



Graduate Council

MEMORANDUM

To: Dr. Jerome Gilbert – President

From: Dr. Lori Howard – Chair, Graduate Council *LH*


Date: September 10, 2018

Subject: **Approval of Graduate Council Minutes: August 31, 2018**

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

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

Minutes approved.



Dr. Jerome Gilbert
President, Marshall University

9-21-18

Date

Note to Cora Pyles, Executive Assistant to the President:

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

Dr. Lori Howard, Chair, Graduate Council, howardl@marshall.edu
Dr. Conrae Lucas-Adkins, Secretary, Graduate Council, lucas26@marshall.edu
Dr. David Pittenger, Dean, Graduate College, pittengerd@marshall.edu
Dr. Monica Brooks, Asst. VP Online Learning & Libraries, brooks@marshall.edu
Dr. Tammy Johnson, Exec. Director of Admissions, johnson73@marshall.edu
Dr. Sonja Cantrell, Registrar, cantrell1@marshall.edu
Dr. Sherri Smith, Associate VP for Academic Affairs, smithsc@marshall.edu
Ms. Sandee Lloyd, Graduate Dean's Office, lloyd@marshall.edu
Mr. Adam Russell, Office of Academic Affairs, russell58@marshall.edu

MU Graduate Council Meeting MINUTES- August 31, 2018

Huntington Campus – John Spotts Room

Members Present: Davis, Beard, Hanna, Heaton, Howard, Lanham, Lawrence, Lucas-Adkins, Sollars, Thompson, Vauth, Wait

Members Absent: Allen, Blough, Georgel, McGhee

Ex-Officio Members Present: Pittenger

Ex-Officio Members Absent: Maher, Taylor

Agenda

Howard	Welcome, Introductions, Announcements (Attachment 1)
Lucas-Adkins	Approval of previous meeting Minutes (Attachment 2)
Howard	Graduate faculty status candidates (Attachment 3)
Pittenger	Graduate College updates (Attachment 6)
Howard	Review committee assignments and functions (Attachment 4)
All	Elect committee chairs (Attachment 5)

Please reserve these meeting dates:

- September 28, 2018 – South Charleston Thomas Boardroom (1st working mtg)
- October 26, 2018 – Huntington John Spotts Room
- November 30, 2018 – South Charleston Thomas Boardroom
- January 25, 2019 – Huntington John Spotts Room
- February 22, 2019 – South Charleston Thomas Boardroom
- March 22, 2019 – Huntington John Spotts Room
- April 26, 2019 – South Charleston Thomas Boardroom

Reminder: All electronic and hard copy requests for Graduate Council must be received no later than the first day of the month in which Council meets. Requests for the November 30th meeting are due November 1st.

Attachments:

1. Graduate Council Members' Contact and Term
2. Minutes of the past meeting
3. Graduate Faculty Membership Requests
4. Graduate Council Standing Committee Responsibilities
5. Marshall University State of the Graduate College 2018

The meeting was called to order at 1:00 PM.

INTRODUCTION OF MEMBERS

- Correction to email address for Conrae Lucas-Adkins
(See Attachment 1)

MINUTES OF PREVIOUS MEETING
(See Attachment 2)

APPROVED

GRADUATE FACULTY CANDIDATES
(See Attachment 3)

APPROVED

GRADUATE COLLEGE UPDATES
(See Attachment 6)

Dean Pittenger provided overview of the Marshall University State of the Graduate College 2018 report.

Highlights of the report include:

1. While the graduate college enrollment is down this fall, the overall trajectory of the last 5 years is growth.
2. Areas of future development include online and accelerated programs.
3. Creation of interdisciplinary programs.
4. The definition and clarification of criteria for granting graduate faculty status.
5. Clarification of student appeal process for grade challenges; and
6. Policies for students with disabilities.

Motion to move into Executive Session made by Dr. Lawrence at 1:25PM and seconded by Dr. Lanham.

APPROVED

Returned to Regular Meeting at 1:32PM.

REVIEWED COMMITTEE ASSIGNMENTS AND FUNCTIONS
(see Attachment 4)

COMMITTEE CHAIRS
(see Attachment 5)

- Dr. Sue Tams and Dr. Howard are looking at updates for the Graduate Council's website. Email Dr. Howard within month of September with ideas.

The meeting was adjourned at 1:40PM.

Attachment 1 Graduate Council Membership 2018-2020

Phone	Name / email	College	Term Expires
CHAIR			
2076	Howard, Lori (howardl@marshall.edu)	At-Large	2022
VICE-CHAIR			
5614	Davis, Scott (davis1090@marshall.edu)	COHP	2020
SECRETARY			
1937	Lucas-Adkins, Conrae (lucas26@marshall.edu)	At-Large	2022
MEMBERS			
8958	Allen, Tina (allenti@marshall.edu)	COEPD	2022
2781	Beard, Keith (beard@marshall.edu)	COLA	2022
	Blough, Eric (blough@marshall.edu)	SOP	2020
3965	Georgel, Philippe (georgel@marshall.edu)	FS Chair	2020
8935	Hanna, Jessi (jessi.hanna@marrshall.edu)	At-Large	2020
2026	Heaton, Lisa (heaton@marshall.edu)	At-Large	2020
2666	Lanham, Susan (lanham53@marshall.edu)	COB	2020
3040	Lawrence, Bonnie (lawrence@marshall.edu)	COS	2020
	McGhee, Jessica (mcghee23@live.marshall.edu)	Student Rep	2019
7357	Sollars, Vincent (sollars@marshall.edu)	SOM	2020
6611	Thompson, Lori (thompson39@marshall.edu)	Library	2022
	Vauth, Henning (vauth@marshall.edu)	COAM	2020
5444	Wait, Isaac (isaac.wait@marshall.edu)	CITE	2022
EX-OFFICIO, NON-VOTING MEMBERS			
4748	Maher, John (maherj@marshall.edu)	VP Research	
2818	Pittenger, David (pittenger@marshall.edu)	Graduate Dean	
	Taylor, Jaime	Provost	

Attachment 2
MU Graduate Council *Special Meeting* Minutes – May 2, 2018
South Charleston campus – Thomas Boardroom

Members Present: Allen, Blough, Davis, Botes, Brammer, Campbell, Christofero, Davis, Heaton, Howard, Lanham, Larsen, Sollars, Sutphin

Members Absent: DeBruin, Lawrence, Muellerleile,

Ex-Officio Members Present: Pittenger

Ex-Officio Members Absent: Ormiston

New Council Members Present: Hanna, Lucas-Adkins, McGee, Thompson

New Council Members Absent: Beard, Wait

Agenda

Christofero	Welcome and Introduction of New Members
	Election of New Officers
	Graduate Council Membership 2018-2020 (Attachment 1)
	Graduate Council By-Laws (Attachment 2)

Please reserve this meeting date for the 2018-19 Academic Year:

- August 31, 2018 – Huntington – John Spotts Room (Internal Business Only)
- September 28, 2018 - South Charleston Thomas Boardroom (1st Working Mtg)
- October 26, 2018 – Huntington John Spotts Room
- November 30, 2018 – South Charleston Thomas Boardroom
- January 25, 2019 – Huntington John Spotts Room
- February 22, 2019 - South Charleston Thomas Boardroom
- March 22, 2019 – Huntington John Spotts Room
- April 26, 2019 - South Charleston Thomas Boardroom

The meeting was called to order at 2:00 PM.

