

Graduate Council

MEMORANDUM

To: President Stephen J. Kopp **XV**  
From: Tracy Christofero - Chair, Graduate Council  
Date: September 2, 2010  
Subject: **Approval of Graduate Council Minutes: August 27,2010**

Minutes of the August Graduate Council meeting are attached for your review. Approval of these minutes will also serve as approval of curricular motions and graduate faculty status.

I look forward to working with you this year.

Minutes approved.

Dr^t tepheh J. Kopp  
President, Marshall University

/  
Date

*Note to President's secretary:*

Please return the signed original to Tracy Christofero with copies to:

Dr. Tracy Christofero, MUGC 328, South Charleston Campus  
Dr. Donna Spindel, Dean, Graduate College, Old Main, Huntington campus  
Dr. Deanna Mader, Secretary, Graduate Council, CH 414, Huntington campus  
Ms. Barbara Hicks, Office of Academic Affairs, Old Main, Huntington campus  
Ms. Jennifer Lauhon, Office of Academic Affairs, Old Main, Huntington campus  
Ms. Crystal Stewart, Distributed Education, CB 219, Huntington campus

**MARSHALL UNIVERSITY GRADUATE COUNCIL MINUTES  
August 27, 2010**

**John Spotts Room, Huntington Campus**

**Members Present:** Christofero, Trzyna, Mader, Swindell, Brammer, Stroebel, Heaton, Securro, Watts, Sottile, Gruetter, Mulder, McComas, Edington, Krieg, Zanter, Midkiff

**Members Absent:** N/A

**Ex-Officio Members Present:** Spindel

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

**Guest:** Frances Hensley

Christofero convened the meeting at 1:00 pm.

**Welcome, Introductions, Announcements:** Christofero welcomed members to another academic year and asked each person to introduce themselves. Christofero explained the purpose and responsibilities of Graduate Council. Members were asked to note the future meeting dates. Meetings will begin promptly at 1:00 pm and end no later than 3:00 pm.

**Minutes Approved:** Minutes for the April 23, 2010 meeting were approved as distributed.

**Graduate Faculty Status:** Graduate Faculty List (Attachment 1) was approved.

**Committee Assignments and Functions:** Christofero distributed the committee assignments and bylaws. Some continuing members were assigned to the same committees on which they served last year in order to ensure knowledge transfer. Other considerations for committee assignments included the length of time already served (no more than two years) and campus location. Christofero walked through the descriptions, charges, and potential new business for each of the committees. Christofero requested that a chair be elected for each committee. The following standing committee chairs were selected:

- Academic Planning, Standards & Policies - Trzyna
- Credentialing - Gruetter
- Curriculum - Mulder
- Program Review & Assessment - Securro

**Miscellaneous Business of the Council:** Spindel volunteered to assist in updating the Graduate Council Web site.

Spindel advised that September 7th is the deadline for submitting Graduate Catalog changes. Given time constraints, the following request regarding readmission time requirements was reviewed by the Council. After "...the most recent year", insert "*which is the seventh year*" to clarify that the most recent year is the 7<sup>th</sup> vs. the 8<sup>th</sup> year.

Motion to approve change was approved.

Spindel informed the Council that the GRE will have a different score scale to report both Verbal and Quantitative Reasoning measures beginning in 2011. ETS believes the new score scale will better distinguish student performance. Spindel recommended that programs go to the ETS Web site and determine what their new score scale will be and then update the catalog to reflect both the old and the new scores because old scores are valid for 5 years.

Meeting adjourned at 2:10 pm.

Submitted by Deanna Mader, Secretary and revised by Tracy Christofero  
September 3, 2010

Attachment:

1. Graduate Faculty Membership Approvals

Future Graduate Council Meetings for 2010-2011 Academic Year:

- September 24, 2010 - South Charleston - Room 137
- October 29, 2010 - Huntington - John Spotts
- December 3, 2010 - South Charleston - Room 135
- January 28, 2011 - Huntington - John Spotts
- February 25, 2011 - South Charleston - Room 135
- March 18, 2011 - Huntington - John Spotts
- April 22, 2011 - South Charleston - Room 135

**ATTACHMENT 1**  
**Graduate Faculty Membership**  
**Approvals**

This file was last updated on :			8/27/2010	<i>Term Starts</i>	<i>Term Expires</i>
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>	<i>Month Year</i>	<i>Month Year</i>
Schulenberg, Shawn	COLA	Political Science	Graduate	August 2010	August 2015
Djietror, Godwin	COLA	Geography	Graduate	August 2010	July 2015
Delidow, Beverly	SOM	Biochem. & Microbiology	Graduate	August 2010	August 2012
Egleton, Richard	SOM	Pharmacology/Physiology & Toxicology	Doctoral	October 2010	October 2013
Sollars, Vincent	SOM	Biochemistry & Microbiology	Doctoral	October 2010	October 2013
Wang, Ruuu-Tong	SOM	Anatomy & Pathology	Instructor	40330	41061
Cathcart, Kerrie	SOM	Forensic Science	Associate	June 2010	June 2013
Chiles, Chris	SOM	Forensic Science	Associate	June 2010	June 2013
Chute, Jason	SOM	Forensic Science	Associate	Jun2010	June 2013
Williamson, Misty	SOM	Forensic Science	Associate	June 2010	June 2013
Valluri, Jagan V.	COS	Biological Sciences	Doctoral	July 2010	July 2015
Appleton, Rebecca	COHP	Nursing	Graduate	June 2010	June 2015^
Alves, Julio	COFA	Music	Associate	August 2010	August 20U
Cook, Miyuki	COFA	Art	Graduate	August 2010	August 2013
Kaufmann, Daniel	COFA	Art	Graduate	August 2010	August 2013
Larsen, Natalie	COFA	Art	Graduate	August 2010	August 2013
Burck, Andrew	GSEPD	Counseling	Graduate	August 2010	August 2015
Ellison, Lori	GSEPD	Counseling	Graduate	August 2010	August 2015
Heaton, Lisa	GSEPD	Elementary/Secondary Ed.	Doctoral	August 2010	August 2015
Lassiter, Eric	GSEPD	Curriculum and Instruction	Doctoral	August 2010	August 2015
Lee-Fanner, Jeanette	GSEPD	Special Education	Graduate	August 2010	August 2015
Meisel, Edna	GSEPD	Elem.-Sec. Ed.	Graduate	August 2010	August 2015
Myers, Patricia	GSEPD	Special Education	Associate	August 2010	August 2015
Watts, Louis	GSEPD	Leadership Studies	Doctoral	August 2010	August 2015
Delete					
Stange, Terrence	GSEPD	Reading	Graduate	October 2006	December 2010
Delete from SOM listina					
Miller, Montserrat	COLA	History	Graduate	September 2009	Sept. 2014

**GRADUATE COUNCIL****Updated August 23, 2010****2010-2011**

Telephone	Name	Department/College	Term Expires
<b>CHAIR</b>			
6-2078	Christofero, Tracy	Technology Management / CITE	2014
<b>VICE-CHAIR</b>			
6-6791	Trzyna, Wendy	Biological Science / COS	2012
<b>SECRETARY</b>			
6-2687	Mader, Deanna	Management & Marketing / LCOB	2012
<b>MEMBERS</b>			
6-2810	Brammer, Cam	Faculty Senate President	2012
6-8902	Edington, Lynne	Library/MUGC	2014
6-7316	Gruetter, Carl	Pharmacology / SOM	2012
6-2026	Heaton, Lisa	At-Large / MUGC	2012
6-2067	Krieg, Fred	At-Large / MUGC	2014
6-2983	McComas, Karen	Communications Disorders / COHP	2012
6-2370	Midkiff, Glen	Graduate Student Council Rep	2011
6-2770	Mulder, Pamela	Psychology / COLA	2014
6-8948	Securro, Sam	At-Large / MUGC	2012
6-2870	Sottile, James	COEHS	2014
6-2032	Stroebel, Sandra	Faculty Senate Liason	2012
6-2729	Swindell, Chris	Journalism / SOJMC	2012
6-1933	Watts, Louis	At-Large / MUGC	2014
6-2482	Zanter, Mark	Music /COFA	2014

**EX-OFFICIO, NON-VOTING MEMBERS**

6-2818	Spindel, Donna	Graduate School Dean
6-3716	Ormiston,	Sr. VP for Academic Affairs
Gayle 6-4748	Maher,	VP Research
	John	



## Graduate Council

### MEMORANDUM

To: President Stephen J. Kopp

From: Tracy Christofero - Chair, Graduate Council

Date: October 1, 2010

Subject: **Approval of Graduate Council Minutes: September 24, 2010**

Minutes of the September Graduate Council meeting are attached for your review. Approval of these minutes will also serve as approval of curricular motions and graduate faculty status.

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

Minutes approved.

| Kopp,  
President, Marshall University

Dr. Stephen

*Note to President's secretary:*

Please return the signed original to Tracy Christofero with copies to:

Dr. Tracy Christofero, MUGC 328, South Charleston Campus  
Dr. Donna Spindel, Dean, Graduate College, Old Main, Huntington campus  
Dr. Deanna Mader, Secretary, Graduate Council, CH 414, Huntington campus  
Ms. Barbara Hicks, Office of Academic Affairs, Old Main, Huntington campus  
Ms. Jennifer Lauhon, Office of Academic Affairs, Old Main, Huntington campus  
Ms. Crystal Stewart, Distributed Education, CB 219, Huntington

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GRADUATE COLLEGE



## Marshall University Graduate Council Minutes September 24, 2010

### Room 137 Main Building, South Charleston Campus

**Members Present:** Christofero, Trzyna, Mader, McComas, Sottile, Midkiff, Gruetter, Brammer, Edington, Securro, Krieg, Stroebel, Heaton, Watts, Mulder

**Members Absent:** Swindell, Zanter

**Ex-Officio Members Present:** Spindel

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

**Guests:** Comeau, Reynolds

Christofero convened the meeting at 1:00 pm.

**Minutes Approved:** Minutes for the August 27, 2010 meeting were approved as distributed.

**Graduate Faculty Status:** Graduate Faculty List (Attachment 1) was approved. Christofero reminded members to check with their colleges to make sure all faculty have been updated on Graduate Faculty status. Christofero's recommendation to change the date text format of the form to numeric to allow for sorting by date was approved. Discussion included process clarification as to who should apply, who requires approval, how faculty are informed, the update schedule, and the role of the deans. The Credentialing Committee will look at the current procedure and will make recommendations to the GC.

**Program Reviews:** Dr. Mary Beth Reynolds, Director of Assessment, presented an overview, as well as the guidelines and forms regarding the upcoming graduate program reviews. Nine (9) graduate program reviews will be uploaded to the Office of Assessment Web site and ready for review after November 1, 2010. Christofero reminded the council members that teams of two members will review a program outside their discipline and reports will go to the Academic Planning, Standards, & Policies Committee.

Dr. Reynolds emphasized that the role of reviewers is to help the units submit the best document possible. Christofero added that the goal is to be supportive and not adversarial. She urged reviewers to stay in contact with the unit program review contact person in order to make changes in advance of the GC meeting in January. Revised program reviews will be uploaded by January 15, 2011. Any graduate program that requests additional resources will need to make a presentation to the Graduate Council at the December 2010 meeting.

**Curriculum Committee Business:** Mulder discusses changes to the format of the Change Requests Summary to representation by college vs. by action (Attachment 2). 15:16 requests were approved, with one postponed pending supporting documentation.

College	Request	Results
LCOB	Add: ACC 544 - Consulting for CPAs	Approved
LCOB	Add: ACC 698 - Ethics and Professional Development in Accounting; Credit Hours: "Not Stated" should read "3"	Approved
LCOB	Change of a Major Degree: M.S. in Accountancy - Delete ACC 648 as a required course	Approved
LCOB	Change of a Major Degree: M.S. in Accountancy -Students may take one of three courses as an elective (MGT 674, MGT 680, MKT 682)	Approved
LCOB	Change of Catalog Description: M.S. in Accountancy	Approved
COS	Graduate Course Change: GLY 551	Approved
COS	Delete: GLY 551L - Principles of Geomorphology Laboratory	Approved
COS	Graduate Course Change: GLY 556	Approved
COS	Delete: GLY 556L - Environmental Geology Laboratory	Approved
COS	Graduate Course Change: GLY 557	Approved
GSEPD	Change of Area of Emphasis in an Existing Major: Mental Health Counseling; Department: "Education" modified to "Counseling"	Approved
COEHS/ GSEPD	Deletion of Area of Emphasis in an Existing Major: Literacy, Language & Learning	Approved
COEHS/ GSEPD	Change Certificate to End New Admissions: Reading Specialist Certificate	Approved
COHP	Add: HS 630 - Seminar in Athletic Training	Approved
COHP	Add: HS 625 - Evidence Based Practice in Therapeutic Electrophysical Agents	Approved
COHP*	Intent to Plan: M.S. in Athletic Training	Postponed

\* COHP - changes approved; motion to remove the Intent to Plan from the original amendment approved - approved; course changes approved, Intent to Plan will be discussed at the next meeting, documentation will be distributed prior to the next meeting.

Curriculum business continued in a discussion regarding the approval process and the procedures for communicating results for all changes

**Academic Planning, Standards, & Policies Committee Business:** Trzyna reported no new business at this time.

**Credentialing Committee Business:** Gruetter advised members of five reviews this year: COEHS, GSEPD, COFA, DCHP, and COLA.

**Program Review & Assessment Committee Business:** Securro will notify members of their program review assignments.

**Miscellaneous Business of the Council:** Christofero requested that last year's Graduate Assistant subcommittee reconvene and make recommendations to the Graduate Council.

Spindel stated the current practice for the calculation of undergraduate GPAs for admission to graduate school is an issue that Admissions has noted. The process is very time consuming since it includes all grades earned in the undergraduate work. Many other graduate programs at other institutions do not use the overall undergraduate GPA; rather they use the undergrad degree GPA from where the degree was earned. Currently, all transcripts must be submitted before any calculations are performed to make admissions decisions. Making the change will also make our own graduate school more competitive. Concerns were expressed regarding non-MU undergraduates' actual qualifications for admission and the potential for placing MU undergraduates at a disadvantage since all of their grades would be included. Members are urged to continue this discussion with their respective colleges and report back to the Graduate Council at the next meeting.

Mulder reintroduced a previous discussion regarding the Graduate Council taking a proactive stance regarding the need for additional resources for graduate education. Members are asked to discuss these concerns with their colleagues and identify unit/faculty needs.

Spindel distributed new Graduate College marketing materials.

Meeting adjourned at 2:50pm.

Submitted by Deanna Mader, Secretary September 29, 2010 and revised by Tracy Christofero October 1, 2010

Attachments:

1. Graduate Faculty Membership Approvals
2. Curriculum Change Approvals

Future Graduate Council Meetings for 2010-2011 Academic Year:

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- December 3, 2010 - South Charleston - Room 135
- January 28, 2011 - Huntington - John Spotts
- February 25, 2011 - South Charleston - Room 135
- March 18, 2011 - Huntington - John Spotts
- April 22, 2011 - South Charleston - Room 135

### ATTACHMENT 1 Graduate Faculty Membership Approvals

This file was last updated on :			9/20/2010	<i>Term Starts</i>	<i>Term Expires</i>
<i>List by last name first, all persons having any level of graduate faculty status.</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>	<i>Month Year</i>	<i>Month Year</i>
Hall, Steven	CO FA	Music	Associate	September 2010	September 2013
Perkins, Caroline	COLA	Classics	Graduate	September 2010	September 2015
Behrman, Robert	COLA	Political Science	Graduate	September 2010	September 2015
Brammer, Cam	COLA	Communication Studies	Graduate	September 2010	September 2015
Burbery, Timothy	COLA	English	Graduate	September 2010	September 2015
Burgueno, Maria Cristina	COLA	Modern Languages	Graduate	September 2010	September 2015
Carey, Allison	COLA	English	Graduate	September 2010	September 2015
Dameron, Samuel L.	COLA	Criminal Justice	Associate	September 2010	September 2013
Deal, Robert	COLA	History	Graduate	September 2010	September 2015
Gilpin, Susan	COLA	Communication Studies	Graduate	September 2010	September 2015
Goudy, Tony	COLA	Psychology	Associate	September 2010	September 2013
Green, Christopher	COLA	English	Graduate	September 2010	September 2015
Huhn, Christine	COLA	Modern Languages	Associate	September 2010	September 2013
Kirkwood, Roxanne (Aftanas)	COLA	English	Graduate	October 2010	October 2015
Lassiter, Luke Eric	COLA	Grad. Humanities	Graduate	October 2010	October 2015
O'Keefe, Stephen	COLA	Psychology	Graduate	September 2010	September 2015
Prejean, Kelli (Grady)	COLA	English	Graduate	October 2010	October 2015
inger, Arthur	COLA	English	Graduate	September 2010	September 2015
Sullivan, Donna	COLA	Sociology	Graduate	October 2010	October 2015
Tabyshalaieva, Anara	COLA	History	Graduate	September 2010	September 2015
White, Benjamin	COLA	English	Graduate	September 2010	September 2015
Zhao, Jun	COLA	English	Graduate	September 2010	September 2015
Constantz, George D.	COS	Biological Sciences	Associate	September 2010	September 2013
Takahashi, <b>Mizuki</b>	COS	Biological Sciences	Associate	September 2010	September 2013
Hubbard, John L.	COS	Chemistry	Graduate	September 2010	September 2015
Farmer, James R.	COS	Integrated Science & Tech.	Graduate	September 2010	September 2015
Adkins, Laura	COS	Mathematics	Graduate	September 2010	September 2015
Cottle, Amy	GSEPD	Elementary/Secondary Ed.	Associate	September 2010	September 2013
Kolsun, Cynthia	GSEPD	Leadership Studies	Graduate	September 2010	September 2015
<b>DELETE</b>					
Stange, Terrence	GSEPD	Reading	Graduate	October 2006	December 2010
Meyer, Calvin	GSEPD	Elementary/Secondary Ed.	Doctoral	January 2009	January 2014
Schimmel, Christine	GSEPD	Counseling	Associate	September 2007	September 2010
Fish, Margaret	COLA	Psychology	Doctoral	March 2005	March 2010
Baker, Elaine	COLA	Psychology	Graduate	October 2005	October 2010
Edmunds, Robert	COLA	Communication Studies	Associate	August 2007	August 2010
Ermolaeva, Elena	COLA	Sociology	Graduate	October 2005	October 2010
<b>INSTRUCTORS</b>					
Hartstein, Arnold	COLA	Humanities	Instructor	September 2010	September 2012
"^yton, Billy Joe	COLA	Humanities	Instructor	September 2010	September 2012
.rris, Anna	COLA	English	Instructor	September 2010	September 2012

## ATTACHMENT 2 Graduate Curriculum Change Approvals

### LEWIS COLLEGE OF BUSINESS

- **Request for Course Addition**

*Department:* Accountancy & Legal Environment

*Course Number & Title:* ACC 544 Consulting for CPAs

*Catalog Description:* To acclimate students to the consulting work environment; emphasis on collecting relevant information to provide Comprehensive solutions. To provide concrete examples of this process. The course will focus on estate tax calculations, and planning; retirement and investment planning

*Prerequisite:* Permission of instructor

*First Term Offered:* Not stated

*Credit Hours:* 3

- **Request for Course Addition**

*Department:* Accountancy & Legal Environment

*Course Number & Title:* ACC 698 Ethics and Professional Development in Accounting

*Catalog Description:* This course examines ethical issues facing professional accountants.

Professional codes of conduct and corporate governance mechanisms will be applied to manage ethical situations. *Prerequisite:* Admission to MS program or approval of

MS Director *First Term Offered:* Spring 2011 *Credit Hours:* Not stated

**Amended to 3 Hours**

- **Change of a Major Degree**

**WITHDRAWN by LCOB prior to GC mtg**

*Major:* Master of Business Administration - Accounting Concentration

*Department:* Accountancy & Legal Environment

*Effective Date:* Fall 2010

*Curriculum Changes*

Delete ACC 648 (Tax Research) as a required course.

Add ACC 617 (Advanced Controllorship) as a required course.

*Changes Rationale:* ACC 618, Accounting Research, utilizes *RIA Checkpoint* to research and resolve professional accounting issues. This course now covers taxation in addition to accounting and auditing.

ACC 648, Tax Research, has become redundant and is no longer being offered. ACC 617, Advanced

Controllorship, is recommended by the Accounting Advisory Board and will be added as a required course.

*Change of Credit Hours:* NA

*Catalog Description* (See next 3 items)

- **Change of a Major Degree**

*Major:* Master of Science in Accountancy

*Department:* Accountancy & Legal Environment

*Effective Date:* Fall 2010 *Curriculum Changes*

Delete ACC 648 (Tax Research) as a required course.

Add accounting elective (new total of three electives) (*see next item*) *Rationale:*

ACC 618, Accounting Research, utilizes *RIA Checkpoint* to research and

resolve professional accounting issues. This course now covers taxation in addition to

accounting and auditing. ACC 648, Tax Research, has become redundant and is no longer being offered.

An accounting elective is being substituted in place of ACC 648.

*Change of Credit Hours: NA Catalog Description (See next 2 items) •*

**Change of a Major Degree**

*Major: Master of Science in Accountancy*

*Department: Accountancy & Legal Environment*

*Effective Date: Fall 2010 Curriculum Changes*

Students may take one of the following courses as an elective:

MGT 674            Production/Operations Management

MGT 680            Entrepreneurship

MKT 682            Advanced Marketing Management

*Rationale: A broader set of electives will allow students to customize their program to better suit their educational and professional goals.*

*Change of Credit Hours: NA Catalog Description (See next item)*

- **Change of Catalog Descriptions** (for two Major Degrees - see previous 3 items)

**ACCOUNTING, M.S.**

**Program Description**

The Master of Science in Accountancy emphasizes skills necessary to succeed in the profession of public accounting. The program requires 30 semester hours of study.

**Admission Requirements**

Applicants should follow the admissions process described in the Graduate Catalog, or at the Graduate Admissions Web site: [www.marshall.edu/graduate/admissionsrequirements.asp](http://www.marshall.edu/graduate/admissionsrequirements.asp).

Applicants must also:

- have an undergraduate degree in accounting from an AACSB accredited institution;
- have an undergraduate Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale for all previously completed undergraduate university work;
- have completed the following accounting foundations courses or equivalents, each with a grade of C or

better:

- o ACC 311            Intermediate Accounting I
- o ACC 312            Intermediate Accounting II
- o ACC 318            Cost Accounting
- o ACC 341            Accounting Information Systems
- o ACC 348            Federal Taxation
- o ACC 429            Auditing

OR

- All other applicants may be admitted if they score 500 or better on the Graduate Management Admission Test (GMAT) or if they have an index of at least 1,100 computed by multiplying the undergraduate grade point average by 200 and adding the GMAT score. The minimum acceptable GMAT score is 400.

**Program Requirements:**

The following courses must be completed:

*Functional Studies*

<i>Course Number</i>	<i>Course Title</i>	<i>Hours</i>
ACC615	Audit Theory and Practice	3
ACC617	Advanced Controllorship	3
ACC618	Accounting Research	3
ACC 698	Professional Development and Ethics in Accounting	3
LE 691	Government and Business Relationships	3
MKT 686	IMC for Professional Services	3
MGT 692	Ethics and Global Aspects of Business	3

*Accounting electives (any three courses)*

ACC 544	Consulting for CPAs	9
ACC 580-583	Special Topics	
ACC 614	Theory of Accounting	
ACC 616	Advanced Income Tax Procedure	
ACC 650	Special Topics	
ACC 660	Independent Study	

One of the following courses may be substituted for one accounting elective:

MKT 682	Advanced Marketing Management
MGT 674	Production/Operations Management
MGT 680	Entrepreneurship

In addition, students with an undergraduate degree other than business must complete a program of study, approved by the Director of the MS program, of business subjects to qualify the student to sit for the Uniform CPA Examination and to become licensed as a CPA.

**COLLEGE OF SCIENCE****Request for Graduate Course Change**

*Department:* Geology

*Course Number & Title:* GLY 551 Principles of Geomorphology

*Change in Content:* Yes

*From:* Lecture only format

*To:* Combined Lecture / Lab format

*Rationale:* The material in GLY 551 (3-hour lecture) and GLY 551L (1-hour lab) is best taught as an integrated lab and lecture (4-hour whole). Therefore, the requested change will combine the two courses as a 4-hour course under the number GLY 551. Students in these courses will not be affected in a significant way, as the vast majority of them take both lab and lecture concurrently. (An accompanying course deletion form has been submitted for GLY 551).

*Change in Credit Hours:* Yes

*From:* 3 credits

*To:* 4 credits

*Rationale:* Increase in credit hours reflects the additional material previously taught as GLY551L *Course to be Deleted:* Yes. GLY 551L

(See next item) *Change in Catalog Description:* Yes

*From:* Principles of identification and analysis of the world's superficial features in terms of stratigraphy, structure, processes, tectonics, and time. 3 lec. (REC: GLY 200, 210L or equivalent.)

*To:* Identification and analysis of the earth's surficial features in terms of stratigraphy, structure, processes, tectonics, and time. 3 lec-2 lab. (4<sup>H</sup>-GLY-1-1-0-or-2007-GLY 210L-or-equa4en4r)

*Rationale:* Consistent with previous change made for GLY 451

*First Term Offered:* Not stated

- **Request for Course Deletion**

*Department:* Geology

*Course Number & Title:* GLY 551L Principles of Geomorphology Laboratory

*Rationale:* The material in GLY 551 (3-hour lecture) and GLY 551L (1-hour lab) is best taught as an integrated lab and lecture (4-hour whole). Therefore, the requested change will eliminate GLY 551L as an independent course and combine it with GLY 551. Students in these courses will not be affected in a significant way, as the vast majority of them take both lab and lecture concurrently. (An accompanying course modification form has been submitted for GLY 551).

*Final Term Offered:* Spring 2011

*Credit Hours:* 1

- **Request for Graduate Course Change**

*Department:* Geology

*Course Number & Title:* GLY 556 Environmental Geology

*Change in Content:* Yes

*From:* Lecture only format

*To:* Combined Lecture / Lab format

*Rationale:* The material in GLY 556 (3-hour lecture) and GLY 556L (1-hour lab) is best taught as an integrated lab and lecture (4-hour whole). Therefore, the requested change will combine the two courses as a 4-hour course under the number GLY 556. Students in these courses will not be affected in a significant way, as the vast majority of them take both lab and lecture concurrently. (An accompanying course deletion form has been submitted for GLY 556L).

*Change in Credit Hours:* Yes

*From:* 3 credits

*To:* 4 credits

*Rationale:* Increase in credit hours reflects the additional material previously taught as

GLY556L *Course to be Deleted:* Yes. GLY 556L (See next item) *Change in Catalog*

*Description:* Yes

*From:* The interactions of man and the Earth, dealing with natural resources, natural hazards, cultural and urban geology and future planning. (PR: GLY 200, 210L).

*To:* Consideration of risks posed by natural geo-hazards and from physical / chemical contamination of geologic media. ~~(PR: GLY 200, GLY 210L & L-eth^wv^k:nt; REC: GLY 451).~~

*Rationale:* Consistent with previous change made for GLY 456.

*First Term Offered:* Not stated

- **Request for Course Deletion**

*Department:* Geology

*Course Number & Title:* GLY 556L Environmental Geology Laboratory

*Rationale:* The material in GLY 556 (3-hour lecture) and GLY 556L (1-hour lab) is best taught as an integrated lab and lecture (4-hour whole). Therefore, the requested change will eliminate GLY 556L as an independent course and combine it with GLY 556. Students in these courses will not be affected in a significant way, as the vast majority of them take both lab and lecture concurrently. (An accompanying course modification form has been submitted for GLY 556).

*Final Term Offered:* Spring 2011

*Credit Hours:* 1

- **Request for Graduate Course Change**

*Department:* Geology

*Course Number & Title:* GLY 557

*Change in Content:* Yes

*From:* Lecture-only format **To:**

Combined lecture/lab format

*Rationale:* The material in GLY 557 (3-hour lecture) and the 1-hour companion laboratory (taught twice previously as GLY 580: Special Topics) is best taught as an integrated lab and lecture (4-hour whole). Therefore, the requested change will combine the two courses as a 4-hour course under the number GLY 557. Students in these courses will not be affected in a significant way, as the vast majority of them take both lab and lecture concurrently. *Change in Credit Hours:* Yes *From:* 3 credits *To:* 4 credits

*Rationale:* Increase in credit hours reflects the additional material previously taught as GLY 580.

*Course to be Deleted:* No. *Change in Catalog Description:* Yes

*From:* Geological principles and methods to solve geotechnical engineering problems. (PR:

**GLY 200, 210L, 451, 451L** or by permission of instructor.) **To:** Consideration of geotechnical problems faced by geologists and engineers. Major topics include mechanics and classification of soil and rock, and geotechnical aspects of groundwater. (~~PR: GLY 200, 210L, MT-H 132~~). RF Rationale: Consistent with previous change made for GLY 457. *First Term Offered:* Not stated.

#### COLLEGE OF LIBERAL ARTS

- **Request for Addition of an Area of Emphasis within an Existing Major  
-WITHDRAWN, Will be resubmitted**

*Department:* English

*Major:* English

*Area of Emphasis:* Master of Arts with Emphasis in TESOL

*Rationale:* To produce competent MA students who are well trained in TESOL to:

1. teach English as a second or foreign language, domestic or international;
2. make informed pedagogical decisions to adapt their teaching to the local context, using theories of applied linguistics;
3. understand the role of empirical studies in TESOL;
4. acquire essential knowledge for future study at the doctoral level.

*Effective Date:* Fall 2010

*Curriculum:*

**Curriculum: (number of Hours and Courses; Indicate Required/Optional)**

Forl^qji^tliesis option ^studentsit

Number of credit hours: 36

**Required 3-credit hour courses:**

- Eng 475/575 Introduction to Linguistics
- Eng 478/578 Introduction to Sociolinguistics
- Eng 576 Modern Grammar
- Eng 615 Teaching English and Applied Linguistics
- Eng 622 Language Development
- Eng 627 Text Analysis
  
- Eng 633 Research Methods and Applied Linguistics
- Eng 638 Language and Context
- Eng 508 Advanced Expository Writing
- Eng 560 Composition Theory I
- Eng 640 Composition Pedagogy
- Eng 647 Teaching English in the Two-Year College

For Thesis-optioni £tud&i!

Number of credit hours: 33

**Required 3-credit hour courses:**

- Eng 475/575 Introduction to Linguistics
- Eng 478/578 Introduction to Sociolinguistics
- Eng 576 Modern Grammar
- Eng 615 Teaching English and Applied Linguistics
- Eng 622 Language Development
- Eng 627 Text Analysis
- Eng 633 Research Methods and Applied Linguistics
- Eng 638 Language and Context
- Eng 640 Composition Pedagogy
- Eng 681 Thesis

This program is proposed to take over the TEFL program from ATE, therefore, there is no duplication issue.

GRADUATE SCHOOL OF EDUCATION AND PROFESSIONAL DEVELOPMENT

- Request for Change of an Area of Emphasis within an Existing Major

*Department:* Education

*Major:* Counseling

*Area of Emphasis:* Mental Health Counseling

*Rationale:* Mental Health counseling is an area of emphasis in the counseling program. CACREP (Council for Accreditation of Counseling and Related Educational Programs) the national accrediting organization for counseling program, has changed the name of the Mental Health counseling area to Clinical Mental Health Counseling.. To be consistent with the national accrediting organization, the counseling program would like to change the name of our Mental Health counseling area of emphasis to Clinical Mental Health counseling.

*Effective Date:* Fall 20\_ ?

*Current Catalog Description:*

**Page 97 to 98**

**Core Curriculum**

The Master of Arts degree in Counseling is a 60 hour planned program of study designed to meet the necessary competencies of professional counselors. The curricular elements consist of core courses required of all counseling students and emphasis courses specific to: mental health counseling; correctional counseling; marriage, couple & family counseling; and school counseling emphases. While all core courses are offered on the Huntington and South Charleston campuses, some emphasis-specific courses are not available in all locations. Students must indicate their emphasis preference during the admission process.

Following 39 semester hours of core courses are required of all students:

*Phase I*

COUN 574 Social & Cultural Foundations 3

COUN 600 Professional Orientation 3

COUN 602 Human Development & Psychopathology 3

EDF 621 Research Writing 3

*Phase II*

COUN 603 Counseling Theories 3

COUN 604 Group Counseling 3

COUN 605 Theory & Practice of Human Appraisal 3

COUN 607 Counseling Techniques & Human Appraisal 3

*Phase III*

COUN 606 Career & Lifestyle Development 3

COUN 608 Practicum 3

*Phase IV*

Internship

\*All emphases (60 hours) satisfy the curricular requirements for professional counselor licensure in the State of West Virginia.

*98 Degree Programs Marshall University*

**Areas of Emphasis**

**Mental Health Counseling**

In addition to the core courses, students specializing in Mental Health Counseling must complete the following emphasis courses:

PSY 508 Abnormal Psychology ..... 3

COUN 555 Crisis Intervention and Conflict Resolution ..... 3

COUN 601 Counselors in Consulting and Community Roles ..... 3

COUN 630 Introduction to Mental Health Counseling ..... 3

COUN 631 Diagnosis and Treatment Planning ..... 3

COUN 691 Internship: Mental Health Counseling ..... 9

Advisor-Approved Electives — ..... 6

Emphasis total ..... 30

Total credit hours (including core) ..... 60

*Edits to Course Catalog Description:*

**Page 97-98**

Core Curriculum

The Master of Arts degree in Counseling is a 60 hour planned program of study designed to meet the necessary competencies of professional counselors. The curricular elements consist of core courses required of all counseling students and emphasis courses specific to: mc-Mal-heaUh-emmselmg- clinical mental health counseling; correctional counseling;

marriage, couple & family counseling; aid school counseling emphases. While all core courses are offered on the Huntington and South Charleston campuses, some emphasis-specific courses are not available in all locations. Students must indicate their emphasis preference during the admission process.

The following 39 semester hours of core courses are required of all students:

*Phase I*

- COUN 574 Social & Cultural Foundations 3
- COUN 600 Professional Orientation 3
- COUN 602 Human Development & Psychopathology 3
- EDF 621 Research Writing 3

*Phase II*

- COUN 603 Counseling Theories 3
- COUN 604 Group Counseling 3
- COUN 605 Theory & Practice of Human Appraisal 3
- COUN 607 Counseling Techniques & Human Appraisal 3

*Phase III*

- COUN 606 Career & Lifestyle Development 3
- COUN 608 Practicum 3

*Phase IV*

Internship

\*All emphases (60 hours) satisfy the curricular requirements for professional counselor licensure in the State of West Virginia.

*98 Degree Programs Marshall University*

Areas of Emphasis

~~Mental Health Counseling~~—Clinical Mental Health Counseling

In addition to the core courses, students specializing in ~~Mental Health Counseling~~ Clinical Mental Health Counseling must complete the following emphasis courses:

PSY 508 Abnormal Psychology.....	3
COUN 555 Crisis Intervention and Conflict Resolution.....	3
COUN 601 Counselors in Consulting and Community Roles.....	3
COUN 630 Introduction to Mental I lealth Counseling .....	3
COUN 631 Diagnosis and Treatment Planning .....	3
COUN 691 Internship: Mental Health Counseling .....	9
Advisor-Approved Electives .....	6
Emphasis total.....	30
Total credit hours (including core) .....	60

*Proposed New (Clean) Catalog Description:*

Page 97-98

Core Curriculum

The Master of Arts degree in Counseling is a 60 hour planned program of study designed to meet the necessary competencies of professional counselors. The auricular elements consist of core courses required of all counseling students and emphasis courses specific to: clinical mental health counseling; correctional counseling; marriage, couple & family counseling; and school counseling emphases. While all core courses are offered on the Huntington and South Charleston campuses, some emphasis-specific courses are not available in all locations. Students must indicate their emphasis preference during the admission process.

The following 39 semester hours of core courses are required of all students:

*Phase I*

- COUN 574 Social & Cultural foundations 3
- COUN 600 Professional Orientation 3
- COUN 602 Human Development & Psychopathology 3
- FDL 621 Research Writing 3

*Phase II*

- COUN 603 Counseling Theories 3
- COUN 604 Group Counseling 3
- COUN 605 Theory & Practice of Human Appraisal 3
- COUN 607 Counseling Techniques & Human Appraisal 3

*Phase III*

- COUN 606 Career & Lifestyle Development 3
- COUN 608 Practicum 3

*Phase IV*

Internship

\* All emphases (60 hours) satisfy the auricular requirements for professional counselor licensure in the State of West Virginia.

*98 Degree Programs Marshall University*

Areas of Emphasis

Clinical Mental Health Counseling

In addition to the core courses, students specializing in Clinical Mental Health Counseling must complete the following emphasis courses:

PSY 508 Abnormal Psychology .....	3
COUN 555 Crisis Intervention and Conflict Resolution .....	3
COUN 601 Counselors in Consulting and Community Roles.....	3
COUN 630 Introduction to Mental Health Counseling .....	3
COUN 631 Diagnosis and Treatment Planning .....	3
COUN 691 Internship: Mental Health Counseling .....	9
Advisor-Approved Electives.....	6
Emphasis total .....	30
Total credit hours (including core).....	60

**Request for Deletion of an Area of Emphasis within an Existing Major**

*College:* COEHS / GSEPD

*Department:* School of Education / Elementary & Secondary Education

*Major:* Elementary MA and Secondary MA

*Area of Emphasis:* Literacy, Language & Learning

*Rationale:* Most students who initially select the Literacy, Language and Learning Area of Emphasis end up switching out of it to pursue a MA degree in Reading; therefore, there is no need to continue to offer it. Most of the required courses are offered as part of the Reading program. Students are frequently assigned a Reading program advisor. And, if students want to switch programs, they must submit another application for admission along with the additional application fee.

*Effective Date:* Fall 2010

*Current Catalog Description:*

Based on the Online Graduate Catalog, Spring 2010

**B. M.A. IN ELEMENTARY EDUCATION**

The Master of Arts in Elementary Education consists of a set of core course requirements, area of emphasis requirements, and a capstone experience. All students must complete 15 hours of coursework in research, growth and development, technology, instructional methods and assessment. Each student must also select an area of emphasis consisting of 18 hours of required and elective coursework. The capstone experience is the program component through which students demonstrate their ability to synthesize and apply the problem solving, research and writing capabilities developed throughout the program. Students also will meet the comprehensive assessment requirement through the framework of the capstone experience.

Core Subjects: EDF 621 or 625; EDF 616;  
 CIEC 530 or 534 or 600 or 660; EDF 612 or CI 609 or CI 501;  
 CI 623 or 624 or approved methods course..... 15  
 Area of Emphasis.....18  
 Capstone Experience .....6  
 TOTAL..... 39

Areas of Emphasis include (descriptions in Section F):

1. Early Childhood Education
2. Educational Computing
3. Elementary Science
4. Instructional Processes and Strategies
5. Literary, Language, and Learning
6. Math through Algebra I
7. Middle Childhood Education
8. School Library Media
9. Teaching English as a Second Language (ESL)
10. Individualized Plan of Study

**F. ADDITIONAL CERTIFICATION FOR TEACHERS**

Teachers who want to add another teaching endorsement may do so by completing the course requirements, a performance assessment at the appropriate grade level, and the appropriate Praxis II test.

**PLANS OF STUDY FOR AREAS OF EMPHASIS/PROFESSIONAL DEVELOPMENT PROGRAMS**

Plans of study marked with an asterisk (\*) may be used as endorsements for teaching certification. Endorsement programs are available only to teachers who hold a valid professional license in any area other than the one for which endorsement is desired. Plans of study marked with a plus sign (+) may be used as graduate certificate programs.

4) Instructional Processes and Strategies:

EDF 610, CI 623, CI 624, CIEC 530 or 534. CI 539, CI 551, CI 657, and CI 671.

TOTAL ..... 24hrs.

5) Literacy, Language, and Learning: This combines theory, research, and practical applications in the areas of speaking, listening, writing, and reading. It is designed to help teachers explore literacy within an interactive and student-centered framework.

CIRG 615, CI 551, CI 539, CI 636, one additional reading course with advisor approval, two electives with advisor approval.

TOTAL..... 21 hrs.

6) \*+Mathematics through Algebra I: This concentration is available to teachers who hold a valid professional license in any area other than mathematics. Satisfactory completion of the required courses, and passing the Praxis II meets the requirements for certification.

CIME 555, CIME 556, CIME 650. CIME 657, CIME 658, CIEC 600, CIME 670, and CIME 675 or CIME 677

TOTAL ..... 24 hrs.



*Proposed New (Clean) Catalog Description:*

Based on the Online Graduate Catalog, Spring 2010

pp. 105-106

**B. M.A. IN ELEMENTARY EDUCATION**

The Master of Arts in Elementary Education consists of a set of core course requirements, area of emphasis requirements, and a capstone experience. All students must complete 15 hours of coursework in research, growth and development, technology, instructional methods and assessment. Each student must also select an area of emphasis consisting of 18 hours of required and elective coursework. The capstone experience is the program component through which students demonstrate their ability to synthesize and apply the problem solving, research and writing capabilities developed throughout the program. Students also will meet the comprehensive assessment requirement through the framework of the capstone experience.

Core Subjects: EDF 621 or 625; EDF 616;  
 CIEC 530 or 534 or 600 or 660; EDF 612 or CI 609 or CI 501;  
 CI 623 or 624 or approved methods course .....

18  
6

Area of Emphasis.....  
 Capstone Experience .....  
**TOTAL..... 39**

Areas of Emphasis include (descriptions in Section F):

1. Early Childhood Education
2. Educational Computing
3. Elementary Science
4. Instructional Processes and Strategies
5. Math through Algebra I
6. Middle Childhood Education
7. School Library Media
8. Teaching English as a Second Language (ESL)
9. Individualized Plan of Study

pp. 107-108

**F. ADDITIONAL CERTIFICATION FOR TEACHERS**

Teachers who want to add another teaching endorsement may do so by completing the course requirements, a performance assessment at the appropriate grade level, and the appropriate Praxis II test.

**PLANS OF STUDY FOR AREAS OF EMPHASIS/PROFESSIONAL DEVELOPMENT PROGRAMS**

Plans of study marked with an asterisk (\*) may be used as endorsements for teaching certification. Endorsement programs are available only to teachers who hold a valid professional license in any area other than the one for which endorsement is desired. Plans of study marked with a plus sign (+) may be used as graduate certificate programs.

4) Instructional Processes and Strategies:

EDF 610, CI 623, CI 624, CIEC 530 or 534, CI 539, CI 551, CI 657, and CI 671.

**TOTAL..... 24hrs.**

5) \*+Mathematics through Algebra I: This concentration is available to teachers who hold a valid professional license in any area other than mathematics. Satisfactory completion of the required courses, and passing the Praxis II meets the requirements for certification.

CIME 555, CIME 556, CIME 650, CIME 657, CIME 658, CIEC 600, CIME 670, and CIME 675 or CIME 677

**TOTAL..... | 24 hrs.**

Request to Change Certificate to End New Admissions

*Department:* Literacy Education Program

*Certificate Title:* Reading Specialist Certificate

*Rationale:* The International Reading Association, in conjunction with NCATE, is in the process of adjusting its credit requirements and standards for the Reading Specialist. Until the program has a chance to consider how to revamp the Reading Specialist Certificate to comply with IRA/NCATE requirements or to entirely eliminate the program, we would like to suspend admission to the program. There have been no new admits to this program since January 2010. The program has limited enrollment and any students already admitted will in no way be affected by this decision. All courses in this program will continue to be offered on a regular basis.

*Effective Date:* Spring 2011

*Current Catalog Description:*

5. Reading Specialist Certificate:

*Admission Requirements*

A relevant master's degree, as determined by the Reading Program, from a regionally accredited college or university is needed for admission to the program, as well as a valid teaching license.

*Program of Studies*

Foundation: CIRG 622, CIRG 636, CIRG 644, CIRG 637, CIRG 615

Advanced: CIRG 623, CIRG 643, CIRG 654

TOTAL ..... 24 hours

*Edits to Current Catalog Description:*

~~5. Reading Specialist Certificate:~~

~~*Admission Requirements*~~

~~A relevant master's degree, as determined by the Reading Program, from a regionally accredited college or university is needed for admission to the program, as well as a valid teaching license.~~

~~*Program of Studies*~~

~~Foundation: CIRG 622, CIRG 636, CIRG 641, CIRG 637, CIRG 615~~

~~Advanced: CIRG 623, CIRG 613, CIRG 654~~

~~TOTAL ..... 21 hour:~~

*Proposed New (Clean) Catalog Description:*

Reading Specialist Certificate: Admission to this program is suspended.

### COLLEGE OF EDUCATION AND HUMAN SERVICES

- **Request for Course Addition**

*Department:* School of Kinesiology

*Course Number & Title:* HS 630 Seminar in Athletic Training

*Catalog Description:* A course designed to emphasize the use of scientific literature to enhance the knowledge base of certified athletic trainers.

*Prerequisite:* None noted *First Term Offered:*

*Fall 2010 Credit Hours:* 3

- **Request for Course Addition**

*Department:* School of Kinesiology

*Course Number & Title:* HS 625 Evidence Based Practice in Therapeutic Electrophysical Agents

*Catalog Description:* An in-depth understanding of therapeutic modalities with an emphasis on evidenced based literature.

*Prerequisite:* None noted *First*

*Term Offered:* Spring 2011 *Credit*

*Hours:* 3

### COLLEGE OF HEALTH PROFESSIONS

- **Intent to Plan**

*Department:* School of Kinesiology

*Major:* Master's of Science in Athletic Training

*Course Number & Title:* HS 625 Evidence Based Practice in Therapeutic Electrophysical Agents

*Catalog Description:* An in-depth understanding of therapeutic modalities with an emphasis on evidenced based literature.

*Prerequisite:* None noted *First*

*Term Offered:* Spring 2011 *Credit*

*Hours:* 3 (See Attached PDF)



## Graduate Council

### MEMORANDUM

To: President Stephen J. Kopp 

From: Tracy Christofero - Chair, Graduate Council

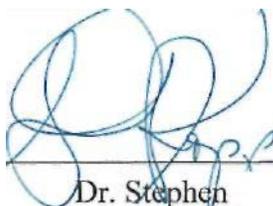
Date: October 1, 2010

Subject: **Approval of Graduate Council Minutes: September 24, 2010**

Minutes of the September Graduate Council meeting are attached for your review. Approval of these minutes will also serve as approval of curricular motions and graduate faculty status.

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

Minutes approved.



Dr. Stephen  
| Kopp,  
President, Marshall University

?/

AAV/

Date

#### *Note to President's secretary:*

Please return the signed original to Tracy Christofero with copies to:

Dr. Tracy Christofero, MUGC 328, South Charleston Campus  
Dr. Donna Spindel, Dean, Graduate College, Old Main, Huntington campus  
Dr. Deanna Mader, Secretary, Graduate Council, CH 414, Huntington campus  
Ms. Barbara Hicks, Office of Academic Affairs, Old Main, Huntington campus  
Ms. Jennifer Lauhon, Office of Academic Affairs, Old Main, Huntington campus  
Ms. Crystal Stewart, Distributed Education, CB 219, Huntington Cartrausfc"

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GRADUATE COLLEGE

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Graduate Council

MEMORANDUM

To: President Stephen J. Kopp  
From: Tracy Christofero - Chair, Graduate Council  
Date: November 8, 2010  
Subject: **Approval of Graduate Council Minutes: October 29,2010**

Minutes of the October Graduate Council meeting are attached for your review. Approval of these minutes will also serve as approval of curricular motions and graduate faculty status.

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

Stephen J. Kopp  
President, Marshall University

Date

Minutes approved.

*Note to President's secretary:*

Please return the signed original to Tracy Christofero with copies to:

Dr. Tracy Christofero, MUGC 328, South Charleston Campus  
Dr. Donna Spindel, Dean, Graduate College, Old Main, Huntington campus  
Dr. Deanna Mader, Secretary, Graduate Council, CH 414, Huntington campus  
Ms. Barbara Hicks, Office of Academic Affairs, Old Main, Huntington campus  
Ms. Jennifer Lauhon, Office of Academic Affairs, Old Main, Huntington campus  
Ms. Crystal Stewart, Distributed Education, CB 219, Huntington campus

# Marshall University Graduate Council Minutes

October 29, 2010

## John Spotts Room, Huntington Campus

**Members Present:** Christofero, Trzyna, Mader, Mulder, Brammer, Stroebel, McComas, Sottile, Krieg, Securro, Heaton, Midkiff, Edington, Gruetter,

**Members Absent:** Swindell, Watts, Zanter

**Ex-Officio Members Present:** Spindel, Ormiston, Hensley

**Ex-Officio Members Absent:** Maher

**Guests:** Lassiter, Comeau, Hossler, Berhie

Christofero convened the meeting at 1:00 pm.

### Agenda

Christofero	Welcome, Introductions, Announcements
Mader	Approval of Minutes
Christofero	Report of Graduate Faculty Status candidates (Attachment 2)
Mulder	Curriculum Committee business (Attachment 3)
Trzyna	Academic Planning, Standards, & Policies Committee business
Gruetter	Credentialing Committee business
Securro	Program Review & Assessment Committee business
Christofero	Miscellaneous business of the Council

Welcome, **Introductions, Announcements:** Christofero welcomed all and noted several guests were in attendance regarding curriculum business.

**Minutes Approved:** Minutes for the September 24, 2010 meeting were pending the President's approval. They will be included in the agenda of the next meeting.

**Graduate Faculty Status:** Graduate Faculty List (Attachment 1) was approved.

**Curriculum Committee Business:** Mulder presented curriculum change requests (Attachment 2) as follows:

\*

College	Request	Results
GSEPD	Addition of a Certificate Program: Certificate in Program Evaluation - See Appendix A within Attachment 2	Approved
GSEPD	Course Addition: EDF 620 - Mixed Methods Research	Approved
GSEPD	Course Addition: CI 627 - Program Planning & Evaluation	Approved
GSEPD	Course Addition: ECE 530 - Preschool Curriculum & Methods	Approved
GSEPD & COE	Change of an Area of Emphasis within an Existing Major: School Counseling . - Add CIEC 534 -Applications Software in the Classroom Curriculum	Approved
GSEPD & COE	Change of a Major or Degree: Counseling M.A. -Change all counseling internships from 9 hrs. to 6 hrs.	Approved
GSEPD & COE	Change of a Major or Degree: Counseling M.A. - Emphasis courses moved to required core courses: Coun 575, 631, 632, Internship as appropriate (691, 693, 695, 698)	Approved
GSEPD & COE	Graduate Catalog Change: Counseling - See Appendix B within Attachment 2	Approved
COLA	Change in Course Title: Geography - GEO 615	Approved
COLA	Change in Course Title & Number: Geography - GEO 609 to 616	Approved
COLA	Course Deletion: Geography - GEO 609	Approved
COLA	Course Addition: Geography - GEO 623	Approved
COLA	Change of a Major or Degree: Geography - Geography MA & MS [requirements for appear to be the same for both]	Returned for Clarification
COLA	Course Addition: Communication Studies - CMM 577	Approved
COLA	Addition of a Certificate Program: Certificate in Clinical Psychology - See Attachment 2 & Appendix C	Approved w/Changes
COHP	Graduate Catalog Change: Department of Health Informatics -See Appendix 2 for Changes	Approved with Changes
COHP	Intent to Plan a Major or Degree: School of Kinesiology - MS in Athletic Training - See Appendix 2 for Concerns	Tabled

**Academic Planning, Standards, & Policies Committee Business:** Trzyna reported no new business, but addressed the resubmitted Masters of Public Health Intent to Plan. Per the committee, the organizational chart needed to be updated. Hossler stated that the curriculum was based on other MPH programs nationwide.

**Credentialing Committee Business:** Spindel presented a demo of proposed changes to the GC Web site to include automating the faculty status reporting process. Gruetter stated the Credentialing Committee reviewed and tested the site and recommended approval. The recommendation was approved by the Council.

**Program Review & Assessment Committee Business:** Securro reminded members that he emailed program review assignments. Program reviews will be available on the Assessment Web site November 1 st.

**Miscellaneous Business of the Council:**

Spindel reported that the Subcommittee on Graduate Assistantships recommended transferring funds from non-academic units to academic units, as tuition waiver dollars must be paid by academic units. The committee also recommended that the colleges be surveyed for their GA needs. Provost Ormiston stated the survey can be coordinated with the Academic Master Plan process and deans have until March to submit course and staffing needs for the next two years. It was suggested that an assessment should also include from where graduate students are coming.

Meeting adjourned at 2:35pm.

Submitted by Deanna Mader, Secretary, November 2, 2010. Revised by Tracy Christofero, November 2, 2010.

Attachments:

1. Graduate Faculty Membership Approvals
2. Curriculum Change Approvals

Future Graduate Council Meetings for 2010-2011 Academic Year:

- December 3, 2010 - South Charleston - Room 135
- January 28, 2011 - Huntington - John Spotts
- February 25, 2011 - South Charleston - Room 135
- March 18, 2011 - Huntington - John Spotts
- April 22, 2011 - South Charleston - Room 135



Change of a Major or Degree

**Department/Division: Counseling**

**Name of Major or Degree: Counseling M.A.**

**Effective term and year: 2011**

**Requested Action:**

*The counseling program would like to change all counseling internships from 9hrs to 6hrs*

*The following courses will be required and listed as core courses in the new catalog*

Coun. 691 - Internship in Mental Health Counseling from 9hrs to 6hrs.

Coun. 693 - Internship in Marriage, Couple & Family Counseling from 9hrs to 6hrs

Coun. 695 - Internship in Correctional Counseling from 9hrs to 6hrs

Coun. 698 - Internship in School Counseling from 9hrs to 6hrs.

**Rationale:**

Currently all counseling students are required to complete 9hrs of Internship. However, 2009 CACREP (Council for Accreditation of Counseling Related Educational Programs) standards and WV Licensed Professional Counselor standards only require that students complete 6 graduate credit hours of internship. The Counseling Program follows the curriculum endorsed by the CACREP standards and the WV Licensed Professional Counselor requirements.

Reducing the number of internship hours will give all students a 3hr. advisor-approved elective in their plan of study.

The total number of hours required for the master's degree in counseling will remain at 60hrs. **Catalog Descriptions:**

**See Change of Catalog Description (below) and Appendix B**

Change of a Major or Degree

**Department/Division: Counseling**

**Name of Major or Degree: Counseling M.A.**

**Effective term and year: Spring 2011**

**Rationale:**

The Counseling Program follows the curriculum recommended by the CACREP (Council for Accreditation of Counseling Related Educational Programs) standards and the WVBOEC (West Virginia Board of Examiners in Counseling). The following courses Coun 575 Prevention and Treatment of Addictions (3hrs), Coun 631 Diagnosis and Treatment Planning in Mental Health Counseling (3hrs), Coun 632 Introduction to Marriage, Couple & Family Counseling (3hrs), and Coun 691, 693, 695, 698 (6hrs) Internship will be moved from emphasis courses to core courses. This will give Clinical Mental Health, Correctional and Marriage Couple and Family emphasis area students a 3hr-9hr. advisor-approved elective(s) in their plan of study. School Counseling students will be required to take CIEC 534 -Applications Software in the Classroom Curriculum Area as part of their emphasis courses. The total number of hours required for the master's degree in counseling will remain at 60hrs.

**Curriculum:**

Required Courses to be added to the Core Course Content of the Counseling MA:

Coun. 575 Prevention and Treatment of Addictions 3hrs

Coun. 631 Diagnosis and Treatment Planning in Mental Health Counseling 3hrs

Coun. 632 Introduction to Marriage, Couple & Family Counseling 3hrs

\*Coun. 691 - Internship in Mental Health Counseling 6hrs

\*Coun. 693 - Internship in Marriage, Couple & Family Counseling 6hrs

\*Coun. 695 - Internship in Correctional Counseling 6hrs

\*Coun. 698 - Internship in School Counseling 6hrs

\* Internship as appropriate based on emphasis

**Catalog Descriptions: See Change of Catalog Description Request (below) and Appendix B**

Graduate Catalog Change

**Department/Division: Counseling**

**Degree and page number from the latest catalog where the degree or program description begins:**

Counseling pages 154-159 Graduate 2010-2011 Catalog

**(See Appendix B for current, proposed/edited and new/clean catalog descriptions)**

College: COLA

Change in Course Title

Department/Division: Geography

Current Course Number and Title: GEO 615: Geographical Research II

Change in Course TITLE? Yes  No

If "Yes," old title of course: Geographical Research II

If "Yes," new title of course: Geographic Thought and Methods

Effective Date: Fall 2011

**Rationale:**

The former title "Geographical Research II" needs to be changed since it is intended to be taught as the first in the Geographic Research sequence. Thus the name will be changed to "Geographic Thought and Methods".

Change in Course Title and Number

Department/Division: Geography

Current Course Number and Title: GEO 609 Geographical Research I

Change in Course TITLE? Yes  No

If "Yes," old title of course: Geographical Research I

If "Yes," new title of course: Geographic Research

**Rationale:**

The former course GEO 609 Geographic Research I needs to be changed to GEO 616 Geographic Research since it is intended to be taught as the second in the Geographic Research sequence. Thus the name will be changed to GEO 616 Geographic Research to follow GEO 615 Geographic Thought and Methods.

Change in COURSE NUMBER? Yes

If "Yes," old Course Number: 609

If "Yes," new Course Number: 616

**Rationale:**

The former course GEO 609 Geographic Research I needs to be changed to GEO 616 Geographic Research since it is intended to be taught as the second in the Geographic Research sequence. Thus the name will be changed to GEO 616 Geographic Research preceding GEO 615 Geographic Thought and Methods.

Effective Date: Fall 2011

Course Deletion

Department/Division: Geography

Current Course Number and Title: GEO 609: Geographical Research I

**Rationale:**

This course is being changed to GEO 616: Geographic Research since it will be taught as the second in the Geographic Research sequence. It will precede the GEO 615: Geographic Thought and Methods (first in the sequence). **Final term and year this course is to be offered: Fall 2011 Course being**

**Added in place of this deletion: (See change in course number and title above)**

**Course Number and Title: GEO 616: Geographic Research**

**Credit Hours: 3**

Course Addition

Department/Division: Geography

Course Number and Title: GE0623 Regions of North America

New Course Title: Regions of North America

Alpha Designator & Number: GE0623

Graded: Yes

Course Catalog Description:

This seminar course examines regional geographies of North America with an emphasis on the research and methods for delineation of regions.

**Co-requisite(s)/Prerequisite(s): None First Term**

**Offered: Summer 2011 Course being deleted in place of this addition: None Credit Hours: 3**

**Change of a Major or Degree**

**Department/Division: Geography**

**Name of Major or Degree: Geography MA and Geography MS**

**Effective term and year: Fall 2011**

**Rationale:**

We would like to better distinguish our Master of Arts and Master of Science degree programs. Currently, students choose MA or MS arbitrarily because little difference exists in the two programs. We will distinguish the MA from the MS, first, by following the common practice of awarding MS for thesis students and MA for non-thesis graduates. Second, we will increase the admission standards for the MS degree. Third, we will slightly change the number of hours required for each degree. Due to our experiences over the past 10 years of slight modifications to our program, we have found that MA students can complete their studies in 30 credit hours of coursework with final comprehensive written and oral exams, while MS students need additional hours for thesis research. **Curriculum:**

**MA Curriculum:**

GE0615 Geographic Thought and Methods, 3 hours (required)

GE0616 Geographical Research, 3 hours (required)

GEO540 Quantitative Methods, 3 hours (required)\*

GE0526 Principles of GIS, 4 hours (required)\*

GE0679 Applied Projects, 3 hours (required)

Core = 16 hours

Electives = 14 hours

At least 24 hours must be GEO; we sometimes allow students to take courses in other disciplines to complement GEO

**Total required hours = 30**

**MS Curriculum:**

GE0615 Geographic Thought and Methods, 3 hours (required)

GE0616 Geographical Research, 3 hours (required)

GEO540 Quantitative Methods, 3 hours (required)\*

GE0526 Principles of GIS, 4 hours (required)\*

GE0681 Thesis, 6 hours (required)

Core = 19 hours

Electives - 14 hours

At least 27 hours must be GEO; we sometimes allow students to take courses in other disciplines to complement GEO

**Total required hours = 33**

\*Requirement waived if the course or its equivalent was taken as an undergraduate; another elective will take its place. **Additional Resource**

**Requirements: None. Non-Duplication:**

**N/A Catalog Description Changes:**

See forwarded pdf for Current, Proposed/Edited and New/Clean copy

**Graduate Course Addition**

**Department/Division: Communication Studies**

Course Number and Title: CMM 577: Health Communication Campaigns: Strategies and Processes

**Alpha Designator & Number: CMM 577**

**Graded: Yes**

**Title Abbreviation: Health Comm Campaigns**

**Course Catalog Description:**

Examines communication processes that influence human behavior and public policy through health promotion campaigns, including theories and practices of health behavior change and designing, implementing, and evaluating health communication interventions.

**Co-requisite(s)/Prerequisite(s): none First Term Offered: Spring 2011**

**Course being Deleted in place of this addition: None**

Credit Hours: 3

**Addition of a Certificate Psych -**

Department: Psychology



Name of Certificate: Certificate in Clinical Psychology Concern with number of hours for certificate; discussion - at this point students cannot return and pick up courses for an area of emphasis, this would allow them a means; this proposal meets the state licensing requirements; Hensley will attach a Memo that the certificate exceeds the normal number of credit hours because this is an extreme circumstance. Motion to approve document - failed; motion to change 18 hours to 12 - approved.

**Rationale:**

This change is to accommodate students who are returning or intending to continue post-MA to complete the courses and field experience required for licensure as a psychologist in the State of WV. The Graduate Dean and Registrar have indicated that this certificate is preferred to adding the area of emphasis endorsement after the student has graduated. Most of our current MA students are planning to complete the 36 hours required for the MA before starting in the certificate program. We plan to have an annual admission cycle in March, and will offer dual admission to students who will be finishing the MA in Psychology degree before beginning the field experience courses in clinical psychology. Students must complete all the requirements for the MA before they are awarded the Certificate in Clinical Psychology. Curriculum:

**Pre-requisite**

Psychology 533 (3)

Psychology 608 (3)

**Required**

Psychology 633 (3)

Psychology 610(3)

Psychology 620(1)

Psychology 611 (3)

Psychology 621 (1)

Psychology 634 (3)

Psychology 670 (6)

Psychology 680 (3)

**Optional (Electives)**

Psychology 619(3)

Psychology 671 (3)

Psychology 630 (3)

Psychology 635 (3)

Effective Date: Spring 2011 New

Resources Required: None.

Duplication:

This replaces an existing area of emphasis which would be phased out as current students graduate. Resources would be transferred from the MA area of emphasis to the certificate program. The MA area of emphasis in clinical psychology will be deleted as soon as the Certificate in Clinical Psychology is approved. Catalog Changes: See Appendix C for Proposed catalog changes

**College: COHP**

Graduate Catalog Change

Department/Division: Department of Health Informatics

Current Catalog Description Approved with changes

Criteria for admission will match the Marshall University standard for admission to graduate programs. Specifically, a student who desires admission as a degree-seeking graduate student must have an overall undergraduate Grade Point Average (GPA) of at least 2.5 on 4.0 scale.

**Change 2.5 to 3.0 - approved**

*Edits to the Current Description*

Criteria for admission will match the Marshall University standard for admission to graduate programs. Specifically, a student who desires admission as a degree-seeking graduate student must have an overall undergraduate Grade Point Average (GPA) of at least 2.5-3.0 on 4.0 scale and submit their GRE score.

*New Catalog Description*

Criteria for admission will match the Marshall University standard for admission to graduate programs. Specifically, a student who desires admission as a degree-seeking graduate student must have an overall undergraduate Grade Point Average (GPA) of at least 3.0 on 4.0 scale and submit their GRE score.



