

## 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: **CECS**Dept/Division: **Civil Engineering**Alpha Designator/Number: **CE 580**☒ Graded ☐ CR/NCContact Person: **Isaac Wait**Phone: **696-5444**

## NEW COURSE DATA:

New Course Title: **Special Topics**

Alpha Designator/Number:

C E 5 8 0

Title Abbreviation:

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

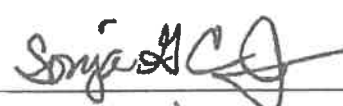

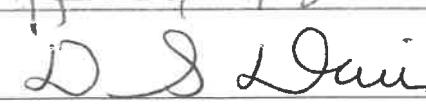
(Limit of 25 characters and spaces)

Course Catalog Description:  
(Limit of 30 words)

Formal study of civil engineering topics of current interest.

Co-requisite(s): **n/a**First Term to be Offered: **Fall 2023**Prerequisite(s): **n/a**Credit Hours: **3**Course(s) being deleted in place of this addition (must submit course deletion form): **n/a**

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

Dept. Chair/Division Head <b>Isaac Wait</b>	Date <b>11/18/2022</b>
Registrar 	Date <b>11.21.2022</b>
College Curriculum Chair 	Date <b>12-6-22</b>
Graduate Council Chair 	Date <b>1-27-23</b>

## Request for Graduate Course Addition - Page 2

College: **CECS** Department/Division: **Civil Engineering** Alpha Designator/Number: **CE 580**

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

**Wael Zatar, Isaac Wait, Greg Michaelson, Arka Chattopadhyay, Andrew Nichols, Sukjoon Na, Sungmin Youn, Ammar Alzarrad**

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

**Not Applicable**

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

**Not Applicable**

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

**Not Applicable**

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

**Not Applicable**

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

**Special Topics course - objectives will vary based on offering.**

## **Request for Graduate Course Addition - Page 3**

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

Special Topics course - course outline will vary based on offering.

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

Special Topics course - texts will vary based on offering.

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

Lecture

## **Request for Graduate Course Addition - Page 4**

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

**Special Topics course: evaluation methods will vary by offering, but will typically include assignments, projects, papers, quizzes, and exams.**

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

**N/A**

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

**Special Topics course: applicable references will vary based on offering.**

## 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: Civil Engineering

Course Number and Title: CE 580 Special Topics

Catalog Description: Formal study of civil engineering topics of current interest.

Prerequisites: None

First Term Offered: Fall 2023

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.
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College: CoEPD Dept/Division: C&I Current Alpha Designator/Number: CISL 560  
 Contact Person: Nega Debela Phone: 3047468931

## CURRENT COURSE DATA:

Course Title: Staff DevelopmentAlpha Designator/Number: 

C	I	S	L			5	6	0	
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Title Abbreviation: 

S	t	D	v																
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1. Complete this **five** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator, course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet as well as the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*).
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.

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

Dept. Chair/Division Head <u><i>Gina A. Hester</i></u>	Date _____
Registrar <u><i>Sonye L. C. J.</i></u>	Date _____
College Curriculum Chair <u><i>McKenzie Brittain</i></u>	Date _____
Graduate Council Chair <u><i>D. S. L.</i></u>	Date <u><i>1-27-23</i></u>

## Request for Graduate Course Change - Page 2

College: COEPD

Department/Division: Graduate C&I

Alpha Designator/Number: CISL560

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

None

To

Designed to meet the staff development needs of public school personnel. Credit may be used for certificate renewal and salary classification, if approved, but is not applicable to degree programs. CR/NC grading. Attributes: Not Degree Applicable

If Yes  
Rationale

The catalog needs to reflect that this course is not degree applicable.



## Request for Graduate Course Change - Page 3

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

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

From

To

---

Change in COURSE CONTENT: ☐ YES ☒ NO

From

To

Rationale

## Request for Graduate Course Change-Page 4

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College: COEPD

Department: GRADUATE C&I

Course Number/Title CISL560 STAFF DEVELOPMENT

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

This is not a required course.

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.

There is no course deletion.

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.

There are no additional resources needed.

## Request for Graduate Course Change - Page 5

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

### COURSE DESCRIPTION CHANGE

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

### COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

### COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

### COURSE DESCRIPTION CHANGE

Department: Graduate C&I

Course Number and Title: CISL 560 Staff Development

Rationale: The catalog needs to reflect that this course is not degree applicable.

Course Description (old): None

Course Description: (new) Designed to meet the staff development needs of public school personnel.

Credit may be used for certificate renewal and salary classification, if approved, but is not applicable to degree programs. CR/NC grading. Attributes: Not Degree Applicable



## Request for Graduate Course Change

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College: CoEPD Dept/Division: C&I Current Alpha Designator/Number: CISL 561

Contact Person: Nega Debela Phone: 3047468931

## CURRENT COURSE DATA:

Course Title: Staff Development

Alpha Designator/Number: 

C	I	S	L			5	6	1	
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Title Abbreviation: 

S	t	D	v																
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Dept. Chair/Division Head <u><i>Gina A. Hester</i></u>	Date <u>11-14-2022</u>
Registrar <u><i>Sonye A. C. J.</i></u>	Date _____
College Curriculum Chair <u><i>McKenzie Brittain</i></u>	Date _____
Graduate Council Chair <u><i>D. S. L.</i></u>	Date <u>1-27-23</u>

## Request for Graduate Course Change - Page 2

College: COEPD

Department/Division: Graduate C&I

Alpha Designator/Number: CISL561

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 None



To Designed to meet the staff development needs of public school personnel. Credit may be used for certificate renewal and salary classification, if approved, but is not applicable to degree programs. CR/NC grading. Attributes: Not Degree Applicable

If Yes  
Rationale

The catalog needs to reflect that this course is not degree applicable.

