

Chair: Tracy Christofero

GC#6: Course Addition

Request for Graduate Course Addition

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

College: CAM

Dept/Division: SOJMC

Alpha Designator/Number: JMC 506

☒ Graded ☐ CR/NC

Contact Person: Christine Ingersoll

Phone: 740 534 3981

NEW COURSE DATA:

New Course Title: Branding

Alpha Designator/Number: J M C 5 0 6

Title Abbreviation: B r a n d i n g

(Limit of 25 characters and spaces)

Course Catalog Description: Creative direction in developing the personality, reputation, appearance and character of a great brand consistent in all aspects of a brand.

(Limit of 30 words)

Co-requisite(s):

First Term to be Offered: Spring 2019

Prerequisite(s): none

Credit Hours: 3

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

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

Dept. Chair/Division Head <u>Janet Dewley</u>	Date <u>1-31-18</u>
Registrar <u>Alexander J. Hubbard</u> 090401	Date <u>02/01/18</u>
College Curriculum Chair <u>Danna Kozlowski-Slone</u>	Date <u>2-26-18</u>
Graduate Council Chair <u>Tracy Christofero</u>	Date <u>4-10-18</u>

Request for Graduate Course Addition - Page 2

College: CAM

Department/Division: SOJMC

Alpha Designator/Number: JMC 506

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.

Christine Ingersoll

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)

- Illustrate the role of the creative (design, copy and experience) in the brand marketing mix. (Applying)
- Identify and argue the reasons behind the creative decisions employed, and how they impact the consumer's experience with the brand. (Understanding, Evaluating and Applying)
- Design a 360 brand that is not only consistent visually, but consistent in all elements that define the brand. (Creating)
- Deliver a client quality pitch through contemporary industry standards of the brand. (Creating and Evaluating)

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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.

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

See attached syllabus.

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

This is a project based course. Level of project attempted must be innovative and product produced must achieve a professional level. Graduate students will be expected to research and complete additional readings appropriate to their project.

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

See attached.

Request for Graduate Course Addition - Page 4

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: SOJMC

Course Number and Title: JMC 506 Branding

Catalog Description: Creative direction in developing the personality, reputation, appearance and character of a great brand consistent in all aspects of a brand.

Prerequisites: None

First Term Offered: Spring 2019

Credit Hours: 3

Request for Graduate Course Addition - Page 4

Marshall University Syllabus Template

Course Title/ Number	JMC 506 Branding
Semester/Year	Spring 2019
Days/Time	
Location	
Instructor	Chris Ingersoll
Office	CB 133
Phone	(740) 534-3981 cell (304) 696-6376 office
E-Mail	ingersoll@marshall.edu
Twitter	@brandingcourses
Office Hours	see attached
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to www.marshall.edu/academic-affairs/policies/ . Academic Dishonesty/Excused Absence Policy for Undergraduates/Computing Services Acceptable Use/Inclement Weather/Dead Week/Students with Disabilities/Academic Forgiveness/Academic Probation and Suspension/Academic Rights and Responsibilities of Students/Affirmative Action/Sexual Harassment

Course Description: From Catalog

Creative direction in developing the personality, reputation, appearance and character of a great brand consistent in all aspects of a brand.

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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: Illustrate the role of the creative (design, copy and experience) in the marketing mix. (Applying)	Readings, research, discussions, collaborative work, real-world practice, audio and video content, case studies and industry white papers.	Client Project - in exercising the communication of characteristics, values, and attributes that clarify what a particular brand is and is not.
Students will: Identify and argue the reasons behind the creative decisions employed and how they impact the consumer's experience with the brand. (Understanding, Evaluating and Applying)	Readings, research, discussions, collaborative work, real-world practice, audio and video content, case studies and industry white papers.	Client Project - in exercising the communication of characteristics, values, and attributes that clarify what a particular brand is and is not.
Students will: Design a 360 brand that is not only consistent visually, but consistent in all elements that define the brand. (Creating)	Readings, research, discussions, collaborative work, real-world practice, audio and video content, case studies and industry white papers.	Client Project - in exercising the communication of characteristics, values, and attributes that clarify what a particular brand is and is not.
Students will: Deliver a client quality pitch through contemporary industry standards of the brand. (Creating and Evaluating)	Readings, research, discussions, collaborative work, real-world practice, audio and video content.	Client Project - in exercising the communication of characteristics, values, and attributes that clarify what a particular brand is and is not.

Required Texts, Additional Reading, and Other Materials

There is no required text for this course. All learning materials will be provided on MU Online. In addition to the materials on MU Online students will be expected to research and select readings appropriate to their projects.

Request for Graduate Course Addition - Page 4

Unit Objectives

The School of Journalism and Mass Communications Learning Outcomes have been established with consensus of the faculty for all majors in the academic unit. Curriculum in the school ensures that students are able to:

1. understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
2. prepare and disseminate oral and written communications in Standard American English which include:
 - understanding concepts and applying theories in the use and presentation of images and information.
 - writing correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
 - conducting research and evaluating information by methods appropriate to the communications professions in which they work;
 - critically evaluating their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
 - synthesizing information from primary and secondary sources
3. apply basic numerical and statistical concepts;
4. articulate the ethical responsibilities with which professional communicators must concern themselves and work ethically in pursuit of truth, accuracy, fairness and diversity;
5. demonstrate fundamental skills that show competency in and ability to be employed in a mass communications field including:
 - thinking critically, creatively and independently;
 - understanding of the history and role of professionals and institutions in shaping communications; and
 - understanding of the diversity of groups in a global society in relationship to communications;
6. apply tools and technologies appropriate for the communications professions in which they will work.

Course Requirements/Due Dates

See attached Schedule, Grades as well as MU Online.

Due Dates

Work is due on the date stated on MU Online or at class meeting. There is no grace period. Work not submitted on the date and by the time due will not be eligible for points and will earn a score of 0 in the grade book. A Marshall University Dean's Excuse is required to make-up any missed work (*see college catalog*).

Dean's Excuse

Late work will only be granted with a Dean's Excuse. "The student who seeks an excused absence must do so immediately after the event/activity/incident by following these guidelines. Whenever time permits, such as for University activities scheduled well in advance, the excuse must be obtained and presented to the instructor prior to the absence." (*See University Policies above*)

Request for Graduate Course Addition - Page 4

Attendance

Attendance is required for each and every class and the entire class period. Missing two or more classes without a Dean's Excuse will result in a full letter grade deduction. Each class miss after two classes without a Dean's Excuse will result in a further letter grade deduction.

(1) missed class = If current grade is an B = no penalty.

(2) missed classes = If current grade is a B grade will drop to a C.

Every missed class after 2, grade will drop one full letter grade.

Plagiarism

All work produced in this course is considered "public" and is used for purposes of teaching and evaluation. This includes the use of student work as a model for future students and courses, and the submission of student work to online plagiarism detection services. **Cheating and plagiarism can result in an F for this course.** All work submitted must be of the student's own creation and in their own words. Tracing artwork or duplicating layouts may violate the owner's copyright and is prohibited. All work submitted is expected to be completed during this semester. Work produced for other classes, jobs, or internships, will not be accepted. Using copyrighted materials as part of an assignment is prohibited. Academic dishonesty is a serious matter. See Undergraduate Catalog for Marshall University's policy on academic dishonesty. It is the student's responsibility to be aware of Marshall University Academic Policies. (See University Policies above)

Grading Policy

See attached.

Course Schedule

The course is divided into weeks. See attached Schedule and MU Online for each week's responsibilities and content. MU Online will be used extensively for this course.

School of Journalism and Mass Communications Diversity Statement

This statement affirms the W. Page Pitt School of Journalism and Mass Communications' commitment to an environment of teaching and learning which recognizes and welcomes diversity of race, color, culture, sex, sexual orientation, age, religion, national origin, marital status and economic, political and ethnic backgrounds. Consistent with Marshall University's dedication to this principle, the School of Journalism and Mass Communications is committed to developing the potential of all students by creating and maintaining an environment that promotes and fosters understanding in a multicultural, global community. The dean and faculty believe that a diverse faculty, staff and student population value differences and similarities among people and supports the mission of the organization.

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TUESDAY

LEARNING

WEEK 1 month/date	Course Map + Select Branding Clients
WEEK 2 month/date	Brand vs Product + Brand Types + Brand Personality
WEEK 3 month/date	Rebranding, Brand Extension + New Brands+ Brand Promise
WEEK 4 month/date	Design Process + Creative Brief
WEEK 5 month/date	Rebrand Designs Gone Wrong + Powerful Brand Designs Crit - BRIEFS
WEEK 6 month/date	360 Branding + Visual Identity + Thumbs
WEEK 7 month/date	Copywriting (tone and UX) + Advertising Crit - THUMBS
WEEK 8 month/date	Package Design - Roughs
WEEK 9 month/date	Brand Journalism + Storytelling
WEEK 10 month/date	Cross Channel + Multi-Channel Design + Comps Crit - ROUGHS
WEEK 11 month/date	Visualizing Data Crit - COMPS
WEEK 12 month/date	Crit - COMPS
WEEK 13 month/date	Agencies and Clients Crit - COMPS
WEEK 14 month/date	BREAK
WEEK 15 month/date	Crit - PITCH
WEEK 16 month/date	Crit - COMPS + PITCH
FINAL month/date	6:30 until 8:30 PM

Branding

JMC 508

schedule of le

arning + practice

PRACTICE

Brief

(individual - 25pts) submit to MU Online by the end of the day o

n ...

Thumbs

(individual - 25pts) submit to MU Online by the end of the day o

n ...

Comps

(teams within the agency - 25pts) submit to MU Online by the e

nd of the day on ...

Team Brief, Team Comps, Team Pitch

(as an agency - 25pts) submit to MU Online by the end of the d

ay on ...

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Brand Networks. "The Instagram Advertiser's Playbook: A Big Brand's Guide to a Quick Launch and Fast Results." 2016. (whitepaper).

Bringhurst, Robert. *The Elements of Typographic Style*. Version 3.1. Hartley & Marks. 2005.

FedEx Corporate Identity Quick Reference Guide. 2009 (Branding Manual).

Fox, Stephen. *The Mirror Makers*, Random House. NY, NY. 1984.

Gad, Thomas. *Customer Experience Branding*. Kogan Page. 2016.

Hightail. "Is Your Brand-Agency Relationship Complicated? 5 Ways to Work Together and Keep the Love Alive". 2016. (course content).

Icons of the American Marketplace: Consumer brand excellence. American Benchmark Press. 2007.

Interbrand. "What Makes Brands Great: A Chapter from *Brands and Branding an Economist Book*". Interbrand. April 2004. (whitepaper).

Instagram Partner. "The Future of Instagram Advertising: Staying Ahead of the Social Curve." 2016. (whitepaper + course content).

Martin, Bella & Hanington, Bruce. *Universal Methods of Design: 100 ways to research complex problems, develop innovate ideas, and design effective solutions*. Rockport. 2012.

Netbase, Enterprise Social Analytics. "Social Media Industry Repot 2016: Restaurant Brands". 2016 (whitepaper).

NetBase Live. "When Your Brand is in Crisis: How to Track Reputation Repair on Social Media". 2016. (course content).

Nielsen Identity Guide. nd. (Branding Manual)

Olins, Wally. *Wally Olins on Brand*. Thames & Hudson. 2004.

Princeton University Press Identity Guidelines. nd. (Branding Manual)

Rightside. "Domains for Every Name: Essential Tools to Guide Discovery of Your Brand, Products, and Content." 2016. (whitepaper).

SapeintNitro and Adobe. "Finding the Plays for Success in Cross-channel Campaign Management." 2016. (whitepaper).

Spaeth, Tony. "Brand Renewals: Some creative leaps- and a few head-scratchers". The Conference Board Review. March/April 2007.

Spaeth, Tony. "Do Logos Really Matter." Across the Board. March, 1994.

Spaeth, Tony. "Honors to the Bold." Across the Board. March/April, 2003.

Spaeth, Tony. "Rebranded." Across the Board May/June 2005.

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Spredfast. "Social Shopping Trends: How the Visual Web is Disrupting the Path to Purchase." 2016. (course content).

Stenzel Shepard, Julia. *The Brand IDEA: Managing Nonprofit Brands with Integrity, Democrats and Affinity*. Jossey-Bass. 2013.

Target Branding & Sponsorship Guidelines. nd. (Branding Manual)

UPS Brand Guidelines - Media Professionals. 2009. (Branding Manual)

Yohn Lee, Denise. *What Great Brands Do: The Seven Brand-Building Principles that Separate the Best from the Rest*. Jossey-Bass. 2014.

Chair: Tracy Christofero

GC#7: Course Change

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: CAM

Dept/Division: SOJMC

Current Alpha Designator/Number: JMC 508

Contact Person: Allyson Goodman

Phone: 304-696-6025

CURRENT COURSE DATA:

Course Title: Strategic Communications Research

Alpha Designator/Number:

J M C 5 0 8

Title Abbreviation:

S t r a t e g i c C o m m R e s e a r c h

1. Complete this **five** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator, course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet as well as the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*).
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.

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

Dept. Chair/Division Head <u><i>Janet Beasley</i></u>	Date <u><i>1-31-18</i></u>
Registrar <u><i>Allyson Goodman</i></u>	Date <u><i>02/01/18</i></u>
College Curriculum Chair <u><i>Hanna Kozlowski Stone</i></u>	Date <u><i>2-26-18</i></u>
Graduate Council Chair <u><i>Tracy Christofero</i></u>	Date <u><i>4-10-18</i></u>

Request for Graduate Course Change - Page 2

College: CAM

Department/Division: SOJMC

Alpha Designator/Number: JMC 508

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

Change in CATALOG TITLE: ☒ YES ☐ NO

From

S	t	r	a	t	e	g	i	c		C	o	m	m		R	e	s	e	a	r	c	h							
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 (limited to 30 characters and spaces)

To

R	e	s	e	a	r	c	h		a	n	d		A	n	a	l	y	t	i	c	s								
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If Yes, Rationale

This course is an expansion and update of JMC 408 to match the content with the outcomes of the new merged Advertising/Public Relations major and bring the course in line with new industry standards. This course will focus on the development of student's research and analysis skills with emphasis on the use of data and research methods and knowledge of social and digital media metrics to inform and measure advertising and public
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Change in COURSE ALPHA DESIGNATOR:

From:

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 To

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☐ YES ☒ NO

If Yes, Rationale

Change in COURSE NUMBER: ☐ YES ☒ NO

From:

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 To:

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If Yes, Rationale

Change in COURSE GRADING

From ☐ Grade To ☐ Credit/No Credit

Rationale

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

From

The course will include lectures, readings, discussions and projects on the resources and techniques used to obtain information by strategic communications decision-makers for advertising and public relations program planning

To

Introduction to methods and tools used to monitor, inform and evaluate advertising-public relations decisions including applications of research methods and analytics.

If Yes Rationale

This course is an expansion and update of JMC 408 to match the content with the outcomes of the new merged Advertising-Public Relations major and bring the course in line with new industry standards.

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: CAM _____

Department: SOJMC _____

Course Number/Title JMC 508 Strategic Communications Research _____

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: SOJMC

Current Course Number/Title: JMC 508 Strategic Communications Research

New Course Title: Research and Analytics

Rationale:

This course is an expansion and update of JMC 408 to match the content with the outcomes of the new merged Advertising-Public Relations major and bring the course in line with new industry standards.

Catalog Description:

Introduction to methods and tools used to monitor, inform and evaluate advertising-public relations decisions including applications of research methods and digital analytics.

COURSE DESCRIPTION CHANGE

Department: SOJMC

Current Course Number/Title: JMC 508 Strategic Communications Research

New Course Title: Research and Analytics

Rationale:

This course is an expansion and update of JMC 408 to match the content with the outcomes of the new merged Advertising-Public Relations major and bring the course in line with new industry standards.

Course Description: (old)

The course will include lectures, readings, discussions and projects on the resources and techniques used to obtain information by strategic communications decision-makers for advertising and public relations program planning

Course Description: (new)

Introduction to methods and tools used to monitor, inform and evaluate advertising-public relations decisions including applications of research methods and digital analytics.

Catalog Description:

Introduction to methods and tools used to monitor, inform and evaluate advertising-public relations decisions including applications of research methods and digital analytics.

Chair: Tracy Christofero

GC#7: Course Change

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: CAM

Dept/Division: SOJMC

Current Alpha Designator/Number: JMC 515

Contact Person: Allyson Goodman

Phone: 304-696-6025

CURRENT COURSE DATA:

Course Title: Advertising Strategy and Execution

Alpha Designator/Number:

J M C 5 1 5

Title Abbreviation:

A d v e r s t r a t e g y & E x e c u t i o n

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><i>Janet Beaulieu</i></u>	Date <u><i>1-31-18</i></u>
Registrar <u><i>Allyson Goodman</i></u> 090401	Date <u><i>02/01/18</i></u>
College Curriculum Chair <u><i>Danna Kozlowski-Slone</i></u>	Date <u><i>2/26/18</i></u>
Graduate Council Chair <u><i>Tracy Christofero</i></u>	Date <u><i>4-10-18</i></u>

Request for Graduate Course Change - Page 2

College: CAM

Department/Division: SOJMC

Alpha Designator/Number: JMC 515

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

Change in CATALOG TITLE: ☒ YES ☐ NO

From

A	D	V	E	R	S	T	R	A	T	E	G	Y	&	E	X	E	C	U	T	I	O	N								
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 (limited to 30 characters and spaces)

[illegible]

If Yes, Rationale	This course is an expansion and update of JMC 515 to fulfill the outcomes of the new merged Advertising-Public Relations major and bring the course in line with new industry standards. This course will focus on the development of student's problem-solving and communication strategy skills with emphasis on critical thinking, content creation, research and analysis skills.
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Change in COURSEALPHADESIGNATOR:

From: To: ☐ YES ☒ NO

If Yes, Rationale

Change in COURSE NUMBER: ☐ YES ☒ NO

From:

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 To:

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If Yes, Rationale

Change in COURSE GRADING

From Grade To Credit/No Credit

Rationale

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

From Analyzing advertising problems in a case study approach, proposing a strategic solution, and implementing the strategy. Students must write and produce advertisements for a variety of media.

To	Students will analyze advertising-public relations content problems, propose strategic solutions, create content and present strategies. Students will write, design and produce content for a variety of media. 3 hours
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If Yes	This course is an expansion and update of JMC 515 to fulfill the outcomes of the new merged Advertising-Public Relations major and bring the course in line with new industry standards.
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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

To

Change in COURSE CONTENT: ☐ YES ☒ NO

From

To

Rationale

Request for Graduate Course Change-Page 4

College: CAM _____

Department: SOJMC _____

Course Number/Title JMC 515 Advertising Strategy and Execution _____

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: SOJMC

Current Course Number/Title: JMC 515 Advertising Strategy & Execution

New Course Title: Content Strategy

Rationale:

This course is an expansion and update of JMC 515 to fulfill the outcomes of the new merged Advertising/Public Relations major and bring the course in line with new industry standards.

Catalog Description:

Students will analyze advertising-public relations content problems, propose strategic solutions, create content and present strategies. Students will write, design and produce content for a variety of media. 3 hours

COURSE DESCRIPTION CHANGE

Department: SOJMC

Current Course Number/Title: JMC 515 Advertising Strategy & Execution

New Course Title: Content Strategy

Rationale:

This course is an expansion and update of JMC 515 to fulfill the outcomes of the new merged Advertising/Public Relations major and bring the course in line with new industry standards.

Course Description: (old)

Analyzing advertising problems in a case study approach, proposing a strategic solution, and implementing the strategy. Students must write and produce advertisements for a variety of media.

Course Description: (new)

Students will analyze advertising-public relations content problems, propose strategic solutions, create content and present strategies. Students will write, design and produce content for a variety of media. 3 hours

Catalog Description:

Students will analyze advertising-public relations content problems, propose strategic solutions, create content and present strategies. Students will write, design and produce content for a variety of media. 3 hours

Chair: Tracy Christofero

GC#6: Course Addition

Request for Graduate Course Addition

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

College: CAM

Dept/Division: SOJMC

Alpha Designator/Number: JMC 524

Graded ☒

☐ CR/NC

Contact Person: Allyson Goodman

Phone: 304-696-6025

NEW COURSE DATA:

New Course Title: Media Strategy

Alpha Designator/Number: J M C 5 2 4

Title Abbreviation: M E D I A S T R A T E G Y

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

Focuses on the delivery of advertising - public relations messages with attention to the development of audience personas, content management and analytics for traditional, digital and social media.

Co-requisite(s):

First Term to be Offered: Spring 2019

Prerequisite(s):

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

Janet Rowley

Date

1-31-18

Registrar

Alexander J. Mulholland

090401

Date

02/01/18

College Curriculum Chair

Dan Kozlowski-Slow

Date

2/26/18

Graduate Council Chair

Christofero

Date

4-10-18

Request for Graduate Course Addition - Page 2

College: CAM

Department/Division: SOJMC

Alpha Designator/Number: JMC 524

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.

