MARSHALL UNIVERSITY®

Graduate Council

MEMORANDUM

To: Dr. Jerome Gilbert – President

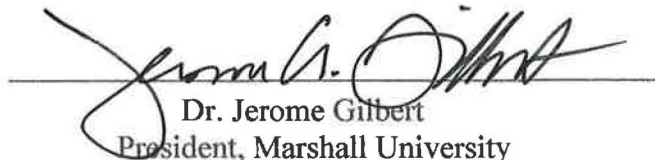From: Dr. Tracy Christofero – Chair, Graduate Council

Date: October 4, 2016

Subject: **Approval of Graduate Council Minutes: September 30, 2016**

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

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

Minutes approved.

Dr. Jerome Gilbert
President, Marshall University

10·27-16
Date

Note to President's secretary:
Please return the signed original to Tracy Christofero with .pdf copies e-mailed to:

Dr. Tracy Christofero, Chair, Graduate Council, MUGC 328, South Charleston
Dr. David Pittenger, Dean, Graduate College, Old Main, Huntington campus
Dr. Cam Brammer, Secretary, Graduate Council, SH 248, Huntington campus
Dr. Tammy Johnson, Admissions, Old Main 102, Huntington campus
Mr. Tim Melvin, Office of Academic Affairs, Old Main, Huntington campus
Ms. Sandee Lloyd, Graduate Dean's Office, Old Main, Huntington campus
Ms. Crystal Stewart, Information Technology, Drinko 313A, Huntington campus
Ms. Sonja Cantrell, Registrar's Office, Old Main, Huntington campus

MU Graduate Council Meeting Minutes – September 30, 2016
South Charleston Campus – Thomas Board Room

Members Present: Allen, Anderson, Biros, Brammer, Christofero, Heaton, Howard, Lanham, Larsen, Lassiter, Lawrence, Mehta, Muellerleile, Vauth
Members Absent: De Bruin, Ross, Sollars
Ex-Officio Members Present: Dean Pittenger
Visitors: Feon Smith – ACE, COEPD; Jessi Hanna – ACE, COEPD; Lori Ellison – Counseling, COEPD; Jamil Chaudri - CITE

Agenda

Christofero	Welcome, Introductions, Announcements
Brammer	Approval of previous meeting Minutes (Attachment 1)
Pittenger	State of the Graduate College (Attachment 2)
Brammer	Academic Planning, Standards, & Policies (Attachment 3)
Heaton	Curriculum Committee (Attachment 4)
Anderson	Program Review
Lanham	Credentialing
Christofero	Graduate faculty status candidates (Attachment 5)
Christofero	Miscellaneous Business of the Council

Please reserve these meeting dates:
- October 28, 2016 – Huntington – John Spotts
- * December 2, 2016 – South Charleston – Thomas Boardroom
- January 27, 2016 – Huntington – TBD
- February 24, 2017 – South Charleston – Thomas Boardroom
- * March 31, 2017 – Huntington – John Spotts
- April 28, 2017 – South Charleston – Thomas Boardroom

* To assure committee members also enjoy their Thanksgiving and Spring breaks, curriculum requests are due three weeks before the posted meeting date rather than the normal two weeks. Please be sure your dean, faculty and college curriculum committee are aware of this.

Chair Christofero called the meeting to order at 1:00 PM

The Minutes of the August 26, 2016 GC meeting were **APPROVED.**

Dean Pittenger presented the 'State of the Graduate College' report.
Discussion was regarding the levels of aid available to graduate students. The 'Service' Graduate Assistantship was abolished to allow for more fully funded assistant ships at other levels. Teaching assistants and research assistants received the largest levels of aid. (See full report in Attachment 2.)

ACADEMIC PLANNING, STANDARDS, & POLICY COMMITTEE
Chair Brammer of the Committee presented the items in Attachment 3. **APPROVED**
Minor edits made (See Attachment 3)

CURRICULUM COMMIITTEE
Chair Heaton of the Committee presented the items in Attachment 4. **APPROVED**
Minor edits made (See Attachment 4)

PROGRAM REVIEW COMMITTEE
Chair Anderson reported that the Committee is waiting for the program reports to begin
the reviews. They should be ready by November 1st. Chair Anderson is going to
request Dr. Reynolds come to the next Council meeting to review instructions on
reviewing programs.

CREDENTIALING COMMITTEE
Chair Lanham reported that the Committee reviewed the credential files of CITE and are
working with the college to address discrepancies. The Committee is starting the review
of COLA. COE and COS are scheduled for Spring 2017.

An Executive Session was called, Seconded and **APPROVED**
Secretary Brammer explained the boundaries of Executive Session to Council
Members. Council returned from Executive Session.

A motion was made to disapprove the Graduate Level Application for Jamil Chaudri,
Seconded and **APPROVED**

GRADUATE FACULTY STATUS
Chair Christofero presented the list of Candidates for Graduate Faculty Status and
asked for Council Members to check list for duplications or missing information.
Corrections made to a few. Motion to Approve, Seconded and Approved.
Motion to Approve, Seconded and **APPROVED** (See Attachment 5)

Jamil Chaudri addressed Council

The meeting adjourned at 2:50

Submitted by Secretary Brammer 10/4/2016; Approved by Chair Christofero 10/4/2016

Attachment 1

MU Graduate Council *PREVIOUS* Meeting Minutes
August 26, 2016
John Spotts – Huntington Campus

Members Present: Allen, Anderson, Biros, Brammer, Christofero, De Bruin, Heaton, Howard, Lanham, Larsen, Lassiter, Lawrence, Mehta, Muellerleile, Ross, Vauth
Members Absent: Sollars
Ex-Officio Members Present: Dean Pittenger

Agenda

Christofero	Welcome, Introductions, Announcements (Attachment 1)
Brammer	Approval of previous meeting Minutes (Attachment 2)
Christofero	Graduate faculty status candidates (Attachment 3)
Christofero	Review committee assignments and functions
All	Elect committee chairs

Please reserve these meeting dates:
- September 30, 2016 – South Charleston – Thomas Boardroom (1st working mtg.)
- October 28, 2016 – Huntington – John Spotts
- *December 2, 2016 – South Charleston – Thomas Boardroom
- January 27, 2016 – Huntington – TBD
- February 24, 2017 – South Charleston – Thomas Boardroom
- *March 31, 2017 – Huntington – John Spotts
- April 28, 2017 – South Charleston – Thomas Boardroom

* To assure committee members also enjoy their Thanksgiving and Spring breaks, curriculum requests are due three weeks before the posted meeting date rather than the normal two weeks. Please be sure your dean, faculty and college curriculum committee are aware of this.

Chair Christofero called the meeting to order at 1:00

Christofero requested discussion regarding the due dates for requests to the Curriculum and Academic Planning subcommittees. After some discussion the following motion was made and approved:

Beginning January 2017, all Curriculum and Program requests are due on the 1st day of the month before the next meeting of Graduate Council. Graduate Council meets in January, February, March, April, September, October, and November [or December depending on the fall holiday break].

The April Graduate Council Meeting Minutes were approved.

BOG Policy AA-20 was discussed as related to Graduate Faculty Status requests. Christofero said that the Redbook database was updated over the summer, so ending dates for some of the requests lacked expiration dates. She will update those per the policy, and related that per Brian Morgan, the system should be fine now.

Requests for Graduate Faculty status were approved, except for Dr. Chaudri's (expired in 2014), pending review of his current CV and previous annual performance reviews. Dean Pittenger will request such from Dean Zatar.

Christofero discussed the methodology for making subcommittee assignments, i.e., members should not serve on the same subcommittee committee for more than two consecutive years; at least one member from the last year should continue on the committee to assure knowledge transfer; and Council member preference (a pre-meeting solicitation was distributed) was taken into consideration. Subcommittee assignments were distributed. Subcommittee members then elected their chair.

Academic Planning, Standards & Policies
Biros, John
Brammer, Cam (Chair)
DeBruin, Nat
Mehta, Saurabh

Credentialing
Lanham, Susan (Chair)
Larsen, Eldon
Ross, Jessica
Sollars, Vince

Curriculum
Lawrence, Bonita
Heaton, Lisa (Chair)
Howard, Lori
Vauth, Henning

Program Review & Assessment
Allen, Tina
Anderson, Glenn (Chair)
Muellerleile, Paige

Meeting Adjourned 2:30 PM

Attachment 2
State of the Graduate College
(see separate .pdf file)

TO: Members of Graduate Council

FROM: David J. Pittenger, Interim Dean of the Graduate College

DATE: September 20, 2016

RE: State of The Graduate College

I am pleased to present the following information regarding the state of the Graduate College at Marshall University. In brief, the College, through its many academic programs, offers a broad array of interesting and popular academic programs, enjoys robust enrollments, and has improved the support offered graduate assistants (GAs).

GRADUATE COUNCIL

During the past several years, the members of the Graduate Council have effectively reviewed and approved new programs of study and many revisions to the curriculum. In addition, the Graduate Council has contributed to the routine program review process and has monitored the granting of Graduate Faculty status. Finally, the Graduate Council has approved changes to the *Graduate Catalog* to ensure a clear and concise description of the College's policies and procedures.

From my perspective, the Graduate Council works as a convivial and collaborative group whose shared values guide important discussions and decisions. In total, the work of the Graduate Council, the Graduate College, and the academic programs provides a high quality educational experience for which all at Marshall University may enjoy a measure of pride. While change is surely a constant in higher education, I am confident that principles of shared governance and devotion to high standards will allow the University to maintain its traditions for success.

