MARSHALL UNIVERSITY®

Graduate Council

MEMORANDUM

To: Mr. Brad D. Smith, President

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

Date: February 1, 2024

Subject: **Review of Graduate Council Minutes: January 26, 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.

Minutes approved.

_____   2/2/24
Mr. Brad D. Smith   Date
President, Marshall University

Note to Cora Pyles, Executive Assistant to the President:
    Please return the signed original to Dr. Scott Davis davis1090@marshall.edu with .pdf copies e-mailed to:

    Dr. Conrae Lucas-Adkins, Secretary, Graduate Council, lucas26@marshall.edu
    Dr. Avinandan Mukherjee Provost, mukherjeea@marshall.edu
    Dr. Carl Mummert, Assistant Provost, mummert@marshall.edu
    Dr. Karen McComas, Interim Associate Provost, mcomas@marshall.edu
    Dr. Julia Spears, Asst Provost of Online Education, spearsj@marshall.edu
    Dr. Jerry Ross, Chief Enrollment Officer and VP of Enrollment Management, jerry.ross@marshall.edu
    Dr. Sonja Cantrell, Registrar, cantrel1@marshall.edu
    Dr. Mary Beth Reynolds, Associate VP Assessment reynoldm@marshall.edu

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 **(Attachment #1)**
Davis/Beard	Graduate Faculty Status Candidates (**Attachment #2**) **(GC-24-01-01-CRC**)
Vauth	Planning Committee Requests **(Attachment #3) (GC-24-01-02-PC to GC-24-01-25-PC)** Cross-:Link Course Policy
Egleton	Curriculum Committee (**Attachment #4**) **(GC-24-01-26-CC to GC-24-01-29-CC)**
Larison	Program Review Report **(Attachment #5) (GC-24-01-30-PR to GC-24-01-36-PR)** Vote on Graduate Council Recommendation
Beard	Credentialing Committee Update
Davis	**Chairs Report** • Policy on University Policies- • GC Election – Notification of Deans/Nominating Com. • Work Group on Graduate Student Success- • Survey of Graduate Students **(Attachment #6)**
Mummert	Graduate Studies Report **(Attachment #7)**
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   **APPROVED**
(See Attachment 1)

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.

<u>College of Liberal Arts</u>

24-01-27-CC

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

<u>College of Education and Professional Development</u>

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

<u>College of Health Professions</u>

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

<u>College of Arts & Media</u>

- 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 Rutger 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. <u>Standing Committee Review</u>: 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. <u>Senate and Standing Committee Elections</u>: 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. <u>Upcoming Meetings/Events</u>: 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 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.

MU Graduate Council Meeting Minutes
==December 1, 2023==
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: Cantrell-Johnson, Dampier, Eagle, K. Adkins, A. Mummert, Boggs, Morgan, Spears, Georgel, McGuffey, Stroeher

DRAFT Agenda

Davis	Welcome; Quorum; Approval of the Agenda
Davis/Lucas-Adkins	Approval of October 27, 2023 Minutes **(Attachment #1)**
Davis/Beard	Graduate Faculty Status Candidates **(Attachment #2)** **(GC-23-12-01-CRC)**
Vauth	Planning Committee Requests **(Attachment #3)** **(GC-23-12-02-PC to GC-23-12-10-PC)**
Egleton	Curriculum Committee **(Attachment #4)** **(GC-23-12-11-CC)**
Larison	Program Review Update
Beard	Credentialing Committee Update
Davis	**Chairs Report** • Policy on University Policies • Survey of Graduate Students • GC College Representative Elections **(Attachment #5)-**
Mummert	Graduate Studies Report
Schulenberg	Faculty Senate Report
Davis	Wrap up

All meetings will be Hybrid.
- January 26, 2024, MSC 2w16-B
- February 23, 2024, MSC 2w16-B
- March 29, 2024, Drinko 349
- April 19, 2024, MSC 2w16-B

Attachments
Attachment #1: Graduate Council Minutes, October 27, 2023
Attachment #2: Graduate Faculty Status Candidates
Attachment #3: Planning Committee Report
Attachment #4: Curriculum Committee Report
Attachment #5: GC Chairs Report

Meeting Called to Order at 1:00 PM

WELCOME, INTRODUCTIONS, ANNOUNCEMENTS

MOTION TO APPROVE AGENDA with edits   APPROVED
1. Move the addition of PhD program in Engineering item from Curriculum Committee to Planning Committee
2. Add course names to Curriculum item GC-23-12-11:
- ENGR 701- Research Methods for Doctoral Students
- ENGR 702- Dissertation Research

GRADUATE FACULTY STATUS
(See Attachment 2)
GC-23-12-01-CRC   **APPROVED**

PLANNING COMMITTEE
(See Attachment 3)
Henning Vauth presented the committee report:

Policy requests

GC 23-12-02

GC 23-12-03

GC 23-12-04

GC 23-12-05

- **All 4 Policy requests approved**

College of Arts & Media request

GC 23-12-06
- **GC approved this request for name change**. (Corrected spelling error "chance" to "change")

CECS request

GC 23-12-07
- **GC approved addition of PhD in Engineering**

COHP requests

GC 23-12-08
- **GC approved this Accelerated Masters request in Social Work**

GC 23-12-09

- **GC approved this request to delete certain concentrations of study and to update Plans of Study in Master of Public Health**

SOM request

GC 23-12-10

- **GC approved this request to clarify academic plans and update graduate catalog language for the M.S. in Biomedical Research (non-thesis option).**

CURRICULUM COMMITTEE
(See Attachment #4)
Richard Egleton presented the committee report:

GC 23-12-11

CECS

- GC approved both courses

PROGRAM REVIEW
Update from Isaac Larison:
- **Dec. 15th program reviews are due**
- Send copy of review to Isaac and a copy to the person who submitted the program
- Final report from Program Review committee will be made mid-January

CREDENTIALING COMMITTEE
Update from Keith Beard:
- LCOB, SOM, & COHP to be reviewed.
- Richard E. asked that SOM information be sent to him

GRADUATE COUNCIL CHAIR UPDATES
Updates from Scott Davis:
- Policy on University Policies : 1) Move of more policies from BOG to president; 2) living the MU creed- how does MU respond to geopolitical issues, this info is on website; 3) budget model redesign, steering committee work is complete.
- Survey of Graduate Students: Survey will be sent to grad students in Jan. 2024
- GC College Representative Elections **(Attachment #5):** Issue is what to do with current GC members who have terms through 2026; Bill G. makes motion for new apportionment to fully take place in 2026, allowing members to fulfill their terms through 2026
  Before motion was voted on, Lisa H. asked for clarification of wording- "One additional faculty member per 400 enrolled graduate students beyond 400 from each academic unit with graduate programs." Interpretation is that for every additional 400 students, beyond the initial 400, a seat will be added for the college. The formula is as follows: 1-400 (1st seat), 401-800 (2nd seat), 801-1200 (3rd seat), 1201-1600 (4th seat), 1601-2000 (5th seat).

