



## Graduate Council

### MEMORANDUM

To: Dr. Jerome Gilbert – President

From: Dr. Tracy Christofero – Chair, Graduate Council *TC*

Date: February 5, 2017

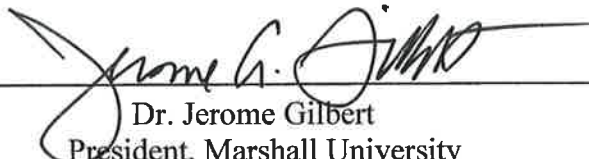
Subject: **Approval of Graduate Council Minutes: January 27, 2017**

Attached are the minutes of the recent Graduate Council meeting for your review. Approval of these minutes will also serve as approval of curricular motions, graduate faculty status, etc.

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

---

Minutes approved.

  
\_\_\_\_\_  
Dr. Jerome Gilbert  
President, Marshall University

2-9-17  
\_\_\_\_\_  
Date

Note to Cora Pyles, Executive Assistant to the President:

Please return the signed original to Dr. Tracy Christofero with .pdf copies e-mailed to:

Dr. Tracy Christofero, Chair, Graduate Council, [christofero@marshall.edu](mailto:christofero@marshall.edu)  
Dr. Cam Brammer, Secretary, Graduate Council, [brammer@marshall.edu](mailto:brammer@marshall.edu)  
Dr. David Pittenger, Dean, Graduate College, [pittengerd@marshall.edu](mailto:pittengerd@marshall.edu)  
Dr. Monica Brooks, Asst. VP Online Learning & Libraries, [brooks@marshall.edu](mailto:brooks@marshall.edu)  
Dr. Tammy Johnson, Exec. Director of Admissions, [johnson73@marshall.edu](mailto:johnson73@marshall.edu)  
Dr. Sonja Cantrell, Registrar, [cantrell1@marshall.edu](mailto:cantrell1@marshall.edu)  
Dr. Sherri Smith, Interim Assoc. VP for Academic Affairs, [smithsc@marshall.edu](mailto:smithsc@marshall.edu)  
Ms. Sandee Lloyd, Graduate Dean's Office, [lloyd@marshall.edu](mailto:lloyd@marshall.edu)  
Mr. Adam Russell, Office of Academic Affairs, [russell58@marshall.edu](mailto:russell58@marshall.edu)

## MU Graduate Council Meeting Minutes – January 27, 2017

Huntington campus – Drinko 349

**Members Present:** Allen, Anderson, Biros, Brammer, Christofero, De Bruin, Heaton, Howard, Lanham, Larsen, Lassiter, Lawrence, Mehta Muellerleile, Vauth

**Members Absent:** Ross, Sollars

**Ex-Officio Members Present:** Maher, Pittenger,

**Ex-Officio Members Absent:** Eagle, Ormiston

**Visitors:** Jessica Hanna, Chuck Somerville

### Agenda

Christofero	Announcements
Brammer	Approval of previous meeting Minutes (Attachment 1)
Christofero	Graduate faculty status candidates (Attachment 2)
Brammer	Academic Planning, Standards, & Policies (Attachment 3)
Heaton	Curriculum Committee (Attachment 4)
Anderson	Program Review
Lanham	Credentialing
Christofero	Miscellaneous Business of the Council

**Please reserve these meeting dates:**

- February 24, 2017 – South Charleston – Thomas Boardroom
- March 31, 2017 – Huntington – John Spotts
- April 28, 2017 – South Charleston – Thomas Boardroom

Chair Christofero called the meeting to order at 1:00 PM.

Minutes of the December 2, 2016 GC meeting (Attachment1) **APPROVED**

**GRADUATE FACULTY STATUS candidates** (Attachment 2) **APPROVED**

**ACADEMIC PLANNING, STANDARDS, & POLICY COMMITTEE** (Attachment 3)

Brammer presented requests. **APPROVED** with minor edits.

**CURRICULUM COMMITTEE** (Attachment 4) Heaton presented course requests.

**APPROVED** with minor edits for 'Effective Dates'.

**PROGRAM REVIEW COMMITTEE** - Anderson reported that all Council members completed their reviews on time!! The summary of the reviews can be found in (Attachment 5). Dean Somerville made a presentation for COS. See amended motion.

**CREDENTIALING COMMITTEE** - Lanham reported that the committee is working on revisions Board Policy AA 20. COS and COEPD colleges are up for review this spring.

**The meeting adjourned at 2:05 PM.**

Minutes submitted by Brammer 02/03/2017; Review/revise by Christofero 02/03/2017

**Attachment 1****Approved****MU Graduate Council Minutes from the Previous meeting**

December 2, 2016

South Charleston campus – Thomas Boardroom

**Meeting began at 1:00 p.m.**

**Members Present:** Allen, Anderson, Biros, Brammer, Christofero, De Bruin, Heaton, Howard, Lanham, Larsen, Lawrence, Muellerleile, Sollars, Vauth

**Members Absent:** Mehta, Ross

**Ex-Officio Members Present:** Pittenger, Eagle

**Ex-Officio Members Absent:** Maher, Ormiston

**Visitors:** Bobbie Nichols, Dennis Anderson

**Agenda**

Christofero	Announcements
Brammer	Approval of previous meeting Minutes (Attachment 1)
Christofero	Graduate faculty status candidates (Attachment 2)
Brammer	Academic Planning, Standards, & Policies (Attachment 3)
Heaton	Curriculum Committee (Attachment 4)
Anderson	Program Review
Lanham	Credentialing
Christofero	Miscellaneous Business of the Council

**Please reserve these meeting dates:**

- January 27, 2016 – Huntington – Drinko 349 – **NOTE THE ROOM CHANGE**
- February 24, 2017 – South Charleston – Thomas Boardroom
- March 31, 2017 – Huntington – John Spotts
- April 28, 2017 – South Charleston – Thomas Boardroom

**Please remind your college and curriculum committee that beginning next month, requests are due by the first of the month for inclusion on that month's agenda.**

Chair Christofero called the meeting to order at 1:00 PM.