ENROLLMENT

Enrollments at the University remain robust. During the recent recession, Graduate School enrollment declined. That trend has reversed and we are now seeing increased enrollments in our full-time headcounts and equivalents. The following table presents comparative data for this and last year.

	2016	2015	Change
Graduate Headcount Enrollment	2,883	2,886	-3
Graduate Full-Time Equivalent	1,890	1,812	78
Full-Time Headcount	1,459	1,424	35
Full-time Nonresident Headcount	600	556	44
First Professional Headcount	722	706	16

Our enrollments appear to follow national trends. As can be seen in the following figure, there has been a dramatic overall increase in graduate school enrollments in the nation's universities. The peak enrollment occurred in 2010 with a slight decline until 2014, which showed an increase. Of particular note is the steady increase in full-time enrollments.
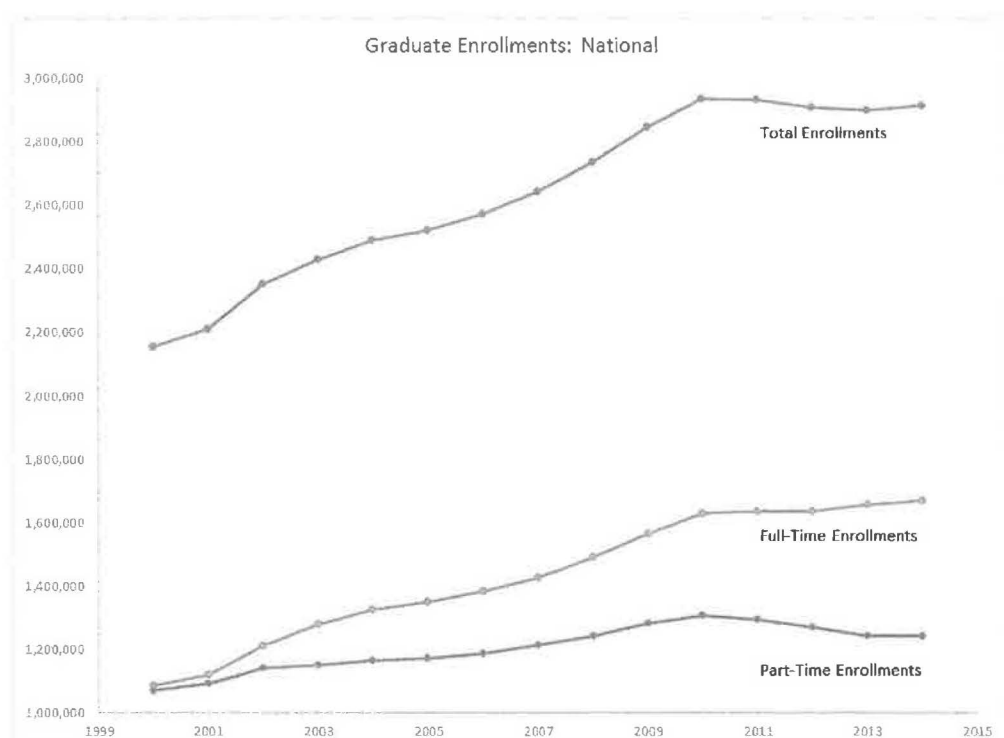
Post baccalaureate fall enrollment in degree-granting postsecondary institutions. *National Center for Education Statistics*, 2016.

The next table presents residency status for all graduate students for each degree program. The table does not include the schools of medicine and pharmacy. Note that these numbers represent a "snap shot" of enrollments for a given day and will

change as students are withdrawn from a program or change their major. The programs are listed in order of total enrollment. I also note those programs that are in a "Top 10" category for the various residency of students. Given the University's commitment to increasing the numbers of international and out-of-state students, these numbers may be helpful for long term planning for departments and colleges.

Degree Program	In-State	Metro	Out-of-State	International	Total	Notes
MA: Leadership Studies	129	6	104	3	242	Top 10 In-State & Out-of-State & Metro
MBA	96	6	5	73	180	Top 10 International & Metro
MA: Counseling	134	2	12	0	148	Top 10 In-State & Out-of-State
MA: Special Education	117	6	5	0	128	Top 10 In-State & Metro
School Principalship	111	5	6	0	122	Top 10 In-State
DPT: Physical Therapy	29	10	73	3	115	Top 10 Out-of-State & Metro
MSN: Nursing	87	14	3	1	105	Top 10 Metro
MS: Health Care Administration	51	2	3	20	76	Top 10 International
Doctor Management Practice Anesthesia	45	14	17	0	76	Top 10 Out-of-State & Metro
MSW: Master of Social Work	56	8	6	0	70	Top 10 Metro
MS: Computer Science	3	1	1	64	69	Top 10 International

Degree Program	In-State	Metro	Out-of-State	Inter-na-tional	Total	Notes
MS: Human Resource Management	37	1	3	25	66	Top 10 International
MS: Communication Disorders	38	8	16	0	62	Top 10 Out-of-State & Metro
MAT: Teaching	59	2	0	0	61	Top 10 In-State
MA: Psychology	49	4	6	0	59	Top 10 In-State
EdD: Curriculum and Instruction	49	2	2	0	53	
EdD: Leadership Studies	42	3	0	0	45	
Grad Cert. Elementary Math Specialist	41	0	3	0	44	
MA: Education	31	5	8	0	44	Top 10 Metro
MS: Adult and continuing Education	38	0	5	0	43	
PsyD: Psychology	27	7	9	0	43	Top 10 Metro
MSE: Engineering Management	14	1	0	26	41	Top 10 International
MS: Safety	15	4	18	4	41	Top 10 Out-of-State
MA: English	23	2	0	14	39	Top 10 International
MA: Elementary Education	33	2	1	0	36	
MA: Literacy Education	33	2	1	0	36	
MS: Technology Management	24	1	2	7	34	
MS: Forensic Science	3	1	29	0	33	Top 10 Out-of-State

Degree Program	In-State	Metro	Out-of-State	Inter-na-tional	Total	Notes
Grad Cert Literacy Education	29	0	3	0	32	
MA: Secondary Education	24	2	4	0	30	
MS: Environmental Science	21	0	1	7	29	
PhD: Biomedical Sciences	9	2	13	4	28	Top 10 Out-of-State
Non-Degree	27	1	0	0	28	
MS: Biomedical Sciences	18	1	6	1	26	
MS: Health Informatics	11	2	3	8	24	Top 10 International
EdS: School Psychology	20	3	1	0	24	
MS: Information Systems	4	0	0	19	23	Top 10 International
Staff Development-Graduate	20	0	2	0	22	
MS: Biological Sciences	8	2	10	1	21	Top 10 Out-of-State
MS: Exercise Science	13	3	5	0	21	
Teaching English as a Second Language	17	0	3	0	20	
Prof Dev. Graduate	18	0	1	0	19	
MS: Accountancy	5	4	0	9	18	Top 10 International
School Library Media Specialist	4	2	12	0	18	Top 10 Out-of-State
MA: Mathematics	7	0	6	4	17	

Degree Program	In-State	Metro	Out-of-State	Inter-na-tional	Total	Notes
EdS: Education Specialist	13	3	0	1	17	
MPA: Public Administration	15	1	0	0	16	
MS: Dietetics	10	1	4	0	15	
MA: Reading Education	14	0	0	0	14	
Post-Bac Teacher Certificate	13	1	0	0	14	
MA: Music	10	0	4	0	14	
MA: History	9	5	0	0	14	
Master Science Mechanical Engineering	1	0	0	12	13	Top 10 International
MAJ: Journalism	7	1	4	1	13	
MA: Communica-tion Studies	12	0	1	0	13	
MS: Criminal Justice	11	0	2	0	13	
MPH: Master of Public Health	8	0	0	4	12	
MS: Management Foundations	10	0	1	1	12	
MA: Sociology	9	1	1	0	11	
MSE: Transporta-tion Infrastructure Engineering	2	0	0	8	10	
MS: Sport Administration	5	0	2	2	9	
MA: Humanities	8	1	0	0	9	
Non-Degree (<15 hours)	8	1	0	0	9	
MA: Geography	6	1	2	0	9	
MSE: Environmental Engineering	3	0	1	4	8	

Degree Program	In-State	Metro	Out-of-State	International	Total	Notes
Social Service and Attendance	7	0	0	0	7	
MA: Political Science	6	1	0	0	7	
Family Nurse Practitioner	5	1	1	0	7	
MS: Physical and Applied Science	3	1	0	1	5	
MA: Biological Sciences	3	1	1	0	5	
MA: Early Child-hood Education	4	0	0	0	4	
MS: Adult and Continuing Education	4	0	0	0	4	
MS: Clinical / Translational Science	2	0	2	0	4	
MS: Geography	3	0	0	0	3	
Graduate Certifi-cation: Violent Loss Trauma Counseling	3	0	0	0	3	
MS: Athletic Training	2	0	1	0	3	
Graduate Certifi-cate Program	1	2	0	0	3	
MA: Secondary Education(E)	2	0	0	0	2	
Mathematics Through Algebra I	2	0	0	0	2	
Appalachian Studies	2	0	0	0	2	
MS: Athletic Training Entry Level	-	1	1	0	2	

Degree Program	In-State	Metro	Out-of-State	International	Total	Notes
Non Degree Education	1	0	0	0	1	
Special Learning Disabilities	1	0	0	0	1	
Foundations Program Business	1	0	0	0	1	
MSE: Engineering	1	0	0	0	1	
Educational Computing	1	0	0	0	1	
Cert. Early Childhood Education	1	0	0	0	1	
Grad Cert Integra Strat Comm.	1	0	0	0	1	
Geospatial Information Science	1	0	0	0	1	
Women's Studies	1	0	0	0	1	
Clinical Psychology	1	0	0	0	1	
Grad Cert Public History	-	1	0	0	1	
MS: Biomechanics	-	0	1	0	1	
Grand Total	**1,902**	**165**	**437**	**327**	**2,831**	

The next table presents the institutions from which 10 or more of our current students received their previous degree. As can be seen, the majority of our students come from institutions within 100 miles of Huntington, WV. These data appear to match a pattern seen for undergraduate education where the majority of college students live within 50 miles of their school. As will be presented later in this report, changes to the Graduate Assistant tuition benefit may place the university in a more competitive position to attract out-of-state students.