Bill G. modified motion as follows: to implement by-laws in a manner that is fair and reasonable to all. Preserving at-large members now through end of their term in 2026, **GC passed modified motion**;

2nd motion from Bill G. to follow McGuffey's recommendation for drafting " a statement of interpretation of this section of the by-laws to ensure that the method of apportionment is detailed" for the purpose of informing "future Councils on this method and removing any possible ambiguity." The chairperson will ensure that the process and procedure for determining apportionment are documented. **GC passed 2nd motion**

GRADUATE STUDIES REPORT
Carl M. presented his report:

Enrollment update
Our current fall enrollment at all graduate levels is 3,024, an increase of 4.1% over Fall 2022.

The outlook for enrollment in Spring 2024 is positive. Our current spring 2024 enrollment is 2,000, which is 13.2% higher than the enrollment on same date one year ago today. This is a prospective number because many graduate students register closer to the beginning of class, and the day-to-day enrollments can change quickly when large programs register their students.

BOG Presentation
I will be giving a presentation about Graduate Studies to the Academic Affairs committee of the Board of Governors in December. I will send a copy of the final presentation to the Graduate Council.

South Charleston Campus Task Force
A task force has been formed to examine future uses of the South Charleston campus. While we will certainly continue to offer numerous educational offerings based at the South Charleston location, these programs are unlikely to return to face-to-face delivery. Therefore, we have an opportunity to use the unique location in South Charleston in additional ways parallel to our online educational offerings. Marshall is also moving forward to hire a new director of the South Charleston campus to replace Joyce Harrah, who is retiring at the end of 2023.

Graduate Catalog and CIM Curriculum Software
The 2023-24 catalog is being finalized. Su Tams is retiring at the end of 2023, and the catalogs are her final duty. There are active discussions about how to resolve the publication delay so that future catalogs are published during the summer. There is a plan to move the duties of the catalog editor into the Registrar's Office.

We are piloting the CIM curriculum software currently, and the plan is to move to full adoption in the Spring, using a timeline determined jointly with Faculty Senate and Graduate Council.

Key Fall 2023 Achievements
Graduate Studies is a team effort and the accomplishments for Fall 2023 represent the work of many faculty, Graduate Council, the Finance Office, Graduate Admissions, Marketing, and others. Key accomplishments this fall include:

- Graduate Assistantship raise: we increased the minimum stipend for teaching GAs to $4,250. A second planned increase next year will increase the stipend again and increase hourly wages.

- New programs: several new programs have been proposed and are moving forward in the approval process, including a PhD program in Engineering and a Master's in Applied Behavior Analysis.
- Admissions policy changes: we have moved forward several policies to simplify admissions at the University level and encouraged programs to examine their specific admissions processes and criteria.

Spring 2024 Goals
- Continue to focus on enrollment and recruiting, in collaboration with many University offices. This includes further expansion of a comprehensive communication plan for graduate students.
- Continue to examine graduate policies to simplify admission policies and improve the student experience.
- Provide professional development for graduate faculty. Specific goals include a handbook for program directors and professional development for graduate advisors.

FACULTY SENATE REPORT
Shawn Schulenberg presented the following:

1. The President has signed the following documents:
   a. September 18 Executive Committee Meeting Minutes
   b. September 28 Faculty Senate Meeting Minutes
   c. 2023-24 Recommendations 02-07. All recommendations are signed.
2. Money
   a. Budget Steering Committee is over. We were finally given the impact on budget numbers and the university will move forward with this plan over the next few years working out the kinks and final details.
   b. Save-to-Serve met recently and all units on campus have submitted a list of savings around the five percent level, some more.
3. Status of Processes
   a. Commencement: I am working with AA to make the commencement speaker/honorary speaker website. This should go live soon.
   b. Devolution of policies
      i. As you know, the Board of Governors has asked us to devolve many BOG policies to lower levels. Key stakeholders have reviewed the proposal from the Office of General Counsel to devolve several BOG policies. We have given our feedback, and this is moving to the next stages.
      ii. As a result, shared governance workgroup has just presented the first University Policy of the Office of the President. This document explains the difference between a BOG Rule, University Policy, and Administrative Procedure. I just sent this to the President for review.
   c. Expedited Intent-to-Plan: Several committees have signed off on the new proposed process and I expect the Executive Committee to forward a recommendation in January. This will significantly speed up the processes.
   d. CIM: Academic Affairs is currently testing a few pilots, but things are moving along.
   e. Academic Catalogs: Now that the catalog is more automated with Course Leaf's products and the catalog editor, Su Tams, has retired, the a catalog is

less editing and more record keeping so the process is moving from UCOMM to the office of the Registrar

      f. Post-Tenure Review: draft this semester

      g. Course Evaluations: next semester

4. Upcoming Meetings/Events

      a. Our next Faculty Senate Meeting is scheduled for January 18. The Executive Committee meeting is scheduled for January 8. Recommendations are due at senate@marshall.edu by December 28, but will be accepted until January 1.

WRAP UP

- Suggestion to Scott that in the monthly packets provided to GC members the full requests (to Planning and Curriculum) also be included. Scott will initiate access to full requests for all GC members. One idea is to upload those full requests to Teams and another is to provide links to the full forms.

- Tracy C. said that a grad student association had been established in the past; Carl said there is reference to it, but there are no by-laws. Richard E. added that purpose of the grad student association is to give grad students same voice as undergrads. Scott is planning to send survey to grad students in Jan. 2024, to assess their interest.

Meeting adjourned at 2:08 PM.

