



## Graduate Council

### MEMORANDUM

To: Dr. Jerome Gilbert – President

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

Date: May 5, 2017


Subject: **Approval of Graduate Council Minutes: April 28, 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.

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Minutes approved.

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

5-29-17  
\_\_\_\_\_  
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, Associate 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**  
**April 28, 2017**  
**South Charleston campus – Thomas Boardroom**

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

**Members Absent:** De Bruin, Mehta,

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

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

**Visitors:** Nordini Manne (COHP), Paul Kadetz (COHP), Jamie Warner (COLA)

**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 Comprehensive Assessment Revision (Attachment 5) Revised Procedures for Applying For Or Renewing Graduate Faculty Status (Attachment 6)

**Please reserve these meeting dates for AY 2017-18:**

- August 25, 2017 – Huntington John Spotts Room (committee assignments only)
- September 29, 2017 – South Charleston Thomas Boardroom (1<sup>st</sup> working mtg)
- October 27, 2017 – Huntington John Spotts Room
- December 1, 2017 – South Charleston Thomas Boardroom
- January 26, 2018 – Huntington John Spotts Room
- February 23, 2018 – South Charleston Thomas Boardroom
- March 30, 2018 – Huntington John Spotts Room
- April 27, 2018 – South Charleston Thomas Boardroom

Please remind your college that requests for our first working meeting (September 29th) are due by September 1st.

Chair Christofero called the meeting to order at 1 PM.

**Minutes of the March 31, 2017 GC meeting** (see Attachment 1)    **APPROVED**

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

Donald Hall, Ruth Ann Murphy and George Watson College files were up-dated and were added to list.

**ACADEMIC PLANNING, STANDARDS, & POLICIES** (Attachment 3)

**APPROVED with exception of the SOM request\***

Brammer presented for the MPH program course additions; catalogue changes; minor additions; credit hour changes; changes in required credit hours to elective hours; and, an AMD with the BS in Health Sciences; Social Work program request for AMD (COHP); changes for History; Political Science and English, Graduate Humanities Program request for change in Certificate (COLA); Curriculum & Instruction and Literacy Education request for catalog changes (COEPD); Mine Safety request for catalog changes (CITE);

\*SOM request for change in Graduate Faculty Requirements was returned for clarification and rework, as they were less than required by the university.

**CURRICULUM COMMITTEE** (Attachment 4)

**APPROVED**

Heaton presented: 2 Course changes for CAM; 3 Course changes for COEPD; 1 Course Addition for COHP; 1 Course Addition for CITE; 1 Course Addition for CITE; 1 Course Addition for COS; and 4 Course Additions for School of Pharmacy

**PROGRAM REVIEW**

**NO REPORT**

**CREDENTIALING**

Lanham reported that the Audit had been completed for COS. All audits are now complete for this AY.

**APPROVED**

**MISCELLANEOUS BUSINESS OF THE COUNCIL** (Attachments 5 and 6)

Christofero presented to Council revisions to the Comprehensive Assessment Document and the revised Procedures for Applying for or Renewing Graduate Faculty Status.

**APPROVED**

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

Submitted by Brammer 5/4/17; Reviewed and approved by Christofero 5/5/17

**Attachment 1**  
**MU Graduate Council *PREVIOUS* Meeting Minutes**  
**March 31, 2017 - Huntington campus – John Spotts**

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

**Members Absent:** Allen

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

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

**Visitors:**

**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 (Attachments 5 and 6)
Christofero	Miscellaneous Business of the Council (Attachment 7)

**Please reserve this meeting date:**

- April 28, 2017 – South Charleston – Thomas Boardroom

Be sure to remind your college and curriculum committee requests are due by the first day of the month for inclusion on that month's agenda, e.g., requests for the September 29, 2017 meeting are due by September 1st. AY 2017-18 meeting dates and locations will be provided at our April meeting.

Chair Christofero called the meeting to order at 1 PM.

Minutes of the February 24, 2017 GC meeting (see Attachment 1) **APPROVED**

**GRADUATE FACULTY STATUS CANDIDATES** (see Attachment 2)

**APPROVED** with these exceptions: Donald Hall, Ruth Ann Murphy and George Watson due to College files not being up-dated and two names were added to list: Mehta, Saurabh and Chiu, YiPo both from COHP.

**ACADEMIC PLANNING, STANDARDS, & POLICIES**(Attachment 3)

**APPROVED** Brammer presented Non-curricular change for History and Catalog description change for Social Work

**CURRICULUM COMMITTEE** (see Attachment 4) **APPROVED**

Heaton presented two course additions for the COB: FIN 532 and 630

**PROGRAM REVIEW**

**NO REPORT**

**CREDENTIALING** (see Attachments 5 and 6)

Lanham presented revisions to Policy No. AA-20 and Procedures for applying for or Renewing Graduate Faculty Status. Some minor edits were made by Council.

**APPROVED**

**MISCELLANEOUS BUSINESS OF THE COUNCIL** (see Attachment 7)

Christofero presented to Council a bylaws revision on the selection of student member to the Council.