Previous School	N	%	Previous School	N	%
Marshall University	921	41.01%	Morehead State University	23	1.02%
West Virginia University	161	7.17%	West Liberty University	18	0.80%
West Virginia State University	142	6.32%	Shepherd University	17	0.76%
			Ohio State University	16	0.71%
Concord University	82	3.65%	Mountain State University*	14	0.62%
Fairmont State University	58	2.58%	University of Rio Grande	13	0.58%
Glenville State College	42	1.87%	Davis and Elkins College	12	0.53%
WVU Institute of Technology	39	1.74%	University of Kentucky	12	0.53%
Bluefield State College	38	1.69%	Shawnee State University	11	0.49%
WVU at Parkersburg	32	1.42%	U. S. Naval Academy	10	0.45%
Ohio University	31	1.38%	* The university ceased operations 1/1/2013		
University of Charleston	29	1.29%			
West Virginia Wesleyan College	25	1.11%			

The Regent's Bachelor of Arts degree (RBA) is Marshall University's only general studies program. Students in the program must be a member of a cohort of students who are five or more years out of high school and have a valid high school diploma or its equivalent. To earn the degree, students must complete all of the University's general education requirements, residency requirements, and hours required at the 300- and 400-level. Currently, the median age of RBA students at Marshall University is 35. Although the RBA degree was designed to allow adult students to earn a college degree quickly, many of these students elect to continue their education in one of our graduate degree programs as illustrated in the following table. These numbers represent Marshall alumni (70%) as well as graduates of other colleges and universities in the state.

As many of you have seen, Gregory S. Ward and Cindy Krepps were the first and second place winners of the *Dan O'Hanlon Essay Competition*. Both are adult students who earned the RBA degree before entering our graduate programs. Mr.

Ward is pursuing an M.A. in Teaching with the intent to teach history. Ms. Krepps will soon earn the MBA.

Degree Program	N	Degree Program	N
MA: Special Education	18	EdS: Education Specialist	1
MSW: Master of Social Work	9	MA: Early Childhood Education	1
MS: Health Care Admin	8	MA: Reading Education	1
MS: Adult and Technical Educ.	8	EdD: Leadership Studies	1
MA: Counseling	8	EdD: Curriculum and Instruction	1
MBA	7	MA: Education	1
MAT: Teaching	7	MS: Exercise Science	1
MA: Leadership Studies	7	MA: Geography	1
MS: Human Resource Management	6	MS: Geography	1
MS: Physical and Applied Science	3	MA: Political Science	1
Management Foundations	3	MA: Sociology	1
EdS: School Psychology	2	PsyD: Psychology	1
MA: Communication Studies	2	MA: Psychology	1
MA: History	2	MPA: Public Administration	1
MS: Safety	2	DPT: Physical Therapy	1
Post-Bac Teacher Certificate	2	MS: Technology Management	1
School Principalship	2	Grad Cert Literacy Education	1
Non-Degree	2	Non-Degree (<15 hours)	1
Doctor Management Practice Nurse Anesthesia	1	**Grand Total**	**117**

POTENTIAL DEMAND FOR GRADUATE EDUCATED EMPLOYEES

The nation's economy continues to evolve from one based on agriculture and manufacturing to commerce requiring greater levels of specialized education. As presented in the following table, the US Department of Labor projects that by 2024, the greatest percentage increases in employment opportunities will be jobs requiring a graduate degree. Indeed, the greatest relative growth will occur for those jobs requiring a master's degree followed closely by those requiring a doctoral degree.

Education Required For Employment	Predicted Percent Change: 2014 to 2024	
	Mean	Rank
Doctoral or professional degree	12.4%	2
Master's degree	13.0	1
Bachelor's degree	6.4	4
Associate's degree	6.0	5
Postsecondary non-degree award	7.4	3
High school diploma or equivalent	0.2	7
No formal educational credential	4.0	6

Occupations Requiring A Doctoral or Professional Degree

The first table in this sequence presents the Department of Labor's projections for job growth in occupations that require a doctoral or first professional degree. In essence, our six doctoral and first professional degree programs cover several of the categories in this list.

Occupation Category	% Change	Occupation Category	% Change
Physical therapists	34	Oral and maxillofacial surgeons	18
Audiologists	29		
Optometrists	27	Prosthodontists	18
Law teachers, postsecondary	22	Obstetricians and gynecologists	18
Criminal justice and law enforcement teachers, postsecondary	21	Chiropractors	18
		Social sciences teachers, postsecondary, all other	17
Anesthesiologists	21	Mathematical science teachers, postsecondary	16
Surgeons	20		
Clinical, counseling, and school psychologists	20	Biological science teachers, postsecondary	16
Health specialties teachers, postsecondary	19	Psychology teachers, postsecondary	16
Orthodontists	18	Chemistry teachers, postsecondary	15
Dentists, general	18		

Occupation Category	% Change	Occupation Category	% Change
Sociology teachers, postsecondary	15	Political science teachers, postsecondary	10
Area, ethnic, and cultural studies teachers, postsecondary	15	Architecture teachers, postsecondary	9
		Internists, general	9
Physics teachers, postsecondary	15	Anthropology and archeology teachers, postsecondary	9
Physicians and surgeons, all other	15	Postsecondary teachers, all other	9
Psychiatrists	15	Education teachers, postsecondary	9
Podiatrists	14		
Social work teachers, postsecondary	14	Veterinarians	9
Engineering teachers, postsecondary	13	Business teachers, postsecondary	9
Philosophy and religion teachers, postsecondary	12	Atmospheric, earth, marine, and space sciences teachers, postsecondary	9
Foreign language and literature teachers, postsecondary	11	Computer science teachers, postsecondary	9
Computer and infor- mation research scientists	11	Environmental science teachers, postsecondary	9
English language and literature teachers, postsecondary	10	Dentists, all other specialists	9
Pediatricians, general	10	Medical scientists, except epidemiologists	8
Family and general practitioners	10	Biochemists and biophysicists	8
Recreation and fitness studies teachers, postsecondary	10	Library science teachers, postsecondary	8
		Geography teachers, postsecondary	8
History teachers, postsecondary	10	Physicists	8
Communications teachers, postsecondary	10	Forestry and conservation science teachers, postsecondary	7
Economics teachers, postsecondary	10		

Occupation Category	% Change
Agricultural sciences teachers, postsecondary	6
Lawyers	6
Pharmacists	3
Astronomers	3

Occupation Category	% Change
Judges, magistrate judges, and magistrates	1
Administrative law judges, adjudicators, and hearing officers	-4
Judicial law clerks	-6

Occupations Requiring A Master's Degree

The next table presents projected changes in occupations requiring a master's degree. As with the previous table, the many graduate programs we offer support these quickly growing employment opportunities. Although we cover many of the categories, there are places where our current programming does not address a potential need. I am hopeful that the departments and Graduate Council will consider steps to fill the gaps.

Occupation Category	% Change
Nurse practitioners	35
Statisticians	34
Physician assistants	30
Genetic counselors	29
Occupational therapists	27
Nurse midwives	25
Orthotists and prosthetists	23
Mathematicians	21
Speech-language pathologists	21
Mental health counselors	20
Healthcare social workers	19
Nurse anesthetists	19
Nursing instructors and teachers, postsecondary	19
Industrial-organizational psychologists	19

Occupation Category	% Change
Marriage and family therapists	15
Health diagnosing and treating practitioners, all other	12
Survey researchers	12
Counselors, all other	11
Farm and home management advisors	11
Art, drama, and music teachers, postsecondary	11
Psychologists, all other	10
Rehabilitation counselors	9
Education administrators, postsecondary	9
Community and social service specialists, all other	8

Occupation Category	% Change	Occupation Category	% Change
Educational, guidance, school, and vocational counselors	8	Economists	6
		Anthropologists and archeologists	4
Curators	8	Librarians	2
Instructional coordinators	7	Historians	2
Archivists	7	Sociologists	-1
Epidemiologists	6	Political scientists	-2
Urban and regional planners	6	Home economics teachers, postsecondary	-12
Education administrators, elementary and secondary school	6		

The following data (Council of Graduate Studies, 2016) present a contemporary complement to the previous tables as they present recent national trends in enrollment changes for broad categories of discipline. Note too that this table includes enrollment for international as well as U. S. Citizens.

