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: **COEPD**   Dept/Division: **Special Education**

Contact Person: **Jennifer McFarland-Whisman**   Phone: **304-696-2883**

New Degree Program **M.A. in Applied Behavior Analysis**

Effective Term/Year   Fall 20 **24**   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 _Dr. Debra Lockwood/tkt_	Date 3/16/23
College Curriculum Chair _McKenzie Brittain_	Date 3/27/23
College Dean _____	Date _____
Graduate Council Chair _D S Lee_	Date 5-5-23
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____

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

See attached Word document.

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.

See attached Excel spreadsheet and Word document.

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.

There are no other similar programs at Marshall University. The Behavior Analysis Certification Board (BACB) oversees all aspects of certification and accreditation is managed by the Association for Behavior Analysis International (ABAI). Alternatives and adjustments to the program are not possible because the BCBA requirements are firmly specified. The program must align with standards outlined by the BACB and ABAI.

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)

Program Description

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to socially significant behavior change. The goal of ABA is to improve learning and decrease challenging behavior, which may impact the individual's quality of life. ABA is an effective intervention for many problems and populations, including those with and without specific diagnoses, across settings.

The program consists of 33 hours of coursework which will allow students to obtain a Master of Arts Degree in ABA. Completion of the course work will allow students to qualify to sit for the exam to become a Board Certified Behavior Analyst (BCBA) and, where applicable, licensed to practice. Marshall University psychology, special education, counseling, business and social work students may want to seek this additional degree to enhance their employment options. Students pursuing graduate degrees related to rehabilitation services (e.g., communication disorders, counseling, nursing, and social work) or business may want to complete coursework in the area to learn more about evidence-based practices derived from ABA.

Admission Requirements

Students not currently enrolled at Marshall University

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

In addition to Marshall University's requirements for admission, applicants must have:
  • An undergraduate Grade Point Average (GPA) of 2.80 or higher on a 4.0 scale, or a graduate degree from a regionally accredited institution, and
  • Two letters of recommendation from professionals who know the candidate well

Students currently enrolled at Marshall University

Students currently enrolled at Marshall University as a graduate student and who are in good academic standing may complete courses in ABA as electives by adding them to their *Plan of Study*.

Course Number	Title	Credit Hours
ABA 600	Basic Principles of Behavior	3
ABA 610	Theory & Philosophy in Behavior Analysis	3
ABA 620	Research Methods in Behavior Analysis	3
ABA 630	Behavior Assessment & Intervention 1	3
ABA 640	Behavior Assessment & Intervention 1I	3
ABA 650	Behavior Change in Systems	3
ABA 660	Ethics in Behavior Analysis	3
ABA 670	Supervised Fieldwork (must take 9 hours of supervised fieldwork)	9
ABA 680	Research	3

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

Department:
New Major or Degree:
Credit Hours:
Rationale:

Department: Special Education
New Major or Degree: M.A. in Applied Behavior Analysis
Credit Hours: 33
Rationale:

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior, which may impact the individual's quality of life. ABA is an effective intervention for many problems and populations, including those with and without specific diagnoses, across settings.

The program will allow students to obtain 33 hours of coursework in Applied Behavior Analysis (ABA). Completion of the course work will provide students with a master's degree and allow them to sit for the Board Certified Behavior Analyst (BCBA) exam and, where applicable, become certified or licensed to practice.

Students pursuing other graduate degrees related to rehabilitation services (e.g., Psychology, School Psychology, Special Education, Communication Disorders, Counseling, Nursing, and Social Work) or business may want to take select courses to learn more about evidence-based practices derived from ABA that are applicable to their field of study or complete a second master's degree to improve employability.

The program's learning outcomes align with Marshall University's educational mission, namely the ability to outline multiple solutions to a problem and generate innovations. Another alignment is with ethical and civic thinking. Students will apply ethical principles to their work. Additionally, students will use information literacy and inquiry-based thinking when applying skills to practice.

The program's learning outcomes support Marshall's Strategic Vision as the program will provide students with a high-quality professional degree that will help address needs in the state. Furthermore, the program's learning outcomes are consistent with the statewide master plan, which seeks to provide students with tools to be productive in the workforce. Students completing the program may become a Board Certified Behavior Analyst® (BCBA®) and, where applicable, licensed to practice. Through Marshall's online platform, we will increase access for all of West Virginia, as well as other states, to our program.

Nationally, this is a highly sought after degree program. A Hanover Academic Assessment report was completed in September 2022 and noted that the program would be viable (see attachment for the full report).

Key findings included:

· Employment prospects for students with the M.A. in ABA degree are excellent and expected to grow by 10.3% through 2031.

· There are thousands of job listings in the field in the region.

· Because there are no similar programs in WV, Marshall University would have a competitive edge.

· Marshall University's proposed program would provide supervised fieldwork as part of the curriculum, something that will likely be appealing to many potential students. Most institutions require students to find their own fieldwork opportunities.

HR
HANOVER
RESEARCH

ACADEMIC PROGRAM ASSESSMENT

Master's Programs in Applied Behavior Analysis

Prepared for Marshall University

September 2022

In the following report, Hanover assesses demand for master's degree programs in applied behavior analysis, specifically highlighting demand trends within Marshall University's region. This report includes an examination of student and labor market demand, and an analysis of potential competitor programs.

TABLE OF CONTENTS

HR HIGHER EDUCATION

EXECUTIVE SUMMARY

RECOMMENDATIONS

Based on an analysis of degree completions, labor market demand, and market competitors, Hanover recommends that Marshall University (Marshall):

MOVE FORWARD WITH THE PROPOSED MASTER'S DEGREE IN APPLIED BEHAVIOR ANALYSIS.

Master's programs in Applied Behavior Analysis (ABA) exhibit positive trends regarding both student and labor market demand. At both the regional and national levels, conferrals for ABA master's programs grew faster than average over the 2016 to 2020 period. Further, Marshall would have no state-wide competition as no institutions currently offer the program in West Virginia suggesting the addition of such a program would fill a gap and take advantage of this high-growth field. Moreover, in aggregate, ABA-related occupations are projected to grow much faster than average across reviewed geographic levels. This suggests that—should Marshall move forward with the program—it would be viable.

CONSIDER OFFERING BOTH AND ON-CAMPUS AND ONLINE OPTION FOR WHICH STUDENTS MAY ARRANGE THEIR OWN SUPERVISED FIELDWORK EXPERIENCES.

For benchmarked programs, on-campus formats are the most prevalent. However, several institutions such as the University of Cincinnati and the University of South Florida provide online options in which students are responsible for securing their own supervised fieldwork. Often the online formats are not Association for Behavior Analysis International (ABAI) accredited. Providing this option may allow students with access to practicum sites, but not Marshall's campus or affiliated practicum sites, to pursue the degree.

KEEP ADMISSIONS REQUIREMENTS TO A MINIMUM.

Profiled programs have fairly minimal admissions requirements. Most institutions ask only for transcripts, letters of recommendation, a resume/CV, and a personal statement. Several indicated preferred GPA scores, but few specify a minimum acceptable GPA or require GRE or other standardized test scores. Adhering to these minimalistic admissions requirements will facilitate the application process for prospective students who will likely be working adults.

EXECUTIVE SUMMARY

KEY FINDINGS

Student demand indicators for master's programs in ABA are positive. While there are no programs offered in West Virginia, both regional and national conferrals for similar programs grew much faster than average. This suggests that demand for such programs is also growing. Should Marshall move forward with the proposed program, it would have little local competition. While employment prospects for ABA-related jobs in the state are excellent, no West Virginia institutions are currently offering the degree. Competition is also limited in Marshall's region; thus, Marshall should consider taking advantage of this growing market.
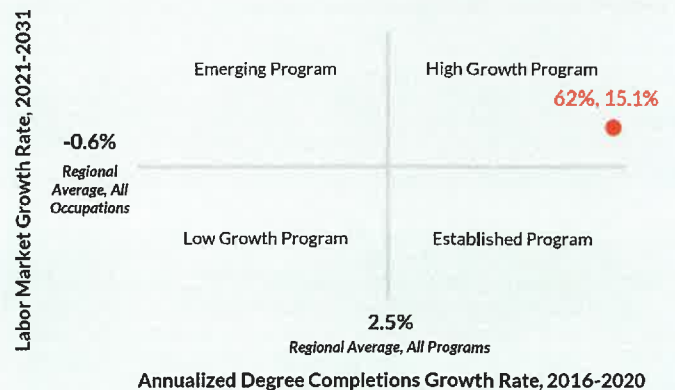
Graduates of the proposed degree are projected to encounter favorable labor markets. ABA-related occupations are expected to grow faster than average across geographic levels through 2031. Projections for West Virginia are particularly favorable. Further, a scan of real-time job listings for Marshall's region demonstrates that there are thousands of positions being posted from employers in industries such as behavioral healthcare and developmental health and education providers for counselors and therapists with master's degree qualifications.

Profiled potential competitors do not offer concentrations or mention residencies on their program webpages. Several institutions offer the ABA program as a specialization within special education or psychology programs, but benchmarked ABA programs do not include areas of specialization. Information regarding residencies is also not provided on program webpages. However, some institutions that offer fully online programs require students to make their own supervised fieldwork arrangements

Admissions requirements for reviewed programs are fairly standard. Letters of recommendation, personal statements, and transcripts are commonly required. However, few institutions specify minimum GPAs, and none require students to have undergraduate degrees in certain fields.

REGIONAL BENCHMARK ANALYSIS

Comparison of applied behavior science master's degree program completions and relevant labor market to all completions and all occupations in the region

Labor Market Growth Rate, 2021-2031

Emerging Program   High Growth Program
                                    62%, 15.1%

-0.6%
Regional
Average, All
Occupations

Low Growth Program   Established Program

2.5%
Regional Average, All Programs

Annualized Degree Completions Growth Rate, 2016-2020

FAST FACTS

0 Currently, there are no ABA master's programs in the state of West Virginia.

10.3% In aggregate, ABA-related occupations in West Virginia are expected to grow by 10.3 percent through 2031.
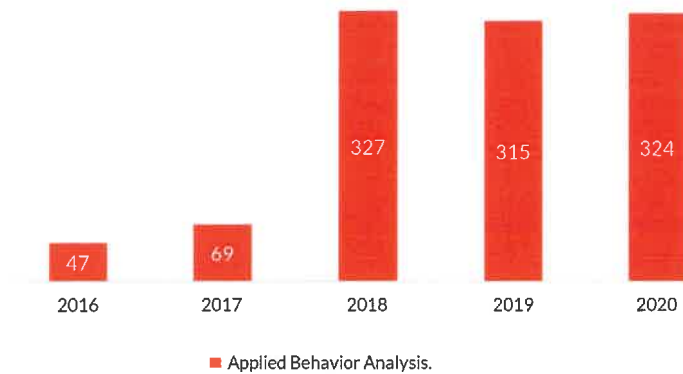
40 The average required credit hours for reviewed ABA master's programs is 40.

STUDENT DEMAND ANALYSIS

REGIONAL DEGREE COMPLETIONS
Regional distribution of degree completions from 2016 to 2020

2016: 47
2017: 69
2018: 327
2019: 315
2020: 324

■ Applied Behavior Analysis.

TOTAL DEGREE COMPLETIONS
Aggregate degree completions by geographic level (2020)

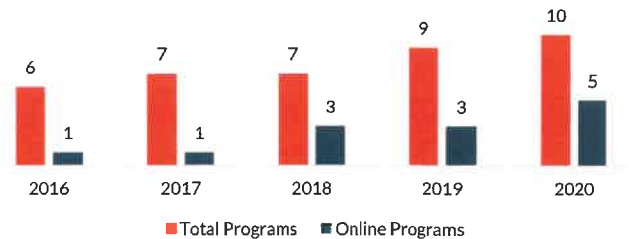|	West Virginia	Regional	National
Applied Behavior Analysis	0	324	2,942
Total Completions, Observed Fields	0	324	2,942
Growth Rate, Observed Fields	--	62.0%	38.4%
Growth Rate, All Fields	-2.0%	2.5%	1.7%

Source: IPEDS

ANALYSIS

Degree conferrals trends indicate a very strong student demand for ABA master's programs in the region. Between 2016 and 2020, regional master's degree conferrals related to ABA grew at an annualized rate of 62 percent, which is faster than the average rate for all master's degree conferrals in the region (2.5 percent). Over the observed period, the number of degree conferrals in the region grew from 47 to 324. This steep growth was mostly driven by the creation of new programs, particularly at the University of Cincinnati-Main Campus, which reported 229 conferrals in 2020.

High growth rates for ABA-related master's degrees and no ABA-specific programs in West Virginia reveal a market opportunity for Marshall. Within the analyzed region, eight institutions reported conferrals in 2020, non of them located in West Virginia, Virginia, or Maryland. However, some institutions in these states, such as the University of Maryland, Baltimore County and Ohio State University offer ABA specializations as part of their psychology or special education programs. Thus, revealing an opportunity for Marshall to capitalize on this quickly-growing field.
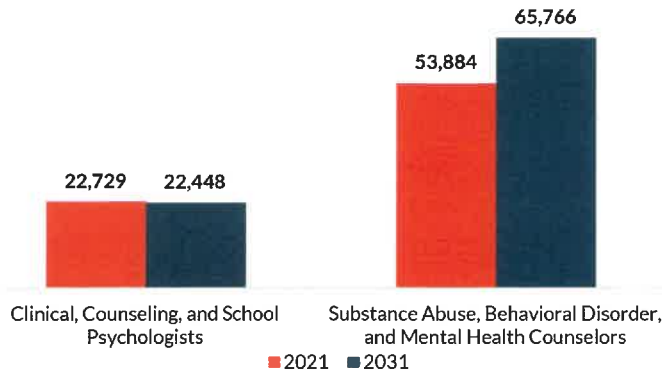
REGIONAL PROGRAMS COUNT
Number of master's programs in applied behavior analysis in the region from 2016 to 2020.

2016: 6, 1
2017: 7, 1
2018: 7, 3
2019: 9, 3
2020: 10, 5

■ Total Programs   ■ Online Programs

HIGHER EDUCATION

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LABOR MARKET ANALYSIS

REGIONAL CURRENT AND PROJECTED EMPLOYMENT

Regional applied behavioral analysis-related positions as of 2021 and 2031 (projected)

65,766

53,884

22,729 22,448

Clinical, Counseling, and School Psychologists

Substance Abuse, Behavioral Disorder, and Mental Health Counselors

■ 2021 ■ 2031

TOTAL LABOR MARKET

Aggregate projected employment growth by geographic level

	West Virginia	Regional	National
Estimated Employment (2018)	2,507	76,613	495,913
Projected Employment (2028)	2,764	88,214	589,945
Total Annual Openings, Observed Occupations	267	8,767	58,842
Employment Growth, Observed Occupations	10.3%	15.1%	19.0%
Employment Growth, All Occupations	-8.2%	-0.6%	4.3%

Source: JobsEQ

HIGHER EDUCATION

ANALYSIS

Demand for ABA-related occupations is expected to grow faster than average at all geographic levels. In West Virginia, related occupations are projected to grow at an annualized rate of 10.3 percent, much faster than the -8.2 percent average of all occupations. *Substance Abuse, Behavioral Disorder, and Mental Health Counselors* will make up the largest portion of reviewed occupations, with 213 annual job openings and an annualized growth rate of 17 percent through 2031. Positions for *Clinical, Counseling, and School Psychologists* at the state level are expected to shrink slightly by -3.5 percent.

Regionally, trends are similar with *Substance Abuse, Behavioral Disorder, and Mental Health Counselors* making up the largest portion of positions and growing the fastest at 22.1 percent while *Clinical, Counseling, and School Psychologists* are expected to decrease by -1.4 percent. Nationwide trends differ in that both professions are expected to experience positive growth, although *Substance Abuse, Behavioral Disorder, and Mental Health Counselors* will remain the fastest growing occupation.

A growing specialization in the field of ABA is focused on promoting health and wellness, enhancing physical fitness, and improving sports performance. According to a 2022 article by the American Psychological Association, the Behavior Analysis in Health, Sport, and Fitness Special Interest Group reported a 400 percent increase in membership over the last four years. Students in this area of interest:
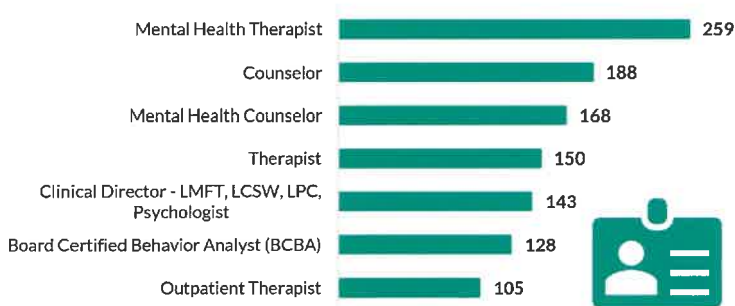
"...bring with them a distinct perspective and skillset to address behavioral challenges related to public health problems, poor sport/athletic performance, and exercise and sport-related injuries."

This area of specialization may align well with other programs offered by Marshall's School of Kinesiology.

REAL-TIME JOB POSTING ANALYSIS

TOP ABA-RELATED JOB TITLES
State applied behavior analysis-related positions by job title.

Job Title	Count
Mental Health Therapist	259
Counselor	188
Mental Health Counselor	168
Therapist	150
Clinical Director - LMFT, LCSW, LPC, Psychologist	143
Board Certified Behavior Analyst (BCBA)	128
Outpatient Therapist	105

EXEMPLARY REGIONAL JOB POSTINGS

Position	Employer	Location	Skills and Requirements
Mental Health Therapist	Discovery Behavioral Health	Catharpin, VA	▪ Master's Degree in relevant field required ▪ Virginia clinical license (LCSW, LPC, LMFT) OR registered in Virginia to accumulate hours for licensure
Counselor	Pinnacle Treatment Centers	London, KY	▪ CSW ▪ LPCC (Licensed Professional Clinical Counselor) ▪ LPCA (Licensed Professional Counselor Associate) ▪ LCSW (Licensed Clinical Social Worker) ▪ LMFT (Licensed Marriage & Family Therapists) ▪ CADC (certified drug and alcohol counselor) ▪ Bachelor's (Required) ▪ Master's (Preferred)

Note: For this analysis, Hanover retrieved job postings data for applied behavior analysis-related positions in KY, MD, OH, PA, VA, and WV from JobsEQ, a proprietary database providing real-time job postings aggregated from thousands of websites. All data reflect the 180-day period as of August 2022

HR HIGHER EDUCATION

ANALYSIS

Regional employment prospects appear favorable to graduates of the prospective program as employers posted 7,211 job listings for ABA-related positions requiring a master's degree for entry over the last six months. Some of the largest employers for ABA-related positions include counseling healthcare centers such as Discovery Behavioral Health and Family Behavioral Resources as well as developmental health and education providers like Merakey. These employers are interested in skills related to working with children, mental health, and counseling along with certifications such as clinical social worker and licensed professional counselor.

TOP CREDENTIALS AND SKILLS

Top Skills
- Mental Health
- Working With Children
- Understanding of Health Insurance Portability and Accountability Act (HIPAA)
- Microsoft Office Suite
- Counseling
- JavaScript
- Electronic Health Record (EHR)
- Teaching/Training, Job

Top Certifications
- Licensed Professional Counselor (LPC)
- Licensed Clinical Social Worker (LCSW)
- Board Certified Behavior Analyst (BCBA)
- Certification in Cardiopulmonary Resuscitation (CPR)
- Licensed Master Social Worker (LMSW)

TOP REGIONAL EMPLOYERS

- Discovery Behavioral Health (475)
- Merakey (275)
- The MENTOR Network (240)
- UPMC (185)
- UHS (162)
- Wellpath (127)
- Family Behavioral Resources (78)
- Bright View (65)
- KidsPeace (61)
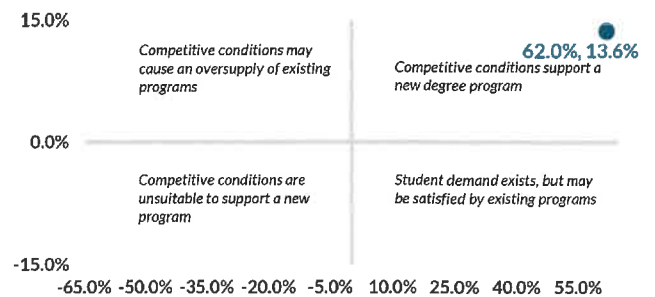
COMPETITOR ANALYSIS

ANALYSIS

The competitive landscape in the region favors the creation of a new ABA-related master's program. Over the 2016 to 2020 period, both the volume of conferrals for ABA-related master's programs, and the number of programs themselves increased in Marshall's custom region. This suggests that student demand is growing, and programs are being added to meet that rising demand, thus the prospective program would likely be viable.

To aid Marshall in better understanding the market for ABA master's programs, Hanover benchmarked ten institutions, prioritizing ABAI accredited programs located within the analyzed region.

REGIONAL MARKET SATURATION

*Within the region do competitive conditions support an additional applied behavior analysis master's program?*

15.0%

Competitive conditions may cause an oversupply of existing programs

62.0%, 13.6%
Competitive conditions support a new degree program

0.0%

Competitive conditions are unsuitable to support a new program

Student demand exists, but may be satisfied by existing programs

-15.0%

-65.0% -50.0% -35.0% -20.0% -5.0%   10.0% 25.0% 40.0% 55.0%

BENCHMARKED PROGRAMS

Institution	Location	Program	Conferrals 2020	ABAI Accredited
Arizona State University Online (ASU)	Tempe, AZ	Online M.A. in Special Education – Applied Behavior Analysis	16	No
Florida Institute of Technology (FIT)	Melbourne, FL	M.S. in Applied Behavior Analysis	212	Yes
Ohio State University	Columbus, OH	M.A. in Educational Studies, Special Education (ABA specialization)	--	Yes
Simmons University	Boston, MA	M.S. or Ed.S. in Behavior Analysis	128	Yes
St. Cloud State University	St. Cloud, MN	M.S. in Applied Behavior Analysis	26	Yes
The Chicago School of Professional Psychology at Chicago	Chicago, IL	M.S. in Applied Behavior Analysis	27	Yes
University of Cincinnati	Cincinnati, OH	M. Ed. in Applied Behavior Analysis	229	No
University of Maryland, Baltimore County	Baltimore, MD	M.A. in Human Services Psychology: Applied Behavior Analysis	--	Yes
University of North Texas	Denton, TX	M.S. in Behavior Analysis	16	Yes
University of South Florida	Tampa, FL	M.S. in Applied Behavior Analysis	47	Yes

Note: Ohio State University and University of Maryland, Baltimore County do not report degree conferrals under the *42.2814 Applied Behavior Analysis* CIP Code.

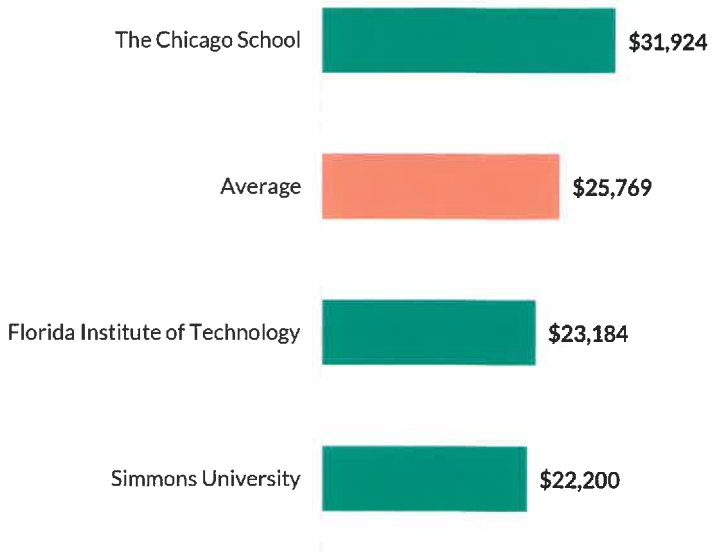# BENCHMARKING TRENDS: TUITION

ANNUAL TUITION-PUBLIC INSTITUTIONS

$9,880 is the average annual tuition rate for students with resident status at reviewed public institutions. Tuition rates for resident students range from $6,784 at St. Cloud State University to $12,852 at Ohio State University. These two institutions also exhibit the most and least expensive rates for non-resident tuition (9,850 at St. Cloud State University and $41,123 at Ohio State University).
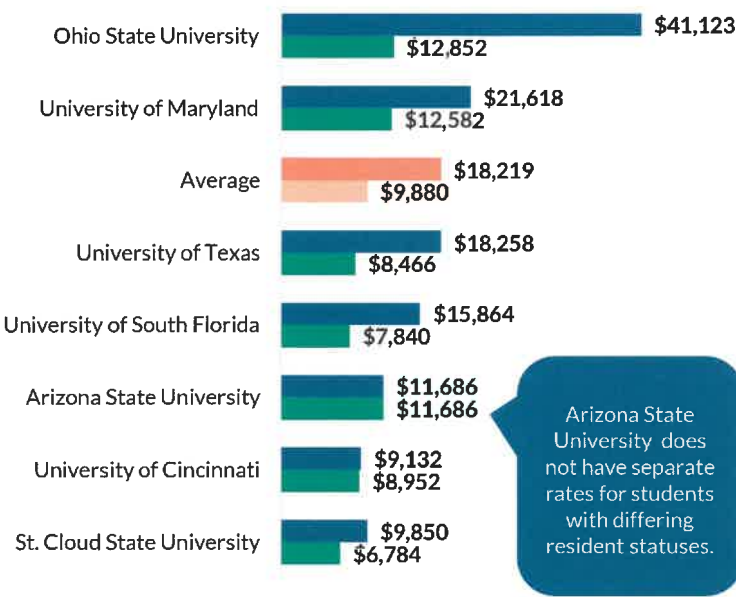
ANNUAL TUITION-PRIVATE INSTITUTIONS

Annual tuition rates for private institutions range from $22,200 at Simmons University to $31,924 at The Chicago School. **The average annual tuition cost for an ABA master's degree at a private institution is $25,769, which is more costly than the average non-residential tuition for reviewed public institutions.**

Institution	Non-Resident	Resident
Ohio State University	$41,123	$12,852
University of Maryland	$21,618	$12,582
Average	$18,219	$9,880
University of Texas	$18,258	$8,466
University of South Florida	$15,864	$7,840
Arizona State University	$11,686	$11,686
University of Cincinnati	$9,132	$8,952
St. Cloud State University	$9,850	$6,784

Arizona State University does not have separate rates for students with differing resident statuses.

■ Non-Resident ■ Resident

Source: Institutional Webpages

Institution	Tuition
The Chicago School	$31,924
Average	$25,769
Florida Institute of Technology	$23,184
Simmons University	$22,200

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BENCHMARKING TRENDS: CREDITS AND SUPERVISED FIELDWORK

SUPERVISED FIELDWORK

Eight out of 10 benchmarked institutions arrange supervised fieldwork for students. These supervised experiences can take place at specific centers, for example, the University of Maryland indicates that most of its students gain hands-on experience at either the Kennedy Krieger Institute or The Shafer Center. However, several online programs such as The Chicago School's and Arizona State University's require students to identify their own supervised practicum or internship sites.

University of Cincinnati: The M.Ed. in Applied Behavior Analysis at the University of Cincinnati does not appear to provide supervised fieldwork experiences for students. The online program's webpages state that the 30-credit hour degree prepares students for the Board Certified Behavior Analyst (BCBA) exam "when supervision requirements are also met."
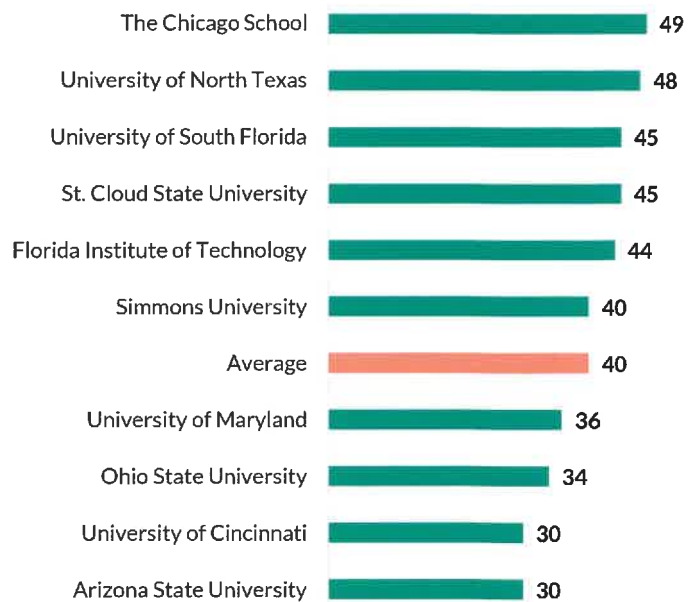
University of South Florida: The University of South Florida offers both an M.S. in Applied Behavior Analysis and an M.A. in Applied Behavior Analysis. The M.A. in Applied Behavior Analysis program is offered fully online but program webpages state that "applicants are required to secure a practicum site and supervisor before applying to the online M.A. in ABA program." The institution does provide a list of its current practicum sites.

Source: Institutional Webpages

PROGRAM CREDITS

Forty credits is the average minimum requirement to earn the degree at profiled institutions. Arizona State University and the University of Cincinnati tie for the lowest credit requirement at 30 credits, whereas the University of North Texas exhibits the highest number of required credits at 48. **As such, Marshall's plan to require 36 credits for the proposed degree is in line with the requirements of the benchmarked institutions.**

Institution	Credits
The Chicago School	49
University of North Texas	48
University of South Florida	45
St. Cloud State University	45
Florida Institute of Technology	44
Simmons University	40
Average	40
University of Maryland	36
Ohio State University	34
University of Cincinnati	30
Arizona State University	30

University of CINCINNATI

UNIVERSITY of SOUTH FLORIDA

BENCHMARKING TRENDS: ADMISSION REQUIREMENTS & DELIVERY

ADMISSION REQUIREMENTS

Standard admission requirements for reviewed programs consist of letters of recommendation, a bachelor's degree/official transcripts, a resume/CV, and a personal statement. Standardized test scores and required GPA minimums are not often mentioned by institutions on program webpages. Further, none of the reviewed institutions indicated that undergraduate degrees needed to be in any specific field although the University of North Texas does specify that applicants should have taken two undergraduate courses in behavioral analysis. Candidates who do not meet that requirement can take the prerequisite courses after entering the program, however.

APPLICATION REQUIREMENTS

- **Bachelor Degree**
- **Unofficial Transcripts**
- **References**
- **Application Fee**

- **GPA Requirement**
- **Resume**
- **Goal Statement**
- **International Student Requirements**

Bachelor Degree

A bachelor degree from a college or university regarded as standard by a regional or general accrediting agency.

-University of Cincinnati

Application requirements   ∧

Applicants must have a minimum of a 3.0 cumulative GPA in the last 60 hours of their bachelor's program. Alternatively, applicants must have a minimum of a 3.0 cumulative GPA in an applicable master's program.
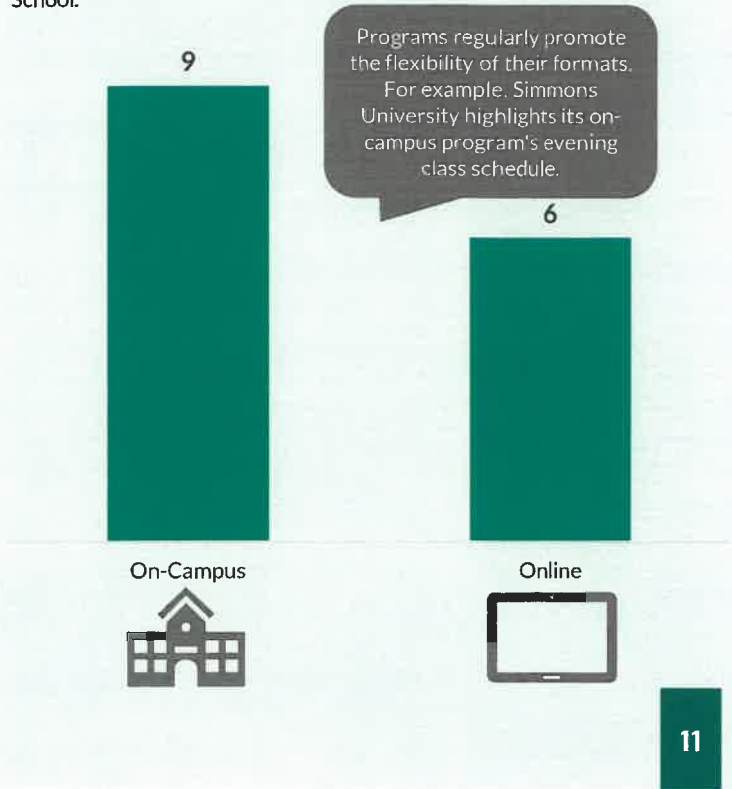
All applicants must submit:

- Graduate admission application and application fee.
- Letters of recommendation.
- Official transcripts.
- Personal statement.
- Up-to-date curriculum vitae or resume

-Arizona State University

Source: Institutional Webpages

HIGHER EDUCATION

DELIVERY FORMATS

Reviewed institutions most often deliver their programs on-campus. Institutions that offer online programs include Arizona State University and the University of Cincinnati, neither of which are ABAI accredited. Four profiled institutions offer both online and on-campus programs — The Chicago School, St. Cloud State University, Simmons University, and the University of South Florida. Both options are accredited at The Chicago School.

Programs regularly promote the flexibility of their formats. For example, Simmons University highlights its on-campus program's evening class schedule.

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On-Campus

Online

PROGRAM BENCHMARKING SUMMARY

Benchmarked programs are offered by institutions located across the nation. Hanover prioritized ABAI accredited programs located within the analyzed region (KY, MD, OH, PA, VA, and WV) and/or reporting large conferrals volumes. *Institutions are listed in alphabetical order.*

Institution	Program	Modality	Annual Tuition	Credit Hours	Concentrations	Admission Requirements	Required Residencies	Supervised Fieldwork	Notable Features
Arizona State University Online *Tempe, AZ*	Online M.A. in Special Education – Applied Behavior Analysis Concentration	Online	$11,686 (Resident and Non-resident)	30	--	• 3.0 minimum GPA • Letters of Recommendation • Official Transcripts • Personal Statement • Resume • No GRE required	--	Students prepare a supervised applied project; students arrange supervised independent fieldwork separately from their ASU fieldwork	• Capstone Project: students examine each of their past assignments, prepare a professional digital archive and write a paper to demonstrate a synthesis of material learned in the master's program.
Florida Institute of Technology *Melbourne, FL*	M.S. in Applied Behavior Analysis	On-campus	$23,184 (Resident and Non-resident)	44	--	• GRE requirement might be waived for Orlando campus applicants with an undergraduate GPA of 3.3 or above	--	Concentrated Supervised Fieldwork in Behavior Analysis (10 credits)	• The website promotes the program's flexible schedule at two different campus locations. • Scott Center for Autism Treatment located on campus
Ohio State University *Columbus, OH*	M.A. in Educational Studies, Special Education (ABA specialization)	On-Campus	Resident: $12,852 Non-Resident: $41,123*	34-37	--	• Letters of Recommendation • Official Transcripts • Statement of Intent • CV/Resume	--	Complete supervised field experience (4 credits) working directly with individuals with disabilities on the following applied skills: assessment, intervention, data collection, data analysis, and decision-making in the student's area of study	• Program webpages promote graduate associateship opportunities

*Note: Per-credit tuition was multiplied by the annual number of credits to calculate annual tuition. Non-residential tuition includes a non-resident surcharge which was added to the per-credit hour tuition.
Source: Institutional Websites (see embedded hyperlinks)

HIGHER EDUCATION

PROGRAM BENCHMARKING SUMMARY

Benchmarked programs are offered by institutions located across the nation. Hanover prioritized ABAI accredited programs located within the analyzed region (KY, MD, OH, PA, VA, and WV) and/or reporting large conferrals volumes. *Institutions are listed in alphabetical order.*

Institution	Program	Modality	Annual Tuition	Credit Hours	Concentrations	Admission Requirements	Required Residencies	Supervised Fieldwork	Notable Features
Simmons University *Boston, MA*	M.S. or Ed.S. in Behavior Analysis	Online and On-Campus	$22,200* (Resident and Non-resident)	40-42	--	• Resume/CV • State of Purpose • Two Letters of Recommendation • Official Transcripts	--	Students complete a supervised Intensive Practicum (10 credits, 2,000 hours of practicum)	• The program can be completed part-time, and classes are available in the evenings • The online program is not accredited by the ABAI
St. Cloud State University *St. Cloud, MN*	M.S. in Applied Behavior Analysis	Online and On-Campus	Resident: $6,784 Non-Resident: $9,850	45-46	--	• Letters of Recommendation	--	Students complete 750-hour clinical internship under faculty supervision	• Webpages promote program flexibility • Program has both a thesis and non-thesis option
The Chicago School of Professional Psychology at Chicago *Chicago, IL*	M.S. in Applied Behavior Analysis	On-Campus and Online	$31,924* (Resident and Non-resident)	49	--	• Resume/CV • Essay • Official College Transcripts • Letters of Recommendation	--	Students complete school-sponsored on-site supervised training and a supervised practicum	• The program can be completed part-time • Thesis and non-thesis options are available • Both the online and on-campus programs are ABAI accredited
University of Cincinnati *Cincinnati, OH*	M. Ed. in Applied Behavior Analysis	Online	Resident: $8,952^ Non-Resident: $9,132	30	--	• 3.0 minimum GPA • Unofficial Transcripts • Resume/CV • Letters of Reference • Goal Statement • TOEFL Scores	--	Does not appear to provide supervised fieldwork	• Program webpages advertises flexibility • Online students are responsible for identifying potential practicum/internships sites

*Note: Per-credit tuition was multiplied by the annual number of credits to calculate annual tuition.
^Note: Annual tuition was calculated via an institutional calculator set to 6 credits per semester (five semester program).
Source: Institutional Websites (see embedded hyperlinks)

HR HIGHER EDUCATION

PROGRAM BENCHMARKING SUMMARY

Benchmarked programs are offered by institutions located across the nation. Hanover prioritized ABAI accredited programs located within the analyzed region (KY, MD, OH, PA, VA, and WV) and/or reporting large conferrals volumes. *Institutions are listed in alphabetical order.*

Institution	Program	Modality	Annual Tuition	Credit Hours	Concentrations	Admission Requirements	Required Residencies	Supervised Fieldwork	Notable Features
University of Maryland *Baltimore, MD*	M.A. in Human Services Psychology: Applied Behavior Analysis	On-Campus	Resident: $12,582 Non-Resident: $21,618^	36	--	• Letters of Recommendation • Self-Statements • Interview	--	Supervised practicum experiences take place at the Kennedy Krieger Institute or The Shafer Center	• Students complete a capstone project that may involve a replication of prior research or the design of a novel project
University of North Texas *Denton, TX*	M.S. in Behavior Analysis	On-Campus	Resident: $8,466 Non-Resident: $18,258*	48	--	• Personal Statement • Letters of Recommendation • Applicants must have completed two courses in behavior analysis • Official Transcripts	--	Information regarding curriculum is not provided on program websites or the catalog entry	• Program webpages promote departmental scholarships • Full and part-time study options are available
University of South Florida *Tampa, FL*	M.S. in Applied Behavior Analysis	On-Campus and Online (MA)	Resident: $7,840 Non-Resident: $15,864**	45	--	• Letters of Recommendation • Resume/CV • One-page Personal Narrative	--	Students complete 1,500 hours of supervised fieldwork	• Offers an online ABA M.A. program for which students must secure their own practicum site and supervisor before applying to the online program • The M.A. program is not ABAI accredited

^Note: Per-credit tuition was multiplied by the annual number of credits to calculate annual tuition
*Note: State tuition, board authorized tuition, and board designated tuition supplied by an institutional calculator were used to determine annual tuition rates.
**Note: Totals include some undisclosed standard fees.
Source: Institutional Websites (see embedded hyperlinks)

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INTENT TO PLAN

MASTER OF ARTS DEGREE IN APPLIED BEHAVIOR ANALYSIS

College of Education and Professional Development Degree

A Request to Approve a Master of Arts Degree in Applied Behavior Analysis

Marshall University, February, 2023

1. Applied Behavior Analysis
2. Online Course Delivery

Fall Term 2024

SUMMARY STATEMENT

This *Intent to Plan* describes the College of Education and Professional Development's proposal for the addition of a Master of Arts degree in Applied Behavior Analysis (ABA). The proposed M.A. in ABA will require 33 hours of coursework and will be housed in the Special Education Department. The program is intended to lead to the Board Certified Behavior Analyst (BCBA) license. A shortage of BCBAs exists in the state, and there is a national demand for this training. This program will address this need.

The program will attract new students to Marshall University. Specifically, the program will be attractive to recent college graduates seeking certification, students enrolled in other rehabilitation degree programs who want to improve employability, business students, teachers and other professionals.

The program will require the addition of new courses and staff. Enrollment and budget projections demonstrate that the program will become self-sufficient within 10 years of operation.

Contents

Applied Behavior Analysis Master's Degree

1 PROGRAM DESCRIPTION

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior, which may impact the individual's quality of life. ABA is an effective intervention for many problems and populations, including those with and without specific diagnoses, across settings.

The program will allow students to obtain 33 hours of coursework in Applied Behavior Analysis (ABA). Completion of the course work will provide students with a master's degree and allow them to sit for the Board Certified Behavior Analyst (BCBA) exam and, where applicable, become certified or licensed to practice.

Students pursuing other graduate degrees related to rehabilitation services (e.g., Psychology, School Psychology, Special Education, Communication Disorders, Counseling, Nursing, and Social Work) or business may want to take select courses to learn more about evidence-based practices derived from ABA that are applicable to their field of study or complete a second master's degree to improve employability.

1.1 PROGRAM MISSION

The mission of the program is to:

1. provide graduate students with a thorough understanding of principles and applications of behavioral analysis
2. address the shortages in the field by preparing graduate students to become BCBAs
3. encourage the use of research to develop useful solutions to social and behavioral problems.

This program supports the University's mission to provide high quality and accessible graduate education to prepare students to think, learn, work, and live in an evolving global society.