**APPROVED**

Motion to move to Executive Session

**APPROVED**

Motion to return to Agenda

**APPROVED**

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

## Attachment 2

### Graduate Faculty Status Requests

Type	Faculty Member	College/School	Department/Division	Graduate Faculty Level	Term Start	Term Expires
<u>Add</u>	Feldmann, Heinrich	SOM	Biomedical Sciences	Associate	01/09/2017	05/08/2020
<u>Add</u>	Lawrence, Angela	COLA	English	Associate	01/09/2017	05/08/2020
<u>Add</u>	Lucas-Adkins, Conrae	COEPD	School Psychology	Graduate	01/09/2017	05/06/2022
<u>Add</u>	Wang, Bin	COS	Chemistry	Doctoral	01/09/2017	05/06/2022
<u>Delete</u>	Bailey, Sandra	COEPD	Elem/Secondary Ed.	Graduate	10/22/14	10/22/19
<u>Delete</u>	Chute, Jason	COS	Forensic Science	Associate	06/30/13	06/30/16
<u>Delete</u>	Cunningham, Michael	COEPD	Leadership Studies	Doctoral	10/21/14	10/21/19
<u>Delete</u>	Gage, Richard	COS	IST	Associate	09/09/13	09/09/16
<u>Delete</u>	Hubbard, John	COS	Chemistry	Graduate	01/14/16	01/14/21
<u>Delete</u>	Kovach, Jeffrey	COS	Biological Sciences	Graduate	02/12/16	02/12/21
<u>Delete</u>	Kuyper, Laura	COS	Forensic Science	Associate	10/1/2013	10/1/2016
<u>Delete</u>	Newsome, Michael	LCOB	Finance/Economics	Doctoral	08/27/13	08/27/18
<u>Delete</u>	Saken, Jon	COS	Physics & Physical Science	Associate	08/01/12	08/01/15
<u>Delete</u>	Saurabhkumar, Mehta	COHP	School of Physical Therapy	Graduate	08/22/2016	12/10/2021
<u>Delete</u>	Staton, Pamela	COS	Forensic Science	Doctoral	10/1/2013	10/1/2018
<u>Delete</u>	Wilson, Thomas	COS	Physics	Graduate	08/29/2011	08/29/2016
<u>Edit</u>	Alexander, Elizabeth	COB	Management/Marketing	Graduate	01/09/2017	05/06/2022
<u>Edit</u>	Early, Sherry	COEPD	Leadership Studies	Doctoral	01/09/2017	05/06/2022
<u>Edit</u>	Ha, Daesung	COB	Management	Graduate	01/09/2017	05/06/2022

<b>Type</b>	<b>Faculty Member</b>	<b>College/School</b>	<b>Department/Division</b>	<b>Graduate Faculty Level</b>	<b>Term Start</b>	<b>Term Expires</b>
<u>Edit</u>	Hamilton, Maria	COS	Physics	Graduate	08/25/2014	12/13/2019
<u>Edit</u>	McClure, Rex	COB	Marketing, MIS, ENT	Graduate	01/09/2017	05/06/2022
<u>Edit</u>	Norton, Michael	COS	Chemistry	Graduate	01/09/2017	05/06/2022
<u>Edit</u>	Trzyna, Wendy	COS	Biology	Doctoral	01/09/2017	05/06/2022
<u>Edit</u>	Zhu, Guo-Zhang	SOM	Anatomy & Pathology	Doctoral	01/09/2017	05/06/2022

**COLA:**

**Department: History**  
**Change: Non-Curricular Catalog Change**  
**Degree Program: History M. A.**

**New Catalog Description:**

Applications to the program are due by March 1st for the fall semester and by October 1st for the spring semester. Applications submitted after the due dates will be considered, but no later than August 1st for the fall semester and December 1st for the spring semester.

Applicants should follow the admissions process described in the Graduate Catalog, or at the Graduate Admissions website at [www.marshall.edu/graduate/admissions/how-to-apply-for-admission](http://www.marshall.edu/graduate/admissions/how-to-apply-for-admission).

All materials should be submitted to the Graduate Admissions office. Applicants must also submit to the Graduate Admissions office:

- two letters of recommendation;
- a writing sample drawn from work in a college course;
  - a personal statement identifying the applicant's reasons for pursuing a M.A. and how the degree will contribute to the applicant's broader plans (1-2 pages);
- satisfactory scores from the Graduate Record Examination (GRE) General Test.

Effective Date: Fall 2017

**Department: Graduate Humanities Program**  
**Name of Certificate: Appalachian Studies Certificate**  
**Credit Hours: 3**  
**Type of Change: Change**

**Rationale:**

This proposed change will take the Appalachian Studies Certificate from 18 hours to 15 hours. We request this change for two main reasons: to better align with available resources in the department (e.g., funding for adjunct costs), and to better align with the 15 hour elective requirements of the existing MA degree in the Humanities (in which Appalachian Studies certificate can substitute for a concentration in Cultural Studies).

Effective Date: Fall 2017



**Department: English**

Degree Program: English M.A.

Type of Change: Change in admission requirements (removal of GRE requirement)

**Rationale:** The English MA program requests that the GRE requirement be dropped. We have researched GRE requirements at peer institutions and other graduate programs at Marshall, and we have also researched our current graduate students' performance on the GRE vs. their performance in graduate courses at Marshall. Many of our peer institutions and other graduate programs at Marshall do not require the GRE, and we discovered no relationship between GRE success and success in the English MA program.