The minutes of the October 28, 2016 GC meeting were **APPROVED**

**GRADUATE FACULTY STATUS candidates (Attachment 2) APPROVED**

**ACADEMIC PLANNING, STANDARDS, & POLICY COMMITTEE (Attachment 3)** Brammer presented requests. **APPROVED** with minor edits.

**CURRICULUM COMMITTEE** - See **Attachment 4** for individual course approvals and motion regarding courses presented by COEPD.

**PROGRAM REVIEW COMMITTEE** - Anderson requested that all Program Reviews be sent to him by Dec. 9, 2016.

**CREDENTIALING COMMITTEE** - Lanham reported that the committee is evaluating policy AA 20 for revision.

Motion to move to Executive Session, 2<sup>nd</sup>, **Approved**

Motion to return to regular session, 2<sup>nd</sup>, **Approved.**

Motion to approve Dean Zatar for Graduate Faculty Status, 2<sup>nd</sup>, **Approved.**

**The meeting adjourned at 2:35 PM.**

## Attachment 2 Graduate Faculty Status Requests

### Approved

Type	Faculty Member	College/School	Department/Division	Graduate Faculty Level	Term Start	Term Expires
<u>Add</u>	Bose, Sujoy	COHP	Physical Therapy	Doctoral	08/22/2016	12/10/2021
<u>Add</u>	Davis, Scott	COHP	davis1090@marshall.edu	Doctoral	08/22/2016	12/10/2021
<u>Add</u>	Evans, Neil	COHP	Physical Therapy	Doctoral	08/22/2016	12/10/2021
<u>Add</u>	Mason, Ashley	COHP	Physical Therapy	Doctoral	08/22/2016	12/10/2021
<u>Add</u>	Profitt, Brad	COHP	Physical Therapy	Doctoral	08/22/2016	12/10/2021
<u>Delete</u>	Braun, Charles	LCOB	Management/Marketing	Graduate	04/30/08	04/30/13
<u>Delete</u>	Butler, Jonathan	COB	MGT/MKT/MIS	Graduate	04/30/16	04/30/21
<u>Delete</u>	Cox, Jonathan	CAM	Art	Graduate	12/1/11	12/1/16
<u>Delete</u>	Harris, Robert	SOM	Pharmacology, Physiology & Toxicology	Associate	06/01/13	06/01/16
<u>Delete</u>	Mader, Deanna	LCOB	Management/Marketing	Graduate	02/28/09	02/28/14
<u>Delete</u>	Price, Jean	LCOB	Accounting/Legal Environment	Graduate	02/28/09	02/28/14
<u>Delete</u>	Sergent F. Tyler	COLA	History/Religious Studies	Associate	01/11/2011	01/11/2014
<u>Delete</u>	Tomasik, Rebecca	COB	FIN/ECN	Graduate	2/1/16	2/1/21
<u>Delete</u>	Tomblin, Michael	LCOB	Management/Marketing	Graduate	01/31/11	01/31/16
<u>Delete</u>	Vielkind, John	COLA	Philosophy	Graduate	10/31/08	10/31/13
<u>Delete</u>	Wilkinson, John	SOM	Anatomy & Pathology	Doctoral	1/1/14	12/31/16
<u>Edit</u>	Bingham, Ann	CAM	Music	Graduate	01/09/2017	05/06/2022
<u>Edit</u>	Burbery, Timothy	COLA	English	Graduate	01/09/2017	05/06/2022
<u>Edit</u>	Dobbs, Wendell	CAM	Music	Graduate	01/09/2017	05/06/2022
<u>Edit</u>	Garrett, William	COHP	School of Kinesiology	Associate	08/22/2016	12/13/2019
<u>Edit</u>	Mangiarua, Elsa	SOM	Pharmacology, Physiology & Toxicology	Graduate	08/22/2016	12/10/2021
<u>Edit</u>	Sollars, Vincent	SOM	Biochemistry & Microbiology	Doctoral	08/22/2016	12/10/2021

**Attachment 3****APPROVED****Academic Planning Program/Degree Requests**Full requests are available at <http://www.marshall.edu/graduate-council/agendas/>**COEPD****APPROVED**

Department: Leadership Studies

Name of Certificate: School Superintendent

Credit Hours: 15 hours

Type of Change: Change from an Ed.S. Program to a Graduate Certificate program. Reduction in number of credit hours from 21 to 15.

## Rationale:

Leadership Studies (LS) has had a program on file with the WV State Department of Education (WVDE) to provide coursework leading to licensure as a Superintendent in WV Schools. For two years, the WVDE allowed individuals with initial administrative licensure to add the Superintendent licensure with no additional coursework. Thus, LS has not been offering the program.

In addition, the previous licensure was offered through the Education Specialist program. LS is no longer accepting applicants into this program. We need a different method of admitting students to complete the requirements for licensure as Superintendent.

LS faculty have concluded that the curriculum of the program can be reduced from 21 to 15 hours and still provide essential knowledge and experiences for prospective district-level leaders. No additional courses are being added to the Leadership Studies courses. Existing courses will be utilized.

Effective Date: Spring 2017

**Graduate College****APPROVED**

Department/College: Graduate College

Request for: Graduate Non-Curricular Change

Rationale: To clarify withdrawal process.

## Current Catalog Description:

Final Date for Dropping or Withdrawal

The final date for dropping an individual class is the 10<sup>th</sup> Friday in a regular term. The last date for complete withdrawal

From the University is the last day of classes, "W" grades are assigned.

## New Catalog Description:

The final date for dropping an individual class is the tenth Friday in a regular term. Students wishing to drop a course after the last day to withdraw must withdraw from all courses in which they are enrolled.

