Request for Graduate Course Change

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.

2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.

3. The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.

College: COEPD	Dept/Division: Office of Doctoral Pr	Current Alpha Designator/Number	: CI 704
Contact Person: Bobbi Nich	Office of Doctor al Programs olson	Phone:	304.746.2094
CURRENT COURSE DATA:			
Course Title: Social and Poli	tical Determinants of Curriculum Deve	lopment	
Alpha Designator/Number:	C I 7 0 4		
Title Abbreviation: S O C	POLDETER	M C U R R D E	V

1. Complete this **five** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator, course number, course content, credit hours, or catalog description.

2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as the response received from the affected department.

3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet as well as the response received from the affected department.

4. List courses, if any, that will be deleted because of this change (must submit course deletion form).

5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.

Dept. Chair/Division Head Jina a. Hurton	Date 3 - 10 - 15
Registrar Anguno College Curriculum Chair An BQ	Date <u>3/23/15</u> Date <u>4/8/15</u>
Graduate Council Chair DChustofew	Date 5-20-15

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

Request for Graduate Course Change - Page 2
College: COEPD Department/Division: Office of Doctoral Programs Alpha Designator/Number: CI 704
Provide complete information regarding the course change for each topic listed below.
Change in CATALOG TITLE: X YES NO
From SOC POL DETERM CURR DEV (limited to 30 characters and spaces)
If Yes, Rationale Program analysis and student feedback indicate overlap between the goals and objectives of "CI 704: Social and Political Determinants of Curriculum Development" and "CI 706: Multicultural and Diversity Issues in Curriculum and Instruction." The proposed change in catalog title reflects the integration of key goals and objectives from both courses into a single course.
Change in COURSE ALPHA DESIGNATOR:
From: To To YES X NO
If Yes, Rationale
Change in COURSE NUMBER: YES X NO
From: To:
If Yes, Rationale
Change in COURSE GRADING
From 🔲 Grade To 📋 Credit/No Credit
Rationale
Change in CATALOG DESCRIPTION: X YES NO IF YES, fill in below:
From The goal of this course is to help the student develop a critical analysis of the social, political, and cultural determinants of curriculum design. (PR: Admission to C&I doctoral program or permission)
To This course critically analyzes the social, cultural, and political determinants of curriculum, and examines issues of difference and equity in curriculum. (PR: Admission to C&I doctoral program or permission)
If Yes Rationale Rationale Program analysis and student feedback indicate overlap between the goals and objectives of "CI 704: Social and Political Determinants of Curriculum Development" and "CI 706: Multicultural and Diversity Issues in Curriculum and Instruction." The proposed change in Cafalog description reflects the integration of they goals and objectives from both conserv- into a single course.

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Change in COURSE CREDIT HOURS:	YES	X NO	If YES, fill in below:
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NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From	
ļ	
То	
Change	e in COURSE CONTENT: X YES NO
From	See attached syllabuses: "CI 704: Social and Political Determinants of Curriculum Development" and "CI 706: Multicultural and
	Diversity Issues in Curriculum and Instruction."
То	See attached syllabus: "CI 704: Social, Cultural, and Political Determinants of Curriculum."
10	see attached synabus: Ci 704: social, Cultural, and Political Determinants of Cumculum.

Rationale Program analysis and student feedback indicate overlap between the goals and objectives of "CI 704: Social and Political Determinants of Curriculum Development" and "CI 706: Multicultural and Diversity Issues in Curriculum and Instruction." The proposed change in course content reflects the integration of key goals and objectives from both courses into a single course.

College: COEPD

Department: Office of Doctoral Programs in Education

Course Number/Title (old) CI 704: Social and Political Determinants of Curriculum Development

1. REQUIRED COURSE: If this course is required by another department(s), identify it/them by name and attach the written notification you sent to them announcing to them the proposed change and any response received. Enter NOT APPLICABLE if not applicable.

NOT APPLICABLE

2. COURSE DELETION: List any courses that will be deleted because of this change. A *Course Deletion* form is also required. Enter NOT APPLICABLE if not applicable.

NOT APPLICABLE

3. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials as a result of this change, attach an estimate of the time and cost etc. required to secure these items. (NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

NOT APPLICABLE

Request for Graduate Course Change - Page 5

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

COURSE DESCRIPTION CHANGE Department: Course Number and Title: Rationale: Course Description (old) Course Description: (new) Catalog Description: COURSE NUMBER CHANGE Department: Current Course Number/Title: New Course Number: Rationale: Catalog Description: Credit hours: <u>COURSE TITLE CHANGE</u> <u>Department:</u> <u>Current Course Number/Title:</u> <u>New Course Title:</u> <u>Rationale:</u> <u>Catalog Description:</u>

COURSE DESCRIPTION and TITLE CHANGE Department: Doctoral Programs in Education, COEPD

Course Number and Title (old): CI 704: Social and Political Determinants of Curriculum Development Course Number and Title (new): CI 704: Social, Cultural, and Political Determinants of Curriculum Rationale: Program analysis and student feedback indicate overlap between the goals and objectives of "CI 704: Social and Political Determinants of Curriculum Development" and "CI 706: Multicultural and Diversity Issues in Curriculum and Instruction." The proposed changes reflect the integration of key goals and objectives from both courses into a single course.

Catalog Description (old): The goal of this course is to help the student develop a critical analysis of the social, political, and cultural determinants of curriculum design. (PR: Admission to C&I doctoral program or permission) Catalog Description (new): This course critically analyzes the social, cultural, and political determinants of curriculum, and examines issues of difference and equity in curriculum. (PR: Admission to C&I doctoral program or permission) Rationale: Program analysis and student feedback indicate overlap between the goals and objectives of "CI 704: Social and Political Determinants of Curriculum Development" and "CI 706: Multicultural and Diversity Issues in Curriculum and Instruction." The proposed changes reflect the integration of key goals and objectives from both courses into a single course.

CI 704: SOCIAL, CULTURAL, AND POLITICAL DETERMINANTS OF CURRICULUM - REVISED COURSE

MASTER SYLLABUS

Elementary/Secondary Education

MARSHALL UNIVERSITY

COURSE TITLE:	CI 704: SOCIAL, CULTURAL, AND POLITICAL DETERMINANTS OF CURRICULUM
CREDIT HOURS:	3
PREREQUISITES:	Admission to C&I Doctoral Program or Permission

CATALOG DESCRIPTION:

This course critically analyzes the social, cultural, and political determinants of curriculum, and examines issues of difference and equity in curriculum. (PR: Admission to C&I doctoral program or permission)

RATIONALE:

This course is designed to help students to critically analyze social, political, and cultural issues and examine their relationships to curriculum.

LEARNER OUTCOMES:

After completing this course, the student will:

- Provide a comprehensive overview of principles and current research on contemporary social and cultural determinants of curriculum
- Describe the effects of schooling ideologies on teaching, learning, and curriculum.
- Critically analyze the major issues and concepts pertinent to current educational policy and connect them to their own school or work environments.
- Evaluate the wider impact of local, state and national politics and policies on teaching, learning, and curriculum.

- Synthesize seemingly different issues such as race, ethnicity, gender, class, disability, sexual orientation, and so on into larger themes such as social formations of difference in an increasingly diversified society.
- Examine how issues of difference and equity inform and shape teaching, learning, and curriculum.

FIELD/CLINICAL EXPERIENCES:

None

BIBLIOGRAPHY:

- Alcoff, L. (2006). Identity politics reconsidered. New York: Palgrave Macmillan.
- Asher, N. A. (2007). Made in the (multicultural) U.S.A.: Unpacking tensions of race, culture, gender, and sexuality in education. *Educational Researcher*, *36*(2), 65-73.
- Banks, J. A., & Banks, C. A. M. (2010). Multicultural education: Issues and perspectives.Hoboken, NJ: Wiley & Sons.
- Beyer, L. & Apple, M. (1998). The curriculum: Problems, politics, and possibilities. Albany, NY: State University Press.
- Cochran-Smith, M. (2006). Policies, practice and politics in teacher education. Thousand Oaks, CA: Corwin Press.
- Cushner, K., McClelland, A., & Safford, P. L. (2009). *Human diversity in education: An integrative approach*. New York, NY: McGraw-Hill.
- Dakin, M. (2001) The poet, the CEO, and the first grade teacher. HER 71(2).
- Delpit, L. D. (1995). Other people's children: Cultural conflict in the classroom. New York, NY: New Press.

- Ellsworth, E. (1993) Why doesn't this feel empowering? Working though the repressive myth of critical pedagogy. *HER_59*(3).
- Flinders, D. & Thornton, S. (2004). *The curriculum studies reader*. New York, NY: Routledge Falmer.
- Friere, P. (1995) A dialogue: Culture, language, and race. HER 65(3).
- ----- (1998) Cultural action for freedom. HER 68(3)
- ----- (2000). Pedagogy of the oppressed. New York, NY: Continuum.
- Giroux, H. (1997) Rewriting the discourse of racial identity: Towards a pedagogy and politics of whiteness. *HER 67*(2).

Goodman, J. (1995) Change without difference. HER 65(1).

Jencks, C. (1972 September) The schools of equal opportunity. Saturday Review.

- Kysilka, M.L. (2011). Critical times in curriculum thought: People, politics, and perspectives. Charlotte, NC: Information Age Publishing.
- Li, X. (2007). Multiculturalize teacher identity: A critical descriptive narrative. *Multicultural Education*, 14(4), 37-43.
- Locust, C. (1988) Wounding the spirit: Discrimination and traditional American Indian belief Systems. *HER* 58(3).
- Male, B. (2012). The primary curriculum design handbook: Preparing our children for the 21st century. New York, NY: Continuum.
- Marzano, R. J. (2003). *What works in school: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

McCarty, T. (1989) Schools as community: The rough rock demonstration. HER 59(9).

Morte, M. (2005). School law. New York, NY: Allyn & Bacon.

- Nieto, S., & Bode, P. (2008). Affirming diversity: The sociopolitical context of multicultural education. Boston, MA: Pearson/Allyn and Bacon.
- Oyler, C. (2011). Actions speak louder than words: Community activism as curriculum. New York, NY: Routledge.
- Paraskeva, J.M. (2011). Conflicts in curriculum theory: Challenging hegemonic epistemologies. Basingstoke, England: Palgrave Macmillan.
- Phillion, J. A., He, M. F., & Connelly, F. M. (2005). Narrative & experience in multicultural education. Thousand Oaks, CA: Sage Publications.
- Pinar, W; Bowers, C. (1992) Politics of curriculum. Review of Research in Education 18
- Rennie, L.J., Venville, G., & Wallace, J. (2011). *Knowledge that counts in a global community: Exploring the contribution of the integrated curriculum*. New York, NY: Routledge.

Okakok, L. (1989) Serving the purpose of education. HER 59(4).

Solghenitzyn, A. (1978 July) A world split. National Review.

- Stumbo, C. (1989) Beyond the classroom. HER 49(1).
- Timar, K. (1987) Educational reform and institutional competence. Higher Education Review, *57*(3).
- Tyack, D. (1976) Ways of seeing: An essay on the history of compulsory schooling. *Harvard Education Review 46*(3).

Tyack, D. & Cuban, L. (1995). Tinkering toward utopia. Cambridge, MA: Harvard Press.

Current Course

MASTER SYLLABUS

Elementary/Secondary Education

MARSHALL UNIVERSITY

COURSE:	CI 704 – Social and Political Determinants of Curriculum
CREDIT HOURS:	3
PREQUESITES:	Admission to C&I Doctoral Program or Permission

CATALOG DESCRIPTION:

The goal of this course is to help the student develop a critical analysis of the social, political, and cultural determinants of curriculum design.

RATIONALE:

This course is designed to help students to critically analyze social, political and cultural issues and examine their relationship to curriculum development.

Collaborating with the political and social forces that determine curriculum is critical to the continuity of curriculum development. There are often feelings of dissonance in which the practice of teaching and the supportive frameworks of curriculum appear at different ends of the spectrum. It is out of this feeling of dissonance that this course was designed. This course will explore the connection between social and political policy and curriculum development, community and curriculum development, ideology and curriculum development, and equality/inequality and curriculum development.

MAJOR TOPICS:

Politics and Education Policy

Social and Political Policy

Community Development

Inequality and Equality

Politics of Curriculum

Discrimination and Equality

The Courts and Curriculum Development

OBJECTIVES:

After completion of this course, each student will be able to:

- 1. Describe the effect of schooling ideologies on curriculum development.
- 2. Define Social Policy.
- 3. Analyze how Social Policy impacts education and curriculum development.
- 4. Identify who controls Social Policy.

5. Explain the concept of community and its relationship to curriculum development.

6. Analyze how equality and inequality impact schools and curriculum development.

7. Discuss curriculum determinates in general, especially social determinants, and how they fit into the process of developing curriculum.

8. Discuss the impact of local, state and national politics on the development of curriculum.

FIELD/CLINICAL EXPERIENCES:

None

BIBLIOGRAPHY:

Beyer, L. & Apple, M. (1998). The curriculum: Problems, politics, and possibilities. Albany, NY: State University Press.

Dakin, M. (2001) The poet, the CEO, and the first grade teacher. HER 71(2).

- Ellisworth, E. (1993) Why doesn't this feel empowering? Working though the repressive myth of critical pedagogy. *HER_59*(3).
- Flinders, D. & Thornton, S. (2004). *The curriculum studies reader*. New York, NY: Routledge Falmer.
- Friere, P. (1995) A dialogue: Culture, language, and race. HER 65(3).
- Friere, P. (1998) Cultural action for freedom. HER 68(3)
- Giroux, H. (1997) Rewriting the discourse of racial identity: Towards a pedagogy and politics of whiteness. *HER 67*(2).
- Goodman, J. (1995) Change without difference. HER 65(1).
- Jencks, C. (1972 September) The schools of equal opportunity. Saturday Review.
- Kysilka, M.L. (2011). Critical times in curriculum thought: People, politics, and perspectives. Charlotte, NC: Information Age Publishing.
- Locust, C. (1988) Wounding the spirit: Discrimination and traditional American Indian belief Systems. *HER* 58(3).
- Male, B. (2012). The primary curriculum design handbook: Preparing our children for the 21st century. New York, NY: Continuum.
- Marzano, R. J. (2003). *What works in school: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

McCarty, T. (1989) Schools as community: The rough rock demonstration. HER 59(9).

Morte, M. (2005). School law. New York, NY: Allyn & Bacon.

- Oyler, C. (2011). Actions speak louder than words: Community activism as curriculum. New York, NY: Routledge.
- Paraskeva, J.M. (2011). Conflicts in curriculum theory: Challenging hegemonic epistemologies. Basingstoke, England: Palgrave Macmillan.
- Pinar, W; Bowers, C. (1992) Politics of curriculum. Review of Research in Education 18
- Rennie, L.J., Venville, G., & Wallace, J. (2011). *Knowledge that counts in a global community: Exploring the contribution of the integrated curriculum*. New York, NY: Routledge.

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- Solghenitzyn, A. (1978 July) A world split. National Review.
- Stumbo, C. (1989) Beyond the classroom. HER 49(1).
- Timar, K. (1987) Educational reform and institutional competence. Higher Education Review, *57*(3).
- Tyack, D. (1976) Ways of seeing: An essay on the history of compulsory schooling. Harvard Education Review 46(3).
- Tyack, D. & Cuban, L. (1995). Tinkering toward utopia. Cambridge, MA: Harvard Press.

MASTER SYLLABUS

Elementary/Secondary Education

MARSHALL UNIVERSITY

COURSE: CI 706: Multicultural and Diversity Issues in Curriculum and Instruction

CREDIT HOURS: 3

PREQUESITES: None

CATALOG DESCRIPTION:

This course attempts to understand the issue of differences and equity through personal and critical analyses of the philosophical, social, and cultural perspectives that inform and shape curriculum and teaching.

GOALS or MAJOR TOPICS:

This course attempts to understand issues of difference and equity through personal, critical, and reflective analyses of the philosophical, social, and cultural perspectives that inform and shape curriculum and teaching.

OBJECTIVES or LEARNER OUTCOMES:

After completing this course, the student should be able to:

Students will be able to provide comprehensive overview of principles and current research on diversity and multicultural education.

Students will be able to critically analyze the major issues and concepts pertinent to multicultural education and connect them to their school or work environment.

Students will be able to synthesize seemingly different issues such as race, ethnicity, gender, class, sexual orientation, into larger themes such as social formations of difference in an increasingly diversified society.

Students will be able to evaluate the fundamental assumptions of multicultural issues in the field of curriculum.

Students will explore, share, and reflect upon their educational experiences and the experiences of others giving particular attention to the situations and contributions of multicultural learners while exploring ways to revise their curricula.

FIELD/CLINICAL EXPERIENCES: None

BIBLIOGRAPHY:

Aguirre, A., & Martinez, R. (2002). Leadership practices and diversity in higher education:

Transitional and transformational frameworks. Journal of Leadership Studies, 8(3), 53.

Alcoff, L. (2006). Identity politics reconsidered. New York, NY: Palgrave Macmillan.

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- Banks, C. A. M. (2005). Improving multicultural education: Lessons from the intergroup education movement. New York, NY: Teachers College Press.
- Banks, J. A., & Banks, C. A. M. (2010). Multicultural education: Issues and perspectives.
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- Bennett, C. I. (2011). Comprehensive multicultural education: Theory and practice. Boston,MA: Pearson Education.
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- Cushner, K., McClelland, A., & Safford, P. L. (2009). *Human diversity in education: An integrative approach*. New York, NY: McGraw-Hill.
- Davidman, L., & Davidman, P. T. (2001). Teaching with a multicultural perspective: A practical guide. New York, NY: Longman.
- Delpit, L. D. (1995). Other people's children: Cultural conflict in the classroom. New York, NY: New Press.
- Derman-Sparks, L., Ramsey, P. G., & Edwards, J. O. (2006). What if all the kids are white?: Anti-bias multicultural education with young children and families. New York, NY: Teachers College Press.
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- Freire, P. (2000). Pedagogy of the oppressed. New York, NY: Continuum.
- Gay, G. (2010). *Culturally responsive teaching: Theory, research and practice*, (2nd ed.). New York, NY: Teachers College.
- Gay, G. (2005). Politics of multicultural teacher education. *Journal of Teacher Education*, 56(3), 221-228.
- Gollnick, D. M., & Chinn, P. C. (2009). *Multicultural education in a pluralistic society*. Upper Saddle River, N.J: Pearson Merrill.
- Goodwin, A. L. (1997). Assessment for equity and inclusion: Embracing all our children. New York, NY: Routledge.

- Li, X. (2007). Multiculturalize teacher identity: A critical descriptive narrative. *Multicultural Education*, 14(4), 37-43.
- Manning, M. L., & Baruth, L. G. (2000). *Multicultural education of children and adolescents*. Boston, MA: Allyn and Bacon.
- Nieto, S. M. (2003). Profoundly multicultural questions. *Educational Leadership*, 60(4), 6-10.
- Nieto, S., & Bode, P. (2008). Affirming diversity: The sociopolitical context of multicultural education. Boston, MA: Pearson/Allyn and Bacon.
- Obiakor, F. E. (2001). It even happens in good schools: Responding to cultural diversity in today's classrooms. Thousand Oaks, CA: Corwin Press
- Perry, T. (1994). Freedom's plow: Teaching in the multicultural classroom. New York, NY: Routledge.
- Phillion, J. A., He, M. F., & Connelly, F. M. (2005). Narrative & experience in multicultural education. Thousand Oaks, CA: Sage Publications.
- Richard-Amato, P. A., & Snow, M. A. (1992). *The multicultural classroom: Readings for content-area teachers*. White Plains, NY: Longman.
- Robins, K. N., Lindsey, R.B., Lindsey, D.B., Terrell R.D. (2002). *Culturally proficient instruction: A guide for people who teach*. Thousand Oaks, CA: Corwin Press
- Schugurensky, D. (2002). The eight curricula of multicultural citizenship education. *Multicultural Education*, 10(1), 2-6.
- Sleeter, C. E. (1996). *Multicultural education as social activism*. Albany, NY: State University of New York Press.
- Sleeter, C. E., & Grant, C. A. (2009). Making choices for multicultural education: Five approaches to race, class, and gender. Hoboken, NJ: Wiley.

Vavrus, M. J. (2002). Transforming the multicultural education of teachers: Theory, research, and practice. New York, NY: Teachers College Press.

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Request for Graduate Course Addition 1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair. 2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file. 3. The Graduate Council connot process this application until it has received both the PDF copy and the signed hard copy. College: Education Dept/Division: Sp Ed Visual Imp Alpha Designator/Number: CIVI 505 © Graded C CR/NC Contact Person: Molly R Simonton New Course Title: Braille Alpha Designator/Number: CI V I 5 Itile Abbreviation: B R Itile Abbreviation: B R Itile Abbreviation: This course will provide the student with basic skills in literary braille transcription and codes. Students will acquire competence in reading and writing braille and the use of the Perkins braillewriter, slate and stylus and Perky Duck Software. Techniques for braille instruction of school-aged students and techniques for pre-braille activities for younger children will also be taught.			
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file. 3. The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy. College: Education Dept/Division: Sp Ed Visual Imp Alpha Designator/Number: CIVI 505 Graded CR/NC Contact Person: Molly R Simonton Phone: 304-746-8941 NEW COURSE DATA: New Course Title: Braille Alpha Designator/Number: C I V I 5 0 5 Title Abbreviation: B R A I L L E (Limit of 25 characters and spaces) Course Catalog Description: This course will provide the student with basic skills in literary braille transcription and codes. Students wi acquire competence in reading and writing braille and the use of the Perkins braillewriter, slate and stylus, and Perky Duck Software. Techniques for braille instruction of school-aged students and techniques for braile instruction of school-aged students and techniques for braille inst			
Contact Person: Molly R Simonton NEW COURSE DATA: New Course Title: Braille Alpha Designator/Number: C C 1 V Itel Abbreviation: B R 1 L L E (Limit of 25 characters and spaces) Course Catalog Description: (Limit of 30 words) This course will provide the student with basic skills in literary braille transcription and codes. Students will acquire competence in reading and writing braille and the use of the Perkins braillewriter, slate and stylus and Perky Duck Software. Techniques for braille instruction of school-aged students and techniques for			
NEW COURSE DATA: New Course Title: Braille Alpha Designator/Number: C I V I 5 0 5 Title Abbreviation: B R A I L L E Image: Course Catalog Description: (Limit of 25 characters and spaces) Course Catalog Description: This course will provide the student with basic skills in literary braille transcription and codes. Students will acquire competence in reading and writing braille and the use of the Perkins braillewriter, slate and stylus and Perky Duck Software. Techniques for braille instruction of school-aged students and techniques for			
New Course Title: Braille Alpha Designator/Number: C I V I 5 0 5 Title Abbreviation: B R A I L L E Image: Course Catalog Description: (Limit of 25 characters and spaces) Course Catalog Description: This course will provide the student with basic skills in literary braille transcription and codes. Students will acquire competence in reading and writing braille and the use of the Perkins braillewriter, slate and stylus, and Perky Duck Software. Techniques for braille instruction of school-aged students and techniques for			
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Course Catalog Description: (Limit of 30 words) This course will provide the student with basic skills in literary braille transcription and codes. Students wi acquire competence in reading and writing braille and the use of the Perkins braillewriter, slate and stylus, and Perky Duck Software. Techniques for braille instruction of school-aged students and techniques for			
Co-requisite(s): NONE First Term to be Offered: Summer 2015			
Prerequisite(s): NONE Credit Hours: 3			
Course(s) being deleted in place of this addition (<i>must submit course deletion form</i>):			

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

Dept. Chair/Division Head Dyce Mall	Date 4.6.2015
Registrar Arbuta Anguson 13/009 College Curriculum Chair Dh	Date 4/8/15 Date 4/8/15
Graduate Council Chair Christofero	Date 5-20-15

Form updated 10/2011

College: Education

7

Department/Division: SPED - VI

Alpha Designator/Number: CIVI

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Ms. Debbie Adams will teach the course. She is the current coordinator for the Braille portion of the program.