Graduate Council Members present elected the following Officers:

Chair: Lori Howard

Vice-Chair: Scott Davis

Secretary: Conrae Lucas-Adkins

Meeting Adjourned 2:30 PM

Attachment 3 Graduate Faculty Status Requests

Type	Faculty Member	College/School	Department/Division	Graduate Faculty Level	Term Start	Term Expires
Add	Blanco, Victor	SOM	Biomedical Sciences	Associate	6/4/2018	
Add	McBride, Sean	COS	Physics	Graduate	8/20/2018	12/8/2023
Delete	Chen, Yuanyuan	LCOB	FIN/ECN	Graduate	3/27/2013	3/27/2018
Delete	Frame, Mike	COB	Management	Associate	5/15/2017	
Delete	Lau, Wai Kwan	COB	Management	Graduate	8/30/2015	8/30/2020
Delete	Smith, Harlan	LCOB	Finance/Economics	Graduate	8/23/2013	8/23/2018
Delete	Walden, Brian	CAM	School of Journalism and Mass Comm	Associate	1/9/2017	5/8/2020
Edit	Bailey, Charles	CAM	Journalism and Mass Communications	Graduate	6/4/2018	
Edit	Dalton, Adam	CAM	Music	Associate	6/4/2018	
Edit	Drost, John	COS	Mathematics	Associate	5/7/2018	5/28/2021
Edit	Hannah, Jessi	COEPD	ACE	Doctoral	5/15/2017	
Edit	Liu, Jian	CITE	Applied Science and Technology	Graduate	8/20/2018	12/8/2023
Edit	Rollins, Anna	COLA	English	Associate	7/10/2018	

Edit	Santanam, Nalini	SOM	Biomedical Sciences	SOM	1/8/2018	5/7/2021
Edit	Schray, Kateryna	COLA	English	Graduate	7/10/2018	
Edit	Squire, Walter	COLA	English	Graduate	6/4/2018	
Edit	Van Kirk, John	COLA	English	Graduate	7/10/2018	
	Hoey, Brian	COLA	Sociology & Anthropology	Graduate	8/15/2017	8/15/2022

Attachment 4

GC Bylaws on Committee Responsibilities

URL for Graduate Council Bylaws: <https://www.marshall.edu/graduate-council/by-laws/>

Section 1. Role of Standing Committees

The primary purpose of standing committees shall be to consider and recommend actions and propose policies in the functional areas under their jurisdictions, subject to final approval by the Council.

Section 2. Membership of Standing Committees

1. After consultation with the involved individuals, the Graduate Council Chair shall appoint members to serve one or two academic years as the Chair judges needful so as to maintain continuity and stability within standing committees. One of the goals of this appointment to one or two years is to help provide for a term-balancing of standing committee membership with terms arranged to expire in different years.
2. The Chair of the Graduate Council and the Graduate Dean shall be ex officio and non-voting members of each standing committee.
3. Each standing committee shall elect its own chair annually.

Section 3. Duties of Standing Committee Chairs

The duties of the chair shall include:

1. Scheduling meetings
2. Preparing agendas
3. Presiding over meetings
4. Preparing an annual report
5. Performing other duties as consistent with the efficient management of the committee.

Section 4. Vacancies on Standing Committees

The Council Chair shall appoint members to vacancies on standing committees for the remainder of the academic year.

Section 5. Standing Committees Titles and Responsibilities

1. Standing Graduate Committees
 1. Credentialing
 2. Curriculum
 3. Academic Planning, Standards, and Policies
 4. Program Review and Assessment
 5. Executive Committee

Section 6. Functions and Membership

1. Credentialing Committee
 2. Functions:
 3. Recommends criteria for graduate faculty membership to the Graduate Council.
 4. Reviews graduate faculty membership applications for recommendation to the Graduate Council.
 5. Membership: At least three Council members.

1. Curriculum Committee

1. Functions:
 1. Recommends course changes, additions, and deletions.

2. Reviews and makes recommendations regarding additions and/or deletion of degree programs, areas of emphasis, and certificate programs.
3. Evaluates existing courses.
4. Membership: At least three council members.

1. Academic Planning, Standards, and/or Policies Committee

2. Function:

1. Recommends general policies for admission, progression, and graduation of students.
2. Recommends general academic policies.
3. Recommends other policies related to academic area.
4. Engages in long-range planning and recommends program development.
3. Membership: At least three council members.

1. Program Review and Assessment Committee

1. Function:

2. Reviews annual Assessment Reports submitted by each graduate program
3. Reports its evaluation to the Council for recommendations and actions, after which the Council Chair may report Council recommendations and actions to the University Director of Assessment
4. Engages in long-range planning and recommendations in the area of program review and assessment
5. Membership: At least three council members.

6. Executive Committee

7. Function:

2. Monitors and reviews university publications that pertain to graduate education, including but not limited to the Graduate Council website and the Graduate Catalog.
3. Assures that the Graduate Council website and Graduate Catalog are kept up to date.
4. Clarifies and reinforces, as needed, the relationship between the Graduate Council and the M.U. Graduate Dean with respect to the monitoring, evaluation, and implementation of graduate education policy as established by the Graduate Council.
5. Reports to the Graduate Council in a matter consistent with other standing committees in the Bylaws.
6. Considers and recommends actions and proposes policies consistent with the operation of other standing committees.
7. Membership: Graduate Council Chair, Vice-Chair, and Secretary, with the Graduate Council Chair serving as Chair of the Executive Committee.

Article IX. Ad Hoc Committees

The Council Chair shall form ad hoc committees for special tasks as necessary through appointment of members.

ATTACHMENT 5

Committee Assignments and Chairs

Credential

Tina Allen
Eric Blough-Chair
Phillipe Georgel
Vince Sollars

Curriculum

Keith Beard
Scott Davis
Jessie Hanna
Lisa Heaton-Chair

Planning

Bonnie Lawrence-Chair
Henning Vauth
Isaac Wait

Program Review

Susan Lanham-Chair
Conrae Lucas-Adkins
Jessica McGhee
Lori Thompson

ATTACHMENT 6

**MARSHALL UNIVERSITY
STATE OF THE
GRADUATE COLLEGE
2018**

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EXECUTIVE SUMMARY

1. Enrollments

- a. According to data released by Institutional Research, our Fall enrollment is 2,724 which is 6 fewer students than for the same time last year. During the past 5 years, we have experienced overall growth in enrollments. There are, however, notable declines in some graduate programs.
- b. Future enrollment for Marshall University will depend on new recruiting strategies that will attraction more local and non-resident students. Moving forward the Graduate College will need to:
 - i. Develop a comprehensive marketing campaign that supports all our graduate programs.
 - ii. Examine best use of online course delivery.
 - iii. Increased number of accelerated graduate degrees (master's and doctoral).
 - iv. Increase number of interdisciplinary degree programs that allow faculty from different colleges and departments to collaborate in the development of new degree options.
 1. I recommend that we create a working committee, consisting of members of last-year's committee and new members of the Graduate Council to promote these degree options.

2. Accelerated Graduate Degrees

- a. The Graduate Council may soon receive a proposal to offer an accelerated doctoral degree. As such, it will be timely for the Graduate Council to review its current policies for this degree option.
 - i. I will draft some policy change recommendations for the Graduate Council to consider.

