**MU Graduate Council**

**MU Graduate Council Meeting Minutes**

**March 29, 2024**

**Hybrid Meeting –** Drinko 349 **+ Teams**

**FINAL Agenda**

|  |  |
| --- | --- |
| Davis | Welcome; Quorum; Approval of the Agenda |
| Davis/Lucas-Adkins | Approval of February 23, 2024, Minutes **(Attachment #1)** |
| Davis/Beard | Graduate Faculty Status Candidates (**Attachment #2**) (**GC-24-03-01-CRC**) |
| Vauth | Planning Committee Requests and Policies **(Attachment #3) (GC-24-03-02-PC to GC-24-03-19-PC)** Transfer Policy **(GC-24-03-20-PC)** |
| Egleton | Curriculum Committee Requests (**Attachment #4**) **(GC-24-03-21-CC to GC 24-03-23-CC)** |
| Beard | Credentialing Committee Report **(Attachment #5)** |
| Davis | Chairs Report * Graduate Student Success Workgroup
* Graduate Professional Student Organization
* Meeting with President Smith
* Elections
 |
| Mummert | Graduate Studies Report **(Attachment #6)** |
| Schulenberg | Faculty Senate Report |
| Davis | Wrap up |

**Attachments**

Attachment #1: Graduate Council Minutes, February 23, 2024

Attachment #2: Graduate Faculty Status Candidates

Attachment #3: Planning Committee Report

Attachment #4: Curriculum Committee Report

Attachment #5: Credentialing Committee Report

Attachment #6: Graduate Studies Report

**MU Graduate Council**

**MU Graduate Council Meeting Minutes**

**February 23, 2024**

**Hybrid Meeting – MSC 2w16-B + Teams**

**Members Present:** Beard, Christofero, Davis, Egleton, Gardner, Heaton, Kimble, Larison, Lucas-Adkins, Meadows, Sardahi, Simonton, Thompson, Vauth

**Members Absent**: Vance

**Ex-Officio Voting Members Present**: Schulenberg

**Ex-Officio Non-Voting Members Present**: Maher, Mummert

**Ex-Officio Non-Voting Members Absent**: Mukherjee

**Guests:** Antonsen, Brooks, Cantrell-Johnson, Georgel, Johnson, McGuffey, Ross, A. Mummert, M.B. Reynolds, Stites, K. Adkins, Tolliver

**FINAL Agenda**

|  |  |
| --- | --- |
| Davis | Welcome; Quorum; Approval of the Agenda |
| Davis/Lucas-Adkins | Approval of January 26, 2024 Minutes **(Attachment #1)** |
| Davis/Beard | Graduate Faculty Status Candidates (**Attachment #2**) (**GC-24-02-01-CRC**) |
| Vauth | Planning Committee Requests and Policies **(Attachment #3) (GC-24-02-02-PC)** Cross-Level Linked Courses Policy with Catalog Change **(GC-24-02-03-PC)**1. Catalog Change -Cross-Level Linked Courses Policy **(GC-24-02-04-PC)**
2. Discussion Item: Transfer Policy
 |
| Egleton | Curriculum Committee Requests (**Attachment #4**) **(GC-24-02-05-CC)** |
| Larison | Program Review Recommendation **(Attachment #5) (GC-24-02-06-PR)**  |
| Beard | Credentialing Committee Update  |
| Gardner  | Executive Committee Resolution**(GC-24-02-07-EC) (Attachment #6)** |
| Davis | Chairs Report * Graduate Student Success Workgroup
* Engineering PhD - Graduate Chair Faculty
* CIM update
* Elections
* March Meeting to be held in Drinko 349
 |
| Mummert | Graduate Studies Report **(Attachment #7)** |
| Schulenberg | Faculty Senate Report |
| Davis | Wrap up |

**All meetings will be Hybrid.**

* March 29, 2024, Drinko 349S
* April 19, 2024, MSC 2w16-B

**Attachments**

Attachment #1: Graduate Council Minutes, January 26, 2024

Attachment #2: Graduate Faculty Status Candidates

Attachment #3: Planning Committee Report

Attachment #4: Curriculum Committee Report

Attachment #5: Program Review Committee Report

Attachment #6: Resolution

Attachment #7: Graduate Studies Report

**Meeting Called to Order at 1:00 PM**

**WELCOME, INTRODUCTIONS, ANNOUNCEMENTS**

**MOTION TO APPROVE AGENDA**  **APPROVED**

**MOTION TO APPROVE Jan. Meeting Minutes**  **APPROVED**

(See Attachment #1)

**GRADUATE FACULTY STATUS**

(See Attachment #2)

**GC-24-02-01-CRC APPROVED**

**PLANNING COMMITTEE**

(See Attachment #3)

Henning Vauth presented the committee report:

College of Education and Professional Development request

**GC 24-02-02-PC**

* GC approved the catalog clarification for LS EdD admissions criteria. To clearly state that the LS EdD program does not offer provisional admission.

Cross-Level Linked Courses Policy (with catalog change)

**GC 24-02-03-PC**

* GC approved the Cross-Linked Courses Policy

**GC 24-02-04-PC**

* GC approved the catalog change for the Cross-Linked Courses Policy

Discussion Item: Transfer Credit Policy

Curriculum Committee had discussed the policy informally, and Richard E. presented the committee’s issues:

* Individual programs retaining full rights to make decisions
* Programs faced with the decision to transfer clinical/research credits could have concerns because the work for the credit had not been observed by MU faculty.
* Would there be a reason to distinguish types of credit, i.e., clinical/research experiences vs. classroom-based experiences?

Other issues discussed included:

* Extending the acceptance of transfer credits beyond 7 years for extenuating circumstances, such as military service.

**CURRICULUM COMMITTEE**

(See Attachment #4)

Richard E. presented the report:

COHP

**24-02-05-CC**

* GC voted to approve HS 510 and HS 576 in the Kinesiology program.

**PROGRAM REVIEW COMMITTEE**

(See Attachment #5)

Isaac Larison presented the report:

**24-02-06-CC**

* GC voted to discontinue Bioinformatics Certificate program.

**CREDENTIALING COMMITTEE**

Update provided by Keith Beard:

* Asked members to remind constituents about Rucker Outstanding Advisor Award. Please send nominations to him by March 1.
* SOM, LCOB, and COHP graduate faculty status entries were reviewed. Deans are working on the corrections.

**EXECUTIVE COMMITTEE RESOLUTION**

(See Attachment #6)

B. Gardner presented the resolution for GSPA and made motion for approval:

**GC-02-07- EC**

* GC voted to approve resolution.

**GRADUATE COUNCIL CHAIR UPDATES**

Updates from Scott Davis:

* **Graduate Student Success Workgroup**: Meeting is scheduled for Friday, March 1. Discussion items will include: ways of improving grad student success, raising money to help students complete degrees
* **Engineering PhD - Graduate Chair Faculty**: This is similar situation as when DBA began, some faculty have no experience with chairing, so there will be a motion to allow temporary credentialing so faculty will get experience chairing dissertations
* **CIM update**- several items are coming through CIM in March. For the remainder of this year, GC will be using both CIM & paper
* **Elections** – Richard E has been re-elected to GC from SOM, Kimble re-elected for Pharmacy, Music will be different because Henning is ineligible to run (his 8 years are over)
* **March GC Meeting** to be held in Drinko 349

**GRADUATE STUDIES REPORT**

(See Attachment #7)

Carl M. presented his report:

**Enrollment update**

Our current graduate spring enrollment on February 16, 2024 is 2,862. Overall, 27% of Marshall’s enrollment is at the graduate level. A more detailed set of statistics is attached to this report.

Graduate degree seeking students have increased 2.2% since Spring 2022. These students make up about 91% of our graduate student enrollment. There is a small decrease in non-degree graduate students so far, compared to last spring, although we expect some additional non-degree registrations in the second part of the semester.

There is a significant overlap between graduate and online education. Online graduate students make up 33% of all graduate students, and online graduate students make up 73% of all online students at Marshall.

I have been meeting with each dean to discuss the enrollment trends in their college and the specific needs and requests they have for Graduate Studies, Marketing, and other administrative offices. I am also investigating the decrease in non-degree students in more detail.

**Graduate Expo**

A graduate expo was held on February 6, 2024. Thank you to all the programs, faculty, and staff who attended. University Communications assisted with marketing, and many other offices contributed to the event. Drawing student attendance is still a challenge. We are considering whether a format change might be appropriate, instead of the current format. Thoughts and suggestions from programs and faculty are very welcome.

* Richard E. suggested modifications to Graduate Expo for next year, including: make it more accessible for people who are driving by (such as a set up by the fountain), consider scheduling the event in the fall, and consider adding “fun” element to attract students (such as MU’s Jazz Ensemble could perform)

**Plans of Study and Provisional Admissions**

The Graduate Studies office is working with the college offices to ensure that all students have a plan of study and that provisionally admitted graduate students are fully admitted promptly.

* Each graduate student should submit a plan of study in their first semester. The plans go to the college offices who review and send them to the Registrar’s office to file in Banner.
* Provisionally admitted students must be fully admitted no later than the 12th credit hour. To update the admission status, the program needs to request a credential sheet from Graduate Admissions, complete the form, and return it.

We have been working on a multi-semester plan to reduce the number of students who are out of sync with these requirements.  There are reports in MU BERT to identify students who need a plan of study or need to be fully admitted.

Beginning this semester, the college offices are asked to place holds for students who need a plan of study, and the Graduate Studies office will place holds for students who need to be fully admitted.  Graduate Studies has sent lists of students who need attention to the college offices. The goal is not to hold up students, but to help them complete the requirements and earn their degree.

**FACULTY SENATE REPORT**

Shawn Schulenberg presented the following:

1. **Updates**
	1. **AI Taskforce**: The taskforce is meeting every two weeks, and we have separated our work in four strategic priorities: Innovation in Teaching and Learning (Megan Marshall), Research Excellent and Impact (Bill Gardner), AI Technology and Infrastructure (Jodie Penrod), and Operational Efficiency and Compliance (Brian Morgan). We are working on several surveys to learn what faculty are doing in the areas of teaching and research to get some internal data. You should have received an email soliciting proposals for 1 of our 30 Microsoft CoPilot Pro licenses. A number of trainings are also forthcoming, with the first one a basic discussion of differences between chatbots: ChatGPT, Microsoft Copilot, Google Bard, Claude, Perplexity, and more.
	2. **Post-Tenure Review**: Discussions are continuing between the faculty and administration. We’re hoping to present it to the Deans shortly for their review before sending it to all faculty.
	3. **General Education Review:** The General Education Review Committee has met a few times already and will be meeting every two weeks. At the first meeting, we talked about some general principles and timeline. The plan is to continue our work through next year and roll this out in Fall 2025.
	4. **One Marshall**: A strategic priority at the university is to work toward “One Marshall.” I’ve been speaking with Jessica from the JSESOM about how we can do this better as an Executive Committee. Some initial topics include policy alignment across units. Where do policy distinctions make sense and where do they not? How can faculty, staff, and students who are mostly off the main campus feel more included in the main campus? Relevant for this body, how can we better create a pipeline from our undergraduate programs to our specialty graduate programs? We’re still in the brainstorming stage so we welcome any ideas/suggestions.
	5. **Senate and Standing Committee Elections**: The Senate term is up June 30 so we will hold elections this spring. In addition, we will also be asking the Deans to hold elections for Standing Committees this spring so that we know the full 2024-25 standing committee members in advance. We want this because we want the standing committee to elect their officers in the spring. In the past, some did not hold elections until the fall, and it hurts their ability to get off the ground running.
2. **Upcoming Meetings/Events**
	1. Our next Executive Committee meetingis scheduled for March 4, for items to be taken up at the March 14 Faculty Senate meeting. All recommendations and resolutions for those meetings are due at senate@marshall.edu by February 23.

