

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

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

College: COEPD

Dept/Division: CURRICULUM & INSTRUCTION

Contact Person: Tina Allen

Phone: 304-746-8958

Action Requested

Check action requested: ☐ Addition ☐ Deletion ☒ Change

Degree Program MA, Education

Area of Emphasis Early Childhood, Option 1

GE88

Effective Term/Year Fall 20 ☐ Spring 20 ☐ Summer 20 ☐ 19

Notifications

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

1. Statement of Non-Duplication: If this area of emphasis will be similar in title or content to an existing area of emphasis, please send a memo to the affected department/division and include a copy with this packet as well as the response received from the affected department.
2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimate of cost and time required to secure these items.

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

Dept. Chair/Division Head <u>Tina Allen</u>	Date <u>1-17-19</u>
Registrar <u>Sony GC</u>	Date <u>1-23-19</u>
College Curriculum Chair <u>[Signature]</u>	Date <u>1-29-19</u>
College Dean <u>Terese Eagle</u>	Date <u>1-30-19</u>
Graduate Council Chair <u>[Signature]</u>	Date <u>3/2/2019</u>
Provost/VP Academic Affairs _____	Date _____
President _____	Date _____

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

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

The course changes requested would streamline advising since students tend to switch from the licensure track to the non-licensure track to avoid taking practicum when they decide to test out to add the endorsement (as allowed by WVDE policy). It would help to have common courses other than the practicum, to make transitioning students easier. It would also improve enrollments. Courses shared by both plans of study tend to have healthy enrollments, courses that are not shared in common tend to have low enrollments, resulting in faculty teaching multiple small preps to make up their teaching loads. Having more courses in common across the two plans of study will ensure healthy enrollment numbers and a more reasonable number of sections for faculty to teach.

2. Please describe any changes in curriculum:

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

Replace CIRG 653, Literacy Acquisition with ECE 530, Preschool Curriculum Methods
and

Replace CI 631, Current Influences on Early Childhood Education with ECE 535, Administration of Early Childhood Programs

Replace the elective option with CI 559, Multicultural Influences in Education

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

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

NOT APPLICABLE

4. **NON-DUPLICATION:**

If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the request and any response received from them.

Enter NONE if not applicable.

NONE

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

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

5. **Current Catalog Description**

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

SEE ATTACHED

6. **Edits to the Current Description**

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

7. **New Catalog Description**

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

SEE ATTACHED

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

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

Department:

Area of Emphasis Title:

Credit Hours:

Type of Change Requested: *(addition, deletion, change)*

Term to Take Effect: *(Fall, Spring, Summer/Year)*

Rationale:

Department: CURRICULUM & INSTRUCTION

Area of Emphasis Title: EARLY CHILDHOOD, OPTION 1

Credit Hours: 18

Type of Change Requested: (addition, deletion, change): CHANGE

Term to Take Effect: (Fall, Spring, Summer/Year) SUMMER 2019

Rationale: The course changes requested would streamline advising since students tend to switch from the licensure track to the non-licensure track to avoid taking practicum when they decide to test out to add the endorsement (as allowed by WVDE policy). It would help to have common courses other than the practicum, to make transitioning students easier. It would also improve enrollments. Courses shared by both plans of study tend to have healthy enrollments, courses that are not shared in common tend to have low enrollments, resulting in faculty teaching multiple small preps to make up their teaching loads. Having more courses in common across the two plans of study will ensure healthy enrollment numbers and a more reasonable number of sections for faculty to teach.

Capstone Experience

Students may meet the capstone experience requirement through either 1) the completion of CI 690, Capstone Experience, or 2) satisfactorily completing a written comprehensive examination and three hours of approved coursework.

ADDITIONAL CERTIFICATION FOR TEACHERS

A teacher with a valid West Virginia professional license who wants to add another teaching endorsement may do so by completing the course requirements, a performance assessment at the appropriate grade level, and, where specified, acceptable scores on the appropriate Praxis II test. Applicants from other states should verify eligibility for added endorsements through their state's Department of Education.

Certificate Program Admission Requirements

Prospective certificate-only students should apply for admission to Marshall University as a Certificate/Professional Development student and select, on the application form, the certificate they wish to pursue. Applicants must have:

- A baccalaureate degree from a regionally accredited college or university with an undergraduate Grade Point Average (GPA) of 2.50 or higher on a 4.0 scale; OR
- A master's degree from a regionally accredited institution.

Plans of Study for Areas of Emphasis, Professional Development Programs

Plans of study marked with a plus sign (+) are available as graduate certificate programs. Certificate coursework may be taken as a stand-alone program.

Plans of study marked with an asterisk (*) may lead to added endorsements for licensed teachers. Endorsement programs are available to teachers who hold a valid West Virginia professional license in any area other than the one for which endorsement is desired. Applicants from other states should verify eligibility for added endorsements through their state's Department of Education

Early Childhood Education: This Area of Emphasis combines theory, research, and practical applications to child development and early childhood education. Options are available for licensed PreK-K teachers pursuing an advanced degree or licensed elementary teachers seeking an added endorsement.

ECE Option 1 (PreK-K Licensed):

Option 1 is designed for teachers who hold a PreK-K professional license who wish to pursue an advanced degree. This option may be completed as an Area of Emphasis within the M.A. in Education (36 hours). These 18 hours, plus 12 additional hours in the M.A. Core, three hours in the M.A. Capstone, and a three-hour, advisor-approved elective may be used to receive the M.A. in Education.

CIRG	653	Literacy Acquisition
CI	631	Current Influences on Early Childhood Education
CI	632	Early Childhood Education Programs (approved methods course in the M.A. Core)
CI	633	Adult Involvement in Early Education
CI	634	Language and Cognition in Early Childhood
EDF	513	Human Growth and Development Birth-8

TOTAL 18 hrs.

**+ ECE Option 2 (K-6/K-8 Licensed):*

Option 2 is designed for teachers who hold a K-6 or K-8 professional license who wish to add a PreK-K endorsement. This option may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the M.A. in Education (36 hours). These 21 hours, plus nine additional hours in the M.A. Core, three hours in the M.A. Capstone, and a three hour advisor approved elective may be used to receive the M.A. in Education.

CI	632	Early Childhood Education Programs (approved methods course in the M.A. Core)
CI	633	Early Childhood Education: Adult Involvement in Early Education

Plans of study marked with an asterisk () may be used as endorsements for teaching certification. Endorsement programs are available only to teachers who hold a valid professional license in any area other than the one for which endorsement is desired.

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CIRG	653	Literacy Acquisition
CI	634	Current Influences on Early Childhood Education
CI	559	Multicultural Influences in Education
CI	632	Early Childhood Education Programs (approved methods course in the M.A. Core)
CI	633	Adult Involvement in Early Education
CI	634	Language and Cognition in Early Childhood
ECE	530	Preschool Curriculum Methods
ECE	535	Administration of Early Childhood Programs
EDF	513	Human Growth and Development Birth-8

TOTAL 18-21 hrs.

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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: COEPD

Dept/Division: Curriculum & Instr

Alpha Designator/Number: ITL

☒ Graded ☐ CR/NC

Contact Person: Kimberly McFall

Phone: 304.746.8975

NEW COURSE DATA:

New Course Title: Curating Library Materials for Children

Alpha Designator/Number:

I	T	L		5	0	4			
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Title Abbreviation:

L	i	b	r	a	r	y		M	a	t		f	o	r		C	h	i	l	d	r	e	n
---	---	---	---	---	---	---	--	---	---	---	--	---	---	---	--	---	---	---	---	---	---	---	---

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

Addresses selection of material(s) for children in the school library; highlights & addresses strategies to fill curriculum gaps through collection development & curation

Co-requisite(s): ITL 502

First Term to be Offered: Summer 2019

Prerequisite(s): none

Credit Hours: 3

Course(s) being deleted in place of this addition (must submit course deletion form): none

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

Dept. Chair/Division Head <u><i>Tina L. Allen</i></u>	Date <u><i>1/29/19</i></u>
Registrar <u><i>Sonye J. [Signature]</i></u> <i>LIP</i> <i>28 0101</i>	Date <u><i>1/29/19</i></u>
College Curriculum Chair <u><i>[Signature]</i></u> <i>Andrew Burck</i>	Date <u><i>1/29/19</i></u>
Graduate Council Chair <u><i>Sari Howard</i></u>	Date <u><i>3/2/2019</i></u>

Request for Graduate Course Addition - Page 2

College: COEPD

Department/Division: Curriculum & Instruction

Alpha Designator/Number: ITL 504

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.

Kimberly McFall

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.

See attached correspondence

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)

See attached Syllabus

Request for Graduate Course Addition - Page 4

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

See attached Syllabus

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

ADDITIONAL

13

ADDITIONAL

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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: Curriculum & Instruction

Course Number and Title: ITL 504 Curating Library Materials for Children

Catalog Description: Addresses selection of material(s) for children in the school library; highlights & addresses strategies to fill curriculum gaps through collection development & curation

Prerequisites: None

First Term Offered: Summer 2019

Credit Hours: 3

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Marshall University Course Syllabus
ITL 504 Curating Library Materials for Children

Course Name	ITL 504
College/Department	College of Education & Professional Development
Semester	Summer 2019
Instructor name and title	Dr. Kimberly McFall
Instructor Email	mcfallk@marshall.edu
Instructor Telephone	304.746.8975
Instructor Office Hours	By appointment
Course Start Date	
Course End Date	
Last Day to Withdraw	

Required Texts

Title	Resource Alignment: Curriculum Support in the School Library Media Center
Author(s)	Lowe, Karen
Publisher	Beacon Educational Consulting Services
Edition	3rd
ISBN	n/a

Textbooks and materials may be ordered online at the Marshall University Bookstore. Handbook may be ordered at online through Marshall University Bookstore, or directly from author Karen Lowe @ www.karenrlowe.com

INSTRUCTOR BIOGRAPHY

I am an 18-year veteran of the K-12 classroom, having taught Music and Media in Texas, North Carolina, and Arkansas. I earned my Bachelor of Arts from Arkansas State Tech in Russellville, AR, a Masters of Library Science and School Administration Endorsement from Appalachian State University in Boone, NC, an Educational Specialists degree and Doctorate in Educational Leadership from Arkansas State University in Jonesboro, AR.

Course Description:

ITL 504 Curating Library Materials for Children addresses selection of material(s) for children in the school library; highlights & addresses strategies to fill curriculum gaps through collection development & curation

Credit Hours: 3

COURSE OBJECTIVES: The objective of this course is to focus on collection development by introducing resources to evaluate and select children's books (print) and other (non-print) library materials for children to professionals preparing to enter the school library based on the standards provided by the American Association of School Librarians (AASL).

ITL 504 aligns with AASL Standard 2, Standard 4, and Standard 5

Standard 2: Literacy & Reading	Assessed
2.1 Literature <ul style="list-style-type: none"> Candidates are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and lifelong learning 	<ul style="list-style-type: none"> Webinar/comparison of book review resources Genrification of the library Discussion board
2.3 Respect for Diversity <ul style="list-style-type: none"> Candidates demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic 	<ul style="list-style-type: none"> Collection development book orders Self-Reflection Discussion board Resource Alignment
Standard 4: Advocacy & Leadership	Assessed
<ul style="list-style-type: none"> 4.1 Networking with the library community 	<ul style="list-style-type: none"> Resource alignment Award Lists Makerspace & Literacy
Standard 5: Program Management & Administration	Assessed
<ul style="list-style-type: none"> 5.1 Collections 	<ul style="list-style-type: none"> Demonstrate ability to evaluate and select materials based on evaluations of materials reviews from different sources Student Choice: Theme Basket
<ul style="list-style-type: none"> 5.1 Collections 	<ul style="list-style-type: none"> Become familiar with different book vendors and demonstrate how to select quality materials for purchase that enhance student learning and curriculum support for schools

COURSE SCHEDULE, ACTIVITIES AND POLICIES

<i>Dates</i>	<i>Topics and Activities</i>	
Module 1:	Resource Alignment	Genre shelving and Themes using Children's Books
Module 2:	How to address curriculum gaps in the collection	Book orders: <ul style="list-style-type: none"> • \$500 (student choice) • \$2500 (Titlewave)
Module 3:	Criteria for selection of diverse materials	Award lists: <ul style="list-style-type: none"> • State • National • International
Module 4:	MakerSpace & Literacy (pt 1)	Introduction of the New Learner Standards (AASL): aligning Makers with your collection
Module 5:	MakerSpace & Literacy (pt 2)	Copyright & Makerspace using New Learner Standards
Module 6:	Wrap Up/Share Out	Student Reflection

Grading Breakdown

Assignment	Value (Points)
Resource Alignment	100
Book orders	100
Award Lists	100
Makerspace	100
Student Reflection	100

Policies for Due Dates

- All assignments are due on dates listed in syllabus. Late assignments will only be accepted under extraordinary circumstances, and with prior arrangements made with Professor.
- Discussions close at the end of the module and no credit will be given for postings to that discussion after that date.
- You may request an Incomplete grade for the course if you have completed at least 75% of the coursework. You will have once calendar year to submit all assignments so that the incomplete can be resolved and a letter grade posted.
- Absolutely no assignments submitted after 11:59 PM on last day of class will be considered in graded unless prior arrangements for an Incomplete grade have been made with the instructor.

GRADING

Letter	Percentage	Total Points
A	93% - 100%	462-500
B	85% - 91%	423-461
C	75% - 84%	375-422
D	60% - 74%	300-374
F	50% or below	Fewer than 300

COMMUNICATION

- Blackboard Mail tool
- Blackboard Discussion tool
- Email address and phone number noted on first page of the syllabus

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.
- Virtual (VC) courses may require a webcam and microphone to use Blackboard Collaborate Ultra for synchronous meetings. 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

- [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](#).

- 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:

Marshall University is committed to making all programs, services, and activities fully accessible to students with disabilities. Students with disabilities who require accommodations must register with the Office of Disabilities. Additional information is available at <http://www.marshall.edu/disability/office-of-disability-services/>

ITL 504 Curating Library Material for Children Bibliography

Abercrombie, S. (2018, May 23). Why Do You Need a Collection Development Plan? Retrieved from <https://knowledgequest.aasl.org/why-do-you-need-a-collection-development-plan/>

Alabaster, Carol. Developing an Outstanding Core Collection: A Guide for Libraries. 2nd ed. Chicago: American Library Association, 2010.

Albitz, Becky, Christine Avery, and Diane Zabel. Rethinking Collection Development and Management. Santa Barbara, California: Libraries Unlimited, 2014

Baumbach, Donna J. and Linda L. Miller. Less Is More: A Practical Guide to Weeding School Library Collections. Chicago: American Library Association, 2006

Bishop, Kay. The Collection Program in Schools: Concepts and Practices. 5th ed. Santa Barbara, California: Libraries Unlimited, an imprint of ABC-CLIO, LLC, 2013.

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

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

NOTE: If proposing a new certificate, please read this first: www.marshall.edu/graduate/graduatecouncil/certificatespolicy/certificatepolicy.pdf

College: COEPD

Dept/Division: Counseling

Contact Person: Carol M. Smith

Phone: 304-746-1921

Name of Certificate Graduate Certificate of Advanced Studies in Violence, Loss, and Trauma Counseling

Check action requested: ☐ Addition ☐ Deletion ☒ Change

Effective Term/Year

Fall 20

☐

Spring 20


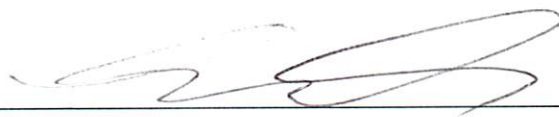
☐

Summer 20

☐ 19

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

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

Dept. Chair/Division Head 	Date <u>11/26/18</u>
College Curriculum Chair 	Date <u>11/28/19</u>
College Dean <u>Yeressa Cagle</u>	Date <u>1-30-19</u>
Graduate Council Chair <u>Tracy Christofero</u>	Date <u>3/2/2019</u>
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____

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

Please provide a rationale for addition, deletion, change:

More accurately reflects that this is a certificate of advanced studies (that is, that the content is advanced), and to match promotional material for the Certificate.

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.

NONE.

1. ADDITIONAL RESOURCE REQUIREMENTS: If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this certificate, attach an estimate of the time and money required to secure these items.

NOTE: Approval of this form does not imply approval for additional resources. Enter NONE if not applicable.

NONE.

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

NONE.

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

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

pp. 108-109 Graduate Certificate in Violence, Loss and Trauma Counseling

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

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

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

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

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

4. Edits to the Current Description

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

5. New Catalog Description

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

Graduate Certificate of Advanced Studies in Violence, Loss and Trauma Counseling

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

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

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

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

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

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

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

Department:

Name of Certificate:

Credit Hours:

Type of Change: *(addition, deletion, change)*

Rationale:

Department: Counseling

Name of Certificate: Graduate Certificate of Advanced Studies in Violence, Loss, and Trauma Counseling

Credit Hours: 15

Type of Change: Change

Rationale: More accurately reflects that this is a certificate of advanced studies (that is, that the content is advanced), and to match promotional material for the Certificate.

Graduate Certificate of Advanced Studies in Violence, Loss and Trauma Counseling

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

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

- First, the student may be accepted into the Counseling program and take the certification courses in conjunction with the required degree courses and graduate with a Master of Arts degree in Counseling in addition to a graduate certificate denoting this area of specialty.
- Second, for those holding master's degrees in counseling or related fields, the certificate coursework may be taken as a stand-alone program to be completed in one to two years.

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

Current Catalog Description:

Graduate Certificate in Violence, Loss and Trauma Counseling

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

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

- First, the student may be accepted into the Counseling program and take the certification courses in conjunction with the required degree courses and graduate with a Master of Arts degree in Counseling in addition to a graduate certificate denoting this area of specialty.
- Second, for those holding master's degrees in counseling or related fields, the certificate coursework may be taken as a stand-alone program to be completed in one to two years.

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

Edits to the Catalog Description:

Graduate Certificate of Advanced Studies in Violence, Loss and Trauma Counseling

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

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

- First, the student may be accepted into the Counseling program and take the certification courses in conjunction with the required degree courses and graduate with a Master of Arts degree in Counseling in addition to a graduate certificate denoting this area of specialty.
- Second, for those holding master's degrees in counseling or related fields, the certificate coursework may be taken as a stand-alone program to be completed in one to two years.

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

New Catalog Description:

Graduate Certificate of Advanced Studies in Violence, Loss and Trauma Counseling

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

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

- First, the student may be accepted into the Counseling program and take the certification courses in conjunction with the required degree courses and graduate with a Master of Arts degree in Counseling in addition to a graduate certificate denoting this area of specialty.
- Second, for those holding master's degrees in counseling or related fields, the certificate coursework may be taken as a stand-alone program to be completed in one to two years.

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

- First, the student may be accepted into the Counseling program and take the certification courses in conjunction with the required degree courses and graduate with a Master of Arts degree in Counseling in addition to a graduate certificate denoting this area of specialty.
- Second, for those holding master's degrees in counseling or related fields, the certificate coursework may be taken as a stand-alone program to be completed in one to two years.

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

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.***

Current Alpha Designator/Number: GH40-MS

Phone: 696-2980

Course Title: Acquired Aphasia

Alpha Designator/Number:

C	D	6	2	5					
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Title Abbreviation:

[illegible]

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

Karen McNeely

Date _____

1/18/19

Registrar

Sign

Date _____

1/18/19

College Curriculum Chair



Date

1/24/19

Graduate Council Chair

Lawrence

Date _____

3/2/2019

Request for Graduate Course Change - Page 2

College: COHP

Department/Division: CD

Alpha Designator/Number: GH40-MS

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

Change in CATALOG TITLE: ☐ YES ☒ NO

From

 (limited to 30 characters and spaces)

To

If Yes, Rationale

Change in COURSE ALPHA DESIGNATOR:

From:

 To:

☐ YES ☒ NO

If Yes, Rationale

n/a

Change in COURSE NUMBER: ☐ YES ☒ NO

From:

 To:

If Yes, Rationale

n/a

Change in COURSE GRADING

From ☐ Grade To ☐ Credit/No Credit

Rationale

n/a

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

From Advanced study of the acquired aphasia; critical analysis of research literature. (PR: Permission of instructor)

To Advanced study of the acquired aphasias and commonly co-occurring motor speech disorders; critical analysis of research literature. (PR: Permission of instructor)

If Yes
Rationale

The CD 625 - Acquired Aphasia course addresses the acquired aphasias and commonly co-occurring motor speech disorders. But, the current course description did not include a reference to motor speech disorders. As a result, it was modified to include this

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

n/a

To

n/a

Change in COURSE CONTENT: ☐ YES ☒ NO

From

n/a

To

n/a

Rationale

n/a

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.

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.

n/a

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 (Catalog) DESCRIPTION CHANGE

Department: Communication Disorders

Course Number and Title: CD 625, Acquired Aphasia

Rationale: The CD 625 - Acquired Aphasia course addresses the acquired aphasia and commonly co-occurring motor speech disorders. But, the current course description did not include a reference to motor speech disorders. As a result, it was modified to include this information.

