of this addition: BIC 628 Molecular Mechanisms of Growth and Differentiation.

**Prerequisite:** Permission of the instructor

**First Term Offered:** Spring 07.

**Credit Hours:** 3 hours

**College:** MUSOM

**Department:** Biomedical Sciences Graduate Program

**Course Number & Title:** BMS 651 Cancer Biology

**Course Description:** 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.

**Prerequisite:** BMS 600, BIC 620, permission of the instructor

**First Term Offered:** Spring 07.

**Credit Hours:** 4 hours

**College:** Lewis College of Business

**Department:** Division of Finance & Economics

**Course Number & Title:** FIN 551 Financial Planning Applications

**Course Description:** This course includes client interactions, time value of money, personal financial statements, cash flow and debt management, asset acquisition, overview of risk management, investment planning, business ethics, and retirement planning

**Prerequisite:** ECN 501, ACC 510, MGT 501

**First Term Offered:** Fall 06

**Credit Hours:** 3 hours

**College:** Lewis College of Business

**Department:** Division of Finance & Economics

**Course Number & Title:** FIN 552 Investment Planning

**Course Description:** This course provides the student with understanding of the various types of securities traded in financial markets, investment theory and practice, portfolio construction and management, and investment strategies and tactics.

**Prerequisite:** FIN 551

**First Term Offered:** Spring 07

**Credit Hours:** 3 hours

**College:** Lewis College of Business

**Department:** Division of Finance & Economics

**Course Number & Title:** FIN 554 Insurance Planning and Risk Management

**Course Description:** This course introduces risk management and insurance decisions. Topics include insurance for life, health, disability, property and liability risks, as well as annuities, group insurance, and long term care.



**Prerequisite:** LE 207, FIN 551

**First Term Offered:** Summer 07

**Credit Hours:** 3 hours

**College:** Lewis College of Business

**Department:** Division of Finance & Economics

**Course Number & Title:** FIN 556 Income Tax Planning

**Course Description:** This course focus on principles and current law and practice of income taxation and its impact on financial planning for individuals, couples and families as investors, employees and business owners.

**Prerequisite:** FIN 551

**First Term Offered:** Spring 07

**Credit Hours:** 3 hours

**College:** Lewis College of Business

**Department:** Division of Finance & Economics

**Course Number & Title:** FIN 558 Estate Planning

**Course Description:** Estate Planning focuses on the efficient conservation and transfer of wealth, consistent with the client's goals such as trusts, wills, probate, advanced directives, charitable giving, wealth transfers and related taxes.

**Prerequisite:** FIN 551

**First Term Offered:** Spring 07

**Credit Hours:** 3 hours

**College:** Lewis College of Business

**Department:** Division of Finance & Economics

**Course Number & Title:** FIN 560 Retirement Planning

**Course Description:** The retirement planning course is to provide individuals with knowledge of retirement plans such as Social Security, Medicare, Medicaid, defined benefit and defined contribution plans and their regulatory provisions.

**Prerequisite:** FIN 551

**First Term Offered:** Spring 07

**Credit Hours:** 3 hours

**College:** Lewis College of Business

**Department:** Management/Marketing

**Course Number & Title:** MPNA 700 Introduction to Health Care Systems: Health Policy and Delivery

**Course Description:** This course is designed to provide the student with an overview of the development of health policy

and delivery in the United States. Emphasis is placed on the evolution of the structure, financing and function of the current delivery system in America and how these aspects compare to those in other countries.

**Prerequisite:** none

**Credit Hours:** 3 hours

**College:** Lewis College of Business

**Department:** Management/Marketing

**Course Number & Title:** MPNA 710 Financial Management for Health Care Professionals

**Course Description:** Application of financial management techniques to decision making for health care providers. Focus is on financial statement analysis, working capital management, capital budgeting, evaluating financial risk and return, long-term debt financing, and developing a financial portfolio.

**Prerequisite:** none

**First Term Offered:** Summer 08

**Credit Hours:** 3 hours

**College:** Lewis College of Business

**Department:** Management/Marketing

**Course Number & Title:** MPNA 711 Marketing and Management for Health Care Professionals

**Course Description:** This course will provide and overview of the basic components of marketing such as marketing mix and SWOT analysis. It will also enlighten the students regarding the various established basic marketing theories.

**Prerequisite:** none

**Credit Hours:** 3 hours

**College:** Lewis College of Business

**Department:** Management/Marketing

**Course Number & Title:** MPNA 715 Health Economics

**Course Description:** Economic analysis applied to the health services sector. Traditional concepts such as efficiency, production and distribution are discussed within the context of the unique health environment. The micro/macro economic impacts of health insurance, government participation, credentialing and regulation are analyzed.

**Prerequisite:** none

**Credit Hours:** 3 hours

**College:** College of Science

**Department:** Biological Sciences

**Course Number & Title:** BSC 716 Cellular Physiology for Nurse Anesthesia

**Course Description:** Study of structure and function of human cells, including protein synthesis, metabolism and reproduction, Study of genetic disorders and anesthesia, Study of anti-cancer drugs.

**Prerequisite:** admission to DMPNA program

**First Term Offered:** Fall 2007

**Credit Hours:** 2 hours

**College:** College of Science

**Department:** Biological Sciences

**Course Number & Title:** BSC 717 Anatomy and Physiology I for Nurse Anesthesia

**Course Description:** Anatomy, physiology, pathophysiology, and anesthetic considerations related to respiratory and renal systems.

**Prerequisite:** admission to DMPNA program

**First Term Offered:** Fall 07

**Credit Hours:** 3 hours

**College:** College of Science

**Department:** Biological Sciences

**Course Number & Title:** BSC 718 Anatomy and Physiology II for Nurse Anesthesia

**Course Description:** Anatomy, physiology, pathophysiology, and anesthetic considerations related to cardiovascular system.

**Prerequisite:** admission to DMPNA program

**First Term Offered:** Spring 08

**Credit Hours:** 3 hours

**College:** College of Science

**Department:** Biological Sciences

**Course Number & Title:** BSC 719 Anatomy and Physiology III for Nurse Anesthesia

**Course Description:** Anatomy, physiology, pathophysiology, and anesthetic considerations related to the nervous and endocrine systems.

**Prerequisite:** admission to DMPNA program

**First Term Offered:** Fall 08

**Credit Hours:** 3 hours

**College:** College of Health Professions

**Department:** Nursing

**Course Number & Title:** NUR 720 Pharmacology for Nurse Anesthesia I

**Course Description:** Study of general principles of pharmacology, pharmacokinetic, pharmacodynamic, and biochemistry concepts, as they relate to specific anesthetic and adjunct drugs.

**Prerequisite:** admission to DMPNA program

**First Term Offered:** Fall 07

**Credit Hours:** 4 hours

**College:** College of Health Professions

**Department:** Nursing

**Course Number & Title:** NUR 721 Pharmacology for Nurse Anesthesia II

**Course Description:** Continuation of Pharmacology I with an emphasis on drugs acting on the autonomous nervous system, local anesthetic agents, drugs for pain management and cardiovascular drugs.

**Prerequisite:** admission to DMPNA program

**First Term Offered:** Spring 08

**Credit Hours:** 3 hours

**College:** College of Science

**Department:** Chemistry

**Course Number & Title:** CHM 723 Chemistry and Physics for Nurse Anesthesia

**Course Description:** Scientific principles and chemical application of properties of matter, gas laws, vaporization, fluid dynamics, explosion hazards, electrical safety, acid-base balance, blood gas analysis, biochemistry in anesthesia, mechanisms of narcosis.

**Prerequisite:** admission to DMPNA program

**First Term Offered:** Spring 08

**Credit Hours:** 3 hours

**College:** Lewis College of Business

**Department:** Management/Marketing

**Course Number & Title:** MPNA 724 Evidence-Based Research Methods I for Nurse Anesthesia

**Course Description:** This course is designed to provide the student with the necessary foundation to participate in the design, implementation and evaluation of field and/or clinical research. Upon completion, the student will understand the basics of the scientific method and its application to research design. The role of the Institutional Review Board, including the Belmont Report, will be discussed. Students will be IRB certified by the end of the course.

**Prerequisite:** MPNA 700

**Credit Hours:** 3 hours

**College:** Lewis College of Business

**Department:** Management/Marketing

**Course Number & Title:** MPNA 725 Evidence-Based Research Methods II for Nurse Anesthesia

**Course Description:** To provide the student with an understanding of the appropriateness, benefits and limitations of statistical methods when applied to field and/or clinical research. Upon completion, the student will understand the

theory behind parametric and nonparametric statistical techniques. At this point, students will begin to conceptualize their research projects.

**Prerequisite:** MPNA 724

**Credit Hours:** 3 hours

**College:** Lewis College of Business

**Department:** Management/Marketing

**Course Number & Title:** MPNA 726 Statistical Methods for Research

**Course Description:** To provide the student with the skills necessary to apply the appropriate statistical techniques for field and/or clinical research. Topics include analysis of variance, correlation and regression, chi-square, t-tests, etc.

**Prerequisite:** MPNA 700.

**Credit Hours:** 3 hours

**College:** Lewis College of Business

**Department:** Management/Marketing

**Course Number & Title:** MPNA 730 Medical/Legal Issues in Health Care

**Course Description:** Legal aspects of corporate liability, medical malpractice, informed consent, patient rights, privacy, fraud and abuse, governmental regulation of health professionals and health facilities. The legislative process, legislative oversight and regulatory agencies are discussed in depth.

**Prerequisite:** MPNA 700.

**Credit Hours:** 3 hours

**College:** Lewis College of Business

**Department:** Management/Marketing

**Course Number & Title:** MPNA 734 Basic Principles of Nurse Anesthesia Practice

**Course Description:** Principles of patient assessment, airway management, anesthesia machine, monitoring devices, fluid and blood therapy, positioning, and prevention of infection. Recognition and management of selected anesthesia complications.

**Prerequisite:** admission to DMPNA program

**First Term Offered:** Fall 07

**Credit Hours:** 4 hours

**College:** Lewis College of Business

**Department:** Management/Marketing

**Course Number & Title:** MPNA 735 Advanced Principles of Anesthesia Practice-Senior Seminar

**Course Description:** Management decisions related to complex anesthesia situations including, but not limited to: unusual co-existing disease, uncommon operative procedure, adverse complications or unexpected events.

**Prerequisite:** senior level DMPNA student

**First Term Offered:** Spring 2010

**Credit Hours:** 3 hours

**College:** College of Health Professions

**Department:** Nursing

**Course Number & Title:** NUR 741 Introduction to Health Care Clinical Practicum

**Course Description:** The Introduction to Health Care Clinical Practicum provides the student with a beginning knowledge and proficiency in all phases of anesthetic management (pre-anesthesia, induction, maintenance, post-anesthesia).

**Prerequisite:** none

**First Term Offered:** Fall 07

**Credit Hours:** 6 hours

**College:** College of Health Professions

**Department:** Nursing

**Course Number & Title:** NUR 741-A Health Care Clinical Practicum

**Course Description:** The Clinical Practicum prepares the student for the full scope of current practice and requires a minimum of 550 clinical cases including a variety of procedures, techniques, and specialty practice.

**Prerequisite:** MPNA 741

**First Term Offered:** Spring 08

**Credit Hours:** 5 hours

**College:** Lewis College of Business

**Department:** Management/Marketing

**Course Number & Title:** MPNA 741-B Regional Anesthesia for Nurse Anesthesia

**Course Description:** Clinical pharmacology of local anesthetics, anatomy of peripheral nervous system, block administration techniques, drug doses; indications and contraindications for subarachnoid, epidural, brachial plexus, ankle, and other selected regional procedures.

**Prerequisite:** MPNA 734

**First Term Offered:** Spring 08

**Credit Hours:** 1 hour

**College:** College of Health Professions

**Department:** Nursing

**Course Number & Title:** NUR 741-C Health Care Clinical Practicum

**Course Description:** Continuation of MPNA 741-A

**Prerequisite:** MPNA 741-A

**First Term Offered:** Summer 08

**Credit Hours:** 5 hours

**College:** Lewis College of Business

**Department:** Management/Marketing

**Course Number & Title:** MPNA 741-D Pediatric Anesthesia for Nurse Anesthesia

**Course Description:** In-depth study of the specialty of pediatric anesthesia. Subject matter will include: anatomy, physiology and pathophysiology of the pediatric patient, preoperative evaluation and preparation, airway management, implications of rare pediatric disorders, and management for painful procedures.

**Prerequisite:** admission to DMPNA program

**First Term Offered:** Fall 08

**Credit Hours:** 1 hour

**College:** College of Health Professions

**Department:** Nursing

**Course Number & Title: NUR 741-E Health Care Clinical Practicum****Course Description:** Continuation of MPNA 741-C**Prerequisite:** MPNA 741-C**First Term Offered:** Fall 08**Credit Hours:** 5 hours**College: Lewis College of Business****Department: Management/Marketing****Course Number & Title: MPNA 741-F Obstetrical Anesthesia for Nurse Anesthesia****Course Description:** Course takes an in-depth look at the normal physiological changes associated with pregnancy. It will investigate management issues starting from the basic advancing to the complex. Issues include maternal fetal physiology, fetal monitoring, anesthetic techniques, high-risk pregnancy, emergency management, and fetal and neonatal resuscitation.**Prerequisite:** admission to DMPNA program**First Term Offered:** Spring 09**Credit Hours:** 1 hour**College: College of Health Professions****Department: Nursing****Course Number & Title: NUR 741-G Health Care Clinical Practicum****Course Description:** Continuation of MPNA 741-E**Prerequisite:** MPNA 741-E**First Term Offered:** Spring 09**Credit Hours:** 5 hours**College: Lewis College of Business****Department: Management/Marketing****Course Number & Title: MPNA 741-H Geriatric Anesthesia for Nurse Anesthesia****Course Description:** Management decisions related to complex anesthesia situations including, but not limited to: unusual co-existing disease, uncommon operative procedure, adverse complications or unexpected events.**Prerequisite:** admission to DMPNA program**First Term Offered:** Spring 09**Credit Hours:** 1 hour**College: College of Health Professions****Department: Nursing****Course Number & Title: NUR 741-I Health Care Clinical Practicum****Course Description:** Continuation of MPNA 741-E**Prerequisite:** MPNA 741-G**First Term Offered:** Summer 09**Credit Hours:** 6 hours**College: College of Health Professions****Department: Nursing****Course Number & Title: NUR 741-J Health Care Clinical Practicum****Course Description:** Continuation of MPNA 741-I**Prerequisite:** MPNA 741-I**First Term Offered:** Fall 09**Credit Hours:** 6 hours**College: College of Health Professions****Department: Nursing****Course Number & Title: NUR 741-K Health Care Clinical Practicum****Course Description:** Continuation of MPNA 741-J**Prerequisite:** MPNA 741-J**First Term Offered:** Spring 2010**Credit Hours:** 6 hours**College: Lewis College of Business****Department: Management/Marketing**

**Course Number & Title: MPNA 753 Management of Complex Health Care Organization**

**Course Description:** In this course, emphasis is placed on the management of complex health care institutions representing the organizational spectrum from horizontally integrated group practices to large integrated health centers.

**Prerequisite:** MPNA 700

**Credit Hours:** 3 hours

**College:** Lewis College of Business

**Department:** Management/Marketing

**Course Number & Title: MPNA 755 Marketing Goods and Services in Medical Environment**

**Course Description:** An investigation of the role of marketing in today's health care environment. Topics include traditional marketing concepts such as segmentation and promotion blended with unique issues like health services marketing, direct to consumer pharmaceutical advertising, mass media ethics, the role of the Internet in health product/service marketing, etc.

**Prerequisite:** MPNA 700

**Credit Hours:** 3 hours

**College:** Lewis College of Business

**Department:** Management/Marketing

**Course Number & Title: MPNA 756 Clinical and Administrative Information Systems**

**Course Description:** Foundations of clinical information use starting with information collection, processing, decision making and recording. Special emphasis on management information systems to support the nurse's work and health care delivery.

**Prerequisite:** MGT 678 & computer literacy.

**Credit Hours:** 3 hours

**College:** Lewis College of Business

**Department:** Management/Marketing

**Course Number & Title: MPNA 772 Organizational Behavior in Health Care**

**Course Description:** Advance level theories of effective organization management as they relate to health care organizations will be provided. Topics include: managing diverse work groups in the health care system, planning and organizing, decision making models, various leadership styles, and controlling and evaluating management effectiveness.

**Prerequisite:** none

**Credit Hours:** 3 hours

**College:** Lewis College of Business

**Department:** Management/Marketing

**Course Number & Title: MPNA 777 Moral Management**

A discussion of the concept of **Moral Management**. Guidelines for how to make ethical decisions and tough choices are included. Cases relevant to ethical/unethical scenarios will be analyzed. Students will view ethics videos and write a Credo term paper.

**Prerequisite:** admission to DMPNA program

**Credit Hours:** 3 hours

**College:** Lewis College of Business

**Department:** Management/Marketing

**Course Number & Title: MPNA 796 Policy, Strategy, Entrepreneurship**

The study of administrative decision making under conditions of uncertainty. Policy construction at top administrative levels with emphasis on strategy and ethics with consideration of major functions of an organization. Includes developing a business plan, assessing the environment, evaluating markets, securing financing, marketing services, analyzing and negotiating managed care, and insurance contracts.

**Prerequisite:** admission to DMPNA program

**First Term Offered:** Summer 08

**Credit Hours:** 3 hours

**College:** Lewis College of Business

**Department:** Management/Marketing

**Course Number & Title: MPNA 799 Research Project**

This is a 9 hour sequence of three (3 credit hours) courses. The student is required to apply the principles of scientific research methods to a field and/or clinical investigation. Students are required to design, implement,

evaluate and present (written and oral) a research project approved and guided by the student's research project committee. Each student will have a research project committee chair and two other designated committee members.

**Prerequisite:** MPNA 726

**Credit Hours:** 3 hours

## **2. COURSE CHANGES (33 courses)**

- **Change in TITLE, CONTENT, CREDIT HOURS & CATALOG DESCRIPTION (1): CIME 670**

**College:** COEHS: Graduate School of Education and Professional Development

**Department:** Elementary & Secondary Education

**Course Number:** CIME 670

**Change in Title:**

**From:** Teaching Mathematics to Early Adolescents

**To:** Teaching Mathematics

**Rationale:** The licensure endorsement has changed to incorporate older students. The title will need to reflect that.

**Change in Content:**

**From:** An emphasis on teaching mathematics to students grades 5 through 9, with less emphasis on older students.

**To:** An equal emphasis on teaching mathematics to students grades 5 through adult.

**Rationale:** This course is required for the teaching licensure endorsement, Mathematics Through Algebra I. Changes in endorsement levels by WVDE necessitate that the methods course cover a wider range of student age levels.

**Change in Credit Hours:** From: 2 To: 3

**Rationale:** New requirements from Policy Bulletin 5100 by WVDE require the methods course to be 3 hours. In response to that, this course has expanded coverage in terms of ages covered, incorporating assessment data into instruction, and professional communication to stakeholders.

**Change in Catalog Description:**

**From:** An examination of the interrelationships of the physical, intellectual, and socio-emotional development of the pre- and early adolescent and their impact on the teaching and learning of mathematics. (PR: Any two of the following: CIME 555, 556, 557, or 558; or permission)=

**To:** Emphasis will be on planning for instruction based on how students learn mathematics, state or district standards, research on best practices, NCLB goals, and data from a variety of assessments. (PR: CIME 555 and CIME 556).

**Rationale:** This new text is to indicate the expanded course topics mandated by changes by NCLB and WVDE.

**From:** Basic concepts of logic and mathematical proofs. Topics include angle relationships, parallel, and perpendicular lines, circles, polygons, solids, triangles, and elementary trigonometry. (PR: CIME 557).

**To:** Specialized mathematical knowledge for teaching: Basic concepts of logic and mathematical proofs. Topics include angle relationships, parallel, and perpendicular lines, circles, polygons, solids, triangles, elementary trigonometry, and use of geometry software. (PR: CIME 657).

**Rationale:** The changes were made to make the focus and intended audience clearer. The phrase "use of geometry software" was added to give emphasis to topics already taught in the course, for purposes of communication with prospective students and accrediting and licensing agencies.

- **Change in TITLE, CONTENT & CATALOG DESCRIPTION (1): CIME 677**

**College:** COEHS: Graduate School of Education and Professional Development

**Department:** Elementary & Secondary Education

**Course Number:** CIME 677

**Change in Title:**

**From:** Supervised Field Practicum/Seminar in Mathematics, 9-12

**To:** Supervised Field Practicum/Seminar in Mathematics, 5-12

**Rationale:** This course is required for the teaching licensure endorsement, Mathematics Through Algebra I. Changes in endorsement levels by WVDE necessitate that the practicum course cover a wider range of student age levels.

**Change in Content:**

**From:** A practicum on teaching mathematics to students grades 9 through 12

**To:** A practicum on teaching mathematics to students in grades 5 through adult.

**Rationale:** The licensure endorsement has changed to incorporate different grade levels. The content will need

to reflect that.

**Change in Catalog Description:**

**From:** Supervised practicum in which the student demonstrates and is assessed in mathematics teaching skills in a clinical setting in grades 9-12. (PR: any two of the following - CIME 555, 556, 557, 558; or permission).

**To:** Supervised practicum in which the student demonstrates and is assessed in mathematics teaching skills in a clinical setting in grades 5 - 12. (PR: CIME 670 and any two of the following: CIME 555, 556, 650, 657, or 658; or permission).

**Rationale:** This new text is to indicate the expanded grade levels mandated by changes by WVDE. The inclusion of CIME 670 is to ensure that students have had the math methods class before entering the classroom.

- **Change in TITLE & CONTENT (4): CIVI 501, 503, 504 ; BMS 631**

**College: COEHS: Graduate School of Education and Professional Development**

**Department: Special Education**

**Course Number: CIVI 501**

**Change in Title:**

**From: Braille Reading and Writing**

**To: Reading and Writing Strategies/Instruction for Students with Visual Impairments**

**Rationale:** To more accurately reflect revised standards

**Change in Content:**

**From:** Content based on 1996 Council for Exceptional Children standards

**To:** Content based on new CEC Standards and the revised WV Board of Education Policy 5100 requirements. (see attached syllabus)

**Rationale:** The action requested is essentially a revision incorporating the newest CEC standards as well as the recently revised requirements of WVBOE Policy 5100 – “Approval of Educational Personnel Preparation Programs”.

**College: COEHS: Graduate School of Education and Professional Development**

**Department: Special Education**

**Course Number: CIVI 503**

**Change in Title:**

**From: Instructional Strategies for Teaching Students with VI**

**To: Assessment and Program Planning of Students With Visual Impairments**

**Rationale:** To more accurately reflect revised standards

**Change in Content:**

**From:** Content based on 1996 Council for Exceptional Children standards

**To:** Content based on new CEC Standards and the revised WV Board of Education Policy 5100 requirements. (see attached syllabus)

**Rationale:** The action requested is essentially a revision incorporating the newest CEC standards as well as the recently revised requirements of WVBOE Policy 5100 – “Approval of Educational Personnel Preparation Programs”.

**College: COEHS: Graduate School of Education and Professional Development**

**Department: Special Education**

**Course Number: CIVI 504**

**Change in Title:**

**From: Instructional Strategies for Teaching Students with Multiple Impairments**

**To: Assessment and Program Planning of Students with Visual Impairments and Additional Disabilities**

**Rationale:** To more accurately reflect revised standards

**Change in Content:**

**From:** Content based on 1996 Council for Exceptional Children standards

**To:** Content based on new CEC Standards and the revised WV Board of Education Policy 5100 requirements. (see attached syllabus)

**Rationale:** The action requested is essentially a revision incorporating the newest CEC standards as well as the recently revised requirements of WVBOE Policy 5100 – “Approval of Educational Personnel Preparation Programs”.

**College: MUSOM**

**Department: Biomedical Sciences Graduate Program/Neuroscience and Developmental Biology Cluster**



**Course Number: BMS 631**

**Change in Title:**

**From: Neuroscience Literature Review**

**To: Neuroscience and Developmental Biology Literature Review**

**Rationale:** The new areas of emphasis in the Biomedical Sciences Graduate Program have combined the Neuroscience and Developmental Biology faculty into one research cluster. The cluster decided to adopt the existing Neuroscience Literature Review (BMS631) as a required course for all students in the cluster. The name change is requested to reflect the entire cluster by including Developmental Biology.

**Change in Content:**

**From:** Literature review with emphasis on neuroscience.

**To:** Literature review with emphasis on neuroscience AND developmental biology.

**Rationale:** The Neuroscience and Developmental Biology Cluster now includes students with interests in developmental biology as well as neuroscience. The change in content will address the training needs of both sets of students.

**Change in Catalog Description:**

**From:** A seminar course where published articles in the neuroscience literature will be presented by students and faculty.

**To:** A seminar course where published articles in the fields of neuroscience and developmental biology will be presented by students and faculty.

**Rationale:** The addition of developmental biology to the course description reflects the change in name and content.

- **Change in CONTENT, CREDIT HOURS and CATALOG DESCRIPTION (1): CIME 657**

**College: COEHS: Graduate School of Education and Professional Development**

**Department: Elementary & Secondary Education**

**Course Number & Title: CIME 657 Precalculus for Mathematics Educators**

**Change in Content:** see below.

**Change in Credit Hours:** From: 4 To: 3

**Rationale:** WVDE has mandated a separate course in college algebra for the Math Through Algebra I endorsement program. Essentially, that requires us to go back to the Algebra for Mathematics Educators course we once had. The Precalculus course had been expanded for 4 hours to accommodate upper level math structures, including some calculus concepts as required by NCTM in addition to the college algebra topics. This was a difficult fit. Now that the WVDE has required a college algebra course, we will reinstate that course and shrink this one to cover only the advanced algebraic structures and calculus concepts.

**Change in Catalog Description:**

**From:** A progressive development of algebraic concepts, skills, and applications. Problem solving techniques and calculator usage will be integrated throughout the program.

**To:** Specialized mathematical knowledge for teaching: A study of advanced algebraic structures and functions of change, including an introduction to calculus. (PR: CIME 650 or permission).

**Rationale:** The catalog description needed to be changed to reflect the delimitation of the content. The prerequisite needed to be reinstated to reflect the new course which contains the concepts this course had. The same introductory wording is being used to make the focus and intended audience clearer.

- **Change in COURSE NUMBER & CONTENT (2): CIDH 507 to 607, CIVI 503 to 603**

**College: COEHS: Graduate School of Education and Professional Development**

**Department: Special Education**

**Course Title: Development and Remediation of Reading, Writing, and Discourse for the Deaf and Hard of Hearing**

**Change in Course Number:**

**From: CIDH 507**

**To: CIDH 607**

**Rationale:** The newest CEC Standards for the preparation of teachers of the Visually Impaired add an elevated clinical emphasis on Orientation and Mobility and therefore is more appropriate to a 600-level course.

**Change in Content:**

**From:** Content based on 1996 Council for Exceptional Children standards

**To:** Content based on the revised WV Board of Education Policy 5100 requirements. (see attached syllabus)

**Rationale:** The action requested is essentially a revision incorporating the recently revised requirements of WVBOE Policy 5100 – "Approval of Educational Personnel Preparation Programs".

**College: COEHS: Graduate School of Education and Professional Development**  
**Department: Special Education**  
**Course Title: Basic Orientation and Mobility Skills**

**Change in Course Number:**

**From: CIVI 505**

**To: CIVI 603**

**Rationale:** The newest CEC Standards for the preparation of teachers of the Visually Impaired add an elevated clinical emphasis on Orientation and Mobility and therefore is more appropriate to a 600-level course.

**Change in Content:**

**From:** Content based on 1996 Council for Exceptional Children standards

**To:** Content based on new CEC Standards and the revised WV Board of Education Policy 5100 requirements. (see attached syllabus)

**Rationale:** The action requested is essentially a revision incorporating the newest CEC standards as well as the recently revised requirements of WVBOE Policy 5100 – “Approval of Educational Personnel Preparation Programs”.

- **Change in CONTENT (11): CIDH 501, 502, 504, 505, 506, 601, 602; CIVI 500, 502, 601, 602**

**College: COEHS: Graduate School of Education and Professional Development**  
**Department: Special Education**

**Course Number & Title: CIDH 501 American Sign Language (ASL) I**

**Change in Content:**

**From:** Content based on 1996 Council for Exceptional Children standards

**To:** Content based on the revised WV Board of Education Policy 5100 requirements. (see attached syllabus)

**Rationale:** The action requested is essentially a revision incorporating the recently revised requirements of WVBOE Policy 5100 – “Approval of Educational Personnel Preparation Programs”.

**College: COEHS: Graduate School of Education and Professional Development**  
**Department: Special Education**

**Course Number & Title: CIDH 502 American Sign Language (ASL) II**

**Change in Content:**

**From:** Content based on 1996 Council for Exceptional Children standards

**To:** Content based on the revised WV Board of Education Policy 5100 requirements. (see attached syllabus)

**Rationale:** The action requested is essentially a revision incorporating the recently revised requirements of WVBOE Policy 5100 – “Approval of Educational Personnel Preparation Programs”.

**College: COEHS: Graduate School of Education and Professional Development**  
**Department: Special Education**

**Course Number & Title: CIDH 504 Auditory Habilitation: Communication Approaches and Sensory Devices for Children with Hearing Loss**

**Change in Content:**

**From:** Content based on 1996 Council for Exceptional Children standards

**To:** Content based on the revised WV Board of Education Policy 5100 requirements. (see attached syllabus)

**Rationale:** The action requested is essentially a revision incorporating the recently revised requirements of WVBOE Policy 5100 – “Approval of Educational Personnel Preparation Programs”.

**College: COEHS: Graduate School of Education and Professional Development**  
**Department: Special Education**

**Course Number & Title: CIDH 505 Introduction to Deaf and Hard of Hearing**

**Change in Content:**

**From:** Content based on 1996 Council for Exceptional Children standards

**To:** Content based on the revised WV Board of Education Policy 5100 requirements. (see attached syllabus)

**Rationale:** The action requested is essentially a revision incorporating the recently revised requirements of WVBOE Policy 5100 – “Approval of Educational Personnel Preparation Programs”.

**College: COEHS: Graduate School of Education and Professional Development**  
**Department: Special Education**

**Course Number & Title: CIDH 506 Curriculum and Methods for Deaf and Hard of Hearing Students**

**Change in Content:**

**From:** Content based on 1996 Council for Exceptional Children standards

**To:** Content based on the revised WV Board of Education Policy 5100 requirements. (see attached syllabus)

**Rationale:** The action requested is essentially a revision incorporating the recently revised requirements of WVBOE Policy 5100 – “Approval of Educational Personnel Preparation Programs”.

**College: COEHS: Graduate School of Education and Professional Development**

**Department: Special Education**

**Course Number & Title: CIDH 601 Teaching Internship and Practicum (Deaf/Hard of Hearing) I  
(Residential Setting)**

**Change in Content:**

**From:** Content based on 1996 Council for Exceptional Children standards

**To:** Content based on the revised WV Board of Education Policy 5100 requirements. (see attached syllabus)

**Rationale:** The action requested is essentially a revision incorporating the recently revised requirements of WVBOE Policy 5100 – “Approval of Educational Personnel Preparation Programs”.

**College: COEHS: Graduate School of Education and Professional Development**

**Department: Special Education**

**Course Number & Title: CIDH 602 Teaching Internship and Practicum (Deaf/Hard of Hearing) II  
(Local School District)**

**Change in Content:**

**From:** Content based on 1996 Council for Exceptional Children standards

**To:** Content based on the revised WV Board of Education Policy 5100 requirements. (see attached syllabus)

**Rationale:** The action requested is essentially a revision incorporating the recently revised requirements of WVBOE Policy 5100 – “Approval of Educational Personnel Preparation Programs”.

**College: COEHS: Graduate School of Education and Professional Development**

**Department: Special Education**

**Course Number & Title: CIVI 500 Introduction to Visual Impairments**

**Change in Content:**

**From:** Content based on 1996 Council for Exceptional Children standards

**To:** Content based on new CEC Standards and the revised WV Board of Education Policy 5100 requirements. (see attached syllabus)

**Rationale:** The action requested is essentially a revision incorporating the newest CEC standards as well as the recently revised requirements of WVBOE Policy 5100 – “Approval of Educational Personnel Preparation Programs”.

**College: COEHS: Graduate School of Education and Professional Development**

**Department: Special Education**

**Course Number & Title: CIVI 502 Structures and Functions of the Human Visual System**

**Change in Content:**

**From:** Content based on 1996 Council for Exceptional Children standards

**To:** Content based on new CEC Standards and the revised WV Board of Education Policy 5100 requirements. (see attached syllabus)

**Rationale:** The action requested is essentially a revision incorporating the newest CEC standards as well as the recently revised requirements of WVBOE Policy 5100 – “Approval of Educational Personnel Preparation Programs”.

**College: COEHS: Graduate School of Education and Professional Development**

**Department: Special Education**

**Course Number & Title: CIVI 601 Practicum in Visual Impairment I**

**Change in Content:**

**From:** Content based on 1996 Council for Exceptional Children standards

**To:** Content based on new CEC Standards and the revised WV Board of Education Policy 5100 requirements. (see attached syllabus)

**Rationale:** The action requested is essentially a revision incorporating the newest CEC standards as well as the recently revised requirements of WVBOE Policy 5100 – “Approval of Educational Personnel Preparation Programs”.

**College: COEHS: Graduate School of Education and Professional Development**

**Department: Special Education**

**Course Number & Title: CIVI 602 Practicum in Visual Impairment II**

**Change in Content:**

**From:** Content based on 1996 Council for Exceptional Children standards

**To:** Content based on new CEC Standards and the revised WV Board of Education Policy 5100 requirements. (see attached syllabus)

**Rationale:** The action requested is essentially a revision incorporating the newest CEC standards as well as the recently revised requirements of WVBOE Policy 5100 – “Approval of Educational Personnel Preparation Programs”.

- **Change in CATALOG DESCRIPTION (3): CIME 555, 556, 658**

**College: COEHS: Graduate School of Education and Professional Development**

**Department: Elementary & Secondary Education**

**Course Number & Title: CIME 555 Technical Mathematics for Mathematics Educators**

**Change in Catalog Description**

**From:** This course will cover the objectives of applied and technical preparation mathematics for teachers, with an emphasis on methodologies appropriate for those students who are likely to comprise these classes.

**To:** Specialized mathematical knowledge for teaching: An in-depth analysis of the foundations of mathematics: numbers and operations, ratio and proportion, and numbering systems, with emphasis on workplace applications and mathematical tools.

**Rationale:** The changes were made to make the focus and intended audience clearer. The list of topics covered was added to give emphasis to topics already taught in the course, for purposes of communication with prospective students and accrediting and licensing agencies.

**College: COEHS: Graduate School of Education and Professional Development**

**Department: Elementary & Secondary Education**

**Course Number & Title: CIME 556 Finite Mathematics for Mathematics Educators**

**Change in Catalog Description:**

**From:** This course will cover the methods and objectives of business and technical preparation mathematics courses with an emphasis on teaching methodologies appropriate for those students who are likely to comprise these classes.

**To:** Specialized mathematical knowledge for teaching: A study of set theory; probability; data analysis; elements of discrete mathematics, such as combinatorics and graph theory; and the mathematics of finance.

**Rationale:** The changes were made to make the focus and intended audience clearer. The list of topics covered was added to give emphasis to topics already taught in the course, for purposes of communication with prospective students and accrediting and licensing agencies.

**College: COEHS: Graduate School of Education and Professional Development**

**Department: Elementary & Secondary Education**

**Course Number & Title: CIME 658 Geometry for Mathematics Educators**

**Change in Catalog Description:**

**From:** Basic concepts of logic and mathematical proofs. Topics include angle relationships, parallel, and perpendicular lines, circles, polygons, solids, triangles, and elementary trigonometry. (PR: CIME 557).

**To:** Specialized mathematical knowledge for teaching: Basic concepts of logic and mathematical proofs. Topics include angle relationships, parallel, and perpendicular lines, circles, polygons, solids, triangles, elementary trigonometry, and use of geometry software. (PR: CIME 657).

**Rationale:** The changes were made to make the focus and intended audience clearer. The phrase “use of geometry software” was added to give emphasis to topics already taught in the course, for purposes of communication with prospective students and accrediting and licensing agencies.

### **3. OTHER REQUESTS**

- **Proposed Changes to Special Education Licensure and M.A. Degree Programs - SUMMARY**

(all materials can be requested for review from Curriculum Committee)

Because of the recent changes to State Board of Education Policy 5100 which governs teacher preparation and a resulting review of licensure and degree programs by the Special Education faculty, consensus has been reached regarding recommendations for modification to each. Two separate packets were submitted to GC. One describes the proposed modifications to the **licensure programs** and the other provides recommended changes to the **Masters of Arts Degree in Special Education**. Each packet includes a rationale, short explanation of proposed changes and the appropriate revisions to Curriculum Summary Sheets and Plans of Study. The Special Education faculty will be on hand for the next GC meeting and would be glad to respond to any questions at that time

- **Proposed Modifications to Special Education Licensure (Certification) Programs**

**Rationale:**

Because of recent revisions to WV Board of Education Policy 5100 (Approval of Educational Personnel Preparation Programs), all Special Education teacher preparation programs must be refiled for approval by the WV Board of Education. Because Policy 5100 revisions included a requirement for an additional twelve hours of coursework, revisions to the existing program became necessary. Existing master syllabi have been revised to incorporate the most recent Council for Exceptional Children (CEC) and WV Board of Education standards and were submitted for Graduate Council approval. Two new courses (CISP 606 and 607) may be found on the attached Curriculum Summary Sheets and were also submitted for Graduate Council approval.

**Proposed Actions:**

Approval of the revised licensure (certification) requirements for **Autism, Behavior Disorders, Mental Impairment, Specific Learning Disabilities, Deaf/Hard of Hearing, and Multi-Categorical**. (See Curriculum Summary Sheets Attached)

**Note:** Attached Curriculum Summary Sheets summarize all proposed changes to licensure programs.

- **Proposed Changes to the M.A. degree in Special Education**

**Rationale:**

After an intensive review by the Special Education faculty, the licensure components of the Masters Degree were modified to accommodate changes in WV Board of Education Policy and Council for Exceptional Children (CEC) standards for the preparation of Special Education teachers. The changes recommended require the addition of two new courses (CISP 606 and 607). However, the additional course change may be accommodated by modifying elective requirements and have little effect on the total credit-hour requirement for most specializations in the degree program. As a result of the modification of the licensure components of the Masters Degree program, approval of the following changes to the Masters Degree Program are recommended:

- (1) Eliminate CISP 535: General Special Education Programming as a degree requirement. Faculty review produced consensus that, with minor changes of emphasis on objectives already contained in other required classes, this course was largely redundant.
- (2) Replace EDF 621: Education Research and Writing with CIEC 534, as a degree requirement. Currently a required course for all Masters Degree candidates, EDF 621 would be removed as a degree requirement in all specializations (other than Gifted Education) and replaced by CIEC 534: Applications Software in the Classroom Curriculum Area. Faculty agreed that candidates would be better prepared for their roles by formally addressing their technology needs with the substitution of CIEC 534 for EDF 621. This change would add a much-needed technology component to the degree program and also meet NCATE accreditation standards, CEC standards, and WVDE required objectives related to technology. Note that the degree program will retain the 6 hours of advanced research (CISP 611 and 615).
- (3) Eliminate CISP 523, 524 and 533 as degree requirements. As a result of the program redesign, the content previously covered in CISP 523 (Introduction to Learning Disabilities), CISP 524 (Introduction to Emotional Disturbance) and CISP 533 (Introduction to Mental Impairment) was incorporated into the revised CISP 647 (Characteristics/Methods - Learning Disabilities), CISP 645 (Characteristics/Methods - Emotional Disturbance) and CISP 553 (Characteristics/Methods - Mental Impairment), all of which were submitted for approval by Graduate Council.
- (4) Incorporate the two literacy courses (CISP 606 and CIRG 644) and the new math methods course (CISP 607) into the licensure (certification) block of the degree program where required to meet new WV Board of Education Policy 5100 requirements.

**Note:** Attached Plan of Study forms provide a summary of all proposed changes.

**Attachment 4**

**(The following page contains the deans' signatures approving the courses for the MPNA curriculum.)**

Return to: [2005-2006 Minutes/Agendas](#) [Minutes and Records](#) [Graduate Council](#) [Marshall University](#)

**Minutes of the Marshall University Graduate Council**  
**February 24, 2006**  
**GC 319, South Charleston Campus**

**Members Present:** Cunningham, Dooley, Edington, Fet, Hankins, Maheshwari, Meyer, O'Keefe, Reynolds, Shockley, Simonton

**Members Absent:** Eagle, Ellis, Lawson, Mangiarua, Stickler, Wyant

**Ex-Officio Members Present:** Denman, Deutsch

**Ex-Officio Members Absent:** Aulick, Childress

**Guests:** Sikula, Mike Sullivan

- Hankins called the meeting to order at 1:00 p.m.
- The minutes of the January 24, 2006 meeting were approved as written.

LCOB's request for exemption from the use of a two-reader committee for comprehensive assessment at the Masters level was discussed. A memo from Dean Uselding to Hankins and the Graduate Council was included in the agenda attachments. Sikula spoke to this issue and brought out the points from the memo. According to Sikula, LCOB's accrediting body, the AACSB International, does not require comprehensive assessment committees, nor do the majority of Marshall's peer institutions. Sikula stated that the three main assignments given for the comprehensive assessment in master's level business programs are case studies, a research paper, or a simulation. Most programs have not required a thesis for several years. Sikula pointed to the large number of students in the program and the lack of qualified faculty to teach the capstone courses. He reported that there had been no student complaints regarding the one-reader system now used. He also stated that LCOB faculty do not now and most likely would not support a two-reader committee if they are forced to comply. He believes that if forced to use this system, the faculty would find a way around it.

Deutsch spoke to the need for more research on this issue and suggested that more data from peer institutions is needed.

Cunningham reported that in Education, all faculty attend and grade each student's final presentation.

Maheshwari asked if any research showed that having two readers increased student learning.

Other Graduate Council members spoke to concerns of having only one faculty member giving input on the final assessment, and on how the decision is made regarding the criteria for a final project. It was noted that the LCOB programs are the only ones at Marshall to have a course as the comprehensive assessment.

After lengthy discussion, a motion was made to grant an exemption to LCOB from the use of the two-reader committee for comprehensive student assessment at the master's level. The motion did not pass.

Another motion was made to send this issue to the Academic Planning, Standards and Policies Committee for further study. The motion passed.

Hankins reported that there were two lists of Graduate Faculty Membership Approvals. The SOM list was separate. Both were read into the minutes and will be forwarded to President Kopp for his approval. (Attachment 1 combines both lists.)

## **Standing Committee Reports**

- **Credentialing**

No report

- **Curriculum**

Fet moved that the entire report in Attachment 2, including certificate programs, changes in areas of emphasis, course additions, and changes, be approved.

Denman had a question about who would advise students in the new interdisciplinary Geospatial Information Science certificate program. James Leonard will be contacted regarding this concern.

A few typographical corrections were made for the final copy of the report.

The motion passed.

- **Program Review and Assessment**

Edington reported that Health and Physical Education's review had been returned to the reviewer (Cunningham) two days prior. He completed the review and had some recommended changes.

Edington moved that the Council accept the review. The motion passed.

- **Academic Planning, Standards and Policies**

No report

## **Miscellaneous Business**

The Graduate Council website page on "Graduate Faculty Membership" had stated that Graduate Instructor membership would not be listed in the Redbook even though Graduate Instructors are listed there. Hankins reported that he has corrected the page.

Reynolds reported that the revised Program Review Committee Recommendation form attempts to clarify confusion about the former "further development" option. Now, the options are "continue with corrective action" (program takes care of problems/concerns) and "continue with resource development" (program needs University assistance in taking care of problems/concerns). Reynolds made a motion that Council endorse the form. Denman noted that definitions of the terms for the two recommendations should be readily available. The motion passed.

Hankins presented the updates to the Curriculum Action Request forms as a point of information. It replaces a number of separate forms. Fet noted that "division chair" should be added. Denman will have the change made.

Denman reported on the policy change made to the undergraduate graduation ceremony which will allow summer graduates to march and have their names called. The general consensus of the Council was to leave the graduate graduation ceremony policies as they are.

Deutsch reported that last year concerns were voiced regarding the Outstanding Advising Award. The Credentialing Committee was to have studied this issue with regard to the process and the need for criteria for nominees. Cunningham recalled that the recommendations were to have been made for this year. The issue will be referred to the Committee immediately.

O'Keefe reported that Faculty Senate approved the new Program of Excellence criteria.

Hankins adjourned the meeting at 2:40 p.m.



## Attachment 1

Graduate Faculty Membership Approvals  
February 2006

Clercx, Byron	COFA	Art	Graduate	January 2006	January 2011
Grassell, Mary	COFA	Art	Graduate	January 2006	January 2011
Lawson, Stephen	COFA	Music	Graduate	January 2006	January 2011
Onofrio, Marshall	COFA	Music	Graduate	January 2006	January 2011
Sherwood, Claire	COFA	Art	Graduate	January 2006	January 2011
Zanter, Mark	COFA	Music	Graduate	December 2002	December 2008

McKinney, Shortie	COHP	Dean-College of Health Professions	Graduate	February 2006	February 2011
Dementieva, Yulia	COS	Mathematics	Associate	February 2006	February 2009
Esty, Norah C.	COS	Mathematics	Graduate	May 2006	May 2011
Harrison, Marcia	COS	Biological Sciences	Doctoral	December 2005	December 2010
Quinn, Terrance J.	COS	Mathematics	Associate	April 2006	April 2011
Anderson, Dennis	GSEPD	Leadership Studies	Doctoral	January 2004	December 2008
Debela, Nega	GSEPD	Education & Prof. Dev.	Doctoral	February 2006	February 2011
Simonton, Molly	GSEPD	Education & Prof. Dev.	Associate	January 2004	December 2006

Alexander, Elizabeth	LCOB	Management/Marketing	Graduate	January 2006	January 2012
Luchs, Christopher	LCOB	Accounting/Legal Environ.	Graduate	January 2006	January 2012
Tomblin, M. Shane	LCOB	Management/Marketing	Graduate	January 2006	January 2012

Blough, Eric	SOM	Physiology	Doctoral	February 2006	February 2009
Chertow, Bruce	SOM	Medicine	Graduate	February 2006	February 2008
Kiningham, Kinsley	SOM	Pharmacology	Doctoral	February 2006	February 2009
Mangiarua, Elsa	SOM	Pharmacology	Doctoral	February 2006	February 2009
Niles, Richard	SOM	Biochemistry	Doctoral	February 2006	February 2009
Yu, Hongwei	SOM	Biochemistry	Doctoral	February 2006	February 2009
Zhu, Guo-Zhang	SOM	Molecular Biology	Doctoral	February 2006	February 2009

## Remove from Redbook

Billheimer, Dixie	GSEPD	Elem. & Sec. Ed.	Associate	January 2006	December 2006
Conner, Debra	GSEPD	Education & Professional Dev.	Associate	January 2004	December 2006
Lombardo, Victor	GSEPD	Special Education	Graduate	January 2004	December 2008
Roman, Christine	GSEPD	Special Education	Graduate	January 2004	December 2008

## Attachment 2

### Graduate Curriculum Additions and Changes – February 2006

#### 1. NEW INTERDISCIPLINARY CERTIFICATE PROGRAM (Summary):

##### **Interdisciplinary Geospatial Information Science (GIScience) graduate certificate program**

(Contact: James Leonard)

**Description:** A graduate certificate in Geospatial Information Science consists of a minimum of 12 graduate hours in courses designated as GIScience Courses, including regularly offered courses as well as special topics courses. Students must take courses from at least two different departments for a graduate GIScience certificate.

##### **GIScience Courses**

BSC 510/PS 510 Remote Sensing/GIS Applications (4 credit hours)

BSC 511/PS 511 Digital Image Processing/GIS Model (4 hrs.)

GEO 526 Principles of GIS (3 hrs.)

GEO 529 Intermediate GIS – Vector Analysis (3 hrs.)

GEO 530 Intermediate GIS – Raster Analysis (3 hrs.)

GEO 531 Analysis of Digital Airborne and Space-Based Imagery (3 hrs.)

GEO 631 Applied Geographic Information Systems Projects (3 hrs.)

GEO 690 Internship (1-6 hrs.; must be a GIScience-related internship to qualify)

IS 645 Geographic Information Systems (3 hrs.)

Special Topics courses as approved by the GIScience Advisory Board

##### **Coordination of the GIScience Certificate Program**

The Marshall University GIS Users Group has met informally for several years in the interest of advancing GIScience education and applications at Marshall University. This group consists of GIScience faculty, managers, and administrators at MU, Marshall Community and Technical College (MCTC), and the Rahall Appalachian Transportation Institute (RTI), and is hereby renamed the **MU GIScience Advisory Board** with members from all stakeholder departments. Certificate programs will be coordinated through this Board. Lists of both permanent and special topics courses will be maintained by the MU GIScience Advisory Board.

#### 2. MODIFICATION OF EXISTING AREAS OF EMPHASIS (Summary):

##### **College: MUSOM**

**The following are modifications (title and description) of six M.S./Ph.D. programs (Research Clusters) :**

(Contact: Vernon Reichenbecher Jr.)

##### **Previous title: Neuroscience**

##### **New title: Neuroscience & Developmental Biology**

**Description:** The Neuroscience and Developmental Biology Research Cluster consists of faculty in the School of Medicine and College of Science who share common research interests. There are two tracks available to students within the cluster: 1) Neuroscience and 2) Developmental Biology. Students receive interdisciplinary training in modern experimental approaches at the molecular, cellular and organismal levels. Faculty in this cluster use a broad range of model organisms, including plants, fruit flies, cockroaches, zebrafish, and rodents, to understand fundamental processes in the function of the nervous system and in the development of multicellular organisms. The curriculum for each track is designed to give students a solid foundation in their respective disciplines during their first year. In subsequent years, students are encouraged to take electives that will allow them to explore in depth topics related to their research.

##### **Previous title: Physiology**

##### **New title: Cardiovascular Disease, Obesity & Diabetes**

**Description:** Cardiovascular diseases, obesity and diabetes are major causes of sickness and death. The Cardiovascular, Obesity and Diabetes Research Cluster (CODRC) is composed of a broad group of basic science and clinical faculty drawn from different departments and schools of Marshall University and its affiliated institutions. This Research Cluster offers students the opportunity to gain an education and research training in various aspects of cardiovascular function and diseases, obesity and diabetes. Students can choose to conduct their own research in a number of contemporary research areas including: 1) the genetic basis or potential role of oxidative stress or nitric oxide production in hypertension associated with obesity; 2) the roles of altered angiogenesis or increased susceptibility to oxidative stress in diabetic neuropathy; 3) the effects of exercise, disease and aging on molecular mechanisms associated with contractile signal transduction in both vascular smooth muscle and cardiac muscle; 4) the role of recently discovered mitochondrial nitric oxide synthase in apoptosis induced by myocardial infarction; 5) the function in the cardiovascular system of histamine and imidazole metabolites synthesized locally within vascular smooth muscle and endothelial cells; 6) the effect of iron overload on the cardiovascular system and treatments to ameliorate this condition.

**Previous title: Pharmacology****New title: Toxicology and Environmental Health Sciences**

**Description:** Affiliation with the Toxicology Research Cluster will be open to all individuals with an interest in Toxicology research. Toxicology is a diverse field encompassing research with a multidisciplinary approach in order to better understand the effects of agents on living systems. Affiliation with the toxicology research cluster will be verified by publications, membership in professional toxicology societies, grant applications to extramural organizations and grant funding. The Toxicology Research Cluster currently has 7 faculty members. The Toxicology Cluster consists of faculty from the three Basic Sciences Departments of the Medical School: 1) Pharmacology, Physiology and Toxicology; 2) Biochemistry and Microbiology and 3) Pathology and Anatomical Sciences as well as the Department of Biological Sciences in the College of Sciences.

**Previous title: Biochemistry and Molecular Biology****New title: Cancer Biology**

**Description:** The Cancer Biology Cluster provides graduate education leading to the award of MS and PhD degrees in Biomedical Sciences, with specialization in Cancer Biology. Students begin their training with BMS required courses and the Cluster foundation course in Cancer Biology. The Cancer Colloquium provides exposure to the most recent developments in the field for both faculty and students. Additional advanced courses are available to complement research training as students choose a laboratory. Cluster-affiliated faculty conduct research in four broadly defined areas: Cell Signaling in Cancer, Cancer Genomics and Proteomics, Nutrition and Cancer, and Reproductive Cancers. Members also participate in two large federally funded research programs (COBRE in Transcription Factors in Cancer, and WV-INBRE). Completion of the new Joan C. Edwards Cancer Center will provide novel opportunities for linking basic and clinical research.

**Previous title: Microbiology****New title: Molecular Mechanisms of Pathogenesis & Aging**

**Description:** The Pathogenesis and Aging cluster provides training with primary emphasis on cellular and molecular mechanisms of diseases and aging. The faculty have a broad range of research interests which include induction and regulation of immune responses in autoimmune disease, characterization of leukocyte response to Streptococcus infections, developmental regulation of gene expression, mapping and cloning of human disease genes, epigenetic control of pathogenesis, epigenetic and genetic control of myeloid progenitor cell maturation as pertaining to leukemia, respiratory infection mouse models for cystic fibrosis, control of mucoid *Pseudomonas aeruginosa* biofilms, and molecular mechanisms underlying aging including free radicals, oxidant stress and apoptosis.

**Previous title: Anatomy, Cell and Neurobiology****New title: No New Title (Discontinued as an area of emphasis)****3. OTHER REQUESTS (18)**

- **NEW COURSE ADDITION (4): CISP 606, 607; COUN 675; HST 537**

**College:** COEHS: Graduate School of Education and Professional Development

**Department:** Special Education

**Course Title:** CISP 606 Reading Strategies for Exceptional Students

**Course Description:** this course examines the purposes, findings and recommendations from the National Reading Panel (NRP) (2001) report. This report is the basis for the reform of instruction currently being carried out throughout the United States and is related to the A No Child Left Behind@ Legislation. In addition to examining this content of the NRP report, candidates will engage students with assessment and instructional strategies identified as having facilitative effects.

**Prerequisite:** none

**First Term Offered:** Summer 06

**Credit Hours:** 3 hours

**College:** COEHS: Graduate School of Education and Professional Development

**Department:** Special Education

**Course Title:** CISP 607 Math Strategies for Exceptional Students

**Course Description:** this course examines the characteristics and mathematics performance of mildly-disabled students. In addition, teachers will explore those interventions which have been found to be effective in critical areas of mathematics instruction that will permit special education students to acquire those skills and strategies necessary for access to the general education curriculum, including higher-level courses. All course content will address and adhere to the curriculum and evaluation standards established in the Principles and Standards for School Mathematics (NCTM, 2000).