1.2 PROGRAM FEATURES

1.2.1 Program Learning Outcomes
- Acquire the knowledge of principles of ABA
- Apply ABA to assess the function of behavior
- Understand how to design, implement, and evaluate interventions utilizing behavioral principles
- Understand and apply ethical principles to the practice of working with individuals
- Analyze current research and combine with present knowledge to address the needs of individuals
- Apply ABA with a variety of populations including, but not limited to, those with autism, traumatic brain injury, and extremely challenging behaviors
- Apply ABA to evaluate and implement changes to improve work culture and performance in business settings

1.2.2 Additional Program Outcomes

- Provision of individuals to work in a field with shortages
- Reduction of individuals leaving Marshall University to obtain M.A. degrees in ABA at other institutions
- Enhanced desirability of degrees at Marshall University
- Contribution to solutions to deal with individuals affected by the opioid crisis and other regional societal issues
- Use of scientific strategies to improve organizational culture and workforce issues in business

1.2.3 Admissions and Performance Standards

- Students will be eligible for admission each spring and summer semesters. The admission process will be competitive and require a minimum undergraduate GPA of 2.8 and two letters of recommendation.

1.2.4 Program Requirements

This section outlines the basic requirements for the M.A. in ABA. The program will meet accreditation requirements as outlined by the Association for Behavior Analysis International (ABAI). See Appendices B and C for more information.

Curriculum for M.A. in ABA (new courses)

1. **Basic Principles of Behavior:** Content includes, but is not limited to, the basic concepts and principles of operant and respondent conditioning.
2. **Theory & Philosophy in Behavior Analysis:** Content includes, but is not limited to, the underlying theoretical and philosophical foundations of behavior analysis (i.e., behaviorism).
3. **Research Methods in Behavior Analysis:** Content includes, but is not limited to, measurement, data display and interpretation, single-case designs, intervention and program evaluation, and research ethics.
4. **Behavior Assessment & Intervention 1:** Content includes, but is not limited to, the selection and implementation of behavior assessment and intervention techniques and approaches from applied behavior analysis.
5. **Behavior Assessment & Intervention II:** This is a continuation of Behavior Assessment & Intervention I course; content includes, but is not limited to, the selection and implementation of behavior assessment and intervention techniques and approaches from applied behavior analysis.
6. **Behavior Change in Systems** content includes, but is not limited to, performance analysis and management, supervision, staff training, behavioral systems analysis, organizational culture, and leadership.
7. **Ethics in Behavior Analysis** Content includes, but is not limited to, ethical principles, the BACB's ethics codes and requirements, the BACB's code-enforcement mechanisms, and professionalism.
8. **Supervised Fieldwork (9 credit hours)** Students must complete 1,500 hours of supervised fieldwork at a site approved by the program director.
9. **Research** Students will complete an applied research project that has theoretical value and

practical applications.

1.2.5 Program Delivery

Faculty will teach all ABA courses using an online learning platform throughout the University's academic year.

2 PROGRAM NEED AND JUSTIFICATION

The program's learning outcomes align with Marshall University's educational mission, namely the ability to outline multiple solutions to a problem and generate innovations. Another alignment is with ethical and civic thinking. Students will apply ethical principles to their work. Additionally, students will use information literacy and inquiry-based thinking when applying skills to practice.

The program's learning outcomes support Marshall's Strategic Vision as the program will provide students with a high-quality professional degree that will help address needs in the state. Furthermore, the program's learning outcomes are consistent with the statewide master plan, which seeks to provide students with tools to be productive in the workforce. Students completing the program may become a Board Certified Behavior Analyst® (BCBA®) and, where applicable, licensed to practice. Through our online platform, we will increase access for all of West Virginia, as well as other states, to our program.

3 EXISTING PROGRAMS

An Academic Program Assessment was completed by Hanover Research in September, 2022 (see Appendix E for the full report). The report noted that, at this time, there are no accredited terminal master's degree programs in ABA located in West Virginia, making our program highly attractive to many current and future Marshall graduate students. Following are ten ABAI accredited programs highlighted in the Hanover report:

BENCHMARKED PROGRAMS

Institution	Location	Program	Conferrals 2020	ABAI Accredited
Arizona State University Online (ASU)	Tempe, AZ	Online M.A. in Special Education – Applied Behavior Analysis	16	No
Florida Institute of Technology (FIT)	Melbourne, FL	M.S. in Applied Behavior Analysis	212	Yes
Ohio State University	Columbus, OH	M.A. in Educational Studies, Special Education (ABA specialization)	–	Yes
Simmons University	Boston, MA	M.S. or Ed.S. in Behavior Analysis	128	Yes
St. Cloud State University	St. Cloud, MN	M.S. in Applied Behavior Analysis	26	Yes
The Chicago School of Professional Psychology at Chicago	Chicago, IL	M.S. in Applied Behavior Analysis	27	Yes
University of Cincinnati	Cincinnati, OH	M.Ed. in Applied Behavior Analysis	229	No
University of Maryland, Baltimore County	Baltimore, MD	M.A. in Human Services Psychology: Applied Behavior Analysis	–	Yes
University of North Texas	Denton, TX	M.S. in Behavior Analysis	16	Yes
University of South Florida	Tampa, FL	M.S. in Applied Behavior Analysis	47	Yes

Note: Ohio State University and University of Maryland, Baltimore County do not report degree conferrals under the 42.2814 *Applied Behavior Analysis* CIP Code.

4 PROGRAM PLANNING AND DEVELOPMENT

Beginning in February of 2018, the graduate dean, associate dean of COEPD, professors from the departments of Psychology and Special Education, and the executive and associate directors of the WV Autism Training Center met to discuss the possibility of creating a BCBA certification program at Marshall University. This group met with the provost to request permission to draft an Intent to Plan if the program could be self-sustaining. The pandemic curtailed further movement on the program. The team began meeting again during the summer of 2022 to discuss the possibility of moving forward with a M.A. in ABA program. The team received permission to complete a market analysis with Hanover Market Research from the current Provost.

4.1 CLIENTELE AND NEED

The Hanover Academic Assessment report was completed in September 2022 and noted that the program would be viable (see attachment for the full report). The report recommended Marshall University move forward with plans to develop the program. The proposed program will attract recent graduates and current graduate students from a variety of educational backgrounds including education, psychology, social work, counseling, and business. The program will not only enhance their learning, it will increase their potential for future employment in a highly desirable field. As indicated in the report, "master's programs in Applied Behavior Analysis (ABA) exhibit positive trends regarding both student and labor market demand. At both the regional and national levels, conferrals for ABA master's programs grew faster than average over the 2016 to 2020 period." In addition, the report noted that "…ABA-related occupations are projected to grow much faster than average across reviewed geographic levels."

Students in the program will learn the underlying philosophy of ABA, as well as their application to improve the quality of life of clients diagnosed with autism spectrum disorder, other developmental disorders, and substance abuse. There also are many other potential careers beyond working with individuals with diagnosed conditions including:

- Teacher
- Consultant to schools, business, and other agencies
- Professor
- Businesses
- Zoos and aquariums
- Small animal training
- Health, fitness, and sports performance

5 EMPLOYMENT OPPORTUNITIES

Students who finish the M.A. program will be eligible to sit for the BCBA exam and be certified or licensed as applicable in their state of residence. As noted by the Hanover Academic Assessment report, once certified, students have the potential to be employed across the nation in a variety of positions including those in behavioral health and education. In addition, health, wellness, and sport's performance is a growing field for behavior analysts. Nationally, there were 33,996 job postings in 2020 (https://www.appliedbehavioranalysisedu.org/salaries/).

The earning potential for these students is high, as is the opportunity for employment. As of 2021, the average salary of a BCBA nationally was $75,866 (https://www.indeed.com/career/board-certified-behavior-analyst/salaries/). Within WV, the median BCBA salary was $37,430 ranging from $33, 760 to $114,730,depending on years of experience. Graduates from the program may be able to obtain employment that pays above the median household income of $48,037 in WV (https://www.census.gov/quickfacts/wv) and may have a strong incentive to stay in the state after graduating or receiving their certification.

Key findings from the Hanover Academic Analysis report included the following (see attachment for more details):

- Employment prospects for students with the M.A. in ABA degree are excellent and expected to grow by 10.3% through 2031.
- There are thousands of job listings in the field in the region.
- Because there are no similar programs in WV, Marshall University would have a competitive edge.
- Marshall University's proposed program would provide supervised fieldwork as part of the curriculum, something that will likely be appealing to many potential students. Most institutions require students to find their own fieldwork opportunities.

6 Program Impact

Having access to courses teaching ABA will increase candidates' skills in supporting individuals with a multitude of needs. These skills can be used to assist individuals affected by the opioid epidemic and other regional societal issues impacting our state. Students also will have the opportunity to expand their expertise in organizational behavior management, making them an asset to business and organizations in the community.

Additionally, this program will pull in an unreached group of potential students to increase our enrollment. Undergraduates looking to obtain further education will be interested in returning to obtain the degree. New candidates who are deciding where to attend will be attracted to this option. Students currently enrolled in other master's programs at MU, including psychology, special education, school psychology, counseling, social work, and business may want to add a second M.A. degree to increase employability. Appendix F presents letters from a variety of stakeholders for this proposal demonstrating wide support for the program.

To further understand the need for an ABA program that leads to certification as a BCBA, the leadership team sent a survey to stakeholders in 2019. Stakeholders included current graduate and undergraduate students in psychology and education; community-based service providers and their staff; educational personnel; and community-based networks, organizations and committees to determine the interest in the program. Respondents indicated their student and employment status, their educational goals, and the likelihood that they would enroll in a BCBA program. We received 194.

A summary of results is as follows (See Appendix E for a more detailed description of the results, including graphs):

- Survey respondents represented current students (52.2%) and those not enrolled as students (49.7%).
- Of those enrolled as undergraduates, 82.5% were psychology majors.
- Graduate students who responded to the survey represented students enrolled in psychology (28.6%), school psychology (28.6%), and education (33.9%) programs.
- Those already working in the field were predominately school psychologists (40 respondents) or educators (52 respondents)
- 31.5% expressed an interest in taking the courses as part of an MA degree
- 39.3% would like to take the courses as a stand-alone certificate program
- 90% expressed interest in obtaining information and updates about the program
- 81% would be interested in enrolling in the program if developed

7 COOPERATIVE ARRANGEMENTS

While the program will be housed in the College of Education and Professional Development, program faculty and staff will work collaboratively with other programs including psychology, business, school psychology, counseling, and social work. MU will work collaboratively with community-based programs and schools to assist students in finding fieldwork experiences and employment.

8 ALTERNATIVES TO PROGRAM DEVELOPMENT

The Behavior Analysis Certification Board (BACB) oversees all aspects of certification and accreditation is managed by ABAI. Alternatives and adjustments to the program are not possible because the BCBA requirements are firmly specified. The program must align with standards outlined by the BACB and ABAI.

9 PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS

The attached spreadsheet present the pro forma financial projections for the program.

10 PROGRAM ADMINISTRATION

It is proposed to develop an ABAI accredited (Tier 1) M.A. in ABA program. Each program qualifying for accreditation must have one full-time doctoral level faculty member, preferably with board certification, to serve as a program director. The director will be a 12-month faculty. The role of this faculty member is to maintain a high-quality program that meets the current eligibility and course standards as set out by the BACB and ABAI, overseeing all aspects of the program. The program director also maintains communication between the BACB, ABAI, and the university.

Faculty must document their expertise in the applied, experimental, and/or conceptual analysis of behavior. Core faculty must be full time doctoral-level behavior analysts. Other faculty must have at least a master's degree in behavior analysis or a related field.

The implementation of the M.A. program in ABA will necessitate hiring two people with doctorates in behavior analysis, preferably board certified, to coordinate the program and teach courses. The director will be hired to teach during the first year and the second and third full-time (9 month) professors will be hired to teach beginning in the second year and fifth year of operation. Adjunct faculty with at least M.A. degrees in behavior analysis or related fields will be required to teach additional courses. Adjunct faculty will be BCBAs as well.

11 PROGRAM PROJECTIONS

We anticipate that the first cohort will consist of 8 full-time equivalent students during the first year and 11 by the second year, with a slight increase over the 10 years to a high of 20 students each year in years 5-10. A pro forma budget will be used to establish appropriate tuition and fee levels to support the program.

11.1 FACULTY INSTRUCTIONAL RESOURCES

The program requires a new faculty member who also will serve as program director for the ABA program, teach a 2/2 courseload, and have a summer stipend. A full-time instructor will be hired to teach a 3/3 courseload beginning in year 2, along with a second full time instructor with a 3/3 courseload beginning in year 5. By year 5, the schedule will require 5 sections of part-time labor, which can be taught by a single contingent faculty member. This will result in full time faculty teaching 24% of the coursework.

The budget includes 50% of an administrative assistant and one full-time graduate assistant in the fall and spring. See Appendix D for detailed information.

11.2 LIBRARY RESOURCES AND INSTRUCTIONAL MATERIALS

Students and faculty will use current library resources such as online databases and librarian support that are currently available from the Drinko Library at Marshall. The faculty will use Blackboard to teach online courses.

11.3 SUPPORT SERVICE REQUIREMENTS

The ABA program will use Marshall's existing IT technologies and services.

11.4 FACILITIES REQUIREMENTS

Office space for the three faculty members, and administrative assistant, and a graduate student will be needed. If the administrative assistant is shared with another unit, office space may already be allocated to them.

11.5 OPERATING RESOURCE REQUIREMENTS

Major operating expenses include computers for the new faculty members and graduate student, scholarships for selected students, stipends for field supervisors, conference travel for faculty and students, marketing, advertising, and office supplies. These items are included in the budget.

Because this will be an accredited program, accreditation application and annual renewal fees will be needed. It is anticipated that the program director or second faculty member will become an approved CEU provider for BCBAs in the state. An initial application fee and annual renewal fees will be required to become a CEU provider.

11.6 SOURCE OF OPERATING RESOURCES

The ABA program will not require state funding. The pro forma found in the attached file demonstrates that the program will be self-sustaining by year 10 with a total program cost of approximately $21,000. The budget assumes grant funding for field supervisor stipends.

APPENDIX A: SCHEDULE

By Year and Cohort (Full-time status)

AY 2024		AY 2025		AY 2026	
Fall	Spring	Fall	Spring	Fall	Spring
ABA 600	ABA 630	ABA 600	ABA 630	ABA 600	ABA 630
ABA 610	ABA 650	ABA 610	ABA 640	ABA 610	ABA 640/640
ABA 620	ABA 670	ABA 620	ABA 650	ABA 620	ABA 650
		ABA 660	ABA 670/670	ABA 660	ABA 670/670
		ABA 670		ABA 670	
		ABA 680		ABA 680	

KEY: | Cohort 1 | Cohort 2 | Cohort 3 | Part-time |

By Year and Student Status (Part-time)

AY 2024		AY 2025		AY 2026	
Fall	Spring	Fall	Spring	Fall	Spring
ABA 600	ABA 630	ABA 600	ABA 630	ABA 600	ABA 630
ABA 610	ABA 650	ABA 610	ABA 640	ABA 610	ABA 640
ABA 620	ABA 670	ABA 620	ABA 650	ABA 620	ABA 650
		ABA 660	ABA 670	ABA 660	ABA 670/670
		ABA 670		ABA 670	
		ABA 680		ABA 680	

KEY: | Part-time GP A | Part-time GP B | Part-time GP C |

ABA 600 Basic Principles of Behavior   **3 Credits**

The course provides a focus on the principles and concepts of operant and respondent conditioning. The content is based on the Board Certified Behavior Analyst (BCBA) Test Content Outline (6th edition) and will prepare students to apply for the BCBA exam.

ABA 610 Theory and Philosophy in Behavior Analysis   **3 Credits**

This course will provide the student with the underlying theoretical and philosophical foundations of behavior analysis. Students will learn to interpret behavior in terms of the concepts and principles of behavior analysis. The content is based on the Board Certified Behavior Analyst (BCBA) Test Content Outline (6th edition) and will prepare students to apply for the BCBA exam.

ABA 620 Research Methods in Behavior Analysis   **3 Credits**

The purpose of this course is to provide a philosophical and procedural foundation in the science and technology of behavior analysis. Course content includes measurement, data display and interpretation, single-case designs, intervention and program evaluation, and research ethics. The content is based on the Board Certified Behavior Analyst (BCBA) Test Content Outline (6th edition) and will prepare students to apply for the BCBA exam.

ABA 630 Behavior Assessment and Intervention I   **3 Credits**

The purpose of this course will be to instruct students in the use of specific techniques for a) selecting and implementing behavior assessment; b) applying the principles of operant conditioning; c) selecting and adapting intervention for individual needs, preferences and learning styles; d) modifying behavior in applied settings; and e) evaluating and adjusting intervention components for maximal effectiveness through the assessment of social and engagement in data-based decision making. The content is based on the Board Certified Behavior Analyst (BCBA) Test Content Outline (6th edition) and will prepare students to apply for the BCBA exam. (Prerequisite: ABA 600)

ABA 640 Behavior Assessment and Intervention II   **3 Credits**

This course is a continuation of ABA 630. Students will develop competence in the application of the principles of behavior in multiple areas of investigation and practice. The content is based on the Board Certified Behavior Analyst (BCBA) Test Content Outline (6th edition) and will prepare students to apply for the BCBA exam. (Prerequisites: ABA 600 and ABA 630)

ABA 650 Behavior Change in Systems   **3 Credits**

This course will integrate the thoughtful use of behavior change strategies for supervision and staff training with an emphasis on behavioral systems analysis, organizational culture, leadership, and collaboration with a variety of stakeholders. The content is based on the Board Certified Behavior Analyst (BCBA) Test Content Outline (6th edition) and will prepare students to apply for the BCBA exam. (Prerequisite: ABA 600)

ABA 660 Ethics in Behavior Analysis   **3 Credits**

The purpose of this course is to review ethical principles related to research and practice, the BACB's ethics codes, requirements and enforcement mechanisms, as well as professional conduct. Application of the ethical codes to real life situations will be emphasized. The content is based on the Board Certified Behavior Analyst (BCBA) Test Content Outline (6th edition) and will prepare students to apply for the BCBA exam.

ABA 670 Supervised Fieldwork   **3 Credits**

The course involves concentrated fieldwork at a site approved by the program director. Supervision and the number of hours is in accordance with the BACB requirements. May only be taken with permission and submission and approval of an application. Students must take 9 credit hours of supervised fieldwork.

ABA 680 Research   **3 Credits**

Students will investigate research problems of theoretical interest and practical value. May only be taken with permission.

APPLIED BEHAVIOR ANALYSIS MASTER OF ARTS DEGREE

Program Description

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to socially significant behavior change. The goal of ABA is to improve learning and decrease challenging behavior, which may impact the individual's quality of life. ABA is an effective intervention for many problems and populations, including those with and without specific diagnoses, across settings.

The program consists of 33 hours of coursework which will allow students to obtain a Master of Arts Degree in ABA. Completion of the course work will allow students to qualify to sit for the exam to become a Board Certified Behavior Analyst (BCBA) and, where applicable, licensed to practice. Marshall University psychology, special education, counseling, business and social work students may want to seek this additional degree to enhance their employment options. Students pursuing graduate degrees related to rehabilitation services (e.g., communication disorders, counseling, nursing, and social work) or business may want to complete coursework in the area to learn more about evidence-based practices derived from ABA.

Admission Requirements

Students not currently enrolled at Marshall University

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

In addition to Marshall University's requirements for admission, applicants must have:
- An undergraduate Grade Point Average (GPA) of 2.80 or higher on a 4.0 scale, or a graduate degree from a regionally accredited institution, and
- Two letters of recommendation from professionals who know the candidate well

Students currently enrolled at Marshall University

Students currently enrolled at Marshall University as a graduate student and who are in good academic standing may complete courses in ABA as electives by adding them to their *Plan of Study*.

Program Requirements

Course Number	Title	Credit Hours
ABA 600	Basic Principles of Behavior	3

ABA 610	Theory & Philosophy in Behavior Analysis	3
ABA 620	Research Methods in Behavior Analysis	3
ABA 630	Behavior Assessment & Intervention 1	3
ABA 640	Behavior Assessment & Intervention 1I	3
ABA 650	Behavior Change in Systems	3
ABA 660	Ethics in Behavior Analysis Course	3
ABA 670	Supervised Fieldwork (must take 9 hours of supervised fieldwork)	9
ABA 680	Research	3

Full-time Student Schedule

Year 1		Year 2	
Fall	Spring	Fall	Spring
ABA 600	ABA 630	ABA 660	ABA 640
ABA 610	ABA 650	ABA 670	ABA 670
ABA 620	ABA 670	ABA 680	

EXPENSES

The attached spreadsheet presents the estimated costs for the program during its first ten years of operation. The primary expenses are faculty and staff compensation and employee benefits. All annual expenses, along with tuition, include projected annual increases to account for inflation.

Staffing

Full-Time Faculty: The BCBA certificate program director/faculty member must hold a doctorate and meet the specific requirements outlined by ABAI. The director should have excellent verbal and written communication skills; the ability to work collaboratively with a variety of stakeholders, including administrators, colleagues, students, parents and community-based providers; strong teaching and organizational skills; and experience in online course development and delivery. The director must have an in-depth knowledge of the Board Certified Behavior Analyst (BCBA) Test Content Outline (6th edition), and should have at least three years of experience applying behavior analytic principles in community-based settings. The director/lead faculty member will maintain a 2/2 teaching load as he or she will be responsible for coordinating the program, communicating with the BACB, developing coursework and working toward accreditation. The director will be employed on a 12 month basis to provide year-round coverage of program needs.

The remaining faculty members will be 9 month employees. These individuals will hold a doctorate; have excellent verbal and written communication skills; the ability to work collaboratively with a variety of stakeholders, including administrators, colleagues, students, parents and community-based providers; strong teaching and organizational skills; and experience in online course development and delivery. These faculty members should have least two years of experience applying behavior analytic principles in community-based settings. They will maintain a 3/3 teaching load.

Administrative Assistant: The part-time administrative assistant will provide general office support for the program, including matters related to budget, purchases, mailings and other communication, and general office support.

Contingent Faculty: The contingent faculty member(s) will teach additional courses beyond the load of the full time faculty. The contingent faculty member may take on additional teaching responsibilities as program enrollment increases.

Graduate Assistant: The graduate assistant will provide support to faculty by assisting with grading, preparing course materials, and assisting with online development and delivery (e.g., uploading documents after being provided with training/support by faculty).

ADMINISTRATIVE PLANNING

Year 0

Activities during Year 0 will revolve around the hiring the program director, new course approval, and marketing the program.

Year 1

The first cohort of students will begin courses during the fall semester. The program director will apply to become a CEU provider through the BACB. The program director will continue to market the program and collect data for subsequent accreditation.

Year 2

The second faculty member will be hired and the second cohort of students will begin taking courses during the fall semester.

Year 4

The program director will apply to ABAI for accreditation.

REVENUE AND INCOME

Please see the attached spreadsheet for financial details. This program will be operated on a pro forma basis. The sources of income will be student tuition and an anticipated grant for field supervisor stipends. We anticipate the program will require a net tuition rate (without capital fees or other university expenses) of $550 per credit hour, making an annualized program cost of $11,322 per year in the first year. The program is projected to begin to break even in year 5 and repay startup costs within 10 years.

APPENDIX E: DETAILED SURVEY RESULTS

To gauge interest in a BCBA program at Marshall, a survey was sent to stakeholders, including current graduate and undergraduate students in psychology and education; community-based service providers and their staff; educational personnel; and community-based networks, organizations and committees. Respondents were asked about their student and employment status, their educational goals, and the likelihood that they would enroll in a BCBA program.

One hundred ninety-four (194) surveys were returned, of which 130 voluntarily provided contact information so they could receive updates on the potential program. Responses were almost evenly split between those enrolled as students (50.2%) and those who were not (49.7%). Of those enrolled as undergraduates (20.9%), 82.5% were psychology majors and 10% education majors, with 7.5% reporting they were majoring in a different field. Graduate students (29.3%) who responded to the survey were more equally distributed across psychology (28.6%), school psychology (28.6%), and Education (33.9%). Three of the respondents indicated their area of emphasis was Applied Behavior Analysis.

When asked to identify their current employment status few indicated they were working as registered behavior technicians (3.8%), board certified assistant behavior analysts (1.1%) or employed in the behavioral/mental health field without certification (16.3%). Most selected "other" (60.9%) with the majority reporting they were school psychologists (40 respondents) or educators (52 respondents). A handful of administrators also responded to this question and included two special education directors, a director of an ABA clinic, an educational administrator, a principal, and a special needs supervisor.

In terms of educational goals, most expressed an interest in taking courses to become BCBAs, with 31.5% wanting to take the courses as part of a MA degree and 39.3% indicating they would like to take the courses as a stand-alone certificate program. Fewer (10.7%) indicated they were enrolled in a graduate program and would have taken the BCBA courses had it been available. Another 18.5% reported they were not interested in obtaining a BCBA certificate.

Respondents were asked to rate 3 statements on a 5-point Likert scale from Strongly Agree (1) to Strongly Disagree (5). Respondents overwhelmingly expressed interest in obtaining more information about a potential BCBA program at MU, with 90.7% strongly agreeing or agreeing with this statement, and 81.3% strongly agreeing or agreeing that they would consider enrolling in MU if the program is offered in the next 1 to 5 years. More variable responses were received with regard to how likely they would enroll at another university should the program not be available at MU: 34.5% strongly agreed or agreed, 42.1% strongly disagreed or disagreed, while the remaining were neutral (23.4%).

Respondents were given the option to share comments about the program, and provide contact information to receive updates about it.

One hundred thirty (130) provided contact information and 95 added additional information about the potential program. Overall, responses were positive and included the following statements:

"I have been working to become ABA certified but need an online program. The only University currently offering an online program for this degree that I am aware of is Cincinnati. I would be EXTREMELY interested in applying for this certification through Marshall University."

"I have been contracting with a BCBA, but would love to recruit staff members from my district to become certified. Please, please, please offer this program and advertise it to school districts. It is very much needed!"

"As a school psychologist, I would love to have this extra certification because it would be very beneficial in my field. This is something I have already previously looked into through other schools but I have decided there are too many obstacles that come with the other schools. Marshall creating this program with 6 online classes in total essentially eliminates those obstacles for me. I have gone to Marshall for my entire college career and would definitely take advantage of this program, as well. I look forward to the possible opportunity."

Summary Graphs

Student Status
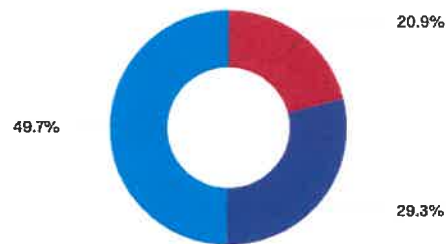
- Undergraduate Student — 20.9%
- Graduate Student — 29.3%
- I am not a student — 49.7%

Undergraduate Majors

- Psychology — 82.5%
- Education — 10.0%
- Other (please specify): — 7.5%
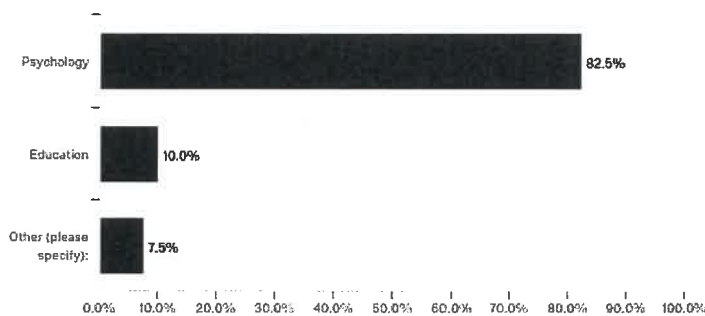
Graduate Area of Emphasis

- Education — 33.93%
- Psychology — 28.57%
- School Psychology — 28.57%
- Other (please specify): — 8.93%

Employment Status

Category	Percentage
Other (please specify):	60.9%
I am not currently employed	17.9%
Employed in a Behavioral or Mental Health field wi...	16.3%
Employed as a Registered Behavior Technician (RBT)	3.8%
Employed as a Board Certified Assistant Behavior A...	1.1%

0.0% 10.0% 20.0% 30.0% 40.0% 50.0% 60.0% 70.0% 80.0% 90.0% 100.0%

Educational Goals

Category	Percentage
I already have a graduate degree and am interested in taking the courses required for BCBA certification.	39.3%
I am interested in pursuing the BCBA certification as a part of a graduate degree program in Psychology, School Psychology, or Education ...	31.5%
I am not interested in obtaining the BCBA certification	18.5%
I am already enrolled in a graduate degree program and would have enrolled in the BCBA program at Marshall University had it been available.	10.7%

0.0% 10.0% 20.0% 30.0% 40.0% 50.0% 60.0% 70.0% 80.0% 90.0% 100.0%
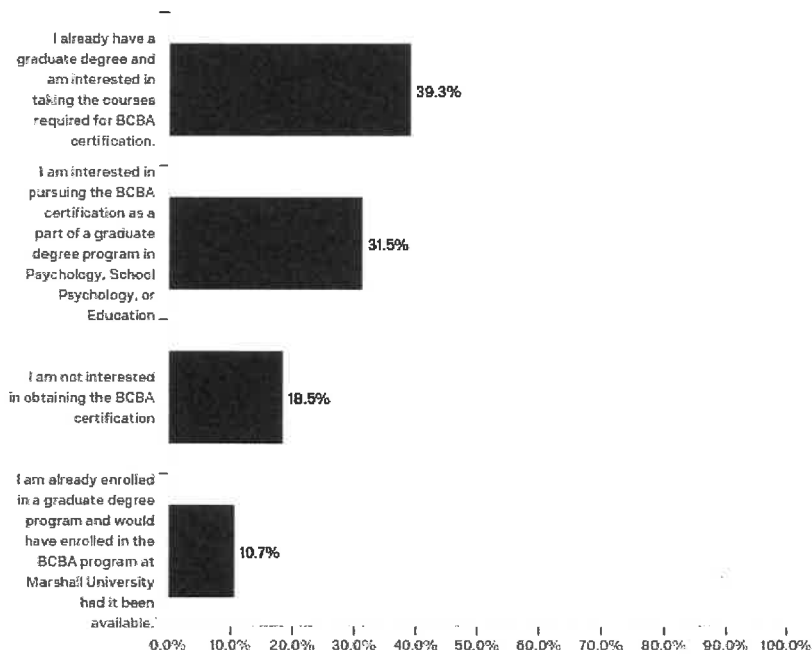
Table 1. Percentage of respondents endorsing ratings on a 5-point Likert scale across statements.

Question	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	N
I am interested in learning more about the proposed BCBA program at Marshall University.	70.80%	19.90%	6.40%	1.20%	1.80%	171
I would consider enrolling in the proposed BCBA program at Marshall University in the next 1 to 5 years.	57.90%	23.40%	5.30%	5.80%	7.60%	171
If not available at Marshall University, I am likely to enroll in a BCBA program at another university in the next 1 to 5 years.	19.90%	14.60%	23.40%	14.60%	27.50%	171

March 3, 2023

To whom it may concern:

It is my pleasure to support the approval of a Master of Arts degree in Applied Behavior Analysis at Marshall University. As the dean of the College of Education and Professional Development, I interact daily with educators, counselors, and administrators in a broad region. The need for Board Certified Behavior Analysts is clear and immediate.

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior which may impact the individual's quality of life. ABA has been shown to be effective for a wide variety of problems and populations, including those with and without specific diagnoses, across settings. In addition to students seeking an MA in this field, teachers, health professionals, counselors and advisors will see benefits from taking courses in this area.

Providers of ABA services have long waitlists. Many of our children need these potentially life altering services. The delay in receiving such support limits the effectiveness of mental health assistance and prohibits access to much needed learning opportunities.

I am proud of the faculty who have collaborated to develop an M.A. in ABA program at Marshall University. The high demand for professionals in the field will likely attract students to Marshall, and the availability of this knowledge will be a valuable extension for current MU students.

Sincerely,

Teresa Eagle

Teresa Eagle, EdD

Dean, COEPD

t.eagle@marshall.edu

x66703

Marshall University
College of Education & Professional Development
Office of the Dean

100 Angus E. Peyton Drive
South Charleston, WV 25303-1600
Tel: 304-746-1992
Fax: 304-746-2074
marshall.edu

BE PROUD.
BE A SON OR DAUGHTER OF MARSHALL.

October 28, 2022

To whom it may concern:

It is my pleasure to write a letter of support for the Master of Arts in Applied Behavior Analysis program at Marshall University. The program will prepare students to become Board-Certified Behavior Analysts. As the Dean of the College of Education and Professional Development, I have worked in several areas in which behavior analysis is a critical need.

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior which may impact the individual's quality of life. ABA has been shown to be effective for a wide variety of problems and populations, including those with and without specific diagnoses, across settings. The opportunity to take ABA courses will benefit our student population in many areas, including classroom teachers, special education teachers, school administrators and counselors. All of these educators face children with behavioral issues on a daily basis. A better understanding of ABA will provide them with better tools to address the issue in a constructive manner, making a difference in their children's lives.

There is a great need for individuals with this certification in our region to work in healthcare, education, and other settings. The extremely long waitlist for services at the few local facilities that offer ABA means that many children on these lists are not offered potentially life-changing services. Individuals who want to earn this certification are cunently enrolling in out-of-state, online programs. The M.A. program in ABA at Marshall University will lead to excellent career opportunities in our area and allow us to better serve our citizens who face behavioral and learning challenges across their lifespan.

I fully support the efforts of the committee in developing an M.A. in ABA program at Marshall University. The high demand for professionals with ABA knowledge and the opportunity to enhance our students' learning will most certainly attract new students to Marshall.

Should you have questions, please feel free to reach me at t.eagle@marshall.edu.

Sincerely,

Teresa Eagle, Dean, COEPD

Marshall University
College of Education & Professional Development
Office of the Dean

100 Angus E. Peyton Drive
South Charleston, WV 25303-1600
Tel: 304-746-1992
Fax: 304-746-2074
marshall.edu

BEPROUD.
BE A SON OR DAUGHTER OF MARSHALL.

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MARSHALL UNIVERSITY

November 2, 2022

To whom it may concern:

It is my pleasure to write a letter of support for the Master of Arts in Applied Behavior Analysis program at Marshall University. The program will prepare students to become Board Certified Behavior Analysts. I am the Chair of the Psychology Department at Marshall University. We have a large number of majors at both the undergraduate and graduate level who would be very interested in this opportunity. The provision of an online program is especially attractive to many who must work while in school and this will make it accessible.

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior which may impact the individual's quality of life. ABA has been shown to be effective for a wide variety of problems and populations, including those with and without specific diagnoses, across settings. The opportunity to take ABA courses will benefit our students in the field of clinical psychology at both the masters and doctoral level. Many seek to work in areas where they are providing support to children with behavioral issues and training in behavioral analysis will strengthen their treatment planning and intervention skills. In addition, those who work with individuals experiencing serious mental health challenges are often addressing behavioral disruptions that would benefit from interventions informed by applied behavior analysis. It is clear that a number of students could benefit from the certificate as well as individual courses in Applied Behavior Analysis.

There is a great need for individuals with this certification in our region to work in healthcare, education, and other settings. The extremely long waitlist for services at the few local facilities that offer ABA means that the majority of children on these lists are not offered potentially life-changing services. Individuals who want to earn this certification are currently enrolling in out-of-state, online programs. The M.A. program in ABA at Marshall University will lead to excellent career opportunities in our area and allow us to better serve our citizens who face behavioral and learning challenges across their lifespan.

In conclusion, I fully support the efforts of the committee in developing a M.A. in ABA program at Marshall University. The high demand for professionals with ABA knowledge and the opportunity to enhance our students' learning will most certainly attract new students to Marshall.

Should you have questions, please feel free to reach me at linz@marshall.edu or 304 696 2774

Sincerely,

Marianna Linz

Marianna Linz, Ph.D.
Professor/Chair, Department of Psychology
Marshall University

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MARSHALL UNIVERSITY.

One John Marshall Drive
Huntington, West Virginia
25755

To whom it may concern:

It is my pleasure to write a letter of support for the Master of Arts in Applied Behavior Analysis program at Marshall University. The program will prepare students to become Board-Certified Behavior Analysts. I am Debra Lockwood, Program Director/Associate Professor of Special Education at Marshall University, College of Education and Professional Development.

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior which may impact the individual's quality of life. ABA has been shown to be effective for a wide variety of problems and populations, including those with and without specific diagnoses, across settings. The opportunity to take ABA courses will benefit graduate students locally and state -wide and will also impact public school students who are struggling with the effects of trauma. One goal for this program is to use clinical behavior analysis to treat mental health conditions.

There is a great need for individuals with this certification in our region to work in healthcare, education, and other settings. Individuals who want to earn this certification are currently enrolling in out-of-state, online programs. I have traveled with the West Virginia State Advisory Council for the past five years throughout the state of West Virginia. It has been mentioned often the need for an ABA program within the state of West Virginia. The M.A. program in ABA at Marshall University will lead to excellent career opportunities in our area and allow us to better serve our citizens who face behavioral and learning challenges across their lifespan.

In conclusion, I fully support the efforts of the committee in developing a M.A. in ABA program at Marshall University. The high demand for professionals with ABA knowledge and the opportunity to enhance our students' learning will most certainly attract new students to Marshall. Should you have questions, please feel free to reach me at conner4@marshall.edu.

Sincerely,

Debra Lockwood, Ed.D.

Program Director/Associate Professor
Special Education
Marshall University College of Education and Professional Development

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WEST VIRGINIA AUTISM TRAINING CENTER
AT MARSHALL UNIVERSITY

October 19, 2022

WV Autism Training Center
Marshall University
Old Main 316

To whom it may concern:

It is my pleasure to write a letter of support for the development of a Board-Certified Behavior Analyst (BCBA) program at Marshall University. I am the executive director of the WV Autism Training center, which provides services statewide to families and individuals diagnosed with autism.

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior which may impact the individual's quality of life. ABA has been shown to be effective for a wide variety of problems and populations, including those with and without specific diagnoses, across settings. The opportunity to take ABA courses will benefit our clients by using clinical behavior analysis to improve behavior and life quality, and by serving individuals with behavioral challenges across the lifespan.

There is a great need for professional behavior analysts in our region to work in healthcare, education, and other settings. The extremely long waitlist for services at the few local facilities that offer ABA means that the majority of children on these lists are not offered potentially life-changing services. Individuals who want to earn this certification are currently forced to enroll in out-of-state, online programs. A program at Marshall University will lead to excellent career opportunities in our area and allow us to better serve our citizens who face behavioral challenges across their lifespan.

In conclusion, I fully support the efforts to develop a BCBA program at Marshall University. The high demand for professionals with ABA knowledge and the opportunity to enhance our students' learning will most certainly attract new students to the university. Should you have questions, please feel free to contact me at Ellison13@marshall.edu, or by calling 304-696-2332

Sincerely,

Marc Ellison, Ed.D., LPC
Executive Director,
WV Autism Training Center

WEST VIRGINIA
AUTISM TRAINING CENTER
AT MARSHALL UNIVERSITY

October 19, 2022

WV Autism Training Center
Marshall University
Old Main 316

To whom it may concern:

It is my pleasure to write a letter of support for the development of a Board-Certified Behavior Analyst (BCBA) program at Marshall University. I serve in the role as the Autism Coordinator for the West Virginia Department of Education, am a member of the West Virginia Autism Training Center Advisory Board and am a proud supporter of ABA services as an individual. Therefore, I reach out personally in the aspect of an educator and autism advocate that has utilized ABA and has collaborated with many BCBA's during my career as an Autism Teacher.

In WV, there is a lack of certified BCBA's in all fields. With a growing need in areas such as education, healthcare, and other settings a quality program is needed in our state. There are many areas of the State of WV have no support or access to BCBA's. This causes long wait lists, frustrated parents/educators, and most importantly children's needs not being met. A program at Marshall University would help to address the state's many needs for more certified BCBAs statewide. Candidates should not have to seek services outside of WV and should have access to a quality higher education program in state. This will also attract many students to Marshall University that may have sought higher education at other institutes of higher education.

Applied behavior analysis (ABA) is a science that uses the laws of learning to understand and teach behavior. Evidence-based strategies based on ABA take a planned approach to changing what comes before and after behavior to teach socially relevant skills and decrease challenging behaviors. Research has demonstrated ABA to be a successful intervention to be most successful when provided in an intensive one-on-one format by trained individuals. Appropriate training in the theory and methodology of ABA is especially critical to the success of the student's program.

In conclusion, I write in full support of the efforts to develop a BCBA program at Marshall University. The addition of a BCBA program would allow more learning opportunities for our students in WV that could benefit from working with a BCBA to address their needs. Please feel free to contact me at jennifer.anderson@k12.wv.us if you have any questions.

Warmly,   *Jennifer Anderson*, NBCT

Jennifer Anderson, MA, ASDCS, NBCT
Autism Coordinator, WVDE
WVATC Advisory Board Member

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DEPARTMENT OF HEALTH AND HUMAN RESOURCES
Bureau for Public Health

Bill J. Crouch
Cabinet Secretary

Office of Maternal, Child and Family Health

Ayne Amjad, MD, MPH
Commissioner & State Health Officer

October 25, 2022

Regina K Woodcock
WV Birth to Three
c/o WV Children's Home
230 Heavner Avenue
Elkins, WV 26241

To Whom it May Concern:

It is my pleasure to write a letter of support for the Master of Arts in Applied Behavior Analysis program at Marshall University. The program will prepare students to become Board-Certified Behavior Analysts. I am Regina (Mel) Woodcock, the Comprehensive System of Personnel Development Coordinator for the WV Birth to Three system which serves infants and toddler at risk of or who are experiencing developmental delay.

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior which may impact the individual's quality of life. ABA has been shown to be effective for a wide variety of problems and populations, including those with and without specific diagnoses, across settings. The opportunity to take ABA courses will benefit our WV Birth to Three Practitioners by providing a solid background in how ABA principles can support families in knowing how to teach their children to successfully participate in the daily activities and routines of the child and family. There are limited professionals enrolled in the WV Birth to Three system who have this level of professional development so having individuals who have completed their higher education preparation in West Virginia would increase the potential that a graduate would select to stay in the state to serve children and families.