Course Catalog Description: (old) Advanced study of the acquired aphasia; critical analysis of research literature. (PR: Permission of instructor)

Course Catalog Description: (new) Advanced study of the acquired aphasia and commonly co-occurring motor speech disorders; critical analysis of research literature. (PR: Permission of instructor)

THE UNIVERSITY OF CHICAGO

TO THE HONORABLE CHIEF OF THE
BUREAU OF THE CENSUS
WASHINGTON, D. C.
FROM
JAMES H. HARRIS
CHICAGO, ILL.
SIR:

DEAR SIR:

I have the honor to acknowledge the receipt of your letter of the 10th inst.

and in reply to inform you that the same has been forwarded to the proper authorities for their consideration.

I am, Sir, very respectfully,
Yours truly,
JAMES H. HARRIS

Enclosed for you are two copies of a report of the Committee on the Census, which was appointed by the Board of Directors of the University of Chicago, in 1890, to investigate the various questions connected with the taking of the census in this country.

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: COHP

Dept/Division: CD

Current Alpha Designator/Number: GH40-MS

Contact Person: Loukia Dixon

Phone: 696-2980

CURRENT COURSE DATA:

Course Title: Motor Speech and Swallowing Disorders

Alpha Designator/Number:

C D 6 9 1

Title Abbreviation:

M o t o r S p h - S w a l l D i s o r d e r s

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>Karen McNeely</u>	Date <u>1/18/19</u>
Registrar <u>Sonyia</u>	Date <u>1/18/19</u>
College Curriculum Chair <u>[Signature]</u>	Date <u>1/24/19</u>
Graduate Council Chair <u>Loukia Dixon</u>	Date <u>3/2/2019</u>

Request for Graduate Course Change - Page 2

College: COHP

Department/Division: CD

Alpha Designator/Number: GH40-MS

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

Change in CATALOG TITLE: ☒ YES ☐ NO

From

M	o	t	o	r		S	p	h		S	w	a	l	l	o	w	i	n	g		D	i	s	o	r	d	e	r	s
---	---	---	---	---	--	---	---	---	--	---	---	---	---	---	---	---	---	---	---	--	---	---	---	---	---	---	---	---	---

 (limited to 30 characters and spaces)

To

D	y	s	p	h	a	g	i	a		&		A	s	s	o	c		M	o	t	o	r		S	p		D	i	s
---	---	---	---	---	---	---	---	---	--	---	--	---	---	---	---	---	--	---	---	---	---	---	--	---	---	--	---	---	---

If Yes, Rationale

The updated title uses the broader term "dysphagia" which includes not only swallowing but all of the disorders of feeding covered in the course. It also highlights the type of motor speech disorders discussed in the course - those commonly associated with a concurrent diagnosis of dysphagia versus all types. Other types of motor speech disorders are taught in other courses within the context of the disorders with which they typically occur.

Change in COURSE ALPHA DESIGNATOR:

From:

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 To:

--	--	--	--

☐ YES ☒ NO

If Yes, Rationale

n/a

Change in COURSE NUMBER: ☐ YES ☒ NO

From:

--	--	--	--

 To:

--	--	--	--

If Yes, Rationale

n/a

Change in COURSE GRADING

From ☐ Grade To ☐ Credit/No Credit

Rationale

n/a

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

From

Study of the nature, assessment, and treatment of dysarthrias, apraxias, and dysphagia, including critical analysis of the literature. (PR: CD 624 or permission of instructor)

To

The study of normal and disordered swallowing across the lifespan including assessment, treatment, and differential diagnosis of dysphagia and associated motor speech disorders; critical analysis of the literature. (PR: CD 624 or Permission of Instructor)

If Yes Rationale

The current description does not cover the scope of information addressed throughout the course. The new description includes more detailed information about the ages, diagnoses, and associated disorders addressed in the course.
--

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

n/a

To

n/a

Change in COURSE CONTENT: ☐ YES ☒ NO

From

n/a

To

n/a

Rationale

n/a

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.

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.

n/a

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 (Catalog) DESCRIPTION CHANGE

Department: Communication Disorders

Course Number and Title: CD 691, Motor Speech Disorders and Swallowing

Rationale: The current description does not cover the scope of information addressed throughout the course. The new description includes more detailed information about the ages, diagnoses, and associated disorders addressed in the course.

Course Catalog Description: (old) Study of the nature, assessment, and treatment of dysarthrias, apraxias, and dysphagia, including critical analysis of the literature. (PR: CD 624 or permission of instructor)

Course Catalog Description: (new) The study of normal and disordered swallowing across the lifespan including assessment, treatment, and differential diagnosis of dysphagia and associated motor speech disorders; critical analysis of the literature. (PR: CD 624 or Instructor Permission)

Catalog Description (new): The study of normal and disordered swallowing across the lifespan including assessment, treatment, and differential diagnosis of dysphagia and associated motor speech disorders; critical analysis of the literature. (PR: CD 624 or Instructor Permission)

COURSE TITLE CHANGE

Department: Communication Disorders

Current Course Number/Title: CD 691, Motor Speech and Swallowing Disorders

New Course Title: Dysphagia and Associated Motor Speech Disorders (Dysphagia & Assoc Motor Sp Dis)

Rationale: The updated title uses the broader term "dysphagia" which includes not only swallowing but all of the disorders of

See next page

Course Catalog Description: (old) Study of the nature, assessment, and treatment of dysarthrias, apraxias, and dysphagia,

including critical analysis of the literature. (PR: CD 624 or permission of instructor)

Course Catalog Description: (new) The study of normal and disordered swallowing across the lifespan including assessment, treatment, and differential diagnosis of dysphagia and associated motor speech disorders; critical analysis of the literature. (PR:

CD 624 or Instructor Permission)

Catalog Description (new): The study of normal and disordered swallowing across the lifespan including assessment, treatment, and differential diagnosis of dysphagia and associated motor speech disorders; critical analysis of the literature. (PR: CD 624 or Instructor Permission)

COURSE TITLE CHANGE

Department: Communication Disorders

Current Course Number/Title: CD 691, Motor Speech and Swallowing Disorders

New Course Title: Dysphagia and Associated Motor Speech Disorders (Dysphagia & Assoc Motor Sp Dis)

★ Rationale: The updated title uses the broader term "dysphagia" which includes not only swallowing but all of the disorders of feeding covered in the course. It also highlights the type of motor speech disorders discussed in the course - those commonly associated with a concurrent diagnosis of dysphagia versus all types. Other types of motor speech disorders are taught in other courses within the context of the disorders with which they typically occur.

Catalog Description (proposed new): The study of normal and disordered swallowing across the lifespan including assessment, treatment, and differential diagnosis of dysphagia and associated motor speech disorders; critical analysis of the literature. (PR: CD 624 or Instructor Permission)

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.**

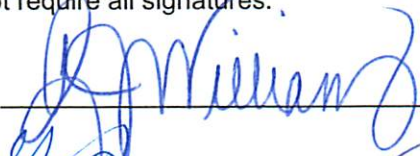
College: Health Professions Dept/Division: Dietetics


Contact Person: Kelli Williams Phone: 304-696-4336

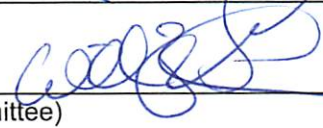
Rationale for Request:

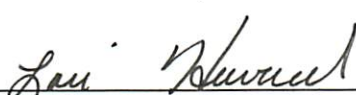
To help students more easily identify course requirements for Dietetic Internship Certificate. Currently, they are only listed on website and not in catalog.

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  Date 11-29-18

Registrar  Date 12-6-18

College Curriculum Committee Chair  Date 1/24/19
(or Dean if no college curriculum committee)

Graduate Council Chair  Date 3/2/2019

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.

Dietetic Internship Certificate

A post-baccalaureate certificate program to qualify to take the registration exam to become a Registered Dietitian Nutritionist (RDN) is available. Students who have an undergraduate major in dietetics may be selected to enroll in the accredited Dietetic Internship Program to receive the supervised practice component required before taking the exam. Enrollment is by a selective, competitive process. The internship has been granted full accreditation by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, telephone 312-899-4876.

Detailed internship information is available at www.marshall.edu/dietetics.

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.

Dietetic Internship Certificate

A post-baccalaureate certificate program to qualify to take the registration exam to become a Registered Dietitian Nutritionist (RDN) is available. Students who have an undergraduate major in dietetics may be selected to enroll in the accredited Dietetic Internship Program to receive the supervised practice component required before taking the exam. Enrollment is by a selective, competitive process. The internship has been granted full accreditation by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, telephone 312-899-4876.

Detailed internship information is available at www.marshall.edu/dietetics.

Program Requirements:

Students enrolled in the program are required to complete 21 credit hours with a minimum GPA of 3.0. Required courses to obtain 21 graduate credit hours are:

DTS 670 Advanced Medical Nutrition Therapy I (3 hours)
DTS 673 Administrative Dietetics (3 hours)
DTS 675 Dietetic Internship I (3 hours)
DTS 676 Dietetic Internship II (3 hours)
DTS 677 Dietetic Internship III (3 hours)
DTS 679 Advanced Medical Nutrition Therapy II (3 hours)
DTS 690 Seminar in Dietetics Research and Communication (3 hours)

Request for Graduate Non-Curricular Changes – Page 5

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

Type of change request: **Catalog Change**

Department: **Dietetics**

Degree program: **Dietetic Internship Certificate**

Effective date (fall/spring/summer, year): **Fall 2019**

Dietetic Internship Certificate

A post-baccalaureate certificate program to qualify to take the registration exam to become a Registered Dietitian Nutritionist (RDN) is available. Students who have an undergraduate major in dietetics may be selected to enroll in the accredited Dietetic Internship Program to receive the supervised practice component required before taking the exam. Enrollment is by a selective, competitive process. The internship has been granted full accreditation by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, telephone 312-899-4876.

Detailed internship information is available at www.marshall.edu/dietetics.

Program Requirements:

Students enrolled in the program are required to complete 21 credit hours with a minimum GPA of 3.0.

Required courses to obtain 21 graduate credit hours are:

DTS 670 Advanced Medical Nutrition Therapy I (3 hours)

DTS 673 Administrative Dietetics (3 hours)

DTS 675 Dietetic Internship I (3 hours)

DTS 676 Dietetic Internship II (3 hours)

DTS 677 Dietetic Internship III (3 hours)

DTS 679 Advanced Medical Nutrition Therapy II (3 hours)

DTS 690 Seminar in Dietetics Research and Communication (3 hours)

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: Health ProfessionsDept/Division: DieteticsAlpha Designator/Number: DTS 674☒ Graded ☐ CR/NCContact Person: Kelli WilliamsPhone: 304-696-4336

NEW COURSE DATA:

New Course Title: Food Allergies and Intolerances

Alpha Designator/Number:

D	T	S			6	7	4		
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Title Abbreviation:

F	o	o	d		A	l	l	e	r	g	i	e	s		&			I	n	t	o	l	e	r
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(Limit of 25 characters and spaces)

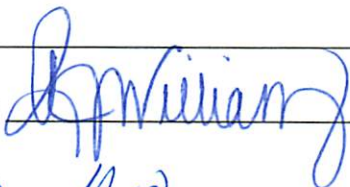
Course Catalog Description:
(Limit of 30 words)

Advanced study of food allergies and intolerances and the roles of nutrition in food allergy prevention and lifestyle management.

Co-requisite(s): N/AFirst Term to be Offered: Fall 2019Prerequisite(s): N/ACredit Hours: 3Course(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.

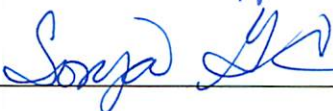
Dept. Chair/Division Head



Date

11-29-18

Registrar

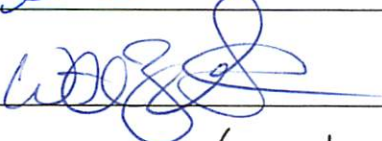


513101

Date

12-5-'18

College Curriculum Chair



Date

1/24/19

Graduate Council Chair



Date

3/2/2019

Request for Graduate Course Addition - Page 2

College: Health Professions

Department/Division: Dietetics

Alpha Designator/Number: DTS 674

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.

Amy Gannon, MS, RDN, LD
Mary Kathryn Gould EdD, RDN, LD
Mallory Mount, MS, RDN, LD

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)

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

- Identify and describe the difference between food allergies and intolerances.
- Assess and educate food allergy/intolerance patients utilizing the Nutrition Care Process.
- Explain potential complications in food allergy/intolerance populations.
- Identify the role of nutrition in the prevention of food allergies.
- Interpret evidence-based research on the prevention and management of food allergies/intolerances.

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)

Joneja, J. V. (2013). The Health Professional's Guide to Food Allergies and Intolerances. American Dietetic Association: Chicago, IL.

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

- Guided readings
- Videos
- Q & A/Student discussion boards in Blackboard
- Group work
- Support from the instructor, as needed

Request for Graduate Course Addition - Page 4

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

- Projects
- Case studies
- Final exam
- Educational video recordings

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: Dietetics

Course Number and Title: DTS 674 Food Allergies and Intolerances

Catalog Description: Advanced study of food allergies and intolerances and the roles of nutrition in food allergy prevention and lifestyle management.

Prerequisites: Not Applicable

First Term Offered: Fall 2019

Credit Hours: 3



Marshall University
College of Health Professions
Department of Dietetics Syllabus

Course

DTS 674: Food Allergies and Intolerances

Course Description

Advanced study of food allergies and intolerances and the roles of nutrition in food allergy prevention and lifestyle management.

Credits

3 hours

Prerequisites

Permission

Term/Year

TBD

Location

MU Online/Blackboard

Academic Calendar

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

Instructor

Mallory Mount, MS, RD, LD, CDE

Contact Information

Office: 247 Pullman Center/ 907 3rd Avenue

Office Hours: TBD

Office Phone: 304.696.2507

Marshall Email: evans99@marshall.edu (preferred contact method)

Required and/or Recommended Texts and Materials

Required Texts, Additional Reading, and Other Materials

Joneja, J. V. (2013). *The Health Professional's Guide to Food Allergies and Intolerances*. American Dietetic Association: Chicago, IL.

Bibliography can be found at the end of this syllabus.

Course Student Learning Outcomes

The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will identify and describe the difference between food allergies and intolerances.	Course readings and assignments	Exam, case studies
Students will assess and educate food allergy/intolerance patients utilizing the Nutrition Care Process.	Course readings and assignments	Case studies
Students will explain potential complications in food allergy/intolerance populations.	Course readings and assignments	Exam, case studies
Students will identify the role of nutrition in the prevention of food allergies.	Course readings and assignments	Exam, case studies
Students will interpret evidence-based research on the prevention and management of food allergies/intolerances.	Course readings and assignments	Exam, case studies, educational video
Apply evidence-based guidelines, systematic reviews and scientific literature (CRDN 1.2)	Students will apply evidenced-based guidelines when completing all assignment and evaluating research.	Case studies, educational video
Evaluate emerging research for application in nutrition and dietetics practice (CRDN 1.4)	Students will use proper research techniques and guidelines for assignments and discussions.	Exam, case studies, educational video
Incorporate critical thinking skills in overall practice (CRDN 1.6)	Students will use critical thinking skills to complete all assignments/discussions in this course.	Exam, case studies, educational video

Demonstrate professional writing skills in preparing professional communications (CRDN 2.2)	Students will demonstrate proper APA format when completing assignments and presentations.	Case studies, educational video
Demonstrate active participation, teamwork and contributions in a group setting (CRDN 2.3)	Students will complete assignments with active participation and teamwork in group assignments.	Case studies
Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings (CRDN 3.1)	Students will use the NCP and standardized nutrition language to complete SOAP and ADIME notes in the didactic setting.	Case studies
Demonstrate effective communication skills for clinical and customer services in a variety of formats and settings (CRDN 3.3)	Students will demonstrate effective communication while recording their educational videos.	Educational video
Design, implement and evaluate presentations to a target audience (CRDN 3.4)	Students will present their findings with regard to their educational video assignment.	Educational video

Course Requirements/Due Dates

Course Requirements:

Grading Scale:

In the Start Here Section:

Syllabus Quiz (due TBD)	5 points	90 – 100	A
Introduction Post (due TBD)	5 points	80 – 89	B
APA Citation Videos & Quiz (due TBD)	5 points	70 – 79	C
Academic Integrity Videos & Quiz (due TBD)	5 points	60 – 69	D
		Below 60	F

In Modules 1 & 2:

Case Studies	100 points
(2 @ 50 points each)	

In Module 3:

Examination	200 points
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In Module 4:

Educational Video	<u>100 points</u>
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TOTAL	420 points
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Grading Policy

All assignments are expected to be turned in on time. Assignments are due as scheduled. Late assignments will receive an automatic 10% reduction when received after the scheduled time; an additional 10% will be deducted everyday thereafter.

Grammar, spelling, and punctuation are critical components to any assignment and therefore must be correct to avoid deductions for errors. Additionally, all projects and assignments are to be computer processed using 12 point, Times New Roman font, unless otherwise indicated by the instructor. Each assignment should be uploaded in the appropriate Blackboard dropbox.

Grades will be posted for viewing on Blackboard. Students are responsible for periodically checking their grades on Blackboard. Contact the instructor if you are having trouble accessing your grade and/or if you suspect an error.

The instructor attempts to respond to all email within 24 hours except on weekends and holidays. Assignments will be graded as soon as possible by the instructor. You should expect to see a grade posted in Blackboard no later than 1 week after the due date.

Be aware that plagiarism is presenting someone else's work as your own. It doesn't matter if it was deliberate or unintentional. You must give credit to the author when it is due. Plagiarism is very serious and is a form of academic dishonesty. Please review and complete the APA Citation resources and Academic Integrity and Quizzes in the Start Here section.

Attendance Policy

This is an online course. Attendance will be determined by your activity in the course.

It is expected that you check your Marshall e-mail and Blackboard course e-mail daily to stay current with any announcements or changes with the course. 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 [Academic Affairs: Marshall 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

Course Schedule

Week [or Lesson, Unit, etc.]	Activity/Assignment	Points (Percentage)	Due Date
Module 1 Weeks 1-4	Group Case Study 1	50 points	TBD
Module 2 Weeks 5-8	Group Case Study 2	50 points	TBD
Module 3 Weeks 9-12	Individual Food Allergy Assessment	200 points	TBD
Module 4 Weeks 13-15	Individual Educational Video	100 points	TBD

Assignment Descriptions:

Module 1 & 2: Case Studies

Students will complete **group** case studies and will submit on Blackboard by the designated deadline.

Module 1 Case Study 1:

A three-year-old boy (T.J.) has been diagnosed with allergies to milk, eggs, and peanuts via a skin prick allergy test. He lives with his mom, dad, and older sister who is eight years old. Mom is a teacher and dad is a coal miner. Dad was recently diagnosed with type 2 diabetes and they have been making lifestyle changes to decrease sugar in their foods. Mom and dad do not have any food allergies, nor does anyone in their family. Mom is very upset with these findings and is eager to learn how to help her son. They have not had any formal education from a dietitian previously.

24-hr recall:

Breakfast: cereal with 2% milk (usually fruit loops, cinnamon toast crunch, or lucky charms)- Mom reports he eats ½ a bowl.

Snack: chocolate pudding cup (1) with Hawaiian punch

Lunch: Chicken nuggets (2-from a package), crackers (2), cheese, mixed fruit cup with 2% milk

Snack: a handful of M&M's

Dinner: Variable, but a typical dinner is spaghetti with processed meatballs with a small salad with ranch dressing; meatloaf with mashed potatoes (with cheese) and canned corn; pizza (meatlovers) – order out or frozen. When they eat out they go to Logan's Roadhouse, McDonald's or Wendy's. T.J. usually eats off of his parent's plates when dining out. Usually drinks coke at dinner.

Snack: ½ bowl of cereal with milk.

Anthropometrics:

Ht: 39"

Wt: 40#

Skin Prick: + allergy to milk, eggs, peanuts

No labs noted.

1. What is a skin prick allergy test? How is this test administered? What allergies can be identified from this test?
2. In addition to the skin prick test, what are the other ways that food allergies can be identified and diagnosed?
3. List the possible symptoms of a food allergy.
4. What is the difference between a food allergy and a food intolerance?
5. What characteristics are required for an allergic response to food?

6. Describe the pathophysiology of an allergic reaction.
 7. What is the quantity of egg, milk, and peanut required to cause an allergic reaction for T.J.?
 8. During your initial visit with T.J. and his mom and dad, what education will you provide to them regarding his food allergy diagnosis?
 9. Are there any other nutritional concerns that you will focus on during this visit?
 10. Determine T.J.'s energy and protein requirements.
 11. Select two nutrition problems and complete PES statements for each.
 12. For each PES statement written, establish an ideal goal (based on signs and symptoms) and an appropriate intervention (based on etiology).
 13. Write an ADIME note for your initial visit with T.J. and his parents.
 14. You have scheduled T.J. and his parents for a one month follow-up. What will you address at this visit?
- Please provide a reference page of where you received your information.