**Prerequisite:** none

**First Term Offered:** Summer 06

**Credit Hours:** 3 hours

**College: COEHS: Graduate School of Education and Professional Development**

**Department: Counseling**

**New Course Title: COUN 675 Legal and Ethical Issues for School Counselors**

**Description:** an overview of professional issues in the field of counseling, mental health and education; an overview of legal and ethical issues specific to the field of school counseling; an overview of international, national, regional and state legal and ethical cases effecting the field of school counseling; an introduction to ethical and legal issues including an ethical and legal decision making models, licensure and Certification requirements, confidentiality, etc.

**Prerequisite:** COUN 600 & COUN 603

**First Term Offered:** Summer 06

**Credits:** 3 hours

**College: COLA**

**Department: History**

**New Course Title: HST 537 Seminar in Public History**

**Description:** 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.

**Prerequisite:** COUN 600 & COUN 603

**First Term Offered:** Spring 06

**Credits:** 3 hours

- **COURSE CHANGE (14)**

**Change in CREDIT HOURS : LS 719**

**College: COEHS**

**Department: GSEPD/Leadership Studies**

**LS 719 Introduction to Doctoral Studies**

**From:** 3 hours

**To:** 1 hour

**Rationale:** Since the EDD program was instituted as a Marshall only program, course work modifications and other program changes have altered the nature of what needed to be taught in this orientation course. Many of the topics covered previously have been added to new courses in the program. A 1-hour credit course structure better fits the orientation course expectations and student needs.

**Change in Course TITLE and CATALOG DESCRIPTION: CISP 553, GEO 529**

**College: COEHS: Graduate School of Education and Professional Development**

**Department: Special Education**

**CISP 553**

**Old title: Education of the Mentally Retarded**

**New title: Characteristics/Methods Mentally Impaired**

**Rationale:** Revised title more accurately reflects changes in courses

**Change in Catalog Description:**

**From:** Characteristics and needs of the mentally retarded child's the status of the mentally retarded in our society and the impact of mental retardation on education. Principles and current trends in curriculum development are reviewed and evaluated toward the development of specific curricula for the mentally retarded. Methods and materials are presented in relation to this development.

**To:** Characteristics and instructional methodology appropriate to mentally impaired students are considered. Emphasis will focus on collaborative/consultative approached linking instruction to content standards and objectives.

**Rationale:** The revised description incorporates the contemporary language and intent of the revised preparation standards.

**Prerequisite:** none

**Credit Hours:** 3 hours

**College: COLA**

**Department: Geography**

**GEO 529**

**Old title: Fundamentals of GIS – Vector Analysis**

**New title: Intermediate GIS – Vector Analysis**

**Rationale:** Better reflects intermediate level of subject matter

**Change in Catalog Description:**

**From:** PR: GEO 301 or permission

**To:** PR: GEO 526 or permission

**Rationale:** GEO 301 is an undergraduate course and may not be used as a prerequisite for a graduate course.

**Credit Hours:** 3 hours

#### **Changes in Course TITLE and CONTENT: CISP 647, 655**

**College:** COEHS: Graduate School of Education and Professional Development

**Department:** Special Education

**CISP 647**

**Old title:** Education of Learning Disabilities

**New title:** Characteristics/Methods Specific Learning Disabilities

**Rationale:** To reflect current terminology in teacher certification programs

**Change in Content:**

**From:** Content based on 1996 Council for Exceptional Children standards

**To:** Content based on the revised WV Board of Education Policy 5100 requirements. (see attached syllabus)

**Rationale:** The action requested is essentially a revision incorporating the recently revised requirements of WVBOE Policy 5100 – “Approval of Educational Personnel Preparation Programs”.

**Course Description:** An integrated, concise overview of specific learning disabilities; definitions, etiology; observable and identifiable symptoms and implications for amelioration. Theories, diagnosis, and teaching strategies concerning children who exhibit symptoms of any or several learning disabilities.

**Prerequisite:** none

**Credit Hours:** 3 hours

**College:** COEHS: Graduate School of Education and Professional Development

**Department:** Special Education

**CISP 655**

**Old title:** Field Experience: Mild/Moderate MI, LD, BD

**New title:** Field Experience: Multi-categorical: Mild/Moderate MI, LD, ED

**Rationale:** To reflect current terminology in teacher certification programs

**Change in Content:**

**From:** Content based on 1996 Council for Exceptional Children standards

**To:** Content based on the revised WV Board of Education Policy 5100 requirements. (see attached syllabus)

**Rationale:** The action requested is essentially a revision incorporating the recently revised requirements of WVBOE Policy 5100 – “Approval of Educational Personnel Preparation Programs”.

**Course Description:** Field experience (practicum) affords graduate students an opportunity to demonstrate the skill-based competencies required by CEC Standards and to qualify for the multi-categorical teaching license.

**Prerequisite:** CISP 553 + CISP 645 + CISP 647 + certification course work for multi-categorical certification.

**Credit Hours:** 3 hours

#### **Changes in Course CONTENT : CISP 520, 527, 649**

**College:** COEHS: Graduate School of Education and Professional Development

**Department:** Special Education

**Course Title:** CISP 520 Introduction to Exceptional Children

**Change in Content:**

**From:** Content based on 1996 Council for Exceptional Children standards

**To:** Content based on the revised WV Board of Education Policy 5100 requirements. (see attached syllabus)

**Rationale:** The action requested is essentially a revision incorporating the recently revised requirements of WVBOE Policy 5100 – “Approval of Educational Personnel Preparation Programs”.

**Course Description:** An introduction to the study of children who deviate from the average in mental, physical, and social characteristics, including a study of the characteristics of such children and the adaptation of educational procedures to their abilities and disabilities.

**Prerequisite:** none

**Credit Hours:** 3 hours

**College:** COEHS: Graduate School of Education and Professional Development

**Department:** Special Education

**Course Title:** CISP 527 Introduction to Autism

**Change in Content:**

**From:** Content based on 1996 Council for Exceptional Children standards

**To:** Content based on the revised WV Board of Education Policy 5100 requirements. (see attached syllabus)

**Rationale:** The action requested is essentially a revision incorporating the recently revised requirements of WVBOE Policy 5100 – “Approval of Educational Personnel Preparation Programs”.

**Course Description:** This is an introductory course designed to present the student with an overview of autism spectrum disorders. There is an emphasis on current developments in the field of autism which are presented through reading research articles and the textbook, as well as viewing videotapes. A variety of philosophical approaches to the education treatment of individuals with autism are presented. Since the 1970's, the literature related to the educational treatment of autism has suggested that the behavioral approach to treatment is most effective. Therefore, there is an emphasis on this particular approach to treatment throughout the course.

**Prerequisite:** none

**Credit Hours:** 3 hours

**College:** COEHS: Graduate School of Education and Professional Development

**Department:** Special Education

**Course Title:** CISP 649 Field Experiences: Emotional Disturbances

**Change in Content:**

**From:** Content based on 1996 Council for Exceptional Children standards

**To:** Content based on the revised WV Board of Education Policy 5100 requirements. (see attached syllabus)

**Rationale:** The action requested is essentially a revision incorporating the recently revised requirements of WVBOE Policy 5100 – “Approval of Educational Personnel Preparation Programs”.

**Course Description:** Supervised field experience (one semester) working with children who exhibit symptoms of emotional disturbances/behavior disorders.

**Prerequisite:** CISP 645 + behavior disorders certification course work

**Credit Hours:** 3 hours

#### **Changes in Course CONTENT and CATALOG DESCRIPTION: CISP 626, 646, 662, 664**

**College:** COEHS: Graduate School of Education and Professional Development

**Department:** Special Education

**Course Title:** CISP 626 Diagnostic – Clinical Practices

**Change in Content:**

**From:** Content based on 1996 Council for Exceptional Children standards

**To:** Content based on the revised WV Board of Education Policy 5100 requirements. (see attached syllabus)

**Rationale:** The action requested is essentially a revision incorporating the recently revised requirements of WVBOE Policy 5100 – “Approval of Educational Personnel Preparation Programs”.

**Change in Catalog Description:**

**From:** Team approach to diagnosis and treatment of exceptional children.

**To:** Collaborative/consultative multi-disciplinary and curriculum-based assessment process and their use in developing appropriate interventions linking instruction to content standards and objectives.

**Rationale:** The revised description incorporates the contemporary language and intent of the revised preparation standards.

**Prerequisite:** CISP 520

**Credit Hours:** 3 hours

**College:** COEHS: Graduate School of Education and Professional Development

**Department:** Special Education

**Course Title:** CISP 646 Field Experience: Learning Disabilities

**Change in Content:**

**From:** Content based on 1996 Council for Exceptional Children standards

**To:** Content based on the revised WV Board of Education Policy 5100 requirements. (see attached syllabus)

**Rationale:** The action requested is essentially a revision incorporating the recently revised requirements of WVBOE Policy 5100 – “Approval of Educational Personnel Preparation Programs”.

**Change in Catalog Description:**

**From:** Supervised experiences of one semester in fieldwork with children or youth who exhibit symptoms of problems in learning.

**To:** Field Experience (practicum) affords graduate students an opportunity to demonstrate the skill-based competences required by CEC standards and to qualify for an LD teaching license.

**Rationale:** Make wording consistent with that used for Field Experiences in other specializations.

**Prerequisite:** CISP 647 + certification course work for Learning Disabilities

**Credit Hours:** 3 hours

**College:** COEHS: Graduate School of Education and Professional Development

**Department:** Special Education

**Course Title: CISP 662 Instructional Characteristics of Autism****Change in Content:****From:** Content based on 1996 Council for Exceptional Children standards**To:** Content based on the revised WV Board of Education Policy 5100 requirements. (see attached syllabus)**Rationale:** The action requested is essentially a revision incorporating the recently revised requirements of WVBOE Policy 5100 – “Approval of Educational Personnel Preparation Programs”.**Change in Catalog Description:****From:** (PR CI 427 or 527)**To:** (PR CISP 527)**Rationale:** Correct Alpha designators and course numbers.**Course Description:** This course is designed to provide students with practical information on classroom arrangement, teaching techniques, and how to support students with autism who have diverse behavioral and educational need. There is an emphasis on current developments in the field of autism which are presented through reading research articles, viewing videotapes, and reading the textbooks. Because the literature related to the educational treatment of autism has suggested that a behavioral approach to autism is most effective, the course will rely heavily on material from the field of Applied Behavior Analysis.**Prerequisite:** CISP 527**Credit Hours:** 3 hours**College: COEHS: Graduate School of Education and Professional Development****Department: Special Education****Course Title: CISP 664 Practicum in Autism****Change in Content:****From:** Content based on 1996 Council for Exceptional Children standards**To:** Content based on the revised WV Board of Education Policy 5100 requirements. (see attached syllabus)**Rationale:** The action requested is essentially a revision incorporating the recently revised requirements of WVBOE Policy 5100 – “Approval of Educational Personnel Preparation Programs”.**Change in Catalog Description:****From:** “(PR CI 427 or CI 527 and 662)”**To:** “(CISP 527 and 662)”**Rationale:** Correct alpha designators and course numbers.**Course Description:** This course contains two components: a competency-based practicum experience with student with autism and related disorders and a seminar with discussions on practical issues concerning the education of students with autism.**Prerequisite:** CISP 525 and CISP 662**Credit Hours:** 3 hours**Changes in Course TITLE, CONTENT, and CATALOG DESCRIPTION: CISP 645, 651****College: COEHS: Graduate School of Education and Professional Development****Department: Special Education****CISP 645****Old title: Education of Emotional Disturbances****New title: Characteristics/Methods Emotionally Disturbed****Change in Content:****From:** Content based on 1996 Council for Exceptional Children standards**To:** Content based on the revised WV Board of Education Policy 5100 requirements. (see attached syllabus)**Rationale:** The action requested is essentially a revision incorporating the recently revised requirements of WVBOE Policy 5100 – “Approval of Educational Personnel Preparation Programs”.**Change in Catalog Description:** delete “(PR: CISP 524)”**Course Description:** Characteristics of emotional-social disturbances in children; dysfunction in behavior, academic achievement, and social relationships, etiology and educational implications. Recognition of emotional-social disturbances, assessment of educational needs, establishment of programs to implement behavioral change and provide necessary modification in educational programs to remediate learning and behavioral difficulties of children.**Credit Hours:** 3 hours**College: COEHS: Graduate School of Education and Professional Development****Department: Special Education****CISP 651****Old title: Field Experience: Mental Retardation****New title: Field Experience: Mental Impairment (Mild/Moderate)****Change in Content:****From:** Content based on 1996 Council for Exceptional Children standards

**To:** Content based on the revised WV Board of Education Policy 5100 requirements. (see attached syllabus)

**Rationale:** The action requested is essentially a revision incorporating the recently revised requirements of WVBOE Policy 5100 – “Approval of Educational Personnel Preparation Programs”.

**Change in Catalog Description:**

**From:** All-day supervised teaching in special classes in public schools required of all students who are completing curriculum for teachers of mentally retarded children. (PR CI 533 and CI 553).

**To:** Field-Experience (practicum) allows candidates to demonstrate skill-based competencies required by CEC and to qualify for a teaching license in mild/moderate Mental Impairment.

**Prerequisite:** CISP 553 + mental retardation certification course work

**Credit Hours:** 3 hours



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**Minutes of the Marshall University Graduate Council**  
**January 27, 2006**  
**GC 319, South Charleston Campus**

**Members Present:** Cunningham, Dooley, Eagle, Edington, Ellis, Fet, Hankins, Lawson, Maheshwari, Mangiarua, Meyer, O'Keefe, Reynolds, Shockley, Simonton, Stickler

**Members Absent:** Wyant

**Ex-Officio Members Present:** Childress, Denman, Deutsch

**Ex-Officio Members Absent:** Aulick

**Guests:** Onofrio, Stroehrer

- Hankins called the meeting to order at 1:00 p.m.
- The minutes of the December 2, 2005 meeting were approved as written.
- Hankins introduced new Council members Scott Simonton (CITE) and Tom Ellis (COLA).
- The Graduate Faculty Membership Approvals (Attachment 1) were read into the minutes. The list will be forwarded to President Kopp for his approval with these minutes.

**Standing Committee Reports**

• **Curriculum**

Hankins introduced guests Marshall Onofrio and Michael Stroehrer from Music. Fet moved that the course additions and curriculum changes listed in Attachment 2 be approved. This included new areas of emphasis in the Technology Management program, and in the Music Education department. The motion passed.

• **Credentialing**

Mangiarua reported that the committee had reviewed the credentials for College of Health Professions' Dean Shortie McKinney and recommended that she receive graduate faculty status through January 2011. Graduate Council approved the recommendation.

• **Program Review**

Edington moved that the Council approve the MA Psych and Environmental Science program reviews. The motion passed.

• **Academic Planning**

Lawson reported that he forwarded information to the Criminal Justice Department regarding their request to change 5 areas of emphasis to 3 concentrations. The department has not followed up.

He also reported that the Geography Department is planning to require that perspective students take the GRE. A certain score is not required but the information will be used as part of the overall assessment for admittance.

• **Miscellaneous Business**

Shockley reported that Huntington-based students are having transportation problems in getting to South Charleston classes. This is especially a concern for international students who have neither cars nor valid licenses. Apparently, the Center for International Programs provided a shuttle for the fall semester, and for the first part of the spring semester. Denman reported that she is aware of this problem and will follow up. Her office has been trying to work with both Huntington and Charleston mass transit officials.

Some discussion ensued regarding the difference in requirements for 400/500 level courses. Denman commented that after the merger with WVGC, a committee reviewed the course syllabi for all 400/500 level courses. O'Keefe stated that more recently a committee had been formed to look into this issue but that it had not met. Also, the Curriculum Committee now reviews these courses and can return them to the department if the requirements for each level are not appropriate.

Hankins adjourned the meeting at 1:32 p.m.

## Attachment 1

Graduate Faculty Membership Approvals  
January 2006

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			Updated on 12/06/05	Term Starts	Term Expires
<i>below the names of all persons ing any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>	<i>Month Year</i>	<i>Month Year</i>
Bailey, Charles G.	SOJMC	SOJMC	Graduate	October 2005	October 2010
Dooley, Janet	SOJMC	SOJMC	Associate	October 2005	October 2008
Goodman, Allyson	SOJMC	SOJMC	Instructor	October 2005	October 2008
Johnson, Rebecca	SOJMC	SOJMC	Associate	October 2005	October 2008
Morris, Burnis	SOJMC	SOJMC	Associate	October 2005	October 2008
Neff, Maryl	SOJMC	SOJMC	Graduate	October 2005	October 2010
Seamon, Marc	SOJMC	SOJMC	Graduate	October 2005	October 2010
Goodman, Allyson	SOJMC	SOJMC	Graduate Instructor	October 2005	October 2008
Shah, Darshana	SOM	Pathology	Instructor	January 2006	January 2008
Grover, Lawrence	SOM	Physiology	Doctoral	January 2006	January 2009
Hardman, Wanda	SOM	Biochemistry	Doctoral	January 2006	January 2009
Moore, Michael	SOM	Biochemistry	Doctoral	January 2006	January 2009

**Attachment 2****Graduate Curriculum Additions and Changes – January 2006****1. DEPARTMENT OF MUSIC: PROPOSED GRADUATE COURSE CHANGES - SUMMARY**

**College: Fine Arts**  
**Department: Music**

The Department of Music seeks approval for **revisions in the following three Areas of Emphasis:**

1. M.A. in Music with an emphasis in Music History and Literature
2. M.A. in Music with an emphasis in Music Performance
3. M.A. in Music with an emphasis in Composition

The Department seeks approval of **one new Area of Emphasis in Music Education**

The Department seeks approval for the course additions and revisions summarized below. Changes in course content and titles reflect current practices in the respective fields.

Courses will be grouped into three areas: required courses, specialization, and electives.

**Entrance Requirements**

All areas of emphasis will require an entrance placement examination in theory, history, and technology. Students unable to place at the graduate level in those areas will be required to take MUS 540A (theory), MUS 505 (technology) or an appropriate portion of the undergraduate history sequence. Students in all options except music education and history/literature will be required to complete a performance audition on their principal instrument. Music education applicants must demonstrate competence in teaching, conducting, or performance through live demonstration/audition or recording. Music History/Literature applicants must submit a sample of their writing and/or research. Composition applicants must submit copies of scores and/or recordings of their original works. All graduate applicants must complete an interview before a committee of graduate faculty.

**Graduation Requirements**

All areas will require completion of 1) comprehensive written and oral examinations, and 2) Piano Proficiency Examination. Current policies regarding proficiency will be continued.

All full-time graduate students (enrolled in 9 or more hours) are expected to enroll in a performing ensemble. Academic credit will be given for this participation but will not be counted toward graduation past the number of hours allowed by the degree plan.

All Department of Music policies regarding music study and activity will apply.

**PROGRAM REVISION**

M.A. in Music with an emphasis in Music History and Literature  
Thesis Option: 32 Hours  
Non-thesis Option: 36 hours

The M.A. in Music with an emphasis in Music History and Literature is designed to prepare the student for collegiate teaching of music history and literature, for the pursuit of historical and cultural research, and for doctoral studies in Musicology. The Thesis Option consists of 32 credit hours culminating in a major research project. The Non-Thesis Option consists of 36 credit hours in which the student will submit a portfolio of their work in music classes, and take electives outside the department in a field related to their area of interest.

**PROGRAM REVISION**

M.A. in Music with an emphasis in Music Performance

The M.A. in Music with an emphasis in Music Performance is designed to prepare the student for a professional performance career, for study at the doctoral level, and/or for a career in the music industry. Students will take courses in Music Theory/Analysis, Music History, and applied performance, culminating in a thesis recital with a supporting document.

**PROGRAM REVISION**

M.A. in Music with an emphasis in Music Composition

The M.A. in Music with an emphasis in Music Composition is designed to prepare the student for a professional career as a composer or arranger, for doctoral study in composition or theory, and/or for a collegiate teaching position in composition or theory. Students will take courses in composition, theory, history, and technology, culminating in a thesis-recital featuring original works, accompanied by a supporting document.

**NEW AREA OF EMPHASIS FOR APPROVAL**

MA in Music with an emphasis in Music Education

Thesis Option: 32 Hours

Non-thesis Option: 36 hours

The Master of Arts in Music with an emphasis in Music Education degree is designed to focus on teaching skills, school administrative and leadership skills, and current trends in the field of music education.

The following course additions and changes are requested:

- **NEW COURSE ADDITION (11 courses): MUS 505, 511, 520, 521, 532, 602, 604f, 604g, 604h, 604i, 622**

**New Course Title: MUS 505 Music Technology Review**

Description: Review of music software and DAW hardware for classroom instruction, assisted practice, notation, MIDI and recording.

Prerequisite(s): None

Credit Hours: 3

**New Course Title: MUS 511 Orff-Schulwerk**

Description: Experiences in Orff-Schulwerk include use of poetry, rhymes, games, songs, and dances in teaching music. Singing, movement, and instrument playing and the spoken word are the primary learning tools.

Prerequisite(s): MUS 338 or Graduate Standing

First Term Offered: Spring 2007

Credit Hours: 3

**New Course Title: MUS 520 Principal Ensemble**

Description: Chamber Choir, Chorus, Orchestra, Symphonic Band, Wind Symphony, 12:00 Jazz Ensemble; Audition may be required. May be repeated for credit

Prerequisite(s): Graduate Standing

First Term Offered: Fall 2006

Credit Hours: 1

**New Course Title: MUS 521 Secondary Ensemble**

Description: Selected chamber and small ensembles, such as Guitar Ensemble, Brass Quintet, String Ensemble. Audition may be required. May be repeated for credit.

Prerequisite(s): Graduate Standing

First Term Offered: Fall 2006

Credit Hours: 1

**New Course Title: MUS 532 Electronic Music Composition**

Description: The theory and practice of electronic media used for musical composition. History, Synthesis, and Digital Audio processing will be emphasized

Prerequisite(s): Graduate Standing

First Term Offered: Spring 2006

Credit Hours: 2

**New Course Title: MUS 602 Band and Wind Ensemble Literature**

Description: A comprehensive survey of the literature for concert band and wind ensemble.

Prerequisite(s): Graduate Standing

First Term Offered: Spring 2007

Credit Hours: 2

**New Course Title: MUS 604f Percussion Literature**

Description: A survey of instructional and performance literature for solo brass instruments and brass ensembles.

Prerequisite(s): Graduate Standing

First Term Offered: Spring 2007

Credit Hours: 2

**New Course Title: MUS 604g String Literature**

Description: A survey of instructional and performance literature for solo violin, viola, cello, bass, guitar, and string ensembles.

Prerequisite(s): Graduate Standing

First Term Offered: Spring 2007

Credit Hours: 2

**New Course Title: MUS 604h Woodwind Literature**

Description: A survey of instructional and performance literature for flute, oboe, clarinet, bassoon and/or saxophone in both solo and ensemble settings.

Prerequisite(s): Graduate Standing

First Term Offered: Spring 2007

Credit Hours: 2

**New Course Title: MUS 604i Brass Literature**

Description: A survey of instructional and performance literature for solo brass instruments and brass ensembles.

Prerequisite(s): Graduate Standing

First Term Offered: Spring 2007

Credit Hours: 2

**New Course Title: MUS 622 Styles and Analysis**

Description:

Identification of structural principles and compositional idioms characteristic of historical eras and representative composers from the Ars Antiqua to the present day.

Prerequisite(s): PR: MUS 540 or Successful Theory Placement Exam

First Term Offered: Spring 2007

Credit Hours: 3

- **COURSE CHANGE (27 courses):**

**MUS 601, 604e, 604f, 610, 611, 612, 614, 615, 616, 617, 620a, 620b, 621, 629a, 629b, 630a, 645a, 645b, 649, 650, 651, 652, 653, 654, 656, 670, 675**

**MUS 601 Orchestral Literature**

Change in TITLE

Old Title: Symphonic Literature

New Title: Orchestral Literature

## Change in COURSE CONTENT

Survey of the symphony

To: Survey of all orchestral literatureRationale: Allows students to learn more repertoire

## Change in CATALOG DESCRIPTION

From: "A survey of orchestral literature beginning with the 16<sup>th</sup> century; the Mannheim composers, Viennese classics, the Romanticists, the national schools, and late European, South American and American developments."To: "A survey of orchestral literature from the 17th century to the present."Rationale: Reflects expanded course content**MUS 604e Brass Literature**Course Description: A survey of instructional and performance literature for solo brass instruments and brass ensembles.Course Objectives: To provide the student with knowledge of teaching and performance repertoire of brass instruments and ensembles at the beginner through college levels.**MUS 604f Percussion Literature**Course Description: A survey of instructional and performance literature for solo marimba, snare drum, other percussion instruments and ensembles.Course Objectives: To provide the student with knowledge of teaching and performance repertoire of percussion instruments and ensembles at the beginner through college levels.**MUS 610 History and Philosophy of Music Education**

Change in TITLE

Old title: Philosophy of Music EducationNew title: History and Philosophy of Music EducationRationale: Reflects expanded course content which will present rationales and justifications for music teaching and curricula in a historical context

## Change in CATALOG DESCRIPTION

From: "Basic concepts of music education and their application to problems of music teaching, supervision and administration."To: "Historical study and philosophical analysis of objectives, rationales and justifications for the study of music in the public schools."Rationale: Places philosophical developments in music education in their historical context; not limited to a problems approach.**MUS 611 Music Psychology and Learning Theory**

Change in TITLE

Old title: Psychology of MusicNew title: Music Psychology and Learning TheoryRationale: To reflect expanded course content which is more relevant to graduate music education students

## Change in CONTENT

From: Emphasis on the physiology of hearing and theories and testing of musical aptitude

To: Emphasis on musical learning theories and their applications; development of musical skills and perception. (see attached syllabus and list of sources)

Rationale: This change makes the course more relevant to music education students, to performers and to teachers. It will address the development of musical skills rather than the investigation of hereditary aptitude. The course will be approached from a cognitive rather than a behaviorist perspective.

## Change in CATALOG DESCRIPTION

From: "Vibrational stimuli, resultant reactions, ad factors involved in development of musical skills, as well as measures of musical aptitude and achievement."

To: "Theories of learning, neuromuscular, and psychological processes applied to musical development, and their applications to teaching, performance and curriculum development."

Rationale: To reflect a cognitive rather than a behaviorist approach; to describe course content more in keeping with current theories and practices, and to provide more practical application for the performer and the teacher

**MUS 612 Projects and Problems in Music**

Change in CREDIT HOURS

From: 3

To: variable 1-3

Rationale: Amount of credit will reflect scope of project.

## Change in CATALOG DESCRIPTION

From: "Special problems and projects chosen by the student for investigation. Extensive study of a single problem or project in detail."

To: "Detailed investigation of problems and/or projects in the student's area of specialization."

Rationale: Reflects application of course to student's area of specialization.

**MUS 614 Seminar in Teaching Music Appreciation**

Change in Course TITLE

Old title: The Teaching of Music Appreciation

New title: Seminar in Teaching Music Appreciation

Rationale: The new title more accurately portrays the new course content

## CHANGE IN CONTENT

From: teaching music appreciation in grades 1-12

To: teaching music appreciation at the collegiate level

Rationale: Since the course is not required in the MA in Music and has not been offered in recent memory, it can be revamped to fit present needs of the Master's program in music. Broadening the content will allow this course to be used to guide graduate assistants who are teaching in the collegiate classroom the first time or to help them prepare before they start. Topics will include syllabus design, assessment design and procedures, classroom activity and management, and approaches to course content and grading. Students will take this course in preparation for teaching MUS 142 and/or during the semester(s) they are assigned to teach MUS 142.

## Change in CREDIT HOURS

From: 2

To: 1

Rationale: As a seminar, this course needs only a one-hour per week meeting time. Students will submit assignments related to the classroom situation they are engaged in or will be engaged in. The professor will also observe the students' teaching in a classroom setting so that the seminar will be geared toward group discussion rather than lecture.

## Change in CATALOG DESCRIPTION

From: "Advanced methods and materials for teaching appreciation of music in grades 1-12."

To: "Methods and materials for teaching music appreciation. Required of all graduate assistants teaching MUS 142 Music Appreciation. May be repeated for credit."

Rationale: The new description more accurately reflects the proposed course content.

**MUS 615 Advanced Techniques for Marching Band**

Change in TITLE

Old Title: Band Maneuvers and Pageantry

New title: Advanced Techniques for Marching Band

Rationale: Describes graduate-level study in the teaching of marching band

## Change in CATALOG DESCRIPTION

From: "The marching band. The marching and musical problems which are encountered in training and operating a band for football games and other events involving marching and playing."

To: "Advanced methods, materials, and techniques for training and administering a marching band program, including show planning, drill writing, arranging, and administration."

Rationale: More specific description of content, not limited to a problems approach.

**MUS 616 Music Curriculum and Administration**

Change in TITLE

Old title: Curriculum Construction and Revision

New title: Music Curriculum and Administration

Rationale: Combining MUS 616 Curriculum Construction and Revision, MUS618a Administration of Instrumental Music, and MUS 618b Administration of Choral Music eliminates duplication of course offerings and allows curricular design to be presented in the context of an administrative function.

## Change in CONTENT

From: A study of music curriculum foundations and design.

To: A study of the administration of the school music program including scheduling, organization and curriculum design (see attached syllabus and list of sources).

Rationale: To better prepare graduates to assume leadership roles through understanding of the processes of scheduling, resource management, assessment, and curriculum design.

## Change in CATALOG DESCRIPTION

From: "Survey of recent developments in public school curricula and their effect on music offerings. Preparation of course and curricular content."

To: "Study of the organization of the school music program including budget, scheduling, organization and curriculum design."

Rationale: To better describe a unified course in the administration of the school music program addressing scheduling, budget, organization and curriculum design.

**MUS 617 Seminar in Music Education**

## Change in CATALOG DESCRIPTION

From: "An advanced study of basic concepts of current problems in music education."

To: "Specialized study of advanced concepts and current problems in music education."

Rationale: Better reflects and clarifies specialized nature of course content.

**MUS 620a Instrumental Techniques and Materials**

## Change TITLE

Old title: Instrumental Workshop

New title: Instrumental Techniques and Materials

Rationale: Allows course to be offered as a full-semester course rather than being limited to a summer workshop

## Change in CATALOG DESCRIPTION

From: "Problems of the instrumental teacher at all levels; practical work in the techniques of handling beginning classes and ensembles of all types."

To: "Advanced study of the methods and materials of instrumental music instruction at all levels."

Rationale: Provides greater flexibility of content and teaching approach.

**MUS 620b Choral Techniques and Materials**

## Change in TITLE

Old title: Choral Workshop

New title: Choral Techniques and Materials

Rationale: Allows course to be offered as a full-semester course rather than being limited to a summer workshop

**MUS 621 Music Research Methods**

## Change in TITLE

Old title: Introduction to Graduate Studies in Music: Research and Writing

New title: Music Research Methods

Rationale: The current title is lengthy and unwieldy and does not elucidate the specific content of the course until after the colon. The new title is more specific, which is also a plus for student transcripts.

## Change in CONTENT

From: Emphasis on music bibliography and expository writing

To: Covering all modes of research applicable to music and music education, including historical, empirical and analytic methods.

Rationale: Better addresses needs of all graduate students in music, including those in music education

## Change in CATALOG DESCRIPTION

From: "Introduction to music research with emphasis on investigative methods and applications, procedures, and bibliography. Concentration on expository writing style and format."

To: "Introduction to bibliographic sources, historical, analytical and empirical research methods applied to music and music education."

Rationale: Provides a broader introduction to research methodology and better addresses needs of all graduate students in music, including those in music education

**MUS 629a Choral Conducting and Interpretation**

## Change in CATALOG DESCRIPTION

From: "A practicum approach to problems of choral techniques and materials with special emphasis placed upon high school and junior high school levels."

To: "Advanced study of the methods and materials of choral music instruction."

Rationale: More specific, not limited to a problems approach.

**MUS 629b Choral Conducting and Interpretation**

## Change in CATALOG DESCRIPTION

From: "Continuation of Music 629a with emphasis upon Romantic and Contemporary music. Some opportunity given to work with operatic conducting. Does not require Music 629 as a prerequisite."

To: "Continuation of MUS 629a."

Rationale: More flexible, not limited to a particular historical period.

**MUS 630a Instrumental Conducting and Interpretation**

## Change in CATALOG DESCRIPTION

From: "The special problems involved in conducting and training instrumental groups at all levels."

To: "Advanced study in conducting techniques, score preparation and analysis, interpretation, rehearsal planning and execution, and instrumental ensemble literature."

Rationale: More specific, not limited to a problems approach.

**MUS 645A and 645B Applied Composition**

Change in Course Number to MUS 645 (delete suffix)

Rationale: Brings into alignment with all other applied courses

**MUS 649 Advanced Jazz Arranging**

Change in TITLE

Old title: Stage Band Arranging

New title: Advanced Jazz Arranging

-



Rationale: Reflects course content which addresses arranging for a number of jazz media, not limited to big band; also eliminates outdated terminology (Stage Band).

Change in CONTENT

From: A study of the techniques of scoring for the big band (stage band).

To: A study of arranging and scoring music for a variety of jazz instrumentations, including combo, big band and specialized groups.

Rationale: Provides more current, relevant, and versatile course content

Change in CATALOG DESCRIPTION

From: "A study of the special techniques involved in scoring for the contemporary stage band, including harmony used, voicing of various instruments, and a study of current practices."

To: "Advanced study of jazz arranging for combo through big band instrumentation,"

Rationale: Reflects change in course content which addresses arranging for a number of jazz media, not limited to big band; reflects advanced/graduate level of class; eliminates outdated terminology (Stage Band).

#### **MUS 650 Music of the Middle Ages**

Change in TITLE

Old title: Ancient and Medieval Music

New title: Music of the Middle Ages

Rationale: The new title more accurately reflects the course content and perspective.

Change in CATALOG DESCRIPTION

From: Ancient Greek musical theory, Gregorian chant and its outgrowths, secular monophony, sacred and secular polyphony and its development through the fourteenth century

To: The historical and stylistic study of music of the Middle Ages, ca. 600 to ca. 1400.

Rationale: The new description allows an instructor to have flexibility in his/her approach to the material. The content remains the same.

#### **MUS 651 Music of the Renaissance**

Change in CATALOG DESCRIPTION

From: The English, Burgundian and Netherland schools; secular forms; chanson, madrigal, and lied; instrumental music; mannerism and the end of an age.

To: The historical and stylistic study of music of the Renaissance, ca. 1400 to ca. 1600.

Rationale: The new description allows a more flexible approach for the instructor

#### **MUS 652 Music of the Baroque Era**

Change in CATALOG DESCRIPTION

From: The monodic revolution; madrigal to cantata, opera, oratorio; Italian leaders; Vivaldi, Bach, and Handel.

To: The historical and stylistic study of music of the Baroque Era, ca. 1600 to ca. 1750.

Rationale: The old description limits the instructor to a genre approach with some focus on "great" composers. The new description will allow more flexibility.

**MUS 653 Music of the Classical Era**

Change in CATALOG DESCRIPTION

From: Pre-Classical styles and the formation of a classical style in music in symphony, concerto, opera, the sonata, and choral music through Beethoven

To: The historical and stylistic study of music of the Classical Era, ca. 1720 to ca. 1820.

Rationale: The old description limits the instructor to a genre approach. The new description provides more flexibility.

**MUS 654 Music of the Romantic Era**

Change in CATALOG DESCRIPTION

From: A study and evaluation of Beethoven's principal works and the life and works of Schubert, Mendelssohn, Chopin, Schumann, Brahms and their contemporaries

To: The historical and stylistic study of music of the Romantic Era, ca. 1800 to ca. 1900.

Rationale: The new description is more inclusive and flexible in terms of approach.

**MUS 655 Music Since 1900**

Change in TITLE

Old title: Contemporary Music

New title: Music Since 1900

Rationale: Music of the 20<sup>th</sup> century is no longer "contemporary". The new title more accurately expresses the course content.

Change in CATALOG DESCRIPTION

From: Musical developments since Wagner: Debussy, Stravinsky, Mahler, Strauss, Schoenberg, Bartok and their contemporaries. Developments in electronic and aleatoric music, and new notations.

To: The historical and stylistic study of music ca. 1900 to the present.

Rationale: The old description is limiting in its approach to the material and gives no room for future developments in music.

**MUS 656 Seminar in Performance Practice**

Change in CATALOG DESCRIPTION

From: Students will prepare and perform music from a selected style period, making their own editions with correct realization and ornamentation. May be repeated for credit.

To: Students will prepare and perform music from a selected style period using editorial methods and research as appropriate to the chosen period. May be repeated for credit.

Rationale: The current description refers to the student selecting any style, but then implies that the student is limited to music that uses figured bass – the Baroque Era. Typically the department has considered this course to be used more broadly to meet individual student needs. Changing the description would bring it in line with current practice.

**MUS 670 Current Trends in Music Education (Pre-K – 5)**

Change in Course TITLE

old title: Advanced Materials and Methods (Grades 1-6)

new title: Current Trends in Music Education (Pre-K – 5)

Rationale: To reflect contemporary trends in methods and materials for music educators in elementary schools

## Change in CONTENT

From: A comprehensive survey of available materials in singing, reading, listening, rhythm, and creating music in grades 1-6.

To: Emphasis on current trends in music education for grades Pre-K to 5

Rationale: Course change reflects current organization of schools in which elementary schools include pre-kindergarten aged children through grade 5. Graduate-level coursework should emphasize changes in the field of music for young children as well as provide opportunities for the study of current research.

## Change in CATALOG DESCRIPTION

From: A comprehensive survey of available materials in singing, reading, listening, rhythm, and creating program of school music for elementary grades; use of such materials in the methodology of teaching.

(PR: Graduate music majors only)

To: Methods and materials that engage children in musical learning experiences from an infancy through grade 5, including curriculum development, designing age-appropriate activities; study of current research in music learning.

Rationale: To reflect changes in the field of music education and to offer professional development coursework that reflects study of contemporary issues in teaching school music.

**MUS 675 Music in Early Childhood (Birth to Age 5)**

## Change in TITLE

old title: Creative Activity for Children

new title: Music in Early Childhood (Birth to age 5)

Rationale: To reflect that preparation as a music educator needs to include experiences in methods and materials in early childhood

## Change in CONTENT

From: Ways of using creative activity in the music program, methods of presenting creative song writing, rhythms, instrument construction, instrumental expressing, dramatization, program building.

To: Methods and materials for teaching and music learning of young children to include developmentally appropriate curriculum and music learning activities, ways that babies and toddlers learn, and study of current trends in early childhood music education.

Rationale: This change will further align the graduate music education sequence of coursework, providing a comprehensive study of methods and materials that includes music for young children.

## Change in CATALOG DESCRIPTION

From: Ways of using creative activity in the music program, methods of presenting creative song writing, rhythms, instrument construction, instrumental expressing, dramatization, program building.

To: Methods and materials for music learning in earliest childhood to include developmentally appropriate curriculum and activities, ways that babies and toddlers learn, and current trends in early childhood music education.

Rationale: To offer graduate level study that focuses on music learning and experiences for children in earliest childhood.

**2. OTHER REQUESTS**

- **NEW COURSE ADDITION (4)**

**College:** MUSOM

**Department:** Biomedical Sciences\_

**New Course Title:** BMS 651 Cancer Biology

**Description:** 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.

**Prerequisites:** BMS 600, BIC 620, permission of instructor\_\_

**First Term Offered:** Spring 2007

**Credits:** 4 hrs.

**College:** CITE

**Department:** Environmental Engineering

**New Course Title:** ENVE 670 Hydrology and Sedimentology

**Description:** The goal of this course is to develop an understanding of watershed processes, including precipitation, generation of runoff, infiltration, stream flow, soil erosion, sediment transport and deposition, and fluvial geomorphology.

**Prerequisites:** None

**First Term Offered:** Fall 02, Spring 04 as ES 652

**Credits:** 1-6 hrs.

**College:** CITE

**Department:** Environmental Science

**New Course Title:** ES 665 Water Resources Management

**Description:** Course surveys the processes that govern the earth's hydrologic cycle and the human activities which effect that cycle. It seeks to provide an integrated science/management/policy approach to water resource issues.

**Prerequisites:** None

**First Term Offered:** Fall 04, Fall 05 as ENVE 650

**Credits:** 1-6 hrs.

**College:** CITE

**Department:** Environmental Science

**New Course Title:** ES 675 Brownfields Management

**Description:** Environmental management and development of abandoned, idled or underused industrial or commercial facilities where expansion or redevelopment is complicated by real or perceived environmental contamination.

**Prerequisites:** None

**First Term Offered:** Fall 02, Spring 04 as ES 652

**Credits:** 1-6 hrs.

- **COURSE CHANGE (2)**

Change in Course TITLE :

**College:** Health Professions

**Department:** Nursing

**Course:** NUR 632

**Old Title:** School Nurse Practitioner Role in School Health I

**New Title:** School Nurse - Administration

**Rationale:** School nurse practitioner is no longer recognized nationally. This course focuses on the role of the school nurse and family nurse practitioner in the school system.

**College:** Health Professions

**Department:** Nursing

**Course:** NUR 634

**Old Title:** School Nurse Practitioner Role in School Health II

**New Title:** School Nurse – School Aged Children

**Rationale:** School nurse practitioner is no longer recognized nationally. This course focuses on the role of the school nurse and family nurse practitioner in providing care to school – aged children.

Return to: [2005-2006 Minutes/Agendas](#) [Minutes and Records](#) [Graduate Council](#) [Marshall University](#)

**Minutes of the Marshall University Graduate Council**  
**December 2, 2005**  
**GC 319, South Charleston Campus**

**Members Present:** Cunningham, Dooley, Eagle, Fet, Edington, Hankins, Larsen, Lawson, Maheshwari, Mangiarua, Meyer, O'Keefe, Reynolds

**Members Absent:** Shockley, Stickler, Wyant

**Ex-Officio Members Present:** Childress, Denman, Deutsch

**Ex-Officio Members Absent:** Aulick

**Guests:** Lewis, Sikula, Scott

- Larsen called the meeting to order at 1:00 p.m. and asked guests Neal Lewis (LCOB), Linda Scott (COHP), and Andy Sikula (LCOB) to introduce themselves.
- The minutes of the October 28, 2005 meeting were approved as written with one editorial change.
- The Graduate Faculty Membership Approvals (Attachment 1) were read into the minutes. The list will be forwarded to President Kopp for his approval with these minutes.

**Standing Committee Reports**

• **Curriculum**

Fet moved that the course additions and changes listed in Attachment 2 be approved. The motion passed.

• **Credentialing**

Mangiarua stated that the committee had nothing to report

• **Program Review and Assessment**

Edington gave the following report and moved that the Council approve the following:

No changes needed:  
 Doctor of Education  
 Early Childhood Education

Returned to department for corrections:

Education Specialist  
 PsyD  
 EdS School Psychology  
 MAT  
 Leadership Studies  
 Secondary Education  
 Reading  
 Counselor Education  
 Special Education  
 Elementary Education  
 ATE

Returned to department for corrections – second committee review required.

Family and Consumer Science  
 Health and Physical Education

The motion passed.

Psy MA and Dietetics reviews had not been completed. Environmental Science has not been received.

• **Academic Planning**

Lawson presented a curriculum action request for a new area of emphasis in Information Security from Technology Management. The reference to FSC was removed under curriculum (Attachment 2). The motion passed.

Lawson reported that the Criminal Justice Department requested that a graduate minor in criminal justice be approved. The department also asked to change its areas of concentration to areas of emphasis.

Lawson made a motion to approve both. Discussion ensued regarding the change to areas of emphasis. This entails submitting paperwork for each area so Council approved the motion for a new minor (Attachment 4) but not for changing the areas of concentration to areas of emphasis.

Lawson also made a motion that the proposal for a new academic degree, Doctor of Management Practice in Nurse Anesthesia, be approved. Both Sikula and Scott spoke in favor of the proposal on behalf of their colleges. Sikula stated that the GRE requirement has been changed to 950 for applicants and that two sentences had been added in another section. Reynolds also reported that the word "dissertation" should be changed to "research project." These changes will be reflected in the next copy of the proposal. The Council approved the proposal.

• **Miscellaneous Business**

Larsen has received an appeal from a student for an exception to the rule in the graduate catalog regarding the number of times a student can take the program's comprehensive exam. She cited illness on the day of the exam (third attempt) and extenuating circumstances throughout her enrollment. In checking with her advisor and other faculty members in the program, Larsen reported that she also needs a higher GPA in order to graduate and some type of remediation before taking the exam again. Concern was expressed by Council members as to whether or not the student was aware that she could defer taking the exam for another semester. Council approved allowing Larsen to work with the student's assessment committee to determine whether there might be ways to have the student learn the material better and to retake the assessment exam. Council approved allowing Larsen to make the final decision, if the assessment committee and Larsen can reach agreement. The GPA requirement and any determined remediation requirements would need to be met.

- Larsen took comments about the Program of Excellence document. Council agreed that the ad hoc committee needed to make some changes to the document. Larsen will return to document with suggestions to Szwilski.
- Larsen reported that he will be on sabbatical for the Spring 2006 semester and that Tom Hankins, as Vice Chair will take care of the Chair's duties in his absence for the

next semester.

The meeting was adjourned at 2:10.

**NOTE: Future Council Meetings (PLEASE RESERVE THESE DATES NOW). Meetings will be held from 1:00-3:00 PM each day.**

**Meeting schedule for remainder of the 2005-2006 academic year:**

- January 27, 2006      Huntington
- February 24, 2006    South Charleston
- March 31, 2006       Huntington
- April 28, 2006        South Charleston

**Attachments:**

1. Graduate Faculty Membership Approvals
2. Curriculum Approvals
3. New Area of Emphasis Approved: Information Security
4. Approval of Minor in Criminal Justice

**Attachment 1  
Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			12/2/2005	<b>Term Starts</b>	<b>Term Expires</b>
<i>list below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<b>College or School</b>	<b>Department or Division</b>	<b>Graduate Faculty Level</b>	<b>Month Year</b>	<b>Month Year</b>
aniel, Teresa	LCOB	Accountancy & Legal Environment	Associate	November 2005	November 2008
upta, Ashok K.	LCOB	Management/Marketing	Associate	November 2005	November 2008
oo, Chulmo	LCOB	Management/Marketing	Associate	November 2005	November 2008
oshal, Manjulika	LCOB	Management/Marketing	Associate	November 2005	November 2008
oshal, Rajinder Kumar	LCOB	Finance/Economics	Associate	November 2005	November 2008
ikhail, Azmi D.	LCOB	Finance/Economics	Associate	November 2005	November 2008
Imosk, Kurt	LCOB	Management/Marketing	Graduate	November 2005	November 2010
utsohn, Phil	LCOB	Management/Marketing	Graduate	November 2005	November 2010
kula, Andrew Sr.	LCOB	Management/Marketing	Graduate	November 2005	November 2010
ankins, Tom	CITE	Engineering & Computer Science	Graduate	November 2005	November 2010
ros, John	CITE	Engineering & Computer Science	Graduate	November 2005	November 2010

**Attachment 2  
Curriculum Approvals**

**Graduate Curriculum Additions, Changes, and Deletions**

**New Course Additions (9)**

**College:** COLA  
**Department:** Geography

**Course Title:** **GEO 522 Environmental Geography**  
**Description:** Global environmental problems and their causes.  
Will be needed as a prerequisite for the advanced environmental geography course (GEO 620).  
**Prerequisites:** None  
**First Term Offered:** Fall 2006  
**Credits:** 3 hrs.

**College:** COLA  
**Department:** Geography

**New Course Title:** **GEO 526 Principles of GIS**  
**Description:** Allows incoming graduate students to obtain foundational GIS (Geographic Information Systems) skills required to succeed in more specialized graduate-level GIS courses.  
**Prerequisites:** None  
**First Term Offered:** Fall 2006  
**Credits:** 3 hrs.

**College:** COLA  
**Department:** Political Science

**Course Title:** **PSC 516 Politics of Development**  
**Description:** A survey of major theories of development and modernization and issues confronting developing nations around the world.  
**Prerequisites:** None  
**First Term Offered:** Spring 2006  
**Credits:** 3 hrs.

**College:** COLA  
**Department:** History

**New Course Title:** **HST 546 The Rise of the Atlantic World, 1400-1800**  
**Description:** Expansion of Western Europe from 1400s to Africa, Latin America and other parts of the Atlantic World.  
**Prerequisites:** None  
**First Term Offered:** Fall 2005  
**Credits:** 3 hrs.

**College:** COLA  
**Department:** Psychology

**New Course Title:** **PSY 706 Integrated Assessment I**  
**Description:** Integrated, battery-based assessment of adults with emphases on test selection and construction, validity, reliability, special populations, cultural and individual differences, and preparation of professional reports.  
**Prerequisites:** Admission to PsyD Program, Must be taken concurrently with PSY 707  
**First Term Offered:** Fall 2006  
**Credits:** 3 hrs.

**College:** COLA  
**Department:** Psychology

**New Course Title:** **PSY 707 Integrated Assessment Practicum I**  
**Course Description:** Instrument administration for the psychological assessment of adults; includes multiple diagnostic procedures.  
**Prerequisites:** Admission to PsyD Program, Must be taken concurrently with PSY 706  
**First Term Offered:** Fall 2006  
**Credits:** 1 hr.

**College:** COLA  
**Department:** Psychology

**New Course Title:** **PSY 708 Integrated Assessment II**  
**Description:** Integrated, battery-based assessment of children with emphases on test selection and construction, validity, reliability, special populations, cultural and individual differences, and preparation of professional reports.  
**Prerequisites:** Admission to PsyD Program, Psy 706 & Psy 707; Must be taken concurrently with Psy 709  
**First Term Offered:** Spring 2007  
**Credits:** 3 hrs.

**College:** COLA  
**Department:** Psychology

**Course Title:** **PSY 709 Integrated Assessment Practicum II**  
**Course Description:** instrument administration for the psychological assessment of children; includes multiple diagnostic procedures.  
**Pre-requisites:** Admission to PsyD Program, PSY 706 & PSY 707; Must be taken concurrently with PSY 708  
**First Term Offered:** Spring 2007  
**Credits:** 1 hr.

**College:** COLA  
**Department:** Psychology

**New Course Title:** **PSY 726 Advanced Studies in Cross Cultural Psychology**  
**Course Description:** Comprehensive, broad scope course covering research topics, definitions and methodology; behavioral health needs of minorities; cultural perspectives on health / healing / wellness; international applications of psychological theory / practice.



**Pre-requisites:** Admission to PsyD Program  
**First Term Offered:** Fall 2006  
**Credits:** 3 hrs.

### Change in Course Titles (2)

College: COLA  
 Department: Psychology  
**PSY 752**

**From:** Community Psychology  
**To:** Rural Community Psychology I

**Rationale:** The new title better explains the scope of material to be covered in the course and makes the sequencing of two related courses clearer.

**Credit Hours:** 3

College: COLA  
 Department: Psychology  
**PSY 755**

**From:** Rural Psychology  
**To:** Rural Community Psychology II

**Rationale:** The new title better explains the scope of material to be covered in the course and makes the sequencing of two related courses clearer.

**Credit Hours:** 3

### Change in Alpha Designators (58)

College: COEHS  
 Department: Division of Exercise Science, Sport & Recreation

Course: Ethics in Sports

From: PE 501 To: ESS 501

Course: Physical Education in Pre-School, Elementary and Middle School

From: PE 515 To: ESS 515

Course: Planning and Developing HPER & Athletic Facilities

From: PE 516 To: ESS 516

Course: Teaching College Physical Education

From: PE 517 To: ESS 517

Course: Sport and Physical Education in the Twentieth Century United States

From: PE 524 To: ESS 524

Course: Sport and Film

From: PE 525 To: ESS 525

Course: Sport Law

From: PE 530 To: ESS 530

Course: Women in Sport

From: PE 540 To: ESS 540

Course: Professional Development

From: PE 560, 561, 562, 563, 564 To: ESS 560, 561, 562, 563, 564

Course: Curriculum Development in Physical Education

From: PE 569 To: ESS 569

Course: Seminar in Sports Management and Marketing

From: PE 575 To: ESS 575

Course: Theoretical and Practical Aspects of Coachings

From: PE 576 To: ESS 576

Course: Energy Sources, Body Composition and Performance

From: PE 578 To: ESS 578

Course: Special Topics

From: PE 580, 581, 582, 583 To: ESS 580, 581, 582, 583

Course: Independent Study

From: PE 585, 586, 587, 588 To: ESS 585, 586, 587, 588

Course: Workshop in Physical Education

From: PE 591, 592, 593, 594 To: ESS 591, 592, 593, 594

Course: Advanced Exercise Testing

From: PE 601 To: ESS 601

Course: Motor Learning and Performance

From: PE 608 To: ESS 608

Course: Physical Growth and Motor Development

From: PE 610 To: ESS 610

Course: Legal Concern in PE and Athletics

From: PE 615 To: ESS 615

Course: Scientific Aspects of Physical Education

From: PE 621 To: ESS 621

Course: Physical Education for the Atypical Individual

From: PE 622 To: ESS 622

Course: Issues in Physical Education  
From: PE 624 To: ESS 624

Course: History and Philosophy of Physical Education and Sport  
From: PE 626 To: ESS 626

Course: Performance Techniques and Analysis  
From: PE 631, 632, 633, 634 To: ESS 631, 632, 633, 634

Course: Structural Kinesiology  
From: PE 636 To: ESS 636

Course: Theories and Factors Relating to Athletic Performance  
From: PE 641 To: ESS 641

Course: Devising and Implementing Training and Conditioning Programs  
From: PE 642 To: ESS 642

Course: Sport in the Social Process  
From: PE 643 To: ESS 643

Course: Mechanical Analysis of Motor Skills  
From: PE 651 To: ESS 651

Course: Administrative Theories in Physical Education and Athletics  
From: PE 652 To: ESS 652

Course: Contemporary and Comparative Physical Education  
From: PE 654 To: ESS 654

Course: Internship  
From: PE 660 To: ESS 660

Course: Advanced Test & Measurement in Physical Education  
From: PE 665 To: ESS 665

Course: Research in Physical Education  
From: PE 670 To: ESS 670

Course: Thesis  
From: PE 681 To: ESS 681

Course: Health Promotion, Disease Prevention, & Rehabilitation: Clinical Perspectives  
From: PE 682 To: ESS 682

Course: Cardiovascular Assessment  
From: PE 683 To: ESS 683

Course: Developing Exercise, Nutritional & Behavioral Prescriptions  
From: PE 684 To: ESS 684

Course: Development & Administration of Preventive & Rehabilitative Medical Program  
From: PE 685 To: ESS 685

Course: Behavioral Aspects of Wellness, Disease, Rehabilitation  
From: PE 686 To: ESS 686

Course: Cardiac Life Support  
From: PE 687 To: ESS 687

Correction to the minutes:  
Course: Seminar in Physical Education  
From: PE 696 To: ESS 696

**Attachment 3**  
**New Area of Emphasis Approved: "Information Security"**

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**Action Requested:** Add a new area of emphasis within the M.S. in Technology Management program, titled Information Security.

