

**ACCELERATED MASTER'S DEGREE (AMD)
Program Proposal**

Chair: Tracy Christofero

GC#10: AMD

Prepare one paper copy with all signatures and forward to the Graduate Council Chair. Additionally, send one identical ELECTRONIC COPY with all supporting documentation as an e-mail attachment by to the Graduate Council Chair for electronic distribution to the Graduate Council Curriculum Committee.

Guidelines for an AMD Proposal

Accelerated Master's Degree Programs may be developed between an undergraduate and graduate program in a single department, between two programs in a single school/college or between programs in two different schools/colleges. AMD programs enrich the opportunities of the best undergraduates at Marshall University, enabling them to earn a Bachelor's and Master's degree in much less time than it would take following the traditional path. AMD students do not double count credits. They can take up to 12 graduate credits to be applied to the master's degree in place of 12 undergraduate elective credits. They will earn the undergraduate degree with up to 12 fewer credit hours, depending on how many graduate hours they take.

Rationale: The proposal should identify the rationale or need for an AMD, and, if the undergraduate and graduate programs are in different departments, clarify how they are appropriate for the AMD.

Rationale: see attached

Admission Requirements: The proposal should state whether admission requirements for the AMD differ from regular admission requirements (e.g. waive test scores).

Admission Requirements: see attached

AMD Credits: The proposal may allow an undergraduate student to earn a maximum of 12 credits in approved graduate courses to be applied to the master's degree. These 12 credits take the place of 12 undergraduate electives. Please note the maximum allowed credits.

AMD Credits: 12

Curriculum: The proposal should show how a student can complete the Bachelor's degree by lowering the number of undergraduate credits (up to 12) with up to 12 graduate credits that will apply to the master's degree.

Curriculum: see attached

Student Eligibility: AMD applicants must have a minimum over-all grade point average of 3.30 and 3.30 in the major. Programs may require a higher GPA. Please note your required GPA.

Student Eligibility: see attached

Accelerated Master's Degree Proposal-Page 2

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

AMD Proposal

Department:

Allowable credits:

Student eligibility requirements:

see attached

Approvals

Signatures

Cindy Cook

Undergraduate Advisor

9/30/19

Date

R. E. Steiner

Graduate Studies Director

9/30/19

Date

Carl J. J. J. J.

Dean, Undergraduate College

30 SEPT 2019

Date

Lauri Howard

Graduate Council Chair

10/26/19

Date

Soyak J 10-1-19

BSPHD Rationale:

The BS/PhD program at Marshall University will be a collaborative endeavor between the College of Science (COS) and the Joan C. Edwards School of Medicine Biomedical Research Graduate Program (BMR). It is an accelerated Eight-year program with the goal of providing high quality undergraduate and PhD graduate education to develop a skilled Basic Science workforce to meet the research needs of West Virginia and Central Appalachia. There are four primary rationales for the program as follows:

1. West Virginia has a talented pool of high school students, many of whom are recruited to schools outside of West Virginia because of a perceived lack of options within the West Virginia higher education system. The current success of the BS/MD program (another collaboration between COS and Medical school) has shown that with the appropriate marketing and incentives we can recruit these students to Marshall to enrich both our undergraduate and medical student population. Using this experience with the BS/MD program we believe that a similar approach will help increase the number of talented high school students that opt for an undergraduate and graduate career at Marshall.
2. Marshall is now developing strategies to increase its recruitment from other regions of the country. Developing a BS/PhD program could be an effective part of this recruitment policy, and should help attract students that have an interest in the STEM fields.
3. The COS currently has a fantastic pool of students that would be ideal candidates for PhD programs. Many of these students however are focused on a career in medicine, however for many of these students they pick medicine because they believe it is the only option. Starting the BS/PhD program will enable us to interact with the students earlier and to help provide valuable biomedical research experience. For those students that decide that research is the appropriate path we will then be in prime position to recruit them into the BMR program, rather than loose then to other academic institutions.
4. The BMR program in conjunction with COS has recently been funded by the HEPC to provide innovative education opportunities in the STEM fields for students at Marshall. This BS/PhD is a truly innovative approach that will enable us to provide an outstanding educational opportunity for these students. It will also strengthen the interaction between the BMR and COS, and position us for future grant applications to fund graduate education.
5. There are many options available for students once they have a PhD. Students that graduate from the BMR program have frequently remained in the local area. The BMR graduate program has considerable success in supplying faculty and researchers for institutions in WV and the general tristate region. Recent graduates hold faculty positions at Marshall (Forensics, College of Pharmacy, School of Medicine), WVU (School of Medicine), Ohio Valley University, West Liberty University, Rio Grande University, Shawnee State University, and Morehouse State University. Graduates also work at local federal and industry positions including NIOSH, Progenesis and Mylan Pharmaceuticals. Students that train in the BMR program provide a valuable resource for employers across the region. The BS/PhD program aims to increase the number of West Virginians that can fill these positions.

Admission Requirements:

There are two mechanisms to enter the BS/PhD. Program

1. High School Recruiting Mechanism

- Marshall University selects students from a variety of academic, socioeconomic and personal backgrounds from around the country. Recruitment pipeline, outreach programs, and recruitment fairs will help identify BS/PhD qualified students.
- Applicants must be U.S. citizens or in compliance with U.S. immigration laws.
- Applicants must be current high school seniors or students just finishing all requirements for college entry who are accepted into Marshall and will begin undergraduate coursework in the same year of graduation. Provisional Admission is acceptable pending admission requirements have been met and all required materials have been received. Students will be required to pay the Marshall University application fee.
- Applicants must have a minimum high school grade point average of 3.75 on a 4.0 scale
- Applicants must have a minimum composite ACT of 30 or SAT composite equivalent 1330 minimum from Critical Reading and Math from a single test date prior to March 2016; or an SAT composite equivalent 1390 minimum from a single test date after March 2016, and a minimum math score of 27 (SAT equivalent 610 for test dates prior to March 2016; SAT equivalent 630 minimum for test dates after March 2016 or higher), from the same test date as the qualifying composite score.
- Applicants must apply to and be accepted for admission as a degree seeking student at Marshall University. Please see Marshall University Undergraduate Admissions. <http://www.marshall.edu/admissions/content.asp#general>.
- Three letters of recommendations, including at least two from high school science teachers.
- A written statement outlining why the applicant wants to do a PhD.
- Students accepted into the BS/PhD Program must choose an undergraduate degree in Biological Science (Molecular or Cell Biology, or Microbiology) or in Chemistry (Biochemistry). Students must follow a pre-determined three-year undergraduate curriculum progression to successfully matriculate into the Graduate school as part of the BS/PhD Program. Students are required to know and track their degree requirements for graduation or for entrance to a graduate school. Course offerings and course attributes are subject to change each semester. Please consult each semester's schedule of courses for availability and attributes. Accepted students will be required to have ongoing communication throughout the program with designated academic advisors and BS/PhD Program Coordinator.
- BS/PhD students will have the option to participate in the Honors Program. Students choosing to participate in the honors program should understand that they must fulfill all Honors coursework requirements in addition to the BS/PhD requirements to receive Honors designation.
- To remain eligible for the PhD portion of the program students must achieve the following:
 - a. An overall cumulative college GPA 3.50 by the end of the three years of the undergraduate portion of the program.)
 - b. Must successfully complete at least 26 credit hours per year during undergraduate years

- c. Remain a student in good academic and institutional standing at Marshall University throughout the program
 - d. Carry out an approved research project in the summers between academic years
 - e. Maintain ongoing contact with their undergraduate premedical advisor and the BS/PhD coordinator.
 - f. Students will be evaluated after every semester by the program coordinator and academic advisors to ensure they are participating in, and are making academic progress towards, program requirements. Formal evaluation of student progress will occur at the end of each academic year. Should the student not be meeting the continuing requirements of the BS/PhD Program, the student may be dismissed from the program. However, any actions by a student in the BS/PhD program that could result in either dismissal from the university or a degree program will be governed by Marshall University policies regarding dismissal and appeal for the applicable college in which they are enrolled.
2. Recruitment from current Marshall Undergraduate students
- The second pathway recruits current students from Biological Sciences (Molecular or Cell Biology, or Microbiology) or Chemistry (Biochemistry) majors.
 - a. To be eligible students must be either Freshman or sophomores with declared majors in Biological Sciences (Molecular or Cell Biology, or Microbiology) or Chemistry (Biochemistry):
 - b. An overall GPA of 3.5 or better
 - c. Three letters of reference from COS or BMR research faculty
 - d. A written statement of why the student wants to pursue a PhD.
 - Students accepted into the BS/PhD Program must choose an undergraduate degree in Biological Science (Molecular or Cell Biology, or Microbiology) or in Chemistry (Biochemistry). Students must follow a pre-determined three-year undergraduate curriculum progression to successfully matriculate into the Graduate school as part of the BS/PhD Program. Students are required to know and track their degree requirements for graduation or for entrance to a graduate school. Course offerings and course attributes are subject to change each semester. Please consult each semester's schedule of courses for availability and attributes. Accepted students will be required to have ongoing communication throughout the program with designated academic advisors and BS/PhD Program Coordinator.
 - BS/PhD students will have the option to participate in the Honors Program. Students choosing to participate in the honors program should understand that they must fulfill all Honors coursework requirements in addition to the BS/MD requirements to receive Honors designation.
 - To remain eligible for the PhD portion of the program students must achieve the following:
 - a. An overall cumulative college GPA 3.50 by the end of the three years of the undergraduate portion of the program.)
 - b. Must successfully complete at least 26 credit hours per year during undergraduate years
 - c. Remain a student in good academic and institutional standing at Marshall University throughout the program
 - d. Carry out an approved research project in the summers between academic years

- e. Maintain ongoing contact with their undergraduate advisor and the BS/PhD coordinator.
- f. Students will be evaluated after every semester by the program coordinator and academic advisors to ensure they are participating in, and are making academic progress towards, program requirements. Formal evaluation of student progress will occur at the end of each academic year. Should the student not be meeting the continuing requirements of the BS/PhD Program, the student may be dismissed from the program. However, any actions by a student in the BS/PhD program that could result in either dismissal from the university or a degree program will be governed by Marshall University policies regarding dismissal and appeal for the applicable college in which they are enrolled.

Program Benefits:

- The BS/PhD program benefits the students as follows:
 - a. Students will be eligible for paid summer research in BMR and COS labs.
 - b. Students will not be required to take the GRE exam as part of the application process
 - c. Students will finish the BS/PhD in 8 years rather than the standard 9 years.
 - d. Students should graduate with the BS in the winter commencement of their 4th year

AMD credits:

Marshall University Curriculum for BS/PhD program

Students are required to fulfill Marshall Universities CORE I and CORE II requirements and to take the following classes only the specific requirements for the Major are outlined below:

Required classes				
Year		Course	Credit Hours	Notes
BSC310Can be taken year 1-3 of undergrad	Biology Requirements	BSC120	4	
		BSC121	4	
		BSC302	3	
		BSC310	4	
		BSC324	4	
		BSC450	3	
		BSC491	2	
	Chemistry Requirements	CHM211 & lab CHM217	3 & 2	
		CHM212 & Lab CHM218	3 & 2	
		CHM355	3	
		CHM356 & CHM361	3 & 3	
		CHM365	3	
	Mathematics Requirements	MTH229	5	
	Physics Requirements	PHY201 & PHY202	3 & 1	
		PHY203 & PHY204	3 & 1	
Elective Undergraduate Classes Any Two off the following				
BSC301	BSc442			
BSC304	BSC448			
BSC413	BSC454			
BSC417	BSC456			
BSC424				
BSC428				
BSC438				
Year	BMR Requirements	BMR601	3	Cross listed with BSC counts as undergraduate senior level elective
First year of Grad school		BMR602	3	Classes cross listed with BSC322 (both needed)
		BMR603	2	
		BMR604	1	Cross listed with BSC counts as undergraduate senior elective
		BMR660	1	
		BMR661	1	

		BMR667	3	Cross listed with BSC422
		BMR680	1	P/F Seminar series take every semester
		BMR785	3	P/F taken over summer
		BMR882	1	P/F taken over summer

Students will have enough credits at this stage to graduate as an undergraduate in Biological sciences with an emphasis on Cell, Molecular and Medical Biology.

Rest of the Graduate Curriculum:

Core classes remaining:

Class	Credit Hours	Notes
BMR680	1	P/F Have to have 6 credit hours to graduate
BMR617	3	
BMR644	1	
BMR882	1	Graduate Research Can take as many credit hours as needed, to maintain full time student status

Areas of Emphasis:

The BMR PhD program has 5 areas of emphasis students have to fulfill the requirements outlined online. The areas of emphasis are:

Obesity and Related Diseases Research Cluster (ORDRC)

Cardiovascular Disease Research Cluster (CDRC)

Cancer Biology Research Cluster (CBRC)

Neuroscience and Addiction Research Cluster (NARC)

Toxicology and Environmental Health Research Cluster (TEHRC)

Other requirements:

BMR785 is an introduction to research which requires the students to rotate through 3-4 research laboratories. The student selects his research laboratory from these rotations. Students select an advisory committee no later than the start of the second year of graduate education. The committee usually consists of at least five faculty members with appropriate expertise.

- Students are required to have an annual committee meeting with their committee
- Maintain a minimum of a 3.0 Grade Point Average (GPA). No more than six hours of C and no grades below C may be applied toward the degree
- Admission to Candidacy

- Admission to graduate study and enrollment in graduate courses does not guarantee acceptance as a candidate for the Doctor of Philosophy degree. This is only accomplished by satisfactorily passing a comprehensive qualifying examination and meeting all other specified requirements.
- The qualifying examination assesses whether the student has attained sufficient knowledge to undertake independent research. The examination should be completed at the end of the second year of study. The examination consists of written and oral components covering all areas specified in the Course of Study. The examination is prepared, administered and graded by the advisory committee.
- The written portion includes all coursework and relevant topics determined by the advisory committee. The student will be given 2-3 days to complete the written component of the examination.
- Upon passing the written examination, the student must submit a grant proposal on the topic of his/her dissertation research or a related topic approved by the advisory committee. The proposal must be in the style of a National Institutes of Health (NIH) Predoctoral grant proposal

All candidates must successfully complete a biomedical research project and prepare, submit, and defend a dissertation. The dissertation must present the results of the candidate's individual investigation and make a definite contribution to the current state of knowledge. While conducting research and writing a dissertation, the student must register for Research (BMR 882) at the beginning of each semester or summer term for which progress is to be earned. No more than 15 hours of Research may be credited toward the degree. Candidates are to follow the general guidelines outlined in *Publishing Your Dissertation: How to Prepare Your Manuscript for Publication and General Information About Dissertations*. Copies of these documents are on file in the Office of Research and Graduate Education. Candidates must also follow the current Graduate College Guide for Preparation and Submission of Electronic Theses and Dissertations, which can be downloaded from the Graduate College website.

Student Stop Out:

Graduate school is not for everyone and entry does not guarantee graduation with the degree. To ensure that students have multiple stop out options we have developed several avenues by which students can leave the program. There are no financial ramifications associated with student withdrawal from the program.

1. If a student is accepted to the program and decides to leave prior to starting the fourth year (before taking graduate classes) they will just continue with the regular undergraduate curriculum.
2. If the student starts the BMR classes and decides to leave the program.
 - a. These classes are in the process of being cross listed with the appropriate BSC classes or as electives available to BSC students. Thus they will count towards the student's undergraduate degree.
3. If the student finishes the first year of graduate school and decides to leave the program
 - a. The student will have enough credit hours to get their undergraduate degree.

4. If the student finishes the Graduate class work, but cannot pass the comprehensive exams.
 - a. In this case we would request a change of graduate status for the student and they will be awarded a Masters degree in BMR research providing they have met all requirements.

