Request for Graduate Course Addition

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

College: **LCOB**   Dept/Division: **ACC/LE**   Alpha Designator/Number: **ACC 548** ⦿Graded ◯CR/NC

Contact Person: **THOMAS NORTON**   Phone: **304-696-2670**

NEW COURSE DATA:

New Course Title: TAXATION OF ENTITIES

Alpha Designator/Number: | A | C | C | | 5 | 4 | 8 | | |

Title Abbreviation: | T | A | X | A | T | I | O | N | | O | F | | E | N | T | I | T | I | E | S | | | | |

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

Advanced course that emphasizes the taxation of entities such as corporations, partnerships, estates, trusts, and not-for-profits. Includes state and local taxation and multinational taxation.

Co-requisite(s):   First Term to be Offered: **Fall of 2024**

Prerequisite(s): **Admission to the**   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 _Jean Price_	Date	2/13/23
Registrar _____ 520301	Date	2/17/2023
College Curriculum Chair _B.P. Yerba Py T._	Date	
Graduate Council Chair _____	Date	4-12-23

Form updated 09/2022

College: **LCOB**   Department/Division: **ACC/LE**   Alpha Designator/Number: **ACC 548**

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.

Thomas Norton, Timothy Bryan, Amanda Thompson-Abbott

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

See attached syllabus

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

See attached syllabus

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

See attached syllabus

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

Lecture

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

Tax Memorandums, Advanced Tax Problems, Tax Returns, Online Homework, & Exams

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

In order to get graduate credit, a student must complete two extra Tax Memorandums, three Advanced Tax Problems, and two Tax Returns.

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

See attached

Request for Graduate Course Addition - Page 5

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

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

Department: Accountancy & Legal Environment

Course Number and Title: ACC 548 - Taxation of Entities

Catalog Description: Advanced course that emphasizes the taxation of entities such as corporations, partnerships, estates, trusts, and not-for-profits. Includes state and local taxation and multinational taxation.

Prerequisites: Admission to the Masters of Accountancy Program or permission of Program Coordinator

First Term Offered: Fall of 2024

Credit Hours: 3

Marshall University Syllabus
Lewis College of Business
Brad D. Smith Schools of Business

Course   ACC 548 – Taxation of Entities
Credits   Three credit hours
Instructor TBD
Term   Fall of 2024

Course Description

Advanced course that emphasizes the taxation of entities such as corporations, partnerships, estates, trusts, and not-for-profits. Includes state and local taxation and multinational taxation.

Prerequisites

Prerequisites: Admission to Master of Science Program (including completion of required accounting foundation courses) or permission of Program Coordinator.

LCOB Prerequisite Policy: The LCOB adheres strictly to prerequisites. It is your responsibility to be aware of and meet all prerequisites for LCOB courses. By remaining in the course beyond the regular registration period, you certify that you have met all prerequisites. Students registered for courses without having met the prerequisites will be considered to have committed Academic Dishonesty as defined by the Marshall University Student Handbook. Sanctions may include a grade of "F" in the course for which the student has not met the prerequisite or suspension from the University. The Dean's office reserves the right to administratively withdraw students from courses if the prerequisite(s) have not been met.

Required Texts and Materials

- McGraw-Hill's Taxation of Individuals and Business Entities, 2023 Edition, Spilker, Ayers, Barrick, Lewis, Robinson, Weaver, & Worsham
- McGraw-Hill Connect Access is required.
- Access to RIA Checkpoint

Recommended Text

- Gleim, Federal Tax Examples and Explanations, 32nd Edition, Gleim Publishing: https://www.gleim.com/academia/eqe/federal-tax-eqe/

Course Objectives/Outcomes:

This course is designed for those students who intend to sit for the CPA Exam or wish to have a fundamental knowledge of how businesses and other entities are taxed.

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
Describe and apply the Internal Revenue Code and applicable primary sources to transactions	Class discussion, online homework, tax memos, forms and advanced problems, & returns	Exams
Identify tax issues, research the identified issues, analyze alternative courses of action, and communicate conclusions in oral and written form	Class discussion and homework	Tax memos
Identify and implement tax planning opportunities and investigate problems inherent in common transactions	Composition of answers to questions drawn from the assigned subject matter and class discussion	Online homework, forms and advanced problems, memos, and exams
Research and apply legal requirements of estates, trusts, and not-for-profit organizations and navigate through common transactions	Forms and advanced problems, returns, class discussions, and homework	Exams
Evaluate and contrast the tax consequences of a variety of businesses and other entities from formation, through operations, to sale or dissolution.	Composition of answers to questions drawn from the assigned subject matter and class discussion.	Exams and memos
Interpret and apply multistate and multinational tax rules to various scenarios	Homework and memos	Exams
Solve ethical dilemmas	Memo	Exam

Course Evaluation Process:

Your grade will be determined by your relative performance on the following:

Online HW	15 Chapters @ 10 Points per	150
Memos	Ethics Memo	30
	Planning Memo	30
	Not-for-profit Memo	30
	C-Corp Memo	30
	Partnership Memo	30
Forms & Advanced Problems	Form 4562	50
	Form 4797	50
	Transaction Problem	50
	Apportionment Problem	50
Returns	C-Corporation	50
	S-Corporation	50
	Partnership	50
	Trust	50
Exams	Exam 1	100
	Exam 2	100
	Final Exam	100
	Total Points	1000

At the end of the term, total points will be used to determine letter grades based on the following scale. Any curve will be applied at the discretion of the instructor.

A – 900 to 1,000

B – 800 to 899

C – 700 to 799

D – 600 to 699

F – Less than 600

Online HW

Online homework is assigned for each chapter covered in the text and will be graded by McGraw-Hill's Connect software for accuracy.

Memos

Tax memos are written responses to proposed tax questions. The format will be further detailed in Blackboard, but the keys are identifying the relevant issues, citing the controlling law, analyzing the probable outcome, and providing a conclusion. The document should also specify any limitations or assumptions used in arriving at a disposition. As outlined above, the memos will be topic specific and evaluated based on correctness and format.

Forms and Advanced Problems

Individual instructions will be provided for each assignment; however, these are designed to mimic real-life situations and are based either upon commonly reviewed forms or issues the instructor commonly experiences in practice. These assignments will be graded for accuracy and technical proficiency.

Returns

Purchase of the McGraw-Hill Text and Connect comes with TaxAct software. The student is expected to download TaxAct or use other tax return software either through work or acquired elsewhere to complete tax returns accurately. The returns will be graded for accuracy and the inclusion of the appropriate tax forms and schedules. More information will be posted to Blackboard with each tax return.

Exams

Exams will be administered in person or in an online format. Exams may consist of true/false, multiple choice, essay, short answer, cases, and or problems. Exams are graded both for the correct answer and the proper format. Good documentation for numerical answers is required for full credit. Each student will be allowed an 8.5 x 11-inch document prepared prior to the test for notes, as well as a 10-key calculator. If the exam is conducted online, test proctoring software will be utilized, and further instructions will be provided.

Communication Expectations

To be a successful professional, you must be able to express yourself both orally and in writing. If you need help, one source is the Writing Center. It is located on the 2nd floor of Drinko Library. You may email the Center at writing@marshall.edu, or you may call at (304) 696-6254. Another new tool at your disposal is Grammarly. Grammarly for Education is now available for students.

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/). If you require accommodations, please let me know as soon as possible.

See Course Schedule on Following Page

Anticipated Schedule

Week	Date	Material & Homework
Week 1		Read Ethics Module & Circular 230 – Complete Ethics Memo
		Continuation of Ethics Module
Week 2		Chapter 9 – Complete Transaction Problem & Online HW
		Chapter 10 – Online HW & Form 4562
Week 3		Chapter 11 – Online HW & Form 4797
		Chapter 12 – Online HW
Week 4		Chapter 13 – Online HW
		Chapter 15 – Online HW & Planning Memo
Week 5		Complete the Remainder of Chapter 15
		Read Not-For-Profit Module & Complete Not-For-Profit Memo
Week 6		*Exam 1 - Chapters 9, 10, 11, 12, 13, & 15 plus ethics & not-for-profit modules*
		Chapter 16 – Online HW & C-Corp Return
Week 7		Complete the Remainder of Chapter 16
		Chapter 18 – Online HW & C-Corp Memo
Week 8		Complete the Remainder of Chapter 18
		Chapter 19 – Online HW
Week 9		Chapter 20 – Online HW & Partnership Return
		Complete the Remainder of Chapter 20
Week 10		Chapter 21 – Online HW & Partnership Memo
		Complete the Remainder of Chapter 21
Week 11		*Exam 2 - Chapters 16, 18, 19, 20 & 21*
		Chapter 22 – Online HW & S-Corp Return
Week 12		Complete the Remainder of Chapter 22
		Chapter 23 – Online HW & Apportionment Problem
Week 13		Complete the Remainder of Chapter 23
		Chapter 24 – Online HW & Trust Return
Week 14		Complete the Remainder of Chapter 24
		Chapter 25 – Online HW
Week 15		*Final Exam – Chapters 22 – 25*

ACC 548 – Bibliography

Internal Revenue Code

Code of Federal Regulations – Treasury Regulations

Treasury Department Circular No. 230 (Rev. 6-2014) Catalog Number 16586R www.irs.gov Regulations Governing Practice before the Internal Revenue Service

Jerome R. Hellerstein & Walter Hellerstein, *State Taxation 3RD Edition*

Tax Cuts and Jobs Act of 2017

Practitioners Publishing Company (PPC) *1065 Deskbook*

Thomas Norton & Casey Baker, *The Constitutionality of ARPA's Funding Stipulations,* Tax Notes State, Oct. 10, 2022, p. 107.

Practitioners Publishing Company (PPC) *1120 Deskbook*

Libin Zhang, *Partnership Tax Reform and The Biden-Harris Tax Pledge,* 137 J. TAX'N 17, 17, 2022 WL 3715899

Casey W. Baker et. al., *U.S. State Taxation of Cryptocurrency-Involved Transactions: Trends and Considerations for Policy Makers,* 75 Tax Law. 601 (2022)

INTERMEDIATE SANCTIONS AND SECTION 501(C)(3) STATUS, 20 Journal of Taxation of Exempts 18, 2008 WL 5475561

Janet A. Meade, *Is Section 199A's Qualified Business Income Deduction Good Tax Policy?,* The ATA Journal of Legal Tax Research (2022).

Thomas Norton, *Will Governor Justice's Proposed Tax Cuts Help West Virginia?,* Tax Notes State, Aug. 15, 2022, p. 753.

Hughlene A. Burton & Noel Brock, *Tax Treatment of Carried Interest,* The ATA Journal of Legal Tax Research (2015).

Jaron H. Wilde & Ryan J. Wilson, *Perspectives on Corporate Tax Planning: Observations from the Past Decade,* Journal of the American Taxation Association (2018).

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: **LCOB**   Dept/Division: Accountancy and Legal Environment   Current Alpha Designator/Number: **ACC 619**

Contact Person: **Marie Archambault**   Phone: **304-696-2653**

CURRENT COURSE DATA:

Course Title: **Corporate and Partnership Accounting**

Alpha Designator/Number: | A | C | C | | 6 | 1 | 9 | | | |

Title Abbreviation: | C | o | r | p | | a | n | d | | P | a | r | t | n | e | r | | A | c | c | o | u | n | t | i | *ng* |

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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 _Jean Price_	Date _2/21/23_
Registrar _(signature)_	Date _2/21/2023_
College Curriculum Chair _B.P.Yentz Bg T._	Date _2/23/23_
Graduate Council Chair _(signature)_	Date _4-12-23_

College: LCOB   Department/Division: Account_ang and L egaEnvironme nt   Alpha Designator/Number: AC C619

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: 6 3 9   To: 5 1 4

If Yes, Rationale

3 + 2 students only take 500-level courses and this is a good course for them.

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	

To	

Change in COURSE CONTENT: ☐ YES ☑ NO

From	

To	

Rationale	

College: **LCOB**   Department: **Accountancy and Legal Environment**

ACC 619 Corporate and Partnership Accounting

Course Number/Title

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

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 Number Change
Department: Accountancy and Legal Environment
Current Course Number/Title: ACC 619 Corporate and Partnership Accounting
New Course Number ACC 514
Rationale: 3 + 2 students only take 500-level courses and this is a good course for them.
Catalog Description: Accounting, reporting, and analysis of complex corporate transactions, with an emphasis on business combinations and international transactions. Accounting for and understanding issues related to partnerships is also covered.
Credit hours: 3

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: | Improved career prospects for graduating students and an expanded range of elective course options will arise from an AMD program linking the undergraduate Bachelor of Science in Occupational Safety and Health (BS OSH) [TS20] and the graduate Master of Science in Environmental, Safety and Health (MSES&H), [GTFO]. Increased enrollment in graduate courses is also anticipated. The AMD will allow BS OSH students to take up to four graduate courses in lieu of existing undergraduate degree requirements.

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. As Eligibility requires an undergrad 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: | The existing degree requirement for the undergraduate Bachelor of Science in Occupational Safety and Health is 124 credit hours, which includes SFT 454 (Industrial Hygiene, 3 credit hours), SFT 454L (Industrial Hygiene Lab, 2 credit hours), and two Safety Electives (6 credit hours). AMD students would be permitted to take the graduate level SFT 554 (Industrial Hygiene I, 3 hrs) in place of SFT 454, the graduate level SFT 647L (Quan Indus Hygiene Lab, 3 hrs) in place of SFT 454L, and two graduate-level elective courses in place of two of the undergraduate Safety Electives (6 hrs).

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 Environmental, Safety and Health

Improved career prospects for graduating students and an expanded range of elective course options will arise from an AMD program linking the undergraduate Bachelor of Science in Occupational Safety and Health (BS OSH) [FS20] and the graduate Master of Science in Environmental, Safety and Health (MSES&H), [GTFO]. Increased enrollment in graduate courses is also anticipated. The AMD will allow BS OSH students to take up to four graduate courses in lieu of existing undergraduate degree requirements.
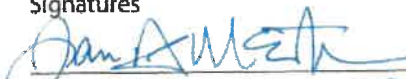
Department: Mechanical and Industrial Engineering

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	1-5-23 Date
Graduate Studies Director	1/6/23 Date
Dean, Undergraduate College	28-Feb-2023 Date
Graduate Council Chair	4-14-23 Date

Request for Graduate Course Change

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

College: **COHP**   Dept/Division: **CD**   Current Alpha Designator/Number: **Gh40-MS,CD 602**

Contact Person: **Kelly Rutherford, Pam Holland, Loukia Dixon**   Phone: **304-696-2980**

CURRENT COURSE DATA:

Course Title: **Professional Issues**

Alpha Designator/Number: | C | D | 6 | 0 | 2 | | | |

Title Abbreviation: | P | r | o | f | I | s | s | u | e | s | i | n | S | L | P | | | | | | | |

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

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

Dept. Chair/Division Head	Date 2/6/23
Registrar _Sonya GC_	Date 2.7.23
College Curriculum Chair _Michael Smith_ _Zach Garrett_	Date 2.24.23
Graduate Council Chair	Date 4-14-23

Form updated 09/2022

Page 1 of 5

College: COHP Department/Division: CD Alpha Designator/Number: GH 40-MS, CD 802

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

Change in CATALOG TITLE: ☑ YES ☐ NO

From | P | r | o | f | e | s | s | i | o | n | a | l | | I | s | s | u | e | s | | | | | | | | | | | | (limited to 30 characters and spaces)

To | C | o | u | r | s | e | l | i | n | g | | i | n | | C | S | D | | | | | | | | | | | | | |

If Yes, Rationale: Previously, this course dealt with a variety of professional issues at a foundational level. This course will be redesigned as a counseling course to provide more detailed content about counseling practices for clients coping with communication, cognitive, and swallowing disorders.

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: n/a

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

From: This course will discuss current professional issues in speech-language-pathology, including ethics, reimbursement, multiculturalism, counseling, professional conduct, advocacy, and scope of practice.

To: This course provides a foundation for speech-language pathologists to counsel individuals with communication and swallowing disorders. Emphasis is on therapeutic relationships, concepts of self/identity, and issues of diversity and access.

If Yes Rationale: Previously, this course only covered foundations of counseling and multiculturalism. The new iteration will allow students to explore more in-depth counseling practices and relate them directly to diverse populations. Other content described in the original course was found to be assessed foundationally in many other courses across our curriculum already.

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 | Previous content for CD 602 covered a variety of topics related to professional practice as a speech-language pathologist. Primary topics included examination of ethical standards; analysis of legal requirements related to practice in the field of speech-language pathology; analysis of legislative initiatives affecting the practice of speech-language pathology; discussions on reimbursement issues; discussion of multi-cultural considerations; and an introduction to counseling approaches used in speech-language pathology.

To | New course content for CD 602 will focus on issues related to appropriate service delivery, in-depth description and discussion of counseling techniques used by speech-language pathologists, and analysis of issues related to diversity, equity, inclusion, and access (DEIA).

Rationale | Review of the previous content for CD 602 revealed that many foundational concepts were covered in other courses. The primary areas of content that were not sufficiently covered in other courses were related directly to counseling individuals with communication and swallowing disorders, development of therapeutic relationships, and issues related to DEIA, which are all the new focus of the proposed iteration for CD 602.

College: **COHP**

Department: **Communication Disorders**

CD 602/Counseling in CSD

Course Number/Title

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

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
Department:
Course Number and Title:
Rationale:
Course Description (old)
Course Description; (new)
Catalog Description:

COURSE NUMBER CHANGE
Department:
Current Course Number/Title:
New Course Number:
Rationale:
Catalog Description;
Credit hours:

COURSE TITLE CHANGE
Department:
Current Course Number/Title;
New Course Title:
Rationale:
Catalog Description:

COURSE TITLE CHANGE
Department: Communication Disorders

Current Course Number/Title: CD 602/Professional Issues in SLP

New Course Title: CD 602/Counseling in CSD

Rationale: Previously, this course dealt with a variety of professional issues at a foundational level. This course will be redesigned as a counseling course to provide more detailed content about counseling practices for clients coping with communication, cognitive, and swallowing disorders.

Catalog Description: This course provides a foundation for speech-language pathologists to counsel individuals with communication and swallowing disorders. Emphasis is on therapeutic relationships, concepts of self/identity, and issues of diversity and access.

SEE ATTACHMENT FOR COURSE DESCRIPTION CHANGE

Request for Graduate Course Change

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

College: **COHP**   Dept/Division: **CD**   Current Alpha Designator/Number: **GH 40-MS, CD 691**

Contact Person: **Loukia Dixon**   Phone: **304-696-2980**

CURRENT COURSE DATA:

Course Title: **Dysphagia and Associated Motor Speech Disorders**

Alpha Designator/Number: | C | D | | 6 | 9 | 1 | | | |

Title Abbreviation: | D | y | s | p | h | a | g | i | a | & | A | s | s | o | c | M | o | t | o | r | S | p | D | i | s |

---

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

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

Dept. Chair/Division Head _____   Date 2/6/23

Registrar _Sonya LC____   Date 2.7.23

College Curriculum Chair _Michel Knitt Zach Garrett_   Date 2.24.23

Graduate Council Chair _____   Date 4.14.23

College: COHP   Department/Division: CD   Alpha Designator/Number: GH 40-MS, CD 691

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: n/a

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

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

To | The study of normal and disordered swallowing in adults including assessment, treatment and differential diagnosis of dysphagia and associated motor speech disorders; critical analysis of the literature. (PR: CD 624 or permission of instructor)

If Yes Rationale | Curriculum changes are underway requiring this course to focus on dysphagia in adults rather than populations across the lifespan.

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

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

From | 1 to 4 credit hours

To | 3 credit hours; This course has always been a 3-hour course but is currently, incorrectly listed as 1 to 4 hours in the graduate catalog.

Change in COURSE CONTENT: ☑ YES ☐ NO

From | This course used to cover dysphagia across the lifespan, including pediatrics.

To | This course will now cover adult dysphagia and motor speech disorders only.

Rationale | Content related to pediatrics will be moved to a different course. Further, this change will provide the much needed space for content related to the growing body of literature on adult dysphagia and provide more opportunities for problem-based learning scenarios that will benefit students in their careers.

College: **COHP**

Department: **CD**

Course Number/Title **CD 691**

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: Communication Disorders

Course Number and Title: CD 691, Dysphagia and Associated Motor Speech Disorders

Rationale: Content related to pediatrics will be moved to a different course. Further, this change will provide the much needed space for content related to the growing body of literature on adult dysphagia and provide more opportunities for problem-based learning scenarios that will benefit students in their careers.

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

Course Description (new): The study of normal and disordered swallowing in adults including assessment, treatment and differential diagnosis of dysphagia and associated motor speech disorders; critical analysis of the literature. (PR: CD 624 or permission of instructor)

Catalog Description: The study of normal and disordered swallowing in adults including assessment, treatment and differential diagnosis of dysphagia and associated motor speech disorders; critical analysis of the literature. (PR: CD 624 or permission of instructor)

Request for Graduate Course Addition

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

College: **COEPD**   Dept/Division: Curriculum & Instruction   Alpha Designator/Number: **CI 785**   ⦿Graded ◯CR/NC

Contact Person: **Lisa Heaton**   Phone: **304-746-2026**

NEW COURSE DATA:

New Course Title: **Independent Study**

Alpha Designator/Number: | C | I | | 7 | 8 | 5 | | | |

Title Abbreviation: | I | n | d | e | p | e | n | d | e | n | t | | S | t | u | d | y | | | | | | | |
(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)   **NA**

Co-requisite(s): **NA**   First Term to be Offered: **Summer 2023**

Prerequisite(s): **NA**   Credit Hours: **3**

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 *Lisa A. Heaton*	Date 2/9/2023
Registrar *Sonja JCf*	Date
College Curriculum Chair *McKenzie Brittain*	Date 2/22/23
Graduate Council Chair *DSL*	Date 4-14.23

Form updated 09/2022

Page 1 of 5

College: **COEPD**   Department/Division: Curriculum & Instruction   Alpha Designator/Number: **CI 785**

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.

There are a variety of independent study courses offered across the university. However, this one would be specifically for Doctor of Education candidates in Curriculum & Instruction. Using the existing CI 585 isn't the best solution for doctoral candidates' plans of study.

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)

Objectives will vary depending on the nature of the independent study.

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

The course outline will vary depending on the nature of the independent study.

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

Texts/readings will vary depending on the nature of the independent study.

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

Instructional methods will vary depending on the nature of the independent study. Readings, research, discussions with the instructor are some of the most likely methods.

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

Evaluation methods will vary depending on the nature of the independent study. Papers and projects are a couple of the most likely forms of assessment.

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

Not Applicable

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

The bibliography will vary depending on the nature of the independent study.

Request for Graduate Course Addition - Page 5

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

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

Department: Curriculum & Instruction
Course #/Title: CI 785 Independent Study
Catalog Description: NA
Prerequisites: NA
First Term Offered: Summer 2023
Credit Hours: 3

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

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**
NOTE: If proposing a new certificate, please read this first: www.marshall.edu/graduate/graduatecouncil/certificatespolicy/certificatepolicy.pdf

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

Contact Person: **Lisa Heaton** Phone: **304-746-2026**

Name of Certificate **Instructional Technology and Learning**

Check action requested: ☐ Addition ☐ Deletion ☑ Change

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

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 2/9/2023
College Curriculum Chair *McKenzie Brittain*	Date Feb 21, 2023
College Dean *Teresa Eagle*	Date Feb 21, 2023
Graduate Council Chair *(signature)*	Date 4-14-23
Provost/VP Academic Affairs	Date
Presidential Approval	Date

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

Please provide a rationale for addition, deletion, change:

Change - This request is to eliminate the three hour "advisor approved elective in instructional technology." The course was intended as an opportunity for students to add to their technology expertise by taking an elective course in a related field. Technology-related courses from other programs were being used for this purpose. Many of these courses are no longer being taught. Removal of this elective will reduce the hours needed to complete the certificate from 21 hours to 18 hours. The reduction in hours will also streamline the program for part-time students who complete the program by taking two courses per semester.

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.

Advisor Approved Elective in Instructional Technology - 3 hours

The request is to remove the 3 hour advisor-approved elective in instructional technology from the list of requirements. This will reduce the number of hours in the certificate from 21 hours to 18 hours.

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

None

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

None

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

3. *Current* Catalog Description

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

See the attached pages

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 the attached pages

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

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

Department: Curriculum and Instruction
Certificate: Instructional Technology and Learning
Credit Hours: from 21 to 18
Type of Change: Change
Rationale: This request is to eliminate the three hour "advisor approved elective in instructional technology." The course was intended as an opportunity for students to add to their technology expertise by taking an elective course in a related field. Technology-related courses from other programs were being used for this purpose. Many of these courses are no longer being taught. Removal of this elective will reduce the hours needed to complete the certificate from 21 hours to 18 hours. The reduction in hours will also streamline the program for part-time students who complete the program by taking two courses per semester.

Certificate Change - Intstructional Technology and Learning

Final Audit Report   2023-02-21

Created:	2023-02-21
By:	Lisa Heaton (heaton@marshall.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAuSvEAhcy5uL8Nt4NsPeJIh_9m6DeYmEd

"Certificate Change - Intstructional Technology and Learning" History

🗋 Document created by Lisa Heaton (heaton@marshall.edu)
2023-02-21 - 2:55:47 PM GMT- IP address: 206.212.5.5

✉ Document emailed to McKenzie Brittain (brittain@marshall.edu) for signature
2023-02-21 - 2:56:32 PM GMT

🗋 Email viewed by McKenzie Brittain (brittain@marshall.edu)
2023-02-21 - 2:57:36 PM GMT- IP address: 104.47.57.126

✍ Document e-signed by McKenzie Brittain (brittain@marshall.edu)
Signature Date: 2023-02-21 - 2:57:45 PM GMT - Time Source: server- IP address: 99.126.138.143

✉ Document emailed to Teresa Eagle (t.eagle@marshall.edu) for signature
2023-02-21 - 2:57:46 PM GMT

🗋 Email viewed by Teresa Eagle (t.eagle@marshall.edu)
2023-02-21 - 3:26:23 PM GMT- IP address: 172.226.87.97

✍ Document e-signed by Teresa Eagle (t.eagle@marshall.edu)
Signature Date: 2023-02-21 - 4:30:49 PM GMT - Time Source: server- IP address: 206.212.5.5

✅ Agreement completed.
2023-02-21 - 4:30:49 PM GMT

Current Catalog Description

Program Requirements

The certificate requires completion of 21 hours, including a 3-hour final project course.

Plan of Study

CIEC 534	Appli Software Class Curr Area	3
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 in instructional technology		3
Total Credit Hours		21

Edits to the Current Description

Program Requirements

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

The certificate requires completion of ~~21~~ 18 hours, including a 3-hour final project course.

Plan of Study

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

CIEC 534	Appli Software Class Curr Area	3
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 in instructional technology~~		~~3~~
Total Credit Hours		~~21~~ 18

Formatted Table

New Catalog Description

Program Requirements

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

The certificate requires completion of 18 hours, including a 3-hour final project course.

Plan of Study

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

CIEC 534 Appli Software Class Curr Area   3

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

Total Credit Hours   18

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

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

College: **COEPD**   Dept/Division: **Curriculum and Instruction**

Contact Person: **Elbert Davis**   Phone: **304-746-2024**

Action Requested

Check action requested: ☐ Addition ☐ Deletion ✓ Change

Degree Program **MA Education**

Area of Emphasis **Instructional Processes and Strategies**

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.

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

Dept. Chair/Division Head *Jria A. Heaton*	Date 2/9/2023
Registrar *Sonya GC*	Date
College Curriculum Chair *McKenzie Brittain*	Date 2/20/23
College Dean **Teresa Eagle** Digitally signed by Teresa Eagle Date: 2023.02.28 11:44:12 -05'00'	Date
Graduate Council Chair *D S Dui*	Date 4-14-23
Provost/VP Academic Affairs	Date
President	Date

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

The department feels CI 623 (Instructional Models and Assessment Techniques), which was removed from the core curriculum of the MA program is a better fit for the Instructional Process and Strategies area of emphasis instead of CI 638 (Curriculum Planning). One of our program goals states candidates need to demonstrate their understanding of assessment. Based on informal feedback in CI 690 (Capstone), some students were not exposed to assessment after the removal of CI 623 from the core curriculum. CI 638, Curriculum Planning is focused more on school and program level planning and evaluation rather than student instruction assessment.

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.

Remove CI 638 Curriculum Planning, 3 credit hours
Add CI 623, Instructional Models and Assessment Techniques, 3 credit hours

CI 623 will be required as part of the area of emphasis for Instructional Processes and Strategies.

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
This is a change of one course to an existing area of emphasis.

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 attached InPrSt.pdf under Current Catalog Description

6. *Edits* to the Current Description

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

7. *New* Catalog Description

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

See attached InPrSt.pdf under New Catalog Description

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 and Instruction
Area of Emphasis Title: Instructional Processes and Strategies
Credit Hours: 3
Type of Change Requested: (addition, deletion, change) Change
Term to Take Effect: (Fall, Spring, Summer/Year) Summer 2023
Rationale: The department feels CI 623 (Instructional Models and Assessment Techniques), which was removed from the core curriculum of the MA program is a better fit for the Instructional Process and Strategies area of emphasis instead of CI 638 (Curriculum Planning). One of our program goals states candidates need to demonstrate their understanding of assessment. Based on informal feedback in CI 690 (Capstone), some students were not exposed to assessment after the removal of CI 623 from the core curriculum. CI 638, Curriculum Planning is focused more on school and program level planning and evaluation rather than student instruction and assessment.

- HOME›
- GRADUATE›
- GRADUATE PROGRAMS A-Z›
- COLLEGE OF EDUCATION AND PROFESSIONAL DEVELOPMENT›
- EDUCATION, M.A.›
- **INSTRUCTIONAL PROCESSES AND STRATEGIES EMPHASIS**

INSTRUCTIONAL PROCESSES AND STRATEGIES EMPHASIS

Instructional Processes and Strategies

Code	Title	Credit Hours
CI 551	Writing to Learn/Content Area	3
CI 559	Multicult Influence in Ed	3
CI 638	Curriculum Planning	3
CIEC 635	Using Internet in Classroom	3
EDF 610	Trends & Issues in Education	3
Advisor-approved methods elective		3
Total Credit Hours		**18**
Course List		

URL (substituted for page numbers): https://catalog.marshall.edu/graduate/programs-

az/education-professional-development/education-ma/instructional-processes-strategies/

Edits

Proposed Changes:

- HOME›
- GRADUATE›
- GRADUATE PROGRAMS A-Z›
- COLLEGE OF EDUCATION AND PROFESSIONAL DEVELOPMENT›
- EDUCATION, M.A.›

INSTRUCTIONAL PROCESSES AND STRATEGIES EMPHASIS

Instructional Processes and Strategies

Code	Title	Credit Hours
CI 551	Writing to Learn/Content Area	3
CI 559	Multicult Influence in Ed	3
~~CI 638~~	~~Curriculum Planning~~	3
CI 623	Instructional Models and Assessment Techniques	
CIEC 635	Using Internet in Classroom	3
EDF 610	Trends & Issues in Education	3
Advisor-approved methods elective		3
Total Credit Hours		**18**
Course List		

New Catalog Description

INSTRUCTIONAL PROCESSES AND STRATEGIES EMPHASIS

Instructional Processes and Strategies

Code	Title	Credit Hours
CI 551	Writing to Learn/Content Area	3
CI 559	Multicult Influence in Ed	3
CI 623	Instructional Models and Assessment Techniques	3
CIEC 635	Using Internet in Classroom	3
EDF 610	Trends & Issues in Education	3

Code	Title	Credit Hours
Advisor-approved methods elective		3
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: **Jonathan Lent**   Phone: **304-696-2912**

Rationale for Request:

Add elective to counseling program course offering.

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 **Dr. Jonathan Lent** Digitally signed by Dr. Jonathan Lent Date: 2021.08.24 13:46:53 -04'00'   Date **8/24/2021**

Registrar **Sonja G. Cantrell-Johnson** Digitally signed by Sonja G. Cantrell-Johnson Date: 2021.08.24 13:50:24 -04'00'   Date _____

College Curriculum Committee Chair **Elbert Davis** Digitally signed by Elbert Davis Date: 2021.09.27 10:31:24 -04'00'   Date **9/27/2021**
(or Dean if no college curriculum committee)

Graduate Council Chair _____   Date **4-14-23**

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.

COUNSELING (COUN)
COUN 509 Interv:Grp Proc/Dynamics/Thrpy3 Credit hours
Pre-req: (COUN 500) and (COUN 507) and (COUN 551).

Grade Mode: Normal Grading Mode
COUN 515 Humanizing Ed-Person in Proces3 Credit hours
Study of career choice theory, career change, counseling approaches in career selection and resources to assist in career choice.

Grade Mode: Normal Grading Mode
COUN 555 Crisis Int & Conf Res3 Credit hours
Students explore types, effects, and interventions for crises, disasters, and other trauma-causing events across the lifespan. Specific topics include ethics, self-care, cultural competence, suicide/homicide, intimate partner violence, sexual assault, emergency preparedness, disaster mental health, grief and bereavement.

Grade Mode: Normal Grading Mode
COUN 556 Death & Grief Counseling3 Credit hours
Death and dying orientation for professionals, nonpro- fessionals about essentials of life in its terminal stages. Presents practical, theoretical, social and psychological aspects to promote healthy, accepting attitudes.

Grade Mode: Normal Grading Mode
COUN 560 Staff Development1-4 Credit hours
To meet needs of school, student personnel, mental health, and other workers. Credit may be used for certificate renewal and salary upgrading, but not degree programs. Titles vary.

Attributes: Not Degree Applicable
Grade Mode: Credit/No Credit Grade Only
COUN 561 Staff Development1-4 Credit hours
To meet needs of school, student personnel, mental health, and other workers. Credit may be used for certificate renewal and salary upgrading, but not degree programs. Titles vary. (CR/NR grading)

Attributes: Not Degree Applicable
Grade Mode: Credit/No Credit Grade Only
COUN 562 Staff Development1-4 Credit hours
To meet needs of school, student personnel, mental health, and other workers. Credit may be used for certificate renewal and salary upgrading, but not degree programs. Titles vary (CR/NR)

Attributes: Not Degree Applicable
Grade Mode: Credit/No Credit Grade Only
COUN 563 Staff Development1-4 Credit hours
To meet needs of school, student personnel, mental health, and other workers. Credit may be used for certificate renewal and salary upgrading, but not degree programs. Titles vary. (CR/NR

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 see attached ("Edit to Current Description" Word document). Attached indicates the addition of the course to the existing 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.

Please see attached ("New Catalog Description" Word document).

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

Type of change request: Addition of course

Department: COEPD

Degree program: Counseling

Effective date (fall/spring/summer, year): 8/24/2021

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: **COHP**   Dept/Division: **Communication Disorders**

Contact Person: **Pam Holland**   Phone: **304-696-2985**

Degree Program | **Communication Disorders**

Check action requested: ☐ Addition   ☐ Deletion   ☑ Change

Effective Term/Year   Fall 20 ☐   Spring 20 ☐   Summer 20 **24**

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 *Pam G Holland*	Date **2/9/23**
College Curriculum Chair *Zach Garrett*	Date **2.24.23**
College Dean *Michael Pruitt*	Date
Graduate Council Chair *D S L Sui*	Date **4-12-23**
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)

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.

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)

CD 692 -Pediatric Feeding and Swallowing Disorders is being added to the graduation requirements. This 2- hour course will increase graduate hours from 58 to 60 hours.

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.

N/A

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.

N/A

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)

CD 692 Seminar 1-4 Credit hours

Topics in Communication Disorders not covered in other courses; topics vary from semester to semester. (PR: Permission of Chair)

Grade Mode: Normal Grading Mode semester to semester. (PR: Permission of Chair)

Graduate Catalog 2022-2023 https://catalog.marshall.edu/graduate/courses-az/cd/

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)

CD 692: Pediatric Feeding and Swallowing Disorders

2 hour, graded credit

(PR: 691)

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.

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: Communication Disorders

Major or Degree: Master of Science in Communication Disorders

Type of Change: This is being submitted as a course change per the Registrar as the course number already exists; however, it is a course addition to the graduate program.

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.

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: **Communication Disorders**

Contact Person: **Pam Holland**   Phone: **304-696-2985**

Rationale for Request:

The Masters of Science in Communication Disorders currently requires a passing score of 163 on the Speech Language Pathology Praxis as a graduation requirement. The Council for Academic Accreditation has cited programs for utilizing the praxis as the only summative assessment. For this reason, the department would like to change the graduation requirement to a comprehensive portfolio with oral defense and remove the passing score from the Praxis exam.
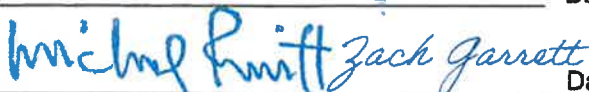
The edits made to the program description, related to total academic course hours, pending approval of CD 692 course change (see attachment).