The last date for complete withdrawal from the University is the last day of classes. In both cases, "W" grades are assigned.

Effective Date: Spring 2017

## Attachment 4 Curriculum Requests

Full requests are available at <http://www.marshall.edu/graduate-council/agendas/>

### College of Information Technology and Engineering

#### Course Changes (4)

Change: Title and Description  
 Department: Engineering  
 #/Title (old): CE 612 Structural Steel Design and Behavior  
 #/Title (new): CE 612 Advanced Steel Design  
 Rationale: Original title was deemed superfluous. In addition, the main focus of this course is the design (not the behavior) of advanced structural steel systems.  
 Descr (old): 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.  
 Descr (new): Background of AISC 360, emphasizing building applications. Analysis methods for second-order effects. Composite member design. Plate girders, Splices and bracing connections. Eccentric connections. Wind and seismic applications.  
 Rationale: This revision is intended to better reflect current advanced design practices and issues as well as what is currently taught in the course (i.e. using current codes). In addition, these changes are intended to remove as much course overlap as possible.

Change: Title and Description  
 Department: Engineering  
 #/Title (old): CE 614 Advanced Reinforced Concrete Structure Design and Behavior  
 #/Title (new): CE 614 Advanced Concrete Design  
 Rationale: Original title was deemed superfluous. In addition, the main focus of this course is the design (not the behavior) of advanced reinforced concrete systems.  
 Descr (old): 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.  
 Descr (new): Background of ACI 318, emphasizing building applications. Precast elements. Moment frames and shear walls. Continuous construction. Foundations and earth-retaining structures. Two-way slab design methods. Strut-and-tie analogies. Column supported slabs.  
 Rationale: This revision is intended to better reflect current advanced design practices and issues as well as what is currently taught in the course (i.e. using current codes). In addition, these changes are intended to remove as much course overlap as possible.

Change: Description  
 Department: Engineering  
 #/Title: CE 616 Prestressed Concrete Design  
 Descr (old): Design of prestressed concrete structures, methods and losses. Design for flexure, shear torsion, camber, deflections, continuity, connections, fire rating, and review of research and projection to changes in construction practices.  
 Descr (new): Behavior and design of prestressed concrete beams, columns, and beam-columns, emphasizing highway bridge applications. Methods of prestressing and loss estimation for precast and cast-in-place elements.  
 Rationale: This revision is intended to better reflect current advanced design practices and issues as well as what is currently taught in the course (i.e. using current codes). In addition, these changes are intended to remove as much course overlap as possible.

Change:	Description
Department:	Engineering
#/Title:	CE 618 Bridge Engineering
Descr (old):	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 maintenance and aesthetics. (PR: CE 616 and advisor approval).
Descr (new):	Analysis, design, and rating of bridges according to AASHTO specifications, emphasizing structural steel superstructures. Detailing of elements and systems based on strength, serviceability, constructability, and fatigue requirements.
Rationale:	This revision is intended to better reflect current advanced design practices and issues as well as what is currently taught in the course (i.e. using current codes). In addition, these changes are intended to remove as much course overlap as possible.

## College of Science

### Course Additions (4)

Department:	Criminal Justice & Criminology
#/Title:	CJ 503 Understanding Cybercrime
Description:	Examination of hacking, piracy, cyber stalking, cyber bullying, identity theft, and other cybercrimes through the lens of various criminology theories with an emphasis on research methodology and criminal justice policy.
Prerequisites:	none
First Offered:	Fall 2017
Credit Hours:	3
Department:	Criminal Justice & Criminology
#/Title:	CJ 505 Women and the Criminal Justice System
Description:	Examines factors surrounding women and the criminal justice system from a theoretical and practical perspective. Explores feminist ideologies, plus women as victims, offenders, and professionals in the justice system.
Prerequisites:	none
First Offered:	Fall 2017
Credit Hours:	3
Department:	Criminal Justice & Criminology
#/Title:	CJ 560 Miscarriages of Justice
Description:	This course provides a critical examination of the processes and procedures used by police, prosecutors, defense attorneys, judges, and corrections agents which may potentially produce errors or "miscarriages" of justice.
Prerequisites:	none
First Offered:	Fall 2017
Credit Hours:	3
Department:	Natural Resources and the Environment
#/Title:	NRE 531 Aquatic Toxicology
Description:	This course will introduce students to the principles of aquatic toxicology including regulations driving biological criteria, development of laboratory toxicity testing and test methodology.
Prerequisites:	none
First Offered:	Spring 2018
Credit Hours:	4



Department: Physics  
 #/Title: PHY 546 Mathematical Methods of Physics II  
 Description: A second semester of a full year course on methods of solving problems in physics: calculus of variations, ordinary partial differential equations and special functions with real physics problems.  
 Prerequisites: PHY 545  
 First Offered: Fall 2017  
 Credit Hours: 3

### Course Changes (1)

Change: Title, Description, Content

Department: Criminal Justice & Criminology  
 #/Title (old): CJ 506 Race, Ethnicity, Gender, and Crime  
 #/Title (new): CJ 506 Race, Ethnicity, Class, and Crime  
 Rationale: First, there is an abundance of content to cover in the current course, so much so that it is difficult to get through all of the course material in one semester. Second, the content of race, ethnicity and class alone is sufficient for one course. The revised course will place a greater influence on social class. In turn, a new proposed class will focus on gender instead. The course title needs to reflect that the coverage of gender and women's issues is not included in this course. The course will no longer include coverage of women as victims, offenders, and professionals in the criminal justice system. However, the course will continue to include content on race and ethnicity as well as a stronger emphasis on social class.  
 Descr (old): Examines the impact of race, ethnicity, and culture within the criminal justice system. Explores minorities and women as victims, witnesses, and offenders.  
 Descr (new): Examines the impact of race, ethnicity, and social class within the criminal justice system.