Attachment 2
Credentialing Committee
December 1, 2023
(GC-23-12-01-CRC)

TYPE	FACULTY MEMBER	E-MAIL	COLLEGE/SCHOOL	DEPARTMENT/DIVISION	GRADUATE FACULTY LEVEL	TERM START	TERM EXPIRES
Add	Arneson, Ruthann	arneson1@marshall.edu	COEPD	Early Childhood	Graduate	08/21/2023	12/15/28
Add	Beeson, Eric	beeson@marshall.edu	COEPD	counseling	Graduate Chair	08/21/2023	12/15/28
Add	Bryson, Kent	bryson@marshall.edu	COS	Criminal Justice, Criminology and Forensic Science	Associate	01/08/2024	05/15/27
Add	Childress, Ronald	rchildress@marshall.edu	COEPD	Curriculum and Instruction; Leadership Studies	Graduate Chair	08/21/2023	12/15/28
Add	Cole, Alan	cole8@marshall.edu	COEPD	Counseling	Associate	08/21/2023	12/15/26
Add	Nato, Andrew	nato@marshall.edu	SOM	Biomedical Sciences	SOM	08/21/2023	12/15/26
Add	Perry, Tyler	perry309@marshall.edu	CECS	Mechanical and Industrial Engineering	Associate	08/21/2023	12/15/26
Add	Quick, Leslie Dawn	quickl@marshall.edu	COS	Criminal Justice, Criminology and Forensic Science	Graduate	01/08/2024	05/15/29
Add	Walton, Sarah	waltons@marshall.edu	COLA	English	Graduate	01/08/2024	05/15/29
Edit	Adkins, Ernest	adkins262@marshall.edu	COEPD	Leadership Studies	Associate	08/21/2023	12/15/26
Edit	Deal, Robert	dealr@marshall.edu	COLA	History	Graduate Chair	01/08/2024	05/15/29
Edit	Jones, Thomas	jonest@marshall.edu	COS	Natural Resources & Earth Science	Graduate Chair	01/08/2024	05/15/29
Edit	Treftz, Jill	treftz@marshall.edu	COLA	English	Graduate Chair	01/08/2024	05/15/29
Edit	Waugh, Lauren	richards18@marshall.edu	COS	Criminal Justice, Criminology and Forensic Science	Graduate	01/08/2024	05/15/29

Planning Committee
December 1, 2023

- To recommend adoption of the new program approval process. (**GC-23-12-02-PC)**
    Program approval process.docx
    Program-Creation-Diagrams.pdf

- To recommend a change in the language for provisional and conditional admissions: clarification that programs don't have to opt-in to use these. **(GC-23-12-03-PC)** (See attachment)

- To recommend a change in the transcript requirements for international students with a U.S. graduate degree. **(GC-23-12-04-PC)** (See attachment)

- To recommend a change in the definition of full-time status for graduate students in the summer. **(GC-23-12-05-PC)** (See attachment)

College of Arts and Media **(GC-23-12-06-PC)**

1. <mark>*Request for Area of Emphasis Change*</mark>
Department: School of Music
Degree Program: **M.A. in Music**
Area of Emphasis: Music Theory and Composition
Type of Change: Name change from Music Theory and Composition to Composition
Effective Date: Spring 2024
Rationale: "The name of this AOE was apparently changed in 2006 in the catalog but not in Banner. No curricular form documenting the change is still available. This form will document the name change."

<mark>Planning Committee recommends approval.</mark>

College of Engineering and Computer Science **(GC-23-12-07-PC)**

2. <mark>*Request for Addition of a Degree*</mark>

Department: CECS
Degree program: **PhD in Engineering**
Type of Change: Addition
Effective Date: Fall 2024
Rationale: "To keep its global leadership and competitiveness, it is important for the United States to produce new leaders in engineering to address 21st century engineering problems. One of the HEPC's primary goals of the Vision 2025: West Virginia Science and Technology Plan is to increase the number of doctoral graduates to support research activity and the proposed degree program would align well with this strategic vision. The proposed PhD program in Engineering will enable the concept of approaching applied problems via a holistic solution-oriented approach and graduates will be qualified for wide array of public-sector and private-sector engineering positions. CECS strongly believes that the establishment of this program is timely given the strong potential of this degree program to increase the College's research impact and productivity, increase the enrollment, and stimulate economic development in the area, meeting the state's job demands that require more advanced research skills and qualifications."

<mark>Planning Committee recommends approval.</mark>

College of Health Professions **(GC-23-12-08-PC)**

3. <mark>*Accelerated Masters Request*</mark>

Department: Social Work
Degree Program: **Master of Social Work/Bachelor of Social Work**
Allowable Credits: 12
Student Eligibility Requirements: Admission requirements that are currently in place are the same for the BSW and MSW programs. However, the Accelerated MSW program requires that students have a Social Work GPA of 3.30 by the end of the 2nd Semester of their junior year in the BSW program to be provisionally admitted to the AMD. Students are required to provide one academic reference from the Marshall University BSW program, apply for provisional admission to the MU MSW program, and complete an AMD plan of study by the end of their junior year.
Rationale: "Both the Bachelor of Social Work and the Master of Social Work programs are in the same departments and housed within
the same building. Most students complete the BSW program in December. BSW students beginning their junior year can
elect to participate in the AMD by being provisionally admitted to the MSW program, and taking courses from the 600 level MSW program instead of electives from the BSW program up to 12 hours. AMD students who graduate in December will
then be fully admitted to the MSW program, will begin classes in January (Spring semester), and will complete the MSW program during the spring and summer semesters. Students will complete the BSW/MSW program in 9 semesters."

<mark>Planning Committee recommends approval.</mark>

(GC-23-12-09-PC)

4. <mark>*Request for Non-Curricular Change*</mark>

Department: Public Health

Degree Program: **Master of Public Health**

Type of Change: Deletion of certain concentrations and updating Plans of Study

Effective Date: Spring 2024

Rationale: "We would like to request suspension of the following MPH program pathways and concentrations.

MPH-Research, Evaluation and Policy concentration

BS-MPH- Global & Community Health concentration

BS-MPH- Research, Evaluation and Policy concentration

PharmD-MPH Dual degree pathway.

There are no students enrolled currently in MPH-Research, Evaluation and Policy concentration. There are no students in other pathways/concentration. Due to financial and accreditation concerns, we request suspension of these concentrations/pathways.

We would also like to request a change in plan of study. We would like to replace PH 686- Health Information Technology with PH 615- Health Systems Research as the core course. These courses are already approved and are being offered currently.

Additionally, the MPH program is always a 44 credit hour program. However, it is currently indicated as 62 hours as it counted the electives and required students to take the same course twice (counted twice as the courses PH 694 and PH 696) were offered both in Spring and Fall.)