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "*Not Applicable*" if not applicable.

Not Applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "Not Applicable" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

All costs associated with this course and this program are covered under a grant paid for my the WV Department of Education - Office of Special Education.

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See Attachment

7. COURSE OUTLINE (May be submitted as a separate document)

See Attachment

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8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Holbrook, M. C., D'Andrea, F. M. & Sanford, L. (2011). Ashcroft's Programmed Instruction in Braille. Nashville, TN: SCALARS Publishing.

Wormsley, D. P. & D'Andrea, F. M. (1997). Instructional strategies for braille literacy. New York: AFB Press.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Lecture Lab Peer assistance Online supplemental materials and tutorials

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

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Multiple daily assignments during the live sessions will be checked for errors and revisions will be expected. There will be a final at the end of the term.

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Koenig, A. J. & Holbrook, M. C. (1993). Learning media assessment of students with visual impairments. Austin, TX: Texas School for the Blind and Visually Impaired.

Mangold, P. Teaching the braille slate and stylus. Castro Valley, CA: Exceptional Teaching Aids.

Olsen, M. (1981). Guidelines and games for teaching efficient braille reading. New York: American Foundation for the Blind.

Rex, E. J., Koenig, A. J., Wormsley, D. P., & Baker, R. L. (1994). Foundations of braille literacy. New York: American Foundation for the Blind.

Swenson, A. M. (1999). Beginning with braille: Firsthand experiences with a balanced approach to literacy. New York: AFB Press.

Troughton, M. (1992). One is fun: Guidelines for better braille literacy. Brantford, Ontario, Canada: Dialtype.

Wormsley, D. B. (2000). Braille literacy curriculum. Philadelphia: Tower Press of Overbrook School for the Blind.

Wormsley, D. B. (2004). Braille literacy: A functional approach. New York: AFB Press.

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

Department: Course Number and Title: Catalog Description: Prerequisites: First Term Offered: Credit Hours:

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Department: Special Education Course Number and Title: CIVI 505 Catalog Description: This course will provide the student with basic skills in literary braille transcription and codes. Students will acquire competence in reading and writing braille and the use of the Perkins braillewriter, slate and stylus, and Perky Duck Software. Techniques for braille instruction of school-aged students and techniques for pre-braille activities for younger children will also be taught. Prerequisites: NONE First Term Offered: Summer 2015 Credit Hours: 3 credit hours

Objectives - CIVI 505 - Braille

, **.** :

After the completion of this course, the graduate student will be able to:

- 1. Transcribe print into braille (uncontracted and contracted) utilizing a manual braille writer, slate and stylus, and Perky Duck. VI4S2 VI4S4 VI4K18
- 2. Visually read braille at a rate of at least 30 wpm. VI4S3
- 3. Develop skills that will enable them to proofread braille and provide feedback to students. VI4S3
- 4. Demonstrate an understanding of the history of braille and important facts relating to braille and IDEA. CC1K2
- 5. Demonstrate an understanding of methods, strategies, and materials used to teach prebraille and braille skills to students with visual impairments.VI4K1 VI4K7
- 6. Demonstrate an understanding of the importance of role models that are braille users. VI5K2
- 7. Demonstrate a basic understanding of technology used for braille and/or access to learning materials. VI4K6
- 8. Prepare Lesson Plans to teach prebraille and braille skills. CC7S10

GC#6: Course Addition Chair: Tracy Christofero **Request for Graduate Course Addition** 1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair. 2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file. 3. The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy. Graded CR/NC College: COS Dept/Division:IST/CJ Alpha Designator/Number: CJ 516 Phone: 304-696-3084 Contact Person: Kim DeTardo-Bora **NEW COURSE DATA:** New Course Title: Terrorism Alpha Designator/Number: 5 6 C 1 1 Title Abbreviation: T e m 0 (Limit of 25 characters and spaces) Course Catalog Description: This course provides students with a working knowledge of the history of terrorism, the current status of (Limit of 30 words) terrorist groups, terrorism tactics, and methods to counteract terrorism. Co-requisite(s): None First Term to be Offered: Fall 2015 Prerequisite(s): None Credit Hours: 3 Course(s) being deleted in place of this addition (must submit course deletion form): None

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

Dept. Chair/Division Head	Date
Registrar Adulta Inguson 430/03 College Curriculum Chair Mullim	Date Date1/16/15
Graduate Council Chair Christo fero	Date 5-20-15

Form updated 10/2011

College: COS

Department/Division: IST/CJ

Alpha Designator/Number:CJ 516

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Dhruba Bora, Sam Dameron

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "*Not Applicable*" if not applicable.

Not applicable

3. REQUIRED COURSE: If this course will be required by another deparment(s), identify it/them by name. Enter "Not Applicable" if not applicable.

Not applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "*Not Applicable*" if not applicable.

Not applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "*Not Applicable*" if not applicable. Not applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

At the completion of this course, students will be able to: describe the history, motivation, and causes of terrorism; explain terrorism from a criminal justice perspective; identify the various terrorist organizations that exist worldwide; compare and contrast the tactics, methods and strategies employed by terrorist organizations; critically evaluate the current measures adopted in counterterrorism from legal, moral, and law enforcement perspective; and analyze the issues and controversies regarding homeland security.



7. COURSE OUTLINE (May be submitted as a separate document)

See attached.

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document) Martin, G. (2014). Essentials of Terrorism: Concepts and Controversies (3rd Ed.). Thousand Oaks, CA: Sage Publications.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship) Lecture and in-class discussion.

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Quizzes, small writing and response assignments, and exams.

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

This course is currently being taught at the undergraduate level where students complete several brief 2-3 page written assignments. However, graduate students will complete a 15 page research paper, using scholarly sources, and proper in-text and reference citations, in addition to a 20-25 minute presentation.

- 12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)
- Burleigh, M. (2009). Blood & Rage: A Cultural History of Terrorism. New York: Harper Collins Publishers.
- Crenshaw, M. (2011). Explaining Terrorism: Causes, Processes and Consequences. New York: Routledge.
- Dolnik, A. (2007). Understanding Terrorist Innovation: Technology, Tactics and Global Trends New York: Routledge.

Hoffman, B. (2006). Inside terrorism (2nd ed.). New York: Columbia University Press.

Horgan, J. & Braddock, K. (2011). Terrorism Studies: A Reader. New York: Routledge.

Jackson, R., Jarvis, L., Gunning, J., & Breen Smyth, M. (2011). Terrorism: A Critical Introduction. New York: Palgrave Macmillan.

Jackson, R. & Sinclair, S. J. (2012). Contemporary Debates on Terrorism New York: Routledge.

Nacos, B. L. (2011). Terrorism and Counterterrorism (4th ed.). Boston, MA: Longman.

Neumann, P. R. (2009). Old & New Terrorism. Malden, MA: Polity Press.

Martin, G. (2012). Understanding Terrorism: Challenges, Perspectives, and Issues (4th ed.). Los Angeles, CA: Sage.

Ranstorp, M. (2007). Mapping Terrorism Research: State of the Art, Gaps and Future Directions. New York: Routledge.

Stepanova, E. (2008). Terrorism in Asymmetrical Conflict: Ideological and Structural Aspects. New York: Oxford University Press.

Spindlove, J. R. (2012). Terrorism Today: The Past, The Players, The Future (5th ed.). Los Angeles, CA: Sage.

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

Department: Course Number and Title: Catalog Description: Prerequisites: First Term Offered: Credit Hours:

. .

. . .

Department: IST/CJ Course Number and Title: CJ 516 Catalog Description: This course provides students with a working knowledge of the history of terrorism, the current status of terrorist groups, terrorism tactics, and methods to counteract terrorism. Prerequisites: None First Term Offered: Fall 2015 Credit Hours: 3

*This course is currently offered at the undergraduate level as CJ 316, Terrorism. A request has been made for the change at the undergraduate level (i.e., to CJ 416, Terrorism).

CJ 516: TERRORISM: COURSE OUTLINE

(ppt = PowerPoint handout available on Blackboard)

Week 1

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Introduction; Understanding 9/11 [ppt]

Jan 13-17 Late Registration and Add/Drop (Schedule Adjustment)

Week 2

Defining Terrorism [ppt]; History, Causes, and Motivation [ppt] (Martin Ch. 1 & 2)

Week 3

Film Screening and Discussion of 'Inside Islam: What a Billion Muslims Really Think" (Martin Ch. 3)

Week 4

TBA

Quiz1(Feb 4)

Week 5

State Sponsored Terrorism [ppt] (Martin Ch. 5)

Week 6

Exam 1 (Feb 18); Dissident Terrorism [ppt] (Martin Ch. 6)

Week 7

Terrorism in the Name of Religion [ppt] (Martin Ch. 7)

Week 8

Ideological Terrorism [ppt]; International Terrorism [ppt] (Martin Ch. 8)

Week 9

American Terrorism [ppt] (Martin Ch. 9) *Quiz 2 (Mar 11)*

Week 10

Spring Break-Classes Dismissed

Week 11

New Forms of Terrorism, Tactics, & The Role of the Media (Martin Ch. 4)

Mar 28 Last Day to Drop a Full Semester Individual Course

1

Jan 21 & 23

Jan 14 & 16

Jan 28 & 30

Feb 4 & 6

Feb 11 & 13

Mar 4 & 6

Mar 11 & 13

Mar 18 & 20

Mar 25 & 27

Feb 18 & 20

Feb 25 & 27

Week 12

Terrorism "Jeopardy"; Exam 2 (Apr 3)

Week 13

Counterterrorism and the Rule of Law [ppt] (Martin Ch. 10)

Week 14

Diplomacy and Intelligence Strategies (Martin Ch. 11)

Week 15

Terrorism Response & Homeland Security [ppt] (Martin Ch. 12)

Week 16

TBA

Quiz 3 (Apr 29)

Week 17

Final Exam (Tuesday, May 6, 12:45-2:45)

Apr 1 & 3

Apr 8 & 10

Apr 15 & 17

Apr 22 & 24

Apr 29 & May 1

May 6

Chair: Tracy Christofero

GC#6: Course Addition

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.

2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.

3. The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.

College: COLA	Dept/Division: CMM	Alpha Designator/Number: CMM 605	● Graded ← CR/NC
Contact Person: Jill C. Underh	ill	Phone: 304-696-3	3013
NEW COURSE DATA:			
New Course Title: Qualitative	Research Methods		
Alpha Designator/Number:	C M M 6 0 5		
Title Abbreviation: Q u a	I R e s e a r c h (Limit of 25 characters and space	M e t h o d s]
Course Catalog Description: (Limit of 30 words)	This course provides an introduction communication studies.	n to qualitative research methods and their	application in
Co-requisite(s): N/A	First Term to be O	ffered: Spring 2017	
Prerequisite(s): N/A	Credit Hours: 3		
Course(s) being deleted in pla	ace of this addition (must submit cour	rse deletion form): N/A	

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

Dept. Chair/Division Head Cam Brammer	Date 2/23/15
Registrar Achuta Fuguso 890/0/	Date/15
College Curriculum Chair Keven Law	Date 3/12/15
Graduate Council Chair <u>Chustofew</u>	Date 5-20-15

Form updated 10/2011

College: COLA

Department/Division: CMM

Alpha Designator/Number:605

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Drs. Jill Underhill, Stephen Underhill, Susan Gilpin

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "*Not Applicable*" if not applicable.

N/A

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "Not Applicable" if not applicable.

N/A

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "*Not Applicable*" if not applicable.

N/A

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "*Not Applicable*" if not applicable. N/A

6. COURSE OBJECTIVES: (May be submitted as a separate document)

Please see the attached syllabus.

7. COURSE OUTLINE (May be submitted as a separate document)

Please see the attached syllabus.

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document) Please see the attached syllabus.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship) Please see the attached syllabus.

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

`

Please see the attached syllabus.

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE N/A

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document) Please see the attached document.

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

Department: Course Number and Title: Catalog Description: Prerequisites: First Term Offered: Credit Hours:

Department: Communication Studies Course Number and Title: CMM 605: Qualitative Research Methods Catalog Description: This course provides an introduction to qualitative research methods and their application in communication studies. Prerequisites: N/A First Term Offered: Spring 2017 Credit Hours: 3
Marshall University

Course Title/Number	Qualitative Research Methods: CMM 605
Semester/Year	Spring 2017
Days/Time	
Location	
Professor	
Office	
Phone	
E-Mail	
Office/Hours	
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to <u>www.marshall.edu/academic-affairs</u> and clicking on "Marshall University Policies." Or, you can access the policies directly by going to <u>http://www.marshall.edu/academic-affairs/?page_id=802</u> Academic Dishonesty/ Excused Absence Policy for Undergraduates/
	Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Course Description

This course provides an introduction to qualitative research methods and their application in communication studies.

General Education Program Student Learning Outcomes

Upon completion of the core curriculum at Marshall University, students will be able to master the following core domains of critical thinking:

- 1. Aesthetic/Artistic
- 2. Communication (oral, written, visual)
- 3. Information Literacy: Exploring; Questioning; Searching; Evaluating; Synthesizing; Creating; Communicating; Assessing.
- 4. Mathematical and Abstract
- 5. Multicultural/International
- 6. Scientific
- 7. Social/Ethical/Historical
- 8. Ethical Self Awareness

9. Civic Well Being

Relationships among Course, Program, and Degree Profile Outcomes

Course Student Learning Outcomes	How students will practice each outcome in this Course	How student achievement of each outcome will be assessed in this Course	Program Outcomes	Degree Profile Outcomes
Students will understand theory as a context for communication.	Class discussion; Class reading; Class activities; Research Project.	Reflection Papers, Exams, Research Paper.	2,3,6,7	Applied learning; Intellectual skills;
Students will generalize communication patterns from qualitative inquiry.	In-depth interviews, observations, primary source data.	Research Paper.	2,3,6,7	Applied learning; Intellectual skills;
Students will assess the ways qualitative research methods inform theoretical understanding.	Class discussion; Class reading; Class activities; Research Project.	Exams, Research Paper.	2,3,6,7	Specialized knowledge; Applied learning; Broad, Integrative Knowledge
Students will synthesize and analyze qualitative data.	Class Activities; Transcribing and Analyzing Interviews	Research Paper.	2,3,6,7,9	Broad, Integrative Knowledge; Intellectual skills; Civic Well Being
Student will modify core beliefs and ethical principles based on analysis of the perspective and experience of others.	Class Activities; In-depth Interviewing, Class discussion	Reflection Papers; Research Paper	8	Ethical Self Awareness

Students will create new, more accurate explanations for social problems on the basis of ongoing, discipline-specific civic involvement	Analysis for Research Project; Class discussion	Research Paper	9	Civic Well Being
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Required Texts, Additional Reading, and Other Materials

Lindlof, T. R. & Taylor, B. C. (2011). Qualitative Communication Research Methods (3rd Ed). Los Angeles: Sage Publications.

Additional readings will be posted to Blackboard.

Course Policies

Attendance: Attendance is necessary for this course and will be taken at each session. You are allowed 1 unexcused absence during the semester (on a day that does not include your oral presentation or a major grading event). The unexcused absence does not include major illnesses that require hospitalization or medical care or universitysponsored events. After the one unexcused absence (a week's worth of class), you will lose -20 points off your total grade for each additional absence. Excused absences must be documented to the Dean of Students. Please see the university catalog for the definition of excused and unexcused absences.

Late Assignments: Assignments not received by the due date will be subject to a reduced grading scale. For every day that the assignment is late without the instructor's approval, the assignment grade will drop 20%.

Grade Inquiries: All grades will be recorded on Blackboard and can be viewed by the students throughout the semester. All questions about graded assignments, quizzes, or exams must be brought to the instructor within two weeks of the day the grade is posted. We will schedule an appointment to discuss the grade outside of class time.

Plagiarism: Copying another's work without proper citation of the source constitutes plagiarism. Plagiarism in any form will not be tolerated. A student that is found plagiarizing another's work will automatically receive an "F" in the course and may be subject to further university discipline.

Cheating: According to university policy, cheating is defined as the use of any

unauthorized materials during an academic exercise to include notes, study aids etc. Cheating also includes the viewing of another person's work or securing any part of an assignment or examination in advance of distribution by the instructor. Cheating will not be tolerated in this class and will result in an automatic "F" for the class and the possible recommendation of suspension or expulsion from the university.

Civility:

Cell Phones: Let's create an oasis of civility in our classroom. Please make sure that all cell phones are silenced before class starts. Please try to abstain from using your phone in class.

Laptops: Feel free to bring a laptop to take notes during class; BUT, other uses of the computer such as e-mailing friends or surfing the web for unrelated class material may result in your dismissal.

This is the only physical copy of this syllabus you will receive. Electronic versions of this syllabus can be accessed on MU Online (Blackboard) and MyMU under the appropriate course listing.

Course Requirements	Points	Due Date
Midterm Exam	50	
Final Exam	50	
Semester Research Project		
Pre-Reflection	10	
Annotated Bibliography	25	
Interview Protocol Draft	10	
Finalized Interview Protocol	40	
Process Reflection	10	
Transcriptions	50	
Project Presentation	50	
Analytic Paper	100	
Summative Reflection	25	
TOTAL	420	

Course Assignments

Research Project

The major course assignment will involve a research project for the Department of Communication. Specifically, we will investigate understandings of civic engagement in the basic public speaking course, and perceptions about grounding the course in ideals of civic engagement and social justice.

Guidelines and rubrics for all assignments will be posted on Blackboard. All assignments should be submitted via the drop box function. Below is a brief description of the major assignments for the course.

Pre-Reflection: After reading two articles on civic engagement and learning about the needs of our basic course in public speaking, you will author a reflection on your orientation toward these topics.

Annotated Bibliography: You will review 5 articles from communication journals that are focused on examining the role of race, gender, sexual orientation, or privilege; or promoting citizenship, civic engagement, social justice, and similarly related concepts in public speaking courses. Give priority to articles that use qualitative research methods.

To the extent possible, look for articles that use in-depth interviewing and your secondary method of choice (observation or archival). For each article review (approximately 1 page each), give a complete citation, and describe 1) the research questions, 2) the theoretical perspective (include whether this is explicitly stated or how you figured it out), 3) the data collection methods used, 4) the authors' methodological reflections, and 4) your personal critique of the methods used. If you choose your articles carefully, you will be able to build a stronger methods section and a more meaningful reflection on the effectiveness of your methods in the final paper.

Interview Protocol: We will decide as a group who should be interviewed for this project. You will then create an interviewing protocol for your data collection. First, your protocol needs to include guidelines and steps for implementing the interview. Next, you should include your complete question list, including planned probes. Finally, discuss your interviewing schedule. If needed, you will revise and resubmit the protocol.

Process Reflection: You will reflect on our progress in the research project and ways we are enacting the goals of service learning. We can also reflect on our expectations for data collection.

Transcriptions: You will transcribe the interview data and add your notes and observational data to create a rich text for analysis. You will submit all of your data to earn credit toward your final grade.

Analytical Paper: Use the annotated bibliography to write a literature review that establishes what is currently known about your topic. You must (1) transcribe your interviews and (2) either transform your observation into a narrative structure (who, what, when, where, why, how) OR integrate your primary source data into usable form. Conduct a grounded theory analysis based on your transcripts. Intersect that analysis with your secondary data, using the latter to enrich the former. Reflect upon your analysis and identify:

- (1) important intersections and departures from the existing literature;
- (2) strength and weaknesses of your own experience of data collection;
- (3) strength and weaknesses of your own experience of inquiry;
- (4) implications of your study.

REMEMBER, this is a qualitative research methods course, so I will be most interested in your description of your data collection methods and how you employed the grounded theory method of analysis.

Summative Reflection: After completing the requirements for this course, you will author a reflection on your experience with service learning and qualitative research. Through guided prompts you will reflect upon the how the experiences within the class influenced your understanding of qualitative research and community engagement.

Course Schedule

Meeting	Торіс	Readings Due	Assignments Due
1	Class Introduction	Lindlof & Bryan Chapter 1 Frey- Communication and social justice research	Complete CITI IRB training by 11:59 pm on DATE
2	Theoretical Assumptions Introduction to Qualitative Traditions	Lindlof & Bryan Chapter 2 Hogan et al Democratic Citizenship and Public Speaking	Pre-reflection due by 11:59 pm on DATE
3	Planning Research Projects Implementing Research Projects	Lindlof & Bryan Chapter 3 Lindlof & Bryan Chapter 4	
4	Producing Data: Participating, Observing, & Recording	Lindlof & Bryan Chapter 5	Annotated Bibliography due by 11:59 pm on DATE
5	Producing Data: Qualitative Interviewing	Lindlof & Bryan Chapter 6	
6	Producing Data: Qualitative Interviewing (continued)		Protocol Draft due by 11:59 pm on DATE
7	IRB Workshop		Finalized Protocol due by 11:59 pm on DATE
8	Producing Data: Analyzing Material Culture and Documents	Lindlof & Bryan Chapter 7	
9	Midterm Exam		Process Reflection due Wednesday, DATE at 11:59 pm.
10		Spring Break	

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11	Data Collection		
12	Data Collection		·····
13	Sense-making Analysis	Lindlof & Bryan Chapter 8	Transcriptions due by 11:59 pm on DATE
14	Grounded Theory Method		
15	Writing Up Results	Lindlof & Bryan Chapter 9	
16	Presentation of Findings		Research Presentations Analytic Paper due by DATE at 11:59 pm
17	Final Exam		Final Exam Summative Reflection due by 11:59 p.m.

Qualitative Research Methods Bibliography

- Berg, B. L. & Lune, H. (2011). *Qualitative research methods for social science* (8th Ed.). United States of America: Pearson.
- Berger, A. A. (2011). Media and communication research methods: An introduction to qualitative and quantitative approaches (2nd Ed.). Thousand Oaks, CA: Sage Publications.
- Creswell, J. W. (2013). Research design: Qualitative, quantitative, and mixed method approaches (4th Ed.). United States of America: Sage Publications.
- Denzin, N. K. (1989). Interpretive interactionism. Thousand Oaks, CA: Sage Publications.
- Denzin, N. K. (1995). Messy methods for communication research. Journal of Communication, 45(2), 177-186.
- Denzin, N. K. (2001). The seventh moment: Qualitative inquiry and the practices of a more radical consumer research. *Journal of Consumer Research, 28,* 324-330.
- Fernald, D. H. & Duclos, C. W. (2005). Enhance your team-based qualitative research. Annals of Family Medicine, 3(4), 360-364.
- Flick, U. (2014). An introduction to qualitative research (5th Ed.). Thousand Oaks, CA: Sage Publications.
- Frey, L. R. (1998). Communication and social justice research: Truth, justice, and the applied communication way. *Journal of Applied Communication Research*, 26(2), 155-164.
- Lindlof, T. R. & Taylor, B. C. (2011). *Qualitative communication research methods* (3rd Ed). Los Angeles: Sage Publications.

- Locke, L. F., Silverman, S. J., Spirduso, W. W. (2010). *Reading and understanding research* (3rd Ed.). Thousand Oaks, CA: Sage Publications.
- Miles, M. B., Huberman, M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd Ed.). United States of America: Sage Publications.
- Saldana, J. (2012). The coding manual for qualitative researchers (2nd Ed.). Thousand Oaks, CA: Sage Publications.
- Young, M. (2009). Opening the authoethnographic I of opportunity. American Communication Journal, 11(3), 1-18.

NOTE: Before you submit a request for a new Major or Degree, you must submit an INTENT TO PLAN form. Only after the INTENT TO PLAN goes through the approval process are you ready to submit this request for a new Major or Degree. For detailed information on new programs please see: <u>http://wvhepcdoc.wvnet.edu/resources/133-11.pdf</u>.

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.