### Course Deletions (3)

Department: Criminal Justice & Criminology  
 #/Title: CJ 501 Teaching and Training in CJ  
 Rationale: The rationale for deleting this course is namely that it was developed during a time when there was a greater need to train law enforcement and corrections professionals. However, the content is reinforced in other criminal justice courses that require oral presentations as well as courses that have an administrative focus.

Final Term: Spring 2016  
 Additions: N/A

Department: Criminal Justice & Criminology  
 #/Title: CJ 508 Examination of School Violence in the U.S.  
 Rationale: This course no longer aligns with our program mission and learning outcomes, it was developed by a faculty member who no longer teaches at Marshall, and it was specific to his research. It was last offered in Spring 2015.

Final Term: Spring 2015  
 Additions: N/A

Department: Criminal Justice & Criminology  
 #/Title: CJ 521 Corrections and the Law  
 Rationale: The rationale for deleting this course is three-fold. First, the US Supreme Court put a lot of discussion about which test to use for prisoners' rights cases to rest in 1987. Not much has happened since then that is worthy of coverage. Second, we are winding down on the death penalty. The Court has reversed itself on several issues regarding imposition of the death penalty in recent years, suggesting that the demise of the death penalty is likely in the foreseeable future. Plus, attention will be given to the death penalty in a new course that is being proposed (e.g., miscarriages of justice). Last, to some extent, attention is given to this subject in our introduction to corrections class and correctional administration class.

Final Term: Spring 2017  
 Additions: N/A

## College of Education and Professional Development

### Course Addition (1)

Department: Adult & Continuing Education  
 #/Title: ACE 650 Career Education Curriculum Development  
 Description: Instructional unit is developed to assist children and youth achieve academic, general, or technical education and also career education goals; includes goals, objectives, procedures, student activities, resources, and evaluation.  
 Prerequisites: none  
 First Offered: Spring 2017  
 Credit Hours: 3

### Course Changes (11)

Change: Alpha Designator and Title  
 Department: Adult & Continuing Education  
 #/Title (old): ATE 614 Adult/Technical Education and Economic Development  
 #/Title (new): ACE 614 Adult & Continuing Education and Economic Development  
 Rationale: Changes to the course alpha designator are required to correspond with the new program name, now known as Adult and Continuing Education (ACE), formerly Adult and Technical Education (ATE).  
 Description: Individual and group analysis of current issues in business and marketing; identification of issues significant to the direction of sound business education and marketing education programs.  
 Credit hours: 3

Change: Alpha Designator and Description  
 Department: Adult & Continuing Education  
 #/Title (old): ATE 615 Student Career Organizations  
 #/Title (new): ACE 615 Student Career Organizations  
 Desc (old): A study of various facets of existing state/national student organizations. Special emphasis is placed upon the organizations of student career organizations and parliamentary procedures. (PR: ATE 542 or equivalent)  
 Desc (new): A study of various facets of existing state/national student organizations. Special emphasis is placed upon the organizations of student career organizations and parliamentary procedures. (PR: ACE 542 or equivalent)  
 Rationale: Changes to the catalog title, course alpha designator, and/or catalog description are required to correspond with the new program name, now known as Adult and Continuing Education (ACE), formerly Adult and Technical Education (ATE).  
 Credit hours: 3

Change: Alpha Designator, Title and Description  
 Department: Adult & Continuing Education  
 #/Title (old): ATE 616 Community Relations in Adult/Technical Programs  
 #/Title (new): ACE 616 Community Relations in Adult & Continuing Education.  
 Desc (old): Study of community organization and the relationship of adult/technical education; consideration of models for analyzing employment opportunities and occupational training needs and the process in securing community commitment.  
 Desc (new): Study of community organization and the relationship of adult and continuing education; consideration of models for analyzing employment opportunities and occupational training needs and the process in securing community commitment.  
 Rationale: Changes to the catalog title, course alpha designator, and/or catalog description are required to correspond with the new program name, now known as Adult and Continuing Education (ACE), formerly Adult and Technical Education (ATE).  
 Credit hours: 3

Change: Alpha Designator and Description  
 Department: Adult & Continuing Education  
 #/Title (old): ATE 635 Specialized Practicum in Computer Applications in Business and Industry  
 #/Title (new): ACE 635 Specialized Practicum in Computer Applications in Business and Industry  
 Desc (old): An advanced course for persons who want to further their knowledge of the application of computers in the business/industrial fields represented by adult and technical education.  
 Desc (new): An advanced course for persons who want to further their knowledge of the application of computers in the business/industrial fields represented by adult and continuing education.  
 Rationale: Changes to the catalog title, course alpha designator, and/or catalog description are required to correspond with the new program name, now known as Adult and Continuing Education (ACE), formerly Adult and Technical Education (ATE).

Credit hours: 3

Change: Alpha Designator and Description  
 Department: Adult & Continuing Education  
 #/Title (old): ATE 659 EFL Methods  
 #/Title (new): ACE 659 EFL Methods  
 Desc (old): Designed to provide students with the latest methodologies associated with teaching EFL to the adult learner. (PR: ATE 643)  
 Desc (new): Designed to provide students with the latest methodologies associated with teaching English as a Foreign Language (EFL) to the adult learner. (PR: ACE 643)  
 Rationale: Changes to the catalog title, course alpha designator, and/or catalog description are required to correspond with the new program name, now known as Adult and Continuing Education (ACE), formerly Adult and Technical Education (ATE).

Credit hours: 3

Change: Alpha Designator and Title  
 Department: Adult & Continuing Education  
 #/Title (old): ATE 661 Practicum  
 #/Title (new): ACE 661 Practicum  
 Description: Individually designed to provide field experience under the supervision of the faculty, such experience to be related to the student's project role in adult and continuing education.  
 Rationale: Changes to the catalog title, course alpha designator, and/or catalog description are required to correspond with the new program name, now known as Adult and Continuing Education (ACE), formerly Adult and Technical Education (ATE).