ESS 578 -	Exercise Metabolism	3 hours
ESS 601 -	Advanced Exercise Testing	3 hours
ESS 621 -	Exercise Physiology I	3 hours
ESS 636 -	Structural Kinesiology	3 hours
ESS 644 -	Cardiovascular Exercise Physiology	3 hours
ESS 645 -	Respiratory Exercise Physiology	3 hours
ESS 646 -	Neuromuscular Exercise Physiology	3 hours
HCA 600 -	Introduction to the Health Care System	3 hours

Current Catalog Description PG

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The M.S. in Exercise Science degree prepares students for allied health and medical careers in the clinical, commercial, corporate, community, university, and medical settings. Options include an emphasis on leadership roles and skills that permit one to work with individuals on a client/patient continuum extending from the elite athlete to those with chronic disorder/disease to the cardiac transplantation patient as well as the in between - the recreational athlete and those simply wishing to stay healthy by living sensibly. Options include careers as clinicians in cardiopulmonary rehabilitation and diabetes management programs, as athletic trainers, as exercise physiologists, as well as preparation for other medical fields including physical therapy, pharmaceutical and pacemaker sales, as pharmacists, as physician assistants, as physicians, and for advanced degrees in related doctoral programs.

The course of study for the M.S. in Exercise Science degree is a two-year program with a 36-39-hour requirement. Admission to the program requires a 2.75 GPA, an appropriate undergraduate/graduate background, completion of the GRE, three letters of reference, and admission to the Graduate College. The *Athletic Training Area of Emphasis* is designed to meet the needs of the clinical, high school, middle school, college, professional, industrial, and independent athletic trainer. The program is designed to build on existing knowledge and skills the student has acquired in the student's respective undergraduate program. Elective courses can chose from the approved courses with approval of the student's assigned academic advisor and/or can be determined by the academic advisor depending on the student's background, needs, and/or weaknesses. The emphasis in athletic training can be accomplished by a thesis or non-thesis track. Successful completion of oral comprehensive exam/thesis defense is required for graduation. Six hours of the degree may be fulfilled with coursework outside the School of Kinesiology.

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Course Requirements

Athletic Training Area of Emphasis .....	36 Hours
Research: ESS 670 .....	3
Statistics: EDF 517 or equivalent .....	3
Required: ESS 621, HS 579, ESS 601, ESS 687 .....	12
HS 540 or HS 640 .....	3
HS 548 or 646 .....	3-5
Restricted Electives (as approved by advisor) .....	6
Thesis (HS 681) or Internship (HS 660) .....	6

Edits to the Current Description

The M.S. in ~~Exercise Science~~ Athletic Training degree prepares students for a career as an allied health care provider ~~and medical careers~~ in the clinical, commercial, corporate, community, university, and

~~is on a client/patient continuum extending from the elite athlete to those with chronic~~  
~~transplantation patient as well as the in between the recreational athlete and~~  
~~those simply wishing to stay healthy by living sensibly. Options~~  
~~include careers as clinicians in cardiopulmonary rehabilitation and diabetes management programs, as~~  
~~athletic trainers, as exercise physiologists, as well as preparation for other medical fields including physical~~  
~~therapy, pharmaceutical and pacemaker sales, as pharmacists, as physician assistants, as physicians, and for~~  
~~advanced degrees in related doctoral programs. The Athletic Training Area of Emphasis degree is designed to~~  
meet the needs of the clinical, high school, middle school, college, professional, industrial, and

independent athletic trainer. The program is designed to build on existing knowledge and skills the student has acquired in the student's respective undergraduate program. Elective courses can be chosen from the approved courses with approval of the student's assigned academic advisor and/or can be determined by the academic advisor depending on the student's background, needs, and/or weaknesses. The ~~emphasis MS in athletic training~~ Athletic Training can be accomplished by a thesis or non-thesis track. Successful completion of a ~~oral comprehensive exam~~/thesis defense OR six hours of additional electives and successful submission of a manuscript in a peer reviewed journal is required for graduation. Six hours of the degree may be fulfilled with coursework outside the School of Kinesiology.

The course of study for the M.S. in ~~Exercise Science~~ Athletic Training degree is a two-year program with a 36-38-hour requirement. Admission to the program requires a 2.75 GPA, ~~an appropriate~~ undergraduate/graduate background-BOC eligible or BOC Certified, completion of the GRE,

three letters of reference, and admission to the Graduate College.

-Recommend - submission of GRE scores and remove "admission to the Graduate College" because technically there is no admission to the Grad College

--- The *Athletic Training Area of Emphasis* is ~~designed~~

~~to build on existing knowledge and skills the student has acquired in the student program. Elective courses can be chosen from the approved courses with approval of the student's assigned~~

~~background, needs, and/or weaknesses. The emphasis in athletic training can be accomplished by a thesis or non-thesis track. Successful completion of oral comprehensive exam/thesis defense is required for graduation. Six hours of the degree may be fulfilled with coursework outside the School of Kinesiology.~~

#### New Catalog Description

The M.S. in Athletic Training degree prepares students for a career as an allied health care provider in the clinical, commercial, corporate, community, university, and medical settings. The degree is designed to meet the needs of the clinical, high school, middle school, college, professional, industrial, and independent athletic trainer. The program is designed to build on existing knowledge and skills the student has acquired in the student's respective undergraduate program. Elective courses can be chosen from the approved courses with approval of the student's assigned academic advisor and/or can be determined by the academic advisor depending on the student's background, needs, and/or weaknesses. The MS in Athletic Training can be accomplished by a thesis or non-thesis track. Successful completion of a thesis defense OR six hours of additional electives and successful submission of a manuscript in a peer reviewed journal is required for graduation. Six hours of the degree may be fulfilled with coursework outside the School of Kinesiology. The course of study for the M.S. in Athletic Training degree is a two-year program with a 36 hour requirement. Admission to the program requires a 2.75 GPA, BOC eligible or BOC Certified, completion of the GRE, three letters of reference, and admission to the Graduate College.

## APPENDIX A

**Department/Division:** Elem. & Secondary Ed.

**Name of Certificate:** Certificate in Program Evaluation

**Effective term and year:** Fall 2011

**Rationale:**

Evaluation research—systematic research principles and procedures for determining the success of policies, programs, projects, community development and other activities—has grown exponentially over the past several decades, especially as foundations, granting agencies, non-profits, governmental and other organizations increasingly expect and require the evaluation of services, programs, and projects (see, e.g., Donaldson and Scriven 2003; Patton 2002, 2008). The need for researchers trained in both the theories and methods of evaluation research has grown accordingly (cf. Trochim et al. 2009). And perhaps as a direct result of this growth, particularly in the health professions as well as in education and in the social sciences (see, e.g., Brophy et al. 2008; Butler and Copeland-Carson 2005; Mertens 2010), curricula and programs in evaluation research have grown along similar lines at U.S. universities as a so-called "transdisciplinary" mode of research and learning (see Scriven 2003; but also see, as a comparative sample of the various programs in place at U.S. universities, the graduate certificates in evaluation studies at the University of Minnesota, Wayne State University, and the University of Arkansas).

Following national trends, the demand for high-quality evaluation research is also relatively high in West Virginia, where, like other states, nonprofits and other service-based organizations are among the fastest growing sectors of the economy (see Anheier 2005, 2009). Several faculty and students in the Graduate School of Education and Professional Development (GSEPD) and at the Marshall University Graduate College (MUGC) are thus involved in a variety of evaluation and other research activities deployed to meet the demand for evaluating the success of educational and other services, programs, and projects. Moreover, GSEPD/MUGC extension cooperatives such as the West Virginia Prevention Resource Center (headed by Dr. Wayne Coombs, the WV PRC's Executive Director and a member of the GSEPD faculty) also provide capacity building and evaluation services for a variety of projects, programs, organizations and agencies across the state. Much of this research activity directly involves students from GSEPD and other programs on the South Charleston MUGC campus. Taken together, this evaluation research activity is a vitally important component of Marshall University's larger research and outreach mission and, indeed, the President's current Strategic Plan (see, e.g., "Community and Service" of "Marshall's Strategic Vision," posted on <http://www.marshall.edu/president/strategic/community.asp>).

With these multifaceted rationales in mind, an interdisciplinary group of faculty, researchers, and community leaders representing MUGC, GSEPD, the Graduate Humanities Program (COLA), the WV PRC, and the West Virginia Community Development Hub have met over the past year to begin the process of formalizing graduate-level student training in community development and evaluation research. The current proposal is in part a product of those conversations; but it also grows out of a larger initiative put into motion by the late Senator Byrd under the umbrella of "Prevention as Community Development: Programs of Regional and National Significance" and awarded to the WV PRC in 2009 to build capacity for agencies and organizations directly involved in the health and well-being of West Virginia communities. Representatives of those agencies and organizations working with the WV PRC have long expressed the need for advanced study and training in applied evaluation research. These conclusions are supported by both anecdotal and survey evidence collected by WV PRC staff (available by request), a market analysis that suggests that interest in such a certificate program is very strong (in a recent PRC survey, for example, 88.4% of the respondents indicated that they would be very interested in such a certificate should it be offered).

The current certificate proposal, then, would provide at least two potential areas for growing enrollment in the certificate program itself as well as in the graduate seminars that make up its curriculum: (1) from professionals situated in nonprofit and other organizations and agencies (like those that work with WV PRC), who desire certification in evaluation research; and (2) from current and future students enrolled in GSEPD and other MUGC programs whose professional careers (as educators, e.g.) will involve the active evaluation of services, projects, and programs. Given these potentials—as well as the high demand for

evaluation research more generally—the development of a graduate certificate in evaluation research seems a more than viable trajectory for development at Marshall University. Indeed, such a certificate would give both current and prospective students the ability to gain a recognized certificate in applied evaluation research, one to which nonprofit and other agencies and organizations could look for direction and expertise.

Though several universities offer graduate-level evaluation research certificates, ours will be particularly unique in its approach to linking advanced study in evaluation research to cultural literacy and application. On this point the literature is clear: current discussions in evaluation research studies emphasize accounting for and engendering theories and methods of praxis that are emergent from, and responsive to, the socio-cultural contexts of policies, programs, projects, community development and other activities (see, e.g., Guzman 2003; Hopson 2003; Patton 2003, 2005). Vital to these emergent research frames is opening up the possibility for producing more socially responsible and collaborative theories and methods of research and action that directly benefit and augment community-based issues and concerns (cf. Fetterman and Wandersman 2004; Lassiter 2005; Wali 2006); which, in turn, is today absolutely critical to realizing more relevant and pursuant outcomes for the active and applicable evaluation of policies, programs, projects, community development and other activities (Fitzpatrick et. al. 2009).

In sum, then, the proposed Certificate will provide training in graduate-level theories and methodologies of applied evaluation in order to equip students with the necessary skills that can be applied to the evaluation of policies, programs, projects, community development and other activities. The proposed certificate program will combine study in mixed quantitative and qualitative research methods with training in cultural competency. In addition to learning and acquiring conceptual and methodological skills such as needs assessment, program theory, logic modeling, and process and outcome analysis, students will engage in a capstone experience that emphasizes the evaluation of an actual and/or existing project or program.

As in many other certificate programs, students may apply to the proposed certificate as either degree or non-degree students (in either case, students must apply for the Certificate through Graduate Admissions). Also, as in other certificate programs, to make an application, students must possess an undergraduate B.A. or B.S. degree from a regionally accredited college or university, with a minimum of an overall undergraduate grade point average of 2.5 on a scale of 4. No more than 3 hours of transfer credit can be applied to the proposed certificate (and the credit may not be more than 7 years old), to be applied only to the local cultural literacy/competency requirement (students may not transfer CI 627, EDF 620, or EDF 629). Students may apply credits earned in the proposed certificate to graduate degrees in GSEPD as well as in the Graduate Humanities Program as electives, to be determined by faculty advising students' programs of study. Credits earned in the proposed certificate can potentially be applied to professional development and other professional continuing education as well; again, depending on individual programs of study and the approval of faculty in GSEPD and/or the Graduate Humanities Program.

The administrative home for the proposed certificate will be GSEPD's Program of Elementary and Secondary Education, the Program Director for which is Dr. Lisa Heaton. The proposed certificate will be administrated in collaboration with the Graduate Humanities Program, the Program Director for which is Dr. Luke Eric Lassiter (who is also jointly appointed in GSEPD). Working closely with Heaton, Lassiter will serve as the graduate advisor for students enrolled in the certificate program. Both Heaton and Lassiter will promote the certificate to students enrolled in Marshall University Graduate College programs; and, as well, work closely with the WV PRC to identify potential students who, as demonstrated by survey/market analysis, have shown interest applying for such a certificate should it become available from Marshall University.

## APPENDIX B

### **Department/Division: Counseling**

**Degree and page number from the latest catalog where the degree or program description begins:**

**Counseling pages 154-159 Graduate 2010-2011 Catalog**

### **Current Catalog Description:**

PAGES 87-90

COUNSELING, M.A.

Areas of Emphasis

Correctional Counseling (See Graduate School of Education and Professional Development [GSEPD])

Marriage, Couple, and Family Counseling (See GSEPD)

Mental Health Counseling (Huntington and South Charleston)

School Counseling (Huntington and South Charleston)

Education, Ed.S. with Area of Emphasis in Counseling (See GSEPD)

Graduate Certificates

Domestic Violence Counseling (See GSEPD)

Marriage, Couple, and Family Therapy (See GSEPD)

Program Description, M.A.

The Master of Arts degree in Counseling is a 60-hour planned program of study designed to meet the necessary competencies of professional counselors, and satisfies the curricular requirements for counselor licensure. There are currently four distinct Areas of Emphasis offered within the Counseling program. Curricular elements consist of core courses required of all counseling majors and emphasis courses specific to: mental health counseling, correctional counseling, school counseling, and marriage, couple and family counseling.

1. All core courses are offered on the Huntington and South Charleston campuses.
2. Areas of Emphasis in School Counseling and Mental Health Counseling are offered on the Huntington and South Charleston campuses.
3. Areas of Emphasis in Correctional Counseling and Marriage, Couple and Family Counseling are offered on the South Charleston campus only.
4. The Certificate Programs in Domestic Violence Counseling and Marriage, Couple and Family Therapy are offered through the South Charleston campus only.
5. The Ed.S. with an Area of Emphasis in Counseling is offered on the South Charleston campus only.

The Master of Arts degree in Counseling at Marshall University is built upon the training standards and codes of ethics recognized by CACREP (Council for Accreditation of Counseling and Related Educational Programs), ACA (American Counseling Association), and ASCA (American School Counselors Association) and is consistent with the Marshall University School of Education conceptual framework theme of Preparing The Experienced Professional as Specialist. Within this context it is the mission of the Counseling Program to prepare graduates with the knowledge and skills needed to meet the challenges associated with entry into the field of counseling and into their role as professional counselors. Program graduates are eligible to apply for WV licensure in counseling at the point they complete post-graduate supervision and pass a comprehensive licensure examination.

### **Admission Requirements**

Admission to the Counseling Program is selective and competitive. Admission decisions for all program applicants are rooted in the specific standards of the Marshall University Graduate College and the minimum standards of the Counseling program. Students are admitted to an Area of Emphasis and must indicate their preferences during the admission application process.

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at [www.marshall.edu/graduate/admissionsrequirements.asp](http://www.marshall.edu/graduate/admissionsrequirements.asp)

Multiple criteria are used in making decisions to admit students to the degree program. Each applicant is evaluated using the following criteria: (all material should be submitted directly to Graduate Admissions):

- GRE score of 800 (quantitative & verbal combined) or MAT scale score of 395 (Raw score 40).
- Undergraduate Grade Point Average (GPA) of 2.75 or higher on a 4.0 scale for all previously completed undergraduate university work.

- Three written references (two from current or former professors)
- Writing sample expressing the applicant's interest in the counseling profession.

Flexibility is maintained in applying the criteria to individual cases. For example, an applicant who does not meet the minimum criteria may be granted provisional admission and be directed to complete a prescribed set of courses. A provisionally admitted student can be reclassified as a fully admitted student no later than completion of the 12th credit hour by maintaining a 3.50 GPA in these courses.

#### Program Requirements

It is the responsibility of all admitted students to meet with their advisors prior to the beginning of coursework. Each student must complete an advisor-approved Plan of Study prior to registering for the 12th credit hour. A minimum Grade Point Average of 3.0 in all degree courses is required prior to enrollment in the practicum, internship, and for graduation.

#### Core Curriculum

The Master of Arts degree in Counseling is a 60 hour planned program of study designed to meet the necessary competencies of professional counselors. The curricular elements consist of core courses required of all counseling students and emphasis courses specific to: mental health counseling; correctional counseling; marriage, couple & family counseling; and school counseling emphases.

The following 39 semester hours of core courses are required of all students:

#### Phase I

- COUN 574 Social & Cultural Foundations 3
- COUN 600 Professional Orientation 3
- COUN 602 Human Development & Psychopathology 3
- EDF 621 Research Writing 3

#### Phase II

- COUN 603 Counseling Theories 3
- COUN 604 Group Counseling 3
- COUN 605 Theory & Practice of Human Appraisal 3
- COUN 607 Counseling Techniques & Human Appraisal 3

#### Phase III

- COUN 606 Career & Lifestyle Development 3
- COUN 608 Practicum 3

#### Phase IV

##### Internship

\*All emphases (60 hours) satisfy the curricular requirements for professional counselor licensure in the State of West Virginia.

#### Areas of Emphasis (Huntington )

##### Mental Health Counseling

In addition to the core courses, students specializing in Mental Health Counseling must complete the following emphasis courses:

PSY 508 Abnormal Psychology .....	3
COUN 555 Crisis Intervention and Conflict Resolution .....	3
COUN 601 Counselors in Consulting and Community Roles.....	3
COUN 630 Introduction to Mental Health Counseling .....	3
COUN 631 Diagnosis and Treatment Planning.....	3
COUN 691 Internship: Mental Health Counseling.....	9
Advisor-Approved Electives .....	6
Emphasis total.....	30
Total credit hours (including core).....	60

## School Counseling

The school counseling curriculum meets the State Department of Education certification standards. An alternative school counseling program is available for students without a teacher education background to qualify for West Virginia certification as school counselors. In addition to the core courses, students specializing in School Counseling must complete the following emphasis courses:

COUN 575 Prevention and Treatment of Addictions .....	3
COUN 631 Diagnosis and Treatment Planning .....	3
COUN 632 Introduction to Marriage, Couple, and Family Counseling.....	3
COUN 670 Interventions: Current Issues in School Counseling .....	3
COUN 672 Organization and Administration of School Counseling Programs.....	3
COUN 673 Counseling Children, Parents and Adolescents .....	3
COUN 675 Legal and Ethical Issues for School Counselors.....	3
COUN 698 Internship: School Counseling .....	9
Emphasis total.....	30
Total credit hours (including core).....	60

### Certification Requirements for School Counselors

Students in school counseling must meet certification requirements established by the West Virginia Department of Education. All students must pass the Praxis II: Specialty Area Test (formerly the National Teachers Examination) in School Counseling prior to applying for certification. Applications for certification are available in the central offices of the county school systems. An alternative school counseling program certification is available for students without a teacher education background to qualify for West Virginia certification as elementary or secondary school counselors.

Students who do not hold a valid West Virginia teaching certificate (non-education majors) must submit passing scores on the Pre-Professional Skills Tests (PPST) prior to enrollment in courses leading to certification.

Non-education majors must also complete 6 hours of additional coursework from the following:

#### Alternative Certification Courses

EDF 665 Sociology of American Schools OR	
LS 532 Human Relations Skills for Leaders	3
CISP 521 Children with Exceptionalities (check with advisor)	3
Total Credit Hours with Alternative Certification (including core)	66

### ADDITIONAL ELECTIVE COURSE OPTIONS

(Courses identified as TBA are new courses in the process of being developed.)

Course Title	Cr. Hrs.
COUN 555 Crisis Intervention and Conflict Resolution .....	3
COUN 579 Pharmacology in Counseling .....	3
COUN 611 Foundations of Community Counseling .....	3
COUN 556 Death and Grief Counseling .....	3
COUN TBA Health and Wellness Counseling .....	3
COUN 577 Stress Management Counseling.....	3
COUN TBA Counseling the Blended Family.....	3
COUN 616 Domestic Violence.....	3
COUN 617 Seminar in Counseling .....	1-6
COUN 545 Beginning Manual Communication.....	3
COUN 554 Advanced Manual Communication .....	3
COUN 620 Workshop in Counseling .....	1-6
COUN 621 Introduction to Child Abuse and Neglect .....	1-3
COUN 622 Parent Education .....	3
COUN TBA Issues in Counseling Women.....	3
COUN 580-583 Special Topics .....	14
COUN 585-588 Independent Study .....	14

## **COUNSELING, M.A.**

### Areas of Emphasis

Correctional Counseling  
Marriage, Couple, and Family Counseling  
Mental Health Counseling  
School Counseling

Ed.S. with Area of Emphasis in Counseling  
Graduate Certificates

Domestic Violence Counseling Marriage,  
Couple, and Family Therapy

### **Program Description, M.A.**

The Master of Arts degree in Counseling is a 60-hour planned program of study designed to meet the necessary competencies of professional counselors, and satisfies the curricular requirements for counselor licensure. There are currently four distinct Areas of Emphasis offered within the Counseling program. Curricular elements consist of core courses required of all counseling majors and emphasis courses specific to: mental health counseling, correctional counseling, school counseling, and marriage, couple and family counseling.

1. All core courses are offered on the Huntington and South Charleston campuses.
2. Areas of Emphasis in School Counseling and Mental Health Counseling are offered on the Huntington and South Charleston campuses.
3. Areas of Emphasis in Correctional Counseling and Marriage, Couple and Family Counseling are offered on the South Charleston campus only.
4. The Certificate Programs in Domestic Violence Counseling and Marriage, Couple and Family Therapy are offered through the South Charleston campus only.
5. The Ed.S. with an Area of Emphasis in Counseling is offered on the South Charleston campus only.

The Master of Arts degree in Counseling at Marshall University is built upon the training standards and codes of ethics recognized by CACREP (Council for Accreditation of Counseling and Related Educational Programs), ACA (American Counseling Association), and ASCA (American School Counselors Association) and is consistent with the Marshall University School of Education conceptual framework theme of Preparing The Experienced Professional as Specialist. Within this context it is the mission of the Counseling Program to prepare graduates with the knowledge and skills needed to meet the challenges associated with entry into the field of counseling and into their role as professional counselors. Program graduates are eligible to apply for WV licensure in counseling at the point they complete postgraduate supervision and pass a comprehensive licensure examination.

### **Admission Requirements**

Admission to the Counseling Program is selective and competitive. Admission decisions for all program applicants are rooted in the specific standards of the Marshall University Graduate College and the minimum standards of the Counseling program. Students are admitted to an Area of Emphasis and must indicate their preferences during the admission application process.

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at [www.marshall.edu/graduate/admissionsrequirements.asp](http://www.marshall.edu/graduate/admissionsrequirements.asp).

Multiple criteria are used in making decisions to admit students to the degree program. Each applicant is evaluated using the following criteria (all material should be submitted directly to Graduate Admissions):

1. GRE score of 800 (quantitative & verbal combined) or MAT scale score of 395 (Raw score 40).
2. Undergraduate Grade Point Average (GPA) of 2.75 or higher on a 4.0 scale for all previously completed undergraduate university work.
3. Three written references (two from current or former professors)
4. Writing sample expressing the applicant's interest in the counseling profession.

Flexibility is maintained in applying the criteria to individual cases. For example, an applicant who does not meet the minimum criteria may be granted provisional admission and be directed to complete a prescribed set of courses. A provisionally admitted student can be reclassified as a fully admitted student no later than completion of the 12th credit hour by maintaining a 3.50 GPA in these courses.

### **Program Requirements**

It is the responsibility of all admitted students to meet with their advisors prior to the beginning of coursework. Each student must complete an advisor-approved Plan of Study prior to registering for the 12th credit hour. A minimum

Grade Point Average of 3.0 in all degree courses is required prior to enrollment in the practicum, internship, and for graduation.

### **Core Curriculum**

The Master of Arts degree in Counseling is a 60 hour planned program of study designed to meet the necessary competencies of professional counselors. The curricular elements consist of core courses required of all counseling students and emphasis courses specific to: mental health counseling; correctional counseling; marriage, couple & family counseling; and school counseling emphases.

The following 39 semester hours of core courses are required of all students:

#### Phase I

COUN 574 Social & Cultural Foundations 3

COUN 600 Professional Orientation 3

COUN 602 Human Development & Psychopathology 3

EDF 621 Research Writing 3

#### Phase II

COUN 603 Counseling Theories 3

COUN 604 Group Counseling 3

COUN 605 Theory & Practice of Human Appraisal 3

COUN 607 Counseling Techniques & Human Appraisal 3

#### Phase III

COUN 606 Career & Lifestyle Development 3

COUN 608 Practicum 3

#### Phase IV

Internship

\*All emphases (60 hours) satisfy the curricular requirements for professional counselor licensure in the State of West Virginia.

### **Areas of Emphasis**

#### **Mental Health Counseling**

In addition to the core courses, students specializing in Mental Health Counseling must complete the following emphasis courses:

PSY 508 Abnormal Psychology .....	3
COUN 555 Crisis Intervention and Conflict Resolution .....	3
COUN 601 Counselors in Consulting and Community Roles.....	3
COUN 630 Introduction to Mental Health Counseling .....	3
COUN 631 Diagnosis and Treatment Planning.....	3
COUN 691 Internship: Mental Health Counseling.....	9
Advisor-Approved Electives .....	6
Emphasis total.....	30
Total credit hours (including core).....	<b>60</b>

#### **Correctional Counseling**

In addition to the core courses, students specializing in Correctional Counseling must complete the following emphasis courses:

COUN 555 Crisis Intervention and Conflict Resolution .....	3
COUN 556 Grief Counseling .....	3
COUN 575 Prevention and Treatment of Addictions.....	3
COUN 630 Introduction to Mental Health Counseling .....	3
COUN 631 Diagnosis and Treatment Planning.....	3
COUN 632 Introduction To Marriage, Couple and Family Counseling....	3
COUN 641 Seminar in Correctional Counseling.....	3
COUN 695 Internship: Correctional Counseling.....	9
Emphasis total.....	30
Total credit hours (including core).....	<b>60</b>

#### **Marriage, Couple & Family Counseling**

In addition to the core courses, students specializing in Marriage, Couple & Family Counseling must complete the following emphasis courses:

COUN 575 Prevention and Treatment of Addictions.....	3
COUN 622 Parent Education.....	3
COUN 631 Diagnosis and Treatment Planning .....	3
COUN 632 Introduction to Marriage, Couple, and Family Counseling .....	3
COUN 636 Couple Counseling .....	3
COUN 637 Adult Development and Transition .....	3
COUN 638 Practicum: Interventions: Marriage, Couple & Family Counseling.....	3
COUN 693 Internship: Marriage, Couple & Family Counseling .....	9
Emphasis total .....	30
Total credit hours (including core).....	60

### School Counseling

The school counseling curriculum meets the State Department of Education certification standards. An alternative school counseling program is available for students without a teacher education background to qualify for West Virginia certification as school counselors. In addition to the core courses, students specializing in School Counseling must complete the following emphasis courses:

COUN 575 Prevention and Treatment of Addictions.....	3
COUN 631 Diagnosis and Treatment Planning .....	3
COUN 632 Introduction to Marriage, Couple, and Family Counseling .....	3
COUN 670 Interventions: Current Issues in School Counseling.....	3
COUN 672 Organization and Administration of School Counseling Programs .....	3
COUN 673 Counseling Children, Parents and Adolescents .....	3
COUN 675 Legal and Ethical Issues for School Counselors.....	3
COUN 698 Internship: School Counseling .....	9
Emphasis total .....	30
Total credit hours (including core).....	60

### Certification Requirements for School Counselors

Students in school counseling must meet certification requirements established by the West Virginia Department of Education. All students must pass the Praxis II: Specialty Area Test (formerly the National Teachers Examination) in School Counseling prior to applying for certification. Applications for certification are available in the central offices of the county school systems. An alternative school counseling program certification is available for students without a teacher education background to qualify for West Virginia certification as elementary or secondary school counselors.

Students who do not hold a valid West Virginia teaching certificate (non-education majors) must submit passing scores on the Pre-Professional Skills Tests (PPST) prior to enrollment in courses leading to certification. Non-education majors must also complete 6 hours of additional coursework from the following:

### Alternative Certification Courses

EDF 665 Sociology of American Schools	
OR	
LS 532 Human Relations Skills for Leaders .....	3
CISP 521 Children with Exceptionalities (check with advisor).....	3
Total Credit Hours with Alternative Certification (including core) .....	66

### ADDITIONAL ELECTIVE COURSE OPTIONS

(Courses identified as TBA are new courses in the process of being developed)

Course Title	Cr.	Mrs.	
COUN 555.....			Crisis Intervention and Conflict Resolution 3
COUN 579.....			Pharmacology in Counseling 3
COUN 611 .....			Foundations of Community Counseling 3
COUN 556.....			Death and Grief Counseling 3
COUN TBA .....			Health and Wellness Counseling 3
COUN 577 .....			Stress Management Counseling 3
COUN TBA .....			Counseling the Blended Family 3

COUN616.....	Domestic Violence	3
COUN 617 .....	Seminar in Counseling	1-6
COUN 545 .....	Beginning Manual Communication	3
COUN 554.....	Advanced Manual Communication	3
COUN 620.....	Workshop in Counseling	1-6
COUN 621.....	Introduction to Child Abuse and Neglect	1-3
COUN 622.....	Parent Education	3
COUN TBA .....	Issues in Counseling Women	3
COUN 580-583.....	Special Topics	1-4
COUN 585-588.....	Independent Study	1-4

**Graduate Certificate in Domestic Violence Counseling**

(courses available on the South Charleston campus only)

NOTE: Professional Continuing Education coursework offered in the certificate program will be eligible for continuing education units by the Counseling Board of Examiners. Efforts are being made to facilitate receipt of continuing education units from the West Virginia Board of Social Work Examiners. Individuals must submit course information to the Psychology Board of Examiners for review. The coursework meets and exceeds the training requirements for facilitators of Batterer Intervention Programs. These requirements are set forth in Title 119 Legislative Rule Family Protection Services Board Standards.

The graduate certificate program in Domestic Violence Counseling can be completed in one of two ways:

1. The student may apply and be accepted into the Mental Health Area of Emphasis of the Counseling program and take the certificate courses in conjunction with the required degree courses and graduate with a Master of Arts degree in Counseling in addition to a graduate certificate denoting the Domestic Violence Counseling area of specialty.
2. Second, the certificate coursework may be taken as a stand-alone program to be completed in one year. The program is currently the state's only post-baccalaureate initiative providing a sequential, specialized professional development opportunity for mental health professionals and paraprofessionals who contribute to the identification of, and interventions in family/partner abuse situations.

**Admission Requirements**

Students already enrolled in the Counseling program. Mental Health Counseling Area of Emphasis, should submit to Graduate

Admissions a Secondary Program Request form:

[www.marshall.edu/graduate/forms/SecondaryProgramRequestForm.pdf](http://www.marshall.edu/graduate/forms/SecondaryProgramRequestForm.pdf).

Prospective certificate-only students should apply for admission to Marshall University as a Professional Development student and select on the application form the Certificate in Domestic Violence Counseling.

It is expected that enrollees of this program will generally be engaged in clinical practice or some support aspect of direct client service and/or intervention where family violence has been identified or suspected.

Admission requirements for the stand-alone Domestic Violence Certificate program include the following:

- a baccalaureate degree from a regionally accredited college or university with an undergraduate Grade Point Average (GPA) of 2.50 or higher on a 4.0 scale for all previously completed undergraduate university work.
- current employment in a community mental health agency, private practice, or related/supporting role that provides direct client contact involving general mental health/psycho-educational interventions; or a master's degree in counseling, social work, psychology; or departmental approval.

It should be noted that gaining admission to the certificate program will not guarantee admission to the Counseling M.A. program.

Course Requirements (12 hours)

COUN 654, An Ecological Approach to Domestic Violence.....	3
COUN 655, Domestic Violence I: Working with Victims .....	3
COUN 656, Domestic Violence II: Working with Perpetrators.....	3
COUN 657, Domestic Violence III: Children as Victims and Witnesses.....	3

**Graduate Certificate in Marriage, Couple and Family Therapy**

(courses available on the South Charleston campus only)

NOTE: Coursework in Marriage, Couple and Family Therapy is eligible for continuing education units with the West Virginia Counseling Board of Examiners, as individual study with the West Virginia Board of Social Work Examiners, and can be submitted to the West Virginia Psychology Board of Examiners for review and approval. This certificate program is currently the state's only program focusing on the knowledge base and clinical skills in Marriage, Couple and Family Therapy.

- The Graduate Certificate Program in Marriage, Couple and Family Therapy can be completed in one of two ways:
1. The student may apply and be accepted into the Mental Health Area of Emphasis of the Counseling program and take the certificate courses in conjunction with the required degree courses and graduate with a Master of Arts degree in Counseling in addition to a graduate certificate denoting the Marriage, Couple and Family Therapy area of specialty.
  2. Students with a master's degree in counseling, social work, psychology or departmental approval, may be accepted into the certificate program as a post-master's professional development student.

#### Admission Requirements

Applicants must meet admission requirements for the master's degree in counseling OR hold a master's degree in counseling, social work, psychology, or divinity.

#### Course Requirements (18 hours)

COUN 622, Parent Education .....	..... 3
COUN 632, Introduction to Marriage, Couple, and Family Therapy	3
COUN 637, Adult and Family Development and Transition .....	...3
COUN 636, Couple Counseling .....	.....3
COUN 638, Practicum: Interventions in Marriage, Couple, and Family Counseling .....	..... 3
COUN 693, Internship.....	..... 3

Ed.S. in Education with an Area of Emphasis in Counseling  
(courses available on the South Charleston campus only)

The Ed.S. with an Area of Emphasis in Counseling is designed to accommodate those students who already possess a master's degree in counseling. The program promotes advanced knowledge and skills in the field of professional counseling with a focus on intervention and supervision skills. A strong component of the program is the attainment of knowledge and skills in three areas:

1. supervision processes
2. advanced theoretical applications
3. advanced internship experiences

A minimum of 27 semester hours beyond the master's degree must be earned for completion of the program.

#### Admission Requirements

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at [www.marshall.edu/graduate/admissionsrequirements.asp](http://www.marshall.edu/graduate/admissionsrequirements.asp).

In addition, applicants must:

- possess a master's degree in counseling or closely related field, from a regionally accredited university or college;
- be eligible for West Virginia certification as a school counselor or licensure as a Licensed Professional Counselor by the West Virginia Board of Examiners in Counseling;
- have a graduate Grade Point Average (GPA) of 3.50 or higher on a 4.0 scale for all previously completed graduate university work.
- have completed coursework at the graduate level in the following areas:
  - Human development
  - Human relationships: listening and communication skills
  - Individual counseling theories and techniques
  - Group counseling theories and techniques
  - Developmental guidance
  - Career development
  - Organization and development of counseling and guidance
  - Legal and ethical issues in counseling
  - Consultation
  - Research methods
  - Tests and measurements

- possess appropriate counseling and intervention skills evidenced by a portfolio of previously completed courses or professional experiences.

Students who are deficient in any or all of the above requirements may be required to complete advisor-approved prerequisite courses or experiences in addition to the 27 hours in the Ed.S. Students are admitted to the Ed.S. program in the fall of each year, at which time an individualized plan of study will be developed based on the program requirements and the student's past academic and professional experiences.

**Program Requirements**

The Ed.S. program consists of a minimum of 27 hours of prescribed coursework built around competencies considered crucial to the practice of a master professional counselor. Students in the Ed.S. program must earn a grade of at least a B in all coursework. The courses comprising the core curriculum are as follows:

Course Number/Course Title	Cr. Mrs.
COUN 740 Internship .....	6-12
COUN 742 Current Issues in Professional Counseling .....	3
COUN 746 Systems Intervention .....	3
COUN 747 Advanced Group Counseling .....	3
COUN 750 Seminar .....	3
COUN 755 Models of Counselor Supervision.....	3
COUN 756 Residency in Counselor Supervision.....	3
COUN 760 Special Topics .....	3 - 6
Total for Ed.S .....	27

**Edits to the Current Description:**

**PAGES 87-90 COUNSELING, M.A.**

**Core Courses**

All 45 hours of core courses are offered on both the South Charleston and Huntington Campuses. Please note internship courses are specific to emphasis areas.

**Areas of Emphasis**

**Correctional Counseling (See ~~Graduate School of Education and Professional Development~~ ~~IGSEPD~~) (South Charleston)**

**Marriage, Couple, and Family Counseling (See ~~GSEPD~~) (South Charleston)**

**Clinical Mental Health Counseling (Huntington and South Charleston)**

**School Counseling (Huntington and South Charleston)**

**Education, Ed.S. with Area of Emphasis in Counseling (See ~~GSEPD~~) (South Charleston)**

**Graduate Certificates**

**Domestic Violence Counseling (See ~~GSEPD~~) (South Charleston)**

**Marriage, Couple, and Family Therapy (See ~~GSEPD~~) (South Charleston)**

**Program Description, M.A.**

The Master of Arts degree in Counseling is a 60-hour planned program of study designed to meet the necessary competencies of professional counselors, and satisfies the curricular requirements for counselor licensure. There are currently four distinct Areas of Emphasis offered within the Counseling program. Curricular elements consist of core courses required of all counseling majors and emphasis courses specific to: Clinical Mental Health Counseling, Correctional Counseling, School Counseling, and Marriage, Couple and Family Counseling.

1. AH core courses are offered on the Huntington and South Charleston campuses.
2. Areas of Emphasis in School Counseling and Clinical Mental Health Counseling are offered on the Huntington and South Charleston campuses.
3. Areas of Emphasis in Correctional Counseling and Marriage, Couple and Family Counseling are offered on the South Charleston campus only.
4. The Certificate Programs in Domestic Violence Counseling and Marriage, Couple and Family Therapy are offered through the South Charleston campus only.
5. The Ed.S. with an Area of Emphasis in Counseling is offered on the South Charleston campus only.

The Master of Arts degree in Counseling at Marshall University is built upon the training standards and codes of ethics recognized by CACREP (Council for Accreditation of Counseling and Related Educational Programs), ACA (American Counseling Association), and ASCA (American School Counselors Association) and is consistent with the Marshall University School of Education conceptual framework theme of Preparing The Experienced Professional as Specialist. Within this context it is the mission of the Counseling Program to prepare graduates with the knowledge and skills needed to meet the challenges associated with entry into the field of counseling and into their role as professional counselors. Program graduates are eligible to apply for WV licensure in counseling at the point they complete postgraduate supervision and pass a comprehensive licensure examination.

**Admission Requirements**

Admission to the Counseling Program is selective and competitive. Admission decisions for all program applicants are rooted in the specific standards of the Marshall University Graduate College and the minimum standards of the Counseling program. Students are admitted to an Area of Emphasis and must indicate their preferences during the admission application process.

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at [www.marshall.edu/graduate/admissionsrequirements.asp](http://www.marshall.edu/graduate/admissionsrequirements.asp)

Multiple criteria are used in making decisions to admit students to the degree program. Each applicant is evaluated using the following criteria: *(all material should be submitted directly to Graduate Admissions):*

- \*1. GRE score of 800 (quantitative & verbal combined) or MAT scale score of 395 (Raw score 40).
- \*2. Undergraduate Grade Point Average (GPA) of 2.75 or higher on a 4.0 scale for all previously completed undergraduate university work.
- \*3. Three written references (two from current or former professors)
- \*4. Writing sample expressing the applicant's interest in the counseling profession.

Flexibility is maintained in applying the criteria to individual cases. For example, an applicant who does not meet the minimum criteria may be granted provisional admission and be directed to complete a prescribed set of courses. A provisionally admitted student can be reclassified as a fully admitted student no later than completion of the 12th credit hour by maintaining a 3.50 GPA in these courses.

**Program Requirements**

It is the responsibility of all admitted students to meet with their advisors prior to the beginning of coursework. Each student must complete an advisor-approved Plan of Study prior to registering for the 12th credit hour. A minimum Grade Point Average of 3.0 in all degree courses is required prior to enrollment in the practicum, internship, and for graduation.

**Core Curriculum**

The Master of Arts degree in Counseling is a 60-hour planned program of study designed to meet the necessary competencies of professional counselors, and satisfies the curricular requirements for counselor licensure. There are currently four distinct Areas of Emphasis offered within the Counseling program. Curricular elements consist of core courses required of all counseling majors and emphasis courses specific to: Clinical Mental Health Counseling, Correctional Counseling, School Counseling, and Marriage, Couple and Family Counseling

The following 39 45 semester hours of core courses are required of all students:

*Phase I*

COUN 574 Social & Cultural Foundations .....	3
COUN 575 Prevention and Treatment of Addictions.....	3
COUN 600 Professional Orientation.....	3
COUN 602 Human Development & Psychopathology .....	3
EDF621 Educational Research & Writing .....	3

*Phase II*

COUN 603 Counseling Theories.....	3
COUN 604 Group Counseling .....	3
COUN 605 Theory & Practice of Human Appraisal .....	3
COUN 607 Counseling Techniques in Human Relationships & Human Appraisal .....	3
COUN 631 Diagnosis & Treatment Planning in Mental Health Counseling .....	3
COUN 632 Introduction to Marriage, Couple & Family Counseling .....	3

*Phase III*

COUN 606 Career & Lifestyle Development .....	3,3
COUN 608 Practicum or COUN 638 (Marriage, Couple, & Family students only).	

**Internship**

COUN Internship 691 (Clinical Mental Health), 693 (Marriage & Family), 695 (Correctional), 698 (School Counseling) .....	6
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Total Core Hour Requirement..!	45
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◆All emphases (60 hours) satisfy the curricular requirements for professional counselor licensure in the State of West Virginia.

Areas of Emphasis (**Huntington** )

**Clinical Mental Health Counseling**

In addition to the core courses, students specializing in Clinical Mental Health Counseling must complete the following emphasis courses:

<del>PSY 508 Abnormal Psychology .....</del>	<del>3</del>
COUN 555 Crisis Intervention and Conflict Resolution .....	3
<del>COUN 601 Counselors in Consulting and Community Roles .....</del>	<del>3</del>
COUN 630 Introduction to Clinical Mental Health Counseling .....	3
<del>COUN 631 Diagnosis and Treatment Planning .....</del>	<del>3</del>
<del>COUN 691 Internship: Mental Health Counseling .....</del>	<del>9</del>
Advisor-Approved Electives.....	6.9
Emphasis total .....	30.15
Total credit hours (including core).....	60

**School Counseling**

The school counseling curriculum meets the State Department of Education certification standards. An alternative school counseling program is available for students without a teacher education background to qualify for West Virginia certification as school counselors. In addition to the core courses, students specializing in School Counseling must complete the following emphasis courses:

<del>COUN 575 Prevention and Treatment of Addictions .....</del>	<del>3</del>
<del>COUN 631 Diagnosis and Treatment Planning .....</del>	<del>3</del>
<del>COUN 632 Introduction to Marriage, Couple, and Family Counseling .....</del>	<del>3</del>
CIEC 534 Applications Software in the Classroom Curriculum Area .....	3
COUN 670 Interventions: Current Issues in School Counseling .....	3
COUN 672 Organization and Administration of School Counseling Programs .....	3
COUN 673 Counseling Children, Parents and Adolescents .....	3
COUN 675 Legal and Ethical Issues for School Counselors .....	3
<del>COUN 698 Internship: School Counseling .....</del>	<del>9</del>
Emphasis total .....	50.15
Total credit hours (including core).....	60

*Certification Requirements for School Counselors*

Students in school counseling must meet certification requirements established by the West Virginia Department of Education. All students must pass the Praxis II: Specialty Area Test (formerly the National Teachers Examination) in School Counseling prior to applying for certification. Applications for certification are available in the central offices of the county school systems. An alternative school counseling program certification is available for students without a teacher education background to qualify for West Virginia certification as elementary or secondary school counselors.

Students who do not hold a valid West Virginia teaching certificate (non-education majors) must submit passing scores on the Pre-Professional Skills Tests (PPST) prior to enrollment in courses leading to certification.

Non-education majors must also complete 6 hours of additional coursework from the following:

*Alternative Certification Courses*

EDF 665 Sociology of American Schools	
OR	
LS 532 Human Relations Skills for Leaders .....	3
CISP 521 Children with Exceptionalities (check with advisor).....	3
Total Credit Hours with Alternative Certification (including core).....	66

**ADDITIONAL ELECTIVE COURSE OPTIONS**

(Courses identified as TBA are new courses in the process of being developed)

Course Title	Cr. Hrs.
COUN 545 Beginning Manual Communication .....	3
COUN 554 Advanced Manual Communication.....	3
COUN 555 Crisis Intervention and Conflict Resolution .....	3
COUN 556 Death and Grief Counseling.....	3
COUN 577 Stress Management Counseling.....	3
COUN 579 Pharmacology in Counseling .....	3
COUN 580-583 Special Topics .....	14
COUN 585-588 Independent Study .....	14
COUN 601 Counselors in Consulting and Community Roles.....	3
COUN 611 Foundations of Community Counseling.....	3
COUN 616 Domestic Violence .....	3
COUN 617 Seminar in Counseling.....	1-6
COUN 620 Workshop in Counseling .....	1-6
COUN 621 Introduction to Child Abuse and Neglect.....	1-3
COUN 622 Parent Education.....	3
<del>COUN TDA Issues in Counseling Women.....</del>	<del>3</del>
<del>COUN TBA Health and Wellness Counseling.....</del>	<del>3</del>
<del>COUN TBA Counseling the Blended Family.....</del>	<del>3</del>
PSY 508 Abnormal Psychology .....	3

PAGES 154-159

**COUNSELING, M.A.**

**Core Courses**

All 45 hours of core courses are offered on both the South Charleston and Huntington Campuses. Please note internship courses are specific to emphasis areas.

**Areas of Emphasis**

- Correctional Counseling (South Charleston)**
- Marriage, Couple, and Family Counseling (South Charleston)**
- Clinical Mental Health Counseling (South Charleston and Huntington)**
- School Counseling (South Charleston and Huntington)**

**Ed.S. with Area of Emphasis in Counseling (South Charleston)**

**Graduate Certificates**

- Domestic Violence Counseling (South Charleston)**
- Marriage, Couple, and Family Therapy (South Charleston)**

**Program Description, M.A.**

The Master of Arts degree in Counseling is a 60-hour planned program of study designed to meet the necessary competencies of professional counselors, and satisfies the curricular requirements for counselor licensure. There are currently four distinct Areas of Emphasis offered within the Counseling program. Curricular elements consist of core courses required of all counseling majors and emphasis courses specific to: Clinical Mental Health Counseling, Correctional Counseling, School Counseling, and Marriage, Couple and Family Counseling.

1. All core courses are offered on the Huntington and South Charleston campuses.
2. Areas of Emphasis in School Counseling and Clinical Mental Health Counseling are offered on the Huntington and South Charleston campuses.
3. Areas of Emphasis in Correctional Counseling and Marriage, Couple and Family Counseling are offered on the South Charleston campus only.

4. The Certificate Programs in Domestic Violence Counseling and Marriage, Couple and Family Therapy are offered through the South Charleston campus only.

5. The Ed.S. with an Area of Emphasis in Counseling is offered on the South Charleston campus only.

The Master of Arts degree in Counseling at Marshall University is built upon the training standards and codes of ethics recognized by CACREP (Council for Accreditation of Counseling and Related Educational Programs), ACA (American Counseling Association), and ASCA (American School Counselors Association) and is consistent with the Marshall University School of Education conceptual framework theme of Preparing The Experienced Professional as Specialist. Within this context it is the mission of the Counseling Program to prepare graduates with the knowledge and skills needed to meet the challenges associated with entry into the field of counseling and into their role as professional counselors. Program graduates are eligible to apply for WV licensure in counseling at the point they complete postgraduate supervision and pass a comprehensive licensure examination.

### Admission Requirements

Admission to the Counseling Program is selective and competitive. Admission decisions for all program applicants are rooted in the specific standards of the Marshall University Graduate College and the minimum standards of the Counseling program. Students are admitted to an Area of Emphasis and must indicate their preferences during the admission application process.

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at [www.marshall.edu/graduate/admissionsrequirements.asp](http://www.marshall.edu/graduate/admissionsrequirements.asp).

Multiple criteria are used in making decisions to admit students to the degree program. Each applicant is evaluated using the following criteria (all material should be submitted directly to Graduate Admissions):

1. GRE score of 800 (quantitative & verbal combined) or MAT scale score of 395 (Raw score 40).
2. Undergraduate Grade Point Average (GPA) of 2.75 or higher on a 4.0 scale for all previously completed undergraduate university work.
3. Three written references (two from current or former professors)
4. Writing sample expressing the applicant's interest in the counseling profession.

Flexibility is maintained in applying the criteria to individual cases. For example, an applicant who does not meet the minimum criteria may be granted provisional admission and be directed to complete a prescribed set of courses. A provisionally admitted student can be reclassified as a fully admitted student no later than completion of the 12th credit hour by maintaining a 3.50 GPA in these courses.

### Program Requirements

It is the responsibility of all admitted students to meet with their advisors prior to the beginning of coursework. Each student must complete an advisor-approved Plan of Study prior to registering for the 12th credit hour. A minimum Grade Point Average of 3.0 in all degree courses is required prior to enrollment in the practicum, internship, and for graduation.

### Core Curriculum

The Master of Arts degree in Counseling is a 60 hour planned program of study designed to meet the necessary competencies of professional counselors. The curricular elements consist of core courses required of all counseling students and emphasis courses specific to: Clinical Mental Health Counseling, Correctional Counseling, School Counseling, and Marriage, Couple and Family Counseling.

The following 45 semester hours of core courses are required of all students:

#### Phase I

COUN 574 Social & Cultural Foundations .....	3
COUN 575 Prevention and Treatment of Addictions .....	3
COUN 600 Professional Orientation .....	3
COUN 602 Human Development & Psychopathology.....	3
EDF621 Educational Research & Writing.....	3

#### Phase II

COUN 603 Counseling Theories .....	3
COUN 604 Group Counseling.....	3
COUN 605 Theory & Practice of Human Appraisal.....	3
COUN 607 Counseling Techniques in Human Relationships & Human Appraisal.....	3
COUN 631 Diagnosis & Treatment Planning in Mental Health Counseling.....	3
COUN 632 Introduction to Marriage, Couple & Family Counseling.....	3

Phase III

COUN 606 Career & Lifestyle Development .....	3
COUN 608 Practicum or COUN 638 (Mamage, Couple, & Family students only).....	3

Phase IV

COUN Internship 691 (Clinical Mental Health), 693 (Marriage & Family), 695 (Correctional), 698 (School Counseling).....	6
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Total Core Hour Requirement.....	45
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\* All emphases (60 hours) satisfy the curricular requirements for professional counselor licensure in the State of West Virginia.

Areas of Emphasis

Clinical Mental Health Counseling

In addition to the core courses, students specializing in Clinical Mental Health Counseling must complete the following emphasis courses:

<del>PSY 508 Abnormal Psychology .....</del>	<del>3</del>
COUN 555 Crisis Intervention and Conflict Resolution .....	3
<del>COUN 601 Counselors in Consulting and Community Roles .....</del>	<del>3</del>
COUN 630 Introduction to Clinical Mental Health Counseling .....	3
<del>COUN 631 Diagnosis and Treatment Planning .....</del>	<del>3</del>
<del>COUN 691 Internship: Mental Health Counseling .....</del>	<del>9</del>
Advisor-Approved Blectives.....	T£9
Emphasis total.....	30 15
Total credit hours (including core).....	60

Correctional Counseling

In addition to the core courses, students specializing in Correctional Counseling must complete the following emphasis courses:

COUN 555 Crisis Intervention and Conflict Resolution .....	3
COUN 556 Grief Counseling .....	3
<del>COUN 575 Prevention and Treatment of Addictions .....</del>	<del>3</del>
COUN 630 Introduction to Clinical Mental Health Counseling.....	3
<del>COUN 632 Introduction To Marriage, Couple and Family Counseling.....</del>	<del>3</del>
COUN 641 Seminar in Correctional Counseling.....	3
<del>COUN 695 Internship: Correctional Counseling.....</del>	<del>9</del> ^^^^
Advisor-Approved Elective(s).....	3
Emphasis total.....	30 15
Total credit hours (including core).....	60

Marriage, Couple & Family Counseling

In addition to the core courses, students specializing in Marriage, Couple & Family Counseling must complete the following emphasis courses:

<del>COUN 575 Prevention and Treatment of Addictions .....</del>	<del>3</del>
COUN 622 Parent Education .....	3
<del>COUN 631 Diagnosis and Treatment Planning .....</del>	<del>3</del>
<del>COUN 632 Introduction to Marriage, Couple, and Family Counseling.....</del>	<del>3</del>
COUN 636 Couple Counseling.....	3
COUN 637 Adult Development and Transition.....	3
<del>COUN 693 Internship: Marriage, Couple &amp; Family Counseling .....</del>	<del>9</del> ^^^
Advisor Approved Electives .....	6

Emphasis total .....	3± 15
Total credit hours (including core).....	60

School Counseling

The school counseling curriculum meets the State Department of Education certification standards. An alternative school counseling program is available for students without a teacher education background to qualify for West Virginia certification as school counselors. In addition to the core courses, students specializing in School Counseling must complete the following emphasis courses:

<del>COUN 575 Prevention and Treatment of Addictions.....</del>	<del>3</del>
<del>COUN 631 Diagnosis and Treatment Planning.....</del>	<del>3</del>
<del>COUN 632 Introduction to Marriage, Couple, and Family Counseling....</del> <sup>Δ</sup>	<del>3</del>
CIEC 534 Applications Software in the Classroom Curriculum Area.....	3
COUN 670 Interventions: Current Issues in School Counseling.....	3
COUN 672 Organization and Administration of School Counseling Programs .....	3
COUN 673 Counseling Children, Parents and Adolescents.....	3
COUN 675 Legal and Ethical Issues for School Counselors.....	3
<del>COUN 698 Internship: School Counseling.....</del>	<del>9</del>
Emphasis total .....	34-15
Total credit hours (including core).....	60

*Certification Requirements for School Counselors*

Students in school counseling must meet certification requirements established by the West Virginia Department of Education. All students must pass the Praxis II: Specialty Area Test (formerly the National Teachers Examination) in School Counseling prior to applying for certification. Applications for certification are available in the central offices of the county school systems. An alternative school counseling program certification is available for students without a teacher education background to qualify for West Virginia certification as elementary or secondary school counselors.

Students who do not hold a valid West Virginia teaching certificate (non-education majors) must submit passing scores on the Pre-Professional Skills Tests (PPST) prior to enrollment in courses leading to certification.

Non-education majors must also complete 6 hours of additional coursework from the following:

*Alternative Certification Courses*

EDF 665 Sociology of American Schools	
OR	
LS 532 Human Relations Skills for Leaders .....	3
CISP 521 Children with Exceptionalities (check with advisor).....	3
Total Credit Hours with Alternative Certification (including core).....	66

**ADDITIONAL ELECTIVE COURSE OPTIONS**

(Courses identified as TBA are new courses in the process of being developed)

Course Title Cr. Hrs.	
COUN 545 Beginning Manual Communication.....	3
COUN 554 Advanced Manual Communication.....	3
COUN 555 Crisis Intervention and Conflict Resolution .....	3
COUN 556 Death and Grief Counseling .....	3
COUN 577 Stress Management Counseling .....	3
COUN 579 Pharmacology in Counseling.....	3
COUN 580-583 Special Topics .....	1-4
COUN 585-588 Independent Study .....	1-4
COUN 601 Counselors in Consulting and Community Roles.....	3
COUN 611 Foundations of Community Counseling.....	3
COUN 616 Domestic Violence.....	3
COUN 617 Seminar in Counseling .....	1-6
COUN 620 Workshop in Counseling.....	1-6
COUN 621 Introduction to Child Abuse and Neglect .....	1-3
COUN 622 Parent Education.....	3
<del>COUN TBA Issues in Counseling Women.....</del>	<del>3</del>

COUN TBA Health and Wellness Counseling .....	3
COUN TDA Counseling the BleRded-Family .....	3
PSY 508 Abnormal Psychology .....	3

**Graduate Certificate in Domestic Violence Counseling**

(courses available on the South Charleston campus only)

*NOTE:* Professional Continuing Education coursework offered in the certificate program will be eligible for continuing education units by the Counseling Board of Examiners. Efforts are being made to facilitate receipt of continuing education units from the West Virginia Board of Social Work Examiners. Individuals must submit course information to the Psychology Board of Examiners for review. The coursework meets and exceeds the training requirements for facilitators of Batterer Intervention Programs. These requirements are set forth in Title 119 Legislative Rule Family Protection Services Board Standards.

The graduate certificate program in Domestic Violence Counseling can be completed in one of two ways:

1. The student may apply and be accepted into the Clinical Mental Health Area of Emphasis of the Counseling program and take the certificate courses in conjunction with the required degree courses and graduate with a Master of Arts degree in Counseling in addition to a graduate certificate denoting the Domestic Violence Counseling area of specialty.
2. Second, the certificate coursework may be taken as a stand-alone program to be completed in one year. The program is currently the state's only post-baccalaureate initiative providing a sequential, specialized professional development opportunity for mental health professionals and paraprofessionals who contribute to the identification of, and interventions in family/partner abuse situations.

**Admission Requirements**

Students already enrolled in the Counseling program in the Clinical Mental Health Counseling Area of Emphasis, should submit to Graduate Admissions a Secondary Program Request form:

[www.marshall.edu/srgraduate/forms/SecondaryProgramRequestForm.pdf](http://www.marshall.edu/srgraduate/forms/SecondaryProgramRequestForm.pdf)

Prospective certificate-only students should apply for admission to Marshall University as a Professional Development student and select on the application form the Certificate in Domestic Violence Counseling.

It is expected that enrollees of this program will generally be engaged in clinical practice or some support aspect of direct client service and/or intervention where family violence has been identified or suspected.

Admission requirements for the *stand-alone* Domestic Violence Certificate program include the following:

- a baccalaureate degree from a regionally accredited college or university with an undergraduate Grade Point Average (GPA) of 2.50 or higher on a 4.0 scale for all previously completed undergraduate university work.
- current employment in a community mental health agency, private practice, or related/supporting role that provides direct client contact involving general mental health/psycho-educational interventions; or a master's degree in counseling, social work, psychology; or departmental approval.

It should be noted that gaining admission to the certificate program will not guarantee admission to the Counseling **M.A.** program.

**Course Requirements (12 hours)**

COUN 654, An Ecological Approach to Domestic Violence .....	3
COUN 655, Domestic Violence I: Working with Victims .....	3
COUN 656, Domestic Violence II: Working with Perpetrators.....	3
COUN 657, Domestic Violence III: Children as Victims and Witnesses.....	3

**Graduate Certificate in Marriage, Couple and Family Therapy**

(courses available on the South Charleston campus only)

*NOTE:* Coursework in Marriage, Couple and Family Therapy is eligible for continuing education units with the West Virginia Counseling Board of Examiners, as individual study with the West Virginia Board of Social Work Examiners, and can be submitted to the West Virginia Psychology Board of Examiners for review and approval. **This certificate program is currently the state's only program focusing on the knowledge base and clinical skills in Marriage, Couple and Family Therapy.**

The Graduate Certificate Program in Marriage, Couple and Family Therapy can be completed in one of two ways:

1. The student may apply and be accepted into the Clinical Mental Health Area of Emphasis of the Counseling program and take the certificate courses in conjunction with the required degree courses and graduate with a Master of Arts degree in Counseling in addition to a graduate certificate denoting the Marriage, Couple and Family Therapy area of specialty.
2. Students with a master's degree in counseling, social work, psychology or departmental approval, may be accepted into the certificate program as a post-master's professional development student.

**Admission Requirements**

- Applicants must meet admission requirements for the master's degree in counseling
- OR
- Hold a master's degree in counseling, social work, psychology, or divinity.

**Course Requirements (18 hours)**

COUN 622, Parent Education.....	3
COIJN 632, Introduction to Marriage, Couple, and Family Therapy .....	3
COUN 637, Adult and Family Development and Transition .....	3
COUN 636, Couple Counseling .....	3
COUN 638, Practicum: Interventions in Marriage, Couple, and Family Counseling	3
COUN 693, Internship.....	3

**Ed.S. in Education with an Area of Emphasis in Counseling**

(courses available on the South Charleston campus only)

The Ed.S. with an Area of Emphasis in Counseling is designed to accommodate those students who already possess a master's degree in counseling. The program promotes advanced knowledge and skills in the field of professional counseling with a focus on intervention and supervision skills. A strong component of the program is the attainment of knowledge and skills in three areas:

1. supervision processes
2. advanced theoretical applications
3. advanced internship experiences

A minimum of 27 semester hours beyond the master's degree must be earned for completion of the program.

**Admission Requirements**

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at [www.marshall.edu/izgraduate/admissions-requirements.asp](http://www.marshall.edu/izgraduate/admissions-requirements.asp).

In addition, applicants must:

- possess a master's degree in counseling or closely related field, from a regionally accredited university or college;
- be eligible for West Virginia certification as a school counselor or licensure as a Licensed Professional Counselor by the West Virginia Board of Examiners in Counseling;
- have a graduate Grade Point Average (GPA) of 3.50 or higher on a 4.0 scale for all previously completed graduate university work.
- have completed coursework at the graduate level in the following areas:
  - Human development
  - Human relationships: listening and communication skills
  - Individual counseling theories and techniques
  - Group counseling theories and techniques
  - Developmental guidance
  - Career development
  - Organization and development of counseling and guidance
  - Legal and ethical issues in counseling
  - Consultation
  - Research methods
  - Tests and measurements

- possess appropriate counseling and intervention skills evidenced by a portfolio of previously completed courses or professional experiences.

Students who are deficient in any or all of the above requirements may be required to complete advisor-approved prerequisite courses or experiences in addition to the 27 hours in the Ed.S. Students are admitted to the Ed.S. program in the fall of each year, at which time an individualized plan of study will be developed based on the program requirements and the student's past academic and professional experiences.

**Program Requirements**

The Ed.S. program consists of a minimum of 27 hours of prescribed coursework built around competencies considered crucial to the practice of a master professional counselor. Students in the Ed.S. program must earn a grade of at least a B in all coursework. The courses comprising the core curriculum are as follows:

<i>Course Number/Course Title</i>	<i>Cr. Hrs.</i>
COUN 740 Internship .....	6 - 12
COUN 742 Current Issues in Professional Counseling.....	3
COUN 746 Systems Intervention.....	3
COUN 747 Advanced Group Counseling .....	3
COUN 750 Seminar.....	3
COUN 755 Models of Counselor Supervision .....	3
COUN 756 Residency in Counselor Supervision .....	3
COUN 760 Special Topics .....	3 - 6
Total for Ed.S.....	27

**New Catalog Description**

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COUNSELING, M.A.

Core Courses

All 45 hours of core courses are offered on both the South Charleston and Huntington Campuses. Please note internship courses are specific to emphasis areas.

Areas of Emphasis

Correctional Counseling (South Charleston) Marriage, Couple, and Family Counseling ( South Charleston) Clinical Mental Health Counseling (South Charleston and Huntington) School Counseling (South Charleston and Huntington)

Ed.S. with Area of Emphasis in Counseling (South Charleston)

Graduate Certificates

Domestic Violence Counseling (South Charleston) Marriage, Couple, and Family Therapy (South Charleston)

Program Description, M.A.

The Master of Arts degree in Counseling is a 60-hour planned program of study designed to meet the necessary competencies of professional counselors, and satisfies the curricular requirements for counselor licensure. There are currently four distinct Areas of Emphasis offered within the Counseling program. Curricular elements consist of core courses required of all counseling majors and emphasis courses specific to: Clinical Mental Health Counseling, Correctional Counseling, School Counseling, and Marriage, Couple and Family Counseling.

1. All core courses are offered on the Huntington and South Charleston campuses.
2. Areas of Emphasis in School Counseling and Clinical Mental Health Counseling are offered on the Huntington and South Charleston campuses.
3. Areas of Emphasis in Correctional Counseling and Marriage, Couple and Family Counseling are offered on the South Charleston campus only.

