



Graduate Council

MEMORANDUM

To: President Stephen J. Kopp

From: Tracy Christofero – Chair, Graduate Council

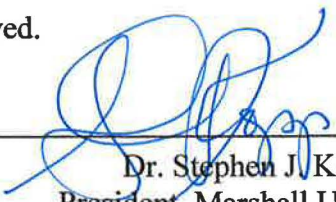
Date: May 9, 2013

Subject: **Approval of Graduate Council Minutes: April 26, 2013**

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

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

Minutes approved.



Dr. Stephen J. Kopp
President, Marshall University



Date

Note to President's secretary:

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

Dr. Tracy Christofero, MUGC 328, South Charleston Campus
Dr. Donna Spindel, Dean, Graduate College, Old Main, Huntington campus
Dr. Cam Brammer, Secretary, Graduate Council, SH 248, Huntington campus
Mr. Tim Melvin, Office of Academic Affairs, Old Main, Huntington campus
Ms. Jennifer Lauhon, Office of Academic Affairs, Old Main, Huntington campus
Ms. Crystal Stewart, Information Technology, Drinko 313A, Huntington campus

MU Graduate Council Meeting – April 26, 2013

South Charleston campus – Thomas Boardroom

Members Present: Christofero, Trzyna, Brammer, Anderson, Heaton, Frank, Lankton, Larsen, Morris, Sollars, Sottile, Swindell, Watts

Members Absent: Edington (Excused), Garrett (Excused), Krieg (Excused), Zanter (Excused)

Ex-Officio Members Present: Spindel

Ex-Officio Members Absent: Ormiston, Maher

Guests: Teresa Eagle, Penny Kroll

Chair Christofero convened the meeting at 1:05 P.M.

Agenda

Christofero	Welcome, Introductions, Announcements
Christofero	Approval of previous meeting Minutes (Attachment 1)
Christofero	Report of graduate faculty status candidates (Attachment 2)
Swindell	Program Review
Trzyna	Curriculum Committee (Attachment 3)
Zanter	Academic Planning, Standards, & Policies Committee
Brammer	Credentialing Committee
Spindel	GRE: Grievances (Attachment 4)
Christofero	Miscellaneous business of the Council

2013-2014 Graduate Council Meetings – Please reserve these dates.

- August 30, 2013 – Huntington – Don Morris E210
- September 27, 2013 – South Charleston – Thomas Boardroom
- October 25, 2013 – Huntington – Don Morris E210
- November 22, 2013 – South Charleston – Thomas Boardroom
- January 24, 2014 – Huntington – Don Morris E210
- February 27, 2014 – South Charleston – Thomas Boardroom
- March 28, 2014 – Huntington – Don Morris E210
- April 25, 2014 – South Charleston – Thomas Boardroom

Minutes Approval: The March 29, Minutes were approved by Council. (Attachment 1)

Graduate Faculty Status: Graduate Faculty Requests were approved. (Attachment 2)

Program Review: Swindell reported that all programs had been approved for continuation and thanked the Council members for their work on this process.

Curriculum Committee: Trzyna read and requested approval. Approved with changes made to clarify the requests. (Attachment 3)

Academic Planning, Standards, & Policies Committee: Information for the Bioinformatics certificate were provided prior to meeting. Council agreed to an 3-vote when Zanter distributes the request.

Credentialing Committee: Brammer reported that all colleges had been reviewed and their graduate files were up to date and accurate. She thanked the committee for their work on this process.

GRE; Grievances: Spindel presented changes to be made to the catalog regarding the grievance procedure for students. The proposed changes were moved, 2nd, and **Approved** by Council. The use of GRE scores for admission to programs was also discussed. (Attachment 4)

Christofero adjourned the meeting at 2:35 P.M.

Attachment 2

Graduate Faculty Status Requests (Approved)

Type	Faculty Member	College/School	Department/Division	Graduate Faculty Level	Term Start	Term Expires
Add	Chui, Yi-Po	COHP	Physical Therapy	Doctoral	04/01/2012	04/01/2017
Add	Coleman, Craig	COHP	Communication Disorders	Graduate	10/29/12	10/29/17
Add	DeTardo-Bora, Kimberly	COS	Criminal Justice	Graduate	03/16/09	03/16/14
Add	Graefe, David	COS	IST	Associate	03/29/13	03/29/16
Add	Holland, Pamela	COHP	Communication Disorders	Graduate	11/09/12	11/09/17
Add	Park, Jihong	COHP	School of Kinesology	Graduate	03/28/13	03/28/18
Add	Schenewark, Jarrod	COHP	School of Kinesology	Graduate	3/28/13	3/28/18
Add	Schray, Kateryna	COLA	English	Graduate	03/29/2013	03/29/2018
Delete	Brown, Margaret	COLA	Criminal Justice	Associate	08/31/07	08/31/10
Edit	Bora, Dhruvajyoti	COS	Criminal Justice	Graduate	03/31/09	03/31/14
Edit	Brown, Margaret	COS	Criminal Justice & Criminology	Associate	12-15-10	12-15-13
Edit	Chute, Jason	SOM	Forensic Science	Associate	06/30/13	06/30/16
Edit	Dameron, Samuel	COS	Criminal Justice	Graduate	09/30/10	09/30/15
Edit	DeTardo-Bora, Kimberly	COS	Criminal Justice	Graduate	03/31/09	03/31/14
Edit	Georgel, Philippe	SOM	Biochemistry	Doctoral	04/01/13	04/01/18
Edit	Hisiro, Thomas	GSEPD	Leadership Studies	Doctoral	04/05/2013	04/05/2018
Edit	Williamson, Misty	SOM	Forensic Science	Associate	06/30/13	06/30/16
Edit	Zill, Sasha	SOM	Anatomy & Pathology	Doctoral	04/01/13	04/01/18

Attachment 3:

Graduate Curriculum Requests (Approved with edits)

To view the complete documentation for these items, click on the following link: <http://muwww-new.marshall.edu/graduate-council/upcoming-proposals/>

COURSE CHANGES ()

College of Science

COURSE TITLE CHANGE

Department: Mathematics

Current Course Number/Title: MTH 512 - Statistical Models for Regression and Correlation Analysis

New Course Title: Regression Analysis

Rationale: The title, "Statistical Models for Regression and Correlation Analysis", does not reflect the generally acceptable title currently used by many in the field. And almost all textbooks for this course bear the newly proposed title.

Course Title Change

Department: Mathematics

Course number and title: MTH 513 - Experimental Designs

Rationale: The title, "Statistical Models for Analysis of Variance and Covariance", does not reflect the generally acceptable title currently used by many in the field. And almost all textbooks for this course bear the newly proposed title.