## Request for Graduate Course Change - Page 3

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

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

From

To

---

Change in COURSE CONTENT: ☐ YES ☒ NO

From

To

Rationale

## Request for Graduate Course Change-Page 4

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College: COEPD

Department: GRADUATE C&I

Course Number/Title CISL561 STAFF DEVELOPMENT

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

This is not a required course.

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.

There is no course deletion.

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.

There are no additional resources needed.



## Request for Graduate Course Change - Page 5

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

### COURSE DESCRIPTION CHANGE

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

### COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

### COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

### COURSE DESCRIPTION CHANGE

Department: **Graduate C&I**

Course Number and Title: **CISL 561 Staff Development**

Rationale: **The catalog needs to reflect that this course is not degree applicable.**

Course Description (old): **None**

Course Description: (new) **Designed to meet the staff development needs of public school personnel.**

**Credit may be used for certificate renewal and salary classification, if approved, but is not applicable to degree programs. CR/NC grading. Attributes: Not Degree Applicable**



## Request for Graduate Course Change

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College: CoEPD Dept/Division: C&I Current Alpha Designator/Number: CISL 562  
 Contact Person: Nega Debela Phone: 3047468931

## CURRENT COURSE DATA:

Course Title: Staff Development

Alpha Designator/Number: 

C	I	S	L			5	6	2	
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Title Abbreviation: 

S	t	D	v																
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5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.

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

Dept. Chair/Division Head <u><i>Gina A. Hester</i></u>	Date <u>11-14-2022</u>
Registrar <u><i>Sonye L. C. J.</i></u>	Date _____
College Curriculum Chair <u><i>McKenzie Brittain</i></u>	Date _____
Graduate Council Chair <u><i>D. S. L. L.</i></u>	Date <u>1-27-23</u>

## Request for Graduate Course Change - Page 2

College: COEPD

Department/Division: Graduate C&I

Alpha Designator/Number: CISL562

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 **None**



To **Designed to meet the staff development needs of public school personnel. Credit may be used for certificate renewal and salary classification, if approved, but is not applicable to degree programs. CR/NC grading. Attributes: Not Degree Applicable**

If Yes  
Rationale

**The catalog needs to reflect that this course is not degree applicable.**

## Request for Graduate Course Change - Page 3

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

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

From

To

---

Change in COURSE CONTENT: ☐ YES ☒ NO

From

To

Rationale

## Request for Graduate Course Change-Page 4

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College: COEPD

Department: GRADUATE C&I

Course Number/Title CISL562 STAFF DEVELOPMENT

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

This is not a required course.

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.

There is no course deletion.

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.

There are no additional resources needed.

## Request for Graduate Course Change - Page 5

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

### COURSE DESCRIPTION CHANGE

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

### COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

### COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

### COURSE DESCRIPTION CHANGE

Department: **Graduate C&I**

Course Number and Title: **CISL 562 Staff Development**

Rationale: **The catalog needs to reflect that this course is not degree applicable.**

Course Description (old): **None**

Course Description: (new) **Designed to meet the staff development needs of public school personnel.**

**Credit may be used for certificate renewal and salary classification, if approved, but is not applicable to degree programs. CR/NC grading. Attributes: Not Degree Applicable**





## Request for Graduate Course Change

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
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College: CoEPD Dept/Division: C&I Current Alpha Designator/Number: CISL 563  
 Contact Person: Nega Debela Phone: 3047468931

## CURRENT COURSE DATA:

Course Title: Staff Development

Alpha Designator/Number: 

C	I	S	L			5	6	3	
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Title Abbreviation: 

S	t	D	v																
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Dept. Chair/Division Head <u>Gina A. Hester</u>	Date <u>11-14-2022</u>
Registrar <u>[Signature]</u>	Date _____
College Curriculum Chair <u>McKenzie Brittain</u>	Date _____
Graduate Council Chair <u>[Signature]</u>	Date <u>1-27-23</u>

## Request for Graduate Course Change - Page 2

College: COEPD Department/Division: Graduate C&I Alpha Designator/Number: CISL563

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 None



To Designed to meet the staff development needs of public school personnel. Credit may be used for certificate renewal and salary classification, if approved, but is not applicable to degree programs. CR/NC grading. Attributes: Not Degree Applicable

If Yes  
Rationale

The catalog needs to reflect that this course is not degree applicable.

## Request for Graduate Course Change - Page 3

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

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

From

To

---

Change in COURSE CONTENT: ☐ YES ☒ NO

From

To

Rationale

## Request for Graduate Course Change-Page 4

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College: COEPD

Department: GRADUATE C&I

Course Number/Title CISL563 STAFF DEVELOPMENT

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

This is not a required course.

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.

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## Request for Graduate Course Change - Page 5

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

### COURSE DESCRIPTION CHANGE

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

### COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

### COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

#### COURSE DESCRIPTION CHANGE

Department: Graduate C&I

Course Number and Title: CISL 563 Staff Development

Rationale: The catalog needs to reflect that this course is not degree applicable.

Course Description (old): None

Course Description: (new) Designed to meet the staff development needs of public school personnel.