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 2/7/23

Registrar _____ Date 2.8.23

College Curriculum Committee Chair _____ Michael Knitt Zach Garrett ___ Date 2.24.23
(or Dean if no college curriculum committee)

Graduate Council Chair _____ Date 4-12-23

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 attachment

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 attachment

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 attachment

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

Type of change request: Change in Graduation Requirement

Department: Communication Disorders

Degree program: Masters of Science in Communication Disorders

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

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: **Nursing**

Contact Person: **Deborah Chapa**   Phone: **2398233854**

Rationale for Request:

We have changed our admission criteria to include graduates with masters degrees in nursing. Originally the criteria specifically stated advanced practice. Our accrediting body and most DNP schools allow students with masters in nursing to participate in a post master's DNP..

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 2/8/2023

Registrar _____   Date 2/9/2023

College Curriculum Committee Chair _Zach Garrett_   Date 2/24/23
(or Dean if no college curriculum committee)

Graduate Council Chair _____   Date 4-12-23

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.

All applications are holistically reviewed based on the completed application package.

The D.N.P. program does not accept transfer credits from other institutions; accordingly, 100% of the credits for the D.N.P. degree will be earned at Marshall University.

The D.N.P. program is available to a limited number of qualified applicants. Admission is determined on a competitive basis. To be eligible for initial consideration for admission to the program, applicants must submit a completed application with all the following elements directly to Graduate Admissions:

1. Completed Marshall University Graduate Application
2. Non-Refundable Graduate School application fee.
3. Official transcripts from all post-secondary education programs attended.
4. Official transcripts with degree posted, from degree-granting institution, documenting a Master's Degree in Nursing with either a Nurse Practitioner, Clinical Nurses Specialist, Certified Nurse Midwife or Certified Registered Nurse Anesthetist focus from an accepted, accredited institution with a professionally accredited nursing program. Required cumulative GPA of 3.0 or higher on a 4.0 scale for the master's degree.
5. Submission of two professional references:
a) At least one reference from an academic course
6. Submission of a current professional resume or curriculum vitae (CV).
a) Should include education, work and volunteer activities, licensures, and other certifications, awards, professional organization, etc.
7. Statement of professional goals
a) Describe reasons for applying to the M.S.N.-D.N.P. program, speak to specific areas of interest and potential ideas for M.S.N.-D.N.P. project.
Applicants must submit the following elements directly to the DNP program:
1. Verified 500 hours of supervised clinical practice in the Master's Degree in Nursing program.
a. Verification form is included in the DNP application package
b. Applicants who have not graduated from Master's Degree in Nursing will be required to submit the verification form upon graduation from the Master's Degree program no later than August 1.
c. Applicants with less than 500 hours of supervised clinical practice in

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 see attached document. The major change was allowing for applicants with master's in nursing to apply such as nursing administration, nursing education. In the prior document, admissions were limited to advanced practice nursing. The other changes were clarification of where admission documents should be submitted and few minor wording changes.

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.

All applications are holistically reviewed based on the completed application package.

The DNP program does not accept transfer credits from other institutions; accordingly, 100% of the credits for the DNP degree will be earned at Marshall University.

The nursing program is available to a limited number of qualified applicants. Admission is determined on a competitive basis. To be eligible for admission to the program, applicants must submit a completed application with all the following elements directly to Graduate Admissions

1. Completed Marshall University Graduate Application
2. Non-Refundable graduate application fee.
3. Official transcript from all post-secondary education programs attended.
4. Official transcripts with degree posted, documenting a master's degree in Nursing from an accredited institution with a professionally accredited nursing program.

The following materials should be submitted directly to the DNP Program:

1. Verification of 500 hours of supervised clinical practice in the master's degree in Nursing program.
a) Verification form is included in the DNP application package
b) Applicants who have not graduated from master's degree in Nursing will be required to submit the verification form upon graduation from the master's degree program no later than August 1.
2. Evidence of required cumulative GPA of 3.0 or higher on a 4.0 scale for the master's degree.
3. Evidence of a current unencumbered license as a Registered Nurse.
4. Evidence of both RN and APRN licensure if applicable in the jurisdiction where the applicant plans to complete D.N.P. clinical hours.
5. Two Professional References.
6. Current professional resume or curriculum vitae (CV).
a) Should include education, work and volunteer activities, licensures, and other certifications, awards, professional organization, etc.
7. Statement of professional goals
a) Describe reasons for applying to the MSN-DNP program, speak to specific areas of interest and potential ideas for MSN-DNP project.

NOTE: Applicants with less than 500 hours of supervised clinical practice in the master's degree Nursing program may be considered on a case-by-case basis.
•   Successful applicants are not fully admitted to the DNP program until they provide the following:
a.   Successful completion of background check from agency approved by the   program
b.   Successful completion of drug screen from agency approved by the program
c.   Documentation of immunizations required by the program

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

Type of change request: Non-curricular change

Department: Nursing

Degree program: DNP

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

Current graduate catalog

All applications are holistically reviewed based on the completed application package.

The D.N.P. program does not accept transfer credits from other institutions; accordingly, 100% of the credits for the D.N.P. degree will be earned at Marshall University.

The D.N.P. program is available to a limited number of qualified applicants. Admission is determined on a competitive basis. To be eligible for initial consideration for admission to the program, applicants must submit a completed application with all the following elements directly to Graduate Admissions:

1. Completed Marshall University Graduate Application
2. Non-Refundable Graduate School application fee.
3. Official transcripts from all post-secondary education programs attended.
4. Official transcripts with degree posted, from degree-granting institution, documenting a Master's Degree in Nursing with either a Nurse Practitioner, Clinical Nurses Specialist, Certified Nurse Midwife or Certified Registered Nurse Anesthetist focus from an accepted, accredited institution with a professionally accredited nursing program. Required cumulative GPA of 3.0 or higher on a 4.0 scale for the master's degree.
5. Submission of two professional references:
   a) At least one reference from an academic course
6. Submission of a current professional resume or curriculum vitae (CV).
   a) Should include education, work and volunteer activities, licensures, and other certifications, awards, professional organization, etc.
7. Statement of professional goals
   a) Describe reasons for applying to the M.S.N.-D.N.P. program, speak to specific areas of interest and potential ideas for M.S.N.-D.N.P. project.

Applicants must submit the following elements directly to the DNP program:

1. Verified 500 hours of supervised clinical practice in the Master's Degree in Nursing program.
   a. Verification form is included in the DNP application package
   b. Applicants who have not graduated from Master's Degree in Nursing will be required to submit the verification form upon graduation from the Master's Degree program no later than August 1.
   c. Applicants with less than 500 hours of supervised clinical practice in the Master's Degree in Nursing program may be considered on a case-by-case basis.
2. Evidence of a current unencumbered license as a Registered Nurse in the U.S. jurisdiction where the applicant plans to complete D.N.P. clinicals.
3. Evidence of current certification and license as an Advanced Practice Nurse in a U.S. jurisdiction where applicant plans to complete D.N.P. clinicals. If pending or recent

graduation from accredited Master's in Nursing program, license and certification must be completed by end of the first semester in the DNP program.

4. Both RN and APRN licensure must be in jurisdiction where applicant plans to complete D.N.P. clinical hours.

- Successful applicants are not fully admitted to the D.NP program until they provide the following:
  a. Successful completion of background check from agency approved by the program.
  b. Successful completion of drug screen from agency approved by the program.
  c. Documentation of immunizations required by the program.

Graduate catalog with revisions-deletions in yellow and changes in red

All applications are holistically reviewed based on the completed application package.

The D.N.P. program does not accept transfer credits from other institutions; accordingly, 100% of the credits for the D.N.P. degree will be earned at Marshall University.

The D.N.P. program is available to a limited number of qualified applicants. Admission is determined on a competitive basis. To be eligible for initial consideration for admission to the program, applicants must submit a completed application with all the following elements directly to Graduate Admissions:

8. Completed Marshall University Graduate Application
9. Non-Refundable graduate application fee.
10. Official transcripts from all post-secondary education programs attended.
11. Official transcripts with degree posted, from degree-granting institution, documenting a Master's Degree in Nursing with either a Nurse Practitioner, Clinical Nurses Specialist, Certified Nurse Midwife or Certified Registered Nurse Anesthetist focus from an accepted, accredited institution with a professionally accredited nursing program. Required cumulative GPA of 3.0 or higher on a 4.0 scale for the master's degree. from an accepted, accredited institution with a professionally accredited nursing program.

The following materials should be submitted directly to the DNP program.

Applicants must submit the following elements directly to the DNP program:

5. Verification of 500 hours of supervised clinical practice in the Master's Degree in Nursing program.
   a. Verification form is included in the DNP application package
   b. Applicants who have not graduated from Master's Degree in Nursing will be required to submit the verification form upon graduation from the Master's Degree program no later than August 1.
   c. Applicants with less than 500 hours of supervised clinical practice in the Master's Degree in Nursing program may be considered on a case-by-case basis.
6. Evidence of a current unencumbered license as a Registered Nurse in the U.S. jurisdiction where the applicant plans to complete D.N.P. clinicals.
7. Evidence of current certification and license as an Advanced Practice Nurse in a U.S. jurisdiction where applicant plans to complete D.N.P. clinicals. If pending or recent graduation from accredited master's in nursing program, license and certification must be completed by end of the first semester in the DNP program.
8. Both RN and APRN licensure must be in jurisdiction where applicant plans to complete D.N.P. clinical hours.

9. Submission of two professional references:
    a) At least one reference from an academic course
10. Submission of a current professional resume or curriculum vitae (CV).
    a) Should include education, work and volunteer activities, licensures, and other certifications, awards, professional organization, etc.
11. Statement of professional goals
    a) Describe reasons for applying to the M.S.N.-D.N.P. program, speak to specific areas of interest and potential ideas for M.S.N.-D.N.P. project.

Note: Applicants with less than 500 hours of supervised clinical practice in the master's degree in nursing program may be considered on a case-by-case basis.

- Successful applicants are not fully admitted to the DNP program until they provide the following:
    a. Successful completion of background check from agency approved by the program.
    b. Successful completion of drug screen from agency approved by the program.
    c. Documentation of immunizations required by the program.

Proposed DNP Holistic Admissions Criteria

All applications are holistically reviewed based on the completed application package.
The DNP program does not accept transfer credits from other institutions; accordingly, 100% of the credits for the DNP degree will be earned at Marshall University.
The nursing program is available to a limited number of qualified applicants. Admission is determined on a competitive basis. To be eligible for admission to the program, applicants must submit a completed application with all the following elements directly to Graduate Admissions
1. Completed Marshall University Graduate Application
2. Non-Refundable graduate application fee.
3. Official transcript from all post-secondary education programs attended.
4. Official transcripts with degree posted, documenting a master's degree in nursing from an accepted, accredited institution with a professionally accredited nursing program.

The following materials should be submitted directly to the DNP Program:
1. Verification of 500 hours of supervised clinical practice in the master's degree in nursing program.
a) Verification form is included in the DNP application package
b) Applicants who have not graduated from master's degree in nursing will be required to submit the verification form upon graduation from the master's degree program no later than August 1.
2. Evidence of required cumulative GPA of 3.0 or higher on a 4.0 scale for the master's degree.
3. Evidence of a current unencumbered license as a Registered Nurse.
4. Evidence of both RN and APRN licensure if applicable in the jurisdiction where the applicant plans to complete D.N.P. clinical hours.
5. Two Professional References.
6. Current professional resume or curriculum vitae (CV).
a) Should include education, work and volunteer activities, licensures, and other certifications, awards, professional organization, etc.
7. Statement of professional goals
a) Describe reasons for applying to the MSN-DNP program, speak to specific areas of interest and potential ideas for MSN-DNP project.

NOTE: Applicants with less than 500 hours of supervised clinical practice in the master's degree Nursing program may be considered on a case-by-case basis.

- Successful applicants are not fully admitted to the DNP program until they provide the following:
    a. Successful completion of background check from agency approved by the program
    b. Successful completion of drug screen from agency approved by the program
    c. Documentation of immunizations required by the program

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

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**
NOTE: If proposing a new certificate, please read this first: www.marshall.edu/graduate/graduatecouncil/certificatespolicy/certificatepolicy.pdf

College: **Health Professic**　　　Dept/Division: **Social Work**

Contact Person: **Peggy Proudfoot Harman**　　　Phone: **304-696-3142**

Name of Certificate **School Social Work Certificate**

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.

		Date
Dept. Chair/Division Head	*Peggy Proudfoot Harman*	
College Curriculum Chair	Sonya GC / Zach Garrett	2/28/23
College Dean	Michael Brunett	3-1-23
Graduate Council Chair	D S L	4-12-23
Provost/VP Academic Affairs		
Presidential Approval		

Form updated 09/2022

Please provide a rationale for addition, deletion, change:

School Social Workers have requested that Marshall University Dept of Social Work create a certificate program to prepare MSWs to sit for the NASW School Social Work Certificate program. The certificate program is a collaboration between the Department of Social Work MSW program and the College of Education. The Certificate will cover all the knowledge areas that NASW requires for the Certified School Social Work Specialist (C-SSWS), the national certificate for school social workers. Keep in mind that the C-SSWS requires 2 years of PAID school social work experience prior to sitting for the exam. MSW students who opt into the SSWPS Certificate will be prepared to receive the national certification. MSW students will conduct their field internships within a school setting with school social workers. The school social work curriculum consists of the nomenclature, school structure, and the roles of school social workers. Students will also attend Inter professional Education sessions with College of Education 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.

LS 630	**The School and Community Relations**	**(3 credit hours)**	**Required**
SWK 657	**Prevention Interventions in School Social Work**	**(3 credit hours)**	**Required**
SWK 670	**Practice with Children**	**(3 credit hours)**	**Required**
SWK 656	**Social Work in School Settings**	**(3 credit hours)**	**Required**
CISP 520	**Introduction to Exceptional Children**	**(3 credit hours)**	**Required**

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

The School Social Work Certificate program does not require any additional faculty or equipment.

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 is no question regarding duplication of courses.

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)

Please 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).

Please see attached.

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

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

Department: Social Work
Name of Certificate: School Social Work
Credit Hours:21
Type of Change: *(addition, deletion, change)* Addition
Rationale:
A market analysis on the outlook for School Social Workers shows that vacancies for school social workers have increased by 30.83 percent nationwide in that time, with an average growth of 1.93 percent per year. Demand for Child, Family, and School Social Workers is expected to go up, with an expected 54,480 new jobs filled by 2029. Overall employment of social workers is projected to grow 9 percent from 2021 to 2031, faster than the average for all occupations. About 74,700 openings for social workers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. The MSW courses will also qualify for professional continuing education which will be promoted in the marketing campaign extending throughout the region.

Three courses in the School Social Work Certificate program will be applied to MSW student's degree program. One Social Work course is a requirement of the MSW program. Two of the Social Work courses will be applied as MSW electives, and two College of Education courses will also be applied to the MSW degree as electives. Prospective certificate-only students should apply for admission to Marshall University (with the non-refundable application fee), as a Certificate/Professional Development student. Students already enrolled in the MSW program should submit a Secondary Program Request form. There is no application fee. Students enrolled in a degree program other than the MSW degree who wish to apply to the School Social Work certificate program should apply for admission to Marshall University (with the nonrefundable application fee), as a Certificate Professional Development student. Students who wish to pursue concurrently the MSW degree and the School Social Work Certificate should complete the application for admission to the MSW degree program (with the non-refundable application fee) and a Secondary Program Request form. Note: Completion of a certificate program does not guarantee acceptance as a degree student in a particular graduate program. Individual departments may, however, choose to use performance in certificate courses as supporting data when considering an application for full admission into a degree program.

Robin Looney, MS, Clinical Instructor for the MSW program and Peggy Proudfoot Harman the MSW program director will administer the program.

Old 2022-2023 Catalog Description
The M.S.W. program has three tracks:
Generalist (social work foundation) and Area of Specialization. Both Generalists and Area of Specialization are delivered via a Hybrid delivery system - (materials are delivered through Blackboard and face to face sessions are broadcast from a primary site via Zoom or other delivery systems. Generalists are required to complete 2 calendar years to include summers. Those admitted to the one-year Advanced Standing program will be required to complete 1 calendar year to include 1 summer.

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M.S.W. students will graduate in August of each year and will attend the Marshall University December graduation.

Generalist Curriculum
Those who enter the M.S.W. program with other than a Bachelor of Social Work (B.S.W.) degree are eligible to enter the Generalist 2 calendar year program. The 2-year curriculum promotes a generalist perspective in which the simultaneous impact of many systemic levels (individuals, families, groups, organizations, and communities) on clients' lives is critically analyzed and recognized. The foundation builds upon a liberal arts base that fosters an understanding of society as a complex organization of diverse people and ideas.
Social problems are understood as occurring within the nexus of culture, conflict, development, ecology, and systems and as such, efforts to help or intervene must include consideration of these forces. Students will be able to critically identify and assess social problems, specifically attending to:
1. how such problems are maintained.
2. how they impact the quality of people's lives.
3. cultural sensitivity and appreciation of marginalized people; and
4. how to actively promote social and economic justice. In the foundation year, the focus is on the development of critical thinking skills in all the areas mentioned.

M.S.W. Advanced Curriculum-Advanced Social Work Practice
The advanced practice curriculum seeks to develop the utilization and application of critical thinking, relative to behavioral health, on all levels - in reading professional writing and research, in students' practice, in the classroom, and in the students' own thinking. Consistently monitoring practice ethically, evaluating theoretical principles and epistemologies, and utilizing technological advances become basic practice patterns. Specific skill sets developed include:

1. Creating, organizing, and integrating ideas and action on engaging diverse client systems effectively in change.
2. Assessing, conceptualizing, and analyzing theoretical, practice and research problems from multiple perspectives and utilize critical thinking skills to formulate impressions based upon the data.

3. Analyzing, synthesizing, and evaluating the evidence available to guide advanced social work practice.
4. Synthesizing, formulating, and implementing a plan of action for social work practice that addresses complex issues and problems, builds consensus, and incorporates multiple-level forces on client systems.
5. Analyzing and evaluating data of client progress and outcomes and sees implications and consequences of this progress and outcomes.
6. Synthesizing, creating, and organizing ideas from theory, research, and practice for social justice.
7. Demonstrating the ability to integrate culturally competent skills into all aspects of social work practice.
8. Demonstrating the knowledge of the roles of behavioral health providers working in primary care settings, theories and models of care, and cross-cultural issues; and
9. Demonstrating skills in engagement, assessment, intervention planning and implementation, and practice evaluation in the primary and behavioral health care setting.

M.S.W. Practicum Education

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In addition, it is noted that social workers frequently change jobs, often to another field of practice. Social work education seeks to teach students to think critically, analyze systematically, and know where to find information and resources within the context of social work history, development, and values. It is this type of education that best prepares students to function in a rapidly changing society.

The Master of Social Work (MSW) "Online Only" Program is offered only to those students admitted to Advanced Standing status. The Online Only MSW Program requires the completion of 36 academic credit hours and is offered ONLY ONLINE. Students will not be allowed to take any other face to face or hybrid courses (although they will be allowed to take online only electives which are identified on the MSW Advanced Standing Online Only Plan of Study. This program option is designed for students entering the MSW Program who have a Bachelor of Social Work (BSW) degree and meet the requirements for Advanced Standing status. The program will consist of the advanced content (36 credit hours). Those Advanced Standing status students admitted to the MSW Online Only program option require the completion of 36 academic credit hours which includes 9 credit hours of field education. The Advanced Standing Program is for students entering the MSW Program with a BSW degree and who meet specific GPA requirements

MSW Advanced Standing Online Only Program

An applicant for admission to the Master of Social Work program who holds a baccalaureate degree from an undergraduate social work program accredited by the Council of Social Work Education may be admitted with advanced standing status.

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1. Describe the research and data/outcomes the implementation of this new program option is based upon.

Based on Marshall University's research and current Online Learning programs, there are more than 600 courses that are 100% fully online. These online courses allow online students to start—and finish—the online degree of their choice. Marshall's online learning program offers close to 300 e-courses every semester and serves nearly 17,000 students annually. Marshall's Online Only MSW program offers off-campus students located in the Tri-State Region of WV, Ohio, and KY an opportunity to complete the MSW degree in a one calendar year timeframe.

With MSW Online Learning from Marshall University in Huntington WV, MSW students can earn a quality degree completely online, while continuing to meet work and family obligations.

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Marshall University online learning offers many distinct advantages for today's students, who need and want:

- ï Flexibility to fit in classes with professional and personal commitments.
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How Does Online Learning Work? Requirements

Online courses are accessible to students with a wide range of computer experience. At a minimum, you will need a desktop or laptop computer, reliable Internet access and a webcam and mic. Students should be comfortable using e-mail and accessing the Internet to go online. Blackboard support is available 24/7 and our IT service desk is available to help all students.

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Communications
MSW Online Only students will communicate with MSW instructors using Marshall e-mail, or by using the Blackboard Course Messages tool for online course. Blackboard also posts general information and updates for online students on its News and Alerts pages.

What Are the Online Learning Tuition and Fees?
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School Social Work Specialist Certificate. The Certificate will cover all the knowledge areas that NASW requires for the Certified School Social Work Specialist (C-SSWS), the national certificate for school social workers. Keep in mind that the C-SSWS requires 2 years of PAID school social work experience prior to sitting for the exam. MSW students who opt into the SSWPS Certificate will be prepared to receive the national certification. Marshall University MSW

students will conduct their field internships within a school setting with school social workers. The school social work curriculum consists of the nomenclature, school structure, and the roles of school social workers. Certificate students will attend Interprofessional Education sessions with College of Education students one time yearly.

Who can apply for the SSW Certificate Program? • Students currently enrolled in the MSW Program • MU graduates who have completed the MSW clinical curriculum* • MSW graduates from other accredited programs* Graduate students from other disciplines may take the courses for CEUs for electives with approval from their program.* Transcripts will be reviewed on an individual basis This is an 21-hour certificate program. To qualify for the national exam Certificate students enrolled in the 21-credit hour certificate program are required to complete field placements in schools practicing school social work.

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students will conduct their field internships within a school setting with school social workers. The school social work curriculum consists of the nomenclature, school structure, and the roles of school social workers. Certificate students will attend Interprofessional Education sessions with College of Education students one time yearly.

Who can apply for the SSW Certificate Program? • Students currently enrolled in the MSW Program • MU graduates who have completed the MSW clinical curriculum* • MSW graduates from other accredited programs* Graduate students from other programs may take courses from the Certificate program as CEUs or as electives with their department's approval. * Transcripts will be reviewed on an individual basis

This is an 18-hour certificate program. To qualify for the national exam Certificate students enrolled in the 18-credit hour certificate program are required to complete field placements in schools practicing school social work.

Master of Social Work Plan of Study School Social Work Certificate (3 semester program option)

Name: _____ MU ID Number: _____

Address: _____ Phone Number: _____

_____ Advisor: _____

Anticipated date of completion: _____ E-mail: _____

Month & Year you first enrolled in the program: _____

_____

School Social Work Certificate.
The Certificate will cover all the knowledge areas that NASW requires for the Certified School Social Work Specialist (C-SSWS), the national certificate for school social workers. Keep in mind that the C-SSWS requires 2 years of PAID school social work experience prior to sitting for the exam. MSW students who opt into the SSWPS Certificate will be prepared to receive the national certification. MSW students will conduct their field internships within a school setting with school social workers. The school social work curriculum consists of the nomenclature, school structure, and the roles of school social workers. Students will also attend Interprofessional Education sessions with College of Education students one time yearly. Who can apply for the SSW Certificate Program? • Students currently enrolled in the MSW Program • MU graduates who have completed the MSW clinical curriculum* • MSW graduates from other accredited programs* Transcripts will be reviewed on an individual basis This is a 21-hour certificate program. MSW students enrolled in the 21-credit hour certificate program are required to complete 1 full year of specific field placement in schools practicing school social work. *Note the SSW Certificate program courses are open to other graduate majors as electives and as Continuing Education Units.

1.   **Year II Fall**
_____ LS   630   The School and Community Relation (3 credit hours)   online
_____ SWK 657 Prevention Interventions in School Social Work (3 credit hours)   hybrid

2.   **Year II Spring**
_____ SWK 670 Practice with Children   (3 credit hours)   hybrid
_____ SWK 656 Social Work in School Settings   (3 credit hours).   hybrid

3.   **Year II Summer**
_____ CISP 520 Introduction to Exceptional Children   (3 credit hours)   online
_____ SWK 673 Family and Comm Violence   (3 credit hours).   online
_____ SWK 681 Suicidology   (3 credit hours)   online

TOTAL CREDITS REQUIRED: 21 Credit Hours

Student's signature date	Advisor's signature date
MSW Director signature date.	Dean's signature date

College of Health Professions

Social Work Graduate Program

Course

Social Work in School Settings SWK 656

Course Description

School social work practice within the educational setting recognizes the importance of the home-school-community in the success of the student. The skills of a trained social worker, which include clinical, consultative, assessment and program development, provides the foundation for the school social worker. Upon completion of the course the student will be able to begin practice as a school social worker by removing barriers students experience within the school system thereby accessing the educational resources available for their success.

Credits

3

Prerequisites

None

Term/Year

Spring 2023

Class Meeting Days/Times /Location

3 consecutive weekends, Friday 5:30-9:30, Saturday 8:30-12:30

Friday March 24, Saturday March 25

Friday March 31, Saturday April 1

Friday April 7, Saturday April 8

(This instructor will visit all campuses for at least one "in person session." You are expected to be present on your designated campus for those "in person" dates. These dates TBA based upon final enrollment.)

Academic Calendar

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

Instructor

Frances Pack, MSW

Contact Information

- Office: South Charleston Campus GC 230G
- Office Hours: by appointment.
- Office Phone: 304-746-2515 ex 62515
- Marshall Email: packf@marshall.edu

Preferred Communication Method and Expected Response Time

Students may contact me either through my Marshall email or my personal cell phone, 304-545-7522. Only use my cell phone, via text, for urgent matters. Do not email me through Blackboard or chat via Teams. I will respond to you within 24 hours. I check my email throughout the day.

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.

Key policies at the start of the Fall 2021 semester include the following:

- **Masks are required for everyone in all public indoor spaces on university property, regardless of one's vaccination status.** These spaces include classrooms, labs, office suites, hallways, lobbies, stairwells, etc. Instructors may choose to teach either while wearing a mask or face shield or while standing behind the plexiglass barrier in the classroom.

- **In order to remain in in-person classes, students must sign the Marshall Return to Campus Student Agreement** that outlines public health expectations and University COVID-19 policies: https://bit.ly/2VP3Naa (URL: https://bit.ly/2VPENaa).

- **In order to remain in in-person classes for the Fall 2021 semester, students must submit their current vaccination status** in the online Student Vaccination Registry here: https://mubert.marshall.edu/vaccinerecord.php (URL: https://mubert.marshall.edu/vaccinerecord.php/). The registry offers several possible responses, including an option to not disclose vaccination status.

- **Students will disinfect their personal workspaces and virtual learning hubs** with disinfectant wipes provided nearby.

- **Students who are unable to follow University requirements due to a disability** should seek reasonable accommodations from the Office of Disability Services (ODS) during the first week of class.

Required and/or Recommended Texts and Materials

Required Texts and Materials

Keller, JoDee (2022), School Social Work. Springer Publishing.

Recommended/Optional Texts and Materials

Allen-Meares, Paula (2015), Social Work Services in Schools, Seventh Edition. Person Publication.

Massat, C., Kelly, M., Constable, R. (2016), School Social Work, Practice, Policy, and Research, Eighth Edition. Oxford University Press.

Cox, T., Fitzgerald, T., Alvarez, M. (2022), The Art of Becoming Indispensable. What School Social Workers Need to Know in Their First Three Years of Practice. Oxford University Press.

Technology and Technical Skill Requirements

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

- 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.

- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

Technology Assistance

- 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

Course Purpose

This course will assist you in preparation of providing social work services to schools, PreK-12 grade. You will learn how to navigate within the school setting to provide support to students as they progress from pre-kindergarten to graduation.

Course Student Learning Outcomes

Competency	Learning Outcome- Student will be able to...	Method of Assessment
Competency 1: Demonstrate Ethical and Professional Behavior	Understand the school as a system and the relevant laws and regulations that impact their practice within a school setting. Articulate the role of social work as an ancillary service in a host setting. Understand the history of school social work.	Federal law to student handbook assignment.
Competency 2: Engage Diversity and Difference in Practice.	Understand the role of the school social worker in promoting diversity, equity, and inclusion.	School and Community Context Paper
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.	Recognize the importance of federal, state and local county school policy as a means of advocating for student's rights.	Federal law to student handbook assignment. School and Community Context Paper
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Understand how research evidence informs and improves practice and programs. Understand how research can be used to inform policy and practice.	Research on trauma informed practice. Include in School Social Work Handbook

Competency	Learning Outcome- Student will be able to...	Method of Assessment
Competency 5: Engage in policy practice	Identify and assess social policies at the local, state, and federal levels that impact well-being, service delivery, and access to social services. Demonstrate an understanding of the Individuals with Disabilities Education Act (IDEA) Demonstrate an understanding of Section 504 of the Rehabilitation Act of 1073.	Federal Law to student handbook assignment
Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities	Understand how their own experiences affect their ability to engage clients. Utilize interviewing skills to engage all clients, from students to educational staff, to parents, to care givers and community organizations.	Resource Fair
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Understand the types of assessments used in schools (Social Developmental Study, Functional Behavioral Assessment. Discuss the importance of assessing strengths. Apply theoretical perspectives to understand and analyze information gathered from client systems.	School Social Work handbook

Competency	Learning Outcome- Student will be able to...	Method of Assessment
Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities	Understand the Multitiered System of Supports (MTSS) framework. Understand how social workers develop a preferred therapeutic approach. Understand Tier 1 interventions within the MTSS model. Discuss the importance of parent/family engagement in the school setting.	Paper on the development of a Tier 1 intervention for a specific school in your district. Include in School Social Work Handbook
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Describe the steps in evaluating Tier 1, Tier 2 and Tier 3 interventions. Understand the importance of evaluating outcomes, related to legislation (ESSA, IDEA, state school laws, county policies)	Paper on Tier I Include in School Social Work Handbook.

Course Structure

This course is structured with 6 live classes at each of the Marshall campuses. Live classes are scheduled for March and April. Preparation for the live classes will begin when the spring semester commences. Reading and writing assignments will be

due in February.

Course Requirements/Due Dates

Module	Assignment	Due	Points
1	**Read chapters 1 and 3 in textbook** **Reflection paper**	**1/31/23**	**10 pts**
2	**Read chapter 2 in textbook** **School and Community Context Paper**	**2/28/23**	**25 pts**
3	**Reading material provided** **School law assignment**	**4/1/23**	**15 pts**
4	**Resource Fair Presentation**	**4/15/23**	**25 pts**
5	**School Social Work Handbook**	**4/15/23**	**25 pts**

Tentative Course Schedule

Module 1: 1/9/23 – 1/31/23

- Independent reading assignments, Chapter 1 – The Context of School Social Work: Historical Background and Current Trends in Schools. Chapter 3 – Professional and Ethical Practice in School Settings.

- **Assignment – Reflection Paper due 1/31/23**

Module 2: 2/1/23 – 2/28/23

- Independent reading assignment, Chapter 2 in textbook

- **Assignment – School and Community Context Paper due**

2/28/23

Module 3: 3/1/23 – 4/1/23

- Reading assignment – Material provided on Federal, State and Local Laws and policies. Textbook Chapters 5 and 7.

- **Assignment – Federal Law to School Handbook Paper**

Module 4: 3/31/23 – 4/1/23

- Reading assignment – Textbook Chapters 11, 12, 13 and 14.

- **Assignment School Social Work Handbook due 4/15/23**

Module 5: 4/14/23 – 4/15/23

- Reading assignment – Textbook Chapters 6, 8, 9, 10, 15

- **Assignment Resource Fair Presentation due 4/15/23**

Course Policies

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

Attendance/Participation Policy

Attendance at live class meetings is mandatory. Each section will meet in the appropriate location during the 3-week period. Schedule for each live class will be posted on Blackboard in January. Live class meetings will be determined according to enrollment. Any absences need to be discussed with Professor Pack prior to the class meeting. It is the responsibility of the students to advise Professor Pack of their intention to attend each scheduled weekend.

Grading Policy

Grading Scale

Completion of all assignments is required to pass the course.

Anticipated Response Time for Grading and Feedback

Coursework will be graded within 2 weeks of submission.

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
- 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: 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/).

Course Assignments

Module # 1 Reflection Paper (2-3 pages)

Chapter 1 of the text, School Social Work: A Skills Based Competency Approach, provides a historical background for the practice of Social Work in the school system. Chapter 3 of the text provides information on professional and ethical practice in the school setting. Each chapter provides information on the role

of the school social worker and how a school social worker shall adhere to the NASW professional and ethical practice of social work.

West Virginia has not yet recognized a specific licensure for School Social Workers as has been established for School Psychologists and School Counselors. Lack of licensure and credentialing may create confusion in the local school as to the specific duties of the School Social Worker. Lack of specific standards presents challenges to the school social worker in West Virginia. Within the past few years many counties within West Virginia have begun hiring School Social Workers, with varying job descriptions. Lack of clarity of appropriate job responsibilities for the professional school social worker increases the possibility of frustration for both the school and the social worker.

Reflecting on the information in both chapters please answer the following questions

1. How would you introduce yourself as the school social worker to the faculty of the school (s) you serve? Would your role be different in each school if you served more than one school, such as an elementary school and a high school?

2. What are the unique ethical issues and challenges that you might encounter in working with minors? Think about your own views regarding the rights and interests of parents and the rights and interests of students regarding their own personal information and exercising control over that information. *This question is from your text on page 67.*

Your reflection includes information from your textbook and your own personal experience. Answer each question thoroughly, with correct punctuation and grammar, typed 12 font, double spaced and at least 2 pages but no more than 3 pages. Points will be deducted if questions are not fully answered.

Module #2 School Community Context Paper (6-10 pages)

For this paper, refer to Chapter 2 on the school culture and community context.

School

A. The Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act (ESSA), requires every school district in every state to publish a report card.

Find the report card for a school in your district.

B. Describe the following characteristics of the school(s) in your district, using the School Report Card website for your state.

1. What is the racial/ethnic composition of the student body? Of the faculty?

2. What is the student to teacher ratio?

3. Describe the array of special education programs.

4. How many students with Individual Educational Programs are served in your school?

5. Describe what supports are available to you in the school.

6. Does your school have a formal crisis plan?

   a. To whom do you go for help with a case?

   b. To whom would you go for support or informal discussion that may be sensitive in nature?

   c. What is the chain of command if there is a crisis or emergency in the school?

   d. As an intern what would your role be in such a crisis?

   e. Find out the **rules of confidentiality** for social workers in your school.

Community

Describe the following characteristics of the geographic community served by the school, using census data and any information the school district maintains.

A. Income range and average income. (Explain how the average income range impacts the school.)

B. Race and ethnicity. (Does the diversity of the school reflect the diversity of the community?)

C. Population density. (What is the density of the community – see census data?)

D. The sense of safety in the neighborhood. (Describe security issues facing students in the school and community.)

E. What social service agencies are located in the community? What agencies are utilized as a referral source by the social worker(s)? How are these social service agencies utilized? Is there a key contact person? What is the referral process, etc?

Personal Analysis   *Describe the "climate" of your school.*

A. What is your assessment of the underlying expectations for students?

B. What is the morale of the teachers? (What does the morale of the teachers tell you about the administrative focus?)

C. How stable is the administration?

D. What are the common attitudes of the parents concerning the schools?

E. In your opinion, how do you think the "climate" is impacting academic as well as social and emotional learning in your school?

F. What are common attitudes toward social work services in your school?

G. Are the overall values and priorities of the school (administration, teachers) consistent with the values of professional social work?

Paper: Narrative description of above components. Typed, double-spaced, one-inch margins, 6-10 pages. Follow APA format.

Criteria for Grading:

- Organization and clarity

- Thoroughness of responses to questions
- Quality of writing (grammar, spelling and word usage)
- Use of APA format.

Module #3 Federal Law to Student Handbook Paper

Students will choose 3 federal laws pertaining to the school system. Each law will be followed by federal policy, state law, state policy and finally county policy. Each law will be properly cited, with thorough explanation. You may format this as a flow chart that explains the progression from law into practice.

Module #4 Resource Fair Presentation

Identify four or five resources that are appropriate for your school (these can include interventions as well as resources in the community. Interventions may include curricular information, social/emotional learning (SEL) activities, ice breakers to use in small groups, evidence-based prevention/intervention programs. Community resources can be a one-page sheet of community resources, including referral process, contact information, and services/eligibility criteria.)

You should consider:

- The population served within your school/community,
- The age or developmental stages of the children served,
- The needs addressed by the resources,
- The cultural responsiveness of resources.

