



## Graduate Council

### MEMORANDUM

To: Mr. Brad D. Smith, President

From: Dr. D. Scott Davis, Graduate Council, Chair *Scott Davis*

Date: February 27, 2024


Subject: **Review of Graduate Council Minutes: February 23, 2024**

Attached are the minutes of the recent Graduate Council meeting for your review. Approval of these minutes will also serve as approval of graduate faculty status, etc. The meeting was held in a hybrid format in MSC 2w16-B and via TEAMS.

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

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Minutes approved.

  
\_\_\_\_\_  
Mr. Brad D. Smith  
President, Marshall University

2/28/24  
Date

Note to Cora Pyles, Executive Assistant to the President:

Please return the signed original to Dr. Scott Davis [davis1090@marshall.edu](mailto:davis1090@marshall.edu) with .pdf copies e-mailed to:

Dr. Conrae Lucas-Adkins, Secretary, Graduate Council, [lucas26@marshall.edu](mailto:lucas26@marshall.edu)

Dr. Avinandan Mukherjee Provost, [mukherjeea@marshall.edu](mailto:mukherjeea@marshall.edu)

Dr. Carl Mummert, Assistant Provost, [mummert@marshall.edu](mailto:mummert@marshall.edu)

Dr. Karen McComas, Interim Associate Provost, [mcomas@marshall.edu](mailto:mcomas@marshall.edu)

Dr. Julia Spears, Asst Provost of Online Education, [spearsj@marshall.edu](mailto:spearsj@marshall.edu)

Dr. Jerry Ross, Chief Enrollment Officer and VP of Enrollment Management,

[jerry.ross@marshall.edu](mailto:jerry.ross@marshall.edu)

Dr. Sonja Cantrell, Registrar, [cantrell@marshall.edu](mailto:cantrell@marshall.edu)

Dr. Mary Beth Reynolds, Associate VP Assessment [reynoldm@marshall.edu](mailto:reynoldm@marshall.edu)

**MU Graduate Council**  
**MU Graduate Council Meeting Minutes**  
**February 23, 2024**  
**Hybrid Meeting – MSC 2w16-B + Teams**

**Members Present:** Beard, Christofero, Davis, Egleton, Gardner, Heaton, Kimble, Larison, Lucas-Adkins, Meadows, Sardahi, Simonton, Thompson, Vauth

**Members Absent:** Vance

**Ex-Officio Voting Members Present:** Schulenberg

**Ex-Officio Non-Voting Members Present:** Maher, Mummert

**Ex-Officio Non-Voting Members Absent:** Mukherjee

**Guests:** Antonsen, Brooks, Cantrell-Johnson, Georgel, Johnson, McGuffey, Ross, A. Mummert, M.B. Reynolds, Stites, K. Adkins, Tolliver

**FINAL Agenda**

|                    |  |
|--------------------|--|
| Davis              | Welcome; Quorum; Approval of the Agenda  |
| Davis/Lucas-Adkins | Approval of January 26, 2024 Minutes ( <b>Attachment #1</b> )  |
| Davis/Beard        | Graduate Faculty Status Candidates ( <b>Attachment #2</b> ) ( <b>GC-24-02-01-CRC</b> )   |
| Vauth              | Planning Committee Requests and Policies ( <b>Attachment #3</b> ) ( <b>GC-24-02-02-PC</b> )<br>Cross-Level Linked Courses Policy with Catalog Change ( <b>GC-24-02-03-PC</b> )<br>a. Catalog Change - Cross-Level Linked Courses Policy ( <b>GC-24-02-04-PC</b> )<br>b. Discussion Item: Transfer Policy |
| Egleton            | Curriculum Committee Requests ( <b>Attachment #4</b> ) ( <b>GC-24-02-05-CC</b> )   |
| Larison            | Program Review Recommendation ( <b>Attachment #5</b> ) ( <b>GC-24-02-06-PR</b> )   |
| Beard              | Credentialing Committee Update   |
| Gardner            | Executive Committee Resolution ( <b>GC-24-02-07-EC</b> ) ( <b>Attachment #6</b> )  |
| Davis              | Chairs Report <ul style="list-style-type: none"> <li>• Graduate Student Success Workgroup</li> <li>• Engineering PhD - Graduate Chair Faculty</li> <li>• CIM update</li> <li>• Elections</li> <li>• March Meeting to be held in Drinko 349</li> </ul>  |
| Mummert            | Graduate Studies Report ( <b>Attachment #7</b> )   |
| Schulenberg        | Faculty Senate Report  |
| Davis              | Wrap up  |

**All meetings will be Hybrid.**

- March 29, 2024, Drinko 349S
- April 19, 2024, MSC 2w16-B

**Attachments**

Attachment #1: Graduate Council Minutes, January 26, 2024

Attachment #2: Graduate Faculty Status Candidates

Attachment #3: Planning Committee Report

Attachment #4: Curriculum Committee Report

Attachment #5: Program Review Committee Report

Attachment #6: Resolution

Attachment #7: Graduate Studies Report

**Meeting Called to Order at 1:00 PM**

**WELCOME, INTRODUCTIONS, ANNOUNCEMENTS**

**MOTION TO APPROVE AGENDA**

**APPROVED**

**MOTION TO APPROVE Jan. Meeting Minutes**

**APPROVED**

(See Attachment #1)

**GRADUATE FACULTY STATUS**

(See Attachment #2)

**GC-24-02-01-CRC**

**APPROVED**

**PLANNING COMMITTEE**

(See Attachment #3)

Henning Vauth presented the committee report:

College of Education and Professional Development request

**GC 24-02-02-PC**

- GC approved the catalog clarification for LS EdD admissions criteria. To clearly state that the LS EdD program does not offer provisional admission.

Cross-Level Linked Courses Policy (with catalog change)

**GC 24-02-03-PC**

- GC approved the Cross-Linked Courses Policy

**GC 24-02-04-PC**

- GC approved the catalog change for the Cross-Linked Courses Policy

Discussion Item: Transfer Credit Policy

Curriculum Committee had discussed the policy informally, and Richard E. presented the committee's issues:

- Individual programs retaining full rights to make decisions

- Programs faced with the decision to transfer clinical/research credits could have concerns because the work for the credit had not been observed by MU faculty.
- Would there be a reason to distinguish types of credit, i.e. clinical/research experiences vs. classroom-based experiences?

Other issues discussed included:

- Extending the acceptance of transfer credits beyond 7 years for extenuating circumstances, such as military service.

## **CURRICULUM COMMITTEE**

(See Attachment #4)

Richard E. presented the report:

### COHP

#### **24-02-05-CC**

- GC voted to approve HS 510 and HS 576 in the Kinesiology program.

## **PROGRAM REVIEW COMMITTEE**

(See Attachment #5)

Isaac Larison presented the report:

#### **24-02-06-CC**

- GC voted to discontinue Bioinformatics Certificate program.

## **CREDENTIALING COMMITTEE**

Update provided by Keith Beard:

- Asked members to remind constituents about Rucker Outstanding Advisor Award. Please send nominations to him by March 1.
- SOM, LCOB, and COHP graduate faculty status entries were reviewed. Deans are working on the corrections.

## **EXECUTIVE COMMITTEE RESOLUTION**

(See Attachment #6)

B. Gardner presented the resolution for GSPA and made motion for approval:

#### **GC-02-07- EC**

- GC voted to approve resolution.

## **GRADUATE COUNCIL CHAIR UPDATES**

Updates from Scott Davis:

- **Graduate Student Success Workgroup:** Meeting is scheduled for Friday, March 1. Discussion items will include: ways of improving grad student success, raising money to help students complete degrees
- **Engineering PhD - Graduate Chair Faculty:** This is similar situation as when DBA began, some faculty have no experience with chairing, so there will be a motion to allow temporary credentialing so faculty will get experience chairing dissertations
- **CIM update-** several items are coming through CIM in March. For the remainder of this year, GC will be using both CIM & paper

- **Elections** – Richard E has been re-elected to GC from SOM, Kimble re-elected for Pharmacy, Music will be different because Henning is ineligible to run (his 8 years are over)
- **March GC Meeting** to be held in Drinko 349

## **GRADUATE STUDIES REPORT**

(See Attachment #7)

Carl M. presented his report:

### **Enrollment update**

Our current graduate spring enrollment on February 16, 2024 is 2,862. Overall, 27% of Marshall's enrollment is at the graduate level. A more detailed set of statistics is attached to this report.

Graduate degree seeking students have increased 2.2% since Spring 2022. These students make up about 91% of our graduate student enrollment. There is a small decrease in non-degree graduate students so far, compared to last spring, although we expect some additional non-degree registrations in the second part of the semester.

There is a significant overlap between graduate and online education. Online graduate students make up 33% of all graduate students, and online graduate students make up 73% of all online students at Marshall.

I have been meeting with each dean to discuss the enrollment trends in their college and the specific needs and requests they have for Graduate Studies, Marketing, and other administrative offices. I am also investigating the decrease in non-degree students in more detail.

### **Graduate Expo**

A graduate expo was held on February 6, 2024. Thank you to all the programs, faculty, and staff who attended. University Communications assisted with marketing, and many other offices contributed to the event. Drawing student attendance is still a challenge. We are considering whether a format change might be appropriate, instead of the current format. Thoughts and suggestions from programs and faculty are very welcome.

- Richard E. suggested modifications to Graduate Expo for next year, including: make it more accessible for people who are driving by (such as a set up by the fountain), consider scheduling the event in the fall, and consider adding "fun" element to attract students (such as MU's Jazz Ensemble could perform)

### **Plans of Study and Provisional Admissions**

The Graduate Studies office is working with the college offices to ensure that all students have a plan of study and that provisionally admitted graduate students are fully admitted promptly.

- Each graduate student should submit a plan of study in their first semester. The plans go to the college offices who review and send them to the Registrar's office to file in Banner.
- Provisionally admitted students must be fully admitted no later than the 12th credit hour. To update the admission status, the program needs to request a credential sheet from Graduate Admissions, complete the form, and return it.

We have been working on a multi-semester plan to reduce the number of students who are out of sync with these requirements. There are reports in MU BERT to identify students who need a plan of study or need to be fully admitted.

Beginning this semester, the college offices are asked to place holds for students who need a plan of study, and the Graduate Studies office will place holds for students who need to be fully admitted. Graduate Studies has sent lists of students who need attention to the college offices. The goal is not to hold up students, but to help them complete the requirements and earn their degree.

## **FACULTY SENATE REPORT**

Shawn Schulenberg presented the following:

## 1. Updates

- a. **AI Taskforce:** The taskforce is meeting every two weeks, and we have separated our work in four strategic priorities: Innovation in Teaching and Learning (Megan Marshall), Research Excellent and Impact (Bill Gardner), AI Technology and Infrastructure (Jodie Penrod), and Operational Efficiency and Compliance (Brian Morgan). We are working on several surveys to learn what faculty are doing in the areas of teaching and research to get some internal data. You should have received an email soliciting proposals for 1 of our 30 Microsoft CoPilot Pro licenses. A number of trainings are also forthcoming, with the first one a basic discussion of differences between chatbots: ChatGPT, Microsoft Copilot, Google Bard, Claude, Perplexity, and more.
- b. **Post-Tenure Review:** Discussions are continuing between the faculty and administration. We're hoping to present it to the Deans shortly for their review before sending it to all faculty.
- c. **General Education Review:** The General Education Review Committee has met a few times already and will be meeting every two weeks. At the first meeting, we talked about some general principles and timeline. The plan is to continue our work through next year and roll this out in Fall 2025.
- d. **One Marshall:** A strategic priority at the university is to work toward "One Marshall." I've been speaking with Jessica from the JSESOM about how we can do this better as an Executive Committee. Some initial topics include policy alignment across units. Where do policy distinctions make sense and where do they not? How can faculty, staff, and students who are mostly off the main campus feel more included in the main campus? Relevant for this body, how can we better create a pipeline from our undergraduate programs to our specialty graduate programs? We're still in the brainstorming stage so we welcome any ideas/suggestions.
- e. **Senate and Standing Committee Elections:** The Senate term is up June 30 so we will hold elections this spring. In addition, we will also be asking the Deans to hold elections for Standing Committees this spring so that we know the full 2024-25 standing committee members in advance. We want this because we want the standing committee to elect their officers in the spring. In the past, some did not hold elections until the fall, and it hurts their ability to get off the ground running.

## 2. Upcoming Meetings/Events

- a. Our next Executive Committee meeting is scheduled for March 4, for items to be taken up at the March 14 Faculty Senate meeting. All recommendations and resolutions for those meetings are due at [senate@marshall.edu](mailto:senate@marshall.edu) by February 23.
  - i. The Faculty Personnel Committee has submitted a number of recommendations already so be on the lookout.
- b. General Faculty Meeting: Monday, April 15 at 4PM in Joan C. Edwards Playhouse.

