



# Board of Governors Regular Meeting

April 10, 2024 | 1 p.m.

Shawkey Dining Room, Memorial Student Center

## COMMITTEE MEETINGS:

Athletics Committee - 10 a.m., Shawkey Dining Room

Academic and Student Affairs Committee - 11 a.m., Student Resource Center

Finance, Audit and Facilities Planning Committee - 11 a.m., Shawkey Dining Room



## April 10, 2024 Board of Governors Regular Meeting\_Agenda

### AGENDA

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Lunch

Lunch will be provided by Herd Fuel @ The John Marshall Dining Room from Noon to 1 p.m.

1 p.m.

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Call to Order

Geoff Sheils, Chair

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Approval of Prior Minutes

Geoff Sheils, Chair

Regular Meeting of February 7, 2024

Special Meeting of April 1, 2024

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Faculty Senate Update

Shawn Schulenberg, Chair, Faculty Senate

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Committee Reports

Academic and Student Affairs Committee

Kathy D'Antoni, Chair

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Avi Mukherjee, Provost and Senior Vice President for Academic Affairs

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Beth Hammers, Chief Executive Officer, Marshall Health

Athletics Committee  
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Christian Spears, Director of Athletics; Debra Boughton, Executive Associate Athletic Director for Championship Planning and Resources

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Donnie Holcomb, Chair

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Matt Tidd, Chief Financial Officer

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Brad D. Smith, President

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Executive Session under the Authority of WV Code §6-9A-4  
H. Toney Stroud, Chief Legal Officer / Vice President for Strategic Initiatives and Corporate Relations

Matters Involving Commercial Competition  
Avi Mukherjee, Provost and Senior Vice President for Academic Affairs

Personnel Matters  
H. Toney Stroud, Chief Legal Officer / Vice President for Strategic Initiatives and Corporate Relations

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Chairman's Report  
Geoff Sheils, Chair

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Announcements  
Geoff Sheils, Chair

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Adjournment  
Geoff Sheils, Chair

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3:30 p.m. /  
1425 4th  
Ave.

Dedication of the Brad D. Smith Center for Business & Innovation

Invitation

190

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Upcoming Meeting Dates

June 12, 2024

August 5-6, 2024 (offsite retreat and regular board meeting)

October 9, 2024

December 4, 2024

February 5, 2025

April 9, 2025

June 11, 2025

**Marshall University Board of Governors  
Meeting of April 10, 2024**

**ITEM:** Approval of Degree Addition: Bachelor of Applied Science

**COMMITTEE:** Academic and Student Affairs Committee

**RECOMMENDED ACTION:** *Resolved*, that the Marshall University Board of Governors approve the Degree Addition: Bachelor of Applied Science.

**STAFF MEMBER:** Avi Mukherjee  
Provost and Senior Vice President for Academic Affairs

**BACKGROUND:**

Workforce development, after high school, has historically been administered in Community and Technical Colleges (CTCs). Students who earn Associate of Arts (AA) and Associate of Science (AS) degrees at regionally accredited CTCs are positioned to transfer into traditional bachelor degree programs at 4-year institutions. However, students who earn Associate of Applied Science (AAS) degrees have few options to advance their education (without starting over), advance or change their careers, or build new skill sets. The BAS is designed specifically for AAS students who seek to advance their educational levels and consequently their careers.

There are increasing demands for a workforce that is well educated (in a broad sense) and able to successfully execute the demands of the growing number of positions available across a wide variety of work sectors (e.g., businesses, agencies and industries). An analysis from Hanover Research documented that there is a positive intersection of workforce trends and the number of AAS degrees awarded, Workforce development organizations are recommending that West Virginia increase the number of citizens with bachelor's degrees and the BAS provides a path to the end. There is a moderate to high demand for workers in various fields (e.g., education, health care, finance and technology) who hold bachelor's degrees.

**Degree Profile**

The BAS is an undergraduate degree that emphasizes the integration of technical skills (acquired while earning an AAS degree at a CTC) with the knowledge and new skill sets acquired in the BAS program. It is comprehensive enough to satisfy individuals who have little to no workforce experience and robust enough to elevate the knowledge and skills of seasoned members of the workforce. The program may be completed by full-time and part-time students, allowing students the opportunity to set their own pace. Furthermore, in many cases students will be able to complete the program on-campus or through hybrid courses, hyflex courses, online courses or any combination of delivery types.

The BAS degree recognizes that workplace problems are interdisciplinary in nature, hence a program that promotes a broader study rather than having students pursue a traditional, major-driven 4-year degree is desirable. Instead of requiring students to select a single major to study, the BAS degree is unique in that students choose two "professional development pathways" to build their skills sets. These pathways might be recognized minors, concentrations, or areas of emphasis and present opportunities for students to develop or strengthen various skill sets (e.g., accounting, business communication, entrepreneurship).

Additionally, students in the BAS program will complete a minimum of 6 credit hours of experiential-based learning, which will take place in the workplace. The flexible nature of the BAS program allows us to provide individualized academic maps for each student in the BAS program.

**Fiscal Note**

No additional resources are needed at this time as the program depends upon existing courses and minors that are already being offered.

# Bachelor of Applied Science (BAS) Intent to Plan



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## ITP Request Management

**Department/Division:** University College, Marshall University  
**College:** University College  
**Contact Person:** Dr. Karen McComas  
**Contact Phone:** 304-696-2983  
**Academic Level:** Undergraduate  
**Title of Degree:** Bachelor of Applied Science  
**Effective Date:** Fall Semester, AY 2024-2025

### Brief Summary/Abstract

- There are increasing demands for a workforce that is well educated, in a broad sense, and able to successfully execute the demands of the growing number of positions available across a wide variety of work sectors (e.g., businesses and industries).
- Students who earn Associate of Arts (AA) and Associate of Science (AS) degrees at regionally accredited CTCs are positioned to transfer into bachelor degree programs. However, students who earn Associate of Applied Science (AAS) degrees have few options to advance their careers, change their careers, or build new skill sets. The BAS is designed specifically for AAS students who seek to advance their educational levels and their careers.
- The BAS is an undergraduate degree that emphasizes the practical application of the knowledge and skills gained during a course of study.
- More commonly seen in technical fields (such as physical sciences, business, etc.), students who pursue a BAS degree gain experience in applying knowledge and skills in increasingly complex contexts. In this way students learn, within the context of the workplace, to think critically about problems in the workplace, to understand those problems from multiple perspectives, and to design and test solutions to those problems.
- Instead of requiring students to select a single major to study, BAS degrees are unique in that they typically focus on the development of authentic skill sets in the context of one or more employment sectors to guide students in their last two years of study.
- The BAS degree recognizes that workplace problems are interdisciplinary in nature, hence a program that promotes a broader study rather than having students pursue a traditional, major-driven 4-year degree.

### Program Description

#### Program Mission:

Marshall University's mission ( <https://www.marshall.edu/mission/> ), inspired by our Vision and Creed, includes a commitment to each of the five items below. For each, you will find an explanation of how the BAS degree aligns with the mission.

1. **Offer a wide range of high quality, affordable, and accessible undergraduate, graduate, and professional education that prepares**

**students to think, learn, work, and live in an evolving global society.**

The Bachelor of Applied Science (BAS) degree is specifically designed for individuals who have completed a course of study and received an AAS degree from a regionally accredited institution of higher education. The BAS is an undergraduate degree that emphasizes the practical application of the knowledge and skills gained during a course of study. More commonly seen in technical fields (such as physical sciences, business, etc.), students who pursue a BAS degree gain experience in applying knowledge and skills in increasingly complex contexts. In this way students learn, within the context of the workplace, to think critically about problems in the workplace, to understand those problems from multiple perspectives, and to design and test solutions to those problems. Instead of requiring students to select a single major to study, BAS degrees are unique in that they typically focus on the development of authentic skill sets in the context of one or more employment sectors to guide students in their last two years of study. The BAS degree recognizes that workplace problems are interdisciplinary in nature, hence a program that promotes a broader study rather than having students pursue a traditional, major-driven 4-year degree.

2. **Create opportunities and experiences to foster understanding and appreciation of the rich diversity of thought and culture.** In the BAS program, students participate in a variety of active engagements within different communities, industries, systems, and frameworks. This variety allows students to experience different ways of thinking, solving problems and interacting with others in a professional capacity.
3. **Maintain a dynamic intellectual, artistic, and cultural life by promoting and supporting research and creative activities by undergraduates, graduates, and faculty.** With their faculty mentors, course instructors, and community partners, students enrolled in the BAS program will have opportunities to participate in scholarly research, program development, program assessment and other creative activities. These activities will be embedded within courses taken in selected pathways of study, available through independent study or special topic courses, and in their experiential placements.
4. **Contribute to the quality of life of the community, region, and beyond through applied research, economic development, health care, and cultural enrichment.** The applied nature of this degree program means that upon graduation, students will be workforce ready, having gained knowledge and skills in their selected pathways. Because students will select a pathway (e.g., advanced manufacturing, entrepreneurship) that addresses an area of need identified by the state of WV, along with two other related areas, and focus on the development of various skill sets, they will be ready to make an immediate impact on the life of the community, region, and beyond.
5. **Cultivate the development of an inclusive, just, and equitable community.** The opportunity to apply their knowledge and skills in situ while they are students will provide students with experiences that require them to understand the context in which they are working. In other words, they will learn how to integrate the culture and cultural practices of the communities in which they work to generate more inclusive, more just, and more equitable communities.

## Program Location:

*The BAS program will reside in University College.* The primary mission of University College is to “offer students a solid foundation of academic skills for progression into another Marshall University college to declare a major and graduate.” The college achieves this mission by “adhering to national academic advising standards, providing professional academic guidance in a holistic and caring manner, understanding and practicing inclusion, operating with high ethical standards, embracing innovation and creativity, collaborating with the university community to ensure student success, safeguarding the privacy of students, and encouraging student engagement in their own educational experience. University College extends this mission to all Marshall students by providing a broad range of academic services and transitional support programs.”

*University College has personnel who are prepared to assist students who are new to Marshall University who may need special supports to make a successful transition into a 4-year baccalaureate program.* While University College typically works with first-time, full-time students, prospective BAS students are not unlike the students University College typically works with. Specifically, prospective BAS students may need additional support to effectively transition from community and technical college teaching practices and from a smaller student body and smaller classes to an institution the size of Marshall University.

## Program Features:

### 1. Summary of Important Features:

- ***The Bachelor of Applied Science (BAS) degree is specifically designed for individuals who have completed a 2-year course of study and received an earned AAS degree from a regionally accredited institution of higher education.***
- ***Instead of requiring students to select a single major to study, students in the BAS program will typically identify a field of study. Within that field of study, students will identify two or more professional development pathways (e.g., minors, areas of emphasis, concentrations, or certificates) to complete. These pathways focus on building knowledge and skills that will enable students to achieve their career goals.***
- The BAS is an undergraduate degree that emphasizes the practical application of the knowledge and skills acquired during a course of study.
- More commonly seen in technical fields, physical sciences, and business, students who pursue a BAS degree learn how to apply skills and knowledge in situ. In this way students learn, within the context of the workplace, to think critically about problems in the workplace, to understand those problems from a “customer” perspective, and to design and test solutions to those problems.
- BAS degrees typically recognize that workplace problems are interdisciplinary in nature, so they promote a broader study than pursuing a traditional, major-driven 4-year degree.

- ### 2. Program Learning Outcomes:
- The BAS is, by its very nature, one that requires active student engagement using refined sets of skills to solve authentic problems. The following program learning outcomes (1-5) reflect the skill sets which will enable most students the skills required to solve complex problems. Learning outcome #6 specifically addresses the skill set

that will assist students in making a transition from academic learning to application of learning. At the same time students are developing their skill sets, they are acquiring knowledge.

- a. *Integrative Thinking*: Students will **make connections** and **transfer** skills and knowledge among varied disciplines, domains of thinking, and situations. [This outcome is required in all courses carrying the critical thinking designator.]
- b. *Metacognitive Thinking*: Students will **evaluate** the effectiveness of a project plan or strategy to **determine** the degree of their improvement in knowledge and skills.
- c. *Ethical and Civic Thinking*: Students will **determine** the origins of core beliefs and ethical principles, **evaluate** the ethical basis of professional rules and standards of conduct, **evaluate** how academic theories and public policy inform one another to support civic well-being, and **analyze** complex ethical problems to address competing interests.
- d. *Quantitative Thinking*: Students will **analyze** real-world problems quantitatively, **formulate** plausible estimates, **assess** the validity of visual representations of quantitative information, and **differentiate** valid from questionable statistical conclusions.
- e. *Intercultural Thinking*: Students will **evaluate** generalizations about cultural groups, **analyze** how cultural beliefs might affect communication across cultures, **evaluate** how specific approaches to global issues will affect multiple cultural communities or political institutions, and **untangle** competing economic, religious social, political or geographical interests of cultures groups in conflict.
- f. *Community Engagement*: Students will **build** trusting and collaborative relationships with communities (*people*); **guide** and **support** communities as they define community goals, plan and execute community actions to achieve those goals, and evaluate the effectiveness of their community actions (*practices*); **contribute** to the development of new community standards (*policy*); and, **lead** efforts to evaluate community efforts with an eye toward ongoing improvement for future efforts (*performance*).

### 3. Additional Program Outcomes:

- a. The program will develop, maintain, and sustain **relationships** with a variety of community organizations, businesses, and industries to provide places and spaces where students can actively and authentically apply their knowledge and skills to solve problems.
- b. The program will provide students with multiple **frameworks**, learned in their professional development complement areas, through which they might identify, understand and solve problems.
- c. The program will use design thinking **processes** to identify, understand and solve problems.
- d. The program will establish a data-driven, evidence-based **culture** to promote the importance of lifelong learning.

### 4. Admissions and Performance Standards:

- a. Students must have an earned (AAS degree from a regionally accredited institution of higher education. This degree serves as a block transfer and fulfills the general education requirements of the BAS degree.
- b. Students may transfer up to 72 hours of coursework that was required for their AAS degree program.
- c. Students must maintain a 2.0 to remain in the program.
- d. Students may need to fulfill additional requirements if required by in specific courses or in their experiential placements (e.g., background check, TB test).

**5. Program Requirements:**

- a. *Credit Hours:* 120 credit hours (minimum) which must include at least 30 hours of upper division coursework and at least 30 hours of coursework taken at Marshall University.
- b. *General Education:* An earned Associate in Applied Sciences degree, from a regionally accredited institution of higher education, fulfills the general education requirements.
- c. *Professional Development Pathways:* The BAS degree is designed to allow students, who want to extend their education in personally meaningful ways, to capitalize on interdisciplinary and integrative learning through the pursuit of professional development pathways (e.g., minors, areas of emphasis, concentrations, or certificates). Students must complete at least 2 professional development pathways.
- d. *Experiential Placements:*
  - i. Students must complete at least 6 hours of field experience (e.g., sustained immersion over the course of a semester such as an internship or co-op placement), related to their professional development pathways.
  - ii. Students may need to fulfill additional requirements if required by their experiential placement (e.g., background check, TB test).
- e. *Summary -* Students in the BAS program will be eligible for graduation if they have:
  - i. Completed 30 hours of upper division coursework.
  - ii. Completed 30 hours of coursework at Marshall University.
  - iii. Completed 2 professional development pathways.
  - iv. Completed 6 hours of field experience.
  - v. Completed a total of 120 hours (includes hours required for completion of the AAS degree).
  - vi. A 2.0 grade point average.

**6. Majors to be offered:** None

**7. Specializations/Areas of Emphasis:** Students will complete two professional development pathways to support them in building knowledge and skills within the context of a field of study (e.g., aviation, entrepreneurship, cybersecurity, health care, etc.). Each pathway (e.g., minors, areas of emphasis, concentrations, certificates, etc.) represents a specialization.

**8. Minimum Credit Hours to Complete the Program:** 120 credit hours

**9. Research-tool Requirements:** Requirements are variable and depend upon which courses students take and where they complete their field experiences.

**10. Examination Procedures:** Examination procedures for student learning will be conducted according to the syllabi for the courses students enroll in. In some cases students might be taking examinations, developing projects, or demonstrating learning through application of knowledge and skills in their field placements.

**11. Requirements for a Research Paper, Thesis or Dissertation:**  
None

**12. Field Work or Similar Requirements:** Students are required to complete 6 hours of field experience in placements related to their field of study or professional development pathways.

**13. Other Information to describe the program:**

### **Program Delivery**

- The program is built around existing courses which are organized to provide opportunities for students to develop integrated and multidisciplinary bodies of knowledge and relevant skill sets.
- Depending upon which professional development pathways and other courses students elect to take, the program could be completed on-campus, with hybrid courses, with hyflex courses, with online courses, or with any combination of the above.
- The program may be completed by full-time and part-time students, allowing students the opportunity to set their own pace.

### **Program Need & Justification**

Hanover Research (see attached Academic Program Assessment) completed an analysis of student demand trends, labor market demand, and market competitors and recommended that Marshall University should offer the Bachelor of Applied Science degree program. Further, they reported the following:

- There is a positive intersection of workforce trends and the number of AAS degrees awarded.
- Workforce development organizations are recommending that WV increase the number of citizens with bachelor's degrees and the BAS provides a path to that end for individuals who have been less likely to pursue additional degrees.
- There is a moderate or high demand for workers in various fields who hold bachelor's degrees.

- West Virginia has a goal of 60% of citizens in the state will have a certificate or degree by 2030. Estimates are that 50.8% of the 25 years and older segment of the population have some college credits; 25% of the population have a bachelor’s degree or higher.

**Will Degree Program be similar in title or content to an existing Degree Program or Major at the University?**

Some may consider this degree program to be like the RBA degree, and there are similarities. These similarities include:

1. **Prior Learning Experience:** Both degree programs recognize the value of experience in the learning enterprise; students may be granted credit for prior learning experiences completed outside of their academic journey.
2. **Flexibility:** Both degrees offer students flexibility in course selection and in the sequencing and pacing of coursework.

Likewise, there are important differences between the RBA and BAS degrees. These differences include:

1. **Focus:** Students in the RBA program are not required to identify a focus for their studies (although many will). Students in the BAS program are required to complete at least two professional development pathways.
2. **Eligibility - High School Graduation:** Students in the RBA must have been out of high school for at least 3 years before enrolling in the RBA program. There are no limitations relating to the date of completion of high school for students in the BAS degree program; they only need to have completed an AAS degree.

**Existing Programs**

List similar programs (and their locations) offered by other institutions (public or private) in West Virginia. State why additional programs or locations are desirable.

School Name	BAS Degree?	Degree In? (Content Area)
Bethany College	No	
Bluefield State University	Yes	Interdisciplinary Concentration Pre-Medicine Concentration
Concord University	No	
Davis & Elkins College	No	
Fairmont State University	No	
Glennville State University	Yes	No concentration
Shepherd University	No	
University of Charleston	No	
West Liberty University	No	
West Virginia State University	No	



WVU-Institute of Technology	No	
WVU-Potomac State College	No	
West Virginia Wesleyan College	No	
Wheeling University	No	

### **Learning Outcomes of the Marshall University Baccalaureate Degree Profile**

- Marshall University’s Baccalaureate Degree Profile represents nine different **skill sets** which, taken together, represent the most common program outcomes across our many academic units.
- These skill sets represent nine different kinds of critical thinking: communication fluency, creative thinking, ethical and civic thinking, information literacy, inquiry-based thinking, integrative thinking, intercultural thinking, metacognitive thinking, and quantitative thinking.
- Five of these (integrative thinking, metacognitive thinking, ethical and civic thinking, quantitative thinking, and intercultural thinking) come directly from the Marshall University Baccalaureate Degree Profile.
- The sixth, Community Engagement, supports the community relationships the program must develop, maintain and sustain.

### **Relationship to Marshall’s Strategic Vision**

The vision of Marshall University: *To inspire learning and creativity that ignites the mind, nurtures the spirit, and fulfills the promise of a better future.*

The BAS degree program aligns closely with the vision of Marshall University. The intent of the program is to create linkages between technical learning (skill development) and academic learning (knowledge development) equipping students with the practical skills and knowledge needed to succeed in the workforce. As an applied degree, the attention to blending skills and knowledge throughout their education serves to Inspire students to learn, as can be seen in those aspects of the program where students are engaged in addressing and solving real problems. In many cases, that inspiration leads students to develop creative solutions to persistent problems. Solving difficult problems nurtures our spirits as we find satisfaction in empowering individuals and communities. Finally, when problems are solved, we have more time to address new problems, act, and evaluate the outcomes of our processes. Marshall aims to provide education and opportunities that foster the Intellectual, cultural, and economic development of Its students and the communities it serves. The BAS degree Is designed to create linkages between technical and academic education, equipping students with the practical skills and knowledge needed to succeed in the workforce. By offering the BAS degree, Marshall University demonstrates its commitment to preparing students for meaningful careers and contributing to the economic growth of the region.

### **Relationship to the Statewide Master Plan**

The Higher Education Policy Commission’s (HEPC) Vice Chancellor, Dr. Corley Dennison wrote (in an email to Stephen Tipler), that Marshall University is not required to follow the 2018 state master plan. Tipler noted that Dennison suggested we refer to Series 10 as the main instrument for program planning.

Series 10 (*Policy Regarding Program Review and Planning*) has an effective date of September 2, 2022, and guides institutions to consider the “full breadth of academic programs and the resources necessary to support them.” The HEPC, through Series 10, has identified *external demand, quality of outcomes, and delivery cost* as the “priority core components” of program evaluation.

Through this Intent to Plan, we demonstrate that there is demand for this degree (see attached Hanover report); our degree includes outcomes that target the development of knowledge and skills and integrates well with our general education and other requirements all students must complete (e.g., capstone experience, internships); and low-cost delivery because it capitalizes on existing structures and processes that have capacity to serve more students.

## **Program Planning and Development**

### **History of Development and Submission of this Program Proposal**

Students who earn AA and AS degrees at a CTC are positioned to transfer into 4-year academic programs. However, students who earn AAS degrees have few options to advance their careers, change their careers, or build new skill sets. The BAS is designed specifically for AAS students who seek to advance their educational levels and their careers.

### **What Resources (e.g., personnel, financial, equipment) have already been invested in this program?**

This program relies upon existing resources. personnel (e.g., faculty, college administrators, advisors). No additional financial support or equipment is required at this time.

### **What Planning activities have supported this proposal?**

The proposed BAS was developed through a collaboration between the academic leaders at Marshall (e.g., Academic Affairs, Deans, faculty, etc.), academic leaders at MCTC and other WV CTCs, work-force leaders, and faculty. In our meetings, we discussed how we might support each other, tested ideas, selected target employment sectors/fields of study, and identified professional development pathways. In all conversations we are having with prospective partners, we are receiving positive feedback about the importance of this degree.

### **Clientele and Need**

The BAS degree serves a wide variety of individuals and needs. It is **comprehensive** enough to satisfy individuals who have little to no workforce experience and **robust** enough to elevate the knowledge and skills of seasoned members of the workforce.

### **Indicate any special characteristics, such as age, vocation or academic background**

1. We anticipate having students who matriculated to a CTC immediately after completing high school and completed their AAS degree in 2-3 years (depending on length of program, full-time or part-time attendance, etc.).
2. We also expect students who have been in the workforce and want to add to their skill sets to be current and enhance their career options.

### **Indicate manpower needs, interest on the part of industry, research or other institutions, governmental agencies, or other indicators, justifying the need for the program**

1. A recent report from Hanover Research showed that education, finance, technology, and business occupations were in high or moderate demand in WV.
2. A recent report from Hanover Research reported that the demand for associate degrees in WV is increasing with a 4.0 percent growth between 2017-2021. While that growth does not distinguish between the type of associate degree (AA, AS, or AAS), Hanover found that 17 WV community and technical colleges award AAS degrees. Further, approximately 2000 students each year (2,199 AAS degrees were conferred in 2022) will graduate from a WV community and technical college with an AAS degree.

### **Employment Opportunities**

1. The Hanover Research report reported that there is high demand for occupations in education, finance, technology, and business through 2026.
2. Furthermore, there is moderate demand for the following:
  - a. Computer Occupations (Computer Systems Analysts; Software Developers; Database Administrators; Network and Computer Systems

- Administrators)
  - b. Finance Occupations (Cost Estimators; Financial Analysts; Personal Financial Advisors)
  - c. STEM Occupations (Electrical, Industrial, Civil, Environmental, Mechanical, Mining and Geological Engineers; Conservation or Environmental Scientists; Chemists; Surveyors)
  - d. Human Resources Occupations (Training and Development Specialists; Operations Research Analysts; Compensation, Benefits, and Job Analysis Specialists)
  - e. Social Work and Education Occupations (Child, Family, and School Social Workers; Mental Health and Substance Abuse Social Workers; Health Educators; Probation Officers; Teachers)
  - f. Other Occupations (Clergy, Directors of Religious Activities; Graphic Designers; Producers and Directors; Writers and Authors; Dietitians and Nutritionists; Medical and Clinical Laboratory Technologists; Market Research Analysts)
3. Top employers for individuals holding bachelor's degrees include: Humana, WV Department of Transportation, WVU, state of West Virginia, Bureau for Social Services, Deloitte, ICF, Genesis Healthcare, Marshall University, CDM Smith, Guidehouse, Oracle.

### **Program Impact**

Because BAS students will be selecting at least two professional development pathways within the context of an employment sector, some programs, departments, and colleges will see an increase in the number of students taking their courses. Based on the incentive based budgeting model, this will result in an increase in the amount of money flowing into the colleges.

### **Opportunity Costs of this program, including enrollment, faculty load, and resources in other programs**

1. **New Segment:** The BAS degree program serves a segment of the population we have never recruited; students entering this program would not be likely to attend Marshall at all if not for this degree.
2. **Competitive Advantage:** As noted in a previous section, there are only two other schools in the state who offer something like the degree program we are proposing. Given the demand for and potential for growth, we would have a competitive advantage by offering the degree now.

### **Cooperative Arrangements**

1. Multiple cooperative arrangements already exist. Many of those are managed through the Office of Career Education and some are managed and maintained by departments/colleges.
2. Courses to be taken by registered students already exist in the various departments and schools. Consequently, the equipment required will be available to them because they are registered students.
3. Marshall Advanced Manufacturing Center, Coalfield Development, Mountwest Community and Technical College (and others in-state and out-of-state)

### **Alternatives to Program Development**

1. *Transfer*: Most AAS degrees require fewer general education courses than an AA or AS degree because the bulk of the required coursework is applied studies in which students engage in experiences that allow them to practice, develop, and master a technical skill. Should those students transfer into a 4-year school or program to acquire a BA or BS (or equivalent degree), they would have to complete all the general education requirements and any prerequisite coursework. This could realistically take an additional three years, at least. A BAS degree typically requires only two more years which is easily achieved when the AAS is applied as a block demonstrating completion of the general education requirements.
2. *Articulation Agreement 2 + 2*: Like the transfer option discussed above, the students would be responsible for fulfilling most of the general education requirements, thus lengthening their stay in the academy and increasing their financial burden.

## **Program Financial Information**

### **New Program Specific Fees**

None

### **Revenue self-generating by year 10?**

Yes

### **Describe any institutional plans to reallocate resources to the program in each year of five-year period**

None

### **Supplemental Resource Needs, beyond usual institutional allocations or regular budget process**

None beyond what we would normally consider with increased enrollment. For example, with increased enrollment we had to add advisors in a couple of areas. As the BAS enrollment increases, we could reach a point of requiring an additional advisor. That would most likely be a new position request.

### **Projection of Program Size**

We anticipate having between 80-100 students at the end of five years.

## **Program Implementation and Projected Resource Requirements**

### **Program Administration**

Because the BAS program is not based within a single disciplinary field of study; it will be based within the University College unit. University College already has advisors and an administrative framework that can absorb and support this new degree program and the students who enroll in it.

### **Program Projections**

We know, from the Hanover report, that the projected market for the BAS degree includes 2,199 AAS conferrals in WV in 2022. Furthermore, there are additional candidates in Ohio and Kentucky.

1. Because we will have a later start for recruiting for and marketing the program, we will likely have a “warm” start in fall 2024. Still, we believe we

could recruit approximately 2.5% of the potential market and enroll 55 students for fall 2024.

2. A major variable in our projections is the enrollment status of the students. Students in this program may participate on either a part-time or full-time basis. We anticipate that students who pursue the BAS immediately after receiving their AAS degree are more likely to attend full-time (assuming they were full-time at their CTC). Prospective students who are currently working will likely attend on a part-time basis. For Form 1, we will assume that 1/3 of the students will be enrolled as full-time students and 2/3 of the students will be enrolled as part-time students. This distribution was used to determine FTE.
3. A related, but different variable, is the number of hours students, particularly those enrolled as part-time students, might take each semester. For Form 1, we will assume that part-time students will enroll in 3 hours in both fall and spring terms for a total of 6 hours per academic year. Additionally, we assume that full-time students will enroll in 12 hours per semester for a total of 24 hours per academic year.
  - a. Contents of Form 1 were derived in this manner:
    - i. Headcount: Assumed 2.5% of the prospective market of 2,199 students would enroll in first year. Projected 10% growth, year over year, through the fifth year.
    - ii. FTE: Derived from an assumption that 1/3 of the students would be full-time and 2/3 of the students would be part-time. Assumed full-time students would complete 24 credit hours over the course of a year and that part-time students would complete 6 credit hours over the course of a year.
    - iii. SCH: Derived from the assumptions noted above with regard to headcount and FTE.
    - iv. Degrees Granted: Using the data found in *Tracking Transfer: Measures of Effectiveness in Helping Community College Students to Complete Bachelor's Degrees* (Shapiro et al., 2017) we calculated that 42% of the students who transfer with a degree in hand would complete a 4-year degree.

### **Faculty Instructional Requirements**

Students in the BAS program will be taking courses that are already being offered by existing faculty.

### **Library Resources and Instructional Materials**

Because the BAS program does not introduce a new discipline or area of study, the existing library resources and instructional materials will be sufficient.

### **Support Service Requirements**

Because the BAS program does not introduce a new discipline or area of study, the existing instructional materials and requirements will be sufficient.

### **Facilities Requirements**

Because the BAS program is built on existing programs, pathways, and courses, no additional space is required.

### **Operating Resource Requirements**

The BAS program is different from almost all other degree programs in that University College, where the degree will be housed, is not a revenue unit.

Instead, University College is funded as a support unit. Further, it provides a fully functional administrative unit with the capacity to manage the BAS program and students. Specifically, there are already administrators, advisors, and clerical workers in University College who have the capacity to absorb the BAS students, just as they absorbed additional students in fall of 2023.

As a support unit, University College makes a budget request each year in the new budget model. This request will include salaries as well as non-salary costs. University College will need to propose a budget request each year sufficient to cover the costs of advising and operating the BAS program (not including instructional expenses). It is anticipated that this request will not exceed the 25% of net tuition that University College would receive for each BAS major if University College were a revenue unit.

### **Source of Operating Resources**

The new budget model provides a map of the source and recipients of operating resources.

For example:

1. The new budget model normally directs 75% of net student tuition to the college of instruction. This will cover the instructional costs for the BAS students.
2. The budget model normally directs 25% of net student tuition to the college of the major. Because University College is not a revenue unit, they will not receive this revenue directly. However, the program can operate with funding equivalent to the 25% of net tuition that would be allocated if UC were a revenue unit.
  - a. The allocation in the FY22 model budget is \$938 per full-time student per year.
  - b. As we gain more students in University College, we may reach a point where we will require additional advisors. New advisors typically have a starting salary of \$54,000 including benefits. Most advisors of students who are high touch, as many of the prospective BAS students will be, have caseloads of 125. The cost per student for advising is \$432. As noted above, University College will have available approximately \$938 per full-time student per year. This amount easily covers the cost per student in advising.
  - c. All other administrative functions are already in place and functional with the capacity to absorb the BAS students.

### **Tentative Curriculum**

#### **Tentative Curriculum Outline**

The flexible nature of the BAS degree program allows us to provide individualized academic maps to our BAS students. The table below provides an example of some of the combinations students might choose.

As an example, students graduating from Marshall's Aviation Maintenance program will have an AAS degree. Those students who want to further their education could then seek admission for a bachelor's degree. If the students are interested in building aviation maintenance businesses they might decide, based on their own needs, to select the following professional development pathways: Business Communications and Accounting. Different students might select a different combination of professional development pathways.

{ skill sets }				
	Innovation	Leadership	Economic Development	Community Development
Aviation	General Business (15) Entrepreneurship (15)	Business Communications (15)	Accounting (15) Finance (18)	
Advanced Manufacturing	Engineering Science (18)	Japanese Studies (15) Business Communications (15)	Economics (15)	
Cybersecurity	Entrepreneurship (15)	Business Communications (15)	Management Information Systems (12)	Criminal Justice (15)
Energy Sustainability	Environmental Science (17-19) Physics and Physical Science (14) Sustainability (15)	Business Communications (15) Public Relations (15-21)	Management Information Systems (12)	Natural Resources & Recreation Management (15)
Entrepreneurship	Game Development (15) Web Development (15)	Business Communications (15) Journalism (15) Public Relations (15-21)	Accounting (15) Advertising (15) Music Entrepreneurship (15)	Hospitality & Tourism Marketing (15)
Healthcare	Addiction Studies (15) Social Work (15)	Business Communications (15)	General Business (15)	Health & Wellness (14)

### **Clientele and Need**

The BAS degree serves a wide variety of individuals and needs. It is **comprehensive** enough to satisfy individuals who have little to no workforce experience and **robust** enough to elevate the knowledge and skills of seasoned members of the workforce.

### **Indicate Personnel Needs**

No additional personnel will be needed to deliver the curriculum.

### **Cooperative Arrangements**

We will work cooperatively with other support units on campus (e.g., career education) to assist students in achieving their goals. Career education has the necessary resources to assist in placing students in field experiences and in helping students market themselves at the completion of their bachelor's degree.

### **Any Additional Supporting Documentation**

### **External Analysis of the Program, if any**

See Hanover report.

## **References**

Shapiro, D., Dundar, A., Huie, F., Wakhungu, P.K., Yua, X., Nathan, A. & Hwang, Y. (2017, September). Tracking Transfer: Measures of Effectiveness in Helping Community College Students to Complete Bachelor's Degree (Signature Report No. 13). Herndon, VA: National Student Clearinghouse Research Center.



**(Form 1) FIVE-YEAR PROJECTION OF PROGRAM SIZE<sup>1</sup>**

	<b>First Year (2024-25)</b>	<b>Second Year (2025-26)</b>	<b>Third Year (2026-27)</b>	<b>Fourth Year (2027- 28)</b>	<b>Fifth Year (2028-29)</b>
<b>Number of students served through course offerings of the program:</b>	The BAS program does not offer content courses. Students will register for internships and co-ops in UNI sections specifically designed for the BAS students.				
Headcount					
FTE					
# of SCHs generated by courses within the program (entire academic year)					
<b>Number of Majors:</b>					
Headcount	55	61	67	74	81
FTE	27	30	33	37	40
# of SCHs generated by courses within the program (entire academic year)	654	726	798	894	972
Number of degrees to be granted (annual total)	0	12	13	15	17

**(Form 2) FIVE-YEAR PROJECTION  
OF  
TOTAL OPERATING RESOURCES  
REQUIREMENTS\***

	<b>First Year (2024-25)</b>	<b>Second Year (2025-26)</b>	<b>Third Year (2026-27)</b>	<b>Fourth Year (2027 -28)</b>	<b>Fifth Year (2028-29)</b>
<p>University College is funded as a support unit. Further, it provides a fully functional administrative unit with the capacity to manage the BAS program and students. Specifically, there are already administrators, advisors, and clerical workers in University College who have the capacity to absorb the BAS students.</p> <p>As a support unit, University College makes a budget request each year in the new budget model. This request will include salaries as well as non-salary costs. University College will need to propose a budget request each year sufficient to cover the costs of advising and operating the BAS program (not including instructional expenses). It is anticipated that this request will not exceed the 25% of net tuition that University College would receive for each BAS major if University College were a revenue unit.</p>					
<b>A. FTE Positions</b>					
1. Administrators					
2. Full-time Faculty					
<sup>1</sup> See item 2 in the "Program Implementation and Projected Resource Requirements" section for information on the source of the information included in this chart.					

3. Adjunct Faculty					
4. Graduate Assistants					
5. Other Personnel:					
a. Clerical Workers					
b. Professionals					
Note: Include percentage of time of current personnel.					
<b>B. Operating Costs (Appropriate funds only)</b>					
1. Personal Services:					
a. Administrators					
b. Full-time Faculty					
c. Adjunct Faculty					
d. Graduate Assistants					
e. Non-Academic Personnel:					
i. Clerical Workers					
ii. Professionals					
Total Salaries					
2. Current Expenses					
3. Repairs and Alterations					
4. Equipment					
a. Educational Equipment					

b. Library Books					
5. Nonrecurring Expenses					
Total Costs					
<b>C. Sources</b>					
1. General Fund Appropriation					

**Marshall University Board of Governors  
Meeting of April 10, 2024**

**ITEM:** Approval of Degree Addition: Master of Arts in Applied Behavior Analysis

**COMMITTEE:** Academic and Student Affairs Committee

**RECOMMENDED ACTION:** *Resolved*, that the Marshall University Board of Governors approve the Degree Addition: M.A. in Applied Behavior Analysis.

**STAFF MEMBER:** Avi Mukherjee  
Provost and Senior Vice President for Academic Affairs

**BACKGROUND:**

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to promote significant social behavior change. The goal of ABA is to improve learning and decrease challenging behavior, which may impact the individual's quality of life. ABA is an effective intervention for many problems and populations including those with and without specific diagnoses, across settings. Students in the program will learn the underlying philosophy of ABA, as well as their application to improve the quality of life of clients diagnosed with autism spectrum disorder, other developmental disorders and substance abuse.

The program consists of 33 hours of coursework, which will allow students to obtain a Master of Arts Degree in ABA. Completion of the course work will allow students to sit for the Board Certified Behavior Analyst® (BCBA®) exam and, where applicable, become certified or licensed to practice. Marshall University psychology, special education, counseling, business and social work students may want to seek this additional degree to enhance their employment options. Students pursuing other graduate degrees related to rehabilitation services (e.g., communication disorders, counseling, nursing and social work) or business may want to complete coursework in the area to learn more about evidence-based practices derived from ABA.

Nationally, this is a highly sought after degree program. A Hanover Academic Assessment report noted that the program would be viable with the following key points:

- Employment prospects for students with the M.A. in ABA degree are excellent and expected to grow by 10.3% through 2031.
- There are thousands of job listings in this field.
- There are no similar programs in West Virginia, giving Marshall University the competitive edge.
- Marshall University's proposed program would provide supervised fieldwork as part of the curriculum, something that will likely be appealing to many prospective students. Many other institutions require students to find their own fieldwork opportunities.

The proposed M.A. in ABA will attract new students to Marshall University. Specifically, the program will be attractive to recent college graduates seeking certification, students enrolled in other rehabilitation degree programs who want to improve employability, business students, teachers and other professionals.

**Fiscal Note**

The program will require the addition of new courses and staff. Enrollment and budget projections demonstrate that the program will become self-sufficient within 10 years of operation.

## Graduate Intent to Plan--Major or Degree

NOTE: This "Intent to Plan" form must be submitted and go through the approval process BEFORE you submit the form titled, "Request for Graduate Addition, Deletion or Change of a Major or Degree." For detailed information on new programs please see: <http://wvhepcdoc.wvnet.edu/resources/133-11.pdf>.

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one PDF copy without signatures to the Graduate Council Chair. If attachments are included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COEPD Dept/Division: Special Education

Contact Person: Jennifer McFarland-Whisman Phone: 304-696-2883

New Degree Program M.A. in Applied Behavior Analysis

Effective Term/Year    Fall 20  24    Spring 20     Summer 20

**Information on the following pages must be completed before signatures are obtained.**

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u>Dr. Debra Lockwood/tkt</u>	Date <u>3/16/23</u>
College Curriculum Chair <u>McKenzie Brittain</u>	Date <u>3/27/23</u>
College Dean _____	Date _____
Graduate Council Chair <u>D J L Gu</u>	Date <u>5-5-23</u>
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____

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. (May attach separate page if needed)

Program Description

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to socially significant behavior change. The goal of ABA is to improve learning and decrease challenging behavior, which may impact the individual's quality of life. ABA is an effective intervention for many problems and populations, including those with and without specific diagnoses, across settings.

The program consists of 33 hours of coursework which will allow students to obtain a Master of Arts Degree in ABA. Completion of the course work will allow students to qualify to sit for the exam to become a Board Certified Behavior Analyst (BCBA) and, where applicable, licensed to practice. Marshall University psychology, special education, counseling, business and social work students may want to seek this additional degree to enhance their employment options. Students pursuing graduate degrees related to rehabilitation services (e.g., communication disorders, counseling, nursing, and social work) or business may want to complete coursework in the area to learn more about evidence-based practices derived from ABA.

Admission Requirements

Students not currently enrolled at Marshall University

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website: www.marshall.edu/graduate/how-to-apply-for-admission.

In addition to Marshall University's requirements for admission, applicants must have:

- An undergraduate Grade Point Average (GPA) of 2.80 or higher on a 4.0 scale, or a graduate degree from a regionally accredited institution, and
•Two letters of recommendation from professionals who know the candidate well

Students currently enrolled at Marshall University

Students currently enrolled at Marshall University as a graduate student and who are in good academic standing may complete courses in ABA as electives by adding them to their Plan of Study.

Table with 3 columns: Course Number, Title, Credit Hours. Lists courses ABA 600 through ABA 680 with their respective titles and credit hours.

## Graduate Intent to Plan--Major or Degree-Page 4

Please insert in the text box below your summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

New Major or Degree:

Credit Hours:

Rationale:

Department: Special Education

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

Credit Hours: 33

Rationale:

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior, which may impact the individual's quality of life. ABA is an effective intervention for many problems and populations, including those with and without specific diagnoses, across settings.

The program will allow students to obtain 33 hours of coursework in Applied Behavior Analysis (ABA). Completion of the course work will provide students with a master's degree and allow them to sit for the Board Certified Behavior Analyst (BCBA) exam and, where applicable, become certified or licensed to practice.

Students pursuing other graduate degrees related to rehabilitation services (e.g., Psychology, School Psychology, Special Education, Communication Disorders, Counseling, Nursing, and Social Work) or business may want to take select courses to learn more about evidence-based practices derived from ABA that are applicable to their field of study or complete a second master's degree to improve employability.

The program's learning outcomes align with Marshall University's educational mission, namely the ability to outline multiple solutions to a problem and generate innovations. Another alignment is with ethical and civic thinking. Students will apply ethical principles to their work. Additionally, students will use information literacy and inquiry-based thinking when applying skills to practice.

The program's learning outcomes support Marshall's Strategic Vision as the program will provide students with a high-quality professional degree that will help address needs in the state. Furthermore, the program's learning outcomes are consistent with the statewide master plan, which seeks to provide students with tools to be productive in the workforce. Students completing the program may become a Board Certified Behavior Analyst® (BCBA®) and, where applicable, licensed to practice. Through Marshall's online platform, we will increase access for all of West Virginia, as well as other states, to our program.

Nationally, this is a highly sought after degree program. A Hanover Academic Assessment report was completed in September 2022 and noted that the program would be viable (see attachment for the full report).

Key findings included:

- Employment prospects for students with the M.A. in ABA degree are excellent and expected to grow by 10.3% through 2031.
- There are thousands of job listings in the field in the region.
- Because there are no similar programs in WV, Marshall University would have a competitive edge.
- Marshall University's proposed program would provide supervised fieldwork as part of the curriculum, something that will likely be appealing to many potential students. Most institutions require students to find their own fieldwork opportunities.





# ACADEMIC PROGRAM ASSESSMENT

Master's Programs in Applied Behavior Analysis

Prepared for Marshall University

September 2022

In the following report, Hanover assesses demand for master's degree programs in applied behavior analysis, specifically highlighting demand trends within Marshall University's region. This report includes an examination of student and labor market demand, and an analysis of potential competitor programs.



