

CAM--College of Arts and Media

03.24.16

**Academic Portfolio Review 1/20/2014-3/31/2016
Final Update**

A. Below is the list of items Academic Affairs cites as being in the original APR plan for the College of Arts and Media:

1. BFA in Art and Design —intent to plan and program proposal
2. BA/BFA Broadcast degree in JMC
3. With College of Liberal Arts and College of Science develop BFA in Cinematic Art/Motion Graphic Studies
4. With Colleges of Liberal Arts and Health Professions and Business, develop MA in Visual and Digital Communication
5. With College of Health Professions, develop Center and BA in Wellness in the Arts

What follows is a brief discussion of each item.

1. BFA in Art and Design – intent to plan and program proposal

I think there is a mistaken notion regarding this initiative. The BFA with a major in art already exists, so the intent to plan process is not necessary. What has been cited in numerous places, including the College Niche Statement of August 2014, is the potential for developing programs in applied design, e.g., interior design, product design. Those programs could be emphasis areas within the BFA, art major program.

The fall 2014 move to the Visual Arts Center makes possible the development of additional emphasis areas in the art major. The visual arts program was space bound in its old quarters on campus and now there is space for more students and more programming. The applied design disciplines are the natural candidates for expansion.

No firm plans have been developed to date, although there are ongoing discussions with the College of Information Technology and Engineering about collaborating in the area of product design or industrial design. Such a collaborative program might necessitate a new major as opposed to an emphasis area within the BFA degree. However, discussions are at a very preliminary point. CITE is adjusting to its new facilities and hopefully over the next few years, as they settle into new spaces, both colleges can turn some attention to collaborative curricular options for students.

2. BA/BFA Broadcast Degree in JMC

Like the BFA discussion above, there may be a misunderstanding about a broadcast degree. We have a broadcast degree now. The issue raised in the college APR document is the limited effectiveness of the program due to the lack of a manager for the state-of-the-art television studio in the Communications Building. A request was submitted to create a position for studio manager and there was never a response from the Freeze Committee.

The ongoing lack of a television studio manager will continue to negatively impact the broadcast degree in journalism, and it will have a negative impact on the forthcoming video production degree (discussed below) that we anticipate will be approved by the Faculty Senate later this spring.

3. BFA in Cinematic Arts/Motion Graphic Studies

A proposal for a multi-disciplinary video production major in the BA in the Arts has been approved by the University Curriculum Committee and will be considered in April by the Faculty Senate. We anticipate this program will be available to students fall 2016. This is a groundbreaking program in that it draws course work from four disciplines – art and design, journalism, music, and theatre – to create a new major. A “sister” video production emphasis from journalism and mass communications is in the hands of the College Curriculum Committee and we hope this proposal will move through the curriculum process and to the Faculty Senate this spring. The primary differences between the two programs have to do with intent – the BA in the Arts major focuses on video as an art form and the journalism emphasis focuses on video applications in mass media. The proposed name Cinematic Arts/Motion Graphics was simply a placeholder and we weren’t sure if the program would be offered as part of the BFA degree or the BA degree.

[...]

4. With Colleges of Liberal Arts and Health Professions and Business develop MA in Visual and Digital Communications

The College of Arts and Media has not proposed any effort for a joint degree in visual and digital communications with other colleges on campus.

There is mention in the college niche statement and the August 2014 College-Level Program Planning and Development Priorities of a collaborative graduate degree program between the School of Art and Design and the School of Journalism and Mass Communications. No substantive discussions of such a program have occurred to date. We have concentrated all efforts on the undergraduate video production major, which is a major step toward breaking down barriers in the college and adopting a more collaborative spirit. Putting together a multidisciplinary graduate degree should be easier since the undergraduate video production program provides a sound model for doing so.

5. With College of Health Professions, develop Center and BA in Wellness in the Arts

The College of Arts and Media niche statement mentions possible collaborative graduate programs with the College of Health Professions in art and music therapy. There is no mention of a degree program in arts wellness. We have not pursued the idea of art and music therapy programs, largely because of the intense focus on developing The Center for Wellness in the Arts (CWA), which is a collaborative effort between the College of Health Professions and the College of Arts and Media. The CWA contributes to the academic and professional development of the students and faculty of both colleges through its three pillars of education, clinical services, and research.