Allyson Goodman, Janet Dooley

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

See Attached

Request for Graduate Course Addition - Page 3

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

See attached

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

See attached

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

See attached

Request for Graduate Course Addition - Page 4

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

Course evaluation methods will be exams on readings and lectures, course exercises and a course media strategy project for a real client

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

Graduate student will prepare and present a report on a media research topic chosen from a prepared list of current media issues and topics

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

See attached.

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: SOJMC

Course Number and Title: JMC 524 Media Strategy

Catalog Description: Focuses on the delivery of advertising-public relations messages with attention to the development of audience personas, content management and analytics for traditional, digital and social media. 3 hours

Prerequisites: none

First Term Offered: Spring 2019

Credit Hours: 3

Department: SOJMC

Course Number and Title: JMC 524 Media Strategy

Catalog Description:

Focuses on the delivery of advertising-public relations messages with attention to the development of audience personas, content management and analytics for traditional, digital and social media. 3 hours.

Prerequisites: none

First Term Offered: Spring 2019

Credit Hours: 3

Request for Graduate Course Addition - Page 5
Marshall University
School of Journalism and Mass Communication

Course Title/Number	Media Strategy JMC 424/524
Semester/Year	Spring 2019
Days/Time	
Location	SH 331 or CB 135
Instructor	Allyson Goodman
Office	CB 121A
Phone	Office: 304-696-6025; Cell 304-539-3795 (Text or leave a voice message)
E-Mail	goodman4@marshall.edu
Office/Hours	TWTh 2 p.m. – 4 p.m.
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy at www.marshall.edu/academic-affairs/policies Students with Disabilities **** Affirmative Action **** Computing Services Acceptable Use Excused Absence (undergraduate) **** Academic Dishonesty **** Inclement Weather **** MU Alert

Course Description: From Catalog

Focuses on the delivery of advertising-public relations messages with attention to the development of audience personas, content management and analytics for traditional, digital and social media. 3 hours

Program Student Learning Outcomes

Six Degrees of Education: The W. Page Pitt School of Journalism and Mass Communications has six goals for your education with us. We are committed to the ideal that every graduate will:

1. Understand and apply the principles and laws of freedom of speech and press.
2. Prepare and disseminate oral and written communication by:
 - a. using and presenting images and information.
 - b. writing correctly and clearly.
 - c. conducting research and evaluating information.
 - d. critically evaluating your work and that of others.
 - e. synthesizing information.
3. Apply basic numerical and statistical concepts.
4. Articulate ethical responsibilities of the field.
5. Demonstrate competency to be employed in a mass communications field by:
 - a. thinking critically, creatively and independently.
 - b. understanding the history and roles of professionals.
 - c. understanding diversity.
6. Apply tools and technologies of the profession.

Required Texts, Additional Reading, and Other Materials

Request for Graduate Course Addition - Page 5

Geskey, R. (2017). *Media planning and buying in the 21st Century: Integrating traditional and digital media* (4th ed.). Auburn Hills, Michigan: 2020 Marketing Communications, LLC.

Course Outcomes <i>By the end of the course, you will be able to:</i>	How Accomplished in this Course	How Evaluated in this Course	Program Outcomes
1. Use media strategy concepts, terminology and measurement to compare and evaluate media channels	Lecture Assigned Readings	Exams Media exercises	#3 and #6
2. Identify the advantages and disadvantages of traditional, digital and social media channels for delivering paid, earned, owned and	Lecture Assigned Readings	Exams Media exercises	#2c, #5b, c and #4
3. Be able to analyze and apply data to advertising, public relations and marketing communications problems	Lecture Assigned Readings	Exams Media exercises Media Project	#3, #5c and #6
4. Create a media strategy that could efficiently and effectively deliver a media content to a specified audience	Lecture Assigned Reading	Media Project	#2a, b, c, d, e and #5a

Course Requirements

The course will include assignments and projects.

- **Article Assignments** require you to find publication articles, write a summary about the article and share the content with the class. You will receive points for being present for these discussions, leading the discussion about your article and participating in the discussion of articles found by your classmates.
- **Media Strategy Project** will require you to develop, write and present a media strategy for an approved client. You will be divided into groups for this project.
- **Media Strategy Exercises** are worksheets with questions and tasks related to practicing media terminology and concepts
- **Exams** will evaluate your knowledge of media terminology, theories and concepts from readings, lectures, labs and class discussions.
- **Graduate Students** will identify a relevant media issue or concern to research during the semester in consultation with the professor. Students will prepare a report and present their findings to the class.

Request for Graduate Course Addition - Page 5

Grading Policy

Assignment	Points	To calculate your grade, divide your total points by the points possible. Then apply the resulting percent to the grade scale.:
Media article assignment (5 @ 20 pts)	100	90-100=A
Media strategy project	200	80-89=B
Media strategy exercises (10 @ 15 pts)	150	70-79=C
Exams (3 @ 50 points each)	150	60-69=D
Total	600	below 60=F
Graduate media research report/presentation	200	You can keep track of your progress on MU Online. Remember these grades represent only a portion of the total points in the course.

Attendance Policy

You are expected to be on time and attend all classes. Arrange work schedules, medical appointments and other engagements to avoid missing class. Regularly attending your class is crucial to your success as a student. Class attendance is important because the reality is that you have to be there to participate and benefit from class discussions, which are structured learning events. This class will follow the university approved excused absence policy. You can review the policy here <http://www.marshall.edu/student-affairs/files/Excused-Absence-Policy-15-16.pdf>.

Unexcused absences do not meet any of the criteria listed in the university policy. You are allowed one week of unexcused absences or TWO class meetings. All unexcused absences will result in the following actions:

- If you miss two classes, expect an email/notification from me warning you that you have used your limit of unexcused absences.
- If you miss a third class, you will not be allowed to make-up work until you meet with me and develop a plan for completing work
- Subsequent missed classes will result in grade deductions and failure of the class.

For all missed classes excused or unexcused you are expected to submit your work on time and complete make-up work to obtain missed class participation points. Excessive absences excused or unexcused without completion of make-up work MAY result in a letter grade of F for the semester.

***You are considered absent if you are not present when roll is taken. Roll will be taken at the beginning of every class following any class announcements or about 5 minutes into the class period. Therefore, extreme tardiness can also constitute an absence. You may check with me at the end of class if you are tardy to see if you were counted as absent.**

Weather Policy

Most businesses do not close for poor weather unless ordered to do so by a local government. Generally it is Marshall University's policy to maintain its normal schedule, even when conditions are inclement. In those instances when it is necessary to alter the schedule in response to weather conditions this class will follow the university policy as covered in the *Undergraduate Catalog*.

ADA Statement:

Any student who requires additional accommodation for success in this course will be given that accommodation as required by law. The student must first receive documentation from the university's office of students with disabilities and provide the instructor with documentation. With proper authorization, the instructor may provide the student with additional test time, a different test location, and additional assignment time within reason and with other special assistances as deemed reasonable by Marshall University.

Request for Graduate Course Addition - Page 5

Diversity:

This course will promote an environment of teaching and learning, which recognizes and welcomes diversity of race, color, culture, gender, sexual orientation, age, religion, national origin, marital status and economic, political and ethnic backgrounds. Course lectures, discussions, assignments and exams will develop the potential of all students by creating and maintaining an environment that promotes and fosters understanding in a multicultural, global community.

Contact Policy

I welcome questions and comments. You will submit your assignments in this course via MU Online. If you can not submit online due to technical difficulties, please do not submit your assignment via email. Print your assignment and submit it at the next class meeting. My email box is quite full each day and it is easy for an assignment to be bumped out of my box or lost in the clutter. You can contact me phone or text if you have questions or problems submitting work at any time. Always leave a message if I don't answer. I will return your call or text a.s.a.p. Generally, I answer my email and online inbox once a day. Please keep this in mind when you send questions. If you send a question late in the day before an assignment is due, you will probably not receive an answer prior to the assignment deadline.

Student Conduct

You will be held to the highest standards of professional conduct in your dealings with other students in the class and your professor. Failure to do so depending on the type of infraction could result in assignment failure, course failure, calling you out in front of the class, being asked to leave class for the day resulting in loss of class participation points and/or having your final grade lowered in cases of extreme or repeated violations. Issues of student conduct include, but are not limited to cheating (which includes plagiarism, copying work of others and having others do your work. See University regulations on academic dishonesty in the *Undergraduate Catalog*), tardiness, leaving class early or frequent breaks during class, disruptive use of technology (you may use technology devices for note-taking or to complete in-class assignments.) improper classroom behavior and video or audio recording without prior permission from the professor.

My Job

I will organize and direct the class, come to class prepared to present material and lead discussion, provide an opportunity for clarification of materials, provide opportunities for individual contact and use fair evaluation standards for your performance.

Your Job

You are responsible for attending class regularly, being on time, being prepared for the topic of the day and taking notes that will focus your concentration, help your comprehension, allow for personal application of course materials and establish a record to use for study. You must complete all assigned work and take all exams/quizzes. Attendance alone will not earn you a passing grade in the class. You also are expected to show regard for your colleagues—stay seated, be attentive and refrain from personal conversations during class.

Request for Graduate Course Addition - Page 5

Outline for Media Strategy Course

Part I: INTRODUCTION

1. Media business in 21st Century

Examines the history and change in media business

2. Advertising, Public Relations and Integrated Marketing Communications

Examines the relationship between these three key communications professions

3. Media Communication Models

Examines models or theories about how media strategy works.

4. Media Law and Ethics

One of the greatest threats to internet advertising is fraud, costing advertisers \$11-15 billion annually.

Part II: MEDIA CONCEPTING

5. Situation Audit

Use of research to reviewing current media strategy, competitor strategy and media environment, SWOT

6. Media Strategy Considerations

Geographic, timing/scheduling, matching media to sales, seasonality,

7. Media Strategy Planning

Setting objectives, developing strategies and tactics and integration with creative and promotion and cross-functional operations – CRM, Human resources, distribution

8. Developing personas and profiles

Defining and describing the desired audiences

9. Developing and charting a media mix

Advantages and planning for multimedia campaigns

10. Media Budget

Methods of developing and implementing media budgets.

11. Media Effectiveness and impact

Methods for evaluation of media success includes ROI, impact, evaluation metrics.

PART III: MEDIA CHANNELS: POEM (Paid, Earned, Owned and Managed)

12. Traditional Media

In spite of the digital revolution, television, radio, magazines, newspapers, out of home and direct mail still offer viable methods to deliver a message.

13. Digital Media

Internet paid media like websites, blogs, paid search, paid social, mobile, email, digital display advertising & banners and native advertising,

14. Social Media

Social media profiles and pages including social networking sites, social news sites, social bookmarking sites, and video sharing sites.

15. Earned media

Communicating through media with paying including media relations, events, tours, exhibits

16. Managed media

Managing and encouraging engagement including consumer-generated media, comments, reviews, social monitoring and listening

Part IV: COSTS AND MEASUREMENT

17. Media Measurement Basics

Request for Graduate Course Addition - Page 5

Core math tools including, percentage, index, average, etc.

18. Audiences Measurement

How media describe audiences circulation, ratings, shares, likes, posts, reach and frequency, gross impressions, gross rating points.

19. Media Buying & Negotiations

Buying considerations and negotiation procedures including cost efficiency. CPM, CPP, CPC,

20. Programmatic Buying

The process of Real Time Buying (RTB) and programmatic planning

21. Media Sales

Effective media sales people, the nature of sales opportunities, and the media selling process.

Part V: MEDIA CONTENT

22. Social media Content Creation

Traditional media messages, digital media presence, social media messaging, telling the story

23. Social media Management

Calendars, content schedules and message delivery,

24. Content Engagement

Interacting with audiences and preventing and responding to crisis content

25. Content Listening and Monitoring

Tracking content mentions, trends and managing live events.

Bibliography

- Busch, O. (Ed.). (2014). Programmatic advertising: The successful transformation to automated, data-driven marketing in real-time. Dordrecht, Switzerland: Springer International Publishing.
- Geskey, R. (2017). Media planning and buying in the 21st Century: Integrating traditional and digital media (4th ed.). Auburn Hills, Michigan: 2020 Marketing Communications, LLC.
- Katz, H. (2017). The media handbook: A complete guide to advertising media selection, planning research and buying. New York: Taylor & Francis.
- Kelly, L., Sheehan, K., & Jugenheimer, D. W. (2014). Advertising media planning: A brand management approach (4th ed.). New York: Taylor & Frances.
- Kosorin, D. Introduction to programmatic advertising. Prague, Czech Republic: Czech Publishing Exchange.
- QLuesenberry, K. A. (2016). Social media stratey: Marketing and advertising in the consumer revolution. Lanham, Maryland: Rowman & Littlefield.
- Sissors, J. Z., & Baron, R. B. (2010). Advertising Media Planning (7th ed.). New York: McGraw Hill.
- Surmanek, J. (1996). Media planning: A practifcal guide. Chicago, Illinois: NTC Business Books.
- Taylor, J. (2005). Space Race: An inside view of the future of communications planning. West Sussex, England: John Wiley & Sons, Ltd.
- Young, A. (2014). Brand media strategy: Integrated communications planning om tje digital era. New York: Palgrave Macmillan.

Request for Graduate Course Deletion

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, merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and signed hard copy.**
4. Additionally, attach a copy of your written notification and any response(s) regarding this course deletion to other Departments/Divisions which advise students to enroll in this course as a prerequisite, co-requisite, or as an approved elective.

College Arts & Media

Dept./Div. SOJMC

Contact Person Dr. Terry L. Hapney, Jr.

Phone 304-696-2735

Current Course Number and Title JMC 525, Advertising Campaigns

Rationale for Course Deletion

The changes to JMC 539, if approved, move Public Relations Campaign Management to AD-PR Campaigns. The advertising and public relations disciplines are merging nationally and internationally. The consolidation of the advertising and public relations capstones mirrors that movement in the disciplines.

This change aligns the outcomes of the new merged Advertising-Public Relations major and brings the course in line with new industry standards.

A national survey of advertising and public relations professionals conducted by the Marshall University advertising-public relations faculty demonstrates the importance of bringing advertising and public relations students together for their capstone course experience. This course will continue to allow students to research, plan, implement, and evaluate public relations campaigns for clients, while expanding the same in the area of advertising. This merging of the capstone campaigns class will make the campaigns carried out for organizations throughout the region even stronger.

The changes to this course are also recommended by an industry expert on the Commission on Public Relations Education, as well as a key public relations-advertising accrediting team member with the Accrediting Council on Education in Journalism and Mass Communications—with whom the faculty consulted.

Final term and year this course is to be offered: Fall 20 ☐ Spring 20 18 Summer 20 ☐

Course being ADDED in place of this DELETION. NOTE: A course ADDITION request form is also required.

Course Number and Title JMC 539 (See Course Change Paperwork)

Credit Hrs. 3

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

Dept. Chair/Division Head

Janet Rowley

Date 1-31-18

Registrar

Alan A. Huber

070401

Date 02/01/18

College Curriculum Chair

Hanna Kozlowski-Slom

Date 2/26/18

Graduate Council Chair

Christofero

Date 4-10-18

Request for Graduate Course Deletion-Page 2

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

Department:

Course Number and Title:

Rationale for deletion:

Final Term Offered:

Courses added (*if any*):

Department: SOJMC

Course Number and Title: JMC 425, Advertising Campaigns

Rationale for deletion: The changes to JMC 539, if approved, move Public Relations Campaign Management to AD-PR Campaigns. The advertising and public relations disciplines are merging nationally and internationally. The consolidation of the advertising and public relations capstones mirrors that movement in the disciplines.

This change aligns the outcomes of the new merged Advertising-Public Relations major and brings the course in line with new industry standards.

A national survey of advertising and public relations professionals conducted by the Marshall University advertising/public relations faculty demonstrates the importance of bringing advertising and public relations students together for their capstone course experience. This course will continue to allow students to research, plan, implement, and evaluate public relations campaigns for clients, while expanding the same in the area of advertising. This merging of the capstone campaigns class will make the campaigns carried out for organizations throughout the region even stronger.

The changes to this course are also recommended by an industry expert on the Commission on Public Relations Education, as well as a key public relations-advertising accrediting team member with the Accrediting Council on Education in Journalism and Mass Communications--with whom the faculty consulted.

Final Term Offered: Spring 2018

Courses added (if any): JMC 539 (see course change paperwork)

(32)

Chair: Tracy Christofero

GC#7: Course Change

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: Arts & Media Dept/Division: SOJMC Current Alpha Designator/Number: JMC 532

Contact Person: Tijah Bumgarner Phone: 3046962726

CURRENT COURSE DATA:

Course Title: Corporate & Instructional Video

Alpha Designator/Number: JMC 532

Title Abbreviation:

- 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 courses 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>Jamett Daubay</u>	Date <u>1-31-18</u>
Registrar <u>Adam J. Huland</u> 090401	Date <u>02/01/18</u>
College Curriculum Chair <u>Hanna Kozlowich-Sloan</u>	Date <u>2/26/18</u>
Graduate Council Chair <u>Christofero</u>	Date <u>4-10-18</u>

Request for Graduate Course Change - Page 2

College: Arts & Media

Department/Division: SOJMC

Alpha Designator/Number: JMC 532

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

Change in CATALOG TITLE: ☒ YES ☐ NO

From Corporate & Instructional Vid

(limited to 30 characters and spaces)

To AD-PR Video Production

If Yes, Rationale

Because of the use of language of Corporate and Instructional, students may not understand the encompassing ways of using video across many programs. This name change will open up the capabilities of utilizing video across the School of Journalism and Mass Communications. To this, the course will appeal to more students.

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

Development of the use of video communication and instruction in business, agencies, and education. Production and utilization of video units for specific objectives.

To

Students will create and produce various informational, promotional, and training videos for companies and organizations. Students will learn to make and critique AD-PR videos that inform, persuade, and entertain. PR: JMC 260

If Yes
Rationale

It needed to be written to incorporate some specifics of what will be done in the class.

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: Arts & Media

Department: SOJMC

Course Number/Title JMC 532 Corporate & Instructional Video

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.

BA - Video Production - Arts & Media, Art & Design

2. **COURSE DELETION:** List any courses that will be deleted because of this change. A *Course Deletion* form is also required. Enter

Not Applicable

NOT APPLICABLE if not applicable.

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

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: School of Journalism and Mass Communications

Current Course Number/Title: JMC 532 Corporate and Instructional Video

New Course Title: AD-PR Video Production

Rationale: Because of the use of language of Corporate and Instructional, students may not understand the encompassing ways of using video across many programs. This name change will open up the capabilities of utilizing video across the School of Journalism and Mass Communications. To this, the course will appeal to more students.

Catalog Description: Development of the use of video communication and instruction in business, agencies, and education. Production and utilization of video units for specific objectives.

COURSE DESCRIPTION CHANGE

Department: School of Journalism and Mass Communications

Course Number and Title: JMC 532 Corporate and Instructional Video

Rationale: The course description needed to be updated to incorporate the specifics of what happens in the class.

Course Description (old) Development of the use of video communication and instruction in business, agencies, and education. Production and utilization of video units for specific objectives.

Course Description: (new) Catalog Description: Students will create and produce various informational, promotional, and training video for companies and organizations. Students will learn to make and critique AD-PR videos that inform, persuade, and entertain. PR: JMC 260

#15

Chair: Tracy Christofero

GC#7: Course Change

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: Arts & Media

Dept/Division: SOJMC

Current Alpha Designator/Number: JMC 537

Contact Person: Dr. Terry L. Hapney, Jr.

Phone: 304-696-2735

CURRENT COURSE DATA:

Course Title: Public Relations Writing

Alpha Designator/Number: JMC 537

Title Abbreviation: Public Relations Writing

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>Jenot Naulby</u>	Date <u>1-31-18</u>
Registrar <u>Alfred F. Hinkel</u> <u>050401</u>	Date <u>02/01/18</u>
College Curriculum Chair <u>Hanna Kozlowski Slom</u>	Date <u>2/26/18</u>
Graduate Council Chair <u>Christofero</u>	Date <u>4-10-18</u>

Request for Graduate Course Change - Page 2

College: Arts & Media

Department/Division: SOJMC

Alpha Designator/Number: JMC 537

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

Change in CATALOG TITLE: ☒ YES ☐ NO

From Public Relations Writing

(limited to 30 characters and spaces)

To Public Relations Planning

If Yes, Rationale

See attached.

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 Theory and practice of various writing challenges encountered by public relations practitioners.
Some consideration of publications design.

To Public relations planning, writing, and pitching of strategies and tactics to clients.

If Yes
Rationale

See attached.

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: Arts & Media _____

Department: SOJMC _____

Course Number/Title JMC 537 _____

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:

See attached

Rationale:

This change in description better reflects the nature of this public relations course, emphasizing the planning, writing, and pitching stages--including the development and pitching of public relations strategies and tactics to actual clients.

A national survey of advertising and public relations professionals conducted by the Marshall University advertising-public relations faculty demonstrates the importance of preparing future public relations practitioners in the areas of public relations planning, the continued emphasis on strong PR writing skills, and the important aspect of pitching ideas to a client in a professional setting.

