



Graduate Council

MEMORANDUM

To: Dr. Jerome Gilbert – President

From: Dr. Tracy Christofero – Chair, Graduate Council *TC*

Date: February 26, 2018

Subject: **Approval of Graduate Council Minutes: February 23, 2018**

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

3-4-18

Date

Note to Cora Pyles, Executive Assistant to the President:

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

Dr. Tracy Christofero, Chair, Graduate Council, christofero@marshall.edu
Dr. Cam Brammer, Secretary, Graduate Council, brammer@marshall.edu
Dr. David Pittenger, Dean, Graduate College, pittengerd@marshall.edu
Dr. Monica Brooks, Asst. VP Online Learning & Libraries, brooks@marshall.edu
Dr. Tammy Johnson, Exec. Director of Admissions, johnson73@marshall.edu
Dr. Sonja Cantrell, Registrar, cantrell@marshall.edu
Dr. Sherri Smith, Associate VP for Academic Affairs, smithsc@marshall.edu
Ms. Sandee Lloyd, Graduate Dean's Office, lloyd@marshall.edu
Mr. Adam Russell, Office of Academic Affairs, russell58@marshall.edu

**MU GRADUATE COUNCIL MEETING MINUTES - February 23, 2018
South Charleston Campus - Thomas Board Room**

Members Present: Allen, Blough, Campbell, Christofero, DeBruin, Heaton, Howard, Larsen, Lawrence, Muellerleile, Sollars

Members Absent: Botes, Brammer, Davis, Lanham, Sutphin

Ex-Officio Members Present: Pittenger

Ex-Officio Members Absent: Eagle, Ormiston

Agenda

Christofero	Welcome
Brammer	Approval of previous meeting Minutes (Attachment 1)
Christofero	Graduate faculty status candidates (Attachment 2)
DeBruin	Academic Planning Committee (Attachment 3)
Lawrence	Curriculum Committee (Attachment 4)
Lanham	Credentialing Committee
Allen	Program Review
Howard and Pittenger	Collaborative Interdepartmental Graduate Degrees (Attachment 5)
Christofero	Other Business

Please reserve these meeting dates:

- March 30, 2018 – Huntington John Spotts Room
- April 27, 2018 – South Charleston Thomas Boardroom

The meeting was called to order at 1:05 PM.

Minutes of the January 28, 2018 GC Meeting **APPROVED**

Graduate Faculty Status Candidates **APPROVED**

(with Editorial Change of date to 20/21 for SOM)

ACADEMIC PLANNING COMMITTEE (ATTACHMENT 3) **APPROVED**

CURRICULUM COMMITTEE (ATTACHMENT 4) **APPROVED**

INTERDISCIPLINARY (ATTACHMENT 5) **APPROVED**

The working group recommended that GC endorse the White Paper as a schema for action and that Academic Affairs be asked to address concerns discussed in the paper. The GC voted to endorse the white paper.

OTHER BUSINESS

Chair Christofero noted that there would be a call for nominations for Graduate Faculty Advisor would be forthcoming. The nominations would be forwarded to the Credential Committee for determination of the winner of the award.

Chair Christofero also noted that there would be turnover in the GC membership at the end of this term and she would be sending out a roster with a listing of terms coming to an end.

Larsen is also on the Faculty Senate Constitutional Committee and noted that there is a discrepancy between the language of the Faculty Senate Constitution and the Bylaws of the GC. The GC bylaws need to be synched with the language in the FS Constitution. Chair Christofero referred the issue to the Academic Planning Committee for investigation.

MEETING ADJOURNED AT 1:40 P.M.

Submitted by Howard, for Brammer, 2/26/18; Reviewed by Christofero 2/26/18

Attachment 3

Academic Planning Requests

Full Requests available at <http://www.marshall.edu/graduate-council/upcoming-proposals/>

On September 29, 2017 the Graduate Council approved the name change of the Ph.D. and MS degree programs of Biomedical Sciences (BMS) to Biomedical Research (BMR). Since there is no longer a BMS program with any of its associated Areas of Emphasis (AoE), the Registrar's office will deactivate those codes associated with the defunct Areas of Emphasis. Those AoEs will be replaced with the newly requested AoEs for the BMR program once they are approved.