## TABLE OF CONTENTS

- 3** / Executive Summary
- 5** / Degree Completions Analysis
- 6** / Labor Market Analysis
- 7** / Real-Time Job Postings Analysis
- 8** / Competitor Analysis
- 12** / Program Benchmarking Summary

# EXECUTIVE SUMMARY

## RECOMMENDATIONS

Based on an analysis of degree completions, labor market demand, and market competitors, Hanover recommends that Marshall University (Marshall):

### MOVE FORWARD WITH THE PROPOSED MASTER'S DEGREE IN APPLIED BEHAVIOR ANALYSIS.



Master's programs in Applied Behavior Analysis (ABA) exhibit positive trends regarding both student and labor market demand. At both the regional and national levels, conferrals for ABA master's programs grew faster than average over the 2016 to 2020 period. Further, Marshall would have no state-wide competition as no institutions currently offer the program in West Virginia suggesting the addition of such a program would fill a gap and take advantage of this high-growth field. Moreover, in aggregate, ABA-related occupations are projected to grow much faster than average across reviewed geographic levels. This suggests that—should Marshall move forward with the program—it would be viable.

### CONSIDER OFFERING BOTH AN ON-CAMPUS AND ONLINE OPTION FOR WHICH STUDENTS MAY ARRANGE THEIR OWN SUPERVISED FIELDWORK EXPERIENCES.



For benchmarked programs, on-campus formats are the most prevalent. However, several institutions such as the University of Cincinnati and the University of South Florida provide online options in which students are responsible for securing their own supervised fieldwork. Often the online formats are not Association for Behavior Analysis International (ABAI) accredited. Providing this option may allow students with access to practicum sites, but not Marshall's campus or affiliated practicum sites, to pursue the degree.

### KEEP ADMISSIONS REQUIREMENTS TO A MINIMUM.



Profiled programs have fairly minimal admissions requirements. Most institutions ask only for transcripts, letters of recommendation, a resume/CV, and a personal statement. Several indicated preferred GPA scores, but few specify a minimum acceptable GPA or require GRE or other standardized test scores. Adhering to these minimalistic admissions requirements will facilitate the application process for prospective students who will likely be working adults.



# EXECUTIVE SUMMARY

## KEY FINDINGS

**Student demand indicators for master's programs in ABA are positive.** While there are no programs offered in West Virginia, both regional and national conferrals for similar programs grew much faster than average. This suggests that demand for such programs is also growing. Should Marshall move forward with the proposed program, it would have little local competition. While employment prospects for ABA-related jobs in the state are excellent, no West Virginia institutions are currently offering the degree. Competition is also limited in Marshall's region; thus, Marshall should consider taking advantage of this growing market.

**Graduates of the proposed degree are projected to encounter favorable labor markets.** ABA-related occupations are expected to grow faster than average across geographic levels through 2031. Projections for West Virginia are particularly favorable. Further, a scan of real-time job listings for Marshall's region demonstrates that there are thousands of positions being posted from employers in industries such as behavioral healthcare and developmental health and education providers for counselors and therapists with master's degree qualifications.

**Profiled potential competitors do not offer concentrations or mention residencies on their program webpages.** Several institutions offer the ABA program as a specialization within special education or psychology programs, but benchmarked ABA programs do not include areas of specialization. Information regarding residencies is also not provided on program webpages. However, some institutions that offer fully online programs require students to make their own supervised fieldwork arrangements

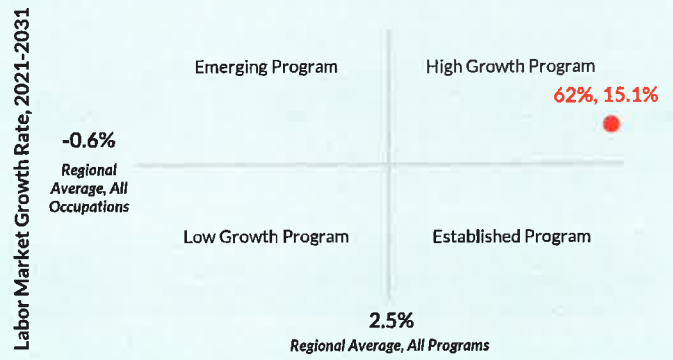
**Admissions requirements for reviewed programs are fairly standard.** Letters of recommendation, personal statements, and transcripts are commonly required. However, few institutions specify minimum GPAs, and none require students to have undergraduate degrees in certain fields.



HIGHER EDUCATION

## REGIONAL BENCHMARK ANALYSIS

Comparison of applied behavior science master's degree program completions and relevant labor market to all completions and all occupations in the region



## FAST FACTS



0

Currently, there are no ABA master's programs in the state of West Virginia.



10.3%

In aggregate, ABA-related occupations in West Virginia are expected to grow by 10.3 percent through 2031.



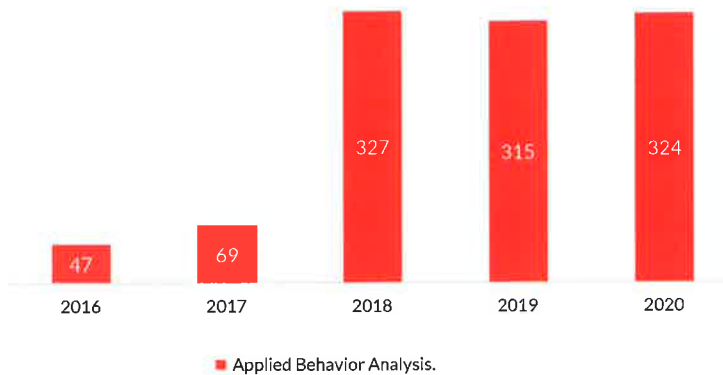
40

The average required credit hours for reviewed ABA master's programs is 40.

# STUDENT DEMAND ANALYSIS

## REGIONAL DEGREE COMPLETIONS

Regional distribution of degree completions from 2016 to 2020



## TOTAL DEGREE COMPLETIONS

Aggregate degree completions by geographic level (2020)

	West Virginia	Regional	National
Applied Behavior Analysis	0	324	2,942
Total Completions, Observed Fields	0	324	2,942
Growth Rate, Observed Fields	--	62.0%	38.4%
Growth Rate, All Fields	-2.0%	2.5%	1.7%

Source: IPEDS



HIGHER EDUCATION

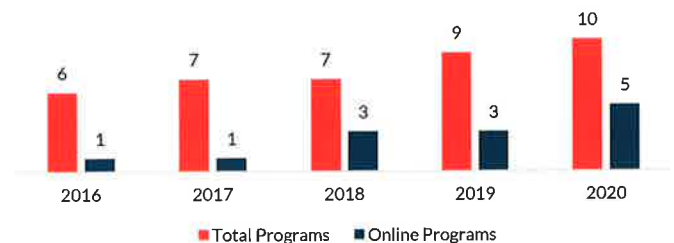
## ANALYSIS

Degree conferrals trends indicate a very strong student demand for ABA master's programs in the region. Between 2016 and 2020, regional master's degree conferrals related to ABA grew at an annualized rate of 62 percent, which is faster than the average rate for all master's degree conferrals in the region (2.5 percent). Over the observed period, the number of degree conferrals in the region grew from 47 to 324. This steep growth was mostly driven by the creation of new programs, particularly at the University of Cincinnati-Main Campus, which reported 229 conferrals in 2020.

High growth rates for ABA-related master's degrees and no ABA-specific programs in West Virginia reveal a market opportunity for Marshall. Within the analyzed region, eight institutions reported conferrals in 2020, non of them located in West Virginia, Virginia, or Maryland. However, some institutions in these states, such as the University of Maryland, Baltimore County and Ohio State University offer ABA specializations as part of their psychology or special education programs. Thus, revealing an opportunity for Marshall to capitalize on this quickly-growing field.

## REGIONAL PROGRAMS COUNT

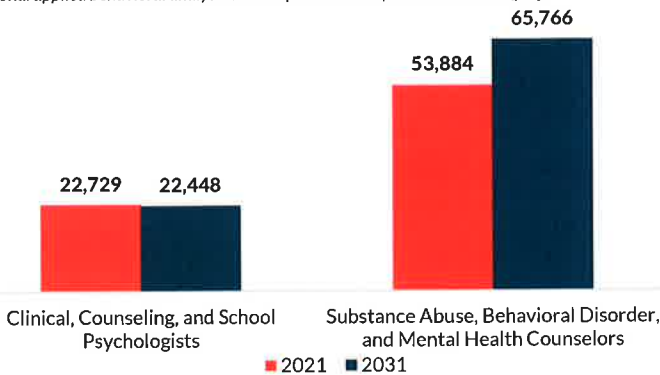
Number of master's programs in applied behavior analysis in the region from 2016 to 2020.



# LABOR MARKET ANALYSIS

## REGIONAL CURRENT AND PROJECTED EMPLOYMENT

Regional applied behavioral analysis-related positions as of 2021 and 2031 (projected)



## TOTAL LABOR MARKET

Aggregate projected employment growth by geographic level

	West Virginia	Regional	National
Estimated Employment (2018)	2,507	76,613	495,913
Projected Employment (2028)	2,764	88,214	589,945
Total Annual Openings, Observed Occupations	267	8,767	58,842
Employment Growth, Observed Occupations	10.3%	15.1%	19.0%
Employment Growth, All Occupations	-8.2%	-0.6%	4.3%

Source: JobsEQ



HIGHER EDUCATION

## ANALYSIS

Demand for ABA-related occupations is expected to grow faster than average at all geographic levels. In West Virginia, related occupations are projected to grow at an annualized rate of 10.3 percent, much faster than the -8.2 percent average of all occupations. *Substance Abuse, Behavioral Disorder, and Mental Health Counselors* will make up the largest portion of reviewed occupations, with 213 annual job openings and an annualized growth rate of 17 percent through 2031. Positions for *Clinical, Counseling, and School Psychologists* at the state level are expected to shrink slightly by -3.5 percent.

Regionally, trends are similar with *Substance Abuse, Behavioral Disorder, and Mental Health Counselors* making up the largest portion of positions and growing the fastest at 22.1 percent while *Clinical, Counseling, and School Psychologists* are expected to decrease by -1.4 percent. Nationwide trends differ in that both professions are expected to experience positive growth, although *Substance Abuse, Behavioral Disorder, and Mental Health Counselors* will remain the fastest growing occupation.

A growing specialization in the field of ABA is focused on promoting health and wellness, enhancing physical fitness, and improving sports performance. According to a 2022 article by the [American Psychological Association](#), the [Behavior Analysis in Health, Sport, and Fitness Special Interest Group](#) reported a 400 percent increase in membership over the last four years. Students in this area of interest:

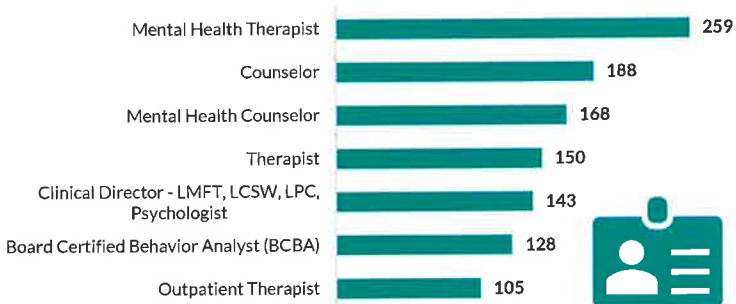
“...bring with them a distinct perspective and skillset to address behavioral challenges related to public health problems, poor sport/athletic performance, and exercise and sport-related injuries.”

This area of specialization may align well with other programs offered by Marshall's School of Kinesiology.

# REAL-TIME JOB POSTING ANALYSIS

## TOP ABA-RELATED JOB TITLES

State applied behavior analysis-related positions by job title.



## EXEMPLARY REGIONAL JOB POSTINGS

Position	Employer	Location	Skills and Requirements
<b>Mental Health Therapist</b>	Discovery Behavioral Health	Catharpin, VA	<ul style="list-style-type: none"> <li>Master's Degree in relevant field required</li> <li>Virginia clinical license (LCSW, LPC, LMFT) OR registered in Virginia to accumulate hours for licensure</li> </ul>
<b>Counselor</b>	Pinnacle Treatment Centers	London, KY	<ul style="list-style-type: none"> <li>CSW</li> <li>LPCC (Licensed Professional Clinical Counselor)</li> <li>LPCA (Licensed Professional Counselor Associate)</li> <li>LCSW (Licensed Clinical Social Worker)</li> <li>LMFT (Licensed Marriage &amp; Family Therapists)</li> <li>CADC (certified drug and alcohol counselor)</li> <li>Bachelor's (Required)</li> <li>Master's (Preferred)</li> </ul>

**Note:** For this analysis, Hanover retrieved job postings data for applied behavior analysis-related positions in KY, MD, OH, PA, VA, and WV from [JobsEQ](#), a proprietary database providing real-time job postings aggregated from thousands of websites. All data reflect the 180-day period as of August 2022



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## ANALYSIS

Regional employment prospects appear favorable to graduates of the prospective program as employers posted 7,211 job listings for ABA-related positions requiring a master's degree for entry over the last six months. Some of the largest employers for ABA-related positions include counseling healthcare centers such as Discovery Behavioral Health and Family Behavioral Resources as well as developmental health and education providers like Merakey. These employers are interested in skills related to working with children, mental health, and counseling along with certifications such as clinical social worker and licensed professional counselor.

## TOP CREDENTIALS AND SKILLS

### Top Skills

- Mental Health
- Working With Children
- Understanding of Health Insurance Portability and Accountability Act (HIPAA)
- Microsoft Office Suite
- Counseling
- JavaScript
- Electronic Health Record (EHR)
- Teaching/Training Job

### Top Certifications

- Licensed Professional Counselor (LPC)
- Licensed Clinical Social Worker (LCSW)
- Board Certified Behavior Analyst (BCBA)
- Certification in Cardiopulmonary Resuscitation (CPR)
- Licensed Master Social Worker (LMSW)

## TOP REGIONAL EMPLOYERS

- |                                   |                |                                  |
|-----------------------------------|----------------|----------------------------------|
| Discovery Behavioral Health (475) | UPMC (185)     | Family Behavioral Resources (78) |
| Merakey (275)                     | UHS (162)      | Bright View (65)                 |
| The MENTOR Network (240)          | Wellpath (127) | KidsPeace (61)                   |

# COMPETITOR ANALYSIS

## ANALYSIS

The competitive landscape in the region favors the creation of a new ABA-related master's program. Over the 2016 to 2020 period, both the volume of conferrals for ABA-related master's programs, and the number of programs themselves increased in Marshall's custom region. This suggests that student demand is growing, and programs are being added to meet that rising demand, thus the prospective program would likely be viable.

To aid Marshall in better understanding the market for ABA master's programs, Hanover benchmarked ten institutions, prioritizing ABAI accredited programs located within the analyzed region.

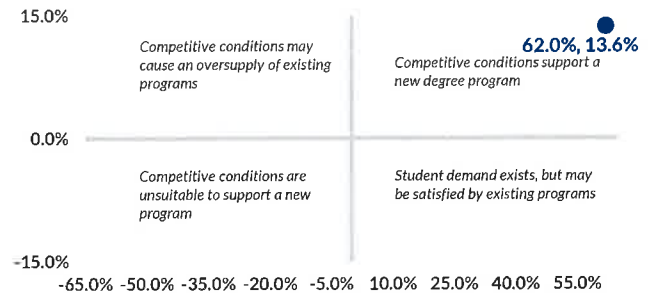
## BENCHMARKED PROGRAMS

Institution	Location	Program	Conferrals 2020	ABAI Accredited
Arizona State University Online (ASU)	Tempe, AZ	<a href="#">Online M.A. in Special Education – Applied Behavior Analysis</a>	16	No
Florida Institute of Technology (FIT)	Melbourne, FL	<a href="#">M.S. in Applied Behavior Analysis</a>	212	Yes
Ohio State University	Columbus, OH	<a href="#">M.A. in Educational Studies, Special Education (ABA specialization)</a>	--	Yes
Simmons University	Boston, MA	<a href="#">M.S. or Ed.S. in Behavior Analysis</a>	128	Yes
St. Cloud State University	St. Cloud, MN	<a href="#">M.S. in Applied Behavior Analysis</a>	26	Yes
The Chicago School of Professional Psychology at Chicago	Chicago, IL	<a href="#">M.S. in Applied Behavior Analysis</a>	27	Yes
University of Cincinnati	Cincinnati, OH	<a href="#">M. Ed. in Applied Behavior Analysis</a>	229	No
University of Maryland, Baltimore County	Baltimore, MD	<a href="#">M.A. in Human Services Psychology: Applied Behavior Analysis</a>	--	Yes
University of North Texas	Denton, TX	<a href="#">M.S. in Behavior Analysis</a>	16	Yes
University of South Florida	Tampa, FL	<a href="#">M.S. in Applied Behavior Analysis</a>	47	Yes

Note: Ohio State University and University of Maryland, Baltimore County do not report degree conferrals under the 42.2814 Applied Behavior Analysis CIP Code.

## REGIONAL MARKET SATURATION

Within the region do competitive conditions support an additional applied behavior analysis master's program?



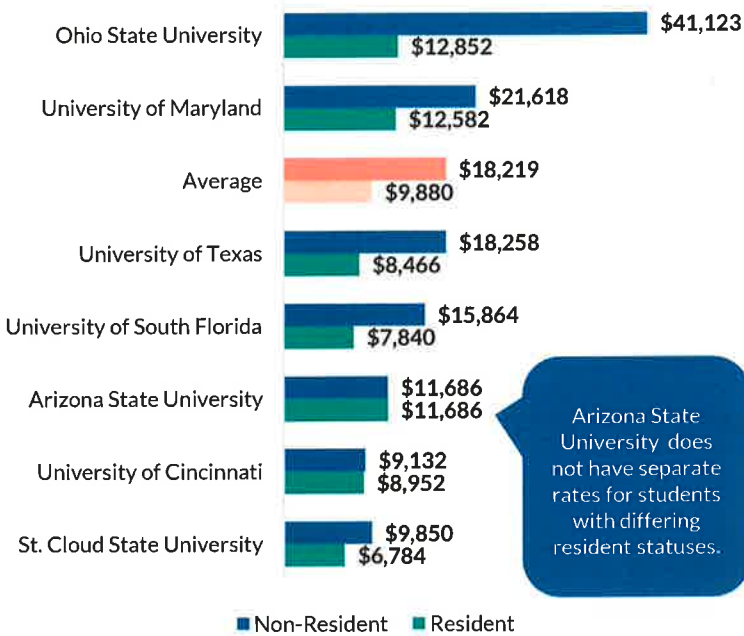
HIGHER EDUCATION



# BENCHMARKING TRENDS: TUITION

## ANNUAL TUITION-PUBLIC INSTITUTIONS

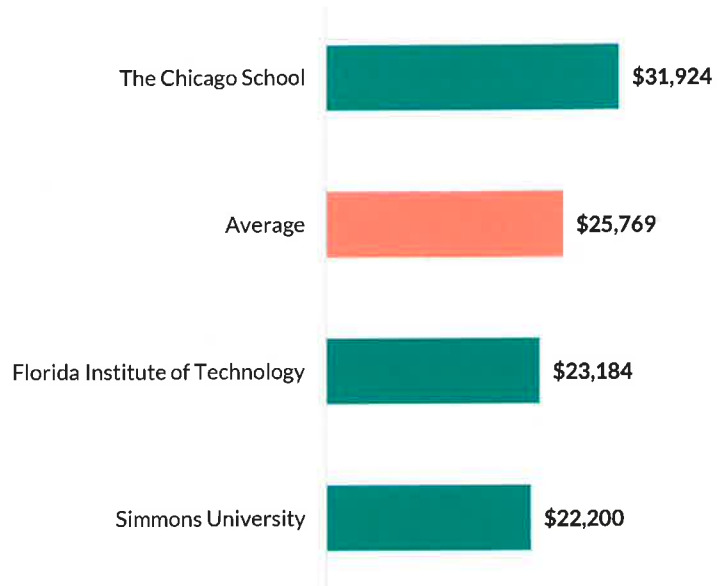
\$9,880 is the average annual tuition rate for students with resident status at reviewed public institutions. Tuition rates for resident students range from \$6,784 at St. Cloud State University to \$12,852 at Ohio State University. These two institutions also exhibit the most and least expensive rates for non-resident tuition (9,850 at St. Cloud State University and \$41,123 at Ohio State University).



Source: Institutional Webpages

## ANNUAL TUITION-PRIVATE INSTITUTIONS

Annual tuition rates for private institutions range from \$22,200 at Simmons University to \$31,924 at The Chicago School. The average annual tuition cost for an ABA master's degree at a private institution is \$25,769, which is more costly than the average non-residential tuition for reviewed public institutions.



# BENCHMARKING TRENDS: CREDITS AND SUPERVISED FIELDWORK

## SUPERVISED FIELDWORK



Eight out of 10 benchmarked institutions arrange supervised fieldwork for students. These supervised experiences can take place at specific centers, for example, the University of Maryland indicates that most of its students gain hands-on experience at either the [Kennedy Krieger Institute](#) or [The Shafer Center](#). However, several online programs such as The Chicago School's and Arizona State University's require students to identify their own supervised practicum or internship sites.



**University of Cincinnati:** The M.Ed. in Applied Behavior Analysis at the University of Cincinnati does not appear to provide supervised fieldwork experiences for students. The online program's webpages state that the 30-credit hour degree prepares students for the Board Certified Behavior Analyst (BCBA) exam "when supervision requirements are also met."



**University of South Florida:** The University of South Florida offers both an M.S. in Applied Behavior Analysis and an M.A. in Applied Behavior Analysis. The M.A. in Applied Behavior Analysis program is offered fully online but program webpages state that "applicants are required to secure a practicum site and supervisor before applying to the online M.A. in ABA program." The institution does provide a list of its current practicum sites.

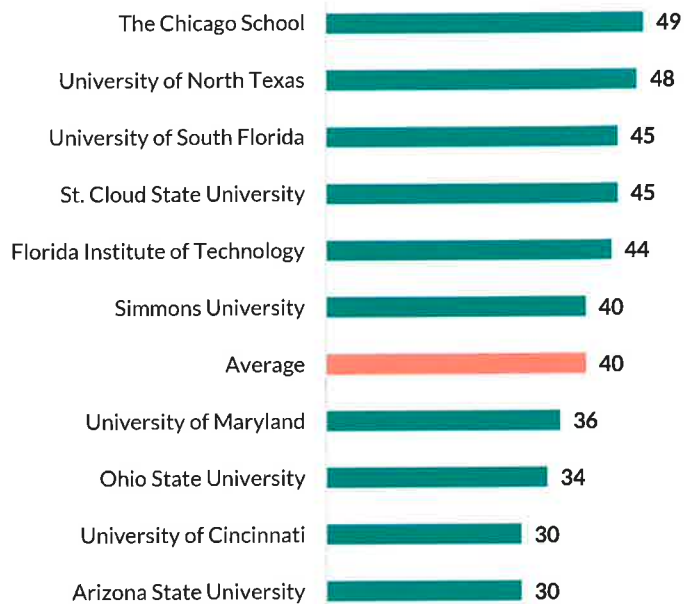
Source: Institutional Webpages



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## PROGRAM CREDITS

Forty credits is the average minimum requirement to earn the degree at profiled institutions. Arizona State University and the University of Cincinnati tie for the lowest credit requirement at 30 credits, whereas the University of North Texas exhibits the highest number of required credits at 48. As such, Marshall's plan to require 36 credits for the proposed degree is in line with the requirements of the benchmarked institutions.



# BENCHMARKING TRENDS: ADMISSION REQUIREMENTS & DELIVERY

## ADMISSION REQUIREMENTS

Standard admission requirements for reviewed programs consist of letters of recommendation, a bachelor's degree/official transcripts, a resume/CV, and a personal statement. Standardized test scores and required GPA minimums are not often mentioned by institutions on program webpages. Further, none of the reviewed institutions indicated that undergraduate degrees needed to be in any specific field although the University of North Texas does specify that applicants should have taken two undergraduate courses in behavioral analysis. Candidates who do not meet that requirement can take the prerequisite courses after entering the program, however.

### APPLICATION REQUIREMENTS

- Bachelor Degree
- Unofficial Transcripts
- References
- Application Fee
- GPA Requirement
- Resume
- Goal Statement
- International Student Requirements

### Bachelor Degree

A bachelor degree from a college or university regarded as standard by a regional or general accrediting agency.

-University of Cincinnati

**Application requirements** ^

Applicants must have a minimum of a 3.0 cumulative GPA in the last 60 hours of their bachelor's program. Alternatively, applicants must have a minimum of a 3.0 cumulative GPA in an applicable master's program.

All applicants must submit:

- Graduate admission application and application fee
- Letters of recommendation
- Official transcripts
- Personal statement
- Up-to-date curriculum vitae or resume

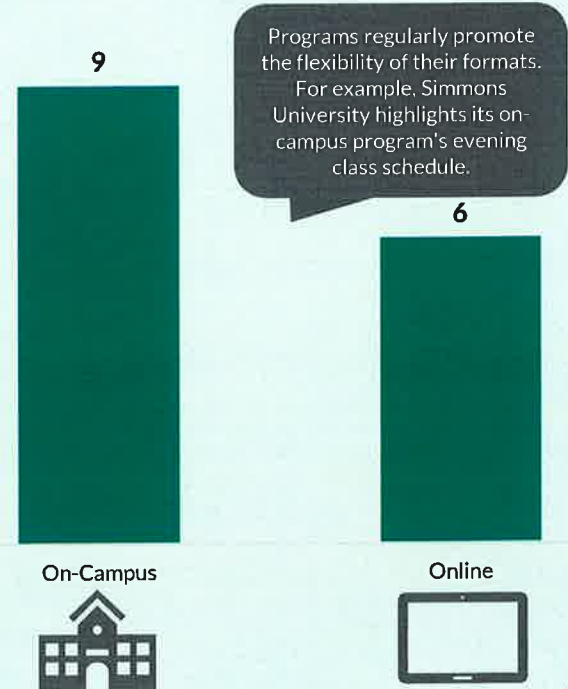
-Arizona State University

Source: Institutional Webpages



## DELIVERY FORMATS

Reviewed institutions most often deliver their programs on-campus. Institutions that offer online programs include Arizona State University and the University of Cincinnati, neither of which are ABAI accredited. Four profiled institutions offer both online and on-campus programs – The Chicago School, St. Cloud State University, Simmons University, and the University of South Florida. Both options are accredited at The Chicago School.



# PROGRAM BENCHMARKING SUMMARY

Benchmarked programs are offered by institutions located across the nation. Hanover prioritized ABAI accredited programs located within the analyzed region (KY, MD, OH, PA, VA, and WV) and/or reporting large conferrals volumes. *Institutions are listed in alphabetical order.*

Institution	Program	Modality	Annual Tuition	Credit Hours	Concentrations	Admission Requirements	Required Residencies	Supervised Fieldwork	Notable Features
Arizona State University Online Tempe, AZ	<a href="#">Online M.A. in Special Education – Applied Behavior Analysis Concentration</a>	Online	\$11,686 (Resident and Non-resident)	30	--	<ul style="list-style-type: none"> <li>3.0 minimum GPA</li> <li>Letters of Recommendation</li> <li>Official Transcripts</li> <li>Personal Statement</li> <li>Resume</li> <li>No GRE required</li> </ul>	--	Students prepare a supervised applied project; students arrange supervised independent fieldwork separately from their <a href="#">ASU</a> fieldwork	<ul style="list-style-type: none"> <li>Capstone Project: students examine each of their past assignments, prepare a professional digital archive and write a paper to demonstrate a synthesis of material learned in the master's program.</li> </ul>
Florida Institute of Technology Melbourne, FL	<a href="#">M.S. in Applied Behavior Analysis</a>	On-campus	\$23,184 (Resident and Non-resident)	44	--	<ul style="list-style-type: none"> <li>GRE requirement might be waived for Orlando campus applicants with an undergraduate GPA of 3.3 or above</li> </ul>	--	Concentrated Supervised Fieldwork in Behavior Analysis (10 credits)	<ul style="list-style-type: none"> <li>The website promotes the program's flexible schedule at two different campus locations.</li> <li>Scott Center for Autism Treatment located on campus</li> </ul>
Ohio State University Columbus, OH	<a href="#">M.A. in Educational Studies, Special Education (ABA specialization)</a>	On-Campus	Resident: \$12,852 Non-Resident: \$41,123*	34-37	--	<ul style="list-style-type: none"> <li>Letters of Recommendation</li> <li>Official Transcripts</li> <li>Statement of Intent</li> <li>CV/Resume</li> </ul>	--	Complete supervised field experience (4 credits) working directly with individuals with disabilities on the following applied skills: assessment, intervention, data collection, data analysis, and decision-making in the student's area of study	<ul style="list-style-type: none"> <li>Program webpages promote graduate associateship opportunities</li> </ul>

\*Note: Per-credit tuition was multiplied by the annual number of credits to calculate annual tuition. Non-residential tuition includes a non-resident surcharge which was added to the per-credit hour tuition.

Source: Institutional Websites (see embedded hyperlinks)



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# PROGRAM BENCHMARKING SUMMARY

Benchmarked programs are offered by institutions located across the nation. Hanover prioritized ABAI accredited programs located within the analyzed region (KY, MD, OH, PA, VA, and WV) and/or reporting large conferrals volumes. *Institutions are listed in alphabetical order.*

Institution	Program	Modality	Annual Tuition	Credit Hours	Concentrations	Admission Requirements	Required Residencies	Supervised Fieldwork	Notable Features
Simmons University Boston, MA	<a href="#">M.S. or Ed.S. in Behavior Analysis</a>	Online and On-Campus	\$22,200* (Resident and Non-resident)	40-42	--	<ul style="list-style-type: none"> <li>Resume/CV</li> <li>State of Purpose</li> <li>Two Letters of Recommendation</li> <li>Official Transcripts</li> </ul>	--	Students complete a supervised Intensive Practicum (10 credits, 2,000 hours of practicum)	<ul style="list-style-type: none"> <li>The program can be completed part-time, and classes are available in the evenings</li> <li>The online program is not accredited by the ABAI</li> </ul>
St. Cloud State University St. Cloud, MN	<a href="#">M.S. in Applied Behavior Analysis</a>	Online and On-Campus	Resident: \$6,784 Non-Resident: \$9,850	45-46	--	<ul style="list-style-type: none"> <li>Letters of Recommendation</li> </ul>	--	Students complete 750-hour clinical internship under faculty supervision	<ul style="list-style-type: none"> <li>Webpages promote program flexibility</li> <li>Program has both a thesis and non-thesis option</li> </ul>
The Chicago School of Professional Psychology at Chicago Chicago, IL	<a href="#">M.S. in Applied Behavior Analysis</a>	On-Campus and Online	\$31,924* (Resident and Non-resident)	42	--	<ul style="list-style-type: none"> <li>Resume/CV</li> <li>Essay</li> <li>Official College Transcripts</li> <li>Letters of Recommendation</li> </ul>	--	Students complete school-sponsored on-site supervised training and a supervised practicum	<ul style="list-style-type: none"> <li>The program can be completed part-time</li> <li>Thesis and non-thesis options are available</li> <li>Both the online and on-campus programs are <b>ABAI accredited</b></li> </ul>
University of Cincinnati Cincinnati, OH	<a href="#">M.Ed. in Applied Behavior Analysis</a>	Online	Resident: \$8,952^ Non-Resident: \$9,132	30	--	<ul style="list-style-type: none"> <li>3.0 minimum GPA</li> <li>Unofficial Transcripts</li> <li>Resume/CV</li> <li>Letters of Reference</li> <li>Goal Statement</li> <li>TOEFL Scores</li> </ul>	--	Does not appear to provide supervised fieldwork	<ul style="list-style-type: none"> <li>Program webpages advertises flexibility</li> <li>Online students are responsible for identifying potential practicum/internships sites</li> </ul>

\*Note: Per-credit tuition was multiplied by the annual number of credits to calculate annual tuition.

^Note: Annual tuition was calculated via an institutional calculator set to 6 credits per semester (five semester program).

Source: Institutional Websites (see embedded hyperlinks)



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# PROGRAM BENCHMARKING SUMMARY

Benchmarked programs are offered by institutions located across the nation. Hanover prioritized ABAI accredited programs located within the analyzed region (KY, MD, OH, PA, VA, and WV) and/or reporting large conferrals volumes. *Institutions are listed in alphabetical order.*

Institution	Program	Modality	Annual Tuition	Credit Hours	Concentrations	Admission Requirements	Required Residencies	Supervised Fieldwork	Notable Features
University of Maryland Baltimore, MD	<a href="#">M.A. in Human Services Psychology: Applied Behavior Analysis</a>	On-Campus	Resident: <b>\$12,582</b> Non-Resident: \$21,618 <sup>^</sup>	<b>36</b>	--	<ul style="list-style-type: none"> <li>Letters of Recommendation</li> <li>Self-Statements</li> <li>Interview</li> </ul>	--	Supervised practicum experiences take place at the Kennedy Krieger Institute or The Shafer Center	<ul style="list-style-type: none"> <li>Students complete a capstone project that may involve a replication of prior research or the design of a novel project</li> </ul>
University of North Texas Denton, TX	<a href="#">M.S. in Behavior Analysis</a>	On-Campus	Resident: <b>\$8,466</b> Non-Resident: \$18,258 <sup>*</sup>	<b>48</b>	--	<ul style="list-style-type: none"> <li>Personal Statement</li> <li>Letters of Recommendation</li> <li>Applicants must have completed two courses in behavior analysis</li> <li>Official Transcripts</li> </ul>	--	Information regarding curriculum is not provided on program websites or the catalog entry	<ul style="list-style-type: none"> <li>Program webpages promote departmental scholarships</li> <li>Full and part-time study options are available</li> </ul>
University of South Florida Tampa, FL	<a href="#">M.S. in Applied Behavior Analysis</a>	On-Campus and Online (MA)	Resident: <b>\$7,840</b> Non-Resident: \$15,864 <sup>**</sup>	<b>45</b>	--	<ul style="list-style-type: none"> <li>Letters of Recommendation</li> <li>Resume/CV</li> <li>One-page Personal Narrative</li> </ul>	--	Students complete 1,500 hours of supervised <b>fieldwork</b>	<ul style="list-style-type: none"> <li>Offers an online <b>ABA M.A. program</b> for which students must secure their own practicum site and supervisor before applying to the online program</li> <li>The M.A. program is not ABAI accredited</li> </ul>

<sup>^</sup>Note: Per-credit tuition was multiplied by the annual number of credits to calculate annual tuition

<sup>\*</sup>Note: State tuition, board authorized tuition, and board designated tuition supplied by an institutional calculator were used to determine annual tuition rates.

<sup>\*\*</sup>Note: Totals include some undisclosed standard fees.

Source: Institutional Websites (see embedded hyperlinks)



HIGHER EDUCATION



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# **INTENT TO PLAN**

## **MASTER OF ARTS DEGREE IN APPLIED BEHAVIOR ANALYSIS**

College of Education and Professional Development Degree

A Request to Approve a Master of Arts Degree in Applied Behavior Analysis

Marshall University, February, 2023

1. Applied Behavior Analysis
2. Online Course Delivery

Fall Term 2024



## SUMMARY STATEMENT

This *Intent to Plan* describes the College of Education and Professional Development's proposal for the addition of a Master of Arts degree in Applied Behavior Analysis (ABA). The proposed M.A. in ABA will require 33 hours of coursework and will be housed in the Special Education Department. The program is intended to lead to the Board Certified Behavior Analyst (BCBA) license. A shortage of BCBA's exists in the state, and there is a national demand for this training. This program will address this need.

The program will attract new students to Marshall University. Specifically, the program will be attractive to recent college graduates seeking certification, students enrolled in other rehabilitation degree programs who want to improve employability, business students, teachers and other professionals.

The program will require the addition of new courses and staff. Enrollment and budget projections demonstrate that the program will become self-sufficient within 10 years of operation.

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# Applied Behavior Analysis Master's Degree

## 1 PROGRAM DESCRIPTION

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior, which may impact the individual's quality of life. ABA is an effective intervention for many problems and populations, including those with and without specific diagnoses, across settings.

The program will allow students to obtain 33 hours of coursework in Applied Behavior Analysis (ABA). Completion of the course work will provide students with a master's degree and allow them to sit for the Board Certified Behavior Analyst (BCBA) exam and, where applicable, become certified or licensed to practice.

Students pursuing other graduate degrees related to rehabilitation services (e.g., Psychology, School Psychology, Special Education, Communication Disorders, Counseling, Nursing, and Social Work) or business may want to take select courses to learn more about evidence-based practices derived from ABA that are applicable to their field of study or complete a second master's degree to improve employability.

### 1.1 PROGRAM MISSION

The mission of the program is to:

1. provide graduate students with a thorough understanding of principles and applications of behavioral analysis
2. address the shortages in the field by preparing graduate students to become BCBAs
3. encourage the use of research to develop useful solutions to social and behavioral problems.

This program supports the University's mission to provide high quality and accessible graduate education to prepare students to think, learn, work, and live in an evolving global society.

### 1.2 PROGRAM FEATURES

#### *1.2.1 Program Learning Outcomes*

- Acquire the knowledge of principles of ABA
- Apply ABA to assess the function of behavior
- Understand how to design, implement, and evaluate interventions utilizing behavioral principles
- Understand and apply ethical principles to the practice of working with individuals
- Analyze current research and combine with present knowledge to address the needs of individuals
- Apply ABA with a variety of populations including, but not limited to, those with autism, traumatic brain injury, and extremely challenging behaviors
- Apply ABA to evaluate and implement changes to improve work culture and performance in business settings

### *1.2.2 Additional Program Outcomes*

- Provision of individuals to work in a field with shortages
- Reduction of individuals leaving Marshall University to obtain M.A. degrees in ABA at other institutions
- Enhanced desirability of degrees at Marshall University
- Contribution to solutions to deal with individuals affected by the opioid crisis and other regional societal issues
- Use of scientific strategies to improve organizational culture and workforce issues in business

### *1.2.3 Admissions and Performance Standards*

- Students will be eligible for admission each spring and summer semesters. The admission process will be competitive and require a minimum undergraduate GPA of 2.8 and two letters of recommendation.

### *1.2.4 Program Requirements*

This section outlines the basic requirements for the M.A. in ABA. The program will meet accreditation requirements as outlined by the Association for Behavior Analysis International (ABAI). See Appendices B and C for more information.

#### **Curriculum for M.A. in ABA (new courses)**

1. **Basic Principles of Behavior:** Content includes, but is not limited to, the basic concepts and principles of operant and respondent conditioning.
2. **Theory & Philosophy in Behavior Analysis:** Content includes, but is not limited to, the underlying theoretical and philosophical foundations of behavior analysis (i.e., behaviorism).
3. **Research Methods in Behavior Analysis:** Content includes, but is not limited to, measurement, data display and interpretation, single-case designs, intervention and program evaluation, and research ethics.
4. **Behavior Assessment & Intervention I:** Content includes, but is not limited to, the selection and implementation of behavior assessment and intervention techniques and approaches from applied behavior analysis.
5. **Behavior Assessment & Intervention II:** This is a continuation of Behavior Assessment & Intervention I course; content includes, but is not limited to, the selection and implementation of behavior assessment and intervention techniques and approaches from applied behavior analysis.
6. **Behavior Change in Systems** content includes, but is not limited to, performance analysis and management, supervision, staff training, behavioral systems analysis, organizational culture, and leadership.
7. **Ethics in Behavior Analysis** Content includes, but is not limited to, ethical principles, the BACB's ethics codes and requirements, the BACB's code-enforcement mechanisms, and professionalism.
8. **Supervised Fieldwork (9 credit hours)** Students must complete 1,500 hours of supervised fieldwork at a site approved by the program director.
9. **Research** Students will complete an applied research project that has theoretical value and

practical applications.

### 1.2.5 Program Delivery

Faculty will teach all ABA courses using an online learning platform throughout the University's academic year.

## 2 PROGRAM NEED AND JUSTIFICATION

The program's learning outcomes align with Marshall University's educational mission, namely the ability to outline multiple solutions to a problem and generate innovations. Another alignment is with ethical and civic thinking. Students will apply ethical principles to their work. Additionally, students will use information literacy and inquiry-based thinking when applying skills to practice.

The program's learning outcomes support Marshall's Strategic Vision as the program will provide students with a high-quality professional degree that will help address needs in the state. Furthermore, the program's learning outcomes are consistent with the statewide master plan, which seeks to provide students with tools to be productive in the workforce. Students completing the program may become a Board Certified Behavior Analyst® (BCBA®) and, where applicable, licensed to practice. Through our online platform, we will increase access for all of West Virginia, as well as other states, to our program.

## 3 EXISTING PROGRAMS

An Academic Program Assessment was completed by Hanover Research in September, 2022 (see Appendix E for the full report). The report noted that, at this time, there are no accredited terminal master's degree programs in ABA located in West Virginia, making our program highly attractive to many current and future Marshall graduate students. Following are ten ABAI accredited programs highlighted in the Hanover report:

### BENCHMARKED PROGRAMS

Institution	Location	Program	Conferrals 2020	ABAI Accredited
Arizona State University Online (ASU)	Tempe, AZ	<a href="#">Online M.A. in Special Education – Applied Behavior Analysis</a>	16	No
Florida Institute of Technology (FIT)	Melbourne, FL	<a href="#">M.S. in Applied Behavior Analysis</a>	212	Yes
Ohio State University	Columbus, OH	<a href="#">M.A. in Educational Studies, Special Education (ABA specialization)</a>	–	Yes
Simmons University	Boston, MA	<a href="#">M.S. or Ed.S. in Behavior Analysis</a>	128	Yes
St. Cloud State University	St. Cloud, MN	<a href="#">M.S. in Applied Behavior Analysis</a>	26	Yes
The Chicago School of Professional Psychology at Chicago	Chicago, IL	<a href="#">M.S. in Applied Behavior Analysis</a>	27	Yes
University of Cincinnati	Cincinnati, OH	<a href="#">M.Ed. in Applied Behavior Analysis</a>	229	No
University of Maryland, Baltimore County	Baltimore, MD	<a href="#">M.A. in Human Services Psychology: Applied Behavior Analysis</a>	–	Yes
University of North Texas	Denton, TX	<a href="#">M.S. in Behavior Analysis</a>	16	Yes
University of South Florida	Tampa, FL	<a href="#">M.S. in Applied Behavior Analysis</a>	47	Yes

Note: Ohio State University and University of Maryland, Baltimore County do not report degree conferrals under the 42.2814 Applied Behavior Analysis CIP Code.

## **4 PROGRAM PLANNING AND DEVELOPMENT**

Beginning in February of 2018, the graduate dean, associate dean of COEPD, professors from the departments of Psychology and Special Education, and the executive and associate directors of the WV Autism Training Center met to discuss the possibility of creating a BCBA certification program at Marshall University. This group met with the provost to request permission to draft an Intent to Plan if the program could be self-sustaining. The pandemic curtailed further movement on the program. The team began meeting again during the summer of 2022 to discuss the possibility of moving forward with a M.A. in ABA program. The team received permission to complete a market analysis with Hanover Market Research from the current Provost.

### **4.1 CLIENTELE AND NEED**

The Hanover Academic Assessment report was completed in September 2022 and noted that the program would be viable (see attachment for the full report). The report recommended Marshall University move forward with plans to develop the program. The proposed program will attract recent graduates and current graduate students from a variety of educational backgrounds including education, psychology, social work, counseling, and business. The program will not only enhance their learning, it will increase their potential for future employment in a highly desirable field. As indicated in the report, “master’s programs in Applied Behavior Analysis (ABA) exhibit positive trends regarding both student and labor market demand. At both the regional and national levels, conferrals for ABA master’s programs grew faster than average over the 2016 to 2020 period.” In addition, the report noted that “...ABA-related occupations are projected to grow much faster than average across reviewed geographic levels.”

Students in the program will learn the underlying philosophy of ABA, as well as their application to improve the quality of life of clients diagnosed with autism spectrum disorder, other developmental disorders, and substance abuse. There also are many other potential careers beyond working with individuals with diagnosed conditions including:

- Teacher
- Consultant to schools, business, and other agencies
- Professor
- Businesses
- Zoos and aquariums
- Small animal training
- Health, fitness, and sports performance

## **5 EMPLOYMENT OPPORTUNITIES**

Students who finish the M.A. program will be eligible to sit for the BCBA exam and be certified or licensed as applicable in their state of residence. As noted by the Hanover Academic Assessment report, once certified, students have the potential to be employed across the nation in a variety of positions including those in behavioral health and education. In addition, health, wellness, and sport’s performance is a growing field for behavior analysts. Nationally, there were 33,996 job postings in 2020 (<https://www.appliedbehavioranalysisedu.org/salaries/>).