Since August 2014, the College of Health Professions and the College of Arts and Media have offered performing arts students the chance to work with various disciplines to prevent injury from occurring during performances. The Center is a place where performing artists can be evaluated by licensed athletic trainers, skilled vocal and hearing clinicians, dietitians, exercise physiologists and

performance anxiety specialists who have the proper knowledge and equipment to assess various conditions. We want to change the culture and educate students so they look at pain as a problem and treat it accordingly so they can enjoy a successful career in the performing arts (from the College of Arts and Media website: www.marshall.edu/cam).

Because of the clinical/health nature of the program, any curriculum development in arts wellness would occur in the College of Health Professions.

B. Other Discussion

The significance of the video production program should not be overlooked. A group of faculty from across the college worked on developing the curriculum for the degree for well over a year. Initial concerns about duplication of existing offerings in journalism were worked out and in the final analysis, that group of faculty developed an innovative curricular design that we believe has the capacity to draw students to Marshall who would not otherwise consider the university as an option. The program is designed to produce students who have the requisite skills and competencies to pursue meaningful careers upon graduation.

The **Program Viability Review** has not resulted in any degree program eliminations. There is curriculum paperwork in process to eliminate seven (7) journalism majors and to create 3 new majors in journalism that respond to monumental shifts in the communications industry. This is the first step in a substantive overhaul of the journalism and mass communications curriculum that is anticipated to occur over the next 12-18 months.

1. LCOB faculty have added the following areas of emphasis to the Masters of Business Administration degree (MBA):

- Finance
- Healthcare Administration
- Human Resource Management
- Management
- Marketing

(<http://www.marshall.edu/cob/index.php/graduate-programs/>)

2. Work continues on the development of an online MBA. The launch of the complete online MBA requires several additional courses developed for online delivery.
3. Healthcare Management has been upgraded to a major under the BBA in Management. The area of emphasis in Healthcare Management under the BBA in Management has been eliminated.
4. Entrepreneurship is now a new undergraduate major under the BBA in Marketing.
5. The area of emphasis in International Economics, under the BBA in Economics, has been eliminated.

Academic Portfolio Review Final Update**A. Original program development plans****1. MA - Leadership Studies, Leadership Specialist**

The program targeting military students providing an MA using up to 12 hours of military leadership credit has continued to grow. Spring 2014 had 114 enrollments, and Spring 2016 has 155 enrollments. This program has grown primarily by word of mouth, but with some program initiated marketing. Given the fluctuations in LS faculty positions, this rate of growth is a little slow, but manageable. If this continues, the program faculty will need to re-examine faculty commitment in this program as opposed to the principalship program. The principalship program declined for several years, and now is relatively stable.

2. MA - Counseling, Addiction Services

This program failed to gain ground. The initial intent was to create an articulation agreement with community colleges, but the elimination of the undergraduate counseling program several years ago created a gap that the faculty were unable to fill. A secondary idea was the creation of a 30 hour MA, which could be a student's complete degree, or which could be applied to the 60 hour MA, which leads to full licensure. This, too, fizzled without a strong faculty advocate. We are currently in the middle of a change of leadership in the program area. The upcoming program director is committed to gaining complete CACREP accreditation, which will provide a strong selling point for growing the program. This has been discussed for many years (as long as I have been aware of the program!) but no one has shepherded it through to completion. Within the next 12-18 months, we should see whether the new leadership can guide the program to meet this goal. The 30 hour MA is still a possibility, but I doubt that any energy/resources will be devoted to that concept while the CACREP effort is on the table.

B. Additional program development**1. MS - Adult and Technical Education**

The entire program in this area will be available online by December 2016. The significance of this is the ability to market the program to a broader market. Program faculty have changed over the last 2 years, enabling this change in course format. They are now investigating the road to national accreditation, and are pursuing approval for curriculum changes, including a more current title, Adult and Continuing Education. I anticipate with the complete online format an increase in enrollment over the next few months, as we pursue appropriate marketing.

2. MA - Education, formerly 3 degrees in Early Childhood, Elementary and Secondary Education

This consolidation brings the degree more in line with national trends in the field. It does not change what students are able to achieve, but it significantly changes the way the program will be administered. Simplified admission, program plans, and assessment are anticipated.