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**Rationale:** There is a need for this area of knowledge, and a significant interest in these classes from existing students.

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**Department:** Technology Management, Division of Applied Science & Technology, College of Information Technology & Engineering.

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**Major:** M.S. in Technology Management

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**Curriculum: (Number of Hours and Courses; Indicate Required/Optional)**

IS 631 Information Security (3 hrs.) Required

IS 656 Communication and Network Technologies (3 hrs.) Required

IS 653 Computer Forensics and Incident Response (3 hrs.) Required

One additional 3 credit hour elective, chosen from TM or IS courses, with permission of the student's advisor

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**New Resources Required:** None

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**Statement of Non-Duplication: (This field of study does not duplicate any other current program at the University.) Please attach a letter from the affected department (s) if duplication will occur.**  
No duplication occurs. This addition is being made in cooperation with the Division of Engineering and Computer Science, College of Information Technology and Engineering.

**Attachment 4**  
**Approval of Minor in Criminal Justice**

Graduate students from any discipline enrolled through the Marshall University Graduate College can choose a graduate minor in Criminal Justice by taking six credit hours of graduate Criminal Justice courses offered by the department from the following list:

CJ 504 Theoretical Criminology  
CJ 506 Race, Ethnicity, & Crime  
CJ 510 Police Administration  
CJ 525 Juvenile Justice Administration  
CJ 526 Civil Liability Issues in Criminal Justice  
CJ 533 Correctional Administration  
CJ 601 Seminar in Criminal Justice  
CJ 620 Criminology

However, this list is not exhaustive as special topics courses are frequently offered that may be appropriate. Regardless, the student must consult the department's graduate director before enrolling in any course.

Return to: [2005-2006 Minutes/Agendas](#) [Minutes and Records](#) [Graduate Council](#) [Marshall University](#)

**Minutes of the Marshall University Graduate Council**  
**October 28, 2005**  
**Shawkey Room, MSC, Huntington Campus**

**Members Present:** Cunningham, Fet, Edington, Hankins, Larsen, Maheshwari, Mangiarua, Meyer, O'Keefe, Reynolds, Stickler, Shockley, Wyant

**Members Absent:** Dooley, Eagle, Lawson

**Ex-Officio Members Present:** Childress, Denman, Deutsch

**Ex-Officio Members Absent:** Aulick

**Guests:** Andy Sikula

- Larsen called the meeting to order at 1:00 p.m. and introduced Larry Shockley, the new student member on Graduate Council.
- The minutes of the September 30, 2005 meeting were approved as written.
- Larsen reported that Hankins had been nominated as vice chair of Graduate Council and that he had accepted. A motion was made and Hankins was elected vice chair.

**Standing Committee Reports**

- **Academic Planning, Standards and Policies**

Reynolds reported that her committee studied a wording change in the catalog regarding the required number of hours for a master's degree. They surveyed peer institutions and presented the following for Council's approval:

*Master's degree students must complete a minimum of 30 hours of graduate coursework. For programs requiring a thesis, a maximum credit of 6 hours may be granted for the thesis toward the total degree credits. Individual programs may require more than the 30-hour minimum requirement, so students must consult individual program degree requirements.*

The full text of the changes is in **Attachment 1**. A motion was made and seconded. Sikula spoke in favor of the motion. The motion passed.

- **Curriculum**

Fet moved that TM 668 Computer Integrated Manufacturing be added as a course in CITE. The motion passed. He also moved that a course title change (from Forensic Analytical Methods II to Chemical Analysis of Trace Evidence) and credit hour change (from 3 to 2) be made for FSC 628. The motion passed. Fet made a motion that the grading for TM 699 be changed from A/B/C to Pass/Fail. This motion passed. (**Attachment 2**)

- **Credentialing**

Mangiarua reported that deans had been reminded about the graduate membership policy. In addition, her committee has audited Journalism and found one concern. A letter regarding this concern has been sent to the dean.

- **Program Review and Assessment**

Edington reported that reports are not yet available for review. They are due October 31. The reviews are to be completed by the end of November so Graduate Council members may be called on to help with the review process.

Larsen reported that the ad hoc committee on Graduate Committees met and revised the Policy Statement for the Graduate Catalog. (**Attachment 4**). The new statement clarifies what is included in comprehensive assessment. A motion was made to approve the document. The motion passed.

The Graduate Faculty Membership Approvals (**Attachment 3**) were read into the minutes. The list will be forwarded to President Kopp for his approval with these minutes.

Larsen reported that he will be on sabbatical next semester. Hankins will assume the functional duties of Graduate Council Chair while continuing to serve as Vice Chair, as provided for in the bylaws. While Larsen is absent, a temporary replacement will be found from CITE for Larsen's Graduate Council position.

The next meeting will be held on December 2 in South Charleston.

The meeting was adjourned at 1:35.

**NOTE: Future Council Meetings (PLEASE RESERVE THESE DATES NOW). Meetings will be held from 1:00-3:00 PM each day.**

**Meeting schedule for remainder of the 2005-2006 academic year:**

- December 2, 2005      South Charleston
- January 27, 2006      Huntington
- February 24, 2006      South Charleston
- March 31, 2006      Huntington
- April 28, 2006      South Charleston

**Attachments:**

1. General Requirements for Master's Degree—revisions to graduate catalog
2. Curriculum Committee Motions
3. Graduate Faculty Membership Approvals
4. Ad hoc committee motion on Graduate Committees

**Attachment 1****(Revision to Graduate Catalog—Changes are underlined, bold)****General Requirements for Master's Degree**

Only grades of *A*, *B*, *C*, *CR*, or *S* are acceptable in fulfilling graduate degree requirements on any Plan of Study. Particular programs may require higher performance than *C* in certain courses.

All courses for which grades (quality points) are given shall be used in computing the Grade Point Average (GPA). A graduate student is expected to maintain a minimum cumulative GPA of 3.0. If, upon the completion of 12 hours or thereafter, a degree student's GPA is less than 3.0, the student may be subject to dismissal from the program.

~~In programs requiring a thesis, a student must earn a minimum of 32 hours credit in graduate courses. A department can require more than 32 hours including thesis. Of these hours, credit not to exceed 6 hours may be granted for the thesis. If a thesis is not required, the student must complete a minimum of 36 hours of graduate coursework, with the exception of Human Resource Management where a minimum of 30 credit hours is acceptable if other requirements have been satisfied. Students majoring in chemistry must earn 32 hours of graduate credit. Of these 32 hours, no more than 12 hours may be in Chemistry 682, Research, which includes a thesis. A master's degree in Counseling requires a minimum of 48 semester hours. In Forensic Science, a minimum of 47-50 semester hours is required.~~

**Master's degree students must complete a minimum of 30 hours of graduate coursework. For programs requiring a thesis, a maximum credit of 6 hours may be granted for the thesis toward the total degree credits. Individual programs may require more than the 30-hour minimum requirement, so students must consult individual program degree requirements.**

A minimum of 18 hours must be earned in the major subject. The major department may optionally require a minor with a minimum of 6 hours in another subject. Courses may be taken in a third closely related field if approved by the advisor. In special teacher-education **curricula**, courses may be distributed among several fields with the approval of the advisor.

Graduate courses are numbered 500 to 899. Selected courses with 400 series numbers for undergraduate credit have 500 series numbers for graduate credit. A Marshall University course taken at the 400 level cannot be retaken at the 500 level; it will not be applicable to the master's degree. In courses open to both graduate and undergraduate students, graduate students are required to do more work than undergraduates. This may include more extensive reading, an extra research paper, and other individual work. At least one-half of the minimum required hours for the **student's** master's degree must be earned in classes **numbered 600 or above**.

**Attachment 2****Graduate Curriculum Additions and Changes****New Course Addition****College:** CITE**Department:** Technology Management (=TM)**TM 668 713-714      Computer Integrated Manufacturing****Course Description:**

The course covers computer-aided design, computer-aided manufacturing, and computerized process support tools for increasing productivity in manufacturing.

**Co-requisite(s)/Prerequisite(s):** Full admission to TM program or permission of the Program Coordinator**Credit Hours:**            3**Course Title and Credit Hour Changes**

Request from:

**College:** Graduate College**Department/Division:** Forensic Science**Course:** **FSC 628**Old title of course: **Forensic Analytical Methods II**New title of course: **Chemical Analysis of Trace Evidence**

Old number of hours: 3 credit hours

New number of hours: 2 credit hours

RATIONALE: Title better reflects nature of the course. Hours change better accommodate the contents.

**Course Grading Changes****College:** CITE**Program:** Technology ManagementCourse: **TM 699**

Old grading scale: A/B/C

New grading scale: Pass/Fail

RATIONALE: to be in line with **TE 699**.



**Attachment 3**  
**Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			10/28/2005	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>	<i>Month Year</i>	<i>Month Year</i>
Warner, Jamie	COLA	Political Science	Graduate	October 2005	October 2010
Davis, George	COLA	Political Science	Graduate	October 2005	October 2010
Lassiter, Luke Eric	COLA	Grad. Humanities	Graduate	October 2005	October 2010
Baker, Elaine	COLA	Psychology	Graduate	October 2005	October 2010
Perkins, Caroline	COLA	Classics	Graduate	October 2005	October 2010
Williams, Wendy	COLA	Psychology	Graduate	October 2005	October 2010
Brown, Cheryl	COLA	Political Science	Associate	October 2005	October 2008
Sullivan, Donna	COLA	Sociology	Graduate	October 2005	October 2010
Ermolaeva, Elena	COLA	Sociology	Graduate	October 2005	October 2010
Kim, Sangmoon	COLA	Sociology	Graduate	October 2005	October 2010
Kirkwood, Roxanne	COLA	English	Graduate	October 2005	October 2010
Grady, Kelli	COLA	English	Graduate	October 2005	October 2010
Meisel, Edna	GSEPD	Elem. & Sec. Ed.	Associate	January 2005	December 2006
Prewett, Peter	GSEPD	School of Psychology	Associate	January 2005	December 2005
Stroebl, Sandra	GSEPD	School of Psychology	Graduate	January 2006	December 2011
Billheimer, Dixie	GSEPD	Elem. & Sec. Ed.	Associate	January 2006	December 2006
Capehart, William	GSEPD	Special Education	Associate	January 2006	December 2006
Myers, Patricia	GSEPD	Special Education	Associate	January 2006	December 2006
Securro, Samuel	GSEPD	Elem. & Sec. Ed.	Associate	January 2006	December 2006
Yeager, Jack	GSEPD	Leadership Studies	Associate	January 2006	December 2006
Miksovska, Jaroslava	COS	Chemistry	Graduate	October 2005	October 2010
Sarra, Scott	COS	Mathematics	Graduate	October 2005	October 2010

## Attachment 4

### Revised Graduate Committees Policy Statement for the Graduate Catalog

#### NEW STATEMENT...

#### COMPREHENSIVE ASSESSMENT

In addition to the above listed general requirements for graduate degrees, a comprehensive assessment must be completed. The comprehensive assessment is not solely based upon the specific courses completed, but affords the student an opportunity to demonstrate broad comprehension and synthesis of the major subject. Depending upon the specific requirements of a particular program, the assessment might include such activities as the report and defense of a final project, comprehensive project, portfolio, or capstone project; thesis or dissertation and its defense; or a written comprehensive exam or oral comprehensive exam. In this policy, the term "Comprehensive Assessment Committee" will be understood to mean any committee executing the student's final assessment for the degree. For example, a doctoral research project committee would be understood to serve as the final Comprehensive Assessment Committee, if that doctoral research project is considered to be the final comprehensive assessment. For additional information, see specific requirements in the appropriate program section.

Responsibility for development, scheduling and administration of the comprehensive assessment rests with the faculty of the student's program and the appropriate dean.

#### **Master's Degrees and Education Specialist Degrees**

A Comprehensive Assessment Committee must evaluate each student's performance on the comprehensive assessment. The student's graduate advisor or graduate program director selects the chair and other member(s) of the Comprehensive Assessment Committee. The committee chair must have at least "Graduate" level membership in the Marshall University graduate faculty. There must be a minimum of two voting members on every Comprehensive Assessment Committee, including the committee chair, except in the case where a national standardized exam is used as the only assessment, in which case only the person serving as chair is needed. Other than the chair, all other assessment committee voting members must have at least "Associate" level membership in the Marshall University graduate faculty. A majority of the student's Comprehensive Assessment Committee voting members must have appointments within the college of the student's major.

With the approval of the department or division chair or head and the student's Comprehensive Assessment Committee chair, other professionally or educationally qualified people may be invited to act as non-voting members of the committee.

In the event of a tie-vote when determining the outcome of the student's comprehensive assessment, the college or school dean is to select one additional faculty member to break the tie. This additional member must be from the college of the student's major and must have at least "Graduate" level membership in the Marshall University graduate faculty. This also might require the assessment to be executed a second time with the new committee member's personal direct involvement.

In the case of written or oral examinations, the chair of the student's Comprehensive Assessment Committee prepares the questions for the written examination in consultation with other faculty members on the committee, and conducts the oral assessment with the other committee members present. The student may check with the program or department for availability of past assessments or study guides for review.

For any specific student, any exceptions to the above policies must be approved by the dean of the Graduate College on an individual basis. The dean of the Graduate College will notify the chair of Marshall University's Graduate Council of any exceptions which were approved and give the reasons for each exception.

**Doctoral Degrees (other than Doctor of Medicine degrees)**

A final Comprehensive Assessment Committee must evaluate each student's performance on the doctoral degree final comprehensive assessment. Other preliminary or intermediate assessments vary by program and department policy. The student selects the chair and other members of the final Comprehensive Assessment Committee, subject to the approval of the student's graduate advisor or program director, and dean. The committee chair must have "Doctoral" level membership in the Marshall University graduate faculty. There must be a minimum of three voting members on every doctoral Comprehensive Assessment Committee, including the committee chair. Other than the chair, all other assessment committee voting members must have at least "Graduate" level membership in the Marshall University graduate faculty. Professional programs may alternatively choose to include a maximum of one external, professionally qualified voting member who would not need graduate faculty membership, and who would serve as one of the three or more voting members. A majority of the student's Comprehensive Assessment Committee members must have faculty appointments within the college of the student's major.

In the event that more than one member of the final Comprehensive Assessment Committee votes not to approve the student's performance as a result of the assessment, the doctoral degree cannot be recommended. At the discretion of a majority of the committee, the student may be given one additional chance to satisfy the committee to the point that no more than one committee member refuses to approve the student's performance on the comprehensive assessment.

For any student, exceptions to the above policies must be approved by the dean of the Graduate College on an individual basis. The dean of the Graduate College will notify the chair of Marshall University's Graduate Council of any exceptions which were approved and give the reasons for each exception.

OLD STATEMENT...

## COMPREHENSIVE ASSESSMENT

In addition to the above listed general requirements for the master's and Ed.S. degree, a comprehensive assessment must be completed. The Comprehensive Assessment is not solely based upon the specific courses completed, but affords the student an opportunity to demonstrate broad comprehension and synthesis of the major subject. Depending upon the specific requirements of a particular program, the assessment may include such activities as a final project, written comprehensive exam or oral comprehensive exam. For additional information, see specific requirements in the appropriate program section.

Responsibility for development, scheduling and administration of the comprehensive assessment rests with the faculty of the student's program and the appropriate dean. Comprehensive Assessments are administered during the fall and spring semesters and once during the summer.

Every student will have no fewer than two readers or evaluators on his or her comprehensive assessment committee. The advisor or graduate program director will select readers/evaluators who hold Marshall University Graduate Faculty membership. The program will report the results of the comprehensive assessment to the appropriate dean in a timely manner and will maintain a record of faculty participants. See your program advisor for more information about the comprehensive assessment.

In the case of written/oral examinations, the graduate advisor, who acts as chair of the assessment committee, prepares the questions for the written examination in consultation with other faculty on the committee, and conducts the oral assessment. In many cases sample examination questions are on file in each department office and are available for the graduate student to review.

REMAINDER OF THE SECTION HAS NOT BEEN CHANGED. IT FOLLOWS...

A student's performance on the comprehensive assessment is reported to the Office of the Graduate Dean or school dean as follows:

- E* Pass with distinction, indicating superior performance.
- P* Pass, indicating satisfactory performance.
- PC* Pass with contingency, which may mean additional requirements for the student as determined by the faculty.
- U* Unsatisfactory, indicating that performance has not met the minimum standards of Marshall University Graduate College.

The decision on the grade is made by a majority vote of the members of the committee, and forwarded by the chair to the Graduate Dean or school dean on a form provided by the Graduate College Office. *All graduate students must pass a final comprehensive assessment to be eligible for graduation.* Unless more restrictive guidelines are specified in the program description in this catalog, no more than two reassessments are permitted. In the event students fail to pass an assessment, they will be placed on probation and, prior to reassessment, must meet with their examining committee to discuss deficiencies and steps to correct them. Students may be assessed only one time a term or semester. When students fail the second reassessment, the department will recommend their dismissal by the Graduate College.

Return to: [2005-2006 Minutes/Agendas](#) [Minutes and Records](#) [Graduate Council](#) [Marshall University](#)

**Minutes of the MU Graduate Council  
September 30, 2005  
GC 319, South Charleston Campus**

**Members Present:** Cunningham, Dooley, Eagle, Hankins, Lawson, Larsen, Mangiarua, Reynolds, Stickler

**Members Absent:** O'Keefe, Fet, Maheshwari, Meyer, Edington, Wyant

**Ex-Officio Members Present:** Childress, Denman, Deutsch

**Ex-Officio Members Absent:** Aulick

- Larsen called the meeting to order at 1:00 p.m. and announced that a new vice-chair will need to be elected. Larsen will send out a request for nominations.
- The minutes of the August 26, 2005, meeting were approved as written with one editorial change. (Attachment 1)
- The Graduate Faculty Membership Approvals (Attachment 2) were read into the minutes. The list will be forwarded to President Kopp for his approval with these minutes.
- Cunningham moved for the Curriculum Committee that the curriculum change in credit hours for PSY 780-783 in Attachment 3 be approved, pending verification that this series of courses are already existing courses. Larsen verified that they are. The motion was approved. Cunningham moved that the rest of the curriculum items in Attachment 3 be approved. The motion passed.
- There were no motions from the Credentialing Committee
- Lawson moved for the Academic Planning, Standards, and Policies Committee that the graduate catalog page 51 paragraph 3 be changed as follows

**From: General Requirements for Master's Degree**

Page 51, Paragraph 3:

In programs requiring a thesis, a student must earn a minimum of 32 hours credit in graduate courses. A department can require more than 32 hours including thesis. Of these hours, credit not to exceed 6 hours may be granted for the thesis. If a thesis is not required, the student must complete a minimum of 36 hours of graduate course work. Students majoring in chemistry must earn 32 hours of graduate credit. Of these 32 hours, no more than 12 hours may be in Chemistry 682, Research, which includes a thesis. A master's degree in Counseling requires a minimum of 48 semester hours. In Forensic Science, a minimum of 47-50 semester hours is required.

**To: General Requirements for Master's Degree**

Master's degrees vary in design according to program requirements. In programs requiring a thesis, a student must earn a minimum of 32 hours credit in graduate courses. A department can require more than 32 hours including thesis. Of these hours, credit not to exceed 6 hours may be granted for the thesis. If a thesis is not required, the student must complete a minimum of 36 hours of graduate course work. A department can require less than 32 hours if industry standards designate a specific program design. A department must apply to Graduate Council for a waiver of minimum degree requirements prior to offering the degree.

There were a number of editorial suggestions. Then, the Council discussed feelings about whether to consider 30 hours as the minimum requirement. It was agreed that the motion is not ready and was not passed. Instead, the Academic Planning, Standards, and Policies Committee will research what our peer institutions are doing with respect to the minimum hours required for mater's degrees.

- Lawson moved for the Academic Planning, Standards, and Policies Committee that the graduate catalog be changed to add the following regarding graduation and hooding:

### **Graduation and Hooding Ceremony**

Marshall University offers an opportunity for Graduate Students to be acknowledged for completion of their degrees, through the conferring of degrees at an annual Commencement Ceremony.

As part of the graduate tradition, students are presented with a ceremonial hood by a member of the Marshall University Graduate Faculty. Hooding of Master's level graduates and Education Specialist graduates takes place at a Hooding ceremony; graduates in the Ed.D., Ph.D., and Psy.D. programs are hooded at Commencement. The Hooding Ceremony is symbolic and does not constitute the actual awarding of a diploma.

As Commencement and Hooding are offered on an annual basis, students are eligible to participate in the first ceremonies following their official graduation date, or during their final semester if that is the same semester as the ceremonies.

The motion passed.

- Lawson presented the motion to approve a graduate minor in Criminal Justice. There were several issues raised during the discussion by the Council, as follows.
  - (1) The Council is concerned about the phrase "six credit hours of any CJ course..." The Council felt that "any" was too broad and that a short list of specific courses should be listed which would give a student not majoring in CJ a good knowledge of CJ, worth a minor. This would help to justify the minor. Also, it needs to be clarified that only "graduate" courses be approved. In fact, there is great sentiment on the Council that only 600-level courses be acceptable, but that was not unanimous.
  - (2) The Council wants the chair of the Criminal Justice department to sign off on the final language selected for the minor.

Larsen will inform Dhruba Bora of the above concerns which need to be addressed before the Council will approve the request.

- Stickler, for the Program Review and Assessment Committee, reviewed the progress on reviewing and defining the requirements to be named a "Program of Excellence." This work is being done by an ad hoc joint committee of the Council's Program Review and Assessment Committee with the Academic Planning Committee of Faculty Senate. The current draft document was discussed. Larsen will give Stickler and Tony Szwilski the feedback from the discussion.

Larsen adjourned the meeting at 2:30 p.m.

**NOTE: Future Council Meetings (PLEASE RESERVE THESE DATES NOW). Meetings will be held from 1:00-3:00 PM each day.**

**Meeting schedule for remainder of the 2005-2006 academic year:**

- September 30, 2005 South Charleston, GC 319
- October 28, 2005 Huntington, John Spotts Room, MSC
- December 2, 2005 South Charleston, GC 319
- January 27, 2006 Huntington, John Spotts Room, MSC
- February 24, 2006 South Charleston, GC 319
- March 31, 2006 Huntington, John Spotts Room, MSC
- April 28, 2006 South Charleston, GC 319

**Attachments:**

1. Minutes of previous Graduate Council meeting
2. Graduate Faculty Membership Approvals

3. Graduate Curriculum Additions and Changes



Attachment 1

**Minutes of the MU Graduate Council  
August 26, 2005  
John Spotts Room, MSC, Huntington Campus**

**Members Present:** Cunningham, Dooley, Eagle, Edington, Fet, Hankins, Lawson, Larsen, Maheshwari, Mangiarua, Meyer, Reynolds, Stickler, Wyant

**Members Absent:** O'Keefe

**Ex-Officio Members Present:** Childress, Denman, Deutsch

**Ex-Officio Members Absent:** Aulick

- Larsen called the meeting to order at 1:00 p.m. and announced that Marty Amerikaner has resigned from the Council due to additional responsibilities he has at this time. A new vice-chair will need to be elected. Marty has informed the dean of COLA that an election needs to be conducted to replace Marty as a member the Council.
- The minutes of the April 29, 2005, meeting were approved as written with one editorial change. (Attachment 1)
- The Graduate Faculty Membership Approvals (Attachment 2) were read into the minutes with two additions. Rudolph Burcl, College of Science, Chemistry and Basant Karna, College of Science, Mathematics, were both approved at the Graduate level. The list will be forwarded to President Kopp for his approval with these minutes.
- Larsen made reference to Attachment 4, Committee Assignments and noted that he tried to give members the assignments they requested.

### Old Business

- Larsen reported that the Graduate Council will work with the Faculty Senate on definitions and standards for the "Program of Excellence" designation. Tony Szwilski has asked for ad hoc committee members from the Council. Larsen proposed that the Council's Program Review Committee members be on the *ad hoc* committee. The Council agreed.
- Larsen gave Council members a handout regarding the "Instructor of Record." The background on this issue is that various faculty members have expressed concern that those who actually supervise independent studies, chair thesis/dissertation committees, etc., are not listed as the instructor of record. Faculty Senate approved a policy in 1997 that states "...recommends that faculty who supervise independent studies, theses, and student teaching be recorded as the instructor of record." Larsen proposed the following motion to clarify and update the policy.

For any graduate course consisting primarily of theses, dissertations, independent study, student teaching, comprehensive projects, capstone projects, research, special topics, practicums, problem reports, residencies, internships, or field experience, or similar courses, the "Instructor of Record" shall be the faculty member or adjunct faculty member supervising the work the student does in the course. The instructor of record for these and any other graduate courses must currently have the appropriate level of graduate faculty status.

Denman suggested that the policy be changed for all faculty, not just graduate. She also stated that having the correct faculty member listed as "instructor of record" is very important with regard to faculty evaluations. Council members agreed but, as this Council only has the ability to set *graduate* policy, the Council decided to pass the above motion. Stickler agreed to recommend to the Faculty Senate's Budget and Academic Policy Committee that it review the language of the motion and create a similar policy for the university as a whole.

- Larsen gave members a handout on "Adjunct Faculty in Graduate Catalog." Until recently, the adjunct faculty members who held Associate Graduate Faculty status were listed in the Graduate Catalog. The current catalog does not show adjunct faculty. The following motion was made and seconded and passed:

All Adjunct Faculty with Associate Graduate Faculty status or higher are to be listed in the Graduate Catalog.

- Larsen gave members a handout on "Listing All Graduate Faculty in the Redbook." The Redbook is online on the Graduate Faculty website and includes a listing of all Graduate Faculty except those at the Instructor level. The following motion was proposed:

All levels of graduate faculty (Doctoral, Graduate, Associate, and Instructor) are to be listed in the Marshall University Graduate Council's Redbook.

The motion was made, seconded and approved by Council.

- Larsen followed up on the waiver given to LCOB at the April 2005 Council meeting. This allowed LCOB to offer a 30-credit-hour Masters in Human Resource Management. A motion was made and seconded to have the Academic Planning, Standards and Policies Committee study this matter with the possibility of relaxing the 36-hour minimum restriction for all Masters degrees. The motion passed.
- The matter of hooding (who is allowed to, who is not) was referred to the Academic Planning Committee.
- Denman reported that she is gathering information with regard to the Humanities Program and will have a report/proposal ready for the September Council meeting. A motion was made and seconded to extend the waiver issued to Humanities in March, 2005, through the Fall, 2005, semester. The motion passed. The waiver allowed adjunct, non-tenure track faculty to chair thesis committees.
- Deutsch brought up the matter of the 2.5 GPA for provisional admission. Eagle reported that the Academic Planning committee did not make a decision on this issue. Deutsch will continue to collect information.

### **New Business**

- Deutsch reported that he needs readers for a draft of the NCA report. The Program Review Committee will take this on. The report should be released by September 15 and the committee should complete the review by the October 28 meeting.

Larsen adjourned the meeting at 1:50 p.m. and had Council break into committees.

**NOTE: Future Council Meetings (PLEASE RESERVE THESE DATES NOW). Meetings will be held from 1:00-3:00 PM each day.**

**Meeting schedule for remainder of the 2005-2006 academic year:**

- September 30, 2005 South Charleston, GC 319
- October 28, 2005 Huntington, John Spotts Room, MSC
- December 2, 2005 South Charleston, GC 319
- January 27, 2006 Huntington, John Spotts Room, MSC
- February 24, 2006 South Charleston, GC 319
- March 31, 2006 Huntington, John Spotts Room, MSC
- April 28, 2006 South Charleston, GC 319

**Attachment 2**  
**Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			9/30/2005	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>		
			<i>Month Year</i>	<i>Month Year</i>	
Jaroslava Miksovska	COS	Chemistry	Graduate	September 2005	September 2010

**Attachment 3**

**Graduate Curriculum Additions and Changes**

**Change in Credit Hours**

**PSY 780-783 Pre-doctoral Internship**

**From:** 1-3 credit hours

**To:** 1-9 credit hours

**Rationale:** Timetable / financial aid constraints may require enrollment for all hours in a single semester.

**COUN 601 Counselors in Consulting Roles**

**From:** 2 credit hours

**To:** 3 credit hours

**Rationale:** To allow greater class time to address Key issues in Consultation that are currently missing, also fits better in curriculum.

• **Change in Course Title**

**Rationale** (for **eight** courses listed below): To adopt the terminology of the professional organization (Association for Career and Technical Education) and the WV Department of Education (Certification Office).

**ATE 524**

**From:** Safety in Vocational Education

**To:** Safety in Career and Technical Education

**ATE 535**

**From:** Methods of Examination in Vocational Education

**To:** Methods of Examination in Career and Technical Education

**ATE 536**

**From:** Coordination of Cooperative Vocational Education

**To:** Coordination of Cooperative Career and Technical Education

**ATE 547**

**From:** Computer Applications in Vocational Education

**To:** Computer Applications in Career and Technical Education

**ATE 640**

**From:** Program Design in Occupational Education

**To:** Program Design in Technical Education

**ATE 655**

**From:** Developing Personnel Curriculum

**To:** Developing Human Resources Curriculum

**ATE 656**

**From:** Instructional Planning for Adult Populations

**To:** Instructional Planning for Adults

**ATE 664**

**From:** Occupational Education Practicum

**To:** Technical Education Practicum

- **Change in Catalog Description**

**ATE 513 Organization and Management of School Shops and Laboratories**

**From:** Responsibilities of the teacher as a manager; methods of handling tools, equipment and supplies; project instructional resource needs and reporting; improvement of vocational facilities; filing system, and vocational laboratory.

**To:** Responsibilities as a manager; methods of handling tools, equipment and supplies; project instructional resource needs and reporting; improvement of facilities; filing system, and career and technical laboratory.

**Rationale:** To adopt the terminology of the professional organization (Association for Career and Technical Education) and the WV Department of Education (Certification Office), and to keep the description under 30 words.

**ATE 521 Occupational Analysis**

**From:** Assist the vocational instructor analyze an occupation; goals and objectives to form a basis for vocational curriculum; classifying and describing occupations; analysis procedures; course content, and technical skills and knowledge.

**To:** Assist the instructor in analyzing an occupation; goals and objectives to form a basis for curriculum; classifying and describing occupations; analysis procedures; course content, and technical skills and knowledge.

**Rationale:** To adopt the terminology of the professional organization (Association for Career and Technical Education) and the WV Department of Education (Certification Office), and to keep the description under 30 words.

**ATE 680 International Workforce Development**

**From:** This course is designed for students in technical and social fields who are interested in working in development.

It has three components: education and training, collaborative research, and technical assistance.

**To:** This course is designed for students in technical and social fields who are interested in workforce development.

It has three components: education and training, collaborative research, and technical assistance.

**Rationale:** To correct error in current wording of description.

- **Change in Course Title and Catalog Description**

**Rationale** (for **six** courses listed below): To adopt the terminology of the professional organization (Association for Career and Technical Education) and the WV Department of Education (Certification Office), and to keep the description under 30 words.

**ATE 508**

**From:** Teaching Methods in Vocational Education

**To:** Teaching Methods in Career and Technical Education

**From:** Correlating shop/lab instruction with classroom instruction; individual and group instruction sheets and materials; the four teaching steps in vocational education; physical factors relating to classroom and shop/lab.

**To:** Correlating lab instruction with classroom instruction; individual and group instruction sheets and materials; the four teaching steps in career and technical education; and physical factors relating to classroom and lab.

**ATE 511**

**From:** Introduction to Vocational Education

**To:** Introduction to Career and Technical Education

**From:** Designed as a follow-up to Teaching Methods in Vocational Education and intended to provide the new teacher guidance and supervision in developing teacher competence.

**To:** Designed as a follow-up to Teaching Methods in Career and Technical Education and intended to provide the new teacher guidance and supervision in developing teacher competence.

**ATE 512**

**From:** Course Construction and Planning in Vocational Education

**To:** Course Construction and Planning in Career and Technical Education

**From:** Analysis procedures for determining vocational curriculum content; determination of program goals and objectives; involvement of advisory committees; factors, principles, and techniques of developing a course of study.

**To:** Analysis procedures for determining career and technical curriculum content; determination of program goals and objectives; involvement of advisory committees; factors, principles, and techniques of developing a course of study.

**ATE 548**

**From:** Applications of Basic Skills in Vocational Education

**To:** Applications of Basic Skills in Career and Technical Education

**From:** Methods, techniques and strategies for incorporating basic skills in vocational instruction; emphasis on reading, writing, math, oral communication and critical thinking skills; job seeking and job keeping skills.

**To:** Methods, techniques and strategies for incorporating basic skills in career and technical instruction; emphasis on reading, writing, math, oral communication and critical thinking skills; job seeking and job keeping skills.

**ATE 552**

**From:** History and Philosophy of Vocational Education

**To:** History and Philosophy of Career and Technical Education

**From:** Historical influences in the development of vocational education in America and Europe; motivating influences and the implications of philosophy in modern vocational education.

**To:** Historical influences in the development of workforce education in America and Europe; motivating influences and the implications of philosophy in modern career and technical education.

**ATE 559**

**From:** Coordination of Vocational Youth Activities

**To:** Coordination of Career and Technical Youth Activities

**From:** Organize and develop a student organization that is co-curricular; defining the purpose of the organization; plan application and integration into the vocational program; competencies in leadership and team building.

**To:** Organize and develop a co-curricular student organization; defining the purpose of the organization; plan application and integration into the career and technical program; competencies in leadership and team building.

- **New Course Addition**

**PSY 713-714 Advanced Assessment Practicum**

**Course Description:**

This experience is designed to increase proficiency in psychological assessment through client experience. Students are supervised by a licensed psychologist in the campus training clinic.

**Co-requisite(s)/Prerequisite(s):** Admission to Psy.D. Program; Permission of Advisor

**Credit Hours:** 1-3

**First Term Offered:** Spring, 2006



Return to: [2005-2006 Minutes/Agendas](#) [Minutes and Records](#) [Graduate Council](#) [Marshall University](#)

**Minutes of the MU Graduate Council**  
**August 26, 2005**  
**John Spotts Room, MSC, Huntington Campus**

**Members Present:** Cunningham, Dooley, Eagle, Edington, Fet, Hankins, Lawson, Larsen, Maheshwari, Mangiarua, Meyer, Reynolds, Stickler, Wyant

**Members Absent:** O'Keefe

**Ex-Officio Members Present:** Childress, Denman, Deutsch

**Ex-Officio Members Absent:** Aulick

- Larsen called the meeting to order at 1:00 p.m. and announced that Marty Amerikaner has resigned from the Council due to additional responsibilities he has at this time. A new vice-chair will need to be elected. Marty has informed the dean of COLA that an election needs to be conducted to replace Marty as a member the Council.
- The minutes of the April 29, 2005, meeting were approved as written with one editorial change. (Attachment 1)
- The Graduate Faculty Membership Approvals (Attachment 2) were read into the minutes with two additions. Rudolph Burcl, College of Science, Chemistry and Basant Karna, College of Science, Mathematics, were both approved at the Graduate level. The list will be forwarded to President Kopp for his approval with these minutes.
- Larsen made reference to Attachment 4, Committee Assignments and noted that he tried to give members the assignments they requested.

### Old Business

- Larsen reported that the Graduate Council will work with the Faculty Senate on definitions and standards for the "Program of Excellence" designation. Tony Szwilski has asked for ad hoc committee members from the Council. Larsen proposed that the Council's Program Review Committee members be on the *ad hoc* committee. The Council agreed.
- Larsen gave Council members a handout regarding the "Instructor of Record." The background on this issue is that various faculty members have expressed concern that those who actually supervise independent studies, chair thesis/dissertation committees, etc., are not listed as the instructor of record. Faculty Senate approved a policy in 1997 that states "...recommends that faculty who supervise independent studies, theses, and student teaching be recorded as the instructor of record." Larsen proposed the following motion to clarify and update the policy.

For any graduate course consisting primarily of theses, dissertations, independent study, student teaching, comprehensive projects, capstone projects, research, special topics, practicums, problem reports, residencies, internships, or field experience, or similar courses, the "Instructor of Record" shall be the faculty member or adjunct faculty member supervising the work the student does in the course. The instructor of record for these and any other graduate courses must currently have the appropriate level of graduate faculty status.

Denman suggested that the policy be changed for all faculty, not just graduate. She also stated that having the correct faculty member listed as "instructor of record" is very important with regard to

faculty evaluations. Council members agreed but, as this Council has only the ability to set *graduate* policy, the Council decided to pass the above motion. Stickler agreed to recommend to the Faculty Senate's Budget and Academic Policy Committee that it review the language of the motion and create a similar policy for the university as a whole.

- Larsen gave members a handout on "Adjunct Faculty in Graduate Catalog." Until recently, the adjunct faculty members who held Associate Graduate Faculty status were listed in the Graduate Catalog. The current catalog does not show adjunct faculty. The following motion was made and seconded and passed:

All Adjunct Faculty with Associate Graduate Faculty status or higher are to be listed in the Graduate Catalog.

- Larsen gave members a handout on "Listing All Graduate Faculty in the Redbook." The Redbook is online on the Graduate Faculty website and includes a listing of all Graduate Faculty except those at the Graduate Instructor level. The following motion was proposed:

All levels of graduate faculty (Doctoral, Graduate, Associate, and Graduate Instructor) are to be listed in the Marshall University Graduate Council's Redbook.

The motion was made, seconded and approved by Council.

- Larsen followed up on the waiver given to LCOB at the April 2005 Council meeting. This allowed LCOB to offer a 30-credit-hour Masters in Human Resource Management. A motion was made and seconded to have the Academic Planning, Standards and Policies Committee study this matter with the possibility of relaxing the 36-hour minimum restriction for all Masters degrees. The motion passed.
- The matter of hooding (who is allowed to, who is not) was referred to the Academic Planning Committee.
- Denman reported that she is gathering information with regard to the Humanities Program and will have a report/proposal ready for the September Council meeting. A motion was made and seconded to extend the waiver issued to Humanities in March, 2005, through the Fall, 2005, semester. The motion passed. The waiver allowed adjunct, non-tenure track faculty to chair thesis committees.
- Deutsch brought up the matter of the 2.5 GPA for provisional admission. Eagle reported that the Academic Planning committee did not make a decision on this issue. Deutsch will continue to collect information.

### **New Business**

- Deutsch reported that he needs readers for a draft of the NCA report. The Program Review Committee will take this on. The report should be released by September 15 and the committee should complete the review by the October 28 meeting.

Larsen adjourned the meeting at 1:50 p.m. and had Council break into committees.

**NOTE: Future Council Meetings (PLEASE RESERVE THESE DATES NOW). Meetings will be held from 1:00-3:00 PM each day.**

**Meeting schedule for remainder of the 2005-2006 academic year:**

- September 30, 2005 South Charleston, GC 319
- October 28, 2005 Huntington, John Spotts Room, MSC
- December 2, 2005 South Charleston, GC 319
- January 27, 2006 Huntington, John Spotts Room, MSC
- February 24, 2006 South Charleston, GC 319
- March 31, 2006 Huntington, John Spotts Room, MSC
- April 28, 2006 South Charleston, GC 319

**Attachments:**

1. Minutes of previous Graduate Council meeting
2. Graduate Faculty Membership Approvals

## Attachment 1

### Minutes of the MU Graduate Council April 29, 2005 South Charleston Campus, GC 319

**Members Present:** Amerikaner, Cunningham, Dooley, Eagle, Edington, Hankins, Lawson, Larsen, Maheshwari, Mangiarua, Meyer, O'Keefe, Reynolds, Stickler, Wyant

**Members Absent:** Saveliev

**Ex-Officio Members Present:** Deutsch

**Ex-Officio Members Absent:** Aulick, Childress, Denman

**Guests:** Katherine Karl, Chong Kim, Tom Jones, Caroline Perkins, Steve Shumlas, Andy Sikula, Mike Little, Fred Mader

- Larsen called the meeting to order at 1:00 p.m.
- The minutes of the March 18, 2005, meeting were approved as written. (Attachment 1)
- The Graduate Faculty Membership Approvals (Attachment 2) were read into the minutes with two changes. Michael Hicks was removed from the list and Kurt Anderson's level was changed to Graduate Instructor. The list will be forwarded to Interim President Farrell for his approval.

### Standing Committee Reports

#### **Academic Planning and Standards**

- Eagle moved that Council accept changes to the Human Resource Management program (Attachment 3) including reducing the minimum required hours from 36 to 30. Larsen explained that the main issue is to decide whether to grant a waiver for this specific program to change required hours or to change the policy that requires Masters level programs to have at least 36 required hours. Several LCOB faculty spoke to this issue. Sikula stated that he had studied programs at our peer institutions and that about one-half had 30 hour MBA programs. WVU has over thirty 30-hour masters programs. The 30-hour HRM program would apply only to students who did not have the equivalent training for ECN 501 and MKT 511, as determined by the student's advisor. Currently, it is estimated that this would affect only about 20% of the HRM students. Interim Dean Kim reported that LCOB faculty had unanimously approved this change. Deutsch reported that the Council of Graduate Schools states that masters level programs must have no lower than 30 hours. Several Council members spoke in support of granting a waiver rather than changing the policy today. Eagle restated the motion to approve the changes to the HRM program as stated and to waive the 36 hour requirement, allowing the 30-hour HRM Masters degree, with the rationale and criteria as presented. The motion passed. Larsen stated that we do need to address soon whether to change the policy, having passed the waiver of this policy today for the HRM program.
- Deutsch stated that the wording in the catalog (page 51) should be changed to reflect the waiver granted the HRM program. He proposed to change the sentence in the catalog which currently reads "If a thesis is not required, the student must complete a minimum of 36 hours of graduate course work" to the following language: "If a thesis is not required, the student must complete a minimum of 36 hours of graduate course work, *with the exception of Human Resource Management where a minimum of 30 credit hours is acceptable if other requirements have been satisfied.*" Council members provided feedback via email and approved this language.
- Amerikaner moved that Council waive the senior rule for Ryan Mullen, junior. The motion passed.
- Eagle moved that Council accept the proposal for a new M.A. in Latin major (Attachment 4). Perkins spoke in support of the new major and clarified one of the requirements to read "Applicants may also be required to take a Latin reading test aimed at assessing the student's Latin reading ability and identifying the students who may need more Latin work before progressing to the M.A." The motion passed.
- Eagle moved that Council accept the proposal for a new area of emphasis in Watershed Resource Science (Attachment

5). The motion passed with an amendment that a statement be added to the proposal clarifying that at least one-half of the courses must be at the 600 level.

- Eagle moved that Council approve a minor in Sociology. The minor requires at least two 500 or 600-level courses (at least 6 semester hours total) in Sociology as approved by the student's advisor and the Sociology Department. The motion passed.
- Eagle moved that changes to the ESSR Program (Attachment 6) be accepted by Council. The document was amended to change the following in the admissions information: "...and limited to a maximum of nine semester hours taught at the 400/500 level" to "...taught at the 500-level." The 400 was eliminated. The motion was approved as amended.
- Eagle moved, and the Council approved, the following Graduate Catalog language change on page 34 regarding the TOEFL exam, to reflect changes made in the TOEFL effective fall 2005...

“3. Evidence of proficiency in the English language as indicated by one of the following:  
 a. The Test of English as a Foreign Language (TOEFL) reflecting at least the minimum required score reported directly to Marshall University Admissions Office by the Educational Testing Service, Princeton, New Jersey 08540. Results from the test taken more than two years prior to the date submitted will not be considered. Students taking the paper version of the test must have a minimum score of 525. Students taking the computer-based test need a score of at least 195, or a Next Generation score of at least 52 without the Speaking section or a 70 with the Speaking section. If a program mandates a score higher than 525 (paper), 195 (computer) or 52/70 (Next Generation), that requirement will be found in the degree requirements section of this catalog.”

**Curriculum** (Attachment 7: All items in Attachment 7 were approved as listed and amended. Details are below.)

- Reynolds moved that Council accept the following course additions: CI 706 and 780, CIEC 635 and 700, and LS 580 and 707. The motion passed.
- Reynolds moved that Council accept the course addition of GEO 531. The motion passed.
- Reynolds moved that Council accept the following course additions: CL 620 and LAT 640, 660, 661, 662, 663, 664, 665, 681, 682, 683, and 685-688. The motion passed with a change in the prerequisites from "none" to "permission of instructor" for 681, 682, 683, and 685-688.
- Reynolds moved that Council accept the course addition of MGT 696. The motion passed.
- Reynolds moved that Council accept the following course additions: MTH 530, 531, and 667. The motion passed.
- Reynolds moved that Council accept the following course additions: PSC 512, 517, 518, 519, 530, 531, 541, and 542. The motion passed.
- Reynolds presented the addition of PSY 780-783 for Council's approval, pending sending the addition to the deans/chairs, and pending approval of the curriculum committee. The motion passed.
- Reynolds moved that Council accept the following changes in course numbers: CIME 557, 558, 570, and 575 to 657, 658, 670, and 675; CISL 553, 554, 555, to 653, 654, and 655; CIVI 506 to 601, and 508 to 602; ITL 520 to 622, 525 to 625, 530 to 631, and 550 to 650; and LS 506 to 606 and 512 to 612. The motion passed.
- Reynolds moved that Council accept the following course changes: CD 628 (title), 628 (content), 628 (catalog description), 629 (title, content & description), 660 (title, content & description), and 691 (title & content, credit hours & description). The motion passed.
- Reynolds moved that Council accept the following change in course number: CJ 513 to 550. The motion passed.
- Reynolds moved that Council accept the following course changes: IER 600 to HRM 600, MTH 545 (title), MTH 546 (title), MTH 548 (title), PSC 510 (title & description), PSC 521 (title, content & description), and SFT 565 (title, content & description). The motion passed.

### Credentialing

- Amerikaner reported that the Outstanding Advisor Awards will be presented to Cheryl Brown (Huntington) and Eldon Larsen (South Charleston). He expressed concern that the process needs clarification and some criteria for nominees. The credentialing committee will work on this. Amerikaner suggested that winners from the previous year serve on the selection committee. Larsen said he felt this is a good idea.
- Amerikaner reported that the committee's reviews of CITE, Journalism and the School of Education on the Huntington campus were completed. There were some concerns about the School of Education and they will be asked to resubmit in the fall. Amerikaner will draft a letter to the dean.

### Program Review and Assessment

- Wyant reported that she and Cunningham had looked at the assessment issue. It is very difficult to get information from companies regarding their satisfaction with Marshall graduates whom they have hired. They also looked at the NCA assessment requirements.
- Larsen asked that the committee members serve on a committee to look at the criteria for determining Programs of Excellence. The Council agreed to this request. This effort will be an ad hoc committee with four representatives from the Budget and Academic Planning Committee of the Faculty Senate.

### Additional Business

- Larsen brought up a concern regarding the listing of faculty who have graduate instructor level status. They are not listed in the Red Book or catalog so those with this level of status are not easily identified. The motion was made to have the credentialing committee take up this issue. The motion passed.
- Larsen reported that Faculty Senate passed a bill eight years ago to have the listed "instructor of record" for a course be the actual supervisor for thesis, student teaching, and independent studies. In some cases currently, chairs are listed and this is incorrect. Larsen will send out a reminder to deans/chairs and also moved that the academic planning committee look at the wording of the original document for possible updating. The spirit of this policy includes not just theses, but also capstone projects, comprehensive projects, etc. Larsen confirmed this with Frances Hensley of Academic Affairs. The motion passed.

Larsen asked that Council members turn in their committee preferences for next year and reminded them to make note of the meeting dates for 2005-2006.

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- |                      |                                   |
|----------------------|-----------------------------------|
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| • April 28, 2006     | South Charleston, GC 319          |

**The meeting was adjourned at 3:00 p.m.**

**Attachment 2**  
**Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			8/26/2005	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>		
Burton, James O.	CEHS	Special Education	Graduate	August 2005	August 2010
Dozier, Janet	CEHS	Elementary Education	Graduate	June 2005	June 2010
Maynard, Arthur S.	CEHS	Secondary Education	Graduate	May 2005	May 2010
Dixon, Loukia	COHP	Communications Disorders	Associate	June 2005	June 2008
Harlow, Kelly	COHP	Communications Disorders	Associate	June 2005	June 2008
Holland, Pamela	COHP	Communications Disorders	Associate	June 2005	June 2008
Lancaster, John	COS	Mathematics	Instructor	August 2005	August 2007
Adkins, Laura	COS	Mathematics	Graduate	August 2005	August 2010
Burcl, Rudolf	COS	Chemistry	Graduate	July 2005	July 2010
Karna, Basant	COS	Mathematics	Graduate	February 2005	February 2010

Return to: [2004-2005](#) [Minutes & Records](#) [Graduate Council](#) [Marshall University](#)

**Minutes of the MU Graduate Council**  
**April 29, 2005**  
**South Charleston Campus, GC 319**

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- Eagle moved that Council accept the proposal for a new area of emphasis in Watershed Resource Science (Attachment 5). The motion passed with an amendment that a statement be added to the proposal clarifying that at least one-half of the courses must be at the 600 level.
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### **Credentialing**

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- March 31, 2006                 Huntington, John Spotts Room, MSC
- April 28, 2006                 South Charleston, GC 319

**The meeting was adjourned at 3:00 p.m.**

**Attachments:**

1. Minutes of previous Graduate Council meeting
2. Graduate Faculty Membership Approvals
3. HRM degree changes
4. New Major: Latin (M.A. degree)
5. New Area of Emphasis: Watershed Resource Science
6. Changes to the ESSR program
7. Curriculum Committee Motions

**Attachment 1****Minutes of the MU Graduate Council  
March 18, 2005  
John Spotts Room, MSC, Huntington Campus**

**Members Present:** Cunningham, Dooley, Eagle, Edington, Hankins, Lawson, Larsen, Maheshwari, Mangiarua, Meyer, O'Keefe, Reynolds, Saveliev, Stickler, Wyant

**Members Absent:** Amerikaner

**Ex-Officio Members Present:** Childress, Denman, Deutsch

**Ex-Officio Members Absent:** Aulick

**Guests:** Chong Kim, Katherine Karl, both of the LCOB

- Larsen called the meeting to order at 1:00 p.m.
- The minutes from the February 18 meeting were approved with one editorial change and the addition of Deutsch to the ad hoc committee on the use of 500 courses.
- The Graduate Faculty Membership Approvals (Attachment 1) were read into the minutes with two changes. Michael Norton's name was removed from the list and Karen McNealy was added. McNealy is from Communication Disorders and has Associate level status from March 2005 – March 2008. The list will be forwarded to Interim President Farrell for his approval.

**Standing Committee Reports****Academic Standards**

- Eagle reported that her committee met regarding the *Intent to Plan for Doctor of Health Management Practice* (Attachment 2). She moved to approve the document but listed the following recommendations on behalf of the committee:
  - The distinction between the masters and doctoral programs should be made clear.
  - The program should have 700 level classes.
  - Doctoral graduate faculty status needs to be a part of the doctoral program.
  - A transition plan is needed for students who want a masters only.
  - The program is being offered contractually with CAMC. If this arrangement were to change, students would be affected. This concern should be addressed.

The LCOB representatives, Kim and Karl, agreed that these issues would be taken care of before program approval is sought. The Graduate Council approved the Intent to Plan.
- Eagle moved that the changes for the M.S. in Human Resource Management degree program be approved. The motion passed. This motion was later over-ruled/rescinded by the Council due to a misunderstanding in the number of hours required for the degree and a conflict with current MU policy. This motion will again be considered, and a possible waiver considered, at the next Graduate Council meeting.
- Eagle moved that the changes to the Psychology Department's admission policy (Attachment 3) be approved. The change allows for provisional admission. The motion passed.
- Eagle reported that her committee will continue to study the issue of changing GPA admission requirements.

**Credentialing**

- Meyer reported that the committee's review of the College of Science's graduate faculty files was completed, and that the files were in order.

**Curriculum (Attachment 4)**

- Reynolds moved that the course additions to Technology Management and Management be accepted. The motion passed.
- Reynolds moved that changes to Psy 690 be accepted. The motion passed.
- Reynolds moved that the course changes for HRM be accepted. The motion passed.

**Program Review and Assessment**

- Wyant reported that reviews and assessments had been completed for the year. Larsen brought up whether or not outcomes were being measured and whether course syllabi should list measurable outcomes. He suggested that the Graduate Council might want to consider this issue. Maheshwari said that Bob Edmunds has been doing some work on this as it relates to course syllabi. Wyant will contact Edmunds. Others commented that most accrediting bodies are now requiring this information.

**Other Business**

- Deutsch reported that ETS is coming out with a new TOEFL exam: Next Generation test starting in September. Changes will need to be made to the catalog.
- Larsen reminded the Graduate Council that we have one more meeting this semester and that curriculum changes, additions and deletions need to be to that committee within two weeks. Committee chairs need to complete annual committee reports. Since the Council membership will not be changing, the committee structure should be in place before the first fall meeting.
- Deutsch reported that the Outstanding Alumni for this year are Paul Maddox (MUGC) and Bernie Queen (MU).

The meeting was adjourned at 1:32.