3. Theses and Dissertations

- a. Graduate Students continue to submit interesting thesis and dissertation projects that reflect their advanced study in the discipline.
- b. The overall quality of the manuscripts received by the Graduate College is variable however. Some submissions are nearly perfect and require only light proofreading. Other manuscripts are marred by egregious errors. The Graduate College continues to make faculty serving on thesis/dissertation committees of their responsibility to ensure the student submits professional quality work. We are also examining other mechanisms to help students enhance their writing skills.

4. Policies and Procedures

- a. Last year, the Graduate College revised its policies regarding student appeals and granting Graduate Faculty status. Those serving on committees that hear student appeals (dismissal / academic dishonesty) and credentialing may wish to review these documents which are attached in this report.
- b. The University also created a new policy allowing students to appeal matters related to reasonable accommodations. In essence, a student with appropriate documentation may request a reasonable accommodation to ensure their participation and curricular and co-curricular activities. Students may now appeal

the failure to provide the accommodation. In addition, the policy allows a student granted a reasonable accommodation to receive the accommodation during any appeal process.

FALL ENROLLMENTS: 2013-2018

The following table presents the headcount enrollment for each graduate program for the past several years. During this time, the Graduate College, at the request of academic departments, discontinued programs with low or declining enrollment and added new graduate programs with the goal of better serving student interest.

For the table, I decided to present the slope of the line representing changes in annual enrollments. I find this number a better overall index compared to percentage change. Although there are some notable declines in enrollment in some programs, the overall enrollments represent a gradual increase.

Moving forward, I believe there some things we can do to attract more students to our degree programs. I brief, I plan to pursue the following tactics.

- 1) **Marketing:** Working with Provost Taylor and the leadership of the office of University Communications, I want to develop marketing strategies that will attract potential students to our programs. There are several factors we can use in our favor.
 - a. Our tuition and fees for online programs are very competitive with other universities.
 - b. We offer many premier online programs. Included in this group is the College of Business's MBA program, Counseling, Leadership Studies, and many others.
 - c. Although the online format may not be optimal for all academic disciplines, I am hopeful the Graduate Council will encourage all its programs to assess the feasibility of offering the degree in the online format.
- 2) **Accelerated Graduate Degrees:** Later in this document, I review the need to reassess and expand our accelerated degree options as I believe we will be able to attract and retain more of our fine undergraduate students with these programs. Currently, the College of Business is experimenting with offering the accelerated degree option to local colleges that offer undergraduate but not graduate degrees in business. I believe this model will be an effective, low cost, recruiting tool.
- 3) **New Program Development:** Last year, the Graduate Council endorsed an innovative plan to create interdisciplinary programs. This option allows the University to be more responsive in meeting shifting demand for new areas of study while remaining frugal with our financial resources.

Program/College	Headcount: Fall Term						Slope:
	2013	2014	2015	2016	2017	2018	2013-2018
MA Art	3	2	Discontinued				
MA Music	16	17	20	14	15	14	-0.63
MAJ Journalism	14	14	14	13	12	7	-1.2
Undefined	2	1	1	1	1		-.20
Arts and Media Total	35	34	35	28	28	21	-2.71
MBA Business Administration	118	170	191	181	205	177	11.14
MS Accountancy	23	21	22	18	16	22	-0.69
MS Health Care Administration	58	63	77	77	47	49	-2.66
MS Human Resource Mgt	61	53	53	66	59	43	-1.69
DMP Nurse Anesthesia	78	82	81	76	77	83	0.14
Not Classified	8	5	6	12	11	9	0.83
Business Total	346	394	430	430	415	383	7.09
MS Computer Science		3	37	69	33	34	5.80
MS Environmental Science	38	35	32	29	28	19	-3.40
MS Information Systems	11	23	23	22	19	32	2.63
MS Mechanical Engineering			1	13	18	15	4.70
MS Safety	16	13	23	40	34	23	3.29
MS Technology Management	43	39	46	32	37	27	-2.86
MSE Engineering	26	31	42	60	50	30	2.71
CITE Total	134	144	204	265	219	180	14.74
MA Counseling	161	130	162	149	119	183	1.83
MA, Education				44	94	127	41.50
MA Education, Early Childhood	5	2	3	4	1		-0.60
MA Education, Elementary	53	53	45	36	13	3	-10.83
MA Education, Secondary	41	33	38	32	13	3	-7.31
MA Family and Consumer Sciences					1		
MA Leadership Studies	234	231	265	243	217	180	-9.54
MA Reading Education	68	64	43	50	61	48	-2.91
MA Special Education	194	176	160	130	111	91	-21.14
MAT Master of Arts in Teaching	90	101	65	59	58	61	-8.00
MS Adult and Continuing Ed	82	84	61	47	53	43	-8.63
EDS Education	34	19	15	18	16	13	-3.17
EDS School Psychology	39	40	29	24	29	40	-0.94
EdD - Education	117	111	106	97	96	102	-3.69
Not Classified	248	242	258	304	215	210	-6.43
Education & Prof Dev Total	1366	1286	1250	1237	1097	1104	-54.00
Not Classified	51	55	52	39	52	65	1.23
Graduate Total	51	55	52	39	52	65	1.37
MPH Master of Public Health		12	19	12	6	13	-1.10
MS Athletic Training	8	11	6	5	8	10	0.00
MS Biomechanics				1	5	6	2.50
MS Communication Disorders	44	48	57	62	63	65	4.43
MS Dietetics	12	11	19	15	14	19	1.14
MS Exercise Science	18	28	27	21	29	33	2.06
MS Health Informatics	19	22	23	23	35	29	2.54
MS Sports Management	26	21	10	9	18	17	-1.57
MSN Family Nurse Practitioner	140	127	110	103	114	122	-3.89

Program/College	Headcount: Fall Term						Slope: 2013-2018
	2013	2014	2015	2016	2017	2018	
MSW Social Work				70	99	101	15.50
Not Classified	17	13	8	7	26	39	4.23
Health Professions Total	284	293	279	328	417	454	36.31
Academic Pathway	40	98	161	189	141	125	16.63
INTO Marshall Total	40	98	161	189	141	125	16.63
MA Communication Studies	13	12	13	13	8	15	-0.06
MA English	31	43	47	39	31	31	-1.26
MA History	24	23	17	14	19	16	-1.57
MA Humanities	5	9	11	9	5	5	-0.40
MA Latin	1		Discontinued				
MA Political Science	10	8	13	7	6	6	-0.91
MA Psychology	55	69	70	59	41	57	-2.43
MA Sociology	8	9	10	11	10	6	-0.17
MA Spanish		1	Discontinued				
MA/MS Geography	10	10	12	12	8	12	0.11
MPA, Public Administration	2	10	16	16	18	14	2.40
PSY D Psychology	47	46	43	43	44	49	0.11
Not Classified	2	5	9	6	3	2	-0.26
Liberal Arts Total	208	245	261	229	193	213	-4.66
MS Biomedical Sciences	21	24	21	26	28	42	3.49
MS Clinical and Translational Sciences				4	7	3	-0.50
PHD Biomedical Sciences	25	21	23	28	28	26	0.89
Not Classified	1	1	3			1	0.00
Medicine Total	47	46	47	58	63	72	5.34
MA Mathematics	15	14	19	16	16	21	0.94
MA/MS Biological Sciences	30	34	28	26	29	25	-1.20
MS Chemistry	6	8	2		6	5	-0.22
MS Criminal Justice	12	12	12	13	16	18	1.23
MS Forensic Science	38	35	33	33	34	30	-1.23
MS Physical and Applied Science	11	9	5	5	4	3	-1.57
Science Total	112	112	99	93	105	102	-2.20
Not Classified						5	
Graduate College Total	2623	2707	2818	2896	2730	2724	18.63

ACCELERATED GRADUATE DEGREES

The Graduate College currently offers two options allowing students to overlap their undergraduate and graduate education experience; the Accelerated Master's Degree and the 3+ 2 Program. The goal of both is to shorten the time needed to complete the graduate degree and lower the student's total expense. Also, the option allows departments to retain talented students by engaging them in their baccalaureate to graduate degree programs.