Student eligibility:

High School Application:

- To apply for the program Applicants must have a minimum high school grade point average of 3.75 on a 4.0 scale. Applicants must have a minimum composite ACT of 30 or SAT composite equivalent 1330 minimum from Critical Reading and Math from a single test date prior to March 2016; or an SAT composite equivalent 1390 minimum from a single test date after March 2016, and a minimum math score of 27 (SAT equivalent 610 for test dates prior to March 2016; SAT equivalent 630 minimum for test dates after March 2016 or higher), from the same test date as the qualifying composite score.
- To transition to the PhD portion applicants must have maintained a GPA of 3.5 or better from at least 26 credit hours.

Undergraduate Application:

- To be eligible students must be either Freshman or sophomores with declared majors in Biological Sciences (Molecular or Cell Biology, or Microbiology) or Chemistry (Biochemistry):
- An overall GPA of 3.5 or better
- To enter the graduate portion, the students must maintain a GPA of 3.5 or better from at least 26 credit hours.

PhD Proposal:

Department: Biological sciences in conjunction with Biomedical Research Graduate Program

Allowable credits: 12 total, BMR 785 (3), BMR 882 (1), BMR 601 (3), BMR 602 (3), BMR 661 (1), BMR 680(1)

Eligibility:

High School Track:

- Applicants must be U.S. citizens or in compliance with U.S. immigration laws.
- Applicants must be current high school seniors or students just finishing all requirements for college entry who are accepted into Marshall and will begin undergraduate coursework in the same year of graduation Provisional Admission is acceptable pending admission requirements

have been met and all required materials have been received. Students will be required to pay the Marshall University application fee.

- Applicants must have a minimum high school grade point average of 3.75 on a 4.0 scale
- Applicants must have a minimum composite ACT of 30 or SAT composite equivalent 1330 minimum from Critical Reading and Math from a single test date prior to March 2016; or an SAT composite equivalent 1390 minimum from a single test date after March 2016, and a minimum math score of 27 (SAT equivalent 610 for test dates prior to March 2016; SAT equivalent 630 minimum for test dates after March 2016 or higher), from the same test date as the qualifying composite score.
- To remain eligible for the PhD portion of the program students must achieve the following:
 - a. An overall cumulative college GPA 3.50 by the end of the three years of the undergraduate portion of the program.)
 - b. Must successfully complete at least 26 credit hours per year during undergraduate years in Biological Science (Molecular or Cell Biology, or Microbiology) or in Chemistry (Biochemistry).

Undergraduate Track:

- To be eligible students must be either Freshman or sophomores with declared majors in Biological Sciences (Molecular or Cell Biology, or Microbiology) or Chemistry (Biochemistry).
- An overall GPA of 3.5 or better which must be maintained for an overall cumulative college GPA 3.50 by the end of the three years of the undergraduate portion of the program.) Must successfully complete at least 26 credit hours per year during undergraduate years

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 existing 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 identical PDF copy 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: Health Professions Dept/Division: School of Physical Therapy
 Contact Person: D. Scott Davis PT, EdD Phone: 304-696-5614

Rationale for Request:

It has come to the attention of the SOPT and the Provost's Office that GPA calculations are performed differently by the SOPT Academic and Professional Standards Committee and University when a student restarts the DPT program because of academic deficiency. To protect the public and ensure consistent academic expectations for all program graduates, students who re-start the program must retake all prior coursework and the program GPA is started over based on the second attempt. The university GPA calculations include all prior attempts. Based on a detailed discussion with Sherry Smith in Provost's Office, the SOPT was advised to add clear language in the Student Handbook that clarifies the process for calculating program GPA for students who re-start the program. The program GPA will be used for all academic decisions (progress and dismissal).

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 Duane S Davis Digitally signed by Duane S Davis
 Date: 2019.08.12 11:23:58 -04'00' Date 8-12-19
 Registrar [Signature] Date 8-13-19
 College Curriculum Committee Chair [Signature] Date 8/19/19
 (or Dean if no college curriculum committee)
 Graduate Council Chair [Signature] Date 10/26/19

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

Register for Graduate School

1. The first step in the registration process is to complete the registration form. This form is available on the Graduate School website. 2. The second step is to pay the registration fee. This fee is non-refundable and is used to cover the cost of the registration process. 3. The third step is to submit the registration form and fee to the Graduate School. 4. The fourth step is to wait for the registration confirmation. This confirmation will be sent to you by email. 5. The fifth step is to complete the registration process. This process is complete when you have received the registration confirmation.

6. The sixth step is to complete the registration process. This process is complete when you have received the registration confirmation.

7. The seventh step is to complete the registration process. This process is complete when you have received the registration confirmation.

8. The eighth step is to complete the registration process. This process is complete when you have received the registration confirmation.

9. The ninth step is to complete the registration process. This process is complete when you have received the registration confirmation.

10. The tenth step is to complete the registration process. This process is complete when you have received the registration confirmation.

11. The eleventh step is to complete the registration process. This process is complete when you have received the registration confirmation.

12. The twelfth step is to complete the registration process. This process is complete when you have received the registration confirmation.

13. The thirteenth step is to complete the registration process. This process is complete when you have received the registration confirmation.

REGISTRAR'S OFFICE
14 AUG '19 AM 10:50

Request for Graduate Non-Curricular Changes – Page 2

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

Accreditation

Marshall University is accredited as an institution of higher learning by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (Phone: 800-621-7440 / 312-263-0456; Fax: 312-263-7462; *info@hlcommission.org*; 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1413) The program has received approval from the Marshall Board of Governors to offer the DPT program, and program approval from the North Central Higher Learning Commission.

The Doctor of Physical Therapy Program at Marshall University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone: 703-706-3245; email: *accreditation@apta.org*; website: *www.capteonline.org*.

Criminal Background Check Information

Special Note Regarding Eligibility for Certification for Licensure, Criminal Background Clearance

Students who are offered admission to the Marshall University School of Physical Therapy are required to have a criminal background check. Complete instructions on obtaining and forwarding these documents will be provided to students who are offered admission, prior to matriculation. Clinical rotation sites that require a criminal background check may deny a student's participation in the clinical rotation because of a felony or misdemeanor conviction or a record of child abuse. Clinical sites may also deny participation in clinical experience for other reasons, such as failure of a required drug test, or inability to produce an appropriate health clearance. As participation in clinical experiences, rotations or fieldwork is a required part of the curriculum and a requirement for graduation, denial of participation by a clinical site may result in delay of graduation or the inability to graduate from the program. Regardless of whether or not a student graduates from Marshall, individuals who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding individual eligibility may be obtained from the appropriate credentialing bodies or state licensure board.

REGISTRAR'S OFFICE
14 AUG '19 AM 10:50

Request for Graduate Non-Curricular Changes – Page 3

2. **Edits to current description:** Attach or insert 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.

Adding New Language to the Student Handbook

Provisions for Restarting the Program

The DPT degree is offered in a professional cohort format, and each new cohort starts in May. Students who restart will do so in the following cohort. Those students who are granted the opportunity to restart the program due to academic deficiency or professionalism issues will not be granted additional opportunities to restart the program. The provisions of probation for those students restarting will otherwise be consistent with the first attempt. Students who restart the program will be placed on probation in the DPT program based on the cumulative GPA calculated using only the grades obtained since restarting the program with the new cohort. Grades obtained during the first attempt will NOT be counted in the SOPT GPA calculation. It is possible that a student can be on probation in the DPT program but not on probation with the university, as the university GPA formula includes all prior course grades. In an effort to protect the public and ensure competence, all APSC decisions will be based on the cumulative GPA after restarting the program. Students are responsible for exploring the financial aid ramifications of restarting by contacting the Financial Aid Office.

Request for Graduate 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.

Accreditation

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The Doctor of Physical Therapy Program at Marshall University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone: 703-706-3245; email: accreditation@apta.org; website: www.captionline.org.

Provisions for Restarting the Program

The DPT degree is offered in a professional cohort format, and each new cohort starts in May. Students who restart will do so in the following cohort. Those students who are granted the opportunity to restart the program due to academic deficiency or professionalism issues will not be granted additional opportunities to restart the program. The provisions of probation for those students restarting will otherwise be consistent with the first attempt. Students who restart the program will be placed on probation in the DPT program based on the cumulative GPA calculated using only the grades obtained since restarting the program with the new cohort. Grades obtained during the first attempt will NOT be counted in the SOPT GPA calculation. It is possible that a student can be on probation in the DPT program but not on probation with the university, as the university GPA formula includes all prior course grades. In an effort to protect the public and ensure competence, all APSC decisions will be based on the cumulative GPA after restarting the program. Students are responsible for exploring the financial aid ramifications of restarting by contacting the Financial Aid Office.

Criminal Background Check Information

Special Note Regarding Eligibility for Certification for Licensure, Criminal Background Clearance

Students who are offered admission to the Marshall University School of Physical Therapy are required to have a criminal background check. Complete instructions on obtaining and forwarding these documents will be provided to students who are offered admission, prior to matriculation. Clinical rotation sites that require a criminal background check may deny a student's participation in the clinical rotation because of a felony or misdemeanor conviction or a record of child abuse. Clinical sites may also deny participation in clinical experience for other reasons, such as failure of a required drug test, or inability to produce an appropriate health clearance. As participation in clinical experiences, rotations or fieldwork is a required part of the curriculum and a requirement for graduation, denial of participation by a clinical site may result in delay of graduation or the inability to graduate from the program. Regardless of whether or not a student graduates from Marshall, individuals who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding individual eligibility may be obtained from the appropriate credentialing bodies or state licensure board.

REGISTRAR'S OFFICE
14 AUG '19 AM 10:49

Request for Graduate Non-Curricular Changes – Page 5

Please insert below your proposed change information for the Graduate Council agenda.

Type of change request: Graduate Catalog

Department: School of Physical Therapy

Degree program: Doctor of Physical Therapy

Effective date (fall/spring/summer, year): 8-12-19

REGISTRAR'S OFFICE
14 AUG '19 AM 10:49

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: SOMDept/Division: CTSCurrent Alpha Designator/Number: 600Contact Person: Dr. Richard EgletonPhone: 3046963253

CURRENT COURSE DATA:

Course Title: Epidemiology & Biostat Medical ResearchAlpha Designator/Number:

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Title Abbreviation:

E	p	i	&		B	i	o	s	t	a	t		M	e	d		R	e	s	e	a	r	c	h
---	---	---	---	--	---	---	---	---	---	---	---	--	---	---	---	--	---	---	---	---	---	---	---	---

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 departments 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, please submit 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 memo with the needs.

Please note
corrected copy
Attached at
end.

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

Dept. Chair/Division Head _____

Date _____

Registrar Date 10/1/19College Curriculum Chair Date 9/30/19Graduate Council Chair Date 10/26/19

Request for Graduate Course Change

This form is to be completed by the student requesting the course change. It should be submitted to the Registrar's Office along with the appropriate fee. The Registrar's Office will process the request and advise the student of the outcome. The student must be currently enrolled in the program and must have completed the prerequisite courses for the requested course.

Student Name: _____

Student ID: _____

Current Course: _____

Requested Course: _____

II. COURSE DATA:

Course Number: _____

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Request for Graduate Course Change - Page 2

College: SOM

Department/Division: CTS

Alpha Designator/Number: 600

Provide complete information regarding the course change for each topic listed below.

Change in CATALOG TITLE: ☒ YES ☐ NO

From

E	p	i		&			B	i	o	s	t	a	t			M	e	d			R	e	s	e	a	r	c	h	
---	---	---	--	---	--	--	---	---	---	---	---	---	---	--	--	---	---	---	--	--	---	---	---	---	---	---	---	---	--

 (limited to 30 characters and spaces)

To

E	p	i		U	s	e	d		i	n		M	e	d		R	e	s	e	a	h								
---	---	---	--	---	---	---	---	--	---	---	--	---	---	---	--	---	---	---	---	---	---	--	--	--	--	--	--	--	--

If Yes, Rationale

This reflects a change in the course content due to an expansion in the epidemiology area.

Change in COURSE ALPHA DESIGNATOR:

From:

--	--	--	--

 To

--	--	--	--

☐ YES ☒ NO

If Yes, Rationale

Change in COURSE NUMBER: ☐ YES ☒ NO

From:

--	--	--	--

 To:

--	--	--	--

If Yes, Rationale

Change in COURSE GRADING

From ☐ Grade To ☐ Credit/No Credit

Rationale

Change in CATALOG DESCRIPTION: ☐ YES ☒ NO IF YES, fill in below:

From

To

If Yes
Rationale

Request for Graduate Course Change - Page 3

Change in COURSE CREDIT HOURS: ☐ YES ☒ NO If YES, fill in below:

NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From

To

Change in COURSE CONTENT: ☐ YES ☒ NO

From

To

Rationale

Request for Graduate Course Change-Page 4

College: _____

Department: _____

Course Number/Title _____

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.

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.

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.

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:

COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

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: SOM

Dept/Division: CTS

Current Alpha Designator/Number: CTS 600

Contact Person: Dr. Richard Egleton

Phone: 3046963253

CURRENT COURSE DATA:

Course Title: Epidemiology & Biostat Medical Research

Alpha Designator/Number: C T S 6 0 0

Title Abbreviation: E p i & B i o s t a t M e d R e s e a r c h

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.

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

Dept. Chair/Division Head _____	Date _____
Registrar _____	Date _____
College Curriculum Chair _____	Date _____
Graduate Council Chair _____	Date _____

Request for Graduate Course Change - Page 2

College: SOM

Department/Division: CTS

Alpha Designator/Number: CTS 600

Provide complete information regarding the course change for each topic listed below.

Change in CATALOG TITLE: ☒ YES ☐ NO

From

E	p	i		&		B	i	o	s	t	a	t		M	e	d		R	e	s	e	a	r	c	h				
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 (limited to 30 characters and spaces)

To

E	p	i		U	s	e	d		i	n		M	e	d		R	e	s	e	a	r	c	h					
---	---	---	--	---	---	---	---	--	---	---	--	---	---	---	--	---	---	---	---	---	---	---	---	--	--	--	--	--

If Yes, Rationale

This reflects a change in the course content due to an expansion in the epidemiology area.																													
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Change in COURSE ALPHA DESIGNATOR:

From:

--	--	--	--

 To

--	--	--	--

☐ YES ☒ NO

If Yes, Rationale

Change in COURSE NUMBER: ☐ YES ☒ NO

From:

--	--	--	--

 To:

--	--	--	--

If Yes, Rationale

Change in COURSE GRADING

From ☐ Grade To ☐ Credit/No Credit

Rationale

Change in CATALOG DESCRIPTION: ☐ YES ☒ NO IF YES, fill in below:

From

To

If Yes
Rationale

Request for Graduate Course Change - Page 3

Change in COURSE CREDIT HOURS: ☐ YES ☒ NO If YES, fill in below:

NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From

To

Change in COURSE CONTENT: ☐ YES ☒ NO

From

To

Rationale

Request for Graduate Course Change-Page 4

College: _____

Department: _____

Course Number/Title _____

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.

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.

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.

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:

COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

Course Title Change

Department:

Department of Clinical and Translational Sciences

Current Course Number / Title:

CTS600 / Epi & Biostat Med Research

New Course Title:

Epi Used in Med Research

Rationale:

This reflects a change in the course content due to an expansion in the epidemiology area.

Catalog Description:

Practical application of epidemiology and biostatistics used in medical research. The course will primarily focus on the design and analysis of translational studies.

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: SOMDept/Division: CTSCurrent Alpha Designator/Number: 625Contact Person: Dr. Richard EgletonPhone: 3046963253

CURRENT COURSE DATA:

Course Title: Clinical Operations Lab

Alpha Designator/Number:

6	2	5							
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Title Abbreviation:

C	l	i	n	i	c	a	l	O	p	e	r	a	t	i	o	n	s	L	a	b		
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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, 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, please submit a separate proposal.