<mark>Planning Committee recommends approval.</mark>

School of Medicine **(GC-23-12-10-PC)**

5. <mark>*Request for Change of a Major or Degree*</mark>

Department: Biomedical Research

Degree Program: **M.S. in Biomedical Research (non-thesis option)**

Type of Change: Change

Effective Date: Spring 2024

Rationale: "The medical sciences program was developed as a master's program to help students prepare for medical school and has been successful in helping many students since its start. With the evolution of medical education in the last few years we need to adapt the program accordingly to help maximize the potential of our students. We currently provide two areas of emphasis for the program under the Biomedical Research (non-thesis) option, a medical sciences option and a research option. The purpose of the requested change is to clarify the academic plans and to update the graduate catalog, we will also clean up some of the language to make it more readable. Currently the information for the two courses is confusing and students have complained about not knowing what to expect. Much of the confusion is related to the many changes that have occurred in the Medical school curriculum, which resulted in classes being changed considerably to match new expectations. This resulted in the Medical Sciences academic plan being put in the catalog twice and the research academic plan being deleted. The hope is that by creating an academic plan that has a core curriculum and clearly showing the difference between the areas of emphasis we will alleviate student frustration. We are also requesting the addition of up-to 12 hours of electives to the program. This is to enable students to explore other areas that are relevant to their future career goals."

<mark>Planning Committee recommends approval.</mark>

(GC-23-12-03-PC)

To: Graduate Council, Graduate Admissions Office
From: Carl Mummert, Assistant Provost for Graduate Studies
Date: October 18, 2023
Subject: **Proposed graduate admissions criteria change: conditional and provisional admissions**

I would like to propose a change in the graduate admissions criteria in the Graduate Catalog. The current language can be found at https://catalog.marshall.edu/graduate/admissions/.

The proposed change would allow programs to accept students conditionally and/or provisionally unless the program has specifically stated otherwise in their program-specific admissions language.

Rationale

The current practice is that programs cannot accept students provisionally or conditionally unless the program has already "opted in" with language in their program-specific admissions criteria in the catalog.

Often, a program does not realize they need to opt in until they encounter a situation where they want to give a conditional or provisional admission. At that point, it is usually too late to add language to the catalog. This is a continuing source of stress for programs and creates a self-imposed obstacle.

The restriction that programs must explicitly opt in is a Marshall practice which we can adjust by editing the catalog language. It would still be a best practice for each program to state explicitly whether they allow provisional and/or conditional admission, but the default would now be to allow it unless the program has opted out.

We also have a practice of admitting a small number of students provisionally into non-degree majors. A typical case is a student with an undergraduate GPA below 3.0, who has been out of school for some time, who wants to take professional development courses or wants to take a small number of graduate courses. The proposed language would make this practice explicit in the catalog and would require the Assistant Provost for Graduate Studies to approve these provisional admissions.

Current catalog language

Provisional Enrollment

A student may be admitted as provisional in a degree program after submission of all required application materials when he or she possesses a baccalaureate degree and shows academic promise but does not meet the criteria for regular admission. An academically provisional student must be reclassified as a regular student no later than the completion of the 12th graduate credit hour. This is accomplished by meeting the conditions established by the academic program and by maintaining at least a 3.0 GPA in courses identified by the program faculty and approved by the appropriate dean.

Conditional Enrollment

In some programs, applicants who are not fully admitted may register for courses with conditional enrollment status in the semester for which they have applied for entry based upon submission of a properly completed Graduate Application for Admission form,
official undergraduate and graduate transcripts from institutions previously attended, including one which certifies the receipt of a bachelor's degree from an accepted, accredited institution, an overall undergraduate GPA of 2.5 on a 4.0 scale, and the appropriate application fee.

(GC-23-12-04-PC)

To: Graduate Council, International Admissions Office
From: Carl Mummert, Assistant Provost for Graduate Studies
Date: October 18, 2023
Subject: **Proposed graduate admissions criteria change: transcripts**

I would like to propose a change in the graduate admissions criteria in the Graduate Catalog. The current language can be found at https://catalog.marshall.edu/graduate/admissions/.

The change would allow international students who have earned a bachelor's degree from a non-U.S. institution and a graduate degree from a U.S. institution to be fully admitted by providing the official transcripts for the graduate degree and any subsequent degrees. These students would not need to provide the official transcript for the international bachelor's degree.

This change was proposed by the Enrollment Action Committee.

Rationale

It is necessary for international students to be fully admitted to be eligible for an F-1 visa to attend Marshall. The current requirement that the international bachelor's degree transcript must always be provided, even when there is a later U.S. degree, can cause delays the admissions process and cause stress for applicants.

It can be difficult and time-consuming for students to obtain transcripts from international institutions. If a student has earned a graduate degree from an accepted, accredited U.S. institution, this should be sufficient evidence of the student's preparation and ability to succeed in a graduate degree at Marshall. In these cases, this proposal would allow the student to be fully admitted without sending the international bachelor's degree transcript.

Students who do not have a U.S. graduate degree would still need to provide the international bachelor's degree transcripts. Marshall does need to have some official transcript to justify graduate admission. The proposal would allow international graduate students to use a previous U.S. graduate degree to meet this requirement.

A student applying for graduate admission to Marshall must still hold a bachelor's degree. The Admissions section of the Graduate Catalog states, "The receipt of a bachelor's degree from an accepted, accredited college or university is the basic requirement for admission as a graduate student to Marshall University. An applicant who holds a master's degree, or higher, from an institution that is accepted and accredited, but holds a bachelor's degree that is not accepted and accredited, may file an appeal to request a waiver of this requirement."

The applicant will list all degrees, including the bachelor's degree, on the application for admission. This proposal changes only the documentation required to support the application. Essentially, we would be using the admission and graduation from an accepted, accredited U.S. institution to verify the bachelor's degree, instead of the official transcripts. There appears to be a very limited downside or risk from this change, as receiving a graduate degree requires a significant amount of effort and academic preparation.

Current catalog language

Admission Of International Students

Marshall University is authorized by the U.S. Department of Homeland Security to enroll non-immigrant visa students with F-1 or J-1 status. International students must have earned the equivalent of a U.S. baccalaureate degree from an accepted, accredited institution.

How to Apply

1. Meet Admission Requirements
Review the admission requirements of the degree program you have selected to determine if you have met the requirements for admission. Degree requirements for every program are listed in this catalog.

2. Understand the Admission Process
The Graduate Admissions office will review your application to ensure that the application is complete and that you have met the minimum institutional requirements for admission. Your completed application and supporting materials are then sent to the degree program you selected on your application for a secondary evaluation and an admission decision.

3. Submit Your Application
International students must submit ALL required documents to be considered for admission. Complete and submit the online application for admission at: www.marshall.edu/graduate/admissions/international-admission/.