SOM (Master of Science Program)

Department: Biomedical Research

Area of Emphasis: Cardiovascular Disease, MS

Credit Hours: 36

Type of Change Requested: Addition

Term to Take Effect: Summer 2018

Rationale: The name of the graduate program was changed from Biomedical Sciences (BMS) to Biomedical Research (BMR). This meant that previous areas of emphasis were deleted and thus new ones have to be added to reflect the changes. This new area of emphasis better represents the research interests of the BMR faculty.

Department: Biomedical Research

Area of Emphasis: Cell Biology, MS

Credit Hours: 36

Type of Change Requested: Addition

Term to Take Effect: Summer 2018

Rationale: The name of the graduate program was changed from Biomedical Sciences (BMS) to Biomedical Research (BMR). This meant that previous areas of emphasis were deleted and thus new ones have to be added to reflect the changes. This new area of emphasis better represents the research interests of the BMR faculty.

Department: Biomedical Research

Area of Emphasis: Medical Sciences, MS

Credit Hours: 40

Type of Change Requested: Addition

Term to Take Effect: Summer 2018

Rationale: The name of the graduate program was changed from Biomedical Sciences (BMS) to Biomedical Research (BMR). This meant that previous areas of emphasis were deleted and thus new ones have to be added to reflect the changes.

Department: Biomedical Research

Area of Emphasis: Neurobiology and Addiction, MS

Credit Hours: 36

Type of Change Requested: Addition

Term to Take Effect: Summer 2018

Rationale: The name of the graduate program was changed from Biomedical Sciences (BMS) to Biomedical Research (BMR). This meant that previous areas of emphasis were deleted and thus new ones have to be added to reflect the changes. This new area of emphasis better represents the research interests of the BMR faculty.

Department: Biomedical Research

Area of Emphasis: Obesity and Related Diseases, MS

Credit Hours: 36

Type of Change Requested: Addition

Term to Take Effect: Summer 2018

Rationale: The name of the graduate program was changed from Biomedical Sciences (BMS) to Biomedical Research (BMR). This meant that previous areas of emphasis were deleted and thus new ones have to be added to reflect the changes. This new area of emphasis better represents the research interests of the BMR faculty.

Department: Biomedical Research

Area of Emphasis: Toxicology and Environmental Health, MS

Credit Hours: 36

Type of Change Requested: Addition

Term to Take Effect: Summer 2018

Rationale: The name of the graduate program was changed from Biomedical Sciences (BMS) to Biomedical Research (BMR). This meant that previous areas of emphasis were deleted and thus new ones have to be added to reflect the changes.

SOM (PhD Program)

Department: Biomedical Research

Area of Emphasis: Cardiovascular Disease, PhD.

Credit Hours:

Type of Change Requested: Addition

Term to Take Effect: Summer 2018

Rationale: The name of the graduate program was changed from Biomedical Sciences (BMS) to Biomedical Research (BMR). This meant that previous areas of emphasis were deleted and thus new ones have to be added to reflect the changes. This new area of emphasis better represents the research interests of the BMR faculty.

Department: Biomedical Research

Area of Emphasis: Cell Biology, Ph.D.

Credit Hours:

Type of Change Requested: Addition

Term to Take Effect: Summer 2018

Rationale: The name of the graduate program was changed from Biomedical Sciences (BMS) to Biomedical Research (BMR). This meant that previous areas of emphasis were deleted and thus new ones have to be added to reflect the changes. This new area of emphasis better represents the research interests of the BMR faculty.

Department: Biomedical Research

Area of Emphasis: Neurobiology and Addiction, Ph.D.

Credit Hours:

Type of Change Requested: Addition

Term to Take Effect: Summer 2018

Rationale: The name of the graduate program was changed from Biomedical Sciences (BMS) to Biomedical Research (BMR). This meant that previous areas of emphasis were deleted and thus new ones have to be added to reflect the changes. This new area of emphasis better represents the research interests of the BMR faculty.

Department: Biomedical Research

Area of Emphasis: Obesity and Related Diseases, Ph.D.

Credit Hours:

Type of Change Requested: Addition

Term to Take Effect: Summer 2018

Rationale: The name of the graduate program was changed from Biomedical Sciences (BMS) to Biomedical Research (BMR). This meant that previous areas of emphasis were deleted and thus new ones have to be added to reflect the changes. This new area of emphasis better represents the research interests of the BMR faculty.

Department: Biomedical Research

Area of Emphasis: Toxicology and Environmental Health, Ph.D.