Credit hours: 3

Change: Alpha Designator and Description  
 Department: Adult & Continuing Education  
 #/Title (old): ATE 662 Applied Field Experience in Prevocational Exploration  
 #/Title (new): ACE 662 Applied Field Experience in Prevocational Exploration  
 Desc (old): Participants are assisted in making revisions in instructional units, organizing an advisory committee, and organizing a Career Exploration Club as an integral part of the classroom instruction. (PR: ATE 542)  
 Desc (new): Students are assisted in making revisions in instructional units, organizing an advisory committee, and organizing a Career Exploration Club as an integral part of the classroom instruction. (PR: ACE 542)  
 Rationale: Changes to the catalog title, course alpha designator, and/or catalog description are required to correspond with the new program name, now known as Adult and Continuing Education (ACE), formerly Adult and Technical Education (ATE).

Credit hours: 3

- Change: Alpha Designator and Description  
 Department: Adult & Continuing Education  
 #/Title (old): ATE 663 EFL Practicum  
 #/Title (new): ACE 663 EFL Practicum  
 Desc (old): Designed to engage the student in hands-on teaching in a classroom setting. (PR: ATE 659)  
 Desc (new): Designed to engage the student in hands-on teaching in a classroom setting. (PR: ACE 659)  
 Rationale: Changes to the catalog title, course alpha designator, and/or catalog description are required to correspond with the new program name, now known as Adult and Continuing Education (ACE), formerly Adult and Technical Education (ATE).  
 Credit hours: 3
- Change: Alpha Designator and Description  
 Department: Adult & Continuing Education  
 #/Title (old): ATE 668 Field Based Internship in Business and Industry  
 #/Title (new): ACE 668 Field Based Internship in Business and Industry  
 Desc (old): Internship in the technical content areas of marketing, merchandising, management or technology; evaluation methods, and procedures in marketing, merchandising, management, or technology. (PR: ATE 609, 628, 652 and 656)  
 Desc (new): Internship in the technical content areas of marketing, merchandising, management or technology; evaluation methods, and procedures in marketing, merchandising, management, or technology. (PR: ACE 609, 628, 652 and 656)  
 Rationale: Changes to the catalog title, course alpha designator, and/or catalog description are required to correspond with the new program name, now known as Adult and Continuing Education (ACE), formerly Adult and Technical Education (ATE).  
 Credit hours: 3
- Change: Alpha Designator, Title and Description  
 Department: Adult & Continuing Education  
 #/Title (old): ATE 675 Literature and Applied Research in Adult/Technical Education  
 #/Title (new): ACE 675 Literature and Applied Research in Adult/Continuing Education  
 Desc (old): Program of readings and reports on specific areas of adult/technical education or particular problems within an area of adult and technical education; reading selected cooperatively with advisor.  
 Desc (new): Program of readings and reports on specific areas of adult/continuing education or particular problems within an area of adult and continuing education; reading selected cooperatively with advisor.  
 Rationale: Changes to the catalog title, course alpha designator, and/or catalog description are required to correspond with the new program name, now known as Adult and Continuing Education (ACE), formerly Adult and Technical Education (ATE).  
 Credit hours: 3
- Change: Alpha Designator and Title  
 Department: Adult & Continuing Education  
 #/Title (old): ATE 677 Research Methodology and Design in Adult/Technical Education  
 #/Title (new): ACE 677 Research Methodology and Design in Adult & Continuing Education  
 Description: Study of methodology, application, analysis and synthesis of research; a review of current studies with attention to statistical techniques, data collecting, data handling, and the impact of particular research.  
 Rationale: Changes to the catalog title, course alpha designator, and/or catalog description are required to correspond with the new program name, now known as Adult and Continuing Education (ACE), formerly Adult and Technical Education (ATE).  
 Credit hours: 3

**Additional ACE Course Changes (52)**

Change: Alpha Designator (ATE to ACE)

Department: Adult and Continuing Education

Rationale: Changes are required to correspond with the new program name, now known as Adult and Continuing Education (ACE), formerly Adult and Technical Education (ATE).

ATE 503 Introduction to Adult Learning Theory

ACE 503 Introduction to Adult Learning Theory

Designed to acquaint the student with the field of adult education and its underpinnings and the various adult learning theories and/or approaches.

N/A

3

ATE 505 Instructional Methods in Technical Training

ACE 505 Instructional Methods in Technical Training

Unit and lesson planning; cooperative education as a method of instruction, project plan of instruction, classroom management and control, demonstration techniques, evaluation methods, field experience in Marketing Education classroom.

N/A

3

ATE 510 Developing Selling Curriculum

ACE 510 Developing Selling Curriculum

Conduct library research, review selling content, select content objectives, identify content appropriate for the target group, prepare teaching outlines, and design evaluation instruments.

N/A

3

ATE 512 Course Construction and Planning in Career and Technical Education

ACE 512 Course Construction and Planning in Career and Technical Education

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.

N/A

3

ATE 513 Organization and Management of School Shops and Laboratories

ACE 513 Organization and Management of School Shops and Laboratories

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.

N/A

3

ATE 520 Principles of Cooperative Education

ACE 520 Principles of Cooperative Education

Principles for planning, implementing, and evaluating the cooperative design within the various service areas of technical education; analysis of factors which must be considered in selection of the cooperative design.

N/A

3

ATE 521 Occupational Analysis

ACE 521 Occupational Analysis

Assist the instructor in analyzing 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.

N/A

3

ATE 522 Administration of Cooperative Programs

ACE 522 Administration of Cooperative Programs

Administering cooperative education programs, recruiting, and selecting students; selecting training agencies and placing students; conducting public relations activities for the program; and advising the student organization.