Module 2 Case Study 2:

B.J. is a 22-year-old college student who notices that her mouth itches and her tongue swells when she eats some raw fruits and vegetables. She has also noticed that she feels bad after drinking wine or cheese. She has been diagnosed with a histamine sensitivity and oral allergy syndrome. She is worried about what she eats and has asked to see the University Dietitian for help. B.J. had no labs done, but has been referred to the dietitian to eliminate the foods that are believed to be causing her symptoms.

24-hr recall:

Breakfast: 1 nature valley granola bar with an apple. Drinks 2% milk.

Snack: Crackers (10) and parmesan cheese with water

Lunch: a large salad with a variety of vegetables, cheese, and chickpeas with oil and vinegar for dressing with crackers. Water to drink.

Snack: chocolate covered peanuts (handful)

Dinner: Usually has at the dining hall and eats a variety of foods. Likes lunch meat sandwiches, spaghetti with meatballs, fish/shellfish, and bean soup. Always has fresh fruit and a salad at dinner. Water to drink.

Sometimes drinks wine when she goes out to dinner with friends- usually has 2 glasses.

Snack: usually ½ bowl of cereal with 2% milk, chocolate, or nuts.

Anthropometrics:

Ht: 5'4"

Wt: 145#

BP: 135/88

1. What is the definition of Oral Allergy Syndrome (OAS)? Who is most commonly affected? Does it correlate with any other allergies?
2. What are the symptoms of OAS?
3. What is the definition of Histamine Sensitivity? Who is most commonly affected? Does it correlate with any other allergies?
4. What are the symptoms of histamine sensitivity?
5. What foods are high in histamine?
6. What foods are low in histamine?
7. What questions would you ask B.J. to determine what foods she has an intolerance/sensitivity to?
8. What nutrition recommendations would you provide to B.J. regarding her OAS and histamine sensitivity?
9. Are there any nutritional concerns you have with B.J. following the OAS and histamine sensitivity recommendations you provided?
10. Are there any other nutritional concerns that you will focus on during this visit?
11. Assess B.J.'s weight and BMI. Calculate her IBW, %IBW, and if needed, her adjusted body weight.

12. Determine B.J.'s energy and protein requirements.
 13. Prioritize 2 nutrition problems and complete a PES statement for each.
 14. For each PES statement written, establish an ideal goal (based on signs and symptoms) and an appropriate intervention (based on etiology).
 15. Write a SOAP note for your initial visit with B.J.
- Please provide a reference page of where you received your information.

2. Module 3: Allergy and Intolerance Questions/Examination

Students will read the required text (including the helpful resources and bibliography) and **individually** complete the Allergy and Intolerance Examination. You will be able to save and exit the exam and can complete the exam over time. Complete the exam on Blackboard by the designated deadline.

3. Module 4: Educational Video

Students will record an **individual** educational video on a food allergy or intolerance that they learned about this semester. You need to select an allergy or intolerance to discuss. Your video needs to be 2-3 minutes in length, so you will need to choose a specific topic to talk about regarding the allergy/intolerance. For example: For a milk allergy you could talk about what it is, signs and symptoms, and its prevalence OR you could talk about foods to avoid with a milk allergy and appropriate substitutions for these foods. You get to choose both your allergy/intolerance and your topic.

For the video, you should include: 1) an introduction of yourself and the topic, 2) the information for the food allergy and topic you choose, 3) closing, thank you, and references.

You can choose to record your video however you want to. Please make sure you have a professional backdrop and are dressed in professional attire. You may want to use iMovie (or another video software) to record your video. For the references at the end, you can provide those written (in APA format) as part of the credits in video software or verbally (example: References used in this video include The Health Professional's Guide to Food Allergies and Intolerances book, written by Janice Vickerstaff Joneja and the Food Allergy & Anaphylaxis Connection Team website at www.foodallergyawareness.org/). You should use at least three references for your video. Submit your on Blackboard by the designated deadline (see module four for details).

Helpful Resources & Bibliography

Additional bibliographies can be found at the end of each chapter of your textbook.

- Academy of Nutrition and Dietetics. (2016). Practice paper of the Academy of Nutrition and Dietetics: Role of the Registered Dietitian Nutritionist in the diagnosis and management of food allergies. *Journal of the Academy of Nutrition and Dietetics*, 116(10), 1621-1631. Retrieved from <http://www.eatrightpro.org/~media/eatrightpro%20files/practice/position%20and%20practice%20papers/practice%20papers/practicepaperroleofrnf foodallergies.ashx>
- Boyce, J. A., Assa'ad, A., Burks, A. W., Jones, S. M., Sampson, H. A., Wood, R. A., ... Plaut, M. (2010). Guidelines for the diagnosis and management of food allergy in the United States: Report of the NIAID-sponsored expert panel. *Journal of Allergy and Clinical Immunology*, 126(6), S1-S85. doi: <https://doi.org/10.1016/j.jaci.2010.10.007>
- Christie, L., Hime, R. J., Parker, J. G. & Burks, W. (2002). Food allergies in children affect nutrient intake and growth. *Journal of the American Dietetic Association*, 102(11), 1648-1651. doi: [https://doi.org/10.1016/S0002-8223\(02\)90351-2](https://doi.org/10.1016/S0002-8223(02)90351-2)
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- Joneja, J. M. V. (2003). Dealing with food allergies: A practical guide to detecting the culprit foods and eating a healthy, enjoyable diet. Bull Publishing Company: Boulder, CO.
- Kansas State University Center for Food Safety in Child Nutrition Programs. (n.d.). Food allergy video: Caitlin remembered. Retrieved from <http://cnsafe food.k-state.edu/resources/videos.html>
- Kids with Food Allergies: A Division of the Asthma and Allergy Foundation of America. (2018). Kids with food allergies. Retrieved from <http://www.kidswithfoodallergies.org/page/welcome.aspx>

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- National Institute of Allergy and Infectious Disease. (2017). Addendum guidelines for the prevention of peanut allergy in the United States. U.S. Department of Health and Human Services. Retrieved from <https://www.niaid.nih.gov/sites/default/files/peanut-allergy-prevention-guidelines-clinician-summary.pdf>
- National Institutes of Health. (2017). NIH-sponsored panel issues clinical guidelines to prevent peanut allergies. Retrieved from <https://www.nih.gov/news-events/news-releases/nih-sponsored-expert-panel-issues-clinical-guidelines-prevent-peanut-allergy>
- Patriarca, G., Schiavino, D., Pecora, V., Lombardo, C., Pollastrini, E., Aruaano, A., ... Sabato, V. (2009). Food allergy and food intolerance: Diagnosis and treatment. *Internal and Emergency Medicine*, 4(1), 11-24. doi: <https://doi.org/10.1007/s11739-008-0183-6>
- Pumphrey, R. S. H. (2000). Lessons for management of anaphylaxis from a study of fatal reactions. *Clinical and Experimental Allergy*, 30, 1144-1150.
- Rance, F., Kanny, G., Dutau, G., & Moneret-Vautrin, D. A. (1999). Food hypersensitivity in children: Clinical aspects and distributions of allergens. *Pediatric Allergy and Immunology*, 10, 33-38. doi: <https://doi.org/10.1034/j.1399-3038.1999.101008.x>
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- University of Nebraska-Lincoln Food Allergy Research and Resource Program. (2018). Retrieved from <https://farrp.unl.edu/thresholds-for-allergenic-foods>
- Wild, L. G., & Lehrer, S. B. (2005). Fish and shellfish allergy. *Current Allergy and Asthma Reports*, 5(1), 74-79.

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: College of Health Professions Dept/Division: School of Physical Therapy
 Contact Person: Scott Davis PT, EdD (Chair) Phone: 304-696-5614




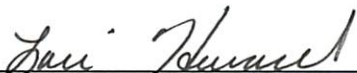
Rationale for Request:

Due to CAPTE accreditation changes and previous experience with students having difficulty in the early science courses (PT 700 Gross Anatomy and PT 701 Neuroanatomy), the SOPT has revised its policy on academic progression, which includes probation, dismissal, and re-entry into the following cohort. The changes will help to ensure CAPTE compliance and offer students and the Academic and Professional Standards Committee with a structured decision-making process for students to restart in the following cohort. The change needs to occur for the incoming cohort that starts in May 2019. The SOPT has a site visit in November 2019.

CAPTE Rule 9.8(a)

For the purpose of this section, increasing cohort size refers to CAPTE set class size. Set class size includes all new, re-entering and decelerating students admitted to the program. NOTE: According to Rule 7.19, any increase in cohort size or the number of cohorts is not permitted for programs in candidacy until eligible to seek a substantive change. Beginning with fall 2020 entering cohorts, there will be no allowance above CAPTE set class size

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  Date 5/1/19
 Registrar  Date 1/15/19
 College Curriculum Committee Chair  Date 1/24/19
 (or Dean if no college curriculum committee)
 Graduate Council Chair  Date 3/2/2019

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.

The Graduate Catalog does not contain the current policy on academic progress, thus this would be an ADDITION to the Graduate Catalog. The previous policy is contained in the SOPT Student Handbook but is provided for context.

Provisions for academic progression are further outlined in the Graduate Catalog and SOPT Student Handbook and as reviewed in Orientation upon matriculation in the DPT Program and include, but are not limited to the following details regarding Academic Probation:

1. A student whose grade point average falls below 3.0 will be placed on academic probation by the APSC and the Graduate College.
2. Following notification of probation and prior to subsequent registration, students will be counseled by their advisor or the APSC. During this initial counseling session, the student will be advised of his/her deficiencies and the requirements for removing the deficiencies by the end of the following semester.
3. If a student is unable to achieve a Good Academic Standing (3.0) after one semester, the student will have an opportunity to discuss their situation with the APSC. The APSC will then make a recommendation to the department chair. The recommendation could be: grant a second semester of probation, suspension, or dismissal from the MUSOPT.
4. The chair may either overturn or agree with the recommendation of the APSC, and will subsequently inform the student of the final decision.
5. If the student disagrees with the chair's decision, the student may appeal the decision in writing to the Dean of the Graduate College within 3 University business days after notification of dismissal.
6. In the event a student is placed on probation in the last graded semester before their final internship, and is mathematically unable to achieve a 3.0 GPA, the student will not be permitted to attend the final internship (PT 793) and referred to the APSC for further action.

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.

NA This is an ADDITION that was not previously in the Graduate Catalog.

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.

Provisions for academic progression are further outlined in the Graduate Catalog and SOPT Student Handbook. Academic progression is reviewed during orientation upon matriculation in the DPT Program and includes, but are not limited to the following details regarding Academic Progression (probation, dismissal, re-entry):

1. Summer (DPT Semester 1) of First Year:

- A student whose grade point average falls between 2.99-2.90 will be recommended for academic probation by the APSC and approved by the SOPT chairperson.
- A student whose grade point average falls between 2.89-2.75 will be recommended for academic probation. The student may request to restart the DPT program with the following cohort or continue on probation. Due to CAPTE accreditation rule 9.8(a) that limits the class size for new, re-entering, and decelerating students, a maximum of 3 students per cohort will be allowed to restart the program. The APSC will review the academic/professional performance of all students who request re-entry and recommend restarting the program based on overall grade point average and academic performance in individual courses during the Summer semester.
- A student whose grade point average falls below a 2.75 will be recommended for dismissed from the MUSOPT. The student may reapply to the program through PTCAS in the following year.

2. Any Semester thereafter (after Summer of First Year):

- A student whose cumulative grade point average falls between 2.99 – 2.75 will be recommended for academic probation by the APSC.
- A student whose cumulative grade point average falls below a 2.75 will be dismissed from the program and may reapply through PTCAS.

3. Any student who is on probation will have one semester to correct academic deficiencies. If a student has demonstrated academic progress and improved their cumulative grade point average to 2.90 to 2.99 during the semester of probation, the student may appeal to the APSC for an additional consecutive semester of probation. Students are allowed a maximum of two semesters of academic probation as part of the DPT curriculum.

4. Following notification of probation and before the start of the next semester, the student will be counseled by their faculty advisor or the APSC. During this initial counseling session, the student will be advised of his/her deficiencies and the requirements for removing the deficiencies by the end of the following semester.

5. The SOPT Chairperson may either accept or overturn all recommendations by the APSC, and will subsequently inform the student of the final recommendation to the Dean of the Graduate College.

6. The Dean of the Graduate College makes the final decision regarding academic dismissal.

7. If the student disagrees with the SOPT Chairperson's decision, the student may appeal the decision in writing to the Dean of the Graduate College within 3 University business days after notification of dismissal.

8. In the event a student is placed on probation in the final fall semester (DPT semester 8) and it is mathematically unable to achieve a 3.0 GPA, the student will not be permitted to attend the intermediate internship (PT 792) and referred to the APSC for review and to make a recommendation to the SOPT Chairperson.



Request for Graduate Non-Curricular Changes – Page 5

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

Type of change request: DPT Policy Change and Addition to Graduate Catalog

Department: School of Physical Therapy

Degree program: School of Physical Therapy

Effective date (fall/spring/summer, year): 5/1/19

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: COLA

Dept/Division: ENG

Current Alpha Designator/Number: ENG 640

Contact Person: Tony Viola

Phone: 6-6600

CURRENT COURSE DATA:

Course Title: Teaching College English

Alpha Designator/Number:

E n g 6 4 0

Title Abbreviation:

T e a c h i n g C o l l e g e E n g l i s 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 <u>Kelli Pigeon</u>	Date <u>10-25-2018</u>
Registrar <u>[Signature]</u>	Date <u>1-7-19</u>
College Curriculum Chair <u>[Signature]</u>	Date <u>1/23/19</u>
Graduate Council Chair <u>[Signature]</u>	Date <u>3/2/2019</u>

Rec'd in COLA Office

Date: 1-7-19

Request for Graduate Course Change - Page 2

College: COLA

Department/Division: ENG

Alpha Designator/Number: ENG 640

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

Change in CATALOG TITLE: ☒ YES ☐ NO

From Teaching College English (limited to 30 characters and spaces)

To Composition Pedagogy

If Yes, Rationale The inclusion of the word _composition_ more accurately captures the focus on teaching first-year composition rather than other subjects in English.

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: COLA

Department: ENG

Course Number/Title ENG 640: Teaching College English

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 TITLE CHANGE

Department: English

Current Course Number/Title: ENG 640: Teaching College English

New Course Title: Composition Pedagogy

Rationale: The inclusion of the word _composition_ more accurately captures the focus on teaching first-year composition rather than other subjects in English.

Catalog Description: This course builds on composition theory to address the various pedagogies and strategies most commonly practiced in the beginning composition classroom. Required for graduate assistants in English (PR: ENG 560, Composition Theory)

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: CoLA

Dept/Division: English

Current Alpha Designator/Number: ENG 675

Contact Person: Anthony Viola

Phone: 304-696-6691

CURRENT COURSE DATA:

Course Title: Professional Topics in Creative Writing

Alpha Designator/Number:

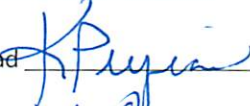


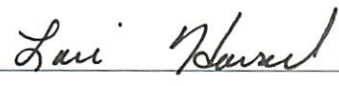
E N G 6 7 5

Title Abbreviation:

P r o f e s s i o n a l T o p i c s i n C W

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 <u>12-14-18</u>
Registrar 	Date <u>1-7-19</u>
College Curriculum Chair 	Date <u>1/23/19</u>
Graduate Council Chair 	Date <u>3/2/2019</u>

Request for Graduate Course Change - Page 2

College: CoLA

Department/Division: English

Alpha Designator/Number: ENG 675

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

Change in CATALOG TITLE: ☒ YES ☐ NO

From P r o f e s s i o n a l T o p i c s i n C W (limited to 30 characters and spaces)

To P r o f e s s i o n a l T o p i c s i n W r i t i n g

If Yes, Rationale The goal of this course is to be inclusive, focusing on professional topics within the larger discipline and not a sub-discipline.

Change in COURSE ALPHA DESIGNATOR:

From: To: ☐ YES ☒ NO

If Yes, Rationale N/A

Change in COURSE NUMBER: ☐ YES ☒ NO

From: To:

If Yes, Rationale N/A

Change in COURSE GRADING

From ☐ Grade To ☐ Credit/No Credit

Rationale N/A

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

From A multi-genre study of professional topics on the writing, editing/publishing and teaching of creative writing in the current literary and job markets. (PR: ENG 591, 592, or 593)

To A study of professional topics on the writing, editing/publishing and teaching of writing in the current literary and job markets.

If Yes Rationale The goal of this course is to be inclusive, focusing on professional topics within the larger discipline and not a sub-discipline.

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 N/A

To N/A

Change in **COURSE CONTENT**: ☐ YES ☒ NO

From N/A

To N/A

Rationale N/A

Request for Graduate Course Change-Page 4

College: CoLA _____

Department: English _____

Course Number/Title ENG 675 Professional Topics in Creative Writing _____

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: English

Course Number and Title: ENG 675 Professional Topics in Creative Writing

Rationale: The goal of this course is to be inclusive, focusing on professional topics within the larger discipline and not a sub-discipline.

Course Description (old): A multi-genre study of professional topics on the writing, editing/publishing and teaching of creative writing in the current literary and job markets. (PR: ENG 591, 592, or 593)

Course Description (new): A study of professional topics on the writing, editing/publishing and teaching of writing in the current literary and job markets.

Catalog Description: A multi-genre study of professional topics on the writing, editing/publishing and teaching of creative writing in the current literary and job markets. (PR: ENG 591, 592, or 593)

COURSE TITLE CHANGE

Department: English

Current Course Number/Title: ENG 675 Professional Topics in Creative Writing

New Course Title: ENG 675 Professional Topics in Writing

Rationale: The goal of this course is to be inclusive, focusing on professional topics within the larger discipline and not a sub-discipline.

Catalog Description: A multi-genre study of professional topics on the writing, editing/publishing and teaching of creative writing in the current literary and job markets. (PR: ENG 591, 592, or 593)

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: Graduate College Dept/Division: Academic Affairs
Contact Person: David Pittenger Phone: 304-696-2818

Rationale for Request:

Changes to portions of the catalog outlining graduation requirements to ensure ready understanding and to provide a clear and accurate account of long-standing procedures.

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 David J. Pittenger Digitally signed by David J. Pittenger Date: 2018.12.18 15:56:57 -05'00' Date Fall 2019
Registrar Sonja G. Cantrell Digitally signed by Sonja G. Cantrell Date: 2018.12.19 10:50:02 -05'00' Date 12.19.18
College Curriculum Committee Chair _____ Date _____
(or Dean if no college curriculum committee)
Graduate Council Chair Lou' Bryant Date 3/2/2019

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.

See attached

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.

See Attached

Request for Graduate Non-Curricular Changes – Page 5

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

Type of change request: Non-curricular change

Department: Graduate College

Degree program:

Effective date (fall/spring/summer, year): Fall 2019

ORIGINAL TEXT

GRADE POINT AVERAGE AND OTHER REQUIREMENTS FOR GRADUATION

The requirements for graduation include completion of the program requirements, successful completion of required comprehensive assessments, a GPA of at least 3.0 (see Grade Information and Regulations), and satisfactory fulfillment of other academic requirements as may be established by the various programs. Additionally, the student must have at least a 3.0 GPA in the major, or in CORE courses of an interdisciplinary program. Only grades of A, B, C, CR, or S are acceptable in fulfilling graduate degree requirements on any Plan of Study. Particular programs may require higher performance than C in certain courses. Grades of W, PR, CR, NC, S, U, and I are not counted in the GPA calculation, except that an I grade will be calculated as an F (for courses where a letter grade is normally given), NC, or U, depending on the type of course, for determining qualifications for graduation.

Additional Requirements

- All grades of C or less are counted in computing averages, but no more than six hours of C and no grades below C may be applied toward a graduate degree. Individual degree programs may have more stringent requirements, so refer to your degree program for information.
- Up to six hours of CR or S may be included within a degree program but they will not affect the GPA.
- Master's degree students must complete a minimum of 30 hours of graduate coursework. For programs requiring a thesis, a minimum of 3 and a maximum credit of 6 hours may be granted for the thesis toward the total degree credits, except in chemistry and biological sciences, where up to 12 thesis hours may be applied toward the MS degree. Individual programs may require more than the 30-hour minimum requirement, so students must consult individual program degree requirements.
- A minimum of 18 hours must be earned in the major subject. The major department may optionally require a minor with a minimum of 6 hours in another subject.
- Courses may be taken in a third closely related field if approved by the advisor. In special teacher-education curricula, courses may be distributed among several fields with the approval of the advisor.
- Graduate courses are numbered 500 to 899. Selected courses with 400 series numbers for undergraduate credit may have 500 series numbers for graduate credit. In courses open to both graduate and undergraduate students, graduate students are required to do more work than undergraduates. This may include more extensive reading, an extra research paper, and other individual work.
- A Marshall University course taken at the 400 level cannot be retaken at the 500 level; it will not be applicable to the master's degree.

- At least one-half of the minimum required hours for the student's master's degree must be earned in classes numbered 600 or above.

Meeting minimum requirements in hours of credit does not necessarily constitute eligibility for the degree. The work taken must constitute a unified and approved program in the field. Students may be required to take appropriate national exams in order to graduate.