**Meeting adjourned at 2:03 PM.**

# ATTACHMENT #1

## MU Graduate Council MU Graduate Council Meeting Minutes January 26, 2024 Hybrid Meeting – MSC 2w16-B + Teams

**Members Present:** Beard, Christofero, Davis, Egleton, Gardner, Heaton, Larison, Lucas-Adkins, Meadows, Sardahi, Simonton, Thompson, Vauth

**Members Absent:** Kimble, Vance

**Ex-Officio Voting Members Present:** Schulenberg

**Ex-Officio Non-Voting Members Present:** Maher, Mummert

**Ex-Officio Non-Voting Members Absent:** Mukherjee

**Guests:** Dampier, Lockwood, Lambert, McFarland-Whisman, Capener, Georgel, Ross, P. Saunders, C. Smith, Spradlin, M. Williams, Cantrell-Johnson, McGuffey, M.B. Reynolds, Eagle, G. Midkiff, Carey, Stites, Lankton, Bryan, Ueura

### FINAL Agenda

|                    |  |
|--------------------|--|
| Davis              | Welcome; Quorum; Approval of the Agenda  |
| Davis/Lucas-Adkins | Approval of December 1, 2023 Minutes ( <b>Attachment #1</b> )  |
| Davis/Beard        | Graduate Faculty Status Candidates ( <b>Attachment #2</b> ) ( <b>GC-24-01-01-CRC</b> )   |
| Vauth              | Planning Committee Requests ( <b>Attachment #3</b> ) ( <b>GC-24-01-02-PC to GC-24-01-25-PC</b> )<br>Cross-:Link Course Policy  |
| Egleton            | Curriculum Committee ( <b>Attachment #4</b> ) ( <b>GC-24-01-26-CC to GC-24-01-29-CC</b> )  |
| Larison            | Program Review Report ( <b>Attachment #5</b> ) ( <b>GC-24-01-30-PR to GC-24-01-36-PR</b> )<br>Vote on Graduate Council Recommendation  |
| Beard              | Credentialing Committee Update   |
| Davis              | <b>Chairs Report</b> <ul style="list-style-type: none"><li>• Policy on University Policies-</li><li>• GC Election – Notification of Deans/Nominating Com.</li><li>• Work Group on Graduate Student Success-</li><li>• Survey of Graduate Students (<b>Attachment #6</b>)</li></ul> |
| Mummert            | Graduate Studies Report ( <b>Attachment #7</b> )   |
| Schulenberg        | Faculty Senate Report  |
| Davis              | Wrap up  |

**All meetings will be Hybrid.**

- February 23, 2024, MSC 2w16-B
- March 29, 2024, Drinko 349S
- April 19, 2024, MSC 2w16-B

**Attachments**

Attachment #1: Graduate Council Minutes, December 1, 2023

Attachment #2: Graduate Faculty Status Candidates

Attachment #3: Planning Committee Report

Attachment #4: Curriculum Committee Report

Attachment #5: Program Review Committee Report

Attachment #6: Results - Survey of Graduate Students

Attachment #7: Graduate Studies Report

**Meeting Called to Order at 1:01 PM**

**WELCOME, INTRODUCTIONS, ANNOUNCEMENTS**

**MOTION TO APPROVE AGENDA**

**APPROVED**

**MOTION TO APPROVE Dec. Meeting Minutes**  
(See Attachment 1)

**APPROVED**

**GRADUATE FACULTY STATUS**

(See Attachment 2)

**GC-24-01-01-CRC**

**APPROVED**

**PLANNING COMMITTEE**

(See Attachment 3)

Henning Vauth presented the committee report:

College of Education and Professional Development requests

**GC 24-01-02-PC**

**GC 24-01-03-PC (Companion requests – Same change, two part of the catalog)**

- GC approved these requests to update prerequisite requirements for VoLT certificate

**GC 24-01-04-PC**

- GC approved the addition of M.A. in Applied Behavior Analysis

**GC 24-01-05-PC**

- GC approved change to Leadership Studies, M.A. Educational Leadership Area of Emphasis

**GC 24-01-06-PC**



- GC approved revision to Post M.A. in Educational Leadership (Principal Administrative Licensure)

#### College of Health Professions requests

##### **GC 24-01-07-PC**

- GC approved change in hours for PM-DNP Program

##### **GC 24-01-08-PC**

- GC approved the addition of “Behavioral Health Practice” as an area of emphasis to the Master of Social Work.

#### College of Liberal Arts request

##### **GC 24-01-09-PC**

- GC approved the creation of thesis and non-thesis options for MA and MS students in Geography.

#### Lewis College of Business requests

##### **GC 24-01-10-PC**

- GC approved this request to increase number of hours for the Data Analytics in Healthcare Certificate.

##### **GC 24-01-11-PC**

- GC approved this request to reduce number of required electives for the MBA (Accounting Area of Emphasis)

##### **GC 24-01-12-PC**

- GC approved this request to reduce number of required electives for the MBA (Finance Area of Emphasis)

##### **GC 24-01-13-PC**

- GC approved this request to reduce number of required electives for the MBA (Healthcare Administration Area of Emphasis)

##### **GC 24-01-14-PC**

- GC approved this request to reduce number of required electives for the MBA (Human Resource Management Area of Emphasis)

##### **GC 24-01-15-PC**

- GC approved this request to reduce number of required electives for the MBA (Management Area of Emphasis)

##### **GC 24-01-16-PC**

- GC approved this request to reduce number of required electives for the MBA (Marketing Area of Emphasis)

##### **GC 24-01-17-PC**

- GC approved this request to reduce number of required electives for the MBA (Sports Business Area of Emphasis)

**GC 24-01-18-PC**

- GC approved this request to reduce number of required electives for the MBA (Supply Chain Management Area of Emphasis)

**GC 24-01-19-PC**

- GC approved this request to reduce number of required electives for the MBA (Military Management Area of Emphasis)

**GC 24-01-20-PC**

- GC approved this request for the MBA to move from 36 to 33 credit hours.

**GC 24-01-21-PC**

- GC approved this request to add a course as an additional option for the M.S. in Accountancy Business Analysis and Reporting Area of Emphasis

**GC 24-01-22-PC**

- GC approved this request to add Information Systems and Controls as an Area of Emphasis for the M.S. in Accountancy.

**GC 24-01-23-PC**

- GC approved this request to change required courses to more STEM-focused content and an Information Systems and Control Area of Emphasis for M.S. in Accountancy.

**GC 24-01-24-PC**

- GC approved this request to delete the Nursing Informatics Certificate.

**GC 24-01-25-PC**

- GC approved this request to increase credit hours for the Technology Management Certificate.

**Cross-Linked Courses Discussion Item from Planning Committee:**

- This issue was tabled previously and brought back today for discussion. GC members should take this policy back to constituents for feedback. Shawn S. thought it would be good to explicitly state not to cross-link 100 and 200 level courses. Carl M. added that it is important to have clear policy for registration and accreditation.
- Scott will follow up with registrar to find out how many courses/programs will be affected. Another possible edit will be to change the word “grandfather.”

## **CURRICULUM COMMITTEE**

(See Attachment 4)

B. Gardner presented the committee report, because R. Egleton had to leave for another meeting:

### Lewis College of Business

#### **24-01-26-CC**

- GC voted to approve course title and description change for ACC 615 and course title change for ACC 632. These changes will better reflect the content of the courses.

### College of Liberal Arts

#### **24-01-27-CC**

- GC voted to approve course title and description changes for CMM 673 and CMM 674

### College of Education and Professional Development

#### **24-01-28-CC**

- GC approved course title changes for LS 510 and LS 771.
- GC approved the addition of 11 new courses for the Applied Behavioral Analysis program: ABA 600, ABA 610, ABA 620, ABA 630, ABA 640, ABA 650, ABA 660, ABA 670, ABA 680, ABA 685, and ABA 690

### College of Health Professions

#### **24-01-29-CC**

- GC approved the addition of 2 courses to Nursing: NUR 785 and NUR 786

## **PROGRAM REVIEW COMMITTEE**

(See Attachment #5)

Isaac Larison presented the report:

- Committee recommends that all programs/certificates be continued at current level.

Discussion by GC and guests regarding Bioinformatics Certificate:

- Mary Beth Reynolds asked if the Bioinformatics Certificate decision be tabled until Feb. meeting, since Dean Stites had recommended its discontinuation.
- Dean Stites- very few students have participated in the program, there is not a strong demand for it, some of the required courses do not have faculty available to teach.
- Dean Dampier- concurs with Dean Stites recommendation. This is a certificate involving COS and Engineering.
- Philippe Georgel- emphasizes the need for proper faculty to teach courses, reminded everyone of the time it takes to get a certificate approved, asked that the certificate be dormant not eliminated

- Motion made to refer Bioinformatics Cert. back to Program Review committee for review and discussion and then bring issue back to Feb. GC meeting.
- **GC approved motion to bring Bioinformatics Certificate issue back to Feb. GC meeting.**

Isaac presented programs/certificates by college and GC voted on each:

#### **GC 24-01-30-PR**

##### College of Arts & Media

- GC voted to approve recommendation that M.A. in Music continue at current level

#### **GC 24-01-31-PR**

##### College of Liberal Arts

- GC voted to approve recommendation for the following COLA programs to continue at current level of functioning: MA in Humanities; MA in History; MA in Sociology

#### **GC 24-01-32-PR**

##### College of Liberal Arts

- GC voted to approve recommendation for the following COLA certificates to continue at current level of functioning: Appalachian Studies; Latin; Public History; Women's Studies

#### **GC 24-01-33-PR**

##### College of Science

- GC voted to approve recommendation for MS/MA in Biological Sciences to continue at current level of functioning.

#### **GC 24-01-34-PR**

##### College of Science and COECS

- GC voted to approve the motion to table this decision about the Bioinformatics Certificate until Feb. meeting

#### **GC 24-01-35-PR**

##### College of Health Professions

- GC voted to approve the recommendation for continuance of DPT program at current level.

## **GC 24-01-36-PR**

### School of Pharmacy

- GC voted to approve the recommendation for continuance of the MS/MA in Pharmaceutical Sciences and the PharmD at current level.

Mary Beth Reynolds discussed the meaning of the decision to “continue at current level.” She also distinguished between current level of support and current level of activity; an example is that some programs have low enrollment and the recommendation is to continue them but work to increase their enrollment.

### **CREDENTIALING COMMITTEE**

Update provided by Keith Beard:

- Asked members to remind constituents about Rutgers Outstanding Advisor Award. Please send nominations to him.
- SOM, LCOB, and COHP to be reviewed.

### **GRADUATE COUNCIL CHAIR UPDATES**

Updates from Scott Davis:

- **Policy on University Policies-** Admin. 20 will help delineate procedures, Pres. Smith just signed this, Scott said it is clear in this policy that there is a more formal way for stakeholders to have input. Shawn S. said 3 levels of policy are all on 1 website now. Also, he noted that there is a period of commentary with advanced review time.
- **GC Election** – Notification of Deans/Nominating Com. Scott has communicated with all deans and procedures. Nominees should be sent to Scott by April 1
- **Work Group on Graduate Student Success-** how to help students persist through graduation; The work group will be comprised of GC Exec. Committee, Carl M. and the Foundation; More details to come
- **Survey of Graduate Students (Attachment #6)**  
Scott reviewed some of the findings; there is student interest in SGA for grad students, Themes of interest included: helping students financially and recognizing that some grad students are off campus. Scott recommends EC write a resolution based on these findings asking Pres. to revive Graduate SGA. All agreed. Scott will draft a resolution.

### **GRADUATE STUDIES REPORT**

(See Attachment #7)

Carl M. presented his report:

#### **Enrollment update**

Our current graduate spring enrollment on January 26, 2024 is 2,851, which is an increase of 5.6% over the same day in Spring 2023. We are on track for our total graduate enrollment this spring to exceed the total enrollment from Spring 2023 once professional development students register. Additional updates will be provided at the February meeting.

### **Graduate Expo**

There will be a graduate recruiting event on February 6 from noon to 1:30pm in the Memorial Student Center, Huntington. All colleges with graduate programs have been contacted.

### **BOG Presentation**

The presentation about Graduate Studies that was presented to the Board of Governors in December 2023 will be available with the Graduate Council minutes.

### **Full-time Enrollment for Summer Terms**

Graduate Studies is working with Finance, Financial Aid, and the Registrar's office to determine how we can implement the Graduate Council resolution to adjust the required enrollment for full-time graduate students in the summer. Based on an assessment of financial impact and state code, it would not be feasible to adjust the way that summer tuition is computed. We are exploring how schools such as WVU implement this policy to determine financial aid eligibility, separately from billing.

We will be able to immediately implement the change with respect to graduate assistant positions. Students will generally need to enroll in 6 credit hours during the summer for a 20-hour GA position.

### **Catalog Update**

The 2023-2024 catalog is publicly available at <https://catalog.marshall.edu>.

I would like to thank Su Tams for her dedicated multi-decade service as catalog editor. The 2023-2024 catalog will be her final catalog before retirement this spring.

An email is being prepared to send to all faculty with the procedure for requesting catalog changes this spring for the 2024-2025 catalog.

We are taking several steps to speed up catalog publication in the future:

- The catalog editing duties will be transitioned from University Communications to a position at the Registrar's Office. There is an ongoing search for this position. The change will mean that the same office handles Banner, Catalog, and Degree Works updates.
- The CIM curriculum software, which is in active testing, will replace paper forms and prevent items from being lost "in process".

### **FACULTY SENATE REPORT**

Shawn Schulenberg presented the following:

1. Spring Commencement Speaker/Honorary Degree Nominations: In the fall, the Senate significantly revised the nomination process for both honorary degree candidates and commencement speakers to solicit nominations from the entire university community. This semester marks the inaugural implementation of this policy. The nomination period concluded on January 8, with the committee convening on January 10 to deliberate, and forwarding our choices to the President the same day. He is now reaching out to commencement speaker candidates from our list. We anticipate advancing the formal nominations at our meeting next month.
2. Post-Tenure Review: The ad hoc committee for post-tenure review has completed its preliminary draft. We are preparing to collaborate with the administration to review and refine its core components with our first meeting next week. Following this alignment, the committee plans to organize a series of town halls to facilitate public discourse.

3. Presidential AI Taskforce: To accelerate our work on generative AI, we are convening a Presidential AI Taskforce, chaired by myself and Bill Gardner, with the goal of becoming a global university leader in generative AI. We are in the process of drafting the scope, framework, and goals of this taskforce, and I will report more next month.
4. General Education Review: The General Education Review Committee met for the first time this morning. We talked about some general principles and timeline. The committee will meet every two weeks. The plan is to continue our work through next year and roll this out in Fall 2025.
5. One Marshall: A strategic priority at the university is to work toward “One Marshall.” While our administration is working toward this on their side, we’re going to be opening a discuss in the Executive Committee next week about ways we can also approach this as faculty. Some initial topics include policy alignment across units. Where do policy distinctions make sense and where do they not? How can faculty, staff, and students who are mostly off the main campus feel more included in the main campus? Relevant for this body, how can we better create a pipeline from our undergraduate programs to our specialty graduate programs? We’re still in the brainstorming stage so we welcome any ideas/suggestions.
6. Standing Committee Review: Based on some conversations with Dr. Robin Riner as chair of the Ad Hoc Shared Governance Committee, I would like to begin a review of the Faculty Senate Standing Committees' work. We want to know what is working, what is not working, and where we would improve. We have identified some best practices for committee reviews looking at other universities, and I have tasked Hailey to internally catalog the work presented from each committee over the past 18 months from our Faculty Senate Meeting Minutes, liaison reports, End of Year reports, and a review of recommendations/resolutions sent to the Senate. With this preliminary data, I will be soon calling on the Standing Committee liaison, in consultation with Standing Committee chairs, to meet to review this data, and then suggest specific proposals to ensure that we are being thoughtful, efficient, and comprehensive with our work.
7. Senate and Standing Committee Elections: The Senate term is up June 30 so we will hold elections this spring. We also did a reapportionment this fall as dictated by the faculty constitution, so the number of representatives per academic unit will change for some. We will also be asking the Deans to hold elections for Standing Committees this spring so that we know the full 2024-25 standing committee member in advance. We want this because we want the standing committee to elect their officers in the spring. In the past, some have not held elections until the fall, and it hurts their ability to get off the ground running.
8. Upcoming Meetings/Events: Our next Executive Committee meeting is scheduled for February 5, for items to be taken up at the February 15 Faculty Senate meeting. All recommendations and resolutions for those meetings are due at [senate@marshall.edu](mailto:senate@marshall.edu) by January 26 (today). Please put the General Faculty Meeting on your calendar, April 15 at 4PM in the Joan C. Edwards Playhouse.