                                                              i.      The Faculty Personnel Committee has submitted a number of recommendations already so be on the lookout.

* 1. General Faculty Meeting: Monday, April 15 at 4PM in Joan C. Edwards Playhouse.

**Meeting adjourned at 2:03 PM.**

**ATTACHMENT #2**

**February 23, 2024**

(**GC-24-02-01-CRC**)

| **TYPE** | **FACULTY MEMBER** | **E-MAIL** | **COLLEGE/SCHOOL** | **DEPARTMENT/DIVISION** | **GRADUATE FACULTY LEVEL** | **TERM START** | **TERM EXPIRES** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ADD | Adams, Rebecca | GOBLE9@marshall.edu | COHP | Communication Disorders | Graduate | 01/08/2024 | 05/15/29 |
| ADD | Amin, Arm | amina@marshall.edu | SOP | School of Pharmacy | Graduate | 01/08/2024 | 05/15/29 |
| ADD | Capino, Amanda | capino@marshall.edu | SOP | School of Pharmacy | Graduate | 01/08/2024 | 05/15/29 |
| ADD | Jones, Brandon | jonesbra@marshall.edu | COHP | School of Kinesiology | Graduate | 01/08/2024 | 05/15/29 |
| ADD | Kestner-Kingery, Latrica | kestner1@marshall.edu | COEPD | counseling | Associate | 01/08/2024 | 05/15/27 |
| ADD | King, Tricia | king639@marshall.edu | COEPD | ACE | Associate | 01/08/2024 | 05/15/27 |
| ADD | Lopuch, Jeremy | lopuch@marshall.edu | COEPD | Special Education | Associate | 01/08/2024 | 05/15/27 |
| ADD | Miyakuni, Rieko | miyakuni1@marshall.edu | COEPD | Counseling | Associate | 01/08/2024 | 05/15/27 |
| ADD | Sparks, Jennifer | bledsoe14@marshall.edu | SOP | School of Pharmacy | Graduate | 01/08/2024 | 05/15/29 |
| ADD | Spurlock, Eric | spurlock85@marshall.edu | COHP | Social Work | Associate | 01/08/2024 | 05/15/27 |
| ADD | Sturgis, Pamela | sturgis2@marshall.edu | COHP | Social Work | Associate | 01/08/2024 | 05/15/27 |
| ADD | Woart, Anthony | woarta@marshall.edu | COHP | Public Health | Graduate | 01/08/2024 | 05/15/29 |
| EDIT | Angelini, Erin | angelinie@marshall.edu | COHP | School of Physical Therapy | Graduate | 01/08/2024 | 05/15/29 |
| EDIT | Baker, Jennifer | jen.baker@marshall.edu | COHP | Communication Disorders | Associate | 01/08/2024 | 05/15/27 |
| EDIT | Cottrell, Jodi | cottrellj@marshall.edu | COHP | Communication Disorders | Associate | 01/08/2024 | 05/15/27 |
| EDIT | Dean, Shae | powers4@marshall.edu | COHP | Communication Disorders | Associate | 01/08/2024 | 05/15/27 |
| EDIT | Harris, Shikeal | Shikeal.Harris@marshall.edu | COHP | Social Work | Graduate | 01/08/2024 | 05/15/29 |
| EDIT | Holland, Pamela | holland@marshall.edu | COHP | Communication Disorders | Graduate | 01/08/2024 | 05/15/29 |
| EDIT | Kestner-Kingery, Latrica | kestner1@marshall.edu | COEPD | Counseling | Associate | 08/23/2021 | 12/15/24 |
| EDIT | Nelson, David | nelsond@marshall.edu | COHP | Social Work | Graduate | 01/08/2024 | 05/15/29 |
| EDIT | Petty, Erin | bass18@marshall.edu | COHP | Communication Disorders | Associate | 08/20/2024 | 12/15/27 |
| EDIT | Rutherford, Kelly | davis139@marshall.edu | COHP | Communication Disorders | Graduate | 01/08/2024 | 05/15/29 |
| EDIT | Stotts, Diana | stotts@marshall.edu | COHP | Nursing | Associate | 08/20/2024 | 12/15/27 |
| EDIT | Timmons, Mark | timmonsm@marshall.edu | COHP | School of Kinesiology | Graduate | 08/20/2024 | 12/15/29 |

**ATTACHMENT #3**

**Planning Committee Report**

**February 23, 2024**

College of Education and Professional Development (**GC-24-02-02-PC**)

Non-Curricular Change

Department: LS/ACE/SPSY

Degree Program: LS EdD

Type of Change: Admissions Criteria Change (Clarification)

Effective: Summer 2024

Rationale: To clearly state that the LS EdD program does not offer provisional admission

*Planning Committee recommends approval.*

<https://www.marshall.edu/graduate-council/files/GC-February-2024-Planning-and-Curricular-Requests.pdf>

**Policy on Cross-Level Linked Courses**

**(GC-24-02-03-PC)**

**Track Changes Version**

The Graduate Council supports the limited use of Cross-Level Linked Courses (CLLC). Cross-Level Linked Courses refer to two courses, one undergraduate and one graduate, which are offered concurrently, in the same place, with the same instructor. Cross-Level Linked Courses supported by the Graduate Council include 400/500 and 400/600 courses. The Graduate Council does not recognize or support 300/600 level courses after the spring 2024 semester. The Graduate Council encourages the general practice of having separate and distinct undergraduate and graduate courses that are not linked in most circumstances but recognizes that CLLCs may be used on a limited basis if measures are in place that identify how the undergraduate and graduate courses differ. As such, the two courses must have a separate syllabus and address all the following:

1. The graduate course must result in a deeper understanding of the course material compared to the undergraduate course with which it is Cross-level Linked.

2. The graduate course assignments must differ from those of the undergraduate course in quality/depth/rigor, and quantity. This could include a difference in reading assignments, course textbooks, projects, or assignment scope.

3. The graduate course should include greater opportunities for independent study.

4. The graduate course must have learning objectives that are written with a higher level of expectation (e.g., Bloom’s Taxonomy). For instance, a greater focus on analysis, evaluation, and creation.

5. The assessment or evaluation of student performance (e.g., examination, written assignments, presentations, applied projects) should be different both qualitatively and quantitatively.

6. Course outcomes should reflect a clear distinction of academic preparation of the graduate students compared to the undergraduate students.

7. The graduate course must be commensurate in academic rigor with other graduate-level courses offered by the program or department.

8. Prerequisites should be appropriate for each course.

The existing CLLC’s may continue to run through Spring 2025; however, a continuation of these CLLCs after that time will require Graduate Council approval. All requests for new Cross-Level Linked Courses will require submission of *GC#11 Cross-Level Linked Courses* *Addition* form and both syllabi, which clearly address the above requirements. The program must also provide a rationale for why Cross-Level Linked Courses are required and why distinct undergraduate and graduate courses are not practical.

Requests for CLLCs will follow the normal approval process for course additions (i.e., approval by the Department Chairperson, Register, College Curriculum Committee, and the Graduate Council); however, the Graduate Council Chairperson and the Assistant Provost for Graduate Studies may collectively approve short-term (one academic year) emergency requests. New course requests must be submitted on the Graduate Council *GC#11 Cross-Level Linked Course Addition* request form. Cross-Level Linked Courses may include 300/500, 400/500, and 400/600 levels.

~~Departments are not permitted to offer more than 25% of their graduate courses as 400/600 Cross-Level Linked Courses.~~

***Clean Version***

**Policy on Cross-Level Linked Courses**

The Graduate Council supports the limited use of Cross-Level Linked Courses (CLLC). Cross-Level Linked Courses refer to two courses, one undergraduate and one graduate, which are offered concurrently, in the same place, with the same instructor. Cross-Level Linked Courses supported by the Graduate Council include 400/500 and 400/600 courses. The Graduate Council does not recognize or support 300/600 level courses after the spring 2024 semester. The Graduate Council encourages the general practice of having separate and distinct undergraduate and graduate courses that are not linked in most circumstances but recognizes that CLLCs may be used on a limited basis if measures are in place that identify how the undergraduate and graduate courses differ. As such, the two courses must have a separate syllabus and address all the following:

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Catalog changes for cross-linked courses proposal

Marshall University Graduate Council

February 16, 2024

Current catalog language from the Graduate Catalog

**Course Numbering**

Graduate courses numbered 500-599 may be similar to certain undergraduate 400-499 series courses and may meet jointly. A Marshall University course taken at the 500 level will not meet degree requirements if it was already taken at the 400 level. Courses numbered 600-699 and 700-899 are open only to graduate students. Exceptions to this policy sometimes are granted to seniors with excellent academic records. See [Undergraduate Enrollment in Graduate Courses](https://catalog.marshall.edu/graduate/academic-requirements-regulations/#undergrads).

Updated language

**Course Numbering**

Graduate courses numbered 500-699 may be similar to certain undergraduate 300-499 series courses and may meet jointly. A Marshall University course taken at the graduate level will not meet degree requirements if it was already taken at the undergraduate level. Courses numbered ~~600-699 and~~ 700-899 are open only to graduate students. Exceptions to this policy sometimes are granted to seniors with excellent academic records. See [Undergraduate Enrollment in Graduate Courses](https://catalog.marshall.edu/graduate/academic-requirements-regulations/#undergrads).

New clean version

**Course Numbering**

Graduate courses numbered 500-699 may be similar to certain undergraduate 300-499 series courses and may meet jointly. A Marshall University course taken at the graduate level will not meet degree requirements if it was already taken at the undergraduate level. Courses numbered 700-899 are open only to graduate students. Exceptions to this policy sometimes are granted to seniors with excellent academic records. See [Undergraduate Enrollment in Graduate Courses.](https://catalog.marshall.edu/graduate/academic-requirements-regulations/#undergrads)

**Graduate Transfer Credit Catalog Change**

**Discussion Item**

## Current Catalog Language

**Transfer of Graduate Credits**

A student with an approved Plan of Study may transfer to Marshall University credit earned in graduate coursework completed at another accepted, accredited graduate institution provided that the courses are appropriate to the student’s program, acceptable to the advisor and college dean, all earned grades are equivalent to *B* or better, and courses do not exceed the time limitation of seven years from the date of enrollment in the first graduate course (Marshall course or transferred course) to be applied toward meeting degree requirements of the student’s program. On the master’s and education specialist level, transfer credits may not exceed 12 hours. For graduate certificate programs, transfer credits may not exceed 6 credit hours. Graduate credits transferred from other institutions will not become a part of the Grade Point Average recorded on the student’s Marshall University transcript and will simply meet credit hour requirements toward graduation.