3. MA - Special Education - Multi-categorical

This has been a very strong program, but has in the last few years seen a significant loss of enrollment. Program faculty have been working to make this a fully online program, which will make the program more competitive with other universities, and allow a longer reach for potential students.

4. Undergraduate endorsement in Special Education - Multi-categorical

The undergrad special education endorsement has been limited to providing training for MI (Mildly Impaired) students (now referred to nationally as ID - Intellectually Disabled). This limits the employability of our graduates. Within the next few months, the program will have been retooled to provide training over the same spectrum as the current graduate degree provides. Thus our undergrads will have many more doors open to them upon program completion.

5. EdD - Curriculum and Instruction/Educational Leadership

With a shrinking market, limited resources and more convenient program competition, doctoral faculty are in the process of re-visioning the program. While these discussions have been going on for some time, progress is slow in finding a product faculty will support, a product that will attract students, and a product that will be a valuable degree. Some possibilities include an online degree, a blended LS/CI degree, or a degree targeting a more general audience.

6. Multiple content areas for Licensure

A number of traditional licensure areas in education have decreased or disappeared among changes in public PK-12 Education. Licensure preparation has been discontinued, or is being "taught out" in the following areas: Latin, French, Oral Communications, Journalism, Family and Consumer Science, Middle Childhood Education. Japanese Education has been added to the specialization areas. With changes in WVBOE policies, additional areas may be discontinued, including Supervisor of Instruction and Superintendency.

1. Increase graduate student enrollment in Communications Disorders by 7-10 students FTE.

- Graduate admission target increased to 30 from previous 25.
- Last fall admission hit target of 30 and anticipate 30 again for this fall which would make an increase of 10 net new CD graduate students.
- Instead of 50 CD graduate students, there will be 60 graduate CD students in the fall.

2. Increase graduate student enrollment in Dietetics by 7-10 students FTE

- Graduate target enrollment increased from 10 to 12 with the addition of the additional faculty and reduced part-time faculty use by \$12,000 each academic year.
- Last fall admission hit target of 12 students and will hit enrollment target for fall 2016.
- A new online Dietetic Internship program will begin fall 2017 and will enroll 35 graduate students and is based on a pro forma budget model.

3. Development and launch of Masters in Social Work.

- The new MSW program will begin fall 2016. Interest in the program has been great, with over 60 students submitting applications this spring semester. The pro forma listed the initial enrollment at 30 graduate students, however, it's likely the faculty will admit up to 40 students.
- Two SW faculty positions are currently being advertised and several applications have been received; both positions are slated to begin in the fall (as per the pro forma).

4. With College of Arts and Media, develop Center for Wellness in the Arts (CWA) and develop undergraduate degree program in Wellness in the Arts.

- The Center for Wellness in the Arts (CWA) program has been underway for over a year and due to the huge success of the program a second GA (CD) was added this year to accommodate the number of students who are accessing the Center's resources. Jen Billups serves as a liaison between the department and the hearing and vocal services that are provided by Rebecca Brashears, a clinical assistant professor in Audiology. She will be coordinating and supervising the hearing screening for the CWA.

A summary of the CWA services and activities are provided below:

Services:

- **Vocal health guest lecture** for voice majors and theatre students (09/24/15)
- **Voice screenings** (TBD)
- **Online hearing conservation seminar** including readings and quiz on anatomy, hearing protection, and noise exposure (completed 09/28 /15)
- **Guest lecture on hearing conservation** for all undergraduate music majors (09/29/15)
- **Hearing Screenings** for Freshmen and other music students and faculty, five Mondays between 10/19 and Thanksgiving break
- **Guest lecture on performance anxiety** for all undergraduate music majors

Activities

- **Research Presentation** at Performing Arts Medicine Association in Snowmass, CO (*Elliot Smithson, Mark Timmons*), July 15, 2015
- **CWA interdisciplinary work presentation** at iPed conference (*Mark Timmons, Henning Vauth*), August 18, 2015
- **Performance anxiety study** with all undergraduate music students (*Liz Casey, Henning Vauth*), questionnaire to be handed out in November 2015, after express IRB approval
- **Athletic training walk-in clinic**

List of Activities: Spring 2016:

- **January – May:** Athletic Training clinic open 4-6 p.m., Monday through Friday in Gullickson Hall Room 209 for all performing artists working toward pain prevention.
- **February 1:** Human performance training began for actors and combatants in this year's production of *Romeo and Juliet*.
- **March 16:** Nutrition lecture from 11 a.m. – 12 p.m. in the Department of Theatre's Movement 1 Class located in the Joan C. Edwards Playhouse
- **April 15:** World Voice Day (Details to come)

A CWA brochure has been developed to promote the program and a website created that can be accessed at <http://www.marshall.edu/CWA>.