4. The Certificate Programs in Domestic Violence Counseling and Marriage, Couple and Family Therapy are offered through the South Charleston campus only.
5. The Ed.S. with an Area of Emphasis in Counseling is offered on the South Charleston campus only.
- The Master of Arts degree in Counseling at Marshall University is built upon the training standards and codes of ethics recognized by CACREP (Council for Accreditation of Counseling and Related Educational Programs), ACA (American Counseling Association), and ASCA (American School Counselors Association) and is consistent with the Marshall University School of Education conceptual framework theme of Preparing The Experienced Professional as Specialist. Within this context it is the mission of the Counseling Program to prepare graduates with the knowledge and skills needed to meet the challenges associated with entry into the field of counseling and into their role as professional counselors. Program graduates are eligible to apply for WV licensure in counseling at the point they complete postgraduate supervision and pass a comprehensive licensure examination.

#### Admission Requirements

Admission to the Counseling Program is selective and competitive. Admission decisions for all program applicants are rooted in the specific standards of the Marshall University Graduate College and the minimum standards of the Counseling program. Students are admitted to an Area of Emphasis and must indicate their preferences during the admission application process.

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at [www.marshall.edu/graduate/admissionsrequirements.asp](http://www.marshall.edu/graduate/admissionsrequirements.asp).

Multiple criteria are used in making decisions to admit students to the degree program. Each applicant is evaluated using the following criteria (all material should be submitted directly to Graduate Admissions):

1. GRE score of 800 (quantitative & verbal combined) or MAT scale score of 395 (Raw score 40).
2. Undergraduate Grade Point Average (GPA) of 2.75 or higher on a 4.0 scale for all previously completed undergraduate university work.
3. Three written references (two from current or former professors)
4. Writing sample expressing the applicant's interest in the counseling profession.

Flexibility is maintained in applying the criteria to individual cases. For example, an applicant who does not meet the minimum criteria may be granted provisional admission and be directed to complete a prescribed set of courses. A provisionally admitted student can be reclassified as a fully admitted student no later than completion of the 12th credit hour by maintaining a 3.50 GPA in these courses.

#### Program Requirements

It is the responsibility of all admitted students to meet with their advisors prior to the beginning of coursework. Each student must complete an advisor-approved Plan of Study prior to registering for the 12th credit hour. A minimum Grade Point Average of 3.0 in all degree courses is required prior to enrollment in the practicum, internship, and for graduation.

#### Core Curriculum

The Master of Arts degree in Counseling is a 60 hour planned program of study designed to meet the necessary competencies of professional counselors. The curricular elements consist of core courses required of all counseling students and emphasis courses specific to: Clinical Mental Health Counseling, Correctional Counseling, School Counseling, and Marriage, Couple and Family Counseling.

The following 45 semester hours of core courses are required of all students:

#### Phase I

COUN 574 Social & Cultural Foundations .....	3
COUN 575 Prevention and Treatment of Addictions .....	3
COUN 600 Professional Orientation.....	3
COUN 602 Human Development & Psychopathology .....	3
EDF621 Educational Research & Writing.....	3

#### Phase II

COUN 603 Counseling Theories.....	3
COUN 604 Group Counseling .....	3
COUN 605 Theory & Practice of Human Appraisal .....	3
COUN 607 Counseling Techniques in Human Relationships .....	3
COUN 631 Diagnosis & Treatment Planning in Mental Health Counseling .....	3
COUN 632 Introduction to Marriage, Couple & Family Counseling.....	3

#### Phase III

COUN 606 Career & Lifestyle Development .....	<b>3</b>
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COUN 608 Practicum or COUN 638 (Marriage, Couple, & Family students only) ..... 3

Phase IV

COUN Internship 691 (Clinical Mental Health), 693 (Marriage & Family), 695 (Correctional), 698 (School Counseling)..... 6

Total Core Hour Requirement .....45

\* All emphases (60 hours) satisfy the curricular requirements for professional counselor licensure in the State of West Virginia.

**Areas of Emphasis**

**Clinical Mental Health Counseling**

In addition to the core courses, students specializing in Clinical Mental Health Counseling must complete the following emphasis courses:

COUN 555 Crisis Intervention and Conflict Resolution..... 3  
COUN 630 Introduction to Clinical Mental Health Counseling ..... 3  
Advisor-Approved Electives..... 9  
Emphasis total..... 15  
Total credit hours (including core) ..... **60**

**School Counseling**

The school counseling curriculum meets the State Department of Education certification standards. An alternative school counseling program is available for students without a teacher education background to qualify for West Virginia certification as school counselors. In addition to the core courses, students specializing in School Counseling must complete the following emphasis courses:

CIEC 534 Applications Software in the Classroom Curriculum Area ..... 3  
COUN 670 Interventions: Current Issues in School Counseling ..... 3  
COUN 672 Organization and Administration of School Counseling Programs..... 3  
COUN 673 Counseling Children, Parents and Adolescents ..... 3  
COUN 675 Legal and Ethical Issues for School Counselors ..... 3  
Emphasis total..... 15  
Total credit hours (including core) ..... **60**

**Certification Requirements for School Counselors**

Students in school counseling must meet certification requirements established by the West Virginia Department of Education. All students must pass the Praxis II: Specialty Area Test (formerly the National Teachers Examination) in School Counseling prior to applying for certification. Applications for certification are available in the central offices of the county school systems. An alternative school counseling program certification is available for students without a teacher education background to qualify for West Virginia certification as elementary or secondary school counselors.

Students who do not hold a valid West Virginia teaching certificate (non-education majors) must submit passing scores on the Pre-Professional Skills Tests (PPST) prior to enrollment in courses leading to certification.

Non-education majors must also complete 6 hours of additional coursework from the following:

Alternative Certification Courses

EDF 665 Sociology of American Schools

OR

LS 532 Human Relations Skills for Leaders ..... 3

CISP 521 Children with Exceptionalities (check with advisor) ..... 3

Total Credit Hours with Alternative Certification (including core)..... 66

**ELECTIVE COURSE OPTIONS**

(Courses identified as TBA are new courses in the process of being developed)

Course Title Cr. Hrs.

COUN 545 Beginning Manual Communication .....	3
COUN 554 Advanced Manual Communication .....	3
COUN 555 Crisis Intervention and Conflict Resolution .....	3
COUN 556 Death and Grief Counseling .....	3
COUN 577 Stress Management Counseling.....	3
COUN 579 Pharmacology in Counseling .....	3
COUN 580-583 Special Topics .....	1-4
COUN 585-588 Independent Study.....	1-4
COUN 601 Counselors in Consulting and Community Roles.....	3
COUN 611 Foundations of Community Counseling .....	3
COUN 616 Domestic Violence .....	3
COUN 617 Seminar in Counseling.....	1-6
COUN 620 Workshop in Counseling .....	1-6
COUN 621 Introduction to Child Abuse and Neglect.....	1-3
COUN 622 Parent Education .....	3
PSY 508 Abnormal Psychology .....	3

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### COUNSELING, M.A.

#### Core Courses

All 45 hours of core courses are offered on both the South Charleston and Huntington Campuses. Please note internship courses are specific to emphasis areas.

#### Areas of Emphasis

Correctional Counseling (South Charleston) Marriage, Couple, and Family Counseling ( South Charleston) Clinical Mental Health Counseling (South Charleston and Huntington) School Counseling (South Charleston and Huntington)

Ed.S. with Area of Emphasis in Counseling (South Charleston)

#### Graduate Certificates

Domestic Violence Counseling (South Charleston) Marriage, Couple, and Family Therapy (South Charleston)

#### Program Description. M.A.

The Master of Arts degree in Counseling is a 60-hour planned program of study designed to meet the necessary competencies of professional counselors, and satisfies the curricular requirements for counselor licensure. There are currently four distinct Areas of Emphasis offered within the Counseling program. Curricular elements consist of core courses required of all counseling majors and emphasis courses specific to: Clinical Mental Health Counseling, Correctional Counseling, School Counseling, and Marriage, Couple and Family Counseling.

1. All core courses are offered on the Huntington and South Charleston campuses.
2. Areas of Emphasis in School Counseling and Clinical Mental Health Counseling are offered on the Huntington and South Charleston campuses.
3. Areas of Emphasis in Correctional Counseling and Marriage, Couple and Family Counseling are offered on the South Charleston campus only.
4. The Certificate Programs in Domestic Violence Counseling and Marriage, Couple and Family Therapy are offered through the South Charleston campus only.
5. The Ed.S. with an Area of Emphasis in Counseling is offered on the South Charleston campus only.

The Master of Arts degree in Counseling at Marshall University is built upon the training standards and codes of ethics recognized by CACREP (Council for Accreditation of Counseling and Related Educational Programs), ACA (American Counseling Association), and ASCA (American School Counselors Association) and is consistent with the Marshall University School of Education conceptual framework theme of Preparing The Experienced Professional as Specialist. Within this context it is the mission of the Counseling Program to prepare graduates with the knowledge and skills needed to meet the challenges associated with entry into the field of counseling and into their role as professional

counselors. Program graduates are eligible to apply for WV licensure in counseling at the point they complete post-graduate supervision and pass a comprehensive licensure examination.

### Admission Requirements

Admission to the Counseling Program is selective and competitive. Admission decisions for all program applicants are rooted in the specific standards of the Marshall University Graduate College and the minimum standards of the Counseling program. Students are admitted to an Area of Emphasis and must indicate their preferences during the admission application process.

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at [www.marshall.edu/graduate/admissionsrequirements.asp](http://www.marshall.edu/graduate/admissionsrequirements.asp).

Multiple criteria are used in making decisions to admit students to the degree program. Each applicant is evaluated using the following criteria (all material should be submitted directly to Graduate Admissions):

1. GRE score of 800 (quantitative & verbal combined) or MAT scale score of 395 (Raw score 40).
2. Undergraduate Grade Point Average (GPA) of 2.75 or higher on a 4.0 scale for all previously completed undergraduate university work.
3. Three written references (two from current or former professors)
4. Writing sample expressing the applicant's interest in the counseling profession.

Flexibility is maintained in applying the criteria to individual cases. For example, an applicant who does not meet the minimum criteria may be granted provisional admission and be directed to complete a prescribed set of courses. A provisionally admitted student can be reclassified as a fully admitted student no later than completion of the 12th credit hour by maintaining a 3.50 GPA in these courses.

### Program Requirements

It is the responsibility of all admitted students to meet with their advisors prior to the beginning of coursework. Each student must complete an advisor-approved Plan of Study prior to registering for the 12th credit hour. A minimum Grade Point Average of 3.0 in all degree courses is required prior to enrollment in the practicum, internship, and for graduation.

### Core Curriculum

The Master of Arts degree in Counseling is a 60 hour planned program of study designed to meet the necessary competencies of professional counselors. The curricular elements consist of core courses required of all counseling students and emphasis courses specific to: Clinical Mental Health Counseling, Correctional Counseling, School Counseling, and Marriage, Couple and Family Counseling.

The following 45 semester hours of core courses are required of all students:

#### Phase I

COUN 574 Social & Cultural Foundations .....	3
COUN 575 Prevention and Treatment of Addictions .....	3
COUN 600 Professional Orientation .....	3
COUN 602 Human Development & Psychopathology.....	3
EDF 621 Educational Research & Writing.....	3

#### Phase II

COUN 603 Counseling Theories .....	3
COUN 604 Group Counseling .....	3
COUN 605 Theory & Practice of Human Appraisal .....	3
COUN 607 Counseling Techniques in Human Relationships.....	3
COUN 631 Diagnosis & Treatment Planning in Mental Health Counseling .....	3
COUN 632 Introduction to Marriage, Couple & Family Counseling.....	3

#### Phase III

COUN 606 Career & Lifestyle Development .....	3
COUN 608 Practicum or COUN 638 (Marriage, Couple, & Family students only).....	3

#### Phase IV

COUN Internship 691 (Clinical Mental Health), 693 (Marriage & Family), 695 (Correctional), 698 (School Counseling) .....	6
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Total Core Hour Requirement ..... 45

◆All emphases (60 hours) satisfy the curricular requirements for professional counselor licensure in the State of West Virginia.

#### Areas of Emphasis

##### Clinical Mental Health Counseling

In addition to the core courses, students specializing in Clinical Mental Health Counseling must complete the following emphasis courses:

COUN 555 Crisis Intervention and Conflict Resolution ..... 3  
COUN 630 Introduction to Clinical Mental Health Counseling..... 3  
Advisor-Approved Electives ..... 9  
Emphasis total ..... 15  
Total credit hours (including core)..... 60

##### Correctional Counseling

In addition to the core courses, students specializing in Correctional Counseling must complete the following emphasis courses:

COUN 555 Crisis Intervention and Conflict Resolution ..... 3  
COUN 556 Grief Counseling ..... 3  
COUN 630 Introduction to Clinical Mental Health Counseling..... 3  
COUN 641 Seminar in Correctional Counseling..... 3  
Advisor-Approved Elective(s) ..... 3  
Emphasis total ..... 15  
Total credit hours (including core)..... 60

##### Marriage, Couple & Family Counseling

In addition to the core courses, students specializing in Marriage, Couple & Family Counseling must complete the following emphasis courses:

COUN 622 Parent Education ..... 3  
COUN 636 Couple Counseling ..... 3  
COUN 637 Adult Development and Transition..... 3  
Advisor Approved Electives..... 6  
Emphasis total ..... 15  
Total credit hours (including core) ..... 60

##### School Counseling

The school counseling curriculum meets the State Department of Education certification standards. An alternative school counseling program is available for students without a teacher education background to qualify for West Virginia certification as school counselors. In addition to the core courses, students specializing in School Counseling must complete the following emphasis courses:

CIEC 534 Applications Software in the Classroom Curriculum Area..... 3  
COUN 670 Interventions: Current Issues in School Counseling..... 3  
COUN 672 Organization and Administration of School Counseling Programs ..... 3  
COUN 673 Counseling Children, Parents and Adolescents ..... 3  
COUN 675 Legal and Ethical Issues for School Counselors..... 3  
Emphasis total ..... 15  
Total credit hours (including core)..... 60

##### Certification Requirements for School Counselors

Students in school counseling must meet certification requirements established by the West Virginia Department of Education. All students must pass the Praxis II: Specialty Area Test (formerly the National Teachers Examination) in

School Counseling prior to applying for certification. Applications for certification are available in the central offices of the county school systems. An alternative school counseling program certification is available for students without a teacher education background to qualify for West Virginia certification as elementary or secondary school counselors.

Students who do not hold a valid West Virginia teaching certificate (non-education majors) must submit passing scores on the Pre-Professional Skills Tests (PPST) prior to enrollment in courses leading to certification.

Non-education majors must also complete 6 hours of additional coursework from the following:

#### Alternative Certification Courses

EDF 665 Sociology of American Schools	
OR	
LS 532 Human Relations Skills for Leaders.....	...3
CISP 521 Children with Exceptionalities (check with advisor).....	...3
Total Credit Hours with Alternative Certification (including core)	.66

#### ELECTIVE COURSE OPTIONS

(Courses identified as TBA are new courses in the process of being developed)

Course Title Cr. Hrs.	
COUN 545 Beginning Manual Communication .....	...3
COUN 554 Advanced Manual Communication.....	...3
COUN 555 Crisis Intervention and Conflict Resolution .....	...3
COUN 556 Death and Grief Counseling.....	... 3
COUN 577 Stress Management Counseling .....	...3
COUN 579 Pharmacology in Counseling .....	...3
COUN 580-583 Special Topics.....	.1-4
COUN 585-588 Independent Study.....	.1-4
COUN 601 Counselors in Consulting and Community Roles .....	...3
COUN 611 Foundations of Community Counseling.....	...3
COUN 616 Domestic Violence .....	...3
COUN 617 Seminar in Counseling .....	1-6
COUN 620 Workshop in Counseling .....	.1-6
COUN 621 Introduction to Child Abuse and Neglect .....	.1-3
COUN 622 Parent Education .....	...3
PSY 508 Abnormal Psychology.....	...3

Graduate Certificate in Domestic Violence Counseling  
(courses available on the South Charleston campus only)

NOTE: Professional Continuing Education coursework offered in the certificate program will be eligible for continuing education units by the Counseling Board of Examiners. Efforts are being made to facilitate receipt of continuing education units from the West Virginia Board of Social Work Examiners. Individuals must submit course information to the Psychology Board of Examiners for review. The coursework meets and exceeds the training requirements for facilitators of Batterer Intervention Programs. These requirements are set forth in Title 119 Legislative Rule Family Protection Services Board Standards.

The graduate certificate program in Domestic Violence Counseling can be completed in one of two ways:

1. The student may apply and be accepted into the Clinical Mental Health Area of Emphasis of the Counseling program and take the certificate courses in conjunction with the required degree courses and graduate with a Master of Arts degree in Counseling in addition to a graduate certificate denoting the Domestic Violence Counseling area of specialty.
2. Second, the certificate coursework may be taken as a stand-alone program to be completed in one year. The program is currently the state's only post-baccalaureate initiative providing a sequential, specialized professional development opportunity for mental health professionals and paraprofessionals who contribute to the identification of, and interventions in family/partner abuse situations.

#### Admission Requirements

Students already enrolled in the Counseling program in the Clinical Mental Health Counseling Area of Emphasis, should submit to Graduate Admissions a Secondary Program Request form:

[www.marshall.edu/graduate/forms/SecondaryProgramRequestForm.pdf](http://www.marshall.edu/graduate/forms/SecondaryProgramRequestForm.pdf).

Prospective certificate-only students should apply for admission to Marshall University as a Professional Development student and select on the application form the Certificate in Domestic Violence Counseling.

It is expected that enrollees of this program will generally be engaged in clinical practice or some support aspect of direct client service and/or intervention where family violence has been identified or suspected.

Admission requirements for the stand-alone Domestic Violence Certificate program include the following:

- a baccalaureate degree from a regionally accredited college or university with an undergraduate Grade Point Average (GPA) of 2.50 or higher on a 4.0 scale for all previously completed undergraduate university work.
- current employment in a community mental health agency, private practice, or related/supporting role that provides direct client contact involving general mental health/psycho-educational interventions; or a master's degree in counseling, social work, psychology; or departmental approval.

It should be noted that gaining admission to the certificate program will not guarantee admission to the Counseling M.A. program.

Course Requirements (12 hours)

COUN 654, An Ecological Approach to Domestic Violence .....	3
COUN 655, Domestic Violence I: Working with Victims.....	3
COUN 656, Domestic Violence II: Working with Perpetrators .....	3
COUN 657, Domestic Violence III: Children as Victims and Witnesses.....	3

Graduate Certificate in Marriage, Couple and Family Therapy  
(courses available on the South Charleston campus only)

NOTE: Coursework in Marriage, Couple and Family Therapy is eligible for continuing education units with the West Virginia Counseling Board of Examiners, as individual study with the West Virginia Board of Social Work Examiners, and can be submitted to the West Virginia Psychology Board of Examiners for review and approval. This certificate program is currently the state's only program focusing on the knowledge base and clinical skills in Marriage, Couple and Family Therapy.

The Graduate Certificate Program in Marriage, Couple and Family Therapy can be completed in one of two ways:

1. The student may apply and be accepted into the Clinical Mental Health Area of Emphasis of the Counseling program and take the certificate courses in conjunction with the required degree courses and graduate with a Master of Arts degree in Counseling in addition to a graduate certificate denoting the Marriage, Couple and Family Therapy area of specialty.
2. Students with a master's degree in counseling, social work, psychology or departmental approval, may be accepted into the certificate program as a post-master's professional development student.

Admission Requirements

- Applicants must meet admission requirements for the master's degree in counseling
- OR
- Hold a master's degree in counseling, social work, psychology, or divinity.

Course Requirements (18 hours)

COUN 622, Parent Education.....	3
COUN 632, Introduction to Marriage, Couple, and Family Therapy .....	3
COUN 637, Adult and Family Development and Transition .....	3
COUN 636, Couple Counseling.....	3
COUN 638, Practicum: Interventions in Marriage, Couple, and Family Counseling .....	3
COUN 693, Internship.....	3

Ed.S. in Education with an Area of Emphasis in Counseling  
(courses available on the South Charleston campus only)

The Ed.S. with an Area of Emphasis in Counseling is designed to accommodate those students who already possess a master's degree in counseling. The program promotes advanced knowledge and skills in the field of professional

counseling with a focus on intervention and supervision skills. A strong component of the program is the attainment of knowledge and skills in three areas:

1. supervision processes
2. advanced theoretical applications
3. advanced internship experiences

A minimum of 27 semester hours beyond the master's degree must be earned for completion of the program.

#### Admission Requirements

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at [www.marshall.edu/graduate/admissionsrequirements.asp](http://www.marshall.edu/graduate/admissionsrequirements.asp).

In addition, applicants must:

- possess a master's degree in counseling or closely related field, from a regionally accredited university or college;
- be eligible for West Virginia certification as a school counselor or licensure as a Licensed Professional Counselor by the West Virginia Board of Examiners in Counseling;
- have a graduate Grade Point Average (GPA) of 3.50 or higher on a 4.0 scale for all previously completed graduate university work.
- have completed coursework at the graduate level in the following areas:
  - Human development
  - Human relationships: listening and communication skills
  - Individual counseling theories and techniques
  - Group counseling theories and techniques
  - Developmental guidance
  - Career development
  - Organization and development of counseling and guidance
  - Legal and ethical issues in counseling
  - Consultation
  - Research methods
  - Tests and measurements
- possess appropriate counseling and intervention skills evidenced by a portfolio of previously completed courses or professional experiences.

Students who are deficient in any or all of the above requirements may be required to complete advisor-approved prerequisite courses or experiences in addition to the 27 hours in the Ed.S. Students are admitted to the Ed.S. program in the fall of each year, at which time an individualized plan of study will be developed based on the program requirements and the student's past academic and professional experiences.

#### Program Requirements

The Ed.S. program consists of a minimum of 27 hours of prescribed coursework built around competencies considered crucial to the practice of a master professional counselor. Students in the Ed.S. program must earn a grade of at least a B in all coursework. The courses comprising the core curriculum are as follows:

Course Number/Course Title	Cr. Hrs.
COUN 740 Internship .....	6 - 12
COUN 742 Current Issues in Professional Counseling.....	3
COUN 746 Systems Intervention .....	3
COUN 747 Advanced Group Counseling .....	3
COUN 750 Seminar .....	3
COUN 755 Models of Counselor Supervision.....	3
COUN 756 Residency in Counselor Supervision .....	3
COUN 760 Special Topics .....	3 - 6
Total for Ed.S .....	27

## Appendix C

### Addition of a Certificate

Department: Psychology

Name of Certificate: Certificate in Clinical Psychology

Proposed catalog changes:

PSYCHOLOGY (PSY)

The Department of Psychology offers the Master of Arts degree in Psychology, the Post Master's Certificate in Clinical Psychology and the Psy.D. degree in Clinical Psychology (see page 155). Admissions procedures and criteria, curriculum, and other program requirements are distinct for each degree program. Please read the appropriate sections below for information on the program of interest.

#### M.A. PROGRAM IN PSYCHOLOGY

1. The M.A. program requires a minimum of 36 graduate credit hours, though students may complete significantly more, depending upon their objectives. A common "core" of 24 credits (see below) is required of all students. The remaining hours are selected in consultation with an advisor to help meet students' academic and professional goals. The Clinical Psychology area of emphasis (see below) requires a minimum of 26 specified credits beyond the core.

For both educational and ethical reasons, it is important that students obtain education and training that is consistent with their career goals. For example, students who intend to work in applied fields of psychology (e.g. clinical, counseling, school, industrial/organizational) should pursue and complete programs of study that prepare them with the skills, knowledge and supervised experience needed to develop competence in that field' this process is consistent with the APA ethical requirement that psychologists restrict their professional work to areas in which they have developed and maintained competence. Prospective students in our M.A. program should recognize that the general M.A. program is NOT in itself a clinical training program; students who plan to do clinical work should apply for and complete the entire Clinical "area of emphasis" sequence Certificate (described in a separate section below), which is designed to prepare graduates for entry-level clinical positions.

*Online Graduate Catalog, Spring 2010 Degree Programs 153 2.*

Admissions Criteria include:

- a. Completion of the following prerequisite courses: Elementary or Introductory Statistics, Experimental Psychology or Research Methods; Abnormal Psychology; Learning, Social Psychology and Developmental Psychology.
- b. A minimum undergraduate GPA of 3.0.
- c. Completion of the Graduate Record Exam (General Test), with scores no lower than 400 on either the Verbal or Quantitative sections, and a minimum total of 900 on those two sections.
- d. Students may be admitted to the psychology master's program with "Provisional" status if either the GRE admission criterion OR the GPA criterion is met. (Students who do not meet either criterion are not eligible for provisional admission.) Provisionally admitted students will be fully admitted to the program when they have completed 12 hours of classes (which must include PSY 517 and 506) from the core courses listed below with no grade being below a *B*. A student who earns a *C* or lower in any of the listed core classes during the period of provisional admission will not be permitted to take further graduate hours within the psychology department. Students receiving provisional admittance must take:  
Statistics (PSY 517)  
Psychometrics (PSY 506)  
And two of the following: Biological Bases of Behavior (PSY 674) Cognitive Psychology (PSY 672)  
Advanced or Applied Social Psychology (PSY 606 or 503) Advanced or Applied Developmental (PSY 615 or 617)

*No student may take more than 18 hours in the psychology department nor take any courses in the clinical concentration without receiving full admission to the department.*

Provisional students will be assigned an advisor who must approve all course registrations. Provisional students will have a departmental hold placed on their registration to assure advisor approval and compliance with this policy. This hold will be permanently removed upon full admittance.

Students who meet criteria in b and c above but who are missing no more than two of the required undergraduate prerequisite classes listed above may also receive provisional admission. They will then be able to take some graduate classes with the approval of their advisors while completing the prerequisites. However, they may only enroll in graduate classes for which there is no expectation of having had a required "missing" undergraduate course as a prerequisite. For example, a student who has not had elementary statistics cannot enroll in Intermediate Statistics (PSY 517); a student without an undergraduate social psychology course cannot take Advanced Social Psychology, etc. Students receiving provisional admission only because of missing prerequisites will be fully admitted to the program upon successful completion of the missing prerequisites and of any graduate courses taken during the provisional period.

3. Admission cycle: Application for admission to the Psychology MA will be received throughout the year and acted on within one week of receipt by the program. Applications for the clinical emphasis are due by March 15 and will be acted on by April 15 of each year. Students who are already admitted to the MA program may submit a letter of interest to the coordinator.

\*\*slots in the clinical emphasis are limited Friendly amendment to stop at "limited" by the faculty resources which are available to supervise the practica. The most qualified applicants will be accepted until the slots have been filled. Grade point averages (undergraduate and graduate) GRE scores, and faculty recommendations will be considered

4. Comprehensive Evaluation: A written comprehensive examination is required of all students in the M.A. program. Details about the exam are available from advisors, and the program coordinator and on the department's website. In addition, students in the Clinical Psychology area of emphasis must, as part of their clinical internship, complete a comprehensive evaluation based on identified clinical competencies.

5. Thesis: Students have the option of completing a research thesis. The department has established a set of criteria and procedures for doing a thesis; these are available from advisors.

Theses may be good choices for students intending to continue their education in research-oriented Ph. D. programs. This issue should be carefully discussed with the advisor. Up to 6 credits of PSY 681 (Thesis) may be included as "additional coursework" discussed below.  
(continued)

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## 6. Curriculum

### a. Core Requirements:

Intermediate Behavioral Statistics (PSY 517). NOTE: if PSY 417 or its equivalent was completed with a *B* or better as an undergraduate, an additional statistics course must be substituted, in consultation with the student's advisor.

Biological Bases of Behavior (PSY 674)

Cognitive Psychology (PSY 672)

Advanced or Applied Social Psychology (PSY 606 or PSY 503); NOTE: if either course or its equivalent was completed with a *B* or better as an undergraduate, the student must take the other course at the graduate level.

Advanced or Applied Developmental Psychology (PSY 615 or PSY 617)

Psychometrics (PSY 506). NOTE: If PSY 406 or its equivalent was completed with a *B* or better as an undergraduate, an acceptable alternative must be substituted, in consultation with the student's advisor.

Ethical and Legal Issues in Psychology (PSY 605)

M.A. Research Seminar (PSY 692)

Total: 24 credits

b. Additional Coursework: A minimum of 12 additional credit hours are to be selected in

consultation with the advisor. With the advisor's approval, courses from other departments that are consistent with the student's academic and career goals may be included in the required 12 additional credits. Students may, and often do, take more than 36 credit hours as part of their degree programs; in preparing their plans of study, students should carefully discuss their academic and career goals with their advisors and other faculty members.

**CLINICAL PSYCHOLOGY POST MASTER'S CERTIFICATE** Ec. Clinical Psychology area of emphasis

1. : Clinical Psychology area of emphasis: The Clinical

Psychology area of emphasis Certificate consists of 26 credit hours of clinical coursework and supervised clinical experience beyond the required department core. (Note: These 26 credits will meet the requirements for 12 additional credits as noted in *b* above.) It is designed to prepare graduates for master's degree level clinical roles within professional psychology. Any student who is fully admitted to the Psychology M.A. program may apply for admission to the clinical psychology post master's certificate area of emphasis. More information and application materials are available from advisors and from the Clinical area coordinator. The following courses are required for the Clinical Psychology area of emphasis Certificate. Those marked with \* are restricted only to students in the clinical track certificate program. Students in the M.A. clinical area of emphasis certificate program must take their specialty track clinical courses in South Charleston. It is important to note that students in the clinical area of emphasis certificate program *must* complete the entire track to receive any letters of support or other indication from individual faculty members, the department or the university that the student has achieved appropriate competence in the skills or knowledge bases associated with master's level clinical framing, and such students must complete the entire sequence for any indication of the clinical specialty track certificate to appear on their transcripts.

2. Admissions: Applications for admission to the Clinical Psychology Post Master's Certificate are due by March 15th and will be acted on by April 15th of each year. Slots in the Clinical Psychology Certificate Program are limited by the faculty resources which are available to supervise the practica. The most qualified applicants will be accepted until the slots have been filled. Grade point averages (undergraduate and graduate) GRE scores, and faculty recommendations will be considered.

3. Comprehensive Evaluation: A written comprehensive examination is required of all students in the Clinical Psychology Post Master's Certificate program. Details about the exam are available from advisors and the program coordinator. Students in the clinical certificate program must, as part of their clinical internship, complete a comprehensive evaluation based on identified clinical competencies.

4. Curriculum

Required:

Current Models of Psychotherapy (PSY 533; 3 cr.)

Diagnosis and Treatment Planning (PSY 608; 3 cr.)

Individual Psychotherapy and Interviewing (PSY 633; 3 cr.)\*

Assessment of Adults (PSY 610; 3 cr.)\*

Assessment of Children (PSY 611; 3 cr.)\*

Adult Assessment Practicum (PSY 620; 1 cr.)\*

Child Assessment Practicum (PSY 621; 1 cr.)\*

Group Therapy (PSY 634, 3 cr.)\*

Clinical Practicum (PSY 670; 6 cr.)\*

Clinical Internship (PSY 680; 3 cr.)\*

Electives:

Psychotherapy with Children (PSY 619; 3 cr.)\*

Adult Diagnosis and Therapy (PSY 630; 3 cr.)\*

Child and Family Diagnosis and Therapy (PSY 635; 3 cr.)\*

Clinical Practicum II (PSY 671; 3 cr.)\*

The following two statements are applicable to all psychology graduate programs:

1. *2-C Rule*: Psychology students cannot be admitted to, or continue in, a graduate program in psychology if they earn more than one grade of "C" or lower in any graduate course in psychology or any course included in the plan of study. Such students will not be permitted to continue taking courses or to work on a thesis.

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2. *Ethics and Student Behavior:* Students in all programs are expected to behave in accordance with the APA Ethical Principles and Code of Conduct. Consequences for violations may include suspension or dismissal from the student's program of study. When students in the clinical area of emphasis (M.A. program) or the Psy.D. program exhibit behavior indicating inability or limited capacity to successfully perform clinical roles and functions, they may be suspended or dismissed from their program of study.

New clean copy of catalog description:

## PSYCHOLOGY (PSY)

The Department of Psychology offers the Master of Arts degree in Psychology, the Post Master's Certificate in Clinical Psychology and the Psy.D. degree in Clinical Psychology (see page 155). Admissions procedures and criteria, curriculum, and other program requirements are distinct for each degree program. Please read the appropriate sections below for information on the program of interest.

### M.A. PROGRAM IN PSYCHOLOGY

1. The M.A. program requires a minimum of 36 graduate credit hours, though students may complete significantly more, depending upon their objectives. A common "core" of 24 credits (see below) is required of all students. The remaining hours are selected in consultation with an advisor to help meet students' academic and professional goals.

For both educational and ethical reasons, it is important that students obtain education and training that is consistent with their career goals. For example, students who intend to work in applied fields of psychology (e.g. clinical, counseling, school, industrial/organizational) should pursue and complete programs of study that prepare them with the skills, knowledge and supervised experience needed to develop competence in that field; this process is consistent with the APA ethical requirement that psychologists restrict their professional work to areas in which they have developed and maintained competence. Prospective students "in our M.A. program should recognize that the general M.A. program is NOT in itself a clinical training program; students who plan to do clinical work should apply for and complete the Clinical Certificate (described in a separate section below), which is designed to prepare graduates for entry-level clinical positions.

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2. Admissions Criteria include:

- a. Completion of the following prerequisite courses: Elementary or Introductory Statistics, Experimental Psychology or Research Methods; Abnormal Psychology; Learning, Social Psychology and Developmental Psychology.
- b. A minimum undergraduate GPA of 3.0.
- c. Completion of the Graduate Record Exam (General Test), with scores no lower than 400 on either the Verbal or Quantitative sections, and a minimum total of 900 on those two sections.
- d. Students may be admitted to the psychology master's program with "Provisional" status if either the GRE admission criterion OR the GPA criterion is met. (Students who do not meet either criterion are not eligible for provisional admission.) Provisionally admitted students will be fully admitted to the program when they have completed 12 hours of classes (which must include PSY 517 and 506) from the core courses listed below with no grade being below a *B*. A student who earns a *C* or lower in any of the listed core classes during the period of provisional admission will not be permitted to take further graduate hours within the psychology department.

Students receiving provisional admittance must take:

Statistics (PSY 517)

Psychometrics (PSY 506)

And two of the following: Biological Bases of Behavior (PSY 674) Cognitive Psychology (PSY 672) Advanced or Applied Social Psychology (PSY 606 or 503) Advanced or Applied Developmental (PSY 615 or 617)

***\*\*No student may take more than 18 hours in the psychology department without receiving full admission to the department. - Discussion: grad catalog states students cannot take more than 12 hours without being fully admitted***

Provisional students will be assigned an advisor who must approve all course registrations.

Provisional students will have a departmental hold placed on their registration to assure advisor approval and compliance with this policy. This hold will be permanently removed upon full admittance.

Students who meet criteria in b and c above but who are missing no more than two of the required undergraduate prerequisite classes listed above may also receive provisional admission. They will then be able to take some graduate classes with the approval of their advisors while completing the prerequisites.

However, they may only enroll in graduate classes for which there is no expectation of having had a required "missing" undergraduate course as a prerequisite. For example, a student who has not had elementary statistics cannot enroll in Intermediate Statistics (PSY 517); a student without an undergraduate social psychology course cannot take Advanced Social Psychology, etc. Students receiving provisional admission only because of missing prerequisites will be fully admitted to the program upon successful completion of the missing prerequisites and of any graduate courses taken during the provisional period.

3. Admission cycle: Application for admission to the Psychology MA will be received throughout the year and acted on within one week of receipt by the program.

4. Comprehensive Evaluation: A written comprehensive examination is required of all students in the M.A. program. Details about the exam are available from advisors, the program coordinator and on the department's website. In addition, students in the Clinical Psychology area of emphasis must, as part of their clinical internship, complete a comprehensive evaluation based on identified clinical competencies.

5. Thesis: Students have the option of completing a research thesis. The department has established a set of criteria and procedures for doing a thesis; these are available from advisors. Theses may be good choices for students intending to continue their education in research-oriented Ph. D. programs. This issue should be carefully discussed with the advisor. Up to 6 credits of PSY 681 (Thesis) may be included as "additional coursework" discussed below.

#### *154 Degree Programs Marshall University*

#### 6. Curriculum

##### a. Core Requirements:

Intermediate Behavioral Statistics (PSY 517). NOTE: if PSY 417 or its equivalent was completed with a *B* or better as an undergraduate, an additional statistics course must be substituted, in consultation with the student's advisor.

Biological Bases of Behavior (PSY 674)

Cognitive Psychology (PSY 672)

Advanced or Applied Social Psychology (PSY 606 or PSY 503); NOTE: if either course or its equivalent was completed with a *B* or better as an undergraduate, the student must take the other course at the graduate level.

Advanced or Applied Developmental Psychology (PSY 615 or PSY 617)

Psychometrics (PSY 506). NOTE: If PSY 406 or its equivalent was completed with a *B* or better as an undergraduate, an acceptable alternative must be substituted, in consultation with the student's advisor.

Ethical and Legal Issues in Psychology (PSY 605)

M.A. Research Seminar (PSY 692)

Total: 24 credits

b. Additional Coursework: A minimum of 12 additional credit hours are to be selected in consultation with the advisor. With the advisor's approval, courses from other departments that are consistent with the student's academic and career goals may be included in the required 12 additional credits. Students may, and often do, take more than 36 credit hours as part of their

degree programs; in preparing their plans of study, students should carefully discuss their academic and career goals with their advisors and other faculty members.

#### CLINICAL PSYCHOLOGY POST MASTER'S CERTIFICATE

1. The Clinical Psychology Certificate consists of 26 credit hours of clinical coursework and supervised clinical experience. It is designed to prepare graduates for master's degree level clinical roles within professional psychology. Any student who is fully admitted to the Psychology M.A. program may apply for admission to the clinical psychology post master's certificate. More information and application materials are available from advisors and from the Clinical area coordinator. The following courses are required for the Clinical Psychology Certificate. Those marked with \* are restricted only to students in the clinical certificate program. Students in the clinical certificate program *must* complete the entire track to receive any letters of support or other indication from individual faculty members, the department or the university that the student has achieved appropriate competence in the skills or knowledge bases associated with master's level clinical training, and such students must complete the entire sequence for any indication of the clinical certificate to appear on their transcripts.

2. Admissions: Applications for admission to the Clinical Psychology Post Master's Certificate are due by March 15<sup>th</sup> and will be acted on by April 15<sup>th</sup> of each year. Slots in the Clinical Psychology Certificate Program are limited by the faculty resources which are available to supervise the practica. The most qualified applicants will be accepted until the slots have been filled. Grade point averages (undergraduate and graduate) GRE scores, and faculty recommendations will be considered.

3. Comprehensive Evaluation: A written comprehensive examination is required of all students in the Clinical Psychology Post Master's Certificate program. Details about the exam are available from advisors and the program coordinator. Students in the clinical certificate program must, as part of their clinical internship, complete a comprehensive evaluation based on identified clinical competencies.

#### 4. Curriculum

##### Required:

Current Models of Psychotherapy (PSY 533; 3 cr.)  
Diagnosis and Treatment Planning (PSY 608; 3 cr.)  
Individual Psychotherapy and Interviewing (PSY 633; 3 cr.)\*  
Assessment of Adults (PSY 610; 3 cr.)\*  
Assessment of Children (PSY 611; 3 cr.)\*  
Adult Assessment Practicum (PSY 620; 1 cr.)\*  
Child Assessment Practicum (PSY 621; 1 cr.)\*  
Group Therapy (PSY 634; 3 cr.)\*  
Clinical Practicum (PSY 670; 6 cr.)\*  
Clinical Internship (PSY 680; 3 cr.)\*

##### Electives:

Psychotherapy with Children (PSY 619; 3 cr.) \*  
Adult Diagnosis and Therapy (PSY 630; 3 cr.)\*  
Child and Family Diagnosis and Therapy (PSY 635; 3 cr.)\*  
Clinical Practicum II (PSY 671; 3 cr.)\*

The following two statements are applicable to all psychology graduate programs: 1. *2-C Rule:* Psychology students cannot be admitted to, or continue in, a graduate program in psychology if they earn more than one grade of "C" or lower in any graduate course in psychology or any course included in the plan of study. Such students will not be permitted to continue taking courses or to work on a thesis.

2. *Ethics and Student Behavior*: Students in all programs are expected to behave in accordance with the APA Ethical Principles and Code of Conduct. Consequences for violations may include suspension or dismissal from the student's program of study. When students in the clinical area of emphasis (M.A. program) or the Psy.D. program exhibit behavior indicating inability or limited capacity to successfully perform clinical roles and functions, they may be suspended or dismissed from their program of study.

ATTACHMENT 2  
Graduate Curriculum Change Approvals

College: GSEPD - All Approved

Addition of a Certificate Program

Department/Division: Elem. & Secondary Ed.

Name of Certificate: Certificate in Program Evaluation

Effective term and year: Fall 2011

Curriculum:

CI 627: Program Planning and Evaluation (3 hours) (new course) EDF 620:  
Mixed Methods Research (3 hours) (new course) Local Cultural  
Literacy/Competency (3 hours) - Select one of the following: CULS 610 —  
Seminar in Appalachian Culture (3 hours) CULS 611 -- Appalachian Studies:  
Themes and Voices (3 hours) CULS 612 — Time and Place in Appalachia (3  
hours) EDF 679 -- Problem Report (3 hours)

New Catalog Description:

Evaluation research-systematic research principles and procedures for determining the success of policies, programs, projects, community development and other activities—has grown exponentially over the past several decades, especially as foundations, granting agencies, non-profits, governmental and other organizations and agencies increasingly expect and require the evaluation of services, programs, and projects. The need for researchers trained in both the theories and methods of evaluation research has grown accordingly. The Certificate in Program Evaluation emphasizes the practical application of program planning, assessment, and evaluation through frames of mixed methods research, local cultural contexts, and project-based applications of skills and knowledge.

Description of Certificate in Program Evaluation —

This proposal surfaces from an ongoing interdisciplinary relationship between the Graduate School of Education and Professional Development (GSEPD), the College of Liberal Arts Graduate Humanities Program, and the West Virginia Prevention Resource Center (WV PRC).

The work of these three units—and the rationale for this certificate, provided below—intersects in the curricula provided by GSEPD's Curriculum and Instruction Program and the Graduate Humanities Program, two units that have long collaborated in the delivery of graduate-level instruction in both the humanities and educational foundations.

The following rationale lines out several key issues concerning the conception, development and planned deliver) of the proposed Certificate, including, as required by the Marshall University Graduate Council, (1) how credits earned with the proposed program may be applied to graduate degrees offered at Marshall; (2) a market analysis for the proposed certificate; (3) how the proposed certificate will be promoted; (4) admission standards and certificate requirements for the proposed certificate; (5) whether the courses will qualify for professional continuing education; (6) identification of relevant administrative personnel; and (7) description of capstone experience. Rosters of qualified instructors for the two new courses proposed for this Certificate are listed on the individual course applications.

Rationale: See Appendix A for full rationale

Course Addition

Course Number and Title: EDF 620

New Course Title: Mixed Methods Research

Alpha Designator & Number: EDF 620

Credits: 3 CR

Co-requisite(s)/Prerequisite(s): N/A

First term offered: Fall 2011

Course being Deleted in place of this addition: None

Course Catalog Description

Integrates quantitative and qualitative approaches and applications to research, couching these models within developing theories for and approaches to mixed methods research in education and closely related fields.

Course Addition

Department/Division: Elem. & Secondary Ed.

Course Number and Title: CI 627

New Course Title: Program Planning and Evaluation

Graded: Yes

Credit Hours: 3

Co-requisite(s)/Prerequisite(s): N/A

First Term Offered: Fall 2011

Course being Deleted in place of this addition: N/A

Course Catalog Description:

Explicitly links program planning in/for organizations with advances in evaluation research practice in education and closely related fields. Designed for students engaged in varying levels of professional practice.

Course Addition:

Department/Division: SOE

Course Number and Title: ECE 530: Preschool Curriculum and Methods

Co-requisite(s)/Prerequisite(s): None

First Term Offered: Fall 2011

Course being deleted in place of this addition: None

Graded: Yes

Credit hours: 3

Agreements: Students will arrange their own observational experience as needed.

Duplication:

This would be a graduate level of the ECE 430 course that is currently offered; this course will be used when a student in the Preschool Special Needs Master's program has a deficit educational experience in presenting curriculum to typically developing children

Course Catalog Description:

Historical and contemporary curriculum and methods for preschool children with an emphasis on current best practices

## College: GSEPD & COE - All Approved

Change of an Area of Emphasis within an Existing Major

Division: Education

Name of Major: Counseling

Name of Area of Emphasis: School Counseling

Rationale:

School Counseling is an area of emphasis in the counseling program. Due to a reduction in the number of internship hours required for school counseling students (changed from 9hrs to 6hrs), school counseling students will be required to take CIEC 534 Applications Software in the Classroom Curriculum Area (3hrs) to their plan of study. This change will meet both NCATE and WV Department of Education requirements.

The total degree hour requirement will remain at 60 hrs (66 hrs. for alternative certification students)

Effective term and year: Spring 2011

Required Course to be added to School Counseling area of emphasis

CIEC 534 -Applications Software in the Classroom Curriculum Area (3hrs)

Catalog Descriptions: See Change of Catalog Description Request (below) and Appendix B

## APPENDIX A

Department/Division: Elem. & Secondary Ed.  
Name of Certificate: Certificate in Program Evaluation  
Effective term and year: **Fall 2011**

### **Rationale:**

Evaluation research—systematic research principles and procedures for determining the success of policies, programs, projects, community development and other activities—has grown exponentially over the past several decades, especially as foundations, granting agencies, non-profits, governmental and other organizations increasingly expect and require the evaluation of services, programs, and projects (see, e.g., Donaldson and Scriven 2003; Patton 2002, 2008). The need for researchers trained in both the theories and methods of evaluation research has grown accordingly (cf. Trochim et al. 2009). And perhaps as a direct result of this growth, particularly in the health professions as well as in education and in the social sciences (see, e.g., Brophy et al. 2008; Butler and Copeland-Carson 2005; Mertens 2010), curricula and programs in evaluation research have grown along similar lines at U.S. universities as a so-called "transdisciplinary" mode of research and learning (see Scriven 2003; but also see, as a comparative sample of the various programs in place at U.S. universities, the graduate certificates in evaluation studies at the University of Minnesota, Wayne State University, and the University of Arkansas).

Following national trends, the demand for high-quality evaluation research is also relatively high in West Virginia, where, like other states, nonprofits and other service-based organizations are among the fastest growing sectors of the economy (see Anheier 2005, 2009). Several faculty and students in the Graduate School of Education and Professional Development (GSEPD) and at the Marshall University Graduate College (MUGC) are thus involved in a variety of evaluation and other research activities deployed to meet the demand for evaluating the success of educational and other services, programs, and projects. Moreover, GSEPD/MUGC extension cooperatives such as the West Virginia Prevention Resource Center (headed by Dr. Wayne Coombs, the WV PRC's Executive Director and a member of the GSEPD faculty) also provide capacity building and evaluation services for a variety of projects, programs, organizations and agencies across the state. Much of this research activity directly involves students from GSEPD and other programs on the South Charleston MUGC campus. Taken together, this evaluation research activity is a vitally important component of Marshall University's larger research and outreach mission and, indeed, the President's current Strategic Plan (see, e.g., "Community and Service" of "Marshall's Strategic Vision," posted on <http://www.marshall.edu/president/strategic/community.asp>).

With these multifaceted rationales in mind, an interdisciplinary group of faculty, researchers, and community leaders representing MUGC, GSEPD, the Graduate Humanities Program (COLA), the WV PRC, and the West Virginia Community Development Hub have met over the past year to begin the process of formalizing graduate-level student training in community development and evaluation research. The current proposal is in part a product of those conversations; but it also grows out of a larger initiative put into motion by the late Senator Byrd under the umbrella of "Prevention as Community Development: Programs of Regional and National Significance" and awarded to the WV PRC in 2009 to build capacity for agencies and organizations directly involved in the health and well-being of West Virginia communities. Representatives of those agencies and organizations working with the WV PRC have long expressed the need for advanced study and training in applied evaluation research. These conclusions are supported by both anecdotal and survey evidence collected by WV PRC staff (available by request), a market analysis that suggests that interest in such a certificate program is very strong (in a recent PRC survey, for example, 88.4% of the respondents indicated that they would be very interested in such a certificate should it be offered).

The current certificate proposal, then, would provide at least two potential areas for growing enrollment in the certificate program itself as well as in the graduate seminars that make up its curriculum: (1) from professionals situated in nonprofit and other organizations and agencies (like those that work with WV PRC), who desire certification in evaluation research; and (2) from current and future students enrolled in GSEPD and other MUGC programs whose professional careers (as educators, e.g.) will involve the active evaluation of services, projects, and programs. Given these potentials—as well as the high demand for

evaluation research more generally—the development of a graduate certificate in evaluation research seems a more than viable trajectory for development at Marshall University. Indeed, such a certificate would give both current and prospective students the ability to gain a recognized certificate in applied evaluation research, one to which nonprofit and other agencies and organizations could look for direction and expertise.

Though several universities offer graduate-level evaluation research certificates, ours will be particularly unique in its approach to linking advanced study in evaluation research to cultural literacy and application. On this point the literature is clear: current discussions in evaluation research studies emphasize accounting for and engendering theories and methods of praxis that are emergent from, and responsive to, the socio-cultural contexts of policies, programs, projects, community development and other activities (see, e.g., Guzman 2003; Hopson 2003; Patton 2003, 2005). Vital to these emergent research frames is opening up the possibility for producing more socially responsible and collaborative theories and methods of research and action that directly benefit and augment community-based issues and concerns (cf. Fetterman and Wandersman 2004; Lassiter 2005; Wali 2006); which, in turn, is today absolutely critical to realizing more relevant and pursuant outcomes for the active and applicable evaluation of policies, programs, projects, community development and other activities (Fitzpatrick et. al. 2009).

In sum, then, the proposed Certificate will provide training in graduate-level theories and methodologies of applied evaluation in order to equip students with the necessary skills that can be applied to the evaluation of policies, programs, projects, community development and other activities. The proposed certificate program will combine study in mixed quantitative and qualitative research methods with training in cultural competency. In addition to learning and acquiring conceptual and methodological skills such as needs assessment, program theory, logic modeling, and process and outcome analysis, students will engage in a capstone experience that emphasizes the evaluation of an actual and/or existing project or program.

As in many other certificate programs, students may apply to the proposed certificate as either degree or non-degree students (in either case, students must apply for the Certificate through Graduate Admissions). Also, as in other certificate programs, to make an application, students must possess an undergraduate B.A. or B.S. degree from a regionally accredited college or university, with a minimum of an overall undergraduate grade point average of 2.5 on a scale of 4. No more than 3 hours of transfer credit can be applied to the proposed certificate (and the credit may not be more than 7 years old), to be applied only to the local cultural literacy/competency requirement (students may not transfer CI 627, EDF 620, or EDF 629). Students may apply credits earned in the proposed certificate to graduate degrees in GSEPD as well as in the Graduate Humanities Program as electives, to be determined by faculty advising students' programs of study. Credits earned in the proposed certificate can potentially be applied to professional development and other professional continuing education as well; again, depending on individual programs of study and the approval of faculty in GSEPD and/or the Graduate Humanities Program.

The administrative home for the proposed certificate will be GSEPD's Program of Elementary and Secondary Education, the Program Director for which is Dr. Lisa Heaton. The proposed certificate will be administrated in collaboration with the Graduate Humanities Program, the Program Director for which is Dr. Luke Eric Lassiter (who is also jointly appointed in GSEPD). Working closely with Heaton, Lassiter will serve as the graduate advisor for students enrolled in the certificate program. Both Heaton and Lassiter will promote the certificate to students enrolled in Marshall University Graduate College programs; and, as well, work closely with the WV PRC to identify potential students who, as demonstrated by survey/market analysis, have shown interest applying for such a certificate should it become available from Marshall University.



Graduate Council

MEMORANDUM

To: President Stephen J. Kopp TC  
From: Tracy Christofero - Chair, Graduate Council  
Date: December 9, 2010  
Subject: **Approval of Graduate Council Minutes: December 3, 2010**

Minutes of the December Graduate Council meeting are attached for your review. Approval of these minutes will also serve as approval of curricular motions and graduate faculty status.

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

J. Kopp  
President, Marshall University

T  
Date

Minutes approved.

*Note to President's secretary:*

Please return the signed original to Tracy Christofero with copies to:

Dr. Tracy Christofero, MUGC 328, South Charleston Campus  
Dr. Donna Spindel, Dean, Graduate College, Old Main, Huntington campus  
Dr. Deanna Mader, Secretary, Graduate Council, CH 414, Huntington campus  
Ms. Barbara Hicks, Office of Academic Affairs, Old Main, Huntington campus  
Ms. Jennifer Lauhon, Office of Academic Affairs, Old Main, Huntington campus  
Ms. Crystal Stewart, Distributed Education, CB 219, Huntington campus

## Marshall University Graduate Council Minutes December 3, 2010

### Thomas Board Room, South Charleston Campus

**Members Present:** Christofero, Trzyna, Mader, Mulder, Brammer, Stroebel, McComas, Sottile, Krieg, Securro, Heaton, Midkiff, Edington, Gruetter, Swindell, Watts, Zanter

**Members Absent:**

**Ex-Officio Members Present:**

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

**Guests:** Comeau, Gomati, Hill, White

Christofero convened the meeting at 1:00 pm.

Christofero	Welcome, Introductions, Announcements
Mader	Approval of previous Meeting Minutes (Attachment 1)
Christofero	Report of Graduate Faculty Status candidates (Attachment 2)
Jane Hill	Presentation: MA English request for Resource Development
Mulder	Curriculum Committee business (Attachment 3)
Trzyna	Academic Planning, Standards, & Policies Committee business
Gruetter	Credentialing Committee business
Securro	Program Review & Assessment Committee business
Christofero	Miscellaneous business of the Council

Christofero announced both of the GC meetings in South Charleston next semester will be in the Thomas Board Room

**Minutes Approved:** Minutes for the September and October 2010 meetings were approved as distributed (Attachment 1).

**Graduate Faculty Status:** Graduate Faculty List (Attachment 2) was approved with the addition of Fondren (COLA).

**Program Reviews:** Jane Hill, representing Dean Pittenger (COLA), addressed the Graduate Council regarding the English Department's request for resource development in their Program Review. Teaching English to Speakers of Other Languages (TESOL) is being moved to English which will result in additional demands placed on existing resources. Graduate Council expressed several questions and concerns (e.g. Is the request for GTA positions only or funding for GTAs? Where will the TESOL resources go

when the move takes place?) Council approved Christofero's request to suspend the agenda in order to allow Hill to obtain additional information from Dean Pittenger who was not in attendance. Hill spoke to Dr. Pittenger, Dr. Ormiston, and Dr. Pauley and was informed the Graduate Council does not approve positions, but the Dean does need permission to shift resources. Graduate Council discussion concluded that role is the responsibility of Dr. Spindel as Dean of the Graduate College. Hill requested retraction of the original request for resource development for the MA in English Program and stated she will submit a new cover sheet indicating such. Discussion continued. Graduate Council expressed concern regarding procedural issues affecting students and resources. Graduate Council also expressed concern as to its exclusion in the decision to move TESOL.

**Curriculum Committee Business:** Mulder presented 19 curriculum requests (Attachment 3). Of the 19, 17 were approved as is, and 2 were approved with changes.

College	Request	Results
CITE	Course Number Change: ES 600 (Introduction to Environmental Science) to ES 575	Approved
COLA	Change of Course Title, Content and Catalog Description: Psychology- PSY 672	Approved
COLA	Add: ANT 568 National Identity	Approved
COLA	Add: SOC 568 National Identity	Approved
COLA	Changes to Admission Requirements: M.S. in Criminal Justice	Approved
COLA	Change of a Major or Degree: MA and MS in Geography	Approved
COLA	Change of Course Title, Content and Catalog Description: Geography - GEO 514	Approved
COLA	Change of Course Title, Content and Catalog Description: Geography-GEO 515	Approved
COLA	Change of Course Title, Content and Catalog Description: Geography-GEO 516	Approved
COLA	Add: ENG 505: History of the English Language	Approved
COLA	Change of Course Title, Number and Catalog Description: English-ENG 576 to ENG 626	Approved
COLA	Add: ENG 617 TESOL Curriculum Development and Materials Design	Approved
COLA	Add: ENG 634 Teaching English for Academic Purposes	Approved
COLA	Add: ENG 670 Observation Practicum TESOL (the word "supervised" was added to the course description)	Approved with Changes
COLA	Add: ENG 671 Teaching Practicum TESOL (the word "supervised" was added to the course description)	Approved with Changes
COLA	Addition of an Area of Emphasis Within an Existing Major: English - MA English with an area of emphasis in TESOL	Approved
	Change of Course Title and Catalog Description: School of	

COEHS	Kinesiology - ESS 652	Approved
COHP	Change of Course Title: Kinesiology - ESS 670	Approved
COHP	Addition of a Major or Degree (Intent to Plan): School of Kinesiology - MS in Athletic Training	Approved

**Academic Planning, Standards, & Policies Committee Business:** Trzyna reported the organizational chart was corrected in the Master of Public Health Intent to Plan. The MPH Intent to Plan was approved.

**Credentialing Committee Business:** Gruetter advised COFA and COEHS of their scheduled graduate faculty status audits this semester. The COFA audit went well. Several problems were noted in the COEHS audit. A letter outlining identified problems and Graduate Council concerns will be sent to Dean Bookwalter. It was recommended and approved to audit the COEHS again in 2011-2012.

**Program Review & Assessment Committee Business:** Securro requested that completed program reviews be sent to the respective departments with a copy to Securro and Dr. Mary Beth Reynolds. Council members were reminded the deadline is December 15, 2010. Communication with the departments is encouraged in order to foster our goal of assistance. The role of Graduate Council is not adversarial. At the Graduate Council January 28, 2011 meeting, review teams will report on their recommendations for their respective program reviews. Departments will make revisions to the reviews and will repost them to the website for GC to review again.

**Miscellaneous Business of the Council:** 1) Christofero noted there are no known documented procedures for the subcommittees to follow. Subcommittees were asked to discuss, define and document procedures so committees do not have to rely on verbal historical information, as information and procedures may be lost when subcommittee membership changes each year.

2) Graduate Council members expressed deep concern as to lines of authority and how decisions are made that affect graduate education at Marshall University. It has come to the Council's attention that changes pertaining to a particular department were made in the graduate catalog that are counter to the wishes of the department. The result was an error in the stated communication regarding the program of study/admission. Graduate Council has an established form (2009-2010) to make catalog changes that are not related to course changes. Council needs to encourage maintenance of the process. Other concerns/questions included: who decides what constitutes a significant change that requires Graduate Council review, who has the authority to make decisions, what is the role of the Graduate Dean, and what is the role of Graduate Council in reviewing program resources? To explore these and other related issues, an ad hoc Committee on Organizational Structure was formed. Trzyna will chair the committee.

3) In 2006, Graduate Council stated that fees collected from the revalidation of courses would go back to the department which completed the work (see GC minutes 10/27/2006). Currently, the revalidation course fee is \$25/credit hour. It has come to the attention of the Graduate Council that those fees are going to the Graduate Dean and not back to the departments. It was thought that some of the fees were redistributed for student travel and other activities, although not to the departments revalidating the coursework. It was moved and approved that the Graduate Dean would provide a report to Graduate Council of the last 5 years of revalidation fees, including amount and origin by department, amount and benefactor of each distribution, and the current balance of that account.

Meeting adjourned at 2:45 pm.

Submitted by Deanna Mader, Secretary, December 10, 2010 and revised by Tracy Christofero, December 10, 2010.

Attachments:

1. Minutes from the September and October meetings
2. Graduate faculty membership approvals
3. Graduate curriculum change approvals

Future Graduate Council Meetings for 2010-2011 Academic Year:

- January 28, 2011 - Huntington - John Spotts
- February 25, 2011 - South Charleston - Thomas Board Room
- March 18, 2011 - Huntington - John Spotts
- April 22, 2011 - South Charleston - Thomas Board Room

ATTACHMENT 1 Minutes from the  
September and October meetings

Marshall University Graduate Council Minutes

**September 24, 2010**

**Room 137 Main Building, South Charleston Campus**

**Members Present:** Christofero, Trzyna, Mader, McComas, Sottile, Midkiff, Gruetter, Brammer, Edington, Securro, Krieg, Stroebel, Heaton, Watts, Mulder

**Members Absent:** Swindell, Zanter

**Ex-Officio Members Present:** Spindel

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

**Guests:** Comeau, Reynolds

Christofero convened the meeting at 1:00 pm.

**Minutes Approved:** Minutes for the August 27, 2010 meeting were approved as distributed.

**Graduate Faculty Status:** Graduate Faculty List (Attachment 1) was approved. Christofero reminded members to check with their colleges to make sure all faculty have been updated on Graduate Faculty status. Christofero's recommendation to change the date text format of the form to numeric to allow for sorting by date was approved. Discussion included process clarification as to who should apply, who requires approval, how faculty are informed, the update schedule, and the role of the deans. The Credentialing Committee will look at the current procedure and will make recommendations to the GC.

**Program Reviews:** Dr. Mary Beth Reynolds, Director of Assessment, presented an overview, as well as the guidelines and forms regarding the upcoming graduate program reviews. Nine (9) graduate program reviews will be uploaded to the Office of Assessment Web site and ready for review after November 1, 2010. Christofero reminded the council members that teams of two members will review a program outside their discipline and reports will go to the Academic Planning, Standards, & Policies Committee.

Dr. Reynolds emphasized that the role of reviewers is to help the units submit the best document possible. Christofero added that the goal is to be supportive and not adversarial. She urged reviewers to stay in contact with the unit program review contact person in order to make changes in advance of the GC meeting in January. Revised program reviews will be uploaded by January 15, 2011. Any graduate program that

requests additional resources will need to make a presentation to the Graduate Council at the December 2010 meeting.

**Curriculum Committee Business:** Mulder discusses changes to the format of the Change Requests Summary to representation by college vs. by action (Attachment 2). 15:16 requests were approved, with one postponed pending supporting documentation.

College	Request	Results
LCOB	Add: ACC 544 - Consulting for CPAs	Approved
LCOB	Add: ACC 698 - Ethics and Professional Development in Accounting; Credit Hours: "Not Stated" should read "3"	Approved
LCOB	Change of a Major Degree: M.S. in Accountancy - Delete ACC 648 as a required course	Approved
LCOB	Change of a Major Degree: M.S. in Accountancy -Students may take one of three courses as an elective (MGT 674, MGT 680, MKT 682)	Approved
LCOB	Change of Catalog Description: M.S. in Accountancy	Approved
COS	Graduate Course Change: GLY 551	Approved
COS	Delete: GLY 551L - Principles of Geomorphology Laboratory	Approved
COS	Graduate Course Change: GLY 556	Approved
COS	Delete: GLY 556L - Environmental Geology Laboratory	Approved
COS	Graduate Course Change: GLY 557	Approved
GSEPD	Change of Area of Emphasis in an Existing Major: Mental Health Counseling; Department: "Education" modified to "Counseling"	Approved
COEHS/ GSEPD	Deletion of Area of Emphasis in an Existing Major: Literacy, Language & Learning	Approved
COEHS/ GSEPD	Change Certificate to End New Admissions: Reading Specialist Certificate	Approved
COHP	Add: HS 630 - Seminar in Athletic Training	Approved
COHP	Add: HS 625 - Evidence Based Practice in Therapeutic Electrophysical Agents	Approved
COHP*	Intent to Plan: M.S. in Athletic Training	Postponed

\* COHP - changes approved; motion to remove the Intent to Plan from the original amendment approved -approved; course changes approved, Intent to Plan will be discussed at the next meeting, documentation will be distributed prior to the next meeting.