Credit Hours:

Type of Change Requested: Addition

Term to Take Effect: Summer 2018

Rationale: The name of the graduate program was changed from Biomedical Sciences (BMS) to Biomedical Research (BMR). This meant that previous areas of emphasis were deleted and thus new ones have to be added to reflect the changes.

COHP

Department: Public Health (MPH Program)

Accelerated Master's Degree Proposal

Allowable Credits: 12 Credit Hours

Student eligibility requirements: Students need to have completed the first 2.5 years of the BS in Health Sciences in good standing with a minimum over-all grade point average of 3.30 and 3.30 in Health Sciences courses. Students can apply to the MPH program after the ~~Fall~~ **first** Semester of their Junior year, but will not be admitted into the program until the semester following their undergraduate graduation.

Effective Date: Fall 2018

Department: Public Health (MPH Program)

Major or Degree: Masters in Public Health

Type of Change Request: Non-curricular changes to the catalog*

Rationale: This change will allow the electives to be replaced by courses in a minor of Rural Health or One Health if a student chooses, and will facilitate the substitution of 13 credit hours of appropriate courses in the DPharm program for DPharm/MPH students and for the substitution of 13 credit hours of appropriate courses in the MD program for the proposed MD/MPH students.

Effective Date: Fall 2018 (Original request was for Fall 2017)

* The request does not eliminate any courses, only moves them around into different semesters in the program – total number of hours required for completion does not change. The significant changes appear in the admission requirements (non-curricular) and the option for students to replace program electives with elective minors in Rural Health or in One Health. See next entry – Addition of a minor in Rural Health

Department: Public Health (MPH Program)

Minor: Rural Health

Credit Hours: 9-12

Type of Change: Addition (of a new Minor with new courses) and a Change (from what were required courses to Electives)

Rationale: There is, to our knowledge, only one other program in the United States with a concentration in rural health. A minor in rural health would not only be significant and advantageous for preparing public health students to work locally in the region and in other rural areas, but is also of potential benefit to local rural communities. Additionally, an elective minor in rural health could prove to be an offering that will be effective in attracting and recruiting students to the MPH program.

Effective Date: Fall 2018 (Original request was for Fall 2017)

Department: Public Health (MPH Program)

Graduate Course Addition

Course Number and Title: PH 603; Introduction to Rural Health

Catalog Description: Introduction to the particular issues of rural health, both domestically in the U.S. and internationally

Prerequisites: None

First Term Offered: Fall 2018 (Original request was for Fall 2017)

Credit Hours: 3

Department: Public Health (MPH Program)

Graduate Course Addition

Course Number and Title: PH 653; Rural Health in Appalachia I; Intervening with Addiction

Catalog Description: Introduction to the public health issues of, and interventions for, alcohol, tobacco and drug addiction in the Appalachian region, with special emphasis on opioid addiction and drug overdose

Prerequisites: None

First Term Offered: Fall 2018 (Original request was for Fall 2017)

Credit Hours: 2

Department: Public Health (MPH Program)

Graduate Course Addition

Course Number and Title: PH 685; Rural Health in Appalachia II; Malnutrition and Obesity

Catalog Description: Overview of the specific public health issues in the social, cultural and built environments of the Appalachian region leading to adult and childhood obesity and the evidence base for interventions.

Prerequisites: None

First Term Offered: Fall 2018 (Original request was for Fall 2017)

Credit Hours: 2

Department: Public Health (MPH Program)

Graduate Course Addition

Course Number and Title: PH 689; Community Outreach in Rural Health

Catalog Description: Applied and experiential course in designing and implementing a community health outreach project for the improvement of health in rural Appalachia.

Prerequisites: None

First Term Offered: Fall 2018 (Original request was for Fall 2017)

Credit Hours: 3

Department: Public Health (MPH Program)

Graduate Course Description Change

Course Number and Title: PH 694; Practicum

Rationale: Change in credit hours for Practicum. This change to 3 credit hours more accurately reflects the amount of work expected for the practicum proposal and the hours spent completing the practicum.