N/A

3

ATE 525 Computer Applications in Business and Marketing Education

ACE 525 Computer Applications in Business and Marketing Education

Study of computer applications and software for Business and Marketing Education.

N/A

3

ATE 535 Methods of Examination in Career and Technical Education

ACE 535 Methods of Examination in Career and Technical Education

Develop written and performance evaluation instruments; develop and use progress charts; determine appropriate grading procedures. Develop rating scales, objectives tests, classroom tests, and manipulative tests. Introduction to statistics.

N/A

3

ATE536 Coordination of Cooperative Career and Technical Education

ACE 536 Coordination of Cooperative Career and Technical Education

Background of coordination; methods of techniques for evaluating and selecting work stations; student selection, placement, and follow-up; role of advisory committees; methods of evaluating cooperative work experience.

N/A

3

ATE 540 Developing Merchandising/Sales Promotion Curriculum

ACE 540 Developing Merchandising/Sales Promotion Curriculum

Conduct library research, review merchandising and sales promotion content, objectives, identify content appropriate for the target group, prepare teaching outlines, and design evaluation instruments.

N/A

3

ATE 542 Principles of Prevocational Exploration

ACE 542 Principles of Prevocational Exploration

Study of the prevocational exploration delivery system. Develop instructional units which include goals, objectives, and criteria for evaluation of students.

N/A

3

ATE 547 Computer Applications in Career and Technical Education

ACE 547 Computer Applications in Career and Technical Education

Designed to introduce modern instructional technology in today's classrooms and labs. introduction to disk operating systems; application software for instruction and instructional management; student evaluation; record keeping, and word processing.

N/A

3

ATE 548 Applications of Basic Skills in Career and Technical Education

ACE 548 Applications of Basic Skills in Career and Technical Education

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.

N/A

3

ATE 549 Occupational Analysis and Instructional Design

ACE 549 Occupational Analysis and Instructional Design

Analyzing an occupation to identify knowledge and skills; use of the analysis to develop problem solving objectives and instructional plans; emphasis on approach to facilitate student achievement of objectives.

N/A

3

ATE 550 Interpersonal Skills in the Workplace

ACE 550 Interpersonal Skills in the Workplace

Course is designed to provide opportunities to learn in preparation for career success with supervisors, coworkers, clients, and customers. Human relations skills are examined and related to business success.

N/A

3

ATE 552 History and Philosophy of Career and Technical Education

ACE 552 History and Philosophy of Career and Technical Education

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.

N/A

3

ATE 559 Coordination of Career and Technical Youth Activities

ACE 559 Coordination of Career and Technical Youth Activities

Organize and develop co-curricular student organization; defining the purpose of the organization; plan application and integration into the vocational program; competencies in leadership and team building.

N/A

3

ATE 565 Career Exploration and Development

ACE 565 Career Exploration and Development

Exploring principles and techniques for career planning and job search. An overview of strategies for gaining a competitive edge in the labor market and for experiencing a successful career beginning.

N/A

3

ATE 569 Business and Occupational Teaching Methods  
 ACE 569 Business and Occupational Teaching Methods  
 Survey materials and methods for developing competencies in teaching business education and/or occupational training programs.

N/A

3

ATE 570 Practicum in Adult and Technical Education  
 ACE 570 Practicum in Adult and Technical Education  
 Individually designed field experience under supervision of the faculty; such experience related to the student's future professional role.

N/A

1-4

ATE 580-584 Special Topics  
 ACE 580-584 Special Topics

None

N/A

1-4

ATE 585-588 Independent Study  
 ACE 585-588 Independent Study

None

N/A

1-4

ACE 591-594 Workshop

None

N/A

1-4

ATE 595 Historical Developments in Workforce Preparation  
 ACE 595 Historical Developments in Workforce Preparation  
 An overview of the historical evolution of technical education legislation; analysis of Technical Education Acts as they relate to state and local planning of technical education programs.

N/A

3

ATE 601 Philosophy of Workforce Preparation  
 ACE 601 Philosophy of Workforce Preparation  
 Overview of the historical origins of technical education and their relationship to educational philosophies; foundations of areas of technical education; analysis of questions fundamental to a philosophy of technical education.

N/A

3



ATE 605 Foundations of Business and Marketing Education  
 ACE 605 Foundations of Business and Marketing Education  
 Application of philosophy and principles of business and marketing education to the objectives, curriculum, guidance, and teacher preparation, emphasizing the techniques for coordination of federally aided programs.

N/A

3

ATE 609 Developing Training Plans for Business and Industry  
 ACE 609 Developing Training Plans for Business and Industry  
 Analysis of factors in developing local plans for business and industry; emphasis on implications of federal guidelines; factors which impinge upon programs during implementation; developing evaluation procedures.

N/A

3

ATE 610 Current Issues in Business and Marketing Education  
 ACE 610 Current Issues in Business and Marketing Education  
 Individual and group analysis of current issues in business and marketing; identification of issues significant to the direction of sound business education and marketing education programs.

N/A

3

ATE 643 Teaching EFL Abroad  
 ACE 643 Teaching EFL Abroad  
 Designed to explore the educational history of teaching a foreign language in different countries. (PR: CISL 550 and CISL 551)

N/A

3

ATE 651 Developing Marketing Curriculum  
 ACE 651 Developing Marketing Curriculum  
 Conduct library research, review marketing content, select content objectives, identify content appropriate for the target group, prepare teaching outlines, and design evaluation instruments.

N/A

3

ATE 652 Field Based Job Analysis and Curriculum Design  
 ACE 652 Field Based Job Analysis and Curriculum Design  
 Field study of job analysis, curriculum, course, and program design.