The changes to this course are also recommended by an industry expert on the Commission on Public Relations Education, as well as a key public relations-advertising accrediting team member with the Accrediting Council on Education in Journalism and Mass Communications--with whom the faculty consulted.

COURSE DESCRIPTION CHANGE

Department: SOJMC

Course Number and Title: JMC 537, Public Relations Writing

Rationale:

This change in description better reflects the nature of this public relations course, emphasizing the planning, writing, and pitching stages--including the development and pitching of public relations strategies and tactics to actual clients.

A national survey of advertising and public relations professionals conducted by the Marshall University advertising/public relations faculty demonstrates the importance of preparing future public relations practitioners in the areas of public relations planning, the continued emphasis on strong PR writing skills, and the important aspect of pitching ideas to a client in a professional setting.

The changes to this course are also recommended by an industry expert on the Commission on Public Relations Education, as well as a key public relations/advertising former accrediting team member with the Accrediting Council on Education in Journalism and Mass Communications--with whom the faculty consulted.

Course Description (old)

Theory and practice of various writing challenges encountered by public relations practitioners. Some consideration of publications design.

Course Description (new)

Public relations planning, writing, and pitching of strategies and tactics to clients.

Catalog Description:

Public relations planning, writing, and pitching of strategies and tactics to clients.

COURSE TITLE CHANGE

Department: SOJMC

Course Number and Title: JMC 537, Public Relations Writing

New Course Title: Public Relations Planning

Rationale:

This change in description better reflects the nature of this public relations course, emphasizing the planning, writing, and pitching stages--including the development and pitching of public relations strategies and tactics to actual clients.

A national survey of advertising and public relations professionals conducted by the Marshall University advertising/public relations faculty demonstrates the importance of preparing future public relations practitioners in the areas of public relations planning, the continued emphasis on strong PR writing skills, and the important aspect of pitching ideas to a client in a professional setting.

The changes to this course are also recommended by an industry expert on the Commission on Public Relations Education, as well as a key public relations/advertising former accrediting team member with the Accrediting Council on Education in Journalism and Mass Communications--with whom the faculty consulted.

Catalog Description:

(Old) Theory and practice of various writing challenges encountered by public relations practitioners.

Some consideration of publications design.

Chair: Tracy Christofero

GC#7: Course Change

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: Arts & MediaDept/Division: SOJMCCurrent Alpha Designator/Number: JMC 539Contact Person: Dr. Terry L. Hapney, Jr.Phone: 304-696-2735**CURRENT COURSE DATA:**Course Title: Public Relations Campaign ManagementAlpha Designator/Number: JMC 539Title Abbreviation: Public Relations Campaign Management

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>Janet Dauby</u>	Date <u>1-31-18</u>
Registrar <u>Alexis J. Hall</u> <u>050401</u>	Date <u>02/01/18</u>
College Curriculum Chair <u>Hanna Kozlowski & Lane</u>	Date <u>2/26/18</u>
Graduate Council Chair <u>Tracy Christofero</u>	Date <u>4-10-18</u>

Request for Graduate Course Change - Page 2

College: Arts & Media

Department/Division: SOJMC

Alpha Designator/Number: JMC 539

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

Change in CATALOG TITLE: ☒ YES ☐ NO

From Public Relations Campaign Management

(limited to 30 characters and spaces)

To AD-PR Campaigns

If Yes, Rationale See attached.

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 Applying the four-step public relations process to an organization's program or campaign. Includes execution of public opinion research and development of original communication tools. Competitive agency model generally used. Capstone experience.

To Students function as an AD-PR firm that researches, plans, implements, and evaluates advertising and public relations campaigns for clients.

If Yes
Rationale See attached.

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

This course allows students to research, plan, implement, and evaluate public relations campaigns for clients.
--

To

This course will continue to allow students to research, plan, implement, and evaluate public relations campaigns for clients, while expanding the same in the area of advertising. This merging of the capstone campaigns class will make the campaigns carried out for organizations throughout the region even stronger.

Rationale

See attached.

Request for Graduate Course Change-Page 4

College: Arts & Media

Department: SOJMC

Course Number/Title JMC 539/Public Relations Campaign Management

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.

JMC 525--Advertising Campaigns

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:

See attached.

COURSE DESCRIPTION CHANGE

Department: SOJMC

Course Number and Title: JMC 539, Public Relations Campaign Management

Rationale:

The advertising and public relations disciplines are merging nationally and internationally. The consolidation of the advertising and public relations capstones mirrors that movement in the disciplines.

This change aligns the outcomes of the new merged Advertising-Public Relations major and brings the course in line with new industry standards.

A national survey of advertising and public relations professionals conducted by the Marshall University advertising-public relations faculty demonstrates the importance of bringing advertising and public relations students together for their capstone course experience. This course will continue to allow students to research, plan, implement, and evaluate public relations campaigns for clients, while expanding the same in the area of advertising. This merging of the capstone campaigns class will make the campaigns carried out for organizations throughout the region even stronger.

The changes to this course are also recommended by an industry expert on the Commission on Public Relations Education, as well as a key public relations-advertising accrediting team member with the Accrediting Council on Education in Journalism and Mass Communications--with whom the faculty consulted.

Course Description (old)

Applying the four-step public relations process to an organization's program or campaign. Includes execution of public opinion research and development of original communication tools. Competitive agency model generally used. Capstone experience.

Course Description (new)

Students function as an AD-PR firm that researches, plans, implements, and evaluates advertising and public relations campaigns for clients.

Catalog Description:

Students function as an AD-PR firm that researches, plans, implements, and evaluates advertising and public relations campaigns for clients.

COURSE TITLE CHANGE

Department: SOJMC

Current Course Number/Title: JMC 539, Public Relations Campaign Management

New Course Title: AD-PR Campaigns

Rationale:

The advertising and public relations disciplines are merging nationally and internationally. The consolidation of the advertising and public relations capstones mirrors that movement in the disciplines.

This change aligns the outcomes of the new merged Advertising-Public Relations major and brings the course in line with new industry standards.

A national survey of advertising and public relations professionals conducted by the Marshall University advertising/public relations faculty demonstrates the importance of bringing advertising and public relations students together for their capstone course experience. This course will continue to allow students to research, plan, implement, and evaluate public relations campaigns for clients, while expanding the same in the area of advertising. This merging of the capstone campaigns class will make the campaigns carried out for organizations throughout the region even stronger.

The changes to this course are also recommended by an industry expert on the Commission on Public Relations Education, as well as a key public relations-advertising accrediting team member with the Accrediting Council on Education in Journalism and Mass Communications--with whom the faculty consulted.

Catalog Description:

(old) Applying the four-step public relations process to an organization's program or campaign. Includes execution of public opinion research and development of original communication tools. Competitive agency model generally used. Capstone experience.

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: Arts & Media

Dept/Division: SOJMC

Alpha Designator/Number: JMC 586

☒ Graded☐ CR/NC

Contact Person: Janet Dooley

Phone: 696-2734

NEW COURSE DATA:

New Course Title: Environmental Mass Communications

Alpha Designator/Number:

J M C 5 8 6

Title Abbreviation:

E n v i r o n m e n t a l M a s s C o m m

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

Identifying, analyzing and discussing issues that challenge environmental communications, strategizing the creation of comprehensible environmental messages and examining philosophies that underpin environmental communications.

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

Janet Dooley

Date

1-31-18

Registrar

*Allyson J. Vukobrat**050401*

Date

2/1/18

College Curriculum Chair

Dan Kofrowski-Slone

Date

2/26/18

Graduate Council Chair

Christofero

Date

4-10-18

Request for Graduate Course Addition - Page 2

College: Arts and Media

Department/Division: SOJMC

Alpha Designator/Number: JMC 586

568-2K

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.

Janet Dooley, Rob Rabe

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)

Included in attached course outline

Request for Graduate Course Addition - Page 3

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

Included in attached course outline

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

Included in course outline.

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

The course is designed as a seminar that will combine lecture with student discussion.

Request for Graduate Course Addition - Page 4

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

The course requirements for graduate students are three reaction papers, a book review, a term project, submission of original discussion/research questions based on each week's reading assignments, direction of discussion for at least one class and general participation in the discussions.

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

The additional graduate assignments are the discussion/research questions to be submitted for 10 of 12 weeks designated for discussion and direction of the discussion for at least one class.

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

Attached as a separate document.

Request for Graduate Course Addition - Page 5

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

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Journalism and Mass Communications

Course Number and Title: JMC 588 Environmental Mass Communications

Catalog Description: Identifying, analyzing and discussing issues that challenge environmental communications, strategizing the creation of comprehensible environmental messages and examining philosophies that underpin environmental communications.

Prerequisites: none

First Term Offered: Fall 2019

Credit Hours: 3

Environmental Mass Communications Bibliography

Belz, F. M. & Peattie, K. (2012). *Sustainability Marketing: A Global Perspective* (2nd ed.). New York: Wiley.

Boyce, T. & Lewis, J. (2009). *Climate Change and the Media*. Bern, Switzerland: Peter Lang Inc., International Academic Publishers.

Boykoff, M. T. (2011). *Who Speaks for the Climate?: Making Sense of Media Reporting on Climate Change*. Cambridge, Cambridge University Press.

Carson, R, and Leer, L. (2002) *Silent Spring* (2nd ed.). Boston: Houghton Mifflin Harcourt.

Dunaway, F. (2015). *Seeing Green: The Use and Abuse of American Environmental Images* (4th ed.). Chicago: University of Chicago Press.

Dunaway, F, (2008). *Natural Visions: The Power of Images in American Environmental Reform*. Chicago: University of Chicago Press.

Eubanks, P. (2017). *The Troubled Rhetoric and Communication of Climate Change: The argumentative situation*. New York: Routledge.

Hansen, A. (2010). *Environment, Media and Communications*. London: Routledge.

Harrison, E. B. (2008). *Corporate Greening 2.0*. Exter, NH: PublishingWorks.

Harrison, E. B. (1993). *Going Green: How to Communicate Your Company's Environmental Commitment*. New York: Irwin Professional Publishing.

Hammond. P. (2017). *Climate Change and Post-Political Communication: Media, Emotion and Environmental Advocacy*. New York: Routledge.

Naess, A., & Rothenberg, D. (1993). *Ecology, Community and Lifestyle*. Cambridge: Cambridge University Press.

Ottman, J. A. (2011). *The New Rules of Green Marketing: Strategies, Tools, and Inspiration for Sustainable Branding*. San Francisco: Berrett-Koehler Publishers.

Pezzuloa, P., & Cox, R. (2018). *Environmental Communication and the Public Sphere* (5th ed.). Los Angeles: Sage.

Richardson, L.& Ward B. (2011). *Reporting on Climate Change: Understanding The Science* (4th ed.). Washington: Environmental Law Institute.

Williams, E.F. (2015). *Green Giants: How Smart Companies Turn Sustainability into Billion-Dollar Businesses*.

New York: AMACOM.

Zimmerman, M. E., (2004). *Environmental Philosophy: From Animal Right to Radical Ecology* (4th ed.). London:

Pearson.

Course Outline for JMC 468/568 Environmental Mass Communications Fall 2019

“Although the Earth, the waters and the sky have been around far longer than the media, the environment has never been a comfortable arena of coverage for the media to handle.”

— *Everette Dennis*

“It is horrifying that we have to fight our own government to save the environment.”

— *Ansel Adams*

“If the Bill of Rights contains no guarantee that a citizen shall be secure against lethal poisons distributed either by private individuals or by public officials, it is surely only because our forefathers, despite their considerable wisdom and foresight, could conceive of no such problem.”

— *Rachel Carson*

Communicating environmental benefits, whether accomplished through advertising, public relations or retailer programs offers great rewards.”

— *Jaquelyn A. Ottman*

“The poetry of the earth is never dead.”

— *John Keats*

THE COURSE

Course Description: Identifying, analyzing and discussing issues that challenge environmental mass communications, strategizing the creation of comprehensible environmental messages and examining philosophies that underpin environmental mass communications.

Credit hours: 3

Prerequisites: None

Meeting times: Varies by term

Location: Varies by term

Instructor and office hours:

Janet Dooley

100 Communications Building

696-2734

E-mail: dooley@Marshall.edu

Texts: Carson, R. & Leer, L. (2002). *Silent Spring*. Boston: Houghton Mifflin Harcourt.

Pezzuloa, P., & Cox, R. (2018). *Environmental Communication and the Public Sphere* (5th ed.). Los Angeles: Sage.

One from the following for book reviews.

Dunaway, F. (2008). *Natural Visions: The Power of Images in American Environmental Reform*. Chicago: University of Chicago Press.

Hansen, A. (2010). *Environment, Media and Communications*. London: Routledge.

Ottman, J. A. (2011). *The New Rules of Green Marketing: Strategies, Tools, and Inspiration for Sustainable Branding*. San Francisco: Berrett-Koehler Publishers.

Instruction: This course is a seminar, not a lecture. Student preparation and participation is encouraged, welcomed and necessary. The course will focus on the development of environmental mass communications, exploration of environmental philosophies and analysis of environmental coverage in the mass media.

Students should strive to heighten their knowledge and understanding of the subjects covered, become familiar with the literature pertaining to these topics, formulate their own worldview regarding the issues and generate ideas for how the media might improve their treatment environmental news.

It is also hoped that students will share with the class current issues that may not yet have been the subject of scholarly writing. Please keep an eye open for examples of exceptional environmental reporting, possible biases in environmental coverage, particularly weak presentations of environmental issues in the mass media and strong or poor connections to environmental issues in commercial applications. Bring examples to class for discussion.

Course Requirements: Successful completion of JMC 468 requires earning a passing grade on three reaction papers, one term project, a book review and participation in seminar discussions. At the heart of participation is solid preparation. Read assigned materials in advance. Note what you believe to be the main points of the literature and make your own mental critiques. Students often hesitate to participate for fear of appearing

"uninformed," but all viewpoints and questions will help stimulate lively discussion and thorough evaluation of the issues. While assigned reading materials are intended to help develop your ideas, you are not limited to them, and, in fact, are encouraged to seek out some of your own sources.

Graduate Students: In addition to the basic course requirements graduate students enrolled in 568 will also be expected to submit weekly "research and discussion" questions and lead class discussion at least once during the semester.

Quizzes: Because Environmental Mass Communications is a discussion and thought course, typical exams will not be given. If it appears that class members are not staying current with the assigned materials, quizzes may be given to stimulate diligence in reading.

Presentation and evaluation of written work: All assignments must be typed by machine, double-spaced) and conform to the AP stylebook or APA/MLA as appropriate. Handwritten assignments will not be accepted. Evaluation will be based on extent, quality and accuracy of research; clarity of writing, including organization and transition; mechanics (grammar, punctuation, wordiness, spelling, uncorrected typographical errors); and neatness of presentation. This is in keeping with the liberal arts philosophy that graduates of the school have the ability to use written English well

Grading: All grades will be given on a point/percentage basis. Each assignment and exam will have a point value. At any time during the semester you can determine your grade by totaling your points and dividing by the points possible at the time.

Term project	=100	Scale: 92-100=A
Reaction paper 1	= 25	85- 91=B
Reaction paper 2	= 50	77- 84=C
Reaction paper 3	= 75	70- 76=D
Book review A, B or C	=100	Below 70=F
Participation	= 50	
<i>Discussion & research questions, 10 @ 10 =100</i>		
<i>Discussion direction</i>	<u>=100</u>	
Total possible for JMC 468	=400	
Total possible JMC 568	=600	

THE POLICIES

Attendance: You are expected to attend all classes. If you miss a class it's your responsibility to see what material was covered, assignments made and deadlines set. If you have an excused absence arrange for completion of missed work in a timely fashion. Arrange regularly medical and dental appointments to avoid scheduled class meetings. Unexcused absences in excess of two class periods will result in a 2-point deduction from the final grade for each absence. Tardiness is disruptive and will not be tolerated. If absent when attendance is recorded, you will be regarded as absent for the entire class. See the university catalog or <http://www.marshall.edu/academic-affairs> for details.

Deadlines: Assignment deadlines must be met. Assignments are due at the beginning of class and will not be accepted late unless the reason for lateness is considered valid by the professor. Late assignments that are accepted will be assessed a penalty of one point per day overdue. Work received five days past deadline will not be graded.

Decorum: Arrive on time and prepared to work. Stay for the entire period without entering and exiting the class. Turn off cell phone and beepers. Avoid gum popping and please extend the courtesy of chewing with you mouths closed. Remember that this class meets from 4:00—6:20 p.m. each Tuesday. Arrange work and other appointments around the class meeting time.

Communication: Use your Marshall email account for communication related to this class, and check your Marshall email account regularly for announcements that may be helpful to you. Use email to ask questions about class and assignments or to explain an unplanned absence. Do not use e-mail to submit assignments. Any email that is not written in standard English will be returned for editing and resubmission.

Diversity: This statement affirms the W. Page Pitt School of Journalism and Mass Communications' commitment to an environment of teaching and learning, which recognizes and welcomes diversity of race, color, culture, sex, sexual orientation, age, religion, national origin, marital status and economic, political and ethnic backgrounds. Consistent with Marshall University's dedication to this principle, the School of Journalism and Mass Communications is committed to developing the potential of all students by creating and maintaining an environment that promotes and fosters understanding in a multicultural, global community. The director and faculty believe that a diverse faculty, staff and student population value differences and similarities among people and supports the mission of the organization.

Cheating and plagiarism: Academic dishonesty, including unauthorized use of materials, notes, sources, study aids, unauthorized assistance, viewing another person's work during academic exercises whether in or out of class, fabrication, submitting as one's own work or creation any material idea wholly or in part created by another, bribes, favors or threats to influence a course grade or complicity in helping or attempting to help someone commit an act of academic dishonesty means an automatic F for the course. Do your own work on all assignments. University regulations on academic dishonesty are covered in the Undergraduate or Graduate or at <http://www.marshall.edu/academic-affairs>.

Policies in depth: 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/policies>.

Academic Dishonesty	Academic Forgiveness
Excused Absences Policy for Undergraduates	Sexual Harassment
University computing Services' Acceptable Use	Affirmative Action
Inclement Weather	Academic Rights and Responsibilities of Students
Dead Week	Academic Probation and Suspension
Students with Disabilities	

Alteration: Course assignments and deadlines may be amended when circumstances require.

OUTCOMES AND ASSESSMENTS

SOJMC learning outcomes: Upon completion of a B.A. in any of the JMC majors, students will

1. understand and apply the freedom of speech and press,
2. understand concepts and apply theories in the use and presentation of images and information,
3. write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve,
4. conduct research and evaluate information by methods appropriate to the communications professions in which they work,
5. critically evaluate your own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness,
6. synthesize information from primary and secondary sources,
7. apply basic numerical and statistical concepts,
8. articulate the ethical responsibilities of the field,
9. think critically, creatively and independently,
10. understand race, gender, sexual orientation, ethnicity and other forms of diversity in relation to mass communications,
11. understand diversity in relation to mass communications in a global society, an
12. apply tools and technologies appropriate for communications' professionals.

Relationships among SOJMC outcomes, course outcomes and what you'll do.

<i>JMC 4/568 students will . . .</i>	<i>by . . .</i>	<i>that will be assessed through . . .</i>	<i>& linked to outcomes . . .</i>
Know the evolution of e-comm as a specialized communications field.	restating milestones in the development of e-comm as a field	writing reactions to readings, participating in discussions	2, 3
Understand environmental theories and philosophies	outline various theories and philosophies of land management and environmental use	writing reactions to readings, participating in discussions	2, 3, 9
Apply specialized theory and language of e-comm	demonstrate proficiency converting scientific language to that which is accessible by mass audiences and presenting a research-based argument about a current e-comm issue.	writing reactions to readings, participating in discussions and writing a research paper or producing a research project	3, 4, 5, 6, 7, 9

DAILY SCHEDULE

Date	Topic	Assigned	Due
Week 1	Introduction, Review Outline Introduction to Silent Spring	Reaction 1 Discussion/research questions Term project	
Week 2	Seminal literature	Carson	Reaction 1
Week 3	Environmental communication survey	Pezzuloa & Cox, ch. 1 Book reviews Grad discussions	Reaction 1
Week 4	Environmental philosophy	Pezzuloa & Cox, ch. 2, 11	Reaction 1
Week 5	Environmental philosophy	Pezzuloa & Cox, ch. 12, 14	Reaction 2 Project draft 1
Week 6	Environmental philosophy	Pezzuloa & Cox, ch. 3	Reaction 2
Week 7	Environment in popular culture	Pezzuloa & Cox, ch. 4	Reaction 2
Week 8	Mass media treatments	Pezzuloa & Cox, ch. 10	Option A review
Week 9	Environment and news	Pezzuloa & Cox, ch. 5, 6	Reaction 3
Week 10	Commercial environmental comm—PR	Pezzuloa & Cox, ch. 9	Option B review Project draft 2
Week 11	Commercial environmental comm—Ad/PR	Pezzuloa & Cox, ch. 7	Reaction 3
Week 12	Speaker		
Week 13	Commercial environmental—Ads	Pezzuloa & Cox, ch. 13	Option C review
Week 14	Green marketing	Pezzuloa & Cox, ch. 8	Reaction 3
Week 15	Sharing papers and findings		Project

Grade Record:

Assignment	Due	Points	Your Score
Reaction Paper 1	Week 2, 3 or 4	25	_____
Reaction Paper 2	Week 5, 6 or 7	50	_____
Reaction Paper 3	Week 9, 11 or 14	75	_____
Book Review	Week 8, 10 or 13	100	_____
Participation	All weeks	50	_____
Research Project	Week 15	<u>100</u>	_____
Total		400	_____
Graduate Students			
D & R questions 1	Any 10 weeks from 2-14	10	_____
D & R questions 2	Any 10 weeks from 2-14	10	_____
D & R questions 3	Any 10 weeks from 2-14	10	_____
D & R questions 4	Any 10 weeks from 2-14	10	_____
D & R questions 5	Any 10 weeks from 2-14	10	_____
D & R questions 6	Any 10 weeks from 2-14	10	_____
D & R questions 7	Any 10 weeks from 2-14	10	_____
D & R questions 8	Any 10 weeks from 2-14	10	_____
D & R questions 9	Any 10 weeks from 2-14	10	_____
D & R questions 10	Any 10 weeks from 2-14	10	_____
Discussion direction	As assigned	<u>100</u>	_____
Total		600	_____

ASSIGNMENTS

Reaction Papers

Reaction papers are informal responses to the weekly reading assignments which are designed to focus your approach to the readings. Read the assignments for week with a critical eye, noting themes that track throughout all the articles, particularly strong points and weak points made by the authors, and possible contradictions among them.