Course Title (old): Statistical Models for Analysis of Variance and Covariance

Course Title (new): Experimental Designs

Department: Counseling
Course Title: COUN 555 Crisis Intervention and Conflict Resolution
Rationale: New language accurately updates the description of current course content and foci, which are in alignment with professional best practices, and follow guidelines from CACREP (Council for Accreditation of Counseling and Related Educational Programs).
Catalog (old): Students explore various types of crises such as situational and developmental. Specific topics include suicide and sexual assault. Requirements include a class presentation, and 30 supervised clinical hours in a crisis setting approved by instructor.
Catalog (new): Students explore types, effects, and interventions for crises, disasters, and other trauma-causing events across the lifespan. Specific topics include ethics, self-care, cultural competence, suicide/homicide, intimate partner violence, sexual assault, emergency preparedness, disaster mental health, grief and bereavement.

Department: Educational Foundations
Current Title: EDF 636 Classroom Assessment
New Title: EDF 636 Advanced Classroom Assessment
Rationale: To distinguish it from undergraduate assessment (EDF 435) class. EDF 636 and EDF 435 have the same title and course description.
Catalog (old): History, philosophy and elementary statistical methods for testing, measuring and evaluating pupil behavior are studied.
Catalog (new): History, philosophy and advanced statistical methods for testing, measuring and evaluating pupil behavior are studied.

COURSE ADDITIONS (1)

COLLEGE OF SCIENCE

Department:	Mathematics
Course Number and Title:	MTH 525 Sampling Designs and Estimation
Catalog Description:	Coverage of the theory and applications of a variety of sampling designs; sample size determination; ratio and regression estimates; comparisons among the designs.
Prerequisites:	MTH 326, or permission
First Term Offered:	Spring 2014

COHP

Department: Kinesiology
Title: ESS 511 Ethics in Sport
Catalog: A philosophical examination of both the fundamental ethical principles, as well as the most common ethical dilemmas and controversies found in sport.
Prerequisite: None
First Offered: Summer 2013
Credit Hours: 3

Department: Kinesiology

Course Number & Title: HS 565 Pathomechanics

Catalog Description: An investigation into normal and abnormal human movement patterns in sports, the work place, and in activities of daily living.

Prerequisite: n/a

First Term Offered: Spring 2014

Credit Hours: 3 cr

COHP

Department: Kinesiology

Course Number & Title: HS 566 Biomechanical Analysis of Movement

Catalog Description: The purpose of this course is to provide an advanced study of biomechanical concepts and their application to human movement and sport skills.

Prerequisite: n/a

First Term Offered: Fall 2013

Credit Hours: 3 cr

PT 721 Applied Exercise Physiology and Therapeutic Exercise

Type of change request: Change in credit hours for this laboratory class from 3 to 4

Department: School of Physical Therapy (COHP)

Degree Programs: not provided

Effective date: Fall 2013

Rationale: After running the course for the first time, it became obvious to faculty that there were insufficient laboratory hours to cover material that is required in this course. Therefore, we wish to add 1 credit hour to PT 721 Applied Exercise Physiology and Therapeutic Exercise. With a decrease in credits being requested in another course in the curriculum, and changes in semester that some courses are being offered, there will be no change in total credit hours in this semester or in the total Doctor of Physical Therapy Program curriculum will not change.

PT 742 Medical Pathology in PT II

Type of change request: Change in credit hours (from 1 to 2) and catalog description from “Pathological conditions, and medical and surgical considerations for treatment of musculoskeletal disorders in patients treated by physical therapists.” to “Pathological conditions and medical and surgical considerations, including medical tests and measurement, for treatment of musculoskeletal disorders in patients.”

Department: School of Physical Therapy (COHP)

Degree Programs: Doctorate in Physical Therapy

Effective date: Spring 2014

Rationale: After teaching this course and PT 746 Medical Tests and Measurements, the faculty realized the bulk of the material covered in PT 746 would be best comprehended if it was juxtapositioned with material being taught in PT 742 rather than in a separate course. Therefore we wish to increase the number of credits in PT 742 to 2 and incorporate 90% of the information taught in PT 746 into this course. The remaining information was found to be redundant to material taught in other courses in the curriculum.

PT 746 Medical Tests and Measures

Type of change request: Deletion

Department: School of Physical Therapy (COHP)

Degree Programs: not provided

Effective date: Fall 2013, final term offered is Spring 2013

Rationale: Content in this course is being incorporated into PT 742 Medical Pathology in PT II.

PT 751 Professional Practice I

Type of change request: Change in catalog title from “Prof Practice I” to “Prof Practice I & II”. Change in catalog description from “Development of cultural competence, analysis and practice of communications skills including patient-therapist interaction, documentation, professionalism, group dynamics and leadership to assume roles of practitioner, instructor, supervisor, and leader.” to “Covers development of cultural competence, communications and documentation skills, professionalism, group dynamics and leadership; introduce students to legislative process, liability, and legal and ethical issues, task delegation and supervision.” Change in course credits from 2 to 3.

Department: School of Physical Therapy (COHP)

Degree Programs: not provided

Effective date: Fall 2013

Rationale: We wish to teach the content in PT 751 and 752 in the same semester and therefore would like to collapse the content from both courses into PT 751 (effectively eliminating PT 752). Both courses were run as 1/2 semester modules. With this change the one course would be run for the full semester. After running this course and the spring professional Practice course PT 752, it became obvious to the faculty that there was a redundancy of material related to communications and documentation in the two courses, i.e. in PT 751, when discussing documentation from a communication stand point, legal and ethical considerations must be considered, only to be considered again in the second course (PT 752). By decreasing this redundancy, we feel that the material covered in two (2) credit courses can be adequately covered in one (3) credit course.

PT 752 Prof Practice II

Type of change request: Deletion

Department: School of Physical Therapy (COHP)

Degree Programs: not provided

Effective date: Fall 2013, final term offered is Spring 2013

Rationale: After running this course and the Fall Professional Practice I course PT 751, it became obvious to the faculty that there was a redundancy of material related to communications and documentation in the two courses, i.e. in PT 571, when discussing documentation from a communication stand point, legal and ethical considerations must be considered, only to be considered again in the second course (PT 752). By decreasing this redundancy, we feel that the material covered this course can be adequately covered in an existing one to which we are adding 1 credit.

PT 761 Evidence Based Practice I

Type of change request: Change in course title from “Evidence Based Practice I” to “Evidence Based Practice I & II”. Change in catalog description from ” This course focuses on the introduction to physical therapy clinical decision making and diagnosis including clinical hypothesis development, utilization of information sources, and use and interpretation of research methodology relevant to clinical practice and research.” to “Decision making, diagnosis, and hypothesis development, utilization of information sources, and principles, concepts, and skills required to critically analyze and conduct clinical research in physical therapy.” Change in credit hours from 1 to 2.

Department: School of Physical Therapy (COHP)

Degree Programs: not provided

Effective date: Spring 2014

Rationale: We wish to teach the content in PT 761 and 762 in the same semester and therefore would like to collapse the content from both courses into PT 761 (effectively eliminating PT 762). Both courses were run as 1/2 semester modules. With this change the one course would be run for the full semester.