	U. S. Citizens and Permanent Residents			Temporary Residents		
	Average Annual % Change			Average Annual % Change		
General Field	2013-2014	2009-2014	2004-2014	2013-2014	2009-2014	2004-2014
Arts and Humanities	-4.6%	-2.1%	-0.7%	2.3%	5.9%	4.2%
Biological and Agricultural Sciences	3.3%	2.2%	3.4%	5.9%	1.3%	2.5%
Business	1.9%	0.2%	2.5%	-2.8%	7.1%	7.8%
Education	-1.1%	-3.9%	-0.1%	5.5%	2.3%	4.0%
Engineering	2.7%	0.5%	2.7%	17.1%	12.2%	13.0%
Health Sciences	6.0%	7.4%	10.9%	5.1%	2.5%	6.7%
Mathematics and Computer Sciences	10.5%	6.0%	3.1%	28.1%	24.3%	19.3%

Physical and Earth Sciences	-5.0%	0.1%	0.4%	2.2%	1.4%	1.4%
Public Administration and Services	3.8%	2.8%	4.4%	-9.1%	0.0%	1.9%
Social and Behavioral Sciences	-4.4%	-2.4%	0.8%	5.8%	4.9%	4.1%
Other Fields	-3.6%	-4.7%	-1.9%	-0.9%	6.5%	6.4%
Total	**1.3%**	**-0.4%**	**1.9%**	**11.2%**	**10.1%**	**9.8%**

DISTANCE EDUCATION/ONLINE PROGRAMS

The graduate college has the ability to extend its reach beyond campus by offering online courses. During the past year, a number of programs have made arrangements to offer the degrees and areas of emphasis (AOE) online. The following table lists all distance education programs and those that were added in 2016. Currently, programs in the College of Business and in Geography are preparing distance education versions of their courses

Program	Added
MA: Leadership Studies	
AOE Leadership Specialist	
AOE Educational Leadership (School Principal)	
MA: Education	
AOE Early Childhood Education	
AOE Elementary Mathematics Specialist	
AOE Instructional Processes & Strategies	
AOE Instructional Technology & Learning	7/1/2016
AOE Math Through Algebra I	
AOE School Library Media Specialist	

Program	Added
AOE Teaching English as a Second Language	
AOE Individualized Plan of Study	8/5/2016
MA: Mathematics (Hybrid)	7/1/2016
AOE Statistics	7/1/2016
MAJ: New Media Studies	
MSN: Nursing	
AOE Nursing Administration	
AOE Nursing Education	
MS: Adult & Continuing Education	
AOE Adult Education and Evaluation	8/11/2016

Program	Added	Program	Added
AOE Career and Technical Center Teaching Certificates	8/11/2016	Literacy Education	7/1/2016
		Mathematics Through Algebra I	
Early Childhood Education		School Library Media Specialist	
Elementary Math Specialist		School Principalship	
Instructional Technology & Learning	7/1/2016	Teaching English as a Second Language	

FINANCIAL SUPPORT FOR GRADUATE ASSISTANTS

This year marks a significant change in the tuition benefit graduate assistants receive. In 2008, President Kopp froze all GA waivers to a fixed amount and reduced the total number of waivers to be granted. Although expedient at the moment, the decision created several problems. First, the waivers granted were unequal, as a percentage benefit, across residency status (in-state, metro, and non-resident). Also, because the amounts were fixed, the relative value of the waiver decreased with each year's increase in tuition. Another problem with the fixed waiver amount was that the value of the wavier was not adjusted if a student added or dropped courses after the award was granted. For example, a GA with a half-time waiver may have dropped from 9 hours to 3 hours and still received the same tuition benefit.

A second general concern for the GA program was the work done by the students. In essence, many GAs were given tasks more appropriate for staff and which did not enhance the student's education. In a review of work assignments, we found that some students were asked to answer the department's telephone, collect mail for the dean, and proctor, but not grade, exams. In response to this review, the University will no longer grant tuition waivers for work that can normally be done by staff. Where necessary, work done by service GAs will be done by staff.

There is an ongoing effort to replace service GAs with full time staff. Although this change does decrease the number of graduate students who can receive financial support, it does increase the potential effectiveness of various departments. For some departments, such as Financial Aid, the GA's work was limited because of the

confidential nature of information collected. Moreover, the full-time staff need to train newly appointed GAs, a time consuming task as there is a continual turnover of GA appointments.

Going forward, GA appointments will be made when the work of the student provides career/disciplinary experience for the student that will enhance his or her education. In addition, the GA appointment must in some way enhance the mission of the university by providing support for undergraduate students and the faculty.

The GA tuition benefit is now defined as a percentage waiver. This proportional discount is applied for all three residency classifications. As such, a graduate student given a full-time teaching assignment will realize a 100% reduction in tuition regardless of residence status. Using a percentage discount will also allow the Bursar to automatically adjust the student's benefit when the student adds or drops courses.

For the Spring 2017 term, the Graduate College will be using a new *PeopleAdmin* system that will allow for the posting of GA positons and hiring of students. This module is extremely streamlined and does not include the burdensome training required for faculty and staff positions. The system will also allow a fair and transparent mechanism for allowing all eligible graduate students to apply for positions that do not require a specific major (e.g., posting of positions for the Autism program).

CLASSIFICATION	GA APPOINTMENT		NOTE
	FULL-TIME	HALF-TIME	
GA: Service Assistant*	0%	0%	
GA: Clinical Practice	70%	35%	
GA: Exempt	70%	35%	
GA: Faculty Support	70%	35%	
GA: Doctoral Research Assistant	100%	50%	For Biomedical students. Paid by School of Medicine.
GA: Research Assistant	100%	50%	Limited to external grant funded projects.
GA: Teacher	100%	50%	Teacher of record of leading laboratory section

Tuition values represent the University tuition. The waiver does not apply to fees. Students must pay any remaining tuition and all assessed fees.

Some GAs receive a tuition benefit that is funded through different means. This table does not apply to those programs.

* Returning students are granted a waiver of 70% for full-time and 35% for part time.

DISSERTATIONS AND THESES

Although the majority of the graduate programs do not require a thesis or provide students with a thesis/non-thesis option, we do publish a significant number of dissertations and theses each year. The following are the 50 resarch and creative projects published between August 21, 2015, and August 21, 2016.

Dissertations

Bialk, Kathy. (2016). *Women Leading To Make A Difference: An Inside Look At A Strength-Based Home Visiting Program In Rural Appalachia.* Department of Leadership Studies. Doctoral Dissertation Advisor: Spatig, Linda.

Blake, Patty. (2016). *Principals' Perceptions Of The Effectiveness Of The JROTC Program.* Department of Curriculum and Instruction. Doctoral Dissertation Advisor: Meisel, Edna.

Browning, Leslee. (2016). *Gender And Psychological Abuse: A Meta-Analytic Review.* Department of Psychology. Doctoral Dissertation Advisor: Muellerleile, Paige.

Cantrell, Sonja. (2016). *Effectiveness Of An Online FERPA Training Program*. Department of Educational Leadership. Doctoral Dissertation Advisor: Eagle, Teresa.

Carlson, Amy. (2015). *Paraprofessionals' Experiences And Understandings Of The Maternal Infant Health Outreach Worker Program (MIHOW) In West Virginia*. Department of Curriculum and Instruction. Doctoral Dissertation Advisor: Lassiter, Luke.

Carrico, Brian. (2016). *The Effects Of Students' Perceptions Of Campus Safety And Security On Student Enrollment*. Department of Educational Leadership. Doctoral Dissertation Advisor: Cunningham, Michael.

Cline, Vicky. (2016). *The Relation Of Dropout Prevention Programs In West Virginia Schools To Dropout Rates And Principal Perceptions Of Effectiveness*. Department of Educational Leadership. Doctoral Dissertation Advisor: Watts, Louis.

Griffith, Brent. (2016). *Principal Perceptions Of Standards-Based Teacher Evaluation In West Virginia*. Department of Leadership Studies. Doctoral Dissertation Advisor: Watts, Louis.

Hanna, Jessica. (2015). *The Quality Of Education Leadership Doctoral Dissertations In The United States: An Empirical Review*. Department of Leadership Studies. Doctoral Dissertation Advisor: Cunningham, Michael.

Harris, James. (2016). *Measuring The Self-Assessed Presence Of The Essential Features Of PBIS In West Virginia Schools*. Department of Curriculum and Instruction. Doctoral Dissertation Advisor: Meisel, Edna.

Lowe, Rikki. (2016). *Education All A'Twitter: Twitter's Role In Educational Technology*. Department of Curriculum and Instruction. Doctoral Dissertation Advisor: Heaton, Lisa.

Maynus, Loujeania. (2015). *Investigating Principals' Instructional Philosophical Orientation And Their Students' Level Of Engagement: A Case Study.* Department of Curriculum and Instruction. Doctoral Dissertation Advisor: Meisel, Edna.

Rorrer, Janet. (2015). *Knowledge Of Health Literacy Among Athletic Trainers.* Department of Educational Leadership. Doctoral Dissertation Advisor: Anderson, Dennis.

Shafer, Sherri. (2016). *A Case Study: The Perception Of Higher Education Administrators At Historically Black Colleges And Universities On The Importance Of Academic Student Organizations As A Retention Technique.* Department of Educational Leadership. Doctoral Dissertation Advisor: Eagle, Teresa.

Tomblin, Justin. (2016). *Uncovering New Roles For The Aryl Hydrocarbon Receptor (AHR) In Breast Cancer.* Department of Biomedical Sciences. Doctoral Dissertation Advisor: Salisbury, Travis.

Warren, Carla. (2016). *A Comparison Of Professional Development Needs Of Beginning Teachers In West Virginia Schools.* Department of Curriculum and Instruction. Doctoral Dissertation Advisor: Heaton, Lisa.