Course Description (OLD): 1-3 credit hours and in the syllabus: "Upon completion of the course, students will:

1. Complete a minimum of 160 hours of practical experience in which they demonstrate CEPH/ASPPH/MPH competencies."

Course Description (NEW): 3 credit hours and in the syllabus: "Upon completion of the course, students will:

1. Complete a minimum of 160 hours of practical experience in which they demonstrate CEPH/ASPPH/MPH competencies."

Catalog Description: PH694 Practicum. 3 hrs. Applied public health experience conducted under guidance of a faculty advisor and site preceptor, including a specific set of proposed project and learning objectives, and utilizing a community partner. (PR: PH 611, 621, 641, 686 and 693)

Department: Public Health (MPH Program)

Graduate Course Change – Credit Hours

Course Number and Title: PH 695; Research

Requested Change: From 1-3 credit hours to 3 credit hours.

Rationale: This change to 3 credit hours more accurately reflects the amount of work expected for the research proposal and the hours spent completing the research project.

First Term Offered: Fall 2018 (Original request was for Fall 2017)

School of Pharmacy (SOP)

Department: School of Pharmacy

Major or Degree: PharmD

Type of Change Request: Non-curricular changes to the catalog. Pre-requisite requirements for entry into program

Rationale: The School of Pharmacy has recently reviewed the pre-requisite requirements that many of our peer institutions currently employ. This study suggested that many of our competitors only require one semester or 4 credit hours of physics with a laboratory for program entry. To remain competitive with our peer institutions we wish to reduce our current requirement of 2 semesters (or 8 credit hours) to 1 semester (or 4 credit hours) of physics with lab.

Effective Date: Fall 2018

Other Business: The Committee has been asked to review several policies and administrative procedures;

1. Administrative Steps for Appealing a Course Grade or an Action Based on Academic Performance or Dishonesty
2. Administrative Procedure: STUDENT-1 Graduate Student Appeals Process
3. GPA Requirements for Graduation
4. Working with Academic Affairs on revision of forms

Attachment 4

Curriculum Requests

Full Requests available at <http://www.marshall.edu/graduate-council/upcoming-proposals/>

College of Health Professions

Course Change (1)

Course Chge: Content and Credit Hours

Department: School of Physical Therapy

#/Title: PT 788/ Rehabilitation Considerations in Selected Patient Populations III

Rationale: Content related to patient motivation and behavioral change associated with various physical and psychosocial comorbidities were removed from this course and moved earlier in the curriculum in a previously added course (PT 758). PT 788 will no longer include foundational content related to patient motivation and behavioral change used to promote human movement, function, and overall physical and mental health. The course will now only focus on the more advanced physical therapy evaluation and treatment strategies for selected patient populations and techniques that are often considered niche practice, advanced practice, or sub-specialty practice. These will include women's health, diseases of the genitourinary system, oncology, osteoporosis, organ transplant, ergonomics, work hardening, workplace safety, and dry needling. Removal of this content resulted in a reduction of credit hours from two (2) to one (1). As such the course title and description does not need to be changed.

Half of the course content is being moved earlier in the Doctor of Physical Therapy curriculum to serve as foundational content for other courses in the curriculum that relate to patient motivation and behavioral change. The content from this course was moved to a new course PT 758 titled Patient Motivation and Behavior Change in Physical Therapy. The new course was added in early fall and has been approved at all levels.

Credit Hrs

(Old): 2

Credit Hrs

(New) 1

College of Information Technology and Engineering

Course Additions (2)

Department: Computer Science

#/Title: IS 545 / Healthcare Data Analytic and Visualization

Description: The course focuses on the systems, techniques, strategies and methods of big data analysis, data mining and machine learning algorithms and data visualization techniques in healthcare settings.

Prerequisites: Graduate Status

First Offered: Fall 2018

Credit Hours: 3

Department: Computer Science
#/Title: IS 535 / Applied Healthcare Databases/Tools
Description: To understand the logical and physical design of data stored and retrieved from relational databases, how it applies to healthcare, and how HIM professionals can effectively communicate business requirements.
Prerequisites: Graduate Status
First Offered: Fall 2018
Credit Hours: 3

**College of Pharmacy
Course Additions (5)**

Department: Pharmaceutical Sciences and Research
#/Title: MSPS 532 / Pharmaceutical Regulatory Affairs
Description: This course gives an overview of pharmaceutical regulatory agencies and organizations including USFDA, ICH, Pharmacopoeias and National Formulary; and their Regulations of Pharmaceuticals including GLP, GMP, IND and NDA applications.
Prerequisites: MSPS Program
First Offered: Fall 2018
Credit Hours: 3