As we move forward, I am hopeful the Graduate College will consider the following initiatives:

1. Review the differences between the two options regarding how graduate courses count toward the undergraduate degree. As you will read in the highlighted notes below, the two have different methods for counting the graduate courses. I am hopeful we can review the policies to afford departments optimal flexibility in crafting their degree options. We should also revise these policies to apply to master's level and doctoral degree options.
2. Increase the number of accelerated graduate degree programs. According to the Department of Labor, more future employees will require a graduate degree as a job requirement.
3. Encourage more programs to offer early enrollment in our graduate programs using the Conditional Admission option. The College of Business reached out to colleges and universities in Kentucky, Ohio, and West Virginia that offer undergraduate but not graduate business courses. Students planning on graduating from these schools may apply for admission during their senior year and enroll in the school's graduate-level courses. To date, we have had positive responses from these schools regarding this option.

The following comes from the current Graduate Catalog

ACCELERATED MASTER'S DEGREE

Marshall University offers an accelerated path through a number of its master's degree programs. We encourage qualified undergraduates to consider doing an Accelerated Master's Degree (AMD). Accelerated Master's Degrees are currently offered in:

- Criminal Justice,
- Geography,
- Political Science,
- Psychology, and Sociology.

Undergraduates accepted to an AMD program can begin taking graduate coursework in their **senior year up to a maximum of 12 hours in place of electives**. Students reduce the number of hours required to complete the Bachelor's degree by the number of graduate hours they complete (up to a maximum of 12). They must meet all other degree requirements for their Bachelor's degree while they work on their Master's degree. None of the credit hours used for the Bachelor's degree can be counted toward the Master's degree.

Graduate coursework/credit will appear ONLY on the graduate transcript, and graduate course grades will be calculated at the graduate level. The undergraduate transcript will indicate that graduate courses were used to fulfill the AMD requirement.

Advantages of an Accelerated Degree

- complete the Bachelor's degree with up to 12 fewer credit hours, (must meet all other degree requirements for the Bachelor's degree);
- begin work on the master's degree during the senior year;
- complete up to 12 graduate credits at undergraduate tuition rates;
- earn a bachelor's and master's degree in less time.

Eligibility Requirements for Accelerated Master's Degree program

- must have completed at least 90 hours toward the bachelor's degree;
- must have at least a 3.30 overall undergraduate GPA;
- must have at least a 3.30 GPA in the major;
- must meet the admission requirements of the chosen master's degree program.

(Note: AMD programs may have admission requirements that differ from the admission requirements for the regular master's degree. For example, some departments might waive the required admission test, such as the GRE, GMAT or Miller Analogies. Students should check with the chosen master's degree program.)

3+2 Program (B.B.A. with M.A., M.B.A., HRM or HCA)

The 3+2 Program offered by the College of Business allows students to earn both their Bachelor of Business Administration and Master of Accountancy, Business Administration, Human Resources Management, or Health Care Administration degrees in a total of five years. **Students are allowed to double-count up to nine hours of graduate-level courses from the master's degree toward their bachelor's degree requirements.**

**THESES AND DISSERTATIONS:
AUGUST 20, 2017 – AUGUST 20, 2018**

The Graduate College published the following theses and dissertations last year.

Adkins, Nicholas (2018) The Influence of Northern Hemisphere Teleconnections On the Geography of Pacific Tropical Cyclone Genesis.

Program: Geography

Advisor: Law, Kevin

Agboola, Oluwagbenga (2018) Preference Probability Based On Ranks - A New Approach Using Logistic Regression With Zero Intercept.

Program: Mathematics

Advisor: Adkins, Laura

Alshehri, Saud (2018) Thematic Patterning in English and Arabic and Its Implications On Translation.

Program: English

Advisor: Hong, Hyo-Chang

Amspacher, Katelyn (2018) Southern Fox Squirrel (*Sciurus Niger Niger*) Translocation, Occupancy, and Foraging Behaviors.

Program: Biological Sciences

Advisor: Waldron, Jayme

Baker, Julie (2018) Missing Mother: The Female Protagonist's Regression to the Imaginary Order in Shirley Jackson's the Haunting of Hill House, the Sundial, and We Have Always Lived in the Castle.

Program: English

Advisor: Tigchelaar, Jana

Beuhring, Bethany (2018) Perceptions of the Athletic Training Profession By A Collegiate Athlete Patient Population.

Program: Exercise Science

Advisor: Konz, Suzanne

Blevins, Lauren (2018) Preparedness of School Psychologists to Provide Services For Students Diagnosed With Cancer.

Program: School Psychology

Advisor: Stroebel, Sandra

Bradley, Tracy (2018) A Learning Model of Community Collaboration in West Virginia.

Program: Curriculum and Instruction

Advisor: Spatig, Linda

Bryant, Brooks (2018) Iron Road: The Rise of Huntington, West Virginia, 1870-1920.

Program: History

Advisor: Holbrook, Daniel

Burdette, Stephanie (2018) Literacy Leaders: An Analysis of West Virginia Secondary School Principals' Self-Reported Literacy Leaderships Perceptions and Practices.

Program: Educational Leadership

Advisor: Watts, Louis

Bushong, Emma (2018) The Relationship Between Religiosity and Mental Illness Stigma in the Abrahamic Religions.

Program: Psychology

Advisor: Beard, Keith

Celik, Yigitcan (2018) A Novel IEEE 802.11 Power Save Mechanism For Energy Harvesting Motivated Networks.

Program: Computer Science

Advisor: Pu, Cong

Chinn, Cassandra (2018) A Study of the Influence of Branded Messages On Non-Branded Food Items When Presented to 10 to 14-Year-Old Children.

Program: Journalism

Advisor: Swindell, Chris

Comer, Lori (2018) A Study of the WV Judges' Truancy Program Used in Eight WV Counties From 2012-2015.

Program: Educational Leadership

Advisor: Watts, Louis

Cooper, Melody (2018) Some-Ness in No-When Queer Temporalities in the Horror Genre.

Program: English

Advisor: Squire, Walter

Davis, Elbert (2018) Mlearning Device Usage and Self Efficacy By Higher Education Faculty For Professional Activities: A Case Study.

Program: Curriculum and Instruction

Advisor: Childress, Ronald

Edwards, Elise (2018) An Analysis of Personality On Legal Substance and Behavioral Addictions.

Program: Psychology

Advisor: Beard, Keith

Farrish, Melissa (2018) Perceptions of the Importance and Integration of High-Impact Practices in Traditional Versus Online Learning.