The earning potential for these students is high, as is the opportunity for employment. As of 2021, the average salary of a BCBA nationally was \$75,866 (<https://www.indeed.com/career/board-certified-behavior-analyst/salaries/>). Within WV, the median BCBA salary was \$37,430 ranging from \$33,760 to \$114,730, depending on years of experience. Graduates from the program may be able to obtain employment that pays above the median household income of \$48,037 in WV (<https://www.census.gov/quickfacts/wv>) and may have a strong incentive to stay in the state after graduating or receiving their certification.

Key findings from the Hanover Academic Analysis report included the following (see attachment for more details):

- Employment prospects for students with the M.A. in ABA degree are excellent and expected to grow by 10.3% through 2031.
- There are thousands of job listings in the field in the region.
- Because there are no similar programs in WV, Marshall University would have a competitive edge.
- Marshall University's proposed program would provide supervised fieldwork as part of the curriculum, something that will likely be appealing to many potential students. Most institutions require students to find their own fieldwork opportunities.

## 6 Program Impact

Having access to courses teaching ABA will increase candidates' skills in supporting individuals with a multitude of needs. These skills can be used to assist individuals affected by the opioid epidemic and other regional societal issues impacting our state. Students also will have the opportunity to expand their expertise in organizational behavior management, making them an asset to business and organizations in the community.

Additionally, this program will pull in an unreached group of potential students to increase our enrollment. Undergraduates looking to obtain further education will be interested in returning to obtain the degree. New candidates who are deciding where to attend will be attracted to this option. Students currently enrolled in other master's programs at MU, including psychology, special education, school psychology, counseling, social work, and business may want to add a second M.A. degree to increase employability. Appendix F presents letters from a variety of stakeholders for this proposal demonstrating wide support for the program.

To further understand the need for an ABA program that leads to certification as a BCBA, the leadership team sent a survey to stakeholders in 2019. Stakeholders included current graduate and undergraduate students in psychology and education; community-based service providers and their staff; educational personnel; and community-based networks, organizations and committees to determine the interest in the program. Respondents indicated their student and employment status, their educational goals, and the likelihood that they would enroll in a BCBA program. We received 194.

A summary of results is as follows (See Appendix E for a more detailed description of the results, including graphs):

- Survey respondents represented current students (52.2%) and those not enrolled as students (49.7%).
- Of those enrolled as undergraduates, 82.5% were psychology majors.
- Graduate students who responded to the survey represented students enrolled in psychology (28.6%), school psychology (28.6%), and education (33.9%) programs.
- Those already working in the field were predominately school psychologists (40 respondents) or educators (52 respondents)
- 31.5% expressed an interest in taking the courses as part of an MA degree
- 39.3% would like to take the courses as a stand-alone certificate program
- 90% expressed interest in obtaining information and updates about the program
- 81% would be interested in enrolling in the program if developed

## **7 COOPERATIVE ARRANGEMENTS**

While the program will be housed in the College of Education and Professional Development, program faculty and staff will work collaboratively with other programs including psychology, business, school psychology, counseling, and social work. MU will work collaboratively with community-based programs and schools to assist students in finding fieldwork experiences and employment.

## **8 ALTERNATIVES TO PROGRAM DEVELOPMENT**

The Behavior Analysis Certification Board (BACB) oversees all aspects of certification and accreditation is managed by ABAI. Alternatives and adjustments to the program are not possible because the BCBA requirements are firmly specified. The program must align with standards outlined by the BACB and ABAI.

## **9 PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS**

The attached spreadsheet present the pro forma financial projections for the program.



## **10 PROGRAM ADMINISTRATION**

It is proposed to develop an ABAI accredited (Tier 1) M.A. in ABA program. Each program qualifying for accreditation must have one full-time doctoral level faculty member, preferably with board certification, to serve as a program director. The director will be a 12-month faculty. The role of this faculty member is to maintain a high-quality program that meets the current eligibility and course standards as set out by the BACB and ABAI, overseeing all aspects of the program. The program director also maintains communication between the BACB, ABAI, and the university.

Faculty must document their expertise in the applied, experimental, and/or conceptual analysis of behavior. Core faculty must be full time doctoral-level behavior analysts. Other faculty must have at least a master's degree in behavior analysis or a related field.

The implementation of the M.A. program in ABA will necessitate hiring two people with doctorates in behavior analysis, preferably board certified, to coordinate the program and teach courses. The director will be hired to teach during the first year and the second and third full-time (9 month) professors will be hired to teach beginning in the second year and fifth year of operation. Adjunct faculty with at least M.A. degrees in behavior analysis or related fields will be required to teach additional courses. Adjunct faculty will be BCBAs as well.

## **11 PROGRAM PROJECTIONS**

We anticipate that the first cohort will consist of 8 full-time equivalent students during the first year and 11 by the second year, with a slight increase over the 10 years to a high of 20 students each year in years 5-10. A pro forma budget will be used to establish appropriate tuition and fee levels to support the program.

### **11.1 FACULTY INSTRUCTIONAL RESOURCES**

The program requires a new faculty member who also will serve as program director for the ABA program, teach a 2/2 courseload, and have a summer stipend. A full-time instructor will be hired to teach a 3/3 courseload beginning in year 2, along with a second full time instructor with a 3/3 courseload beginning in year 5. By year 5, the schedule will require 5 sections of part-time labor, which can be taught by a single contingent faculty member. This will result in full time faculty teaching 24% of the coursework.

The budget includes 50% of an administrative assistant and one full-time graduate assistant in the fall and spring. See Appendix D for detailed information.

### **11.2 LIBRARY RESOURCES AND INSTRUCTIONAL MATERIALS**

Students and faculty will use current library resources such as online databases and librarian support that are currently available from the Drinko Library at Marshall. The faculty will use Blackboard to teach online courses.

### **11.3 SUPPORT SERVICE REQUIREMENTS**

The ABA program will use Marshall's existing IT technologies and services.

#### **11.4 FACILITIES REQUIREMENTS**

Office space for the three faculty members, and administrative assistant, and a graduate student will be needed. If the administrative assistant is shared with another unit, office space may already be allocated to them.

#### **11.5 OPERATING RESOURCE REQUIREMENTS**

Major operating expenses include computers for the new faculty members and graduate student, scholarships for selected students, stipends for field supervisors, conference travel for faculty and students, marketing, advertising, and office supplies. These items are included in the budget.

Because this will be an accredited program, accreditation application and annual renewal fees will be needed. It is anticipated that the program director or second faculty member will become an approved CEU provider for BCBAs in the state. An initial application fee and annual renewal fees will be required to become a CEU provider.

#### **11.6 SOURCE OF OPERATING RESOURCES**

The ABA program will not require state funding. The pro forma found in the attached file demonstrates that the program will be self-sustaining by year 10 with a total program cost of approximately \$21,000. The budget assumes grant funding for field supervisor stipends.

**APPENDIX A: SCHEDULE**

**By Year and Cohort (Full-time status)**

AY 2024		AY 2025		AY 2026	
Fall	Spring	Fall	Spring	Fall	Spring
ABA 600	ABA 630	ABA 600	ABA 630	ABA 600	ABA 630
ABA 610	ABA 650	ABA 610	ABA 640	ABA 610	ABA 640/640
ABA 620	ABA 670	ABA 620	ABA 650	ABA 620	ABA 650
		ABA 660	ABA 670/670	ABA 660	ABA 670/670
		ABA 670		ABA 670	
		ABA 680		ABA 680	

KEY: Cohort 1 Cohort 2 Cohort 3 Part-time

**By Year and Student Status (Part-time)**

AY 2024		AY 2025		AY 2026	
Fall	Spring	Fall	Spring	Fall	Spring
ABA 600	ABA 630	ABA 600	ABA 630	ABA 600	ABA 630
ABA 610	ABA 650	ABA 610	ABA 640	ABA 610	ABA 640
ABA 620	ABA 670	ABA 620	ABA 650	ABA 620	ABA 650
		ABA 660	ABA 670	ABA 660	ABA 670/670
		ABA 670		ABA 670	
		ABA 680		ABA 680	

KEY: Part-time  
GP A Part-time  
GP B Part-time  
GP C

## APPENDIX B: PROPOSED COURSE DESCRIPTIONS

### **ABA 600 Basic Principles of Behavior**

**3 Credits**

The course provides a focus on the principles and concepts of operant and respondent conditioning. The content is based on the Board Certified Behavior Analyst (BCBA) Test Content Outline (6<sup>th</sup> edition) and will prepare students to apply for the BCBA exam.

### **ABA 610 Theory and Philosophy in Behavior Analysis**

**3 Credits**

This course will provide the student with the underlying theoretical and philosophical foundations of behavior analysis. Students will learn to interpret behavior in terms of the concepts and principles of behavior analysis. The content is based on the Board Certified Behavior Analyst (BCBA) Test Content Outline (6<sup>th</sup> edition) and will prepare students to apply for the BCBA exam.

### **ABA 620 Research Methods in Behavior Analysis**

**3 Credits**

The purpose of this course is to provide a philosophical and procedural foundation in the science and technology of behavior analysis. Course content includes measurement, data display and interpretation, single-case designs, intervention and program evaluation, and research ethics. The content is based on the Board Certified Behavior Analyst (BCBA) Test Content Outline (6<sup>th</sup> edition) and will prepare students to apply for the BCBA exam.

### **ABA 630 Behavior Assessment and Intervention I**

**3 Credits**

The purpose of this course will be to instruct students in the use of specific techniques for a) selecting and implementing behavior assessment; b) applying the principles of operant conditioning; c) selecting and adapting intervention for individual needs, preferences and learning styles; d) modifying behavior in applied settings; and e) evaluating and adjusting intervention components for maximal effectiveness through the assessment of social and engagement in data-based decision making. The content is based on the Board Certified Behavior Analyst (BCBA) Test Content Outline (6<sup>th</sup> edition) and will prepare students to apply for the BCBA exam. (Prerequisite: ABA 600)

### **ABA 640 Behavior Assessment and Intervention II**

**3 Credits**

This course is a continuation of ABA 630. Students will develop competence in the application of the principles of behavior in multiple areas of investigation and practice. The content is based on the Board Certified Behavior Analyst (BCBA) Test Content Outline (6<sup>th</sup> edition) and will prepare students to apply for the BCBA exam. (Prerequisites: ABA 600 and ABA 630)

### **ABA 650 Behavior Change in Systems**

**3 Credits**

This course will integrate the thoughtful use of behavior change strategies for supervision and staff training with an emphasis on behavioral systems analysis, organizational culture, leadership, and collaboration with a variety of stakeholders. The content is based on the Board Certified Behavior Analyst (BCBA) Test Content Outline (6<sup>th</sup> edition) and will prepare students to apply for the BCBA exam. (Prerequisite: ABA 600)

**ABA 660 Ethics in Behavior Analysis****3 Credits**

The purpose of this course is to review ethical principles related to research and practice, the BACB's ethics codes, requirements and enforcement mechanisms, as well as professional conduct. Application of the ethical codes to real life situations will be emphasized. The content is based on the Board Certified Behavior Analyst (BCBA) Test Content Outline (6<sup>th</sup> edition) and will prepare students to apply for the BCBA exam.

**ABA 670 Supervised Fieldwork****3 Credits**

The course involves concentrated fieldwork at a site approved by the program director. Supervision and the number of hours is in accordance with the BACB requirements. May only be taken with permission and submission and approval of an application. Students must take 9 credit hours of supervised fieldwork.

**ABA 680 Research****3 Credits**

Students will investigate research problems of theoretical interest and practical value. May only be taken with permission.

## APPENDIX C: PROPOSED CATALOG DESCRIPTION

### APPLIED BEHAVIOR ANALYSIS MASTER OF ARTS DEGREE

#### Program Description

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to socially significant behavior change. The goal of ABA is to improve learning and decrease challenging behavior, which may impact the individual's quality of life. ABA is an effective intervention for many problems and populations, including those with and without specific diagnoses, across settings.

The program consists of 33 hours of coursework which will allow students to obtain a Master of Arts Degree in ABA. Completion of the course work will allow students to qualify to sit for the exam to become a Board Certified Behavior Analyst (BCBA) and, where applicable, licensed to practice. Marshall University psychology, special education, counseling, business and social work students may want to seek this additional degree to enhance their employment options. Students pursuing graduate degrees related to rehabilitation services (e.g., communication disorders, counseling, nursing, and social work) or business may want to complete coursework in the area to learn more about evidence-based practices derived from ABA.

#### Admission Requirements

*Students not currently enrolled at Marshall University*

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website: [www.marshall.edu/graduate/how-to-apply-for-admission](http://www.marshall.edu/graduate/how-to-apply-for-admission).

In addition to Marshall University's requirements for admission, applicants must have:

- An undergraduate Grade Point Average (GPA) of 2.80 or higher on a 4.0 scale, or a graduate degree from a regionally accredited institution, and
- Two letters of recommendation from professionals who know the candidate well

*Students currently enrolled at Marshall University*

Students currently enrolled at Marshall University as a graduate student and who are in good academic standing may complete courses in ABA as electives by adding them to their *Plan of Study*.

#### Program Requirements

Course Number	Title	Credit Hours
ABA 600	Basic Principles of Behavior	3

ABA 610	Theory & Philosophy in Behavior Analysis	3
ABA 620	Research Methods in Behavior Analysis	3
ABA 630	Behavior Assessment & Intervention I	3
ABA 640	Behavior Assessment & Intervention II	3
ABA 650	Behavior Change in Systems	3
ABA 660	Ethics in Behavior Analysis Course	3
ABA 670	Supervised Fieldwork (must take 9 hours of supervised fieldwork)	9
ABA 680	Research	3

**Full-time Student Schedule**

Year 1		Year 2	
Fall	Spring	Fall	Spring
ABA 600	ABA 630	ABA 660	ABA 640
ABA 610	ABA 650	ABA 670	ABA 670
ABA 620	ABA 670	ABA 680	

## APPENDIX D: PRO FORMA FINANCIAL PROJECTIONS

### EXPENSES

The attached spreadsheet presents the estimated costs for the program during its first ten years of operation. The primary expenses are faculty and staff compensation and employee benefits. All annual expenses, along with tuition, include projected annual increases to account for inflation.

#### *Staffing*

**Full-Time Faculty:** The BCBA certificate program director/faculty member must hold a doctorate and meet the specific requirements outlined by ABAI. The director should have excellent verbal and written communication skills; the ability to work collaboratively with a variety of stakeholders, including administrators, colleagues, students, parents and community-based providers; strong teaching and organizational skills; and experience in online course development and delivery. The director must have an in-depth knowledge of the Board Certified Behavior Analyst (BCBA) Test Content Outline (6<sup>th</sup> edition), and should have at least three years of experience applying behavior analytic principles in community-based settings. The director/lead faculty member will maintain a 2/2 teaching load as he or she will be responsible for coordinating the program, communicating with the BACB, developing coursework and working toward accreditation. The director will be employed on a 12 month basis to provide year-round coverage of program needs.

The remaining faculty members will be 9 month employees. These individuals will hold a doctorate; have excellent verbal and written communication skills; the ability to work collaboratively with a variety of stakeholders, including administrators, colleagues, students, parents and community-based providers; strong teaching and organizational skills; and experience in online course development and delivery. These faculty members should have least two years of experience applying behavior analytic principles in community-based settings. They will maintain a 3/3 teaching load.

**Administrative Assistant:** The part-time administrative assistant will provide general office support for the program, including matters related to budget, purchases, mailings and other communication, and general office support.

**Contingent Faculty:** The contingent faculty member(s) will teach additional courses beyond the load of the full time faculty. The contingent faculty member may take on additional teaching responsibilities as program enrollment increases.

**Graduate Assistant:** The graduate assistant will provide support to faculty by assisting with grading, preparing course materials, and assisting with online development and delivery (e.g., uploading documents after being provided with training/support by faculty).

### ADMINISTRATIVE PLANNING

#### *Year 0*

Activities during Year 0 will revolve around the hiring the program director, new course approval, and marketing the program.



*Year 1*

The first cohort of students will begin courses during the fall semester. The program director will apply to become a CEU provider through the BACB. The program director will continue to market the program and collect data for subsequent accreditation.

*Year 2*

The second faculty member will be hired and the second cohort of students will begin taking courses during the fall semester.

*Year 4*

The program director will apply to ABAI for accreditation.

**REVENUE AND INCOME**

Please see the attached spreadsheet for financial details. This program will be operated on a pro forma basis. The sources of income will be student tuition and an anticipated grant for field supervisor stipends. We anticipate the program will require a net tuition rate (without capital fees or other university expenses) of \$550 per credit hour, making an annualized program cost of \$11,322 per year in the first year. The program is projected to begin to break even in year 5 and repay startup costs within 10 years.

## APPENDIX E: DETAILED SURVEY RESULTS

To gauge interest in a BCBA program at Marshall, a survey was sent to stakeholders, including current graduate and undergraduate students in psychology and education; community-based service providers and their staff; educational personnel; and community-based networks, organizations and committees. Respondents were asked about their student and employment status, their educational goals, and the likelihood that they would enroll in a BCBA program.

One hundred ninety-four (194) surveys were returned, of which 130 voluntarily provided contact information so they could receive updates on the potential program. Responses were almost evenly split between those enrolled as students (50.2%) and those who were not (49.7%). Of those enrolled as undergraduates (20.9%), 82.5% were psychology majors and 10% education majors, with 7.5% reporting they were majoring in a different field. Graduate students (29.3%) who responded to the survey were more equally distributed across psychology (28.6%), school psychology (28.6%), and Education (33.9%). Three of the respondents indicated their area of emphasis was Applied Behavior Analysis.

When asked to identify their current employment status few indicated they were working as registered behavior technicians (3.8%), board certified assistant behavior analysts (1.1%) or employed in the behavioral/mental health field without certification (16.3%). Most selected "other" (60.9%) with the majority reporting they were school psychologists (40 respondents) or educators (52 respondents). A handful of administrators also responded to this question and included two special education directors, a director of an ABA clinic, an educational administrator, a principal, and a special needs supervisor.

In terms of educational goals, most expressed an interest in taking courses to become BCBAs, with 31.5% wanting to take the courses as part of a MA degree and 39.3% indicating they would like to take the courses as a stand-alone certificate program. Fewer (10.7%) indicated they were enrolled in a graduate program and would have taken the BCBA courses had it been available. Another 18.5% reported they were not interested in obtaining a BCBA certificate.

Respondents were asked to rate 3 statements on a 5-point Likert scale from Strongly Agree (1) to Strongly Disagree (5). Respondents overwhelmingly expressed interest in obtaining more information about a potential BCBA program at MU, with 90.7% strongly agreeing or agreeing with this statement, and 81.3% strongly agreeing or agreeing that they would consider enrolling in MU if the program is offered in the next 1 to 5 years. More variable responses were received with regard to how likely they would enroll at another university should the program not be available at MU: 34.5% strongly agreed or agreed, 42.1% strongly disagreed or disagreed, while the remaining were neutral (23.4%).

Respondents were given the option to share comments about the program, and provide contact information to receive updates about it.

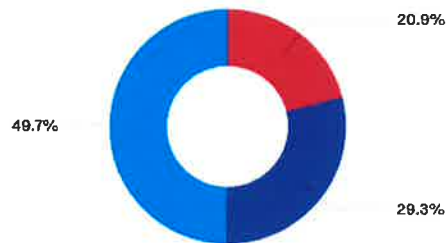
One hundred thirty (130) provided contact information and 95 added additional information about the potential program. Overall, responses were positive and included the following statements:

"I have been working to become ABA certified but need an online program. The only University currently offering an online program for this degree that I am aware of is Cincinnati. I would be EXTREMELY interested in applying for this certification through Marshall University."

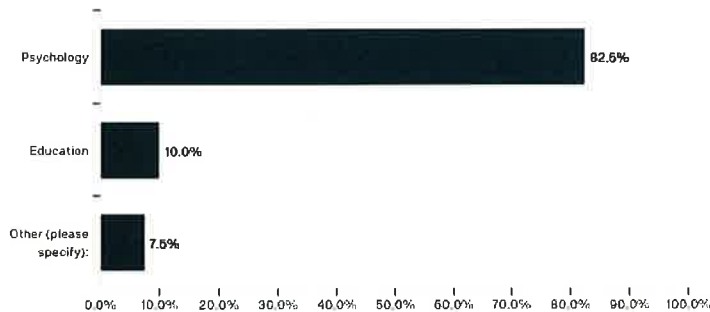
"I have been contracting with a BCBA, but would love to recruit staff members from my district to become certified. Please, please, please offer this program and advertise it to school districts. It is very much needed!"

“As a school psychologist, I would love to have this extra certification because it would be very beneficial in my field. This is something I have already previously looked into through other schools but I have decided there are too many obstacles that come with the other schools. Marshall creating this program with 6 online classes in total essentially eliminates those obstacles for me. I have gone to Marshall for my entire college career and would definitely take advantage of this program, as well. I look forward to the possible opportunity.”

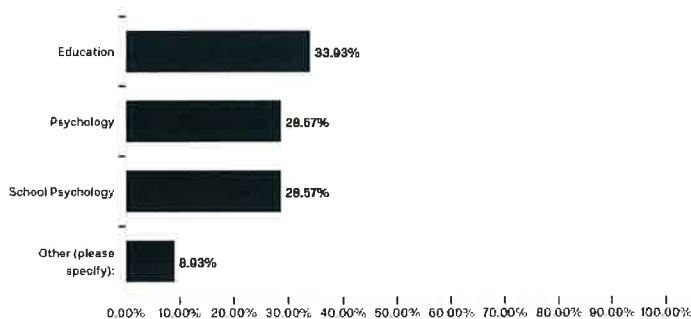
Summary Graphs  
Student Status



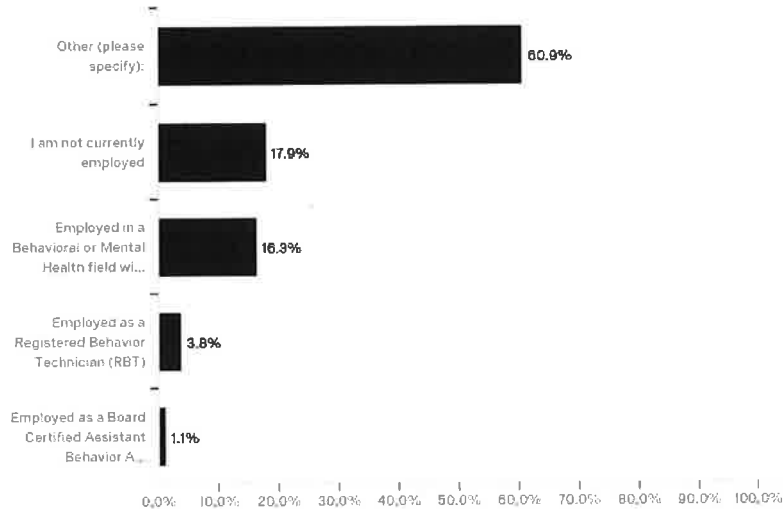
Undergraduate Majors



Graduate Area of Emphasis



## Employment Status



## Educational Goals

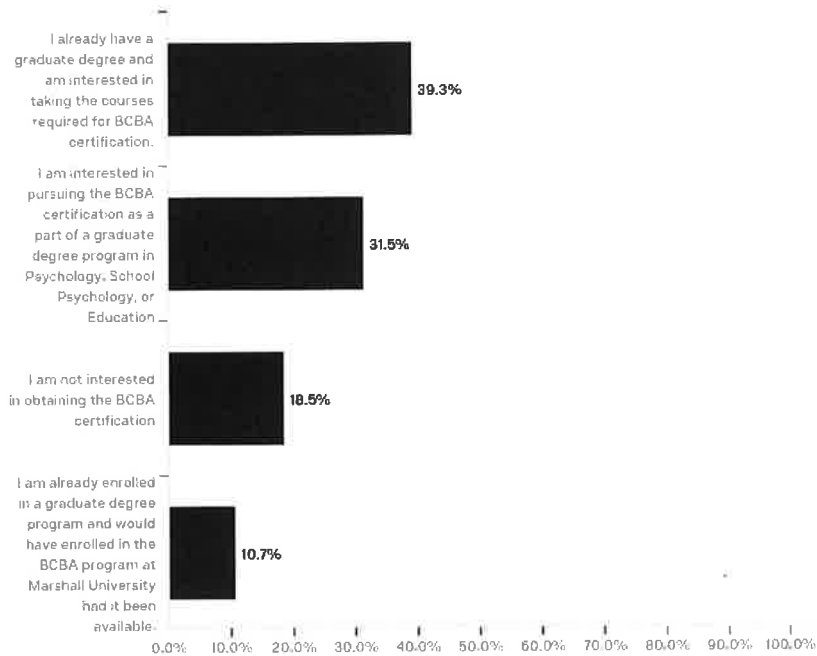


Table 1. Percentage of respondents endorsing ratings on a 5-point Likert scale across statements.

Question	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	N
I am interested in learning more about the proposed BCBA program at Marshall University.	70.80%	19.90%	6.40%	1.20%	1.80%	171
I would consider enrolling in the proposed BCBA program at Marshall University in the next 1 to 5 years.	57.90%	23.40%	5.30%	5.80%	7.60%	171
If not available at Marshall University, I am likely to enroll in a BCBA program at another university in the next 1 to 5 years.	19.90%	14.60%	23.40%	14.60%	27.50%	171

APPENDIX F: LETTERS OF SUPPORT



March 3, 2023

To whom it may concern:

It is my pleasure to support the approval of a Master of Arts degree in Applied Behavior Analysis at Marshall University. As the dean of the College of Education and Professional Development, I interact daily with educators, counselors, and administrators in a broad region. The need for Board Certified Behavior Analysts is clear and immediate.

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior which may impact the individual's quality of life. ABA has been shown to be effective for a wide variety of problems and populations, including those with and without specific diagnoses, across settings. In addition to students seeking an MA in this field, teachers, health professionals, counselors and advisors will see benefits from taking courses in this area.

Providers of ABA services have long waitlists. Many of our children need these potentially life altering services. The delay in receiving such support limits the effectiveness of mental health assistance and prohibits access to much needed learning opportunities.

I am proud of the faculty who have collaborated to develop an M.A. in ABA program at Marshall University. The high demand for professionals in the field will likely attract students to Marshall, and the availability of this knowledge will be a valuable extension for current MU students.

Sincerely,

Teresa Eagle, EdD

Dean, COEPD

[t.eagle@marshall.edu](mailto:t.eagle@marshall.edu)

x66703

**Marshall University**  
**College of Education & Professional Development**  
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**BE PROUD.**  
BE A SON OR DAUGHTER OF MARSHALL.



October 28, 2022

To whom it may concern:

It is my pleasure to write a letter of support for the Master of Arts in Applied Behavior Analysis program at Marshall University. The program will prepare students to become Board-Certified Behavior Analysts. As the Dean of the College of Education and Professional Development, I have worked in several areas in which behavior analysis is a critical need.

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior which may impact the individual's quality of life. ABA has been shown to be effective for a wide variety of problems and populations, including those with and without specific diagnoses, across settings. The opportunity to take ABA courses will benefit our student population in many areas, including classroom teachers, special education teachers, school administrators and counselors. All of these educators face children with behavioral issues on a daily basis. A better understanding of ABA will provide them with better tools to address the issue in a constructive manner, making a difference in their children's lives.

There is a great need for individuals with this certification in our region to work in healthcare, education, and other settings. The extremely long waitlist for services at the few local facilities that offer ABA means that many children on these lists are not offered potentially life-changing services. Individuals who want to earn this certification are currently enrolling in out-of-state, online programs. The M.A. program in ABA at Marshall University will lead to excellent career opportunities in our area and allow us to better serve our citizens who face behavioral and learning challenges across their lifespan.

I fully support the efforts of the committee in developing an M.A. in ABA program at Marshall University. The high demand for professionals with ABA knowledge and the opportunity to enhance our students' learning will most certainly attract new students to Marshall.

Should you have questions, please feel free to reach me at [t.eagle@marshall.edu](mailto:t.eagle@marshall.edu).

Sincerely,

Teresa Eagle, Dean, COEPD

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**BEPROUD.**  
BE A SON OR DAUGHTER OF MARSHALL.



November 2, 2022

To whom it may concern:

It is my pleasure to write a letter of support for the Master of Arts in Applied Behavior Analysis program at Marshall University. The program will prepare students to become Board Certified Behavior Analysts. I am the Chair of the Psychology Department at Marshall University. We have a large number of majors at both the undergraduate and graduate level who would be very interested in this opportunity. The provision of an online program is especially attractive to many who must work while in school and this will make it accessible.

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior which may impact the individual's quality of life. ABA has been shown to be effective for a wide variety of problems and populations, including those with and without specific diagnoses, across settings. The opportunity to take ABA courses will benefit our students in the field of clinical psychology at both the masters and doctoral level. Many seek to work in areas where they are providing support to children with behavioral issues and training in behavioral analysis will strengthen their treatment planning and intervention skills. In addition, those who work with individuals experiencing serious mental health challenges are often addressing behavioral disruptions that would benefit from interventions informed by applied behavior analysis. It is clear that a number of students could benefit from the certificate as well as individual courses in Applied Behavior Analysis.

There is a great need for individuals with this certification in our region to work in healthcare, education, and other settings. The extremely long waitlist for services at the few local facilities that offer ABA means that the majority of children on these lists are not offered potentially life-changing services. Individuals who want to earn this certification are currently enrolling in out-of-state, online programs. The M.A. program in ABA at Marshall University will lead to excellent career opportunities in our area and allow us to better serve our citizens who face behavioral and learning challenges across their lifespan.

In conclusion, I fully support the efforts of the committee in developing a M.A. in ABA program at Marshall University. The high demand for professionals with ABA knowledge and the opportunity to enhance our students' learning will most certainly attract new students to Marshall.

Should you have questions, please feel free to reach me at [linz@marshall.edu](mailto:linz@marshall.edu) or 304 696 2774

Sincerely,

*Marianna Linz*

Marianna Linz, Ph.D.  
Professor/Chair, Department of Psychology  
Marshall University





One John Marshall Drive  
Huntington, West Virginia  
25755

To whom it may concern:

It is my pleasure to write a letter of support for the Master of Arts in Applied Behavior Analysis program at Marshall University. The program will prepare students to become Board-Certified Behavior Analysts. I am Debra Lockwood, Program Director/Associate Professor of Special Education at Marshall University, College of Education and Professional Development.

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior which may impact the individual's quality of life. ABA has been shown to be effective for a wide variety of problems and populations, including those with and without specific diagnoses, across settings. The opportunity to take ABA courses will benefit graduate students locally and state-wide and will also impact public school students who are struggling with the effects of trauma. One goal for this program is to use clinical behavior analysis to treat mental health conditions.

There is a great need for individuals with this certification in our region to work in healthcare, education, and other settings. Individuals who want to earn this certification are currently enrolling in out-of-state, online programs. I have traveled with the West Virginia State Advisory Council for the past five years throughout the state of West Virginia. It has been mentioned often the need for an ABA program within the state of West Virginia. The M.A. program in ABA at Marshall University will lead to excellent career opportunities in our area and allow us to better serve our citizens who face behavioral and learning challenges across their lifespan.

In conclusion, I fully support the efforts of the committee in developing a M.A. in ABA program at Marshall University. The high demand for professionals with ABA knowledge and the opportunity to enhance our students' learning will most certainly attract new students to Marshall. Should you have questions, please feel free to reach me at [conner4@marshall.edu](mailto:conner4@marshall.edu).

Sincerely,

Debra Lockwood, Ed.D.

Program Director/Associate Professor  
Special Education  
Marshall University College of Education and Professional Development



# WEST VIRGINIA AUTISM TRAINING CENTER AT MARSHALL UNIVERSITY

October 19, 2022

WV Autism Training Center  
Marshall University  
Old Main 316

To whom it may concern:

It is my pleasure to write a letter of support for the development of a Board-Certified Behavior Analyst (BCBA) program at Marshall University. I am the executive director of the WV Autism Training center, which provides services statewide to families and individuals diagnosed with autism.

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior which may impact the individual's quality of life. ABA has been shown to be effective for a wide variety of problems and populations, including those with and without specific diagnoses, across settings. The opportunity to take ABA courses will benefit our clients by using clinical behavior analysis to improve behavior and life quality, and by serving individuals with behavioral challenges across the lifespan.

There is a great need for professional behavior analysts in our region to work in healthcare, education, and other settings. The extremely long waitlist for services at the few local facilities that offer ABA means that the majority of children on these lists are not offered potentially life-changing services. Individuals who want to earn this certification are currently forced to enroll in out-of-state, online programs. A program at Marshall University will lead to excellent career opportunities in our area and allow us to better serve our citizens who face behavioral challenges across their lifespan.

In conclusion, I fully support the efforts to develop a BCBA program at Marshall University. The high demand for professionals with ABA knowledge and the opportunity to enhance our students' learning will most certainly attract new students to the university. Should you have questions, please feel free to contact me at [Ellison13@marshall.edu](mailto:Ellison13@marshall.edu), or by calling 304-696-2332

Sincerely,

*Marc Ellison*, Ed.D., LPC  
Executive Director,  
WV Autism Training Center



**WEST VIRGINIA  
AUTISM TRAINING CENTER**  
AT MARSHALL UNIVERSITY

October 19, 2022

WV Autism Training Center  
Marshall University  
Old Main 316

To whom it may concern:

It is my pleasure to write a letter of support for the development of a Board-Certified Behavior Analyst (BCBA) program at Marshall University. I serve in the role as the Autism Coordinator for the West Virginia Department of Education, am a member of the West Virginia Autism Training Center Advisory Board and am a proud supporter of ABA services as an individual. Therefore, I reach out personally in the aspect of an educator and autism advocate that has utilized ABA and has collaborated with many BCBA's during my career as an Autism Teacher.

In WV, there is a lack of certified BCBA's in all fields. With a growing need in areas such as education, healthcare, and other settings a quality program is needed in our state. There are many areas of the State of WV have no support or access to BCBA's. This causes long wait lists, frustrated parents/educators, and most importantly children's needs not being met. A program at Marshall University would help to address the state's many needs for more certified BCBA's statewide. Candidates should not have to seek services outside of WV and should have access to a quality higher education program in state. This will also attract many students to Marshall University that may have sought higher education at other institutes of higher education.

Applied behavior analysis (ABA) is a science that uses the laws of learning to understand and teach behavior. Evidence-based strategies based on ABA take a planned approach to changing what comes before and after behavior to teach socially relevant skills and decrease challenging behaviors. Research has demonstrated ABA to be a successful intervention to be most successful when provided in an intensive one-on-one format by trained individuals. Appropriate training in the theory and methodology of ABA is especially critical to the success of the student's program.

In conclusion, I write in full support of the efforts to develop a BCBA program at Marshall University. The addition of a BCBA program would allow more learning opportunities for our students in WV that could benefit from working with a BCBA to address their needs. Please feel free to contact me at [jennifer.anderson@k12.wv.us](mailto:jennifer.anderson@k12.wv.us) if you have any questions.

Warmly,

*Jennifer Anderson*, NBCT

*Jennifer Anderson*, MA, ASDCS, NBCT  
Autism Coordinator, WVDE  
WVATC Advisory Board Member



STATE OF WEST VIRGINIA  
**DEPARTMENT OF HEALTH AND HUMAN RESOURCES**  
**Bureau for Public Health**

**Bill J. Crouch**  
Cabinet Secretary

Office of Maternal, Child and Family Health

**Ayne Amjad, MD, MPH**  
Commissioner & State Health Officer

October 25, 2022

Regina K Woodcock  
WV Birth to Three  
c/o WV Children's Home  
230 Heavner Avenue  
Elkins, WV 26241

To Whom it May Concern:

It is my pleasure to write a letter of support for the Master of Arts in Applied Behavior Analysis program at Marshall University. The program will prepare students to become Board-Certified Behavior Analysts. I am Regina (Mel) Woodcock, the Comprehensive System of Personnel Development Coordinator for the WV Birth to Three system which serves infants and toddler at risk of or who are experiencing developmental delay.

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior which may impact the individual's quality of life. ABA has been shown to be effective for a wide variety of problems and populations, including those with and without specific diagnoses, across settings. The opportunity to take ABA courses will benefit our WV Birth to Three Practitioners by providing a solid background in how ABA principles can support families in knowing how to teach their children to successfully participate in the daily activities and routines of the child and family. There are limited professionals enrolled in the WV Birth to Three system who have this level of professional development so having individuals who have completed their higher education preparation in West Virginia would increase the potential that a graduate would select to stay in the state to serve children and families.

There is a great need for individuals with this certification in our region to work in healthcare, education, and other settings. The extremely long waitlist for services at the few local facilities that offer ABA means that the majority of children on these lists are not offered potentially life-changing services. Individuals who want to earn this certification are currently enrolling in out-of-state, online programs. The M.A. program in ABA at Marshall University will lead to excellent career opportunities in our area and allow us to better serve our citizens who face behavioral and learning challenges across their lifespan.

350 Capitol Street, Room 427 • Charleston, West Virginia 25301 • 304-558-5388 • 304-558-2183 (fax) • [dhr.wv.gov](http://dhr.wv.gov)

In conclusion, I fully support the efforts of the committee in developing a M.A. in ABA program at Marshall University. The high demand for professionals with ABA knowledge and the opportunity to enhance our students' learning will most certainly attract new students to Marshall.

Should you have questions, please feel free to reach me at Regina.K.Woodcock@wv.gov.

Sincerely,

A handwritten signature in cursive script that reads "Regina K. Woodcock".

Regina K Woodcock, MA, IMH-E  
Comprehensive System of Personnel  
Development Coordinator  
WV Birth to Three



November 7, 2022

Bright Futures Learning Services  
PO Box 427  
Scott Depot, WV 25560

To Whom It May Concern:

It is my pleasure to write a letter of support for the Master of Arts in Applied Behavior Analysis program at Marshall University. The program will prepare students to become Board Certified Behavior Analysts.

I am an alumnus of Marshall and the owner / CEO of Bright Futures Learning Services, one of the few Applied Behavior Analysis (ABA) providers in West Virginia. Bright Futures serves autistic children up to age 12 from Putnam, Kanawha, Cabell, Boone, Logan, Lincoln, Mason, Wood, Fayette, and Jackson counties. We maintain a wait list with more than 200 children. The overwhelming majority of children on the list will never receive our services, largely due to the lack of trained providers. The "fortunate" families who do receive our services make great sacrifices. Some families drive almost two hours each way, 5 days per week for their children to receive our services. Some families have relocated to be closer to Bright Futures, and many families move out of state to get services. When children age-out of our services, we often help the family relocate to another state because there are no quality in-state options for children to continue receiving care.

Recruiting, training, and retaining quality staff is the biggest obstacle to serving more children. Having an ABA program at Marshall would help us reduce that obstacle. It would help create a workforce sourcing funneling where there currently is non. Bright Futures has to recruit and "home grow" every one of our staff and when they're ready to advance their career we have to send them to school out of state. In the last two years, seven of my staff have completed graduate degrees in ABA from out of state universities. I would prefer those tuition dollars stay in-state at my alma mater and that more young West Virginian's are able help our most vulnerable citizens.

In conclusion, I fully support the efforts of the committee in developing a M.A. in ABA program at Marshall University. Bright Futures would welcome the opportunity to be a practicum facility for Marshall students so that we can help assure that the next generation of behavior analysts are equipped to provide life-changing care.

Should you have questions, please feel free to reach me at [Jill@BrightFuturesABA.com](mailto:Jill@BrightFuturesABA.com).

Sincerely,

A handwritten signature in blue ink that reads "Jill Scarbro".

Jill Scarbro M.S., BCBA  
Chief Executive Officer  
Bright Futures Learning Services

[BrightFuturesABA.com](http://BrightFuturesABA.com)

(681) 235-3114

PO Box 427 Scott Depot WV, 25560

*October 26, 2022*

*Jennifer Carpenter  
Office of Exceptional Students  
Kanawha County Schools  
1004 Lower Midway Dr.  
Dunbar, WV 25064*

To whom it may concern:

It is my pleasure to write a letter of support for the Master of Arts in Applied Behavior Analysis program at Marshall University. The program will prepare students to become Board Certified Behavior Analysts. My name is Jennifer Carpenter and I am a Board Certified Behavior Analyst working as an Applied Behavior Analysis Specialist with the Office of Exceptional Students for Kanawha County Public Schools in West Virginia. Right now, we have a team of 3 Specialists (2 certified and 1 who is pursuing certification) for the largest county in our state. At this point, our team serves those schools with self-contained classrooms with students with varying disabilities such as intellectual disability, autism and emotional behavior disorders.

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior which may impact the individual's quality of life. ABA has been shown to be effective for a wide variety of problems and populations, including those with and without specific diagnoses, across settings. The opportunity to take ABA courses would greatly benefit Kanawha County Schools, as it would provide our students access to quality behavioral services in order to have access to interventions that will assist them with succeeding in a school environment and promote inclusion, increasing least restrictive interventions and decreasing suspensions which does not benefit any student. The staff could also access more training on how to help their students when they are unsure of what to do. The public school system is in desperate need of those who are trained and that can provide highly effective, research based interventions that have been proven to be beneficial in helping those with disabilities succeed and live a productive and meaningful life in school and beyond.

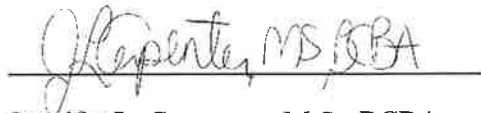
There is a great need for individuals with this certification in our region to work in healthcare, education, and other settings. The extremely long waitlist for services at the few local facilities that offer ABA means that the majority of children on these lists are not offered potentially life-changing services. Individuals who want to earn this certification are currently enrolling in out-of-state, online programs. Unfortunately, I know several individuals that have pursued their education outside of West Virginia and they have ended up moving out of state, which in turn,

takes away from obtaining and retaining these professionals for the benefit of those who live here. The M.A. program in ABA at Marshall University will lead to excellent career opportunities in our area and allow us to better serve our citizens who face behavioral and learning challenges across their lifespan.

In conclusion, I completely support the efforts of the committee in developing a M.A. in ABA program at Marshall University. The high demand for professionals with ABA knowledge and the opportunity to enhance our students' learning will most certainly attract new students to Marshall and to the state of West Virginia.

Should you have questions, please feel free to reach me at 304-543-4080 or [jlcarpenter@mail.kana.k12.wv.us](mailto:jlcarpenter@mail.kana.k12.wv.us)

Sincerely,

A handwritten signature in black ink that reads "J. Carpenter, MS, BCBA". The signature is written in a cursive style and is positioned above a horizontal line.

Jennifer L. Carpenter, M.S., BCBA



*October 27, 2022*

*403 Swinburn Street  
Charleston, WV, 25302*

To whom it may concern:

It is my pleasure to write a letter of support for the Master of Arts in Applied Behavior Analysis program at Marshall University. The program will prepare students to become Board-Certified Behavior Analysts (BCBA). I am a BCBA for Kanawha County Schools Preschool Program. I work directly with children aged 3, 4, and 5 years old, as well as with the classroom staff supporting them. The students that are referred to me have significant challenges that interfere with their ability to access their education. Some of them have medical and/or mental health diagnoses like autism spectrum disorder; however, a lot of learners don't have any diagnoses at all. Schools across our county (as well as our state and nation) face the repercussions of the opioid epidemic. So many students had prenatal drug exposure, were born addicted to methamphetamine or heroin, and/or are currently being raised by grandparents. The behavior challenges that besiege any preschool classroom are many and varied. These challenges can be successfully addressed through Applied Behavior Analysis (ABA).

ABA is the application of scientific principles taken from behavior analysis. The goal is to improve learning and decrease challenging behavior which leads to socially significant, positive change. ABA has been shown to be effective for a wide variety of problems and populations, including those with and without specific diagnoses, across settings. The opportunity to take ABA courses will benefit our community by preparing young professionals to take on the pressing challenges of our beleaguered education system. The number one struggle of new and seasoned educators alike is how to deal with students' problem behavior in the classroom. The Master of Arts in Applied Behavior Analysis will equip the next generation of teachers to take on those challenges, thereby increasing student performance and increasing teacher retention in the education system.