Curriculum business continued in a discussion regarding the approval process and the procedures for communicating results for all changes

**Academic Planning, Standards, & Policies Committee Business:** Trzyna reported no new business at this time.

**Credentialing Committee Business:** Gruetter advised members of five reviews this year: COEHS, GSEPD, COFA, DCHP, and COLA.

**Program Review & Assessment Committee Business:** Securro will notify members of their program review assignments.

**Miscellaneous Business of the Council:** Christofero requested that last year's Graduate Assistant subcommittee reconvene and make recommendations to the Graduate Council.

Spindel stated the current practice for the calculation of undergraduate GPAs for admission to graduate school is an issue that Admissions has noted. The process is very time consuming since it includes all grades earned in the undergraduate work. Many other graduate programs at other institutions do not use the overall undergraduate GPA; rather they use the undergrad degree GPA from where the degree was earned. Currently, all transcripts must be submitted before any calculations are performed to make admissions decisions. Making the change will also make our own graduate school more competitive. Concerns were expressed regarding non-MU undergraduates' actual qualifications for admission and the potential for placing ML) undergraduates at a disadvantage since all of their grades would be included. Members are urged to continue this discussion with their respective colleges and report back to the Graduate Council at the next meeting.

Mulder reintroduced a previous discussion regarding the Graduate Council taking a proactive stance regarding the need for additional resources for graduate education. Members are asked to discuss these concerns with their colleagues and identify unit/faculty needs.

Spindel distributed new Graduate College marketing materials.

Meeting adjourned at 2:50pm.

Submitted by Deanna Mader, Secretary September 29, 2010 and revised by Tracy Christofero October 1, 2010

**Attachments:**

1. Graduate Faculty Membership Approvals
2. Curriculum Change Approvals

**Future Graduate Council Meetings for 2010-2011 Academic Year:**

- October 29, 2010 - Huntington - John Spotts
- December 3, 2010 - South Charleston - Room 135
- January 28, 2011 - Huntington - John Spotts
- February 25, 2011 - South Charleston - Room 135
- March 18, 2011 - Huntington - John Spotts
- April 22, 2011 - South Charleston - Room 135

## Marshall University Graduate Council Minutes

**October 29, 2010 John Spotts Room,**

**Huntington Campus**

**Members Present:** Christofero, Trzyna, Mader, Mulder, Brammer, Stroebel, McComas, Sottile, Krieg, Securro, Heaton, Midkiff, Edington, Gruetter,

**Members Absent:** Swindell, Watts, Zanter

**Ex-Officio Members Present:** Spindel, Ormiston, Hensley

**Ex-Officio Members Absent:** Maher

**Guests:** Lassiter, Comeau, Hossler, Berhie

Christofero convened the meeting at 1:00 pm.

### Draft Agenda

Christofero	Welcome, Introductions, Announcements
Mader	Approval of Minutes
Christofero	Report of Graduate Faculty Status candidates (Attachment 2)
Mulder	Curriculum Committee business (Attachment 3)
Trzyna	Academic Planning, Standards,& Policies Committee business
Gruetter	Credentialing Committee business
Securro	Program Review & Assessment Committee business
Christofero	Miscellaneous business of the Council

**Welcome, Introductions, Announcements:** Christofero welcomed all and noted several guests were in attendance regarding curriculum business.

**Minutes Approved:** Minutes for the September 24, 2010 meeting are pending the President's approval. They will be included in the agenda of the next meeting.

**Graduate Faculty Status:** Graduate Faculty List (Attachment 1) was approved.

**Curriculum Committee Business:** Mulder presented curriculum change requests (Attachment 2) as follows:

College	Request	Results
GSEPD	Addition of a Certificate Program: Certificate in Program Evaluation - See Appendix A within Attachment 2	Approved
GSEPD	Course Addition: EDF 620 - Mixed Methods Research	Approved
GSEPD	Course Addition: CI 627 - Program Planning & Evaluation	Approved
GSEPD	Course Addition: ECE 530 - Preschool Curriculum & Methods	Approved
GSEPD & COE	Change of an Area of Emphasis within an Existing Major: School Counseling . - Add CIEC 534 -Applications Software in the Classroom Curriculum	Approved
GSEPD & COE	Change of a Major or Degree: Counseling M.A. -Change all counseling internships from 9 hrs. to 6 hrs.	Approved
GSEPD & COE	Change of a Major or Degree: Counseling M.A. - Emphasis courses moved to required core courses: Coun 575, 631, 632, Internship as appropriate (691, 693, 695, 698)	Approved
GSEPD & COE	Graduate Catalog Change: Counseling - See Appendix B within Attachment 2	Approved
COLA	Change in Course Title: Geography - GEO 615	Approved
COLA	Change in Course Title & Number: Geography - GEO 609 to 616	Approved
COLA	Course Deletion: Geography - GEO 609	Approved
COLA	Course Addition: Geography - GEO 623	Approved
COLA	Change of a Major or Degree: Geography - Geography MA & MS [requirements for appear to be the same for both]	Returned for
COLA	Course Addition: Communication Studies - CMM 577	Approved
COLA	Addition of a Certificate Program: Certificate in Clinical Psychology - See Attachment 2 & Appendix C	Approved w/Changes
COHP	Graduate Catalog Change: Department of Health Informatics -See Appendix 2 for Changes	Approved with Changes
COHP	Intent to Plan a Major or Degree: School of Kinesiology - MS in Athletic Training - See Appendix 2 for Concerns	Tabled

**Academic Planning, Standards, & Policies Committee Business:** Trzyna reported no new business, but addressed the resubmitted Masters of Public Health Intent to Plan. Per the committee, the organizational chart needs to be updated. Hossler stated that the curriculum was based on other MPH programs nationwide.

**Credentialing Committee Business:** Spindel presented a demo of proposed changes to the GC Web site to include automating the faculty status reporting process. Gruetter stated the APS & P Committee reviewed and tested the site and recommends approval. The recommendation was approved by the Council.

**Program Review & Assessment Committee Business:** Securro reminded members that he emailed program review assignments. Program reviews will be available on the Assessment Web site November 1st.

**Miscellaneous Business of the Council:**

Spindel reported that the Subcommittee on Graduate Assistantships recommends transferring funds from non-academic units to academic units, as tuition waiver dollars must be paid by academic units. The committee also recommends that the colleges be surveyed for their GA needs. Provost Ormiston stated the survey can be coordinated with the Academic Master Plan process and deans have until March to submit course and staffing needs for the next two years. It was suggested that an assessment should also include from where graduate students are coming.

Meeting adjourned at 2:35pm.

Submitted by Deanna Mader, Secretary, November 2, 2010. Revised by Tracy Christofero, November 2, 2010.

Attachments:

3. Graduate Faculty Membership Approvals
4. Curriculum Change Approvals

Future Graduate Council Meetings for 2010-2011 Academic Year:

- December 3, 2010 - South Charleston - Room 135
- January 28, 2011 - Huntington - John Spotts
- February 25, 2011 - South Charleston - Room 135
- March 18, 2011 - Huntington - John Spotts
- April 22, 2011 - South Charleston - Room 135

**ATTACHMENT 2 Graduate Faculty  
Membership Approvals**

<b>This file was last updated on :</b>			<b>11/28/30</b>		
<i>Faculty</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>	<i>Term Starts</i>	<i>Term Expires</i>
Angel, Bob	COEHS	School of Education	Graduate	11/05/10	11/05/15
Arneson, Neil	COEHS	School of Education	Associate	11/05/10	11/05/13
Conner-Lockwood, Debbie	COEHS	School of Education	Graduate	11/05/10	11/05/15
Dozier, Janet	COEHS	Elementary Education	Doctoral	09/30/10	09/30/15
Garrett, Jeffrey	COEHS	HDAT, Counseling	Graduate	11/08/10	11/08/15
Guyer, Barbara	COEHS	School of Education	Doctoral	11/19/10	11/19/15
Klein, Thomas	COEHS	School of Education	Associate	11/05/10	11/05/13
Newsome, Jason	COEHS	Counseling	Associate	11/09/10	11/09/13
Sias, Betty	COEHS	HDAT- ATE	Graduate	11/09/10	11/09/15
Dobbs, Linda	CO FA	Music	Associate	11/11/10	11/11/13
Stickler, Larry	COFA	Music	Graduate	11/15/10	11/15/15
Wray, Robert	COFA	Music	Associate	11/08/10	11/08/13
Karen McComas	COHP	Communication Disorders	Graduate	06/30/10	06/30/15
Adkins, Laura	COS	Mathematics	Graduate	09/30/10	09/30/15
Constantino, Paul J.	COS	Biological Sciences	Graduate	11/30/10	11/30/15
Kim, Min Kook	COS	Integrated Science & Technology	Graduate	11/30/10	11/30/15
Kolling, Derrick R.	COS	Chemistry	Graduate	09/30/10	09/30/15
Kovatch, Jeffrey J.	COS	Biological Sciences	Graduate	11/30/10	11/30/15
Litteral, Theresa M.	COS	Integrated Science & Technology	Graduate	11/30/10	11/30/15
Emmett, Mary	LCOB	Management/Marketing	Doctoral	11/30/09	11/30/14
Taylor, Cassandra L.	LCOB	Management/Marketing	Doctoral	09/30/10	09/30/15
<b>DELETIONS</b>					
Arthur, George	COEHS	School of Education	Associate	11/31/07	11/31/10
Gordon, Howard	COEHS	HDAT, ATE	Graduate	11/31/07	11/31/12
Irvin, E. Annette	COEHS	Reading Education	Associate	11/30/07	11/30/10
Templeton, Rosalyn A.	COEHS	Dean	Graduate	03/31/08	03/31/13
Ruiz, David	COEHS	Exercise Science/Sport/Recreation	Associate	11/30/08	11/30/11
Burcl, Rudolf	COS	Chemistry	Graduate	07/31/05	07/31/10

**ATTACHMENT 3 Graduate  
Curriculum Change Approvals**

**Graduate Curriculum Action Requests - November, 2010**

**College: CITE - approved**

Change of Course Number

Department: Applied Science and Technology

Current Course Number and Title: ES 600 Introduction to Environmental Science

Change of Course Title: No

Change in Course ALPHA DESIGNATOR? No

Change in COURSE NUMBER? Yes

Old Course Number: 600

New Course Number: 575 Rationale: The course number needs to be 500-level so that we may cross-list with undergrad

programs in 1ST so as to facilitate cooperation between the two programs (ES and 1ST)

Other changes: None Effective term and year: Spring, 2011

**College: COLA - Approved with changes (add practica supervision to the  
graduate catalog description)**

Change of Course Title, Content and Catalog Description

Department/Division: Psychology

Current Course Number and Title: PSY 672 Cognitive Psychology

Change in Course Title? Yes

Old title of course: Cognitive Psychology

New title of course: Cognitive & Emotional Bases of Behavior

Rationale: More accurately reflects the content of the class and our current understanding of the interaction of cognitive and emotional processes. The title change is intended to reflect that emotional aspects of behavior are part of the course. Emotional influences on behavior have always been part of the course. But as the field of cognitive psychology has evolved there has been greater understanding of the role emotions play in cognition.

Change in Catalog Description as a result of this request? Yes

From: Theory and research findings in the process of learning/memory, attention, problem solving, decision making, concept formation and perception. Emphasis will be on the perceptual aspects of cognitive processes as they apply to psychological practices. To: An exploration of the research and theory concerning cognitive and emotional processes and their influences on behavior.

Rationale:

The old description places emphasis is on perceptual processes. This is no longer accurate. It is only one of the important processes covered. In addition, the old description does not mention emotional processes, which have become more important in understanding cognitive processes.

Graduate Course Addition

Department/Division: Department of Sociology and Anthropology

Course Number and Title: ANT 568 National Identity

Graded: Yes

Course Catalog Description:

Exploration of the cultural, political and economic processes that contribute to the creation and maintenance of the modern nation state as an imagined community. PR: Six hours of undergraduate Anthropology on 300 level or higher or departmental permission.

Co-requisite(s)/Prerequisite(s): Noted First

Term Offered: Spring 2011

Credit Hours: 3

Graduate Course Addition

Department/Division: Department of Sociology and Anthropology

Course Number and Title: SOC 568 National Identity

Graded: Yes

Course Catalog Description:

Exploration of the cultural, political and economic processes that contribute to the creation and maintenance of the modern nation state as an imagined community. PR: Six hours of undergraduate Anthropology on 300 level or higher or departmental permission.

Co-requisite(s)/Prerequisite(s): Noted

First Term Offered: Spring 2011

Credit Hours: 3

Changes to Admission Requirements for M.S. in Criminal Justice

Department: Department of Criminal Justice & Criminology

The department seeks to make changes to the admission requirements for the M.S. Degree Program in Criminal Justice.

Rationale:

- 1) The current GRE standards are not realistic expectations of students who typically come into our program. In fact, very few of our most successful students actually achieved scores at this level in both areas. We feel while the GRE is a partial indicator of success, the UGPA is a better predictor. Furthermore, setting a specific minimum value is too restrictive; thus, we would like to provide the departmental admission committee more flexibility in weighing the totality of the applicants file.
- 2) An undergraduate statistics course is not necessary to successfully complete CJ 656-Applied Statistics in Criminal Justice, which is a core requirement. This course provides enough review of basic statistical concepts at the beginning of the course that it is not essential to have this requirement. Moreover, most undergraduate research methods courses provide the necessary exposure required, and the prerequisite to this course is CJ 655- Research Methods, which also provides enough elementary coverage of statistics.

Change in Catalog Description as a result of this request? Yes

From:

ADMISSION REQUIREMENTS (all materials submitted to the Graduate Admissions Office)

a baccalaureate degree from an accredited college or university (preference will be given to applicants with undergraduate majors in criminal justice or closely related social science discipline);

- an undergraduate Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale for all previously completed undergraduate university work;
  - a score in 50th percentile or higher in each area of the GRE;
  - a score of 550 or higher on the TOEFL (for international students only);
  - a C or better in an undergraduate statistics course;
  - a C or better in an undergraduate research methods course or equivalent (documentation of course content may be required);
  - two letters of recommendation (college instructors strongly preferred); and
- a personal statement (1-2 page essay regarding the student's interest in criminal justice and how the M.S. in Criminal Justice degree will benefit him or her). To: ADMISSION

REQUIREMENTS (all materials submitted to the Graduate Admissions Office)

a baccalaureate degree from an accredited college or university (preference will be given to applicants with undergraduate majors in criminal justice or closely related social science discipline);

an undergraduate Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale for all previously completed undergraduate university work;

a score in 50th percentile or higher in each area of the GRE: (deleted)

- **GRE scores (will be evaluated in combination with undergraduate GPA); (added)**
- a score of 550 or higher on the TOEFL (for international students only);
- a C or better in an undergraduate statistics course; (deleted)
- a C or better in an undergraduate research methods course or equivalent (documentation of course content may be required);
- two letters of recommendation (college instructors strongly preferred); and
- a personal statement (1-2 page essay regarding the student's interest in criminal justice and how the M.S. in Criminal Justice degree will benefit him or her).

### **Change of a Major or Degree**

Department/Division: Geography

Effective term and year: Fall 2011

Rationale:

We would like to better distinguish our Master of Arts and Master of Science degree programs. Currently, students choose MA or MS arbitrarily because little difference exists in the two programs. We will distinguish the MA from the MS, first, by following the common practice of awarding MS for thesis students and MA for non-thesis graduates. Second, we will increase the admission standards for the MS degree. Third, we will slightly change the number of hours required for each degree. Due to our experiences over the past 10 years of slight modifications to our program, we have found that MA students can

complete their studies in 30 credit hours of coursework with final comprehensive written and oral exams, while MS students need additional hours for thesis research.

Curriculum: Course number, title, and credit hours. Indicate whether each course is Required or Optional (Add/Delete space as needed)

**MA Curriculum:**

GE0615 Geographic Thought and Methods, 3 hours (required)

GE0616 Geographical Research, 3 hours (required)

GEO540 Quantitative Methods, 3 hours (required)\*

GE0526 Principles of GIS, 4 hours (required)\*

GE0679 Applied Projects, 3 hours (required)

Core = 16 hours

Electives = 14 hours

At least 24 hours must be GEO; we sometimes allow students to take courses in other disciplines to complement GEO

Total required hours = 30

**MS Curriculum:**

GE0615 Geographic Thought and Methods, 3 hours (required)

GE0616 Geographical Research, 3 hours (required)

GEO540 Quantitative Methods, 3 hours (required)\*

GE0526 Principles of GIS, 4 hours (required)\*

GE0681 Thesis, 6 hours (required)

Core = 19 hours

Electives = 14 hours

At least 27 hours must be GEO; we sometimes allow students to take courses in other disciplines to complement GEO

Total required hours = 33

\*Requirement waived if the course or its equivalent was taken as an undergraduate; another elective will take its place.

**Current Catalog Description**

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The Geography Department at Marshall University offers a supportive atmosphere featuring responsive, accomplished faculty and state-of-the-art facilities. In order to prepare students for professional employment or further education, the faculty strives to maintain a flexible curriculum, involve students in research, keep offerings updated with changes in the field and the job market, and help students obtain internships. As a result, many of our students secure employment as professional geographers before graduation, obtaining positions as urban and regional planners, GIS professionals, environmental scientists, geography doctoral students, economic development consultants, city/county/state/federal government professionals, historic preservationists,

international trade consultants, and more.

Students wishing to earn a master's degree in geography have the option of selecting either a Master of Arts (M.A.) or Master of Science (M.S.) degree. The core requirements are the same for both degrees. In consultation with a faculty advisor, a student choosing the M.S. option will specialize in natural science-based geography such as environmental science/planning, cartography, GIS/remote sensing, or physical geography. In consultation with a faculty advisor, a student pursuing an M.A. degree will specialize in social science-based geography emphasizing GIS, planning, geographic education, human or regional geography. Both the M.S. and M.A. degree options prepare the graduate for professional employment or advanced work at the doctoral level.

For more information, please see our the departmental Web site at [www.marshall.edu/geography](http://www.marshall.edu/geography) or call (304) 696-4364.

### Admission Requirements and Procedures

Applicants should follow the admissions process described in the Graduate Catalog, or at the Graduate Admissions Web site: [www.marshall.edu/graduate/admissionsrequirements.asp](http://www.marshall.edu/graduate/admissionsrequirements.asp). In addition, applicants must:

- Submit GRE (Graduate Record Examination) scores with the graduate application;
- Have completed nine semester hours of undergraduate coursework in geography for full admission to the program.

Conditional admission for applicants who have not yet completed the GRE or nine hours of undergraduate coursework in geography may be granted with consent of the faculty. Students with coursework deficiencies may enroll for graduate work but may be asked to take undergraduate courses suggested by the Chair before full admission to the degree program. Students who have not taken the GRE may enroll for graduate work but must complete the GRE before full admission to the degree program.

Applications for department research or teaching assistantships are available from the Geography Department chair. For more information about graduate assistantship at Marshall University, please see [www.marshall.edu/graduate/assistantships.asp](http://www.marshall.edu/graduate/assistantships.asp). For more information about other financial support, please see [www.marshall.edu/graduate](http://www.marshall.edu/graduate).

### Degree Requirements

Candidates for the master's degree (M.A. or M.S.) must meet the general requirements for the Graduate College and either complete a thesis with a minimum of 30 total credits or comprehensive finals with a minimum of 36 total credits.

### Required Courses

- GEO609 Geographical Research I (taken during first year) - 3 credit hours
- GEO615 Geographical Research II - 3 credit hours
- GEO540 Quantitative Methods in Geography - 3 credit hours; requirement waived if taken at the
- undergraduate level
- Any graduate-level geography GIS course (GEO 526, 529, 530, 531, 631, or GIS special

topics) - 3 credit hours [*Other catalog material about minors and the GIScience certificate remains unchanged.*]

### *Edits to the Current Description*

Professionals in geography seek to understand 'why' phenomena (cultures, economic development, climates, soils, diseases, wildlife, ecosystems, etc.) vary from place to place and 'how' their locations change over time. Geography encourages students to appreciate the nature and variety of differences that make up the world, as well as the reasons those differences exist by examining how humans shape and are shaped by their natural environment. Faculty members in the Geography Department at Marshall University have teaching and research interests in Urban Planning; Meteorology and Climatology; Political, Economic, Medical and Cultural Geography; Environmental Studies; Geostatistics; and Geographic Information Systems.

The Geography Department at Marshall University offers a supportive atmosphere featuring responsive, accomplished faculty and state-of-the-art facilities. ~~In order to prepare students for professional employment or further education,~~ The faculty strives to maintain a flexible curriculum, involves students in research, keeps offerings updated with changes in the field and the job market, and helps students obtain internships. As a result, many of our students secure employment as professional geographers before graduation. Master's degree students are trained in the traditions and methods of geography including the latest geo-spatial technologies such as Geographic Information Systems (GIS) and Remote Sensing (RS).

Career options for geographers are as varied as the landscape itself. Our graduates have taken their degrees into the workplace around the world, but many have been successful in finding employment in the local region as well. Some of the fields that our graduates are employed in include: Cartography, Disaster Response, Economic Development, Environmental Conservation, Flood Prevention, Geographic Information Systems (GIS) Professions, Higher Education, Historic Preservation, Homeland Security, International Business, Military Intelligence, Natural Resources Management, Public Health Planning, Public Education, Real Estate, Regional and Urban Planning, Transportation Planning, Tourism Planning and Marketing, Water/Waste Infrastructure Management, ~~obtaining positions as urban and regional planners, GIS professionals, environmental scientists, geography doctoral students, economic development consultants, city/county/state/federal government professionals, historic preservationists, international trade consultants, and more.~~

Students wishing to earn a master's degree in geography have the option of selecting either a Master of Arts (M.A.) or Master of Science (M.S.) degree. ~~The core requirements are the same for both degrees. In consultation with a faculty advisor, a student choosing the M.S. option will specialize in natural science based geography such as environmental science/planning, cartography, GIS/remote sensing, or physical geography. In consultation with a faculty advisor, a student~~

~~pursuing an M.A. degree will specialize in social science based geography emphasizing GIS, planning, geographic education, human or regional geography.~~ Both the M.S. and M.A. degree options prepare the graduate for professional employment or advanced work at the doctoral level. Because M.S. students are required to complete a thesis, the M.S. option is the best choice for students wishing to engage in geographical research projects or in preparation for entrance into a doctoral program.

For more information, please see our the departmental Web site at [www.marshall.edu/geography](http://www.marshall.edu/geography) or call (304) 696-4364.

#### Admission Requirements and Procedures

M.A. applicants should follow the admissions process described in the Graduate Catalog, or at the Graduate Admissions Web site: [www.marshall.edu/graduate/admissionsrequirements.asp](http://www.marshall.edu/graduate/admissionsrequirements.asp). In addition, applicants must:

- ~~Submit GRE (Graduate Record Examination) scores with the graduate application;~~
- ~~Have completed nine semester hours of undergraduate coursework in geography for full admission to the program.~~

M.S. applicants should follow the admissions process described in the Graduate Catalog, or at the Graduate Admissions Web site: [www.marshall.edu/graduate/admissionsrequirements.asp](http://www.marshall.edu/graduate/admissionsrequirements.asp). In addition, M.S. applicants must:

- Submit GRE (Graduate Record Examination) scores with the graduate application;
- Have a minimum undergraduate GPA of 2.9 or minimum GRE scores (for those taking the GRE prior to August 2011 the scores must be: Verbal plus Quantitative greater than or equal to 900 and Writing greater than or equal to 3.5; for those taking the GRE after that date, the scores must be Verbal plus Quantitative greater than or equal to 290 and Writing greater than or equal to 3.5).

~~Conditional admission for M.S. applicants who have not yet completed the GRE or nine hours of undergraduate coursework in geography may be granted with consent of the faculty. Students with coursework deficiencies may enroll for graduate work but may be asked to take undergraduate additional courses suggested by the Chair before full admission to the degree program. Students who have not taken the GRE may enroll for graduate work but must complete the GRE before full admission to the degree program.~~

Applications for department research or teaching assistantships are available from the Geography Department chair department website [www.marshall.edu/geography](http://www.marshall.edu/geography). For more information about graduate assistantships at Marshall University, please see [www.marshall.edu/graduate/assistantships.asp](http://www.marshall.edu/graduate/assistantships.asp). For more information about other financial support, please see [www.marshall.edu/graduate](http://www.marshall.edu/graduate).

#### Degree Requirements

Candidates for the master's degree (~~M.A. or M.S.~~) must meet the general requirements for the Graduate College and either complete a thesis with a minimum of 33 total credits (M.S.) or comprehensive exams with a minimum of 30 total credits (M.A.).

#### Required Courses (M.A.)

- ~~GE0615 Geographical Research I Thought and Methods (taken during first year)~~ 3 credit hours
- GE0616 Geographical Research *U* - 3 credit hours
- GEO540 Quantitative Methods in Geography - 3 credit hours; requirement waived if taken at the undergraduate level
- ~~Any graduate level geography GIS course (GEO 526 Principles of GIS, 529, 530, 531, 631, or GIS special topics)~~ 3-4 credit hours; requirement waived if taken at the undergraduate level
- GE0679 Applied Projects - 3 credit hours

Of the 30 credit hours required for the M.A., at least 15 must be at the 600-level. Of the 30 credit hours, at least 24 must be GEO courses. Some electives from other departments may be taken to complement GEO courses, with permission of the graduate advisor.

#### Required Courses (M.S.)

- GE0615 Geographic Thought and Methods - 3 credit hours
- GE0616 Geographical Research - 3 credit hours ^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^
- GEO540 Quantitative Methods in Geography - 3 credit hours; requirement waived if taken at the undergraduate level
- GE0526 Principles of GIS - 4 credit hours; requirement waived if taken at the undergraduate level
- GE0681 Thesis - 6 credit hours

Of the 33 credit hours required for the M.S., at least 17 must be at the 600-level. Of the 33 credit hours, at least 27 must be GEO courses. Some electives from other departments may be taken to complement GEO courses, with permission of the graduate advisor.

#### *New Catalog Description*

Professionals in geography seek to understand 'why' phenomena (cultures, economic development, climates, soils, diseases, wildlife, ecosystems, etc.) vary from place to place and 'how' their locations change over time. Geography encourages students to appreciate the nature and variety of differences that make up the world, as well as the reasons those differences exist by examining how humans shape and are shaped by their natural environment. Faculty members in the Geography Department at Marshall University have teaching and research interests in Urban Planning; Meteorology and Climatology; Political, Economic, Medical, and Cultural Geography; Environmental Studies; Geostatistics; and Geographic Information Systems.

The Geography Department offers a supportive atmosphere featuring responsive, accomplished faculty and state-of-the-art facilities. The faculty maintains a flexible curriculum, involves students in research, keeps offerings updated with changes in the field and the job market, and helps students obtain internships. As a result, many of our students secure employment as professional geographers before graduation. Master's degree students are trained in the traditions and methods of geography including the latest geo-spatial technologies such as Geographic Information Systems (GIS) and Remote Sensing (RS).

Career options for geographers are as varied as the landscape itself. Our graduates have taken their degrees into the workplace around the world, but many have been successful in finding employment in the local region as well. Some of the fields that our graduates are employed in include: Cartography, Disaster Response, Economic Development, Environmental Conservation, Flood Prevention, Geographic Information Systems (GIS) Professions, Higher Education, Historic Preservation, Homeland Security, International Business, Military Intelligence, Natural Resources Management, Public Health Planning, Public Education, Real Estate, Regional and Urban Planning, Transportation Planning, Tourism Planning and Marketing, Water/Waste Infrastructure Management.

Students wishing to earn a master's degree in geography have the option of selecting either a Master of Arts (M.A.) or Master of Science (M.S.) degree. Both the M.S. and M.A. degree options prepare the graduate for professional employment or advanced work at the doctoral level. Because M.S. students are required to complete a thesis, the M.S. option is the best choice for students wishing to engage in geographical research projects or in preparation for entrance into a doctoral program.

For more information, please see the department Web site at [www.marshall.edu/geography](http://www.marshall.edu/geography) or call (304) 696-4364.

#### Admission Requirements and Procedures

M.A. applicants should follow the admissions process described in the Graduate Catalog, or at the Graduate Admissions Web site: [www.marshall.edu/graduate/admissionsrequirements.asp](http://www.marshall.edu/graduate/admissionsrequirements.asp).

M.S. applicants should follow the admissions process described in the Graduate Catalog, or at the Graduate Admissions Web site: [www.marshall.edu/graduate/admissionsrequirements.asp](http://www.marshall.edu/graduate/admissionsrequirements.asp). In addition, M.S. applicants must:

- Submit GRE (Graduate Record Examination) scores with the graduate application;
- Have a minimum undergraduate GPA of 2.9 or minimum GRE scores (for those taking the GRE prior to August 2011 the scores must be: Verbal plus Quantitative greater than or equal to 900 and Writing greater than or equal to 3.5; for those taking the GRE after that date, the scores must be Verbal plus Quantitative greater than or equal to 290 and Writing greater than or equal to 3.5).

Applications for department research or teaching assistantships are available from the department website [www.marshall.edu/geography](http://www.marshall.edu/geography). For more information about graduate assistantships at Marshall University, please see [www.marshall.edu/graduate/assistantships.asp](http://www.marshall.edu/graduate/assistantships.asp). For more information about other financial support, please see [www.marshall.edu/graduate](http://www.marshall.edu/graduate),

#### Degree Requirements

Candidates for the master's degree must meet the general requirements for the Graduate College and either complete a thesis with a minimum of 33 total credits (M.S.) or comprehensive exams with a minimum of 30 total credits (M.A.).

#### Required Courses (M.A.)

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- GE0615 Geographic Thought and Methods - 3 credit hours
- GE0616 Geographical Research - 3 credit hours
- GEO540 Quantitative Methods in Geography - 3 credit hours; requirement waived if taken at the undergraduate level
- GE0526 Principles of GIS - 4 credit hours; requirement waived if taken at the undergraduate level
- GE0679 Applied Projects - 3 credit hours

Of the 30 credit hours required for the M.A., at least 15 must be at the 600-level. Of the 30 credit hours, at least 24 must be GEO courses. Some electives from other departments may be taken to complement GEO courses, with permission of the graduate advisor.

#### Required Courses (M.S.)

- GE0615 Geographic Thought and Methods - 3 credit hours
- GE0616 Geographical Research - 3 credit hours
- GEO540 Quantitative Methods in Geography - 3 credit hours; requirement waived if taken at the undergraduate level
- GE0526 Principles of GIS - 4 credit hours; requirement waived if taken at the undergraduate level
- GE0681 Thesis - 6 credit hours

Of the 33 credit hours required for the M.S., at least 17 must be at the 600-level. Of the 33 credit hours, at least 27 must be GEO courses. Some electives from other departments may be taken to complement GEO courses, with permission of the graduate advisor.

#### **Change of Course Title, Content and Catalog Description**

Department/Division: Geography

Current Course Number and Title:

514 Methods And Techniques Of Regional Planning

Change in Course Title? Yes

Old title of course: Methods And Techniques Of Regional Planning

New title of course: Principles And Methods Of Planning

Rationale:

First, there is mismatch between the intent of the course as currently described in the catalog and the implication of the catalog title. As indicated in the words "principles" and "methods" in the catalog description, this course is intended to lay a foundation for advanced, elective study in planning practice in any substantive area of planning. On the contrary, the current title explicitly suggests that the course is an elective in planning practice, focused on regional planning. Further, the specification of "regional planning" in the current title, in effect, excludes other types of planning, such as urban planning, to which the preparation offered by the course can be applied. The new title better reflects the purpose of the course.

Change in Course Alpha Designator? No

Change in Course Number? No

Change in Course Content? Yes

From: The methods, techniques, tools, and principles of regional planning. To: Theory and methods of planning, the political and legal contexts, and code of ethics in contemporary planning.

Rationale:

This foundational course will serve the needs of students better if it focuses on theoretical understanding of planning and the methods of the field. "Political" context implies the politicized environment of planning, such as the role of citizens' groups as power blocks; the fragmentation of planning activity due to the separation of governmental power; and the various levels of political power (federal, state, and sub-state) that planners have to deal with in their practice. "Legal" context is about whether law allows or requires planning, and centers on the constitutional framework of planning, state enabling legislation, and the role of the federal government. "Ethical" context refers to the ethical and moral dilemmas professional planners face in their responsibility to serve the public interest.

Planning theory and methods are being combined into one course because it is possible to cover the relevant material for both of them in one semester. This removes the need to devote a whole semester to each of them as is currently the case with GEO 514 and GEO 515. The saved semester (time and financial resources) can be used to pursue an elective course in planning practice to begin the process of specialization. This is also likely to promote an early completion of students' programs of study.

Graduate students in this course (which has an undergraduate form - GE0414) will fulfill additional course requirements. They will complete individual research papers on the land use planning system of a community of their choice. They will present and discuss the paper in class. They will also be required to submit individual reaction papers on a controversial public meeting of the planning commission of the community chosen for the planning system study.

Change in Catalog Description as a result of this request? Yes

From: Introductory planning with emphasis on methods, techniques, tools, and principles necessary to accomplish objective regional planning. To: An examination of contemporary planning focusing on principles, methods, techniques, and tools; and the political, legal, and ethical contexts of planning.

Rationale:

The word "principles" is removed from the new catalogue description because it is implied in "theory." "Regional planning" is also dropped for the same reason that they are removed from the catalog title. "Regional planning" is replaced with just "planning" to better indicate the generality in theoretical and methodological preparation that the course offers, giving the student latitude and ability to pursue advanced study in planning practice in any substantive area, including regional planning.

**Change of Course Title, Content and Catalog Description**

Department/Division: Geography

Current Course Number and Title: 515 Urban Land Use Planning

Change in Course Title? Yes

Old title of course: Regional Planning And Development New

title of course: Urban Land Use Planning

Rationale: The title is changed in order to be internally consistent with the proposed new focus and content of the course.

Change in Course Alpha Designator? No

Change in Course Number? No

Change in Course Content? Yes

From: The philosophies, theories, and principles involved in regional planning and development.

To: Application of the principles, methods, and tools of planning in urban land use planning.

Rationale:

The content is changed to reflect the new focus of the course - application of planning principles and methods in urban land use planning. Along with the companion undergraduate course change being requested for GEO 414, the change in the content of this course will make for a logical progression from a course in planning theory to an elective course in planning practice.

Graduate students in this course (which has an undergraduate form - GE0415) will fulfill additional course requirements. They will be required to complete an individual project involving a review and a detailed constructive critique of an existing city-wide land use plan or zoning code, and a proposal for revisions; or a preliminary draft of a land use plan for a selected area. The project will be done in cooperation with the Planning Commission of the community they choose.

Change in Catalog Description as a result of this request? Yes

From: The philosophy, theories, and principles involved in planning of urban and rural areas.

To: Application of principles, methods, and tools of planning; and overview of government policy, code of ethics, and the constitutional basis of contemporary urban land use planning. (PR: GEO 514 or permission of instructor)

Rationale:

This is an advanced, elective course in urban land use planning intended to logically succeed the principles and methods course (GEO 514). The shift away from the regional planning focus of the current course is partly in view of the indicated low student interest in the course (excepting a notable spike in enrollment in spring 2001) and the sporadic teaching interest in it since fall 1995. To illustrate, this course was taught only 8 times in the 31 semesters (counting only fall and spring semesters) since fall 1995. The median enrollment is 4.5 (including both undergraduate and graduate students). Long periods of continued dormancy have occurred, such as between spring 1997 and fall 2000, and since spring 2008. The requested change to an urban planning focus is also in view of recent discussions with planning officials of the City of Huntington, which indicate predisposition to, and opportunities for mutually beneficial collaboration in various areas urban planning and development. Therefore, the proposed change, which will reflect as well as substantiate our Department's commitment and readiness in this regard, is both

timely and appropriate.

*Change of Course Title*

Department/Division: Geography

Current Course Number and Title: 516 Environmental Land Use Planning

Change in Course Title? Yes

Old title of course: Environmental Land Use Planning

New title of course: Environmental Issues In Planning

Rationale:

The title is being changed to more accurately reflect the purpose of the course as indicated in the course description. The current title, "Environmental Planning," refers to planning for the management of physical environmental phenomena, such as forests, surface water, slope, beaches, ambient air, deserts, watersheds, etc. As the catalog description indicates, however, this course is about planning for urban land use (such as housing, commerce, industry, mass transit, and indoor recreation) and rural land use (such as foraging, ranching, and poultry farming), taking into consideration the existence or anticipated occurrence of certain physical environmental phenomena. The course emphasizes the application of planning techniques and planning for the consequences of land use change.

Other changes: None

*Graduate Course Addition*

Department/Division: English

Course Number, Alpha Designator and Title: ENG 505: History of the English Language

Graded: Yes

Credit Hours: 3

Course Catalog Description:

The phonology, spelling, grammar, syntax, and vocabulary of previous language periods as background to Modern English.

Co-requisite(s)/Prerequisite(s): None First

Term Offered: Fall 2011

*Change of Course Title, Number and Catalog Description*

Department/Division: English

Current Course Number and Title: ENG 576 Modern Grammar

Change in Course Title? Yes

Old title of course: Modern Grammar

New title of course: Systemic Functional Grammar

Rationale:

The old title does not reflect the content of the course and is a common title for for-based grammar classes in other institutions. The course is taught with a heavy emphasis on language as both syntagmatic, paradigmatic, stratified, instantial and metafunctional. The proposed title better reflects the course content.

Change in Course ALPHA Designator? No

Change in Course Number? Yes

Old Course Number: ENG 576

New Course Number? ENG 626

Rationale:

This course will be taught as an entry level introduction to Systemic Functional Grammar at the graduate level and the focus of the course will be on the principles and practice of the social semiotic functional linguistic theory.

Change in Catalog Description? Yes

From: A descriptive analysis of the structure of present-day English, utilizing the basic theory of generative transformational grammar.

To: This course is a general introduction to the principles and practice of Systemic Functional Grammar with an emphasis on the paradigmatic meaning making potential of language systems. Rationale:

The old catalog description is based on formal aspects of English, and the focus of the course at the 600 level is on the social semiotic linguistic perspective with a heavy emphasis on the social and functional uses of language (that is, language as a set of paradigmatic systems with formal structures as instantial realization of the interplay between system networks).

#### Graduate Course Addition

Department/Division: English

Course Number, Alpha Designator & Title:

ENG 617 TESOL Curriculum Development and Materials Design

Graded: Yes Credit Hours: 3 Course Catalog Description:

This course introduces students to core principles of curriculum development for the language classroom. Students develop the abilities to critique and adapt textbooks and to design and create classroom materials.

Co-requisite(s)/Prerequisite(s): None First

Term Offered: Spring 2011

#### Graduate Course Addition

Department/Division: English

Course Number, Alpha Designator & Title: ENG 618 TESOL Language Assessment

Graded: Yes

Credit Hours: 3

Course Catalog Description:

Students are introduced to core principles of language assessment. By exploring a variety of assessment techniques, students develop the ability to critique current assessments and to build their own assessments.

Co-requisite(s)/Prerequisite(s): None

First Term Offered: Spring 2011

**Graduate Course Addition**

Department/Division: English

Course Number, Alpha Designator & Title: ENG 634 Teaching English for Academic Purposes

Graded: Yes

Credit Hours: 3

Course Catalog Description:

To help students understand the characteristics of academic English, and to train pre-service ESL or EFL teachers on how to teach English for academic purposes.

Co-requisite(s)/Prerequisite(s): None First Term Offered: Spring 2011

**Graduate Course Addition Suggestion - supervision should be so indicated in the course description (suggestion approved)**

Department/Division: English

Course Number, Alpha Designator & Title: ENG 670 Observation Practicum TESOL

Graded: Yes

Credit Hours: 3

Course Catalog Description:

Catalog Description:

This practicum engages students in classroom observation and promotes their ability to reflect on classroom practice.

Co-requisite(s)/Prerequisite(s): ENG 615 or ENG 617

First Term Offered: Fall 2011

**Graduate Course Addition Suggestion - supervision should be so indicated in the course description (suggestion approved)**

Department/Division: English

Course Number, Alpha Designator & Title: ENG 671 Teaching Practicum TESOL

Graded: Yes

Credit Hours: 3

Course Catalog Description:

Catalog Description:

In this practicum, students design and implement lessons in language classrooms.

Students receive feedback on their teaching and engage in the practice of reflection.

Co-requisite(s)/Prerequisite(s): ENG 670 First Term Offered: Spring 2012

**Addition of an Area of Emphasis Within an Existing Major**

Further discussion of additional resources issue - Where is the ATE \$, some existing courses and will be supplemented, the ATE \$ should go to the department picking up the work, in ATE most teaching was done by part time faculty - will be taught by fulltime faculty in English

Department / Division: English

Major: English

Name of new area of emphasis: Master of English with an area of emphasis in TESOL

Rationale:

This MA program prepares students to teach English to adult speakers of other languages. The core curriculum explores both language pedagogy and applied linguistic theory. Upon completion of the degree, students will (1) be familiar with current methodologies in language teaching, (2) be able to use research findings within applied linguistics to make informed pedagogical decisions for local contexts, and (3) be able to engage in reflective teaching and observation practices.

Curriculum:

Number of credit hours: 33

Prerequisite: Eng 575 Introduction to Linguistics or CISL 551 Linguistics for ESL

Required 3-credit hour courses:

Eng 578 Introduction to Sociolinguistics

Eng 615 Teaching English and Applied Linguistics

Eng 617 TESOL Curriculum Development & Materials Design

Eng 618 TESOL Language Assessment

Eng 622 Language Development or CISL 550 Second Language Acquisition

Eng 626 Systemic Functional Grammar

Eng 627 Text Analysis

Eng 670 Observation Practicum TESOL

Eng 671 Teaching Practicum TESOL 2

Electives: Choose 1 from:

Eng 508 Advanced Expository Writing

Eng 560 Composition Theory 1

Eng 633 Research Methods and Applied Linguistics

Eng 634 Teaching English for Academic Purposes

Eng 638 Language & Context

Eng 640 Composition Pedagogy

Eng 647 Teaching English in the Two-Year College *Choose 1 Pure Elective*

(any Marshall course offered at the graduate level) Effective Date: Spring 2011

New Resources Required: Library support in terms of reference books and journal articles.

Statement of Non-Duplication:

This field of study does not duplicate any other current program at Marshall University. The proposed program is the result of the agreed upon transfer of the TEFL program in the Adult and Technical Education Department to the English Department. The new title of TESOL reflects the mission of preparing students to teach English to speakers of other languages, specifically adult learners. This differs from the Graduate School of Education and Professional Development's TESL program, which prepares students to teach English as a second language to children in P12 settings. Admission requirements:

A minimum of six hours of college credit in a foreign language or demonstrated reading ability to the satisfaction of the English Department is required for admission to

candidacy. Undergraduate GPA

3.0 or higher. Application Requirements:

- letter of interest/personal statement (1-2 pages);
- writing sample;
- at least two letters of recommendation, preferably from college instructors;
- current GRE scores;
- current TOEFL score (550 for paper-based, 79-80 for IBT, internet-based, or 213 for CBT, computer-based) or IELTS scores (6.5).

*Students may be conditionally admitted to the MA in English program without having taken the GRE General Test; however to receive full admission, they must take the GRE during the first semester of study at Marshall.* Program Requirements:

- minimum GPA 3.0 (B) maintained throughout program;
- successful completion of comprehensive examinations in final semester;
- successful completion of a portfolio to include:
  - o statement of teaching philosophy,
  - o reflective paper on teaching experience,
  - o reflective paper on observation,
  - o sample lesson plan with detailed rationale,
  - o sample assessment measure with detailed rationale,
  - o two papers on the application of linguistic theory.

The English MA graduate with an emphasis in TESOL should be able to:

- demonstrate in both writing and speaking a sophisticated level of understanding of linguistics;
- use terms and methods of linguistics theories as integrated aspects of the student's own pedagogical practices;
- apply current TESOL theories within the student's own teaching practice;
- use reflection as a means toward improving the student's own teaching.

**College: COEHS - Approved**

*Change of Course Title and Catalog Description*

Department/Division: School of Kinesiology

Change in Course Title? Yes

Old title of course: ESS 652 Administrative Theories in Physical Education and Athletics

New title of course: ESS 652 Organizational Behavior of Sport and Leisure Industry

Rationale:

The name is being changed to reflect 21st century training and scope of practice in the field of Sport Administration

Change in Catalog Description? Yes

From: The student is introduced to the background and development of administrative theories in physical education and athletics in a context of a social scientific milieu.

To: Examines the complexity of human behavior in organizational settings in sport and leisure industry, and the role of managers and leaders in affecting that behavior.

Other changes: None

**College: COHP - Approved**

**Change of Course Title**

Department/Division: Kinesiology

Change in Course Title? Yes

Old title of course: ESS 670 Research in Physical Education

New title of course: ESS 670 Research Methods in Kinesiology

Rationale:

The course name will reflect the name change to the School of Kinesiology. The discipline of Kinesiology has been recognized as a research academic area by the National Research Council; therefore, the research methods course name should reflect this.

Other changes: None

**Addition of a Major or Degree (Intent to Plan)**

Department/Division: School of Kinesiology

Name of Major or Degree: Master of Science in Athletic Training

Effective term and year: Fall 2011

Rationale:

The MS in Athletic Training would prepare students to enter the profession of Athletic Training with an enhanced knowledge of orthopedic assessment, therapeutic modalities, and rehabilitation focusing on evidence based practice. Once this major is approved, we would seek to become accredited by the National Athletic Trainers' Association (NATA). There are currently only 12 NATA accredited programs in the country. There is not currently an NATA accredited program in West Virginia. The opportunities within the College of Health Professions to allow students to gain knowledge in the field of nutrition and rehabilitation and with the close working relationship that already exists with the Dept of Orthopedics at the medical school, it is a perfect environment for this major. Currently, there are 16 graduate assistant positions through MU athletics and various clinical facilities around Huntington. With this number of athletic training students on campus, the program has a strong foothold to become larger in the future. According to the Bureau of Labor Statistics, employment of athletic trainers is projected to grow 37 percent from 2008 to 2018, much faster than the average for all occupations. Over 70% of athletic trainers currently practicing in the profession have a Master's degree; therefore, the demand of the profession promotes the growth of a Master's in Athletic Training. Current legislative changes in West Virginia (HB 3152 - Athletic Trainer's Registration Act) will require that all athletic trainers be registered. In order to be registered, the applicant has to be Board of Certification (BOC) certified. Therefore, the demand for certified athletic trainers (ATC) in West Virginia will also increase. As well, growth of the degree will be increased because high schools will be seeking to hire graduate assistants for the athletic training needs in an effort save money with reduced salaries compared to hiring a full time athletic trainer. Also, HB 3152 eliminates persons who were calling themselves athletic trainers under the old state certification path. Therefore, the demand for ATC's will increase.

This area is currently a concentration under the MS in Exercise Science with faculty already in place and no additional funding would be needed.

Curriculum: Course number, title, and credit hours.	Indicate whether each course is Required or Optional (Add/Delete space as needed)
EDF517 - Statistical Methods	3 hours Required
ESS 670 - Research in Physical Education	3 hours Required
HS 623 - Medical Aspects in Sports	3 hours Required
HS 625 - Evidenced Based Practice in Therapeutic Electrophysical Agents	3 hours Required
HS 630 - Seminar in Athletic Training	3 hours Required
HS 640 - Health Evaluation	3 hours Required
HS 642 - Devising and Implementing Training and Conditioning Programs	3 hours Required
HS 646 - Athletic Training I	3 hours Required
HS 647 - Athletic Training II	3 hours Required
HS681 - Thesis	6 hours Required
Elective -	3 hours Required
Electives:	
HS 548 - Therapeutic Modalities	3 hours Optional
ESS 578 - Exercise Metabolism	3 hours Optional
ESS 601 - Advanced Exercise Testing	3 hours Optional
ESS 621 - Exercise Physiology I	3 hours Optional
ESS 636 - Structural Kinesiology	3 hours Optional
ESS 644 - Cardiovascular Exercise Physiology	3 hours Optional
ESS 645 - Respiratory Exercise Physiology	3 hours Optional
ESS 646 - Neuromuscular Exercise Physiology	3 hours Optional
HCA 600 -Introduction to the Health Care System	3 hours Optional

### Current Catalog Description

#### **PG134**

The M.S. in Exercise Science degree prepares students for allied health and medical careers in the clinical, commercial, corporate, community, university, and medical settings. Options include an emphasis on leadership roles and skills that permit one to work with individuals on a client/patient continuum extending from the elite athlete to those with chronic disorder/disease to the cardiac transplantation patient as well as the in between - the recreational athlete and those simply wishing to stay healthy by living sensibly. Options include careers as clinicians in cardiopulmonary rehabilitation and diabetes management programs, as athletic trainers, as exercise physiologists, as well as preparation for other medical fields including physical therapy, pharmaceutical and pacemaker sales, as pharmacists, as physician assistants, as physicians, and for advanced degrees in related doctoral programs.

The course of study for the M.S. in Exercise Science degree is a two-year program with a 36-39-hour requirement. Admission to the program requires a 2.75 GPA, an appropriate undergraduate/graduate background, completion of the GRE, three letters of reference, and admission to the Graduate College.

The *Athletic Training Area of Emphasis* is designed to meet the needs of the clinical, high school, middle school, college, professional, industrial, and independent athletic trainer. The program is designed to build on existing knowledge and skills the student has acquired in the student's respective undergraduate program. Elective courses can chose from the approved courses with approval of the student's assigned

academic advisor and/or can be determined by the academic advisor depending on the student's background, needs, and/or weaknesses. The emphasis in athletic training can be accomplished by a thesis or non-thesis track. Successful completion of oral comprehensive exam/thesis defense is required for graduation. Six hours of the degree may be fulfilled with coursework outside the School of Kinesiology.

**PG135**

Course Requirements

Athletic Training Area of Emphasis .....	36 Hours
Research: ESS 670.....	3
Statistics: EDF 517 or equivalent.....	3
Required: ESS 621, HS 579, ESS 601, ESS 687 .....	12
HS 540 or HS 640 .....	3
HS 548 or 646.....	3-5
Restricted Electives (as approved by advisor) .....	6
Thesis (HS 681) or Internship (HS 660) .....	6

**Edits to the Current Description**

The M.S. in ~~Exercise Science~~ Athletic Training degree prepares students for a career as an allied health care provider ~~and medical careers~~ in the clinical, commercial, corporate, community, university, and medical settings. Options ~~include an emphasis on leadership roles and skills that permit one to work with individuals on a client/patient continuum extending from the elite athlete to those with chronic disorder/disease to the cardiac transplantation patient as well as~~ ~~iv healthy by living sensibly.~~ Options ~~pharmaceutical~~ ~~and pacemaker sales, as pharmacists, as physician assistants, as physicians, and for related~~ ~~advanced degrees in~~ ~~and pacemaker sales, as pharmacists, as physician assistants, as physicians, and for related~~ ~~doctoral programs.~~ The *Athletic Training Area of Emphasis* degree is designed to meet the needs of the clinical, high school, middle school, college, professional, industrial, and independent athletic trainer. The program is designed to build on existing knowledge and skills the student has acquired in the student's respective undergraduate program. Elective courses can be ~~ese~~ chosen from the approved courses with approval of the student's assigned academic advisor and/or can be determined by the academic advisor depending on the student's background, needs, and/or weaknesses. Successful completion of an ~~oral comprehensive exam/thesis~~ oral thesis defense is required for graduation. ~~Six hours of the degree may be fulfilled with coursework outside the School of Kinesiology.~~ The course of study for the M.S. in Exercise ~~Science~~ Athletic Training degree is a two-year program with a 36-39-hour requirement. Admission to the program requires a 2.75 GPA, an-appropriate ~~undergraduate/graduate background~~ BQC eligible or BOC Certified, ~~completion submission of the-GRE scores, and three letters of reference, and admission to the~~

The *Athletic Training Area of Emphasis* is designed to meet the needs of the clinical, high school, middle school, college, professional, industrial, and independent athletic trainer. The program is designed to build on existing knowledge and skills the student has acquired in the student's respective undergraduate program. Elective courses can ~~chse~~ from the approved courses with approval of the student's assigned academic advisor and/or can be determined by the academic advisor depending on the student's background, needs, and/or weaknesses. The emphasis in athletic training can be accomplished by a thesis or non-thesis track. Successful completion of oral comprehensive exam/thesis defense is required for graduation. Six hours of the degree may be fulfilled with coursework outside the School of Kinesiology.

***New Catalog Description***

The M.S. in Athletic Training degree prepares students for a career as an allied health care provider in the clinical, commercial, corporate, community, university, and medical settings. The degree is designed to meet the needs of the clinical, high school, middle school, college, professional, industrial, and independent athletic trainer. The program is designed to build on existing knowledge and skills the student has acquired in the student's respective undergraduate program. Elective courses can be chosen from the approved courses with approval of the student's assigned academic advisor and/or can be determined by the academic advisor depending on the student's background, needs, and/or weaknesses. Successful completion of an oral thesis defense is required for graduation. The course of study for the M.S. in Athletic Training degree is a two-year program with a 36 hour requirement. Admission to the program requires a 2.75 GPA, BOC eligible or BOC Certified, submission of GRE scores, and three letters of reference.





## Graduate Council

### MEMORANDUM

To: President Stephen J. Kopp

From: Tracy Christofero – Chair, Graduate Council TC

Date: February 4, 2011

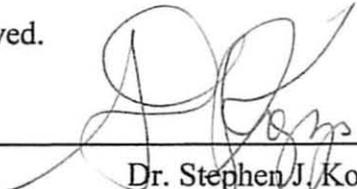
Subject: **Approval of Graduate Council Minutes: January 28, 2011**

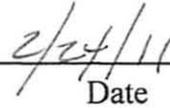
Minutes of the January Graduate Council meeting are attached for your review. Approval of these minutes will also serve as approval of curricular motions and graduate faculty status.

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

---

Minutes approved.

  
\_\_\_\_\_  
Dr. Stephen J. Kopp  
President, Marshall University

  
\_\_\_\_\_  
Date

#### *Note to President's secretary:*

Please return the signed original to Tracy Christofero with copies to:

Dr. Tracy Christofero, MUGC 328, South Charleston Campus  
Dr. Donna Spindel, Dean, Graduate College, Old Main, Huntington campus  
Dr. Deanna Mader, Secretary, Graduate Council, CH 414, Huntington campus  
Ms. Barbara Hicks, Office of Academic Affairs, Old Main, Huntington campus  
Ms. Jennifer Lauhon, Office of Academic Affairs, Old Main, Huntington campus  
Ms. Crystal Stewart, Distributed Education, CB 219, Huntington campus

## MU Graduate Council Minutes January 28, 2011

**John Spotts Room - Huntington Campus**

**Members Present:** Christofero, Trzyna, Mader, Mulder, Brammer, Stroebel, McComas, Sottile, Krieg, Securro, Heaton, Midkiff, Edington, Swindell, Watts, Zanter

**Members Absent:** Gruetter (Excused)

**Ex-Officio Members Present:** Spindel, Ormiston, Hensley

**Ex-Officio Members Absent:** Maher

**Guests:** Dr. Mary Beth Reynolds, Dr. Tammy Johnson, Dr. Byron Clercx

Christofero convened the meeting at 1:00pm.

### Draft Agenda

Christofero	Welcome, Introductions, Announcements
Mader	Approval of previous Meeting Minutes (Attachment 1)
Christofero	Report of Graduate Faculty Status candidates (Attachment 2)
Mulder	Curriculum Committee business (Attachment 3)
Trzyna	Academic Planning, Standards, & Policies Committee business
Gruetter	Credentialing Committee business
Securro	Program Review & Assessment Committee business
Mary Beth Reynolds	Annual Review Procedures
Christofero	Miscellaneous business of the Council

**Minutes Approved:** Minutes for the December meeting were approved as distributed (Attachment 1).

**Graduate Faculty Status:** Christofero stated the new procedures and format for Graduate Faculty status approval are in place and thanked Brian Morgan and Donna Spindel for their hard work in the redesign. Colleges will now enter their own data; however, approvals will still be granted by Graduate Council. Spindel told members the entered names must match in both the Redbook and Banner and requested Christofero or she be informed of any discrepancies. Christofero encouraged members to make sure their respective colleges keep the Redbook updated.

The Graduate Faculty List (Attachment 2) was approved.

**Curriculum Committee Business:** Mulder presented nine curriculum requests (Attachment 3). All nine were approved as is.

College	Request	Results
✓ COLA	Delete: SOC 571 – Sociological Field Experience	Approved
✓ COLA	Delete: SOC 597 - Itv	Approved
✓ COLA	Delete: SOC 598 - Itv	Approved
✓ COLA	Delete: SOC 614 – Applied Demography	Approved
✓ COLA	Delete: SOC 680 SP TP – Part Time Social Work	Approved
✓ COLA	Change of Course Title, Content, & Catalog Description: CMM 574	Approved
✓ GSEPD	Change in Course Title: COUN 630	Approved
✓ GSEPD	Change in Course Title: COUN 691	Approved
✓ COFA	Change in Catalog Description: ART 508	Approved

**Academic Planning, Standards, & Policies Committee Business:** Trzyna reported the committee had no new business.

**Credentialing Committee Business:** The committee had no new business.

**Program Review & Assessment Committee Business:** Securro thanked members for their work on the 5-year program reviews and called on each team to report their recommendations.

MA Early Childhood Education, Ed S Education Specialist, MS Engineering, MS Safety Technology, MA English, MS Dietetics and M.D. all received recommendations to continue at the current level of activity. Mader & Trzyna reported that although their recommendation for the M.D. program is to continue at the current level of activity, several omissions were noted in the M.D. program review and none of the recommended changes were made. Discussion followed. Christofero recommended, starting with this program review cycle, all work by reviewers documented on the Program Review Evaluator's Check Sheet should proceed along with each program review to the next level of the approval process. Discussion followed and the recommendation was approved.

MS Environmental Science program review was discussed and the consensus was to send it back to the program for revision. Revision must be completed by February 15, 2011.

MS Information Systems requested the program be dissolved. Provost Ormiston asked Graduate Council to defer its decision until he has time to talk to their dean. Members agreed. The Provost will be in communication with the program reviewers.

The question was raised as to the role of the Graduate Council in program reviews – helpful suggestions or making a judgment/recommendation? Discussion followed. Reynolds and Hensley stated Graduate Council performs

both roles; first in recommending manuscript changes to make the program review as strong as possible, and then as evaluator when the committee recommendation form is submitted.

**Annual Assessment Reports:** Dr. Reynolds reviewed the procedures for the annual assessment reports. Forty annual assessment reports will be reviewed this year. Teams of two will evaluate each report. Securro will forward the link for additional materials along with the team assignments. Members were reminded programs do not need to assess each outcome every year (e.g. they may choose an assessment cycle rather than assessing all outcomes annually). Reviews are due by March 15, 2011 to the Office of Assessment. Teams are encouraged to review independently and then combine into one form.

#### **Miscellaneous Business of the Council:**

**1) Ad Hoc Committee on Organizational Structure:** Trzyna reported the committee began their charge by reviewing the Graduate Council Bylaws (most recent dated 2004) and a letter of September 2007 clarifying the Bylaws. The university has changed considerably in the past seven years and the 2004 Bylaws do not reflect those changes. Recommendation - disband the ad hoc committee and send charge to the Academic Planning, Standards, & Policies Committee for further investigation and recommendations. The recommendation was approved

**2) Fees for Revalidation of Credit:** Spindel reported the current balance in the Revalidation Account is \$5000. Fees are assessed at \$25 per credit hour revalidated. According to Spindel, tracking the source of the fees is extremely difficult, and so getting the money back to the appropriate departments is also difficult. Spindel noted although Graduate Council approved that the fees should go back to the departments several years ago; it did not specify the process. The return of fees to departments was attempted in 2005-2006. Spindel stated the Graduate College Office is not an office that normally handles money so it is not equipped to handle the tracking and disbursement.

Regarding expenditures from the Revalidation Account, Spindel stated she asked for and was granted permission by Academic Affairs to spend \$4500 to pay for membership in the Council of Graduate Schools. The \$4500 came from the Graduate College operating account previously; however, that budget has been cut. Spindel requested permission to recommend how the money should be spent and stated the funds would be best used to pay outside readers of theses and dissertations. Currently outside readers are being paid out of the now-eliminated thesis and dissertation binding fund. Graduate student travel is being paid through donations. Discussion followed. Christoforo summarized by stating Graduate Council procedures are not being followed and the issues needs to be resolved. The Academic Planning, Standards, & Policies Committee will address the situation and make a recommendation as to how the

revalidation fees should be spent. Members should contact Trzyna with comments and concerns.

**3) Policy for Undergraduate GPA:** Dr. Johnson stated the current admissions policy for calculating undergraduate GPA states all undergraduate work must be included in the calculation (i.e. every course at every institution) and the minimum average GPA must be at least 2.5 on a 4 pt scale. In the past, the policy was not enforced and departments determined their own calculation procedures. The policy began to be enforced approximately three years ago; however, the calculation process is very time consuming since all transcripts (both domestic and abroad) must be received prior to calculating the GPA.

Dr. Johnson recommends better language may be "overall undergraduate degree GPA." Dr. Johnson's office has reviewed this issue in-depth and statistics show there is very little difference between overall GPA and degree GPA. She emphasized this has nothing to do with lowering standards but has a lot to do with Office of Admissions customer service. Discussion followed. Christofero stated members should take this recommendation back to their respective colleges for input. The Academic Planning, Standards, and Policies Committee will review and make a recommendation. This item will be discussed at the next GC meeting.

**4) Additional Agenda Items:** Christofero commended the members on thorough discussions; however, given the time allotted, additional items on the agenda will be moved to next month's meeting.

**5) Material for February Meeting:** Spindel distributed information on Integrated Bachelor's and Master's (IBAM) degree programs. Members should read the material and be ready to discuss it at the February meeting.

Meeting adjourned at 2:51pm.

Submitted by Deanna Mader, Secretary, February 3, 2011 and revised by Tracy Christofero, February 4, 2011.

#### **Future 2010-2011 Graduate Council Meetings – Please reserve these dates**

- February 25, 2011 – South Charleston – Thomas Board Room
- March 18, 2011 – Huntington – John Spotts
- April 22, 2011 – South Charleston – Thomas Board Room

#### **Attachments:**

1. Minutes from the December meeting
2. Graduate faculty membership approvals
3. Graduate curriculum change approvals

**ATTACHMENT 1**  
**Minutes from the December meeting**

**Marshall University Graduate Council Minutes**

**December 3, 2010**  
**Thomas Board Room, South Charleston Campus**

**Members Present:** Christofero, Trzyna, Mader, Mulder, Brammer, Stroebel, McComas, Sottile, Krieg, Securro, Heaton, Midkiff, Edington, Gruetter, Swindell, Watts, Zanter

**Members Absent:**

**Ex-Officio Members Present:**

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

**Guests:** Comeau, Gomati, Hill, White

Christofero convened the meeting at 1:00 pm.

Christofero	Welcome, Introductions, Announcements
Mader	Approval of previous Meeting Minutes (Attachment 1)
Christofero	Report of Graduate Faculty Status candidates (Attachment 2)
Jane Hill	Presentation: MA English request for Resource Development
Mulder	Curriculum Committee business (Attachment 3)
Trzyna	Academic Planning, Standards, & Policies Committee business
Gruetter	Credentialing Committee business
Securro	Program Review & Assessment Committee business
Christofero	Miscellaneous business of the Council

Christofero announced both of the GC meetings in South Charleston next semester will be in the Thomas Board Room

**Minutes Approved:** Minutes for the September and October 2010 meetings were approved as distributed (Attachment 1).

**Graduate Faculty Status:** Graduate Faculty List (Attachment 2) was approved with the addition of Fondren (COLA).

**Program Reviews:** Jane Hill, representing Dean Pittenger (COLA), addressed the Graduate Council regarding the English Department's request for resource development in their Program Review. Teaching English to Speakers of Other Languages (TESOL) is being moved to English which will result in additional demands placed on existing resources. Graduate Council expressed several questions and concerns (e.g. Is the request for GTA positions only or funding for GTAs? Where will the TESOL resources go when the move takes place?) Council approved Christofero's request to suspend the agenda in order to allow Hill to obtain additional information from Dean Pittenger who was not in attendance. Hill spoke to Dr. Pittenger, Dr. Ormiston, and Dr. Pauley and was informed the Graduate Council does not approve positions, but the Dean does need permission to shift resources. Graduate Council discussion concluded that role is the

responsibility of Dr. Spindel as Dean of the Graduate College. Hill requested retraction of the original request for resource development for the MA in English Program and stated she will submit a new cover sheet indicating such. Discussion continued. Graduate Council expressed concern regarding procedural issues affecting students and resources. Graduate Council also expressed concern as to its exclusion in the decision to move TESOL.