Theses

Aeling, Tiffany. (2016). *Electromyography Study Of Muscle Fatigue During Isometric Exercises In Swimmers And Non-Swimmers.* Department of Biological Sciences. Master's Thesis Advisor: Strait, Suzanne.

Al-doori, Ahmed. (2016). *Syntheses And Characterization Of [4]Ferrocenophane.* Department of Chemistry. Master's Thesis Advisor: Castellani, Michael.

Armstrong, Philip. (2016). *Everyone Here Seems Really Nice: Lindsey Then & Other Stories*. Department of English. Master's Thesis Advisor: Viola, Anthony.

Asiri, Abdullah. (2016). *The Decisive Kingdom: From Soft To Hard Power*. Department of Political Science. Master's Thesis Advisor: Davis, George.

Bandarupalli, Venkata. (2015). *Cerium Oxide Nanoparticles Attenuate Polymicrobial Sepsis Induced Splenic Damage In Male Sprague Dawley Rats*. Department of Biological Sciences. Master's Thesis Advisor: Blough, Eric.

Bierhals, Melinda. (2016). *A Generalization Of The Difference Of Slopes Test To Poisson Regression With Three-Way Interaction*. Department of Mathematics. Master's Thesis Advisor: Adkins, Laura.

Bryant, Ann. (2015). *Where's The Beef Labeling?: A Policy Proposal Concerning Red Meat*. Department of Political Science. Master's Thesis Advisor: Arthur, Damien.

Cannoy, Delbert. (2015). *Green Gold - A Cannabis Sativa L. Lucis Suitability Analysis For West Virginia*. Department of Geography. Master's Thesis Advisor: Law, Kevin.

Chen, Yusi. (2015). *ESL Students' Language Anxiety In In-Class Oral Presentations*. Department of English. Master's Thesis Advisor: Angus, Ryan.

Conrad, Jennifer. (2016). *The Human Manager: Consent Deal And Informal Organization*. Department of Sociology. Master's Thesis Advisor: Laubach, Martin.

Cooper, Robert. (2016). *Adult Neural Stem Cell Differentiation And Signaling Is Disrupted By Low-Level Silver Nanoparticle Exposure In Vitro*. Department of Biological Sciences. Master's Thesis Advisor: Spitzer, Nadja.

Emett, Michael. (2016). *"Or This Whole Affair Is A Failure": A Special Treasury Agent's Observations Of The Port Royal Experiment, Port Royal, South Carolina, April To May, 1862.* Department of History. Master's Thesis Advisor: Woods, Michael.

Fischer, Jacob. (2016). *A Mechanical Investigation Of Second Order Homogeneous Dynamic Equations On A Time Scale.* Department of Mathematics. Master's Thesis Advisor: Lawrence, Bonita.

Heres, Berlynna. (2016). *The Effect Of Mast Availability On Ambush Site Selection In Eastern Diamondback Rattlesnakes (Crotalus Adamanteus).* Department of Biological Sciences. Master's Thesis Advisor: Waldron, Jayme.

Hoxie, Nathan. (2016). *An Assessment Of West Virginia Watersheds Through The Use Of Geographic Information System (GIS).* Department of Biological Sciences. Master's Thesis Advisor: Somerville, Charles.

Johnston, Andrew. (2016). *A Newer Humanism.* Department of English. Master's Thesis Advisor: Lillvis, Kristen.

Kaneso, Yuya. (2016). *Ideational Grammatical Metaphorical Features Of EFL Textbooks.* Department of English. Master's Thesis Advisor: Hong, Hyo-Chang.

Kist, Emma. (2016). *A Comparative Analysis Of The Metabolism And Energetics Of Darters (Percidae).* Department of Biological Sciences. Master's Thesis Advisor: Kovatch, Jeff.

Koester, Benjamin. (2016). *Hibernacula Site Selection Of The Eastern Box Turtle, Terrapene C. Carolina, In A West Virginia Population.* Department of Biological Sciences. Master's Thesis Advisor: Pauley, Thomas.

Meadows, Shaina. (2016). *Appalachian Parent Perceptions Of Adhd Symptomology.* Department of School Psychology. Master's Thesis Advisor: Jennings, R. Lanai.

Morgan, Donald. (2016). *Revision Of Polycotylid Plesioaur Systematics (Sauropterygia Plesiosauria) And Description Of The Axial Osteology Of A Juvenile Polycotylid.* Department of Biological Sciences. Master's Thesis Advisor: O'Keefe, Robin.

Nelson, Aaron. (2015). *Stable Money: An Evaluation Of U.S. Bilateral Aid And Political Stability In Latin America.* Department of Geography. Master's Thesis Advisor: Walz, Anita.

Newsome, Christina. (2015). *Investigation Into The Biological Importance And Function Of Proinsulin C-Peptide.* Department of Chemistry. Master's Thesis Advisor: Frost, Leslie.

O'Toole, Autumn. (2016). *Portrayals Of Gender In The Media: A Content Analysis Approach To Identifying Gender Oppression And Legitimation Of Patriarchy In Magazine Advertisements.* Department of Sociology. Master's Thesis Advisor: Conley, Robin.

Rakes, Zachery. (2016). *My Avatar, My Self: A Posthuman Examination Of Video Games And Cyborg Bodies.* Department of English. Master's Thesis Advisor: Lillvis, Kristen.

Redding Jr., Robert. (2015). *Black Voices, White Power: Members Of The Black Press Make Meaning Of Media Hegemony.* Department of Communication Studies. Master's Thesis Advisor: Underhill, Stephen.

Santos, Priscila. (2016). *"Safer" Harbor: The Impact Of Different Models Of Safe Harbor Laws On The Criminalization Of Commercially Sexually Exploited Children In The United States.* Department of Political Science. Master's Thesis Advisor: Schulenberg, Shawn.

Smithson, Elliot. (2016). *An Ultrasonographic Analysis Of The Structures Of The Subacromial Space, As They Relate To The Postures Of Upper String Musicians.* Department of Exercise Science. Master's Thesis Advisor: Timmons, Mark.

Stapleton, Sarah. (2015). *Justice Done: Outlawry Crimes In Medieval Iceland.* Department of History. Master's Thesis Advisor: Diener, Laura.

Taylor, Derek. (2016). *Stoking The Fires: The Relationship Between Mary Tudor And Eustace Chapuys, 1529-1545.* Department of History. Master's Thesis Advisor: Palmer, Wililam.

Tussey, Lauren. (2015). *Hillbilly Heroin(E).* Department of English. Master's Thesis Advisor: Peckham, Rachael.

Van Oort, Danielle. (2016). *Rest, Sweet Nymphs: Pastoral Origins Of The English Madrigal.* Department of Music. Master's Thesis Advisor: Stroeher, Vicki.

Ward, Heather. (2015). *Psychosexualism In Victorian Literature: A Psychoanalysis Of Jane Eyre And Dracula.* Department of English. Master's Thesis Advisor: Treftz, Jill.

Wiley, Douglas. (2016). *Assessing The Impact Of A Supermarket Shuttle Model On Supermarket Access Within Cabell County, West Virginia.* Department of Geography. Master's Thesis Advisor: Djietror, Godwin.

For the coming year, students preparing a dissertation or thesis will be able to use a MSWord template that has been programmed to include all the formatting features outlined in the college's style guide. The template includes each major section of the dissertation/thesis from the title page to the optional student vitae. One feature that we believe will be extremely helpful is the recognition of chapter headings and the titles of tables of figures, a function that will create accurate tables of contents, tables, and figures.

Although we now require the members of the student's committee to sign a portion of the manuscript indicating that they have read with care the document to ensure it is free of error and meets the high standards of the department, college, and university, we find that many manuscripts are submitted filled with errors in spelling and grammar, and lacking in accurate citation of the work of others. We are now taking a "low tolerance policy" for all submitted projects. If the copy editor finds several significant errors, the manuscript will be rejected and returned to the student's committee for review. We will also work with the Writing Center to ensure graduate students know that the faculty and staff of the center can help students with their writing of their research or creative work.

GRADUATE COLLEGE BUDGET

Due to periodic reductions of the University's budget, the Graduate College has terminated all its memberships with professional organizations associated with graduate education. Similarly, the college has been forced to reduce its marketing and advertising efforts as we cannot afford to attend graduate school open houses that charge a participation fee and where travel expenses are high. The budget cuts have also caused us to suspend graduate student travel support as well as faculty support for travel and release time.

PROSPECTIVE

Opportunity and demand require that the Graduate Council and Graduate College continue to take steps to increase the number of students earning graduate degrees from Marshall University. Although Marshall University has enjoyed improved enrollment and retention of undergraduate students, the greatest opportunity for growth of the University is, I believe, at the graduate level. Forecasts related to the changes in the labor economy and our current enrollment patterns suggest the potential for continued growth. Our future success can be realized through several processes that are already in place.

Program Review and Development

The growth and success of the Graduate College owes to the creativity and entrepreneurship of the graduate faculty. Consider a few examples. The College of

Health Professions launched its MSW program this fall with enrollments twice the initial projections. The School of Pharmacy and College of Business have collaborated to offer dual degrees in pharmacy and business administration. The largest graduate program is Leadership Studies, owing to its online courses and popularity for officers in the armed services. Our new programs offered by the College of Engineering are also being met with growing enrollments. All this is to say that the Graduate Council needs to continue to encourage and foster program development in all its colleges.

The Graduate Council can also propel program development through the periodic review process. These reviews are designed to ensure academic programs are meeting the University's expectations for academic quality and integrity, sustainable enrollments, and good stewardship of resources. The review also provides the opportunity for departments to outline resources needed to meet current and projected demand.