2. E-mail one PDF copy without signatures to the Graduate Council Chair.

3. The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.

				, MIS	
Contact Person: Doohee Lee, PhD		P	hone:	304-746-1973	
Degree Program MS HCA Check action requested: Addition Deletion	Change				
Effective Term/Year Fall 20 15 Spring 20	Summer 2	o 🗌			

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

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

Dept. Chair/Division Head	Date 4/8/15
College Curriculum Chair	Date 418115
College Dean M. Ma precney	Date 4/8/15
Graduate Council Chair Christofers	Date 5-20-15
Provost/VP Academic Affairs	Date
Presidential Approval	Date
Board of Governors Approval	Date

Form updated 3/2012

Please provide a rationale for addition, deletion, change: (May attach separate page if needed)

The main objective of the curriculum change is to establish its own capstone course for the HCA program. To that end, we would like to propose to require HCA 695 (Field Research in Health Care Management, 3 hrs) as a newly established capstone course.

Currently MGT 699 (Business Policy and Strategy) is a required capstone course of all HCA students but this non-health care capstone course does not help HCA students to advance their knowledge in resolving important but complicated issues and concerns in the field of health care. Therefore, MGT 699 will be dropped and replaced with an elective (in HCA) upon approval of HCA 695 as a new capstone course in HCA.

Please describe any changes in curriculum:

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List course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change. (May attach separate page if needed)

First, drop the MGT 699 capstone course (Business Policy and Strategy, 3 hrs) and require HCA 695 (Field Research in Health Care Management, 3 hrs) as a new capstone course for all HCA students.

Second, add an elective course (in HCA) to replace MGT 699.

1. ADDITIONAL RESOURCE REQUIREMENTS: If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this major or degree, attach an estimate of the time and money required to secure these items. NOTE: Approval of this form does not imply approval for additional resources. Enter NONE if not applicable.

None

2. NON-DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the request and any response received from them. Enter NONE if not applicable.

None

For catalog changes as a result of the above actions, please fill in the following pages.

3. Current Catalog Description

Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change. (May attach separate page if needed)

Comprehensive Assessment (p. 93)

Degree candidates are required to complete a comprehensive assessment prior to receipt of the master's degree. The timing and form of a student's comprehensive assessment shall be approved in advance by the Director of the Graduate School of Management. The comprehensive assessment is usually a written term paper required within the final, integrated capstone course, MGT 699, "Business Policy and Strategy."

Course Requirements (p. 93) MKT 511 Marketing and Management HCA 600 The Health Care System HCA 610 Health Care Financial Management HCA 615 Health Care Economics HCA 653 Integrated Delivery Systems HCA 630 Legal Issues in Health Care Management HCA 656 Management of Health Care Technology and Information Systems MGT 620 Human Resource Management HCA 655 Health Care Management HCA 655 Health Care Management HCA 655 Health Care Management HCA 655 Field Research in Health Care Management MGT 699 Business Policy and Strategy

4. Edits to the Current Description

Attach a PDF copy of the current catalog description prepared in MS WORD with strikethroughs to mark proposed deletions and use the highlight function to indicate proposed new text.

Form updated 3/2012

5. New Catalog Description

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Insert a 'clean' copy of your proposed description, i.e., no strikethroughs or highlighting included. This should be what you are proposing for the new description. (May attach separate page if needed)

Comprehensive Assessment (p. 93)

Degree candidates are required to complete a comprehensive assessment prior to receipt of the master's degree. The timing and form of a student's comprehensive assessment shall be approved in advance by the Director of the Graduate School of Management. The comprehensive assessment is usually a written term paper required within the final, integrated capstone course, HCA 695, "Field Research in Health Care Management."

Course Requirements (p. 93) MKT 511 Marketing and Management HCA 600 The Health Care System HCA 610 Health Care Financial Management HCA 615 Health Care Economics HCA 653 Integrated Delivery Systems HCA 653 Integrated Delivery Systems HCA 656 Management of Health Care Management HCA 656 Management of Health Care Technology and Information Systems MGT 620 Human Resource Management HCA 655 Health Care Marketing MGT 672 Organizational Behavior HCA 695 Field Research in Health Care Management Elective (in HCA)

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

Department: Major or Degree: Type of Change: (addition, deletion, change) Rationale:

Management, Marketing, MIS MS-Health Care Administration (HCA) Change (dropping MGT 695 and requiring HCA 695 as a capstone course) Rationale:

The main objective of the curriculum change is to establish its own capstone course for the HCA program. To that end, we would like to propose to require HCA 695 (Field Research in Health Care Management, 3 hrs) as a newly established capstone course.

Currently MGT 699 (Business Policy and Strategy) is a required capstone course of all HCA students but this non-health care capstone course does not help HCA students to advance their knowledge in resolving important but complicated issues and concerns in the field of health care. Therefore, MGT 699 will be dropped and replaced with an elective course (in HCA) upon approval of HCA 695 as a new capstone course in HCA.

HEALTH CARE ADMINISTRATION, M.S.

Comprehensive Assessment (p. 93)

Degree candidates are required to complete a comprehensive assessment prior to receipt of the master's degree. The timing and form of a student's comprehensive assessment shall be approved in advance by the Director of the Graduate School of Management. The comprehensive assessment is usually a written term paper required within the final, integrated capstone course, MGT 699, "Business Policy and Strategy." HCA 695, "Field Research in Health Care Management."

Course Requirements (p. 93)

MKT 511 Marketing and Management HCA 600 The Health Care System HCA 610 Health Care Financial Management HCA 615 Health Care Economics HCA 653 Integrated Delivery Systems HCA 630 Legal Issues in Health Care Management HCA 656 Management of Health Care Technology and Information Systems MGT 620 Human Resource Management HCA 655 Health Care Marketing MGT 672 Organizational Behavior HCA 695 Field Research in Health Care Management MGT 699 Business Policy and Strategy Elective (in HCA)

5. New Catalog Description

Insert a 'clean' copy of your proposed description ...

HEALTH CARE ADMINISTRATION, M.S.

Comprehensive Assessment (p. 93)

Degree candidates are required to complete a comprehensive assessment prior to receipt of the master's degree. The timing and form of a student's comprehensive assessment shall be approved in advance by the Director of the Graduate School of Management. The comprehensive assessment is usually a written term paper required within the final, integrated capstone course, HCA 695, "Field Research in Health Care Management."

Course Requirements (p. 93)

MKT 511 Marketing and Management HCA 600 The Health Care System HCA 610 Health Care Financial Management HCA 615 Health Care Economics HCA 653 Integrated Delivery Systems HCA 630 Legal Issues in Health Care Management HCA 656 Management of Health Care Technology and Information Systems MGT 620 Human Resource Management HCA 655 Health Care Marketing MGT 672 Organizational Behavior HCA 695 Field Research in Health Care Management Elective (in HCA)

Chair: Tracy Christofero GC#4: Major or Degree

Request for Graduate Addition, Deletion, or Change of a Major or Degree

NOTE: Before you submit a request for a new Major or Degree, you must submit an INTENT TO PLAN form. Only after the INTENT TO PLAN goes through the approval process are you ready to submit this request for a new Major or Degree. For detailed information on new programs please see: http://wwhepcdoc.wvnet.edu/resources/133-11.pdf.

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.

2. E-mail one PDF copy without signatures to the Graduate Council Chair.

3. The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.

College: Education Dept/Divisio		pt/Division: -	Special Education	n - Visual I	mpairments		
Contact Person: Molly F	Simonton				Phone:	(304) 746-8941	
Degree Program Master Check action requested:				Impairments]		
Effective Term/Year	Fall 20	Spring 20	Summer 2	20 15			

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

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

Dept. Chair/Division Head	Date 4.7.15
College Curriculum Chair	Date 4/8/15
College Dean Urusa Cagle	Date 4-10-15
Graduate Council Chair Christofero	Date 5-20-15
Provost/VP Academic Affairs	Date
Presidential Approval	Date
Board of Governors Approval	Date

Form updated 3/2012

Page 1 of 5

Please provide a rationale for addition, deletion, change: (May attach separate page if needed)

See attached letter from Derrick Smith, current instructor for CIVI 600.

Please describe any changes in curriculum:

List course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change. (May attach separate page if needed)

CIVI 505, Braille, 3 credit hours. This course will be required with no prerequisites.

1. ADDITIONAL RESOURCE REQUIREMENTS: If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this major or degree, attach an estimate of the time and money required to secure these items. NOTE: Approval of this form does not imply approval for additional resources. Enter NONE if not applicable.

All costs associated with this course and this program are covered under a grant paid for my the WV Department of Education - Office of Special Education.

2. NON-DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the request and any response received from them. Enter NONE if not applicable.

NONE

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3. Current Catalog Description

Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change. (May attach separate page if needed)

4. Edits to the Current Description

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5. New Catalog Description

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This course will provide the student with basic skills in literary braille transcription and codes. Students will acquire competence in reading and writing braille and the use of the Perkins braillewriter, slate and stylus, and Perky Duck Software. Techniques for braille instruction of school-aged students as well as for special populations such as children with multiple disabilities and adults with an adventitious visual impairment are also included. Techniques for pre-braille activities for younger children will also be included.

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

Department: Major or Degree: Type of Change: (*addition, deletion, change*) Rationale:

Department: Special Education - Visual Impairments Major or Degree: Visual Impairment Certification & Special Education Masters Type of Change: (addition, deletion, change) Addition Rationale: There is currently no dedicated braille course in the program. See attached letter.



College of Education Department of C&I NCATE Accredited NCATE The Standard of Excellence in Teacher Preparation

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Robert's Hall 311 Huntsville, Alabama 35899 Phone: 256-824-3048 Fax: 256-824-2387 derrick.smith@uah.edu www.uah.edu

February 27, 2015

Dear Ms. Molly Simonton,

You asked that I provide you a statement of support for a dedicated braille course for your VI program at Marshall University. I appreciate you asking me for this input and would be glad to provide you my personal and professional thoughts on the matter.

I think it is important to begin with general statements from the field of special education for students with visual impairments. The Council for Exceptional Children Division on Visual Impairments and Deafblindness (CEC-DVIDB) develops the NCATE/CAEP "Specialized Professional Association" (SPA) standards that guide all teacher education programs. Within their standards, it has multiple standards related to braille, namely:

B&VI5S4: Select and adapt materials in **Braille**, accessible print, and other formats. B&VI5S5: Teach the use of braillewriter, slate and stylus, and computer technology to produce **Braille** materials.

Beyond the standards, the CEC-DVIDB has a series of published "position papers" that describe the positions of the field. Erin, Holbrook, Sanspree, and Swallow (2006) outline the recommendations for all personnel preparation programs. On page two, the authors provide a listing of content of preparation and "braille codes, including literary and Nemeth Code" are listed first among all topics with "instructional strategies for teaching communication skills, including...braille (both literary and Nemeth Code)..." (Erin et al.).

Another position paper on "The Role and Function of the Teacher of Students with Visual Impairments" (Spungin & Ferrell, 2007) focuses on the important of braille literacy and that systematic and regular instruction is necessary. Based upon these simple evidences, it is understandable that almost all university personnel preparation programs for TVIs have a dedicated course on braille and braille literacy. These are the cornerstones of literacy and comprehension for students with visual impairments.

Currently, I am teaching CIVI-600: "Mathematics Strategies and Instruction for Students with Visual Impairments" for Marshall University. It has been a joy working with the students but the course has been quite challenging for the students. This course focuses on many visual impairments concepts including the abacus, tactile graphics (graphics that can be touched), pedagogical (instructional) strategies for math and science, and assistive technology. However, the foundation of all STEM-focused education is Nemeth Braille Code for

Mathematics. This is a specialized braille code for writing math syntax. Half of the course focuses on teaching students the math content they will need to know to serve students in the K-12 setting. During this semester, the course has been much more challenging for these students due to their lack of a focused course on literary braille. Many of the rules for writing Nemeth Code hinge on a strong understanding of literary braille. It is impossible to transcribe an elementary math assignment without having to write literary components.

I understand that currently the program infuses braille instruction within every course. This is truly a unique model. However, I would say that it is not the most appropriate model for this type of program. Braille is the written language within the field of special education for students with visual impairments. If the program wishes to infuse braille components into every course (which is a good idea), it must first ground the student in the written braille code first. A dedicated braille course toward the beginning of the course would provide the students with foundational knowledge that they could use in all future courses. It should be used in all subsequent courses, but they need to learn "to write" before they learn to teach.

With that being said, I also believe that the math course I am teaching should follow the independent braille literacy course immediately. In my experience (which includes teaching literary and Nemeth Code at five different universities), students respond best to Nemeth Code when literary braille is "fresh" in their minds.

I would like to end by stating that this should not just be a "braille course". It should also include training on literacy for students with visual impairments. It MUST include instruction on how to teach students braille in a systematic way. It MUST include strategies for working with students with low vision who require large print. It SHOULD include instruction on assistive technologies that are used for braille and large print creation. It should also include introductions to Foreign Language braille (which uses literary braille but has some special rules).

Again, I fully support the concept of a dedicated braille literacy course for the VI program at Marshall University. It is my professional and personal opinion that it would have a positive impact on the overall quality of teachers developed by the program.

Sincerely,

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Denich W. Snut

Derrick W. Smith, Ed.D., COMS Associate Professor of Special Education STEM-VI Mathematics Research Laboratory, Director University of Alabama in Huntsville (256) 824-3048 derrick.smith@uah.edu

References

27 1 2 4

Erin, J.N., Holbrook, C., Sanspree, M.J., & Swallow, R.M. (2006). Professional preparation and certification of teachers of students with visual impairments. Retrieved from https://higherlogicdownload.s3.amazonaws.com/SPED/d2199768-679e-41f6-aa2ae9d3b5b748c8/UploadedImages/Nov14OldPP/Professional%20Preparation%20and%20Certif ication%20of%20Teachers%20of%20Students%20w%20VI%20%2011-14-13.doc

Spungin, S.J., & Ferrell, K.A. (2007). The role and function of the teacher of students with visual impairments. Retrieved from

https://higherlogicdownload.s3.amazonaws.com/SPED/d2199768-679e-41f6-aa2ae9d3b5b748c8/UploadedImages/Nov14OldPP/Student-Centered%20Educational%20Placement%20Decisions%2011-14-13.doc

Chair: Tracy Christofero GC#4: Major or Degree

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Request for Graduate Addition, Deletion, or Change of a Major or Degree

NOTE: Before you submit a request for a new Major or Degree, you must submit an INTENT TO PLAN form. Only after the INTENT TO PLAN goes through the approval process are you ready to submit this request for a new Major or Degree. For detailed information on new programs please see: http://wvhepcdoc.wvnet.edu/resources/133-11.pdf.

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.

2. E-mail one PDF copy without signatures to the Graduate Council Chair.

3. The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.

College: COEPD		Dept/Division: Office of Doctoral Programs in Education	
Contact Person: Bobbi I	Nicholson	Phone: 62094	
Degree Program EdD Check action requested:	Addition	□ Deletion	
Effective Term/Year	Fall 20 15	Spring 20 Summer 20	

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

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

Dept. Chair/Division Head	Date 3/3/15
College Curriculum Chair <u>A.B.A</u>	Date 4/8/15
College Dean Veresa Cagle	Date 4-10-15
Graduate Council Chair Christofero	Date 5-20-15
Provost/VP Academic Affairs	Date
Presidential Approval	Date
Board of Governors Approval	Date

Please provide a rationale for addition, deletion, change: (May attach separate page if needed)

Intellectual capital is one of four specific areas articulated in Marshall University's strategic vision document, emphasizing the need for the institution to consider educational innovations that will "expand and elevate" the area's intellectual resources. That interest is reinforced in the Vision 20/20 plan to improve the competitive stature of Marshall University by developing degree programs that both benefit the university and "contribute to improving the intellectual capital of the State of West Virginia." Our EdD program has risen to that challenge since its inception.

Numerous developments since that time, however - the emergence of for-profit institutions offering graduate programs exclusively online among them - have exercised a substantial influence on program enrollment. Faculty in the EdD program believe the changes requested herein will help not only to improve program quality, but to address declining enrollment, situate Marshall University in a more competitive position in the market for terminal degree offerings, and allow the program to continue to contribute to the intellectual capacity of the institution, the state and the region.

Please describe any changes in curriculum:

List course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change. (May attach separate page if needed)

Please see attachment.

1. ADDITIONAL RESOURCE REQUIREMENTS: If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this major or degree, attach an estimate of the time and money required to secure these items. NOTE: Approval of this form does not imply approval for additional resources. Enter NONE if not applicable.

None

2. NON-DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the request and any response received from them. Enter NONE if not applicable.

None

For catalog changes as a result of the above actions, please fill in the following pages.

3. Current Catalog Description

Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change. (May attach separate page if needed)

CURRENT DESCRIPTION

Educational Leadership, Ed.D. (p. 114)

This program is designed to offer the opportunity to earn the Doctor of Education (Ed.D.) degree in Educational Leadership with Areas of Emphasis in Public School Administration, Higher Education Administration or Community College Administration. Coursework and other requirements will be met on the South Charleston campus. The mission of the doctoral program in education is to prepare practitioners to be reflective, ethical educators and researchers who contribute to the field of education. Program faculty are committed to creating a community of scholars through mentoring, engaging in collaborative research, and maintaining a focus on sound educational practices.

Acceptance into the Program

The decision to admit an applicant to doctoral work constitutes a significant commitment from the faculty of the department in the form of advising, teaching, chairing or serving on the student's committee, preparing and evaluating examinations, and guiding the successful completion of the dissertation. The applicant should note that the decision to admit students to the doctoral program is a collective judgment of the program faculty and represents their determination of the likelihood of the candidate to succeed in all major phases of the degree program. These judgments take into account the applicant's professional experiences, communication and thinking skills, and other relevant capabilities. Thus, an applicant is not automatically admitted on the basis of meeting only the minimum criteria.

An applicant must have earned at least a master's degree from an accredited institution in Educational Leadership, Curriculum and Instruction, or a related field. Applicants for Public School Administration must have an earned Principal's Licensure. Details of all admission requirements and other pertinent information can be found at www.marshall.edu/edd.

THERE ARE NO REQUESTED CHANGES TO THE CATALOG DESCRIPTION.

4. Edits to the Current Description

Attach a PDF copy of the current catalog description prepared in MS WORD with strikethroughs to mark proposed deletions and use the highlight function to indicate proposed new text.

5. New Catalog Description

Insert a 'clean' copy of your proposed description, i.e., no strikethroughs or highlighting included. This should be what you are proposing for the new description. (May attach separate page if needed)

NONE

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

Department: Major or Degree: Type of Change: (*addition, deletion, change*) Rationale:

Department: COEPD, Office of Doctoral Programs

Major or Degree: EdD, Leadership Studies major

Type of Change: Change

Rationale: Intellectual capital is one of four specific areas articulated in Marshall University's strategic vision document, emphasizing the need for the institution to consider educational innovations that will "expand and elevate" the area's intellectual resources. That interest is reinforced in the Vision 20/20 plan to improve the competitive stature of Marshall University by developing degree programs that both benefit the university and "contribute to improving the intellectual capital of the State of West Virginia." Our EdD program has risen to that challenge since its inception.

Numerous developments since that time, however - the emergence of for-profit institutions offering graduate programs exclusively online among them - have exercised a substantial influence on program enrollment. Faculty in the EdD program believe the changes requested herein will help not only to improve program quality, but to address declining enrollment, situate Marshall University in a more competitive position in the market for terminal degree offerings, and allow the program to continue to contribute to the intellectual capacity of the institution, the state and the region.

Proposed Changes to EdD in Leadership Studies

	Higher Ed Leadership Required Core Courses		
COUPSEN	IUMBER / TITLE		CREDIT
			HOURS
LS 705	Administrative Theory	Retained	3
LS 707	Ethical Theories	Retained	3
LS 710	Principles of Leadership	Retained	3
LS 714	Administration and Organization of Higher Education	Retained	3
LS 725	Higher Education Finance/Law	Retained	3
LS 745	Higher Education Law	Retained	3
LS 756	Current Issues in Higher Education (prerequisite LS-618)	Removed	3
LS-760	Politics of Education	Removed	3
	Te	otal Core Courses	18 hours
	Research and Support Courses		I
LS 719	Introduction to Doctoral Studies	Retained	1
LS 703	Research Design	Retained	3
EDF 517	Statistical Methods	Retained	3
EDF 625	Qualitative Research in Education	Retained	3
EDF 711	Survey Research in Education (prerequisite: LS 703)	Retained	3
L S 765	Advanced Research	Removed	3
LS 776	Computer Analysis (prerequisite EDF 517) OR		3
EDF 625	Advanced Qualitative Research (prerequisite EDF 625)	Support Course	3 16 hours
	Total Research and	Support Courses	10 nours
LS 797	Dissertation Research	Revised from 12 hours to 9 minimum	9
	Total Plan of Study (minimum)		43

Proposed Changes to EdD in Leadership Studies (cont.)

	K-12 Leadership Required Co	re Courses*	
	COURSE NUMBER / TITLE		CREDIT HOURS
LS 705	Administrative Theory	Retained	3
LS 707	Ethical Theories	Retained	3
LS 710	Principles of Leadership	Retained	3
LS 700	Superintendency	Removed	3
LS 720	Public School Finance	Retained	3
LS 730	Facility Planning and Management	Removed	3
LS 740	Public School Law	Retained	3
LS XXX	Special Education Leadership (new course)	Added	3
CI-702	Curriculum Theories	Removed	3
		Total Core Courses	18 hours
	Research and Support Co	Durses	
LS 719	Introduction to Doctoral Studies	Retained	1
LS 703	Research Design	Retained	3
EDF 517	Statistical Methods	Retained	3
EDF 625	Qualitative Research in Education	Retained	3
EDF 711	Survey Research in Education (prerequisite: LS 703)	Retained	3
LS 765	Advanced Research	Removed	3
LS 776 EDF 625	Computer Analysis (prerequisite EDF 517) OR Advanced Qualitative Research (prerequisite EDF 625)	Retained	3
		l Research and Support Courses	16 hours
LS 797	Dissertation Research	Revised from 12 hours to 9 minimum	9
	······································	Total Plan of Study (minimum)	43

	Higher Ed Leadership: Required Core Courses	Credit Hours
LS 705	Administrative Theory	3
LS 707	Ethical Theories	3
LS 710	Principles of Leadership	3
LS 714	Administration and Organization of Higher Education	3
LS 725	Higher Education Finance/Law	3
LS 745	Higher Education Law	3
	Total Core Courses	18 hours

[Required Research and Support Courses	Credit Hours
LS 719	Introduction to Doctoral Studies	1
LS 703	Research Design	3
EDF 517	Statistical Methods	3
EDF 625	Qualitative Research in Education	3
EDF 711	Survey Research in Education (prerequisite: LS 703)	3
LS 776	Computer Analysis (prerequisite EDF 517) OR	3
EDF 625	Advanced Qualitative Research (prerequisite EDF 625)	
L	Total Research and Support Courses	16 hours

LS 797	Dissertation Research (minimum 9)	9 hours

Total Plan of Study	43
(minimum)	
	[

	K-12 Leadership: Required Core Courses	Credit Hours
LS 705	Administrative Theory	3
LS 707	Ethical Theories	3
LS 710	Principles of Leadership	3
LS 720	Public School Finance	3
LS 740	Public School Law	3
LS XXX	Special Education Leadership (new course)	3
· · · · · · · · · · · · · · · · · · ·	Total Core Courses	18 hours

Revised Plan of Study: EdD in Leadership Studies (cont.)

	Required Research and Support Courses	Credit Hours
LS 719	Introduction to Doctoral Studies	1
LS 703	Research Design	3
EDF 517	Statistical Methods	3
EDF 625	Qualitative Research in Education	3
EDF 711	Survey Research in Education (prerequisite: LS 703)	3
LS 776 EDF 625	Computer Analysis (prerequisite EDF 517) OR Advanced Qualitative Research (prerequisite EDF 625)	3
	Total Research and Support Courses	16 hours

LS 797	Dissertation Research (minimum 9)	9 hours

Total Plan of Study	43
(minimum)	

*A master's degree in educational leadership from an ELCC-accredited institution is required for admission to the K-12 track.