There is a great need for individuals with this certification in our region to work in healthcare, education, and other settings. The extremely long waitlist for services at the few local facilities that offer ABA means that the majority of children on these lists are not offered potentially life-changing services. Individuals who want to earn this certification are currently enrolling in out-of-state, online programs. The M.A. program in ABA at Marshall University will lead to excellent career opportunities in our area and allow us to better serve our citizens who face behavioral and learning challenges across their lifespan.

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In conclusion, I fully support the efforts of the committee in developing a M.A. in ABA program at Marshall University. The high demand for professionals with ABA knowledge and the opportunity to enhance our students' learning will most certainly attract new students to Marshall.

Should you have questions, please feel free to reach me at Regina.K.Woodcock@wv.gov.

Sincerely,

Regina K Woodcock, MA, IMH-E
Comprehensive System of Personnel
Development Coordinator
WV Birth to Three

November7, 2022

Bright Futures Learning Services
PO Box 427
Scott Depot, WV 25560

To Whom It May Concern:

It is my pleasure to write a letter of support for the Master of Arts in Applied Behavior Analysis program at Marshall University. The program will prepare students to become Board Certified Behavior Analysts.

I am an alumnus of Marshall and the owner / CEO of Bright Futures Learning Services, one of the few Applied Behavior Analysis (ABA) providers in West Virginia. Bright Futures serves autistic children up to age 12 from Putnam, Kanawha, Cabell, Boone, Logan, Lincoln, Mason, Wood, Fayette, and Jackson counties. We maintain a wait list with more than 200 children. The overwhelming majority of children on the list will never receive our services, largely due to the lack of trained providers. The "fortunate" families who do receive our services make great sacrifices. Some families drive almost two hours each way, 5 days per week for their children to receive our services. Some families have relocated to be closer to Bright Futures, and many families move out of state to get services. When children age-out of our services, we often help the family relocate to another state because there are no quality in-state options for children to continue receiving care.

Recruiting, training, and retaining quality staff is the biggest obstacle to serving more children. Having an ABA program at Marshall would help us reduce that obstacle. It would help create a workforce sourcing funneling where there currently is non. Bright Futures has to recruit and "home grow" every one of our staff and when they're ready to advance their career we have to send them to school out of state. In the last two years, seven of my staff have completed graduate degrees in ABA from out of state universities. I would prefer those tuition dollars stay in-state at my alma mater and that more young West Virginian's are able help our most vulnerable citizens.

In conclusion, I fully support the efforts of the committee in developing a M.A. in ABA program at Marshall University. Bright Futures would welcome the opportunity to be a practicum facility for Marshall students so that we can help assure that the next generation of behavior analysts are equipped to provide life-changing care.

Should you have questions, please feel free to reach me at Jill@BrightFuturesABA.com.

Sincerely,

Jill Scarbro M.S., BCBA
Chief Executive Officer
Bright Futures Learning Services

October 26, 2022

Jennifer Carpenter
Office of Exceptional Students
Kanawha County Schools
1004 Lower Midway Dr.
Dunbar, WV 25064

To whom it may concern:

It is my pleasure to write a letter of support for the Master of Arts in Applied Behavior Analysis program at Marshall University. The program will prepare students to become Board Certified Behavior Analysts. My name is Jennifer Carpenter and I am a Board Certified Behavior Analyst working as an Applied Behavior Analysis Specialist with the Office of Exceptional Students for Kanawha County Public Schools in West Virginia. Right now, we have a team of 3 Specialists (2 certified and 1 who is pursuing certification) for the largest county in our state. At this point, our team serves those schools with self-contained classrooms with students with varying disabilities such as intellectual disability, autism and emotional behavior disorders.

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior which may impact the individual's quality of life. ABA has been shown to be effective for a wide variety of problems and populations, including those with and without specific diagnoses, across settings. The opportunity to take ABA courses would greatly benefit Kanawha County Schools, as it would provide our students access to quality behavioral services in order to have access to interventions that will assist them with succeeding in a school environment and promote inclusion, increasing least restrictive interventions and decreasing suspensions which does not benefit any student. The staff could also access more training on how to help their students when they are unsure of what to do. The public school system is in desperate need of those who are trained and that can provide highly effective, research based interventions that have been proven to be beneficial in helping those with disabilities succeed and live a productive and meaningful life in school and beyond.
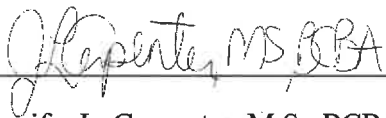
There is a great need for individuals with this certification in our region to work in healthcare, education, and other settings. The extremely long waitlist for services at the few local facilities that offer ABA means that the majority of children on these lists are not offered potentially life-changing services. Individuals who want to earn this certification are currently enrolling in out-of-state, online programs. Unfortunately, I know several individuals that have pursued their education outside of West Virginia and they have ended up moving out of state, which in turn,

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takes away from obtaining and retaining these professionals for the benefit of those who live here. The M.A. program in ABA at Marshall University will lead to excellent career opportunities in our area and allow us to better serve our citizens who face behavioral and learning challenges across their lifespan.

In conclusion, I completely support the efforts of the committee in developing a M.A. in ABA program at Marshall University. The high demand for professionals with ABA knowledge and the opportunity to enhance our students' learning will most certainly attract new students to Marshall and to the state of West Virginia.

Should you have questions, please feel free to reach me at 304-543-4080 or jlcarpenter@mail.kana.k12.wv.us

Sincerely,

Jennifer L. Carpenter, M.S., BCBA

To whom it may concern:

It is my pleasure to write a letter of support for the Master of Arts in Applied Behavior Analysis program at Marshall University. The program will prepare students to become Board-Certified Behavior Analysts (BCBA). I am a BCBA for Kanawha County Schools Preschool Program. I work directly with children aged 3, 4, and 5 years old, as well as with the classroom staff supporting them. The students that are referred to me have significant challenges that interfere with their ability to access their education. Some of them have medical and/or mental health diagnoses like autism spectrum disorder; however, a lot of learners don't have any diagnoses at all. Schools across our county (as well as our state and nation) face the repercussions of the opioid epidemic. So many students had prenatal drug exposure, were born addicted to methamphetamine or heroin, and/or are currently being raised by grandparents. The behavior challenges that besiege any preschool classroom are many and varied. These challenges can be successfully addressed through Applied Behavior Analysis (ABA).

ABA is the application of scientific principles taken from behavior analysis. The goal is to improve learning and decrease challenging behavior which leads to socially significant, positive change. ABA has been shown to be effective for a wide variety of problems and populations, including those with and without specific diagnoses, across settings. The opportunity to take ABA courses will benefit our community by preparing young professionals to take on the pressing challenges of our beleaguered education system. The number one struggle of new and seasoned educators alike is how to deal with students' problem behavior in the classroom. The Master of Arts in Applied Behavior Analysis will equip the next generation of teachers to take on those challenges, thereby increasing student performance and increasing teacher retention in the education system.

There is a great need for individuals with this certification in our region to work in healthcare, education, and other settings. The extremely long waitlist for services at the few local facilities that offer ABA means that the majority of children on these lists are not offered potentially life-changing services. Individuals who want to earn this certification are currently enrolling in out-of-state, online programs. The M.A. program in ABA at Marshall University will lead to excellent career opportunities in our area and allow us to better serve our citizens who face behavioral and learning challenges across their lifespan.

In conclusion, I fully support the efforts of the committee in developing a M.A. in ABA program at Marshall University. The high demand for professionals with ABA knowledge and the

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opportunity to enhance our students' learning will most certainly attract new students to Marshall.

Should you have questions, please feel free to reach me by email at mcpennington@mail.kana.k12.wv.us

Sincerely,

Megan Pennington, M.A., B.C.B.A

Greenbrier
County Schools

Jeffrey A. Bryant, Superintendent

October 11, 2022
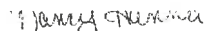
To Whom It May Concern,

This letter is in support of Marshall University establish a Board-Certified Behavior Analyst program. Currently, Greenbrier County Schools employees one-full time BCBAs and contracts with two others.

Increasingly, the student in our care come to us with significant social-emotional regulation issues. We have many Tier I, II, and III supports in place. However, we still have several students, more each year, for whom a full day of regular public school is not a fit. Our BCBAs assist with establishing the Tier II and III supports for staff, students, and families. They then provide one-on-one instruction for those for whom a regular school day in public school is not a fit.

The need for certified BCBAs, in my opinion, will continue to increase. Personally, our system would love to have several more certified staff members.

Respectfully,

*) any Newman

Associate Superintendent
Greenbrier County Schools

653 Church Street   • Lewisburg, WV 24901• p: 304-647-6470 • f: 304-647-6490 • GreenbrierCountySchools.org

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November 1, 2022

To Whom It May Concern:

Community Autism Resources and Education Systems (CARES) would like to express our full support for developing degree programs and certificates in Applied Behavioral Analysis (ABA) at Marshall University. We began this non-profit organization in 2017 with the primary goal of increasing access to ABA for our region's children on the autism spectrum. We believe that developing an ABA program at Marshall University is key to increasing the behavioral workforce needed in our region.

The number of ABA service providers in our area is scant, and many families have been on waiting lists for years. Research demonstrates that early, intensive ABA is the gold standard for treating children with autism. Moreover, ABA therapy is a valuable tool for addressing various challenges individuals face across the lifespan. ABA is used in educational settings, organizational psychology, gerontology, and other special populations to improve people's lives. We are largely missing out on the benefits of ABA in our region because we do not have the workforce trained to do this work.

Right now, anyone interested in pursuing a graduate degree in ABA must attend an out-of-state program. Most attend online programs that they report leave them feeling disconnected from the region. They have difficulty arranging supervised fieldwork, and many have reported great dissatisfaction with their educational experiences in these programs. We believe having a program at Marshall will allow for the integration of their educational experiences with their work in the local community and allow us to serve them as students and address the needs of our community through increasing access to ABA through high-quality supervised field sites.

Our organization has recently lost 3 members in the last year because their families needed to move to Ohio to access services for their older children and young adults. None of these families wanted to leave West Virginia, and all made incredibly valuable contributions to their professions and communities. They had no choice, as ABA and related services for older children and young adults are almost non-existent within our state. We believe an ABA program at Marshall can help create the workforce needed to start programs that serve families across the lifespan. We want our families to be able to stay in West Virginia.

In sum, CARES would like to fully endorse the development of an ABA program at Marshall University. We look forward to supporting and collaborating with the program to create the next generation of behavioral workforce and provide the services, so many of our families are desperately seeking in this region. Please let me know if there is anything we can do to strengthen our recommendation.

Sincerely,

Jill C. Underhill, Ph.D.
Board Member, CARES
Interim Assistant Director, CTL
Marshall University
underhillj@marshall.edu

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11/1/2022

888 Oakwood Road,

Suite 300, Box 2

Charleston WV 25314

To whom it may concern:

It is my pleasure to write a letter of support for the Master of Arts in Applied Behavior Analysis program at Marshall University. The program will prepare students to become Board Certified Behavior Analysts. I am Cathy Jo Higgins, Owner, and CEO of The Developmental Advantage, a pediatric outpatient ABA clinic.

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior which may impact the individual's quality of life. ABA has been shown to be effective for a wide variety of problems and populations, including those with and without specific diagnoses, across settings. The opportunity to take ABA courses will benefit our not only our clinic, but the state as a whole. As the owner of an ABA clinic, that is also a Behavioral Health Center of Excellence, I can say firsthand that the number of available services in the state are very limited. The Developmental Advantage, as well as many other clinics, have waitlists of a year or more, due to a lack of providers. Our waitlist continues to grow daily, including families willing to drive 3+ hours, one way, to receive services.

Currently, all BCBA/BCaBA candidates must go to colleges and universities out of WV to receive schooling and training. This puts our state at a disadvantage, as it does not encourage future BCBA's to work in our area. By offering this program at Marshall, I believe it will allow ABA students to grow a connection to our state, encouraging them to stay in the area to provide drastically needed services to our children and families. It will also limit the number of students leaving WV for other ABA programs. We need to keep our WV students here at home!

There is a great need for individuals with this certification in our region to work in healthcare, education, and other settings. The extremely long waitlist for services at the few local facilities that offer ABA means that the majority of children on these lists are not offered potentially life-changing services. Individuals who want to earn this certification are currently enrolling in out-

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of-state, online programs. The M.A. program in ABA at Marshall University will lead to excellent career opportunities in our area and allow us to better serve our citizens who face behavioral and learning challenges across their lifespan.

In conclusion, I fully support the efforts of the committee in developing a M.A. in ABA program at Marshall University. The high demand for professionals with ABA knowledge and the opportunity to enhance our students' learning will most certainly attract new students to Marshall. I support this effort so much that The Developmental Advantage is willing to be a training site for future ABA students that attend, my Alma mater, Marshall University.

Should you have questions, please feel free to reach me at cathyjo@thedevadvantage.com or at our clinic at 681-265-0999.

Sincerely,

Cathy Jo Higgins, M.A.

CATHY JO HIGGINS, M.A.
Founder/CFO/Developmental Specialist

The Developmental Advantage, LLC
Clinic Phone (681) 265-0999
Fax (681) 217-1565
www.thedevadvantage.com

Preliminary Accreditation

Graduate Intent to Plan--Major or Degree

COEPD

M.A. in Applied Behavior Analysis (ABA)

Supplementary Information

Please provide a rationale for new degree program: (See also attached Hanover Report)

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior, which may impact the individual's quality of life. ABA is an effective intervention for many problems and populations, including those with and without specific diagnoses, across settings.

The program will allow students to obtain 33 hours of coursework in Applied Behavior Analysis (ABA). Completion of the course work will provide students with a master's degree and allow them to sit for the Board Certified Behavior Analyst ® (BCBA®) exam and, where applicable, become certified or licensed to practice.

Students pursuing other graduate degrees related to rehabilitation services (e.g., Psychology, School Psychology, Special Education, Communication Disorders, Counseling, Nursing, and Social Work) or business may want to take select courses to learn more about evidence-based practices derived from ABA that are applicable to their field of study or complete a second master's degree to improve employability.

The program's learning outcomes align with Marshall University's educational mission, namely the ability to outline multiple solutions to a problem and generate innovations. Another alignment is with ethical and civic thinking. Students will apply ethical principles to their work. Additionally, students will use information literacy and inquiry-based thinking when applying skills to practice.

The program's learning outcomes support Marshall's Strategic Vision as the program will provide students with a high-quality professional degree that will help address needs in the state. Furthermore, the program's learning outcomes are consistent with the statewide master plan, which seeks to provide students with tools to be productive in the workforce. Students completing the program may become a BCBA® and, where applicable, licensed to practice. Through Marshall's online platform, we will increase access for all of West Virginia, as well as other states, to our program.

Nationally, this is a highly sought after degree program. A Hanover Academic Assessment report was completed in September 2022 and noted that the program would be viable (see attachment for the full report).

Key findings included:
· Employment prospects for students with the M.A. in ABA degree are excellent and expected to grow by 10.3% through 2031.
· There are thousands of job listings in the field in the region.
· Because there are no similar programs in WV, Marshall University would have a competitive edge.
· Marshall University's proposed program would provide supervised fieldwork as part of the curriculum, something that will likely be appealing to many potential students. Most institutions require students to find their own fieldwork opportunities.

Additional Resource Requirements: (See also attached Intent to Plan document and Excel spreadsheet)

It is proposed to develop an Association for Behavior Analysis International (ABAI) accredited (Tier 1) M.A. in Applied Behavior Analysis (ABA) program. Each program qualifying for accreditation must have one full-time doctoral level faculty member, preferably with board certification, to serve as a program director. The director will be a 12-month faculty, teaching a 2/2 load with a summer stipend. The role of this faculty member is to maintain a high-quality program that meets the current eligibility and course standards as set out by the Behavior Analysis Certification Board (BACB) and ABAI, overseeing all aspects of the program. The program director also maintains communication between the BACB, ABAI, and the university.

The implementation of the M.A. program in ABA will necessitate hiring three people with doctorates in behavior analysis, preferably board certified, to coordinate the program and teach courses. The director will be hired to teach during the first year. The second and third full-time (9 month) professors, teaching a 3/3 load, will be hired to teach beginning in the second year and fifth year of operation, respectively. Adjunct faculty with at least M.A. degrees in behavior analysis or related fields will be required to teach additional courses. Adjunct faculty will be BCBAs as well.

Faculty must document their expertise in the applied, experimental, and/or conceptual analysis of behavior. Core faculty must be full time doctoral-level behavior analysts.

The budget also includes 50% of an administrative assistant and one full-time graduate assistant during each fall and spring.

Office space for the three faculty members, an administrative assistant, and a graduate student will be needed. If the administrative assistant is shared with another unit, office space may already be allocated to them.

Major operating expenses include computers for the new faculty members and the graduate student, scholarships for selected students, stipends for field supervisors, conference travel for faculty and students, marketing, advertising, and office supplies.

Because this will be an accredited program, accreditation application and annual renewal fees will be needed. It is anticipated that the program director or second faculty member will become an approved CEU provider for BCBAs in the state. An initial application fee and annual renewal fees will be required to become a CEU provider. All items outlined above are included in the attached budget.

Request for Graduate Non-Curricular Changes

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

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

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: **COEPD**

Dept/Division: **Curriculum & Instruction**

Contact Person: **Dr. Lisa Heaton**

Phone: **304-746-2026**

Rationale for Request:

Requesting addition of information to be located on the Plan of Study and Program Requirements catalog web page tabs.

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

Department/Division Chair _Lisa A. Heaton_   Date _3/20/2023_

Registrar _Sonya GCC_   Date _____

College Curriculum Committee Chair _McKenzie Brittain_   Date _3/27/23_
(or Dean if no college curriculum committee)

Graduate Council Chair _____   Date _5-5-23_

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

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

N/A Information does not exist in current catalog section

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

N/A Information does not exist in current catalog section

3. **New Catalog Description**: Provide a "clean" copy of your proposed description without strikethroughs or highlighting. This should be what you are proposing for the new description.

Please refer to the attached pages at the end of this document

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

Type of change request: addition of information to catalog description

Department: Curriculum & Instruction

Degree program: Ed.D.

Effective date (fall/spring/summer, year): Fall 2023

Plan of Study tab

Core Courses (21 hours)

COURSE NUMBER/TITLE	CREDIT HOURS
CI 701 Curriculum Development	3
CI 702 Curriculum Theories	3
CI 703 Theories, Models and Research of Teaching	3
CI 704 Social, Cultural and Political Determinants of Curriculum	3
CIEC 700 Technology and Curriculum	3
CI 627 Program Planning and Evaluation	3
CI 735 Policy Students in Education	3

Area of Emphasis (9 hours)

COURSE NUMBER/TITLE	CREDIT HOURS
Committee Approved Area of Emphasis Course	3
Committee Approved Area of Emphasis Course	3
Committee Approved Area of Emphasis Course	3

Research and Support Courses (27 hours)

COURSE NUMBER/TITLE	CREDIT HOURS
EDF 703 Research Design	3
EDF 676 Statistical Methods	3
EDF 625 Qualitative Research in Education	3
CI 677 Writing for Publication	3
EDF 711 Survey Research in Education	3
EDF 776 Computer Analysis in Research (PR: EDF 676)	3
or	
EDF 725 Advanced Qualitative Research (PR: EDF 625)	
CI 797 Dissertation Research	9

Program Requirements tab

Curriculum & Instruction, Ed.D.
Program Requirements

In addition to Marshall University's standards for good standing at the graduate level, candidates admitted to this Ed.D. Program must adhere to all policies and procedures outlined in the Curriculum & Instruction Ed.D. Handbook, including the expectations listed below:

- Attend and participate in the annual, virtual Doctoral Candidate/Faculty Seminar and other activities scheduled for doctoral candidates.
- Identify a chairperson and work with the chairperson to identify committee members no later than the end of the fourth semester of enrolment.
- Meet at least once a semester with the advisor or chairperson to discuss plan of study progress, course registration, portfolio progress, and/or dissertation progress.
- Maintain continuous enrollment in the program from admission and first term of enrollment through graduation. Continuous enrollment and exceptions are defined in the handbook.
- Maintain a GPA of 3.25 in the doctoral program. Courses with a grade of "C" or below will not count toward the doctoral degree.
- Use the university-assigned resources (including email, distance learning, and virtual learning platforms) and regularly check for related program and course-related communications.
- Become involved in teaching, course development, research, publications and/or presentations with Marshall University faculty members to gain experience and meet portfolio requirements.
- Complete all dissertation requirements within three years of portfolio completion and admission to candidacy.
- Participate in hooding and commencement ceremonies upon completion of the degree.

Dismissal from the Program: If the candidate fails to maintain continuous enrollment or fails to show progress toward completion of the dissertation, and if the candidate has already utilized the inactive status request, the candidate may be subject to dismissal from the program.

- The candidate will be notified by registered mail of dismissal from the program and given the opportunity of due process as defined by the Marshall University Graduate Catalog in writing.
- The candidate will meet with the chair to defend continuation in the program.
  - If the appeal is granted, the candidate must submit in writing a plan to complete the program in a reasonable time.
  - If the appeal is denied, the candidate will be dismissed from the program. A hold will be placed on the candidate's ability to register for classes.

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

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

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

College: **CoEPD**   Dept/Division: **Curriculum & Instruction**

Contact Person: **Lisa Heaton**   Phone: **6-2026**

Degree Program | MA in Education

Check action requested: ☐ Addition   ☐ Deletion   ☑ Change

Effective Term/Year   Fall 20 |23| 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 _Lisa A. Heaton_	Date _3/20/2023_
College Curriculum Chair _McKenzie Brittain_	Date _3/27/23_
College Dean _Teresa Eagle_	Date _3.27.2023_
Graduate Council Chair _D S Le_	Date _5-4-23_
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____
Board of Governors Approval _____	Date _____

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

Updates to the core curriculum will better address the needs of experienced educators who pursue this degree and will reduce the number of hours needed for degree completion. The new research course (EDF 622) will be more applicable for educators in the field. The addition of trends & issues (EDF 610) as a choice with EDF 619 will ensure inclusion of an educational foundations course, but with the opportunity for new learning for those who may have completed an educational psychology course as an undergraduate. Similarly, general instructional strategies and educational evaluation courses are common in undergraduate teacher preparation. Strategies and evaluation concepts specific to the various areas of emphasis are already in place and will be more relevant for graduate candidates. Removing two courses from the core will allow for an overall reduction in hours for more timely degree completion and will better align the number of hours with competitors.

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)

Core Course Changes: 1. Replace choice of EDF 621 Educational Research & Writing (3 hrs) or EDF 625 Qualitative Research in Education (3 hrs) with EDF 622 Action Research in Education (3 hrs - addition pending); 2. Replace EDF 616 Advanced Studies in Human Development (3 hrs) with EDF 610 Trends & Issues in Education (3 hrs); 3. Remove CI 623 Instructional Models & Assessment Techniques (3 hrs); and 4. Remove EDF 612 Educational Evaluation (3 hrs).
Reduction in Hours: from 36 hrs to 30-33 hrs (30 for non-licensure; 33 for added endorsements)

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

NONE

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

NONE

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

3. *Current* Catalog Description

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

see attached

4. *Edits* to the Current Description

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

5. *New* Catalog Description

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

see attached

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: Curriculum & Instruction
Major or Degree: MA in Education
Type of Change: Change
Rationale: Updates to the core curriculum will better address the needs of experienced educators who pursue this degree and will reduce the number of hours needed for degree completion. The new research course (EDF 622) will be more applicable for educators in the field. The addition of trends & issues (EDF 610) as a choice with EDF 619 will ensure inclusion of an educational foundations course, but with the opportunity for new learning for those who may have completed an educational psychology course as an undergraduate. Similarly, general instructional strategies and educational evaluation courses are common in undergraduate teacher preparation. Strategies and evaluation concepts specific to the various areas of emphasis are already in place and will be more relevant for graduate candidates. Removing two courses from the core will allow for an overall reduction in hours for more timely degree completion and will better align the number of hours with competitors.

EDUCATION, M.A.

Program Requirements
https://catalog.marshall.edu/graduate/programs-az/education-professional-development/education-ma/#programrequirementstext

Program Requirements

The Master of Arts in Education consists of a set of core course requirements, area of emphasis requirements, and a capstone experience. All students must complete 15 hours of coursework in research, human growth and development, technology, instructional methods and assessment (the M.A. core). Each student must also select an area of emphasis consisting of 18-21 hours of required coursework, depending on the area of emphasis. Students will meet the comprehensive assessment requirement through the framework of a 3-hour capstone experience.

Plans of Study for Areas of Emphasis, Professional Development Programs

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

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

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

ECE Option 1 (PreK-K Licensed)
Option 1 is designed for teachers who hold a PreK-K professional license who wish to pursue an advanced degree, or non-licensed individuals who want to build their professional knowledge to better work with early learners in environments where teacher licensure is not required. This option may be completed as an Area of Emphasis within the M.A. in Education (36 hours).

These 21 hours, plus 12 additional hours in the M.A. Core and three hours in the M.A. Capstone may be used to receive the M.A. in Education.

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

Elementary Mathematics Specialist†,*
The goals of this Area of Emphasis are to strengthen mathematical content knowledge, mathematical teaching methods, and mathematics leadership of elementary teachers, Grades K-6. This Area of Emphasis is designed for teachers who hold a valid professional license in Elementary Education. Satisfactory completion of the required courses and state licensure requirements leads to the addition of an Elementary Mathematics Specialist endorsement on an existing, current, regular, elementary education teaching license. To gain this specialist degree, the new endorsement must be associated with a master's degree. The courses for the endorsement are offered through two different avenues associated with a master's degree. Candidates can gain a master's degree in education by taking the required area of emphasis mathematics courses (21 hours) along with master's core courses (12 hours including CIME 670 Teaching Mathematics as the approved methods course) and capstone course (3 hours) for a total of 36 hours of coursework. Or, if the applicant already has a master's degree in education that includes elementary education grades K-6, candidates can gain a graduate certificate by taking only the required area of emphasis mathematics courses for a total of 21 hours of coursework. After finishing the program through either of these two avenues appropriate to the candidate's educational background, candidates can apply for the Elementary Mathematics Specialist endorsement on their current, regular education, teaching license.

Individualized Plan of Study
Students selecting an individualized program must work with an advisor to develop a Plan of Study that includes the M.A. Core (15 hours), an individually tailored Area of Emphasis (18 hours), and the Capstone Experience (3 hours).

Instructional Processes and Strategies
This Area of Emphasis is designed to provide advanced preparation to enhance planning, teaching, and learning processes. These 18 hours, plus 15 hours in the M.A. Core, and three hours in the M.A. Capstone may be used to receive the M.A. in Education.

Instructional Technology and Learning†
This Area of Emphasis focuses on instructional applications and classroom utilization of technology to improve teaching and learning. These courses may be completed as a Graduate

Certificate (21 hours) or may be used as an Area of Emphasis within the M.A. in Education (36 hours). These 21 hours, plus nine additional hours in the M.A. Core, three hours in the M.A. Capstone, and a three hour advisor approved elective may be used to receive the M.A. in Education.

Mathematics Through Algebra I[+,*]

This Area of Emphasis is available to teachers who hold a valid professional license in any area other than mathematics. Satisfactory completion of the required courses and passing the Praxis II meets the requirements for this added endorsement in West Virginia. The goals of this Area of Emphasis are to provide mathematical content knowledge and mathematical teaching methods to prepare middle school mathematics teachers. These courses may be completed as a Graduate Certificate (24 hours) or may be used as an Area of Emphasis within the M.A. in Education (36 hours). These 24 hours, plus nine additional hours in the M.A. Core and three hours in the M.A. Capstone may be used to receive the M.A. in Education.

School Library Media Specialist[+,*]

The Area of Emphasis in Library Media provides an added endorsement for elementary and secondary teachers who have met initial licensure requirements. The program prepares K-12 teachers to manage school library media centers, collaborate with faculty to support the school curriculum and facilitate information literacy. These courses may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the M.A. in Education (36 hours). These 21 hours, plus 12 additional hours in the M.A. Core, and three hours in the M.A. Capstone may be used to receive the M.A. in Education.

Teaching English as a Second Language: Option 1 - Licensure (ESL-1)[+,*]

The Area of Emphasis in Teaching English as a Second Language offers two options. "Licensure" provides an added endorsement for elementary and secondary teachers who have met initial licensure requirements. The purpose of both programs is to prepare teachers who work with learners who enter schools with a language other than English. Both programs may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the M.A. in Education (36 hours). These 21 hours, plus nine additional hours in the M.A. Core, three hours in the M.A. Capstone, and a three hour advisor approved elective, may be used to receive the M.A. in Education.

Teaching English as a Second Language: Option 2 - Non-Licensure (ESL-2)[+]

The Area of Emphasis in Teaching English as a Second Language offers two options. Option 2 provides content and pedagogical training for educational professionals who are not licensed teachers, or who are seeking licensure through other means. The purpose of both programs is to prepare teachers who work with learners who enter schools with a language other than English. Both programs may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the M.A. in Education (36 hours). These 21 hours, plus nine additional hours in the M.A. Core, three hours in the M.A. Capstone, and a three hour advisor approved elective, may be used to receive the M.A. in Education.

Plan of Study

Plan Of Study

Code	Title	Credit Hours
Core Courses		
EDF 621	Educ Research & Writing	3
or EDF 625	Qualitative Research Educ	
EDF 616	Adv Studies Human Develop	3
or EDF 619	Educational Psychology	
Select one of the following:		3
CIEC 534	Appli Software Class Curr Area	
CIEC 600	Instructional Design & Tech	
CIEC 635	Using Internet in Classroom	
Select one of the following:		3
CI 623	Instruct Models Assess Tech	
Approved methods course from Area of Emphasis		
EDF 612	Educational Evaluation	3
Area of Emphasis		
Select one of the following:		18-21
Early Childhood Education		
Elementary Mathematics Specialist		
Individualized Plan of Study		
Instructional Processes and Strategies		
Instructional Technology and Learning		
Mathematics through Algebra I		
School Library Media Specialist		
Teaching English as a Second Language Licensure		
Teaching English as a Second Language Non-Licensure		
Capstone Experience		
Select one of the following:		0-3
CI 690	Capstone Experience	
Satisfactorily completing a written comprehensive examination and three hours of approved coursework		
Total Credit Hours		**33-39**

Course List

Plans Of Study For Areas Of Emphasis, Professional Development Programs

Located on the separate emphasis pages.

Track Changes Catalog

EDUCATION, M.A.

Program Requirements
https://catalog.marshall.edu/graduate/programs-az/education-professional-development/education-ma/#programrequirementstext

Program Requirements

The Master of Arts in Education consists of a set of core course requirements, area of emphasis requirements, and a capstone experience. All students must complete ~~15~~ 9 hours of coursework in research, ~~human growth and development~~educational foundations, and technology integration~~, instructional methods and assessment~~ (the M.A. core). Each student must also select an area of emphasis consisting of 18-21 hours of required coursework, depending on the area of emphasis. Students will meet the comprehensive assessment requirement through the framework of a 3-hour capstone experience.

Plans of Study for Areas of Emphasis, Professional Development Programs

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

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

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

ECE Option 1 (PreK-K Licensed)
Option 1 is designed for teachers who hold a PreK-K professional license who wish to pursue an advanced degree, or non-licensed individuals who want to build their professional knowledge to better work with early learners in environments where teacher licensure is not required. This 18 hour option may be completed as an Area of Emphasis within the M.A. in Education (~~36~~ 30

hours). ~~These 21 hours, plus 12 additional hours in the M.A. Core and three hours in the M.A. Capstone may be used to receive the M.A. in Education.~~

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

Option 2 is designed for teachers who hold a K-6 or K-8 professional license who wish to add a PreK-K endorsement. This option may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the M.A. in Education (~~36~~ 33 hours). ~~These 21 hours, plus nine additional hours in the M.A. Core, three hours in the M.A. Capstone, and a three hour advisor approved elective may be used to receive the M.A. in Education.~~

Elementary Mathematics Specialist+,*

The goals of this Area of Emphasis are to strengthen mathematical content knowledge, mathematical teaching methods, and mathematics leadership of elementary teachers, Grades K-6. This Area of Emphasis is designed for teachers who hold a valid professional license in Elementary Education. Satisfactory completion of the required courses and state licensure requirements leads to the addition of an Elementary Mathematics Specialist endorsement on an existing, current, regular, elementary education teaching license. To gain this specialist degree, the new endorsement must be associated with a master's degree. The courses for the endorsement are offered through two different avenues associated with a master's degree. Candidates can gain a master's degree in education by taking the required area of emphasis mathematics courses (21 hours) along with master's core courses (~~12~~ 9 hours ~~including CIME 670 Teaching Mathematics as the approved methods course~~) and capstone course (3 hours) for a total of ~~36~~ 33 hours of coursework. Or, if the applicant already has a master's degree in education that includes elementary education grades K-6, candidates can gain a graduate certificate by taking only the required area of emphasis mathematics courses for a total of 21 hours of coursework. After finishing the program through either of these two avenues appropriate to the candidate's educational background, candidates can apply for the Elementary Mathematics Specialist endorsement on their current, regular education, teaching license.

Individualized Plan of Study

Students selecting an individualized program must work with an advisor to develop a Plan of Study that includes the M.A. Core (~~15~~ 9 hours), an individually tailored Area of Emphasis (18 hours), and the Capstone Experience (3 hours) for a total of 30 hours.

Instructional Processes and Strategies

This Area of Emphasis is designed to provide advanced preparation to enhance planning, teaching, and learning processes. ~~These 18 hours, plus 15 hours in the M.A. Core, and three hours in the M.A. Capstone may be used to receive the M.A. in Education.~~ This 18 hour specialization may be completed as an Area of Emphasis within the M.A. in Education (30 hours).

Instructional Technology and Learning+
This Area of Emphasis focuses on instructional applications and classroom utilization of technology to improve teaching and learning. ~~These~~ This specialization~~courses~~ may be completed as a Graduate Certificate (~~21~~ 18 hours) or may be used as an Area of Emphasis within the M.A. in Education (~~36~~ 30 hours). ~~These 21 hours, plus nine additional hours in the M.A. Core, three hours in the M.A. Capstone, and a three hour advisor approved elective may be used to receive the M.A. in Education.~~

Mathematics Through Algebra I+,*
This Area of Emphasis is available to teachers who hold a valid professional license in any area other than mathematics. Satisfactory completion of the required courses and passing the Praxis II meets the requirements for this added endorsement in West Virginia. The goals of this Area of Emphasis are to provide mathematical content knowledge and mathematical teaching methods to prepare middle school mathematics teachers. These courses may be completed as a Graduate Certificate (24 hours) or may be used as an Area of Emphasis (21 hours) within the M.A. in Education (~~36~~ 33 hours). ~~These 24 hours, plus nine additional hours in the M.A. Core and three hours in the M.A. Capstone may be used to receive the M.A. in Education.~~

School Library Media Specialist+,*
The Area of Emphasis in Library Media provides an added endorsement for elementary and secondary teachers who have met initial licensure requirements. The program prepares K-12 teachers to manage school library media centers, collaborate with faculty to support the school curriculum and facilitate information literacy. These courses may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the M.A. in Education (~~36~~ 33 hours). ~~These 21 hours, plus 12 additional hours in the M.A. Core, and three hours in the M.A. Capstone may be used to receive the M.A. in Education.~~

Teaching English as a Second Language: Option 1 - Licensure (ESL-1)+,*
The Area of Emphasis in Teaching English as a Second Language offers two options. "Licensure" provides an added endorsement for elementary and secondary teachers who have met initial licensure requirements. The purpose of both programs is to prepare teachers who work with learners who enter schools with a language other than English. ~~Both~~ Option 1~~programs~~ may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the M.A. in Education (~~36~~ 33 hours). ~~These 21 hours, plus nine additional hours in the M.A. Core, three hours in the M.A. Capstone, and a three hour advisor approved elective, may be used to receive the M.A. in Education.~~

Teaching English as a Second Language: Option 2 - Non-Licensure (ESL-2)+
The Area of Emphasis in Teaching English as a Second Language offers two options. Option 2 provides content and pedagogical training for educational professionals who are not licensed teachers, or who are seeking licensure through other means. The purpose of both programs is

to prepare teachers who work with learners who enter schools with a language other than English. ~~Both programs~~Option 2 may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the M.A. in Education (~~36~~30 hours). ~~These 21 hours, plus nine additional hours in the M.A. Core, three hours in the M.A. Capstone, and a three hour advisor approved elective, may be used to receive the M.A. in Education.~~

Plan of Study

https://catalog.marshall.edu/graduate/programs-az/education-professional-development/education-ma/#planofstudytext

Plan Of Study

Code	Title	Credit Hours
Core Courses		
~~EDF 621~~EDF 622	Action Research in Education~~Educ Research & Writing~~	3
or ~~EDF 625~~	~~Qualitative Research Educ~~	
~~EDF 616~~EDF 610	Trends & Issues in Education~~Adv Studies Human Develop~~	3
or EDF 619	Educational Psychology	
Select one of the following:		3
CIEC 534	Appli Software Class Curr Area	
CIEC 600	Instructional Design & Tech	
CIEC 635	Using Internet in Classroom	
~~Select one of the following:~~		~~3~~
~~CI 623~~	~~Instruct Models Assess Tech~~	
~~Approved methods course from Area of Emphasis~~		
~~EDF 612~~	~~Educational Evaluation~~	~~3~~
Area of Emphasis		
Select one of the following:		18-21
Early Childhood Education		
Elementary Mathematics Specialist		
Individualized Plan of Study		
Instructional Processes and Strategies		
Instructional Technology and Learning		
Mathematics through Algebra I		
School Library Media Specialist		
Teaching English as a Second Language Licensure		
Teaching English as a Second Language Non-Licensure		
Capstone Experience		
		~~0~~3
CI 690	Capstone Experience	

Formatted Table

Code	Title	Credit Hours
~~Satisfactorily completing a written comprehensive examination and three hours of approved coursework~~		
Total Credit Hours		~~33-39~~30-33
Course List		

Plans Of Study For Areas Of Emphasis, Professional Development Programs

Located on the separate emphasis pages.

EDUCATION, M.A.

Program Requirements
https://catalog.marshall.edu/graduate/programs-az/education-professional-development/education-ma/#programrequirementstext

Program Requirements

The Master of Arts in Education consists of a set of core course requirements, area of emphasis requirements, and a capstone experience. All students must complete 9 hours of coursework in research, educational foundations, and technology integration (the M.A. core). Each student must also select an area of emphasis consisting of 18-21 hours of required coursework, depending on the area of emphasis. Students will meet the comprehensive assessment requirement through the framework of a 3-hour capstone experience.

Plans of Study for Areas of Emphasis, Professional Development Programs

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

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

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

ECE Option 1 (PreK-K Licensed)
Option 1 is designed for teachers who hold a PreK-K professional license who wish to pursue an advanced degree, or non-licensed individuals who want to build their professional knowledge to better work with early learners in environments where teacher licensure is not required. This 18 hour option may be completed as an Area of Emphasis within the M.A. in Education (30 hours).

ECE Option 2 (K-6/K-8 Licensed)+,*
Option 2 is designed for teachers who hold a K-6 or K-8 professional license who wish to add a PreK-K endorsement. This option may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the M.A. in Education (33 hours).

Elementary Mathematics Specialist+,*
The goals of this Area of Emphasis are to strengthen mathematical content knowledge, mathematical teaching methods, and mathematics leadership of elementary teachers, Grades K-6. This Area of Emphasis is designed for teachers who hold a valid professional license in Elementary Education. Satisfactory completion of the required courses and state licensure requirements leads to the addition of an Elementary Mathematics Specialist endorsement on an existing, current, regular, elementary education teaching license. To gain this specialist degree, the new endorsement must be associated with a master's degree. The courses for the endorsement are offered through two different avenues associated with a master's degree. Candidates can gain a master's degree in education by taking the required area of emphasis mathematics courses (21 hours) along with master's core courses (9 hours) and capstone course (3 hours) for a total of 33 hours of coursework. Or, if the applicant already has a master's degree in education that includes elementary education grades K-6, candidates can gain a graduate certificate by taking only the required area of emphasis mathematics courses for a total of 21 hours of coursework. After finishing the program through either of these two avenues appropriate to the candidate's educational background, candidates can apply for the Elementary Mathematics Specialist endorsement on their current, regular education, teaching license.

Individualized Plan of Study
Students selecting an individualized program must work with an advisor to develop a Plan of Study that includes the M.A. Core (9 hours), an individually tailored Area of Emphasis (18 hours), and the Capstone Experience (3 hours) for a total of 30 hours.

Instructional Processes and Strategies
This Area of Emphasis is designed to provide advanced preparation to enhance planning, teaching, and learning processes. This 18 hour specialization may be completed as an Area of Emphasis within the M.A. in Education (30 hours).

Instructional Technology and Learning+
This Area of Emphasis focuses on instructional applications and classroom utilization of technology to improve teaching and learning. This specialization may be completed as a Graduate Certificate (18 hours) or may be used as an Area of Emphasis within the M.A. in Education (30 hours).

Mathematics Through Algebra I+,*
This Area of Emphasis is available to teachers who hold a valid professional license in any area other than mathematics. Satisfactory completion of the required courses and passing the Praxis

ll meets the requirements for this added endorsement in West Virginia. The goals of this Area of Emphasis are to provide mathematical content knowledge and mathematical teaching methods to prepare middle school mathematics teachers. These courses may be completed as a Graduate Certificate (24 hours) or may be used as an Area of Emphasis (21 hours) within the M.A. in Education (33 hours).

School Library Media Specialist[+,*]
The Area of Emphasis in Library Media provides an added endorsement for elementary and secondary teachers who have met initial licensure requirements. The program prepares K-12 teachers to manage school library media centers, collaborate with faculty to support the school curriculum and facilitate information literacy. These courses may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the M.A. in Education (33 hours).

Teaching English as a Second Language: Option 1 - Licensure (ESL-1)[+,*]
The Area of Emphasis in Teaching English as a Second Language offers two options. "Licensure" provides an added endorsement for elementary and secondary teachers who have met initial licensure requirements. The purpose of both programs is to prepare teachers who work with learners who enter schools with a language other than English. Option 1 may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the M.A. in Education (33 hours).