In your paper critique and react to the readings. The papers are not supposed to summarize the readings, but are to reflect your own analysis after completing the readings. Do you agree? Disagree? For what reasons? What are the strong points of the readings? The weak points? Try in each paper to isolate three main points that were the focus of your attention, and relay what you learned from the material. You do not need to do further research, but simply to respond to the readings. Though reaction papers are assigned according to groups, the work is to be completed individually. You may want to keep a copy of your paper with you during the seminar discussion to remind you of the points you wish to make.

As a *guideline* you should be able to produce a reasonable reaction paper in two or three typewritten pages. The papers will not, however, be measured, weighed, or counted to determine a minimum of words or pages. There is no need to tighten margins, use larger type or add line spacing to lengthen the paper. Content is what counts.

Point values will increase gradually during the semester as you become accustomed to writing reaction papers and as you receive feedback to help you develop subsequent work.

Points: 25

50

75

Due: Week 2,3, or 4

Week 5,6 or 7

Week 9, 11 or 14

Book Reviews

All class members must select a book to review, either Finis Dunaway's *Natural Visions: The Power of Images in American Environmental Reform* (option A), Anders Hanson's *Environment, Media and Communications* (option B), or Jacquelyn Ottman's *The New Rules of Green Marketing: Strategies, Tools, and Inspiration for Sustainable Branding* (option C). Read the book thoroughly and prepare a written review and critique of approximately 5 typewritten pages. On the date that the review is due, everyone having read the book will present their analyses and lead a class discussion of the issues.

Your review should contain

- a bibliographic notation of the title, author, publisher, etc. using APA style (that's American Psychological Association, not Associated Press),
- a short content summary especially noting the thesis of the book,
- a critical evaluation of the book, which could discuss but is not limited to, its value or harm to

environmental communication, its contribution to environmental literature and your personal impression of and reaction to the book.

Feel free to request comments on early drafts of the review. Type the final draft to be submitted for a grade.

Points: 100
Due: Week 8 for option A
Week 10 for option B
Week 13 for option C

Some Common Book Review Weaknesses

1. Taking up a disproportionate space to explain the action or content of the book so that the review is essentially a digest instead of a criticism.
2. Picking out parts for discussion instead of reviewing the book as a whole. It is justifiable to criticize particular parts in relation to the whole, but a writer who concentrates on particular sections is likely to produce a distorted impression of the book as a whole.
3. Drifting into digressions which better illustrate the ideas of the critic than the merits or demerits of the book.
4. Keeping the review at too general a level by failing to provide specific illustrations of general statements.

Term Project

Term projects may take the form of a traditional research paper, a video, a podcast, a radio documentary or other presentation format approved by the course instructor. Regardless of the format, the project will require

- identification of a viable subject of research,
- thorough secondary research,
- compilation and synthesis into a final format, and
- presentation and sharing of findings.

Your paper will trace an event or subject that has been underreported or misreported, that is an environmental controversy, that is instructional for media practitioners, or that covers another aspect of environmental mass communications

Your project should start with describing the issue or event and explaining why it's significant to environmental communicators. How do you know? How can the situation be remedied? Each subject will generate different questions and directions for development, so start early. Remember to conform to either APA or MLA style. Two drafts of the projects will be submitted for review before the final project is completed.

Points: 100
Due: Draft 1 Week 5
Draft 2 Week 10

Graduate Assignments

Discussion/research questions

All graduate students must prepare for each set of readings five or six discussion/research questions. After completing the readings, pose questions that can be used to stimulate discussion on the topic. The questions may concern an area that you found particularly enlightening, something that made you see the issue in a different light, or comments that were puzzling or annoying. Or you may isolate aspects of the topic that are in need of further research and pose questions that could be used to guide development of a research project.

There are ten sets of readings to which you will respond. You do questions for each set of readings plus the book review for which you opt. Type all questions and be sure to include your name on the assignment. Each set of questions is worth 10 points for a total of 100. Keep your questions with you during the class discussions; turn them in at the conclusion of each class.

Points: 10 @ 10 points each

Due: Select 10 of 12 available weeks

Discussion Direction

Each graduate student is expected to lead discussion for one evening. This is not simply summarizing the readings for the rest of the class, but trying to isolate the most important issues and encourage the class to examine various aspects of the issues. Prepare an outline to be duplicated and circulated to all class members.

Points: 100

Due: Varies per student,

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

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

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one PDF copy without signatures to the Graduate Council Chair.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: College of Science

Dept/Division: Physics/Physical Science

Contact Person: Huong Nguen, Ralph Oberly

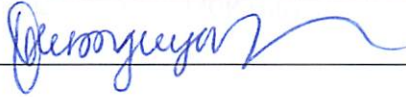


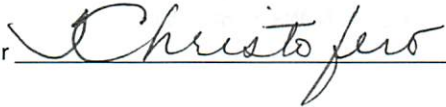
Phone: x6-2754

Degree Program: Master of Science in Physical and Applied Science

Check action requested: ☒ Addition ☐ Deletion ☐ ChangeEffective Term/Year: Fall 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 <u></u>	Date <u>02/15/2018</u>
College Curriculum Chair <u></u>	Date <u>2/26/18</u>
College Dean <u></u>	Date <u>2/26/2018</u>
Graduate Council Chair <u></u>	Date <u>4-10-18</u>
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____
Board of Governors Approval _____	Date _____

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

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

Rationale: The Department of Physics requests the addition of a Major in Physics, within the Master of Science in Physical and Applied Science Program. The Department of Physics is one of the two departments in CoS that still don't have a M.S. Major. The M.S. Major in Physics will increase the recruitment, not only by bringing new students from other universities in the region who don't have this program, but also by attracting more local undergraduate students interested in a physics career. Moreover, the M.S. Major will benefit the research of Physics faculty members, since the graduate students have more knowledge and more time to work on advanced problems with faculty members. The M.S. students would be able to serve as G.A.s for the Physics department since they have enough knowledge to teach the general physics labs, grade homework and help in setting up experiments. The problem of finding G.A.s has been an unsolvable one for the Physics Department, when there are no graduate students in Physics. The existence of graduate students in the department would also help to promote the interaction between students, between students and faculty, and promote learning and research.

Please describe any changes in curriculum:

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

The proposed curriculum for the Master of Science in Physical and Applied Science: Major in Physics is the following:

Credit Hours: 32 with thesis, 36 without thesis

1. Required Courses (20 ch) : PHY 600 Electricity and Magnetism (4ch), PHY 608 Statistical Mechanics (4ch), PHY 630 Classical Mechanics (4ch), PHY 642 Advanced Quantum Mechanics (4ch), PHY 645 Methods of Mathematical Physics (4ch).

2. Elective courses (6 ch), among which one Advanced Lab is required

3. Thesis (6 ch) or Elective Courses (10 ch)

General Requirements: Students need to complete a minimum of 32 ch with thesis (36 ch without thesis) with a GPA of 3.0 or better.

Participation in the Physics Department colloquia is required for all graduate students.

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

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

NONE

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

NONE

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

Re: Master Program in Physics

Somerville, Chuck

Mon 3/5/2018 1:39 PM

To: Christofero, Tracy <christofero@marshall.edu>;

Cc: Nguyen, Que Huong <nguyenh@marshall.edu>; Pupplo-Cody, Evelyn <pupploco@marshall.edu>;

Hi Tracy,

Thank you for checking back with the college office regarding the addition of a Physics major to the MSPAS program. I am in favor of the request, and hereby indicate my approval.

Please let me know if you have any questions or concerns that should be addressed.

Thank you,

Chuck

Charles C. Somerville, PhD, FLS

Dean, College of Science

Marshall University

(304)696-2424

From: "Christofero, Tracy" <christofero@marshall.edu>

Date: Friday, March 2, 2018 at 7:00 PM

To: "Nguyen, Que Huong" <nguyenh@marshall.edu>, Charles Somerville <somervil@marshall.edu>

Subject: Fw: Master Program in Physics

Huong... I received the hardcopy for your request, however, Dean Somerville did not sign it. It looks like someone named Pupplo-Cody signed on the College Dean's signature line.

If Dean Somerville will send me an email approving the attached requests by 5:00 Monday, I will attach that email to the request and process it. Otherwise, I cannot put it on this month's agenda.

From: Nguyen, Que Huong

Sent: Monday, February 5, 2018 5:02 PM

To: McCunn-Jordan, Laura; Cantrell, Sonja; Christofero, Tracy

Cc: Reynolds, Mary Beth; Antonsen, Brian; Lawrence, Bonita; Graefe, David; Hamilton, Maria; Hubbard, AJ

Subject: Master Program in Physics

Dear Tracy, Sonja, Mary Beth and Laura,

We already have had many talks over email and had a very productive meeting last week and it seems that all problems have been resolved. But at the last week meeting of CoS Curriculum committee, there was still confusions and questions about the major we want to add, and a question to Tracy about the paperwork needed, so I would like to write about the whole situation one more time and would like to have opinions/confirmation from you so that we all are on the same page and have a clear picture about the problem.

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

3. *Current* Catalog Description

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

Please see Attachment 1

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.

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

5. New Catalog Description

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

Please see Attachment 3

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

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

Department:

Major or Degree:

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

Rationale:

Department: Physics

Major or Degree: Major in Physics, Master of Science in Physical and Applied Science

Type of Change: Addition of major

Rationale: The Department of Physics requests the addition of a Major in Physics, within the Master of Science in Physical and Applied Science Program. The Department of Physics is one of the two departments in CoS that still don't have a M.S. Major. The M.S. Major in Physics will increase the recruitment, not only by bringing new students from other universities in the region who don't have this program, but also by attracting more local undergraduate students interested in a physics career. Moreover, the M.S. Major will benefit the research of Physics faculty members, since the graduate students have more knowledge and more time to work on advanced problems with faculty members. The M.S. students would be able to serve as G.A.s for the Physics department since they have enough knowledge to teach the general physics labs, grade homework and help in setting up experiments. The problem of finding G.A.s has been an unsolvable one for the Physics Department, when there are no graduate students in Physics. The existence of graduate students in the department would also help to promote the interaction between students, between students and faculty, and promote learning and research.

Old catalogue Description for the M.S. in Physical and Applied Science

PHYSICAL AND APPLIED SCIENCE, M.S.

Areas of Emphasis

Chemistry

Geobiophysical Modeling

Geology

Mathematics

Physics and Physical Science

Minor in Geobiophysical Science

The Master of Science in Physical and Applied Science, offered in cooperation with the Departments of Chemistry, Geology, Computer and Information Technology, and Mathematics, is intended to provide the opportunity for students with diverse qualifications to improve the depth and breadth of their knowledge in the Physical Sciences. The degree offered is a M.S. in Physical and Applied Science, with an Area of Emphasis in one of the following: Chemistry, Geobiophysical Modeling, Geology, Mathematics, Physics and Physical Science.

The area of emphasis in Geobiophysical Modeling is interdisciplinary, with core courses in Remote Sensing and GIS Modeling. Thereafter, students may choose from areas of concentration in Aquatic, Terrestrial or Biophysical Systems and Models.

Admission Requirements

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissions/how-to-apply-for-admission.

In addition:

- a. The applicant must have an undergraduate Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale in their major;
- b. Applicants external to the Marshall University geology department must arrange for THREE recommendation letters mailed (or e-mailed) to the department chair.
- c. Applicants with a GPA between 2.5 and 3.0 in their major may be provisionally admitted to the Geology emphasis program with the unanimous approval of the Geology faculty;
- d. Applicants who do not meet Marshall's requirements for a B.S. in Geology may be required to take additional courses (as determined by the Geology faculty), in addition to graduate coursework, to provide an adequate foundation in the area of emphasis. The foundation courses may be undergraduate courses.

Degree Requirements

A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.

Programs will be designed to meet individual needs. Students must consult with their advisors for specific requirements. The writing of a thesis is optional in all areas of emphasis.

If the thesis option is chosen, a minimum of 32 hours is required, including not more than 6 hours for the thesis. Without the thesis, 36 hours are required.

NOTE: These are general guidelines. Individual departments may have their own requirements.

Hours

Minimum requirements.....	32-36
Area of Emphasis (Chemistry, Geobiophysical Modeling, Geology, Mathematics, Physics).....	12-18
Minor area (Chemistry, Geobiophysical Modeling, Geology, Mathematics, Physics).....	6
Electives.....	12-18

Requirements for Geology Area of Emphasis

1. Students must pass a qualifying examination during the first eight weeks of their first semester of graduate work. The exam will be administered orally by the Geology faculty and will be coordinated by the student's thesis advisor. Students will be allowed two attempts to pass the qualifying exam. If a student fails to pass the qualifying exam on the first or second attempt, the student must withdraw from the program at the end of their first semester and may not reapply the program until the following academic year.
2. Following successful completion of the qualifying exam, and prior to the end of the first semester of graduate work, students must submit to the Graduate College a Plan of Study approved by the Geology faculty. The plan must include a total of at least 32 hours, at least 16 of which must be earned in classes numbered 600 or above. In addition, the curriculum must include at least 12 hours of 500-600 level geology courses. A maximum of six hours may be taken as thesis credit.
3. Following approval of the Plan of Study, the student forms a thesis committee with the mutual consent of his/ her advisor and nominated faculty. The committee will consist of at least three faculty members with graduate status, at least two of whom are faculty members from the Geology Department.
4. Following successful passing of the qualifying exam, the student must submit a thesis proposal to his/her committee. The proposal must be approved by the committee no later than the end of the student's second semester of enrollment in the plan. Guidelines for writing the research proposal can be found on the departmental website.
5. Students will be evaluated by a letter grade in all graduate coursework with the exception of the 6 hours of thesis work, which will be evaluated by a CR/NC grade. No candidate will earn his/her degree unless he/she obtains a "CR" grade for the thesis.
6. Students should submit an application for graduation to the Graduate College at the beginning of the semester in which they plan to graduate.

7. Upon completion of his/her thesis work, the student will submit a draft of his/her thesis approved by his/her advisor to the thesis committee. Guidelines for scientific writing can be found on the departmental website.
8. The candidate must orally present and successfully defend his/her thesis before his/her thesis committee. The oral presentation will be open to the public. The subsequent question-and-answer session by the committee will focus solely on the student's research, and will be closed to the public. Upon completion of the Q & A session, the student will be asked to leave the room, while the committee members deliberate. The candidate's thesis advisor will communicate the results of deliberation to the student. Should the candidate not pass his/her thesis defense, he/she will be allowed two more attempts at defending the thesis. Conference or meeting presentations will not substitute for the oral defense.
9. The student must submit a final copy of his/her thesis with all revisions requested by the committee members to the committee for final approval. Once the committee approves the student's thesis, the student will be given permission to upload a PDF version of the thesis on the Graduate College ETD Administrator website. The candidate's advisor is responsible for proofreading this version to ensure that it is identical to the version approved by his/her thesis committee.
10. Normal time for completion of the M.S. degree is 2.5 years. A student must complete all requirements for graduation within five calendar years from the date of successful completion of his/her qualifying exam. Otherwise, his/her thesis hours will no longer count toward graduation.
11. A student who fails to satisfy criterion 10 above may petition his/her thesis committee explaining the circumstances behind this delay.

Minor in Geobiophysical Science

The Department of Physics and Physical Science also offers a minor field in Geobiophysical Science. Please contact the department chair for information about this minor.

ATTACHMENT 2:

Change Catalogue Description for the M.S. in Physical and Applied Science

PHYSICAL AND APPLIED SCIENCE, M.S.

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Chemistry

Geobiophysical Modeling

Geology

Mathematics

Physics and Physical Science

Minor in Geobiophysical Science

Major in Physics

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In addition:

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- c. Applicants with a GPA between 2.5 and 3.0 in their major may be provisionally admitted to the Geology emphasis program with the unanimous approval of the Geology faculty;
- d. Applicants who do not meet Marshall's requirements for a B.S. in Geology may be required to take additional courses (as determined by the Geology faculty), in addition to graduate coursework, to provide an adequate foundation in the area of emphasis. The foundation courses may be undergraduate courses.

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Programs will be designed to meet individual needs. Students must consult with their advisors for specific requirements. The writing of a thesis is optional in all areas of emphasis, except Geology.

If the thesis option is chosen, a minimum of 32 hours is required, including not more than 6 hours for the thesis. Without the thesis, 36 hours are required.

NOTE: These are general guidelines. Individual departments may have their own requirements.

Hours

Minimum requirements.....	32-36
Area of Emphasis (Chemistry, Geobiophysical Modeling, Geology, Mathematics, Physics).....	12-18
Minor area (Chemistry, Geobiophysical Modeling, Geology, Mathematics, Physics).....	6
Electives.....	12-18

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11. A student who fails to satisfy criterion 10 above may petition his/her thesis committee explaining the circumstances behind this delay.

Minor in Geobiophysical Science

The Department of Physics and Physical Science also offers a minor field in Geobiophysical Science. Please contact the department chair for information about this minor.

Major in Physics

The Department of Physics at Marshall offers a Master of Science with Major in Physics, within the Physical and Applied Science Master Program. Students with an undergraduate degree in Physics or related fields are encouraged to apply to this Major to advance in their knowledge of Physics, and to pursue their career goals in industry, government or teaching. The Marshall Physics Master's Major has been designed to meet the needs of students who are either interested to obtain an M.S. in Physics as their terminal degree, or want to have further graduate study in physics, astronomy or other fields. A Master's serves as a bridge to a Ph.D. program. Moreover, graduates with an M.S. in Physics usually are hired into positions which require a high level of problem-solving or technical skills, in the federal or private sector.

Degree Requirements:

1. Required Courses (20 credit-hours)

PHY 600 Electricity and Magnetism.....	4
PHY 608 Statistical Mechanics.....	4
PHY 630 Classical Mechanics.....	4
PHY 642 Advanced Quantum Mechanics.....	4
PHY 645 Methods of Mathematical Physics.....	4

2. Elective courses (6 credit-hours), among which one Advanced Lab is required

3. Thesis (6 ch) or Elective Courses (10 ch)

Students can choose between the Thesis option and Non-Thesis option to complete the requirements for the M.S. program.

Thesis Option: Research opportunities in the Physics Department are broad. Faculty members in the Physics Department are doing their research in theoretical and experimental condensed matter physics, nanoscience, solar cells, laser physics, optics, gravitational physics and astrophysics. Students can choose to work with one of the faculty members on a research direction the faculty and the students choose. A thesis must be submitted to a committee of 3 faculty members and presented after that in an oral exam.

Non-thesis Option: Students who already complete all required courses and labs and do not want to do a thesis can fulfill the requirement by taking elective courses from the graduate level courses offered by the Physics Department.

General Requirement: Students need to complete a minimum of 32 credits with thesis (36 without thesis) with a GPA of 3.0 or better.

Rationale for a Major in Physics within the M.S. in Physical and Applied Science

The Marshall Physics Department is a strong Department with 10 faculty members, all holding a Ph.D. degree. However, the Physics Department is one of the two departments in CoS which still have no M.S. Major. At the last 5-year Program Review in March 2017, the Board of Governors Review Committee also encouraged us to have our new graduate program in Physics. A Master's Major in Physics is needed for many reasons.

Firstly, there is no M.S. degree in Physics in the region, and there is a big demand for it. The nearest university with such a program is WVU. While the M.S. in Physical Sciences does exist, and attracts students, it is a multi-discipline program which does not provide graduate courses in Physics, and students who want a graduate study in pure Physics still do not have the program and the courses they want. Many of our former students need an advanced degree in Physics, but want to stay in the regions. Many other would like to have the M.S. degree before going on to Ph.D. programs. Many foreign students would like to have their Master's degree before looking for jobs or other programs.