**Attachment 2**  
**Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			4/29/2005		
List below the names of all persons having any level of graduate faculty status. (Last name first)	College or School	Department or Division	Graduate Faculty Level	Term Starts	Term Expires
				Month Year	Month Year
Robertson, David	CEHS	Exercise Science, Sport, & Recreation (ESSR)	Associate	April 2005	April 2008
Emmett, Dennis	LCOB	Marketing/Management	Graduate	December 2003	December 2008
Brookshire, Michael	LCOB	Marketing/Management	Graduate	December 2003	December 2008
Schiavone, Michele	COLA	English	Associate	March 2005	March 2008
Gilpin, Susan	COLA	Communication Studies	Graduate	March 2005	March 2010
Fish, Margaret	COLA	Psychology	Doctoral	March 2005	March 2010
Richards, John	COLA	Humanities	Associate	March 2005	March 2008
Teel, John	COLA	English	Associate	March 2005	March 2008
Mullens, John	COLA	Humanities	Associate	March 2005	March 2008
Haning, Ray	COLA	Psychology	Associate	March 2005	March 2008
O'Keefe, Stephen	COLA	Psychology	Graduate	March 2005	March 2010
Duke, David	COLA	English	Associate	March 2005	March 2008
Green, Christopher	COLA	English	Graduate	March 2005	March 2010
Jackman, Susan	SOM	Microbiology	Doctoral	April 2005	April 2008
Norton, Michael	SOM	Physiology/Chem	Doctoral	April 2005	April 2008
Primerano, Donald	SOM	Microbiology	Doctoral	April 2005	April 2008
Wright, Gary	SOM	Physiology	Doctoral	April 2005	April 2008
Subedi, Deepak Kumar	LCOB	Management/Marketing	Graduate	April 2005	April 2010
Cassidy, Christopher M.	LCOB	Management/Marketing	Graduate	April 2005	April 2010
Dechant, Darrell	CITE	Safety	Graduate	March 2005	March 2010
Thacker, Allen	CITE	Safety	Associate	April 2005	April 2010
Anderson, Kurt	CITE	Engineering	Graduate Instructor	Dec. 2003	Dec. 2005
Thompson, Jonathan	CITE	All of CITE	Associate	Nov. 2003	Nov. 2006
Simonton, Scott	CITE	ES	Graduate	March 2005	March 2010
Miezio, Kathleen	CITE	Safety	Graduate	March 2005	March 2010

**Attachment 3**

**Change of Name from Industrial and Employee Relations (M.S. degree) to “Human Resource Management” (M.S. degree), and some add changes in requirements and courses**

**HUMAN RESOURCE MANAGEMENT (M.S.)**

The Master of Science in Human Resource Management degree program is designed to prepare graduates for research and administrative positions in both public and private sector human resource management offices, labor unions, other employee associations, and agencies concerned with employer-employee relations. Graduate instruction is provided in human resource management and development; in trade unionism and collective bargaining; and in legal and public policy issues which may relate to any of the preceding. These matters are examined academically within the contexts of social, economic, and political considerations; and are analyzed via the theoretical and empirical contributions of the social/behavioral sciences.

The study of human resource management is based upon the knowledge and methods developed in a number of traditional areas of study. The major disciplines represented in the program are economics, psychology, sociology, management, and law. Coursework in related fields is available and encouraged.

**Admission to the M.S. Program**

Admission to the M.S. program requires:

- A bachelor’s degree from an accredited institution with a minimum 2.5 GPA, and
- A minimum Graduate Management Admissions Test (GMAT) score of at least 450 or a minimum on the Graduate Record Examination (GRE) of 860 for tests taken after September 2002, and
- An index of 950 computed by multiplying the undergraduate Grade Point Average (GPA) by 200 and adding the GMAT score or 53% of the total GRE score
- Demonstrated computer literacy

**The Human Resource Management Program includes:**

*Hours*

Foundations courses, required as determined by the Academic Advisor .....	0-6
M.S.H.R.M. Core Courses .....	27
Electives .....	3
<b>TOTAL.....</b>	<b>30-36</b>

**Foundations Courses**

Course Number	Course Title	Hours
ECN 501	Economic Analysis	3
MKT 511	Marketing and Management	3

**Core Courses** (Required of all students)

Course Number	Course Title	Hours
HRM 600	Development of Labor Relations	3
HRM 605	Human Resource Economics	3
HRM 610	Collective Bargaining, Negotiation and Dispute Resolution	3
MGT 620	Human Resource Management	3
HRM 630	<del>Labor Law</del> Employment Law	3
HRM 660	<del>Administration of</del> Compensation and <del>Fringe</del> Benefits	3
MGT 672	Organizational Behavior	3
MGT 692	Ethics and Global Aspects of Business	3
MGT 698	Administrative Policy and Strategy	3
Total hours in required Core Courses		27
Elective*		3

\*Elective may be selected from one of the following courses: Personnel Selection and Testing (HRM 670), Human Resource Development and Training (HRM 675).



**Attachment 4**

New Major: M.A. in Latin

**Department of Classics**  
**Proposed Degree: Master of Arts in Latin**

**In accordance with the provisions of Title 133, Series 11, submission of proposals for new academic programs, we respectfully submit the following proposal for a Master of Arts in Latin.**

**Name of Institution:** Marshall University

**Date:** March 18, 2005

**Category of Action Required:** Approval for a new degree program.

**Title of Degree:** Master of Arts in Latin

**Location:** Huntington, WV

**Effective Date of Proposed Action:** January 9, 2006

**Brief Summary Statement:**

The Latin M.A. is a 33-hour degree that consists of twenty-one hours of advanced Latin on the 500- and 600-levels, six hours of related courses taught in English, and six thesis hours.

The program fills significant needs in West Virginia and surrounding states. It will allow current Latin teachers to expand their knowledge base and to strengthen their own programs. It will also contribute to the training new teachers of Latin on the middle and secondary school levels, and will prepare students to enter PhD programs in Classical Philology. The M.A. in Latin is not designed to replace the M.A.T. in Latin currently offered by Marshall, nor does it guarantee licensing or certification to teach Latin in WV. It will, however, allow teachers certified in other disciplines to add Latin as a content area, and it will provide additional graduate hours for persons that hold professional teaching certification in Latin, which may result in advanced salary classification.

**Proposal for a Masters of Art in Latin****3.9. Program Description:****3.9.1. Program Objectives:**

Since the 1930s Marshall University's Latin secondary education program has produced more Latin teachers who teach in West Virginia than any other teacher education program in the state, and for the last fifty years at least four-fifths of the Latin teachers in the state have been educated at Marshall. The expansion of the program to include the M.A. in Latin is a logical direction in which to progress, so that our graduates may continue to strengthen their own programs, and enhance their own standing in and ties to Latin teachers' organizations across the United States. Linking our state teachers to the national organizations is a path to national prominence for all our programs. It is a goal significantly served by the institution of the M.A. in Latin. The degree is also designed to train new teachers of Latin, and to prepare students for more advanced work in the study of Latin language and literature. Marshall currently offers a Masters of Arts in Teaching. Latin may be added as an endorsement area in combination with an additional approved area of certification. The MA in Latin does not include licensing or certification to teach Latin in WV. The MA in Latin will provide additional graduate hours for persons that hold professional teaching certification, which may result in advanced salary classification.

The program provides students with the latest research, theory and methodologies associated with the study of Latin language and literature, as well as opportunity to hone and enhance language skills. It consists predominantly of the study of Latin language and literature at an advanced level, supported by coursework in ancient history, art history, and Greek and Roman literature in English translation. In addition, students will complete an M.A. thesis, working with an individual professor closely on a topic that interests the student and represents a substantial contribution to existing scholarship on Latin literature. The structure of the program reflects those of similar degree programs at small, liberal-arts colleges as well as larger state institutions across the United States.

At the end of the program students will be able to:

1. Achieve competency in graduate-level Latin language and literature with emphases on morphology, grammatical structure, the style of individual authors, and the cultural and literary contexts of each author;
2. Reinforce their knowledge of Latin grammar and style with the study of advanced Latin Prose Composition.
3. Demonstrate a thorough grounding in ancient and modern theories of literary interpretation.
4. Display special skills in the study of one author, which includes the reading of principal texts and the inclusive study of secondary sources.
5. Demonstrate knowledge of such ancillary disciplines as art and archeology.
6. Write an advanced piece of research that shows the potential for independent and original thinking in conjunction with disciplinary expertise in classics.

**3.9.2. Program Identification:**

Master of Arts in Latin

(CIP 16.1203: Latin Language and Literature)

### 3.9.3. Program Features:

The Latin M.A. will be a 33-hour degree that will consist of twenty-one hours of advanced Latin on the 500- and 600-levels, six hours of related courses taught in English, and six thesis hours. From the Latin courses, students will be required to take LAT 640 (Advanced Latin Prose Composition) and LAT 660 (Special Author in Latin Literature), and will select 15 hours from the other courses. From the courses taught in English, students will be required to take CL 620 (Theoretical Approaches to Latin Literature) and will select 3 hours from the other courses.

All students will be required to write an M.A. thesis of approximately 50-70 pages. Topics will be literary, and grounded in cultural contexts and literary critical techniques. They can focus on one author, or on themes or subjects found in more than one author. The research and writing of the thesis will extend over two semesters. In the first, students, working with an advisor, will develop and begin preliminary research on an author. In the second, they will continue their research and complete the actual writing. Students will be encouraged to present their research at national or regional conferences.

#### 3.9.3.1: Admissions and Performance Standards:

Admissions requirements for students will include:

- the completion of and submission of scores for the GRE
- an undergraduate degree in any field
- three letters of recommendation
- appropriate prerequisites for upper-level Latin courses, which minimally consist of the completion of at least six semesters of Latin, at least two of which were taken at the 300-level or above.

Applicants will also be required to pass a diagnostic Latin reading test, aimed at assessing the student's Latin reading ability, and identifying the students who may need more Latin work before progressing to the M.A.

#### 3.9.3.2 Program Requirements:

The MA degree will consist of twenty-one hours of advanced Latin on the 500- and 600-levels, of which LAT 640 and 660 are required, six hours of related courses taught in English of which CL 620 is required, and six thesis hours.

Courses that may be used to fulfill the advanced Latin requirement are:

- LAT 503: Roman Comedy. *A close reading in Latin of selected comedies of Plautus and Terence, along with a study of their literary antecedents.*
- LAT 504: Roman Elegy: Propertius and Tibullus. *A close reading in Latin of the poetry of Propertius and Tibullus, along with a study of literary antecedents, cultural contexts and contemporary theories.*
- LAT 505: Readings in Vergil. *A close reading in Latin of the poetry of Vergil, along with a study of his literary antecedents, cultural contexts and contemporary theories.*
- LAT 506: Horace: Odes and Epodes. *A close reading in Latin of the poetry of Horace, along with a study of his literary antecedents, cultural contexts and contemporary theories.*
- LAT 507: Livy's History of Rome. *A close reading in Latin of the selections from the histories of Livy, along with a study of his literary antecedents and historiographical theory.*
- LAT 509: Roman Satire: Horace, Martial and Juvenal. *A close reading in Latin of the selections from satires of Horace, Juvenal and Martial.*
- LAT 510: Tacitus. *A close reading in Latin of the selections from the histories of Tacitus,, along with a study of his literary antecedents and historiographical theory.*
- LAT 580-583: Special Topics in Latin Literature.
- LAT 585-588: Independent Study.
- LAT 680-683: Special Topics in Latin Literature.
- LAT 685-688: Independent Study.

Other required courses:

- LAT 640: Advanced Latin Prose Composition. *A detailed study of Latin prose composition that focuses heavily on the more complex grammatical structures of the language.*
- LAT 660-665: Special Author in Latin Literature. *A detailed study of one Latin author with close attention to primary and secondary sources on that author.*
- CL 620: Theoretical Approaches to Latin Literature.
- LAT 681: Thesis Hours.

Courses that may be used to fulfill the related courses requirement are:

- ART 508: Art of the Ancient World



- CL 535: Greek Civilization
- CL 536: Roman Civilization
- CL 560: Ancient Goddess Religions
- CL 570: Transformations of Myth
- CL 580-583: Special Topics in Greek and Roman Literature
- CL 585-588: Independent Study

#### **Full time graduate student sample schedule.**

The program will require 33 hours to complete, 21 hours of Latin (including LAT 640 and LAT 660), six hours of related courses, six thesis hours. A graduate student must carry nine credits per semester to be considered full-time. The proposed sample schedule is focused on a full-time graduate student completing the program in two years.

First Semester	Second Semester
500-level Latin Course	500-level Latin Course
CL 620	LAT 640
CL 535	ART 508
Third Semester	Fourth Semester
500-level Latin Course	500-level Latin course
LAT 660	Thesis Hours.
Thesis Hours	Elective.

#### **3.9.4 Program Outcomes:**

The MA in Latin will contribute to teacher education in the state of West Virginia, and will prepare students for further graduate and professional education in fields other than teaching.

#### **3.9.5: Program Delivery**

We anticipate that the majority of students who choose to pursue the M.A. in Latin will be able to complete the necessary coursework within two years, although we also recognize that many will take longer, especially those with substantial outside commitments. We intend to make graduate options available also in the Summer Session. Delivery can and most likely will occur in residential campus setting, and we will add a distance learning component to our graduate Latin courses. This element will in all likelihood be significant for most students—and the distance option may be decisive for some. We envision expanding our T- and E-course offerings substantially in order to account for the difficulty of traveling to Huntington regularly for students in other parts of West Virginia. The department is already committed to distance learning through such undergraduate courses as CL 200-E, CL 233-E, and CL 234-E and CL 236-E. Thesis hours will be completed by enrollment in two or more Independent Study semester-long courses.

### **4. Program Need and Justification.**

#### **4.1 Relationship to Institutional Goals/Objectives:**

The second major commitment of our university "is the enhancement of graduate education." In *Owning the Opportunity: MU-2010*, the ten-year plan for the university adopted in Fall 2001, "commitment to high quality graduate programs" is a major objective, and a Master of Arts in Latin is specified (p. 9) as one means of meeting this commitment.

#### **4.2 Existing Programs:**

No other institution in West Virginia offers a Master of Arts degree in Latin. The school geographically closest to Marshall University that offers this degree is the University of Kentucky at Lexington. Marshall's program has in fact adapted itself outstandingly to the state's needs administratively and has developed into the *only* center in West Virginia for Classics education. West Virginia University has been without full-time Classics faculty members or a Latin degree for over ten years. With the recent appointment of a third Classics faculty member, the program is now poised to offer a much needed Master of Arts degree in Latin to state Latin teachers and others who wish to pursue graduate studies in the field.

#### **4.3 Program Planning and Development:**

Our "Intent to Plan" was approved by the Chancellor on February 3, 2005. This document represents our planning to date. No other preliminary plans are needed before implementation, since we require no additional facilities, faculty or budget to implement this program.

#### **Schedule for Implementation of Program.**

Date of Intent to Plan: September 20, 2004  
 Proposed date for full proposal: March 18, 2005  
 Proposed date for Implementation: January 9, 2006

#### 4.4 Clientele and Need:

The target population comprises undergraduate students from Marshall and other colleges and universities who want to expand their Latin education with a view either to teaching on the secondary level, or to pursuing a Ph.D. degree. A second population consists of current teachers of Latin, who wish to enhance or renew their skills, and teachers of other subjects, who wish to add Latin to their other content areas. Students seeking secondary school certification will need to complete the necessary education requirements for licensing in the state.

The most immediate need that will be met by this program is the constant demand for Latin teachers on the secondary level, in West Virginia, Ohio, Kentucky, and other neighboring states (note the annual "National Latin Teacher Recruitment Week," implemented in recent years jointly by both national and regional Classics organizations to address the lack of Latin teachers: <http://www.promotelatin.org/nltrw.htm>). We anticipate that the program will appeal to the following types of students:

- Secondary school teachers who wish to add Latin to the subjects they can teach.
- Current secondary school Latin teachers who wish to improve their language skills and keep current with scholarship.
- Students who come to Latin too late in their undergraduate career to complete the number of hours necessary for certification (currently eighteen), but who wish to add Latin as their first or second content area for secondary school teaching, will wish to pursue a Latin M.A.
- Graduate students in such fields as English, History, and Foreign Language who are interested in gaining a formal knowledge of Latin as a component of their graduate education.
- Individuals in the community or the state who will come to the learning of Latin purely to satisfy their own interests and inclinations, and in order to continue to advanced research at a doctoral level.

#### 4.5. Employment Opportunities.

The Classics Department at Marshall has historically supplied the vast majority of high school level Latin teachers in West Virginia. Our undergraduate majors have frequently gone on to positions at schools across the state, and have not infrequently founded and supported single-handedly the Latin programs at their high schools. It is not an exaggeration to say that Marshall's Classics Department has fuelled Latin training within the state to a unique degree.

Specifically, the American Classical League job posting for August, 2004 (<http://spectrum.troyst.edu/~acl>) listed two open Latin positions in the state of West Virginia, eleven in Ohio and one in Kentucky. We have heard of as many as three other potential retirements in the state of West Virginia. Both an imminent national shortage of Latin teachers and the lack of conveniently located institutions offering Latin M.A. degrees make the creation of such a degree at Marshall very attractive now. It is estimated that about seventy percent of those presently teaching foreign languages will retire in the next five years, and the resulting shortage of Latin teachers can only be filled by programs such as Marshall's. As these new teachers get a start in their chosen profession, they will seek to strengthen their position and earning power by completing an M.A. in their field. But as they put down roots in a West Virginia city or town, they will seek a nearby institution that offers the degree they want so that they may continue to work while completing the degree. At present, there is no institution for residents in central West Virginia that is not four to five hours distant from their homes. Marshall's Latin Masters program would allow them either to commute for classes or to take classes through a variety of distance learning options.

#### 4.6. Program Impact.

The program we outline meets and exceeds the goals of humanities graduate education at Marshall University, and fits in well with the aims of our department. The expansion of our program to include the M.A. significantly benefits teachers and would-be teachers in West Virginia and surrounding states who need a Masters in Latin for career advancement, or who want to add Latin as a teaching field. New Latin teachers will be able to choose where they want to work, since they are needed nearly everywhere. Additionally, the M.A. in Latin raises the status of the Classics department at Marshall University. While members of our faculty are nationally known because of their research interests and publications, the addition of a graduate degree to our program will enhance the reputation of the department as research-oriented. This new status helps achieve Marshall's goal of national prominence.

#### 4.7. Cooperative Arrangements.

DNA

#### 4.8. Alternatives to Program Development.

DNA

### 5. Program Implementation and Projected Resource Requirements

#### 5.1 Program Administration.

The program will be administered by the Department of Classics.

**5.2 Program Projections.**

We anticipate that demand for the MA will be small and steady. We have two currently enrolled students who are interested, and two who have received undergraduate Latin degrees from Marshall who are interested.

**5.3 Faculty Instructional Requirements.**

The Classics faculty at Marshall are in a strong position to offer students professional training at the graduate level; each has attained the terminal degree of Ph.D., and each is active in regional, national and international Classics organizations. All three are active professional classicists: giving talks consistently at significant regional and national conferences, being invited as speakers to other campuses, publishing and web-publishing in the standard journals of the field, serving as leaders on regional and national committees in the profession, and developing new courses yearly. All three faculty members are Writing Across the Curriculum certified, and regularly teach Writing Intensive courses and team-taught courses in the Humanities and Honors programs as part of our innovative and unique program. No additional instructional requirements are necessary for the implementation of the MA in Latin.

**5.4. Library Resources and Instructional Materials.**

Library resources and instructional materials are adequate for the implementation of this program. We have a small but substantial book and journal collection, which can be supplemented by extensive online sites and information delivery.

**5.5. Support Service Requirements.**

No further support is needed.

**5.6. Facilities Requirements.**

No further facilities are needed.

**5.7. Operating Resource Requirements.**

No further operating resources are needed.

**5.8. Source of Operating Resources.**

DNA

**6. Offering Existing programs at New Locations.**

DNA

**7. Program Evaluation****7.1 Evaluation Procedures:****a) Internal Evaluation of Program**

The Classics Department currently has a systematic evaluation plan for the assessment of the Latin undergraduate degree. On the model of this plan, we will develop a plan for the internal evaluation of the M.A. program that includes the following:

- evaluation of student work based on grades and standards developed by the department, especially for coursework and papers preparatory to the thesis, and the filing of a thesis paper of approximately 40+ pages presenting original research in the field of Latin literature or language;
- assessment of student success rates in placement through alumni survey letters at twelve and twenty-four months after graduation, and informal contact with graduates;
- evaluation of student satisfaction through the keeping of anonymous survey data from each semester's graduate courses, and through a formal exit survey completed by each student.

All faculty in the program will be expected to achieve and maintain full graduate faculty status, which includes a firm commitment to scholarship. Faculty will be assessed by annual reports.

**b) External Evaluation of Program**

The Classics Department undertakes to invite assessment of the M.A. program by a selected team of three to five invited members of the profession of Classics (faculty members and possibly graduate students) from similar programs in the region every five years. Members of the team will belong to schools with graduate programs recognized by the American Philological Association, the North American professional organization for classicists. This five-year assessment will cover all aspects of the program, and aim at examining the program for professionalism and academic rigor. Relevant documents from this assessment will be made available for program reviews at the university level.

The Department will also maintain records of students accepted by other graduate schools for further study. These records will also serve as external confirmation of the level of academic training offered by our program.

**7.2 Accreditation status:**

Beyond North Central there is no external accrediting agency for this program.

**Attachment 5****New Area of Emphasis: Watershed Resource Science****Action approved:**

**Request for a new “Area of Emphasis” in Biological Science to be known as “Watershed Resource Science”**

**Submitted by:**

**Mike Little, IST  
Charles Somerville, BSC  
Laura Jensi, BSC**

**Contents of Proposal:**

- *PART I- PROGRAM DESCRIPTION*
- *PART II-VIABILITY*
- *PART III-NEED*
- *PART IV-PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS*
- *PART V- ENTRANCE REQUIREMENTS*
- *PART VI-COURSE REQUIREMENTS*
- *PART VII—CATALOG DESCRIPTION*
- *Part VIII-Course Options: for Assessment, Management, and GIS specializations*
- *Part IX--Existing graduate programs similar to the graduate program outlined in this proposal:*

**PART I- PROGRAM DESCRIPTION**

Watershed Resource Science as an area of emphasis in Biological Science will provide participating students with a systematic and integrated approach to the study of our water resources as well the analysis and implementation of the most effective way to manage their use and conservation. In this program, the integration of educational, social science, and business offerings into traditional and integrated science curricula provides students with the knowledge base necessary to become effective and innovative workers in the assessment and management of our water resources.

The curriculum of this program is made up of a research component, a core of required courses, and specialization in environmental assessment, environmental management, or environmental informatics. Students choosing a research option must complete 32 hours of coursework and a thesis of minimally six hours course credit and will receive an MS degree. Students choosing a Management and Assessment option will receive an MA degree and must complete 36 hours of credit. The MA degree also requires completion of a minimum of three hours of research or independent study credit. A minimum of sixteen hours for MS and eighteen hours for MA degrees must be completed in course work at the 600 level.

To obtain full graduate status in this program, each applicant must meet the following minimum entrance requirements.

- A bachelor’s degree which includes a **minimum of 6 courses** from the following disciplines;
- Mathematics (*must include 1 semester of calculus and one semester of statistics.*)
- two courses from physics, physical science, chemistry, or geology
- two courses from biology, agronomy, or life sciences

A successful graduate must complete the research core, which may be a thesis (MS) or independent study (MA) project, core of required courses, and courses in a specialization chosen in collaboration with a faculty advisor.

**PART II-VIABILITY**

A-Natural Resource programs that focus on the science of environmental assessment and management practices for water resources at the master’s level are common at a number of prestigious institutions. The area of emphasis that we propose, “Watershed Resource Science”, follows the curricular organization of a number of these institutions but focuses more specifically on water and its associated landforms. This focus is justifiable, because first, water resources are among the most critical and endangered resources nationally and second, the present resources of the university and the potential for expansion of educational and research resources are most compatible with the study and management of aquatic systems.

Graduates of these programs find employment in government or private environmental organizations as researchers, managers and/or environmental educators.

### **Institutions with Natural Resource Science/Management Programs**

U. Nevada, Reno: Department of Environmental and Resource Sciences, MS degree.

U. Vermont: MS in Natural Resource Planning.

Duke University: Nicholas School of the Environment and Earth Sciences; MS degree, with a concentration in Integrated Science and Management.

University Nebraska, Lincoln: School of Natural Resource Sciences; MS with a major in Natural Resource Sciences.

Texas A&M: MS in Natural Resource Development.

Delaware State University: MS in Natural Resources.

University of Michigan: MS, School of Natural Resources.

### **PART III-NEED**

Watersheds, their assessment, and their management are a major focus of federal and state agencies with regulatory, policy, and research missions. An integrated degree program such as we propose would focus on watersheds, their study, assessment, and management and would provide excellent background and experience for future employment. The placement of "Watershed Resource Science" in the Marshall University – COS Department of Biological Sciences associates this specialization with a department that has an excellent history of training scientists in biology and environmental assessment.

### **PART IV-PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS**

#### A. Program Administration.

Program would be administered as an Area of Emphasis in the Biological Sciences M.S. degree.

#### B. Program Projections

In the past year 11 students have worked with the IST faculty as graduate students in the MSPS program in Geobiophysical Modeling.

While some of these students would continue in Geobiophysical Modeling, a majority of students working with IST faculty has indicated a preference for the options available in "Watershed Resource Science".

#### C. Faculty Instructional Requirements

Faculty with the skills required are presently available, including:

- Dr. Charles Somerville, BSC
- Dr. James Brumfield, BSC
- Dr. Dan Evans, BSC
- Dr. Victor Fet, BSC
- Dr. Mary Etta Hight, BSC
- Dr. Frank Gilliam, BSC
- Dr. Jagan Valluri, BSC
- Dr. Jeff May, BSC
- Dr. James Joy, BSC
- Dr. Tom Pauley, BSC
- Dr. Mike Little, IST
- Dr. Ralph Taylor, IST
- Dr. Tom Jones, IST

#### D. Library Resources and Instructional Materials

Existing library resources and instructional materials are adequate. Additional reference materials would be beneficial but present library resources are adequate.

#### E. Support Service Requirements

Existing support services (labs, computer facilities, equipment) are adequate and would be shared among departments participating in this area of emphasis.

#### F. Facilities Requirements

No new space or renovation will be required. Departments participating in this major will make the necessary space available.

## G. Operating Resource Requirements

Between BSC and IST over \$250,000 of the equipment, instrumentation, and materials necessary for EPA Approved or Standard Methods research are available.

**PART V- ENTRANCE REQUIREMENTS**

To obtain full graduate status in this program, each applicant must be admitted to the BSC master's degree program plus must meet the following minimum entrance requirements.

- A bachelor's degree which includes a **minimum of 6 courses** from the following disciplines;
  - Mathematics (*must include 1 semester of calculus and one semester of statistics.*)
  - two courses from physics, physical science, chemistry, or geology
- two courses from biology, agronomy, or life sciences

**PART VI-COURSE REQUIREMENTS**

Thesis (MS) option:

Option	Course number and title	Hours
Thesis	BSC thesis credit	6
Seminar	BSC Seminar Sequence	5
Required Courses:	ES 660 Environmental Law I BSC 531 Limnology or BSC 530 Plant Ecology PS Special Topics Bioassessment Graduate GIS (see appended list)	14
Courses from assessment, management, or environmental informatics.		7
TOTAL		32

Non Thesis (MA) option:

Option	Course number and title	Hours
Independent Study Research	BSC independent study credit	3
Seminar	BSC Seminar Sequence	5
Required Courses:	ES 660 Environmental Law I BSC 531 Limnology or BSC 530 Plant Ecology PS Special Topics Bioassessment Graduate GIS (see appended list)	14
Specialization (courses from assessment, management, or environmental informatics.)		14
TOTAL		36

**PART VII—CATALOG DESCRIPTION****VIII-Course Options: for Assessment, Management, and GIS specializations**

Watershed Resource Science as an area of emphasis in Biological Science will provide participating students with a systematic and integrated approach to the study of our water resources as well as the analysis and implementation of the most effective way to assess their quality and manage their use and conservation. In this program, the integration of course offerings in assessment, bioinformatics, and management into traditional and integrated science curricula provides students with the knowledge base necessary to become effective and innovative workers in the assessment and management of our water resources.

The curriculum of this program is made up of a research component, a core of required courses, and specialization in environmental assessment, environmental management, or environmental informatics. Students choosing a research option must complete 32 hours of coursework and a thesis of minimally six hours course credit and will receive an MS degree. Students choosing a non-thesis option will receive an MA degree and must complete 36 hours of credit. The MA degree also requires completion of a minimum of three hours of research or independent study credit. A minimum of sixteen hours for MS and eighteen hours for MA degrees must be completed in course work at the 600 level.

To obtain full graduate status in this program, each applicant must meet the following minimum entrance requirements.

- A bachelor's degree which includes a **minimum of 6 courses** from the following disciplines;

- Mathematics (*must include 1 semester of calculus and one semester of statistics.*)
  - two courses from physics, physical science, chemistry, or geology
  - two courses from biology, agronomy, or life sciences

A successful graduate must complete the research core, which may be a thesis (MS) or independent study (MA) project, core of required courses, and courses in a specialization chosen in collaboration with a faculty advisor.

Thesis (MS) option:

Option	Course number and title	Hours
Thesis	BSC thesis credit	6
Seminar	BSC Seminar Sequence	5
Required Courses:	ES 660 Environmental Law I BSC 531 Limnology or BSC 530 Plant Ecology PS Special Topics Bioassessment Graduate GIS (see appended list)	14
Courses from assessment, management, or environmental informatics.		7
TOTAL		32

Non Thesis (MA) option:

Option	Course number and title	Hours
Independent Study Research	BSC independent study credit	3
Seminar	BSC Seminar Sequence	5
Required Courses:	ES 660 Environmental Law I BSC 531 Limnology or BSC 530 Plant Ecology PS Special Topics Bioassessment Graduate GIS (see appended list)	14
Specialization (courses from assessment, management, or environmental informatics.)		14
TOTAL		36

#### Course Options: Assessment Specialization

##### BIOLOGICAL SCIENCES (BSC)

501 Ichthyology. 4 hrs. II. (Alternate years)

Anatomy, physiology, ecology, zoogeography, economic importance and classification of major groups and representative local species of fishes. 2 lec-4 lab and field. (PR: BSC 120-121, 214 or 310)

505 Economic Botany. 3 hrs.

Plants used by man for food, ornamental purposes, building materials, textiles and other industrial purposes: economic importance of conservation. No laboratory. (PR: BSC 120-121 or equivalent)

506 Herpetology. 4 hrs. II, (Alternate years)

A survey of the reptiles and amphibians of the world with special emphasis placed on forms resident to West Virginia including aspects of zoogeography, morphology, taxonomy, and behavior. 2 lec-4 lab. (PR: BSC 120-121, 214)

508 Ornithology. 4 hrs. II, (Alternate years)

An introduction to avian biology: Identification, distribution, migration and breeding activities of birds. 2 lec-4 lab. (PR: BSC 120, 121; REC: BSC 214)

509 Mammalogy. 4 hrs. I (Alternate years).

Study of morphology, evolution and classification, zoogeography, ecology, economic importance; survey techniques and recognition of native mammals of West Virginia. (PR: BSC 121 plus an additional 8 hours of BSC courses)

516 Plant Taxonomy. 4 hrs. I, II, S.

Identification and classification of seed plants and ferns of eastern United States. Readings in history and principles of taxonomy, rules of nomenclature and related topics. 2 lec-4 lab. (PR: BSC 120-121 or equivalent)

517 Biostatistics. 3 hrs.

Statistical skills for biological/biomedical research, with emphasis on applications. Experimental design/survey sampling, estimation/hypothesis testing procedures, regression, ANOVA, multiple comparisons. Implementation using statistical software such as SAS, BMDP. Same as MTH 518. (PR: Permission)



518 Mycology. 4 hrs. I.

Nature, cause and control of plant diseases. 2 lec-4 lab. (PR: BSC 120-121)

519 Plant Anatomy. 4 hrs. II. Investigations in plant anatomy with emphasis on seed plants. 2 lec-4 lab. (PR: BSC 120 and 121 or permission)

520 Plant Physiology. 4 hrs. II. (Alternate years)

Experimental study of plant life processes to include applicable biophysical and biochemical principles, water relations, molecular biology, stress physiology, and growth and development. (PR: BSC 322 or equivalent)

522 Animal Physiology. 4 hrs. I.

Physiological principles operating in the organ systems of vertebrate animals. (PR: BSC 120, 121 or equivalent; BSC 322)

524 Animal Parasitology. 4 hrs. I, S.

Morphology, life histories, classification, and host relationships of common parasites. 2 lec.-4 lab. (REC: BSC 212 or equivalent)

526 Medical Entomology. 4 hrs. II, S.

The characteristics and control of certain insects and other arthropods which transmit disease causing organisms. 2 lec-4 lab. (REC: BSC 212 or equivalent)

530 Plant Ecology. 4 hrs. II.

The study of plants and their interactions with their environment at different levels of ecological organization: individuals, populations, communities, and ecosystems. Emphasis on quantitative analysis of ecological data.

531 Limnology. 4 hrs. I, S.

The study of inland waters; ecological factors affecting lake and stream productivity and various aquatic communities. 2 lec-4 lab. (PR: BSC 120-121 or equivalent; REC: BSC 212)

542 Advanced Microbiology. 4 hrs.

An advanced treatment of microbiology with emphasis on the molecular aspects of anatomy, taxonomy, and physiology of microorganisms. 2 lec-4 lab. (PR: BSC 302)

545 Microbial Ecology. 3 hrs. II.

This course introduces students to the vital roles that microbes play in sustaining life on earth. Includes both theoretical and practical concepts ranging from the origin of life to biodegradation. (PR: BSC 121 or permission)

546 Microbial Ecology Lab. 2 hrs. II.

A laboratory course emphasizing the recovery, cultivation, enumeration, and identification of bacteria from environmental samples. Also introduces students to molecular-based methods for studying microbial community structure and dynamics. (PR: BSC 121, CR: BSC 545 or consent)

550 Molecular Biology. 3 hrs. II.

Advanced principles in molecular function emphasizing current research using recombinant DNA methodology. (PR: BSC 322 or equivalent)

560 Conservation of Forests, Soil and Wildlife. 3 hrs. I.

Primarily for students in the biological sciences, general and applied sciences. Includes fieldwork, seminars, and demonstrations related to conservation. 2 lec-4 lab. (PR: BSC 105 or 121 or equivalent) 580-583 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs. (PR: Permission)

620-622 Taxonomy of Vascular Plants. 1-2; 1-2; 1-2 hrs.

Field studies in the taxonomy of higher plants. (Limited to 4 hours credit per student). (PR: BSC 516 or equivalent)

#### ENVIRONMENTAL SCIENCE (ES)

645 Applied Hydrogeology. 3 hrs.

The fundamentals of hydrogeology are utilized to implement a case study investigation of a contaminated groundwater site from the planning stage through a final report. (PR: ES 640 or equivalent experience)

646 Dynamics of Ecosystems. 3 hrs

Species interaction; population, community and ecosystem ecology; productivity; nutrient cycling; physiological ecology, population dynamics; pollution and conservation; and aquatic, marine, and terrestrial ecosystems. (PR: Consent)

648 Vegetation of West Virginia. 3 hrs.

Introduces the student with a minimal biology background to basic field and laboratory botany. Introduction to science of plant taxonomy and community ecology, with emphasis given to West Virginia. (PR: Consent)

#### GEOLOGY

525 Geochemistry. 4 hrs. II., Alternate years (odd numbers)

Introduction to the principles of geochemistry. The application of chemistry to the study of the Earth and to geologic problems. Laboratory work

includes analysis of rocks, soils, and waters. 3 lec - 2 lab (PR: GLY 200, CHM 211 & 217 or permission)

526 Geophysics. 4 hrs.

Development of seismic, gravity, magnetism, electrical and thermal methods to study the structure and dynamics of the earth. 3 lec-2 lab. Course taught on a demand basis only. (PR: GLY 200, PHY 201, MTH 229)

530 Computer Methods in Geology. 4 hrs. II. Alternate years (odd numbers).

The computer will be used for compilation, reduction, data analysis and modeling from a wide range of geological problems. Existing and student-developed programs will be used. 3 lec-2 lab. (PR: 12 hrs.GLY and MTH 130.)

551 Principles of Geomorphology. 3 hrs. I., Alternate years (odd numbers).

Principles of identification and analysis of the world's superficial features in terms of stratigraphy, structure, processes, tectonics and time. 3 lec. (REC: GLY 200, 210 or equivalent)

551L Principles of Geomorphology Laboratory. 1 hr. I., Alternate years (odd numbers).

Identification and analysis of landforms from aerial photos and topographic maps. (CR: GLY 551, required of majors, non-majors elective).

555 Hydrogeology. 3 hrs. I, Alternate years (odd numbers)

The properties of water, the hydrologic cycle with emphasis on surface and groundwater processes. The uses, needs and problems associated with water resources. 3 lec. (PR: GLY 200; CR: GLY 555L for geology majors)

555L Hydrogeology Laboratory. 1 hr. I, Alternate years (odd numbers)

A two hour laboratory of practical hydrogeologic problem solving. (PR: GLY 200; CR: GLY 555, required of majors, non-majors elective)

556 Environmental Geology. 3 hrs. II. Alternate years (even numbers)

The interactions of man and the earth, dealing with natural resources, natural hazards, cultural and urban geology and future planning. (PR: GLY 200, 210L)

556L Environmental Geology Laboratory. 1 hr. II, Alternate years (even numbers)

Current solutions to environmental problems through real life exercises (PR: GLY 200, 210L, 451, 451L; CR 556 for Geology majors).

557 Engineering Geology. 3 hrs. I, alternate years (even numbers).

Geological principles and methods to solve geotechnical engineering problems. (PR: GLY 200, 210L, 451, 451L or by permission of instructor)

#### PHYSICAL SCIENCE (PS)

570 Practicum. 4 hrs.

Problem solving, geobiophysical modeling, and proposal development techniques in the physical sciences. (PR: PS 411, 511 or Permission)

580-583 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.

585-588 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.

646 Seminar on Recent Developments in the Physical Sciences. 3 hrs. Offered on demand.

#### PHYSICS (PHY)

505 Optics Laboratory. 2 hrs.

A course in optical experiments encompassing geometrical and physical optics. This course is to be taken with Physics 304.

515 Electronics Laboratory. 2 hrs.

A course in laboratory measurements encompassing transistors, integrated circuits, and their associated circuits. This course is to be taken with Physics 314.

562 Nuclear Chemistry and Physics. 3 hrs. II.

Alternate years. An introduction or the description of nucleons, electric and magnetic properties of a nucleus, nuclear energy levels, nuclear reactions including neutron activation, interaction of particles with matter, and nuclear forces. 3 lec. (PR: PHY 320 and MTH 231 or consent of instructor).

563 Nuclear Physics Laboratory. 2 hrs.

Laboratory techniques for the measurement of nuclear properties, theory and characteristics of various detectors, statistics of counting, and energy determination of nuclear particles and radiation. This course is to be taken with Physics 462/562. A field trip to the University of Michigan Nuclear

644 Atomic Physics. 3 hrs.

A historical development of the modern theories concerning the structure of matter, electricity, and light, including applications of optical spectra and X-rays. (PR: PHY 203, 204 or PHY 213, 204 or equivalent)

#### Course Options: Management Specialization

600 Introduction to Environmental Science. 3 hrs.

The principles of chemistry, geology, and mathematics used in pollution analysis and control. Topographic maps, environmental regulations, field testing, and compliance. Economics of use of pollution control devices.

602 A Study of the West Virginia Environment. 3 hrs.

An overview of the diversity of the local natural environment, including the plants, insects, amphibians, reptiles, other wildlife, and the impact of human activities on the local environment.

603 Seminar In Current Environmental Issues. 3 hrs.

The influence of environmental laws, common law, contract law, tort law, and regulatory interpretations, as well as the impact of citizens' groups, professional societies, and trade associations on current practice. (PR: Consent)

604 Air Pollution. 3 hrs.

Major air pollution sources; meteorological concepts; physical and chemical characterization; effects on plant and animal life; and development of air pollution laws, with emphasis on West Virginia regulations. (PR: Consent)

609 Topics in Bioscience Education. 1-6 hrs

Selected topics of interest to teachers of biology. (PR: Consent)

614 Environmental Risk Assessment. 3 hrs.

The course will provide a comprehensive review of currently used methods and applications of risk assessment in environmental science and engineering. The course will focus on the analysis of potential risks in all media, and will include state and federal requirements and guidelines for human health and ecological risk assessment. (PR: Consent)

620 Environmental Management Systems. 3 hrs.

EMS principles and elements; environmental, health and safety regulatory issues; ISO 14000 EMS specifications and guidelines; environmental auditing; environmental performance evaluation; life cycle assessment and environmental labeling.

640 Groundwater Principles and Monitoring. 3 hrs.

Introduction to groundwater hydrogeology; including porosity, hydraulic conductivity, aquifers, groundwater flow, well hydraulics, groundwater geology, and water chemistry. (PR: A background in environmental science or geology is recommended)

654 Environmental Microbiology. 3 hrs.

Microbiology of the environment; ecology of the microbial cell; microbial ecosystems; the microbe's interaction with other micro-organisms and macro-organisms; how micro-organisms obtain nutrients, and the effect on the environment. (PR: General biology and general chemistry or consent)

655 Environmental Ethics. 3 hrs.

Introduction to the subject of ethics, environmental ethical theory, moral reasoning, free market regulation, right to know, proprietary information, product liability, cost-benefit analysis, risk assessment, waste disposal, and resource depletion. (PR: Consent)

656 Preparation and Evaluation of Environmental Impact Statements. 3 hrs.

A practical course designed to provide students with the ability to prepare and evaluate impact statements. The course is based on the concepts of the environment as a single interrelated system.

660 Environmental Law I. 3 hrs.

Introduction to major federal environmental legislation and related state programs, including policy issues, judicial review, and practical effects. Includes CERCLA, RCRA, Clean Water Act, Clean Air Act, NEPA, ESA, and SDWA. (PR: Consent)

661 Environmental Regulations 3 hrs.

Practical applications and concentrated study of regulations under all major federal environmental programs, including permitting, reporting, and other compliance issues. Includes discussion of procedures used in development of regulations. (PR: ES 660)

662 Environmental Policy 3 hrs.

Introduction to processes for formulation and development of env. policy, including administrative procedure and the policy process. Discussion of current env. policy issues in relevant political, legal, social, and scientific contexts.

663 Environmental Law II. 3 hrs.

Course covers three general topic areas: environmental assessment and biodiversity (NEPA and ESA), risk management and regulation of toxic substances (TSCA, FIFRA, and SDWA), and international environmental law. (PR: ES 660)

674 Epidemiological Health Research Techniques. 3 hrs.

An introduction to techniques of epidemiological health research. The primary focus will be health problems in the industrial setting.

## GEOGRAPHY

510 Urban Geography. 3 hrs.

Study of city function, patterns, past and current problems confronting the city including planning, zoning, housing, and urban renewal.

514 Methods and Techniques of Regional Planning. 3 hrs.

Introductory planning with emphasis on methods, techniques, tools and principles necessary to accomplish objective regional planning.

515 Regional Planning and Development. 3 hrs.

The philosophy, theories, and principles involved in planning of urban and rural areas.

516 Environmental Planning. 3 hrs.

A study of the principles and techniques of urban-rural land use, and the problems and issues encountered in the practices of land use.

517 Coal Industries Studies: Past & Present. 3 hrs.

An interdisciplinary study for all facets of the coal industry within a historic perspective. Emphasis is placed upon coal industry of West Virginia and the tri-state region.

518 Geography for Teachers. 3 hrs.

A study of elements of geography most essential for effective teaching of geographic content in elementary education and the social studies.

#### HISTORY (HST)

503 American Urban History. 3 hrs.

A study of the political, economic, social, and intellectual impact of the city upon American History, and the impact of history upon the growth of urbanization.

524 U.S. Science and Technology. 3 hrs.

A study of the development and impact of science and technology in the U.S. with

534 The American Experience in Vietnam. 3 hrs.

A study of the origin and escalation of American involvement in Vietnam, the domestic impact of the war within the United States and the collapse of the South Vietnamese government.

540 West Virginia History. 3 hrs.

An interdisciplinary study of the state, its people and its institutions within the national context.

600 Methodology: Seminar in Historical Methods. 3 hrs.

A research and writing seminar in which students are taught and must exhibit the skills and methodologies of practicing research historians.

#### HUMANITIES (HUMN)

530 Technology and the Humanities. 3 hrs.

This course surveys the effects of electronic media on the humanities and how they are taught in the postmodern society. Content will subsume both philosophical/theoretical issues and technical matters.

602 Historical Studies. 3 hrs.

Core course acquaints students with problems of historical knowledge, changes in the interpretation of history, nature of historical forces, and methods of historical research. Open to non-degree students.

#### MANAGEMENT (MGT)

500 Analytical Methods and Techniques. 3 hrs.

Provides competency in some of the basic quantitative skills necessary for analytical work in business administration. Required of all candidates who have had little or no undergraduate background in mathematics.

502 Research Methods. 3 hrs.

This course provides the student with the necessary knowledge to perform business research. Emphasis is placed on applicable research techniques. In addition, several statistical techniques are covered including multiple regression and analysis of variance. to his employees, customers, and the general public and other external factors which management must be cognizant of in modern society. (PR: GSM admission)

#### PARK RESOURCES AND LEISURE SERVICES (PLS)

500 Leisure and Aging. 3 hrs.

A course presenting an overview of leisure services for the elderly. Topics include research results, theories, and modern day trends. A wellness model will be included.

501 Administration of Parks and Recreation. 3 hrs.

Considers administrative practice and various organizational structures. Includes administrative processes, supervision of personnel, budgeting, and public relations. Requires conducting a case study of an existing park and recreation department, including fiscal and personnel policies and an analysis of the effectiveness of such policies.

502 Assessment and Evaluation in Recreation and Leisure Services. 3 hrs.

Theoretical and practical approach to evaluation as applied to recreation and leisure services. Emphasis will be upon developing sound assessment and evaluation methodology applicable to recreation and leisure studies. (PR: PLS 101 or permission)

510 Recreation Area and Facility Maintenance. 4 hrs.

A study of the knowledge and skills necessary to supervise and administer the general development and maintenance of park and recreation areas and facilities.

511 Recreation Areas and Facilities. 3 hrs.

Basic considerations in the planning and design of recreational and sport areas, facilities, and structures including associated amenities.

521 Recreation for Special Populations. 3 hrs.

Study of the use of recreation activities with disabled persons. Techniques in programming and adaptation to meet the leisure needs of special groups

in today's society. In association with a therapeutic recreation institution, student must develop a new/revised procedure for providing recreation programs at that institution. (PR: PLS 120 or permission)

530 Environmental Interpretation. 4 hrs.

Principles and techniques of environmental interpretation as practiced in federal, state, and private agencies. Student must develop an interpretative brochure and evaluate both a facility and a program. 3 lec.-2 lab.

531 Forest Recreation Planning. 4 hrs.

Utilizes the functional planning approach based upon demand and site capability analysis. Student conducts an in-depth recreation capability analysis in an existing park facility, presents this in written form; reviews the current literature on forest recreation development, and makes a final oral report. 3 lec.-2 lab.

540 Off-Highway Vehicle Recreation in America. 3 hrs.

A course designed to integrate off-highway vehicle recreation concepts, experiences, research trends, supply and demands, and management issues.

#### POLITICAL SCIENCE (PSC)

533 Public Administration and Policy Development. 3 hrs.

An examination of alternative theoretical approaches to the study of policy and administration and their implications for the use of policy to shape administrative practice.

550 Administrative Law. 3 hrs.

A study of the basic legal framework of administrative organization, including the problems of administrative discretion, rule making and adjudication, regulatory agencies, and administrative responsibility in the democratic state. (PR: PSC 333)

552 Public Personnel Administration. 3 hrs.

Survey of Public Personnel Administration with particular attention on various facets of the merit system concept. Psychological and human relations aspects of the work situation and supervisorsubordinateinteraction emphasized. (PR: PSC 333 or permission)

554 Administrative Organization and Behavior. 3 hrs.

A study of the contributions of the behavioral sciences to the study of organizations with stress on such concepts as leadership, motivation, power conflict, organizational design and decision making. Intensive work experience in the West Virginia legislative processes coupled with a seminar involving directed reading Legislative Services with only selected students participating. (PR: One semester of graduate work and recommendation of department chairman.)

#### Course Options: Environmental Informatics

#### BIOLOGICAL SCIENCE

510 Remote Sensing/GIS Applications. 4 hrs. I.

A study of the physical systems for collecting remotely sensed data. Statistical/spatial analysis and modeling using image processing/geographic information/spatial computer software systems with earth resources applications. (PR: PHY 203-204, MTH 225 or permission)

511 Digital Image Processing/GIS Model. 4 hrs. II.

A study of image processing/geographic information/spatial analysis systems, concurrent and parallel image processing 3-D modeling scenarios utilizing geophysical data for computer simulation modeling. (PR: BSC/PS 410 or BSC 510)

#### ENVIRONMENTAL SCIENCE

605 Analytical Principles of Environmental Sampling. 3 hrs.

Identifying and measuring contaminants in air, water, soil, and sludge. Methods of analysis including gas chromatography, nuclear magnetic resonance, colorimetry, infrared absorption, ultraviolet absorption, atomic absorption, and mass spectroscopy. (PR: Chemistry and ES 600, or equivalent experience)

610 Environmental Sampling Practice. 3 hrs.

Current practice in environmental testing and monitoring. Traditional wastewater tests, bioassay analysis, aquatic toxicity. Current procedures in gas chromatographic analysis, mass spectrometry. Sample preservation, quality control, and quality assurance. (PR: analytical chemistry and instrumental methods, or ES 605)

626 Remote Sensing and Map Use. 3 hrs.

Introduction to topographic, soil, and geologic maps and aerial and satellite photography as sources of environmental information. Application of various data sources to specific types of environmental problems.

630 Environmental Site Assessment. 3 hrs.

Site inspection and investigation, emphasizing the "due diligence" clause of Section 107 of the Comprehensive Environmental Response Compensation Liability Act of 1980, site remediation, and data analysis and reporting.

## GEOGRAPHY

529 Cartography. 3 hrs.

Understanding principles and developing skills in the use of cartographic drafting equipment and in map making.

530 Cartography and Geographic Information Systems. 3 hrs.

Introduction to computer use in mapping and geographic information systems.  
the western Pacific Ocean.

## PHYSICAL SCIENCE (PS)

510 Physical Principles of Remote Sensing with Applications. 4 hrs.

A study of the physical systems for collecting remotely sensed data. Statistical/spatial analysis and modeling using image processing/geographic information/spatial analysis computer software systems with earth resource applications. (PR: PHY 203 and 204, MTH 225, or permission)

511 Digital Image Processing and Computer Simulation Modeling. 4 hrs.

A study of image processing/geographic information and spatial analysis hardware/software systems, concurrent and parallel image processing modeling scenarios utilizing geobiophysical data for computer simulation modeling and practicum. (PR: PS 410/510 or permission)

**Part IX--Existing graduate programs similar to the graduate program outlined in this proposal:****Programs with URL:**

[http://www.gradschools.com/listings/menus/resource\\_mgmt\\_menu.html](http://www.gradschools.com/listings/menus/resource_mgmt_menu.html)

This site lists all schools with programs sharing curriculum and/or educational goals with what is proposed for BSC.

<http://www.umass.edu/envsci/>

Environmental Sciences Program in College of Natural Resource and the Environment  
University of Massachusetts  
Amherst, MA

<http://www.cnr.vt.edu/>

The College of Natural Resources  
Virginia Polytechnic Institute and State University

[http://snr.osu.edu/grad\\_graphics/natres/natres.html](http://snr.osu.edu/grad_graphics/natres/natres.html)

The Graduate Program in Natural Resources  
The Ohio State University

<http://www.cnr.berkeley.edu/site/grad.php>

College of Natural Resources  
Environmental Science, Policy, and Management (ESPM):  
University of California, Berkeley

<http://www.canr.uconn.edu/nrme/>

College of Natural Resource Management and Engineering  
University of Connecticut

**Other Graduate Programs in Natural Resource Science/Management:****University of South Carolina**

School of the Environment  
Earth and Environmental Resources Management

**Antioch New England Graduate School**

Department of Environmental Studies  
Resource Management and Administration

**Cornell University**

Conservation and Sustainable Development

**Cornell University**

Natural Resources

**University of Connecticut**

The Graduate School  
Natural Resources: Land, Water and Air

**University of New Hampshire**

Department of Natural Resources

Resource Administration and Management

**University of New Hampshire**  
Department of Natural Resources  
Natural Resources and Environmental Studies

**University of Rhode Island**  
Natural Resources Science

**University of Vermont**  
Graduate College  
Renewable Natural Resources

Ball State University  
Department of Natural Resources and Environmental Management  
Natural Resources and Environmental Management

**Louisiana State University**  
Renewable Natural Resources

**Michigan State University**  
College of Agriculture and Natural Resources  
Resource Development

**University of Arkansas**  
Graduate School  
Resource Management

**University of Arkansas**  
Graduate School  
Renewable Natural Resources

**University of Illinois at Urbana - Champaign**  
Department of Natural Resources and Environmental Sciences

University of Minnesota  
College of Natural Resources  
Natural Resources Science and Management

**University of Nebraska - Lincoln**  
School of Natural Resource Sciences  
Natural Resource Sciences

**University of Wisconsin - Stevens Point**  
Natural Resources

**Arizona State University**  
Environmental Planning

**Arizona State University**  
Environmental Resources

**Central Washington University**  
Geography and Land Studies  
Resource Management

**Colorado State University**  
Department of Natural Resources Recreation and Tourism  
Natural Resource Recreation and Tourism

**Humboldt State University**  
College of Natural Resources and Sciences  
Natural Resources

**Montana State University - Bozeman**  
College of Graduate Studies  
Land Resources and Environmental Sciences

**North Dakota State University**  
The Graduate School  
Natural Resources Management

**University of Alaska Fairbanks**

School of Agriculture and Land Resources Management  
Natural Resources Management

**University of California, Berkeley**  
Donald Bren School of Environmental Science and Management  
Environmental Science and Management

**University of Denver**  
University College  
Environmental Policy and Management

**University of Idaho**  
College of Graduate Studies  
Resource Management

**University of Idaho**  
College of Graduate Studies  
Resource Management

**University of Wyoming**  
Resource Management

**Washington State University**  
Graduate School  
Resource Management

**Washington State University**  
Graduate School  
Environmental and Natural Resource Sciences



**Attachment 6**  
**Changes to the ESSR Program**

April 1, 2005

**To: Marshall University Graduate Council**  
**From: Division of Exercise Science, Sport, and Recreation (ESSR)**  
**Re: Proposed changes in the ESSR Graduate Program**

The changes that are listed below have been approved by the College of Education and Human services Graduate Program committee at the October 13, 2004 meeting. The Division of Exercise Science, Sport, and Recreation changed the name of the division more than four years ago from Health, Physical Education, and Recreation, and many of the proposed changes reflect that name change. The changes are being made to more accurately reflect the programs that are being offered. Proposed changes are in bold, programs being altered are in parenthesis, and the justification follows.

**Name change- Clinical Applied Area of Emphasis: Cardiac Rehabilitation** (Clinical Applied Area: Adult Fitness/Cardiac Rehabilitation Emphasis. The program is now hospital oriented rehabilitation. Students interested in fitness development activities enroll in the Exercise Physiology Area of Emphasis.

**Clinical Applied Area of Emphasis: Cardiac Rehabilitation course changes: Add PE 601 Advanced Exercise Testing, "Restrictive Electives" 6 hours, and Research Course changed to EDF 517 or equivalent.** (The new wording replaced designating specific restrictive electives and the research courses). These changes provide for more program flexibility to develop customized academic programs to better meet the needs of the student.