Accordingly, we would like to drop the requirement.

Effective Date: Summer 2017

**Department: Political Science (PSC)****Major or Degree: Political Science M.A.****Type of Change: Non Curricular****Rationale:**

This change addresses a number of interrelated limitations with our current thesis only option. First, although the thesis is an appropriate culminating project for students interested in pursuing a PhD. it is not useful for students on a professional track. Second, for professionally tracked students, the thesis only option has proven an obstacle to timely completion of the Political Science MA program. Third, the thesis only option is a factor in our decreased enrollment numbers and has limited our ability to attract new (professionally tracked) students into our program. The Department of Political Science concludes that the addition of a rigorous, comprehensive examination option addresses these limitations.

Effective Date: Fall 2017

**CITE:****Department: Mine Safety****Major or Degree: Safety M.S. (Areas of Emphasis Mine Safety and Health and Occupational Safety)****Type of Change: Non Curricular—Catalogue Change**

**Rationale:** The catalogue changes better explain the options, thesis and project, for completing the degree.

**Old Catalogue Description:**

No human endeavor or undertaking can be done without involving the field of Safety technology. Safety professionals work in a variety of situations alongside management to ensure the health and safety of all employees. The graduate curriculum in Safety offers two areas of emphasis: Mine Safety and Occupational Safety and Health. The Master of Science degree has a 36 semester credit-hour requirement. A thesis may be submitted which would require 32 credit hours of

graduate coursework with no more than 6 credit-hours to be earned by the thesis. A final (written) comprehensive examination is administered to all candidates, thesis and non-thesis, by a committee of three members of the graduate faculty in the College of Information Technology and Engineering (CITE), including the student's advisor. Comprehensive examinations will be administered during the spring and fall semesters.

**New Catalogue description:**

No human endeavor or undertaking can be done without involving the field of Safety technology. Safety professionals work in a variety of situations alongside management to ensure the health and safety of all employees. The graduate curriculum in Safety offers two areas of emphasis: Mine Safety and Occupational Safety and Health. The Master of Science degree has a 36 semester credit-hour (CR) requirement (18 CR of the 36CR should be with courses at the 600-level).

Effective Date: Fall 2017

**COEPD**

**Department: Curriculum & Instruction and Literacy Education**

**Major or Degree: Education Specialist**

**Type of Change: Change**

**Rationale:** The Core Requirements of the Education Specialist provide the option for students to take EDF 625 Qualitative Research in Education OR EDF 626 Advanced Qualitative Research in Education. Since EDF 625 is a prerequisite for EDF 626 very few students qualify for the advanced course. We would like to change EDF 626 to EDF 676 Statistical Methods, so there will actually be a choice in exploring qualitative or quantitative methods based on the students' needs and interests as they prepare to do their capstone research.

Effective Date: Fall 2017

Current **Catalog** Description

pp. 104-105

CURRICULUM AND INSTRUCTION, Ed.S., Ed.D

Education Specialist with Area of Emphasis in Curriculum and Instruction, Ed.S.  
Curriculum and Instruction Ed.D.

Ed.S. with an Area of Emphasis in Curriculum and Instruction

The Education Specialist degree with an Area of Emphasis in Curriculum and Instruction is designed for post-master's professionals who are seeking a planned and structured program of study. Students may elect to be dually enrolled in the Education Specialist program and Doctor of Education in Curriculum and Instruction program.

**Admission Requirements**

Applicants must have a master's degree in an appropriate field. Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at [www.marshall.edu/graduate/admissions/show-to-apply-for-admission](http://www.marshall.edu/graduate/admissions/show-to-apply-for-admission)

**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.

Core: 15

LS 703 Research Design

EDF 625 Qualitative Research in Education OR

EDF 626 Advanced Qualitative Research in Education CIEC 700 Technology and Curriculum

EDF 711 Survey Research in Education

CI 677 Writing for Publication in Professional Education OR HUM 604 Expository Writing for Research

Area of Emphasis: 12

CI 701 Curriculum Development CI 702 Curriculum Theories

CI 703 Theories, Models and Research of Teaching

CI 704 Social and Political Determinants of Curriculum Development

Capstone: 3

EDF 679 Problem Report

**TOTAL 30**

**New Catalog Description**

Current Catalog pp. 104-105

CURRICULUM AND INSTRUCTION, Ed.S., Ed.D.

Education Specialist with Area of Emphasis in Curriculum and Instruction, Ed.S.

Curriculum and Instruction Ed.D.

**Ed.S. with an Area of Emphasis in Curriculum and Instruction**

The Education Specialist degree with an Area of Emphasis in Curriculum and Instruction is designed for post-master's professionals who are seeking a planned and structured program of study. Students may elect to be dually enrolled in the Education Specialist program and Doctor of Education in Curriculum and Instruction program.