**WRAP UP**

- Chair expressed appreciation to all for their hard work this month.
- Special thanks to: Henning V. for the work of the Planning Committee (there were many requests to review this month; Conrae L. for taking minutes; Isaac L. for the work of the Program Review Committee; and Shawn S. for the work on behalf of the Faculty Senate.

**Meeting adjourned at 2:22 PM.**



## Graduate Faculty Status Candidates

January 26, 2024

(GC-24-01-01CRC)

| TYPE   | FACULTY MEMBER       | E-MAIL                  | COLLEGE/SCHOOL | DEPARTMENT/DIVISION                      | GRADUATE FACULTY LEVEL | TERM START | TERM EXPIRES |
|--------|----------------------|-------------------------|----------------|--|------------------------|------------|--------------|
| Add    | Bailey, Bonnie       | philli32@marshall.edu   | COEPD          | counseling                               | Associate              | 01/13/2027 | 05/15/30     |
| Add    | Banks, Tamara        | banks5@marshall.edu     | COEPD          | counseling                               | Associate              | 08/21/2023 | 12/15/26     |
| Add    | Bennett, Emily       | barnard11@marshall.edu  | COEPD          | counseling COEPD                         | Associate              | 01/08/2024 | 05/15/27     |
| Add    | Chapman, Sarah       | BECKETT25@marshall.edu  | COEPD          | Special Education COEPD                  | Associate              | 01/13/2027 | 05/15/30     |
| Add    | Clendinning, Chava   | haas22@marshall.edu     | COEPD          | Counseling COEPD                         | Associate              | 01/08/2024 | 05/15/27     |
| Add    | Coe, Marion          | coem@marshall.edu       | COLA           | Anthropology                             | Graduate               | 01/08/2024 | 05/15/29     |
| Add    | Cook, Stephen        | cookst@marshall.edu     | SOP            | School of Pharmacy                       | Graduate               | 01/08/2024 | 05/15/29     |
| Add    | Corrigan, Michael    | corrigan@marshall.edu   | COEPD          | Curriculum, Instruction, and Foundations | Graduate               | 01/13/2027 | 05/15/32     |
| Add    | Daniels, Jacqueline  | danielsja@marshall.edu  | COEPD          | Leadership Studies                       | Associate              | 08/21/2023 | 12/15/26     |
| Add    | Davis, Elbert        | davis13@marshall.edu    | COEPD          | Elementary and Secondary Education       | Associate              | 01/08/2024 | 05/15/27     |
| Add    | Dellinger, Jennifer  | dellingerj@marshall.edu | COEPD          | Curriculum and Instruction COEPD         | Associate              | 01/08/2024 | 05/15/27     |
| Add    | Dingess, Kimberly    | dingess79@marshall.edu  | COS            | Biology                                  | Associate              | 01/08/2024 | 05/15/27     |
| Add    | Ferguson, Annette    | taylor171@marshall.edu  | COHP           | School of Nursing                        | Graduate               | 08/21/2023 | 12/15/28     |
| Add    | Haylette, Amy        | megrewa@marshall.edu    | COEPD          | Special Education COEPD                  | Associate              | 01/08/2024 | 05/15/27     |
| Add    | Humphrey, Jamie      | humphrey60@marshall.edu | COLA           | Psychology                               | Associate              | 01/08/2024 | 05/15/27     |
| Add    | Manne, Nandini Durga | manne@marshall.edu      | SOP            | School of Pharmacy                       | Graduate               | 01/08/2024 | 05/15/29     |
| Add    | Osterwise, Rebecca   | osterwise@marshall.edu  | COLA           | Psychology                               | Associate              | 01/08/2024 | 05/15/27     |
| Add    | Pile, Thomas         | pile@marshall.edu       | SOP            | School of Pharmacy                       | Graduate               | 01/08/2024 | 05/15/29     |
| Add    | Platz, Mary          | platzm@marshall.edu     | SOP            | School of Pharmacy                       | Graduate               | 01/08/2024 | 05/15/29     |
| Add    | Ramsburg, Lisa       | kruzan1@marshall.edu    | COHP           | School of Nursing                        | Graduate               | 08/21/2023 | 12/15/28     |
| Add    | Robertson, Paul      | robertsonp@marshall.edu | COLA           | English                                  | Associate              | 01/08/2024 | 05/15/27     |
| Delete | Adams, Deborah       | adams296@marshall.edu   | COEPD          | Special Education                        | Instructor             | 08/21/2017 | 12/13/2019   |
| Delete | Backus, Melinda      | backus5@marshall.edu    | COEPD          | CIF                                      | Graduate^              | 08/22/2016 | 12/10/2021   |
| Delete | Behrman, Robert      | behrman@marshall.edu    | COLA           | Political Science                        | Graduate^              | 08/20/2018 | 12/08/2023   |
| Delete | Blevins, Raymond     | blevins26@marshall.edu  | COEPD          | Counseling                               | Instructor             | 08/26/2019 | 12/10/2021   |
| Delete | Brammer, Camilla     | brammer@marshall.edu    | COLA           | Communication Studies                    | Instructor             | 08/23/2021 | 12/08/2023   |

| TYPE   | FACULTY MEMBER      | E-MAIL                        | COLLEGE/SCHOOL | DEPARTMENT/DIVISION        | GRADUATE FACULTY LEVEL | TERM START | TERM EXPIRES |
|--------|---------------------|-------------------------------|----------------|----------------------------|------------------------|------------|--------------|
| Delete | Brooks, Monica      | monica.brooks@marshall.edu    | COEPD          | ITL                        | Associate^             | 08/21/2017 | 12/11/2020   |
| Delete | Campbell, Elizabeth | campbell@marshall.edu         | COEPD          | Elem/Sec Ed                | Doctoral               | 08/21/2017 | 12/09/2022   |
| Delete | Clark, Deborah      | davis513@marshall.edu         | COEPD          | Elem/Sec Ed                | Instructor             | 01/13/2020 | 05/06/2022   |
| Delete | Daniel, Abby        | daniel84@marshall.edu         | COLA           | English                    | Graduate^              | 08/20/2018 | 12/08/2023   |
| Delete | Garnett, Richard    | garnett@marshall.edu          | COLA           | Sociology/Anthropology     | Graduate^              | 08/20/2018 | 12/08/2023   |
| Delete | Joy, James          | joy@marshall.edu              | COS            | Biology                    | Graduate^              | 01/14/2019 | 01/14/2024   |
| Delete | Lawrence, Bonita    | lawrence@marshall.edu         | COS            | Mathematics & Physics      | Graduate^              | 08/20/2018 | 12/08/2023   |
| Delete | Lusk, Kelly         | lusk@marshall.edu             | COEPD          | Special Education          | Instructor             | 08/21/2017 | 12/13/2019   |
| Delete | Mallory, David      | mallory@marshall.edu          | COS            | Biological Sciences        | Graduate^              | 08/20/2018 | 12/08/2023   |
| Delete | Mayes, Kelli        | mayes@marshall.edu            | COEPD          | Elem/Sec Ed                | Instructor             | 01/13/2020 | 05/06/2022   |
| Delete | McDilda, Kathy      | kmedilda@WVSTATEU.EDU         | COEPD          | Elem/Sec Ed                | Associate^             | 01/09/2017 | 05/08/2020   |
| Delete | Mewaldt, Steven     | mewaldt@marshall.edu          | COLA           | Psychology                 | Doctoral               | 08/20/2018 | 12/08/2023   |
| Delete | Patterson, Susan    | Susan.A.Patterson@WV.GOV      | COEPD          | Special Ed                 | Instructor             | 06/10/2019 | 06/10/2021   |
| Delete | Prejean, Kelli      | gradk@marshall.edu            | COLA           | English                    | Graduate^              | 08/20/2018 | 12/08/2023   |
| Delete | Prewett, Peter      | prewett@marshall.edu          | COEPD          | School Psych               | Instructor             | 08/21/2017 | 12/13/2019   |
| Delete | Rosenblum, Penny    | rosenblu@emmail.arizona.edu   | COEPD          | Special Ed                 | Instructor             | 08/26/2019 | 12/10/2021   |
| Delete | Sullivan, Donna     | sullivd@marshall.edu          | COLA           | Sociology                  | Graduate^              | 08/20/2018 | 12/08/2023   |
| Delete | Sullivan, Donna     | sullivd@marshall.edu          | COLA           | Sociology                  | Graduate^              | 08/20/2018 | 12/08/2023   |
| Delete | Trowbridge, David   | david.trowbridge@marshall.edu | COLA           | History                    | Graduate^              | 08/20/2018 | 12/08/2023   |
| Delete | Vittorio, Jamie     | mebride6@marshall.edu         | COEPD          | Special Education          | Instructor             | 08/21/2017 | 12/13/2019   |
| Edit   | Arthur, C. Damien   | arthur133@marshall.edu        | COLA           | Political Science          | Graduate               | 01/08/2024 | 05/15/29     |
| Edit   | Atkins, Melissa     | stinson8@marshall.edu         | COLA           | Psychology                 | Graduate Chair         | 01/08/2024 | 05/15/29     |
| Edit   | Barris, Jeremy      | barris@marshall.edu           | COLA           | HUM                        | Associate              | 01/08/2024 | 05/15/27     |
| Edit   | Beard, Keith        | beard@marshall.edu            | COLA           | Psychology                 | Graduate Chair         | 01/08/2024 | 05/15/29     |
| Edit   | Chrol, E. Del       | chrol@marshall.edu            | COLA           | Classics                   | Graduate               | 01/08/2024 | 05/15/29     |
| Edit   | Clemens, Sarah      | nuckles@marshall.edu          | COHP           | Communication Disorders    | Associate              | 08/21/2023 | 12/15/26     |
| Edit   | Damai, Puspa        | damai@marshall.edu            | COLA           | English                    | Graduate               | 01/08/2024 | 05/15/29     |
| Edit   | Day-Brown, Jonathan | daybrown@marshall.edu         | COLA           | Psychology                 | Graduate Chair         | 01/08/2024 | 05/15/29     |
| Edit   | DeMuth, Robert      | demuth@marshall.edu           | COLA           | Sociology and Anthropology | Associate              | 08/21/2023 | 12/15/26     |
| Edit   | Diener, Laura       | diener@marshall.edu           | COLA           | History                    | Graduate               | 01/08/2024 | 05/15/29     |
| Edit   | Ellison, Robert     | ellisonr@marshall.edu         | COLA           | English                    | Graduate               | 01/08/2024 | 05/15/29     |
| Edit   | Ellison, Robert     | ellisonr@marshall.edu         | COLA           | English                    | Graduate Chair         | 01/08/2024 | 05/15/29     |
| Edit   | Kirby, Jennifer     | tiano@marshall.edu            | COLA           | Psychology                 | Graduate               | 01/08/2024 | 05/15/29     |
| Edit   | Lassiter, Luke      | lassiter@marshall.edu         | COLA           | Grad. Humanities           | Graduate Chair         | 01/08/2024 | 05/15/29     |

| TYPE | FACULTY MEMBER       | E-MAIL                    | COLLEGE/SCHOOL | DEPARTMENT/DIVISION   | GRADUATE FACULTY LEVEL | TERM START | TERM EXPIRES |
|------|----------------------|---------------------------|----------------|-----------------------|------------------------|------------|--------------|
| Edit | Law, Kevin           | law14@marshall.edu        | COLA           | Geography             | Graduate               | 01/08/2024 | 05/15/29     |
| Edit | Leonard, James       | leonard@marshall.edu      | COLA           | Geography             | Graduate Chair         | 01/08/2024 | 05/15/29     |
| Edit | Linz, Thomas         | tlinz@marshall.edu        | COLA           | Psychology            | Graduate               | 01/08/2024 | 05/15/29     |
| Edit | Nolte, Ian           | noite3@marshall.edu       | COLA           | ENG                   | Associate              | 01/08/2024 | 05/15/27     |
| Edit | Patnaik, Sumeeta     | patnaik1@marshall.edu     | COLA           | English               | Associate              | 01/08/2024 | 05/15/27     |
| Edit | Peckham, Joel        | peckhamj@marshall.edu     | COLA           | English               | Graduate               | 01/08/2024 | 05/15/29     |
| Edit | Peckham, Rachael     | peckham@marshall.edu      | COLA           | English               | Graduate               | 01/08/2024 | 05/15/29     |
| Edit | Powell, Jeffrey      | powell@marshall.edu       | COLA           | Philosophy            | Graduate               | 01/08/2024 | 05/15/29     |
| Edit | Rutherford, Phillipp | rutherfordp@marshall.edu  | COLA           | History               | Associate              | 01/08/2024 | 05/15/27     |
| Edit | Salary, Roozbeh      | Salary@marshall.edu       | CECS           | Engineering           | Graduate Chair         | 01/08/2024 | 05/15/29     |
| Edit | Schulenberg, Shawn   | schulenberg@marshall.edu  | COLA           | Political Science     | Graduate               | 01/08/2024 | 05/15/29     |
| Edit | Tabyshalieva, Anara  | tabyshalieva@marshall.edu | COLA           | History               | Graduate               | 01/08/2024 | 05/15/29     |
| Edit | Tarter, Barbara      | tarterb@marshall.edu      | COLA           | Communication Studies | Graduate Chair         | 01/08/2024 | 05/15/29     |
| Edit | Timmons, Mark        | timmonsm@marshall.edu     | COHP           | School of Kinesiology | Graduate               | 08/21/2023 | 12/15/28     |
| Edit | Underhill, Stephen   | underhills@marshall.edu   | COLA           | CMM                   | Graduate               | 01/08/2024 | 05/15/29     |
| Edit | Walz, Anita          | walz@marshall.edu         | COLA           | Geography             | Graduate               | 01/08/2024 | 05/15/29     |

**Attachment #3**  
**Planning Committee Report**  
**January 26, 2024**

**College of Education and Professional Development (6)**

1. **(GC-24-01-02-PC)**

Non-Curricular Change

Department: Counseling

Degree Program: Violence, Loss, and Trauma Certificate of Advanced Studies (VoLT Cert.)

Effective: Spring 2024

Rationale: Update Prerequisite requirements (change minimum grade in COUN 555 from C to B)

*Academic Planning Committee recommends approval.*

2. **(GC-24-01-03-PC)**

Non-Curricular Change

Department: Counseling

Degree Program: Violence, Loss, and Trauma Certificate of Advanced Studies (VoLT Cert.)