There is a great need for individuals with this certification in our region to work in healthcare, education, and other settings. The extremely long waitlist for services at the few local facilities that offer ABA means that the majority of children on these lists are not offered potentially life-changing services. Individuals who want to earn this certification are currently enrolling in out-of-state, online programs. The M.A. program in ABA at Marshall University will lead to excellent career opportunities in our area and allow us to better serve our citizens who face behavioral and learning challenges across their lifespan.

In conclusion, I fully support the efforts of the committee in developing a M.A. in ABA program at Marshall University. The high demand for professionals with ABA knowledge and the

opportunity to enhance our students' learning will most certainly attract new students to Marshall.

Should you have questions, please feel free to reach me by email at [mcpennington@mail.kana.k12.wv.us](mailto:mcpennington@mail.kana.k12.wv.us)

Sincerely,

Megan Pennington, M.A., B.C.B.A

October 11, 2022

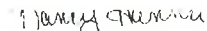
To Whom It May Concern,

This letter is in support of Marshall University establish a Board-Certified Behavior Analyst program. Currently, Greenbrier County Schools employees one-full time BCBAs and contracts with two others.

Increasingly, the student in our care come to us with significant social-emotional regulation issues. We have many Tier I, II, and III supports in place. However, we still have several students, more each year, for whom a full day of regular public school is not a fit. Our BCBAs assist with establishing the Tier II and III supports for staff, students, and families. They then provide one-on-one instruction for those for whom a regular school day in public school is not a fit.

The need for certified BCBAs, in my opinion, will continue to increase. Personally, our system would love to have several more certified staff members.

Respectfully,



Associate Superintendent  
Greenbrier County Schools



November 1, 2022

To Whom It May Concern:

Community Autism Resources and Education Systems (CARES) would like to express our full support for developing degree programs and certificates in Applied Behavioral Analysis (ABA) at Marshall University. We began this non-profit organization in 2017 with the primary goal of increasing access to ABA for our region's children on the autism spectrum. We believe that developing an ABA program at Marshall University is key to increasing the behavioral workforce needed in our region.

The number of ABA service providers in our area is scant, and many families have been on waiting lists for years. Research demonstrates that early, intensive ABA is the gold standard for treating children with autism. Moreover, ABA therapy is a valuable tool for addressing various challenges individuals face across the lifespan. ABA is used in educational settings, organizational psychology, gerontology, and other special populations to improve people's lives. We are largely missing out on the benefits of ABA in our region because we do not have the workforce trained to do this work.

Right now, anyone interested in pursuing a graduate degree in ABA must attend an out-of-state program. Most attend online programs that they report leave them feeling disconnected from the region. They have difficulty arranging supervised fieldwork, and many have reported great dissatisfaction with their educational experiences in these programs. We believe having a program at Marshall will allow for the integration of their educational experiences with their work in the local community and allow us to serve them as students and address the needs of our community through increasing access to ABA through high-quality supervised field sites.

Our organization has recently lost 3 members in the last year because their families needed to move to Ohio to access services for their older children and young adults. None of these families wanted to leave West Virginia, and all made incredibly valuable contributions to their professions and communities. They had no choice, as ABA and related services for older children and young adults are almost non-existent within our state. We believe an ABA program at Marshall can help create the workforce needed to start programs that serve families across the lifespan. We want our families to be able to stay in West Virginia.

In sum, CARES would like to fully endorse the development of an ABA program at Marshall University. We look forward to supporting and collaborating with the program to create the next generation of behavioral workforce and provide the services, so many of our families are desperately seeking in this region. Please let me know if there is anything we can do to strengthen our recommendation.

Sincerely,

Jill C. Underhill, Ph.D.  
Board Member, CARES  
Interim Assistant Director, CTL  
Marshall University  
[underhillj@marshall.edu](mailto:underhillj@marshall.edu)



11/1/2022

888 Oakwood Road,

Suite 300, Box 2

Charleston WV 25314

To whom it may concern:

It is my pleasure to write a letter of support for the Master of Arts in Applied Behavior Analysis program at Marshall University. The program will prepare students to become Board Certified Behavior Analysts. I am Cathy Jo Higgins, Owner, and CEO of The Developmental Advantage, a pediatric outpatient ABA clinic.

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior which may impact the individual's quality of life. ABA has been shown to be effective for a wide variety of problems and populations, including those with and without specific diagnoses, across settings. The opportunity to take ABA courses will benefit our not only our clinic, but the state as a whole. As the owner of an ABA clinic, that is also a Behavioral Health Center of Excellence, I can say firsthand that the number of available services in the state are very limited. The Developmental Advantage, as well as many other clinics, have waitlists of a year or more, due to a lack of providers. Our waitlist continues to grow daily, including families willing to drive 3+ hours, one way, to receive services.

Currently, all BCBA/BCaBA candidates must go to colleges and universities out of WV to receive schooling and training. This puts our state at a disadvantage, as it does not encourage future BCBA's to work in our area. By offering this program at Marshall, I believe it will allow ABA students to grow a connection to our state, encouraging them to stay in the area to provide drastically needed services to our children and families. It will also limit the number of students leaving WV for other ABA programs. We need to keep our WV students here at home!

There is a great need for individuals with this certification in our region to work in healthcare, education, and other settings. The extremely long waitlist for services at the few local facilities that offer ABA means that the majority of children on these lists are not offered potentially life-changing services. Individuals who want to earn this certification are currently enrolling in out-

38

of-state, online programs. The M.A. program in ABA at Marshall University will lead to excellent career opportunities in our area and allow us to better serve our citizens who face behavioral and learning challenges across their lifespan.

In conclusion, I fully support the efforts of the committee in developing a M.A. in ABA program at Marshall University. The high demand for professionals with ABA knowledge and the opportunity to enhance our students' learning will most certainly attract new students to Marshall. I support this effort so much that The Developmental Advantage is willing to be a training site for future ABA students that attend, my Alma mater, Marshall University.

Should you have questions, please feel free to reach me at [cathyjo@thedevelopmentaladvantage.com](mailto:cathyjo@thedevelopmentaladvantage.com) or at our clinic at 681-265-0999.

Sincerely,



Preliminary Accreditation

CATHY JO HIGGINS, M.A.  
*Founder & CEO Developmental Specialist*

The Developmental Advantage, LLC  
Clinic Phone (681) 265-0999  
Fax (681) 217-1505  
[www.thedevelopmentaladvantage.com](http://www.thedevelopmentaladvantage.com)

## **Graduate Intent to Plan--Major or Degree**

### **COEPD**

#### **M.A. in Applied Behavior Analysis (ABA)**

##### **Supplementary Information**

**Please provide a rationale for new degree program:** (See also attached Hanover Report)

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior, which may impact the individual's quality of life. ABA is an effective intervention for many problems and populations, including those with and without specific diagnoses, across settings.

The program will allow students to obtain 33 hours of coursework in Applied Behavior Analysis (ABA). Completion of the course work will provide students with a master's degree and allow them to sit for the Board Certified Behavior Analyst® (BCBA®) exam and, where applicable, become certified or licensed to practice.

Students pursuing other graduate degrees related to rehabilitation services (e.g., Psychology, School Psychology, Special Education, Communication Disorders, Counseling, Nursing, and Social Work) or business may want to take select courses to learn more about evidence-based practices derived from ABA that are applicable to their field of study or complete a second master's degree to improve employability.

The program's learning outcomes align with Marshall University's educational mission, namely the ability to outline multiple solutions to a problem and generate innovations. Another alignment is with ethical and civic thinking. Students will apply ethical principles to their work. Additionally, students will use information literacy and inquiry-based thinking when applying skills to practice.

The program's learning outcomes support Marshall's Strategic Vision as the program will provide students with a high-quality professional degree that will help address needs in the state. Furthermore, the program's learning outcomes are consistent with the statewide master plan, which seeks to provide students with tools to be productive in the workforce. Students completing the program may become a BCBA® and, where applicable, licensed to practice. Through Marshall's online platform, we will increase access for all of West Virginia, as well as other states, to our program.

Nationally, this is a highly sought after degree program. A Hanover Academic Assessment report was completed in September 2022 and noted that the program would be viable (see attachment for the full report).

Key findings included:

- Employment prospects for students with the M.A. in ABA degree are excellent and expected to grow by 10.3% through 2031.
- There are thousands of job listings in the field in the region.
- Because there are no similar programs in WV, Marshall University would have a competitive edge.
- Marshall University's proposed program would provide supervised fieldwork as part of the curriculum, something that will likely be appealing to many potential students. Most institutions require students to find their own fieldwork opportunities.

**Additional Resource Requirements:** (See also attached Intent to Plan document and Excel spreadsheet)

It is proposed to develop an Association for Behavior Analysis International (ABAI) accredited (Tier 1) M.A. in Applied Behavior Analysis (ABA) program. Each program qualifying for accreditation must have one full-time doctoral level faculty member, preferably with board certification, to serve as a program director. The director will be a 12-month faculty, teaching a 2/2 load with a summer stipend. The role of this faculty member is to maintain a high-quality program that meets the current eligibility and course standards as set out by the Behavior Analysis Certification Board (BACB) and ABAI, overseeing all aspects of the program. The program director also maintains communication between the BACB, ABAI, and the university.

The implementation of the M.A. program in ABA will necessitate hiring three people with doctorates in behavior analysis, preferably board certified, to coordinate the program and teach courses. The director will be hired to teach during the first year. The second and third full-time (9 month) professors, teaching a 3/3 load, will be hired to teach beginning in the second year and fifth year of operation, respectively. Adjunct faculty with at least M.A. degrees in behavior analysis or related fields will be required to teach additional courses. Adjunct faculty will be BCBAs as well.

Faculty must document their expertise in the applied, experimental, and/or conceptual analysis of behavior. Core faculty must be full time doctoral-level behavior analysts.

The budget also includes 50% of an administrative assistant and one full-time graduate assistant during each fall and spring.

Office space for the three faculty members, an administrative assistant, and a graduate student will be needed. If the administrative assistant is shared with another unit, office space may already be allocated to them.

Major operating expenses include computers for the new faculty members and the graduate student, scholarships for selected students, stipends for field supervisors, conference travel for faculty and students, marketing, advertising, and office supplies.

Because this will be an accredited program, accreditation application and annual renewal fees will be needed. It is anticipated that the program director or second faculty member will become an approved CEU provider for BCBAs in the state. An initial application fee and annual renewal fees will be required to become a CEU provider. All items outlined above are included in the attached budget.



**Marshall University Board of Governors  
Meeting of April 10, 2024**

**ITEM:** Approval of 2023-2024 Academic Program Review Recommendations

**COMMITTEE:** Academic and Student Affairs Committee

**RECOMMENDED ACTION:** *Resolved*, that the Marshall University Board of Governors approve the 2023-2024 Academic Program Review Recommendations.

**STAFF MEMBER:** Avi Mukherjee  
Provost and Senior Vice President for Academic Affairs

**BACKGROUND:**

The Division of Academic Affairs recommends the following actions based upon the Academic Program Review of scheduled programs for 2023-2024.

Undergraduate Degree Programs	Recommendations
Foreign Languages-BA	<p>Improve the program through advancements in efficiency, quality, productivity and focus. We make the following specific recommendations:</p> <ul style="list-style-type: none"> <li>• The program needs a viable and workable assessment implementation plan. Faculty need a reliable and dependable strategy to collect, analyze and report assessment results annually. Using those results, the program should develop an appropriate action plan to improve students' attainment of the program's expected learning outcomes.</li> <li>• Communication between specific language programs (e.g., Spanish, French, Japanese, etc.) needs to be improved. Independently operating silos, grouped by language, have formed and are preventing efficient sharing of resources and collaboration where needed.</li> <li>• A detailed and realistic plan for improvement is needed. This should be accompanied by redoubled efforts in marketing and recruitment for the foreign languages majors. Beyond the intrinsic value of language learning, earning a degree in another language opens doors to a range of career opportunities in international relations, business, diplomacy and more.</li> </ul>
History-BA	Continue at current level

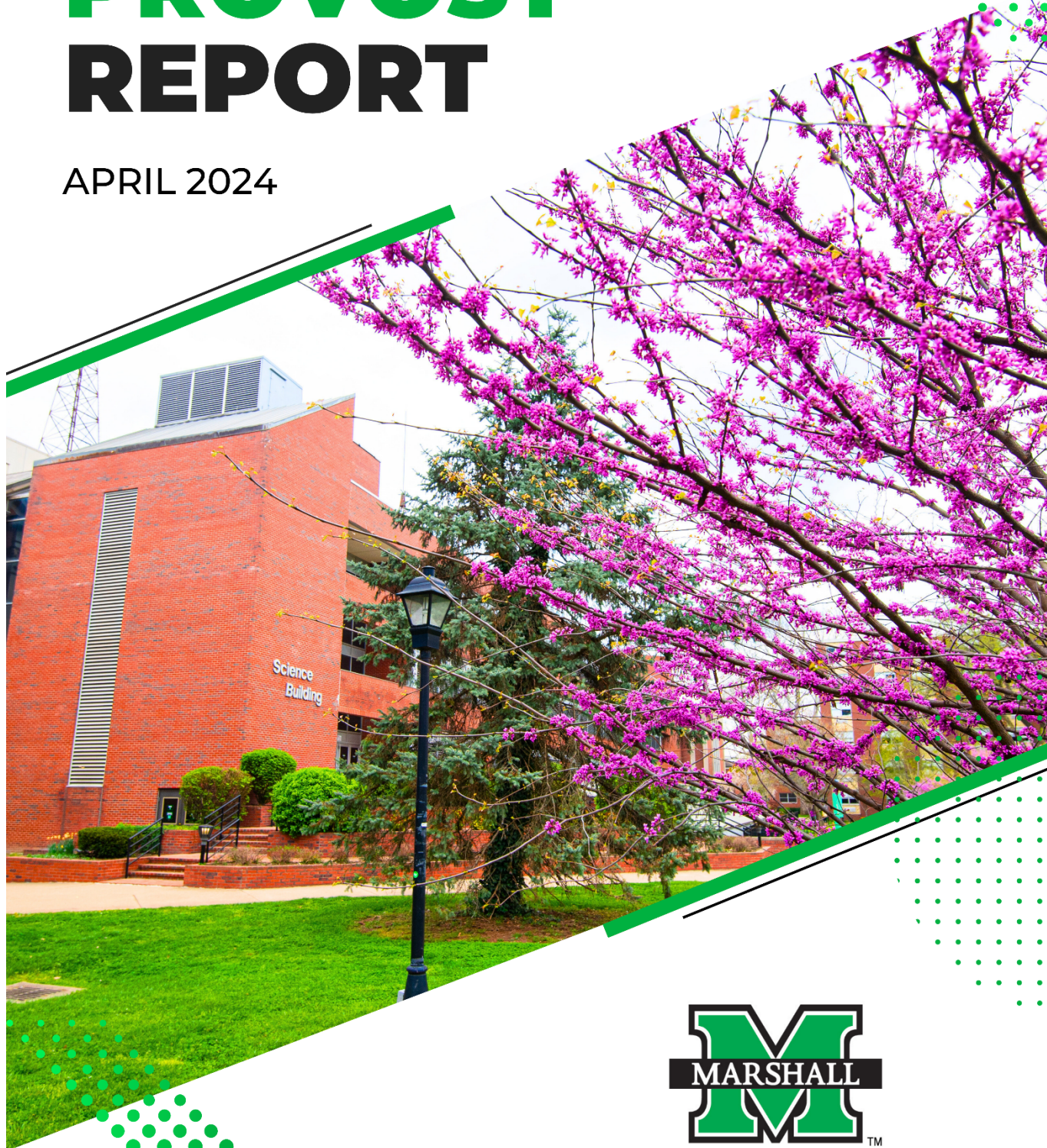
Humanities-BA	Continue at current level
Sociology-BA (includes Anthropology major)	Continue at current level
Bachelor of Fine Arts (BFA)	Continue at current level
Bachelor of Arts (BA) in the Arts	Continue at current level
Regents' Bachelor of Arts (RBA)	Continue at current level
Biological Sciences-BS	Continue at current level
Health Sciences-BS	Continue at current level

<b>Graduate Degree Programs</b>	<b>Recommendations</b>
History-MA	Continue at current level
Humanities-MA	Continue at current level
Sociology-MA	Consolidate the program with another existing program. We make the following specific recommendation: <ul style="list-style-type: none"> <li>• Explore combining this program with a related Marshall M.A. program. We will provide the BOG an update regarding this action during academic year 2024-2025.</li> </ul>
Music-MA	Continue at current level
Biological Sciences-MS/MA	Continue at current level
Pharmaceutical Sciences-MS/MA	Continue at current level
Pharmacy-PharmD	Continue at current level
Physical Therapy-DPT	Continue at current level

<b>Graduate Certificate Programs</b>	<b>Recommendations</b>
Appalachian Studies	Continue at current level
Bioinformatics	Discontinue the program after all enrolled students have completed it. This recommendation is made due to minimal past enrollment, no completers during the review period and lack of qualified instructors at the present time.
Latin	Continue at current level
Public History	Continue at current level
Women's Studies	Continue at current level

# PROVOST REPORT

APRIL 2024



ACADEMIC AFFAIRS



## *A Message from Academic Affairs*

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Greetings!

As we approach the end of the spring semester in April, it's a fitting time to pause and acknowledge the remarkable academic achievements that define our institution. Here's a glimpse into the notable accomplishments across our academic departments and the invaluable support provided to our students:

- **College of Arts & Media:** WMUL-FM clinched two first-place awards and three finalist awards at the 84th Annual Intercollegiate Broadcasting System Conference's Awards Ceremony in New York City on March 2. JMC TV earned three finalist awards.
- **College of Engineering & Computer Science:** Marshall University received Fortune's Best Online Master's in Computer Science program for 2024. The in-person master's degree secured the third position nationally.
- **College of Education & Professional Development:** Approval of the Master of Arts degree in Applied Behavior Analysis program signifies a significant expansion in our offerings, addressing emerging needs in education and professional development.
- **College of Health Professions:** The Exercise Science Program received recognition from the National Strength and Conditioning Association's Education Recognition Program.
- **College of Liberal Arts:** A grant-funded general education initiative, Advanced Critical Thinking, was launched. It features foundational courses and specialized tracks in various fields.
- **College of Science:** The 2024 Appalachian Institute for Digital Evidence (AIDE) Conference highlighted Marshall University's expertise in cyber forensics and security.
- **Division of Aviation:** Marshall University and West Liberty University collaborated to offer a Professional Pilot bachelor's degree program.
- **Lewis College of Business:** The Appalachian Research in Business Symposium facilitates the exchange of new research, ideas, and connections within the region's academic community.
- **School of Pharmacy:** Pharmacy students and faculty advocated for pharmacy benefit manager (PBM) reform, contributing to the passing of a reform bill.
- **University Libraries:** Spearheaded the establishment of the WV Electronic Resources Consortium, providing students statewide with databases and resources.

In addition to our academic pursuits, our wide range of student support services and programs have been abuzz with activity. They've reported:

- **Center for Student Success:** The Total Comeback program, piloted this semester, is a significant highlight as it provides crucial support for students returning from a total withdrawal, demonstrating proactive efforts to ensure student success and well-being.
- **Intercultural & Student Affairs:** The Intercultural Student Weekend stands out as a highlight, showcasing the commitment to community by inviting high-achieving minority students to campus for a tailored program aimed at connecting them with academic and campus resources.
- **Online Education:** The partnership with the Institute for Cyber Security has led to the establishment of a state-of-the-art video production studio within the newly constructed Brad D. Smith Center for Innovation and Business. This initiative underscores our dedication to elevating faculty support and enhancing instructional quality in online education through cutting-edge infrastructure.

On behalf of the Academic Affairs administration and staff at Marshall University, we extend an invitation to join us in commemorating the scholarly and creative triumphs of our faculty, staff, students, and alumni. We take great pride in their successes and warmly welcome you to partake in this celebration of our shared accomplishments.

Sincerely,



*Avinandan Mukherjee*

Avinandan (Avi) Mukherjee, Ph.D.  
Provost & Senior Vice President for  
Academic Affairs



*Karen McComas*

Karen McComas, Ed.D.  
Interim Associate Vice President for  
Academic Affairs & Associate Provost

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### PROGRAM HIGHLIGHTS

- WMUL-FM received two first-place awards and three finalist awards during the 84<sup>th</sup> Annual Intercollegiate Broadcasting System Conference's 15th Annual Awards Ceremony in New York City on March 2. JMC TV also received three finalist awards for their production work. This year's contest had more than 3,000 overall entries including audio, video, print, and best station categories.

### FACULTY & STAFF ACHIEVEMENTS

- Tijah Bumgarner, Video Production, screened her film *Picture Proof* at the West Virginia International Film Festival West Virginia Wednesdays Series in Charleston, January 10-17. She also presented on the WV Film guest panel at the Arts in Our Communities Conference in Charleston on February 28.
- Sandra Reed, professor of Art, presented "W.E.B. DuBois and the 1900 Paris Exposition: Black History, Persuasive Infographics, and a World's Fair" at the Carter G. Woodson Lyceum in Drinko Library on February 7.
- Professor Sandra Reed, Dr. Masa Toyama (Psychology), and alumnae Barb Lavalley Benton presented at the Arts in Our Communities Conference in Charleston on February 28. The presentation featured the structure and results of a series of grant-funded art workshops based in area senior centers that originated in state-funded Creative Aging in Lifelong Learning workshops and the multi-disciplinary health study titled, "Art Intervention: A community-based study of the impact of visual art on the cognitive and other aspects of healthy aging."
- Interim Director of the School of Art and Design Mark Zanter presented his composition *Use of Markov Chains in Ex Machina* at the MOXsonic Arts Festival on March 16.
- Dr. Rob Quicke, Director of the School of Journalism, presented two sessions at the 84<sup>th</sup> Annual Intercollegiate Broadcasting System Conference in New York City. The sessions covered the story behind the annual College Radio Day and Vinylthon events and his recent book, *Finding Your Voice in Radio, Audio, and Podcast Production*.
- Dr. Chris Swindell, Broadcast Journalism, is producing a pilot for a show featuring Executive Director of Alumni Relations Matt James.
- Dr. Alexander Lee, Voice Studies, gave performances in Brasov, Romania, February 29-March 5.

### STUDENT & ALUMNI ACHIEVEMENTS

- Danielle Renee Cade (BFA, Visual Art-2005), was named Executive Director of The Arts Center in Elkins, WV.
- Ralph May (BA, Art-2021) was promoted to Design and Advertising Coordinator for the WV Department of Tourism.
- Dawn Kusher (BFA, Visual Art-2023) was accepted into the Arizona State University School of Art & Design's MFA photography program.
- Music majors Dylan Morgan, piano, and Emma Dial, voice, were the winners of the Concert of Soloists Competition held in Smith Recital Hall on February 4.



- Two of the school's performing groups, Jazz I Ensemble and 3<sup>rd</sup> Avenue A Capella Vocalists, were featured at the West Virginia Music Educators Association Conference, on February 29-March 2.
- The Sixth Man Band represented Marshall at the Sun Belt Basketball Tournament in Pensacola, FL, March 6-12.
- Students of Alexander Lee, Carline, Waugh, David Castleberry, and Cadence Weaver were featured during the *Art Song Recital: A Celebration of Female Composers in Song and Stage Celebrating International Women's Day* on March 8.
- Senior theatre major Jimi Lawson presented his capstone project on the play *Every Brilliant Thing* written by Duncan Macmillan and Jonny Donahoe, February 19-20. The one-person play was performed by sophomore theatre major Gabriella Bellomy.

## COMMUNITY ENGAGEMENT

- Music faculty Dr. Carline Waugh, voice, and Dr. Johan Botes, piano, performed at the First Baptist Church of Huntington to celebrate Black History Month on February 9.
- The 55<sup>th</sup> Annual Winter Jazz Festival was held February 14-17 featuring guest artist Earl MacDonald, a world-renowned jazz pianist.
- The School of Music hosted the High School Honor Band Festival on February 21-23 with over 300 high school students and the WV State Jazz Ratings Fest on February 24.
- Douglas Masek, saxophonist, and clarinetist, was in residence March 7-9 as part of the Joan C. Edwards Distinguished Professor endowment. He gave master classes and performances as part of the Single Reed Day event hosted by faculty Ed and Ann Bingham.
- The School of Theatre and Dance held performances of *The Wolves* by Sarah DeLeppe in the Joan C. Edwards Performing Arts Center, on February 14-17 and 21-24.
- The first Super Sunday recruitment event for the School of Theatre and Dance was developed, managed, and taught by faculty Leah Turley, MaShawn Morton, and Shelby Nelson on March 3. Eleven students signed up for the day-long event that offered free classes in acting, movement, and dance. Lunch was provided and students were given tickets to the Spring Dance Concert featuring Master Teacher Nicholas Young.
- Kristen Letts Kovak's painting solo exhibition, *Out of Order*, was held from February 12-March 7 in the Carroll Art Gallery.
- The 38<sup>th</sup> Annual Student Juried Exhibition was held February 29-March 22 in the Birke Art Gallery.

#### PROGRAM HIGHLIGHTS

- Marshall University was recognized by *Fortune* for offering the Best Online Master's in Computer Science program in the nation for 2024. Marshall was also ranked third place nationally by *Fortune* for its in-person master's degree in Computer Science.

#### FACULTY & STAFF ACHIEVEMENTS

- Drs. Gregory Michaelson, Arka Chattopadhyay, Mehdi Esmailpour, and Pingping Zhu were awarded \$2,998,647 by the U.S. Army Engineering Research and Development Center for their proposal, "Detection of Subterranean Threat Activity." Dr. Michaelson is an associate professor of Civil Engineering and currently serves as Associate Dean of the College. Dr. Chattopadhyay is an assistant research professor of Civil Engineering. Dr. Esmailpour is an associate professor of Mechanical Engineering. Dr. Zhu is an assistant professor of Computer Sciences and Electrical Engineering.
- Drs. Ammar Alzarrad, Haroon Malik, Husnu Narman, Pingping Zhu, Tanvir Chowdhury, Gregory Michaelson, and Arka Chattopadhyay were awarded \$2,050,000 by the U.S. Army Engineering Research and Development Center for their proposal, "Automatic Assessment and Repair for Military Railroads." Dr. Alzarrad is an assistant professor of Civil Engineering. Dr. Malik and Dr. Narman are associate professors of Computer Science. Dr. Chowdhury is an assistant professor of Industrial Engineering.
- **Zhu, Pingping**, Chang Liu, Peter Estephan, "A Novel Multivariate Skew-Normal Mixture Model and Its Application in Path-Planning for Very-Large-Scale Robotic Systems." arXiv.org, February 2024. Peter Estephan is a Marshall graduate with an M.S. in Electrical Engineering. Dr. Liu is an assistant professor at Peking University in China.
- Boening-Ulman, K., A. Mikelonis, J. Heckman, M. Calfee, K. Ratliff, **S. Youn**, J. Smith, C. Mitchell, W. Hunt, and R. Winston, "The potential to manage releases of *Bacillus anthracis* using bioretention and a high flow media filter: Results of simulated runoff testing with tracer spores *Bacillus globigii*," *Journal of Environmental Management*, Vol. 354, March 2024. Dr. Sungmin Youn is an associate professor of Civil Engineering. Dr. Kathryn M. Boening-Ulman and Dr. Ryan J. Winston are faculty at Ohio State University. Joseph S. Smith is a PhD candidate at Ohio State University. Drs. Anne M. Mikelonis, J. Lee Heckman, M. Worth Calfee, and Katherine Ratliff are scientists for the Environmental Protection Agency. Dr. William F. Hunt is a faculty member at North Carolina State University. Caleb E. Mitchell is a Ph.D. student at North Carolina State University
- Ferdjallah, M., I. Ferdjallah, Z. Khitan and H. Driscoll. "Correlation Analysis between Plasma Calcium Homeostasis and Fluid Dynamics in Alzheimer's Disease and Diabetes Mellitus Type 2." *Journal of Diabetic Complications and Medicine*, Vol. 9 (1), 2024. Dr. Mohammed Ferdjallah is an assistant professor of Electrical and Biomedical Engineering. Dr. Henry Driscoll is an endocrinologist and Dr. Zeid Khitan is a nephrologist in the internal medicine department at the Joan C. Edwards School of Medicine. Dr. Iman Ferdjallah is a JCESOM graduate and completed her pediatrics residency at East Virginia Medical School.

## STUDENT & ALUMNI ACHIEVEMENTS

- Alexa Hoffman, an Electrical and Computer Engineering major, and local high school students Sophia Fry and Mahir Irtiza collaborated with Dr. Yousef Sardahi to publish “Fuzzy Logic Control for Flexible Joint Manipulator: An Experimental Implementation” in the *International Journal of Mechanical and Mechatronics Engineering*, Vol. 18, Num. 1, 2024. Sophia is a senior at Huntington High School. Mahir is a junior at Cabell Midland High School. Dr. Sardahi is an associate professor of Mechanical Engineering and Industrial Engineering.
- Several students, in collaboration with CECS faculty, presented their research at the Undergraduate Research Day on February 22 at the West Virginia State Capitol.
  - Hamzeh Al-Qawasmi and Sebastian Risch, Biomedical Engineering: “Polypropylene and Glass Fiber Composite Extrusion for Additive Biofabrication of Bone Tissue Scaffolds with Complex Microstructures.”
  - Kyra Baber and Nicole Adkins, Electrical Engineering: “Design and Implementation of an Automated Drink Mixer.”
  - George “Robbie” Clarke, Biomedical Engineering: “Influence of Environmental Insults on Human and Mouse Genome Post-Space Missions.”
  - Adam Cunningham, Biomedical Engineering: “LDLRAP1, which mediates cholesterol metabolism, is elevated in Alzheimer's disease.”
  - Madison Higgins and Hannah Totten, Civil Engineering: “Scanning Electron Microscopy (SEM) to evaluate carbon nanomaterials in cement mortars.”
  - Gabrielle Ivey, Biomedical Engineering: “Mutable Characteristics of Tissue Plasminogen Activator Genes in Alzheimer's Disease.”
  - Muna Lentison and Cameron Green, Computer Science: “Marshall University AI Chatbox App.”
  - Tyra Pemberton, Biomedical Engineering: “Reduced GLP-1R in the aged caudate nucleus with Alzheimer's disease.”
  - Colby Perry, Computer Science: “VR vs Traditional Training in Active Shooter Preparedness.”
  - Preston Sellards, Ben Taylor, and Mathew Allen, Electrical Engineering: “Autonomous Drones: Multiple Drone Control and Obstacle Avoidance in Obstacle-Deployed Environments.”
  - Hannah Totten, Civil Engineering: “Characterization of various nanomaterials using the Cytoviva Hyperspectral Imaging system.”

### PROGRAM HIGHLIGHTS

- Dr. Jennifer McFarland-Whisman, Special Education, provided program and course descriptions and master syllabi for the M.A. in Applied Behavior Analysis that was approved this semester. The new program will begin this fall.
- Dr. Eugenia Lambert, Leadership Studies, submitted a proposal to the WV Department of Education for a Superintendent/Supervisor/Principal Administrative Certificate. This will increase competitiveness with other institutions and increase cohorts with Mountain State Cooperative Education Services.

### FACULTY & STAFF ACHIEVEMENTS

- Dr. Huanshu Yuan, Curriculum and Instruction, presented at several conferences this spring including: “Multicultural Approaches to Instructional Practice and Policy: Embedding Culturally Responsive Pedagogy in Higher Education” at the NASPA Student Affairs Administrators in Higher Education Annual Conference in Seattle, WA; “Enhancing Multicultural Teacher Education in China” at the Comparative & International Education Society (CIES) Annual Conference in Miami, FL where she also served as Conference Session Chair; and “Promoting Culturally Responsive Teaching through Practice: Chinese Teacher Candidates’ Practicum Studies” at the Eastern Educational Research Association (EERA) Conference.
- Medical HELP Assistant Coordinator Hannah Dean-Searls and HELP Director Dr. Hillary Adams presented at the 2024 Learning Differences Association of America Conference. Their presentation “Get Ready to Work: How Advocacy Creates Quality Careers” showcased research and practical guidelines surrounding self-awareness, advocacy, disclosure, accommodations, and workplace rights for neurodiverse individuals.
- Appalachian Studies Association Executive Director Mary Thomas and Office Manager Ann Bryan attended the 47<sup>th</sup> Annual Appalachian Studies Association Conference in Cullowhee, NC.
- Dr. Kandice Rowe, Director of SCOPES, presented “Transformative Shifts in Academic Advising: Utilizing Advising Week to Cultivate Connection” at the 2024 EERA Conference.
- Dr. Amanda Preece, Assistant Director of Clinical Experiences, presented “Inservice Teacher Use of Social Media: A Case Study” at the 2024 EERA Conference.
- Interim Associate Dean Dr. Debra Lockwood and Dr. Jennifer McFarland Whisman attended Special Education Day at the Legislature on February 21 to help promote quality special education programs and support for special education teachers in West Virginia.
- Dr. Eugenia Lambert presented “Educational Leadership: Using Cohorts to Grow Your Future Leaders” at the Association of Educational Service Agencies (AESAs) Conference in Anaheim, CA with Mountain State Educational Services Cooperative. Dr. Lambert was also awarded an Open Education Resources grant to use for her LS 630 class.

### STUDENT & ALUMNI ACHIEVEMENTS

- School Psychology graduate students Kimberly Kahle and Andrea Efaw presented with faculty “Using TCIT in Interdisciplinary Professional Preparation Programs” in February at the National Association of School Psychologists Annual Convention in New Orleans. Evie Butcher, also a School Psychology graduate student, presented “A Follow-up Study of Preservice Candidates' Knowledge of PREPaRE” at the conference. Myra Moore, a School Psychology alum, was recognized as a Model School Psychology Intern Field Supervisor.
- School Psychology graduate student Hayley Summers was recently awarded the Susan Wilson Scholarship. This fund was made possible by memorial gifts to the Marshall University Graduate College Foundation from friends and family of Susan, the daughter of Drs. Robert and Nancy Wilson.
- Alum Madison Parker was named the 2023 Teacher of the Year at Alston Ridge Elementary School in the Wake County Public School System in Cary, NC.

## COMMUNITY ENGAGEMENT

- The School Psychology program hosted its annual internship fair in February. School districts from WV, VA, OH, and KY attended this annual event to meet candidates in hopes of attracting and hiring an interns for the subsequent school year.
- School psychology students Alexis Bragg, McKenzie Smith, Danielle Ryder, and Hayley Summers and faculty member Dr. Conrae Lucas-Adkins are partnering with the Social Work department to provide interventions for at-risk youth in Cabell and Wayne County elementary schools.
- The WV Autism Training Center partnered with the Autism Services Center to create a part-time autism diagnostic clinic that will provide multi-disciplinary diagnostic services to children across West Virginia and the tri-state area.
- Dr. Sachiko McBride, Curriculum and Instruction, served as a judge at the 2024 West Virginia Science and Engineering Fair in Charleston on March 4.
- The Feed the Need Race, hosted by Dr. Eugenia Lambert, raised over \$3,000 to buy food for local children to take home for weekends.
- Brean Stewart, Dr. Timothy Melvin, and Dr. Eugenia Lambert created a Gingerbread house replica of the One Room Schoolhouse at Ritter Park for the Greater Huntington Park and Recreation District.
- Dr. Bob Rubenstein, Counseling, and Dr. Anna Shreve, WV Autism Training Center, did an invited professional development presentation for Wood County Public Schools.

## PROGRAM HIGHLIGHTS

- Under the leadership of Dr. Rob Powell, Marshall University's Exercise Science Program received a certificate of recognition by the National Strength and Conditioning Association's (NSCA) Education Recognition Program.
- The ALS Clinic at the Marshall University Speech and Hearing Center, in conjunction with Marshall Health's Neurology Department, had a site visit to become a recognized treatment center with the ALS Association. If approved, the Center will be the first in the state of West Virginia.

## FACULTY & STAFF ACHIEVEMENTS

- School of Kinesiology faculty Dr. Mark Timmons and Dr. Gary McIlvain co-authored the article, "The medial knee gap measured on ultrasound images is wider during a valgus stress test compared to the anterior medial knee rotation test" published in the journal *Sonography*, February 2024.
- Paula Rymer, Social Work, served as organizer and director the 2024 West Virginia Collegiate Suicide Prevention Conference held at Marshall in April. The event is dedicated to raising awareness and promoting the prevention of suicide among college students.
- Shikeal Harris, Social Work, was chosen to take part in the 2024 cohort of the John Marshall Leadership Fellows Program. Shikeal serves as the MSW Admissions Coordinator.
- Mona Sanders joined the Department of Communication Disorders this semester as a clinical assistant professor. Mona received her MS in Communication Disorders from Marshall in 2013.
- Sarah Clemens, Communication Disorders, presented "An Introduction into using Artificial Intelligence in Speech Therapy" at the 2024 WV Speech-Language Hearing Association Convention in March.
- Robin Looney, Social Work, is acting as a liaison between the Marshall University Research Corporation and the Graduate Social Work Department for the Mental Health Service Professional Demonstration Grant awarded by the US Department of Education. The funding will focus on increasing the number of school behavioral health providers in underserved WV counties.

## STUDENT & ALUMNI ACHIEVEMENTS

- School of Kinesiology students presented their research conducted with faculty mentors at the Undergraduate Research Day at the WV Capitol in February.
  - Rileigh Elk: "Elbow Stability Decreases After a Bout of Throwing"
  - Faith Auvil, Brettina Jeffers, Rileigh Elk: "More Glenohumeral External Rotation is Found in Forearm Pronation Than in Forearm Supination"
  - Jacob Hutchinson: "Forearm Muscle Pennation Angle Increases During Maximal Grip Contractions"
  - Brettina Jeffers and John P. Ringhisen: "Load Carriage Increases Trunk Flexion During Arm Elevation and Gait in Soldiers" and "Load Carriage Reduces Scapular Motion During Arm Elevation and Gait"

- Communication Disorders graduate students Teagan Beitzel and Lauren Downing presented their poster “Breaking the Chains: Unveiling the Impact and Resilience of Children with a History of Opioid Exposure” at the WV Speech-Language Hearing Association Convention.
- Macy McKnight, undergraduate Communication Disorders major, presented her poster “Impact of Malocclusions on Feeding Habits” at the WV Speech-Language Hearing Association Convention.

#### COMMUNITY ENGAGEMENT

- The MU Speech and Hearing Center (MUSHC) invited interested high school students to come observe speech therapy sessions.
- The Huntington/MU chapter of the National Stuttering Association (NSA) hosted a screening of the documentary "When I Stutter." Directed by John Gomez, the documentary explores the effects of stuttering on people’s lives.
- The Interprofessional Health Student Organization hosted a fundraiser on April 1 at SIP Downtown Brasserie in Huntington. Ten percent of the sales were donated to the organization. Founded in 2019, the Interprofessional Health Student Organization provides an interdisciplinary network for graduate healthcare students that is committed to professional development, advocacy, and community service.

### PROGRAM HIGHLIGHTS

- Drs. Sydnor Roy and E. Del Chrol, Humanities, took seven Classics and Latin students to the annual meeting of the Junior Classical League. The students performed an abbreviated version of Plautus' 2<sup>nd</sup> century BCE Roman comedy *Mostellaria* ("The Ghost Play") for more than 150 high school Latin students. They also judged the Toga Fashion Show, the Certamen (Quiz Bowl), and the graphical arts submissions.
- The Marshall University Thundering Word Speech & Debate team hosted the 52<sup>nd</sup> annual John Marshall High School Tournament in February. Thirteen high schools registered 244 student entries. Knott County Central High School won the team sweepstakes and Parkersburg High School won the traveling trophy.
- The College of Liberal Arts launched a grant-funded general education program in Advanced Critical Thinking. Students begin with core courses focused on transformative texts and move on to additional coursework in themed tracks for students interested in Healthcare & Medicine, Management & Organizations, Science & Technology, Environment & Sustainability, and Conflict Resolution & Justice.

### FACULTY & STAFF ACHIEVEMENTS

- Dr. Zelideth Rivas, Professor of Japanese, has been named a finalist for the West Virginia Professor of the Year Award by the Faculty Merit Foundation of West Virginia.
- Dr. Jana Tigchelaar, associate professor of English, convened a roundtable at the recent Appalachian Studies Conference, titled "In their Own Country Project: Thriving Archives in the Digital Era." The project resulted in a website featuring interviews, references, and teaching materials related to West Virginia writers. English MA graduate student Kelsey Beilstein served as the project intern.
- Dr. Megan Marshall, assistant professor of English, published the chapter, "Social Media & the Perpetuation of Normative Motherhood," in the edited collection, *Normative Motherhood: Regulations, Representations, and Reclamations* in spring 2023. Her review of "From Wallflowers to Bulletproof Families: The Power of Disability in Young Adult Narratives" appeared in the May 2023 issue of *Children's Literature Association Quarterly*.
- Dr. Del Chrol, professor of Classics and Humanities, co-authored with Sarah Blake the chapter, "Sexuality and the Court," which appears in Kelly & Gug's *The Roman Emperor and his Court c. 30BC-c.AD300*, published by Cambridge University Press.

### STUDENT & ALUMNI ACHIEVEMENTS

- Duncan Crowley, graduate teaching assistant in Communication Studies, was presented with a Golden Apple award for his work in CMM 103 under the supervision of Dr. Julie Snyder-Yuly. Rob Johnson of WSAZ News, whose mother Dr. Dorothy Johnson served as Chair of the department in the 1980's, presented the award.
- Mel Clark and Kia Booth, Psychology majors, presented their work at Undergraduate Research Day at the WV Capitol. These students conducted a demographic analysis of the LGBTQ+ community in Appalachia. The students' work is part of a project in Dr. Jon Day-Brown's lab studying the effects of sex hormones on brain function.



- Tyler Farley, a double major in International Affairs and Economics, has been named a Gilman Scholar. This US State Department scholarship program supports students in study abroad programs and international internships.
- Alexis Campbell, History major, presented work at the Undergraduate Research Day at the WV Capitol. Alexis' historical research traces three periods of Marshall College's history focusing on how the curriculum was shaped by economic and political forces during its first century of existence.
- Angelica Garcia Barrios graduated from the Engineering Management program in December 2023 with an additional certification in Geospatial Information Science. Before full time work in the College of Engineering, Angelica was enrolled in the English Language Institute and presented research to students in the Physical Therapy program.
- A.W. Hamilton, a 2005 Communication Studies graduate, was named Atlantic Sun Conference coach of the year. A.W. is the head coach of the Eastern Kentucky University men's basketball program. ECU won this year's ASUN conference championship. Hamilton was previously named the 2019-2020 Ohio Valley Conference coach of the year.
- Zach Jenkins, 2017 BA in Psychology and Political Science and 2020 MA in Psychology was awarded the TRIO Service Recognition Award by WV TRIO. Zac is the director of the TRIO program HATS (Heart of Appalachia Talent Search) at Marshall. HATS assists first-generation college students in Mason & Wayne counties by bringing equal access to educational opportunities.

#### COMMUNITY ENGAGEMENT

- Dr. Kristi McLeod is working with the West Virginia Legislature to add domestic violence as a factor in determining the equitable distribution of assets in divorce cases. WV law presumes an equitable distribution of marital assets, even in cases where one spouse has suffered physical abuse. Dr. McLeod has been working in this session to give magistrates the discretion to set unequal asset distribution in cases where one party has been convicted of domestic abuse.
- Dr. Clinton Brown has taken the role of President of Dress for Success Huntington. The Dress for Success non-profit agency assists individuals with limited resources and experience with professional clothing, job searches, interview skills, and other resources that increase their earning potential. Dress for Success in Huntington grew out of a 2007 capstone project developed by students in a Women's Studies course at Marshall.

### PROGRAM HIGHLIGHTS

- The Marshall University Institute for Cyber Security hosted the 2024 Appalachian Institute for Digital Evidence (AIDE) Conference on March 4-7. The conference featured experts and vendors from various fields of cyber forensics and security. AIDE is a regional, nonprofit organization that promotes research and education in digital evidence, cyber forensics, and cyber security. The conference was organized by COS faculty John Sammons, Bill Gardner, and Josh Brunty.