Secondly, the fact that there is no M.S. degree makes Marshall less appealing for undergraduates. While deciding their majors, students want to see how far they could go with the major. If we have an M.S. Major, students could continue with Physics until a graduate degree. With this Master's degree, we would have more undergraduate students for our B.S. program. Marshall undergraduates who are considering a Ph.D. in physics would be better prepared with an M.S. in physics than in physical science, and they would not have to go to another university for their Master's. This also provides them continuity and an easier transition from undergraduate to graduate school.

Thirdly, an M.S. degree is a major benefit to research of our faculty. Our faculty members are very active in different research areas. The department makes an effort to support and promote faculty and student involvement in research. While undergraduate research is going very well in our department, research in physics at the undergraduate level is hindered both because undergraduates are less prepared for advanced topics in physics, and by the smaller amount of time undergraduates can dedicate to research. A student pursuing a Master's degree in physics must complete a minimum of 30 credit hours in graduate physics courses, including at least 6 hours of research towards the Master's thesis. It is evident that this kind of student is more apt to be successful in research and would be of great help to our faculty. With the length of 2 years for the program, the graduate students would have more time to work on a long-term research project. Moreover, the M.S. students would most likely come from Marshall's undergraduate program, and their capstone project and graduate research could be in similar fields. This would allow them to build on the experience gained in their undergraduate work. As a consequence, the benefit will be in carrying out more complex and advanced projects that can be done in collaboration with the faculty advisors and it will be a big factor to promote the faculty research.

Fourthly, the department will benefit from the graduate students of the program. We try to retain and benefit from bright students interested in pursuing a graduate degree in physics.

While progressing through this program here at Marshall University, the students will be working as Graduate Teaching Assistants, where their duties consist of teaching lab classes, grading lab reports, and tutoring undergraduate students. Currently, the Department of Physics has a hard time finding qualified students for these needed jobs. We generally use graduate students from Math and Biology—they have usually taken undergraduate physics at Marshall and are familiar with our labs, but they may not have a physics major's understanding of the concepts. There are not many Chemistry graduate students available, and the Geophysics graduate students usually come from other undergraduate universities, often from other countries, and they are not familiar with our labs and cannot teach our lab classes. Sometimes we were lucky to have as GAs Math or Chemistry graduate students who were undergraduate Physics majors, but those chances are not many, and not stable.

There are other benefits to the department, the faculty and the students. By having Master's students, interaction between students and faculty in the departments will be multi-dimensional. Graduate students would be an important knowledge source for undergraduates; they would be able to work together and guide one another in research labs. A research lab with undergraduates, graduate students and faculty would be much more effective.

One of the most important points we would like to make here is that this program would result in no extra cost to the University. As the requirement of this degree, students need to complete a minimum of 30 credit hours, including 5 required 600-level graduate courses (4 credit-hours each), a graduate thesis or 2 elective courses, and an advanced lab. Given that the program is for 2 years, we would have to offer 2 graduate courses per semester. It would result in 8 faculty teaching hours per semester. Each teaching G.A. could teach 2 classes, so we just need 2 G.A.s to teach 4 general physics 2-hour labs to free 8 teaching hours for faculty to teach those 2 graduate courses. If we have more G.A.s, we would be able to offer more courses, but just with 2 G.A.s the program is already OK to run. So, by having graduate students serve as G.A.s to teach entry level labs, we would be able to offer graduate courses for the Master's program without any additional cost. This year we just built our important upper-division lab Photonics & Solid State Physics, with enough equipment to serve as an advanced lab for graduate students.

Subject: Re: Master Program in Physics
Date: Monday, February 12, 2018 at 11:27:58 AM Eastern Standard Time
From: Nguyen, Que Huong
To: McCunn-Jordan, Laura
CC: Hamilton, Maria
Attachments: CoSCC Minutes 1-26-18 (3).docx

Laura,

Thank you for your message.

Yes, I knew that you got a message from Tracy that no intent plan is required when a major is added to the program. And we also had the meeting with Sonja, Brian and Mary Beth to confirm that the major name will be printed on the diploma, not the name of the program. At the meeting we also addressed that no other accommodation is needed from the school because we have all the courses anyway and we are offering them.

The problem was while you were not in the last curriculum meeting probably the committee members were not fully informed and did not believe that the intent to plan is not needed. Maria sent me the Minutes from the meeting which said:

There is still a lot of confusion about whether this is the appropriate way to go about making the change and whether an intent to plan is required (committee members have been told it is not, but the graduate council website and the major addition form explicitly state that it is). We would like a clear statement from Tracy Christoforo that the graduate council has changed this policy and no longer requires the intent to plan for a major. There was some concern that she may have been thinking of AoEs in a previous message that was sent.

It was why I had to write to Tracy, Sonja and Mary Beth again to ask their help, and it was great that Sherri confirmed that.

About other resources, we do not need any addition. All faculty labs are available for students to do research. Advance Lab and courses needed are existing labs and courses.

About other concerns:

- *The committee felt that a curricular change form needed to be completed to change the name of the physics AoE.*
- and
- *It seems that the goal is to replace the AoE with a major, but this was not expressed in the document. There was confusion as to why there would need to be both an AoE and Major in physics in the same program.*

After Physics major is approved, we will cancel the Physics AoE.

After the major is created, the students who want to have Physics majors will be able to switch their majors.

- *There were some questions about how the required participation in the Physics Colloquia would*

be enforced, since this is not a course.

Physics Colloquia participation is required to make the students to be informed of what physicists are doing in the bigger picture so that they are more equipped before graduation. If we cannot make that request, let me know, we will do it in different way.

Our students are waiting for the major, so we really need it to be approved. We do not want it to be delayed for another semester. So if you have any other question that you think you need an answer, please let me know before the meeting.

Thanks,

huong

*Dr. Que Huong Nguyen,
Professor and Chair,
Physics Department, Marshall University
Science #251
One John Marshall Drive
Huntington WV 25755
Tel 304-696-2756*

From: McCunn-Jordan, Laura
Sent: Sunday, February 11, 2018 6:58 PM
To: Nguyen, Que Huong
Subject: Re: Master Program in Physics

Huong,

Thank you for sending this along. Tracy Christofero had informed me back in December that the provost confirmed the intent to plan was not necessary, but it is nice to see it in writing from Sherri Smith.

It is my understanding that the lack of the intent to plan form was not the only reason that your request was not approved by the COS curriculum committee. (I was at a funeral, so David Graefe shared this information with me.) There were some other questions about the paperwork and the plans to accommodate students who are currently in the master's program. If Maria did not inform you of the committee's discussion, I can look at my notes to see what David relayed to me when I am back in the office.

Laura

Laura R. McCunn
Associate Professor of Chemistry
Marshall University

From: Nguyen, Que Huong
Sent: Thursday, February 8, 2018 21:46
To: Christofero, Tracy
Cc: Smith, Sherri; Reynolds, Mary Beth; Cantrell, Sonja; DeBruin, Nat; Pittenger, David; McCunn-Jordan, Laura; Hamilton, Maria
Subject: Re: Master Program in Physics

Sherri, thank you very much for clarifying. Yes, it is correctly that the form should be split into 2 forms, one for degree which requires an intent to plan, and one for major which does not require it. It is great that the changes have been taken now.

Laura McCunn-Jordan is the chair of CoS Curriculum Committee, I am copying Laura and Maria (Physics representative in CoS curriculum committee) so that they are informed of this.

Thank you all for your help in this issue.

Huong

Sent from my iPhone

On Feb 8, 2018, at 7:16 PM, Christofero, Tracy <christofero@marshall.edu> wrote:

Sherri... Nat is copied here so he and his committee can work with you to change the forms. It was my understanding that you were working on changing some of them already. Also, David, is copied, as he spoke to Gayle about this some time ago and Gayle confirmed that an Intent to Plan was not required.

Sent from my iPad

On Feb 8, 2018, at 6:47 PM, Smith, Sherri <smithsc@marshall.edu> wrote:

Hi folks,

I can confirm that an Intent to Plan is not required in order to add a new major to an existing degree program. The URL included at the top of the "Graduate Intent to Plan—Major or Degree" form links to HEPC Series 11, which indicates that an Intent to Plan is required only for new degree programs.

The problem here is that the form in question is not consistent with HEPC policy. That form should not be titled "Graduate Intent to Plan—Major or Degree." In fact, the fourth field in the form itself asks for the name of the "New Degree Program," not the name of a new major.

The remedy:

1. The GC should amend this form by striking any references to "major." These references include:
 - The title of the form
 - The header on each of the following three pages (pp. 2-4)
 - The fourth line on p. 4 that asks for "New Major or Degree"
2. The Addition, Deletion, or Change of Major or Degree form should be split into two forms, one for Major, one for Degree. This process is already underway. See attached email threads for details about splitting these forms. In particular, I draw your attention to the first email thread, item #2 in my email dated Nov 27, 2017.

3. The GEC website should be amended: <http://www.marshall.edu/graduate-council/forms-2/graduate-curriculum-forms-gc-forms/>

- Form Names listed in chart should be changed:
 - GC#3: Intent to Plan—~~New Major or~~ New Degree
 - GC #4: split into a 4a and a 4b
 - **GC #4a:** Addition, Deletion or Change of ~~Major or~~ Degree
 - **GC #4b:** Addition, Deletion or Change of Major ~~or~~ Degree
- Additional Instructions in chart should be changed:
 - GC #3: Must be submitted first if planning new ~~major or~~ degree
 - GC #4a: If new ~~major or~~ degree, must submit GC #3 first.
 - GC #4b: **[no additional instructions]**

Tracy, should these additional issues in items 1 and 3 above be taken up by APC/Nat DeBruin since that body is already working on #2 above?

Huong, who is the Chair of the COS Curriculum Committee?

Thanks,

Sherri

From: "Reynolds, Mary Beth" <reynoldm@marshall.edu>
Date: Wednesday, February 7, 2018 at 6:02 PM
To: "Nguyen, Que Huong" <nguyenh@marshall.edu>
Cc: "Christofero, Tracy" <christofero@marshall.edu>, Sonja Cantrell <cantrell1@marshall.edu>, "Smith, Sherri" <smithsc@marshall.edu>
Subject: RE: Master Program in Physics

Huong:

I'm copying Sherri Smith.

Sherri – I'd appreciate it if you'd read the issues Huong is facing with adding a major of Physics to the graduate Physical and Applied Sciences Degree program. I know that an "Intent to Plan" is not required for a major addition; only for the addition of a degree program. However, the forms the Curriculum Committees are using seem to indicate that an "Intent to Plan" is needed for either a major or degree program addition. Can you provide any guidance here?

Mary Beth

From: Nguyen, Que Huong
Sent: Wednesday, February 07, 2018 4:23 PM
To: Reynolds, Mary Beth <reynoldm@marshall.edu>
Cc: Christofero, Tracy <christofero@marshall.edu>; Cantrell, Sonja <cantrell1@marshall.edu>
Subject: Re: Master Program in Physics

Thank you, Mary Beth, for responding to my question. The problem is still not resolved, the CoS curriculum committee still has not passed our paperwork for Physics major- they keep asking for an "Intent to plan". I referred to Tracy's response that Provost said the intent to plan is not required if we add the major to a degree. But since there is no "Addition of a major to a degree" form, so following Tracy's advice we used 2 forms : "Changes to a degree" (since adding a major to a degree is a change) and " Addition of a Major" form and put them together. But then, in the "Addition of a Major" form it says that an intent to plan is needed. Although we understand that the intent to plan is required for the case when a degree is created, not for the case a major is created within a degree. But still, because of that form, my paperwork is still hanging there.

What should I do now? Should I use only the "Changes to a degree" form?

Thanks,

Huong

*Dr. Que Huong Nguyen,
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One John Marshall Drive
Huntington WV 25755
Tel 304-696-2756*

From: Reynolds, Mary Beth
Sent: Wednesday, February 7, 2018 2:59 PM
To: Nguyen, Que Huong
Cc: Christofero, Tracy; Cantrell, Sonja
Subject: RE: Master Program in Physics

Huong:

I wasn't sure if anyone had responded to you, but I seemed to recall asking Tracy for clarification regarding this issue last fall. Here was my question, followed by Tracy's response:

Sent in November: Tracy – the issue is that the Master of Science in Physical and Applied Science may want to add a major (Physics) within the existing Degree Program. How should they complete the form Huong referenced to make this addition – or is the addition of a major a *change* to an existing degree program?

Mary Beth

Tracy's November response: Thanks, Mary Beth... That would be a change to

the degree, as a major is being added... Tracy

Does this answer your question, Huong?

Mary Beth

From: Nguyen, Que Huong

Sent: Monday, February 05, 2018 5:03 PM

To: McCunn-Jordan, Laura <mccunn@marshall.edu>; Cantrell, Sonja <cantrel1@marshall.edu>; Christofero, Tracy <christofero@marshall.edu>

Cc: Reynolds, Mary Beth <reynoldm@marshall.edu>; Antonsen, Brian <antonsenb@marshall.edu>; Lawrence, Bonita <lawrence@marshall.edu>; Graefe, David <graefe@marshall.edu>; Hamilton, Maria <babiuc@marshall.edu>; Hubbard, AJ <hubbard36@marshall.edu>

Subject: Master Program in Physics

Dear Tracy, Sonja, Mary Beth and Laura,

We already have had many talks over email and had a very productive meeting last week and it seems that all problems have been resolved. But at the last week meeting of CoS Curriculum committee, there was still confusions and questions about the major we want to add, and a question to Tracy about the paperwork needed, so I would like to write about the whole situation one more time and would like to have opinions/confirmation from you so that we all are on the same page and have a clear picture about the problem.

1. In Physics Department, we have a Master *Degree* in Physical and Applied Sciences. At the present, the degree has only one major with the same name, and 5 AoEs. From students' requests, we decided that there is a need to add a Physics major to the degree. After adding a Physics major, we will not need the Physics AoE.

Tracy, Mary Beth and Sonja confirmed that we could add a major to a graduate degree.

In the meeting with Sonja, AJ, Mary Beth and Brian, it was confirmed that the name of the major will appear on the diploma, not the name of the degree.

2. The main problem here is the question about which form we should use. Among curriculum form for graduate degree, the only form we could find is the "*Request for Graduate Addition, Deletion, or Change of a Major or Degree*" (attached). Since there is no form that allows us to add a major to an existing degree, we decided to fill the same form but in two copies: one is "change of degree" (since adding a major to a degree is a change) and another is "major addition" (to add a Physics major to "Physical and Applied Science" degree. We do not know if it is the correct way. If not, please let us know which form we should use?

Also, if we use that form, in the form it is written that an "INTENT TO PLAN" is needed, so CoS curriculum committee is still confusing if we need an "Intent to Plan". Since we just want to add a major to an *existing* degree, not a degree itself, so Tracy said on 12/11/2017 that "***An Intent to Plan is NOT required if you are adding to a degree. This came from the Provost.***" Tracy, could you please confirm that?

Please let us know if you have any question.

Thank you,

Huong

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From: McCunn-Jordan, Laura
Sent: Wednesday, January 24, 2018 2:10 PM
To: Cantrell, Sonja; Nguyen, Que Huong
Cc: Hubbard, AJ; Reynolds, Mary Beth; Antonsen, Brian
Subject: RE: name of a graduate degree

Hi Sonja,

Brian Antonsen, a member of the COS curriculum committee, will be taking my place at the meeting because I have a funeral to attend. He has been briefed on the situation and read the previous emails on this topic. His purpose in attending the meeting will be to learn definitively what will be printed on transcripts and diplomas for the proposed physics major. I appreciate your taking the time to meet with us to resolve the confusion!

Laura

Laura R. McCunn-Jordan, Ph.D.
Associate Professor of Chemistry
Marshall University
(304) 696-2319

From: Cantrell, Sonja
Sent: Friday, January 19, 2018 12:22 PM
To: Nguyen, Que Huong <nguyenh@marshall.edu>; McCunn-Jordan, Laura <mccunn@marshall.edu>
Cc: Hubbard, AJ <hubbard36@marshall.edu>; Reynolds, Mary Beth <reynoldm@marshall.edu>
Subject: RE: name of a graduate degree

Good afternoon,

I spoke with Mary Beth earlier today and we think it might be best to have a quick meeting to ensure that we are all on the same page. I will send out a meeting request for next week.

See you all soon!

Sonja

Sonja G. Cantrell, Ed.D.

University Registrar

Marshall University

cantrel1@marshall.edu

304-696-2258

www.marshall.edu

From: Nguyen, Que Huong

Sent: Thursday, January 18, 2018 4:41 PM

To: McCunn-Jordan, Laura <mccunn@marshall.edu>; Hamilton, Maria <babiuc@marshall.edu>

Cc: Cantrell, Sonja <cantrel1@marshall.edu>; McCunn-Jordan, Laura <mccunn@marshall.edu>; Hubbard, AJ <hubbard36@marshall.edu>; Reynolds, Mary Beth <reynoldm@marshall.edu>

Subject: Re: name of a graduate degree

Dear all,

Thank you, Laura, for forwarding me this discussion. And thanks, everyone, for clarifying the problem. But I still do not see it clearly, because what in the example of AJ and Sonja still seems different from what Mary Beth said (what we also think it should be).

From what Mary Beth said " *It is my understanding that the name of the program NEVER APPEARS on either the diploma or the transcript UNLESS the names of the program and major are the same. What appears on the diploma is the name of the degree (Master of Science or Master of Arts) and the name of the major. What appears on the transcript is the name of the degree (Master of Science or Master of Arts), the name of the major, and the names of any areas of concentration/emphasis or minors the student completed.*"

If Sonja confirmed that Mary Beth is correct, that means *which appears in the Diploma should be the name of the degree and the name of the major, NOT the name of the program.*

If I understand it correctly, it means, says, if it is the Master Degree, the program is Physical and Applied Sciences, and Major is Physics, then the Diploma should read:

Master of Science

Physics

Did I understand you correctly, Mary Beth?
Sonja and AJ, is it correct?

Thanks,

Huong

*Dr. Que Huong Nguyen,
Professor and Chair,
Physics Department, Marshall University
Science #251
One John Marshall Drive
Huntington WV 25755
Tel 304-696-2756*

From: McCunn-Jordan, Laura
Sent: Thursday, January 18, 2018 4:17 PM
To: Nguyen, Que Huong; Hamilton, Maria
Subject: FW: name of a graduate degree

Huong and Maria,

I have been conversing with the registrar this week and want to make sure you are aware of this information. Unless I hear from you, I will take the documents for the MS addition of major that you submitted in December and pass them along to the curriculum committee.

Laura

Laura R. McCunn-Jordan, Ph.D.
Associate Professor of Chemistry
Marshall University
(304) 696-2319

From: Cantrell, Sonja
Sent: Wednesday, January 17, 2018 12:49 PM
To: Reynolds, Mary Beth <reynoldm@marshall.edu>; McCunn-Jordan, Laura <mccunn@marshall.edu>; Hubbard, AJ <hubbard36@marshall.edu>
Subject: RE: name of a graduate degree

This is excellent, Mary Beth!

Sonja G. Cantrell, Ed.D.
University Registrar

cantrel1@marshall.edu

304-696-2258

www.marshall.edu**From:** Reynolds, Mary Beth**Sent:** Wednesday, January 17, 2018 11:53 AM**To:** Cantrell, Sonja <cantrel1@marshall.edu>; McCunn-Jordan, Laura <mccunn@marshall.edu>; Hubbard, AJ <hubbard36@marshall.edu>**Subject:** RE: name of a graduate degree

Sonja and Laura:

I'd like to try to offer one additional clarification. Sonja – please correct me if I'm wrong.

It is my understanding that the name of the program NEVER APPEARS on either the diploma or the transcript UNLESS the names of the program and major are the same. What appears on the diploma is the name of the degree (Master of Science or Master of Arts) and the name of the major. What appears on the transcript is the name of the degree (Master of Science or Master of Arts), the name of the major, and the names of any areas of concentration/emphasis or minors the student completed. Am I correct? The chart below lists some graduate programs/majors in the College of Science. As you can see, at this point all program and major names in the COS at the graduate level are the same. Note: I did not include the Forensic Science Program in these examples.

However, this is not the case for many undergraduate programs in the COS. I list those examples after the graduate examples.

Degree	Program	Major	Area of Concentration/Emphasis
Master of Science	Physical and Applied Science	Physical and Applied Science	Geology
			Physics and Physical Science
			Geobiophysical Modeling
			No Area of Concentration
Master of Science	Biological Sciences	Biological Sciences	Watershed Resource Science
			Evolutionary Ecological Biology
			No Area of Concentration
Master of Arts	Biological Sciences	Biological Sciences	Watershed Resource Science
			Evolutionary Ecological Biology
			No Area of Concentration
Master of	Chemistry	Chemistry	No Area of Concentration

Science			
Master of Science	Criminal Justice	Criminal Justice	No Area of Concentration
Master of Arts	Mathematics	Mathematics	Statistics
			No Area of Concentration

Examples of selected undergraduate programs in the COS are given below.