Department: Pharmaceutical Sciences and Research
#/Title: MSPS 512 / Medicinal Chemistry and Drug Discovery Principles
Description: This course gives an overview of drug discovery principles and techniques for the practicing medicinal chemist.
Prerequisites: Admission to MSPS Program
First Offered: Fall 2018
Credit Hours: 1

Department: Pharmaceutical Sciences and Research
#/Title: MSPS 513 / Biopharmaceutics 2
Description: Topics include mechanisms immediate and sustained drug release in formulations; novel drug delivery systems; drug pre-formulation; the drug approval process; drug preparation, liberation, absorption and stability of dosage forms. (This is from page 1 of the form. The description offered on page 5 was similar but too long.)
Prerequisites: Biopharmaceutics 1
First Offered: Spring 2019
Credit Hours: 1

Department: Pharmaceutical Sciences and Research
#/Title: MSPS 514 / Responsible Conduct of Research
Description: This course will help graduate students in pharmaceutical sciences become familiar with the general ethical issues that will arise through the course of basic science research. This course will help graduate students understand how to conduct ethical research, identify and focus on unethical situations in research, and how to solve future unethical dilemmas that may arise in the workplace. (A shorter description has been requested.)
Prerequisites: None
First Offered: Fall 2018
Credit Hours: 1

Department: Pharmaceutical Sciences and Research
#/Title: MSPS 542 / Graduate Sciences Seminar
Description: This course will help students learn the basics of scientific communication and how to critically evaluate scientific literatures. Students must complete all four versions of this course for full credit.
Prerequisites: Enrollment in MSPS program
First Offered: Fall 2018
Credit Hours: 4

College of Science

Course Change (1)

Course Chge: Change in credit hours

Department: Physics

#/Title: PHY 630 / Classical Mechanics

Rationale: In a one semester 3-hour course, time does not usually allow for an introduction to Canonical Transformations, Hamilton-Jacobi Theory and Action-Angle Variables Problems. Increasing the lecture time by 33% (from 3 to 4 credit hours) should now allow for these topics to be included and considered in some depth.

First Offered: Fall 2018

Credit Hours

(Old): 3

Credit Hours

(New): 4

Attachment 5

Collaborative Interdepartmental Graduate Degrees

To: Members of Graduate Council
From: Dru Bora, Elizabeth Campbell, Tracy Christoforo, Lori Howard, Deanna Mader, David Pittenger
Date: February 12, 2018
RE: Support for Collaborative Interdepartmental Graduate Degrees

Précis

For the past several months, we have examined the potential opportunities afforded by the creation of new multidisciplinary, interdisciplinary, and transdisciplinary graduate degrees. Although several administrative matters need attention, we believe the creation of new graduate programs at the Master's and Doctoral levels will be a cost-effective method that will allow Marshall University to offer new, innovative, and timely graduate degrees. As such, we ask that the Graduate Council affirm our recommendations and, working with the leadership of the University, take steps to encourage the various colleges to collaborate on the creation of these degrees.

Our proposal addresses several of President Gilbert's goals for Marshall University including expansion of graduate programming "in both the STEM fields and humanities (with the goal) to identify several new programs that can be added without **excessive additional resources.**" (emphasis added) What we recommend may also allow the University to "develop a major program to fight addiction" by developing interdisciplinary programs that will prepare students to work in fields associated with addiction prevention and remediation.

Should the members of the Graduate Council support these recommendations, we ask that Graduate Council also support a resolution requesting that President Gilbert meet with this committee to initiate a long-term discussion of how best to realize goals implied in this proposal.

Multidisciplinary, Interdisciplinary and Transdisciplinary Programming

We begin by defining the terms of art, *multidisciplinary*, *interdisciplinary*, and *transdisciplinary*. The goal of this section is not to create a rigid taxonomy for classifying types of programs. Instead, we wish to outline the range of programs afforded by the integration of the intellectual perspectives available in Marshall University's graduate degree programs.

As a generality, a multidisciplinary program is one that makes use of courses taught by departments offering graduate degrees. For example, a student pursuing an MBA degree may complete courses in economics, marketing, and management to complement the content courses for a particular degree emphasis.

By contrast, an interdisciplinary course or program is one that examines a particular phenomenon or concept using techniques and perspectives that represent the merging of various disciplinary methods. Digital Humanities is a prime example given its integration of history, literature, multimedia, and computer technology. Emerging degrees in the sciences –

natural and social – and engineering also represent a confluence of perspectives that create new areas of scholarship.