PT 762 Evidence Based Practice II

Type of change request: Deletion

Department: School of Physical Therapy (COHP)

Degree Programs: not provided

Effective date: Fall 2013, final term offered is Spring 2013

Rationale: Content in this course is being incorporated into the prior course (PT 761) in this course series.

PT 763 Evidence Based Practice III

Type of change request: Change in course description from “This 2 credit course provides exposure to additional topics relevant to clinical research in Physical Therapy, including data analysis, design, error, philosophy of science, and research reporting. Proposal of a capstone project to complete before graduation is required. The student must have successfully completed all prior curricular course work.” to “Students are guided through the process of a Systematic Literature Review development on a topic selected by the student and their Faculty Research Advisor and learn to apply principles of research to the clinical decision making process and to make recommendations for practice.” Change in course content as detailed in the syllabus.

Department: School of Physical Therapy (COHP)

Degree Programs: not provided

Effective date: Fall 2012 though this doesn't seem right

Rationale: Consolidation of content in previous courses in the Evidence Based Practice Series necessitates restructuring of the series with subsequent changes in the content of Evidence Based Practice III.

PT 764 Evidence Based Practice IV

Type of change request: Change in credit hours from 2 to 1.

Department: School of Physical Therapy (COHP)

Degree Programs: not provided

Effective date: not provided

Rationale: This course was meant to be a one credit course rather than a two credit course from its inception, however, was erroneously listed as a two credit course on the original course addition form and syllabus.

(COE)/(GSEPD)

Department:	Counseling
Course Title:	COUN ### Professional Development and Advocacy
Catalog:	This course prepares professional counselors for community leadership roles related to client advocacy in multicultural settings, current political trends, theories of social change, social justice, and advocacy planning.
Prerequisite:	Admission to EdS
First Offered:	Fall 2014
Credit Hours:	3

School of Pharmacy

School of Pharmacy
PHAR 612 Therapeutic Drug Dosing

Application of the basic principles of pharmacokinetics and pharmacodynamics to simulated practice settings. Small group collaborative learning, simulation, and case-based learning methods are used to allow integration of pharmacy practice and the concepts and skills learned during the PHAR 631 pharmacometrics course.

Prerequisite: P2 Standing
First Term offered: Spring 2013
Credit Hours: 1

School of Pharmacy

Department:	Pharmaceutical Science and Research
Course Number and Title:	PHAR 611 Integrated Laboratory 2
Catalog Description:	Practical hands-on experience in modern scientific methods used in biochemistry, pharmaceuticals, pharmacology, pharmacometrics; and analytical methods employed to detect, characterize, and quantitate naturally occurring substances and drug molecules.
Prerequisites:	P2 Standing
First Term Offered:	Fall 2013
Credit Hours:	1

School of Pharmacy

Department:	Pharmacy
Course Number and Title:	PHAR 621 Pharmacy Law and Ethics
Catalog Description:	An applied analysis of federal and West Virginia state law and ethical standards in the practice of Pharmacy and Pharmaceutical Care.
Prerequisites:	required P2 standing
First Term Offered:	Fall 2013
Credit Hours:	2 SCH

School of Pharmacy

Department:	School of Pharmacy
Course Number and Title:	PHAR 622 Drug Information and Communication skills
Catalog Description:	Topics covered Include basic skills in obtaining and utilizing drug information references, and foundational skills required in patient counseling, such as, the Indian Health method of counseling.
Prerequisites:	P2 standing
First Term Offered:	Fall 2013
Credit Hours:	2

School of Pharmacy

Department:	Pharmaceutical Science and Research
Course Number and Title:	PHAR 631 Pharmacometrics
Catalog Description:	Topics covered include the basic theory of pharmacokinetics and pharmacodynamics; processes and mechanisms controlling the rate and extent of drug absorption and systemic availability; bioavailability and bioequivalence
Prerequisites:	P2 Standing
First Term Offered:	Fall 2013
Credit hours:	3

Department: Pharmacy Practice
Course Number and Title: PHAR 632: Pharmacy Practice Management I: Leadership
Catalog Description: Provides students with a working knowledge of important and fundamental aspects of pharmacy practice leadership including, but not limited to: management, strategic planning, motivational theories, and employment issues.
Prerequisites: P2-Standing
First Term Offered: Fall 2013
Credit Hours: 3

School of Pharmacy

Department: Pharmacy Practice
Course Number and Title: PHAR 633 Patient Care Skills Lab
Catalog Description: Application of physical assessment, triage, patient counseling, and communication skills. Assessment of individual patient, acuity, responsible therapeutic plan, documentation, conflict resolution, and team building are stressed.
Prerequisites: P2 Standing
First Term Offered: Spring 2014
Credit Hours: 3

School of Pharmacy

Department: Pharmacy Practice
Course Number and Title: PHAR 634: Pharmacy Practice Management II: Finance
Catalog Description: The contemporary practice of pharmacy in the healthcare system as it fits into the business environment. Healthcare systems, pharmacoeconomics, planning, evaluating, and decision-making through financial report analysis/case study are stressed.
Prerequisites: P2-Standing
First Term Offered: Spring 2014
Credit Hours: 3

School of Pharmacy

Department: Pharmacy Practice
Course Number and Title: PHAR 635: Bridging research outcomes and patient care
Catalog Description: The fundamentals of clinical and outcomes research will be discussed and applied to patient care. Students will gain an understanding of study design, research methods, statistical analysis, and pharmacotherapy.
Prerequisites: P2-Standing
First Term Offered: Spring 2014
Credit Hours: 3

School of Pharmacy

Department: SOP
Course Number and Title: PHAR 661 Therapeutics 2
Catalog Description: This course discusses clinical microbiology and principles of anti-infective therapy as well as the pathophysiology, associated pharmacology, and therapeutic approaches to infectious diseases and conditions of the integumentary system.
Prerequisites: P2 Standing
First Term Offered: Fall 2013
Credit Hours: 6

Department: Pharmacy Practice
Course Number and Title: PHAR 671 - Therapeutics III: Cardiovascular, renal, pulmonary diseases and electrolyte homeostasis
Catalog Description: Students will learn about the therapeutic use of medication and non-medication interventions for both treatment and prevention of cardiovascular diseases, renal diseases, pulmonary diseases, and associated electrolyte disorders. Exploration of normal human physiology, disease pathophysiology, and the pharmacologic and chemical properties of medications will precede discussions of therapeutic use. This course will emphasize performance of the activities of the pharmacist as a health care provider. Activities emphasized include patient assessment, consultation, monitoring, communication, drug effectiveness (safety, interactions, and adverse events) and the professional and legal dynamics encountered in pharmacy practice.
Prerequisites: P1 Standing
First Term Offered: Spring 2014
Credit Hours: 7

School of Pharmacy

School of Pharmacy
PHAR 813 Introductory Pharmacy Practice Experiences in Community Pharmacy 2 (IPPE 3)

Builds on the foundation of the Community Pharmacy 1 experience. The student will demonstrate critical thinking and problem solving skills, topical compounding skills, and professional attitude and behaviors.