**Curriculum Committee Business:** Mulder presented 19 curriculum requests (Attachment 3). Of the 19, 17 were approved as is, and 2 were approved with changes.

College	Request	Results
CITE	Course Number Change: ES 600 (Introduction to Environmental Science) to ES 575	Approved
COLA	Change of Course Title, Content and Catalog Description: Psychology - PSY 672	Approved
COLA	Add: ANT 568 National Identity	Approved
COLA	Add: SOC 568 National Identity	Approved
COLA	Changes to Admission Requirements: M.S. in Criminal Justice	Approved
COLA	Change of a Major or Degree: MA and MS in Geography	Approved
COLA	Change of Course Title, Content and Catalog Description: Geography - GEO 514	Approved
COLA	Change of Course Title, Content and Catalog Description: Geography – GEO 515	Approved
COLA	Change of Course Title, Content and Catalog Description: Geography – GEO 516	Approved
COLA	Add: ENG 505: History of the English Language	Approved
COLA	Change of Course Title, Number and Catalog Description: English – ENG 576 to ENG 626	Approved
COLA	Add: ENG 617 TESOL Curriculum Development and Materials Design	Approved
COLA	Add: ENG 634 Teaching English for Academic Purposes	Approved
COLA	Add: ENG 670 Observation Practicum TESOL (the word "supervised" was added to the course description)	Approved with Changes
COLA	Add: ENG 671 Teaching Practicum TESOL (the word "supervised" was added to the course description)	Approved with Changes
COLA	Addition of an Area of Emphasis Within an Existing Major: English - MA English with an area of emphasis in TESOL	Approved
COEHS	Change of Course Title and Catalog Description: School of Kinesiology - ESS 652	Approved
COHP	Change of Course Title: Kinesiology – ESS 670	Approved
COHP	Addition of a Major or Degree (Intent to Plan): School of Kinesiology - MS in Athletic Training	Approved

**Academic Planning, Standards, & Policies Committee Business:** Trzyna reported the organizational chart was corrected in the Master of Public Health Intent to Plan. The MPH Intent to Plan was approved.

**Credentialing Committee Business:** Gruetter advised COFA and COEHS of their scheduled graduate faculty status audits this semester. The COFA audit went well. Several problems were noted in the COEHS audit. A letter outlining identified problems and Graduate Council concerns will be sent to Dean Bookwalter. It was recommended and approved to audit the COEHS again in 2011-2012.

**Program Review & Assessment Committee Business:** Securro requested that completed program reviews be sent to the respective departments with a copy to Securro and Dr. Mary Beth Reynolds. Council members were reminded the deadline is December 15, 2010. Communication with the departments is encouraged in order to foster our goal of assistance. The role of Graduate Council is not adversarial. At the Graduate Council January 28, 2011 meeting, review teams will report on their recommendations for their respective program reviews. Departments will make revisions to the reviews and will repost them to the website for GC to review again.

**Miscellaneous Business of the Council:** 1) Christofero noted there are no known documented procedures for the subcommittees to follow. Subcommittees were asked to discuss, define and document procedures so committees do not have to rely on verbal historical information, as information and procedures may be lost when subcommittee membership changes each year.

2) Graduate Council members expressed deep concern as to lines of authority and how decisions are made that affect graduate education at Marshall University. It has come to the Council's attention that changes pertaining to a particular department were made in the graduate catalog that are counter to the wishes of the department. The result was an error in the stated communication regarding the program of study/admission. Graduate Council has an established form (2009-2010) to make catalog changes that are not related to course changes. Council needs to encourage maintenance of the process. Other concerns/questions included: who decides what constitutes a significant change that requires Graduate Council review, who has the authority to make decisions, what is the role of the Graduate Dean, and what is the role of Graduate Council in reviewing program resources? To explore these and other related issues, an ad hoc Committee on Organizational Structure was formed. Trzyna will chair the committee.

3) In 2006, Graduate Council stated that fees collected from the revalidation of courses would go back to the department which completed the work (see GC minutes 10/27/2006). Currently, the revalidation course fee is \$25/credit hour. It has come to the attention of the Graduate Council that those fees are going to the Graduate Dean and not back to the departments. It was thought that some of the fees were redistributed for student travel and other activities, although not to the departments revalidating the

coursework. It was moved and approved that the Graduate Dean would provide a report to Graduate Council of the last 5 years of revalidation fees, including amount and origin by department, amount and benefactor of each distribution, and the current balance of that account.

Meeting adjourned at 2:45 pm.

Submitted by Deanna Mader, Secretary, December 10, 2010 and revised by Tracy Christofero, December 10, 2010.

**Attachments:**

1. Minutes from the September and October meetings
2. Graduate faculty membership approvals
3. Graduate curriculum change approvals

**Future Graduate Council Meetings for 2010-2011 Academic Year:**

- January 28, 2011 – Huntington – John Spotts
- February 25, 2011 – South Charleston – Thomas Board Room
- March 18, 2011 – Huntington – John Spotts
- April 22, 2011 – South Charleston – Thomas Board Room

**ATTACHMENT 2**  
**Graduate Faculty Membership Approvals**

<u>Delete</u>	Thacker, Allen	CITE	Applied Science & Technology	Associate	4/30/2005	4/30/2010
<u>Delete</u>	Schafer, Kyle	CITE	Engineering & Computer Science	Associate	9/30/2007	9/30/2010
<u>Delete</u>	Arthur, George	COE	Educational Foundations/Technology	Associate	11/31/07	11/31/10
<u>Delete</u>	Irvin, E. Annette	COE	Reading Education	Associate	11/30/2007	11/30/10
<u>Delete</u>	Bickel, Robert	COE	Advanced Ed. Studies	Doctoral	11/31/07	11/31/12
<u>Delete</u>	Gordon, Howard	COE	ATE	Graduate	11/31/07	11/31/12
<u>Delete</u>	Hankins, Linda	COE	Counseling	Graduate	3/31/2006	3/31/11
<u>Delete</u>	Templeton, Rosalyn	COE	Dean	Graduate	3/31/2008	3/31/13
<u>Delete</u>	Templeton, Larry	COE	Counseling	Instructor	1/31/2008	1/31/10
<u>Add</u>	Margaret Phipps Brown	COLA	Criminal Justice	Associate	12/15/2010	12/15/13
<u>Add</u>	Sergent F. Tyler Michael	COLA	History/Religious Studies	Associate	1/11/2011	1/11/2014
<u>Add</u>	Householder	COLA	English	Graduate	12/6/2010	12/6/2015
<u>Add</u>	Kathie Williams	COLA	History	Graduate	12/2/2010	12/2/2015
<u>Add</u>	Edmunds, Robert	COLA	Communication Studies	Instructor	1/7/2011	1/7/2013
<u>Delete</u>	Handler, Jerome	COLA	History	Associate	4/30/2008	4/30/2011
<u>Delete</u>	Fink, Stephen	COLA	Psychology	Associate	2/28/2008	2/28/2011
<u>Delete</u>	Fan, Shuhua	COLA	History	Graduate	9/30/2006	9/30/2011
<u>Add</u>	Barrios, Juan de Dios	COS	Biological Science	Associate	1/21/2011	1/21/2014
<u>Edit</u>	Morgan, Robert	COS	Chemistry	Graduate	9/30/2007	9/30/2012
<u>Add</u>	Clark, Deborah	GSEPD	Elem/Sec Ed	Instructor	1/31/2011	1/31/2013
<u>Add</u>	Ramsburg, Patricia	GSEPD	Elem/Sec Ed	Instructor	1/31/2011	1/31/2013
<u>Add</u>	Mayo, Jennifer	GSEPD	Reading	Instructor	1/31/2011	1/31/2013
<u>Add</u>	Pleska, Cathy	GSEPD	Reading	Instructor	1/31/2011	1/31/2013
<u>Delete</u>	Purcell, Boyd	GSEPD	Counseling	Instructor	1/31/2009	1/31/2011
<u>Delete</u>	Richard, Joseph	GSEPD	Counseling	Instructor	1/31/2009	1/31/2011
<u>Delete</u>	Tate, Lori	GSEPD	Elem/Sec Ed	Instructor	1/31/2009	1/31/2011
<u>Delete</u>	Meharie, Anduamlak	GSEPD	GSEPD	Instructor	1/31/2009	1/31/2011
<u>Delete</u>	Goodwin, Rebecca	GSEPD	Leadership Studies	Instructor	1/31/2009	1/31/2011
<u>Delete</u>	Ruddle, Melissa	GSEPD	Leadership Studies	Instructor	1/31/2009	1/31/2011
<u>Delete</u>	Akers, Deborah	GSEPD	Reading	Instructor	1/31/2009	1/31/2011
<u>Delete</u>	Bolton, Marcia	GSEPD	Reading	Instructor	8/31/2007	8/31/2009
<u>Delete</u>	Cadle, Connie	GSEPD	Reading	Instructor	8/31/2007	8/31/2009
<u>Delete</u>	Chandler, Judy	GSEPD	Reading	Instructor	1/31/2009	1/31/2011
<u>Delete</u>	Curry, Bonita	GSEPD	Reading	Instructor	1/31/2009	1/31/2011

<u>Delete</u>	Eggleston, Janet	GSEPD	Reading	Instructor	1/31/2009	1/31/2011
<u>Delete</u>	Fry, Frances	GSEPD	Reading	Instructor	1/31/2009	1/31/2011
<u>Delete</u>	Hindman, Linda	GSEPD	Reading	Instructor	1/31/2009	1/31/2011
<u>Delete</u>	Keeney, Linda	GSEPD	Reading	Instructor	8/31/2007	8/31/2009
<u>Delete</u>	Lance, Robin	GSEPD	Reading	Instructor	8/31/2007	8/31/2009
<u>Delete</u>	Waugh, Joyce	GSEPD	Reading	Instructor	1/31/2009	1/31/2011
<u>Delete</u>	Kramer, Jack	GSEPD	School Psychology	Instructor	1/31/2009	1/31/2011
<u>Delete</u>	Barnes, Barbara	GSEPD	Special Ed	Instructor	6/30/2007	6/30/2009
<u>Delete</u>	Burton, Nancy	GSEPD	Special Ed	Instructor	1/31/2009	1/31/2011
<u>Delete</u>	Carpenter, Lois	GSEPD	Special Ed	Instructor	8/31/2007	8/31/2009
<u>Delete</u>	Pillow, Gary	GSEPD	Special Ed	Instructor	1/31/2009	1/31/2011
<u>Delete</u>	Ward, Linda	GSEPD	Special Ed	Instructor	5/31/2008	5/31/2010
<u>Edit</u>	Chapman, Arnold Clifford	GSEPD	Elem/Sec Ed	Associate	1/31/2009	1/31/2011
<u>Edit</u>	Moroose, Donald Cunningham, Michael	GSEPD	Elem/Sec Ed	Associate	1/31/2009	1/31/2011
<u>Edit</u>		GSEPD	Leadership Studies Management, Marketing and MIS	Doctoral	1/31/2009	1/31/2014
<u>Add</u>	Gurung, Anil	LCOB	Management, Marketing and MIS	Doctoral	11/30/2010	11/30/2015
<u>Add</u>	McClure, Rex	LCOB	Management, Marketing and MIS	Doctoral	11/30/2010	11/30/2015
<u>Add</u>	McClure, Rex	LCOB	Management, Marketing and MIS	Doctoral	11/30/2010	11/30/2011
<u>Add</u>	Cassandra Taylor	LCOB	Management/Marketing/MIS	Doctoral	9/30/2010	9/30/2015
<u>Add</u>	Weishen Wang	LCOB	Finance and Economics	Graduate	12/31/2010	12/31/2015
<u>Add</u>	Richard Agesa	LCOB	Finance/Economics	Graduate	11/30/2010	11/30/2015
<u>Add</u>	Shaorong Zhang	LCOB	LCOB	Graduate	12/31/2010	12/31/2015
<u>Add</u>	Ricky Weible	LCOB	Management/Marketing/MIS	Graduate	10/31/2010	10/31/2015
<u>Edit</u>	Prasad, Rose Chaudhry, Mukesh Maheshwari,	LCOB	Finance and Economics	Associate	10/31/2010	10/31/2013
<u>Edit</u>	Suneel	LCOB	Management/Marketing/MIS Accounting/Legal Environment	Associate	10/31/2010	10/31/2013
<u>Edit</u>	Tate, Uday	LCOB	Environment	Doctoral	12/31/2010	12/31/2015
<u>Edit</u>	Emmett, Mary	LCOB	Management/Marketing	Doctoral	12/31/2010	12/31/2015
<u>Edit</u>	Subedi, Deepak	LCOB	Management/Marketing/MIS	Doctoral	11/30/2009	11/30/2014
<u>Edit</u>	Tomblin, Michael	LCOB	Management/Marketing/MIS	Doctoral	12/31/2010	12/31/2015
<u>Edit</u>		LCOB	Management/Marketing	Graduate	1/31/2011	1/31/2016
<u>Add</u>	Shumlas, Alice Claudio, Pier Paolo	LCOB	Accounting/LE	Instructor	8/30/2010	8/30/2013
<u>Add</u>		SOM	Biochemistry & Microbiology	Doctoral	12/31/2010	12/31/2013

**ATTACHMENT 3  
Graduate Curriculum Change Approvals**

**Graduate Curriculum Change Requests Summary – January 2011**

**COLLEGE: COLA**

***Request for Graduate Course Deletion* Approved**

Department/Division: Department of Sociology and Anthropology

Current Course Number and Title: SOC 571 Sociological Field Experience

Rationale for Course Deletion: We have another identical course (SOC 570) on the books and have no reason to keep both.

Final term and year this course is to be offered: Spring 2011

No course is being added in place of this deletion.

***Request for Graduate Course Deletion* Approved**

Department/Division: Department of Sociology and Anthropology

Current Course Number and Title: SOC 597 Itv

Rationale for Course Deletion: This class has not been taught for years and we have no intention of scheduling it in the future.

Final term and year this course is to be offered: Spring 2011

No course is being added in place of this deletion.

***Request for Graduate Course Deletion* Approved**

Department/Division: Department of Sociology and Anthropology

Current Course Number and Title: SOC 598 Itv

Rationale for Course Deletion: This class has not been taught for years and we have no intention of scheduling it in the future.

Final term and year this course is to be offered: Spring 2011

No course is being added in place of this deletion.

***Request for Graduate Course Deletion* Approved**

Department/Division: Dept of Sociology and Anthropology

Current Course Number and Title: SOC 614 Applied Demography

Rationale for Course Deletion: We have another class with an identical title (SOC 615) and we have no reason to maintain both as part of our curriculum. This class has no description in the master list of courses.

Final term and year this course is to be offered: Spring 2011

No course is being added in place of this deletion.

***Request for Graduate Course Deletion*** Approved

Department/Division: Dept of Sociology and Anthropology

Current Course Number and Title: SOC 680 SP TP – PART TIME SOCIAL WORK

Rationale for Course Deletion: We have another class with an identical title (SOC 615) and we have no reason to maintain both as part of our curriculum. This class has no description in the master list of courses.

Final term and year this course is to be offered: Spring 2011

No course is being added in place of this deletion.

***Request for Graduate Course Change*** Approved

Department/Division: Communication Studies

Current Course Number and Title: CMM 574: Interpersonal Health Communication

Change in Course TITLE? Yes

Old title of course: Health Communication

New title course: Interpersonal Health Communication

Change in Course ALPHA DESIGNATOR? No

Change in COURSE NUMBER? No

Change in CONTENT? Yes

From: A survey of health communication theories and findings covering both health communication in interpersonal contexts and health communication in public contexts (e.g., health promotion campaigns).

To: An in-depth study of health communication in interpersonal contexts.

Rationale: The need to adapt CMM 574 is grounded in the nature of the field of Health Communication and the need to provide greater depth of education for our graduate students. Studies in Health Communication primarily center around two major areas of scholarship and related career tracks: (1) Health communication in interpersonal contexts such as patient-provider and patient-family interactions and face-to-face communication in health care organization settings and (2) Health communication in public contexts such as health promotion campaigns and illness prevention programs. Currently, CMM 574 surveys both of these topic areas, however, we are requesting that this course focus in depth on health communication issues in interpersonal contexts.

Change in CATALOG DESCRIPTION as a result of this request? Yes

From: Explores communication demands of health care and promotion; examines communication controversies in the modern health care system; and examines communication strategies to resolve health care problems.

To: Investigates communication in establishing effective interactions between health providers, patients, and families. Explores theories and findings in relationship development, decision making, intercultural communication, social support, advocacy, and family relationships.

Rationale: To reflect the change in the nature of the information to be shared.

**COLLEGE: GSEPD**

***Request for Graduate Course Change*** Approved

Department/Division: Counseling

Current Course Number and Title: Coun 630 – Introduction to Mental Health Counseling

Change in Course TITLE? Yes

Old title of course: Introduction to Mental Health Counseling

New title of course: Introduction to Clinical Mental Health Counseling

Rationale: Makes title of course consistent with the new title of the Area of Emphasis – Clinical Mental Health Counseling

***Request for Graduate Course Change*** Approved

Department/Division: Counseling

Current Course Number and Title: Coun 691 – Internship Mental Health Counseling

Change in Course TITLE? Yes

Old title of course: Internship Mental Health Counseling

New title of course: Internship Clinical Mental Health Counseling

Rationale: Makes title of course consistent with the new title of the Area of Emphasis – Clinical Mental Health Counseling

**COLLEGE: COFA**

***Request for Graduate Course Change*** Approved

Department/Division: Art And Design

Current Course Number and Title: ART 508

Change in CATALOG DESCRIPTION as a result of this request? Yes

From: History of the Visual Arts and Architecture in ancient Mesopotamia, Egypt, Greece, and Rome.

To: History of the Visual Arts and Architecture in Ancient Egypt in the context of social and religious influences.

Rationale: This was the catalog description originally proposed for this course. The schedule of classes continues to revert to a previous course description when 508 was Art of the Ancient World. I am simply trying to correct what appears to be a clerical error.



## Graduate Council

### MEMORANDUM

To: President Stephen J. Kopp

From: Tracy Christofero – Chair, Graduate Council <sup>TC</sup>

Date: March 8, 2011

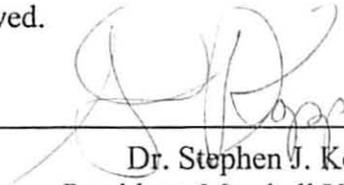
Subject: **Approval of Graduate Council Minutes: February 25, 2011**

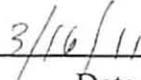
Attached are the minutes of the February Graduate Council meeting for your review. Approval of these minutes will also serve as approval of curricular motions and graduate faculty status.

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

---

Minutes approved.

  
\_\_\_\_\_  
Dr. Stephen J. Kopp  
President, Marshall University

  
\_\_\_\_\_  
Date

*Note to President's secretary:*

Please return the signed original to Tracy Christofero with copies to:

Dr. Tracy Christofero, MUGC 328, South Charleston Campus  
Dr. Donna Spindel, Dean, Graduate College, Old Main, Huntington campus  
Dr. Deanna Mader, Secretary, Graduate Council, CH 414, Huntington campus  
Ms. Barbara Hicks, Office of Academic Affairs, Old Main, Huntington campus  
Ms. Jennifer Lauhon, Office of Academic Affairs, Old Main, Huntington campus  
Ms. Crystal Stewart, Information Technology, Drinko 313A, Huntington campus

## MU Graduate Council Minutes February 25, 2011

**Thomas Board Room South - Charleston Campus**

**Members Present:** Christofero, Trzyna, Mader, Brammer, Edington, Gruetter, Heaton, Midkiff, Securro, Swindell, Watts, Zanter

**Members Absent (Excused):** Krieg, McComas, Mulder, Sottile, Stroebel

**Ex-Officio Members Present:** Spindel

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

**Guests:** Tammy Johnson

**Christofero convened the meeting at 1:00pm.**

### Agenda

Christofero	Welcome, Introductions, Announcements
Mader	Approval of previous Meeting Minutes (Attachment 1)
Christofero	Report of Graduate Faculty Status candidates (Attachment 2)
Christofero	Reminder to Committees
Mulder	Curriculum Committee business (Attachment 3)
Trzyna	Academic Planning, Standards, & Policies Committee business
Gruetter	Credentialing Committee business
Securro	Program Review & Assessment Committee business
Christofero	Miscellaneous business of the Council

**Minutes Approved:** Minutes for the January meeting were approved as distributed (Attachment 1).

**Graduate Faculty Status:** Christofero stated she will work with Brian Morgan to continue refining Redbook organization and processes.

The Graduate Faculty List (Attachment 2) was approved.

**Reminder to Committees:** Christofero reminded committees to review and document the procedures of their respective committees for the benefit of future Graduate Council members. This should be completed by the April meeting.

**Curriculum Committee Business:** Midkiff, representing Mulder, presented one curriculum request (Attachment 3). Language change within the request was approved; however, the full request was sent back to committee for evaluation and revision.

College	Request	Result
---------	---------	--------

Graduate School Dean	Change in Catalog Description: Certificate programs	Returned to Committee
-------------------------	--------------------------------------------------------	--------------------------

**Academic Planning, Standards, & Policies Committee Business:** Trzyna reported the committee has several charges and will meet prior to the March Graduate Council meeting.

**Credentialing Committee Business:** Gruetter reported on the progress of the graduate faculty status audits. Gruetter and Mader will conduct the GSEPD audit on March 8, 2011. The other audits will be scheduled. A letter, requested by Dean Bookwalter (COEHS; see December 3, 2010 GC Minutes), has been sent identifying deficiencies. Another COEHS audit will be scheduled in the fall.

**Program Review & Assessment Committee Business:** Securro reminded reviewers to communicate with him regarding the status of the annual program reviews. The committee will meet next week to review progress. Securro stated it is at the discretion of the reviewers whether or not to meet with program representatives. He noted some programs still have not posted their annual reviews to the MU assessment website. Dr. Reynolds has asked those programs to submit their annual as quickly as possible.

Swindell reported the 5-year program review for the MS in Environmental Science was revised, resubmitted, and again reviewed. The reviewers recommend approval, and Council approved.

Heaton reported the reviewers for the MS in Information Systems have not been contacted by the program or the Provost (GC Minutes January 28, 2011). Christofero stated the program review has been rewritten with the previously recommended discontinuation of the program removed. Heaton looked at the updated program review electronically and observed MS in Information Systems is now requesting resource development and includes an extensive list of needs. Discussion – Graduate Council cannot approve/disapprove resource development without a presentation by the program representatives. Securro will contact Dr. Reynolds to ascertain whether the process will be expedited or postponed until next year. Subsequent to the Graduate Council meeting, the MS in Information Systems was revised to request continuation at the current level. [Note: A March 3, 2011 (post-meeting) electronic vote by GC members resulted in approval of the reviewers' recommendation for the MS in IS to continue at the current level of activity.]

**Miscellaneous Business of the Council:**

1. Christofero, representing GC, and Brammer, representing FS, will facilitate the March 7th Campus Conversation and need volunteers for a panel discussion of the book, *Academically Adrift*. Trzyna, Zanter, and Edington volunteered.

2. Sottile submitted recommended changes in the language describing the graduate academic appeals process. Rationale: the changes will aid in clarification for students and faculty and will be more in line with the undergraduate academic appeals process. Brammer suggested Council wait to vote until members have had time to review the proposal, discuss it, and make any additional changes prior to submitting it to Faculty Senate. The motion to postpone discussion and vote until the March meeting was passed.
3. Brammer stated an at-large representative is needed for the Legislative Affairs Committee. She discussed the role and importance of the committee. Trzyna volunteered. [Note: Post-meeting, Council was advised that the LAC representative needed to be from the SC campus. Watts volunteered.]
4. Spindel and Tammy Johnson presented a revised undergraduate GPA proposal pertaining to graduate admissions (GC Minutes January 28, 2011). The revision remedies problems of the original document and allows programs the flexibility to require higher GPAs and additional documentation. Approved – Spindel will submit on the appropriate form.
5. Spindel presented proposed changes in the catalog language describing the Integrated Bachelors and Masters (IBAM) degree program. Rationale: revision will improve clarity and make the degree more appealing to undergraduate students. To date, no students have completed this program. The revision, in part, will include changing the applicable 8 credit hours to 12 credit hours. This is similar to other institutions and fits logically with the typical credit hours per semester load. Spindel stated the Registrar indicated students' transcript will state IBAM or a similar notation to explain the reduced total undergraduate hours. Discussion was largely in agreement for the need for change, but additional edits and a possible degree name change are necessary. Spindel will continue to work on the language for clarification and marketing potential. Spindel will contact graduate advisors for feedback.
6. Spindel distributed the current and proposed forms for Revalidation of Credit. The purpose of the Graduate Dean's signature is to maintain necessary checks and balances for academic integrity. In the current form, the Dean's signature essentially occurs after everything has been completed, making it difficult to remedy errors. Part A of the proposed form requires the Dean to sign off on the process/strategy proposal, while Part B requires only the signatures of those persons directly responsible for carrying out the process. Council members will take the proposed form to their respective colleges and get feedback from deans and advisors.

**Meeting adjourned at 2:48pm.**

Submitted by Deanna Mader, Secretary, March 6, 2011, and revised by Tracy Christofero, March 7, 2011.

**Future 2010-2011 Graduate Council Meetings – Please reserve these dates**

- March 18, 2011 – Huntington – John Spotts
- April 22, 2011 – South Charleston – Thomas Board Room

**Attachments:**

1. Minutes from the January meeting
2. Graduate faculty membership approvals
3. Graduate curriculum change request

**ATTACHMENT 1**  
**Minutes from the January meeting**  
**MU Graduate Council Minutes**

**January 28, 2011**

**John Spotts Room - Huntington Campus**

**Members Present:** Christofero, Trzyna, Mader, Mulder, Brammer, Stroebel, McComas, Sottile, Krieg, Securro, Heaton, Midkiff, Edington, Swindell, Watts, Zanter

**Members Absent:** Gruetter (Excused)

**Ex-Officio Members Present:** Spindel, Ormiston, Hensley

**Ex-Officio Members Absent:** Maher

**Guests:** Dr. Mary Beth Reynolds, Dr. Tammy Johnson, Dr. Byron Clercx

Christofero convened the meeting at 1:00pm.

**Draft Agenda**

Christofero	Welcome, Introductions, Announcements
Mader	Approval of previous Meeting Minutes (Attachment 1)
Christofero	Report of Graduate Faculty Status candidates (Attachment 2)
Mulder	Curriculum Committee business (Attachment 3)
Trzyna	Academic Planning, Standards, & Policies Committee business
Gruetter	Credentialing Committee business
Securro	Program Review & Assessment Committee business
Mary Beth Reynolds	Annual Review Procedures
Christofero	Miscellaneous business of the Council

**Minutes Approved:** Minutes for the December meeting were approved as distributed (Attachment 1).

**Graduate Faculty Status:** Christofero stated the new procedures and format for Graduate Faculty status approval are in place and thanked Brian Morgan and Donna Spindel for their hard work in the redesign. Colleges will now enter their own data; however, approvals will still be granted by Graduate Council. Spindel told members the entered names must match in both the Redbook and Banner and requested Christofero or she be informed of any discrepancies. Christofero encouraged members to make sure their respective colleges keep the Redbook updated.

The Graduate Faculty List (Attachment 2) was approved.

**Curriculum Committee Business:** Mulder presented nine curriculum requests (Attachment 3). All nine were approved as is.

College	Request	Results
COLA	Delete: SOC 571 – Sociological Field Experience	Approved
COLA	Delete: SOC 597 - Itv	Approved
COLA	Delete: SOC 598 - Itv	Approved
COLA	Delete: SOC 614 – Applied Demography	Approved
COLA	Delete: SOC 680 SP TP – Part Time Social Work	Approved
COLA	Change of Course Title, Content, & Catalog Description: CMM 574	Approved
GSEPD	Change in Course Title: COUN 630	Approved
GSEPD	Change in Course Title: COUN 691	Approved
COFA	Change in Catalog Description: ART 508	Approved

**Academic Planning, Standards, & Policies Committee Business:** Trzyna reported the committee had no new business.

**Credentialing Committee Business:** The committee had no new business.

**Program Review & Assessment Committee Business:** Securro thanked members for their work on the 5-year program reviews and called on each team to report their recommendations.

MA Early Childhood Education, Ed S Education Specialist, MS Engineering, MS Safety Technology, MA English, MS Dietetics and M.D. all received recommendations to continue at the current level of activity. Mader & Trzyna reported that although their recommendation for the M.D. program is to continue at the current level of activity, several omissions were noted in the M.D. program review and none of the recommended changes were made. Discussion followed. Christofero recommended, starting with this program review cycle, all work by reviewers documented on the Program Review Evaluator's Check Sheet should proceed along with each program review to the next level of the approval process. Discussion followed and the recommendation was approved.

MS Environmental Science program review was discussed and the consensus was to send it back to the program for revision. Revision must be completed by February 15, 2011.

MS Information Systems requested the program be dissolved. Provost Ormiston asked Graduate Council to defer its decision until he has time to talk to their dean. Members agreed. The Provost will be in communication with the program reviewers.

The question was raised as to the role of the Graduate Council in program reviews – helpful suggestions or making a judgment/recommendation? Discussion followed. Reynolds and Hensley stated Graduate Council performs both roles; first in recommending manuscript changes to make the program review as strong as possible, and then as evaluator when the committee recommendation form is submitted.

**Annual Assessment Reports:** Dr. Reynolds reviewed the procedures for the annual assessment reports. Forty annual assessment reports will be reviewed this year. Teams of two will evaluate each report. Securro will forward the link for additional materials along with the team assignments. Members were reminded programs do not need to assess each outcome every year (e.g. they may choose an assessment cycle rather than assessing all outcomes annually). Reviews are due by March 15, 2011 to the Office of Assessment. Teams are encouraged to review independently and then combine into one form.

#### **Miscellaneous Business of the Council:**

**1) Ad Hoc Committee on Organizational Structure:** Trzyna reported the committee began their charge by reviewing the Graduate Council Bylaws (most recent dated 2004) and a letter of September 2007 clarifying the Bylaws. The university has changed considerably in the past seven years and the 2004 Bylaws do not reflect those changes. Recommendation - disband the ad hoc committee and send charge to the Academic Planning, Standards, & Policies Committee for further investigation and recommendations. The recommendation was approved

**2) Fees for Revalidation of Credit:** Spindel reported the current balance in the Revalidation Account is \$5000. Fees are assessed at \$25 per credit hour revalidated. According to Spindel, tracking the source of the fees is extremely difficult, and so getting the money back to the appropriate departments is also difficult. Spindel noted although Graduate Council approved that the fees should go back to the departments several years ago; it did not specify the process. The return of fees to departments was attempted in 2005-2006. Spindel stated the Graduate College Office is not an office that normally handles money so it is not equipped to handle the tracking and disbursement.

Regarding expenditures from the Revalidation Account, Spindel stated she asked for and was granted permission by Academic Affairs to spend \$4500 to pay for membership in the Council of Graduate Schools. The \$4500 came from the Graduate College operating account previously; however, that budget has been cut. Spindel requested permission to recommend how the money should be spent and stated the funds would be best used to pay outside readers of theses and dissertations. Currently outside readers are being paid out of the now-eliminated thesis and dissertation binding fund. Graduate student travel is being paid through donations. Discussion followed. Christofero summarized by

stating Graduate Council procedures are not being followed and the issues needs to be resolved. The Academic Planning, Standards, & Policies Committee will address the situation and make a recommendation as to how the revalidation fees should be spent. Members should contact Trzyna with comments and concerns.

**3) Policy for Undergraduate GPA:** Dr. Johnson stated the current admissions policy for calculating undergraduate GPA states all undergraduate work must be included in the calculation (i.e. every course at every institution) and the minimum average GPA must be at least 2.5 on a 4 pt scale. In the past, the policy was not enforced and departments determined their own calculation procedures. The policy began to be enforced approximately three years ago; however, the calculation process is very time consuming since all transcripts (both domestic and abroad) must be received prior to calculating the GPA.

Dr. Johnson recommends better language may be "overall undergraduate degree GPA." Dr. Johnson's office has reviewed this issue in-depth and statistics show there is very little difference between overall GPA and degree GPA. She emphasized this has nothing to do with lowering standards but has a lot to do with Office of Admissions customer service. Discussion followed. Christofero stated members should take this recommendation back to their respective colleges for input. The Academic Planning, Standards, and Policies Committee will review and make a recommendation. This item will be discussed at the next GC meeting.

**4) Additional Agenda Items:** Christofero commended the members on thorough discussions; however, given the time allotted, additional items on the agenda will be moved to next month's meeting.

**5) Material for February Meeting:** Spindel distributed information on Integrated Bachelor's and Master's (IBAM) degree programs. Members should read the material and be ready to discuss it at the February meeting.

Meeting adjourned at 2:51pm.

Submitted by Deanna Mader, Secretary, February 3, 2011 and revised by Tracy Christofero, February 4, 2011.

**Future 2010-2011 Graduate Council Meetings – Please reserve these dates**

- February 25, 2011 – South Charleston – Thomas Board Room
- March 18, 2011 – Huntington – John Spotts
- April 22, 2011 – South Charleston – Thomas Board Room

**ATTACHMENT 2**  
**Graduate Faculty Membership Approvals**

The following is a list of requests still pending in the RedBook Admin system:

Type	Faculty Member	College/School	Department/Division	Graduate Faculty Level	Term Start	Term Expires
<u>Add</u>	Berhie, Girmay	COHP	Health Informatics	Graduate	02/22/2011	02/22/2016
<u>Add</u>	Dunn, Nancy	COHP	Nursing	Instructor	01/31/2011	01/31/2013
<u>Add</u>	Ian Hagarty	COFA	Art and Design	Graduate	January 27, 2011	January 27, 2016
<u>Add</u>	Konz, Suzanne	COHP	School of Kinesiology	Doctoral	02/22/2011	02/22/2016
<u>Add</u>	Margaret Richardson	COFA	Art and Design	Graduate	January 27, 2011	January 27, 2016
<u>Add</u>	Stephen Lawson	COFA	Music	Graduate	February 1, 2011	February 1, 2016
<u>Edit</u>	Antonsen, Brian	SOM	Pharmacology, Physiology & Toxicology	Doctoral	03/31/08	03/31/13
<u>Edit</u>	Biros, John	CITE	Engineering & Computer Science	Graduate	12/17/10	12/17/15
<u>Edit</u>	Collier, Patrick	SOM	Biochemistry & Microbiology	Doctoral	07/31/08	07/31/13
<u>Edit</u>	Egnor, Michael	CITE	Applied Science & Technology	Instructor	12/08/10	12/08/12
<u>Edit</u>	Johnson, Rebecca	SOM	Forensic Science	Instructor	02/01/11	02/01/13
<u>Edit</u>	Newsome, Jason	GSEPD	Counseling	Associate	11/09/10	11/09/13
<u>Edit</u>	Rankin, Gary	SOM	Pharmacology, Physiology & Toxicology	Doctoral	2/1/11	2/1/14
<u>Edit</u>	Rosiek, John	CITE	Applied Science & Technology	Instructor	12/8/10	12/8/12

**ATTACHMENT 3**  
**Graduate Curriculum Change Approvals**

**Request for Graduate Catalog Change**  
**To Description of Certificate Programs**

Question – some approved programs have 24 hours; discussion; motion – change language from 12-21 to 12-24. Approved

Question – Currently a student may pursue a masters degree and a certificate at the same time; Discussion – student can take up to 12 (area of emphasis is 12 hours) student may decide not to complete the masters, but the program would have already approved the 12 hrs; Certificate can only have 6 hours transferred; Suggestion – complete two separate programs of study for the Masters and the Certificate (inappropriate for students to earn an MU certificate with 12 hrs transferred from another institution); The curriculum for each certificate needs to be reviewed; The role of the advisor is very important. Motion – send it back to committee for evaluation and revision. Motion passed.

**Contact Person:** Donna Spindel, Ph.D.  
**Office:** Dean of the Graduate School

***Current Description:***

**Certificate Programs**

Certificate programs are professional continuing education programs of typically 12 to 21 credit hours as designated by the program faculty and available to students admitted under the Professional Development and Degree-seeking categories. The main purpose of certificate programs is to provide opportunities to students to complete a cohesive program of coursework that is less than a graduate degree, but which provides advanced training in a specific area. Please consult the department offering the certificate program for complete information.

p. 61

***Edits:***

~~Please consult the department offering the certificate program for complete information.~~  
*(plus the additional items as shown in the proposed new description, below)*

***New / Clean (Proposed) Catalog Description:***

**Certificate Programs**

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

specific area.

- *No more than 6 credit hours from outside Marshall University may be transferred into any certificate programs.*
- *An overall GPA of at least 3.00 must be earned for all courses within the certificate program.*

*General Admission Requirements*

- *An application for admission to a certificate program (with the non-refundable application fee), unless a student is already admitted to the degree program offering the certificate;*
- *An official transcript from the regionally accredited institution granting an applicant's baccalaureate degree.*

*Students should consult the catalog for specific admission requirements to a particular certificate program.*

*Note 1: Admission to a degree program requires a separate application. Completion of a certificate program does not guarantee acceptance as a degree student in a particular graduate program. Individual departments may, however, choose to use performance in certificate courses as supporting data when considering an application for full admission into a degree program.*

*Note 2: Students who wish to pursue degree and certificate programs concurrently should complete the application for admission to a degree program.*





## Graduate Council

### MEMORANDUM

To: President Stephen J. Kopp

From: Tracy Christofero – Chair, Graduate Council

Date: March 21, 2011

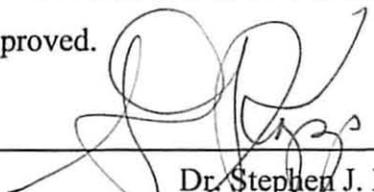
Subject: **Approval of Graduate Council Minutes: March 18, 2011**

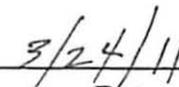
Attached are the minutes of the March Graduate Council meeting for your review. Approval of these minutes will also serve as approval of curricular motions and graduate faculty status.

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

---

Minutes approved.

  
\_\_\_\_\_  
Dr. Stephen J. Kopp  
President, Marshall University

  
\_\_\_\_\_  
Date

*Note to President's secretary:*

Please return the signed original to Tracy Christofero with copies to:

- TC* Dr. Tracy Christofero, MUGC 328, South Charleston Campus  
Dr. Donna Spindel, Dean, Graduate College, Old Main, Huntington campus  
Dr. Deanna Mader, Secretary, Graduate Council, CH 414, Huntington campus  
Ms. Barbara Hicks, Office of Academic Affairs, Old Main, Huntington campus  
Ms. Jennifer Lauhon, Office of Academic Affairs, Old Main, Huntington campus  
Ms. Crystal Stewart, Information Technology, Drinko 313A, Huntington campus

**MU Graduate Council Minutes**  
**March 18, 2011**  
**John Spotts Room – Huntington Campus**

**Members Present:** Christofero, Trzyna, Brammer, Gruetter, Heaton, Midkiff, Watts, Zanter, McComas, Stroebel, Sottile, Krieg

**Members Absent:** Mader, Edington, Mulder, Securro, Swindell

**Ex-Officio Members Present:** Spindel

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

**Guest:** Penny Kroll

**Christofero convened the meeting at 1:00pm.**

**Agenda**

Christofero	Welcome, Introductions, Announcements
Christofero	Approval of previous Meeting Minutes (Attachment 1)
Christofero	Report of Graduate Faculty Status candidates (Attachment 2)
Midkiff	Curriculum Committee business (Attachment 3)
Trzyna	Academic Planning, Standards, & Policies Committee business
Gruetter	Credentialing Committee business
Watts	Program Review & Assessment Committee business
Sottile	BAPC Recommendation
Spindel	IBAM
Christofero	Miscellaneous business of the Council

**Minutes Approved:** Minutes for the February 25<sup>th</sup> meeting were approved as distributed (Attachment 1).

**Graduate Faculty Status:** The Graduate Faculty List (Attachment 2) was approved.

**Curriculum Committee Business:** Midkiff, representing Mulder, presented fourteen curriculum requests (Attachment 3). GC members debated implications of changing course level numbers. It was determined if course level numbers change, sufficient course content documentation change be represented in the request, e.g., changing from a 600- to a 700-level course, to provide an audit trail. CITE and GSEPD requests were returned for documentation of any course content change.

College	Request	Result
Graduate School Dean	Change in Catalog: Grade Point Average	Approved
CITE	Change in Course Number 614 to 514	Returned to Committee
CITE	Change in Course Number 660 to 560	Returned to Committee
GSEPD	Change in Course Number 646 to 747	Returned to Committee
GSEPD	Addition: LS 708	Approved
GSEPD & COEHS	Change in Course Content and Catalog: Description: EDF 537 increase hours	Approved
GSEPD & COEHS	Change in Course Content and Catalog: Description: EDF 637 increase hours	Approved
COS	Addition: PHY 685	Approved
COS	Addition: PHY 686	Approved
COS	Addition: BSC 640	Approved
COHP	Change of an Area of Emphasis within and Existing Major-Addition ESS 644	Approved
COHP	Change of an Area of Emphasis within and Existing Major-Deletion ESS 687	Approved
COHP	Doctor of Physical Therapy Proposed Curriculum	Approved

**Academic Planning, Standards, & Policies Committee Business:** Trzyna reported that the committee is working on procedures for making changes in the graduate catalog, and are reviewing Graduate Council by-laws. The committee is also in process of reviewing and documenting their procedures for future Academic Planning, Standards, & Policies Committee members.

**Credentialing Committee Business:** Gruetter reported on the progress of the graduate faculty status audits. Gruetter and Mader will conducted the GSEPD audit on March 8, 2011. Audits for Health Professions and Liberal Arts are scheduled. Documentation of the Credentialing Committee's procedures is complete.

**Program Review & Assessment Committee Business:** Watts, representing Securro, indicated that all reviews have been completed, except those not submitted by the programs. The committee will send the reports to Dr. Reynolds.

**Miscellaneous Business of the Council:**

1. Sottile submitted recommended changes in graduate academic appeals process language. These changes will aid in clarification for students and faculty, and will be more in line with the undergraduate academic appeals process. The changes will allow additional appeal boards to deal with

heavy loads, outline a process for the chair to handle an inappropriate member, and define what a witness is. Graduate Council approved the Recommendation. [Note: Post-meeting, the Faculty Senate Recommendation form was modified for Graduate Council use. Following the Faculty Senate procedure, Christofero will sign and submit for President Kopp's approval.)

2. Spindel presented proposed changes in the catalog language describing the Integrated Bachelors and Masters (IBAM) degree program. She discussed changing the name to Accelerated Master's Degree and outlined steps to complete the degree. She will submit a proposal.
3. Christofero discussed the Outstanding Graduate Advisor award, and will send a request for nominations to all students, once Academic Affairs (Hensley) advises if funds are available. Nominations will be sent to Gruetter for the Credentialed Committee to select one winner from South Charleston and one from Huntington. Discussion centered on what to do if funding is unavailable. Winners must be selected by April 1<sup>st</sup> to assure names are in the commencement bulletin.
4. Christofero reminded everyone that end-of-year summaries detailing what each committee accomplished this year are due in May. She will send out a reminder to committee chairs.

**Meeting adjourned at 2:30pm.**

**Submitted by Sandra Strobel, Secretary substitute, March 18, 2011 and revised by Tracy Christofero, March 21, 2011.**

**ATTACHMENT 2  
Graduate Faculty Membership Approvals**

The following is a list of requests still pending in the RedBook Admin system:

<b>Type</b>	<b>Faculty Member</b>	<b>College/School</b>	<b>Dept//Div</b>	<b>Level</b>	<b>Start</b>	<b>Expires</b>
<u>Add</u>	Greenwood, Kristine	COLA	Communication Studies	Instructor	02/25/2011	02/25/2013
<u>Edit</u>	Brunty, Joshua	SOM	Forensic Science	Associate	03/01/2011	03/01/2014

**ATTACHMENT 3  
Graduate Curriculum Change Approvals**

**College: Graduate**

**Request for Graduate Catalog Change**

Degree and page number from the latest catalog where the degree or program description begins: p. 16

**Current Catalog Description**

Degree Seeking – A student who desires admission as a degree-seeking graduate student must have an overall undergraduate Grade Point Average of 2.5 on a 4.0 scale. Individual schools and programs may require higher grade point averages.

**Edits to the Current Description**

Degree Seeking – A student who desires admission as a degree-seeking graduate student must have an overall undergraduate Grade Point Average of 2.5 on a 4.0 scale. ~~Individual schools and programs may require higher grade point averages.~~

**New Catalog Description**

Degree Seeking – A student who desires admission as a degree-seeking graduate student must have an overall Grade Point Average of 2.5 on a 4.0 scale from the bachelor's degree granting institution. The applicant must provide an official transcript from the degree-granting institution. Individual schools and programs may require a higher grade point average and/or additional credentials or documentation.

**College: CITE**

**Request for Graduate Course Change**

**Department/Division:** Applied Science and Technology

**Current Course Number and Title:** ES 614: Environmental Risk Assessment

**Change In Course Number?** Yes

If "Yes," old Course Number: 614

If "Yes," new Course Number: 514

**Rationale:** The course number needs to be 500-level so that we may cross-list with undergrad programs in IST so as to facilitate cooperation between the two programs (ES and IST)

**Change In Course Title?** No

**Change In Course Alpha Designator?** No

**Request for Graduate Course Change**

**Department/Division:** Applied Science and Technology

**Current Course Number and Title:** ES 660: Environmental Law

**Change In Course Number?** Yes

If "Yes," Old Course Number: 660

If "Yes," New Course Number: 560

**Rationale:** The Course Number Needs To Be 500-Level So That We May Cross-List With Undergrad Programs In Ist So As To Facilitate Cooperation Between The Two Programs (Es And Ist)

**Change In Course Title?** No

**Change In Course Alpha Designator?** No

## College GSEPD

### Request for Change in Course Title and Number

Department/Division: Leadership Studies

Current Course Number and Title: LS 646 Administration of Community and Technical Colleges

Change in Course Title? Yes

If "Yes," OLD Title: Administration of Community and Technical Colleges

If "Yes," NEW Title: Administration of Community Colleges

Rationale: This is a better title for the course objectives.

Change In Course Number? Yes

If "Yes," old Course Number: 646

If "Yes," new Course Number: 747

Rationale: This is an advanced class and needs to be restrited to EdS and EdD students. The "700" course level designation till accomplish that restriction.

Change In Course Alpha Designator? No

### Request for Graduate Course Addition

Department/Division: Leadership Studies

New Course Title: A Comparative Study of Community Colleges

Alpha Designator & Number LS 708

Graded

Course Catalog Description: An examination of community colleges in the U.S. and abroad including Canada, Europe, Asia, Africa, and South America. Areas for comparison include governance, finances, curriculum, faculty and students.

Course being DELETED in place of this addition. None

Credit Hrs. 3

## College: GSEPD and COEHS

### Request for Change in Course Content and Catalog Description

Department/Division: School of Education

Current Course Number and Title: EDF 537 MAT Level I Clinical Experiences

Change In Course Number? No

Change In Course Title? No

Change In Course Alpha Designator? No

Change In Content? Yes

From: Change in student contact hours in the school from twenty to thirty five

To: Student contact hours in the school will be thirty five

Rationale: The change represents the current trend for students to spend more time in the schools working with professionals in the classroom. The students have the opportunity for more contact with the cooperating teacher and students.

Chng catalog descr yes

From: 537MAT Level I Clinical Experience. 0 hrs. Twenty-hour public school clinical experience in middle/secondary schools designed to provide an opportunity for MAT students to work with faculty, staff and students in a teaching environment. (CR: EDF 616)

To: 537 MAT Level I Clinical Experience. 0 hrs. Thirty five-hours public school clinical experience in middle/secondary schools designed to provide an opportunity for MAT students to work with faculty, staff and students in a teaching environment. (CR: EDF 616 or EDF 619)

**Request for Change in Course Content and Catalog Description**

**Department/Division:** School of Education

**Current Course Number and Title:** EDF 637 MAT Level II Clinical Experiences

**Change In Course Number?** No

**Change In Course Title?** No

**Change In Course Alpha Designator?** No

**Change In Content?** Yes

**From:** Change in student contact hours in the school from sixty to seventy five

**To:** Student contact hours in the school will be seventy five

**Rationale:** The change represents the current trend for students to spend more time in the schools working with professionals in the classroom. The students have the opportunity for more contact with the cooperating teacher and students.

**Chng catalog descr yes**

**From:** 637 MAT Level II Clinical Experience. 0 hrs.

Sixty-hour secondary public school experience provides opportunity for preservice, master's-level teachers to put theory into classroom practice through observation, participation, reflection, individual/small group teaching, and up-front classroom teaching. (PR: EDF 537; CR: CI 515)

**To:** 637 MAT Level II Clinical Experience. 0 hrs.

Seventy five-hour secondary public school experience provides opportunity for preservice, master's-level teachers to put theory into classroom practice through observation, participation, reflection, individual/small group teaching, and up-front classroom teaching. (PR: EDF 537; CR: CI 515)

**College: COS**

**Request for Course addition**

**Department / Division:** Physics and Physical Science

**New Course Title:** Alpha Designator & Number PHY 685 Independent Study

**Graded**

**Course Catalog Description:** Advanced Independent Study in Physics

**Course being DELETED in place of this addition.** None

**Credit Hrs.** 3

**Request for Course addition**

**Department / Division:** Physics and Physical Science

**New Course Title:** Alpha Designator & Number PHY 686 Independent Study

**Graded**

**Course Catalog Description:** Advanced Independent Study in Physics

**Course being DELETED in place of this addition.** None

**Credit Hrs.** 3

**Request for Course addition**

**Department / Division:** Biological Sciences

**New Course Title:** Alpha Designator & Number BSC Cell Biology and Biotechnology

**Graded / First Term Offered:** Fall 2011

**Course Catalog Description:** Broad coverage of applied cell biology, biotechnology with high current interest and utility to the medical, agricultural and commercial product development. Application of DNA technologies for biotech communication.

**Course being DELETED in place of this addition.** None

**Credit Hrs.** 3

## College: COHP

### Health Professions

**Change of an Area of Emphasis within and Existing Major - Addition**

**Department/Division:** School of Kinesiology

**Major:** MS Exercise Science

**Area of Emphasis:** : Clinical Applied Area

**New Course Title:** Alpha Designator & Number ESS 644 Cardiovascular Exercise Physiology 3hrs

**Graded**

**Course Catalog Description:**

**Credit Hrs. 3**

**Course being DELETED in place of this addition.** ESS 687 Advanced Cardiac Life Support

**Rationale:** ESS 687 Advanced Cardiac Life Support is being offered through Cabell-Huntington

Hospital; therefore, it is not necessary for the School of Kinesiology to duplicate the same course for our graduate students pursuing the Master of Science in Exercise Science with concentration areas in Exercise Physiology and the Clinical Applied Area. ESS 644 Cardiovascular Exercise Physiology will be substituted for ESS 687 Advanced Cardiac Life Support. ESS 644 Cardiovascular Exercise Physiology is presently offered as an elective for students pursuing the Clinical Applied Area and Exercise Physiology area and now will be a required course.

**Change in Catalog Description:** Yes

**From:** Clinical Area of Emphasis: Exercise Physiology :ESS 644 Cardiovascular Exercise Physiology 3hrs Required

**To:** Clinical Area of Emphasis: Exercise Physiology :ESS 644 Cardiovascular Exercise Physiology 3hrs Required

**Note:** No change in the Current Catalog Description for ESS 644 Cardiovascular Exercise Physiology is necessary.

**Change of an Area of Emphasis within and Existing Major - Deletion**

**Department/Division:** School of Kinesiology

**Major:** MS Exercise Science

**Area of Emphasis:** Clinical Applied Area

**Deleted Course Title:** Alpha Designator & Number ESS 687 Advanced Cardiac Life Support

**Change in Course Catalog Description:**

**Credit Hrs. 3**

**Course being ADDED in place of this addition.** ESS 644 Cardiovascular Exercise Physiology 3hrs Required

**Rationale:** ESS 687 Advanced Cardiac Life Support is being offered through Cabell-Huntington

Hospital; therefore, it is not necessary for the School of Kinesiology to duplicate the same course for our graduate students pursuing the Master of Science in Exercise Science with concentration areas in Exercise Physiology and the Clinical Applied Area. ESS 644 Cardiovascular Exercise Physiology will be substituted for ESS 687 Advanced Cardiac Life Support. ESS 644 Cardiovascular Exercise Physiology is presently offered as an elective for students pursuing the Clinical Applied Area and Exercise Physiology area and now will be a required course.

**Change in Catalog Description:** Yes

**From:** Clinical Applied Area: Exercise Physiology: ESS 687 Advanced Cardiac Life Support 3hrs Required

**To:** Clinical Applied Area:: Exercise Physiology: ESS 644 Cardiovascular Exercise Physiology 3hrs Required (ESS 687 Advanced Cardiac Life Support is being deleted)

**Note:** No change in the Current Catalog Description for ESS 644 Cardiovascular Exercise Physiology is necessary.

**Change of an Area of Emphasis within and Existing Major - Addition**

**Department/Division:** School of Kinesiology

**Major:** MS Exercise Science

**Area of Emphasis:** MS in Exercise Science

**New Course Title:** Alpha Designator & Number ESS 644 Cardiovascular Exercise Physiology 3hrs

**Graded**

**Course Catalog Description:**

**Credit Hrs. 3**

**Course being DELETED in place of this addition. ESS 687 Advanced Cardiac Life Support**

**Rationale:** ESS 687 Advanced Cardiac Life Support is being offered through Cabell-Huntington

Hospital; therefore, it is not necessary for the School of Kinesiology to duplicate the same course for our graduate students pursuing the Master of Science in Exercise Science with concentration areas in Exercise Physiology and the Clinical Applied Area. ESS 644 Cardiovascular Exercise Physiology will be substituted for ESS 687 Advanced Cardiac Life Support. ESS 644 Cardiovascular Exercise Physiology is presently offered as an elective for students pursuing the Clinical Applied Area and Exercise Physiology area and now will be a required course.

Clinical Applied Area and Exercise Physiology area and now will be a required course.

**Change in Catalog Description:** Yes

**From:** MS Exercise Science: Exercise Physiology: ESS 687 Advanced Cardiac Life Support  
3hrs Required

**To:** MS Exercise Science: Exercise Physiology: ESS 644 Cardiovascular Exercise Physiology  
3hrs Required (ESS 687 Advanced Cardiac Life Support is being deleted)

**Note:** No change in the Current Catalog Description for ESS 644 Cardiovascular Exercise Physiology is necessary.

**Change of an Area of Emphasis within and Existing Major - Deletion**

**Department/Division:** School of Kinesiology

**Major:** MS Exercise Science

**Area of Emphasis:** Exercise Science

**Deleted Course Title:** Alpha Designator & Number ESS 687 Advanced Cardiac Life Support

**Change in Course Catalog Description:**

**Credit Hrs. 3**

**Course being ADDED in place of this addition. ESS 644 Cardiovascular Exercise Physiology**

3hrs Required

**Rationale:** ESS 687 Advanced Cardiac Life Support is being offered through Cabell-Huntington

Hospital; therefore, it is not necessary for the School of Kinesiology to duplicate the same course for our graduate students pursuing the Master of Science in Exercise Science with concentration areas in Exercise Physiology and the Clinical Applied Area. ESS 644 Cardiovascular Exercise Physiology will be substituted for ESS 687 Advanced Cardiac Life Support. ESS 644 Cardiovascular Exercise Physiology is presently offered as an elective for students pursuing the Clinical Applied Area and Exercise Physiology area and now will be a required course.

**Change in Catalog Description:** Yes

**From:** MS Exercise Science: Exercise Physiology: ESS 687 Advanced Cardiac Life Support  
3hrs Required

**To:** MS Exercise Science: Exercise Physiology: ESS 644 Cardiovascular Exercise Physiology  
3hrs Required (ESS 687 Advanced Cardiac Life Support is being deleted)

**Note:** No change in the Current Catalog Description for ESS 644 Cardiovascular Exercise Physiology is necessary.

DOCTOR OF PHYSICAL THERAPY PROPOSED CURRICULUM						
Year/Sem/ Term/# of Wks in Term or block	Course #	Credit s	Gradin g Scale	Course Title	Abbreviate Title	Course Description
11	PT 700	5	A-C	Gross Anatomy for Physical Therapy	Gross Anatomy	Lecture and laboratory focusing on anatomical structure and function of the human body. Cadaveric dissection provides practical experiences allowing students to develop working images of the body and its function.
11	PT 710	1	A-C	Introduction to Human Movement	Intro to Human Movement	Lecture and laboratory introducing students to basic histology of connective, nervous, epithelial and muscle tissues utilized in human movement, and biomechanical terminology and principles used to describe and analyze movement.
11	PT 750	2	A-C	Foundations of Physical Therapy Practice	Foundations of Phys. Ther.	Introduces students to medical terminology, historical foundations, and contemporary practice of physical therapy, traditional and emerging roles and responsibilities and professional behaviors of the physical therapist.
15	PT 701	4	A-C	Neuroanatomy	Neuroanatomy	Normal and abnormal structure and function of central, peripheral and autonomic systems, neurodevelopment, and neural mechanisms mediating motor control and pain with emphasis on clinical relevance to physical therapy.
15	PT 711	3	A-C	Human Movement I	Human Movement I	Biomechanical principles, muscle actions, joint mechanics, joint segments and whole body movement pattern analysis, and mastery of surface anatomy and palpation skills necessary for differential diagnosis of movement dysfunction.
15	PT 720	3	A-C	Advanced Clinical Physiology	Advanced Clin Physiology	Reviews normal human cellular- and organ-level physiology, histology, and function, and introduces related topics of pathophysiology including: clinical signs and symptoms, clinical laboratory science, medical management and pharmacological issues.
15	PT 731	3	A-C	Clinical Skills I	Clinical Skills I	Lecture and laboratory covering basic evaluation skills including clinical decision making, history taking, postural and functional assessment, surface palpation, manual muscle testing, and goniometric measurement.
7w	PT 741	1	A-C	Medical Pathology in Physical Therapy I	Med Pathology in PT I	Pathological conditions, and medical and surgical considerations for treatment of genetic, gastrointestinal renal, endocrine and metabolic, immune, hematologic, and infectious disorders in patients treated by physical therapists.
8w	PT 751	2	A-C	Professional Practice I	Professional Practice I	Development of cultural competence, analysis and practice of communications skills including patient-therapist interaction, professionalism, group dynamics and leadership to assume roles of practitioner, instructor, supervisor, and leader.

	8w	PT 761	2	A-C	Evidence Based Practice I	EBP I	Introduction to physical therapy clinical decision making and diagnosis including clinical hypothesis development, utilization of information sources, and use and interpretation of research methodology relevant to clinical practice and research.
	7w	PT 771	1	P/F	Clinical Application Seminar and Experiences I	Clin Application Sem I	A seminar course designed to foster application of information and clinical skills learned in concurrent and prior DPT coursework in a small group discussion and pseudo-clinical setting. Focus on clinical interview and basic evaluation skills.
	8w	PT 702	1	A-C	Neuroscience I	Neuroscience I	Comprehensive screening, exam and evaluation of patients with neurological dysfunction with focus on selection and interpretation of examination components in order to discern underlying pathophysiology reflective of neurological dysfunction.
	7w	PT 703	2	A-C	Neuroscience II	Neuroscience II	Functional neuroanatomy and neuropathology correlated with select neuropathological conditions or injury, focusing on etiology, epidemiology, clinical signs, symptoms, neural substrates of cognitive, perceptual, sensory, and motor functions and dysfunctions.
	15	PT 712	4	A-C	Human Movement II	Human Movement II	Reviews maturation of movement systems, lifespan motor skills development, and contemporary theories of motor control and learning to build evidence-based foundations for evaluation and management of movement dysfunction.
	15	PT 721	3	A-C	Applied Exercise Physiology and Therapeutic Exercise in Rehabilitation	Appl Ex Phys & Ther Ex	Physiological effects of exercise and training in healthy individuals and individuals with pathological dysfunction. Includes exercises for joint and muscle mobility, muscle strength, cardiopulmonary, and neuromuscular function.
	15	PT 732	3	A-C	Clinical Skills II	Clinical Skills II	Theory and practice of essential physical therapy skills, including clinical decision making methodology, modalities, and safe patient handling techniques of positioning, bed mobility, transfers, and use of assistive devices.
	7	PT 742	1	A-C	Medical Pathology in Physical Therapy II	Med Pathology in PT II	Pathological conditions, and medical and surgical considerations for treatment of musculoskeletal disorders in patients treated by physical therapists.
	8	PT 746	1	A-C	Medical Test & Measures	Medical Test & Measures	Basic principles of medical diagnostic tests such as laboratory tests, medical imaging, electromyography, sonography, EKG, and others commonly encountered in physical therapy.
	8	PT 752	2	A-C	Professional Practice II	Professional Practice II	Introduction to legislative process, liability, and legal and ethical issues, including considerations of task delegation and supervision of patients/clients, physical therapist assistants, staff, and students.
	8	PT 762	1	A-C	Evidence Based Practice II	EBP II	Principles, concepts, and basic skills required to conduct clinical research in physical therapy. Topics include research design, sampling, bias, sensitivity and specificity, questionnaire design, statistical computing, conceptual review of literature.

	7	PT 772	1	P/F	Clinical Application Seminar and Experiences II	Clin Application Sem II	Continued application of information and clinical skills learned in concurrent and prior DPT coursework in a small group discussion and pseudo-clinical setting. Focus on general interventions in neuromuscular dysfunction.
	10	PT 713	2	A-C	Human Movement III	Human Movement III	Practice of standardized clinical tools utilized in assessment of movement dysfunction across various patient populations. Review of statistical data (population specific reliability, validity, sensitivity, specificity, odds ratios) on said tools.
	10	PT 743	1	A-C	Medical Pathology in Physical Therapy III	Med Pathology in PT III	Pathological conditions, and medical and surgical considerations for treatment of Cardio-pulmonary disorders in patients treated by physical therapists.
	10	PT 747	1	A-C	Pharmacology in Rehabilitation	Pharmacology in Rehab	Examination of the effects of commonly used prescription, over the counter and homeopathic drugs. Focus on method of action, indications, contraindications, side effects and impact on physical therapy patients.
	10	PT 753	2	A-C	Professional Practice III	Professional Practice III	Teaching and learning principles, practitioner and clinical instructor roles, clinical education program, facility, faculty, and student responsibilities, clinical and program evaluative instruments, patient advocacy and preparation for community service opportunities.
	10	PT 773	1	P/F	Clinical Application Seminar and Experiences III	Clin Application Sem III	Continued application of information and clinical skills learned in concurrent and prior DPT coursework in a small group discussion and pseudo-clinical setting. Focus on upper and lower extremities.
	10	PT 781	3	A-C	Musculoskeletal I	Musculoskeletal I	Principles of orthopaedic medicine with overview of etiology, diagnosis, and surgical management, and physical therapy examination, evaluation, diagnosis and treatment of various upper and lower extremity dysfunctions.
	8	PT 744	1	A-C	Medical Pathology in Physical Therapy IV	Med Pathology in PT IV	Pathological conditions, and medical and surgical considerations for treatment of neuromuscular disorders in patients treated by physical therapists.
	8	PT 754	2	A-C	Professional Practice IV	Professional Practice IV	Micro and macro principles of healthcare delivery systems, sites, and organizations and pro bono services. Legalities of appropriate documentation for third party payers and federal insurance programs are addressed.
	8	PT 763	2	A-C	Evidence Based Practice III	EBP III	Exposure to additional topics relevant to clinical research in Physical Therapy, including data analysis, design, error, philosophy of science, and research reporting. Proposal of capstone project to complete before graduation.
	8	PT 774	1	P/F	Clinical Application Seminar and Experiences IV	Clin Application Sem IV	Continued application of information and clinical skills learned in concurrent and prior DPT coursework in a small group discussion and pseudo-clinical setting. Focus on spinal pathology and neuromuscular dysfunction.