N/A

3

ATE 653 Developing Management Curriculum  
 ACE 653 Developing Management Curriculum  
 Conduct library research, review management content, select content objectives, identify content appropriate for the target group, prepare teaching outlines, and design evaluation instruments.

N/A

3

ATE 655 Developing Human Resources Curriculum

ACE 655 Developing Human Resources Curriculum

Conduct library research, review personnel content, select content objectives, identify content appropriate for the target group, prepare teaching outlines, and design evaluation instruments.

N/A

3

ATE 664 Technical Education Practicum

ACE 664 Technical Education Practicum

Individually designed to provide field experience under the supervision of the faculty, such experience to be related to the student's profession.

N/A

3

ATE 667 Cooperative Education Workforce Experience

ACE 667 Cooperative Education Workforce Experience

Alternating or parallel periods of study and paid employment for experiential learning related to student's academic and/or professional goals (Min. 50 hours of paid work experience per credit hour)

N/A

1-10

ATE 679 Problem Report

ACE 679 Problem Report

None

N/A

1-6

ATE 680 International Workforce Development

ACE 680 International Workforce Development

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.

N/A

3

ATE 681 Thesis

ACE 681 Thesis

None

N/A

1-6

ATE 690-692 Seminar

ACE 690-692 Seminar

None

N/A

1-4

ATE 702 Analysis of Literature on Community and Technical College Teaching  
 ACE 702 Analysis of Literature on Community and Technical College Teaching  
 Identification and analysis of current issues in community technical college teaching with application of procedures for investigation, accompanied by a critical examination of findings and their application to local programs.

N/A

3

ATE 703 Interpretation and Utilization of Applied Research in Community and Technical College Teaching

ACE 703 Interpretation and Utilization of Applied Research in Community and Technical College Teaching

Students will learn how to choose the appropriate statistics, interpret the outputs, and develop skills in writing about the meaning of the results.

N/A

3

ATE 707 Professional Seminar I

ACE 707 Professional Seminar I

Selected topics in program and institutional assessments related to community and technical colleges.

N/A

1

ATE 708 Professional Seminar II

ACE 708 Professional Seminar II

Selected topics in thesis proposal, overview of grantsmanship, and funding sources. Discussion of the effects of new technologies and the Internet on the proposal process.

N/A

1

ATE 709 Professional Seminar III

ACE 709 Professional Seminar III

Provides students an opportunity to synthesize prior course experiences and to prepare and present a draft thesis prospectus.

N/A

1

ATE 712 Classroom Assessment for Community and Technical College Students

ACE 712 Classroom Assessment for Community and Technical College Students

Presentation of assessment principles that clearly and specifically relate to instruction, current research and new directions in the assessment field, and practical and realistic examples and suggestions.

N/A

3

ATE 714 Community and Technical College Curriculum Design

ACE 714 Community and Technical College Curriculum Design

Study of the major curricular programs of the comprehensive community college, including factors that influence the design and implementation, processes for assessing, and strategies for changing the curriculum for open access colleges.

N/A

3

ATE 718 Education and Employment Preparation for Diverse Populations

ACE 718 Education and Employment Preparation for Diverse Populations

The needs of diverse/special needs populations, including youth and adults with disabilities, disadvantaged, limited English proficient, displaced workers, minorities, incarcerated, and single teen parents. Specific attention to federal legislation.

N/A

3

ATE 723 Perspectives and Strategies for Teaching Workforce Education

ACE 723 Perspectives and Strategies for Teaching Workforce Education Teaching/learning process and consideration of teaching methods employed to encourage, guide, and evaluate community and technical college students' learning.

N/A

3

ATE 726 Funding, Planning, and Administrative Issues of Community and Technical Colleges

ACE 726 Funding, Planning, and Administrative Issues of Community and Technical Colleges

Governance and administration of the contemporary community and technical college in the United States with a focus on planning, funding, and selected administrative issues.

N/A

3

ATE 781 Thesis

ACE 781 Thesis

Individual research in a selected field of community and technical college teaching under the direction of a graduate faculty member of the department.

N/A

6

## Attachment 5

### Summary of Program Review Outcomes 2016

Full requests are available at <http://www.marshall.edu/graduate-council/agendas/>

Summary of Program Review Outcomes – 2016 Friday, January 27, 2017				
Program	Evaluators	Evaluator Recommendation	Program Review Issues (Recommended or mandatory)	Addressed in revision?
MS Adult and Technical Education  No resource development requested (NRD)	Biros; Brammer	Continuation of program at the <b><u>current level of activity.</u></b>	N/A	N/A
MA in Counseling  NRD	Debruin; Mehta	Continuation of program at the <b><u>current level of activity.</u></b>	Several editorial recommendations	Yes
MA in Psychology  NRD	Lanham; Larson	Continuation of program at the <b><u>current level of activity.</u></b>	N/A	N/A
Psychology Doctorate (PsyD)  NRD	Sollars; Heaton	Continuation of program at the <b><u>current level of activity.</u></b>	Editorial recommendations	Yes
EdS in School Psychology  NRD	Biros; Brammer	Continuation of program at the <b><u>current level of activity.</u></b>	N/A	N/A
MA in Mathematics  NRD	Howard; Allen	Continuation of program at the <b><u>current level of activity.</u></b>  <b>Best Practices Example?</b>	Editorial recommendations	Yes