Students are expected to present the information in a consumable format for the class (e.g., create a handout, post on Blackboard). As appropriate, demonstrate games, icebreakers, or other interactive resources. Students may complete this assignment in pairs. Take 10 to 15 minutes for the presentation/demonstration.

Module #5 School Social Work Handbook

The School Social Worker's Handbook will be compiled during the semester. Specific entry requirements will be given at the beginning of the semester. The handbook will be due at the last live class.

Bibliography

[Enter course bibliography or delete this heading.]

Marshall University
College of Education and Professional Development

Course
LS 630:   The School and Community Relations

Course Description

This course provides students the opportunity to study the concept of community; to examine relationship patterns between schools and their local communities, to explore the possibilities for combining the resources of the school and community in the interest of school improvement, and to evaluate communication strategies designed to enhance the school-community relationship.

Credits
3 Cr. Hrs.

Prerequisites
Admission to the Leadership Studies program

Term/Year
Fall 2022

Format (and Meeting Days/Times/Location)
This course format is 100% asynchronous online course (OC)]. This is a 100% online course delivered through Blackboard with no required synchronous meetings.

This course should be completed in one fall term.

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

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.

Key policies at the start of the Fall 2021 semester include the following:

- **Masks are required for everyone in all public indoor spaces on university property, regardless of one's vaccination status.** These spaces include classrooms, labs, office suites, hallways, lobbies, stairwells, etc. Instructors may choose to teach either while wearing a mask or face shield or while standing behind the plexiglass barrier in the classroom.

- **In order to remain in in-person classes, students must sign the Marshall Return to Campus Student Agreement** that outlines public health expectations and University COVID-19 policies: https://bit.ly/2VP3Naa (URL: https://bit.ly/2VPENaa).

- **In order to remain in in-person classes for the Fall 2021 semester, students must submit their current vaccination status** in the online Student Vaccination Registry here: https://mubert.marshall.edu/vaccinerecord.php (URL: https://mubert.marshall.edu/vaccinerecord.php/). The registry offers several possible responses, including an option to not disclose vaccination status.

- **Students will disinfect their personal workspaces and virtual learning hubs** with disinfectant wipes provided nearby.

- **Students who are unable to follow University requirements due to a disability** should seek reasonable accommodations from the Office of Disability Services (ODS) during the first week of class.

Instructor
Dr. Eugenia Lambert

Contact Information
Office 203 Building GC, South Charleston Campus, 100 Angus E. Peyton Drive, South Charleston, WV 25303

Office Hours: By appointment

Office Phone: 304.746.8959

Marshall Email: webb24@marshall.edu

Preferred Communication Method and Expected Response Time

You may contact me on the blackboard site. If you need immediate assistance please email me at webb24@marshall.edu

About Me

I started my career as the teacher of Preschool Special Needs students, I enjoyed that for 13 years. I then became an administrator for 9 years, it was the hardest job I ever loved! I moved from there to the Dir. of Special Education at RESA 2 where I stayed for 2 years before coming to Marshall.

Helping you become a great administrator is rewarding to me, and I want you to enjoy this class. The more you put into it, the more you get out of it! Some of my dearest friends are the parents of children I had as a principal. Building relationships is critical, and the affect it has on your job and life is amazing.

Required and/or Recommended Texts and Materials
Required Texts and Materials

Book 1   *What If Short Stories to Spark Inclusion and Diversity Dialogue*   Steve L Robbins, PhD   ISBN 978-1-4736-9054-7

Book 2   *Fundamental of Invitational Education*   William W Purkey John M Novak   ISBN 978-0-692-54368-9

Book 3   *Implementing Innovative Leadership in an Inclusive Learning Environment   Thompson, Aaron; Barber, Houston; Cuseo, Joseph*   ISBN 978-1-7924-2538-7

You must have access to a webcam to do your required Voice Thread.

You must have access to a digital recorder or a Smart Phone to complete your Video Recordings.

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 minimum computer requirements, please see Student Resources and IT: Recommended Hardware (URLs: http://www.marshall.edu/muonline/student-resources/ and http://www.marshall.edu/it/rechardware/).
- 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 [delete any you do not use]: 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.
- 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 free to students enrolled at Marshall University. 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.
- Must be able to record a video of you performing some assignments.
- Must be able to use Voice Thread.
-

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/students/)
  - Huntington: (304) 696-3200
  - South Charleston: (304) 746-1969
  - Email: itservicedesk@marshall.edu

Course Purpose

The purpose of this course is to help you create a school that emulates the concepts and ideas of a community school. This course focuses on the features that typify the interaction between schools and their publics, and examines the contemporary changes and problems that influence the current communication context. Among the topics for discussion are the concept of community; the community within a school; how the school community may function in the broader community; the issue of public confidence in schools; factors influencing schooling; and effective public relations techniques.

This course will examine Family and Community Partnerships as a key element of Support for Personalized Learning (SPL).

Course Objectives/Outcomes

The learner outcomes for this course are based on the National Policy Board for Educational Administration Standards for Advanced Programs in Educational Leadership. At the end of the course, students should be able to:

NELP Standards	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
Component 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.	Develop and engage staff in a collaborative professional culture/climate.	Research Discussions Mentorship/Internship WVDE website	FE 1 School Climate SPL work Parent/Staff Training
Component 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school	Engage diverse families in strengthening student learning in and out of school.	Research Discussions Mentorship/Internship WVDE website	FE 1 School Climate Community and External Leadership
Component 5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.	Cultivate relationships with diverse community members, partners, and other constituencies.	Text Mentor Research	A 4 Design a Parent Volunteer Program FE 3 Create a Communication Plan FE 4 Create a Communities in School Plan Community and External Leadership Essay
Component 5.3 Program completers understand and	Students will learn to establish different communication modes amongst school	Research Discussions Mentorship/Internship	Press Release Dealing with Parent Assignment

demonstrate the capacity to ==communicate through oral, written, and digital means== within the larger organizational, community, and political contexts when advocating for the needs of their school and community.	community.	WVDE website	Communication Plan Newsletter Community and External Leadership
==Component 3.1== ==Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.==	Students will use data from SPL to create and advocate for a supportive and inclusive school. Students will identify and discuss how equity, inclusiveness, and cultural responsiveness are a part of a collaborative school community and culture.	WVDE website Mentorship Research	SPL Profile work Equity, Inclusiveness, and Cultural Responsiveness Essay
Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for ==equitable access to educational resources, technologies, and opportunities== that support the educational success and well-being of others.	Students identify resources to support educational success.	Research Mentorship Community Resources	Community Resource List Equity, Inclusiveness, and Cultural Responsiveness Essay
Component 3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and ==advocate for equitable, inclusive, and==	Students analyze and explain culturally responsive instruction and identify behavior support practices.		Equity, Inclusiveness, and Cultural Responsiveness Essay

culturally responsive instruction and behavior support practices among teachers and staff.			

Attendance/Participation Policy

You are required to post on all discussion activities. You are expected to complete assignments.

Online Etiquette Expectations

ACADEMIC HONESTY:

Academic honesty is expected in all class-related endeavors, and students are expected to be honest in all academic work. Penalties for plagiarism or other forms of dishonesty can be severe and may include course failure, dismissal from the program or from the University. Refer to the Graduate Catalog for further information:

https://www.marshall.edu/mugc/CatalogS2005/index.html

The university policy may be found at Academic Dishonesty Policy and Report (requires Adobe Acrobat)
http://www.marshall.edu/academicaffairs/Academic%20Dishonesty%20Policy.pdf

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Grading Policy

FIELD EXPERIENCES: Every course in the principal preparation program has required field experiences. This is an important component of the courses, as these activities provide the "bridge" from theory to practice; they provide opportunities for hands-on experience. The field experiences for LS630 include: 1) Parent and Staff Training (2) Newsletter (3) Communication Plan, and (4) Communities in Schools Plan.

(NOTE: Students MUST complete all field experience activities and reflective papers in order to earn a course grade.)

Each field experience requires a **reflective section** in which the student considers the nature of the field experience, its relative value to his/her preparation as an administrator, difficulties in accomplishing the task, and other relative and pertinent thoughts. Graduate level writing (without spelling and/or grammar errors) and analysis are expected.

Grading Scale

93-100

85-92

75-84

Rubrics for each Field Experience are available on Blackboard.

A GRADE OF "INCOMPLETE"

A grade of "Incomplete" will not automatically be given to a student who does not complete all course requirements. Incomplete grades will only be given to students who become ill or face some other type of emergency during the term and therefore cannot complete the course, and have completed at least half of the course. Incompletes will not be given to those who simply fail to drop the course by the appropriate date. The instructor determines the length of time the student has to complete missing class work, with a maximum of one year from the end of the course. In most cases, however, extensions of time granted are equal to one term. It is a student's responsibility to contact the Instructor during the course if a potential problem is anticipated in completing the course.

Late Work Policy

While our faculty sympathize when students have difficulty meeting an assignment or activity due date, many problems are created when students miss deadlines. (1) The student's work piles up, reducing the quality of both the learning experience and the finished product. (2) Faculty schedules are carefully planned to provide time for meaningful feedback to students and late work from students is not something for which they plan. (3) Late work from students can reduce the momentum and meaning of the course for everyone in it. (4) This program is designed to prepare practicing leaders who must regularly meet deadlines. Procrastination as a leader is viewed as incompetence by subordinates and supervisors.

1. If you have some serious issue that will prevent you from completing an assignment on time, you must contact the instructor in advance of the due date to make arrangements for submission.
2. No work will be graded if it is 2 weeks (14 days) or more past the due date for the assignment and a grade of zero will be recorded for the assignment
3. There will be no chance for revision of any assignment that is submitted after the due date.
4. Full credit for work turned in on or before the due date, a 2 point per day reduction will occur after that.
5. Sometimes, an instructor may decide to return an assignment for revision. Any assignment returned for revision is due to be resubmitted 1 week (7 days) after it is returned or marked unacceptable.

Anticipated Response Time for Grading and Feedback
I try to grade items as soon as they come in. I grade in the order work is received. You can expect a response within one week of submission. If you email me on blackboard I will respond as soon as I log into the class. If you email me at

webb24@marshall.edu I will respond as soon as I'm available.

Evaluation Criteria

Deadlines for assignments can be found on the course calendar and on the course assignment chart. Students' learning will be assessed on the completion and quality of assignments and field experiences:

University Policies

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

- Academic Honesty
- 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

Students with Disabilities

Marshall University is committed to making all programs, services, and activities fully accessible to students with disabilities. The purpose of the Office of Disability Services Program is to provide the educational and physical accessibility support necessary for students to achieve their academic goals and to promote as much independence as possible on the part of the students with disabilities. Students with disabilities who require accommodations must contact the Office of Disability Services (URL: http://www.marshall.edu/disability/).

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

Achilles, C.M., & Smith, P. Chapter 9 in Hughes, L.W. (1994). *Principal as leader* (2nd ed.). Columbus, OH: Prentice-Hall.

American Association of School Administrators (1995). *How to deal with community criticism of school change.* Washington, DC: Author.

Brunner, C.C. (1997). *When borders become barriers: Policy and the disconnection between public schools and communities.* Paper presented at the annual meeting of the University Council for Educational Administration, Orlando, FL, October 31, 1997.

Calvert, P. (1990). The communicators' handbook: Techniques and technology. Gainesville, FL: Maupin House.

Culver, D. (1996, August 2-8). Putting your best foot forward, but not in your mouth. *Houston Business Journal Week*, pp. 29-36.

Covey, S.R. (1989). *The 7 habits of highly successful people.* New York: Simon & Schuster.

Gallagher, D.R., Bagin, D., Kindred, L.W., & Moore, E.H. (2004). *School and community relations.* Allyn & Bacon.

Gestwicki, C. (2010). *Home, school, and community relations.* (7th ed.). Wadsworth: Cengage Learning.

Hughes, L.W. & Hooper, D.W. (2000). *Public relations for school leaders.* Boston, MA: Allyn & Bacon.

Korem, D. (1997). *The art of profiling: Reading people right the first time.* Texas: International Focus Press, Richardson.

Kowalski, T.J. (Ed.) (2003). *Public relations in schools.* Prentice-Hall.

Ledell, N. (1995). *How to avoid crossfire and seek common ground: A journey for the sake of children.* Arlington, VA: American Association of School Administrators.

Matthews, D. (1996). *Is there a public for public schools?* Dayton, OH: Kettering Foundation Press.

Michel, G.J. (1997). *Building schools: The new school and community relations.* (This book has separate chapters on the parent, business, political, and the religious communities in which various influencers are described and discussed.)

Moore, E.H., Gallagher, D.R., and Bagin, D. (2012). *The School and Community Relations.* New York, NY: Pearson Publishing.

Olsen, G. & Fuller, M. (2012). *Home and school relations: teachers and parents working together.* New York: Pearson Publishing.

Spring, J. (1997). *Political agendas for education.* Mahwah, NJ: Erlbaum.

Course Title/Number	SWK 670 Theories and Practice with Children and Adolescents
Semester/Year	Spring 2021
Days/Time Face to Face Sessions	• February 12 - Friday 5:30pm to 9:30, Feb 13 - Saturday 8:30am to 12:30pm • February 19 Friday 5:30pm to 9:30, February 20 Saturday 8:30am to 12:30pm • February 26 - Friday 5:30pm to 9:30; February 27 – Saturday 8:30am to 12:30pm • April 2 - Friday 5:30pm to 9:30; April 3 – Saturday 8:30am to 12:30pm • April 9- Friday 5:30pm to 9:30; April 10 – Saturday 8:30am to 12:30pm • April 16- Friday 5:30pm to 9:30; April 17 – Saturday 8:30am to 12:30pm
Location	Virtual
Instructor	Peggy Proudfoot Harman, Ph.D., MSW, LICSW
Office	Prichard Hall Rm 308
Phone	304-696-3746
E-Mail	Peggy.harman@marshall.edu
Office Hours	By appointment
University Policies	**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/).

Email Policy	I do my best to respond promptly to students' emails because I know we have a ver short time to accomplish a lot, and you have questions that need answers. Yo should expect a response from me within 24 hours. I generally do not respond t emails on Sundays. Please check your Marshall email regularly and respond to m emails as soon as possible. Do not email me through Blackboard.

Course Description: From Catalog

This course prepares social workers to apply theoretical knowledge of child and adolescent development in clinica practice. Social workers will be prepared to assume a variety of roles and perform different functions of th generalist model with children and adolescents.

Required Texts, Additional Reading, and Other Materials

This course will use two texts, as well as additional readings about practice issues and research evidence. Pleas note that identified readings are to be read before each class and students are expected to come prepared t discuss.

- Davies, Douglas (2011), Child Development, 3rd edition. NY: Guilford Press.
- McKenzie, Fred (2008), Theory and Practice with Adolescents. Chicago, Lyceum Books.

Competency	Learning Outcome—Student will be able to...	Method of Assessment
Competency 1—Demonstrate Ethical and Professional Behavior	Apply knowledge of professional ethics and values to class interactions, participation, assignments, and group work Use reflection and self-regulation to manage personal values and maintain professionalism in practice and classroom situations Produce professional quality writing that adheres to APA formatting free from grammatical and typographical errors, and attends to proper spelling of all medical terminology	↕ Assignment: Read Pgs 5-28 Case Studies in Child Adolescent and Famil Treatment ≫ ▢ Read: Leroy and Anthony - pages 5-28 in Case Studies in Child, Adolescent and Famil Treatment (below) an answer the following questions worth 10 points eacl for a total of 70 points. Pleas write your answer in the are: provided here - 70 points. Working with a chil diagnosed with ADHE involves treatment in th context of the family, with al

		the challenges and strength: that exist in a family system This case highlights the developmental trajectory o ADHD and the flexibility required by the therapist in a unique portrayal of assessmen and treatment progressior from Nate's childhood tc young adulthood using a combination of structura family therapy and parentin, techniques.
Competency 2— **Engage Diversity and Difference in Practice**	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. Demonstrate attitudes and behaviors of a competent behavioral healthcare provider	Practice with Adolescents Module 7 Practice with Adolescents ▭ Read: McKenzie Chpts 2-4 Practice with adolescents anc answer the following- 10(POINTS
Competency 4— Engage in Practice-informed Research and Research Informed Practice	Synthesize prior knowledge of social work theory and practice with child and adolescent theories Use and translate research evidence to inform and improve practice, policy, and service delivery	McKenzie Chpt 2 The Practice Formulation fo: Biopsychosocial Assessmen and Intervention Planning Reaction Paper
Competency 6— Engage with Individuals, Families, Groups, Organizations, and Communities	Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients, colleagues, and constituencies Demonstrate understanding of social work roles with children and adolescents and their families	Case Study with Child anc Adolescents the following- 7(POINTS

Competency 7 Assess Individuals, Families, Groups, Organizations, and Communities	Use observation, interviewing, listening, and critical thinking skills to assess needs of children and families using biopsychosocial framework and theory of person-in-environment	McKenzie Chpts 2-4 Practic with adolescents and answe the following- 100 POINTS
Competency 8— Intervene with Individuals, Families, Groups, Organizations, and Communities	Develop hypothesis and intervention plan based on theoretical frameworks to promote change	McKenzie Chpts 2-4 Practic with adolescents and answe the following- 100 POINTS

Module Dates:

Module 1 - January 24	February 7	Midnight
Module 2 - February 7	February. 21	Midnight
Module 3 - February 21	March 7	Midnight
Module 4 - March. 7	March 21	Midnight
Module 5 - March 21	April 4	Midnight
Module 6 - April 4	April 18	Midnight
Module 7 - April 18	April 30	Midnight

Graded Activities: - 570 Total Points

Module 1: Attachment Theory Exam 80 points

Module. 2: Brain Development Quiz - 80 points

Module 3: Assessing PTSD Quiz - 40 points

Module 4: Complete READING: Case Studies in Child, Adolescent and Family Treatment and answer 7 questions (2-4 pages double spaced) worth 10 points each for a total. - 70 points.

Module 5: Complete READING: Case Studies in Family Treatment and Parent Training - Homebuilders Model Please read this entire article and watch "The Unquiet Death of Eli Creekmore" and answer the following: 2-4 pages, double spaced. - 20 points each - 100 points

Module 6: Watch: Motivational Interviewing with Adolescents:
  https://www-psychotherapy-net.marshall.idm.oclc.org/stream/marshall/video?vid=391 Assignment: **Complete reaction paper 2-4 PAGES DOUBLE SPACED - 100 points**

Module 7: Complete READING: McKenzie Chpts 2-4 Practice with adolescents and answer the questions - double spaced 100 points.

==**You must complete all assignments to pass the course.==

Grading scale:

Assessment Classification	Range		Grade	Grade Point
	%	Points		
Excellent	90-100	513-570	A	4.0
Good Work	80-89	456-512	B	3.0
Average	70-79	399-455	C	2.0
Poor	60-69	342-398	D	1.0
Fail	Below 60	Below 341	F	No Credit

- February 12 - Friday 5:30pm to 9:30, Feb 13 - Saturday 8:30am to 12:30pm
- February 19 Friday 5:30pm to 9:30, February 20 Saturday 8:30am to 12:30pm
- February 26 - Friday 5:30pm to 9:30; February 27 – Saturday 8:30am to 12:30pm
- April 2 - Friday 5:30pm to 9:30; April 3 – Saturday 8:30am to 12:30pm
- April 9- Friday 5:30pm to 9:30; April 10 – Saturday 8:30am to 12:30pm
- April 16- Friday 5:30pm to 9:30; April 17 – Saturday 8:30am to 12:30pm

Module 4: Case Studies in Child, Adolescent and Family Treatment
Competency 6 SWK 670 Grading Rubric for Summary Case Study of child or adolescent
(70 possible points)
63-70= A
55-62 = B
54-61 = C

					Earned Points
Systemic Influences 10 pts		Points: **10** Interesting, original topic sentence, reflecting thought and insight; focused on one interesting main idea.	Points: **7** Clearly stated topic sentence presents one main idea.	Points: **3.5** Acceptable topic sentence presents one idea.	
Developmental Considerations 10 pts		Points: **10** Interesting, concrete and descriptive examples and details with explanations that relate to the topic.	Points: **7** Examples and details relate to the topic and some explanation is included.	Points: **3.5** Sufficient number of examples and details that relate to the topic.	
Relational Considerations 10 pts		Points: **10** Thoughtful, logical progression of supporting examples; Mature transitions between ideas.	Points: **7** Details are arranged in a logical progression; appropriate transitions.	Points: **3.5** Acceptable arrangement of examples; transitions may be weak.	
Multicultural Considerations 10 points		Points: **10** Provides excellent examples of multicultural considerations	Points: **7** Provides at least 2 examples of multicultural considerations	Points: **3.5** Provides 1 example of multicultural considerations	
Conceptualization 10 points		Points: **10** Provides significant conceptualization of each point	Points: **7 Provides some** conceptualization of each point	Points: **3.5** Conceptualization is very weak	
Counseling Process Flow		Points: **10 Excellent review of the Counseling Process Flow**	Points: **7** Provides some information on the Counseling Process Flow	Points: **3.5** Very weak understanding of the Counseling Process Flow	
Outcome 10 pts		Points: **10** Very strong association between all elements of case study	Points: **7** Provides some association of elements in case study	Points: **3.5** Very weak association of all elements in the case study	
Total Points Possible					

Course Title/Number	SWK 673 Family & Community Violence in Rural and Underserved Areas
Semester/Year	Spring 2018
Days/Time	Friday 5:30-9:30 and Saturday 8:30-12:30
Location	Prichard Hall Rm 401
Instructor	Peggy Proudfoot Harman, MSW, Ph.D., LISW-S
Office	Prichard Hall Rm 308
Phone	304-696-3146
E-Mail	Peggy.harman@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 by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to www.marshall.edu/academic-affairs/policies/ Academic Dishonesty/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
Email Policy	I do my best to respond promptly to students' emails because I know we have a very short time to accomplish a lot, and you have questions that need answers. You should expect a response from me within 24 hours. I will not respond to emails on Sundays. Please respond to my emails as soon as possible.

Course Description

A thorough and critical examination of family violence from a sociological perspective. Topics include, the meaning nature, and types of family violence; biological, psychological, anthropological and sociological theories which attempt to explain hostility, aggression and violence among intimate people; the philosophy of non-violence; the consequences of violence; and preventive measures and strategies for dealing with violence in the family. Although the course focusses on the American family, illustrations from other cultures are provided.

Required Texts, Additional Reading, and Other Materials

1. This course will use two texts, as well as additional readings about practice issues and research evidence. Articles are identified within the syllabus and will be available on the course Blackboard site. Please note that identified readings are to be read before each class and students are expected to come prepared to discuss the salient content.

- Required Reading:

Gosselin, D. (2009). Heavy hands: an introduction to the crimes of family violence. Upper Saddle River Pearson-Prentice Hall. ISBN: 9780136139034.

Other materials/readings as assigned and posted online

Competency	Learning Outcome—Student will be able to…	Method of Assessment
Competency 1—Demonstrate Ethical and Professional Behavior	Apply knowledge of professional ethics and values to class interactions, participation, assignments, and group work Use reflection and self-regulation to manage personal values and maintain professionalism in practice and classroom situations Compare and contrast the ethical codes of medical and mental health disciplines as they apply to informed consent, confidentiality, relationships with patients and colleagues, and scope of practice Produce professional quality writing that adheres to APA formatting, is free of grammatical and typographical errors, and attends to proper spelling of all medical terminology Articulate the critical role of supervision for behavioral healthcare providers in IC settings	• Assignment 2 • Class discussion
Competency 2—Engage Diversity and Difference in Practice	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. Demonstrate attitudes and behaviors of a competent behavioral healthcare provider in a primary care setting with specialized populations (i.e. military/veterans, children, clients with substance abuse disorders, partner violence, pregnant and postpartum women)	Covered in class through (i.e., activity, reading, content)

Competency 3— Advance Human Rights and Social, Economic, and Environmental Justice	Explain healthcare disparities in current system Explain how IC addresses those disparities Advocate for integrated behavioral healthcare in primary settings.	Covered in class through (i.e., activity, reading, content)
Competency 4— Engage in Practice-informed Research and Research Informed Practice	Synthesize prior knowledge of social work theory and practice with integrated behavioral health concepts. Use and translate research evidence to inform and improve practice, policy, and service delivery Apply research skills to inform and familiarize self with pharmaceutical MOAs, drugs, adverse effects, and special issues related to drugs used to treat depression, ADHD, obesity, anxiety, insomnia, mood disorders, dementia, and chronic pain.	Covered in class through (i.e., activity, reading, content)
Competency 5— Engage in Policy Practice	Research media sources, government reports, NASW policy briefs to obtain credible information on the proposed healthcare bill and its projected costs, benefits, & outcomes	Covered in class through (i.e., activity, reading, content)
Competency 6— Engage with Individuals, Families, Groups, Organizations, and Communities	Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients, colleagues, and constituencies Demonstrate understanding of social work roles with children and adolescents	

Competency 7 Assess Individuals, Families, Groups, Organizations, and Communities	Demonstrate confidence and competence using brief assessment instruments common to Interdisciplinary Clinic settings Compare and contrast effective and ineffective responses to clients Demonstrate helpful use of questioning Identify considerations when relaying assessment results to clients	Position Paper: Students are required to prepare a position paper on any topic in Weeks 1 through 4 of the course. The purpose of a position paper is to generate support on an issue. It describes a position on an issue and the rational for that position. The position paper is based on facts that provide a solid foundation for your argument. In the position paper you should: •Use evidence to support your position, such as statistical evidence or dates and events. •Validate your position with authoritative references or primary source quotations. •Examine the strengths and weaknesses of your position. •Evaluate possible solutions and suggest courses of action. Choose an issue where there is a clear division of opinion and which is arguable with facts and inductive reasoning. You may choose an issue on which you have already formed an opinion. However, in writing about this issue you must examine your opinion of the issue critically. Prior to writing your position paper, define and limit your issue carefully. These issues are complex with multiple solutions. Narrow the topic of your position paper to something that is manageable. Research your issue thoroughly, consulting experts and obtaining primary documents. Consider feasibility, cost-effectiveness and political/social climate when evaluating possible solutions and courses of action. Students must utilize a minimum of four outside sources to inform their paper. These sources must be peer reviewed publications or governmental reports.
Competency 8— Intervene with Individuals, Families, Groups, Organizations, and Communities	Explain the concept of 'stepped care' Identify counseling strategies used in IC settings Select most appropriate strategy given client's need Present information to colleagues in form of staff development	Comment Posts
Competency 9— Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Explain the role of supervision in evaluation of practice Use reflection to identify effective and ineffective strategies, practices, approaches Demonstrate ability to offer constructive feedback on areas of improvement to peers and colleagues Create a plan that improves upon practice in areas identified through reflection, supervision, and feedback from colleagues	Covered in class through (i.e., activity, reading, content)

Participation Policy

Participation is required in this class. If you are not physically present in the class, you are not able to participate so you will not receive participation points if you are not here. I do not award points for incomplete work or unmet expectations; however, I understand emergencies arise, so students are provided one opportunity to make up participation points through an extra assignment. If extreme circumstances emerge, please meet with me.

If you miss more than one class, the natural and logical outcome of that situation is that you do not receive participation points, potentially resulting in a grade less than an "A." Keep in mind if you miss two classes, you have missed 1/3 of the course, which is not acceptable practice in graduate school.

course focusses on the American family, illustrations from other cultures are provided.

Student Learning Outcomes/Core Competencies:

1. Think critically about important issues in family violence
2. Problem-solve solutions to issues in current policy and practice
3. Enhance communication skills and reading/research acumen

It is likely that some of the students in this course are victims, perpetrators, or witnesses of family violence. Therefore, some special guidelines are being established:

- ✓ (withholding): Do not feel obligated to reveal your own experiences. Reveal only what is comfortable for you.
- ✓ (confidentiality): Any revelations made in this course to the professor must not be reported in an identifiable way to others.
- ✓ (respect): We should respect victims and their decisions even if we disagree with those decisions. We should also respect perpetrators and recognize their own victimization while still holding them responsible for their own actions.
- ✓ Disagreements should be handled through constructive dialogue. It is easy to get angry with those who disagree with us on these topics and with entire categories of people.
- ✓ (hope and activism): It is easy to get depressed and to despair about this subject. Keep in mind that the situation is better today than 10 years ago, because activists in the area have worked for change. Things will be better 10 years from now IF we keep insisting on it.

COURSE REQUIREMENTS

Instructional Methods/Activities/Assessments

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week you will work toward achieving these outcomes through discussions/comments, papers, and a final presentation. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

Please note that a core competency of this course is critical thinking. Critical thinking requires students to think through situations, facts, and issues in an open-minded and objective way in an effort to analyze and evaluate information in an informed manner. Qualities of a critical thinker (and of arguments that embody critical thinking) include:

- Certainty is not always necessary for a critical thinker; possibility and probability should always be a consideration—in other words, just because the book tells you it is true, doesn't mean that there may not be another solution or possibility to consider. The way that facts relate to one another—and not just fact alone— should be used to determine truth.

- Critical thinkers are not only independent thinkers; they are also fair-minded in that they are willing to consider all points of view, and they are careful to take every aspect of an argument into consideration—your way of thinking may not necessarily be the only way or the right way of thinking. Consider other perspectives
- Consider evidence (facts), source (from what source did your evidence come from), and motivations (what might be the underlying motivation behind these facts)—in other words, gather information from credible sources and evaluation this sources/factual information in the context of what you have been asked to discuss/evaluate.

As defined by the National Council for Excellence in Critical Thinking, critical thinking is:

"The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness."

(Scriven, M. & Paul, R. Presented at the 8th Annual International Conference on Critical Thinking and Education Reform, Summer 1987.)

When preparing discussions/comments/assignments/papers/presentations, use the following to help you critically think through task. You will be graded (in part) on how well you are able to perform this skill.

- Determine the problem/issue you are trying to solve. Make sure you remain open-minded and objective and be aware of your own biases on the subject and put them aside
- Develop a hypothesis and/or possible solution to the problem/issue. Brainstorm other possible solutions. Think about the pros and cons of the problem/issue
- Gather information on the problem/issue that may support or contradict your position
- Analyze your facts. Don't assume anything. Evaluate the facts objectively Determine a
- reasonable conclusion based on all of the facts
- Make sure your facts (and the reporting of the facts) are accurate. You may assume a causal relationship but there might be other possible conclusions to be drawn based on other factors. Be sure to evaluate what those might be

<u>Introduction</u>: (1 Introduction post—not graded)

Students are asked to introduce themselves to each other. This introduction may include any information that you would like to share with others in the course, but must minimally include a statement that you have read and agree to abide by the syllabus and follow the rules of academic integrity and netiquette. You will not be allowed to continue in the course without providing this statement. This post is due by 11:59PM CST on Tuesday of Week #1 of the course.

<u>Discussion Posts</u>: (5 discussion posts @ 100 points each = 500 course points)

The Discussions are directly related to the assigned readings. Upon completion of the assigned readings, you are expected to engage in an ongoing discussion/debate with your classmates. Your contributions to the discussion forums will be graded for quality and a detailed analysis linking the material to a critical appraisal of theory, policy, and practice. In all cases, students must cite in-text and provide a full bibliography/works cited at the end of their post for all citations mentioned in the post (See information later in the syllabus for more information on citing utilizing APA citation format. Also see the 'How to Cite' Fact Sheet).

These posts should be the equivalent of 1 page in length or a minimum of 250 words and should include one outside source (i.e., a source outside the regular readings assigned for the week/course). The specific discussion assignment is located in each unit Week by clicking on the Discussion link. Posts are due by 11:59PM CST on Wednesdays in each week of the course.

<u>Assessment Method</u>: Discussion posts will be graded using the Discussion Post Grading Rubric.

<u>Comment Posts</u>: (5 comments per week @ 10 points each = 250 course points)

Comment posts are responses you make to the discussion posts that you and your classmates post each week. You are required to make a minimum of five (5) comments each week, including the use of 1 outside source for one of the comments.

Comment posts should be meaningful. Merely agreeing or disagreeing with a classmate will not be looked upon favorably and will result in a loss of points. A meaningful post is one that moves the discussion forward in some substantive way through providing one's perspective, additional information through research, or reframing the discussion in some new way. You are expected to engage in an ongoing discussion/debate with your classmates. Your comments will be graded for quality, and relevance. Your comments will also be graded based on your ability to engage in critical thinking.

NO LATE COMMENTS ARE ACCEPTED. All comment posts are due by 11:59PM CST on Thursdays for each week in the course.

AssessmentMethod: Comments will be graded using the Discussion Post Grading Rubric.

Scholarly Article Review (1 review @ 100 points = 100 course points)

Assignment Instructions: Locate a peer-reviewed article, of your choice, on the subject of: (1) child sexual abuse, (2) wife abuse, marital violence, or marital rape, (3) any form of hidden violence, (4) husband abuse, or (5) elderly abuse. Read, review, and summarize this article. Address the following questions:

1. Is it a research article, theoretical article, literature review, or what?
2. What is the specific aim of the article?
3. Does it say anything new and/or important?
4. What problems with the article can you identify?

This paper should be at least 4 pages in length (does not include references), maximum 12- point font, 1-inch margins, include your name, and utilize proper APA citation format. This assignment is due by 11:59 PM CST on Friday of Week #1 of the course.

AssessmentMethod: Student will be assessed using the Scholarly Article Review Grading Rubric.

Popular Media Reflection Paper (1 paper @ 100 points = 100 course points)

Locate one article on any aspect of family violence that has been published in a popular magazine or newspaper (e.g., Time, Newsweek, M.S., Redbook, Popular Psychology, Dallas Morning News, New York Times, etc.).

Discuss your chosen article by writing a 4-page critical review based on the following questions:
1. What is the implicit or explicit definition of family and/or community vidence in the popular media?
2. According to your article, how common is famly and/or community ?
3. What was done to the offender? For the victim?
4. What treatment or prevention program is recommended in the article?
5. How do you estimate the value of this article, particularly from a criminal justice perspective?

This assignment is due by 11:59 PM CST on Friday of Week #2 of the course.

<u>Assessment Method</u>: Grading will be based on completeness of presentation according to the assignment instructions.

<u>Short Essay</u> (1 essay @ 100 points = 100 course points)

<u>Assignment Instructions</u>: What is the controversy that exists between the child abuse model and the spousal abuse model, in relation to how they are used to address the needs of the older victim?

These papers should be 4 pages in length (does not include references), maximum 12- point font, 1-inch margins, include your name, and utilize proper APA citation format. This assignment is due by 11:59 PM CST on Friday of Week #3 of the course.

<u>Assessment Method</u>: Students will be assessed using the Essay Assignment Grading Rubric.

<u>Position Paper</u> (1 paper @ 100 points =100 course points)

<u>Assignment Instructions</u>: Students are required to prepare a position paper on any topic in Weeks 1 through 4 of the course. The purpose of a position paper is to generate support on an issue. It describes a position on an issue and the rational for that position.

The position paper is based on facts that provide a solid foundation for your argument.   In the position paper you should:
- Use evidence to support your position, such as statistical evidence or dates and events.
- Validate your position with authoritative references or primary source quotations.
- Examine the strengths and weaknesses of your position.
- Evaluate possible solutions and suggest courses of action.

Choose an issue where there is a clear division of opinion and which is arguable with facts and inductive reasoning. You may choose an issue on which you have already formed an opinion. However, in writing about this issue you must examine your opinion of the issue critically. Prior to writing your position paper, define and limit your issue carefully. These issues are complex with multiple solutions. Narrow the topic of your position paper to something that is manageable. Research your issue thoroughly, consulting experts and obtaining primary documents.

Consider feasibility, cost-effectiveness and political/social climate when evaluating possible solutions and courses of action. Students must utilize a minimum of four outside sources to inform their paper. These sources must be peer-reviewed publications or governmental reports. This paper should be a minimum of 4 pages in length (does not include references) maximum 12-point font, 1-inch margins, include your name, and utilize proper APA citation format. Refer to the position paper guidelines in the assignment module. This assignment is due by 11:59 PM CST on Friday of Week #4 of the course.

Assessment Method: Students will be assessed using the Position Paper Grading Rubric.

Final Examination (1 Exam @ 100 points = 100 course points)

Two questions from the following list:

1. Is violence between family members justified under certain circumstances?
2. What are the causes of family violence? Can it be predicted? How?
3. How should we deal with offenders? Should they be arrested and jailed? Should they be provided help and counseling?
4. What is the historical legacy of family violence?
5. Why are societal factors important in understanding family violence?

This assignment is due by 11:59 PM CST on Friday of Week #5 of the course. Assessment Method: Students will be assessed using the exam grading rubric

Course Pre/Pos-test (not graded)

Pre and post-tests allow the professor to assess your baseline (foundation) knowledge of a particular subject at the time that you enter a course and the degree of increase in knowledge at the end of the course. This pre/post-test is comprised of no more than 10 questions that will assess your knowledge. You will be asked to complete the pre-test by Friday of Week #1 and your post-test by Friday of Week #5. These tests will not be graded (they are used for assessment purposes only).

GRADING

Assignments for this course will be scored using a points system. Below is an explanation of how each assignment type will be scored.