Effective: Spring 2024

Rationale: Update Prerequisite requirements (change minimum grade in COUN 555 from C to B)

*Academic Planning Committee recommends approval.*

3. **(GC-24-01-04-PC)**

Addition, Deletion, or Change of a Major or Degree

Department: Special Education

Major or Degree: M.A. in Applied Behavior Analysis

Type of Change: Addition

Effective: Fall 2024

**Rationale:** Obtaining an advanced degree in Applied Behavior Analysis (ABA) and subsequent board certification currently is in high demand nationally. The proposed degree will allow students to obtain 33 hours of coursework in ABA. Completion of the program will provide students with a master's degree and allow them to sit for the Board Certified Behavior Analyst® (BCBA®) exam and, where applicable, become certified or licensed to practice. The program's learning outcomes align with Marshall University's educational mission and Strategic Vision. The program will provide students with a high-quality professional degree that will help address needs in the job market across the state. Students will be able to outline multiple solutions to a problem, generate innovations, engage in ethical and civic thinking, and use information literacy and inquiry-based reasoning. Courses will be offered online to increase access to the program regionally and nationally.

*Academic Planning Committee recommends approval.*

4. **(GC-24-01-05-PC)**

Addition, Deletion, or Change of a Major or Degree

Department: Leadership Studies

Major or Degree: Leadership Studies, M.A., Educational Leadership Area of Emphasis

Type of Change: Change

Rationale:

We have been closely evaluating our college's enrollment trends and the structure of our principalship program to better serve our students. We've noticed that other institutions, namely Fairmont, Concord, and WV State, offer a principalship program that includes not only the principalship certification but also the supervisor and superintendent certifications. Remarkably, they manage to do this with fewer required hours. This has raised some concerns among our students, as we have received multiple requests to reinstate both the supervisor and superintendent certifications, which we offered in the past. These certifications are listed in our catalog as being revised. We believe it is time to revise them.

We believe that reinstating these certifications could be a valuable addition to our program, allowing our students to gain a competitive edge and a broader skill set. Moreover, it may help us address our enrollment challenges by offering a more comprehensive program.

*Academic Planning Committee recommends approval.*

## 5. (GC-24-01-06-PC)

Addition, Deletion, or Change of a Certificate

Department: Leadership Studies

Name of Certificate: Post-Master of Arts Degree in Educational Leadership (Principal Administrative Licensure)

Credit Hours: 18

Type of Change: Change

Rationale:

**The revision of the Post Master of Arts Degree in Educational Leadership (Principal Administrative Licensure ) opens the door to program expansion, enabling us to provide valuable additional endorsements. We consistently receive inquiries from highly accomplished students who have completed a Master of Arts program in Leadership studies with a focus on education.**

**Both local institutions and online platforms offer similar programs, and it's crucial that we stay competitive in this regard. Our dual approach, combining the advantages of a physical campus presence with an online degree option aligns perfectly with the preferences of both students and employers.**

*Academic Planning Committee recommends approval.*

## College of Health Professions (2)

### 6. (GC-24-01-07-PC)

Non-Curricular Change

Department: Nursing

Degree Program: PM-DNP Program

Effective: Spring 2024

Rationale:

Change in the number of credit hours for completion of the Post Master Doctor of Nursing Practice (PM-DNP) program from 36 credit hours to 36-42 credit hours. The rationale for the change is the addition of up to two (2) independent study courses for completion of required clinical/practicum hours.

Graduates are required to have a total of 1000 clinical/practicum hours from their (masters/doctoral program) to be awarded a PM-DNP degree. The current DNP program curriculum provides 540 clinical

hours. The independent study courses would allow students to earn up to an additional 60-360 clinical/practicum hours. Students that enroll in the program that do not have the 500 hours from their MSN program would be required to enroll in the independent study course(s) to meet the required clinical hours for graduation from the PM-DNP program.

*Academic Planning Committee recommends approval.*

**7. (GC-24-01-08-PC)**

Addition, Deletion, or Change of an Area of Emphasis

Department: Social Work

Degree Program: Master of Social Work

Area of Emphasis: Behavioral Health Practice

Type of Change: Addition

Effective: Spring 2024

Rationale:

This is to request the addition of an AOE (perhaps GHD2) for "Behavioral Health Practice". This AOE is/will be delivered in the hybrid/face-to-face model. It admits students at the generalist or advanced level.

Per Provost Mummert: This will enable "all students to be admitted to the H D major code and either GHD1 (Behavioral Health Administration, a request of which is being submitted simultaneously with this one) or GHD2 Behavioral Health Practice. Creating an AOE code of GHD2 for Behavioral Health Practice will let us clarify the application so that applicants make the AOE choice when they apply. The AOE codes would set their curriculum correctly in Degree Works, and we would put students in the face to face/hybrid program option when they are admitted."

*Academic Planning Committee recommends approval.*

**College of Liberal Arts (1)**

**8. (GC-24-01-09-PC)**

Addition, Deletion, or Change of a Major or Degree

Department: Geography

Major or Degree: M.A/MS. in Geography

Type of Change: Change

Effective: Fall 2024

Rationale: External reviewers for our 5-year program review suggested the change in MS application requirements to attract more MS students. Based on their recommendations we are making our MS application requirements identical to our MA application requirements. We are creating thesis and non-thesis options for both MA and MS students where previously only MS students wrote theses and MS students did not have a non-thesis option. This will provide more flexibility for students to get either degree.

*Academic Planning Committee recommends approval.*

**Lewis College of Business (16)**

**9. (GC-24-01-10-PC)**

Addition, Deletion, or Change of a Certificate

Department: Management and HCA

Name of Certificate: Data Analytics in Healthcare, Graduate Certificate

Type of Change: Change from choosing 9 credit hours to 12 credit hours, which changes the total credit hours from 15 to 18.

Effective: Spring 2024

Rationale: To increase the credit hours to 18 to make the certificate more rigorous.

*Academic Planning Committee recommends approval.*

**10. (GC-24-01-11-PC)**

Addition, Deletion, or Change of an Area of Emphasis

Department: Lewis College of Business

Degree Program: MBA  
Area of Emphasis: Accounting  
Type of Change: Deletion  
Effective: Fall 2024

Rationale: Reducing number of electives required so the courses needed for the areas of emphasis will not be available. The areas of emphasis are not popular with students and require extra teaching resources that can be used elsewhere in the program and in other programs.

*Academic Planning Committee recommends approval.*

### 11. (GC-24-01-12-PC)

Addition, Deletion, or Change of an Area of Emphasis  
Department: Lewis College of Business  
Degree Program: MBA  
Area of Emphasis: Finance  
Type of Change: Deletion  
Effective: Fall 2024

Rationale: Reducing number of electives required so the courses needed for the areas of emphasis will not be available. The areas of emphasis are not popular with students and require extra teaching resources that can be used elsewhere in the program and in other programs.

*Academic Planning Committee recommends approval.*

### 12. (GC-24-01-13-PC)

Addition, Deletion, or Change of an Area of Emphasis  
Department: Lewis College of Business  
Degree Program: MBA  
Area of Emphasis: Healthcare Administration  
Type of Change: Deletion  
Effective: Fall 2024

Rationale: Reducing number of electives required so the courses needed for the areas of emphasis will not be available. The areas of emphasis are not popular with students and require extra teaching resources that can be used elsewhere in the program and in other programs.

*Academic Planning Committee recommends approval.*

### 13. (GC-24-01-14-PC)

Addition, Deletion, or Change of an Area of Emphasis  
Department: Lewis College of Business  
Degree Program: MBA  
Area of Emphasis: Human Resource Management  
Type of Change: Deletion  
Effective: Fall 2024

Rationale: Reducing number of electives required so the courses needed for the areas of emphasis will not be available. The areas of emphasis are not popular with students and require extra teaching resources that can be used elsewhere in the program and in other programs.

*Academic Planning Committee recommends approval.*

**14. (GC-24-01-15-PC)**

Addition, Deletion, or Change of an Area of Emphasis

Department: Lewis College of Business

Degree Program: MBA

Area of Emphasis: Management

Type of Change: Deletion

Effective: Fall 2024

Rationale: Reducing number of electives required so the courses needed for the areas of emphasis will not be available. The areas of emphasis are not popular with students and require extra teaching resources that can be used elsewhere in the program and in other programs.

*Academic Planning Committee recommends approval.*

**15. (GC-24-01-16-PC)**

Addition, Deletion, or Change of an Area of Emphasis

Department: Lewis College of Business

Degree Program: MBA

Area of Emphasis: Marketing

Type of Change: Deletion

Effective: Fall 2024

Rationale: Reducing number of electives required so the courses needed for the areas of emphasis will not be available. The areas of emphasis are not popular with students and require extra teaching resources that can be used elsewhere in the program and in other programs.

*Academic Planning Committee recommends approval.*

**16. (GC-24-01-17-PC)**

Addition, Deletion, or Change of an Area of Emphasis

Department: Lewis College of Business

Degree Program: MBA

Area of Emphasis: Sports Business

Type of Change: Deletion

Effective: Fall 2024

Rationale: Reducing number of electives required so the courses needed for the areas of emphasis will not be available. The areas of emphasis are not popular with students and require extra teaching resources that can be used elsewhere in the program and in other programs.

*Academic Planning Committee recommends approval.*

**17. (GC-24-01-18-PC)**

Addition, Deletion, or Change of an Area of Emphasis

Department: Lewis College of Business

Degree Program: MBA

Area of Emphasis: Supply Chain Management

Type of Change: Deletion

Effective: Fall 2024

Rationale: Reducing number of electives required so the courses needed for the areas of emphasis will not be available. The areas of emphasis are not popular with students and require extra teaching resources that can be used elsewhere in the program and in other programs.

*Academic Planning Committee recommends approval.*



**18. (GC-24-01-19-PC)**

Addition, Deletion, or Change of an Area of Emphasis

Department: Lewis College of Business

Degree Program: MBA

Area of Emphasis: Military Management

Type of Change: Deletion

Effective: Fall 2024

Rationale: Reducing number of electives required so the courses needed for the areas of emphasis will not be available. The areas of emphasis are not popular with students and require extra teaching resources that can be used elsewhere in the program and in other programs.

*Academic Planning Committee recommends approval.*

**19. (GC-24-01-20-PC)**

Addition, Deletion, or Change of a Major or Degree

Department: Lewis College of Business

Degree Program: MBA

Type of Change: Change

Effective: Fall 2024

Rationale: The MBA program is moving from 36 to 33 credit hours to make it easier to complete in one year and make it more competitive in the market. To do so, it is deleting 6 credits of electives and adding a 3 credit hour required course.

*Academic Planning Committee recommends approval.*

**20. (GC-24-01-21-PC)**

Addition, Deletion, or Change of an Area of Emphasis

Department: Accountancy and Legal Environment

Degree Program: M.S. in Accountancy

Area of Emphasis: Business Analysis and Reporting

Type of Change: Change

Effective: Fall 2024

Rationale: Adding a course as an additional option for the area of emphasis.

*Academic Planning Committee recommends approval.*

**21. (GC-24-01-22-PC)**

Addition, Deletion, or Change of an Area of Emphasis

Department: Accountancy and Legal Environment

Degree Program: M.S. in Accountancy

Area of Emphasis: Information Systems and Controls

Type of Change: Addition

Effective: Fall 2024

Rationale: The AICPA is making changes to the CPA exam that encourage the specialization in areas of accounting practice. To better prepare students for taking the revised version of the CPA exam, the proposed change would create an area of emphasis in Information Systems and controls, which is one of the new exam sections.

*Academic Planning Committee recommends approval.*

## 22. (GC-24-01-23-PC)

Addition, Deletion, or Change of a Major or Degree

Department: Accountancy and Legal Environment

Degree Program: M.S. in Accountancy

Type of Change: Change

Effective: Fall 2024

Rationale: To change required courses to provide more STEM focused content and an Information Systems and Controls area of emphasis This will better align our program with the needs of our stakeholders and students as accounting firms and other employers are looking for students with more STEM skills. It will also better prepare students for the CPA exam. We are also requesting to change the CIP code from 52.0301 to the STEM CIP code 52.1399.

*Academic Planning Committee recommends approval.*

## 23. (GC-24-01-24-PC)

Addition, Deletion, or Change of a Certificate

Department: Management and HCA

Name of Certificate: Nursing Informatics

Type of Change: Deletion

Effective: Spring 2024

Rationale: Enrollments have previously been suspended in this program due to very few enrollments. It is now time to delete the certificate. In essence, there was very little interest from students in the certificate. The college already has a graduate certificate in Data Analytics that is very similar to the Nursing Informatics certificate. It doesn't make sense to support both certificates.

*Academic Planning Committee recommends approval.*

## 24. (GC-24-01-25-PC)

Addition, Deletion, or Change of a Certificate

Department: Marketing/MIS/Entr

Name of Certificate: Technology Management

Type of Change: Change from choosing three courses (9 credit hours) to choosing four courses (12 credit hours)

Effective: Spring 2024

Rationale: To Increase the credit hours to 18 to make the certificate more rigorous.

*Academic Planning Committee recommends approval.*

## Policy on Cross-Level Linked Courses

The Graduate Council supports the limited use of Cross-Level Linked Courses (CLLC). Cross-Level Linked Courses refer to two courses, one undergraduate and one graduate, which are offered concurrently, in the same place, with the same instructor. Cross-Level Linked Courses supported by the Graduate Council include 400/500 and 400/600 courses. The Graduate Council does not recognize or support 300/600 level courses after the spring 2024 semester. The Graduate Council encourages the general practice of having separate and distinct undergraduate and graduate courses that are not linked in most circumstances but recognizes that CLLCs may be used on a limited basis if measures are in place that identify how the undergraduate and graduate courses differ. As such, the two courses must have a separate syllabus and address all the following:

1. The graduate course must result in a deeper understanding of the course material compared to the undergraduate course with which it is Cross-level Linked.
2. The graduate course assignments must differ from those of the undergraduate course in quality/depth/rigor, and quantity. This could include a difference in reading assignments, course textbooks, projects, or assignment scope.
3. The graduate course should include greater opportunities for independent study.
4. The graduate course must have learning objectives that are written with a higher level of expectation (e.g., Bloom's Taxonomy). For instance, a greater focus on analysis, evaluation, and creation.
5. The assessment or evaluation of student performance (e.g., examination, written assignments, presentations, applied projects) should be different both qualitatively and quantitatively.
6. Course outcomes should reflect a clear distinction of academic preparation of the graduate students compared to the undergraduate students.
7. The graduate course must be commensurate in academic rigor with other graduate-level courses offered by the program or department.
8. Prerequisites should be appropriate for each course.

The existing CLLC's will be "grandfathered" through spring 2025; however, a continuation of these CLLCs after that time will require Graduate Council approval. All requests for new Cross-Level Linked Courses will require submission of *GC#11 Cross-Level Linked Courses Addition* form and both syllabi, which clearly address the above requirements. The program must also provide a rationale for why Cross-Level Linked Courses are required and why distinct undergraduate and graduate courses are not practical. Requests for CLLCs will follow the normal approval process for course additions (i.e., approval by the Department Chairperson, Register, College Curriculum Committee, and the Graduate Council); however, the Graduate Council Chairperson and the Assistant Provost for Graduate Studies may collectively approve short-term (one academic year) emergency requests. New course requests must be submitted on the Graduate Council *GC#11 Cross-Level Linked Course Addition* request form. Departments are not permitted to offer more than 25% of their graduate courses as 400/600 Cross-Level Linked Courses.