**Athletic Training Area of Emphasis moved to Exercise Science, MS Degree** (The athletic training area of emphasis was offered under the Health and Physical Education Degree). The Athletic Training subject area has a very strong emphasis in exercise science.

**Athletic Training Area of Emphasis course changes: Statistics- EDF 517 required, 18 hours of required courses PE 621, HS 579, PE 601, PE 687 HS 540 or HS 640, HS 548 or HS 646 and 6 hours of restricted electives (as approved by advisor) replace 24 hours of required courses. EDF 517 now becomes the preferred course that can be used to fulfill the statistics requirement. A 6-hour required internship or thesis has been added.** Most of the changes are an editorial rearrangement or reflect a minor tweaking of the required courses to reflect changes in the course requirements by the NATA/CAAHEP national accrediting agency.

**Degree program name change: Sport Administration, M.S. Degree.** (This is a change from Health Physical Education, MS Degree). The division underwent a name change from the division of Health, Physical Education, and Recreation (HPER) to the Division of Exercise Science, Sport, and Recreation (ESSR) several years ago. The new name of the graduate program better reflects this name change and will eliminate confusion. At the present time, some students believe that they would be licensed to teach by obtaining the Master's degree in PE.

**Area of emphasis name change: Sport Management Emphasis:** (This is a change from Athletic Administration Emphasis). This change is being made because the term "Sport Management" represents a broader field of study. Athletic Administration usually refers to amateur sports, but the degree program is also preparing students to enter professional sports and to work in related sport businesses.

**Delete Areas of emphasis in Physical Education and Park Resources and Leisure Services:** The current program does not offer courses in pedagogy for a teaching degree that the name Physical Education implies. Not enough advanced courses were offered in PRLS to provide an adequate graduate program.

**Add Recreation and Physical Activity Area of Emphasis:** This is a flexible, general degree program for students who want to study the physiological or cultural impact of either recreational or physical activity. This area lends itself to the development of degree programs for students with unique educational and academic objectives.

The complete revised program is shown on the following pages. *The following pages are intended to replace the text of the current Graduate Catalog.*

### **EXERCISE SCIENCE, SPORT, AND RECREATION**

The Division of Exercise Science, Sport, and Recreation (ESSR) offers graduate degrees in Exercise Science (M.S.) and Sport Administration (M.S.). Each degree program has distinct areas of emphasis. The Exercise Science program has three areas of emphasis: Athletic Training; Clinical Applied- Cardiac Rehabilitation; and Exercise Physiology. The Sport Administration degree program offers two areas of emphasis: Sport Management; and Recreation and Physical Activity.

Both degree programs require from 32 to 39 hours and successful completion of an oral comprehensive examination or thesis defense. Both thesis and non-thesis options are available.

Admission in good standing is different for the two degree programs. A personal interview may be required. Provisional admission to a program is possible, and will be considered on an individual basis. All students applying must have successfully completed an undergraduate course in either exercise physiology or human physiology. This requirement should be completed within the first 12 hours of graduate study. Students are limited to six semester hours of transfer credit from other institutions, and limited to a maximum of nine semester hours taught at the 500-level. Provisional admission requiring a 3.0 minimum GPA must be attained within the first 12 hours of graduate coursework. Provisional admission requiring the student to take undergraduate coursework must be completed within the first 12 hours of graduate coursework.

**A. Exercise Science, MS Degree**

The M. S. in Exercise Science degree prepares students for allied health and medical careers in the clinical, commercial, corporate, community, university, and medical settings. Options include an emphasis on leadership roles and skills that permit one to work with individuals on a client/patient continuum extending from the elite athlete to those with chronic disorder/disease to the cardiac transplantation patient as well as the in between – the recreational athlete and those simply wishing to stay healthy by living sensibly. Options include careers as clinicians in cardiopulmonary rehabilitation and diabetes management programs, as athletic trainers, as exercise physiologists, as well as preparation for other medical fields including physical therapy, pharmaceutical and pacemaker sales, as pharmacists, as physician assistants, as physicians, and for advanced degrees in related doctoral programs.

The course of study for the M.S. in Exercise Science degree is a two-year program with a 36-39-hour requirement. Admission to the program requires a 2.75 GPA, an appropriate undergraduate/graduate background, completion of the GRE, three letters of reference, and admission to the Graduate College.

The Athletic Training Area of Emphasis is designed to meet the needs of the clinical, high school, middle school, college, professional, industrial, and independent athletic trainer. The program is designed to build on existing knowledge and skills the student has acquired in the student's respective undergraduate program. Elective courses can chose from the approved courses with approval of the student's assigned academic advisor and/or can be determined by the academic advisor depending on the student's background, needs, and/or weaknesses. The emphasis in athletic training can be accomplished by a thesis or non-thesis track. Successful completion of oral comprehensive exam/thesis defense is required for graduation. Six hours of the degree may be fulfilled with coursework outside the Division of ESSR.

The Clinical Applied Area of Emphasis: Cardiac Rehabilitation focuses on health promotion, disease prevention, and rehabilitation in the clinical, corporate, commercial, community, and medical settings. The course of study has a strong science orientation. Research clearly shows that seventy percent (70%) of all premature death and chronic disability could be prevented with appropriate life-style changes. This includes sensible nutrition, exercise, smoke cessation, and related behavioral changes. Such intervention and risk factor management can significantly reduce all-cause mortality and morbidity from cardiovascular disease, diabetes, osteoporosis, obesity, mental health disorders, and cancer. Our quality of life, as well, can be improved and our chances for longevity increased. Because of the awareness and the skyrocketing cost of contemporary treatment-oriented health care, our graduates are becoming major players in an alternative approach emphasizing health promotion, disease prevention, and rehabilitation.

The Exercise Physiology Area of Emphasis is broadly based upon basic sciences: human anatomy, physiology, chemistry, and biology. Exercise Physiology is chiefly concerned with how the acute and chronic effects of exercise influence various cells, tissues, and physiological systems. Exercise Physiology is a highly integrative field of study that involves examining how the failure or enhancement of one physiological system can influence another. Graduate students have the opportunity to be involved in both applied research and basic science pertaining to the effects of exercise on physiological systems at both the cellular and molecular levels.

**COURSE REQUIREMENTS**

Athletic Training Area of Emphasis	36 Hours
Research: PE 670	3
Statistics: EDF 517 or equivalent	3
Required: PE 621, HS 579, PE 601, PE 687	12
HS 540 or HS 640	3
HS 548 or 646	3-5
Restricted Electives (as approved by advisor)	6
Thesis (HS 681) or Internship (HS 660)	6
Clinical Applied Area of Emphasis: Cardiac Rehabilitation	39 Hours
Physical Education: PE 601, PE 621, PE 682, PE 683, PE 684, PE 685, PE 687	21
Research: PE 670	3
Statistics: EDF 517 or equivalent	3
Restricted Electives	6
Clinical Internship (PE 660)	6
Exercise Physiology Area of Emphasis	39 Hours
Required: PE 578, PE 601, PE 621, PE 642, PE 683, PE 684, PE 687	21
Research: PE 670	3
Statistics: EDF 517 or equivalent	3
Restricted Electives	6
Thesis (PE 681) or Internship (PE 660)	6

**B. Sport Administration, M.S. Degree**

The Sport Administration, M.S. degree is a program in the Division of ESSR with areas of emphasis in Sport Management; or Recreation and Physical Activity. Graduates of this program are prepared to work in a variety of settings.

Full admission to the Sport Administration, M.S. program in requires a background in athletics of participation, support services, or

teaching/coaching. Admission to the program is limited and otherwise qualified candidates may be denied admission when the class is filled. Students who are admitted to the program must have successfully completed an undergraduate course in exercise physiology or human anatomy, or must complete the Marshall University course in an undergraduate exercise physiology within the first 12 hours of graduate work.

If the thesis option is selected, the student must complete 32 hours, of which six hours are for the thesis. The non-thesis option requires the completion of 36 hours. However, both options require the successful passing of an oral comprehensive examination or thesis defense. Programs illustrated below are the non-thesis option.

Sport Management Area of Emphasis	36 Hours
Physical Education: PE 652, PE 670, PE 675, and PE 621 or PE 642	12
Research Course: EDF 517, HST 600, MGT 500 or 601, PSY 517	3
ESSR elective (select from among) PE 501, PE 516, PE 524, PE 525, PE 530, PE 575, PE 580-583, PE 585-588, PE 615, PE 620, PE 643, PE 660, PE 696, PLS 511	15
External Minor	6
Recreation & Physical Activity Area of Emphasis	36 Hours
Physical Education Required: PE 670, and PE 621 or PE 642	6
Research Course: EDF 517, HST 600, PSY 517	3
ESSR Elective (Select courses with the approval of advisor)	21
External Minor	6

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**Attachment 7**  
Curriculum Committee Motions

**Course Additions**

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<b>CI 706</b>	<b>Multicultural and Diversity Issues in Curriculum and Instruction</b> <b>3 cr hours</b>
<b>Description:</b>	This course attempts to understand the issue of differences and equity through personal and critical analyses of the philosophical, social, and cultural perspectives that inform and shape curriculum and teaching.
<b>Prerequisite:</b>	None
<b>CI 780</b>	<b>Special Topics in Curriculum and Instruction 1 to 9 cr hours</b>
<b>Description:</b>	This course requires study, reading and research in an advisor/chair approved area of curriculum and instruction. This course is limited to Ed.D. and Ed.S. students.
<b>Prerequisite:</b>	Permission
<b>CIEC 635</b>	<b>The Internet in the K-12 Classroom</b> <b>3 cr hours</b>
<b>Description:</b>	This course provides an introduction to the Internet, with an emphasis on the World Wide Web and its potential uses in the classroom.
<b>Prerequisite:</b>	None
<b>CIEC 700</b>	<b>Technology and Curriculum</b> <b>3 cr hours</b>
<b>Description:</b>	This course provides an overview of current issues related to technology in education while also providing participants an opportunity to improve personal technology skills and use.
<b>Prerequisite:</b>	None
<b>LS 580</b>	<b>Special Topics in Leadership</b> <b>1 to 9 cr hours</b>
<b>Description:</b>	To provide the master's level student an opportunity to examine selected issues in leadership and to apply their findings to their field of study.
<b>Prerequisite:</b>	None
<b>LS 707</b>	<b>Ethical Theories</b> <b>3 cr hours</b>
<b>Description:</b>	The course focuses on the primary ethical theories and the ethical reasoning processes which are representative of each, providing students opportunities to analyze decisions against existing ethical models and reinforce or reform those decisions in light of ethical principles.
<b>Prerequisite:</b>	None
<b>GEO 531</b>	<b>Analysis of Digital Airborne and Space-Based Imagery</b> <b>3 cr hours</b>
<b>Description:</b>	Scientific study of the earth using images and data captured using satellite- or aircraft-borne sensors, with emphasis on image acquisition, photogrammetric interpretation, spatial analysis, and application.
<b>Prerequisite:</b>	GEO 526 or permission
<b>CL 620</b>	<b>Theoretical Approaches to Ancient Literature</b> <b>3 cr hours</b>
<b>Description:</b>	A close study of ancient and modern literary approaches to and theories about ancient literature with emphasis on genre and cultural contexts.
<b>Prerequisite:</b>	None
<b>LAT 640</b>	<b>Advanced Prose Composition</b> <b>3 cr hours</b>
<b>Description:</b>	A close study of advanced Latin grammar and style through composition in Latin.
<b>Prerequisite:</b>	six hours of upper-level Latin
<b>LAT 660, 661, 662, 663, 664, 665</b>	<b>Special Author in Latin Literature</b> <b>3 cr hours</b>
<b>Description:</b>	A detailed study of Latin of a single author. Special attention will be given to style, genre, literacy and cultural contexts, and study of secondary sources on the author.
<b>Prerequisite:</b>	Six hours of 500-level Latin
<b>LAT 681</b>	<b>Thesis</b> <b>1 to 6 cr hours</b>
<b>Description:</b>	Students will develop an extensive body of knowledge on a particular topic, author, or issue. This knowledge will cover primary and secondary sources, and secondary sources will include current theoretical approaches. Students will synthesize this knowledge in a comprehensive paper, the development of which will include drafting, revision, redrafting, final copy and presentation. Students will work with a thesis director and a committee throughout the process.

<b>Prerequisite:</b>	Instructor Permission
<b>LAT 682-683</b>	<b>Special Topics in Latin Literature</b> <b>1 to 4 cr hours</b>
<b>Description:</b>	These courses are designed to provide instruction to students in Latin authors or topics that are not part of our regular cur
<b>Prerequisite:</b>	Instructor Permission
<b>LAT 685-688</b>	<b>Independent Study in Latin Literature</b> <b>1 to 4 cr hours</b>
<b>Description:</b>	These courses are designed to provide instruction to students in Latin authors or topics that are not part of our regular cur
<b>Prerequisite:</b>	Instructor Permission
<b>MGT 696</b>	<b>Administrative Policy and Strategy</b> <b>3 cr hours</b>
<b>Description:</b>	Capstone graduate business course for Master of Science students (HRM & HCA). Emphasis on policy and strategy issu service and/or public setting instead of within a “for-profit” environment.
<b>Prerequisite:</b>	Permission of GSM assistant director
<b>MTH 530</b>	<b>Topology I</b> <b>3 cr hours</b>
<b>Description:</b>	First course in topic of topology. Basics of point-set topology: metric and topological spaces, continuity, connectedness, compactness, products, quotients. Surfaces and simplicial complexes, Euler characteristics.
<b>Prerequisite:</b>	None
<b>MTH 531</b>	<b>Topology II</b> <b>3 cr hours</b>
<b>Description:</b>	First course in algebraic topology. Homotopy, fundamental group, simplicial homology.
<b>Prerequisite:</b>	MTH 530 and MTH 550
<b>MTH 667</b>	<b>Numerical Partial Differential Equations</b> <b>3 cr hours</b>
<b>Description:</b>	Finite difference methods for elliptic, parabolic, and hyperbolic PDEs. Study of properties such as consistency, converge stability. Computer implementation.
<b>Prerequisite:</b>	MTH 527 and a programming language
<b>PSC 512</b>	<b>International Political Economy</b> <b>3 cr hours</b>
<b>Description:</b>	This course will examine the evolution and structure of the global economic system with emphasis on the development o Liberal International Economic Order.
<b>Prerequisite:</b>	None
<b>PSC 517</b>	<b>Homeland Security and Civil Liberties</b> <b>3 cr hours</b>
<b>Description:</b>	An examination of the policy issues involved in protecting the U.S. homeland from terrorist and other threats, with specic attention to the impact such policies have on individual liberties.
<b>Prerequisite:</b>	None
<b>PSC 518</b>	<b>American Political Thought II</b> <b>3 cr hours</b>
<b>Description:</b>	This course is a detailed examination of the philosophical and historical roots of American politics from Reconstruction t the present with emphasis on original texts.
<b>Prerequisite:</b>	None
<b>PSC 519</b>	<b>Women and Political Thought</b> <b>3 cr hours</b>
<b>Description:</b>	This course examines how women were conceptualized in the history of political philosophy and how women then began conceptualizing themselves and their relation to politics.
<b>Prerequisite:</b>	None
<b>PSC 530</b>	<b>Political Ideologies</b> <b>3 cr hours</b>
<b>Description:</b>	This course examines modern political ideologies including Liberalism, Conservatism, Anarchism, Socialism, Fascism, Feminism, and Environmentalism with emphasis on the original texts.
<b>Prerequisite:</b>	None
<b>PSC 531</b>	<b>Politics of Global Terrorism</b> <b>3 cr hours</b>
<b>Description:</b>	An examination of terrorism globally, both in its development and its current manifestations, with attention to its attractic difficulties of confronting it, and its implications for democratic society.
<b>Prerequisite:</b>	None

**PSC 541**                                      **American Politics in Film**                                      **3 cr hours**  
**Description:**                                      This course examines the way the American people view their political leaders and institutions through the use of film, with a critical eye towards the ebb and flow of public approval or disapproval.  
**Prerequisite:**                                      None

**PSC 542**                                      **Politics and Welfare**                                      **3 cr hours**  
**Description:**                                      A comparative course examining the political institutional methods states use to assist citizens who are poor, primarily women and children. It also addresses behavioral concerns that shape welfare policy.  
**Prerequisite:**                                      None

**PSY 780-783**                                      **Pre-Doctoral Internship**                                      **1-3 cr hours**  
**Description:**                                      This is the final, capstone clinical training experience completed by students in the doctoral program in clinical psychology (Psy.D.). Students must complete the equivalent of a full-time, full year clinical placement at a site that is APA/APPIC accredited or has been approved by the clinical faculty.  
**Prerequisite:**                                      Completion of all coursework in the PsyD program. Successfully pass doctoral comprehensive: Approval of faculty.

### Course Changes

#### Change in Course Number

**From:**                                      CIME 557 -- Pre-calculus for math educators  
**To:**                                      CIME 657 -- Pre-calculus for math educators  
**Rationale:**                                      This course is one of the four final courses of this program. Since it is a course for the second year of a graduate program it should have a 600 level course number.

#### Change in Course Number

**From:**                                      CIME 558 -- Geometry for mathematics educators  
**To:**                                      CIME 658 -- Geometry for mathematics educators  
**Rationale:**                                      This course is one of the four final courses of this program. Since it is a course for the second year of a graduate program it should have a 600 level course number.

#### Change in Course Number

**From:**                                      CIME 570 -- Teaching mathematics to early adolescents  
**To:**                                      CIME 670 -- Teaching mathematics to early adolescents  
**Rationale:**                                      This course is one of the four final courses of this program. Since it is a course for the second year of a graduate program it should have a 600 level course number.

#### Change in Course Number

**From:**                                      CIME 575 -- Supervised Field Practicum/ Seminar in Mathematics, 5-9  
**To:**                                      CIME 675 -- Supervised Field Practicum/ Seminar in Mathematics, 5-9  
**Rationale:**                                      This is the capstone experience for this program (grades 5-9), appropriately a 600 level course number should be reflected.

#### Change in Course Number

**From:**                                      CIME 577 -Supervised Field Practicum/ Seminar in Mathematics, 9-12  
**To:**                                      CIME 677- Supervised Field Practicum/ Seminar in Mathematics, 9-12  
**Rationale:**                                      This is the capstone experience for this program (grades 9-12), appropriately a 600 level course number should be reflected.

#### Change in Course Number

**From:**                                      CISL 553 -- Methods and Materials for ESL: Language Development  
**To:**                                      CISL 653 -- Methods and Materials for ESL: Language Development  
**Rationale:**                                      This course is one of the three final courses of the program. Since it is a course for the second year of a graduate program it should have a 600 level course number.

#### Change in Course Number

**From:**                                      CISL 554 -- Methods and Materials for ESL: Literacy Acquisition  
**To:**                                      CISL 654 -- Methods and Materials for ESL: Literacy Acquisition  
**Rationale:**                                      This course is one of the three final courses of this program. Since it is a course for the second year of a graduate program it should have a 600 level course number.

#### Change in Course Number

**From:**                                      CISL 555 -- ESL Practicum for teaching ESL  
**To:**                                      CISL 655 -- ESL Practicum for teaching ESL  
**Rationale:**                                      This is the capstone course (practicum) in this program, accordingly it should reflect a 600 course number.

**Change in Course Number****From:** CIVI 506 – Practicum in Visual Impairment I**To:** CIVI 601 – Practicum in Visual Impairment I**Rationale:** Purpose: To make numbering of CIVI practicum courses consistent with those of the other eight Special Education specializations, which designate practicum courses as 600-level classes.**Change in Course Number****From:** CIVI 508 – Practicum in Visual Impairment II**To:** CIVI 602 – Practicum in Visual Impairment II**Rationale:** Purpose: To make numbering of CIVI practicum courses consistent with those of the other eight Special Education specializations, which designate practicum courses as 600-level classes.**Change in Course Number****From:** ITL 520 -- Cataloging**To:** ITL 622 -- Cataloging**Rationale:** This course is one of the final four courses of this program. Since it is a course for the second year of a graduate program it should have a 600 level course number.**Change in Course Number****From:** ITL 525 – Library Organization and Administration**To:** ITL 625 – Library Organization and Administration**Rationale:** This course is one of the final four courses of this program. Since it is a course for the second year of a graduate program it should have a 600 level course number.**Change in Course Number****From:** ITL 530 – Technology and the Library**To:** ITL 631 -- Technology and the Library**Rationale:** This course is one of the final four courses of this program. Since it is a course for the second year of a graduate program it should have a 600 level course number.**Change in Course Number****From:** ITL 550 – Library Practice (Field Work)**To:** ITL 650 -- Library Practice (Field Work)**Rationale:** This course is the capstone course (practicum) for this program.**Change in Course Number****From:** LS 506 – Planning, Research, and Evaluation for School Leaders**To:** LS 606 -- Planning, Research, and Evaluation for School Leaders**Rationale:** These courses have been revised to meet accreditation standards and have increased in academic rigor. These courses are now on par with other 600 level courses in the program.**Change in Course Number****From:** LS 512 – Curriculum Leadership**To:** LS 612 – Curriculum Leadership**Rationale:** These courses have been revised to meet accreditation standards and have increased in academic rigor. These courses are now on par with other 600 level courses in the program.**Change in Course Title CD 628****From:** Language Acquisition**To:** Child Language Disorders: Infancy through Preschool**Rationale:** This course will no longer be a course in normal language acquisition, but rather a course that covers information regarding the diagnosis and treatment of various language disorders in children from birth through the preschool years.**Change in Course Content CD 628****From:** A course covering the normal acquisition of language in children.**To:** A course covering the diagnosis and treatment of language disorders in children from birth through the preschool years.**Rationale:** Language acquisition in children is covered at the undergraduate level. Additionally, the expansion of the speech-language pathologist's role in working with children with language disorders necessitates additional coursework in the area of language disorders at the graduate level.**Change in Catalog Description CD 628****From:** Advanced study of the development of language; language sampling procedures, analysis, and application (PR: Permission of instructor)**To:** Advanced study of the characteristics and etiology of language disorders in young children. Special emphasis will be placed on diagnosis and treatment of young children with language disorders. Helping children with language disorders acquire the oral language skills they need to successfully acquire literate language also will be covered (PR: Permission of instructor).

**Rationale:** The new catalog description more accurately describes the content that will result from changes being made in the course.

**Change in Course Title CD 629**

**From:** Child Language Disorders  
**To:** Child Language Disorders: School-Age – Adolescence  
**Rationale:** This title reflects the new course content.

**Change in Course Content CD 629**

**From:** A course covering the characteristics, etiology, diagnosis and treatment of language disorders in children from birth through adolescence.  
**To:** A course covering the characteristics, etiology, diagnosis and treatment of language disorders in children from school-age through adolescence.  
**Rationale:** The expansion of the speech-language pathologist's role in working with children with language disorders necessitates more intensive coursework at various age-levels at the graduate level.

**Change in Catalog Description CD 629**

**From:** Advanced study of current topics in language disorders in children; critical analysis of research literature (PR: Permission of instructor)  
**To:** Advanced study of the characteristics and etiology of language disorders in school-aged and adolescence children. Special emphasis be placed on diagnosis and treatment of language disorders in these children (PR: Permission of instructor).  
**Rationale:** The new catalog description more accurately describes the content that will result from changes being made in the course.

**Change in Course Title CD 660**

**From:** Assisted Communication  
**To:** Professional Issues  
**Rationale:** An increase in our professional scope of practice requires us to integrate a number of special areas of emphasis into our curriculum, assisted communication. The change in course title enables us to include units of study in this course that focus on particular issues of interest as the profession continues to grow and develop.

**Change in Course Content CD 660**

**From:** Emphasis on assisted/augmentative communication modes and technologies.  
**To:** Units of study concerning the following: augmentative and alternative communication, pediatric dysphagia, Autism Spectrum Disorder, Sensory Intergration/Behavior Modification, Early Intervention, Ethical Issues.  
**Rationale:** An increase in our professional scope of practice requires us to integrate a number of special areas of emphasis into our curriculum, assisted communication. The change in course title enables us to include units of study in this course that focus on particular issues of interest as the profession continues to grow and develop.

**Change in Catalog Description CD 660**

**From:** Examination of current trends in assisted communication with emphasis on assisted strategies/devices for individuals with hearing speech disorders; principles of assessment and treatment. (PR: Permission of instructor)  
**To:** Examination of current trends in contemporary professional issues and practices. (PR: Permission of instructor)  
**Rationale:** Catalog description must be changed to reflect the change in course content.

**Change in Course Title CD 691**

**From:** Seminar  
**To:** Dysphagia  
**Rationale:** Seminar was intended to be a course that covered topics not covered in other Communication Disorders' coursework. Topics were variable. Dysphagia was one of the topics that began to be covered in the seminar course a few years ago. Although a relatively new area of clinical practice for speech-language pathologists, the demand for expertise in dysphagia has become so great over the past years we have decided this course must become a permanent part of our curriculum.

**Change in Course Content CD 691**

**From:** Topics were those not covered in other communication disorders' coursework, but varied each semester.  
**To:** A course designed to prepare students to accurately diagnose and treat individuals with swallowing disorders. The course will accomplish this task through the study of the nature of normal and disordered swallowing, including critical analysis of the literature.  
**Rationale:** Due to the increasing demand for speech-language pathologists to treat individuals with swallowing disorders across the age span, there is a need for a permanent course that covers the topic of dysphagia.

**Change in Credit Hours CD 691**

**From:** 1 – 4  
**To:** 3  
**Rationale:** Since the topics covered in the old seminar were variable, the course allowed from 1 to 4 credit hours as needed to adequately cover topics chosen. However, now that the course content will remain the same, it will be designated as 3 credit hours. This number of credit hours is adequate to cover the content of the course and matches the number of credit hours earned in other academic graduate courses within the major.

**Change in Catalog Description CD 691**

**From:** Topics in communication disorders not covered in other courses; topics vary from semester to semester (PR: permission of chair).  
**To:** Study of the nature of normal and disordered swallowing, including critical analysis of the literature (PR: Permission of instructor)  
**Rationale:** This catalog description reflects the course changes.



**Change in Course Number****From:** CJ 513 – Business and Industrial Security**To:** CJ 550 – Business and Industrial Security**Rationale:** The new course number is consistent with the new designation of courses within the Private Security area of concentration.**NOTE:** Add “CJ majors only” to current catalog description.**Change in Alpha Designator****From:** IER 600 -- Development of Labor Relations**To:** HRM 600 -- Development of Labor Relations**Rationale:** Due to the considerable decline in union membership, graduate programs across the country are changing their focus from industrial relations to human resource management.**Change in Title MTH 545****From:** Theory of Statistics I**To:** Probability and Statistics I**Rationale:** The new title better reflects the content of the sequence MTH 545-546. The name of MTH 546 will also change. The course description in the catalog will be split into separate entries.**Change in Catalog Description MTH 545****From:** 545-546 Introduction to Theory of Statistics I, II. 3; 3 hrs. I (545), II (546)

Probability spaces, conditional probability, and applications. Random variables, distributions, expectation, and moments.

Parametric statistics: sampling methods, estimation of parameters, tests of hypotheses. (PR: MTH 230 for 545; MTH 445 or 545 for 546)

**To:** 545 Probability and Statistics I. 3 hrs.

Probability spaces, conditional probability, and applications. Random variables, distributions, expectations, and moments. (PR: MTH 230)

**Rationale:** Split the description for MTH 545-546 into separate descriptions for MTH 545 and MTH 546.**Change in Title MTH 546****From:** Theory of Statistics II**To:** Probability and Statistics II**Rationale:** The new title better reflects the content of the sequence MTH 545-546. The name of MTH 545 will also change. The course description in the catalog will be split into separate entries.**Change in Catalog Description MTH 546****From:** 545-546 Introduction to Theory of Statistics I, II. 3; 3 hrs. I (545), II (546)

Probability spaces, conditional probability, and applications. Random variables, distributions, expectation, and moments.

Parametric statistics: sampling methods, estimation of parameters, tests of hypotheses. (PR: MTH 230 for 545; MTH 445 or 545 for 546)

**To:** 546 Probability and Statistics II. 3 hrs.

Parametric statistics: sampling methods, estimation of parameters, tests of hypotheses. Regression, analysis of variance. (PR: MTH 230)

**Rationale:** Split the description for MTH 545-546 into separate descriptions for MTH 545 and MTH 546. Minor change.**Change in Course Title MTH 548****From:** Fundamental Concepts of Modern Geometry**To:** Modern Geometry**Rationale:** The prefix “Fundamental Concepts of” is deceptive for a graduate course and does not describe the course. The plural form is more accurate and descriptive. The new title will fit better in Banner-generated forms, including student transcripts.**Change in Course Title****From:** PSC 510 Eastern European Politics**To:** PSC 510 Politics of Russia and the Former Soviet Union**Rationale:** The field has changed due to the transitions in Eastern Europe. The renaming is in keeping with those changes.**Change in Catalog Description****From:** Study of Russia and Eastern Europe**To:** The Study of Politics of Russia and the Former Soviet Union**Rationale:** The field has changed due to the transitions in Eastern Europe. The renaming is in keeping with those changes.**Change in Course Title****From:** PSC 521 American Political Thought**To:** PSC 521 American Political Thought I (Founding to Civil War)**Rationale:** Better reflects actual course content.**Change in Course Content PSC 521****From:** Study of the development and influence of American Political Thought with an emphasis on the linkage of ideas to political and economic forces.**To:** This course is a detailed examination of the philosophical and historical roots of American politics from the Colonial era through the Civil War with emphasis on original texts.**Rationale:** Better reflects actual course content.

**Change in Catalog Description PSC 521**

**From:** Study of the development and influence of American Political Thought with an emphasis on the linkage of ideas to political and economic forces.

**To:** This course is a detailed examination of the philosophical and historical roots of American politics from the Colonial era through the Civil War with emphasis on original texts.

**Rationale:** Better reflects actual course content.

**Change in Title SFT 565**

**From:** Accident

**To:** Incident Investigation

**Rationale:** Program is combining course materials from SFT 575 System Safety into this course. System safety analysis is a tool used in accident investigation.

**Change in Course Content SFT 565**

**From:** An introductory course in traffic accident investigation designed to give insight into the recognition and collection of evidence, collecting and reporting data and reconstructing the accident based on the facts.

**To:** An introductory course in incident investigation giving insight into the recognition and collection of information, recording data and using various techniques including system safety analysis into the reconstruction of the event.

**Rationale:** Program has decided having two similar courses, covering similar information is not necessary and courses can be combined into one more efficient course. Graduate students will do an additional accident investigation and present findings to class members.

**Change in Catalog Description SFT 565**

**From:** An introductory course in incident investigation giving insight into the recognition and collection of information, recording data and using various techniques including system safety analysis into the reconstruction of the event.

**To:** Introductory course in incident investigation giving insight into the recognition and collection of information, recording data and using various techniques including system safety analysis into the reconstruction of the event.

**Rationale:** Catalog change better reflects what course will be teaching.

Return to: [2004-2005](#) [Minutes & Records](#) [Graduate Council](#) [Marshall University](#)

**Minutes of the MU Graduate Council**  
**March 18, 2005**  
**John Spotts Room, MSC, Huntington Campus**

**Members Present:** Cunningham, Dooley, Eagle, Edington, Hankins, Lawson, Larsen, Maheshwari, Mangiarua, Meyer, O'Keefe, Reynolds, Saveliev, Stickler, Wyant

**Members Absent:** Amerikaner

**Ex-Officio Members Present:** Childress, Denman, Deutsch

**Ex-Officio Members Absent:** Aulick

**Guests:** Chong Kim, Katherine Karl, both of the LCOB

- Larsen called the meeting to order at 1:00 p.m.
- The minutes from the February 18 meeting were approved with one editorial change and the addition of Deutsch to the ad hoc committee on the use of 500 courses.
- The Graduate Faculty Membership Approvals (Attachment 1) were read into the minutes with two changes. Michael Norton's name was removed from the list and Karen McNealy was added. McNealy is from Communication Disorders and has Associate level status from March 2005 – March 2008. The list will be forwarded to Interim President Farrell for his approval.

### **Standing Committee Reports**

#### **Academic Standards**

- Eagle reported that her committee met regarding the *Intent to Plan for Doctor of Health Management Practice* (Attachment 2). She moved to approve the document but listed the following recommendations on behalf of the committee:
  - The distinction between the masters and doctoral programs should be made clear.
  - The program should have 700 level classes.
  - Doctoral graduate faculty status needs to be a part of the doctoral program.
  - A transition plan is needed for students who want a masters only.
  - The program is being offered contractually with CAMC. If this arrangement were to change, students would be affected. This concern should be addressed.

The LCOB representatives, Kim and Karl, agreed that these issues would be taken care of before program approval is sought.

The Graduate Council approved the Intent to Plan.

- Eagle moved that the changes for the M.S. in Human Resource Management degree program be approved. The motion passed. This motion was later over-ruled/rescinded by the Council due to a misunderstanding in the number of hours required for the degree and a conflict with current MU policy. This motion will again be considered, and a possible waiver considered, at the next Graduate Council meeting.
- Eagle moved that the changes to the Psychology Department's admission policy (Attachment 3) be approved. The change allows for provisional admission. The motion passed.
- Eagle reported that her committee will continue to study the issue of changing GPA admission requirements.

#### **Credentialing**

- Meyer reported that the committee's review of the College of Science's graduate faculty files was completed, and that the files were in order.

#### **Curriculum (Attachment 4)**

- Reynolds moved that the course additions to Technology Management and Management be accepted. The motion passed.
- Reynolds moved that changes to Psy 690 be accepted. The motion passed.
- Reynolds moved that the course changes for HRM be accepted. The motion passed.

### **Program Review and Assessment**

- Wyant reported that reviews and assessments had been completed for the year. Larsen brought up whether or not outcomes were being measured and whether course syllabi should list measurable outcomes. He suggested that the Graduate Council might want to consider this issue. Maheshwari said that Bob Edmunds has been doing some work on this as it relates to course syllabi. Wyant will contact Edmunds. Others commented that most accrediting bodies are now requiring this information.

### **Other Business**

- Deutsch reported that ETS is coming out with a new TOEFL exam: Next Generation test starting in September. Changes will need to be made to the catalog.
- Larsen reminded the Graduate Council that we have one more meeting this semester and that curriculum changes, additions and deletions need to be to that committee within two weeks. Committee chairs need to complete annual committee reports. Since the Council membership will not be changing, the committee structure should be in place before the first fall meeting.
- Deutsch reported that the Outstanding Alumni for this year are Paul Maddox (MUGC) and Bernie Queen (MU).

The meeting was adjourned at 1:32.

**Attachment 1  
Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			2/18/2005	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>	<i>Month Year</i>	<i>Month Year</i>
Olson, LeVene	CEHS	Adult & Technical Education	Graduate	March 2005	March 2010
Sottile, James	CEHS	Educational Foundations/Technology	Doctoral	February 2005	February 2010
James Kraner	SOM	Pharmacology	Associate	March 2005	March 2007
Maurice Mufson	SOM	Medicine	Associate	March 2005	March 2007
Gary Rankin	SOM	Pharmacology	Doctoral	March 2005	March 2008
Laura Richardson	SOM	Anatomy, Cell & Neurob	Doctoral	March 2005	March 2008
Monica Valentovic	SOM	Pharmacology	Doctoral	March 2005	March 2008
McNealy, Karen	CHP	Communication Disorders	Associate	March 2005	March 2008

**Attachment 2**  
**Intent to Plan: Doctor of Management Practice in Nurse Anesthesia**

**THE**  
**DOCTOR OF MANAGEMENT PRACTICE**  
**IN NURSE ANESTHESIA (Dr.MP)**  
**INTENT TO PLAN**

By

Marshall University (MU)  
Andrew Sikula, Sr., Director  
Graduate School of Management (GSM)  
Representing Chong W. Kim, Dean  
Elizabeth McDowell Lewis College of Business (LCOB)

And

Charleston Area Medical Center (CAMC)  
Nancy Tierney, Director  
School of Nurse Anesthesia (SNA)  
Representing Sharon A. Hall, President  
CAMC Health Education and Research Institute (HERI)

**Name of Institution:** Marshall University  
Elizabeth McDowell Lewis College of Business  
Graduate School of Management

Charleston Area Medical Center  
Health Education and Research Institute  
School of Nurse Anesthesia

**Date of Submission of Intent to Plan:** Spring, 2005

**Category of Action Required:** Approval of new academic program

**Title of Degree or Certificate:** Doctor of Management Practice in Nurse Anesthesia (Dr.MP)

**Location:** Charleston, West Virginia

**Date of Submission of Full Proposal:** Spring, 2006

**Effective Date of Implementing Proposed Action:** Begins Fall, 2007 at CAMC HERI SNA  
Begins Summer, 2008 at MU LCOB GSM

**Brief Summary Statement:** The goal is for Marshall University and the Charleston Area Medical Center jointly to create a clinically-oriented doctoral degree program in management practice in nurse anesthesia (Dr.MP).

**INTENT TO PLAN DOCTOR OF MANAGEMENT PRACTICE IN NURSE ANESTHESIA  
(Dr.MP)**

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**I. PROGRAM DESCRIPTION**

Since 1991, the West Virginia Graduate College (which merged with Marshall University creating the Marshall University Graduate College in 1997) and the Charleston Area Medical Center (CAMC) have been engaged in an educational partnership for training nurse anesthetists for the State of West Virginia and this region of the United States. The partnership is a unique-higher education model graduate professional program of collaboration between a public teaching hospital and a public research university. This partnership trains graduates to qualify for both a CRNA (Certified Registered Nurse Anesthetist) credential and a Master of Science degree in Health Care Administration. Pushed by advancing professional accreditation requirements, future CRNAs will need to become doctorally qualified. Thus, this proposal to transfer the past cooperative arrangements into a joint doctoral degree program. The motto of CAMC/HERI SNA is “*Excellence in nurse anesthesia education since 1955.*” Fifty years of experience support this transition now into a Dr.MP program.



### **A. Program Objectives**

The mission is for Marshall University and the Charleston Area Medical Center jointly to create a clinically-oriented Doctoral degree program in Management Practice in Nurse Anesthesia (Dr.MP). Several student objectives and learning outcomes are related to this stated mission, namely, opportunities to:

1. Acquire skills and knowledge required for advanced nurse anesthesia practice
2. Develop general management practices related to running a private practice or entrepreneurial business
3. Become engaged in life-long learning and involved with post graduate studies
4. Meet state and regional needs for advanced level anesthesiology in diverse healthcare environments
5. Utilize critical thinking and decision making competencies in anesthesia-related life or death situations
6. Apply communication and interpersonal abilities to anesthesia specialty practice

### **B. Program Identification**

The following is the closest program identification provided in the Classification of Instructional Programs developed and published by the U. S. Department of Education's National Center for Educational Statistics:

- 60.0210      Critical Care Anesthesiology. A residency training program that prepares physicians in the administration of anesthesia to patients with acute, chronic or long-term illness and who have multiple organ system derangements. Includes instruction in high-risk and trauma procedures, respiratory therapy and biomedical engineering. Requires prior completion of a program in anesthesiology.

### **C. Program Features**

The Dr.MP evolves from a strong and long history within the state capitol city of Charleston, West Virginia.

The hospitals that now comprise CAMC were originally independent hospitals. Memorial Hospital had its own nurse anesthesia program which began in 1955 and General Hospital began nurse anesthesia in 1969. When the two hospitals merged in 1972, the CAMC School of Nurse Anesthesia was formed. Kanawha Valley Hospital also became part of CAMC in 1986 when it changed names to become CAMC Women and Children's Hospital. (Kanawha Valley Hospital acquired Staats Hospital which began in 1922 and merged with Kanawha Valley in the early 1980s).

### 87 MS Nurse Anesthesia Programs

-

-

Eighty seven universities currently offer degree programs in nurse anesthesia. Nurse anesthesia programs are offered within various collegiate units and under a variety of degree program titles as indicated below:

- 48 Master of Science in Nursing
- 29 Master of Science in Nurse Anesthesia
- 6 Master of Science in Biology
- 3 Master of Science in Health Science
- 1 Master of Science in Health Care Administration (Marshall University)

#### National Prominence

The Doctor of Management Practice in Nurse Anesthesia (Dr.MP) will bring national prominence to Marshall University, the Charleston Area Medical Center, and the State of West Virginia. It will be one of only 5 doctoral degree programs in nurse anesthesia in the country, and the **only one that is earned within a college of business and a graduate school of management.**

#### 4 Doctoral Nurse Anesthesia Programs

- 
- 
- Rush University in Chicago (DNSc)
- Virginia Commonwealth University (PhD)
- University of Tennessee, Memphis (DNSc or PhD)
- Case Western Reserve (ND or PhD)

### 1. Admissions and Performance Standards

#### **DEGREE REQUIREMENTS:**

- Graduation from an approved baccalaureate (or higher) degree program in nursing *OR*
- Graduation from an approved associate degree program in nursing *AND* have an appropriate baccalaureate degree *OR*
- Graduation from a diploma program in nursing *AND* have an appropriate baccalaureate degree
- Students with an approved masters degree may qualify for advanced standing

#### **ADDITIONAL REQUIREMENTS:**

- Minimum overall undergraduate grade point average of 3.0
- No provisional or conditional admission status is possible in the Dr.MP program

#### **PROFESSIONAL REQUIREMENTS:**

- Has a current, valid professional registered nursing license in one jurisdiction of the United States which satisfies the requirements of the West Virginia Board of Examiners for Registered Professional Nurses. Once admitted, the School requires all out-of-state students to maintain licensure in the State of West Virginia
- Have a minimum of one year of experience as a registered professional nurse in an acute care setting in which the applicant has had the opportunity to develop as an independent decision maker and to

demonstrate psychomotor skills and the ability to use and to interpret advanced monitoring techniques based on a knowledge of physiologic and pharmacologic principles

**PRE-ADMISSION TESTING REQUIREMENTS:**

- Minimum combined score of 860 in the verbal and quantitative portions of the Graduate Records Examination (GRE), if taken after October 1, 2002

**INTERVIEWS:**

- Interviews will be offered at the discretion of the Admissions Committee

**A COMPLETED APPLICATION PACKET WILL INCLUDE:**

- A completed application form
- Names of three healthcare professionals who are familiar with candidate qualifications. These three people will fill out reference forms that the school will send to them. One of these people should be an immediate supervisor
- Proof of licensure as a registered nurse
- A resume detailing education and work experience
- Two official transcripts from each college or university attended
- GRE scores submitted from the Education Testing Service to Marshall University. Marshall's reporting number is 5396

Prospective students who wish to apply for admission to the Dr.MP program must meet the admission requirements listed above. In addition to admission to the CAMC SNA, a separate application must be made to the Dr.MP program through the Graduate Admissions Office at Marshall University.

**2. Program Requirements**

The Dr.MP is a 33 month program in an integrated didactic/clinical format designed to prepare registered nurses for a career in nurse anesthesia. The Dr.MP program expands a very successful Master of Science in Healthcare Administration (HCA) into a Doctor of Management Practice in Nurse Anesthesia (Dr.MP). The joint CAMC SNA and MU LCOB MS in HCA program now requires almost enough hours to merit a doctoral degree. Relatively few resources would be needed to change the MS degree into a Doctor of Management Practice in Nurse Anesthesia (Dr.MP) degree program.

Current MS Program

-

Academic:

36 Semester Hours – Marshall University Lewis College of Business Graduate School of Management Health Care Administration Curriculum

28 Semester Hours – Charleston Area Medical Center Health Education and Research Institute School of Nurse Anesthesia Curriculum

—  
64 TOTAL Academic Semester Hours

Clinical:

6 Clinical Practicum (Semesters)

x8 Semester Hours Credit per Practicum

48 TOTAL Semester Hours\*

\*In terms of actual hands-on administration of anesthesia, students are assigned to a hospital a minimum of 3,000 hours

Academic Hours	64
Clinical Hours	<u>48</u>
	112 hour MS degree

Future Dr.MP Program

- Expand program from 27 to 33 months
- One new MU LCOB healthcare faculty member
- Add 18 new hours                      Delete 3 existing hours
  - 9 hours of clinical dissertation research work
  - 3 hours of field research
  - 6 hours of statistics/biometry
  - 3 hours of research methods
- New Dr.MP program hours
  - 51 MU LCOB classroom hours (increase of 15)
  - 25 CAMC classroom hours (decrease of 3)
  - 48 CAMC clinical practicum hours (same)
- 124 hour Dr.MP degree

Details about specific courses will be provided after the Intent to Plan is approved and when the full Dr.MP Program Proposal is presented and processed.

**D. Program Outcomes**

Similar to the cooperative arrangement presently in place, 25 graduates per year will be educated with three different cohort groups in various stages of matriculation. The final degree will change from a MS in HCA to a Dr.MP. Although in the past most of the graduates came from and returned to the state and the region, the popularity of the program is progressing so that candidates will increasingly arrive from and may eventually depart to a wider range of states than currently is the case. Entry and exist standards are also expected to rise because of the superior quality and competitive attractiveness of this doctoral degree program.

**E. Program Delivery**

All didactic coursework from Marshall University will be taught on the Marshall University Graduate

College campus in South Charleston. CAMC SNA didactic and clinical courses will take place in Charleston, West Virginia at either Memorial Hospital, General Hospital, and/or Women and Children's Hospital. Only live-on-site instruction and supervision will be used. Distance education, web-based technology, and compressed video instruction are not major components of any of the classes taught.

The additional MU LCOB classroom hours (5 courses of 3 credit hours each) will be covered by the hiring of one additional full-time faculty member who will teach 3 doctoral courses during the 33 month program. The two other new courses will be taught by part-time adjunct MD/MBA qualified faculty members with special expertise in their subjects. Thus, the new faculty position will need to teach 1 doctoral course per year per cohort. Since three cohorts are in cycle at any one time, the new faculty member will normally teach 3 doctoral classes per year. The LCOB healthcare faculty have again been consulted and they believe that this is manageable since some of these course will be research supervision or dissertation work oversight. In addition, SNA faculty will be available to help to supervise clinical dissertation research work. Exact details will be presented in the complete Dr.MP proposal next year. The LCOB and SNA faculty are currently determining precise course titles and contents.

## **II. PROGRAM NEED AND JUSTIFICATION**

A CRNA workforce shortage has been identified through the year 2015. In the United States alone, 2,822 CRNA openings are estimated to exist in hospitals for a vacancy rate of about 13%. In 2003, the average age of CRNAs was 47. It is expected to continue increasing at 0.14% per year and peak at the age of 48.2 by 2018. This trend will significantly impact CRNA vacancies. A recent study by the Maryland Hospital Association found that of the 42 primary health profession job categories, CRNAs have the highest job vacancy role. In 2005, there are approximately 4500 anesthesia positions that are unfilled. It is expected that per capita demand for surgeries will remain relatively stable over the next 15 years despite changes in age distribution, income, and the insurance environment. In the State of West Virginia, 13 of the 55 counties are served by CRNAs alone, that is, no medical-doctorate anesthesiologists are available.

### **A. Relationship to Institutional Goals/Objectives**

The Dr.MP is a cooperative joint venture and partnership between a not-for-profit public hospital and a public state university. The mission of the Charleston Area Medical Center is:

*“To improve the total health of our communities, working in partnership with the people we serve.”*

The mission of Marshall University as recently revised and approved by the MU Board of Governors in May of 2004 is as follows:

*“Marshall University is a multi-campus public university providing innovative undergraduate and graduate education that contributes to the development of society and the individual. The University actively facilitates learning through the preservation, discovery, synthesis, and dissemination of knowledge.”*

One subsection of the Marshall University mission statement requires that Marshall University faculty will:

*“regularly review the curriculum, degree, and programs offered, and recommend necessary additions and deletions to meet changing needs of the state and region.”*

This Dr.MP Intent to Plan fits within the scopes of both the CAMC and the MU mission documents.

### **B. Existing Programs**

As previously explained in Section **I. C. Program Features** of this Intent to Plan, there are only four other doctoral nurse anesthesia programs in the United States none of which are in West Virginia and none of which reside in partnership with a school of business.

## **C. Program Planning and Development**

### Current Status

Since 1994, the current MS in HCA program has successfully graduated 195 students – 98% of the total students entering the program. Of these students, 64% initially were employed by West Virginia hospitals. The current educational partnership features a clinical and educational focus that offers a Master of Science degree in Health Care Administration, providing a unique opportunity for students to combine advanced practice nursing with management and leadership development. The program incorporates an extremely competitive niche for the recruitment of superior in-state and out-of-state students. By example, for the recently graduated class of 2004, there were 213 applicants; 25 were admitted (16 from West Virginia); 25 graduated (18 stayed in West Virginia); and 13 graduates located to medically underserved areas (West Virginia has a population of 1.8 million people of which 42% live in Metropolitan areas and 58% are classified as Rural). There are 250 applicants for the next cohort of 25 students. Students have repeatedly evaluated the program very satisfactorily. Throughout the history of the partnership, the CAMC SNA and the MU LCOB have been responsive to the changing needs of the students, the demands of the profession, and the workforce development requirements for the region. In terms of value added, 58% of all CRNAs (Certified Registered Nurse Anesthetists) in West Virginia are graduates of this joint CAMC/MU program.

### Future

On a national level, prospective changes are currently in a transition phase to increase educational standards for entry into the nurse anesthesia profession from the master's to the doctoral level. The American Association of Colleges of Nursing (AACN) just passed, at its recently completed October 25, 2004 semiannual business meeting, a Draft Position Statement on the Practice Doctorate in Nursing which was developed by a Task Force on the Practice Doctorate with input from nursing deans. The AACN Board and its constituency membership also approved a timeline for a transition period with implementation to end no later than 2015. Other disciplines have already recently moved in this direction including pharmacy, physical therapy, and psychology. It is now clear that the CRNA profession is definitely moving in this direction and we want to be a leader, not a follower, in this movement. The current three year contact between the CAMC HERI SNA and the MU LCOB GSM covers the graduation classes of 2006, 2007 and 2008. This proposal is for a Dr.MP cohort graduation class of 2010 beginning with Fall courses at CAMC in 2007 and Summer GSM coursework in 2008.

### SNA Faculty Credentials

CAMC SNA faculty development issues must be considered if we are to be successful in moving forward with the evolution of a CRNA practice doctorate. As part of the Dr.MP implementation plan, Marshall University will evaluate the potential to provide an academic pathway for the full-time masters prepared nurse anesthesia faculty at CAMC to receive the Dr.MP degree at the earliest possible time. Efforts will be made to design a modified program for CAMC SNA faculty that will meet academic standards and take into consideration previous academic preparation, teaching and clinical experience. This will require a facilitating mechanism to assure easy access to the Dr.MP degree for the full-time master prepared nurse anesthesia faculty members currently employed within the CAMC SNA (presently four in number). This arrangement will add a needed element of transition stability to the current CRNA program until such time that there are graduates from the Dr.MP program with appropriate clinical experience and interest in academic nurse anesthesia education. Details will be worked out and will be included in the fully developed Dr.MP new program proposal.

## **D. Clientele and Need**

Health management is big business. More and more dollars are spent each year on human wellness. People are living longer and the number of both needed and unnecessary surgeries grows nationally each year. This has created a need for more experts in anesthesia and its application. At the same time, nurse specialization agencies are demanding more developed training and advanced professional degrees. Add to this the fact that registered and critical care nurses are often looking for opportunities to advance their careers. Many health professionals go on to become entrepreneurs and start their own businesses. More men are now becoming nurses and health professionals because of these enhanced employment opportunities. The influence of these movements results in a very strong client base and the need for doctorally-qualified anesthesia experts.

### **E. Employment Opportunities**

Current graduates of the MU LCOB and the CAMC SNA joint program have 100% employment upon graduation with multiple job offers from which to choose. This 100% employment rate for CAMC SNA CRNA graduates has been true for the past 25 years. Almost all CRNA students (90%) are financially supported during the program with all tuition and living expenses paid by sponsoring hospitals or other future employers. Graduates can expect a salary range from \$102,000-\$190,000 plus benefits, moving expenses, and sign-on bonus. Rural vs. metropolitan work locations with accompanying and varying living expenses account for the wide range of 6-figure starting salaries.

### **F. Program Impact**

It is expected that this program will continue to attract and return health management professionals within the state and for the region. Accordingly, economic development within our communities should advance. The general health and well-being of the citizenry will improve as enhanced health management services will be provided by better trained professionals. The national prominence of the Charleston Area Medical Center and Marshall University will also increase because of the unique character and nature of this cooperative program effort.

### **G. Cooperative Arrangements**

The cooperative arrangements between the CAMC HERI SNA and the MU LCOB GSM have been explained already in several preceding and forthcoming sections of this Dr.MP Intent to Plan.

### **H. Alternatives to Program Development**

One option is to do nothing. This is unacceptable since the nurse anesthesia accrediting agency and the American Association of Colleges of Nursing have endorsed and called for the transition into doctoral qualification. If you need doctoral credentials, there are only two alternatives that make any sense for a program based in Charleston, West Virginia. Marshall University is preferred to West Virginia University because of the long-time successful MS in HCA third-party-contract agreement which has worked extremely well for many years. The proximity of the Marshall University Graduate College campus is very convenient for CAMC students. A managerial flavor is also preferred by present administrators since so many program graduates plan to start their own health management businesses. This is both why MU was chosen over WVU, and why the LCOB at Marshall was selected instead of housing the Dr.MP within the colleges of medicine, nursing, and/or education at Marshall.

### III. PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS

The next seven subsections of this Intent to Plan briefly comment on activities and facilities needed to conduct the Dr.MP program.

#### A. Program Administration

No changes in administration are required to transform the cooperative MS in HCA into a Dr.MP program. On the Marshall University side, program oversight is as indicated below:

Sarah N. Denman	Provost	Marshall University
Chong W. Kim	Dean	Elizabeth McDowell Lewis College of Business
Andrew Sikula, Sr.	Associate Dean and Director	Graduate School of Management

The Dean of the Marshall University Graduate College will retain responsibilities enumerated in the Marshall University Graduate Catalog that have not been delegated to the LCOB Dean such as approval of dissertations and grade and dismissal appeals.

Within the Charleston Area Medical Center, program supervision follows the chain of command indicated next:

David L. Ramsey	CEO	CAMC Chief Executive Officer
Sharon A. Hall	President	CAMC Health Education & Research Institute
Nancy Tierney	Director	School of Nurse Anesthesia

#### B. Program Projections

The program will be in full force at its inception since it is a conversion of an ongoing program containing twenty-five enrollees per year with three cohorts progressing at any time for a period of 33 months. Since there are some 250 applicants now per year for the 25 openings, student demand is expected to remain extremely strong and competitive.

#### C. Faculty Instructional Requirements

One full-time faculty member will be hired at Marshall University as the MS in HCA converts into the Dr.MP with 15 more credit hours being taught in a program expanding from 27 to 33 months. Presently, five faculty members from Marshall's LCOB GSM and four faculty members from CAMC's HERI SNA provide the didactic instruction for the health management program. Two part-time adjunct MD/MBA qualified professors with specific subject matter expertise will also add academic strength to the curriculum.