Degree	Program	Major	Area of Concentration/Emphasis
Bachelor of Science	Biological Sciences	Biological Sciences	No Areas of Concentration
		Microbiology	
		Biomedical Sciences	
		Cellular/Molecular Biology	
		Ecology/Evolutionary Biology	
		Environmental Biology	
		Zoology	
		Botany	
		Cellular/Molecular Medical Biology	
Bachelor of Science	Chemistry	Chemistry	Pre-Dentistry
			Pre-Med
			Pre-Pharmacy
			Pre-Veterinary
			Multidisciplinary Studies
			No Area of Concentration
		Chemistry ACS Certified	No Area of Concentration
		Forensic Chemistry	Pre-Med
			No Area of Concentration
		Biochemistry	Pre-Dentistry
			Pre-Med
			Pre-Pharmacy
			Pre-Veterinary
			No Area of Concentration
		Environmental Chemistry	No Area of Emphasis
Bachelor of	Integrated	Integrated Science	Biotechnology

Science	Science and Technology	and Technology	Information Technology
			Environmental Access and Policy
			Computer Forensics
			No Area of Emphasis
	Computer and Information Technology		Information Technology
			Computer Forensics
			Computer Application and Development
			Web Application Development
			Game Development
			No Area of Concentration
	Biotechnology		Pre-Med
			No Area of Concentration

I hope this helps.

Mary Beth

From: Cantrell, Sonja

Sent: Wednesday, January 17, 2018 10:51 AM

To: McCunn-Jordan, Laura <mccunn@marshall.edu>; Reynolds, Mary Beth <reynoldm@marshall.edu>; Hubbard, AJ <hubbard36@marshall.edu>

Subject: RE: name of a graduate degree

Mary Beth is correct.

(on transcript)

MS, Physical and Applied Science

(on diploma)

Master of Science

Physical and Applied Science

The same would occur with MS, Physics (transcript) and the diploma would read as she lists it below.

Master of Science

Physics

They could do a concentration/AOE in physics but that wouldn't appear on the diploma. The diploma would still read as Mary Beth lists it but the transcript would say:

MS, Physical and Applied Science
Concentration: Physics

I hope this helps!

Sonja

Sonja G. Cantrell, Ed.D.
University Registrar
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From: McCunn-Jordan, Laura
Sent: Tuesday, January 16, 2018 5:04 PM
To: Reynolds, Mary Beth <reynoldm@marshall.edu>; Hubbard, AJ <hubbard36@marshall.edu>
Cc: Cantrell, Sonja <cantrel1@marshall.edu>
Subject: Re: name of a graduate degree

Yes, I am looking for confirmation that the diploma will read as Mary Beth described. (and also confirmation of what the transcript will say) Physics and the Graduate Council seem to have different impressions of this and I'd like to settle it so we don't have to waste time creating a major that won't achieve the intended purpose.

Thanks,
Laura

Laura R. McCunn
Associate Professor of Chemistry
Marshall University

From: Reynolds, Mary Beth

Sent: Tuesday, January 16, 2018 15:10
To: Hubbard, AJ; McCunn-Jordan, Laura
Cc: Cantrell, Sonja
Subject: RE: name of a graduate degree

A. J. and Sonja:

The attached example is good, but Exercise Science is a degree program as well as a major. I believe that Laura wants confirmation that, if a student has a *major* of Physics within the Degree Program *Physical and Applied Sciences* that this student's diploma will read:

Master of Science

Physics

My understanding is that the diploma lists the *degree*, (Bachelor of Science) and the *major* (Physics). It only lists the degree program when the degree program and major are synonymous.

Is this correct?

Mary Beth

From: Hubbard, AJ
Sent: Tuesday, January 16, 2018 2:09 PM
To: McCunn-Jordan, Laura <mccunn@marshall.edu>
Cc: Reynolds, Mary Beth <reynoldm@marshall.edu>; Cantrell, Sonja <cantrel1@marshall.edu>
Subject: RE: name of a graduate degree

Attached a document of one major with a transcript and diploma. In the example that I am attaching the student graduated with a bachelors in science in exercise science with a concentration in applied exercise physiology. You can see what information is printed on the transcript as compared to the diploma.

Only the degree and major appear on the diploma. As of right now students that major in applied and physical science at the graduate level have the following appear on their diploma:

Master of Science
Applied and Physical Science

For the diploma to read:

Master of Science in Applied and Physical Science
Physics

There would need to be a degree that is master of science in applied and physical science and a major that is physics.

Does that answer the question?

AJ Hubbard
Assistant Registrar
Marshall University
304-696-6632

From: Cantrell, Sonja
Sent: Tuesday, January 16, 2018 12:13 PM
To: McCunn-Jordan, Laura <mccunn@marshall.edu>
Cc: Hubbard, AJ <hubbard36@marshall.edu>; Reynolds, Mary Beth <reynoldm@marshall.edu>
Subject: Re: name of a graduate degree

Hi Laura,

I am out of the office today on scheduled leave but I will ask AJ, Asst registrar, to send some samples of the way degrees appear on the diploma vs the transcript. I have also included Mary Beth on this email as she has been involved in prior conversations as well.

In short, due to spacing, among other reasons, in the US, the diploma is considered more ceremonial in nature and the transcript is the official document/confirmation of degree. So, the degree and major print on the diploma and more info (major, minor, concentrations, certificates, etc) appear on the transcript.

Once you see what AJ sends, please let me know if you need additional information or confirmation.

Thanks!
Sonja

Sent from my iPad

On Jan 16, 2018, at 10:10 AM, McCunn-Jordan, Laura <mccunn@marshall.edu> wrote:

Hello Sonja,

I am the chair of the COS Curriculum Committee with a question about the official names for graduate degrees. I know that you have probably addressed this question before, regarding this very degree/program, but I really need to see the answer in writing straight from the registrar's office because I have gotten different

interpretations from various levels of administration.

The Department of Physics wishes to add a major, "Physics," to the "Master of Science in Physical and Applied Science". If they do add this major, what will the students' transcripts and diplomas say upon graduation from that major?

Thanks,
Laura

Laura R. McCunn
Associate Professor of Chemistry
Marshall University

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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: School of Medicine

Dept/Division: N/A

Contact Person: Stephen L. Wilson

Phone: 304-939-1108

New Degree Program Master of Medical Science Physician Assistant

Effective Term/Year

Fall 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 <u>N/A</u>	Date _____
College Curriculum Chair <u>Sam Louden</u>	Date <u>2/23/18</u>
College Dean <u>[Signature]</u>	Date <u>2/23/18</u>
Graduate Council Chair <u>Christofero</u>	Date <u>4-10-18</u>
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)

See attachment.

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.

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.

No Duplication

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

5. *New Catalog Description*

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

See course descriptions in attachment.

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:

School of Medicine

Master of Medical Science Physician Assistant

Credit Hours: 96

Rationale: Three accredited PA programs are located in WV. None of the programs are sponsored by a medical school that includes students and residents in a medical education program. Clinical rotations are outsourced to a variety of clinical settings. The average total tuition cost of the three programs is \$60,193 with a range of \$47,860 - \$79,800.

MU and JCESOM have greater medical and educational resources with the added ability to train PA students at one institution on one extended campus. The quality of basic science education and clinical instruction can be shown to exceed those of state competitors. MU and JCESOM brand can be used to sustain a competitive advantage in the state and region. MUPA program can also provide educational opportunities that include fellowships in varying specialties that will give students a competitive advantage and thus enhance perceptive value in Marshall's program.

Attachment 1

Graduate Intent to Plan
Master of Medical Science Physician Assistant (MMsPA)
Joan C. Edwards School of Medicine

Marshall University

Proposed Implementation Date: Spring 2020

Contact Person: Stephen L. Wilson MD, MBA, FACS

Associate Professor of Surgery

E-mail: Wilsonsl@Marshall.edu

Phone: 304-939-1108

February 21, 2018

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Brief Program Description

The Joan C. Edwards School of Medicine (SOM) has an interest and intent in developing an accredited Physician Assistant (PA) program at Marshall University (MU). The MU Physician Assistant (MUPA) program will be a twenty-four-month graduate program leading to a Masters of Medical Science Physician Assistant (MMsPA) degree. The SOM working in conjunction with Marshall Health (MH) has the resources to meet the provisional accreditation requirements as noted in the Fourth Edition of the Accreditation Standards for Physician Assistant Education.

Marshall University has the potential to be competitive recruiting students at the state and national level. The MUPA program will add value to the community by providing patients with greater access to care as well as enhancing hospital services at our surrounding teaching hospitals. The clinical departments of Marshall Health will also benefit as students rotate on these services. Our competitive advantage will be gained by creating a team-based approach for patient care utilizing evidence-based, interdisciplinary models in a constant pursuit of educational excellence.

The program will be conducted with an expectation of operational efficiency while maintaining sustained profitability for MU thus allowing continued investment in further educational opportunities. While regional and state competition exists, none are affiliated with an accredited medical school. MUPA program can offer an exceptional training opportunity where PA students can work in collaboration with medical students and resident physicians. Integration with existing academic clinical departments will provide each student a first-rate educational and clinical experience that will enhance their post-graduate opportunities.

MUPA program development is projected to occur over a 24-month period that will start March 2018. The earliest class start date is Jan 2020 as per the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). Initial cost will consist primarily of salaries that will include a Program Director and Coordinator. Principle Faculty that consists of 3.0 FTE (PA's), Medical Director, Basic Science Instructional Faculty (BSIF) and Clinical Faculty (CF) will be added to the start-up timeline. Faculty startup cost (fixed and variable) have been projected. The initial class will be comprised of 20 students, and ten will be added each subsequent year until there are 50 students per year.

Financial projections were based on the creation of a 24-month program using tuition cost based on the national average. SOM can create an economy of scale using its existing educational and clinical resources and create value for students as well as a sustained institutional profit.

I. Physician Assistant Employment Data

In 2014, there were 94,400 PA's who were employed, and employment growth between 2014 and 2024 is projected to be 30% or more (1).

Employment estimate and mean wage estimates for this occupation:

Employment	Employment RSE	Mean hourly wage	Mean annual wage	Wage RSE
104,050	1.6 %	\$49.08	\$102,090	0.4 %

Percentile wage estimates for this occupation:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$31.55	\$41.41	\$48.79	\$58.37	\$68.37
Annual Wage	\$65,620	\$86,130	\$101,480	\$121,420	\$142,210

Industry	Employment	Percent (%) of industry employment	Hourly mean wage	Annual mean wage
<u>Offices of Physicians</u>	59,680	2.37	\$48.83	\$101,560
<u>Outpatient Care Centers</u>	8,060	0.97	\$51.80	\$107,740
<u>General Medical and Surgical Hospitals</u>	23,460	0.43	\$49.79	\$103,570
<u>Specialty (except Psychiatric and Substance Abuse) Hospitals</u>	770	0.30	\$49.68	\$103,330
<u>Offices of Other Health Practitioners</u>	1,330	0.16	\$44.98	\$93,570

II. INDUSTRY (EDUCATION) ANALYSIS AND TRENDS

There are 225 Accreditation Review Commission (ARC) – Physician Assistant (PA) programs currently in the United States, three of which are in West Virginia. PAs are healthcare professionals who practice medicine as members of a team with their supervising physician. PAs are educated in intensive medical programs accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The average PA program curriculum runs approximately 26 months. PAs are educated in the medical model designed to complement physician training. Most PA programs accredited today offer a master's degree. PAs are required to take ongoing continuing medical education classes and to be retested on their clinical skills on a regular basis. PA's deliver a broad range of medical and surgical services to diverse populations in rural and urban settings. As part of their comprehensive responsibilities, PAs conduct physical exams, diagnose and treat illnesses, order, and interpret tests, counsel on preventative health care, assist in surgery, and prescribe medications. Physicians may delegate to PAs those medical duties that are within the physician's scope of practice and the PA's training and experience. All fifty states, the District of Columbia and Guam authorize PAs to prescribe. PAs are certified by the National Commission on Certification of Physician Assistants (NCCPA) and are state licensed. State medical and PA practice acts and regulations allow physician's broad delegator authority, which permits flexible, customized team practice. Many PAs work in general or family medicine, general surgery, surgical subspecialties or emergency medicine. (1)

III. ACCREDITATION

Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) is the accrediting agency that protects the interests of the public and physician assistant profession by defining the standards for physician assistant education and evaluating physician assistant educational programs within the territorial United States to ensure their compliance with those criteria (2). Physician Assistant Educational Association (PAEA) is the only national organization representing physician assistant educational programs in the United States. Currently, all the accredited programs in the country are members of the Association. PAEA provides services for faculty at its member programs, as well as to applicants, students, and other stakeholders. The Association was founded in 1972 as the Association of Physician Assistant Programs (3).

IV. Competition

Alderson-Broaddus University, University of Charleston, and West Liberty University are the PA programs currently accredited in West Virginia.

		Accredited	Next ARC-PA Visit
WV	Alderson-Broaddus University	9/4/2010	September 2023
WV	University of Charleston	9/8/2012	September 2026
WV	West Liberty University	9/9/2011	March 2025

Alderson- Broaddus University PA Program

Philippi, WV

Pioneered nations first four year PA program

36 students/year

GRE required

Bachelor's degree required

Healthcare experience not required

27-month program

Master of Science in PA Studies (MSPAS)

Total Tuition Cost - \$47,860

West Liberty University PA Program

Wheeling, West Virginia

18 students/year

GRE/MCAT not required

Bachelor's degree required

Healthcare experience not required

24 – Month program

Master of Science in PA Studies (MSPAS)

Total Tuition Cost -\$52,920

University of Charleston PA Program

Charleston, WV

30 students/year

GRE required

Bachelor's degree required

Healthcare experience not required

28 – Month program

Master of Physician Assistant Studies (MPAS)

Total Tuition Cost -\$79,800

V. Strategic Position

Three accredited PA programs are located in WV. None of the programs are sponsored by a medical school that includes students and residents in a medical education program. Clinical rotations are outsourced to a variety of clinical settings. The average total tuition cost of the three programs is \$60,193 with a range of \$47,860 - \$79,800.

MU and JCESOM have greater medical and educational resources with the added ability to train PA students at one institution on one extended campus. The quality of basic science education and clinical instruction can be shown to exceed those of state competitors. MU and JCESOM brand can be used to sustain a competitive advantage in the state and region. MUPA program can also provide educational opportunities that include fellowships in varying specialties that will give students a competitive advantage and thus enhance perceptive value in Marshall's program.

The growth of PA employment opportunities is expected to increase by 30% by 2024. The MUPA program can compete within the state using a broad target for student acquisition and differentiation for a competitive advantage if student value is created as a perception. Utilizing cost leadership, out of state tuition, which traditionally is greater than in state, can be used as well in the competitive scope.

Innovation by the development of an online or hybrid online PA program will be used by institutions to create a sustained competitive advantage. An online PA program would fully incorporate didactic online programming resulting in the completion of a master's degree without any prior PA training (no certificate, associates or bachelor's degree in PA studies). In March 2015, Yale University introduced an online PA program and there have been mixed feelings from across the PA and physician community. The ARC-PA did approve Yale's proposal. Yale's program is intended to be a blend of online courses and clinical clerkships, helping to meet the demands of PAs in primary care and underserved areas all over the US by matching the size of its current program in its first year (12 students beginning at three separate times each year). The program plans to expand to approximately 350 students within 5+ years and plans to work with an online education company called 2U. Requirements for admission to the program *would be the same* as those currently required at Yale's prestigious PA program. This is contrary to popular belief that students admitted to this program would somehow be less qualified. Clinical sites would be selected by the program faculty with specificity to each student's location and career goals, maintaining a very student-specific agenda. Tuition costs to each matriculant of the program would be the same as those to the current Yale PA Program, approximately \$87,330.

VI. Provisional Accreditation Process and Time Line (3)

A. Institution Eligibility Requirements (All Requirements met by Marshall)

- Geographically located in the United States
- Single institution must be defined as sponsor of the program
- Authorized under applicable law to provide a program of post-secondary education
- Accredited by and in good standing with a regional accrediting agency
- Authorized by this agency to confer a graduate degree

B. Senior institutional official submits a formal written request for entry into the process including confirmation of institutional eligibility

- Program receives correspondence from the ARC-PA regarding dates of the site visit and confirming placement on ARC-PA meeting agenda
- Attend mandatory Provisional Pathway Conference
- Program proposes dates and pays required fees
- ARC-PA chooses and confirms site visit dates
- Program obtains application packet from ARC-PA

C. Submit completed application materials as received from ARC-PA

- **Due Date:** 3 months before site visit

D. The provisional process includes three visits

- A permanent qualified program director must be in place 12 months before the date of the ARC-PA meeting at which the program application will be reviewed

Visit 1: Initial Provisional Visit

- This visit verifies an institution's ability to begin a program in compliance with the *Standards*, and the program's readiness to matriculate students
- Occurs 6 to 12 months prior to matriculation of students
- After commission review, the program is eligible to receive accreditation – provisional
- (If accreditation withheld, program may reapply from beginning of process)
- The program must **update** the personnel section of the Program Management Portal to reflect current program faculty -**Date Due:** 2 months before students begin
- The program must update the SCPE tab of the Program Management Portal – **Date Due:** 3 months before students begin clinical rotations

Visit 2: Provisional Monitoring Site Visit

- This visit verifies the sponsoring institution's and provisionally accredited program's progress in delivering the program in compliance with the *Standards* and their ability to continue to do so.
- Scheduled within the six months prior to graduation of the first cohort of students
- After commission review, the program is eligible to continue as **accreditation - provisional**

Visit 3: Final Provisional Site Visit

- This visit verifies the institution's and program's demonstration of compliance with the *Standards* including their ability to incorporate and report the findings of a robust self-assessment process as required by the ARC-PA
- Occurs 18-24 months following the second provisional review by the commission
- After commission review, the program is eligible for an accreditation status of **accredited**.

VII. Program Requirements

A. Administration (4)

- The administrative operation of a PA program involves collaboration between the faculty and administrative staff of the program and the sponsoring institution
- When more than one institution is involved in the provision of academic and/or clinical education, responsibilities of the respective institutions for instruction and supervision of students must be described and documented in a manner signifying agreement by the involved institutions
- The sponsoring institution is responsible for: a) supporting the planning by program faculty of curriculum design, course selection and program assessment, b) hiring faculty and staff, c) complying with ARC-PA accreditation Standards and policies, d) permanently maintaining student transcripts, e) conferring the credential and/or academic degree which documents satisfactory completion of the educational program, f) ensuring that all PA personnel and student policies are consistent with federal and state statutes, rules and regulations, g) addressing appropriate security and personal safety measures for PA students and faculty in all locations where instruction occurs and h) teaching out currently matriculated students in accordance with the institution's regional accreditor or
- The sponsoring institution must provide the opportunity for continuing professional development of the program director and principal faculty by supporting the development of their clinical, teaching, scholarly and administrative skill
- The sponsoring institution must provide academic and student health services to PA students that are equivalent to those services provided other comparable students of the institution
- The sponsoring institution should provide PA students and faculty at geographically distant campus locations comparable access to services and resources that help students reach their academic and career goals similar to those available to students and faculty on the main campus
- The sponsoring institution must provide the program with sufficient financial resources to operate the educational program and fulfill obligations to matriculating and enrolled students
- The sponsoring institution must provide the program with the human resources necessary to operate the educational program and to fulfill obligations to matriculating and enrolled student
- The sponsoring institution must provide the program with the physical facilities to operate the educational program to fulfill obligations to matriculating and enrolled students
- The sponsoring institution must support the program in securing clinical sites and preceptors in sufficient numbers for program-required clinical practice experience

B. Faculty

The program must have program faculty that include the program director, principal faculty, medical director and instructional faculty

- The program director must be assigned to the program on a 12-month full-time basis. At least 80% of that time should be devoted to academic and administrative responsibilities in support of the program
- The program must have at least three FTE principal faculty positions. Two FTE principal faculty positions must be filled by PA faculty who currently are NCCPA-certified
- Principal faculty must be sufficient in number to meet the academic needs of enrolled students

- Principal faculty and the program director should have academic appointments and privileges comparable to other faculty with similar academic responsibilities in the institution
- Principal faculty and the program director must actively participate in the processes of: a) developing, reviewing, and revising as necessary the mission statement for the program, b) selecting applicants for admission to the PA program, c) providing student instruction, d) evaluating student performance, e) academic counseling of students, f) assuring the availability of remedial instruction, g) designing, implementing, coordinating, evaluating curriculum and h) evaluating the program
- The program director must be a PA or a physician. a) If the program director is a PA, s/he must hold current NCCPA certification. b) If the program director is a physician, s/he must hold current licensure as an allopathic or osteopathic physician in the state in which the program exists and must be certified by an ABMS- or AOA approved specialty board
- The program director must not be the medical director
- The program director must provide effective leadership and management
- The program director must be knowledgeable about and responsible for program: a) organization, b) administration, c) fiscal management, d) continuous review and analysis, e) planning, f) development and g) participation in the accreditation process
- The medical director must be: a) a currently licensed allopathic or osteopathic physician and b) certified by an ABMS- or AOA approved specialty board
- Instructional faculty must be: a) qualified through academic preparation and/or experience to teach assigned subjects and b) knowledgeable in course content and effective in teaching assigned subjects
- In each location to which a student is assigned for didactic instruction or supervised clinical practice experiences, there must be an instructional faculty member designated by the program to assess and supervise the student's progress in achieving learning outcomes
- There must be at least a 1.0 FTE position, which should be dedicated exclusively to the program, to provide administrative support for the program

VIII. Program Upstart Cost Evaluation

Expenditures to create a PA program is a significant expense in personnel regardless of the institution and share many characteristics with physical capital (5). Yearly and Hooker (2016) completed a 10-year study of the financial impact of the University of Tennessee PA program from its inception. The first ten years of operation was \$10.5 M and the break-even point occurred in year eight based on tuition revenue of \$8.4 M. Remodeling classrooms, a laboratory; patient examination simulation spaces were significant expenses. Unanticipated events delayed implementation resulting in cost over runs, but in retrospect, many could have been avoided. In the end, The University of Tennessee's Physician Assistant program's opportunity cost for a student was \$1200 per month (5).