Interdisciplinary Programming

Opportunities for growth might also be found by identifying interdisciplinary degree programs that build upon the current curriculum and faculty expertise. Our degrees in Management Practice Nurse Anesthesia, Business Management and Pharmacy, and Public Administration are all examples of graduate programs that sample broadly from courses offered by departments in different colleges.

Distance Education

Recent changes in tuition policy allow the University to charge a single tuition and fee for students enrolled in programs offered exclusively online, regardless of residency. This step, along with our membership in NC-SARA[1], will allow us to offer graduate programs of study online in all participating states. Although online education may not be suitable for all academic programs, the Graduate Council should encourage online degree options for those programs that do not require students to

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[1] The *State Authorization Reciprocity Agreement* is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. See: http://nc-sara.org/

be on campus to earn their degree. Indeed, we could potentially expand our enrollments if more courses were taught using a hybrid format. This accommodation allows students who live far from campus to participate in the course using computer technology. Indeed, under the new leadership of Dr. Monica Brooks we can now make formal arrangements for remote proctoring of exams and other assignments.

Targeted Marketing of Programs

The Graduate College will work closely with the administration regarding the marketing of our academic programs. As many of you know, the University has had no coordinated marketing program until recently. President Gilbert has created an enrollment management advisory committee which is, among other things, examining how we present ourselves to prospective students. I believe that a fair assessment is that we are doing well given the resources we have. The problem may be, however, that our resources are meager. Moving forward, the Graduate College will work with the University leadership to identify cost effective mechanisms to draw greater attention to our fine graduate programs.

Attachment 3
Academic Planning Program/Degree Requests

College: CITE   **APPROVED**

Dept.: Weisberg Division of Engineering
Major/Degree Program: Engineering, M.S. E.
Type of Change: Change
Effective Term: Spring 2017

Rationale: The recent addition of "ENGR 699" to the Marshall University Graduate Catalog is not reflected in the current requirements for the degree. Therefore, "ENGR 699" should be taken instead of "TE 699" to fill the requirements for each major.

1. With the addition of a Master's Level Mechanical Engineering degree at Marshall University, students within the "Transportation & Infrastructure Engineering" Major should be afforded the opportunity to take ME and ENGR courses as technical electives (with the advance approval of the student's advisor). Also, the recent addition of ENGR 570 (Finite Element Analysis) and ENGR 670 (Advanced Stress Analysis) should be included as possible structural engineering courses for "T&IE" students due to their widespread practice in the field.

2. During review, a number of typographical errors in the current catalog listing have been identified.

Change #1
    CHANGE: TE 699 (Comprehensive Project, 3 hrs.) to ENGR 699 (Comprehensive Project, 3 hrs.) for all majors
Change #2
    REMOVE: "Any EM (Engineering Management) course approved in advance by the student's advisor." on Pg. 153
Change #3 CHANGE: CE 615 (Finite Element Applications in Civil Engineering, 3 hrs.) to ENGR 570

(Finite Element Analysis, 3 hrs.) on Pg. 153

    ADD: ENGR 670 (Advanced Stress Analysis) as possible Structural Engineering courses on Pg. 153.

Dept.: CITE - Applied Science and Technology
Major or Degree: Technology Management
Type of Change: Change
Effective Term: Spring 2017

Rationale: To remain competitive in the market, degree hours are changed from 36 to 30 hours. And to assure required courses are available to all TM students regardless of their physical location, non-distance learning-enabled courses are removed from the degree's required core courses. This will assure remote students do not have to take courses from other universities then transfer the credits back to Marshall. It will also make the TM degree available to e-Campus students.

EM620 HR in Organizations (3 hrs) is an Engineering Management course that has been required in the Technology Management degree curriculum. HR, leadership, and management are taught in other TM core courses that are available to remote students, therefore the Engineering course is not necessary as a course in the TM degree curriculum.

- EM660 Project Management (3 hrs) is an Engineering Management course that has been required in the TM curriculum. Because this course is not available to remote/distance students and students are being advised to take it elsewhere, this course will be designated as an elective in some Areas of Emphasis rather than a required course so all students can complete their TM degree from Marshall.

- EM694 Engineering Law (3 hrs) is an Engineering Management course used as a core course alternative to TM615 Information Technology Strategies. Engineering Law is not necessary for Technology Management; Information Technology Strategies are.

College: COHP   APPROVED

Department: School of Kinesiology
Major or Degree: Professional Master of Science in Athletic Training
Type of Change: Change
Effective Term: Fall 2017

Rationale: The purpose of the revision requested to the Professional Master of Science in Athletic Training Program (PMSATP) is to develop a new course (HS 680 - Graduate Project in Athletic Training) and to obtain approval for this course being used to replace HS 681 which is the course number that is used for Health Science master's students completing a master's thesis project. Since students in the PMSATP will be required to complete a graduate project rather than a thesis project, this new course number needs to be used.

College: COS   APPROVED

Dept.: Geology
Type of Change: Non-Curricular
Effective Term: SPRING 2017

Rationale:

1.With the number of applicants to our program increasing, and given the small number of faculty in our department, there is a need to become more selective. Requesting recommendation letters from all applicants would help us decide on who to admit into our program.
2.There is a need to indicate the deadline for submitting/ approving the thesis proposal.
3.There is a need to refer candidates to the guidelines for scientific writing available on the departmental website.
4.There is a need to specify the normal and maximum time needed for completion of the M.S. degree, and for those
candidates who have mitigating circumstances, there is a need to indicate that they are allowed to petition the thesis committee.

College: COLA (WITHDRAWN FOR CONSIDERATION)

Dept: Political Science
Major or Degree Program
Masters in Public Administration Change: Program Change
Effective Term: Spring 2017

Rationale: Two changes are requested. 1. Elimination of standardized tests as admission requirements. 2. Allowing students to develop
individual concentrations rather than requiring specific concentrations in Urban Governance, Non-Profit Administration or General Public Administration.

We are requesting two changes:

1. To eliminate the admissions requirement for a standardized test. We have not used this test in a significant way to determine admissions and find that it poses a significant cost to students and is a barrier for INTO Pathway students coming into the MPA program.

2. We wish to eliminate formal concentrations (Urban Governance, Non-Profit Administration, and General MPA) and instead require students to have a concentration of 12 hours that may combine the previous concentrations. The rationale for this comes from NASPAA, our accrediting body, which finds that restricting a student to one concentration may jeopardize job opportunities in a volatile market and that students should be encouraged to take courses in both the Urban Government and Non-Profit Administration areas.

Students will form a concentration of 12 sequence hours in consultation with their graduate advisor.

Attachment 4
Curriculum Requests

College of Education and Professional Development (COEPD)   APPROVED (ALL)

COURSE CHANGE (ALPHA DESIGNATOR)

Department:	ACE
Current #/Title:	ATE 508 Teaching Methods in Career and Technical Education
New #/Title:	ACE 508 Teaching Methods in Career and Technical Education
Rationale:	Changes to the course alpha designator are required to correspond with the new program name, now known as Adult and Continuing Education (ACE), formerly Adult and Technical Education (ATE).
Catalog Description:	Correlating lab instruction with classroom instruction; individual and group instruction sheets and materials; the four teaching steps in career and technical education; physical factors relating to classroom and lab.
Credit hours:	3

COURSE CHANGE (ALPHA DESIGNATOR)

Department:	ACE
Current #/Title:	ATE 511 Introduction to Career and Technical Education
New #/Title:	ACE 511 Introduction to Career and Technical Education
Rationale:	Changes to the course alpha designator are required to correspond with the new program name, now known as Adult and Continuing Education (ACE), formerly Adult and Technical Education (ATE).
Catalog Description:	Designed as a follow-up to Teaching Methods in Career and Technical Education and intended to provide the new teacher guidance and supervision in developing teacher competence.

Credit hours: 3

COURSE CHANGE (ALPHA DESIGNATOR)

Department:	ACE
Current #/Title:	ATE 524 Safety in Career and Technical Education
New #/Title:	ACE 524 Safety in Career and Technical Education
Rationale:	Changes to the course alpha designator are required to correspond with the new program name, now known as Adult and Continuing Education (ACE), formerly Adult and Technical Education (ATE).
Catalog Description:	Responsibilities of the teacher in providing a safe learning/working environment; effective approaches to accident prevention; laws and regulatory agencies regarding safety management in the classroom and laboratory.

Credit hours: 3

COURSE CHANGE (ALPHA DESIGNATOR)

Department:	ACE
Current #/Title:	ATE 600 Aspects of Training and Development
New #/Title:	ACE 600 Aspects of Training and Development
Rationale:	Changes to the course alpha designator are required to correspond with the new program name, now known as Adult and Continuing Education (ACE), formerly Adult and Technical Education (ATE).
Catalog Description:	Overview of the training and development profession and theories that support the profession; emphasis on the variety of solutions used by HRD professionals to help improve individual and organizational performance.

Credit hours: 3

COURSE CHANGE (ALPHA DESIGNATOR)

Department:	ACE
Current #/Title:	ATE 603 Introduction to Adult Education and Adult Learners
New #/Title:	ACE 603 Introduction to Adult Education and Adult Learners
Rationale:	Changes to the course alpha designator are required to correspond with the new program name, now known as Adult and Continuing Education (ACE), formerly Adult and Technical Education (ATE).
Catalog Description:	Designed to acquaint the student with the field of adult and continuing education, its foundations and development in this country and future trends.