Credit may be used for certificate renewal and salary classification, if approved, but is not applicable to degree programs. CR/NC grading. Attributes: Not Degree Applicable



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College: CoEPD Dept/Division: C&I Current Alpha Designator/Number: CISL 564  
 Contact Person: Nega Debela Phone: 3047468931

## CURRENT COURSE DATA:

Course Title: Staff Development

Alpha Designator/Number: 

C	I	S	L			5	6	4	
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Title Abbreviation: 

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

Dept. Chair/Division Head <u>Gina A. Henton</u>	Date <u>11-14-2022</u>
Registrar <u>Sonye L. C. J.</u>	Date _____
College Curriculum Chair <u>McKenzie Brittain</u>	Date _____
Graduate Council Chair <u>D. S. L. J.</u>	Date <u>1-27-23</u>

## Request for Graduate Course Change - Page 2

College: COEPD Department/Division: Graduate C&I Alpha Designator/Number: CISL564

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 None



To Designed to meet the staff development needs of public school personnel. Credit may be used for certificate renewal and salary classification, if approved, but is not applicable to degree programs. CR/NC grading. Attributes: Not Degree Applicable

If Yes  
Rationale

The catalog needs to reflect that this course is not degree applicable.



## Request for Graduate Course Change - Page 3

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

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

From

To

---

Change in COURSE CONTENT: ☐ YES ☒ NO

From

To

Rationale

## Request for Graduate Course Change-Page 4

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College: COEPD

Department: GRADUATE C&I

Course Number/Title CISL564 STAFF DEVELOPMENT

---

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.

This is not a required course.

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.

There is no course deletion.

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.

There are no additional resources needed.

## Request for Graduate Course Change - Page 5

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

### COURSE DESCRIPTION CHANGE

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

### COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

### COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

### COURSE DESCRIPTION CHANGE

Department: Graduate C&I

Course Number and Title: CISL 564 Staff Development

Rationale: The catalog needs to reflect that this course is not degree applicable.

Course Description (old): None

Course Description: (new) Designed to meet the staff development needs of public school personnel.

Credit may be used for certificate renewal and salary classification, if approved, but is not applicable to degree programs. CR/NC grading. Attributes: Not Degree Applicable



## 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: **Counseling** Alpha Designator/Number: **COUN 687** ☒ Graded ☐ CR/NC

Contact Person: **Jerica Wesley** Phone: **(304) 746-1912**

## NEW COURSE DATA:

New Course Title: **Trauma and Restorative Justice in Schools and Communities**

Alpha Designator/Number: **COUN 687**

Title Abbreviation: **TR REST JUS SCH COMM**

(Limit of 25 characters and spaces)




Course Catalog Description: **Critically examines restorative justice practices and principles in the context of traumatic stress. Reviews restorative justice both in school systems and in community settings, highlighting current best clinical practices and recent research.**

Co-requisite(s): \_\_\_\_\_ First Term to be Offered: **Fall 2023**

Prerequisite(s): **COUN 654 and COUN 682** 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 <b>McKenzie Brittain</b>	Date _____
Graduate Council Chair 	Date <b>1-27-23</b>



## Request for Graduate Course Addition - Page 2

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College: **COEPD**

Department/Division: **Counseling**

Alpha Designator/Number: \_\_\_\_\_

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. Jerica Wesley

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.

Attached.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Included in syllabus - course objectives section





## **Request for Graduate Course Addition - Page 3**

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

Included in syllabus.

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

Mascarenaz, L. (2021). Evident equity. Solution Tree Press.

Zehr, H., Stutzman Amstutz, L., MacRae, A., & Pranis, K. (2015). The big book of restorative justice. Echo Point Books.

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

Lecture, case studies, reflection, and transformative learning practices.



## **Request for Graduate Course Addition - Page 4**

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

Discussion and reflections, restorative vs. rehabilitative paper, law and order critique, research project, and advocacy project.

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

Enrollment in VoLT Certificate (GXEH)

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

Included in syllabus - bibliography section



## 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: Counseling

Course Number and Title: COUN 687 Trauma and Restorative Justice in Schools and Communities

Catalog Description: Critically examines restorative justice practices and principles in the context of traumatic stress. Reviews restorative justice both in school systems and in community settings, highlighting current best clinical practices and recent research.

Prerequisites: COUN 654; COUN 682

First Term Offered: Fall 2023

Credit Hours: 3



## **MASTER SYLLABUS**

**MARSHALL UNIVERSITY GRADUATE COLLEGE**  
**A Member of the University System of West Virginia**  
**100 ANGUS E. PEYTON DRIVE**  
**SOUTH CHARLESTON, WEST VIRGINIA 25303-1600**  
**Telephone: (304) 746-2500 or 1-800-642-9842**

**COURSE:** COUN 687 Trauma and Restorative Justice in Schools and Communities

**CREDIT HOURS:** 3

**PREREQUISITES:** COUN 654 and COUN 682

### **COURSE DESCRIPTION:**

Critically examines restorative justice practices and principles in the context of traumatic stress. Reviews restorative justice both in school systems and in community settings, highlighting current best clinical practices and recent research.

### **REQUIRED TEXTS**

Mascarenaz, L. (2021). *Evident equity*. N.p.: Solution Tree Press.

Zehr, H., Stutzman Amstutz, L., MacRae, A., & Pranis, K. (2015). *The big book of restorative justice*. N.p.: Echo Point Books.

