




Graduate Council

MEMORANDUM

To: President Stephen J. Kopp

From: Tracy Christofero – Chair, Graduate Council 

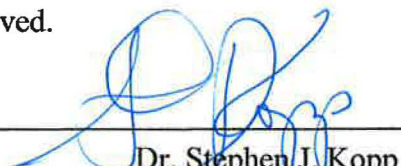
Date: October 10, 2014

Subject: **Approval of Graduate Council Minutes: October 31, 2014**

Attached are the minutes of the October 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. Stephen J. Kopp
President, Marshall University



Date

Note to President's secretary:

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

Dr. Tracy Christofero, MUGC 328, South Charleston campus
Dr. David Pittenger, Dean, Graduate College, Old Main, Huntington campus
Dr. Cam Brammer, Secretary, Graduate Council, SH 248, Huntington campus
Mr. Tim Melvin, Office of Academic Affairs, Old Main, Huntington campus
Ms. Jennifer Lauhon, Office of Academic Affairs, Old Main, Huntington campus
Ms. Crystal Stewart, Information Technology, Drinko 313A, Huntington campus

MU Graduate Council Meeting Minutes October 31, 2014

Members Present: Anderson, Brammer, Carnes, Christofero, DeBruin, Frank, Heaton, Howard, Lankton, Larsen, Lassite, Lawson, Sollars, Stickler, Trzyna

Members Absent: Allenger, Emmett

Ex-Officio Members Present: Dean Eagle

Ex-Officio Members Absent: Dean Pittenger, Provost Ormiston, John Maher

Guests: Gary McIlvain, Peggy Harmon

Christofero convened the meeting at 1:00 P.M.

Draft Agenda

Christofero	Welcome, Introductions, Announcements
Christofero	Approval of previous meeting Minutes (Attachment 1)
Christofero	Report of graduate faculty status candidates (Attachment 2)
Larsen	Academic Planning, Standards, & Policies (Attachment 3)
Frank	Curriculum (Attachment 4)
Howard	Program Review & Assessment
Stickler	Credentialing
Christofero	Miscellaneous Business of the Council

2014/15 Graduate Council Meetings –

- November 21, 2014 – South Charleston – Thomas Boardroom
- January 30, 2015 – Huntington – Don Morris E210
- February 27, 2015 – South Charleston – Thomas Boardroom
- March 27, 2015 – Huntington – Don Morris E210
- April 24, 2015 – South Charleston – Thomas Boardroom

Christofero announced Dennis Emmett is to replace Nancy Lankton from COB

Minutes of April Graduate Council Meeting – Approved

Graduate Faculty Status Candidates – Approved

Academic Planning, Standards, & Policies

Larsen recommended Approval of changes to the Graduate Catalog Attachment 3 by section.

Actions taken as follows:

1. Regarding who should have access to faculty CV's **Approved**
2. Academic Dismissal (pg. 56) **Approved**
3. Academic Probation (pg. 57) **Approved as edited** (see Attachment 3)
4. Academic Progress (pg. 57) **Approved as edited** (see Attachment 3)

5. Articulated Undergraduate and Graduate Degree (add pg. 61 before Attendance) **Approved**
6. Certificate Programs (pg. 61) **Tabled**
- 7A. Dissertation (Add to pg. 64 before dismissal from program) **Approved**
- 7B. Grade Point Average Defined (pg. 66) **Tabled**
8. Graduate Faculty (add to pg. before Graduate Student Employment). **Approved as edited (see Attachment 3 for edit).**
9. Graduate Requirements for all Graduate Degrees (pg. 67) **Disapproved**
10. Thesis (pg. 73) **Approved**
11. Recommended approval of Accelerated Master's Degree in Health Informatics **Approved**
12. Recommended approval of the Intent to Plan for the Master of Social Work (MSW.) degree program **Approved**

Curriculum Committee: Frank - Council **Approved** all curriculum requests

Program Review & Assessment Committee - Howard reported the program review assignments as follows:

- **Important Upcoming Dates**
 - Reports Available 11/04
 - Target Date for Completed Review 12/10
 - Last Date for Completed Review 12/15
- **Program Review Assignments**

Programs to be Reviewed	Graduate Council Members Assigned
Master of Science in Nursing	Dennis Emmett Stephen Lawson
MS in Communication Disorders	Eldon Larson Lori Howard
MS in Dietetics	Mindy Allenger Nat DeBruin
MS Biomedical Science	Glenn Anderson Larry Strickler
Medical Doctorate (MD)	Susan Frank Nancy Lankton
MS in Forensic Science	Cam Brammer Lisa Heaton
MA in Spanish	Nat DeBruin Mindy Allenger
MA in Latin	Vincent Sollars Eric Lassister
MA in Communication Studies	Wendy Trzyna Bryan Carnes Lisa Heaton
MS in Biological Sciences	Eric Lassiter Lori Howard
MA in Art and Design* Follow up	Tracy Christofero Cam Brammer

- **Link for Assessment Office Resources**

<http://www.marshall.edu/assessment/Resources/AssessmentResources.aspx>

The Evaluator Checklist can be found here.

The Program Review Reports can also be found here.

Credentialing Committee - Stickler reported that the committee is still determining which colleges are to be reviewed this year. He will make assignments as soon as all information is gathered.

Christofero adjourned the meeting at 2:20 PM.

Attachment 2 Graduate Faculty Status Requests

Type	Faculty Member	College/ School	Department/Division	Graduate	Term Start	Term Expires
				Faculty Level		
Add	Allen, Tina	COEPD	El and Sec Ed	Graduate	10/23/14	10/23/19
Add	Bogan, Jane	COEPD	Special Education	Graduate	10/23/14	10/23/19
Add	Childers, Carrie	COHP	School of Nursing	Doctoral	10/13/14	10/13/19
Add	Childers, Carrie	COHP	Communication Disorders	Graduate	10/08/19	10/08/24
Add	Clark, Teresa	COEPD	School Psychology	Graduate	10/23/14	10/23/19
Add	Cohen, Jeridi	COEPD	Literacy	Graduate	10/23/14	10/23/19
Add	Dauber, James	COHP	Physical Therapy	Doctoral	10/14/14	10/14/19
Add	Jennings-Knotts, Rebecca (Lanai)	COEPD	School Psychology	Graduate	10/23/14	10/23/19
Add	Karim, Rania	COHP	Physical Therapy	Doctoral	10/14/14	10/14/19
Add	mehta, Saurabh	COHP	Physical Therapy	Doctoral	10/14/14	10/14/19
Add	Reilly, Paula	COHP	School of Nursing	Doctoral	02/29/14	02/29/19
Add	Treftz, Jill	COLA	English	Graduate	09/26/2014	09/26/2019

Attachment 3: Academic Planning

1. The following people should have access to the faculty CVs that are uploaded to the Redbook and/or stored in support of that faculty member's status in the Redbook:
 - a. The Graduate Dean and his or her assistants
 - b. The faculty member's Academic Dean and his or her assistants
 - c. The faculty member's chair and/or Program Director/Program Coordinator
 - d. The Graduate Council Chair
 - e. The members of the Graduate Council Credentialing Committee
 - f. The individual faculty member who has applied to have graduate faculty status

Approved

2. The recommended changes for this paragraph address matters of clarity and revisions to reflect current policy and practice. For example, a student may be dismissed from any academic program. Furthermore, many academic programs have specific dismissal policies. Finally, I think it prudent to make reference to the time limitation policy.

Academic Dismissal (pg. 56)

Academic Dismissal is termination of student status, including any right or privilege to receive some benefit, recognition, or certification. A student may be academically dismissed from a program and remain eligible to enroll in courses in other programs at Marshall University; or a student may be academically dismissed from the institution and become ineligible to enroll in other courses or programs at Marshall University. The terms of academic dismissal from a program for academic deficiency shall be determined, defined, and published by each academic program. Academic dismissal from a program or from the University may also be imposed for violation of the University policy on academic dishonesty. For additional details, see "Academic Rights and Responsibilities" and the departmental program requirements. For additional details, see Time Limitation for Graduate Degrees.