The application requires a non-refundable application fee payable by check, money order, or credit card to Marshall University. Please note that this is a non-refundable fee and cannot be refunded in the event that you are not accepted or you are unable to obtain a student visa. All checks must have a 9-digit routing number. **Do Not Send Cash.**

Mail to:
Marshall University
Graduate Admissions Office
One John Marshall Drive
Huntington, WV 25755

You can pay the application fee with a credit card by contacting Graduate Admissions at 1-800-642-9842. A 2.5% processing fee, per transaction, will be required to make payment by credit card. VISA, MasterCard, Discover and American Express credit cards are accepted.

After we receive all of your application materials, your credentials will be evaluated. If admissible, you will be sent a letter of admission and a list of items needed to issue the I-20. The I-20 form is used to apply for a student visa (F-1) at an American embassy or consulate. We will also send a housing application and a form you can complete to notify us of your arrival.

4. Provide Supporting Documents

● Official Transcripts
Transcripts must be in the original language, accompanied by a certified English translation, and contain all college or university academic credits and grades. The transcripts must be sent directly to the Marshall University Graduate Admissions Office by the registrar or equivalent at the institution that you attended. You may, in some cases, be required to have an evaluation completed by an approved evaluation agency.

● Proof of English Language Proficiency

All applicants, regardless of citizenship, must provide proof of English Language Proficiency to be considered for admission to Marshall University. Minimum standardized exam scores for graduate English proficiency are listed below. If one or more of the exemption criteria is met, applicants may be considered exempt from providing standardized exam scores for proof of English proficiency.

Exam Requirements

TOEFL iBT: 80
IELTS: 6.5
Duolingo: 105
MELAB: 82%
PTEA: 53

Exam Exemptions

Transfer credit equivalent to ENG 101 Beginning Composition from an accepted, accredited institution with a grade of C or better.

Successful completion of an approved ESL program (i.e., Marshall University English Language Institute).

Completion of the equivalent to a U.S. post-secondary degree from an accepted, accredited institution in an approved country where the primary language is English. To view the current list of approved countries, please visit: https://www.marshall.edu/admissions/approved-list-of-countries-for-english-proficiency-exemption/ .

NOTE: English test results that were taken more than two (2) years prior to the date of the application submission cannot be accepted. Some programs may require higher scores for admission.

5. Graduate Admission Examinations

Some programs will not consider applications without GRE, GMAT or other graduate admission test scores. Students should refer to the graduate catalog on our website, www.marshall.edu/graduate for additional requirements and application deadlines for specific programs. Admission to Marshall University does not guarantee admission to all programs. The ETS code for Marshall University is #5396.
Send All Application Materials to:

Marshall University
Graduate Admissions Office
Attn: International Admission
One John Marshall Drive
Huntington, WV 25755
international@marshall.edu

Application Deadlines

June 15 - for students applying to the fall semester beginning in August

October 15 - for students applying to the spring semester beginning in January

March 15 - for students applying to the summer term

Note: Some programs may have application deadlines that are earlier than the ones provided above. In such cases you will need to meet the program's deadline.

Proposed catalog language - markup

Admission Of International Students

Marshall University is authorized by the U.S. Department of Homeland Security to enroll non-immigrant visa students with F-1 or J-1 status. International students must have earned the equivalent of a U.S. baccalaureate degree from an accepted, accredited institution.

How to Apply

1. Meet Admission Requirements
Review the admission requirements of the degree program you have selected to determine if you have met the requirements for admission. Degree requirements for every program are listed in this catalog.

2. Understand the Admission Process
The Graduate Admissions office will review your application to ensure that the application is complete and that you have met the minimum institutional requirements for admission. Your completed application and supporting materials are then sent to the degree program you selected on your application for a secondary evaluation and an admission decision.

3. Submit Your Application
International students must submit ALL required documents to be considered for admission. Complete and submit the online application for admission at: www.marshall.edu/graduate/admissions/international-admission/.

The application requires a non-refundable application fee payable by check, money order, or credit card to Marshall University. Please note that this is a non-refundable fee and cannot be refunded in the event that you are not accepted or you are unable to obtain a student visa. All checks must have a 9-digit routing number. **Do Not Send Cash.**

Mail to:
Marshall University
Graduate Admissions Office
One John Marshall Drive
Huntington, WV 25755

You can pay the application fee with a credit card by contacting Graduate Admissions at 1-800-642-9842. A 2.5% processing fee, per transaction, will be required to make payment by credit card. VISA, MasterCard, Discover and American Express credit cards are accepted.

After we receive all of your application materials, your credentials will be evaluated. If admissible, you will be sent a letter of admission and a list of items needed to issue the I-20. The I-20 form is used to apply for a student visa (F-1) at an American embassy or consulate. We will also send a housing application and a form you can complete to notify us of your arrival.

4. Provide Supporting Documents

● Official Transcripts
Transcripts must be in the original language, accompanied by a certified English translation, and contain all college or university academic credits and grades. The transcripts must be sent directly to the Marshall University Graduate Admissions Office by the registrar or equivalent at the institution that you attended. You may, in some cases, be required to have an evaluation completed by an approved evaluation agency.

Applicants who have earned a bachelor's degree outside of the United States, who have subsequently earned a graduate degree from an accepted, accredited institution in the United States, may be fully admitted by providing the official transcript for the graduate degree earned in the United States and official transcripts for all subsequent degrees earned or attempted, along with all other required application materials.

● **Proof of English Language Proficiency**
All applicants, regardless of citizenship, must provide proof of English Language Proficiency to be considered for admission to Marshall University. Minimum standardized exam scores for graduate English proficiency are listed below. If one or more of the exemption criteria is met, applicants may be considered exempt from providing standardized exam scores for proof of English proficiency.

Exam Requirements

TOEFL iBT: 80
IELTS: 6.5
Duolingo: 105
MELAB: 82%
PTEA: 53

Exam Exemptions

Transfer credit equivalent to ENG 101 Beginning Composition from an accepted, accredited institution with a grade of C or better.

Successful completion of an approved ESL program (i.e., Marshall University English Language Institute).

Completion of the equivalent to a U.S. post-secondary degree from an accepted, accredited institution in an approved country where the primary language is English. To view the current list of approved countries, please visit: https://www.marshall.edu/admissions/approved-list-of-countries-for-english-proficiency-exemption/ .

NOTE: English test results that were taken more than two (2) years prior to the date of the application submission cannot be accepted. Some programs may require higher scores for admission.

5. Graduate Admission Examinations

Some programs will not consider applications without GRE, GMAT or other graduate admission test scores. Students should refer to the graduate catalog on our website, www.marshall.edu/graduate for additional requirements and application deadlines for specific programs. Admission to Marshall University does not guarantee admission to all programs. The ETS code for Marshall University is #5396.