## Revised Language with Markup

**Transfer of Graduate Credits**

A student with an approved Plan of Study may transfer to Marshall University credit earned in graduate coursework completed at another accepted, accredited graduate institution provided that the courses are appropriate to the student’s program, acceptable to the advisor and college dean, all earned grades are equivalent to *B* or better, and courses do not exceed the time limitation of seven years from the date of enrollment in the first graduate course (Marshall course or transferred course) to be applied toward meeting degree requirements of the student’s program. ~~On the master’s and education specialist level, transfer credits may not exceed 12 hours.~~ For master’s, education specialist, and doctoral degree programs, transfer credits may not exceed 12 hours or one-third of the hours on the plan of study, whichever is higher. For graduate certificate programs, transfer credits may not exceed 6 credit hours. Individual programs may establish stricter limits on the number of transfer hours allowed. Exceptions to the limitation on the number of transfer hours must be approved by the Chief Academic Officer. Graduate credits transferred from other institutions will not become a part of the Grade Point Average recorded on the student’s Marshall University transcript and will simply meet credit hour requirements toward graduation.

## New Language - Clean Version

**Transfer of Graduate Credits**

A student with an approved Plan of Study may transfer to Marshall University credit earned in graduate coursework completed at another accepted, accredited graduate institution provided that the courses are appropriate to the student’s program, acceptable to the advisor and college dean, all earned grades are equivalent to *B* or better, and courses do not exceed the time limitation of seven years from the date of enrollment in the first graduate course (Marshall course or transferred course) to be applied toward meeting degree requirements of the student’s program. For master’s, education specialist, and doctoral degree programs, transfer credits may not exceed 12 hours or one-third of the hours on the plan of study, whichever is higher. For graduate certificate programs, transfer credits may not exceed 6 credit hours. Individual programs may establish stricter limits on the number of transfer hours allowed. Exceptions to the limitation on the number of transfer hours must be approved by the Chief Academic Officer. Graduate credits transferred from other institutions will not become a part of the Grade Point Average recorded on the student’s Marshall University transcript and will simply meet credit hour requirements toward graduation.

**ATTACHMENT #4**

**Curriculum Committee Report**

**February 23, 2024**

**(GC-24-02-05-CC)**

**HS 510 Organ & Admin Kines**

**Department**: Kinesiology (Health Science)

**Course Number and Title**: HS 510: Organization and Administration in Kinesiology

**Catalog Description**: This course investigates current trends in administration and organization in Kinesiology. Areas considered include but are not limited to policy planning, leadership, ethics, management, and current organizational trends in Kinesiology.

**Prerequisites**: None

**First Term Offered**: Fall 2025

**Credit Hours**: 3

Voted to Approve

**HS 576 Seminar in Sports**

**Department**: Kinesiology (Health Science)

**Course Number and Title**: HS 576: Seminar in Sports

**Science Catalog Description**: This course examines concepts related to acquiring, analyzing, and interpreting data relevant to human performance outcomes within sport, exercise, tactical operations, and medical return to play.

**Prerequisites**: None

**First Term Offered**: Fall 2025

**Credit Hours**: 3

Voted to Approve

[**https://www.marshall.edu/graduate-council/files/GC-February-2024-Planning-and-Curricular-Requests.pdf**](https://www.marshall.edu/graduate-council/files/GC-February-2024-Planning-and-Curricular-Requests.pdf)

**ATTACHMENT #5**

**Program Review Committee**

**February 23, 2024**

**(GC-24-02-06-PRC)**

**Bioinformatic Certificate**

Recommendation #5 – Discontinue the program after all students have completed the program. Multiple red flags in necessity, adequacy, and viability.

Rationale - the Bioinformatics Certificate Program has been available to students since 2013. However, only one student has enrolled in the program and no students have completed the certificate.  Assessment data for the program does not exist and the program has not been reviewed.

**ATTACHMENT #6**

**Executive Committee**

**February 23, 2024**

**(GC-24-02-07-EC)**

**Marshall University Graduate Council Resolution**

**Subject:** Exploration and Development of a Graduate and Professional Student Association (GPSA) at Marshall University

WHEREAS, the Marshall University Graduate Council is dedicated to fostering the academic and professional development of graduate and professional students;

WHEREAS, a recent survey conducted by the Graduate Council indicates a clear need and desire among graduate and professional students for the establishment of a GPSA;

WHEREAS, recognizing the potential of a GPSA to enhance the overall graduate and professional student experience, foster collaboration, and address the unique needs and concerns of graduate students;

WHEREAS, the establishment of a Graduate and Professional Student Association aligns seamlessly with Marshall University's commitment to creating a supportive and enriching environment for all members of the academic community;

WHEREAS, President Brad Smith has consistently demonstrated support for initiatives aimed at enhancing the educational experience and well-being of students at Marshall University;

THEREFORE, BE IT RESOLVED that the Marshall University Graduate Council formally requests President Brad Smith or his designee to explore the development and implementation of a Graduate and Professional Student Association at Marshall University.

BE IT FURTHER RESOLVED that the Graduate Council recommends the formation of a collaborative work group, consisting of representatives from various academic organizations, including the Office of Intercultural & Student Affairs, Office of Graduate Studies, Student Government Association, and representative graduate student leaders. This work group will collaborate with the administration in drafting a comprehensive proposal for the establishment and structure of the Graduate and Professional Student Association.

BE IT FINALLY RESOLVED that the Graduate Council affirms its commitment to actively participate in the planning and implementation phases of the Graduate and Professional Student Association to ensure its success and effectiveness in promoting the interests of graduate students at Marshall University.

This resolution shall take effect upon approval by the Marshall University Graduate Council.

GRADUATE COUNCIL CHAIR APPROVED BY THE GRADUATE COUNCIL

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DISAPPROVED BY THE GRADUATE COUNCIL

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

UNIVERSITY PRESIDENT

READ:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COMMENTS:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ATTACHMENT #7**

**Graduate Studies Report**

**February 23, 2024**

**Graduate Studies report for Graduate Council**

**To:**  Graduate Council

**From:**  Carl Mummert, Assistant Provost for Graduate Studies

**Date:**  February 16, 2024

**Enrollment update**

Our current graduate spring enrollment on February 16, 2024 is 2,862. Overall, 27% of Marshall’s enrollment is at the graduate level. A more detailed set of statistics is attached to this report.

Graduate degree seeking students have increased 2.2% since Spring 2022. These students make up about 91% of our graduate student enrollment. There is a small decrease in non-degree graduate students so far, compared to last spring, although we expect some additional non-degree registrations in the second part of the semester.

There is a significant overlap between graduate and online education. Online graduate students make up 33% of all graduate students, and online graduate students make up 73% of all online students at Marshall.

I have been meeting with each dean to discuss the enrollment trends in their college and the specific needs and requests they have for Graduate Studies, Marketing, and other administrative offices. I am also investigating the decrease in non-degree students in more detail.

**Graduate Expo**

A graduate expo was held on February 6, 2024. Thank you to all the programs, faculty, and staff who attended. University Communications assisted with marketing, and many other offices contributed to the event. Drawing student attendance is still a challenge. We are considering whether a format change might be appropriate, instead of the current format. Thoughts and suggestions from programs and faculty are very welcome.

**Plans of Study and Provisional Admissions**

The Graduate Studies office is working with the college offices to ensure that all students have a plan of study and that provisionally admitted graduate students are fully admitted promptly.

* Each graduate student should submit a plan of study in their first semester. The plans go to the college offices who review and send them to the Registrar’s office to file in Banner.
* Provisionally admitted students must be fully admitted no later than the 12th credit hour. To update the admission status, the program needs to request a credential sheet from Graduate Admissions, complete the form, and return it.

We have been working on a multi-semester plan to reduce the number of students who are out of sync with these requirements.  There are reports in MU BERT to identify students who need a plan of study or need to be fully admitted.

Beginning this semester, the college offices are asked to place holds for students who need a plan of study, and the Graduate Studies office will place holds for students who need to be fully admitted.  Graduate Studies has sent lists of students who need attention to the college offices. The goal is not to hold up students, but to help them complete the requirements and earn their degree.

**Graduate Studies Statistics at a Glance**

**As of 2/16/2024**

**2,862**

**Total graduate students**

**27.0 %**

Graduate enrollment at MU

**940**

E-Campus graduate students

**Enrollment trends**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Spring****2022** | **Spring****2023** | **Spring****2024** | **Change S22-> S24** | **Change S23-> S24** |
| Total graduate students | 3,103 | 2,937 | 2,862 | -17.6% | -2.6% |
| *Degree seeking (non-MD)* | 2,334 | 2,246 | 2,296 | -1.6% | 2.2% |
| Master’s and EdS | 1,718 | 1,645 | 1,684 | -11.9% | 2.4% |
| Research Doctorate | 163 | 182 | 200 | 56.3% | 9.9% |
| Professional Doctorate (Non-MD) | 453 | 419 | 412 | -15.4% | -1.7% |
| Professional Doctorate (MD) | 304 | 317 | 291 | -7.9% | -8.2% |
| Non-degree | 465 | 374 | 275 | -41% | -26% |

**ATTACHMENT #2**

**March 29, 2024**

(**GC-24-03-01-CRC**)