Program: Curriculum and Instruction

Advisor: Heaton, Lisa

Fukuyoshi, Koshin (2018) A Meaning-Based Approach to the Language of the Toefl Test and Japanese Efl Textbooks: A Functional Analysis of Patterns of Lexico-Grammatical Meanings and Structures.

Program: English

Advisor: Hong, Hyo-Chang

Full, Nathan (2018) The Power to Overcome: The Resistance and Resiliency of Black Motherhood.

Program: English

Advisor: Lillvis, Kristen

Fuller, James (2018) Nineteenth Century American Newspapers and the Criminal Transgressor.

Program: Journalism

Advisor: Rabe, Robert

Fuller, Robert (2018) Improved Embedded Atom Potentials For Metal Hydride Systems.

Program: Engineering

Advisor: Hijazi, Iyad

Getty, Morghan (2018) Doxorubicin Cytotoxicity in A Human Proximal Tubular Epithelial Cell Line Was Attenuated By the Natural Product Resveratrol.

Program: Biomedical Sciences

Advisor: Valentovic, Monica

Goodman, Allyson (2018) Curriculum Change in Undergraduate Strategic Communications Programs: How Strategic Communications Programs Are Adapting to 21st Century Media.

Program: Education

Advisor: Heaton, Lisa

Gravano, Tamara (2018) Career Paths, Barriers, and Professional Experiences: A Comparison Study of Physical Therapist Program Directors in the United States.

Program: Leadership Studies

Advisor: Anderson, Dennis

Haight, Ryan (2018) Teacher and Administrator Perspectives On Formative Student Assessment in Career and Technical Education: For Career and Technical Teachers and Administrators.

Program: Educational Leadership

Advisor: Childress, Ronald

Inghram, Charles (2018) Student Attributes Related to Dual Enrollment Baccalaureate Degree Outcomes in A Rural State.

Program: Educational Leadership

Advisor: Anderson, Dennis

Johnson, Christina (2018) Awareness of Clery Act Reporting Requirements Across Institutional Strata in West Virginia Community and Technical Colleges.

Program: Leadership Studies

Advisor: Nicholson, Barbara

Jones, Valerie (2018) The Whole Building Is A Classroom-An Oral History of A School's Role in the Culture of the Community.

Program: Curriculum and Instruction

Advisor: Lassiter, L.

Jorden, Erin (2018) The Alt-Right's Use of President Donald Trump's Twitter Account As A Propaganda Device.

Program: Communication Studies

Advisor: Underhill, Stephen

Jungen, Michael (2018) Eastern Diamondback Rattlesnake (*Crotalus Adamanteus*) Telemetry Techniques and Translocation.

Program: Biological Sciences

Advisor: Waldron, Jayme

Kriege, Mitchell (2018) Freshwater Mussels of the Greenup Navigational Pool, Ohio River, With A Comparison to Fish Host Communities.

Program: Biological Sciences

Advisor: Jones, Thomas

Lucas, Christopher (2018) This Isn't For You, This Is For Me: Women in Cosplay and Their Experiences Combatting Harassment and Stigma.

Program: Sociology

Advisor: Fondren, Kristi

Maheshwari, Mani (2018) Role of N-Acetyl-Seryl-Aspartyl-Lysyl-Proline (Ac-Sdkp) and Renal Hemodynamics On Obesity Related Renal Damage.

Program: Biomedical Sciences

Advisor: Egleton, Richard

McComas, Cynthia (2018) A Poetic Exploration of Landscape and Negation in Larry Levis's the Dollmaker's Ghost.

Program: English

Advisor: Smith, Eric

McMillan, John (2018) "Impracticable, Inhospitable, and Dismal Country": An Examination of the Environmental Impact On Civil War Military Operations in West Virginia.

Program: History

Advisor: Woods, Michael

Meadows, Pamela (2018) Are Higher Education Institutions Addressing the Employment Needs of Clinical Laboratories in Rural Areas?

Program: Leadership Studies

Advisor: Damron, Eugenia

Mullins, Danielle (2018) Weathered Mountains: A Qualitative Study of West Virginia Women and Their Perceptions of Strength, Land, and Womanhood.

Program: Sociology

Advisor: Fodren, Kristi

Nakagawa, Risa (2018) The Progressive Distribution of Sentences Containing Relative Clauses in Japanese Textbooks of English.

Program: English

Advisor: Hong, Hyo-Chang

Nakamura, Yuki (2018) A Systemic Functional Analysis of Toefl Sample Writings.

Program: English

Advisor: Hong, Hyo-Chang

Nance, Jonathan (2018) Thumb Sticks and Hand Grenades: An Analysis of War and Perspectives in Video Games.

Program: English

Advisor: Lillvis, Kristen

Osborne, Kasey (2018) "Fence-Line" Contrast Soundscape Study of Forested Lands in Allegany State Park and Allegheny National Forest: Is There An Impact of Oil and Gas Development On An Eastern Forest Soundscape?

Program: Biological Sciences

Advisor: Axel, Anne

Parsons-White, Amy (2018) Establishing Environmental Variability in the Toxins Produced By A Single Strain of *Prymnesium Parvum*.

Program: Biological Sciences

Advisor: Armstead, Mindy

Piawski, Sean (2018) Exploring the Regulatory Mechanism of the Notch Ligand Receptor Jagged1 Via the Aryl Hydrocarbon Receptor in Breast Cancer.

Program: Biomedical Sciences

Advisor: Salisbury, Travis

Porter, Lee Ann (2018) Douglass High School: Students' Perspectives On Attending a Segregated School.

Program: Education

Advisor: Lassiter, Luke

Scholer, Katharina (2018) A Characterization of West Virginia Coyotes (*Canis Latrans*) Utilizing Skull Morphology.

Program: Biological Sciences

Advisor: O'Keefe, F. Robin

Simms, Christian (2018) The Truth About Literature: An Examination of Emotion and Ethics Across Genre.

Program: English

Advisor: Prejean, Kelli

Stephenson, Adam (2018) We're Human: An Analysis of Formal and Informal Training Methods For Direct Care Staff Working With Dual-Diagnosis Populations.

Program: Sociology

Advisor: Sullivan, Donna

Tian, Zifeng (2018) A Robust Framework For Mining Youtube Data.

Program: Computer Science

Advisor: Malik, Haroon

Tuggle, Thaddaeus (2018) Modeling Chlorophyll Concentrations On The Ohio River Using Remotely Sensed Data.

Program: Biological Sciences

Advisor: Kovatch, Jeff

Turner, Alicia (2018) The Floating Head of Feminism: The Domesticated Domain and Erasure of the Female (No)Body in Contemporary Television and Cinema.

Program: English

Advisor: Lumpkin, Britton

Walden, Harley (2017) God, Mother and Island Creek: The Story of Holden Central School and the Emergence of Nurturing Paternalism.

Program: Curriculum and Instruction

Advisor: Lassiter, Luke

Wineland, Sean (2018) Using Environmental DNA and Occupancy Modeling to Examine Drivers of Eastern Hellbender Extirpation and Sampling Method Efficiency in West Virginia.