**Admission Requirements**

Applicants must have a master's degree in an appropriate field. Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at [www.marshall.edu/graduate/admissions/how-to-apply-for-admission](http://www.marshall.edu/graduate/admissions/how-to-apply-for-admission)

**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.

Core: 15

LS 703 Research Design

EDF 625 Qualitative Research in Education OR EDF 676 Statistical Methods

CIEC 700 Technology and Curriculum EDF 711 Survey Research in Education

CI 677 Writing for Publication in Professional Education OR HUM 604 Expository Writing for Research

**Area of Emphasis: 12**

CI 701 Curriculum Development CI 702 Curriculum Theories

CI 703 Theories, Models and Research of Teaching

CI 704 Social and Political Determinants of Curriculum Development

**Capstone: 3**

EDF 679 Problem Report

**TOTAL 30**

p. 115

**Ed.S. WITH AREA OF EMPHASIS IN LITERACY EDUCATION**

The Graduate School of Education and Professional Development offers an Education Specialist degree (Ed.S.) with an area of emphasis in Literacy. The goal of the Education Specialist (Ed.S.) program is to provide a unified sequence of graduate studies for school and related personnel who wish to achieve proficiency beyond the master's level in Literacy Education. Please contact the Literacy Education program faculty for additional information.

**Admission Requirements**

Applicants must have a master's degree in an appropriate field. Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at [www.marshall.edu/graduate/admissions/how-to-apply-for-admission](http://www.marshall.edu/graduate/admissions/how-to-apply-for-admission).

**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.

**Core.....15**

LS 703 Research Design

EDF 625 Qualitative Research in Education OR EDF 676 Statistical Methods

CIEC 700 Technology and Curriculum EDF 711 Survey Research in Education

CI 677 Writing for Publication in Professional Education OR HUM 604 Expository Writing for Research

Area of <b>Emphasis:</b> .....	<b>12</b>
CIRG 701 Literacy Education Seminar I	
CIRG 702 Literacy Education Seminar II	
CIRG 703 Literacy and Literacy-Related Tests and Techniques OR CIRG 704	
Advanced Instructional Literacy Processes	
CIRG 707 Issues in Reading	
<u>Capstone</u> · .....	3
EDF 679 Problem Report	
TOTAL .....	30

**Department: Elementary and Secondary Education**  
**Name of Certificate: English as a Second Language -- Licensure**  
**Credit Hours: 21**  
**Type of Change: Change**

Rationale: The existing ESL Certificate is only available to individuals who possess a valid WV Professional Teaching License. Because of recent changes to teacher licensure requirements in West Virginia (alternative licensure programs, endorsements tied to Praxis scores rather than program completion, etc.), that admissions requirement prevents individuals who are not currently licensed but still wish to gain professional knowledge about working with English Language Learners from enrolling in the ESL course of study . We are receiving increasing numbers of queries from people who do not have teaching licenses or endorsements, but who want to take our courses/earn the certificate so that they can better work with Ells in a very broad range of educational environments. We wish to change the name of the current ESL Certificate Program from "English as a Second Language" to "English as a Second Language - Licensure" and add a certificate program for non-license re candidates. With this form, we seek to change the name of our current ESL Certificate program to "English as a Second Language - Licensure."  
 Effective Date: Fall 2017

**Department: Elementary and Secondary Education**  
**Name of Certificate: English as a Second Language -- Non-Licensure**  
**Credit Hours: 21**  
**Type of Change: Addition**

Rationale: The existing ESL Certificate is only available to individuals who possess a valid WV Professional Teaching License. Because of recent changes to teacher licensure requirements in West Virginia (alternative licensure programs, endorsements tied to Praxis scores rather than program completion, etc.), that admissions requirement prevents individuals who are not currently licensed but still wish to gain professional knowledge about working with English Language Learners from enrolling in the ESL course of study . We are receiving increasing numbers of queries from people who do not have teaching licenses or endorsements, but who want to take our courses/earn the certificate so that they can better work with Ells in a very broad range of educational environments . With

this form, we seek to add a new ESL Certificate program: "English as a Second Language - Non-Licensure."

Effective Date: Fall 2017

**Department: Elementary and Secondary Education**

**Area of Emphasis Title: Teaching English as a Second Language - Licensure**

**Credit Hours: 21**

**Type of Change Requested: Change**

Rationale: This request is to change the name of the current Area of Emphasis in the MA in Education from "Teaching English as a Second Language" to "Teaching English as a Second Language -- Licensure." This change follows our request to make the same change to the current ESL certificate. Like the existing ESL certificate, the existing ESL Area of Emphasis is only available to individuals who possess a valid WV Professional Teaching License. Because of recent changes to teacher licensure requirements in West Virginia (alternative licensure programs, endorsements tied to Praxis scores rather than program completion, etc.), that admissions requirement prevents individuals who are not currently licensed but still wish to gain professional knowledge about working with English Language Learners from enrolling in the ESL course of study. With this form, we wish to change the name of the existing ESL Area of Emphasis from "English as a Second Language" to "English as a Second Language -- Licensure." In the form that follows, we will ask to add an area of emphasis for non-licensure students.

Effective Date: Fall 2017

**Department: Elementary and Secondary Education**

**Area of Emphasis Title: Teaching English as a Second Language - Non-Licensure**

**Credit Hours: 21**

**Type of Change Requested: Addition**

**Term to Take Effect: Fall 2017**

Rationale: This request is to add "Teaching English as a Second Language - Non-Licensure" as an Area of Emphasis in the MA in Education. This addition follows our request to make the same addition to the current ESL certificate. The existing ESL Area of Emphasis only available to individuals who possess a valid WV Professional Teaching License. Because of recent changes to teacher licensure requirements in West Virginia (alternative licensure programs, endorsements tied to Praxis scores rather than program completion, etc.), that admissions requirement prevents individuals who are not currently licensed but still wish to gain professional knowledge about working with English Language Learners from enrolling in the ESL course of study. With this form, we ask to add "English as a Second Language --

Non-Licensure" as an Area of Emphasis.