| **TYPE** | **FACULTY MEMBER** | **E-MAIL** | **COLLEGE/SCHOOL** | **DEPARTMENT/DIVISION** | **GRADUATE FACULTY LEVEL** | **TERM START** | **TERM EXPIRES** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ADD | Cecchetti, Alfred | cecchetti@marshall.edu | COB | Health Informatics | Graduate | 01/08/2024 | 05/15/29 |
| ADD | Gillman, Richard | gillman5@marshall.edu | COEPD | Adult and Continuing Education | Graduate | 01/08/2024 | 05/15/29 |
| ADD | Hoskins, Lisa | hoskins6@marshall.edu | COEPD | Curriculum and Instruction | Associate | 01/08/2024 | 05/15/27 |
| ADD | Jackson, Jennifer | MCNUTT1@marshall.edu | COEPD | Curriculum and Instruction | Associate | 01/08/2024 | 05/15/27 |
| ADD | Justice, Talena | justice187@marshall.edu | COHP | Social Work | Associate | 01/08/2024 | 05/15/27 |
| ADD | Luma, Margaret | yelencsics@marshall.edu | COEPD | Curriculum and Instruction of Reading | Associate | 01/08/2024 | 05/15/27 |
| ADD | Ocanas, Monique | ocanas@marshall.edu | COEPD | Counseling | Associate | 01/08/2024 | 05/15/27 |
| ADD | Patra, Prabir | patrap@marshall.edu | CECS | Biomedical Engineering | Graduate Chair | 01/08/2024 | 05/15/29 |
| ADD | Pierce, Calisa | pierce14@marshall.edu | COEPD | Leadership Studies | Associate | 01/08/2024 | 05/15/27 |
| ADD | Polk, Emilee | polk9@marshall.edu | COEPD | Curriculum and Instruction | Associate | 01/08/2024 | 05/15/27 |
| ADD | Racer, Deanna | racer10@marshall.edu | COEPD | Curriculum and Instruction of Reading | Associate | 01/08/2024 | 05/15/27 |
| ADD | Radenheimer, Lynn | radenheimer@marshall.edu | COEPD | Counseling | Associate | 01/08/2024 | 05/15/27 |
| ADD | Reed, Elizabeth | sutfin@marshall.edu | COEPD | School Psychology | Associate | 01/08/2024 | 05/15/27 |
| ADD | Rees, Kathy | rees11@marshall.edu | COEPD | Master of Arts in Teaching | Associate | 01/08/2024 | 05/15/27 |
| ADD | Samples, Amy | warner10@marshall.edu | COEPD | Curriculum and Instruction | Associate | 01/08/2024 | 05/15/27 |
| ADD | Shaya, Barbara | shaya@marshall.edu | COEPD | Counseling | Associate | 01/08/2024 | 05/15/27 |
| ADD | Stark-Fenton, Laura | starkfenton1@marshall.edu | COEPD | Literacy Education | Associate | 01/08/2024 | 05/15/27 |
| ADD | Steele, David | steele@marshall.edu | COB | Marketing, MIS/ENT | Associate | 01/08/2024 | 05/15/27 |
| ADD | Stotts, Michelle | stotts5@marshall.edu | COB | Management/Marketing | Graduate | 01/10/2022 | 05/15/27 |
| ADD | Urecki, Chava | urecki1@marshall.edu | COEPD | Counseling | Associate | 01/08/2024 | 05/15/27 |
| ADD | Yuan, Huanshu | yuanh@marshall.edu | COEPD | Curriculum and Instruction | Graduate | 01/08/2024 | 05/15/29 |
| DELETE | Arneson, Ruthann | arneson1@marshall.edu | COEPD | Early Childhood Ed | Graduate^ | 08/21/2017 | 12/09/2022 |
| DELETE | Banks, Tamara | banks5@marshall.edu | COEPD | Counseling | Instructor | 01/13/2020 | 05/06/2022 |
| DELETE | Banks, Tamara | banks5@marshall.edu | COEPD | counseling | Associate | 08/21/2023 | 12/15/26 |
| DELETE | Begley, Richard | begley@marshall.edu | CECS | Engineering | Graduate^ | 01/14/2019 | 01/14/2024 |
| DELETE | Bender, Tim | bender10@marshall.edu | COHP | Dietetics | Associate^ | 01/14/2019 | 05/06/2022 |
| DELETE | Bethel, Charles | bethel3@marshall.edu | COEPD | Leadership Studies | Doctoral | 08/21/2017 | 12/09/2022 |
| DELETE | Chapman, Sarah | snchapm2@gmail.com | COEPD | Special Education | Instructor | 08/23/2021 | 12/08/2023 |
| DELETE | Childress, Ronald | rchildress@marshall.edu | COEPD | Elem/Sec Ed. | Doctoral | 01/14/2019 | 1/14/2024 |
| DELETE | Clendinning, Chava | haas22@marshall.edu | COEPD | Counseling | Instructor | 08/23/2021 | 12/08/2023 |
| DELETE | Cole, Alan | cole8@marshall.edu | COEPD | Counseling | Instructor | 08/26/2019 | 12/10/2021 |
| DELETE | Cole, Alan | cole8@marshall.edu | COEPD | Counseling | Instructor | 08/26/2019 | 12/10/2021 |
| DELETE | Corrigan, Michael | corrigan@marshall.edu | COEPD | CIF | Graduate^ | 08/20/2018 | 12/08/2023 |
| DELETE | Corrigan, Michael | corrigan@marshall.edu | COEPD | CIF | Graduate^ | 08/20/2018 | 12/08/2023 |
| DELETE | Davis, Elbert | davis513@marshall.edu | COEPD | Elem/Sec Ed | Associate^ | 08/24/2020 | 12/08/2023 |
| DELETE | Debela, Nega | debela1@marshall.edu | COEPD | Elem/Sec Ed | Graduate^ | 08/22/2022 | 12/09/2027 |
| DELETE | DellaMea, Monica | dellame2@marshall.edu | COEPD | UTE | Graduate | 08/21/2023 | 12/15/28 |
| DELETE | DellaMea, Monica | dellame2@marshall.edu | COEPD | UTE | Graduate | 08/21/2023 | 12/15/28 |
| DELETE | Ghomian, Taher | ghomian@marshall.edu | CECS | Engineering | Graduate^ | 01/10/2022 | 05/15/2027 |
| DELETE | Hayslette, Amy | amy.mcgrew@k12.wv.us | COEPD | Special Education | Instructor | 08/26/2019 | 12/10/2021 |
| DELETE | Lee, Sanghoon | leesan@marshall.edu | CECS | Computer Science | Graduate^ | 08/26/2019 | 08/26/2024 |
| DELETE | Nichols, Andrew | andrew.nichols@marshall.edu | CECS | Engineering | Graduate^ | 01/10/2022 | 05/15/2027 |
| EDIT | Alzarrad, Ammar | alzarrad@marshall.edu | CECS | Engineering | Graduate Chair | 01/08/2024 | 05/15/29 |
| EDIT | Bailey, Bonnie | philli32@marshall.edu | COEPD | counseling | Associate | 01/08/2024 | 05/15/27 |
| EDIT | Bender, Timothy | bender10@marshall.edu | COHP | Dietetics | Graduate | 01/08/2024 | 05/15/29 |
| EDIT | Britcher, Trinia | BRITCHER@marshall.edu | COEPD | Special Ed | Associate | 01/08/2024 | 05/15/27 |
| EDIT | Chapman, Sarah | BECKETT25@marshall.edu | COEPD | Special Education COEPD | Associate | 01/08/2024 | 05/15/27 |
| EDIT | Chapman, Sarah | BECKETT25@marshall.edu | COEPD | Special Education COEPD | Associate | 08/21/2023 | 12/15/26 |
| EDIT | Childress, Ronald | rchildress@marshall.edu | COEPD | Elem/Sec Ed. | Doctoral | 01/08/2024 |  |
| EDIT | Chowdhury, Sudipta | chowdhurys@marshall.edu | CECS | Mechanical and Industrial Engineering | Graduate Chair | 01/08/2024 | 05/15/29 |
| EDIT | Corrigan, Michael | corrigan@marshall.edu | COEPD | Curriculum, Instruction, and Foundations | Graduate | 01/08/2024 | 05/15/29 |
| EDIT | Corrigan, Michael | corrigan@marshall.edu | COEPD | Curriculum, Instruction, and Foundations | Graduate | 01/08/2024 | 05/15/29 |
| EDIT | Dampier, David | dampierd@marshall.edu | CECS | Computer Science | Graduate Chair | 01/08/2024 | 05/15/29 |
| EDIT | Daneker, Darlene | daneker@marshall.edu | COEPD | Counseling | Graduate | 08/21/2023 | 12/15/28 |
| EDIT | Daneker, Darlene | daneker@marshall.edu | COEPD | Counseling | Graduate | 08/21/2023 | 12/15/28 |
| EDIT | Gardner, Terina | miller1107@marshall.edu | COEPD | Counseling | Associate | 01/08/2024 | 05/15/27 |
| EDIT | Johnson, Jennifer | johnsonjen@marshall.edu | COHP | School of Kinesiology | Graduate | 01/08/2024 | 05/15/29 |
| EDIT | Lassiter, Luke | lassiter@marshall.edu | COEPD | Curriculum and Instruction | Graduate Chair | 01/08/2024 | 05/15/29 |
| EDIT | McIntosh, James | mcintoshj@marshall.edu | CECS | Mechanical and Industrial Engineering | Graduate | 01/08/2024 | 05/15/29 |
| EDIT | Michaelson, Greg | michaelson@marshall.edu | CECS | Engineering | Graduate Chair | 01/08/2024 | 05/15/29 |
| EDIT | Narman, Husnu | Narman@marshall.edu | CECS | Computer Science | Graduate Chair | 01/08/2024 | 05/15/29 |
| EDIT | Nosoudi, Nasim | nosoudi@marshall.edu | CECS | BME | Graduate Chair | 01/08/2024 | 05/15/29 |
| EDIT | Prewitt, Mindy | allenger1@marshall.edu | COEPD | Literacy Education | Graduate | 01/08/2024 | 05/15/29 |
| EDIT | Sardahi, Yousef | sardahi@marshall.edu | CECS | Weisberg Department of Mechanical Engineering and Industrial Engineering | Graduate Chair | 01/08/2024 | 05/15/29 |
| EDIT | Shafer, Sherri | shafer27@marshall.edu | COEPD | Leadership Studies | Associate | 01/08/2024 | 05/15/27 |
| EDIT | Smith, Feon | smithf@marshall.edu | COEPD | ACE | Graduate | 01/08/2024 | 05/15/29 |
| EDIT | Sochor, Chris | huff18@marshall.edu | COEPD | Leadership Studies | Graduate Chair | 01/08/2024 | 05/15/29 |
| EDIT | Wahjudi, Paulus | wahjudi@marshall.edu | CECS | Computer Sciences and Electrical Engineering | Graduate Chair | 01/08/2024 | 05/15/29 |
| EDIT | Zhu, Pingping | zhup@marshall.edu | CECS | Computer Science | Graduate Chair | 01/08/2024 | 05/15/29 |

**ATTACHMENT #3**

**Planning Committee Report**

**March 29, 2024**

**College of Liberal Arts**

(**GC-24-03-02-PC**)

Addition, Deletion, or Change of a Major or Degree

Department: Public Administration

Degree Program: M.P.A.

Type of Change: Change

Effective: Effective Fall 2024

Rationale: The Master of Public Administration and those considering the degree desire a more modern, comprehensive curriculum that prepares them for the job market with a focus on the specific skills shown in the proposed areas of emphasis. Our proposed changes are thoughtfully designed to provide students with a comprehensive and practical skill set that are highly relevant in today's competitive job market. This program aims to equip students with valuable skills and abilities, including grant writing and proposal development, financial analysis and budget management, data analysis and statistical interpretation, case studies in managerial decision-making, and policy implementation and evaluation.

(**GC-24-03-03-PC**)

Addition, Deletion, or Change of an Area of Emphasis

Department: Public Administration

Degree Program: M.P.A.

Area of Emphasis: Nonprofit Leadership

Type of Change: Addition

Effective: Fall 2024

Rationale: The introduction of the Nonprofit Leadership emphasis in our MPA program is imperative, responding to the significance of the nonprofit sector in contemporary public administration. This emphasis aligns with industry standards, addressing the evolving expectations for MPA graduates. Our long-standing collaboration with departments, particularly the Leadership Studies Program, ensures the seamless integration of approved courses, enriching the curriculum. The expansion of courses within this emphasis caters to the demand for specialized skills, preparing graduates for impactful roles in nonprofit leadership. By creating this emphasis, we foster the development of adept and ethical leaders in the nonprofit sector.