The Intent to Plan for the undergraduate degree program in Health Promotion is complete and is ready to go to Academic Planning Committee spring semester 2016.

5. With College of Science, add environmental assessment to BA and MA in Public Health.

- Dr. Somerville and I are discussing this, however, it's too soon to give any details.

6. Commence discussions of possible doctoral-level health professions degree program, such as Doctorate of Nursing Practice.

The Intent to Plan for the Doctorate of Nursing Practice is under development and will be completed over the summer. The timeline indicates the program will begin fall 2018, and will be completely online.

Academic Portfolio Review Final Update

Please find the following report on the activities completed/planned resulting from the Academic Portfolio Review for the College of Information Technology and Engineering:

1. Seek ABET Accreditation for B.S. In Computer Science

Intent to submit request for accreditation of the B.S. In Computer Science will be sent to ABET in January 2017, accreditation visit will be planned for Fall 2017, and accreditation result will be finalized in Fall 2018.

2. Develop BS and MS in Mechanical Engineering to commence Fall 2106

Both the BS and MS in Mechanical Engineering received approvals and started in Fall 2015. Intent to submit request to ABET will be sent in January 2017, accreditation visit will be planned for Fall 2017, and accreditation result will be finalized in Fall 2018.

3. Develop BS and MS in Electrical and Computer Engineering to commence Fall 2017

Intent to plan for both the BS and MS in Electrical and Computer Engineering are for approval in the upcoming April 2016 BOG meeting. Both Degree additions are going to be presented for approval in the following BOG meeting and both degrees will commence in Fall 2016 (which is one year earlier than the originally planned starting of Fall 2017).

4. Develop BS and MS in Bio-Engineering to commence Fall 2018

Intent to plan for both the BS and MS in Bio-Engineering/Bio-medical Engineering will be developed in Fall 2016 and will be up for approval in the February 2017 BOG meeting. Both Degree additions are going to be presented for approval in the following April 2017 BOG meeting; and the plan is to have both degrees to commence in Fall 2017 (which is one year earlier than the originally planned starting of Fall 2018).

5. With Colleges of Science and Business, develop BS and MS in Cyber Security/Information Security

Intent to plan for both the BS and MS in Cyber Security/Information Security will be developed in Fall 2016 and will be up for approval in the February 2017 BOG meeting. Both Degree additions are going to be presented for approval in the following April 2017 BOG meeting; and the plan is to have both degrees to commence in Fall 2017.

6. Develop 4+1 accelerated program in BS/MS in engineering

Development of the 4+1 accelerated program for BSE/MSE in Engineering is planned for Spring 2017 starting (following the Fall 2016 announcement of the accreditation visit).

Development of the 4+1 accelerated program for BS in Mechanical Engineering/MS in Mechanical Engineering is planned for Fall 2018-Spring 2019 Starting (following the Fall 2018 announcement of the accreditation visit).

7. Develop 4+1 accelerated program in BS/MS Computer Science

Development of the 4+1 accelerated program for BS/MS in Computer Science is planned for Fall 2018/Spring 2019 Starting (following the announcement of the accreditation visit).

**COLA—College of Liberal Arts
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03.29.16

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1. Expand graduate student admissions in the TESOL graduate program by 30 students per year.

The TESOL program has grown, despite the loss of two-thirds of the dedicated faculty in that program. In Fall 2014 there were 10 TESOL students, in Fall 2015, 16 students had declared the TESOL emphasis, and in Fall 2015, 20 students had chosen the TESOL option in the English MA program. That is a 100% increase in the past two years, and a 25% increase from Fall 2014 to Fall 2015.

2. With the College of Arts and Media and College of Science (IST Gaming), develop degree or major in Cinematic Arts/Motion Graphic Studies.