Please note
The correct
copy of rationale
is attached
at end.

2

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

Dept. Chair/Division Head

Date

Registrar

Date 10-1-19

College Curriculum Chair

Date 9/30/19

Graduate Council Chair

Date 10/26/19

Request for Graduate Course Change - Page 2

College: SOM

Department/Division: CTS

Alpha Designator/Number: 625

Provide complete information regarding the course change for each topic listed below.

Change in CATALOG TITLE: ☒ YES ☒ NO

[illegible][illegible]

If Yes, Rationale

Change in COURSE ALPHA DESIGNATOR:

From:

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 To:

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☐ YES ☒ NO

If Yes, Rationale

Change in COURSE NUMBER: ☐ YES ☒ NO

From:

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 To:

--	--	--	--

If Yes, Rationale

Change in COURSE GRADING

From Grade To Credit/No Credit

Rationale

Change in CATALOG DESCRIPTION: ☐ YES ☒ NO IF YES, fill in below:

From	
------	--

To	
----	--

If Yes
Rationale

Request for Graduate Course Change - Page 3

Change in COURSE CREDIT HOURS: ☒ YES ☐ NO If YES, fill in below:

NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From

5

To

1-6

Change in COURSE CONTENT: ☐ YES ☒ NO

From

To

Rationale

Request for Graduate Course Change-Page 4

College: _____

Department: _____

Course Number/Title _____

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.

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.

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.

Rationale for changing course credit hours for CTS 625:

We are requesting a change in credit hours from the current 5 to a variable 1-6 hours. This better reflects the variability in the work load seen for clinical operations. When a student enrolls in this course they are assigned to a clinical trial. Depending on the stage of the trial, the student may work for an hour a week or up to 6. This change to a variable credit hour, better reflects the potential range of work load for the types of clinical trial experiences offered.

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: SOM

Dept/Division: CTS

Current Alpha Designator/Number: CTS 625

Contact Person: Dr. Richard Egleton

Phone: 3046963253

CURRENT COURSE DATA:

Course Title: Clinical Operations Lab

Alpha Designator/Number:

C	T	S		6	2	5			
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Title Abbreviation:

C	I	n	i	c	a	l		O	p	e	r	a	t	i	o	n	s		L	a	b		
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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.

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

Dept. Chair/Division Head _____	Date _____
Registrar _____	Date _____
College Curriculum Chair _____	Date _____
Graduate Council Chair _____	Date _____

Alpha Designator/Number: CTS 625

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Request for Graduate Course Change - Page 3

Change in COURSE CREDIT HOURS: ☒ YES ☒ NO If YES, fill in below:

NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From 5

To 1-6

Change in COURSE CONTENT: ☐ YES ☒ NO

From

To

Rationale

Request for Graduate Course Change-Page 4

College: _____

Department: _____

Course Number/Title _____

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.

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.

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.

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:

COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

Rationale for changing course credit hours for CTS 625:

We are requesting a change in credit hours from the current 5 to a variable 1-6 hours. This better reflects the variability in the work load seen for clinical operations. When a student enrolls in this course, they are assigned a clinical trial. Depending on the stage of the trial, the student may work for an hour a week or up to 6. This change to a variable credit hour, better reflects the potential range of work load for the types of clinical trial experiences offered.

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:

COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

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>.

College: College of Business Dept/Division: NA

Contact Person: Dean Avi Mukherjee /Dr. Nancy Lankton Phone: 6-2659/6-2656

Degree Program Doctor of Business Administration

Check action requested: ☒ Addition ☐ Deletion ☐ Change

Effective Term/Year Fall 20 20 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 Nancy Lankton Date 9/30/2019

College Dean Arinandan Mukherjee Date 9/30/2019

College Curriculum Chair [Signature] Date 1 OCT 19

Graduate Council Chair Lauri Howard Date 10/26/19

Provost/VP Academic Affairs _____ Date _____

Presidential Approval _____ Date _____

Board of Governors Approval _____ Date _____

Request for Graduate Addition, Deletion, or Change of a Major or Degree-Page 2

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 – We have prepared a 10-year pro forma financial projection for the DBA program. In the projection, the DBA program admits 10 full-time equivalent students during the first and second years, with slight increases over the 10-year period to a high of 17 students in the last four years. Tuition is \$850 per credit hour in the first year for all students, with a 2% increase each year thereafter. We have projected no new faculty resources during this 10-year period. Current LCOB faculty will teach in the program on an overload basis. This will involve an internal reallocation of existing faculty and the hiring of adjunct faculty from other reputable business schools. The pro forma financial projection shows that the proposed program will generate positive cash flows over the 10-year period (see attached financial projection).

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 – See attached letter from Dr. Alfred Akinsete, Chair of Mathematics, addressing non-duplication of the statistics courses (DBA 710 to 714)

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

Request for Graduate Addition, Deletion, or Change of a Major or Degree-Page 3

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

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.

NONE

Request for Graduate Addition, Deletion, or Change of a Major or Degree-Page 4

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.

Request for Graduate Addition, Deletion, or Change of a Major or Degree-Page 5

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: Lewis College of Business

Major or Degree: Doctor of Business Administration

Type of Change: Addition

Rationale: There are no existing DBA programs in West Virginia. The proposed DBA program will help students advance in their business careers or prepare them for a career in academia. The program will leverage the College's already very successful Master of Science in Accountancy, Master of Science in Health Care Administration, Master of Science in Human Resource Management, and Master of Business Administration (MBA) programs. It will enhance the College's brand; increase its reputation, general gift giving, and fund raising; and promote industry partnerships. A DBA program will also increase the College's overall profile, and enhance its research impact and productivity. The proposed DBA program is in line with the College's accrediting body, AACSB that has encouraged its members to develop innovative doctoral programs that support business executives in advancing within their existing industry or becoming full-time faculty members.

Request for Graduate Addition of a Degree (Extra Pages)

Rationale for addition, deletion, change

The Marshall University (MU) Lewis College of Business (LCOB) submitted an Intent to Plan document to the Graduate Council in the spring of 2019 for a new Doctor of Business Administration (DBA) program. The Board of Governors of Marshall University approved the DBA Intent to Plan on April 25, 2019. We now provide a request for the new degree for your review.

The LCOB proposes the addition of a research-based, hybrid DBA program to help students advance in their business careers or prepare them for a career in academia. Currently there are no DBA programs in West Virginia. Many universities around the world offer DBA programs. In October 2017, the Doctor of Business Administration Compass report identified 273 professional doctorates in management worldwide.¹ Another report lists 45 AACSB accredited DBA programs.² A trend that is fueling the growth in DBA programs is the projected growth in employment of postsecondary business school teachers of 18% by 2026, which is faster than the average growth rate of 7% for all occupations.³

The DBA program will be a part of the Brad D. Smith Graduate School of Business. The program is an integral element of the re-imagining of the College, facilitated by the transformative gift from Brad D. and Alys Smith this past fall. Some competitive features of the proposed DBA program include:

- Affordable pricing at \$850 per credit hour that makes it a low-cost alternative to other AACSB accredited DBA programs and a high-value alternative to similarly-priced, non-AACSB programs;
- Convenience for students with only five face-to-face visits per year;
- Accounting, health care management, and management and entrepreneurship concentrations that students can choose from; and
- A dissertation committee that includes a professional to enhance the research's relevance to practice.

A DBA program will leverage the College's already very successful Master of Science in Accountancy, Master of Science in Health Care Administration, Master of Science in Human Resource Management, and Master of Business Administration (MBA) programs. It will enhance the College's brand; increase its reputation, general gift giving, and fund raising; and promote industry partnerships. A DBA program will also increase the College's research productivity and its impact on practice. A DBA program is in line with the College's accrediting body, AACSB that has encouraged its members to develop innovative doctoral programs that support business executives in advancing within their existing industry or becoming fulltime faculty members.⁴

¹ <https://www.dba-compass.com/news/dba-summary-report-2017/>

² <https://www.dba-compass.com/knowledge/accreditations-for-doctor-of-business-administration-dba-programs/>

³ Bureau of Labor Statistics (<https://www.bls.gov/ooh/Education-Training-and-Library/Postsecondary-teachers.htm#tab-6>)

⁴ <http://www.aacsb.edu/~media/AACSB/Publications/research-reports/the-promise-of-business-doctoral-education.ashx>

Changes in Curriculum

All courses are new and are required in the curriculum. The program is concurrently submitting course approval materials for review.

First Semester (Fall)

- DBA 701 Current Research Issues in Business and Economic Development (3 credit hours)
- DBA 710 Business Research Design and Methods (3 credit hours)
- DBA 711 Quantitative Methods I: Applied Business Statistics I (3 credit hours)

Second Semester (Spring)

- DBA 702 Current Research Issues in Business Innovation (3 credit hours)
- DBA 712 Quantitative Methods II: Applied Business Statistics II (3 credit hours)
- Choose one of the following depending on area of concentration:
 - DBA 720 Research Seminar in Managerial Accounting (3 credit hours)
 - DBA 730 Research Seminar in Health Care Delivery (3 credit hours)
 - DBA 740 Research Seminar in Human Resource Management and Organizational Behavior (3 credit hours)

Third Semester (Summer)

- DBA 703 Current Research Issues in Business Technology (3 credit hours)
- Choose one of the following depending on area of concentration:
 - DBA 721 Research Seminar in Auditing (3 credit hours)
 - DBA 731 Research Seminar in Managerial Epidemiology (3 credit hours)
 - DBA 741 Research Seminar in Operations, Business Models, and Strategic Management (3 credit hours)

Fourth Semester (Fall)

- DBA 704 Current Research in Global and International Business (3 credit hours)
- DBA 713 Quantitative Methods III: Advanced Business Statistics (3 credit hours)
- Choose one of the following depending on area of concentration:
 - DBA 722 Research Seminar in Financial Accounting (3 credit hours)
 - DBA 732 Research Seminar in Health Care Information Management (3 credit hours)
 - DBA 742 Research Seminar in Entrepreneurship, Small Business, and Family Firms (3 credit hours)

Fifth Semester (Spring)

- DBA 705 Pedagogy in Business Schools (3 credit hours)
- DBA 714 Qualitative Methods in Business Research (3 credit hours)
- DBA 790 Dissertation Design (3 credit hours, repeated)

Sixth Semester (Summer)

- DBA 790 Dissertation Design (6 credit hours, repeated)

Seventh Semester (Fall)

- DBA 791 Dissertation (9 credit hours, repeated)

Eighth Semester (Spring)

- DBA 791 Dissertation (9 credit hours, repeated)

Financial Projection

	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year	9th Year	10th Year	Total
Sources											
Tuition	\$ 204,000	\$ 395,352	\$ 572,832	\$ 627,792	\$ 717,600	\$ 776,664	\$ 895,752	\$ 983,808	\$ 1,057,752	\$ 1,078,992	\$ 7,310,544
Uses											
Labor Costs											
Director Stipend	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	90,000
Administrative Staff	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	60,000
Full-Time Faculty Overloads	54,000	126,000	126,000	126,000	126,000	126,000	126,000	126,000	126,000	126,000	1,188,000
PT Faculty	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	180,000
Dissertation Stipends	-	-	16,000	16,000	20,000	20,000	24,000	24,000	30,000	30,000	180,000
Graduate Student Worker	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	100,000
Labor Pool/Contingency	-	2,910	8,067	13,859	19,825	26,090	32,543	39,309	46,278	53,636	242,517
PT CFB	8,700	16,191	18,307	18,886	19,883	20,509	21,554	22,231	23,528	24,264	194,053
Labor Costs	105,700	188,101	211,374	217,745	228,708	235,599	247,097	254,540	268,806	276,900	2,234,570
Operating Expenses											
Meals	4,000	7,600	11,600	12,400	14,000	14,800	16,800	18,000	19,200	19,200	137,600
Office Supplies	500	515	530	546	562	579	596	614	632	651	5,725
Advertising	6,000	5,000	5,150	5,305	5,464	5,628	5,797	5,971	6,150	6,335	56,800
Market Devel & Research	25,000	25,750	26,523	27,319	28,139	28,983	29,852	30,748	31,670	32,620	286,604
Guest Speakers/Mentors	15,000	15,450	15,914	16,391	16,883	17,389	17,911	18,448	19,001	19,571	171,958
AOL Expenses	2,000	2,060	2,122	2,186	2,252	2,320	2,390	2,462	2,536	2,612	22,940
AACSB Expenses	10,000	10,300	10,609	10,927	11,255	11,593	11,941	12,299	12,668	13,048	114,640
Travel Expenses	10,000	15,000	20,000	25,000	25,750	26,523	27,319	28,139	28,983	29,852	236,566
MU Overhead Cost Recovery	10,200	19,768	28,642	31,390	35,880	38,833	44,788	49,190	52,888	53,950	365,529
Contingency	10,000	10,300	10,609	10,927	11,255	11,593	11,941	12,299	12,668	13,048	114,640
Total Operating Expenses	92,700	111,743	131,699	142,391	151,440	158,241	169,335	178,170	186,396	190,887	1,513,002
Total Uses	198,400	299,844	343,073	360,136	380,148	393,840	416,432	432,710	455,202	467,787	3,747,572
Net Tuition	\$ 5,600	\$ 95,508	\$ 229,759	\$ 267,656	\$ 337,452	\$ 382,824	\$ 479,320	\$ 551,098	\$ 602,550	\$ 611,205	\$ 3,562,972

Non-Duplication

(email from Dr. Alfred Akinsete)

Hello Nancy,

We have gone through the proposed five statistics courses that are listed in the Intent to Plan of the Doctor of Business Administration (DBA) program in the College of Business.

The department of mathematics has statistics as area of emphasis (AoE) in its MA Mathematics program. There are many statistics courses in the AoE. The topics that are highlighted in the proposed stats courses in DBA program, may be found, here and there, in many of the graduate courses in our Stats-AoE. While the courses in the AoE are both theoretical, and applied when necessary, the proposed DBA stats courses are intended to be taught in a specifically business related manner. There are no particular stats course in the DBA program that may be said to completely overlap with any the stats courses in our MA/(AoE) Stats program.

While the proposed DBA stats courses will be taught in a discipline-specific manner, math department does not have 700 level courses. I therefore wish to let you know that the proposed stats courses in the DBA program do not duplicate any courses in our degree programs.

Congratulations on your intent to plan the DBA program in the College of Business.

Cheers.



Alfred Aanu Akinsete, Ph.D
Professor & Chair of Department
Department of Mathematics | Marshall University
One John Marshall Blvd | Huntington, WV 25755
Email: akinsete@marshall.edu | Phone: +1.304.696.6010 | Fax: +1.304.696.4646

From: Lankton, Nancy

Sent: Saturday, September 7, 2019 11:45 AM

To: Akinsete, Alfred <akinsete@marshall.edu>

Cc: Mukherjee, Avinandan <mukherjeea@marshall.edu>

Subject: DBA Non-Duplication of Courses

Dear Professor Alfred Akinsete:

We are in the process of adding a new Doctor of Business Administration (DBA) program in the College of Business. The Intent to Plan for this program was passed by the Board of Governors last April. Right now we are completing the paperwork for the program addition and course additions. In the program, we have 5 statistics courses including:

DBA 710 Business Research Design and Methods
DBA 711 Quantitative Methods I: Applied Business Statistics I
DBA 712 Quantitative Methods II: Applied Business Statistics II
DBA 713 Quantitative Methods III: Advanced Business Statistics
DBA 714 Qualitative Methods in Business Research

We feel these courses will not duplicate any courses in your degree programs because they will be taught in a discipline-specific manner. Lori Howard, Chairperson of Graduate Council suggested that you might write us a note to confirm this. We can then include your note in our packet that will go to Graduate Council for approval.