Program: Biological Sciences

Advisor: Waldron, Jayme

THESIS/DISSERTATION REVIEW PROCESS

The Graduate College will now review all thesis and dissertation manuscripts submitted for publication. In the past, the College of Education and Professional Development reviewed manuscripts from their college but could not sustain this practice due to the cost of the review. The Graduate College has made the appropriate changes to accommodate the increased workload. We note, however, that we continue to receive manuscripts containing numerous errors.

At the start of the semester, we sent the following note to all graduate advisors.

Dear Colleagues,

Please share the following note with your colleagues if your department requires a thesis or dissertation for the degree.

We ask that the student's committee ensure the student submits a thesis/dissertation that follows, without exception, the guidelines of the *Graduate College Style Guide* and is free of errors in spelling, grammar, punctuation, and citations. Copy editing is an expensive and time-consuming process. Manuscripts sent for publication should be "camera read" and require only minor proofreading. As such, we will reject any manuscript that has numerous errors in the opening pages. Our experience is that students make the following errors:

- Do not follow the prescribed formatting of margins, paragraphs, headings, and the construction of the tables of tables, figures, and contents.
- Errors in citation and referencing including:
 - Statements of fact or synthesis with no supporting authority
 - Citations that do not correspond to the references (dates and names)
 - References not cited in the text
 - Improper use of et al. rules for multiple authors
- Errors in spelling, grammar, punctuation.
- Poorly constructed sentences that are difficult, if not impossible, to understand.
- We found two thesis projects with plagiarized materials. I rejected both projects and changed the students' grade to F.

As for the committee approval sheet, we ask that the committee sign the document only when they are confident the work is ready for publication as outlined below.

ROLES AND RESPONSIBILITIES OF THE THESIS/DISSERTATION COMMITTEE

The roles and responsibilities of the faculty serving on a student's thesis/dissertation committee are manifold. In essence, the members of the committee help the student demonstrate the ability to plan and execute a scholarly and creative project while developing an expertise within the discipline. To this end, the members of the committee advise the student to ensure he or she has identified a project that will sufficiently challenge his or her skills, make use of appropriate disciplinary research and creative methods, and be completed using available resources in a timely manner. The members of the committee

also ensure the highest quality of the published thesis/dissertation by requiring the student to submit a final thesis/dissertation that conforms to the preferred editorial guidelines of the discipline and the Graduate College. As such, the signature page included in the thesis/dissertation verifies that the faculty have read with care the thesis/dissertation to ensure the student's work is without error in the form, substance, and expression of the student's work. The members of the committee sign this page once the student has prepared a final draft of the approved thesis and affirm that the work meets the editorial standards of the Graduate College. (Graduate Catalog)

Earlier today, I sent the following to all students:

For All Thesis/Dissertation Projects

Office of Research Integrity:

Before you begin work on your thesis or dissertation, whether you believe your study will involve human/animal subject research or not, you **must** send the abstract of your proposed project to Bruce Day (Day50@marshall.edu), MU Director of the Office of Research Integrity.

If the thesis/dissertation requires Institutional Review Board (IRB) approval, Mr. Day will be direct to the appropriate IRB coordinator for assistance. You must include the IRB approval letter in your manuscript.

If Mr. Day finds your thesis/dissertation does not involve human/animal subject research, he will send to you a letter affirming the conclusion. You must include this letter in your manuscript.

We will not accept a thesis/dissertation without a copy of the IRB approval or Mr. Day's letter.

For additional information: <http://www.marshall.edu/graduate/current-students/research-questions/>

Style Guide for Thesis/Dissertation Projects:

All thesis/dissertation projects must follow the *Graduate College's Style Guide*. As you will read, you may use your discipline's style guide for citations and references, footnoting, and discipline-specific methods for presenting information. All other matters must follow the *Graduate College's Style Guide*.

<http://www.marshall.edu/graduate/files/Style-Guide-2018-19-Edition.pdf>

To help you prepare your thesis/dissertation, we created an MSWord template. Please use the template when you begin writing your thesis dissertation.

<http://www.marshall.edu/graduate/current-students/thesisdissertation-template/>

Some students enjoy using EndNote8 to edit their citations and references. You can download a free copy of the software at:

<http://www.marshall.edu/graduate/citation-information/>

Please note, that you, as the author of the thesis/dissertation are responsible for submitting a manuscript that follows the formatting of the thesis/dissertation **exactly** as presented in the style guide. Your work should also be free of errors in spelling, grammar, punctuation, and citations.

We will automatically reject any thesis/dissertation that does not follow the style guide, has errors in the opening pages, or both.

As a student at Marshall University, you may use, free of charge, the services of the Writing Center. The staff of the Center can guide you through the steps needed to prepare your best work. Please make an appointment once you have begun your writing.

<http://www.marshall.edu/writingcenter/>

We are concerned that faculty supervising thesis and dissertations projects are signing the approval cover sheet for manuscripts that need considerable copy editing. Given the time and cost, the Graduate College cannot serve as the student's copy editor. As such, we ask that those serving on committee NOT sign the final approval letter until the student has a near perfect document to submit. The members of the thesis committee can help students by:

- 1) Require students to use the MSWord template created for these manuscripts.
- 2) Require students to use the *Graduate College Style Guide* when preparing their manuscripts.
- 3) Point out consistent errors in a student's manuscript.
- 4) Encouraging the student to work with the staff of the Writing Center.
- 5) Encourage students to form writing groups that review and share comments about each other's work.

The Graduate College is examining other options to provide writing support for students. We will update the Graduate Council regarding our progress.

**PRINCIPLES AND BEST PRACTICES FOR APPEALS OF ACADEMIC DISHONESTY,
DISMISSAL FROM A PROGRAM, OR BOTH.**

Note: The following is the Graduate College's process allowing students to appeal certain actions taken against them. Please note that the policy has been revised to include new language regarding students who are entitled to receive reasonable accommodations documented by the Office of Disability Services.

Preamble

Students who enroll in Marshall University (Marshall) courses and degree programs assume the obligation for conduct that is compatible with Marshall's mission as an educational institution. Marshall requires all its student to be aware of, and abide by the behavior standards of the University and the academic program in which they are enrolled. Ignorance of acceptable boundaries of student behavior, as contained in the Academic Dishonesty policy and individual program policy is not a basis for excusing inappropriate behavior.

The Graduate College's policies regarding the appeal of a finding of student academic dishonesty, dismissal from a graduate program, or both, exist to provide the affected student ample due process to appeal and present evidence that punitive actions are unwarranted and thereby must be withdrawn. Refer to the *Marshall University Graduate Catalog*, specifically the sections covering *Academic Dishonesty*, and *Administrative Steps for Appealing a Final Grade or an Action Based on Academic Performance or Dishonesty*.

Marshall's appeals process is not analogous to, is not equivalent to, and does not conform to criminal law processes. The hearing is designed to determine responsibility, or lack thereof, for academic dishonesty violations only and determine the appropriateness of dismissal from an academic program. The academic appeal process shall be informal in nature so as to provide substantial justice, and it shall not be bound by legal jargon, court-like proceedings, or legal definitions.

Appeal Process

The appeal process includes many steps beginning with an informal meeting between the student and appropriate faculty or representatives of the department. Those matters that cannot be resolved at the informal level may be appealed to the Dean of the Graduate College. As necessary, the student may continue the appeal by requesting a hearing of members of the Graduate Council. The final arbiter in the process is the Senior Vice President for Academic Affairs and Provost.