Approved

3. The changes recommended for this paragraph represent matters of clarity and updating information about the College of Education and Professional Development.

Academic Probation (pg. 57)

Any student who has less than a 3.0 GPA either overall or in his or her current major will be placed on academic probation by the Graduate Dean.. Following notification of probation and prior to subsequent registration, students will be counseled by their advisor or the department chair. During this session, the student will be advised of his or her deficiencies and the requirements for removing the deficiencies within the next nine semester hours of enrollment. The student will not be permitted to register without the written approval of the Dean of the Graduate College or the Dean of the College Education and Professional Development. A second counseling session will follow the first semester or

term of subsequent enrollment and will be a review of the student's progress. If probationary status is not removed within a satisfactory time period, the Dean of the Graduate College in consultation with the graduate department will determine if the student is to be retained or recommended for dismissal and what counseling or remediation steps will be required of the student as a condition of retention.

Approved as edited.

4. The primary changes for this section are definitions of full and part time status, and the addition of the paragraph asking students to alert the department should they need to miss a semester.

Academic Progress (pg. 57)

Full Time: Graduate students may enroll in a minimum of 9 and maximum of 12 hours to be considered as enrolled full time. Enrollment in more than 12 hours for a semester requires the approval of the program director and

Part Time: Students enrolled in fewer than 9 hours coursework are classified as part-time.

Good Standing: Students are classified as in good standing while their GPA for all graduate courses is 3.0 or greater.

Students who anticipate that they will not be able to enroll in subsequent semesters should consult with their advisor to apprise the program of their plans and to seek approval when required by the department. See also Withdrawal from University and Time Limitation for Graduate Degrees.

Approved as edited.

5. It advisable to define this option in the Graduate Catalog.

Articulated Undergraduate and Graduate Degree (add to pg. 61 before Attendance)

The University offers a number of articulated degree programs that lead to the awarding of a baccalaureate and a graduate degree through a partial blending of coursework. These programs include both accelerated master's degrees and a three-plus-two programs.

Approved

6. It important to alert students pursuing a graduate certificate of the rules governing transfer credit. The Graduate Council may wish to alter the transfer policy for certificate programs by prohibiting transfer credit or by lowering the limit from 6 to 3 semester hours. Council may also want to consider the application of the "two C" rule to this policy.

Certificate Programs (pg. 61)

Certificate programs are professional continuing education programs of typically 12 to 21 credit hours as designated by the program faculty and available to students admitted under the certificate/Professional Development and Degree-seeking categories. The main purpose of certificate programs is to provide opportunities to students to complete a cohesive program of coursework that is less than a graduate degree, but which provides advanced training in a specific area. For detailed information about all certificate programs please see www.marshall.edu/graduate.

Students pursuing a certificate may transfer no more than 6 semester hours of course work from another institution to fulfill a portion of the certificate requirements. See the **Transfer of Graduate Credits** for more information. To be eligible for a certificate, students must earn a GPA of 3.0 or greater for all required coursework and may count no more than six semester credit hours of C. Grades less than C may not be counted toward completion of the certificate. Some certificate programs may have additional requirements.

Tabled

7. We need to include a definition of a thesis (already in the catalog) and the dissertation.

7A.

Dissertation (Add to pg 64 before dismissal from program)

Several doctoral degree programs require students to complete a dissertation which is a comprehensive research project designed and completed by the student under the guidance of an advisor and advisory committee. Each program requiring a dissertation will have guidelines regarding the formation of the advisory committee and methods for assessing the project. The dissertation and its defense is a demonstration that the student is capable of using contemporary disciplinary methods and creative skills to conceive of and complete an independent scholarly project and then present the work for public academic scrutiny. (See also: Comprehensive Assessment Committee: Doctoral Degrees,

Electronic Theses and Dissertations) **Approved**

The recommended changes are offered to improve clarity and provide complete information regarding the calculation of the GPA.

7B.