Effective Date: Fall 2017

**SOM – Sent back to SOM, as Graduate Faculty Requirements cannot be less than university requirements**

Department: Biomedical Medicine

Major or Degree: PhD

Type of Change: Non Curricular—Graduate Faculty requirements

**Rationale:**

We have changed the requirements for Graduate Faculty status in our program since the last review by the Graduate Council.

**Effective Date: Fall 2017**

**Old: Current Graduate Faculty**

**Requirements MEMORANDUM**

**TO: Graduate Council**

FROM: Howard Aulick, Ph.D.

DATE: December 1, 2003

SUBJECT: Request for Approval of Graduate Faculty Status Modifications for the Biomedical Sciences Program

The Biomedical Sciences (BMS) Program's Graduate Studies Committee (GSC) met on November 5, 2003 to review the changes in graduate faculty status. The members of the GSC applaud the work of the Graduate Council, because it is clear that the breadth of graduate education and research makes the creation of a unified standard a challenging exercise. It is in that light that the GSC would add the following adjustments to meet the distinctive demands of the BMS Program. In each case, we believe the BMS requirements meet and exceed those established by the Graduate Council. The BMS requirements would include the following:

**1. Length of Terms:** The 5-year Doctoral and Graduate appointment terms should be reduced to three and two years, respectively. We reduce these terms because the rate of change in biomedical research is so rapid that more frequent assessment of continuing scholarly activity is required.

**2. Evidence of Continuing Scholarly Activity:** The M.S. and Ph.D. degrees in Biomedical Science Program are predominately research driven. It is the view of the GSC that there are only two primary measures of continuing research productivity. They are publication in a refereed science journal and extramural research grant awards. Other substitutions for these two requirements are inappropriate. Faculty who do not meet these two measures on a regular basis cannot adequately mentor graduate student biomedical research projects. For this reason, applicants seeking

Doctoral graduate faculty status in the BMS Program must have at least one manuscript published in a refereed journal and at least one competitive, extramural grant submitted, pending, or ongoing within the three years preceding appointment. An extramural grant award is not required. Biomedical grants are extremely difficult to acquire. For example, currently less than one in four new applications to the NIH (our primary funding source) are successful. Resubmission(s) can take a year, especially if additional data are required. Because successful extramural funding is commonly based on at least one resubmission, it is more important that proposals are revised and resubmitted within the 3-year window than awarded in this same time frame. Applicants for Graduate status in the BMS Program must have at least one manuscript published in a refereed journal or at least one competitive, extramural grant submitted, pending, or ongoing within five years preceding appointment. Once again, the two gold standards are maintained. These applicants will be reviewed at two-year intervals to ensure that publications continue even without grant funding. Because costly research and student support must be funded by the department or other means, individuals who are either not seeking external support or are unsuccessful for five years must withdraw from M.S. and Ph.D. training.

**3. Prior experience on advisory committees.** The GSC asks that prior advisory committee experience be waived as a requirement for Doctoral graduate faculty status in the BMS Program. A checklist, pre-approved by the Graduate Council, will be provided to document previous comparable experience. We make this request because all our new faculty hires come with considerable experience in predoctoral training and frequently without formal advisory committee assignments. Our new faculty members commonly have three to six years of postdoctoral training in large competitive research labs. (Postdoctoral training is a selection requirement.) As postdocs, they have been the day-to-day mentors of predoctoral student research projects. By the time they reach the BMS Program, these new faculty know how these students must be guided in research design and other basic problem solving exercises. Many of our new hires have written one or more grants prior to arrival at Marshall, and some come with external funding. In addition, all of our applicants want to have doctoral students working with them. Serving on a research committee will provide valuable insights, but it is our contention that these new faculty already have the most important skills when they arrive and that any additional administrative support is readily available. To delay the opportunity to direct predoctoral research is considered inappropriate for the BMS Program and would adversely affect our recruiting efforts.

**4. Minimum Requirements for Appointment.** All graduate faculty appointments in the BMS Program will require the applicant to have a terminal degree. This will include both the M.D. and Ph.D. degrees.