**Attachment #4**  
**Curriculum Committee**  
**January 26, 2024**

**Lewis College of Business (GC-24-01-26-CC)**

**LCOB 1** course title and description change, I course title change

**ACC 615 - COURSE TITLE CHANGE AND COURSE DESCRIPTION CHANGE**

Department: Accountancy and Legal Environment

Current Course Number/Title: ACC 615 Audit Theory & Practice

New Course Title: Audit Practice & Analytics

Rationale: To better reflect course content.

Course Description (old): Legal and social responsibilities of the auditor. Verification of financial statements by independent public accountants and internal auditors.

Course Description (new): Legal and social responsibilities of the auditor. Verification of financial statements by independent public accountants and internal auditors including analytics, sampling, and substantive testing.

Catalog Description: Legal and social responsibilities of the auditor. Verification of financial statements by independent public accountants and internal auditors including analytics, sampling, and substantive testing.

Vote Approve

**ACC 632 - COURSE TITLE CHANGE**

Department: Accountancy and Legal Environment

Current Course Number/Title: ACC 632 Auditing AIS

New Course Title: AIS Controls

Rationale: To better reflect course content.

Catalog Description: An overview of accounting information systems auditing, controls, and governance. Uses both lecture and case analyses to learn about controls and identify their strengths and weaknesses.

Vote Approve

**College of Liberal Arts (GC-24-01-27-CC)**

COLA 2 course title and description changes

**CMM 673 - COURSE TITLE CHANGE AND COURSE DESCRIPTION CHANGE**

**COURSE DESCRIPTION CHANGE**

Department: Communication Studies

Course Number and Title: CMM 673 Sem Interpersonal Comm

Rationale: The course description was edited to have more active and descriptive wording.

Course Description (old): Intensive treatment of principles and processes underlying dyadic communication. Designed to enable the student to diagnose and intervene to resolve communication problems.

Course Description (new): Explore how interpersonal communication influences the formation,

maintenance, and dissolution of relational connections while developing interpersonal communication competence to improve relationships.

Catalog Description: Explore how interpersonal communication influences the formation, maintenance, and dissolution of relational connections while developing interpersonal communication competence to improve relationships.

**COURSE TITLE CHANGE**

Department: Communication Studies

Current Course Number/Title: CMM 673 Sem Interpersonal Comm

New Course Title: CMM 673 Interpersonal Communication

Rationale: The course title was changed for conciseness and clarity.

Catalog Description: Explore how interpersonal communication influences the formation, maintenance, and dissolution of relational connections while developing interpersonal communication competence to improve relationships.

Vote Approve

**CMM 674 - COURSE TITLE CHANGE AND COURSE DESCRIPTION CHANGE**

**COURSE DESCRIPTION CHANGE**

Department: Communication Studies

Course Number and Title: CMM 674 Seminar Comm Pedagogy

Rationale: The revised course will focus on communication pedagogy more generally and not serve as a training course for graduate teaching assistants in our department.

Course Description (old): Primarily for graduate teaching assistants to develop instructional skills of preparation, presentation, and evaluation; to understand instructor duties and requirements, and to exemplify interpersonal skills in dealing with students.

Course Description (new): Explore and evaluate communication theories and research on the cognitive, rhetorical, and relational aspects of teaching and learning. Open to teachers, adjunct

instructors, or graduate students in any discipline.

Catalog Description: Explore and evaluate communication theories and research on the cognitive, rhetorical, and relational aspects of teaching and learning. Open to teachers, adjunct instructors, or graduate students in any discipline.

**COURSE TITLE CHANGE**

Department: Communication Studies

Current Course Number/Title: CMM 674 Seminar Comm Pedagogy

New Course Title: CMM 674 Communication Pedagogy

Rationale: The course title was changed for conciseness and clarity.

Catalog Description: Explore and evaluate communication theories and research on the cognitive, rhetorical, and relational aspects of teaching and learning. Open to teachers, adjunct instructors, or graduate students in any discipline.

Vote Approve

**College of Education and Professional Development (GC-24-01-28-CC)**

COEPD 2 course title changes and 11 new courses

Leadership Studies

**LS 510 - COURSE TITLE CHANGE**

Course Title Change: Administrative Leadership

Department: Leadership Studies

Current Course Number/Title: LS 510 The Principalship

New Course Title: LS 510 Administrative Leadership

Rationale: We are adding a district endorsement to this program and want the name and catalog

description to show that change.

Catalog Description: Administrative Leadership prepares leaders for school and district positions by providing the knowledge and skills to support every student's learning and development.

Vote Approve

**LS 771 –**

**COURSE TITLE CHANGE**

Department: Leadership Studies

Current Course Number / Title: LS 771 School District Leadership 1

New Course Title: LS 771 Capstone District Level Leadership

Rationale: To identify the class as a capstone class for which field experience are required.

Catalog Description: This course provides candidates the opportunity to study and prepare district level leadership

Voted approve

Special Education:

New courses for new APPLIED BEHAVIOR ANALYSIS MA (11):

**ABA 600 Basic Princ of Behavior**

Department: Special Education

Course Number and Title: ABA 600 Basic Principles of Behavior

Catalog Description: The course focuses on the principles and concepts of operant and respondent conditioning. The content prepares students to take the BCBA exam.

Prerequisites: None

First Term Offered: Fall 2024

Credit Hours: 3

Vote Approve

**ABA 610 Theory Phil Behavior Anal**

Department: Special Education

Course Number and Title: ABA 610 Theory and Philosophy in Behavior Analysis

Catalog Description: This course will provide the student with the underlying theoretical and philosophical foundations of behavior analysis. The content prepares students to take the BCBA exam.

Prerequisites: None

First Term Offered: Fall 2024

Credit Hours: 3

Vote Approve

**ABA 620 – Research Meth Beh Analy**

Department: Special Education

Course Number and Title: ABA 620 Research Methods in Behavior Analysis

Catalog Description: Course content includes measurement, data display and interpretation, single-case designs, and research ethics. The content prepares students to take the BCBA exam.

Prerequisites: None

First Term Offered: Fall 2024

Credit Hours: 3

Vote Approve

**ABA 630 – Beh Assess Intervention I**

Department: Special Education

Course Number and Title: ABA 630 Behavior Assessment and Intervention I

Catalog Description: Students will learn to select and implement behavior assessment and intervention strategies. The content prepares students to take the BCBA exam.

Prerequisites: ABA 600

First Term Offered: Spring 2025

Credit Hours: 3

Vote Approve

**ABA 640 – Beh Assess Interv II**

Department: Special Education

Course Number and Title: ABA 640 Behavior Assessment and Intervention II

Catalog Description: This course is a continuation of ABA 630. Students will apply behavioral principles in multiple areas of practice. The content prepares students to take the BCBA exam.

Prerequisites: ABA 600 and ABA 630

First Term Offered:

Spring 2026

Credit Hours: 3

Vote Approve

**ABA 650 – Beh Change Systems**

Department: Special Education

Course Number and Title: ABA 650 Behavior Change in Systems

Catalog Description: This course focuses on behavior change and collaboration at the system's level. The content prepares students to take the BCBA exam.

Prerequisites: ABA 600

First Term Offered: Spring 2025

Credit Hours: 3

Vote Approve

**ABA 660 – Ethics in App Beh Analy**

Course Number and Title: ABA 660 Ethics in Applied Behavior Analysis

Catalog Description: A review of ethical principles related to research and practice in Applied Behavior Analysis. The content prepares students to take the BCBA exam.

First Term Offered: Fall 2025

Credit Hours: 3

Vote Approve



**ABA 670 – Sup Fieldwork in ABA**

Department: Special Education

Course Number and Title: ABA 670 Supervised Fieldwork in Applied Behavior Analysis

Catalog Description: Concentrated fieldwork at approved site in accordance with BACB requirements. Students must take 3 credit hours per semester for a total of 9 hours. Requires instructor approval and an application.

Prerequisites: ABA 600

First Term Offered: Spring 2025

Credit Hours: 3 (students must complete 9 hours)

Vote Approve

**ABA 680 – Special topics**

Department: Special Education

Course Number and Title: ABA 680 Special Topics in Applied Behavior Analysis Catalog Description:

Prerequisites: None

First Term Offered: Fall 2024 Credit Hours: 1-4

Vote Approve

**ABA 685 – Independent Study**

Department: Special Education

Course Number and Title: ABA 685 Independent Study in Applied Behavior Analysis

Catalog Description:

Prerequisites: None

First Term Offered: Fall 2024

Credit Hours: 1-4

Vote Approve

**ABA 690 – Research in App Beh Analy**

Course Number and Title: ABA 690 Research in Applied Behavior Analysis

Catalog Description: Students will investigate a research problem of theoretical interest and practical

value. May only be taken with permission.

Prerequisites: None

First Term Offered: Fall 2025

Credit Hours: 3

Vote Approve

**College of Health Professions (GC-24-01-29-CC)**

Nursing

Course additions (2)

**Department:** Nursing

**Course Number and Title:** NUR 785 Independent Study.

**Catalog Description:** This course is designed to provide the scope and structure for clinical activities for those students who need additional clinical hours for the PM-DNP Program requirements.

**Prerequisites:** Admission to PM-DNP program.

**First Term Offered:** Fall 2024

**Credit hours:** 1-3.

Vote Approve

**Department:** Nursing

**Course Number and Title:** NUR 786 Independent Study.

**Catalog Description:** This course is designed to provide the scope and structure for clinical activities for those students who need additional clinical hours for the PM-DNP Program requirements.

**Prerequisites:** Admission to PM-DNP program.

**First Term Offered:** Fall 2024

**Credit hours:** 1-3.

Vote Approve

## Attachment #5

### Program Review Committee Recommendations

January 25, 2024

In all, 13 graduate level programs/certificates were reviewed in the fall of 2023. All received a “Continue at Current Level” overall recommendation from both reviewers. Eleven programs received at least one “yellow” missing information rating. Seven programs received one or more “red” major deficiency in information ratings.

| Program  | Recommendation               | Description<br>Number of Ratings and<br>Recommended and Mandatory<br>Changes<br>Suggested by reviewers  |
|--|------------------------------|---|
| <b>College of Arts and Media</b><br><b>(GC-24-01-30-PR)</b>                              |                              |   |
| MA in Music  | Continue at Current<br>Level | No Yellow or Red Ratings<br><b>No Recommendations</b> and/or<br><b>Mandatory Changes</b> suggested  |
| <b>College of Liberal Arts</b><br><b>(GC-24-01-31-PR)</b>                                |                              |   |
| MA in Humanities   | Continue at Current<br>Level | 2 Red / 2 Yellow Ratings – External<br>Review Data Missing – To be<br>conducted in March 2024<br><b>Recommendations</b> were made to<br>add student enrollment data |
| MA in History  | Continue at Current<br>Level | 3 Yellow Ratings<br><b>Recommendations</b> were made<br>regarding the clarification of<br>information related to assessment<br>data and cost analysis               |
| MA in Sociology  | Continue at Current<br>Level | 2 Red / 4 Yellow Ratings<br><b>Recommendations</b> were made<br>regarding enrollment numbers,<br>assessment data, and low response<br>rates to internal assessments |
| <b>College of Liberal Arts</b><br><b>Certificate Programs</b><br><b>(GC-24-01-32-PR)</b> |                              |   |
| Appalachian Studies<br>Certificate   | Continue at Current<br>Level | 2 Red and 1 Yellow Ratings<br><b>Recommendations</b> were made<br>regarding student entrance<br>standards and external peer review                                  |
| Latin Certificate  | Continue at Current<br>Level | 4 Yellow Ratings<br><b>Recommendations</b> were made<br>regarding student demand,<br>enrollment rates, course enrollment,<br>and cost analysis                      |
| Public History Certificate   | Continue at Current<br>Level | 1 Red and 4 Yellow Rating<br><b>Recommendations</b> were made<br>regarding assessment results,<br>assessment feedback, student                                      |

|  |                           |   |
|--|---------------------------|---|
|  |                           | demand, external demand, program improvements - five-year plan  |
| Women's Studies Certificate  | Continue at Current Level | 1 Red and 4 Yellow Rating<br><b>Recommendations</b> were made regarding assessment results, student demand, course enrollments, and cost analysis   |
| <b>College of Science</b><br><b>(GC-24-01-33-PR)</b>                               |                           |   |
| MS / MA in Biological Sciences   | Continue at Current Level | 7 Red and 4 Yellow Ratings<br><b>Recommendations</b> and/or <b>Mandatory Changes</b> were made regarding student demand, learning outcomes, assessment plan, assessment results, improvement plan since last review, and 5-year plan    |
| <b>College of Science</b><br><b>Certificate Program</b><br><b>(GC-24-01-34-PR)</b> |                           |   |
| Bioinformatics Certificate   | Continue at Current Level | 9 Red / 4 Yellow Ratings<br><b>Recommendations</b> and/or <b>Mandatory Changes</b> made regarding curriculum currency, program assessment plan, quality of faculty, alumni placements, enrollment and completion rates, and 5-year plan |
| <b>College of Health Professions</b><br><b>(GC-24-01-35-PR)</b>                    |                           |   |
| Doctor of Physical Therapy-<br>DPT   | Continue at Current Level | 1 Yellow Rating<br><b>Recommendations</b> were made regarding internal demand for the program/services provided   |
| <b>School of Pharmacy</b><br><b>(GC-24-01-36-PR)</b>                               |                           |   |
| MS / MA in Pharmaceutical Sciences   | Continue at Current Level | 2 Yellow Ratings<br><b>Recommendations</b> were made regarding indirect assessment and signatures   |
| Doctor in Pharmacy-PharmD  | Continue at Current Level | No Red Yellow Ratings<br><b>No Recommendations</b> and/or <b>Mandatory Changes</b> suggested  |