During the seven-year time limit, Marshall University reserves the right to advise students of their status on academic performance related to the probability of receiving a degree within the prescribed time limit.

....

ROLES AND RESPONSIBILITIES OF THE THESIS/DISSERTATION COMMITTEE

The roles and responsibilities of the faculty serving on a student's thesis/dissertation committee are manifold. In essence, the members of the committee help the student demonstrate the ability to plan and execute a scholarly and creative project while developing an expertise within the discipline. To this end, the members of the committee advise the student to ensure he or she has identified a project that will sufficiently challenge his or her skills, make use of appropriate disciplinary research and creative methods, and be completed using available resources in a timely manner. The members of the committee also ensure the highest quality of the published thesis/dissertation by requiring the student to submit a final thesis/dissertation that conforms to the preferred editorial guidelines of the discipline and the Graduate College. As such, the signature page included in the thesis/dissertation verifies that the faculty have read with care the thesis/dissertation to ensure the student's work is without error in the form, substance, and expression of the student's work. The members of the committee sign this page once the student has prepared a final draft of the approved thesis and affirm that the work meets the editorial standards of the Graduate College.

...

THESIS

Degree program graduate students may elect the thesis option for the number of credits allowed by each program. The thesis advisor and student are guided by departmental requirements and the student's needs and interests in determining whether he/she is to write a thesis. Students who will profit more by doing additional coursework in lieu of a thesis must earn at least 36 course hours of credit in most programs.

When a student decides to prepare a thesis, written notice and approval must be obtained. Notification of approval will come from the appropriate program director, program coordinator, or dean after review and acceptance of a prospectus by the advisor and a thesis committee. The committee should have the same composition as the examining committee for the comprehensive assessment.

- Students graduating with a thesis must register for a cumulative minimum of 3 credit hours of thesis. The maximum amount of credit that may be earned for the thesis is 6 hours for all departments except biology and chemistry. Research and thesis in those two fields are permitted to a maximum of 12 hours. Students in departments other than chemistry register for thesis 681. Chemistry majors register for research 682. The student continues to register for thesis 681 or research 682, as appropriate, and pay tuition for the number of hours per semester as agreed to between the student and the thesis advisor.
- The thesis advisor reports a mark of PR (progress) for satisfactory work at the end of each term or semester for which the student is registered with the total amount of credit to be allowed.
- The thesis must be prepared according to the instructions provided at the Graduate College website, www.marshall.edu/graduate/current-students/edt, or according to the guidelines (available in the department), which have been approved by the Graduate Dean.
- When the thesis is completed, it is submitted to the advisor and thesis committee for tentative approval. The candidate must then give a presentation open to the academic community based upon the results of the thesis and give a satisfactory defense of the thesis before his/her thesis committee. Upon successful defense of the thesis, the advisor with the concurrence of the committee assigns a grade which applies to all hours earned for the thesis.
- The advisor may report a final grade of F at the end of any semester or term when in his/her opinion, because of irregular reports or unsatisfactory progress, the student should not be permitted to continue to register for research.
- The mark of PR (progress) may be used to indicate progress on a thesis, dissertation, or in select research courses.
- A thesis or dissertation approved by a student's committee must be submitted electronically. Full instructions for electronic theses and dissertations (ETD's) are located at: www.marshall.edu/graduate/current-students/edt.
- Submission of the thesis must occur by the dates printed in the academic calendar of the term in which the student intends to graduate. If the student fails to meet these dates, the Graduate Dean may postpone the student's graduation until the end of the following term.
- The Graduate Dean will review the submitted thesis for style and format; students may be required to make modifications prior to final approval by the Graduate Dean.

Value and Nature of Thesis

The experience of collecting, assembling and interpreting a body of information for a thesis is essential in developing the capacity to do independent work. This is a primary difference between graduate and undergraduate work. For capable graduate students, preparation of the thesis may be of great value. To be urged to write a thesis is a compliment to one's ability. The presentation and oral defense of the thesis is designed to emphasize the importance of graduate student research in the academic environment and give public credit to the student's achievements. The objectives of a graduate thesis at the master's level include development of the ability to plan and

execute a scholarly and/or analytical study and the development of expertise in a specific subject area. The thesis should illustrate that a graduate student has:

- Comprehended the essentials of a selected subject area;
- Demonstrated understanding of the problem selected;
- Obtained working knowledge of research techniques appropriate to the Master's or Ed.S. degree level;
- Demonstrated the ability to write in a professional and scholarly style;
- Produced a study which is of value to the subject field or professional education.

RED LINE REVISIONS

GRADE POINT AVERAGE AND OTHER REQUIREMENTS FOR GRADUATION

The requirements for graduation include completion of the program requirements, successful completion of required comprehensive assessments, a GPA of at least 3.0 (see Grade Information and Regulations), and satisfactory fulfillment of other academic requirements as may be established by the various programs. Additionally, the student must have at least a 3.0 GPA in the major, or in CORE courses of an interdisciplinary program. Only grades of A, B, C, CR, or S are acceptable in fulfilling graduate degree requirements on any Plan of Study. Particular programs may require higher performance than C in certain courses. Grades of W, PR, CR, NC, S, U, and I are not counted in the GPA calculation, except that an I grade will be calculated as an F (for courses where a letter grade is normally given), NC, or U, depending on the type of course, for determining qualifications for graduation.

Additional Requirements

- ~~All~~ Only grades of C or less are counted in computing averages better may be used to fulfill degree requirements, but and no more than six hours of C ~~and no grades below C~~ may be applied toward ~~a graduate~~ fulfilling the degree. ~~Individual~~ All students should review their degree program with care as some degree programs may have more stringent requirements. ~~requirements, so refer to your degree program for information.~~
- ~~In addition to thesis/dissertation credit.~~ Up to six hours of CR or S may be included within a degree program. ~~These grades but they will do not~~ affect the GPA.
- Master's degree students must complete a minimum of 30 hours of graduate coursework. For programs requiring a thesis, a minimum of 3 and a maximum credit of 6 hours may be granted for the thesis toward the total degree credits, except in chemistry and biological sciences, where up to 12 thesis hours may be applied toward the MS degree. All students should consult their degree program as many require more than 30 hours for the degree. ~~Individual programs may require more than the 30-hour minimum requirement, so students must consult individual program degree requirements.~~
- Students must complete A minimum of 18 hours must be earned in the major subject. The major department may optionally require a minor with a minimum of 6 hours in another subject.
- With the approval of the advisor, students may complete ~~Courses~~ courses may be taken in a third closely related field if approved by the advisor. In special teacher-education curricula, courses may be distributed among several fields with the approval of the advisor.
- Graduate courses are numbered range in number from 500 to 899. Selected courses allow enrollment of undergraduate as well as graduate courses with undergraduates enrolled in the with 400 level section and graduate students enrolled in the 500 level section. ~~The graduate students enrolled in these courses will complete more~~ series numbers for

~~undergraduate credit may have 500 series numbers for graduate credit. In courses open to both graduate and undergraduate students, graduate students are required to do more work than undergraduates including, but not limited to, - This may include more additional extensive reading, an extra research paper additional course projects, and other individual work and other tasks the instructor deems necessary for graduate course credit.~~

- A Marshall University course taken at the 400 level cannot be retaken at the 500 level; it will not be applicable to the ~~master's graduate~~ degree.
- At least one-half of the minimum required hours for the student's master's degree must be earned in classes numbered 600 or ~~above~~ greater.
- ~~Students whose Plan of Study requires a thesis or dissertation must complete all required course work as specified in the previous points and have the manuscript of the thesis/dissertation approved for publication in the ProQuest database (<https://www.proquest.com/>) by the Dean of the Graduate College.~~

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Meeting minimum requirements in hours of credit does not necessarily constitute eligibility for the degree. The work taken must constitute a unified and approved program in the field. ~~Some programs may require specific performance on a national exam as a requirement for graduation. Students may be required to take appropriate national exams in order to graduate.~~

During the seven-year time limit, Marshall University reserves the right to advise students pursuing the master's or Ed. S. degrees of their status on academic performance related to the probability of receiving a degree within the prescribed time limit.

....

ROLES AND RESPONSIBILITIES OF THE THESIS/DISSERTATION COMMITTEE

The roles and responsibilities of the faculty serving on a student's thesis/dissertation committee are manifold. In essence, the members of the committee help the student demonstrate the ability to plan and execute a scholarly and creative project while developing an expertise within the discipline. To this end, the members of the committee advise the student to ensure he or she has identified a project that will sufficiently challenge his or her skills, make use of appropriate disciplinary research and creative methods, and be completed using available resources in a timely manner. The members of the committee also ensure the highest quality of the published thesis/dissertation by requiring the student to submit a final thesis/dissertation that conforms to the preferred editorial guidelines of the discipline and the Graduate College. As such, the signature page included in the thesis/dissertation verifies that the faculty have read with care the thesis/dissertation to ensure the student's work is without error in the form, substance, and expression of the student's work. The members of the committee sign this page once the student has prepared a final draft of the approved thesis/dissertation and affirm that the work meets the editorial standards of the Graduate College. The Graduate College will review the thesis/dissertation and may require revisions to ensure the work meets the required editorial guidelines before the thesis/dissertation is released for publication.

...

THESIS/DISSERTATION

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- Comprehended the essentials of a selected subject area;
- Demonstrated understanding of the problem selected;
- Obtained working knowledge of research techniques appropriate to the graduate Master's or Ed.S. degree level/degree;
- Demonstrated the ability to write in a professional and scholarly style;
- Produced a study which is of value to the subject field or professional education.

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FINAL TEXT

GRADE POINT AVERAGE AND OTHER REQUIREMENTS FOR GRADUATION

The requirements for graduation include completion of the program requirements, successful completion of required comprehensive assessments, a GPA of at least 3.0 (see Grade Information and Regulations), and satisfactory fulfillment of other academic requirements as may be established by the various programs. Additionally, the student must have at least a 3.0 GPA in the major, or in CORE courses of an interdisciplinary program. Only grades of A, B, C, CR, or S are acceptable in fulfilling graduate degree requirements on any Plan of Study. Particular programs may require higher performance than C in certain courses. Grades of W, PR, CR, NC, S, U, and I are not counted in the GPA calculation, except that an I grade will be calculated as an F (for courses where a letter grade is normally given), NC, or U, depending on the type of course, for determining qualifications for graduation.

Additional Requirements

- Only grades of C or better may be used to fulfill degree requirements and no more than six hours of C may be applied toward fulfilling the degree. All students should review their degree program with care as some programs may have more stringent requirements.
- In addition to thesis/dissertation credit, up to six hours of CR or S may be included within a degree program. These grades do not affect the GPA.
- Master's degree students must complete a minimum of 30 hours of graduate coursework. For programs requiring a thesis, a minimum of 3 and a maximum credit of 6 hours may be granted for the thesis toward the total degree credits, except in chemistry and biological sciences, where up to 12 thesis hours may be applied toward the MS degree. All students should consult their degree program as many require more than 30 hours for the degree.
- Students must complete a minimum of 18 hours in the major subject. The major department may optionally require a minor with a minimum of 6 hours in another subject.
- With the approval of the advisor, students may complete courses in a third field. In special teacher-education curricula, courses may be distributed among several fields with the approval of the advisor.
- Graduate courses range in number from 500 to 899. Selected courses allow enrollment of undergraduate as well as graduate courses with undergraduates enrolled in the 400 level section and graduate students enrolled in the 500 level section. The graduate students enrolled in these courses will complete more work than undergraduates including, but not limited to, additional extensive reading, additional course projects, and other tasks the instructor deems necessary for graduate course credit.
- A Marshall University course taken at the 400 level cannot be retaken at the 500 level; it will not be applicable to the graduate degree.

- At least one-half of the minimum required hours for the student's master's degree must be earned in classes numbered 600 or greater.
- Students whose *Plan of Study* requires a thesis or dissertation must complete all required course work as specified in the previous points and have the manuscript of the thesis/dissertation approved for publication in the *ProQuest* database (<https://www.proquest.com/>) by the Dean of the Graduate College.

Meeting minimum requirements in hours of credit does not necessarily constitute eligibility for the degree. The work taken must constitute a unified and approved program in the field. Some programs may require specific performance on a national exam as a requirement for graduation.

During the seven-year time limit, Marshall University reserves the right to advise students pursuing the master's or Ed. S. degrees of their status on academic performance related to the probability of receiving a degree within the prescribed time limit.

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ROLES AND RESPONSIBILITIES OF THE THESIS/DISSERTATION COMMITTEE

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Value and Nature of Thesis/Dissertation

The experience of collecting, assembling and interpreting a body of information for a thesis is essential in developing the capacity to do independent work. This is a primary difference between graduate and undergraduate work. For capable graduate students, preparation of the thesis/dissertation may be of great value. To be urged to write a thesis/dissertation is a compliment to one's ability. The presentation and oral defense of the project emphasizes the importance of graduate student research in the academic environment and give public credit to the student's achievements. The objectives of a thesis/dissertation project include development of the ability to plan and execute a scholarly and/or analytical study and the development of expertise in a specific subject area. The thesis should illustrate that a graduate student has:

- Comprehended the essentials of a selected subject area;
- Demonstrated understanding of the problem selected;
- Obtained working knowledge of research techniques appropriate to the graduate degree;
- Demonstrated the ability to write in a professional and scholarly style;
- Produced a study which is of value to the subject field or professional education.

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: Graduate College Dept/Division: Graduate College

Contact Person: David J. Pittenger Phone: 3046962818

Rationale for Request:

The proposed changes to the catalog are non-curricular changes and designed to clarify graduation requirements, especially the role of the thesis/dissertation.

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 David J. Pittenger Digitally signed by David J. Pittenger
Date: 2018.11.20 14:00:52 -05'00' Date Fall 2019

Registrar _____ Date _____

College Curriculum Committee Chair _____ Date _____
(or Dean if no college curriculum committee)

Graduate Council Chair _____ Date _____

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.

See attached

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.

See attached.

Request for Graduate Non-Curricular Changes – Page 5

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

Type of change request: Changes to catalog describing degree requirements and thesis/dissertation

Department: Graduate College

Degree program: Graduate College

Effective date (fall/spring/summer, year): Fall 2019

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- A Marshall University course taken at the 400 level cannot be retaken at the 500 level; it will not be applicable to the master's degree.
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- Comprehended the essentials of a selected subject area;
- Demonstrated understanding of the problem selected;
- Obtained working knowledge of research techniques appropriate to the ~~graduate Master's or Ed.S. degree level~~degree;
- Demonstrated the ability to write in a professional and scholarly style;
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Additional Requirements

- Only grades of C or better may be used to fulfill degree requirements and no more than six hours of C may be applied toward fulfilling the degree. All students should review their degree program with care as some programs may have more stringent requirements.
- Up to six hours of CR or S may be included within a degree program. These grades do not affect the GPA.
- Master's degree students must complete a minimum of 30 hours of graduate coursework. For programs requiring a thesis, a minimum of 3 and a maximum credit of 6 hours may be granted for the thesis toward the total degree credits, except in chemistry and biological sciences, where up to 12 thesis hours may be applied toward the MS degree. All students should consult their degree program as many require more than 30 hours for the degree.
- Students must complete a minimum of 18 hours in the major subject. The major department may optionally require a minor with a minimum of 6 hours in another subject.
- With the approval of the advisor, students may complete courses in a third field. In special teacher-education curricula, courses may be distributed among several fields with the approval of the advisor.
- Graduate courses range in number from 500 to 899. Selected courses allow enrollment of undergraduate as well as graduate courses with undergraduates enrolled in the 400 level section and graduate students enrolled in the 500 level section. The graduate students enrolled in these courses will complete more work than undergraduates including, but not limited to, additional extensive reading, additional course projects, and other tasks the instructor deems necessary for graduate course credit.
- A Marshall University course taken at the 400 level cannot be retaken at the 500 level; it will not be applicable to the graduate degree.
- At least one-half of the minimum required hours for the student's master's degree must be earned in classes numbered 600 or greater.

- Students whose *Plan of Study* requires a thesis or dissertation must complete all required course work as specified in the previous points and have the manuscript of the thesis/dissertation approved for publication in the *ProQuest* database (<https://www.proquest.com/>) by the Dean of the Graduate College.

Meeting minimum requirements in hours of credit does not necessarily constitute eligibility for the degree. The work taken must constitute a unified and approved program in the field. Some programs may require specific performance on a national exam as a requirement for graduation.

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THESIS/DISSERTATION

Several degree programs require or allow a student to prepare a thesis/dissertation as partial completion of the degree requirements. These programs will specify the number of credits required for the thesis/dissertation project. If optional, the thesis/dissertation advisor and student will design a project that meets departmental requirements and the student's needs and interests.

Students pursuing a master's degree who will profit more by doing additional coursework in lieu of a thesis must earn at least 36 course hours of credit in most programs.

Each student planning to write a thesis/dissertation will, in collaboration with his or her advisor, form a thesis/dissertation committee. Membership on the committee is determined by *Board of Governor's Policy AA-20* which stipulates who may chair and serve on the committee. All thesis/dissertation committees must have at least a chair and two qualified faculty members. The student will then submit a research prospectus to the committee for approval. Before starting the thesis/dissertation research, the student must submit the approved prospectus to the Office of Research Integrity (<https://www.marshall.edu/ori/>) that will then determine if the research requires approval of the Institutional Review Board.

- Students pursuing a master's degree who will prepare with a thesis must register for a cumulative minimum of 3 credit hours of thesis. The maximum amount of credit that may be earned for the thesis is 6 hours for all departments except biology and chemistry. Research and thesis in those two fields are permitted to a maximum of 12 hours. Students in departments other than chemistry register for thesis 681. Chemistry majors register for research 682. The student continues to register for thesis 681 or research 682, as appropriate, and pay tuition for the number of hours per semester as agreed to between the student and the thesis advisor.
- Students pursuing a doctoral degree who will prepare a dissertation will enroll in thesis hours as directed by the student's *Plan of Study*.
- The thesis/dissertation advisor reports a mark of PR (progress) for satisfactory work at the end of each term or semester for which the student is registered with the total amount of credit to be allowed.
- The thesis/dissertation must be prepared according to the instructions provided at the Graduate College website, www.marshall.edu/graduate/current-students/edt.
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- Comprehended the essentials of a selected subject area;
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- Demonstrated the ability to write in a professional and scholarly style;
- Produced a study which is of value to the subject field or professional education.

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: Graduate College Dept/Division: Graduate College
Contact Person: David J. Pittenger Phone: 3046962818

Rationale for Request:

The proposed changes to the catalog are non-curricular changes and designed to clarify graduation requirements, especially the role of the thesis/dissertation.

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 David J. Pittenger Digitally signed by David J. Pittenger
Date: 2018.10.01 15:08:52 -04'00' Date Fall 2019
Registrar Sonja G. Cantrell Digitally signed by Sonja G. Cantrell
Date: 2018.10.01 16:21:32 -04'00' Date 10.1.18

College Curriculum Committee Chair _____ Date _____
(or Dean if no college curriculum committee)

Graduate Council Chair _____ Date _____

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.

See attached

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.

See attached.

Request for Graduate Non-Curricular Changes – Page 5

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

Type of change request: Changes to catalog describing degree requirements and thesis/dissertation

Department: Graduate College

Degree program: Graduate College

Effective date (fall/spring/summer, year): Fall 2019

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Additional Requirements

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- Courses may be taken in a third closely related field if approved by the advisor. In special teacher-education curricula, courses may be distributed among several fields with the approval of the advisor.
- Graduate courses are numbered 500 to 899. Selected courses with 400 series numbers for undergraduate credit may have 500 series numbers for graduate credit. In courses open to both graduate and undergraduate students, graduate students are required to do more work than undergraduates. This may include more extensive reading, an extra research paper, and other individual work.
- A Marshall University course taken at the 400 level cannot be retaken at the 500 level; it will not be applicable to the master's degree.
- At least one-half of the minimum required hours for the student's master's degree must be earned in classes numbered 600 or above.

Meeting minimum requirements in hours of credit does not necessarily constitute eligibility for the degree. The work taken must constitute a unified and approved program in the field. Students may be required to take appropriate national exams in order to graduate.

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When a student decides to prepare a thesis, written notice and approval must be obtained.

Notification of approval will come from the appropriate program director, program coordinator, or dean after review and acceptance of a prospectus by the advisor and a thesis committee. The committee should have the same composition as the examining committee for the comprehensive assessment.

- Students graduating with a thesis must register for a cumulative minimum of 3 credit hours of thesis. The maximum amount of credit that may be earned for the thesis is 6

hours for all departments except biology and chemistry. Research and thesis in those two fields are permitted to a maximum of 12 hours. Students in departments other than chemistry register for thesis 681. Chemistry majors register for research 682. The student continues to register for thesis 681 or research 682, as appropriate, and pay tuition for the number of hours per semester as agreed to between the student and the thesis advisor.