### FACULTY & STAFF ACHIEVEMENTS

- Drs. Sean and Sachiko McBride, Physics, received \$2,000 from NASA to continue their annual coaching program for the WV Science Olympiad and the MU Society of Physics Students speaker series.
- Dr. Judy Fan, Physics, was awarded a 2024 Air Force Research Laboratory Summer Faculty Fellowship.
- Dr. Tom Cuchta, Mathematics, co-authored the article, "Human risk factors in cybersecurity: Experimental assessment of an academic human attack surface." *Interaction Studies*, Vol. 24 (3), 2023.
- Dr. Rosalynn Quinones, Chemistry, was named as treasurer of the American Chemical Society Colloid & Surface Division. Dr. Quinones also collaborated with Dr. Lauren Waugh, a graduate Forensic Sciences, for their article, "An Evaluation of the Cannabinoid Content of the Liquid and Thermal Degradation Analysis of Cannabis-Labeled Vape Liquids." *Journal of Forensic Sciences*, March 2024.
- Dr. Michael Norton, Chemistry, will lead a project funded by a \$36,000 award from the Army Educational Outreach Program (AEOP) through an agreement with the Joan C. Edwards School of Medicine. The program will support 6 internships for high school students. Two of those students will study DNA-based nanostructures with Dr. Norton this summer.
- Dr. Holly Cypert, Biological Sciences, was awarded a West Virginia Clinical and Translational Science Institute pilot grant of \$50,000 in support of her project, "The mother-daughter connection: Does maternal PCOS impact biomarkers and metabolic factors in young adolescents?"
- Dr. Anne Axel, Biological Sciences, co-authored the paper, "Consistency in Verreaux's sifaka home range and core area size despite seasonal variation in resource availability as assessed by Enhanced Vegetation Index (EVI)." *American Journal of Primatology*, March 2024. Dr. Axel also acquired, engineered, and installed the first phenocam in Madagascar as part of the PhenoCam Network. A phenocam takes still images indefinitely of a plot of vegetation half-hourly each day.
- Dr. Kyle Palmquist, Biological Sciences, co-authored the article, "Wildfire probability estimated from mean annual climate and fine fuels across the big sagebrush region." *Fire Ecology*, February 2024.
- Dr. Robin O'Keefe, Biological Sciences, co-authored the article, "A new genus of small polycotylid plesiosaur from the Upper Cretaceous of the Western Interior Seaway and a clarification of the genus *Dolichorhynchop*." *Cretaceous Research*, Vo. 157, May 2024.
- Bill Gardner, Cyber Forensics and Security, presented "Getting Hired in Cybersecurity" at the 2024 Appalachian Institute for Digital Evidence (AIDE) Conference in Huntington.
- Dr. Kim Kunkler, a graduate Forensic Sciences, co-presented the workshop "Get Fired Up for Improvements to Fire Debris Standards! Overview, Use, and Implementation of the Major Revisions to ASTM E1618" at the American Academy of Forensic Sciences Annual Conference in Denver, CO.

## STUDENT & ALUMNI ACHIEVEMENTS

- The Marshall chapter of the Society of Physics Students (SPS) published their article, “Teaching Students to Make Cameras from Scratch” in the Winter 2024 edition of *The SPS Observer*.
- AJ Messinger, a Physics major, and Holden Young, a Chemistry major, presented their work at the Undergraduate Research Day at the WV Capitol in February.
- Jacob Lee, a Chemistry major, was awarded a 2023-2024 NASA WV Space Grant Consortium Undergraduate Research Fellowship Scholarship.
- Forensic Science graduate students Jett Brandes, Chris Haser, Charis Hickey, Katie Peyton, Maddy Robinson, Jessica Smith, and Allison Swigart presented posters at the Annual Conference of the American Academy of Forensic Sciences, in Denver, CO.

## COMMUNITY ENGAGEMENT

- The 10<sup>th</sup> Annual WV State Science Olympiad was held at Marshall on March 2. The event featured 23 STEM events, attracted over 100 high school students, and involved the participation of faculty and students from the entire College of Science. Dr. Sachiko McBride serves as the WV State Director of the Olympiad.
- Dr. Sachiko McBride participated as a judge at the WV Science and Engineering Fair on March 4.
- Dr. Jennifer Markiewicz and members of Alpha Chi Sigma (AXE), the student chemistry fraternity, oversaw a Boy Scout merit badge session on March 10.
- Dr. Rosalynn Quinones, students from her Laboratory, and volunteers from First2Network and AXE participated as judges for the Lawrence County Science Fair at Fairland High School.

### PROGRAM HIGHLIGHTS

- Marshall University Aviation leaders and faculty visited 37 West Virginia counties and over 40 high schools last fall through the West Virginia Association of Collegiate Registrars and Admissions Officers career fairs. This spring recruiting is being approached with a more direct focus on local private middle and high schools as well as reaching out to any remaining counties that did not participate in WV career fair days. To date, Marshall Aviation has presented to over 6,000 West Virginia K-12 students. In addition to visiting students at their respective schools, the flight and AMT schools welcomed over 500 students to Marshall University Aviation campuses this spring.
- This spring the flight school and AMT school rolled out electronic submission of hazard reports. This initiative is the next step in the Safety Management System by which we proactively mitigate risks associated with our operations. The culmination of these activities leads to the Federal Aviation Administration (FAA) Aviation Safety Action Program (ASAP) approval. ASAP recipients are recognized as the FAA certificate holders with the highest attention to detail and safety of flight and serve as partners with the FAA in the promotion of safety within general aviation.
- This spring marks graduation for the inaugural class of AMT students. Seventeen students will graduate and enter the aviation industry as professional aircraft technicians. All 17 students were honored with conditional offers of employment from industry partners early last year. Marshall Aviation is proud to announce three of its graduates will accept positions with Embraer, the world's third-largest aircraft manufacturer. Others have accepted positions with General Electric (GE) Aircraft Division and Republic Airways. Four graduates have applied for positions with Marshall University Aviation. These talented professionals have voiced a clear commitment to hone their aviation skills by working on our aircraft and supporting flight operations at Marshall University Aviation.

### STUDENT ACHIEVEMENTS

- Ian Chinn and Ben Epperly, third-year professional pilot students, achieved the coveted Certified Flight Instructor certification in January. There are now five students from the inaugural class who have achieved this milestone. Ian and Ben are next in line to join as flight instructors within the Professional Pilot Program. This accomplishment is one full semester ahead of schedule as Marshall University Aviation continues to intentionally develop a self-sustaining workforce while providing industry employment for its students.

### COMMUNITY ENGAGEMENT

- Seventy-five student counselors from Project Lead the Way visited the Flight School on March 12. The counselors participated in PLTW STEM Circles Teacher Convening. Counselors participated in STEM-based teaching scenarios, panel discussions, and breakout sessions, all designed to strengthen STEM-based programs in K-12 schools.

- Marshall University Aviation hosted the Federal Aviation Administration Safety Team (FAAST) meeting. This session focused on teaching human performance and communication. The Flight School and AMT school welcomed West Virginia instructors, students, and community members including a crew from the Fairmont State University Flight Program. These community sessions increase awareness, and knowledge, and put a positive spotlight on Marshall University, Marshall University Aviation, and the state of West Virginia.
- Marshall University is in the final steps of rolling out a Fall 2024 flight program in conjunction with West Liberty University. Under this agreement, West Liberty University and Marshall University will jointly issue a Professional Pilot bachelor's degree. Marshall will provide all aviation courses and West Liberty will provide the general education requirements. Marshall University Aviation will fly aircraft and instructors to Wheeling to conduct FAA-approved flight training courses for West Liberty students.
- Marshall University and West Virginia University announced an agreement for a Professional Pilot bachelor's degree and an AMT degree. Under this agreement, Marshall University and West Virginia University will jointly issue these degrees with Marshall providing all aviation-specific instruction and WVU providing all general education requirements. Marshall University Aviation will fly aircraft and instructors to Cumberland Regional Airport to conduct FAA-approved flight training courses for WVU students. Additionally, the AMT school will open a satellite base at Cumberland Regional Airport to support training WVU AMT students.
- In February, Marshall University Aviation began offering flight training at Martinsburg Airport. Aviation enthusiasts can obtain the highest quality flight training at the new Martinsburg facilities. Marshall University flies its aircraft and instructors to Martinsburg to provide training for members of the local community.
- The University welcomed members of Sinclair Community College's Unmanned Aircraft Program to discuss the upcoming start of Marshall University Aviation Unmanned Aircraft Systems training. Marshall University is proud to partner with Sinclair Community College in the creation of K-12 and collegiate training programs that support UAS flight and maintenance. These classes and training programs will be launched in the fall of 2024 and include FAA certifications and operational experience.

### PROGRAM HIGHLIGHTS

- The LCOB hosted the Appalachian Research in Business Symposium on April 4-5. The Symposium provides a venue for presenting new research, discovering contemporary ideas, and building connections among scholars. Dr. Boniface Yemba, assistant professor of International Business, served as Conference Chair. A record total of 90 papers and abstracts were accepted with 38 from LCOB faculty and students. Keynote speakers included Provost Avinandan Mukherjee and author and innovator Carlton Robinson, director of the Jacksonville Chamber of Commerce.
- The 6<sup>th</sup> annual TEDxMarshallU was hosted at the Joan C. Edwards Playhouse on February 27. Nine speakers from around the world, including four students, delivered enlightening talks centered on this year's theme: "Connecting Threads." The theme was inspired by Marshall University's Higher Learning Commission Quality Initiative theme for the 2023-2024 academic year: "Building Bridges." The TEDxMarshallU event will be upgraded to a global status TEDx in 2025 due to the number of online participants and downloads.

### FACULTY & STAFF ACHIEVEMENTS

- Dr. Margie McInerney, professor of Management, received the Albert Nelson Marquis Lifetime Achievement Award for career longevity and excellence in a chosen field for Fall 2023 by the Marquis Publications board. She is also among the Marquis Who's Who Women of Influence of Professional Women for Spring 2024.
- Dr. Nancy Lankton, Associate Dean and Professor of Accounting, had the eighth most downloaded paper in the *Journal of the Association for Information Systems* in 2023 for her paper, "Technology, Humanness, and Trust: Rethinking Trust in Technology," which was published in 2015.
- Suzann Workman, administrative secretary in the Department of Accountancy and Legal Environment, retired after 34 years of service. Suzann is the longest-standing staff member in the Lewis College of Business, serving under twelve deans and at least six department chairs. A reception was held on Friday, March 8 to celebrate her service.

### STUDENT & ALUMNI ACHIEVEMENTS

- Devin Miller, a Sports Management alum, spoke to instructor David Steele's Current Issues in Sports class about his first-hand experience with collegiate NIL (name, image, and likeness) and product brand promotions during his days as a tight end for Marshall Football.
- Katy Spears, an Entrepreneurship alum, is seeing her entrepreneurial endeavors come to fruition. Katy received first place at the MU qualifying stage of the WV Innovation and Business Model Competition in Spring 2022. She placed fifth in the state finals, using the prize money to invest in her own business of bringing "Tiny Homes" for student housing near Marshall's campus. Officially breaking ground on January 28, her goal is for the homes to be completed by August 2024.

- Isabella Schrader, Entrepreneurship and Sustainability Management major, was chosen to participate and represent the Brad D. Smith Schools of Business and Lewis College of Business in the 2024 WV Undergraduate Research Day at the Capitol. Her research focused on how businesses and nonprofits can integrate the United Nations' Sustainable Development Goals into their business operations to help advance West Virginia's Sustainable Development.
- Students Mackenzie Rider, Valerie Watts, Jonathan Garlow, and Reagan Hines attended the Quinnipiac Global Asset Management Education (GAME) Forum in New York City in March with Dr. Mohammad Uddin, assistant professor of Finance.
- Amber Chatelain, AJ Kooti, Marjorie Abney, Rachel Brassine, and Clint Taylor, members of the first cohort of Doctor of Business Administration students, presented their dissertation defenses this semester.
- Luke Jeffrey, a Yeager Scholar and Accounting major, was invited to speak at the 6<sup>th</sup> Annual TEDxMarshallU event in February. Luke serves as an innovation intern for Marshall's iCenter and as the social media manager for *The Parthenon*. Seniors Jamison Lewis, a Management major, and Gracie Queen, a Marketing major, served on the student-led organizing team for this year's event. Jamison was responsible for ticketing and various elements of production as Event Manager. Gracie served as the Marketing and Social Media Coordinator while managing the team's other promotional efforts.

## COMMUNITY ENGAGEMENT

- The LCOB hosted 53 members of the Huntington Young Professionals for their monthly meeting and a tour of the new Brad D. Smith Center for Business and Innovation. The tour included a look at the Encova Auditorium, various classrooms, finance and computer labs, and the integrated technology that makes the building state-of-the-art.
- The Service Wire Company team also stopped by the new building for a tour and to discuss ways to partner with the LCOB to establish a world-class sales center. The Transformative Sales and Service Excellence Center in the building was made possible by a generous donation from Service Wire to provide students with a space that can adequately prepare them to be a step ahead of the competition in their professional careers.
- The Lewis College of Business continues to foster its relationship with Northwestern Mutual. Their staff have attended several finance classes to talk about their company and put a "Real World" link to the LCOB curriculum. They also hired an intern from one of the in-class visits.

### PROGRAM HIGHLIGHTS

- Drs. Craig Kimble and Tommy Pile were interviewed for two newspaper articles in the *Herald-Dispatch* on Pharmacy Benefit Managers (PBM) reform. They also met with state senators and delegates in Charleston to discuss several bills. A PBM reform bill was passed in March 2024 by the legislature and is awaiting the Governor's signature.
- The students and faculty of the School of Pharmacy attended the WVPA Pharmacy Day at the Capitol on February 6 to advocate for patients and the pharmacy profession. Student ambassadors and faculty also represented the SOP during Marshall Day at the Capitol on February 1.

### FACULTY & STAFF ACHIEVEMENTS

- Dr. Tommy Pile was one of five pharmacy faculty members selected for the National Association of Chain Drug Stores (NACDS) Faculty Scholars Program for research involving diabetes technology. Dr. Pile also received a \$5,000 award.
- Dr. Cynthia Jones received the Excellence through Diversity Award at the 2024 Diversity and Inclusion Awards hosted by the Marshall University Joan C. Edwards School of Medicine.
- Dr. Tim Long served as a grant reviewer on the National Institutes of Health (NIH) study ZAI1 VSR-D(M1) NIAID New Innovators Award.
- Dr. Gayle Brazeau is serving as the Chair of the Tri-State Chapter of the American Red Cross Missions Committee.
- Dr. Boyd Rorabaugh served as a member of a review panel (Integrative Myocardial Physiology/Pathophysiology Study Section) in March to review federal grants for the NIH.
- Dr. Craig Kimble spoke at the 50<sup>th</sup> Annual Ohio-Marshall County Pharmacists Association (OMCPA) Spring Seminar in Wheeling giving an update on continuing education programs on immunizations.
- **Brazeau, G;** Robinson, ET; Reardon, G; Zgarrick, D. "Pharmacists must take an active role as citizen scientists". *Journal of the American Pharmacists Association*, Vol. 64, Issue 1, 2024.
- Stanek ML, Boaz KM, Cordes CN, Niese TD, Long KE, Risner MS, Blasco JG, Suzelis KN, Siereveld KM, **Rorabaugh BR**, Zoladz PR. "Social evaluative stress enhances central detail memory, reduces false memory, and results in intrusive memories that last for days." *Neurobiology of Learning and Memory*, Vol. 209, March 2024.
- **Kimble, Craig and Pile, Tommy**, "Securing the Supply Chain: the DSCSA and the New Importation Policy in Florida." *Pharmacy Times-Health System Edition*, Vol. 13 (2), March 2024.

### STUDENT & ALUMNI ACHIEVEMENTS

- SOP students were recognized at the 2024 Diversity and Inclusion Awards hosted by the Marshall University Joan C. Edwards School of Medicine. Fourth-year student Angelina Tetteh received the Pharmacy Diversity and Inclusion Excellence Award. Austin Richardson, also a fourth-year student, received the Diversity and Inclusion Advocacy Award.



- Monis Ali (P2 student), Alexis Atkinson (P2 student), and Dr. Tommy Pile presented a research project at the American Pharmacists Association (APhA) 2024 Annual Conference in March.
- A policy proposal on pharmacy access co-authored by Dr. Tommy Pile and P3 student Taylor Campbell was presented and voted on at the national American Pharmacists Association Academy of Student Pharmacists (APhA-ASP) meeting in March.
- The Marshall University Pre-Pharmacy Club won the 2024 Most Improved Student Organization Award from the MU Student Affairs LEAD Center. The club was recognized and celebrated at the Spring 2024 Leadership Awards Ceremony.

## COMMUNITY ENGAGEMENT

- SOP students and Dr. Tommy Pile visited the 5<sup>th</sup> grade class at St. Joseph's Catholic School in Huntington for a medication safety education event. Students were able to make their suspensions using smarties, mortars, pestles, and flavoring agents. They learned the difference between vitamins, medicine, and candy. Students also learned about vital signs, how to take blood pressure, and listened to lung and heart sounds.
- Dr. Jennifer Sparks collaborated with the Marshall University Joan C. Edwards School of Medicine to present pharmacy opportunities at Fairfield University.
- The SOP participated in the Career and Internship Fair at Morehead State University on February 28.

### PROGRAM HIGHLIGHTS

- The WV Electronic Resources Consortium, established by Marshall University Libraries, outlined the upcoming subscriptions for the 2024-2025 academic year. The Consortium provides access to over 15 databases and hundreds of thousands of resources. Agreements like this allow Marshall to supplement library holdings while also helping to support students in community and technical colleges and other 4-year institutions in West Virginia.

### FACULTY AND STAFF ACHIEVEMENTS

- Library faculty members Sarah Mollette and Kacy Lovelace were invited by the iCenter in the Lewis College of Business to be part of an inaugural group learning how to facilitate Design for Delight (D4D) for University Libraries. The group will identify a problem that impacts library users and try to solve it while training fellow library staff to be certified with the D4D Innovation Explorer micro-credential badge.
- Sarah Mollette was interviewed with fellow Marshall colleagues for the N4A Academic Integrity Assessment & Program Review for the National Association of Collegiate Directors of Athletics. The assessment is meant to ensure the university is effectively aligned with NCAA standards regarding academic integrity for student-athletes.
- Kacy Lovelace completed the Department Chair Leadership Academy and became certified as an Innovation Catalyst I.

### COLLABORATIONS & PARTNERSHIPS

- Sarah Mollette hosted pop-up events at the Chris Cline Athletic Complex tutoring center and the new Brad D. Smith Center for Business and Innovation to establish a presence in areas that are outside Drinko Library to let students know about research and support services.
- Sarah Mollette is working with Cody Hall in Information Technology to coordinate campus-wide training and workshops on AI as part of the Presidential AI Taskforce.

### COMMUNITY ENGAGEMENT

- Sarah Mollette represented University Libraries on March 13 at the “Safer Spring Break” event to encourage students to make smart choices.
- The library faculty and staff worked with members of the campus and the local community to organize and host HerdCon 2024, an annual pop culture convention. HerdCon 2024, held March 29-30, featured the annual *Song-a-Long* event with emcee Rodney Sanders. Beau Smith, creator of the comic book and television show *Wynonna Earp*, made a guest appearance. The Huntington Old Time Dance & Music group performed musical numbers. A live remote with WMUL was held with the HerdCon *PopCast* crew. MU cosplayers-in-residence Alicia Lewis of *Kiss-a-Frog Cosplay* and Kat Skipworth of *Katwoman Cosplay* judged a costume contest. There were numerous vendors, demonstrations, panels, artists, food trucks, role play

and tabletop gaming, and musicians. The event was free for all ages and took place in the Memorial Student Center, Drinko Library, and across MU's campus.

- To mark AIDS Awareness Week, Drinko Library displayed a section of the AIDS Quilt in the area above the Library Circulation desk. The library hosted a series of events to mark the week including a reception with speakers and a reading of the names of local AIDS victims. Panels and a movie screening were hosted throughout the week of March 11-16.

### PROGRAM HIGHLIGHTS

- The Center for Student Success piloted a new program this semester to assist students returning from a total withdrawal called Total Comeback. The program was created by Morgan Conley, Assistant Director for Student Success Initiatives, working with the Total Withdrawal Counseling Program, and consists of case-management as well as support group meetings.

### STUDENT ACHIEVEMENTS

- Supplemental Instruction Leader Perin Schray, a senior majoring in Chemistry, has been selected as the international winner of the Outstanding New SI Leader award by the International Center for Supplemental Instruction. Perin serves as the SI leader for CHM 205, a class that covers general chemistry, organic chemistry, and biochemistry for nursing and health science students. This highly competitive recognition brings national and international attention to Marshall University.

## PROGRAM HIGHLIGHTS

### *Vice President's Office*

- The Division of Intercultural and Student Affairs sponsored a Watch Party for the women's basketball team in the Memorial Student Center on March 11. This event was open to students, staff, faculty, alumni, and the public.

### *Office of Accessibility and Accommodations (formerly Student Disability Services)*

- The Office of Disability Services has officially changed its name to the Office of Accessibility and Accommodations.
- Spring 2024 Student Data for the Office of Accessibility and Accommodations as of March 2024: New students registered (Spring) 23; Total Registered students–609; Case Management–67; Exams proctored–133; Emotional Support Animal Approvals–45.

### *Office of Student Advocacy*

- The Office of Student Advocacy hosted Countdown to Commencement on March 12 and 13 for graduating students. A virtual option for students was held on March 14.
- Thirty students received a rented laptop for the Spring 2024 semester.
- In March, fifteen students received Marco Meal swipes or \$100 in Herd Points.

### *Student Conduct*

- Student Conduct conducted the Football Student Athletes-Conduct and Responsible Behavior Refresher training in collaboration with Athletics.
- Student Conduct and the Behavioral Intervention Team (BIT) completed training with the Counseling Center focusing on reviewing BIT practices and the MU Reporting System.

### *Intercultural & International Student Programs*

- Intercultural Affairs hosted the 35<sup>th</sup> Women of Color Awards Luncheon on March 5. Awards were given to community members, students, and staff members.
- Intercultural Affairs sponsored Intercultural Student Weekend on March 8-9. The program invites high-achieving minority students to campus for two days to connect with academic and campus resources. Over 65 students from West Virginia, Ohio, Kentucky, and Washington, DC high schools participated. Students met with student organizations, spent the night at the Rec Center, received a campus tour, and were given a tour of the Stadium Skyboxes.

### *Counseling Center*

- The Counseling Center has seen 1,137 students since the first day of class.
- The Counseling Center sponsored Wednesday Wellness on March 13, a program that provides educational resources and massages to students.

#### *Wellness/Student Health Education Programs*

- Graduate assistant Hannah Estep and Wellness Coordinator Kaye Godbey facilitated a Positive Self-Talk Workshop for 22 RA's.
- Kaye Godbey gave two in-class wellness presentations to 35 students in the Social Work and Communications Studies departments. She provided individualized wellness plans for 12 different students. She also presented and recorded a workshop on March 6 for online students on motivation and overcoming burnout.
- MU Paws took part in 2 events this semester, comforting over 100 students.
- A Safer Spring Break event was held on March 13 on the MSC plaza which provided 204 students with safety resources to kick off Spring Break. Ten on-campus organizations and 15 community agencies participated by providing resources and hosting activity booths.

#### *Violence Prevention & Response Programs*

- The office distributed 300 valentines promoting safe sex practices, consent, and education regarding healthy relationships.
- A presentation was held on March 14 for on-campus residents regarding healthy relationships.

#### *Division Marketing Plan/Marshall U App*

- Since the MU App launched in August 2023, there have been 4,323 downloads. A new app experience has been built for potential students to quickly access the application process. Once students receive their Marshall email, they will transition to the full student engagement experience.

#### *Military and Veterans Affairs Office*

- Student Veterans of America (SVA) members Jamie Springston and Amond Bailey attended Legislative Week at the US Capitol, March 3-7. Jamie was also part of a video testimony in support of the Not Just a Number Act, a bill before US Congress to increase the expansion of veteran benefits and for the prevention of veteran suicide.

#### *Louis Stokes Alliances for Minority Participation (LSAMP)*

- LSAMP hosted its annual Symposium February 9-10 with over 140 students from nine schools throughout West Virginia and Kentucky in attendance.
- David Cartwright, LSAMP Campus Coordinator, took 25 students to the Being Everything You Are (BEYA) Conference in Baltimore, MD, February 14-17.

### PROGRAM HIGHLIGHTS

- Marshall Online launched its first-ever online store in collaboration with BSN Sports. Five percent of the proceeds from every purchase will go toward fundraising for Marshall Online. This initiative aims to create a distinctive line of Marshall Online clothing.
- The Marshall Online Student Engagement (OSE) team hosted its second Virtual Countdown to Commencement on March 14. All students graduating from an E-campus-approved program were invited to participate. Students heard from campus partners about important information related to pre-graduation responsibilities such as ordering commencement regalia and announcements.
- The Marshall Skills Exchange issued 144 more badges including 12 from the first microcredential offering outside of the pilot phase.
- The Marshall Online Newsletter January issue featured Ultra news and updates, Belonging and Mindset teaching intervention, a Teams breakout rooms tutorial, semester-on-a-page resource for students, OSE virtual events, and a faculty spotlight on Dr. Chris Sochor. The February issue featured a Teach-to-Learn guide, OneNote in Ultra tutorial, faculty liaison videos, information on the Virtual Countdown to Commencement, and OSE virtual events.
- The Design Center added a new Best Practices in Online Teaching and Learning section to their website. The section provides faculty with research-based best practices and teaching inspiration for quality instructional design and delivery. A Regular and Substantive Interaction checklist was also added to include strategies for meeting and exceeding RSI.
- Online Education is using Synthesia, a generative AI video production software, to help faculty enhance their courses using multimedia assets. This program uses generative AI that writes a script to create a voice-over and avatar to present content. Faculty can customize everything within the platform to include Marshall branding, PowerPoint slides, screen recordings, and video content.

### STAFF ACHIEVEMENTS

- President Brad Smith, Assistant Provost for Online Education Dr. Julia Spears, and Provost Avinandan Mukerjee presented “Marshall for All, Marshall Forever: Marshalling Impact in West Virginia” at the annual meetings in January for the Association for Undergraduate Education at Research Universities (UERU) and the American Association of Colleges and Universities (AAC&U). Dr. Spears also co-presented the session “Advising for Student Success-Advising as an Equity/Excellence Imperative at Research Institutions: Shifting Toward Shared Models” at the AAC&U conference.
- Dr. Julia Spears and Michelle Morrison presented “Advising & Mental Health: Bridging the Divide with Innovative Embedded Technologies” at the University of Pittsburgh Mentoring and Advising Summit on March 8. The session had 213 attendees from around the country. Michelle Morrison and Lalicja Byrdie-Johnson also presented at the Summit, “Transforming the Online Student Experience: Building an Online Student Engagement Team That Supports Online Student Success.” The session had 196 attendees from other R1 and R2 institutions.

## **COLLABORATIONS & PARTNERSHIPS**

- Marshall Online faculty liaisons Drs. Laura Stapleton, Wendi Benson, and Shannon Miller-Mace produced new videos on gamification, reinvigorating discussion boards, and a learner workload awareness survey to create impactful online teaching methods.
- The Online Student Engagement Team and Counseling Services co-hosted a “Staying Motivated” session for online students on March 6.
- The WV Grant Resources Center is partnering with Online Education to offer an advanced grant writing micro-credential.
- Online Education partnered with the Office of Career Education to create three new micro-credential modules: career and self-development, communication, and professionalism. Online Education also partnered with Career Education on the student virtual programs “Navigating Handshake,” “Creating Effective and Powerful Resumes,” and “Ace Your Job Interview.”
- Online Education partnered with the Institute for Cyber Security to create a video production studio inside the new Brad D. Smith Center for Innovation and Business that will assist faculty on how to create videos and other multimedia learning materials.
- In collaboration with the Office of Workforce and Economic Development, Online Education was awarded a \$400,000 grant from the Charles Koch Foundation to support the work of micro-pathways and micro-credentials.
- Online Education is collaborating with the Presidential Committee on the Centennial of Negro History Week and Black History Month to create an online program to host short courses. The courses, designed for local and global audiences, will cover a diverse range of Black history topics with flexible lengths.

## **COMMUNITY ENGAGEMENT**

- Dr. Julia Spears, Diana Adams, and Michelle Morrison represented Marshall Online at Marshall Day at the WV Capitol in January.
- Online Education participated in several campus events this semester including the Graduate Studies Expo, Green and White Days, Career Fair, and the Career Education Cybersecurity Fair.
- Marshall Online hosted online students who were invited to attend the Marshall Women’s Basketball Game on March 1.





## BOARD OF GOVERNORS REPORT | APRIL 10, 2024



### School of Medicine marks another successful Match Day

A total of 59 fourth-year students from the Class of 2024 matched to residency programs, representing a 100% match rate for the class.

More than one-third of the class matched in primary care while others are pursuing highly competitive specialties. This is the fourth consecutive year the School of Medicine has had a 100% match rate.

### A PERFECT MATCH

#### MD CLASS OF 2024

- 100% Match Rate
- 37% matched in primary care specialties
- 54% to stay in WV for residency

#### GRADUATE MEDICAL EDUCATION PROGRAMS

Marshall filled 100% of first-year slots in its 12 residency training programs, including the new rural psychiatry residency. The number of approved trainees for each program is designated by the program's accrediting body.

New residents and fellows will begin their programs July 1.

## Meet Jessica Tall

### Class of 2024



## Marshall Moment

Jessica “Jess” Tall wants to be a physician who treats people — getting to know each patient on her exam table, including the unique set of characteristics, circumstances and histories that make them who they are. Jess, a fourth-year medical student at Marshall, shared her views as one of the featured speakers for the sixth annual TEDxMarshallU event Feb. 27 at the Joan C. Edwards Playhouse.

Exploring identity helps people heal amidst all the factors at play in their lives. This goes for the medical field and beyond, said Jess, also a longtime mentor for middle and high school students.

“Coming from a diverse background and low socioeconomic status, I always had a passion for advocating for people who may not have access to health care and resources,” she said. “I want to aid those from rural backgrounds and get out of my comfort zone,” she said. “I am glad, thankful and grateful that so many local community members have allowed me to be a part of some of their most vulnerable moments, the healing process and their medical journey.”

A Cleveland, Ohio, native, Jess matched in child neurology at Boston Children’s Hospital and plans to pursue a career in epileptology and aid children with neurological disorders.



## NEW CLINICAL TRIAL: New study investigates impact of maternal PCOS on biomarkers and metabolic factors in young adolescents

A new study at Marshall University led by Jennie Yoost, MD, MSc, aims to shed light on the intricate relationship between maternal polycystic ovarian syndrome (PCOS) and its potential impact on biomarkers and metabolic factors in young adolescent girls.

PCOS is a complex hormonal disorder associated with increased risks of cardiovascular disease and type 2 diabetes. Yoost, an associate professor of Obstetrics and Gynecology at the School of Medicine and the only fellowship-trained pediatric and adolescent gynecologist in West Virginia, has teamed with Holly Cyphert, PhD, associate professor of Biological Sciences in Marshall's College of Science, to determine how maternal PCOS may influence the metabolic health of young girls during puberty.

Funded by a grant from the West Virginia Clinical and Translational Science Institute, this study seeks to compare and analyze androgens, ovarian function markers, metabolic factors such as insulin and lipid levels, and specific bile acids as biomarkers among adolescents before their first menstrual period. If present, the biomarkers may indicate risk of disease. The study will involve evaluation of females ages 8 to 13, including their medical history, timing of pubertal changes and laboratory tests.



The 11th Annual Quality & Safety Summit was hosted March 14 by the School of Medicine and Marshall Health Network.

## QUALITY & SAFETY TAKE CENTER STAGE

Faculty, resident physicians, fellows, medical students and other health care professionals showcased initiatives to enhance patient care, safety and overall quality within their respective fields at the 11th Annual Quality & Safety Summit last month. The following projects were recognized for outstanding achievement:

### Outstanding Quality Improvement (QI) Award

Acute Ischemic Stroke IV Thrombolytic Door-to-Needle Treatment Times Improvement Project | Marshall Health Network, St. Mary's Medical Center

### Outstanding Patient Safety Award

MRSA Decolonization Protocol Strategies to Decrease Methicillin-Resistant Staphylococcus Aureus | Marshall Health Network, St. Mary's Medical Center

### Outstanding Resident Safety Award

Easier to Breathe with the Pediatric Big Three Marshall Pediatrics

### Outstanding Resident Quality Improvement Award

Implementing the Guidelines in a Non-Freestanding Children's Hospital: An Evaluation of the Management of Well-appearing Febrile Infants Marshall Pediatrics

### CMO's Outstanding Interdisciplinary Team Project

Improving the Rate of Medicare Wellness Visits | Marshall Family Medicine, Information Technology

### Vice Dean's Award for Best Integrated/Sustainable QI Project

Holzer Family Medicine

### Frank D. Shuler, MD, PhD, Program Award For Residency/Fellowship Program with the Most Poster Presentations

Marshall Family Medicine



## Hammers, Holroyd represent Marshall at WV Women's Leadership Summit

Among an outstanding lineup for the 2024 West Virginia Chamber of Commerce Women's Leadership Summit were Beth Hammers, vice dean for administration for the School of Medicine and chief integration and external affairs officer for Marshall Health Network, and Dr. Suzanne Holroyd, professor and chair of psychiatry and behavioral medicine

Ms. Hammers took the stage for a panel discussion on women leading in health care while Dr. Holroyd offered valuable insights into caring for aging loved ones.

## Dr. Suzanne Holroyd named to WV Health Care Hall of Fame

Suzanne Holroyd, MD, was one of only 10 individuals named to the WV Executive magazine 2024 Health Care Hall of Fame.

During the past decade, Dr. Holroyd and her team have expanded clinical care, enhanced training opportunities and improved the inpatient experience at one of West Virginia's largest psychiatric hospitals. In addition to establishing a psychiatry residency program at Marshall, she has increased its capacity and introduced specialized fellowship training programs in child and adolescent psychiatry and geriatric psychiatry.



## 2024 SCHOOL OF MEDICINE GRADUATION WEEK EVENTS

### April 23

25th Annual School of Medicine Golf Classic  
Guyan Golf & Country Club

### April 24-25

Marshall University Day of Giving

### April 26

9 a.m. | 2nd Annual Physician Assistant Hooding  
Marshall Health Network Arena Grand Ballroom

11 a.m. | Class of 2024 Senior Awards Brunch  
Guyan Golf & Country Club

5 p.m. | 44th Annual Doctoral Investiture & Medical  
School Commencement  
Marshall Health Network Arena Grand Ballroom

**Marshall University Board of Governors  
Meeting of April 10, 2024**

**ITEM:** Approval of Athletics Budget for Fiscal Year 2024-25

**COMMITTEE:** Athletics Committee

**RECOMMENDED RESOLUTION:** *Resolved*, that the Marshall University Board of Governors approve the proposed Marshall Athletics Budget for Fiscal Year 2024-2025, as part of the university's budget process.

**STAFF MEMBER:** Christian Spears, Director of Athletics

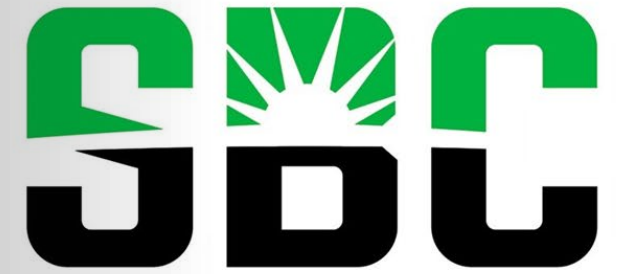
**MARSHALL UNIVERSITY  
DEPARTMENT OF INTERCOLLEGIATE ATHLETICS**

**FY 25 Budget Presented to Marshall University Board of Governors Athletics Committee**

	<b>FY 24</b>	<b>FY 25</b>	<b>Variance</b>
Auxiliary Enterprise Revenue	12,978,847	14,301,878	1,323,031
Big Green Transfers <i>(pending Big Green Board approval)</i>	2,835,985	2,912,450	76,465
Student Auxiliary Fee Allocation	6,775,000	6,775,000	-
Institutional Support	6,752,021	6,002,021	(750,000)
Tuition Waivers <i>(pending in-state tuition waiver application)</i>	3,000,000	3,150,000	150,000
University Allocation	4,875,147	4,343,103	(532,044)
Source Transfers	19,000	19,000	-
	<b>37,236,000</b>	<b>37,503,452</b>	
Salaries and Benefits	14,105,723	13,500,775	(604,948)
Team/Staff Travel*	6,401,246	6,681,246	280,000
Supplies and Other Services	9,150,000	9,262,400	112,400
Scholarships	7,579,031	8,059,031	480,000
	<b>37,236,000</b>	<b>37,503,452</b>	
<i>*includes all post season travel, including bowl game</i>			

# BOARD OF GOVERNORS

April 10, 2024



**Christian Spears**  
Director of Athletics

**Debra Boughton**  
Executive Associate AD, Championship  
Planning and Resources





# Athletic Teams Updates







A promotional graphic for Marshall University's women's basketball team. It features five players in white jerseys with green accents and "Marshall" written across the chest. The players are in various poses: one is shooting a ball, another is holding a ball, and others are clapping or looking upwards. In the top right corner, there is a green bull head logo with the text "RUN WITH US" around it. The background is dark with some blurred lights.

**WE ARE...  
DANCING**

[13] **Marshall** — **MARCH MADNESS** — **VIRGINIA TECH.** [4]

FIRST ROUND | BLACKSBURG, VA





# Jack Cook Field Opening Day

National Issues  
Update:

Tennessee v. NCAA  
(NIL Recruiting Ban)



# NCAA Legislation Updates



- Goal: SBC initiative to monitor and prevent sports gambling
- Start Date: June 1, 2024
- Monitors sports betting agencies for activity by using directory information as a safeguard to prevent impressible activities
- If flagged, internally review to determine if the individual is actually the identified bettor
- After review, educational practices are implemented



# BOARD OF GOVERNORS

**Christian Spears**  
Director of Athletics

**Debra Boughton**  
Executive Associate AD, Championship  
Planning and Resources



**Marshall University Board of Governors  
Meeting of April 10, 2024**

**ITEM:** Approval of Budget for Fiscal Year 2024-2025

**COMMITTEE:** Finance, Audit and Facilities Planning Committee

**RECOMMENDED ACTION:** *Resolved*, that the Marshall University Board of Governors approve the Budget for Fiscal Year 2024-2025.

**STAFF MEMBER:** Matt Tidd  
Senior Vice President for Finance/Chief Financial Officer

**BACKGROUND:**

We are presenting the FY25 Marshall University budget for approval.  
Our enduring financial principles continue to inform our proposed budget choices for 2025.

**Grow Students, Not Fees**

A minimal 2.5% tuition increase for Resident students, while holding Non-Resident, International and Metro tuition flat to FY24 levels.

A conservative +1% Fall 2023 vs Fall 2024 total enrollment increase is assumed, with a 10% increase in the incoming first-time freshman class. A series of strategic investments have been included in the FY25 budget to ensure and outpace this assumption.

**Invest in Our Team**

Included in the FY25 budget is an employee pay raise program funded by an increase in our State appropriations. The State provided base funding of ~\$3.2M. In order to do an across-the-board raise within the limit of the additional funding from the State, Marshall University is proposing a \$1,000 + 1% base pay increase for every employee. In addition, the FY25 budget includes a \$1M pool to begin bringing employees closer to market pay.

**Take Care of the House**

During the first session of the 86th West Virginia Legislature, an allocation of \$21M was approved for deferred maintenance at Marshall University. Marshall has begun work on 11 projects that will have an immediate impact on the campus, with plans for another 10 projects. The first round of funding was received from the State in December 2023.

**Manage Our Strategic Resources**

Continue to define financial resiliency levels to provide fiscal sustainability, strategic investments and transition to an accountable financial model. A series of strategic initiatives has been launched to reignite growth and align expenses to performance, and benchmark expectations in the future. There is a financial path forward to a positive bottom line by FY27 and beyond.

**Net Result**

A proposed FY2025 budget that begins a multi-year journey:

- Projected Revenue: \$327.1M
- Projected Expense: \$344.9M

	Marshall University		
	FY23 Actuals	FY24 Projection	FY25 Budget
<b>Operating Revenues</b>			
Student Tuition and Fees (net of allowance)	70,710,000	73,086,000	74,679,000
Grants and Contracts	96,476,000	106,425,000	110,150,000
Auxiliary Enterprise Revenue	33,607,000	34,459,000	35,085,000
Other Operating Revenues	16,667,000	9,951,000	10,299,000
<b>Total Operating Revenues</b>	217,460,000	223,921,000	230,213,000
<b>Operating Expenses</b>			
Salaries and Wages	149,302,000	156,223,000	159,623,000
Benefits	26,240,000	36,564,000	38,643,000
Supplies and Other Services	88,545,000	88,980,000	87,003,000
Utilities	10,444,000	10,444,000	10,044,000
Scholarships and fellowships	23,313,000	23,813,000	23,813,000
Depreciation	18,600,000	18,600,000	18,600,000
Other Operating Expenses	(857,000)	-	-
<b>Total Operating Expenses</b>	315,587,000	334,624,000	337,726,000
<b>Operating Income (Loss)</b>	(98,127,000)	(110,703,000)	(107,513,000)
<b>Nonoperating Revenues (expenses)</b>			
State Appropriations	70,030,000	72,198,000	75,435,000
Payments on behalf	(1,757,000)	-	-
Federal Pell Grants	15,746,000	17,446,000	17,500,000
COVID Recovery	1,867,000	-	-
Gifts	1,617,000	1,617,000	1,500,000
Investment Income	10,722,000	4,000,000	2,500,000
Interest on indebtedness	(6,882,000)	(6,882,000)	(6,882,000)
Fees assessed by Commission for Debt Service	(332,000)	(332,000)	(332,000)
Other nonoperating revenues (expenses)	(53,000)	(53,000)	
<b>Total Nonoperating Revenues (expenses)</b>	90,958,000	87,994,000	89,721,000
<b>Increase/Decrease in Net Assets</b>	(7,169,000)	(22,709,000)	(17,792,000)

**Marshall University Board of Governors  
Meeting of April 10, 2024**

**ITEM:** Approval of Schedule of Fiscal Year 2024-2025 Tuition and Fee Rates

**COMMITTEE:** Finance, Audit and Facilities Planning Committee

**RECOMMENDED ACTION:** *Resolved*, that the Marshall University Board of Governors approve the Schedule of Fiscal Year 2024-2025 Tuition and Fee Rates.

**STAFF MEMBER:** Matt Tidd  
Senior Vice President for Finance/Chief Financial Officer

**BACKGROUND:**

We are presenting the FY25 tuition and fee rate schedule for approval.

The university is proposing an overall 2.5% increase to undergraduate and graduate Resident tuition and fee rates. The university is proposing to maintain Non-Resident, International and Metro undergraduate and graduate tuition and fee rates at the FY24 level.

The university is proposing a ~3% increase in Housing and Dining rates.

In addition, the university is proposing increases to Capital Fees and Auxiliary Fees.

Various other tuition and fee pricing changes are captured in the accompanying schedules.