Send All Application Materials to:

Marshall University
Graduate Admissions Office
Attn: International Admission
One John Marshall Drive
Huntington, WV 25755

international@marshall.edu

Application Deadlines

International Application Deadlines

- June 15 - for students applying to the fall semester beginning in August
- October 15 - for students applying to the spring semester beginning in January
- March 15 - for students applying to the summer term

Note: Some programs may have application deadlines that are earlier than the ones provided above. In such cases you will need to meet the program's deadline.

Proposed catalog language – clean version

Admission Of International Students

Marshall University is authorized by the U.S. Department of Homeland Security to enroll non-immigrant visa students with F-1 or J-1 status. International students must have earned the equivalent of a U.S. baccalaureate degree from an accepted, accredited institution.

How to Apply

1. Meet Admission Requirements
Review the admission requirements of the degree program you have selected to determine if you have met the requirements for admission. Degree requirements for every program are listed in this catalog.

2. Understand the Admission Process
The Graduate Admissions office will review your application to ensure that the application is complete and that you have met the minimum institutional requirements for admission. Your completed application and supporting materials are then sent to the degree program you selected on your application for a secondary evaluation and an admission decision.

3. Submit Your Application
International students must submit ALL required documents to be considered for admission. Complete and submit the online application for admission at:
www.marshall.edu/graduate/admissions/international-admission/.

The application requires a non-refundable application fee payable by check, money order, or credit card to Marshall University. Please note that this is a non-refundable fee and cannot be refunded in the event that you are not accepted or you are unable to obtain a student visa. All checks must have a 9-digit routing number. **Do Not Send Cash.**

Mail to:
Marshall University
Graduate Admissions Office
One John Marshall Drive
Huntington, WV 25755

You can pay the application fee with a credit card by contacting Graduate Admissions at 1-800-642-9842. A 2.5% processing fee, per transaction, will be required to make payment by credit card. VISA, MasterCard, Discover and American Express credit cards are accepted.

After we receive all of your application materials, your credentials will be evaluated. If admissible, you will be sent a letter of admission and a list of items needed to issue the I-20. The I-20 form is used to apply for a student visa (F-1) at an American embassy or consulate. We will also send a housing application and a form you can complete to notify us of your arrival.

4. Provide Supporting Documents

● **Official Transcripts**
Transcripts must be in the original language, accompanied by a certified English translation, and contain all college or university academic credits and grades. The transcripts must be sent directly to the Marshall University Graduate Admissions Office by the registrar or equivalent at the institution that you attended. You may, in some cases, be required to have an evaluation completed by an approved evaluation agency.

Applicants who have earned a bachelor's degree outside of the United States and Canada, who have subsequently earned a graduate degree from an accepted, accredited institution in the United States, may be fully admitted by providing the official transcript for the graduate degree earned in the United States and official transcripts for all subsequent degrees earned or attempted, along with all other required application materials.

● **Proof of English Language Proficiency**
All applicants, regardless of citizenship, must provide proof of English Language Proficiency to be considered for admission to Marshall University. Minimum standardized exam scores for graduate English proficiency are listed below. If one or more of the exemption criteria is met, applicants may be considered exempt from providing standardized exam scores for proof of English proficiency.

Exam Requirements

TOEFL iBT: 80
IELTS: 6.5
Duolingo: 105
MELAB: 82%
PTEA: 53

Exam Exemptions

Transfer credit equivalent to ENG 101 Beginning Composition from an accepted, accredited institution with a grade of C or better.

Successful completion of an approved ESL program (i.e., Marshall University English Language Institute).

Completion of the equivalent to a U.S. post-secondary degree from an accepted, accredited institution in an approved country where the primary language is English. To view the current list of approved countries, please visit: https://www.marshall.edu/admissions/approved-list-of-countries-for-english-proficiency-exemption/ .

NOTE: English test results that were taken more than two (2) years prior to the date of the application submission cannot be accepted. Some programs may require higher scores for admission.

5. Graduate Admission Examinations

Some programs will not consider applications without GRE, GMAT or other graduate admission test scores. Students should refer to the graduate catalog on our website, www.marshall.edu/graduate for additional requirements and application deadlines for specific programs. Admission to Marshall University does not guarantee admission to all programs. The ETS code for Marshall University is #5396.

Send All Application Materials to:

Marshall University
Graduate Admissions Office
Attn: International Admission
One John Marshall Drive
Huntington, WV 25755
international@marshall.edu

International Application Deadlines
- June 15 - for students applying to the fall semester beginning in August
- October 15 - for students applying to the spring semester beginning in January
- March 15 - for students applying to the summer term

Note: Some programs may have application deadlines that are earlier than the ones provided above. In such cases you will need to meet the program's deadline.

(GC-23-12-05-PC)

To: Graduate Council, Financial Aid Office
From: Carl Mummert, Assistant Provost for Graduate Studies
Date: October 18, 2023
Subject: **Proposed catalog change: definition of full time status for summer graduate students**

I would like to propose a change in the Graduate Catalog to update and clarify the definition of a ``full time'' graduate student during a summer term.

Rationale

Until 2023, Marshall did not verify full-time enrollment during the summer. To facilitate verifying full-time status going forward, the four summer sessions that were formerly separate terms were merged into one summer term with four sub-terms beginning in Summer 2023.

A side effect of this merger is that the definition of a full-time graduate student, for the purposes of federal financial aid, was interpreted to be 9 hours during the summer, the same as in the fall and spring. Nine hours is a very heavy summer load, and many programs do not offer enough courses for an enrolled graduate student to take nine hours over the summer.

The federal financial aid regulations give Marshall the ability to define our own standard for full-time enrollment over the summer. This proposal would define a full-time summer course load as six credit hours. This would mean a half-time summer load would be 3 hours. This change would put us in line with some of our peers and would align the definition of a full-time summer load with a reasonable amount of effort (6 hours).

There are five paragraphs in the Graduate Catalog that refer to full time enrollment:

- **Academic Progress** – this paragraph would be kept but clarified to show it is referring to normal progress in the fall and spring semesters.

- **Course Load** – this paragraph defines the course load above which special approval is needed for registration. The revision would state that the academic dean approves overloads, and would add a clarification that some programs routinely schedule students for more than a typical full course load.

- **Full-time graduate student** – this paragraph defines the number of hours required for full time enrollment. It would be revised to require nine hours in a fall or spring term and six hours in a summer term. The reference to the WV HEPC is not needed here. It is not relevant to students, who need to follow the definition used for financial aid purposes.