Grade Point Average Defined (pg. 66)

Unless otherwise indicated, references to Grade Point Average (GPA) in this catalog refer to GPA of courses required for a program of study or certificate. The student's official transcript will present only the institution, or total, GPA which includes all graduate-level grades taken at Marshall University at any time, regardless of whether or not they count toward the student's degree. The program GPA is calculated using graduate coursework taken at Marshall University, and only includes coursework taken within the past seven years and older for coursework that has been revalidated (see Time Limitations for coursework older than seven years). Exclusively, all courses completed after admission to the current degree program, along with any previous Marshall University coursework to be counted toward the current degree (should be in the student's Plan of Study), will be used to calculate the student's program GPA—no other courses will be included in the program GPA. Courses with grades of W, PR, NC, CR, S, or U are not computed in the GPA. The grade of I is computed as an F in determining qualifications for graduation. All GPAs are reported as a truncated value (i.e., not rounded) to the second decimal place. **Tabled**

8. It important to define the levels of graduate faculty as this information determines the qualifications, rights, and responsibilities of the graduate faculty.

Graduate Faculty: (add to pg. 67 before Graduate Student Employment).

The Marshall University Board of Governors Policy No. AA-20 specifies four levels of graduate faculty and the criteria and length of term for each level and capacity to participate in comprehensive examinations, theses, and dissertations. Only faculty with graduate faculty status may teach graduate level courses.

Graduate Instructors may teach appropriate graduate level courses. In addition, they may write and evaluate comprehensive assessment questions directly related to the department or division of their appointment(s).

Associate Graduate Faculty may serve as members of a graduate committee, as deemed appropriate by the department or division providing the degree, participate in comprehensive evaluations, and teach appropriate graduate level courses.

Graduate Faculty ~~with graduate level appointments~~ may chair or direct graduate student committees and research at the master's level in the department or division of their appointment(s). Graduate Faculty members can co-chair or co-direct graduate student committees and research at the master's level in another department or division at the request of that other department or division within the student's academic unit (college or school). They may also serve on master's or doctoral committees (comprehensive assessment, thesis, exhibition, dissertation, etc.) in the department or division of their appointment(s), or in another department or division at the request of that other department or division.

Doctoral Graduate Faculty have the same privileges as ~~graduate faculty with graduate level appointments~~ and can chair or direct graduate student committees and research at the doctoral level in the department or division of their appointment(s).

Approved as edited.

9. The catalog needs to be updated to reflect the fact that we offer a full range of graduate degrees.

Graduation Requirements for all Graduate a Master's Degrees (pg. 67)

The requirements for graduation include completion of the program requirements, successful completion of required comprehensive assessments, a GPA of at least 3.0 (see Grade Information and Regulations), and satisfactory fulfillment of other academic requirements as may be established by the various programs. Additionally, the student must have at least a 3.0 GPA in the major, or in CORE courses of an interdisciplinary program. Only grades of A, B, C, CR, or S are acceptable in fulfilling graduate degree requirements on any Plan of Study. Particular programs may require higher performance than C in certain courses. Grades of W, PR, CR, NC, S, U, and I, are not counted in the GPA calculation, except that an I grade will be calculated as an F (for courses where a letter grade is normally given), NC, or U, depending on the type of course, for determining qualifications for graduation.

Additional Requirements

- All grades of C or less are counted in computing GPAs, but no more than six hours of C and no grades below C may be applied toward a graduate degree. Individual degree programs may have more stringent requirements ~~for~~ degree program for ~~more~~ information.
- Up to six hours of CR or S may be included within a degree program but they will not be used to calculate the GPA.
- Master's degree students must complete a minimum of 30 hours of graduate coursework. For programs requiring a thesis, a minimum of 3 and a maximum credit of 6 hours may be granted for the thesis toward the total degree credits, except in chemistry and biological sciences, where up to 12 thesis hours may be applied toward the MS degree. Individual programs may require more than the 30-hour minimum requirement.
- Doctoral degree students must complete a program of stud specified in their plan of study.
- Master's degree students must complete a minimum of 18 hours earned in the major subject. The major department may optionally require a minor with a minimum of 6 hours in another subject.