Assignment Type	# of Assignments	Point Value	Total Points
Introduction	1	0	Not graded
Course Pre-test	1	0	Not graded
Discussion Posts	5	100	500
Comment Posts	25	10	250
Popular Media Reflection Paper	1	100	100
Position Paper	1	100	100

Short Essay	1	100	100
Scholarly Article Review	1	100	100
Final Examination	1	100	100
Course Post-test	1	0	Not graded
		Total Point:	1250

Grades earned on each assignment will be added together and will be divided by the total number of points possible in the course. Below is the overall point scale/grading schema for the course.

Total points possible for the term = 1250.

| 1125—1250= A |
| 1000-1124 = B |
| 875-999= C |
| 750-874= D |
| 749 and below = F |

Grades will be available in the gradebook so that students can track their progress in the course on an ongoing basis.

Marshall University
College of Health Professions
Masters of Social Work Program

Course Title/Number	**Suicidology: The Study of Prevention, Intervention, & PostVention**
Semester/Year	Spring 2020
Days/Time	Tentative dates and times to be scheduled
Location	Main Campus / Polycom
Instructor	Paula Rymer MSW, CSW, LISW
Office	213 Prichard Hall
Phone	304/696-5770
E-Mail	Rymer13@marshall.edu
Office Hours	Tuesday, Wednesday 9:30-4:30pm & Friday 10:30-5:30pm. By Appt. also.
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to www.marshall.edu/academic-affairs/policies/. Academic Dishonesty/Excused Absence Policy for Undergraduates/Computing Services Acceptable Use/Inclement Weather/Dead Week/Students with Disabilities/Academic Forgiveness/Academic Probation and Suspension/Academic Rights and Responsibilities of Students/Affirmative Action/Sexual Harassment

Catalog Description

The course explores concepts of suicide as a public health issue and provides students with an understanding of suicide language and evidenced based clinical practice techniques. Additionally, an in-depth examination of suicide as a public health problem with specific focus on assessment and intervention is covered. Students explore and practice the skills of assessment and treatment for those that experience suicidal ideation, or thoughts intentional self-harm, and suicide attempts (Alonzo & Gearing, 2018). Students will learn evidence based practices and explore ethical considerations with suicidal clients, including learning directly from individuals with lived experience with suicidality and those that have lost someone to suicide.

Course Description

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
Competency 4: Engage in Practice Informed Research and Research-informed practice	Assesses treatment fidelity Gaining knowledge through research on evidence-based practices Demonstrate knowledge of techniques and evidence-based interventions	Literature review assignment Interviewing clients with suicidal ideation or lived experiences.
Competency 6: Engage with individuals, Families, Groups, Organizations, and Communities	Acquiring knowledge base of interventions, interpersonal dynamics Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	Interactive Intervention and interviewing Research literature review Current issues assignment
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Students will practice using oral and written communication in working with individuals, families, and groups Students will engage with organizations and communities assessing resources for meeting needs.	Role play, Presentation, and Interactive Interviewing will be used to demonstrate compliance and understanding. Research development will educate and clarify the role organizations and communities play
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Knowledge of Cognitive and Affective processes, skills, and knowledge base	Research of evidence-based practices and techniques of intervention and results of what is effective skills
Competency 9: Evaluation of practice with Individuals, Families, Groups, Organizations, and Communities	Knowledge of Cognitive and Affective processes, skill development and implementing knowledge base	Research assignment Interactive interviewing practice, and demonstrating skills in presentation

Required Texts, Additional Reading, and Other Materials

Joiner, T. (2007) *Why people die by suicide*. United States. Harvard University Press. ISBN: 978-0-6740-2549-3

Maris, R. (2019) *Suicidology: a comprehensive biopsychosocial perspective*. The Guilford Press. ISBN: 978-1-4625369-8-6

Linn-Gust, M. & Cerel, J. (2011) *Seeking Hope: Stories of the Suicide Bereaved*. Chellheadworks. ISBN: 978-0-9723318-4-5

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

Recommended Readings
Students are expected to read journal articles that relate to the current discussion about the role of suicide and self-harming behaviors and the impact of public policy on health care practice. Students should come prepared to discuss the media's presentation of these issues. In addition, students should become familiar with the literature in this area. In particular, the following journals are especially pertinent:

Suicide and Life-Threatening Behavior is available online through Wiley-Blackwell's, Wiley Online Library.
American Journal of Public Health Community Mental Health Journal Health Affairs
Health and Social Work
Journal of the American Medical Association (JAMA)

Additional Reading Suggestions:

An Unquiet Mind by Kay Redfield Jamison
Night Falls Fast, Understanding Suicide by Kay Redfield Jamison
How I Stayed Alive When My Brain Was Trying To Kill Me by Susan Rose Blauner see
http://www.mentalhelp.net/poc/view_doc.php?id=1787&type=book&cn=5
Waking Up: Climbing Through the Darkness by Terry L. Wise
The Noonday Demon by Andrew Solomon
Struck By Living by Julie Hersh

Course Requirements/Due Dates

Assignment	Total Points
Assignment 1: Suicide: Stigma & Bias/ Opinion Paper	**100 pts**
Assignment 2: Paper: Interview with a Suicidal client, self-harming client with intent, or someone that has lost a loved one to suicide.	**250 pts**
Assignment 3: Group Presentation	**150 pts**
Assignment 4: Evidence-based Interventions Paper	**100 pts**

Assignment 5: Reading Questions: Why people die by suicide	**25 pts**
Assignment 6: Reading Questions: Why people die by suicide	**25 pts**
Assignment 7: Current Issues Paper	**100 pts.**
Assignment 8: Research literature review	**250 pts**

Grading Policy

Late Assignments will have a deduction of 10pts., if the assignment is over a week late a deduction of 20pts will be taken.

Final Grade	
1000-900	A
899-800	B
799-700	C

Attendance Policy

All students are expected to regularly attend class and be on time. **A student with more than three unexcused absences during the course of this seminar may receive a no credit.**

A student who is **tardy three or more times to seminar may receive a grade of no credit.** If a student receives a no credit grade in this seminar, they will be required to repeat this seminar. If you late take your seat quietly and do not disturb class.

Class participation is expected which means that a synthesis of readings and application is demonstrated. Not engaging in class or group work may result in a lower grade.

Course Assignments Schedule

Assignment 1: Suicide: Stigma/Bias Opinion Paper

Describe a stigma or a bias that you have personally dealt with regarding suicide, suicidal attempts or self-harming behavior. Assignment for undergrad students minimum 2pages. Graduate students 4 page minimum. If you use a reference to prove a point remember to cite. Cover page required. APA required. 100 pts.

Assignment 2: Paper: Interview with a client

Assignment 2: Interview a client that has attempted, engages in self-harming behaviors, or a client that has lost someone to suicide. Goal is to gain understanding of suicide and aspects of suicide. HIPPA compliancy is required by interviewer and all names and specific information such as birthdates, birthplace has to meet guidelines. Coded names only will be used for the client. Undergraduate students' minimum 5 pages. Graduate students' minimum 8 pages. APA format and guidelines will apply. 250 pts.

Assignment 3: Group Presentation

This group presentation will be (in groups of 3 or more) on a topic relevant to any of the chapters in the textbook "Suicidology by Ronald W. Maris.
The presentation should:
The presentation should include:

1. A description of why the particulars of suicide should be/is considered a public health problem: definition, incidence, and/or prevalence in the general population; population groups that are most affected (gender, age, ethnic minority, SES, etc.) and why; etiology of the problem (bio-psychosocial factors that contribute); association with other diseases; course of the illness/health problem, including prognosis of the mental health problem.
2. Issue surrounding treatment (types of treatment available; side effects from treatment, Access and cost of treatment, treatment decision-making, ethical issues regarding treatment). Remember this issue will involve several agencies or entities to serve the client.
3. Impact of the health problem on the individuals, family or larger social network. In some instances, it may be relevant to discuss the impact of the health problem on the community.
4. Group presentation should contain minimum of 20 slides. Be creative and effective to engage the audience. Include Reference slide. On Title slide include what chapter from the book that is being overviewed or referenced. Graduate students' minimum of 30 slides. 150pts.

Assignment 4: Evidence-based interventions paper (2)

Assignment 4: Explanation of evidence-based interventions that is utilized to engage a suicidal individual(s). Give three examples and their bases of development, skills acquired, outline the population, how it creates harm reduction and reduces suicidal behaviors. 100 pts.

Assignment 5 & 6: Reading Questions

Reading questions from the text by Thomas Joiner "Why people die by suicide"
Essay Questions worth 25 pts. each assignment.

Assignment 7: Current Issues Paper

Present a current issue that is happening in the field of Suicidology. Whether it is a particular type of research method of intervention, bereavement, traumatic growth, faith-based or spirituality, or happenings in a particular age-group. This paper can be used during paper presentations during suicide prevention week if student would like to present. Undergraduate students 4 pgs. Graduate students 6 pgs. 100pts.

Assignment 8: Literature Review

Field of knowledge of suicide and suicidal behaviors is increasing but still there is more research and work to be accomplished. This assignment is to increase your knowledge and engagement with literature that looks, examines, and developments more insight in the area of suicide and self-harming behaviors. The assignment calls for the student to engage in specifics and find literature or the lack there of to discuss and how in the future what particulars can be examined and developed by researchers to gain either an intervention, particular thought on the specific area, what needs to be studied, a population that has been overlooked, or a way to decrease stigma that surrounds suicide and self-harm. Requirements. Graduate student's 7pgs min. 7 references min. Undergraduate 5 pgs. Min.5 references. 250pts.

WEEK	LECTURE	READINGS	ACTIVITY
1	Introduction to Suicidology Understanding Stigma: Types of Stigma Not being afraid of mental illness and suicide. Empirical Evidence and studies of the last 20 years Risk Factors and Protective factors	Maris (2019) Suicidology. Chapters 1-4 Why people die by suicide by Thomas Joiner (2005) Ch.1-5	1) The cultural taboos of suicide and mental illness by John Nieuwenburg https://www.youtube.com/watch?v=STMp6w38k3g 2) Glennon Melton (mental illness) https://www.youtube.com/watch?v=NHHPNMIK-fY&t=29s 3)David Covington's Ted Talk https://www.youtube.com/watch?v=-Jx9nTKH9Ys&t=229s 4)Kevin Hines Video https://www.youtube.com/watch?v=loiGNZTfu6g&t=721s

			Please watch videos 1 & 3 prior to the class.
2	Demographics of suicidal clients Suicide notes: What do we know or understand about suicide	Maris (2019) Suicidology Ch. 5-9 Cerel, J. Brown, M., Moore, M. M., van de Venne, J., & Brown, S. L. (2014). Who leaves suicide notes? A six year population-based study. *Suicide and Life Threatening Behavior* DOI: 10.1111/sltb.12131 Volume 45 Issue 3, June 2015, pg 326-334	PPT: Understanding Suicide (1st. section) (Only a portion of this movie will be viewed during class and will be stopped for discussion throughout. Please watch this documentary in full prior to class). PBS: Depression: out of the shadows https://www.youtube.com/watch?v=IM5SSldzLRY
3	Risk assessment Understanding the lived experience of a suicide attempt (Theories and Attitudes)	Joiner (2005) Why people die by suicide Suicide & Life-Threatening Behavior, 11, 221-231.	PPT: Understanding Suicide (2nd section) Columbia Suicide Ranking Scale
4	Understanding more about suicide. What to do in our schools/colleges to prevent suicide. (Lifelines & SOS) Garrett Lee Smith grant (MU-SPEAC)	https://www.sprc.org/settings/colleges-universities https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3809451/pdf/nihms508555.pdf	More than Sad video (AFSP,) The Truth About Suicide: Real Stories of Depression in College (AFSP,) Suicide: how my failed attempts became my biggest success Shraddha Shankar https://www.youtube.com/watch?v=S6EsjYLcrm8 The Truth behind College Campus https://www.youtube.com/watch?v=sRo5Db_7yVI
5	Understanding Major mental disorders and correlations with suicide Depression Anxiety Panic Disorder	Maris (2019) Suicidology Ch 10-13 APA (2013) DSM-5	https://www.youtube.com/watch?v=-eBUcBfkVCo&t=100s https://www.youtube.com/watch?v=RiM5a-vaNkg&t=35s PHQ-9 GAD-7 Life Events checklist

	Bipolar Disorder Borderline Personality Disorder Schizophrenia		PTSD checklist
6	Family Hx. of Suicidal Behaviors and Mental Illness Connections of trauma and suicidal behaviors Substance Misuse in Families Suicidal Behaviors and Co-Occuring Mental and Substance Use Disorders	CAMS workbook & worksheets Maris (2019) Suicidology Ch. 14-16	Child and Adolescent Suicide (protective factors) Parental Psychiatric Illness. Review assessments. Risk and Protective Factors: Psychiatric Risk Factors. Adult Suicide: *Interventions with Adult Suicidal Clients* *DAST assessment*
7	Introduction: Ethical and Philosophical Issues in Suicide. The role of culture, race, and ethnicity in suicide. Religion and Suicide	Maris (2019) Suicidology Ch 17-19 Moore & Roberts (2017) The Suicide Funeral	Guest speaker
8	Mental Health Challenges Treatment and Interventions no-suicide contracts vs. safety planning Suicidal Behaviors and Co-Occuring Mental and Substance Use Disorders	Cerel, J., Maple, M., van de Venne, J, Moore, M , Flaherty, C, & Brown, M. (in press, 2015) Suicide exposure in the community: Prevalence and correlates in one US state. Public Health Reports Sept 28 Public Health Approaches to Suicide Prevention	https://www.youtube.com/watch?v=MVV6vlaSfVQ&t=845s https://www.youtube.com/watch?v=ut-vdtvmuJw Substance-Related Disorders and Suicide Personality disorders and Suicide CAMS training (introduction) Full training for CAMS at fall conference
9	Mental Health needs of Veterans and Active Duty Military	Maris (2019) Ch. 20	One a day (handout) Time magazine Veterans Breaking the Silence Programs within the military

	Understanding Military Suicide VA efforts to prevent suicide over the last 15 years.	Anestis, M. D., Joiner, T., Hanson, J. E., & Gutierrez, P. M. (2014). The modal suicide decedent did not consume alcohol just prior to the time of death: An analysis with implications for understanding suicidal behavior. Journal of Abnormal Psychology, 123(4), 835- 840	Major General Mark Graham's story Video and Handout https://www.youtube.com/watch?v=d9Krgr5Dc6g https://www.youtube.com/watch?v=qvtqFQTbBcU
10	Lesbian, Gay, Bisexual, Transgender, and Queer/Questioning At-Risk Groups (the Homeless, Native Americans, & Incarcerated Individuals) Murder & Suicide Statistics, Risk factors, Protective factors	Maris (2019) Ch. 21 & 22 Robinson, J., Cox, G., Malone, A., Williamson, M., Baldwin, G., Fletcher, K., & O'Brien, M. (2013). A systematic review of school-based interventions aimed at preventing, treating, and responding to suicide related behavior in young people. Crisis, 34(3), 164–182. doi:10.1027/0227-5910/a000168 • • Matarazzo, B. B., Barnes, S. M., Pease, J. L., Russell, L. M., Hanson, J. E., Soberay, K. A., & Gutierrez, P. M. (2014). Suicide risk among lesbian, gay, bisexual, and transgender military personnel and veterans: What does the literature tell us? Suicide and Life-Threatening Behavior, 44(2), 200-217. Doi: 10.1111/sltb.12073	Risk factors for Suicide with the Gay community. Video: https://www.youtube.com/watch?v=hzdT390OCz4 https://www.youtube.com/watch?v=n-2okB6W4r8 https://www.youtube.com/watch?v=jWOYSQ_6Juk https://www.youtube.com/watch?v=Nvxfk8aMO0o https://www.youtube.com/watch?v=rXruYMZq01Y Treatment considerations for each at risk groups.

11	Guidelines for Suicide Risk Assessment Fundamental Suicide Assessment Components	Maris (2019) 16 & 19 Gibbons, R. D., Brown, C. H., Hur, K., Davis, J., & Mann, J. J. (2012). Suicidal thoughts and behavior with antidepressant treatment: Reanalysis of the randomized placebo-controlled studies of fluoxetine and venlafaxine. Archives of General Psychiatry, 69(6), 580– 587. doi:10.1001/archgenpsy chiatry.201 1.2048	Columbia Suicide Ranking Scale training Different assessment tools for Depression, Anxiety, PTSD, PHQ-9, GAD-7, Life Events Checklist. Empirical evidence and how we engage with suicidal clients.
12	Evidence-based treatments Understanding Cognitive Behavioral Health for Survivors of Suicide Loss Crisis Intervention Model discussed.	Maris (2019) Ch. 23, 24, &25 Neimeyer, R. (Meaning Reconstruction	Discussion small groups after presentation and lecture. CBT, DBT, Interpersonal Psychotherapy, and Motivational Interviewing and Suicide.
13	Surviving Suicide Lived Experience Understanding Family Relationships to Suicide Victim Mental Health Professionals Suicide Losing a client to suicide; the effect on the mental health professional.	Maris (2019) Ch. 26 Entire Text Seeking Hope: Stories of the Suicide Bereaved (Linn-Gist & Cerel) Understanding Post Traumatic Growth	Dr. Julie Cerel, University of Kentucky Podcast with Dr. Blake Jones *Video Fierce Goodbye* *Video Gifts of Grief* Post-traumatic growth Complicated Grief Vicarious Trauma Family Survivors Professional Survivors **http://www.posttraumaticgrowth.com/ind ex.php/video-1-national-loss-conference/**

14	*Students will be presenting their PPT on suicide*		*GROUP PRESENTATIONS* *POSTER PRESENTATION*

Course Title/Number: CISP 520 Introduction to Exceptional Children

Semester/Year: Summer I May 16-August 8th ,2022

Days/Times/Location: This is an online course. There will be no live meetings, but assignments for most weeks will be due on Fridays at 12:00 AM (midnight). There are a few assignments due at alternate dates.

Instructor: Dr. Debra Lockwood, Associate Professor/ Program Director, Special Education Department

Office: Education Building 106 E

E-Mail: Please email within the course Blackboard email. I check Blackboard email every other day. If you need a quicker response, please email my regular email account at conner4@marshall.edu. Please make sure to check your Marshall email account too because that is how Marshall communicates with all students.

Phone: 304-696-2853

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 by going to http://www.marshall.edu/academic-affairs/policies/

Course Description: From Catalog

An introduction to the study of children who deviate from the average in mental, physical, and social characteristics, including a study of the characteristics of such children and the adaptation of educational procedures to their abilities and disabilities.

Required Text:

Hallahan, D. P., Kauffman, J. M., & Pullen, P. (2014). *Exceptional learners: Introduction to special education (14th edition). Boston: Allyn & Bacon.*

Please note that this book is available in an electronic version or loose-leaf. The package that also contains an electronic key is not needed for this course. ** This course is aligned with the current edition (14th) of the text.

Required Articles:

There will be several selected articles to be read. You will also choose 1 article from TEACHING Exceptional Children to summarize and review.

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 minimum computer requirements, please see Student Resources and IT: Recommended Hardware (URLs: http://www.marshall.edu/muonline/student-resources/ and http://www.marshall.edu/it/rechardware/).

• 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_Check er)

• 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.

• 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 free to students enrolled at Marshall University. For information visit Marshall IT: Office 365 (URL: http://www.marshall.edu/it/office365/).

Council for Exceptional Children (CEC) Requirements

This foundation course in special education encompasses all of the CEC standard areas

• CEC 1: Learner Development and Individual Learning Differences:

• CEC 2: Learning Environments

• CEC 3: Curricular Content Knowledge

• CEC 4: Assessment

• CEC 5: Instructional Planning and Strategies

• CEC 6: Professional Learning and Ethical Practice

•CEC 7: Collaboration

Please visit this link for the detailed list of the standards for both knowledge and skills.

http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards/CEC-Initial-and-Advanced-Preparation-Standards

Notes about Online Learning:

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

The online modules contain readings, websites, and activities to foster your understanding of the course material. You will note that all modules are open beginning on the first day of class, but will close as we progress through the end of the course. The earlier modules will no longer be available and the materials will not be accessible. Please make sure you complete the modules as assigned in the course outline. Be

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

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

During online courses, you do not meet your instructor or classmates in the same fashion as a course with a traditional format. This course has been designed to provide many opportunities to interact with your classmates through mandatory small group activities.

My role in the course is to facilitate your educational experience through the content in this course. I read your work carefully and provide constructive feedback to help you improve your performance. I read all of your discussion board posts and will occasionally comment. If you have any questions or concerns, please email me.

Course Objectives:

After completing this course, you will be able to:

1. Identify and describe the various etiologies of individuals with disabilities.

2. Identify instruments/diagnostic criteria used to assess special needs individuals.

3. Describe key elements of:

• Federal and West Virginia legislation (esp. IDEA, PL 94-142, ADA, and Section 504):

• history and development of special education services in school systems including

• acronyms and terminology:

• current structure and practice of special education services in school systems.

4. Describe key elements of:

   • Programs available for students with disabilities of various ages including current trends and attitudes which influence the provision of services.

   • Public and private services for students with disabilities of various agues including identification of specialists (speech-language therapists, psychologists), the continuum of services, and supports for families (websites, resources)

5. Identify and describe the issues involved in working collaboratively within the school, community and families. This includes:

• models of consultation

• collaborative processes,

• essential communication skills

• issues related to working with diverse families (ethnic and cultural)

6. Describe the information included in an IEP. This includes being able to explain the function of the IEP in the overall education of students with a disabilities and to describe the IEP meeting process (including

identification of who should be involved). Students will be able to:

7. Define the role of general education teachers, itinerant teachers, specialists, and special education teachers in the education of special needs students. This includes identifying: models of co-teaching, appropriate characteristics of inclusion (planning, strategies) and self-contained settings.

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

COURSE MAP

Course Objectives	Learning Activities (What you will do.)	Assessments (How you will be assessed on the material.)
1. Identify and describe the various etiologies of individuals with disabilities.	Posts IRIS Website	Final Exam Case Study Article Summary
2. Identify instruments/diagnostic criteria used to assess special needs individuals.	View Test materials View PPT on Assessment Read Textbook	Final Exam
3. Describe key elements of: Federal and West Virginia legislation (esp. IDEA, PL 94-142, ADA, and Section 504): history and development of special education services in school systems including acronyms and terminology: current structure and practice of special education services in school systems.	View IDEA video Review websites (FERPA, IDEA) PPT on Laws and History Terms and Acronyms Worksheet Read Textbook	Final Exam Module Quizzes Reflection Pieces
4. Describe key elements of: Programs available for students with disabilities of various ages including current trends and attitudes which influence the provision of services. Public and private services for students with disabilities of various agues including identification of specialists (speech-language therapists, psychologists), the	IRIS website module on Related Service providers. School Professional Worksheet Read Textbook	Final Exam Case Study Resource List Article Summary

continuum of services, and supports for families (websites, resources		
5. Define the role of general education teachers, itinerant teachers, specialists, and special education teachers in the education of special needs students. This includes identifying: models of co-teaching, appropriate characteristics of inclusion (planning, strategies) and self-contained settings.	View Videos Complete Sample Case Study prior to Case Study Assignment Review Created by other pairs in class Review Lesson Plan Template Read Textbook D	Final Exam Case Study Article Summary Reflection Pieces Module Quizzes
6. Identify and describe the issues involved in working collaboratively within the school, community and families. This includes: models of consultation collaborative processes, essential communication skills issues related to working with diverse families (ethnic and cultural)	Complete IRIS website module on diverse families List classroom strategies Review PPT's for Poom and Lisa's Story Read Textbook	Final Exam Case Study Reflection Pieces Module Quizzes
7. Describe the information included in an IEP. This includes being able to explain the function of the IEP in the overall education of the student with a disability and to describe the IEP meeting process (including identification of who should be involved).	Read cases in Text Read Textbook Discussion Board Review IEP documents	Handout for General Educator IEP Quiz Reflection Pieces Final Exam

Course Requirements

No.	Assignment	Points
1	Participation in discussions/small group activities is expected. The instructor reserves the right to deduct points for lack of participation from the student's overall point total.	

2	Handout for General Education Teacher Students will be asked to produce a 1-2-page handout designed to summarize the IEP process (including important special education vocabulary) to be used as a handout for general education teachers.	40 points **Major Assignment Due in Module 2
3	Case Study Assignment (includes written answers to case study.)	35 points ** Major Assignment Due in Modules 9 & 10
4	Article Summary and Discussion Students will locate a *TEACHING Exceptional Children* (TEC) article. Using appropriate APA format, students will summarize the article and discuss classroom implications.	80 points ** Major Assignment Due in Module 14
5	Resource List Throughout the module work, students are asked to create a list of helpful websites that can be used as a resource list for their future teaching practice.	30 Points Due in Module 14.
6	Module Activities-Each learning module has learning activities (website reviews, quizzes, reflection activities that have an assigned point value.) As these activities are completed and submitted, points will accrue. Activities must be completed prior to the module closing date.	Points per module vary between 5-20 depending upon the activities. 200 Total Module Points
7	Final Exam This will be a cumulative exam encompassing all areas of the course. It will be a combination of multiple choice and short essay answers.	150 points
		TOTAL POINTS AVAILABLE 535

COVID-19 INFORMATION:

Marshall's official COVID-19 protocols are online at https://www.marshall.edu/coronavirus (URL: http://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.

Grading Policy

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

Final Grade Scale:

A 90-100%, B 80-89%, C 75-79%, F 74% and below

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

I will not accept assignments after the due date or many assignments that were not turned in on time at the end of the semester.

<div align="center">More Details of the Class: Student responsibilities:</div>

• Complete assignments using appropriate format (all papers should be typed, use APA format to cite references, and written in a professional manner using the appropriate conventions of writing). We currently use the 6th edition of the APA manual. Please refer to the MU Library & APA Resources folder for information on how to use the APA style in your writing.

• Be familiar with the Marshall University policies regarding Academic Honesty and ensure that you give credit to your sources in all instances. Ensure that you are using appropriate APA style to cite your sources and develop your reference list. Plagiarism is taken very seriously and there will be consequences for those that plagiarize, whether it is done intentionally or not.

• Be respectful of the instructor and your classmates. Interaction in an electronic format has the increased potential to turn negative due to the limitations of the interaction: unable to hear the tone of voice or view the body language of the speaker. Whenever you are interacting through the electronic format, please be respectful in the words that you choose

to use and the manner in which you present the words on screen. Please familiarize yourself with the Netiquette guides found in Module 1.

• Learn to use your Marshall University email account. All university business is conducted through the use of the MU email account. The internal email link for the course will be used for communication between the students and instructor. You are expected to check your email daily.

• Complete your work in a timely fashion. Each assignment posted has an assigned due date associated with it. Late assignments will be penalized with a 10% penalty per day late. Your assignments will be submitted online through Blackboard. Additionally, it is important that you complete your readings in a timely fashion.

• It is your responsibility to read your email messages, submit your assignments properly, and contact IT Help if you have technology issues. Modules will close on Friday at 12:00a.m. (Midnight) Eastern Time. If you have not completed your work for that module prior to the closing time, you will not be able to access that module to submit your work. Modules will disappear. Please plan accordingly.

• Use professional terminology and writing style relating to special education in your posts, interactions, and assignments. This means to use person-first language which is essentially emphasizing the humanity of the person over their specific condition. For example, we would not say "the LD child;" instead, we would say "the child with LD." This also means ensuring that we do not violate the confidentiality of any

child with whom we work. Instead of referring to them by their name, you might choose to refer to them by an initial or an alias.

• To ensure that you receive credit for assignments, please make sure your name is on the assignment and in the file name.

COURSE OUTLINE /Schedule

Dates	Module Topic	Learning Activities to Complete **All modules have small assignments, quizzes, and/or reflections due	Assignments Due
Week 1	Course Introduction and Logistics of MU Online Introduction to Special	Read Syllabus/Complete Quiz Post Intro to Discussion Board Email Instructor Create/Submit KWL Begin Reading Assignment Introduction to Special Education	Orientation Module Due Friday, May 20, 2022 by midnight
Week 2	History and Legal issues	Reading Assignment Chaps 1 and 2 IEPs and IDEA	Module 1 Due Friday, May 27, 2022
Week 3	Introduction to IEPs Legal Issues Introduction to IEP	Module 2 Work IEP Handout Due * Major Course Assignment	Module 2 Due IEP Handout Due Friday, June 3, 2022
Week 4	Multi-Cultural Issues Parents and Families	Reading Assignment Chaps 3 & 4	Module 3 Due Friday, June 10, 2022
Week 5	Intellectual/Developmental Disabilities	Reading Assignment Chap 5	Modules 4 Due Friday, June 17, 2022
Week 6-	Learning Disabilities	Reading Assignment Chapter 6	Module 5 Due Friday, June 24, 2022
Week 7	Attention Deficient Hyperactivity Disorders (ADHD)	Reading Assignment Chap 7	Modules 6 Due Friday, July 1, 2022
Week 8	Emotional and/or Behavioral Disorders	Reading Assignment Chap8	Modules 7 Due Friday, July 8, 2022
Week 9-	Autism	Reading Assignment Chap 9	Module 8 Due Friday, July 15, 2022
Week 10	Communication Disorder Speech/Language definitions and terms	Reading Assignment Chap 10 School Professionals Due CASE STUDY Written Response *Major Course Assignments	Module 9 Due Friday, July 22, 2022
Week 11	Sensory Impairments - (Vision and Hearing) Assessments, Definitions	Reading Assignment Chap 11 and 12 *Major Course Assignment CASE STUDY	Module 10 Due Friday, July 27, 2022 Case Study

Week 12	Low-Incidence, Multiple and Severe Disabilities	Reading Assignment Chap 13	Module 11 Due Friday, July 29, 2022
Week 13	Physical Disabilities and Health Impairments	Reading Assignment Chapter 14	Module 12 Due , Friday, August 1, 2022
Week 14	Twice Exceptional (G/T)	Reading Assignment Chap 15 Article Summary Due Resource List Posted Due *Major Course Assignments	Module 13 Due Wednesday, August 3, 2022 Article Summary Resource List
Week 15	**Final Exam**	**Exam will open on August 5th at 8:00am-12:00 midnight.**	**Due Friday August 5, 2022 at midnight. No final exams will be accepted late. Please adjust time/schedule accordingly.**

IEP Handout for General Education Teacher

Purpose: The purpose of this assignment is for students to demonstrate their understanding of IEP process and special education terms by creating a 1-2-page handout. This handout may be given to a general education teacher so that they become familiar with the IEP process and important terminology in special education. The handout should summarize the IEP process, identify key steps in the process, and provide an overview of special education terminology.

Instructions: Students will create a handout summarizing the IEP process and terms. The audience for this handout is general education teachers and it should be teacher friendly. The accuracy of the content and visual appeal are important considerations when designing this handout. Students are encouraged to be creative. They may create a single or double-sided handout. Tri-fold brochures are also acceptable.

Grading: This assignment is worth 40 points. The following is how the points will be awarded:

Content 20 Points

• Correct Information

• Summarizes Key Elements of Terms/Process

• Useful Information

• Relevant to a General Education Teacher

Visual Appeal (Layout) 20 Points

• Easy to Understand/Read/Follow

• Use of Graphics

• Correct Spelling/Grammar

• Style (fonts, size, use of white space)

Case Study Assignment

Purpose: The purpose of this assignment is to review a case study of a student with a disability and to provide a presentation of the case study to the class. Students will demonstrate their understanding of characteristics of a student with a disability, apply this knowledge to a "real world" example, and discuss educational implications of the disability.

Instructions: (1.) written responses to case study questions. Each student will choose a case study from Cases for Reflection and Analysis for Exceptional Learners: An Introduction to Special Education.

1. Written Response-At the end of each case study, there are "Questions for Reflections" designed to prompt the reader to consider issues related to special education, classroom implications, and disability concerns. Each student will provide a written discussion of each of the reflection questions for their assigned case study. The response for each question should not exceed 2-3 paragraphs. Spelling, grammar, clarity of writing, and APA format will be grading considerations.

Grading: This assignment is worth 35 points. The following is how the points will be awarded:

Written Response 35 Points

• Answers demonstrate thoughtful reflection of the issues and address the issues raised in the question

• Answers identify characteristics and implications of the student's disability

• Answers provide examples and discussion from the textbook

• Spelling/Grammar is correct

Article Summary Assignment

Purpose: The purpose of this assignment is for students to write a review/discussion of a TEACHING Exceptional Children (TEC) article using appropriate APA format/style. TEC is the "magazine" of the Council for Exceptional Children (CEC). CEC is the professional organization for special education teachers, professionals, parents and others.

Library Help: Lynne Eddington, the librarian at the South Charleston campus will provide assistance on this assignment. Lynne will be scheduling a Blackboard Collaborate session to provide an overview of the databases and searching strategies. More details and the data of this session will be discussed in class.

Instructions: Students will select an article from TEACHING Exceptional Children (TEC). The selected article should be no older than 2002. Students will write a summary of the article, in their own words. Then, the students will provide a written discussion/review of the article. The discussion should include any relevant citations from the course textbook, classroom applications, or personal reflections upon the implications of the article. This may also include a discussion of reflections related to the characteristics of the disabilities described in the article, communication with parents, and professional issues raised in the article.

The Article Summary Assignment should not exceed 5 type-written pages and should adhere to APA format. Document should be double-spaced. Please use 3rd person professional voice with no slang, informal language, or contractions.

Grading: This assignment is worth 80 points. The following is how the points will be awarded:

Summary (Abstract) 30 Points

• Correctly summarizes article

• Important elements included

> • Concise **Must be in student's own words. Do not copy the article's abstract.

Discussion 40 Points

• Discussion reflects thoughtful consideration of article's main points

• Discussion includes classroom implications or applications

• Discussion provides a balanced perspective (includes both positives and negatives)

Spelling/Grammar/APA Format/Clarity of Writing 10 Points

Resource List Assignment

Purpose: The purpose of this assignment is to have students identify and collect relevant resources (websites) that may be useful in their future teaching.

Instructions: Students will collect and organize information related to: disabilities, parent advocacy, curriculum, specific strategies (cooperative learning, mnemonics) and other related information. Each student should prepare their individual word document of websites. The listing should include the URL (web link), a brief description of the material at that website, and a review (was the material easy to locate, is the site easy to use?).

Each module will have a prompt asking the student to add resources to their list. The list should be organized by disability or chapter (module).

Grading: The Resource List is worth 30 points. There is a dropbox in one of the last modules.

References

Bateman, B. D., & Linden, M. A. (2012). *Better IEPs: How to develop legally correct and educationally useful programs*. (5th ed.) Verona: WS: Attainment Company.

Dabkowski, D.M. (2004). Encouraging active parent participation in IEP meetings. TEACHING *Exceptional Children, 36 (3), 34-39.*

deBettencourt, L. (2002). Understanding the differences between IDEA and Section 504. TEACHING *Exceptional Children, 34 (3), 16-23.*

Friend, M., & Cook, L. (2009). *Interactions: Collaboration skills for school professionals (6th ed)*. NY: Pearson Education.

Getty, L.A. & Summy, S.E. (2004). The Course of due process. TEACHING *Exceptional Children*, 36(3), 40-43.

Gibb, G. S., & Dyches, T. T. (2007). *Guide to writing quality individualized education programs*. (2nd ed.) Boston, MA: Pearson Education, Inc.: Allyn and Bacon.

Kauffman, J. M., & Hallahan, D. P. (2005). *Special education: What it is and why we need it*. Boston: Allyn & Bacon.

Mason, C. Y, McGhee-Kovar, M., & Johnson, L. (2004). How to help students lead their IEP *meetings. TEACHING Exceptional Children, 36 (1), 16-24.*

Patterson, J. (2000). *Essentials for principals: School leader's guide to special education*. Arlington, VA: Educational Resource Service and National Association of Elementary School Principals.

U. S. Department of Education. (2004). *Individual with Disabilities Education Act*. Retrieved on July 16, 2012 from http://www.ideadata.org.

U. S. Department of Education Office of Special Education Programs (OESP). (2000). *A guide to the individualized education program*. Washington, D.C.: Department of Education.

U.S. Department of Education. (2004). *Family Educational Rights and Privacy Act (FERPA)*. Retrieved July 16, 2012, from http://www.ed.gov/policy/gen/guide/fpco/ferpa/index.html

Van Dycke, J., L. & Peterson, L., Y. (2003). Eight steps to help students develop IEP goals. *CEC Today*, 35(13).

Van Dycke, J. L., Martin, J. and Lovett, D. (2006). Why is this cake on fire? Inviting students *into the IEP process. TEACHING Exceptional Children, 38(3), 42-47.*

Zutter, T. (2004). Working with principals and administrators: Developing skills in politics and *negotiation. In J. P. J. Burnette, C. (Ed.), Thriving as a special educator: Balancing your* practices and ideals (pp. 15 - 26). Arlington, VA: Council for Exceptional Children.