<u>Fee Type</u>	<u>2022-23</u>	<u>2023-24</u>	<u>Changes</u>	<u>Fee Page Number</u>	<u>% chg</u>
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<u>Fee Type</u>	<u>2023-24</u>	<u>2024-25</u>	<u>Changes</u>	<u>Fee Page Number</u>	<u>% chg</u>
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**Educational and General Fees**

Undergraduate – Resident	\$3,465	\$3,551	\$87	increase per semester	1	2.5%
Graduate – Resident	\$3,644	\$3,735	\$91	increase per semester	2	2.5%
Forensic Science - Graduate – Resident	\$3,922	\$4,020	\$98	increase per semester <sup>1</sup>	3	2.5%
SOM Professional/Medical – Resident	\$11,558	\$11,847	\$289	increase per semester <sup>1</sup>	4	2.5%
SOM Physician Assistant– Resident	\$9,143	\$9,372	\$229	increase per semester <sup>1</sup>	5	2.5%
SOM Graduate/Biomedical Sci – Resident	\$4,839	\$4,960	\$121	increase per semester <sup>1</sup>	6	2.4%
School of Physical Therapy – Doctorate – Resident	\$6,548	\$6,712	\$164	increase per semester <sup>1</sup>	7	2.5%
School of Pharmacy – Doctorate – Resident - P1	\$11,361	\$10,800	-\$561	increase per semester <sup>1</sup>	8	-4.9%
School of Pharmacy – Doctorate – Non-Resident - P1	\$18,732	\$19,106	\$374	increase per semester <sup>1</sup>	8	2.0%
School of Pharmacy – Doctorate – Resident - P2	\$11,084	\$11,305	\$221	increase per semester <sup>1</sup>	8	2.0%
School of Pharmacy – Doctorate – Non-Resident - P2	\$18,365	\$18,732	\$367	increase per semester <sup>1</sup>	8	2.0%
School of Pharmacy – Doctorate – Resident - P3	\$10,867	\$11,085	\$219	increase per semester <sup>1</sup>	8	2.0%
School of Pharmacy – Doctorate – Non-Resident - P3	\$18,020	\$18,380	\$361	increase per semester <sup>1</sup>	8	2.0%
School of Pharmacy – Doctorate – Non-Resident - P4	\$12,013	\$12,253	\$240	increase in trimester rate <sup>1</sup>	8	2.0%
School of Pharmacy - Master of Pharmaceutical Science - Resident	\$5,434	\$5,488	\$54	increase per semester <sup>1</sup>	9	1.0%
School of Pharmacy - Master of Pharmaceutical Science - Non-Resident	\$8,912	\$9,001	\$89	increase per semester <sup>1</sup>	9	1.0%
School of Pharmacy - Master of Pharmaceutical Science - Metro	\$11,567	\$11,683	\$116	increase per semester <sup>1</sup>	9	1.0%
Bill Noe Aviation Flight School - Resident	\$3,465	\$3,551	\$87	new undergrad program	10	2.4%
Master in Public Health - Resident	\$6,543	\$6,707	\$164	increase per semester <sup>1</sup>	11	2.5%
System E&G Captital Fee - Undergrad Resident	\$221	\$233	\$12	increase per semester	1-12	5.7%
System E&G Captital Fee - Undergrad Metro and Non-Resident	\$736	\$748	\$12	increase per semester	1-12	1.6%
System E&G Captital Fee - Graduate Resident	\$211	\$223	\$12	increase per semester	1-12	5.4%
System E&G Captital Fee - Graduate Metro and Non-Resident	\$806	\$818	\$12	increase per semester	1-12	1.5%
Special Institutional E&G Captital Fee	\$244	\$250	\$6	increase per semester	1-12	2.5%
Standared Auxiliary Fee	\$481	\$487	\$6	increase per semester	1-12	1.2%
College of Arts & Media - Fine Arts - Resident	\$338	\$346	\$8	increase per semester	1	2.3%
College of Arts & Media - Journalism & Mass Communication - Resident	\$113	\$116	\$3	increase per semester	1	2.9%
College of Business - Resident	\$164	\$168	\$4	increase per semester	1	2.4%
College of Education & Professional Development - Resident	\$205	\$200	-\$5	increase per semester	1	-2.4%
College of Health Professions - Resident	\$215	\$215	\$0	increase per semester	1	-0.1%
College of Health Professions - Kinesiology - Resident	\$318	\$318	\$0	increase per semester	1	0.1%
College of Health Professions - Clinical Laboratory Science, Communication Disorders, Dietetics - Resident	\$318	\$318	\$0	increase per semester	1	0.1%
College of Engineering and Computer Science - Resident	\$574	\$588	\$14	increase per semester	1	2.4%
College of Liberal Arts - Resident	\$108	\$125	\$17	increase per semester	1	16.1%
College of Science - Resident	\$179	\$184	\$5	increase per semester	1	2.6%
College of Arts & Media - Fine Arts - Non-Resident	\$420	\$420	\$0	increase per semester	1	-0.1%
College of Arts & Media - Journalism & Mass Communication - Non-Resident	\$198	\$198	\$0	increase per semester	1	0.1%
College of Business - Non-Resident	\$272	\$272	\$0	increase per semester	1	0.1%
College of Education & Professional Development - Non-Resident	\$205	\$200	-\$5	increase per semester	1	-2.4%
College of Health Professions - Non-Resident	\$482	\$482	\$0	increase per semester	1	0.1%
College of Liberal Arts - Non-Resident	\$108	\$150	\$42	increase per semester	1	39.4%
College of Liberal Arts - Metro	\$105	\$175	\$70	increase per semester	1	66.7%
College of Arts & Media - Fine Arts - Resident	\$190	\$194	\$4	increase per semester	2	2.3%



**Fee Planning Schedule- Per Semester  
Academic Year 2024-25**

**Institution:** Marshall University

**Student Institutional Level:** Undergraduate

	Resident 2021-22	Resident 2022-23	Resident 2023-24	Resident 2024-25	Increase (Decrease)	Non-Resident 2021-22	Non-Resident 2022-23	Non-Resident 2023-24	Non-Resident 2024-25	Increase (Decrease)	Metro 2021-22	Metro 2022-23	Metro 2023-24	Metro 2024-25	Increase (Decrease)
<b>I. Regular Fees Charged to All Students</b>															
<b>a. Tuition and Required Education and General Fees</b>	\$3,380	\$3,380	\$3,465	\$3,551	\$87	\$8,392	\$8,392	\$8,626	\$8,626	\$0	\$5,907	\$5,907	\$5,039	\$5,039	\$0
<b>b. Required Educational and General Capital Fees</b>															
i. System E&G Capital Fees	\$215	\$215	\$221	\$233	\$12	\$730	\$730	\$736	\$748	\$12	\$730	\$730	\$736	\$748	\$12
ii. Special Institutional E&G Capital Fees	\$226	\$232	\$244	\$250	\$6	\$226	\$232	\$244	\$250	\$6	\$226	\$232	\$244	\$250	\$6
<b>c. Auxiliary and Auxiliary Capital Fees</b>															
i. Standard Auxiliary Fees	\$455	\$475	\$481	\$487	\$6	\$455	\$475	\$481	\$487	\$6	\$455	\$475	\$481	\$487	\$6
ii. Mandatory Auxiliary Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
iii. Auxiliary Capital Fee	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>d. Special Equity Fee</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Student Fee Request</b>	\$4,276	\$4,302	\$4,411	\$4,521	\$110	\$9,803	\$9,829	\$10,087	\$10,111	\$24	\$7,318	\$7,344	\$6,500	\$6,524	\$24
Percentage of Increase Requested Over Previous Year		0.6%	2.5%	2.5%			0.3%	2.6%	0.2%			0.4%	-11.5%	0.4%	

	Resident 2021-22	Resident 2022-23	Resident 2023-24	Resident 2024-25	Increase (Decrease)	Non-Resident 2021-22	Non-Resident 2022-23	Non-Resident 2023-24	Non-Resident 2024-25	Increase (Decrease)	Metro 2021-22	Metro 2022-23	Metro 2023-24	Metro 2024-25	Increase (Decrease)
<b>Undergraduate College/Program Fees</b>															
College of Arts & Media - Fine Arts	\$330	\$330	\$338	\$346	\$8	\$410	\$410	\$420	\$420	\$0	\$410	\$410	\$410	\$410	\$0
College of Arts & Media - Journalism & Mass Communication	\$110	\$110	\$113	\$116	\$3	\$193	\$193	\$198	\$198	\$0	\$193	\$193	\$193	\$193	\$0
College of Business	\$160	\$160	\$164	\$168	\$4	\$265	\$265	\$272	\$272	\$0	\$265	\$265	\$265	\$265	\$0
College of Education & Professional Development	\$200	\$200	\$205	\$200	-\$5	\$200	\$200	\$205	\$200	-\$5	\$200	\$200	\$200	\$200	\$0
College of Health Professions	\$210	\$210	\$215	\$215	\$0	\$470	\$470	\$482	\$482	\$0	\$470	\$470	\$470	\$470	\$0
College of Health Professions - Kinesiology	\$310	\$310	\$318	\$318	\$0	\$570	\$570	\$584	\$584	\$0	\$570	\$570	\$570	\$570	\$0
College of Health Professions - Clinical Laboratory Science, Communication Disorders, Dietetics	\$310	\$310	\$318	\$318	\$0	\$570	\$570	\$584	\$584	\$0	\$570	\$570	\$570	\$570	\$0
College of Health Professions - Nursing	\$465	\$570	\$584	\$584	\$0	\$720	\$825	\$846	\$846	\$0	\$720	\$825	\$825	\$825	\$0
College of Engineering and Computer Science	\$560	\$560	\$574	\$588	\$14	\$865	\$865	\$887	\$887	\$0	\$865	\$865	\$865	\$865	\$0
College of Liberal Arts	\$105	\$105	\$108	\$125	\$17	\$105	\$105	\$108	\$150	\$42	\$105	\$105	\$105	\$175	\$70
College of Science	\$175	\$175	\$179	\$184	\$5	\$220	\$220	\$226	\$226	\$0	\$220	\$220	\$220	\$220	\$0

**Fee Planning Schedule- Per Semester  
Academic Year 2024-25**

Marshall University

**Student Institutional Level:** Graduate

	Resident 2021-22	Resident 2022-23	Resident 2023-24	Resident 2024-25	Increase (Decrease)	Non-Resident 2021-22	Non-Resident 2022-23	Non-Resident 2023-24	Non-Resident 2024-25	Increase (Decrease)	Metro 2021-22	Metro 2022-23	Metro 2023-24	Metro 2024-25	Increase (Decrease)
<b>I. Regular Fees Charged to All Students</b>															
<b>a. Tuition and Required Education and General Fees</b>	\$3,555	\$3,555	\$3,644	\$3,735	\$91	\$9,236	\$9,236	\$9,481	\$9,481	\$0	\$6,392	\$6,392	\$6,392	\$6,392	\$0
<b>b. Required Educational and General Capital Fees</b>															
i. System E&G Capital Fees	\$205	\$205	\$211	\$223	\$12	\$800	\$800	\$806	\$818	\$12	\$800	\$800	\$800	\$812	\$12
ii. Special Institutional E&G Capital Fees	\$226	\$232	\$244	\$250	\$6	\$226	\$232	\$244	\$250	\$6	\$226	\$232	\$244	\$250	\$6
<b>c. Auxiliary and Auxiliary Capital Fees</b>															
i. Standard Auxiliary Fees	\$455	\$475	\$481	\$487	\$6	\$455	\$475	\$481	\$487	\$6	\$455	\$475	\$481	\$487	\$6
ii. Mandatory Auxiliary Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
iii. Auxiliary Capital Fee	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>d. Special Equity Fee</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Student Fee Request</b>	\$4,441	\$4,467	\$4,580	\$4,695	\$115	\$10,717	\$10,743	\$11,012	\$11,036	\$24	\$7,873	\$7,899	\$7,917	\$7,941	\$24
Percentage of Increase Requested Over Previous Year		0.6%	2.5%	2.5%			0.2%	2.5%	0.2%			0.3%	0.2%	0.3%	
										6					

<b>Graduate College/Program Fees</b>	Resident 2022-23	Resident 2022-23	Resident 2023-24	Resident 2024-25	Increase (Decrease)	Non-Resident 2022-23	Non-Resident 2022-23	Non-Resident 2023-24	Non-Resident 2024-25	Increase (Decrease)	Metro 2022-23	Metro 2022-23	Metro 2023-24	Metro 2024-25	Increase (Decrease)
College of Arts & Media - Fine Arts	\$185	\$185	\$190	\$194	\$4	\$410	\$410	\$420	\$420	\$0	\$410	\$410	\$410	\$410	\$0
College of Arts & Media - Journalism & Mass Communication	\$110	\$110	\$113	\$116	\$3	\$193	\$193	\$198	\$198	\$0	\$193	\$193	\$193	\$193	\$0
College of Business	\$318	\$318	\$326	\$334	\$8	\$525	\$525	\$538	\$538	\$0	\$525	\$525	\$525	\$525	\$0
College of Education & Professional Development	\$50	\$50	\$51	\$50	-\$1	\$50	\$50	\$51	\$50	-\$1	\$50	\$50	\$50	\$50	\$0
College of Education & Professional Development - EdD/EdS, SPSY, MA in Special ED, MAT/PBC	\$115	\$115	\$118	\$115	-\$3	\$115	\$115	\$118	\$115	-\$3	\$115	\$115	\$115	\$115	\$0
College of Health Professions	\$275	\$275	\$282	\$282	\$0	\$650	\$650	\$666	\$666	\$0	\$650	\$650	\$650	\$650	\$0
College of Health Professions - Kinesiology	\$390	\$390	\$400	\$400	\$0	\$775	\$775	\$794	\$794	\$0	\$775	\$775	\$775	\$775	\$0
College of Health Professions - Communication Disorders, Dietetics	\$390	\$390	\$400	\$400	\$0	\$775	\$775	\$794	\$794	\$0	\$775	\$775	\$775	\$775	\$0
College of Health Professions - Nursing	\$550	\$550	\$564	\$564	\$0	\$945	\$945	\$969	\$969	\$0	\$945	\$945	\$945	\$945	\$0
College of Engineering and Computer Science	\$560	\$560	\$574	\$588	\$14	\$865	\$865	\$887	\$820	-\$67	\$865	\$865	\$865	\$865	\$0
College of Liberal Arts	\$90	\$90	\$92	\$150	\$58	\$90	\$90	\$92	\$175	\$83	\$90	\$90	\$90	\$200	\$0
College of Liberal Arts - Psychology Doctorate	\$1,068	\$1,068	\$1,095	\$1,095	\$0	\$1,446	\$1,446	\$1,482	\$1,482	\$0	\$1,068	\$1,068	\$1,068	\$1,068	\$0
College of Science	\$175	\$175	\$179	\$184	\$5	\$220	\$220	\$226	\$226	\$1	\$220	\$220	\$220	\$220	\$0

**Fee Planning Schedule- Per Semester  
Academic Year 2024-25**

**Institution:** Marshall University

**Student Institutional Level:** Forensic Science - Graduate

	Resident 2021-22	Resident 2022-23	Resident 2023-24	Resident 2024-25	Increase (Decrease)	Non-Resident 2021-22	Non-Resident 2022-23	Non-Resident 2023-24	Non-Resident 2024-25	Increase (Decrease)	Metro 2021-22	Metro 2022-23	Metro 2023-24	Metro 2024-25	Increase (Decrease)
<b>I. Regular Fees Charged to All Students</b>															
<b>a. Tuition and Required Education and General Fees</b>	\$3,645	\$3,827	\$3,922	\$4,020	\$98	\$8,802	\$9,242	\$9,493	\$9,493	\$0	\$5,373	\$5,642	\$5,642	\$5,642	\$0
<b>b. Required Educational and General Capital Fees</b>															
i. System E&G Capital Fees	\$205	\$205	\$211	\$223	\$12	\$800	\$800	\$806	\$818	\$12	\$800	\$800	\$800	\$812	\$12
ii. Special Institutional E&G Capital Fees	\$226	\$232	\$244	\$250	\$6	\$226	\$232	\$244	\$250	\$6	\$226	\$232	\$244	\$250	\$6
<b>c. Auxiliary and Auxiliary Capital Fees</b>															
i. Standard Auxiliary Fees	\$455	\$475	\$481	\$487	\$6	\$455	\$475	\$481	\$487	\$6	\$455	\$475	\$481	\$487	\$6
ii. Mandatory Auxiliary Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
iii. Auxiliary Capital Fee	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>d. Special Equity Fee</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Student Fee Request</b>	\$4,531	\$4,739	\$4,858	\$4,979	\$122	\$10,283	\$10,749	\$11,024	\$11,048	\$24	\$6,854	\$7,149	\$7,167	\$7,191	\$24
Percentage of Increase Requested Over Previous Year		4.59%	2.50%	2.51%			4.53%	2.56%	0.22%			4.30%	0.25%	0.33%	
Forensic Science Program Fee	\$900	\$900	\$900	\$900	\$0	\$1,600	\$1,600	\$1,600	\$1,600	\$0	\$1,200	\$1,200	\$1,200	\$1,200	\$0
<b>Total Student Fee Request</b>	\$5,431	\$5,639	\$5,758	\$5,879	\$122	\$11,883	\$12,349	\$12,624	\$12,648	\$24	\$8,054	\$8,349	\$8,367	\$8,391	\$24
Percentage of Annual Increase all Fees		3.83%	2.10%	2.12%			3.92%	2.23%	0.19%			3.66%	0.22%	0.28%	

**Fee Planning Schedule- Per Semester  
Academic Year 2024-25**

**Institution:** Marshall University

**Student Institutional Level:** School of Medicine - Professional/Medicine

	Resident 2021-22	Resident 2022-23	Resident 2023-24	Resident 2024-25	Increase (Decrease)	Non-Resident 2021-22	Non-Resident 2022-23	Non-Resident 2023-24	Non-Resident 2024-25	Increase (Decrease)
<b>I. Regular Fees Charged to All Students</b>										
<b>a. Tuition and Required Education and General Fees</b>										
i. M1 Class	\$11,276	\$11,276	\$11,558	\$11,847	\$289	\$27,360	\$27,360	\$28,044	\$28,044	\$0
ii. M2 Class - Trimester *	\$7,517	\$7,517	\$7,705	\$7,898	\$193	\$18,240	\$18,240	\$18,696	\$18,696	\$0
iii. M3 Class - Trimester	\$7,517	\$7,517	\$7,705	\$7,898	\$193	\$18,240	\$18,240	\$18,696	\$18,696	\$0
iv. M4 Class - Trimester	\$7,517	\$7,517	\$7,705	\$7,898	\$193	\$18,240	\$18,240	\$18,696	\$18,696	\$0
<b>b. Required Educational and General Capital Fees</b>										
i. System E&G Capital Fees	\$205	\$205	\$211	\$223	\$12	\$800	\$800	\$806	\$818	\$12
ii. Special Institutional E&G Capital Fees	\$226	\$238	\$244	\$250	\$6	\$226	\$238	\$244	\$250	\$6
<b>c. Auxiliary and Auxiliary Capital Fees</b>										
i. Standard Auxiliary Fees	\$455	\$475	\$481	\$487	\$6	\$455	\$475	\$481	\$487	\$6
ii. Mandatory Auxiliary Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
iii. Auxiliary Capital Fee	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>d. Special Equity Fee</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Student Fee Request</b>										
i. M1 Class	\$12,162	\$12,194	\$12,494	\$12,807	\$313	\$28,841	\$28,873	\$29,575	\$29,599	\$24
ii. M2 Class - Trimester	\$8,403	\$8,435	\$8,641	\$8,858	\$217	\$19,721	\$19,753	\$20,227	\$20,251	\$24
iii. M3 Class - Trimester	\$8,403	\$8,435	\$8,641	\$8,858	\$217	\$19,721	\$19,753	\$20,227	\$20,251	\$24
iv. M4 Class - Trimester	\$8,403	\$8,435	\$8,641	\$8,858	\$217	\$19,721	\$19,753	\$20,227	\$20,251	\$24
Percentage of Increase Requested Over Previous Year										
i. M1 Class		0.26%	2.46%	2.50%			0.11%	2.43%	0.08%	
ii. M2 Class - Trimester		0.38%	2.44%	2.51%			0.16%	2.40%	0.12%	
iii. M3 Class - Trimester		0.38%	2.44%	2.51%			0.16%	2.40%	0.12%	
iv. M4 Class - Trimester		0.38%	2.44%	2.51%			0.16%	2.40%	0.12%	

**Fee Planning Schedule- Per Semester  
Academic Year 2024-25**

**Institution:** Marshall University

**Student Institutional Level:** School of Medicine - Physician Assistant

	Resident 2021-22	Resident 2022-23	Resident 2023-24	Resident 2024-25	Increase (Decrease)	Non-Resident 2021-22	Non-Resident 2022-23	Non-Resident 2023-24	Non-Resident 2024-25	Increase (Decrease)
<b>I. Regular Fees Charged to All Students</b>										
<b>a. Tuition and Required Education and General Fees</b>	\$8,920	\$8,920	\$9,143	\$9,372	\$229	\$13,825	\$13,825	\$14,191	\$14,191	\$0
<b>b. Required Educational and General Capital Fees</b>										
i. System E&G Capital Fees	\$205	\$205	\$211	\$223	\$12	\$800	\$800	\$806	\$818	\$12
ii. Special Institutional E&G Capital Fees	\$226	\$238	\$244	\$250	\$6	\$226	\$238	\$244	\$250	\$6
<b>c. Auxiliary and Auxiliary Capital Fees</b>										
i. Standard Auxiliary Fees	\$455	\$475	\$481	\$487	\$6	\$455	\$475	\$481	\$487	\$6
ii. Mandatory Auxiliary Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
iii. Auxiliary Capital Fee	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>d. Special Equity Fee</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Student Fee Request</b>	\$9,806	\$9,838	\$10,079	\$10,331	\$252	\$15,306	\$15,338	\$15,722	\$15,746	\$24
Percentage of Increase Requested Over Previous Year	na	0.3%	2.4%	2.5%		na	0.2%	2.5%	0.2%	

**Fee Planning Schedule- Per Semester  
Academic Year 2024-25**

**Institution:** Marshall University

**Student Institutional Level:** School of Medicine - Graduate/Biomedical Science

	Resident 2021-22	Resident 2022-23	Resident 2023-24	Resident 2024-25	Increase (Decrease)	Non-Resident 2021-22	Non-Resident 2022-23	Non-Resident 2023-24	Non-Resident 2024-25	Increase (Decrease)	Metro 2021-22	Metro 2022-23	Metro 2023-24	Metro 2024-25	Increase (Decrease)
<b>I. Regular Fees Charged to All Students</b>															
<b>a. Tuition and Required Education and General Fees</b>	\$4,722	\$4,722	\$4,839	\$4,960	\$121	\$10,158	\$10,158	\$10,432	\$10,432	\$0	\$6,678	\$6,678	\$6,678	\$6,678	\$0
<b>b. Required Educational and General Capital Fees</b>															
i. System E&G Capital Fees	\$205	\$205	\$211	\$223	\$12	\$800	\$800	\$806	\$818	\$12	\$800	\$800	\$800	\$812	\$12
ii. Special Institutional E&G Capital Fees	\$226	\$238	\$244	\$250	\$6	\$226	\$238	\$244	\$250	\$6	\$226	\$238	\$244	\$250	\$6
<b>c. Auxiliary and Auxiliary Capital Fees</b>															
i. Standard Auxiliary Fees	\$455	\$475	\$481	\$487	\$6	\$455	\$475	\$481	\$487	\$6	\$455	\$475	\$481	\$487	\$6
ii. Mandatory Auxiliary Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
iii. Auxiliary Capital Fee	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>d. Special Equity Fee</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Student Fee Request</b>	\$5,608	\$5,640	\$5,775	\$5,920	\$145	\$11,639	\$11,671	\$11,963	\$11,987	\$24	\$8,159	\$8,191	\$8,203	\$8,227	\$24
Percentage of Increase Requested Over Previous Year		0.57%	2.39%	2.51%			0.27%	2.50%	0.20%			0.39%	0.15%	0.29%	



**Fee Planning Schedule- Per Semester  
Academic Year 2024-25**

**Institution:** Marshall University

**Student Institutional Level:** School of Physical Therapy - Doctorate

	Resident 2021-22	Resident 2022-23	Resident 2023-24	Resident 2024-25	Increase (Decrease)	Non-Resident 2021-22	Non-Resident 2022-23	Non-Resident 2023-24	Non-Resident 2024-25	Increase (Decrease)
<b>I. Regular Fees Charged to All Students</b>										
<b>a. Tuition and Required Education and General Fees</b>	\$6,084	\$6,388	\$6,548	\$6,712	\$164	\$9,891	\$10,386	\$10,666	\$10,666	\$0
<b>b. Required Educational and General Capital Fees</b>										
i. System E&G Capital Fees	\$205	\$205	\$211	\$223	\$12	\$800	\$800	\$806	\$818	\$12
ii. Special Institutional E&G Capital Fees	\$226	\$232	\$244	\$250	\$6	\$226	\$232	\$244	\$250	\$6
<b>c. Auxiliary and Auxiliary Capital Fees</b>										
i. Standard Auxiliary Fees	\$455	\$475	\$481	\$487	\$6	\$455	\$475	\$481	\$487	\$6
ii. Mandatory Auxiliary Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
iii. Auxiliary Capital Fee	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>d. Special Equity Fee</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Student Fee Request</b>	\$6,970	\$7,300	\$7,484	\$7,672	\$188	\$11,372	\$11,893	\$12,197	\$12,221	\$24
Percentage of Increase Requested Over Previous Year		4.7%	2.5%	2.5%			4.6%	2.6%	0.2%	

**Fee Planning Schedule- Per Semester  
Academic Year 2024-25**

**Institution:** Marshall University

**Student Institutional Level:** School of Pharmacy - Doctorate

	Resident 2021-22	Resident 2022-23	Resident 2023-24	Resident 2024-25	Increase (Decrease)	Non-Resident 2021-22	Non-Resident 2022-23	Non-Resident 2023-24	Non-Resident 2024-25	Increase (Decrease)
<b>I. Regular Fees Charged to All Students</b>										
<b>a. Tuition and Required Education and General Fees</b>										
i. P1 Class	\$10,868	\$11,084	\$11,361	\$10,800	(\$561)	\$17,917	\$18,276	\$18,732	\$19,106	\$374
ii. P2 Class	\$10,710	\$10,867	\$11,084	\$11,305	\$221	\$17,321	\$17,917	\$18,365	\$18,732	\$367
iii. P3 Class	\$10,710	\$11,033	\$10,867	\$11,085	\$219	\$17,321	\$17,580	\$18,020	\$18,380	\$361
iv. P4 Class - Trimester *	\$7,140	\$7,355	\$7,539	\$7,539	\$0	\$11,547	\$11,720	\$12,013	\$12,253	\$240
<b>b. Required Educational and General Capital Fees</b>										
i. System E&G Capital Fees	\$205	\$205	\$211	\$223	\$12	\$800	\$800	\$806	\$818	\$12
ii. Special Institutional E&G Capital Fees	\$226	\$232	\$244	\$250	\$6	\$226	\$232	\$244	\$250	\$6
<b>c. Auxiliary and Auxiliary Capital Fees</b>										
i. Standard Auxiliary Fees	\$455	\$475	\$481	\$487	\$6	\$455	\$475	\$481	\$487	\$6
ii. Mandatory Auxiliary Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
iii. Auxiliary Capital Fee	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>d. Special Equity Fee</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Student Fee Request</b>										
i. P1 Class	\$11,754	\$11,996	\$12,297	\$11,760	(\$537)	\$19,398	\$19,783	\$20,263	\$20,661	\$397
ii. P2 Class	\$11,596	\$11,779	\$12,020	\$12,265	\$245	\$18,802	\$19,424	\$19,896	\$20,287	\$391
iii. P3 Class	\$11,596	\$11,945	\$11,803	\$12,045	\$242	\$18,802	\$19,087	\$19,551	\$19,935	\$384
iv. P4 Class -Trimester	\$8,026	\$8,267	\$8,475	\$8,499	\$24	\$13,028	\$13,227	\$13,544	\$13,808	\$264
<b>Percentage of Increase Requested Over Previous Year</b>										
i. P1 Class		2.06%	2.51%	-4.37%			1.98%	2.43%	1.96%	
ii. P2 Class		1.57%	2.05%	2.04%			3.31%	2.43%	1.96%	
iii. P3 Class		3.01%	-1.19%	2.05%			1.52%	2.43%	1.97%	
iv. P4 Class Trimester		3.00%	2.51%	0.28%			1.53%	2.40%	1.95%	
* P4 Class converted to trimester billings for experiential learning requirements summer 2016.										

**Fee Planning Schedule- Per Semester  
Academic Year 2024-25**

**Institution:** Marshall University

**Student Institutional Level:** School of Pharmacy - Master in Pharmaceutical Sciences

	Resident 2021-22	Resident 2022-23	Resident 2023-24	Resident 2024-25	Increase (Decrease)	Non-Resident 2021-22	Non-Resident 2022-23	Non-Resident 2023-24	Non-Resident 2024-25	Increase (Decrease)	International 2021-22	International 2022-23	International 2023-24	International 2024-25	Increase (Decrease)
<b>I. Regular Fees Charged to All Students</b>															
<b>a. Tuition and Required Education and General Fees</b>	\$5,196	\$5,302	\$5,434	\$5,488	\$54	\$8,505	\$8,675	\$8,912	\$9,001	\$89	\$11,340	\$11,567	\$11,567	\$11,683	\$116
<b>b. Required Educational and General Capital Fees</b>															
i. System E&G Capital Fees	\$205	\$205	\$211	\$223	\$12	\$800	\$800	\$806	\$818	\$12	\$800	\$800	\$800	\$812	\$12
ii. Special Institutional E&G Capital Fees	\$226	\$232	\$244	\$250	\$6	\$226	\$232	\$244	\$250	\$6	\$226	\$232	\$244	\$250	\$6
<b>c. Auxiliary and Auxiliary Capital Fees</b>															
i. Standard Auxiliary Fees	\$455	\$475	\$481	\$487	\$6	\$455	\$475	\$481	\$487	\$6	\$455	\$475	\$481	\$487	\$6
ii. Mandatory Auxiliary Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
iii. Auxiliary Capital Fee	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>d. Special Equity Fee</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Student Fee Request</b>	\$6,082	\$6,214	\$6,370	\$6,448	\$78	\$9,986	\$10,182	\$10,443	\$10,556	\$113	\$12,821	\$13,074	\$13,092	\$13,232	\$140
Percentage of Increase Requested Over Previous Year		2.2%	2.5%	1.2%			2.0%	2.6%	1.1%			2.0%	0.1%	1.1%	

**Fee Planning Schedule- Per Semester  
Academic Year 2024-25**

Marshall University

**Student Institutional Level:** Bill Noe Aviation Flight School

I. Regular Fees Charged to All Students	Resident	Resident	Resident	Resident	Increase	Non-Resident	Non-Resident	Non-Resident	Non-Resident	Increase	Metro	Metro	Metro	Metro	Increase
	2021-22	2022-23	2023-24	2024-25	(Decrease)	2021-22	2022-23	2023-24	2024-25	(Decrease)	2021-22	2022-23	2023-24	2024-25	(Decrease)
<b>a. Tuition and Required Education and General Fees</b>		\$3,380	\$3,465	\$3,551	\$87		\$8,392	\$8,626	\$8,626	\$0		\$5,907	\$5,039	\$5,039	\$0
<b>b. Required Educational and General Capital Fees</b>															
i. System E&G Capital Fees		\$215	\$221	\$233	\$12		\$730	\$736	\$748	\$12		\$730	\$736	\$748	\$12
ii. Special Institutional E&G Capital Fees		\$232	\$244	\$250	\$6		\$232	\$244	\$250	\$6		\$232	\$244	\$250	\$6
<b>c. Auxiliary and Auxiliary Capital Fees</b>															
i. Standard Auxiliary Fees		\$475	\$481	\$487	\$6		\$475	\$481	\$487	\$6		\$475	\$481	\$487	\$6
ii. Mandatory Auxiliary Fees		\$0	\$0	\$0	\$0		\$0	\$0	\$0	\$0		\$0	\$0	\$0	\$0
iii. Auxiliary Capital Fee		\$0	\$0	\$0	\$0		\$0	\$0	\$0	\$0		\$0	\$0	\$0	\$0
<b>d. Special Equity Fee</b>		\$0	\$0	\$0	\$0		\$0	\$0	\$0	\$0		\$0	\$0	\$0	\$0
<b>Total Student Fee Request</b>		\$4,302	\$4,411	\$4,521	\$110		\$9,829	\$10,087	\$10,111	\$24		\$7,344	\$6,500	\$6,524	\$24
Percentage of Increase Requested Over Previous Year		0.00%	2.52%	2.50%			0.00%	2.62%	0.24%		0.00%	-11.49%	0.37%		

II. Aviation Program Course Fees	All Residency Rate per Course 2021-22	All Residency Rate per Course 2022-23	All Residency Rate per Course 2023-24	All Residency Rate per Course 2024-25	Increase (Decrease)
Aviation - Solo Flight Lab; incl 15 flight hours	\$6,100	\$6,100	\$6,100	\$6,100	-
Aviation - Private Pilot Cert ASEL Lab; incl 20 flight hours	\$7,800	\$7,800	\$7,800	\$7,800	-
Aviation - Instrument Certification Lab; incl 36 flight hours	\$14,000	\$14,000	\$14,000	\$14,000	-
Aviation - Commercial Phase I Lab; incl 52.5 flight hours	\$17,100	\$17,100	\$17,100	\$17,100	-
Aviation - Commercial Phase II ASEL Lab; incl 43.5 flight hours	\$13,900	\$13,900	\$13,900	\$13,900	-
Aviation - Initial CFI ASEL Lab; incl 20 flight hours	\$7,000	\$7,000	\$7,000	\$7,000	-
Aviation - CFII Lab; incl 10 flight hours	\$4,100	\$4,100	\$4,100	\$4,100	-
Aviation - Commercial AMEL Add-on Lab; incl 12 flight hours	\$6,800	\$6,800	\$6,800	\$6,800	-
<b>Aviation Program Additional Resource Fees:</b>					
Aviation - Cirrus SR20 Per Additional Hour	\$310	\$310	\$310	\$310	-
Aviation - Twin Engine Aircraft Per Additional Hour	\$500	\$500	\$500	\$500	-
Aviation - Frasca SR20 AATD Simulator Per Additional Hour	\$50	\$50	\$50	\$50	-

**Fee Planning Schedule- Per Semester  
Academic Year 2024-25**

**Institution:** Marshall University

**Student Institutional Level:** Masters of Public Health

	Resident 2021-22	Resident 2022-23	Resident 2023-24	Resident 2024-25	Increase (Decrease)	Non-Resident 2021-22	Non-Resident 2022-23	Non-Resident 2023-24	Non-Resident 2024-25	Increase (Decrease)
<b>I. Regular Fees Charged to All Students</b>										
<b>a. Tuition and Required Education and General Fees</b>	\$6,079	\$6,383	\$6,543	\$6,707	\$164	\$13,372	\$14,041	\$14,412	\$14,412	\$0
<b>b. Required Educational and General Capital Fees</b>										
i. System E&G Capital Fees	\$205	\$205	\$211	\$223	\$12	\$800	\$800	\$806	\$818	\$12
ii. Special Institutional E&G Capital Fees	\$226	\$232	\$244	\$250	\$6	\$226	\$232	\$244	\$250	\$6
<b>c. Auxiliary and Auxiliary Capital Fees</b>										
i. Standard Auxiliary Fees	\$455	\$475	\$481	\$487	\$6	\$455	\$475	\$481	\$487	\$6
ii. Mandatory Auxiliary Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
iii. Auxiliary Capital Fee	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>d. Special Equity Fee</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Student Fee Request</b>	\$6,965	\$7,295	\$7,479	\$7,667	\$188	\$14,853	\$15,548	\$15,943	\$15,967	\$24
Percentage of Increase Requested Over Previous Year		4.7%	2.5%	2.5%			4.7%	2.5%	0.1%	

**Fee Planning Schedule- Per Semester  
Academic Year 2024-25**

**Institution:** Marshall University

**Student Institutional Level:** Doctor of Nursing Practice

<b>I. Regular Fees Charged to All Students</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>Increase (Decrease)</b>
<b>a. Tuition and Required Education and General Fees</b>	\$5,940	\$5,940	\$5,940	\$5,940	\$0
<b>b. Required Educational and General Capital Fees</b>					
i. System E&G Capital Fees	\$205	\$205	\$211	\$223	\$12
ii. Special Institutional E&G Capital Fees	\$226	\$232	\$244	\$250	\$6
<b>c. Auxiliary and Auxiliary Capital Fees</b>					
i. Standard Auxiliary Fees	\$455	\$475	\$481	\$487	\$6
ii. Mandatory Auxiliary Fees	\$0	\$0	\$0	\$0	\$0
iii. Auxiliary Capital Fee	\$0	\$0	\$0	\$0	\$0
<b>d. Special Equity Fee</b>	\$0	\$0	\$0	\$0	\$0
<b>Total Student Fee Request</b>	\$6,826	\$6,852	\$6,876	\$6,900	\$24
Percentage of Increase Requested Over Previous Year	na	0.38%	0.35%	0.35%	

**Fee Planning Schedule- Per Semester**

**Academic Year 2024-25**

**Institution: Marshall University**

	<b>Rate Per Semester 2021-22</b>	<b>Rate Per Semester 2022-23</b>	<b>Rate Per Semester 2023-24</b>	<b>Rate Per Semester 2024-25</b>	<b>Increase (Decrease)</b>
<b>III. Room and Board Charges</b>					
Holderby Hall					
Deluxe Single	\$3,394	\$3,394	\$2,500	\$0	-\$2,500
Twin Towers:					
Deluxe Single	\$3,833	\$3,871	\$3,871	\$3,987	\$116
Double Room	\$2,862	\$2,916	\$2,989	\$3,079	\$90
Buskirk:					
Deluxe Single	\$3,833	\$3,871	\$3,871	\$3,987	\$116
Double	\$2,862	\$2,916	\$2,989	\$3,079	\$90
Marshall Commons:					
Single Room Suite	\$4,218	\$4,218	\$4,218	\$4,345	\$127
Double Room Suite	\$3,336	\$3,399	\$3,501	\$3,606	\$105
First Year Residents Hall (Capstone)					
Double Room with Bath	\$3,527	\$3,668	\$3,778	\$3,892	\$114
Single with bath	\$5,990	\$5,990	\$5,990	\$5,990	-
Fairfield Landing - <u>monthly rates</u>					
Studio Unit	\$899	\$939	\$950	\$970	\$20
2 Bedroom Unit	\$1,398	\$1,398	\$1,425	\$1,450	\$25
One Bedroom in 2 Bedroom Unit	\$699	\$723	\$740	\$755	\$15
Summer Housing					
Single Room	\$1,198	\$1,210	\$1,210	\$1,246	\$36
Double Room	\$873	\$890	\$910	\$937	\$27
Early Arrival / Break Housing					
Single Room	\$40	\$40	\$40	\$40	-
Double Room	\$30	\$30	\$30	\$30	-
Off-Campus Overflow (Used only when needed)					
Single occupancy/per day	\$40	\$40	\$40	\$40	-
Double occupancy/per day	\$30	\$30	\$30	\$30	-
<b>Meal Plans</b>					
10 Meals per week + \$500 Flex with 10 bonus anytime meals	\$1,956	\$2,034	\$2,109	\$2,172	\$63
10 Meals per week + \$700 Flex with 20 bonus anytime meals	\$2,154	\$2,240	\$2,318	\$2,388	\$70
10 Meals per week + \$935 Flex	\$2,299	\$2,391	\$2,468	\$2,542	\$74
14 Meals per week + \$500 Flex with 10 bonus anytime meals	\$2,165	\$2,252	\$2,341	\$2,411	\$70
14 Meals per week + \$700 Flex with 20 bonus anytime meals	\$2,451	\$2,549	\$2,640	\$2,719	\$79
14 Meals per week + \$935 Flex	\$2,596	\$2,700	\$2,791	\$2,875	\$84
175 Meals per semester + 500 Flex (New FY23)		\$2,165	\$2,246	\$2,313	
175 Meals per semester + 700 Flex (New FY23)		\$2,373	\$2,457	\$2,531	
175 Meals per semester + 935 Flex (New FY23)		\$2,582	\$2,687	\$2,768	
Commuter Meal Plans					
30 Meals + \$200 Flex Dollars	\$434	\$451	\$458	\$472	\$14
50 Meals + \$100 Flex Dollars	\$486	\$505	\$519	\$535	\$16
50 Meals + \$350 Flex Dollars	\$733	\$762	\$776	\$799	\$23
50 Meals + \$600 Flex Dollars	\$983	\$1,022	\$1,036	\$1,067	\$31
Summer - 19 Meals per week	\$623	\$648	\$680	\$700	\$20

**Fee Planning Schedule- Per Semester  
Academic Year 2024-25**

**Institution: Marshall University**

<b>II. Special Fees and Charges</b>	<b>Rate Per Semester/ Occurrence 2021-22</b>	<b>Rate Per Semester/ Occurrence 2022-23</b>	<b>Rate Per Semester/ Occurrence 2023-24</b>	<b>Rate Per Semester/ Occurrence 2024-25</b>	<b>Increase (Decrease)</b>
<b>Enrollment Deposit:</b>					
Undergraduate	\$100	\$100	\$100	\$100	-
International	\$500	\$500	\$500	\$500	-
School of Pharmacy	\$500	\$500	\$500	\$500	-
School of Physical Therapy	\$500	\$500	\$500	\$500	-
Doctor of Business Administration (DBA)	\$2,500	\$2,500	\$2,500	\$2,500	-
School of Medicine - Physician Assistant	\$1,000	\$1,000	\$1,000	\$1,000	-
<b>Application Fees:</b>					
Undergraduate/Graduate	\$40	\$40	\$40	\$40	-
Undergraduate/Graduate - Transfers	\$50	\$50	\$50	\$50	-
Undergraduate - Readmission	\$25	\$25	\$25	\$25	-
School of Medicine - Resident	\$75	\$75	\$75	\$75	-
School of Medicine - Non-Resident	\$100	\$100	\$100	\$100	-
School of Nursing	\$30	\$30	\$30	\$30	-
Masters of Public Health	\$30	\$30	\$30	\$30	-
School of Pharmacy	\$100	\$100	\$100	\$100	-
Dietetic Internship Program	\$25	\$25	\$25	\$25	-
International Application Fee	\$150	\$150	\$150	\$150	-
<b>Course Fees:</b>					
COEPD - EdD/EdS Advanced Program Course Fees - per credit hour	\$0	\$0	\$50	\$50	-
COHP-SOK - SCUBA	\$200	\$200	\$200	\$200	-
COHP-SOK - Activity Course Fee	\$40	\$40	\$40	\$40	-
COHP-MPH - Non-major Course Fee (per 3 hour course)	\$1,991	\$1,991	\$1,991	\$1,991	-
SOP-MSPS - Non-major Course Fee (per 3 hour course)	\$945	\$945	\$945	\$945	-
E-Delivery Course Fee (Distance Program Students excluded)	\$40	\$50	\$50	\$50	-
<b>Special Program Fees (in lieu of regular tuition)</b>					
High School E-Course Fee - per Credit Hour	\$75	\$75	\$25	\$25	-
Ohio High School STEM Program - per Credit Hour	\$167	\$167	\$167	\$25	-\$142
High School Dual Enrollment - Course at Marshall Campus Facilities - per Credit Hour	\$145	\$145	\$25	\$25	-
Intensive English Program - per semester	\$4,500	\$4,500	\$4,500	\$4,500	-
Intensive English Program - online - per semester		\$3,200	\$3,200	\$3,200	-
wvROCKS Course Fee (Undergraduate) - per Credit Hour	\$250	\$250	\$250	\$250	-
Undergraduate Distance Programs (Specifically identified) - per semester Full-time	\$3,220	\$3,380	\$0	\$0	-
Graduate Distance Programs (Specifically identified) - per semester Full-time	\$3,473	\$3,555	\$0	\$0	-
Undergraduate Distance Program and Delivery (Specifically identified) - per semester Full-time	\$0	\$0	\$4,411	\$4,411	-
Graduate Distance Program and Delivery (Specifically identified) - per semester Full-time	\$0	\$0	\$4,707	\$4,695	-
MBA - On-line Program Fee	\$450	\$450	\$450	\$450	-
<b>Special Program Fees (in lieu of regular tuition) - cont'd</b>					
COHP Distance Dietetic Internship Certificate Program	\$4,167	discontinued	discontinued	discontinued	-
COHP Distance Dietetic Internship MS Program		\$5,832	\$5,832	\$5,832	-
COHP St. Mary's Program Fee - per credit hour	\$0	\$0	\$0	\$340	-
COHP St. Mary's Program Fee - per Semester	\$0	\$0	\$0	\$4,080	-
COHP St. Mary's Lab Fee - - per Semester	\$0	\$0	\$0	\$100	-
LCOB Center for Exec Ed and Certification					
Business DBA Program - per Credit Hour	\$850	\$850	\$950	\$950	-
Course for Senior Citizens - per Course	\$50	\$50	\$50	\$50	-