P2 Standing
Fall 2013
1

School of Pharmacy

Pharmacy
PHAR 814 Introductory Pharmacy Practice Experiences in Institutional Settings 2 (IPPE 4)

Builds on the foundations of the Institutional Pharmacy 1 Experience. The student will demonstrate critical thinking and problem solving, document professional practice activities, and parenteral compounding abilities.

P2 Standing
Fall 2013
1

DEGREE CHANGES (1)

(COE)/(GSEPD)

Department: Elementary/Secondary Education
Degree: Education Specialist (EdS)
Change: Delete EDF 617 and EDF 618 from the research options offered in the core portion of the EdS
Rationale: EDF 617 and EDF 618 do not address the research needs associated with survey methods. The content of the courses, as previously described, is technically far beyond, and not relevant to what would be appropriate for candidates to hone their skills in survey research methods.

ADDITION, DELETION, OR CHANGE OF A CERTIFICATE

COLLEGE OF BUSINESS

Type of change request: Change of a certificate

Department: Management/Marketing/MIS

Degree Programs: Graduate Certificate in Management Foundations

Effective date: Fall 2013

Rationale: To increase the required hours from 15 to 18. This will give students two semesters of full time while completing the program. We also believe this will make the certificate more marketable since students will be able to select an additional course in an area that interests them. This could also serve as a feeder into our other masters' programs.

Requests for Graduate Non-Curricular Changes (3)

GSEPD

Type of change request: A change in the current MU Graduate Catalog description for the Ed.S. area of emphasis in Curriculum and Instruction to more adequately describe the particulars of the program for candidates and faculty advisors.

Department: GSEPD, Elementary and Secondary Education

Degree program: Ed.S. with an area of emphasis in Curriculum and Instruction

Effective date: Fall 2013

Current Description: Ed.S. with an Area of Emphasis in Curriculum and Instruction
The Education Specialist degree with an Area of Emphasis in Curriculum and Instruction is designed for post-master’s professionals who are seeking a planned and structured program of study. Students may elect to be dually enrolled in the Education Specialist program and Doctor of Education in Curriculum and Instruction program.

Admission Requirements
Applicants must have a master’s degree in an appropriate field. Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissionsrequirements.asp.

Degree Requirements
Education Specialist degree (Ed.S.) students follow a planned program of study and must maintain a cumulative Grade Point Average (GPA) of 3.0.

Proposed Description Ed.S. with an Area of Emphasis in Curriculum and Instruction
The Education Specialist degree with an Area of Emphasis in Curriculum and Instruction is designed for post-master’s professionals who are seeking a planned and structured program of study. Students may elect to be dually enrolled in the Education Specialist program and Doctor of Education in Curriculum and Instruction program.

Admission Requirements
Applicants must have a master’s degree in an appropriate field. Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissionsrequirements.asp.

Degree Requirements
Education Specialist degree (Ed.S.) students follow a planned program of study and must maintain a cumulative Grade Point Average (GPA) of 3.0. Specific course requirement are as follows:

Core: LS 703; EDF 625 or EDF 626; CIEC 700; EDF 711; CI 677 or HUM 604.....	15
Area of Emphasis: CI 701; CI 702; CI 703; CI 704.....	12
Capstone: EDF 679.....	3
Total.....	30

Type of change request: A CHANGE IN THE 2012-2013 MU GRADUATE CATALOG (PRINT EDITION) DESCRIPTION FOR THE ED.S. PROGRAM IN READING EDUCATION (P. 105) TO PROVIDE MORE SPECIFIC DETAILS FOR PROSPECTIVE AND CURRENT CANDIDATES. ALSO, IT WILL AID ADVISORS TO HAVE MORE COMPLETE INFORMATION AT HAND WHEN ADVISING CANDIDATES.

Department: GSEPD, Literacy Education Program

Degree program: ED.S. PROGRAM IN READING EDUCATION

Effective date: Fall 2013

Current Description: **Education**

Graduate programs in education are housed in two units of the university.

College of Education

Dr. Robert Bookwalter, Dean

www.marshall.edu/coe

Graduate School of Education and Professional Development

Dr. Teresa Eagle, Dean

www.marshall.edu/gsepd

Adult and Technical Education, M.S., Ed.S.

Counseling, M.A., Ed.S.

Curriculum and Instruction, Ed.S.

Doctor of Education, Ed.D.

Education, Early Childhood, M.A.

Education, Elementary, M.A.

Education, Secondary, M.A.

Leadership Studies, M.A., Ed.S.

Literacy Education, M.A., Ed.S.

School Psychology, Ed.S.

Special Education, M.A.

Teaching, M.A.T.

Other programs: graduate certificates, teacher endorsements

Proposed Description **Education**

Graduate programs in education are housed in two units of the university.

College of Education

Dr. Robert Bookwalter, Dean

www.marshall.edu/coe

Graduate School of Education and Professional Development

Dr. Teresa Eagle, Dean

www.marshall.edu/gsepd

Adult and Technical Education, M.S., Ed.S.

Counseling, M.A., Ed.S.

Curriculum and Instruction, Ed.S.

Doctor of Education, Ed.D.

Education, Early Childhood, M.A.

Education, Elementary, M.A.

Education, Secondary, M.A.

Leadership Studies, M.A., Ed.S.

Reading Literacy Education, M.A., Ed.S.

School Psychology, Ed.S.

Special Education, M.A.

Teaching, M.A.T.

Other programs: graduate certificates, teacher endorsements

COLLEGE OF LIBERAL ARTS

Type of change request: Admission criterion

Department: Geography

Degree program: M.S

Effective date Fall 2013
(Fall/Spring/Summer, Year)

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

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

Career options for geographers are as varied as the landscape itself. Our graduates have taken their degrees into the workplace around the world, but many have been successful in finding employment in the local region as well. Some of the fields that our graduates are employed in include: Cartography, Disaster Response, Economic Development, Environmental Conservation, Flood Prevention, Geographic Information Systems (GIS) Professions, Higher Education, Historic Preservation, Homeland Security, International Business, Military Intelligence, Natural Resources Management, Public Health Planning, Public Education, Real Estate, Regional and Urban Planning, Transportation Planning, Tourism Planning and Marketing, Water/Waste Infrastructure Management.

Students wishing to earn a master's degree in geography have the option of selecting either a Master of Arts (M.A.) or Master of Science (M.S.) degree. Both the M.S. and M.A. degree options prepare the graduate for professional employment or advanced work at the doctoral level. Because M.S. students are required to complete a thesis, the M.S. option is the best choice for students wishing to engage in geographical research projects or in preparation for entrance into a doctoral program.

For more information, please see the department Web site at www.marshall.edu/geography or call (304) 696-4364.

Admission Requirements and Procedures

M.A. applicants should follow the admissions process described in the Graduate Catalog, or at the Graduate Admissions Web site: www.marshall.edu/graduate/admissionsrequirements.asp.