- Courses may be taken in a third closely related field if approved by the advisor. In special teacher-education curricula, courses may be distributed among several fields with the approval of the advisor.
- Graduate courses are numbered 500 to 899. Selected courses with 400 series numbers for undergraduate credit may have 500 series numbers for graduate credit. In courses open to both graduate and undergraduate students, graduate students are required to do more work than undergraduates. This may include more extensive reading, an extra research paper, and other individual work.
- A Marshall University course taken at the 400 level cannot be retaken at the 500 level; it will not be applicable to the graduate degree.
- At least one-half of the minimum required hours for the student's graduate degree must be earned in classes numbered 600 or above.

Meeting minimum requirements in hours of credit does not necessarily constitute eligibility for the degree. The work taken must constitute a unified and approved program in the field. Students may be required to take appropriate national exams in order to graduate. During the seven-year time limit, Marshall University reserves the right to advise students of their status on academic performance related to the probability of receiving a degree within the prescribed time limit.

The Graduate Degree is awarded upon the Registrar's verification that the student has completed requirements for the degree.

Disapproved

10. We recommend the following changes to address matters of clarity

Thesis (pg. 73)

Some master's degree programs require students to complete a thesis whereas others offer the thesis as an option. When the thesis is a degree option, students should consult their advisors concerning departmental requirements and the benefits of completing the project. Students who will profit more by doing additional coursework in lieu of a thesis must earn at least 36 course hours of credit in most programs. (See also: Comprehensive Assessment Committee: Master's Degree and Education Specialist Degrees, Electronic Theses and Dissertations)

Approved

11. We recommend approval of the Accelerated Master's Degree in Health Informatics for Integrated Science and Technology students (below). **Approved**

12. We recommend the approval of the Intent to Plan for the Master of Social Work (M.S.W.) degree program (under separate cover). **Approved**

**ACCELERATED MASTER'S DEGREE (AMD)
Program Proposal**

Chair: Tracy Christofero

GC#10: AMD

Prepare **one** paper copy with all signatures and forward to the Graduate Council Chair. Additionally, send **one** identical ELECTRONIC COPY with all supporting documentation as an e-mail attachment by to the Graduate Council Chair for electronic distribution to the Graduate Council Curriculum Committee.

Guidelines for an AMD Proposal

Accelerated Master's Degree Programs may be developed between an undergraduate and graduate program in a single department, between two programs in a single school/college or between programs in two different schools/colleges. AMD programs enrich the opportunities of the best undergraduates at Marshall University, enabling them to earn a Bachelor's and Master's degree in much less time than it would take following the traditional path. AMD programs are developed between departments in a single school/college or between programs in two different schools/colleges. They reduce a student's graduate credit requirements, depending on how many graduate credits they receive.

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

Rationale: The AMD in Health Informatics for Integrated Science and Technology students would allow exceptional MIS undergraduates who plan to pursue the Master of Science in Health Informatics (MS-HI) the opportunity to earn 12 graduate credits from coursework that is part of the MS-HI curriculum in place of 12 of the elective IST credits. The 12 graduate credits from the AMD would go toward the 39 hours of required course credits for the MS-HI Degree, contingent upon acceptance into the program. This AMD would also allow IST students to gain knowledge of a particular application area of information systems and technology.

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

Admission Requirements: Admission to the AMD program would require permission from the Health Informatics Program Director and the director of the IST program, and is contingent of successful completion of the first four semesters of the IST program with a GPA of 3.00 or greater. The GRE requirement will be waived for the AMD; however, if the AMD student plans to apply to the MS-HI program, the GRE will then be required.

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

AMD Credits: 12 credits

Curriculum: The proposal should show how a student can complete the Bachelor's degree and how the graduate credits apply to the master's degree.