**Attachment 6**  
**January 26, 2024**

**Chairs Report**

**Graduate Student Survey – Graduate Student Association**  
**N = 141**

| As a Marshall University Graduate Student, I have participated in the Student Government Association (SGA)? |            |             |
|---|------------|-------------|
| Response  | Count      | Percentage  |
| <b>Yes</b>  | <b>3</b>   | <b>2%</b>   |
| <b>No</b>   | <b>136</b> | <b>98%</b>  |
| <b>Total</b>  | <b>139</b> | <b>100%</b> |

| As a Marshall University Graduate Student, I regularly receive information relevant to my graduate education from the Student Government Association (SGA)? |            |             |
|---|------------|-------------|
| Response  | Count      | Percentage  |
| <b>Yes</b>  | <b>11</b>  | <b>8%</b>   |
| <b>No</b>   | <b>128</b> | <b>92%</b>  |
| <b>Total</b>  | <b>139</b> | <b>100%</b> |

| On a scale of 0 (No Relevance) to 100 (High Relevance). How relevant do you find the Student Government Association (SGA) to your graduate education? |             |          |            |
|---|-------------|----------|------------|
|   | Average     | Min      | Max        |
| <b>Count = 121</b>  | <b>30.6</b> | <b>0</b> | <b>100</b> |

| Do you believe that Marshall University Graduate Students need a separate Graduate Student Association (GSA) that focuses on graduate student issues? |           |            |
|---|-----------|------------|
|   | Count     | Percentage |
| <b>Definitely - Yes</b>   | <b>44</b> | <b>31%</b> |
| <b>Probably - Yes</b>   | <b>74</b> | <b>53%</b> |
| <b>Unsure</b>   | <b>19</b> | <b>14%</b> |
| <b>Probably – Not</b>   | <b>3</b>  | <b>2%</b>  |
| <b>Definitely – Not</b>   | <b>0</b>  | <b>0%</b>  |

**84% Probably or Definitely Yes**

| Were you aware that other Colleges/Universities (e.g., Drexel, University of Buffalo, University of South Carolina, The University of Alabama, Western Carolina University, Mississippi State University) have a Graduate Student Association that is distinct from the Undergraduate Student Association? |            |
|--|------------|
| <b>No</b>  | <b>74%</b> |
| <b>Yes</b>   | <b>19%</b> |
| <b>Unsure</b>  | <b>7%</b>  |

| If Marshall University were to start a Graduate Student Association, how likely are you to participate in the following ways? (N = 139) |                  |                 |           |                   |                    |
|---|------------------|-----------------|-----------|-------------------|--------------------|
|   | Extremely Likely | Somewhat Likely | Neither   | Somewhat Unlikely | Extremely Unlikely |
| High-Level Leadership (Officer)   | <b>15</b>        | <b>22</b>       | <b>19</b> | <b>24</b>         | <b>59</b>          |
| Leadership Role (Committee Member)  | <b>17</b>        | <b>32</b>       | <b>24</b> | <b>24</b>         | <b>41</b>          |
| Active Member   | <b>20</b>        | <b>53</b>       | <b>23</b> | <b>20</b>         | <b>24</b>          |
| In-Active Member  | <b>59</b>        | <b>48</b>       | <b>18</b> | <b>6</b>          | <b>8</b>           |

**Hight Level Leadership – 37/139 (27%) Extremely or Somewhat likely**

**Leadership Role – 49/139 (35%) Extremely or Somewhat likely**

**Active Member – 73/139 (52%) Extremely or Somewhat likely**

**In-Active Member – 107/139 (77%) Extremely or Somewhat likely**

**If Marshall University were to start a Graduate Student Association, what are some of the issues, challenges, or opportunities that would be unique for graduate students?**

- Unsure
- Increased opportunities for funding, especially for part-time students. Some programs make it difficult or impossible to take a full course load each semester and this drastically reduces financial aid. More inclusion of online students in activities and university culture. Issues surrounding health insurance for graduate students and graduate assistants. Unionization for graduate assistants to receive livable wages for their work to the university.
- Medical School is primarily off campus and rarely sets foot on main campus. Lack of availability of study spaces on campuses not located on main campus. Transportation difficulties. Lack of graduate activities.
- Graduate students are more likely to work, and perhaps GSA could help grad students to better mitigate those challenges and advocate for better ways to support those students.
- Online student involvement/sense of connection to the university
- Unsure - I will soon be graduating and finishing my work at Marshall and so my input is not very valuable at this time.
- Since many graduate classes are being offered online then maybe set up a computer lab on both campuses that are to be used by graduate students to do Teams meetings.
- NA
- More interactive virtual classes.
- The offering of course types and events available to graduate students considering the dynamic of the graduate students at Marshall.
- International student setting in with Housing etc. mental health counselling job placement and more opportunities to allowed student to work and make decent wages to continue their studies.
- Stipends for GA/TA/RA positions, work/life balance between school, student training (practicum), and home life, regulations on time and quantity of demands imposed by RA/GA/TA positions, resources and funding for doctorate level research and travel.



- N/A
- Work -Life balance issues
  - Understanding that many graduates, students have professional careers, helping to find more opportunities for graduate students to become involved on campus and with clubs and activities. Also, more opportunities for professional development in the business world, such as networking opportunities with established corporations and business leaders that would assist graduate students in advancing their careers and life goals.
- Graduate students are often overlooked to undergraduate students. That is undergrad gets WAY more help/assistance by the university. However, graduates are a lot of times coming RIGHT out of undergrad and need like extra help as semi full adults
- Graduate Assistantship positions for International students
- Unsure
- Graduate Assistantship jobs
  - Internship opportunities
  - Intercultural meetups
  - Future guidance for jobs
- Working while getting an education/ Feeling like they belong too, even though things tend to be aimed at the Undergrads
- Graduate students need some more graduate assistantships to build their profile
- Making connections and networking needs
  - More things for older adults
- Finances are very big with graduate school. Grad students don't qualify for grants or free financial aid, and there are very few graduate scholarships. Loans or paying out of pocket are the only options. Many grad students work full-time jobs and/or have families to support.
- Creating more public and content specific stressor vs resource talks. As a graduate student one thing I have struggled with is finding the right connections to things such as financial scholarships, funding experience opportunities. The level of communication about beneficial resources is much lower at the graduate level.
- Financial aid for online students
- Not sure.
- Distance learning as a graduate student
- Issues with the graduate assistantship programs that could be resolved more easily, stipend increases

- Graduate Student opportunities other than work-study or department secretary and similar secretarial roles.
- Not sure
- making it clear what opportunities and activities are available and open to graduate students, organizing events for graduate students, listening to graduate student concerns
- Updates via email to graduate students, especially those learning online or out of location from Marshall pertaining to updates or changes in requirements within specific programs. This would be helpful in keeping graduate students in the loop to ensure they are aware of any new university policies or changes. This could be done via a quick email updates quarterly in the semester identifying any new updates or changes and insights of SGA relevant to students.

Opportunity to use Flipgrid, zoom, teams, or some other form of digital communication in lieu of or supplementing in person conversations between instructor's, professionals in a specific field, and with graduate students working towards a career in the field occupied by instructors or professionals. This could personalize the education for graduate students by being able to put a face and a video to their learning.

- Better communication for Graduate specific information.
- Financial Assistance
- Advocate for wellness activities sponsored by the larger institution, specific ambassadors for each graduate program given stark differences among programs (medicine vs pharmacy vs biomed sciences, etc.), inclusion of medical school (and other grad programs) in GSA activities and sharing of general student body resources. Meal plan for grad students - available at hospital for med students and other medical programs.
- Graduate student class enrollment- I was unable to get in a required Nursing Research class due to enrollment errors (Faculty required to enroll during first year of program)
- Fair pay, fair opportunities
- I think it would be helpful for the GSA to be an accessible place for graduate students to bring all manner of concerns and ideas. I've only completed one semester of my graduate program, but some of the issues that have come up concern the quality of teaching / educational experience and concerns about lack of effective and timely communication from the department.
- No clue

- Access to mental health services, financial aid/scholarships
- GA pay
- GA positions, scholarships, and grants (financial help) for graduate students
- Mental Health Awareness of underserved graduate students.
- Graduate assistantship stipend and pay, research, grant money, grants for doctoral programs
- It would be great if faculty could post their required course materials more than a few weeks before the start of the semester. Also the process of registering for classes was left unexplained and created confusion and undue stress. Perhaps there could be a rights and responsibility document outlining these and other processes.
- How about those in a graduate studies program who are distance students? An online presence would be valuable to such students.
- Creation of more equality amongst students in graduate programs. More respectful of cultures, values and ideals. Financial issues graduate students may face and international students who come as grad students looking for GA or research positions. Creation of more culturally diverse events on campus.
- Course content discussion( now we have fewer options due to COVID), organizing community beyond the departments ( like study mates, mentors, etc...) to get more information about higher education level, career goals including internships, housing, and life. For example, graduation gown and book materials are expensive. I wish we have more rental services.
- Job postings for Graduate Assistant Positions  
Cultural Festivals  
Academic meetings  
Internship opportunities

- For graduate students who did not attend MU or graduate the previous year, and have been out of school for a long time, there was little information about how things work. How to look up text books, How to use blackboard (not all professors use it the same way and getting information and assignments can be difficult), how to use the online library, learning about APA, getting professors to respond to assignment questions and some not responding at all. It would be helpful to have someone to go to or contact when you are not clear on a process, assignment or cannot get the professor to respond. A big challenge is that graduate students tend to already be professionals, or live far away from Huntington and we rely on zoom and remote learning. Sometimes it feels as though the professors ignore the online students and other remote classrooms. Some professors also need training on how to hold remote classes and use blackboard effectively and uniformly which is a challenge. The opportunity is to have input and discussion from the graduate students to hopefully get issues resolved and create a better environment for the next incoming class.
- There is a need to segment not only graduate students but remote from in person. We get a lot of junk coming through email that is not relevant to us because we are not on-campus learners, but rather a hybrid.
- Inter-program networking. Coming from the school of Physical Therapy, I have met some students from other health science professions and spoken with them about their respective program and career responsibilities, and I think this would be a great and fun way to educate the health science graduate students on each other's profession and responsibilities. Talking to medical, nursing, PA, and pharmacy students I think we could all benefit from learning about each others professions.
- There are many issues that graduate students face. Inequality for distance learning graduate students to be graduate assistance. There have been many students who have not gotten their tuition waiver or their tuition waiver in full. Many students feel lost in their program and have no one to go to. The structure of many programs have no accountability.
- I am not sure how GSA work, I would like to know more information about GSA

- I believe that more financial support such as graduate and research stipends or other financial opportunities should be available as many of us are unable to work due to our rigorous and time heavy graduate programs (specifically thinking about those of us in long-term doctoral programs). Many of us in clinical or practice oriented doctoral programs must participate in unpaid practicum experiences that take time away from the potential for outside work to earn income. Graduate Assistantships pay minimum wage or just over minimum wage, and while their percentage of tuition waiver helps with student loans, I have accrued an enormous amount of student loan debt because I am forced to live on student loan refunds that I will have to eventually pay back. While this helps me live through graduate school, it severely limits my financial opportunities in the future. A living wage through GAs and advocating for practicum experiences that provide a living wage for the time worked in those experiences would be an incredible and life changing benefit for those of us in these positions, and I believe a Graduate Student Association would be the perfect organization to begin advocating for this. I want to also clarify my answers above stating that I would not be involved in the association - this is my last semester as a graduate students so there would not be an opportunity for me to join after this semester. If I were earlier in my graduate career, this is something I would have pursued.
- As an out-of-state grad student, y'all really need to work on communicating on-campus events with people who don't and have not lived on campus
- none right now
- -scholarships  
-work/school life balance
- Getting our loan money on time.
- Making Marshall's website on graduate course information more cohesive. For the graduate College of Business, there is a separate webpage for every individual topic: courses, degree area, admissions, enrollment checklist, online vs traditional classes, tuition, etc. Every area has a separate page, which makes research confusing... even for someone like me who is both a current Marshall employee and who did my undergrad here recently.
- Setting up clinical experiences, learning more about our profession and getting involved in more opportunities

- Higher pay/more available work hours for GAs, tuition cost for international graduate students, adequate GA training, ability to substitute some GA work time for internship credit toward a class credit, more scholarships and grants specifically available to graduates, extra amenities offered to graduate students as an incentive to continue to our pathway from undergraduate studies at Marshall, and the shrinkage/merging/deletion of graduate departments at Marshall over recent years.
- A lot of graduate students have online courses. I believe that having meetings and addressing issues during these meetings about things such as having issues with professors because of technical issues as well as helping graduate students with job opportunities just as we help create programs for undergraduates such as job fairs and things would be very beneficial. It would also allow more of a community among graduate students giving more of a connection to the university while also allowing more support between other peers that is very much needed in today's world.
- Scheduling of courses around full time jobs - providing more virtual opportunities - peer feedback on thesis/projects - opportunities to build and showcase professional skills
- Graduate programs are mostly online. Most graduate students are working a full-time job while taking graduate classes toward their graduate degree. The administrative side of graduate college can be assumed to cooperate in a different manner than undergrad. Also, most graduate programs are online, so most students live in other states. All graduate forms need to be set up with electronic signatures. We also need to bring back Distant Tuition.
- Insurance, employment opportunities, tuition remission, student attrition, mental health initiatives, faculty engagement, research
- Access to funding/scholarships; advocating for "nontraditional" students (students who return to school later in life, after established in career, etc.)
- Resources specific to graduate students. Career and domain specific information etc. Policies, faculty, opportunities...
- Graduate assistant positions for students who come from out of state or further away. They seem much easier for students who attended Marshall for undergrad to obtain
- Issues having to do with employment as a TA/RA or GA.

**As Marshall University explores the possibilities of developing a Graduate Student Association (GSA), what are some of the things that should be considered or explored?**

- As Marshall University explores the possibilities of developing a Graduate Student Association (GSA), what are some of things that should be considered or explored?
- Unsure
- I think it would be beneficial to understand the challenges for graduate students who are currently enrolled.
- Unsure.
- Scholarships and financial aid for graduate level courses.  
Possible workshop on how to prepare for dissertations.
- NA
- What is taking place on campus of graduate studies in Charleston.
- How many graduate students are not commuters or on campus and all and thus a virtual basis or meetings may be more beneficial.
- The structural and leadership activities, and as well networking and collaboration with all graduate schools of studies
- Equity and Advocacy. Making sure graduate students are receiving fair treatment by all faculty and staff and not being taken advantage of for their time and work.
- N/A
- It is important to remember that some graduate students already have professional careers and therefore limited time but they have made the choice to expand their education and most likely want to be a part of their college community. Many graduate studies are completed online and it is important to find ways to allow the students to still connect to the university. Simple things such as tailgates for football games specifically for graduate students or campus meetings and events specifically for graduate students in the evenings that would allow attendance to be better might be helpful.
- Graduate mental health, graduate tutoring services, same opportunities and recognition that undergrads
- Internship opportunities guidance  
Celebrations of international student cultural festivals
- Unsure
- Graduate Assistantship positions for international students  
Internship opportunities for LCOB students  
Celebration of International student festivals.