	8	PT 782	2	A-C	Musculoskeletal I II	Musculoskeletal II	Principles of orthopaedic medicine with overview of etiology, diagnosis, and surgical management, and physical therapy examination, evaluation, diagnosis and treatment of various spine, head and neck dysfunctions.
	8w	PT 791	4	P/F	Clinical Internship I	Clinical Internship I	Supervised clinical education experience emphasizing continued development and reinforcement of clinical skills in clinical settings. Competence is expected in areas of the material presented to date in the curriculum.
	15	PT 704	4	A-C	Neurorehabilitation	Neurorehabilitation	Theoretical basis and clinical application of neurophysiological approaches to treatment utilizing motor control, sensorimotor development and integration principles, including discussion and practice of current methods of evaluation and intervention.
	7	PT 745	1	A-C	Medical Pathology in Physical Therapy V	Med Pathology in PT V	Pathological conditions, and medical and surgical considerations for treatment of integumentary disorders in patients treated by physical therapists.
	15	PT 755	1	P/F	Professional Practice V	Professional Practice V	Allows participation in service learning programs developed in Professional Practice III, emphasizing health needs of the region, as well as coordination with community agencies.
	15	PT 764	1	P/F	Evidence Based Practice IV	EVP IV	Continuation of Evidence Based Practice III where students receive continued guidance in the completion of the faculty led capstone project begun in EBP III. Presentation of capstone required before graduation.
	15	PT 775	2	P/F	Clinical Application Seminar and Experiences V	Clin Application Sem V	Continued application of information and clinical skills learned in concurrent and prior DPT coursework in a small group discussion and pseudo-clinical setting. Focus on cardiopulmonary and complex neuromuscular dysfunction.
	15	PT 783	4	A-C	Cardio-Pulmonary Rehabilitation	Cardio-Pulmonary Rehab	An overview of cardiovascular and pulmonary systems pathologies, medical diagnosis and management and physical therapy diagnosis, examination, assessment and management of related physiological and movement dysfunctions.
	15	PT 786	2	A-C	Rehabilitation Consideration in Selected Patient Population I	Rehab in Select Pops I	Principles of evaluation and treatment in the areas of pediatrics and geriatrics. Emphasis placed on biopsychosocial aspects of developmental disabilities, coordination of care and complexities of multi-system and multi-organ disease.
	11	PT 756	3	A-C	Professional Practice VI	Professional Practice VI	Emphasis on administration of clinical practice in multiple settings. Information about licensure, attainment and retention of employment, professional organization membership, residency and fellowship programs, and specialization.

	11	PT 765	1	P/F	Evidence Based Practice V	EBP V	Continuation of Evidence Based Practice IV where students receive continued guidance in the completion of the faculty led capstone project begun in EBP III. Presentation of capstone required before graduation.
	11	PT 776	1	P/F	Clinical Application Seminar and Experiences VI	Clin Application Sem VI	Continued application of information and clinical skills learned in concurrent and prior DPT coursework in a small group discussion and pseudo-clinical setting. Interdisciplinary management of patients with complex concerns.
	11	PT 784	2	A-C	Integumentary	Integumentary	Lecture and laboratory practice to facilitate development of skills in physical therapy examination, assessment, and intervention directed toward prevention of integumentary dysfunction, restoration of integumentary health, and maximizing functional independence.
	11w	PT 787	2	A-C	Rehabilitation Consideration in Selected Patient Population II	Rehab in Select Pops II	Principles of evaluation and management of patients with amputation and/or neuromuscular disorders to maximize functional independence. Focus on prosthetic and orthotic prescription, components, fabrication, fit, and use during functional activities.
	6	PT 757	1	P/F	Professional Practice VII	Professional Practice VII	Reinforces Student's participation in health promotion and prevention programs emphasizing Chronic Disease Self-Management Course Leader Training and Diabetes Self-Management Course Leader Training for implementation in the future.
	6	PT 766	1	P/F	Evidence Based Practice VI	EBP VI	Continuation of Evidence Based Practice V where students receive continued guidance in the completion of the faculty led capstone project begun in EBP III. Presentation of capstone required before graduation.
	6	PT 777	1	P/F	Clinical Application Seminar and Experiences VII	Clin Application Sem VII	Continued application of information and clinical skills learned in concurrent and prior DPT coursework in a small group discussion and pseudo-clinical setting. Focus on health promotion and chronic disease prevention.
	6	PT 785	2	A-C	Health Promotion and Nutrition	Health Promo & Nutrition	Development and maintenance of healthy lifestyles for patients and clients. Focus on disease prevention, nutritional needs, and the benefits of exercise as well as managing individuals with injury or disease.
	6w	PT 788	2	A-C	Rehabilitation Consideration in Selected Patient Population III	Rehab in Selected Pops III	Principles of physical therapy management of select patient populations including bariatrics, women's health, cancer, and selected progressive and chronic diseases.
	12	PT 792	6	P/F	Clinical Internship II	Clinical Internship II	Supervised clinical education experience emphasizing continued development and reinforcement of clinical skills in various clinical settings. Competence is expected in areas of the material presented to date in the curriculum.

3	PT 767	1	P/F	Evidence Based Practice VII	EBP VII	Continuation of Evidence Based Practice VI where students receive continued guidance in the completion of the faculty led capstone project begun in EBP III culminating with presentation of completed capstone.	
15	PT 793	8	P/F	Clinical Internship III	Clinical Internship III	Supervised clinical education experience emphasizing continued development and reinforcement of clinical skills in various clinical settings. Competence is expected in areas of the material presented to date in the curriculum.	
TOTAL PROGRAM CREDITS		14					



Graduate Council

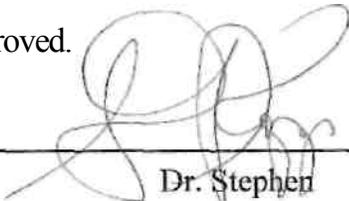
MEMORANDUM

To: President Stephen J. Kopp  
From: Tracy Christofero - Chair, Graduate Council  
Date: May 4, 2011  
Subject: **Approval of Graduate Council Minutes: April 22, 2011**

Attached are the minutes of the April Graduate Council meeting for your review. Note that this is our last meeting for the 2010-11 academic year. Approval of these minutes will also serve as approval of curricular motions and graduate faculty status.

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

Minutes approved.



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Dr. Stephen

Date

J. Kopp  
President, Marshall University

*Note to President's secretary:*

Please return the signed original to Tracy Christofero with copies to:

Dr. Tracy Christofero, MUGC 328, South Charleston Campus  
Dr. Donna Spindel, Dean, Graduate College, Old Main, Huntington campus  
Dr. Deanna Mader, Secretary, Graduate Council, CH 414, Huntington campus  
Ms. Barbara Hicks, Office of Academic Affairs, Old Main, Huntington campus  
Ms. Jennifer Lauhon, Office of Academic Affairs, Old Main, Huntington campus  
Ms. Crystal Stewart, Information Technology, Drinko 313 A, Huntington campus

## MU Graduate Council Minutes

**April 22, 2011 Room 319 -**

**Charleston Campus**

**Members Present:** Christofero, Trzyna, Mader, Brammer, Edington, Gruetter, Heaton, Krieg, McComas, Mulder, Securro, Sottile, Stroebel, Swindell, Watts, Zanter

**Members Absent:** Midkiff

**Ex-Officio Members Present:** Spindel

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

**Guests:** Mike Cunningham, Teresa Eagle, Corley Dennison

**Christofero convened the meeting at 1:00pm.**

### Draft Agenda

Christofero	Welcome, Introductions, Announcements
Mader	Approval of previous Meeting Minutes (Attachment 1)
Christofero	Report of Graduate Faculty Status candidates (Attachment 2)
Mulder	Curriculum Committee Business (Attachment 3)
Trzyna	Academic Planning, Standards, & Policies Committee Business (Attachment 4)
Gruetter	Credentialing Committee Business
Securro	Program Review & Assessment Committee Business
Spindel	Time Extension
Christofero	Miscellaneous Business of the Council

**Minutes Approved:** Minutes for the March meeting were approved as distributed (Attachment 1).

**Graduate Faculty Status:** The Graduate Faculty List (Attachment 2) was approved with one change -.

**Curriculum Committee Business:** Mulder, presented 64 curriculum requests (Attachment 3). Of those requests 56 were approved as presented, 3 were approved with changes/edits, 4 were sent back to committee, and one was deleted due to redundancy with another request.

<b>College</b>	<b>Request</b>	<b>Result</b>
Graduate College	Catalog Change: Forensic Science -Change in GRE requirements	Approved
Graduate College	Change of Area of Emphasis Within an Existing Major: Forensic Science - Digital Forensics	Approved
Graduate College	Addition of a Certificate: Forensic Science - Digital Forensics Graduate Certificate	Approved
Graduate College	Catalog Change: Forensic Science - FSC 609 Title Change	
Graduate College	Catalog Change: Office of the Dean - Changes to Dual-Degree Seeking Description <b>NOTE:</b> GC Members discussed the potential impact on the Ed.S. and Psy.D. degrees. As a result, an additional line was added - "An exception maybe granted to some programs."	Approved with change
Graduate College	Catalog Change: Office of the Dean - Additional changes to Dual-Degree Seeking Description <b>NOTE:</b> GC Members agreed, as discussed in the previous section, the proposed change has potential impact on the Ed.S. and Psy.D. degrees. As a result, an additional line was added - "An exception maybe granted to some programs."	Approved with change
COS	Addition of Area of Emphasis Within an Existing Major: Biological Sciences - Organismal, Evolutionary, and Ecological Biology	Approved
GSPED/COEHS	Course Change: Elementary & Secondary Education - CI 638 Curriculum Planning	Approved
GSPED/COEHS	Course Change: Elementary & Secondary Education - EDF 612 Educational Evaluation	Approved
GSPED/COEHS	Course Change: Elementary & Secondary Education - CI 623 Instructional Models and Assessment Techniques	Approved
GSPED/COEHS	Catalog Change: Elementary & Secondary Education - CIEC 630 Authoring systems and Multimedia - update catalog description	Approved
GSPED/COEHS	Catalog Change: Elementary & Secondary Education - CIEC 534 Applications Software in the Classroom Curriculum Area	Approved

	- update catalog description	
<b>GSPED/COEHS</b>	<b>Catalog Change: Elementary &amp; Secondary Education - CIEC 635 Using Internet in the Classroom - update catalog description</b>	<b>Approved with typos</b>
<b>GSPED/COEHS</b>	<b>Catalog Change: Adult &amp; Technical Education - ATE MS Program Requirements</b>	<b>Approved</b>
<b>GSPED/COEHS</b>	<b>Catalog Change: Adult &amp; Technical Education - ATE Ed.S. AoE in Adult &amp; Technical Education</b>	<b>Approved</b>
<b>GSPED/COEHS</b>	<b>Catalog Change: Adult &amp; Technical Education - ATE Ed.S. AoE in Community &amp; Technical College Studies</b>	<b>Approved</b>
<b>GSPED/COEHS</b>	<b>Catalog Change: Adult &amp; Technical Education - MS Program</b>	<b>Approved</b>
<b>GSPED/COEHS</b>	<b>Intent to Plan Master's Degree: School Psychology - Masters Degree in School Intervention</b>	<b>Approved</b>
<b>GSPED/COEHS</b>	<b>Course Change - Area of Emphasis: Elementary &amp; Secondary Education - multiple changes from FCS 535 to ECE 535</b>	<b>Approved</b>
<b>GSPED/COEHS</b>	<b>Change of Graduate Major or Degree: Elementary &amp; Secondary Education - MA in Early Childhood Education, Option 2 -replace FCS 535 with ECE 535</b>	<b>Approved</b>
<b>GSPED/COEHS</b>	<b>Catalog Change: Elementary &amp; Secondary Education - MA in Early Childhood Education, Option 2 - replace FCS 535 with ECE 535</b>	<b>Approved</b>
<b>GSPED/COEHS</b>	<b>Course Addition: Adult &amp; Technical Education - ATE 511 Advanced Computer Applications</b>	<b>Sent Back to Committee</b>
<b>GSPED/COEHS</b>	<b>Course Addition &amp; Change of Course Title: Adult &amp; Technical Education - ATE 575 Designing Web-Based Training</b>	<b>Sent Back to Committee</b>
<b>GSPED/COEHS</b>	<b>Course Deletion: Leadership Studies - LS 646 Administration of Community &amp; Technical College</b>	<b>Approved</b>
<b>GSPED/COEHS</b>	<b>Course Addition: Leadership Studies - LS 747 Administration of Community Colleges</b>	<b>Approved</b>
<b>GSPED/COEHS</b>	<b>Change of Course Number &amp; Title: Leadership Studies - LS 646/LS 747</b>	<b>Deleted due to redundancy with course addition</b>

		request
<b>GSPED/COEHS</b>	<b>Course Addition: Leadership Studies - LS 708 A Comparative Study of Community Colleges</b>	<b>Approved</b>
<b>GSPED/COEHS</b>	<b>Addition of Area of Emphasis Within an Existing Major: Leadership Studies -Educational Administration Ed.D. -Community College</b>	<b>Approved</b>
<b>GSPED/COEHS</b>	<b>Addition of Area of Emphasis Within an Existing Major: Adult &amp; Technical Education - ATE M.S. - Career and Technical Center Teaching</b>	<b>Approved</b>
<b>GSPED/COEHS</b>	<b>Change of an Area of Emphasis Within an Existing Major: Adult &amp; Technical Education - Educational Specialist - Community College Administration</b>	<b>Approved</b>
<b>CITE</b>	<b>Catalog Change: Applied Science &amp; Technology - Technology Management - Admission Requirements</b>	<b>Approved</b>
<b>COLA</b>	<b>Catalog Change: Graduate Humanities M.A. in Humanities - GRE</b>	<b>Approved</b>
<b>COLA</b>	<b>Catalog Change: English - M.A. in English requirements</b>	<b>Approved</b>
<b>COLA</b>	<b>Catalog Change: English - ENG 508 Advanced Expository Writing - catalog description</b>	<b>Approved</b>
<b>COLA</b>	<b>Catalog Change: English - ENG 566 Literacy Studies - catalog</b>	<b>Approved</b>
<b>COLA</b>	<b>Catalog Change: English - ENG 567 Visual Rhetoric - catalog description</b>	<b>Approved</b>
<b>COLA</b>	<b>Course Change &amp; Catalog Change: ENG 646 Topics in Rhetoric and</b>	<b>Approved</b>
<b>COLA</b>	<b>Catalog Change: ENG 648 Feminist Rhetorics - catalog</b>	<b>Approved</b>
<b>COLA</b>	<b>Course Change: Geography - GEO 690 Internship in Geography - change to credit/no credit</b>	<b>Approved</b>
<b>COLA</b>	<b>Course Addition: Sociology &amp; Anthropology - SOC 566 Culture and Environment</b>	<b>Approved</b>
<b>COLA</b>	<b>Course Addition: Sociology &amp; Anthropology - ANT 566 Culture and Environment</b>	<b>Approved</b>
<b>COLA</b>	<b>Addition of a Minor: Psychology -Psychology Minor</b>	<b>Approved</b>
<b>COHP</b>	<b>Catalog Change: Communication Disorders - application/selection process</b>	<b>Approved</b>

<b>COHP</b>	<b>Course Addition: Communication Disorders - CD 560 Basic Audiology</b>	<b>Approved</b>
<b>COHP</b>	<b>Course Addition: Communication Disorders - CD 563 Aural Rehabilitation</b>	<b>Approved</b>
<b>COHP</b>	<b>Course Addition: Communication Disorders - CD 515 Professional Literacies for the SLP</b>	<b>Approved</b>
<b>SOM/Graduate College</b>	<b>Course Change: Biomedical Sciences -BMS 600 Foundation of Biomedical Sciences - change in credit hours</b>	<b>Approved</b>
<b>SOM/Graduate College</b>	<b>Course Addition: Biomedical Sciences -BMS 610 Molecular Basis of Medicine</b>	<b>Sent back to committee for credit hour clarification</b>
<b>SOM/Graduate College</b>	<b>Course Addition: Biomedical Sciences -BMS 674 Teaching Practicum</b>	<b>Sent back to committee for credit hour clarification</b>
<b>SOM/Graduate College</b>	<b>Course Change: Biomedical Sciences -BMS 651 Cancer Biology - change in description</b>	<b>Approved</b>
<b>SOM/Graduate College</b>	<b>Catalog Change: Biomedical Sciences -M.S. Ph.D. -application</b>	<b>Approved</b>
<b>SOM/Graduate College</b>	<b>Course Addition: Kinesiology/Biomechanics - HS 635 Research Methods in Biomechanics</b>	<b>Approved</b>
<b>SOM/Graduate College</b>	<b>Course Addition: Kinesiology/Biomechanics - HS 615 Mechanical Analysis of Activity</b>	<b>Approved</b>
<b>SOM/Graduate College</b>	<b>Course Addition: Kinesiology/Biomechanics - HS 610 Advanced Biomechanics</b>	<b>Approved</b>
<b>COFA</b>	<b>Change of an Area of Emphasis Within an Existing Major: Art and Design - Studio Art</b>	<b>Approved</b>
<b>SOJMC</b>	<b>Course Addition: Journalism &amp; Mass Communications - JMC 501 Multi-Media Writing</b>	<b>Approved</b>
<b>SOJMC</b>	<b>Course Addition: Journalism &amp; Mass Communications - JMC 620 Public Relations in Health Care</b>	<b>Approved</b>
<b>SOJMC</b>	<b>Course Change: Journalism &amp; Mass Communications - JMC 561 Web Strategies</b>	<b>Approved</b>

SOJMC	Course Change: Journalism & Mass Communications - JMC 508 Strategic Communications	Approved
SOJMC	Course Change: Journalism & Mass Communications - JMC 612 History of Mass Communication - change in description	Approved
SOJMC	Addition of a Certificate Program: Journalism & Mass Communications - Graduate Certificate in Media Management	Approved
SOJMC	Addition of a Certificate Program: Journalism & Mass Communications - Graduate Certificate in Integrated Strategic Communications	Approved
SOJMC	Addition of a Certificate Program: Journalism & Mass Communications - Graduate Certificate in Digital Communications	Approved
SOJMC	Addition of an Area of Emphasis Within an Existing Major: Journalism & Mass Communication - Health Care Public Relations	Approved

**Academic Planning, Standards, & Policies Committee Business:** Trzyna presented five items of business for the committee. Additional information for items 1-3 may be found in Attachment 4 and accompanying documentation. The proposed form discussed in Item 5 may be found in Attachment 5.

1. Addition of Public History Certificate - Approved
2. Minor in Geography required course - Approved
3. Accelerated Masters Degree (AMD) Program - Approved
4. ESS 687 catalog update - Approved
5. Non-Curriculum Recommendation Form Draft - This is very important in improving timeliness and accuracy for non-curriculum business; therefore, GC members are asked to review the proposed draft prior to the first fall meeting. Proposed form rationale: Some items brought before the GC do not fall neatly within one of the existing forms. Among other things, the proposed form would assist persons in making graduate catalog changes. It is possible the new form could replace the current catalog change form, thus adding to efficiency.

**Credentialing Committee Business:** Gruetter stated audits of COLA, COEP, and GSPED were completed. He informed GC that winners were selected for the Outstanding Graduate Advisor awards: Mike Cunningham from South Charleston and Piyali Dasputa from Huntington.

**Program Review & Assessment Committee Business:** Securro recommended, and GC approved, the assessment reports that were received and reviewed. He noted that five reports were not submitted by departments.

**Miscellaneous Business of the Council:**

1. Extension of Time (Revalidation) Form: Spindel stated the purpose of the proposed form is to clarify the process for the student and the advisor. A review is important prior to the student beginning the program. Discussion points included the role of the Graduate College Dean as an advisor or decision-maker, and that additional persons reviewing the process may be a positive activity (in the case of unqualified faculty). Approved with Edits: Revalidation of Marshall University Courses - 1. Does not apply to doctoral programs; 2. Clarify which "Dean" signature was required.
2. Thank you: Christofero thanked Trzyna and Mader for joining Christofero and Brammer on the Strategic Enrollment Planning Committee.
3. Annual Reports: Christofero requested annual reports from the standing committees be submitted to her by May 20.
4. GC members are encouraged to ask deans to review proposed curriculum requests prior to each GC meeting to assure no conflicts between colleges exist before put on the GC agenda.
5. Request to go into Executive Session based upon WV Code 6-9A-4: Approved, discussion completed, then returned to regular session.
6. Motion to approve Monica Brooks for Associate Graduate Faculty status - Approved

**Meeting adjourned at 2:48pm.**

Submitted by Deanna Mader, Secretary, May 3, 2011, and revised by Tracy Christofero, May 4, 2011.

**Future 2011-2012 Graduate Council Meetings**

- August 26, 2011 - Huntington
- September 23, 2011 - South Charleston
- October 28, 2011 - Huntington
- December 2, 2011 - South Charleston
- January 27, 2012 - Huntington
- February 24, 2012 - South Charleston
- March 30, 2012 - Huntington
- April 27, 2012 - South Charleston

**Attachments:**

1. Minutes from the March meeting
2. Graduate faculty membership approvals
3. Graduate curriculum change approvals
4. Academic Standards and Planning Committee recommendations
5. Non-Curriculum Recommendation proposed form

**ATTACHMENT Minutes Approved  
Minutes from the March 18th meeting**

**John Spotts Room - Huntington Campus**

**Members Present:** Christofero, Trzyna, Brammer, Gruetter, Heaton, Midkiff, Watts, Zanter, McComas, Stroebel, Sottile, Krieg

**Members Absent:** Mader, Edington, Mulder, Securo, Swindell

**Ex-Officio Members Present:** Spindel

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

**Guest:** Penny Kroll

**Christofero convened the meeting at 1:00pm.**

**Agenda**

Christofero	Welcome, Introductions, Announcements
Christofero	Approval of previous Meeting Minutes (Attachment 1)
Christofero	Report of Graduate Faculty Status candidates (Attachment 2)
Midkiff	Curriculum Committee business (Attachment 3)
Trzyna	Academic Planning, Standards, & Policies Committee business
Gruetter	Credentialing Committee business
Watts	Program Review & Assessment Committee business
Sottile	BAPC Recommendation
Spindel	IBAM
Christofero	Miscellaneous business of the Council

**Minutes Approved:** Minutes for the February 25\* meeting were approved as distributed (Attachment 1).

**Graduate Faculty Status:** The Graduate Faculty List (Attachment 2) was approved.

**Curriculum Committee Business:** Midkiff, representing Mulder, presented fourteen curriculum requests (Attachment 3). GC members debated implications of changing course level numbers. It was determined if course level numbers change, sufficient course content documentation change be represented in the request, e.g., changing from a 600- to a 700-level course, to provide an audit trail. CITE and GSEPD requests were returned for documentation of any course content change.

<b>College</b>	<b>Request</b>	<b>Result</b>
Graduate School Dean	Change in Catalog: Grade Point Average	Approved
CITE	Change in Course Number 614 to 514	Returned to Committee
CITE	Change in Course Number 660 to 560	Returned to Committee
GSEPD	Change in Course Number 646 to 747	Returned to Committee
GSEPD	Addition: LS 708	Approved
GSEPD & COEHS	Change in Course Content and Catalog: Description: EDF 537 increase hours	Approved
GSEPD & COEHS	Change in Course Content and Catalog: Description: EDF 637 increase hours	Approved
COS	Addition: PHY 685	Approved
COS	Addition: PHY 686	Approved
COS	Addition: BSC 640	Approved
COHP	Change of an Area of Emphasis within and Existing Major-Addition	Approved
COHP	Change of an Area of Emphasis within and Existing Major-Deletion	Approved
COHP	Doctor of Physical Therapy Proposed Curriculum	Approved

**Academic Planning, Standards, & Policies Committee Business:** Trzyna reported that the committee is working on procedures for making changes in the graduate catalog, and are reviewing Graduate Council by-laws. The committee is also in process of reviewing and documenting their procedures for future Academic Planning, Standards, & Policies Committee members.

**Credentialing Committee Business:** Gruetter reported on the progress of the graduate faculty status audits. Gruetter and Mader will conducted the GSEPD audit on March 8, 2011. Audits for Health Professions and Liberal Arts are scheduled. Documentation of the Credentialing Committee's procedures is complete.

**Program Review & Assessment Committee Business:** Watts, representing Securro, indicated that all reviews have been completed, except those not submitted by the programs. The committee will send the reports to Dr. Reynolds.

**Miscellaneous Business of the Council:**

1. Sottile submitted recommended changes in graduate academic appeals process language. These changes will aid in clarification for students and faculty, and will be more in line with the undergraduate academic appeals process. The changes will allow additional appeal boards to deal with heavy loads, outline a process for the chair to

handle an inappropriate member, and define what a witness is. Graduate Council approved the Recommendation. [Note: Post-meeting, the Faculty Senate Recommendation form was modified for Graduate Council use. Following the Faculty Senate procedure, Christofero will sign and submit for President Kopp's approval.]

2. Spindel presented proposed changes in the catalog language describing the Integrated Bachelors and Masters (IBAM) degree program. She discussed changing the name to Accelerated Master's Degree and outlined steps to complete the degree. She will submit a proposal.
3. Christofero discussed the Outstanding Graduate Advisor award, and will send a request for nominations to all students, once Academic Affairs (Hensley) advises if funds are available. Nominations will be sent to Gruetter for the Credentialed Committee to select one winner from South Charleston and one from Huntington. Discussion centered on what to do if funding is unavailable. Winners must be selected by April 1<sup>st</sup> to assure names are in the commencement bulletin.
4. Christofero reminded everyone that end-of-year summaries detailing what each committee accomplished this year are due in May. She will send out a reminder to committee chairs.

**Meeting adjourned at 2:30pm.**

## ATTACHMENT 2 Graduate Faculty Approvals

Type	Faculty Member	College/School	Department/Division	Graduate Faculty Level	Term Start	Term Expire
Add	Adkins, Ernest	GSEPD	Leadership Studies	Instructor	1/10/11	1/10/13
Add	Booth, Nancy	GSEPD	Elem/Sec Ed	Instructor	1/10/11	1/10/13
Add	Britt, Monica	GSEPD	Special Education	Instructor	1/10/11	1/10/13
Add	Cheetham, Erica Arthur	CITE	Applied Science and Technology	Instructor	03/15/11	03/15/13
Add	Filipek, Kristal	GSEPD	Leadership Studies	Instructor	1/10/11	1/10/13
Add	Hovious, Meredith	GSEPD	Elem/Sec Ed	Instructor	1/10/11	1/10/13
Add	Lookabill, Kerri	GSEPD	Elem/Sec Ed	Instructor	1/10/11	1/10/13
Add	Martin, April	GSEPD	Counseling	Instructor	1/10/11	1/10/13
Add	Mitchem, Wanda	GSEPD	Elem/Sec Ed	Instructor	1/10/11	1/10/13
Add	Pauley, Margarita	GSEPD	Counseling	Instructor	1/10/11	1/10/13
Add	Porter, Georgia	GSEPD	Elem/Sec Ed	Instructor	1/10/11	1/10/13
Add	Romine, Basil	GSEPD	Elem/Sec Ed	Instructor	1/10/11	1/10/13
Add	Watts, Kelly	GSEPD	Elem/Sec Ed	Instructor	1/10/11	1/10/13
Add	White, Melanie	GSEPD	Elem/Sec Ed	Instructor	1/10/11	1/10/13
Delete	Britcher, Trinia	GSEPD	Special Ed	Instructor	06/30/09	06/30/11
Delete	Cottle, Amv	GSEPD	Elem/Sec Ed	Instructor	01/31/09	01/31/11
Delete	Dasgupta, Pivali	SOM	Pharmacology, Physiology & Toxicology	Doctoral	04/30/08	04/30/11
Delete	Erickson, Lee	COLA	English	Graduate	08/31/07	08/31/12
Delete	Jacobson, Morgan	COE	None - Fake	Associate	Now	Never
Delete	Jones, Jerrv	GSEPD	Education & Prof. Develop.	Doctoral	01/31/09	01/31/14
Delete	Loean, Patricia	CITE	Engineering & Computer Science	Graduate	02/28/09	02/28/14
Delete	Messer, Marv	GSEPD	Elem/Sec Ed	Instructor	06/30/08	06/30/10
Delete	Ramsburg, Lisa	GSEPD	Elem/Sec Ed	Instructor	01/31/09	01/31/11
Delete	Toth, Powell	GSEPD	Leadership Studies	Doctoral	01/31/09	01/31/14
Edit	Ballard, Jennifer	GSEPD	Counseling	Instructor	01/31/11	01/31/13
Edit	Banks, Tamara	GSEPD	Counseling	Instructor	01/31/10	01/31/12
Edit	Barnes, Maribea	COFA	Art	Graduate	04/14/11	04/14/16
Edit	Barrett, Susan	GSEPD	Elem/Sec Ed	Instructor	01/31/10	01/31/12
Edit	Bethel, Charles	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Braley, Deloris	GSEPD	Special Ed	Instructor	12/31/10	12/31/12
Edit	Bunger, Cathy	GSEPD	Counseling	Instructor	05/31/10	05/31/12
Edit	Burgess, Kathryn	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Campbell, Heather	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Chapman, Arnold Clifford	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Clapham-Toney, Stephanie	GSEPD	Reading	Associate	01/31/11	01/31/13

Type	Faculty Member	College/School	Department/Division	Graduate Faculty Level	Term Start	Term Expires
Edit	Clark, Frances	GSEPD	Special Ed	Instructor	01/31/11	01/31/13
Edit	Clercx, Byron	COFA	Art	Graduate	04/14/11	04/14/16
Edit	Coakley, Rebecca	GSEPD	Special Ed	Instructor	01/31/10	01/31/12
Edit	Eagle, Kimberly	GSEPD	Counseling	Instructor	10/31/10	10/31/12
Edit	East, Kristy	GSEPD	Reading	Instructor	01/31/11	01/31/13
Edit	Epstein, Paul	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Figgatt, Karen	GSEPD	Elem/Sec Ed	Instructor	09/30/10	09/30/12
Edit	Fragale, Patricia	GSEPD	Reading	Instructor	01/31/10	01/31/12
Edit	Gallaher, Deborah	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Grassell, Mary	COFA	Art	Graduate	04/14/11	04/14/16
Edit	Green, Adam	GSEPD	Leadership Studies	Instructor	10/31/10	10/31/12
Edit	Grewe, Cathy	GSEPD	Counseling	Instructor	01/31/11	01/31/13
Edit	Hagerty, Christina	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Hall, JoAnn	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Hinkle, Paula	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Holmes, Barbara	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Homberg, Patricia	GSEPD	Special Ed	Instructor	01/31/11	01/31/13
Edit	lies, Thomas	GSEPD	Special Ed	Instructor	01/31/11	01/31/13
Edit	Imperial, Wendy	GSEPD	Counseling	Instructor	01/31/11	01/31/13
Edit	Jackman, Susan	SOM	Biochemistry & Microbiology	Doctoral	03/31/11	03/31/114
Edit	Johnson, Anne	GSEPD	Reading	Instructor	10/31/10	10/31/12
Edit	Jones, Lea	GSEPD	Special Ed	Instructor	12/31/10	12/31/12
Edit	Kehoe, Susan	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Knapp, Mary	GSEPD	Special Ed	Instructor	01/31/10	01/31/12
Edit	Leary, Doris	GSEPD	Reading	Instructor	01/31/11	01/31/13
Edit	Lyons, Misty	GSEPD	Reading	Instructor	01/31/11	01/31/13
Edit	Mason, Stephen	GSEPD	Counseling	Instructor	01/31/11	01/31/13
Edit	McPeake, Jacqueline	GSEPD	Leadership Studies	Instructor	01/31/11	01/31/13
Edit	Mirzakhani, Amad	GSEPD	Elem/Sec Ed	Instructor	08/31/10	08/31/12
Edit	Moroose, Donald	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Mullett, William	GSEPD	Counseling	Instructor	01/31/11	01/31/13
Edit	Nearman, Henry	GSEPD	Counseling	Instructor	01/31/11	01/31/13
Edit	Niday, Sharon	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Noland, Judith	GSEPD	Reading	Instructor	01/31/11	01/31/13
Edit	Norton, Michael	SOM	Pharmacology, Physiology & Toxicology	Doctoral	04/30/11	04/30/14
Edit	O'Toole, Heidi	GSEPD	Counseling	Instructor	10/31/10	10/31/12
Edit	Pack, Frances	GSEPD	Leadership Studies	Instructor	01/31/11	01/31/13
Edit	Palenchar, Linda	GSEPD	Special Ed	Instructor	01/31/11	01/31/13
Edit	Patnaik, Sumeeta	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Pauley, Cari	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Peters, Carmelita	GSEPD	Special Ed	Instructor	01/31/11	01/31/13

Type	s Faculty Member	College/School	Department/Division	Graduate Faculty Level	Term Start	Term Expire
Edit	Porter, Katherine	GSEPD	Special Ed	Instructor	01/31/11	01/31/13
Edit	Prewett, Peter	GSEPD	School Psychology	Instructor	01/31/11	01/31/13
Edit	Richards, Lisa	GSEPD	Reading	Instructor	01/31/11	01/31/13
Edit	Ritter, Sherri	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Rodgers, David	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Rubenstien, Harry	GSEPD	Counseling	Instructor	01/31/11	01/31/13
Edit	Shaver, Cyndi	GSEPD	Special Ed	Instructor	01/31/11	01/31/13
Edit	Simmons, William	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Singleton, Raymond	GSEPD	Reading	Instructor	01/31/11	01/31/13
Edit	Sinsel, Roberta	GSEPD	Elem/Sec Ed	Instructor	01/31/10	01/31/12
Edit	Sirk, Jennifer	GSEPD	Special Ed	Instructor	08/31/10	08/31/12
Edit	Skoretz, Yvonne	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Sparks, Leah	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Steele, Lois	GSEPD	Elem/Sec Ed	Instructor	01/31/10	01/31/12
Edit	Thornton, Courtney	GSEPD	Reading	Instructor	09/30/10	09/30/12
Edit	Walker, Leonard	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Weekly, Doris	GSEPD	Special Ed	Instructor	01/31/11	01/31/13
Edit	Whiteley, John	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Winter, Beverly	GSEPD	Special Ed	Instructor	09/30/11	09/30/13
Edit	Wiseman, Sandra	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Wood, David	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Wood, Victoria	GSEPD	Elem/Sec Ed	Instructor	01/31/11	01/31/13
Edit	Woods, Heather	GSEPD	Reading	Instructor	01/31/11	01/31/13
Edit	Yeager, Jack	GSEPD	Leadership Studies	Instructor	01/31/11	01/31/13
Edit	Zhu, Guo-Zhang	SOM	Anatomy & Pathology	Doctoral	04/30/11	04/30/14
	Debruin, Nathaniel	COLA	Library	Associate	04/16/11	04/16/14

### Attachment 3 Curriculum Change Requests All Approved

#### College: Graduate College

**Request for Graduate Catalog Change**

Department/Division: Forensic Science

Degree and page number where the degree or program description begins: Forensic Science pg. 173

Current Catalog Description:

- 4. Graduate Record Exam scores documenting that the applicant has a Combined Score (Verbal + Quantitative) of 1000 or better, consisting of:
  - a) A verbal score of 420 or better.
  - b) A quantitative score of 550 or better.

Current Catalog Description:

- 4. Graduate Record Exam (GRE) - Applicants should perform in the top 50% of test-takers in each of the three categories: verbal, quantitative, and writing.

**Request for Change of Area of Emphasis Within an Existing Major**

Department/Division: Forensic Science

Name of Major: Forensic Science

Current Name of Area of Emphasis: Computer Forensics

Change of Name of Area of Emphasis: Yes

From: Computer Forensics To:  
Digital Forensics

Effective term and year: Fall 2011

Rationale:

Digital forensics includes a wide array of forensic testing of digital devices, whereas the title "Computer Forensics" limits the scope of this emphasis to the investigation of computers.

Additional Resource Requirement(s): *Not Applicable*

Change in Catalog Description as a result of this request? Yes

Current Catalog Description:

PG174: ...~ ..... "" .....~. "" ..... .....

Computer Forensics

Computers and other digital devices hold a wealth of information including text, digital images, audio and video, which can serve as key evidence for solving crimes. Forensic software programs can be used to image digital storage media and the images can be analyzed using a variety of investigative software programs. Cell phone forensics is an area that is emphasized in the forensic science courses, as well as investigation of computers and gaming devices. The opportunity to participate in hands-on experiences with investigative tools allows students to participate in mock investigations in preparation for careers in this exciting discipline. For the Computer Forensics area of emphasis, the student must complete the following courses in addition to the core curriculum:

Course No.	Course Description	Credit Hrs
FSC 605	Forensic Digital Imaging.....	3
FSC 609	Introduction to Cybercrimes .....	3
FSC 634	Digital Evidence Search and Seizure .....	3
FSC 676	Advanced Digital Evidence Detection & Recovery .....	2
	Total emphasis requirements .....	11
	Total including core requirements.....	49

New Catalog Description:

NEW

Digital Forensics

Computers and other digital devices hold a wealth of information including text, digital images, audio and video, which can *serve* as key evidence for solving crimes. Forensic software programs can be used to image digital storage media and the images can be analyzed using a variety of investigative software programs. Mobile phone forensics is an area that is emphasized in the forensic science courses, as well as investigation of computers and gaming devices. The opportunity to participate in hands-on experiences with investigative tools allows students to participate in mock investigations in preparation for careers in this exciting discipline. For the Digital Forensics area of emphasis, the student must complete the following courses in addition to the core curriculum:

Course No.	Course Description	Credit Hrs	FSC 605 Forensic Digital Imaging
	.....	3	
FSC 609	Network Forensics	3	
	.....	3	
FSC 634	Digital Evidence Search and Seizure	3	
	.....	3	
FSC 676	Advanced Digital Evidence Detection & Recovery	2	
	.....	2	
	Total emphasis requirements	11	
	Total including core requirements	49	

~~Computer~~ **W\$JM Forensics;**

**Computers and other digital devices hold a wealth of information including text, digital images, audio and video, which can serve as key evidence for solving crimes. Forensic software programs can be used to image digital storage media and the images can be analyzed using a variety of investigative software programs. Mobile phone forensics is an area that is emphasized in the forensic science courses, as well as investigation of computers and gaming devices. The opportunity to participate in hands-on experiences with investigative tools allows students to participate in mock investigations in preparation for careers in this exciting discipline. For the ~~Computer~~ **W\$JM Forensics** area of emphasis, the student must complete the following courses in addition to the core curriculum:**

<i>Course Mo</i>	<i>Course Description</i>	<i>Credit Hrs</i>
FSC 605	Forensic Digital Imaging	3
FSC 609	<del>IntrnHiff.ttnn/c/cVhArisffiiTM"tt"Wnfwfl"nr'r llhooUht'gtGIPUEI'Exmidllltze ad wE ni vitS.</del>	3
	<b>Kill</b>	
FSC 634	Digital Evidence Search and Seizure	3
FSC 676	Advanced Digital Evidence Detection & Recovery	2
	Total Emphasis requirements	U
	Total including Core requirements	49

Request for Addition of a Certificate

Department/Division: Forensic Science Name of Certificate:  
 Digital Forensics Graduate Certificate Current Name of Area  
of Emphasis: Computer Forensics Effective term and year:  
 Fall 2011

Rationale:

Digital devices hold a wealth of information including text, digital images, audio and video which can serve as key evidence in civil and criminal legal proceedings. The Digital Forensics marketplace is growing offering individuals with the appropriate education and training an opportunity to advance in this field. Marshall University's Forensic Science Program has offered an Emphasis in Computer Forensics since 2004. These courses will make up the Digital Forensics Graduate Certificate so that other students in addition to the MSFS majors may register for these courses.

Additional Resource Requirements: *Not Applicable*

Catalog and Program Description:

Graduate Certificate in Digital Forensics

This specialized graduate certificate program in digital forensics will provide students comprehensive knowledge in identifying, collecting, preserving, and examining various types of digital evidence. This program introduces students to forensic analysis policy and procedures, forensic analysis tools and techniques, data recovery, and investigation, among other topics.

Admission Requirements

Students may pursue the graduate certificate while enrolled in the Forensic Science M.S. program OR as a certificate-only student. Students already enrolled in the M.S. degree program should submit to Graduate Admissions a Secondary Program Request form: <http://www.marshall.edu/graduate/fo^11s/SecondaryProgramRequestForm.pdf>

Applicants interested in the certificate-only program should apply for admission to Marshall University as a Certificate/Professional Development student and select on the application form the Certificate in Digital Forensics.

The Graduate Certificate does not assume that applicants have any experience in the field of digital forensics. The courses sequence includes instruction ranging from basic fundamentals to advanced topics. Applicants must have an undergraduate degree and gain full admission into the Marshall University Graduate College.

Curriculum

- FSC 632- Foundations & Fundamentals of Digital Evidence (3 cr)
- FSC 634- Search & Seizure of Digital Evidence (3 cr)
- FSC 609- Network Forensics (3 cr)
- FSC 605- Forensic Digital Imaging (3 cr)
- FSC 676- Advanced Digital Evidence Detection & Recovery 2 cr)
- Credit Hours: 14 — All required

Request for Graduate Catalog Change

Department/Division: Forensic Science  
Current Course Number and Title: FSC 609 Introduction to Cybercrimes  
Change in course Title: Yes

From: Introduction to Cybercrimes

To: Network Forensics No Change in Alpha Designator, Course

Number, Content Credit Hours.

Required Course: *Not Applicable*      Course Deletion: *Not Applicable*      Additional Resource Requirement: *Not Applicable*

Catalog Description:

~~Computer~~ Network Forensics;

Computers and other digital devices hold a wealth of information including text, digital images, audio and video, which can serve as key evidence for solving crimes. "Forensic software programs can be used to image digital storage media and the images can be analyzed using a variety of investigative software programs. ~~JBBB1 Mw&itfe~~ Network forensics is an area that is emphasized in the forensic science courses, as well as investigation of computers and gaming devices. The opportunity to participate in hands-on experiences -with investigative tools allows students to participate in mock investigations in preparation for careers in this exciting discipline. For the ~~Computer~~ Network Forensics area of emphasis, the student must complete the following courses in addition to the core curriculum:

<i>Course No</i>	<i>Course Description</i>	<i>Credit Mrs</i>
FSC 605	Forensic Digital Imaging	3
FSC 609	<del>Introduction to Cybercrimes</del> <u>Network Forensics</u>	3
FSC 634	Digital Evidence Search and Seizure	3
FSC 676	Advanced Digital Evidence Detection & Recovery	2
	<b>Total Emphasis requirements</b>	<b>11</b>
	<b>Total including Core requirements</b>	<b>49</b>

Rationale: To fit changed Area of Emphasis and Added Certificate Program (previously described)

Request for Graduate Catalog Change

Department/Division: Office of the Dean of the Graduate College (Discussion on re: impact in Ed.S. and Psy.D.; Add line - An exception may be granted to some programs.) Page number where the description begins: Pg. 16

Current Catalog Description:

DUAL-DEGREE-SEEKING - Students who wish to seek admission to more than one degree program at a time (Dual Degree Status) must complete a separate application, pay an additional non-refundable application fee, submit all required credentials, and meet all admission requirements for each academic program to which admission is sought. A student must be admitted to the first program before being considered for admission to a dual degree program. Conditional status is not an admission option for dual degree students. Not all departments may accept a student who is already admitted to another graduate level program. Prior to submitting a Graduate Application for Admission, please check with the academic department(s) of the program(s) in which you are interested. Students who desire a second area of emphasis within their majors should notify the advisor after admission.

Edits to the Catalog Description:

DUAL-DEGREE-SEEKING - Students who wish to seek admission to more than one degree program at a time (Dual Degree Status) must complete a separate application, pay an additional non-refundable application fee, submit all required credentials, and meet all admission requirements for each academic program to which admission is sought. A student must be admitted to the first program before being considered for admission to a dual degree program. Conditional status is not an admission option for dual degree students. Not all departments may accept a student who is already admitted to another graduate level program. A maximum of 12 semester hours from a prior degree may be applied toward a subsequent master's degree, with the approval of the department from which the subsequent degree is sought. Prior to submitting a Graduate Application for Admission, please check with the academic department(s) of the program(s) in which you are interested. Students who desire a second area of emphasis within their majors should notify the advisor after admission.

New Catalog Description:

DUAL-DEGREE-SEEKING - Students who wish to seek admission to more than one degree program at a time (Dual Degree Status) must complete a separate application, pay an additional non-refundable application fee, submit all required credentials, and meet all admission requirements for each academic program to which admission is sought. A student must be admitted to the first program before being considered for admission to a dual degree program. Conditional status is not an admission option for dual degree students. Not all departments may accept a student who is already admitted to another graduate level program. A maximum of 12 semester hours from a prior degree may be applied toward a subsequent master's degree, with the approval of the department from which the subsequent degree is sought. Prior to submitting a Graduate Application for Admission, please check with the academic department(s) of the program(s) in which you are interested. Students who desire a second area of emphasis within their majors should notify the advisor after admission.

Request for Graduate Catalog Change

Department / Division: Office of the Dean of the Graduate College

Page number where the description begins: Pg. 16

Current Catalog Description (Discussion: same situation as previous discussion re impact in Ed.S. and Psy.D.; Add line - An exception may be granted to some programs.) Dual Degrees

Students who wish to seek admission to more than one degree program at a time (Dual Degree Status), must complete a separate application, pay an additional non-refundable application fee, and meet all admission requirements for each academic program for which admission is sought. Not all departments may accept a student who is already admitted to another graduate level program. Prior to submitting a Graduate Application for Admission, please check with the academic department(s) of the program(s) in which you are interested.

Edits to the Catalog Description:**Dual Degrees**

Students who wish to seek admission to more than one degree program at a time (Dual Degree Status), must complete a separate application, pay an additional non-refundable application fee, and meet all admission requirements for each academic program for which admission is sought. A maximum of 12 semester hours from a prior degree may be applied toward a subsequent master's degree, with the approval of the department from which the subsequent degree is sought. Not all departments may accept a student who is already admitted to another graduate level program. Prior to submitting a Graduate Application for Admission, please check with the academic department(s) of the program(s) in which you are interested.

New Catalog Description:

**Dual Degrees**

Students who wish to seek admission to more than one degree program at a time (Dual Degree Status), must complete a separate application, pay an additional non-refundable application fee, and meet **all** admission requirements for each academic program for which admission is sought. **A maximum of 12 semesterhp<sup>u</sup>-from a prior degree may be applied toward a subsequent master's degree, with the approval of the department from which the subsequent degree is sought.** Not all departments may accept a student who is already admitted to another graduate level program. Prior to submitting a Graduate Application for Admission, please check with the academic department(s) of the program(s) in which you are interested.

**College: COS All Approved**

Request for Addition of Area of Emphasis Within an Existing Major Discussion: Question raised about the extensive course list from which students can select. Is this an area of emphasis? All of the courses have internal cohesiveness; all are organisms.

Department/Division: Science

Name of Major: Biological Sciences; M.S., M.A.

Name of Area of Emphasis: Computer Forensics Edit: No current name exists

Change of Name of Area of Emphasis: Organismal, Evolutionary, and Ecological Biology

Effective term and year: Fall 2011

See attached PDF "BSC Request" file for further information

**College: GSPED / COEHS All Approved except for 2 sent back & 1 deleted**Request for Graduate Course Change

Department/Division: Elementary and Secondary Education

Current Course Number and Title: CI 638 Seminar II: Curriculum Planning

Change In Course Title? Yes

From: Seminar II: Curriculum Planning (which is used in BANNER "Course Title")

To: Curriculum Planning (which is used in the current Graduate Catalog)

Rationale:

There is no Seminar I. Using "Seminar II" causes confusion, implying a missing prerequisite. The "OLD" title appears in all the official places that BANNER fields are used. This is a request to change the name in that field.

Request for Graduate Course Change

Department/Division: Elementary and Secondary Education

Current Course Number and Title: EDF 612 Seminar III: Educational Evaluation

Change in Course Title? Yes

From: Seminar III: Educational Evaluation (which is used in BANNER "Course Title")

To: Educational Evaluation (which is used in the current Graduate Catalog.)

Rationale:

There is no Seminar I. Using "Seminar III" causes confusion, implying a missing prerequisite. The "OLD" title appears in all the official places that BANNER fields are used. This is a request to change the name in that field.

Request for Graduate Course Change

Department/Division: Elementary and Secondary Education

Current Course Number and Title: CI 623 Learning Models and Assessment Techniques

Change in Course Title? Yes

From: Learning Models and Assessment Techniques (which is used in BANNER "Course Title.") To: Instructional Models and Assessment Technique (which is used in the current Graduate Catalog.)

Rationale:

The "NEW" title has been in the catalog for quite a while. Different naming causes confusion. The "OLD" title appears in all the official places that BANNER fields are used. This is a request to change the name in that field.

Request for Graduate Course Change

Dept/Div.: Elementary/Secondary Education

Current Course Number and Title: CIEC 630 Authoring Systems and Multimedia

No Change in course Title. Alpha Designator. Course Number. Content, or Credit Hours.

Required Course: *Not Applicable*

Course Deletion: *Not Applicable*

Additional Resource Requirement(S): *Not Applicable*

Change in Catalog Description as a result of this request? Yes

From: from [http://www.marshall.edu/catalog/Graduate/S2011/GrSpl1\\_published.pdf](http://www.marshall.edu/catalog/Graduate/S2011/GrSpl1_published.pdf) (page 198) A hands-on approach to authoring systems, including stackware, and the integration of other technologies such as CD-ROM, video disk, still video, and video and audio cassette recordings. (PR: CIEC 620 or equivalent). To: Explores multimedia design as process and product while providing hands-on experience using authoring systems for planning, creating, editing, and publishing text, graphics/images, animations, audio, video and interactive projects.

Rationale:

The requested changes are intended to update the language in the description to make it more current. The course focus on multimedia and authoring systems is still accurate, however, some of the specific technologies named in the current description are outdated and have evolved into other formats. The new description focuses on the types of multimedia covered in the course rather than the formats or applications available for working with them.

Request for Graduate Catalog Change

Dept/Div.: Elementary/Secondary Education

Current Course Number and Title: CIEC 534 Applications Software in the Classroom Curriculum Area

No change in course Title. Alpha Designator. Course Number. Content or Credit Hours.

Change in Catalog Description as a result of this Request: Yes

From: (from [http://www.marshall.edu/catalog/Graduate/S2011/GrSpl1\\_published.pdf](http://www.marshall.edu/catalog/Graduate/S2011/GrSpl1_published.pdf)) (page 198) A hands-on overview of major classes of applications software. A range of computing topics such as hardware, communications, ethics, and types of software will be discussed. To: Offers hands-on experience using applications software (databases, multimedia, spreadsheets, word processing) and explores a range of related topics for schools, including state/national standards, current trends/issues, Internet/ communications technologies, and hardware accessories.

Rationale:

The requested changes are intended to update the language and provide greater specificity in the description related to the content that is covered in this course. The objectives of the course have not changed.

Request for Graduate Catalog Change Edit typo

Dept/Div.: Elementary/Secondary Education

Current Course Number and Title: CIEC 635 Using Internet in the Classroom

No change in course Title. Alpha Designator. Course Number. Content or Credit Hours.

Change in Catalog Description as a result of this Request: Yes

From: From [http://www.marshall.edu/catalog/Graduate/S2011/GrSp11\\_published.pdf](http://www.marshall.edu/catalog/Graduate/S2011/GrSp11_published.pdf) (page 198). This course provides an introduction to the Internet, with an emphasis on the World Wide Web and its potential uses in the K-12 classroom. It's a hands-on overview of major classes of applications software. It takes an approach to authoring systems, including stackware, and the integration of other technologies such as CD-ROM, video dis, still video, and video and audio cassette recordings. (PR: CIEC 620 or equivalent). A range of computing topics such as hardware, communications, ethics, and types of software that will be discussed. To: This course provides an introduction to the Internet, with an emphasis on the World Wide Web and its potential uses for teaching and learning. It explores multimedia designs as process and product while providing

hands-on experience using authoring systems for planning, creating, editing, and publishing text, graphics/images, animations, audio, video and interactive projects. It explores a range of related topics for schools, including state/national standards, current trends/issues, internet/communications technologies, and hardware accessories.

Rationale:

The requested changes are intended to update the language in the description and make it more current, the objective of the course has not changed. The changes include correction of a typo and removal of K-12 from the description. This course title will remove K-12 previously, but the corresponding description was not corrected. The concepts covered in the course, while useful within K-12, are not limited to the K-12 classroom. Many higher education educators also have an interest in this course and have found that the concepts are easily adapted, especially for those who teach online. The course focuses on multimedia and authoring systems are still accurate, however some of the specific technologies named in the current description are outdated and have evolved. The new description focuses on the types of multimedia covered, rather than the formats or applications available for working with them.

Request for Graduate Catalog Change

Department/Division: ATE

Degree: ATE MS Program Requirements

Current Catalog Description

Page 84

A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements

Edits to the Current Description

A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. A plan of study will be sent to the student at the time of admission. Changes in required courses and the choice of any elective courses must be approved, and signed off by the advisor on the office copy of the Program of Study. The Plan of Study is the student's "blueprint" for completing graduation requirements.

New Catalog Description

A plan of study will be sent to the student at the time of admission. Changes in required courses and the choice of any elective courses must be approved, and signed by the advisor on the office copy of the Program of Study. The Plan of Study is a student's "blueprint" for completing graduation requirements.

Request for Graduate Catalog Change

Department/Division: ATE

Degree: ATE Ed.S. AoE in Adult & tech. Ed.

Current Catalog Description

pg86

2. A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.

Edits to the Current Description

2. A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. A plan of study will be sent to the student at the time of admission. Changes in required courses and the choice of any elective courses must be approved, and signed off by the advisor on the office copy of the Program of Study. The Plan of Study is a student's "blueprint" for completing graduation requirements.

New Catalog Description

A plan of study will be sent to the student at the time of admission. Changes in required courses and the choice of any elective courses must be approved, and signed off by the advisor on the office copy of the Program of Study. The Plan of Study is a student's "blueprint" for completing graduation requirements.

Request for Graduate Catalog ChangeDepartment/Division: ATEDegree: ATE Ed.S. AoE in Community and Technical College StudiesCurrent Catalog Description

Page 86

The program is designed to permit specialization in the field of Community and Technical College Studies. Upon admission, the department will assign an advisor who will work with the student in developing an approved program. The program is considered approved when an agreement is signed by the student, advisor, one other member of the program, and the Dean of the Graduate College. Completion of a minimum of 36 hours of planned, approved graduate courses with a 3.25 GPA is required. A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.

Edits to the Current Description

The program is designed to permit specialization in the field of Community and Technical College Studies. Upon admission, the department will assign an advisor and the student will be sent a program of study, who will work with the student in developing an approved program. The program is considered approved when an agreement is signed by the student, advisor, one other member of the program, and the Dean of the Graduate College. A plan of study will be sent to the student at the time of admission. Changes in required courses and the choice of any elective courses must be approved, and signed off by the advisor on the office copy of the Program of Study. A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements. Completion of a minimum of 36 hours of planned, approved graduate courses with a 3.25 GPA is required.

New Catalog Description

The program is designed to permit specialization in the field of Community and Technical College Studies. A plan of study will be sent to the student at the time of admission. Changes in required courses and the choice of any elective courses must be approved, and signed off by the advisor on the office copy of the Program of Study. The Plan of Study is a student's "blueprint" for completing graduation requirements. Completion of a minimum of 36 hours of planned, approved graduate courses with a 3.25 GPA is required.

Request for Graduate Catalog ChangeDepartment/Division: ATEDegree: ATE MS Program RequirementsCurrent Catalog Description

pg84

A plan of study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12<sup>th</sup> semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.

Edits to the Current Description

~~A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student register for his or her 12th semester hour?~~ - A plan of study will be sent to the student at the time of admission. Changes in required courses and the choice of any elective courses must be approved I and signed off by the advi&or on the office copy of the Program of Study. The Plan of Study is a student's "blueprint" for completing graduation requirements

New Catalog Description

A plan of study will be sent to the student at the time of admission. Changes in required courses and the choice of any elective courses must be approved, and signed by the advisor on the office copy of the Program of Study. The Plan of Study is a student's "blueprint" for completing graduation requirements.

Graduate Degree Intent to Plan Master's DegreeDepartment/Division: School PsychologyName of Major or Degree: Masters Degree in School InterventionRationale:

The School Psychology Program is housed within the Graduate School of Education and Professional Development (GSEPD), one of the units comprising Marshall's professional education unit. The School Psychology Program at Marshall University is an Educational Specialist Program (Ed.S.) taught on the South Charleston Campus. The Ed.S. program in School Psychology is designed to prepare candidates to meet the West Virginia Department of Education's requirements for certification as a school psychologist. Because we are NASP approved, with appropriate Praxis scores, candidates can secure certification in the majority of states. The program consists of 75 credit hours of required coursework and field experiences. To maintain our NASP approval we need to offer both the MA and Ed.S as an integrated and sequential program of studies.

Curriculum: No additional coursework is required.Change in Catalog Description: Yes - See Appendices for Current and New DescriptionsJustification:

To meet National Association of School Psychologist (NASP) and the National Council for Accreditation of Teacher Evaluation (NCATE). The program was granted conditional approval as a result of not meeting all of the NASP standards. A report documenting how the unmet standards have been addressed must be submitted to NASP by March 15, 2012. (See Appendices for Full Justification, NASP Requirements).

Request for Graduate Course Change-Area of EmphasisDepartment/Division: Elementary and Secondary EducationCurrent Course Number and Title: FCS 535 Administration of Day Care CentersChange In Course Title? YesFrom: Administration of Day Care CentersTo: Administration of Early Childhood ProgramsRationale:

"Early Childhood Programs" include "Day Care Centers" along with other educational/care programs for young children, such as preschool, kindergarten. The new title is more current related to literature in the field and reflects the broader scope that is covered in this course.

Change in the Course Alpha Designator? YesFrom: FCSto: ECERationale:

The FCS program is being dissolved, however, this course is required for students in the Early Childhood Education (ECE) area of emphasis.

Change in the Course Number? NoRationale:

ECE 535 is available as the new number, so a number change will not be necessary.

Change in Course Description as a Result of this request? Yes Current CatalogDescription

Instruction and practice in the development of day care centers for three and four year old children and administration of programs in these centers. Laboratory participation required.

New Catalog Description

This course examines the administration and educational aspects of early childhood education programs. Classroom observation is required.

Rationale:

The reference to "early childhood programs" rather than "day care centers" updates the title to go along with current literature and indicates the broader scope of this course.

Request for Change of Graduate Major or Degree

Department/Division: Elementary/Secondary Education

Name of Major or Degree: MA in Early Childhood Education, Option 2

Effective Term and Year: Spring 2012

Rationale:

Option 2 of the MA in Early Childhood Education currently requires FCS 535. Due to the suspension of the FCS program we are submitting a course change request to offer this class as ECE 535 (submitted separately). This request is to update the related catalog information to include the correct listing of course requirements.

Curriculum:

Replace FCS 535 Administration of Day Care Centers with ECE 535 Administration of Early Childhood Programs (3 hrs. Required)

Current Catalog Description:

From <http://www.marshall.edu/catalog/Graduate/S2011/GrSpl 1 published.pdf>

Page 95

Early Childhood Education, M.A.

Option 2: The Master's Degree in Early Childhood Education designed for those who are licensed Elementary teachers with no endorsement in Early Education.

Core Subjects: EDF 621 or 625; EDF 616; CIEC 530 or 534 or 600 or 660;

CI 623 or 624 or approved methods course; EDF 612 or CI 609 or CI 501 ..... 15

Specialty: CI 632, CI 633, CI 634, FCS 535, EDF 513, CI 630 ..... 18

Capstone Experience ..... 6

TOTAL ..... 39

New Catalog Description:

From <http://www.marshall.edu/catalog/Graduate/S2011/GrSpl 1 published.pdf>

Page 95

Early Childhood Education, M.A.

Option 2: The Master's Degree in Early Childhood Education designed for those who are licensed Elementary teachers with no endorsement in Early Education.

Core Subjects: EDF 621 or 625; EDF 616; CIEC 530 or 534 or 600 or 660;

CI 623 or 624 or approved methods course; EDF 612 or CI 609 or CI 501 ..... 15

Specialty: CI 632, CI 633, CI 634, ECE 535, EDF 513, CI 630 ..... 18

Capstone Experience ..... 6

TOTAL ..... 39

Request for Graduate Catalog Change

Department/Division: Elementary and Secondary Education

Current Catalog Description

From <http://www.marshall.edu/catalog/Graduate/S2011 /GrSp 11 published.pdf>

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New Catalog Description

From [http://www.marshall.edu/catalog/Graduate/S2011/GrSpl\\_1\\_published.pdf](http://www.marshall.edu/catalog/Graduate/S2011/GrSpl_1_published.pdf)  
 Page 95  
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 CI 623 or 624 or approved methods course; EDF 612 or CI 609 or CI 501..... 15  
 Specialty: CI 632, CI 633, CI 634, ECE 535, EDF 513, CI 630..... 18  
 Capstone Experience ..... 6  
 TOTAL ..... 39

Request for Graduate Course Addition Sent back to committee

Department/Division: ATE

Course Number and Title: ATE 541: Advanced Computer Applications

Alpha Designator & Number: ATE 541 Graded: Yes

Title Abbreviation: Adv Computer Applications

Course Catalog Description:

To acquaint the student with advanced computer applications, which are frequently utilized by business and marketing professionals.

Co-requisite(s)/Prerequisite(s): N/A

First Term Offered: Fall 2011

Course Objectives:

The primary goal of this course is to assist students in becoming knowledgeable users of advanced computer applications. At the end of this course, students will be able to:

- To understand basic database management concepts and techniques including how to locate, view, and analyze information while maintaining data integrity.
- To create, organize and modify relational database information relevant to the student's specific career goal area.
- To demonstrate the design process, query process, form preparation process report preparation process, and printing of databases.
- To understand and be able to locate open source software programs for a variety of uses.
- To utilize an open source software (OSS) program to create a project consisting of an analytical critique of OSS programs and documents that demonstrate the features of the OSS program.
- To understand and demonstrate advanced Internet research methods, including the utilization of Boolean operators.
- To create Internet applications, such as a personal Web homepage and pathfinder, which are relevant to the student's specific career goals.
- To understand and demonstrate the use of Web 2.0 applications.
- To create a Second Life avatar and to explore the virtual world of Second Life for educational resources.