**Fee Planning Schedule- Per Semester  
Academic Year 2024-25**

**Institution:** Marshall University

<b>II. Special Fees and Charges</b>	<b>Rate Per Semester/ Occurrence 2021-22</b>	<b>Rate Per Semester/ Occurrence 2022-23</b>	<b>Rate Per Semester/ Occurrence 2023-24</b>	<b>Rate Per Semester/ Occurrence 2024-25</b>	<b>Increase (Decrease)</b>
<b>Other Fees:</b>					
CLEP/DANTES Testing	\$25	\$25	\$25	\$25	-
International Student Fee	\$100	\$200	\$200	\$200	-
Late Registration/Payment Fee	\$25	\$25	\$25	\$25	-
Meal Card/I. D. Replacement	\$20	\$20	\$20	\$20	-
MUGC Alternative Assessment (Per Credit Hour)	\$25	\$25	\$25	\$25	-
Orientation/Student Success Fee	\$60	\$60	\$60	\$60	-
Pharmacy - Matriculation Fee (Annual - Year 1 Only)	\$270	\$270	\$270	\$420	\$150
Pharmacy - Practice Ready Fee (Annual Year 2 Only)	\$390	\$390	\$390	\$420	\$30
Pharmacy - Practice Ready Fee (Annual Year 3-4 Only)	\$390	\$390	\$390	\$420	\$30
Pharmacy - Progression Fee (Annual)	\$280	\$390	\$390	\$0	-\$390
Pharmacy - Simulation Fee (Annual Year 1-2-3 Only)	\$350	\$350	\$350	\$350	-
Pharmacy - iPad Fee (Annual Year 1-2 Only)	250.00	250.00	\$250	\$260	\$10
Pharmacy - iPad Fee (Annual Year 3 Only)	350.00	350.00	\$350	\$200	-\$150
Regents' BA Degree Evaluation	\$300	\$300	\$300	\$300	-
Regents' BA Posting Fee (Per credit hour awarded)	\$10	\$10	\$10	\$10	-
Reinstatement Fee - Course Schedule	\$25	\$25	\$25	\$25	-
Returned Check Fee	\$25	\$25	\$25	\$25	-
Revalidation of Credit Fee (Per Hour)	\$25	\$25	\$25	\$25	-
Study Abroad Application/advising/shipping fee - one-time	\$150	\$150	\$150	\$150	-
Study Abroad Program Registration Fee - per Program	\$100	\$100	\$100	\$100	-
Transcript - paper	\$10	\$10	\$10	\$10	-
Transcript - electronic	\$12	\$12	\$12	\$12	-
Transfer Evaluation Fee	\$50	\$50	\$50	\$50	-
University College - Placement Testing Fee	\$35	\$35	\$35	\$35	-
Visiting Student Credential Fee - SOM	\$50	\$50	\$50	\$50	-
<b>Diploma Fees:</b>					
Certificate Fee	\$15	\$15	\$15	\$15	-
Associate Degree	\$50	\$50	\$50	\$50	-
Baccalaureate Degree	\$50	\$50	\$50	\$50	-
Master's Degree	\$50	\$50	\$50	\$50	-
Diploma Replacement	\$50	\$50	\$50	\$50	-
First Professional Degree	\$100	\$100	\$100	\$100	-
Doctoral Degree	\$100	\$100	\$100	\$100	-
<b>Residence Services Fees:</b>					
Transfer Buyout	\$0	\$0	\$0	\$1,000	-
Mid-Leasing Apartment Change (Studio)	\$0	\$0	\$0	\$250	-
Mid-Leasing Apartment Change (2 Bedroom)	\$0	\$0	\$0	\$350	-
Unauthorized Single Occupancy (per night)	\$0	\$0	\$0	\$75	-
Holderby Storage Rate	\$0	\$0	\$40	\$60	\$20
Holderby A/C Rental	\$0	\$0	\$75	\$0	-\$75
Improper Check-out Fee - Dorm	\$50	\$50	\$50	\$75	\$25
Mail Box - Re-Key (Per Lock)	\$30	\$30	\$30	\$30	-
Reservation Deposit	\$200	\$200	\$200	\$200	-
Room Re-Key (per lock)	\$50	\$50	\$50	\$75	\$25
<b>Safe Rental Program through College Products</b>					
One Semester Rental	\$0	\$0	\$0	\$65	\$65
Academic Year Rental (Fall & Spring Semesters)	\$0	\$0	\$0	\$85	\$85
12-Month Rental (Fall, Spring, & Summer Semesters)	\$0	\$0	\$0	\$105	\$105
10-Week Summer Term	\$0	\$0	\$0	\$65	\$65
5-Week Summer Term	\$0	\$0	\$0	\$55	\$55
Safe Purchase	\$0	\$0	\$0	\$145	\$145

**Fee Planning Schedule- Per Semester  
Academic Year 2024-25**

**Institution:** Marshall University

	Rate Per Semester/ Occurrence 2021-22	Rate Per Semester/ Occurrence 2022-23	Rate Per Semester/ Occurrence 2023-24	Requested Rate Per Semester/ Occurrence 2024-25	Semester/ Occurrence (Decrease)
<b>II-A. Other Institutional Fees</b>					
<b>COE</b>					
COE - Program for Individuals with Autism Spectrum Disorder	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	-
COE - Summer Program for Individuals with ASD	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	-
COE - Autism Employment Workshop, per participant	\$500.00	\$500.00	\$500.00	\$500.00	-
COE - Autism Specific Training and Consult - per hour	\$150.00	\$150.00	\$150.00	\$150.00	-
COE - Autism Mentor Training - per participant	\$250.00	\$250.00	\$250.00	\$250.00	-
COE - Autism Leadership Institute - per participant	\$500.00	\$500.00	\$500.00	\$500.00	-
COE - Autism Discovery Group - per semester	\$500.00	\$500.00	\$500.00	\$500.00	-
COE - Autism Behavioral & Psychological Evaluations - sliding scale	1300	\$1,300.00	up to \$1,300.00	up to \$1,300.00	-
GSEPD - Summer Program (PreK - 12), per participant	\$100.00	\$100.00	\$100.00	\$100.00	-
GSPED - Clinical Services, per visit	\$20.00	\$20.00	\$20.00	\$20.00	-
<b>COLA</b>					
Psychology Clinic Fees	\$20.00	\$20.00	\$20.00	\$20.00	-
Psychotherapy, couples & family therapy, each per visit Assessment	\$100.00	\$100.00	\$100.00	\$100.00	-
<b>Computing Services</b>					
CD/DVD Duplicating and Printing Service:					
Production runs < 100, each CD	\$1.50	\$1.50	\$1.50	\$1.50	-
Production runs < 100, each DVD	\$2.50	\$2.50	\$2.50	\$2.50	-
Printing or Duplicating:					
Laser Print 8.5" x 11" or 11" x 17" - black/white, per page	\$0.10	\$0.10	\$0.10	\$0.10	-
Laser Print 8.5" x 11" or 11" x 17" - full color, per page	\$0.20	\$0.20	\$0.20	\$0.20	-
Other Computing Service Charges:					
Charge for investigation, testimony, due process discovery and documentation of verified/convicted violation of policy or law - per person per hour	\$60.00	\$60.00	\$60.00	\$60.00	-
Charge for first offense Copyright infringement reconnection to the network involving less than 1 hour cumulative investigation time - per person per hour	\$50.00	\$50.00	\$50.00	\$50.00	-
Charge for second offense Copyright infringement reconnection to the network involving less than 1 hour cumulative investigation time - per person per hour	\$100.00	\$100.00	\$100.00	\$100.00	-
Assist with backup of customer data - per hour	\$50.00	\$50.00	\$50.00	\$50.00	-
Assessment Consultation & Installation of Network card, new Memory SIMM/DIMMs or additional Devices (Hard Drives, CD-R/RW,DVD, etc.) in existing supported computer - per hour	\$35.00	\$35.00	\$35.00	\$35.00	-
Virus Removal and Restoration If using non-standard image - per hour (one hour minimum)	\$35.00	\$35.00	\$35.00	\$35.00	-
Software Installation and Removal Assistance other than Supported image - per hour	\$35.00	\$35.00	\$35.00	\$35.00	-
Assistance with Desktop or Notebook Hardware Exceeding Initial Diagnosis in/out of warranty - per hour	\$35.00	\$35.00	\$35.00	\$35.00	-
File Backup/Restore due to other than equipment failure (includes network restore to V: drive, apps etc.) - per Hour	\$50.00	\$50.00	\$50.00	\$50.00	-
Network cable category 6 - 25 ft.	\$10.00	\$10.00	\$10.00	\$10.00	-
Network cable category 6 - 14 ft.	\$8.00	\$8.00	\$8.00	\$8.00	-

**Fee Planning Schedule- Per Semester  
Academic Year 2024-25**

Institution: Marshall University

	Rate Per Semester/ Occurrence 2021-22	Rate Per Semester/ Occurrence 2022-23	Rate Per Semester/ Occurrence 2023-24	Requested Rate Per Semester/ Occurrence 2024-25	Semester/ Occurrence (Decrease)
<b>II-A. Other Institutional Fees</b>					
<b>H.E.L.P. Center</b>					
Tutoring Services (per semester at one hour per week)					
Resident, per hour	\$450.00	\$450.00	\$450.00	\$450.00	-
Metro, per hour	\$500.00	\$500.00	\$500.00	\$500.00	-
Non-resident, per hour	\$650.00	\$650.00	\$650.00	\$650.00	-
Study Skills/Test-taking Strategies Workshop	\$250.00	\$250.00	\$250.00	\$250.00	-
<b>International Programs</b>					
Student Arrival Fees, Htgn.	\$50.00	\$50.00	\$50.00	\$50.00	-
Student Arrival Fees, Chas.	\$150.00	\$150.00	\$150.00	\$150.00	-
LEAP	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	-
<b>Library - Information Technology</b>					
Overdue Fines - book, per day	\$0.25	\$0.25	\$0.25	\$0.25	-
Overdue Fines - video/dvd/multimedia, per day	\$1.00	\$1.00	\$1.00	\$1.00	-
Overdue Fines - reserve item, per hour	\$1.00	\$1.00	\$1.00	\$1.00	-
Overdue Fines - each ILL item, per day	\$1.00	\$1.00	\$1.00	\$1.00	-
Overdue Fines - MAXIMUM for overdue item	\$20.00	\$20.00	\$20.00	\$20.00	-
Overdue Fines - MAXIMUM for ILL overdue item	\$50.00	\$50.00	\$50.00	\$50.00	-
Overdue Fines - Holds not returned by req. date, per day	\$2.00	\$2.00	\$2.00	\$2.00	-
Long Overdues (after 28 days) - replacement cost plus fee	Repl cost + 25.00	Repl cost + 25.00	Repl cost + 25.00	Repl cost + 25.00	-
Lost items - replacement cost plus fee	Repl cost + 25.00	Repl cost + 25.00	Repl cost + 25.00	Repl cost + 25.00	-
Damaged Items (was previously rebinding cost)	Replacement cost	Replacement cost	Replacement cost	Replacement cost	-
ILL Borrowing - photocopied materials, per page	\$0.10	\$0.10	\$0.10	\$0.10	-
ILL Borrowing - Rush document, Max request for patron based on patron type, charge per excess request	\$1.00	\$1.00	\$1.00	\$1.00	-
ILL Borrowing - Rush document, fee for items ordered but not picked up	\$10.00	\$10.00	\$10.00	\$10.00	-
ILL Borrowing - Rebinding damaged item	\$25.00	\$25.00	\$25.00	\$25.00	-
ILL Borrowing - Lost Item Processing Fee plus invoice charge for replacement	Replacement cost + 100.00	Replacement cost + 100.00	Replacement cost + 100.00	Replacement cost + 100.00	-
Fax - request fee in addition to standard applicable fee, per request	\$5.00	\$5.00	\$5.00	\$5.00	-
Rush - request fee in addition to standard applicable fee, per request	\$10.00	\$10.00	\$10.00	\$10.00	-
Non-Pickup Fee after date due for each loan	\$5.00	\$5.00	\$5.00	\$5.00	-
Non-Pickup Fee after 30 days from date due for each loan, per article	\$5.00	\$5.00	\$5.00	\$5.00	-
Special Collections - Research requests fee < 2 hours, per hour	\$25.00	\$25.00	\$25.00	\$25.00	-
Special Collections - Maximum Research Fee, per hour, if nothing found	\$25.00	\$25.00	\$25.00	\$25.00	-
Special Collections - Reproduction Fees, per page (library only)	\$0.25	\$0.25	\$0.25	\$0.25	-
Special Collections - Postage and handling, no more than 50 pages	\$5.00	\$5.00	\$5.00	\$5.00	-
Special Collections - Still Image, per image					
Photographic print (black and white), 4 x 5	\$5.00	\$5.00	\$5.00	\$5.00	-
Photographic print (black and white), 5 x 7	\$10.00	\$10.00	\$10.00	\$10.00	-
Photographic print (black and white), 8 x 10	\$20.00	\$20.00	\$20.00	\$20.00	-
Digital Images (500 dpi or less)	\$5.00	\$5.00	\$5.00	\$5.00	-
Digital Images (600 dpi or less)	\$7.00	\$7.00	\$7.00	\$7.00	-
Images taken if patron does own scanning, per image	\$0.50	\$0.50	\$0.50	\$0.50	-
Moving Images - Transfer 16mm or video tape to DVD (\$5 per clip; \$20 minimum)	\$20.00	\$20.00	\$20.00	\$20.00	-
Moving Images - Duplicate existing digitized media to DVD (\$2.50 per clip; \$10 minimum)	\$10.00	\$10.00	\$10.00	\$10.00	-
Special Collections - Lab School Transcripts	\$10.00	\$10.00	\$10.00	\$10.00	-
Special Collections - Lab School Transcripts (per additional copy)	\$2.50	\$2.50	\$2.50	\$2.50	-

**Fee Planning Schedule- Per Semester  
Academic Year 2024-25**

Institution: Marshall University

	Rate Per Semester/ Occurrence 2021-22	Rate Per Semester/ Occurrence 2022-23	Rate Per Semester/ Occurrence 2023-24	Requested Rate Per Semester/ Occurrence 2024-25	Semester/ Occurrence (Decrease)
<b>II-A. Other Institutional Fees</b>					
<b>Parking/Public Safety</b>					
Parking - Evening Permits, per semester	\$55.00	\$55.00	\$55.00	\$55.00	-
Parking - Surface Lots, per semester	\$85.00	\$85.00	\$85.00	\$85.00	-
Parking - 3rd Avenue and Smith Hall Parking Facilities, per semester	\$135.00	\$135.00	\$135.00	\$135.00	-
Parking - 6th Avenue Parking Facility, per month	\$30.00	\$30.00	\$30.00	\$30.00	-
Parking - 6th Avenue Parking Facility, per hour	\$0.50	\$0.50	\$0.50	\$0.50	-
Parking - 6th Avenue Parking Facility, Lost Ticket Fee	\$10.00	\$10.00	\$10.00	\$10.00	-
<b>Parking - Temporary</b>					
Per Day	\$3.00	\$3.00	\$3.00	\$3.00	-
Per Week	\$15.00	\$15.00	\$15.00	\$15.00	-
Per Month	\$50.00	\$50.00	\$50.00	\$50.00	-
<b>Parking Fines - Various</b>					
Parking Fine - Handicapped Space (24 hr/per incident)	\$100.00	\$100.00	\$100.00	\$100.00	-
Parking Fine - Expired time on meter (7am -7pm/per incident)	\$5.00	\$5.00	\$5.00	\$5.00	-
Parking Meters - Corbly Hall, per hour	\$1.00	\$1.00	\$1.00	\$1.00	-
Parking Meters - Surface Lots, per hour	\$0.50	\$0.50	\$0.50	\$0.50	-
Parking - Replaced Permit	\$20.00	\$20.00	\$20.00	\$20.00	-
Public Safety - Fingerprinting, per occurrence	\$20.00	\$20.00	\$20.00	\$20.00	-
Public Safety - Incident Report copy, per report	\$20.00	\$20.00	\$20.00	\$20.00	-
<b>Student Affairs</b>					
AOD education, prevention and intervention classes - first offense	\$50.00	\$50.00	\$50.00	\$50.00	-
AOD education, prevention and intervention classes - 2nd offense	\$100.00	\$100.00	\$100.00	\$100.00	-
AOD education, prevention and intervention classes - 3rd offense	\$150.00	\$150.00	\$150.00	\$150.00	-
<b>School of Medicine/School of Pharmacy/School of Physical Therapy/College of Health Professions</b>					
Background Check	At Cost	At Cost	At Cost	At Cost	-
Student Health Insurance	At Cost	At Cost	At Cost	At Cost	-
<b>Charges for reimbursement of expenses in complying with Freedom of Information Act requests:</b>					
Print document cost - per page	\$0.50	\$0.50	\$0.50	\$0.50	0.00
Fax Transmission - per page	\$2.00	\$2.00	\$2.00	\$2.00	-
Postage - 1st Class USPS Mail	At Cost	At Cost	At Cost	At Cost	-
Electronic document cost - per page	\$1.00	\$1.00	\$1.00	\$1.00	-
Create CD for transmission of electronic documents (includes 1st Class USPS Mail) - per CD	\$10.00	\$10.00	\$10.00	\$10.00	-
<b>Fairfeild Landing - short stay charges</b>					
Short term 3-6 month lease - Additional charge per month	\$50.00	\$50.00	\$50.00	\$50.00	-
Short term 1 month lease - Additional charge per month		\$100.00	\$100.00	\$100.00	-
Short term 2 month lease - Additional charge per month		\$75.00	\$75.00	\$75.00	-
Studio short stay for student recruitment / per night	\$80.00	\$80.00	\$80.00	\$80.00	-
2 bedroom short stay for student recruitment / per night	\$125.00	\$125.00	\$125.00	\$125.00	-
Studio short stay / per night	\$85.00	\$85.00	\$85.00	\$85.00	-
Studio short stay / per week	\$447.00	\$447.00	\$447.00	\$447.00	-
2 bedroom short stay / per night	\$130.00	\$130.00	\$130.00	\$130.00	-
2 bedroom short stay / per week	\$690.00	\$690.00	\$690.00	\$690.00	-

# *Enduring* **FINANCIAL PRINCIPLES**

## **1. Grow STUDENTS, Not Fees.**

- ✓ Minimize tuition and fee increases.
- ✓ Institutional success is measured by our accessibility, affordability and lifetime value for the students we serve.

## **2. Invest in our TEAM.**

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# Grow Students, Not Fees

## REVERSING A 13-YEAR DECLINE

### ENROLLMENT DECLINE

-22% from 2010-21 at Marshall

Fall Semester	Headcount	% Change	FTE	% Change
1998	13,607		10,361	
1999	13,371	-1.7%	10,343	-0.2%
2000	13,643	2.0%	10,573	2.2%
2001	13,829	1.4%	10,642	0.7%
2002	14,222	2.8%	11,065	4.0%
2003	13,967	-1.8%	11,064	0.0%
2004	13,925	-0.3%	10,902	-1.5%
2005	13,996	0.5%	10,969	0.6%
2006	13,940	-0.4%	10,819	-1.4%
2007	13,814	-0.9%	10,754	-0.6%
2008	13,584	-1.7%	10,681	-0.7%
2009	13,779	1.4%	10,966	2.7%
2010	14,196	3.0%	11,549	5.3%
2011	13,971	-1.6%	11,410	-1.2%
2012	13,715	-1.8%	11,365	-0.4%
2013	13,413	-2.2%	11,167	-1.7%
2014	13,390	-0.2%	11,236	0.6%
2015	13,631	1.8%	11,485	2.2%
2016	13,654	0.2%	11,610	1.1%
2017	13,259	-2.9%	11,330	-2.4%
2018	13,215	-0.3%	11,042	-2.5%
2019	12,862	-2.7%	10,655	-3.5%
2020	11,962	-7.0%	10,197	-4.3%
2021	11,143	-6.8%	9,508	-6.8%

### FY24 RESULTS

**Total Enrollment: +4.2%**

- ✓ First-Time Freshmen: +12.9%
- ✓ Metro Enrollment: +19.9%
- ✓ Online Enrollment: +17.6%
- ✓ Retention: +4.3%

### FY25 ASSUMPTIONS

**Total Enrollment: +1%**

- First-Time Freshmen: +10%
- Metro Enrollment: +2%
- Online Enrollment: +2%
- Retention: Flat

Benchmark: SNHU enrollment in 2010 = 12,600...SNHU enrollment in 2021 = 178,000

# Grow Students, Not Fees

## AFFORDABILITY

2025 Budgeted  
\$327.1M

Student  
Tuition and Fees  
**22.8%**

Grants  
and Contracts  
**33.7%**

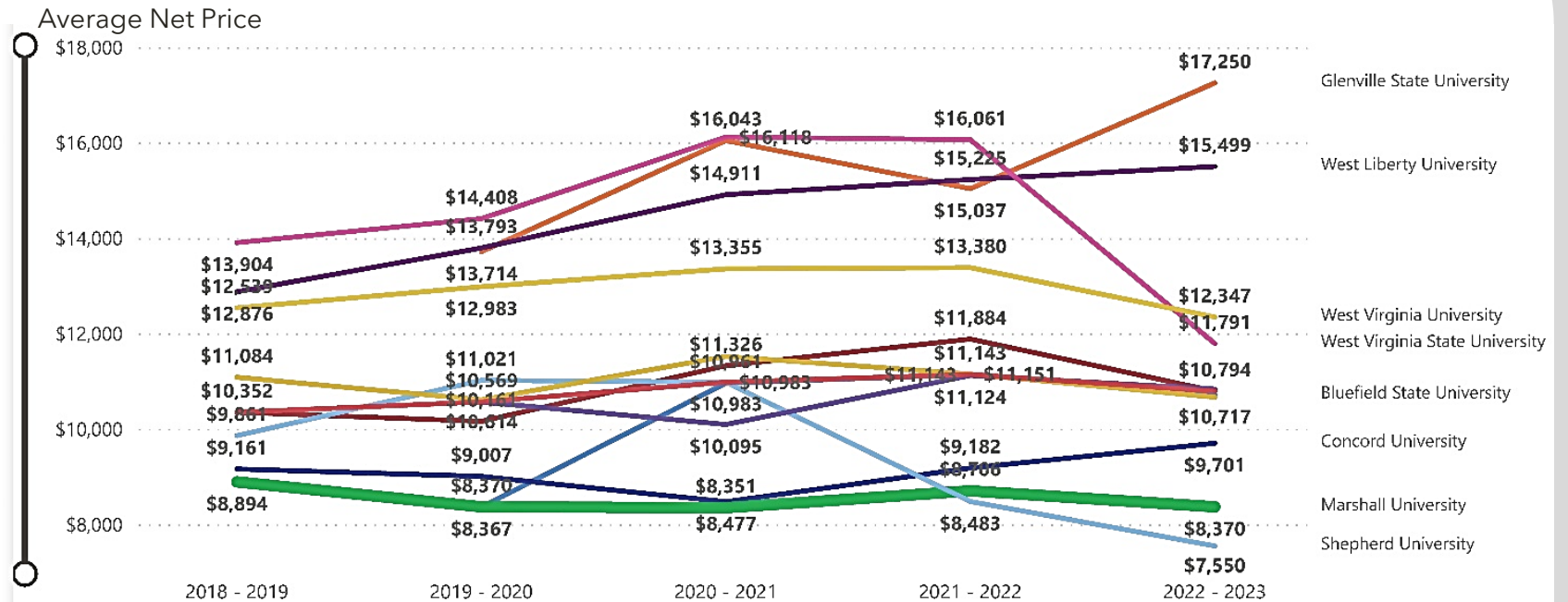
Auxiliaries **10.7%**

Other Operating 3.1%

State  
Appropriations  
**23.1%**

Pell Grants 5.3%  
Investment Gains 0.8%  
Other Non-Operating 0.5%

### Comparison to WV 4-Year Institutions



Source: Integrated Postsecondary Education Data System (IPEDS)

# Grow Students, Not Fees

## PROPOSED FY25 TUITION & FEES

	PAST			PRESENT	BUDGET	FUTURE		
	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28
<b>UNDERGRADUATE</b>								
Resident	\$ 4,256	\$ 4,276	\$ 4,302	\$ 4,471	<b>\$ 4,581</b>	\$ 4,696	\$ 4,813	\$ 4,933
Online	\$ 3,757	\$ 3,820	\$ 3,980	\$ 4,411	<b>\$ 4,521</b>	\$ 4,634	\$ 4,750	\$ 4,869
Metro	\$ 7,298	\$ 7,318	\$ 7,344	\$ 6,500	<b>\$ 6,584</b>	\$ 6,608	\$ 6,632	\$ 6,656
Non-Resident	\$ 9,683	\$ 9,803	\$ 9,829	\$ 10,147	<b>\$10,171</b>	\$ 10,195	\$ 10,219	\$ 10,243

	PAST			PRESENT	BUDGET	FUTURE		
	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28
<b>GRADUATE</b>								
Resident	\$ 4,414	\$ 4,441	\$ 4,467	\$ 4,580	<b>\$ 4,695</b>	\$ 4,812	\$ 4,933	\$ 5,056
Online	\$ 3,855	\$ 3,923	\$ 4,005	\$ 4,580	<b>\$ 4,695</b>	\$ 4,812	\$ 4,933	\$ 5,056
Metro	\$ 7,786	\$ 7,873	\$ 7,899	\$ 7,917	<b>\$ 7,941</b>	\$ 7,941	\$ 7,965	\$ 7,989
Non-Resident	\$10,581	\$10,717	\$10,743	\$ 11,012	<b>\$11,036</b>	\$ 11,060	\$ 11,084	\$ 11,108

### **FY25 Tuition and Fee Rate Proposal**

- **+2.5%** Undergrad/Graduate Resident
  - Favorable compared to inflation (and peers)
  - Undergraduate Residents: +\$220 annually
  - Graduate Residents: +\$230 annually
  
- **Flat** Non-Resident and Metro
  
- **Increases in:**
  - Capital Fee: +\$24/year
  - Rec Center Fee: +\$12/year
  - Auxiliary Fee: +\$12/year



# Grow Students, Not Fees

## TUITION & FEES, ROOM/BOARD

### First-Year (Freshman) Costs

Resident	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28
Tuition and Fees	\$ 4,256	\$ 4,276	\$ 4,302	\$ 4,411	\$ 4,581	\$ 4,696	\$ 4,813	\$ 4,933
Room and Board	\$ 5,549	\$ 5,692	\$ 5,920	\$ 6,119	\$ 6,303	\$ 6,492	\$ 6,686	\$ 6,887
<b>Total</b>	<b>\$ 9,805</b>	<b>\$ 9,968</b>	<b>\$ 10,222</b>	<b>\$ 10,530</b>	<b>\$ 10,884</b>	<b>\$ 11,187</b>	<b>\$ 11,499</b>	<b>\$ 11,820</b>
% Change	2.46%	1.66%	2.55%	3.01%	3.36%	2.79%	2.79%	2.79%

Metro	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28
Tuition and Fees	\$ 7,298	\$ 7,318	\$ 7,344	\$ 6,500	\$ 6,584	\$ 6,608	\$ 6,632	\$ 6,656
Room and Board	\$ 5,549	\$ 5,692	\$ 5,920	\$ 6,119	\$ 6,303	\$ 6,492	\$ 6,686	\$ 6,887
<b>Total</b>	<b>\$ 12,847</b>	<b>\$ 13,010</b>	<b>\$ 13,264</b>	<b>\$ 12,619</b>	<b>\$ 12,887</b>	<b>\$ 13,100</b>	<b>\$ 13,318</b>	<b>\$ 13,543</b>
% Change	1.86%	1.27%	1.95%	-4.86%	2.12%	1.65%	1.67%	1.69%

Non-Resident	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28
Tuition and Fees	\$ 9,683	\$ 9,803	\$ 9,829	\$ 10,075	\$ 10,171	\$ 10,195	\$ 10,219	\$ 10,243
Room and Board	\$ 5,549	\$ 5,692	\$ 5,920	\$ 6,119	\$ 6,303	\$ 6,492	\$ 6,686	\$ 6,887
<b>Total</b>	<b>\$ 15,232</b>	<b>\$ 15,495</b>	<b>\$ 15,749</b>	<b>\$ 16,194</b>	<b>\$ 16,474</b>	<b>\$ 16,687</b>	<b>\$ 16,905</b>	<b>\$ 17,130</b>
% Change	1.57%	1.73%	1.64%	2.83%	1.73%	1.29%	1.31%	1.33%

- **Pro forma programs** have an average proposed rate increase of **2.5%** for Resident students.
- For 2025, **online programs remain priced at the Resident levels**, with access to various student services not previously accessible.
- The **average room rate** proposed is an increase of **3%**.
- We propose limiting **meal plan** increases to **3%** (relative to inflation and Sodexo's 2.5% cost pass-through).

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# Invest in our Team

## PAY RAISES → MARKET RATES

### FY24 ACTIONS

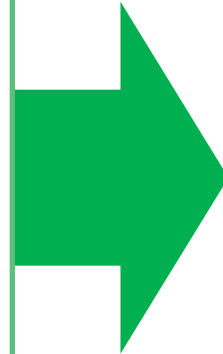
#### State Funded

- \$1,350 Lump Sum
  - = 8.18% for lowest salaries; and
  - = 0.47% for highest salaries

#### Strategic Adjustments

- Gender/Race
- Targeted Market-Based Retention and Recruitment (i.e., police officers, grant writers, specific academic disciplines, etc.)
- Faculty

Completed **Market Equity** Analysis



### FY25 BUDGET

#### State Funded

- ~\$1,000 Lump Sum
- +1% Base Increase

#### Market Equity Adjustments

- \$1M from Save-to-Serve
  - Distributed based on Compa-ratio (position relative to mid-point)

### FY26-28 CONSIDERATIONS

#### State Funded

- \$1.5M Appropriation

#### Market Equity Adjustments

- \$2M Annually
- Performance-Based

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# Take Care of the House

## FACILITY MAINTENANCE

### CAPITAL PROJECT PRINCIPLES FOR ALLOCATION

Building System Stabilization	35%
Health and Safety	25%
Equitable Environment/Title IX	20%
Invest to Accelerate Growth	15%
Miscellaneous	5%
<b>Total Points</b>	<b>100%</b>

### PROJECT “SHOCK AND AWE”

\$21.4M from State for Deferred Maintenance

- ✓ **Chiller Replacements - Smith Hall and Drinko Library** (\$3.9M)
- ✓ **Roof Replacements - South Charleston, Drinko Library** (\$2.4M)
- ✓ Structural Repairs - Old Main (\$1M)
- ✓ Air Handler Units - Science Building (\$1.3M)
- ✓ **Emergency Generator/Safety Phase I** (\$687K)
- ✓ **Fire Alarm Upgrades** (\$363K)
- ✓ Elevator Modernization (\$1.5M)
- ✓ Sanitary Pipe Replacement - Henderson Center E-Level (\$540K)
- ✓ Morrow Library ADA Updates (\$1.2M)
- ✓ **Locks - Smith Hall and Fine Arts** (\$300K)
- ✓ Floor Renovations - Erma Ora Byrd Clinical Center (\$375K)
- ✓ **Concrete - Smith Hall and Henderson Center** (\$250K)
- ✓ **Stormwater Improvements Phase I** (\$1.5M)
- ✓ **Demolition - Laidley and Holderby Halls** (\$1.6M)
- ✓ **Renovations - Fine Arts** (\$1.6M)
- ✓ **Restroom Renovations - Memorial Student Center** (\$880K)
- ✓ HVAC Replacement - Former MRI Building (\$378K)
- ✓ Classroom/**Restroom Repair**/Renewal - **Campus-wide** (\$1.6M)

**Bold/gray shading indicates projects under way.**

First round of State funding (\$5.4M) received in December 2023.

# Take Care of the House

## CAMPUS CARRY

### ACTIONS TO DATE

- **Implementation Team** created
- **Action Learning Team** reviewed best practices; visited 11 higher education institutions
- **Campus and Community Safety Work Group** formed with students, faculty/staff and law enforcement
- **Website** developed
- Two campus **Town Hall meetings** held
- Athletic venues assessed by **Office of Homeland Security**
- **Security Risk Management Consultants** engaged to develop comprehensive security plan for Athletics (due 4/16)

### COST ESTIMATES

Construction to secure Corbly Hall <b>day care</b>	\$20,000
<b>Signage</b> for all university properties	\$30,000
<b>Personal screening machine</b> - Student Center	\$25,000
<b>Personal screening machines</b> - Athletics/Entertainment	\$205,000
<b>Swipe card access</b> ports for 10 hearing rooms	\$20,000
	<b>TOTAL \$300,000</b>

*\*Pursuing external funds for football stadium concourse expansion (\$2-\$4.4M).*

[marshall.edu/mupd/campus-carry](http://marshall.edu/mupd/campus-carry)

# Take Care of the House

## TECHNOLOGY INVESTMENTS

### ACTIONS TO DATE

#### Artificial Intelligence (AI)

- Identifying enterprise solutions for teaching/learning, research and operations
- Automating online course creation and other AI-enhanced tools

#### Student Experience / Teaching and Learning

- Implementing online application portal and integrated enrollment management system (Salesforce CRM)
- Designed and operationalized hybrid classroom technology in new Center for Business and Innovation

#### Systems and Infrastructure

- Re-established shared governance through IT Council and Technology Governance & Purchasing Procedure
- Implemented technology to assist with streamlining data integrations in system infrastructure
- Assessed enterprise resource planning / student information systems for efficiency and enhancement
- Externally evaluated information security for federal compliance and cyber resilience

### PLANNING AHEAD

#### Artificial Intelligence (AI)

- Prototype AI models for budget planning and detecting abnormal spending patterns
- Enhance AI and digital literacy skills for faculty, staff and students by becoming an Adobe Creative Campus

#### Student Experience / Teaching and Learning

- Aid in technology design planning for the Institute for Cyber Security and Innovation District
- Implement new MyMU student portal, developed through design thinking process

#### Systems and Infrastructure

- Support integration and operation of Marshall Marketplace e-procurement solution
- Invest in Banner upgrades, creation of a business continuity solution and transition of existing integrations
- Address risks and gaps in information security

# Take Care of the House

## COMMUNITY CARES WEEK



COMMUNITY CARES WEEK  
*Giving Back to the Herd*

### Year 2 Results

Our 2<sup>nd</sup> **Community Cares Week**, May 23-27, 2023, exceeded expectations:

- **724 volunteers** contributed **1,958 hours of service**
- Main Campus, Health Sciences and satellite campuses
- Landscaping, pressure washing, painting, carpentry, housekeeping and thrift store
- **100 staff members** led teams
- **33 businesses** sponsored projects
- **9 alumni chapters** participated; 6 in their home communities

### Year 3 Plans

**May 14-17, 2024**

The goal for 2024 is to continue to increase the scope and impact of alumni, campus and community members participating and giving back.

- **Tuesday, May 14 (Youth Day)** - Main Campus, South Charleston campus and Health Sciences–Byrd Clinical Center and Kopp Hall
- **Wednesday, May 15** - Main Campus, South Charleston Campus and Health Sciences–Teays Valley
- **Thursday, May 16** - Main Campus, Mid-Ohio Valley Center and Health Sciences–Project HOPE and PROACT
- **Friday, May 17** - Main Campus

**10+ alumni chapter** service projects in home communities, including China

**GOAL:** +10% in volunteers (target: 796) and service hours (target: 2,153)

[www.marshall.edu/cares](http://www.marshall.edu/cares)



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# Manage our Strategic Resources

## PROMOTE LONG-TERM SUSTAINABILITY

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### STRATEGIC INITIATIVES

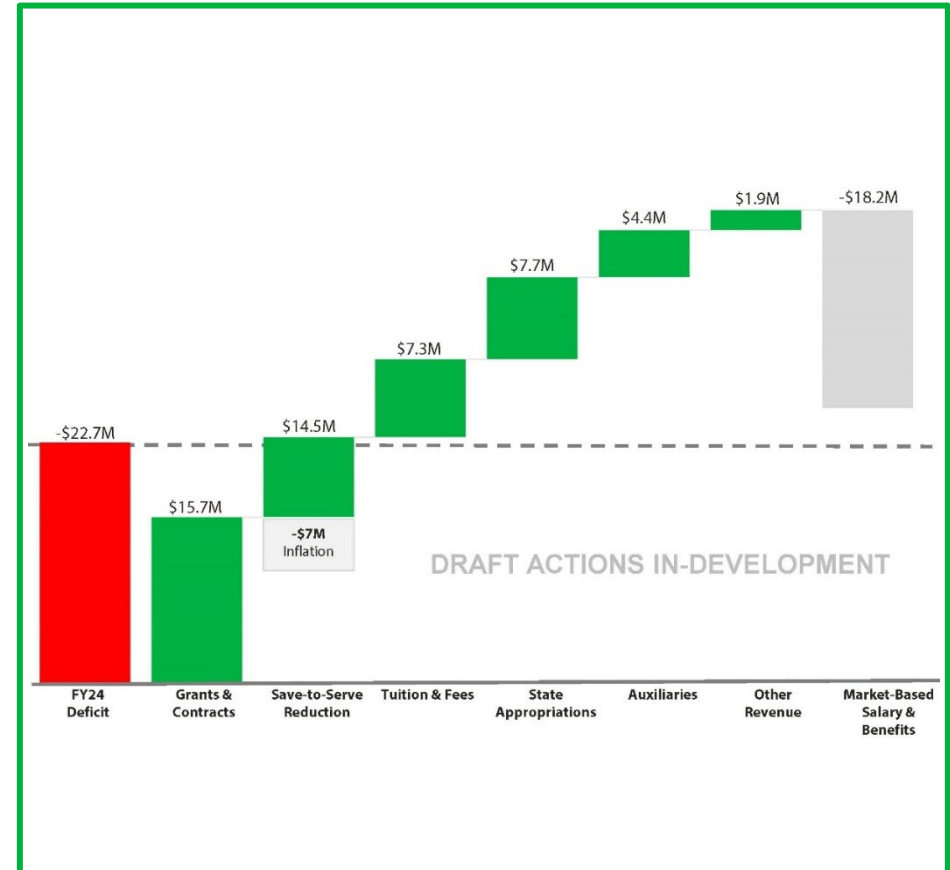
#### "Save-to-Serve"

- Identify/take action:
  - Savings opportunities
  - Spending habits
  - Areas of waste
- Guided by Budget Work Group
  - Monthly meetings
  - Purchasing best practices
  - Spending deep dives
- Goal of \$14.5M in savings over four years

#### Incentivized Budget Model

- Resources aligned with strategic goals
- Shared financial governance
- Culture of trust, responsibility, accountability
- Data informed

### FINANCIAL ROADMAP FY24-28



# Manage our Strategic Resources

## LONG-TERM FINANCIAL RESILIENCY

### Key Assumptions

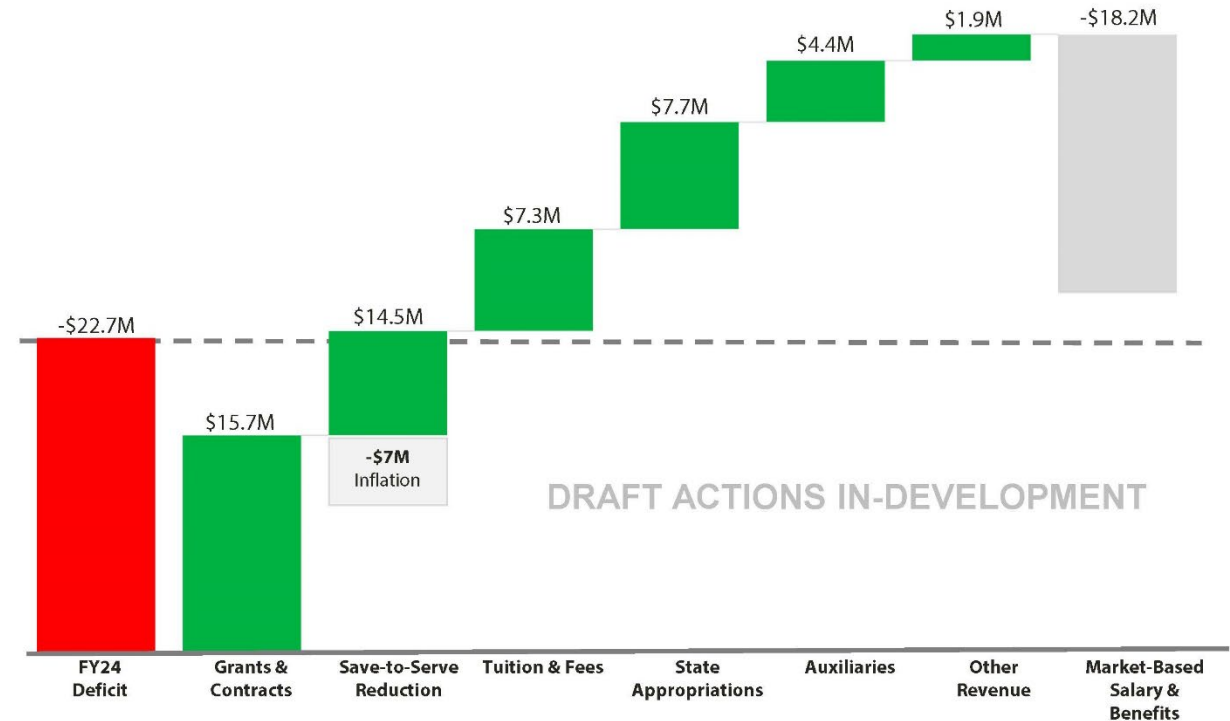
#### REVENUES

- ✓ Grants & Contracts: **+3.5%** annually
- ✓ Net Tuition/Fees:
  - FY25: **+2.2%** (1.2% price / 1% enrollment)
  - FY26: **+2.5%** (1.5% price / 1% enrollment)
  - FY27: **+2.5%** (1.5% price / 1% enrollment)
  - FY28: **+2.5%** (1.5% price / 1% enrollment)
- ✓ State Appropriations:
  - FY25: **+3.3M**
  - FY26-FY28: **+1.5M**
- ✓ Auxiliary Rev.: **+5%** occupancy/**+3%** annual rate increase
- ✓ Other Rev.: **+3.5%** annually

#### EXPENSES

- ✓ Salaries & Benefits (subject to State appropriations):
  - FY25: **+\$3.4M**
  - FY26: **\$1.5M** State / **\$2M** Market Pay
  - FY27: **\$1.5M** State / **\$2M** Market Pay
  - FY28: **\$1.5M** State / **\$2M** Market Pay
- ✓ Supplies and Other Services: **-\$14.5M** spend FY24-FY28

### Strategic Actions to Promote Long-Term Financial Resiliency (FY24-FY28)



#### Areas of Higher Confidence

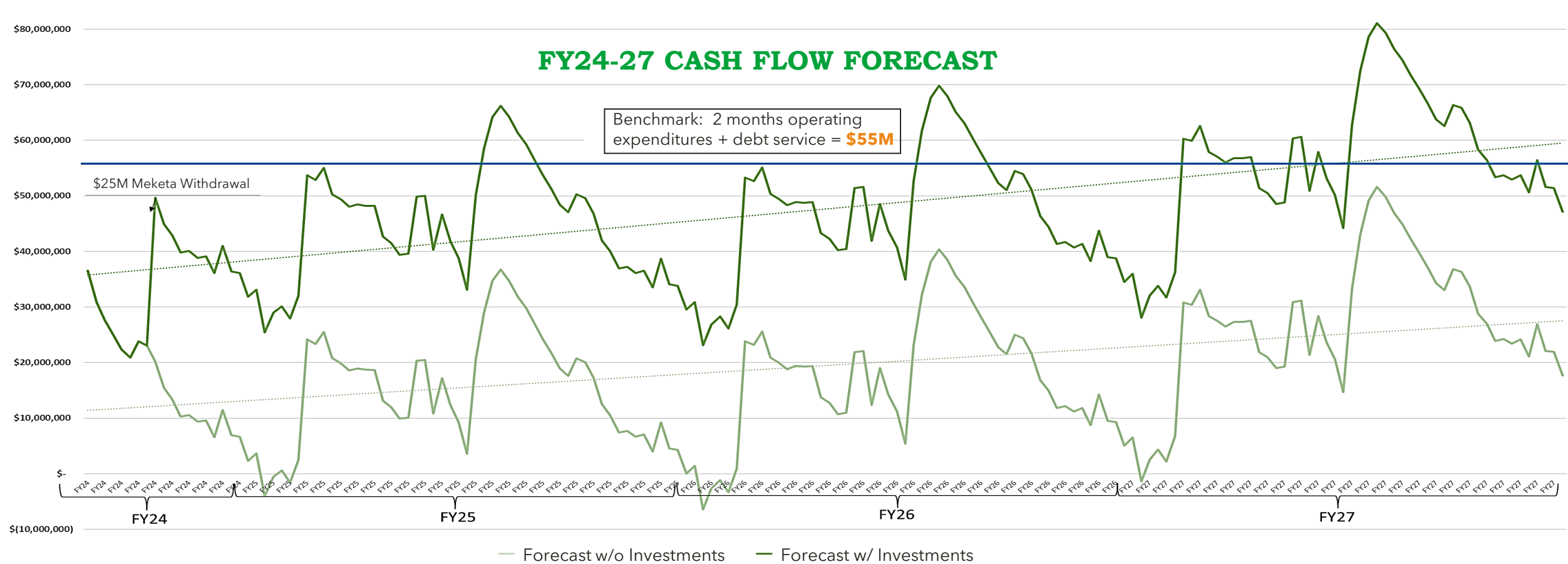
- ✓ Grants & Contracts
- ✓ Enrollment Assumptions
- ✓ Housing and Residence Life
- ✓ Save-to-Serve (supplies/services)

#### Areas of Risk/Concern

- ▲ State Appropriations - Funding Formula
- ▲ Salaries and Benefits - Pay Raises/PEIA
- ▲ BRIM
- ▲ Save-to-Serve (offsetting inflation)

# Manage our Strategic Resources

## LONG-TERM FINANCIAL RESILIENCY

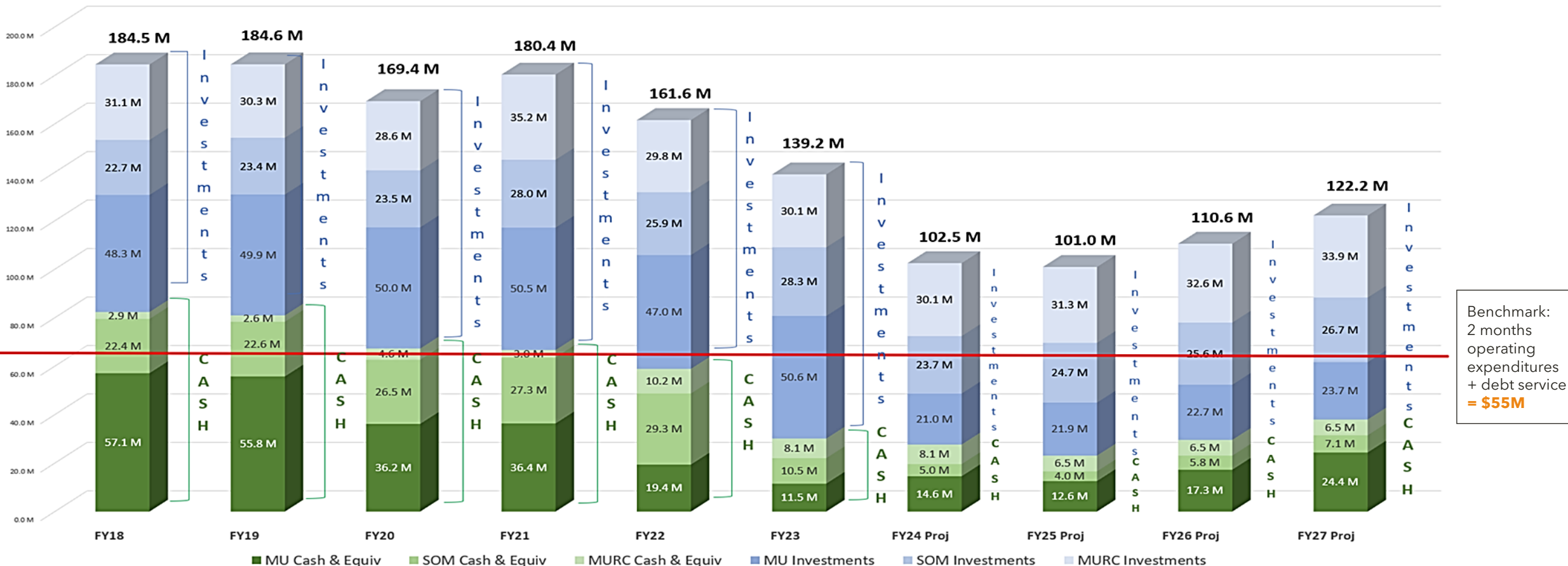


### Key Takeaways

- **Cash Inflows:** Fall (August/September) and Spring (January/February) inflows must sustain the university for entire year.
- **Draw Down Meketa Investments:** To supplement cash position, university is recommending drawing down \$25M of the combined Board of Governors (\$19M) and School of Medicine (\$6M) investment portfolios in April (expect -\$1.5M impact to Investment Income as a result.).
- **Cash Outlook:** Cash levels in FY27 and FY28 will allow partial payback to Meketa investment portfolio.
- **Goal:** Maintain cash level at or above the benchmark of two-month operating expenditures and annual debt service (\$55M for university, School of Medicine and MURC).