Teaching English as a Second Language: Option 2 - Non-Licensure (ESL-2)[+]
The Area of Emphasis in Teaching English as a Second Language offers two options. Option 2 provides content and pedagogical training for educational professionals who are not licensed teachers, or who are seeking licensure through other means. The purpose of both programs is to prepare teachers who work with learners who enter schools with a language other than English. Option 2 may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the M.A. in Education (30 hours).

Plan of Study

https://catalog.marshall.edu/graduate/programs-az/education-professional-development/education-ma/#planofstudytext

Plan Of Study

Code	Title	Credit Hours
Core Courses		
EDF 622	Action Research in Education	3
EDF 610	Trends & Issues in Education	3
or EDF 619	Educational Psychology	

Code	Title	Credit Hours
Select one of the following:		3
CIEC 534	Appli Software Class Curr Area	
CIEC 600	Instructional Design & Tech	
CIEC 635	Using Internet in Classroom	
Area of Emphasis		
Select one of the following:		18-21
Early Childhood Education		
Elementary Mathematics Specialist		
Individualized Plan of Study		
Instructional Processes and Strategies		
Instructional Technology and Learning		
Mathematics through Algebra I		
School Library Media Specialist		
Teaching English as a Second Language Licensure		
Teaching English as a Second Language Non-Licensure		
Capstone Experience		
CI 690	Capstone Experience	3
Total Credit Hours		**30-33**

Course List

Plans Of Study For Areas Of Emphasis, Professional Development Programs

Located on the separate emphasis pages.

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

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

College: **CoEPD** Dept/Division: **Curriclum & Instruction**

Contact Person: **Lisa Heaton** Phone: **6-2026**

Action Requested

Check action requested: ☐ Addition ☐ Deletion ☑ Change

Degree Program **MA in Education**

Area of Emphasis **Early Childhood Education Option 1**

Effective Term/Year Fall 20 **23** Spring 20 ☐ Summer 20 ☐

Notifications

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

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

NOT APPLICABLE

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

Dept. Chair/Division Head *Lisa A. Heaton*	Date 3/20/2023
Registrar	Date 3/31/2023
College Curriculum Chair *McKenzie Brittain*	Date 3/27/23
College Dean *Teresa Eagle*	Date 3.27.2023
Graduate Council Chair	Date 5-5-23
Provost/VP Academic Affairs	Date
President	Date

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

The request is supplemental to a course title change submitted for CI 559 and a degree change submitted for the MA in Education. The MA in Education change is intended to streamline the number of hours and amount of time needed to complete the degree. If approved the non-licensure areas of emphasis will total 30 hours and added endorsement areas of emphasis will total 33 hours. Option 1, covered in this change request, is a non-licensure area of emphasis.

2. Please describe any changes in curriculum:
   Course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change.

The request is to: 1.) update the course title of CI 559 to Diversity Equity Inclu in Ed (3 hours) to match the the pending course change, 2.) remove the note to apply CI 632 Early Childhood Programs (3 hours) as the methods course in the M.A. Core since the methods course is being deleted from the degree (approval pending), and 3.) add the note to apply EDF 513 Human Growth Deve Birth-8 Yr in place of the educational foundations requirement in the M.A. Core. With these catalog changes, this specialization within the MA in Education will total 30 hours.

3. **Additional Resource Requirements:** If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this Area of Emphasis attach an estimate of the time and money required to secure these items. May attach separate page if needed
   NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

   NOT APPLICABLE

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

   NONE

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

5. *Current* Catalog Description

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

See added pages at the end of this document.

6. *Edits* to the Current Description

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

7. *New* Catalog Description

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

See added pages at the end of this document.

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

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

Department: Curriculum & Instruction
Area of Emphasis Title: Early Childhood Education Option 1
Credit Hours: 18
Type of Change: Change
Term to Take Effect: Fall 2023
Rationale: The request is supplemental to a course title change submitted for CI 559 and a degree change submitted for the MA in Education. The MA in Education change is intended to streamline the number of hours and amount of time needed to complete the degree. If approved the non-licensure areas of emphasis will total 30 hours and added endorsement areas of emphasis will total 33 hours. Option 1, covered in this change request, is a non-licensure area of emphasis.

Current Catalog

EARLY CHILDHOOD EDUCATION EMPHASIS

Early Childhood Education

https://catalog.marshall.edu/graduate/programs-az/education-professional-development/education-ma/early-childhood-education/

ECE Option 1 (PreK-K Licensed)

Code	Title	Credit Hours
CI 559	Multicult Influence in Ed	3
CI 632	Early Childhood Programs (approved methods course in the M.A. Core)	3
CI 633	Adult Involve in Early Ed	3
CI 634	Lang/Cog Early Childhood	3
ECE 530	Preschool Curriculum/Methods	3
ECE 535	Adm Early Child Programs	3
EDF 513	Human Growth Dev Birth-8 Yr	3
Total Credit Hours		**21**

Course List

Edited Catalog

ECE Option 1 (PreK-K Licensed)

Code	Title	Credit Hours
CI 559	~~Multicult Influence in Ed~~Diversity Equity Inclu in Ed	3
CI 632	Early Childhood Programs ~~(approved methods course in the M.A. Core)~~	3
CI 633	Adult Involve in Early Ed	3
CI 634	Lang/Cog Early Childhood	3
ECE 530	Preschool Curriculum/Methods	3
ECE 535	Adm Early Child Programs	3
EDF 513	Human Growth Dev Birth-8 Yr (approved education foundations course in the M.A. Core)	~~3~~
Total Credit Hours		~~21~~18

Course List

New Catalog

ECE Option 1 (PreK-K Licensed)

Code	Title	Credit Hours
CI 559	Diversity Equity Inclu in Ed	3
CI 632	Early Childhood Programs	3
CI 633	Adult Involve in Early Ed	3
CI 634	Lang/Cog Early Childhood	3
ECE 530	Preschool Curriculum/Methods	3
ECE 535	Adm Early Child Programs	3
EDF 513	Human Growth Dev Birth-8 Yr (approved education foundations course in the M.A. Core)	
Total Credit Hours		**18**
Course List		

Request for Graduate Non-Curricular Changes

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

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

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: **COEPD**   Dept/Division: **Counseling**

Contact Person: **Dr. Lisa Burton**   Phone: **304-746-1951**

Rationale for Request:

The title and content of 672 is changing and being combined with COUN 670's content. This will allow students the option to take one additional elective as a school counseling student. Currently, they can only take one elective. In addition, the content is being revised to reflect the current language and competencies needed for school counselors.

COUN 590 and 578 are new electives that were developed for counseling students. They will be permanent electives that will be offered. Therefore, having the descriptions available for students to review will be helpful.

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

Department/Division Chair _____ Date 3-20-23

Registrar _____ Date 3.20.23

College Curriculum Committee Chair _McKenzie Brittain_ Date 3/27/23
(or Dean if no college curriculum committee)

Graduate Council Chair _____ Date 5-5-23

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

Form updated 09/2022   Page 1 of 5

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

COUN 672 Org & Admin of Sch Coun Prog3 Credit hours
Provides students with a comprehensive view of community agency program management. The full range of community agencies and the services they provide will be examined and discussed. Provides students with a comprehensive view of community agency program management. The full range of community agencies and the services they provide will be examined and discussed.
Grade Mode: Normal Grading Mode

COUN 590 and COUN 578 are not listed in the catalog currently.

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

attached with highlights of new content

COUN 672 ~~Org & Admin of Sch Coun Prog~~ **Current Practices in School Counseling 3 Credit hours**

~~Provides students with a comprehensive view of community agency program management. The full range of community agencies and the services they provide will be examined and discussed. Provides students with a comprehensive view of community agency program management. The full range of community agencies and the services they provide will be examined and discussed.~~

In-depth analysis of comprehensive developmental guidance school counseling programs, including the coordination of these programs. Examination of effective strategies for dealing with current issues in K-12 environments will be covered.

Grade Mode: Normal Grading Mode

COUN 590 and COUN 578 are not currently in the catalog.

3. **New Catalog Description:** Provide a "clean" copy of your proposed description without strikethroughs or highlighting. This should be what you are proposing for the new description.

COUN 672 Current Practices in School Counseling
3 Credit hours

In-depth analysis of comprehensive developmental guidance school counseling programs, including the coordination of these programs. Examination of effective strategies for dealing with current issues in K-12 environments will be covered.
Grade Mode: Normal Grading Mode

COUN 590 Human Sexuality in Counseling
3 credit hours

Will provide understanding of human sexual development and examine the place of sexuality in human life, including the influences of biological, psychological, social, and cultural factors.

Grade Mode: Normal Grading Mode

COUN 578 Creativity in Counseling
3 credit hours

Provide methods of integrating creativity and expressive therapy modalities into the therapeutic relationship in school and clinical mental health settings.

Grade Mode: Normal Grading Mode

Request for Graduate Non-Curricular Changes – Page 5

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

Type of change request: Title and course description change and course additions

Department: Counseling

Degree program: Counseling (Clinical mental health and school counseling)

Effective date (fall/spring/summer, year): Fall 2023

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

Guidelines for an AMD Proposal

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

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

Rationale: | The AMD program will allow student to pursue the Electrical and Computer Engineering that advances their practical skills and to help them to specialize as an electrical engineer. A master's in electrical engineering will also prepare students for leadership positions and education roles. The increase of graduate enrollment will be an added benefit along with strengthening the workforce in the area.

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

Admission Requirements: | The requirement for submission of a final transcript is waived.
Since AMD eligibility requires a GPA of 3.3, GRE scores are not applicable

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

AMD Credits: | 12

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

Curriculum: | BSEE students enrolled in the AMD to MS in Electrical and Computer Engineering can substitute up to 12 graduate credit hours towards their BSEE:
1. EE 330 Random signals & systems (3CH) can be substituted with EE-602 Random Signals and Noise.
2. EE 335 Advance Engr. Analysis (3CH) can be substituted with EE-607 Adv. Electrical Engineering Analysis.
3. Two technical electives (6 CH) can be substituted with two 500 or 600 level EE elective courses.

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

Student Eligibility: | AMD applicants must have a minimum overall grade point average of 3.30 and 3.30 in the major. Students must have completed 90 credit hours towards the Bachelors Degree.

Accelerated Master's Degree Proposal-Page 2

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

AMD Proposal

Department:
Allowable credits:
Student eligibility requirements:

AMD Proposal: MS Electrical and Computer Engineering

The AMD program will allow student to pursue the Electrical and Computer Engineering that advances their practical skills and to help them to specialize as an electrical engineer. A master's in electrical engineering will also prepare students for leadership positions and education roles.
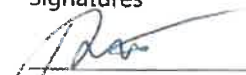
Department: Computer Sciences and Electrical Engineering

Allowable credits: 12

Student eligibility requirements: AMD applicants must have a minimum overall grade point average of 3.30 and 3.30 in the major. Students must have completed 90 credit hours towards the Bachelors Degree.

Approvals
Signatures

Undergraduate Advisor	3/30/23 Date
Graduate Studies Director	3/30/23 Date
Dean, Undergraduate College	30-Mar-2023 Date
Graduate Council Chair	5-5-23 Date

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

Guidelines for an AMD Proposal

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

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

Rationale: | The AMD to MS in Engineering Management (MSE) will allow students in the Bachelor of Electrical and Computer Engineering program to augment their technical knowledge with management knowledge. The Engineering Management knowledge will significantly improve their employment prospect along with long term career growth. The increase of graduate enrollment will be an added benefit along with strengthening the workforce in the area.

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

Admission Requirements: | The requirement for submission of a final transcript is waived.
Since AMD eligibility requires a GPA of 3.3, GRE scores are not applicable

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

AMD Credits: | 12

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

Curriculum: | BSEE students enrolled in the AMD to MS in Engineering Management can substitute up to 12 graduate credit hours towards their BSEE:
1. Two Technical Electives (6 CH) that can be substituted by 500 or 600 MSE courses as approved by the graduate advisor.
2. EE 330 Random signals & systems (3CH) can be substituted with EE-602 Random Signals and Noise as MSE elective course.
3. EE 335 Advance Engr. Analysis (3CH) can be substituted with EE-607 Adv. Electrical Engineering Analysis. as MSE elective course.

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

Student Eligibility: | AMD applicants must have a minimum overall grade point average of 3.30 and 3.30 in the major. Students must have completed 90 credit hours towards the Bachelors Degree.

Accelerated Master's Degree Proposal-Page 2

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

AMD Proposal

Department:
Allowable credits:
Student eligibility requirements:

AMD Proposal: MS Engineering Management

The AMD to Engineering Management will allow students in the Bachelor of Electrical and Computer Engineering program to augment their technical knowledge with management knowledge. The Engineering Management knowledge will significantly improve their employment prospect along with long term career growth. The increase of graduate enrollment will be an added benefit along with strengthening the workforce in the area.

Department: Computer Sciences and Electrical Engineering

Allowable credits: 12

Student eligibility requirements: AMD applicants must have a minimum overall grade point average of 3.30 and 3.30 in the major. Students must have completed 90 credit hours towards the Bachelors Degree.

Approvals

Signatures

_____ 3/30/23
Undergraduate Advisor   Date

_____ 30-Mar-2023
Graduate Studies Director   Date

_____ 30-Mar-2023
Dean, Undergraduate College   Date

_____ 5-5-23
Graduate Council Chair   Date

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: **CECS**　　　　　　　Dept/Division: **Weisberg Dept. of Mech. and Ind. Engr.**

Contact Person: **Jim McIntosh / Scott Simonton**　　　Phone: **x63113 / x62045**

Degree Program | GTF0 - MS, Environ Safety and Health

Check action requested:　☐ Addition　☐ Deletion　☑ Change

Effective Term/Year　　Fall 20 **23**　　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 _(signature)_	Date _____
College Curriculum Chair _(signature)_	Date 3-30-2023
College Dean _(signature)_	Date 30-Mar-2023
Graduate Council Chair _(signature)_	Date 5-5-23
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____
Board of Governors Approval _____	Date _____

Form updated 09/2022

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: **CECS** Dept/Division: **Weisberg Dept. of Mech. and Ind. Engr.**

Contact Person: **Jim McIntosh / Scott Simonton** Phone: **x63113 / x62045**

Degree Program **GTF0 - MS, Environ Safety and Health**

Check action requested: ☐ Addition ☐ Deletion ☑ Change

Effective Term/Year Fall 20 **23** Spring 20 ☐ Summer 20 ☐

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

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

Dept. Chair/Division Head _____	Date _____
College Curriculum Chair _____	Date _____
College Dean _____	Date _____
Graduate Council Chair _____	Date _____
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____
Board of Governors Approval _____	Date _____

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

The proposed catalog changes clarify requirements for the two degree options and expand elective choices within the program. Also, SFT 599 is proposed to replace SFT 554 as a core degree requirement.

Please describe any changes in curriculum:
List course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change. (May attach separate page if needed)

See attachment.

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

None

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

None

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

3. *Current* Catalog Description

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

See attachment.

4. *Edits* to the Current Description

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

5. *New* Catalog Description

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

See attachment.

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: Weisberg Department of Mechanical and Industrial Engineering
Major: GTF0 - MS, Environ Safety and Health
Type of Change: Change
Rationale:

The proposed catalog changes clarify requirements for the two degree options and expand elective choices within the program. Also, SFT 599 is proposed to replace SFT 554 as a core degree requirement.

GTF0

MS in Environmental, Safety and Health

Current Catalog Description

Program Requirements

Students must complete 30 graduate credit hours at the graduate level, including at least 18 credit hours at Marshall University. The degree consists of 15 credit hours of core courses; 3-6 credit hours of required courses; and 9-12 credit hours of electives. At least 15 credit hours must be at the 600 level.

Students may choose to complete either the project option or the thesis option, after consultation with their academic advisor. Students must have a project or thesis proposal approved by their project or thesis advisor prior to enrolling in project (TE 699 Comprehensive Project or SFT 679 Problem Report) or thesis (ES 680 or SFT 681 Thesis).

Project Option. The comprehensive project involves the application of coursework completed as part of the degree to a practical problem. Students will work with their advisors to identify an appropriate project and scope. Students must prepare a formal written report and deliver an oral presentation to a committee. Students register for a Comprehensive Project (TE 699, 3 hrs.) during the semester in which their project will be completed and presented, but preliminary work on the project may commence before that semester.

Thesis Option. The thesis option involves the completion of 6 hours of research (ES 680) under the direction of an advisor on an approved project. Students must summarize their work in the form of a formal, written document and successfully defend the thesis before a committee. Thesis work is typically conducted over two semesters.

Plan of Study

Students must complete 30 graduate credit hours at the graduate level, including at least 18 credit hours at Marshall University. The degree consists of 18-21 credit hours of core and required courses and 6-9 credit hours of electives. At least 15 credit hours must be at the 600 level.

CORE COURSES		
SFT 610	Intro to Prof Safety & Health	3
SFT 554	Indust Hygiene I	3
SFT 647	Quan Indus Hygiene Lab	3
ES 514	Risk Assessment and Toxicology	3
ES 550	Environmental Law & Policy	3
REQUIRED COURSES		
Select one of the following		3-6
TE 699	Comprehensive Project	
SFT 679	Problem Report	
SFT 681	Thesis	
ES 680	Thesis	
Electives		9-12
Total Credit Hours		**27-33**

On completion of the M.S. in Environmental, Safety and health degree program the student should have the requisite scope of knowledge and competency in specific environmental, safety and health subject matter. Students are required to take 9-12 credit hours of elective courses and use them to satisfy proficiency courses. At least 6 credit hours of SFT Electives and 6 credit hours of ES Electives are required. As students may not have the requisite background in the subject matter from their undergrad curriculum, some courses will be required based on the students background. Students that do not have a Safety undergraduate background or that cannot otherwise satisfy the requirement will be required to take SFT 660 and SFT 598 as part of their M.S. Plan of Study. Students that do not have an ES undergraduate background or that cannot otherwise satisfy the requirement will be required to take at least one of ES 604, ES 630, ES 640 or ES 665. Electives can be chosen from Safety, Environmental Science or any program within CECS. Additionally, electives from the College of Science, Department of Public Health, or Department of Geography may be approved. Graduate courses from other programs will be considered. The required and elective courses should be outlined in the Plan of Study. The Plan of Study should be developed in cooperation with and signed by the student's advisor and should be completed prior to registration for the 12th credit hour.

To fulfill the Required Course requirement, 3 credit hours must be satisfied by the TE 699 Comprehensive Project or SFT 679 Problem Report (to complete a comprehensive project) or 6 credit hours of ES 680 or SFT 681 Thesis (to complete a thesis). Comprehensive projects and the resulting write-up tend to be based on the application of the Environmental, Safety and health Science degree to professional projects,

whereas a thesis is written as an output of a research project. Students may choose to complete either the project option or thesis option after consultation with their academic advisor.

Thesis Option

The thesis option involves completion of 6 CR of research (SFT 681 or ES 680 Thesis) under the direction of an advisor. The student must prepare a formal thesis proposal (including a statement of work, extensive literature search, and proposed timeline) in consultation with his or her advisor and present the proposal to the graduate thesis committee, which is formed in consultation with the advisor. The thesis proposal must be defended and approved by the thesis committee prior to the final semester of study (typically completed during the first semester of SFT 681/ES 680 Thesis). Students must then summarize their research work in the form of a formal, written thesis and successfully defend it before their thesis committee in order to fulfill the requirements for the degree (typically completed during the second semester of SFT 681/ES 680 Thesis). Thesis work is typically conducted over two semesters.

Project Option

The project option involves completion of 3 CR of comprehensive project (SFT 679 Problem Report or TE 699 Comprehensive Project). The comprehensive project involves the application coursework completed as part of the degree to a practical problem. Students will work their advisors to identify an appropriate project and scope. Students must prepare a formal written report and deliver an oral presentation to a committee. Students register for SFT 679 Problem Report or TE 699 Comprehensive Project (3 CR) during the semester in which their project completed and presented, but preliminary work on the project may commence before that semester.

GTF0

MS in Environmental, Safety and Health

Edited Catalog Description

Program Requirements

Students must complete 30 graduate ~~credit hours~~ CH at the graduate level, including at least 18 ~~credit hours~~ CH at Marshall University. The degree consists of 15 ~~credit hours~~ CH of core courses; 3-6 ~~credit hours~~ CH of required courses; and 9-12 ~~credit hours~~ CH of electives. At least 15 ~~credit hours~~ CH must be at the 600 level.

Students may choose to complete either the project option or the thesis option, after consultation with their academic advisor. Students must have a project or thesis proposal approved by their project or thesis advisor prior to enrolling in project (TE 699 Comprehensive Project or SFT 679 Problem Report) or thesis (ES 680 or SFT 681 Thesis).

Project Option. The comprehensive project involves the application of coursework completed as part of the degree to a practical problem. Students will work with their advisors to identify an appropriate project and scope. Students must prepare a formal written report and deliver an oral presentation to a committee. Students register for ~~a~~ either Comprehensive Project (TE 699, 3 ~~hrs.~~ CH) or Problem Report (SFT 679, 3 ~~hrs.~~ CH) during the semester in which their project will be completed and presented, but preliminary work on the project may commence before that semester.

Thesis Option. The thesis option involves the completion of 6 ~~hours~~ CH of research (ES 680 or SFT 681) under the direction of an advisor on an approved project. Students must summarize their work in the form of a formal, written document and successfully defend the thesis before a committee. Thesis work is typically conducted over two semesters.

Plan of Study

~~Students must complete 30 graduate credit hours at the graduate level, including at least 18 credit hours at Marshall University. The degree consists of 18-21 credit hours of core and required courses and 6-9 credit hours of electives. At least 15 credit hours must be at the 600 level.~~

~~CORE COURSES~~		
~~SFT 610~~	~~Intro to Prof Safety & Health~~	~~3~~
~~SFT 554~~	~~Indust Hygiene I~~	~~3~~
~~SFT 647~~	~~Quan Indus Hygiene Lab~~	~~3~~
~~ES 514~~	~~Risk Assessment and Toxicology~~	~~3~~
~~ES 550~~	~~Environmental Law & Policy~~	~~3~~
~~REQUIRED COURSES~~		
~~Select one of the following~~		~~3-6~~
~~TE 699~~	~~Comprehensive Project~~	
~~SFT 679~~	~~Problem Report~~	
~~SFT 681~~	~~Thesis~~	
~~ES 680~~	~~Thesis~~	
~~Electives~~		~~9-12~~
~~Total Credit Hours~~		~~27-33~~

On completion of the M.S. in Environmental, Safety and health degree program the student should have the requisite scope of knowledge and competency in specific environmental, safety and health subject matter. ~~Students are required to take 9-12 credit hours of elective courses and use them to satisfy proficiency courses. At least 6 credit hours of SFT Electives and 6 credit hours of ES Electives are required.~~ As students may not have the requisite background in the subject matter from their undergrad curriculum, some courses will be required based on the student's background. Students that do not have a Safety undergraduate background or that cannot otherwise satisfy the requirement will be required to take SFT 660 and SFT 598 as part of their M.S. Plan of Study. Students that do not have an ES undergraduate background or that cannot otherwise satisfy the requirement will be required to take at least one of ES 604, ES 630, ES 640 or ES 665. ~~Electives can be chosen from Safety, Environmental Science or any program within CECS. Additionally, electives from the College of Science, Department of Public Health, or Department of Geography may be approved. Graduate courses from other programs will be considered.~~ The required and elective courses should be outlined in the Plan of Study. The Plan of Study should be developed in cooperation with and signed by the student's advisor and should be completed prior to registration for the 12th credit hour.

Electives for either degree option may be selected from the following:
- Any 500- or 600- level ES or SFT course not already taken to satisfy degree requirements.
- Any 500- or 600- level CE, CS, CYBR, EE, ENGR, ME course.
- Any 500- or 600- level BSC, GEO, GLY, MTH, NRE, PH, PHY or PS course.

- Any 500- or 600- level course approved in advance by the student's advisor.

~~To fulfill the Required Course requirement, 3 credit hours must be satisfied by the TE 699 Comprehensive Project or SFT 679 Problem Report (to complete a comprehensive project) or 6 credit hours of ES 680 or SFT 681 Thesis (to complete a thesis). Comprehensive projects and the resulting write-up tend to be based on the application of the Environmental, Safety and health Science degree to professional projects, whereas a thesis is written as an output of a research project. Students may choose to complete either the project option or thesis option after consultation with their academic advisor.~~

Thesis Option

The thesis option involves completion of 6 ~~CR~~ CH of research (SFT 681 or ES 680 Thesis) under the direction of an advisor. The student must prepare a formal thesis proposal (including a statement of work, extensive literature search, and proposed timeline) in consultation with his or her advisor and present the proposal to the graduate thesis committee, which is formed in consultation with the advisor. The thesis proposal must be defended and approved by the thesis committee prior to the final semester of study (typically completed during the first semester of SFT 681/ES 680 Thesis). Students must then summarize their research work in the form of a formal, written thesis and successfully defend it before their thesis committee in order to fulfill the requirements for the degree (typically completed during the second semester of SFT 681/ES 680 Thesis). Thesis work is typically conducted over two semesters.

SFT 599	Dev & Mgt of Occup Safety Prog	3
SFT 610	Intro to Prof Safety & Health	3
SFT 647	Quan Indus Hygiene Lab	3
ES 514	Risk Assessment and Toxicology	3
ES 550	Environmental Law & Policy	3
Electives		9
SFT 681 or ES 680	Thesis	6
Total Credit Hours		30

Project Option

The project option involves completion of 3 ~~CR~~ CH of comprehensive project (SFT 679 Problem Report or TE 699 Comprehensive Project). The comprehensive project involves the application coursework completed as part of the degree to a practical problem. Students will work their advisors to identify an appropriate project and scope. Students must prepare a formal written report and deliver an oral presentation to a committee. Students register for SFT 679 Problem Report or TE 699 Comprehensive Project (3 ~~CR~~ CH) during the semester in which their project completed and presented, but preliminary work on the project may commence before that semester.

SFT 599	Dev & Mgt of Occup Safety Prog	3
SFT 610	Intro to Prof Safety & Health	3
SFT 647	Quan Indus Hygiene Lab	3
ES 514	Risk Assessment and Toxicology	3
ES 550	Environmental Law & Policy	3
Electives		12
TE 699 or SFT 679	Comprehensive Project or Problem Report	3

GTF0

MS in Environmental, Safety and Health

New Catalog Description

Program Requirements

Students must complete 30 graduate CH at the graduate level, including at least 18 CH at Marshall University. The degree consists of 15 CH of core courses; 3-6 CH of required courses; and 9-12 CH of electives. At least 15 CH must be at the 600 level.

Students may choose to complete either the project option or the thesis option, after consultation with their academic advisor. Students must have a project or thesis proposal approved by their project or thesis advisor prior to enrolling in project (TE 699 Comprehensive Project or SFT 679 Problem Report) or thesis (ES 680 or SFT 681 Thesis).

Project Option. The comprehensive project involves the application of coursework completed as part of the degree to a practical problem. Students will work with their advisors to identify an appropriate project and scope. Students must prepare a formal written report and deliver an oral presentation to a committee. Students register for either Comprehensive Project (TE 699, 3 CH) or Problem Report (SFT 679, 3 CH) during the semester in which their project will be completed and presented, but preliminary work on the project may commence before that semester.

Thesis Option. The thesis option involves the completion of 6 CH of research (ES 680 or SFT 681) under the direction of an advisor on an approved project. Students must summarize their work in the form of a formal, written document and successfully defend the thesis before a committee. Thesis work is typically conducted over two semesters.

Plan of Study

On completion of the M.S. in Environmental, Safety and health degree program the student should have the requisite scope of knowledge and competency in specific environmental, safety and health subject matter. As students may not have the requisite background in the subject matter from their undergrad curriculum, some courses will be required based on the student's background. Students that do not have a Safety undergraduate background or that cannot otherwise satisfy the requirement will be required to take SFT 660 and SFT 598 as part of their M.S. Plan of Study. Students that do not have an ES undergraduate background or that cannot otherwise satisfy the requirement will be required to take at least one of ES 604, ES 630, ES 640 or ES 665. The required and elective courses should be outlined in the Plan of Study. The Plan of Study should be developed in cooperation with and signed by the student's advisor and should be completed prior to registration for the 12th credit hour.

Electives for either degree option may be selected from the following:
- Any 500- or 600- level ES or SFT course not already taken to satisfy degree requirements.
- Any 500- or 600- level CE, CS, CYBR, EE, ENGR, ME course.
- Any 500- or 600- level BSC, GEO, GLY, MTH, NRE, PH, PHY or PS course.
- Any 500- or 600- level course approved in advance by the student's advisor.

Thesis Option

The thesis option involves completion of 6 CH of research (SFT 681 or ES 680 Thesis) under the direction of an advisor. The student must prepare a formal thesis proposal (including a statement of work, extensive literature search, and proposed timeline) in consultation with his or her advisor and present the proposal to the graduate thesis committee, which is formed in consultation with the advisor. The thesis proposal must be defended and approved by the thesis committee prior to the final semester of study (typically completed during the first semester of SFT 681/ES 680 Thesis). Students must then summarize their research work in the form of a formal, written thesis and successfully defend it before their thesis committee in order to fulfill the requirements for the degree (typically completed during the second semester of SFT 681/ES 680 Thesis). Thesis work is typically conducted over two semesters.

SFT 599	Dev & Mgt of Occup Safety Prog	3
SFT 610	Intro to Prof Safety & Health	3
SFT 647	Quan Indus Hygiene Lab	3
ES 514	Risk Assessment and Toxicology	3
ES 550	Environmental Law & Policy	3
Electives		9
SFT 681 or ES 680	Thesis	6
Total Credit Hours		**30**

Project Option

The project option involves completion of 3 CH of comprehensive project (SFT 679 Problem Report or TE 699 Comprehensive Project). The comprehensive project involves the application coursework completed as part of the degree to a practical problem. Students will work their advisors to identify an appropriate project and scope. Students must prepare a formal written report and deliver an oral presentation to a committee. Students register for SFT 679 Problem Report or TE 699 Comprehensive Project (3 CH) during the semester in which their project completed and presented, but preliminary work on the project may commence before that semester.

SFT 599	Dev & Mgt of Occup Safety Prog	3
SFT 610	Intro to Prof Safety & Health	3
SFT 647	Quan Indus Hygiene Lab	3
ES 514	Risk Assessment and Toxicology	3
ES 550	Environmental Law & Policy	3
Electives		12
TE 699 or SFT 679	Comprehensive Project or Problem Report	3

Request for Graduate Non-Curricular Changes

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

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

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: **Health Professions** Dept/Division: **Biomechanics**

Contact Person: **Suzanne M. Konz** Phone: **696-2926**

Rationale for Request:

The Biomechanics program is requesting to remove the GRE requirement from the admissions process.

The GRE is limited in its predictive ability for graduate school performance overall. The cost and current formats of taking the GRE is prohibitive creating more hurdles for them to cross. Lower socioeconomic-based students do not have the means to take one exam, let alone repeated exams, to achieve a solid score. Students from rural and lower economic backgrounds may not have access to testing centers. Therefore, the online option may not be possible either due to poor or lack of connectivity in their homes. These factors limits the potential pool of graduate students.

The Biomechanics program requests the addition of a scholarly writing sample.

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

Department/Division Chair _____ Date 2/21/2023

Registrar _____ Date 3/14/2023

College Curriculum Committee Chair _____ Date 3/24/22
(or Dean if no college curriculum committee)

Graduate Council Chair _____ Date 5-5-23

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

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

Admission Requirements

Admission requirements are different for the degree programs. Provisional admission to a program is possible, and will be considered on an individual basis. (See definition of Provisional Admission in this catalog). Acceptance into the M.S. Exercise Science program is competitive and not guaranteed.

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 (submit all materials directly to Graduate Admissions office):

For Full Admission

An undergraduate Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale for all previously completed undergraduate university work;

An appropriate undergraduate/graduate background that includes anatomy, physiology, kinesiology, physics, algebra/trigonometry;

Graduate Record Exam scores (no older than five (5) years) with at least a 285 combined score on verbal and quantitative reasoning on the GRE and an analytical writing GRE score of at least 3.0 (appropriate and comparable MCAT and LSAT scores are also eligible);

A personal statement describing the applicant's interest in the program at Marshall and how the experience will benefit them professionally and personally; and

Three (3) letters of recommendation from individuals familiar with the applicant's relevant academic/professional performance as it relates to the successful completion of the program.

For Provisional Admission

(a limited number of students may be admitted as provisional candidates)

An undergraduate Grade Point Average (GPA) of 2.75 or higher on a 4.0 scale for all previously completed undergraduate university work;

An appropriate undergraduate/graduate background that includes anatomy, physiology, kinesiology, physics, algebra/trigonometry;

Graduate Record Exam scores (no older than five (5) years) with at least a 285 combined score on verbal and quantitative reasoning on the GRE and an analytical writing GRE score of at least 3.0;

A personal statement describing the applicant's interest in the program at Marshall and how the experience will benefit them professionally and personally;

Three (3) letters of recommendation from individuals familiar with the applicant's relevant academic/professional performance as it relates to the successful completion of the program.

Acceptance into the M.S. Biomechanics program is competitive and not guaranteed. To continue in the M.S. in Biomechanics program, students are required to maintain a 3.0 GPA in all coursework.

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

Admission Requirements
Admission requirements are different for the degree programs. Provisional admission to a program is possible, and will be considered on an individual basis. (See definition of Provisional Admission in this catalog). Acceptance into the M.S. Exercise Science program is competitive and not guaranteed.
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For Full Admission
- An undergraduate Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale for all previously completed undergraduate university work;
- An appropriate undergraduate/graduate background that includes anatomy, physiology, kinesiology, physics, algebra/trigonometry;
- a scholary writing sample;
- ~~Graduate Record Exam scores (no older than five (5) years) with at least a 285 combined score on verbal and quantitative reasoning on the GRE and an analytical writing GRE score of at least 3.0 (appropriate and comparable MCAT and LSAT scores are also eligible);~~
- A personal statement describing the applicant's interest in the program at Marshall and how the experience will benefit them professionally and personally; and
- Three (3) letters of recommendation from individuals familiar with the applicant's relevant academic/professional performance as it relates to the successful completion of the program.

For Provisional Admission
(a limited number of students may be admitted as provisional candidates)
- An undergraduate Grade Point Average (GPA) of 2.75 or higher on a 4.0 scale for all previously completed undergraduate university work;
- An appropriate undergraduate/graduate background that includes anatomy, physiology, kinesiology, physics, algebra/trigonometry;
- a scholary writing sample;
- ~~Graduate Record Exam scores (no older than five (5) years) with at least a 285 combined score on verbal and quantitative reasoning on the GRE and an analytical writing GRE score of at least 3.0;~~
- A personal statement describing the applicant's interest in the program at Marshall and how the experience will benefit them professionally and personally;
- Three (3) letters of recommendation from individuals familiar with the applicant's relevant academic/professional performance as it relates to the successful completion of the program.

Acceptance into the M.S. Biomechanics program is competitive and not guaranteed. To continue in the M.S. in Biomechanics program, students are required to maintain a 3.0 GPA in all coursework.

3. **New Catalog Description**: Provide a "clean" copy of your proposed description without strikethroughs or highlighting. This should be what you are proposing for the new description.

Admission Requirements

Admission requirements are different for the degree programs. Provisional admission to a program is possible, and will be considered on an individual basis. (See definition of Provisional Admission in this catalog). Acceptance into the M.S. Exercise Science program is competitive and not guaranteed.

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 (submit all materials directly to Graduate Admissions office):

For Full Admission

- An undergraduate Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale for all previously completed undergraduate university work;
- An appropriate undergraduate/graduate background that includes anatomy, physiology, kinesiology, physics, algebra/trigonometry;
- a scholary writing sample;
- A personal statement describing the applicant's interest in the program at Marshall and how the experience will benefit them professionally and personally; and
- Three (3) letters of recommendation from individuals familiar with the applicant's relevant academic/professional performance as it relates to the successful completion of the program.

For Provisional Admission

(a limited number of students may be admitted as provisional candidates)

- An undergraduate Grade Point Average (GPA) of 2.75 or higher on a 4.0 scale for all previously completed undergraduate university work;
- An appropriate undergraduate/graduate background that includes anatomy, physiology, kinesiology, physics, algebra/trigonometry;
- a scholary writing sample;
- A personal statement describing the applicant's interest in the program at Marshall and how the experience will benefit them professionally and personally;
- Three (3) letters of recommendation from individuals familiar with the applicant's relevant academic/professional performance as it relates to the successful completion of the program.

Acceptance into the M.S. Biomechanics program is competitive and not guaranteed. To continue in the M.S. in Biomechanics program, students are required to maintain a 3.0 GPA in all coursework.

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

Type of change request: Non-cirricular change

Department: Biomechanics

Degree program: MS. Biomechanics & MS Biomechanics - Sport Science AOE

Effective date (fall/spring/summer, year): Fall 2023

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: **Liberal Arts**   Dept/Division: **Geography**

Contact Person: **James Leonard**   Phone: **6-4626**

Degree Program | Geography MA/MS

Check action requested: ☐ Addition   ☐ Deletion   ☑ Change

Effective Term/Year   Fall 20 **23**   Spring 20 ☐   Summer 20 ☐

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

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

Dept. Chair/Division Head	Date 3/21/23
College Curriculum Chair _Jonathan Kozar_	Date 3/24/23
College Dean	Date 3/21/2023
Graduate Council Chair	Date 5-5-23
Provost/VP Academic Affairs	Date
Presidential Approval	Date
Board of Governors Approval	Date

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

External reviewers for our 5-year program review suggested the change in MS application requirements to attract more MS students.

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)

Change catalog description for application.

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

None

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

None

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

3. *Current* Catalog Description

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

[Where the catalog talks about applying]

M.A. applicants should follow the admissions process described at www.marshall.edu/graduate. In addition, M.A. applicants must:
-Submit a curriculum vitae (CV) and/or résumé with the graduate application;
-Submit a letter of recommendation (either from an employer or faculty member) with the graduate application.

M.S. applicants should follow the admissions process described at www.marshall.edu/graduate. Potential M.S. applicants must contact the department to ensure that their thesis research interests are compatible with at least one faculty member. In addition, M.S. applicants must:

-Submit a statement of purpose/research interest with the graduate application;
-Submit a curriculum vitae (CV) and/or résumé with the graduate application;
-Submit two letters of recommendation (from employers or faculty members) with the graduate application;
-Submit GRE (Graduate Record Examination) scores with the graduate application;
-Have a minimum undergraduate GPA of 3.5 OR minimum GRE scores of Verbal greater than or equal to 150 and Quantitative greater than or equal to 150 and Writing greater than or equal to 4.5.

M.S. applicants demonstrating potential but not meeting these criteria may be admitted to the M.S. program with permission from the faculty.

4. *Edits* to the Current Description

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

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

[Where the catalog talks about applying]

M.A. applicants should follow the admissions process described at www.marshall.edu/graduate. In addition, M.A. applicants must:
-Submit a curriculum vitae (CV) and/or résumé with the graduate application;
-Submit a letter of recommendation (either from an employer or faculty member) with the graduate application.

M.S. applicants should follow the admissions process described at www.marshall.edu/graduate. Before application, potential M.S. applicants must contact the department to ensure that their thesis research interests are compatible with at least one faculty member. In addition, M.S. applicants must:

-Submit a statement of research interest with the graduate application;
-Submit a curriculum vitae (CV) and/or résumé with the graduate application;
-Submit two letters of recommendation (from employers or faculty members) with the graduate application;
-Have a minimum undergraduate GPA of 3.25.

M.S. applicants demonstrating potential but not meeting these criteria may be admitted to the M.S. program with permission from the faculty.

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: Geography
Major or Degree: Geography MA/MS
Type of Change: *change*
Rationale: External reviewers for our 5-year program review suggested the change in MS application requirements to attract more MS students.

Geography MA/MS
Proposed Catalog Change
March 2023
Edit marked.

[Where the catalog talks about applying]

M.A. applicants should follow the admissions process described at
www.marshall.edu/graduate. In addition, M.A. applicants must:
- Submit a curriculum vitae (CV) and/or résumé with the graduate application;
- Submit a letter of recommendation (either from an employer or faculty member) with the graduate application.

M.S. applicants should follow the admissions process described at
www.marshall.edu/graduate. Before application, potential M.S. applicants must contact the department to ensure that their thesis research interests are compatible with at least one faculty member. In addition, M.S. applicants must:

- Submit a statement of ~~purpose/~~research interest with the graduate application;
- Submit a curriculum vitae (CV) and/or résumé with the graduate application;
- Submit two letters of recommendation (from employers or faculty members) with the graduate application;
- ~~Submit GRE (Graduate Record Examination) scores with the graduate application;~~
- Have a minimum undergraduate GPA of 3.25 ~~OR minimum GRE scores of Verbal greater than or equal to 150 and Quantitative greater than or equal to 150 and Writing greater than or equal to 4.5.~~

M.S. applicants demonstrating potential but not meeting these criteria may be admitted to the M.S. program with permission from the faculty.

Request for Graduate Non-Curricular Changes

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

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

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: **COLA**

Dept/Division: **Psychology**

Contact Person: **Marianna Linz**

Phone: **6-2774**

Rationale for Request:

The GRE has not been found to be predictive of student success. Additionally the GRE can be a barrier for minorities, low SES, and first generation college students. Consequently, the MA Psychology, School Psychology emphasis would like to discontinue requiring the GRE for admissions.

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

Department/Division Chair _____ Date 3/20/23

Registrar _____ Date 3.20.2023

College Curriculum Committee Chair _Jonathan Kozar_ Date 3/28/23
(or Dean if no college curriculum committee)

Graduate Council Chair _____ Date 5-5-23

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

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

See Attached

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

See Attached

3. **New Catalog Description**: Provide a "clean" copy of your proposed description without strikethroughs or highlighting. This should be what you are proposing for the new description.