Course Outline:

Unit 1: Database Management

1. Database Basics
  - What is Access?
  - Plan a Database
  - Create a Database
2. Tables & Datasheets
  - Field Properties
  - Importing Data
  - Exporting Data

- Table Relationships
- 3. Queries
  - Creating a Wizard Query
  - Creating a Design View Query
  - Query Editing
- 4. Reports
  - Report Types
  - Creating a Quick Report
  - Using the Report Wizard
  - Creating Mailing Labels

#### Unit 2: Open Source Software

1. Open Source Software
  - What is OSS?
  - Top 10 Free Educational OSS
2. Open Source Software Applications
  - Open Office - Office Suite
  - Scribus - Desktop Publishing
  - Dia - Diagrams
  - Tux Paint - Drawing
  - GIMP - Photo Software
  - Inkscape - Vector Drawing
  - FreeMind - Mind Mapping
  - Audacity - Audio Software
  - Media Player - Video & Audio Player
  - KompoZer- Web Page Editing
  - Moodle - E-Learning

#### Unit 3: Advanced Research, Web 2.0 & Second Life 1.

- Internet History
    - How Did it Begin?
    - Today's Internet Network
  - 2. Internet Essentials
    - Internet Concepts
    - Cyberspace Terminology
  - 3. Internet Research
    - Search Engines
    - Library Databases
    - Web 2.0 Tools
  - 4. Basic HTML
  - 5. Second Life
    - What is Second Life (SL)?
    - Creating an Avatar
    - SL as an Educational Tool Unit
- 4: ATE 541 Unit
- Curriculum Integration/Access
  - Graduate Research Project
  - Webliography/Pathfinder

*Request for Graduate Course Addition and Change of Course Title Sent back to committee*

Department/Division: ATE

Course Number and Title: ATE 575: Designing Web-Based Training

New Course Title: Multimedia-based Instructional Design

Alpha Designator & Number: ATE 575

Graded: Yes

Title Abbreviation: Multimedia-based Instruct

Course Catalog Description:

This course will assist students in designing multimedia instructional design for education and training. Focus will be on the development of web-based training programs. Co-requisite(s)/Prerequisite(s): N/A First Term

Offered: Fall 2011 Course being Deleted: N/A Course Objectives:

The primary goal of this course is to assist students in designing web-based training for adult learners.

Students will perform various computer exercises and assignments in order to be able to: Understand the advantages and disadvantages of Web-based training. Identify basic design concepts and common design flaws in Web-based training. Analyze various Web-based training sites based on a benchmark set of criteria standards. Integrate the principles of adult education into a Web-based training program. Identify legal and ethical issues involved with the development and implementation of Web-based training.

Identify various user interaction options for Web-based training. Develop a detailed design document for Web-based training. Draft a detailed program flow chart for Web-based training. Utilize Blackboard to develop a Web-based training unit. Course

Outline:

Unit 1: E-Learning Overview

1. Tactical & Strategic Advantages
2. Choosing the Right Technology
3. Best Practices for WBT
4. Systematic Design Process
5. Principles of Adult Education and Instructional Design
6. Designing Lessons for Adult Learners
7. Tools of the Trade

Unit 2: Designing WBT

1. Assessing Learner Needs
2. Analyzing Needs and Selecting Delivery Methods
3. Selecting the Most Appropriate E-Learning Method
4. User Interface Design
5. Designing Asynchronous Interactions
6. Designing Synchronous Interactions

Unit 3: Implementing & Evaluating WBT

1. Measuring Costs & Benefits
2. Working with Vendors
3. Developing Blueprints
4. Implementing & Evaluating WBT Programs
5. Looking Ahead
6. Educommerce
7. Distance Learning

Unit 4: ATE 575 Students

1. Multimedia Tools
2. Simulation Project

**Request for Graduate Course Deletion**

Dept/Div.: Leadership Studies

Current Course Number and Title: LS 646 Administration of Community & Technical College

Rationale:

It is being replaced with a 700 level course that will investigate the course objectives in a more in-depth fashion. 700 level courses in GSEPD are restricted to Ed.S. and Ed.D. students.

Course Being Added in Place of this Deletion: Yes

New Course Number and Title: LS 747 Administration of Community Colleges

Credit Hrs.: 3

Final term and year this course is to be offered: Fall 20 11

Request for Graduate Course Addition

Dept/Div.: Leadership Studies

New Course Number and Title: LS 747: Administration of Community Colleges

Alpha Designator & Number: LS 747 Graded: Yes

Title Abbreviation: N/A

Course Catalog Description:

An analysis of community college governance, structure, functions, and relationship with its respective community and local/state government. Co-

requisite(s)/Prerequisite(s): None

Course being Deleted: Yes LS 646: Administration of Community & Technical College Credit Hours: 3

Course Objectives:

- To assess the various administrative units within the community college
  - To analyze the mission, curriculum, clientele, and instructional personnel of community colleges
  - To identify organizational patters, financial structures, governance, and relationship to its governing board
- To analyze the current and future trends and issues affecting community colleges

Course Outline:

- I. Leadership and organization of the community college
- II. Administrative functions/ positions within a community college
- III. Governance roles and responsibilities
- IV. Student diversity and the three curricula emphasis: traditional, vocational, workforce

Example of Instructional Methods:

The course will be presented in a seminar format and include written and oral assignments, group and individual work, presentations, discussions, and guest speakers. Example Evaluation Methods:

- A 3-5 page critique of two pre-approved peer reviewed journal articles that address an issue related to community colleges.
- Prepare a manuscript suitable for submission to a peer reviewed journal. Follow the contributor guidelines of the American Association of Community Colleges.
- Attend a governing board meeting of one of the local community colleges and write a brief description of major agenda items: include your perception of the decision-making process.
- Read and review (using Cornell University's book review guidelines) a pre-approved book relevant to the administrations of community colleges.

Request for Chanee of Course Number and Title Request to be deleted; redundant

Dept/Div.: Leadership Studies

Current Course Number and Title: LS 646 Administration of Community and Technical Colleges

Change in course Title? Yes

From: Administration of Community and Technical Colleges

To: Administration of Community Colleges

Rationale

This is a better title for the course objectives.

Change in Course Number? Yes

From: LS 646

To: LS 747

Rationale

This is an advanced class and needs to be restricted to EdS and EdD students. The "700" course level designation will accomplish that restriction.

Request for Graduate Course Addition

Dept/Div.: Leadership Studies

New Course Title: A Comparative Study of Community Colleges

Alpha Designator & Number: LS 708

Graded: Yes

Course Catalog Description

An examination of community colleges in the U.S. and abroad including Canada, Europe, Asia, Africa, and South America. Areas for comparison include governance, finances, curriculum, faculty and students.

Co-requisites/Prerequisites: None

Course being Deleted in place of this addition. No course is being deleted.

Course Objectives

1. Familiarize students with community college systems of other countries, their similarities and differences with regard to governance, finances, mission, curriculum, faculty and students.
2. Consider areas of research as it relates to comparative education.
3. Examine ways in which community colleges are affected by globalization.

Course Outline

Module One: An Overview of Community Colleges in the U.S. and Canada

Module Two: An Overview of Community Colleges in Asia, specifically India, China, Vietnam and South Korea

Module Three: An Overview of Community Colleges in South America (Argentina, Chile and Brazil) and Africa

Module Four: An Overview of Community Colleges in Europe

Example of Instruction Methods

Group projects with presentations; lecture; guest speakers

Example of Evaluation Methods

Case studies; annotated bibliography; research paper

Request for Addition of Area of Emphasis Within an Existing Major

Department/Division: Leadership Studies

Name of Major: Educational Administration, Ed.D.

Name of Area of Emphasis: Community College Administration

Effective term and year: Fall 2011

Rationale

Nationally, more than 40% of all undergraduate students are enrolled in community colleges. In WV, this is no less the case with enrollments in the state's 10 community colleges increasing annually. The establishment of a separate and distinct community college system has paved the way for expanded access. Along with growth in enrollment is the increased opportunity for employment for faculty, staff and administrators. Moreover, there is a leadership shortage in community colleges at all levels - directors, deans, vice-presidents, presidents; over the next five years it is estimated that there will be a 58% turnover in administrative positions. A community college area of emphasis in the Ed.D. program will help address this leadership issue.

Curriculum:

*These courses will be required in the Area of Emphasis:*

ATE 712 - Classroom Assessment for Community and Technical College Students. 3 hours. Required

ATE 703 - Interpretation & Utilization of Applied Research in Community and Technical College Teaching. 3 hours. Required

LS 708 - Comparative Study of Community Colleges. 3 hours. Required

ATE 723 - Perspectives and Strategies for Teaching Workforce Education. 3 hours. Required

LS 746 - Administration of Community Colleges. 3 hours. Required

ATE 714 - Community and Technical College Curriculum Design. 3 hours. Required

*The remaining coursework is consistent with other Areas of Emphasis in the EdD program.*

Current Catalog Description

Page 171 of the 2010-2011 Graduate Catalog

LEADERSHIP STUDIES, M.A., Ed.S., Ed.D.

Leadership Studies, M.A.

Areas of Emphasis

Educational Leadership (School Principal)

Justice Leadership  
 Leadership Specialist  
 Education Specialist with Area of Emphasis in Leadership Studies, Ed.S.  
 Educational Leadership, Ed.D.  
 Areas of Emphasis  
 Higher Education Administration  
 Public School Administration  
 Graduate Certificates  
 School Principalship (post master's)  
 Social Service and Attendance  
 Licensure  
 School Principalship  
 Social Service and Attendance  
 Supervisor of Instruction  
 School Superintendent  
 Program Descriptions

The Leadership Studies program offers the following degree programs:

- Master of Arts degree in Leadership Studies with Areas of Emphasis in Educational Leadership, Justice Leadership, Leadership Specialist
- Education Specialist in Education (Ed.S.) with an Area of Emphasis in Leadership Studies and specializations in Public School or Higher Education Administration.
- Doctoral Degree in Education (Ed. D.) with a major in Educational Leadership with Areas of Emphasis in Higher Education Administration and Public School Administration.

Leadership Studies also offers professional licensure programs for School Principal, Supervisor of Instruction, School Superintendent, and Social Services and Attendance. Page 173 of the 2010-2011 Graduate Catalog Educational Leadership, Ed.D.

This program is designed to offer the opportunity to earn the Doctor of Education (Ed.D.) degree in Educational Leadership with Areas of Emphasis in Public School Administration or Higher Education Administration. Coursework and other requirements will be met on the South Charleston campus. The mission of the doctoral program in education is to prepare practitioners to be reflective, ethical educators and researchers who contribute to the field of education. Program faculty are committed to creating a community of scholars through mentoring, engaging in collaborative research, and maintaining a focus on sound educational practices. *New Catalog Description*

Page 171 of the 2010-2011 Graduate Catalog  
 LEADERSHIP STUDIES, M.A., Ed.S., Ed.D.  
 Leadership Studies, M.A. Areas of  
 Emphasis

Educational Leadership (School Principal)  
 Justice Leadership

Leadership Specialist  
 Education Specialist with Area of Emphasis in Leadership Studies, Ed.S.  
 Educational Leadership, Ed.D. Areas of Emphasis Public School  
 Administration Higher Education Administration Community  
 College Administration Graduate Certificates School Principalship  
 (Post-master"s) Social Service and Attendance Licensure  
 School Principalship  
 Supervisor of Instruction School  
 Superintendent Social Service  
 and Attendance

Program Descriptions

The Leadership Studies program offers the following degree programs:

- Master of Arts Degree in Leadership Studies with Areas of Emphasis in Educational Leadership, Justice Leadership, and Leadership Specialist
  - Education Specialist in Education (Ed.S.) with an Area of Emphasis in Leadership Studies and specializations in Public School Administration, Higher Education Administration and Community College Administration
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- Page 173 of the 2010-2011 Graduate Catalog  
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Addition of an Area of Emphasis within an Existing Major

Department/Division: Adult and Technical Education

Name of Major: ATE, M.S.

Name of Area of Emphasis: Career and Technical Center Teaching

Effective term and year: Fall 2011

Rationale:

This program will be designed to provide a new area of emphasis in the Masters of Science degree in Adult and Technical Education program. This will greatly enhance the cooperative program with WVU-Tech for WVDOE licensure of Career & Technical Center Instructors. This program will be restricted to persons enrolled in the West Virginia Career and Technical Education licensure program. Currently, the area of emphasis being used does not align with the needs of this unique student population. Program

Of Studies: Master of Science - Area of Emphasis in Career & Technical Center Teaching

Required Courses

ATE 511 Introduction to Career and Technical Education 3

ATE 524 Safety in Career and Technical Education 3

ATE 548 Teaching Methods in Career and Technical Education 3

ATE 508 Applications of Basic Skills in Career and Technical Education 3

ATE 631/637 Computer Applications 3

ATE 650 Career Education Curriculum Development 3

ATE 673 Assessment in Adult/Technical Education 3

Total Required Hours 21 Elective Courses

(Choose 9 hrs of these ATE courses)

ATE 603 Introduction to Adult Education and Adult Learners 3

ATE 628 Adult Instruction: Environmental and Personal Aspects. 3

ATE 609 Developing Training Plans for Business and Industry 3

ATE 549 Occupational Analysis and Instructional Design 3

ATE 550 Interpersonal Skills in the Workplace 3

Total Elective Hours 9

(Students must complete all required courses before registering for ATE 618)

Capstone Requirements

ATE 618 Literature of Adult and Continuing Education 3

TOTAL DEGREE HOURS 33 Additonal

Resource Requirements: Not Applicable Non-

Duplication: Not Applicable Current Catalog

Description

Pg84

Program Description, M.S.

The Master of Science in Adult and Technical Education is a field-based program designed to serve persons who are employed on a full-time basis. The program is intended for persons who serve in an instructional, training, leadership, or professional role in human services areas of business, industry, government, community agencies or education. The areas of emphasis in Adult and Technical Education allow a program to be tailored to meet the personal and professional needs of a broad spectrum of graduate students. The courses provide students with the opportunity to continue their graduate education in a flexible program through a state-wide delivery system. Most courses are taught in the evening or at other convenient times. Every effort is made to tailor the program to meet the needs of the student.

The following provides the framework for the candidates Plan of Study: In consultation with the advisor, the student will select an area of emphasis and plan the program. Areas of emphasis available in the Master of Science degree program are:

- a. Adult Education
- b. Interdisciplinary Studies
- c. Training and Development

#### New Catalog Description

Program Description, M.S.

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- b. Interdisciplinary Studies
- c. Training and Development
- d. Career and Technical Center Teaching

#### Change of an Area of Emphasis within an Existing Major

Department/Division: Adult & Technical Education

Name of Major: Educational Specialist

Name of Area of Emphasis: Community College Administration

Effective term and year: Fall 2011

#### Rationale

This is a change in focus for the Ed.S. in Community College Administration to bring it in line with other GSEPD EdS programs and more effectively make use of faculty.

#### Curriculum:

LS 703 Research Design. 3 hrs. Required

EDF 625 Qualitative Research. 3 hrs. Required

CIEC 700 Using Computers to Improve Education. 3 hrs. Required

EDF 711 Survey Research in Education (Prerequisite LS 703). 3 hrs. Required

CI 677 Writing for Publication or HUM 604 Expository Writing. 3hrs. Required

Content Courses:

ATE 703 Interpretation & Utilization of Applied Research in CTC Teaching. 3 hrs. Required

ATE 714 Community and Technical College Curriculum Design. 3 hrs. Required

LS 746 Administration of Community Colleges. 3 hrs. Required

ATE 712 Classroom Assessment for CTC Students. 3 hrs. Required

Capstone Course:

EDF 679 Problem Report. 3 hrs. Required

Current Catalog Description:

PP. 89-90 of the 2010-2011 Graduate College Catalog.

Ed.S. in Education with Area of Emphasis in Community and Technical College Studies

Program Description

The Ed.S. Degree program with an area of emphasis in Community and Technical College Studies builds on learner's professional experience and the teaching and learning process. The program incorporates both theory and practical applications, helping learners become stronger, more effective classroom teachers in a community college setting. The program is intended to serve persons who are employed on a full-time basis as Community and Technical College teachers. It is also available to professionals who aspire to become teachers in community and technical colleges. Emphasis on classroom teaching and learning means community college faculty must not only have strong backgrounds in their fields of expertise, but also possess skills in effective instruction. Expectations and accountability in student learning are challenging community college faculty to strengthen their knowledge and skills in the teaching process. The focus of the Ed.S. degree is on the teaching-learning process. Admission Requirements

Applicants must have a master's degree in an appropriate field. Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at

[www.marshall.edu/graduate/admissionsrequirements.asp](http://www.marshall.edu/graduate/admissionsrequirements.asp). Program Requirements

The program is designed to permit specialization in the field of Community and Technical College Studies.

Upon admission, the department will assign an advisor who will work with the student in developing an approved program. The program is considered approved when an agreement is signed by the student, advisor, one other member of the program, and the Dean of the Graduate College. Completion of a minimum of 36 hours of planned, approved graduate courses with a 3.25 GPA is required. A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements. All programs must be completed in seven years and conform to the following standards:

1. Core Requirements..... 15hrs.

ATE 701 The Community and Technical College

ATE 603 Introduction to Adult Education and Adult Learners

ATE 702 Analysis of Literature on Community and Technical Colleges

90 Degree Program Requirements Marshall University

ATE 723 Perspectives and Strategies for Teaching Workforce Education

ATE 726 Funding, Planning, and Administrative Issues of Community and Technical Colleges

2. Applied Research Component..... 3 hrs.

(Required before further advancement in program)

ATE 703 Interpretation and Utilization of Applied Research in Community and Technical Colleges

3. Professional Seminars in Community and Technical College Studies ..... 3 hrs.

ATE 707-709 Professional Seminars

4. Thesis..... 6 hrs.

ATE 781 Thesis

(Students must have a written thesis proposal/prospectus approved by the thesis committee prior to enrolling for thesis

credit. An oral defense of the completed thesis is required.)

5. Professional Support Courses..... 9 hrs.

ATE 712 Classroom Assessment for Community and Technical College Students

ATE 714 Community and Technical College Curriculum Design

ATE 718 Education and Employment Preparation for Diverse Populations

Total hours for Ed.S. Degree ..... 36 hrs.

New Catalog Description:

Ed.S. in Education with Area of Emphasis in Community College Administration

Program Description

The Ed.S. Degree program with an area of emphasis in Community College Administration is designed to permit specialization in the field of Community College Administration. It incorporates both theory and practical applications and is intended to serve persons who are either currently employed at a Community and

Technical College or wish to pursue a career at a two-year institution. Administrative behavior, organizational structure, governance, and factors that influence institutional decision-making are areas covered in this program.

Admission Requirements

Applicants must have a master's degree from a regionally accredited institution. Applicants should follow the admissions process described in this catalog or on the Graduate Admissions' website [www.marshall.edu/graduate/admissionsrequirements.asp](http://www.marshall.edu/graduate/admissionsrequirements.asp).

Degree Requirements

All students follow a program Plan of Study and must maintain a cumulative Graduate Grade Point Average (GGPA) of 3.0. Course credit transferred from an accredited institution(s) must be approved by the Program Director prior to completion of the Plan of Study. Failure by the student to return the signed Plan of Study within 30 days will automatically indicate acceptance of its terms. The Plan of Study must be completed for all admitted students within the first semester of enrollment. All coursework included as part of a plan of study must not be more than seven years old at the time of graduation.

Core Courses .....	15 hrs.
LS 703 Research Design	
EdF 625 Qualitative Research	
CIEC 700 Using Computers to Improve Education	
EdF 711 Survey Research in Education (Prerequisite LS 703)	
CI 677 Writing for Publication	
or HUM 604 Expository Writing	
Content Courses.....	12 hrs.
ATE 703 Interpretation & Utilization of Applied Research in CTC Teaching	
ATE 714 Community and Technical College Curriculum Design LS 746	
Administration of Community Colleges ATE 712 Classroom Assessment for CTC Students	
Capstone Course.....	3 hrs.
EdF 679 Problem Report	
TOTAL.....	30 hrs.

College: CITE Approved

Request for Graduate Catalog Change

Department/Division: Applied Science and Technology

Degree: Technology Management Current Catalog

Description:

pp. 127-128

Admission Requirements

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at [www.marshall.edu/graduate/admissionsrequirements.asp](http://www.marshall.edu/graduate/admissionsrequirements.asp).

In addition, applicants must:

1. Have an undergraduate GPA of 2.5 or greater
2. Satisfy at least one of the following:

- Score at the mean or above on the Analytical Writing portion of the GRE and achieve a composite score on the Verbal and Quantitative portions of the GRE greater than or equal to the sum of the two individual means (1070 or greater). Edits to the Current Description:

Admission Requirements

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at [www.marshall.edu/graduate/admissionsrequirements.asp](http://www.marshall.edu/graduate/admissionsrequirements.asp).

In addition, applicants must:

1. Have an undergraduate GPA of 2.5 or greater
2. Satisfy at least one of the following:
  - ◆ Score at the mean or above on the verbal GRE
  - \*;Score at the mean or above on the quantitative GRE

- Score at the mean or above on the analytical ~~Writing portion of the GRE and achieve a composite score on the Verbal and Quantitative portions of the GRE greater than or equal to the sum of the two individual means (1070 or greater).~~

New Catalog Description:

Admission Requirements

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at [www.marshall.edu/graduate/admissionsrequirements.asp](http://www.marshall.edu/graduate/admissionsrequirements.asp).

In addition, applicants must:

1. Have an undergraduate GPA of 2.5 or greater
2. Satisfy at least one of the following:
  - Score at the mean or above on the verbal GRE
  - Score at the mean or above on the quantitative GRE
  - Score at the mean or above on the analytical GRE

## **College: COLA All Approved with changes**

Request for Graduate Catalog Change

Department/Division: Graduate Humanities (MUGC S. Charleston)

Degree and page number where the degree or program description begins: MA in Humanities, Page 137

Current Catalog Description

p. 138. re GRE scores:

In addition applicants must have:

- a score of 450 or above (40%) on the verbal section of the Graduate Record Examination (GRE) General Test or an equivalent score on the Miller Analogies Test (MAT);

Edits to the Catalog Description: p.

138. re GRE scores:

In addition applicants must have:

- a score of 450 or above (40%) in the 60<sup>th</sup> percentile or higher on the verbal section of the Graduate Record Examination (GRE) General Test or an equivalent score on the Miller Analogies Test (MAT);

New Catalog Description

p. 138. re GRE scores:

In addition applicants must have:

- a score in the 60<sup>th</sup> percentile or higher on the verbal section of the Graduate Record Examination (GRE) General Test or an equivalent score on the Miller Analogies Test (MAT);

Request for Graduate Catalog Change

Department/Division: ENG

Degree and page number where the degree or program description begins: Master of Arts in English, Page 140

Current Catalog Description

Students who choose the non-thesis option must take 36 hours of coursework or, with a thesis, 32 hours, six of which may be earned by writing the thesis. All students must pass a comprehensive assessment upon completion of the coursework. (From Spring 2011 online graduate catalog, page 140). Successful completion of comprehensive exams in final semester, (page 141)

New Catalog Description

To complete the work for the master's degree in English the candidate must take 30 hours of coursework, plus six capstone hours. The capstone hours may be used for further coursework, independent reading for exams, or independent research for the thesis or portfolio options. The required grade point average is 3.0 (B), and the candidate must pass one of the following upon completion of the course work: (a) a comprehensive exam; (b) a thesis; or (c) a portfolio.

Request for Graduate Catalog Change

Department/Division: ENG

Current Course Number and Title: ENG 508 Advanced Expository Writing

Degree and page number where the degree or program description begins: Master of Arts in English, Page 140

Current Catalog Description

Page 205

An advanced general composition course- Practice in the rhetorical types and styles used by professionals in all fields. Assignments adapted to the student's major.

New Catalog Description

Development and refinement of writing skills—description, organization, and style—with an emphasis on informative and explanatory genres.

Request for Graduate Catalog Change

Department/Division: ENG

Current Course Number and Title: ENG 566 Literacy Studies

Degree and page number where the degree or program description begins: Master of Arts in English, page 140

Current Catalog Description

Surveys theories of writing and reading literacy development with a focus on teaching writing through multi-modal and multi-genre approaches (206).

New Catalog Description

Theories of writing and reading development with a focus on cultural, linguistic, and rhetorical influences on literacy acquisition.

Request for Graduate Catalog Change

Department/Division: ENG

Course Title and Alpha Designator: ENG 567 Visual Rhetoric

Degree and page number where the degree or program description begins: MA in English, page MOC

Current Catalog Description

The study of visual texts as expressions of cultural meaning which, much like semiotics, seeks to analyze rhetorical messages (page 206).

New Catalog Description

Study of the production, strategies, reception, and persuasive effects of visual texts.

Request for Graduate Course Change & Catalog Change

Dept/Div.: ENG

Current Course Number and Title: ENG 646 Composition Theory II: Advanced Disciplinary Theory

Change in course Title? Yes

From: Composition Theory II: Advanced Disciplinary Theory

To: Topics in Rhetoric and Composition

Rationale:

The course is not a continuation of another course, so we want to drop the II designation and make the title more consistent with advanced courses of this nature.

Change in Catalog Description as a result of this request? Yes

From: In-depth analysis of prevailing research within the field of Composition and Rhetoric.

To: Study of prevailing topics in Rhetoric and Composition. Topics may include Eco-Rhetoric, Assessment, and the Rhetoric of Science, among others.

Rationale:

The specific course content will be determined by the individual instructor in consult with other Rhetoric and Composition faculty. Offering some specific examples of what the course may cover is intended to give students a better idea of the kind of course it is.

Request for Graduate Catalog ChangeDepartment/Division: ENGCourse Title and Alpha Designator: ENG 648 Feminist RhetoricsDegree and page number where the degree or program description begins: MA in English, page 140Current Catalog Description

An intensive study of various rhetorics which challenge patriarchy and power structures including, but not limited to, feminist histories of rhetoric, theories, pedagogies, epistemologies, and uses of technology. (Page 207) New

Catalog Description

Study of the ways language shapes and is influenced by gender and identity.

Request for Graduate Course ChangeDept/Div.: GeographyCurrent Course Number and Title: GEO690 Internship in GeographyChange in Grading: YesFrom: Graded To:

Credit/No Credit

Rationale

Geography master's students benefit from internships with external businesses or government agencies by applying their academic skills in a real world environment, often obtaining permanent employment or at a minimum, important career skills. Internships in our department typically conclude with a supervisor from a business or government agency being "satisfied" (or not) with student work. We see no need to artificially inflate GPA by giving an A or deflate GPA with any other grade. Our undergraduate internship course is CR/NC.

Request for Graduate Course AdditionDept/Div.: Sociology and AnthropologyNew Course Number and Title: SOC 566 - Culture and EnvironmentTitle Abbreviation: Environmental AnthropologyCatalog Description:

This course will examine the symbolic and structural dimensions of struggles over defining, organizing, and controlling the natural environment from a biocultural perspective.

Course Being Deleted: None Duplication: Not Applicable RequiredCourse: Not Applicable Agreements: Not Applicable AdditionalResource Requirements: Not Applicable Course Objectives:

- to provide a broad overview of the field of environmental anthropology
- to introduce concepts, theories, and practices of environmental anthropology
- to explore practical, international case studies from a perspective informed by environmental anthropology

Learning Objectives

to identify forms of human cultural variation in terms of adaptive processes to varied bio-physical environments

to describe the evolutionary and historical origins of human cultural forms that shape the relationships of humans with their environment

to provide an analysis of community and regional level systems for management of human environmental interactions in the context of ecosystem processes and social institutions

to apply anthropological theories to understanding varied human actions that either contribute to or respond to contemporary environmental problems

to explain how institutions for regulating access to and management of natural resources react to environmental, economic, and political forces

to discuss environmental problems in a manner informed by anthropological knowledge

Course Outline

1. Anthropology & the Study of Human Behavior
2. Evolutionary Origins of Human Culture Quiz #1 [weeks 1 -2]
3. Ethnoecologies: An Environmental Anthropology Position Paper #1 [weeks 1 - 3]
4. Hunting and Gathering
5. Horticulturalism Quiz #2 [weeks 3-5]
6. Biodiversity and Human Health Position Paper #2 [weeks 4-6]
7. Forest Management and Complexity Media Analysis #1 [weeks 6-7]
8. Pastoralism & Anthropological Demography
9. Intensive Agriculture & the Ecology of States Position Paper #3 [weeks 8-9]
10. Industrialism
11. Energy and Environmental Justice Media Analysis #2 [weeks 10-11]
12. Climate Change
13. The Commons Position Paper #4 [weeks 12-13]
14. Consumer Culture Presentations
15. What's next? Presentations

Example Evaluation Methods

Critical Thinking Research & Writing [Higher-order CT skill and Formative Assessment; papers, presentations, quizzes, exams; additional readings and papers for graduate students.

**Request for Graduate Course Addition**

Dept/Div.: Sociology and Anthropology

New Course Number and Title: ANT 566 - Culture and Environment

Title Abbreviation: Environmental Anthropology

Catalog Description:

This course will examine the symbolic and structural dimensions of struggles over defining, organizing, and controlling the natural environment from a biocultural perspective.

Course Being Deleted: None Duplication: Not Applicable Required

Course: Not Applicable Agreements: Not Applicable Additional

Resource Requirements: Not Applicable Course Objectives:

- to provide a broad overview of the field of environmental anthropology
- to introduce concepts, theories, and practices of environmental anthropology
- to explore practical, international case studies from a perspective informed by environmental anthropology

Learning Objectives

- to identify forms of human cultural variation in terms of adaptive processes to varied bio-physical environments
- to describe the evolutionary and historical origins of human cultural forms that shape the relationships of humans with their environment
- to provide an analysis of community and regional level systems for management of human environmental interactions in the context of ecosystem processes and social institutions
- to apply anthropological theories to understanding varied human actions that either contribute to or respond to contemporary environmental problems
- to explain how institutions for regulating access to and management of natural resources react to environmental, economic, and political forces
- to discuss environmental problems in a manner informed by anthropological knowledge

Course Outline

1. Anthropology & the Study of Human Behavior
2. Evolutionary Origins of Human Culture Quiz #1 [weeks 1 -2]
3. Ethnoecologies: An Environmental Anthropology Position Paper #1 [weeks 1-3]
4. Hunting and Gathering

5. Horticulturalism Quiz #2 [weeks 3-5]
6. Biodiversity and Human Health Position Paper #2 [weeks 4 - 6]
7. Forest Management and Complexity Media Analysis #1 [weeks 6-7]
8. Pastoralism & Anthropological Demography
9. Intensive Agriculture & the Ecology of States Position Paper #3 [weeks 8 - 9]
10. Industrialism
11. Energy and Environmental Justice Media Analysis #2 [weeks 10 - 11]
12. Climate Change
13. The Commons Position Paper #4 [weeks 12-13]
14. Consumer Culture Presentations
15. What's next? Presentations

Example Evaluation Methods

Critical Thinking Research & Writing [Higher-order CT skill and Formative Assessment; papers, presentations, quizzes, exams; additional readings and papers for graduate students.

Request for Addition of a Minor

Department/ Division: Psychology

Effective Date: Summer 2011

Name of Minor: Psychology Minor

Curriculum:

A minor in psychology is earned by successfully completing at least 6 credit hours at the 500- or 600- level in Psychology as approved by the student's advisor and the Psychology Department Chair.

Change in Catalog Description Required: Yes

New Catalog Description

(Insert this addition on page 154 - there is no current catalog description for a graduate level minor in psychology:)

A minor in psychology is earned by successfully completing at least 6 credit hours at the 500- or 600- level in Psychology as approved by the student's advisor and the Psychology Department Chair.

Rationale:

Students in several related graduate fields are required to complete minors by their programs. A large number of these students (in agreement with their major advisor) consider psychology to be a field of study which can add significantly to other learning experiences. Only by having an existing minor in psychology will students in these programs be able to use psychology courses to fulfill this requirement of their major program.

## **College: COHP All Approved**

Request for Graduate Catalog Change

Department/Division: Communication Disorders

Degree and page number where the degree or program description begins: Communication Disorders, page 95

Current Catalog Description

Page 95

The program admits students once per year. Generally, more students apply than can be accepted; therefore, the selection process is competitive. All completed applications are reviewed in the spring after the specified deadline for submission. Students who are accepted into the program may elect to begin in the next summer, fall, or the following spring semester. Students admitted to the program who fail to enroll in the selected semester, as well as students already in the program who fail to enroll for a semester without prior permission from their academic advisor, are considered withdrawn from the program and not eligible for future enrollment. NOTE: Applicants who are accepted for the graduate program will be simultaneously admitted as students in the Graduate College.

New Catalog Description

The program admits students once per year. Generally, more students apply than can be accepted; therefore, the selection process is competitive. All completed applications are reviewed in the spring after the specified deadline for submission. Students admitted to the program who fail to enroll in the fall semester, as well as

students already in the program who fail to enroll for a semester without prior permission from their academic advisor, are considered withdrawn from the program and not eligible for future enrollment. NOTE: Applicants who are accepted for the graduate program will be simultaneously admitted as students in the Graduate College.

**Request for Graduate Course Addition**

Dept/Div.: Communication Disorders

New Course Number and Title: CD 560 Basic Audiology

Course Catalog Description:

Introduction to the profession of audiology, examination of the auditory system, preferred practice procedures for screening/assessment, examination of hearing disorders and their management. Includes laboratory.

Co-requisites/Prerequisite(s): Permission of Instructor

Course being Deleted: None Credit Hours: 3

Graded: Yes Effective Dates: Not Specified

Course Objectives:

This course addresses the American Speech-Language-Hearing Association's Knowledge and Skills Acquisition (KASA) Standards and will serve as an introduction and formative tool.

KASA Standard I11-C:

1. Relate different types of hearing loss to anatomical pathway.
2. Demonstrate knowledge of common causes of hearing loss.

KASA Standard III-D:

1. Recognize causative factors and preventive measures related to hearing loss.
2. Demonstrate knowledge of hearing screening procedures.
3. Demonstrate skills necessary to perform a hearing screening.
4. Recognize accepted methods of audiological assessments.
5. Interpret basic audiometric data.

Program:

1. Demonstrate an understanding of the profession of audiology.
2. Understand and apply concepts of the physical and physiological components of sound.
3. Understand the anatomy and physiology of the auditory system.
4. Integrate concepts of hearing disorders and their effects.
5. Demonstrate an awareness of the impact hearing loss has on daily living.
6. Independent scholarly inquiry relating to a specific topic in audiology.

Course Outline:

UNIT #1

Overview of course Overview of profession  
Anatomy/physiology of the ear Acoustics of sound  
Instrument/calibration

UNIT *tri*

Behavioral Testing UNIT A/3  
1 •Electrophysiological testing UNIT *It A*  
Special Populations  
Management of hearing loss

Example of Instructional Methods: This course utilizes lecture, project based learning, and experiential-based learning (including a laboratory).

Example Evaluation Methods:

Exams/Quizzes:

Projects: Laboratory work; Disorders/Audiology Project; Independent Audiology Project

Clinical Challenges: Simulated hearing loss; audiological observation

Graduate Requirements if Cross Listed as an Undergraduate Course: This course is offered as CD 460, however, the undergraduate students are not required to complete an independent scholarly inquiry.

Request for Graduate Course Addition

Dept/Div.: Communication Disorders

New Course Number and Title: CD 563 Aural Rehabilitation

Course Catalog Description:

Examination of various intervention strategies -appropriate for individuals with hearing impairments; techniques for assessing degree of handicap.

Catalog Abbreviation: Aural Rehabilitation Co-requisite(s)/Prerequisite(s): Permission of Instructor

Course being Deleted: None Credit Hours: 3

Graded: Yes Effective Dates: Not Specified

Course Objectives:

This course addresses ASHA's Knowledge and Skills Acquisition (KASA) Standards. In this course we will be focusing on the following aspects of the standards:

**KASA Standard III-13**

1. Interpret audiometric test data
2. Recognize the effects of aging on the auditory system

**KASA Standard III-C**

1. Differentiate among types of hearing loss
2. Identify the primary and secondary effects of hearing impairment
3. Understand the premise of auditory processing disorders

**KASA Standard III-D**

1. Demonstrate an overall understanding of sensory devices including hearing aids, ALD's and cochlear implants
2. Demonstrate an understanding of different Aural Rehabilitation approaches for children and adults
3. Demonstrate knowledge of auditory processing disorders
4. Demonstrate an understanding of speech and language development with the hearing impaired population
5. Demonstrate an understanding of communication strategies and educational placement with the hearing impaired population

**Program:**

1. Complete an independent scholarly inquiry relating to a specific topic in aural rehabilitation.

**Course Outline:**

UNI IT //1:	Overview of Aural Rehabilitation and Scope of Practice
UNJ IT //2:	Sensory Devices
UNI IT #3:	Aural Rehabilitation With Children
UN] IT A/4:	Auditory Processing
UN11T //S:	Aural Rehabilitation With Adults
UNIT A/6:	<u>Counseling Strategies For Aural Rehabilitation</u>

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**Example of Instructional Methods:**

This course utilizes lecture, project-based learning, and experiential-based learning via simulations.

**Example Evaluation Methods:**

Exams/Quizzes:

Projects: Laboratory work; Disorders/Etiology Project; Independent Audiology Project

Clinical Challenges: Observations, interviews, cLearning

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**Graduate Requirements if Cross Listed as an Undergraduate Course:**

This course is offered as CD 463; however, the undergraduate students are not required to complete an independent scholarly inquiry.

**Request for Graduate Course Addition**

Dept/Div.: Communication Disorders

New Course Number and Title: CD 515 Professional Literacies for the SLP

Catalog Abbreviation: Professional Literacies SLP

**Course Catalog Description:**

Investigation into contemporary understandings of literacy using current communication and information technologies and resources.

Co-requisite(s)/Prerequisite(s): Permission of Instructor

Course being Deleted: None Credit Hours: 3 Graded:

Yes Effective Dates: Not Specified Course Objectives:

Content:

1. Understand the legal, economic, and social issues surrounding use of information.
2. Demonstrate comprehension of the principles of evidence-based practice.
3. Demonstrate comprehension of the ASIIA Code of Ethics.
4. Demonstrate comprehension of standards of ethical conduct in research.

Processes:

1. Develop strategies for effectively planning and completing independent work in a timely, ethical, and legal manner.
2. Develop a focused question to guide the research process.
3. Access pertinent and relevant information effectively and efficiently.
4. Evaluate information and its sources critically and incorporate selected information into knowledge base and value system.
5. Use information effectively to accomplish a specific purpose.
6. Strengthen communication skills and strategics, using the discourse of the discipline, in both oral and written formats.
7. Participate and collaborate, synchronously and asynchronously, in face-to-face and online professional communities.
8. Apply the elements of reasoning (purpose, questions, information, inferences/conclusions, concepts, assumptions, implications/consequences, points of view) to their own work and in understanding the work of others.
9. Assess the quality of their work and the work of others using the following standards: clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness.
10. Deliver a professional presentation.

Course Outline:

Semester: CD 515 Schedule

ORIENTATION AND ETHICS

Week 1	Orientation: Course and I* vidence-Uascd Practice
Week 2	History or Qualitative Research/Finding a Topic
Week 3	Ethics/Evaluating Qualitative Research

RESEARCH DESIGN

Week 4	Qualitative Research Methods/ Rigor
Week 5	Fieldwork (Observing) and Field Texts
Week 6	Fieldwork (Interviewing) and Field Texts
Week 7	Fieldwork (Interviewing) and Field Texts
Week 8	Fieldwork
Week 9	Fieldwork
Week 10	Examination 1

ANALYSIS AND INTERPRETATION

Week 11	Data Coding and Analysis
Week 12	Data Coding and Analysis
Week 13	DalaCoding/Analysis/Conceptualizing

WRITING AND DISSEMINATION

Week 14	Writing (Creating a Presentation)
Week 15	Public Presentations
Final Meeting	Public Presentations

Example of Instructional Methods:

This course utilizes a workshop format which brings about participation by all members of the class during each class meeting. Students discuss their readings, collaborate on developing research questions and concept maps, and report out on their fieldwork experiences. These reports lead to more discussions of the issues surrounding the process of research. All of the assignments in the course lead to the completion of a small "research" study which students present publicly at the end of the course.

Example Evaluation Methods:

Quizzes

Examinations

Field Notebook

Professional Presentation

Graduate Requirements if Cross Listed as an Undergraduate Course:

This course is offered as 415; however, the undergraduate students are not required to complete an annotated literature review.

**College: SOM / GRADUATE COLLEGE All Approved with - Add 3 credit hours to each Kinesiology course as per syllabi;**

Request for Graduate Course Change

Dept/Div.: Biomedical Sciences

Current Course Number and Title: BMS 600 -Foundations of Biomedical Sciences No change in course Title, Course Number, Alpha Designator or Course Catalog. Change in Credit Hours? Yes

From: 6

Jo: 7

Rationale:

One additional hour per week will be devoted to classroom discussion on a research topic.

Change in Catalog Description as a result of this request? No

Request for Graduate Course Addition Send back to committee for credit hour clarification

Dept/Div.: Biomedical Sciences

New Course Number and Title: BMS 610 -Molecular Basis of Medicine

Alpha Designator & Number: BMS 610

Title Abbreviation: Molecular Basis Medicine

Graded: Cr/NC

Catalog Course Description:

The course introduces students to fundamental concepts that are necessary to understand, at a molecular level, the structure and function of the human body. Course Being

Deleted: None Duplication: Not Applicable

Required Course: Not Applicable Agreements: Not

Applicable Additional Resource Requirements: Not

Applicable Course Objectives:

- Identify the components of cellular structure
- Describe in detail the molecular mechanisms of cellular function
- Describe the normal metabolic pathways regulating synthesis and breakdown of carbohydrates, lipids, and amino acids, as well as the mechanisms that integrate fuel metabolism and their relationship to good nutrition
- Describe genetic principles including Mendel's First and Second Law, modes of inheritance, penetrance, expressivity, and genomic imprinting
- Apply their knowledge to problems of cellular of cellular structure, function, metabolism, nutrition and genetics

Course Outline:

Molecules of life

Amino acids, peptides, proteins, enzymes

Membranes

Cytoskeleton

Nucleotides, DNA, RNA

Transcription, translation, gene regulation, recombinant DNA

Cell signaling

Cell cycle, mitosis, meiosis

Cancer biology  
Genetics  
Metabolism  
Nutrition  
Instructional Methods:  
Lecture, small groups, online modules  
Evaluation Methods:  
4 in class multiple choice exams, participation in small groups, online exam, homework

Request for Graduate Course Addition Send back to committee for credit hour clarification

Dept/Div.: Biomedical Sciences  
Course Number and Title: BMS 674 -Teaching Practicum  
Title Abbreviation: Teaching Practicum  
Course Catalog Description:

Students gain experience in teaching using a variety of methods in a supervised setting.

Course Being Deleted: None Duplication: Not Applicable Required Course: Not Applicable Agreements: Not Applicable Additional Resource Requirements: Not Applicable Course Objectives:

Give Biomedical Sciences students experience in teaching in a supervised environment by lecturing, presenting material online, leading small groups, or teaching laboratories.

Course Outline

Attend two hour teaching workshop at beginning of each semester Meet with director of course to discuss material to be taught Present lecture in a BMS course Present teaching session in a BMS course in one of the following modalities -laboratory, online class, small group, or a 4-week block of BMS 660/661 (Communications I/II)

Example of Instructional Methods:

Lecture, small group discussion

Example Evaluation Methods:

Review by both students in class and director of course

Request for Graduate Course Change

Dept/Div.: BMS

Current Course Number and Title: BMS 651 Cancer Biology

No change in course Title. Course Number. Alpha Designator Course Credit or Course Catalog.

Change in Catalog Description as a result of this request? Yes

From: BMS 651 Cancer Biology. 4 hrs. This is an advanced graduate course on the core principles underlying the initiation, progression, treatment and prevention of cancer, based on the most current literature in the field. (PR: BMS 600, BIC 620, and permission of instructor)

To: BMS 651 Cancer Biology. 4 hrs. An advanced graduate course on the core principles of initiation, progression, treatment and prevention of cancer, based on current literature. (PR: BMS 600, and Permission Of Instructor)

Rationale:

BIC 620 is no longer a required course for the BMS program and the necessary content from that course is now offered in BMS 600. Request for

Graduate Catalogue Change

Department/Division: Biomedical Sciences

Degree and page number where the degree or program description begins: M.S., Ph.D. - page 169

Current Catalog Description

Page 169

All applicants must have baccalaureate degrees in one of the sciences, with one year of general biology, physics, general chemistry, and organic chemistry, all with associated laboratories. Although calculus and physical chemistry are not requirements for admission, they may be required for certain areas of emphasis and are highly recommended.

- ◆ Graduate Record Examination (General) scores (minimum of 1,000 Verbal and Quantitative) or MCAT scores (medical science area of emphasis only, minimum of 20 total),

#### New Catalog Description

All applicants must have baccalaureate degrees in one of the sciences, with one year of general biology, physics, general chemistry, and organic chemistry, all with associated laboratories. Although calculus and physical chemistry are not requirements for admission, they may be required for certain areas of emphasis and are highly recommended.

- Graduate Record Examination (General) scores (minimum of 1,000 Verbal and Quantitative on tests taken before August 1, 2011; comparative score on tests taken after August 1) or MCAT scores (medical science area of emphasis only, minimum of 22 total),

#### Request for Graduate Course Addition

Dept/Div.: Kinesiology/Biomechanics

Course Number and Title: HS 635 Research Methods in Biomechanics

Graded: Yes

#### Catalog Description:

This course is designed to provide an understanding of technology use in biomechanics, effective methods development, and analysis of collected data. Pre-Requisites / Co-Requisites: HS 615 or equivalent, Fundamental Physics & Linear Algebra Course Objectives

At the end of this course, students will: demonstrate an understanding of linear and angular kinematics; demonstrate an understanding of the direct linear transformation; demonstrate correct camera use (including modifying settings for a good quality picture); use motion analysis equipment; use EMG measurement equipment; demonstrate the calculations involved in inverse dynamics; determine appropriate filter settings for smoothing data; critically analyze biomechanical data from research; design and conduct a research project incorporating biomechanical data collection; cooperate successfully as part of a research group.

#### Course Outline

Position, Photogrammetry, Calibration  
 Linear Kinematics  
 Signal Noise & Data Smoothing  
 Accelerometers  
 Angular  
 Kinematics  
 Electrogoniometers  
 Measuring & Estimating Center of Mass  
 Measuring Forces  
 2D Inverse Dynamics  
 EMG Signal Processing

#### Instructional Methods

This class will be a mixture of independent reading, lecture, assignments, projects and written exams. Lecture will consist of discussion and presentation of related research for the scheduled topics. Students will be required to perform 5 mini-projects throughout the semester that expose them to the use of the various pieces of equipment in the Biomechanics Lab. Students will also develop a pilot study project to further delve into specific pieces of equipment that may help them in the thesis process.

#### Evaluation Methods

- Mini Projects: You will be required to complete five small projects during the term. Each project will be completed while working in groups of three. These projects are all designed to help you accomplish the course learning outcomes.

- Term Pilot Project: You will complete a term project with the purpose of utilizing equipment that may be of help to you during your thesis or dissertation. An 8-15 page (this is a guide) research summary required of all students. Title page and main text will cover no more than 15 pages; references and appendices may start on page 16. Topics should relate to the material presented in class. Topics should be considered as soon as possible, as they need to be cleared by the instructor. These may be group or individual projects. If students choose to work in a group, the number in the group maybe no more than 3. The contributions of all students involved must be listed following the list of references. Group members must be declared no later than XXXX. Each group member must make a notable contribution to the assignment. On the scheduled day of the term, you will present your findings to the class with a copy of your abstract ready for everyone. You need to create a Power Point slideshow which summarizes your study. The class will discuss the project to help with interpretation and improve the study design.

### **Request for Graduate Course Addition**

Dept/Div. Kinesiology/Biomechanics

Course Number and Title HS 615 Mechanical Analysis of Activity

Catalog Description:

An investigation into the instrumentation used in biomechanical research and the effective use of it in biomechanical research.

Co-requisite(s) / Pre-requisite(s)

HS 610 Advanced Biomechanics or equivalent, Fundamental Physics & Linear Algebra

Course Objectives:

Upon completion of this course, the student will be able: Demonstrate an objective and scientific approach to the study of human motion; Critically analyze the gait pattern of human locomotion, and be able to identify normal and pathological gait function; Critically analyze the gait pattern of dynamic sporting movements, and be able to identify parameters integral to successful movement execution; Describe how the properties of tissue affect their dynamic function; Perform data collection using various types of motion capture systems; Critically analyze biomechanical data from research; Design and conduct a research project incorporating biomechanical data collection; Cooperate successfully as part of a research group.

Course Outline

1. Overview  
Coordinate Systems  
2-D vs 3-D  
Steps of Motion Analysis
2. Three-dimensional cinematography/videography  
Direct linear transformation (DLT) method  
Multiphase DLT method  
Non-linear transformation (NLT) Lab:  
Comparison of methods
3. Smoothing and differentiation methods  
Overview of major methods  
Lab: Comparison of methods
4. Body segment inertial properties  
Overview of major studies  
Lab: Comparison of prediction methods
5. Three-dimensional analysis techniques  
Kinematics  
Kinetics

Linear and angular momentum Resultant joint forces and moments Instructional Methods

This class will be a mixture of independent reading, lecture, assignments, projects and written exams. Lecture will consist of discussion and presentation of related research for the scheduled topics. Students will be required to perform 6 mini-projects throughout the semester that expose them to the use of the various pieces of equipment in the Biomechanics Lab. Students will also develop a pilot study project to further delve into specific pieces of equipment that may help them in the thesis process.

Evaluation Methods Project: 30%

Article Presentation 30%

Final Exam: 40%

Request to Add Graduate Course

Dept/Div. Kinesiology/Biomechanics

Course Number and Title HS 610 Advanced Biomechanics

Graded: Yes

Course Catalog Description:

An advance investigation into Newtonian mechanics and their application in their uses human movement analysis.

Course Objectives:

Upon the completion of the course, the student should be able to:

1. Demonstrate an objective and scientific approach to the study of human motion
2. Critically analyze the gait pattern of human locomotion, and be able to identify normal and pathological gait function;
3. Critically analyze the gait pattern of dynamic sporting movements, and be able to identify parameters integral to successful movement execution;
4. Describe how the properties of tissue affect their dynamic function;
5. Perform data collection using various types of motion capture systems.
6. Critically analyze biomechanical data from research;
7. Design and conduct a research project incorporating biomechanical data collection;
8. Cooperate successfully as part of a research group.

Course Outline

Week 1 Enoka: Chapter 1 - Describing Motion - Projectiles

Lab: Introduction to Vicon/Motus/XOS Video Systems

Week 2 Enoka: Chapter 2 and 3

Wood: Data smoothing in biomechanics

Pezzack: An assessment of derivative determining techniques used for motion analysis.

Cavanagh: Ground reaction forces

Munro: Ground reaction force

Week 3 Enoka: Chapter 5,6, and 7

Angular Kinematics

Link Segment Model Introduction

Link Segment Model II

Week 4 Enoka: Chapter 4

Komi: Utilization of stored elastic energy

Vertical Jump Assignment

Hasan: Balance

Week 5 Enoka: Chapter 8 & 9

Bosco: Power measurements

Cormie: Power measurements

Week 6 Vaughan: Dynamics of Human Gait

Week 7 Mid-Term Examination

Week 8 3D Video Data Collection Techniques: Capture Volume & Camera Calibration.

Week 9 3D Video Data Collection Techniques: Model Selection & Marker Tracking

Week 10 3D Data Analysis & Reduction

Week 11 Student Research Project PowerPoint Proposals

Week 12 Data Collection & Analysis of Student Projects

Week 13 PowerPoint Presentation of Final Student Projects

Week 14 PowerPoint Presentation of Final Student Projects

Week 15 PowerPoint Presentation of Final Student Projects

Evaluation Methods

Project: 30%

Article Presentation 30%

Final Exam: 40%

**College: COFA    Approved**

Change of an Area of Emphasis within an Existing Major

Department/Division: Art and Design

Name of Major: Art

Name of Area of Emphasis: Studio Art

Effective term and year: Fall 2011

Rationale

Currently, Studio Art is a concentration for the Masters Degree in Art. As such, it neither appears on the application for admission as an option nor is it written on students' transcripts. Changing Studio Art to the Area of Emphasis would rectify this, thus clarifying the degree and its value.

Curriculum: See Appendices for lengthy treatment of curriculum.

1

**College: SOJMC    All Approved**

Request for Graduate Course Addition

Dept/Div.: Journalism and Mass Communications

New Course Number and Title: JMC 501 Multi-Media Writing

Graded: Yes

Credit Hours: 3

Catalog Course Description:

Principles and techniques of cross-media news writing for graduate student reporters and public relations professionals who have no prior experience in news writing.

Course Being Deleted: None Duplication: Not Applicable

Required Course: Not Applicable Agreements: Not Applicable

Additional Resource Requirements: Not Applicable Course

Objectives:

- a) to write basic print news copy
- b) to write basic broadcast news copy
- c) to write basic PR copy
- d) to apply basic ethical and legal principles of the professions
- e) to practice various reporting scenarios

Instructional Methods:

Lecture, computer lab exercises

Evaluation Methods:

Quizzes, writing exercises, mid-term exam, final exam

Request for Graduate Course AdditionDept/Div.: Mass CommunicationsNew Course Number and Title: JMC 620-Public Relations in Health CareGraded: YesCatalog Course Description:

This JMC course examines public relations practices and techniques used in health care.

Course Being Deleted: NoneDuplication: Correspondence sent to the Department of Communication Studies and the College of Health ProfessionsRequired Course: Not ApplicableAgreements: Not ApplicableAdditional Resource Requirements: Not ApplicableCourse Objectives:

The primary objective of this course is to familiarize students with the unique concepts and principles of public relations as it pertains to health care. At the end of the course, students should have attained knowledge, understanding, and be able to recall and articulate the following central concepts: The role and functions of public relations in health care, including settings such as hospitals and other medical care providers, agencies, and insurance companies; Privacy laws and how they affect the public relations practice within the health care field; PR and crises in the health care setting, including the role public relations plays within a complex business organization; Turning public relations campaigns into viable, budgeted programs; The role public relations plays in regards to internal publics within complex business organizations such as hospitals.

Instructional Methods:

Lecture, exercises in computer lab

Evaluation Methods:

Mid-term exam, final exam, mock public relations campaigns for health care organizations/on health care topics, presentations.

Request for Graduate Course ChangeDept/Div.: Journalism and Mass Communications **Current**Course Number and Title: **JMC 560 Web Strategies Change**of Course Number? Yes**From: 560****Jo: 561**Rationale:

The number needs to correspond to its cross-listed undergraduate counterpart, JMC

Request for Graduate Course ChangeDept/Div.: Journalism and Mass CommunicationsCurrent Course Number and Title: JMC 508 Advertising ResearchChange of Course Title? YesFrom: Advertising ResearchTo: Strategic Communications ResearchRationale:

Title change reflects change in content.

Change of Course Content? Yes

From: This course will include lectures, readings, discussions and projects relating to research use in advertising campaign preparation and syndicated media resources. The course will cover many of the resources and techniques used to obtain information used by advertising and public relations decision makers to reduce risk and uncertainty.

To: The course will include lectures, readings, discussions and projects on the resources and techniques used to obtain information by strategic communications decision-makers for advertising and public relations program planning.

Rationale:

In the practical application of strategic communication the line between the fields of advertising and public relations is becoming less distinct. One area where this is especially true is in the use of research. By broadening the application sections of the advertising research course both advertising and public relations students will be able to

become aware of basic research techniques and how they can be applied to their field of study. This will make the course interesting to public relations students as an elective at this time and a possible required course in the future. It will also give it a strategic communications focus making it compatible with the new strategic communications certificate to be offered by the School of Journalism and Mass Communications.

Change in Catalog Description? Yes

From: This course will include lectures, readings, discussions and projects relating to research use in advertising campaign preparation and syndicated media resources. The course will cover many of the resources and techniques used to obtain information used by advertising and marketing decision makers to reduce risk and uncertainty. To: The course will include lectures, readings, discussions and projects on the resources and techniques used to obtain information by strategic communications decision-makers for advertising and public relations program planning.

Rationale:

In the practical application of strategic communication the line between the fields of advertising and public relations is becoming less distinct. One area where this is especially true is in the use of research. By broadening the application sections of the advertising research course both advertising and public relations students will be able to become aware of basic research techniques and how they can be applied to their field of study. This will make the course interesting to public relations students as an elective at this time and a possible required course in the future. It will also give it a strategic communications focus making it compatible with the new strategic communications certificate to be offered by the School of Journalism and Mass Communications.

**Request for Graduate Course Change**

Dept/Div.: Journalism and Mass Communications

Current Course Number and Title: JMC 612 History of Mass Communication

No Change of Course Title, Number, Alpha Designator or Content Change in Catalog Description? Yes

From: Analysis of Mass Media development in the United States and of current media problems with emphasis on research. (REC: JMC 504 or equivalent)

To: Analysis of Mass Media development in the United States and of current media problems with emphasis on research.

Rationale:

The prerequisite or "REC" is no longer required to take JMC 612.

**Request for Addition of a Certificate Program:**

Dept/Div.: Journalism and Mass Communications

Name of the Certificate: Graduate Certificate in Media Management

Effective Date: Fall 2011

Rationale:

Increasingly students are returning to school to add specific skills sets to increase their marketability. One of the areas that appears to have high demand is the administration of print media, (newspapers and magazines) broadcast facilities (radio and television) and many forms of converged media including media websites, blogs, and social media. As media continue to evolve student demands will change as well, and the school is responding with a specific package of course offerings.

Curriculum:

Required courses:

- JMC 603—Media Management, 3 hrs.
- JMC 604—Journalism and Mass Communications Law and Ethics, 3 hrs.

Select nine hours from among the following:

- JMC 510—Magazine Editorial Practice, 3 hrs.
- JMC 533—Radio-Television Programming, 3 hrs.
- JMC 536—International Communications, 3 hrs.
- JMC 550—Contemporary Issues in Radio and Television, 3 hrs.
- JMC 555—Women and Minorities in the Media, 3 hrs.
- JMC 632—Public Broadcasting, 3 hrs.
- JMC 612—History of Mass Communications, 3 hrs.
- JMC 641—Web/Online Strategies for Mass Communications, 3 hrs.

New Catalog Description:

Journalism and Mass Communications certificates serve students with or without a background in the field but with an interest in newspaper, magazine, television, radio, the internet or converged media, advertising or public relations. Courses are packaged to target specific areas of development that will augment depth of knowledge or skills, help students remain competitive in the job market, advance their careers, or help them pursue personal enrichment. Students may complete a stand-alone certificate or incorporate it into their JMC master's program or other master's programs on campus.

Admission to the certificate programs requires:

- official transcript baccalaureate degree from a regionally accredited college or university,
- an application for admission to a certificate program unless already admitted to a degree program,
- at least a 2.5 undergraduate GPA, and
- a 3.0 graduate GPA if already awarded a master's degree,
- OR current admission to a Marshall University graduate program
- Courses completed in certificate programs can apply to an MAJ where appropriate. (Students who want to apply certificate credit to a master's must meet all admission requirements for the MAJ including completion of the GRE.)

Students must maintain a 3.0 GPA in all course work with no more than two C's. If the student falls below these standards, the student will be placed on academic probation. A student who successfully completes the series of courses will earn a certificate.

Students pursuing Graduate Certificates in Media Management must complete 15 hours as follows:

Required courses:

- JMC 603—Media Management
- JMC 604—Journalism and Mass Communications Law and Ethics

Select nine hours from among the following:

- JMC 510—Magazine Editorial Practice
- JMC 533—Radio-Television Programming
- JMC 536—International Communications
- JMC 550—Contemporary Issues in Radio and Television
- JMC 555—Women and Minorities in the Media
- JMC 632—Public Broadcasting
- JMC 612—History of Mass Communications
- JMC 641—Web/Online Strategies for Mass Communications

**Request for Addition of a Certificate Program:**

Dept/Div.: Journalism and Mass Communications

Name of the Certificate: Graduate Certificate in Integrated Strategic Communications

Effective Date: Fall 2011

Rationale:

Increasingly students are returning to school to add specific skills sets to increase their marketability. One of the areas that appears to have high demand is the administration of print media, (newspapers and magazines) broadcast facilities (radio and television) and many forms of converged media including media websites, blogs, and social media. As media continue to evolve student demands will change as well, and the school is responding with a specific package of course offerings.

Curriculum:

Required courses:

- JMC 508 - Strategic Communications Research, 3 hrs.
- JMC 515 - Advertising Strategy, 3 hrs. OR JMC 538 - Public Relations Case Studies, 3 hrs.

Select nine hours from among the following:

- JMC 515 - Advertising Strategy, 3 hrs. (if not taken as part of required six hours)
- JMC 525 - Advertising Campaigns, 3 hrs.
- JMC 532 - Corporate and Instructional Video, 3 hrs.
- JMC 537 - Public Relations Writing, 3 hrs.
- JMC 538 - Public Relations Case Studies, 3 hrs. (if not taken as part of required six hours)
- JMC 539 - Public Relations Campaigns, 3 hrs.
- JMC 609 - Seminar in Public Relations, 3 hrs.
- JMC 641—Web/Online Strategies for Mass Communications, 3 hrs.

New Catalog Description:

Journalism and Mass Communications certificates serve students with or without a background in the field but with an interest in newspaper, magazine, television, radio, the internet or converged media, advertising or public relations. Courses are packaged to target specific areas of development that will augment depth of knowledge or skills, help students remain competitive in the job market, advance their careers, or help them pursue personal enrichment. Students may complete a stand-alone certificate or incorporate it into their JMC master's program or other master's programs on campus.

Admission to the certificate programs requires:

- official transcript baccalaureate degree from a regionally accredited college or university,
- an application for admission to a certificate program unless already admitted to a degree program,
- at least a 2.5 undergraduate GPA, and
- a 3.0 graduate GPA if already awarded a master's degree,
- OR current admission to a Marshall University graduate program
- Courses completed in certificate programs can apply to an MAJ where appropriate. (Students who want to apply certificate credit to a master's must meet all admission requirements for the MAJ including completion of the GRE.

Students must maintain a 3.0 GPA in all course work with no more than two C's. If the student falls below these standards, the student will be placed on academic probation. A student who successfully completes the series of courses will earn a certificate.

Students pursuing Graduate Certificates in Integrated Strategic Communications must complete 15 hours as follows:

Required courses: Required courses:

- JMC 508 - Strategic Communications Research
- JMC 515 - Advertising Strategy OR JMC 538 -Public Relations Case Studies

Select nine hours from among the following:

- JMC 515 - Advertising Strategy (if not taken as part of required six hours)
- JMC 525 - Advertising Campaigns
- JMC 532 - Corporate and Instructional Video
- JMC 537 - Public Relations Writing
- JMC 538 -Public Relations Case Studies (if not taken as part of required six hours)
- JMC 539 - Public Relations Campaigns
- JMC 609 - Seminar in Public Relations
- JMC 641—Web/Online Strategies for Mass Communications

*Request for Addition of a Certificate Program:*

Dept/Div.: Journalism and Mass Communications

Name of the Certificate: Graduate Certificate in Digital Communications

Effective Date: Fall 2011

Rationale:

Increasingly students are returning to school to add specific skills sets to increase their marketability. One of the areas that appears to have high demand is the administration of print media, (newspapers and magazines) broadcast facilities (radio and television) and many forms of converged media including media websites, blogs, and social media. As media continue to evolve student demands will change as well, and the school is responding with a specific package of course offerings

Curriculum:

Required courses:

- JMC 562—Web Design for Mass Media, 3 hrs.
- JMC 641—Web/Online Strategies for JMC, 3 hrs.

Select nine hours from among the following:

- JMC 500—Photojournalism, 3 hrs.
- JMC 501—Multi-Media Writing, 3 hrs.
- JMC 532—Corporate and Instructional Video, 3 hrs.
- JMC 575—Documentary Journalism, 3 hrs.
- JMC 606—Depth Reporting, 3 hrs.

New Catalog Description:

Journalism and Mass Communications certificates serve students with or without a background in the field but with an interest in newspaper, magazine, television, radio, the internet or converged media, advertising or public relations. Courses are packaged to target specific areas of development that will augment depth of knowledge or skills, help students remain competitive in the job market, advance their careers, or help them pursue personal enrichment. Students may complete a stand-alone certificate or incorporate it into their JMC master's program or other master's programs on campus.