Here are the course descriptions from the Intent to Plan, and I am including a copy of the Intent to Plan in this email:

DBA 710: Business Research Design and Methods (3 credit hours) Students will be introduced to research designs such as exploratory, descriptive, and causal research designs. The course explores basic concepts of experimental designs, case study, cross-sectional, and longitudinal research designs. Students will be exposed to quantitative and qualitative research methods.

DBA 711: Quantitative Methods I: Applied Business Statistics I (3 credit hours) This course covers techniques and applications of regression analysis, including inference and model diagnostics. The focus is on multiple linear regression and ANOVA models using statistical software. Students will learn how to apply the methods to real world problems and make valid statistical conclusions.

DBA 712: Quantitative Methods II: Applied Business Statistics II (3 credit hours) This course focuses on the applications of various multivariate statistical methods including factor analysis, discriminant analysis, cluster analysis, conjoint analysis, and structural equations modeling.

DBA 713: Quantitative Methods III: Advanced Business Statistics (3 credit hours) This course extends the basic linear model framework to non-linear regressions and non-parametric statistical tools and data driven techniques. This course takes a modern, data-analytic approach to regression emphasizing graphical tools for interpreting and presenting results. This course covers topics like data selection, missing data, and multiple imputation.

DBA 714: Qualitative Methods in Business Research (3 credit hours) Major qualitative approaches in business research including case study research, ethnography, narrative inquiry, discourse analysis, grounded theory, text analysis, and action research will be introduced in this course. Within these methods, students will learn how to frame the research, generate research questions, get access, collect empirical materials, report the results and evaluate the research. Business research will be used to demonstrate the practical applications of the methods discussed.

We appreciate your attention to this matter, Nancy Lankton

New Catalog Description

Program Description

The Marshall University Doctor of Business Administration program is a research-based doctoral program that combines a disciplined approach to scholarship with a focus on compelling problems of practice. Students will study seminal and contemporary business literature to develop research questions in their area of interest. They will perform literature reviews, design and perform research studies, analyze data, and draw relevant conclusions that affect economic development and business innovation. Students will choose a concentration that focuses on one broad business area, and they will be required to complete a proposal and dissertation as part of the program.

Admission Requirements

The program will admit students every fall semester in a cohort group. Students must meet all MU requirements for admission and be admitted to the Marshall University Graduate College. Please refer to their webpage at <https://www.marshall.edu/graduate/select-your-degree-orcertificate-program/how-to-apply-for-admission/>

The admission process for the DBA program will be competitive and will emphasize academic ability, professional work experience, and other indicators of potential for program success. The DBA Program Committee will consider the following items as preferred qualifications:

- A completed master's degree in business or a related area from an appropriately accredited institution (must have a bachelor's degree at minimum);
- GMAT or GRE scores;
- Relevant professional and/or senior level management experience; and
- Other evidence of achievements and experience including written or oral contributions to the field of expertise, professional certifications, professional development programs, and awards/honors.

The DBA Program Committee is more likely to consider candidates for admission to the program if they have more of these qualifications. The materials that are required in the application package include:

- A cover letter and resume listing and describing the applicant's academic and work experience, and other qualifications;
- A personal interest statement that is 4 to 5 pages in length and explains the candidate's objectives for joining the program, goals upon graduation, potential research questions of interest, and how the candidate's work experience will contribute to this research;
- Academic transcripts showing all undergraduate work and graduate work, if applicable; and
- Three letters of recommendation.

The DBA Program Committee will review all documents to identify candidates who have a high likelihood of succeeding in the program. The DBA Program Committee will interview these candidates before making a final offer.

Duration of Degree Program

The proposed DBA program is a 66-credit hour cohort program extending over three years with the course work completed during the first two years. The third year is devoted to the completion of the dissertation. There is no part-time option. The entry term is in August (Fall Semester)

Degree Requirements Plan of Study

First Semester (Fall)

DBA 701 Current Research Issues in Business and Economic Development	3 hours
DBA 710 Business Research Design and Methods	3 hours
DBA 711 Quantitative Methods I: Applied Business Statistics I	3 hours

Second Semester (Spring)

DBA 702 Current Research Issues in Business Innovation	3 hours
DBA 712 Quantitative Methods II: Applied Business Statistics II	3 hours
<i>Choose one of the following depending on area of concentration:</i>	3 hours
DBA 720 Research Seminar in Managerial Accounting	
DBA 730 Research Seminar in Health Care Delivery	
DBA 740 Research Seminar in Human Resource Management and Organizational Behavior	

Third Semester (Summer)

DBA 703 Current Research Issues in Business Technology	3 hours
<i>Choose one of the following depending on area of concentration:</i>	3 hours
DBA 721 Research Seminar in Auditing	
DBA 731 Research Seminar in Managerial Epidemiology	
DBA 741 Research Seminar in Operations, Business Models, and Strategic Management	

Fourth Semester (Fall)

DBA 704 Current Research in Global and International Business	3 hours
DBA 713 Quantitative Methods III: Advanced Business Statistics	3 hours
<i>Choose one of the following depending on area of concentration:</i>	3 hours
DBA 722 Research Seminar in Financial Accounting	
DBA 732 Research Seminar in Health Care Information Management	
DBA 742 Research Seminar in Entrepreneurship, Small Business, and Family Firms	

Fifth Semester (Spring)

DBA 705 Pedagogy in Business Schools	3 hours
DBA 714 Qualitative Methods in Business Research	3 hours
DBA 790 Dissertation Design	3 hours

Sixth Semester (Summer)

DBA 790 Dissertation Design	6 hours
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Seventh Semester (Fall)

DBA 791 Dissertation	9 hours
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Eighth Semester (Spring)

DBA 791 Dissertation	9 hours
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Concentrations

There are three concentration areas to choose from, accounting, health care management, or management and entrepreneurship. Students must declare one of these concentration areas when entering the program and finalize their choice during the first semester of study. DBA program students

will be required to attend two academic conferences related to their concentration area that are approved by the DBA Program Committee.

Dissertation

DBA program students will complete and submit a doctoral dissertation to their Dissertation Committee. The DBA dissertation will need to show relevance to practice, consistency with the appropriate literature, and have appropriate methodology and analysis to support the conclusions drawn. Research at the doctoral level should contribute to knowledge in the student's discipline and should demonstrate the student's ability to develop and carry out independent research. Students must submit all research involving the use of human subjects to Marshall's Institutional Review Board for review and approval.

Students will take the dissertation courses (DBA 791) both semesters of the third year upon satisfactory completion of all other coursework and the proposal defense. These courses require students to work towards completing their proposed research and writing a dissertation about the research and findings. Students must defend their dissertation upon completion of the 18 dissertation credit hours.

Grades and Time Frame

Proposal and dissertation courses are graded pass/fail. Students must pass these courses and complete all other courses with a grade of "B" or better. Should a student fail to pass or complete a course with the required grade, the DBA Program Committee may offer an alternative activity as a substitute or place the student on academic probation that, in some circumstances, could lead to dismissal from the program. Students must enroll in, and pay for, additional Dissertation (DBA 791) credits if they do not complete their dissertation after the 66 required hours. The DBA Program Committee will handle other delays in progress on a case-by-case basis. Students must complete the DBA dissertation and program within six years of admittance to the program.

Program Delivery

Classes in the proposed DBA program will be delivered using the hybrid method that includes both online and face-to-face interactions. The face-to-face portion of the classes will be scheduled to meet approximately two times during the fall and spring semesters, and once in the summer semester (e.g., fall term: September and November, spring term: February and April, summer term: June). These face-to-face classes will be scheduled on Fridays and Saturdays and will consist of approximately 12 to 15 hours of instruction. The remainder of the instruction and coursework will be completed online using Marshall's MUOnline learning platform. These online courses will be delivered asynchronously so that each student may work at a personal pace. Students will be required to possess a personal computer that is compatible with MU software for completion of the coursework.

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: Liberal Arts

Dept/Division: Geography

Alpha Designator/Number: GEO534

☒ Graded ☐ CR/NC

Contact Person: James Leonard

Phone: 6-4626

NEW COURSE DATA:

New Course Title: Floods Hazards and GIS

Alpha Designator/Number: G E O 5 3 4

Title Abbreviation: F l o o d H a z a r d s a n d G I S

(Limit of 25 characters and spaces)

Course Catalog Description: Application of principles of flood hazards preparation, disaster management, and mitigation using Geographic Information Systems (GIS).
(Limit of 30 words)

Co-requisite(s): N/A

First Term to be Offered: Fall 2020

Prerequisite(s): N/A

Credit Hours: 3

Course(s) being deleted in place of this addition (must submit course deletion form): N/A

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

Dept. Chair/Division Head 


Date 9/18/19

Registrar  450701

Date 9/18/19

College Curriculum Chair 

Date 9/23/19

Graduate Council Chair 

Date 10/26/19

Request for Graduate Course Addition - Page 2

College: Liberal Arts

Department/Division: Geography

Alpha Designator/Number: GEO534

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.

Leonard, Walz, Cordoba

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.

Not Applicable

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

See attached syllabus, schedule, and bibliography.

Request for Graduate Course Addition - Page 3

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

See attached syllabus, schedule, and bibliography.

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

See attached syllabus, schedule, and bibliography.

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

See attached syllabus, schedule, and bibliography.

Request for Graduate Course Addition - Page 4

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

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

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

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: Geography

Course Number and Title: GEO534 Flood Hazards and GIS

Catalog Description: Application of principles of flood hazards preparation, disaster management, and mitigation using Geographic Information Systems (GIS).

Prerequisites: none.

First Term Offered: Fall 2020

Credit Hours: 3

Flood Hazards and GIS

GEO434/534: Fall 2020, Sections 201 and 202 - CRN 3364, 3365, 3374, 2063

Instructor: James Leonard, Ph.D.	Time: Mon. 6:30-9:00pm and Blackboard
Contact: (304) 696-4626 or leonard@marshall.edu	Classroom: HH202 and Blackboard
Office hours (Harris Hall 208): Mon./Wed./Fri. 8:00am-noon; or by appointment	

Description from University Catalog: Application of principles of flood hazards preparation, disaster management, and mitigation using Geographic Information Systems (GIS). 3 credit hours.

Course Learning Outcomes	How students will practice each outcome	How student achievement will be assessed
Students will assess the best practices and proper methodologies for appropriate land use and techniques to lessen the impacts of flood hazard events.	Readings, discussion, exercises	Exams, semester project
Students will use GIS tools and techniques available to emergency managers to prevent or lessen property damage and risk to human life caused by disasters.	Readings, discussion, exercises	Exams, semester project
Students will practice and employ the basic techniques of QGIS software.	Readings, discussion, exercises	Exams, semester project
Students will construct a finished QGIS project by integrating techniques and principles.	Readings, discussion, exercises	Semester project

Required materials:

- Jessica Lamond (Editor), Colin Booth (Editor), Felix Hammond (Editor), David Proverbs (Editor). 2017. Flood Hazards: Impacts and Responses for the Built Environment. Cost = \$68 or so.
- QGIS software and data provided in the Geography Department GIS Lab and on Blackboard.

Time Inside and Outside of Class: Class time will consist of one or more of the following: 1) presentation and discussion of flood hazard preparation, management, and mitigation; 2) learning QGIS principles using map analysis and exercises; 3) quizzes and exams; 4) lab time for exercises and semester project. Make good use of this class time. This class, though, consists of more than simple class attendance. Expect to spend about six to nine hours each week (including class time) on course material. You may require extra practice with the QGIS software on your own time. Do NOT wait until the day an assignment is due to begin it.

This is a senior-/graduate-level course. You will be expected to perform at a high level. The pace of the course is rapid. You must be thorough and careful on all exercises to receive full credit. You must master all exercises, textbook and article readings, online course material, lecture material, and ArcGIS skills and concepts to do well. All course material assigned as homework must be turned in at the beginning of class on Monday at 6:30pm. You may not submit material after class begins. The ESRI Virtual Campus courses are completed by working through the material and passing ESRI mini-exams. You may take each mini-exam as often as you need.

Software and data access: This course uses QGIS as the primary analysis tool. QGIS is installed in the Geography Department lab and nowhere else on campus. You may access the lab in Harris Hall 202 by swiping

your ID card. You may download QGIS for free if you want to work the exercises at home. The exercise data is available on a network drive (<\\\\munas\\geography\\>) from anywhere on campus or by download from Blackboard.

Grading: Grades will be based on:

- ten homework exercises (20 points each; using QGIS) for 200 points;
- eight quizzes (variable points; based on readings) for 160 points;
- two exams (35 points each; using QGIS) for 70 points; and
- a semester project for 70 points.

Graduate students will have more extensive and difficult homework, quizzes, exams, and project. Final grades will be determined by the total number of points you have earned:

- A = 500 - 455 points (100-91%)
- B = 454 - 405 (90-81%)
- C = 404 - 355 (80-71%)
- D = 354 - 325 (70-65%)
- F = 324 and below (less than 65%)

Quizzes are taken via Blackboard and cover textbook and reading material BEFORE the software techniques are assigned. Use them to understand the concepts before software exercises. Undergraduates may take each quiz twice and the highest score will count for a grade. Graduates may take each quiz only once.

No grades will be scaled or curved.

Academic Honesty and University policies: You must do your own work inside and outside of this class. For any instance of cheating or plagiarism, however minor, you will earn a final course grade of F and face university sanctions. By enrolling in this course, you agree to University Policies found by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." They are many; please read each.

Weekly Schedule: Quizzes are due by 6:30pm on the day listed! Assignments are due by 6:30pm the class meeting after they are assigned.

- Aug. 24: What is flood hazard preparation, disaster management, and mitigation? Lamond et al. Chapter 1
- Aug. 31: Quiz #1 (Chapter 1); introduction to QGIS
 - Assignment #1: QGIS exercises (graduate students complete the challenge)
 - Meet with me about Semester Project
- Sept. 7.: Holiday
- Sept. 14: Semester Project discussion
 - Project Part 1 (Initial Research)
- Sept. 21: Quiz #2 (Chapter 2); Flood preparation 1
 - Assignment #2: QGIS exercises (graduate students complete the challenge)
- Sept. 28: Quiz #3 (Chapter 3); Flood preparation 2
 - Assignment #3: QGIS exercises (graduate students complete the challenge)
- Oct. 5: Quiz #4 (Chapter 4); flood response and disaster management 1

- Assignment #4: QGIS exercises (graduate students complete the challenge)
- Oct. 12: Semester Project data sources
 - Assignment #6: QGIS exercises (graduate students complete the challenge)
- Oct. 19: Quiz #5 (Chapter 5) ; flood response and disaster management 2
 - Assignment #7: QGIS exercises (graduate students complete the challenge)
 - Project Part 2
- Oct. 26: **Exam #1**
 - Project Part 2 due by 11:59pm, Friday, 16 March.
- Nov. 2: Quiz # 6 (Chapter 6); ; flood response and disaster management 3
 - Assignment #8: QGIS exercises (graduate students complete the challenge)
 - Project Part 3
- Nov. 9: Semester project completion and printing (Posters will be displayed on Nov. 14, 2018)
- Nov. 16: Quiz #7 (Chapter 7) ; flood cleanup and mitigation 1
 - Assignment #9: QGIS exercises (graduate students complete the challenge)
- Nov. 23: Thanksgiving holiday!
- Dec. 7: Quiz #8 (Chapter 8) ; flood cleanup and mitigation 2
 - Assignment #10: QGIS exercises (graduate students complete the challenge)
- Dec. 14: **Exam #2**
 - Extra credit QGIS exercises (graduate students complete the challenge)

Bibliography

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- Fernández, D. S., & Lutz, M. A. (2010). Urban flood hazard zoning in Tucumán Province, Argentina, using GIS and multicriteria decision analysis. *Engineering Geology*, 111(1–4), 90–98. <https://doi-org.marshall.idm.oclc.org/10.1016/j.enggeo.2009.12.006>
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Safaripour, M., Monavari, M., Zare, M., Abedi, Z., & Gharagozlou, A. (2012). Flood Risk Assessment Using GIS (Case Study: Golestan Province, Iran). *Polish Journal of Environmental Studies*, 21(6), 1817–1824. Retrieved from <http://search.ebscohost.com.marshall.idm.oclc.org/login.aspx?direct=true&db=aph&AN=84396129&site=ehost-live>

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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 cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: LCOB

Dept/Division: HRM

Alpha Designator/Number: 632

☒ Graded ☐ CR/NC

Contact Person: Ralph E. McKinney, Jr.