(**GC-24-03-04-PC**)

Addition, Deletion, or Change of an Area of Emphasis

Department: Public Administration

Degree Program: M.P.A.

Area of Emphasis: Government Relations

Type of Change: Addition

Effective: Fall 2024

Rationale: The introduction of the Government and Private Sector Relations emphasis in our MPA program is a strategic response to evolving industry standards and employer expectations. Recognizing the increasing importance of professionals skilled in navigating the dynamic interplay between government and the private sector, this emphasis addresses a critical knowledge gap. By aligning our curriculum with industry imperatives, we aim to equip graduates with nuanced insights into collaboration, regulatory frameworks, and policy intersections. This emphasis not only meets the growing demand for such expertise but also positions our graduates as valuable contributors, well-prepared for many career roles.

(**GC-24-03-05-PC**)

Addition, Deletion, or Change of an Area of Emphasis

Department: Public Administration

Degree Program: M.P.A.

Area of Emphasis: Cybersecurity and Policy

Type of Change: Addition

Effective: Fall 2024

Rationale: The introduction of the Cybersecurity and Policy emphasis in our MPA program responds to the imperative need for professionals well-versed in the intersection of cybersecurity and policy. Industry standards highlight the critical demand for experts who can navigate evolving cyber threats and contribute to effective policy responses. This emphasis ensures students acquire a specialized skill set encompassing cybersecurity strategy, risk management, and policy development. By aligning our curriculum with industry expectations, we aim to produce graduates ready to safeguard sensitive information, mitigate cyber threats, and contribute to the resilience and security of public institutions in a rapidly evolving digital landscape.

(**GC-24-03-06-PC**)

Addition, Deletion, or Change of an Area of Emphasis

Department: Public Administration

Degree Program: M.P.A.

Area of Emphasis: Planning and Economic Development

Type of Change: Addition

Effective: Fall 2024

Rationale: The incorporation of an emphasis in Planning and Economic Development in our MPA program is a strategic response to industry demands. Recognizing the critical need for professionals with expertise in urban planning and economic policies, this emphasis equips graduates with comprehensive skills in sustainable development. It addresses a significant gap in specialized knowledge, ensuring our graduates are well-prepared for roles requiring a nuanced understanding of community development. By aligning with industry imperatives, our curriculum aims to produce professionals capable of contributing to the sustainable growth of communities and regions, meeting the evolving challenges and expectations.

**College of Education and Professional Development (3)**

(**GC-24-03-07-PC**)

Addition, Deletion, or Change of a Major or Degree

Department: Counseling

Degree Program: M.A. in Counseling

Type of Change: Change

Effective: Effective Fall 2024

Rationale: The M.A. in Counseling requires a minimum of 60 credit hours total for completion, which includes 45 credit hours of core courses and 15 hours of courses in the designated area of emphasis (either school counseling or clinical mental health counseling).

(**GC-24-03-08-PC**)

Addition, Deletion, or Change of an Area of Emphasis

Department: Counseling

Degree Program: M.A. in Counseling

Area of Emphasis: School Counseling

Type of Change: Change

Effective: Fall 2024

Rationale: Making edits to reflect previously approved new course.

(**GC-24-03-09-PC**)

Accelerated Graduate Degree

Department: Counseling

Major or Degree: M.A. in Counseling

Effective: Fall 2024

Rationale: This accelerated graduate degree would benefit students by reducing barriers to graduate school and time to degree, thus helping them enter the workforce more quickly with less debt burden and a high standard of education. The collaboration between psychology and counseling departments makes sense because we are already allied professions with similar training pathways, but the specific requirements for state licensure forces some students to choose one pathway over another. This AGD would provide more transparency and support in students’ decision-making process.

**School of Pharmacy (2)**

(**GC-24-03-10-PC**)

Addition, Deletion, or Change of a Major or Degree

Department: School of Pharmacy

Degree Program: M.A. Pharmaceutical Sciences

Type of Change: Change

Effective: Fall 2024

Rationale: Updates to graduate catalog and to program plan of study.

(**GC-24-03-11-PC**)

Addition, Deletion, or Change of a Major or Degree

Department: School of Pharmacy

Degree Program: M.S. Pharmaceutical Sciences

Type of Change: Change

Effective: Fall 2024

Rationale: Update of course catalogue to current plan of study and information.

**College of Liberal Arts (Teams Submissions)**

(**GC-24-03-12-PC**)

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Addition, Deletion, or Change of a Major or Degree

Department: Communication Studies

Degree Program: M.A. Communication Studies

Type of Change: Change

Effective: Effective Fall 2024

Rationale: Currently the CIP code for CMM Studies is classified as an English and Composition program (23.1304). To better align our CIP Code to our program / curriculum content, other peer institutions, and other HEPC governed institutions, we are requesting the CIP be changed to 09.0101 (Communication Studies). The faculty in our department have doctoral degrees in Communication Studies and teach Communication Studies courses. We do not offer any courses in English, literature, or composition. Our students graduate with a transcript and degree that say “Communication Studies.”

On the HEPC website, all other Communication Studies programs in West Virginia are included in the 09 code. Marshall is the only Communication Studies department with a 23 designation. Records from the HEPC also show that our department was assigned a 09 code from 1969-1990.

(**GC-24-03-13-PC**)

Non-curricular Change

Department: History

Degree Program: M.A. in History

Effective Date: Spring 2024

Rationale:



**College of Health Professions (Teams Submissions)**

(**GC-24-03-14-PC**)

Non-curricular Change

Department: Nursing

Degree Program: Doctor of Nursing Practice (DNP)

Effective Date: Summer 2024

Rationale:



(**GC-24-03-15-PC**)

Non-curricular Change

Department: Nursing

Degree Program: Doctor of Nursing Practice (DNP)

Effective Date: Summer 2024

Rationale:

The removal of unnecessary program requirements for the Doctor of Nursing Practice (DNP-) degree listed in MU Graduate Catalog.

(**GC-24-03-16-PC**)

Non-curricular Change

Department: School of Physical Therapy

Degree Program: Doctor of Physical Therapy

Effective Date: Summer 2024

Rationale:

The Doctor of Physical Therapy (DPT) program in the School of Physical Therapy is seeking to revise its admission criteria by eliminating the need for Casper and GRE scores. This move reflects a broader trend among graduate programs, including those offering the DPT degree, to do away with the GRE requirement. The goal is to alleviate the application work load for DPT candidates, stay in line with prevailing admission patterns in physical therapy, and ultimately increase the pool of applicants for the DPT program.

(**GC-24-03-17-PC**)

Addition, Deletion, or Change of an Area of Emphasis

Department: School of Kinesiology

Degree Program: M.S. Exercise Science

Area of Emphasis: Athletic Training

Type of Change: Deletion

Effective: Summer 2024

Rationale: This area of emphasis is no longer utilized with the development of the Professional MS in AT program.

**College of Engineering and Computer Science (Teams Submission)**

(**GC-24-03-18-PC**)

Non-curricular Change

Department: CECS

Degree Program: PhD in Engineering

Effective Date: Fall 2024

Rationale:

We request the following adjustments to the catalog language for the new Ph.D. program in Engineering [GTG0] to streamline the admissions process:

- To make the GRE optional for all applicants (this is to correct an unenforceable mechanism in the current language that waived the GRE for Marshall students but required it for non-Marshall applicants).

- To allow other options besides the two listed in the original proposal for meeting English proficiency standards.

- To require applicants to submit a C.V. and statement of purpose (i.e., to clarify an applicant's the applicant's desired research area and to facilitate assigning an advisor whose expertise aligns with the applicant's chosen field of study).

**School of Pharmacy (Teams Submission)**

 (**GC-24-03-19-PC**)

Non-curricular Change

Department: School of Pharmacy

Degree Program: Doctor of Pharmacy (PharmD)

Effective Date: Fall 2024

Rationale: Addition of additional pathway for admission. Adding accelerated pathways for highly qualified students (1+4, 2+4, 3+4).

**Transfer Policy**

**(GC-24-03-20-PC)**

Current Catalog Language

**Transfer of Graduate Credits**

A student with an approved Plan of Study may transfer to Marshall University credit earned in graduate coursework completed at another accepted, accredited graduate institution provided that the courses are appropriate to the student’s program, acceptable to the advisor and college dean, all earned grades are equivalent to *B* or better, and courses do not exceed the time limitation of seven years from the date of enrollment in the first graduate course (Marshall course or transferred course) to be applied toward meeting degree requirements of the student’s program. On the master’s and education specialist level, transfer credits may not exceed 12 hours. For graduate certificate programs, transfer credits may not exceed 6 credit hours. Graduate credits transferred from other institutions will not become a part of the Grade Point Average recorded on the student’s Marshall University transcript and will simply meet credit hour requirements toward graduation.

Revised Language with Markup

**Transfer of Graduate Credits**

A student with an approved Plan of Study may transfer to Marshall University credit earned in graduate coursework completed at another accepted, accredited graduate institution provided that the courses are appropriate to the student’s program, acceptable to the advisor and college dean, all earned grades are equivalent to *B* or better, and courses do not exceed the time limitation of seven years from the date of enrollment in the first graduate course (Marshall course or transferred course) to be applied toward meeting degree requirements of the student’s program. ~~On the master’s and education specialist level, transfer credits may not exceed 12 hours.~~ For master’s, education specialist, and doctoral degree programs, transfer credits may not exceed 12 hours or one-third of the hours on the plan of study, whichever is higher. For graduate certificate programs, transfer credits may not exceed 6 credit hours.  Individual programs may establish stricter limits on the number of transfer hours allowed. Individual programs may also transfer credit hours per the documented requirements from their accrediting board. Exceptions to the limitation on the number of transfer hours must be approved by the Chief Academic Officer. Graduate credits transferred from other institutions will not become a part of the Grade Point Average recorded on the student’s Marshall University transcript and will simply meet credit hour requirements toward graduation.

New Language  - Clean Version

**Transfer of Graduate Credits**

A student with an approved Plan of Study may transfer to Marshall University credit earned in graduate coursework completed at another accepted, accredited graduate institution provided that the courses are appropriate to the student’s program, acceptable to the advisor and college dean, all earned grades are equivalent to *B* or better, and courses do not exceed the time limitation of seven years from the date of enrollment in the first graduate course (Marshall course or transferred course) to be applied toward meeting degree requirements of the student’s program. For master’s, education specialist, and doctoral degree programs, transfer credits may not exceed 12 hours or one-third of the hours on the plan of study, whichever is higher. For graduate certificate programs, transfer credits may not exceed 6 credit hours.  Individual programs may establish stricter limits on the number of transfer hours allowed. Exceptions to the limitation on the number of transfer hours must be approved by the Chief Academic Officer. Graduate credits transferred from other institutions will not become a part of the Grade Point Average recorded on the student’s Marshall University transcript and will simply meet credit hour requirements toward graduation.