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Value and Nature of Thesis/Dissertation

The experience of collecting, assembling and interpreting a body of information for a thesis is essential in developing the capacity to do independent work. This is a primary difference between graduate and undergraduate work. For capable graduate students, preparation of the thesis/dissertation may be of great value. To be urged to write a thesis/dissertation is a compliment to one's ability. The presentation and oral defense of the thesis project is designed to emphasize the importance of graduate student research in the academic environment and give public credit to the student's achievements. The objectives of a graduate thesis at the master's level thesis/dissertation project include development of the ability to plan and execute a scholarly and/or analytical study and the development of expertise in a specific subject area. The thesis should illustrate that a graduate student has:

- Comprehended the essentials of a selected subject area;
- Demonstrated understanding of the problem selected;
- Obtained working knowledge of research techniques appropriate to the graduate Master's or Ed.S. degree level degree;
- Demonstrated the ability to write in a professional and scholarly style;
- Produced a study which is of value to the subject field or professional education.

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GRADE POINT AVERAGE AND OTHER REQUIREMENTS FOR GRADUATION

The requirements for graduation include completion of the program requirements, successful completion of required comprehensive assessments, a GPA of at least 3.0 (see Grade Information and Regulations), and satisfactory fulfillment of other academic requirements as may be established by the various programs. Additionally, the student must have at least a 3.0 GPA in the major, or in CORE courses of an interdisciplinary program. Only grades of A, B, C, CR, or S are acceptable in fulfilling graduate degree requirements on any Plan of Study. Particular programs may require higher performance than C in certain courses. Grades of W, PR, CR, NC, S, U, and I are not counted in the GPA calculation, except that an I grade will be calculated as an F (for courses where a letter grade is normally given), NC, or U, depending on the type of course, for determining qualifications for graduation.

Additional Requirements

- Only grades of C or better may be used to fulfill degree requirements and no more than six hours of C may be applied toward fulfilling the degree. All students should review their degree program with care as some programs may have more stringent requirements.
- Up to six hours of CR or S may be included within a degree program. These grades do not affect the GPA.
- Master's degree students must complete a minimum of 30 hours of graduate coursework. For programs requiring a thesis, a minimum of 3 and a maximum credit of 6 hours may be granted for the thesis toward the total degree credits, except in chemistry and biological sciences, where up to 12 thesis hours may be applied toward the MS degree. All students should consult their degree program as many require more than 30 hours for the degree.
- Students must complete a minimum of 18 hours in the major subject. The major department may optionally require a minor with a minimum of 6 hours in another subject.
- With the approval of the advisor, students may complete courses in a third field. In special teacher-education curricula, courses may be distributed among several fields with the approval of the advisor.
- Graduate courses range in number from 500 to 899. Selected courses allow enrollment of undergraduate as well as graduate courses with undergraduates enrolled in the 400 level section and graduate students enrolled in the 500 level section. The graduate students enrolled in these courses will complete more work than undergraduates including, but not limited to, additional extensive reading, additional course projects, and other tasks the instructor deems necessary for graduate course credit.
- A Marshall University course taken at the 400 level cannot be retaken at the 500 level; it will not be applicable to the graduate degree.
- At least one-half of the minimum required hours for the student's master's degree must be earned in classes numbered 600 or greater.

- Students whose *Plan of Study* requires a thesis or dissertation must complete all required course work as specified in the previous points and have the manuscript of the thesis/dissertation approved for publication in the *ProQuest* database (<https://www.proquest.com/>) by the Dean of the Graduate College.

Meeting minimum requirements in hours of credit does not necessarily constitute eligibility for the degree. The work taken must constitute a unified and approved program in the field. Some programs may require specific performance on a national exam as a requirement for graduation.

During the seven-year time limit, Marshall University reserves the right to advise students pursuing the master's or Ed. S. degrees of their status on academic performance related to the probability of receiving a degree within the prescribed time limit.

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ROLES AND RESPONSIBILITIES OF THE THESIS/DISSERTATION COMMITTEE

The roles and responsibilities of the faculty serving on a student's thesis/dissertation committee are manifold. In essence, the members of the committee help the student demonstrate the ability to plan and execute a scholarly and creative project while developing an expertise within the discipline. To this end, the members of the committee advise the student to ensure he or she has identified a project that will sufficiently challenge his or her skills, make use of appropriate disciplinary research and creative methods, and be completed using available resources in a timely manner. The members of the committee also ensure the highest quality of the published thesis/dissertation by requiring the student to submit a final thesis/dissertation that conforms to the preferred editorial guidelines of the discipline and the Graduate College. As such, the signature page included in the thesis/dissertation verifies that the faculty have read with care the thesis/dissertation to ensure the student's work is without error in the form, substance, and expression of the student's work. The members of the committee sign this page once the student has prepared a final draft of the approved thesis/dissertation and affirm that the work meets the editorial standards of the Graduate College. The Graduate College will review the thesis/dissertation and may require revisions to ensure the work meets the required editorial guidelines before the thesis/dissertation is released for publication.

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THESIS/DISSERTATION

Several degree programs require or allow a student to prepare a thesis/dissertation as partial completion of the degree requirements. These programs will specify the number of credits required for the thesis/dissertation project. If optional, the thesis/dissertation advisor and student will design a project that meets departmental requirements and the student's needs and interests.

Students pursuing a master's degree who will profit more by doing additional coursework in lieu of a thesis must earn at least 36 course hours of credit in most programs.

Each student planning to write a thesis/dissertation will, in collaboration with his or her advisor, form a thesis/dissertation committee. Membership on the committee is determined by *Board of Governor's Policy AA-20* which stipulates who may chair and serve on the committee. All thesis/dissertation committees must have at least a chair and two qualified faculty. The student will then submit a research prospectus to the committee for approval. Before starting the thesis/dissertation research, the student must submit the approved prospectus to the Office of Research Integrity (<https://www.marshall.edu/ori/>) that will then determine if the research requires approval of the Institutional Review Board.

- Students pursuing a master's degree who will prepare with a thesis must register for a cumulative minimum of 3 credit hours of thesis. The maximum amount of credit that may be earned for the thesis is 6 hours for all departments except biology and chemistry. Research and thesis in those two fields are permitted to a maximum of 12 hours. Students in departments other than chemistry register for thesis 681. Chemistry majors register for research 682. The student continues to register for thesis 681 or research 682, as appropriate, and pay tuition for the number of hours per semester as agreed to between the student and the thesis advisor.
- Students pursuing a doctoral degree who will prepare with a dissertation will enroll in thesis hours as directed by the student's *Plan of Study*.
- The thesis/dissertation advisor reports a mark of PR (progress) for satisfactory work at the end of each term or semester for which the student is registered with the total amount of credit to be allowed.
- The thesis/dissertation must be prepared according to the instructions provided at the Graduate College website, www.marshall.edu/graduate/current-students/edt.
- When completed, the student submits a manuscript to the advisor and committee for tentative approval. The candidate must then give a presentation open to the academic community based upon the results of the thesis/dissertation and give a satisfactory defense of the work before the committee. Upon successful defense of the thesis/dissertation, the advisor with the concurrence of the committee assigns a grade which applies to all hours earned for the thesis.
- The members of the student's committee may require revision of the manuscript before it may be submitted for publication. Upon completion of all required revisions, the will submit the manuscript for publication following the instructions for electronic theses and dissertations (ETD's) located at: www.marshall.edu/graduate/current-students/edt.
- Submission of the thesis must occur by the dates printed in the academic calendar of the term in which the student intends to graduate. If the student fails to meet these dates, the

Graduate Dean may postpone the student's graduation until the end of the following term.

- The Graduate Dean will review the submitted thesis for style and format; students may be required to make modifications prior to final approval by the Graduate Dean. The student is eligible to graduate once the Graduate Dean submits the manuscript for publication.
- The mark of PR (progress) may be used to indicate progress on a thesis, dissertation, or in select research courses.
- The advisor may report a final grade of F at the end of any semester or term when in his/her opinion, because of irregular reports or unsatisfactory progress, the student should not be permitted to continue to register for research.

Value and Nature of Thesis/Dissertation

The experience of collecting, assembling and interpreting a body of information for a thesis is essential in developing the capacity to do independent work. This is a primary difference between graduate and undergraduate work. For capable graduate students, preparation of the thesis/dissertation may be of great value. To be urged to write a thesis/dissertation is a compliment to one's ability. The presentation and oral defense of the project emphasizes the importance of graduate student research in the academic environment and give public credit to the student's achievements. The objectives of a thesis/dissertation project include development of the ability to plan and execute a scholarly and/or analytical study and the development of expertise in a specific subject area. The thesis should illustrate that a graduate student has:

- Comprehended the essentials of a selected subject area;
- Demonstrated understanding of the problem selected;
- Obtained working knowledge of research techniques appropriate to the graduate degree;
- Demonstrated the ability to write in a professional and scholarly style;
- Produced a study which is of value to the subject field or professional education.

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: Accountancy & LE

Alpha Designator/Number: ACC 620

☒ Graded ☐ CR/NC

Contact Person: Susan W. Lanham

Phone: 304-696-2666

NEW COURSE DATA:

New Course Title: Analytic Modeling in Accounting

Alpha Designator/Number: A C C 6 2 0

Title Abbreviation: A n a l y t i c M o d e l i n g A c c t

(Limit of 25 characters and spaces)

Course Catalog Description: Students will learn how to build accounting analytic models and analyze accounting data to increase profitability, reduce costs, and improve operational control.
(Limit of 30 words)

Co-requisite(s): NONE

First Term to be Offered: Fall 2019

Prerequisite(s): NONE

Credit Hours: 3

Course(s) being deleted in place of this addition (must submit course deletion form): NONE

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

Dept. Chair/Division Head Nancy J. SmithDate 1/24/19Registrar Soye J. GC

48520301

Date 1/24/19College Curriculum Chair [Signature]Date 29 Jan 19Graduate Council Chair Lan. HowardDate 3/2/2019

Request for Graduate Course Addition - Page 2

College: LCOB

Department/Division: Accountancy & LE

Alpha Designator/Number: ACC 620

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.

Susan W. Lanham

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)

1. Use Microsoft Excel to summarize, visualize, and analyze accounting data;
2. Compute and interpret key statistical measures;
3. Develop analytical skills necessary to build and evaluate accounting related models;
4. Understand the relationship between big data and prediction models;
5. Analyze the relationship between two financial variables and develop forecasts for values outside the data set;
6. Understand the relationship between ratio analysis and forecasting;
7. Describe different methods of analyzing accounting data and when each method should be used.

Request for Graduate Course Addition - Page 3

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

Submitted as separate document.

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

Microsoft Excel 2016 Data Analytics and Business Modeling, by Wayne L. Winston, Publication Date: 2016
ISBN 978-1-5093-0421-9

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

Lecture

Request for Graduate Course Addition - Page 4

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

Assignments
Projects
Exams

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

None

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

Submitted as 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: LCOB Division of Accountancy & Legal Environment

Course Number and Title: ACC 620 Analytic Modeling in Accounting

Catalog Description: Students will learn how to build accounting analytic models and analyze accounting data to increase profitability, reduce costs, and improve operational control.

Prerequisites: None

First Term Offered: Fall 2019

Credit Hours: 3

Course Outline

Class Schedule:

Week 1	Aug 26, 2019	Chapter 1: Basic Spreadsheet Modeling Chapter 26: Tables Chapter 28: The Analytics Revolution <i>Homework Week 1: Due by September 8, 2019 at midnight.</i> A link to the homework assignment can be found in Blackboard under your Week 1 content item.
Week 2	Sept 2, 2019	Chapter 2: Range Names Chapter 3: Lookup Function Chapter 4: The INDEX Function <i>Homework Week 2: Due by September 15, 2019 at midnight.</i> A link to the homework assignment can be found in Blackboard under your Week 2 content item.
Week 3	Sept 9, 2019	Chapter 5: The Match Function Chapter 6: Text Functions <i>Homework Week 3: Due by September 22, 2019 at midnight.</i> A link to the homework assignment can be found in Blackboard under your Week 3 content item.
Week 4	Sept 16, 2019	Chapter 12: IF Statements Chapter 25: Sorting in Excel Chapter 39: Importing Data from a Text file or Document <i>Homework Week 4: Due by September 29, 2019 at midnight.</i> A link to the homework assignment can be found in Blackboard under your Week 4 content item.
Week 5	Sept 23, 2019	EXAM 1
Week 6	Sept 30, 2019	Chapter 41: Summarizing Data by Using Histograms and Pareto Charts Chapter 42: Summarizing Data by Using Descriptive Statistics <i>Homework Week 6: Due by October 6, 2019 at midnight.</i> A link to the homework assignment can be found in Blackboard under your Week 6 content item.

Week 7	Oct 7, 2019	Chapter 29: An Introduction to Optimization with Excel Solver Chapter 30: Using Solver to Determine the Optimal Product Mix Chapter 33: Using Solver for Capital Budgeting <i>Homework Week 7: Due by October 13, 2019 at midnight.</i> A link to the homework assignment can be found in Blackboard under your Week 7 content item.
Week 8	Oct 14, 2019	Chapter 14: The Paste Special Command Chapter 44: The Data Model <i>Homework Week 8: Due by October 20, 2019 at midnight.</i> A link to the homework assignment can be found in Blackboard under your Week 8 content item.
Week 9	Oct 21, 2019	Chapter 43: Using Pivot Tables and Slicers to Describe Data Chapter 45: Power Pivot <i>Homework Week 9: Due by October 27, 2019 at midnight.</i> A link to the homework assignment can be found in Blackboard under your Week 9 content item.
Week 10	Oct 28, 2019	EXAM 2
Week 11	Nov 4, 2019	Chapter 24: Conditional Formatting <i>Homework Week 11: Due by November 10, 2019 at midnight.</i> A link to the homework assignment can be found in Blackboard under your Week 11 content item.
Week 12	Nov 11, 2019	Chapter 46: Power View and 3D Maps Chapter 47: Sparklines <i>Homework Week 12: Due by November 17, 2019 at midnight.</i> A link to the homework assignment can be found in Blackboard under your Week 12 content item.
Week 13	Nov 18, 2019	Chapter 48: Summarizing Data with Database Statistical Functions Chapter 49: Filtering Data and Removing Duplicates

		<p><i>Homework Week 13: Due by November 27, 2019 at midnight.</i></p> <p>A link to the homework assignment can be found in Blackboard under your Week 13 content item.</p>
Week 14	Nov 25, 2019	Fall Break – Enjoy your time off!
Week 15	Dec 2, 2019	<p>Chapter 50: Consolidating Data</p> <p><i>Homework Week 15: Due by December 8, 2019 at midnight.</i></p> <p>A link to the homework assignment can be found in Blackboard under your Week 15 content item.</p>
Week 16	Dec 9, 2019	Final Exam

Note: This syllabus is tentative and subject to change as conditions warrant.

Bibliography

Bibliography

Microsoft Excel 2016 Data Analysis and Business Modeling, by Wayne L. Winston. Publication Date: 2016 | ISBN-978-1-5093-0421-9

Shinn, S., & Grundy, P. (2018). WHEN ACCOUNTING MET ANALYTICS: KPMG partners with b-schools to create master's programs that update a traditional field with the latest technology MET ANALYTICS. *BizEd*, 17(3), 18–22.

Jure Leskovek, Anand Rajaraman and Jeffrey Ullman. Mining of Massive Datasets. v2.1, Cambridge University Press. 2014. (free online)

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Foster Provost and Tom Fawcett. Data Science for Business: What You Need to Know about Data Mining and Data-analytic Thinking. ISBN 1449361323. 2013.

Trevor Hastie, Robert Tibshirani and Jerome Friedman. Elements of Statistical Learning, Second Edition. ISBN 0387952845. 2009. (free online)

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Few, S., 2006. Information Dashboard Design: The Effective Visual Communication of Data.

Jensen, C.S., Pedersen, T.B. and Thomsen, C., 2010. Multidimensional databases and data warehousing. Synthesis Lectures on Data Management, 2(1), pp.1-111.

Kaplan, R.S., 2009. Conceptual foundations of the balanced scorecard. Handbooks of management accounting research, 3, pp.1253-1269.

Syllabus



Course Title/Number	ACC 620 – Analytic Modeling in Accounting
Semester/Year	Fall 2019
Days/Time	Online
Location	Online
Instructor	Susan W. Lanham, PhD, MAFF, CDFA
Office	Corbly Hall, Room 223
Phone	(304) 696 - 2666
E-Mail	Lanham53@marshall.edu
Office/Hours	Wednesday, 1:00AM – 4:00PM, and Thursday 3:30PM – 6:30PM, & By Appointment
University Policies	<p>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</p> <p>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</p>

Required Text

Microsoft Excel 2016 Data Analysis and Business Modeling, by Wayne L. Winston. Publication Date: 2016 | ISBN-978-1-5093-0421-9

Course Description

Students will learn (3 credit hours)

How to Succeed in This Class

Learning is an active process! You will not learn the material if the only work you do is coming to class. To succeed in this class YOU must do the following: read the book BEFORE coming to class, ask questions about material you do not understand, do ALL of the assigned problems and verify that you have done them correctly! Do not allow yourself to fall behind.

Special Services

Services are available to help Marshall students who have special needs. If you have a cognitive disability such as ADD, or a learning difference, or a physical limitation, accommodations can be made to help you. I am glad to cooperate in making adjustments for you. However, you must initiate the process. For more information: www.marshall.edu/disabled. Contact the Disabled Student Services Office: 117 Prichard Hall, 304-696-2271.

Academic Dishonesty

Familiarize yourself with the Academic Rights and Responsibilities section of the Marshall University Student Handbook. Note that in a situation of academic dishonesty involving the inappropriate transfer of information, providing such information to others is an offense comparable to receiving such information. Academic dishonesty includes securing or giving unfair assistance during examinations or required work of any type. This policy applies to exams and all other work that earns points toward your grade in this course, unless indicated by the instructor.

Cell Phone Policy

All cell phones must be silenced and stowed away during class to prevent class disruptions.

Make-Up Policy

All make-up exams are at the discretion of the instructor and will require a university excused absence. The instructor reserves the right to double count the final exam for any exam that a student may have missed during the semester. **Please note there will be no make-up exam given for the final exam. Students must take the final exam during finals week.**

Attendance Policy

Class will be held on the days indicated. As an instructor, I expect you to be in class. Attendance is important to the learning process and role will be taken each time the class meets. It is your responsibility to make sure that the attendance sheet has been signed and to submit proper documentation for university excused absences.

Late Work

Late work will be accepted for one week following the assignment due date with a 10% automatic deduction for each day it is late. **No work will be accepted more than one week after the assignment due date.**

STUDENT LEARNING OUTCOMES, PRACTICE & ASSESSMENTS:

Student Learning Outcomes	How Practiced in this Course	How Assessed in this Course
Language of the Discipline: Students will learn Excel functions and techniques to effectively summarize, analyze, and visualize accounting data.	Problem-based and discovery learning	Assignments, projects and exams
Reasoning: Students will compute and interpret key statistical measures related to accounting.	Problem-based and discovery learning	Assignments, projects and exams
Reasoning: Students will develop analytical skills necessary to build and evaluate accounting related models.	Problem-based, discovery, active, and project learning	Assignments and projects
Reasoning: Students will understand the relationship between big data and prediction models	Inductive, problem-based, active, and project learning	Assignments, projects and exams
Representation: Students will understand how to communicate their findings to clients.	Problem-based, active, and project learning	Assignments and projects
Reflection: Students will understand the different methods of analyzing accounting data and reflect on when each method should be used.	Project based learning	Assignments, projects and exams
Information Literacy: Students will demonstrate proficiency in using Excel to perform calculations, analyze data for red flags, and evaluate accounting information. Students will apply and enhance their computer spreadsheet and word processing skills.	Problem-based and inquiry learning	Assignments, projects and exams

Course Requirements

HOMEWORK EXERCISES: Read the chapters thoroughly and complete the assignments as directed by your instructor prior to the due dates. Read the chapters prior to class. When you come to class prepared, you ask better questions and give the instructor the needed direction to fill in the gaps for you.

IN-CLASS ASSIGNMENTS: These assignments will be given during regularly scheduled class time and submitted at the end of class for grading. You must be present in-class to get and receive credit for these assignments.

There will be no make-up of in-class assignments unless you have a university excused absence.

INDIVIDUAL PROJECT: You will analyze real world big data and present a report telling a story of what the data shows. The report must be detailed and professional and must contain data visualization techniques. You'll present the story and data to the class in a 7-minute presentation.

EXAMINATIONS: There will be three exams during the semester covering material presented in class and in the textbook. All make-up exams are at the discretion of the instructor and will require a university excused absence. Please note there will be no make-up exam given for the final exam. Students must take the final exam during finals week.

Additional Reading

Shinn, S., & Grundy, P. (2018). WHEN ACCOUNTING MET ANALYTICS: KPMG partners with b-schools to create master's programs that update a traditional field with the latest technology MET ANALYTICS. *BizEd*, 17(3), 18–22.

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Kaplan, R.S., 2009. Conceptual foundations of the balanced scorecard. Handbooks of management accounting research, 3, pp.1253-1269.