M.S. applicants should follow the admissions process described in the Graduate Catalog, or at the Graduate Admissions Web site:

www.marshall.edu/graduate/admissionsrequirements.asp. In addition, M.S. applicants must:

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

Graduate Assistantships

Applications for department research or teaching assistantships are available from the department website www.marshall.edu/geography. For more information about graduate assistantships at Marshall University, please see www.marshall.edu/graduate/assistantships.asp. For more information about other financial support, please see www.marshall.edu/graduate.

Degree Requirements

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

Required Courses (M.A.)

[etc.]

Requested change: Geography is the systematic study of the spatial aspects of human activity, the natural world, and human-environment interaction. The discipline of Geography occupies a unique position as a bridge between the social sciences (Human Geography), natural sciences (Physical Geography), and STEM fields (GIScience). From this interdisciplinary perspective, Geography helps us understand and address numerous contemporary challenges ranging from economic development, urban planning, and ethnic conflict to climate change, environmental sustainability, and natural resource management. As a result, Geography is a rapidly expanding discipline with diverse career opportunities across the environmental sciences, social sciences, and technological fields in both the public and private sectors. Both the U.S. Department of Labor and the Bureau of Labor Statistics predict that demand for trained Geographers will grow much faster than average over the next decade.

The Geography Department prepares students to succeed as professionals in today's job market through an innovative curriculum focusing on building critical thinking, technical, and practical skills across a range of Human Geography, Physical Geography, and Geospatial Information Science (GIScience) courses. The curriculum includes a mixture of classroom and lab instruction, hands-on projects, and professional internship experiences that actively engage students in the learning process and provide the skills necessary for life-long learning. The Department maintains state-of-the-art facilities, including technology-enhanced classrooms, a Physical Geography lab, and a GIScience computer lab supporting students as they utilize the latest software and hardware. The Department provides a supportive learning environment where students work closely with faculty and peers while enjoying numerous opportunities to participate in campus, state, and national professional activities.

Geography alumni have successfully applied their knowledge and practical skills in a variety of career paths in both the public and private sectors, including urban and regional planning, economic development, environmental planning, natural resource and energy management, weather forecasting, emergency response and homeland security, GIS analysis, and education. Other alumni have continued with Geography studies at the doctoral level.

Students wishing to earn a master's degree in geography have the option of selecting either a Master of Arts (M.A.) or Master of Science (M.S.) degree. Both the M.S. and M.A. degree options prepare the graduate for professional employment or advanced work at the doctoral level. Because M.S. students are required to complete a thesis, the M.S. option is the best choice for students wishing to engage in geographical research projects or in preparation for entrance into a doctoral program.

For more information, please see the department Web site at www.marshall.edu/geography or call (304) 696-4364.

Admission Requirements and Procedures

M.A. applicants should follow the admissions process described in the Graduate Catalog, or at the Graduate Admissions Web site:

www.marshall.edu/graduate/admissionsrequirements.asp.

M.S. applicants should follow the admissions process described in the Graduate Catalog, or at the Graduate Admissions Web site:

www.marshall.edu/graduate/admissionsrequirements.asp. In addition, M.S. applicants must:

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

M.S. applicants demonstrating potential, but not meeting these criteria, may be admitted to the M.S. program with permission from the faculty.

Graduate Assistantships

Applications for department research or teaching assistantships are available from the department website www.marshall.edu/geography. For more information about graduate assistantships at Marshall University, please see www.marshall.edu/graduate/assistantships.asp. For more information about other financial support, please see www.marshall.edu/graduate.

[etc.]

MUSOM - Catalog Change

Department: Biomedical Sciences
Degree: M.S., Ph.D.
Rationale: We want to clean up the language in the current catalog, correct mistakes, bring the requirements up to date, and to ensure our admissions procedures meet the Office of Admissions policies.
Effective: Fall 2013
Summary: Refer to SharePoint

COLA

Type of change request: Non-Curricular Changes (change of policy, update 2 C rule)

Department: Psychology

Degree Programs: MA/post MA within Psy.D

Effective date: Fall 2013

Rationale: These changes are requested because of a departmental change to the 2 C rule to make the consequences of a second C clearer to graduate students. The change also is necessary to ensure that the rule is appropriate for doctoral and terminal masters' students alike. There were concerns the current language does not allow students to be dismissed from the program for poor academic performance, and the rule does not adequately take into account the additional hours required to complete the doctoral degree over and above the master's degree, which makes the current rule more punitive for doctoral students.

Type of change request: Non-Curricular Changes (Change of admissions deadlines and prerequisites)

Department: Psychology

Degree Programs: Psy.D.

Effective date: Fall 2013

Rationale: We have made several changes in our admissions requirements. We have changed our deadline from December 31 to December 1 to make the receipt of materials more efficient and in line with the needs of graduate admissions. We have eliminated two prerequisites (psychometrics and personality) and changed some wording in order to bring our requirements more in line with other programs. We have changed the language regarding our GRE minimums to bring it in line with the new GRE scales.

Attachment 4: Graduate Academic Appeal Process (Approved)

SA-2 : Academic Rights and Responsibilities of Students.

AA-12: Academic Dishonesty

SA-2: Academic Rights and Responsibilities of Students.

- 2.1. The institution and its constituent colleges and schools shall define and promulgate, consistent with the policies, rules and regulations of the Higher Education Policy Commission and the Marshall University Board of Governors, the academic requirements for admission to the institution, for admission to limited enrollment programs and for admission to professional and graduate degree programs (where offered); the criteria for maintenance of satisfactory academic progress, for the successful completion of the program, for the award of a degree or certification, for graduation; the requirements or criteria for any other academic endeavor; and the requirements for student honesty and originality of expression.
- 2.2. A student, by voluntarily accepting admission to the institution or enrolling in a class or course of study offered by the institution, accepts the academic requirements and criteria of the institution. It is the student's responsibility to fulfill course work and degree or certificate requirements and to know and meet criteria for satisfactory academic progress and completion of the program.

Academic Rights.

- 3.1. Concomitant with the academic standards and responsibilities established pursuant to Section 3 of these rules, each student shall have the following academic rights:
 - 3.1.1. The student shall be graded or have his/her performance evaluated solely upon performance in the course work as measured against academic standards. The student shall not be evaluated prejudicially, capriciously, or arbitrarily. The student shall not be graded nor shall his/her performance be evaluated on the basis of his/her race, color, creed, sex or national origin.
 - 3.1.2. Each student shall have the right to have any academic penalty, as set out in Section 4.2 of these rules below and more specifically defined by his/her institution, reviewed.
 - 3.1.3. Each student shall have access to a copy of the college or university catalog or program brochure in which current academic program requirements are described (e.g., required courses, total credit requirements, time in residence requirements, special program requirements, minimum grade point average, probation standards, professional standards, etc). Students have the right to receive from the instructor written descriptions of content and requirements for any course in which they are enrolled (e.g., attendance expectations, special requirements, laboratory requirements including time, field trips and costs, grading standards and procedures, professional standards, etc.).
 - 3.1.4. The instructor of each course is responsible for assigning grades to students enrolled in the course, consistent with the academic rights set out in the preceding sections.