#### D. Library Resources and Instructional Materials



The vast resources of the Marshall University John Deaver Drinko Library are available to students. The \$31 million, 118,000 square foot Drinko Library opened in 1998 and offers the Marshall community access to the latest technology as well as a place to study and do research. In addition to the Drinko Library, CAMC and MUGC library facilities in Charleston are available to program participants. No additional library resources are needed to convert the HCA into a Dr.MP program.

### **E. Support Service Requirements**

No additional computer facilities, laboratories, equipment and/or other support services are required to implement the Doctor of Management Practice in Nurse Anesthesia program. Clinical opportunities for the anesthesia students are provided in sufficient number by CAMC's three main affiliate hospitals: General; Memorial; and, Women and Children's.

### **F. Facilities Requirements**

No additional new space or facilities are needed. No remodeling or renovation of existing space or facilities is necessary.

### **G. Operating Resource Requirements**

The CAMC HERI SNA and the MU LCOB GSM currently operate the MS in HCA under a Third-Party-Contract Agreement covering three cohorts of 25 students each for 27 months. The budget below uses the current 2006-2007-2008 Graduation Classes Third-Party-Contract Agreement and modifies the figures including increased expenses involved in moving from a current master's to a future doctoral program. Figures are for one cohort of 25 students covering a 33 month period of time. Tuition, fee, faculty salary, and support service cost increases are included. This budget indicates the amount of money CAMC will provide to MU and for what purposes. From the \$470,253 total annual amount, Marshall University must fund the additional one new full-time faculty position (\$100,000) and all other instructional expenses related to Dr.MP program implementation including the inclusion of two part-time adjunct MD/MBA qualified professors who will teach one course each.

### **PROPOSED BUDGET CONTRACT AGREEMENT FOR Dr.MP PROGRAM\***

#### Projected Graduation Class of 2010 (Beginning in 2007)

I. Personal Services (Direct Salaries and Wages)	
A. NON-MU LCOB Salaries	\$ <u>          0</u>
B. MU LCOB Faculty Salaries (15 classes @ 8,000)	\$ <u>      120,000</u>
C. Support Salaries (20% of Assistant GSM Director)	\$ <u>      12,000</u>
D. Two adjunct MD/MBA qualified professors (2 courses @ 8,000)	\$ <u>      16,000</u>
Sub-Total:	\$ <u>      148,000</u>

II.	Fringe Benefits		
	A. NON-MU LCOB Employees @ 10%	\$	0
	B. MU LCOB Employees @ 23%	\$	34,040
	Sub-Total:	\$	34,040
III.	Current Expenses		
	A. Cost of Providing Course Materials	\$	<u>0</u>
	B. Travel and Per Diem	\$	<u>0</u>
	Sub-Total:	\$	<u>0</u>
IV.	Admission Fee @ \$35 (average of in and out of state) 35 (fee) x 25 (students)	\$	<u>875</u>
V.	Administrative Fee	\$	<u>6,000</u>
VI.	Tuition and Fees (in-state rate) @ \$582 per student per 3-hour course 582 (tuition) x 17 (courses) x 25 (students)		\$ <u>247,350</u>
VII.	Lewis College of Business Fee (in-state rate) @ \$73.50 per student per 3-hour course 73.50 (fee) x 17 (courses) x 25 (students)		\$ <u>31,238</u>
VIII.	Graduation Fee @ \$50 per student 50 (fee) x 25 (students)	\$	<u>1,250</u>
IX.	Two Receptions/Socials @ \$750 750 (party expense) x 2 (incoming and graduating classes)	\$	<u>1,500</u>
	<b>TOTAL:</b>	\$	<b><u>470,253</u></b>

\*This Budget Contract Agreement is a proposal only at this stage and may be changed by either party during the next twelve months to reflect updated economic conditions and programmatic concerns.

#### H. Source of Operating Resources

FORM 1 and FORM 2 will be provided when the full program proposal is developed. The previous section of this Intent to Plan indicates a single cohort budget and resource requirements for implementation of the Dr.MP program. The CAMC will derive its resources from federal and state grants that promote the development of such programs especially in Appalachia and underserved areas of the country. Student tuition and fees contribute to program revenues. Most students have their entire tuition, fees and related expenses covered by sponsoring hospitals or future employers with whom they have established contract arrangements. Dr.MP student tuition and fees have yet to be established. However, below are such expenses for the 27-month CAMC MS in HCA students.

CAMC School of Nurse Anesthesia  
Tuition and Fees  
Class of 2005

Application fee	\$50	Submitted with application
Matriculation fee	\$1,000	Non-refundable, due with acceptance letter
Tuition and fees	\$17,000 first year  \$17,000 second year  \$ 5,000 third year	Tuition and fees are due on the 1 <sup>st</sup> day of class. Non-refundable after the first 30 days and then only on a prorated basis  Tuition is due on June 1 <sup>st</sup> . Non-refundable  Tuition is due on June 1 <sup>st</sup> . Non-refundable
AANA junior membership fee	Current AANA fee \$20	Due first day of class
Student fees	\$1,000	Due first day of class
Certification examination fee	\$650	Due at graduation

#### IV. OFFERING EXISTING PROGRAMS AT NEW LOCATIONS

Not applicable

#### V. PROGRAM EVALUATION

The Dr.MP program will be evaluated using both internal evaluation methods and external accreditation agency standards.

##### A. Evaluation Procedures

Marshall University has a systemic and on-going program evaluation process of five-year program reviews with annual assessment updates. All programs within every department submit an annual evaluation through the Office of Program Review and Assessment which is a branch of Academic Affairs headed by the Provost. The current MS in HCA assessment process which is now in place will be adopted and adapted for the new Dr.MP program.

All Marshall University faculty members teaching in the program must meet Marshall University Graduate Council and LCOB Graduate School of Management standards and requirements to teach in graduate programs. Inclusion requires that a certain level of documented research, journal article publication, and portfolio (intellectual) contributions. The current LCOB GSM standard is at least 3 refereed journal articles and a total of 8 or more portfolio contributions during the most recent past five years.

Students will be assessed in the usual manner including written tests, oral presentations, term papers, group projects, research reports, laboratory performance, and a dissertation. Students must maintain a 3.00 or B grade point average to remain in and graduate from the program. Students below a B average are placed on academic probation and have one semester to bring their GPA to an acceptable level or they will be dismissed from the program.

Marshall University also routinely conducts student course evaluations of classes taught. Also, graduate student surveys are conducted by both MU and CAMC. Additionally, graduate scores on the National Certifying Examination of the Council on Certification of Nurse Anesthetists will provide further feedback for program enhancement. Marshall University also conducts alumni surveys of graduates at six and twelve month intervals after commencement. Graduates of the program will be asked to submit the name of their employer and their employers will also be surveyed to solicit information about graduate ability to perform job requirements. Such data provides additional feedback to continuously improve program quality.

These evaluation procedures will ensure that the Dr.MP program adds value to the State of West Virginia and its people contributing to human wellness, economic development, educational attainment, and the enhanced social utility of regional residents.

### **B. Accreditation Status**

The CAMC HERI School of Nurse Anesthesia has recently received a 10 year accreditation renewal from the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). The SNA met rigid criteria in order to receive the longest approval granted by COA. Graduates are eligible to take the National Certifying Examination of the Council on Certification of Nurse Anesthetists.

All undergraduate and graduate programs offered by the Marshall University Lewis College of Business are accredited by the Association to Advance Collegiate Schools of Business (AACSB, International). Marshall University is regionally accredited by the North Central Association of Colleges and Schools: Higher Learning Commission.

## **VI. TERMINATION OF A PROGRAM**

The MS in HCA degree will continue to be offered by the MU LCOB GSM after the Dr.MP is implemented. The MS in HCA will be available for non CAMC Third-Party-Contract students, and for those CAMC Third-Party-Contract Dr.MP students who complete the requirements for the HCA degree but have not satisfied all of the conditions for the Dr.MP.

## **VII. COOPERATIVE DOCTORAL PROGRAM AUTHORIZATION SUPPORT LETTERS**

The next four letters are authorization and support letters from appropriate officials requesting the transformation of the joint cooperative CAMC HERI SNA and MU LCOB GSM degree from a MS in HCA to a Dr.MP academic program. Chronologically and sequentially, these letters are:

**A. July 6, 2004 President Hall Letter: Invitation to Discuss Dr.MP Program**

**B. July 23, 2004 Provost Denman Letter: Acceptance to Discuss Dr.MP Program**

**C. January 18, 2005 Provost Denman Letter: Intent to Plan Dr.MP Program**

**D. February 3, 2005 President Hall Letter: Acceptance to Develop Dr.MP Program**

**ATTACHMENT 3****Psychology Department Policy change****POLICY FOR PROVISIONAL ADMISSION**

Students may be admitted to the psychology master's program with "Provisional" status if either the GRE admission criteria OR the GPA criteria are met. Students may also receive provisional admission if they are missing no more than two required undergraduate prerequisite classes. These students will then be able to take some graduate classes approved by their advisor while completing their undergraduate prerequisites. Provisionally admitted students will be fully admitted to the program when they have completed 12 hours of classes (which must include Psy 517 and 506) from the core courses listed below with no grade being below a 'B.' A student who earns a C or lower in any of the listed core classes during the period of provisional admission will not be permitted to take further graduate hours within the psychology department.

Statistics (Psy 517), Psychometrics (Psy 506), Cognitive Psychology (Psy 672) , Advanced Social or Applied Social Psychology (Psy 502 or 503), Biological Bases of Behavior (Psy 674), Advanced or Applied Developmental (Psy 615 or 617)

No student may take more than 18 hours in the psychology department nor take any courses in the clinical concentration without receiving full admission to the department.

Provisional students will be assigned an advisor who must approve all course registrations. Provisional students may **not** register electronically, and will have a departmental hold on their registration to assure advisor approval and compliance with this policy. This hold will be removed upon full admittance.

## Attachment 4 Curriculum Committee Motions

### Course Additions

**TM 667                    Modern Manufacturing Concepts                    3 cr hours**  
**Description:**                    The course covers modern manufacturing concepts, analysis, and tools such as Just-In-Time, MRP sy  
 Lean Manufacturing, inventory management, total quality manufacturing, factory physics, and operatir  
 control philosophies.

**Co-Requisite(s)/**  
**Prerequisite:**                    TM 600 concurrent and TM 610 concurrent

**MGT 680                    Entrepreneurship                    3 cr hours**  
**Description:**                    The management of small business emphasizes how they are started and financed, how they produce  
 market their products and services and how they manage their human resources.

**Co-Requisite(s)/**  
**Prerequisite:**                    GSM Admission

### Course Changes

**PSY 690    Seminar**

**Note:**                    PSY 690-95 are numbers for “seminar.” PSY 690 is a CR/NC number, whereas the others are all letter graded  
 request is to change 690 from CR/NC to letter grades. Years ago, PSY 690 was used for a purpose that required  
 CR/NC option; that purpose has long since passed, and the 690 number should also be letter graded.

**HRM 605                    Human Resource Economics**

#### **Change in Alpha Designator**

**From:**                    **IER 605**  
**To:**                    **HRM 605**

**Rationale:**                    Due to the considerable decline in union membership, graduate programs across the country are changing their  
 from industrial relations to human resource management.

**HRM 610    Collective Bargaining, Negotiation and Dispute Resolution**

#### **Change in Title**

**From:**                    **Collective Bargaining**  
**To:**                    **Collective Bargaining, Negotiation and Dispute Resolution**

**Rationale:**                    The new title more accurately reflects human resource management responsibilities in both union and nonunion  
 environments.

#### **Change in Alpha Designator**

**From:**                    **IER 610**  
**To:**                    **HRM 610**

**Rationale:**                    Due to the considerable decline in union membership, graduate programs across the country are changing their  
 from industrial relations to human resource management.

#### **Change in Content**

**From:**                    Focus solely on collective bargaining (i.e., union environment)  
**To:**                    Negotiation and dispute resolution in union and nonunion environments.

**Rationale:**                    This change more adequately reflects the responsibilities of human resource managers today since the national  
 percentage of unionized workers in America had dropped from 37% to 13% over the last 70 years.

#### **Change in Catalog Description**

**From:**                    A comprehensive survey of collective bargaining with special emphasis given to philosophy, structure, and the  
 of negotiations. Attention is also given to important developments and emerging trends in collective bargaining  
**To:**                    A comprehensive survey of labor and management relationships with special emphasis given to philosophy, st  
 and the processes of collective bargaining, negotiations and dispute resolution in both union and nonunion settir  
 Arbitration, fact finding and mediation are also examined.

**Rationale:** This change is consistent with the name of the course and the focus of the program (i.e. human resource management practices in both union and nonunion settings).

**HRM 615          Arbitration and Grievance Procedures**

**Change in Alpha Designator**

**From:**            **IER 615**

**To:**                **HRM 615**

**Rationale:** Due to the considerable decline in union membership, graduate programs across the country are changing their focus from industrial relations to human resource management.

**HRM 630          Employment Law**

**Change in Course Title**

**From:**            **Labor Law**

**To:**                **Employment Law.**

**Rationale:** The new title more accurately reflects legal requirements for human resource managers in both union and nonunion environments.

**Change in Alpha Designator**

**From:**            **IER 630**

**To:**                **HRM 630**

**Rationale:** Due to the considerable decline in union membership, graduate programs across the country are changing their focus from industrial relations to human resource management.

**HRM 640          Structural Issues in Union Management Relations**

**Change in Alpha Designator**

**From:**            **IER 640**

**To:**                **HRM 640**

**Rationale:** Due to the considerable decline in union membership, graduate programs across the country are changing their focus from industrial relations to human resource management.

**HRM 650          Industrial Psychology**

**Change in Alpha Designator**

**From:**            **IER 650**

**To:**                **HRM 650**

**Rationale:** Due to the considerable decline in union membership, graduate programs across the country are changing their focus from industrial relations to human resource management.

**HRM 660          Compensation and Benefits**

**Change in Title**

**From:**            **Administration of Compensation and Fringe Benefits**

**To:**                **Compensation and Benefits**

**Rationale:** The new title is simpler and up to date (the word "fringe" is outdated).

**Change in Alpha Designator**

**From:**            **IER 660**

**To:**                **HRM 660**

**Rationale:** Due to the considerable decline in union membership, graduate programs across the country are changing their focus from industrial relations to human resource management.

**HRM 670          Personnel Selection and Testing**

**Change in Alpha Designator**

**From:**            **IER 670**

**To:**                **HRM 670**

**Rationale:** Due to the considerable decline in union membership, graduate programs across the country are changing their focus from industrial relations to human resource management.

**HRM 675          Human Resource Development and Training**



**Change in Alpha Designator****From:** IER 675**To:** HRM 675**Rationale:** Due to the considerable decline in union membership, graduate programs across the country are changing their focus from industrial relations to human resource management.**HRM 680 Labor and Employee Relations in Public Employment****Change in Alpha Designator****From:** IER 680**To:** HRM 680**Rationale:** Due to the considerable decline in union membership, graduate programs across the country are changing their focus from industrial relations to human resource management.**HRM 697 Special Topics in Industrial Relations****Change in Alpha Designator****From:** IER 697**To:** HRM 697**Rationale:** Due to the considerable decline in union membership, graduate programs across the country are changing their focus from industrial relations to human resource management.**HRM 698 Independent Study****Change in Alpha Designator****From:** IER 698**To:** HRM 698**Rationale:** Due to the considerable decline in union membership, graduate programs across the country are changing their focus from industrial relations to human resource management

Return to: [2004-2005](#) [Minutes & Records](#) [Graduate Council](#) [Marshall University](#)

**Minutes of the MU Graduate Council  
February 18, 2005  
GC 319, South Charleston campus**

**Members Present:** Amerikaner, Cunningham, Dooley, Eagle, Larsen, Maheshwari, Mangiarua, Meyer, O'Keefe, Reynolds, Saveliev, Stickler, Wyant

**Members Absent:** Edington, Hankins, Lawson

**Ex-Officio Members Present:** Childress, Deutsch

**Ex-Officio Members Absent:** Aulick, Denman

- The meeting was called to order at 12:58 PM by Larsen.
- January minutes (Attachment 1) were approved
- The Graduate Faculty Membership Approvals (Attachment 2) were read into the minutes and the list will be forwarded to Interim President Farrell for his approval.

### Standing Committee Reports

#### Academic Standards

Eagle reported that her committee recommended no action be taken concerning the motion to revise the procedure for processing "I" grades. The following recommendations were supported, but require no action or change in university procedures:

- If a student has completed enough work in a course to receive a grade other than "F," the student should be given the grade earned. If the incomplete work must be completed for the student to receive a passing grade, the instructor has the option of assigning an "I," with the knowledge that a failure to complete the missing work will result in an "F."
  - Communication between the instructor and the student regarding the incomplete work should be kept on record by the instructor, or at the department/program level. This should be a decision made at the unit level. This would address the concern of a student submitting work after the instructor has left the institution.
  - When the student completes the missing work, the instructor will submit a change of grade form with the appropriate grade noted. If this does not occur, the grade stands as earned by the student, or in the case of an "I," becomes an F.
- Note: This places the responsibility for pursuing missing work on the graduate student.

#### Credentialing Committee

Amerikaner reported that the committee's review of the Lewis College of Business graduate faculty files was completed, and all files were in order. The next college to be reviewed will be the College of Science.

#### Curriculum Committee

Reynolds moved to accept course additions and course changes from the Art Department. Motion passed, contingent upon some wording changes requested by the Council to clarify the difference between what would be required for undergraduate versus graduate students when the 500 level courses approved are taught as 400/500 combined courses. This request was satisfied following this Council meeting. She moved to accept course additions and changes from Criminal Justice. Motion passed. She moved to accept change in course credit for one course from Psychology. Motion passed.

A discussion about the continuing use of 400/500 courses within masters degree programs led to the appointment by Chairman Larsen of an ad hoc committee to explore a range of issues associated with this practice and to report back to GC. The ad hoc committee members will be Larsen (chair), O'Keefe, Meyer, Stickler, Deutsch, and Wyant.

#### Program Review and Assessment Committee

Wyant reported that the program reviews for Physical Science and Chemistry were completed and she recommended approval. Motion passed.

#### Other Business

- Larsen initiated discussion of issue concerning "CR" and "S" grades. Dr. Deutsch noted that as currently reported on transcripts, these are problematic for students wanting to transfer graduate credits with a "CR" or an "S" grade. The definitional language on the transcript is currently based on undergraduate interpretations of grading, so that "CR" or "S" means "C or better" work, which many graduate programs will not accept. Eagle moved and Cunningham seconded a motion stating that: "For the purpose of transferring credits to another institution, 'CR' grades or 'S' grades at the graduate level are equivalent to a grade of "B" or above," and that such a definition be included on transcripts and in the graduate catalog. The motion passed. The desire of the Council was also to have no language at all on the transcripts regarding what an "NC" grade or a "U" grade means for graduate students.
- The Council discussed the target group and frequency for the Graduate Satisfaction Surveys. The Council felt that the

purpose of this particular survey is to assess the feelings of students who have graduated during the past one year, and that the survey should be issued yearly. The Council felt that a *different* survey, one not yet developed and with different questions, could be used for students who graduated more than five years ago. No action was taken to develop such a longer-term survey.

- Larsen discussed briefly with the Council the need to start getting ready to solicit nominations for the Outstanding Graduate Faculty Advising Awards. Larsen asked Amerikaner, as chair of the credentialing committee to chair the nomination and evaluation process. Larsen will provide Amerikaner with materials from previous years.

Larsen reminded chairs of all standing committees that he and Dean Deutsch are ex-officio members of the standing committees, and should be informed in advance of those committee meetings, so that they may attend if they would like.

Meeting was adjourned at 2: 35 PM.

**Future Council Meetings (PLEASE RESERVE THESE DATES NOW). Meetings will be held from 1:00-3:00 PM each day.**

**Remaining Meeting schedule for 2004-2005 academic year:**

- March 18, 2005                      Huntington
- April 29, 2005                     South Charleston

ATTACHMENTS:

1. Minutes of 1-21-2005 Approved
2. Graduate Faculty Approvals
3. Curriculum Approvals

## ATTACHMENT 1

### Minutes of the Marshall University Graduate Council January 21, 2005 John Spotts Room, MSC, Huntington Campus

**Members Present:** Cunningham, Dooley, Eagle, Edington, Hankins, Lawson, Larsen, Maheshwari, Mangiarua, Meyer, O'Keefe, Reynolds, Saveliev, Stickler, Wyant

**Members Absent:** Amerikaner

**Ex-Officio Members Present:** Childress, Denman, Deutsch

**Ex-Officio Members Absent:** Aulick

- The meeting was called to order at 12:58 by Larsen.
- Larsen introduced new Council member Steve O'Keefe.
- The December 3 minutes (Attachment 1) were approved with one typographical correction and one change of wording in the Credentialing Committee report. The minutes now read "Amerikaner also reported that the committee members had reviewed faculty files for the College of Fine Arts and had *started on* Biomedical Sciences."
- The Graduate Faculty Membership Approvals (Attachment 2) were read into the minutes and the list will be forwarded to Interim President Farrell for his approval.
- Hankins spoke to the issue of the "I" Grade Conversion (Attachment 3). The attachment contained a motion which Hankins withdrew. The concern is that when a student receives an incomplete, that grade automatically becomes an F if the student does not complete the course requirements in a specified amount of time. The faculty member is not notified that the change is being made. Hankins' motion would have allowed the student to receive the grade that he or she had up to that point. Discussion ensued with some Council members stating that they do this now and then submit a change of grade form if the student completes the work by the specified time. Denman expressed concern that the graduate policy would be different from the undergraduate policy. Larsen referred the matter to the Academic Planning, Policies and Standards Committee for further study.
- Deutsch reported on the motion in Attachment 4 regarding the 7 year time limit on coursework. He proposed that the wording be changed from "date of completion of the earliest class..." to "date of enrollment in the first graduate course..." Larsen and others stated that the intention had been for the language to read "date of completion." The motion was referred to the Academic Planning, Policies and Standards Committee.

### Standing Committee Reports

#### Academic Standards

- Eagle moved that the Graduate School Satisfaction Survey-Draft 1-17-2005 which was distributed with the agenda be approved with the following two corrections. On the second page, nutrition and school psychology should be removed from list of master's degrees. The motion passed and the survey will now be forwarded to Bob Edmunds for distribution. The approved document is in Attachment 5.

#### Credentialing

- Mangiarua reported that the committee had finished the Biomedical files and will next start on the Lewis College of Business.

#### Curriculum

- Reynolds reported that her committee had received one request for a new certificate program in reading education. Childress explained that this program allows teachers who do not have a Masters degree to receive state licensure in reading education. It is an 18 hour program. Reynolds moved that the Graduate Council pass the request with clarifications to two items. Childress will provide the copy for the clarifications. The motion passed. The revised document with the requested clarifications is in Attachment 6.

#### Program Review

- Wyant reported that she received program reviews for Physical Science and Chemistry but that they were not complete. Denman explained that those two programs were up for special review and that she would check on the requirements for

special reviews.

Larsen reported Hankins, Lawson, Deutsch, Eagle and Larsen will serve on the Ad hoc Committee on Graduate Committees.

The meeting was adjourned at 1:58 PM.

**Remaining Meeting schedule for 2004-2005 academic year (1:00-3:00 PM):**

- February 18, 2005            South Charleston
- March 18, 2005             Huntington
- April 29, 2005              South Charleston

**ATTACHMENT 2****Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			2/18/2005	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>		
Chezik, Kathryn	COHP	Communication Disorders	Graduate	February 2005	February 2010
Stanton, Robert	COHP	Nursing	Associate	February 2005	February 2008
Karna, Basant	COS	Mathematics	Graduate	February 2005	February 2010

## ATTACHMENT 3 Curriculum Approvals

### Course Additions

<b>CJ 500</b>	<b>Applied Ethics in Criminal Justice</b>	<b>3 cr hours</b>
<b>Description:</b>	Examines ethical issues and moral dilemmas faced by criminal justice professionals. Traditional ethical theories and practices designed to foster public trust in the criminal justice system are examined and applied.	
<b>Prerequisite:</b>	None	
<b>CJ 501</b>	<b>Teaching and Training in Criminal Justice</b>	<b>3 cr hours</b>
<b>Description:</b>	Students examine various theories and techniques used in teaching and training criminal justice professionals. They develop lesson plans, and use technology based presentation media to present information.	
<b>Prerequisite:</b>	None	
<b>CJ 506</b>	<b>Race, Ethnicity, Gender, &amp; Crime</b>	<b>3 cr hours</b>
<b>Description:</b>	Examines the impact of race, ethnicity, and culture within the criminal justice system. Explores minority and women as victims, witnesses, and offenders.	
<b>Prerequisite:</b>	None.	
<b>CJ 526</b>	<b>Civil Liability Issues in Criminal Justice</b>	<b>3 cr hours</b>
<b>Description:</b>	This course examines various theories of civil liability that relate to Criminal Justice professionals, the criminal justice system, and preventing and defending civil liability claims.	
<b>Prerequisite:</b>	None	
<b>CJ 540</b>	<b>Criminal Justice Response to Domestic Violence</b>	<b>3 cr hours</b>
<b>Description:</b>	This course focuses on the legal response to child abuse, domestic violence, and elder abuse. Examines the dynamics of abusive relationships, the effects of victimization, and current research on these issues.	
<b>Prerequisite:</b>	None.	
<b>ART 510</b>	<b>Art and Architecture of Ancient Greece</b>	<b>3 cr hours</b>
<b>Description:</b>	Explores the art and architecture of the ancient Greek world in light of social and religious influences.	
<b>Prerequisite:</b>	None	
<b>ART 511</b>	<b>Art and Architecture of Ancient Rome</b>	<b>3 cr hours</b>
<b>Description:</b>	Explores the art and architecture of ancient Rome in light of social and religious influences.	
<b>Prerequisite:</b>	None	
<b>ART 515:</b>	<b>Art of the Renaissance in Northern Europe</b>	<b>3 cr hours</b>
<b>Description:</b>	Explores the art of northern Europe during the Renaissance in light of social and religious influences.	
<b>Prerequisite:</b>	None	
<b>ART 516:</b>	<b>Baroque Art</b>	<b>3 cr hours</b>
<b>Description:</b>	Analyzes Baroque art and social milieu that influenced, commissioned, financed, and produced it.	
<b>Prerequisite:</b>	None	
<b>ART 524:</b>	<b>Women and Art</b>	<b>3 cr hours</b>
<b>Description:</b>	Explores the relationship of women to art historically: as artists, as subject matter, and as patrons/collectors.	
<b>Prerequisite:</b>	None	

### Course Changes

**CJ 502 Seminar in Crime Prevention****Change in Course Number**

**From:** CJ 502  
**To:** CJ 553  
**Rationale:** Aligns course number with new concentration in Private Security.

**Change in Catalog Description**

**From:** Techniques for crime prevention analyzed from two orientations: crime prevention by environmental engineering and crime prevention by behavior modification. (PR: CJ 211).  
**To:** This course examines theory, operation, and evaluation of crime prevention as a function of the criminal justice system. Techniques for crime prevention are analyzed from various orientations, including environmental design.  
**Rationale:** Brings course description in line with literature and changes PR.

**CJ 510 Police Administration II****Change in Title**

**From:** Police Administration II  
**To:** Police Administration  
**Rationale:** The Department has proposed deletion of CJ 311: Police Administration I, so there is no need for the designation Administration II.

**Change in Catalog Description**

**From:** Functions and activities of police agencies. Police department organizations, responsibilities of upper level administrators. Current administrative experimentation on law enforcement agencies.  
**To:** This course studies the functions and activities of police agencies, including police department organizations and responsibilities of police administrators. Current administrative and management techniques and theories are all explored.  
**Rationale:** Minor grammatical changes to the current description.

**CJ 521 Corrections & the Law****Change in Catalog Description**

**From:** Review of criminal law principles and theory as related to corrections (PR: CJ 231).  
**To:** Review of legal principles relating to convicted criminals, including plea negotiations, sentencing, post-conviction remedies, constitutional rights of inmates, and conditions of confinement.  
**Rationale:** Current description is incomplete. New description accurately describes course content.

**ART 508 Art and Architecture of Ancient Egypt****Change in Course Title**

**From:** Art of the Ancient World  
**To:** Art and Architecture of Ancient Egypt  
**Rationale:** Course covers too much material; separate courses on ancient civilizations falls more into norms of the discipline; the text for Art of the Ancient World is no longer in print. Art of Egypt has been taught twice under Special Topics.

**Change in Course Content**

**From:** 508 Art of the Ancient World. 3 hrs. I or II or S. History of the visual arts and architecture in ancient Mesopotamia, Egypt, Greece and Rome.  
**To:** 508 Art and Architecture of Ancient Egypt. 3 hrs. I or II or S. History of the visual arts and architecture in ancient Egypt in the context of social and religious influences.  
**Rationale:** Course will now be specific to Egypt (Art of Egypt has been offered twice under Special Topics)

**ART 514 Art and Architecture of the Italian Renaissance****Change in Course Title**



**From:** Art of the Renaissance in Italy and Northern Europe  
**To:** Art and Architecture of the Italian Renaissance  
**Rationale:** Covers too much material; it is standard in the discipline to teach Italy and the North as separate courses.

#### **Change in Course Content**

**From:** Art of the Renaissance in Italy and Northern Europe.  
**To:** Art and Architecture of the Italian Renaissance  
**Rationale:** It is standard in the discipline to teach Italy and the North as separate courses.

#### **Change in Catalog Description**

**From:** The course discusses the art of the Renaissance in Italy and Northern Europe within the context of social, political, theological, and philosophical developments.  
**To:** Explores the art and architecture of the Italian Renaissance in light of social and religious influences.  
**Rationale:** Reflects change in course scope.

**PSY 750 Behavioral Health Psychology**

#### **Change in Credit Hours**

**From:** 2  
**To:** 3  
**Rationale:** On the previously approved submission of this course addition, the number of credit hours was listed as 2 as opposed to 3. This error was not caught at the time of submission so it is requested the change be made at this time.

Return to: [2004-2005](#) [Minutes & Records](#) [Graduate Council](#) [Marshall University](#)

**Minutes of the Marshall University Graduate Council  
January 21, 2005  
John Spotts Room, MSC, Huntington Campus**

**Members Present:** Cunningham, Dooley, Eagle, Edington, Hankins, Lawson, Larsen, Maheshwari, Mangiarua, Meyer, O'Keefe, Reynolds, Saveliev, Stickler, Wyant

**Members Absent:** Amerikaner

**Ex-Officio Members Present:** Childress, Denman, Deutsch

**Ex-Officio Members Absent:** Aulick

- The meeting was called to order at 12:58 by Larsen.
- Larsen introduced new Council member Steve O'Keefe.
- The December 3 minutes (Attachment 1) were approved with one typographical correction and one change of wording in the Credentialing Committee report. The minutes now read "Amerikaner also reported that the committee members had reviewed faculty files for the College of Fine Arts and had **started on** Biomedical Sciences."
- The Graduate Faculty Membership Approvals (Attachment 2) were read into the minutes and the list will be forwarded to Interim President Farrell for his approval.
- Hankins spoke to the issue of the "I" Grade Conversion (Attachment 3). The attachment contained a motion which Hankins withdrew. The concern is that when a student receives an incomplete, that grade automatically becomes an F if the student does not complete the course requirements in a specified amount of time. The faculty member is not notified that the change is being made. Hankins' motion would have allowed the student to receive the grade that he or she had up to that point. Discussion ensued with some Council members stating that they do this now and then submit a change of grade form if the student completes the work by the specified time. Denman expressed concern that the graduate policy would be different from the undergraduate policy. Larsen referred the matter to the Academic Planning, Policies and Standards Committee for further study.
- Deutsch reported on the motion in Attachment 4 regarding the 7 year time limit on coursework. He proposed that the wording be changed from "date of completion of the earliest class..." to "date of enrollment in the first graduate course..." Larsen and others stated that the intention had been for the language to read "date of completion." The motion was referred to the Academic Planning, Policies and Standards Committee.

#### Standing Committee Reports

##### Academic Standards

- Eagle moved that the Graduate School Satisfaction Survey-Draft 1-17-2005 which was distributed with the agenda be approved with the following two corrections. On the second page, nutrition and school psychology should be removed from list of master's degrees. The motion passed and the survey will now be forwarded to Bob Edmunds for distribution. The approved document is in Attachment 5.

##### Credentialing

- Mangiarua reported that the committee had finished the Biomedical files and will next start on the Lewis College of Business.

##### Curriculum

- Reynolds reported that her committee had received one request for a new certificate program in reading education. Childress explained that this program allows teachers who do not have a Masters degree to receive state licensure in reading education. It is an 18 hour program. Reynolds moved that the Graduate Council pass the request with clarifications to two items. Childress will provide the copy for the clarifications. The motion passed. The revised document with the requested clarifications is in Attachment 6.

##### Program Review

- Wyant reported that she received program reviews for Physical Science and Chemistry but that they were not complete. Denman explained that those two programs were up for special review and that she would check on the requirements for special reviews.

Larsen reported Hankins, Lawson, Deutsch, Eagle and Larsen will serve on the Ad hoc Committee on Graduate Committees.

The meeting was adjourned at 1:58 PM.

##### **Remaining Meeting schedule for 2004-2005 academic year (1:00-3:00 PM):**

- February 18, 2005      South Charleston
- March 18, 2005        Huntington
- April 29, 2005        South Charleston

**ATTACHMENT 1**  
**APPROVED**

**Minutes of the Marshall University Graduate Council**  
**December 3, 2004**  
**Room GC 319**  
**MUGC South Charleston**

**Members present:** Amerikaner, Cunningham, Dooley, Eagle, Edington, Hankins, Lawson, Larsen, Mangiarua, Meyer, Reynolds, Saveliev, Stickler, Wyant

**Members absent:** Maheshwari (Debela has resigned)

**Ex-Officio Members present:** Childress, Deutsch

**Ex-Officio Members absent:** Aulick, Denman

**Guests:** Joyce East, Stephen Tipler

- The meeting was called to order at 1:00 by Larsen.
- Minutes of the October 22, 2004 meeting were approved as written.
- The Graduate Faculty Membership Approvals (Attachment 1) were read into the minutes with one typographical correction. Loebach's term of expiration is November 2009. The list will be forwarded to President Angel for his approval.

**Standing Committee Reports**

**Credentialing**

- Amerikaner spoke to Attachment 2 regarding Dr. Joyce East's petition for an exception to Graduate Faculty Membership for the Humanities program. With the exception of the program director (East) the graduate Humanities program has always used adjunct faculty to teach classes, and to direct graduate student committees. The latest revisions to the Graduate Faculty Membership document do not allow non-tenure track faculty to chair or direct student committees and research. The Credentialing committee met to discuss the petition and Amerikaner reported that they had some concern over East's impending retirement and the future of the program. There are faculty members in Huntington who teach humanities courses but are not involved in the South Charleston graduate program. On behalf of the committee, Amerikaner made a motion to table the petition until after Academic Affairs has reviewed the program. East reported that the Provost's office does plan to fill the program director position and to keep the program in South Charleston. Discussion ensued with regard to the number of students affected by this policy. She also stated that as of this month, she will become a part-time faculty member within the program. Childress commented that the program has used adjuncts in this role since its inception. The motion was defeated. Amerikaner made a second motion to grant a waiver to the Humanities program to allow the program to use part-time faculty (with associate graduate faculty status) to chair thesis committees through September 2005. The motion passed. It was noted that the waiver is for this program only, due to the unusual history, nature, and circumstances of the program. Larsen will send a letter to the Provost, asking that Academic Affairs review the program.
- Amerikaner also reported that the committee members had reviewed faculty files for the College of Fine Arts and started on Biomedical Sciences.

**Academic Standards**

- Eagle moved that the Council accept the Academic Appeals Policy (Attachment 3) with some editorial changes. Stephen Tipler reported that the committee had worked with Dr. Betsy Dulin, an attorney, dean, and graduate faculty member, in revising the document. In addition to the editorial changes, Cunningham asked that in section VIII D, the wording "in certain cases" be changed to "only" to read "...retain legal counsel for representation **only** when he/she are or will be dismissed." The motion passed with those changes.
- Regarding the Academic Appeals Policy document, Larsen stated that when policies affect both graduate and undergraduate students, an ad hoc committee should be formed to resolve issues on the same document rather than both bodies making changes separately. He asked committee chairs to keep track of these issues and requested that Stickler make this concern known to the Faculty Senate.
- Eagle moved that the Council accept the Intent to Plan: Masters Degree in Latin (Attachment 4). Cunningham asked that the document more clearly state that the degree would not lead to teacher certification. The motion passed with the stipulation that the appropriate information be included in the justification and routed back to the Academic Standards Committee.
- Eagle and Larsen reported that one more member from the Huntington campus is needed for the ad hoc committee on Graduate Committees. Lawson volunteered so the committee now consists of Larsen, Hankins, Eagle, Deutsch and Lawson.
- Eagle made the following motion concerning the Excused Absence Policy section of the catalog: Undergraduate students registered in graduate level courses will be subject to the Graduate Attendance Policy, unless otherwise specified by the instructor. Students registered in dual listed courses will be subject to the attendance policy in accordance with their registration. (i.e., students registered by the undergraduate course number are held accountable under the undergraduate policy; students registered by the graduate course number are held accountable under the graduate policy.) The motion passed.
- Eagle also made a motion to accept the proposal for a graduate minor in Environmental Science. (Attachment 5) The motion passed.
- Eagle reported that she has received some comments on the Survey of Graduates. She will take the comments, rework the survey and send it out to the Council.

**Curriculum**

- Reynolds reported that issues concerning IS 631 (tabled from the October meeting) have been resolved so she made a motion that it and two other course additions (See Attachment 6) be approved. The motion passed.
- Reynolds moved that the list of course changes (Attachment 6) be approved. The motion passed.

- Reynolds also requested approval for modifications to the Special Education licensure programs in the following areas: autism, behavior disorders, specific learning disabilities and mentally impaired, and for Special Education certification programs in the following areas: behavior disorders, deaf/hard of hearing, learning disabilities, mentally impaired and visually impaired. (Attachment 7) The motion passed.

**Program Review**

- Wyant reported that program reviews had been completed and moved that the Council approve them. All were approved with the recommendations indicated in Attachment 8. The motion passed.

**Other Business**

- Eagle reported that the Electronic Thesis and Dissertation (ETD) link had broken when the server was changed on November 1. Computing Services intends to have all theses and dissertations submitted through WebCT Vista. The general consensus was that using Vista is not a good solution. Concerns centered on the increased difficulty in doing this, especially for students (and faculty) who are not familiar with Vista.
- Dooley reported from the Evaluation and Compensation Committee that the new evaluation procedure had been passed for 2005. The 5 point scale will be used for one more year and the planning page deadline has been extended to February 4.

The meeting was adjourned at 2:51 p.m.

**Remaining Meeting schedule for 2004-2005 academic year (1:00-3:00 PM):**

- January 21, 2005      Huntington
- February 18, 2005    South Charleston
- March 18, 2005       Huntington
- April 29, 2005        South Charleston

**ATTACHMENT 2**

**Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			1/21/2005	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>		
Daneker, Darlene	GSEPD	Counseling	Graduate	January 2005	December 2009
Harris-John, Mary	GSEPD	Leadership Studies	Graduate	January 2005	December 2009
Meisel, Edna	GSEPD	Elem.-Sec. Ed.	Associate	January 2005	December 2007
Prewett, Peter	GSEPD	School Psychology	Associate	January 2005	December 2007
Reese, Clara	CEHS	Adult & Technical Education	Graduate	December 2004	December 2009

**ATTACHMENT 3****MOTION WITHDRAWN****Motion Regarding "I" Grade Conversion  
Proposed by Dr. Tom Hankins of the Graduate Council**

**Motion:** The Graduate College revise its procedure for processing incomplete grades to require instructors to submit a grade to be assigned if the requirements for the removal of the incomplete are not met in specified time.

**Rationale:** Students may have done most of the work in class but have some work outstanding at the end of the semester. The work they have done to this point may be worthy of a B, C, or D grade. Currently, if circumstances result in the student's failure to meet the requirements specified on the incomplete form, the student's grade automatically becomes an F.

**ATTACHMENT 4****MOTION REFERRED TO COMMITTEE, NO ACTION****Motion regarding 7-yr. time limit on coursework  
Proposed by Len Deutsch**

Instead of saying, "the time limit for the master's degree is seven years from the date of **completion** of the earliest course applied toward the degree...", we should be saying: "All requirements established for any degree must be completed within a period of seven consecutive years from date of **enrollment** in the first graduate course to be used in a graduate degree program."

**ATTACHMENT 5**  
**APPROVED—GRADUATE SATISFACTION SURVEY**

**Marshall University**  
**GRADUATE SCHOOL SATISFACTION SURVEY**

Marshall University values the opinions and judgments of students who have completed graduate programs or earned degrees. Sharing your views about Marshall will assist faculty in reviewing and revising programs. This survey should take approximately 15 minutes to complete. All replies are anonymous and the Office of Institutional Research and Planning will compile and analyze the results. Please return the survey in the enclosed postage paid envelope as soon as possible. Thank you.

What was the date of the most recent degree or certificate earned? .....

- Summer     Fall (December)     Spring (May)

Year \_\_\_\_\_

Where were the majority of your classes taken?

- Kanawha County  
 Cabell County  
 Internet  
 Other - Please specify \_\_\_\_\_

Roughly, what percentages of your courses were taught via each of the methods below?

\_\_\_\_\_ Satellite                      \_\_\_\_\_ Internet (WebCT)                      \_\_\_\_\_ Traditional classroom with instructor  
 \_\_\_\_\_ Audio or Video Teleconference                      \_\_\_\_\_ Computer (Other)                      \_\_\_\_\_ Videotape with access to instructor  
 \_\_\_\_\_ Other (please indicate): \_\_\_\_\_

What was the average distance you traveled roundtrip to class?

- Less than 20 miles  
 21-40 miles  
 over 40 miles

How many semesters did it take you to complete your degree? (Include time to complete thesis or dissertation; summer should be counted as one semester)

\_\_\_\_\_ Semesters

When you were a student, did you attend classes:

- Part-time  
 Full-Time (at least 9 hours per semester)  
 Both

When you were a student, were you employed:

- Part-Time  
 Full-time  
 Unemployed  
 A Combination of these situations

In terms of financial assistance, please check all that apply:

- I did not receive financial assistance.  
 Information about financial assistance was available.  
 Financial assistance enabled me to pursue graduate study.

**WHAT WAS THE MOST RECENT DEGREE OR CERTIFICATE EARNED? PLEASE MARK THE APPROPRIATE CHOICE FROM THE OPTIONS BELOW.**

**IF YOU EARNED A MASTERS DEGREE, PLEASE SELECT THE AREA IN WHICH YOU EARNED YOUR DEGREE.**

- |  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> Adult and Technical Education | <input type="checkbox"/> Counseling                  | <input type="checkbox"/> Geography (M.A.)                  | <input type="checkbox"/> Music                 |
| <input type="checkbox"/> Art                           | <input type="checkbox"/> Criminal Justice            | <input type="checkbox"/> Geography (M.S.)                  | <input type="checkbox"/> Nursing               |
| <input type="checkbox"/> Biological Sciences (M.A.)    | <input type="checkbox"/> Dietetics                   | <input type="checkbox"/> Health and Physical Education     | <input type="checkbox"/> Physical Science      |
| <input type="checkbox"/> Biological Sciences (M.S.)    | <input type="checkbox"/> Education, Early Childhood  | <input type="checkbox"/> Health Care Administration        | <input type="checkbox"/> Political Science     |
| <input type="checkbox"/> Biomedical Sciences           | <input type="checkbox"/> Education, Elementary       | <input type="checkbox"/> History                           | <input type="checkbox"/> Psychology            |
| <input type="checkbox"/> Business Administration       | <input type="checkbox"/> Education, Secondary        | <input type="checkbox"/> Humanities                        | <input type="checkbox"/> Reading Education     |
| <input type="checkbox"/> Chemistry                     | <input type="checkbox"/> Engineering                 | <input type="checkbox"/> Industrial and Employee Relations | <input type="checkbox"/> Safety                |
| <input type="checkbox"/> Communication Disorders       | <input type="checkbox"/> English                     | <input type="checkbox"/> Information Systems               | <input type="checkbox"/> Sociology             |
| <input type="checkbox"/> Communication Studies         | <input type="checkbox"/> Environmental Science       | <input type="checkbox"/> Journalism                        | <input type="checkbox"/> Special Education     |
|  | <input type="checkbox"/> Exercise Science            | <input type="checkbox"/> Leadership Studies                | <input type="checkbox"/> Teaching (M.A.T.)     |
|  | <input type="checkbox"/> Family and Consumer Science | <input type="checkbox"/> Mathematics                       | <input type="checkbox"/> Technology Management |
|  | <input type="checkbox"/> Forensic Science            |  |  |

**IF YOU EARNED AN EDUCATIONAL SPECIALIST DEGREE, PLEASE MARK THE AREA OF EMPHASIS OF THE DEGREE:**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Adult and Technical Education           | <input type="checkbox"/> Counseling                 | <input type="checkbox"/> Leadership Studies |
| <input type="checkbox"/> Community and Technical College Studies | <input type="checkbox"/> Curriculum and Instruction | <input type="checkbox"/> Reading Education  |
|  |   | <input type="checkbox"/> School Psychology  |

**IF YOU EARNED A DOCTORAL DEGREE, PLEASE MARK THE APPROPRIATE DESCRIPTION OF THE DEGREE:**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Biomedical Sciences (Ph.D.) | <input type="checkbox"/> Higher Education Administration (Ed.D.) | <input type="checkbox"/> Curriculum and Instruction (Ed.D.) |
| <input type="checkbox"/> Psychology (Psy.D.)         | <input type="checkbox"/> Public School Administration (Ed.D.)    |   |

**IF YOU COMPLETED A CERTIFICATE PROGRAM, PLEASE SELECT THE PROGRAM WHICH YOU COMPLETED.**

- |   |   |  |  |
|---|---|--|--|
| <input type="checkbox"/> Appalachian Studies          | <input type="checkbox"/> Elementary Science Education     | <input type="checkbox"/> Medieval and Renaissance Studies      | <input type="checkbox"/> Family Nurse Practitioner, Post-Masters |
| <input type="checkbox"/> Behavioral Statistics        | <input type="checkbox"/> Family Literacy                  | <input type="checkbox"/> School Library Media Specialist       | <input type="checkbox"/> Nursing Administration, Post-Masters    |
| <input type="checkbox"/> Creative Writing             | <input type="checkbox"/> Latin                            | <input type="checkbox"/> Social Services and Attendance        | <input type="checkbox"/> Nursing Education, Post-Masters         |
| <input type="checkbox"/> Dietetics Internship         | <input type="checkbox"/> Management Foundations           | <input type="checkbox"/> Teaching English as a Second Language | <input type="checkbox"/> School Principalsip                     |
| <input type="checkbox"/> Domestic Violence Counseling | <input type="checkbox"/> Marriage, Couple, Family Therapy | <input type="checkbox"/> Technology Management                 |  |
| <input type="checkbox"/> Early Childhood Education    | <input type="checkbox"/> Math Through Algebra I           |  |  |
| <input type="checkbox"/> Educational Computing        |   |  |  |



PLEASE RESPOND WITH YOUR GENERAL PERCEPTIONS TO THE FOLLOWING STATEMENTS WITH REFERENCE TO THE PARTICULAR DEGREE OR PROGRAM WHICH YOU COMPLETED. CHECK THE BOX WHICH BEST DESCRIBES YOUR OPINION.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Insufficient Information
1. My coursework was valuable in pursuing my chosen career.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Classroom and other physical facilities provided a comfortable learning environment.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Adequate research resources were available.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Adequate computer facilities were available.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Library services were accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Overall, university services and support systems facilitated my graduate education.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The faculty stimulated productive student-faculty interaction.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I was satisfied with the teaching abilities of the full-time faculty.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I was satisfied with the teaching abilities of the part-time faculty.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. All factors considered, I was satisfied with my graduate program.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Questions 11-13 are specific to students who earned a degree in or completed a professional education program which included a clinical experience, a field-based experience or an internship. All other respondents should skip to question 14.**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Insufficient Information
11. The experience was clearly defined and structured.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The experience requirements were valuable in preparation for job functioning.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. My supervisor for this experience was aware of my professional strengths and weaknesses and helped me to improve my professional skills.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. What three things do you think should be kept as they are in your graduate program?

15. What three things do you think should be changed in your graduate program?

16. Add any other comments you want to share about your graduate experience.

THANK YOU FOR YOUR ASSISTANCE!  
PLEASE RETURN IN THE ENCLOSED  
SELF-ADDRESSED, POSTAGE-PAID ENVELOPE TO:  
MUGC, 100 Angus E. Peyton Dr., South Charleston, WV 25303-1600

**ATTACHMENT 6**  
**APPROVED**  
**MAJORS, CERTIFICATE PROGRAMS,**  
**AREAS OF EMPHASIS**  
**ADDITIONS/CHANGES ROUTING FORM**

Note: This form serves as official documentation of all action relating to major codes, certificate programs, and areas of emphasis. University records will not be modified without this completed form. (8/99, Revised 7/02)

**MAJOR:**

Is this a new major? \_\_\_\_\_  
 Modification of an existing major? \_\_\_\_\_

Previous title: \_\_\_\_\_  
 Previous code: \_\_\_\_\_  
 New title: \_\_\_\_\_

Curriculum Committee Action: \_\_\_\_\_  
 Signature and Date: \_\_\_\_\_

Faculty Senate/Graduate Council Action: \_\_\_\_\_  
 Signature and Date: \_\_\_\_\_

Presidential Action: \_\_\_\_\_  
 Signature and Date: \_\_\_\_\_

**FOR ACADEMIC AFFAIRS OFFICE USE ONLY:**

Date Sent to Board of Governors: \_\_\_\_\_

Approved Major Code and Title: \_\_\_\_\_ Signature and  
 Date: \_\_\_\_\_

**CERTIFICATE PROGRAM/AREA OF EMPHASIS:**

Is this a new certificate program/area of emphasis? Yes  
 Modification of an existing certificate program/area of emphasis? \_\_\_\_\_

Previous title: \_\_\_\_\_  
 Previous code: \_\_\_\_\_  
 New title: Reading Education (Licensure Program for Teachers) \_\_\_\_\_

Curriculum Committee Action: Approved by COEHS Graduate Program Committee \_\_\_\_\_  
 Signature and Date: 12/8/04 \_\_\_\_\_

Faculty Senate/Graduate Council Action: \_\_\_\_\_  
 Signature and Date: \_\_\_\_\_

Presidential Action: \_\_\_\_\_  
 Signature and Date: \_\_\_\_\_

**Program Objectives:**

The U.S. Department of Education notes that the No Child Left Behind Act ensures accountability, flexibility, and increased federal support for education. Under No Child Left Behind, schools, districts, and states must meet yearly progress goals or face sanctions. During 2003-2004, 200 schools in West Virginia did not meet standards for adequate yearly progress (AYP). This represents nearly 30% of the schools in our state. This reform effort, as with any other, will not be successful without high quality teachers in the classroom. The success of education reform depends on the teacher.

According to the 2003 Educational Personnel Data Report from the West Virginia Department of Education, Reading is the largest shortage area for general education classrooms. This problem is two-fold. Students in these classrooms are being served by teachers who are not fully trained and licensed for the subject they are teaching. Additionally, the state and individual counties can be penalized for not meeting "Highly Qualified" teacher requirements under No Child Left Behind.

During each of the 2002-03 and 2003-04 school years, 36% of the Reading jobs in West Virginia were not filled by fully certified teachers. From the 2002-03 to 2003-04 school years, the number of posted Reading positions grew by 42 full-time openings. More positions will likely be added in the coming years given the provisions of No Child Left Behind, which focuses on reading and providing remediation.

Historically, the only Reading licensure category approved by the West Virginia Board of Education was for Reading Specialist. The Reading Specialist license requires a master's degree and 24 graduate credit hours in Reading. These 24 graduate credit hours may be included as a part of the master's degree in Reading Education. Individuals already holding a master's degree in Education complete only the 24 hours in Reading. The current Marshall University master's degree in Reading Education qualifies an individual to receive licensure as a Reading Specialist.

In the latter half of 2004, the West Virginia Board of Education adopted a second licensure category called Reading Education. The purpose of this license is to provide the already certified teacher with special knowledge and skills related to teaching Reading. The Reading Education license does not require a master's degree and was designed to be more focused in scope than the Reading Specialist license. This proposed program is directed at preparing candidates who will be eligible for the Reading Education license.

Objectives for the proposed program are based on standards developed by the Professional Standards and Ethics Committee of the International Reading Association (IRA), WV Content Standards, and PRAXIS II Content Tests to include (201) Reading Across the Curriculum: Elementary and (202) Reading Across the Curriculum: Secondary. This program is proposed under the Procedures for Initiating an Experimental Program as outlined in West Virginia Board of Education Policy 5100: Approval of Education Personnel Preparation Programs. The program is experimental because standards for this certification area have not yet been adopted by the West Virginia Board of Education.

Candidates completing the proposed program for licensure in teaching Reading will be able to:

- Demonstrate knowledge of the foundations of reading and writing processes and instruction.
- Use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
- Use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
- Create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
- View professional development as a career-long effort and responsibility.

**Program Identification: Classification of Instructional Programs (CIP's)**

42-13-1315

**Program Features:**

The objectives of this program will be achieved through the development of an 18-credit hour Graduate Certificate Program. Students will be admitted into the Professional Development admissions category. The 18 hours of coursework can be applied to a master's degree in Reading Education. Completion of all program requirements will result in an additional endorsement in Reading Education by the West Virginia Board of Education.

**Admissions and Performance Standards:**

Students desiring admission to the program will enroll as Graduate Certificate/ Professional Development students in the Reading Education Program. Admission requirements include the possession of a baccalaureate degree from a regionally accredited institution with a minimum UGPA of 2.5. Applicants must also possess a valid teaching license. The teaching license must be endorsed for a general and/or career/technical specialization.

Each participant will complete the 18-credit hour program which includes hours in literacy acquisition and assessment, developmental reading, literacy in the content area, integrated literacy, and the use of technology. Each course contains field experiences.

**Program Requirements:**

**Eighteen hours of graduate level coursework\***

CIRG 636 Developmental Reading	3 hours
CIRG 644 Literacy in the Content Area	3 hours
CIRG 637 Literacy Assessment	3 hours
CIRG 653 Literacy Acquisition	3 hours
CI 550 Writing in an Integrated Literacy Framework	3 hours
CIRG 622 The Use of Technology in the Classroom	3 hours

\*All courses currently exist at Marshall University.