### **COURSE OBJECTIVES:**

This course provides a critical examination of restorative justice principles and practices. Starting with the problems and limitations associated with dominant (punitive) responses to crime and rule violations, students will examine how restorative justice presents an alternative philosophy of justice and seek to understand the costs and benefits associated with attempts to apply that philosophy in different contexts, including criminal justice, schools, and families.

In this course students will:

1. Demonstrate an understanding of restorative justice concepts, principles, and values.
2. Recognize the trauma and emotional impact of crime on victims, communities and offenders, and ways to be responsive to the needs and interests of crime victims.
3. Explain the concept, methods, and potential uses of a variety of restorative justice practices.
4. Develop familiarity with humanistic mediation and the skills used to conduct restorative

justice mediations, conferences, and circles.

5. Demonstrate familiarity with research on restorative justice including the criteria used for assessment of restorative justice programs.
6. Demonstrate knowledge of ethical decision-making processes as they relate to restorative justice practice.

### **COURSE COMPETENCIES:**

Students will demonstrate knowledge of the following:

1. Conduct both responsive and proactive use of circles and restorative practice conferences.
2. Differentiate and make use of various conflict management, mediation, and facilitation skills within interpersonal, community and organizational practices.
3. Articulate the impact of restorative practices upon individuals who have been harmed as well as those who have initiated wrong-doing.
4. Articulate the different philosophies restorative justice and the western criminal justice systems are predicated on.
5. Apply a restorative worldview to a situation of crime or injustice.

### **Desired Learner Outcomes**

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

<b>Course student learning outcomes</b>	<b>How students will practice each outcome in this course</b>	<b>How student achievement of each outcome will be assessed in this course</b>
Students will be able to identify the role and process of the professional counselor advocating on behalf of the profession (CACREP Standard 2F.1.d)	Students will read course textbook and supplemental readings provided.	Students will complete the advocacy project, online discussions/reactions, and research assignment.
Students will be able to identify advocacy processes needed to address institutional and social barriers that impede access, equity, and success for	Students will read course textbook and supplemental readings provided. Online discussions and reflections,	Students will complete an advocacy project.



clients (CACREP Standard 2F.1.e.)		
Students will identify strategies for personal and professional self-evaluation and implications for practice (CACREP Standard 2F.1.k.)	Students will read course textbook and supplemental readings provided.	Students will complete discussions/reactions.
Students will evaluate strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP Standard 2F.2.h)	Students will read course textbook and supplemental readings provided.	Students will complete Law and Order critique, online discussions/reactions, and Restorative vs. Rehabilitative Theory Paper.

***Course outcomes are consistent with CACREP STANDARDS. CACREP is the Council for the Accreditation of Counseling and Related Educational Programs.***

## **Assignments**

### ***Online Discussions and Reflections***

There will be questions and/or comments posted to discussion boards **3 times** throughout the course that students are expected to contribute to. This provides a little more time for reflection and thought when engaging with others in the class. Students are expected to participate in all discussions posted in BlackBoard.

### ***Restorative Justice vs. Rehabilitative Theory Paper***

In this summary you are asked to compare and contrast rehabilitative theory with restorative justice. Your objective is to provide an analysis of the key concepts, issues, ideas, etc. that are similar and different between rehabilitation and restorative justice. Your primary focus should be on a critical analysis of the conceptual underpinnings of the two approaches. Your aim is to demonstrate that you understand and appreciate the key concepts within the two approaches well enough that you are able to identify in what ways they are comparable, and in what ways they are at variance with one another. This paper should be between 5-7 pages in length, formatted based on APA 7 guidelines, and include a reference sheet.

### ***Law and Order Critique***

For the purpose of this assignment, you are to watch an episode of Law and Order (the original series only) and write a critique of the show through a restorative lens. Your critique must address the following:

1. What are the assumptions and values you identify that relate to victims, offenders, communities, trauma, shame, etc.? Tie in theories from the course.
2. What restorative assumptions and values are missing?

3. Do you believe that this portrayal of the system has an impact on viewers' faith in the system and their perception of its effectiveness?
  - If so, describe the impact and comment on whether it contributes to a positive, negative or neutral influence on the general public's perception of the criminal justice system that is portrayed and its effectiveness. Is the show contributing to a realistic understanding of what those impacted by crime (offenders, victims, community etc.) require and desire from the system?
  - If not, provide rationale for why you believe the portrayal of the system does not to influence an individual's perceptions.

This assignment is to be 5 pages in length, double spaced, Times New Roman 12 font. Please include the episode title in your cover page.

Grading will be according to the course rubric and how well the paper:

- Draws on specific details from the episode
- Correctly identifies and describes underlying assumptions and values
- Clearly critiques the show from the perspective of a restorative world view.
- Draws a logical connection from watching the show to its potential impact on a viewer's perception of justice.
- Although you are only referencing course material for this assignment, reference sheet and citations are required.

### ***Research Project***

Students will complete a research project (select 1 or 2 options) and present their findings and learnings to others via the BlackBoard Panopto video tool. Students will choose a topic in the field of restorative justice that they are interested in exploring further.

**Many topics are possible. Some might include:**

- (1) does restorative justice practice adequately address concerns of victim advocates?
- (2) critical issues in restorative justice – what are the pressing issues in the field?
- (3) how do aboriginal communities use restorative justice to deal with violence?
- (4) what does a particular (faith/religious) group have to say about restorative justice?
- (5) create a theory of violence – how does restorative justice address your theory?

Research sources can include books, media and internet, the majority of sources should be peer-reviewed journal articles. Students must use at least 8-10 sources and there must be a high amount of peer-reviewed content to support new arguments.