Phone: 304.539.3162

NEW COURSE DATA:

New Course Title: HR for Special Populations

Alpha Designator/Number: H R M 6 3 2

Title Abbreviation: H R f o r S p e c i a l P o p u l a t i o n

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

An introduction to disabilities focusing on adulthood and employment. The course includes a survey of disability laws, disabilities (physical, sensory, and cognitive), and workplace impacts (accessibility, assistive technology, accommodations).

Co-requisite(s): None

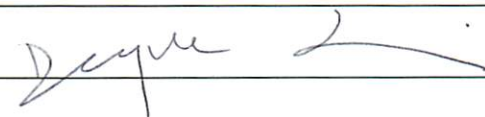



First Term to be Offered: ^{2020 2nd 10/26/19} ~~Sum 2019~~ (MGT650)

Prerequisite(s): None

Credit Hours: 3

Course(s) being deleted in place of this addition (must submit course deletion form): n/a

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

Dept. Chair/Division Head 	Date <u>9/18/19</u>
Registrar  521002	Date <u>9-25-19</u>
College Curriculum Chair 	Date <u>24 SEP 19</u>
Graduate Council Chair 	Date <u>10/26/19</u>

Request for Graduate Course Addition - Page 2

College: LCOB

Department/Division: MGT & HCA

Alpha Designator/Number: HRM 632

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.

Ralph E. McKinney, Jr.
Lori Howard

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.

Not Applicable

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

See Syllabus

Request for Graduate Course Addition - Page 3

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

See Syllabus

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

See Syllabus

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

See Syllabus

Request for Graduate Course Addition - Page 4

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

See Syllabus

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

None

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

See Syllabus

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: *2020 Summer* *LH*

Credit Hours: *3*

Department: Division of Management & Health Care Administration

Course Number and Title: HRM 632: HR for Special Populations

Catalog Description: An introduction to disabilities focusing on adulthood and employment. The course includes a survey of disability laws, disabilities (physical, sensory, and cognitive), and workplace impacts (accessibility, assistive technology, accommodations).

Prerequisites: First Term Offered: Credit Hours:

Summer
2020

3 LH



Marshall University Syllabus

Course HRM 632: HR for Special Populations

Course Description An introduction to disabilities focusing on adulthood and employment. The course includes a survey of disability laws, disabilities (physical, sensory, and cognitive), and workplace impacts (accessibility, assistive technology, accommodations).

Credits

3 graduate credits

Prerequisites

None

Term/Year

Summer 2019

Format (and Meeting Days/Times/Location)

This is a 100% asynchronous online course with no required synchronous meetings (OC). This course should be completed in one term.

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](http://www.marshall.edu/academic-calendar/) (URL: <http://www.marshall.edu/academic-calendar/>).

Instructors

Dr. Lori Howard

Dr. Ralph McKinney

Contact Information

Dr. Howard

- Office: GC 235 (South Charleston Campus)
- Office Hours: by appointment and through web conferencing
- Office Phone: 304-746-2076 **email is preferred
- Marshall Email: howardl@marshall.edu Dr.

Dr. McKinney

- Office: KANAC 340 (South Charleston Campus)

- Office Hours: by appointment and through web conferencing
- Office Phone: 304-146-1967 **email is preferred
- Marshall Email: mckinney23@marshall.edu

Preferred Communication Method and Expected Response Time

Our Marshall email addresses are the best way to reach us. If you have any questions or concerns, please email us. We attempt to respond to all emails within 24 hours except on weekends or holidays. Feedback and grading on assignments and tests will be in a timely manner and through the Blackboard assignment tool.

Required Textbooks

Lengnick-Hall, M., L. (Ed.) (2007). *Hidden Talent: How companies hire, retain, and benefit from people with disabilities*. Praeger: Westport, CT.

Longmore, P., K. (2003). *Why I burned my book and other essays on disability*. Temple University Press: Philadelphia, PA.

Required Articles:

There will be several selected articles to be read.

Technology and Technical Skill Requirements

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.
- For computer and browser requirements, see "Get Connected" and "Internet Browser" at [Student Resources: First Steps](#). See also [IT: Recommended Hardware](#) (URLs: <http://www.marshall.edu/muonline/student-resources/> and <http://www.marshall.edu/it/recommendations/>).
- To check your browsers, use the [Blackboard Browser Checker](#) and ensure that you set permissions properly and have all the necessary plug-ins. (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker)
- Students must be able to use Marshall email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard.
- Students may want to have a webcam and microphone to use Blackboard Collaborate Ultra for optional web conferencing office hours with the instructor. For the best experience, Blackboard recommends Google Chrome browser or Mozilla Firefox browser. Links to Blackboard Collaborate Help and Tutorials are on the Start Here page and on the Tech Support tab in Blackboard.

- [Adobe Acrobat Reader](https://get.adobe.com/reader/) may be needed to read some files. This plug-in is available free. (URL: <https://get.adobe.com/reader/>) See the Tech Support tab in Blackboard for additional information and links.
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit [Marshall IT: Office 365](http://www.marshall.edu/it/office365/) (URL: <http://www.marshall.edu/it/office365/>).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

Technology Assistance

If you have technical problems, please contact one or more of the following:

- [Blackboard Support Center](http://marshall.edusupportcenter.com) (URL: <http://marshall.edusupportcenter.com>)
- Marshall [Information Technology \(IT\) Service Desk](http://www.marshall.edu/it/departments/it-service-desk/) (Help Desk) (URL: <http://www.marshall.edu/it/departments/it-service-desk/>)
 - Huntington: (304) 696-3200
 - South Charleston: (304) 746-1969
 - [Email the IT Service Desk](mailto:itservicedesk@marshall.edu) (itservicedesk@marshall.edu)

University Policies

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to [MU Academic Affairs: University Policies](http://www.marshall.edu/academic-affairs/policies/). (URL: <http://www.marshall.edu/academic-affairs/policies/>)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Dead Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Students with Disabilities

For University policies and the procedures for obtaining services, please go to [MU Academic Affairs: University Policies](http://www.marshall.edu/academic-affairs/policies/) and read the section, **Students with Disabilities**. (URL: <http://www.marshall.edu/academic-affairs/policies/>)

Marshall University E-Mail Accounts

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit [Marshall IT: Office 365](https://www.marshall.edu/it/office365/) (URL <https://www.marshall.edu/it/office365/>).

Notes about Online Learning

If you are new to online courses, please begin by thoroughly reading material on the Start Here page and in Module 1 of the course's Blackboard site. Be certain you understand the materials and have completed Module 1 before moving on to the other modules on the course site.

Nature of Course Delivery

This is a web-based course with online assignments. The online assignments include text, web sites to review, online videos, and optional web conferences.

Course Structure

The online modules contain readings, websites, and activities to foster your understanding of the course material. You will note that all modules are open beginning on the first day of class, but will close as we progress through the end of the course. The modules will disappear. You will **lose the opportunity** to earn points for module assignments. The earlier modules will no longer be available and the materials will not be accessible. Please make sure you complete the modules as assigned in the course outline. Be certain to click on all materials in the module, read the linked articles and websites, read the assigned chapters in your textbook, and complete the graded activities as well as the major course assignments. The modules contain activities designed to address the learning objectives and include:

- Video clips
- Discussion board posts
- Small group activities
- Links to websites
- Links to journal articles and other readings

Expectations for Interaction and Online Communication

During online courses, you do not meet your instructors or classmates in the same fashion as in a course with a traditional format. This course has been designed to provide many opportunities to interact with your classmates through mandatory small group activities and discussion board posts. Please note that appropriate discussion board etiquette is expected. A link explaining appropriate discussion board etiquette can be found in Module 1.

Instructor Feedback

Our role in the course is to facilitate your educational experience through the content in this course. We read your work carefully and provide constructive feedback to help you improve your performance. We read all of your discussion board posts and will occasionally comment. If you have any questions or concerns, please email us. I attempt to respond to all emails within 24 hours except on weekends or holidays.

Course Objectives/Outcomes

Upon completion of this course, you will be able to:

1. Identify and describe the various etiologies of individuals with disabilities and how these disabilities effect the lives of people with disabilities.
2. Describe key elements of:
 - Federal and West Virginia legislation (esp. IDEA, PL 94-142, ADA, and Section 504).
 - History of people with disabilities including employment opportunities.
 - Acronyms and terminology related to people with disabilities.
 - Employment outlook and opportunities for people with various disabilities. This will include people with disabilities within the state of West Virginia and regionally throughout Appalachia.
3. Describe key elements of:
 - Transition Services for people with disabilities leaving the K12 public education system and entering the workforce.
 - Programs available for people with disabilities of various ages including current trends and attitudes which influence the provision of services.
 - Public and private services for people with disabilities including vocational rehabilitation, veteran's services, and specialized services (Autism Training Center, Workforce training).
4. Define the role and responsibilities of human resources in the employment of people with disabilities including: workplace accommodations, assistive technology, and accessibility. This includes developing policies for hiring, retaining, and providing needed accommodations to employees with disabilities.

Course Policies

By enrolling in this course, you agree to the following course policies.

Attendance/Participation Policy

Participation in discussions/small group activities is expected. The instructor

reserves the right to deduct points for lack of participation from the student's overall point total.

Student Responsibilities

Your participation and effort for each class session of are collectively a part of your commitment to your learning. As teachers you provide an experience for your students to be a community of learners. As students, *you* are also a part of this community of learners. Within this professional community, you have a responsibility to yourself and to each other to:

- Complete assignments using appropriate format (all papers are to be word processed, use APA format, reviewed for spelling/grammar, proofread)
- Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense. Please note that this is also a form of academic dishonesty.
- Use of Marshall University Email Account: Use of the student's University email account is mandatory for purposes of conducting University business, contacting advisors and for any communications related to this course. The course has an internal email link on the main menu and you should use this link to email the instructor. It is expected that you read your email daily.
- Demonstrate respect and consideration for all individuals in our community of learners. The Discussion Board will be monitored.

More Details of Class

- Assignments are due on the assigned due date. Late assignments will not be accepted unless prior approval has been obtained from the instructor. Approved late assignments will accrue a 20% penalty per day late. Late Thought Questions Posts will not be accepted. It is best to submit the assignments online through Blackboard. It is your responsibility to check Blackboard to make sure that the submission was recorded.
- No Incompletes will be allowed in this course.
- The APA (American Psychological Association) style of writing and citation is expected. Please use the 6th edition. All papers should be proofread as spelling and grammar errors will result in lost points.
- We will use person-first language in our discussions and written assignments (and ideally in our professional practice). We will also strive to replace the term "Mental Retardation" with "Intellectual Disabilities" in our oral and written communication in accordance with terminology choices in the disability community.
- Participation is required, assignments must be received on the due date and it is expected that you keep up with the reading assignments. Reading the textbook is a course requirement. *Please note it is your responsibility to

ensure that all communication is read, assignments are submitted properly, and to request IT Help with any technical "glitches."

- **Module Note:** Modules will close on Mondays at 12:00 p.m. (Midnight) Eastern Standard Time. Please make sure to upload all assignments before the closing date/time. Please plan ahead. Once a module has closed, you lose the opportunity to earn points for module assignments. You may send me module assignments via email attachment if there is a "glitch" with the module assignment submission.
- **Assignment Note:** Please make sure to include your name on the actual document you are submitting for a grade. Additionally, if you are attaching a file as part of an assignment, please make sure to put your name in the file name. To ensure proper credit, the instructors need to know your name.

Grading Policy

Grading Scale

Grades will be determined using the formula of: $(\text{Earned points} / \text{Total Points}) \times 100$. The percent of points will be assigned a letter grade according to the following scale:

Final Grade Scale:

A = 90-100%

B = 80-89%

C = 75-79%

F = 74% and below

****Note** the instructors reserve the right to award Teacher Discretion points. These points may be awarded for outstanding participation in class discussions, exemplary presentations, or other student efforts that merit recognition.

Late Work Policy

Assignments are due on the assigned due date. Late assignments will not be accepted unless prior approval has been obtained from the instructors.

- Approved late assignments will accrue a 20% penalty per day late.
- Late Thought Questions Posts will not be accepted and points will be deducted from any other late assignments.
- It is best to submit the assignments online through Blackboard.
- It is your responsibility to check Blackboard to make sure that the submission was recorded.
- No Incompletes will be allowed in this course.

Anticipated Response Time for Grading and Feedback

All grading is done in a timely manner within with comments made on each assignment. Discussion posts are graded ongoing as the discussion forums are

monitored.

Evaluation Criteria

For each assignment, please read to the posted description and instructions as you are completing the assignment. Rubrics are embedded into Blackboard for specific grading guidelines.

Course Requirements

No.	Assignment	Points
1.	Participation: participation in discussions/small group activities is expected. The instructor reserves the right to deduct points for lack of participation from the student's overall point total.	The instructor reserves the right to deduct points for lack of participation.
2.	Thought Questions: will be required for all reading assignments. There will be 1 question per chapter or article posted to your assigned Discussion Forum. You are also required to provide 2 Responses to other student posts per chapter. Some modules will require more than 1 Chapter. Please plan to post 1 TQ per Chapter and 2 Responses per Chapter.	1 TQ and 2 Responses = 5 points. 14 Chapters and 28 Responses = 70 Points 70 Points
3.	Case Study Assignment: (includes written analysis and online presentation) Students will be asked to choose a major company and review their policies, marketing, websites, and annual reports. Students will write a case study of how the company approaches disability in employment and marketing to people with disabilities. More details in the course.	80 points (40 points for written analysis and 40 points for online presentation) Due in Module 7
4.	Reflection Journal: Throughout the module work, students are asked to write a reflection and post it to their reflection journal. Each module also has a reflection activity. The module reflection can be copied/pasted in to the reflection journal.	5 points per reflection entry (11 entries x 5 for the reflection journal) 55 points
5.	Module Activities: Each learning module has learning activities (website reviews, quizzes, classroom mgmt. plan, and other assignments that have an assigned point value). As these activities are completed and submitted, points will accrue. Activities must be completed prior to the module closing date.	Points per module vary between 5-20 depending upon the activities. 125 Total Module Points

No.	Assignment	Points
6.	Self-Reflection Paper: Students will be asked to review the KWL chart done in the Orientation module and review their Reflection journal posts. This paper is to be a self-analysis of their learning in the course and their perspectives on disability. More details will be provided in class.	80 points Due in Module 10
7.	Final Project: Students will create a project on how people with disabilities can be included in the workplace. This can be a policy handbook for an employer, a set of guidelines for accessibility or using assistive technology, a short training video for employees, a marketing plan including people with disabilities, or related project. More details in the course.	100 points Must be submitted by Monday August 5
Total	NOTES: Late Thought Question Posts will not be accepted and points will be deducted from any other late assignments. Please plan ahead. **Note the instructors reserve the right to award Teacher Discretion points. These points may be awarded for outstanding participation in class discussions, exemplary presentations, or other student efforts that merit recognition.	500 TOTAL POINTS AVAILABLE

Course Outline / Schedule

Week	Modules and Topics	Learning Activities and Reading Assignments	Assignments Due
Week 1	Course Introduction and Logistics of MU Online Introduction to Disability	Read Syllabus/Complete Quiz Post Intro to Discussion Board Email Instructor Create/Submit KWL Begin Reading Assignments	Please complete the Orientation Module within the first 3 days and begin Module 1 Post Introduction to Discussion Board
Week 2	Introduction to Disability History	Module 2 work Reading Assignment Begin reading Longmore book (TQ and Responses)	Complete Module 1 and work on Module 2 Module 2 due on Monday of week 3
Week 3	Legal Issues/Workplace Considerations ADA, Section 504	Module 3 Work IDEA video, ADA and Section 504 websites Assigned readings in module	Module 2 Due Monday Disability
Week 4	Intellectual/Developmental Disabilities	Module work Reading Assignment Continue reading Longmore book (TQ and responses)	Module 3 Due
Week 5	Learning Disabilities Attention Deficient Hyperactivity Disorders (ADHD)	Module work including assigned readings in module Reading assignment Finish Longmore book	Module 4 Due
Week 6	Emotional and/or Behavioral Disorders	Module work including assigned readings in module Reading assignment Begin Lengnick-Hall book	Module 5 Due

Week	Modules and Topics	Learning Activities and Reading Assignments	Assignments Due
Week 7	Autism	Module work including assigned readings in module Reading assignment Continue Lengnick-Hall book	Module 6
Week 8	Communication Disorders Speech/Language definitions and terms	Module work including assigned readings in module Reading assignment Continue Lengnick-Hall book	Module 7 Case Study Submit Assignment Post Online Presentation to Discussion Board.
Week 9	Sensory Impairments (Vision and Hearing)	Module work including assigned readings in module Reading assignment Continue Lengnick-Hall book	Module 8
Week 10	Physical Disabilities and Health Impairments	Module work including assigned readings in module Reading assignment Finish Lengnick-Hall book	Module 9
Week 11	Workplace issues of Accessibility and Assistive Technology	Module work including exploring accessibility features of Blackboard.	Module 10 Due 7/29 Self-Reflection Paper Due
Week 12	Wrap Up Workplace Issues All Assignment must be submitted by Monday August 5.	FINAL PROJECT DUE BY MONDAY, AUGUST 5.	All major assignments must be submitted by Monday August 5.