Updated requirements:

**Marshall University  
Biomedical Sciences  
Program Graduate Faculty  
Membership Guidelines –  
Updated 9/23/14**

<b>DOCTORAL</b>	<b>GRADUATE</b>	<b>ASSOCIATE</b>	<b>INSTRUCTOR</b>
<b>Function:</b> To serve as chairperson on BMS student committees and all other graduate functions	<b>Function:</b> To participate as a member on BMS student committees and all other graduate functions	<b>Function:</b> Off-campus faculty or non-tenure track faculty to serve on BMS student committees	<b>Function:</b> To teach graduate level courses
<b>Term of Appointment:</b> 3 yrs	<b>Term of Appointment:</b> 2 yrs	<b>Term of Appointment:</b> 2 yrs	<b>Term of Appointment:</b> 2 yrs
<b>Criteria: Must have</b> 1. terminal degree AND 2. tenure or tenure-track appointment in BMS department 3. rank of Assistant Professor or higher 4. current or expected departmental responsibilities 5. evidence of continuing high quality teaching and advising	<b>Criteria: Must have</b> 1. terminal degree AND 2. tenure or tenure-track appointment in BMS department 3. rank of Assistant Professor or higher 4. current or expected departmental responsibilities 5. evidence of continuing high quality teaching and advising	<b>Criteria: Must have</b> 1. terminal degree 2. appointment in BMS department AND 3. rank of Assistant Professor or equivalent or higher OR 3. rank of Research Assistant Professor or higher 4. current or expected student committee responsibilities 5. evidence of continuing high quality advising	<b>Criteria: Must have</b> 1. appropriate degree or professional experience 2. current or expected departmental responsibilities 3. evidence of continuing high quality teaching
<b>Scholarly activity:</b> Must have at least one manuscript published in a refereed journal <b>and</b> at least one competitive, extramural grant submitted, pending, or ongoing within the last three years	<b>Scholarly activity:</b> Must have at least one manuscript published in a refereed journal <b>or</b> at least one competitive, extramural grant submitted, pending, or ongoing within the last five years	<b>Scholarly activity:</b> Must have at least one manuscript published in a refereed journal <b>or</b> at least one competitive, extramural grant submitted, pending, or ongoing within the last five years	<b>Scholarly activity:</b> Must maintain scholarly or creative activity necessary to bring current information or experience to the courses they teach

## **Attachment 4**

### **Curriculum Requests**

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

#### **College of Arts and Media**

##### **Course Changes (2)**

Type Change: Course Title

Department: Music

**Current #/Title: MUS 566 Marching Band**

**New #/Title: MUS 566 Marching Thunder**

Rationale: Having the title of the course reflect the public name of the ensemble will have a positive effect on campus recruiting.

Catalog Desc: The Marching Thunder rehearses three times a week and performs a varied selection of music at every home game as well as at exhibitions around the country.

Type Change: Course Title and Description

Department: Music

**Current #/Title: MUS 568 Pep Band**

**New #/Title: MUS 568 Sixth Man Band**

Rationale: Having the title of the course reflect the public name of the ensemble will have a positive effect for on-campus recruiting. The course description is altered to reflect the course title change.

Catalog (old): The Marshall University Pep Band performs at all home men's and women's basketball games. Pep band provides music to enhance the overall game experience for players and fans.

Catalog (new): The Marshall University Sixth Man Band performs at all home men's and women's basketball games. The band provides music to enhance the overall game experience for players and fans.

#### **College of Education and Professional Development**

##### **Course Changes (3)**

Type Change: Description and Credit Hours

Department: Counseling

**#/Title: COUN 691 Internship in Mental Health Counseling**

Rationale: We no longer offer nor need to offer a 9-hr internship experience to students. The CACREP standard is 6 hrs. Designation of 3-9 hrs is no longer applicable or necessary. The prerequisite Practicum (608) has been changed to CR/NC rather than A-F.

Catalog (old): Supervised experience in mental health counseling. Participation in seminars on specified topics. Minimum 100 clock hours for each semester

hour credit. (PR: COUN 608 and 631 with minimum grade of B or permission).

Catalog (new): Supervised experience in mental health counseling. Participation in seminars on specific topics. Minimum 100 clock hours for each semester hour credit. (PR: COUN 608 with a grade of CR and 631 with a grade of B or permission).

Credits (old): 3-9 hours

Credits (new): 3-6 hours

**Type Change: Description and Credit Hours**

**Department: Counseling**

**#/Title: COUN 693 Internship in Marriage and Family Counseling**

Rationale: We no longer offer nor need to offer a 9-hr internship experience to students. The CACREP standard is 6 hrs. This designation of 3-9 hrs is no longer applicable or necessary. The prerequisite Practicum (608) has been added to the prerequisites to be consistent with all other internship course designations.

Catalog (old): Supervised experience in marriage and family counseling. Participation in seminars on specific topics. Minimum 100 clock hours for each semester hour credit. (PR: Student must have achieved a minimum grade of B in COUN 638)

Catalog (new): Supervised experience in marriage, couple, and family counseling. Participation in seminars on specific topics. Minimum 100 clock hours for each semester hour credit. (PR: COUN 608 with a grade of CR and 638 with minimum grade of B or permission)

Credits (old): 3-9 hours

Credits (new): 3-6 hours

**Type/Change: Description**

**Department: Counseling**

**#/Title: COUN 698 Internship in School Counseling**

Rationale: The practicum (COUN 608) is no longer offered on a letter grade system, so the grade of CR is specified in the prerequisites to clarify that this must be achieved prior to continuing to internship.

Catalog (old): Supervised experience in school counseling. Participation in seminars on specified topics. Minimum 100 clock hours for each semester hour credit. (PR: COUN 608 and 673 with a minimum grade of B or permission).

Catalog (new): Supervised experience in school counseling. Participation in seminars on specified topics. Minimum 100 clock hours for each semester hour credit. (PR: COUN 608 with a grade of CR and 673 with a minimum grade of B or permission).