The College of Arts and Media has recently drafted a plan for a major in Video Production and COLA has expanded its offerings in Film Studies. A comprehensive Cinematic Arts/Motion Graphic Studies program has not been developed.

3. With Colleges of Art and Media, Health Professions (CD), and Business (Marketing), development of degree program in Visual and Digital Communication.

The College hosted a meeting to outline a potential interdisciplinary Visual/Digital Communication degree program. Chairs in COLA were not strongly in favor of developing the program and the courses in CAM that would contribute to the new program have multiple prerequisites, so the course requirements grew to be unmanageable. Dean Bookwalter continues to look at programs at other institutions as a model of how we might design a program at Marshall.

4. Building enrollment in the Master's of Public Administration (MPA) program.

After hiring a new faculty member with expertise in MPA, enrollment in the program has grown from 5 students in Spring 2014 to 16 students in Spring 2016 – a 300% increase in majors.

5. Finalizing online degree completion plan for Geography students

The Geography department has seen an increase in declared majors, largely due to their outreach for distant students. The BA and BS programs in GEO registered 26 majors in Fall 2013, 36 majors in Fall 2014, and 44 majors in Fall 2015 - a 70% increase over the past two years.

The department created a 2+2 agreement with Palomar CTC two years ago, which resulted in several Palomar students transferring to Marshall's Geography program to complete their degrees online. The faculty continue to pursue 2+2 and degree completion

agreements with other community and technical institutions.

6. *Development of a mini-college program.*

The original idea for this initiative focused on the idea of a mini-college for alumni. After review, the plan has transformed into a series of summer workshops for community members. Five summer workshops have been planned for 2016 to serve the interests of the community, generate some modest revenue for the institution, and provide a small stipend for select faculty members who participate. These pilot programs will lay the foundation for COLA workshop offerings every summer.

The COLA faculty and department chairs continue to look for ways to strengthen our programs and our enrollments and to generate new revenue for the university.

**Academic Portfolio Review Final Update
Progress Toward New Revenue Generating Programs and Activities**

A. Background. The proposed Four School Model for the College of Science is shown in Figure 1. This reorganization model involves the change from a six department plus one semi-independent graduate program (the Master of Science program in Forensic Science; MSFS) to a model comprised of four schools within the College of Science.

As shown in Figure 1, programs that are now part of Integrated Science & Technology (IST) will be reorganized into three of the four proposed schools. The Computer Information Technology Program (CIT) will become a department within the School of Mathematics and Applied Informatics (SMAI). The Environmental Science (ES) and Natural Resource and Recreation Management (NRRM) programs will become part of the School of Biological and Natural Resource Sciences (SBNRS). The departments of Chemistry (CHM), Physics & Physical Science (PHY), and Geology (GLY) become departments within the School of Physical Sciences (SPS). Finally, the Criminal Justice & Criminology (CJC) and Digital Forensics & Information Assurance (DFIA) programs become departments within the School of Forensic & Criminal Justice Sciences (SFCJS). In addition to gaining administrative efficiency, the Four School model reduces programmatic redundancy, creates new synergistic relationships, and puts us in a better position to offer programs that can increase revenues. Some examples of new or revised programs in each school that are expected to lead to increased revenues are described below.

1. **School of Mathematics & Applied Informatics.** Collaborations between the MTH and CIT departments are projected to lead to revisions in the Game Development major that will emphasize computer simulations. These changes will broaden the scope of the major, lead to more marketable skills for graduates, and increase its attractiveness to prospective students. There are also plans to create a new undergraduate major in Analytics & Data Science, and a new graduate major in Applied Informatics. With increasing demands to collect, store, secure, and analyze large data sets, these new programs should give us a competitive advantage for new students seeking marketable skills.
2. **School of Biological & Natural Resource Sciences.** The coordination of ES, NRRM and BSC faculty within this school (along with proposed changes in the funding of graduate student stipends and tuition benefits) will allow us to reverse the downward trend of enrollment in the BSC graduate program. Three, and possibly more, new graduate areas of emphasis are under discussion, which should help to significantly increase graduate enrollment. The BSC graduate program is critical for the delivery of the BSC undergraduate program, and growing the graduate program will provide increased capacity for enrollment in the undergraduate major.
3. **School of Physical Sciences.** At the undergraduate level, the alignment of CHM, PHY, and GLY within this school primarily provides for more efficient administrative support. However, we are exploring development of a new graduate program in Geospatial Sciences that would be interdisciplinary and attractive to both traditional graduate students and returning students who are interested in adding GPS, GIS, and image analysis experience to their resumé.
4. **School of Forensic & Criminal Justice Sciences.** There are a number of compelling reasons for aligning the CJC and DFIA undergraduate programs with the Master of Science in Forensic Science (MSFS) graduate program. The creation of this school provides us with an opportunity