A program becomes transdisciplinary when scholars study a problem outside specific disciplines and their conventional methods. Consider the opioid epidemic which is a problem that brings together those working in the fields of criminal justice, medicine and pharmacy, public policy, history, the social sciences, and counseling, to list a few. In other words, the complexity of this problem extends beyond the domain of each discipline and may require a synthesis of the qualitative and quantitative research methods of many to understand this complex phenomenon.

Multidisciplinary Programming

Currently, the Graduate College offers several options for multidisciplinary programming. At a fundamental level, all graduate degrees can be multidisciplinary as each student creates a *Plan of Study*, with the approval of a faculty committee, which lists the courses required for the student's major. A student may, therefore, create a multidisciplinary major by electing to complete a range of cognate graduate courses offered by different departments.

The graduate college also allows students to pursue double majors and apply up to 12 hours of coursework in one discipline to count toward the completion of the second degree. A student may, for example, simultaneously or sequentially, pursue graduate degrees in Political Science and History and list 12 hours in common for both plans of study. The Graduate College offers several formal double majors such as the Pharm.D. & MBA option.

There are also opportunities to enrich current degree programming by adding areas of emphasis that incorporate coursework from other departments. Allowing Human Resources Management students to enroll in psychology courses related to psychometrics, industrial/organizational behavior, and social psychology may help them become more attractive for employment. Similarly, these students could benefit from studying education courses that examine the needs of employees with disabilities.

Finally, an entire department can create a new degree program using courses offered by other departments. Several years ago, the Graduate Council approved a graduate degree in Public Administration. For the new degree, the Department of Political Science brought together courses from their department along with courses taught in the College of Business and the College of Education and Professional Studies. This use of multidisciplinary programming allowed the department to address a need for graduates with this degree without having to hire additional faculty.

Interdisciplinary Programming

The rapid changes in information technology, international affairs, commerce, biotechnology along with a host of other areas create the need to prepare students for emerging careers. Although the nimble creation of or adjustment to multidisciplinary programs may address these changes, there may well be demand for new programs of study that extend beyond current program offering. Consider, for example, cybersecurity.

An interdisciplinary program that combines current courses from Criminal Justice, Forensics, Management Information Systems, and Computer Science can prepare students for careers in an emerging field. An alternative strategy would call the faculty of the individual departments to develop new courses that redefine and study cybersecurity from an integrated perspective

rather than from a discipline-specific perspective. Indeed, it is conceivable that what starts as a multidisciplinary program may transform itself into an interdisciplinary study especially as the area of research and opportunities for employment evolve.

Transdisciplinary Programming

If we continue with the metaphor of the evolution of academic programming, we may find that faculty within the University are interested in creating a new method of study that transcends conventional disciplinary bounds. As with the multidisciplinary programming opening this section, we have a current model that can be expanded upon to afford further growth.

For many years the University has offered the master's degree in Humanities, a program that by its very nature uses a transdisciplinary approach to allow students to tailor a program of study to suit their interests and as a venue enables faculty to offer innovative graduate seminars that examine various phenomena in creative ways. This program may well serve as a model for other transdisciplinary programs.

Moving Forward

The three program options have notable shared features including the shared use of faculty and disciplinary expertise, the emergence of distinctive programs of study, adaptation to rapidly changing job markets, and capacity to meet individual student needs. We believe the University can benefit by creating new degree programs using this collaborative approach that would serve the interests of many students.

One feature we wish to emphasize is that all new program development thrives when it represents the will of the faculty who, by their engagement with their disciplines, can best recognize opportunities for innovation.

We also believe that current and future students will want the option to tailor their graduate education to meet personal and professional interests. Although the University does offer the MA in Humanities, we believe it appropriate to provide an MS option as well as the Ph.D. The title of these programs would represent the core interest of the degree program.

Organizational Matters

For the remainder of this document, we will use the phrase *collaborative programs* as a generic term for multidisciplinary, interdisciplinary, and transdisciplinary programming. In addition to being succinct, collaborative implies a culture within the Graduate College that values intellectual curiosity, a recognition that the whole is other than the sum of its parts, and a willingness to reach across departmental and college boundaries to work toward common goals.

In essence, the Graduate College will support the creation of collaborative programs of study using its existing structure and criteria for high-quality academic programming.