See Attached

Request for Graduate Non-Curricular Changes – Page 5

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

Type of change request: Remove the GRE admission requirement for MA Psychology School Psycholog

Department: Psychology

Degree program: MA Psychology, School Psychology emphasis

Effective date (fall/spring/summer, year): Summer 2023

Admission Requirements

Applicants are required to submit the completed application form with all requested supplemental materials, official transcripts from degree-granting institutions, official transcripts of all previous graduate coursework, official report of the Graduate Record Examination (GRE) General Test (scores may not be more than five (5) years old), and three letters of recommendation. Completed applications along with all supporting materials must be received by the program's deadline to be considered for admission. It should be noted that the application process is competitive. It is recommended that scores on the GRE Verbal section not be lower than 146 and scores on the Quantitative section not be lower than 140. Likewise, it is recommended that applications have a minimum combined total on those two sections of 297 (revised scoring beginning in Fall 2011). Undergraduate Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale for all previously completed undergraduate university work. Completion of the following prerequisite courses is required for admission to any M.A. psychology program: Elementary or Introductory Statistics, Experimental Psychology or Research Methods; Abnormal Psychology; Learning, Social Psychology and Developmental Psychology. These prerequisite courses must have been passed at the undergraduate level with a grade no lower than a *B*.

Admission Requirements

Applicants are required to submit the completed application form with all requested supplemental materials, official transcripts from degree-granting institutions, official transcripts of all previous graduate coursework, official report of the Graduate Record Examination (GRE) General Test (scores may not be more than five (5) years old), and three letters of recommendation. Completed applications along with all supporting materials must be received by the program's deadline to be considered for admission. It should be noted that the application process is competitive. It is recommended that scores on the GRE Verbal section not be lower than 146 and scores on the Quantitative section not be lower than 140. Likewise, it is recommended that applications have a minimum combined total on those two sections of 297 (revised scoring beginning in Fall 2011). One exception for the MA Psychology is the School Psychology emphasis which does not require the GRE for admission. Undergraduate Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale for all previously completed undergraduate university work. Completion of the following prerequisite courses is required for admission to any M.A. psychology program: Elementary or Introductory Statistics, Experimental Psychology or Research Methods; Abnormal Psychology; Learning, Social Psychology and Developmental Psychology. These prerequisite courses must have been passed at the undergraduate level with a grade no lower than a *B*.

Admission Requirements

Applicants are required to submit the completed application form with all requested supplemental materials, official transcripts from degree-granting institutions, official transcripts of all previous graduate coursework, official report of the Graduate Record Examination (GRE) General Test (scores may not be more than five (5) years old), and three letters of recommendation. Completed applications along with all supporting materials must be received by the program's deadline to be considered for admission. It should be noted that the application process is competitive. It is recommended that scores on the GRE Verbal section not be lower than 146 and scores on the Quantitative section not be lower than 140. Likewise, it is recommended that applications have a minimum combined total on those two sections of 297 (revised scoring beginning in Fall 2011). One exception for the MA Psychology is the School Psychology emphasis which does not require the GRE for admission. Undergraduate Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale for all previously completed undergraduate university work. Completion of the following prerequisite courses is required for admission to any M.A. psychology program: Elementary or Introductory Statistics, Experimental Psychology or Research Methods; Abnormal Psychology; Learning, Social Psychology and Developmental Psychology. These prerequisite courses must have been passed at the undergraduate level with a grade no lower than a *B*.

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

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

College: Lewis College of Business

Dept/Division: Doctor of Business Administration (DBA)

Contact Person: Doohee Lee, Ph.D.

Phone: 304.746.1973

Action Requested

Check action requested: ☑ Addition ☐ Deletion ☐ Change

Degree Program: Doctor of Business Administration (DBA) GBC0

Area of Emphasis GBC1: Accountancy

Effective Term/Year   Fall 20 ☐   Spring 20 ☐   Summer 20 [23]

Notifications

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

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

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

None

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

Dept. Chair/Division Head _Doohee Lee (DBA Director)_	Date 3-15-23
Registrar _Sonya C__	Date 3-16-2023
College Curriculum Chair _B.__	Date 3/28/2023
College Dean _Jeffry J Archambault_	Date 3/28/2023
Graduate Council Chair _____	Date 5-5-23
Provost/VP Academic Affairs _____	Date _____
President _____	Date _____

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

The current Graduate Catalog lists all 3 concentrations (accounting, health care management, or management and entrepreneurship). However, a banner code for each major or concentration was never created internally when the DBA Program was approved 3 years ago. The main goal of this application is to officially add a concentration of Accountancy to the DBA Program so that the academic record will show and recognize each concentration.

2. Please describe any changes in curriculum:
Course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change.

NONE

3. **Additional Resource Requirements:** If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this Area of Emphasis attach an estimate of the time and money required to secure these items. May attach separate page if needed
NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

No additional changes needed.

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

NONE

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

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

No changes necessary.

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

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

No changes necessary.

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

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

Doctor of Business Administration (DBA)
Accountancy
9
Addition
Summer/2023
To create a banner code for each concentration for the DBA Program. This particular application is to request creating a concentration of Accountancy within the DBA.

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

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

College: Lewis College of Business

Dept/Division: Doctor of Business Administration (DBA)

Contact Person: Doohee Lee, Ph.D.

Phone: 304.746.1973

Action Requested

Check action requested: ☑ Addition ☐ Deletion ☐ Change

Degree Program: Doctor of Business Administration (DBA) DBC0

Area of Emphasis DBC2: Health Care Management (HCM)

Effective Term/Year: Fall 20 ☐   Spring 20 ☐   Summer 20 [23]

Notifications

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

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

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

NONE

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

Dept. Chair/Division Head _Doohee Lee (DBA Director)_	Date 3-15-23
Registrar _Sonya A C_	Date 3.16.2023
College Curriculum Chair _BP. Yentz PgT._	3/28/2023
College Dean _Jeffrey J Archibald_	3/28/2023 Date
Graduate Council Chair _D S Den_	5-5-23
Provost/VP Academic Affairs ___	Date ___
	Date ___
President ___	Date ___
	Date ___

Form updated 9/2022

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

The current Graduate Catalog accurately lists all 3 concentrations (accounting, health care management, or management and entrepreneurship). However, a banner code for each major or concentration was never created internally when the DBA Program was approved 3 years ago. The main goal of this application is to officially add a concentration of Health Care Management (HCM) to the DBA Program so that the academic record will show each concentration.

2. Please describe any changes in curriculum:
Course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change.

NONE

3. **Additional Resource Requirements:** If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this Area of Emphasis attach an estimate of the time and money required to secure these items. May attach separate page if needed
NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

No additional changes needed.

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

NONE

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

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

No changes necessary

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

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

No changes necessary.

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

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

Doctor of Business Administration (DBA)
Health Care Management
9
Addition
Summer/2023
To create a banner code for each concentration for the DBA Program. This particular application is to request creating a concentration of Health Care Management (HCM) within the DBA.

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

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

College: Lewis College of Business   Dept/Division: Doctor of Business Administration (DBA)

Contact Person: Doohee Lee, Ph.D.   Phone: 304.746.1973

Action Requested

Check action requested: ☑ Addition ☐ Deletion ☐ Change

Degree Program: Doctor of Business Administration (DBA)

Area of Emphasis: Management/Entrepreneurship DBC3

Effective Term/Year Fall 20 [ ] Spring 20 [ ] Summer 20 [23]

Notifications

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

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

NONE

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

	Date
Dept. Chair/Division Head _Doohee Lee (DBA Director)_	
Registrar _Sonya ACH_	_3-15-23_
College Curriculum Chair _B.P. Jenks (g.T.)_	Date 3.16.23 _3/28/2023_
College Dean _Jeffry J Chehelast_	Date _3/28/2023_
Graduate Council Chair _D S Dun_	Date _5-5-23_
Provost/VP Academic Affairs _____	Date _____
President _____	Date _____
	Date _____

Form updated 9/2022   Page 1 of 4

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

The current Graduate Catalog accurately lists all 3 concentrations (accounting, health care management, or management and entrepreneurship). However, a banner code for each major or concentration was never created internally when the DBA Program was approved 3 years ago. The main goal of this application is to officially add a concentration of Management/Entrepreneurship to the DBA Program so that the academic record will show each concentration.

2. Please describe any changes in curriculum:
   Course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change.

   NONE

3. **Additional Resource Requirements:** If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this Area of Emphasis attach an estimate of the time and money required to secure these items. May attach separate page if needed
   NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

   No additional changes needed.

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

   NONE

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

5. *Current* Catalog Description

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

No changes necessary

6. *Edits* to the Current Description

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

7. *New* Catalog Description

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

No changes necessary

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

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

Doctor of Business Administration (DBA)
Management/Entrepreurship
9
Addition
Summer/2023
To create a banner code for each concentration for the DBA Program. This particular application is to request creating a concentration of Management/Entrepreneurship within the DBA.

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: **Pharmacy**   Dept/Division: **Pharmacy**

Contact Person: **Boyd Rorabaugh**   Phone: **304-696-7289**

Degree Program | dual degree program Pharmacy / MPH |

Check action requested: ☐ Addition   ☑ Deletion   ☐ Change

Effective Term/Year   Fall 20 [23]   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 _(signature)_	Date 3/22/23
College Curriculum Chair _Cynthia Jones_	Date 3/22/23
College Dean _(signature)_	Date 3/22/23
Graduate Council Chair _(signature)_	Date 5-5-23
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____
Board of Governors Approval _____	Date _____

Form updated 09/2022

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

The Department of Public Health intends to susped its dual degree programs, including the MPH / PharmD program. Thus, we need to remove this dual degree program from the School of Pharmacy's section of the catalog.

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)

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.

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.

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

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

3. *Current* Catalog Description

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

pages 350 - 351
The entire section regarding "Pharmacy, Dual Degree: Pharm.D. and M.P.H" should be removed from the catalog.

·

4. *Edits* to the Current Description

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

5. *New* Catalog Description

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

none. The dual degree PharmD / MPH program is being suspended and should be removed from the catalog.

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:

College of Pharmacy
PharrmD / MPH Dual degree program
Suspension of the dual degree program

From: Woart, Anthony <woarta@marshall.edu>
Sent: Tuesday, March 7, 2023 6:14 PM
To: Blough, Eric <blough@marshall.edu>
Cc: Prewitt, Michael <prewittm@marshall.edu>; Woart, Anthony <woarta@marshall.edu>; Manne, Nandini Durga <manne@marshall.edu>
Subject: MPH PROGRAM CAHNBGE NOTICE

Dear Dr. Blough:
Please be informed that effective fall 2023, the Department of Public Health intends to suspend its dual programs, including the PharmD/MPH program. Accordingly, please revised the PharmD. Graduate Catalog to reflect courses deletions as a result of his change. For your convenience, I have attached a copy of the MOU associated with the PharmD/MPH program. Should you have further questions, please feel free to contact me.
Best,
Anthony

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

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

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

Department: Curriculum & Instruction
Area of Emphasis Title: Early Childhood Education Option 1
Credit Hours: 18
Type of Change: Change
Term to Take Effect: Fall 2023
Rationale: The request is supplemental to a course title change submitted for CI 559 and a degree change submitted for the MA in Education. The MA in Education change is intended to streamline the number of hours and amount of time needed to complete the degree. If approved the non-licensure areas of emphasis will total 30 hours and added endorsement areas of emphasis will total 33 hours. Option 1, covered in this change request, is a non-licensure area of emphasis.

Request for Graduate Non-Curricular Changes

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

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

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: **CoEPD** Dept/Division: **Curriculum & Instruction**

Contact Person: **Lisa Heaton** Phone: **6-2026**

Rationale for Request:

The request is to update catalog copy related to the areas of emphasis under the MA in Education. We are not changing the curriculum. In the print catalog the graduate certificates and areas of emphasis were grouped together with one explanation and outline of courses. Now that the information is outlined in separate locations, some related edits are needed. For example, students in the MA in Education take a technology course (CIEC 534 or 600 or 635) in the core requirements, so this technology course required in the Graduate Certificates should not be included in the list of Area of Emphasis requirements. It makes the number of hours required in several areas of emphasis appear to be greater than necessary. Some previous curriculum changes are not applied in the catalog copy, such as the addition of CIME 670 to the elementary mathematics specialist requirements. In another case the capstone requirement in the MA in Education is listed as an area of emphasis course. Notes that previously applied to methods courses that could be counted toward the core are no longer applicable. The latter, related to methods courses, does not reflect a curriculum change, only a change in where courses are counted on the MA in Education plan of study.

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

Department/Division Chair _____ Date _3/20/2023_

Registrar _____ Date _____

College Curriculum Committee Chair _McKenzie Brittain_ Date _3/27/23_
(or Dean if no college curriculum committee)

Graduate Council Chair _____ Date _5-5-23_

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

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

Please refer to the attached pages at the end of this document.

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

Please refer to the attached pages at the end of this document.

3. **New Catalog Description**: Provide a "clean" copy of your proposed description without strikethroughs or highlighting. This should be what you are proposing for the new description.

Please refer to the attached pages at the end of this document.

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

Type of change request: Catalog Change

Department: Curriculum & Instruction

Degree program: MA in Education areas of emphasis

Effective date (fall/spring/summer, year): Fall 2023

Current Catalog Description

EARLY CHILDHOOD EDUCATION EMPHASIS

https://catalog.marshall.edu/graduate/programs-az/education-professional-development/education-ma/early-childhood-education/

ECE Option 2 (K-6/K-8 Licensed)

Code	Title	Credit Hours
CI 632	Early Childhood Programs (approved methods course in the M.A. Core)	3
CI 633	Adult Involve in Early Ed	3
CI 634	Lang/Cog Early Childhood	3
ECE 535	Adm Early Child Programs	3
EDF 513	Human Growth Dev Birth-8 Yr	3
CI 630	Practicum Early Childhood Ed	3
Select one of the following:		3
CIEC 534	Appli Software Class Curr Area	
CIEC 600	Instructional Design & Tech	
CIEC 635	Using Internet in Classroom (approved technology course in the M.A. Core)	
Advisor-approved elective		3
Total Credit Hours		**24**
Course List		

ELEMENTARY MATHEMATICS SPECIALIST EMPHASIS

https://catalog.marshall.edu/graduate/programs-az/education-professional-development/education-ma/elementary-mathematics-specialist/

Elementary Mathematics Specialist

Code	Title	Credit Hours
CIME 500	Math for the Elem Teach I (approved methods course in the M.A. Core)	3
CIME 501	Math for the Elem Tchr II	3
CIME 555	Technical Math for Math Educa	3
CIME 650	Algebra for Math Educator	3
CIME 658	Geometry for Math Educat	3
CIME 673	Elem Math Methds Practice K-6	3
CIEC 534	Appli Software Class Curr Area (approved technology course in the M.A. Core)	3
Total Credit Hours		**21**

INDIVIDUALIZED PLAN OF STUDY EMPHASIS

https://catalog.marshall.edu/graduate/programs-az/education-professional-development/education-ma/individualized-plan-study/

Individualized Plan of Study

Code	Title	Credit Hours
	Individually tailored Area of Emphasis	18
	Capstone Experience	3
Total Credit Hours		**21**
Course List		

INSTRUCTIONAL TECHNOLOGY AND LEARNING EMPHASIS

https://catalog.marshall.edu/graduate/programs-az/education-professional-development/education-ma/instructional-technology-learning/

Instructional Technology and Learning

Code	Title	Credit Hours
CIEC 534	Appli Software Class Curr Area (approved technology course in the M.A. Core)	3
CIEC 600	Instructional Design & Tech (approved methods course in the M.A. Core)	3
CIEC 615	Online Course Devel/Delivery	3
CIEC 630	Authoring Systems & Multimedia	3
CIEC 635	Using Internet in Classroom	3
CIEC 699	Final Project in Curr Area	3
Advisor-approved technology elective		3
Advisor-approved elective		3
Total Credit Hours		**24**
Course List		

MATHEMATICS THROUGH ALGEBRA I. EMPHASIS

https://catalog.marshall.edu/graduate/programs-az/education-professional-development/education-ma/mathematics-through-algebra/

Mathematics Through Algebra I

Code	Title	Credit Hours
CIME 555	Technical Math for Math Educa	3
CIME 556	Finite Math for Math Educa	3
CIME 650	Algebra for Math Educator	3
CIME 657	Precalculus for Math Educa	3
CIME 658	Geometry for Math Educat	3
CIEC 534	Appli Software Class Curr Area (approved technology course in the M.A. Core)	3
CIME 670	Teaching Mathematics (approved methods course in the M.A. Core)	3
CIME 675 or CIME 677	Superv Field Prac/Math 5-8 Superv Field Pract/Math 5-12	3
Total Credit Hours		24
Course List		

TEACHING ENGLISH AS A SECOND LANGUAGE LICENSURE EMPHASIS

https://catalog.marshall.edu/graduate/programs-az/education-professional-development/education-ma/teaching-english-second-language-licensure/

Teaching English as a Second Language: Option 1 - Licensure (ESL -1)

Code	Title	Credit Hours
CISL 550	Second Language Acquisition	3
CISL 551	Linguistics for ESL	3
CISL 552	Intercultural Comm/ESL	3
CISL 653	Methods ESL:Language	3
CISL 654	Methods ESL: Literacy	3
CISL 655	Practicum for ESL	3
Select one of the following:		3
CIEC 534	Appli Software Class Curr Area	
CIEC 600	Instructional Design & Tech	
CIEC 635	Using Internet in Classroom	
Advisor Approved Elective		3
Total Credit Hours		24
Course List		

TEACHING ENGLISH AS A SECOND LANGUAGE NON-LICENSURE EMPHASIS

https://catalog.marshall.edu/graduate/programs-az/education-professional-development/education-ma/teaching-english-second-language-non-licensure/

Teaching English as a Second Language: Option 2 - Non-Licensure (ESL-2)

Code	Title	Credit Hours
CISL 550	Second Language Acquisition	3
CISL 551	Linguistics for ESL	3
CISL 552	Intercultural Comm/ESL	3
CISL 653	Methods ESL:Language	3
CISL 654	Methods ESL: Literacy (approved methods course in the M.A. Core)	3
Select one of the following:		3
CIEC 534	Appli Software Class Curr Area	
CIEC 600	Instructional Design & Tech	
CIEC 635	Using Internet in Classroom (approved technology course in the M.A. Core)	
Advisor-approved elective		3
Total Credit Hours		**21**
Course List		

Edits to Current Catalog Description

EARLY CHILDHOOD EDUCATION EMPHASIS

https://catalog.marshall.edu/graduate/programs-az/education-professional-development/education-ma/early-childhood-education/

ECE Option 2 (K-6/K-8 Licensed)

Code	Title	Credit Hours
CI 632	Early Childhood Programs (approved methods course in the M.A. Core)	3
CI 633	Adult Involve in Early Ed	3
CI 634	Lang/Cog Early Childhood	3
ECE 535	Adm Early Child Programs	3
EDF 513	Human Growth Dev Birth-8 Yr	3
CI 630	Practicum Early Childhood Ed	3
Select one of the following:		3
CIEC 534	Appli Software Class Curr Area	
CIEC 600	Instructional Design & Tech	
CIEC 635	Using Internet in Classroom (approved technology course in the M.A. Core)	
Advisor-approved elective		3
Total Credit Hours		2421

Course List

Commented [HL1]: This course should count here in the area of emphasis hours.

Commented [HL2]: This technology requirement is included in the MA in Education core and shouldn't be repeated on the area of emphasis plan of study.

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ELEMENTARY MATHEMATICS SPECIALIST EMPHASIS

https://catalog.marshall.edu/graduate/programs-az/education-professional-development/education-ma/elementary-mathematics-specialist/

Elementary Mathematics Specialist

Code	Title	Credit Hours
CIME 500	Math for the Elem Teach I (approved methods course in the M.A. Core)	3
CIME 501	Math for the Elem Tchr II	3
CIME 555	Technical Math for Math Educa	3
CIME 650	Algebra for Math Educator	3
CIME 658	Geometry for Math Educat	3
CIME 670	Teaching Mathematics	3
CIME 673	Elem Math Methds Practice K-6	3
CIEC 534	Appli Software Class Curr Area (approved technology course in the M.A. Core)	3

Commented [HL3]: This course should count here in the area of emphasis hours.

Commented [HL4]: This addition was requested previously, but was not updated in the catalog.

Commented [HL5]: This technology requirement is included in the MA in Education core and shouldn't be repeated on the area of emphasis plan of study.

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Code	Title	Credit Hours
Total Credit Hours		**21**
Course List		

INDIVIDUALIZED PLAN OF STUDY EMPHASIS

https://catalog.marshall.edu/graduate/programs-az/education-professional-development/education-ma/individualized-plan-study/

Individualized Plan of Study

Code	Title	Credit Hours
	Individually tailored Area of Emphasis	18
	~~Capstone Experience~~	~~3~~
Total Credit Hours		~~21~~18
Course List		

INSTRUCTIONAL TECHNOLOGY AND LEARNING EMPHASIS

https://catalog.marshall.edu/graduate/programs-az/education-professional-development/education-ma/instructional-technology-learning/

Instructional Technology and Learning

Code	Title	Credit Hours
~~CIEC 524~~	~~Appll Software Class Curr Area (approved technology course in the M.A. Core)~~	~~3~~
CIEC 600	Instructional Design & Tech ~~(approved methods course in the M.A. Core)~~	3
CIEC 615	Online Course Devel/Delivery	3
CIEC 630	Authoring Systems & Multimedia	3
CIEC 635	Using Internet in Classroom	3
CIEC 699	Final Project in Curr Area	3
~~Advisor-approved technology elective~~		~~3~~
	Advisor-approved elective	3
Total Credit Hours		~~24~~18
Course List		

MATHEMATICS THROUGH ALGEBRA I. EMPHASIS

https://catalog.marshall.edu/graduate/programs-az/education-professional-development/education-ma/mathematics-through-algebra/

Mathematics Through Algebra I

Code	Title	Credit Hours
CIME 555	Technical Math for Math Educa	3
CIME 556	Finite Math for Math Educa	3
CIME 650	Algebra for Math Educator	3
CIME 657	Precalculus for Math Educa	3
CIME 658	Geometry for Math Educat	3
~~CIEC 534~~	~~Appli Software Class Curr Area (approved technology course in the M.A. Core)~~	~~3~~
CIME 670	Teaching Mathematics ~~(approved methods course in the M.A. Core)~~	3
CIME 675 or CIME 677	Superv Field Prac/Math 5-8 Superv Field Pract/Math 5-12	3
Total Credit Hours		~~24~~21

Course List

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TEACHING ENGLISH AS A SECOND LANGUAGE LICENSURE EMPHASIS

https://catalog.marshall.edu/graduate/programs-az/education-professional-development/education-ma/teaching-english-second-language-licensure/

Teaching English as a Second Language: Option 1 - Licensure (ESL -1)

Code	Title	Credit Hours
CISL 550	Second Language Acquisition	3
CISL 551	Linguistics for ESL	3
CISL 552	Intercultural Comm/ESL	3
CISL 653	Methods ESL:Language	3
CISL 654	Methods ESL: Literacy	3
CISL 655	Practicum for ESL	3
~~Select one of the following:~~		~~3~~
~~CIEC 534~~	~~Appli Software Class Curr Area~~	
~~CIEC 600~~	~~Instructional Design & Tech~~	
~~CIEC 635~~	~~Using Internet in Classroom~~	
Advisor Approved Elective		3
Total Credit Hours		~~24~~21

Course List

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TEACHING ENGLISH AS A SECOND LANGUAGE NON-LICENSURE EMPHASIS

https://catalog.marshall.edu/graduate/programs-az/education-professional-development/education-ma/teaching-english-second-language-non-licensure/

Teaching English as a Second Language: Option 2 - Non-Licensure (ESL-2)

Code	Title	Credit Hours
CISL 550	Second Language Acquisition	3
CISL 551	Linguistics for ESL	3
CISL 552	Intercultural Comm/ESL	3
CISL 653	Methods ESL:Language	3
CISL 654	Methods ESL: Literacy ~~[approved methods course in the M.A. Core]~~	3
~~Select one of the following:~~		~~3~~
~~CIEG 534~~	~~Appli Software Class Curr Area~~	
~~CIEG 600~~	~~Instructional Design & Tech~~	
~~CIEG 635~~	~~Using Internet in Classroom [approved technology course in the M.A. Core]~~	
Advisor-approved elective		3
Total Credit Hours		~~21~~18
Course List		

Commented [HL13]: This course should count here in the area of emphasis hours.

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Commented [HL14]: The technology course will be taken in the core and should not be repeated in the area of emphasis.

New Catalog Description

EARLY CHILDHOOD EDUCATION EMPHASIS

https://catalog.marshall.edu/graduate/programs-az/education-professional-development/education-ma/early-childhood-education/

ECE Option 2 (K-6/K-8 Licensed)

Code	Title	Credit Hours
CI 632	Early Childhood Programs	3
CI 633	Adult Involve in Early Ed	3
CI 634	Lang/Cog Early Childhood	3
ECE 535	Adm Early Child Programs	3
EDF 513	Human Growth Dev Birth-8 Yr	3
CI 630	Practicum Early Childhood Ed	3
Advisor-approved elective		3
Total Credit Hours		**21**
Course List		

ELEMENTARY MATHEMATICS SPECIALIST EMPHASIS

https://catalog.marshall.edu/graduate/programs-az/education-professional-development/education-ma/elementary-mathematics-specialist/

Elementary Mathematics Specialist

Code	Title	Credit Hours
CIME 500	Math for the Elem Teach I	3
CIME 501	Math for the Elem Tchr II	3
CIME 555	Technical Math for Math Educa	3
CIME 650	Algebra for Math Educator	3
CIME 658	Geometry for Math Educat	3
CIME 670	Teaching Mathematics	3
CIME 673	Elem Math Methds Practice K-6	3
Total Credit Hours		**21**
Course List		

INDIVIDUALIZED PLAN OF STUDY EMPHASIS

https://catalog.marshall.edu/graduate/programs-az/education-professional-development/education-ma/individualized-plan-study/

Individualized Plan of Study

Code	Title	Credit Hours
Individually tailored Area of Emphasis		18
Total Credit Hours		**18**
Course List		

INSTRUCTIONAL TECHNOLOGY AND LEARNING EMPHASIS

https://catalog.marshall.edu/graduate/programs-az/education-professional-development/education-ma/instructional-technology-learning/

Instructional Technology and Learning

Code	Title	Credit Hours
CIEC 600	Instructional Design & Tech	3
CIEC 615	Online Course Devel/Delivery	3
CIEC 630	Authoring Systems & Multimedia	3
CIEC 635	Using Internet in Classroom	3
CIEC 699	Final Project in Curr Area	3
Advisor-approved elective		3
Total Credit Hours		**18**
Course List		

MATHEMATICS THROUGH ALGEBRA I. EMPHASIS

https://catalog.marshall.edu/graduate/programs-az/education-professional-development/education-ma/mathematics-through-algebra/

Mathematics Through Algebra I

Code	Title	Credit Hours
CIME 555	Technical Math for Math Educa	3
CIME 556	Finite Math for Math Educa	3
CIME 650	Algebra for Math Educator	3
CIME 657	Precalculus for Math Educa	3
CIME 658	Geometry for Math Educat	3
CIME 670	Teaching Mathematics	3
CIME 675	Superv Field Prac/Math 5-8	3
or CIME 677	Superv Field Pract/Math 5-12	
Total Credit Hours		**21**
Course List		

TEACHING ENGLISH AS A SECOND LANGUAGE LICENSURE EMPHASIS

https://catalog.marshall.edu/graduate/programs-az/education-professional-development/education-ma/teaching-english-second-language-licensure/

Teaching English as a Second Language: Option 1 - Licensure (ESL -1)

Code	Title	Credit Hours
CISL 550	Second Language Acquisition	3
CISL 551	Linguistics for ESL	3
CISL 552	Intercultural Comm/ESL	3
CISL 653	Methods ESL:Language	3
CISL 654	Methods ESL: Literacy	3
CISL 655	Practicum for ESL	3
Advisor Approved Elective		3
Total Credit Hours		**21**
Course List		

TEACHING ENGLISH AS A SECOND LANGUAGE NON-LICENSURE EMPHASIS

https://catalog.marshall.edu/graduate/programs-az/education-professional-development/education-ma/teaching-english-second-language-non-licensure/

Teaching English as a Second Language: Option 2 - Non-Licensure (ESL-2)

Code	Title	Credit Hours
CISL 550	Second Language Acquisition	3
CISL 551	Linguistics for ESL	3
CISL 552	Intercultural Comm/ESL	3
CISL 653	Methods ESL:Language	3
CISL 654	Methods ESL: Literacy	3
Advisor-approved elective		3
Total Credit Hours		**18**
Course List		

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: Health Professions   Dept/Division: Physical Therapy   Current Alpha Designator/Number: **PT 789**

Contact Person: **Gretchen Prather**   Phone: **6-5608**

CURRENT COURSE DATA:

Course Title: PT 789 Musculoskeletal III

Alpha Designator/Number: | P | T | | 7 | 8 | 9 | | | |

Title Abbreviation: | M | u | s | c | u | l | o | s | k | e | l | e | t | a | l | | I | I | I | | | | | |

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

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

Dept. Chair/Division Head _(signature)_	Date 3-17-23
Registrar _Sonja LCA (signature)_	Date
College Curriculum Chair _Zach Garrett_	Date 3.24.23
Graduate Council Chair _(signature)_	Date 5-5-23

Form updated 09/2022   Page 1 of 5

College: Health Professions   Department/Division: Physical Therapy   Alpha Designator/Number: PT 789

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

Change in CATALOG TITLE: ✓ YES ☐ NO

From | M u s c u l o s k e l e t a l   I I I | (limited to 30 characters and spaces)

To | O r t h o   I I   P r i m a r y   C a r e   P T |

If Yes, Rationale
The change in course title reflects consistency with other title changes made in the program's orthopaedic curriculum (a move away from musculoskeletal system verbiage). Likewise, the new course title supports the main focus of the course: primary care physical therapy provision

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 | Advanced diagnosis and management approaches for complex orthopedic, and sports PT populations will be covered. Differential diagnosis of upper and lower quarter pathology, along with specialized treatments unique to this population will be emphasized.

To | The course will prepare students to collaboratively function as a human movement system expert within the primary care delivery model. Screening, triage, decision making, consulting, and education will be emphasized.

If Yes Rationale
The course will now be offered in semester 8/9 of the curriculum versus semester 5/9. This is prior to students completing their terminal full-time clinical internships. Therefore, the students will have acquired a higher level of procedural knowledge and skills justifying a higher level of conceptual reasoning offered by this course. The course emphasizes a collaborative model of PT delivered as primary care providers with a focus on screening, triage, decision making,

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

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

From | 1 credit hour

To | 2 credit hours - see attached syllabus for credit hour justification (24 in-class contact hours + 6 hours (30m/session) of flipped classroom preparation prior to each class session).

Change in COURSE CONTENT: ☑ YES ☐ NO

From | The old course (Musculoskeletal III) occurred in the 5th semester of the program immediately following their initial full-time clinical experience (8 weeks in duration). Students are expected to perform at an advanced beginner level during that clinical experience. Likewise, they are encouraged to begin this course with written, redacted musculoskeletal cases that challenged them during their clinical experience. In the classroom the students then engage in advanced diagnosis and management approaches for the complex or difficult orthopedic patient, with emphasis on advanced clinical reasoning of upper and lower quarter pathology. The course incorporates assessment, orthopaedic special testing, differential diagnosis, prognosis, goal setting, intervention selection, patient education/ teaching, and psychosocial and pain science considerations. Learning occurs primarily through small group interaction involving case discussions

To | The new course (Ortho III (Primary Care PT) will occur in the 8th semester of the program at which time the students have completed all didactic preparation. Twenty-four weeks of full-time clinical education in various care environments will follow this course. This course content is designed to further develop student competency in the areas of clinical reasoning, differential diagnosis, and autonomous practice while also equipping them to work collaboratively within a medical team as an expert in movement dysfunction. Primary care physical therapy services are related to movement dysfunction and provided early in the patient's episode of care, in the form of triage, screening, evaluation, and consultation. This is opposed to a traditional model where service is provided relatively late in the

Rationale | More advanced didactic preparation requires enhanced content delivery with more complex practice scenarios.
The use of PTs in primary care arenas in US medical settings is growing, and it exists in numerous forms. It is present throughout the Department of Defense in all military branches, as well as throughout the VA and US Public Healthcare systems. It is also present in numerous large US medical health systems including Kaiser Permanente (largest HMO in US, 9 states / 8.7M members), Mercy Health Systems (PA), Medstar-Georgetown University Hospital (DC/VA), St Luke's Medical System (NJ/PA), University of Wisconsin Hospitals and Clinics, Virginial Mason Medical Center (WA). And there are others using PTs in primary care setting such as Family Practice, Internal Medicine, or Emergency Medicine. Use among facilities varies and includes triage, medical red-flag screening, consultation & discussion, supervision and mentoring of physicians for MSK clinical care. Early PT involvement reduces

College: Health Professions   Department: **Physical Therapy**

Course Number/Title   PT 789 Orthopaedics III (Primary Care in PT)

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

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

COURSE DESCRIPTION CHANGE
Department: Physical Therapy
Course Number and Title: PT 789 Ortho III (Primary Care PT)
Rationale: The course will now be offered in semester 8/9 of the curriculum versus semester 5/9. This is prior to students completing their terminal full-time clinical internships. Therefore, the students will have acquired a higher level of procedural knowledge and skills justifying a higher level of conceptual reasoning offered by this course. The course emphasizes a collaborative model of PT delivered as primary care providers with a focus on screening, triage, decision making, consultation, and education. This final semester of didactic preparation synthesizes the curriculum from the previous semesters and prepares the students for entry into clinical practice as movement experts. Therefore, the old course description does not capture the essence and purpose of the new course content and design and requires modification.
Course Description (old): Advanced diagnosis and management approaches for complex orthopedic, and sports PT populations will be covered. Differential diagnosis of upper and lower quarter pathology, along with specialized treatments unique to this population will be emphasized.
Course Description (new): The course will prepare students to collaboratively function as a human movement system expert within the primary care delivery model. Screening, triage, decision making, consulting, and education will be emphasized.
Catalog Description (new): The course will prepare students to collaboratively function as a human movement system expert within the primary care delivery model. Screening, triage, decision making, consulting, and education will be emphasized.

COURSE TITLE CHANGE

Course Title/Number	**Ortho III (Primary Care PT) / PT 789**
Semester/Year	**Fall 2023**
Days/Time	**Tuesday & Thursday, 10:00-12:00**
Location	**SOPT Room 113**
Instructor	Jim Dauber, DPT, DSc; Brad Profitt, DPT, DC, DSc
Office	SOPT Room 132
Phone	(304) 696-5609
E-Mail	dauber@marshall.edu
Office Hours	By appointment
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy be going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802
	Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Course Description

The course will prepare students to collaboratively function as a human movement system expert within the primary care delivery model. Screening, triage, decision making, consulting, and education will be emphasized.

Credit Hours: 2

Clock Hours: 4 hours per week

Prerequisites/Co-requisites: The student must have successfully completed all prior curricular course work. This course is designed for students who have completed their first clinical rotation.

Required Text

Boissonnault WG. *Primary Care for the Physical Therapist: Examination and Triage*, 3rd ed. Elsevier Saunders, 2020.

Recommended Materials:

> **Goodman CC, Snyder TK.** *Differential Diagnosis for Physical Therapists: Screening for Referral*, 6th ed. St. Louis: Saunders Elsevier, 2017.

Computer Requirements
Students must have access to internet for research of evidence, and Blackboard to access course documents, notes, and other materials.

Program's Student Learning Outcomes

Upon completion of the DPT in Physical Therapy, students will be able to: Apply to take the National Physical Therapy Examination in order to become licensed to practice Physical Therapy in the US.

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

Course Student Learning Outcomes	Students will gain practice to achieve the learning outcome through:	Students will be assessed using the following methods:
✓ Apply current knowledge, theory, and professional judgment while considering the patient/client perspective, the environment, and available resources. (7D10)	- Recorded lectures - Question & answer - Student-led group discussions - Written cases - Face-to-face practice	- Submission of graded exercises - Quizzes - Faculty assessment of student group participation - Capstone project
✓ Identify, evaluate and integrate the best evidence for practice with clinical judgment and patient/client	- Recorded lectures - Question & answer - Student-led group	- Submission of graded exercises

Course Student Learning Outcomes	Students will gain practice to achieve the learning outcome through:	Students will be assessed using the following methods:
values, needs, and preferences to determine the best care for a patient/client. (7D11)	discussions - Written cases - Face-to-face practice	- Quizzes - Faculty assessment of student group participation - Capstone project
✓ Synthesize history and relevant information from the patient/client and from other sources as needed. (7D17)	- Recorded lectures - Question & answer - Student-led group discussions - Written cases - Face-to-face practice	- Submission of graded exercises - Quizzes - Faculty assessment of student group participation - Capstone project
✓ Assess a systems review. (7D18)	- Recorded lectures - Question & answer - Student-led group discussions - Written cases - Face-to-face practice	- Submission of graded exercises - Quizzes - Faculty assessment of student group participation - Capstone project
✓ Select, and competently administer tests and measures appropriate to the patient's age, diagnosis and health status including, but not limited to, those that assess: Assistive technology, balance, self-care, cranial and peripheral nerve integrity, gait, joint integrity and mobility, mobility, motor function, pain, posture, range of motion, reflex integrity, sensory integrity, skeletal integrity in the difficult patient (7D19 c, d, f, g, i, k m,n,q-v)	- Recorded lectures - Question & answer - Student-led group discussions - Written cases - Face-to-face practice	- Submission of graded exercises - Quizzes - Faculty assessment of student group participation - Capstone project
✓ Evaluate data from the examination (history, health record, systems review, and tests and measures) to make clinical judgments. (7D20)	- Recorded lectures - Question & answer - Student-led group discussions - Written cases - Face-to-face practice	- Submission of graded exercises - Quizzes - Faculty assessment of student group participation - Capstone project
✓ Select a diagnosis that guides future patient/client management. (7D22)	- Recorded lectures - Question & answer - Student-led group discussions - Written cases	- Submission of graded exercises - Quizzes - Faculty assessment of student group participation

Course Student Learning Outcomes	Students will gain practice to achieve the learning outcome through:	Students will be assessed using the following methods:
	- Face-to-face practice	- Capstone project
✓ Select patient/client goals and expected outcomes within available resources (including applicable payment sources) and specify expected length of time to achieve the goals and outcomes. (7D23)	- Recorded lectures - Question & answer - Student-led group discussions - Written cases - Face-to-face practice	- Submission of graded exercises - Quizzes - Faculty assessment of student group participation - Capstone project
✓ Establish a safe and effective plan of care in collaboration with appropriate stakeholders including patients/clients, family members, payors, other professionals and other appropriate individuals. (7D24)	- Recorded lectures - Question & answer - Student-led group discussions - Written cases - Face-to-face practice	- Submission of graded exercises - Quizzes - Faculty assessment of student group participation - Capstone project

Instructional Methods:

Flipped classroom method will include pre-class recorded lessons and assigned readings, with in-class group discussion as well as exercises including hands-on face-to-face activities and written cases.

*Course Assessment and Grading

Grading Breakdown:		Grading Criteria:	
		89.50 – 100	A
Discussion Participation	14%	79.50- 89.49	B
Graded Exercises (13x 4% ea)	52%	69.50-79.49	C
Quizzes(4 x 3.5%)	14%	<69.49	F
Summary Project	20%		

*Attendance Policy:
The Department policy on attendance will apply.

Academic Dishonesty Policy: All students should be familiar with the university's policy concerning academic dishonesty. This policy can be found on pp. 61 – 64 in the spring 2010 online graduate catalog
http://www.marshall.edu/catalog/Graduate/S2010/gr_sp10_final.pdf.

Cell Phone Policy: Use of electronic devices (phones) is prohibited in this course. Since the course is primarily group interactive discussion, cellular distractions will detract from the individual and group learning experience, negatively impacting students' ability to acquire critical knowledge.

Policy for Students with Disabilities: Marshall University is committed to equal opportunity in education for all students, including those with physical, learning and psychological disabilities. University policy states that it is the responsibility of students with disabilities to contact the Office of Disabled Student Services (DSS) in Prichard Hall 117, phone 304 696-2271 to provide documentation of their disability. Following this, the DSS Coordinator will send a letter to each of the student's instructors outlining the academic accommodation he/she will need to ensure equality in classroom experiences, outside assignment, testing and grading. The instructor and student will meet to discuss how the accommodation(s) requested will be provided. For more information, please visit http://www.marshall.edu/disabled or contact Disabled Student Services Office at Prichard Hall 117, phone 304-696-2271.

University Computing Services' Acceptable Use Policy: All students are responsible for knowing this policy, which can be found on the web at http://www.marshall.edu/ucs/CS/accptuse.asp.

Affirmative Action Policy: This course will follow Marshall University's policy on Affirmative Action, which can be found on p. 16 of the spring 2010 graduate catalog http://www.marshall.edu/catalog/Graduate/S2010/gr_sp10_final.pdf. Specifically, all students will be afforded equal opportunity without regard to race, color, sex, religion, age, disability, national origin, or sexual orientation.

Inclement Weather Policy: Students can find information concerning Marshall's policy regarding inclement weather on pp. 21 – 23 of the spring 2010 graduate catalog http://www.marshall.edu/catalog/Graduate/S2010/gr_sp10_final.pdf.

For more information on Marshall University Policies and procedures, please visit: http://www.marshall.edu/assessment/Syllabus%20Information/University_Policies.doc.

Fair Use of Copyrighted Works: The instructor(s) may use some works that are copyrighted by the publisher or original author. These works are provided to students under the Educational Fair Use provision of Title 17 of the US Code, and are not to be shared with individuals who are not enrolled in this course.

*Course Outline, including due dates for major projects: The following topics will be covered. Pre-class activity will constitute 30-60 minutes per class session.