to leverage the reputation of the MSFS program in a marketing campaign that will appeal to students at both the undergraduate and graduate levels, and students with a wide range of academic skills and interests. The faculty members who will be associated with the school have the breadth of education and training to develop an undergraduate program in Forensic Science that follows the recommendations of the Forensic Science Education Programs Accreditation Commission (FEPAC). Furthermore, the combination of skills represented in the CJC, DFIA and Forensic Science undergraduate faculty complement the expertise needed in the MSFS program so well, that the graduate program can increase capacity with a minimal increase in faculty size, thus constraining costs. Finally, because the CJC, DFIA and MSFS programs provide important skills, the faculty can readily develop professional certification and online degree programs that will attract non-traditional students and working professionals who would otherwise not become our students.

B. Summary of changes to existing programs or proposed new programs in the College of Science intended to increase revenues:

1. Game Development becomes Gaming & Simulation Development
2. New undergraduate program in Analytics and Data Science
3. New graduate program in Applied Informatics
4. Expansion of the Biological Sciences graduate program allowing for growth in the undergraduate program
5. Revision of the graduate program in Geobiophysical Modeling to Geospatial Sciences
6. New undergraduate program in Forensic Science
7. New undergraduate program in Information Assurance
8. New online major in Criminal Justice & Criminology
9. New graduate program in Digital Forensic Science & Information Assurance
10. Support for the MSFS program allowing increased enrollment
11. Development of professional certifications in Digital Forensics and Information Assurance

Figure 1. Proposed new structure for the College of Science

School of Mathematics & Applied Informatics (37)	School of Biological & Natural Resource Sciences (30)	School of Physical Sciences (28)	School of Forensic & Criminal Justice Sciences (15)
<i>Department of Mathematics</i> - Mathematics - Applied Mathematics - Statistics 32 Faculty	<i>Department of Biological Sci.</i> - Biological Sciences - AOE Cell, Mol., Med. Biol. - [AOE Biotechnology] 24 Faculty	<i>Department of Chemistry</i> - Biochemistry - Chemistry - Chemistry, ACS Certified - Forensic Chemistry 15 Faculty	<i>Department of Criminal Justice & Criminology</i> - Criminal Justice & Criminology 7 Faculty
<i>Department of Computer Information Technology</i> - Web/Mobile Application Dev - Gaming & Simulation Dev. - [Analytics & Data Science] 5 Faculty	<i>Dept. of Natural Resources & the Environment</i> - Environmental Science - Natural Resource & Rec Mgmt. - [Natural History & Conservation Biology] 6 Faculty	<i>Dept. of Physics & Physical Sci.</i> - Physics 9 Faculty <i>Department of Geology</i> - Geology, BS 4 Faculty	<i>Department of Forensic Sciences</i> - Digital Forensic Science - AOE in Information Assurance - [Forensic Science & Biotechnol] - [Information Assurance] 5 Faculty
Cross-Cutting Programs: e.g. Integrated Science & Technology; Information Assurance; Data Management; Geospatial Sciences (courses at both undergraduate and graduate level, staffed by faculty from multiple programs, departments, and schools)			
SMAI Graduate Programs	SBNRS Graduate Programs	SPS Graduate Programs	SFCJS Graduate Programs
Mathematics [Applied Informatics]*	Biological Sciences [Ecology] [Aquatic Resource Science] [Natural History & Conservation Biology]	Chemistry [Geospatial Sciences]	Criminal Justice & Criminology [online] Forensic Science - AOE in Digital Forensics 3 Faculty [Digital Forensic Science & Information Assurance]

* Titles in square brackets indicate programs that are proposed for future development in the respective program/school/department.