Application of Policy to Students.

- 4.1. Student -- any person who has been admitted to an institution to pursue a course of study, research, or service, who is currently engaged in an institutionally sponsored activity, and who has some right or privilege to be on the campus or in the facilities of the institution, or to use the same, in connection with study, research, or service, or who yet has some right or privilege to receive some benefit or recognition or certification from the institution, under the rules, regulations, or policies of the Higher Education Policy Commission, the Marshall University Board of Governors or the institution.
- 4.2. A student, as defined in this policy, shall be subject to any applicable penalties for failure to comply with the academic requirements and standards promulgated by the institution and/or its constituent colleges and schools according to Section 2.1 of these rules. Students are expected to adhere to these academic standards in all academic settings, classrooms, laboratories, clinics and any other activities which are part of academic requirements.

Academic Requirements and Consequences of Failure to Meet Requirements.

- 5.1. The institution and its constituent colleges and schools shall define and promulgate the academic requirements, criteria and standards as set out in Section 2.1 of these rules above. Normally, students may finish a program of study according to the requirements under which they were admitted to the program. However, requirements are subject to change at any time, with reasonable notice provided to the students.
- 5.2. A student who fails to meet the academic requirements or standards, including those for academic honesty as defined by the institution and its constituent colleges and schools according to Section 2.1 of these rules, may be subject to one or more of the following penalties:
class (including laboratories or clinical experiences), all of which may be imposed by the instructor.
- 5.2.2. Academic probation as determined and defined by the institution and its constituent colleges and schools.
- 5.2.3. Academic suspension as determined and defined by the institution and its constituent colleges and schools.
- 5.3. Academic dismissal is defined as termination of student status, including any right or privilege to receive some benefit or recognition or certification. A student may be academically dismissed from a limited enrollment program and remain eligible to enroll in courses in other programs at the institution, or a student may be academically dismissed from the institution and not remain eligible to enroll in other courses or programs at the institution.
- 5.4. A student may appeal any penalty according to the procedures in Section 6 of these rules below. Each institution and its constituent colleges and schools shall determine and specify the point at which penalties, excluding those specified in Section 6.3.1 of these rules, may be imposed. Each instructor determines the point at which the penalties specified in Section 6.3.1 of these rules may be imposed. Each institution and its constituent colleges and schools shall determine the

method(s), if any, by which a student may correct the condition(s) leading to imposition of these penalties and thereby have them removed.

Appeals.

6.1. Each institution and its constituent colleges and schools shall establish policies and procedures by which a student may appeal or challenge any academic penalties imposed by a faculty member or by the institution or one (1) of its constituent colleges and schools, including those described in Section 5.2 of these rules above.

6.2. Additional procedures may include but not be limited to:

6.2.1. Appeals of a grade penalty or exclusion from class;

6.2.2. Appeals of final course grades;

6.2.3. Appeals of imposition of academic probation;

6.2.4. Appeals of imposition of academic suspension;

~~6.2.5. Appeals of dismissal from undergraduate programs;~~

6.2.6. Appeals of dismissal from graduate programs;

6.2.7. Appeals of dismissal from professional degree programs; and

6.2.8. Appeals of dismissal from the institution.

6.3. Policies and procedures relating to appeals of academic penalties shall be governed by due process and shall include, as a minimum:

6.3.1. Written notice to the student (1) of his/her failure to meet or maintain an academic standard, (2) of the methods, if any, by which the student may correct the failure, and (3) of the penalty which may be imposed.

6.3.2. An opportunity for the student to meet with the faculty member(s) or other individual(s) who have judged his/her performance to be deficient, to discuss with these faculty member(s) or other individual(s) the information forming the basis of the judgment or opinion of his/her performance, to present information or evidence on his/her behalf, and to be accompanied at any such meeting by an advisor of his/her choice from the institution. Such advisors may consult with but may not speak on behalf of their advisees or otherwise participate directly in the proceedings, unless they are given specific permission to do so by the individual or committee conducting the appeal.

6.3.3. An opportunity for the student to appeal the decision or judgment of faculty members through the established institutional appeals procedure within thirty (30) calendar days after written notice of the decision or judgment.

6.3.4. An opportunity to appeal to the president of the institution or his/her designee within thirty (30) calendar days after the receipt of written notice of the decision or judgment.

6.3.5. The decision of the president or his/her designee regarding an academic appeal is

MUBOG SA-2 Student Academic Rights, January 22, 2003

AA-12: Academic Dishonesty**2 Policy**

- 2.1 An academic exercise is defined as any assignment, whether graded or ungraded, that is given in an academic course or must be completed toward the completion of degree or certification requirements. This includes, but is not limited to: Exams, quizzes, papers, oral presentations, data gathering and analysis, practicums and creative work of any kind.

3 Definitions of Academic Dishonesty

- 3.1 Below are definitions of some common types of academic dishonesty. Each instructor may modify the general definition of academic dishonesty to fit the immediate academic needs within that particular course of study, provided the instructor defines, in writing and preferably in the course syllabus, the details of any departure from the general definition.
- 3.1.1 Cheating: Any action which if known to the instructor in the course of study would be prohibited. This includes:
- 3.1.1.1 The unauthorized use of any materials, notes, sources of information, study aids or tools during an academic exercise.
- 3.1.1.2 The unauthorized assistance of a person other than the course instructor during an academic exercise.
- 3.1.1.3 The unauthorized viewing of another person's work during an academic exercise.
- 3.1.1.4 The unauthorized securing of all or any part of assignments or examinations, in advance of submission by the instructor.
- 3.1.2 Fabrication/Falsification: The unauthorized invention or alteration of any information, citation, data or means of verification in an academic exercise, official correspondence or a university record.
- 3.1.3 Plagiarism: Submitting as one's own work or creation any material or an idea wholly or in part created by another. This includes:
- 3.1.3.1 Oral, written and graphical material.
- 3.1.3.2 Both published and unpublished work
- 3.1.3.3 It is the student's responsibility to clearly distinguish their own work from that created by others.
This includes the proper use of quotation marks, paraphrase and the citation of the original source. Students are responsible for both intentional and unintentional acts of plagiarism.
- 3.1.4 Bribes/Favors/Threats: Attempting to unfairly influence a course grade or the satisfaction of degree requirements through any of these actions is prohibited.
- 3.1.5 Complicity: Helping or attempting to help someone commit an act of academic dishonesty.