During the appeal process, the student may seek the support of an advocate or legal counsel. The University provides a student advocate at no charge. A student seeking legal counsel may do so at his or her expense.

The advocate or counsel may advise the student during the appeal process. The advocate or counsel may also join the student but may not participate in any scheduled hearing.

Those reviewing the appeal shall assume that the student is not responsible for the conditions that lead to his or her dismissal, is not responsible for alleged academic dishonesty, or both.

Falsification, distortion, misrepresentation of information, or furnishing false information to any Marshall official, faculty member or office, including the Graduate Council, is a violation of the Student Code of Conduct.

Matters of Review

At each level of review, the primary matters to be addressed include:

- 1) What is the evidence that lead to the finding of an act of academic dishonesty, dismissal from an academic program, or both?
- 2) Was the interpretation of the evidence in keeping with a common understanding of published definitions of academic dishonesty, criteria for dismissal, or both?
- 3) Was there evidence of capricious or prejudicial application of these definitions for the student?
- 4) Can those reviewing the appeal come to a reasonable conclusion that the student did engage in academic dishonesty, met the criteria for dismissal, or both?

Those reviewing the student's appeal must either support or reject the appeal. Support of the appeal indicates that the student's dismissal from an academic program was not appropriate and that the student will be allowed to resume his or her completion of the degree, that the student did not engage in academic dishonesty and that all sanctions will be removed, or both. Rejection of the appeal indicates that the charge of academic dishonesty, dismissal from an academic program, or both were appropriate.

All students with a previously approved accommodation may be entitled to receive reasonable accommodations during the review process outline below. Upon notification by the student, or by the individuals conducting the review, the Office of Disability Services will coordinate the provision of the accommodation and have the authority to identify how best to provide the accommodation. Provided that, the Student may be required to register with the Office of Disability Services to receive those accommodations in accordance with University policy and procedures.

Step 1: Informal Review

Students dismissed from a program of study or found to have engaged in academic dishonesty must first attempt to resolve the matter informally within 10 days of receiving written notification of the action by contacting the department or unit head or director of graduate studies for the program.

Step 2: The Dean of the Graduate College Review

If the informal review does not resolve the matter, the student may, within 30 days, submit to The Dean of the Graduate College the Performance Appeal form and supplemental materials for review. The Dean may request additional information from the student and representatives of the department as needed. The Dean may also schedule a hearing if necessary. The Dean will respond within 10 days of receiving the materials or 10 days after a hearing, if convened.

Step 3: The Graduate Council Review

Within 10 days the student may appeal the Dean's decision by forwarding the Performance Appeal form to the Chair of the Graduate Council who will then schedule a hearing as specified by policy. The chair of the subcommittee shall oversee the order of the meeting.

Within 10 days of the hearing, the Graduate Council subcommittee will render a decision concerning the student's appeal of dismissal from an academic program, findings of academic dishonesty, or both. The decision requires a majority vote of the members of the subcommittee. The decision will be delivered to the student and the Dean of the Graduate College.

As stated in the Academic Hearing procedures, academic hearings are closed to the public. All information discussed/shared during the hearing is confidential. In addition, any written

information, including binders, presented to the subcommittee will be collected upon completion of the hearing. The materials may be held by the Dean of the Graduate College for one year.

Admission of any person to the hearing shall be at the discretion of the Chair of the panel. Please direct all questions to the Chair of the panel regarding the hearing.

During the hearing neither the faculty nor the student directly question each other. All questions are to be asked by members of the panel and answered by the person addressed.

Step 4: The Vice President for Academic Affairs and Provost Review

The student may appeal the finding of the subcommittee of the Graduate Council's decision within 10 days to the Senior Vice President for Academic Affairs and Provost. The Senior Vice President for Academic Affairs and Provost will respond within 10 days. This is the final review in the appeal process and may not be appealed further.

PRINCIPLES AND BEST PRACTICES FOR APPEALS OF FINAL COURSE GRADES.

Note: The following is the Graduate College's process allowing students to appeal final course grades. Please note that the policy has been revised to include new language regarding students who are entitled to receive reasonable accommodations documented by the Office of Disability Services.

Preamble

Students who enroll in Marshall University recognize that the graduate faculty, due to their education and experience, are able to make objective qualitative and quantitative assessment of students' academic work. In keeping with policy, faculty publish the grading criteria for all courses they teach. The final grade issued by the instructor represents his or her overall assessment of the student's performance in each course. As such, a student may only appeal a final grade and only if the instructor's assessment:

1. reflects an error in calculation or reporting (e.g. a computational error, oversight of submitted materials, or posting the wrong grade), or
2. used standards different from those established in the written department or Graduate College policies, if specific policies exist, for assigning the grade, or
3. departed from previously articulated, written standards, without notifying graduate students, in determining the grade.

Marshall's appeals process is not analogous to, is not equivalent to, and does not conform to criminal law processes. The purpose of the appeal is to determine if and how a final course grade did not assess the overall performance of a student in a course. The appeal process shall be informal in nature so as to provide substantial justice, and it shall not be bound by legal jargon, court-like proceedings, or legal definitions. Refer to the *Marshall University Graduate Catalog*, specifically the section, *Administrative Steps for Appealing a Final Grade or an Action Based on Academic Performance or Dishonesty*.

All students with a previously approved accommodation may be entitled to receive reasonable accommodations during this review process. Upon notification by the student, or by the individuals conducting this review, the Office of Disability Services will coordinate the provision of the accommodation and have the authority to identify how best to provide the accommodation. Provided that, the Student may be required to register to register with the Office of Disability Services to receive those accommodations in accordance with University policy and procedures.

Appeal Process

The appeal process includes many steps beginning with an informal meeting between the student and the instructor. Those matters that cannot be resolved at the informal level may be appealed to the department or unit head, and then to the Dean of the Graduate College. The final arbiter in the process is the Dean of the Graduate College.

During the appeal process, the student may seek the support of an advocate or legal counsel. The University provides a student advocate at no charge. A student seeking legal counsel may do so at his or her expense.

The advocate or counsel may advise the student during the appeal process. The advocate or counsel may also join the student but may not participate in any scheduled meeting.

Falsification, distortion, misrepresentation of information, or furnishing false information to any Marshall official, faculty member or office, including the Graduate Council, is a violation of the Student Code of Conduct.

Matters of Review

The fundamental matters for review include:

1. Is there evidence that the grade reflects an error in calculation, an oversight, or an error of reporting to the Registrar.
2. Is there evidence that the instructor used standards different from published policies of the course syllabus, or college or departmental policies.
3. Is there evidence that the instructor altered the grading standards without notifying the students of the change.

Step 1: Informal Review

Students appealing the final course grade must first attempt to resolve the matter informally within 10 days of posting of grades online.

Step 2: The Department/Unit Head

If the informal review does not resolve the matter, the student may, within 10 days, submit to the Department/Unit Head the Course Grade Appeal form and supplemental materials for review. The Department/Unit Head will respond within 10 days of receiving the materials.

Step 3: The Dean of the Graduate College

The student may, within 10 days, continue the appeal by submitting to the Dean of the Graduate College the Course Grade Appeal form and supplemental materials for review. The Dean of the Graduate College will respond within 10 days of receiving the materials. The decision is final and may not be appealed.