# Manage our Strategic Resources

## DEFINING FINANCIAL RESILIENCY



- Minimum Thresholds**
- Honor our Obligations: \$7.1M for one-year debt service on revenue bonds
  - Prepare for Market Disruption: \$25.2M for operating resiliency—to remain fiscally “pandemic-proof”
  - Maintain Baseline Benchmark: \$55M for 2-months’ operating expenses (per Government Finance Officers Association)



# **PROPOSED FY2025 BUDGET**

# Strategic Choices

## FY2025 PROPOSED BUDGET

### What is Reflected?

- **Tuition and Fees Increase**
  - Resident: +2.5%
  - Non-Resident/Metro: Flat
- **+1% Total Enrollment Increase**
  - +10% First-Time Freshman
  - +95 Metro
- **+\$3.7M Total Grants and Contracts**
- **+3% Housing Rates**
- **\$3.4M Raise Program**
  - \$2.4M State Funded
  - \$1M Market Equity Pool
- **-5% Supplies and Other Services**

	Marshall University			
	FY23 Actuals	FY24 Projection	FY25 Budget	FY28 Projection
<b>Operating Revenues</b>				
Student Tuition and Fees (net of allowance)	70,710,000	73,086,000	74,679,000	80,421,000
Grants and Contracts	96,476,000	106,425,000	110,150,000	122,126,000
Auxiliary Enterprise Revenue	33,607,000	34,459,000	35,085,000	38,900,000
Other Operating Revenues	16,667,000	9,951,000	10,299,000	11,419,000
<b>Total Operating Revenues</b>	<b>217,460,000</b>	<b>223,921,000</b>	<b>230,213,000</b>	<b>252,866,000</b>
<b>Operating Expenses</b>				
Salaries and Wages	149,302,000	156,223,000	159,623,000	170,123,000
Benefits	26,240,000	36,564,000	38,643,000	40,830,000
Supplies and Other Services	88,545,000	88,980,000	87,003,000	81,461,000
Utilities	10,444,000	10,444,000	10,044,000	10,699,000
Scholarships and fellowships	23,313,000	23,813,000	23,813,000	24,313,000
Depreciation	18,600,000	18,600,000	18,600,000	18,600,000
Other Operating Expenses	(857,000)	-	-	-
<b>Total Operating Expenses</b>	<b>315,587,000</b>	<b>334,624,000</b>	<b>337,726,000</b>	<b>346,026,000</b>
<b>Operating Income (Loss)</b>	<b>(98,127,000)</b>	<b>(110,703,000)</b>	<b>(107,513,000)</b>	<b>(93,160,000)</b>
<b>Nonoperating Revenues (expenses)</b>				
State Appropriations	70,030,000	72,198,000	75,435,000	79,935,000
Payments on behalf	(1,757,000)	-	-	-
Federal Pell Grants	15,746,000	17,446,000	17,500,000	17,500,000
COVID Recovery	1,867,000	-	-	-
Gifts	1,617,000	1,617,000	1,500,000	2,000,000
Investment Income	10,722,000	4,000,000	2,500,000	4,000,000
Interest on indebtedness	(6,882,000)	(6,882,000)	(6,882,000)	(6,882,000)
Fees assessed by Commission for Debt Service	(332,000)	(332,000)	(332,000)	(332,000)
Other nonoperating revenues (expenses)	(53,000)	(53,000)	-	-
<b>Total Nonoperating Revenues (expenses)</b>	<b>90,958,000</b>	<b>87,994,000</b>	<b>89,721,000</b>	<b>96,221,000</b>
<b>Increase/Decrease in Net Assets</b>	<b>(7,169,000)</b>	<b>(22,709,000)</b>	<b>(17,792,000)</b>	<b>3,061,000</b>

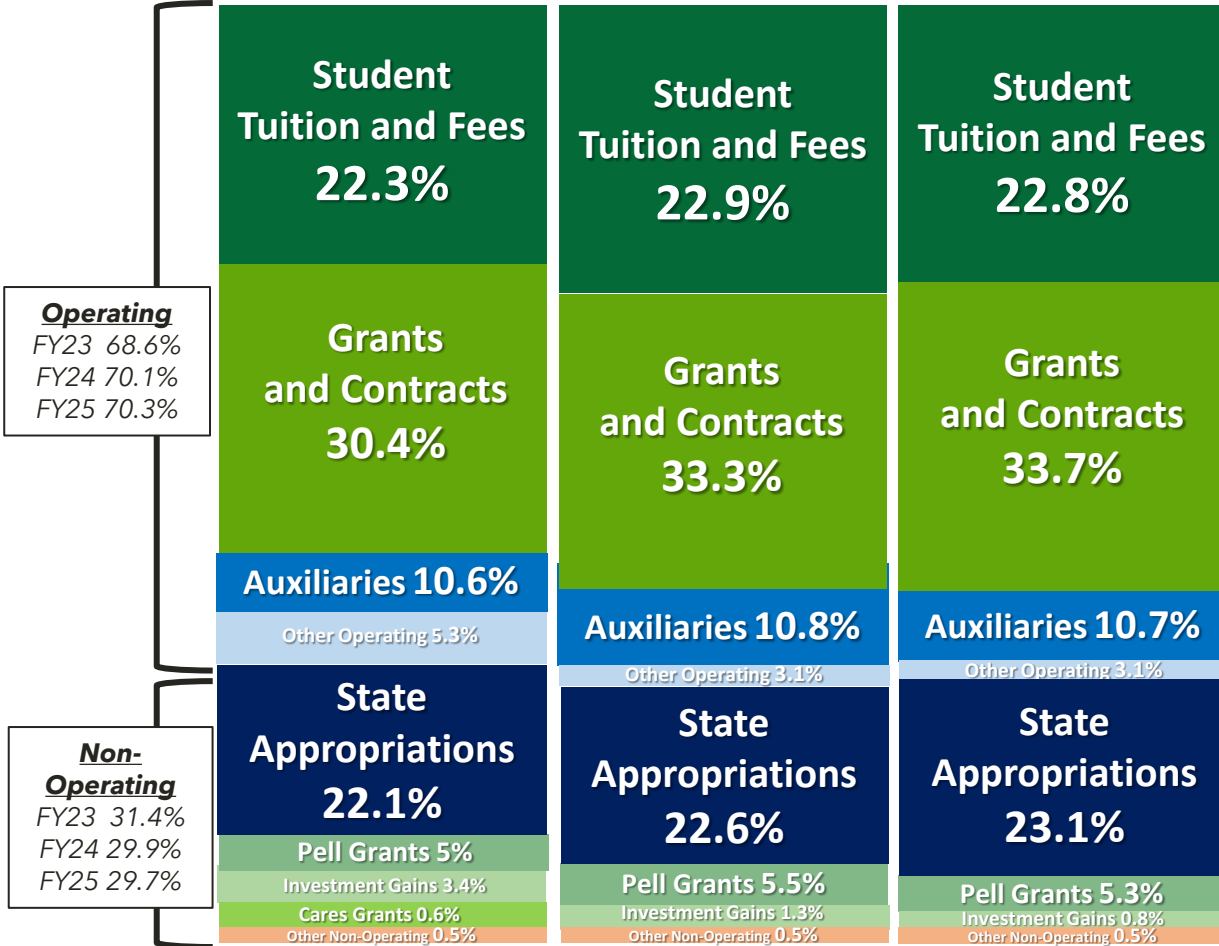
# Decoding **MARSHALL'S FINANCIAL PICTURE**

## REVENUES

**2023 Actual**  
\$317.4M

**2024 Projected**  
\$319.2M

**2025 Budgeted**  
\$327.1M



**Operating**  
FY23 68.6%  
FY24 70.1%  
FY25 70.3%

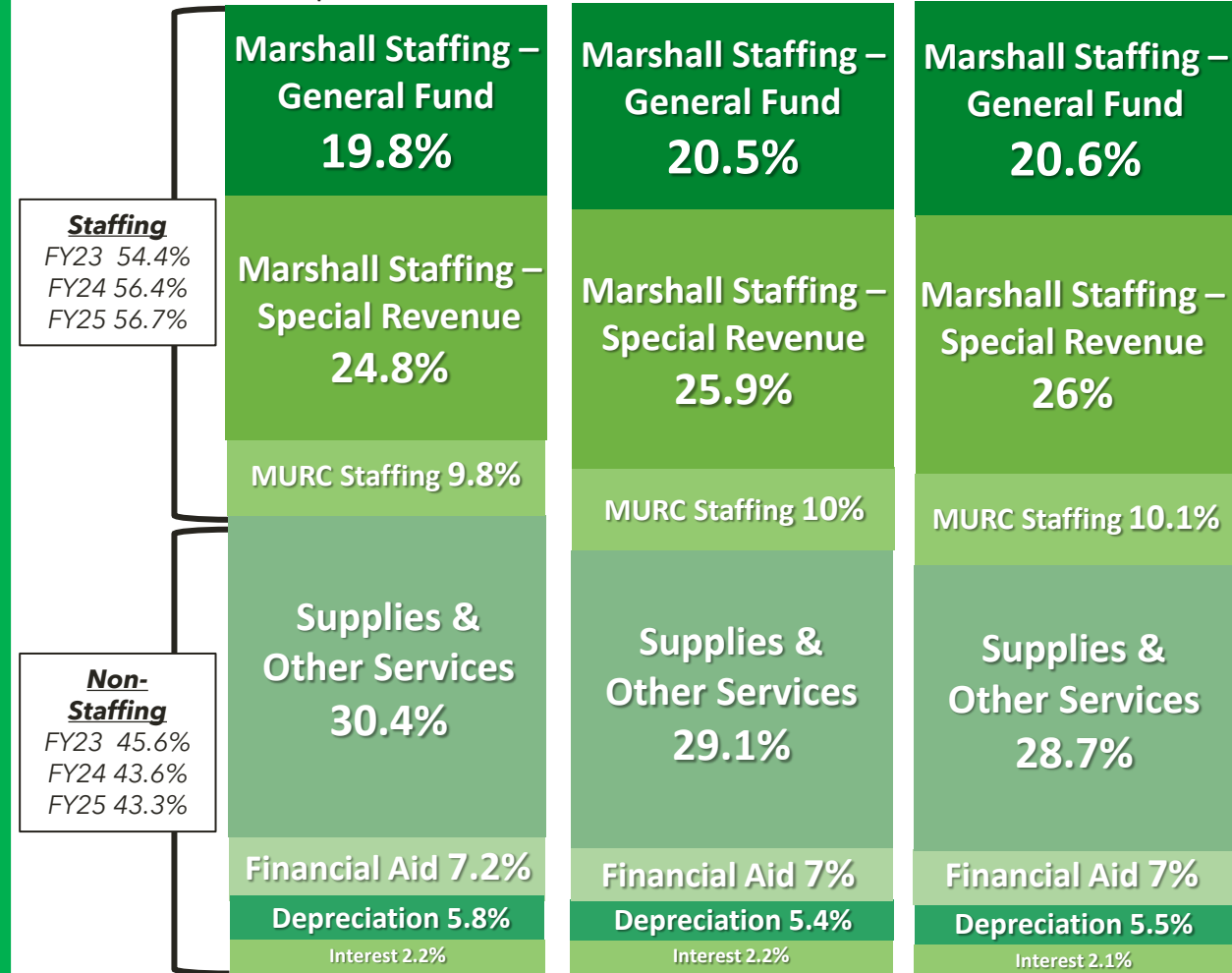
**Non-Operating**  
FY23 31.4%  
FY24 29.9%  
FY25 29.7%

## EXPENSES

**2023 Actual**  
\$322.8M

**2024 Projected**  
\$341.9M

**2025 Budgeted**  
\$344.9M



**Staffing**  
FY23 54.4%  
FY24 56.4%  
FY25 56.7%

**Non-Staffing**  
FY23 45.6%  
FY24 43.6%  
FY25 43.3%



# Strategic INVESTMENTS

## ATHLETICS

- Our **aspiration** for institutional support remains **50%**, with continued progress towards that goal in FY25.
- FY25 **institutional support level of 54% is less than the Sun Belt Conference average (57%)**, while our **investment levels rank 4 out of 12** for the conference schools for which data is available.
- We made the decision to invest to support the conference change and the loss of revenue, while holding to an **Athletics budget** for 2025 of **\$37.5M**.

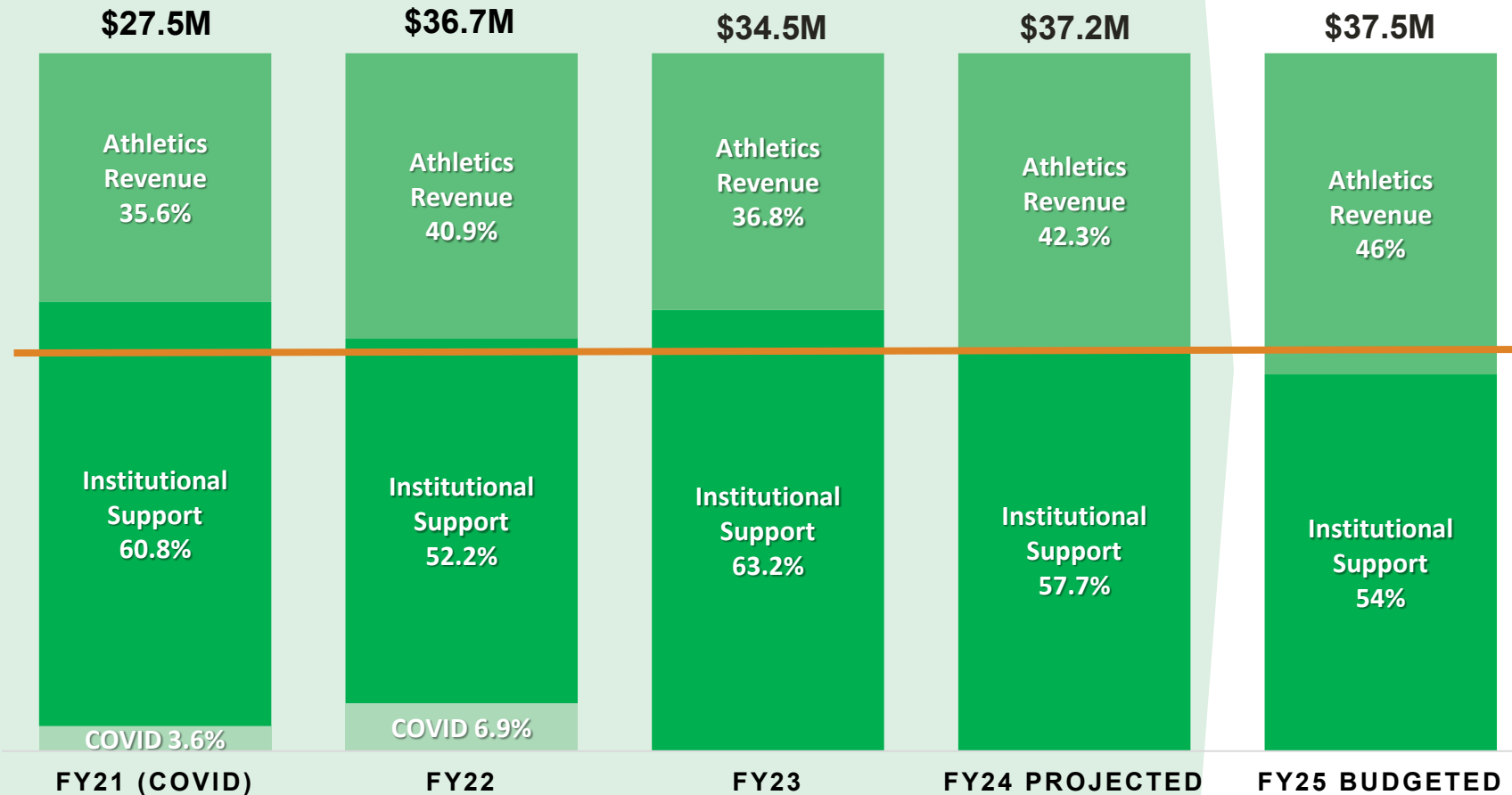
## AVIATION

- The Bill Noe Flight School welcomed the first student cohort in fall 2021, and the Aviation Maintenance Program welcomed its first cohort in fall 2022.
- The Bill Noe Flight School **net loan/investment was \$9.6M**, and the Aviation Maintenance Program **net loan/investment was \$2.7M**.

# Strategic Investments

## ATHLETICS

### Athletics: 5-Year Revenue Trends



**Sun Belt  
Conference  
Benchmark  
57%**

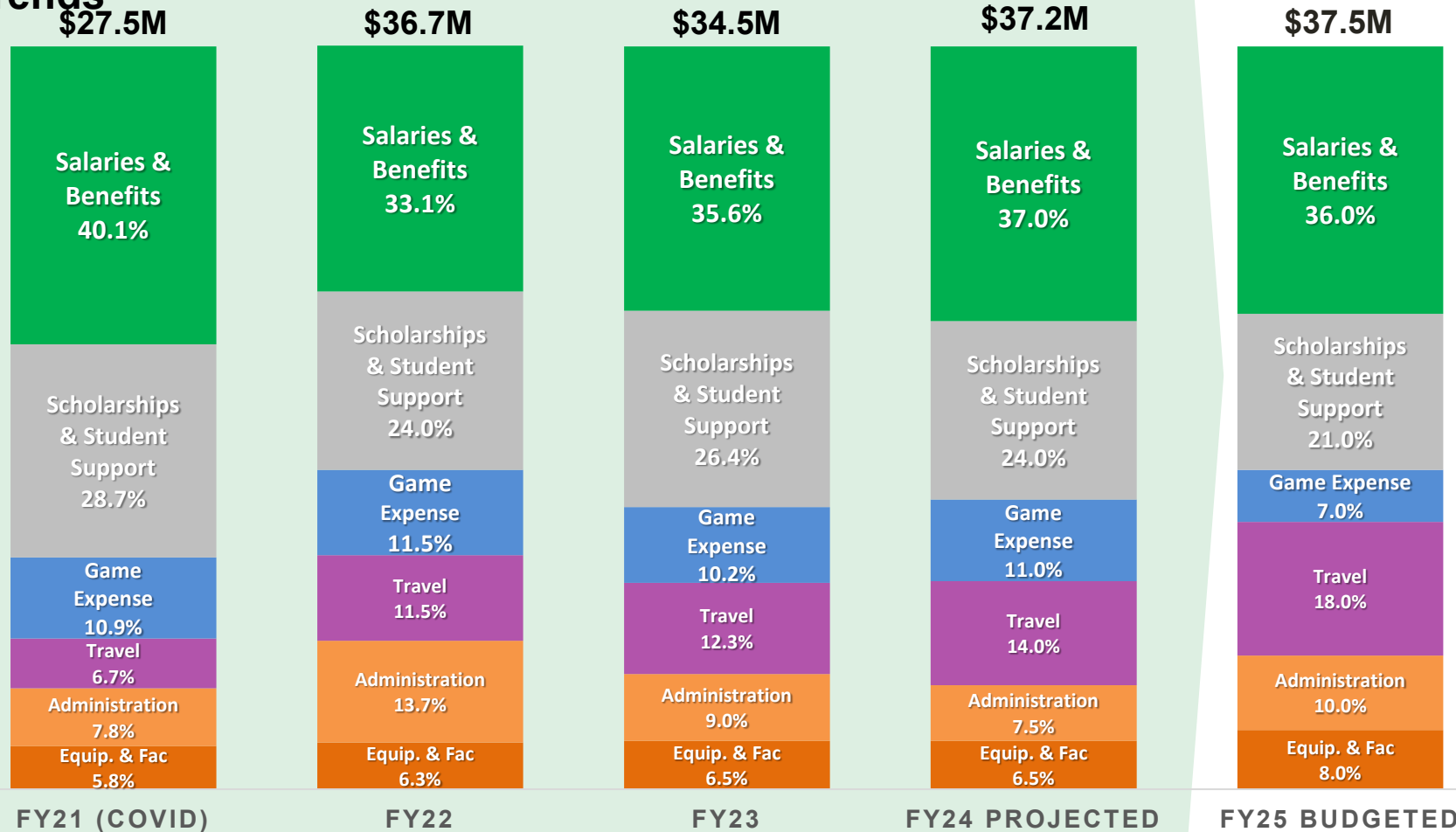
- FY25 revenue includes projected Sunbelt Conference distributions of \$1.6M.
- Multimedia rights agreement is re-negotiated beginning in FY25.
- Licensing revenue is expected to increase based on market activity, licensing overhaul and success of sports programs.
- Institutional support decreased in areas of administrative staff (responsibility centers) and reduction in other areas of institutional support up to 5%.
- Annual Fund increases and ticket sales projections are the two primary sources of increased revenue for FY25.

4% of the university's overall budget goes to Athletics in the form of Institutional Support.

# Strategic Investments

## ATHLETICS

### Athletics: 5-Year Expense Trends



- Salaries and benefits review consists of re-organizing the department into better responsibility centers and continued market analysis of sport program salaries and support.
- Travel expenses will continue to be the most important area to monitor; all post season travel is budgeted, insured or subsidized by the NCAA separately.
- Scholarship and Student Support includes allocation for investment in student-athlete training table; FY25 funding levels again assume application of in-state tuition (one-rate) for student-athlete scholarships.
- Facilities deferred maintenance is an additional point of emphasis in the FY25 budget cycle.

# Strategic Investments

## AVIATION



### Accomplishments

- Signed **agreements with three institutions** of higher education to establish Marshall University Aviation satellites throughout West Virginia.
- Became self-sustaining as the **first flight instructors and aircraft maintenance technicians graduated**. These graduates will train Aviation's next classes of pilots and perform maintenance on aircraft.
- Took delivery of **the seventh aircraft** and **ordered an additional four** aircraft to support growing flight operations.
- Both Marshall University Aviation schools are currently **above planned enrollment**, with the flight school at 148% of planned enrollment.

### FY25 Goals

- **Begin rotorcraft operations** - Summer 2024.
- Obtain FAA certification for the first FAR part 141 training device using **virtual and augmented reality** technology.
- Launch **Unmanned Aircraft Systems (UAS)** training for flight and maintenance.
- Begin flight and maintenance training at the **three new satellite operations**.
- Launch a new series of **aviation micro-credentials** specializing in FAA dispatcher training, USA training and flight attendant training.

# Strategic Investments

## AVIATION

Aviation Enrollment				
Headcount				
	Fall 2021	Fall 2022	Fall 2023	<i>Projected</i> Fall 2024
Fixed Wing	18	54	80	160
AMT	0	16	47	75
	18	70	127	235
FY25 Proposed Aviation Operating Budget				
Tuition and Fees - Flight	\$ 5,926,880			
Tuition and Fees - AMT	\$ 644,480			
	\$ 6,571,360			
Operating Expenses - Flight	\$ 3,486,000			
Operating Expenses - AMT	\$ 341,000			
	\$ 3,827,000			
Income from Operations	\$ 2,744,360			
Less: FY25 Capital Expenses - Plane balances due	\$ 2,578,000			
Income after Capital Expenses	\$ 166,360			

## **FACILITIES AND OPERATIONS PROJECT UPDATES**

### **MU Health Chiller**

#### **Vendor: General Heating and Air**

Estimated Expense of Project: \$350,000

Amount paid/ encumbered to date: \$0

Percent of project completed: 0%

Target date of completion: Summer '24

Note: Chiller installed, electrical work occurring

### **Prichard Hall Elevator Replacement**

#### **Vendor: TKE**

Estimated Expense of Project: \$112,000

Amount paid/ encumbered to date: \$0

Percent of project completed: 0%

Target date of completion: waiting on materials, work will begin June/July '24

### **Rural Health – Chapmanville (Marshall Health)**

#### **Vendor: Edward Tucker Architects/EP Leach and Sons**

Estimated Expense of Project: \$1,600,000

Amount paid/ encumbered to date: \$0

Percent of project completed: 15%

Target date of completion: TBD

Note: Design Development Phase

### **Shock and Awe A/E Services**

#### **Vendor: ZMM and Pickering**

Estimated Expense of Project: 8% of construction/equipment expenses

Amount paid/ encumbered to date: \$0

Percent of project completed: 0%

Target date of completion: TBD

Note: 25% of Shock and Awe funding awarded December 21, 2023

### **Smith Hall Single Elevator Replacement**

#### **Vendor: TKE**

Estimated Expense of Project: \$266,729

Amount paid/ encumbered to date: \$0

Percent of project completed: 0%

Target date of completion: waiting on materials, work will begin June/July '24

### **Strayer Building (Marshall Health)**

#### **Vendor: Thrasher Engineering**

Estimated Expense of Project: \$4,000,000

Amount paid/ encumbered to date: \$0

Percent of project completed: 0%

Target date of completion: TBD

Note: Design Development Phase



# SHOCK AND AWE - STATE'S DEFERRED MAINTENANCE GRANT APPLICATION (DMGA) PROJECTS

HEPC Project Number	Project Name	Projected timeline	Life Cycle	Status	HEPC Project Number	Project Name	Projected timeline	Life Cycle	Status
WWHEPC-M-001	Electrical Sys Upgrades-Emergency Generators/Safety - Phase I	February 2024 to January 2025			WWHEPC-M-009	Fine Arts Renovations	February 2024 to October 2024	4	On Schedule
	Emergency Generators/Safety - Phase I-Public Safety		4	On Schedule					
	Emergency Generators/Safety - Phase I-Drinko Library		4	On Schedule	WWHEPC-M-010	Morrow Library ADA Upgrades	February 2024 to December 2025	4	On Schedule
	Emergency Generators/Safety - Phase I-Prichard Hall		4	On Schedule					
WWHEPC-M-002	Campus Buildings Fire Alarm System Upgrades	February 2024 to August 2024			WWHEPC-M-011	Smith Hall Classroom Locks	May 2024 to August 2024	4	On Schedule
	Corbly Hall		4	On Schedule		Fine Arts Locks	May 2024 to August 2024	4	On Schedule
	Morrow Library		4	On Schedule	WWHEPC-M-012	Erma Ora Byrd Floor Renovations	March 2024 to July 2024		
	Myers Hall		4	On Schedule					
	Prichard Hall		4	On Schedule	WWHEPC-M-013	Smith Hall Concrete Work (Exterior ADA Ramp)	May 2024 to August 2024	4	On Schedule
	Smith		4	On Schedule		Henderson Center Concrete Work	May 2024 to August 2024	4	On Schedule
	Sorrell		4	On Schedule					
WWHEPC-M-003	Elevator Modernization	February 2024 to December 2025			WWHEPC-M-014	Holderby Hall Demolition	February 2024 to December 2025	3	On Schedule
	Elevator Modernization-Corbly Hall		3	On Schedule	WWHEPC-M-015	Memorial Student Center Restroom Repairs & Renovations	February 2024 to December 2025	4	On Schedule
	Elevator Modernization-Harris Hall		3	On Schedule					
	Elevator Modernization-Science Building		3	On Schedule	WWHEPC-M-016	Stormwater Improvements Phase I	February 2024 to December 2025	4	On Schedule
WWHEPC-M-04	Chiller Replacement	January 2024 to October 2024			WWHEPC-M-017	MRI Building HVAC Replacement	January 2024 to November 2024	4	On Schedule
	Smith Hall Chiller Replacement		4	On Schedule					
	Drinko Library Chiller Replacement		4	On Schedule	WWHEPC-M-019	Classroom Repair/Renewal Campus-wide Phase I	Feb, 2024 to Feb, 2025	2	On Schedule
WWHEPC-M-005	Laidley Hall Demolition	February 2024 to May 2024	3	On Schedule		Restroom Repair/Renewal Campus-wide Phase I	March, 2024 to March, 2025	7	On Schedule
WWHEPC-M-007	Henderson Center E Level Sanitary Pipe Replacement	February 2024 to December 2025	4	On Schedule	WWHEPC-M-023	Old Main Structure Repairs - Phase I	January 2024 to September 2024	4	On Schedule
WWHEPC-M-008	South Charleston Roof Replacement (Both Buildings)	February 2024 to October 2024			WWHEPC-M-024	Science Building Air Handler Units	January 2024 to December 2024	4	On Schedule
	South Charleston Roof Replacement-Academic		4	On Schedule	WWHEPC-M-025	Drinko Library Roof Replacement	March 2024 to October 2024	4	On Schedule
	South Charleston Roof Replacement-Administration		4	On Schedule	WWHEPC-M-026	Student/Band Bleacher Replacement	March 2024 to December 2025	3	

Project Life Cycle Phases
1- Project Initiation
2- Planning
3- Pre Construction Site Assessment
4- Design and Engineering
5- Construction
6- Quality Control Assurance
7- Project Monitoring and Control
8- Testing and Commissioning
9- Project Closeout
10- State and Local Agency Document Closeout
11- Final Payment
12- Post Construction Activities



## OTHER OPERATIONS RELATED UPDATES

### **Housing Numbers for Fall 2024:**

Notable increase observed with over 250 additional housing agreements signed compared to the previous year at this time—split evenly between upper-class students (128) and freshmen (127). The surge surpasses year-to-date applications relative to our three most populated years since 2009.

### **Recognition for Housing Facilities:**

Marshall Housing has been distinguished by Skyfactor for its facility satisfaction levels. Competing with over 300 institutions surveyed, we've placed in the top 19, meriting consideration for an esteemed award.

### **MU PAWS Therapy Dog Program:**

This semester saw the launch of a therapy dog visitation initiative by MU PAWS, bringing comfort and support to our students. Each residence area hosts a therapy dog weekly, with handlers comprising Marshall Staff (2), a community volunteer (1), and a doctoral student (1). The response has been overwhelmingly positive.

### **Summer Maintenance Program Applications:**

The university's summer maintenance initiative has attracted over 50 student applications for approximately 35-40 positions, marking the highest interest since its inception three years ago.



**May 14 – May 17, 2024**

Goal 10% increase in volunteers (796) and service hours (2153).



# MU Internal Audit

## BOG Informational Report

### April 10, 2024

#### 1 ACTIVITY SINCE THE LAST MEETING

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- A. Advisory Services – Consulting on Fixed Asset recording, MU Foundation Expense Reimbursement activity and Prize Awards to Students.
- B. Audit Projects – Standard monitoring of activity, no significant issues encountered in this reporting period.
- C. Other – Miscellaneous tax and accounting research.

#### 2 ACTIVITIES PLANNED BEFORE THE NEXT MEETING

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- A. Monitoring of Whistleblower Hotline.
- B. Adhere to planned activities in the approved Audit Plan and Continued Monitoring of other Institutional Activities.
- C. Other Audit and Consulting projects as requested.

#### 3 PROFESSIONAL DEVELOPMENT ACTIVITIES

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- A. ACUA – Fraud in Post Pandemic World.
- B. NACUBO – Deficits to Surpluses—Turnaround Strategies.
- C. NACUBO/US Dept of Education – “Better FAFSA” Update.

# UNIVERSITY POLICY FOR GENERAL ADMINISTRATION

## Policy No. UPGA-12

### Campus Carry Policy

#### 1 General Information

- 1.1 Scope: This University Policy governs the exercise of concealed carry on Marshall University's campus by a person holding a current and valid license to carry a concealed deadly weapon.
- 1.2 Authority: W. Va. Code § 18B-2A-4; W. Va. Code § 18B-1-2, 6; W. Va. Code § 61-7-14, W. Va. Business Liability Protection Act; W. Va. Code § 18B-4-5b, Campus Self-defense Act.
- 1.3 Passage Date:
- 1.4 Effective Date:
- 1.4.1 Controlling over: Marshall University students, faculty, staff, and general public on campus.
- 1.5 History: On July 1<sup>st</sup>, 2024, WV Code §18B-4-5b became effective, which permitted individuals to exercise concealed carry rights on the campuses of institutions of higher education. The legislation provided exemptions and restrictions that are highlighted within this University Policy.

#### 2 Scope

- 2.1 This policy only applies to areas of campus and buildings of Marshall University under the possession of Marshall University and does not include areas rented, leased, or under exclusive agreement for the full-time occupancy of a private entity.

#### 3 Definitions

- 3.1 "Adequate Security Measures" means the use of electronic equipment and armed personnel at public entrances to detect and restrict the carrying of any Handguns consistent with the Concealed Carry Administrative Procedure.
- 3.2 "Concealed" means hidden from ordinary observation so as to prevent disclosure or recognition. A deadly weapon is concealed when it is carried on or about the person in such a manner that another person in the ordinary course of events would not be placed on notice that the deadly weapon was being carried. For purposes of this policy, a licensee is considered to be carrying on or about his or her person while in a designated University storage area or the weapon is in a motor vehicle if located in a storage area in or on the motor vehicle.
- 3.3 "Concealed Carry" means the exercise of the right to carry a Handgun by a person holding a current and valid license to carry a concealed deadly weapon pursuant to WV Code §61-7-4; §61-7-4a; and/or §61-7-6a.
- 3.4 "High Hazardous and Animal Laboratories" means laboratories with:
  - 3.4.1 Greater than 55 gallons of Class I flammable liquids and/or significant quantities of acids, bases, organics, pyrophorics, peroxides, bio-hazardous materials, extremely toxic materials, or

pyrophoric or toxic gases classified NFPA 704 Category 3 or higher;

- 3.4.2 Hazardous gases with K-size or larger cylinders containing corrosive, reactive, flammable, toxic, and/or oxidizer gases classified NFPA 704 Category 2 or higher;
- 3.4.3 MRI and/or NMR equipment capable of generating significant magnetic fields with field strength of at least 5 gauss is measured outside the equipment or 5 gauss line typically at least 3 feet and as much as 20 feet from equipment;
- 3.4.4 Large cylinders of acetylene; or
- 3.4.5 Animal research laboratory spaces in locations not accessible to the public or generally accessible to students and employees.
- 3.5 “Handguns” means Pistols and/or Revolvers.
- 3.6 “Marshall’s Campus” means all areas on-campus and in the buildings under custodial possession of the Marshall University Board of Governors, and does not include areas rented, leased, or under an exclusive agreement for the full-time occupancy and use of a private entity.
- 3.7 “Pistol” means a short firearm having a chamber which is integral with the barrel, designed to be aimed and fired by the use of a single hand.
- 3.8 “Residents” means those individuals who reside full-time in the residence halls on Marshall’s Campus.
- 3.9 “Revolver” means a short firearm having a cylinder of several chambers that are brought successively into line with the barrel to be discharged, designed to be aimed and fired by the use of a single hand.
- 3.10 “Sole Occupancy Office” means a room that has at least one door and walls extending to the ceiling, designated for the exclusive use of a single individual as his or her workspace. This definition explicitly excludes any space that functions as a thoroughfare or entry point to additional offices or workspaces, regardless of its assignment to an individual. Such spaces, even if primarily used by one person, do not qualify as Sole Occupancy Offices if they provide access to or are configured as reception areas leading to other occupied areas.

#### **4 Concealed Carry on Marshall’s Campus**

- 4.1 Individuals who hold a current and valid license to Concealed Carry may Concealed Carry Handguns on Marshall’s Campus except as provided in Section 5.

#### **5 Concealed Carry Exceptions on Marshall’s Campus**

- 5.1 The exercise of Concealed Carry on Marshall’s Campus is prohibited in the following:
  - 5.1.1 Daycare facilities located on Marshall’s Campus;
  - 5.1.2 Organized events taking place at a stadium or arena with a capacity of more than 1,000 spectators;
  - 5.1.3 The secure area of any building used by law-enforcement agency on Marshall University property;
  - 5.1.4 Areas in which Adequate Security Measures are provided.

- 5.1.5 On-campus room or rooms in which a student or employee disciplinary proceeding is being held;
- 5.1.6 Individuals who have been assigned a Sole Occupancy Office may restrict Concealed Carry in their Sole Occupancy Office provided they provide sufficient notice consistent with the Concealed Carry Administrative Procedure.
  - 5.1.6.1 If there is a conflict between a student, employee, or faculty and an occupant's Concealed Carry status in the occupant's Sole Occupancy Office, the occupant of the Sole Occupancy Office will provide an alternative meeting method consistent with the Concealed Carry Administrative Procedure.
- 5.1.7 Areas where Primary or Secondary education school-sponsored functions being held in a specific location on Marshall University property that is rented, leased, or under the exclusive use of the West Virginia Department of Education, the West Virginia Secondary Schools Activities Commission, a county school board, or local public school for the actual period of time the function is occurring;
- 5.1.8 Private entities that are not affiliated with Marshall University may restrict Concealed Carry in buildings that are rented, leased, or under their exclusive possession by providing advanced notice.
- 5.1.9 Any area of Marshall University property where possession of a firearm is prohibited by state or federal law;
- 5.1.10 Specifically designated areas in which patient-care or mental health counseling is being provided;
- 5.1.11 Hazardous and animal laboratories consistent with WV Code §18B-4-5b(b)(11); and
- 5.1.12 On-campus residence halls, except common areas such as lounges, dining areas, and study areas.
  - 5.1.12.1 Residents must store Handguns in gun safes consistent with the Concealed Carry Administrative Procedure when Handguns are no longer in their possession and concealed while in Residence Halls.
  - 5.1.12.2 Residents who wish to exercise their Concealed Carry rights must obtain gun safes for storage in Residence Halls consistent with the Concealed Carry Administrative Procedure.
  - 5.1.12.3 Employees whose employment responsibilities require them to be in an on-campus residence halls may Concealed Carry while present in residence halls for purposes of their employment.
- 5.2 The exceptions set forth in Section 5.1 do not apply to the following persons, while acting in their official capacity: law enforcement officers or law enforcement officials; W. Va. Department of Corrections employees; members of the armed forces of the United States or the W. Va. National Guard; any circuit judge, prosecuting attorney, assistant prosecuting attorney, or investigator duly appointed by a prosecuting attorney; and individuals required to possess the items prohibited by this policy in order to participate in undertakings sanctioned by Marshall University which include academic/research programs, historical items, and the farm management programs which are approved by the Department of Natural Resources. Additionally, Marshall University's Chief of Police may grant additional exceptions in writing for the convenience of the University in achieving its mission. Finally, consistent with the W. Va. Business Liability Protection Act, the prohibitions of this policy do not apply to legally owned firearms lawfully possessed, out of view, locked inside or

locked to a motor vehicle in a parking lot when an individual is lawfully allowed to be present in an area.

- 5.3 To the extent anything in this policy conflicts with the Campus Self-defense Act or the W. Va. Business Liability Protection Act, the applicable act takes precedent.

## **6 Violations**

- 6.1 Any individual who exercises their Concealed Carry right is responsible for knowing and understanding all applicable federal, state, and local laws and Marshall University Board of Governors Rules, University Policy, and Administrative Procedures.
- 6.2 Any University Employee or Student who fails to abide by the requirements within this policy shall be subject to appropriate disciplinary action, including warning, suspension, termination, or other disciplinary action as may be appropriate.
- 6.3 Any other person who fails to abide by the requirements of this policy shall be subject to appropriate action, including a request to leave campus or temporarily relinquish the prohibited item and, if they fail to do so, referral for any appropriate criminal action and/or issuance of a trespass notice.
- 6.4 Importantly, a holder of a Concealed Carry license or any other person not expressly authorized to do so by this policy, shall not carry a gun, which is partially or wholly visible, or intentionally or knowingly display in plain view of another person in a way or manner to cause, or threaten, a breach of the peace, regardless of whether the firearm is holstered. Anyone who violates this may, in addition to any applicable criminal charges, be subject to discipline.
- 6.5 Although conduct may not violate this policy, it may still be prohibited by the University under a different Rule, Policy, Administrative Procedure or standard of behavior. Accordingly, in such cases, the University reserves the ability to take any necessary action.

*You are  
invited*

Join us for a Dedication Ceremony

**BRAD D. SMITH CENTER** *for*  
**BUSINESS & INNOVATION**

**WEDNESDAY,  
APRIL 10 | 3:30 P.M.**

1425 4th Ave. | Huntington, WV 25701



*Following the ceremony, reception and tours will be provided.*