Administrative Matters

Before proceeding with a discussion of the formation of collaborative degree programs, we need to identify broader administrative matters that are of concern for members of this committee.

Recognition for Faculty Contributions When a professor teaches courses offered by the department, the various periodic reports generated by the department, college, and university

acknowledge the effort in several ways. Measures of faculty productivity include course head counts, advising responsibilities, and similar efforts. Measures of program productivity include these numbers as well as the number of majors and number of graduates.

With the proliferation of collaborative programs, faculty, department chairs, and deans will need to ensure students enrolled in collaborative degree programs do not lead to an *undercounting* of student activity and the efforts of the faculty. To avoid the undercounting, the University may need to review how it quantifies the productivity of faculty and academic programs.

Promotion and Tenure Typically, professors seeking tenure and promotion document their contributions to the discipline. Colleges that encourage faculty to participate in collaborative programming will need to ensure that the teaching, scholarship, and community service associated with the collaborative program contribute to the instructor's annual assessment and periodic review for promotion and tenure.

Budgetary The E & G budget exists to ensure academic units – colleges and departments – have the resources to serve student demand. As the number and breadth of the collaborative programming increases, the leadership of the University will need to ensure that faculty workloads and departmental resources (financial, space, equipment, library resources, infrastructure, and similar matters) reflect overall student enrollment patterns.

Collegiality The development of the collaborative degrees requires a renewed affirmation of collegiality among colleges and departments. Although colleges and departments do represent disciplinary borders (Accounting, Chemistry, English, Mechanical Engineering, etc.) these boundaries are shifting from bright lines to penumbra as more disciplines find the opportunity to contribute to other areas of study or to appropriate the techniques of other scholars for their use. As such, we ask that the leaders of colleges and the academic department finds ways to contribute to emerging collaborative degrees without imposing their disciplinary imprint on the degree.

We recognize that some employers will only hire applicants with specific training from a program accredited by a respected professional agency. Consequently, it is sensible to develop and retain these programs where resources and demand exist. Nevertheless, there may also be demand for collaborative degree programs that serve a different population of students and potential employers. In these cases, we are hopeful various program will collaborate to build these degree alternatives. In essence, we ask that colleges and departments find ways they can contribute to alternative academic degree options that represent an amalgam of disciplinary perspectives.

Multi- and Interdisciplinary Programs

We recommend that each College develop multi- and interdisciplinary degrees as the college faculty are best able to oversee the development and supervision of multi- and interdisciplinary programs. We encourage colleges to examine new programs at the master's and doctoral levels where practicable.

Under this plan, a department, or several departments, in a college could collaborate to develop a new degree program offering a set of cognate courses for a program of study. Indeed, the department(s) in the college may reach out to faculty in other colleges who teach courses germane to the proposed curriculum. The only thing new with this proposal is that we

encourage more departments to consider this option when expanding or revising their degree offerings.

General Studies A new option is to allow each college to create a General Studies graduate program. This new degree option will allow students interested in the core perspective of a college to construct a multidisciplinary plan of study. Specifically, students would prepare a plan of study that allows them to develop a knowledge base, skill sets, and perspectives not afforded by other programs in the college.

For a general studies program, we recommend the development of guidelines for establishing a General Studies Option. Among the considerations, we suggest examining the requirement that:

- 1) The student forms an advisory committee of no fewer than three graduate faculty who represent the disciplinary domains from which the student will study. Indeed, if the student enrolls in courses from another college, then faculty from those colleges should be on the advisory committee.
- 2) The advisory committee and student develop:
 - a. A coherent list of learning objectives to be achieved through the program of study.
 - b. Develop a Plan of Study that meets the Graduate College's degree requirements.
 - c. A method of assessment (thesis, research project, comprehensive examination, etc.) that allows the student to demonstrate he or she has met the objectives of the program.
 - d. Submit the General Studies plan (points a, b, and c above) to the Graduate Council and Dean of the Graduate College as an information item. While we do not believe Graduate Council should "micro-manage" this degree option, the members of the Council may wish to review all such proposals to ensure the General Studies option is evolving as expected. As a part of this process, we believe other colleges should have the opportunity to review the work of their colleagues.

Transdisciplinary Programs

By their very nature, transdisciplinary programs rise above the current college structure. Consequently, if the university does wish to create a transdisciplinary program, it should be a free-standing entity modeled on our current MA in Humanities.