Grading Policy

Requirement	Description	Points	% of Total
Assignments	You will be required to complete a variety of data analytics problems every week during the semester in an effort to reinforce the material presented.	200	33%
Projects	You'll be required to complete various small projects analyzing real world data.	100	17%
Exams I, II, & III	Three exams will be given throughout the semester covering information from each chapter and material presented in Blackboard class.	300	50%
Total		600	100%

Your final grade will be based on the following scale:

90.00% and up = A, 80.00 – 89.99% = B, 70.00 – 79.99% = C, 60.00 – 69.99% = D, below 60% = F

Class Schedule:

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Week 10	Oct 28, 2019	EXAM 2
Week 11	Nov 4, 2019	Chapter 24: Conditional Formatting <i>Homework Week 11: Due by November 10, 2019 at midnight.</i> A link to the homework assignment can be found in Blackboard under your Week 11 content item.
Week 12	Nov 11, 2019	Chapter 46: Power View and 3D Maps Chapter 47: Sparklines <i>Homework Week 12: Due by November 17, 2019 at midnight.</i> A link to the homework assignment can be found in Blackboard under your Week 12 content item.
Week 13	Nov 18, 2019	Chapter 48: Summarizing Data with Database Statistical Functions Chapter 49: Filtering Data and Removing Duplicates <i>Homework Week 13: Due by November 27, 2019 at midnight.</i>

		A link to the homework assignment can be found in Blackboard under your Week 13 content item.
Week 14	Nov 25, 2019	Fall Break – Enjoy your time off!
Week 15	Dec 2, 2019	Chapter 50: Consolidating Data <i>Homework Week 15: Due by December 8, 2019 at midnight.</i> A link to the homework assignment can be found in Blackboard under your Week 15 content item.
Week 16	Dec 9, 2019	Final Exam

Note: This syllabus is tentative and subject to change as conditions warrant.

Graduate Intent to Plan--Major or Degree

NOTE: This "Intent to Plan" form must be submitted and go through the approval process BEFORE you submit the form titled, "Request for Graduate Addition, Deletion or Change of a Major or Degree." For detailed information on new programs please see: <http://wvhepcdoc.wvnet.edu/resources/133-11.pdf>.

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one PDF copy without signatures to the Graduate Council Chair. If attachments are 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: Lewis College of Business

Dept/Division: NA

Contact Person: Dr. Nancy Lankton and Dean Avinandan Mukherjee

Phone: 6-2656 and 6-2659

New Degree Program Doctor of Business Administration

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 L. Lankton

Date 1/28/19

College Curriculum Chair 

Date 29 JAN 19

College Dean Avinandan Mukherjee

Date 1/29/2019

Graduate Council Chair Sam Bhumal

Date 3/2/2019

Provost/VP Academic Affairs _____

Date _____

Presidential Approval _____

Date _____

Board of Governors Approval _____

Date _____

Graduate Intent to Plan--Major or Degree-Page 2

Please provide a rationale for new degree program: (May attach separate page if needed)

The Marshall University (MU) Lewis College of Business (LCOB) proposes the addition of a Doctor of Business Administration (DBA) program. It will be a research-based, hybrid program that will 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. This proposal 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 full-time faculty members.⁴

1. ADDITIONAL RESOURCE REQUIREMENTS: If your new program requires additional faculty, equipment or specialized materials, attach an estimate of the time and money required to secure these items.

NOTE: Approval of this form does not imply approval for additional resources. Enter NONE if not applicable.

NONE

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

NONE – This is a new program. All classes are new for the DBA program.

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

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>

Graduate Intent to Plan--Major or Degree-Page 3

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)

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 impact 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.

Graduate Intent to Plan--Major or Degree-Page 4

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):

Department:

New Major or Degree:

Credit Hours:

Rationale:

Department: Lewis College of Business

New Major or Degree: Doctor of Business Administration

Credit Hours: 66 credit hours

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.

**MARSHALL UNIVERSITY
LEWIS COLLEGE OF BUSINESS
January, 2019**

**INTENT TO PLAN
DOCTOR OF BUSINESS ADMINISTRATION
Effective Date: Fall 2020**

Brief Summary Statement

This Intent to Plan describes the Lewis College of Business's (LCOB's) proposal for the addition of a Doctor of Business Administration (DBA) program. DBA programs are research-based, post-graduate degree programs offered by business schools that develop leaders for the advancement of business and society. The proposed DBA program will be a 66-credit hour, three-year, hybrid program that requires students to prepare an applied research proposal and dissertation. It will admit students with previous master degrees and considerable work experience. Students will be able to choose among concentrations in accounting, health care management, and management and entrepreneurship. A 10-year pro forma financial projection, approved by the University's Senior Vice President for Finance/Chief Financial Officer, shows the program's profitability over time.

Contacts:

Dr. Nancy Lankton
Professor and Division Chair
lankton@marshall.edu
304-696-2656

Dr. Avinandan Mukherjee
LCOB Dean
mukherjeea@marshall.edu
304-696-2659

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**Doctor of Business Administration
Marshall University
Lewis College of Business**

1. Program Description

The Marshall University (MU) Lewis College of Business (LCOB) proposes the addition of a Doctor of Business Administration (DBA) program. DBA programs are research-based, post-graduate degree programs offered by business schools that develop leaders for the advancement of business and society. Students are able to combine a disciplined approach to scholarship with a focus on practice to pursue business and academic careers that require more advanced research skills and qualifications.

Currently there are no DBA programs in West Virginia. Many universities around the world offer DBA programs. In October 2017, the DBA Compass report identified 273 professional doctorates in management worldwide.¹ Another report lists 45 AACSB accredited DBA programs.² Fueling the increase in DBA programs is the projected growth in employment of postsecondary business school teachers of 18% from 2016 to 2026, which is much faster than the average growth rate of 7% for all occupations.³

The primary difference between a PhD and a DBA is program orientation and intended outcome. In general, the focus of a PhD program is to develop new theory,

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>)

whereas the focus of a DBA program is to apply theoretical knowledge to the advancement of business practice. Both PhD and DBA programs require original research culminating in the creation and defense of a dissertation. A DBA dissertation examines a practical business problem that is relevant to business managers and scholars.

There are three main target markets for people seeking a DBA degree including:

- People who have been successful in business for many years and are looking for a new intellectual challenge;
- Regional educators without doctorates who want to enhance their academic credentials; and
- International students who want to pursue higher education.

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 impact and productivity. This strategy 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.⁴

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

1.1 Program Mission

The mission of the DBA program at Marshall is to equip students with the theoretical foundation and research skills needed to address cutting-edge business issues that apply to high-demand sectors of the economy. The mission statement of the proposed DBA program supports the mission of Marshall University⁵ by:

- Providing innovative graduate education;
- Providing affordable, high-quality graduate education appropriate for the state and region;
- Making instruction available throughout Marshall's service area using all appropriate modes of delivery;
- Enhancing the quality of health care [administration] in the region; and
- Promoting economic development through research, collaboration, and technological innovations.

The program mission supports the LCOB's mission⁶ with its emphasis on preparing students to become successful business professionals advancing economic development throughout West Virginia and beyond. The program's mission is also consistent with the College's mission by emphasizing a commitment to applied scholarship.

⁵ <https://www.marshall.edu/mission/>

⁶ <https://www.marshall.edu/cob/vision-and-mission/>

1.2 Program Features

The DBA program will have a Director responsible for the first-line administration of the program. The DBA Director will be appointed from existing faculty and will be assisted by the College's current staff positions of Administrative Secretary of Graduate Programs and Associate Director of Graduate Programs. A DBA Program Committee will be in charge of decisions related to admissions, dissertation committees, and student progression. It will consist of the DBA Director, the College's Associate Director of Graduate Programs, and at least three faculty members from the LCOB who have Doctoral Graduate Faculty Status. Having Doctoral Graduate Faculty Status means the faculty member meets the requirements of the Graduate College of the University and those set by the LCOB in accordance with AACSB standards. Finally, a three-person DBA Dissertation Committee will be selected by each student and approved by the DBA Program Committee. Two members of each DBA Dissertation Committee will be faculty members with Doctoral Qualified Faculty Status. One of them will be chosen by the student as the dissertation chair. The third member of each DBA Dissertation Committee will be from the world of business.

1.2.1 Proposed Catalog 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 areas of interest. They will perform literature reviews, design and perform research studies, analyze data, and draw relevant conclusions that impact 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.

1.2.2 Student Learning Outcomes

Graduates of the DBA program will:

- Acquire the knowledge and analytical capability to manage how an organization adapts to change and embraces innovation;
- Acquire an understanding of behavioral, policy, and strategic issues that are relevant in today's organizations for promoting and enhancing economic development;
- Apply theories, methodologies, and knowledge to address fundamental questions in their primary area of study; and
- Demonstrate oral and written communication skills sufficient to publish, present, and communicate research as a scholar and practitioner.

1.2.3 Additional Program Outcomes

The DBA program expects to achieve:

- An impact on economic development and innovation in local, regional, and global firms;

- A critical mass of graduates with terminal degrees who advance in their fields and/or become full-time faculty members;
- An enhanced brand and increased reputation with stakeholders, many of whom may wish to enroll in the program.; and
- Increased research impact and productivity with implications for practice.

AACSB accreditation requires assessment of learning and faculty sufficiency standards. These will be strictly adhered to for successful maintenance of accreditation.

1.2.4 Admissions and Performance Standards

Students will be admitted to the program every fall semester in a cohort group. All candidates for the DBA program must satisfy MU requirements for admission and be admitted to the Marshall University Graduate College.

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 more of these qualifications a candidate has, the more likely the candidate will be considered for admission to the program. 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. Before a final offer is made, these candidates will be interviewed by the DBA Program Committee by phone or in person.

1.2.5 Program Requirements

The proposed DBA program is a 66-credit hour 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 (see schedule in Appendix A). Each student will take a series of courses as listed below.⁷

Current Research Issues in Business (3 credit hours each-15 credit hours total)

DBA 701: Current Research Issues in Business and Economic Development

DBA 702: Current Research Issues in Business Innovation and New Ventures

DBA 703: Current Research Issues in Business Technology

DBA 704: Current Research Issues in Global and International Business

DBA 705: Pedagogy in Business Schools

Research Design, Methods, and Statistics (3 credit hours each-15 credit hours total)

DBA 710: 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

Concentration Areas (3 credit hours each-Each student must take three courses in one concentration area-9 credit hours total)

Accounting

ACC 720: Research Seminar in Managerial Accounting and Accounting Information Systems

ACC 721: Research Seminar in Auditing

ACC 722: Research Seminar in Financial Accounting

Health Care Management

HCM 720: Research Seminar in Health Care Delivery

HCM 721: Research Seminar in Managerial Epidemiology and Health Data Analytics

HCM 722: Research Seminar in Health Care Information Management

⁷ A more detailed description of these courses can be found in Appendix B.

Management and Entrepreneurship

MGT 720: Research Seminar in Human Resource Management and Organizational Behavior

MGT 721: Research Seminar in Operations, Business Models, and Strategic Management

MGT 722: Research Seminar in Entrepreneurship, Small Business, and Family Firms

Dissertation Courses (Each student must take 9 credits of DBA 730 and 18 credits of DBA 731-27 credit hours total)

DBA 730: Dissertation Design (3 credits hours, can be repeated)

DBA 731: Dissertation (3 credit hours, can be repeated)

There are three concentration areas. Students will choose from accounting, health care management, or management and entrepreneurship. They 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. These must be approved by the DBA Program Committee.

DBA program students will complete and submit a doctoral dissertation to their Dissertation Committee. The DBA dissertation will need to show relevance, be tied to appropriate scientific literature, and have appropriate methodology and analysis to support the conclusions drawn. It is expected that research at the doctoral level will make a contribution to knowledge in the student's discipline and that it will demonstrate the student's ability to develop and carry out independent research. All research involving the use of human subjects must be submitted to Marshall's Institutional Review Board for review and approval.

The doctoral dissertation process is comprised of a series of courses culminating in a defense of the proposal and a defense of the completed research. The proposal course, Dissertation Design (DBA 730), is offered during the second semester of the second year of study and again during the second summer session. It requires each student to pick a Dissertation Committee and prepare a plan for investigating a proposed research question. The culminating proposal paper will be submitted and presented to the student's Dissertation Committee to ensure the plan is complete and holds academic merit. Dissertation courses (DBA 731) are offered both semesters during the student's last 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.

Proposal and dissertation courses are graded pass/fail and must be passed. Students must 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 the student may be placed on academic probation that, in some circumstances, could lead to dismissal from the program. Students must enroll in, and pay for, additional Dissertation (DBA 731) credits if they have not completed their dissertation after the 66 required hours. Other set-backs in the student's progress will be handled on a case-by-case basis by the DBA Program

Committee. The DBA dissertation and program must be completed within six years of admittance to the program.

1.2.6 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.

2. Program Needs and Justification

2.1 Relationship to Institutional Goals and Objectives

2.1.1 Learning Outcomes Compared to MU's Baccalaureate Degree Profile

The proposed DBA program will build on the MU baccalaureate degree profile. The rigorous curriculum and completion of the scholarly DBA dissertation will expand on all of the domains of thinking including Communication Fluency, Creative Thinking, Ethical

and Civic Thinking, Information Literacy, Inquiry-Based Thinking, Integrative Thinking, Intercultural Thinking, Metacognitive Thinking, and Quantitative Thinking.

2.1.2 Learning Outcomes Compared to the Marshall Strategic Plan

The proposed DBA program builds on Marshall's 2018 strategic plan that reads, "The university will add strategic, self-sustaining doctoral programs to expand beyond the seven currently offered." It relates to other strategic goals including Increase Productivity in Research and Creative Works, Expand Online Course Offerings, and Increase Revenue Generating Programs.

2.1.3 Learning Outcomes Compared to the WV Statewide Master Plan

The West Virginia Higher Education Policy Commission has published its 2013-2018 Master Plan titled, "Leading the Way: Access, Success, and Impact." The proposed DBA program relates to two of the plan's goals. It addresses the Impact goal of increasing research and development activities that contribute to West Virginia's economic growth and the Access to Education goal by employing an online strategy.

2.2 Existing Programs

There are currently no DBA programs in West Virginia. West Virginia residents wanting to enroll in a DBA program must seek education out of state. Students may consider distance from home in their decision to enroll in a DBA program because most require face-to-face class meetings. This could make West Virginia residents more interested in the proposed program because it may be closer to home. A recent report

even finds that 53% of online graduate students enroll in a program that is less than 50 miles from where they live, and another 20% enroll in a program that is 50 to 100 miles from where they live.⁸ Potential students who are West Virginia residents and/or Marshall alumni may also feel more connected to a program in West Virginia.

Appendix C contains a listing of existing AACSB and non-AACSB accredited DBA programs. The proposed DBA program will take a two-pronged approach to competing in this market. It will offer a high-quality program at a lower cost than most other AACSB accredited programs. The tuition at AACSB accredited DBA programs in Appendix C range from a low of approximately \$1,000 per credit hour to over \$2,000 per credit hour. The proposed DBA program will charge \$850 per credit hour in its first year, making it highly competitive among AACSB programs. This low-cost, high-value approach will also help recruit students who are considering similarly-priced, non-AACSB programs with tuitions ranging from from \$400 per credit hour to over \$1,200 per credit hour (Appendix C).

2.3 Program Planning and Development

The LCOB Dean formed a task force in January 2018 to assess the potential of moving forward with the DBA program. The task force consisted of nine faculty members who were representative of all Divisions and all ranks, and one staff member. This task force investigated other DBA programs and discussed the different features of these programs. It received input from two faculty members who are currently students in other

⁸ <https://www.learninghouse.com/wp-content/uploads/2017/10/OCS-2016-Report.pdf>

DBA programs. The task force interviewed Don Capener, Dean at Jacksonville University's Davis College of Business, about its recently created DBA program. The task force gave updates on its progress to the College's faculty during regularly scheduled College faculty meetings. The task force prepared recommendations for the LCOB Dean about starting a DBA program and presented them at the April College faculty meeting. The task force received approval from the faculty at this meeting to move forward with the DBA program.

The task force created a competitive analysis of other DBA programs during summer 2018. Appendix C presents the competitive analysis broken down in alphabetical order by AACSB and non-AACSB programs. It includes a map depicting the states where each program is located. Sources for the analysis included a listing of accredited DBA programs and other listings of high-ranking DBA programs. This competitive analysis gave the task force more information about the location of the other DBA programs, their concentration areas, tuition, and cohort size. Initial meetings were held with the Provost. The task force worked closely with the Dean to address the Provost's requests for additional information.

The Intent to Plan document was prepared by the task force during Fall 2018 with all the input gathered throughout the process from LCOB faculty and staff, the Dean from Jacksonville, the LCOB Dean, and the Provost. Meetings were held with the University's Senior Vice President for Finance/Chief Financial Officer to develop and receive approval for the pro forma financial projections. The Intent to Plan details were presented to the

entire faculty at the November College faculty meeting. Comments from that meeting were addressed in the version submitted to the College Graduate Curriculum Committee in December. The task force worked closely with the College Graduate Curriculum Committee to address detailed comments about the Intent to Plan's content and format before gaining its approval for submission to the Graduate Council at the beginning of February 2019.

2.3.1 Clientele and Need

There are three main target markets for those seeking a DBA degree. The first target market is successful business professionals who are seeking a new challenge. These people often have an MBA or other graduate degree and want to further distinguish themselves by pursuing a doctoral degree. Some may want to obtain a doctoral degree to pursue a second career. Other universities in West Virginia including West Virginia University, Shepherd University, Fairmont State University, and Ohio University have MBA degree programs that can produce ideal candidates for the proposed DBA program.

Accounting professionals may be interested in the proposed DBA program with its concentration in accounting. A recent survey of 121 accounting practitioners revealed that more than 15% of respondents had a fairly high interest in full-time teaching. Further, more than 2,000 people recently signed up for an American Accounting Association webcast on transitioning from practice to academia.⁹ In West Virginia, there are 251

⁹ Bishop, C. C., Boyle, D. M., Carpenter, B. W., Hermanson, D. R. (2016). Transitioning into academia: A new pathway for practitioners. *Journal of Accountancy* (March).

licensed CPA firms. One major accounting firm, Arnett Carbis Toothman, is headquartered in West Virginia, and other major accounting firms have offices in West Virginia.¹⁰ These firms could be a source of students for the program.

Healthcare professionals are another source of professionals for the proposed DBA program. Although the demand for online doctorate degrees in healthcare management programs is growing, there are still few offerings. Many of the programs that do exist are housed in colleges other than a business college, which limits the amount of pure business training these students receive.¹¹ By 2024, an estimated \$1 in every \$5 spent in the U.S. will be spent on health care.¹² Total national health expenditures were 17.9 percent of Gross Domestic Product in 2016.¹³ A newly published forecast estimates these expenditures at 19.7% of the economy by 2026.¹⁴ These figures demonstrate the need for the higher-level health care managers with business acumen and insight that the proposed DBA program can provide. West Virginia has a need for these individuals because it has 36 non-federal, short-term, acute care hospitals with 6,155 beds, 1,041,331 patient days, and almost \$17 billion in revenues.¹⁵

Potential business professionals may be interested in the entrepreneurship concentration. A Bentley University survey found that 66% of respondents would like to

¹⁰ <https://www.accounting.com/states/west-virginia/>

¹¹ <https://www.bestvalueschools.com/rankings/online-dhm/>

¹² <https://www.ncu.edu/programs-degrees/business/healthcare-administration-dba#gref>

¹³ <https://www.cdc.gov/nchs/fastats/health-expenditures.htm>

¹⁴ <https://www.healthcarediver.com/news/cms-health-spending-projections-2017-2026/517097/>

¹⁵ https://www.ahd.com/states/hospital_WV.html

start their own business, 37% would like to work for themselves, and 25% would like to own their own company.¹⁶ Finally, some executives feel MBA degrees are becoming less valuable. Having a DBA degree can set a business professional apart without employers feeling that the person is “too academic” as a PhD degree might signal.¹⁷

A second major target market for the proposed DBA program is regional educators who want to enhance their academic credentials. These individuals may not be able to spend several years without a salary to participate in a full-time doctoral program, and they may prefer a hybrid DBA program during which they can remain employed.

There is a need for faculty with doctorates. According to a recent article, enrollments in accounting PhD programs have not kept up with enrollments in accounting undergraduate programs.¹⁸ Many universities have addressed this trend by hiring adjunct and part-time instructors who do not generally need to hold doctorates. Most accounting programs still need to hire a certain percentage of faculty with doctoral degrees to increase their research reputation and meet accreditation standards.¹⁹ West Virginia has

¹⁶ <https://www.forbes.com/sites/jaredmeyer/2015/07/20/millennials-entrepreneurship-starting-businesses/#33a050e51d63>

¹⁷ <https://www.usnews.com/education/best-graduate-schools/top-business-schools/articles/2012/02/17/amidst-mba-inflation-executives-recommend-business-doctorates>

¹⁸ Bishop, C. C., Boyle, D. M., Carpenter, B. W., Hermanson, D. R. (2016). Transitioning into academia: A new pathway for practitioners. *Journal of Accountancy* (March).