- Give grad students fun opportunities/ Explore how many of the Grad students are older people that might have job and families/ Give them opportunities to get to know each other outside of the Undergrads
- Graduate students Job placements for their studies
- More virtual opportunities
- N/A
- Communication and connections. There are several things for new undergraduate students to acclimate them to college. There is a huge deficit for graduate school students. I came to Marshall the very first time as a graduate student. I completed undergrad elsewhere in high is not uncommon and had I not happened to find a community organization to engage in I wouldn't have had the opportunity to meet others and gain access to knowledge or resources to help me. Just because someone is a college grad doesn't mean they are knowledgeable about the inner workings of Marshall's graduate program. And social anxiety's and issues still exist. I have the opportunity to table at a green and white day for incoming students this past fall and it was awesome the support and connection the incoming freshman got. This should be something across the board! It really brings the students together and is a great college experience. I never got anything like that at my previous colleges. I wish it had been an option.
- how the graduate students will be represented. Recruitment to graduate programs.
- Different committees for different schools/programs
- Not sure.
- Updating the course program to more accurately reflect and prepare skilled students for the workforce.
- Opportunities for graduate students of different/varying programs to meet and have interesting/diverse conferences, meetings, and functions with students we wouldn't normally converse with.
- Not sure
- Having more pages on the website specific for graduate students (events, clubs, financial information, etc.)
- Graduate meal plans/food resources. Community integration for incoming out of area/state grad students
- not sure



- The Graduate Council or whoever is concerned should consider graduate student leadership and representation from the onset of the formation of a GSA. Involving elected and/or volunteer representatives from every graduate program could be one consideration for governance structure. Representation as leaders in the GSA could be branded as a professional development / mentorship opportunity for students.
- No clue
- Scholarship opportunities to encourage diversity in graduate programs
- n/a
- Not sure
- Distant students
- Collaboration with WVU's student government association. When I went to WVU for undergrad I was involved with Student Government Association for 2 years. The first year I was an intern. The second year I was communications coordinator. Through both of these experiences I was heavily involved with SGA, and WVU's campus. It is imperative that Marshall University begin a graduate SGA this semester itself. Marshall can look into attending the Big 12 conference and delegations in DC. Writing new legislature and proposing new ideas on safety, harassment, title 9 and other factors at the university.
- They should announce clearly where students can access to those institutions because I know there are too many institutions that have different roles.
- SAM trainings  
Teaching certifications classes (certificate in college training)  
Intercultural meetings and festival celebrations
- Please see above
- Research interests, finding research partners, professor research - and outreach for graduate support, etc. Be a voice for remote and hybrid learning.
- Safety from non-students walking on the campuses. Cyber security.
- Making sure graduate students across the board are treated with equality. There are people in place of authority that we can turn to instead of having to lean on other students for support.
- If they have the office on campus, that would be easy to contract and easy to meet for students
- Specifically sending out emails about ways to get involved with ANYTHING

- Actually, preparing us for when we graduate.
- Exploring graduate-level study abroad opportunities or courses like an Executive M.B.A. program. Students would benefit from taking business crash courses, etiquette dinners, etc. by traveling to places like nearby cities or even internationally to learn about multi-national business standards.
- Abroad opportunities
- Higher pay/more available work hours for GAs, tuition cost for international graduate students, adequate GA training, ability to substitute some GA work time for internship credit toward a class credit, more scholarships and grants specifically available to graduates, extra amenities offered to graduate students as an incentive to continue to our pathway from undergraduate studies at Marshall, and the shrinkage/merging/deletion of graduate departments at Marshall over recent years. Many of us completed undergrad here as well, were/ are incredibly active on campus, but have less time to dedicate because we have real jobs, multiple jobs, homes, and families to attend to while continuing our education. Many of us have held prior jobs on campus for years, but aren't respected or heard any different or more than an 18-year-old freshman who has no interest in serious studies. Our voices are taken at the same level as undergraduates so we aren't taken as seriously and feel less respected. Many of us work year-round for campus and pour hours into our work, only to be paid the minimum and not be offered full staff amenities. We have to take out more loans than undergraduates because fewer scholarships and grants exist for us, but we are still offered the same work hours and pay, which, if we're lucky, barely covers tuition and supplies which means we still need multiple jobs to pay our bills...which leaves less time for our studies even though our grades are higher stakes than that of undergraduates. Our study pathways are less specialized because departments are shrinking and merging, so the promises made to us upon enrollment aren't upheld but we don't have the funds to transfer or the time to start over. Theses aren't encouraged, comps are preferred and feel like a repeat of undergraduate tests. When we voice our concerns and exhaustion to faculty and staff, we're met with "Yea, it's hard. I remember. Just nap when you can....maybe consider taking a break from school." rather than a team of people helping us problem solve and offering us resources other than the on-campus counseling center. We're tired and stretched too thin, and those of us who aren't are causing drama among our peers. Graduate school is far more stressful than undergraduate studies, and that has nothing to do with the workload.

- I believe it would be essential to create an organization as this will allow the voices of graduates to be heard clearer as well as allow graduate students as stated above to feel as though they have more input into things that are happening around the university that affect them.
- Ensuring the potential graduate Government association is inclusive and diverse in terms of majors/participants
- \* GRE testing requirements for admission into programs.
- \* The higher cost of the Graduation application fee.
- \* Job placement after graduation.
- \* Internship help.
- We absolutely need more information distributed to graduate students regarding their education. Graduate student associations can help students advocate for their own education and allow concerns to be readily addressed.
- Remote/Virtual Meetings; Ability to participate as an online student; partial payment (or supplemental something) for travel/expenses if choosing to attend committee meetings, events, etc. in-person when residing far away.
- Relevance to targeted student body. Differentiating between the needs/concerns/challenges of graduate students within different graduate programs/colleges. Ensuring that all are fairly represented.
- Online or remote students should feel represented.
- Separating academic from work issues.

**Attachment 7**  
**January 26, 2024**  
**Graduate Studies Report**

**Graduate Studies Report for Graduate Council**

**To:** Graduate Council

**From:** Carl Mummert, Assistant Provost for Graduate Studies

**Date:** January 19, 2024

**Enrollment update**

Our current spring enrollment is 2,853, which is an increase of 5.6% over the same day in Spring 2023. We are on track for our total graduate enrollment this spring to exceed the total enrollment from Spring 2023, once professional development students register. Additional updates will be provided at the February meeting.

**Graduate Expo**

There will be a graduate recruiting event on February 6 from noon to 1:30pm in the Memorial Student Center, Huntington. All colleges with graduate programs have been contacted.

**BOG Presentation**

The presentation about Graduate Studies that was presented to the Board of Governors in December 2023 is included with this report.

**Catalog update**

The 2023-2024 catalog is in final production. We are taking several steps to speed up the catalog in the future:

- The catalog editing duties will be transitioned from University Communications to a position at the Registrar's Office. There is an ongoing search for this position. The change will mean that the same office handles Banner, Catalog, and Degree Works updates.
- The CIM curriculum software, which is in active testing, will replace paper forms and prevent items from being lost "in process."

I would like to thank Su Tams for her lengthy and dedicated service as catalog editor. The 2023-24 catalog will be her final catalog before retirement.

## ATTACHMENT #2

**February 23, 2024**

**(GC-24-02-01-CRC)**

| TYPE | FACULTY MEMBER            | E-MAIL                      | COLLEGE/SCHOOL | DEPARTMENT/DIVISION        | GRADUATE FACULTY LEVEL | TERM START | TERM EXPIRES |
|------|---------------------------|-----------------------------|----------------|----------------------------|------------------------|------------|--------------|
| ADD  | Adams, Rebecca            | GOBLE9@marshall.edu         | COHP           | Communication Disorders    | Graduate               | 01/08/2024 | 05/15/29     |
| ADD  | Amin, Arm                 | amina@marshall.edu          | SOP            | School of Pharmacy         | Graduate               | 01/08/2024 | 05/15/29     |
| ADD  | Capino, Amanda            | capino@marshall.edu         | SOP            | School of Pharmacy         | Graduate               | 01/08/2024 | 05/15/29     |
| ADD  | Jones, Brandon            | jonesbra@marshall.edu       | COHP           | School of Kinesiology      | Graduate               | 01/08/2024 | 05/15/29     |
| ADD  | Kestner-Kingery, Latricia | kestnerl@marshall.edu       | COEPD          | counseling                 | Associate              | 01/08/2024 | 05/15/27     |
| ADD  | King, Tricia              | king639@marshall.edu        | COEPD          | ACE                        | Associate              | 01/08/2024 | 05/15/27     |
| ADD  | Lopuch, Jeremy            | loptuch@marshall.edu        | COEPD          | Special Education          | Associate              | 01/08/2024 | 05/15/27     |
| ADD  | Miyakuni, Rieko           | miyakuni1@marshall.edu      | COEPD          | Counseling                 | Associate              | 01/08/2024 | 05/15/27     |
| ADD  | Sparks, Jennifer          | bledsoe14@marshall.edu      | SOP            | School of Pharmacy         | Graduate               | 01/08/2024 | 05/15/29     |
| ADD  | Spurlock, Eric            | spurlock85@marshall.edu     | COHP           | Social Work                | Associate              | 01/08/2024 | 05/15/27     |
| ADD  | Sturgis, Pamela           | sturgis2@marshall.edu       | COHP           | Social Work                | Associate              | 01/08/2024 | 05/15/27     |
| ADD  | Wuart, Anthony            | woarta@marshall.edu         | COHP           | Public Health              | Graduate               | 01/08/2024 | 05/15/29     |
| EDIT | Angelini, Erin            | angelinie@marshall.edu      | COHP           | School of Physical Therapy | Graduate               | 01/08/2024 | 05/15/29     |
| EDIT | Baker, Jennifer           | jen.baker@marshall.edu      | COHP           | Communication Disorders    | Associate              | 01/08/2024 | 05/15/27     |
| EDIT | Cottrell, Jodi            | cottrellj@marshall.edu      | COHP           | Communication Disorders    | Associate              | 01/08/2024 | 05/15/27     |
| EDIT | Dean, Shae                | powers4@marshall.edu        | COHP           | Communication Disorders    | Associate              | 01/08/2024 | 05/15/27     |
| EDIT | Harris, Shikeal           | Shikeal.Harris@marshall.edu | COHP           | Communication Disorders    | Associate              | 01/08/2024 | 05/15/29     |
| EDIT | Holland, Pamela           | holland@marshall.edu        | COHP           | Communication Disorders    | Graduate               | 01/08/2024 | 05/15/29     |
| EDIT | Kestner-Kingery, Latricia | kestnerl@marshall.edu       | COEPD          | Counseling                 | Associate              | 08/23/2021 | 12/15/24     |
| EDIT | Nelson, David             | nelsond@marshall.edu        | COHP           | Social Work                | Graduate               | 01/08/2024 | 05/15/29     |
| EDIT | Petty, Erin               | bass18@marshall.edu         | COHP           | Communication Disorders    | Associate              | 08/20/2024 | 12/15/27     |
| EDIT | Rutherford, Kelly         | davis139@marshall.edu       | COHP           | Communication Disorders    | Graduate               | 01/08/2024 | 05/15/29     |
| EDIT | Stotts, Diana             | stotts@marshall.edu         | COHP           | Nursing                    | Associate              | 08/20/2024 | 12/15/27     |
| EDIT | Timmons, Mark             | timmonism@marshall.edu      | COHP           | School of Kinesiology      | Graduate               | 08/20/2024 | 12/15/29     |

**ATTACHMENT #3**  
**Planning Committee Report**  
**February 23, 2024**

College of Education and Professional Development (GC-24-02-02-PC)

Non-Curricular Change

Department: LS/ACE/SPSY

Degree Program: LS EdD

Type of Change: Admissions Criteria Change (Clarification)

Effective: Summer 2024

Rationale: To clearly state that the LS EdD program does not offer provisional admission

*Planning Committee recommends approval.*

<https://www.marshall.edu/graduate-council/files/GC-February-2024-Planning-and-Curricular-Requests.pdf>

# Policy on Cross-Level Linked Courses

## (GC-24-02-03-PC)

### Track Changes Version

The Graduate Council supports the limited use of Cross-Level Linked Courses (CLLC). Cross-Level Linked Courses refer to two courses, one undergraduate and one graduate, which are offered concurrently, in the same place, with the same instructor. Cross-Level Linked Courses supported by the Graduate Council include 400/500 and 400/600 courses. The Graduate Council does not recognize or support 300/600 level courses after the spring 2024 semester. The Graduate Council encourages the general practice of having separate and distinct undergraduate and graduate courses that are not linked in most circumstances but recognizes that CLLCs may be used on a limited basis if measures are in place that identify how the undergraduate and graduate courses differ. As such, the two courses must have a separate syllabus and address all the following:

1. The graduate course must result in a deeper understanding of the course material compared to the undergraduate course with which it is Cross-level Linked.
2. The graduate course assignments must differ from those of the undergraduate course in quality/depth/rigor, and quantity. This could include a difference in reading assignments, course textbooks, projects, or assignment scope.
3. The graduate course should include greater opportunities for independent study.
4. The graduate course must have learning objectives that are written with a higher level of expectation (e.g., Bloom's Taxonomy). For instance, a greater focus on analysis, evaluation, and creation.
5. The assessment or evaluation of student performance (e.g., examination, written assignments, presentations, applied projects) should be different both qualitatively and quantitatively.
6. Course outcomes should reflect a clear distinction of academic preparation of the graduate students compared to the undergraduate students.
7. The graduate course must be commensurate in academic rigor with other graduate-level courses offered by the program or department.
8. Prerequisites should be appropriate for each course.

The existing CLLC's may continue to run through Spring 2025; however, a continuation of these CLLCs after that time will require Graduate Council approval. All requests for new Cross-Level Linked Courses will require submission of *GC#11 Cross-Level Linked Courses Addition* form and both syllabi, which clearly address the above requirements. The program must also provide a rationale for why Cross-Level Linked Courses are required and why distinct undergraduate and graduate courses are not practical.