Credit hours: 3

COURSE CHANGE (ALPHA DESIGNATOR)

Department:	ACE
Current #/Title:	ATE 618 Literature of Adult and Continuing Education
New #/Title:	ACE 618 Literature of Adult and Continuing Education
Rationale:	Changes to the course alpha designator are required to correspond with the new program name, now known as Adult and Continuing Education (ACE), formerly Adult and Technical Education (ATE).
Catalog Description:	A program of readings and reports on specific areas in adult education or particular problems within an area of adult and continuing education. Readings to be selected cooperatively with advisor.

Credit hours: 3

COURSE CHANGE (ALPHA DESIGNATOR)

Department:	ACE
Current #/Title:	ATE 628 Adult Instruction: Environmental and Personal Aspects
New #/Title:	ACE 628 Adult Instruction: Environmental and Personal Aspects
Rationale:	Changes to the course alpha designator are required to correspond with the new program name, now known as Adult and Continuing Education (ACE), formerly Adult and Technical Education (ATE).
Catalog Description:	The course examines both environmental and personal factors which may impact on the adult learning process and is designed to foster awareness, which will be translated into appropriate intervention strategies.

Credit hours: 3

COURSE CHANGE (ALPHA DESIGNATOR)

Department:	ACE
Current #/Title:	ATE 631 Survey Practicum Computer Applications in Business and Industry
New #/Title:	ACE 631 Survey Practicum Computer Applications in Business and Industry
Rationale:	Changes to the course alpha designator are required to correspond with the new program name, now known as Adult and Continuing Education (ACE), formerly Adult and Technical Education (ATE).
Catalog Description:	An introductory course for persons who want to become familiar with the application of computers in the business/industrial fields represented by adult and technical education.

Credit hours: 3

COURSE CHANGE (ALPHA DESIGNATOR)

Department:	ACE
Current #/Title:	ATE 637 Individual Computer Program Applications
New #/Title:	ACE 637 Individual Computer Program Applications
Rationale:	Changes to the course alpha designator are required to correspond with the new program name, now known as Adult and Continuing Education (ACE), formerly Adult and Technical Education (ATE).
Catalog Description:	Individually designed learning activities that involve the application of previously learned theories, processes, operations, techniques or systems. The applications are studied, analyzed, and evaluated.
Credit hours: 3	

COURSE CHANGE (ALPHA DESIGNATOR)

Department:	ACE
Current #/Title:	ATE 650 Career Education Curriculum Development
New #/Title:	ACE 650 Career Education Curriculum Development
Rationale:	Changes to the course alpha designator are required to correspond with the new program name, now known as Adult and Continuing Education (ACE), formerly Adult and Technical Education (ATE).
Catalog Description:	Instructional unit is developed to assist children and youth achieve academic, general, or technical education and also career education goals; includes goals, objectives, procedures, student activities, resources, and evaluation.
Credit hours: 3	

COURSE CHANGE (ALPHA DESIGNATOR)

Department:	ACE
Current #/Title:	ATE 656 Instructional Planning for Adult Populations
New #/Title:	ACE 656 Instructional Planning for Adult Populations
Rationale:	Changes to the course alpha designator are required to correspond with the new program name, now known as Adult and Continuing Education (ACE), formerly Adult and Technical Education (ATE).
Catalog Description:	An examination and application of the process involved in the development, operation, and evaluation of adult programs in the community, business, and industry.
Credit hours: 3	

COURSE CHANGE (ALPHA DESIGNATOR)

Department:	ACE
Current #/Title:	ATE 671 Evaluation of Adult and Technical Education
New #/Title:	ACE 671 Evaluation of Adult and Technical Education
Rationale:	Changes to the course alpha designator are required to correspond with the new program name, now known as Adult and Continuing Education (ACE), formerly Adult and Technical Education (ATE).
Catalog Description:	An examination of the design and evaluation processes used in adult learning areas with emphasis on the T&D and technical fields as well as the general field.
Credit hours: 3	

COURSE CHANGE (ALPHA DESIGNATOR)

Department:	ACE
Current #/Title:	ATE 673 Assessment in Adult/Technical Education
New #/Title:	ACE 673 Assessment in Adult/Technical Education
Rationale:	Changes to the course alpha designator are required to correspond with the new program name, now known as Adult and Continuing Education (ACE), formerly Adult and Technical Education (ATE).
Catalog Description:	Evaluation procedures in adult/technical education including principles of test construction; survey of standardized and published tests; utilization in the classroom or training department; review of statistical methods.

Credit hours: 3

COURSE CHANGE (ALPHA DESIGNATOR)

Department:	ACE
Current #/Title:	ATE 677 Research Methodology and Design in Adult/Technical Education
New #/Title:	ACE 677 Research Methodology and Design in Adult/Technical Education
Rationale:	Changes to the course alpha designator are required to correspond with the new program name, now known as Adult and Continuing Education (ACE), formerly Adult and Technical Education (ATE).
Catalog Description:	Study of methodology, application, analysis and synthesis of research; a review of current studies with attention to statistical techniques, data collecting, data handling, and the impact of particular research.

Credit hours: 3

COURSE CHANGE (ALPHA DESIGNATOR)

Department:	ACE
Current #/Title:	ATE 685 Adult and Technical Education Capstone
New #/Title:	ACE 685 Adult and Technical Education Capstone
Rationale:	Changes to the course alpha designator are required to correspond with the new program name, now known as Adult and Continuing Education (ACE), formerly Adult and Technical Education (ATE).
Catalog Description:	This course provides training and assessment experiences for students seeking Master of Science degrees in Adult and ~~Technical~~ Continuing Education. The student's degree portfolio and capstone assessment will be completed within this course.

Credit hours: 3

COURSE CHANGE (ALPHA DESIGNATOR)

Department:	ACE
Current #/Title:	ATE 689 Grant Proposal Writing
New #/Title:	ACE 689 Grant Proposal Writing
Rationale:	Changes to the course alpha designator are required to correspond with the new program name, now known as Adult and Continuing Education (ACE), formerly Adult and Technical Education (ATE).
Catalog Description:	This course involves the development of a grant proposal and includes the steps required to produce a final document.

Credit hours: 3

COURSE CHANGE (ALPHA-DESIGNATOR)

Department: Curriculum & Instruction and Leadership Studies
Current #/Title: LS 703 Research Design
New #/Title: EDF 703 Research Design
Rationale: Research Design is shared and used by Doctor of Education candidates working in Curriculum & Instruction and Leadership Studies. We want to change the alpha-designator from LS (leadership studies) to EDF (educational foundations) since it is a foundational course for both groups of students, not just those completing the leadership specialization.
Catalog Description: The purpose of this doctoral research methods course is to prepare College of Education and Professional Development doctoral students to design and carry out research at the doctoral level.
Credit Hours: 3

COURSE CHANGE (ALPHA-DESIGNATOR)

Department: Curriculum & Instruction and Leadership Studies
Current #/Title: LS 719 Introduction to Doctoral Studies
New #/Title: EDF 719 Introduction to Doctoral Studies
Rationale: Introduction to Doctoral Studies is shared and used by Doctor of Education candidates working in Curriculum & Instruction and Leadership Studies. We want to change the alpha-designator from LS (leadership studies) to EDF (educational foundations) since it is a foundational course for both groups of students, not just those completing the leadership specialization.
Catalog Descriptions: This course is designed to introduce students to the tasks and processes involved in the completion of the doctoral requirements. (PR: Admission to the Doctoral Program)
Credit Hours: 1

COURSE CHANGE (ALPHA-DESIGNATOR AND CATALOG DESCRIPTION)

Department: Leadership Studies and Curriculum & Instruction
Current #/Title: LS 776 Computer Analysis in Doctoral Research
New #/Title: EDF 776 Computer Analysis in Doctoral Research
Rationale: Alpha-Designator Change - Computer Analysis is shared and used by Doctor of Education candidates working in C&I and LS. We want to change the alpha-designator from LS (leadership studies) to EDF (educational foundations) since it is a foundational course for both groups of students, not just those completing the leadership specialization. Catalog Description Change - Revisions are more specific about the course content and remove details related to timing (when students take the course). For practical purposes, such as course rotations, the originally planned timing for the course has never worked in practice.
Old Catalog Desc: This course provides the development of skills and competencies in data analysis and management. It is designed for doctoral students in the data analysis stage of dissertation preparation. (PR: Consent)
New Catalog Desc: This course provides the development of computer-based skills and competencies for applying statistical concepts and procedures when conducting research. (PR: EDF 676 or similar)
Credit Hours: 3

COURSE CHANGE (NUMBER AND CONTENT)

Department:	CI/EDF
Current #/Title:	EDF 517 Statistical Research
New #/Title:	EDF 676 Statistical Research
Rationale:	This course is taken by doctoral candidates (Ed.D.) and the content has been updated to better prepare these candidates. Increasing the level will also create better overall alignment of our research requirements. With this change Ed.D. students will be required to have a 600 level qualitative research course and a 600 level statistical research course. Then, with other changes we are proposing, students will select one 700 level quantitative or qualitative course depending on their research focus.
Catalog Description:	A foundation course in descriptive and inferential statistics as applied in education and the social sciences.
Credit Hours:	3

COURSE CHANGE (NUMBER AND CONTENT)

Department:	CI/EDF
Current #/Title:	EDF 626 Advanced Qualitative Research in Education
New #/Title:	EDF 725 Advanced Qualitative Research in Education
Rationale:	Course Number Change - Doctoral candidates all take EDF 625 Qualitative Research at the 600 level and may elect to take EDF 626 Advanced Qualitative Research to meet their research course requirements. Since 626 is an advanced course for the doctoral program, we would like to offer it at the 700 level. This would also better align with the advanced, 700 level quantitative course option. Content Change - Over the past several years this course has been moving beyond just offering further knowledge and skills of qualitative research; it now focuses, additionally, on couching this advanced study within larger streams of methodological and epistemological approaches to social scientific knowledge.
Catalog Description:	Advanced study of selected topics in qualitative research. Emphasis on application of qualitative research knowledge and skills. (PR: EDF 625)
Credit Hours: 3	

COURSE CHANGE (TITLE/DESCRIPTION)

Department:	Leadership Studies
Current #/Title:	LS 720, Public School Finance
New #/Title:	LS 720, Financial Models in Education
Rationale:	Course is being expanded to accommodate issues across education levels (i.e., public school, community and technical college, and higher education).
Course Description (old):	This courses examines concepts in the financing and economics of public education.
Course Description (new):	This course examines concepts in the financing and economics of education in multiple education environments.