Thought Questions

Thought Questions: This assignment is designed to measure your knowledge and understanding of the assigned readings throughout the course and to encourage you to think about the material and your perspective on disabilities.

After reading the assigned materials and/or watching videos, you will compose 1 question based on what you have read/seen in the assigned module. You need to provide 4-5 sentences of summary of the reading and then demonstrate that you have thoughtfully considered the material in relationship to the workplace.

Once you have posted your question, you will post a response to at least two of the TQs posted by others in your discussion group. Your response needs to show that you have given serious consideration to what your group mates have posted and add something substantial to continue the conversation. Posting "I agree" or other short, shallow responses will not earn points for the assignment.

Each Thought Question assignment is worth 5 points total (original post + at least 2 responses to others' TQs).

Here is an example of a good Thought Question:

This week's module had readings/activities about disabilities that are related to learning disabilities. Often people with learning disabilities are disorganized and sometimes they have reading difficulties. I also learned that learning disabilities are some of the most common disabilities and that they are often referred to as "invisible" disabilities. If in the future, I am a manager of someone with learning disabilities how do I help them become more organized? I know that I will be responsible for helping them to succeed but what kinds of things can I do?

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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: LCOBDept/Division: MGT & HCACurrent Alpha Designator/Number: MGTContact Person: Dr. Marc Sollosy / Dr. Deepak SubediPhone: X2614, X2676

CURRENT COURSE DATA:

Course Title: Business Policy and StrategyAlpha Designator/Number:



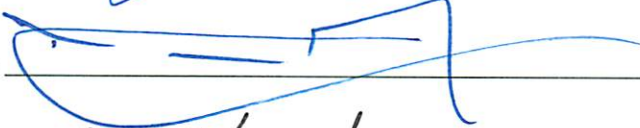

M	G	T	6	9	9				
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Title Abbreviation:

B	U	S	I	N	E	S	S		P	O	L	I	C	Y		&		S	T	R	A	T		
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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.

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

Dept. Chair/Division Head <u></u>	Date <u>9/5/19</u>
Registrar <u></u>	Date <u>9/5/19</u>
College Curriculum Chair <u></u>	Date <u>5 SEP 19</u>
Graduate Council Chair <u></u>	Date <u>10/26/19</u>

Request for Graduate Course Change - Page 2

College: LCOB

Department/Division: MGT & HCA

Alpha Designator/Number: MGT

Provide complete information regarding the course change for each topic listed below.

Change in CATALOG TITLE: ☒ YES ☐ NO

From

B	u	s	i	n	e	s	s		P	o	l	i	c	y		a	n	d		S	t	r	a	t	g	y			
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 (limited to 30 characters and spaces)

To

S	t	r	a	t	e	g	i	c		M	a	n	a	g	e	m	e	n	t									
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If Yes, Rationale

Old title is dated and does not accurately reflect course content and objectives

Change in COURSE ALPHA DESIGNATOR:

From:

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 To:

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☐ YES ☒ NO

If Yes, Rationale

Change in COURSE NUMBER: ☐ YES ☒ NO

From:

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 To:

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If Yes, Rationale

Change in COURSE GRADING

From ☐ Grade To ☐ Credit/No Credit

Rationale

Change in CATALOG DESCRIPTION: ☒ ^{CH}YES ☐ NO IF YES, fill in below:

From

The study of administrative decision making under conditions of uncertainty. Policy construction at top administrative levels with emphasis on strategy and ethics with consideration of major functions of the business organization. (PR: Permission of GSM academic advisor)

To

The study and application of top management's plan to attain outcomes consistent with the organization's mission and goals, including; strategy formulation, implementation and control. (PR: Permission of GSM academic advisor)

If Yes
Rationale

Better reflects course content and objectives.

Request for Graduate Course Change - Page 3

Change in COURSE CREDIT HOURS: ☐ YES ☒ NO If YES, fill in below:

NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From

To

Change in COURSE CONTENT: ☐ YES ☒ NO

From

To

Rationale

Request for Graduate Course Change-Page 4

College: LCOB

Department: MGT and HCA

Course Number/Title MGT699 - Business Policy and Strategy

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.

N/A

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.

N/A

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:

COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

COURSE TITLE CHANGE:

Department: Management and Health Care Administration

Current Course Number/Title: MGT699/Business Policy and Strategy

New Corse Title: Strategic Management

Rationale: Reflects actual course content and objectives

Catalog Description: The study and application of top management's plan to attain outcomes consistent with the organization's mission and goals, including; strategy formulation, implementation and control. (PR: Permission of GSM academic advisor)

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: Liberal Arts

Dept/Division: Psychology

Current Alpha Designator/Number: 621

Contact Person: Dr. Marianna Linz

Phone: 696-2774

CURRENT COURSE DATA:

Course Title: Assessment of Child Practicum

Alpha Designator/Number:

P S Y 6 2 1

Title Abbreviation:

A S S E S S C H I L D P R A C T I C U M

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.

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

Dept. Chair/Division Head <u>M. H.</u>	Date <u>7/25/18</u>
Registrar <u>Song</u> 420101	Date <u>7/15/19</u>
College Curriculum Chair <u>M. B. Atkins</u>	Date <u>9/23/19</u>
Graduate Council Chair <u>L. Howard</u>	Date <u>10/26/19</u>

College: Liberal Arts Department/Division: Psychology Alpha Designator/Number: PSY 621

Change in CATALOG TITLE: ☐ YES ☒ NO

[illegible]

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From:

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 To:

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☐ YES ☒ NO

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From:

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 To:

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From Grade To Credit/No Credit

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From

To	
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Request for Graduate Course Change - Page 3

Change in COURSE CREDIT HOURS: ☒ YES ☐ NO If YES, fill in below:

NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From 1

To 1 to 3

Change in COURSE CONTENT: ☐ YES ☒ NO

From

To

Rationale

Request for Graduate Course Change-Page 4

College: Liberal Arts

Department: Psychology

Course Number/Title PSY 621-Assessment of Child Practicum

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:

COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

COURSE DESCRIPTION CHANGE

Department: Psychology

Course Number and Title: 621 Assessment of Child Practicum

Rationale: Psychology 621 meets three times a week for 50 minutes. This course has developed so that just being a 1 credit hour course is no longer applicable.

Students can spend up to 45 hours, outside of class, doing testing, grading and report writing.

We request that the course be set at a variable number of hours because ~~practicum can~~, having the practicum at variable hours makes the most sense.

Course Description (old): 1 hour

Course Description (new): 1 to 3 hours

Catalog Description: Students will be expected to administer, score, interpret and write reports for a battery of tests used with children. Must be taken concurrently with PSY 611.

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: Psychology

Alpha Designator/Number: PSY 622

☒ Graded ☐ CR/NC

Contact Person: Marianna Linz, April Fugett, Melissa Atkins, Jeff Boggess

Phone: 6-2774

NEW COURSE DATA:

New Course Title: Research Seminar in Psychology

Alpha Designator/Number: P S Y 6 2 2

Title Abbreviation: R e s e a r c h S e m i n P s y c h

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This seminar covers advanced topics in research design and methodology. Students will explore various methods available to address specific research questions in the behavioral sciences.

Co-requisite(s):

N/A

First Term to be Offered: Spring, 2020

Prerequisite(s): PSY 517 or equivalent

Credit Hours: 3

Course(s) being deleted in place of this addition (must submit course deletion form): N/A

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

Dept. Chair/Division Head

Christopher W. Lethow

Date

7/3/19

Registrar

Soyed

cir
420101

Date

7/3/19

College Curriculum Chair

Melissa Atkins

Date

9/23/19

Graduate Council Chair

Lauri Howard

Date

10/26/19

Request for Graduate Course Addition - Page 2

College: COLA

Department/Division: Psychology

Alpha Designator/Number: PSY 622

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.

All faculty with appropriate graduate faculty status are eligible to teach this course.

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.

Not Applicable

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

See attached syllabus

Request for Graduate Course Addition - Page 3

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

See attached syllabus

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

See attached syllabus

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

Instructional methods will include lecture and class discussion.

Request for Graduate Course Addition - Page 4

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

Evaluation will occur by mid-term examination and final project product of written research proposal and oral presentations.

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

Not Applicable

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

American Psychological Association. (2010). Publication manual of the American Psychological Association. Washington DC:

Associated Press. (2009). The Associated Press stylebook and briefing on media law. New York, NY: Basic Books.

Cone, J.D. & Foster, S.L. (2006). Dissertations and theses from start to finish. Washington, DC: APA.

Corrigan, T. (2001). A short guide to writing about film. New York, NY: Longman.

Council of Science Editors. (2006). Scientific style and format: The CSE manual for authors, editors, and publishers. 7th edition. Reston, VA: The Council.

Creswell, John. 2008. Research design: Qualitative, quantitative, and mixed methods approaches. 2nd ed. Thousand Oaks, CA: Sage Publications.

Faigley, L. (2006). The brief Penguin handbook. New York, NY: Pearson Longman.

Fowler, H.R. & Aaron, J.E. (2010). The Little, Brown handbook (11th ed.). New York, NY: Longman.

Galvin, J.L. (2009). Writing literature reviews: A guide for students of the social and behavioral sciences (4th ed.). Glendale, CA: Pyrczak.

Gilpin, A.A. (2000). A guide to writing in the sciences. Toronto, Canada: UTorontoP.

Machi, L.A., & McEvoy, B.T. (2009). The literature review. Thousand Oaks, CA: Sage.

Maimon, E.P., Peritz, J.H., & Blake Yancey, K. (2006). A writer's resource: A handbook for writing and research. Boston, MA: McGraw Hill.

Miller, Delbert C., and Neil J. Salkind. 2002. Handbook of research design and social measurement. 6th ed. Thousand Oaks, CA: Sage Publications.

Turabian, K.L. (2007). A manual for writers of research papers, theses, and dissertations. Chicago, IL: University of Chicago Press.

VanderMay, R., Meyer, V., Van Rys, J., Kemper, D. and Sebranek, P. (2006). The college writer: A guide to thinking, writing, and researching. Boston, MA: Houghton Mifflin.

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: Psychology

Course Number and Title: PSY 622: Research Seminar in Psychology

Catalog Description: This seminar covers advanced topics in research design and methodology. Students will explore various methods available to address specific research questions in the behavioral sciences. APA writing style will also be covered.

Prerequisites: PSY 517 or equivalent

First Term Offered: Spring 2020

Credit Hours: 3 hours

Bibliography

- American Psychological Association. (2010). Publication manual of the American Psychological Association. Washington DC:
- Associated Press. (2009). The Associated Press stylebook and briefing on media law. New York, NY: Basic Books.
- Cone, J.D. & Foster, S.L. (2006). Dissertations and theses from start to finish. Washington, DC: APA.
- Corrigan, T. (2001). A short guide to writing about film. New York, NY: Longman.
- Council of Science Editors. (2006). Scientific style and format: The CSE manual for authors, editors, and publishers. 7th edition. Reston, VA: The Council.
- Creswell, John. 2008. *Research design: Qualitative, quantitative, and mixed methods approaches*. 2nd ed. Thousand Oaks, CA: Sage Publications.
- Faigley, L. (2006). The brief Penguin handbook. New York, NY: Pearson Longman.
- Fowler, H.R. & Aaron, J.E. (2010). The Little, Brown handbook (11th ed.). New York, NY: Longman.
- Galvin, J.L. (2009). Writing literature reviews: A guide for students of the social and behavioral sciences (4th ed.). Glendale, CA: Pyrczak.
- Gilpin, A.A. (2000). A guide to writing in the sciences. Toronto, Canada: UTorontoP.
- Machi, L.A., & McEvoy, B.T. (2009). The literature review. Thousand Oaks, CA: Sage.
- Maimon, E.P., Peritz, J.H., & Blake Yancey, K. (2006). A writer's resource: A handbook for writing and research. Boston, MA: McGraw Hill.
- Miller, Delbert C., and Neil J. Salkind. 2002. *Handbook of research design and social measurement*. 6th ed. Thousand Oaks, CA: Sage Publications.
- Turabian, K.L. (2007). A manual for writers of research papers, theses, and dissertations. Chicago, IL: University of Chicago Press.
- VanderMay, R., Meyer, V., Van Rys, J., Kemper, D. and Sebranek, P. (2006). The college writer: A guide to thinking, writing, and researching. Boston, MA: Houghton Mifflin.

PSY 692: Research Seminar
CRN 4838; Sec 231
Spring 2016
T 4-6:20, South Charleston 214

Instructor: Dr. Melissa Atkins
Office: 343-A Harris Hall
Email: stinson8@marshall.edu
Office phone: 696-2779
Office Hours: T/Th 8-9:30, 12:15-1:45; W 8-12; & by appointment

Required Texts:

Schweigert, W.A. (2012). *Research Methods in Psychology: A Handbook* (3rd edition). Long Grove, IL: Waveland.

Recommended Texts:

Galvan, J.L. (2013). *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences* (5th edition). California: Pyczak.

Publication Manual of the APA, 6th ed, 2009.

Course Description: Reports on current problems and literature in psychology and related fields; professional ethics.

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 www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802

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 Policies:

Attendance: Attendance in class is essential in this course. Therefore, you are permitted one unexcused absence; any unexcused absence after that will result in a drop of one letter in your final course grade. You should obtain a University excuse for any eligible absences in this course.

Honesty Policy: Plagiarism will not be tolerated in this class and will result in an automatic failing grade for the course. Plagiarism includes direct copying of entire papers as well as significant portions of sources without giving them proper credit. To avoid plagiarism, cite all information appropriately and paraphrase rather than quote. Sources will be checked for accuracy. Any incorrect sources will be assumed falsified and will result in a grade reduction.