CIRG 636 Developmental Reading – Principles and practices of teaching developmental reading with field-based experiences.

CIRG 644 Literacy in the Content Area – Principles underlying the teaching of reading in the content fields with field-based experiences.

CIRG 637 Literacy Assessment – Study and the causes of reading difficulties, diagnostic devices and techniques, and theory related to assessing literacy development with field-based experiences.

CIRG 653 Literacy Acquisition – A foundation course that focuses on the processes involved in becoming literate with field-based experiences.

CI 550 Writing in an Integrated Literacy Framework – Views writing from an integrated literacy framework emphasizing multiple methods of writing and writing assessment with field-based experiences.

CIRG 622 The Use of Technology in the Classroom – Candidates will plan for literacy instruction and use literacy technology in their classrooms with field-based experiences.

#### **Program Outcomes:**

Students completing this program will represent a cadre of teachers who are trained to teach Reading. Individuals completing the program will submit a score on the appropriate PRAXIS Reading Across the Curriculum test identified by the West Virginia Board of Education.

#### **Program Delivery:**

Program delivery will include the following strategies:

- Campus-based courses
- On-site courses at selected sites statewide
- Internet-based (WebCT Vista) course delivery
- Use of a cohort model
- Interactive videoconferencing

### **PROGRAM NEED AND JUSTIFICATION**

#### **Relationship to Institutional Goal and Objectives:**

The development and delivery of this program is consistent with the mission of Marshall University and the College of Education and Human Services.

#### **Existing Programs:**

There are currently no programs in West Virginia for preparing Reading Education teachers. Reading Education is a new licensure category recently approved by the West Virginia Board of Education. Marshall University and West Virginia University have approved programs designed to prepare individuals licensed as Reading Specialists.

#### **Program Planning and Development:**

Program planning and development has been a cooperative effort including involvement from the West Virginia Department of Education and Reading Program faculty. Participants in the planning process have included:

Noel Bowling	Program Director, Reading
Barbara O'Byrne	Faculty Member, Reading
Ron Iannone	Faculty Member, Reading
Stan Maynard	Faculty Member, Reading
Barbara Loebach	Faculty Member, Reading
Susan Ferrell	Faculty Member, Reading
Emily Hundley	Certification Coordinator
Serena Starcher	WVDE

#### **Clientele and Need:**

The proposed program in Reading Education would allow Reading teachers to be trained in a more streamlined fashion, putting appropriately trained and licensed teachers in the classroom more quickly than through the existing Reading Specialist program. This will ultimately serve to alleviate the teacher shortage in this subject area. The students of West Virginia will benefit from having fully trained and licensed

teachers and the state will be in a better position to meet the “Highly Qualified” requirements for teachers under the No Child Left Behind Act.

The teacher is the most important factor in school reform. Currently, literacy is a weak component of teacher preparation programs. Beyond elementary certification, there are no literacy courses in the general education content area preparation programs. This is especially critical with the accountability measures generated by No Child Left Behind. Nearly 30% of West Virginia’s schools did not meet yearly progress goals (AYP) during the previous school year. Having more reading teachers in classrooms will help schools and school districts meet federal mandates and will help our students.

**Employment Opportunities:**

Program participants will be experienced educators who hold an initial teaching license. Most will be currently employed and teaching in the public schools. Some may be teaching Reading without a full license. Others may be teaching in another area, but have an interest in expanding their certification to enable them to teach Reading. Experienced and currently practicing elementary, middle and high school Language Arts, Special Education, and ESL teachers are especially viable candidates for this program. This program will enable participants to better serve their school system by allowing them to serve in this certification area.

According to the 2002, and 2003 Educational Personnel Data Reports from the West Virginia Department of Education, Reading was the largest shortage area for general education classrooms. Students in these classrooms are being served by teachers who are not fully trained and licensed in the subjects they are teaching. One hundred thirty-six Reading Specialist positions were posted during the 2002-03 school year. During 2003-04, that number increased to 178 positions in West Virginia that needed to be filled. This is an increase of 42 full-time Reading positions in just one school year. During each of those school years, however, 36% of the positions were not able to be filled by fully qualified teachers. Additionally, the state and individual counties can be penalized for not meeting “Highly Qualified” teacher requirements under No Child Left Behind when positions are filled with teachers without the appropriate certification. An additional certification option for Reading teachers will help alleviate this shortage.

**Program Impact:**

This program will provide a cadre of trained and licensed professionals to serve as Reading teachers and help the state alleviate a teacher shortage in this content area.

**Cooperative Arrangements:**

The Reading Education Program (MA) at Marshall University is currently involved in numerous cooperative arrangements throughout the state. These existing partnerships as well as new partnerships with county school districts and Regional Education Service Agencies will be used to provide the proposed Reading Education Licensure Program to teachers state-wide.

**Alternatives to Program Development:**

Not Applicable.

**PROGRAM IMPLEMENTATION AND PROJECTED  
RESOURCE REQUIREMENTS**

**Program Administration:**

The proposed program will be administered through the Reading Program area in the College of Education and Human Services. No changes in the existing administrative organization will be necessary.

**Program Projections:**

**FIVE-YEAR PRODUCTION OF  
PROGRAM SIZE**

	<b>Year 1 05-06</b>		<b>Year 2 06-07</b>		<b>Year 3 07-08</b>		<b>Year 4 08-09</b>		<b>Year 5 09-10</b>
Number of Students Served	25		25		25		25		25
Headcount	25		25		25		25		25
FTE	37.5		37.5		37.5		37.5		37.5
Number of SCH generated by program courses	450*		450*		450*		450*		450*

\*25 students x 6 courses/year x 3 SCH

**Faculty Instructional Requirements:**

No new full-time faculty will be required to offer this program. Additional part-time faculty will be needed to teach courses and supervise clinical and field-based experiences.

**Library Resources and Instructional Material:**

Library resources are adequate at their present levels.

**Support Services Requirements:**

The implementation of the program will not require additional support services.

**Facilities Requirements:**

The implementation of the program will not require the addition of new space or facilities or the remodeling or renovation of existing space.

**Operating Resource Requirements:**

	<b>Year 1 05-06</b>	<b>Year 2 06-07</b>	<b>Year 3 07-08</b>	<b>Year 4 08-09</b>	<b>Year 5 09-10</b>
<b>A. FTE</b>					
1. Administrators	N/A	N/A	N/A	N/A	N/A
2. Full-time Faculty	N/A	N/A	N/A	N/A	N/A
3. Adjunct Faculty	2.0	2.0	2.0	2.0	2.0
4. Grad Assistants	N/A	N/A	N/A	N/A	N/A
5a. Clerical	N/A	N/A	N/A	N/A	N/A
5b. Professionals	N/A	N/A	N/A	N/A	N/A
<b>B. Costs</b>					
1. Personnel	N/A	N/A	N/A	N/A	N/A
a. Administrators	N/A	N/A	N/A	N/A	N/A
b. Full-time Faculty	N/A	N/A	N/A	N/A	N/A
c. Adjunct Faculty	14,760	14,760	14,760	14,760	14,760
d. Grad Assistants	N/A	N/A	N/A	N/A	N/A
e. Clerical	N/A	N/A	N/A	N/A	N/A
f. Professionals	N/A	N/A	N/A	N/A	N/A
Total Salaries	14,760	14,760	14,760	14,760	14,760



**FIVE-YEAR PROJECTION OF  
TOTAL OPERATING RESOURCES REQUIREMENTS**

	<b>Year 1 05-06</b>	<b>Year 2 06-07</b>	<b>Year 3 07-08</b>	<b>Year 4 08-09</b>	<b>Year 5 09-10</b>
2. Current Expenses	9,000	9,000	9,000	9,000	9,000
3. Repairs & Alterations	N/A	N/A	N/A	N/A	N/A
4. Equipment:					
Educational equip	N/A	N/A	N/A	N/A	N/A
Library books	N/A	N/A	N/A	N/A	N/A
5. Nonrecurring expense	N/A	N/A	N/A	N/A	N/A
Total Costs	18,360	18,360	18,360	18,360	18,360
<b>C. Sources</b>					
1. General Funds Appropriations					
(Reallocation, 60%)	11,016	11,016	11,016	11,016	11,016
2. Federal Government					
3. Private and Other					
Third Party Contracts (40%)	7,344	7,344	7,344	7,344	7,344
Total All Sources	18,360	18,360	18,360	18,360	18,360

**Sources of Operating Resources:**

Resources needed to operate this program will come from a reallocation of existing resources and funds provided through the development of third-party contracts.

## PROGRAM EVALUATION

### **Evaluation Procedures:**

The proposed program will be subject to a number of evaluations and reviews. The actual program development process will involve review by the department, college, Graduate Council and EPPAC, the external advisory group for the College of Education and Human Services at Marshall University. The proposed program will also be reviewed by the Marshall University Board of Governors, the West Virginia Higher Education Policy Commission and the West Virginia Board of Education.

The program will also be subject to ongoing program review as a part of the WVBOE and NCATE review processes. Additionally, the program will be subject to the legislatively mandated program review conducted by the Marshall University Board of Governors and the Higher Education Policy Commission.

Program completers will be required to submit a score on the applicable PRAXIS Reading Across the Curriculum test. Additionally, each course offered in the program will be evaluated through the use of a participant questionnaire, and a follow-up study of graduates will be conducted.

### **Accreditation Status:**

The proposed program will be housed in the Professional Education Unit in the College of Education and Human Services at Marshall University. The Professional Education Unit is fully accredited by NCATE. The Reading Specialist Program currently in place at Marshall University holds approval from the International Reading Association.

## CURRICULUM SUMMARY SHEET READING EDUCATION

**PROGRAM APPROVAL REQUESTED AS OF:** May 15, 2005

**NAME OF INSTITUTION:** Marshall University

**GRADE LEVELS:** PreK-Adult, K-6, 5-9, 5-Adult, 9-Adult

**FORM COMPLETED BY:** Emily Brock

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### COURSE NUMBERS AND TITLES

CIRG 636 Developmental Reading	3
CIRG 644 Literacy in the Content Area	3
CIRG 637 Literacy Assessment	3
CIRG 653 Literacy Acquisition	3
CI 550 Writing in an Integrated Literacy Framework	3
CIRG 622 The Use of Technology in the Classroom	3

**Total 18 hours**

**Prerequisites:** Candidates must hold a professional teaching certificate for enrollment into the program. The teaching license must be endorsed for a general and/or career/technical specialization. The grade levels of the Reading Education endorsement will reflect those grade levels that appear on the candidate's initial professional teaching certificate.

**Testing requirements:** Praxis II: Reading Across the Curriculum: Elementary (Test Code: 0201) or Reading Across the Curriculum: Secondary (Test Code: 0202). Candidates will submit a score on the test most appropriate for the grade levels on their initial teaching certificate.

**Matrix relating MUGC Reading Education Courses  
with IRA Standards  
And  
WV Student Content Standards  
(Subject to change as program is evaluated)**

IRA Standards including underlying elements	IRA Standards related behaviors	WV Reading & Language Arts Content Standards <a href="#">iii</a> K-12	MUGC Reading Teacher Courses
<b>Standard 1.0 Foundation Knowledge</b>	<b>Candidates:</b>		
1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.	Know foundational theories related to practices and materials they use in the classroom.	RLA.S.1 RLA.S.2	CIRG 622 CIRG 653 CIRG 636 CIRG 644
1.2 Demonstrate knowledge of reading research and histories of reading.	Recognize historical antecedents to contemporary reading methods and materials. They articulate how their teaching practices relate to reading research.	RLA.S.1 RLA.S.2	CIRG 636 CIRG 644 CIRG 653 CIRG 637
1.3 Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.	Can describe when students are meeting developmental benchmarks. They know when to consult other professionals for guidance.	RLA.S.1	CIRG 653 CIRG 637
1.4 Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.	Explain how the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) are integrated during fluent reading. They can articulate the research that grounds their practice. They identify student's strengths and weaknesses in relation to the various components.	RLA.S.1	CIRG 653 CIRG 636 CIRG 644 CIRG 637 CIRG 622
<b>Standard 2.0 Instructional Strategies and Curriculum Materials</b>			
2.1 Use instructional grouping options (individual, small group, whole-class, and computer-based) as appropriate for accomplishing given purposes.	Match instructional grouping options to specific instructional purposes that take into account developmental, cultural, and linguistic differences among students. They model and scaffold procedures so that students learn to work effectively. They provide an evidence-based rationale for their selections.	RLA.S.1 RLA.S.3	CIRG 622 CIRG 636 CIRG 653 CIRG 644
2.2 Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.	Plan for the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. Their selections are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.	RLA.S.1	CIRG 622 CIRG 636 CIRG 644 CIRG 653 CI 550
2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.	Plan for the use of a wide range of curriculum materials. Their selections are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.	RLA.S.1 RLA.S.2	CIRG 636 CIRG 637 CIRG 644 CIRG 654
<b>Standard 3. Assessment, Diagnosis, and Evaluation</b>			
3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.	Select and administer appropriate formal and informal assessments including technology-based assessments. They understand the requirements for technical adequacy of assessments and can select technically adequate assessment tools. They can interpret the results of these tests and assessments.	RLA.S.1	CIRG 622 CIRG 636 CIRG 637 CIRG 644 CIRG 653
3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties	Compare, contrast, and analyze information and assessment results to place students along a developmental continuum. They recognize the variability in reading levels across children in the same grade and within a child across different subject areas. They can identify students' proficiencies and difficulties. They recognize the need to make referrals for appropriate services.	RLA.S.1	CIRG 637
3.3 Use assessment information to plan, evaluate, and revise effective instruction	Analyze, compare, contrast, and use assessment results to plan, evaluate, and	RLA.S.1	CIRG 637 CIRG 636

that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.	revise effective instruction for all students within an assessment/evaluation/instruction cycle.		CIRG 644
3.4 Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).	Interpret a student's reading profile from assessments and communicate the results to the student, parents, caregivers, colleagues, and administrators.		CIRG 637
<b>Standard 4. Creating a Literate Environment</b>			
4.1 Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.	Collect information about children's interests, reading abilities, and backgrounds. They use this information when planning instruction. They select materials and help students select materials that match their reading levels, interests, and cultural and linguistic backgrounds. They can use technology to gather and to use this information in instructional planning. They can articulate the research base that grounds their practice.	RLA.S.1, RLA.S.2, RLA.S.3	CIRG 636 CIRG 644 CIRG 653
4.2 Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.	Select books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds. They can articulate the research that grounds their practice.	RLA.S.1	CIRG 622 CIRG 644 CIRG 636 CI 550
4.3 Model reading and writing enthusiastically as valued lifelong activities.	Model and share the use of reading and writing for real purposes in daily life. They use think-alouds to demonstrate good reading and writing strategies. They can articulate the research that supports modeling think-alouds to students.	RLA.S.1, RLA.S.2	CI 550 CIRG 636 CIRG 653 CIRG 644
4.4 Motivate learners to be lifelong readers.	Effectively plan and implement instruction that motivates readers intrinsically and extrinsically. They are aware of children's literature, interests, and reading levels of students in their class and can select appropriate text. They assist children in discovering reading for personal purposes. They can provide an evidence-based rationale for their practice.	RLA.S.1	CIRG 653 CIRG 636 CIRG 644
<b>Standard 5. Professional Development</b>			
5.1 Display positive dispositions related to reading and the teaching of reading.	Ensure that all individuals project ethical and caring attitudes in the classroom. They work with families, colleagues, and communities to support students' learning.		CIRG 636 CIRG 637 CIRG 644 CIRG 653
5.2 Continue to pursue the development of professional knowledge and dispositions.	Identify specific questions related to knowledge, skills, and/or dispositions related to their teaching of reading and writing. They plan specific strategies for finding answers to those questions. They carry out those plans and articulate the answers derived. They indicate knowledge of and are members of some professional organizations related to reading and writing. They are informed about important professional issues and are effective advocates with administrators; school boards; and local, state, and federal policymaking bodies.		CIRG 622 CIRG 636 CIRG 653 CIRG 644 CIRG 637 CI 550
5.3 Work with colleagues to observe, evaluate, and provide feedback on each other's practice.	Actively engage in collaboration and dialogue with other teachers and reading specialists to obtain recommendations and advice on teaching practices and ideas. They can articulate the evidence base related to those recommendations. They may conduct action research as a part of these collaborations.		CIRG 636 CIRG 644 CIRG 653 CIRG 637
5.4 Participate in, initiate, implement, and evaluate professional development programs.	Participate individually and with colleagues in professional development experiences.		CIRG 636 CIRG 644

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[ii](#)

The following is the document that describes the West Virginia Reading and Language Arts Content Standards. The Matrix will indicate the standard by referring to its abbreviated indicator, i.e., RLA. S. 1, RLA. S. 2, and RLA. S. 3.

#### **Reading and English Language Arts Content Standards K-12**

##### *Standard 1: Reading (RLA.S.1)*

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read); and
- employing a wide variety of literature in developing independent readers.

##### **Standard 2: Writing (RLA.S.2)**

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

##### **Standard 3: Listening, Speaking and Viewing (RLA.S.3)**

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

Return to: [2004-2005](#) [Minutes & Records](#) [Graduate Council](#) [Marshall University](#)

**Minutes of the Marshall University Graduate Council**  
**December 3, 2004**  
**Room GC 319**  
**MUGC South Charleston**

**Members present:** Amerikaner, Cunningham, Dooley, Eagle, Edington, Hankins, Lawson, Larsen, Mangiarua, Meyer, Reynolds, Saveliev, Stickler, Wyant

**Members absent:** Maheshwari (Debela has resigned)

**Ex-Officio Members present:** Childress, Deutsch

**Ex-Officio Members absent:** Aulick, Denman

**Guests:** Joyce East, Stephen Tipler

- The meeting was called to order at 1:00 by Larsen.
- Minutes of the October 22, 2004 meeting were approved as written.
- The Graduate Faculty Membership Approvals (Attachment 1) were read into the minutes with one typographical correction. Loebach's term of expiration is November 2009. The list will be forwarded to President Angel for his approval.

### **Standing Committee Reports**

#### **Credentialing**

- Amerikaner spoke to Attachment 2 regarding Dr. Joyce East's petition for an exception to Graduate Faculty Membership for the Humanities program. With the exception of the program director (East) the graduate Humanities program has always used adjunct faculty to teach classes, and to direct graduate student committees. The latest revisions to the Graduate Faculty Membership document do not allow non-tenure track faculty to chair or direct student committees and research. The Credentialing committee met to discuss the petition and Amerikaner reported that they had some concern over East's impending retirement and the future of the program. There are faculty members in Huntington who teach humanities courses but are not involved in the South Charleston graduate program. On behalf of the committee, Amerikaner made a motion to table the petition until after Academic Affairs has reviewed the program. East reported that the Provost's office does plan to fill the program director position and to keep the program in South Charleston. Discussion ensued with regard to the number of students affected by this policy. She also stated that as of this month, she will become a part-time faculty member within the program. Childress commented that the program has used adjuncts in this role since its inception. The motion was defeated. Amerikaner made a second motion to grant a waiver to the Humanities program to allow the program to use part-time faculty (with associate graduate faculty status) to chair thesis committees through September 2005. The motion passed. It was noted that the waiver is for this program only, due to the unusual history, nature, and circumstances of the program. Larsen will send a letter to the Provost, asking that Academic Affairs review the program.
- Amerikaner also reported that the committee members had reviewed faculty files for the College of Fine Arts and Biomedical Sciences.

### Academic Standards

- Eagle moved that the Council accept the Academic Appeals Policy (Attachment 3) with some editorial changes. Stephen Tipler reported that the committee had worked with Dr. Betsy Dulin, an attorney, dean, and graduate faculty member, in revising the document. In addition to the editorial changes, Cunningham asked that in section VIII D, the wording “in certain cases” be changed to “only” to read ...”retain legal counsel for representation **only** when he/she are or will be dismissed.” The motion passed with those changes.
- Regarding the Academic Appeals Policy document, Larsen stated that when policies affect both graduate and undergraduate students, an ad hoc committee should be formed to resolve issues on the same document rather than both bodies making changes separately. He asked committee chairs to keep track of these issues and requested that Stickler make this concern known to the Faculty Senate.
- Eagle moved that the Council accept the Intent to Plan: Masters Degree in Latin (Attachment 4). Cunningham asked that the document more clearly state that the degree would not lead to teacher certification. The motion passed with the stipulation that the appropriate information be included in the justification and routed back to the Academic Standards Committee.
- Eagle and Larsen reported that one more member from the Huntington campus is needed for the ad hoc committee on Graduate Committees. Lawson volunteered so the committee now consists of Larsen, Hankins, Eagle, Deutsch and Lawson.
- Eagle made the following motion concerning the Excused Absence Policy section of the catalog: Undergraduate students registered in graduate level courses will be subject to the Graduate Attendance Policy, unless otherwise specified by the instructor. Students registered in dual listed courses will be subject to the attendance policy in accordance with their registration. (i.e., students registered by the undergraduate course number are held accountable under the undergraduate policy; students registered by the graduate course number are held accountable under the graduate policy.) The motion passed.
- Eagle also made a motion to accept the proposal for a graduate minor in Environmental Science. (Attachment 5) The motion passed.
- Eagle reported that she has received some comments on the Survey of Graduates. She will take the comments, rework the survey and send it out to the Council.

### Curriculum

- Reynolds reported that issues concerning IS 631 (tabled from the October meeting) have been resolved so she made a motion that it and two other course additions (See Attachment 6) be approved. The motion passed.
- Reynolds moved that the list of course changes (Attachment 6) be approved. The motion passed.
- Reynolds also requested approval for modifications to the Special Education licensure programs in the following areas: autism, behavior disorders, specific learning disabilities and mentally impaired, and for Special Education certification programs in the following areas: behavior disorders, deaf/hard of hearing, learning disabilities, mentally impaired and visually impaired. (Attachment 7) The motion passed.

### Program Review

- Wyant reported that program reviews had been completed and moved that the Council approve them. All were approved with the recommendations indicated in Attachment 8. The motion passed.



**Other Business**

- Eagle reported that the Electronic Thesis and Dissertation (ETD) link had broken when the server was changed on November 1. Computing Services intends to have all theses and dissertations submitted through WebCT Vista. The general consensus was that using Vista is not a good solution. Concerns centered on the increased difficulty in doing this, especially for students (and faculty) who are not familiar with Vista.
- Dooley reported from the Evaluation and Compensation Committee that the new evaluation procedure had been passed for 2005. The 5 point scale will be used for one more year and the planning page deadline has been extended to February 4.

The meeting was adjourned at 2:51 p.m.

**Remaining Meeting schedule for 2004-2005 academic year (1:00-3:00 PM):**

- January 21, 2005      Huntington
- February 18, 2005    South Charleston
- March 18, 2005       Huntington
- April 29, 2005       South Charleston

**ATTACHMENT 1**  
**Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			12/3/2004	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>		
Enz, John	COS	Physical Science	Associate	November 2004	November 2007
Miller, Beverly	CHP	Communication Disorders	Graduate	November 2004	November 2009
Thomas, Jeani	CHP	Remove name—no longer at Marshall			
Isaacs, Thelma	CEHS	Secondary Education	Graduate	November 2004	November 2009
Loebach, Barbara	CEHS	Secondary Education	Graduate	November 2004	November 2009
Arnold, Charles Eric	CEHS	Exercise Science, Sport, & Recreation	Associate	October 2004	October 2007
Backus, Melinda	CEHS	Elementary Education	Associate	September 2004	September 2007

**Additional Graduate Faculty Membership Approvals from the  
9/24/2004 Graduate Council Meeting**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			9/24/2004	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>		
Aluthge, Ariyadasa	COS	Mathematics	Graduate	August 2004	July 2009
Backus, Melinda	CEHS	Elementary Education	Associate	September 2004	September 2007
Aulick, Howard	SOM	Physiology	Graduate	September 2004	September 2006
Fenger, Terry	SOM	Microbiology & Forensic Science	Doctoral	September 2004	September 2007
Green, Todd	SOM	Physiology	Doctoral	September 2004	September 2007
Lash, Lawrence	SOM	Pharmacology	Associate	September 2004	September 2006
Park, Maiyon	SOM	Biochemistry	Doctoral	September 2004	September 2007
Parkash, Jai	SOM	Anatomy	Associate	September 2004	September 2006
Reichenbecher, Vernon	SOM	Biochemistry	Graduate	September 2004	September 2006
Sollars, Vincent	SOM	Microbiology	Doctoral	September 2004	September 2007
Howard, Karen	SOM	Forensic Science	Associate	September 2004	September 2007
Rankin, Graham	SOM	Forensic Science	Graduate	September 2004	September 2009
McKee, Jane	CEHS	Secondary Education	Doctoral	August 2004	August 2009
Johnson, Carl	CEHS	Elementary Education	Doctoral	August 2004	August 2009
Angel, Robert	CEHS	Special Education	Graduate	August 2004	August 2009
Reed, Melisa	CEHS	Special Education	Associate	April 2002	April 2005
Delidow, Beverly	SOM	Biochemistry & Molecular Biology	Doctoral	September 2004	September 2007
Leidy, John	SOM	Medicine	Doctoral	September 2004	September 2007
Rhoten, William	SOM	Anatomy, Cell and Neurobiology	Doctoral	September 2004	September 2007
East, Joyce	COLA	Grad. Humanities	Grad	September 2004	September 2009
Ellis, Thomas	COLA	Psychology	Doctoral	April 2004	April 2009

Herbst, Marina	COLA	Modern Languages	Assoc	April 2004	April 2007
Leonard, James	COLA	Geography	Grad	June 2004	June 2009
Lewis, Sarah	COLA	Psychology	Doctoral	April 2004	April 2009
Mills, David	COLA	History	Grad	July 2004	July 2009
Winton, Karl	COLA	Communication Studies	Assoc	April 2004	April 2007
Alderman, Timothy	COLA	Humanities	Assoc	April 2004	April 2007
Amerikaner, Marty	COLA	Psychology	Doctoral	June 2004	June 09
Beard, Keith	COLA	Psychology	Doctoral	September 2004	September 2009
Bickham, Paula	COLA	Psychology	Assoc	September 2004	September 2007
Bookwalter, Robert	COLA	Communication Studies	Assoc	July 2004	July 07
Bora, Dhru	COLA	Criminal Justice	Grad	September 2004	September 2009
Brammer, Camilla	COLA	Communication Studies	Assoc	September 2004	September 2007
Cupps, D. Stephen	COLA	Political Science	Grad	September 2004	September 2009
Davis, Grace	COLA	Psychology	Doctoral	September 2004	September 2009
DeTardo-Bora, Kimberly	COLA	Criminal Justice	Grad	September 2004	September 2009
Edmunds, Robert	COLA	Communication Studies	Assoc	September 2004	September 2007
Garnett, Richard	COLA	Sociology/Anthropology	Grad	September 2004	September 2009
Goudy, Tony	COLA	Psychology	Assoc	September 2004	September 2007
Gould, Alan	COLA	History	Assoc	September 2004	September 2007
Green, Christopher	COLA	English	Grad	September 2004	September 2009
Harper, Eugene R.	COLA	Humanities	Assoc	April 2004	April 2007
Gould, Alan	COLA	History	Assoc	September 2004	September 2007
Jarrett, Larry	COLA	Geography	Assoc	September 2004	September 2007
Johnson, Dolores	COLA	English	Grad	September 2004	September 2009
Ladner, Barbara	COLA	Grad. Humanities	Assoc	September 2004	September 2007
Laubach, Martin	COLA	Sociology/Anthropology	Grad	September 2004	September 2009
Lindberg, Marc	COLA	Psychology	Doctoral	April 2004	April 2009
Linz, Mariana	COLA	Psychology	Doctoral	July 2004	July 2009
Lloyd, Charles	COLA	Classics	Assoc	September 2004	September 2007
Lutz, Paul	COLA	History	Grad	April 2004	April 2009
Masters, Daniel	COLA	Political Science	Grad	September 2004	September 2009
McKernan, John	COLA	English	Grad	July 2004	July 09
Mewaldt, Steven	COLA	Psychology	Grad	September 2004	September 2009
Miller, Montserrat	COLA	History	Grad	September 2004	September 2009
Sawrey, Robert	COLA	History	Grad	April 2004	April 2009
Simpkins, Karen	COLA	Sociology/Anthropology	Assoc	September 2004	September 2007
Swan, Susan	COLA	English	Grad	September 2004	September 2009
Thorn, Arline	COLA	Humanities	Assoc	April 2004	April 2007
Trumpower, David	COLA	Psychology	Doctoral	April 2004	April 2009
Vitaglione, Guy	COLA	Psychology	Assoc	September 2004	September 2007
Walz, Anita	COLA	Geography	Grad	July 2004	July 09
Wyatt, W. Joseph	COLA	Psychology	Doctoral	April 2004	April 2009
Marra, Sandra	CONHP	Nursing	Associate	May 2004	May 2007

**ATTACHMENT 2****Petition for exception for graduate faculty in the graduate humanities program.****Memorandum**

To: Marshall University Graduate Council  
Eldon Larsen, Chair

From: Joyce E. East, Program Director  
Humanities Program – South Charleston

Re: Program Specific Petition from Humanities Program  
Exception to the Criteria for Graduate Faculty for Humanities

Date: November 19, 2004

**The Issue:** With the most recent revision of the guidelines for Marshall University Graduate Faculty Membership (March 28, 2003), the opportunity for Associate Graduate Faculty in Humanities to direct theses was eliminated. For appointment to Graduate Faculty, faculty must be “in tenure track positions at Marshall University”; only Graduate Faculty “can chair or direct graduate student committees and research at the master’s level. . . .” These new regulations have a negative impact on a small graduate program that relies on highly qualified part-time faculty.

**Program History:** The Humanities Program began in the 1970s as a cooperative graduate program with faculty drawn from the Graduate College, Marshall University, and other institutions of higher education in the state. The objective was to provide only a small permanent faculty (primarily to direct the Program) and to utilize the rich faculty resources in institutions that did not have graduate programs. Because of the Program’s location, many faculty members came from West Virginia State College (now West Virginia State University). From the outset, these faculty members directed theses. In fact, the first thesis produced was directed by a faculty member from State University.

The current situation puts undue burden on the one full-time faculty member in Humanities and creates a credibility gap. Clearly the full-time faculty member cannot direct all the theses, and that person is certainly not going to be a specialist in all areas of the humanities. Each student should have the opportunity to work with a thesis director whom he/she knows and someone who is a specialist in the area of research. For students in Humanities, that person is likely to be a part-time faculty member.

The part-time faculty members in Humanities are highly qualified and very loyal to the Program. They hold doctorates; they are successful instructors, and they have records of research. Of the current part-time faculty, two have been with the Program since its inception; all are tenured in their home institutions; seven are or have been chairs or deans; most have been working in the Program for more than three years; several have had experiences as members and directors of thesis committees.

[The accompanying table outlines the backgrounds of part-time faculty in Humanities.]

**The Thesis Process in Humanities:**

Any concern about supervision or student welfare should be allayed by the process in Humanities. In many departments, the process may work independently of the program director, but in Humanities that person plays an important role in selecting the committee members and identifying the thesis director (after a conference with the student). The program director usually teaches HUMN 680, the first of the thesis courses. During this course, the student submits a proposal. This proposal is sent to the possible thesis

director, who may suggest changes and refinements. Once the director is identified, the other three members of the committee are selected (as other specialists in the discipline or as the one outside member). Because the program is small, the program director frequently sits as a member of the committee. Even if that is not the case, the program director consults with the thesis director and remains a contact for the student. The program director (instructor of HUMN 680) gives the grade for that first course before the student is assigned to the specific thesis director in HUMN 681.

**The Exception Requested for Humanities:**

That Associate Graduate Faculty in Humanities be permitted to chair or direct graduate thesis committees provided the faculty so designated meet the other criteria (2, 3, 4, and 5) for Graduate Faculty.

That off-campus professionals who teach part-time for the Humanities Program be permitted to chair or direct graduate thesis committees provided those professionals so designated meet criteria 2, 4, and 5.

Please understand that I am not asking for a general exception that would apply to graduate programs across the institution. I am asking for this very specific exception for one program, a program that has only one full-time faculty member at present and has a successful history of employing part-time faculty for graduate teaching and thesis direction. I ask for this exception with the expectation that any part-time faculty member named to direct a thesis would receive the expressed approval of the Liberal Arts dean.

If additional information is needed, please contact me. Thank you for considering this request that speaks to fairness for students and respect for our colleagues in other institutions.

**Profile of Part-Time Faculty**

<b>I.D.</b>	<b>Academic History</b>	<b>Experience with Program</b>	<b>Thesis Direction</b>
Harper	<ul style="list-style-type: none"> <li>• Ph.D., U of Pittsburgh;</li> <li>• began teaching in 1963, but is now retired;</li> <li>• has been department chair and dean;</li> <li>• history</li> </ul>	<ul style="list-style-type: none"> <li>• Began teaching in 1986;</li> <li>• teaches several courses in specialization, and a core course;</li> <li>• comps examiner and project mentor</li> </ul>	<b>Currently co-directing a thesis</b>
Hartstein	<ul style="list-style-type: none"> <li>• Ph.D., Ohio State;</li> <li>• began teaching in 1975;</li> <li>• was chair of department</li> <li>• literature</li> </ul>	<ul style="list-style-type: none"> <li>• Planning member for degree program;</li> <li>• has taught for program since 1983;</li> <li>• regularly teaches a core course,</li> <li>• comps examiner and project mentor</li> </ul>	Has <b>directed two theses</b> and has been member of several committees
Ladner	<ul style="list-style-type: none"> <li>• Ph.D., Yale U;</li> <li>• began teaching in 1990;</li> <li>• currently tenured professor;</li> <li>• interdisciplinary in American Studies and film</li> </ul>	<ul style="list-style-type: none"> <li>• Began teaching in program in 1991;</li> <li>• Frequently a comps examiner and project mentor</li> </ul>	Has <b>directed one thesis</b> ; is serving on thesis committees
Maslowski	<ul style="list-style-type: none"> <li>• Ph.D., U of Pittsburgh;</li> <li>• has recently retired from Federal agency;</li> <li>• excellent interdisciplinary background in archaeology, anthropology, and history</li> </ul>	<ul style="list-style-type: none"> <li>• Has taught in program since 1997;</li> <li>• teaches core course in certificate program;</li> <li>• has served as program advisor in summer;</li> <li>• regularly serves as comps examiner and project mentor</li> </ul>	Is serving on thesis committee
Ovrebo	<ul style="list-style-type: none"> <li>• Ph.D., Ohio U;</li> <li>• began teaching in 1992;</li> <li>• currently tenured associate professor and chair of department;</li> <li>• strong interdisciplinary background in arts</li> </ul>	<ul style="list-style-type: none"> <li>• Began teaching in program in 1993 and regularly teaches a core course and courses in area of specialization;</li> <li>• Regularly a comps examiner and project mentor</li> </ul>	Is serving on thesis committees
Richards	<ul style="list-style-type: none"> <li>• Ph.D. from Ohio U;</li> <li>• began teaching in 1993;</li> <li>• currently tenured associate professor; was chair of department;</li> <li>• interdisciplinary in religion, philosophy, and sociology</li> </ul>	<ul style="list-style-type: none"> <li>• Began teaching in program in 2002 and regularly teaches a core course;</li> <li>• has served as program advisor in summer;</li> <li>• comps examiner</li> </ul>	Is serving on thesis committees
Thorn	<ul style="list-style-type: none"> <li>• Ph.D., U of Illinois;</li> <li>• began teaching in 1971;</li> </ul>	<ul style="list-style-type: none"> <li>• Planning member for degree program;</li> </ul>	Has <b>directed six theses</b> for program (including

	<ul style="list-style-type: none"><li>• currently tenured full prof.;</li><li>• was chair of department;</li><li>• Doctorate in comparative literature</li></ul>	<ul style="list-style-type: none"><li>• has taught in program since 1975</li><li>• teaches core class,</li><li>• serves as comps examiner, project mentor, thesis director;</li><li>• has served as program advisor in summers</li></ul>	<p>the first thesis);</p> <p>Has served an several other committees</p>
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## ATTACHMENT 3

### Revised Appeals Document for the Marshall University Graduate Catalog

#### GRADE APPEAL POLICY, ACADEMIC PROBATION, INELIGIBILITY FOR SCHOLASTIC DEFICIENCIES, AND ACADEMIC DISHONESTY

Marshall University's policies in regard to the academic rights and responsibilities of students are in keeping with the Board of Governors Series 60. The Academic Rights and Responsibilities of Students policy statement provides details with respect to student rights and procedures on these and similar matters relating to academic appeals.

Marshall University  
Academic Rights and Responsibilities of Students

##### *I. Statement of Philosophy*

Marshall University is an academic community and as such must promulgate and uphold various academic standards. Failure of a student to abide by such standards may result in the imposition of sanctions pursuant to University Policy Number 60. A student, by voluntarily accepting admission to the institution or enrolling in a class or course of study offered by Marshall University, accepts the academic requirements and criteria of the institution. It is the student's responsibility to fulfill coursework and degree, or certification requirements, and to know and meet criteria for satisfactory academic progress and completion of the program.

##### *II. Definitions*

A. Academic Dean: the chief academic officer of a college or school. The dean also serves in an advisory capacity to the student. The student is encouraged to contact his/her academic dean for guidance on appeal procedures.

B. Academic Deficiency: failure to maintain the academic requirements and standards as established by Marshall University and its constituent colleges and schools other than those relating to academic dishonesty. This shall include but is not limited to the criteria for maintenance of satisfactory academic progress, i.e. Grade Point Average, special program requirements, professional standards, etc.

C. Academic Dishonesty: Academic dishonesty is conduct on an academic exercise that falls into one or more of the following categories: cheating, fabrication/falsification, plagiarism, bribes/favors/threats, and complicity. These categories and "academic exercise" are defined in detail in the section on Academic Dishonesty in this catalog. Each instructor may modify the general definition of academic dishonesty to fit the immediate academic needs within that particular course of study, provided the instructor defines, in writing and preferably in the course syllabus, the details of any departure from the general definition.

D. Day: shall refer to a calendar day.

E. Limited Enrollment Program: any academic program which imposes admissions requirements in addition to general admissions to the University.

F. Student: any undergraduate student who has been admitted to, and is currently enrolled in, a course or in a certificate or degree program at Marshall University, or for whom the institutional appeal period has not expired. Students enrolled in the undergraduate Nursing Program will follow these procedures.

G. University Community: faculty, staff, or students at Marshall University.

H. President's Designee: Chief Academic Officer.

I. Provost and Senior Vice President for Academic Affairs: refers to the Chief Academic Officer.

J. Appeal Deadlines: the time allowed for each level of appeal. There will be no time extensions unless granted by the Academic Appeals Board for good cause. If the appeals do not meet the established deadlines, the issue is no longer able to be appealed.

##### *III. Student Academic Rights:*

Concomitant with other academic standards and responsibilities established by Marshall University and its constituent colleges and schools, each student shall have the following academic rights:

A. The student shall be graded or have his/her performance evaluated solely upon performance in the coursework as measured against academic standards.

B. The student shall not be evaluated prejudicially, capriciously, or arbitrarily.

C. The student shall not be graded nor shall his/her performance be evaluated on the basis of his/her race, color, creed, sex, sexual orientation, or national origin.

D. Each student shall have the right to have any academic penalty, as set forth herein, reviewed pursuant to the procedures in Section V. Except in those cases where a specific time is provided, this review shall occur within a reasonable time after the request for such review is made.

E. Each student shall have access to a copy of a University catalog or program brochure in



which current academic program requirements are described (e.g., required courses, total credit requirements, time in residence standards, minimum Grade Point Average, probation standards, professional standards, etc.).

F. Each student shall receive from the instructor written descriptions of content and requirements for any course in which he/she is enrolled (e.g., attendance expectations, special requirements, laboratory requirements including time, field trips and cost, grading criteria, standards and procedures, professional standards, etc.).

G. The instructor of each course is responsible for assigning grades to the students enrolled in the course consistent with the academic rights set out in the preceding sections.

H. Marshall University and its constituent colleges and schools are responsible for defining and promulgating:

1. The academic requirements for admission to the institution, for admission to limited enrollment programs, and for admission to professional and graduate degree programs;

2. The criteria for maintenance of satisfactory academic progress, for the successful completion of the program, for the award of a degree or certification, for graduation;

3. The requirements or criteria for any other academic endeavor, and the requirements for student academic honesty, consistent with the Policies, Rules, and Regulations of the Higher Education Policy Commission and with the fundamentals of due process; and

4. Probation, suspension, and dismissal standards and requirements.

I. Normally, a student has the right to finish a program of study according to the requirements under which he/she was admitted to the program. Requirements, however, are subject to change at any time, provided that reasonable notice is given to any student affected by the change.

#### IV. Academic Sanctions

A student who fails to meet the academic requirements or standards, or who fails to abide by the University policy on academic dishonesty, as defined by Marshall University and its constituent colleges and schools, may be subject to one or more of the following academic sanctions:

A. A lower final grade in or a failure of the course or exclusion from further participation in the class (including laboratories or clinical experiences), any or all of which may be imposed by the instructor of the course involved.

#### B. Academic Probation

##### 1. For Academic Deficiency:

###### a. Graduate Students

Any student who has less than a 3.0 GPA will be placed on academic probation by the Graduate Dean.

Following notification of probation and prior to subsequent registration, a student will be counseled by his/her advisor or the chairperson of the department of his/her program. During this session, the student will be advised of his/her deficiencies and the requirements for removing the deficiency within the next nine (9) semester hours of enrollment. A second advising period will follow the first grading of subsequent enrollment and will be designed to check the progress. If probationary status is not removed, the student may be subject to further academic action pursuant to these policies, including academic dismissal.

###### b. Medical Students

Medical School students should consult the appropriate Medical School publications for the description of this sanction.

##### 2. For Academic Dishonesty

In those cases in which a student has been found guilty of academic dishonesty he/she may be placed on academic probation for a period of time not to exceed one academic year. During this period the student is given an opportunity to prove that he/she can become a responsible and positive member of the University community. Conditions and restrictions for probation may be imposed, as deemed appropriate, including but not limited to:

a. Exclusion from representation of the University in any extracurricular activities such as intercollegiate athletics, debate teams, university theater, band, etc.; however, the student may participate in informal activities of a recreational nature sponsored by the University.

b. Self-Improvement: A program of self-development will be planned in conjunction with a faculty or staff person assigned in a counseling/guidance capacity.

c. Surrender of Student Activity Card: Upon request the Student Activity Card is to be yielded to the Vice President of Academic Affairs and all rights and privileges pertaining thereto forfeited for a specified period of time not to exceed one academic year.

A student violating any term of academic probation while on such probation will be

subject to further academic sanction up to and including academic dismissal from the University.

#### C. Academic Suspension for Academic Dishonesty

In those cases in which a student has been found guilty of academic dishonesty he/she may be academically suspended for a period of time not to exceed one academic year. During such period the student may not enroll in any course or program offered by Marshall University or any of its constituent colleges or schools. A student violating any term of academic suspension while on suspension will be subject to further academic suspension up to, and including, academic dismissal from the University.

#### D. Academic Dismissal

This is defined as termination of student status, including any right or privilege to receive some benefit, or recognition, or certification. A student may be academically dismissed from a limited enrollment program and remain eligible to enroll in courses in other programs at Marshall University; or a student may be academically dismissed from the institution and not remain eligible to enroll in other courses or programs at Marshall University. The terms of academic dismissal from a program for academic deficiency shall be determined, defined, and published by each program and/or the Graduate College. Typically, a student unable to get off of probation is subject to dismissal. Academic dismissal from a program or from the University may also be imposed for violation of the University policy on academic dishonesty.

#### V. Academic Appeals

***Please Note: Notwithstanding any other provision in Marshall University catalogs or policy documents, only students who are or will be dismissed from a program or from the University as a direct and immediate consequence of any academic sanction administered by the University may, at his or her own discretion and expense, retain legal counsel for representation during all relevant administrative appeal proceedings.***

In cases where a student is appealing a grade, the grade appealed shall remain in effect until the appeal procedure is completed, or the problem resolved.

##### A. Student Appeals for Instructor-Imposed Sanctions:

The intent of the appeals process is to treat all parties fairly, and to make all parties aware of the appeals procedure. In those cases in which a student has received an instructor-imposed sanction, the student shall follow the procedures outlined below:

##### 1. Graduate Students:

- a. The student should first attempt a resolution with the course instructor. This initial step must be taken within ten (10) days from the imposition of the sanction or, in the case of an appeal of a final grade in the course, within thirty (30) days of the beginning of the next regular term. The student who makes an appeal is responsible for submitting all applicable documentation. If the instructor is unavailable for any reason, the process starts with the department chairperson.
- b. If the procedure in Step 1 does not have a mutually satisfactory result, the student may appeal in writing to the department chairperson within ten (10) days after the action taken in Step 1, who will attempt to resolve the issue at the departmental level. When a student appeals a final grade, the faculty member must provide all criteria used for determining grades.
- c. Should the issue not be resolved at the departmental level, either the student or instructor may appeal in writing to the Dean of the Graduate College within ten (10) days of the action taken in Step 2. The Dean will attempt to achieve a mutually satisfactory resolution.
- d. Should the issue not be resolved by the Dean, either the student or instructor may appeal in writing within ten (10) days of the action taken in Step 3 to the Chair of the Budget and Academic Policy Committee, **who shall refer the matter to the University Academic Appeals Board which decides if an appeal hearing is justified. If the University Academic Appeals Board decides a hearing is justified, the Board will schedule the hearing. The University Academic Appeals Board has the right to seek additional documentation if necessary. The University Academic Appeals Board has thirty (30) days to convene the members of the Hearing Panel to hear the appeal (once the requested documentation is provided by the appellant student) and ten (10) days after the hearing to make notification of the determination to the student and instructor. Since many of these appeals occur at times when school is not in session it may not always be possible to meet the above conditions, but every effort will be made to hear appeals in a timely and reasonable manner.**

##### 2. Medical Students

Medical School students who desire to appeal an instructor-imposed sanction should consult the appropriate Medical School publication for the proper procedures to follow.

##### B. Appeals for Academic Dishonesty:

Primary responsibility for the sanctioning for academic dishonesty shall lie with the individual instructor in whose class or course the offense occurred; however, charges of academic dishonesty

may be filed by any member of the University community. Sanctions for academic dishonesty may range from an instructor-imposed sanction, pursuant to Sec. IV. A, herein, to dismissal from the institution.

**(Only individual allegations of academic dishonesty may be appealed. If a previous offense was not appealed within the time limit, or was appealed unsuccessfully, then subsequent offenses will be counted as repeat offenses and additional sanctions will be levied by the Office of Academic Affairs as described in the section on "Sanctions" in this policy.)**

1. In those cases where the instructor imposes a sanction pursuant to Section IV, A, only and does not refer the matter to the department chairperson for additional sanctions, the student may appeal the sanction in accordance with the procedures described in Section V, A.

2. Where the offense is particularly flagrant or other aggravating circumstances are present, such as a repeat violation, the instructor may refer the matter to the department chairperson for additional sanctions as permitted by this policy. In addition, any member of the University community may refer a case of academic dishonesty to the chairperson of the department in which the course involved is being offered. Allegations of academic dishonesty must be referred to the department chairperson within thirty (30) days from the date of the alleged offense.

In those cases where the matter is referred to the department chairperson the following procedures are applicable:

a. The department chairperson shall bring together the student involved, and the faculty member, and/or other complainant within ten (10) days from the date of referral. A written admission of guilt at this level may be resolved with a maximum penalty of "F" in the course.

b. If the student denies guilt or disagrees with the sanction imposed, or if the faculty member, other complainant, or chairperson feels that the penalties in Step (a) are insufficient for the act complained of, the case shall be forwarded in writing by the chairperson to the Graduate Dean within ten (10) days from the date of the meeting. The Graduate Dean shall bring together the student, faculty member or other complainant, and the department chairperson to review the charges within ten (10) days from the date of referral. The Graduate Dean may impose any sanction permitted by Section IV of this policy.

c. Should the student, faculty member, or other complainant be dissatisfied with the determination of the Graduate Dean, the case may be appealed in writing within ten (10) days of the Dean's written decision to the Chair of the Budget and Academic Policy Committee, **who shall refer the matter to the University Academic Appeals Board which decides if an appeal hearing is justified. If the University Academic Appeals Board decides a hearing is justified, the Board will schedule the hearing. The University Academic Appeals Board has the right to seek additional documentation if necessary. The University Academic Appeals Board has thirty (30) days to convene the members of the Hearing Panel to hear the appeal (once the requested documentation is provided by the appellant student) and ten (10) days after the hearing to make notification of the determination to the student and instructor. Since many of these appeals occur at times when school is not in session it may not always be possible to meet the above conditions, but every effort will be made to hear appeals in a timely and reasonable manner.**

d. Should the student, faculty member, or other complainant be dissatisfied with the determination of the Hearing Panel, then he/she may file an appeal with the Vice President of Academic Affairs within thirty (30) days from the receipt of the written decision of the Hearing Panel. The decision of the Provost and Senior Vice President for Academic Affairs shall be final.

#### C. Appeals for Academic Deficiencies:

1. When a graduate student has been or may be placed on academic probation for academic deficiencies, or when a student having completed six or more credit hours of relevant coursework in a major is denied admission to a degree program, the student may appeal as follows:

a. The student is entitled to written notice:

- (1) of the nature of the deficiency or reason for denial of admission to a program;
- (2) of the methods, if any, by which the student may correct the deficiency, and;
- (3) of the penalty which may be imposed as a consequence of the deficiency.

b. The student shall be given the opportunity to meet with the person or persons who has judged his/her performance to be deficient, to discuss with this person or persons the information forming the basis of the judgment or opinion of his/her performance; to present information or evidence on his/her behalf; and to be accompanied at any such meeting by an advisor of his/her choice from the University (faculty, staff, or student). Such advisors may consult with but may not speak on behalf of their advisees or otherwise participate directly in the proceedings, unless given specific permission to do so by the person conducting the meeting. The student is not entitled to an attorney in such meetings and the formal rules of evidence are not applicable. The student must request such a meeting in writing within ten (10) days from receipt of the notice.

c. If the student is dissatisfied with the outcome of the meeting outlined in (b) above, the student may appeal the judgment to the Provost and Senior Vice President for

Academic Affairs within (30) days after receipt of written notice of the judgment.

d. The decision of the Provost and Senior Vice President for Academic Affairs is final.

2. In those cases in which a student has been or may be dismissed from a graduate academic program, or has been or may be dismissed from the institution for academic deficiencies, the following procedures are applicable:

a. The student is entitled to written notice:

(1) of the nature of the deficiency;

(2) of the methods, if any, by which the student may correct the deficiency, and;

(3) of the penalty which may be imposed as a consequence of the deficiency.

b. The student shall be given the opportunity to meet with the person or persons who have judged his/her performance to be deficient. The student must request such meeting in writing within ten (10) days from receipt of the notice. The student shall be given the opportunity to discuss with this person or persons the information forming the basis of the judgment or opinion of his/her performance, to present information or evidence on his/her behalf, and to be accompanied at any such meeting by an advisor of his/her choice from the University (faculty, staff, or student). Such advisor may consult with but may not speak on behalf of their advisee or otherwise participate directly in the proceedings, unless given specific permission to do so by the person conducting the meeting. The student is not entitled to an attorney in such meetings and the formal rules of evidence are not applicable.

c. If the student is dissatisfied with the outcome of the meeting outlined in (b) above, the student may file an appeal with the Chair of the Budget and Academic Policy

**Committee who will refer the matter to the Academic Appeals Board which decides if an appeal hearing is justified. If the University Academic Appeals Board decides a hearing is justified, the Board will schedule the hearing. The University Academic Appeals Board has thirty (30) days to convene the members of the Hearing Panel to hear the appeal (once the requested documentation is provided by the appellant student) and ten (10) days after the hearing to make notification of the determination to the student and instructor. If the student is denied an appeal, he/she may appeal this decision to the Provost and Senior Vice President for Academic Affairs. This appeal must be filed within ten (10) days after receipt of written notice of the decision. If the student is granted an appeal, the University Academic Appeals Board will appoint a Hearing Panel. At least two (2) of the faculty and student members of the hearing panel will, if possible, be chosen from board members appointed from the constituent college or school involved. Since many of these appeals occur at times when school is not in session it may not always be possible to meet the above condition, but every effort will be made to hear appeals in a timely and reasonable manner.**

d. If the student is dissatisfied with the decision of the Hearing Panel, the student may appeal the decision to the Vice President of Academic Affairs within thirty (30) days after receipt of written notice of the decision.

e. The decision of the Provost and Senior Vice President for Academic Affairs is final.

3. Medical School Students

In those cases in which a Medical student has been or may be placed on academic probation, or academic suspension, or has been or may be dismissed from Medical School for academic deficiencies, he/she should consult the appropriate Medical School publications for the proper procedure to be followed.

## VI. Academic Appeals Board

### A. Description and Jurisdiction:

The Academic Appeals Board is a permanent subcommittee of the Budget and Academic Policy Committee of the Faculty Senate. It is **composed of experienced hearing officers and is established to decide whether** appeals arising from the following **should result in a hearing**:

1. Instructor-imposed sanctions, including: lowering of final course grade, failure of course, or exclusion from further participation in the class.
2. Final course grades.
3. Sanctions imposed for academic dishonesty.
4. Dismissal from an academic program.
5. Dismissal from the University.
6. Such other cases as may be referred to the Board.

### B. Function:

**The University Academic Appeals Board collectively determines whether:**

**a) The prior steps of the appeal process have been completed.**

**b) The claim (if substantiated) would result in the overturning of the academic sanction. This means that some policy may have been violated in the application of the sanction, arbitrariness or capriciousness may be a factor in the sanction, different standards may have been applied to the student or there may have been bad faith or ill will on the part of the instructor's applying of the sanction.**

**c) Appropriate documentation of the claim needs to be provided in order to justify a hearing. It is the student's job to provide documentation for his/her claims. The Board may ask for additional documentation from either students or faculty in order to determine whether a hearing is justified.**

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## VII. Hearing Panel

**The purpose of the Hearing Panel is to hear arguments, evaluate evidence, and reach a decision by voting in an Academic Hearing.**

**A. The Hearing Panel** shall be composed of faculty and student members chosen in the following manner:

1. Faculty Members:

The Dean of each constituent college and school of **the** University shall appoint five (5) faculty members from his/her unit to serve on the **Panel**. Such **appointments** will be made **annually** in the spring semester with the understanding that some of these faculty members will be available to hear appeals during the summer terms and the week before the beginning of Spring semester. Terms will run from May 15 to the following May 15. **Faculty members serving on the Panel must have Graduate Faculty status if the course in question is a graduate course.**

2. Student Members:

The President of Student Government shall appoint three (3) students from each of the constituent colleges and schools of the University, at least one of whom should be a graduate student. **Students serving on the Panel must be graduate students if the course in question is a graduate course.**

3. Hearing Officers:

The Budget and Academic Policy Committee will call for volunteers and appoint two Hearing Officers each spring. It is desirable but not **required** that the Hearing Officers have served on the Hearing **Panel**.