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: **COHP**   Dept/Division: **Social Work**

Contact Person: **Peggy Proudfoot Harman**   Phone: **304-696-3146**

Action Requested

Check action requested: ✔ Addition ☐ Deletion ☐ Change

Degree Program **Master Social Work Program (MSW)**

Area of Emphasis **Advanced Standing Behavioral Health Administration**

Effective Term/Year Fall 20 **22**   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.

~~There is no duplication of an existing area of emphasis. No additional~~ faculty, equipment or specialized materials are needed.

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

Dept. Chair/Division Head *Peggy Proudfoot Harman*	Date 10-31-22
Registrar *Sonja ACQ* 1.25.2023	Date _____
College Curriculum Chair *Zach Garrett*	Date 2.28.23
College Dean	Date _____
Graduate Council Chair	Date 4-12-23
Provost/VP Academic Affairs	Date _____
President	Date _____

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

This is the initial submission of the MSW Advanced Standing (one year) 36 hour Online Only program with a specialization in Behavioral Health Administration. Current resources include a field management system - "Livetext", Blackboard, Zoom, library resources and staff support from the MSW proforma budget. U.S. Department of Labor Statistics projects that the overall employment of social workers is projected to grow 11% from 2018 to 2028, much faster than the average for all occupations.
There is a current need for behavioral health administrators and for social workers who are specialized in admimnistration and policy practice. The current MSW program is offered via hybrid/distance education. A needs assessment in 2015 suggested that an online only program is needed in additon to tne face to face/hybrid MSW program in the Tri-State region. The Advanced Standing (one year) MSW Online Only

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.

Changes to the Online Advanced Standing curriculum in Behavioral Health Administration include:
Online Elective 3 credit hours required
SWK 581   3 credit hours required
SWK 613   3 credit hours required
SWK 614   3 credit hours required
SWK 615   3 credit hours required
SWK 622   3 credit hours required
SWK 630   3 credit hours required
SWK 642   3 credit hours required
SWK 643   3 credit hours required
SWK 653   9 credit hours required

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 faculty, equipment or resources are 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)

The Catalog Description has been changed from this one: Program Description M.S.W. Generalist Curriculum: The 2-year curriculum promotes a generalist perspective in which the simultaneous impact of many systemic levels (individuals, families, groups, organizations, and communities) on clients' lives is critically analyzed and recognized. The foundation builds upon a liberal arts base that fosters an understanding of society as a complex organization of diverse people and ideas. Social problems are understood as occurring within the nexus of culture, conflict, development, ecology, and systems and as such, efforts to help or intervene must include consideration of these forces. Students will be able to critically identify and assess social problems, specifically attending to 1) how such problems are

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)

Please see attached

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: Social Work
Area of Emphasis Title: Behavioral Health Administration
Credit Hours: 36
Type of Change Requested: Addition
Term to Take Effect : Fall/2022
Rationale: An online program was added to the MSW program. The online program has gone through the approval process. The MSW online program is for Advanced Standing (those with a BSW) only and has an emphasis of Behavioral Health Administration. The MSW face to face/hybrid program is focused on Behavioral Health Practice and is for those who do not have a BSW (Generalist - 2 year program) and for those who meet the qualifications of Advanced Standing (those with a BSW - 1 year program).

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: **Social Work**

Contact Person: **Peggy Proudfoot Harman**   Phone: **304-696-3142**

Rationale for Request:

The catalog description for the MSW program needed updating to include the Online Only one year program. The MSW Online Only program is scheduled to begin Fall 2022.

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 _Peggy Proudfoot Harman_   Date **Fall 2022**

Registrar _Sonja G Cantrell Johnson_   Date 2.24.2022

College Curriculum Committee Chair _Zach Garrett_   Date 3.25.22
(or Dean if no college curriculum committee)

Graduate Council Chair _____   Date _____

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 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.

Please 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.

Please 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: New Catalog Descriptoin for MSW Program

Department: Social Work

Degree program: Master of Social Work

Effective date (fall/spring/summer, year): Fall 2022

Program Description
The M.S.W. program has three tracks:

Generalist (social work foundation) and Area of Specialization. Both Generalists and Area of Specialization are delivered via a Hybrid delivery system - (materials are delivered through Blackboard and face to face sessions are broadcast from a primary site via Zoom or other delivery systems. Generalists are required to complete 2 calendar years to include summers. Those admitted to the one-year Advanced Standing program will be required to complete 1 calendar year to include 1 summer.

The third track is an Area of Specialization in Behavioral Health Administration. This is an Online Only program and offered to those who are admitted to the Advanced Standing (those who have a B.S.W. at the time of their application to the program).

M.S.W. students will graduate in August of each year and will attend the Marshall University December graduation.

Generalist Curriculum
Those who enter the M.S.W. program with other than a Bachelor of Social Work (B.S.W.) degree are eligible to enter the Generalist 2 calendar year program. The 2-year curriculum promotes a generalist perspective in which the simultaneous impact of many systemic levels (individuals, families, groups, organizations, and communities) on clients' lives is critically analyzed and recognized. The foundation builds upon a liberal arts base that fosters an understanding of society as a complex organization of diverse people and ideas.

Social problems are understood as occurring within the nexus of culture, conflict, development, ecology, and systems and as such, efforts to help or intervene must include consideration of these forces. Students will be able to critically identify and assess social problems, specifically attending to:

how such problems are maintained;
how they impact the quality of people's lives;
cultural sensitivity and appreciation of marginalized people; and
how to actively promote social and economic justice. In the foundation year, the focus is on the development of critical thinking skills in all the areas mentioned.
M.S.W. Advanced Curriculum-Advanced Social Work Practice
The advanced practice curriculum seeks to develop the utilization and application of critical thinking, relative to behavioral health, on all levels - in reading professional writing and research, in students' practice, in the classroom, and in the students' own thinking.

Consistently monitoring practice ethically, evaluating theoretical principles and epistemologies, and utilizing technological advances become basic practice patterns. Specific skill sets developed include:

Creating, organizing and integrating ideas and action on engaging diverse client systems effectively in change;
Assessing, conceptualizing and analyzing theoretical, practice and research problems from multiple perspectives and utilize critical thinking skills to formulate impressions based upon the data;
Analyzing, synthesizing and evaluating the evidence available to guide advanced social work practice;
Synthesizing, formulating and implementing a plan of action for social work practice that addresses complex issues and problems, builds consensus and incorporates multiple-level forces on client systems;
Analyzing and evaluating data of client progress and outcomes and sees implications and consequences of this progress and outcomes;
Synthesizing, creating, and organizing ideas from theory, research and practice for social justice;
Demonstrating the ability to integrate culturally competent skills into all aspects of social work practice;
Demonstrating the knowledge of the roles of behavioral health providers working in primary care settings, theories and models of care, and cross-cultural issues; and

New 2022-2023 Catalog Description

Advanced Standing Online Program is offered only to those students admitted to Advanced Standing status. The Online Only MSW Program requires the completion of 36 academic credit hours and is offered ONLY ONLINE. Students will not be allowed to take any other face to face or hybrid courses (although they will be allowed to take online only electives which are identified on the MSW Advanced Standing Online Only Plan of Study. This program option is designed for students entering the MSW Program who have a Bachelor of Social Work (BSW) degree and meet the requirements for Advanced Standing status. The program will consist of the advanced content (36 credit hours). Those Advanced Standing status students admitted to the MSW Online Only program option require the completion of 36 academic credit hours which includes 9 credit hours of field education. The Advanced Standing Program is for students entering the MSW Program with a BSW degree and who meet specific GPA requirements.

Admissions

Specialist/Advanced Standing Online Program
Admissions requirements for the Advanced Standing Online Program are the same as those for the Advanced Standing hybrid/face to face program.

Plan of Study

<u>**MSW Advanced Standing Online Program**</u>
An applicant for admission to the Master of Social Work program who holds a baccalaureate degree from an undergraduate social work program accredited by the Council of Social Work Education may be admitted with advanced standing status (see admissions requirements)

1. SWK 613-Advanced Human Behavior and Social Environment-   3 credit hours
2. SWK Elective (Advanced Behavioral Health) -   3 credit hours
3. SWK 614 Administrative Social Work Practice in Behavioral Healthcare
   Individuals and Families -   3 credit hours
4. SWK 616-Policy Practice in Behavioral Healthcare -   3 credit hours
5. SWK 622- Integrated Health Policy and Services -   3 credit hours
6. SWK 642-Advanced Social Work Research I -   3 credit hours
7. SWK 643- Advanced Social Work Research II –   3 credit hours
8. SWK 653-Advanced Field Practicum --   9 credit hours
9. SWK -Elective (Advanced Behavioral Health Focus)-   3 credit hours
10. SWK 615 Psychopathology –   3 credit hours

The Master of Social Work (MSW) "Online Only" Program is offered only to those students admitted to Advanced Standing status. The Online Only MSW Program requires the completion of 36 academic credit hours and is offered ONLY ONLINE. Students will not be allowed to take any other face to face or hybrid courses (although they will be allowed to take online only electives which are identified on the MSW Advanced Standing Online Only Plan of Study. This program option is designed for students entering the MSW Program who have a Bachelor of Social Work (BSW) degree and meet the requirements for Advanced Standing status. The program will consist of the advanced content (36 credit hours). Those Advanced Standing status students admitted to the MSW Online Only program option require the completion of 36 academic credit hours which includes 9 credit hours of field education. The Advanced Standing Program is for students entering the MSW Program with a BSW degree and who meet specific GPA requirements.

MSW Advanced Standing Online Only Program
An applicant for admission to the Master of Social Work program who holds a baccalaureate degree from an undergraduate social work program accredited by the Council of Social Work Education may be admitted with advanced standing status.
   1. SWK 613-Advanced Human Behavior and Social Environment- 3 credit hours
   2. SWK Elective (Advanced Behavioral Health) - 3 credit hours
   3. SWK 614 Administrative Social Work Practice in Behavioral Healthcare with Individuals and Families - 3 credit hours
   4. SWK 616-Policy Practice in Behavioral Healthcare - 3 credit hours
   5. SWK 622- Integrated Health Policy and Services - 3 credit hours
   6. SWK 642-Advanced Social Work Research I - 3 credit hours
   7. SWK 643- Advanced Social Work Research II – 3 credit hours
   8. SWK 653-Advanced Field Practicum --9 credit hours
   9. SWK -Elective (Advanced Behavioral Health Focus)- 3 credit hours
   10. SWK 615 Psychopathology – 3 credit hours

   1. Describe the research and data/outcomes the implementation of this new program option is based upon.

Based on Marshall University's research and current Online Learning programs, there are more than 600 courses that are 100% fully online. These online courses allow online students to start—and finish—the online degree of their choice. Marshall's online learning program offers close to 300 e-courses every semester and serves nearly 17,000 students annually. Marshall's Online Only MSW program offers off-campus students located in the Tri-State Region of WV, Ohio, and KY an opportunity to complete the MSW degree in a one calendar year timeframe.

With MSW Online Learning from Marshall University in Huntington WV, MSW students can earn a quality degree completely online, while continuing to meet work and family obligations.

Students study with the same quality faculty and earn the same degree or certificate as on campus students.

Marshall University online learning offers many distinct advantages for today's students, who need and want:
- Flexibility to fit in classes with professional and personal commitments.
- The opportunity to study for a degree anytime, anywhere, and earn a degree from an accredited and respected university; and
- An affordable college education. Marshall University's MSW Online Only students benefit from a special distance tuition rate that is less than Marshall's regular tuition costs, and out-of-state online students pay the same special rate as West Virginia students. In addition, fully distance education students do not pay fees for on-campus services.

How Does Online Learning Work?
Requirements
Online courses are accessible to students with a wide range of computer experience. At a minimum, you will need a desktop or laptop computer, reliable Internet access and a webcam and mic. Students should be comfortable using e-mail and accessing the Internet to go online. Blackboard support is available 24/7 and our IT service desk is available to help all students.

Getting started
Marshall's MSW Online Only program option delivers courses via Blackboard, an online learning management system. Fully online courses are the same as those taught on campus, but delivered asynchronously, so there are no face-to-face or on-site attendance requirements. You can also choose hybrid courses, which combine asynchronous and face-to-face learning delivered through Blackboard Collaborate, a two-way video tool. Review Online Learning FAQs.

Communications
MSW Online Only students will communicate with MSW instructors using Marshall e-mail, or by using the Blackboard Course Messages tool for online course. Blackboard also posts general information and updates for online students on its News and Alerts pages.

What Are the Online Learning Tuition and Fees?
Fully distance learning students in the MSW Online Only pay a prorated distance education tuition based on their level, up to the appropriate hours cap (12 hours for undergraduate / 9 hours for graduate). MSW Online Only students must be enrolled in the Online Only program and be designated as distance education students to receive the special tuition rate.

From:	donotreply@libwizard.com
To:	Distance Education
Subject:	Requests for Request for Program Addition to Distance Education Offerings.
Date:	Thursday, June 23, 2022 10:31:44 PM

Form Name: Request for Program Addition to Distance Education Offerings
Submitted: Jun 23, 2022 10:30 PM
Submission ID: 10509924
IP Address: 76.177.185.46
Browser: Chrome (102.0.0.0)
Referrer:
Report link:
https://marshall.libwizard.com/forms/reports/a0a7347041cbd274e977b5c422070c11

Program Title:
MSW One Year Online Program Advanced Standing Only

Effective Term::
FALL 2022

Level::
Graduate

Program Type::
Major

List the course subject codes (e.g. ENG) of the courses that have been approved as online courses for this program::
SWK 581 SWK 613 SWK 614 SWK 615 SWK 622 SWK 630 SWK 642 SWK 643 SWK 653 SWK 682 SWK 683

Total Number of Hours::
36

Submitted By::
Peggy Proudfoot Harman

Marshall Email Address of Submitter::
peggy.harman@marshall.edu

Date::
06/23/2022

A. Commitment to Online or Hybrid Program Offering (must check all)::
Course and program development was coordinated with the Instructional Designers in Online Learning., All Online (OC), Virtual (VC), Technology Enhanced (TE), and/or Hyflex (FLEX) courses in this program are Quality Matters (QM) approved as per MU BOG AA-46., Instructors teaching in this program are certified in the use of the QM

Rubric for Higher Education., Students admitted to this program can obtain the entire degree by technological means through the university's course management system., A complete QM-approved course rotation is provided for this program (mandatory attachment below).

Please upload your QM-approved course rotation for this program (mandatory attachment). :
pdf%20online%20msw-advanced-plan-of-study-2021-2022-newest-version.pdf

B. Mode of Program Delivery (check one program mode; do not mix modes)::
This is an ONLINE program: the complete baccalaureate or graduate degree program can be obtained online asynchronously with no face-to-face meeting requirements; all asynchronous courses are delivered through the official course management system available to students 24/7. All QM-approved online courses are listed with the OC designation (electronic course – campus code E) in SSATEXT.

C. Housekeeping (Check all that apply):
A list of current students currently in the face-to-face program who wish to move into the distance learning version will be provided to the Registrar, Bursar, and Financial Aid office upon approval. Distance Learning students may not switch back and forth from face-to-face to distance courses after they become eligible for the distance tuition benefit; once they take a face-to-face they forfeit the distance rate.

D. Additional Tools, Fees, or Requirements (check all that apply)::
Online textbook publisher support materials requiring student payment before access are provided through the course management system; total costs are listed in SSATEXT.

E. Experiential Learning and Public/Individual DisclosuresIMPORTANT: Policies and requirements established by individual Secretaries of State and the National Council for State Authorization Reciprocity Agreements (NC-SARA) must be followed before assignment of student experiences and program application; additional fees may be required. Public and individual disclosures are required based on student location as per 34 CFR 668.43 for those programs carrying licensure. Coordination with University Counsel and the Office of Online Learning is required before approving an online student's experiential learning activity in other states.:
Remote clinical or internship experiences for non-resident distance students are required and will be coordinated with University Counsel and reported to the Office of Institutional Research.

Before submission to the Assoc. VP of Online Learning, I verify all courses in this program rotation reside on the university's course management system and are approved as per the university's quality assurance program (Quality Matters) required in MU BOG AA-46. :
I verify all courses reside on the University's CMS and are QM approved.

Approval signatures:Approval Signature Fillable Form*Please upload a fillable form that has been signed OR a scanned copy of the signature form. The link above will download the PDF to your computer.* This file must be opened in Adobe, not in a browser, to be digitally signed. The University has licenses for Adobe Acrobat, if you do not have this program, please contact IT.:

Approval Signature of Chair/Program Director: _MSW_	Date:
Signature of Chair/Program Director: _Peggy Proudfoot Harman_	6/29/2022
Approval of Dean: **Michael Prewitt** Digitally signed by Michael Prewitt Date: 2022.06.29 09:16:08 -04'00'	Date: 06/29/2022
Approval of the Registrar: _William D Biggs_	Date: 6/30/2022
Approval of Provost/Sr. VP for Academic Affairs: _Karen McComas_	Date: _June 30, 2022_

DISTANCE EDUCATION DEFINITIONS
Adapted from the Higher Education Opportunity Act and Online Learning Consortium

A. In general, except as otherwise provided, the term 'distance education' means education that uses one or more of the technologies described in subparagraph (B):

- ï to deliver instruction to students who are separated from the instructor; and
- ï to support regular and substantive interaction between the students and the instructor, synchronously or asynchronously.

B. Inclusions for the purposes of subparagraph (A), the technologies used may include:

- ï the Internet;
- ï one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
- ï audio conferencing; or
- ï video cassettes, DVDs, and CD–ROMs, if the cassettes, DVDs, or CD–ROMs are used in a course in conjunction with any of the technologies listed in clauses (i) through (iii)."

Marshall University uses the following distance education course delivery modes. The corresponding format is coded into Banner:

Online course refers to any distance education course in which 100% of the course content is delivered asynchronously. There are no synchronous, face-to-face, or on-site attendance requirements. Online courses are designated as such in the schedule of courses. *Designation: OC for Online Course (electronic course – campus code E)*

Hybrid course refers to any distance education course in which a portion of the course is delivered synchronously with scheduled and required online, face-to-face, or on-site attendance requirements; the remainder of the course is delivered asynchronously.

Types of Hybrid courses include the following delivery modes and are designated in the Marshall University schedule of courses:

- ï T-course is a hybrid course in which 25% or more of the course is delivered synchronously requiring scheduled face-to-face or online attendance; 75% of the course is delivered asynchronously online.

Designation: TE for T-Course (75% via course management system and 25% seat time - campus code 1, 2, or 3)

- ï V-course is a synchronous course in which the faculty member holds live class meetings in person, by technological means, or by both delivery formats simultaneously. *Designation: VC for Virtual Course with 2-way online video conferencing (Via course management system – campus code 1, 2 or 3)*
- ï IV-course is a synchronous course in which the faculty member holds live class meetings using the interactive video system. *Designation: IV for Interactive Video with 2-way television conferencing (campus code 1, 2 or 3)*

Hyflex course refers to a course in which the students have both classroom-based and online options available for all or most learning activities.
- ï Hyflex gives students the flexibility to choose when and where they study based on their own needs, desires, and preferences.
- ï Students can also choose to change which option they use to attend courses weekly.
- ï Instructors are expected to teach using methods that treat all students equitably regardless of the student's modality.
- ï *Designation: parallel classroom assignment and listed as FLEX for Hyflex Course with 2-way online video conferencing (Via course management system – campus code 1, 2, or 3)*

Master of Social Work Plan of Study Effective Fall 2021-23
Generalist (2-year program option)

Name: _____   MU ID Number: _____

Address: _____   Phone Number: _____

_____   Advisor: _____

Anticipated date of completion: _____   E-mail: _____

Month & Year you first enrolled in the program: _____

Your plan of study must contain at least 66 hours of credit (Generalist Program Option), though students may complete significantly more, depending on their objectives. *Please note: some courses are offered more than one time in a year to provide flexibility and smaller class sizes. Elective offerings vary by semester according to instructor availability. Check with your advisor or schedule of courses to determine electives offered each semester.*

MSW Generalist Program Option: The MSW Generalist Program Option consists of foundation-level Generalist curriculum. This curriculum provides the equivalent of Marshall University's BSW and all other BSW programs accredited by the Council of Social Work Education (CSWE). Required courses include the following: SWK 501 Foundations of Generalist Practice I (3 credit hours) SWK 511 Foundations of Human Behavior in the Social Environment (3 credit hours) SWK 521 Foundations of Policy (3 credit hours) SWK 531 Foundations of Generalist Practice II (3 credit hours) SWK 541 Foundations of Research (3 credit hours) SWK 551 Foundation Field Practicum (9 credit hours - 450 work hours) and 6 hours of electives. Students take 12 credit hours of electives over two-year period. Total Credit Hours Years I & II- Generalist Program Option: 66 credit hours.

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1. **Year 1 Generalist Fall 2021 semester**

                                                                          GRADE
   _____SWK 501 Foundations of Generalist Practice   _____
   _____SWK 511 HBSE   _____
   _____SWK 541 Research   _____
   _____SWK Elective Option 1_____   _____
   _____SWK Elective Option 2_____   _____

2. **Year I Generalist Spring 2022**

                                                                          GRADE
   _____SWK 531 Practice II   _____
   _____SWK 521 Policy   _____
   _____SWK 551 Field (3 credit hours)   _____
   _____SWK Elective Option 1_____   _____
   _____SWK Elective Option 2_____   _____

3. **Year I Generalist Summer 2022**   GRADE

   _____SWK 551 Field (6 credit hours)   _____
   _____SWK 631 Integrated Behavioral Healthcare Models   _____
   _____SWK 655 Comorbidity of Ment/Phys Health D/O   _____
   _____SWK 673 Family & Community Violence   _____
   _____SWK Elective Option 3_____   _____
   _____SWK Elective Option 4_____   _____

4. **Year II Generalist Fall 2022**   GRADE
   _____SWK 615 Psychopathology   _____
   _____SWK 631 Behavioral Health Practice   _____
   _____SWK 633 Individual and Family Practice   _____
   _____SWK 653 Field (3 credit hours)   _____
   _____SWK Elective Option 3_____   _____
   _____SWK Elective Option 4_____   _____

5. **Year II Generalist Spring 2023**

		GRADE
_____	SWK 670 Practice with Children	_____
_____	SWK 634 Advanced SW Practice/Gps, Comms, Orgs	_____
_____	SWK 673 Family and Community Violence	_____
_____	SWK 653 Advanced Field Practicum (3 credit hours)	_____
_____	SWK Elective Option 3_____	_____
_____	SWK Elective Option 4_____	_____

6. **Year II Generalist Summer 2023**   **GRADE**

_____	SWK 631 Int Beh Health Models	_____
_____	SWK 653 Advanced Field Practicum (3 credit hours)	_____
_____	SWK 655 Comorbidity of Ment/Phys Health D/O	_____
_____	SWK 673 Family & Community Violence	_____
_____	SWK Elective Option 3_____	_____
_____	SWK Elective Option 4_____	_____

APPROVED COURSES FROM OTHER DEPARTMENTS OR PROGRAMS

Course Prefix
& Number Title

_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

TOTAL CREDITS REQUIRED: 66 Credit Hours

Student's signature date	Advisor's signature date

MSW Director signature date	Dean's signature date

NOTE: This plan should be agreed to and signed by all parties prior to the end of the student's first semester in the program.

Coursework for the Master of Social Work Generalist Program Option (2-year program option)
Required Courses

SWK 501 Foundations of Generalist Practice I

SWK 511 Foundations of Human Behavior in the Social Environment

SWK 521 Foundations of Social Welfare Policy

SWK 531 Foundations of Generalist Practice II

SWK 541 Foundations of Social Work Research.

SWK 551 Foundation of Field Practicum 9 credit hours total required

SWK 615 Psychopathology

SWK 631 Integrated Health Care Models and Practice

SWK 633 Advanced Clinical Social Work Practice in Behavioral Healthcare

SWK 634 Advanced Clinical Social Work Practice in Behavioral Healthcare with Groups, Communities & Organizations

SWK 653 Advanced Field Practicum– 9 credit hours total required

SWK 655 Comorbidity of Mental and Physical Disorders

SWK 670 Advanced Theories and Practice with Children

SWK 673 Family and Community Violence in Rural and Underserved Area

SWK Elective Option 1
SWK Elective Option 2
SWK Elective Option 3
SWK Elective Option 4

Total of 36 Required Coursework Hours
Total of 18 Required Field Education Hours
Total of 12 Elective Hours

Total   66 Hours

Master of Social Work Plan of Study Effective Fall 2021-22
Advanced Standing (1-year program option)

Name: _____ MU ID Number: _____

Address: _____ Phone Number: _____

_____ Advisor: _____

Anticipated date of completion: _____ E-mail: _____

Month & Year you first enrolled in the program: _____

Your plan of study must contain at least 36 hours of credit, though students may complete more, depending on their objectives. *Please note: some courses are offered more than one time in a year to provide flexibility and smaller class sizes. Elective offerings vary by semester according to instructor availability. Check with your advisor or the schedule of courses to determine electives offered each semester.*

MSW Advanced Standing Option: The MSW Advanced Standing Program Option consists of 36 credit hours and includes: SWK 615 Psychopathology (3 credit hours); SWK 631 Integrated Health Care Models and Practice (3 credit hours; and SWK 633 Advanced Clinical Social Work Practice in Behavioral Health Care with Individuals and Families (3 credit hours). The spring semester includes the following courses: SWK 634 Advanced Clinical Social Work Practice in Behavioral Healthcare with Groups, Families and Communities (3 credit hours); SWK 670 Advanced Theory and Practice with Children (3 credit hours; SWK 673 Family and Community Violence in Rural and Underserved Areas (3 credit hours); SWK 655 The Comorbidity of Mental Health and Physical Disorders (3 credit hours); SWK 653 Advanced Field Practicum (9 credit hours, 450 work hours); and Electives – 6 credit hours. Students who enter the program with Advanced Standing (30 credit hours total) complete only one (1) academic (three semesters) yearlong field placement (9 credit hours, 450 work hours).

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1. **Year II Fall 2021 Advanced Standing**

                                                     GRADE

   _____SWK 615 Psychopathology   _____
   _____SWK 673 Family & Comm Vil   _____
   _____SWK 633 Individual and Family Practice   _____
   _____SWK 653 Field (3 credit hours)   _____
   _____SWK Elective Option 1   _____
   _____SWK Elective Option 2   _____

2. **Year II Spring 2022 Advanced Standing**

                                                     GRADE

   _____SWK 670 Practice with Children   _____
   _____SWK 634 Advanced SW Practice/Gps, Coms, Orgs   _____
   _____SWK 631 Behavioral Health Practice   _____
   _____SWK 653 Advanced Field Practicum (3 credit hours)   _____
   _____SWK Elective Option 1   _____
   _____SWK Elective Option 2   _____

3. **Year II Summer 2022 Advanced Standing**

   _____SWJ 631 Integrated Behavioral Health Practice   _____
   _____SWK 653 Advanced Field Practicum (3 credit hours)   _____
   _____SWK 655 Comorbidity of Mental Health and Physical Disorders   _____
   _____SWK 673 Family and Comm Violence   _____
   _____SWK Elective Option 1   _____
   _____SWK Elective Option 2   _____

APPROVED COURSES FROM OTHER DEPARTMENTS OR PROGRAMS

Course Prefix
& Number Title

_____	_____	____
_____	_____	____
_____	_____	____
_____	_____	____
_____	_____	____

TOTAL CREDITS REQUIRED: 36 Credit Hours

Student's signature date	Advisor's signature date
MSW Director signature date	Dean's signature date

NOTE: The student should schedule an appointment with their advisor to complete the Plan of Study prior to the end of the student's first semester in the program.

Coursework for the Master of Social Work Advanced Standing Option (1-year program option)
Required Courses

SWK 615 Psychopathology

SWK 631 Integrated Health Care Models and Practice

SWK 633 Advanced Clinical Social Work Practice in Behavioral Healthcare

SWK 634 Advanced Clinical Social Work Practice in Behavioral Healthcare with Groups, Communities & Organizations

SWK 653 Advanced Field Practicum– 9 credit hours total required

SWK 655 Comorbidity of Mental and Physical Disorders

SWK 670 Advanced Theories and Practice with Children

SWK 673 Family and Community Violence in Rural and Underserved Area

SWK Elective 1
SWK Elective 2

Total of 21 Required Coursework Hours
Total of 9 Required Field Education Hours
Total of 6 Elective Hours

Total   36 Hours

Master of Social Work Plan of Study Effective Fall 2021-22
Advanced Standing (1-year Online Only program option)

Name: _____ MU ID Number: _____

Address: _____ Phone Number: _____

_____ Advisor: _____

Anticipated date of completion: _____ E-mail: _____

Month & Year you first enrolled in the program: _____

Your plan of study must contain at least 36 hours of credit, though students may complete more, depending on their objectives. *Please note: some courses are offered more than one time in a year to provide flexibility and smaller class sizes. Elective offerings vary by semester according to instructor availability. Check with your advisor or the schedule of courses to determine electives offered each semester.*

MSW Advanced Standing Option: The MSW Advanced Standing Online Only Program Option consists of 36 credit hours and includes: SWK 615 Psychopathology (3 credit hours); The Master of Social Work (MSW) "Online Only" Program is offered only to those students admitted to Advanced Standing status. The Online Only MSW Program requires the completion of 36 academic credit hours and is offered ONLY ONLINE. Students will not be allowed to take any other face to face or hybrid courses (although they will be allowed to take online only electives which are identified on the MSW Advanced Standing Online Only Plan of Study. This program option is designed for students entering the MSW Program who have a Bachelor of Social Work (BSW) degree and meet the requirements for Advanced Standing status. The program will consist of the advanced content (36 credit hours). Those Advanced Standing status students admitted to the MSW Online Only program option require the completion of 36 academic credit hours which includes 9 credit hours of field education. The Advanced Standing Program is for students entering the MSW Program with a BSW degree and who meet specific GPA requirements.

MSW Advanced Standing Online Only Program
An applicant for admission to the Master of Social Work program who holds a baccalaureate degree from an undergraduate social work program accredited by the Council of Social Work Education may be admitted with advanced standing status.

1. SWK 613-Advanced Human Behavior and Social Environment- 3 credit hours
2. SWK Elective (Advanced Behavioral Health) - 3 credit hours
3. SWK 614 Administrative Social Work Practice in Behavioral Healthcare with Individuals and Families - 3 credit hours
4. SWK 615 Psychopathology – 3 credit hours
5. SWK 616-Policy Practice in Behavioral Healthcare - 3 credit hours
6. SWK 622- Integrated Health Policy and Services - 3 credit hours
7. SWK 642-Advanced Social Work Research I - 3 credit hours
8. SWK 643- Advanced Social Work Research II – 3 credit hours
9. SWK 653-Advanced Field Practicum --9 credit hours
10. SWK -Elective (Advanced Behavioral Health Focus)- 3 credit hours

The spring semester includes the following courses: SWK 653 Advanced Field Practicum (9 credit hours, 450 work hours); and Electives – 6 credit hours. Students who enter the program with Advanced Standing (30 credit hours total) complete only one (1) academic (three semesters) yearlong field placement (9 credit hours, 450 work hours

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1. **Year II Fall 2021 Advanced Standing**

	GRADE
_____ SWK 613-Advanced Human Behavior and Social Environment	_____
_____ SWK 614 Administrative Social Work Practice in Behavioral healthcare with Individuals and Families	_____
_____ SWK 622- Integrated Health Policy and Practice	_____
_____ SWK 642-Advanced Social Work Research I	_____

2. **Year II Spring 2022 Advanced Standing**

GRADE

_____SWK 615 Psychopathology _____

_____ SWK 616-Policy Practice in Behavioral Healthcare _____

_____ SWK 643-Advanced Social Work Research II _____

_____ SWK 653 Advanced Field Practicum (3 credit hours) _____

3. **Year II Summer 2022 Advanced Standing**

_____SWK 653 Advanced Field Practicum (6 credit hours) _____

_____SWK Elective _____

_____SWK Elective _____

APPROVED COURSES FROM OTHER DEPARTMENTS OR PROGRAMS

Course Prefix
& Number Title

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

TOTAL CREDITS REQUIRED: 36 Credit Hours

Student's signature date	**Advisor's signature date**
MSW Director signature date	**Dean's signature date**

NOTE: The student should schedule an appointment with their advisor to complete the Plan of Study prior to the end of the student's first semester in the program.

Total of 21 Required Coursework Hours

Total of 9 Required Field Education Hours

Total of 6 Elective Hours

Total   36 Hours

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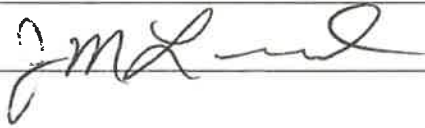
NOTE: Before you submit a request for a new Major or Degree, you must submit an INTENT TO PLAN form. Only after the INTENT TO PLAN goes through the approval process are you ready to submit this request for a new Major or Degree. For detailed information on new programs please see: http://wvhepcdoc.wvnet.edu/resources/133-11.pdf.

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 and 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 _(signature)_	Date 1/24/23
College Curriculum Chair _Jonathan Kozar_	Date 2/24/23
College Dean _(signature)_	Date 1/30/2023
Graduate Council Chair _(signature)_	Date 4-12-23
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)

Remove one course, GEO601, from the major requirements. The course content will be covered in another course, GEO679, which is still required.

Update the electives list.

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)

Remove one course, GEO601 Colloquium, from the major requirements. The course content will be covered in another course, GEO679 Portfolio and Career Profile, which is still required.

This change does not affect the total number of credits (34) required for the degree.

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: Geography

Major or Degree: Geography MA and MS

Type of Change: *(change)*

Rationale: Remove one course, GEO601, from the major requirements. The course content will be covered in another course, GEO679, which is still required. This change does not affect the total number of credits (34) required for the degree. Update the electives list.

Geography MA – MS

Program changes 2023

Program Description

Geography is the systematic study of the spatial aspects of human activity, the natural world, and human-environment interaction. The discipline of geography occupies a unique position as a bridge between the social sciences (Human Geography), natural sciences (Physical Geography), and STEM fields (GIScience). From this interdisciplinary perspective, geography helps us understand and address numerous contemporary challenges ranging from economic development, urban planning, and ethnic conflict to climate change, environmental sustainability, and natural resource management. As a result, geography is a rapidly expanding discipline with diverse career opportunities across the environmental sciences, social sciences, and technological fields in both the public and private sectors. Both the U.S. Department of Labor and the Bureau of Labor Statistics predict that demand for trained geographers will grow over the next decade.

The Geography Department prepares students to succeed as professionals in today's job market through an innovative curriculum focusing on building critical thinking, technical, and practical skills across a range of human geography, physical geography, and geospatial information science (GIScience) courses. The curriculum includes a mixture of classroom and lab instruction, hands-on projects, and professional internships experiences that actively engage students in the learning process and provide the skills necessary for lifelong learning. The department maintains state-of-the-art facilities, including technology-enhanced classrooms, a physical geography lab, and a GIScience computer lab, supporting students as they utilize the latest software and hardware. The department provides a supportive learning environment where students work closely with faculty and peers while enjoying numerous opportunities to participate in campus, state, and national professional activities.

Geography alumni have successfully applied their knowledge and practical skills in a variety of career paths in both the public and private sectors, including urban and regional planning, economic development, environment planning, natural resource and energy management, weather forecasting, emergency response and homeland security, GIS analysis, and education. Other alumni have continued with geography studies at the doctoral level.

Students wishing to earn a master's degree in geography have the option of selecting either a Master of Arts (M.A.) or Master of Science (M.S.) degree. Both the M.S. and M.A. degree options prepare the graduate for professional employment or advanced work at the doctoral level. Because M.S. students are required to complete a thesis, the M.S. option is the best

choice for students wishing to engage in geographical research projects or in preparation for entrance into a doctoral program.

For more information, please see the departmental website at www.marshall.edu/geography, email geography@marshall.edu, or call (304) 696-4364.

Admission Requirements

M.A. applicants should follow the admissions process described in this catalog or at the Graduate Admissions website 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 in this catalog or at the Graduate Admissions website 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 (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.

Graduate Assistantships

Applications for department research or teaching assistantships are available from the department website at www.marshall.edu/geography. For more information about graduate assistantships at Marshall University, please see www.marshall.edu/graduate.

For more information about other financial support, please see www.marshall.edu/graduate/.

Degree Requirements

Candidates for the master's degree must meet the general requirements for the Graduate College and complete a minimum of 34 total credits.