**ATTACHMENT #4**

**Curriculum Committee**

**March 29, 2024**

We have a mixture of CIM and traditional applications

**CIM:**

COLA -13 new courses

**Traditional:**

COLA - 1 title change, 5 title and description changes, 3 description changes, 1 course number and level change

COHP – 5 description changes

COS – 2 new courses

**CIM**

**COLA** (**GC-24-03-21-CC**)

**New Course Proposal**

Date Submitted: Thu, 25 Jan 2024 15:09:14 GMT

**Viewing: PADM 533: Public Policy Development**

**Last edit: Thu, 08 Feb 2024 20:21:20 GMT**

Changes proposed by: Damien Arthur (arthur133)

**Course Data**

**Alpha Designator:** PADM - Public Administration

**Department:** Political Science

**College:** College of Liberal Arts

**Course Number:** 533

**Is this course split level? e.g. there will be, or there is an existing, course at the Undergraduate/Graduate level that will be taught**

**together with this course.**

Yes

**Split Level Course:** PSC 433 - Public Adm & Policy Dev

**Academic Level:** Graduate (02)

**Effective Term:** Fall 2024

**Course Title:** Public Policy Development

**Course Description:** An examination of alternative theoretical approaches to the study of policy and administration and their implications for the use of

policy to shape administrative practice.

**Credit Hours:** 3

**Rationale for a new course, projected semester enrollment, etc.**

It is important to note that this modification solely involves the alpha designator, and all other aspects of the course, including content, structure, and instructional methodologies, remain unchanged. The transition is part of a broader initiative to enhance the efficiency of our academic operations, improve cross-departmental communication, and ensure a smoother experience for both faculty and students. We appreciate your understanding and flexibility during this transition period. The adjustments are designed to optimize our educational processes and better serve the needs of our academic community.

Vote Approve

**New Course Proposal**

Date Submitted: Fri, 09 Feb 2024 15:45:27 GMT

**Viewing: PADM 552 : Public Personnel**

**Last edit: Fri, 09 Feb 2024 15:45:26 GMT**

**Course Data**

**Alpha Designator:** PADM - Public Administration

**Department:** Political Science

**College:** College of Liberal Arts

**Course Number:** 552

**Is this course split level? e.g. there will be, or there is an existing, course at the Undergraduate/Graduate level that will be taught together with this course.**

Yes

**Split Level Course:** PSC 452 - Public Personnel Admin

**Academic Level:** Graduate (02)

**Effective Term:** Fall 2024

**Course Title:** Public Personnel

**Course Description:** Survey of Public Personnel Management with particular attention on various facets of the merit system concept. Psychological and human relations aspects of the work situation and supervisor-subordinate interaction emphasized.

**Credit Hours:** 3

**Rationale for a new course, projected semester enrollment, etc.**

It is important to note that this modification solely involves the alpha designator, and all other aspects of the course, including content, structure, and instructional methodologies, remain unchanged. The transition is part of a broader initiative to enhance the efficiency of our academic operations, improve cross-departmental communication, and ensure a smoother experience for both faculty and students. We appreciate your understanding and flexibility during this transition period. The adjustments are designed to optimize our educational processes and better serve the needs of our academic community.

Vote Approve

**New Course Proposal**

Date Submitted: Thu, 25 Jan 2024 15:13:45 GMT

**Viewing: PADM 553 : Public Finance Management**

**Last edit: Thu, 25 Jan 2024 15:13:44 GMT**

**Course Data**

**Alpha Designator:** PADM - Public Administration

**Department:** Political Science

**College:** College of Liberal Arts

**Course Number:** 553

**Effective Term:** Fall 2024

**Course Title:** Public Finance Management

**Course Description:** Study of organization, administration, and accountability in the management of public funds, with emphasis on the political decision making

processes of budget formulation, representation, and execution.

**Credit Hours:** 3

**Rationale for a new course, projected semester enrollment, etc.**

It is important to note that this modification solely involves the alpha designator, and all other aspects of the course, including content, structure, and instructional methodologies, remain unchanged. The transition is part of a broader initiative to enhance the efficiency of our academic operations, improve cross-departmental communication, and ensure a smoother experience for both faculty and students. We appreciate your understanding and flexibility during this transition period. The adjustments are designed to optimize our educational processes and better serve the needs of our academic community.

Vote Approve

**New Course Proposal**

Date Submitted: Thu, 25 Jan 2024 15:17:16 GMT

**Viewing: PADM 604 : Data Driven Decision-Making**

**Last edit: Thu, 25 Jan 2024 15:17:15 GMT**

**Course Data**

**Alpha Designator:** PADM - Public Administration

**Department:** Political Science

**College:** College of Liberal Arts

**Course Number:** 604

**Effective Term:** Fall 2024

**Course Title:** Data Driven Decision-Making

**Course Description:** Understanding data for effective decision-making. Explore methods of analysis, extract insights, and measure the impact of data-driven outcomes for organizations. Teaches technical skills for data gathering, management, and visualization.

**Credit Hours:** 3

**Rationale for a new course, projected semester enrollment, etc.**

It is important to note that this modification solely involves the alpha designator, and all other aspects of the course, including content, structure, and instructional methodologies, remain unchanged. The transition is part of a broader initiative to enhance the efficiency of our academic operations, improve cross-departmental communication, and ensure a smoother experience for both faculty and students. We appreciate your understanding and flexibility during this transition period. The adjustments are designed to optimize our educational processes and better serve the needs of our academic community.

Vote Approve

**New Course Proposal**

Date Submitted: Thu, 25 Jan 2024 15:18:53 GMT

**Viewing: PADM 616 : PADM Scope and Practice**

**Last edit: Thu, 25 Jan 2024 15:18:52 GMT**

**Course Data**

**Alpha Designator:** PADM - Public Administration

**Department:** Political Science

**College:** College of Liberal Arts

**Course Number:** 616

**Academic Level:** Graduate (02)

**Effective Term:** Fall 2024

**Course Title:** PADM Scope and Practice

**Course Description:** Capstone Experience: Navigate advanced topics in ethics, professional standards, and public management. Explore foundational theories, scope, and contemporary trends while drafting your MPA portfolio—a culmination of your academic MPA journey.

**Credit Hours:** 3

**Rationale for a new course, projected semester enrollment, etc.**

It is important to note that this modification solely involves the alpha designator, and all other aspects of the course, including content, structure, and instructional methodologies, remain unchanged. The transition is part of a broader initiative to enhance the efficiency of our academic operations, improve cross-departmental communication, and ensure a smoother experience for both faculty and students. We appreciate your understanding and flexibility during this transition period. The adjustments are designed to optimize our educational processes and better serve the needs of our academic community.

Vote approve

**New Course Proposal**

Date Submitted: Thu, 25 Jan 2024 15:58:17 GMT

**Viewing: PADM 618 : Debates in Public Admin**

**Last edit: Thu, 25 Jan 2024 15:58:16 GMT**

**Course Data**

**Alpha Designator:** PADM - Public Administration

**Department:** Political Science

**College:** College of Liberal Arts

**Course Number:** 618

**Academic Level:** Graduate (02)

**Effective Term:** Fall 2024

**Course Title:** Debates in Public Admin

**Course Description:** Explore the complexities of public administration through critical examination and debates. Analyze emerging issues, dilemmas, and controversies to develop a nuanced understanding of contemporary management challenges and solutions.

**Credit Hours:** 3

**Rationale for a new course, projected semester enrollment, etc.**

It is important to note that this modification solely involves the alpha designator, and all other aspects of the course, including content, structure, and instructional methodologies, remain unchanged. The transition is part of a broader initiative to enhance the efficiency of our academic operations, improve cross-departmental communication, and ensure a smoother experience for both faculty and students. We appreciate your understanding and flexibility during this transition period. The adjustments are designed to optimize our educational processes and better serve the needs of our academic community.

Vote Approve

**New Course Proposal**

Date Submitted: Thu, 25 Jan 2024 15:59:18 GMT

**Viewing: PADM 620 : Comparative Public Admin**

**Last edit: Thu, 25 Jan 2024 15:59:18 GMT**

**Course Data**

**Alpha Designator:** PADM - Public Administration

**Department:** Political Science

**College:** College of Liberal Arts

**Course Number:** 620

**Academic Level:** Graduate (02)

**Effective Term:** Fall 2024

**Course Title:** Comparative Public Admin

**Course Description:** This course will serve as an introduction to the comparative study of public administration. Students will be exposed to key areas of comparative research, including different methods used for analysis.

**Credit Hours:** 3

**Rationale for a new course, projected semester enrollment, etc.**

It is important to note that this modification solely involves the alpha designator, and all other aspects of the course, including content, structure, and instructional methodologies, remain unchanged. The transition is part of a broader initiative to enhance the efficiency of our academic operations, improve cross-departmental communication, and ensure a smoother experience for both faculty and students. We appreciate your understanding and flexibility during this transition period. The adjustments are designed to optimize our educational processes and better serve the needs of our academic community.

Vote Approve

**New Course Proposal**

Date Submitted: Fri, 09 Feb 2024 15:48:25 GMT

**Viewing: PADM 621 : City Management**

**Last edit: Fri, 09 Feb 2024 15:48:24 GMT**

**Course Data**

**Alpha Designator:** PADM - Public Administration

**Department:** Political Science

**College:** College of Liberal Arts

**Course Number:** 621

**Academic Level:** Graduate (02)

**Effective Term:** Fall 2024

**Course Title:** City Management

**Course Description:** Exploration of policy challenges in metropolitan areas, examining structures, exploring alternatives, and evaluating outcomes. Gain insights into the multifaceted dynamics of city management and decision-making.

**Credit Hours:** 3

**Rationale for a new course, projected semester enrollment, etc.**

It is important to note that this modification solely involves the alpha designator, title, and all other aspects of the course, including content, structure, and instructional methodologies, remain unchanged. The transition is part of a broader initiative to enhance the efficiency of our academic operations, improve cross-departmental communication, and ensure a smoother experience for both faculty and students. We appreciate your understanding and flexibility during this transition period. The adjustments are designed to optimize our educational processes and better serve the needs of our academic community.

Vote Approve

**New Course Proposal**

Date Submitted: Fri, 09 Feb 2024 15:51:48 GMT

**Viewing: PADM 627 : Leaders and Innovators**

**Last edit: Fri, 09 Feb 2024 15:51:47 GMT**

**Course Data**

**Alpha Designator:** PADM - Public Administration

**Department:** Political Science

**College:** College of Liberal Arts

**Course Number:** 627

**Academic Level:** Graduate (02)

**Effective Term:** Fall 2024

**Course Title:** Leaders and Innovators

**Course Description:** A comprehensive exploration of influential figures shaping U.S. public administration. It explores both prominent and lesser-known individuals and their intellectual contributions that define the American tradition of public administration.

**Credit Hours:** 3

**Rationale for a new course, projected semester enrollment, etc.**

It is important to note that this modification solely involves the alpha designator, title, and all other aspects of the course, including content, structure, and instructional methodologies, remain unchanged. The transition is part of a broader initiative to enhance the efficiency of our academic operations, improve cross-departmental communication, and ensure a smoother experience for both faculty and students. We appreciate your understanding and flexibility during this transition period. The adjustments are designed to optimize our educational processes and better serve the needs of our academic community.