- **Graduate Student Employment** – this section seems to be entirely advice, and I propose removing it. The advice is not bad, but does not seem appropriate for a catalog. A more appropriate time for this advice is during an advising session when the student's full situation can be considered.

- **Refund Procedures** – this section inside "Financial information" states that students who drop a class receive a corresponding reduction in tuition and fees, provided that their course load after dropping the class is less than full time. The paragraph includes the number of hours that is considered a full time load, and would be revised accordingly.

Current catalog language (spread through several sections of the Graduate Catalog)

Academic Progress

Graduate students may enroll in a minimum of 9 and maximum of 12 hours to be considered as enrolled full time. A minimum Grade Point Average of 3.0 is required to be in Good Academic Standing. Therefore, a full-time graduate student is required to complete a minimum of 9 hours with a 3.0 or higher GPA for normal academic progress.

Course Load

A normal course load for graduate students is nine to twelve semester hours in the Fall and Spring semesters, and four to six semester hours in each of the summer terms. Any student seeking registration beyond this limit must request a course overload approval in the Graduate College office.

Full-Time Graduate Student

The West Virginia Higher Education Policy Commission defines a full-time graduate student at Marshall University as carrying nine or more semester hours in a regular semester. During a single summer term a full-time graduate student carries four or more semester hours. This may differ from the definition for fee purposes. (See Financial Information.)

Graduate Student Employment

Graduate students who are employed should limit their schedules in proportion to the time available for graduate study. As a general practice, the maximum graduate load recommended for a student who is employed full-time is six hours in a regular semester or three hours in a summer term.

Refund Procedures

Enrollment fees (tuition fees) will be refunded during the period designated by the Office of the Registrar for Registration, Late Registration, and Schedule Adjustments for a regular semester or a summer term and published on the bursar's office website at www.marshall.edu/bursar. Enrollment fees (tuition fees) will be refunded to students for:

1. *Schedule Adjustments* - Students who drop one or more classes through the end of the Late Registration period shall be eligible for a full reduction of tuition and fees of the dropped course(s), provided that the remaining tuition and fee assessment falls below twelve credit hours for undergraduate students or nine credit hours for graduate students.

Proposed catalog language – markup version

Academic Progress
Graduate students may enroll in a minimum of 9 and a maximum of 12 hours during a fall or spring term to be considered as enrolled full time. A minimum Grade Point Average of 3.0 is required to be in Good Academic Standing. Therefore, a full-time graduate student is required to complete a minimum of 9 hours with a 3.0 or higher GPA for normal academic progress during a fall or spring term.

Course Load
A normal course load for graduate students is nine to twelve semester hours in the Fall and Spring semesters, and three ~~four~~ to six semester hours in each of the summer terms. Any student seeking registration beyond this limit must request ~~a course overload~~ approval for a course overload from ~~the Graduate College office~~ the academic dean of their college. Certain programs, particularly in the health professions, routinely schedule students for more than a regular load, with the approval of the academic dean of their college.

Full-Time Graduate Student
A graduate student is classified as full-time if the student is registered for at least nine credit hours during a fall or spring term, or registered for at least six credit hours during a summer term.
~~The West Virginia Higher Education Policy Commission defines a full-time graduate student at Marshall University as carrying nine or more semester hours in a regular semester. During a single summer term a full-time graduate student carries four or more semester hours. This may differ from the definition for fee purposes.~~ (See Refund Procedures under Financial Information.)

~~Graduate Student Employment~~
~~Graduate students who are employed should limit their schedules in proportion to the time available for graduate study. As a general practice, the maximum graduate load recommended for a student who is employed full-time is six hours in a regular semester or three hours in a summer term.~~

Refund Procedures
Enrollment fees (tuition fees) will be refunded during the period designated by the Office of the Registrar for Registration, Late Registration, and Schedule Adjustments for a regular semester or a summer term and published on the bursar's office website at www.marshall.edu/bursar. Enrollment fees (tuition fees) will be refunded to students for:

1. *Schedule Adjustments* - Students who drop one or more classes through the end of the Late Registration period shall be eligible for a full reduction of tuition and fees of the dropped course(s), provided that the remaining tuition and fee assessment falls below twelve credit hours for undergraduate students, nine hours for graduate students during a fall or spring term, or six hours for graduate students during the summer term. ~~or nine credit hours for graduate students.~~

Proposed catalog language – clean version

Academic Progress
Graduate students may enroll in a minimum of 9 and a maximum of 12 hours during a fall or spring term to be considered as enrolled full time. A minimum Grade Point Average of 3.0 is required to be in Good Academic Standing. Therefore, a full-time graduate student is required to complete a minimum of 9 hours with a 3.0 or higher GPA for normal academic progress during a fall or spring term.

Course Load
A normal course load for graduate students is nine to twelve semester hours in the Fall and Spring semesters, and three to six semester hours in each of the summer terms. Any student seeking registration beyond this limit must request approval for a course overload from the academic dean of their college. Certain programs, particularly in the health professions, routinely schedule students for more than a regular load, with the approval of the academic dean of their college.

Full-Time Graduate Student
A graduate student is classified as full-time if the student is registered for at least nine credit hours during a fall or spring term, or registered for at least six credit hours during a summer term. (See Refund Procedures under Financial Information.)

Refund Procedures
Enrollment fees (tuition fees) will be refunded during the period designated by the Office of the Registrar for Registration, Late Registration, and Schedule Adjustments for a regular semester or a summer term and published on the bursar's office website at www.marshall.edu/bursar. Enrollment fees (tuition fees) will be refunded to students for:

1. *Schedule Adjustments* - Students who drop one or more classes through the end of the Late Registration period shall be eligible for a full reduction of tuition and fees of the dropped course(s), provided that the remaining tuition and fee assessment falls below twelve credit hours for undergraduate students, nine hours for graduate students during a fall or spring term, or six hours for graduate students during the summer term.