Chair: Tracy Christofero GC#4: Major or Degree

Request for Graduate Addition, Deletion, or Change of a Major or Degree

NOTE: Before you submit a request for a new Major or Degree goes through the approval process are you ready to submit t programs please see: <u>http://wvhepcdoc.wvnet.edu/resource</u>	his request for a new Major or I			
 Prepare one paper copy with all signatures and supporting mater E-mail one PDF copy without signatures to the Graduate Council The Graduate Council cannot process this application until it has 	Chair.			Ca
College: COEPD D	ept/Division: Office of Doctoral P	Program	15	
Contact Person: Bobbi Nicholson, Ph.D.		Phone:	304.746.2094	
Degree Program EdD				
Check action requested: Addition Deletion	Change			
Effective Term/Year Fall 20 15 Spring 20	Summer 20			

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

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

Dept. Chair/Division Head frie a. Nector	Date 4-1-15
College Curriculum Chair	Date 4/8/15
College Dean Veresa Cagle	Date <u>4-10-15</u>
Graduate Council Chair Christofers	Date 5-20-15
Provost/VP Academic Affairs	Date
Presidential Approval	Date
Board of Governors Approval	Date

Please provide a rationale for addition, deletion, change: (May attach separate page if needed)

Intellectual capital is one of four specific areas articulated in Marshall University's strategic vision document, emphasizing the need for the institution to consider educational innovations that will "expand and elevate" the area's intellectual resources. That interest is reinforced in the Vision 20/20 plan to improve the competitive stature of Marshall University by developing degree programs that both benefit the university and "contribute to improving the intellectual capital of the State of West Virginia." Our EdD program has risen to that challenge since its inception.

Numerous developments since that time, however - the emergence of for-profit institutions offering graduate programs exclusively online among them - have exercised a substantial influence on program enrollment. Faculty in the EdD program believe the changes requested herein will help not only to improve program quality, but to address declining enrollment, situate Marshall University in a more competitive position in the market for terminal degree offerings, and allow the program to continue to contribute to the intellectual capacity of the institution, the state and the region.

Please describe any changes in curriculum:

List course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change. (May attach separate page if needed)

Please see attachment.

1. ADDITIONAL RESOURCE REQUIREMENTS: If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this major or degree, attach an estimate of the time and money required to secure these items. NOTE: Approval of this form does not imply approval for additional resources. Enter NONE if not applicable.

NONE

2. NON-DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the request and any response received from them. Enter NONE if not applicable.

NONE

For catalog changes as a result of the above actions, please fill in the following pages.
3. Current Catalog Description

Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change. (May attach separate page if needed)

Curriculum and Instruction, Ed.D.

This program is designed to offer the opportunity to earn the Doctor of Education (Ed.D.) degree in Curriculum and Instruction. Coursework and other requirements will be met on the South Charleston campus. The mission of the doctoral program in education is to prepare practitioners to be reflective, ethical educators and researchers who contribute to the field of education. Program faculty are committed to creating a community of scholars through mentoring, engaging in collaborative research, and maintaining a focus on sound educational practices.

Acceptance into the Program

The decision to admit an applicant to doctoral work constitutes a significant commitment from the faculty of the department in the form of advising, teaching, chairing or serving on the student's committee, preparing and evaluating examinations, and guiding the successful completion of the dissertation. The applicant should note that the decision to admit students to the doctoral program is a collective judgment of the program faculty and represents their determination of the likelihood of the candidate to succeed in all major phases of the degree program. These judgments take into account the applicant's professional experiences, communication and thinking skills, and other relevant capabilities. Thus, an applicant is not automatically admitted on the basis of meeting only the minimum criteria.

An applicant must have earned at least a master's degree from an accredited institution in Educational Leadership, Curriculum and Instruction, or a related field. Details of all admission requirements and other pertinent information can be found at www.marshall.edu/edd.

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Insert a 'clean' copy of your proposed description, i.e., no strikethroughs or highlighting included. This should be what you are proposing for the new description. (May attach separate page if needed)

NO CHANGE

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

Department: Major or Degree: Type of Change: (*addition, deletion, change*) Rationale:

Department: COEPD, Office of Doctoral Programs

Major or Degree: EdD, Curriculum and Instruction major

Type of Change: Change

Rationale: Intellectual capital is one of four specific areas articulated in Marshall University's strategic vision document, emphasizing the need for the institution to consider educational innovations that will "expand and elevate" the area's intellectual resources. That interest is reinforced in the Vision 20/20 plan to improve the competitive stature of Marshall University by developing degree programs that both benefit the university and "contribute to improving the intellectual capital of the State of West Virginia." Our EdD program has risen to that challenge since its inception.

Numerous developments since that time, however - the emergence of for-profit institutions offering graduate programs exclusively online among them - have exercised a substantial influence on program enrollment. Faculty in the EdD program believe the changes requested herein will help not only to improve program quality, but to address declining enrollment, situate Marshall University in a more competitive position in the market for terminal degree offerings, and allow the program to continue to contribute to the intellectual capacity of the institution, the state and the region.

Proposed Revisions to the EdD: Curriculum and Instruction Major

REQUIRED CORE COURSES		ACTION	CREDIT HOURS	
CI 701	Curriculum Development	Retained	3	
CI 702	Curriculum Theories	Retained	3	
CI 703	Theories, Models, and Research of Teaching	Retained	3	
CI-704	Social and Political Determinants of Curriculum Development	Revised to eliminate overlap with CI 706		
CI 704	Social, Cultural, and Political Determinants of Curriculum	Revised to merge key goals and objectives from CI 704 and CI 706	3	
CI 706	Multicultural and Diversity Issues in Curriculum and Instruction	Removed; Key goals and objectives merged into revised CI 704	3	
CI 707	Curriculum Change	Removed	3	
CIEC 700	Technology and Curriculum	Retained	3	
EDF 635	Policy Studies in Education	Added	3	
CI 627	Program Planning and Evaluation	Added	3	
			CORE: 21	
AREA OF E Minimum	MPHASIS COURSES 9 hours			
_	Minimum of 9 hours of graduate level coursework, taken after admission to MU Doctoral Program	Retained	9 hours minimum	
			A of E: 9	
ELECTIVE (Minimum				
	Minimum of 12 hours of graduate level coursework	Removed from POS	12	
		EL	ECTIVES: (

	AND SUPPORT COURSES		
Minimum	19 hours + Dissertation Research Hours		
LS 719	Introduction to Doctoral Studies	Retained	1
LS 703	Research Design	Retained	3
EDF 517	Statistical Methods	Retained	3
EDF 625	Qualitative Research in Education	Retained	3
CI 677	Writing for Publication in Professional Education	Retained	3
EDF 711	Survey Research in Education (prerequisite: LS 703)	Retained	3
LS 776 or EDF 626	LS 776 Computer Analysis (prerequisite EDF 517 EDF 626 Advanced Qualitative Research (prerequisite EDF 625)	Retained	3
LS 765	Advanced-Research	Removed	3
		RESEARCH AND SU	IPPORT: 1
Dissertatio <i>Minimum</i>			
CI 797	Dissertation Research	Revised from 12 to 9 hours	9 hours minimur
		DISSE	RTATION:
TOTAL PLA	AN OF STUDY		58

REVISED PLAN OF STUDY: EdD, Curriculum and Instruction Major

REQUIRED CORE COURSES		CREDIT HOURS
CI 701	Curriculum Development	3
CI 702	Curriculum Theories	3
CI 703	Theories, Models, and Research of Teaching	3
CI 704	Social, Cultural, and Political Determinants of Curriculum	3
CIEC 700	Technology and Curriculum	3
EDF 635	Policy Studies in Education	3
CI 627	Program Planning and Evaluation	3
		CC

AREA OF E	MPHASIS COURSES	
	Minimum of 9 hours of graduate level coursework, taken after admission to MU Doctoral Program	9 hours minimum
		A of E: 9

LS 719	Introduction to Doctoral Studies	1
LS 703	Research Design	3
EDF 517	Statistical Methods	3
EDF 625	Qualitative Research in Education	3
CI 677	Writing for Publication in Professional Education	3
EDF 711	Survey Research in Education (prerequisite: LS 703)	3
LS 776 or EDF 626	LS 776 Computer Analysis (prerequisite EDF 517 EDF 626 Advanced Qualitative Research (prerequisite EDF 625)	3

RESEARCH AND SUPPORT: 19

DISSERTATION Minimum 9 hours		
CI 797	Dissertation Research	9 hours minimum
		DISSERTATION: 9

TOTAL PLAN OF STUDY	58 HOURS

Chair: Tracy Christofero GC

GC#9: Non-Curricular

Request for Graduate Non-Curricular Changes

		CULAR CHANGE REQUESTS (change ogram descriptions in catalog, gener	s in admission requirements or requirements for graduation, changes al language changes in catalog.)
SIGNATURES	may not be required, depending	g on the nature of the request and f	om where it originates. Consult Graduate Council chair.
2. E-mail one	PDF copy without signatures to		rd to the Graduate Council Chair. th the PDF copy and the signed hard copy.
College: COE	PD	Dept/Division:	Counseling
Contact Perso	on: Carol M. Smith 		Phone: 304-746-1921
Rationale for Request (May attach separate page if needed)	troubling aspects of trauma The course is added to the N	tic stress – those elements that /iolence Loss and Trauma Gradu	with best clinical practices for treating the most serious and do not resolve with traditional solution-focused approaches. ate Certificate to deepen and strengthen the informed and compassionately in worst case scenarios.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached. NOTE: all requests may not require all signatures.

Department/Division Chair_Gabut 2. Robuster	Date/6/15
Registrar Johnto huguno	Date 4/7/15
College Curriculum Committee Chair And College Curriculum Committee Chair Control College Curriculum committee)	Date 4/8/15
Graduate Council Chair	Date 5-20-15

NOTE: please complete information required on the following pages before obtaining signatures above.

Form updated 3/2012

0

1. Current Catalog Description (if applicable): Please insert the catalog description from the current catalog for entries you would like to change. (May attach separate page if needed)

From Certificate Description, pp. 101-102

Graduate Certificate in Violence, Loss and Trauma Counseling

NOTE: Professional Continuing Education coursework offered in the certificate program will be eligible for continuing education units by the Counseling Board of Examiners.

The graduate certificate program in Violence, Loss, and Trauma Counseling (VoLT) is completed in one of two ways:

• First, the student may be accepted into the Counseling program and take the certification courses in conjunction with the required degree courses and graduate with a Master of Arts degree in Counseling in addition to a graduate certificate denoting this area of specialty.

• Second, for those holding master's degrees in counseling or related fields, the certificate coursework may be taken as a stand-alone program to be completed in one to two years.

This program is currently the state's only graduate level initiative providing a sequential, specialized professional development opportunity for mental health professionals who contribute to the identification of and interventions in these specialty areas.

Course Requirements (15 hours)

COUN 556 Death and Grief Counseling*

COUN 654 An Ecological Approach to Domestic Violence*

COUN 655 Counseling Victims, Perpetrators, and Children of Domestic Violence

COUN 682 Treatment in Trauma Recovery*

COUN 683 Psychophysiology of Trauma

COUN 684 Advanced Techniques in Treatment of Trauma and Loss3

*Required for the certificate.

From Course Listings, Page 228

684 Advanced Techniques in Treatment of Trauma and Loss. 3 hrs.

This course focuses on advanced treatment of trauma and loss through investigation of trauma theory, evidence-based treatment and interventions, and applied practice. (PR: COUN 556 and COUN 682)

691 Internship in Clinical Mental Health Counseling. CR/NC. 3 - 9 hrs.

Supervised experience in mental health counseling. Participation in seminars on specified topics. Minimum 100 clock hours for each semester hour credit. (PR: COUN 608 and 631 with minimum grade of B or permission)

Request for Graduate Non-Curricular Changes-Page 3

2. Edits to current description: Attach a PDF copy of the current catalog description prepared in MS WORD with strikethroughs to mark proposed deletions and use the highlight function to indicate proposed new text.

From Certificate Description, pp. 101-102

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COUN 556 Death and Grief Counseling* COUN 654 An Ecological Approach to Domestic Violence* COUN 655 Counseling Victims, Perpetrators, and Children of Domestic Violence COUN 682 Treatment in Trauma Recovery* COUN 683 Psychophysiology of Trauma COUN 684 Advanced Techniques in Treatment of Trauma and Loss COUN 686 Traumatic Stress and Suffering *Required for the certificate.

From Course Listings, Page 228

684 Advanced Techniques in Treatment of Trauma and Loss. 3 hrs.

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686 Traumatic Stress and Suffering. 3 hrs.

This course focuses on existential suffering caused by traumatic stress, and the counseling needs of affected individuals. It explores the nature of suffering, as well as a variety of philosophical, religious, and theoretical approaches to suffering. The course presents best practices for clinical approaches within professional counseling.

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Graduate Council Request for Non-Curricular Changes-Page 4

3. New Catalog Description: Provide a "clean" copy of your proposed description without strikethroughs or highlighting. This should be what you are proposing for the new description. (May attach separate page if needed)

From Certificate Description, pp. 101-102

Graduate Certificate in Violence, Loss and Trauma Counseling

NOTE: Professional Continuing Education coursework offered in the certificate program will be eligible for continuing education units by the Counseling Board of Examiners.

The graduate certificate program in Violence, Loss, and Trauma Counseling (VoLT) is completed in one of two ways: • First, the student may be accepted into the Counseling program and take the certification courses in conjunction with the required degree courses and graduate with a Master of Arts degree in Counseling in addition to a graduate certificate denoting this area of specialty.

• Second, for those holding master's degrees in counseling or related fields, the certificate coursework may be taken as a stand-alone program to be completed in one to two years.

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COUN 655 Counseling Victims, Perpetrators, and Children of Domestic Violence

COUN 682 Treatment in Trauma Recovery*

COUN 683 Psychophysiology of Trauma

COUN 684 Advanced Techniques in Treatment of Trauma and Loss

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Graduate Council Request for Non-Curricular Changes-Page 5

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

Type of change request: Department: Degree program: Effective date (*Fall/Spring/Summer, Year*)

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Course Addition Counseling Graduate Certificate in Violence Loss and Trauma Fall 2016

Chair: Tracy Christofero

GC#9: Non-Curricular

Request for Graduate Non-Curricular Changes

 PLEASE USE THIS FORM FOR ALL NON-CURRICULAR CHANGE REQUESTS (changes in admission requirements or requirements for graduation, changes in or new policies/procedures, changes in program descriptions in catalog, general language changes in catalog.)

 SIGNATURES may not be required, depending on the nature of the request and from where it originates. Consult Graduate Council chair.

 1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.

 2. E-mail one PDF copy without signatures to the Graduate Council Chair.

 3. The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.

 College: COEPD
 Dept/Division: Elementary and Secondary Education

Contact Person: Tina Allen

Phone: 68958

Rationale for Request	This change is to add Japanese to the graduate licensure programs (MAT and Post Bac programs). This document is to make the appropriate changes in the graduate catalog.
(May attach separate page if needed)	

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached. NOTE: all requests may not require all signatures.

Department/Division Chair Jac a. Histor	Date 3-10-15
Registrar_Auto Auguso	Date 3/03/15
College Curriculum Committee Chair Con Dean if no college curriculum committee)	Date 4/8/15
Graduate Council ChairChristofeco	Date 5-20-15

NOTE: please complete information required on the following pages before obtaining signatures above.

1. Current Catalog Description (if applicable): Please insert the catalog description from the current catalog for entries you would like to change. (May attach separate page if needed)

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See attached.

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apply-for-admission Please note that all admissions documents must be submitted to Graduate Admissions before an applicant will be considered for admission.

- 2. In addition to university admission requirements, applicants must have an overall Grade Point Average (GPA) of 2.70 or higher on a 4.0 scale for all previously completed coursework and a GPA of 2.70 in the content area, must meet the Praxis Core requirement, and must submit Graduate Record (GRE) or Miller Analogies Test (MAT) scores with a required minimum total score of 286 on the GRE verbal and quantitative sections (or the equivalent on the GRE prior to Fall 2011), or a minimum score of 387 on the MAT.
- 3. An applicant may qualify for an exemption of the Praxis Core if he or she has an enhanced ACT score of 26 or higher, a revised SAT score of 1170 or higher, or a master's degree or higher.
- 4. Applicants must take and pass all three subtests (reading, writing and math) of the Praxis Core prior to being admitted to the MAT program. The required Praxis Core scores are Reading = 156, Writing =162, and Math = 150.
- 5. Students may enroll in graduate courses only after they have been fully admitted to the university and the MAT program. All students must maintain a cumulative Grade Point Average of 3.0.
- 6. A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.
- 7. In the last semester of the program, students will be enrolled in EDF 677, MAT Level III Clinical Experience, a 15 week, full-time student teaching experience under the direct supervision of a certified teacher(s). Prerequisites for student teaching include the following: 3.0 GPA in all graduate MAT courses; completion of at least 90% of content courses (100% recommended); completion of EDF 537 and EDF 637, Level I and II Clinical Experiences; completion of all MAT coursework and the Praxis content test(s)
- 8. Before a candidate may apply for certification/licensure, he or she must take and pass the Praxis, Principles of Learning and Teaching (PLT) Grades 7-12. The PLT may be taken during or following the final semester in the MAT program.
- 9. Upon completion of the MAT program and all testing requirements, the student should apply for licensure. The teaching license is awarded by the West Virginia Department of Education; however, the candidate must be recommended for licensure by the institution.

Program Options and Degree Requirements: Master of Arts in Teaching

- 1. Master of Arts in Teaching Grades PreK-Adult
 - Art Education
 - Music Education
 - Wellness

Foundations of Education and Technology 15 Hours

Research and Writing (3 hrs.)

EDF 621 Educational Research and Writing OR

EDF 625 Qualitative Research in Education

Social and Cultural Foundations (3 hrs.)

EDF 665 Sociology of American Schools OR

EDF 615 History of Education in the United States

Development or Psychology (3 hrs.)

- EDF 616 Advanced Studies in Human Development OR
- EDF 619, Educational Psychology
- EDF 537 Clinical I Lab to accompany EDF 616 or EDF 619

Instructional Technology (3 hrs.)

- CIEC 534 Applications Software in the Classroom Curriculum Area OR
- CIEC 600 Instructional Design and Technology OR
- CIEC 635 Using the Internet in the Classroom
- Evaluation or Assessment (3 hrs.)
 - EDF 612 Educational Evaluation
 - EDF 636 Classroom Assessment

CI 503 Methods and Materials of Teaching

in the Middle Childhood Grades

CISP 510 Intro. to Instructional Practices/Exceptional Children

(continued)

Degree Programs and Requirements

CISP 521 Children with Exceptionalities

CI515Integrated Methods and MaterialsEDF637Clinical II - Lab to accompany CI 515CI624Advanced Instructional StrategiesCI631Current Influences on Early ChildhoodCIRG644Literacy in the Content Area*EDF677Clinical III - Student Teaching

In addition to the preceeding courses, students must also complete all courses in their teaching specialization.

*Requires minimum of 90% completion of content courses and passing score(s) on the Praxis content examination(s).

- 2. Master of Arts in Teaching Grades 5-Adult
 - French
 - English
 - Latin (second certification area only)
 - Mathematics
 - Oral Communications (Speech) (second certification area only)
 - General Science
 - Social Studies
 - Spanish

Foundations of Education and Technology 15 Hours

- Research and Writing (3 hrs.)
 - EDF 621 Educational Research and Writing OR
 - EDF 625 Qualitative Research in Education

Social and Cultural Foundations (3 hrs.)

EDF 665 Sociology of American Schools OR

EDF 615 History of Education in the United States

Development or Psychology (3 hrs.)

- EDF 616 Advanced Studies in Human Development OR
- EDF 619, Educational Psychology
 - EDF 537 Clinical I Lab to accompany EDF 616 or EDF 619
- Instructional Technology (3 hrs.)
 - CIEC 534 Applications Software in the Classroom Curriculum Area
 - CIEC 600 Instructional Design and Technology
 - CIEC 635 Using the Internet in the Classroom
- Evaluation or Assessment (3 hrs.)
 - EDF 612 Educational Evaluation
 - EDF 636 Classroom Assessment

- CI 501 Middle Childhood Curriculum
- CI 503 Methods and Materials of Teaching
- in the Middle Childhood Grades
- CISP 510 Intro. to Instructional Practices/Exceptional Children
- CISP 521 Children with Exceptionalities
- CI 515 Integrated Methods and Materials
- EDF 637 Clinical II Lab to accompany CI 515
- CI 624 Advanced Instructional Strategies

CIRG 644 Literacy in the Content Area *EDF 677 Clinical III - Student Teaching

In addition to the above courses, students must also complete all courses in their teaching specialization.

*Requires minimum of 90% completion of content courses and passing score(s) on Praxis content examination(s).

- 3. Master of Arts in Teaching Grades 9-Adult
 - Biology
 - Chemistry
 - Journalism (second certification area only)
 - Physics

Foundations of Education and Technology...... 15 Hours

Research and Writing (3 hrs.)

EDF 621 Educational Research and Writing OR

EDF 625 Qualitative Research in Education

Social and Cultural Foundations (3 hrs.)

EDF 665 Sociology of American Schools OR

EDF 615 History of Education in the United States

Development or Psychology (3 hrs.)

EDF 616 Advanced Studies in Human Development OR

EDF 619, Educational Psychology

EDF 537 Clinical I - Lab to accompany EDF 616 or EDF 619

Instructional Technology (3 hrs.)

CIEC 534 Applications Software in the Classroom Curriculum Area OR

CIEC 600 Instructional Design and Technology OR

CIEC 635 Using the Internet in the Classroom

Evaluation or Assessment (3 hrs.)

- EDF 612 Educational Evaluation OR
- EDF 636 Classroom Assessment

- CISP 510 Intro. to Instructional Practices/Exceptional Children
- CISP 521 Children with Exceptionalities
 - CI 515 Integrated Methods and Materials
- EDF 637 Clinical II Lab to accompany CI 515
- CI 624 Advanced Instructional Strategies
- CIRG 644 Literacy in the Content Area
- CI 549 Instructional and Classroom Management in Secondary Education

EDF or CI Elective (3 hrs.)

*EDF 677 Clinical III - Student Teaching

In addition to the above courses, students must also complete all courses in their teaching specialization.

*Requires minimum of 90% completion of content courses and passing score on Praxis content examination.

Post-Baccalaureate Teacher Certificate Program

In West Virginia the license to teach is granted by the West Virginia Department of Education and is typically issued upon the completion of a four-year undergraduate program of study that included content and professional education courses. The Post-Baccalaureate Teacher Certificate (PBC) program offers an accelerated route to teacher certification for persons who already have undergraduate degrees in content areas such as chemistry, music, French, and other liberal and fine arts, or professional fields. Using the previously completed content courses as a foundation, this program provides the required professional education courses at the graduate level. Additional undergraduate classes may be needed in the content area.

Upon successful completion of the PBC program, all content courses, and testing requirements, the candidate earns a recommendation to the West Virginia Department of Education for a teaching certificate at the secondary level and is eligible to apply for a certificate from the university. The PBC does not include Elementary Education or Special Education certification.