4 Sanctions

- 4.1 Sanctions for academic dishonesty may be imposed by the instructor of the course, the department chairperson/director, or the Academic Dean. Sanctions for academic dishonesty may be imposed even if a student withdraws from an individual course or from the university entirely. The instructor may impose the following sanctions:
 - 4.1.1 A lower or failing project/paper/test grade,
 - 4.1.2 A lower final grade,
 - 4.1.3 Failure of the course
 - 4.1.4 Exclusion from further participation in the class (including laboratories or clinical experiences)
- 4.2 The following sanctions may be recommended by the instructor but will need to be imposed by the department chair, academic dean or the Office of Academic Affairs:
 - 4.2.1 Exclusion from an academic program
 - 4.2.2 Academic probation for up to 1 year
 - 4.2.3 Academic suspension for up to 1 year
 - 4.2.4 Dismissal from the university.
- 4.3 In those cases in which the offense is particularly flagrant or where there are other aggravating circumstances, additional, non-academic, sanctions may be pursued through the Office of Judicial Affairs. A student will be informed in writing by the instructor or responsible office, of any charges and subsequent sanctions imposed for academic dishonesty (See "Reporting" below). Written notification of academic dishonesty charges (and the inclusion of confirmed charges/sanctions in a student's records) is designed to inform a student of the potential repercussions of repeat offenses and his/her rights of appeal.
- 4.4 If a student believes that charges of academic dishonesty have been erroneously levied, he/she should appeal such charges in accordance with the process outlined below.
- 4.5 Sanctions for repeated academic dishonesty offenses will be imposed by the Office of Academic Affairs after consultation with the appropriate department chairs/director and deans.
- 4.6 A student's record of academic dishonesty offenses will be maintained throughout their enrollment at Marshall University, and the period of time between offenses may have no impact on sanctions for repeated offenses.
- 4.7 A student with a second academic dishonesty offense during his/her enrollment at Marshall University will be academically suspended for a period of time not to exceed one academic year (to include summer terms).
- 4.8 A student with a third academic dishonesty offense during his/her enrollment at Marshall University will be dismissed from the university.
- 5 Reporting
 - 5.1 Any time an accusation of academic dishonesty is made, and a sanction imposed (or a sanction will be imposed with the submission of final grades), a notice should be sent to the Office of Academic Affairs within ten (10) days of the accusation.

5.2 Notice of an act of academic dishonesty will be reported to the Office of Academic Affairs through the completion of an “Academic Dishonesty Report Form” (described below). The “Academic Dishonesty Report Form” will include:

- 5.2.1 Instructor’s Name
- 5.2.2 Course Information (Term, Number, Section)
- 5.2.3 Student’s Name
- 5.2.4 Student’s University Identification Number
- 5.2.5 Brief Description of the Charge
- 5.2.6 Date of Accusation
- 5.2.7 Brief Description of the Sanction

5.3 Instructors are encouraged to give a copy of the “Academic Dishonesty Report Form” to a student accused of an offense. However, within ten (10) days of receipt of the “Academic Dishonesty Report Form” the Office of Academic Affairs will inform the student and the student’s dean of the accusations made, the sanctions prescribed, the repercussions of repeat offenses, and his/her rights of appeal. A copy of the report will go into the student’s college file.

5.4 Any subsequent actions taken (additional sanctions imposed, the lessening of sanctions, the withdrawal of accusations, the results of appeals, etc.) should be reported to the Office of Academic Affairs within ten (10) days of the action.

6 Recording

6.1 The Office of Academic Affairs will maintain a file of academic dishonesty incidents. These will be reported in summary form (no student or faculty names will be included) to the Academic Deans and the Faculty Senate at the end of each academic year.

Graduate Student Appeals Process

The Graduate Student Appeals Process is a formal process for graduate students to request review and redress of certain grievances arising from their participation in academic programs. The purpose of the appeals process is to resolve academic disputes in a fair and collegial manner. Every grievance should begin with an informal mediation process and may proceed, if necessary, through a more formal appeal process. The hope and expectation is that grievances will be resolved in a timely manner ~~way~~ by the parties during the mediation process.

NOTE: Forms are available online at the Graduate College site or in the Graduate College office, Old Main 113.

Timeline and Appeals Process

In the interest of fairness, appeals will not proceed during the summer months unless all involved parties agree to proceed during the summer or where the Student can show irreparable harm will occur due to the delay. Appeals procedures and timetables will be suspended on the last day of spring semester and resume on the first day of fall semester. Appeals filed after the end of spring semester will not be considered until the beginning of the fall semester. For the purpose of this process all days are working days and the parties may extend the time limitations by mutual agreement.

The Graduate Student Appeals Process is applicable to the following types of grievances:

1. Appeal of an Academic Action Based on a Student's Academic Performance

An *Academic Action* is an action by a program, academic unit or department based on a graduate student's academic performance or failure to satisfy academic program requirements. Examples may include academic probation, academic suspension, and dismissal from a program. Each program may set its own academic requirements and standards for acceptable academic performance. These standards are stated in the graduate student's *Graduate Catalog* of record.

2. Appeal of an Academic Disciplinary Action

An *Academic Disciplinary Action* is a penalty or sanction imposed for violation of academic policies against cheating or plagiarism as defined by Marshall University's official policy on Academic Dishonesty or for other behavior judged to be inappropriate academic conduct. (See *MUBOG AA-12: Academic Dishonesty*, in Graduate Catalog).

The Graduate Appeal Process **does not** apply to the following types of grievances:

1. Allegations of discriminatory treatment or sexual harassment

Allegations of sexual harassment or discriminatory treatment arising from the student's age, race, gender, sexual preference, disability, national origin, or religion will be handled by the Marshall University Office of Equity Programs, Old Main, 207, 304.696.2597.

2. Appeal of a Grade

Individual test grades, assignment grades, creative activities, ~~class performance grades~~, or partial grades cannot be the basis for an appeal, nor can an instructor's academic and professional evaluation of the quality of a student's academic performance.

NOTE: A Final Grade can be appealed under a separate Final Grade Appeal process.

Final Grade Appeal Process and Timeline

The evaluation of student performance is based on the professional judgment of instructors and matters of academic judgment are not grievable. Therefore, final grades will be changed only in exceptional circumstances. The grade assigned by the instructor is assumed to be correct and the graduate student appealing the grade must justify the need for a change of the grade assigned.

The following are the sole basis upon which a grade appeal can be made or considered:

- (1) The final grade assigned for a course is based on an obvious error (e.g. a clear error such as error in computing a grade or failure to grade one of the answers on an exam).
- (2) Standards different from those established in written department, or Graduate College policies, if specific policies exist, were used in assigning the grade.
- (3) The instructor departed from his or her previously articulated, written standards, without notifying graduate students, in determining the grade.

A graduate student who believes a final grade was improperly assigned according to the above, should first present the case informally to the instructor who assigned the final grade under challenge within ten (10) days of receiving the final grade. (If the instructor will not be available within one semester, excluding the summer session, or the student has shown he/she will be irreparably harmed by the delay, the director/coordinator of graduate studies of the department or designee can act in lieu of the instructor of record for the purpose of final grade appeals.)