MU and JCESOM have the advantage of utilizing current basic science and clinical instructors currently employed. The use of existing classrooms, medical library, simulation labs, and clinical facilities will decrease the fixed and variable expenses of the program. Value chain alignment with the current medical educational and resident training model will optimize operational efficiency and economies of scope can be realized.

IX. Graduate Degree – ARC-PA Requirements

The ARC-PA does not recommend a specific degree but is requiring programs to offer a graduate degree in PA studies after December 31, 2020. Current accredited programs provide varying graduate degrees that include Master of Science (MS), Master of PA Studies (MPAS), Master of Science in PA Studies (MSPAS), Master of PA Practice (MPAP), Master of Health Science (MHS) , and Master of Science in Health Science (MSHS).

Any of the following degrees can be created and located either within MU or JCESOM. This process would be facilitated by the Graduate College of Marshall University.

The ARC-PA will allow a program to develop its academic graduate program during the provisional accreditation time interval before the start of the first class.

X. Project Time Line

The following email was sent in correspondence concerning provisional accreditation.

Dr. Wilson,

Thank you for contacting the ARC-PA regarding developing a Physician Assistant program and beginning the provisional accreditation process. Many questions regarding accreditation and the accreditation process can be answered by visiting our website at www.arc-pa.org. A flow chart detailing the provisional accreditation process, the Accreditation Standards, and an accreditation manual are all available on our website. If you would like to move forward and to confirm the institution's eligibility for applying for accreditation-provisional, the attached Applicant Program Information Form must be completed in full and returned to the ARC-PA at the email address listed at the end of the form. Prior to submitting the form, the ARC-PA strongly encourages you to review the material on the website.

The next commission agenda available for review of an application for provisional accreditation is June 2019, which would allow for a program start no earlier than August 2019, provided the program is provisionally accredited at the meeting.

Note that attendance at an ARC-PA Provisional Accreditation Conference is mandatory in order for a program to be considered on a commission agenda. The conference is held annually and is specifically designed for individuals from institutions who are considering beginning a PA program or are in the process of developing a new PA program in preparation for applying to the ARC-PA for provisional accreditation. More information can be found on our website at the link above.

Best regards,

Heather McGovern

Assistant Director, Accreditation Services

ARC-PA

12000 Findley Road, Suite 275

Johns Creek, GA 30097

Phone: 770-476-1224

Fax: 770-476-1738

Email: heather@arc-pa.org

www.arc-pa.org

See Appendix 1

Marshall University, Joan C. Edwards School of Medicine and Marshall Health have current resources required for ARC-PA provisional accreditation.

XI. Curriculum/Prerequisites

The ARC-PA provide strict criteria and guidelines concerning program curriculum that must be met to obtain both provisional and full accreditation. The establishment of this curriculum is designed to provide an educational experience that will enable the graduate to complete the Physician Assistant National Certifying Exam (PANCE) for postgraduate certification (PA-C). The following is a hybrid version of the number one and two ranked PA programs in the US (Yale and George Washington University).

Prerequisites are not strictly outlined by ARC-PA and vary among accredited programs. MUPA would use the following and are analogous to the top-ranked programs (Yale and George Washington University).

Academic Requirements:

To be considered for regular admission applicants must have:

- a. A bachelor's degree from a college or university accredited by an agency recognized by the U.S. Department of Education.
- b. A minimum 3.0 (CASPA-calculated undergraduate cumulative grade point average (GPA).
- c. A minimum 3.0 CASPA-calculated overall science GPA.

Applicants must complete the following prerequisite coursework (documented via official Transcripts).

Course Semesters	Minimum Credits	
a. Human Anatomy and Physiology with lab	2	8
b. General or Introductory Chemistry with lab	1	4
c. Gen. or Intro. Biochemistry (or Organic Chemistry w/lab)	1	3
d. General or Intro. Microbiology with lab	1	4
e. Abnormal Psychology	1	3
f. Developmental Psychology (Child/Life Span)	1	3
g. Mathematics (preferably statistics)	1	3
h. Medical Terminology	1	1-3

Year 1, Semester 1 (Academic)

Title	Credits
Clinical Assessment I	4
Integration into Clinical Concepts I	2
Foundations of Medicine	5
Evidence Based Practice – PA Students	3
Physiology for Health Science Students	3
Anatomy for Health Science Students	3
Total Semester Credits	20

Year 1, Semester 2 (Academic)

Title	Credits
Clinical Assessment II	1
Integration into Clinical Concepts II	2
Clinical Medicine I	7
Clinical Skills I	2
Health, Justice, & Society I	2
Human Behavior	2
Role of PA in American Health Care	2
Basic Principles of Pharmacology	2
Total Semester Credits	20

Year 1, Semester 3 (Academic)

Title	Credits
Clinical Assessment III	1
Integration into Clinical Concepts III	2
Clinical Medicine II	7
Clinical Skills II	1
Health, Justice, & Society II	1
Clinical Specialties	6
Pharmacology in Disease Pathophysiology	2
Total Semester Credits	20

Course Descriptions

Clinical Assessment I. 4 Credits.

This is the first in a series of courses designed to develop the knowledge and skills required to obtain and record the complete medical history, use of appropriate equipment, proper techniques, and accurate medical terminology to document findings; course will provide an overview of the medical record as well as development of writing and organizational skills for medical record keeping and oral presentation skills. Skills will be developed through structured laboratory exercises and community experiences.

Clinical Assessment II. 1 Credit.

This is the second in a series of courses designed to develop the knowledge and skills required to obtain and record the complete medical history, use of appropriate equipment, proper techniques, and accurate medical terminology to document findings; course will provide an overview of the medical record as well as development of writing and organizational skills for medical record keeping and oral presentation skills. Skills will be developed through structured laboratory exercises and community experiences.

Clinical Assessment III. 1 Credit.

This is the third in a series of courses designed to develop the knowledge and skills required to obtain and record the complete medical history, use of appropriate equipment, proper techniques, and accurate medical terminology to document findings; course will provide an overview of the medical record as well as development of writing and organizational skills for medical record keeping and oral presentation skills. Skills will be developed through structured laboratory exercises and community experiences.

Integration into Clinical Concepts I. 2 Credits.

This is the first in a series of courses designed to allow students to apply knowledge gained in concurrent didactic courses to clinical problems and to clinical decision making. The course is conducted by faculty facilitators in a small-group discussion format.

Integration into Clinical Concepts II. 2 Credits.

This is the second in a series of courses designed to allow students to apply knowledge gained in concurrent didactic courses to clinical problems and to clinical decision making. Builds upon skills learned in Clinical Concepts I. The course is conducted by faculty facilitators in a small-group discussion format.

Integration into Clinical Concepts III. 2 Credits.

This is the third in a series of courses designed to allow students to apply knowledge gained in concurrent didactic courses to clinical problems and to clinical decision making. Builds upon skills learned in Clinical Concepts I and II. The course is conducted by faculty facilitators in a small-group discussion format.

Foundations of Medicine. 5 Credits.

This course is designed to develop an understanding of normal physiology, genetics, pathologic and pathophysiologic concepts of diseases per organ system. The physiology component covers normal physiology for the organ systems under study. The genetics component introduces the concepts of patterns of inheritance, formulation of the family history, reviews genetic abnormalities and pharmacogenomics. Indications for genetic testing and counseling are also reviewed. The microbiology component covers how to identify the various pathogens responsible for human disease. Topics covered include bacteriology, mycology, parasitology, and virology. Pathophysiology explores the etiology of organic and systemic disease.

Evidence Based Practice for PA Students. 3 Credits.

Introduction to research including methodology, statistical analyses, formulating research questions, and evaluating research designs with an emphasis on studies assessing therapeutic interventions, diagnostic testing, and prognostic indicators of health and disease as part of evidence-based clinical practice.

Evidence Based Practice for PA/MPH Students. 1 Credit.

Advanced application of research-, statistical-, and evidence-based medicine concepts presented in public health courses. Emphasis on studies assessing therapeutic interventions, diagnostic testing, and prognostic indicators of health and disease.

Clinical Medicine I. 7 Credits.

This is the first in a series of courses designed to provide an intensive study of human diseases and disorders, using a lifespan approach from pediatrics to geriatrics, in the areas of clinical medicine including epidemiology, etiology, historical data, clinical manifestations, progression, therapeutic management, prevention, laboratory medicine, and prognosis. Emphasis will be on disease processes common to primary care practices, and the development of differential diagnoses and plan based upon the patient's clinical presentation.

Clinical Medicine II. 7 Credits.

This is the second in a series of courses designed to provide an intensive study of human diseases and disorders, using a lifespan approach from pediatrics to geriatrics, in the areas of clinical medicine including epidemiology, etiology, historical data, clinical manifestations, progression, therapeutic management, prevention, laboratory medicine, and prognosis. Emphasis will be on disease processes common to primary care practices, and the development of differential diagnoses and plan based upon the patient's clinical presentation.

Clinical Skills I. 2 Credits.

Development of diagnostic and therapeutic skills essential to clinical practice. Fundamentals of electrocardiography and interpretation of basic EKG patterns. Effects of drugs and electrolyte imbalance on EKG patterns. Interpretation of radiologic films.

Clinical Skills II. 1 Credit.

Development of diagnostic and therapeutic skills essential to clinical practice. Fundamentals of electrocardiography and interpretation of basic EKG patterns. Effects of drugs and electrolyte imbalance on EKG patterns. Interpretation of radiologic films.

Health, Justice, and Society I. 2 Credits.

Presentation and discussion of issues including social determinants of health, cultural competency, ethical principles, epidemiology, and patient safety.

Health, Justice, and Society II. 1 Credit.

Students interact with community clinicians and/or members of communities with vulnerable populations, developing communication and team practice skills through participation in team projects.

Human Behavior. 2 Credits.

Basic knowledge of psychiatry needed to enter clinical practice. Mental status examination as a tool of clinical assessment. Approaches to understanding and working with patients with mental health conditions.

Clinical Specialties. 6 Credits.

Foundations of patient management in surgical, pediatric, and emergency medicine.

Role of PA in American Health Care. 2 Credits.

The history, development, and current status of the physician assistant profession within the context of the U.S. health system, such as practice roles, legal issues, and economic aspects of the profession.

Physiology for Health Sciences Students. 3 Credits.

Functional processes, including cellular, muscular, cardiovascular, renal, pulmonary, gastrointestinal, endocrine, and nervous systems.

Anatomy for Health Sciences Students. 3 Credits.

A gross anatomy course that includes examination of prosected cadavers. Sessions on how to conduct a physical examination of a particular body region are preceded immediately by lectures on the same region.

Basic Principles of Pharmacology. 2 Credits.

This is the first in a series of courses designed to develop skills related to the principles of pharmacology as they pertain to therapeutic agents, prescription and non-prescription. Discussion will include the principal mechanisms of action of the major classes of therapeutic agents, understanding of pharmacodynamics, uses, side effects, and toxicities.

Pharm in Dis. Pathophysiology. 2 Credits.

This is the second in a series of courses designed to develop skills related to the principles of pharmacology as they pertain to therapeutic agents, prescription and non-prescription. Discussion will include the principal mechanisms of action of the major classes of therapeutic agents, understanding of pharmacodynamics, uses, side effects, and toxicities.

Clinical Year Courses 2017-2018*																
Jul		Aug	Sept	Oct	Nov	Dec		Jan	Feb	Mar	Apr	May		Jun	July	Aug
Summer Break	Bridge Course	Emergency Medicine	Internal Medicine		Women' s Health	Pediatrics	Winter Break	Primary Care	Behavioral Medicine	Evidence-Based Practice II	Spring Break	General Surgery	Elective I	Elective II	Senior Seminar	

*Example – sequence of clinical rotations will vary

Clinical Rotations

Emergency Medicine – One Month

Internal Medicine – Two Months

Women's Health – One Month

Pediatrics – One Month

Family Medicine – Two Months

Behavioral Medicine – One Month

Evidence-Based Practice II – One Month

General Surgery – One Month

Elective – Two Months

Required Clinical Course

Primary Care 1 & 2

Eight-week rotation - Clinical instruction in the principles of Family Medicine and their application in community practice. Students are introduced to problems commonly encountered by family physicians and physician assistants, as well as to the unique aspects of community practice. Students confront the diversity of community and family health care needs, as well as occupational and environmental issues impacting health and learn about some of the resources to meet those needs. Credit: 8

Behavioral Medicine

Four-week rotation - Clinical instruction in the principles of the care of patients with psychiatric illness and behavioral disorders. Rotation sites may provide students with inpatient, outpatient, or mixed experiences. This rotation facilitates the acquisition of communication and behavioral modification skills which are useful in the primary care setting. Credits: 4.

Internal Medicine 1 & 2

Eight-week rotation - Clinical instruction in the principles of general internal medicine and its application in clinical practice. Students are introduced to problems commonly encountered in inpatient and/or community internal medicine practice. Students confront a diversity of health care needs and issues impacting general medical health and learn about resources required to meet those needs. Credits: 8

Women's Health

Four-week rotation - Clinical instruction in the principles of obstetrics and gynecology. Emphasis is placed on preventive gynecologic care, common gynecologic complaints, and prenatal care. Credits: 4.

Pediatrics

Four-week rotation - Clinical instruction in the principles of pediatric care in the outpatient setting. Students are introduced to problems commonly encountered by pediatric primary care providers, as well as unique aspects of community based pediatric medicine. Special emphasis is placed on communication skills and relating sensitively to both children and parents. The student gains familiarity with normal growth and development, pediatric preventive medicine, and evaluation and management of common childhood illnesses. Credits: 4.

General Surgery

Four-week rotation - Clinical instruction in the principles of surgery and the development of surgical skills. Special emphasis is placed on preoperative evaluation and preparatory procedures, assisting at the operating table, and management of patients through the postoperative period. Credits: 4

Emergency Medicine

This four-week rotation - Clinical instruction in the principles of emergency medicine. Students are introduced to medical and surgical problems commonly encountered in the emergency department setting. The emphasis is on gaining outpatient procedural skills, triage of patients, and learning to recognize and begin treatment of emergent medical and surgical problems. Credit: 4.

II. Financial and Upstart Cost Estimate – Basic Science/Clinical Sciences

Anatomy - Instructor Cost = 3 credit hours + 3hrs/week lab = \$28,000/year

Facility = \$4,000/year + \$18,000/year (cadaver - \$1500 x 12)

Total = \$50,000/50 students

Pharmacology – Instructor Cost = 4 credit hours = \$300 x (16 weeks x 4 hours) = \$19,200/year

Physiology - Instructor cost = 3 credit hours = \$300 x (16 weeks x 3 hours) = \$14,400/year

JCESOM - PA Program

Projected Financials

	Year 1	Year 2	Year 3 ⁽¹⁾	Year 4	Year 5	Year 6	Year 7
Total Students/Year	-	-	20	30	40	50	50
Total Students	-	-	20	50	70	90	100
Tuition Rate/Student/Year	-	-	43,500	43,500	43,500	43,500	43,500
Revenues							
Tuition	\$ -	\$ -	\$ 870,000	\$ 2,175,000	\$ 3,045,000	\$ 3,915,000	\$ 4,350,000
Fees	-	-	30,000	75,000	105,000	135,000	150,000
Application Fees	-	2,000	2,500	3,000	3,000	3,000	3,000
Total Revenue	-	2,000	902,500	2,253,000	3,153,000	4,053,000	4,503,000
Expenses							
Program Director	166,320	171,310	176,449	181,742	187,195	192,810	198,595
Program Coordinator	44,100	46,305	48,620	51,051	73,604	77,284	81,148
MD ⁽²⁾	43,302	44,601	45,939	47,317	48,737	50,199	51,705
Program Faculty	-	326,675	326,675	431,675	444,625	457,964	471,703
Basic Science Faculty	-	-	73,100	81,480	137,130	143,987	151,186
Clinical Salary	-	-	125,000	222,500	352,500	432,500	450,000
Administrative Support	-	87,500	137,500	144,375	151,594	159,173	167,132
Subtotal - Salaries	253,722	676,391	933,283	1,160,141	1,395,384	1,513,917	1,571,469
Facility Cost	-	300,000	200,000	225,000	236,250	248,063	260,466
Other Expenses	50,000	200,000	200,000	125,000	131,250	137,813	144,703
Fees Remitted to Campus	-	-	22,500	56,250	78,750	101,250	112,500
Total Expenses	303,722	1,176,391	1,355,783	1,566,391	1,841,634	2,001,042	2,089,138
Net Income	\$ (303,722)	\$ (1,174,391)	\$ (453,283)	\$ 686,609	\$ 1,311,366	\$ 2,051,958	\$ 2,413,862
Cumulative	\$ (303,722)	\$ (1,478,113)	\$ (1,931,396)	\$ (1,244,787)	\$ 66,578	\$ 2,118,536	\$ 4,532,398

Notes:

(1) - Year 3 represents the first class of students.

(2) - MD Projected Expense represents a portion of an existing physician that will assist in program oversight.

Financial projections are determined after a series of meetings with representative from Marshall Health, JCESOM, and Marshall Biomedical Science Department.

Cited References

1. <https://www.bls.gov/ooh/healthcare/physician-assistants.htm>
2. <http://www.arc-pa.org/>
3. <http://paeaonline.org/>
4. http://paeaonline.org/wp-content/uploads/2017/06/Program-Survey-31_V4_Updated-June-2017.pdf
5. Yealy J, Hooker RS (2016) Development Costs of Inaugurating a Physician Assistant Program. J Community Med Health Educ 6:454. doi:10.4172/2161-0711.1000454

Appendix 1—Applicant Program Information

For institutions considering developing an entry-level PA program and seeking provisional accreditation

Only those institutions which are actively engaged in establishing a program for the education of physician assistants (PA) are eligible for provisional accreditation. The provisional accreditation process involves a thorough review of the planning, organization, and proposed content of a program that is in the advanced planning stages but not yet operational.

Institutions planning to develop a program and apply for accreditation-provisional which do not meet these eligibility requirements will not be considered by the ARC-PA.

(Enter requested information by clicking on red text fields. Select from dropdown list by clicking on red text fields labeled “Select...” then clicking the arrow on the right.)

Institution Name

Individual responsible for PA program development (and who will receive ARC-PA correspondence):

****Please note that the ARC-PA will not consider a consultant as the individual responsible for the development of the PA program. If there is a change in the individual responsible for program development at any time during the provisional accreditation process, inform the ARC-PA immediately.****

Name and Credentials

Institutional Title

Address 1

Address 2

City, State and Zip

Email

Phone

Please complete the following:

I have read the Standards (4th edition, revised as of 03/2016) (<http://arc-pa.org/documents/Standards%204th%20Ed%20March%202016.pdf>) with attention to the Eligibility Section and Section D. Select yes/no

I understand that attendance at an ARC-PA Provisional Accreditation Conference (<http://www.arc-pa.org/accreditation/resources/workshops-and-conferences/>) is a required component of the Provisional application process. Select yes/no

Criteria:

There is ONE clearly defined Sponsoring Institution. Select yes/no

Name of sponsoring institution:

The sponsoring institution is accredited by, and in good standing with, a recognized Regional Accrediting Agency. Select yes/no

Name of Regional Accrediting Agency: Select an agency

The institution is authorized by the above agency to confer upon graduates of the PA program a graduate degree. Select yes/no

Academic credential to be awarded upon graduation: Academic credential

The proposed PA program is to be offered by, or located within, an institution chartered by and physically located within the United States and where students are to be geographically located within the United States for their education. Select yes/no

The appropriate senior institutional official or governance board has granted approval to pursue the development and accreditation for the establishment of a Physician Assistant program. Select yes/no

In answering the questions below, please note the following:

- (a) The site visit component of the evaluation process must take place:
 - i. within six to 12 months of matriculation of students, and
 - ii. sometime during August, September, October or November for a March meeting; December, February or March for a June meeting and April, May or June for a September meeting.
- (b) Application materials are due 3 months before the site visit.
- (c) A permanent Program Director must be in place 12 months before the application is considered on a commission agenda.