¹⁹ Bishop, C. C., Boyle, D. M., Carpenter, B. W., Hermanson, D. R. (2016). Transitioning into academia: A new pathway for practitioners. *Journal of Accountancy* (March).

44 colleges and universities, and 26 have accounting programs^{20,21} that could employ doctoral faculty.

The third target market is international students who want to pursue higher education. There were 1,019,333 degree-seeking international students in the United States' higher education system in March 2018. Of these, 31.9% were seeking a master degree and 12.4% were seeking a doctoral degree. A total of 169,359 international students were seeking a business-related bachelor or master degree.²² The LCOB has approximately 400 students²³ in its graduate programs. With additional work experience these students might be ideal candidates for the DBA program.

2.3.2 Employment Opportunities

Many universities require business faculty to hold a PhD, doctor of management, or doctor of business administration to advance in their academic careers. The U.S. Bureau of Labor Statistics predicts the demand for postsecondary business teachers is expected to grow by 18.1 percent from 2016 to 2026.²⁴

Some students may obtain a DBA to help them advance in their current profession. One source points out that graduates of online doctorate in healthcare management programs will be in demand in the coming years. The Bureau of Labor Statistics projects

²⁰ https://en.wikipedia.org/wiki/List_of_colleges_and_universities_in_West_Virginia

²¹ <https://www.accounting.com/states/west-virginia/>

²² <https://www.ice.gov/doclib/sevis/pdf/byTheNumbersApr2018.pdf>

²³ This enrollment is as of Fall 2018.

²⁴ <https://www.bls.gov/ooh/Education-Training-and-Library/Postsecondary-teachers.htm#tab-6>

that job opportunities in healthcare management will grow by 17% by the year 2024, a rate that is much faster than the average growth rate for all occupations. Healthcare managers with graduate degrees and with special knowledge of health informatics and technology may be in higher demand.²⁵

2.3.3 Program Impact

A DBA program will leverage the College's already successful Master in Business Administration, MS in Accountancy, MS in Health Care Administration, and MS in Human Resource Management programs. It will enhance the College's brand and improve its reputation among alumni, many of whom may wish to enroll in the program. DBA programs can increase general gift-giving, fund raising, and promote industry partnerships. A DBA program will also increase the College's research productivity and application to practice. Having a DBA program is in line with the College's accrediting body. The AACSB has encouraged its members to develop innovative doctoral programs and support business executives in advancing in their existing industry or becoming full-time faculty members.²⁶

2.3.4 Cooperative Agreements

There are no cooperative agreements planned for this program.

2.3.5 Alternatives to Program

There are no alternatives to the DBA program. No doctoral degree programs in

²⁵ <https://www.bestvalueschools.com/rankings/online-dhm/>

²⁶ <https://www.aacsb.edu/publications/researchreports/doctoreducation/>

business currently exist at Marshall. West Virginia University's full-time PhD program does not cater to the same target market as the proposed DBA program. The proposed DBA program is more applied and has a different delivery method. The only other alternative for West Virginia students seeking a DBA is an out-of-state university. This may be inconvenient because many of these are hybrid programs that require face-to-face class meetings. It may be a hardship for students to travel out of state to attend these meetings. A recent report finds that 53% of online graduate students enroll in a program that is less than 50 miles from where they live, and another 20% enroll in a program that is 50 to 100 miles from where they live.²⁷

3. Program Implementation and Projected Resource Requirements

The pro forma financial projections are shown in Appendix D. These projections were developed by the task force, the LCOB Dean, and the University's Senior Vice President for Finance/Chief Financial Officer. They follow the format provided by the Senior Vice President and received his approval.

3.1 Program Administration

The DBA program will have a Director who will be responsible for the first-line administration of the program. The DBA Director will be appointed from existing faculty and will be given a \$9,000 per academic year stipend (Appendix D). The current staff positions of Administrative Secretary of Graduate Programs and Associate Director of

²⁷ <https://www.learninghouse.com/wp-content/uploads/2017/10/OCS-2016-Report.pdf>

Graduate Programs will assist the faculty member. It is estimated that \$6,000 of their salaries will be allocated to the DBA program (Appendix D). The ultimate administrative responsibility for the program will be with the LCOB Dean.

3.2 Program Projection

It is proposed that the DBA program will admit 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. An attrition rate of two students per cohort is estimated. See Appendix D for the projected students in years 1 to 10.

Tuition is assumed to be \$850 per credit hour in the first year, with a 2% increase each year thereafter (Appendix D). This tuition amount addresses the two-pronged competitive approach to be a low-cost alternative to other AACSB accredited programs and a high-value alternative to similarly priced non-AACSB programs.

3.3 Faculty Instructional Resources

No new faculty resources will be needed for the DBA program. 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. Adjunct faculty may come from the local market or from the online teaching market. All faculty will meet the Doctoral Graduate Faculty Status requirements.

Labor costs for faculty resources include overloads that will be paid at \$9,000 per course (Appendix D). Faculty work on dissertations will be paid at \$1,000 per student per

semester. The addition of one graduate student worker for the program to assist faculty with research and/or assist with other administrative duties will cost \$10,000 per year. Benefits and contingencies are included for both the program administrative costs and the faculty instructional resource costs.

3.4 Library Resources and Instructional Materials

Students will use current library resources such as online databases that are currently available from the Drinko Library at Marshall. Blackboard technology will be used in all online DBA courses. Statistical software packages from the University and those purchased for other College programs will be used in this program.

3.5 Support Service Requirements

This DBA program will use Marshall's existing IT technologies and services.

3.6 Facilities Requirements

Students in the DBA program will meet face-to-face on campus five times per year on Fridays and Saturdays. These course meetings can be scheduled using existing classrooms and/or conference rooms.

3.7 Operating Resource Requirements

Major operating expenses include AACSB-related expenses of \$10,000 in the first year and University fees at 5% of tuition (MU OCR) (Appendix D). Other expenses include operating costs associated with meals, office supplies, advertising, guest speakers, assessment of learning, and travel to DBA-related conferences.

3.8 Source of Operating Resources

The DBA program will not require state funding; its revenues must cover all costs. The pro forma financial projection shows that the proposed program will generate a positive cash flow (Appendix D).

4. Appendices

4.1 Appendix A - Schedule

Year 1					
Fall 20XX		Spring 20XX		Summer 20XX	
Course	Credits	Course	Credits	Course	Credits
DBA 701	3	DBA 702	3	DBA 703	3
DBA 710	3	DBA 712	3	ACC/HCM/MGT 721	3
DBA 711	3	ACC/HCM/MGT 720	3		
Total Credits	9	Total Credits	9	Total Credits	6
Year 2					
Fall 20XX		Spring 20XX		Summer 20XX	
Course	Credits	Course	Credits	Course	Credits
DBA 704	3	DBA 705	3	DBA 730	6
DBA 713	3	DBA 714	3		
ACC/HCM/MGT 722	3	DBA 730	3		
Total Credits	9	Total Credits	9	Total Credits	6
Year 3					
Fall 20XX		Spring 20XX			
Course	Credits	Course	Credits		
DBA 731	9	DBA 731	9		
Total Credits	9	Total Credits	9		

4.2 Appendix B - Proposed Course Descriptions

Current Research Issues in Business

DBA 701: Current Research Issues in Business and Economic Development (3 credit hours)

This course exposes students to key issues surrounding business and economic development and other related contemporary business topics. Students will learn how matters such as poverty, jobs, and unemployment; policymaking, budget, taxes, and public investment; and green economics apply to business research and impact practice.

DBA 702: Current Research Issues in Business Innovation and New Ventures (3 credit hours)

Students in this course will be introduced to contemporary research topics in business innovation and new ventures. They will study research on founder and entrepreneurship teams; resources (human capital, networks, financial capital); and stages-of-growth models. Students will be exposed to the research questions, methodologies, contributions, and practical implications of this research.

DBA 703: Current Research Issues in Business Technology (3 credit hours)

This course covers research topics related to business technology including information technology investments, governance, and strategy; social networks and digital collaboration; cybersecurity and privacy; adoption and diffusion; and e-commerce and e-government. By the end of the course, students will have explored the academic literature in this area and gained an understanding of its contributions to theory and practice.

DBA 704: Current Research Issues in Global and International Business (3 credit hours)

Students will be exposed to key topics in global and international business. Students will investigate academic research on multinationalism and performance; global competition and strategic management; and global finance and markets to discover and understand important and contemporary research questions.

DBA 705: Pedagogy in Business Schools (3 credit hours)

This course focuses on pedagogical practices in business schools including both traditional and innovative teaching methods. Students will understand effective teaching and learning practices in business schools based on case studies and educational research. The course will help students form the foundation of their teaching and training skills in future academic and non-academic careers. As appropriate, some students will assist faculty in teaching online courses and participate in online course design training.

Research Design, Methods, and Statistics

DBA 710: 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, 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.

Concentration Areas**ACC 720: Research Seminar in Managerial Accounting and Accounting Information Systems (3 credit hours)**

This course includes a study of managerial accounting and accounting information systems research topics and methods. Students will review and critically analyze research articles on budgeting, compensation, incentives, and the allocation of resources within an enterprise. They will examine research relating to ontological investigations, expert systems and decision aides, information processing assurance, security, controls, system usability, and system performance.

ACC 721: Research Seminar in Auditing (3 credit hours)

Seminal and contemporary research articles on the audit environment, auditor decision making, auditor independence, the effects of auditing on the financial reporting process, and auditor fees will be introduced. Students will be exposed to the theories, constructs, designs, and methods used to investigate and advance knowledge on the issues and problems related to auditing.

ACC 722: Research Seminar in Financial Accounting (3 credit hours)

Students in this course will learn to critically analyze financial accounting research to identify potential areas for future study that can advance the current body of knowledge. This course presents students with an array of research in the area including research on financial accounting, capital markets, and decision making based on financial accounting information.

HCM 720: Research Seminar in Health Care Delivery (3 credit hours)

This course includes a study of health care delivery research topics. Students will review and critically analyze the literature on integrated health care delivery systems, clinical effectiveness, innovative technologies, workforce issues, incentive structures, alternative service designs, and healthcare disparities.

HCM 721: Research Seminar in Managerial Epidemiology and Health Data Analytics (3 credit hours)

This course provides insight into research on topics that explore managerial epidemiology and health data analytics. Students will be exposed to research articles on disease control and transmission; population

health measurement; planning and quality management; incidence, prevalence, morbidity, and mortality; financial management; cost-effectiveness; and healthcare decision making.

HCM 722: Research Seminar in Health Care Information Management (3 credit hours)

This course addresses contemporary issues in health care information management research. Topics on electronic health records, coding and reimbursing, data analytics, safety and privacy, compliance and regulations, and health information technology will be discussed. Students will learn how researchers investigate these areas of study and will be able to identify important research gaps in the literature.

MGT 720: Research Seminar in Human Resource Management and Organizational Behavior (3 credit hours)

This seminar provides a comprehensive overview of seminal and contemporary research related to human resource management and organizational behavior. Students will learn the theories and methods involved in studying individual differences, motivation and commitment, leadership, organizational culture, as well as employee recruitment, selection, and turnover.

MGT 721: Research Seminar in Operations, Business Models, and Strategic Management (3 credit hours)

This management course addresses issues in operations, business models, and strategic management. Extensive reviews of the literature in different areas are conducted. Sustainable operations, strategic positioning, business models and organizational structure, organizational performance, and corporate governance are discussed and analyzed.

MGT 722: Research Seminar in Entrepreneurship, Small Business, and Family Firms (3 credit hours)

Students in this research seminar will review and analyze seminal and current research on the idiosyncratic nature of entrepreneurship, small business, and family firms. Theories, methods, contributions, and potential areas for future research will be discussed. Students will make connections between the findings from this academic research and its impact on practice.

Dissertation Courses

DBA 730: Dissertation Design (3 credit hours, can be repeated)

This course is an individualized scholarly investigation of an important topic in business. It prepares students for the dissertation process, and focuses on a variety of issues including dissertation committee selection and approval, dissertation structure and design, and identification and evaluation of potential topics. Students will write a proposal that includes an introduction, literature review, research questions, hypotheses, and methodology to conduct the research. A dissertation proposal must be completed and approved by the student's dissertation committee.

DBA 731: Dissertation (3 credit hours, can be repeated)

Coursework supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. The course provides individual time with members of the student's dissertation committee and collegial and academic support from peers. This course may be repeated as necessary. A final defense before the dissertation committee is required.

4.3 Appendix C - Competitive Analysis

	School	Location	Website	Program	Tuition*	Cohort Size**
AACSB Schools						
1	Case Western Reserve University***	Cleveland, OH	https://weatherhead.case.edu/degrees/doctorate/doctor-management/	Doctor of Management	\$150,000 for a 3-year program	na
2	Cleveland State University***	Cleveland, OH	https://www.csuohio.edu/business/academics/DBA-program	Doctor of Business Administration with Finance, Global Business, Information Systems, Management, Marketing, and Ops & Supply Chain Concentrations	na	na
3	Creighton University*	Omaha, NE	https://www.creighton.edu/program/doctorate-business-administration-dba	Doctor of Business Administration	\$2,222/credit hour	na
4	CUNY Baruch College***	New York	https://zicklin.baruch.cuny.edu/academic-programs/executive-programs/executive-doctorate-business/	Executive Doctorate in Business	\$125,000 for a 3-year program	8 (inaugural class)
5	DePaul University***	Chicago, IL	https://business.depaul.edu/academics/doctoral/Pages/default.aspx	Doctorate in Business Administration	na	na
6	Drexel University*	Philadelphia, PA	http://www.lebow.drexel.edu/academics/doctorate/executive-dba	Executive Doctorate in Business Administration	\$1,192/credit hour	17 (class of 2020)
7	Florida International University***	Miami, FL	https://business.fiu.edu/graduate/doctor-of-business-administration/index.cfm	Doctorate in Business Administration	\$1,019/credit hour	new
8	Georgia State University***	Athens, GA	https://robinson.gsu.edu/executive-doctorate-in-business/	Executive Doctorate in Business	\$107,500 for a 3-year program	22 (class of 2020)
9	Jacksonville University*	Jacksonville, FL	https://www.ju.edu/dcob/doctorate/index.php	Doctor of Business Administration	\$1,428/credit hour	13 (cohort 4 per website)
10	Kennesaw State*	Kennesaw, GA	http://coles.kennesaw.edu/dba/index.php	Doctor of Business Administration with Accounting, Information Systems, Marketing, and Management Concentrations	\$1,930/credit hour	11 (2016)

	School	Location	Website	Program	Tuition*	Cohort Size**
11	Louisiana Tech University***	Ruston, LA	http://www.business.latech.edu/graduate/dba/index.htm	Doctor of Business Administration with Accounting, Computer Information Systems, Finance, Marketing, and Management Concentrations	na	na
12	Oklahoma State University***	Stillwater, OK	https://business.okstate.edu/phdexec/	PhD in Business for Executives	\$2,000/credit hour	13 (2017)
13	Pace University***	New York	http://www.pace.edu/lubin/lubin-academic-programs/executive-education/executive-doctoral-program	Doctor in Professional Studies, Executive Doctoral Program with Finance, Management, and Marketing Concentrations	na	na
14	Rollins College***	Winter Park, FL	https://www.rollins.edu/business/doctoral-program/index.html	Executive Doctorate in Business Administration	\$1,690/credit hour	na
15	Sacred Heart University*	Fairfield, CT	http://www.sacredheart.edu/academics/jackwelchcollegeofbusiness/graduateprogramscertificates/dbainfinance/	Doctor of Business Administration in Finance	\$1,212/credit hour	na
16	Shippensburg University*	Philadelphia, PA	http://www.ship.edu/graduate/doctorate_business_administration/	Doctorate of Business Administration	\$1,014/credit hour	na
17	Temple University*	Philadelphia, PA	https://www.fox.temple.edu/executive-doctorate-in-business-administration/	Executive Doctorate in Business	\$2,300/credit hour	27 (class of 2020)
18	University of Dallas*	Irving, TX	http://www.udallas.edu/cob/academics/dba/index	Doctor of Business Administration	\$1,895/credit hour	6 (2016)
19	University of Florida*	Gainesville, FL	https://warrington.ufl.edu/doctor-of-business-administration/	Doctor of Business Administration	\$1,720/credit hour	14 (2017)
20	University of Missouri St. Louis***	St. Louis, MO	http://dba.umsi.edu/	Doctor of Business Administration	\$32,000/year for 3 years	12 (class of 2020)
21	University of North Carolina at Charlotte*	Charlotte, NC	https://dba.uncc.edu/	Doctorate in Business Administration	\$1,555/credit hour	16 (2017)

	School	Location	Website	Program	Tuition*	Cohort Size**
31	Holy Family University	Philadelphia, PA	https://www.holyfamily.edu/choosing-holy-family-u/academics/schools-of-study/school-of-business-administration/graduate-programs/doctor-of-business-administration	Doctor of Business Administration	na	new
32	Liberty University	Lynchburg, VA	https://www.liberty.edu/online/business/doctoral/dba/	Doctor of Business Administration with Health Care Management, Human Resources, International Business, Nonprofit Leadership, Strategic Management, Supply Chain Management and Logistics Concentrations	\$595/credit hour	na
33	Lincoln Memorial University	Knoxville, TN	https://www.lmunet.edu/academics/graduate-professional/doctoral-degrees/doctor-of-business-administration-dba	Doctor of Business Administration with Accounting, Management, & Sport Management Concentrations	\$852/credit hour	na
34	Saint Leo University	Tampa Bay, FL	https://www.saintleo.edu/business-administration-doctor-degree	Doctor of Business Administration in Management	\$900/credit hour	na
35	Saint Mary's University of Minnesota	Twin Cities, MN	http://www.smumn.edu/academic/s/graduate/business-technology/programs/doctor-of-business-administration-dba	Doctor of Business Administration with Economics and Finance, Management and Strategy Concentrations	\$810/credit hour	na
36	St. Ambrose University	Davenport, IA	https://www.sau.edu/doctor-of-business-administration	Doctor of Business Administration	\$1,043/credit hour	na
37	Stratford University	Falls Church, VA	https://www.stratford.edu/business-administration/doctor-of-business-administration#student-life-col	Doctor of Business Administration with Four Concentrations	na	na

	School	Location	Website	Program	Tuition'	Cohort Size''
38	University of Management and Technology	Arlington, VA	https://www.umtweb.edu/Program6.aspx?key=dba	Doctor of Business Administration	\$400/credit hour	na
<p>* From https://www.collegechoice.net/rankings/best-doctor-of-business-administration-degrees</p> <p>** From the University's website if available</p> <p>*** From https://www.dba-compass.com/knowledge/accreditations-for-doctor-of-business-administration-dba-programs/</p>						



Competitive Analysis Map

This map depicts the state in which each DBA program listed in the previous program is located. The numbers correspond to the number in the first column of the table.