**ADMINISTRATIVE PROCEDURE STUDENT-05 APPEAL
FAILURE TO PROVIDE A REASONABLE ACCOMMODATION**

Number: STUDENT-05	Name: Appeals Process for Provision of a Reasonable Accommodation
Purpose: This procedure outlines how students may appeal of the denial or the failure to provide a reasonable accommodation.	
Responsible Unit: Student Affairs	
Approved by:	Approval Date:

Reasonable Accommodations for Students

Marshall University recognizes its responsibility to provide reasonable accommodations, as defined under the Americans with Disabilities Act (ADA), for students. The goal of the accommodation is to afford students the opportunity to successfully participate in the curricular and co-curricular activities provided by the University. All students seeking an accommodation must follow the policies and procedures of the Office of Disability Services (<https://www.marshall.edu/disability/>).

1.0 Appeal Refusal to Provide Accommodation

1.1 Students who believe they have been inappropriately denied a reasonable accommodation by the Autism Training Center, the H.E.L.P. Center, or the Office of Disability Services may appeal as follows.

1.1.1 Step One: The student will submit the *Accommodation Appeal Form* to the Office of Disability Services within two (2) days of the denial of accommodations. This appeal form requires the recommended accommodations as provided by a licensed physician, psychologist or other appropriate medical professional. In addition, the student will provide a written statement indicating why the denial of the accommodations is in error and a potential detriment to the student’s ability to participate in curricular and co-curricular activities.

The Office of Disability Services will, within five (5) business days, attempt to informally resolve the appeal. Resolution may be an affirmation of the refusal of the accommodation with a rationale for the decision, recommend provision of the accommodation, or submission of the appeal form for a Step Two review.

1.1.2 Step Two: If the student is not satisfied with the decision from Step One, he or she may forward the *Accommodation Appeal Form* within two (2) days of receipt the Step One decision to the Vice President for Student Affairs (VPSA), or his/her designee who will further investigate the appeal. This investigation may involve a meeting with the student, staff of Autism Training Center, the H.E.L.P. Center, and/or the Office of Disability Services, faculty and staff involved in the appeal, and others whose expertise may inform the review. The VPSA will render

a decision, including a rationale, in a timely manner within five (5) business days. The VPSA may also submit the appeal form for a Step Three review.

1.1.3 Step Three: If the student is not satisfied with the decision from Step Two, he or she may forward the *Accommodation Appeal Form* within two (2) days of receipt the Step 2 decision to the Senior Vice President for Academic Affairs and Provost or his/her designee, (VPAA&P), who will further investigate the appeal. The VPAA&P will render a decision, including a rationale, within five (5) business days. The decision of the VPAA&P shall be final.

2.0 Failure to Provide An Accommodation or Issues with Providing an Accommodation

2.1 Students, the Office of Disability Services, or the faculty or staff who believe an employee of Marshall University failed to or has issues with providing an accommodation approved by the Autism Training Center, the H.E.L.P. Center, and/or the Office of Disability Services will submit the *Accommodation Complaint Form* to the Office of Disability Services. The Office of Disability Services will, within five (5) calendar days, report to the student and the VPSA the result of an investigation of the complaint and the action taken, if any.

2.2 If the Student, the Office of Disability Services, faculty or staff believes that:

2.2.1 any agreed to resolution of the matter has not been adhered to or followed, or

2.2.2 the Accommodations are still not being provide,

2.2.3 no resolution can be reached concerning the issue, or

2.2.4 there is a dispute regarding how/what accommodations should be provided, then the matter may be appealed.

2.3 Appeal of Failure to Provide an Accommodation

2.3.1 Step One: The student, the Office of Disability Services, the faculty or staff will submit the *Accommodation Complaint Form* within two (2) days of the issue or incident of providing an accommodation occurs to the Office of the VPSA. This appeal form requires the recommended accommodations as provided by a licensed physician, psychologist or other appropriate medical professional. In addition, the student, Office of Disability Services, the faculty or staff will provide a written statement indicating what resolution attempts, if any, have been taken. Indicate which of the reasons indicated in 2.2 has occurred.

The Office of the VPSA will, within five (5) business days, attempt to resolve the appeal. This attempt at resolution may involve a meeting with the student, staff of the Autism Training Center, the H.E.L.P. Department, and/or the Office of Disability Services, faculty and staff involved in the appeal, their director, chair, dean, and/or others whose expertise may inform the review. The Office of the VPSA will render a decision, including a rationale, in a timely manner within five (5) business days. The VPSA may also submit the appeal form for a Step Three review.

2.3.2 Step Three: If the student, the Office of Disability Services, faculty or staff is not satisfied with the decision from Step Two, he or she may forward, within two (2) days of the Step Two decision, the *Accommodation Complaint Form* to the Office of the Senior Vice President for Academic Affairs and Provost or his/her designee, (VPAA&P), who will further investigate the appeal. The VPAA&P will render a decision, including a rationale, within five (5) business days. The decision of the VPAA&P shall be final.

The VPAA&P shall have the authority to direct University faculty and staff to provide any accommodation to which the VPAA&P finds that the student is entitled to receive.

2.3.3 Accommodations which have been approved by the Autism Training Center, the H.E.L.P. Department, and/or the Office of Disability Services, must be provided during the appeal process.

2.3.4 If faculty or staff are found to have failed to provide an accommodation after all the measures outlined herein have been exhausted or at any time during the appeal process, then the matter will be referred to The Office of Equity Programs/Title IX for further investigation and possible disciplinary actions.

3.0 Right to Accommodation for Any Judicial or Appeal Process

All students with a previously approved accommodation may be entitled to receive reasonable accommodations during any judicial or appeal process. Upon notification by the student, or by the individuals conducting a judicial or appeal process, the Office of Disability Services will coordinate the provision of the accommodation and have the authority to identify how best to provide the accommodation. Provided that, the Student may be required to register with the Office of Disability Services to receive those accommodations in accordance with University policy and procedures.

4.0 Retaliation Prohibited

4.1 No individual may retaliate against the student or any person that assists the student in the receipt of accommodations or this appeal process.

4.2 “Retaliate” means to take an adverse action against an individual or subject an individual to conduct that has the purpose or effect of unreasonably interfering with that individual’s educational experience, work or academic performances, or creates an educational experience or academic or work environment that a reasonable person would find intimidating or hostile because of something that individual did to further the University’s policy for providing accommodations.

PROCEDURES FOR APPLYING FOR OR RENEWING GRADUATE FACULTY STATUS

Note: The MU Board of Governors approved the Graduate Council's revision of AA-20. Although the new policy outlines the credentials for Graduate Faculty classification, recent experience led us to believe that some faculty, chairs, and deans may not understand certain terms of art used in the policy. As such, the Graduate Council crafted the following guide which is shared with faculty and their deans.

Policy

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

Procedures

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

Additional Considerations

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

1. Publication in discipline-respected peer-reviewed journals;
2. publication of scholarly books or book chapters;
3. publication in discipline-respected periodicals;
4. invited and/or competitively selected presentations of scholarly work at regional, national or international meetings;
5. academic or professional consultation;
6. application for or receipt of an external research, scholarly, or creative activity grant;

7. official leadership (officer) positions in regional, national, or international professional organizations;
8. scholarship-based clinical practice;
9. or exhibits, presentation, or performance of scholarly, creative, or artistic work at professionally recognized events.

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

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