(d) Programs are placed on agendas that would allow for a program start no earlier than four months after being granted provisional accreditation; e.g., if a program is on a March agenda, it may start no earlier than July; if on a June agenda, no earlier than October and if on a September agenda, no earlier than January.

(e) The earliest commission agenda that MAY be available for review of the application is 2019 June, which would allow for a program start no earlier than 2019 October if the program is provisionally accredited.

The date we are considering starting the program is Month of Year (1st choice) or
Month of Year (2nd choice)

The length of the proposed program (stated in months): Length of program

How many students do you propose, or estimate you may have, in the:

- First entering class: Number of students
- Second entering class: Number of students
- Third entering class: Number of students

I understand that the program will be subject to denial of accreditation and to denial of future eligibility for accreditation in the event that any of the statements or answers made in this document or the application are false or in the event that the program violates any of the rules or regulations governing applicant programs.

Form submitted by: Name

The name entered above is deemed an electronic signature.

Title: Title

Date: Date

Form completed by: Name

If different than person submitting. The name entered above is deemed an electronic signature.

Title: Title

Date: Date

Submit completed form to: accreditationservices@arc-pa.org with “Applicant Program Information Form” in the subject line.

You will receive a response within 15 business days of receipt of this form.

“The next commission agenda available for review of an application for provisional accreditation is June 2019, which would allow for a program start no earlier than October 2019, provided the program is provisionally accredited at the meeting” as noted per email. A proposed timeline:

1. Jan 2018

- Establish a program director, program coordinator, retain consultation services
- Application to ARC-PA for provisional accreditation

2. Feb-Dec 2018

- Acquisition of Graduate Studies affiliation and development of curriculum including basic sciences and clinical rotations
- Negotiations of cost of basic science and clinical staff
- Continuation of provisional accreditation process
- Logistical development of physical operations

3. Jan – 2019

Establish Principle and Basic Science Instructor facility

4. June – 2019

Commission Site Review

5. August -2019

Earliest Class Start Date

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: ScienceDept/Division: PhysicsAlpha Designator/Number: PHY☒ Graded ☐ CR/NCContact Person: Jon SakenPhone: 304-696-2753**NEW COURSE DATA:**New Course Title: AstrophysicsAlpha Designator/Number: P H Y 5 2 0Title Abbreviation: A s t r o p h y s i c s

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

A detailed study of core problems in Astrophysics such as orbital dynamics, radiation processes, stellar structure and evolution, galactic dynamics, and cosmology.

Co-requisite(s): _____

First Term to be Offered: Fall 2018Prerequisite(s): 8C
MTM 335, PHY 330Credit Hours: 3

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

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

Dept. Chair/Division Head

Date 10/24/2017

Registrar

400801Date 10/24/17

College Curriculum Chair

Date 2/26/18

Graduate Council Chair

Date 4-10-18

Request for Graduate Course Addition - Page 2

College: Science

Department/Division: Physics

Alpha Designator/Number: PHY520

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.

Jon Saken
Marie Hamilton

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

See attached syllabus.

Request for Graduate Course Addition - Page 3

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

Gravity & Orbits
Radiation Process
Radiative Transfer
Magnetohydrodynamics
Stellar Interiors, Stellar Structure, Stellar Evolution
Galactic Dynamics
High Energy Astrophysics
Cosmological Principles

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)

Lecture

Request for Graduate Course Addition - Page 4

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

Tests, Final, Computational Project

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

Homework, tests, and computational projects will include more advanced theoretical principles and mathematical techniques. Examples include describing galactic dynamics in terms of fluid mechanics, and relativistic considerations in high-energy emissions from neutron stars and black holes. A much heavier emphasis will be placed on mathematical techniques that have become important in recent astrophysical research.

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

See attached.

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: Physics

Course Number and Title: PHY520 - Astrophysics

Catalog Description: A detailed study of core problems in Astrophysics such as orbital dynamics, radiation processes, stellar structure and evolution, galactic dynamics, and cosmology.

Prerequisites: MTH 335, PHY 330 *SPC*

First Term Offered: Fall 2018

Credit Hours: 3

PHY 420/520: Astrophysics
Fall 2018

Time: Mon./Wed. 1:00 pm - 2:15 pm, S281

Instructor: Dr. Jon M. Saken
Office: S178 (Science Bldg.)
Phone: 696-2753
E-mail: saken@marshall.edu

Office Hours: Mon. - Thurs. 10:00-11:00 am or by appointment

Final Exam: Friday, Dec. 15, 12:45 pm - 2:45 pm

Required Text: *Astrophysics for Physicists*; Choudhuri; Cambridge University Press; 2010

Catalog Description:

(3 hours) A detailed study of core problems in Astrophysics such as orbital dynamics, radiation processes, stellar structure and evolution, galactic dynamics, and cosmology.

Fuller Course Description: In this course we will investigate how the laws of physics are applied in astrophysical settings. Examples include Newtonian gravity and orbital motions; electrodynamics, Maxwell's Equations, and fluid dynamics and their applications to plasmas, stellar interiors, and the interstellar medium; interactions of matter and radiation; and galactic dynamics. Topics will vary somewhat year to year depending on student interest and new developments in astrophysics.

Grading: A 90 - 100
B 80 - 89
C 70 - 79
D 60 - 69
F 0 - 59

Homework	15%
Computational Projects(2)	20%
Tests (3)	45%
Final Exam	20%

Homework: Although some homework will be drawn from the textbook, students will also be exposed to important results from classical astrophysics and current literature. PHY520 students should expect a more theoretical treatment in their homework problems as well as more advanced practice in magnetohydrodynamics, fluid dynamics, and high energy astrophysics.

Computational Projects: Students will write code to model and/or simulate astrophysical processes and compare their results to the observational evidence. Examples include stellar interiors, orbits of exoplanets, destruction of dust grains, etc. Topics will be chosen in consultation with the instructor. Projects for PHY520 students will draw more heavily from current techniques being developed for modern studies in astrophysics, such as Monte Carlo simulations and Bayesian statistics.

Course Outline (some topics subject to student interest):

Interactions of Radiation and Matter
Astrophysical Plasmas
Star Formation
Stellar Atmospheres
Stellar Interiors
Exoplanets
Important Processes in High Energy Astrophysics
Galactic Dynamics
Galaxy Interactions
Cosmology

Plus additional topics/material from recent scientific discoveries.

University Policies:

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to <http://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/policies/>

Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Course Policies:

- **ALL** work submitted must be typed (word-processed) and stapled with your name written clearly on the front. No exceptions.
- Any work handed in late will suffer a 10% penalty per **calendar** day. This does not apply for any day for which there is an excused absence.
- Makeup work will **NOT** be allowed except for *documented* emergencies. Students who must miss class for pre-approved university functions are expected to notify their instructor sufficiently far in advance to allow alternative arrangements to be made for any missing work.
- If you **must** miss a class contact me immediately. Also, be sure to let me know at least a week ahead of time if a university activity will require an absence from class.
- If you **do** miss a class, even for an excused absence, contact me immediately if you are unsure what was covered or what you need to make up. If you wait too long to discuss a make up you may be denied the opportunity to do so.
- Cell phone use is not permitted in the classroom. Please turn cellphones to OFF or vibrate while in class.

- Except for calculators, *all other electronic devices must be turned off in class*. Laptops, tablets, etc. Research has shown that not only do students retain more of the material when they take notes by hand, but also that laptops and tablets are a distraction to other students. So put them away during class time.
- Any act of academic dishonesty of any kind will result in a final grade of F for the class.

Learning Outcomes <i>Students will:</i>	Practice	Assessment
Apply established physical laws to astrophysical processes.	Homework	Exams
Investigate the similarities of phenomenae across a wide range of spatial and temporal scales.	Homework, Readings	Exams
Examine the role of experiments, observations, models, and theories in refining our understanding of the Universe.	Homework, Readings	Exams, Project
Compare the types, roles and degrees of uncertainty in science.	Homework, Readings	Exams, Project
Develop a model to explain some aspect of an astronomical object or process	Homework, Project	Project

References: PHY 420/520

Publications Researched to Create This Course

"Introduction to the Theory of Stellar Structure and Evolution," 2010/2011, 2nd Ed., Dina Prialnik, Cambridge University Press.

"Stellar Spectral Classification," 2009, Richard O. Gray & Christopher J. Corbally, Princeton Series in Astrophysics, Princeton University Press.

"Extragalactic Astronomy and Cosmology," Peter Schneider, 2006, Springer.

"Galactic Astronomy," James Binney & Michael Merrifield, 1998, Princeton University Press.

"Radiative Processes in Astrophysics," George B. Rybicki & Alan P. Lightman, 1991, Wiley.

Publications Beneficial to Students Taking This Course

"Astrophysics for Physicists," Arnab Rai Choudhuri, 2012, Cambridge University Press.

"An Introduction to Modern Stellar Astrophysics," Bradley W. Carroll & Dale A. Ostlie, 2nd Ed., Pearson.

"The Fundamentals of Stellar Astrophysics," Website: "<http://ads.harvard.edu/books/1989fsa..book/>".

"The Physical Universe," Frank Shu, 1982, University Science Books.

"Radiative Processes in Astrophysics," George B. Rybicki & Alan P. Lightman, 1991, Wiley.

"Annual Review of Astronomy and Astrophysics" (Journal).

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: Science

Dept/Division: Mathematics

Alpha Designator/Number: STA 580

☒ Graded ☐ CR/NC

Contact Person: Dr. Alfred Akinsete

Phone: x6-6010

NEW COURSE DATA:

New Course Title: Special Topics

Alpha Designator/Number:

S T A 5 8 0

Title Abbreviation:

S p e c i a l T o p i c s

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

Courses on special topics in statistics not listed among the current course offerings.

Co-requisite(s):

First Term to be Offered: Fall 2018

Prerequisite(s): Permission of the department

Credit Hours: 1-4

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

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

Dept. Chair/Division Head

Date

2/16/18

Registrar

27 01/01

Date

2-14-18

College Curriculum Chair

Date

2-26-18

Graduate Council Chair

Date

4-10-18

Request for Graduate Course Addition - Page 2

College: Science

Department/Division: Mathematics

Alpha Designator/Number: STA 580

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.

Alfred Akinsete, Laura Adkins, Avishek Mallick, Raid Al-Aqtash, Alaa Elkadry

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)

Not Applicable -

No syllabus information are needed at this time. Syllabus information will depend on the special topics being offered and individual instructors.

Request for Graduate Course Addition - Page 3

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

Not Applicable

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

Not Applicable

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

Not Applicable

Request for Graduate Course Addition - Page 4

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

Not Applicable

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

None

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

Not Applicable

Request for Graduate Course Addition - Page 5

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

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Mathematics

Course Number and Title: STA 580 / Special Topics

Catalog Description: Courses on special topics not listed among the current course offerings.

Prerequisites: Permission of the department chairperson

First Term Offered: Fall 2018

Credit Hours: 1-4 hrs

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: Science

Dept/Division: Mathematics

Alpha Designator/Number: STA 585

☒ Graded ☐ CR/NC

Contact Person: Dr. Alfred Akinsete

Phone: x6-6010

NEW COURSE DATA:

New Course Title: Independent Study

Alpha Designator/Number: S T A 5 8 5

Title Abbreviation: I n d e p e n d e n t S t u d y

(Limit of 25 characters and spaces)



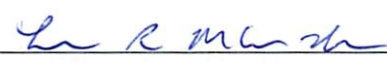
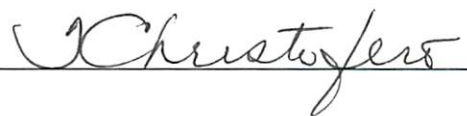
Course Catalog Description: A faculty supervised, individualized course of study of a topic in statistics.
(Limit of 30 words)

Co-requisite(s): First Term to be Offered: Fall 2018

Prerequisite(s): Permission of the department ☒ Credit Hours: 1-4

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

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

Dept. Chair/Division Head 	Date <u>2/16/18</u>
Registrar  270101	Date <u>2-14-18</u>
College Curriculum Chair 	Date <u>2-26-18</u>
Graduate Council Chair 	Date <u>4-10-18</u>

Request for Graduate Course Addition - Page 2

College: Science

Department/Division: Mathematics

Alpha Designator/Number: STA 585

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.

Alfred Akinsete, Laura Adkins, Avishek Mallick, Raid Al-Aqtash, Alaa Elkadry

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)

Not Applicable -

No syllabus information are needed at this time. Syllabus information will depend on the independent study being offered and individual instructors.

Request for Graduate Course Addition - Page 3

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

Not Applicable

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

Not Applicable

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

Not Applicable

Request for Graduate Course Addition - Page 4

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

Not Applicable

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

None

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

Not Applicable

Request for Graduate Course Addition - Page 5

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

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Mathematics

Course Number and Title: STA 585 / Independent Study

Catalog Description: A faculty supervised, individualized course of study of a topic in statistics.

Prerequisites: Permission of the department chairperson

First Term Offered: Fall 2018

Credit Hours: 1-4 hrs

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: Science

Dept/Division: Mathematics

Alpha Designator/Number: STA 670

☒ Graded ☐ CR/NC

Contact Person: Dr. Alfred Akinsete

Phone: x6-6010

NEW COURSE DATA:

New Course Title: Independent Study

Alpha Designator/Number: S T A 6 7 0

Title Abbreviation: I n d e p e n d e n t S t u d y

(Limit of 25 characters and spaces)





Course Catalog Description: A faculty supervised, individualized course of study of a topic in statistics.
(Limit of 30 words)

Co-requisite(s): First Term to be Offered: Fall 2018

Prerequisite(s): Permission of the department Credit Hours: 1-4

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

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

Dept. Chair/Division Head 	Date <u>2/15/18</u>
Registrar  270101	Date <u>2-16-18</u>
College Curriculum Chair 	Date <u>2/26/18</u>
Graduate Council Chair 	Date <u>4-10-18</u>

Request for Graduate Course Addition - Page 2

College: Science

Department/Division: Mathematics

Alpha Designator/Number: STA 670

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.

Alfred Akinsete, Laura Adkins, Avishek Mallick, Raid Al-Aqtash, Alaa Elkadry

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)

Not Applicable -

No syllabus information are needed at this time. Syllabus information will depend on the independent study being offered and individual instructors.

Request for Graduate Course Addition - Page 3

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

Not Applicable

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

Not Applicable

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

Not Applicable

Request for Graduate Course Addition - Page 4

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

Not Applicable

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

None

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

Not Applicable

Request for Graduate Course Addition - Page 5

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

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Mathematics

Course Number and Title: STA 670 / Independent Study

Catalog Description: A faculty supervised, individualized course of study of a topic in statistics.

Prerequisites: Permission of the department chairperson

First Term Offered: Fall 2018

Credit Hours: 1-4 hrs

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: Science

Dept/Division: Mathematics

Alpha Designator/Number: STA 681

☒ Graded ☐ CR/NC

Contact Person: Dr. Alfred Akinsete

Phone: x6-6010

NEW COURSE DATA:

New Course Title: Thesis

Alpha Designator/Number: S T A 6 8 1

Title Abbreviation: T h e s i s

(Limit of 25 characters and spaces)



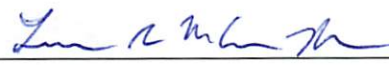

Course Catalog Description: Investigate a theoretical or applied statistics problem under faculty mentorship.
(Limit of 30 words)

Co-requisite(s): First Term to be Offered: Fall 2018

Prerequisite(s): Permission of the department Credit Hours: 1-6

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

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

Dept. Chair/Division Head 	Date <u>2-26-18</u>
Registrar  270501	Date <u>2-26-18</u>
College Curriculum Chair 	Date <u>2-27-18</u>
Graduate Council Chair 	Date <u>4-10-18</u>

Request for Graduate Course Addition - Page 2

College: Science

Department/Division: Mathematics

Alpha Designator/Number: STA 681

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.

Alfred Akinsete, Laura Adkins, Avishek Mallick, Raid Al-Aqtash, Alaa Elkadry

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

See the attached syllabus

Request for Graduate Course Addition - Page 3

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

See the attached syllabus

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

See the attached syllabus

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

See the attached syllabus

Request for Graduate Course Addition - Page 4

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

See the 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 the 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: Mathematics

Course Number and Title: STA 681 / Thesis

Catalog Description: Investigate a theoretical or applied statistics problem under faculty mentorship.

Prerequisites: Permission of the department chairperson

First Term Offered: Fall 2018

Credit Hours: 1-6 hrs



**Marshall University
College of Science
Department of Mathematics Syllabus**

Course

STA 681 - Thesis

Course Description

Investigate a theoretical or applied statistics problem under faculty mentorship.

Credits

1 to 6

Prerequisites

Permission of the department chairperson

Term/Year

TBA

Class Meeting Days/Times

TBA

Location

TBA

Academic Calendar

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

Instructor

TBA

Contact Information

Office: TBA

Office Hours: TBA

Office Phone: TBA

Marshall Email: TBA

Required and/or Recommended Texts and Materials**Required Texts, Additional Reading, and Other Materials**

TBA

Recommended/Optional Texts and Materials

TBA

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
(Inquiry based learning) Students will undertake independent work in which they demonstrate an advanced level of critical thinking with analytical skills and mathematical maturity.	Discussions with advisor, drafts of thesis.	Finished thesis, thesis defense
(Mathematical modeling) Students will apply principles of mathematics, probability, and statistics to complex problems and issues.	Discussions with advisor, drafts of thesis.	Finished thesis, thesis defense
(Mathematical reasoning) Students will perform intellectually demanding mathematical and statistical tasks and reason rigorously in written and oral arguments	Discussions with advisor, drafts of thesis.	Finished thesis, thesis defense
(Communication fluency) Students will write and speak mathematics and statistics at a high level of fluency	Discussions with advisor, drafts of thesis.	Finished thesis, thesis defense

Course Requirements/Due Dates

To successfully complete STA 681 – Thesis, the student must complete a master's thesis in a field related to probability or statistics. The student must then pass a thesis defense, following the procedures of the Graduate College and the Department of Mathematics.

The grade in this course is determined by the thesis advisor, who may set specific grading standards beyond those of the graduate college.

For additional information on grading policies for thesis courses, see the section "Thesis" in the Graduate Catalog (pp. 76-77 of the 2017 Graduate Catalog).

Grading Policy

The thesis advisor does the final evaluation and grading of the student's performance in the course. It is based on the student's contribution to the written report, as well as on the seminar presentation and its discussion. Thesis advisor may adopt different grading standards beyond those of the graduate college.

An example of an assessment could be,

Thesis statement/proposal 10%

Advisor's evaluation of thesis quality 50%

Oral presentation/defense of thesis 40%

Performance evaluation has the following classifications:

E – Excellent; P – Pass; PC – Pass with Corrections; U – Unsatisfactory

Overall grading scale:

A: 90 - 100% B: 80 - 89% C: 70 - 79% D: 60 - 69% F: Below 60%

Attendance Policy

TBA

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. (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

TBA

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: Science

Dept/Division: Mathematics

Alpha Designator/Number: STA 690

☒ Graded ☐ CR/NC

Contact Person: Dr. Alfred Akinsete

Phone: x6-6010

NEW COURSE DATA:

New Course Title: Special Topics in Statistics

Alpha Designator/Number:

S T A 6 9 0

Title Abbreviation:

S p e c i a l T o p i c s

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

Courses on special topics in statistics not listed among the current course offerings.

Co-requisite(s):




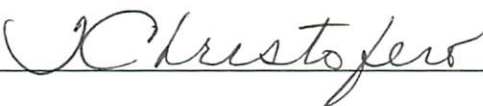
First Term to be Offered: Fall 2018

Prerequisite(s): Permission of the department

Credit Hours: 1-4

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

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

Dept. Chair/Division Head		Date	2/16/18
Registrar	 270101	Date	2-16-18
College Curriculum Chair		Date	2/26/18
Graduate Council Chair		Date	4-10-18

Request for Graduate Course Addition - Page 2

College: Science

Department/Division: Mathematics

Alpha Designator/Number: STA 690

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.

Alfred Akinsete, Laura Adkins, Avishek Mallick, Raid Al-Aqtash, Alaa Elkadry

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)

Not Applicable -

No syllabus information are needed at this time. Syllabus information will depend on the special topics being offered and individual Instructors.

Request for Graduate Course Addition - Page 3

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

Not Applicable

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

Not Applicable

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

Not Applicable

Request for Graduate Course Addition - Page 4

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

Not Applicable

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

None

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

Not Applicable

Request for Graduate Course Addition - Page 5

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

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Mathematics

Course Number and Title: STA 690 / Special Topics in Statistics

Catalog Description: Courses on special topics not listed among the current course offerings

Prerequisites: Permission of the department chairperson

First Term Offered: Fall 2018

Credit Hours: 1-4 hrs