## **College of Health Professions**

### **Course Addition (1)**

Department: School of Physical Therapy

**#/Title: PT 758 Patient Motivation and Behavioral Change in Physical Therapy**

Catalog: Introduction to patient motivation and behavioral change in physical therapy practice. Emphasis on practical strategies to promote healthy patient/client change leading to improved human movement and overall health.

Prerequisites: The student must have successfully completed all prior curricular course work.

First Term: Summer 2017

Credits: 1 hour

### **Course Change (1)**

Type Change: Description (PR only) and Credit Hours

Department: Public Health

**#/Title: PH 696 Capstone**

Rationale: Students can choose PH 694 Practicum OR PH 695 Research before their capstone. The current catalog description does not account for the option of PH 695 Research. The change in one more credit hour more accurately reflects the amount of work expected for the capstone written project and oral presentation.

Catalog (old): Course provides a structured and mentored process for students to produce written and oral components of a capstone project on a selected topic or question. (PR: Prior or current PH 694)

Catalog (new): Course provides a structured and mentored process for students to produce written and oral components of a capstone project on a selected topic or question. (PR: Prior or current PH 694 or PH 695)

Credits (old): 2 hours

Credits (new): 3 hours

## **College of Information Technology and Engineering**

### **Course Addition (1)**

Department: Technology Management

**#/Title: TM698 Technology Management Internship**

Catalog: Supervised on-the-job experience. The student will work in a technology company or technical department within an organization. (PR: Permission)

Prerequisites: Permission

First Term: Summer 2017

Credits: 3 hours

## College of Science

### Course Addition (1)

**Department:** Biological Sciences  
**#/Title:** BSC 644 Quantitative Ecology  
**Catalog:** An introduction to statistical analysis using presence absence, mark-recapture, and count data to estimate population parameters as occupancy and survival.  
**Prerequisites:** Must be a graduate student  
**First Term:** Fall 2017  
**Credits:** 3 hours

### Course Change (1)

**Type Change:** Title and Description  
**Department:** Biological Sciences  
**Current #/Title:** BSC 560 Conservation of Forests Soils and Wildlife  
**New #/Title:** BSC 560 Conservation Biology  
**Rationale:** The old catalog title gave the impression that BSC 560 had an agronomy (soil science) component. The proposed description and title more accurately depict the course as it is currently taught.  
**Catalog (old):** Primarily for students in the biological, general and applied sciences. Includes field work, seminars, and demonstrations on phases of conservation of forest, soil, and wildlife.  
**Catalog (new):** This course focuses on the North American model of wildlife conservation (and its history), principles of biological diversity, threats to habitats and species of concern, and conservation policy.

## School of Pharmacy

### Course Additions (4)

**Department:** Pharmaceutical Sciences and Research  
**#/Title:** MSPS 511 Graduate Research Seminar  
**Catalog:** This course lays the foundation in oral communication for graduate students in pharmaceutical sciences. It provides experience in scientific presentation with an emphasis on defense of data and interpretation.  
**Prerequisites:** None  
**First Term:** Fall 2017  
**Credits:** 1 hour

**Department: Pharmaceutical Sciences and Research****#/Title: MSPS 531 Medicinal Chemistry and Drug Discovery Principles**

Catalog: This course gives an overview of drug discovery principles for the practicing medicinal chemist, along with introductory lectures in medicinal chemistry.

Prerequisites: Admission to MSPS Program

First Term: Fall 2017

Credits: 3 hours

**Department: Pharmacy****#/Title: MSPS 556 Biochemistry**

Catalog: This course is designed to provide biochemistry fundamentals and hands-on mass spectrometry-based proteomics experience to MSPS students.

Prerequisites: None

First Term: Fall 2017

Credits: 5 hours

**Department: Experiential****#/Title: PHAR 821 IPPE Institutional**

Catalog: This course will allow the student to demonstrate knowledge and skill learned in the classroom while concurrently gaining understanding to the systems and function of the pharmacy in an institutional setting.

Prerequisites: P1 Status

First Term: Spring 2017

Credits: 2 hours

## Attachment 5

### ORIGINAL LANGUAGE MARKED UP

#### COMPREHENSIVE ASSESSMENT

In addition to all general requirements for graduate degrees, each student will complete a comprehensive assessment that reviews the student's content knowledge, mastery of disciplinary of creative or research methods, critical analysis, comprehension of disciplinary theory and perspectives, and ability to apply these to comprehensive questions related to the discipline, 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~~dissertation committee would be understood to serve as the final Comprehensive Assessment Committee, if that doctoral ~~research-dissertation~~ project is considered to be the final comprehensive assessment. For additional information, see specific requirements in the appropriate program section as each program has unique options for fulfilling this requirement. Responsibility for development, scheduling and administration of the comprehensive assessment rests with the faculty of the student's program and the appropriate dean.

The Comprehensive Assessment is the final assessment of the student's capacity to complete scholarly research or creative work in the discipline. Typical letter grades are not assigned to the Comprehensive Assessment as the student is expected to demonstrate a level of competence equivalent to others who have earned the degree to be awarded. In other words, expectations for performance are higher than those for individual courses.