Vote Approve

**New Course Proposal**

Date Submitted: Fri, 09 Feb 2024 15:54:53 GMT

**Viewing: PADM 632 : Nonprofit Management**

**Last edit: Fri, 09 Feb 2024 15:54:52 GMT**

**Course Data**

**Alpha Designator:** PADM - Public Administration

**Department:** Political Science

**College:** College of Liberal Arts

**Course Number:** 632

**Is this course split level? e.g., there will be, or there is an existing, course at the Undergraduate/Graduate level that will be taught together with this course.**

Yes

**Split Level Course:** PSC 432 - Nonprofit Management

**Academic Level:** Graduate (02)

**Effective Term:** Fall 2024

**Course Title:** Nonprofit Management

**Course Description:** This course examines the principles and applied practices of nonprofit administration including theories of nonprofit formation, fundraising appeals, grant writing, executive leadership, marketing, budgeting, and strategic management.

**Credit Hours:** 3

**Rationale for a new course, projected semester enrollment, etc.**

It is important to note that this modification solely involves the alpha designator, title, and all other aspects of the course, including content, structure, and instructional methodologies, remain unchanged. The transition is part of a broader initiative to enhance the efficiency of our academic operations, improve cross-departmental communication, and ensure a smoother experience for both faculty and students. We appreciate your understanding and flexibility during this transition period. The adjustments are designed to optimize our educational processes and better serve the needs of our academic community

Vote Approve

**New Course Proposal**

Date Submitted: Fri, 09 Feb 2024 15:52:20 GMT

**Viewing: PADM 650 : Administrative Law**

**Last edit: Fri, 09 Feb 2024 15:52:19 GMT**

**Course Data**

**Alpha Designator:** PADM - Public Administration

**Department:** Political Science

**College:** College of Liberal Arts

**Course Number:** 650

**Is this course split level? e.g. there will be, or there is an existing, course at the Undergraduate/Graduate level that will be taught together with this course.**

Yes

**Split Level Course:** PSC 450 - Administrative Law

**Academic Level:** Graduate (02)

**Effective Term:** Fall 2024

**Course Title:** Administrative Law

**Course Description:** A study of the basic legal framework of administrative organization, including the problems of administrative discretion, rulemaking and adjudication, regulatory agencies, and administrative responsibility in the democratic state.

**Credit Hours:** 3

**Rationale for a new course, projected semester enrollment, etc.**

It is important to note that this modification solely involves the alpha designator, and all other aspects of the course, including content, structure, and instructional methodologies, remain unchanged. The transition is part of a broader initiative to enhance the efficiency of our academic operations, improve cross-departmental communication, and ensure a smoother experience for both faculty and students. We appreciate your understanding and flexibility during this transition period. The adjustments are designed to optimize our educational processes and better serve the needs of our academic community.

Vote Approve

**New Course Proposal**

Date Submitted: Fri, 09 Feb 2024 15:53:15 GMT

**Viewing: PADM 654 : Public Organizations**

**Last edit: Fri, 09 Feb 2024 15:53:14 GMT**

**Course Data**

**Alpha Designator:** PADM - Public Administration

**Department:** Political Science

**College:** College of Liberal Arts

**Course Number:** 654

**Is this course split level? e.g., there will be, or there is an existing, course at the Undergraduate/Graduate level that will be taught together with this course.**

Yes

**Split Level Course:** PSC 454 - Politics of the Workplace

**Academic Level:** Graduate (02)

**Effective Term:** Fall 2024

**Course Title:** Public Organizations

**Course Description:** A study of the contributions of the behavioral sciences to the study of organizations with stress on such concepts as leadership, motivation, power conflict, organizational design and decision making.

**Credit Hours:** 3

**Rationale for a new course, projected semester enrollment, etc.**

It is important to note that this modification solely involves the alpha designator, title, and all other aspects of the course, including content, structure, and instructional methodologies, remain unchanged. The transition is part of a broader initiative to enhance the efficiency of our academic operations, improve cross-departmental communication, and ensure a smoother experience for both faculty and students. We appreciate your understanding and flexibility during this transition period. The adjustments are designed to optimize our educational processes and better serve the needs of our academic community.

Vote Approve

**New Course Proposal**

Date Submitted: Thu, 25 Jan 2024 16:00:07 GMT

**Viewing: PADM 660: Policy Analysis**

**Last edit: Thu, 25 Jan 2024 16:00:06 GMT**

**Course Data**

**Alpha Designator:** PADM - Public Administration

**Department:** Political Science

**College:** College of Liberal Arts

**Course Number:** 660

**Academic Level:** Graduate (02)

**Effective Term:** Fall 2024

**Course Title:** Policy Analysis

**Course Description:** Development of theoretical and methodological skills in the analysis of public problems and the use of policy in problem solving.

**Credit Hours:** 3

**Rationale for a new course, projected semester enrollment, etc.**

It is important to note that this modification solely involves the alpha designator, and all other aspects of the course, including content, structure, and instructional methodologies, remain unchanged. The transition is part of a broader initiative to enhance the efficiency of our academic operations, improve cross-departmental communication, and ensure a smoother experience for both faculty and students. We appreciate your understanding and flexibility during this transition period. The adjustments are designed to optimize our educational processes and better serve the needs of our academic community

Vote Approve

**Traditional Applications COLA**

Course Changes

**CMM 501 – Title and Description Change**

COURSE DESCRIPTION CHANGE

Department Communication Skills

Course Number and Title: CMM 501 Organization Communication

Rationale: The revised course description more accurately captures the content that has been taught in the class for years. The change in description is not substantial enough to change the curriculum.

Course Description (old): Investigation of information flow in organizations with emphasis on identifying communication problems.

Course Description (new): Study of communication processes in business and professional settings and how applying organizational communication theory and research can address the current issues and problems that organizations experience.

Catalog Description: Study of communication processes in business and professional settings and how

applying organizational communication theory and research can address the current issues and problems that organizations experience.

COURSE TITLE CHANGE

Department: Communication Studies

Current Course Number/Title: CMM 501 Organization Communication

New Course Title: CMM 501 Organizational Communication

Rationale: The course title was changed for conciseness and clarity.

Catalog Description: Study of communication processes in business and professional settings and how

applying organizational communication theory and research can address the current issues and problems that organizations experience.

Vote approve

**CMM 508 Leadership & Group Comm**

Title and Description Change

COURSE DESCRIPTION CHANGE

Department Communication Skills

Course Number and Title: CMM 508 Leadership & Group Comm

Rationale: The revised description includes more detail of the content that has been taught in the class for years. It also reflects an increased attention to ethics which we are integrating into our curriculum more.

Course Description (old): A study of the variables affecting, and affected by, the communication process in small groups, with particular emphasis upon leadership variables.

Course Description (new): Study of the role of communication leaders in fostering ethical communication climates in personal, professional, and civic contexts through effective and inclusive decision-making, problem-solving, and interpersonal or group interactions.

Catalog Description: Study of the role of communication leaders in fostering ethical communication climates in personal, professional, and civic contexts through effective and inclusive decision-making, problem-solving, and interpersonal or group interactions.

COURSE TITLE CHANGE

Department: Communication Studies

Current Course Number/Title: CMM 508 Leadership & Group Comm

New Course Title: Leadership Comm & Ethics

Rationale: The course title was changed to distinguish it more from CMM 315 Group Communication and to highlight the focus on ethics.

Catalog Description: Study of the role of communication leaders in fostering ethical communication climates in personal, professional, and civic contexts through effective and inclusive decision-making, problem-solving, and interpersonal or group interactions.

Vote approve

**CMM 556 Computer-Mediated Comm**

**Change in course number**

COURSE DESCRIPTION CHANGE

Department: Communication Studies

Course Number and Title: CMM 556 Computer-Mediated Comm

Rationale: The revised course description more accurately captures the content that has been taught in the class for years. The change in description is not substantial enough to change the curriculum.

Course Description (old): This course explores the impact of computer-mediated communication on human organization.

Course Description (new): Study of the characteristics and functionality of new and emerging communication technologies. Students will apply theory and research to understand communication technology’s effects on the self, others, and society.

Catalog Description: Study of the characteristics and functionality of new and emerging communication technologies. Students will apply theory and research to understand communication technology’s effects on the self, others, and society.

COURSE NUMBER CHANGE

Department: Communication Studies

Current Course Number/Title: CMM 556 Computer-Mediated Comm

New Course Number: 6## (registrar can assign based on availability)

Rationale: Changing the course number from 456 to 6### reflects an increase in rigor. As noted in the proposed course description, students will focus more on applying “theory and research to understand communication technology” than “exploring the impact of computer-mediated communication.” To do this, students will engage more with primary source materials and academic journals, which warrants increasing the course number to the 600 level.

Catalog Description: This course explores the impact of computer-mediated communication on human organization.

Credit Hours: 3

COURSE TITLE CHANGE

Department: Communication Studies

Current Course Number/Title: CMM 556 Computer-Mediated Comm

New Course Title: Communication & Technology

Rationale: The course title was changed for conciseness and clarity.

Catalog Description: This course explores the impact of computer-mediated communication on human organization.

Vote approve

**CMM 601 Prob & Meth Com Research**

COURSE DESCRIPTION CHANGE

Department: Communication Studies

Course Number and Title: CMM 601 Prob & Meth Com Research

Rationale: The revised course description more accurately captures the content that has been taught in the class for years. The change in description is not substantial enough to change the curriculum.

Course Description (old): An introduction to graduate studies, including clinical and research applications; quantitative and qualitative research methodology; critical analysis of clinical instruments and research literature.

Course Description (new): Study of how basic quantitative research methods such as surveys, content

analysis, and experiments are used to understand, explain, and analyze communication processes.

Catalog Description: Study of how basic quantitative research methods such as surveys, content analysis, and experiments are used to understand, explain, and analyze communication processes.

COURSE TITLE CHANGE

Department: Communication Studies

Current Course Number/Title: CMM 601 Prob & Meth Com Research

New Course Title: Quantitative Research in Comm

Rationale: The course title was changed for clarity.

Catalog Description: Study of how basic quantitative research methods such as surveys, content analysis, and experiments are used to understand, explain, and analyze communication processes.

Vote approve

**CMM 602 Comm Consult Strategies**

Title Change

COURSE TITLE CHANGE

Department: Communication Studies

Current Course Number/Title: CMM 602 Comm Consult Strategies

New Course Title: CMM 602 Communication & Consulting

Rationale: The course title was changed for conciseness and clarity.

Catalog Description: An in-depth analysis of diagnostic and intervention strategies employed by

communication consultants. Strategies include communication network analysis, communication process

observation and consultation, communication role and norm negotiation, and team building.

Vote approve

**CMM 605 Qual Research Methods**

Course Description and Title Change

COURSE DESCRIPTION CHANGE

Department: Communication Studies

Course Number and Title: CMM 605 Qual Research Methods

Rationale: The revised course description more accurately captures the content that has been taught in the

class for years. The change in description is not substantial enough to change the curriculum.

Course Description (old): This course provides an introduction to qualitative research methods and their

application in communication studies.

Course Description (new): Study of how qualitative research methods such as participant observation,

interviewing, focus groups, and ethnography can be used to understand the role of communication in

constructing social realities.