Curriculum: In place of some of the required IST credits, the following courses will be substituted with the following curriculum:
IST 332 -> replaced with EM660..... 3 hours
IST 333 -> replaced with MIS680..... 3 hours
MGT 320 -> replaced with HP605..... 3 hours
Technical Elective -> replaced with any of the other masters courses required in the HI master's program..... 3 hours

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

Student Eligibility: Overall GPA of 3.00, and 3.00 in IST course work.

Accelerated Master's Degree Proposal-Page 2

Please insert in the text box below your summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

AMD Proposal

Department:

Allowable credits:

Student eligibility requirements:

AMD Proposal

Department: College of Science/ Integrated Science and Technology

Allowable Credits: 12

Student Eligibility requirements: Overall GPA of 3.00, and 3.00 in IST course work.

Attachment 4: Graduate Curriculum Requests

All requests Approved by Council

From COEPD (4)

- Request for Course Addition CISP 656
- Request for Course Change CISP 553
- Request for Course Change CISP 645
- Request for Course Change CISP 647

(1)

<p>Request: College/School: Department: Course: Rationale:</p> <p>Catalog Description:</p> <p>Credit Hours: Prerequisites: Effective Date: Contact:</p>	<p>Course Addition COEPD Special Education CISP 656</p> <p>Field experience in a non-public setting affords graduate students an opportunity to demonstrate the skill-based competencies required by CEC Standards and to qualify for the multi-categorical teaching license.</p> <p>3 CISP 520, 553, 645, and 647 Summer 2015 Lori Howard</p>
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(2)

<p>Request: College/School: Department: Course:</p> <p>Rationale:</p> <p>Catalog Description:</p>	<p>Title change and catalog description change COEPD Special Education CISP 553 From Characteristics/ Methods MI To Characteristics/ Methods ID</p> <p>The new title reflects the current language use for this population. Mentally Impaired (MI) is no longer used and the term Intellectually Disabled (ID) is preferred. This change also aligns with the recent change in language for WV teacher licensing standards.</p> <p>From: characteristics and instructional methodology appropriate to mentally impaired students are considered. Emphasis will focus on collaborative/consultative approaches linking instruction to content standards and objectives.</p> <p>To: Characteristics and effective instructional strategies appropriate for students with intellectual disabilities are considered. Emphasis will be on evidence and research based practices to address</p>
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<p>Rationale:</p>	<p>academic achievement and functional performance.</p> <p>This description change reflects the language change from Mentally Impaired (MI) to students with Intellectual Disabilities (ID).</p>
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(3)

<p>Request:</p> <p>College/School:</p> <p>Department:</p> <p>Course:</p> <p>Rationale:</p> <p>Catalog Description:</p> <p>Rationale:</p>	<p>Course Title Change and Catalog Description Change</p> <p>COEPD</p> <p>Special Education</p> <p>CISP 645</p> <p>From: Characteristics/Methods ED</p> <p>To: Characteristics/Methods: E/BD</p> <p>The new course title is updated to reflect current practices in the profession of special education</p> <p>From: Recognition of emotional social disturbances, assessment of educational needs, establishment of programs to implement behavioral change and provision of necessary modification in educational programs to remediate learning and behavioral difficulties of children.</p> <p>To: Recognition of socio-emotional issues, assessment of educational needs, establishment of programs to implement behavioral change and provision of necessary modification in educational programs to remediate learning and behavioral difficulties of children.</p> <p>The new course description is updated to reflect current practices in the profession of special education.</p>
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(4)

<p>Request:</p> <p>College/School:</p> <p>Department:</p> <p>Course:</p> <p>Catalog Description:</p> <p>Rationale:</p>	<p>Catalog Description Change</p> <p>COEPD</p> <p>Special Education</p> <p>CISP 647 Characteristics/Methods: Specific Learning Disabilities</p> <p>From: Theories, diagnosis and teaching strategies concerning children who exhibit any or several learning disabilities.</p> <p>To: Recognition of learning disabilities, assessment of educational needs, and understanding of evidence-based teaching techniques and interventions to promote success of students with or at-risk of learning disabilities.</p> <p>The new course description is updated to reflect current practices in the profession of special education.</p>
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