DATE	MATERIAL COVERED	Pre-class activity	In-class activity
8/8, Tues	Introduction History taking - Intake - Vitals	- Video lessons - Intake & history - Vitals - Readings (Boissonnault)	- Group discussion - Exercises - Intake & history*[1] - Vitals[1]
8/10, Thurs	Medical screening - General health screen - Symptoms by region - Symptoms by system	- Video lessons - General health screen - Symptoms by region - Symptoms by system - Readings (Boissonnault)	- Group discussion - Exercises - Gen health screen*[1] - Region*[1] - System*[1]
8/15, Tues	- Triage	- Video lesson - Triage - Readings (Boissonnault)	- Group discussion - Exercise*[2]
8/17, Thurs	- Upper quarter screening	- Video lesson - Upper quarter screen - Readings (Boissonnault)	- Group discussion - Exercise*[1]
8/22, Tues	- Lower quarter screening	- Video lesson - Lower quarter screen - Readings (Boissonnault)	- Group discussion - Exercise*[1]
8/24, Thurs	- Medications	- Video lesson - Medications - Readings (Boissonnault)	- Group discussion - Exercise*[2]
8/29, Tues	- Clinical decision making - Imaging	- Video lesson - Imaging decisions - Readings (Boissonnault)	- Group discussion - Exercise*[2]
8/31, Thurs	- Clinical decision making – Labs	- Video lesson - Lab decisions - Readings (Boissonnault)	- Group discussion - Exercise*[2]
9/5, Tues	- Clinical decision making - Referrals	- Video lesson - Referral decisions - Readings (Boissonnault)	- Group discussion - Exercise*[2]
9/7, Thurs	- Consulting	- Video lesson - Consulting - Readings (Boissonnault)	- Group discussion - Exercise*[2]
9/12, Tues	- Patient education / Injury prevention	- Video lesson - Pt Ed / Prevention - Readings (Boissonnault)	- Group discussion - Exercise[2]
9/14, Thurs	- Primary care telemedicine	- Video lessons - Telemedicine application - Readings (Boissonnault)	- Group discussion - Exercise*[1]

* Graded exercise; 1 Hands-on exercise with live subject; 2 Written case-based exercise

Summary Project: Each student will independently provide primary care assessment and triage to a "client" who is over the age of 40. This patient may be a parent, grandparent, aunt or uncle, older sibling or cousin, family friend, or an acquaintance from the student's social circle. The encounter may occur face-to-face or via telemedicine, and must include: Completion of intake form; complete history (to include general health screen, appropriate system and region-specific reviews of systems, review of medications and appropriate decision making, review of imaging and appropriate decision making, review of lab studies and appropriate decision making); appropriate upper and/or lower quarter screening; vitals; triage and referral decision making; and patient education. Upper and lower quarter screening will, by necessity, be limited in a telemedicine encounter, but should be completed to the greatest extent possible. Completed documentation of the patient intake form and encounter note are to be submitted to course instructor for a grade.

Request for Graduate Course Change

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

College: **COHP**   Dept/Division: **CD**   Current Alpha Designator/Number: **GH 40-MS, CD 692**

Contact Person: **Pam Holland**   Phone: **304-696-2985**

CURRENT COURSE DATA:

Course Title: **CD 692 Seminar**

Alpha Designator/Number: | C | D | 6 | 9 | 2 | | | | |

Title Abbreviation: | S | e | m | i | n | a | r | | | | | | | | | | | | | | | | | | |

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

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

Dept. Chair/Division Head _(signature)_	Date 2/7/2023
Registrar _(signature)_	Date 2.7.23
College Curriculum Chair _(signature)_ Zach Garrett	Date 2.24.23
Graduate Council Chair _(signature)_	Date 5-5-23

Form updated 09/2022

College: COHP   Department/Division: CD   Alpha Designator/Number: GH 40-MS CD 692

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

Change in CATALOG TITLE: ☑ YES ☐ NO

From | S e m i n a r | | | | | | | | | | | | | | | | | | | | | | | | | | | | (limited to 30 characters and spaces)

To | P e d | | F e e d i n g | & | S w a l l o w i n g | D i s |

If Yes, Rationale | This form is being completed at the direction of the Registrar. The program is adding a new course-Pediatric Feeding and Swallowing Disorders. It should be noted that the program is choosing to use CD 692, a course currently in BANNER but that has not been offered since 1995. This course number is being requested as it follows a course in a related topic.

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 | This course will remain graded.

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

From | Topics in Communication Disorders not covered in other courses; topics vary from semester to semester. (PR: Permission of Chair)

To | Discussion of prevention, assessment, and treatment of feeding and swallowing disorders from birth to school-age children including medical, nutritional, feeding skill, and/or psychosocial dysfunction. (PR: CD 691)

If Yes Rationale | This form is being completed at the direction of the Registrar. The program is adding a new course- Pediatric Feeding and Swallowing Disorders. It should be noted that the program is choosing to use CD 692, a course currently in BANNER but that has not been offered since 1995. This course number is being requested as it follows a course in a related topic.

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

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

From | 1-4 hours of graded credit

To | 2 hours graded credit

Change in COURSE CONTENT: ☑ YES ☐ NO

From | A seminar covering topics not covered in other courses, which could vary from semester to semester.

To | A seminar covering a specific knowledge and skill set in pediatric feeding and swallowing disorders.

Rationale | Rationale: This course is being added to the graduate course sequence due to the increased incidence and prevalence of pediatric feeding and swallowing disorders. According to Feeding Matters (2022), conservative evaluations estimate that PFD affects more than 1 in 37 children under the age of 5 in the United States each year.

The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) require programs to offer academic and clinical experiences with dysphagia (swallowing disorders) across the life span. Currently our program offers a course that focuses on the adult population with 1-2 day lecture related to pediatrics. This is no longer adequate to ensure competency with this unique population.

College: **COHP**

Department: **Communication Disorders**

Course Number/Title **CD 692 Pediatric Feeding and Swallowing Disorders**

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

> N/A

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

> N/A

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

> N/A

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

Department of Communication Disorders
Course Title Change:
CD 692- Pediatric Feeding and Swallowing Disorders

Rationale: The course title change will reflect a specific content area added to the curriculum. The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) require programs to offer academic and clinical experiences with dysphagia (swallowing disorders) across the life span. Currently our program offers a course that focuses on the adult population with 1-2 day lecture related to pediatrics. This is no longer adequate to ensure competency with this unique population.

Course Description (Old): Topics in Communication Disorders not covered in other courses; topics vary from semester to semester. (PR: Permission of Chair)

Course Description (New): Discussion of prevention, assessment, and treatment of feeding and swallowing disorders from birth to school-age children including medical, nutritional, feeding skill, and/or psychosocial dysfunction. (PR: CD 691)

Catalog Description: Discussion of prevention, assessment, and treatment of feeding and swallowing disorders from birth to school-age children including medical, nutritional, feeding skill, and/or psychosocial dysfunction. (PR: CD 691)

Credit Hours (Old)- 1-4 Hours of graded credit
Credit Hours (New) 2 Hours of graded credit

Marshall University
College of Health Professions
[Communication Disorders]

Course

CD 692 Seminar: Pediatric Feeding and Swallowing Disorders

Course Description

This course will provide a discussion of prevention, assessment, and treatment of feeding and swallowing disorders from birth to school-age children including medical, nutritional, feeding skill, and/or psychosocial dysfunction.

Credits
2 hours, graded, graduate credit

Prerequisites
CD 691

Term/Year

Summer 2024

Class Meeting Days/Times

TBD

Location

TBD

Academic Calendar

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

Instructors and Contact Information

- Bryn Brown, M.A. CCC-SLP/COM®, Clinical Assistant Professor
  Office: Smith Hall 110
  Phone: 304-696-2601
  Marshall Email: bryn.brown@marshall.edu
  Office hours: by appointment, in person or online

Bryn Brown, M.A., CCC-SLP, is Clinical Assistant Professor in the department of Communication Disorders. She graduated from Marshall University in 2000 with a

M.A. Degree in Communication Disorders, and she is the owner of Simply Feeding, LLC. She is proficient and highly trained with children who have difficulties/delays in feeding, speech, orofacial myofunctional disorders, as well as in the identification and pre/post treatment of Tethered Oral Tissues. She has received specialty training with Beckman Oral Motor Protocol (Debra Beckman), Sequential Oral Sensory (SOS) Approach via Dr. Kay Toomey, Tethered Oral Tissues (TOTS) trained (Autumn Henning), and obtained her certification in Orofacial Myofunctional Disorders following training by Kristie Gatto, M.A., CCC/SLP, COM®. She has attended training courses by Krisi Brackett, Melanie Potuck, and many others. She is licensed by the WV Board of Examiner's for Speech-Language Pathologists and Audiologists and maintains her Certificate of Clinical Competence through the American Speech-Language Hearing Association. Bryn is a member of the International Association of Orofacial Myology. She has presented at WV Speech Language Hearing Association, Celebrating Connections, WV Occupational Therapy Association, and multiple WV Birth to Three Webinars.

- Pamela Holland, MA-CCC-SLP/BCS-S; Associate Professor
  Office: Smith Hall 102
  Office Phone: 304-696-2985
  Marshall Email: holland@marshall.edu
  Office hours: by appointment, in person or online

Pamela Holland, MA-CCC-SLP/BCS-S, is an Associate Professor, Chair and Graduate Program Director for the Department of Communication Disorders at Marshall University. She is board certified in swallowing and swallowing disorders and teaches the graduate course in Dysphagia. She founded the Marshall University Pediatric Feeding and Swallowing Clinic in 2013 and specializes in pediatric feeding and swallowing disorders. In addition to supervising graduate students in the Feeding and Swallowing Clinic she is a part of a multi-agency coalition called Healthy Connections and works with multiple professions to assist in the community's opioid epidemic and improve outcomes for children diagnosed with neonatal abstinence syndrome. She has been a leader in the development and growth of the University's Interprofessional Education Initiative which started in 2013. She is one of the faculty advisors for the Interprofessional Health Student Organization, (IPHSO). She has presented at WV Speech Language Hearing Association, ASHA and CAPCSD on the topic of IPE/IPP. In her free time, Professor Holland enjoys reading and spending time with her family.

Health and Safety Information

All members of the Marshall University community are expected to always observe health and safety protocols. This includes general health and safety protocols as well as specific protocols that might emerge in response to community and campus health conditions.

Required and/or Recommended Texts and Materials

Required Texts and Materials

Bahr, D. (2010) Nobody Ever Told Me (or my mother) That, Sensory world. Arlington, TX

Gatto, K. (2014). Understanding the Orofacial Complex. Outskirts Press, Inc. Parker, Co.

Evans-Morris. S., Klein., M. (2000). Pre-Feeding Skills: A comprehensive Resource for Mealtime Development, (2nd ed). Communication Skill Builders, 1987, Dallas, TX

Recommended/Optional Texts and Materials'

Additional reading / materials will be assigned throughout the semester.

Program Student Learning Outcomes

With a master's degree in CSD students will:

Outcome 1: Foundations across the lifespan (ASHA Standard IV-B)
Students will demonstrate understanding of, apply, and analyze information pertaining to foundational normal and disordered human communication and swallowing processes across the lifespan, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Outcome 2: Foundations in etiology, characteristics, and correlates (ASHA Standard IV-C)
Students will demonstrate understanding of, apply, and analyze information about communication and swallowing disorders and differences, including the etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Outcome 3: Assessment and Intervention (ASHA Standard IV-D)
Students will demonstrate understanding of, apply, analyze, and evaluate screening, assessment, and intervention plans for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, linguistic, and cultural correlates.

Outcome 4: Research Processes and Principles (ASHA Standards IV-F and V-A)
Students will demonstrate understanding of, apply, analyze, and evaluate research processes and integrate research principles into evidence-based clinical practice using effective oral and written skills to disseminate information

Outcome 5: Professional Issues and Ethics (ASHA Standards E, G,H)
Students will demonstrate understanding of, apply, and analyze information about

contemporary professional issues, regulations related to certification, credentialing, licensure and local, state, and national regulations and policies, and standards of professional, interpersonal, and ethical conduct.

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	Associated Program and ASHA Outcomes
Students will demonstrate knowledge regarding the anatomic, physiological, and neurological bases of swallowing and swallowing disorders in the infant and pediatric population.	Complete Pre-test and post test

Review of videos

Participate in classroom discussion regarding how to assess the functional integrity of the cranial nerve(s) associated with swallowing and speech sound production | Complete the diagram of the oral and pharyngeal structures.

Develop a chart – list the muscles of the oral structure and their role in mastication and speech sound production.

Develop a one-page document/ checklist listing each cranial nerve associated with swallowing, speech sound production, and tasks used to assess the functional integrity of the cranial nerve. | Outcome 1: (ASHA Standard IV-B) |

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	Associated Program and ASHA Outcomes
Students will apply basic knowledge of developmental milestones associated with gross motor, fine motor, oral motor and feeding development to case studies.	Video review and group discussion	Case Study Assignment #1 Quiz #1	Outcome 1: (ASHA Standard IV-B)
Students will identify, classify, and describe different types of pediatric swallowing disorders, their symptoms, and their etiologies.	Discussion of medical, motor, behavioral, sensory, and psychosocial aspects of feeding.	Case Study Assignment #2	Outcome 2: (ASHA Standard IV-C)
Students will explain how Orofacial Myology Disorders (OMD) can negatively impact a student's mastication, swallow, and speech sound production skills.	Lecture, group discussion and literature review	Case Study Assignment #3 Quiz #2	Outcome 2: (ASHA Standard IV-C)

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	Associated Program and ASHA Outcomes
Students will demonstrate knowledge and skills of pediatric feeding and swallowing examinations, including instrumental assessments in order to achieve differential diagnosis.	Review and compare the common protocols used to assess feeding disorders in the infant and school age population.	Completion of a basic structure and function assessment of the orofacial complex in class Write a feeding evaluation report	Outcome 3: (ASHA Standard IV-D)
Students will compare the roles of disciplines on the interprofessional feeding and swallowing team.	Article reviews related to IPE/IPP Discussion and lecture	Formal Feeding Clinic Proposal Quiz #3	Outcome 5: (ASHA Standards E,G,H)
Students will be able to identify and design appropriate management programs for pediatric patients with a variety of swallowing disorders.	Case studies. Review of therapeutic videos	Video model	Outcome 3: (ASHA Standard IV-D)
Students will identify cultural and social issues that may affect swallowing disorders and treatment in children.	Article Reviews	Quiz #4	Outcome 3: (ASHA Standard IV-D) Outcome 5: (ASHA Standards E, G, H)

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	Associated Program and ASHA Outcomes
Students will demonstrate the ability to identify ethical dilemmas and exercise ethical decision making in regard to diagnosing and treating infants and children with dysphagia and controversial issues specific to pediatric feeding and swallowing disorders	Review of social media platforms, in class debates	Written Essay	Outcome 4: (ASHA Standards IV-F and V-A) Outcome 5: (ASHA Standards E, G, H)

Course Requirements/Due Dates

See Specifics in Blackboard for Assignment Descriptions and Due dates

Grading Policy

Grading will be based on the number of points earned out of the number of points available. The grading scale is A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%. Grades for all activities will be earned according to the following descriptors and scale:

A = Achievement of distinction; exceptional work, reflecting a mastery of the material through insightful and thorough use of information. Consistently supports points with critical thinking, peer-reviewed literature, and vision.

B = Competent and acceptable work. Complete accuracy and strengths outweigh errors/weaknesses; demonstrates clear understanding of the material through competent use of information and peer reviewed support, though somewhat inconsistent.

C = Below average performance. Fair completion of work as seen through apparent good faith effort but reflecting incomplete understanding and confusion; reliant on assistance to complete work, demonstrates many errors, and/or incompletely

supports ideas with concrete thinking and few peer-reviewed sources.

D / F = Patently substandard or unsatisfactory work; poorly completed; frequently incomplete understanding across areas; inconsistent logic in support of ideas; significant errors in comprehension.   Late. (grade of F will be reserved for lack of completion or blatant disregard; earns score of "0")

Attendance/Participation Policy

Regular class attendance is expected. <u>Repeated absences (excused or unexcused) and/or tardiness may negatively affect your grade.</u> Excused absences must be approved by the instructor in advance. Students are responsible for making up any missed work as a result of an excused absence. Students are responsible for checking their MU email regularly for any changes in course schedule, assignments, announcements, etc.

University Excused Absences are addressed by the instructor, or the Student Advocate and Success Specialist as described in each item. Appropriate documentation is required for each absence. The following are considered excused absences:

1. University sponsored activities.
2. Medical circumstances
3. Death or critical illness of an immediate family member
4. Military obligations or Jury duty
5. Extreme personal emergencies

These circumstances are defined on the university's webpage at
https://www.marshall.edu/academic-affairs/policies/#ExcusedAbsences

Attendance is required for all in class assignments and quizzes. In order to be excused from class [i.e., no loss of points] on the date of an in-class assignment.

- You must contact the instructor in advance of the absence or due date (email or phone is appropriate- immediately before class is not).
- upon returning to school, meet with me to provide documentation supporting your request and work out arrangements as necessary to meet course requirements/assignments
- Official documentation of the excuse from the Office of the Dean of Student Affairs may be required.

A missed assignment will receive a score of "0" unless excused by the instructor in advance.   Assignments that are not submitted via Blackboard according to the due dates will receive **a 5-point deduction per day if the assignment is late.**

Additional Information

1. You are responsible for all required reading, announcements, and material

presented in class or announced as available through Blackboard/Mu Online. If you are late for or absent from class, it is your responsibility to acquire notes in a timely fashion from a fellow student and any handouts from the instructor.

2. You are responsible for engaging in ethical, professional, and honest behavior at all times.
   a. This includes reading and abiding by the university's rules regarding conduct and academic integrity. You should review the University policy on academic dishonesty which can be found in the student handbooks. **Plagiarism (using others' work, including paraphrasing, without giving due credit) is a violation of the academic honesty policy and of the ASHA Code of Ethics, and is a serious offense**. Be careful in your work.
   b. Specific patient cases and/or observations may be presented from time to time. You are expected to abide by the rules of confidentiality as described in the ASHA Code of Ethics and HIPAA. **For any MU or community observations/events, be professional: on time, dressed professionally, observing the entire session, etc.**
   c. We represent a service profession, therefore unethical, unprofessional, and/or dishonest behavior will not be tolerated (ex: problems with regular attendance/ participation/ timeliness to class, submission of work, not working proactively w/instructor should challenges arise, etc.)
   d. Refer to the MUCD social media guide for information related to professional, responsible use of personal technology.

Students are reminded that Marshall University, the Marshall University Department of Communication Disorders and the Speech and Hearing Center do not discriminate based on any category prohibited by law including, but not limited to age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status.

University Policies

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to MU Academic Affairs: University Policies. (URL: https://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-Marshall's Title IX Office may be contacted at TitleIX@marshall.edu
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Course Schedule

Time Frame	Activity and Topics

Week 1	Developmental Milestones
	        Gross Motor
	
	        Fine Motor
	
	        Oral Motor
	
	        Feeding Milestones

Week 2	Introduction to Orofacial Myofunctional Disorders (now included in ASHA standards to be taught at the graduate level) and Tethered Oral Tissues
	        Anatomy
	
	        Physiology
	
	        History
	
	        Cranial Nerves

Week 3	Signs and Symptoms of Feeding Difficulties
Week 4	Medical Diagnosis' Commonly Associated with Feeding Difficulties-including Medical, Motor, Sensory, Behavioral, and Psychosocial
Week 5	Assessment of Picky Eaters, Problem Feeders Simply Feeding Assessment Brown Frye Feeding Assessment Feeding Flock Tools Functional Oral Intake Scale Basic Oral Mechanism Assessment Basic Orofacial Myofunctional Assessment TOTs Assessment
Week 6	Assessment Continued
Week 7	Report Writing Coding - ICD10 and CPT Codes Goal Development

Time Frame	Activity and Topics
Week 8	Treatment Strategies -Infant and Toddler
	Prevention- 3 Es to Eating
	Systematic Desensitization
	3 Plate Presentation
	Presentation of Foods
	Diet Progression
	IDDSI
	Cup and Straw Drinking
	Utensils
Week 9	Treatment Strategies continued In class debate

Week 10	Treatment Strategies
	    Interprofessional Team
	    Environment
	    Peer Modeling
	
	Guest Speakers

Week 11	Models for Implementation of Feeding and Swallowing for School Age Children
	    School-based teams
	    System core team
	    Combination teams
	    Contract services
	    School building level team
	    Referral source

Week 12	Video Models and Feeding Proposal Presentation

Request for Graduate Course Addition

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

College: Health Professions   Dept/Division: Physical Therapy   Alpha Designator/Number: **PT 794** ◯Graded ⬤CR/NC

Contact Person: **Gretchen Prather**   Phone: **6-5608**

NEW COURSE DATA:

New Course Title: PT 794 Integrated Clinical Experiences in PT II

Alpha Designator/Number: | P | T | | 7 | 9 | 4 | | | |

Title Abbreviation: | I | C | E | s | | i | n | | P | T | | I | I | | | | | | | | | | | |

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

Faculty supervised clinical experiences in a student-directed pro bono physical therapy clinic with complementary activities related to clinical practice, serving the community, and strengthening clinical partnerships.

Co-requisite(s): Per MUSOPT Plan of Study   First Term to be Offered: **Fall 2023**

Prerequisite(s): Per MUSOPT Plan of Study   Credit Hours: **1**

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

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

Dept. Chair/Division Head _____   Date 3-17-23

Registrar _____   Date 3.17.23

College Curriculum Chair Zach Garrett   Date 3.24.23

Graduate Council Chair _____   Date 5-5-23

College: **Health Professions** Department/Division: **Physical Therapy** Alpha Designator/Number: **794**

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.

Laura Stephens

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

Not Applicable

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

Not Applicable

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

Not applicable. Licensed MUSOPT core faculty and part-time adjunct faculty will provide supervision to students while in the clinical setting for this course.

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.

No additional faculty, equipment, materials, or fees will be required.

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

Please see attached course syllabus.

Form updated 09/2022

Page 2 of 5

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

Please see attached course syllabus.

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

No textbook is required for this course. Any additional readings will be available on the LMS for students.

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

Please see attached course syllabus.

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

This is a pass/fail course in which students will receive credit for direct patient care hours as well as indirect clinical activities. The students will accumulate these hours over 7 of the 9 semesters of the program. Students must meet the minimum indirect and direct clinical hours in order to pass the course.

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

Not applicable.

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

Black JD, Palombaro KM, Dole RL. Student experiences in creating and launching a student-led physical therapy pro bono clinic: A qualitative investigation. *Physical Therapy.* 2013;93(5):637-648. doi:10.2522/ptj.20110430

Cassidy A, Yorke A. Investigating the motivators, barriers and facilitators to volunteering at a student-run physical therapy clinic. *Journal of Student-Run Clinics.* 2019; 5(1):1-9.

Crandell C, Black J, Dole R, Palombaro K. The prevalence and characteristics of physical therapy pro bono services involving doctor of physical therapy students. *Internet Journal of Allied Health Sciences and Practice.* 2020. doi:10.46743/1540-580x/2020.1898

Cutrer WB, Miller B, Pusic MV, et al. Fostering the development of Master Adaptive Learners: A conceptual model to guide skill acquisition in medical education. *Academic Medicine.* 2017;92(1):70-75. doi:10.1097/ACM.0000000000001323

George L, Bemenderfer S, Cappel M, et al. A model for providing free patient care and integrating student learning and professional development in an interprofessional student-led

Gilles J, Bishop M, McGehee W, Lulofs-MacPherson K, Dunleavy K. Impact on clinical performance of required participation in a student-run pro bono clinic. *Journal of Physical Therapy Education.* 2019;33(3):209-214. doi:10.1097/jte.0000000000000083

Morris S, Xia RP, Klaassen T, Johnson T. Impact of pro bono clinic on attitudes, beliefs, and confidence towards cultural competence in first-year doctoral physical therapy students. *Internet Journal of Allied Health Sciences and Practice.* 2021. doi:10.46743/1540-580x/2021.2092

Palombaro KM, Black JD, Dole RL, Pierce JL, Santiago MR, Sabara EJ. Assessing the development of civic mindedness in a cohort of physical therapy students. *Journal of the Scholarship of Teaching and Learning.* 2017;17(4):31-43. doi:10.14434/josotl.v17i4.21763

Palombaro KM, Dole RL, Black JD. A case report of a student led pro bono clinic: A proposed model for meeting student and community needs in a sustainable manner. *Physical Therapy.* 2011;91(11):1627-1635. doi:10.2522/ptj.20100437

Passmore A, Persic C, Countryman D, et al. Student and preceptor experiences at an inter-professional student-run clinic: A physical therapy perspective. *Physiotherapy Canada.* 2016;68(4):391-397. doi:10.3138/ptc.2015-87e

Porretta D, Black J, Palombaro K, Erdman E. Influence that service in a pro bono clinic has on a first full-time physical therapy clinical education experience. *Internet Journal of Allied Health Sciences and Practice.* 2017; 15 (1), Article 11.

Sticker L, Granczynski C, Ritch L. Student perceptions of outcomes from participation in physical therapy pro   ⊞

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: Physical Therapy
Course Number and Title: PT 794 Integrated Clinical Experiences in PT II
Catalog Description: Faculty supervised clinical experiences in a student-directed pro bono physical therapy clinic with complementary activities related to clinical practice, serving the community, and strengthening clinical partnerships.
Prerequisites: Successful completion of all concurrent and prior MUSOPT coursework.
First Term Offered: Fall 2023
Credit Hours: 1

Course Title/Number	PT 794
Semester/Year	Fall year 1 (2nd semester)- Fall year 3 (8th semester)
Days/Time	Clinic hours dependent upon MUVIT schedule. All indirect patient care activities may be delivered asynchronously. Other community event hours may vary by date and location.
Location	MUVIT Pro Bono Physical Therapy Clinic-Gullickson Hall, Marshall University Main Campus, Huntington, WV. Location of other supervised community clinical-based outreach efforts per supervising faculty.
Instructor	Laura Stephens, PT, DPT, EdD, NCS
Office	SMEC Room 135
Phone	304-696-5616
E-Mail	Stephensl@marshall.edu
Office/Hours	By appointment
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy be going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802
	Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Credit hours: 1

Contact Hours: 18 contact hours

Course Description: From Catalog

Faculty supervised clinical experiences in a student-directed pro bono physical therapy clinic with complementary activities related to clinical practice, serving the community, and strengthening clinical partnerships.

Health and Safety Information

All members of the Marshall University community are expected to always observe health and

safety protocols. This includes general health and safety protocols as well as specific protocols that might emerge in response to community and campus health conditions.

Required Texts, Additional Reading, and Other Materials

There is no textbook required for this course.

All required course materials pertaining to indirect hours will be located on Blackboard.

Clinic specific documents (scheduling/sign up sheets, policies/procedures manual, etc.) will be housed on MUVIT Teams page.

Course Student Learning Outcomes and Assessment Measures: The tables below show the following relationships: How each student learning outcomes will be practiced and assessed commiserate with ongoing didactic and clinical skill preparation.

As this is an integrated clinical experience course, in which students accrue experience over the course of 6 semesters, course objectives should be viewed as progressive. Objectives below are not intended to reflect discrete learning outcomes, but to reflect progression of student achievements as they gain didactic knowledge and clinical experience. Objectives in year 1 and year 2 are expected to be carried forward in subsequent years and the student expected to demonstrate continued growth and development in areas previously addressed within earlier semesters of the course.

Year 1 (2ⁿᵈ semester-3ʳᵈ semester)			
Course student learning outcome	**How students will practice each outcome in this course**	**How student achievement of each outcome will be assessed in this course.**	**CAPTE Standards**
Actively participates in examination, evaluation, diagnosis, prognosis, and intervention of clients/patients presenting to clinic for treatment, implementing skills and behaviors commiserate with current level of academic preparation.	Hands-on practice of psychomotor skills (ex: MMT & goniometetry) during direct patient care in clinic. Collaboration with supervising faculty and upperclassmen mentor(s) to establish/modify plan of care for patients encountered in clinic.	Completion of DIRECT clinical activities. Discussion with supervising faculty.	6H, 7D1-7D6, 7D9-7D10, 7D18
Demonstrates beginner level professional communication with	Collaboration with supervising faculty and upperclassmen mentor	Completion of DIRECT and INDIRECT clinical activities. (Ex: relevant indirect activity- "chit chat inventory" self-assessment)	7C2, 7D13, 7D15, 7D18

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stakeholders (faculty, patient, community members, etc.) in a manner congruent with situational needs.	regarding patient/client management. Educates patient/client per individuals' needs. Interaction with community members encountered at MUVIT related events. (ex: MMO) Contribute to documentation of patient/client evaluation/treatment session.	Discussion with supervising faculty. Patient/client feedback regarding communications/interactions with student.	
Performs self-assessments to identify opportunities for growth in professional development.	Completion of self-assessment activities and feedback from supervising faculty.	Indirect activities-reflection based activities. Discussion with faculty supervisor	7B1-2

Year 2 (4th semester-6th semester)			
Course student learning outcome	**How students will practice each outcome in this course**	**How student achievement of each outcome will be assessed in this course.**	**CAPTE Standards**
Actively participates in the examination, evaluation, diagnosis, prognosis, and	Hands-on practice of psychomotor skills (ex: use of appropriate outcome measures,	Completion of DIRECT clinical activities. Discussion with supervising	6H, 7D1-7D6, 7D9-7D10, 7D12, 7D18

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intervention of clients/patients presenting to clinic for treatment, increasing involvement in "leading" the treatment session reflecting advancement of skills and behaviors acquired with progressive level of academic preparation.	employing manual techniques, therapeutic exercise prescription) during direct patient care in clinic. Collaboration with supervising faculty and upperclassmen mentor(s) to establish/modify plan of care for patients encountered in clinic.	faculty.	
Implements effective clinical decision making reflective of their academic & clinical preparation.	Collaboration with supervising faculty and mentors to establish/modify plan of care for patients encountered in the clinic.	Completion of DIRECT and INDIRECT activities. Discussion with supervising faculty.	7D5, 7D9, 7D11, 7D14, 7D16
Participates in events designed to foster community connections in a variety of contexts.	Participation in MUVIT associated service events (MMO, screening events, etc), outreach/marketing events, fundraising, etc.	Completion of DIRECT and INDIRECT activities. Supports and contributes to efforts to provide community service and foster clinical partnerships.	7B, 7D21-22, 7D25
Assume mentorship role of underclassmen, encouraging peer development and reinforcement of previously acquired knowledge and skills.	Collaboration with underclassmen for patient/client management. Facilitates opportunities for underclassmen to interact with patient/client and practice psychomotor skills. Models professional behavior	Completion of DIRECT and INDIRECT activities. Interaction across cohort members within clinic environment.	6F, 7B, 7C, 7D18

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	congruent with situational demands.		
Assesses clinic operations, identifies need for quality improvement, and participates in efforts to improve clinic operation.	Participates in quality improvement projects/efforts (ex: documentation audit, revision/input on policy/procedures, assessment of patient outcomes). Adheres to established policies/procedures, seeks to practice in manner consistent with framework of WV practice act.	Completion of DIRECT and INDIRECT activities.	7C1, 7D12, 7D14, 7D17, 7D25

Year 3 (7th semester -8th semester)			
Course student learning outcome	**How students will practice each outcome in this course**	**How student achievement of each outcome will be assessed in this course.**	**CAPTE Standards**
Facilitates examination, evaluation, diagnosis, prognosis, and intervention of clients/patients presenting to clinic for treatment, assuming the role of "primary" treating clinician as supervising faculty assumes more advisory/consultative role, reflective of advancing clinical	Hands-on practice of psychomotor skills (ex: use of appropriate outcome measures, employing manual techniques, therapeutic exercise prescription) during direct patient care in clinic. Collaboration with supervising faculty and upperclassmen mentor(s) to establish/modify	Completion of DIRECT clinical activities. Discussion with supervising faculty.	6H, 7D1-7D6, 7D9-7D10, 7D12, 7D18

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and professional competency.	plan of care for patients encountered in clinic.		
Implements effective clinical decision making reflective of their academic & clinical preparation, reflecting progression towards competency in clinical practice.	Collaboration with supervising faculty and mentors to establish/modify plan of care for patients encountered in the clinic.	Completion of DIRECT and INDIRECT activities. Discussion with supervising faculty.	7D5, 7D9, 7D11, 7D14, 7D16
Advances mentorship role of underclassmen, assuming increased "teaching" responsibility-simulating role of "clinical instructor"	Collaboration with underclassmen for patient/client management. Facilitates opportunities for underclassmen to interact with patient/client and practice psychomotor skills. Models professional behavior congruent with situational demands.	Completion of DIRECT and INDIRECT activities. Interaction across cohort members within clinic environment.	6F, 7B, 7C, 7D18,
Pursues opportunities for continued learning & development according to individual career interests.	Completion of self-directed learning activities that relate to future practice as licensed clinician.	Completion of INDIRECT activities. Completion of "extra-value" indirect activities of interest to individual student.	7B, 7C1-2

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Course Organization
The course is designed as an integrated clinical experience (ICE). Students will complete in-person direct patient care experiences under supervision of a licensed PT faculty/adjunct faculty member in the MUVIT Pro Bono Clinic as well as indirect patient care activities. Indirect activities are delivered/completed asynchronously and are available on Blackboard. Further details on accessing indirect activities materials detailed below.

Technology
Assistance with technology can be found at the Marshall University Help Desk, https://www.marshall.edu/it/departments/itsupport/ or by calling (304)696-3200. Should the issue not be resolved the instructor should be immediately notified if impacting completion of assigned coursework.
- Blackboard Support (URL: www.marshall.edu/design-center/support-ticket/)

Course Communication
Email is the preferred method of contact to reach the instructor. The instructor will respond to all communication within 48 hours. When a longer absence from the instructor may be present students will be notified in advance. Office hours are always available by appointment when needed.

Course Requirements:
Students must complete the required amount of DIRECT and INDIRECT contact hours to receive credit for the course. The chart below details student requirements per academic calendar year.

Students are responsible for signing up and completing the required number of DIRECT hours. Direct hours will be tracked via Shifts app (time clock) in Teams. The chart below shows the target hours of direct and indirect hours per academic year.

There is a chance due to clinic volume/schedule that some students may exceed or not reach the recommended number of DIRECT hours. IT IS THE STUDENT'S responsibility to pursue additional DIRECT hours opportunities such as MMO or other approved DIRECT hours activities.

Students are required to have a **MINIMUM of 18 DIRECT** contact hours by graduation in order to successfully pass the course. They must have a documented **26 hours MINIMUM of combined direct and indirect hours** to successfully pass the course.

Direct hours audits will be conducted at the end of each semester to ensure sufficient progress is

being made by students to acquire sufficient direct contact hours.

INDIRECT contact hours requirements are detailed below. Activities are available on Blackboard>Organizations>Physical Therapy Class of 2024>Content>PT 794 MUVIT.

Indirect hours activities will be audited the end of each academic year. Students should complete indirect hours activities every year, the minimum INDIRECT hours requirements must be met by graduation in order to receive credit for this course.

Year 1 activities-Due by April 15

Year 2 activities-Due by April 15

Year 3 activities-Due by April 15

Grading Policy

This is a pass/fail course with the grade in this course will be based off completion of required direct and indirect hours. You must complete all the course requirements to pass the course.

Attendance Policy

Active participation will be required for each class session and will be expected in clinical experiences.

Attendance Policy: Please see the School of Physical Therapy Clinical Education Handbook for details. https://www.marshall.edu/physical-therapy/files/MUSOPT-Clinical-Education-Handbook-2018.pdf

The student is expected to attend the days they signed up for MUVIT. Students are not allowed to "no-show" or skip days they are scheduled to work in clinic. **If there is some reason that may require the student to be absent for their scheduled time, they are required to find a substitute and communicate as such to the clinic manager.** Clients served at MUVIT are depending on you to show up for their treatment. We do not want to have to cancel a client appointment due to lack of student clinician. Failure to show up for MUVIT on days you are scheduled will result in write-up for professionalism.

Clinic opening hours will adhere to the inclement weather policies of the University/SOPT. If clinic is cancelled due to extenuating circumstances such as the weather, students are responsible for finding additional opportunities in which to get their direct contact hours.

Direct contact hours will be documented via "Shifts" app in Teams. Students will clock in when they arrive to prepare for clinic and clock out after completing documentation for their patient. Any "missed clocking"

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incidences must be submitted and approved by Dr. Stephens before being accredited as time spent in the clinic. Indirect hours will be accounted for via submission of assignments in Blackboard. Students are responsible for completing activities on their own time and providing documentation/evidence of completion.

Tardiness: Students are expected to be punctual at all times and arrive prepared each day. There are some circumstances in which late arrival from clinic will be excused (i.e. going from Neuro Anatomy lab at the VA to MUVIT on Wednesday evenings). Please notify the clinic manager if you anticipate being late to clinic.

Supervising faculty Absence: Students should *never* provide care in a clinical setting without a licensed physical therapist on-site to supervise. Supervising faculty are permitted to supervise two students at a time. If a situation arises in which there is insufficient supervising faculty, the clinic manager is responsible for contacting Dr. Stephens and appropriate supervision will be found.

Clinic policies/procedures: The clinic's specific policies and procedures manual can be access via Blackboard or via the MUVIT Teams page. Students are expected to review the policies and procedures during orientation and be familiar with the expectations set forth in both the syllabus and clinic policies. The clinic policies and procedures are periodically updated as needed to reflect changing landscape of delivery of care and to reflect changes to clinic operations as needed.

Course Schedule

Overview of Hours and Activities						
Year/Semesters	Target hours	Minimum requirements	Direct Hours Activities	Indirect hours required activities. (each count for 1 hrs)	Indirect hours-student choice of activities (each count for 1 hour)-options are intended to complement concurrent courses-assignments for other courses will not be accepted	"Extra Value Hours"-can be used to fulfill indirect hours activities and are worth more than 1 hour each
Fall 1 & Spring 1	6-8	4 direct 2 indirect	Observation in clinic, hands on practice of skills in clinic, Tech duties in clinic

Participation in MMO or other community event

FOX ICE- FOX ICE events are required/mandatory events for students regardless of total hours accrued.

Assist with CWA screening

Student board members (appointment possible spring 1)-clinic manager duties | Orientation (module, post-test, in person checklist)

Clinical Behaviors Assessment

Must complete at least 1 of each | Condition of Interest paper "hot topic" based off encounter in MUVIT

Defensible Documentation course from APTA learning center (free)

"next day prep"

Chit Chat Inventory (self-assessment followed by reflection/Plan of action after receiving assessment score) | |

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Summer, Fall, and Spring 2	12-14	8 direct 6 indirect	Hands on treatment in clinic, administrative duties for MUVIT (chart audits, inventory, etc.), mentoring 1s Participation in MMO event or other community outreach opportunity associated w/ MUVIT FOX ICE event CWA Observation in MU affiliated campus clinic (i.e. SLP OP clinic)-acceptable for up to 2 hours Student board members-clinic manager duties	Clinical behaviors assessment & reflection Billing activity Must complete at least 1 of each Student board members-SB meetings/activities outside of regular scheduled clinic time	Social Determinants of Health Activity-APTA webinar Outcome Measure activity Application of Evidence activity—Knowledge translation Documentation "audit" HEP assignment Chit Chat (self-assessment and reflection on comparison to Y1) "next day Prep"	Special Project "Proposal" to MUVIT faculty & SB (3 hrs) • MUVIT Quality Improvement Project • Initiating **NEW** Fundraising/Community outreach event • Case study/series, etc. to submit to pro bono network, state, or other conference. *If accepted, will have until end of Fall3 to complete.*
Summer & Fall 3	8-10	6 direct 4 indirect	Hands on treatment in clinic, administrative duties for MUVIT (chart audits, inventory, etc.), mentoring 1 & 2s	Clinical behaviors assessment & reflection "see how much I've grown" based on previously completed &	Podcast reflection-preapproved episodes that focus on topics consistent with current course load	Completion/implementation of "special Project" (4-6 hrs) *project must be ready for submission to conference or have been piloted at MUVIT

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			Participation in MMO event or other community outreach opportunity associated w/ MUVIT FOX ICE- CWA Observation in MU affiliated campus clinic (i.e. SLP OP clinic)-acceptable for up to 2 hours Student board members-clinic manager duties	present assessments Billing activity Must complete at least 1 of each Student board members-SB activities/meetings outside of regular clinic hours	"Thinking Forward"—how I want to serve my…(community/profession…) Documentation "Audit" Chit Chat Inventory (jr. peer assessment with fb to peer – "CI prep") Health literacy related activity	

26 hours minimum over 3 years to earn credit

18 of those hours MUST be direct patient care hours

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Academic Dishonesty Policy

All students should be familiar with the university's policy concerning academic dishonesty. This policy can be found on pp. 66 – 68 of the undergraduate catalog http://www.marshall.edu/catalog/undergraduate/ug_10-11_published.pdf. or on pp. 61 – 64 in the spring 2010 online graduate catalog http://www.marshall.edu/catalog/Graduate/S2010/gr_sp10_final.pdf.

Policy for Students with Disabilities

Marshall University is committed to equal opportunity in education for all students, including those with physical, learning and psychological disabilities. University policy states that it is the responsibility of students with disabilities to contact the Office of Disabled Student Services (DSS) in Prichard Hall 117, phone 304 696-2271 to provide documentation of their disability. Following this, the DSS Coordinator will send a letter to each of the student's instructors outlining the academic accommodation he/she will need to ensure equality in classroom experiences, outside assignment, testing, and grading. The instructor and student will meet to discuss how the accommodation(s) requested will be provided. For more information, please visit http://www.marshall.edu/disabled or contact Disabled Student Services Office at Prichard Hall 117, phone 304-696-2271.

University Computing Services' Acceptable Use Policy

All students are responsible for knowing this policy, which can be found on the web at http://www.marshall.edu/ucs/CS/accptuse.asp.

Affirmative Action Policy

This course will follow Marshall University's policy on Affirmative Action, which can be found on p. 63 of the 2010 – 2011 undergraduate catalog http://www.marshall.edu/catalog/undergraduate/ug_10-11_published.pdf, or on p. 16 of the spring 2010 graduate catalog http://www.marshall.edu/catalog/Graduate/S2010/gr_sp10_final.pdf. Specifically, all students will be afforded equal opportunity without regard to race, color, sex, religion, age, disability, national origin, or sexual orientation.