Required Courses
- ~~GEO 601 Colloquium in Geography~~

- Any GEO GIScience course (choose from GEO523, 526, 527, 529, 530, 531, 532, 533, 534, 554, 631, 634, GEO690 Internship using GIScience, GEO580-584 Special Topics GIScience courses, GEO 585-588 Independent Study GIScience topics)
- GEO540 Spatial Statistics and GIS; requirement waived if GEO440 Spatial Statistics and GIS passed with a grade of C or better at the undergraduate level;
- GEO 615 Geographic Thought
- GEO 616 Geographical Research Methods
- For the M.A.: GEO 679 Applied Projects
- For the M.S.: GEO 679 Applied Projects and GEO 681 Thesis

Electives:

GEO 501 Historical Geography (3 credits)
GEO 502 Geography of Appalachia (3 credits)
GEO 504 Geography of Europe (3 credits)
GEO 505 Political Geography (3 credits)
GEO 506 Population Geography (3 credits)
GEO 508 Geography of South and Middle America (3 credits)
GEO 510 Urban Geography (3 credits)
GEO 514 Principles and Methods of Planning (3 credits)
GEO 515 Urban Land Use Planning (3 credits)
GEO 522 Environmental Geography (3 credits)
GEO 523 Cartography and GIS (3 credits)
GEO 525 Climatology (4 credits)
GEO 526 Principles of GIS (4 credits)
GEO 527 Principles of GIS 2 (4 credits)
GEO 529 Location Analysis and GIS (4 credits)
GEO 530 Environmental Raster Analysis (4 credits)
GEO 531 Principles of Remote Sensing and Photogrammetry (3 credits)
GEO 532 Enterprise GIS (3 credits)
GEO 533 GPS and Mobile Geospatial Technologies (3 credits)
GEO 534 Flood Hazards and GIS (3 credits)
GEO 554 Drones Remote Sensing and GIS (3 credits)
GEO 607 Economic Geography (3 credits)
GEO 617-619 Seminars in Geography (3 credits)
GEO 620 Topics in Environmental Geography (3 credits)
GEO 623 Regions of North America (3 credits)
GEO 631 Advanced GIS Projects (3 credits)
GEO 634 GIS Databases & Programming (3 credits)
GEO 690 Internship (1-6 credits)

Some GEO courses may not be listed here, but still count for credit in the program; see an advisor. Of the credit hours required for the degree, at least half must be at the 600 level.

Plan of Study

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

Minor in Geography
Students who minor in Geography should choose a minimum of six hours of appropriate courses from one of the specialties below in consultation with their major faculty advisor and a Geography faculty advisor.

Regional Geography: GEO 623, Regions of North America, is required. Choose additional coursework from GEO 502, 504, 508, 610-614, 617-619.
Physical Geography: Choose from 522, 525, 530, 531, 617-619, 620
Human Geography: Choose from GEO 501, 505, 506, 510, 522, 607, 617-619, 620
Geographic Information Systems/Remote Sensing: Choose from GEO 523, 526, 529, 530, 531, 532, 533, 540, 554, 617-619, 631, 634, 690 (must be GIScience approved in advance)

Geography MA – MS

Program changes 2023

Clean Copy

Program Description

Geography is the systematic study of the spatial aspects of human activity, the natural world, and human-environment interaction. The discipline of geography occupies a unique position as a bridge between the social sciences (Human Geography), natural sciences (Physical Geography), and STEM fields (GIScience). From this interdisciplinary perspective, geography helps us understand and address numerous contemporary challenges ranging from economic development, urban planning, and ethnic conflict to climate change, environmental sustainability, and natural resource management. As a result, geography is a rapidly expanding discipline with diverse career opportunities across the environmental sciences, social sciences, and technological fields in both the public and private sectors. Both the U.S. Department of Labor and the Bureau of Labor Statistics predict that demand for trained geographers will grow over the next decade.

The Geography Department prepares students to succeed as professionals in today's job market through an innovative curriculum focusing on building critical thinking, technical, and practical skills across a range of human geography, physical geography, and geospatial information science (GIScience) courses. The curriculum includes a mixture of classroom and lab instruction, hands-on projects, and professional internships experiences that actively engage students in the learning process and provide the skills necessary for lifelong learning. The department maintains state-of-the-art facilities, including technology-enhanced classrooms, a physical geography lab, and a GIScience computer lab, supporting students as they utilize the latest software and hardware. The department provides a supportive learning environment where students work closely with faculty and peers while enjoying numerous opportunities to participate in campus, state, and national professional activities.

Geography alumni have successfully applied their knowledge and practical skills in a variety of career paths in both the public and private sectors, including urban and regional planning, economic development, environment planning, natural resource and energy management, weather forecasting, emergency response and homeland security, GIS analysis, and education. Other alumni have continued with geography studies at the doctoral level.

Students wishing to earn a master's degree in geography have the option of selecting either a Master of Arts (M.A.) or Master of Science (M.S.) degree. Both the M.S. and M.A. degree options prepare the graduate for professional employment or advanced work at the doctoral level. Because M.S. students are required to complete a thesis, the M.S. option is the best

choice for students wishing to engage in geographical research projects or in preparation for entrance into a doctoral program.

For more information, please see the departmental website at www.marshall.edu/geography, email geography@marshall.edu, or call (304) 696-4364.

Admission Requirements
M.A. applicants should follow the admissions process described in this catalog or at the Graduate Admissions website 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 in this catalog or at the Graduate Admissions website 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 (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.

Graduate Assistantships
Applications for department research or teaching assistantships are available from the department website at www.marshall.edu/geography. For more information about graduate assistantships at Marshall University, please see www.marshall.edu/graduate.

For more information about other financial support, please see www.marshall.edu/graduate/.

Degree Requirements
Candidates for the master's degree must meet the general requirements for the Graduate College and complete a minimum of 34 total credits.

Required Courses

- Any GEO GIScience course (choose from GEO523, 526, 527, 529, 530, 531, 532, 533, 534, 554, 631, 634, GEO690 Internship using GIScience, GEO580-584 Special Topics GIScience courses, GEO 585-588 Independent Study GIScience topics)
- GEO540 Spatial Statistics and GIS; requirement waived if GEO440 Spatial Statistics and GIS passed with a grade of C or better at the undergraduate level;
- GEO 615 Geographic Thought
- GEO 616 Geographical Research Methods
- For the M.A.: GEO 679 Applied Projects
- For the M.S.: GEO 679 Applied Projects and GEO 681 Thesis

Electives:

GEO 501 Historical Geography (3 credits)
GEO 502 Geography of Appalachia (3 credits)
GEO 504 Geography of Europe (3 credits)
GEO 505 Political Geography (3 credits)
GEO 506 Population Geography (3 credits)
GEO 508 Geography of South and Middle America (3 credits)
GEO 510 Urban Geography (3 credits)
GEO 514 Principles and Methods of Planning (3 credits)
GEO 515 Urban Land Use Planning (3 credits)
GEO 522 Environmental Geography (3 credits)
GEO 523 Cartography and GIS (3 credits)
GEO 525 Climatology (4 credits)
GEO 526 Principles of GIS (4 credits)
GEO 527 Principles of GIS 2 (4 credits)
GEO 529 Location Analysis and GIS (4 credits)
GEO 530 Environmental Raster Analysis (4 credits)
GEO 531 Principles of Remote Sensing and Photogrammetry (3 credits)
GEO 532 Enterprise GIS (3 credits)
GEO 533 GPS and Mobile Geospatial Technologies (3 credits)
GEO 534 Flood Hazards and GIS (3 credits)
GEO 554 Drones Remote Sensing and GIS (3 credits)
GEO 607 Economic Geography (3 credits)
GEO 617-619 Seminars in Geography (3 credits)
GEO 620 Topics in Environmental Geography (3 credits)
GEO 623 Regions of North America (3 credits)
GEO 631 Advanced GIS Projects (3 credits)
GEO 634 GIS Databases & Programming (3 credits)
GEO 690 Internship (1-6 credits)

Some GEO courses may not be listed here, but still count for credit in the program; see an advisor. Of the credit hours required for the degree, at least half must be at the 600 level.

Plan of Study

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

Minor in Geography
Students who minor in Geography should choose a minimum of six hours of appropriate courses from one of the specialties below in consultation with their major faculty advisor and a Geography faculty advisor.

Regional Geography: GEO 623, Regions of North America, is required. Choose additional coursework from GEO 502, 504, 508, 610-614, 617-619.
Physical Geography: Choose from 522, 525, 530, 531, 617-619, 620
Human Geography: Choose from GEO 501, 505, 506, 510, 522, 607, 617-619, 620
Geographic Information Systems/Remote Sensing: Choose from GEO 523, 526, 529, 530, 531, 532, 533, 540, 554, 617-619, 631, 634, 690 (must be GIScience approved in advance)

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

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**
NOTE: If proposing a new certificate, please read this first: www.marshall.edu/graduate/graduatecouncil/certificatespolicy/certificatepolicy.pdf

College: **COLA**   Dept/Division: **Geography**

Contact Person: **Kevin Law**   Phone: **696-2503**

Name of Certificate **Meteorology**

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 2/15/23
College Curriculum Chair	Jonathan Kozar	Date 2/24/23
College Dean	_(signature)_	Date 2/17/2023
Graduate Council Chair	_(signature)_	Date 4-12-23
Provost/VP Academic Affairs		Date
Presidential Approval		Date

Rec'd in COLA Office
Date: 2/15/23

Form updated 09/2022

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

Please provide a rationale for addition, deletion, change:

We have received inquiries from graduate students interested in meteorological studies but do not necessarily want a career in forecasting or broadcasting. Our program currently does not offer any graduate level meteorology degree or credential to students. The addition of the meteorology graduate certificate would help satisfy student interest.

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.

See attached sheet

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

No additonal faculty, equipment, or specialized materials are necessary

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 sheet

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 sheet

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

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

Department: Geography
Name of Certificate: Geography
Credit Hours: At least 16 credit hours
Type of Change: Addition
Rationale: We have received inquiries from graduate students interested in meteorological studies but do not necessarily want a career in forecasting or broadcasting. Our program currently does not offer any graduate level meteorology degree or credential to students. The addition of the meteorology graduate certificate would help satisfy student interest.

Addition of Meteorology Graduate Certificate

Rationale: We have received inquiries from graduate students interested in meteorological studies but do not necessarily want a career in forecasting or broadcasting. Our program currently does not offer any graduate level meteorology degree or credential to students. The addition of the meteorology graduate certificate would help satisfy student interest.

Proposed Catalog Description:

Meteorology is a science that investigates atmospheric phenomena especially the weather and weather conditions. The meteorology graduate certificate is designed for students who do not necessarily want to broadcast or forecast, but rather learn meteorological skills to compliment other skillsets such as GIS, aviation, environmental science and many others.

PROPOSED CURRICULUM: At least 16 credit hours

Required Courses: 8 credits

GEO 550: Extreme Weather (4 credits)

GEO 560: Weather Analysis (4 credits)

CHOOSE AT LEAST A TOTAL OF 8 CREDIT HOURS FROM THE FOLLOWING COURSES:

GEO 525: Climatology (4 credits)

GEO 526: Principles of GIS (4 credits)

GEO 531: Remote Sensing (4 credits)

GEO 580 – 583: Special Topics (1-4 credits)

GEO 617-619: Seminars in Geography *must be weather related (1-4 credits) [*the maximum number of credits for the seminars is being increased to 4 credits*]

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

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**
NOTE: If proposing a new certificate, please read this first: www.marshall.edu/graduate/graduatecouncil/certificatespolicy/certificatepolicy.pdf

College: **Science**

Dept/Division: **Forensic Science**

Contact Person: **Dr. Lauren R. Waugh**

Phone: **304-691-8940**

Name of Certificate **Digital Forensics, Graduate Certificate**

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 *Lauren Richards Waugh*	Date _____
College Curriculum Chair *Maria Hamilton*	Date _____
College Dean	Date *02/10/2023*
Graduate Council Chair	Date *4-12-23*
Provost/VP Academic Affairs	Date _____
Presidential Approval	Date _____

Please provide a rationale for addition, deletion, change:

Current Digital Forensics Graduate Certificate has been removed from Title IV Financial Aid eligibility. New federal regulations require that graduate certificates consist of a minimum of 16 hours and require at least two semesters to complete to be eligible for Title IV funds. The current certificate program includes 14 hours and we are requesting to add two credits to the certificate to reinstate it for Title IV Financial Aid eligibility. Two credits of seminar would be added to include the certificate students in the various career development opportunities provided in the course such as mock interviews, poster presentations, lay talk presentations, and guest speakers, which they are currently not receiving.

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.

We are requesting to add two credits of FSC 680 (Seminar) to the required curriculum for the certificate. One credit would be taken during the fall semester and the second during the spring semester. These will be required courses for the certificate.

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

NONE

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

NONE

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

3. *Current* Catalog Description

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

The current catalog entry for the Digital Forensics, Graduate certificate is attached, which includes the program overview, admissions requirements, and plan of study.

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).

Attached

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

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

Department: Forensic Science
Name of Certificate: Digital Forensics
Credit Hours: 16
Type of Change: Change
Rationale: Increase the number of credits required for the Digital Certificate from 14 to 16 for the purpose of meeting new federal regulations for Title IV Financial Aid

3. Current Catalog Description

Digital Forensics, Graduate Certificate

Overview
The Graduate Certificate in Digital Forensics is designed to provide students with knowledge and skills for the identification, collection, preservation, and examination of various types of digital evidence, including basic and in-depth knowledge and skills in digital forensic analysis policy and procedure, forensic analysis tools and techniques, data recovery, and investigation, as well as quality assurance, legal, and ethical considerations important to this rapidly changing field. This graduate certificate program does not assume, nor does it require, that the applicant have any experience in the field of digital forensics as the course sequence includes instruction ranging from fundamentals to advanced topics.

Employment
Applicants must be aware that background checks similar to those required for law enforcement officers are likely to be a condition of employment (Reference: NIJ Report NCJ 203099 - "Qualifications for a Career in Forensic Science." pp. 7-10) in the field of Digital Forensics.

Fees
The Forensic Science Fee is a special fee designed to support the Forensic Science Program, which cannot be waived.

Admission Requirements
1. Applicants seeking admission to the Graduate Certificate in Digital Forensics program, without admission to the M.S. Forensic Science degree program, should apply to Marshall University as a Certificate/ Professional Development student. Students will be admitted on a competitive basis for fall semester admissions only. Review of applicants will begin March 1 of each year but applicants may be admitted any time prior to the fall enrollment deadline. As a limited enrollment program, students will be admitted on a space-available basis.
2. Regarding Digital Forensics, those students enrolled in the M.S. in Forensic Science degree program may choose to complete the M.S. Forensic Science with a Graduate Certificate in Digital Forensics **and** the M.S. Forensic Science with an Emphasis in Digital Forensics. Those electing to pursue the Graduate Certificate in Digital Forensics must complete a "Graduate Admissions Secondary Program Request" form at www.marshall.edu/graduate/secondary-program-request-form.
3. Applicants must submit official undergraduate transcripts to the Marshall University Graduate Admissions Office verifying that the applicant has a bachelor's degree from an accepted, accredited institution of higher learning and a cumulative Grade Point Average (GPA) of 3.0 or higher.
4. Applicants must submit 2 letters of recommendation to the Graduate Admissions Office, on formal letterhead from individuals familiar with the applicant's academic record and moral character. These letters must be signed and dated.

5. Applicants must submit a "Personal Statement/Statement of Purpose" to the Graduate Admissions Office, written, signed, and dated by the applicant, explaining why the applicant believes he/she should be admitted to the program.
6. Applicants must successfully complete a background check to gain entrance to this program. The procedure for undergoing a background check will be provided once the applicant demonstrates he or she has met all other admissions criteria. International students who have resided in the United States longer than 30 days are required to have a U.S. criminal background check as an admission requirement. As international students have a background check as part of their visa application, international students who have resided in the United States for fewer than 30 days are exempt from undergoing a U.S. background check.

Program Requirements

Successful completion of this Graduate Certificate requires that the student maintain a cumulative Grade Point Average (GPA) of 3.0 or better in 5 required courses with no grade of *C* or less.

Course List

Code	Title	Credit Hours
Required Courses		
FSC 632 Found Fund Digital Forensics		3
FSC 634 Comp Search & Seizure		3
FSC 605 F S Digital Imaging		3
FSC 609 Network Forensics		3
FSC 676 Adv Dig Evid Detect Recovery		2
Total Credit Hours		14

Plan of Study
Curriculum

First Year

First Semester	Credit Hours
FSC 632 Found Fund Digital Forensics	3
FSC 609 Network Forensics	3
Credit Hours	6
Second Semester	
FSC 634 Comp Search & Seizure	3
FSC 605 F S Digital Imaging	3
FSC 676 Adv Dig Evid Detect Recovery	2
Credit Hours	8

Total Credit Hours   14

4. *Edits* to the Current Description

Digital Forensics, Graduate Certificate

Overview
The Graduate Certificate in Digital Forensics is designed to provide students with knowledge and skills for the identification, collection, preservation, and examination of various types of digital evidence, including basic and in-depth knowledge and skills in digital forensic analysis policy and procedure, forensic analysis tools and techniques, data recovery, and investigation, as well as quality assurance, legal, and ethical considerations important to this rapidly changing field. This graduate certificate program does not assume, nor does it require, that the applicant have any experience in the field of digital forensics as the course sequence includes instruction ranging from fundamentals to advanced topics.

Employment
Applicants must be aware that background checks similar to those required for law enforcement officers are likely to be a condition of employment (Reference: NIJ Report NCJ 203099 - "Qualifications for a Career in Forensic Science." pp. 7-10) in the field of Digital Forensics.

Fees
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Admission Requirements
1. Applicants seeking admission to the Graduate Certificate in Digital Forensics program, without admission to the M.S. Forensic Science degree program, should apply to Marshall University as a Certificate/ Professional Development student. Students will be admitted on a competitive basis for fall semester admissions only. Review of applicants will begin March 1 of each year but applicants may be admitted any time prior to the fall enrollment deadline. As a limited enrollment program, students will be admitted on a space-available basis.
2. Regarding Digital Forensics, those students enrolled in the M.S. in Forensic Science degree program may choose to complete the M.S. Forensic Science with a Graduate Certificate in Digital Forensics **and** the M.S. Forensic Science with an Emphasis in Digital Forensics. Those electing to pursue the Graduate Certificate in Digital Forensics must complete a "Graduate Admissions Secondary Program Request" form at www.marshall.edu/graduate/secondary-program-request-form.
3. Applicants must submit official undergraduate transcripts to the Marshall University Graduate Admissions Office verifying that the applicant has a bachelor's degree from an accepted, accredited institution of higher learning and a cumulative Grade Point Average (GPA) of 3.0 or higher.
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5. Applicants must submit a "Personal Statement/Statement of Purpose" to the Graduate Admissions Office, written, signed, and dated by the applicant, explaining why the applicant believes he/she should be admitted to the program.
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Program Requirements
Successful completion of this Graduate Certificate requires that the student maintain a cumulative Grade Point Average (GPA) of 3.0 or better in 5 required courses with no grade of *C* or less.

Course List

Code	Title	Credit Hours
Required Courses		
FSC 632 Found Fund Digital Forensics		3
FSC 634 Comp Search & Seizure		3
FSC 605 F S Digital Imaging		3
FSC 609 Network Forensics		3
FSC 676 Adv Dig Evid Detect Recovery		2
FSC 680 Seminar		2
Total Credit Hours		16

Plan of Study
Curriculum

First Year

First Semester	Credit Hours
FSC 632 Found Fund Digital Forensics	3
FSC 609 Network Forensics	3
FSC 680 Seminar	1
Credit Hours	7
Second Semester	
FSC 634 Comp Search & Seizure	3
FSC 605 F S Digital Imaging	3

FSC 676 Adv Dig Evid Detect Recovery	2
FSC 680 Seminar	1
Credit Hours	9
Total Credit Hours	16

5. *New* Catalog Description

Digital Forensics, Graduate Certificate

Overview

The Graduate Certificate in Digital Forensics is designed to provide students with knowledge and skills for the identification, collection, preservation, and examination of various types of digital evidence, including basic and in-depth knowledge and skills in digital forensic analysis policy and procedure, forensic analysis tools and techniques, data recovery, and investigation, as well as quality assurance, legal, and ethical considerations important to this rapidly changing field. This graduate certificate program does not assume, nor does it require, that the applicant have any experience in the field of digital forensics as the course sequence includes instruction ranging from fundamentals to advanced topics.

Employment

Applicants must be aware that background checks similar to those required for law enforcement officers are likely to be a condition of employment (Reference: NIJ Report NCJ 203099 - "Qualifications for a Career in Forensic Science." pp. 7-10) in the field of Digital Forensics.

Fees

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Admission Requirements

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3. Applicants must submit official undergraduate transcripts to the Marshall University Graduate Admissions Office verifying that the applicant has a bachelor's degree from an accepted, accredited institution of higher learning and a cumulative Grade Point Average (GPA) of 3.0 or higher.

4. Applicants must submit 2 letters of recommendation to the Graduate Admissions Office, on formal letterhead from individuals familiar with the applicant's academic record and moral character. These letters must be signed and dated.

5. Applicants must submit a "Personal Statement/Statement of Purpose" to the Graduate Admissions Office, written, signed, and dated by the applicant, explaining why the applicant believes he/she should be admitted to the program.
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Program Requirements
Successful completion of this Graduate Certificate requires that the student maintain a cumulative Grade Point Average (GPA) of 3.0 or better in 5 required courses with no grade of *C* or less.

Course List

Code	Title	Credit Hours
Required Courses		
FSC 632 Found Fund Digital Forensics		3
FSC 634 Comp Search & Seizure		3
FSC 605 F S Digital Imaging		3
FSC 609 Network Forensics		3
FSC 676 Adv Dig Evid Detect Recovery		2
FSC 680 Seminar		2
Total Credit Hours		16

Plan of Study
Curriculum

First Year

First Semester	Credit Hours
FSC 632 Found Fund Digital Forensics	3
FSC 609 Network Forensics	3
FSC 680 Seminar	1
Credit Hours	7
Second Semester	
FSC 634 Comp Search & Seizure	3
FSC 605 F S Digital Imaging	3

FSC 676 Adv Dig Evid Detect Recovery	2
FSC 680 Seminar	1
Credit Hours	9
Total Credit Hours	16

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: 578   ⊙ Graded   ◌ CR/NC

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

NEW COURSE DATA:

New Course Title: **Creativity in Counseling**

Alpha Designator/Number: | C | O | U | N | | 5 | 7 | 8 | |

Title Abbreviation: | C | r | e | a | t | i | v | i | t | y | | i | n | | C | o | u | n | | | | | | |

(Limit of 25 characters and spaces)

Course Catalog Description: | Provide methods of integrating creativity and expressive therapy modalities into the therapeutic
(Limit of 30 words) | relationship in school and clinical mental health settings.

Co-requisite(s): n/a   First Term to be Offered: Summer 2022

Prerequisite(s): COUN 600, COUN 603   Credit Hours: 3

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

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

Dept. Chair/Division Head _____   Date 9/14/2021

Registrar _____ 131101   Date 9/15/2021

College Curriculum Chair _Elbert Davis_   Date 9/27/2021

Graduate Council Chair _____   Date 4-14-23

Form updated 10/2011

College: COEPD   Department/Division: COUN   Alpha Designator/Number: 578

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

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.

Email correspondence was sent to the school psychology, psychology, and social work departments to confirm there was no possible duplication of courses. Please see the three attachments which indicate the responses.

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)

See syllabus attached in separate document.

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

See attached syllabus

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

Gladding, S. T. (2016). The creative arts in counseling (5th ed.). Alexandria, VA: American Counseling Association.

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

Hybrid with four live synchronous meetings and Blackboard.

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

Evaluation methods will be completed through use of role plays, chapter discussions, projects (one group, one individual), reflection journals, and assignments (See also attached syllabus).

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

n/a

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

Please see attached syllabus in a separate document.

Request for Graduate Course Addition – Page 5

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

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

Department: COUN
Course Number and Title: COUN 578 Creativity in Counseling
Catalog Description: Provide methods of integrating creativity and expressive therapy modalities into the therapeutic relationship in school and clinical mental health settings.
Prerequisite: COUN 600, COUN 603
First Term Offered: Summer 2022
Credit Hours: 3

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: **EDF 679**

Contact Person: **Lisa Heaton**   Phone: **304-746-2026**

CURRENT COURSE DATA:

Course Title: EDF 679 Problem Report

Alpha Designator/Number: | E | D | F | | 6 | 7 | 9 | | |

Title Abbreviation: | P | r | o | b | l | e | m | | R | e | p | o | r | t | | | | | | | | | | |

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

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

Dept. Chair/Division Head *Lisa A. Heaton*	Date 2/9/2023
Registrar *Sonya GCQ*	Date
College Curriculum Chair *McKenzie Brittain*	Date 2/20/23
Graduate Council Chair	Date 4-14-23

Form updated 09/2022

College: COEPD   Department/Division: Curriculum & Instruction   Alpha Designator/Number: EDF 679

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: Students work on their problem report throughout the semester with multiple edits and revisions until the project is acceptable. It would be more efficient to grade the course as Credit/No Credit, which is common in similar capstone courses such as CI 797 Dissertation Research.

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

From | The preparation of a written report on a research problem, experiment or field project in education. This report is not a thesis; students must complete an additional 33 credit hours unless 697 is followed by 681 for 3 hours credit. The preparation of a written report on a research problem, experiment or field project in education. This report is not a thesis; students must complete an additional 33 credit hours unless 697 is followed by 681 for 3 hours credit.

To | The preparation of a written report on a research problem, experiment or field project in education. This report is not a thesis.

If Yes Rationale | The atalog description is duplicated and outdated. The number of hours noted for the program is inaccurate and the two courses referenced in the description are no longer offered. Revisions are provided to resolve these catalog description issues.

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**

EDF 679 Problem Report

Course Number/Title

_____

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

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 #/Title: EDF 679 Problem Report

Course Grading Change: From letter graded to CR/NC
Rationale: Students work on their problem report throughout the semester with multiple edits and revisions until the project is acceptable. It would be more efficient to grade the course as Credit/No Credit, which is common in similar capstone courses such as CI 797 Dissertation Research.

Catalog Description Change
(OLD) The preparation of a written report on a research problem, experiment or field project in education. This report is not a thesis; students must complete an additional 33 credit hours unless 697 is followed by 681 for 3 hours credit. The preparation of a written report on a research problem, experiment or field project in education. This report is not a thesis; students must complete an additional 33 credit hours unless 697 is followed by 681 for 3 hours credit.
(NEW) The preparation of a written report on a research problem, experiment or field project in education. This report is not a thesis.
Rationale: The catalog description is duplicated and outdated. The number of hours noted for the program is inaccurate and the two courses referenced in the description are no longer offered. Revisions are provided to resolve these catalog description issues.

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: **CECS**   Dept/Division: **Civil Engineering**   Current Alpha Designator/Number: **EM 661**

Contact Person: **Isaac Wait**   Phone: **304-691-0599**

CURRENT COURSE DATA:

Course Title: **Advanced Project Management**

Alpha Designator/Number: | E | M | | 6 | 6 | 1 | | | |

Title Abbreviation: | A | d | v | . | | P | r | o | j | e | c | t | | M | a | n | a | g | e | m | e | n | t | | |

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

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

Dept. Chair/Division Head ___Isaac Wait___	Date ___1 February 2023___
Registrar ___Sonja GCQ___	Date _____
College Curriculum Chair ___As. A. Silen___	Date ___2/27/2023___
Graduate Council Chair ___D. S. Lee___	Date ___4-14-23___

College: CECS   Department/Division: Civil Engineering   Alpha Designator/Number: EM 661

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

Change in CATALOG TITLE: ☑ YES   ☐ NO

From | A | d | v | | | P | r | o | j | e | c | t | | M | a | n | a | g | e | m | e | n | t | | | | | | (limited to 30 characters and spaces)

To | P | r | o | j | e | c | t | | M | g | m | t | | i | n | | P | r | a | c | t | i | c | e | | | |

If Yes, Rationale: Updated title reflects the applied, practical nature of the course.

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: Course is designed to increase proficiency in the advanced aspects of project management. Participants will become aware of the project management processes in PMI's Project Management Body of Knowledge.

To: Covers the Project Management Body of Knowledge. Designed to prepare project managers to pass the Project Management Professional exam, and to improve their skills as a project manager.

If Yes Rationale: Updated catalog description specifically mentions that the course is intended to help prepare students for the Project Management Professional exam.

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: **CECS**

Department: **Civil Engineering**

Course Number/Title **EM 661 / Advanced Project Management**

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

Not Applicable

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

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: Civil Engineering
Current Course Number / Title: EM 661 / Advanced Project Management
New Course Number / Title: EM 661 / Project Management in Practice
Rationale: Updated title reflects the applied, practical nature of the course. Revised catalog description specifically mentions preparation for the Project Management Professional exam.
Catalog Description (current): Course is designed to increase proficiency in the advanced aspects of project management. Participants will become aware of the project management processes in PMI's Project Management Body of Knowledge.
Catalog Description (new): The course covers the Project Management Body of Knowledge (PMBOK Guide). The course is designed to prepare project managers to pass the Project Management Professional (PMP) exam, and to improve their skills as a project manager.

Request for Graduate Course Addition

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

College: **COLA**   Dept/Division: **ENG**   Alpha Designator/Number: **641 662** ⦿ Graded ◯ CR/NC

Contact Person: **Dr. Jill Treftz (Spring 2023) or Dr. Jana Tigchelaar**   Phone: **304-696-3129**

NEW COURSE DATA:

New Course Title: Topics in Film and New Media

Alpha Designator/Number: | E | N | G | 6̶ | 4̶ | 1̶ | 6 | 6 | 2 |

Title Abbreviation: | T | o | p | i | c | s | | i | n | | F | i | l | m | | & | | M | e | d | i | a | | |
(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words) — Intensive study of a specific theme or genre in film, television, digital media, video games, and other new media.

Co-requisite(s): **None**   First Term to be Offered: **Fall 2023**

Prerequisite(s): **None**   Credit Hours: **3**

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

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

Dept. Chair/Division Head _____   Date 2/8/2023

Registrar _____ 230101   Date 2/14/2023

College Curriculum Chair _Jonathan Kozar_   Date 2/24/23

Graduate Council Chair _____   Date 4-14-23

Request for Graduate Course Addition

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

College: **COLA**   Dept/Division: **ENG**   Alpha Designator/Number: **662**   ● Graded   ○ CR/NC

Contact Person: **Dr. Jill Treftz (Spring 2023) or Dr. Jana Tigchelaar**   Phone: **304-696-3129**

NEW COURSE DATA:

New Course Title: **Topics in Film and New Media**

Alpha Designator/Number: | E | N | G | | 6 | 6 | 2 | | |

Title Abbreviation: | T | o | p | i | c | s | | i | n | | F | i | l | m | | & | | M | e | d | i | a | | |

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

Intensive study of a specific theme or genre in film, television, digital media, video games, and other new media.

Co-requisite(s): **None**   First Term to be Offered: **Fall 2023**

Prerequisite(s): **None**   Credit Hours: **3**

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

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

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

College: **COLA**   Department/Division: **ENG**   Alpha Designator/Number: **662**

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. Walter Squire
Dr. Britton Cody Lumpkin
Dr. Daniel Lewis
Dr. Allison Carey; others 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.

See attached (correspondence with Dr. Rob Rabe, School of Journalism and Mass Communication).

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)

See attached

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

See attached

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

See attached

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

Lecture and discussion

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

See attached

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

Not applicable

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

See attached

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: English
Course Number and Title: ENG 662 Topics in Film and New Media
Catalog Description: Intensive study of a specific theme or genre in film, television, digital media, video games, and other new media.
Prerequisites: None
First Term Offered: Fall 2023
Credit Hours: 3

RE: question/concern about proposed ENG course edition

Rabe, Rob <rabe@marshall.edu>

Wed 2/8/2023 2:58 PM

To: Treftz, Jill <treftz@marshall.edu>

Cc: Tigchelaar, Jana <tigchelaar@marshall.edu>

Hello Jill.   Thanks for your message.   SOJMC is ending its Master's program, so we do not need to worry about any encroachment or overlap with our program. If we reanimate our program someday, perhaps our students would benefit from taking your new seminar.

Thanks again. I hope you are doing well.
Rob

Robert A. Rabe, PhD (he, him, his)
Professor
School of Journalism and Mass Communication
Marshall University
Editor, *Journal of 20th Century Media History*

"The country's image of the black man, which hasn't much to do with the black man, has never failed to reflect with a kind of frightening accuracy the state of mind of the country."
James Baldwin, 1960

From: Treftz, Jill <treftz@marshall.edu>
Sent: Wednesday, February 8, 2023 2:49 PM
To: Rabe, Rob <rabe@marshall.edu>
Cc: Tigchelaar, Jana <tigchelaar@marshall.edu>
Subject: question/concern about proposed ENG course edition

Dear Rob-

I'm reaching out to you in my capacity as Acting Director of Grad Studies in English (I am also CC'ing Jana Tigchelaar, Interim Chair of Communications and ACTUAL DGS) to make sure there are no concerns about course overlap between the graduate offerings in SJMC and a new seminar we are proposing for English. The seminar is titled "Topics in Film and New Media," and the course description is as follows: 'Intensive study of a specific theme or genre in film, television, digital media, video games, and other new media.'

I realize that CAMS (and specifically the SJMC) has (or had?) a New Media Studies graduate program and that you do have courses in "New Media," but our course is specifically about textual/literary analysis of film and other narrative genres of visual media. Before we send the proposal forward to COLA and the Graduate Council, we just want to make sure that we're not encroaching on the work of your program.

Sincerely,
Jill

****
Dr. Jill Marie Treftz
Associate Professor of English
Marshall University

Marshall University Syllabus
College of Liberal Arts
Department of English

Course

ENG 662: Topics in Film and New Media

Course Description

Intensive study of a specific theme or genre in film, television, digital media, video games, and other new media.

Credits
3 - Graduate

Prerequisites
None

Term/Year

XXX

Class Meeting Days/Times

XXX

Location

XXX

Academic Calendar

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

Instructor

XXX

Required and/or Recommended Texts and Materials

Required Texts

Butler, David. *Fantasy Cinema: Impossible Worlds on Screen*. London: Wallflower,

2009. Print. Short Cuts: Introductions to Film Studies. ISBN# 9781906660161.

Required Viewing

The Wizard of Oz (1939, dir. Victor Fleming)
Cinderella (1950, dir. Clyde Geronimi, Hamilton Luske, and Wilfred Jackson)
Pan's Labyrinth (2006, dir. Guillermo del Toro)
Enchanted (2007), directed by Kevin Lima
Singin' in the Rain (1952, dir. Stanley Donen and Gene Kelly)
Tarzan the Ape Man (1932, dir. W. S. Van Dyke)
Beasts of the Southern Wild (2012, dir. Benh Zeitlin)
El Norte (1983, dir. Gregory Nava)
The Milagro Beanfield War (1988, dir. Robert Redford)
Life of Pi (2012, dir. By Ang Lee)
The Incredibles (2004, dir. Brad Bird)
The Dark Knight (2008, dir. Christopher Nolan)

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
Comprehend and discuss major works of American fantasy film	• Submitting weekly reading/viewing responses • Participating regularly in class discussions, • Making one class presentation • Submitting one formal essay	• Regular evaluation of reading/viewing responses • Evaluation of presentation and class participation • Evaluation of formal essay
Apply what you learned critically to a major work of American fantasy film	• Making one class presentation • Submitting one formal essay	• Evaluation of presentation • Evaluation of formal essay
Discuss how works of American fantasy film engage in political and social analysis	• Submitting weekly reading/viewing responses • Participating regularly in class discussions, • Making one class presentation • Submitting one formal essay	• Regular evaluation of reading/viewing responses • Evaluation of presentation and class participation • Evaluation of formal essay

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
Conduct research into to a major work of American fantasy film and express your findings in academically appropriate ways	• Making one class presentation • Submitting one formal essay	• Evaluation of presentation • Evaluation of formal essay

Graduate Learning Outcomes

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will critique core issues regarding major figures, works, and/or ideas in English studies, incl. issues of professionalization.	• Course readings and viewings • Written responses • Class discussion	• Essay (Theorizing an American Fantasy Film) or Creative Project • Presentation
Students will analyze major critical and/or cultural theories in English studies.	• Course readings and viewings • Written responses	• Essay (Theorizing an American Fantasy Film) or Creative Project • Presentation
Students will find, evaluate, and incorporate into their original writing primary and secondary source materials.	• Written responses • Drafting and workshopping	• Essay or Creative Project • Presentation
Students will create original texts that demonstrate advanced knowledge of and applied learning in English.	• Written responses • Drafts (of various projects) • Workshops	• Essay (Theorizing an American Fantasy Film) • Presentation

Course Requirements/Due Dates

Assignments:

1. *Essay That Theorizes an American Fantasy Film*
   For this essay assignment, you will apply at least one politically-oriented theory (such as ecocriticism, feminism, Marxism, post-colonialism, posthumanism, and/or queer theory) to an American fantasy film other than those I am asking you to watch for this class. Your essay should be at least 10 pages in length and cite at least 10 different sources. You will have a chance to revise this essay and will submit a plan several weeks before the essay is due.

   1.b. Creative Alternative to Formal Essay

   Instead of writing an essay that analyzes a fantasy film from the perspective of a politically-oriented theory, you could instead describe a potential film of your own creation that resolves a political problem you see commonly operating with fantasy film. If you choose this creative option, you will need to include the following in your project:

   - An introduction that assesses the problem you will resolve.
   - A synopsis that describes the narrative and characters of the film.
   - A scene treatment that depicts your film resolving the problem.