Both the **art-based option** and **traditional research option** are held to the same standard of research quality. There are two options - modalities - for completing this assignment:

**Option 1: Tradition Research:** The presentation will 15 to 20 minutes in length and highlight your position and relevant research concerning the chosen topic.

**Option 2: Arts-Based Project:** The arts are becoming increasingly important in the field of restorative justice. Students selecting this option will complete a project using an arts-based medium, such as, but not limited to, painting, poetry, sculpture, narrative, monologue, etc. In addition to the artistic creation, each student will also submit a 3 page summary that includes the following:

- clearly states the objective of the project
- summarizes how the piece contributes to the field of restorative justice and why the medium is important
- a short summary of what you learned as a result of the process
- other relevant reflections
- references

### ***Advocacy Project***

Students are to choose one of the following projects to complete highlighting restorative justice:

1. A PowerPoint presentation outlining restorative justice and how it could be incorporated into a school or community setting. Make sure it is clear on who the audience will be.
2. An informational pamphlet suitable for distribution to students, parents, teachers or one specific population describing restorative justice and the benefits.
3. A professional newsletter outlining restorative justice and its various components.

## **BIBLIOGRAPHY:**

- Allison Morris (2002). Critiquing the Critics: A brief response to the critics of restorative justice. *British Journal of Criminology* 42(3), 596-615.
- Davis, F. E., Lyubansky, M., & Schiff, M. (2015). Restoring Racial Justice. Emerging Trends in the Social and Behavioral Sciences: An Interdisciplinary, Searchable, Linkable Resource.
- Karp, D., & Breslin, B., (2001). Restorative justice in school communities. *Youth Society*, 33I(2), 249- 272
- Lyubansky, M., & Barter, D. (2019). Restorative Justice in Schools: Theory, Implementation, and Realistic Expectations. In *The Psychology of Peace Promotion* (pp. 309-328). Springer.
- Lyubansky, M. (2013). Restorative Justice for Trayvon Martin. *Journal for Social Action in Counseling and Psychology*, 5(1), 59.
- Lyubansky, M. & Shpungin, E. (2015). Challenging Power Dynamics in Restorative Justice. In T. Gavrielides (Ed.). *The Psychology of Restorative Justice*. TBC Publications.
- McCold, P. (2000). Toward a holistic vision of restorative juvenile justice: A reply to the maximalist model. *Contemporary Justice Review*, 3(4), 357-414
- Morrison, B. (2006). School bullying and restorative justice: Toward a theoretical understanding
- Takagi, P., Shank, G. (2004). Critique of restorative justice. *Social Justice* 3(3), 147-163.
- Tullis, P. (2013). Can forgiveness play a role in criminal justice. *New York Times*. Retrieved from <http://www.nytimes.com/2013/01/06/magazine/can-forgiveness-play-a-role-in-criminal-justice.html>
- Umbreit, M., & Stacey, S. (1996). Family group conferencing comes to the U.S.: A comparison with victim-offender mediation. *Juvenile and Family Court Journal*, 47(2), 29-38.

Vareham, S. (2005). Seeing things differently: Restorative justice and school discipline.

Education and the Law 17(3), 87-104



## 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: CECS Dept/Division: Civil Engineering Alpha Designator/Number: ENVE 580 ☒ Graded ☐ CR/NC

Contact Person: Isaac Wait

Phone: 696-5444

## NEW COURSE DATA:

New Course Title: Special Topics

Alpha Designator/Number: 

E	N	V	E		5	8	0		
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Title Abbreviation: 

S	p	e	c	i	a	l		T	o	p	i	c	s						
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(Limit of 25 characters and spaces)

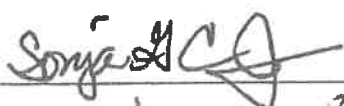
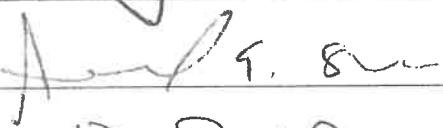

Course Catalog Description: Formal study of environmental engineering topics of current interest.  
(Limit of 30 words)

Co-requisite(s): n/a First Term to be Offered: Fall 2023

Prerequisite(s): n/a Credit Hours: 3

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

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

Dept. Chair/Division Head <u>Isaac Wait</u>	Date <u>11/18/2022</u>
Registrar <u></u>	Date <u>11.21.2022</u>
College Curriculum Chair <u></u>	Date <u>12-6-22</u>
Graduate Council Chair <u></u>	Date <u>1-27-23</u>

## Request for Graduate Course Addition - Page 2

College: **CECS** Department/Division: **Civil Engineering** Alpha Designator/Number: **ENVE 580**

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

**Wael Zatar, Isaac Wait, Greg Michaelson, Arka Chattopadhyay, Andrew Nichols, Sukjoon Na, Sungmin Youn, Ammar Alzarrad**

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

**Not Applicable**

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

**Not Applicable**

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

**Not Applicable**

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

**Not Applicable**

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

**Special Topics course - objectives will vary based on offering.**



## **Request for Graduate Course Addition - Page 3**

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

Special Topics course - course outline will vary based on offering.

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

Special Topics course - texts will vary based on offering.

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

Lecture

## **Request for Graduate Course Addition - Page 4**

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

**Special Topics course: evaluation methods will vary by offering, but will typically include assignments, projects, papers, quizzes, and exams.**

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

**N/A**

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

**Special Topics course: applicable references will vary based on offering.**

## 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: Civil Engineering

Course Number and Title: ENVE 580 Special Topics

Catalog Description: Formal study of environmental engineering topics of current interest.