Request for Graduate Course Change

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

College: **CoEPD**   Dept/Division: Curriculum & Instruction   Current Alpha Designator/Number: **CI 559**

Contact Person: **Lisa Heaton**   Phone: **6-2026**

CURRENT COURSE DATA:

Course Title: Multicultural Influences in Education

Alpha Designator/Number: | C | I | | 5 | 5 | 9 | | | |

Title Abbreviation: | M | u | l | t | i | c | u | l | t | | I | n | f | l | u | e | n | c | e | | i | n | | E | d |

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

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

Dept. Chair/Division Head *Lisa A. Heaton*	Date *3/20/2023*
Registrar *Sonya GCQ*	Date
College Curriculum Chair *McKenzie Brittain*	Date *3/27/23*
Graduate Council Chair *D S Davis*	Date *5-2-23*

College: CoEPD   Department/Division: Curriculum & Instruction   Alpha Designator/Number: CIU 559

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

Change in CATALOG TITLE: [✓] YES [ ] NO

From | M | u | l | t | i | c | u | l | t | | I | n | f | l | u | e | n | c | e | | i | n | | E | d | | | (limited to 30 characters and spaces)

To | D | i | v | e | r | s | i | t | y | | E | q | u | i | t | y | | I | n | c | l | u | | i | n | | E | d |

If Yes, Rationale: The title and description updates are requested to better align the course with current literature in the field.

Change in COURSE ALPHA DESIGNATOR:

From: [   ] To [   ]   [ ] YES [✓] NO

If Yes, Rationale: [blank]

Change in COURSE NUMBER: [ ] YES [✓] NO

From: [   ] To: [   ]

If Yes, Rationale: [blank]

Change in COURSE GRADING

From [ ] Grade To [ ] Credit/No Credit

Rationale: [blank]

Change in CATALOG DESCRIPTION: [✓] YES [ ] NO   IF YES, fill in below:

From: Multicultural education with an emphasis on methods and materials for teaching students from diverse cultural backgrounds.

To: Considers diversity, equity, and inclusion with an emphasis on theory and practice for teaching students with diverse perspectives and backgrounds.

If Yes Rationale: The title and description updates are requested to better align the course with current literature in the field.

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

College: **CoEPD**　　　　　　Department: **Curriculum & Instruction**

Course Number/Title **CI 559 Multicultural Influences in Education**

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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

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

COURSE DESCRIPTION & TITLE CHANGE
Department: Curriculum & Instruction
Current #/Title: CI 559 Multicultural Influences in Education
New #/Title: CI 559 Diversity Equity and Inclusion in Education
Old Description: Multicultural education with an emphasis on methods and materials for teaching students from diverse cultural backgrounds.
New Description: Considers diversity, equity, and inclusion with an emphasis on theory and practice for teaching students with diverse perspectives and backgrounds.
Rationale: The title and description updates are requested to better align the course with current literature in the field.

Marshall University Syllabus Fall 2022

Course-CI 559 Multicultural Education

Course Description

This course will encourage students to engage with various social theories of education that allow us to examine Western epistemology and unpack the ways we experience and view the world. The different theories associated with diversity, social justice, and education will frame our discussions of societal power structures that result in privilege, oppression, and domination in its various forms. In order to work with diverse and marginalized communities, we must reflexively examine and re-examine our own values, culture, and positionality. We must also be open to actively listening to the historically silenced, marginalized, and oppressed voices found in our classrooms and broader school communities. Ultimately, we will use social theories of education to explore liberatory pedagogical practices that create a more just and equitable world.

Credits
3 Graduate Credits

Prerequisites
None

Format (Virtual)

This is a 100% asynchronous online course with no required synchronous meetings

Academic Calendar

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

Instructor

Contact Information

Preferred Communication Method and Expected Response Time

Required and/or Recommended Texts and Materials

Required Texts and Materials

You will not have to purchase any textbook. All materials will be linked in Blackboard.

Technology and Technical Skill Requirements

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

- For computer and browser requirements, see "Get Connected" and "Internet Browser" at Student Resources: First Steps. See also IT: Recommended Hardware (URLs: http://www.marshall.edu/muonline/student-resources/ and http://www.marshall.edu/it/recommendations/).

- To check your browsers, use the Blackboard Browser Checker and ensure that you set permissions properly and have all the necessary plug-ins. (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker)

- Students must be able to use Marshall email, as well as the following tools in Blackboard: assignments, discussion board forums, and journals. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard.

- Adobe Acrobat Reader may be needed to read some files. This plug-in is available free. (URL: https://get.adobe.com/reader/) See the Tech Support tab in Blackboard for additional information and links.

- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit Marshall IT: Office 365 (URL: http://www.marshall.edu/it/office365/).

- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

Technology Assistance

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

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

Course Purpose

The purpose of this course is to explore social theories of education, which can help us as educators to promote social and racial justice in education.

Course Objectives/Outcomes

The student will be able to:

- Analyze and make connections between our roles as educators, social identities, and our place in the community and world.

- Develop an awareness of positionality, specifically how identities overlap and intersect within social structures of power.

- Develop an understanding of how Western epistemology has influenced our positionality as we reflect upon and reexamine pedagogy, curriculum, and relationships with students.
- Develop an understanding of the various social theories of education and critical praxis moves.

Desired Learner Outcomes

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

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will analyze and make connections between our roles as educators, social identities, and our place in the community and world.	Reflective Journals Engagement Posts	Positionality Reflection Paper
Students will develop an awareness of positionality, specifically how identities overlap and intersect within social structures of power.	Reflective Journals Engagement Posts	Positionality Reflection Paper
Students will develop an understanding of how Western epistemology has influenced our positionality as we reflect upon and reexamine pedagogy, curriculum, and relationships with students.	Reflective Journals Engagement Posts	Final Paper
Students will develop an understanding of the various social theories of education and critical praxis moves.	Reflective Journals Engagement Posts	Final Paper

Course Structure

This course is organized into an introduction module and 7 learning modules presented in folders in Blackboard. Each unit consists of assigned readings, podcasts, and/or videos as well as a reflection journal assignment and an engagement post assignment.

Course Requirements/Due Dates

1. Begin accessing our virtual course on Blackboard on the first day of class.

2. Access course discussion tools day to be up to date of course activity and related information. There are no live meetings and the lifeline to the course is frequent use of email and discussion tools.

3. Access and review all material and links on the course homepage to get a view of the "whole" of the course. Review all assignments and related resources. Make a personal calendar of assignment due dates, which are noted in the table below.

Course Assignments and Evaluation Criteria

1. Reflection Journals (8 journals x 15 points each = 120 total points)

Description: As we walk on the path toward diversity and inclusion, we must look inward in addition to outward to see the self in relation to the racialized other. Over the course of the semester, students will complete a reflection journal for each module. Journal entries should be approximately 250 words, but I will read longer reflections if you feel you need more space to reflect. Please follow the guidelines below as you respond to reflective prompts in each module.

Rubric and Grading Criteria for Reflection Journals:

Criteria	Meets Expectations 5 points	Approaching Expectations 4 points	Needs Improvement 2 points
Personal Reflection	The writer includes sophisticated and thoughtful observations; a high degree of insight and analysis; and evidence of reflection and introspection on personal experiences.	The writer includes adequate observations, some insights, and analysis. There is a reflection on experiences but may lack depth.	The writer relies on simplistic observations, analysis, and little to no insight. The writing is more descriptive than reflective.
Discussion	The writer actively engages with course material and demonstrates a deep understanding of courses concepts.	The writer demonstrates a strong understanding of course material and concepts but may miss some connections in their reflection.	The writer demonstrates a basic understanding of course material and concepts and misses several connections in their reflection.
Language and Structure	Excellent coherence and progression of ideas is present. Observations	A structure with mostly logical progressions is present. Observations are	The reflection is not well organized and provides little

	are well structured and includes effective use of course vocabulary and concepts. There are no grammatical or spelling errors.	limited in interpretation, reflection, and course vocabulary and concepts. There are a few grammatical or spelling errors.	interpretation with surface-level reflections. There are multiple grammatical or spelling errors.

2. Engagement Posts (8 engagement posts x 25 points each = 200 total points)

Dialogic learning is learning through dialogue. When we participate in dialogic learning, we can learn from one another and even learn about ourselves through the process. In *Pedagogy of the Oppressed*, Freire (1970) asserts dialogue helps to form knowledge, and he argues the process of meaning-making is inherently a political act. He challenges the hegemonic and status quo assumptions about education and calls for a pedagogical shift from "naïve consciousness" to "critical consciousness" (Freire, 2018, p. 35).

Each engagement post has four components. The following is the rubric and grading criteria for each:

1) Paragraph 1 (Introduce and Analyze/10 points)

-Start by introducing the core concepts in the readings, podcasts, and videos. While you may include an assessment of whether or not you agree with the ideas and arguments presented, you must not approach it as an "opinion piece." Instead, you should demonstrate that you have read and fully understand the material.

2) Paragraph 2 (Synthesize/10 points)

- Make connections between concepts presented in assigned materials and the discussion questions asked in the module. Thoroughly and thoughtfully respond to the prompts.

3) Question (Reflect/1 point)

- Reflect on this subject matter by posing at least one discussion question for your peers to respond to. The question should be thoughtful and provide the opportunity to spark conversation, not something that could be easily answered with a yes or no response.

4) Responses (Evaluate/2 points each)

-Respond on two peers' questions.

3. Final Project Abstract (20 points)

This semester will culminate with a final project. You will write a short abstract proposing your final project. (More information about this assignment can be found in Blackboard.)

4. Annotated Bibliography (50 points)

In this assignment, you will annotate five peer-reviewed articles that you can use toward your final project. (More information about this assignment can be found in Blackboard.)

5. Final Project (100 points)

This semester will culminate with a final project. You have three different options for the final project, including: 1) Policy Brief, 2) Curriculum Proposal, or 3) Philosophy of Teaching. You will choose only <u>one</u> of these three options. (More information about this assignment can be found in Blackboard.)

6. Positionality Reflection Paper (50 points)

This Positionality Reflection Paper serves two purposes: 1) you will practice writing a positionality statement that could be included in your own research, and 2) you will have the opportunity to reflect upon your positionality as it relates to what you have learned through this class. (More information about this assignment can be found in Blackboard.)

Course Policies

By enrolling in this course, you agree to the following course policies. All assignments submitted after the posted due dates and times are considered late submissions. When received within 48 hours after the posted due date, late assignments will be marked down by 50% (before the evaluation). Assignments submitted thereafter are considered missing and will not be accepted for evaluation, except in highly unusual circumstances when communicated via email by the student. I will try to grade all module assignments within a week.

The online environment has great flexibility, access, and convenience for taking courses, but it works best for those who are time and task oriented. Make sure to make a personal planner of due dates for this course.

Online Communication Expectations

Students should realize that they are communicating in an academic setting and should conduct themselves accordingly. Students should use the guidelines below for communicating with their professor and classmates.

1. Be courteous and respectful of others' opinions. If you feel the need to disagree, do so in a respectful way by acknowledging your classmate's point of view or argument. Then, present your point of view.

2. Do not use inappropriate or offensive language which may be interpreted as racist or sexist or otherwise disrespectful. Foul language is not tolerated in face to face classes and will not be tolerated in an online class. Violations will be dealt with on an individual basis.

3. Use language that is appropriate to an academic setting rather than "chat," "text," or "instant messaging jargon," and refrain from using characters like smiley faces.

4. Be mindful of the tone of your message or post. Communication in an online course is mostly written and it is easy to misinterpret someone's meaning.

5. DO NOT SHOUT when posting to discussions or composing email. Using all capital letters is considered shouting.

6. Run a spell check before posting anything to the discussion board or when communicating with the email tool. Use proper spelling, capitalization, grammar, usage, punctuation, and titles when communicating with classmates and the professor.

7. Stay on topic. Avoid "spamming" classmates with emails and posts that have nothing to

do with course content.

Online Communication Expectations

There are no attendance requirements for this online course. Students are expected to access the course regularly—daily—to keep updated about potential revisions to course activities and timelines and to monitor feedback on assignments.

Grading Policy

Grading Scale

Assignments have related point values and the following final grade scale is applied to the total course points. Points earned are located in the **Grade Center,** enabling one to track progress and status up to the minute. There are no bonus points in this course.

A =100-90% of total points.
B = 89-80% of total points.
C = 79-70% of total points.
D = 69-60% of total points.
F = 59- >% of total points.

Late Work Policy

All assignments submitted after the posted due dates and times are considered late submissions. When received within 48 hours after the posted due date, late assignments will be marked down by 50% (before the evaluation). Assignments submitted thereafter are considered missing and will not be accepted for evaluation, except in highly unusual circumstances when communicated via email by the student. A grade of Incomplete (I) may be given when a student has satisfactorily completed at least three-fourths of the required work for the course, but who did not complete all course requirements for reasons deemed acceptable by the instructor. A student must be in good standing in the class prior to requesting an incomplete.

Anticipated Response Time for Grading and Feedback

Assignments are usually evaluated and returned within 24-48 hours during weekdays, after an on-time submission. Depending on my schedule, I may take up to a week to return an assignment, but that will not be the norm.

Evaluation Criteria

Access all assignments in Blackboard. Each assignment includes a description of the details for preparation and related criteria for evaluation. These assignments are point based—and each assignment indicates the associated point values and related criteria.

Point values and due dates for each assignment are also found below at Table B.

```
Reflection Journals            8x15 = 120 points
Engagement Posts               8x25 = 200 points
Final Project Abstract            =  20 points
Annotated Bibliography            =  50 points
Final Project                     = 100 points
Positionality Reflection Paper    =  50 points

Total Points                      = 540 points
```

University Policies

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

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

Students with Disabilities

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

Marshall University E-Mail Accounts

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

Course Schedule (Table B)

	Read/Watch/Listen (Required Texts)	Reflect/Engage/Create (Assignments)
Intro Module *8/22-8/28*	*Read:* 1. Syllabus & Schedule	1. Reflection Journal (15 points)

Introductions & Expectations	2. Blackboard Expectations 3. Common Racist Attitudes & Behaviors 4. Racial Equity Tools Glossary *Watch*: 1. Conscious Roots TV Episode 1: How to Make an Identity Wheel 2. Conscious Roots TV Episode 2: How to Reflect on an Identity Wheel	2. Engagement Post (25 points)
Module 1 *8/29-9/9* Power & Privilege	*Read*: 1. Unpacking the Invisible Knapsack 2. Beyond the Privilege Walk 3. Social Identities & Systems of Oppression (and watch the videos) *Watch*: 1. Is My Skin Brown Because I Drank Chocolate Milk? 2. What Beyonce Taught Me about Race *Listen*: 1. NPR's Code Switch Podcast: Can We Talk About Whiteness?	1. Reflection Journal (15 points) 2. Engagement Post (25 points)
Module 2 *9/10-9/23* Oppression & Silence in Schools	*Read*: 1. Implicit Bias and Structural Racialization 2. Microaggressions in the Classroom 3. Anti-Black State Violence, Classroom Edition: The Spirit Murdering of Black Children 4. Don't Say Nothing *Watch*: 1. How the US Stole Thousands of Native American Children 2. Why Asian Americans Are Not the Model Minority 3. LGBT High School Students Share Their Experiences 4. The Cost of Code Switching *Listen*: 1. Nice White Parents Podcast: The Book of Statuses (Episode 1)	1. Reflection Journal (15 points) 2. Engagement Post (25 points)
Module 3 *9/24-10/7* Critical Theories in Education	*Read*: 1. The Panic over Critical Race Theory is an Attempt to Whitewash U.S. History 2. Toward a Critical Race Theory of Education 3. Multicultural Education and the Protection of Whiteness 4. The Urgent Need for Anti-Racist Education *Watch*: 1. The Urgency of Intersectionality 2. Ibram X. Kendi on Teaching Values of Anti-Racism	1. Reflection Journal (15 points) 2. Engagement Post (25 points) 3. Final Project Abstract (20 points)

	Listen: 1. NPR's Code Switch Podcast: The Long, Bloody Strike for Ethnic Studies	
Module 4 *10/8-10/21* Asset-Based Pedagogies	*Read*: 1. Poverty and the Ideological Imperative 2. Chapter 2: Pedagogical Potential of Cultural Responsiveness (from Culturally Responsive Teaching) 3. Toward a Theory of Culturally Relevant Pedagogy 4. Culturally Sustaining Pedagogy *Watch*: 1. Linda Darling-Hammond on Cultural Competence 2. Culturally Relevant Teaching vs. Culturally Responsive Teaching 3. Culturally Relevant Pedagogy in Mathematics: A Critical Need *Listen*: 1. Classroom Q & A Podcast: The Look and Feel of Culturally Responsive Instruction	1. Reflection Journal (15 points) 2. Engagement Post (25 points)
Module 5 *10/22-11/4* Anti-Oppressive Pedagogies	*Read*: 1. Let's Talk! Teaching Race in the Classroom 2. Creating Space for Middle School Students to Discuss Race 3. Tough Talking: Teaching White Students about Race and Responsibility 5. Educators Must Challenge Racist Language and Actions *Watch*: 1. Kevin Kumashiro – Four Approaches to Social Justice Education 2. Pedagogy of the Decolonizing	1. Reflection Journal (15 points) 2. Engagement Post (25 points) 3. Final Project Annotated Bibliography (50 points)
Module 6 *11/5-11/18* Counter-narratives	*Read*: 1. Mirrors, Windows, and Sliding Glass Doors 2. #DISRUPTTEXTS 3. How Inclusive is your Literacy Classroom Really? 4. Critical Literacy in Elementary Social Studies: Juxtaposing Historical Master and Counter Narratives in Picture Books 5. Your choice of resources from the Zinn Education Project, Learning for Justice (formerly Teaching Tolerance), the 1619 Project, or Facing History and Ourselves *Watch*: 1. Whoever Controls the Narrative Has the Power 2. Why I Love a Country That Once Betrayed Me	1. Reflection Journal (15 points) 2. Engagement Post (25 points)

	Listen: 1. Appodlacia Podcast: Code-Switching, Identity, and New Media in Appalachia 2. Tell Me More Podcast: The Latino Experience in Appalachia 3. The Reckon Interview: Neema Avashia Describes 'Another Appalachia'	
Thanksgiving Break *11/19-11/27*		
Module 7 *11/28-12/9* Supporting All Students	*Read*: 1. A Letter to White Teachers of My Black Children 2. Combatting Ableism in Schools 3. ACLU-WV's Letter to County Superintendents about LGBTQ Student Rights 4. Guidelines for Affirming Gender Diversity through ELA Curriculum and Pedagogy 5. A Teacher's Guide to Religion in Public Schools *Watch*: 1. Getting It Right: Why Pronouncing Names Correctly Matters	1. Reflection Journal (15 points) 2. Engagement Post (25 points) 3. Final Project (100 points) 4. Positionality Reflection Paper (50 points)

Request for Graduate Course Change

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

College: **COEPD** Dept/Division: Curriculum & Instruction Current Alpha Designator/Number: **ITL 650**

Contact Person: **Kimberly McFall/Lisa Heaton** Phone: **304-746-8975**

CURRENT COURSE DATA:

Course Title: **Library Practice**

Alpha Designator/Number: | I | T | L | | 6 | 5 | 0 | | |

Title Abbreviation: | L | i | b | r | a | r | y | | P | r | a | c | t | i | c | e | | | | | | | | |

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

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

Dept. Chair/Division Head _Lisa A. Heaton_ Date _2/9/2023_

Registrar _Sonya GCC_ Date _____

College Curriculum Chair _McKenzie Brittain_ Date _3/27/23_

Graduate Council Chair _DS Dui_ Date _5-5-23_

Request for Graduate Course Change - Page 2

College: COEPD   Department/Division: Curriculum & Instruction   Alpha Designator/Number: ITL 650

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

Change in CATALOG TITLE: ☐ YES ☑ NO

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

To [_____]

If Yes, Rationale [ ]

Change in COURSE ALPHA DESIGNATOR:

From: [____] To [____]   ☐ YES ☑ NO

If Yes, Rationale [ ]

Change in COURSE NUMBER: ☐ YES ☑ NO

From: [____] To: [____]

If Yes, Rationale [ ]

Change in COURSE GRADING

From ☐ Grade To ☐ Credit/No Credit

Rationale [ ]

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

From [ ]

To [ ]

If Yes Rationale [ ]

Change in COURSE CREDIT HOURS: [✔] YES [ ] NO   If YES, fill in below:

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

From
> 3 hours

To
> 1-3 hours

Change in COURSE CONTENT: [✔] YES [ ] NO

From
> The shift is not in specifically content, just in the distribution of the credit hours over the entire program. Currently, ITL 650 is offered when 80% of the course work is complete.

To
> Offering one hour of course work aligned specifically with the spring, summer, fall course rotation will help the students actively apply the content to their portfolio project in segments that are already embedded in the other 6 courses.

Rationale
> The change requested is to better align the practicum experience with the learner's course work throughout the SLM program by offering 1 hour of practicum per semester that is aligned with the program course work instead of using the 3 hour course as a capstone experience. Further, it will allow for better data management for key assessments on a program level and also allow the program to be completed in 1 calendar year by taking 7 hours per semester instead of 6, which can cause a challenge if a student is dependent on financial aid and/or can have a gap in their work over the summer when the course is not offered. The new proposed schedule will allow a seamless completion over the program from start to finish, no matter the semester the student is admitted and allows for a faster completion of course work.

College: **COEPD**

Department: **Curriculum & Instruction**

Course Number/Title   ITL 650 Library Practice

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

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

Department: Curriculum & Instruction
Course Number and Title: ITL 650 Library Practice
Rationale: The change requested is to better align the practicum experience with the learner's course work throughout the SLM program by offering 1 hour of practicum per semester that is aligned with the program course work instead of using the 3 hour course as a capstone experience. Further, it will allow for better data management for key assessments on a program level and also allow the program to be completed in 1 calendar year by taking 7 hours per semester instead of 6, which can cause a challenge if a student is dependent on financial aid and/or can have a gap in their work over the summer when the course is not offered. The new proposed schedule will allow a seamless completion over the program from start to finish, no matter the semester the student is admitted and allows for a faster completion of course work.
Course Description (unchanged) Experience in the application of library service, adapted as far as possible to the student's needs.
Catalog Description (unchanged) Experience in the application of library service, adapted as far as possible to the student's needs.
Credit Hours: From 3 hours to a range of 1-3 hours

Sandra and McKenzie, Please see below the feedback from the Registrar, Sonja Cantrell-Johnson, that I hope will help answer some of the questions from the GPC related to the change in hours requested for ITL 650. I hope I framed the questions correctly in my message to Sonja. Will you please accept this email exchange as supplemental support to our curriculum change request from last month? Thank you. -- Lisa

From: Cantrell-Johnson, Sonja <cantrel1@marshall.edu>

Sent: Thursday, March 16, 2023 7:58 AM

To: Heaton, Lisa <heaton@marshall.edu>

Subject: RE: Curriculum Change Related Question

Hi Lisa,

When the course is created each term, if the capacity limit is set at 0 (which maybe you usually do anyway for this type of course), then when you all register the students, only register them for the 1 hour each time until that student gets the 3 Cr total.

As far as Degree works and CPoS

We would just need to make sure the course requirement in DW is listed as 3 credits instead of one class and that should resolve any issues there.

Does that help?

Thanks,

Sonja

Sonja G. Cantrell-Johnson, Ed.D.

University Registrar

Marshall University

cantrel1@marshall.edu

www.marshall.edu

From: Heaton, Lisa <heaton@marshall.edu>

Sent: Wednesday, March 15, 2023 5:28 PM

To: Cantrell-Johnson, Sonja <cantrel1@marshall.edu>

Subject: Curriculum Change Related Question

Hello Sonja,

I have a couple questions that I need to ask to see if your response will help me get something through our college Graduate Programs Committee. We have a three credit practicum. We want to make it a 1-3 hour practicum. We want to offer 1 credit per fall, spring, summer with students accumulating three hours in total. We want to keep it as 1-3 in the catalog in case the "experiment" doesn't work and we need to go back to three and in case some students are hanging out there who

need the three vs. one at a time, etc. We do not want to make three different one credit practicum sections.

Our GPC asked,

Can a person take the same course three times to accumulate the three hours needed? My response is yes. We do it with dissertation hours all the time, but I'm wondering if you could send me something that confirms that this can be done.?

What keeps the student from picking two hours or three hours rather than one hour? When

we put the course on the schedule, can't we specify one hour rather than the student specifying the number of hours?

I appreciate any responses you can share, so we can try to move this change forward at our next meeting.

Thank you,

Lisa

LISA A. HEATON | 304-746-2026 | heaton@marshall.edu | @LisaHeaton_MU
Professor, Curriculum & Instruction, Instructional Technology & Learning
College of Education and Professional Development
Marshall University South Charleston Campus
100 Angus E. Peyton Drive
South Charleston, WV 25303
http://www.marshall.edu/coepd

Request for Graduate Course Change

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

College: **COEPD**   Dept/Division: **COUN**   Current Alpha Designator/Number: **672**

Contact Person: **Dr. Lisa Burton**   Phone: **304-746-1951**

CURRENT COURSE DATA:

Course Title: COUN 672: Organization & Administration of School Counseling

Alpha Designator/Number: `6 7 2` `| | |` `| COUN | | |`

Title Abbreviation: `C` `r` `g` ` ` `&` ` ` `A` `d` `m` `i` `n` ` ` `o` `f` ` ` `s` `c` `h` ` ` `c` `o` `u` `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.

	Date
Dept. Chair/Division Head _[signature]_	Date 3/16/23
Registrar _Sonja GCA [signature]_	Date 3.17.2023
College Curriculum Chair _McKenzie Brittain_	Date 3/27/23
Graduate Council Chair _[signature]_	Date 5-5-23

Form updated 09/2022

College: COEPD   Department/Division: Counseling   Alpha Designator/Number: 672

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

Change in CATALOG TITLE: ✓ YES ☐ NO

From | o | r | g | | a | d | m | i | n | | o | f | | s | c | h | | c | o | u | n | | | | | (limited to 30 characters and spaces)

To | c | u | r | r | e | n | t | | p | r | a | c | t | | i | n | | s | c | h | | c | o | u | n | | |

If Yes, Rationale | Coun 670 and Coun 672 are being combined into one course for students. These two courses have been very similar for years and combining them will allow students to take an extra elective while still covering the required topics needed for certification.

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 | not applicable

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

From | Provides students with a comprehensive view of community agency program management. The full range of community agencies and the services they provide will be examined and discussed. Provides students with a comprehensive view of community agency program management. The full range of community agencies and the services they provide will be examined and discussed.

To | In-depth analysis of comprehensive developmental guidance school counseling programs, including the coordination of these programs. Examination of effective strategies for dealing with current issues in K-12 environments will be covered.

If Yes Rationale | This course's content will be combined to cover the content from 670 and 672. These courses are very similar currently and this will allow a more effective way to present the material that is covered in both courses, plus allow students to take an extra elective since they only can take one currently.

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 attached in separate document

To Attached in separate document

Rationale The two courses were very similar in their content. The course content and outcomes/competencies were combined in order to streamline the courses required for students and allow them to take another elective. In addition, the requirements and expectations of school counselors have changed since COUN 672 was created. Therefore, it is necessary to update the content required and use the correct language.

COUN 670 will remain in the catalog and the plans of studies will be updated to reflect the combination of COUN 670 and COUN 672. COUN 670 will be used eventually as another school counseling elective course.

College: **COEPD**

Department: **Counseling**

Course Number/Title 672

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

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

COURSE DESCRIPTION CHANGE
Department:Counseling
Course Number and Title:672 Current Practices in School Counseling
Rationale:Coun 670 and Coun 672 are being combined into one course for students. These two courses have been very similar for years and combining them will allow students to take an extra elective while still covering the required topics needed for certification.
Course Description (old) Provides students with a comprehensive view of community agency program management. The full range of community agencies and the services they provide will be examined and discussed. Provides students with a comprehensive view of community agency program management. The full range of community agencies and the services they provide will be examined and discussed.
Course Description: (new) In-depth analysis of comprehensive developmental guidance school counseling programs, including the coordination of these programs. Examination of effective strategies for dealing with current issues in K-12 environments will be covered.
Catalog Description:In-depth analysis of comprehensive developmental guidance school counseling programs, including the coordination of these programs. Examination of effective strategies for dealing with current issues in K-12 environments will be covered.

Course Title Change - attached

COUN 672 current course content covered:

1. Demonstrate comprehension of program development steps and sequence;
2. Apply knowledge of program development in a specified hypothetical situation.
3. Demonstrate comprehension of change agent strategies;
4. Apply change agent procedures in a role-playing situation;
5. Demonstrate comprehension of the scope, sequence and structure of guidance services in public schools as measured by a written examination;
6. Apply knowledge of scope, sequence and structure in writing of the Final Program;
7. Demonstrate comprehension of integrating students, staff, parents, and community into the guidance Program;
8. Demonstrate application of skills required to integrate students, staff, parents, and community into the guidance program:
9. Demonstrate comprehension of components and sequence in writing measurable program statements;
10. Apply knowledge of components and sequence of writing measurable program statements as demonstrated by performance in the Final Program:
11. Demonstrate comprehension of available resources for the guidance program by listing and delineating resources presented in class:
12. Demonstrate comprehension of evaluation methods and techniques and the role in the guidance program:
13. Apply evaluation methodology and techniques to a hypothetical and/or a real situation and in the Final Program:
14. Synthesize knowledge and skills gained via this class and preceding classes into an acceptable Final Program:
15. Demonstrate awareness of professional growth and development materials;
16. Demonstrate skills or organizing, conducting, and evaluating a model guidance activity by conducting and evaluating a model activity in class:
17. Demonstrate the skills required to organize, conduct and evaluate a model activity.

COUN 672 course content revised:

1. The ability to research current critical issues facing students in K-12 setting.
2. The ability to design preventive and treatment programs relevant to the role of the counselor in public school settings.
3. The ability to evaluate strategies and programs relevant to current issues facing K-12 students.
4. The ability to maintain current with counseling skills, strategies, and competencies.
5. Demonstrate comprehension of program development steps and sequence.
6. Demonstrate comprehension and application of the ASCA National Model.
7. Demonstrate comprehension of the scope, sequence, and structure of a comprehensive school counseling program.
7. Demonstrate comprehension and ability to apply collaboration with staff, parents, and community.

8. Demonstrate comprehension of evaluation methods and techniques related to the comprehensive counseling program.
9. The ability to apply various counseling theories that are relevant and effective in the school setting.
10. The ability to receive and assess data to advocate for programs and students.

COURSE TITLE CHANGE
Department: Counseling

Current Course Number/Title: 672 Organization & Administration of School Counseling

New Course Title: 672 Current Practices in School Counseling

Rationale: Coun 670 and Coun 672 are being combined into one course for students. These two courses have been very similar for years and combining them will allow students to take an extra elective while still covering the required topics needed for certification.

Catalog Description: In-depth analysis of comprehensive developmental guidance school counseling programs, including the coordination of these programs. Examination of effective strategies for dealing with current issues in K-12 environments will be covered.

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College: **COEPD**   Dept/Division: Curriculum & Instruction   Alpha Designator/Number: **EDF622** ●Graded ○CR/NC

Contact Person: **Yvonne Skoretz**   Phone: **304-746-1202**

NEW COURSE DATA:

New Course Title: Action Research in Education

Alpha Designator/Number: | E | D | F | | 6 | 2 | 2 | | |

Title Abbreviation: | A | C | T | I | O | N | | R | E | S | E | A | R | C | H | | I | N | | E | D | U | C | | |
(Limit of 25 characters and spaces)

Course Catalog Description: Study of action research as a systematic method carried out by practitioners to
(Limit of 30 words) improve educational practice.

Co-requisite(s): N/A   First Term to be Offered: **Fall, 2023**

Prerequisite(s): N/A   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 _Yvia A. Heaton_	Date 2/9/2023
Registrar _Sonya GCQ_	Date 2.13.2023
College Curriculum Chair _McKenzie Brittain_	Date 3/27/23
Graduate Council Chair _D S Dun_	Date 5-5-23

Form updated 09/2022   Page 1 of 5

College: **COEPD**   Department/Division: Curriculum and Instruction   Alpha Designator/Number: **EDF 622**

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

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

Lisa Heaton, Kim McFall, McKenzie Brittain, Ron Childress, Yvonne Skoretz and other program faculty, as needed.

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 - A search of the graduate catalog was completed and no other courses focused on Action Research in Education were discovered.

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

-Define action research and discuss advantages/challenges of action research in education
-Explore action research as a viable approach to improve professional practice
-Research and write about action research in practice
-Discuss the cyclical process of action research with research activities to be carried out in each stage
-Engage in critical reflection about professional practice
-Apply a strategic, systematic, and scientific approach to an identified problem in practice
-Share results of action research to influence decision-making

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

Major topics include:
-Overview of Action Research
-Explore your Research Topic
-Develop an Action Research Plan
-Determine Strategies for Data Collection
-Use Data to Improve Performance
-Interpret Meaning and Share Results

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

Efron, S.E., & Ravid, R. (2020). Action research in education: A practical guide (2nd ed.). New York, NY: The Guildford Press.

Mertler, C. A. (2020). Action research: Improving schools and empowering educators (6th ed.). Thousand Oaks, CA: SAGE.

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). https://doi.org/10.1037/0000165-000

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

-Assigned Readings
-Group Discussions
-Reflective Journaling
-Projects

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

-Written Assignments
-Discussion Activities
-Reflections
-Project Activities

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

Not Applicable

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

Henriksen, D., Richardson, C., & Mehta, R. (2017). Design thinking: A creative approach to educational problems of practice. Thinking Skills and Creativity, 26,140-153.

Johnson, A. P. (2008). A short guide to action research (3rd ed.). Boston: Allyn & Bacon.

McNiff, J. (2002). Action research for professional development: Concise advice for new action researchers (3rd ed.). Dorset, England: Author. Retrieved from http://www.jeanmcniff.com/userfiles/file/Publications/AR%20Booklet.doc

Melrose, M. J. (2001). Maximizing the rigor of action research: Why would you want to? How could you? Field Methods, 13(2), 160-180.

Merriam, S.B., & Tisdell, E.J. (2016). Qualitative research: A guide to design and implementation (4th ed.). San Francisco, CA: Jossey-Bass.

Mertler, C.A. (2021). Action Research as Teacher Inquiry: A Viable Strategy for Resolving Problems of Practice. Practical Assessment, Research & Evaluation, 26(19). Available online: https://scholarworks.umass.edu/pare/vol26/iss1/19/

Mertler, C. A., & Hartley, A. J. (2017). Classroom-based, teacher-led action research as a process for enhancing teaching and learning. Journal of Educational Leadership in Action, 4(2). Available online: http://www.lindenwood.edu/academics/beyond-theclassroom/publications/journal-of-educationalleaders hip-in-action/all-issues/volume-4-issue2/faculty-articles/mertler/

Mertler, C. A. (2020). Action research: Improving schools and empowering educators (6th ed.). Thousand Oaks, CA: SAGE.

Mertler, C. A. (2022). Introduction to educational research (3rded.). Thousand Oaks, CA: SAGE.

Mills, G. (2018). Action research: A guide for the teacher researcher (6th ed.). Pearson.

Riel, M. (2018). Welcome to the open action research self paced tutorials. https://www.actionresearchtutorials.org/tutorials-1-12

Rowell, L. Polush, E. Riel, M, & Bruewer, A. (2015) Action researchers' perspectives about the distinguishing characteristics of action research: a Delphi and learning circles mixed-methods study. Access online at http://www.tandfonline.com/doi/abs/10.1080/09650792.2014.990987#.VPIW0IH-Oxw

Request for Graduate Course Addition - Page 5

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

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

Department: Curriculum and Instruction
Course Number and Title: EDF 622: Action Research in Education
Catalog Description: Study of action research as a systematic method carried out by practitioners to improve educational practice.
Prerequisites: None
First Term Offered: Fall, 2023
Credit Hours: 3

Hello Lisa,

I completely understand your desire to change the direction of the CI course and construct one in which a project was completed. It was one reasons our program moved away from 6 developed (or redeveloped 621) as a course centered on action research.

Thanks for providing the information about other programs having their own research courses. You have good reasons for changing the existing CI. course.

I give a good faith yes to the proposed course. Similar content; different instructional frameworks.

With the new structure coming down the pipeline, I would hope that this new course not become a path to absorb other courses focused on action research courses.

Barbara

Barbara O'Byrne

Dr. Barbara O'Byrne
Program Director, Literacy Education and
Central West Virginia Writing Project
College of Education and Professional Development
Marshall University
100 Angus E Peyton Drive,
South Charleston, WV 25303
304-746-1986

From: Heaton, Lisa <heaton@marshall.edu>
Sent: Tuesday, February 28, 2023 10:24 AM
To: O'Byrne, Barbara <BObyrne@marshall.edu>
Subject: RE: Curriculum Request - Duplication Concern

A discussion would be helpful because the catalog description for CIRG 621 specifies a focus on "issues in reading, K-12." In addition the catalog indicates two CIRG prerequisites, CIRG 643 and CIRG 654. I've pasted the detail below. It's my understanding from the syllabus you've provided, that the course requires virtual meetings. The MA in Education is a fully online, asynchronous program. Our

current EDF 621 has a bad reputation. It's a course that people put off, fail, have to retake. We'd really like to reinvent it and using a different name and number will help tremendously. The course addition is in no way designed to interfere with or take students away from the literacy program. While the objectives in your syllabus do reveal some overlaps in research concepts, our students are not focused on literacy issues and do not need to meet IRA competencies. Please let me know when we can discuss this further. Knowing what's going to happen with this class is pivotal to the degree change request that we're planning to submit in the next week or so. Thank you!

CIRG 621 Curr Issues & Prob Reading3 Credit hours

A seminar course especially designed to explore problems and issues in reading, K-12. Professional literature, empirical research, and practical experience will be used to identify problems and solutions. (PR: CIRG 643)

Pre-req: CIRG 654 with a minimum grade of C.

Grade Mode: Normal Grading Mode

From: O'Byrne, Barbara <BObyrne@marshall.edu>
Sent: Monday, February 27, 2023 3:03 PM
To: Heaton, Lisa <heaton@marshall.edu>
Subject: RE: Curriculum Request - Duplication Concern

Hello Lisa,

The Literacy Education Program has a Course CIRG 621 Issus and Trends in Literacy Education that is an action research investigation. I am attaching the syllabus.

Take a look and let's talk,

Barbara

Barbara O'Byrne

Dr. Barbara O'Byrne
Program Director, Literacy Education and
Central West Virginia Writing Project
College of Education and Professional Development
Marshall University
100 Angus E Peyton Drive,
South Charleston, WV 25303
304-746-1986

From: Heaton, Lisa <heaton@marshall.edu>
Sent: Monday, February 27, 2023 11:43 AM
To: Jennings-Knotts, Rebecca <jenningsknot@marshall.edu>; Lambert, Eugenia <webb24@marshall.edu>; Daneker, Darlene <daneker@marshall.edu>; Lockwood, Debra <conner4@marshall.edu>; O'Byrne, Barbara <BObyrne@marshall.edu>
Subject: Curriculum Request - Duplication Concern

Hello Program Directors,

I am writing to you at the request of our Graduate Programs Committee. Attached you will find a Course Addition request to create a new Action Research in Education course (EDF 622).

As noted on the form related to duplication, I completed a catalog search for "action" and "action research" and found no other course titles or course descriptions across the university that note a focus on these concepts. For context this course is intended to replace EDF 621 Educational Research and Writing, which has historically been taught as preparation for students to write a thesis, which we haven't had them do for more than 10 years. We are seeking to make research more practical and applied for our MA in Education students. Since the CISP and COUN programs have moved away from using EDF 621 to requiring their own research courses, it seems like good timing for us to make this transition. If your students currently take EDF 621 as a requirement or elective, I believe this transition will also be of benefit to them.

Please confirm if you have concerns or if you see no duplication and feel that we can move forward. We are hoping to offer the new course for the first time this fall. We need your confirmation in order for the GPC to consider our curriculum request.

Thank you for your consideration.

Lisa

LISA A. HEATON | 304-746-2026 | heaton@marshall.edu | @LisaHeaton_MU
Professor, Curriculum & Instruction, Instructional Technology & Learning

College of Education and Professional Development
Marshall University South Charleston Campus
100 Angus E. Peyton Drive
South Charleston, WV 25303

http://www.marshall.edu/coepd

Hi Lisa,

I don't see any duplication. Thanks for checking.

Debbie Lockwood

Sent from my iPhone

> On Feb 27, 2023, at 11:43 AM, Heaton, Lisa <heaton@marshall.edu> wrote:

Hello Program Directors,

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LISA A. HEATON | 304-746-2026 | heaton@marshall.edu | @LisaHeaton_MU

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<Course Addition - EDF 622.pdf>

Hi Lisa,

I have no problem with the development on your own research course. As research, and research in action, become more important to each of our fields we must help our students understand how to conduct, and interpret research in their own areas, not just in general.

Dr. Darlene Daneker
Program Director, Counseling
Marshall University
Counseling Department
Associate Professor
daneker@marshall.edu
304-696-2913

From: Heaton, Lisa <heaton@marshall.edu>
Sent: Monday, March 6, 2023 9:38 AM
To: Daneker, Darlene <daneker@marshall.edu>
Cc: Brittain, McKenzie <brittain@marshall.edu>; Stroebel, Sandra <stroebel@marshall.edu>
Subject: RE: Curriculum Request - Duplication Concern

Hello Darlene,

I'm following up on my February 27 email to ask if you've had a chance to review the request from our program to create a new Action Research in Education course that will replace our current EDF 621 Educational Research in Writing. I've included the attachment again here for your consideration.

Since the Counseling students are shifting to a research course specifically in COUN and discontinuing use of EDF 621, I'm hoping there are no foreseen issues or concerns from your program. If you do have concerns about this course addition request, please let me know so we can arrange a time to discuss them. If you do not see any issues, could you please reply to this email to indicate that is the case? The Graduate Programs Committee requires written documentation that each of our COEPD programs has reviewed/approved the course addition request.

Thank you for your time.

Lisa

From: Heaton, Lisa
Sent: Monday, February 27, 2023 11:43 AM

To: Jennings-Knotts, Rebecca <jenningsknot@marshall.edu>; Lambert, Eugenia <webb24@marshall.edu>; Daneker, Darlene <daneker@marshall.edu>; Lockwood, Debra <conner4@marshall.edu>; O'Byrne, Barbara <BObyrne@marshall.edu>
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LISA A. HEATON | 304-746-2026 | heaton@marshall.edu | @LisaHeaton_MU
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We are fine with this.