The instructor within ten (10) days of the meeting with the graduate student shall provide the graduate student with a written decision regarding whether the grade will be changed, modified or remain the same.

If, after receiving the instructor's decision, the graduate student is not satisfied with the resolution at this first step, the graduate student should submit **FORM A** with appropriate documentation including the instructor's decision, within the first (14) days of receiving the instructor's decision (not including summer sessions), to the department/unit head of the department (or director of graduate studies if the depart/unit head assigned the grade), in which the course was offered.

The written appeal to the department/unit head must include all of these items:

- A statement explaining how the appeal meets one or more of the three criteria noted above that are necessary for a formal final grade appeal.
- A- copy of the instructor's decision.
- A copy of the complete course syllabus.
- Any relevant documents the graduate student would like to be reviewed as part of the appeal process.
- A statement explaining why the student disagrees with the instructor's decision, what the graduate student would consider a fair resolution of the appeal, with supporting reasons.

Within ten (10) days of receiving the appeal, the department/unit head will provide to the graduate student and the instructor who assigned the grade a written decision on the appeal on **FORM A**. If the graduate student or instructor is not satisfied with the decision of the department/unit head, the graduate student or instructor may submit **FORM A** with attachments, to the Dean of the Graduate College. The Dean, within ten (10) of receiving the appeal, will enter on **FORM A** a written decision and provide **FORM A** to the student and instructor. The decision of the Dean is final and not appealable.

Summary of Order of Appeal for Final Grades:(1) Informal discussion with the instructor who assigned the grade; (2) Formal written appeal to the department/unit head; (3) Formal written appeal to the Dean of the Graduate College; (4) Graduate Dean issues final non-appealable decision.

Action Based on a Student's Academic Performance Appeal Process and Timeline

Generally, sanctions resulting from an Academic Action (e.g. probation, suspension, or dismissal) take effect immediately, regardless of whether an appeal is filed. In exceptional circumstances, however, the Graduate Dean or the Provost may choose to suspend the imposition of sanctions pending the resolution of an appeal.

The director/coordinator of graduate studies, department/unit head, or Graduate Dean will notify a graduate student in writing of an academic action.

Before filing a formal appeal, a graduate students should try to seek informal resolution of any concerns he/she ~~they~~ may have related to academic actions by discussing those concerns informally with the director/coordinator of graduate studies, or department/unit head.

A graduate student must submit **FORM B** with appropriate documentation, to the Dean of the Graduate College within (30) days after receipt of written notice of the academic action. Within ten (10) days of receiving the appeal, the Dean will enter on **FORM B** a written decision and provide **FORM B** to the student and to the involved official. If the graduate student is not satisfied with the decision of the Graduate Dean, within ten (10) days of receiving the Graduate Dean's decision, the graduate student should request a hearing on **FORM B** before the *Graduate Council Subcommittee on Graduate Student Rights and Responsibilities* (GCSGSRR) and submit the form to the Graduate Dean.

The Graduate Dean will forward **Form B** and all attachments to the Chair of the Graduate Council. The GCSGSRR will schedule a hearing and give all parties (10) days written notice of the hearing. The GCSGSRR will review **Form B** with all attachments and provide the graduate student and the involved official with the opportunity to review and respond to all evidence. The graduate student and the involved official will be allowed to bring an advisor to the hearing, but will not be permitted legal representation unless the student will be dismissed from the program as a result of the academic action being challenged. The GCSGSRR will operate with due respect to the rights of graduate students, faculty, and administrators including the conduct of interviews, the right of all parties to review and address allegations, and the right to a fair hearing. Within ten (10) days of the hearing, the GCSGSRR will enter on **Form B** a written decision and forward **Form B** with all attachments to the graduate student, the involved official and the Provost.

If the graduate student or instructor is not satisfied with the decision of the GCSGSRR, within ten (10) days of receipt of the decision the graduate student or instructor may make a written request to the Provost to reconsider that decision. The Provost's review shall be limited to substantive or procedural issues regarding the hearing. The decision of the Provost is final.

Summary of Order of Appeal for Academic Actions:

- (1) Seek informal resolution within department, unit, or program;
- (2) Formal written appeal to the Graduate Dean;
- (3) Hearing before the GCSGSRR;
- (4) GCSGSRR submits written decision to Provost;
- (5) Provost issues final non-appealable decision.

Academic Disciplinary Action Appeal Process and Timeline

Generally, sanctions resulting from an Academic Disciplinary Action (cheating, plagiarism, etc.), take effect immediately, regardless of whether an appeal is filed. In exceptional circumstances, however, the Graduate Dean or the Provost may suspend the imposition of sanctions pending the resolution of an appeal. The burden of proof will be with the appealing graduate student.

The director/coordinator of graduate studies, department/unit head, or Graduate Dean will notify a graduate student in writing of an academic action. Before filing a formal appeal, a graduate students should try to seek informal resolution of any concerns he/she they may have related to academic actions by discussing those concerns informally with the director/coordinator of graduate studies, or department/unit head.

A graduate student must submit **FORM B** with appropriate documentation, to the Dean of the Graduate College within (30) days after receipt of written notice of the academic action. Within ten (10) days of receiving the appeal, the Dean will enter on **FORM B** a written decision and provide **FORM B** to the student and to the involved official. If the graduate student or involved official is not satisfied with the decision of the Graduate Dean, within ten (10) days of receiving the Graduate Dean's decision, the graduate student or involved official should request a hearing on **FORM B** before the *Graduate Council Subcommittee on Graduate Student Rights and Responsibilities* (GCSGSRR) and submit the form to the Graduate Dean.

The Graduate Dean will forward **FORM B** and all attachments to the Chair of the Graduate Council. The GCSGSRR will schedule a hearing and give all parties (10) days written notice of the hearing. The GCSGSRR will review **FORM B** with all attachments and provide the graduate student and the involved official with the opportunity to review and respond to all evidence. The graduate student and the involved official will be allowed to bring an advisor to the hearing, but will not be permitted legal representation unless the student will be dismissed from the program as a result of the academic action being challenged. The GCSGSRR will operate with due respect to the rights of graduate students, faculty, and administrators including the conduct of interviews, the right of all parties to review and address allegations, and the right to a fair hearing. Within ten (10) days of the hearing, the GCSGSRR will enter on **FORM B** a written decision and forward **FORM B** with all attachments to the graduate student, the involved official and the Provost.

If the graduate student or involved official is not satisfied with the decision of the GCSGSRR, within ten (10) days of receipt of the decision the graduate student or involved official may make a written request to the Provost to reconsider that decision. The Provost's review shall be limited to substantive or procedural issues regarding the hearing. The decision of the Provost is final.

Summary of Order of Appeal for Academic Actions:

- (1) Seek informal resolution within department, unit, or program;
- (2) Formal written appeal to the Graduate Dean;
- (3) Hearing before the GCSGSRR;
- (4) GCSGSRR submits written decision to Provost;
- (5) Provost issues final non-appealable decision.