COURSE CHANGE (TITLE/DESCRIPTION)

Department:	Leadership Studies
Current #/Title:	LS 740, ~~Higher Education~~ Public School Law
New #/Title:	LS 740, Legal Issues in Education
Rationale:	Course is being expanded to accommodate issues across education levels (i.e., public school, community and technical college, and higher education).
Course Description (old):	This courses examines legal concepts and issues in the K-12 environment in education.
Course Description (new):	This course examines various legal concepts and issues in multiple education environments.

COURSE DELETION

Department:	Leadership Studies
Course # and Title:	LS 725, Higher Education Finance
Rationale:	The major concentrations in the LS curriculum of the EdD program (i.e., public school, community and technical college, and higher education) were discontinued effective summer 2016 due to small enrollment figures in the public school and CTC majors. All students admitted to the LS EdD major are now admitted as simply LS students (major code GEJ0). There is thus no longer a need for separate finance courses for higher education and public school majors, hence the request to delete the LS 725 course.
Final Term Offered:	Summer, 2016
Course Added:	There is no course addition since the LS 720 number will be used for all LS majors. (See accompanying request to change course title.)

COURSE DELETION

Department:	Leadership Studies
Course # and Title:	LS 745, ~~Higher Education~~ **PUBLIC SCHOOL** Law
Rationale:	The major concentrations in the LS curriculum of the EdD program (i.e., public school, community and technical college, and higher education) were discontinued effective summer 2016 due to small enrollment figures in the public school and CTC majors. All students admitted to the LS EdD major are now admitted as simply LS students (major code GEJ0). There is thus no longer a need for separate law courses for higher education and public school majors, hence the request to delete the LS 745 course.
Final Term Offered:	Fall, 2016
Course Added:	There is no course addition since the LS 740 number will be used for all LS majors. (See accompanying request to change course title.)

CATALOG CHANGE (non-curricular)

Department:	Counseling
Degree:	MA in Counseling
Effective:	**SPRING 2017**
Rationale:	Upon completion of the self-study process this last spring, it was noted that there were some changes that the faculty had made in the program structure that needed to be reflected in the catalog language so that current and prospective students would not be confused by the differences in practice and the information put into the catalog last fall. In addition to that, the Dean of the Graduate College asked earlier this summer that we all clarify the language regarding conditional and provisional admission and be certain that this language was also changed in our catalog entries. The language in the changes below reflects that clarification as well.
Summary:	Edits to writing sample requirements and references requirements, explanation of conditional and provisional admission and comprehensive exam.

College of Health Professions (COHP)   **APPROVED**

COURSE CHANGES
COURSE CHANGE (DESCRIPTION)

Department:	School of Kinesiology
Course #/Title:	HS 630, Seminar in Athletic Training
Rationale:	To provide a description that more closely matches the content of this course, and to eliminate the term "certified athletic trainers" since all students enrolled in this course may not yet be certified.
Catalog (old):	A course designed to emphasize the use of scientific literature to enhance the knowledge base of certified athletic trainers.

Catalog (new):	A course designed to use scientific literature to enhance student's preparation and knowledge in athletic training.

COURSE CHANGE (DESCRIPTION)

Department:	School of Kinesiology
Course #/Title:	HS 634, Athletic Training Externship
Rationale:	The old description placed limitations on who students could be assigned to and where they could go to complete the requirements of this clinical course. The new description better describes these requirements.
Catalog (old):	Approved allied health externship supervised by a MD, EMT, PT, PA, and/or ATC. Requires 225 clinical hours, of which 75+ must be in a non-orthopedic setting: (PR HS 525, program permission)
Catalog (new):	Approved externship supervised by a clinical preceptor. Requires 225 clinical hours, of which 25 must be in a general medical setting. (PR HS 645, program permission).

COURSE ADDITION

Department:	School of Kinesiology
Course #/Title:	HS 680, Graduate Project in Athletic Training
Catalog Description:	This course involves supervised development of a one-semester scholarly, entrepreneurial or administrative project that synthesizes the student's educational and clinical experiences obtained while matriculating through the PMSAT program.
Prerequisites:	HS 655
First Term Offered:	Spring 2018
Credit Hours:	3

College of Liberal Arts (COLA)   APPROVED

COURSE ADDITION

Department:	Psychology
Course #/Title:	PSY 697: Seminar: Advanced Research in Psychology
Catalog Description:	This seminar will **provide** advanced coverage of topics related to the design of research in psychology. Students in the seminar will gain experience planning an independent research project.
Prerequisites:	PSY 517 or PSY 623
First Term Offered:	**SPRING 2017**
Credit Hours:	3

Attachment 5
Graduate Faculty Status Requests

Type	Faculty Member	College/School	Department/Division	Graduate Faculty Level	Term Start	Term Expires
Add	Barris, Jeremy	COLA	HUM	Associate	01/14/2013	05/06/2016** Check
Check Add	Brashears, Rebecca Ann	COHP	Communication Disorders	Associate	01/11/2016	05/03/2019
Add	Brown, Margaret	COS	Criminal Justice & Criminology	Associate	08/22/2016	12/13/2019
Add	Brown, Wyatt	COS	Criminal Justice & Criminology	Graduate	08/22/2016	12/10/2021
Add	Chavez, Sarah	COLA	English	Graduate	08/15/2016	08/15/2021
Add	Davis, Duane	COHP	School of Physical Therapy	Graduate	08/22/2016	12/10/2021
Add	Fry, Lisa Beth	COHP	Communication Disorders	Associate	01/11/2016	05/03/2019
Add	Journigan, Velvet	SOP	Pharmaceutical Science & Research	Graduate	08/22/2016	12/10/2021
Add	Kemper, Sandra	COHP	Communication Disorders	Graduate	01/11/2016	05/07/2021
Add	Morgan, Brian	COS	CIT	Associate	08/22/2016	12/13/2019
Add	Mummert, Anna	COS	Mathematics	Graduate	08/22/2016	12/10/2021
Add	Mummert, Carl	COS	Mathematics	Graduate	08/22/2016	12/10/2021
Add	O'Malley, Daniel	COLA	ENG	Associate	08/22/2016	12/13/2019
Add	Perkins, Wendy	COS	Criminal Justice & Criminology	Graduate	08/22/2016	12/10/2021
Add	Pfost, Gretchen	COHP	School fo Physical Therapy	Graduate	08/22/2016	12/10/2021
Add	Price, Elmer	COS	Biological Science	Graduate	08/22/2016	12/10/2021
Add	Saurabhkumar, Mehta	COHP	School of Physical Therapy	Graduate	08/22/2016	12/10/2021
Add	Underhill, Jill	COLA	CMM	Graduate	08/27/2012	12/12/2017
Add	Underhill, Stephen	COLA	CMM	Graduate	08/26/2013	12/12/2018
Add	Woods, Michael	COLA	HST	Graduate	08/26/2013	12/12/2018
Add	Yoo, Wook-Sung	CITE	Computer Science	Graduate	08/22/2016	12/10/2021
Delete	Arnold, Charles	COHP	SOK	Graduate	12/31/08	12/31/13
Delete	Bae, Wonyul	COHP	School of Kinesiology	Graduate	01/31/2012	01/31/2017
Delete	Chezik, Kathryn	COHP	Communication Disorders	Graduate	02/28/05	02/28/10
Delete	Comeau, Matthew	COHP	SOK	Graduate	10/31/09	10/31/14
Delete	Frank, Susan	COHP	Communication Disorders	Graduate	06/09/14	06/09/19
Delete	Hovland, Jana	COHP	DTA	Associate	01/20/12	01/20/15
Delete	Park, Jihong	COHP	School of Kinesology	Graduate	03/28/13	03/28/18
Delete	Pewen, William	COHP	Public Health	Graduate	04/23/14	04/23/19
Delete	Schenewark, Jarrod	COHP	School of Kinesology	Graduate	3/28/13	3/28/18
Delete	Tolbert, Timothy	COHP	SOK	Graduate	03/31/10	03/31/15
Delete	Twietmeyer, Gregg	COHP	SOK	Graduate	03/10/14	03/10/19
Delete	Wood, William	COHP	CD	Associate	08/24/11	08/24/14
Edit	Dasgupta , Piyali	SOM	Physiology & Toxicology	Doctoral	08/22/2016	12/10/2021
Edit	Niese, Elizabeth	COS	Mathematics	Graduate	08/22/2016	12/10/2021
Edit	Vauth, Henning	CAM	Department of Music	Graduate	01/09/2017	05/06/2022

** Checking with College about expiration date