Admission to PBC and Licensure Requirements

- 1. Candidates must request a transcript analysis through a certification officer either in Huntington or South Charleston. An unofficial copy of the transcript may be used for the analysis. The analysis will identify the courses that can be used to meet content licensure requirements and the list of additional courses needed. Candidates must have at least 90% of the required content courses.
- 2. Candidates deciding to apply to the program after reviewing the transcript analysis should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissions/ how-to-apply-for-admission Students should apply as Certificate/Professional Development students and select the Post-Baccalaureate Teacher Certificate on the admissions form. Please note that all admissions documents must be submitted to Graduate Admissions before an applicant will be considered for admission.
- 3. In addition to university admissions requirements, applicants must have an overall GPA of 2.70 and a GPA of 2.70 in the content area, and must meet the Praxis Core requirement.
- 4. An applicant may qualify for an exemption of the Praxis Core if he or she has an enhanced ACT score of 26 or higher, a revised SAT score of 1170 or higher, or a master's degree or higher.
- 5. Applicants must take and pass all three subtests (reading, writing and math) of the Praxis Core prior to being admitted to the PBC program. The required Praxis scores are Reading = 156, Writing = 162, and Math = 150.
- 6. Students may enroll in graduate courses only after they have been fully admitted to the PBC program. All students must maintain a cumulative Grade Point Average of 3.0.
- 7. In the last semester of the program students will be enrolled in EDF 677, MAT Level III Clinical Experience, a 15 week, full-time student teaching experience under the direct supervision of a certified teacher(s). Prerequisites for student teaching include the following: 3.0 GPA in all graduate PBC courses; completion of at least 90% of content courses (100% recommended); completion of EDF 537 and EDF 637, Level I and II Clinical Experiences; completion of all PBC coursework and the Praxis content test(s).
- 8. Before a candidate may apply for certification/licensure, he or she must take and pass the Praxis Principles of Learning and Teaching (PLT) Grades 7-12. The PLT may be taken during or following the final semester in the PBC program.
- 9. Upon completion of the PBC program and all testing requirements, the student should apply for licensure. The teaching license is awarded by the West Virginia Department of Education; however, the candidate must be recommended for licensure by the institution

Program Requirements

Foundations of Ed	lucatio	on6 hours
EDF	616	Advanced Studies in Human Development OR
EDF	619,	Educational Psychology
EDF	537	Clinical I - Lab to accompany EDF 616 or EDF 619
EDF	612	Educational Evaluation OR
EDF	636	Classroom Assessment
Curriculum and Instruction 12 Ho		tion 12 Hours
CISP	510	Intro. to Instructional Practices/Exceptional Children
CISP	521	Children with Exceptionalities
CIRG	644	Literacy in the Content Area
CI	515	Integrated Methods and Materials
EDF	637	Clinical II - Lab to accompany CI 515

Technology		
CIEC 534	Applications Software in the Classroom Curriculum Area OR	
CIEC 600	Instructional Design and Technology OR	
CIEC 635	Using the Internet in the Classroom	
Supervised Student Teaching		
*EDF 677	Clinical III - Student Teaching	
Total		

Eligibility for Student Teaching: Students must successfully complete the courses listed above, the appropriate Praxis content knowledge test(s), and have 90% of their content requirements completed prior to enrolling for supervised student teaching.

Eligibility for Licensure: Students must meet content requirements, professional education requirements, and testing requirements. Testing requirements include the appropriate Praxis content knowledge test(s), and the Principles of Learning and Teaching (PLT). Students who apply for licensure from the West Virginia Department of Education are required to submit to the department a fingerprint card for federal and state background checks.

Certification Options:

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Art Education, grades PreK-Adult Biological Science, grades 9-Adult Chemistry, grades 9-Adult English, grades 5-Adult French, grades 5-Adult General Science, grades 5-Adult Journalism, grades 9-Adult (must be taken with another certification area) Latin, grades 5-Adult (must be taken with another certification area) Mathematics, grades 5-Adult Music, grades 5-Adult Music, grades PreK-Adult Oral Communications, grades 5-Adult (must be taken with another certification area) Physics, grades 9-Adult Social Studies, grades 5-Adult Wellness, grades 7-Adult

Request for Graduate Non-Curricular Changes-Page 3

2. Edits to current description: Attach a PDF copy of the current catalog description prepared in MS WORD with strikethroughs to mark proposed deletions and use the highlight function to indicate proposed new text.

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 licensure by the institution.

Program Options and Degree Requirements: Master of Arts in Teaching

- 1. Master of Arts in Teaching Grades PreK-Adult
 - · Art Education
 - Music Education
 - Wellness

Japanese

Foundations of Education and Technology..... 15 Hours

Research and Writing (3 hrs.)

EDF 621 Educational Research and Writing OR

EDF 625 Qualitative Research in Education

Social and Cultural Foundations (3 hrs.)

EDF 665 Sociology of American Schools OR

EDF 615 History of Education in the United States

Development or Psychology (3 hrs.)

EDF 616 Advanced Studies in Human Development OR

EDF 619, Educational Psychology

EDF 537 Clinical I - Lab to accompany EDF 616 or EDF 619

Instructional Technology (3 hrs.)

CIEC 534 Applications Software in the Classroom Curriculum Area OR

CIEC 600 Instructional Design and Technology OR

CIEC 635 Using the Internet in the Classroom

Evaluation or Assessment (3 hrs.)

EDF 612 Educational Evaluation

EDF 636 Classroom Assessment

CI 503 Methods and Materials of Teaching

in the Middle Childhood Grades

CISP 510 Intro. to Instructional Practices/Exceptional Children

(continued)

Graduate Catalog 2014-2015

Degree Programs and Requirements

CISP 521 Children with Exceptionalities

CI 515 Integrated Methods and Materials

EDF 637 Clinical II - Lab to accompany CI 515

CI 624 Advanced Instructional Strategies

- CI 631 Current Influences on Early Childhood
- CIRG 644 Literacy in the Content Area

*EDF 677 Clinical III - Student Teaching

In addition to the preceeding courses, students must also complete all courses in their teaching specialization.

and passing score(s) on the Praxis content examination(s).

- 2. Master of Arts in Teaching Grades 5-Adult
 - French
 - English
 - Latin (second certification area only)
 - Mathematics
 - Oral Communications (Speech) (second certification area only)
 - General Science
 - Social Studies
 - Spanish

Foundations of Education and Technology...... 15 Hours

- Research and Writing (3 hrs.)
 - EDF 621 Educational Research and Writing OR
 - EDF 625 Qualitative Research in Education

Social and Cultural Foundations (3 hrs.)

EDF 665 Sociology of American Schools OR

EDF 615 History of Education in the United States

Development or Psychology (3 hrs.)

EDF 616 Advanced Studies in Human Development OR

EDF 619, Educational Psychology

EDF 537 Clinical I - Lab to accompany EDF 616 or EDF 619

Instructional Technology (3 hrs.)

CIEC 534 Applications Software in the Classroom Curriculum Area

- CIEC 600 Instructional Design and Technology
- CIEC 635 Using the Internet in the Classroom
- Evaluation or Assessment (3 hrs.)
 - EDF 612 Educational Evaluation
 - EDF 636 Classroom Assessment

- CI 501 Middle Childhood Curriculum
- CI 503 Methods and Materials of Teaching
- in the Middle Childhood Grades
- CISP 510 Intro. to Instructional Practices/Exceptional Children
- CISP 521 Children with Exceptionalities
 - CI 515 Integrated Methods and Materials
- EDF 637 Clinical II Lab to accompany CI 515
- CI 624 Advanced Instructional Strategies

CIRG 644 Literacy in the Content Area *EDF 677 Clinical III - Student Teaching

In addition to the above courses, students must also complete all courses in their teaching specialization.

TOTAL		39	Hours
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*Requires minimum of 90% completion of content courses and passing score(s) on Praxis content examination(s).

- 3. Master of Arts in Teaching Grades 9-Adult
 - Biology
 - Chemistry
 - Journalism (second certification area only)
 - Physics

Research and Writing (3 hrs.)

EDF 621 Educational Research and Writing OR

EDF 625 Qualitative Research in Education

Social and Cultural Foundations (3 hrs.)

EDF 665 Sociology of American Schools OR

EDF 615 History of Education in the United States

Development or Psychology (3 hrs.)

EDF 616 Advanced Studies in Human Development OR

EDF 619, Educational Psychology

EDF 537 Clinical I - Lab to accompany EDF 616 or EDF 619

Instructional Technology (3 hrs.)

CIEC 534 Applications Software in the Classroom Curriculum Area OR

CIEC 600 Instructional Design and Technology OR

CIEC 635 Using the Internet in the Classroom

Evaluation or Assessment (3 hrs.)

EDF 612 Educational Evaluation OR

EDF 636 Classroom Assessment

CISP 510 Intro. to Instructional Practices/Exceptional Children

- CISP 521 Children with Exceptionalities
 - CI 515 Integrated Methods and Materials
- EDF 637 Clinical II Lab to accompany CI 515
- CI 624 Advanced Instructional Strategies
- CIRG 644 Literacy in the Content Area

CI 549 Instructional and Classroom Management in Secondary Education EDF or CI Elective (3 hrs.)

*EDF 677 Clinical III - Student Teaching

In addition to the above courses, students must also complete all courses in their teaching specialization.

*Requires minimum of 90% completion of content courses and passing score on Praxis content examination.

Post-Baccalaureate Teacher Certificate Program

In West Virginia the license to teach is granted by the West Virginia Department of Education and is typically issued upon the completion of a four-year undergraduate program of study that included content and professional education courses. The Post-Baccalaureate Teacher Certificate (PBC) program offers an accelerated route to teacher certification for persons who already have undergraduate degrees in content areas such as chemistry, music, French, and other liberal and fine arts, or professional fields. Using the previously completed content courses as a foundation, this program provides the required professional education courses at the graduate level. Additional undergraduate classes may be needed in the content area.

Upon successful completion of the PBC program, all content courses, and testing requirements, the candidate earns a recommendation to the West Virginia Department of Education for a teaching certificate at the secondary level and is eligible to apply for a certificate from the university. The PBC does not include Elementary Education or Special Education certification.

Admission to PBC and Licensure Requirements

- 1. Candidates must request a transcript analysis through a certification officer either in Huntington or South Charleston. An unofficial copy of the transcript may be used for the analysis. The analysis will identify the courses that can be used to meet content licensure requirements and the list of additional courses needed. Candidates must have at least 90% of the required content courses.
- 2. Candidates deciding to apply to the program after reviewing the transcript analysis should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissions/ how-to-apply-for-admission Students should apply as Certificate/Professional Development students and select the Post-Baccalaureate Teacher Certificate on the admissions form. Please note that all admissions documents must be submitted to Graduate Admissions before an applicant will be considered for admission.
- 3. In addition to university admissions requirements, applicants must have an overall GPA of 2.70 and a GPA of 2.70 in the content area, and must meet the Praxis Core requirement.
- 4. An applicant may qualify for an exemption of the Praxis Core if he or she has an enhanced ACT score of 26 or higher, a revised SAT score of 1170 or higher, or a master's degree or higher.
- 5. Applicants must take and pass all three subtests (reading, writing and math) of the Praxis Core prior to being admitted to the PBC program. The required Praxis scores are Reading = 156, Writing = 162, and Math = 150.
- 6. Students may enroll in graduate courses only after they have been fully admitted to the PBC program. All students must maintain a cumulative Grade Point Average of 3.0.
- 7. In the last semester of the program students will be enrolled in EDF 677, MAT Level III Clinical Experience, a 15 week, full-time student teaching experience under the direct supervision of a certified teacher(s). Prerequisites for student teaching include the following: 3.0 GPA in all graduate PBC courses; completion of at least 90% of content courses (100% recommended); completion of EDF 537 and EDF 637, Level I and II Clinical Experiences; completion of all PBC coursework and the Praxis content test(s).
- 8. Before a candidate may apply for certification/licensure, he or she must take and pass the Praxis Principles of Learning and Teaching (PLT) Grades 7-12. The PLT may be taken during or following the final semester in the PBC program.
- 9. Upon completion of the PBC program and all testing requirements, the student should apply for licensure. The teaching license is awarded by the West Virginia Department of Education; however, the candidate must be recommended for licensure by the institution

Program Requirements

Foundations of Education	
EDF 616	Advanced Studies in Human Development OR
EDF 619,	Educational Psychology
EDF 537	Clinical I - Lab to accompany EDF 616 or EDF 619
EDF 612	Educational Evaluation OR
EDF 636	Classroom Assessment
Curriculum and Instruction	on 12 Hours
CISP 510	Intro. to Instructional Practices/Exceptional Children
CISP 521	Children with Exceptionalities
CIRG 644	Literacy in the Content Area
CI 515	Integrated Methods and Materials
EDF 637	Clinical II - Lab to accompany CI 515

Technology	3	B Hours
CIEC 534 Applications Software in the Classroom Curri	Applications Software in the Classroom Curriculum Area OR	
CIEC 600 Instructional Design and Technology OR		
CIEC 635 Using the Internet in the Classroom		
Supervised Student Teaching		3 Hours
*EDF 677 Clinical III - Student Teaching		
Total	. 24	Hours

Eligibility for Student Teaching: Students must successfully complete the courses listed above, the appropriate Praxis content knowledge test(s), and have 90% of their content requirements completed prior to enrolling for supervised student teaching.

Eligibility for Licensure: Students must meet content requirements, professional education requirements, and testing requirements. Testing requirements include the appropriate Praxis content knowledge test(s), and the Principles of Learning and Teaching (PLT). Students who apply for licensure from the West Virginia Department of Education are required to submit to the department a fingerprint card for federal and state background checks.

Certification Options:

. . . .

Art Education, grades PreK-Adult Biological Science, grades 9-Adult Chemistry, grades 9-Adult English, grades 5-Adult French, grades 5-Adult General Science, grades 5-Adult Japanese, grades PreK-Adult Journalism, grades 9-Adult (must be taken with another certification area) Latin, grades 5-Adult (must be taken with another certification area) Mathematics, grades 5-Adult Music, grades PreK-Adult Oral Communications, grades 5-Adult (must be taken with another certification area) Physics, grades 9-Adult Social Studies, grades 5-Adult Spanish, grades 5-Adult Wellness, grades PreK-Adult

Graduate Council Request for Non-Curricular Changes-Page 4

3. New Catalog Description: Provide a "clean" copy of your proposed description without strikethroughs or highlighting. This should be what you are proposing for the new description. (May attach separate page if needed)

See attached

,

apply-for-admission Please note that all admissions documents must be submitted to Graduate Admissions before an applicant will be considered for admission.

- In addition to university admission requirements, applicants must have an overall Grade Point Average (GPA) of 2.70 2. or higher on a 4.0 scale for all previously completed coursework and a GPA of 2.70 in the content area, must meet the Praxis Core requirement, and must submit Graduate Record (GRE) or Miller Analogies Test (MAT) scores with a required minimum total score of 286 on the GRE verbal and quantitative sections (or the equivalent on the GRE prior to Fall 2011), or a minimum score of 387 on the MAT.
- 3. An applicant may qualify for an exemption of the Praxis Core if he or she has an enhanced ACT score of 26 or higher, a revised SAT score of 1170 or higher, or a master's degree or higher.
- 4. Applicants must take and pass all three subtests (reading, writing and math) of the Praxis Core prior to being admitted to the MAT program. The required Praxis Core scores are Reading = 156, Writing = 162, and Math = 150.
- 5. Students may enroll in graduate courses only after they have been fully admitted to the university and the MAT program. All students must maintain a cumulative Grade Point Average of 3.0.
- 6. A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.
- In the last semester of the program, students will be enrolled in EDF 677, MAT Level III Clinical Experience, a 15 week, 7. full-time student teaching experience under the direct supervision of a certified teacher(s). Prerequisites for student teaching include the following: 3.0 GPA in all graduate MAT courses; completion of at least 90% of content courses (100% recommended); completion of EDF 537 and EDF 637, Level I and II Clinical Experiences; completion of all MAT coursework and the Praxis content test(s)
- 8. Before a candidate may apply for certification/licensure, he or she must take and pass the Praxis, Principles of Learning and Teaching (PLT) Grades 7-12. The PLT may be taken during or following the final semester in the MAT program.
- 9. Upon completion of the MAT program and all testing requirements, the student should apply for licensure. The teaching license is awarded by the West Virginia Department of Education; however, the candidate must be recommended for licensure by the institution.

Program Options and Degree Requirements: Master of Arts in Teaching

- 1. Master of Arts in Teaching Grades PreK-Adult
 - Art Education
 - Music Education
 - Wellness
 - Japanese

Foundations of Education and Technology...... 15 Hours

Research and Writing (3 hrs.)

EDF 621 Educational Research and Writing OR

EDF 625 Oualitative Research in Education

Social and Cultural Foundations (3 hrs.)

EDF 665 Sociology of American Schools OR

EDF 615 History of Education in the United States

Development or Psychology (3 hrs.)

- EDF 616 Advanced Studies in Human Development OR
- EDF 619, Educational Psychology
- EDF 537 Clinical I Lab to accompany EDF 616 or EDF 619

Instructional Technology (3 hrs.)

CIEC 534 Applications Software in the Classroom Curriculum Area OR

CIEC 600 Instructional Design and Technology OR

CIEC 635 Using the Internet in the Classroom

Evaluation or Assessment (3 hrs.)

- EDF 612 Educational Evaluation
- EDF 636 Classroom Assessment

- CI 503 Methods and Materials of Teaching in the Middle Childhood Grades

CISP 510 Intro. to Instructional Practices/Exceptional Children

CISP 521 Children with Exceptionalities

CI 515 Integrated Methods and Materials

EDF 637 Clinical II - Lab to accompany CI 515

CI 624 Advanced Instructional Strategies

- CI 631 Current Influences on Early Childhood
- CIRG 644 Literacy in the Content Area

*EDF 677 Clinical III - Student Teaching

In addition to the preceeding courses, students must also complete all courses in their teaching specialization.

*Requires minimum of 90% completion of content courses and passing score(s) on the Praxis content examination(s).

- 2. Master of Arts in Teaching Grades 5-Adult
 - French
 - English
 - · Latin (second certification area only)
 - Mathematics
 - · Oral Communications (Speech) (second certification area only)
 - General Science
 - Social Studies
 - Spanish

Foundations of Education and Technology...... 15 Hours

Research and Writing (3 hrs.)

EDF 621 Educational Research and Writing OR

EDF 625 Qualitative Research in Education

Social and Cultural Foundations (3 hrs.)

EDF 665 Sociology of American Schools OR

EDF 615 History of Education in the United States

Development or Psychology (3 hrs.)

EDF 616 Advanced Studies in Human Development OR

EDF 619, Educational Psychology

EDF 537 Clinical I - Lab to accompany EDF 616 or EDF 619

Instructional Technology (3 hrs.)

CIEC 534 Applications Software in the Classroom Curriculum Area

CIEC 600 Instructional Design and Technology

CIEC 635 Using the Internet in the Classroom

Evaluation or Assessment (3 hrs.)

EDF 612 Educational Evaluation

EDF 636 Classroom Assessment

- CI 501 Middle Childhood Curriculum
- CI 503 Methods and Materials of Teaching in the Middle Childhood Grades
- CISP 510 Intro. to Instructional Practices/Exceptional Children
- CISP 521 Children with Exceptionalities
 - CI 515 Integrated Methods and Materials
- EDF 637 Clinical II Lab to accompany CI 515
 - CI 624 Advanced Instructional Strategies

CIRG 644 Literacy in the Content Area *EDF 677 Clinical III - Student Teaching

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- 3. Master of Arts in Teaching Grades 9-Adult
 - Biology
 - Chemistry
 - · Journalism (second certification area only)
 - Physics

Foundations of Education and Technology...... 15 Hours

Research and Writing (3 hrs.)

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EDF 625 Qualitative Research in Education

Social and Cultural Foundations (3 hrs.)

EDF 665 Sociology of American Schools OR

EDF 615 History of Education in the United States

Development or Psychology (3 hrs.)

EDF 616 Advanced Studies in Human Development OR

EDF 619, Educational Psychology

EDF 537 Clinical I - Lab to accompany EDF 616 or EDF 619

Instructional Technology (3 hrs.)

CIEC 534 Applications Software in the Classroom Curriculum Area OR

CIEC 600 Instructional Design and Technology OR

CIEC 635 Using the Internet in the Classroom

Evaluation or Assessment (3 hrs.)

EDF 612 Educational Evaluation OR

EDF 636 Classroom Assessment

- CISP 510 Intro. to Instructional Practices/Exceptional Children
- CISP 521 Children with Exceptionalities
 - CI 515 Integrated Methods and Materials
- EDF 637 Clinical II Lab to accompany CI 515
- CI 624 Advanced Instructional Strategies
- CIRG 644 Literacy in the Content Area
- CI 549 Instructional and Classroom Management in Secondary Education EDF or CI Elective (3 hrs.)

*EDF 677 Clinical III - Student Teaching

In addition to the above courses, students must also complete all courses in their teaching specialization.

*Requires minimum of 90% completion of content courses and passing score on Praxis content examination.

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- 8. Before a candidate may apply for certification/licensure, he or she must take and pass the Praxis Principles of Learning and Teaching (PLT) Grades 7-12. The PLT may be taken during or following the final semester in the PBC program.
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Program Requirements

Foundations of Education	6 hours
EDF 616	Advanced Studies in Human Development OR
EDF 619,	Educational Psychology
EDF 537	Clinical I - Lab to accompany EDF 616 or EDF 619
EDF 612	Educational Evaluation OR
EDF 636	Classroom Assessment
Curriculum and Instruction	on 12 Hours
CISP 510	Intro. to Instructional Practices/Exceptional Children
CISP 521	Children with Exceptionalities
CIRG 644	Literacy in the Content Area
CI 515	Integrated Methods and Materials
EDF 637	Clinical II - Lab to accompany CI 515

Total	24	Hours
*EDF 677 Clinical III - Student Teaching		
Supervised Student Teaching	•••••••	3 Hours
CIEC 635 Using the Internet in the Classroom		
CIEC 600 Instructional Design and Technology OR		
CIEC 534 Applications Software in the Classroom C	Curriculum A	rea OR
Technology	3	Hours

Eligibility for Student Teaching: Students must successfully complete the courses listed above, the appropriate Praxis content knowledge test(s), and have 90% of their content requirements completed prior to enrolling for supervised student teaching.

Eligibility for Licensure: Students must meet content requirements, professional education requirements, and testing requirements. Testing requirements include the appropriate Praxis content knowledge test(s), and the Principles of Learning and Teaching (PLT). Students who apply for licensure from the West Virginia Department of Education are required to submit to the department a fingerprint card for federal and state background checks.

Certification Options:

Art Education, grades PreK-Adult Biological Science, grades 9-Adult Chemistry, grades 9-Adult English, grades 5-Adult French, grades 5-Adult General Science, grades 5-Adult Japanese, grades PreK-Adult Journalism, grades 9-Adult (must be taken with another certification area) Latin, grades 5-Adult (must be taken with another certification area) Mathematics, grades 5-Adult Music, grades PreK-Adult Oral Communications, grades 5-Adult (must be taken with another certification area) Physics, grades 9-Adult Social Studies, grades 5-Adult Spanish, grades 5-Adult Wellness, grades PreK-Adult

Graduate Council Request for Non-Curricular Changes-Page 5

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

Type of change request: Department: Degree program: Effective date (*Fall/Spring/Summer, Year*)

Type of request: Catalog change Department: Elementary and Secondary Education Degree program: Master of Arts in Teaching Effective date: Fall 2015

Chair: Tracy Christofero GC#4: Major or Degree

Request for Graduate Addition, Deletion, or Change of a Major or Degree

NOTE: Before you submit a request for a new Major or Degree, you must submit an INTENT TO PLAN form. Only after the INTENT TO PLAN goes through the approval process are you ready to submit this request for a new Major or Degree. For detailed information on new programs please see: http://wwhepcdoc.wvnet.edu/resources/133-11.pdf.

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.

2. E-mail one PDF copy without signatures to the Graduate Council Chair.

 $3. The Graduate \ {\it Council cannot process this application until it has received both the PDF \ copy and the signed hard \ copy.}$

College: Health Professions Dept/Division: School of Kine		siology	
Contact Person: Suzanne	M. Konz		Phone: 696-2926
Degree Program M.S. Bic Check action requested:	mechanics	Deletion Change	
Effective Term/Year	Fall 20 16	Spring 20 Summer 20	

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

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

Dept. Chair/Division Head Ang EMA	Date <u>3-2-15</u>
College Curriculum Chair Common Gravens	Date 3/13/15
College Dean Mary En	Date 3 13 15
Graduate Council Chair Christofew	Date 5-20-15
Provost/VP Academic Affairs	Date
Presidential Approval	Date
Board of Governors Approval	Date

Form updated 3/2012

Please provide a rationale for addition, deletion, change: (May attach separate page if needed)

See attached.