Late Assignments: The pace of this course is very fast and depends on your keeping up with the deadlines associated with the project. Deadlines will not be extended except in the case of significant emergencies.

Drafts will not be accepted late except in the case of significant emergencies – a score of 0 will be entered instead. Please budget your time wisely throughout the semester.

Program Student Learning Outcomes:

Upon completion of the MA in Psychology from Marshall University, students will:

1. Evaluate and integrate major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Evaluate and integrate basic research methods psychology, research design, data analysis, and interpretation.
3. Examine critical thinking, skeptical inquiry, and, when possible, scientific approaches to solve problems related to behavior and mental processes.
4. Develop information competence and the ability to use computers and other technology for many purposes
5. Critique effectively in a variety of formats.

Course Outcomes:

Course Outcomes	Opportunities to Practice Course Outcome	Course Outcome Assessment(s)	Program Outcome
Articulate and describe the basic research methods and designs in psychology	Lecture, in-class activities, homework	Exam	2
Design a research methodology to study an empirical question	Discussion of proposal, writing proposal	Proposal	2, 3
Integrate the literature in an area of research	Discussion of literature review, writing proposal	Proposal	1
Critique a literature review and methodology	Editor	Editor	5

Student Evaluation:

Research Proposal: The primary assignment in this course is the completion of a literature-based research proposal. This proposal will include a plan for data collection and analysis. The area chosen for this proposal must be based in a major discipline of psychology and be relevant to current research literature. The topic may be either basic or applied. The proposal will be presented in both written and oral form during the course of the class. There will be several deadlines during the semester for which various parts of the proposal will be due. **Deadlines will not be extendable except in the case of significant emergencies.**

Editor: Students will be paired up with one another to serve as editors for the research proposal. The role of the editor is to review the draft for mechanical/technical errors as well as content and flow. Each student will receive a grade as editor in the course.

Exams: There will be one cumulative essay exam which will cover all material in the course. Students will be provided with the test questions 1 week in advance; the instructor will select a portion of those for the exam.

Course Grades:

Proposal topic ideas	10 points	Total Possible:	400 points
Proposal topic and citations	15 points		
Literature review outline	25 points	Grading Scale:	
First draft of literature review	25 points	90-100% = A	
First draft of methods	25 points	80-89% = B	
Final proposal	100 points	70-79% = C	
Editor	50 points	60-69% = D	
Oral Presentation	50 points	0-59% = F	
Exam	100 points		

Tentative Course Schedule

1/12	Introduction to the Course Chapter 1: Introduction to the Scientific Method
1/19	Chapter 3: The Research Process <i>Discussion of Proposal Topics – Come with ideas</i>
1/26	Chapter 4: Research Reports and Literature Searches Writing a Literature Review Research Hypotheses <i>Come with final topic and citations of 5 relevant articles</i> <i>Discussion of outlines and methodology</i>
2/2	Chapter 5: The Role of Statistics in Research <i>Discussion of statistics for proposals</i> <i>Writing a method section</i> <i>Literature Review Outlines due</i>
2/9	Chapter 2: Ethics in Research <i>First Draft of Method due to editor</i> <i>Discussion of Outlines</i>
2/16	Chapter 6: Introduction to Experimentation and the Between-Groups Design Chapter 7: The Within-Subjects Design <i>Discuss Method with editor</i>
2/23	Chapter 8: Quasi-Experimental Designs Chapter 9: Factorial Designs and Correlational Studies <i>First Draft of Method due to instructor</i>
3/1	Chapter 10: Using Natural Settings Chapter 11: Surveys and Interviews <i>First Draft of Literature Review due to editor</i>
3/8	Chapter 12: Single-Subject Designs Chapter 13: Physical Trace and Archival Data Studies <i>Discuss Literature Review with editor</i>
3/15	Cumulative Exam
3/22	<i>No Class: Spring Break</i>
3/29	Outside Readings: Qualitative Methods <i>First Draft of Literature Review due to instructor</i>
4/5	<i>No Class: Individual Meetings with Instructor (during office hours or class time)</i>
4/12	Presentations
4/19	Presentations
4/26	Presentations
5/3	No Class Meeting – Final Proposals Due via Email by 6:30pm <i>Any changes to this schedule will be announced in class & emailed to you as far in advance as possible.</i>

Research Proposal

Your research proposal accounts for most of your final grade in this course. The following guidelines should help you in preparing your paper and presentation to maximize your final grades. Various steps are due throughout the semester, as listed in the course schedule. More details will be provided along the way.

This proposal should be a thesis-level proposal – the literature review should be both specific and thorough and the methods should be detailed. It should be a study that could be carried out in about a year's time. This is not a paper that you can put off until the last minute. You should begin researching your literature as soon as you have chosen a topic. You should choose your topic before our next class meeting.

Literature Review

Your review should cover all literature relevant to your topic. You should use such resources as Interlibrary Loan when necessary to guarantee that you have included all necessary literature. The literature should be somewhat specific to your area of study, but broad enough that the reader has an understanding of how your topic fits into the framework of the larger body of research.

Your first draft will be graded on organization, flow, and how thorough your research is. Your final draft will be graded on how well you have integrated suggested changes into your manuscript, thereby improving upon the first draft.

Method

Your method section should provide a detailed account of how you plan to carry out your research project. It should generally have 4-5 sections – Participants, Materials, Apparatus, Procedure, and Analysis. This section should be as detailed as possible.

Your first draft will be graded primarily on detail, appropriateness of the methodology and analysis plan, and feasibility of the methodology. Your final draft will be graded on how well you integrate suggested changes into your method, thereby improving upon the first draft.

Oral Presentation

Students are required to give a presentation on their project, which will be followed with questions from classmates; each student should speak for at least 15 minutes, and should not take more than 30 minutes (including questions from the class). This presentation should summarize the literature and then provide a detailed account of the proposed methodology. You should assume that your audience has little to no understanding of your topic; therefore, you need to speak simply and provide definitions to any terms that may be unfamiliar. The presentation is worth 50 points, which will be allocated as follows:

- Presentation – 40 points
 - Should not read your presentation
 - Should be prepared and practiced
 - Should speak slowly and clearly
 - Should be logical and well-organized
 - Should be clear and detailed
- Asking substantive questions of other students – 10 points
 - Ask at least 4 questions of other students following their presentations (2.5 points per question)
- Timing Penalty
 - Loss of 2 points per minute under 15 minutes
 - Loss of 2 points per minute over 25 minutes (speaking time)
- Attendance Penalty
 - Loss of 5 points for each presentation day you are absent (unexcused)

Please note that late drafts will NOT be accepted, except in the case of significant emergency. You should begin working on this project immediately so that you do not fall behind. Keep in mind the pace of this course as you plan your topic – do not choose something that will be too ambitious for you to complete in this semester.

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 existing 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 identical PDF copy 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: SOM Dept/Division: BMR
Contact Person: Richard Egleton Phone: (304) 696-3523

Rationale for Request:

We have decided to remove the GRE requirement for the PhD based on studies carried out by other schools which indicate that it does not predict Graduate school success in biomedical sciences. This is supported by our own data from the last 10 years of students. Further the GRE, according to some studies, because of its cost may actually discriminate against minority and low SES students.

We are also changing the wording regarding the application deadlines. This is based on student feedback. Several of them found it confusing, thus we have decided to simplify the language.

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 [Signature] Date Spring 2020
Registrar [Signature] Date 10-1-19
College Curriculum Committee Chair [Signature] Date 9/30/19
(or Dean if no college curriculum committee)
Graduate Council Chair [Signature] Date 10/24/19

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

Request for Graduate Non-Curricular Changes – Page 2

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

Ph.D. Applicants

Minimum Admission Requirements

- A baccalaureate degree from a regionally accredited college or university
- Successful completion, with a grade of C or better, of one year each of general biology, physics, general chemistry, and organic chemistry, all with associated laboratories. A semester of biochemistry or molecular biology with associated laboratory is also required.
- A recommended minimum Grade Point Average (GPA) of 3.0
- A recommended minimum GPA of 3.0 in combined science and math courses
- Graduate Record Examination (GRE) General Test scores
- Official transcript from degree granting institution/s; other transcripts may be required
- Departmental materials: three recommendations, program online form, written statement addressing educational and career goals, CV/resume

PRIORITY Deadline - March 1 for best chance of admission

Applications are accepted on a rolling basis and are reviewed until the class is filled. Applications will be considered after the priority deadline until June 30, if openings are available. International applicants must meet the international application deadline of March 15. The completed application, application fee, official transcript(s), and official GRE scores should be received in the Graduate Admissions Office by March 1. MCAT scores will be considered for admission on a case-by-case basis. For the application to be complete, the program online form, written statement addressing educational and career goals, and three recommendations should be received in the Office of Research and Graduate Education by March 1.

Request for Graduate Non-Curricular Changes – Page 3

2. **Edits to current description:** Attach or insert 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.

see attached

Request for Graduate 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.

Ph.D. Applicants

Minimum Admission Requirements

- A baccalaureate degree from a regionally accredited college or university
- Successful completion, with a grade of C or better, of one year each of general biology, physics, general chemistry, and organic chemistry, all with associated laboratories. A semester of biochemistry or molecular biology with associated laboratory is also required.
- A recommended minimum Grade Point Average (GPA) of 3.0
- A recommended minimum GPA of 3.0 in combined science and math courses
- Official transcript from degree granting institution/s; other transcripts may be required
- Departmental materials: three recommendations, program online form, written statement addressing educational and career goals, CV/resume

The GRE is not required; however, GRE scores can be submitted to strengthen your application.

Applications are accepted on a rolling basis and are reviewed until the class is filled. Applications are only considered once we have received all required documentation. Applications will be considered until June 30, if openings are available. International applicants must meet the international application deadline of March 15. The Biomedical Research PhD program is highly competitive thus early applications provide the best chance for acceptance.

Request for Graduate Non-Curricular Changes – Page 5

Please insert below your proposed change information for the Graduate Council agenda.

Type of change request: Change of admission requirements and deadline language

Department: Biomedical Research

Degree program: PhD

Effective date (fall/spring/summer, year): Spring 2020

Ph.D. Applicants

Minimum Admission Requirements

- A baccalaureate degree from a regionally accredited college or university
- Successful completion, with a grade of C or better, of one year each of general biology, physics, general chemistry, and organic chemistry, all with associated laboratories. A semester of biochemistry or molecular biology with associated laboratory is also required.
- A recommended minimum Grade Point Average (GPA) of 3.0
- A recommended minimum GPA of 3.0 in combined science and math courses
- ~~Graduate Record Examination (GRE) General Test scores~~
- Official transcript from degree granting institution/s; other transcripts may be required

Departmental materials: three recommendations, program online form, written statement addressing educational and career goals, CV/resume

The GRE is not required; however, GRE scores can be submitted to strengthen your application.

~~PRIORITY Deadline March 1 for best chance of admission~~

Applications are accepted on a rolling basis and are reviewed until the class is filled. Applications are only considered once we have received all required documentation. Applications will be considered until June 30, if openings are available. International applicants must meet the international application deadline of March 15. The Biomedical Research PhD program is highly competitive thus early applications provide the best chance for acceptance.

~~Applications will be considered after the priority deadline until June 30, if openings are available. International applicants must meet the international application deadline of March 15. The completed application, application fee, official transcript(s), and official GRE scores should be received in the Graduate Admissions Office by March 1. MCAT scores will be considered for admission on a case-by-case basis. For the application to be complete, the program online form, written statement addressing educational and career goals, and three recommendations should be received in the Office of Research and Graduate Education by March 1.~~

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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 cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: CITE

Dept/Division: Technology Mgmt

Alpha Designator/Number: TM659

☒ Graded ☐ CR/NC

Contact Person: Dr. Tracy Christofero

Phone: 746-2078

NEW COURSE DATA:

New Course Title: Digital Accessibility Policies and Strategies

Alpha Designator/Number: T M 6 5 9

Title Abbreviation: D i g i t a l A c c e s s P o l & S t r a t s

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

An introductory course for creating digital accessibility policies and plans for the workplace. Includes strategies to create accessible documents, evaluate web site accessibility, and investigate assistive technologies.

Co-requisite(s):

First Term to be Offered: Spring 2020

Prerequisite(s):

Credit Hours: 3

Course(s) being deleted in place of this addition (must submit course deletion form):

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

Dept. Chair/Division Head

Date

Registrar

Date

College Curriculum Chair

Date

Graduate Council Chair

Date

Request for Graduate Course Addition - Page 2

College: CITE

Department/Division: Technology Mgmt

Alpha Designator/Number: TM659

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.

Paula Kaplan

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.

Adjunct certified in the field to teach this online course

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

- Create documents that meet accessibility requirements
- Analyze and recommend Voluntary Product Accessibility Templates (VPATS)
- Demonstrate disability awareness and the importance of accessibility (legal, employment and inclusion)
- Create policies related to accessibility using current and appropriate standards
- Select and apply appropriate web-accessibility testing tools
- Describe the criteria for and importance of Universal Design for Learning (UDL)
- Recommend appropriate assistive technologies

Request for Graduate Course Addition - Page 3

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

Week 1 Orientation Module: Course Intro

Mod 1: Accessibility, Inclusion, and Universal Design

Week 2 Mod 2: Assistive Technology

Week 3 Mod 3: Color and Images

Week 4 Mod 4: Documents

Week 5 Mod 5: PDF Files

Week 6 Mod 6: Electronic Presentations

Week 7 Mod 7: Spreadsheets

Week 8 Mod 8: Web Pages

Week 9 Mod 9: Apps, Maps, and Possible Gaps

Week 10 Mod 10: VPATS and IT Procurement

Week 11 Mod 11: Accessibility Policies

Week 12 Mod 12: Wrap Up and Looking Ahead

Week 13 Work on Final Project and Reflection Paper and Journal

Week 14 **FINAL PROJECT DUE Self-Reflection Paper and Reflection Journal Due**

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

No required textbook. Courses materials will be provided with the course and through assigned readings, videos, etc.

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

100% Online using instructor-provided materials and text, web sites, online videos, and web conferences

Request for Graduate Course Addition - Page 4

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

Weekly module assignment, discussion posts and reflections journal; final project; and final self-reflection and submission of reflection journal. Rubrics are embedded in Blackboard for specific grading guidelines.

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

Not Applicable

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

See attached syllabus

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: Technology Management

Course Number and Title: TM659

Catalog Description: An introductory course for creating digital accessibility policies and plans for the workplace. Includes strategies to create accessible documents, evaluate web site accessibility, and investigate assistive technologies.

Prerequisites: N/A

First Term Offered: Spring 2020

Credit Hours: 3



Marshall University Syllabus
College of Information Technology and Engineering
Technology Management Program

Course

TM 659 Digital Accessibility Policies and Strategies

Course Description

An introductory course for creating digital accessibility policies and plans for the workplace. Includes strategies to create accessible documents, evaluate web site accessibility, and investigate assistive technologies.

3 graduate credits

Prerequisites

None

Term/Year

Spring 2020

Format (and Meeting Days/Times/Location)

This is a 100% asynchronous online course with no required synchronous meetings (OC).

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](http://www.marshall.edu/academic-calendar/_) (URL: http://www.marshall.edu/academic-calendar/_).

Instructor

Instructor's Name

Contact Information

- Marshall Email:
- Office Hours: Via Blackboard Collaborate online by appointment.

Preferred Communication Method and Expected Response Time

Course Messages in Blackboard are the preferred means of communication. I will also use Blackboard Announcements as needed, so please check Notifications regularly. If you have any questions or concerns, please send me a course message. In the event of an emergency, my Marshall email address is the best way to reach me. I attempt to respond to all course messages and email within 24 hours except on weekends or holidays. I also strive to provide feedback and grades in a timely manner through the Blackboard Grade Center, usually within a few days to one week after the due date, though longer papers and projects may take more time.