Prerequisites: None

First Term Offered: Fall 2023

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: Health Professions    Dept/Division: Physical Therapy    Current Alpha Designator/Number: PT 784

Contact Person: Gretchen R. Prather    Phone: 304-696-5608

### CURRENT COURSE DATA:

Course Title: Integumentary

Alpha Designator/Number: 

P	T		7	8	4				
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Title Abbreviation: 

I	n	t	e	g	u	m	e	n	t	a	r	y							
---	---	---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--

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

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

Dept. Chair/Division Head <u>D S L Qui</u>	Date <u>10-25-22</u>
Registrar <u>Sonye A C</u>	Date <u>10.26.2022</u>
College Curriculum Chair <u>Zach Garrett</u>	Date <u>11/11/22</u>
Graduate Council Chair <u>D S L Qui</u>	Date <u>1-27-23</u>

## Request for Graduate Course Change - Page 2

College: Health Professions

Department/Division: Physical Therapy

Alpha Designator/Number: PT 784

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 Review of structure, function, and applied pathophysiology of the integumentary system. Translate knowledge towards PT examination and management of common integumentary impairments with focus on prevention, restoration, and optimizing independence.

To Review of structure, function, and applied pathophysiology of the integumentary and lymphatic systems. Includes examination and management of common integumentary and lymphatic impairments focusing on prevention, restoration, and optimizing independence.

If Yes  
Rationale Inclusion of lymphatic system to course description. The lymphatic system was always covered in this course and no additional content will be added. Accreditation standards and board exam content is placing greater emphasis on lymphatics.

## Request for Graduate Course Change - Page 3

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

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

From 3

To 2

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

From

To

Rationale

The change in credit hours from 3 hrs. to 2 hrs. reflects a decrease in physical therapy clinical laboratory sharp debridement practice, consolidation of topics, greater adherence to the course textbooks, and improved efficiency of instruction.

## Request for Graduate Course Change-Page 4

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College: Health Professions

Department: Physical Therapy

Course Number/Title PT 784 Integumentary

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

NOT APPLICABLE

2. **COURSE DELETION:** List any courses that will be deleted because of this change. A *Course Deletion* form is also required. Enter NOT APPLICABLE if not applicable.

NOT APPLICABLE

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

NOT APPLICABLE



## Request for Graduate Course Change - Page 5

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

### COURSE DESCRIPTION CHANGE

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

### COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

### COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

### COURSE CREDIT HOUR and COURSE DESCRIPTION CHANGE

Department: Physical Therapy

Current Course Number/Title: PT 784 Integumentary (no change)

Course description: (old): Review of structure, function, and applied pathophysiology of integumentary system. Translate knowledge towards PT examination and management of common integumentary impairments with a focus on prevention, restoration, and optimizing independence.

Course Description (new): Review of structure, function, and applied pathophysiology of the integumentary and lymphatic systems. Includes examination and management of common integumentary and lymphatic impairments focusing on prevention, restoration, and optimizing independence.

Rationale (course description change): Inclusion of lymphatic system to course description. The lymphatic system was always covered in this course and no additional content will be added. Accreditation standards and board exam content is placing greater emphasis on lymphatics.

Rationale (credit hour reduction): The change in credit hours from 3 hrs. to 2 hrs. reflects a decrease in physical therapy clinical laboratory sharp debridement practice, consolidation of topics, greater adherence to the course textbooks, and improved efficiency of instruction.

Credit hours: reduction from 3 to 2



## 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 787

Contact Person: Gretchen R. Prather      Phone: 304-696-5608

### CURRENT COURSE DATA:

Course Title: Rehabilitation Considerations in Selected Patient Populations II

Alpha Designator/Number: 


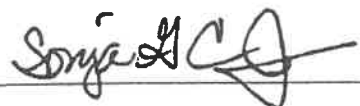


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Title Abbreviation: 

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

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

Dept. Chair/Division Head <u></u>	Date <u>10-25-22</u>
Registrar <u></u>	Date <u>10.26.2022</u>
College Curriculum Chair <u></u>	Date <u>11/11/22</u>
Graduate Council Chair <u></u>	Date <u>1-27-23</u>

## Request for Graduate Course Change - Page 2

College: Health Professions

Department/Division: Physical Therapy

Alpha Designator/Number: PT 787

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

Change in CATALOG TITLE: ☒ YES ☐ NO

From 

R	e	h	a	b		i	n		S	e	l	e	c	t		P	o	p	s		I	I							
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 (limited to 30 characters and spaces)

To 

P	r	o	s	t	h	e	t	i	c	s		&		O	r	t	h	o	t	i	c	s							
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If Yes, Rationale 

Change in course title will better reflect content and intent of the course.

Change in COURSE ALPHA DESIGNATOR:

From: 

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 To: 

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☐ YES ☒ NO

If Yes, Rationale

Change in COURSE NUMBER: ☐ YES ☒ NO

From: 

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 To: 

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If Yes, Rationale

Change in COURSE GRADING

From ☐ Grade To ☐ Credit/No Credit

Rationale

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

From

To

If Yes  
Rationale

## Request for Graduate Course Change - Page 3

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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

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Change in COURSE CONTENT: ☐ YES ☒ NO

From

To

Rationale

## Request for Graduate Course Change-Page 4

College: Health Professions

Department: Physical Therapy

Course Number/Title PT 787 Prosthetics & Orthotics

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

NOT APPLICABLE

2. COURSE DELETION: List any courses that will be deleted because of this change. A *Course Deletion* form is also required. Enter NOT APPLICABLE if not applicable.