Please describe any changes in curriculum:

List course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change. (May attach separate page if needed)

See attached.

1. ADDITIONAL RESOURCE REQUIREMENTS: If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this major or degree, attach an estimate of the time and money required to secure these items. NOTE: Approval of this form does not imply approval for additional resources. Enter NONE if not applicable.

None required

2. NON-DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the request and any response received from them. Enter NONE if not applicable.

None exists

For catalog changes as a result of the above actions, please fill in the following pages.

3. Current Catalog Description

Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change. (May attach separate page if needed)

None is present.

4. Edits to the Current Description

Attach a PDF copy of the current catalog description prepared in MS WORD with strikethroughs to mark proposed deletions and use the highlight function to indicate proposed new text.

5. New Catalog Description

Insert a 'clean' copy of your proposed description, i.e., no strikethroughs or highlighting included. This should be what you are proposing for the new description. (May attach separate page if needed)

Biomechanics is the study of forces and their effects on living systems. Biomechanics provides advanced knowledge in biomechanics particularly related to performance enhancement and injury prevention. Students focus their academic course work on developing the ability to understand and apply the principles of biomechanics when serving as a movement analyst in competitive and recreational sport situations, as well as in the workplace.

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

Department: Major or Degree: Type of Change: (addition, deletion, change) Rationale:

Department: School of Kinesiology (COHP) Major or Degree: M.S. Biomechanics Type of Change: addition

Rationale:

The growth of the aging population and focus on health issues will contribute to the increase in the demand for improved medical equipment and devices to be designed by biomedical engineers. For example, computer-assisted surgery and molecular, cellular, and tissue engineering are being more heavily researched and are developing rapidly. In addition, the rehabilitation and orthopedic engineering specialties are growing quickly, increasing the need for biomedical engineers. Along with the demand for more sophisticated medical equipment and procedures is an increased concern for cost efficiency and effectiveness that also will boost demand for biomedical engineers. However, because of the growing interest in this field, the number of degrees granted in biomedical engineering has increased greatly, leading to the potential for competition for jobs.

Relationship to Institutional Goals & Objectives

The overall mission of COHP, consistent with the mission of MU, is to provide quality undergraduate and graduate education for health professions. Therefore, a graduate program in Biomechanics is an ideal fit with both COHP mission and the mission of MU. The focus of COHP is interactions with the community, including rural and disadvantaged areas, and response to the contemporary and future needs of society. To accomplish this mission, COHP:

- Ensures the integrity of the programs through maintenance of rigorous, professional educational standards and through high expectations of student learning and performance,
- Encourages involvement of faculty in service to society,
- · Supports the engagement of faculty in research and scholarly activities,
- Provides an environment that is sensitive to a culturally, racially, and ethnically diverse student body, faculty, and staff and,
- Maintains an environment providing academic freedom and shared governance.

Existing Programs

No programs within the state offer a degree in Biomechanics. West Virginia University offers a concentration. Marshall University has a long and successful history of granting graduate and doctoral level degrees. Currently, four programs at MU confer the doctorate: Biomedical Sciences (Ph.D.), Education (Ed.D.), Psychology (Psy.D.), and a Doctorate of Management Practice in Nurse Anesthesia (DMPNA). Each has been successful at gaining national certification and has maintained this level of approval since inception. The potential exists for the future development of a doctoral degree within the College of Health Professions and/or Kinesiology areas. The area of biomechanics would be an area of concentration within this doctoral degree.
MARSHALL UNIVERSITY College of Health Professions

ADDITION OF A MAJOR

MASTER OF SCIENCE IN BIOMECHANICS Huntington, WV

March 1, 2015 Effective date of Proposed Action: Fall 2016 Prepared by: Suzanne M. Konz, PhD ATC CSCS

Signatures (If disapproved at any level, do not sign. Return to the previous signer with recommendation attached.)				
Samen	3-2-15			
Department/Division Chair	Date			
Commu Gravano	3113/15			
College Curriculum Chair	Date			
Banga	3/13/15-			
College Dean	Date			
Graduate Council Chair	Date			
Provost / VP Academic Affairs	Date			
Presidential Approval	Date			
Board of Governors Approval	Date			

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Summary Statement

The Marshall University (MU) College of Health Professions (COHP) and the School of Kinesiology (SOK) proposes the addition of a Master of Science degree program in Biomechanics. The proposed program will consist of a minimum of 36 graduate credit hours obtained over a two year period. The basic framework is founded in the four plus two approach allowing students with a BS degree containing the appropriate prerequisites to obtain a master degree in Biomechanics in a total of 6 years (four years BS and two years graduate: full-time attendance required). To facilitate current student needs, however, there would be three potential entry points into the program; 1) post-BS degree from any accredited university; 2) full admission post-MS degree from any accredited university; or, 3) integrated bachelors/master's program, whereby a junior with exceptional standing may be admitted into the graduate program prior to completion of all BS requirements. Depending on individual career aspirations, completion of the biomechanics sequence prepares a student for future study of biomechanics at the doctoral level, for employment as a research assistant with a corporate entity, or to serve as a member of a workplace safety team. Currently, WV students wishing to seek a MS in Biomechanics must travel and attend out of state schools or take online programs that can cost considerably more than a traditional campus-based MU program.

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Master of Science in Health Informatics Marshall University College of Health Professions

1. Program Description

The Marshall University (MU) College of Health Professions (COHP) and the School of Kinesiology (SOK) proposes the addition of a Master of Science degree program in Biomechanics. The mission of the proposed Master's Degree program in Biomechanics (MSBiomech) is to prepare students for advanced studies in human movement science, medical career paths such as physical therapy and medicine, and employment in areas of exercise science (research associates, laboratory technicians, academia). The MSBiomech would prepare students to enter a variety of career paths. The biomechanics field is diverse; therefore job descriptions are just as diverse. Often jobs are in research and development with specialization in orthopedics or movement analysis. Specialization in orthopedics involves working with orthopedic surgeons in research and development of surgical procedures, instrumentation and equipment. Movement analysis is related to investigation of injuries (cause and prevention) or performance. Movement analysis utilizes instrumentation including high speed cameras, force measurement, electromyography and computer software to analyze human movement. This is often related to technique analysis and/or the design and development of equipment. Gait analysis (e.g., walking, running) is a common area of interest for biomechanics, although all aspects of human movement are investigated. Biomechanists work with physicians, physical therapists, athletic trainers, coaches, and athletes in determining the efficiency of movement for preventing injuries and improving performance. These affiliations along with access to the latest technology in research equipment and software make for a perfect environment for this major.

Students who choose to specialize in Biomechanics at the masters, typically, these students come from areas such as Athletic Training, Physical Therapy, or Exercise Science, and many have specialized in biomechanics at the master's level. They complete courses on topics such as: Human Biomechanics, Biomechanical Instrumentation, Human Locomotion, Kinesiology, Electromyography, Exercise Physiology, and Research and Statistics. The research focus in the Center for Human Movement Science laboratory is on the application of biomechanics to the solution of applied problems. Thus, the student's research is often an extension of a problem that they may have encountered through their own professional and clinical experience.

The following is the appropriate program identification as provided in the Classifications of Instructional Programs developed and published by the U.S. Department of Education Center for Educational Statistics:

Code 31.0505. Kinesiology and Exercise Science. A scientific program that focuses on the anatomy, physiology, biochemistry, and biophysics of human movement, and applications to exercise and therapeutic rehabilitation. Includes instruction in biomechanics, motor behavior, motor development and coordination, motor neurophysiology, performance research, rehabilitative therapies, the development of diagnostic and rehabilitative methods and equipment, and related analytical methods and procedures in applied exercise and therapeutic rehabilitation. (*National Center for Educational Statistics, 2010*)

The proposed program will consist of a minimum of 36 graduate credit hours obtained over a two year period. The basic framework is founded in the four plus two approach allowing students with a BS degree containing the appropriate prerequisites to obtain a master degree in Biomechanics in a total of 6 years (four years BS and two years graduate: full-time attendance required). To facilitate current student needs, however, there would be three potential entry points into the program; 1) post-BS degree from any accredited university; 2) full admission post-MS degree from any accredited university; or, 3) integrated bachelors/master's program, whereby a junior with exceptional standing may be admitted into the graduate program prior to completion of all BS requirements. MSBiomech is designed with an emphasis on learning about the scientific process (hypothesis testing, data collection, data analysis, data interpretation) and acquiring clinical skills. That is, instead of teaching the science of biomechanics in lecture-based format, an emphasis is placed on learning about the science of biomechanics in a laboratory setting. With this approach, students receive a very marketable education consisting of specialized competencies in biomechanics as well as general competencies in data management, computer skills, and people skills. As a culminating experience, students in the biomechanics sequence will complete a thesis, independent study, or professional practice. In most cases, students accepted into this sequence will have demonstrated a high level of academic performance; however, some students may have alternative preparation for this sequence through work experience or academic training. Depending on individual career aspirations, completion of the biomechanics sequence prepares a student for future study of biomechanics at the doctoral level, for employment as a research assistant with a corporate entity, or to serve as a member of a workplace safety team.

Currently, WV students wishing to seek a MS Biomechanics must travel and attend out of state schools or take online programs that can cost considerably more than a traditional campus-based MU program. A second objective of this program is to populate the State of WV with biomechanics professionals. Since students often develop professional relationships in school and remain in areas where the relationships are built, many MU MSBiomech graduates may choose to return to rural counties of WV.

1.1. Program Mission

The purpose of the Master of Science in Biomechanics at Marshall University is to prepare biomechanically trained individuals who will serve the needs of the citizens of West Virginia and the region to expand the knowledge and scholarship of the movement science profession. Our specific objectives are to educate, train, and prepare the biomechanical graduate who will:

- 1. meet the needs of the community and students,
- 2. develop graduates that recognize the need for professional growth and life-long education,
- 3. utilize critical thinking skills in movement science and biomechanical assessment,
- 4. prepare students for academic and professional careers in fields involved in the prevention of musculoskeletal disorders, injuries and disabilities that result from the interaction of individual and environmental issues/factors in ergonomics and biomechanics,
- 5. have the training and practical experience in the basic tools and methods needed to be successful in researching human movement, whether in clinical, occupational, or sport applications,
- 6. provide the analytical skills essential to understand the development and management of musculoskeletal disorders, as well as the skills needed to promote preventive programs in industry and the health care environment,
- 7. train the student in basic research, study design, and the use of equipment and measurement techniques employed in ergonomic and biomechanical evaluation and analysis,
- 8. encourage students to participate in research activities in such areas as injury pathomechanics, injury prevention, evidence-based practice, sport performance, and product development, and lastly
- 9. add to the portfolio of healthcare and healthcare related programs currently offered at Marshall University.

1.2 Program Features

Proposed Catalog Description

Biomechanics is the study of forces and their effects on living systems. Biomechanics provides advanced knowledge in biomechanics particularly related to performance enhancement and injury prevention. Students focus their academic course work on developing the ability to understand and apply the principles of biomechanics when serving as a movement analyst in competitive and recreational sport situations, as well as in the workplace.

Proposed Course Descriptions for Masters of Science in Biomechanics

HS 610 - Advanced Biomechanics

This course is designed to provide students with an understanding of the application of Newtonian mechanics to human movement analysis. Biomechanical models using three-dimensional video and force plate data will be used to analyze human movement.

HS 615 - Mechanical Analysis of Activity

This course is designed to provide students with an understanding of how to use various technologies in a biomechanics lab for measuring kinematics. Along with making

measurements, students will also learn how to perform the calculations involved in analysis of collected data.

HS 635 - Research Methods in Biomechanics

This course is designed to provide students with an understanding of how to 1) use various technologies in a biomechanics lab for measuring kinematics and 2) develop effective methods to answer the research questions within a study. Along with making measurements and method development, students will also learn how to perform the calculations involved in analysis of collected data.

HS 650 - Human Gait

Gait analysis is the systematic study of human walking. It provides the potential to determine those impairments and functional limitations that probably contribute to the waking disability. This course attempts to provide students a systematic introduction on this subject, including fundamental terminology, technique, and data interpretation used in gait analysis. Abnormal gait patterns will be investigated after an understanding of the normal gait pattern is established.

1.2.1 Program Learning Outcomes

The following outcome measures have been established for the Master of Science in Biomechanics:

1. Eighty percent or more of all students admitted will successfully complete the program,

2. Within six months of successful completion of the program, 90% of graduates will be employed in a biomechanics field, and

3. Employers of MU Biomechanics graduates will rank satisfaction with these graduates at 3.5 or greater (on a scale of 1 to 5).

1.2.2 Additional Program Outcomes

The MSBiomech program will offer the first ever such graduate program in the State of West Virginia provided by a public or private institution. The degree will consist of 36 graduate credit hours designed to be completed over a two year period. Students may enter the program in three ways: 1) post BS degree from any accredited university, 2) full admission post MS degree from any accredited university, or, 3) accelerated masters program whereby a junior with exceptional standing may be admitted into the graduate program prior to completion of all BS requirements. Students entering the program through non-traditional routes of acceptance such as post-master degree will be required to complete the biomechanics courses and meet the MU requirements for graduation and granting of degree. Transfer students will be evaluated for level of acceptance depending upon coursework completed and will need to meet MU requirements for graduation.

1.2.3 Admission and Performance Standards

Prospective students wishing to enter Health Informatics at MU must meet all MU admission criteria for graduate level and be fully admitted to the MU graduate program. In addition to the MU graduate school admission criteria, all students must apply to the COHP Biomechanics program. Completion of the undergraduate degree at MU does not guarantee admission to the MSBiomech program; however, preference will be given to Marshall Alumni if all things are equal. Additional admission requirements exist for the MSBiomech program (see below).

Students may enter the program in three ways: 1) at the completion of a bachelor degree, 2) transfer from another accredited university or school of higher learning, or, 3) after the junior year of a BS degree with permission of the Dean of COHP (MU students only). Criteria for admissions will match the MU standards for admission to graduate programs. Specifically, a student who desires admission as a degree-seeking graduate student must have an overall undergraduate Grade Point Average (GPA) of at least 2.75 on a 4.0 scale, submission of GRE scores, and three letters of reference. To continue in the MSBiomech program, students are required to maintain a 3.0 GPA in all coursework (See appendix B for proposed curriculum).

The Master of Science in Biomechanics requires at least 4 semesters of coursework including a thesis or internship experience. The total number of credits includes at least 36 post-baccalaureate hours of study which is consistent with Biomechanics programs across the nation. Consistent with other graduate programs at MU, a cumulative grade point average of 3.0 must be maintained throughout the program.

1.2.4 Program Requirements

The MS Biomech will consist of at least 36 post-baccalaureate credit hours that will be taken in a prescribed sequence to be developed by the student's graduate committee advisor. Students without a background in biomechanics will be advised to take additional foundational biomechanical courses. The Master of Science program consists of the following course work:

Required

EDF 517	Statistical Methods
ESS 670	Research in Physical Education
HS 610	Advanced Biomechanics
HS 615	Mechanical Analysis
HS 635	Research Methods for Biomechanics
HS 650	Gait
HS 681	Thesis or (HS 660) Internship

Electives (12 hours) – these are only suggested courses. Some courses may require permission from the professor prior to enrollment. All prerequisites must be met.

ESS 578 Exercise Metabolism ESS 601 Advanced Exercise Testing

ESS 621	Exercise Physiology I
ESS 636	Structural Kinesiology
ESS 642	Devising and Implementing Training and Conditioning Programs
ESS 651	Mechanical Analysis of Motor Skills
ESS 670	Research in Kinesiology.
HP 605	Medical Vocabularies and Classification Systems
ESS 644	Cardiovascular Exercise Physiology
ESS 645	Respiratory Exercise Physiology
ACB 620	Gross Anatomy/Embryology
BMS 600	Foundations of Biomedical Science
BMS 628	Neuroscience I
BMS 629	Neuroscience II
BMS 630	Neuroscience
BMS 632	Neuroscience Research Techniques
DTS 670	Advanced Medical Nutrition Therapy I
EDF 616	Advanced Studies in Human Development
EDF 617	Multiple Regression
MTH 518	Biostatistics
MPNA 724	Evidence-Based Research Methods I
MPNA 725	Evidence-Based Research Methods II
MPNA 726	Statistical Methods for Research.
SFT 560	Fundamentals of Ergonomics
SFT 610	Concepts in Occupational Safety and Health
SFT 630	Research in Occupational Safety and Health
SFT 645	Safety Engineering and Equipment Design
SFT 660	Human Factors in Accident Prevention

The thesis project is a collaborative academic effort between the student and the faculty of the School of Kinesiology. The student can receive up to 6 credit hours toward their 36 credit hour degree requirement. The thesis project and oral defense of the student's thesis project must occur prior to the completion of the student's final semester in the Post-professional Masters of Athletic Training program. The thesis project needs to reflect an effort that is at least equivalent to the 6 credit hours and is to be completed over 2 or more semesters. As an alternative to a thesis project, a student can chose to take a written/oral comprehensive examination. The comprehensive examination will consist of responses to written and verbal questions that are prepared by select faculty members of the School of Kinesiology.

1.2.5. Program Delivery

All didactic coursework will be offered on the Huntington campus or at the South Charleston campus. Courses will be offered in the traditional classroom atmosphere with web enhancement.

Chair: Tracy Christofero

GC#9: Non-Curricular

Request for Graduate Non-Curricular Changes

PLEASE USE THIS FORM FOR ALL NON-CURRICULAR CHANGE REQUESTS (changes in admission requirements or requirements for graduation, changes in or new policies/procedures, changes in program descriptions in catalog, general language changes in catalog.)

SIGNATURES may not be required, depending on the nature of the request and from where it originates. Consult Graduate Council chair.

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.

2. E-mail one PDF copy without signatures to the Graduate Council Chair.

3. The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.

College: COHP

Dept/Division: Communication Disorders

Contact Person: Karen McNealy

Phone: 304-696-3634

Rationale for Request	1. The addition of CD 602, Professional Issues, will change the academic credits in the CD Graduate Program from 33 hours to 35 hours.
(May attach separate page if needed)	 The clinical clock hours have not changed, but have been combined for ease of reading. The Praxis scores have been changed to reflect the new scoring system from ETS.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached. NOTE: all requests may not require all signatures.

Department/Division Chair Humm hul	Date 3/27/15
Registrar Arhuta Luguro	Date 3/30/15
College Curriculum Committee Chair <u>Hamman</u> Granans (or Dean if no college curriculum committee)	Date - 413/15
Graduate Council Chair	Date 5-2-0-15

NOTE: please complete information required on the following pages before obtaining signatures above.

1. Current Catalog Description (if applicable): Please insert the catalog description from the current catalog for entries you would like to change. (May attach separate page if needed)

Program Requirements:

A minimum of 33 graduate credit hours of academic coursework is required in addition to clinical practicum. All practicum necessary to complete certification requirements must be completed prior to graduation. Minimum practicum requirements include 15 graded clinical courses plus 9 hours of CR/NC clinical courses (excluding CD 672/673). Students who apply for assigned clinical practicum assignments are expected to fulfill the responsibilities of these assignments for the full semester. Students who fail to do so may not be assured future assignments.

The student and advisor will develop a Plan of Study or blueprint for graduate requirements. The Plan of Study must be on file in the Graduate College office before the student registers for the 12th semester hour. The Speech-Language Pathology specialty area exam of the ETS Praxis Series (NESPA) serves as the comprehensive examination, a candidate who writes a thesis will be required to pass an oral examination on the thesis.

Students should consult the department chair, their Communication Disorders academic advisor, and the clinic handbook regarding all academic and clinical requirements and standards specific to the program.

Request for Graduate Non-Curricular Changes-Page 3

2. Edits to current description: Attach a PDF copy of the current catalog description prepared in MS WORD with strikethroughs to mark proposed deletions and use the highlight function to indicate proposed new text.

Please see next page.

Request for Graduate Non-Curricular Changes- Page 3 CD Department- Edits to Current Description

A minimum of 33 **35** graduate credit hours of academic coursework is required in addition to clinical practicum. All practicum necessary to complete certification requirements must be completed prior to graduation. Minimum practicum requirements include 15 graded clinical courses plus 9 hours of CR/NC clinical courses (excluding CD 672/673) **24** hours of clinical courses. Students who apply for assigned clinical practicum assignments are expected to fulfill the responsibilities of these assignments for the full semester. Students who fail to do so may not be assured of future assignments.

The student and advisor will develop a Plan of Study or blueprint for graduation requirements. The Plan of Study must be on file in the Graduate College office before the student registers for the 12th semester hour. The Speech-Language Pathology specialty area exam of the ETS Praxis Series (NESPA) serves as the comprehensive examination required for all students. A score of 620-163 or better is considered passing and required for graduation. In addition to the comprehensive examination, a candidate who writes a thesis will be required to pass an oral examination on the thesis.

Students should consult the department chair, their Communication Disorders academic advisor, and the clinic handbook regarding all academic and clinical requirements and standards specific to the program.

Graduate Council Request for Non-Curricular Changes-Page 4

3. New Catalog Description: Provide a "clean" copy of your proposed description without strikethroughs or highlighting. This should be what you are proposing for the new description. (May attach separate page if needed)

Program Requirements:

A minimum of 35 graduate credit hours of academic coursework is required in addition to clinical practicum. All practicum necessary to complete certification requirements must be completed prior to graduation. Minimum practicum requirements include 24 hours of clinical courses. Students who apply for assigned clinical practicum assignments are expected to fulfill the responsibilities of these assignments for the full semester. Students who fail to do so may not be assured future assignments.

The student and advisor will develop a Plan of Study or blueprint for graduation requirements. The Plan of Study must be on file in the Graduate College office before the student registers for the 12th semester hour. The Speech-Language Pathology specialty area exam of the ETS Praxis Series serves as the comprehensive examination required for all students. A score of 163 or better is considered passing and required for graduation. In addition to the comprehensive examination, a candidate who writes a thesis will be required to pass an oral examination on the thesis.

Students should consult the department chair, their Communication Disorders academic advisor, and the clinic handbook regarding all academic and clinical requirements and standards specific to the program.

Graduate Council Request for Non-Curricular Changes-Page 5

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

Type of change request: Department: Degree program: Effective date (*Fall/Spring/Summer, Year*)

1. Change the academic credits from 33 hours to 35 hours.

2. Change the clinical hours to 24 hours.

3. Change the comprehensive passing score to 163 on the Praxis.

Department: Communication Disorders Degree Program: Master of Science Effective Date: Fall 2015



Request for Graduate Addition, Deletion, or Change of a Certificate

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.

2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.

3. The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy. NOTE: If proposing a new certificate, please read this first: www.marshall.edu/graduate/graduatecouncil/certificatespolicy/certificatepolicy.pdf

College: Liberal Arts		Dept/Division: Psycho	logy
Contact Person: Thomas	D. Linz, PhD		Phone: 304-746-8995
Name of Certificate Clin	ical Psychology P	ost-Master's Certificate	
Check action requested:	Addition	Deletion 🛛 Change	
Effective Term/Year	Fall 20 15	Spring 20 Summer 20	

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

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

Dept. Chair/Division Head Stoven Meurelat	Date 4/16/14
College Curriculum Chair <u>Nevin Law</u>	Date 1/29/15
College Dean	Date 2/13/15
Graduate Council Chair Christofero	Date 5-20-15
Provost/VP Academic Affairs	Date
Presidential Approval	Date



Rec'd In COLA Office Date: 4/18/14

Please provide a rationale for addition, deletion, change:

In order to more effectively utilize departmental resources and reduce duplication of classes the faculty has chosen to integrate the PsyD and MA Clinical programs (in this document this term is considered to be inclusive of both the Clinical Emphasis and the Post Masters Certificate in Clinical Psychology). Historically these programs have been separated physically with the PsyD program being located on the Huntington campus, and the MA programs housed in South Charleston. Given that the Clinical Emphasis/ Post-Graduate Certificate programs are essentially identical to the first two years of the PsyD program, as students entering the programs need some changes. First the Clinical MA programs are moving to the Huntington campus where the Clinical MA students will be in the same classes with their counterparts in the PsyD program, reducing duplication. Secondly, it will be necessary to replace the requirement of PSY 533 Current Models of Psychotherapy, for the Clinical MA students, to PSY 731 & 732 Psychotherapy sequence, as is taken in the PsyD program.