Required Textbook

There is no textbook for the course, though reading assignments will be required throughout the course. Most modules will have at least one reading or video that requires group discussion in the form of a Thought Question along with two substantive responses to two other participants' Thought Questions. Some modules may allow you to choose one of two readings or videos designated for Thought Questions. See the **Course Requirements** section and the last page of this syllabus for detailed information on Thought Questions.

Technology and Technical Skill Requirements

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office, and other common applications.

- For computer and browser requirements, see “Get Connected” and “Internet Browser” at Student Resources: First Steps. See also IT: Recommended Hardware (URLs: <http://www.marshall.edu/muonline/student-resources/> and <http://www.marshall.edu/it/recommendations/>).
- To check your browsers, use the Blackboard Browser Checker and ensure that you set permissions properly and have all the necessary plug-ins. (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker)
- Students must be able to use Marshall email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard.
- Students may want to have a webcam and microphone to use Blackboard Collaborate Ultra for optional web conferencing office hours with the instructor. For the best experience, Blackboard recommends Google Chrome browser or Mozilla Firefox browser. Links to Blackboard Collaborate Help and Tutorials are on the Start Here page and on the Tech Support tab in Blackboard.
- Adobe Acrobat Reader may be needed to read some files. This plug-in is available free. (URL: <https://get.adobe.com/reader/>) See the Tech Support tab in Blackboard for additional information and links.
- Students will be required to submit assignments as Microsoft Word documents, PowerPoint files, Excel spreadsheets, and PDF files using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit Marshall IT: Office 365 (URL: <http://www.marshall.edu/it/office365/>).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

Technology Assistance

If you have technical problems, please contact one or more of the following:

- Blackboard Support Center (URL: <http://marshall.edusupportcenter.com>)
- Marshall Information Technology (IT) Service Desk (Help Desk) (URL: <http://www.marshall.edu/it/departments/it-service-desk/>)
 - Huntington: (304) 696-3200
 - South Charleston: (304) 746-1969
 - Email the IT Service Desk (itservicedesk@marshall.edu)

University Policies

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to MU Academic Affairs: University Policies. (URL: <http://www.marshall.edu/academic-affairs/policies/>)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Dead Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Students with Disabilities

For University policies and the procedures for obtaining services, please go to MU Academic Affairs: University Policies and read the section, **Students with Disabilities**. (URL: <http://www.marshall.edu/academic-affairs/policies/>)

Marshall University E-Mail Accounts

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit Marshall IT: Office 365 (URL <https://www.marshall.edu/it/office365/>).

Notes about Online Learning

If you are new to online courses, please begin by thoroughly reading material on the Start Here page and in the Orientation Module of the course's Blackboard site. Be certain you understand the materials and have completed the Orientation Module before moving on to the other modules on the course site.

Nature of Course Delivery

This is a web-based course with online activities. The online activities include readings, web sites to review, online videos, discussions, and optional web conferences. All graded activities and assignments must be submitted in Blackboard.

Course Structure

The online modules contain readings, websites, and activities to foster your understanding of the course material. You will note that all modules are open beginning on the first day of class, but will close as we progress through the end of the course. The modules will disappear. **Please note:** When a module closes, you will **lose the opportunity** to earn points for those module assignments. The earlier modules and their materials will no longer be available. Please make sure you

complete the modules as assigned in the course schedule. Be certain to click on all materials in the module, read the linked articles and websites, and complete the graded activities as well as the major course assignments. The modules contain activities designed to address the learning objectives and include:

- Video clips
- Discussion board posts
- Small group activities
- Links to websites
- Links to journal articles and other readings

Expectations for Interaction and Online Communication

During online courses, you do not meet your instructor or classmates in the same fashion as in a course with a traditional format. This course has been designed to provide many opportunities to interact with your classmates through mandatory small group activities and discussion board posts. Please note that appropriate discussion board etiquette is expected. See the Start Here page of the course for an explanation of appropriate online communication and discussion board etiquette.

Instructor Feedback

My role in the course is to facilitate your educational experience through the content in this course. I read your work carefully and provide constructive feedback to help you improve your performance. I read all of your discussion board posts and will occasionally comment. Again, if you have any questions or concerns, please send me a course message. I attempt to respond within 24 hours except on weekends or holidays. Feedback and grading will be done in a timely manner through the Blackboard Grade Center, usually within a few days to one week after the due date, though longer papers and projects may take more time.

Course Purpose

This course is intended to introduce participants to concepts of disability, inclusion, Universal Design, and digital accessibility, including assistive technology, current accessibility standards, and Voluntary Product Accessibility Templates (VPATs).

Participants will also practice strategies for creating accessible documents and evaluating web accessibility, as well as develop appropriate accessibility policies and plans for a workplace.

Course Objectives/Outcomes

Upon completion of this course, students will be able to:

- Create documents that meet accessibility standards.
- Analyze vendor Voluntary Product Accessibility Templates (VPATs) and make appropriate technology procurement recommendations.
- Demonstrate disability awareness and describe the importance of accessibility (legal, employment, and inclusion).
- Identify and explain the use of common assistive technologies for digital accessibility.
- Select and apply appropriate web-accessibility testing strategies.
- Explain the principles and importance of Universal Design (UD).
- Create policies related to digital accessibility in a workplace using current standards.
- Create an appropriate digital accessibility plan for a workplace.

Course Policies

By enrolling in this course, you agree to the following course policies.

Attendance/Participation Policy

Participation in discussions/small group activities is expected. The instructor reserves the right to deduct points for lack of participation from the student's overall point total.

Student Responsibilities

Your participation and effort for each class session of are collectively a part of your commitment to your learning. As students, you are part of this community of learners. Within this community, you have a responsibility to yourself and to each other to:

- Complete assignments using appropriate, accessible format (all papers are to be word processed, use APA format, reviewed for spelling/grammar, proofread)
- Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense. Please note that this is also a form of academic dishonesty.
- Use of Marshall University Email Account: Use of the student's University email account is mandatory for purposes of conducting University business, contacting advisors and for any communications related to this course. The course has a Course Messages link on the main menu which you should use for regular communication with the instructor. It is expected that you read your email daily.
- Demonstrate respect and consideration for all individuals in our community of learners. The Discussion Boards will be monitored.

More Details of Class

- Assignments are due on the assigned due date. Late assignments and make-up submissions will not be accepted, so please do not ask. It is best to submit the assignments online through Blackboard. It is your responsibility to check Blackboard to make sure that the submission was recorded.
- No Incompletes will be allowed in this course.

- The APA (American Psychological Association) style of writing and citation is expected. Please use the 6th edition. You should proofread all papers as spelling and grammar errors will result in lost points.
- We will use person-first language in our discussions and written assignments (and ideally in our professional practice). We will also strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.
- Participation is required, assignments must be received on the due date, and it is expected that you keep up with the reading assignments. **Please note** it is your responsibility to ensure that all communication is read, assignments are submitted properly, and to request IT Help with any technical “glitches.”
- **Module Note:** Modules will close on Mondays at 11:59 p.m. U.S. Eastern Time. Please make sure to upload all assignments before the closing date/time. Please plan ahead. Once a module has closed, you lose the opportunity to earn points for module assignments.
- **Assignment Note:** Please make sure to include your name on the actual document you are submitting for a grade. Additionally, if you are attaching a file as part of an assignment, please make sure to put your name in the file name. To ensure proper credit, the instructor needs to know your name.

Grading Policy

Grading Scale

Grades will be determined using the formula of: (Earned points/Total Points) x 100. The percent of points will be assigned a letter grade according to the following scale:

Final Grade Scale:

A = 90-100%

B = 80-89%

C = 70-79%

F = 69% and below

Important Notes:

- No Incomplete grades will be given.
- There are no passing grades less than a "C" in graduate courses.
- INTO students may have other requirements.
- See the Graduate Catalog and INTO regarding GPA requirements.

Late Work Policy

Late and make-up submissions will not be accepted, so please do not ask.

Anticipated Response Time for Grading and Feedback

All grading is done in a timely manner with feedback provided for each assignment through the Blackboard Grade Center, usually within a few days to one week after the due date, though longer papers and projects may take more time. Discussion posts are graded ongoing as the discussion forums are monitored.

Evaluation Criteria

For each assignment, please read the posted description and instructions as you are completing the assignment. Rubrics are embedded into Blackboard for specific grading guidelines.

Course Requirements

No.	Requirement	Points Possible
1.	<p>Participation in discussions/small group activities is expected. The instructor reserves the right to deduct points for lack of participation from the student's overall point total.</p>	<p>The instructor reserves the right to deduct points for lack of participation.</p>
2.	<p>Thought Questions (TQ) and responses will be required for specific TQ-designated reading assignments:</p> <ul style="list-style-type: none"> • 1 Thought Question per TQ designated article/reading, posted to your assigned Group Discussion Forum; and • 2 substantive responses to other students' posts per designated article/reading. <p>NOTE: Modules typically have more than 1 required reading and/or video. In most cases, only 1 of those will require TQ posts and responses, but a few modules may allow you to choose between 2 of the readings/videos for your required posts and responses. A few modules do not require any TQ posts.</p>	<p>12 TQ designated readings</p> <p>1 TQ and 2 Responses = 5 points.</p> <p>Total of 12 TQs and 24 Responses.</p> <p>60 Points</p>
3.	<p>Module Activities: Each learning module has learning activities (document creation, peer reviews, and other graded activities that have an assigned point value). As these activities are completed and submitted, points will accrue. Activities must be completed and submitted prior to the module closing date.</p>	<p>Points per module vary from 5 to 30, depending upon the activities. Includes 5 points per reflection assignment (see Requirement 4 in the next row of this table).</p> <p>200 Total Module Points</p>

No.	Requirement	Points Possible
4.	Reflection Journal: Throughout the module work, students are asked to write a series of reflections and post each to their reflection journal. Each module also has a reflection assignment requiring submission of a properly formatted Word document. The content of the reflection in a particular module should be the same in both the Word document and the Blackboard Journal; only the formatting of each will differ.	5 points per reflection journal entry (12 entries at 5 points each for the reflection journal) 60 points
5.	Self-Reflection Paper: Students will be asked to review the KWL chart done in the Orientation module and review their Reflection journal posts. This paper is to be a self-analysis of their learning in the course and their perspectives on digital accessibility and the role(s) of technology in accessibility.	80 points
6.	Final Project: Create a Digital Accessibility Policy and Accessibility Plan for a company or organization. More details will be provided in the Blackboard course site.	100 points
Total	Total points possible for all requirements	500 points

Course Outline / Schedule

Week	Modules and Topics	Learning Activities and Reading Assignments	Assignments Due
Week 1	Orientation Module: Course Intro Mod 1: Accessibility (A11y), Inclusion, and Universal Design (UD)	Syllabus/Complete Quiz, Post Intro to Discussion Board, Send Course Message to Instructor, Complete KWL Complete Module 1 activities.	Make sure to post 1 TQ per designated TQ reading and 2 Responses to your assigned Group Discussion Forum. Also Due: <ul style="list-style-type: none"> • Syllabus Quiz • Post Intro to Main Discussion Board • Course Message to Instructor • Complete KWL (K and W columns only). • Reflection Journal Post 1
Week 2	Mod 2: Assistive Technology	Review web links, videos, and complete module activities	Make sure to post 1 TQ per article and 2 Responses to Group Discussion Forum. Reflection Journal Post 2 Assistive Technology Assignment Due

Week	Modules and Topics	Learning Activities and Reading Assignments	Assignments Due
Week 3	Mod 3: Color and Images	Review web links, videos, and complete module activities.	Make sure to post 1 TQ per article and 2 Responses to Group Discussion Forum. Reflection Journal Post 3 Color Accessibility Activity Due Image Alt Text Assignment Due
Week 4	Mod 4: Documents	Review web links, videos, and complete module activities.	Make sure to post 1 TQ per article and 2 Responses to Group Discussion Forum. Reflection Journal Post 4 Peer Review 1 Due Accessible Word Document Due
Week 5	Mod 5: PDF Files	Review web links, videos, and complete module activities.	Make sure to post 1 TQ per article and 2 Responses to Group Discussion Forum. Reflection Journal Post 5 Peer Review 2 Due Accessible PDF Due

Week	Modules and Topics	Learning Activities and Reading Assignments	Assignments Due
Week 6	Mod 6: Electronic Presentations	Review web links, videos, and complete module activities.	Make sure to post 1 TQ per article and 2 Responses to Group Discussion Forum. Reflection Journal Post 6 Peer Review 3 Due Accessible Presentation Due
Week 7	Mod 7: Spreadsheets	Review web links, videos, and complete module activities.	Make sure to post 1 TQ per article and 2 Responses to Discussion Forum. Reflection Journal Post 7 Peer Review 4 Due Accessible Spreadsheet Due
Week 8	Mod 8: Web Pages	Review web links, videos, and complete module activities.	Make sure to post 1 TQ per article and 2 Responses to Group Discussion Forum. Reflection Journal Post 8 Web Accessibility Evaluation Due

Week	Modules and Topics	Learning Activities and Reading Assignments	Assignments Due
Week 9	Mod 9: Apps, Maps, and Possible Gaps	Review web links, videos, and complete module activities.	Make sure to post 1 TQ per article and 2 Responses to Group Discussion Forum. Reflection Journal Post 9 App, Map, or Gap Assignment Due
Week 10	Mod 10: The VPAT® and IT Procurement	Review web links, videos, and complete module activities.	Make sure to post 1 TQ per article and 2 Responses to Group Discussion Forum. Reflection Journal Post 10 VPAT Activity Due Procurement Policy Assignment Due
Week 11	Mod 11: Digital Accessibility Policies and Plans	Review web links, videos, and complete module activities.	Make sure to post 1 TQ per article and 2 Responses to Group Discussion Forum. Reflection Journal Post 11 Draft Digital Accessibility Policy Due

Week	Modules and Topics	Learning Activities and Reading Assignments	Assignments Due
Week 12	Mod 12: Looking Ahead	Review weblinks, videos, and complete module activities.	Make sure to post 1 TQ per article and 2 Responses to Group Discussion Forum. Reflection Journal Post 12 Completed KWL Due Draft Digital Accessibility Plan
Week 13	Work on culminating activities	Work on Final Project, Reflection Paper, and Reflection Journal.	Nothing due this week.
Week 14	Final project, paper, and journal due.	Complete your work on: <ul style="list-style-type: none"> • Self-Reflection Paper • Reflection Journal • Final Project. 	Important! Due this week: <ul style="list-style-type: none"> • Self-Reflection Paper • Self-Reflection Journal • Final Project.

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Thought Questions

This discussion activity is designed to measure your knowledge and understanding of the assigned readings and videos throughout the course and to encourage you to think about the material and your perspective on accessibility and the role(s) of technology in accessibility and Universal Design.

After reading the assigned materials and/or watching designated videos, you will compose 1 question based on what you have read/seen in the assigned module. You need to provide 4 to 5 sentences of summary of the reading (or video) and then demonstrate that you have thoughtfully considered the material in relationship to accessibility, technology, and the workplace.

Once you have posted your question, you will reply to at least two of the TQs posted by others in your discussion group. Your responses to others must show that you have given serious consideration to what your group mates have posted and add something substantial to continue the conversation. Posting "I agree" or other short, shallow responses will not earn points for the assignment.

Each Thought Question assignment is worth 5 points total (original post plus at least 2 substantive responses to others' TQs).

Here is an example of a good Thought Question:

This week's module had readings/activities about disabilities that are related to learning disabilities. Often people with learning disabilities are disorganized and sometimes they have reading difficulties. I also learned that learning disabilities are some of the most common disabilities and that they are often referred to as "invisible" disabilities. If in the future, I am a manager of someone with learning disabilities, I wonder how I can help them become more organized. I know that I will be responsible for helping them to succeed, but what kinds of things can I do?