<p>MS in Physical and Applied Sciences</p> <p>Resource development request (RD)</p>	<p>Sollars; Heaton</p>	<p>Discontinuation of the program Justification: No enrollment; no advisory panel Motion to amend from Discontinuation to Continue at current level of activity. (See Dean's recommendation pp. 23-24 below) APPROVED</p>	<p>R - Appendix IV table is not filled out. R - Page 56, missing information in enrollment projections</p>	<p>Yes</p>
<p>MS in Chemistry</p> <p>NRD</p>	<p>Lanham; Larson</p>	<p>Continuation of program at the <b><u>current level of activity.</u></b></p>	<p>R - Provide a more thorough answer to the section titled "Current Strengths/Weaknesses and Plans for Removing Weaknesses" on page 69 of the report (Section II, Numeral 6).  Note: additional comments provided</p>	<p>Yes</p>
<p>MA in Elementary Education</p> <p>NRD</p>	<p>Anderson; Vauth</p>	<p>Continuation of program at the <b><u>current level of activity.</u></b></p>	<p>R - I. Consistency with University Mission  Replace "Domains of Thinking" with "Domains of Critical Thinking." Alignment of the 6 program standards and related indicators with the 9 Domains of Critical Thinking could be clearer and more consistently labelled (program standards are named "learning goals/outcomes" in the table.  R - Current program outcomes appear to be written at a level of understanding (on Bloom's). There appears to be a mismatch of learning outcome and assessment as many of the assessments (portfolio, lesson</p>	<p>Yes</p>

			<p>plan, etc) require students to perform at a level of creation (<a href="https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/">https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/</a> ; I just like the figure..). Consider revision of the program outcomes to match the expected level of student performance.</p> <p>R – Editorial comments</p>	
MA in Early Childhood Education	Anderson; Vauth	See above MA elementary Ed	See above MA elementary Ed	N/A
MA in Secondary Education	Anderson; Vauth	See above MA elementary Ed	See above MA elementary Ed	N/A
Educational Specialist (EdS)  NRD	Howard; Allen	Continuation of program at the <b><u>current level of activity.</u></b>	Editorial recommendations	Yes
MA in English (deferred from 2015-2016)  NRD	Debruin; Mehta	Continuation of program at the <b><u>current level of activity.</u></b>	Several editorial recommendations	Yes

# College/School Dean's Recommendation

## COS

**Recommendation:** Continuation of the MS in Physical and Applied Sciences program with recommendation for resource development (Recommendation Code #3)

**Rationale:** The Master of Science Program in Physical and Applied Science (MSPAS) program offers areas of emphasis in Chemistry (GS62), Geology (GS63), Mathematics (GS64), Physics & Physical Science (GS65), and Geobiophysical Modeling (GS66). The Chemistry, and Mathematics areas of emphasis are rarely used because alternative graduate programs exist in those disciplines, and faculty primarily recruit to the graduate programs in their own disciplines. The Geology area of emphasis has been used infrequently because of the small size of the department, the limited number of majors, and the employability of BS graduates. But GS63 enrollment has grown somewhat in recent years (see Appendix VII, p. 46).

Until recently, the majority of students in the MSPAS program were either in-service teachers seeking endorsements in Physics (GS65), or students with a wide variety of backgrounds who were attracted to Geobiophysical Modeling (GS66). Unfortunately, both of these populations have declined over the course of the review period. Investment in the program will be required if it is to be reinvigorated. So, the question before the reviewers is really whether or not continuation of the MSPAS program merits investment. I am arguing that investment in the program is merited for the following reasons:

- MSPAS can support a cost-effective expansion of the BS in Geology, which is an important program with regard to workforce/economic development,
- MSPAS can help the state fill a need for STEM teachers in public schools, which is badly needed to improve state performance in STEM workforce development,
- MSPAS can support cost-effective expansion of course offerings in Physics which, in turn, supports a growing number of majors in the engineering disciplines,
- MSPAS can support expanded research productivity and external funding,
- MSPAS students in Geobiophysical Modeling contribute to workforce/economic development,
- Growth of the MSPAS program has been expected to follow reorganization of the College of Science, which became effective on 1 July 2016.

The Department of Geology has a relatively small number of majors, but provides a significant number of service course credit hours. Those service courses are important to the university, but they make it difficult to deliver the undergraduate Geology curriculum and, importantly, to expand the number of Geology majors by providing entry-level Geology courses in the High Schools. Every graduate student in GS63 has the potential to free a faculty member from two lower division lab sections per semester, which makes the faculty more efficient in course delivery as well as research productivity. Growth in the BS program in Geology is a worthwhile goal because graduates of the program are employed at high rates within the state and region, and contribute directly to workforce and economic development.

Students who enter the MSPAS program as in-service teachers have an improved potential to prepare middle and high school students for STEM careers or further education in STEM disciplines. Many students with strong STEM backgrounds in local high schools will enter programs in the Colleges of Science (CoS) and Information Technology & Engineering (CITE) and will, in turn, help to stimulate economic and workforce development in the state.

Like Geology, the Department of Physics and Physical Sciences provides service courses to many other university ms. As mentioned above, the availability of graduate students to help deliver lower division



laboratory courses leads to a more efficient use of faculty time, and allows for greater research productivity. Even a small number of graduate students can have a highly beneficial effect on departmental productivity and course delivery, and can do so with a modest investment in the MSPAS program.

In the past, the Geobiophysical Modeling area of emphasis attracted the greatest number of students to the MSPAS program. Students in the program gain skills in Geographic Information Systems (GIS), mapping, and modeling that have become highly valued in the workforce. Students with GIS certifications report having received preference in job placement, and have been able to find employment locally, nationally and internationally.

On the occasion of the last MSPAS program review, I recommended for resource development, and noted that reorganization of the college would provide a better platform for the recruitment of students into MSPAS areas of emphasis. Although the proposed reorganization has taken longer to complete than anticipated, it has been completed and became effective on 1 July 2016. I believe that we are now properly structured to grow enrollments in the disciplines represented in the MSPAS program. As mentioned above, I also believe that continuation of the program will require investment.

The requested investment is relatively small. I am requesting a \$9,000 annual stipend for each of five MSPAS graduate students. Those students who participate in teaching would also require a tuition waiver, but the value of the waiver is more than offset by leveraging faculty time for other teaching or research assignments.

Charles Somerville

Signature of the Dean

11/15/2016

Date