Please describe any changes in curriculum:

List course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change.

To meet the above mentioned goal it has been decided that the class PSY 533 Current Models of Psychotherapy (3 cr.) should be removed from the list of requirements for the MA Clinical and Certificate programs, but remain an elective for students in the MA General Psychology program. This requirement will be replace by the two course sequence currently being taught, that is PSY 731 Psychotherapy I & PSY 732 Psychotherapy II (3 cr. each).

1. ADDITIONAL RESOURCE REQUIREMENTS: If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this certificate, attach an estimate of the time and money required to secure these items. NOTE: Approval of this form does not imply approval for additional resources. Enter NONE if not applicable.

NONE

2. NON-DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the request and any response received from them. Enter NONE if not applicable.

NONE

For catalog changes as a result of the above actions, please fill in the following pages.

3. Current Catalog Description

Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change. May attach separate page if needed)

See Attached

4. Edits to the Current Description

Attach a PDF copy of the current catalog description prepared in MS WORD with strikethroughs to mark proposed deletions and use the highlight function to indicate proposed new text.

5. New Catalog Description

Insert a 'clean' copy of your proposed description, i.e., no strikethroughs or highlighting included. This should be what you are proposing for the new description. (May attach separate page if needed).

See Attached

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

Department: Name of Certificate: Credit Hours: Type of Change: (addition, deletion, change) Rationale:

Department: Psychology Name of Certificate: Clinical Psychology Post-Master's Certificate Credit Hours: Addition of 3 credit hours Type of Change: (addition, deletion, change) Change in requirements

Rationale: In order to more effectively utilize departmental resources and reduce duplication of classes the faculty has chosen to integrate the PsyD and MA Clinical programs (in this document this term is considered to be inclusive of both the Clinical Emphasis and the Post Masters Certificate in Clinical Psychology). Historically these programs have been separated physically with the PsyD program being located on the Huntington campus, and the MA programs housed in South Charleston. Given that the Clinical Emphasis/ Post-Graduate Certificate programs are essentially identical to the first two years of the PsyD program, as students entering the programs need some changes. First the Clinical MA programs are moving to the Huntington campus where the Clinical MA students will be in the same classes with their counterparts in the PsyD program, reducing duplication. Secondly, it will be necessary to replace the requirement of PSY 533 Current Models of Psychotherapy, for the Clinical MA students, to PSY 731 & 732 Psychotherapy sequence, as is taken in the PsyD program.

To meet the above mentioned goal it has been decided that the class PSY 533 Current Models of Psychotherapy (3 cr.) should be removed from the list of requirements for the MA Clinical and Certificate programs, but remain an elective for students in the MA General Psychology program. This requirement will be replace by the two course sequence currently being taught, that is PSY 731 Psychotherapy I & PSY 732 Psychotherapy II (3 cr. each).

2013-2014 Catalog Description (pp. 161-162)

Clinical Psychology

Post-Master's Certificate

The Clinical Psychology certificate consists of 26 credit hours of clinical coursework and supervised clinical experience. It is designed to prepare graduates for master's degree level clinical roles within professional psychology. Any student who is fully admitted to the Psychology M.A. program may apply for admission to the clinical psychology post-master's certificate. More information and application materials are available from advisors and from the Clinical area coordinator.

Required Courses

The courses listed below are required for the Clinical Psychology certificate. Those marked with * are restricted to students in the clinical certificate program. Students in the clinical certificate program must take their specialty track courses in South Charleston. It is important to note that students in the clinical area of emphasis must complete the entire track to receive any letters of support or other indication from individual faculty members, the department or the university that the student has achieved appropriate competence in the skills or knowledge bases associated with master's level clinical training, and such students must complete the entire sequence for the Clinical Psychology Area of Emphasis to appear on their transcripts.

Curriculum

Required: Current Models of Psychotherapy (PSY 533; 3 cr.) Diagnosis and Treatment Planning (PSY 608; 3 cr.)* Individual Psychotherapy and Interviewing (PSY 633; 3 cr.)* Assessment of Adults (PSY 610; 3 cr.)* Assessment of Children (PSY 611; 3 cr.)* Adult Assessment Practicum (PSY 620; 1 cr.)* Child Assessment Practicum (PSY 621; 1 cr.)* Group Therapy (PSY 634, 3 cr.)* Clinical Practicum (PSY 670; 6 cr.)* Clinical Internship (PSY 680; 3 cr.)*

Electives:

Psychotherapy with Children (PSY 619; 3 cr.) * Adult Diagnosis and Therapy (PSY 630; 3 cr.)* Child and Family Diagnosis and Therapy (PSY 635; 3 cr.)* Clinical Practicum II (PSY 671; 3 cr.)*

Clinical Psychology

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Post-Master's Certificate

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Required Courses

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Electives:

Psychotherapy with Children (PSY 619; 3 cr.) * Adult Diagnosis and Therapy (PSY 630; 3 cr.)* Child and Family Diagnosis and Therapy (PSY 635; 3 cr.)* Clinical Practicum II (PSY 671; 3 cr.)*

Clinical Psychology

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Post-Master's Certificate

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Required Courses

The courses listed below are required for the Clinical Psychology certificate. Those marked with * are restricted to students in the clinical certificate program. Students in the clinical certificate program must take their specialty track courses in Huntington. It is important to note that students in the clinical area of emphasis must complete the entire track to receive any letters of support or other indication from individual faculty members, the department or the university that the student has achieved appropriate competence in the skills or knowledge bases associated with master's level clinical training, and such students must complete the entire sequence for the Clinical Psychology Area of Emphasis to appear on their transcripts.

Curriculum

Required:

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Electives:

Psychotherapy with Children (PSY 619; 3 cr.) * Adult Diagnosis and Therapy (PSY 630; 3 cr.)* Child and Family Diagnosis and Therapy (PSY 635; 3 cr.)* Clinical Practicum II (PSY 671; 3 cr.)*



Chair: Tracy Christofero GC#1: Area of Emphasis

Request for Graduate Addition, Deletion, or Change of Area of Emphasis-Page 1

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

College: Liberal Arts	Dept/Division:Psychology 			
Contact Person: Thomas D. Linz, PhD	Phone: 304 746 8995			
Action Requested				
Check action requested: 🗌 Addition 📋 Deletion 💈	Change Ch			
Degree Program Masters of Art				
Area of Emphasis Clinical Psychology				
Effective Term/Year Fall 20 5 Spring 20 Sur	nmer 20 👔			

Notifications

Attach a copy of written notification regarding this curriculum request to the following:

1. Statement of Non-Duplication: If this area of emphasis will be similar in title or content to an existing area of emphasis, please send a memo to the affected department/division and include a copy with this packet as well as the response received from the affected department.

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimate of cost and time required to secure these items.

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

Dept. Chair/Division Head Correct Meredelet	Date4/16/14
Registrar_Arturla Auguso	Date 4/18/14
College Curriculum Chair <u>Revin, Laup</u>	
777	Date 1/29/15
College Dean Down Mitt	Date
Graduate Council Chair	Date
Provost/VP Academic Affairs	Date
	and the second second
President	Date



Request for Graduate Addition, Deletion, or Change of Area of Emphasis-Page 2

1. Please provide a rationale for addition, deletion, change:

Current requirements for the Psychology MA, Clinical Emphasis / Certificate include PSY 533 "Current Models of Psychotherapy". As it now stands these students are provided limited exposure to theory & process of psychotherapy through PSY 533 Current Models of Psychotherapy. The proposed change will (1) provide students/ future clinicians with more in depth exposure to the practice & applied psychotherapy; (2) will address a concern related to their skill level repeatedly expressed by our students as they enter into the department's psychology training clinic for practicum; and (3) will restrict access to these classes to Clinical students only; unlike PSY 533 that is also open to those in the General Psychology MA, as it is unethical to teach such skills to non-clinical students.

PSY 533 Current Models of Psychotherapy (3 credit hours) will remain an elective for both General and Clinical Emphasis MA Psychology students. It will no longer be required for those in the Clinical Emphasis program.

2. Please describe any changes in curriculum:

Course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change.

To meet the above mentioned goals it has bee decided that the class PSY 533 Current Models of Psychotherapy (3 cr.) should be removed as from the list of requirements for the MA Clinical students, but should remain as an elective. This requirement will be replaced by the two course sequence currently being taught, that is, PSY 731 & 732, Psychotherapy I & II (3 cr. each)

3. Additional Resource Requirements: If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this Area of Emphasis attach an estimate of the time and money required to secure these items. May attach separate page if needed

NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

NOT APPLICABLE

4. NON-DUPLICATION:

If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the request and any response received from them. Enter NONE if not applicable.

NONE

For catalog changes as a result of the above action, please fill in the following pages.

Request for Graduate Addition, Deletion, or Change of Area of Emphasis-Page 3

5. Current Catalog Description

Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change. (May attach separate page if needed)

Please see attached

6. Edits to the Current Description

Attach a PDF copy of the current catalog description prepared in MS Word with strikethroughs to mark proposed deletions and use the highlight function to indicate proposed new text.

7. New Catalog Description

Insert a 'clean' copy of your proposed description, i.e., no strikethroughs or highlighting included. This should be what you are proposing for the new description. (May attach separate page if needed)

Area of Emphasis in

Clinical Psychology

The Clinical Psychology area of emphasis consists of 26 credit hours of clinical coursework and supervised clinical experience beyond the required department core. (Note: These 26 credits will meet the requirements for 12 additional credits as noted above in Additional Coursework.) It is designed to prepare graduates for master's degree level clinical roles within professional psychology. Any student who is fully admitted to the Psychology M.A. program may apply for admission to the clinical psychology area of emphasis. More information and application materials are available from advisors and from the Clinical area coordinator.

Required Courses

Those marked with * are restricted to students in the clinical track. Students in the M.A. clinical area of emphasis must take their specialty track courses in Huntington. It is important to note that students in the clinical area of emphasis must complete the entire track to receive any letters of support or other indication from individual faculty members, the department or the university that the student has achieved appropriate competence in the skills or knowledge bases associated with master's level clinical training, and such students must complete the entire sequence for the Clinical Psychology Area of Emphasis to appear on their transcripts.

Psychotherapy I (PSY 731)* Psychotherapy II (PSY 732)* Diagnosis and Treatment Planning (PSY 608; 3 cr.)* Individual Psychotherapy and Interviewing (PSY 633; 3 cr.)* Assessment of Adults (PSY 610; 3 cr.)* Assessment of Children (PSY 611; 3 cr.)* Adult Assessment Practicum (PSY 620; 1 cr.)* Child Assessment Practicum (PSY 621; 1 cr.)* Group Therapy (PSY 634, 3 cr.)* Clinical Practicum (PSY 670; 6 cr.)* Clinical Internship (PSY 680; 3 cr.)*

Request for Graduate Addition, Deletion, or Change of Area of Emphasis-Page 4

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

Department: Area of Emphasis Title: Credit Hours: Type of Change Requested: (addition, deletion, change) Term to Take Effect: (Fall, Spring, Summer/Year) Rationale:

Department: Psychology Area of Emphasis Title: Area of Emphasis in Clinical Psychology Credit Hours: Addition of 3 credit hours Type of Change Requested: Change in requirements Effective Date: Fall 2014 2015

Rationale: Current requirements for the Psychology MA, Clinical Emphasis / Certificate include PSY 533 "Current Models of Psychotherapy". As it now stands these students are provided limited exposure to theory & process of psychotherapy through PSY 533 Current Models of Psychotherapy. The proposed change will (1) provide students/ future clinicians with more in depth exposure to the practice on applied psychotherapy; (2) will address a concern related to their skill level repeatedly expressed by our students as they enter into the department's psychology training clinic for practicum; and (3) will restrict access to these classes to Clinical students only; unlike PSY 533 that is also open to those in the General Psychology MA, as it is unethical to teach such skills to non-clinical students.

PSY 533 Current Models of Psychotherapy (3 credit hours) will remain an elective for both General and Clinical Emphasis MA Psychology students. It will no longer be required for those in the Clinical Emphasis program.

Description from 2013-2014 Catalog (pp160-161)

Area of Emphasis in

Clinical Psychology

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Required Courses

Those marked with * are restricted to students in the clinical track. Students in the M.A. clinical area of emphasis must take their specialty track courses in South Charleston. It is important to note that students in the clinical area of emphasis must complete the entire track to receive any letters of support or other indication from individual faculty members, the department or the university that the student has achieved appropriate competence in the skills or knowledge bases associated with master's level clinical training, and such students must complete the entire sequence for the Clinical Psychology Area of Emphasis to appear on their transcripts.

Current Models of Psychotherapy (PSY 533; 3 cr.) Diagnosis and Treatment Planning (PSY 608; 3 cr.) Individual Psychotherapy and Interviewing (PSY 633; 3 cr.)* Assessment of Adults (PSY 610; 3 cr.)* Assessment of Children (PSY 611; 3 cr.)* Adult Assessment Practicum (PSY 620; 1 cr.)* Child Assessment Practicum (PSY 621; 1 cr.)* Group Therapy (PSY 634, 3 cr.)* Clinical Practicum (PSY 670; 6 cr.)* Clinical Internship (PSY 680; 3 cr.)*

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Required Courses

Those marked with * are restricted to students in the clinical track. Students in the M.A. clinical area of emphasis must take their specialty track courses in Huntington South Charleston. It is important to note that students in the clinical area of emphasis must complete the entire track to receive any letters of support or other indication from individual faculty members, the department or the university that the student has achieved appropriate competence in the skills or knowledge bases associated with master's level clinical training, and such students must complete the entire sequence for the Clinical Psychology Area of Emphasis to appear on their transcripts.

Current Models of Psychotherapy (PSY 533: 3 cr.)

Psychotherapy I (PSY 731)* 327. Psychotherapy II (PSY 732)* 327

Diagnosis and Treatment Planning (PSY 608; 3 cr.)* Individual Psychotherapy and Interviewing (PSY 633; 3 cr.)* Assessment of Adults (PSY 610; 3 cr.)* Assessment of Children (PSY 611; 3 cr.)* Adult Assessment Practicum (PSY 620; 1 cr.)* Child Assessment Practicum (PSY 621; 1 cr.)* Group Therapy (PSY 634, 3 cr.)* Clinical Practicum (PSY 670; 6 cr.)* Clinical Internship (PSY 680; 3 cr.)*

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Required Courses

Those marked with * are restricted to students in the clinical track. Students in the M.A. clinical area of emphasis must take their specialty track courses in Huntington. It is important to note that students in the clinical area of emphasis must complete the entire track to receive any letters of support or other indication from individual faculty members, the department or the university that the student has achieved appropriate competence in the skills or knowledge bases associated with master's level clinical training, and such students must complete the entire sequence for the Clinical Psychology Area of Emphasis to appear on their transcripts.

Psychotherapy I (PSY 731)* 3. Psychotherapy II (PSY 732)* 3. Diagnosis and Treatment Planning (PSY 608; 3 cr.)* Individual Psychotherapy and Interviewing (PSY 633; 3 cr.)* Assessment of Adults (PSY 610; 3 cr.)* Assessment of Children (PSY 611; 3 cr.)* Adult Assessment Practicum (PSY 620; 1 cr.)* Child Assessment Practicum (PSY 621; 1 cr.)* Group Therapy (PSY 634, 3 cr.)* Clinical Practicum (PSY 670; 6 cr.)* Clinical Internship (PSY 680; 3 cr.)*

	- *				C	hair: Tracy	Christo	fero	GC#6: Cou	rse Addition
		Requ	est for Gra	duate Co	urse	Additio	n	J		
1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair. 2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file. 3. The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.										
College	e: COEPD	Dept/Division: Cour	nseling	Alpha Desig	gnator/N	umber: CC	DUN 686		Graded	C CR/NC
Contac	ct Person: Carol M. Sm	hith, PhD				Pho	ne: 304-	746-19	21	
NEW C	OURSE DATA:									
New C	ourse Title: Traumatic	Stress and Suffering							_	
Alpha	Designator/Number:	C O U N	6 8 6							
Title Abbreviation: T r a u m a a n d S u f f e r i n g										
(Limit of 25 characters and spaces)										
	e Catalog Description: of 30 words)	This course focuses affected individual theoretical approa professional couns	s. It explores tl ches to sufferir	he nature of su	uffering,	as well as	a variety	y of phi	losophical, re	ligious, and
Co-req	uisite(s): None	F	irst Term to be	Offered: Fall	2016					
Prereq	uisite(s): COUN 556 & (COUN 682 C	redit Hours: 3							
Course	e(s) being deleted in pl	ace of this addition (must submit co	ourse deletion f	form): -	None.				

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

Dept. Chair/Division Head_ Rht. Ruley	Date_3/16/15
Registrar Achuta Auguso 131101 College Curriculum Chair an Ba	Date 3/23/15 Date 4/8/15
Graduate Council Chair <u>Christofers</u>	Date 5-20-15

Form updated 10/2011

College: COEPD

Department/Division: Counseling

Alpha Designator/Number: COUN 686

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Carol M. Smith Lori Ellison

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "*Not Applicable*" if not applicable.

Not Applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "Not Applicable" if not applicable.

COUN 556 Death and Grief Counseling COUN 682 Treatment in Trauma Recovery

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "Not Applicable" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "*Not Applicable*" if not applicable. Not Applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

- 1. Analyze the nature and meaning of suffering in the human condition
- 2. Evaluate the applicability of major philosophical and religious understandings of existential suffering to specific clinical populations.
- 3. Examine how conceptual clarity about existential suffering informs selection of clinical interventions for affected individuals.
- 4. Differentiate between major counseling theories' approaches to suffering and how these inform clinical approaches.
- 5. Formulate clinical treatment plans for existential suffering.
- 6. Devise clinical approaches to suffering that facilitate creative expression, meaning-making, resilience and personal growth.
- 7. Explore personal existential suffering and responses in one's own life narrative.

7. COURSE OUTLINE (May be submitted as a separate document)

See Attached Syllabus, pp. 6-8

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document) Frankl, V. E. (1959; 2006). Man's Search for Meaning. Cutchogue, NY: Beacon Press. ISBN: 978-0807014295

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship) Lecture, PowerPoints, Videos, Readings, Experiential Assignments.

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Exam, Case Analyses, Comparison Tables, Timeline, Personal Biography, Creative Project

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not Applicable

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Armstrong, S. A. (2008). Sandtray therapy: A humanistic approach. Dallas, TX: Ludic Press.
Cameron, J. (1992). The Artist's Way: A Spiritual Path to Higher Creativity. New York: Putnam.
Interpretation: A Journal of Bible and Theology. Evil. Volume 57, No. 4. October 2003:
Kreeft, P. (1986). Making Sense Out of Suffering. Ann Arbor, MI: Servant Books
Levine. S. K. (2009). Trauma, Tragedy, Therapy: The Arts and Human Suffering. Philadelphia, PA: Jessica Kingsley Publishers.
Litz, B. T., Stein, N., Delaney, E., Lebowitz, L., Nash, W. P., Silva, C., and Maguen, S. (2009). Moral injury and moral repair in war veterans: A preliminary model and intervention strategy. Clinical Psychology Review, 29(8), 695-706.
Miller, T. (1998). Wanting What You Have: A Self-Discovery Workbook. Oakland, CA: New Harbinger.
Nhat Hanh, T. (1999). The Heart of Buddha's Teaching: Transforming Suffering into Peace, Joy, and Liberation. New York: Broadway Books.
Rando, T. A. (1993). Treatment of Complicated Mourning. Champaign, IL: Research Press.
Soelle, D. (1975). Suffering. Philadelphia: Fortress Press.
Spiegelman, A. (2003). Maus: A Survivor's Tale. (Vols. 1 & 2). London: Penguin.

Stump, E. (2012). Wandering in Darkness: Narrative and the Problem of Suffering. Oxford University Press.

Request for Graduate Course Addition - Page 5

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

Department: Course Number and Title: Catalog Description: Prerequisites: First Term Offered: Credit Hours:

Department: Counseling

Course Number and Title: COUN 686

Catalog Description: This course focuses on existential suffering caused by traumatic stress, and the counseling needs of affected individuals. It explores the nature of suffering, as well as the philosophical, religious, and theoretical approaches to suffering. The course presents current best practices for clinical approaches within professional counseling. Prerequisites: COUN 556 Death and Grief Counseling, and COUN 682 Treatment in Trauma Recovery First Term Offered: Fall 2016 Credit Hours: 3

Marshall University Course Syllabus

University Information: Marshall University College of Education and Professional Development 100 Angus E. Peyton Drive South Charleston, WV 25303 Toll Free: 1-800-642-9842 or (304) 746-2500

Course Name	Traumatic Stress and Suffering
	COUN 868-131 CRN XXXX
College/Department	College of Education and Professional Development
	Counseling Department
	Preparing the Experienced Professional as Specialist
Semester	Fall 2016
Instructor	Dr. Carol M. Smith, MACE, PhD, LPC, NCC, CCTP, Associate Professor
Email	Mitchellsmi1@marshall.edu (that's a #1 before the @, not an "el".)
Phone	304-746-1921
Office	COEPD Administration Building, Room GC-216
Instructor Background	Dr. Smith is a nationally board certified licensed professional counselor. She holds a Master's in Mental Health Counseling and a PhD in Counselor Education and Supervision from Kent State University. She has a Master's in Biomedical Clinical Ethics from the University of Virginia Medical School. Her major research interests include end-of-life issues; grief, loss and trauma counseling; creativity and resilience; and the interface between biomedical ethics and the mental health needs of those involved in health care dilemmas.
Course Start Date	Monday, August 22, 2016
Course End Date	Friday, December 9, 2016
Face-to-Face Meeting	This course is 100% online through MUOnline.
Date/Time/Location	Go to www.marshall.edu/muonline to log in and access the course.

Information for drop/withdraw on the Academic Calendar: http://www.marshall.edu/calendar/academic/

COURSE MATERIALS AND COST

Required:

Frankl, V. E. (1959; 2006). Man's Search for Meaning. Cutchogue, NY: Beacon Press. ISBN: 978-0807014295

ESTIMATED COST: \$8.00

Textbooks and materials may be ordered online at the Marshall University Huntington Campus Bookstore Huntington Campus Book Store

COMPUTER REQUIREMENTS

This course is wholly dependent upon the use of computers. In addition to basic computer requirements, students must know Internet Explorer, Microsoft Word, and Microsoft Power Point.

Technology requirements for a MUOnline course may be found at

http://www.marshall.edu/wpmu/muonline/current-students/e-course-first-steps/

Help Desk – for assistance needs http://www.marshall.edu/ucs/cs/helpdesk/

MARSHALL E-MAIL

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For students enrolled in MUOnline courses, communication with the instructor is typically via one of the course tools (discussion posting or in-course messages tool). If, however, if it is necessary for you to contact the professor, the program secretary, or anyone else at Marshall via e-mail, <u>university policy requires you to use your Marshall Email</u> <u>account.</u> The university contacts students using Marshall University email to share important information, including emergency announcements, course-related information, reminders and deadlines. *You MUST have and use your MU Email account*. The email process includes a procedure for redirecting your email, but you must sign into your MU email account to do this. For this and many other "logistics" details related to being a Graduate Student at Marshall, check out this helpful website: <u>http://muwww-new.marshall.edu/graduate/checklist-for-new-graduate-students/</u>

COURSE DETAILS

Description: This course focuses on existential suffering caused by traumatic stress, and the counseling needs of affected individuals. It explores the nature of suffering, as well as the philosophical, religious, and theoretical approaches to suffering. The course presents current best practices for clinical approaches within professional counseling.