Catalog Description: Study of how qualitative research methods such as participant observation,

interviewing, focus groups, and ethnography can be used to understand the role of communication in

constructing social realities.

COURSE TITLE CHANGE

Department: Communication Studies

Current Course Number title: CMM 605 Qual Research Methods

New Course Title: CMM 605 Qualitative Research in Comm

Rationale: The course title was changed for conciseness and clarity.

Catalog Description: Study of how qualitative research methods such as participant observation,

interviewing, focus groups, and ethnography can be used to understand the role of communication in

constructing social realities.

Vote approve

**CMM 606 Study Communication Thry**

COURSE DESCRIPTION CHANGE

Department: Communication Studies

Course Number and Title: 606 Study Communication Thry

Rationale: The revised course description more accurately captures the content that has been taught in the class for years. The change in description is not substantial enough to change the curriculum.

Course Description (old): An extensive investigation into the major concepts of contemporary

communication theory.

Course Description (new): Study of the philosophical foundations, theoretical perspectives, and historical development of the communication discipline and how communication theories are developed, analyzed, evaluated, and applied.

Catalog Description: Study of the philosophical foundations, theoretical perspectives, and historical

development of the communication discipline and how communication theories are developed, analyzed,

evaluated, and applied.

COURSE TITLE CHANGE

Department: Communication Studies

Current Course Number/Title: CMM 606

New Course Title: Engaging Comm Theories

Rationale: The course title was changed for clarity.

Catalog Description: Study of the philosophical foundations, theoretical perspectives, and historical

development of the communication discipline and how communication theories are developed, analyzed,

evaluated, and applied.

Vote approve

**CMM : 680 Grantwriting-Nonprofits**

COURSE DESCRIPTION CHANGE

Department: Communication Studies

Course Number and Title: 680 Grantwriting-Nonprofits

Rationale: The revised course description more accurately captures the content that has been taught in the class for years. The change in description is not substantial enough to change the curriculum.

Course Description (old): Provides a communication framework for analyzing a nonprofit agency; reviews the steps in grant writing; matches the needs of the nonprofit organization with the grant funder; and syntheses the material required to write a successful grant.

Course Description (new): Provides a communication framework for analyzing a nonprofit organization; reviews the steps in grant writing; matches the nonprofit organization's needs with the grant fund; and examines the material required to write a successful grant.

Catalog Description: Provides a communication framework for analyzing a nonprofit organization; reviews the steps in grant writing; matches the nonprofit organization's needs with the grant fund; and examines the material required to write a successful grant.

COURSE TITLE CHANGE

Department: Communication Studies

Current Course Number/Title: CMM 680 Grantwriting-Nonprofits

New Course Title: CMM 680 Grant Writing for Nonprofits

Rationale: The course title was changed for conciseness and clarity.

Catalog Description: Provides a communication framework for analyzing a nonprofit organization; reviews the steps in grant writing; matches the nonprofit organization's needs with the grant fund; and examines the material required to write a successful grant.

Vote approve

**COHP** (**GC-24-03-22-CC**)

**NUR 704 Leadership Role**

COURSE DESCRIPTION CHANGE

Department: Nursing

Course Number and Title: NUR 704 Leadership Role

Rationale: We changed the admission criteria to accept nurse administrator (NA) and nurse educator (NE) students to this program. Historical perspectives about nursing / nurse practitioner role has been covered in BSN and MSN programs.

Course Description (old)Focuses on theories and principles of communication, leadership,

interprofessional collaboration, change management, and systems thinking to improve outcomes. Provides historical perspective of nursing/nurse practitioner role and their evolution.

Course Description: (new) Focuses on theories and principles of communication, leadership, interprofessional collaboration, change management, and systems thinking to improve outcomes.

Catalog Description: Focuses on theories and principles of communication, leadership,

interprofessional collaboration, change management, and systems thinking to improve outcomes.

Vote approve

**NUR 800 DNP Project I**

COURSE DESCRIPTION CHANGE

Department: Nursing

Course Number and Title: NUR 800 DNP Project I

Rationale: Students will be doing a evidence based practice (EBP) project (not a QI change project). Each course comprises the steps to complete that project.

Course Description (old) Use technology to improve learning and understand models of health care systems. Application of theory, review of literature and population data to frame QI project. to drive cost-effective care.

Course Description: (new) Application of theory, review of literature and population data to frame evidence based practice (EBP) project.

Catalog Description: Application of theory, review of literature and population data to frame evidence based practice (EBP) project.

Vote approve

**NUR 804 DNP Project II**

COURSE DESCRIPTION CHANGE

Department: Nursing

Course Number and Title: NUR 804 DNP Project II

Rationale: Students will be doing a evidence based practice (EBP) project (not a QI change project). Each course comprises the steps to complete that project.

Course Description ( old) Promote quality and safety in the development of a QI change project. Use theories, methods and evidence to develop a QI change project implementation plan and obtain baseline data.

Course Description: (new)Use theories, methods and evidence to develop evidence based practice (EBP) project implementation plan.

Catalog Description: Use theories, methods and evidence to develop evidence based practice (EBP) project implementation plan.

Vote approve

**NUR 808 DNP Project III**

COURSE DESCRIPTION CHANGE

Department: Nursing

Course Number and Title: NUR 808 DNP Project III

Rationale: Students will be doing a evidence based practice (EBP) project (not a QI change project). Each course comprises the steps to complete that project.

Course Description (old)Promote quality and safety in the development of a QI change project. Use theories, methods and evidence to develop a QI change project implementation plan and obtain baseline data.

Course Description: (new)Use theories, methods and evidence to develop evidence based practice (EBP) project implementation plan.

Catalog Description: Use theories, methods and evidence to develop evidence based practice (EBP) project implementation plan.

Vote approve

**NUR 808 DNP Project IV**

COURSE DESCRIPTION CHANGE

Department: Nursing

Course Number and Title: NUR 812 DNP Project IV

Rationale: Students will be doing a evidence based practice (EBP) project (not a QI change project). Each course comprises the steps to complete that project.

Course Description (old)Apply theory and scientific practice to complete, evaluate and disseminate QI change project findings and improvement plan.

Course Description: (new)Apply theory and evidence-based practice principles to complete, evaluate and disseminate evidence based practice (EBP) project findings.

Catalog Description: Apply theory and evidence-based practice principles to complete, evaluate and disseminate evidence based practice (EBP) project findings.

Vote approve

**COS** (**GC-24-03-23-CC**)

CJCFS

Course addition

Department: Criminal Justice, Criminology, and Forensic Sciences

**Course Number and Title: CJ 528**

Catalog Description: Presentation of the practice of qualitative research including the philosophical underpinnings of qualitative research, research questions and design, ethics, and data analysis.

Prerequisites: None

First Term Offered: Fall 2025

Credit Hours: 3

Vote Approve

Department: Criminal Justice, Criminology, and Forensic Sciences

**Course Number and Title: CJ 529: Environmental Criminology**

Catalog Description: Explores theoretical, methodological, and practical approaches about environmental crime from a critical lens.
Prerequisites: None

First Term Offered: Fall 2025

Credit Hours: 3

Vote Approve

Courses submitted via CIM

**ATTACHMENT #5**

**Credentialing Committee Report**

**March 29, 2024**

1. Graduate Faculty Status audits for the 3 colleges for 2023-2024 have been completed. There were a total of 60 files randomly selected and reviewed from the College of Business; College of Health Professions; School of Medicine. Deans and office staff have been contacted about any concerns/issues found for them to be corrected.
2. Next year the audit needs to occur for:
College of Engineering and Computer Science;
College of Liberal Arts;
College of Science
3. Rucker Advising Award was made to the following recipients:

Robert (Bob) Deal – Huntington

Yvonne Skoretz - SC

1. The committee would like to make the following motion:
*The Credentialing Committee recommends that faculty (names provided to the Graduate Council Chair) in the Doctor of Engineering (Ph.D.) program be granted doctoral graduate faculty status for the 2024-2025 academic year.*

Rationale: This is a similar situation that occurred last year with the new Doctorate in Business Administration degree. Since Engineering (PhD) would be a new program, this will give the faculty who have limited graduate committee experience a grace period to serve as doctoral committee chairs.

Submitted by Keith W. Beard

**ATTACHMENT #6**

**Graduate Studies Report**

**March 29, 2024**

**Graduate Studies report for Graduate Council (Draft)**

**To:**  Graduate Council

**From:**  Carl Mummert, Assistant Provost for Graduate Studies

**Date:**  March 25, 2024

**Enrollment update**

As of March 24, total graduate enrollment (headcount) for Spring 2024 is 3,018 students. This is a 3% increase from Spring 2023. Each of CAM, CECS, COB, COEPD, COHP, COLA, and COS has an increase in Spring 2024 compared to Spring 2023.

Looking ahead to Fall 2024, we are essentially even on a day-to-day basis compared to Fall 2023 applications at this point in Spring 2023.  There is a slight decrease in the day-to-day number of overall graduate applications, which is primarily due to reporting differences with the MD program and with programs that have stopped admissions. However, the number of admitted students is up 12.5% overall on a day-to-day basis. It is still very early in the graduate admissions and enrollment cycle for Fall 2024.

Graduate enrollment is key to the success of our programs and the university. Many faculty and staff have contributed to the increase this year, and are working on enrollment at the program level for next year. At the University level, we anticipate renewing our contract with Anthology for enrollment coaching, possibly expanded in scope to handle inquiries at the graduate level.

**Electronic Thesis / Dissertation (ETD) Update**

The ETD Review Chair, Gena Chattin, shared a set of slides for faculty about the ETD review process. The slides are accessible at <https://tinyurl.com/coepdETD202403> and include a detailed explanation of the review process and criteria. If your college or program would like, Gena and I would be glad to set up a meeting to discuss the specific aspects of theses and dissertations related to your field.

A key take-away is that ETD review is a final verification of style, formatting, university requirements, IRB/IACUC validation and copyright issues before publication of the ETD; this review is not intended to serve as copy-editing. To make the review as quick and easy as possible, each student and ETD committee should ensure the ETD meets all scholarly, style, grammar, and formatting requirements before the ETD is sent for final review.

The deadline for submitting an ETD for Spring 2024 is March 29. The deadline for submitting an ETD for Summer 2024 is June 28.

**Catalog Editor and CIM implementation**

Before spring break, we hosted a series of training sessions for CIM, the new curriculum management software. Several curricular items at graduate council have gone through this system in Spring 2024 on a pilot basis. We anticipate a full rollout in Fall 2024.  A recording of the training will be posted soon, and the link to the video will be distributed to all faculty.

As part of the transition of the catalog, the Registrar’s Office has hired Jennifer Morgan, formerly in the Center for Teaching and Learning, as the Assistant Registrar for Academic Services and Catalog Editor. Ms. Morgan’s first day in the new position is March 25.

The Catalog Editor will coordinate catalog edits as well as assisting with Degree Works and other related tasks.  The Registrar’s office has created a dedicated email address, catalog@marshall.edu, for catalog-related questions and concerns. This email address is shared by the Catalog Editor and others in the Registrar’s Office to ensure that no requests are missed.