Thanks

Dr. Eugenia Lambert, Professor

Program Director, Leadership Studies

Marshall University
100 Angus E Peyton Dr.
South Charleston, WV 25303
304.746.8959

Motivation is the art of getting people to do what you want them to do because they want to do it. Dwight D. Eisenhower

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From: Heaton, Lisa <heaton@marshall.edu>
Sent: Monday, February 27, 2023 11:43 AM
To: Jennings-Knotts, Rebecca <jenningsknot@marshall.edu>; Lambert, Eugenia <webb24@marshall.edu>; Daneker, Darlene <daneker@marshall.edu>; Lockwood, Debra <conner4@marshall.edu>; O'Byrne, Barbara <BObyrne@marshall.edu>
Subject: Curriculum Request - Duplication Concern

Hello Program Directors,

I am writing to you at the request of our Graduate Programs Committee. Attached you will find a Course Addition request to create a new Action Research in Education course (EDF 622).

As noted on the form related to duplication, I completed a catalog search for "action" and "action research" and found no other course titles or course descriptions across the university that note a focus on these concepts. For context this course is intended to replace EDF 621 Educational Research and Writing, which has historically been taught as preparation for students to write a thesis, which we haven't had them do for more than 10 years. We are seeking to make research more practical and applied for our MA in Education students. Since the CISP and COUN programs have moved away from using EDF 621 to requiring their own research courses, it seems like good timing for us to make this transition. If your students currently take EDF 621 as a requirement or elective, I believe this transition will also be of benefit to them.

Please confirm if you have concerns or if you see no duplication and feel that we can move forward. We are hoping to offer the new course for the first time this fall. We need your confirmation in order for the GPC to consider our curriculum request.

Thank you for your consideration.

Lisa

LISA A. HEATON | 304-746-2026 | heaton@marshall.edu | @LisaHeaton_MU
Professor, Curriculum & Instruction, Instructional Technology & Learning

College of Education and Professional Development
Marshall University South Charleston Campus
100 Angus E. Peyton Drive
South Charleston, WV 25303

http://www.marshall.edu/coepd

Lisa,

Our students take both a research and program evaluation or thesis course in school psychology. When I reviewed your course addition request last week in preparation for the GPC meeting, I wasn't concerned that there was duplication between your proposed course and any we offer. Thank you for asking us to verify in writing! We've been asking all programs to do so when making a course addition request to GPC.

Best wishes,

Lanai Jennings, PhD, NCSP
Associate Professor / Program Director
School Psychology Program
Marshall University
100 Angus E Peyton Dr.
South Charleston, WV 25303
304-746-2067 (office)
907-752-0385 (cell)

From: Heaton, Lisa
Sent: Monday, February 27, 2023 11:43 AM
To: Jennings-Knotts, Rebecca <jenningsknot@marshall.edu>; Lambert, Eugenia <webb24@marshall.edu>; Daneker, Darlene <daneker@marshall.edu>; Lockwood, Debra <conner4@marshall.edu>; O'Byrne, Barbara <BObyrne@marshall.edu>
Subject: Curriculum Request - Duplication Concern

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Please confirm if you have concerns or if you see no duplication and feel that we can move forward. We are hoping to offer the new course for the first time this fall. We need your confirmation in order for the GPC to consider our curriculum request.

Thank you for your consideration.

Lisa

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Request for Graduate Course Addition

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

College: **COEPD**   Dept/Division: **Coun**   Alpha Designator/Number: **590**   ⦿Graded ◯CR/NC

Contact Person: **Dr. Lisa Burton**   Phone: **304-746-1951**

NEW COURSE DATA:

New Course Title: Human Sexuality in Counseling

Alpha Designator/Number: | 5 | 9 | 0 | | C | O | U | N | |

Title Abbreviation: | H | u | m | a | n | | s | e | x | u | a | l | i | t | y | | i | n | | C | o | u | n | - |

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

Will provide understanding of human sexual development and examine the place of sexuality in human life, including the influences of biological, psychological, social, and cultural factors.

Co-requisite(s): n/a   First Term to be Offered: **Fall 2023**

Prerequisite(s): **Coun 600**   Credit Hours: **3**

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

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

Dept. Chair/Division Head	Date 3-20-23
Registrar *Sonja GC*	Date
College Curriculum Chair *McKenzie Brittain*	Date 3/27/23
Graduate Council Chair	Date 5-5-23

Form updated 09/2022

College: **COEPD**   Department/Division: **Coun**   Alpha Designator/Number: **590**

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.

Dr. Lisa Burton
Dr. Jerica Wesley
Dr. Darlene Daneker

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.

Department emails are attached stating there is no duplication with a course in their department.

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

not applicable

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

not applicable

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

not applicable

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

Syllabus attached

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

See syllabus attached

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

Required Text
Murray, C. (2017). Sexuality counseling: theory, research, and practice .
Sage Publishing: Thousand Oaks, CA. ISBN 978-1-4833-4372-3

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

Hybrid with 4 live synchronous meetings and Blackboard

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

Evaluation methods will be completed using role plays, chapter discussions, projects (one group and one individual), and assignments. (See also 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 syllabus attached

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

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

Department: Counseling
Course Number and Title: 590 Human Sexuality in Counseling
Catalog Description: Will provide understanding of human sexual development and examine the place of sexuality in human life, including the influences of biological, psychological, social, and cultural factors.
Prerequisites: COUN 600
First Term Offered: Fall 2023
Credit Hours: 3

From: **Burton, Lisa** burton15@marshall.edu
Subject: Re: GPC request and course duplication
Date: March 9, 2023 at 8:38 PM
To: Jennings-Knotts, Rebecca jenningsknot@marshall.edu

Thanks

Sent from my iPhone

On Mar 9, 2023, at 7:01 PM, Jennings-Knotts, Rebecca <jenningsknot@marshall.edu> wrote:

Lisa,
Marianna Linz is their chairperson. I would email her about the COLA courses.

Thank you!
Lanai Jennings

From: Burton, Lisa
Sent: Thursday, March 9, 2023 2:41 PM
To: Jennings-Knotts, Rebecca <jenningsknot@marshall.edu>
Subject: Re: GPC request and course duplication

What about just psychology?

Dr. Lisa Burton, NCC, LPC & ALPS
Associate Professor
School Counseling Coordinator and Clinical Placement Coordinator
Marshall University
Counseling Department
100 Angus E. Peyton Drive
Room GC 210
South Charleston, WV 25303
Phone: 304-746-1951
Email: burton15@marshall.edu

On Mar 9, 2023, at 2:04 PM, Jennings-Knotts, Rebecca
<jenningsknot@marshall.edu> wrote:

Hi Lisa,
We have no courses in school psychology that duplicate the one you are
developing.

Thank you for asking and good luck with implementation of your course!
Best wishes,

Lanai Jennings, PhD, NCSP
Associate Professor / Program Director

School Psychology Program
Marshall University
100 Angus E Peyton Dr.
South Charleston, WV 25303
304-746-2067 (office)
907-752-0385 (cell)

From: Burton, Lisa
Sent: Thursday, March 9, 2023 1:32 PM
To: Jennings-Knotts, Rebecca <jenningsknot@marshall.edu>
Subject: GPC request and course duplication

Hello,
I hope your semester is going well. I created a new course for the
Counseling program as an elective entitled "Human Sexuality." Please see
the attachment for the syllabus for more information about the content.

When adding a course to the catalog, it is required that we (the department
offering the proposed course) determines if there is duplication in another
program. I reviewed the course offerings for the Psychology Masters
program and could not identify such a course that would be significantly
similar. I wonder if you can provide a statement confirming that there is no
duplication if this is the case? If there is duplication in a specific course in
your program, please also let me know about this. Thank you for your time.

From: **Lambert, Eugenia** webb24@marshall.edu 📎
Subject: Re: GPC request - course duplication
Date: March 9, 2023 at 1:59 PM
To: Burton, Lisa burton15@marshall.edu

We do not offer any classes in which this would duplicate.

Eugenia Damron
Sent from my iPhone

> On Mar 9, 2023, at 1:33 PM, Burton, Lisa <burton15@marshall.edu> wrote:

> Hello,
> I hope your semester is going well. I created a new course for the Counseling program as an elective entitled "Human Sexuality." Please see the attachment for the syllabus for more information about the content.
>
> When adding a course to the catalog, it is required that we (the department offering the proposed course) determines if there is duplication in another program. I reviewed the course offerings for the Psychology Masters program and could not identify such a course that would be significantly similar. I wonder if you can provide a statement confirming that there is no duplication if this is the case? If there is duplication in a specific course in your program, please also let me know about this. Thank you for your time.

> Dr. Lisa Burton, NCC, LPC & ALPS
> Associate Professor
> School Counseling Coordinator and Clinical Placement Coordinator
> Marshall University
> Counseling Department
> 100 Angus E. Peyton Drive
> Room GC 210
> South Charleston, WV 25303
> Phone: 304-746-1951
> Email: burton15@marshall.edu

580 Fall 2022
Syllabus.docx

From: Linz, Marianna Linz@marshall.edu
Subject: RE: GPC request and course duplication
Date: March 15, 2023 at 11:41 AM
To: Burton, Lisa burton15@marshall.edu

I am so sorry, lisa. I had sent it out to the faculty who teach the course and they responded and I forgot to reply back. We have no problem and do not see a duplication.

Thanks for checking and if we can provide any support just let us know 😊

Marianna

P.S.

My memory is so bad, do you do the school-based counseling or child-focused counseling training? There is a grant coming up in April that is for Behavioral Health Workforce Education and Training (BHWET) that is focused on training folks to work with kids, adolescents, and transitional youth. They would fund psych, counseling, and social work. Just wanted to know who from counseling we could loop in when the announcement comes in next month.

From: Burton, Lisa <burton15@marshall.edu>
Sent: Wednesday, March 15, 2023 11:39 AM
To: Linz, Marianna <Linz@marshall.edu>
Subject: GPC request and course duplication

Hello: I am needing to know if you all have a course that this would conflict with in a few days now. I must have the document to GPC by end of week. Please let me know if you have a class similar to ours. I have attached the syllabus. It is very counseling based and introduction on providing counseling related to sexuality issues and concerns.
Thanks

From: Heaton, Lisa heaton@marshall.edu
Subject: RE: GPC request - course duplication
Date: March 9, 2023 at 1:36 PM
To: Burton, Lisa burton15@marshall.edu

Hello Lisa,

There is no significant duplication of concern from the C&I program.

Thank you for checking.

Lisa

From: Burton, Lisa <burton15@marshall.edu>
Sent: Thursday, March 9, 2023 1:34 PM
To: Heaton, Lisa <heaton@marshall.edu>
Subject: GPC request - course duplication

Hello,
I hope your semester is going well. I created a new course for the Counseling program as an elective entitled "Human Sexuality." Please see the attachment for the syllabus for more information about the content.

When adding a course to the catalog, it is required that we (the department offering the proposed course) determines if there is duplication in another program. I reviewed the course offerings for the Psychology Masters program and could not identify such a course that would be significantly similar. I wonder if you can provide a statement confirming that there is no duplication if this is the case? If there is duplication in a specific course in your program, please also let me know about this. Thank you for your time.

Marshall University Syllabus

Graduate School of Education & Professional Development

Counseling

Course

Counseling 590 – Human Sexuality in Counseling

Course Description

The course will provide students with an understanding of human sexual development and examine the place of sexuality in human life, including the influences of biological, psychological, social, and cultural factors. Students look particularly at the interface of sexual issues in clinical work. Special attention will be explored as it relates to gender, culture, sexual health, and sexual dysfunction. This course is as much about learning about human sexuality and helping clients with sexual issues as it is about exploring students' own ideas, values, biases, and discomfort about sex and sexuality. It is both an academic, intellectual journey and a personal adventure. Credits – 3 credits

Prerequisites

None

Term/Year

Fall 2022

Format (and Meeting Days/Times/Location)

Wednesday – 4:30 – 6:45 p.m.

Semester: August 22 to December 2, 2022

Grades Due: December 12, 2022

Dates: 8/24/22, 9/21/22, 10/19/22 and 11/16/22

This course format is synchronous meetings using Zoom. Attendance is required for the four classes.

Academic Calendar

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

Instructor

Dr. Lisa Burton, NCC, LPC & ALPS

Contact Information

- Office: Office is Room 210 Graduate College
- Office Hours: by appointment. Please email me if needing an appointment
- Office Phone: 304-746-1951
- Marshall Email: burton15@marshall.edu

Preferred Communication Method and Expected Response Time

(QM Standard 5.3) Please email me. Response time is normally within 24 hours.

About Me

(QM Standard 1.8) I have been a Licensed Professional Counselor and Approved Licensed Professional Supervisor since 1998 in WV, a National Certified Counselor since 2000, a Certified School Counselor since 1992 and a Licensed Professional Counselor since 2021 in LA. In addition, I hold a Ph.D. in Professional Education and Counseling from Capella University as well as an Ed.S. in School Counseling from Marshall University, a M.A. in School Counseling K-12 from Marshall University and a BA in Physical Education from West Virginia University.

Currently, I am a full-time Associate Professor for Marshall University in the Counseling Department and have been in this position since 2007. However, I was an adjunct professor for Marshall University for thirteen years before joining them full-time. Prior to working for Marshall University full-time, I was a Coordinator for the West Virginia Department of Education for ten years. My responsibilities were School Counselors, Attendance Directors, Student Assistance Programs, Ethics in the Workplace, Character Education, Homeless Education and Dropout Prevention. In addition, I have been employed as a school counselor on the elementary, junior high and high school level. In 1999 I started my own private practice, Crossroads Counseling & Consulting, Ltd., which specializes in working with teens and adults as it relates to conflict, transitions, mediation, relationship issues, death and loss, coping skills, and school related concerns. I consider myself grounded in a Solution Focused approach in counseling.

I have presented at national, regional, and state conferences as it relates to school counseling programs, implementing and integrating effective character education in the schools, ethics in the workplace, effective teams and groups, vision boards, teen dating violence, creative techniques in counseling, ethics, bullying and mediation.

COVID-19 Related Information

Marshall's official COVID-19 protocols are online at https://www.marshall.edu/coronavirus (URL: https://www.marshall.edu/coronavirus/).   Policies and protocols may change over time as we respond to changing conditions. The website will always contain the most recent information – check it frequently for the most current information.

Key policies and practices at the start of the Fall 2022 semester include the following:

- **Wear a mask inside university buildings, *when required*.** To see the campus current masking status, visit Marshall's COVID-19 Dashboard (www.marshall.edu/coronavirus). Masks are not required in personal residence hall rooms or workspaces.

- **Students will disinfect their personal workspaces and virtual learning hubs** with disinfectant wipes provided nearby.

- **All members of the Marshall University community are expected to observe all COVID-19 protocols at all times. Students who are unable to follow University requirements due to a disability** should seek reasonable accommodations from the Office of Disability Services (ODS; disabilityservices@marshall.edu) during the first week of class.

Required and/or Recommended Texts and Materials

Required Texts and Materials

Murray, C. (2017). Sexuality counseling: theory, research, and practice .

Sage Publishing: Thousand Oaks, CA. ISBN 978-1-4833-4372-3

Technology and Technical Skill Requirements

(QM Standards 1.5 and 1.6) [Enter requirements such as the example below. Edit as needed and delete anything that is not required.]

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

- For computer and browser requirements, see "Get Connected" and "Internet Browser" at Student Resources: First Steps. See also IT: Recommended Hardware (URLs: https://www.marshall.edu/design-center/students/ and https://www.marshall.edu/it/recommendations/).

- To check your browsers, use the Blackboard Browser Checker and ensure that you set permissions properly and have all the necessary plug-ins. (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker)

- Students must be able to use Marshall email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard.
- Virtual (VC) courses may require a webcam and microphone to use Microsoft Teams (or Zoom, with permission from IT) for synchronous meetings.
- Adobe Acrobat Reader may be needed to read some files. This plug-in is available free. (URL: https://get.adobe.com/reader/) See the Tech Support tab in Blackboard for additional information and links.
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit Marshall IT: Office 365 (URL: https://www.marshall.edu/it/office365/).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

Technology Assistance

(QM Standard 7.1) If you have technical problems, please contact one or more of the following:

- Blackboard Support (URL: https://www.marshall.edu/design-center/support-ticket/)
- Marshall Information Technology (IT) Service Desk (Help Desk) (URL: https://www.marshall.edu/it/departments/it-service-desk/)
    - Huntington: (304) 696-3200
    - South Charleston: (304) 746-1969
    - Email the IT Service Desk (itservicedesk@marshall.edu)

Course Objectives/Outcomes

After completion of this course, students will be able to:
1. Be comfortable and knowledgeable in discussing sexual matters and functioning
2. Discuss and identify the history and significant research in human sexuality
3. Identify and describe the dynamics associated with healthy sexual functioning.
4. Be knowledgeable of the theories and assessments applied to sexuality counseling
5. Review the male and female sexual functioning and theories and research on the sexual response cycle
6. Discuss and explore gender differences specific to sexual functioning and the impact of gender role expectations on sexual functioning.
7. Identify components of healthy sexual development and ways that parents can foster healthy sexual attitudes and behavior in children and adolescents

8. Discuss the aspects of aging that change and/or enhance sexual functioning
9. Explore the sexual orientation continuum and issues affecting gay, lesbian, bisexual, and transgendered individuals, and couples
10. Identify the sexually transmitted infections and the associated risk factors
11. Discuss and explore strategies in determining the etiology of sexual problems and the related factors associated with sexual dysfunction.
12. Identify the DSM-5 disorders which are related to sexual functioning and atypical sexual behavior (paraphilias)
13. Distinguish among the sexual disorders and other health or medical conditions that may affect or compound sexual functioning and identify related referral sources
14. Describe the psychological, social, and emotional issues for individuals and couples in dealing with infertility
15. Identify the current methods of contraception and the agencies or facilities which dispense family planning information and services
16. Explore the ramifications of sexual victimization and identify treatment strategies
17. Address the common questions and treatment issues that helping professionals encounter in their practice that are related to sexuality issues

CACREP

Competencies: CACREP: A2, A6, C1, C2, C3, C4, C7

Course objectives are consistent with CACREP STANDARDS. CACREP is the Council for the Accreditation of Counseling and Related Educational Programs.

Personal Statement:

All humans are sexual beings. We can explore, debate, and discuss this fact, but the truth remains the same; sexuality is part of the human experience. Nevertheless, sex and sexuality are sensitive subjects. As we will learn in this course, everyone has a diverse perspective, unique background and experiences, and different level of comfort with the subject.

Over the course of the semester, our goal will be to value one another's differences, learn from each other, and work through our clashes and controversies. The first and foremost objective will be the creation of a safe environment that is sensitive and respectful of others' experiences and open to discussion. You will have the opportunity to be fun and funny, but I ask that you do not use humor to minimize our own or another's experiences. You will explore differences and similarities to learn and grow. You will also likely experience a range of emotions (e.g., fear, excitement, confusion, joy, insult, happiness, anger, empathy, frustration, sympathy, disappointment, giddiness, etc.), but you will be guided to use these feelings as a tool to better understand yourself and others. This course will be an opportunity to facilitate discussion and collaboration rather than produce unilateral discomfort or change another's opinion.

This semester I ask that you focus on engaging in discussions sensitively and considerately. Everyone will have the opportunity to reflect to develop a greater

awareness of his or her own sexuality, increase comfort discussing other's sexuality, and discover how to be a more effective counselor. Some class materials and discussions will be sexually explicit and may make you uncomfortable. Mild or moderate discomfort is typical of the learning process. If you feel you must leave a class session because of your discomfort, let me know before you leave and schedule an appointment to talk with me about it. You will be held responsible for all information covered during the class. Students who are uncomfortable with the frank discussion of sexual issues, attitudes, and practices should consider whether participation in this course is appropriate for them at this time. Discussion with the professor may prove helpful in this regard. Some class discussion will be assisted by appropriate self-disclosure. Students are reminded that they bear responsibility for the level and content of their self-disclosure and that such self-disclosure has no bearing on the final grade. Confidentiality is encouraged and appreciated but cannot be guaranteed in this setting.

This class may involve student self-reflection related to examining one's personal values, beliefs, and biases surrounding human sexuality issues. Although the amount of time and energy each student devotes to this reflection varies, it is expected that each student remain open to this self-reflection throughout the course. The purpose of this self-reflection is to prepare students for managing their reactions, value conflicts, and biases that may arise when working with clients about sexuality issues that may negatively impact their clinical effectiveness with these individuals.

Course Structure

(QM Standard 1.2) Readings, Discussions, Assignments and Final Project

It is very important to read all directions for the assignments. In addition, always make sure you are following APA format for papers and all projects/discussions and for citing references in all your work.

Discussions require that you answer and respond to at least one other student posting. However, you must post your initial post at least 2 days prior to the due date so everyone can comment on postings. When you read this send me a private email stating that you have read the syllabus in its entirety for ten bonus points by Sept.30. Comments to classmates need to be of substance and at least 50-75 words. If you are quoting or using a reference in a discussion, it must also be cited following APA format.

Please pay close attention to the announcements in the classroom. From time to time there may be additional readings, assignments, discussions to review and complete before the next class meeting.

You may use the chart in the syllabus to help keep track of your grades in the assignments/discussions. There is also a chart with the due dates of everything including the book assignments.

Course Requirements/Due Dates

Assignments/Discussions:

Discussions on Chapters and Reading Outline: There are 10 discussions related to the book. You will need to read the chapters prior to completing the discussions. Make sure you have read the chapters prior to each class meeting. Discussions will be based on your readings. After your post your discussion, comment to one other learner. Discussions should be one to two pages in length and responses to others at least 50-75 words. Use APA where necessary in all discussions. Please pay attention to the due dates for the discussions. Each one is worth 10 points.

Chapters	Discussion Question(s)	Due Date
Read Chapters 1 before Class on Aug. 4, 2022		
Chapter 1: Addressing Sexuality in Professional Counseling	Complete Exercise 1.1: What is your current level of competence in sexuality counseling? Discuss your responses and how you will address any No's you might have answered. Respond to one other learner.	Aug. 29
Read Chapters 2-5 before the Sept. 21, 2022		
Chapter 2: Assessment in Sexuality Counseling	Once you have read the chapter and reviewed all the sample interview questions for the different groups/categories, write a reflection on how comfortable you would be asking and responding to your clients' answers during counseling. What would make you uncomfortable? What about it makes you uncomfortable? What areas or questions do you feel comfortable addressing with your clients? How can you become more aware and comfortable with this process as a counselor? Respond to one other learner.	Sept. 5
Chapter 3: General Interventions and Theoretical approaches to sexuality counseling	Which treatment approaches seem to you to be most useful for working with clients to address sexuality concerns? Why do you prefer these approaches? What treatment issues (e.g., infidelity, specific dysfunctions) would you be most and least	Sept. 12

	comfortable addressing in sexuality counseling and why?	
Chapter 4: Physiology and sexual health	Complete exercise 4.3 on page 134. Do all the steps and make sure it is detailed. Your discussion should be between one and two pages.	Sept. 19
Chapter 5: Lifespan Development and sexuality	Complete exercise 5.1 page 140. Complete each bullet for your discussion. Complete 5.4 page 161 for yourself. This won't be turned in for a grade but we will discuss in 2nd class. Therefore, it is essential that each student complete this case conceptualization.	Sept. 26
Read Chapters 6-9 before the Oct. 19, 2022 Class		
Chapter 6: Sexuality and Mental Health	Complete Case Illustration 6.1 on page 171-172. Answer all four questions.	Oct. 3
Chapter 7: Gender Identify and affectional/sexual orientation	Complete Exercise 7.2 page 197-198. Complete all three parts. However, in part 3 you will do this individually for yourself. Be as open and honest as you can. Remember we are learning, not judging each other.	Oct. 10
Chapter 8: Sexuality and Intimate relationships	Complete Case Illustration 8.1 on page 232. Answer all 5 questions.	Oct. 17
Chapter 9: Cultural and contextual influences on sexuality	What are the biggest challenges you face in discussing cultural issues related to sexuality with your clients? And What cultural groups do you think it would be most difficulty for you to work with related to sexuality issues and why?	Oct. 24
Read Chapter 10 before the Nov. 16, 2022 Class		
Chapter 10: Positive sexuality: a new paradigm for sexuality counseling	Complete Exercise 10.2 page 290-291. Answer all four questions.	Oct. 31

Reflection of Media related to Sexuality: Students will select a movie/series (possible suggestions below – if you wish to do another one, please email for approval) to watch and review. Students will write a 1–2-page reflection on the movie as it relates to sexuality. The paper needs to be from your viewpoint as a soon to be counseling professional but also include how this video impacted you with your own biases, values, beliefs, views, feelings, etc. This reflection isn't about

summarizing the movie or video. It is about your reflection personally and professionally. Therefore, there are three parts to the paper: view as a counselor, view personally, and summary. Due Sept. 12, 2022

All American Beauty

Anatomy of Sex (Discovery Channel Special)

Angels In America

Anita

Bliss

Boogie Nights

Brokeback Mountain

Get Real

I Do Exist (Warren Throckmorton Documentary)

Iron Jawed Angels

Fifty Shades of Grey

Sex Education

Sex Life

The Sessions

Love Sex & Goop

Kinsey: Let's Talk About Sex

Middle School Confessions (HBO Documentary)

Middle Sexes: Redefining He and She (HBO Documentary)

The Ice Storm

The Vagina Monologues (HBO Special)

This American Life: The Sanctity of Marriage (NPR Broadcast)

Thirteen

Eighth Grade

Middle Sexes: Redefining He and She

Yesterday

Uncoupled

Tell me you love me (Series)

The Oh in Ohio

Pretty good for a girl

Video: you can last longer

Out of the shadows

Paper – Development of Gender and Sexual Values, Attitudes and Beliefs
For this paper you will clearly articulate your values, attitudes, and beliefs about a variety of topics, and then describe the positive and negative experiences that have directly or indirectly influenced the formation of them. Please choose a **minimum of four topics** from among the following, and organize your papers using your choices as subheadings:
- Premarital sex
- Same-sex relationships
- Gay adoptions
- Contraception / Protection
- Abortion
- Masturbation
- Extra-relational sex (i.e., "affairs")
- Pornography
- Commercial sex (i.e., prostitution)
- Safer sex education – Abstinence education
- Treatment vs. punishment of sex offenders
- Male and female roles – traditional vs. egalitarian
- Fetishes or unusual sexual interests
- Another sex or gender-related topic that is important to you

Several factors may have influenced the development of your thinking about these topics; examples include the following:
- Religious upbringing
- Educational experiences/teachers
- Peers or friends
- The media (music, TV, magazines, movies, etc.)
- Parents and family (involvement, education, family life)
- Cultural or ethnic background
- Social experiences
- Other experiences that have been important to you

Be sure to include your age, culture, the number, and sex of the children in your family of origin, where you are in the birth order, and your parents' marital status. Give your paper an interesting title that reflects its content. **Do not just write a chronology of your life... you need to describe your gender and sexual attitudes, beliefs, and values and *specifically how they came to be that way*.** Length will generally be from 5-7 pages. There is a rubric that will be used for this so make sure you review it. APA must be followed. Due: Oct. 3, 2022

Sexuality History & Assessment: Each class participant will conduct a sexual history and assessment report. Following outlines provided in the textbook (page37-38, exercise 2.1), you are to interview their assigned partner(s) regarding his/her/their sexual history and then prepare a written assessment report

identifying: 1) significant perceptions, attitudes and assumptions regarding gender roles and sexuality issues, 2) a treatment plan indicating how you, as the therapist, might be most helpful to this individual regarding their sexuality issues. The objective of this assignment is to: a) learn to become more comfortable (desensitized), and to help others become more comfortable, discussing sexuality topics in counseling, b) practice conducting a sexuality interview and history and c) for the interviewee to have an opportunity to reflect upon his/her/their own sexuality issues and how they may affect his/her/their performance as a professional counselor when working with a client presenting with sexuality related concerns. Reports are to be typed and double spaced. Due: Oct. 24, 2022

Self-Directed Learning Written Experience and Presentation: Each student is to identify one human sexuality issue to explore in more complete depth than might be possible during class time. Students should design a self-directed learning experience to increase their knowledge and skills in working with clients experiencing concerns or adjustment difficulties around this issue. Research reviews, professional books, conference attendance, interviews with experts in the field, and other learning experiences should be combined to create a meaningful learning experience on a topic of interest to you.

Students will then present this topic as a brief presentation during the 3rd or 4th class. However, all students must have their abbreviated presentation ready by Oct. 19. Students will be notified after the first week of class when they will present their topic. Each abbreviated presentation must only be 10 minutes in length. Proposal of what you are wanting to present is due via email by Sept. 26. Final detailed written presentation due Nov. 28

. Oral Presentation can be a power point or document but must be submitted in the classroom as well as presented. Final detailed presentation must be a word document or more detailed power point. Rubric for presentation at end of syllabus. Make sure you review. APA must be followed. Due: Abbreviated submitted on Oct. 19 and Final detailed written presentation Nov. 28

Chart to Help Keep Track of Posted Grades

Assignments/Discussions	Possible Points	Points Earned
Attendance/Participation This is based on activity in the classroom and class meetings. (Attend all 4 classes, 25 points each class, and participate to receive full credit)	100	
Discussions – (10 discussions - 10 points each)	100	
Paper	50	

Reflection on video/movie/series etc.	25	
Sexuality history & assessment	75	
Self-directed learning experience – paper/power point	100	
Self-directed learning – presentation	100	
Total	500 points	

Due Dates for COUN 580

I suggest writing the due dates down on a calendar or your phone, so you remember. They are not all on the same days of the week.

Assignment/Discussion/Journal	Date Due
Discussion on Chapter 1	8/29/22
Discussion on Chapter 2	9/5/22
Discussion on Chapter 3	9/12/22
Discussion on Chapter 4	9/19/22
Discussion on Chapter 5	9/26/22
Discussion on Chapter 6	10/3/22
Discussion on Chapter 7	10/10/22
Discussion on Chapter 8	10/17/22
Discussion on Chapter 9	10/24/22
Discussion on Chapter 10	10/31/22
Reflection of Media	9/12/22
Paper	10/3/22
Sexuality History and Assessment	10/24/22
Self-Directed Learning Experience and Presentation	Proposal due: 9/26/22 Abbreviated Presentation: 3rd/4th class

	Detailed Presentation to Submit: 11/28/22

Online Communication Expectations

(QM Standard 1.3)
Establishing Your Personal Learning Space
For Live (Virtual) Classroom Meetings as a Distance Learner

Please read the following guidelines for meeting live using videoconferencing to connect with live/synchronous class meetings.
1. While you didn't have to drive to an actual classroom, your personal/ virtual learning space needs to be formulated in a professional manner. Your personal learning space is your 'chair/desk' in the classroom. *At times, classroom exchanges involve confidential and sensitive information, role-plays, topics and language that should be done in a discreet/private setting.* In other words, children, pets, TVs/radios, cellphones, and other potential distractions should be addressed prior to class sessions and their potential interference during the class be minimized. In other words, your virtual class participation should mirror actual live class participation. Be seated. Picking up your mobile device and moving while the video and audio are connected to the class session is distracting. Be comfortable, however, do not be lying on a bed or couch. This is very distracting to your professor and classmates.

2. Log in at least 10 minutes early to the class. This allows you to check for technical issues. Make sure that the video and microphone are working prior to joining the class.

3. Your video/camera and audio/microphone must be on to participate. Be sure to position your device camera to provide a clear view of your entire face. Partial headshots are distracting. CAMERAS MUST REMAIN ON AT ALL TIMES OR YOUR COURSE GRADE CAN BE AFFECTED. ***JOINING IN WHILE DRIVING DOES NOT ALLOW FOR FULL PARTICIPATION and IS DANGEROUS. – DO NOT LOG IN TO CLASS WHILE DRIVING.* I STRONGLY RECOMMEND USING AN ETHERNET CONNECTION FOR BETTER STABILITY WITH YOUR INTERNET. WIFI CAUSES DISTRUPTIONS WITH TRANSMISSION SIGNALS.

4. Mute your microphone if you are not talking. This eliminates and/or minimizes background sound feedback.

5. *Make sure you devote your full attention to the class and who is speaking. It is the same as being present in a live classroom. Your professionalism is appreciated*

Grading Policy

Grading Scale
(QM Standard 3.2)

Letter grade and equivalents are outlined as follows:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F= 59 and below

Late Work Policy

(QM Standard 3.2) If anything is turned in past the due date, there is an automatic 10% deduction from the grade if prior approval isn't requested for late submission.

Anticipated Response Time for Grading and Feedback

(QM Standard 3.5, 5.3) Most assignments and discussions are graded within a week or two.

University Policies

(QM Standard 1.4) By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to MU Academic Affairs: University Policies. (URL: https://www.marshall.edu/academic-affairs/policies/)

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

Students with Disabilities

(QM Standard 7.2) For University policies and the procedures for obtaining services, please go to MU Academic Affairs: University Policies and read the section, **Students with Disabilities**. (URL: https://www.marshall.edu/academic-affairs/policies/)

Marshall University E-Mail Accounts

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but

you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit Marshall IT: Office 365

(URL https://www.marshall.edu/it/office365/).

Bibliography

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Buehler, S. (2016). *What every mental health professional needs to know about sex* (2ⁿᵈed.). Springer.

Crooks, R. & Baur, K. (2011). *Our sexuality (12ᵗʰ Ed).* Belmont, CA: Thomson Wadsworth.

Hudson-Allez, G. (2005). *Sex and sexuality: Questions and answers for counselors and therapists*. Philadelphia: Whurr Publishers.

Hyde, J., & DeLamater, J. (2013). *Understanding Human Sexuality* (12ᵗʰ Ed.). New York: McGraw-Hill Co.

Johnson, S. M. (2004). *The practice of emotionally focused couple therapy*. New York: Brunner-Routledge.

Kelly, G. F. (2004). Sexuality Today: The human perspective, 7ᵗʰ Ed. Boston, MA: McGraw-Hill.

Laumann, E. O., Gagnon, J. H., Michael, R. T., & Michaels, S. (2000). *The social organization of sexuality: Sexual practices in the United States.* Chicago: University of Chicago.

Leiblum, S. (Eds.). (2010). *Treating sexual desire disorders*. New York: Guilford Press.

Milton, M. (2014). *Sexuality: Existential perspectives*. Monmouth, UK: PCCS Books.

Rathus, S., Nevid, J., & Fichner-Rathus, L. (2013). *Human sexuality in a world of diversity* (9th ed.). New York: Learning Solutions.

Taverner, W. J., & McKee, R. (2011). Taking Sides: Clashing Views in Human Sexuality (12ᵗʰ Ed.). New York: McGraw-Hill Co.

Websites:

American Association of Sexuality Educators, Counselors, and Therapist (AASCET) http://www.aasect.org/

The Society for the Scientific Study of Sexuality (SSSS) http://www.sexscience.org/

Association for Lesbian, Gay, Bisexual & Transgendered Issues in Counseling (ALGBTIC) http://www.algbticconference.org/home.html

Counselors for Social Justice (CSJ) http://www.counselorsforsocialjustice.net/

American Association of Sex Educators, Counselors, and Therapists www.aasect.org

American College of Obstetricians and Gynecologists (ACOG) www.acog.org

American Society for Reproductive Medicine (ASRM) www.asrm.org

Centers for Disease Control and Prevention www.cdc.gov

Contraception Online www.contraceptiononline.org

Endometriosis Association www.endometriosisassn.org

Gay and Lesbian Medical Association www.glma.org

Kaiser Reproductive and Sexual Health Resource www.kff.org

Kinsey Institute www.indiana.edu/~kinsey

Kinsey Institute has a page of resources for those interested in sexology: kinseyconfidential.org/resources/sex-research-sex-therapy

International Academy of Sex Research (IASR) www.iasr.org

International Society for the Study of Women's Sexual Health www.isswsh.org

Intersex Society of North America www.isna.org

National Vulvodynia Association (NVA) www.nva.org

North American Menopause Society (NAMS) www.menopause.org

Sexuality Information and Education Council of the U.S. (SIECUS) www.siecus.org

Society for the Scientific Study of Sexuality (SSSS) www.sexscience.org

World Association for Sexology www.worldsexology.org

www.femalesexualdysfunctiononline.org

www.vaginismus.com

Journals

The Journal of Sex Research

Sexual and Relationship Therapy

Journal of Sex and Marital Therapy

Contemporary Sexuality

Sexuality and Disability

Gender & Society

Sexualities

Theory, Culture & Society

Request for Graduate Non-Curricular Changes

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

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

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair.
3. The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.

College: **COEPD**   Dept/Division: **Leadership Studies**

Contact Person: **Dr. Barbara Nicholson**   Phone: **304-746-2094**

Rationale for Request:

Requesting addition of information to be located on the Plan of Study and Program Requirements catalog web page tabs.

The LS Non-curricular change was not included in the April 2023 meeting Agenda. It has been conditionally approved by Scott Davis (GC Chair) but will be reviewed by the CG in September 2023.

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

Department/Division Chair _____ Date __3.23.23__

Registrar _____ Date __3.24.2023__

College Curriculum Committee Chair _McKenzie Brittain_ Date __3/27/23__
(or Dean if no college curriculum committee)

Graduate Council Chair _____ Date __5-5-23__

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

Form updated 09/2022   Page 1 of 5

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

N/A Information does not exist in current catalog section

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

N/A Information does not exist in current catalog section

3. **New Catalog Description:** Provide a "clean" copy of your proposed description without strikethroughs or highlighting. This should be what you are proposing for the new description.

Plan of Study tab:

PROGRAM OF STUDY: ED.D. IN LEADERSHIP STUDIES

Content Courses
COURSE NUMBER/TITLE CREDIT HOURS
LS 707 Ethical Theories 3
LS 709 Leadership in Crisis Situations 3
LS 710 Principles of Leadership 3
LS 724 Organizational Analysis 3
LS 735 Policy Studies 3
LS 756 Current Issues 3

Research Courses
COURSE NUMBER/TITLE CREDIT HOURS
EDF 676 Statistical Methods 3
EDF 703 Research Design 3
EDF 625 Introduction to Qualitative Methods 3
EDF 711 Survey Research 3
LS 764 Advanced Research in Leadership Studies I 3
LS 765 Advanced Research in Leadership Studies II 3
LS 797 Doctoral Research 9

Program Requirements tab:

Leadership Studies Ed.D.
Program Requirements

To remain in good standing, and in addition to Marshall University's standards for good standing at the graduate level, students admitted to the LS EdD Program must adhere to all policies and procedures outlined in the Leadership Studies Ed.D. Handbook, including the expectations listed below:

- Maintain continuous enrollment in the program from admission and first term of enrollment through graduation, with satisfactory progress toward the degree and dissertation (i.e., completion of coursework two out of three contiguous terms from admission to the program through admission to candidacy; after admission to candidacy, the student must be enrolled every term (i.e., spring, summer and fall).
- Maintain a GPA of 3.25 in the doctoral program. Courses with a grade of "C" or below will not count toward the doctoral degree.
- Activate and utilize their official MU email address for program communication. Student contact information must remain updated with the University Registar's Office, the LS EdD program office, and the student's advisor.
- Identify an external committee member no later than the end of the first two courses in the ⊞

Request for Graduate Non-Curricular Changes – Page 5

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

Type of change request: addition of information to catalog description

Department: Leadership Studies

Degree program: Ed.D.

Effective date (fall/spring/summer, year): next available

Plan of Study tab:

PROGRAM OF STUDY: ED.D. IN LEADERSHIP STUDIES

Content Courses

COURSE NUMBER/TITLE CREDIT HOURS

LS 707 Ethical Theories 3

LS 709 Leadership in Crisis Situations 3

LS 710 Principles of Leadership 3

LS 724 Organizational Analysis 3

LS 735 Policy Studies 3

LS 756 Current Issues 3

Research Courses

COURSE NUMBER/TITLE CREDIT HOURS

EDF 676 Statistical Methods 3

EDF 703 Research Design 3

EDF 625 Introduction to Qualitative Methods 3

EDF 711 Survey Research 3

LS 764 Advanced Research in Leadership Studies I 3

LS 765 Advanced Research in Leadership Studies II 3

LS 797 Doctoral Research 9

Program Requirements tab:

Leadership Studies Ed.D.

Program Requirements

To remain in good standing, and in addition to Marshall University's standards for good standing at the graduate level, students admitted to the LS EdD Program must adhere to all policies and procedures outlined in the Leadership Studies Ed.D. Handbook, including the expectations listed below:

- Maintain continuous enrollment in the program from admission and first term of enrollment through graduation, with satisfactory progress toward the degree and dissertation (i.e., completion of coursework two out of three contiguous terms from admission to the program through admission to candidacy; after admission to candidacy, the student must be enrolled every term (i.e., spring, summer and fall).

- Maintain a GPA of 3.25 in the doctoral program. Courses with a grade of "C" or below will not count toward the doctoral degree.

- Activate and utilize their official MU email address for program communication. Student contact information must remain updated with the University Registar's Office, the LS EdD program office, and the student's advisor.

- Identify an external committee member no later than the end of the first two courses in the research block.

- A "Doctoral Plan of Study" form must be signed by the student, the LS Program Director and the LS Doctoral Program Coordinator no later than one term following admission to the program.

- Satisfactory progress toward completion of the six-course, three-block research core, with demonstrable progress toward completion of the dissertation. Students who receive a grade of No Credit (NC) in either LS 764 or LS 765 will be required to repeat the course. Students who receive two consecutive grades of No Credit (NC) in either LS 764, LS 765, or LS797 will be dismissed from the program.

- Completion of all degree requirements within 2 years of approval of prospectus and admission to candidacy

Dismissal from the Program: If the student fails to meet any or all expectations set forth by the Marshall University Graduate College or the program (including continuous enrollment, maintaining a minimum 3.25 gpa, progress toward completion of the dissertation or degree within the specified time periods, and/or execution of a completed and signed Plan of study form), the student may be subject to dismissal from the program.

- The student will be notified by registered mail of dismissal from the program and given the opportunity of due process as defined by the Marshall University Graduate Catalog in writing.

- If the appeal is granted, the student must submit in writing a plan to complete the program in a reasonable time.

- If the appeal is denied, the student will be dismissed from the program and prevented from registering for future courses in the program.