4.4 Appendix D - Pro Forma Financial Projections

Pro Forma Assumptions		
Cohort Intake	10	Class 1
	10	Class 2
	12	Class 3
	12	Class 4
	14	Class 5
	14	Class 6
	17	Class 7
	17	Class 8
	17	Class 9
	17	Class 10
Tuition	\$850	per Credit Hour
	\$56,100	per Program
Tuition Increase	2%	per Year
Expenses Inflation	3%	per Year
Staff Admin Cost Allocation	\$6,000	20% of Existing Staff (1 Day per Week) Effort Grade 3 - \$30,000
Director Stipend	\$9,000	per Year
Faculty Overload	\$9,000	per Course
Part-Time Faculty	\$9,000	per Course
Number Part-Time Faculty Courses	1	per Year
Dissertation Stipend	\$1,000	per Student per Year
Grad Student Worker	\$10,000	\$10 per Hour-20 Hours per Week-50 Weeks
PT CFB Rate	10%	per Year
Number of Visits	5	per Year
Number of Meals	4	per Visit
Meals-Allocation	\$20	per Meal

Pro Forma Enrollments, Credit Hours, Courses, and Tuition												
	FY 2021			FY 2022			FY 2023			FY 2024		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Enrollments												
FY 2021	10	10	10	9	9	9	8	8				
FY 2022				10	10	10	9	9	9	8	8	
FY 2023							12	12	12	11	11	11
FY 2024										12	12	12
FY 2025												
FY 2026												
FY 2027												
FY 2028												
FY 2029												
FY 2030												
Total Enrolled	10	10	10	19	19	19	29	29	21	31	31	23
Credit Hours												
Yr1 Cr Hours	90	90	60	90	90	60	108	108	72	108	108	72
Yr2 Cr Hours	0	0	0	81	81	54	81	81	54	99	99	66
Yr3 Cr Hours	0	0	0	0	0	0	72	72	0	72	72	0
Total Cr Hours	90	90	60	171	171	114	261	261	126	279	279	138
Cr Hours FY			240			456			648			696
Courses												
Yr1 Courses	3	3	2	3	3	2	3	3	2	3	3	2
Yr2 Courses				3	3	2	3	3	2	3	3	2
Yr3 Courses							1	1		1	1	
Total Courses	3	3	2	6	6	4	7	7	4	7	7	4
OL Courses			8			16			16			16
Tuition												
Rate/Increase				2%			2%			2%		
Per Cr Hour	\$850			\$867			\$884			\$902		
1st Year	\$76,500	\$76,500	\$51,000	\$78,030	\$78,030	\$52,020	\$95,472	\$95,472	\$63,648	\$97,416	\$97,416	\$64,944
2nd Year	0	0	0	70,227	70,227	46,818	71,604	71,604	47,736	89,298	89,298	59,532
3rd Year	0	0	0	0	0	0	63,648	63,648	0	64,944	64,944	0
FY Tuition			\$204,000			\$395,352			\$572,832			\$627,792

Pro Forma Enrollments, Credit Hours, Courses, and Tuition												
	FY 2025			FY 2026			FY 2027			FY 2028		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Enrollments												
FY 2021												
FY 2022												
FY 2023	10	10										
FY 2024	11	11	11	10	10							
FY 2025	14	14	14	13	13	13	12	12				
FY 2026				14	14	14	13	13	13	12	12	
FY 2027							17	17	17	16	16	16
FY 2028										17	17	17
FY 2029												
FY 2030												
Total Enrolled	35	35	25	37	37	27	42	42	30	45	45	33
Credit Hours												
Yr1 Cr Hours	126	126	84	126	126	84	153	153	102	153	153	102
Yr2 Cr Hours	99	99	66	117	117	78	117	117	78	144	144	96
Yr3 Cr Hours	90	90	0	90	90	0	108	108	0	108	108	0
Total Cr Hours	315	315	150	333	333	162	378	378	180	405	405	198
Cr Hours FY			780			828			936			1,008
Courses												
Yr1 Courses	3	3	2	3	3	2	3	3	2	3	3	2
Yr2 Courses	3	3	2	3	3	2	3	3	2	3	3	2
Yr3 Courses	1	1		1	1		1	1		1	1	
Total Courses	7	7	4	7	7	4	7	7	4	7	7	4
OL Courses			16			16			16			16
Tuition												
Rate/Increase	2%			2%			2%			2%		
Per Cr Hour	\$920			\$938			\$957			\$976		
1st Year	\$115,920	\$115,920	\$77,280	\$118,188	\$118,188	\$78,792	\$146,421	\$146,421	\$97,614	\$149,328	\$149,328	\$99,552
2nd Year	91,080	91,080	60,720	109,746	109,746	73,164	111,969	111,969	74,646	140,544	140,544	93,696
3rd Year	82,800	82,800	0	84,420	84,420	0	103,356	103,356	0	105,408	105,408	0
FY Tuition			\$717,600			\$776,664			\$895,752			\$983,808

Pro Forma Enrollments, Credit Hours, Courses, and Tuition						
	FY 2029			FY 2030		
	Fall	Spring	Summer	Fall	Spring	Summer
Enrollments						
FY 2021						
FY 2022						
FY 2023						
FY 2024						
FY 2025						
FY 2026						
FY 2027	15	15				
FY 2028	16	16	16	15	15	
FY 2029	17	17	17	16	16	16
FY 2030				17	17	17
Total Enrolled	48	48	33	48	48	33
Credit Hours						
Yr1 Cr Hours	153	153	102	153	153	102
Yr2 Cr Hours	144	144	96	144	144	96
Yr3 Cr Hours	135	135	0	135	135	0
Total Cr Hours	432	432	198	432	432	198
Cr Hours FY			1,062			1,062
Courses						
Yr1 Courses	3	3	2	3	3	2
Yr2 Courses	3	3	2	3	3	2
Yr3 Courses	1	1		1	1	
Total Courses	7	7	4	7	7	4
OL Courses			16			16
Tuition						
Rate/Increase	2%			2%		
Per Cr Hour	\$996			\$1,016		
1st Year	\$152,388	\$152,388	\$101,592	\$155,448	\$155,448	\$103,632
2nd Year	143,424	143,424	95,616	146,304	146,304	97,536
3rd Year	134,460	134,460	0	137,160	137,160	0
FY Tuition			\$1,057,752			\$1,078,992

Pro Forma Sources and Uses Projection											
	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	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
Admin Staff	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	60,000
FT Faculty OLs	63,000	135,000	135,000	135,000	135,000	135,000	135,000	135,000	135,000	135,000	1,278,000
PT Faculty	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	90,000
Dissertation Stipends	0	0	16,000	16,000	20,000	20,000	24,000	24,000	30,000	30,000	180,000
Grad Student Worker	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	100,000
Contingency	0	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
Total 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
Guest Speaker	5,000	5,150	5,305	5,464	5,628	5,797	5,971	6,150	6,335	6,525	57,325
AOL	2,000	2,060	2,122	2,186	2,252	2,320	2,390	2,462	2,536	2,612	22,940
AACSB	10,000	10,300	10,609	10,927	11,255	11,593	11,941	12,299	12,668	13,048	114,640
Travel	3,000	3,090	3,183	3,278	3,376	3,477	3,581	3,688	3,799	3,913	34,385
MU OCR	10,200	19,768	28,642	31,390	35,880	38,833	44,788	49,190	52,888	53,950	365,529
Contingency	5,000	5,150	5,305	5,464	5,628	5,797	5,971	6,150	6,335	6,525	57,325
Total	45,700	58,633	72,446	76,960	84,045	88,824	97,835	104,524	110,543	112,759	852,269
Total Op Exp	151,400	246,734	283,820	294,705	312,753	324,423	344,932	359,064	379,349	389,659	3,086,839
Net Tuition	\$52,600	\$148,618	\$289,012	\$333,087	\$404,847	\$452,241	\$550,820	\$624,744	\$678,403	\$689,333	\$4,223,705



Brad D. Smith
Schools of Business

January 29, 2018

Dear Marshall University Graduate Council:

This letter is to communicate the support of Provost Jaime Taylor and Mark Robinson, the Senior Vice President of Finance, for the Lewis College of Business Intent to Plan for the Doctor of Business Administration (DBA) program. This process began in Spring, 2018 when the College created a task force to determine the need for such a program and its general structure.

We discussed the merits of the proposed program with Provost Taylor when he came on board in July. We met with Provost Taylor several more times throughout the summer and fall to seek his feedback and provide additional information such as the competitive analysis.

We also met three times formally with Mark Robinson to collaboratively develop and receive approval for the pro forma financial projection. This pro forma is presented in Appendix D of the Intent to Plan document.

We look forward to your consideration for our Intent to Plan for the DBA program. This program is integral to our strategic initiatives and the re-imagination of our College.

Sincerely,

Avinandan Mukherjee
Dean, Lewis College of Business
Marshall University
mukherjeea@marshall.edu
304-696-2659

Jaime Taylor
Provost and Senior Vice President for
Academic Affairs
Marshall University

Mark Robinson
Senior Vice President for Finance/Chief
Financial Officer
Marshall University

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: BusinessDept/Division: MPNACurrent Alpha Designator/Number: MPNA 734Contact Person: Margie McInerneyPhone: 62675

CURRENT COURSE DATA:

Course Title: Basic Principles of Nurse Anesthesia PracticeAlpha Designator/Number:



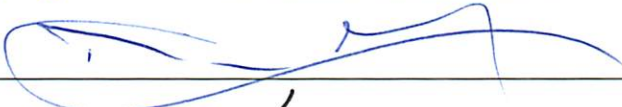

M	P	N	A		7	3	4		
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Title Abbreviation:

B	a	s	i	c		P	r	i	n		N	u	r	s	e		A	n	e	s	t	h	e	s
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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>1/24/19</u>
Registrar <u></u>	Date <u>1/24/19</u>
College Curriculum Chair <u></u>	Date <u>28 Jan 19</u>
Graduate Council Chair <u></u>	Date <u>2/22/19</u>

College: Business Department/Division: MPNA Alpha Designator/Number: MPNA 734

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	
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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 3 hours

To 4 hours

Change in COURSE CONTENT: ☒ YES ☐ NO

From Current content remains.

To Additional content:
A) Overview of radiology
B) Ultrasound guidance basics and techniques
C) Enhanced Recovery After Surgery

Rationale The request for an increase in the anesthesia practice content hours is in response to a recent analysis of program success and effectiveness by the faculty within the nurse anesthesia program. The program plans to use these additional hours to offer more direct anesthesia practice content, without the need to increase the total hours required for program completion. A total of fifteen (15) semester hours will be transferred toward more anesthesia practice content allowing for a greater focus on clinical case management, basic and advanced principles, and simulation labs.

Request for Graduate Course Change-Page 4

College: Business

Department: MPNA

Course Number/Title MPNA 734

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 NUMBER CHANGE

Department: MPNA

Current Course Number/Title: MPNA 734 Basic Principles of Nurse Anesthesia Practice

New Course Number:

Rationale:

Catalog Description:

Credit hours: 4 hours

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: BusinessDept/Division: MPNACurrent Alpha Designator/Number: MPNA 734AContact Person: Margie McInerneyPhone: 62675

CURRENT COURSE DATA:

Course Title: Basic Principles Simulation LabAlpha Designator/Number:





M	P	N	A		7	3	4	A	
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Title Abbreviation:

B	a	s	i	c		P	r	i	n		S	i	m	u	l	a	t	i	o	n		L	a	b
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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>1/24/19</u>
Registrar <u></u>	Date <u>1/24/19</u>
College Curriculum Chair <u></u>	Date <u>28 Jan 19</u>
Graduate Council Chair <u></u>	Date <u>2/22/19</u>

Request for Graduate Course Change - Page 2

College: Business

Department/Division: MPNA

Alpha Designator/Number: MPNA 734A

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

Change in CATALOG TITLE: ☐ YES ☒ NO

From

 (limited to 30 characters and spaces)

To

If Yes, Rationale

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 1 hour

To 1-5 hours

Change in COURSE CONTENT: ☒ YES ☐ NO

From Current content remains

To Additional content:

1. Regional Anesthesia Simulation
2. Advanced Principles Simulation I, II, III
3. Health Assessment, including:
 - A) Advanced health assessment to include assessment of all human systems, advanced assessment techniques, diagnosis, concepts, and approaches.
 - B) Comprehensive history and physical assessment including the history, physical, and psychological assessment of signs and symptoms, pathophysiologic changes, and psychosocial variations of a patient.
 - C) Assessment of evaluation of the body and its functions using inspection, palpation, percussion, auscultation, and advanced assessment techniques, and diagnostic testing as appropriate.
 - D) A complete physical assessment to incorporate cultural and developmental variations and needs of the patient.

Rationale The request for an increase in the anesthesia practice content hours is in response to a recent analysis of program success and effectiveness by the faculty within the nurse anesthesia program. The program plans to use these additional hours to offer more direct anesthesia practice content, without the need to increase the total hours required for program completion. The fifteen (15) semester hours being transferred toward more anesthesia practice content will allow for a greater focus on clinical case management, basic and advanced principles, and simulation labs. Nurse anesthesia program leaders and anesthesia experts have discovered that there is great learning potential in allowing students to have an immersive experience with simulation and both real and scenario-based clinical case management. Therefore, the addition of four (4) hours has been proposed for simulation lab time.

Request for Graduate Course Change-Page 4

College: Business

Department: MPNA

Course Number/Title MPNA 734A

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 NUMBER CHANGE

Department: MPNA

Current Course Number/Title: MPNA 734A Basic Principles Simulation Lab

New Course Number:

Rationale:

Catalog Description:

Credit hours: 1-5 hours

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: BusinessDept/Division: MPNACurrent Alpha Designator/Number: MPNA 743Contact Person: Margie McInerneyPhone: 62675

CURRENT COURSE DATA:

Course Title: Applied Nurse Anesthesia Management, Leadership, Professional AspectsAlpha Designator/Number:

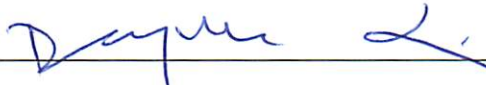

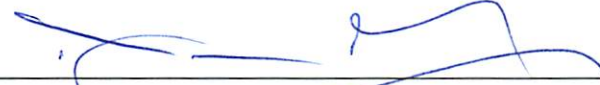

M	P	N	A		7	4	3		
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Title Abbreviation:

A	p	p		N	u	r	s	e		A	n	e	s	t	h		M	g	t		L	e	a	d
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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>1/24/19</u>
Registrar <u></u>	Date <u>1-24-19</u>
College Curriculum Chair <u></u>	Date <u>28 JAN 19</u>
Graduate Council Chair <u></u>	Date <u>2/22/19</u>

College: Business

Alpha Designator/Number:MPNA 743

Change in CATALOG TITLE: ☐ YES ☒ NO

From

[illegible]

To

[illegible]

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From:

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To

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☐ YES☒ NO

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☐ YES☒ NO

From:

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To

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From Grade To Credit/No Credit

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☐ YES☒ NO

From

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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 5 hours

To 6 hours

Change in COURSE CONTENT: ☒ YES ☐ NO

From Current content remains.

To Additional content:

A) Culturally competent: assessing, planning, implementing, and administering anesthesia care for patients based on culturally relevant information.
B) Wellness and Substance Use Disorder (SUD): importance of wellness to health care professionals, healthy lifestyles, coping mechanisms, identification and intervention of SUD and reentry into the workplace after treatment for SUD.

Rationale These topics were added as new accreditation standards for Nurse Anesthesia Doctorate Programs (COA).

Request for Graduate Course Change-Page 4

College: Business

Department: MPNA

Course Number/Title MPNA 743

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

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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 NUMBER CHANGE

Department: MPNA

Current Course Number/Title: MPNA 743 Applied Nurse Anesthesia Management, Leadership, Professional Aspects

New Course Number:

Rationale:

Catalog Description:

Credit hours: 6 hours

Request for Graduate Course Change

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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: BusinessDept/Division: MPNACurrent Alpha Designator/Number: MPNA 745AContact Person: Margie McInerneyPhone: 62675

CURRENT COURSE DATA:

Course Title: Advanced Principles Pediatrics for Nurse Anesthetists

Alpha Designator/Number:

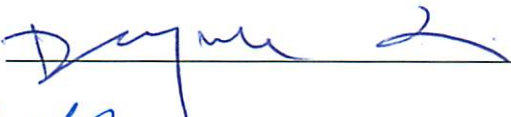



M	P	N	A		7	4	5	A	
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Title Abbreviation:

A	d	v		P	r	i	n		P	e	d		N	u	r	s	e		A	n	e	s	t	
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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>1/24/19</u>
Registrar: <u></u>	Date: <u>1/24/19</u>
College Curriculum Chair: <u></u>	Date: <u>28 JAN 19</u>
Graduate Council Chair: <u></u>	Date: <u>2/22/19</u>

Request for Graduate Course Change - Page 2

College: Business

Department/Division: MPNA

Alpha Designator/Number: MPNA 745A

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

Change in CATALOG TITLE: ☐ YES ☒ NO

From

 (limited to 30 characters and spaces)

To

If Yes, Rationale

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 1 hour

To 3 hours

Change in COURSE CONTENT: ☒ YES ☐ NO

From Current content remains.

To Additional content:

The current content being presented will be expanded upon with the addition of class time for clinical case management pertaining to the pediatric patient. The following topics will be expanded upon:

- a. Anatomy, physiology, and pathophysiology
 - 1) Normal
 - 2) Prematurity
 - 3) Congenital anomalies
- b. Pharmacology
- c. Anesthesia techniques/procedures
- d. Management of complications

Rationale

The request for an increase in the anesthesia practice content hours is in response to a recent analysis of program success and effectiveness by the faculty within the nurse anesthesia program. The program plans to use these additional hours to offer more direct anesthesia practice content, without the need to increase the total hours required for program completion. A total of fifteen (15) semester hours will be transferred toward more anesthesia practice content allowing for a greater focus on clinical case management, basic and advanced principles, and simulation labs.

Request for Graduate Course Change-Page 4

College: Business

Department: MPNA

Course Number/Title MPNA 745A

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

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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 NUMBER CHANGE

Department: MPNA

Current Course Number/Title: MPNA 745A Advanced Principles Pediatrics for Nurse Anesthetists

New Course Number:

Rationale:

Catalog Description:

Credit hours: 3 hours

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: BusinessDept/Division: MPNACurrent Alpha Designator/Number: MPNA 745BContact Person: Margie McInerneyPhone: 62675

CURRENT COURSE DATA:

Course Title: Advanced Principles Obstetrics for Nurse AnesthetistsAlpha Designator/Number:




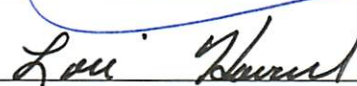
M	P	N	A		7	4	5	B	
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Title Abbreviation:

A	d	v		P	r	i	n		O	b	s	t		N	u	r	s	e		A	n	e	s	t
---	---	---	--	---	---	---	---	--	---	---	---	---	--	---	---	---	---	---	--	---	---	---	---	---

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>1/24/19</u>
Registrar <u></u>	Date <u>1/24/19</u>
College Curriculum Chair <u></u>	Date <u>28 Jan 19</u>
Graduate Council Chair <u></u>	Date <u>2/22/19</u>

Request for Graduate Course Change - Page 2

College: Business

Department/Division: MPNA

Alpha Designator/Number: MPNA 745B

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

Change in CATALOG TITLE: ☐ YES ☒ NO

From

 (limited to 30 characters and spaces)

To

If Yes, Rationale

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 1 hour

To 3 hours

Change in COURSE CONTENT: ☒ YES ☐ NO

From Current content remains.

To Additional content:

The current content being presented will be expanded upon with the addition of class time for clinical case management pertaining to the obstetric patient. The following topics will be expanded upon:

- a. Anatomy, physiology, and pathophysiology
- b. Pharmacology
- c. Anesthesia techniques/procedures
- d. High-risk parturients
- e. Nonobstetric surgery in the parturient
- f. Management of complications

Rationale The request for an increase in the anesthesia practice content hours is in response to a recent analysis of program success and effectiveness by the faculty within the nurse anesthesia program. The program plans to use these additional hours to offer more direct anesthesia practice content, without the need to increase the total hours required for program completion. A total of fifteen (15) semester hours will be transferred toward more anesthesia practice content allowing for a greater focus on clinical case management, basic and advanced principles, and simulation labs.

Request for Graduate Course Change-Page 4

College: Business

Department: MPNA

Course Number/Title MPNA 745B

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 NUMBER CHANGE

Department: MPNA

Current Course Number/Title: MPNA 745B Advanced Principles Obstetrics for Nurse Anesthetists

New Course Number:

Rationale:

Catalog Description:

Credit hours: 3 hours

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: BusinessDept/Division: MPNACurrent Alpha Designator/Number: MPNA 745CContact Person: Margie McInerneyPhone: 62675

CURRENT COURSE DATA:

Course Title: Advanced Principles Clinical Case Management SeminarAlpha Designator/Number:





M	P	N	A		7	4	5	C	
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Title Abbreviation:

A	d	v		P	r	i	n		C	l	i	n	i	c		C	a	s	e		M	g	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.
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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>1/24/19</u>
Registrar <u></u>	Date <u>1/24/19</u>
College Curriculum Chair <u></u>	Date <u>28 Jan 19</u>
Graduate Council Chair <u></u>	Date <u>2/22/19</u>

Request for Graduate Course Change - Page 2

College: Business

Department/Division: MPNA

Alpha Designator/Number: MPNA 745C

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

Change in CATALOG TITLE: ☐ YES ☒ NO

From																			(limited to 30 characters and spaces)
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[illegible]

If Yes, Rationale

Change in COURSE ALPHA DESIGNATOR:

From:

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 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 1 hour

To 6 hours

Change in COURSE CONTENT: ☒ YES ☐ NO

From Current content remains.

To Additional content:
Several content areas were identified by the faculty that need more focused and thorough didactic instruction. These content areas include:
A) Geriatric Anesthesia
B) Obesity and Anesthesia including bariatrics
C) Gastrointestinal Anesthesia
D) Musculoskeletal Anesthesia
E) Trauma and Burn Anesthesia
Also, each student will be required to lead a presentation and group discussion pertaining to a specific case. This will allow students an additional opportunity to learn from their experiences in the clinical area.

Rationale The request for an increase in the anesthesia practice content hours is in response to a recent analysis of program success and effectiveness by the faculty within the nurse anesthesia program. The program plans to use these additional hours to offer more direct anesthesia practice content, without the need to increase the total hours required for program completion. The fifteen (15) semester hours being transferred toward more anesthesia practice content will allow for a greater focus on clinical case management, basic and advanced principles, and simulation labs. Nurse anesthesia program leaders and anesthesia experts have discovered that there is great learning potential in allowing students to have an immersive experience with simulation and both real and scenario-based clinical case management. Therefore, the addition of four (4) hours has been proposed for simulation lab time and five (5) additional hours in clinical case management. The clinical case management course will offer students advance didactic instruction along with case presentations, group discussions, and simulation learning.

Request for Graduate Course Change-Page 4

College: Business

Department: MPNA

Course Number/Title MPNA 745C

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 NUMBER CHANGE

Department: MPNA

Current Course Number/Title: MPNA 745C Advanced Principles Clinical Case Management Seminar

New Course Number:

Rationale:

Catalog Description:

Credit hours: 6 hours