NOT APPLICABLE

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

NOT APPLICABLE

## Request for Graduate Course Change - Page 5

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

### COURSE DESCRIPTION CHANGE

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

### COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

### COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

#### **COURSE TITLE CHANGE**

**Department:** Physical Therapy

**Current Course Number/Title:** PT 787 Rehabilitation Considerations in Selected Patient Populations II

**New Course Title:** Prosthetics & Orthotics

**Rationale:** Change in course title will better reflect content and intent of course.

**Catalog Description:** (unchanged) Principles of evaluation and management of patients with amputation and/or neuromuscular disorders to maximize functional independence. Focus on prosthetic and orthotic prescription, components, fabrication, fit, and use during functional activities.





## 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: CECS Dept/Division: Civil Engineering Alpha Designator/Number: EM 580 ☒ Graded ☐ CR/NC

Contact Person: Isaac Wait Phone: 696-5444

## NEW COURSE DATA:

New Course Title: Special Topics

Alpha Designator/Number: 

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Title Abbreviation: 

S	p	e	c	i	a	l		T	o	p	i	c	s						
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(Limit of 25 characters and spaces)

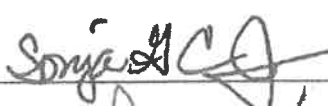


Course Catalog Description: Formal study of engineering management topics of current interest.  
(Limit of 30 words)

Co-requisite(s): n/a First Term to be Offered: Fall 2023

Prerequisite(s): n/a Credit Hours: 3

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

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

Dept. Chair/Division Head <u>Isaac Wait</u>	Date <u>11/18/2022</u>
Registrar <u></u>	Date <u>11.21.2022</u>
College Curriculum Chair <u></u>	Date <u>12-1-22</u>
Graduate Council Chair <u></u>	Date <u>1-27-23</u>

## Request for Graduate Course Addition - Page 2

College: **CECS** Department/Division: **Civil Engineering** Alpha Designator/Number: **EM 580**

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Wael Zatar, Isaac Wait, Greg Michaelson, Arka Chattopadhyay, Andrew Nichols, Sukjoon Na, Sungmin Youn, Ammar Alzarrad

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Special Topics course - objectives will vary based on offering.

## **Request for Graduate Course Addition - Page 3**

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

Special Topics course - course outline will vary based on offering.

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

Special Topics course - texts will vary based on offering.

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

Lecture

## **Request for Graduate Course Addition - Page 4**

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

**Special Topics course: evaluation methods will vary by offering, but will typically include assignments, projects, papers, quizzes, and exams.**

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

**N/A**

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

**Special Topics course: applicable references will vary based on offering.**

## 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: Civil Engineering  
Course Number and Title: EM 580 Special Topics  
Catalog Description: Formal study of engineering management topics of current interest.  
Prerequisites: None  
First Term Offered: Fall 2023  
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: Health Professions      Dept/Division: Physical Therapy      Current Alpha Designator/Number: PT 788

Contact Person: Gretchen R. Prather

Phone: 304-696-5608

### CURRENT COURSE DATA:

Course Title: Rehabilitation Considerations in Selected Patient Populations II

Alpha Designator/Number: 

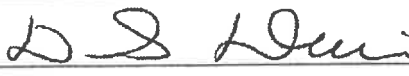
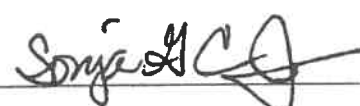


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Title Abbreviation: 

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

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

Dept. Chair/Division Head <u></u>	Date <u>10-25-22</u>
Registrar <u></u>	Date <u>10.26.2022</u>
College Curriculum Chair <u></u>	Date <u>11/11/22</u>
Graduate Council Chair <u></u>	Date <u>1-27-23</u>

## Request for Graduate Course Change - Page 2

College: Health Professions

Department/Division: Physical Therapy

Alpha Designator/Number: PT 788

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

Change in CATALOG TITLE: ☒ YES ☐ NO

From 

R	e	h	a	b		i	n		S	e	l	e	c	t		P	o	p	s		I	I	I							
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 (limited to 30 characters and spaces)

To 

S	p	e	c	i	a	l		T	o	p	i	c	s		i	n		P	T											
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If Yes, Rationale 

Change in course title will better reflect content and intent of the course.

Change in COURSE ALPHA DESIGNATOR:

From: 

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 To: 

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☐ YES ☒ NO

If Yes, Rationale

Change in COURSE NUMBER: ☐ YES ☒ NO

From: 

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 To: 

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If Yes, Rationale

Change in COURSE GRADING

From ☐ Grade To ☐ Credit/No Credit

Rationale

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

From

To

If Yes  
Rationale



## Request for Graduate Course Change - Page 3

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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

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Change in COURSE CONTENT: ☐ YES ☒ NO

From

To

Rationale

## Request for Graduate Course Change-Page 4

College: Health Professions

Department: Physical Therapy

Course Number/Title PT 788 Special Topics in Physical Therapy

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

NOT APPLICABLE

2. COURSE DELETION: List any courses that will be deleted because of this change. A *Course Deletion* form is also required. Enter NOT APPLICABLE if not applicable.