(GC-23-12-11-CC)

ENGR701
Department: College of Engineering and Computer Sciences
Course Number and Title: ENGR 701 Research Methods for Doctoral Students

Catalog Description: An overview of research methodology, including basic. concepts
employed in quantitative and qualitative research, defining research problems, collecting,
analyzing,
recording, and interpreting data to prepare a proposal.
Prerequisites: None
First Term offered: Fall 2024
Credit Hours:3
Committee voted approve

ENGR702
Department: College of Engineering and Computer Sciences
Course Number and Title: ENGR 702 Dissertation Research
Catalog Description: This course is to develop a dissertation with substantial research to
contribute to the field of study under the supervision of a dissertation advisor and dissertation
committee.
Prerequisites: ENGR 701 and Permission of the Instructor
First Term Offered: Spring 2025
Credit: Hours:1-12
Some minor changes to syllabus requested new syllabus received
Committee voted approve

New Program from CECS
Addition of Major, new PhD program in Engineering
Department: College of Engineering and Computer Sciences
Major or Degree: Doctor of Philosophy in Engineering
Type of Change: Addition
Rationale: To keep its global leadership and competitiveness, it is important for the United
States to produce new leaders in engineering to address 21st century engineering problems.
One of the HEPC's primary goals of the Vision 2025: West Virginia Science and Technology
Plan is to increase the number of doctoral graduates to support research activity and the
proposed degree program would align well with this strategic vision. The proposed PhD
program in Engineering will enable the concept of approaching applied problems via a
holistic solution-oriented approach and graduates will be qualified for a wide array of public-
sector and private-sector engineering positions. CECS strongly believes that the establishment
of this program is timely given the strong potential of this degree program to increase the
College's research impact and productivity, increase the enrollment, and stimulate economic
development in the area, meeting the state's job demands that require more advanced research
skills and qualifications.

Committee voted Approve

GC Spring Elections

GC Representatives with 2024 Term Expiration

Tracy Christofero (At Large)
Richard Egleton (SOM)
Isaac Larison (COEPD)
Amanda Meadow (COB)
Craig Kimble (SOP)
Henning Vauth (CAM)

Other At Large Members

Conrae Lucas-Adkins 2026
Lisa Heaton 2026
Scott Simonton 2026

Positions (GC Bylaws Change) One additional faculty member per 400 enrolled graduate students beyond 400 from each academic unit with graduate programs.

	New Apportionment
CAM	1
COB	2
CECS	1
COEPD	4
COHP	2
COLA	1
COS	1
SOP	1
SOM	1
Total	**14**

Additionally

1 Library
1 Graduate Student

15 Total

Implementation Discussion for Spring College Elections

Current Enrollment Data

College	AY1920	AY2021	AY2122	AY2223	Grand Total	Four-Yr Average
College of Arts and Media	26	19	15	16	76	**19**
College of Business	615	575	490	493	2,173	**543**
College of Education	1,919	2,099	1,867	1,728	7,613	**1,903**
College of Engr and Comp Sci	128	117	95	90	430	**108**
College of Health Professions	606	562	499	474	2,141	**535**
College of Liberal Arts	285	288	281	276	1,130	**283**
College of Science	117	109	111	97	434	**109**
School of Medicine	63	85	104	133	385	**96**
School of Pharmacy	255	251	221	190	917	**229**
Graduate	243	277	232	270	1,022	**256**
International-Marshall	104	23	8	1	136	**34**
Grand Total	**4,361**	**4,405**	**3,923**	**3,768**	**16,457**	**4,114**

Note: MD students have been removed, but PharmD, DPT, and the MUSOM PhD, MS, and MMS programs are included.

Apportionment

College	Standard	Additional	Total
College of Arts and Media	1	0	1
College of Business	1	1	2
College of Education	1	4	5
College of Engr and Comp Sci	1	0	1
College of Health Professions	1	1	2
College of Liberal Arts	1	0	1
College of Science	1	0	1
School of Medicine	1	0	1
School of Pharmacy	1	0	1
Total	**9**	**5**	**14**

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	davis513@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	Hayslette, Amy	mcgrewa@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	behrmanr@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	campbelle@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	luskk@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	kmcdilda@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@email.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	mcbride6@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	Clemins, 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	nolte3@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 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 the 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 s e n s e 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 771Capstone 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 Number of Ratings and Recommended and Mandatory Changes Suggested by reviewers
College of Arts and Media **(GC-24-01-30-PR)**		
MA in Music	Continue at Current Level	No Yellow or Red Ratings **No Recommendations** and/or **Mandatory Changes** suggested
College of Liberal Arts **(GC-24-01-31-PR)**		
MA in Humanities	Continue at Current Level	2 Red / 2 Yellow Ratings – External Review Data Missing – To be conducted in March 2024 **Recommendations** were made to add student enrollment data
MA in History	Continue at Current Level	3 Yellow Ratings **Recommendations** were made regarding the clarification of information related to assessment data and cost analysis
MA in Sociology	Continue at Current Level	2 Red / 4 Yellow Ratings **Recommendations** were made regarding enrollment numbers, assessment data, and low response rates to internal assessments
College of Liberal Arts Certificate Programs **(GC-24-01-32-PR)**		
Appalachian Studies Certificate	Continue at Current Level	2 Red and 1 Yellow Ratings **Recommendations** were made regarding student entrance standards and external peer review
Latin Certificate	Continue at Current Level	4 Yellow Ratings **Recommendations** were made regarding student demand, enrollment rates, course enrollment, and cost analysis
Public History Certificate	Continue at Current Level	1 Red and 4 Yellow Rating **Recommendations** were made regarding assessment results, 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 **Recommendations** were made regarding assessment results, student demand, course enrollments, and cost analysis
College of Science (GC-24-01-33-PR)		
MS / MA in Biological Sciences	Continue at Current Level	7 Red and 4 Yellow Ratings **Recommendations** and/or **Mandatory Changes** were made regarding student demand, learning outcomes, assessment plan, assessment results, improvement plan since last review, and 5-year plan
College of Science Certificate Program (GC-24-01-34-PR)		
Bioinformatics Certificate	Continue at Current Level	9 Red / 4 Yellow Ratings **Recommendations** and/or **Mandatory Changes** made regarding curriculum currency, program assessment plan, quality of faculty, alumni placements, enrollment and completion rates, and 5-year plan
College of Health Professions (GC-24-01-35-PR)		
Doctor of Physical Therapy-DPT	Continue at Current Level	1 Yellow Rating **Recommendations** were made regarding internal demand for the program/services provided
School of Pharmacy (GC-24-01-36-PR)		
MS / MA in Pharmaceutical Sciences	Continue at Current Level	2 Yellow Ratings **Recommendations** were made regarding indirect assessment and signatures
Doctor in Pharmacy-PharmD	Continue at Current Level	No Red Yellow Ratings **No Recommendations** and/or **Mandatory Changes** suggested

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
Yes	**3**	**2%**
No	**136**	**98%**
Total	**139**	**100%**

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

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
Count = 121	**30.6**	**0**	**100**

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

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?	
No	**74%**
Yes	**19%**
Unsure	**7%**

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)	15	22	19	24	59
Leadership Role (Committee Member)	17	32	24	24	41
Active Member	20	53	23	20	24
In-Active Member	59	48	18	6	8

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 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.
- Alot 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 knowledge 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 upkept 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 for 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.