Credit Hours: 3 Prerequisites: Program Admission

Number of hours per week required for successful completion of this course:

Online: 1 – 2 hours per week Offline: 8 – 13 hours per week

Communication: Please feel free to contact me, in order of preference, by: 1) in-course messages (I'll reply within 48 hours); 2) Marshall e-mail (I'll reply within 24 hours); 3) phone: 304-746-1921 (office; 9:00ish – 2:15ish weekdays) I'll answer if I'm available, or return your call within 24 hours. NOTE: I do not work on the weekends, even though I know you do. Plan ahead; ask questions early.

Planning: Consider now whether you have the time and resources available to complete this course successfully. "Count the cost" now; anticipate at least 8-13 hours *per week* to this course. If you are unable to do this, seriously consider re-registering when your schedule and energy permit you to make the commitment this course requires.

Please schedule elective surgeries, vacations, home renovations, volunteer activities, mission trips, family events, etc. in such a way that these events will accommodate all assignment deadlines in this course. If you are unable to reschedule a personal event, consider dropping this course until you can give the course the attention it requires. If you miss an assignment, you will receive neither credit, nor opportunity for late submission.

If, during the semester, you experience an undeniably catastrophic, life-disruptive event (for which you will provide documentation when asked), contact me at your earliest opportunity and accommodation will be made. Accommodation is typically 48 hours up to one extra week (7 calendar days) from the original due date in which to complete the relevant work.

In fairness to students who submit work *on time* I do not accept *late* assignments <u>under any other circumstances</u>. All assignments are due by 11:59 pm Eastern Time on the assignment due date. Failure to submit any assignment in the appropriate manner by the assignment deadline will result in a zero score for the assignment. All assignments are

Preparing the Experienced Professional as Specialist
open from the first week of the course, providing the longest possible submission window. This strictly observed policy is not open to appeal. Please plan accordingly.

I have provided a course calendar/schedule near the end of this syllabus to facilitate deadline awareness. Please print the schedule and display it by your computer. Transfer the due dates into your calendar, productivity software and/or smart phone, and please plan accordingly.

Evaluation/Measurement/Assessment of Learner Outcomes

This course requires substantial personal initiative, studying, writing, research, and time management. Pace yourself. I believe you have developed good writing and study skills by now. I believe you are in your graduate program and course by choice, and therefore want to be here. In order to succeed in this course, you must study, demonstrate skills in critical thinking and written expression, and work diligently on assignments every week.

Professional Education Unit Dispositions

The College of Education and Professional Development (COEPD) provides a learning environment intended to prepare the *Experienced Professional as a Specialist* in his or her chosen program of learning. For more information on specific dispositions, see: <u>http://www.marshall.edu/coe/peu/framework.pdf</u>

Student Learning Outcomes and Assessment Measures

Upon Completion of this course, students will be able to:	Each learning outcome will be measured in the following manner:
1. Analyze the nature and meaning of suffering in the human condition (This learner objective reflects CACREP Core standards 1.c; 1.d; 2.e; 3.c; 3.d; 3.f; 3.h; 5.a; 5.g)	Exam, Introductory Biography, Case Analyses,
2. Evaluate the applicability of major philosophical and religious understandings of existential suffering to specific clinical populations. (CACREP 1.b; 1.d; 2.e; 3.c; 3.d; 3.h; 5.a; 5.b; 5.c; 5.g)	Exam, Case Analyses, Comparison Tables
3. Examine how conceptual clarity about existential suffering informs selection of clinical interventions for affected individuals. (CACREP 3.c; 3.e; 3.f; 5.a; 5.b; 5.g; 7.b; 7.f; 7.g)	Case Analyses, Comparison Tables
4. Differentiate between major counseling theories' approaches to suffering and how these inform clinical approaches (CACREP 1.c; 3.c; 3.h; 5.g)	Exam, Comparison Tables
5. Formulate clinical treatment plans for existential suffering (CACREP 1.d; 3.c; 3.d; 3.h; 5.a; 5.c; 5.d; 5.g)	Cases Analyses, Comparison Tables, Timeline, Creative Project
6. Devise clinical approaches to suffering that facilitate creative expression, meaning-making, resilience and personal growth (CACREP 1.j; 2.b)	Case Analyses, Timeline, Creative Project
7. Explore personal existential suffering and responses in one's own life narrative (CACREP 2.b; 2.e; 3.c; 3.d; 3.e; 3.f; 3.h; 5.a; 5.b; 5.c; 5.d; 5.g; 7.b; 7.f)	Introductory Biography, Timeline, Creative Project

Refer to 2009 CACREP Core Standards at: 2009 CACREP Standards PDF

COURSE REQUIREMENTS

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Introductory Biography (100 points). 1 original posting and *at least two* (more is better) response postings. Introduce yourself and describe a past experience that caused suffering – something that was not easy to simply "get over" or "let go of," which occurred before 1-1-2013 (i.e., at least 3 years ago). Describe the experience briefly, what you did well to cope, what you did "not-so-well" to cope, who helped you in the recovery process; what they did to help, what they did that was "not-so-helpful." Do not overshare.

Theories/Terms Exam (100 points). You need to know some of the key terms and theoretical points regarding existential theory and suffering. There will be ONE multiple-choice exam on this. 25 questions; 2 attempts; 90 minutes per attempt; higher grade counts.

Case Analyses (50 points each; 100 total). You will analyze two selected cases, answering the questions and applying course material to existential counseling for the client in each case.

Comparative Table 1 (150 points). You construct a table that compares the strengths and weaknesses of at least three philosophical approaches to suffering, and how these philosophies inform choices of clinical treatments with clients. See Assignment Instructions for details.

Comparative Table 2 (150 points). You construct a table that compares the tenets of at least three religious approaches to suffering, and how these approaches inform choices of clinical treatments with relevant clients. See Assignment Instructions for details.

Personal Suffering Timeline and Processing Paper (200 points). You will create a suffering timeline, for a difficult event that occurred before 1-1-2013 (i.e., at least three years ago). It can be the same event used in the introductory discussion. You will also choose three interventions/strategies from course materials and use them to process the timeline, and reflect on the effectiveness of each intervention. See Assignment Instructions for details.

Creative Project (200 points). You will create instructions and an example project that you would do with a client who presents with existential suffering. The instructions will walk the client through a multi-step process to work through the suffering and meaning-making of the original event. The project will exemplify what an imaginary client would create if he or she followed your instructions. The instructions and example project should foster resilience, personal meaning-making, and creative expression for foreseeable clients. See Assignment Instructions for details.

1000 total course points are earned for the following activities:

- 1. Introductory Biography 100 points
- 2. Theories/Terms Exam 100 points
- 3. Case Analyses (50 points each) 100 points
- 4. Comparison Tables (150 points each) 300 points
- 5. Timeline and Processing Paper 200 points
- 6. Creative Project 200 points

Grading Policy:

- A For achievement of distinction; work exceeds expectations.
- B For competent and acceptable performance; work meets expectations.
- C For below average performance.
- D For patently substandard work.
- F Failure, given for unsatisfactory work.

Grades in this course are earned according to a point system:

- A = (94 100%) 940 1000 points
- B = (88 93.99%) 880 939 points
- C = (82 87.99%) 820 879 points
- D = (76 81.99%) 760 819 points
- F = (0 75.99%) below 760 points
- 1. Grading rubrics evaluate each written assignment in the course, and are available for review from the beginning of the semester.
- 2. A wise student regularly and repeatedly consults *both* the assignment **instructions** *and* the grading **rubric** criteria while preparing assignments.
- 3. Note: A student's work that follows the instructions and provides *all* required elements assignments is "competent and acceptable" and earns a "B" score.
- 4. To achieve an "A" score, the submission must exemplify an "achievement of distinction." It is easily recognizable as outstanding work *exceeding* expectations. The work demonstrates personal **initiative**, novel insight, higher-level analysis, and creativity.
- 5. Grades are not given with pluses or minuses, and grades are not "rounded up or down."
- 6. Grades of "I/incomplete" or "PR/in progress" are not assigned in this class.
- 7. Grades are earned by adding the points available for each assignment, then comparing the point total to the course grading scale.
- 8. All submitted work is FINAL and reflects the student's best effort.
- 9. All submitted files must be compatible with Microsoft Office (sorry Apple users!).
- 10. Confirm that each assignment submission is NOT a LINK to a file, but the actual file itself. Specifically, check the file name suffix. If the suffix is .lnk, replace it with the appropriate file (.doc; .docx; .ppt; .pptx, etc.). Submission of links will be treated as an assignment omission (earning zero points). This responsibility remains with the student.
- 11. I believe that all student work will be submitted on time, accurately, and of appropriate scholarly quality. "Appropriate scholarly quality" means:
 - a) Substantial evidence of rigorous, original critical analysis, integrated command of the topic, examples, explanations, and anticipation of opposing viewpoints.
 - b) Appropriate and abundant reference to recognized, peer-reviewed authorities;
 - c) Accurate, clear, and concise writing;
 - d) Robust conceptualization and organization, with smooth transitions between topics;
 - e) Formal grammar, syntax, word choice, spelling and punctuation;
 - f) Clarity and consistency in format; including student and assignment identification, headings, fonts, spacing, and page numbers.

Plagiarism Policy/Academic Honesty/Academic Integrity:

Academic integrity is among my highest priorities as an educator. It is central to the mission of any institute of higher learning, and is a fundamental responsibility of all students and professors.

Specifically, I believe that you will:

- 1. Exercise full academic integrity in this course. By academic integrity, I mean that the work you submit will be your own original, best, and complete work (and no one else's work.
- 2. Refrain from "cutting-n-pasting" from *any* source, with *or* without appropriate citation.
- 3. Appropriately paraphrase others' works, with appropriate and accurate citation.
- 4. Refrain from using your own work, in whole or part, from another course.

- 5. Know exactly what constitutes plagiarism, intellectual dishonesty, deceit, falsification, misrepresentation, fabrication, fraud, willful ignorance, or sloppiness in assignments.
- 6. Know exactly what needs to be cited and how, in APA style.
- 7. Submit assignments no more than 19% quoted material in the text (as measured by MS Word's "word count" tool). "Over-quoted" assignments will earn zero credit.
- 8. Refrain from using Wikipedia or similar sites in preparing written assignments, because you recognize the questionable veracity of Wikipedia (and similar sites). Use of such sites (cited or not) earn a 5-point deduction per occurrence in any written assignment for this course.
- 9. Be completely honest, trustworthy, accountable, painstaking, and passionately invested in your professional development, as evidenced by consistent adherence to professional codes of ethics (ACA, ASCA, AACC, and so on).
- 10. Thank previous students for exhausting my patience on this issue, and know that you will benefit from a "nononsense" approach to learning in my courses.
- 11. Refer to Marshall University's full policy on academic dishonesty in the Marshall Student Handbook and the Marshall Graduate Catalog. Links for these and other University Policies are found at: http://www.marshall.edu/wpmu/academic-affairs/?page_id=802
- 12. Be responsible for understanding and abiding by Marshall's policies on Academic Dishonesty. Ignorance of the policies is no excuse. I cannot over-emphasize how crucial it is for you to do your own work, or how seriously I regard academic dishonesty.

The sanctions academic dishonesty in my courses are:

- 1. First instance: failing grade for the assignment.
- 2. Second instance: failing grade in the course and a formal charge to Academic Affairs.
- 3. Note that this policy continues across my courses throughout the program.

Policy on Major Projects, Examinations, and Other Assignments (due dates, make-ups):

- 1. All assignments will be submitted accurately, on time, and represent best personal effort.
- 2. I do not accept late assignments under any circumstances.
- 3. I do not provide extra credit.
- 4. I do not assign grades based on effort, desire, or student desperation, but on performance.
- 5. I believe you will follow carefully and fully the assignment instructions in this class.
- 6. I believe you will demonstrate initiative, and active (not passive) learning.
- 7. All students are required to take all examinations. If a student misses an examination, the student will earn zero credit for the exam. Exams will NOT be re-opened.

Weeks start on Mondays	Text Chapters	Assignments	Meets Objective	Due Sundays 11:59 pm ET (unless noted)	Running point Tally
	Module 1: Terms, and Types of Suffering				
1 8-22-16	Frankl, Part One	Introduction Original Posting	1, 7	8-28-16	60/60
2 8-29-16	Frankl, Part One	Introduction Response Postings	1, 7	9-4-16	40/100

COURSE SCHEDULE

Weeks start on Mondays	Text Chapters	Assignments	Meets Objective	Due Sundays 11:59 pm ET (unless noted)	Running point Tally
3 9-5-16		Theories/Terms Exam	1, 2, 4	9-11-16	100/200
	Mo	dule 2: Philosophical Approaches to Suffering			
4 9-12-16	Frankl, Part Two			9-18-16	
5 9-19-16	Frankl, Part Two	Comparison Table 1	2, 3, 4, 5	9-25-16	150/350
	N	Iodule 3: Religious Approaches to Suffering			
6 9-26-16	Course Readings			10-2-16	
7 10-3-16	Course Readings	Comparison Table 2	2, 3, 4, 5	10-9-16	150/500
	Module 4: Counseling Theories and Suffering				
8 10-10-16	Course Readings			10-16-16	
9 10-17-16	Course Readings	Case Analysis 1	1, 2, 3, 5, 6	10-23-16	50/550
	Module 5: Suffering and Treatment Planning				
10 10-24-16	Frankl, Postscript, 1984			10-30-16	
11 10-31-16	Course Readings	Case Analysis 2	1, 2, 3, 5, 6	11-6-16	50/600
	Module 6: Suffering, Creativity and Meaning-Making				
12 11-7-16	Course Readings			11-13-16	
13 11-14-16	Course Readings	Time Line and Processing	5, 6, 7	11-20-16	200/800
11-21-16	5 Fall Break – Enjoy!			11-27-16	
	Module 7: Suffering, Personal Growth, and Resilience				
14 11-28-16		Creative Project	5, 6, 7	12-4-16	200/1000

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Weeks start on Mondays	Text Chapters	Assignments	Meets Objective	Due Sundays 11:59 pm ET (unless noted)	Running point Tally
15 12-5-16	Please Complete Course Evaluation			By Friday 12-9-16	

Inclement Weather Policy:

Inclement weather will **not** normally affect the functioning of courses on line. Inclement weather does not normally change course availability and deadlines. Marshall University Graduate College announces delays or cancellations by:

- (a) local media (TV and radio) of Charleston, West Virginia;
- (b) MU South Charleston Campus telephone system (304) 746-2500; and
- (c) University web site, at http://www.marshall.edu/wpmu/peu/

NOTE: Except for catastrophic, wide-area power outages (5 days or more), for which documentation can be provided upon request, deadlines are not adjusted. If the power goes out in your neighborhood, you are responsible for finding a working computer with a working network connection in order to submit assignments on time. PLEASE PLAN AHEAD AND EXPECT POWER OUTAGES.

See this link for most up-to-date University Policies: Academic Affairs Policies

Course Philosophy and Themes:

<u>On Graduate Studies</u>: Graduate school differs from undergraduate studies. While you may have "breezed through" college, you may find graduate work surprisingly difficult. Graduate courses abound with motivated, talented people significantly invested in their programs. While you may have easily distinguished yourself from college peers, you must strive more conscientiously to "shine" in graduate school. You are no longer simply a student, but a scholar.

Substantially more personal initiative and critical analysis are required of you in graduate school. You will encounter increasingly complex material requiring personal synthesis and integration. The old method of memorizing and regurgitating bulimic, uninspired writings or exam answers is no longer adequate. You will surpass simple knowledge and demonstrate *mastery* (hence the designation, *"Master's* degree"). You will read more extensively, think more deeply, study more intensely, work smarter, and commit significantly more effort in graduate courses. Your written work will demonstrate not only command of expression, grammar, and syntax, but also a growing recognition of patterns and connections, compelling conceptualization of issues, and synthetic analysis and evaluation of presented materials. By now, you should recognize and welcome multiple viewpoints, tolerate controversy and ambiguity, and detect interrelated layers of meaning.

Competent conceptualization, synthesis, analysis, and evaluation are essential for success beyond graduate school. You are preparing for life as licensed professionals. Future clients and the media see you as *experts* in the field. They depend on *you* for wise guidance, understanding, expertise, confidence, and reassurance. They trust that you are competent. Therefore, I believe you will think and behave professionally, ethically, with discipline, commitment, and integrity now.

<u>On Writing</u>: I have witnessed an alarming decline in the quality of written assignments, particularly since the advent of texting and social media. I am not the least interested in the casual, offhand, acronym-filled, truncated language rampant in text messaging, Facebook wall postings, and so forth. Nor do I care to receive a demonstration of a student's

skilful cut-n-paste "data mining" of the Internet, nor successive "byte-streams" of others' thoughts (correctly cited or otherwise) on a given topic. Such drivel provides no indication whatever of one's comprehension or command of the topic. Please do not trifle with your professional development, or disrespect the efforts of other students who *are* diligently applying themselves to their studies, despite equally full, equally stressful lives. Please do not expect such pabulum to pass as evidence of scholarly effort or personal integrity. *Students should anticipate that such work will be flagged and rejected, without remedy.*

Please note that written assignments for this course are evaluated according to the objective standards of Formal English usage. If the phrase "Formal English" is unfamiliar, please become familiar with it before submitting the first written assignment.

Style and Clarity in Formal English: http://www.monash.edu.au/lls/llonline/writing/general/academic/3.1.xml

For assistance in achieving appropriate scholarly quality, please consult:

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- APA's Publication Manual, 6th Edition, Chapter 3, "Writing Clearly and Concisely"
- Writing Resources at the Marshall University Writing Center: <u>http://www.marshall.edu/writingcenter/</u>
- Purdue University's Online Writing Lab (OWL) website: <u>http://owl.english.purdue.edu/owl/</u>
- University of North Carolina at Chapel Hill's Writing Handouts: <u>https://writingcenter.unc.edu/handouts/</u>

<u>On Learning</u>: I promote a vibrant learning culture, in which we all energetically participate in the learning process. Graduate school is a "community of learners." This requires dedicated interaction by both instructor and scholars. I am responsible for effective teaching methods, appropriate course content, a variety of learning tools, and consistent grading according to the instructions and rubrics. However, true understanding and command of the subject is achieved only when *you* also commit to the course, respond graciously to my direction and constructive feedback, and apply the learning tools to your professional development. Learning is not about "getting" a grade, a credential, a pay raise, obtaining financial aid, or protecting a GPA. This course is not about you or me. Rather, it is about your future clients and the future of our shared profession. Observed, acknowledged, censured or not, graduate students "get away with" precisely nothing. Impoverished efforts unfailingly yield impoverished results.

<u>On Critical Thinking</u>: The employment of analytical, critical thought is tragically lost, even in higher education. Nevertheless, effective professional counseling is *predicated* on competent critical thought regarding core areas of case conceptualization, treatment planning, seeing connections, patterns and inconsistencies in clients' stories, helping clients to make meaning of their experiences, and helping them to commit to the change process. Critical thought is not "criticism" or punitive in nature. Rather, it is analytical, reflective, holistic, courageous, humble, and comprehensive. It considers events and issues from multiple perspectives, anticipates disagreement and opposing arguments, foresees logical conclusions, and promotes problem solving, accord, and continuing personal development. I deeply value and actively promote the development of critical thought in all of my teaching and supervisory efforts.

<u>On Suffering</u>: Doing work on personal suffering is both challenging and deeply meaningful. Our American culture is not very good at managing loss, bereavement, trauma, or suffering. We cannot "fix" existential suffering and make it "all better." Our culture is not accustomed to this sense of helplessness and finality, or the responsibility of personal meaning-making. Furthermore, there is no prescribed "right way" to make sense of suffering, and the work has its own sense of time (usually much longer than anticipated). As Professional Counselors, we need to exercise ongoing self-awareness about our own emotions, assumptions, and attitudes about existential suffering so that we can "be there" in a non-judgmental, supportive, and honoring way for our clients. The readings and assignments in this course will bring up difficult memories and feelings you. If you find yourself anxious or "triggered" by any of the readings or assignments, take time to notice what is happening, exercise discernment and self-care, take a break, and, if applicable, recognize the

need to seek additional support. Throughout the semester, take time to take care of yourself, invest in your own lifeaffirming and adaptive strategies for self-care.

Questions:

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If you have any questions regarding this syllabus, please do not hesitate to contact me.

BIBLIOGRAPHY

Armstrong, S. A. (2008). Sandtray therapy: A humanistic approach. Dallas, TX: Ludic Press.

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- Litz, B. T., Stein, N., Delaney, E., Lebowitz, L., Nash, W. P., Silva, C., and Maguen, S. (2009). Moral injury and moral repair in war veterans: A preliminary model and intervention strategy. *Clinical Psychology Review, 29*(8), 695-706.

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Nhat Hanh, T. (1999). *The Heart of Buddha's Teaching: Transforming Suffering into Peace, Joy, and Liberation.* New York: Broadway Books.

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- Soelle, D. (1975). Suffering. Philadelphia: Fortress Press.
- Spiegelman, A. (2003). Maus: A Survivor's Tale. (Vols. 1 & 2). London: Penguin.

Stump, E. (2012). Wandering in Darkness: Narrative and the Problem of Suffering. Oxford University Press.

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		Chai	ir: Tracy Christofero	GC#6: Course Addition
	Request for Grad			
E-mail one identical PDF copy	all signatures and supporting material an y to the Graduate Council Chair. If attachr of process this application until it has rece	nents included, please me	rge into a single file. Ind the signed hard cop	
College: CITE	Dept/Division:Computer Science	Alpha Designator/Numb	580-58	Graded CR/NC
Contact Person: Venkat N G	udivada		Phone: 304 - 696	5452
NEW COURSE DATA:				
New Course Title: Special To	ppics			_
Alpha Designator/Number:	580 58 CS 5 2 0-5 7			
Title Abbreviation: S p e	ecial Topic	S		
	(Limit of 25 characters and space	ces)		
Course Catalog Description: (Limit of 30 words)	Study of emerging and advanced to from one semester to another.	opics in Computer Scier	nce. Topics vary with i	nstructor and change
Co-requisite(s): None	First Term to be C	offered: Fall 2015		
Prerequisite(s): Permission of instructor Credit Hours: $10 - 3.0 - 1 - 4$				
Course(s) being deleted in place of this addition (<i>must submit course deletion form</i>): None				

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

Dept. Chair/Division Head UNCur and	Date 3 March 2015
Registrar Arhuta Jugaro 10101	Date 3/9/15
College Curriculum Chair	Date 3/25/15
Graduate Council Chair Christoflero	Date 5-20-15

Form updated 10/2011

Page 1 of 5

Internet State Manual States

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John Sugar 1010.4 · Mautoplar

See. See 2

College: CITE

Department/Division: Computer Science

Alpha Designator/Number: CS 520

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

John Biros, Jamil Chaudri, Paulus Wahjudi, Jonathan Thompson, Hyoil Han, and Venkat Gudivada

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "Not Applicable" if not applicable.

Not Applicable

3. REQUIRED COURSE: If this course will be required by another deparment(s), identify it/them by name. Enter "Not Applicable" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "Not Applicable" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "Not Applicable" if not applicable.

Existing Marshall University BigGreen supercomputer is adequate for the proposed course. No additional resources are required.

6. COURSE OBJECTIVES: (May be submitted as a separate document)

Learn current industry practices, and emerging and advanced topics in Computer Science.

7. COURSE OUTLINE (May be submitted as a separate document)

Not Applicable

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Not Applicable

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Lecture and computer lab.

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Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Student class presentations, midterm, final, and term paper.

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not Applicable

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Not Applicable

Request for Graduate Course Addition - Page 5

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

Department: Course Number and Title: Catalog Description: Prerequisites: First Term Offered: Credit Hours:

Department: Weisberg Division of Computer Science

Course Number and Title: CS 580 - 581 Course Number and Title: CS 520-624: Special Topics

Catalog Description: Study of emerging and advanced topics in Computer Science. Topics vary with instructor and change from one semester to another.

Prerequisites: Permission of instructor

First Term Offered: Fall 2015

Credit Hours: 1.0-3.0- 1-9



Form updated 10/2011