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. This distinction is reserved for only those students whose performance far exceeded expectations established by the department.
- P Pass, indicating ~~satisfactory-competent~~ performance. (- meaning at the level of Equivalent to a B grade or higher).
- 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, consisting of at least two faculty members with the appropriate graduate faculty status, and forwarded by the chair to the Graduate 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 individual 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.

## CLEANED-UP NEW LANGUAGE

### COMPREHENSIVE ASSESSMENT

In addition to all general requirements for graduate degrees, each student will complete a comprehensive assessment that reviews the student's content knowledge, mastery of disciplinary or creative or research methods, critical analysis, comprehension of disciplinary theory and perspectives, and ability to apply these to comprehensive questions related to the discipline. 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 dissertation committee would be understood to serve as the final Comprehensive Assessment Committee, if that doctoral dissertation project is considered to be the final comprehensive assessment. For additional information, see specific requirements in the appropriate program section as each program has unique options for fulfilling this requirement. Responsibility for development, scheduling and administration of the comprehensive assessment rests with the faculty of the student's program and the appropriate dean.

The Comprehensive Assessment is the final assessment of the student's capacity to complete scholarly research or creative work in the discipline. Typical letter grades are not assigned to the Comprehensive Assessment as the student is expected to demonstrate a level of competence equivalent to others who have earned the degree to be awarded. In other words, expectations for performance are higher than those for individual courses.

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. This distinction is reserved for only those students whose performance far exceeded expectations established by the department.
- P Pass, indicating competent performance (Equivalent to a B grade or higher).
- 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, consisting of at least two faculty members with the appropriate graduate faculty status, and forwarded by the chair to the Graduate 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 individual 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.



## Attachment 6

### Revised Procedures for Applying For Or Renewing Graduate Faculty Status

#### POLICY

The Marshall University Board of Governors Policy AA-20 outlines the policies governing graduate faculty status for all faculty who are approved to teach graduate level courses at Marshall University. This policy grants to the Graduate Council the authority to design and implement procedures for the application and review of prospective and current graduate faculty.

#### PROCEDURES

1. All faculty wishing to apply for graduate faculty status or to renew their appointment will complete a cover page and the appropriate checklist for the faculty appointment level. The applicant should also provide a current academic vitae and additional supporting materials as needed.
  - a. The cover page and checklist are reviewed by the applicant's dean who may request modifications to the application as necessary.
  - b. When approved, the dean will enter the approval information into the *Redbook* and place the application materials into a folder, separate from the individual's personnel records, that may be later reviewed by the Credentialing Committee of the Graduate Council.
2. During its scheduled meetings, the members of the Graduate Council will review recent submissions to the *Redbook* and vote to approve, table, or reject the application. The votes become official when the President of the university signs the Graduate Council minutes.
3. Appeals regarding a graduate faculty appointments are outlined in BOG-AA-20.
4. Each member of the faculty is responsible to ensure his or her membership in the graduate faculty is current. The Dean of the Graduate College may send to each dean a list of names of faculty whose appointment has expired or will expire during the forthcoming academic term.

#### ADDITIONAL CONSIDERATIONS

The checklist for each graduate faculty application makes specific reference to the applicant's scholarly or creative work. As specified in BOG AA-20, these activities include:

1. Publication in discipline-respected peer-reviewed journals;
2. publication of scholarly books or book chapters;
3. publication in discipline-respected periodicals;
4. invited and/or competitively selected presentations of scholarly work at regional, national or international meetings;
5. academic or professional consultation;
6. application for or receipt of an external research, scholarly, or creative activity grant;
7. official leadership (officer) positions in regional, national, or international professional organizations;
8. scholarship-based clinical practice;
9. or exhibits, presentation, or performance of scholarly, creative, or artistic work at professionally recognized events.

This list of potential activities includes several common features that the college dean and members of the Graduate Council will use to assess the merit of the various activities. These features include:

1. **Peer Review:** Many of the activities, such as publications, presentations, and exhibitions, require that the merit, quality, and impact of the work be affirmed through a peer review or juried process.
  - a. If there is a potential for question, faculty are encouraged to demonstrate how a venue for a publication, exhibition, of performance is related to the applicant's discipline.
  - b. Submission of correspondence regarding the review process (e.g., letter from a journal editor or exhibition coordinator) is recommended as it affirms the review process.
  - c. Evidence of the activity should be readily available. As necessary, include a copy of conference proceedings, exhibition notifications, and other documents verifying a performance or presentation.
2. **Empowered Leadership:** Leadership activities include those activities that are vital to the operation of an organization. As a generality, the position or appointment grants the individual the sole authority of final action. Serving on focus groups, as exam grader, as a manuscript reviewer, and similar activities do not constitute empowered leadership.
  - a. Applicants should provide evidence of their election or appointment within an organization and an outline of the sole authority granted.
3. **Unique Disciplinary Contribution:** Academic or professional consultations represent the applicant's contribution to a particular matter that required the applicant's knowledge and expertise to resolve. As a generality, providing editorial reviews, serving on academic or thesis/dissertation committees, or serving on advisory committees do not constitute unique disciplinary contributions.
  - a. Applicants are encouraged to offer a brief description of academic or professional consultation with the goal of illustrating how the work depended on the applicant's unique skills not otherwise available to those seeking the consultation.