   The introduction should cite sources relevant to problem that your film resolves. The due dates are the same as for the formal essay.

2. *Presentation*
   You will be asked to present to our class one American fantasy film other than those I am asking you to watch. You may certainly use the same film as you intend to theorize in your essay. Your presentation should consist of a brief summary of the film, an overview of critical attention to the film, and suggestions of how the film might be analyzed through the lenses of one or more politically-oriented theories (such as ecocriticism, feminism, Marxism, post-colonialism, and/or queer theory). To facilitate such an analysis, you might show one or two brief scenes from the film during your presentation. If you are selecting the creative option instead, your presentation should identify the problem your proposed film would resolve, briefly describe the narrative and characters of the film, and describe a sample scene that demonstrates how the film remedies the problem you have identified. The presentation for either option should be between roughly 15 minutes in length. You will submit a plan several weeks before the presentation is due.

3. *Responses to Films*
   I will ask you to respond to 12 different feature-length films throughout the semester. Guidelines as well as questions to be answered in each response will be posted on MUOnline. Responses should be in essay format (sentences and paragraphs).

   Due for each one of our 12 feature films (see course schedule—the response *Enchanted* and *Singin' in the Rain* will be a combined response, as will the one for *El Norte* and *The Milagro Beanfield War*).

4. *Class Participation*
   Class Participation will include in-class writing, contributions to class discussions, and (potentially) responding to classmates' online responses.

   Daily, throughout semester.

Grading Policy

Grading Breakdown

Essay Assignment	200 points
Presentation	50 points
MUOnline Responses to Films	100 points
Participation	50 points
Total Possible Points	**400 points**

Final Grade Ranges

A	360-400 points
B	320-359 points
C	280-319 points
D	240-279 points
F	0-239 points

Attendance/Participation Policy

Any student who misses more than two (2) classes should expect a significant reduction in participation grade. If you accumulate four (4) or more absences, you should withdraw from the class.

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

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

[Provide the course schedule. You may enter it in the table below or provide it in another format.

January 10	Introduction to Course; Defining Fantasy; Political Readings of Fantasy; Distinguishing Fantasy from Related Genres; Screening of Early Fantasy Films	How Do You Define Fantasy? and other low-stakes writing exercises (performed during class time)
January 17	Discussion of *Fantasy Cinema*; Discussion of "Ideology, Genre, Auteur" (article provided during class); Introduction to Genre Theory, Film Form, and Queer Theory	Read Butler, *Fantasy Cinema* 1-42 and 77-108, and "Ideology, Genre, Auteur" (the second item is available through Blackboard)
January 24	Discussion of *The Wizard of Oz*, Queer Theory, and Economics; Introduction to Marxism	View *The Wizard of Oz*; Read "My Beautiful Wickedness," "The Promise of Miracles," and "Dominant, Residual and Emergent" (items available through Blackboard); Submit First Viewing/Reading Response to Blackboard
January 31	Discussion of Fairy Tales, *Cinderella*, Economics, Psychoanalysis, and Feminism	View *Cinderella*; Read Butler 48-58, "Cinderella" from *The Uses of Enchantment*, and Selections from *The Classic Fairy Tales* (the second and third items available through Blackboard); Submit Second Viewing/Reading Response to Blackboard
February 7	Discussion of *Pan's Labyrinth*; Introduction to Feminist Film Theory; Introduction to Fantasy Romcoms and Musicals; Continued Introduction to Film Form	View *Pan's Labyrinth*; Read Butler 45-48, "Visual Pleasure and Narrative Cinema," and "The Dorothys of Oz" (2nd and 3rd items available through Blackboard); Submit Third Viewing/Reading Response to Blackboard

February 14	Discussion of *Singin' in the Rain* and *Enchanted*; Introduction to Post-Colonialism	View *Singin' in the Rain* and *Enchanted*; read Butler 58-70; Submit Fourth Viewing/Reading Response to Blackboard
February 21	Contextualization of Depictions of Race in 1930s American Film; Discussion of *Tarzan the Ape Man,* Introduction to Magical Realism	View *Tarzan the Ape Man*; Read "White Skin, White Masks" (available through Blackboard); Submit Fifth Viewing/Reading Response to Blackboard; Plan for Presentation and Essay Due
February 28	Discussion of *Beasts of the Southern Wild* and reviews by David Denby and bell hooks; Conferences over Projected Presentations and Essays	View *Beasts of the Southern Wild*; Read Rev. of *Beasts* and "No Love in the Wild" (items available through Blackboard); Submit Sixth Viewing/Reading Response to Blackboard
March 7	Discussion of *El Norte* and *The Milagro Beanfield War*; Continued Conferences	View *El Norte* and *The Milagro Beanfield War*; Submit Seventh Viewing Response to Blackboard; Extra Credit Responses Due
March 21	Discussion of *Life of Pi*; Presentations	View *Life of Pi*; Submit Eighth Viewing Response to Blackboard
March 28	Class Period Devoted to Presentations	Presentation on an American Fantasy Film Due
April 4	Essay Drafts Workshop; Completion of Presentations (if necessary)	Draft of Essay Theorizing an American Fantasy Film Due
April 11	Discussion of *The Incredibles*	View *The Incredibles*; Read "And when everyone is super" (available through Blackboard); Submit Ninth Viewing/Reading Response to Blackboard
April 18	Discussion of *The Dark Knight*; Essay Drafts Returned; Revision Conferences	View *The Dark Knight*; Read "The Ecstasy of Chaos" (available through Blackboard); Submit Tenth Viewing/Reading Response to Blackboard
April 25	Final Exam Period	Submit Final Draft of Essay

ENG 641: Topics in Film and New Media – Bibliography

Aaron, Michael, ed. *New Queer Cinema: A Critical Reader*. New Brunswick: Rutgers UP, 2004.

Abelove, Henry, Michele Aina Barale, and David M. Halperin, eds. *The Lesbian and Gay Studies Reader*. London: Routledge, 1993.

Altman, Rick. *Film/Genre*. London: British Film Institute, 1999.

Barsam, Richard, and Dave Monahan. *Looking at Movies: An Introduction to Film*. 4th ed. New York: Norton, 2013.

Basinger, Jeanine. *A Woman's View: How Hollywood Spoke to Women 1930-1960*. Knopf, 2013.

Bordwell, David, and Kristin Thompson. *Film Art*. 10th ed. New York: McGraw-Hill, 2013.

Benshoff, Harry M., and Sean Griffin. *America on Film: Representing Race, Class, Gender, and Sexuality at the Movies*. 2nd ed. Chichester: Blackwell, 2009.

Berenstein, Rhona J. *Attack of the Leading Ladies: Gender, Sexuality, and Spectatorship in Classic Horror Cinema*. New York: Columbia UP, 1996.

Black, Gregory D. *Hollywood Censored: Morality Codes, Catholics, and the Movies*. Cambridge: Cambridge UP, 1994.

Butler, David. *Fantasy Cinema: Impossible Worlds on Screen*. London: Wallflower, 2009.   Short Cuts: Introductions to Film Studies

Chapman, James. *Licence to Thrill: A Cultural History of the James Bond Film*. I.B. Tauris, 2008.

Chapman, James. *War and Film*. Reaktion Books, 2008.

Cousins, Mark, dir. *The Story of Film: An Odyssey*. Hopscotch Films, 2011.

Dixon, Wheeler Winston. *Straight: Constructions of Heterosexuality in the Cinema*. Albany: State U of New York P, 2003.

Doherty, Thomas. *Pre-Code Hollywood: Sex, Immorality, and Insurrection in American Cinema, 1930-1934*. New York: Columbia UP, 1999.

Friedman, Lester, David Desser, Sarah Kozloff, Martha Nochimson, and Stephen Prince. *An Introduction to Film Genres*. Norton, 2013.

Giannetti, *Understanding Movies*. 13th ed. Upper Saddle River: Pearson, 2013.

Gledhill, Christine, and Linda Williams, eds. *Reinventing Film Studies*. London: Arnold, 2000.

Langford, Barry. *Film Genre: Hollywood and Beyond*. Edinburgh: Edinburgh UP, 2002.

LaSalle, Mick. *Complicated Women: Sex and Power in Pre-Code Hollywood*. Thomas Dunne Books, 2000.

Lehman, Peter. *Lady Chatterley's Legacy in the Movies: Sex, Brains, and Body Guys*. New Brunswick: Rutgers UP, 2010.

Lewis, Jon. *Essential Cinema: An Introduction to Film Analysis*. Boston: Cengage, 2014.

Loukides, Paul, and Linda K. Fuller, eds. *Beyond the Stars 3: The Material World in American Popular Film*. Bowling Green: Bowling Green U Popular P, 1993.

Palumbo, Donald, ed. *Eros in the Mind's Eye: Sexuality and the Fantastic in Art and Film*. New York: Greenwood, 1986.

Pennington, Jody. *The History of Sex in American Film*. Westport: Praeger, 2007.

Pomerance, Murray, ed. *Ladies and Gentlemen, Boys and Girls: Gender in Film at the End of the Twentieth Century*. Albany: State U of New York P, 2001.

Rollins, Peter C., ed. *Hollywood as Historian: American Film in a Cultural Context*. Rev. ed. Lexington: UP of Kentucky, 1983.

Russo, Vito. *The Celluloid Closet: Homosexuality in the Movies*. Rev. ed. New York: Harper, 1987.

Sepinwall, Alan. *The Revolution was Televised: How the Sopranos, Mad Men, Breaking Bad, Lost, and Other Groundbreaking Dramas Changed TV Forever*. Gallery Books, 2013.

Slotkin, Richard. *Gunfighter Nation: The Myth of the Frontier in Twentieth-Century America*. University of Oklahoma Press.

Sobchack, Vivian. *Screening Space: The American Science Fiction Film*. 1987. New Brunswick: Rutgers UP, 1997.

Staiger, Janet. *Bad Women: Regulating Sexuality in Early American Cinema*. Minneapolis: U of Minnesota P, 1995.

Straayer, Chris. *Deviant Eyes, Deviant Bodies: Sexual Re-Orientation in Film and Video*. New York: Columbia UP, 1996.

Tompkins, Jane. *West of Everything: The Inner Life of Westerns*. Oxford UP, 1993.

Williams, Linda. *Screening Sex*. Durham: Duke UP, 2008.

Young, Lola. *Fear of the Dark: 'Race,' Gender and Sexuality in the Cinema*. London: Routledge, 1996.

Scholarly Journals on Film/Media Studies:

CineAction, CineAction Collective

Cineaste, Cineaste Publishers

Film Comment, Film at Lincoln Center

Film Quarterly, University of California Press

Journal of Film and Video, University of Illinois Press

Journal of Popular Culture, Wiley-Blackwell

Journal of Popular Film and Television, Taylor & Francis, Routledge

Quarterly Review of Film and Video, Taylor & Francis

Reverse Shot, Museum of the Moving Image

Senses of Cinema, Senses of Cinema Inc.

Sight and Sound, British Film Institute

Request for Graduate Course Change

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

College: **COLA**   Dept/Division: **Geography**   Current Alpha Designator/Number: **GEO 617-619**

Contact Person: **Kevin Law**   Phone: **696-2503**

CURRENT COURSE DATA:

Course Title: **Seminars in Geography**

Alpha Designator/Number: | G | E | O | 6 | 1 | 7 | - | 6 | 1 | 9 |

Title Abbreviation: | s | e | m | i | n | a | r | s | | i | n | | G | e | o | g | r | a | p | h | y | | | |

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

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

Dept. Chair/Division Head	Date 2/15/23
Registrar	Date 2/17/2023
College Curriculum Chair _Jonathan Kozar_	Date 2/24/23
Graduate Council Chair	Date 4-14-23

Form updated 09/2022

Page 1 of 5

College: COLA   Department/Division: Geography   Alpha Designator/Number: GEO 617-619

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 | 1-3 Credit hours

To | 1-4 Credit hours

Change in COURSE CONTENT: ☐ YES ☑ NO

From |

To |

Rationale | A new meteorology graduate certificate is being proposed where many of the courses contain labs and are 4 credit hours. By increasing the seminars to a maximum of 4 credit hours, it gives the opportunity for the seminars to be consistent with those lab courses.

College: **COLA**

Department: **Geography**

Course Number/Title   GEO 617-619/ Seminars in Geography

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 CREDIT HOUR CHANGE
Department: Geography
Course Number and Title: GEO 617-619 Seminars in Geography
Rationale: A new meteorology graduate certificate is being proposed where many of the courses contain labs and are 4 credit hours. By increasing the seminars to a maximum of 4 credit hours, it gives the opportunity for the seminars to be consistent with those lab courses.
Credit Hours (old): 1-3 Credit hours
Credit Hours (new): 1-4 Credit hours
Catalog Description: Selected geography subjects/topics not included in the regular course offerings of the department are considered, using a seminar approach to learning.

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: **LCOB**   Dept/Division: **Accountancy and Legal Environment**

Contact Person: **Jean Price**   Phone: **304-696-2657**

Degree Program **MS in Accountancy**

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 *Jean Price*	Date 2/13/23
College Curriculum Chair *B.P.Ymbr PgT*	Date 2/23/23
College Dean *Jeffry J Archambault*	Date 2/23/23
Graduate Council Chair	Date 4-12-23
Provost/VP Academic Affairs	Date
Presidential Approval	Date
Board of Governors Approval	Date

Form updated 09/2022

Page 1 of 5

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

The AICPA is making changes to the CPA exam that encourage the specialization in areas of accounting practice. To better prepare students for taking this revised version of the CPA exam, the proposed change would create areas of emphasis that would allow the student to take courses to better prepare for the specialized sections of the exam. The number of required courses is being reduced to allow for this increased specialization.

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

The number of required courses will be reduced from seven to four and two areas of emphasis will be created.
See attached document detailing the catalog before and after the change.

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 separate page

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 separate page

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: Accountancy and Legal Environment
Major or Degree: Master of Science in Accountancy
Type of Change: Change
Rationale: The AICPA is making changes to the CPA exam that encourage the specialization in areas of accounting practice. To better prepare students for taking this revised version of the CPA exam, the proposed change would create areas of emphasis that would allow the student to take courses to better prepare for the specialized sections of the exam. The number of required courses is being reduced to allow for this increased specialization.

Plan of Study

The following courses must be completed:

Course List

Code	Title	Credit Hours
Functional Studies		
ACC 615	Audit Theory & Practice	3
ACC 616	Adv Income Tax Procedure	3
ACC 617	Advanced Controllership	3
ACC 618	Accounting Research	3
ACC 632	Auditing AIS	3
ACC 698	Ethics in Accounting	3
LE 691	Gov Bus Relationships	3
Accounting Electives		
Select six hours (any two courses) from graduate accounting courses		6
Other Elective		
Select one of the following:		3
Any graduate Accounting course		
ENT 680	Entrepreneurship	
FIN 623	Investments	
FIN 626	Sec Anlysis-Portfolio Mgt	
FIN 630	Multinational FIN MGT	
MGT 601	Quant Methods-Business	
MGT 620	Human Resource Management	
MGT 677	Supply Chain Management	
MGT 692	Ethics/Global Aspects Bus	
MIS 685	Bus Intel/Analytics	
MKT 682	Adv Marketing Management	
MKT 684	Global Marketing	
MKT 686	IMC for Prof Services	
Total Credit Hours		30

In addition, a student with an undergraduate degree other than business must complete a program of study approved by the Director of the M.S. program.

Plan of Study

The following courses must be completed:

Course List

Code	Title	Credit Hours
Functional Studies		
Required Courses:		
ACC 615	Audit Theory & Practice	3
~~ACC 616~~	~~Adv Income Tax Procedure~~	~~3~~
~~ACC 617~~	~~Advanced Controllership~~	~~3~~
ACC 618	Accounting Research	3
~~ACC 632~~	~~Auditing AIS~~	~~3~~
ACC 698	Ethics in Accounting	3
LE 691	Gov Bus Relationships	3
Total Required Credits		
		18
Accounting Electives*		
Total Credits		30
~~Accounting Electives~~		
~~Select six hours (any two courses) from graduate accounting courses~~		~~6~~
~~Other Elective~~		
~~Select one of the following:~~		~~3~~
~~Any graduate Accounting course~~		
~~ENT 680~~	~~Entrepreneurship~~	
~~FIN 623~~	~~Investments~~	
~~FIN 626~~	~~Sec Anlysis-Portfolio Mgt~~	
~~FIN 630~~	~~Multinational FIN MGT~~	
~~MGT 601~~	~~Quant Methods-Business~~	
~~MGT 620~~	~~Human Resource Management~~	
~~MGT 677~~	~~Supply Chain Management~~	
~~MGT 692~~	~~Ethics/Global Aspects Bus~~	
~~MIS 685~~	~~Bus Intel/Analytics~~	
~~MKT 682~~	~~Adv Marketing Management~~	
~~MKT 684~~	~~Global Marketing~~	
~~MKT 686~~	~~IMC for Prof Services~~	
~~Total Credit Hours~~		~~30~~

*Eighteen additional credit hours in 500- or 600-level accounting courses (except ACC 510 or 613) are required. Students may choose to complete an area of emphasis by choosing any nine credit hours from within the following areas of emphasis:

Business Analysis and Reporting Area of Emphasis (9 hours required from the following courses)

ACC 512	Govt NFP Accounting	3
ACC 514	Corp and Partner Accounting	3
ACC 617	Advanced Controllership	3
ACC 640	Forensic ACC: Civil Litigation	3

Tax Compliance and Planning Area of Emphasis (9 hours required from the following courses)

ACC 544	Consulting for CPAs	3
ACC 548	Taxation of Entities	3
ACC 616	Adv Income Tax Procedure	3
ACC 648	Tax Research	3

Note: Students taking courses in the 3+2 program during their senior year of their undergraduate program are limited to 500-level accounting courses or LE 691.

In addition, a student with an undergraduate degree other than business must complete a program of study approved by the Director of the M.S. program.

Plan of Study

The following courses must be completed:

Course List

Code	Title	Credit Hours
Required Courses:		
ACC 615	Audit Theory & Practice	3
ACC 618	Accounting Research	3
ACC 698	Ethics in Accounting	3
LE 691	Gov Bus Relationships	<u>3</u>
Total Required Credits		12
Accounting Electives		<u>18</u>
Total Credits		30

Eighteen additional credit hours in 500- or 600-level accounting courses (except ACC 510 or 613) are required. Students may choose to complete an area of emphasis by choosing any nine credit hours from within the following areas of emphasis:

Business Analysis and Reporting Area of Emphasis (9 hours required from the following courses)

ACC 512	Govt NFP Acounting	3
ACC 514	Corp and Partner Accounting	3
ACC 617	Advanced Controllership	3
ACC 640	Forensic ACC: Civil Litigation	3

Tax Compliance and Planning Area of Emphasis (9 hours required from the following courses)

ACC 544	Consulting for CPAs	3
ACC 548	Taxation of Entities	3
ACC 616	Adv Income Tax Procedure	3
ACC 648	Tax Research	3

Note: Students taking courses in the 3+2 program during their senior year of their undergraduate program are limited to 500-level accounting courses or LE 691

In addition, a student with an undergraduate degree other than business must complete a program of study approved by the Director of the M.S. program.

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: **LCOB**   Dept/Division: **Accountancy and Legal Environment**

Contact Person: **Jean Price**   Phone: **304-696-2657**

Action Requested

Check action requested: ☑ Addition ☐ Deletion ☐ Change

Degree Program **Master of Science in Accountancy**

Area of Emphasis **Business Analysis and Reporting**

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.

None

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

Dept. Chair/Division Head _Jean Price_	Date _2/13/23_
Registrar	Date _2/17/2023_
College Curriculum Chair _B.P.Mukz PzT._	Date
College Dean _Jeffry J Archahlaw_	Date _2/23/23_
Graduate Council Chair	Date _4-12-23_
Provost/VP Academic Affairs	Date
President	Date

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

The AICPA is making changes to the CPA exam that encourage the specialization in areas of accounting practice. To better prepare students for taking this revised version of the CPA exam, the proposed change would create an area of emphasis that would help prepare students for the CPA exam section of the same name.

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 area of emphasis requires nine credits from the following courses (all of which are 3 credits):
ACC 512 Government and Not-for-Profit Accounting
ACC 514 Corporate and Partnership Accounting
ACC 617 Advanced Controllership
ACC 640 Forensic Accounting: Civil Litigation

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 attached separate page

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

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

See attached separate page

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: Accountancy and Legal Environment
Area of Emphasis Title: Business Analysis and Reporting
Credit Hours: 9
Type of Change Requested: Addition
Term to Take Effect: Fall 2023
Rationale:The AICPA is making changes to the CPA exam that encourage the specialization in areas of accounting practice. To better prepare students for taking this revised version of the CPA exam, the proposed change would create an area of emphasis that would help prepare students for the CPA exam section of the same name.

Plan of Study

The following courses must be completed:

Course List

Code	Title	Credit Hours
Functional Studies		
ACC 615	Audit Theory & Practice	3
ACC 616	Adv Income Tax Procedure	3
ACC 617	Advanced Controllership	3
ACC 618	Accounting Research	3
ACC 632	Auditing AIS	3
ACC 698	Ethics in Accounting	3
LE 691	Gov Bus Relationships	3
Accounting Electives		
Select six hours (any two courses) from graduate accounting courses		6
Other Elective		
Select one of the following:		3
Any graduate Accounting course		
ENT 680	Entrepreneurship	
FIN 623	Investments	
FIN 626	Sec Anlysis-Portfolio Mgt	
FIN 630	Multinational FIN MGT	
MGT 601	Quant Methods-Business	
MGT 620	Human Resource Management	
MGT 677	Supply Chain Management	
MGT 692	Ethics/Global Aspects Bus	
MIS 685	Bus Intel/Analytics	
MKT 682	Adv Marketing Management	
MKT 684	Global Marketing	
MKT 686	IMC for Prof Services	
Total Credit Hours		30

In addition, a student with an undergraduate degree other than business must complete a program of study approved by the Director of the M.S. program.

Plan of Study

The following courses must be completed:

Course List

Code	Title	Credit Hours
Functional Studies		
Required Courses:		
ACC 615	Audit Theory & Practice	3
~~ACC 616~~	~~Adv Income Tax Procedure~~	~~3~~
~~ACC 617~~	~~Advanced Controllership~~	~~3~~
ACC 618	Accounting Research	3
~~ACC 632~~	~~Auditing AIS~~	~~3~~
ACC 698	Ethics in Accounting	3
LE 691	Gov Bus Relationships	3
Total Required Credits		
		<u>18</u>
Accounting Electives*		
Total Credits		<u>30</u>
~~Accounting Electives~~		
~~Select six hours (any two courses) from graduate accounting courses~~		~~6~~
~~Other Elective~~		
~~Select one of the following:~~		~~3~~
~~Any graduate Accounting course~~		
~~ENT 680~~	~~Entrepreneurship~~	
~~FIN 623~~	~~Investments~~	
~~FIN 626~~	~~Sec Anlysis-Portfolio Mgt~~	
~~FIN 630~~	~~Multinational FIN MGT~~	
~~MGT 601~~	~~Quant Methods-Business~~	
~~MGT 620~~	~~Human Resource Management~~	
~~MGT 677~~	~~Supply Chain Management~~	
~~MGT 692~~	~~Ethics/Global Aspects Bus~~	
~~MIS 685~~	~~Bus Intel/Analytics~~	
~~MKT 682~~	~~Adv Marketing Management~~	
~~MKT 684~~	~~Global Marketing~~	
~~MKT 686~~	~~IMC for Prof Services~~	
~~Total Credit Hours~~		~~30~~

*Eighteen additional credit hours in 500- or 600-level accounting courses (except ACC 510 or 613) are required. Students may choose to complete an area of emphasis by choosing any nine credit hours from within the following areas of emphasis:

Business Analysis and Reporting Area of Emphasis (9 hours required from the following courses)

ACC 512	Govt NFP Accounting	3
ACC 514	Corp and Partner Accounting	3
ACC 617	Advanced Controllership	3
ACC 640	Forensic ACC: Civil Litigation	3

Tax Compliance and Planning Area of Emphasis (9 hours required from the following courses)

ACC 544	Consulting for CPAs	3
ACC 548	Taxation of Entities	3
ACC 616	Adv Income Tax Procedure	3
ACC 648	Tax Research	3

Note: Students taking courses in the 3+2 program during their senior year of their undergraduate program are limited to 500-level accounting courses or LE 691.

In addition, a student with an undergraduate degree other than business must complete a program of study approved by the Director of the M.S. program.

Plan of Study

The following courses must be completed:

Course List

Code	Title	Credit Hours
Required Courses:		
ACC 615	Audit Theory & Practice	3
ACC 618	Accounting Research	3
ACC 698	Ethics in Accounting	3
LE 691	Gov Bus Relationships	<u>3</u>
Total Required Credits		12
Accounting Electives		<u>18</u>
Total Credits		30

Eighteen additional credit hours in 500- or 600-level accounting courses (except ACC 510 or 613) are required. Students may choose to complete an area of emphasis by choosing any nine credit hours from within the following areas of emphasis:

Business Analysis and Reporting Area of Emphasis (9 hours required from the following courses)

ACC 512	Govt NFP Acounting	3
ACC 514	Corp and Partner Accounting	3
ACC 617	Advanced Controllership	3
ACC 640	Forensic ACC: Civil Litigation	3

Tax Compliance and Planning Area of Emphasis (9 hours required from the following courses)

ACC 544	Consulting for CPAs	3
ACC 548	Taxation of Entities	3
ACC 616	Adv Income Tax Procedure	3
ACC 648	Tax Research	3

Note: Students taking courses in the 3+2 program during their senior year of their undergraduate program are limited to 500-level accounting courses or LE 691

In addition, a student with an undergraduate degree other than business must complete a program of study approved by the Director of the M.S. program.

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: **LCOB**　　　　　Dept/Division: **Accountancy and Legal Environment**

Contact Person: **Jean Price**　　　　　Phone: **304-696-2657**

Action Requested

Check action requested: ✔ Addition ☐ Deletion ☐ Change

Degree Program **Master of Science in Accountancy**

Area of Emphasis **Tax Compliance and Planning**

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.

None

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

Dept. Chair/Division Head _Jean Price_	Date	_2/13/23_
Registrar _(signature)_	Date	_2/17/2023_
College Curriculum Chair _B.P. Jentz PhT_	Date	_2/23/2023_
College Dean _Jeffry J Archibald_	Date	_2/23/23_
Graduate Council Chair _(signature)_	Date	_4-12-23_
Provost/VP Academic Affairs	Date	
President	Date	

Form updated 9/2022　　　　　　　　　　　　　　　　Page 1 of 4

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

The AICPA is making changes to the CPA exam that encourage the specialization in areas of accounting practice. To better prepare students for taking this revised version of the CPA exam, the proposed change would create an area of emphasis that would help prepare students for the CPA exam section of the same name.

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 area of emphasis would require nine hours from the following course (all are three credits):
ACC 544 Consulting for CPAs
ACC 548 Taxation of Entities
ACC 616 Advanced Income Tax Procedures
ACC 648 Tax Research

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 attached separate page

6. *Edits* **to the Current Description**

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

7. *New* **Catalog Description**

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

See attached separate page

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: Accountancy and Legal Environment
Area of Emphasis Title: Tax Compliance and Planning
Credit Hours: 9
Type of Change Requested: Addition
Term to Take Effect: Fall 2023
Rationale: The AICPA is making changes to the CPA exam that encourage the specialization in areas of accounting practice. To better prepare students for taking this revised version of the CPA exam, the proposed change would create an area of emphasis that would help prepare students for the CPA exam section of the same name.

Plan of Study

The following courses must be completed:

Course List

Code	Title	Credit Hours
Functional Studies		
ACC 615	Audit Theory & Practice	3
ACC 616	Adv Income Tax Procedure	3
ACC 617	Advanced Controllership	3
ACC 618	Accounting Research	3
ACC 632	Auditing AIS	3
ACC 698	Ethics in Accounting	3
LE 691	Gov Bus Relationships	3
Accounting Electives		
Select six hours (any two courses) from graduate accounting courses		6
Other Elective		
Select one of the following:		3
Any graduate Accounting course		
ENT 680	Entrepreneurship	
FIN 623	Investments	
FIN 626	Sec Anlysis-Portfolio Mgt	
FIN 630	Multinational FIN MGT	
MGT 601	Quant Methods-Business	
MGT 620	Human Resource Management	
MGT 677	Supply Chain Management	
MGT 692	Ethics/Global Aspects Bus	
MIS 685	Bus Intel/Analytics	
MKT 682	Adv Marketing Management	
MKT 684	Global Marketing	
MKT 686	IMC for Prof Services	
Total Credit Hours		30

In addition, a student with an undergraduate degree other than business must complete a program of study approved by the Director of the M.S. program.

Plan of Study

The following courses must be completed:

Course List

Code	Title	Credit Hours
Functional Studies		
Required Courses:		
ACC 615	Audit Theory & Practice	3
ACC 616	Adv Income Tax Procedure	3
ACC 617	Advanced Controllership	3
ACC 618	Accounting Research	3
ACC 632	Auditing AIS	3
ACC 698	Ethics in Accounting	3
LE 691	Gov Bus Relationships	3
Total Required Credits		
		18
Accounting Electives*		
Total Credits		30
Accounting Electives		
Select six hours (any two courses) from graduate accounting courses		6
Other Elective		
Select one of the following:		3
Any graduate Accounting course		
ENT 680	Entrepreneurship	
FIN 623	Investments	
FIN 626	Sec Anlysis-Portfolio Mgt	
FIN 630	Multinational FIN MGT	
MGT 601	Quant Methods-Business	
MGT 620	Human Resource Management	
MGT 677	Supply Chain Management	
MGT 692	Ethics/Global Aspects Bus	
MIS 685	Bus Intel/Analytics	
MKT 682	Adv Marketing Management	
MKT 684	Global Marketing	
MKT 686	IMC for Prof Services	
Total Credit Hours		30

*Eighteen additional credit hours in 500- or 600-level accounting courses (except ACC 510 or 613) are required. Students may choose to complete an area of emphasis by choosing any nine credit hours from within the following areas of emphasis:

Business Analysis and Reporting Area of Emphasis (9 hours required from the following courses)

ACC 512	Govt NFP Accounting	3
ACC 514	Corp and Partner Accounting	3
ACC 617	Advanced Controllership	3
ACC 640	Forensic ACC: Civil Litigation	3

Tax Compliance and Planning Area of Emphasis (9 hours required from the following courses)

ACC 544	Consulting for CPAs	3
ACC 548	Taxation of Entities	3
ACC 616	Adv Income Tax Procedure	3
ACC 648	Tax Research	3

Note: Students taking courses in the 3+2 program during their senior year of their undergraduate program are limited to 500-level accounting courses or LE 691.

In addition, a student with an undergraduate degree other than business must complete a program of study approved by the Director of the M.S. program.

Plan of Study

The following courses must be completed:

Course List

Code	Title	Credit Hours
Required Courses:		
ACC 615	Audit Theory & Practice	3
ACC 618	Accounting Research	3
ACC 698	Ethics in Accounting	3
LE 691	Gov Bus Relationships	3
Total Required Credits		12
Accounting Electives		18
Total Credits		30

Eighteen additional credit hours in 500- or 600-level accounting courses (except ACC 510 or 613) are required. Students may choose to complete an area of emphasis by choosing any nine credit hours from within the following areas of emphasis:

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Tax Compliance and Planning Area of Emphasis (9 hours required from the following courses)

ACC 544	Consulting for CPAs	3
ACC 548	Taxation of Entities	3
ACC 616	Adv Income Tax Procedure	3
ACC 648	Tax Research	3

Note: Students taking courses in the 3+2 program during their senior year of their undergraduate program are limited to 500-level accounting courses or LE 691

In addition, a student with an undergraduate degree other than business must complete a program of study approved by the Director of the M.S. program.

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 is needed so the students in the BBA Management Information Systems (MIS) major can take graduate MS IS classes and shorten the time it will take them to complete the MS IS degree program. LCOB undergraduate MIS students will benefit by earning their undergraduate and graduate degrees in less time, i.e., taking up to 12 graduate credit hours while still paying undergraduate tuition. The benefit to the university and college is the retention of students in a Lewis College of Business degree rather than students going elsewhere for their Information Systems graduate degree.
>
> Note that this AMD will also be available to other LCOB undergraduate students. This is appropriate because the only

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

Admission Requirements:
> 1. Senior status or be able to attain senior status after completion of the semester in which the student is currently enrolled;
> 2. Be reasonably likely to complete all undergraduate degree requirements within two semesters after being admitted to the AMD Program;
> 3. Have a minimum overall undergraduate GPA of 3.30 and 3.30 in the major (NOTE GPA for regular admission

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:
> Up to 12 credit hours can count for free electives for any BBA student or BA in General Business student. Students may substitute MIS 605 for MIS 310, MIS 623 for MIS 340, or EM 660 or MIS 670 for MIS 470.

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: 3.30

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

Department: MKT, MIS, ENT
Allowable credits: 12
Student eligibility requirements:
1. Senior status or be able to attain senior status after completion of the semester in which the student is currently enrolled;
2. Be likely to complete all undergraduate degree requirements within two semesters after being admitted to the AMD Program;
3. Have a minimum overall undergraduate GPA of 3.30 and 3.30 in the major

Rationale (full)

The AMD is needed so the students in the BBA Management Information Systems (MIS) major can take graduate MS IS classes and shorten the time it will take them to complete the MS IS degree program. LCOB undergraduate MIS students will benefit by earning their undergraduate and graduate degrees in less time, i.e., taking up to 12 graduate credit hours while still paying undergraduate tuition. The benefit to the university and college is the retention of students in a Lewis College of Business degree rather than students going elsewhere for their Information Systems graduate degree.

Note that this AMD will also be available to other LCOB undergraduate students. This is appropriate because the only prerequisite for the MS IS program is a programming language course, which all LCOB undergraduate students can take. In addition, the MS IS degree supplements all LCOB undergraduate majors and can expand students career opportunities.

Approvals

Signatures

Lacie Bittinger
Undergraduate Advisor

2/6/2023
Date

Graduate Studies Director

2/6/2023
Date

Jeffry J Archebart
Dean/Undergraduate College

2/7/2023
Date

Graduate Council Chair

4-12-23
Date

Request for Graduate Course Addition

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

College: **Health Professions**   Dept/Division: **Physical Therapy**   Alpha Designator/Number: **714**   ◉ Graded   ○ CR/NC

Contact Person: **Gretchen R. Prather**   Phone: **304-696-5608**

NEW COURSE DATA:

New Course Title: PT 714 Movement Integration

Alpha Designator/Number: | P | T | | 7 | 1 | 4 | | | |

Title Abbreviation: | M | o | v | e | m | e | n | t | | I | n | t | e | g | r | a | t | i | o | n | | | | |
(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)
This course prepares students to integrate knowledge of the movement system with synthesis of pathology and patient specific movement patterns. Identification and treatment of movement impairments will be emphasized.

Co-requisite(s): None   First Term to be Offered: Fall 2023

Prerequisite(s): Prior PT coursework   Credit Hours: 1

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 2-10-23
Registrar	Date 2.10.2023
College Curriculum Chair _Zach Garrett_	Date 2.24.23
Graduate Council Chair	Date 4-14.23

Form updated 10/2011   Page 1 of 5

College: Health Professions   Department/Division: Physical Therapy   Alpha Designator/Number: PT 714

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.

Melanie Lambert

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

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

See attached syllabus.

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

See attached syllabus.

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

As this course is integrative, pulling from prior coursework within the MUSOPT curriculum, the following resources are required.
• Prior textbooks from orthopedic, neuromuscular, and cardiopulmonary coursework may be referenced as needed.
• American Physical Therapy Association: www.apta.org
• Other handouts and instructional materials as provided within Blackboard modules

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

Lecture
Experiential Lab
Small group discussion
Team based learning cases

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

Final Written Exam; Novel Task Analysis; Critical Task Analysis; Dynamic Movement Analysis; Faulty Movement **Log**; Self/Peer Evaluation

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

N/A

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

American Physical Therapy Association. (2015). Physical therapist practice and the movement system [White Paper]. https://www.apta.org/patient-care/interventions/movement-system-management/movement-system-white-paper

American Physical Therapy Association. (2019). APTA and the movement system. https://www.apta.org/patient-care/interventions/movement-system-management/movement-system-apta

Bonazza, N. A., Smuin, D., Onks, C. A., Silvis, M. L., & Dhawan, A. (2017). Reliability, validity, and injury predictive value of the functional movement screen: A systematic review and meta-analysis. American Journal of Sports Medicine, 45(3), 725-732. https://doi.org/10.1177/0363546516641937

Hedman, L. D., Quinn, L., Gill-Body, K., Brown, D. A., Quiben, M., Riley, N., & Scheets, P. L. (2018). White paper: Movement system diagnoses in neurologic physical therapy. Journal of Neurologic Physical Therapy, 42(2), 110-117. https://doi.org/10.1097/npt.0000000000000215

Hoogenboom, B. J., & Sulavik, M. (2017). The movement system in eduation. International Journal of Sports Physical Therapy, 12(6), 894-900.