Requests for CLLCs will follow the normal approval process for course additions (i.e., approval by the Department Chairperson, Register, College Curriculum Committee, and the Graduate Council); however, the Graduate Council Chairperson and the Assistant Provost for Graduate Studies may collectively approve short-term (one academic year) emergency requests. New course requests must be submitted on the Graduate Council *GC#11 Cross-Level Linked Course Addition* request form. **Cross-Level Linked Courses may include 300/500, 400/500, and 400/600 levels.**

~~Departments are not permitted to offer more than 25% of their graduate courses as 400/600 Cross-Level Linked Courses.~~

## Clean Version

### **Policy on Cross-Level Linked Courses**

The Graduate Council supports the limited use of Cross-Level Linked Courses (CLLC). Cross-Level Linked Courses refer to two courses, one undergraduate and one graduate, which are offered concurrently, in the same place, with the same instructor. Cross-Level Linked Courses supported by the Graduate Council include 400/500 and 400/600 courses. The Graduate Council does not recognize or support 300/600 level courses after the spring 2024 semester. The Graduate Council encourages the general practice of having separate and distinct undergraduate and graduate courses that are not linked in most circumstances but recognizes that CLLCs may be used on a limited basis if measures are in place that identify how the undergraduate and graduate courses differ. As such, the two courses must have a separate syllabus and address all the following:

1. The graduate course must result in a deeper understanding of the course material compared to the undergraduate course with which it is Cross-level Linked.
2. The graduate course assignments must differ from those of the undergraduate course in quality/depth/rigor, and quantity. This could include a difference in reading assignments, course textbooks, projects, or assignment scope.
3. The graduate course should include greater opportunities for independent study.
4. The graduate course must have learning objectives that are written with a higher level of expectation (e.g., Bloom's Taxonomy). For instance, a greater focus on analysis, evaluation, and creation.
5. The assessment or evaluation of student performance (e.g., examination, written assignments, presentations, applied projects) should be different both qualitatively and quantitatively.
6. Course outcomes should reflect a clear distinction of academic preparation of the graduate students compared to the undergraduate students.
7. The graduate course must be commensurate in academic rigor with other graduate-level courses offered by the program or department.
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Requests for CLLCs will follow the normal approval process for course additions (i.e., approval by the Department Chairperson, Register, College Curriculum Committee, and the Graduate Council); however, the Graduate Council Chairperson and the Assistant Provost for Graduate Studies may collectively approve short-term (one academic year) emergency requests. New course requests must be submitted on the Graduate Council *GC#11 Cross-Level Linked Course Addition* request form. Cross-Level Linked Courses may include 300/500, 400/500, and 400/600 levels.



## Catalog changes for cross-linked courses proposal

Marshall University Graduate Council

February 16, 2024

### Current catalog language from the Graduate Catalog

#### **Course Numbering**

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

### Updated language

#### **Course Numbering**

Graduate courses numbered 500-699 may be similar to certain undergraduate 300-499 series courses and may meet jointly. A Marshall University course taken at the graduate level will not meet degree requirements if it was already taken at the undergraduate level. Courses numbered ~~600-699 and~~ 700-899 are open only to graduate students. Exceptions to this policy sometimes are granted to seniors with excellent academic records. See [Undergraduate Enrollment in Graduate Courses](#).

### New clean version

#### **Course Numbering**

Graduate courses numbered 500-699 may be similar to certain undergraduate 300-499 series courses and may meet jointly. A Marshall University course taken at the graduate level will not meet degree requirements if it was already taken at the undergraduate level. Courses numbered 700-899 are open only to graduate students. Exceptions to this policy sometimes are granted to seniors with excellent academic records. See [Undergraduate Enrollment in Graduate Courses](#).

# Graduate Transfer Credit Catalog Change

## Discussion Item

### Current Catalog Language

#### Transfer of Graduate Credits

A student with an approved Plan of Study may transfer to Marshall University credit earned in graduate coursework completed at another accepted, accredited graduate institution provided that the courses are appropriate to the student's program, acceptable to the advisor and college dean, all earned grades are equivalent to *B* or better, and courses do not exceed the time limitation of seven years from the date of enrollment in the first graduate course (Marshall course or transferred course) to be applied toward meeting degree requirements of the student's program. On the master's and education specialist level, transfer credits may not exceed 12 hours. For graduate certificate programs, transfer credits may not exceed 6 credit hours. Graduate credits transferred from other institutions will not become a part of the Grade Point Average recorded on the student's Marshall University transcript and will simply meet credit hour requirements toward graduation.

### Revised Language with Markup

#### Transfer of Graduate Credits

A student with an approved Plan of Study may transfer to Marshall University credit earned in graduate coursework completed at another accepted, accredited graduate institution provided that the courses are appropriate to the student's program, acceptable to the advisor and college dean, all earned grades are equivalent to *B* or better, and courses do not exceed the time limitation of seven years from the date of enrollment in the first graduate course (Marshall course or transferred course) to be applied toward meeting degree requirements of the student's program. ~~On the master's and education specialist level, transfer credits may not exceed 12 hours.~~ For master's, education specialist, and doctoral degree programs, transfer credits may not exceed 12 hours or one-third of the hours on the plan of study, whichever is higher. For graduate certificate programs, transfer credits may not exceed 6 credit hours. Individual programs may establish stricter limits on the number of transfer hours allowed. Exceptions to the limitation on the number of transfer hours must be approved by the Chief Academic Officer. Graduate credits transferred from other institutions will not become a part of the Grade Point Average recorded on the student's Marshall University transcript and will simply meet credit hour requirements toward graduation.

### New Language - Clean Version

#### Transfer of Graduate Credits

A student with an approved Plan of Study may transfer to Marshall University credit earned in graduate coursework completed at another accepted, accredited graduate institution provided that the courses are appropriate to the student's program, acceptable to the advisor and college dean, all earned grades are equivalent to *B* or better, and courses do not exceed the time limitation of seven years from the date of enrollment in the first graduate course (Marshall course or transferred course) to be applied toward meeting degree requirements of the student's program. For master's, education specialist, and doctoral degree programs, transfer credits may not exceed 12 hours or one-third of the hours on the plan of study, whichever is higher. For graduate certificate programs, transfer credits may not exceed 6 credit hours. Individual programs may establish stricter limits on the number of transfer hours allowed. Exceptions to the limitation on the number of transfer hours must be approved by the Chief Academic Officer. Graduate credits transferred from other institutions will not become a part of the Grade Point Average recorded on the student's Marshall University transcript and will simply meet credit hour requirements toward graduation.

**ATTACHMENT #4**  
**Curriculum Committee Report**  
**February 23, 2024**

**(GC-24-02-05-CC)**

**HS 510 Organ & Admin Kines**

**Department:** Kinesiology (Health Science)

**Course Number and Title:** HS 510: Organization and Administration in Kinesiology

**Catalog Description:** This course investigates current trends in administration and organization in Kinesiology. Areas considered include but are not limited to policy planning, leadership, ethics, management, and current organizational trends in Kinesiology.

**Prerequisites:** None

**First Term Offered:** Fall 2025

**Credit Hours:** 3

Voted to Approve

**HS 576 Seminar in Sports**

**Department:** Kinesiology (Health Science)

**Course Number and Title:** HS 576: Seminar in Sports

**Science Catalog Description:** This course examines concepts related to acquiring, analyzing, and interpreting data relevant to human performance outcomes within sport, exercise, tactical operations, and medical return to play.

**Prerequisites:** None

**First Term Offered:** Fall 2025

**Credit Hours:** 3

Voted to Approve

**<https://www.marshall.edu/graduate-council/files/GC-February-2024-Planning-and-Curricular-Requests.pdf>**

**ATTACHMENT #5**  
**Program Review Committee**  
**February 23, 2024**

**(GC-24-02-06-PRC)**

**Bioinformatic Certificate**

Recommendation #5 – Discontinue the program after all students have completed the program. Multiple red flags in necessity, adequacy, and viability.

Rationale - the Bioinformatics Certificate Program has been available to students since 2013. However, only one student has enrolled in the program and no students have completed the certificate. Assessment data for the program does not exist and the program has not been reviewed.

**ATTACHMENT #6**  
**Executive Committee**  
**February 23, 2024**  
**(GC-24-02-07-EC)**

**Marshall University Graduate Council Resolution**

**Subject:** Exploration and Development of a Graduate and Professional Student Association (GPSA) at Marshall University

WHEREAS, the Marshall University Graduate Council is dedicated to fostering the academic and professional development of graduate and professional students;

WHEREAS, a recent survey conducted by the Graduate Council indicates a clear need and desire among graduate and professional students for the establishment of a GPSA;

WHEREAS, recognizing the potential of a GPSA to enhance the overall graduate and professional student experience, foster collaboration, and address the unique needs and concerns of graduate students;

WHEREAS, the establishment of a Graduate and Professional Student Association aligns seamlessly with Marshall University's commitment to creating a supportive and enriching environment for all members of the academic community;

WHEREAS, President Brad Smith has consistently demonstrated support for initiatives aimed at enhancing the educational experience and well-being of students at Marshall University;

THEREFORE, BE IT RESOLVED that the Marshall University Graduate Council formally requests President Brad Smith or his designee to explore the development and implementation of a Graduate and Professional Student Association at Marshall University.

BE IT FURTHER RESOLVED that the Graduate Council recommends the formation of a collaborative work group, consisting of representatives from various academic organizations, including the Office of Intercultural & Student Affairs, Office of Graduate Studies, Student Government Association, and representative graduate student leaders. This work group will collaborate with the administration in drafting a comprehensive proposal for the establishment and structure of the Graduate and Professional Student Association.

BE IT FINALLY RESOLVED that the Graduate Council affirms its commitment to actively participate in the planning and implementation phases of the Graduate and Professional Student Association to ensure its success and effectiveness in promoting the interests of graduate students at Marshall University.

This resolution shall take effect upon approval by the Marshall University Graduate Council.

GRADUATE COUNCIL CHAIR APPROVED BY THE GRADUATE COUNCIL

\_\_\_\_\_ DATE \_\_\_\_\_

DISAPPROVED BY THE GRADUATE COUNCIL

\_\_\_\_\_ DATE \_\_\_\_\_

UNIVERSITY PRESIDENT

READ: \_\_\_\_\_ DATE \_\_\_\_\_

COMMENTS: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# **ATTACHMENT #7**

## **Graduate Studies Report**

### **February 23, 2024**

#### **Graduate Studies report for Graduate Council**

**To:** Graduate Council

**From:** Carl Mummert, Assistant Provost for Graduate Studies

**Date:** February 16, 2024

#### **Enrollment update**

Our current graduate spring enrollment on February 16, 2024 is 2,862. Overall, 27% of Marshall's enrollment is at the graduate level. A more detailed set of statistics is attached to this report.

Graduate degree seeking students have increased 2.2% since Spring 2022. These students make up about 91% of our graduate student enrollment. There is a small decrease in non-degree graduate students so far, compared to last spring, although we expect some additional non-degree registrations in the second part of the semester.

There is a significant overlap between graduate and online education. Online graduate students make up 33% of all graduate students, and online graduate students make up 73% of all online students at Marshall.

I have been meeting with each dean to discuss the enrollment trends in their college and the specific needs and requests they have for Graduate Studies, Marketing, and other administrative offices. I am also investigating the decrease in non-degree students in more detail.

#### **Graduate Expo**

A graduate expo was held on February 6, 2024. Thank you to all the programs, faculty, and staff who attended. University Communications assisted with marketing, and many other offices contributed to the event. Drawing student attendance is still a challenge. We are considering whether a format change might be appropriate, instead of the current format. Thoughts and suggestions from programs and faculty are very welcome.

#### **Plans of Study and Provisional Admissions**

The Graduate Studies office is working with the college offices to ensure that all students have a plan of study and that provisionally admitted graduate students are fully admitted promptly.

- Each graduate student should submit a plan of study in their first semester. The plans go to the college offices who review and send them to the Registrar's office to file in Banner.
- Provisionally admitted students must be fully admitted no later than the 12th credit hour. To update the admission status, the program needs to request a credential sheet from Graduate Admissions, complete the form, and return it.

We have been working on a multi-semester plan to reduce the number of students who are out of sync with these requirements. There are reports in MU BERT to identify students who need a plan of study or need to be fully admitted.

Beginning this semester, the college offices are asked to place holds for students who need a plan of study, and the Graduate Studies office will place holds for students who need to be fully admitted. Graduate Studies has sent lists of students who need attention to the college offices. The goal is not to hold up students, but to help them complete the requirements and earn their degree.

# Graduate Studies Statistics at a Glance

As of 2/16/2024

**2,862**

Total graduate students

**27.0 %**

Graduate enrollment at MU

**940**

E-Campus graduate students

## Enrollment trends

|                                 | Spring<br>2022 | Spring<br>2023 | Spring<br>2024 | Change<br>S22-> S24 | Change<br>S23-> S24 |
|---------------------------------|----------------|----------------|----------------|---------------------|---------------------|
| Total graduate students         | 3,103          | 2,937          | 2,862          | -17.6%              | -2.6%               |
| <i>Degree seeking (non-MD)</i>  | 2,334          | 2,246          | 2,296          | -1.6%               | 2.2%                |
| Master's and EdS                | 1,718          | 1,645          | 1,684          | -11.9%              | 2.4%                |
| Research Doctorate              | 163            | 182            | 200            | 56.3%               | 9.9%                |
| Professional Doctorate (Non-MD) | 453            | 419            | 412            | -15.4%              | -1.7%               |
| Professional Doctorate (MD)     | 304            | 317            | 291            | -7.9%               | -8.2%               |
| Non-degree                      | 465            | 374            | 275            | -41%                | -26%                |



**Executive Committee**  
**February 23, 2024**  
**(GC-24-02-07-EC)**

**Marshall University Graduate Council Resolution**

**Subject:** Exploration and Development of a Graduate and Professional Student Association (GPSA) at Marshall University

WHEREAS, the Marshall University Graduate Council is dedicated to fostering the academic and professional development of graduate and professional students;

WHEREAS, a recent survey conducted by the Graduate Council indicates a clear need and desire among graduate and professional students for the establishment of a GPSA;

WHEREAS, recognizing the potential of a GPSA to enhance the overall graduate and professional student experience, foster collaboration, and address the unique needs and concerns of graduate students;

WHEREAS, the establishment of a Graduate and Professional Student Association aligns seamlessly with Marshall University's commitment to creating a supportive and enriching environment for all members of the academic community;

WHEREAS, President Brad Smith has consistently demonstrated support for initiatives aimed at enhancing the educational experience and well-being of students at Marshall University;

THEREFORE, BE IT RESOLVED that the Marshall University Graduate Council formally requests President Brad Smith or his designee to explore the development and implementation of a Graduate and Professional Student Association at Marshall University.

BE IT FURTHER RESOLVED that the Graduate Council recommends the formation of a collaborative work group, consisting of representatives from various academic organizations, including the Office of Intercultural & Student Affairs, Office of Graduate Studies, Student Government Association, and representative graduate student leaders. This work group will collaborate with the administration in drafting a comprehensive proposal for the establishment and structure of the Graduate and Professional Student Association.

BE IT FINALLY RESOLVED that the Graduate Council affirms its commitment to actively participate in the planning and implementation phases of the Graduate and Professional Student Association to ensure its success and effectiveness in promoting the interests of graduate students at Marshall University.

This resolution shall take effect upon approval by the Marshall University Graduate Council.

GRADUATE COUNCIL CHAIR APPROVED BY THE GRADUATE COUNCIL

Deane S Davis DATE 2-27-24

DISAPPROVED BY THE GRADUATE COUNCIL

\_\_\_\_\_ DATE \_\_\_\_\_

UNIVERSITY PRESIDENT

READ: BDS DATE 2/28/24

COMMENTS: \_\_\_\_\_  
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