**B. Selection of Members for an Individual Hearing:**

An individual Hearing Panel shall be composed of two (2) faculty members, one (1) student member, and one (1) non-voting Hearing Officer. The members of the Hearing Panel shall be chosen by the Chairperson of the Budget and Academic Policy Committee or his/her designee.

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## VIII. Hearing Procedures

It is the intent of these procedures to insure that Marshall University students receive appropriate due process in academic matters. This includes fundamental fairness, just sanctions, and all rights in accordance with the belief that academic appeal hearings at an institution of higher education such as Marshall University should have an educational objective. Academic appeals, pursuant to these procedures, are informal and not adversarial in nature.

**A.** The time and place of the hearing **is** determined by the Hearing Officer. The hearing should be held within sixty (60) days of receiving the written request. Upon written request, the Hearing Officer may, at his/her discretion, grant a continuance to any party for good cause.

**B.** The Hearing Officer will notify the appellee, appellant, and other appropriate parties in writing at least five (5) days prior to the hearing, of the date, time, and place of the hearing. A statement of the facts and evidence to be presented in support of the student's grounds for appeal will be provided to the appellee in appropriate cases.

**C.** The appellant student and the appellee have the right to an advisor. Advisors must be members of the University community (faculty, staff, or student). Such advisors may consult with, but may not speak on behalf of their advisees or otherwise participate directly in the proceedings, unless they are given specific permission to do so by the Hearing Officer.

**D. The appellant student has the right, at his or her own discretion and expense, to retain legal counsel for representation only when he/she is or will be dismissed from a program or from the University as a direct and immediate consequence of any academic sanction administered by the University. In these cases an attorney is allowed to fully represent and speak on behalf of the appellant student. Rules of evidence and other formal rules of courtroom procedure do not apply. The Hearing Officer may exercise authority over what is allowable and what is not relevant.**

**E.** Prior to the scheduled hearing, the members of the Hearing Panel may convene in closed session to examine the content of the appeal, the specific issues to be considered, and all supporting documents.

**F.** The student with his/her advisor if any, will be called before the Hearing Panel and the Hearing Officer will then restate the nature of the appeal and the issues to be decided.

**G.** The hearing shall be closed. All persons to be called as witnesses, other than the appellant, with his/her advisor, if any, and the appellee and his/her advisor, if any, will be excluded from the hearing room. Any person who remains in the room after the hearing has begun may be prohibited from appearing as a witness at the discretion of the Hearing Officer.



**H.** Anyone disrupting the hearing may be excluded from the hearing room if, after due warning, he/she engages in conduct which substantially delays or disrupts the hearing, in which case the hearing shall continue and the Hearing Panel shall make a determination based on the evidence presented. If excluded, the person may be readmitted on the assurance of good behavior. Any person who refuses the Hearing Panel order to leave the hearing room may be subject to appropriate disciplinary action pursuant to Marshall University policy. In the event a student appellant is excluded under the terms of this provision, a representative shall be appointed by the Hearing Officer to participate in the student's behalf during the continuation of the proceedings.

**I.** Except as provided in H and L herein, all evidence must be presented in the presence of the student.

**J.** The student or other parties involved may petition the Hearing Officer for a subpoena or a request for appropriate written information or documents.

**K.** The student will be given the opportunity to testify and present evidence and witnesses on his/her own behalf and to discuss with, and question, those persons against whom the appeal is filed.

**L.** The Hearing Panel may admit as evidence any testimony, written documents, or demonstrative evidence which it believes is relevant to a fair determination of the issues. Formal rules of evidence shall not be applicable in academic appeal hearings.

**M.** If the student appellant or the appellee fails to appear at a hearing and fails to make advance explanation for such absence which is satisfactory to the Hearing Panel, or if the student appellant or the appellee leaves before the conclusion of the hearing without permission of the Hearing Panel, the hearing may continue and the Hearing Panel may make a determination on the evidence presented at the hearing, or the Hearing Panel may, at its discretion, dismiss the appeal.

**N.** Upon completion of the testimony and presentation of evidence, all persons, except Hearing Panel members will be required to leave the room. The Hearing Panel will then meet in closed session to review the evidence presented. The Hearing Panel shall make its findings based upon a preponderance of evidence. The Hearing Panel shall reach its determination by a majority vote. The results shall be recorded in writing and filed with the Chair of the Budget and Academic Policy Committee and the Provost and Senior Vice President for Academic Affairs. If the Hearing Panel's decision includes the imposition of academic sanction, the sanction given and its duration must be specified for the record. A report of a dissenting opinion or opinions may be submitted to the Chair of the Budget and Academic Policy Committee and the Provost and Senior Vice President for Academic Affairs by the Hearing Officer. The actual vote of the Hearing Panel will not be disclosed. The Hearing Officer is a non-voting member of the **Hearing Panel**.

**O.** The findings of the Hearing Panel, and any sanction, shall be announced at the conclusion of the hearing. The student, faculty member, and the Graduate Dean shall be notified in writing of the findings and any sanction at the conclusion of the hearing. A record of the hearing shall be prepared in the form of summary minutes and relevant attachments and will be provided to the student upon request.

**P.** No one may tape the proceedings.

**Q.** In an appeal related to a final grade, the Hearing Panel will complete any necessary change of grade forms and submit that information to the Registrar, the faculty member and the Graduate Dean.

**R.** Within thirty (30) days following receipt of the Hearing Panel's decision, the student or faculty member may file an appeal with the Provost and Senior Vice President for Academic Affairs who shall review the facts of the case and take such action as deemed appropriate under all the circumstances. The Hearing Panel's findings and sanction, if any, may be affirmed, modified, or remanded to the original Hearing Board for further action as deemed appropriate by the Provost and Senior Vice President for Academic Affairs. A written brief stating grounds for the appeal should be presented by the student to the Provost and Senior Vice President for Academic Affairs with the appeal. The scope of review shall be limited to the following:

1. Procedural errors.
2. Evidence not available at the time of the hearing.
3. Insufficient evidence to support the findings of the Hearing Panel **or of the Academic Appeals Board**.
4. Misinterpretation of University policies and regulations by the Hearing Panel **or of the Academic Appeals Board**.
5. A sanction disproportionate to the offense.
6. Lack of jurisdiction.

**S.** The decision of the Provost and Senior Vice President for Academic Affairs is final. The student, the faculty member, the Graduate Dean, and the Registrar shall be notified in writing by the Provost and Senior Vice President for Academic Affairs of the decision.

*Revised by Graduate Council  
December 3, 2004*

## ATTACHMENT 4

### Department of Classics Intent to Plan: Masters Degree in Latin

Date of Intent to Plan: September 20, 2004

Proposed date for full proposal: January 13, 2005

Proposed date for Implementation: August 15, 2005

#### **1. Educational objectives, relationship of objectives to mission of the institution, special features that mark the institution a desirable or unique place to initiate such a program:**

We propose to institute a Master of Arts degree in Latin at Marshall University to serve as a terminal degree for those students who wish to further their undergraduate education in Latin out of personal interest, with a view to increasing their qualifications as secondary school teachers, or because they wish to pursue a PhD in Latin.

The second major commitment of our university "is the enhancement of graduate education." In *Owning the Opportunity: MU-2010*, the ten-year plan for the university adopted in Fall 2001, "commitment to high quality graduate programs" is a major objective, and a Master of Arts in Latin is specified (p. 9) as one means of meeting this commitment.

The teaching of Latin remains strong in this country; it is hampered only by a lack of Latin teachers. This lack has been acknowledged nationally, by regional and national professionals' creation several years ago of an annual "Latin Teacher Recruitment Week." Those who wish to teach Latin on the secondary level will find employment, most likely in the state of West Virginia. WV state regulations require that two years of a foreign language be offered to students at public high schools; in addition, many private schools offer Latin as part of their college preparatory program, and are eager to find qualified teachers to sustain this offering. As Marshall University is the only institution of higher education in WV to offer an undergraduate Latin degree, it is the only institution in a position to offer a graduate degree. Marshall currently offers a Masters of Arts in Teaching. Latin may be added as an endorsement area in combination with an additional approved area of certification. The MA in Latin does not include licensing or certification to teach Latin in WV. The MA in Latin will provide additional graduate hours for persons that hold professional teaching certification, which may result in advanced salary classification.

#### **2. A brief description of the program:**

The Latin M.A. will be a 33-hour degree that will consist of twenty-one hours of advanced Latin on the 500- and 600-levels, six hours of related courses taught in English, and six thesis hours. From the Latin courses, students will be required to take LAT 640 and 660, and will select 15 hours from the other courses. From the courses taught in English, students will be required to take CL 620 and will select 3 hours from the other courses. We anticipate that the majority of students who choose to pursue the M.A. in Latin will be able to complete the necessary coursework within two years, although we also recognize that many will take longer, especially those with substantial non-academic commitments. Thesis hours will be completed by enrollment in two or more Independent Study semester-long courses. We intend to make graduate options available also in the Summer Session.

Courses that may be used to fulfill the advanced Latin requirement are:

- LAT 503: Roman Comedy
- LAT 504: Roman Elegy: Propertius and Tibullus
- LAT 505: Readings in Vergil
- LAT 506: Horace: Odes and Epodes



- LAT 507: Livy's History of Rome
- LAT 509: Roman Satire: Horace, Martial and Juvenal
- LAT 510: Tacitus
- LAT 580-583: Special Topics in Latin Literature
- LAT 585-588: Independent Study
- LAT 640: Advanced Latin Prose Composition\*
- LAT 660-665: Special Author in Latin Literature\*
- LAT 680-683: Special Topics in Latin Literature\*
- LAT 685-688: Independent Study\*
- LAT 681: Thesis Hours\*

Courses that may be used to fulfill the related courses requirement are:

- ART 508: Art of the Ancient World
- CL 535: Greek Civilization
- CL 536: Roman Civilization
- CL 560: Ancient Goddess Religions
- CL 570: Transformations of Myth
- CL 580-583: Special Topics in Greek and Roman Literature
- CL 585-588: Independent Study
- CL 620: Theoretical Approaches to Latin Literature\*

\*Note: These courses are under development.

### **3. A statement describing how the institution will assure high quality standards for the program and maintain a continuing assessment of quality:**

Admissions requirements for students will include:

- the completion of and submission of scores for the GRE
- an undergraduate degree in any field
- three letters of recommendation
- appropriate prerequisites for upper-level Latin courses, which generally consist of the completion of at least six semesters of Latin, at least two of which were taken at the 300-level or above.

Applicants will also be required to pass a diagnostic Latin reading test, aimed at assessing the student's Latin reading ability, and alerting students who may need more Latin work before progressing to the M.A.

Student progress toward the degree will be monitored closely by members of the department and will be assessed at the completion of the degree by using the model currently in place for assessing the Latin undergraduate degree.

#### **a) Internal Evaluation of Program**

The Classics Department currently has a systematic evaluation plan for the assessment of the Latin undergraduate degree. On the model of this plan, we will develop a plan for the internal evaluation of the M.A. program that includes the following:

- evaluation of student work based on grades, especially for coursework and papers preparatory to the thesis, and the filing of a thesis paper of approximately 40+ pages presenting original research in the field of Latin literature or language;
- assessment of student success rates in placement through alumni/ae survey letters at twelve and twenty-four months after graduation, and informal contact with graduates;
- evaluation of student satisfaction through the keeping of anonymous survey data from each semester's

graduate courses, and through a formal exit survey completed by each student.

All faculty in the program will be expected to achieve and maintain full graduate faculty status, which includes a firm commitment to scholarship. Faculty will be assessed by annual reports.

#### **b) External Evaluation of Program**

The Classics Department undertakes to invite assessment of the M.A. program by a selected team of three to five invited members of the profession of Classics (faculty members and possibly graduate students) from similar programs in the region every five years. Members of the team will belong to schools with graduate programs recognized by the American Philological Association, the North American professional organization for classicists. This five-year assessment will cover all aspects of the program, and aim at examining the program for professionalism and academic rigor. Relevant documents from this assessment will be made available for program reviews at the university level.

The Department will also maintain records of students accepted by other graduate schools for further study. These records will also serve as external confirmation of the level of academic training offered by our program.

#### **4. A statement listing other institutions in West Virginia that offer similar programs:**

No other institution in West Virginia offers a Master of Arts degree in Latin. The schools geographically closest to Marshall University that offer this degree are Ohio University at Athens and the University of Kentucky at Lexington.

#### **5. A statement on what societal, occupational, research, or public service needs will be met, as well as anticipated student demand for the program:**

- The most immediate need that will be met is the constant demand for Latin teachers on the secondary level, in WV, OH, KY, and other neighboring states (note the annual “National Latin Teacher Recruitment Week,” implemented in recent years jointly by both national and regional Classics organizations to address the lack of Latin teachers: <http://www.promotelatin.org/nltrw.htm>)
- The Masters degree in Latin will appeal to already established secondary school teachers who wish to add Latin to the subjects they can teach.
- Individuals currently teaching Latin on the secondary school level will be interested in a higher degree in Latin as a way of improving their language skills and keeping current with scholarship. They may also have in mind further study at an M.Phil. or doctoral level. The Department plans to make this program even more attractive to these “non-traditional” students (*Owning the Opportunity*, Goal II, p. 8) by scheduling key courses in the evenings.
- Students who came to Latin too late in their undergraduate career to complete the number of hours necessary for certification (currently eighteen), but who wish to add Latin as their first or second content area for secondary school teaching, will wish to pursue a Latin M.A.
- Graduate students in such as English, History, and Foreign Language may also be interested in gaining a formal knowledge of Latin as a component of their graduate education, and may complete a Latin M.A. for that purpose.
- Finally, there are individuals in the community who will come to the learning of Latin purely to satisfy their own interests and inclinations, and in order to continue to advanced research at a doctoral level. The M.A. will give these students the necessary background to continue their studies at an advanced level. Ultimately these students may return and contribute to the growth of Classics and Latin

programs at the college level across the state and in the region.

Student demand will be small, as is the case with the undergraduate major.

**6. A statement on what additional resources will be needed to offer the program:**

No additional resources are necessary to offer this program. One of the chief purposes of the addition of a third full-time member to the Classics Department faculty was and remains the development of the M.A. in Latin as a departmental program.

**ATTACHMENT 5**  
**Graduate Minor in Environmental Science**

To: Eldon Larsen  
From: Scott Simonton, Assistant Professor, Environmental Science  
CC:  
Date: December 3, 2004  
Re: Proposed Graduate Minor in Environmental Science

Eldon: \_\_\_\_\_

The following is my recommendation for the requirements for proposed Graduate Minor In Environmental Science:

9 Hours to include the following:

ES 614 - Risk Assessment (Or ES 610 Environmental Sampling Practice Or ES 630 Site Assessment) (3 hrs)

ENVE 615 - Environmental Chemistry (Or ES 646 Dynamics of Ecosystems or ES 654 Environmental Microbiology) (3 hrs)

ES 660 - Environmental Law (Or ES 662 Environmental Policy or ES 655 Environmental Ethics) (3 hrs)

**ATTACHMENT 6****Graduate Curricular Additions, Changes, and Deletions****Course Additions**

<b>PLS 552</b>	<b>Construction of OHV Trail Systems</b>	<b>3 cr hours</b>
<b>Description:</b>	A course designed to instruct students in contemporary methods and techniques of constructing OHV related facilities.	
<b>Prerequisite:</b>	None	
<b>PSY 756</b>	<b>Independent Study</b>	<b>1 – 4 cr hours</b>
<b>Description:</b>	This is a doctorate level course that will permit students to explore topics in-depth that are not part of regular curriculum. Faculty supervision is required.	
<b>Prerequisite:</b>	Admission to Psy. D. program and permission	
<b>IS 631</b>	<b>Information Security</b>	
<b>Description:</b>	This course provides foundation knowledge in information security, including protecting information & risk mitigation strategies, response to security incidents, and designing secure systems.	
<b>Prerequisite:</b>	IS 600, 620, 656, 610	

**Course Changes****Change in Course Title**

<b>From:</b>	Acc 510 Financial Accounting
<b>To:</b>	Acc 510 Survey of Accounting
<b>Rationale:</b>	This change will more closely reflect the course content and survey nature of the material.

**Change in Catalog Description**

<b>From:</b>	Application of accounting as an information development and communication function that supports economic decision making. Topics include principles, concepts, problems, financial analysis, personal and organizational decisions, business entities, and government.
<b>To:</b>	A survey of financial and managerial accounting principles and procedures that support external financial report management decision making for business entities.
<b>Rationale:</b>	The name change and catalog description will more accurately reflect the educational and academic requirements of those students wanting to enter the MBA program.

**Change in Title**

<b>From:</b>	GEO 509	Geography of North Africa and Southwest Asia
<b>To:</b>	GEO 509	Geography of North Africa and the Middle East
<b>Rationale:</b>	To increase student cognition of course subject, i.e. students are more familiar with the term Middle East (vernacular) when referring to the world region also known as Southwest Asia (academic).	

**Change in Credit Hours**

<b>From:</b>	GEO 690: Internship	3 credit hours
<b>To:</b>	GEO 690: Internship	1 - 6 credit hours
<b>Rationale:</b>	Because cooperative work experiences using geographic training are extremely important for the securing of job offers, graduates, students may require more than the one semester of internship presently available. By changing the credit hours from 3 to 1 – 6, students would have the flexibility to pursue several shorter projects or up to two semesters of cooperative work experience as needed.	

**Change in Course Number**

**From:** PLS 540 – Introduction to OHV Recreation  
**To:** PLS 550 – Introduction to OHV Recreation  
**Rationale:** Based upon the National Off-Highway Vehicle Conservation Council Advisory Committee recommendation to add an additional course to the OHV series, and consultation with the registrar, a different sequence of numbers must be in order to keep the four OHV courses consecutively numbered. (See attached NOHVCC recommendations).

**Change in Course Title**

**From:** PLS 541 Planning, Design, and Construction of OHV Trail Systems  
**To:** PLS 541 Plan./Design OHV Trails  
**Rationale:** The National Off-Highway Vehicle Conservation Council Advisory Committee recommended that this course be only planning and design and that a new course be created to address construction (see attached NOHVCC recommendation)

**Change in Course Number**

**From:** PLS 541  
**To:** PLS 551  
**Rationale:** Based upon NOHVCC Advisory Committee recommendations to add an additional course to the OHV series, an consultation with the registrar, a different sequence of numbers must be selected in order to keep the four OHV courses consecutively numbered.

**Change in Course Content**

**PLS 541**

**From:** See attached syllabi  
**To:** See attached syllabi  
**Rationale:** At its annual conference in March, 2004, the National Off-Highway Vehicle Conservation Council Program Advisory Committee reviewed the MU OHV courses and concluded that the quantity of material in this course is excessive. The committee recommended that certain material be deleted from this course and be incorporated into a new OHV course. See attached recommendation from the NOHVCC Advisory Committee.

**Change in Credit Hours**

**From:** PLS 541 4 credit hours  
**To:** PLS 541 3 credit hours  
**Rationale:** Based upon the NOHVCC Advisory Committee recommendation for revision, and the addition of one new course to the OHV series, the revised course material will be covered in 3 semester hours.

**Change in Catalog Description**

**PLS 541**

**From:** A course designed to guide students through the process of planning, designing, and construction of off-highway trails utilizing state-of-the-art procedures and technology.  
**To:** A course designed to guide students through the process of planning and designing off-highway vehicle trails utilizing state-of-the-art procedures and technology.  
**Rationale:** Course material related to construction is being deleted from this course and will be incorporated into a new course addressing construction techniques.

**Change in Course Number**

**From:** PLS 542 – Operation and Management of Off-Highway Vehicle Trail Systems  
**To:** PLS 553 -- Operation and Management of Off-Highway Vehicle Trail Systems  
**Rationale:** The National Off-Highway Vehicle Conservation Council Advisory Committee at its March 2004 meeting, reviewed the existing series of OHV courses and made a recommendation that certain material be deleted from these courses and a separate course be created dealing with construction of OHV trail systems. In order to add a new course to the series and keep the numbers in sequence, the registrar recommended adoption of a new series of course numbers. See the attached recommendation from the NOHVCC Advisory Committee.

**Change in Course Content**

**PLS 542**

**From:** See "Existing" syllabus  
**To:** See "Proposed" syllabus

**Rationale:**

The National Off-Highway Vehicle Conservation Council Advisory Committee recommended that we delete material pertaining to Personnel Requirements and Fiscal Operations except as these issues directly relate to the most basic of OHV trail system operations and management. The Advisory Committee reasoned that students “will have had academic exposure to the broad aspects of personnel management and fiscal management.” See the attached recommendation from the NOHVCC Advisory Committee.

**ATTACHMENT 7****Proposed Changes to Special Education Licensure and Masters Degree Programs**

**TO: Graduate Program Committee**

**FROM: Michael Sullivan, Melissa Reed**

**DATE: October 6, 2004**

**RE: Proposed Changes to Special Education Licensure and Masters Degree Programs**

As a result of an intensive review of licensure and degree programs by the Special Education faculty, consensus has been reached regarding recommendations for modification to each. Attached are two separate packets. One describes the proposed modifications to the licensure programs and the other provides recommended changes to the Masters of Arts Degree in Special Education. Each packet includes a rationale, short explanation of each proposed change and appropriate Curriculum Summary Sheets or Plans of Study.

The Special Education faculty appreciate your consideration of this request. We will be on hand for the next GPC meeting and would be glad to respond to any questions at that time.



**Proposed Modifications to Special Education  
Licensure Programs for  
SLD, BD, MI and Autism**

**Rationale:**

As a result of recent changes, more higher education institutions have developed graduate licensure programs in Special Education. Without exception, these newly approved programs are providing the same licensure pattern as those at Marshall University but with a much lower credit-hour structure. The net result of these changes is that, in order to remain viable and to respond to the changing environment, the following curricular changes are recommended:

**Proposed Actions:**

- (1) Eliminate CISP 626: Diagnostic and Clinical Practices as a requirement in the licensure programs. Because the field, and therefore the role of Special Education teachers, has moved away from traditional, psychoeducational testing, with an increased emphasis on curriculum-based assessment, this course should be eliminated as a requirement for licensure but retained as a required degree course. This change would require that the psychoeducational testing components receive increased emphasis in CISP 520: Introduction to Exceptional Children, which already includes assessment objectives. The emphasis on curriculum-based assessment (already a major part of the exceptionality-specific methods courses) would also receive increased emphasis, assuring that these competencies are addressed within the licensure block of courses.
- (2) Eliminate CISP 535: General Special Education Programming as a required course in the licensure program. The Marshall University Amethods@ courses for SLD, BD, MI and Autism are already primarily focused on the design and implementation of appropriate IEP goals and objectives for each of these exceptionalities. In addition, the CISP 520 course (required) currently includes objectives related to IEP development. Increasing emphasis on these objectives in the courses described above would eliminate the need for CISP 535 to be a required licensure class. This course would, however, remain Aon the books@ for use as an elective class.

**Net Effect:**

Implementing these changes would reduce the credit-hour requirements for SLD, BD, MI and Autism from 18 to 12 hours for already-licensed teachers and reduce from 30 to 24 hours the credits required for Alternative Certification (Non-educations) candidates. Likewise, the multicategorical certification requirements for licensed teachers would be reduced from 30 to 24 credits and the same program for alternative certification candidates (non-education) would be reduced from 42 to 36 hours.

Note: The attached Curriculum Summary Sheets for these licensure programs reflect the proposed changes.

**CURRICULUM SUMMARY SHEET  
PROGRAM APPROVAL  
REQUESTED AS OF:**

**NAME OF INSTITUTION:** Marshall University

**CURRICULUM:** Autism

**PROGRAMMATIC LEVELS:** K-Adult      **COMPLETED BY:** Michael Sullivan

**DATE REVIEWED BY EPPAC:**

COURSE NUMBER AND TITLES	CREDIT HOURS
I. Certification Area - Autism	
CISP 520                      Introduction Exceptional Children	3
CISP 527                      Introduction to Autism	3
CISP 662                      Instructional Characteristics of Autism	3
CISP 664                      Practicum in Autism	3
	12
TOTAL HOURS	12

**TESTING REQUIREMENT:** All candidates completing the Autism Program are required to pass the **Special Education: Core Content Knowledge** (Test Code: 0353).

Applicant must already hold an initial teaching license.

**CURRICULUM SUMMARY SHEET  
PROGRAM APPROVAL  
REQUESTED AS OF:**

**NAME OF INSTITUTION:** Marshall University

**CURRICULUM:** Behavior Disorders

**PROGRAMMATIC LEVELS:** K-Adult      **COMPLETED BY:** Michael Sullivan

**DATE REVIEWED BY EPPAC:**

<b>COURSE NUMBER AND TITLES</b>	<b>CREDIT HOURS</b>
I. Certification Area - Behavior Disorders	
CISP 520 Introduction Exceptional Children	3
CISP 524 Introduction to Emotional Disturbances	3
CISP 645 Education of Emotional Disturbances	3
CISP 649 Field Experiences: Emotional Disturbances	3
<b>TOTAL HOURS</b>	<b>12</b>

**TESTING REQUIREMENT:** All candidates completing the Behavior Disorders Program are required to pass the **Special Education: Core Content Knowledge** (Test Code: 0353 and the **Special Education: Teaching Students with Behavior Disorders/Emotional Disturbances** (Test Code: 0371).

Applicant must already hold an initial teaching license.

**CURRICULUM SUMMARY SHEET  
PROGRAM APPROVAL  
REQUESTED AS OF:**

**NAME OF INSTITUTION:** Marshall University

**CURRICULUM:** Specific Learning Disabilities

**PROGRAMMATIC LEVELS:** K-Adult      **COMPLETED BY:** Michael Sullivan

**DATE REVIEWED BY EPPAC:**

<b>COURSE NUMBER AND TITLES</b>	<b>CREDIT HOURS</b>
I. Certification Area - Specific Learning Disabilities	
CISP 520                      Introduction Exceptional Children	3
CISP 523                      Introduction to Learning Disabilities	3
CISP 647                      Education of Learning Disabilities	3
CISP 646                      Field Experiences: Learning Disabilities	3
	<hr/>
TOTAL HOURS	12

**TESTING REQUIREMENT:** All candidates completing the Specific Learning Disabilities Program are required to pass the **Special Education: Core Content Knowledge** (Test Code: 0353 and the **Special Education: Education of Exceptional Students: Learning Disabilities** (Test Code: 0382).

Applicant must already hold an initial teaching license.

**CURRICULUM SUMMARY SHEET  
PROGRAM APPROVAL  
REQUESTED AS OF:**

**NAME OF INSTITUTION:** Marshall University

**CURRICULUM:** Mentally Impaired

**PROGRAMMATIC LEVELS:** K-Adult **COMPLETED BY:** Michael Sullivan

**DATE REVIEWED BY EPPAC:**

<b>COURSE NUMBER AND TITLES</b>	<b>CREDIT HOURS</b>
I. Certification Area - Mentally Impaired	
CISP 520 Introduction Exceptional Children	3
CISP 533 Introduction to Mentally Impaired	3
CISP 553 Curriculum and Methods for the Mentally Impaired	3
CISP 651 Field Experiences: Mentally Impaired	3
<b>TOTAL HOURS</b>	<b>12</b>

**TESTING REQUIREMENT:** All candidates completing the Mentally Impaired Program are required to pass the **Special Education: Core Content Knowledge** (Test Code: 0353).

Applicant must already hold an initial teaching license.

**PROPOSED CHANGES TO THE  
MASTERS OF ARTS DEGREE IN  
SPECIAL EDUCATION**

**Rationale:**

Because of an intensive review by the Special Education faculty, the licensure components of the Masters Degree were modified to accommodate changes in the field and the changing environment and standards for the preparation of Special Education teachers. The changes recommended do not require the addition of any new course. Further, the proposed changes may be accommodated by modifying elective requirements and do not change the total credit-hour requirement for the degree in any fashion. As a result of this review, and the modification of the licensure components of the Masters Degree program, approval of the following changes are recommended:

- (1) Eliminate CISP 535: General Special Education Programming as a degree requirement. Faculty review produced consensus that, with minor changes of emphasis on objectives already contained in other required classes, this course was largely redundant. This course will, however, be kept on the books as an elective to be used as a service course by other teacher education programs.
- (2) Replace EDF 621: Education Research and Writing with CIEC 534, as a degree requirement. Currently a required course for all Masters Degree candidates, this class would be removed as a degree requirement in all specializations (other than Gifted Education) and replaced by CIEC 534: Applications Software in the Classroom Curriculum Area. The rationale for this proposed change is that, currently, the Masters of Arts in Special Education is the only Masters Degree in teacher education which requires 9 semester hours of research, 6 hours of which is an advanced research capstone experience. Faculty agreed that candidates would be better prepared for their roles by formally addressing their technology needs with the substitution of CIEC 534 for EDF 621. This change would add a much-needed technology component to the degree program and also meet NCATE accreditation standards and WVDE required technology objectives related to technology.

Note: Attached Plan of Study forms provide an at-a-glance view of all proposed changes.

**MARSHALL UNIVERSITY GRADUATE COLLEGE  
SPECIAL EDUCATION  
PLAN OF STUDY**

DATE: \_\_\_\_\_ ID# \_\_\_\_\_  
 STUDENT NAME: \_\_\_\_\_ HOME PHONE: \_\_\_\_\_  
 ADDRESS: \_\_\_\_\_ BUSINESS PHONE: \_\_\_\_\_  
 E-MAIL: \_\_\_\_\_ HOURS REQUIRED FOR DEGREE: 36  
 FACULTY ADVISOR: \_\_\_\_\_

The following program of courses is hereby agreed upon by both the student and his faculty advisor as fulfilling the academic requirements necessary for certification in Behavior Disorders. Other actions, such as transfers of credit, course substitutions, and/or course waivers must be approved by the advisor.

DEGREE REQUIREMENTS:

Course Title	Dept. And Course No.	Date Taken Sem./Year	Grade	Credit
1. Introduction to Exceptional Children or Children with Exceptionalities	CISP 520 CISP 521			3
2. Introduction to Emotional Disturbances	CISP 524			3
3. Education of Emotional Disturbances	CISP 645			3
4. Field Experience: Emotional Disturbances	CISP 649			3
5. Applications Software in the Classroom	CIEC 534			3
6. Diagnostic/Clinical Practice	CISP 626			3
7. Advanced Studies - Human Development	Ed.F. 616			3
8. Trends and Issues in Special Education, or Special Education Seminar	CISP 627 CISP 629			3
9. Special Education Research - Part I	CISP 611			3
10. Special Education Research - Part II	CISP 615			3

Total 30

ELECTIVE:

1. \_\_\_\_\_ 3  
 2. \_\_\_\_\_ 3

Total 36

OTHER REQUIREMENTS: **\*\*COURSES OVER 7 YEARS OF AGE CANNOT BE UTILIZED IN A DEGREE PROGRAM**

\_\_\_\_\_  
 Student Date

\_\_\_\_\_  
 Advisor Date

\_\_\_\_\_  
 Program Director Date

\_\_\_\_\_  
 Dean Date

**MARSHALL UNIVERSITY GRADUATE COLLEGE  
SPECIAL EDUCATION  
PLAN OF STUDY**

DATE: \_\_\_\_\_ ID# \_\_\_\_\_  
 STUDENT NAME: \_\_\_\_\_ HOME PHONE: \_\_\_\_\_  
 ADDRESS: \_\_\_\_\_ BUSINESS PHONE: \_\_\_\_\_  
 E-MAIL: \_\_\_\_\_ HOURS REQUIRED FOR DEGREE: 39  
 FACULTY ADVISOR: \_\_\_\_\_

The following program of courses is hereby agreed upon by both the student and his faculty advisor as fulfilling the academic requirements necessary for certification in Deaf/Hard of Hearing. Other actions, such as transfers of credit, course substitutions, and/or course waivers must be approved by the advisor.

**DEGREE REQUIREMENTS:**

Course Title	Dept. And Course No.	Date Taken Sem./Year	Grade	Credit
1. American Sign Language (ASL) I	CIDH 501			3
2. American Sign Language (ASL) II	CIDH 502			3
3. Auditory Habilitation	CIDH 504			3
4. Introduction to Deaf and Hard of Hearing	CIDH 505			3
5. Curriculum and Methods for Deaf and Hard of Hearing Students	CIDH 506			3
6. Development and Remediation of Reading, Writing, and Discourse for the Deaf and Hard of Hearing	CIDH 507			3
7. Teaching Internship and Practicum (DHH) I (Residential Setting)	CIDH 601			3
8. Teaching Internship and Practicum (DHH) II (Local School District)	CIDH 602			3
9. Application of Software in Classroom	CIEC 534			3
10. Advanced Studies - Human Development	Ed.F. 616			3
11. Trends/Issues in Special Education, or Special Education Seminar	CISP 627 CISP 629			3
12. Special Education Research - Part I	CISP 611			3
13. Special Education Research - Part II	CISP 615			3

Total 39

**OTHER REQUIREMENTS:** \*\*COURSES OVER 7 YEARS OF AGE CANNOT BE UTILIZED IN A DEGREE PROGRAM

\_\_\_\_\_  
Student Date

\_\_\_\_\_  
Advisor Date

\_\_\_\_\_  
Program Director Date

\_\_\_\_\_  
Dean Date



**MARSHALL UNIVERSITY GRADUATE COLLEGE  
SPECIAL EDUCATION  
PLAN OF STUDY**

DATE: \_\_\_\_\_ ID# \_\_\_\_\_  
 STUDENT NAME: \_\_\_\_\_ HOME PHONE: \_\_\_\_\_  
 ADDRESS: \_\_\_\_\_ BUSINESS PHONE: \_\_\_\_\_  
 E-MAIL: \_\_\_\_\_ HOURS REQUIRED FOR DEGREE: 36  
 FACULTY ADVISOR: \_\_\_\_\_

The following program of courses is hereby agreed upon by both the student and his faculty advisor as fulfilling the academic requirements necessary for certification in Learning Disabilities. Other actions, such as transfers of credit, course substitutions, and/or course waivers must be approved by the advisor.

DEGREE REQUIREMENTS:

Course Title	Dept. And Course No.	Date Taken Sem./Year	Grade	Credit
1. Introduction to Exceptional Children or Children with Exceptionalities	CISP 520 CISP 521			3
2. Introduction to Learning Disabilities	CISP 523			3
3. Education of Learning Disabilities	CISP 647			3
4. Field Experience: Learning Disabilities	CISP 646			3
5. Applications Software in the Classroom	CIEC 534			3
6. Diagnostic/Clinical Practice	CISP 626			3
7. Advanced Studies - Human Development	Ed.F. 616			3
8. Trends and Issues in Special Education, or Special Education Seminar	CISP 627 CISP 629			3
9. Special Education Research - Part I	CISP 611			3
10. Special Education Research - Part II	CISP 615			3

Total 30

ELECTIVE:

1. \_\_\_\_\_ 3  
 2. \_\_\_\_\_ 3

Total 36

OTHER REQUIREMENTS: \*\*COURSES OVER 7 YEARS OF AGE CANNOT BE UTILIZED IN A DEGREE PROGRAM

\_\_\_\_\_  
 Student Date

\_\_\_\_\_  
 Advisor Date

\_\_\_\_\_  
 Program Director Date

\_\_\_\_\_  
 Dean Date

**MARSHALL UNIVERSITY GRADUATE COLLEGE  
SPECIAL EDUCATION  
PLAN OF STUDY**

DATE: \_\_\_\_\_ ID# \_\_\_\_\_  
 STUDENT NAME: \_\_\_\_\_ HOME PHONE: \_\_\_\_\_  
 ADDRESS: \_\_\_\_\_ BUSINESS PHONE: \_\_\_\_\_  
 E-MAIL: \_\_\_\_\_ HOURS REQUIRED FOR DEGREE: 36  
 FACULTY ADVISOR: \_\_\_\_\_

The following program of courses is hereby agreed upon by both the student and his faculty advisor as fulfilling the academic requirements necessary for certification in Mentally Impaired. Other actions, such as transfers of credit, course substitutions, and/or course waivers must be approved by the advisor.

**DEGREE REQUIREMENTS:**

Course Title	Dept. And Course No.	Date Taken Sem./Year	Grade	Credit
1. Introduction to Exceptional Children or Children with Exceptionalities	CISP 520 CISP 521			3
2. Introduction to Mentally Retarded	CISP 533			3
3. Education of Mentally Retarded	CISP 553			3
4. Field Experience: Mentally Retarded	CISP 651			3
5. Applications Software in the Classroom	CIEC 534			3
6. Diagnostic/Clinical Practice	CISP 626			3
7. Advanced Studies - Human Development	Ed.F. 616			3
8. Trends and Issues in Special Education, or Special Education Seminar	CISP 627 CISP 629			3
9. Special Education Research - Part I	CISP 611			3
10. Special Education Research - Part II	CISP 615			3

Total 30

**ELECTIVE:**

1. \_\_\_\_\_ 3  
 2. \_\_\_\_\_ 3

Total 36

**OTHER REQUIREMENTS:** \*\*COURSES OVER 7 YEARS OF AGE CANNOT BE UTILIZED IN A DEGREE PROGRAM

\_\_\_\_\_  
 Student Date

\_\_\_\_\_  
 Advisor Date

\_\_\_\_\_  
 Program Director Date

\_\_\_\_\_  
 Dean Date

**MARSHALL UNIVERSITY GRADUATE COLLEGE  
SPECIAL EDUCATION  
PLAN OF STUDY**

DATE: \_\_\_\_\_ ID# \_\_\_\_\_  
 STUDENT NAME: \_\_\_\_\_ HOME PHONE: \_\_\_\_\_  
 ADDRESS: \_\_\_\_\_ BUSINESS PHONE: \_\_\_\_\_  
 E-MAIL: \_\_\_\_\_ HOURS REQUIRED FOR DEGREE: 39  
 FACULTY ADVISOR: \_\_\_\_\_

The following program of courses is hereby agreed upon by both the student and his faculty advisor as fulfilling the academic requirements necessary for certification in Visually Impaired. Other actions, such as transfers of credit, course substitutions, and/or course waivers must be approved by the advisor.

**DEGREE REQUIREMENTS:**

Course Title	Dept. And Course No.	Date Taken Sem./Year	Grade	Credit
1. Introduction to Visual Impairments	CIVI 500			3
2. Braille Reading and Writing	CIVI 501			3
3. Structures and Functions of the Human Visual System	CIVI 502			3
4. Instructional Strategies for Teaching Students with VI	CIVI 503			3
5. Instructional Strategies for Teaching Students with Multiple Impairments	CIVI 504			3
6. Basic Orientation and Mobility Skills	CIVI 505			3
7. Practicum in Visual Impairment - I	CIVI 506			3
8. Practicum in Visual Impairment - II	CIVI 508			3
9. Applications of Software in Classroom	CIEC 534			3
10. Advanced Studies - Human Development	Ed.F. 616			3
11. Trends/Issues in Special Education, or Special Education Seminar	CISP 627 CISP 629			3
12. Special Education Research - Part I	CISP 611			3
13. Special Education Research - Part II	CISP 615			3

Total 39

**OTHER REQUIREMENTS:** \*\*COURSES OVER 7 YEARS OF AGE CANNOT BE UTILIZED IN A DEGREE PROGRAM

\_\_\_\_\_  
Student Date

\_\_\_\_\_  
Advisor Date

\_\_\_\_\_  
Program Director Date

\_\_\_\_\_  
Dean Date

**ATTACHMENT 8****GRADUATE COUNCIL PROGRAM REVIEWS, December 3, 2004**

The following programs were approved by Graduate Council December 3, 2004, with the recommendations indicated.

<u>Program</u>	<u>Recommendation</u>
MD, Medicine	Continue at the current level with the designation as a program of excellence
MAJ, Journalism	Continue at the current level of activity
MA, English	Continue at the current level of activity
MA, Communication Studies	Continue at the current level of activity
MA/MS, Biological Sciences	Program needs further development
MA, Communication Disorder	Continue at the current level with the designation as a program of excellence
MS & PhD, Biomedical Sciences	Continue at the current level with the designation as a program of excellence
MSN, Nursing	Continue at the current level of activity

Please note that several of these evaluations and recommendations had to be made without the letters of support/recommendations from the deans being attached to the program reviews, and so the recommendations in those cases were made independent of any knowledge of the deans' recommendations.

Return to: [2004-2005](#) [Minutes & Records](#) [Graduate Council](#) [Marshall University](#)

**Minutes of the Marshall University Graduate Council**  
**October 22, 2004**  
**John Spotts Room**  
**Marshall University**

**Members Present:** Amerikaner, Cunningham, Dooley, Eagle, Edington, Larsen, Lawson, Mangiarua, Maheshwari, Meyer, Reynolds, Saveliev, Strickler, Wyant

**Members Absent:** Debela, Hankins

**Ex-Officio Members Present:** Childress, Denman, Deutsch

**Ex-Officio Members Absent:** Aulick

- The meeting was called to order at 1:00 p.m. Council members introduced themselves.
- Minutes of the September 24, 2004 meeting were approved with one editorial change. The word “doctoral” was changed to “graduate” in Item 9.
- The Graduate Faculty Membership Approvals (Attachment I) were read into the minutes and will be forwarded to President Angel.
- Larsen addressed proposed changes to the Council bylaws. A motion was made to change the wording in Article VI, Sections 1b and 2a from “even-numbered years” to “odd-numbered years.” The change involved the year in which Council elects new members and was made at the request of the HEPC. The motion passed.
- Under Section 1e in Article VI, a motion was made to change the wording to “If a member misses three regular meetings in any academic year, his/her seat may be declared vacant by the Chair subject to approval of the Council. This action may take place at the third missed meeting, at the discretion of the Chair with approval of the Council.” The motion passed.
- Larsen asked the Council to send agenda items to him well in advance of the meetings. The bylaws require that the agenda be sent out one week in advance of the meeting. This allows Council members to inform their faculty of items on the agenda. Major motions should be included with the agenda.

### **Standing Committee Reports**

#### **Academic Standards**

- Eagle made a motion that proposed changes to the Biological Sciences Program be approved by Council. Changes are as follows: clarifying acceptable letters of recommendation and dropping the requirement for the MCAT or the GRE biology subject test; changing the GPA /GRE score combination along with requiring an undergraduate GPA of 3.0 or greater in biology courses; changing the credit hours earned for thesis research from a maximum of 6 hours to a maximum of 12 hours; increasing the requirement for Graduate Seminar from 3 to 5 hours, and requiring students to present a seminar each semester. The motion passed.

- Regarding the excused absence policy, the committee recommended that it remain the same. A motion was made to accept the committee's recommendation. The motion passed. Denman asked about the issue of undergraduates who are taking graduate classes and the policy will affect them. The committee will study this issue.
- The graduate school satisfaction survey will be revised and sent out to the Council for feedback. A deadline for comments will be set.
- The committee will survey the colleges for information on the composition of their thesis/dissertation/capstone committees.

### **Credentialing**

- Amerikaner reported that the committee examined the issue of including the levels of graduate faculty status in the catalog. They looked at other university catalogs and found that the majority do not list the level. A motion to not include the level of status in the catalog was made and passed.
- The issue of having a signature line for department chairs/division heads on the graduate faculty application was addressed. The following motion was made: "A statement is to be added to the application, along with a signature line for chair/division head indicating that he/she is aware of this application and agrees or not that the applicant meets the criteria for the requested status. In either case (agree or not), all application materials will be forwarded to the dean." The motion passed. The Council made clear that this addition was for information purposes only and that the signature or lack thereof would not indicate approval or disapproval.

### **Curriculum**

- Reynolds reported that of the two CITE classes that were conditionally approved at the September Council meeting, one had come back with concerns from the LCOB. Representatives from both colleges will be meeting to work out their concerns. Council passed a motion to approve ES680. IS631 was tabled.

### **Program Review**

- Wyant reported that the committee will begin reviews after they are posted. The deadline is for posting is November 1 and the committee hopes to have the reviews completed by the December 3 Council meeting. She asked for help from other Council members due to the short time frame for completing the reviews.

### **Other Business**

- The Council entered into Executive Session at 1:57 and exited Executive Session at 2:02.
- A motion was made to approve Dean Lynne Welch for graduate faculty status. Motion passed.

The meeting was adjourned at 2:05.

### Schedule of remaining regular meetings for the 2004-2005 academic year:

- December 3, 2004      South Charleston
- January 21, 2005      Huntington

- February 18, 2005      South Charleston
- March 18, 2005        Huntington
- April 29, 2005        South Charleston

**Attachments**

- I.        Graduate Faculty Approvals

**ATTACHMENT I**

**Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			10/22/2004	<i>Term Starts</i>	<i>Term Expires</i>
<i>Enter below the names of persons having any approval of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>		
Adams, Ronda	CEHS	Exercise Science, Sport, & Recreation	Graduate	October 2004	October 2009
Alfano, Ronald L.	COS	Geology	Graduate	October 2004	October 2009
Alshazy, Aley K.	COS	Geology	Associate	October 2004	October 2007
Anderson, Dewey D.	COS	Geology	Graduate	October 2004	October 2009
Barnham, William L.	COS	Geology	Graduate	October 2004	October 2009
Benfourifar, Pedram	SOM	Pharmacology	Doctoral	October 2004	October 2007



Return to: [2004-2005 Minutes & Records](#) [Graduate Council](#) [Marshall University](#)

**Minutes of the Marshall University Graduate Council Meeting  
September 24,2004  
GC 319, South Charleston Campus**

Members Present: Dooley, Amerikaner, Cunningham, Eagle, Meyer, Larsen, Strickler, Wyant, Mangriarua, Debela, Hankins, Reynolds

Members Absent: Edington, Lawson, Maheshwari, Saveliev

Ex Officio members Present: Chldress, Deutsch, Denman

Absent: Aulick

1. Called to Order: 1:00pm
2. Approved minutes of 4/30/04
3. Election of Vice Chair: Marty Amerikaner will serve as the new Vice Chair of the Council
4. Eldon announced members of GC Standing Committees (on handout).
5. Accepted report from Deans concerning their approvals of Graduate Faculty Status; list to be forwarded to President Angel. (Attachment 1)
6. Eldon described problems with current terms of office for GC members because of recent legislative changes.
  - a. Motion: Extend term expiration date for all members of GC by one year (except for student member). Motion passed
  - b. Motion: Extend term of office for officers by one year. Motion passed
7. Mary Beth Reynolds, on behalf of Curriculum Committee, requested conditional approval of two classes from CITE pending review comment by usual constituencies. Motion passed.
8. Marty Amerikaner made a motion to change the wording in the criteria for Doctoral Graduate Faculty status to: "Doctoral Graduate Faculty members must hold a continuing full time appointment and have ongoing faculty responsibilities at Marshall University and hold an appointment (may be a joint appointment) in the division or department or program area offering the doctoral degree. In circumstances where the full time appointment is not a tenure track position, documentation of the full time, continuing nature of the appointment must be supplied by the sponsoring dean, and documentation of at least majority support for the appointment must be supplied by the sponsoring department/division's chair." (other requirements are unchanged) Motion passed
9. Marty Amerikaner made a motion to change the wording in the criteria for Graduate Faculty status to: "Graduate Faculty members must hold a continuing full time appointment and have ongoing faculty responsibilities at Marshall University and hold an appointment (may be a joint appointment) in the division or department or program area offering the graduate degree. In circumstances where the full time appointment is not a tenure track position, documentation of the full time, continuing nature of the appointment must be supplied by the sponsoring dean, and documentation of at least majority support for the appointment must be supplied by the sponsoring department/division's chair." (Other requirements are unchanged) Motion passed
10. Marty Amerikaner moved that the process of applying for GF status be revised to include a signature line on the application form for department chairs/division heads to sign, indicating that they are aware of the application and agree that the applicant meets criteria for the requested status. This motion was assigned to the credentialing committee for review and recommendation.
11. Eldon introduced a discussion concerning make up of doctoral or graduate committees; issue was referred to Academic Planning and Standards Committee.
12. Survey of Recent Graduates; Issue referred to Academic Planning and Standards Committee
13. Question concerning desirability of distinguishing between different levels of GF status in catalog was referred to Credentialing Committee.
14. Question concerning increasing minimum GPA for admission to graduate programs from 2.5 to 2.75 was referred to Academic Planning and Standards Committee, which was also asked to determine if Graduate Admissions can monitor grades/progress of provisional admits and send update reports to programs and/or departments.
15. Question concerning minimum TOEFL score of 525: is this high enough? Dean Deutsch will conduct a poll of departments concerning their experience with the TOEFL.
16. Entered Executive Session at 2:27. Exited Executive Session at 2:31.
17. Motion to approve Dr. Tony Williams for Doctoral Graduate Faculty Status. Motion passed.
18. Brief discussion of what members liked most about the meeting.
19. Adjourned at 2:40 to go into meetings of committees.

Schedule of meetings for the 2004-2005 academic year:

- December 3, 2004 South Charleston
- January 21, 2005 Huntington
- February 18, 2005 South Charleston
- March 18, 2005 Huntington
- April 29, 2005 South Charleston

Attachments:

Attachment 1: Graduate Faculty Approved

**Attachment 1  
Graduate Faculty Membership Approvals**

In the cell at the right, write the date this updated roster is being forwarded to Graduate Council:			9/24/2004	Term Starts	Term Expires
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	College or School	Department or Division	Graduate Faculty Level	Month Year	Month Year
Aluthge, Ariyadasa	COS	Mathematics	Graduate	August 2004	July 2009
Backus, Melinda	CEHS	Elementary Education	Associate	September 2004	September 2007
Aulick, Howard	SOM	Physiology	Graduate	September 2004	September 2006
Fenger, Terry	SOM	Microbiology & Forensic Science	Doctoral	September 2004	September 2007
Green, Todd	SOM	Physiology	Doctoral	September 2004	September 2007
Lash, Lawrence	SOM	Pharmacology	Associate	September 2004	September 2006
Park, Maiyon	SOM	Biochemistry	Doctoral	September 2004	September 2007
Parkash, Jai	SOM	Anatomy	Associate	September 2004	September 2006
Reichenbecher, Vernon	SOM	Biochemistry	Graduate	September 2004	September 2006
Sollars, Vincent	SOM	Microbiology	Doctoral	September 2004	September 2007
Howard, Karen	SOM	Forensic Science	Associate	September 2004	September 2007
Rankin, Graham	SOM	Forensic Science	Graduate	September 2004	September 2009
McKee, Jane	CEHS	Secondary Education	Doctoral	August 2004	August 2009
Johnson, Carl	CEHS	Elementary Education	Doctoral	August 2004	August 2009
Angel, Robert	CEHS	Special Education	Graduate	August 2004	August 2009
Reed, Melisa	CEHS	Special Education	Associate	April 2002	April 2005
Delidow, Beverly	SOM	Biochemistry & Molecular Biology	Doctoral	September 2004	September 2007
Leidy, John	SOM	Medicine	Doctoral	September 2004	September 2007
Rhoten, William	SOM	Anatomy, Cell and Neurobiology	Doctoral	September 2004	September 2007
East, Joyce	COLA	Grad. Humanities	Grad	September 2004	September 2009
Ellis, Thomas	COLA	Psychology	Doctoral	April 2004	April 2009
Herbst, Marina	COLA	Modern Languages	Assoc	April 2004	April 2007
Leonard, James	COLA	Geography	Grad	June 2004	June 2009
Lewis, Sarah	COLA	Psychology	Doctoral	April 2004	April 2009
Mills, David	COLA	History	Grad	July 2004	July 2009
Winton, Karl	COLA	Communication Studies	Assoc	April 2004	April 2007
Alderman, Timothy	COLA	Humanities	Assoc	April 2004	April 2007
Amerikaner, Marty	COLA	Psychology	Doctoral	June 2004	June 09
Beard, Keith	COLA	Psychology	Doctoral	September 2004	September 2009
Bickham, Paula	COLA	Psychology	Assoc	September 2004	September 2007
Bookwalter, Robert	COLA	Communication Studies	Assoc	July 2004	July 07
Bora, Dhru	COLA	Criminal Justice	Grad	September 2004	September 2009
Brammer, Camilla	COLA	Communication Studies	Assoc	September 2004	September 2007
Cupps, D. Stephen	COLA	Political Science	Grad	September 2004	September 2009
Davis, Grace	COLA	Psychology	Doctoral	September 2004	September 2009
DeTardo-Bora, Kimberly	COLA	Criminal Justice	Grad	September 2004	September 2009
Edmunds, Robert	COLA	Communication Studies	Assoc	September 2004	September 2007
Garnett, Richard	COLA	Sociology/Anthropology	Grad	September 2004	September 2009
Goudy, Tony	COLA	Psychology	Assoc	September 2004	September 2007
Gould, Alan	COLA	History	Assoc	September 2004	September 2007
Green, Christopher	COLA	English	Grad	September 2004	September 2009
Harper, Eugene R.	COLA	Humanities	Assoc	April 2004	April 2007
Gould, Alan	COLA	History	Assoc	September 2004	September 2007
Jarrett, Larry	COLA	Geography	Assoc	September 2004	September 2007
Johnson, Dolores	COLA	English	Grad	September 2004	September 2009
Ladner, Barbara	COLA	Grad. Humanities	Assoc	September 2004	September 2007
Laubach, Martin	COLA	Sociology/Anthropology	Grad	September 2004	September 2009
Lindberg, Marc	COLA	Psychology	Doctoral	April 2004	April 2009
Linz, Mariana	COLA	Psychology	Doctoral	July 2004	July 2009
Lloyd, Charles	COLA	Classics	Assoc	September 2004	September 2007
Lutz, Paul	COLA	History	Grad	April 2004	April 2009
Masters, Daniel	COLA	Political Science	Grad	September 2004	September 2009
McKernan, John	COLA	English	Grad	July 2004	July 09
Mewaldt, Steven	COLA	Psychology	Grad	September 2004	September 2009
Miller, Montserrat	COLA	History	Grad	September 2004	September 2009
Sawrey, Robert	COLA	History	Grad	April 2004	April 2009
Simpkins, Karen	COLA	Sociology/Anthropology	Assoc	September 2004	September 2007
Swan, Susan	COLA	English	Grad	September 2004	September 2009
Thorn, Arline	COLA	Humanities	Assoc	April 2004	April 2007
Trumpower, David	COLA	Psychology	Doctoral	April 2004	April 2009
Vitaglione, Guy	COLA	Psychology	Assoc	September 2004	September 2007
Walz, Anita	COLA	Geography	Grad	July 2004	July 09
Wyatt, W. Joseph	COLA	Psychology	Doctoral	April 2004	April 2009

Marra, Sandra	CONHP	Nursing		Associate		May 2004		May 2007	
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