Kirk-Sanchez, N. J., Moore, J. G., Hartley, G., & Wong, M. (2022). The use of movement scripts for clinical reasoning in physical therapist education and practice. Physical Therapy, 102(7), pzac061. https://doi.org/10.1093/ptj/pzac061

Kolar, P. (2013). Assessment approaches focused on the function of the movement system. In P. Kolar (Ed.) Clinical Rehabilitation (pp. 25-54). Prague Rehabilitation School.

Magee, D. (2013). Orthopedic Physical Assessment. Saunders.

McClure, P., Tevald, M., Zarzycki, R., Kantak, S., Malloy, P., Day, K., Shah, K., Miller, A., & Mangione, K. (2021). The 4-element movement system model to guide physical therapist education, practice, and movement-related research. Physical Therapy, 101(3), 1-10. https://doi.org/10.1093/ptj/pzab024

McDuff, K., Benaim, A., Wong, M., Burley, A., Gandhi, P., Wallace, A., Brooks, D., Vaughan-Graham, J., & Patterson, K. K. (2021). Analyzing the eye gaze behaviour of students and experienced physiotherapists during observational movement analysis. Physiotherapy Canada, 73(2), 129-135. https://doi.org/10.3138/ptc-2019-0047

Neumann, D. (2016). Kinesiology of the musculoskeletal system: Foundations for physical rehabilitation. Mosby.

O'Sullivan SB, Schmitz TJ. Improving Functional Outcomes in Physical Rehabilitation. Philadelphia: F.A. Davis; 2010.

Quinn, L., Riley, N., Tyrell, C. M., Judd, D. L., Gill-Body, K. M., Hedman, L. D., Packel, A., Brown, D. A., Nabar, N., & Scheets, P. (2021). A framework for movement analysis of tasks: Recommendations from the academy of neurologic physical therapy's movement system task force. Physical Therapy, 101(9). https://doi.org/10.1093/ptj/pzab154

Sahrmann, S. (2017). The how and why of the movement system as the identity of physical therapy. International Journal of Sports Physical Therapy, 12(6), 862-869. https://doi.org/10.26603/ijspt20170862

Sahrmann, S. (2022). Doctors of the movement system - Identity by choice or therapists providing treatment - Identity by default. International Journal of Sports Physical Therapy, 17(1), 1-6. https://doi.org/10.26603/001c.30175

Saladin, L., & Voight, M. (2017). Introduction to the movement system as the foundation for physical therapist practice education and research. International Journal of Sports Physical Therapy, 12(6), 858-861.

Shumway-Cook, A., & Woollacott, M. (2016). Motor control: Translating research into clinical practice. Wolters Kluwer.

Umphred DA, Lazaro RT, Roller ML, Burton GU, eds. Umphred's Neurological Rehabilitation. 6th ed. St. Louis: Elsevier; 2013.

Wainwright, S.F., Shepard, K.F., Harman, L.B., & Stephens, J. (2011). Factors that influence the clinical decision making of novice and experienced physical therapists. Physical Therapy, 91(1), 97-101. https://doi.org/10.2522/ptj.20100161

Wikstrom-Grotell, C., & Eriksson, K. (2012). Movement as a basic concept in physiotherapy – A human science approach. Physiotherapy Theory and Practice, 28(6), 428-438. https://doi.org/10.3109/09593985.2012.692583

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 714 Movement Integration
Catalog Description: This course prepares students to integrate knowledge of the movement system with synthesis of pathology and patient specific movement patterns. Identification and treatment of movement impairments will be emphasized.
Prerequisites: Successful completion of all prior MUSOPT coursework.
First Term Offered: Fall 2023
Credit Hours: 1

Marshall University
School of Physical Therapy
Course Syllabus: PT 714

Course Title/Number	PT 714-Movement Integration
Semester/Year	Fall 2023
Days/Time	Tuesdays 9:00- 10:30 Thursdays 9:00 -10:30
Location	SMEC Room 111
Instructor	Melanie Lambert DPT, OCS Hannah Frazier, PT, DPT
Office	SMEC Room 146
Phone	304-696-5604
E-Mail	lambertme@marshall.edu
Office/Hours	Monday/Wednesday 2-3PM or 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 Dates: Monday Aug 7 – Sep 15, 2023

Credit Hours: 1

Contact Hours: 18 contact hours

Course Description: From Catalog
This course prepares students to integrate knowledge of the movement system with synthesis of pathology and patient specific movement patterns. Identification and treatment of movement impairments will be emphasized.

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

Motion Analysis Software

Students will need a simple motion analysis software for use with patient cases and your Faulty

Movement Log. Options for use on Windows and Mac are provided below.

1. Kinovea: This is a flexible and free software to assist in motion analysis. This is only available for download on windows systems. https://www.kinovea.org/

2. Objectus Studio: Also free to download this software is available for download on Mac systems. https://www.objectustech.com/ObjectusStudio.html

Other Resources

As this course is integrative, pulling from prior coursework within the MUSOPT curriculum, the following resources are required.
- Prior textbooks from orthopedic, neuromuscular, and cardiopulmonary coursework may be referenced as needed.
- American Physical Therapy Association: www.apta.org
- Other handouts and instructional materials as provided within Blackboard modules

Course Student Learning Outcomes and Assessment Measures: 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:	How Practiced in this Course	How Assessed in this Course
1. Describe movement across the lifespan and how movement evolves from birth to senior years. (7A, 7C)	Lecture Experiential Lab	Exam Discussion
2. Perform movement observation and analysis in a variety of practice settings. (7D, 7D24	Lecture Experiential Lab Small group discussion	Exam Assignment
3. Identify appropriate movement system diagnosis following case application from various pathologies and patient presentations. (7D20, 7D22)	Lecture Small group discussion Team based	Exam Assignment

			learning	
4.	Compare and contrast movement system language to the current language of the ICF model. (7D21, 7D22)	Lecture	Discussion Exam
5.	Describe the physical therapist's role as a movement system expert in practice, teaching, and research. (7B, 7D7)	Lecture Small group discussion	Discussion Exam Self Review
6.	Identify essential activities that should be included in the standardized patient/client examination (7D16, 7D17, 7D20)	Lecture Experiential Lab Team based learning	Assignment
7.	Identify movement faults in both critical tasks and functional and dynamic movement activities. (7D20, 7D22)	Movement analysis Experiential lab Team based learning	Assignment Exam
8.	Describe system specific demands from identified faulty movements and subsequent areas of concern for continued performance in daily activity. (7D11, 7D27, 7D31)	Movement analysis Experiential lab Team based learning	Assignment Exam
9.	Explain implications of using the movement system including selection of treatment options, communication with other health professionals, clinical documentation, reimbursement, education, and research. (7D4, 7D5, 7D39)	Lecture Small group discussion	Exam Discussion Self Review
10.	Develop treatment approaches to correct identified faulty movement patterns for a variety of clinical diagnoses and presentations. (7D11, 7D27, 7D31)	Lecture Experiential Lab Team based learning	Exam Assignment

Course Organization
The course is organized into modules which can be found under the course content tab in Blackboard. Course and module specific objectives are listed at the introduction of each module as well as access to all required materials that are to be completed prior to class. Any useful resources, associated with the corresponding learning objectives for that module will be within your module page. All assignment due dates are posted within the lesson as well as on the course schedule within the syllabus. Completion of assignments ensures student competency of established course objectives.

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.

Late Submission and Course Expectations

Assignments should be submitted as directed in each lesson description. **Assignments emailed directly to the instructor will not be graded.** Rubrics for each individual assignment are available in Blackboard listed under the assignment in "My Grades". Graded assignment rubrics and/or instructor feedback will be returned through Blackboard within one week following submission.

All late submissions will receive a 5% deduction in the assignment grade per day.

On the rare occasion that an assignment is deemed inadequate and the instructor allows resubmission, students will be allowed a second attempt for a maximum of a 10% increase in their assignment grade.

Participation Expectations

Students are expected to assume an active role in the classroom and come prepared to class. Movement integration requires you to apply content regularly during class time. Students are expected to check into the course frequently as any announcements or changes to the schedule will be posted in Notifications. **Your motivation, skills, and attitude will determine your success in this course!** It is the responsibility of the student to stay up to date on course changes and proceedings and reach out to the instructor with questions or concerns on weekly content.

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:

All Assignments are to be submitted through Blackboard. Unless otherwise noted assignments are due by 11:59 PM.

Grading Policy

Assignment	Weighted Distribution	Grading Scale	
Novel Task	10%	89.5-100%	A
Critical Task Analysis	10%	79.5-89.49%	B
Dynamic Movement Analysis	10%	69.5-79.49%	C
Team Based Learning Cases	25%		
Faulty Movement Log	15%		

4

Self/Peer Evaluation Rubric	5%	Below- 69.5% F (non-passing)
Final Exam	25%	
Total	100%	

Assignments:

Novel Task
The purpose of the novel task assignment is to experience motor learning from novice to advanced status. This assignment will occur in two pieces. At the beginning of the semester you will identify a motor pattern or movement activity you would like to learn. This could be juggling, a dance move, basketball dribble, etc. In Part I you will film yourself attempting to complete the motor pattern and providing a short reflection on your performance. Throughout the semester you should be practicing your motor pattern and completing your performance log, marking changes in the appropriate areas as noted below. At the end of the semester you are to film yourself completing the motor pattern and providing a short reflection on changes to your performance and efficiency in movement. A template for your performance log will be provided within your Blackboard module.

Sample Performance Log

Student Name:		Movement Activity:		
Practice Date	Time In Practice	Practice (Blocked or random)	Feedback (extrinsic, intrinsic, knowledge of results)	Learner Stage (Novice, Advanced, Expert)

Movement Log
The purpose of the movement log is to practice skilled movement observation. Throughout the semester you should be observing classmates, family, friends, and community individuals with a keen eye towards their movement patterns. Students are responsible for completing 5 entries in their movement log due at the end of the semester. Logs will be completed digitally to allow attachment of a video link of the filmed movement pattern identified and electronic submission through Blackboard. In addition to the video snapshot, logs should include the following components. 1. Faulty movement identified, 2. Compensations evident, 3. System specific demands and cost, 4. Areas of concern, 5. Recommendations.

Critical Task Analysis (CTA)
The purpose of the critical task analysis is to complete a movement analysis for a *simple functional activity.* Students are responsible for choosing one of the following critical tasks; supine to sit, sit to stand, squat, step up or step down, and gait. Students will then have a family member or friend complete the activity with no cuing, remarking on the individual's ability to initiate movement, points of greatest force demand, changes in muscle length, and identify appropriate joint angles as described on your corresponding worksheet provided in Blackboard. Students will then provide instruction and cuing on movement performance to the individual, completing the above steps a second time remarking on differences evident in performance. Completed worksheets will be submitted through Blackboard.

Dynamic Movement Analysis (DTA)

Similar to the critical task analysis, the dynamic movement analysis allows students to complete movement analysis to a greater degree, integrating dual task training and high demand activities. Students are responsible for choosing one of the following dynamic movements; single leg hop, box jump, bounding, cutting. They are then responsible for having a PEER complete the activity with no cuing, remarking on the individual's ability to initiate movement, points of greatest force demand, changes in muscle length, and identify appropriate joint angles. Students will then provide instruction and cuing on movement performance to the individual, completing the above steps a second time remarking on differences evident in performance. Completed worksheets will be submitted through Blackboard.

Team-Based Learning Cases
At the end of the course there are three team based learning sessions, serving as integration points of course material. During class, students will be investigating a case relative to the neuromuscular, musculoskeletal, or cardiopulmonary system. A worksheet and guidance will be provided to walk groups through three stages, Investigation, Readiness Assurance, and Application. Groups will have the majority of the class to complete their worksheet and investigate movement faults with a live patient, before regrouping for a small group discussion and assignment submission.

Grade Dispute Policy
Any student disputing a grade please submit them with evidence in writing to Dr. Lambert via email within one week of the delivered grade. Following this time period delivered grades are closed and final.

Attendance Policy
Please see the School of Physical Therapy Student Handbook. All precautionary measures and reporting should be reported to the Chair of the program as previously established by the School of Physical Therapy.

Course Schedule

*Material required prior to class can be found within the Blackboard module

Date	Module	Lesson	Assignment	Due Date	Instructor
Tues 8/8	1	Physical Therapy Approaches to Movement; Movement Across the Lifespan	Faulty Movement Log	9/5	Lambert
Thurs 8/10	1	Components of Movement: Principles of motor control, efficiency and cost	Novel Task Part I	9/10	Lambert
Tues 8/15	1	The Patient Exam: subjective and objective			Lambert
Thurs 8/17	1	The Patient Exam: interventions and a manual approach	Movement Analysis 1 (CTA)	8/22	Lambert
Tues 8/22	2	Regional Interdependence: Movement within the Kinetic Chain			Lambert
Thurs 8/24	3	Impairment Classifications and Movement Faults			Lambert

Date		Topic			Instructor
Tues 8/29	3	Assessing movement in the clinic and beyond: Movement Screening Tools			Frazier
Thurs 8/31	3	Breaking it down: Treating movement faults and introducing dual task training	Movement Analysis 2 (DTA)	9/5	Lambert Liang
Tues 9/5	3	TBL: Cardiopulmonary			Lambert
Thurs 9/7	4	TBL: Neuromuscular	Novel Task Part II	Novel Task due 9/10	Lambert
Tues 9/12	4	TBL: Musculoskeletal			Lambert
Thurs 9/14	4	Final Exam			Lambert

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: Health Professions   Dept/Division: Physical Therapy   Current Alpha Designator/Number: PT 774

Contact Person: Gretchen R. Prather   Phone: 304-696-5608

CURRENT COURSE DATA:

Course Title: Clinical Application Seminars & Experiences III

Alpha Designator/Number: | P | T | | 7 | 7 | 4 | | | |

Title Abbreviation: | C | l | i | n | | A | p | p | | S | e | m | | & | | E | x | p | s | | I | V | | | |

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

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

Dept. Chair/Division Head _____	Date 2-8-23
Registrar _____	Date 2.9.2023
College Curriculum Chair _Zach Garrett_	Date 2.24.23
Graduate Council Chair _____	Date _____

College: Health Professions   Department/Division: Physical Therapy   Alpha Designator/Number: PT 774

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 | Continued application of information and clinical skills learned in concurrent and prior DPT coursework in a small group discussion and pseudo-clinical setting. Focus on spinal pathology and neuromuscular dysfunction.

To | Continued application of information and clinical skills in concurrent and prior DPT coursework in small group discussion and simulated clinical settings. Focus on neurological, integumentary dysfunction, and prosthetic & orthotic prescription.

If Yes Rationale | PT 774 is moved from fifth to seventh semester of curriculum. Requiring revision of description and content delivery due to enhanced student preparation and completion of initial full-time clinical experience. Course framework remains stable.

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 Previously the course was situated in the fifth semester. The focus of the course was on intra-professional education (PT/PTA), communication, legal and scope of practice issues, as well as clinical proficiency with simple to minimally complex patients following completion of their first full-time clinical experience. Care environments providing the setting for case scenarios are limited based on didactic preparation. Cases will be relatively simple/minimally complex and limited in depth and breadth based on mid- to early didactic preparation. Focus was on spinal pathology and neuromuscular dysfunction through small group discussion and pseudo-clinical scenarios.

To With the change in curricular sequence of course delivery, the students have much more prior DPT curriculum to build upon and apply in the new course content. They have completed 8 weeks of full-time supervised clinical experience. In the former PT 774 course delivery (5th semester) students had not yet completed courses in geriatrics, pediatrics, cardiopulmonary and neurorehabilitation. With the new placement (7th semester), students will have completed those courses and be concurrently enrolled in prosthetics & orthotics as well as Integumentary. New content will focus on full patient history, examination and evaluation, interventions, and documentation for complex patients. Students will be focusing on clinical reasoning and preparing for their intermediate and final full-time clinical internships that begin the following semester. Patient scenarios and student learning will focus on neurological, integumentary dysfunction, and prosthetic & orthotic prescription.
Please see attached syllabus for details.

Rationale More advanced didactic and clinical preparation requires enhanced content delivery with more complex case application. Please see attached syllabus for detailed content changes.

College: Health Professions   Department: School of Physical Therapy

Course Number/Title PT 774: Clinical Application Seminar & Experiences IV

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: School of Physical Therapy
Current Course Number/Title: PT 774 Clinical Application Seminar & Experiences IV
Rationale: Aligns with focus of the course and content delivery that has changed due to curricular restructuring.
Course Description (old): Continued application of information and clinical skills learned in concurrent and prior DPT coursework in a small group discussion and pseudo-clinical setting. Focus on spinal pathology and neuromuscular dysfunction.
Catalog Description (new): Continued application of information and clinical skills in concurrent and prior DPT coursework in small group discussion and simulated clinical settings. Focus on neurological, integumentary dysfunction, and prosthetic & orthotic prescription.

COURSE CONTENT CHANGE
Department: School of Physical Therapy
Current Course Number/Title: PT 774 Clinical Application Seminar & Experiences IV
Course Content (old): Previously the course was situated in the fifth semester. The focus of the course was on intra-professional education (PT/PTA), communication, legal and scope of practice issues, as well as clinical proficiency with simple to minimally complex patients following completion of their first full-time clinical experience. Care environments providing the setting for case scenarios are limited based on didactic preparation. Cases will be relatively simple/minimally complex and limited in depth and breadth based on mid- to early didactic preparation. Focus was on spinal pathology and neuromuscular dysfunction through small group discussion and pseudo-clinical scenarios.
Course Content (new): With the change in curricular sequence of course delivery, the students have much more prior DPT curriculum to build upon and apply in the new course content. They have completed 8 weeks of full-time supervised clinical experience. In the former PT 774 course delivery (5th semester) students had not yet completed courses in geriatrics, pediatrics, cardiopulmonary and neurorehabilitation. With the new placement (7th semester), students will have completed those courses and be concurrently enrolled in prosthetics & orthotics as well as Integumentary. New content will focus on full patient history, examination and evaluation, interventions, and documentation for complex patients. Students will be focusing on clinical reasoning and preparing for their intermediate and final full-time clinical internships that begin the following semester. Patient

Course title/Number	PT 774-Clinical Application Seminars and Experiences IV (CASES IV)
Semester/Year	Summer 2023
Days/Time	Fridays 9 am-12 See schedule below.
Location	SOPT Room 105 and Seminar Rooms
Course Coordinator	Laura Stephens, PT, DPT, NCS, EdD
Instructors	Adjunct faculty as needed. MU SOPT faculty as available.
Office/email	SOPT room 135, stephensl@marshall.edu; 304-696-5616
Office hours	Check individual faculty office hour schedules.
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
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. 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.
Course Description: (From catalog)	1 credit hour. Continued application of information and clinical skills in concurrent and prior DPT coursework in small group discussion and simulated clinical settings. Focus on neurological, integumentary dysfunction, and prosthetic & orthotic prescription.

Course Student Learning Objectives/Outcomes and Assessment Measures. The table below shows how each learning objective and outcomes will be practiced and assessed in this course and the corresponding CAPTE standard.

Learning Objectives	How Practiced in this Course	How assessed in this Course	CAPTE standard
Given a case vignette(s), determine the underlying anatomy, physiology, neuroanatomy, and human movement concepts integral to the case. Identify the key components from patient intake forms (past medical, surgical, and family history) that may impact PT care.	Small group case discussion Cohort case discussion/reflection Independent study Psychomotor application	Group Cases Rotating Reviews Stimulus questions Documentation grading rubric Faculty feedback of student participation	7A
Determine the purpose of the case, outline the main question you need to address in the case, determine what information provided will be most helpful and what additional information is needed to answer the questions	Small group case discussion Cohort case discussion/reflection Independent study Psychomotor application	Group Cases Rotating Reviews Stimulus questions Documentation grading rubric Faculty feedback of student participation	7D10
Outline the key concepts needed to understand the case and what assumptions are being made.	Small group case discussion Cohort case discussion/reflection Independent study Psychomotor application	Group Cases Rotating Reviews Stimulus questions Documentation grading rubric Faculty feedback of student participation	7D16
Examine the patient or client by obtaining a pertinent past medical and family history from the patient or client, and from other sources by performing relevant systems review and by selecting appropriate age-related tests and measures (including history/exam). a.　anthropometric characteristics. (7D19b) b.　determine patient orientation (arousal, attention, cognition) (7D19l) c.　community and work (job, school, or play) reintegration (7D19f)	Small group case discussion Cohort case discussion/reflection Independent study Psychomotor application	Group Cases Rotating Reviews Stimulus questions Documentation grading rubric Faculty feedback of student participation	7D17- 7D19

d. environmental, home and work barriers (7D19h) e. balance, posture, gait, assisted locomotion and functional mobility level (7D19d, 7D19i, 7D19m, 7D19r) f. basic sensory function and reflex integrity (7D19t, 7D19u) g. ROM, and muscle performance and length (7D19s, 7D19o, 7D19v) h. basic integumentary integrity (7D19j) i. pain pattern and intensity (7D19q, 7D19l) j. vital signs (7D19a, 7D19b, 7D19d, 7D19w) k. neuromusculoskeletal evaluation techniques (7D19n, 7D19o, 7D19p) l. mobility assessment (7D19c, 7D19m) m. Cranial and Peripheral Nerve Integrity (7D19g) n. medication list review (7D17)			
After completing a patient interview, using the information discovered at that point to justify the selection of interview questions, provide peers with feedback regarding the interview process, establish a working hypothesis for the case, outline an initial patient and therapist identified problem list, select the tests and measures deemed appropriate to perform and justify the choice of test and measures. a. Justify the selection of interview questions. b. Provide peers with feedback regarding the interview process. c. Establish a working hypothesis for the case.	Small group case discussion Cohort case discussion/reflection Independent study Psychomotor application	Group Cases Rotating Reviews Stimulus questions Documentation grading rubric Faculty feedback of student participation	7D17, 7D20, 7D21-24

d. Outline an initial patient and therapist identified problem list. e. Select the tests and measures deemed appropriate to perform. Justify choice of test and measures by verbally discussing the physiology/pathophysiology underlying the evaluation procedures chosen.			
Given all of the examination findings provided, evaluate data to make a clinical judgment regarding the patient's pathology and revise working hypothesis and problem lists, as needed.	Small group case discussion Cohort case discussion/reflection Independent study Psychomotor application	Group Cases Rotating Reviews Stimulus questions Documentation grading rubric Faculty feedback of student participation	7D24
Effectively manage patients/clients with the pathological conditions outlines by: a. identifying conditions/problems amenable to physical therapy interventions and describing the underlying pathophysiology. b. establish a PT diagnosis, with particular emphasis on discussing the process leading to the differential medical diagnosis of the general musculoskeletal condition(s)/problems outlined. c. discussing impairments that may result from a condition outlined. d. designing a plan of care based on an impairment that complies with standards of practice, is evidence-based, and is also based on patient/client goals and with input from family members and other principal caregivers.	Small group case discussion Cohort case discussion/reflection Independent study Psychomotor application	Group Cases Rotating Reviews Stimulus questions Documentation grading rubric Faculty feedback of student participation	7D11, 7D20, 7D22-24

e. establishing short and long-term goals and functional outcomes and specifying expected time duration. f. determining a prognosis, designing a plan for re-evaluation and progression of the patient, and designing a plan for discharge (including a home program).			
Demonstrate competencies in communication and understanding individual and cultural differences. Demonstrate the ability to communicate clearly with sensitivity and with responsiveness with the patient's/client's family members, colleagues, and other professionals within the patient/client setting. Initiate communication with sensitivity to differences in race/ethnicity, religion, gender, age, national origin, sexual orientation, and disability or health status. Demonstrate professional and technically correct oral and written communication skills.	Small group case discussion Cohort case discussion/reflection Independent study Psychomotor application	Group Cases Rotating Reviews Stimulus questions Documentation grading rubric Faculty feedback of student participation	7D8, 7D12
Demonstrate appropriate documentation that follows professional guidelines, as well as guidelines required by health care systems, and practice settings. a. Appropriately document on EMR system.	Small group case discussion Cohort case discussion/reflection Independent study Psychomotor application	Group Cases Rotating Reviews Stimulus questions Documentation grading rubric Faculty feedback of student participation	7D32
Demonstrate ability to successfully apply problem solving and decision making skills in the presence of changing patient presentation/medical status. A. Recognize need to revise/change	Small group case discussion Cohort case discussion/reflection Independent study Psychomotor application	Group Cases Rotating Reviews Stimulus questions Documentation grading rubric Faculty feedback of student participation	7D29

current intervention strategies and/or established plan of care B. Recognize need to for immediate medical intervention versus non-emergent consultation.			
Demonstrate understanding of patient progression through the continuum of care and factors influencing patient recovery including... A. Patient education/health literacy B. Payer source/insurance resources C. Patient outcomes in previous settings	Small group case discussion Cohort case discussion/reflection Independent study Psychomotor application	Group Cases Rotating Reviews Stimulus questions Documentation grading rubric Faculty feedback of student participation	7A
Demonstrate use of appropriate outcome measures to make clinical decisions that affect patient care.	Small group case discussion Cohort case discussion/reflection Independent study Psychomotor application	Group Cases Rotating Reviews Stimulus questions Documentation grading rubric Faculty feedback of student participation	7D2

Required Texts, Additional Reading, and Other Materials: refer to textbook requirements of all current and prior course work and text.

Attendance Policy: Please see the School of Physical Therapy Student Handbook for relevant policies and procedures.

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

Course Activities

Group Cases	Students will work through case studies/scenarios in small groups-completing preparatory and/or reflective learning activities together. There are 3 types of group cases in this course: • Traditional group case-adjunct facilitator simulating patient presentation with small group discussion. • Escape room case-students will work through a case study to solve the puzzle and help their patient "escape" the situation. • Continuum of Care Group case- each small group encounters a patient at a different point in the continuum of care. Decisions made by each group will impact patient presentation at the next level of care and be subject to simulated "insurance review". The separate small group case studies will be reviewed sequentially to illustrate the progression of a patient's rehabilitation across the healthcare system.
Rotating Review Cases	Students will work together with a partner, taking turns as the "standardized patient" to practice an evaluation based on typical case presentations encountered in Acute Care, IRF/SNF, and OP settings. We will then have group discussion after each case example. You are **required to attend 1 of these 3 events**. These are opportunities to practice examination and evaluation skills in preparation for your upcoming clinical affiliations. It is recommended you attend a rotating review that matches the setting of one of your upcoming clinical affiliations. . *****While attendance at 1 event is required, you are welcome to attend more than 1 Rotating Review if desired.*****

Grading Policy: The ultimate score for this course will be a pass/fail and will be based off of the following criteria:

Course Grading Scale	
Pass/Satisfactory Completion • Successful/satisfactory completion & participation in other course activities.	69.5%-100%
Fail/Unsatisfactory Completion • Incomplete/unsatisfactory completion or participation in course activities.	<69.5%

Course Schedule, Requirements/Due Dates:

Date/time	Activity	Reading/preparatory materials	Assignment, Due dates/time *all assignments are to be turned in via BB "drop box". Assignments *should not* be submitted via direct email to the professor.
May 26	Group Case 1- updated PD case	Melnick M. Basal ganglia disorder. In: Umphred DA, Lazaro RT, Roller ML, Burton GU, eds. Umphreds's Neurological Rehabilitation. 6th ed. St. Louis, MO: Mosby; 2013. Parkinsons' Disease CPG-link available on Blackboard	Individual answers to stimulus questions due by 8 am, May 26th. Group Documentation due via Blackboard by 5 pm
June 2		**Penny Kroll visiting speaker series***	
June 9	Rotating review acute care	Acute Care-link to Google Doc sign up sheet on Blackboard	
June 16			
June 23	Rotating review IRF/SNF	SNF/IRF session- link to Google Doc sign up sheet on Blackboard	
June 30	Group Case 2	Escape Room- group case	
July 7	Rotating review OP	OP- link to Google Doc sign up sheet on Blackboard	
July 14	Group Case 3 *preparation*	Amputee Continuum of Care-group cases Lusardi, Michelle, et al. Orthotics and Prosthetics in Rehabilitation, 3rd ed: St. Louis, 2013. – Ch. 20 May, Bella, et al. Prosthetics and Orthotics in Clinical Practice: A Case Study Approach: Philadelphia, 2011. – Ch. 5 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5391794/ Myers, Betsy. Wound Management: Principles and Practice, 3rd ed: New Jersey, 2012-Ch. 10-11; pg 400.	Individual group assignments due at **specific times,** will discuss/explain during preparatory meetings.
July 21	Group Case 3	See above	Group reflection assignment due via Blackboard by 5 pm
July 28			

ACCELERATED MASTER'S DEGREE (AMD)
Program Proposal

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 B.S. in Pharmaceutical Sciences (BSPS) program prepares students for careers in pharmaceutical, biomedical, and other healthcare fields. The first 3 years of the BSPS program include all prerequisite courses that are required for matriculation into the Pharm.D. program as well as all university core requirements for a B.S. The course work in the fourth year of the BSPS program is synonymous with the first year of the Pharm.D. program, allowing both degrees to be completed within 7 years. This will facilitate recruitment of students into both the B.S. and Pharm.D. programs by allowing us to recruit at the high school level. PharmD recruitment efforts are currently restricted to students that have met the 55 credit hours of prerequisite course work that is required for entry into the Pharm.D. program.

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

Admission Requirements: See attachment

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: 18 credits are permitted for an accelerated doctoral program

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

Curriculum: see attachment

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: Students in the accelerated program must complete the first 3 years with an undergraduate overall GPA and a GPA within the major of at least 3.30 in order to be eligible to enter the PharmD program in year 4.

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:

Accelerated Doctoral Program

Department: Pharmaceutical Sciences

Allowable Credits: 18 credits hours count toward both the B.S. and the PharmD

Student eligibility requirements: Students in the accelerated program must complete the first 3 years with an undergraduate overall GPA and a GPA within the major of at least 3.30 in order to be eligible to enter the PharmD program in year 4.

Approvals

Signatures

Undergraduate Advisor _____ Date 3/2/23

Graduate Studies Director _____ Date 2/2/23

Dean, Undergraduate College _____ Date 3/2/23

Graduate Council Chair _____ Date 4-12-23

Accelerated Bachelor of Science in Pharmaceutical Sciences / Doctor of Pharmacy
(BSPS/PharmD)

Admissions Requirements

- Prospective students must meet the Marshall University admission requirements. In addition, students shall have a minimum composite ACT score of 21 with a math score of 21, or a minimum SAT composite score of 1060 with a math section score of 530.
- Students that have not met the above requirements may gain admission to the BSPS program by completing all of the requirements below:
  - Completion of MTH 127 or 130 and ENG 101 with a grade of C or higher
  - Completion of at least 15 credit hours of college course work with a GPA of 3.0 or higher
- Students in the accelerated program must complete the first 3 years with an undergraduate overall GPA and a GPA within the major of at least 3.30 in order to be eligible to enter the PharmD program in year 4.

Curriculum

Note that all PHAR courses in the 4th year are identical to the courses in the 1st year of the PharmD curriculum. This enables both degrees to be completed in 7 years rather than the traditional 8 years. The accelerated program does not involve any changes to the PharmD curriculum.

Accelerated BSPS PharmD Plan of Study

Fall, Year 1			Spring, Year 1		
BSC 120	Biology I (w/ lab)	4	BSC 121	Biology II (w/ lab)	4
CHM 211	Principles of Chem I	3	CHM 212	Principles of Chem II	3
CHM 217	Principles of Chem Lab I	2	CHM 218	Principles of Chem Lab II	2
ENG 101	Beginning Composition	3	ENG 201	Advanced Composition	3
FYS 100	Core I First Yr Sem	3	STA 225	Introductory Statistics (CT)	3
	Social Science Core II	3	BSPS 201	Careers in Pharm Sci	2
	Total	18		Total	17

Fall, Year 2			Spring, Year 2		
CHM 355	Organic Chemistry I	3	CHM 356	Organic Chemistry II	3
BSC 227	Human Anatomy	3	CHM 361	Intro Organic Chm Lab	3
BSC 227L	Human Anatomy Lab	1	BSC 228	Human Physiology	3
MTH 140	Applied Calculus	3	BSC 228L	Human Physiology Lab	1
BSPS 202	Intro to Pharm Sci	2		Core II Communication	3
PHY 201	General Physics	3	BSC302	Principles of Microbiology	3
PHY 202	General Physics Lab	1	BSC304	Microbiology Lab	2
	Total	16		Total	18

Fall, Year 3			Spring, Year 3		
	Multicultural / Intl req.	3		Core II: Humanities	3
BSPS 303	Drug Regulatory Affairs	3	BSPS 442	Seminar	1
	Core II Fine Arts req	3	BSPS 471	Capstone	4
BSPS 442	Seminar	1		BSPS Elective	3
BSPS ###	BSPS Elective	3		300 or 400 level electives chosen from CHM, BSC, or BSPS courses	3
	300 or 400 level electives chosen from CHM, BSC, or BSPS courses	3	BSPS 333	Pharmacology	3
		16		Total	17

Fall, Year 4			Spring, Year 4		
PHAR 501	Pharmacy Continuing Professional Development	0	PHAR 502	Pharmacy Continuing Professional Development	0
PHAR 512	Pharmacy Skills 1	1	PHAR 523	Pharmacogenomics	2
PHAR 524	Drug information and communication	2	PHAR 532	Biopharmaceutics 2	3
PHAR 531	Biopharmaceutics 1	3	PHAR 536	Intro to Pharmacy 2	3
PHAR 533	Intro to Pharmacy 1	3	PHAR 537	Pharmacokinetics	3
PHAR 542	Immunology and Microbiology	4	PHAR 538	Pharmacy Skills Lab 2	3
PHAR 547	Pharmaceutical Chemistry	4	PHAR 544	Principles of Disease and Drug Action	4
BSPS 442	Seminar	1	PHAR 811	IPPE Community 1	1
	Total	18		Total	19

Conferral of BSPS after year 4

Note that students who are only completing the BSPS (and not the PharmD) are not required to complete the following courses in year 4: PHAR501, PHAR512, PHAR524, PHAR533, PHAR536, PHAR538, and PHAR811. Those students will complete the BSPS in year 4 with a total of 126 credit hours. Students enrolled in the accelerated BSPS/PharmD program will have 139 credit hours by the end of year 4. This includes 37 hours of graduate credit (18 of the 37 credit hours in year 4 will count toward both the BSPS and PharmD degrees.)

Summer: IPPE Institutional (hospital, 2 weeks) PHAR821 2 credit hours

Fall, Year 5 (P2)			Spring, Year 5 (P2)		
PHAR 503	Pharmacy continuing professional development	0	PHAR504	Pharmacy Continuing professional development	0
PHAR 623	Patient Safety	2	PHAR637	Pharmacy skills lab 4	3
PHAR 636	Pharmacy skills lab 3	3	PHAR652	Therapeutics II cardiology	5
PHAR 635	Res Methods and Stats	3	PHAR643	Therapeutics III Renal / GI / hepatic	4
PHAR 641	Therapeutic I- OTC	4	PHAR644	Therapeutics IV endocrine	4
PHAR 662	Pharmacy Administration	6		Elective	2-3
PHAR 813	IPPE Community	1			
	Elective	2-3			
	Total	21-22		Total	18-19

Summer: IPPE inpatient Clinical Skills (hospital; 1 week) PHAR816 1 credit hour

Fall, Year 6 (P3)			Spring, Year 6 (P3)		
PHAR505	Pharmacy Continuing Professional Development	0	PHAR506	Pharmacy Continuing Professional Development	0
PHAR433	Pharmacy Law	3	PHAR723	Therapeutics VI-Special Populations	2
PHAR734	Pharmacy Skills Lab 5	3	PHAR735	Therapeutics VII - musculoskeletal disorders	3
PHAR752	Therapeutics IV- Neuro	5	PHAR736	Pharmacy Skills Lab 6	3
PHAR761	Therapeutics VI -ID	6	PHAR743	Therapeutics VIII Heme Onc	4
PHAR815/ 817	IPPE	1	PHAR 815/817	IPPE	1
	Total	**18**		**Total**	**13**

Year 7 (P4) (May – March)		
PHAR881	APPE1 Adv. In Patient Clinical Skills	5
PHAR882	APPE2 Adv outpatient Clinical Skills	5
PHAR883	APPE3 Adv Community	5
PHAR884	APPE4 Adv Institutional	5
PHAR885	APPE5 Transitions of Care	5
PHAR886	APPE6 Diverse Populations	5
PHAR887	APPE7 elective	5
PHAR887	APPE8 elective	5
PHAR891	Capstone 1 naplex / law review	2
PHAR892	Capstone 2 naplex / law review	2
	total	44

Conferral of PharmD