Admission to the certificate programs requires:

- official transcript baccalaureate degree from a regionally accredited college or university,
- an application for admission to a certificate program unless already admitted to a degree program,
- at least a 2.5 undergraduate GPA, and
- a 3.0 graduate GPA if already awarded a master's degree,

- OR current admission to a Marshall University graduate program
- Courses completed in certificate programs can apply to an MAJ where appropriate. (Students who want to apply certificate credit to a master's must meet all admission requirements for the MAJ including completion of the GRE.)

Students must maintain a 3.0 GPA in all course work with no more than two C's. If the student falls below these standards, the student will be placed on academic probation. A student who successfully completes the series of courses will earn a certificate.

Students pursuing Graduate Certificates in Digital Communications must complete 15 hours as follows:

Required courses:

- JMC 562—Web Design for Mass Media
- JMC 641—Web/Online Strategies for JMC

Select nine hours from among the following:

- JMC 500—Photojournalism
- JMC 501—Multi-Media Writing
- JMC 532—Corporate and Instructional Video
- JMC 575—Documentary Journalism
- JMC 606—Depth Reporting

**Request for Addition of a an Area of Emphasis Within an Existing Major:**

Dept/Div.: Journalism and Mass Communications

Name of Major: Master of Arts in Journalism

Name of Area of Emphasis: Health Care Public Relations

Effective Date: Fall 2011

Rationale:

"With health care reform in flux, along with increased focus on public reporting of data, quality outcomes and illness prevention, public relations and communications professionals are expected to have the knowledge to provide advice and implement strategies on these complex issues." ~Public Relations Society of America, the largest organization in the United States, composed of public relations professionals.

This graduate degree area of emphasis consists of public relations campaigns for medical services and organizations (both internal and external audiences; Research, Planning, Communicating, and Evaluating), writing and other public relations tactics for health care audiences, the use of public relations in the health care setting in time of crises, media relations in health care, privacy laws, budgeting, and the use of social media in health care organizations.

Curriculum:

Core (required):

JMC 600~Proseminar in Graduate Studies (3 credit hours)

JMC 601—Theory of Mass Communication (3 credit hours)

JMC 602-Mass Communications Research and Methodology (3 credit hours)

JMC 604—Journalism and Mass Communications Law and Ethics (3 credit hours)

JMC 612-History of Mass Communication (3 credit hours)

Other required courses:

JMC 620-Public Relations in Health Care (3 credit hours)

JMC 539-Public Relations Campaign Management (3 credit hours)

JMC 501-Multi-Media Writing (required if no JMC background) (3 credit hours)

CL 105—Medical Terminology (required if no background in health care) (3 credit hours)

EDF or PSY 517~Statistical Methods/Intermedia Behavioral Statistics (3 credit hours)

Choose rest from:

JMC 537-Public Relations Writing (3 credit hours)

JMC 641—Web/Online Strategies for Journalism and Mass Communications (3 credit hours)

CMM 574—Health Communication (3 credit hours)

HCA 600-The Health Care System (3 credit hours)

HCA 640-The Health Care Professional or HCA 655-Health Care Marketing (3 credit hours)

JMC 508-Strategic Communications Research (3 credit hours)

Non Duplication: Correspondence sent to the Department of Communication Studies and College of Health Professions

New Catalog Description:

Program Description

The School of Journalism and Mass Communications offers a flexible graduate program in journalism and mass communications with a health care public relations area of emphasis designed to accommodate persons with or without an undergraduate degree in journalism and with or without mass communications or professional public relations experience. Career interests should include public relations positions in health care organizations or agencies that work on public relations health care campaigns.

## **Appendices of Full / Lengthy Materials - By College**

### **College: GSPED**

Graduate Degree Intent to Plan

Department/Division: School Psychology

Name of Major or Degree: Masters Degree in School Intervention

Current Catalog Description:

Page 103-105 in the catalog.

SCHOOL PSYCHOLOGY, Ed.S.

Program Description The Ed.S. program in School Psychology is designed to prepare students to meet the Department of

Education requirements for certification in West Virginia and other states. The program, which is approved by the National Association of School Psychologists (NASP), consists of 75 hours of required coursework and field experiences. Students who possess graduate degrees in psychology or education are encouraged to apply and enter with advanced standing. The program faculty will review such students' transcripts and determine the extent of credit to be awarded for previous coursework.

Admission Requirements

Admission is competitive because of the limited number of available internships. Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at

[www.marshall.edu/graduate/admissionsrequirements.asp](http://www.marshall.edu/graduate/admissionsrequirements.asp).

In addition, applicants must (submit all materials to Graduate Admissions):

- have a minimum undergraduate and/or graduate GPA of 3.0.
- must obtain GRE (General Test) scores of no lower than 400 on either the Verbal or Quantitative sections, or a minimum total of 900 on those two sections. As an alternative to the GRE, students may take the Miller Analogies Test. On this test, students must achieve a scaled score of at least 400 (raw score of 40).
- must submit a sample of their professional writing (a scholarly paper on any subject) and a statement of their professional goals (1000 words or fewer).

Creating a diverse student body is a priority and minority applicants are encouraged to apply. Graduate assistantships are available. Students can be accepted into the school psychology program throughout the school year; however, school psychology competency classes begin in the fall semester of each academic year.

Program Requirements

Students are expected to have previous coursework in abnormal psychology, tests & measurements, and statistics. Any prerequisite courses must be completed prior to fall enrollment. In addition, each student is required to have a school psychologist mentor (a practicing school psychologist who has volunteered to serve as a mentor for a school psychology graduate student in his or her geographic area) and an adoptive school (the adoptive school is a public school that has agreed to serve as a "home" for the student during his or her years in the program as he or she becomes socialized to the role of school psychologist) at the time of admission. Program faculty will help potential students connect with potential mentors in their own areas if needed.

Students are admitted to the Ed.S. program with the expectation that they will complete the program within three to five years, depending on the number of classes in which they enroll each semester. Students are expected to enroll in all three semesters. Failure to make the expected amount of progress may result in reassignment to another internship year.

During the first year, each student is required to complete seven courses in the core competencies of school psychology. The final year begins with the summer semester preceding internship in which the student takes the final practicum and completes the thesis requirement. The student then completes the 1200 hour (12 credit hours) internship that is required for certification in school psychology. The internship requires a commitment to a school system for a full academic year. A maximum of 18 students will be admitted to this final-year experience.

The program consists of 63 hours of coursework followed by a year-long internship earning 12 hours of graduate credit. This paid internship must occur within a school setting and meet stringent criteria specified by the program and the National Association of School Psychologists. In addition, students must complete a thesis or program evaluation and earn a passing score on Praxis II Specialty Area Test in School Psychology before graduation.

Plan of Study: Ed.S. in School Psychology

Requirements *Course Number/Course*

*Title Hours*

SPSY 616, Psy Foundations I: Typical & Atypical Child Development .....	3
SPSY 618, Direct Service Delivery I: Instruction & Behavior Mod .....	3
SPSY 601, Professional Competence I: Schools as Systems .....	3
CISP 535, Educational Foundations I: General Special Ed Programming .....	3
PSY 517, Research I: Statistics or EDF 517 .....	3
SPSY 621, Data-Based Decision Making 1 .....	3
SPSY 674, Psy Foundations II: Biological Bases of Behavior or PSY 674 .....	3
SPSY 675, Psy Foundations III: Psych Foundations of School Psych .....	3
PSY 623, Research II: Experimental Design or EDF 621 .....	3
PSY 526, Psy Foundations IV: Cross Cultural Psychology or COUN 574 .....	3
SPSY 603, Professional Competence II: Professional School Psych .....	3
SPSY 622, Data-Based Decision Making II .....	3
SPSY 738, Practicum I .....	3
SPSY 617, Indirect Service Delivery I: Consultation .....	3
CIRG 636, Educational Foundations II: Developmental Reading .....	3
SPSY 624, Data-Based Decision Making III .....	3
SPSY 739, Practicum II .....	3
SPSY 619, Direct Service Delivery II: Individual & Group Counseling .....	3
SPSY 620, Indirect Service Delivery II: Primary Prevention .....	3
SPSY 740, Practicum III .....	3
SPSY 750, Research III: Thesis or SPSY 751, Program Evaluation .....	3
<i>Defend Thesis</i>	
SPSY 745, Internship .....	6
SPSY 745, Internship .....	6

Take Praxis II Specialty Examination in School Psychology Total of 75

hours required *New Catalog Description:*

SCHOOL PSYCHOLOGY, M.A., Ed. S.

Program Description

The school psychology program is designed to prepare students to meet the Department of Education Requirements for certification in West Virginia and other states. The program, which is approved by the National Association of School Psychologists (NASP), consists of 75 hours of required coursework and field experiences divided into two degree programs. The Master's Degree in School Intervention consists of 39 hours of coursework and field experience. The Educational Specialist Degree in School Psychology consists of 36 hours which permits the student to obtain increased exposure in assessment, intervention, and research. The Ed.S. Degree requires a NASP approved internship, the completion of a thesis, and a passing score on the Praxis II Specialty Examination in School Psychology. Admission Requirements

Students are admitted to the Masters Degree in School Intervention and the Ed.S. program in School Psychology simultaneously. Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at [www.marshall.edu/graduate/admissionsrequirements.asp](http://www.marshall.edu/graduate/admissionsrequirements.asp).

In addition, applicants must (submit all materials to Graduate Admissions):

- have a minimum undergraduate and/or graduate GPA of 3.0.
- must obtain GRE (General Test) scores of no lower than 400 on either the Verbal or Quantitative sections, or a minimum total of 900 on those two sections or its equivalent on the GRE revised. As an alternative to the GRE, students may take the Miller Analogies Test. On this test, students must achieve a scaled score of at least 400 (raw score of 40).
- must submit a sample of their professional writing (a scholarly paper on any subject) and a statement of their professional goals (1000 words or fewer).

Creating a diverse student body is a priority and minority applicants are encouraged to apply. A limited number of graduate assistantships are available. Students can be accepted into the school psychology program throughout the school year; however, school psychology competency classes begin in the fall semester of each academic year. Program Requirements

Students are expected to have previous coursework in abnormal psychology, tests & measurements, and statistics. Any prerequisite courses must be completed prior to fall enrollment. In addition, each student is required to have a school psychologist mentor (a practicing school psychologist who has volunteered to serve as a mentor for a school psychology graduate student in his or her geographic area) and an adoptive school (the adoptive school is a public school that has agreed to serve as a "home" for the student during his or her years in the program as he or she becomes socialized to the role of school psychologist) at the time of admission. Program faculty will help potential students connect with potential mentors in their own areas if needed. It is expected that students will complete both degree programs within three to five years, depending on the number of classes in which they enroll each semester. Students are expected to enroll in all three semesters. Upon successful completion of 39 hours of required coursework and successful passing of the school intervention comprehensive examination, students will be granted the MA in School Intervention. After receiving an MA in School Intervention, students will continue on to complete the Ed. S. in School Psychology. The remaining 36 credit hours which constitute the Ed. S. degree, will allow the students the opportunity to increase their knowledge in assessment, intervention, and research. The final year begins with the summer semester preceding internship in which the student takes the final practicum and completes the thesis/program evaluation requirement. The student then completes the 1200 hour (12 credit hours) internship that is required for certification in school psychology. The internship requires a commitment to a school system for a full academic year. A maximum of 18 students will be admitted to this final-year experience. This paid internship must occur within a school setting and meet stringent criteria specified by the program and the National Association of School Psychologists. In addition, students must complete a thesis or program evaluation and earn a passing score on Praxis II Specialty Area Test in School Psychology before graduation.

Plan of Study Masters Degree in School Intervention Requirements *Course Number/Course Title Hours*

SPSY 601, Professional Competence I: Schools as Systems.....	3
SPSY 616, Psy Foundations I: Typical & Atypical Child Development.....	3
SPSY 674, Psy Foundations II: Biological Bases of Behavior or PSY 674.....	3
SPSY 675, Psy Foundations III: Psych Foundations of School Psych.....	3
PSY 526, Psy Foundations IV: Cross Cultural Psychology or COUN 574.....	3
SPSY 621, Data-Based Decision Making 1.....	3
SPSY 618, Direct Service Delivery I: Instruction & Behavior Mod.....	3
SPSY 619, Direct Service Delivery II: Individual & Group Counseling.....	3
SPSY 617, Indirect Service Delivery I: Consultation.....	3
SPSY 620, Indirect Service Delivery II: Primary Prevention.....	3
CISP 535, Educational Foundations I: General Special Ed Programming.....	3
CIRG 636, Educational Foundations II: Developmental Reading.....	3
SPSY 738, Practicum 1.....	3
Pass Comprehensive examination	
Total of 39 hours required.	

Plan of Study Ed. S. Degree in School Psychology Requirements

<i>Course Number/Course Title Hours</i>	
SPSY 603, Professional Competence II: Professional School Psych.....	3
SPSY 622, Data-Based Decision Making II.....	3

SPSY 624, Data-Based Decision Making III ..... 3  
 PSY 623, Research I: Statistics or EDF 517 ..... 3  
 PSY 692, Research II: Experimental Design or EDF 621 ..... 3  
 SPSY 739, Practicum II ..... 3  
 SPSY 740, Practicum III ..... 3  
 SPSY 745, Internship ..... 6  
 SPSY 745, Internship ..... 6  
 SPSY 750, Research III: Thesis or SPSY 751, Program Evaluation..... 3

*Defend Thesis*

Pass Praxis II Specialty Examination in School Psychology Total of 36

hours required. Justification:

Historically, after the merger, The School Psychology Program was housed in the College of Liberal Arts, in the Department of Psychology. Students in the program at that time received a Master's Degree in Psychology prior to being admitted to the Ed. S program in School Psychology. The School Psychology Program lost its NASP approval during this period of time and a decision was made to move the program out of the Department of Psychology and into the Graduate School of Education and Professional Development. Based on feedback from the NASP Program Approval Board, students were admitted into the School Psychology Program with a bachelor's degree, regardless of major, as long as the student had completed the prerequisite course work. A master's degree was not required.

At the present time, all candidates in the School Psychology Program earn the Ed. S degree; which is a 36 credit hour degree in the Graduate School of Education and Professional Development; a master's degree is not required. The remaining 39 credit hours necessary for certification do not apply directly to a degree. As a result, most students use a portion of those 39 hours and apply it to a Masters Degree in Education or Psychology. Because in West Virginia and many other states, the pay scale is based on a Masters plus formula, it is in the student's best interest to earn a master's degree, since without a master's degree; Ed. S. graduates are paid at a bachelor's level despite their advanced graduate degree. Therefore, the School Psychology Program has developed collaborative relationships with the Psychology Department and the Elementary Education Program to allow students the opportunity to receive their Masters degree, in order to be paid at the appropriate level once they enter the job market.

The School Psychology Program recently received its re-approval status report from the National Association of School Psychologist (NASP) and the National Council for Accreditation of Teacher Evaluation (NCATE). The program was granted conditional approval as a result of not meeting all of the NASP standards. A report documenting how the unmet standards have been addressed must be submitted to NASP by March 15,2012. In the NASP reviewer's report, Standard 1.1 is not met and the following comment is written:

The program has a clearly stated mission, goals, and objectives, but there is considerable confusion concerning the integrated and sequential program of studies in school psychology. In addition transitions from admissions, Masters, certification program, and Ed. S. are very confusing as described in the written materials. The program indicates that it has multiple choices for a program of study, which creates a confusing profile for candidates. The program Handbook and program report indicate that there is a 75-hour certification program for the purposes of school psychology credentialing in WV. However, it's unclear what the terminal degree is, given that the Ed. S. appears to be earned after completion of 36 or 39 credit hours. Another confusing aspect for candidates is the lack of program sequence specified per the Handbook. Transcripts reveal variable course sequence is allowed. NASP Standard 1.6 is also not met and the following comment is written:

The specific terminology used (Ed. S, certification program, specialist degree, and master's degree) creates confusion, as these terms are inconsistent with general understanding of credit requirements for these various degrees. For example, Ed. S. degrees usually consist of greater than 36 credit hours, a level usually associated with a Masters degree. Program materials appear to require 75 hours of graduate credit to obtain state certification, but the point of program completion is ambiguous. In support of practice, transcripts indicate that program completion results in a specialist degree. The program is encouraged to clarify areas of concern described in this section.

In NASP standard 2, a rating of not met occurred for all parts of that standard (2.1-2.11) "based on limitations described above in regard to Assessment #2 and #3". The issue in Assessment #2 was the use of grades to assess content knowledge with course imbedded assignments for which rubrics have been developed. The reviewers continued to explain:

The table of course grades was aggregated to provide information about average grades for courses selected to represent specific NASP domains. However, according to the program report, candidates are required to resubmit assignments until a grade of A is achieved. Therefore, grades become less useful as a measure of content knowledge, as the program itself notes that grades of 4.0 may represent grade inflation. As grades are the *only* tool used to access content knowledge, it becomes even more critical that they are reliable and valid.

It is planned that a comprehensive examination designed to evaluate the content knowledge of the master's degree will be administered to all candidates for the degree. Results of this evaluation will then become the School Psychology Program's method to address Assessment #2. Assessment #3 relates to practica which are part of the Ed. S program and will not be significantly addressed by the initiation of the Master's Degree in School Intervention. NASP Standard 4.1 is also not met and the following comment is written:

"Although in their response to this element, the program states that candidates form a cohort that completes the program in a 'lock-step' manner; this is inconsistent with the information in the Student Handbook. In that document, candidates are advised that they might design the course sequence to fit their particular needs and may 'remain a second year student for as long as it takes to complete all program requirements'."

Students in the Ed. S program in School Psychology had in essence three options; no master's degree, a Master's Degree in Education, or a Master's Degree in Psychology. As a result, students would complete year one of the program and when they moved into year two, they took whatever courses were required by the Master's Degree Program in which they were enrolled. When students completed this phase of their plans of study (students would actually have a plan of study for their respective masters, a plan of study for their Ed. S degree, and a plan of study for their certification), they would enter the third year of the program which constituted their final practicum and their internship. As a result of the above, students matriculated through the Ed. S program in a minimum of three years, and a maximum of five years depending on their ability to schedule and complete both degrees.

Under the proposed master's degree in School Intervention all students would take the same courses and graduate in three years. In addition, students would function as a cohort group which is the preferred model espoused by the NASP Program Approval Board.

To address the need for a Master's Degree and to address these unmet standards, it is proposed that students in the School Psychology Program be allowed to receive a Master's Degree in School Intervention for the 39 hours of course work that they presently take in the program as part of their certification plan of study. Students would then have two plans of study: a Master's Degree in School Intervention (39 hours) and an Ed. S. Degree in School Psychology (36 hours). The total number of hours would not change but students would receive the appropriate recognition and credentials for the course work they are presently taking.

#### Course of Study:

The 11 domains of school psychology training and practice will be taught in both degree programs, but the level of training will be consistent with the level of the degree. NASP follows the AAA Standards of; Addressed, Assessed, and Attained. The Masters Degree will allow students the opportunity to complete the first two A's (Addressed and Assessed), and the Ed. S will allow the students the research and field experiences necessary for completion of the final A; Attained.

Although the number of courses in the School Psychology Program will not change, the creation of two separate degrees provides the opportunity to reorganize the courses in a way that each of the degrees will be separate and meaningful. The purpose of each of the degree programs will be more specific and focused. The Masters Degree will focus on psychological foundations, and introductory direct and indirect service delivery. Students will be required to pass a comprehensive examination in

order to graduate from this program. The courses in the Ed. S Program will focus on professional skills that are only appropriate for certified school psychologists, including ethics and school law, assessment, statistics and research(including the thesis), advanced direct and indirect service delivery. The Praxis II Examination in School Psychology will remain the exit criteria for the Ed. S degree and the Nationally Certified School Psychologist (NCSP).

*Comparison to Other Programs:*

The school psychology program surveyed other school psychology training programs in the region to ask how they addressed this issue in their respective programs. Results indicated that all programs have a Master degree embedded in their department. Although the names of the programs vary, the intent of the program is to address the issue of the need for a Master's degree as indicated in the justification section above.

## College: COFA

*Change of an Area of Emphasis within an Existing Major*

Department/Division: Art and Design

Name of Major: Art

Name of Area of Emphasis: Studio Art

Effective term and year: Fall 2011

Rationale

Currently, Studio Art is a concentration for the Masters Degree in Art. As such, it neither appears on the application for admission as an option nor is it written on students' transcripts. Changing Studio Art to the Area of Emphasis would rectify this, thus clarifying the degree and its value.

Curriculum:

Minimum Course Requirements.....	36 hours
Studio area.....	minimum of 18 hours
Art History.....	6 hours
Seminar (3 credits must be Art 670).....	6 hours
Electives in courses selected outside of art discipline.....	6 hours

General Requirements

- Each student will have a committee for the purposes of advising and reading the comprehensive examination. The student will select two faculty members plus the graduate coordinator or chair of the Department of Art and Design.
- A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.
- All students in studio areas are required to undergo a review of their artwork after completing 9 hours of work. Students must pass this review before registering for additional studio courses. All students in studio areas are additionally required to undergo an 18-hour review. Dates for both the 9-hour and 18-hour reviews are posted every semester in the Art and Design office.
- Transfer students must complete a minimum of 30 hours toward the degree in courses in the Marshall University Department of Art and Design.
- All students seeking an M.A. degree in art must pass a written comprehensive examination prior to graduation.
- All students in studio concentrations are required to exhibit art and design work completed at Marshall University, in the Birke Art Gallery, prior to graduation.
- Art and design majors may not take Art 507 as an art history credit toward their graduate degrees.

Current Catalog Description

from pp. 112-113

ART, M.A.

(The Art Education Area of Emphasis is currently not accepting applications).

The Department of Art and Design offers the M.A. in Art with a 36-hour concentration in studio art with options in the following areas of study: ceramics, sculpture, graphic design, painting, photography,

printmaking, or fibers.

#### Admission Requirements

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at [www.marshall.edu/graduate/admissionsrequirements.asp](http://www.marshall.edu/graduate/admissionsrequirements.asp).

In addition, applicants must submit to Graduate Admissions:

1. GRE scores.

2. A portfolio with twenty representative examples of the applicant's artwork that includes a digital archive with a numbered image sheet listing work title, medium, and size.

3. A writing sample consisting of an artist's statement of 500-700 words.

4. Letter of application addressed to the department chair.

5. Three letters of reference in sealed and signed envelopes.

Applicants whose transcripts, portfolio, or writing samples indicate lack of adequate preparation for graduate study in Art and Design are required to do preliminary coursework to address the deficiencies.

#### Applicant's portfolio and writing sample

Faculty members in the studio concentration will review the applicant's portfolio and submit a letter of recommendation to the graduate committee. The graduate committee will decide whether to accept the student based on its review of the portfolio, writing sample, and transcripts.

#### Courses Prerequisite to Graduate Study in Art and Design for those not completing a Bachelor's in Art

One year of developmental undergraduate courses for those lacking undergraduate degrees in art who wish to pursue graduate study in art will consist of a minimum of:

- A minimum of two courses from the following studio courses (selected in consultation with the graduate advisor): ART 214, 215, 217, 218, 219, 406 or 418 and,
- Art History 201 and 202
- Two courses in proposed area of studio concentration.

These courses will not be converted or substituted for graduate credit.

Prospective students who have completed comparable courses as undergraduates may substitute that work for some of these requirements in consultation with the chair or graduate coordinator.

At completion of the minimum of 18 hours of coursework, a portfolio and writing sample must be submitted to the graduate committee for review.

#### Graduate Assistantships

An applicant who wishes to be considered for an assistantship should contact the Department of Art and Design office, obtain the appropriate form, and schedule an interview with the department chair.

#### Program Requirements

##### General Requirements

- Each student will have a committee for the purposes of advising and reading the comprehensive examination. The student will select two faculty members plus the graduate coordinator or chair of the Department of Art and Design.
- All students are required to complete three semesters of ART 500, Co-Curricular Experiences.
- A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.
- All students in studio areas are required to undergo a review of their artwork after completing 9 hours of work. Students must pass this review before registering for additional studio courses. All students in studio areas are additionally required to undergo an 18-hour review. Dates for both the 9-hour and 18-hour reviews are posted every semester in the Art and Design office.
- Transfer students must complete a minimum of 30 hours toward the degree in courses in the Marshall University Department of Art and Design.
- All students seeking an M. A. degree in art must pass a written comprehensive examination prior to graduation.
- All students in studio concentrations are required to exhibit art and design work completed at Marshall University, in the Birke Art Gallery, prior to graduation.
- Art and design majors may not take Art 507 as an art history credit toward their graduate degrees

##### Studio Art Concentration

The degree of Master of Arts in Art, with a concentration in Studio Art, requires a minimum of thirty-six credit hours. General Graduate College admission requirements must be fulfilled. It is suggested that applicants contact a studio faculty member in the area of concentration they wish to pursue if they have

questions about the program. An exhibition of completed artwork is required.

Minimum Course Requirements .....	36 hours
Studio area.....	18-21 hours
Art History.....	6-9 hours
Seminar (ART 670) .....	3 hours
Electives in courses selected in consultation with advisor .....	6-9 hours

### New Catalog Description

#### ART, M.A.

(The Art Education Area of Emphasis is currently not accepting applications).

The Department of Art and Design offers the M.A. in Art with a 36-hour emphasis in studio art with options in the following areas of study: ceramics, sculpture, graphic design, painting, photography, printmaking, or fibers.

#### Admission Requirements

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at [www.marshall.edu/graduate/admissionsrequirements.asp](http://www.marshall.edu/graduate/admissionsrequirements.asp). In addition, applicants must submit to Graduate Admissions: 1. GRE scores.

2. A portfolio with twenty representative examples of the applicant's artwork that includes a digital archive with a numbered image sheet listing work title, medium, and size.
3. A writing sample consisting of an artist's statement of 500-700 words.
4. Letter of application addressed to the department chair.
5. Three letters of reference in sealed and signed envelopes.

Applicants whose transcripts, portfolio, or writing samples indicate lack of adequate preparation for graduate study in Art and Design are required to do preliminary coursework to address the deficiencies.

#### Applicant's portfolio and writing sample

Faculty members in the studio area of emphasis will review the applicant's portfolio and submit a letter of recommendation to the graduate committee. The graduate committee will decide whether to accept the student based on its review of the portfolio, writing sample, and transcripts.

#### Courses Prerequisite to Graduate Study in Art and Design for those not completing a Bachelor's in Art

One year of developmental undergraduate courses for those lacking undergraduate degrees in art who wish to pursue graduate study in art will consist of a minimum of:

- Two courses from the following studio courses (selected in consultation with the graduate advisor): ART 214, 215, 217, 218, 219, 406 or 418 and,
- Art History 201 and 202
- Two courses in proposed area of emphasis.

These courses will not be converted or substituted for graduate credit.

Prospective students who have completed comparable courses as undergraduates may substitute that work for some of these requirements in consultation with the chair or graduate coordinator.

At completion of the minimum of 18 hours of coursework, a portfolio and writing sample must be submitted to the graduate committee for review.

#### Graduate Assistantships

An applicant who wishes to be considered for an assistantship should contact the Department of Art and Design office, obtain the appropriate form, and schedule an interview with the department chair.

#### Program Requirements

##### General Requirements

- Each student will have a committee for the purposes of advising and reading the comprehensive examination. The student will select two faculty members plus the graduate coordinator or chair of the Department of Art and Design.
- A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.
- All students in studio areas are required to undergo a review of their artwork after completing 9 hours of work. Students must pass this review before registering for additional studio courses. All students in studio areas are additionally required to undergo an 18-hour review. Dates for both the 9-hour and 18-hour reviews are posted every semester in the Art and Design office.
- Transfer students must complete a minimum of 30 hours toward the degree in courses in the Marshall

University Department of Art and Design.

- All students seeking an M.A. degree in art must pass a written comprehensive examination prior to graduation.
- All students in the studio areas of emphasis are required to exhibit art and design work completed at Marshall University, in the Birke Art Gallery, prior to graduation.
- Art and design majors may not take Art 507 as an art history credit toward their graduate degrees

Studio Art Area of Emphasis

The degree of Master of Arts in Art, with an emphasis in Studio Art, requires a minimum of thirty-six credit hours. General Graduate College admission requirements must be fulfilled. It is suggested that applicants contact a studio faculty member in the area they wish to pursue if they have questions about the program. An exhibition of completed artwork is required.

Minimum Course Requirements .....	36 hours
Studio Area .....	18 hours
Art History .....	6 hours
Seminar (3 credits must be Art 670).....	6 hours
Electives in courses selected outside of art discipline .....	6 hours

**College: COS**

Request for Addition of Area of Emphasis Within an Existing Major

Department/Division: Science

Name of Major: Biological Sciences; M.S., M.A.

Name of Area of Emphasis: Computer Forensics

Change of Name of Area of Emphasis: Organismal, Evolutionary, and Ecological Biology

Effective term and year: Fall 2011

See attached PDF "BSC Request" file for further information

## **ATTACHMENT 4 Academic Standards and Planning Committee Recommendations**

### **1. Request for Addition of Public History Certificate** (Application attached)

*Summary:* This request is for a new interdisciplinary graduate course of study in the Department of History. The program will use a combination of practical coursework and field experiences to prepare the student for career opportunities in museums, historic homes, libraries, archives, state and national parks, and local, state, and federal governmental agencies.

Students will complete 18 credit hours (including 9 required courses and 9 elective hours from a list of specified courses).

The program has resource requirements beginning in the Spring of 2014.

*Committee Recommendation:* Approve

### **2. Request for Change in Minor in Geography** (Application attached)

*Summary:* One required course is being added to the existing Minor in Regional Geography. For the minor, students previously chose courses from a specified list for a minimum of 6 credit hours. After the change, Students are required to take GEO 623 - Regions of North America (3 credit hours), then choose courses from a specified list to complete the required hours for the minor.

*Committee Recommendation:* Approve

### **3. Request for Changes to the existing IBAM program to the AMD program.**

*Summary:* Dean Spindel has prepared and submitted proposed catalog changes for the new AMD program (Accelerated Master's Degree), which will replace the existing IBAM program. She has also prepared accompanying forms for AMD proposals and Programs of Study (see attachments).

*Committee Recommendation:* Approve

## Attachment 5 RECOMMENDATION TO GRADUATE COUNCIL

**Recommendation Submitted by:** (person/program or committee submitting recommendation) \_\_\_\_\_

**PROCEDURAL NOTES:**

- (1) This form is to be used for all non-curriculum items (for items directly related to curriculum issues, use the appropriate addition/deletion/change forms).
- (2) Signatures: Not all submissions will require all signatures. (This will depend on the nature of the item and from where or whom the item originates).
- (3) Prepare **one** paper copy and forward to the Graduate Council Chair along with **one** identical ELECTRONIC COPY with all supporting documentation as an attachment in MS Word format by email to the Graduate Council Chair for electronic distribution to the appropriate Graduate Council subcommittee. ***The Graduate Council cannot process this application until it has received both the electronic copy and signed hard copy.***
- (4) If the item being considered requires an addition or a change to the Graduate Catalog, include that information on page 3 of this form. (Check one below)

\_\_\_ Catalog change required                      \_\_\_ NO catalog change

Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_

College: \_\_\_\_\_ Department/Division: \_\_\_\_\_

SIGNATURES (all items may not require all signatures):

---

Committee Chair Date

---

Department/Division Chair Date

---

Dean of the College Date

---

**RECOMMENDS APPROVAL OF:** (give details of the recommendation here)

**RATIONALE: (provide a rationale for the recommendation)**

**GRADUATE COUNCIL CHAIR:**

**APPROVED BY THE  
GRADUATE COUNCIL:** \_\_\_\_\_ **DATE:**

**DISAPPROVED BY THE  
GRADUATE COUNCIL:** \_\_\_\_\_ **DATE:**

**COMMENTS:**

**Current Catalog Description (if applicable)**

Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change. (Add/Delete space as needed.)

**Edits to the Current Description**

Copy the Current Catalog Description here, then use the MS Word Strikethrough function to mark out proposed deletions and use the Highlight function to indicate proposed new text.

**New Catalog Description**

Provide a 'clean' copy of your proposed description, i.e., no Strikethroughs or Highlighting included. This should be what you are proposing for the new description.

**ACCELERATED MASTER'S DEGREE  
Program Proposal**

Prepare **one** paper copy with all signatures and forward to the Graduate Council with all supporting documentation as an attachment in MS Word format by email to the Graduate Council Curriculum Committee.

*Attachment*  
**S~**

Copy

**Guidelines for an AMD Proposal**

Accelerated Master's Degree Programs may be developed between an undergraduate and a graduate program in a single school/college or between programs in two opportunities of the best undergraduates at Marshall University, enabling them to complete their graduate work faster than it would take following the traditional path.

time

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

Rationale:

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

Admission Requirements:

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

AMD Credits:

**Curriculum:** The proposal should show how a student can complete the Bachelor's degree requirements while reducing the total number of elective undergraduate hours by the graduate credits earned (up to a maximum of 12).

Curriculum:

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

Student Eligibility:

**Approvals**

Signatures

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Undergraduate Advisor Date

---

Graduate Studies Director Date

---

Dean, Undergraduate College Date

---

Graduate Council Chair Date

# ACCELERATED MASTER'S DEGREE PLAN OF STUDY

LAST NAME | FIRST NAME |

ID NUMBER | E-MAIL ADDRESS |

DAYTIME PHONE

Anticipated Completion of Bachelor's Degree

First Term of Enrollment as a Graduate Student

FALL  SPRING [ SUMMER YEAR |

FALL  SPRING [ SUMMER YEAR f

Undergraduate Major

Hours Completed | Overall GPA | GPA in Major |

Proposed Master's Program

Courses to be taken for graduate credit while enrolled as Undergraduate

TERM	YEAR	DEPARTMENTS COURSE NUMBER	NUMBER OF CREDIT HOURS	COURSE TITLE
------	------	------------------------------	---------------------------	--------------

Term and year you plan to graduate from Master's program

NOTE: This declaration of intent to graduate at a specific time does not put you on the tentative Graduation List. You must still apply for graduation at the beginning of the semester/term in which you plan to graduate, pay the Diploma Fee at the Bursar's office, and return the Application to Graduate to the Graduate College office, Old Main 113. You must also have an approved Plan of Study on file in the Graduate College office before you apply for graduation. Applications for graduation are available online:

[http://www.marshall.edu/graduate/forms/ApplicationforGraduation\\_0309.pdf](http://www.marshall.edu/graduate/forms/ApplicationforGraduation_0309.pdf)

**Graduate Catalog of Record (Year): this is the catalog that is current for the semester/term during which you were admitted to your graduate degree program. You may choose a more recent catalog as your catalog of record.**

Are you submitting a Thesis/D as part of your degree requirements?  Yes  No

If YES, and if your Thesis/D involves human subject research, you must review the requirements of the Marshall University Institutional Research Board (IRB) BEFORE you begin any data collection. <http://www.marshall.edu/Graduate/etd/humanssubjectresearch.asp>

THE PURPOSE OF THIS PLAN OF STUDY IS TO DETAIL YOUR PROGRAM REQUIREMENTS FROM START TO FINISH. IT SHOULD INCLUDE ONLY THOSE COURSES REQUIRED BY YOUR DEGREE PROGRAM AND MAY INCLUDE ELECTIVE OR MINOR COURSES. DO NOT INCLUDE ANY UNDERGRADUATE COURSES. ONLY 6 HOURS OF CREDIT WITH A GRADE OF "C" CAN BE INCLUDED AND NO GRADE BELOW A "C." SOME PROGRAMS MAY HAVE MORE STRINGENT REQUIREMENTS. PLEASE REFER TO YOUR GRADUATE CATALOG OF RECORD WHEN COMPLETING THIS FORM.



## Request for Graduate Catalog Change

### PROCEDURAL NOTES:

- (1) This form is used **ONLY** for requests to clarify the existing catalog description, or for catalog changes required as a result of previously approved curriculum changes. For catalog changes related to proposed changes, additions, or changes in degrees, minors, areas-of-emphasis, or certificates requirements, course title, number, hours, prerequisite, or other curriculum changes, use the appropriate Graduate Course Change Request form:  
[www. Marshall.edu/graduate-council/Forms](http://www.Marshall.edu/graduate-council/Forms).
- (2) Prepare **one** paper copy with all signatures and forward to the Graduate Council Chair. Additionally, immediately following attainment of the College Curriculum Chair, or Dean signature if your College does not have a Curriculum Committee, send **one** identical ELECTRONIC COPY with all supporting documentation as an attachment in MS Word format by email to the Graduate Council Chair for electronic distribution to the Graduate Council Curriculum Committee. ***The Graduate Council cannot process this application until it has received both the electronic copy and signed hard copy.***

College: Graduate Department/Division: \_\_\_\_\_

Contact Person: Donna Spindel Phone: 62818.

Degree and page number from the latest catalog where the degree or program description begins: p. 65

**Signatures** (if disapproved at any level, do not sign. Return to the previous signer with recommendation attached.)

Department/Division Chair	Date
RegistrarO                      Jj     /     S	<b>3 -2/-//</b>
College Curriculum Chair or Dean if no College Committee	Date
Graduate Council Chair	Date

**Information on the following pages must be completed before signatures are obtained.**

**04/15/2010**

## Current Catalog Description

Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change. (Add/Delete space as needed.)

### Integrated Bachelor's and Master's (IBAM) Degree Programs

Some master's degree programs at Marshall University allow undergraduate students who excel academically to begin working simultaneously on coursework toward a master's degree while completing a bachelor's degree. These are Integrated Bachelor's and Master's (IBAM) degree programs, and are somewhat like what previously have been called three-plus-two or four-plus-one programs.

Such program arrangements can be very beneficial from a scheduling standpoint, as they allow students to take both undergraduate and graduate courses in the same semesters, once those students have accumulated at least 90 credit hours toward their bachelor's degrees. It also allows the possibility for students to complete the bachelor's degree with a minimum of 120 credit hours if they have met all other degree requirements for their particular bachelor's degree, while they continue to work on their master's degree. However, none of the credit hours used for the bachelor's degree can be counted toward the master's degree.

Students may apply through the appropriate bachelor's and master's degree programs to be accepted into an approved IBAM degree program any time during their junior or senior year if they (1) have previously completed at least 60 hours toward their bachelor's degree, (2) have at least a 3.30 overall undergraduate GPA, (3) have at least a 3.30 GPA for their major courses, (4) are in good standing with the university, and (5) have met all requirements set by the master's degree program for students desiring admittance into that program's IBAM degree program. These requirements might differ somewhat from normal master's degree application requirements. For example, some departments might waive the required admission test, such as the GRE, GMAT or Miller Analogies, for students in an IBAM degree program—it is important to check carefully with the particular degree department. Application deadlines, if any, are to be set by the departments involved with the particular degrees.

### Edits to the Current Description

Copy the Current Catalog Description here, then use the MS Word Strikethrough function to mark out proposed deletions and use the Highlight function to indicate proposed new text.

integrated Bachelor's and Master's (IBAM) Degree Programs

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## New Catalog Description

Provide a 'clean' copy of your proposed description, i.e., no Strikethroughs or Highlighting included. This should be what you are proposing for the new description.

### Accelerated Master's Degree (AMD)

Marshall University offers an accelerated path through a number of its Master's degree programs. We encourage qualified undergraduates to consider doing an accelerated Master's degree.

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

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

### Advantages of an Accelerated Degree:

- complete the Bachelor's degree with up to 12 fewer credit hours, (must meet a 11 other degree requirements for the Bachelor's degree);
- begin work on the Master's degree during the senior year;
- complete up to 12 graduate credits at undergraduate tuition rates;
- earn a Bachelor's and Master's degree in less time.

### Eligibility Requirements for Accelerated Master's Degree Program

- must have completed at least 90 hours toward the Bachelor's degree;
- must have at least a 3.30 overall undergraduate GPA;
- must have at least a 3.30 GPA in the major;
- must meet the admission requirements of the chosen Master's degree program. (Note: AMD programs may have admission requirements that differ from the admission requirements for the regular Master's degree. For example, some departments might waive the required admission test, such as the GRE, GMAT or Miller Analogies. Students should check with the chosen Master's degree program.

### How to Apply

1. During the junior or senior year, eligible students should meet with their Undergraduate Advisor and the Director of Graduate Studies of their chosen Master's degree program to develop an AMD *Plan of Study*. The *Plan of Study* form is available from the Graduate College office or online at the Graduate College website. The completed, signed, and approved *Plan of Study* must be submitted to the Graduate College. Any changes to the AMD *Plan of Study* must be approved by the Undergraduate Advisor and Director of Graduate Studies and submitted in writing to the Dean of the Graduate College.

1. The student's acceptance into the AMD program is subject to the approval of the *Plan of Study* by the Dean of the Graduate College.

2. Students accepted into the AMD program should apply for admission to the chosen Master's degree program for the first semester after the bachelor's degree is awarded. Applications should be submitted during the last semester of the senior year.

#### Requirements for Continuation in the AMD Degree Program

Students must maintain a minimum GPA of 3.0 for all graduate credit toward their Master's degree program.

#### Withdrawal from the AMD

A student may withdraw at any time from an approved AMD program by informing the Undergraduate Advisor, the Director of Graduate Studies, and the Dean of the Graduate College in writing. A student's status will then revert to the standard undergraduate degree program. Any graduate hours earned must be approved for use in fulfillment of bachelor's degree requirements by the student's Undergraduate Dean.

#### From Undergraduate to Graduate Student

Beginning with the semester after the student has earned the Bachelor's degree and has been accepted into a Master's degree program, the student is enrolled in the Graduate College and is assessed tuition and fees at the graduate rate. All rules regarding graduate education will apply to the student once admitted into the Master's degree program.

*NOTE: Departments wishing to have an AMD degree program must apply to the Graduate Council for approval. The Graduate College will have administrative responsibility for the AMD.*

## Graduate College Addition / Deletion / Change of a Certificate

Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair. E-mail one identical PDF copy to the Graduate Council Chair.

*The Graduate Council cannot process this application until it has received both the **PDF** copy and signed hard copy.*

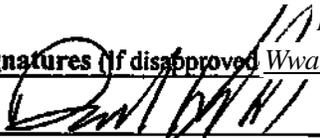
College: COLA Department/Division: History

Contact Person: Dr. Daniel Hoi brook Phone: 304-696-417

Name of Certificate: Public History Certificate

Action Requested (check appropriate box):      **Addition**                      **Deletion**                      **Change**

Effective terra and year: Fall 20 \_\_\_ Spring 2012 Summer 20 \_\_\_

**Signatures (If disapproved Wwa level, do not sign. Return to the previous signer with recommendation attached.)**  
 Information on the following pages must be completed before signatures are obtained.

	Date
Department/Division Chair	
College Curriculum Chair	Date
College Dean	Date
Graduate Council Chair	Date
Provost / VP Academic Affairs	Date
Presidential Approval	Date

## **Graduate College - Page 2 Addition / Deletion / Change of a Certificate**

**Rationale:** To provide an interdisciplinary graduate course of study that will use a combination of practical coursework and field experiences to prepare the student for career opportunities in museums, historic homes, libraries, archives, state and national parks, and local, state, and federal governmental agencies.

**DEFINITION OF PUBLIC HISTORY:** In 2007 the Board of Directors of the National Council on Public History (<http://ncph.org/cms/what-is-public-history/>) described public history as \*a movement, methodology, and approach that promotes the collaborative study and practice of history; its practitioners embrace a mission to make their special insights accessible and useful to the public\* The NCPH continues with what it considers to be the actual practitioners; ... practitioners include museum professionals, government and business historians, historical consultants, archivists, teachers, cultural resource managers, curators, film and media producers, policy advisors, oral historians, professors and students with public history interests, and many others.

**EMPLOYERS SEEKING QUALIFIED PUBLIC HISTORIANS:** In 2003, The American Historical Association published the results of a survey (<http://www.Mstorians.org/Penpectives/Issues/2003/0309/0309aha6.cmi>) from various institutions that described the attributes and desired training that was expected from Public History programs across the country. The survey indicated that the type of employees that institutions were looking for were:

- a. historians with 'practical knowledge'<sup>1</sup> and the 'ability to understand public interpretation' of history.
- b. graduates with a background in museum studies or archival training which provided a measure of training in administrative topics.
- c. graduates with good writing and communication skills; an appreciation of local history (any local history, but especially of the institution's own vicinity); an understanding of different audiences (and the ability to communicate with ordinary people); and a willingness and ability to work with others.
- d. graduates with improved technical proficiency in such areas as oral history, historic preservation, archival management, and museum-based education.
- e. graduates with practical experience gained through internships and other types of practicums.

**JOB OPPORTUNITIES IN THE FIELD OF PUBLIC HISTORY:** In the 2010-2011 edition of the U.S. Department of Labor's Occupational Outlook Handbook (<http://www.bls.gov/oco/ocos065.htm>), the field of Public History included the job titles of archivists, curators, and museum technicians. The growth of job opportunities in this field was projected to be much faster than average with an anticipated increase of twenty percent by the year 2018.

**ATTRIBUTES OF SUCCESSFUL PUBLIC HISTORY PROGRAMS AT ACADEMIC INSTITUTIONS:** The same AHA survey in 2003 listed several Public History Programs as the ones receiving 'consistently high marks' from the Survey respondents:

**a. Arizona State University:** Offers concentrations in; scholarly publishing, historic preservation, community history, historical administration, the public sector, and museum studies. The ASU program offers internships for their students at the local, state, and federal level in Arizona and at cooperating institutions, organizations, and agencies across the country. Two core courses are required - Public History Methodology and U.S. Cultural Institutions and Public Practice. Elective courses include; Historians and Preservation, Historical Administration, Community History, Public History Seminar, Historical Resource Management, International Public Practice, and scholarly publishing courses.

**b. Middle Tennessee State University:** Offers concentrations in historic preservation, cultural resources management, museum studies, and archival management and administration. The MTSU program offers a wide variety of internship opportunities for students in local and state institutions, agencies, and organizations as well as on campus practicums in the University's archives and special collections. Curriculum includes; courses in public history, historic preservation, cultural resource management, museum management, archival management, management of collections for historical organizations and archives, and public programming for historical organizations and archives.

**c. University of South Carolina:** Offers a Master of Arts in Public History with an option of obtaining a Certificate in Museum Management or Certificate Cultural Resource Management. Offers concentrations in museum studies, historic preservation, and archival administration.

**d. Eastern Illinois University:** Offers a Master or Arts in History with an historical administration option. The EIU program's curriculum includes; Administration of Historical Organizations, Historical Interpretation and Research Methods in Local History, Material Life in America-1600-Present, History Museum Exhibits, Historic Preservation in America, Digital Applications in Museums, Archival Methods, History of American Architecture, Care & Management of Historic Artifacts, and an Internship in Historical Administration.

**PEER INSTITUTIONS WITH PUBLIC HISTORY PROGRAMS:** Based on the list of peer institutions (Institutional Research and Planning Office - <http://www.marshall.edu/Arp/NCHEMS/Peers.aspx>) for Marshall University, ten of the twenty peer institutions offer varying types of programs in Public History:

**a. MA in Public History:** University of Arkansas at Little Rock, Southeast Missouri State University

**b. Public History Certificate:** Eastern Washington University

**c. Public History Concentration within the MA in History program:** University of South Alabama, Southern Illinois University - Edwardsville, East Carolina University (NC), University of North Carolina - Greensboro, Western Carolina University (NC), Wright State University - Main Campus (OH), and the University of Wyoming.

A Public History Certificate Program at Marshall University will provide students the skills to be competitive job seekers in the fast growing field of public history.

**Curriculum: Course number, title, and credit hours. Indicate whether each course is Required or Optional**

**Public History Certification Program -18 credit hours (15 credit hours required, 3 credit hours elective)**

**REQUIRED COURSES FOR ALL STUDENTS (9 credit hrs.):**

**HST537 - Introduction to Public History (3 credit hours.) Introduction to the basic theories, ideas, and approaches to the application of historical theory or methods to projects presented to non-student publics; local and economic development applications and projects emphasized.**

**HST640 - Seminar in Archives and Special Collections (3 credit hrs.) Seminar introduces the student to current practices and procedures used in the creation of archives and manuscript collections through extensive hands-on work, including the physical processing of a manuscript collection. The emphasis will be the improvement of the student's historical research skills and the organization and management of archival repositories.**

**HST680 - Public History Internship (1-6 credit hrs) Internship in an approved setting in Public History, Archives, Museum Oral History, or Historical Preservation. Interns will be supervised by on-site staff and History Faculty. NOTE: A variety of Public History internships are currently in place at the WV Division of Archives and History in Charleston, the Special Collections and Archives Department of the Marshall University Libraries, Heritage Farm and Village (Huntington), and the Point Pleasant River Museum. Additional internship opportunities will be pursued at The South Charleston Museum, The Highlands Museum & Discovery Center (Ashland, KY), The Huntington Museum of Art, the U.S. Army Corps of Engineers, and other local, state and federal government agencies.**

**REQUIRED COURSES (select 9 credit hrs. from the History Department OR 6 credit hrs. from the History Department and 3 credit hrs. from the list of other course offerings):**

**HISTORY DEPARTMENT:**

**HSTS38 - Material Culture and History (3 credit hrs.) Course investigates the rich potential of "things" - objects, landscapes, buildings, household utensils, foods, works of art, clothing, etc. as sources of insight about American history and culture.**

**HST635 - Oral/Local History Seminar (3credit hrs.) Course examines the field of oral history. Students will apply oral history methodology and other primary sources documentation in researching a local topic.**

**HST524 - U.S. Science and Technology (3 credit hrs.) A study of the development and impact of science and technology in the U.S. with special emphasis on the modern period.**

**HST601 - Historic Preservation (3 hrs.) Course broadens historical awareness and provides practical applications of historical knowledge. It covers the built environment and focuses on the history, processes and legal basis of the historic preservation movement.**

## OTHER DEPARTMENTS:

ANT567 - Culture through Ethnography (3 credit hrs.) In-depth exploration and comparison of diverse cultural groups through reading and discussing ethnographic texts (Pre-Requisite: Six hours of undergraduate anthropology at the 300 level or higher or departmental permission).

GEO506 - Population Geography (3 credit hrs.) Course introduces students to the key spatial features, characteristics, and patterns of population geography, with an emphasis on international population issues and trends.

JMC575 - Documentary Journalism (3 credit hrs.) Students will produce an original 15-minute film, defend their filmmaking technique in an oral presentation and perform an in-depth written and oral presentation on one filmmaker.

MKT511 - Management and Marketing (3 credit hrs.) A comprehensive survey of the fundamental principles of management and marketing applicable to all organizations. Provides the student with a basis for analyzing appropriate situations in a management/marketing framework.

SOC615 - Applied Demography (3 credit hrs.) The focus of this course is to study the application of the principles and methods of demography to decision making and planning problems in both public and private settings (Pre-Requisite: SOC200 or permission).

Selected Topics courses in public humanities, museum studies, and/or social memory & oral history in the Graduate Humanities Program (such courses fall under the designators of A&S 600, CULS 600, HIST 600, HUMN 650 or LITS 600). Permission required.

### 1. ADDITIONAL RESOURCE REQUIREMENTS

If your department requires additional faculty, equipment, or specialized materials to add or change this certificate, attach an estimate of the time and money required to secure these items.

(NOTE: Approval of this form does not imply approval for additional resources.

Enter "*Not Applicable?*" if not applicable \_\_\_\_\_

**I. For immediate implementation in the Spring 2012 semester, no additional resources are required.**

**II. Program Start + 2 years to + 5 years (Spring 2014 - Spring 2017) TOTAL = \$11,354.00.** It is anticipated that, by the second year of the program, students will be actively engaged in oral history projects, internships at a variety of institutions, and will be creating and producing audio/visual projects related to public history in a variety of settings. Many of these projects will be presented as course requirements or submitted to public history repositories for inclusion in their holdings. Additional Resource Requirements include:

a. 2 ea. Digital Voice Recorders (supports oral history interviews) @ \$249.00 each = \$498.00.

b. 2 ea. Olympus AS5000 PRO PC Transcription Kit (supports transcription of digital voice oral history interviews) @ \$349.00 each = \$698.00.

c. 2 eac. Dell Inspiron 1545 - C 900 2.2 GHz - 15.6" TFT Laptop computers @ \$529.00 each = \$1,058.00.

- c. 1 ea. Epson PowerLite S7 - LCD projector = \$349.00
- d. Upgrading of History related databases in the MU Library System: not to exceed \$1,000.00.
- e. Transportation and Meal Allowances for on-site visits to West Virginia History Day, museums, archives, and other history related venues within a 3 hour radius of Marshall University. Allowance of \$2,000/year for 4 years = \$8,000.00.

**m. Third year of program and beyond (Spring 2015 - ). Additional Resource Requirements estimated to be \$3,750 per year + new faculty member salary. It is anticipated that the Certificate Program will undergo modifications to improve and expand the curriculum. This will require, at a minimum, at least one new faculty member to be added to the History Department. Additional Resource Requirements:**

- a. Continued support of the transportation and meal allowances for on-site trips @ \$2,000 per year.
- b. New faculty position in the History Department. Faculty member would have a concentration in public history and assume responsibility for the Certificate Program.
- c. On-going database subscription up-grades for history related databases in the MU Library System not to exceed \$1,000 per year.
- d. Replacement of outdated computer equipment and software, not to exceed \$500.00 per year.
- e. Supplies for processing archival and manuscript collections at the MU Archives and Special Collections not to exceed \$250.00 per year

## **Graduate College - Page 3 Addition / Deletion / Change of a Certificate**

2. **NON-DUPLICATION**

If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the request and any response received from them.

Enter "Not Applicable" if not applicable. \_\_\_\_\_

**Not Applicable**

3. ***CURRENT CATALOG DESCRIPTION***

Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change. \_\_\_\_\_

4. ***EDITS TO THE CURRENT DESCRIPTION***

Attach a PDF copy of the current catalog description prepared in MS WORD with strike throughs to mark proposed deletions and use the highlight function to indicate proposed new text

## Graduate College - Page 3 Addition / Deletion / Change of a Certificate

5. *New Catalog Description*

Insert a 'clean\* copy of your proposed description, i.e., no Strikethroughs or Highlighting included. This should be what you are proposing for the new description.

**Public History Certification Program:** This is an interdisciplinary program housed in Marshall University's History department. The program will combine practical coursework with field experiences and draws upon the faculty and resources of five graduate programs to prepare the student for career opportunities in museums, historic homes, libraries, archives, state and national parks and for local, state and federal governmental agencies.

To earn a Certificate in Public History, students must complete 18 credit hours of relevant coursework. Nine credit hours are the required courses HST537, HST640 and HST680. At least six of the remaining nine credit hours must come from the following list: HST524, HST538, HST601, HST635. The remaining three credit hours may come from HST524, HST538, HST601, HST635, ANT567, GEO506, JMC575, MKT511 or SOC615. Certain Special Topics in the Graduate Humanities Program may also be used. Students should check with the Certificate administrator when selecting their courses.

\*

## Graduate College Addition / Deletion / Change of a Minor

Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair. E-mail one identical PDF copy to the Graduate Council Chair.

*The Graduate Council cannot process this application until it has received both the PDF copy and signed hard copy.*

College: Liberal Arts                      Department/Division: Geography  
 Contact Person: **James Leonard** Phone: **6-4626** Title  
 of Minor: Regional Geography

Action Requested (check appropriate box):             **Addition**             **Deletion**             **Change**

**Effective term and year:** Fall 2011    Spring 20            Summer 20

**Signatures** (If disapproved at any level, do not sign. Return to the previous signer with recommendation attached.)

Department/Division Chair	Date
College Curriculum Chair	Date
College Dean	Date
Graduate Council Chair	Date
Provost / VP Academic Affairs	Date
Presidential Approval	Date

*Information on the following page must be completed before signatures are obtained.*

## **Graduate College - Page 2 Addition / Deletion / Change of a Minor**

Curriculum: (Course number, title, and credit hours. Indicate whether each course is Required or Optional)  
We are adding one required course: GE0623 Regions of North America, 3 credit hours. The course has been new/y created and will focus on the concept of regions, a fundamental idea in geography, as applied in North America.

Students will then choose 3 additional credit hours from the following: GEO 502 Geography of Appalachia, 503 Geography of Asia, 504 Geography of Europe, 507 Geography of Sub-Saharan Africa, 508 Geography of South and Middle America, 509 Geography of North Africa and the Middle East, 512 Geography of Russia, 520 Field Research (regional topic), 610-614 World Regions (seminars), 617-619 Seminars in Geography (regional topic).

**1. ADDITIONAL RESOURCE REQUIREMENTS**

If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.)

Enter "Not Applicable" if not applicable \_\_\_\_\_

**2. NON-DUPLICATION**

If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate departments) describing the request and any response received from them.

Enter "Not Applicable" if not applicable. \_\_\_\_\_

*For catalog changes as a result of the above actions, please fill in the following pages.*

## **Graduate College - Page 3 Addition / Deletion / Change of a Minor**

### **3. Current Catalog Description**

Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change.

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From the 2010-2011 catalog page 135:

Students who minor in graduate Geography should choose a minimum of six hours of appropriate courses from one of the specialties below in consultation with their major faculty advisor and a Geography faculty advisor.

Regional Geography: Choose from GEO 502,503,504,507,508, 509, 512,520 (regional topic), 610-614,617-619

### **4. Edits to the Current Description**

Attach a PDF copy of the current catalog description prepared in MS WORD with strike throughs to mark proposed deletions and use the highlight function to indicate proposed new text.

### **5. New Catalog Description**

Insert a 'clean' copy of your proposed description, i.e., no Strikethroughs or Highlighting included. This should be what you are proposing for the new description.

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Students who minor in graduate Geography should choose a minimum of six hours of appropriate courses from one of the specialties below in consultation with their major faculty advisor and a Geography faculty advisor.

Regional Geography: Required: GE0623, then choose from GEO 502,503,504, 507, 508, 509, 512,520 (regional topic), 610-614, 617-619 (regional topic)

Form updated 9/2010

\*

## **Curriculum Action Request Addition / Deletion / Change of an Area of Emphasis within an Existing Major**

**PROCEDURAL NOTE:** Prepare *one* paper copy with all signatures and forward to the Graduate Council Chair. Additionally, immediately following attainment of the College Curriculum Chair or Dean signature if your College does not have a Curriculum Committee, send *one* identical ELECTRONIC COPY with all supporting documentation as an attachment in MS Word format by email to the Graduate Council Chair for electronic distribution to the Graduate Council Curriculum Committee. ***The Graduate Council cannot process this application until it has received both the electronic copy and signed hard copy.***

College: Science Department/Division: Biological Sciences  
Contact Person: F. Robin O'Keefe Phone: 6-2427  
Name of Major: Biological Sciences: M.S» M.A.  
Name of Area of Emphasis: OrganismaK Evolutionary, and Ecological Biology

Action Requested (check appropriate box):     **Addition**                       **Deletion**                       **Change**

**Effective term and year:** Fall 20 \_\_\_ Spring 2011      Summer 20\_\_

Signatures (If disapproved at any level, do not sign. Return to the previous signer with recommendation attached.)

Department/Division      Char

College      Curriculum Chair/I J

College Dean " ^/

e

Graduate Council Chair

Provost / VP Academic Affairs

Presidential Approval

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Date,

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Date

Date ,

***Information on the following pages must be completed before signatures are obtained***



Rationale: (Add/Delete space as needed)

This Organismal, Evolutionary, and Ecological Biology Area of Emphasis will provide a focused experience for those students who study biology at the level of the entire organism, and above. The anatomy, structure, and function of individual species will be stressed, as will the evolutionary relationships between groups of organisms. The relationships of different organisms, and their integration into communities, will also be addressed at the ecological level. The intent of this area of emphasis is to serve students engaged in natural history studies, students engaged in the assessment of environmental impacts on species and communities, and those focusing on the detailed anatomy, structure, and function of individual organisms both recent and fossil. Students choosing this major will be well-prepared to pursue careers or further education in the environmental sciences, environmental mitigation, resource management, and ecological impact assessment. Others choosing this area of emphasis will be prepared for the study of evolutionary biology, biomechanics, and the natural history of groups of organisms ranging from today's plants to fossil reptiles and mammals.

Curriculum: Course number, title, and credit hours. Indicate whether each course is Required or Optional (Add/Delete space as needed)

M.Sc. = 32 hours (at least 16 hours must be at the 600 level)

M.A. = 36 hours (at least 18 hours must be at the 600 level)

BSC (BSC 660) Introductory Graduate Seminar .....	2 hrs
BSC(BSC661) Seminar I .....	2hrs
BSC (BSC662) SeminarII .....	(1hrx2) = 2hrs
BSC (BSC 681) Thesis .....	up to 12 hours

(if only 9 hours thesis (BSC 681), select an additional course(s) from the list below)

Additional Courses to be selected from: (at least 14 hours for M.Sc. and 18 hours for M.A/

- BSC 501 Ichthyology (4 hrs)
- BSC 505 Economic Botany (3 hrs)
- BSC 506 Herpetology (4 hrs)
- BSC 508 Ornithology (4 hrs)
- BSC 509 Mammalogy (4 hrs)
- BSC 513 Principles of Organic Evolution (3 hrs)
- BSC 516 Plant Taxonomy (4 hrs)
- BSC517Biostatistics (3 hrs)
- BSC 524 Animal Parasitology (4 hrs)
- BSC 525 Biosystematics (3 hrs)
- BSC 526 Medical Entomology (4 hrs)
- BSC 530 Plant Ecology (4 hrs)
- BSC 560 Conservation Forest Soil Wildlife (3 hrs)
- BSC 610 Advanced Vertebrate Morphology (3 hrs)
- BSC 620 Taxonomy of Vascular Plants (2 hrs)

Additional electives not listed above may be included in a student's program of study if determined by the advisor to be appropriate to this area of emphasis.

1. **ADDITIONAL RESOURCE REQUIREMENTS (Add/Delete space as needed):**  
If your department requires additional faculty, equipment, or specialized materials to add or change this AoE, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "*Not Applicable*" if not applicable \_\_\_\_\_

Not Applicable

2. **NON-DUPLICATION (Add/Delete space as needed):**  
If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the request and any response received from them. Enter "*Not Applicable*" if not applicable. \_\_\_\_\_

Not Applicable

3. ***Current Catalog Description***  
Insert the *Current Catalog Description* and page number from the latest catalog for entries you would like to change. (Add/Delete space as needed) \_\_\_\_\_

Catalog p. 149

BIOLOGICAL SCIENCES, M.S., M.A.

Area of Emphasis

Watershed Resource Science

4. ***Edits to the Current Description***  
Copy the *Current Catalog Description* here, then use the MS Word Strikethrough function to mark out proposed deletions and use the Highlight function to indicate proposed new text. \_\_\_\_\_

**BIOLOGICAL SCIENCES, M.S., M.A.**

**Areas of Emphasis**

**Organismal, Evolutionary, and Ecological Biology**

**Watershed Resource Science**

5. *New Catalog Description*

Provide a 'clean' copy of your proposed description, i.e., no Strikethroughs or Highlighting included. This should be what you are proposing for the new description.

p. 149

**BIOLOGICAL SCIENCES, M.S., M.A.**

**Areas of Emphasis**

**Organismal, Evolutionary, and Ecological Biology**

**Watershed Resource Science**

Add to p. 150. (insert new text directly below the section on "M.A. degree requirements" and before "Area of Emphasis in Watershed Resource Science"). (*New text begins below*)

Organismal, Evolutionary, and Ecological Biology as an area of emphasis in Biological Sciences will provide participating students with a broad background in biology at the level of the individual organism and above. The anatomy, structure, and function of individual species are stressed, as is the comparative natural history and evolutionary relationships of groups of related organisms. Lastly, the roles of organisms in a broader context is studied via the analysis of ecological relationships. The intent of this area of emphasis is to serve students engaged in natural history studies, students engaged in the assessment of environmental impacts on species and communities, and those focusing on the detailed anatomy, structure, and function of individual organisms both recent and fossil. Students choosing this major will be well-prepared to pursue careers or further education in the environmental sciences, environmental mitigation, resource management, and ecological impact assessment. Others choosing this area of emphasis will be prepared for the study of evolutionary biology, biomechanics, and the natural history of groups of organisms ranging from today's plants to fossil reptiles and mammals.