NOT APPLICABLE

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

NOT APPLICABLE

## Request for Graduate Course Change - Page 5

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

### COURSE DESCRIPTION CHANGE

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

### COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

### COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

#### **COURSE TITLE CHANGE**

**Department:** Physical Therapy

**Current Course Number/Title:** PT 788 Rehabilitation Considerations in Selected Patient Populations III

**New Course Title:** Special Topics in Physical Therapy

**Rationale:** Change in course title will better reflect content and intent of course.

**Catalog Description:** (unchanged) Principles of physical therapy management of select patient populations including bariatrics, women's health, oncology, and selected progressive and chronic diseases.



GC#9: Non-Curricular

**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: Lewis College of BusinessDept/Division: ManagementContact Person: Ralph McKinneyPhone: 304.539.3162

Rationale for Request:

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

Department/Division Chair [Signature] Date 10/24/22  
 Registrar [Signature] Date 10/24/2022  
 College Curriculum Committee Chair B.P. Yarbuz Pgt Date 11/01/2022  
 (or Dean if no college curriculum committee)  
 Graduate Council Chair [Signature] Date 1-27-23

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

## **Rationale**

The rationale for this move is that accessibility for senior populations is critically important in improving their overall quality of life. As individuals age, they may experience losses in vision, hearing, and mobility. Thus, this program aligns with the interdisciplinary nature of the Aging Center.

## **Request for Graduate Non-Curricular Changes – Page 2**

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

### **Request for Graduate Non-Curricular Changes – Page 3**

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



### **Request for Graduate Non-Curricular Changes – Page 4**

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

## **Request for Graduate Non-Curricular Changes – Page 5**

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

Type of change request: **Move from LCOB to COLA**

Department:

Degree program: **Accessibility Awareness, Graduate Certificate**

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



## Memorandum

Date: October 26, 2022

To: Graduate Council

From: R.B. Bookwalter

Subject: Graduate Certificate in Accessibility

I write to endorse the plan to move the Graduate Certificate in Accessibility from the Lewis College of Business to the College of Liberal Arts Graduate Humanities program. This move is intended to facilitate collaborations between the Accessibility Certificate and the new Aging in Appalachia Certificate, which is now affiliated with Graduate Humanities.

I acknowledge the groundwork laid by Dr. Eric Lassiter, Director of Graduate Humanities, Dr. Lori Howard, who directs the Accessibility Certificate, and Dr. Penny Koontz, who directs the Aging in Appalachia Certificate.

**College of Liberal Arts  
Office of the Dean**

One John Marshall Drive  
Huntington, West Virginia 25755-2600

T: (304) 696-2350

F: (304) 696-4348

E: cola@marshall.edu

marshall.edu

**BE PROUD.**  
BE A SON OR DAUGHTER OF MARSHALL.

**To: Graduate Council**

**From: Dr. Jeffrey Archambault, Interim Dean, Lewis College of Business** 

**RE: Accessibility Awareness Graduate Certificate**

**Date: October 31, 2022**

I support moving the Accessibility Certificate from the Lewis College of Business to the College of Liberal Arts. In particular, this is a non-curricular request to move the certificate to the Graduate Humanities Program as part of the Aging Center's educational offerings.

The rationale for this move is that accessibility for senior populations is critically important in improving their overall quality of life. As individuals age, they may experience losses in vision, hearing, and mobility. Thus, this program aligns with the interdisciplinary nature of the Aging Center.

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

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

College: **LCOB**Dept/Division: **Management & Healthcare Administration**Contact Person: **Marc Sollosy**Phone: **304-696-2614**

## Action Requested

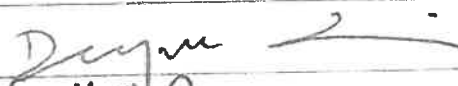
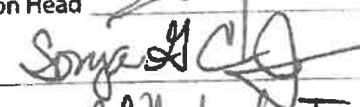


Check action requested: ☒ Addition ☐ Deletion ☐ ChangeDegree Program **MBA**Area of Emphasis **Sports Business**Effective Term/Year Fall 20 ☐ Spring 20 ☒ Summer 20 ☐

## 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.

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

Dept. Chair/Division Head 	Date <u>11/3/22</u>
Registrar 	Date <u>11.8.2022</u>
College Curriculum Chair 	Date <u>12-6-2022</u>
College Dean _____	Date _____
Graduate Council Chair 	Date <u>1-27-23</u>
Provost/VP Academic Affairs _____	Date _____
President _____	Date _____

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

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

The entire Sports Business program has transferred to become part of the LCOB. The MBA program works closely with other degree programs in the LCOB. As such, the Sports Business faculty have requested the addition of an area of concentration within the MBA program.

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.

In order to qualify for the concentration in Sports Business the student will need to take two (2) courses (6 credit hours) as part of their elective course requirements.

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

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

Not Applicable

4. **NON-DUPLICATION:**

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

Enter NONE if not applicable.

NONE

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

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

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### **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)

Students who choose to take two elective courses in either Accounting, Marketing, Finance, Management, Health Care Administration, Military Management, or Human Resource Management, in addition to the functional studies courses can receive a concentration in that functional area. Active military personnel electing to transfer 9 credit hours from the accepted military schools/courses in addition to the functional studies courses can receive a concentration in military management.

### **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.

Students who choose to take two elective courses in either Accounting, Marketing, Finance, Management, Health Care Administration, Military Management, Human Resource Management, or Sports Business in addition to the functional studies courses can receive a concentration in that functional area. Active military personnel electing to transfer 9 credit hours from the accepted military schools/courses in addition to the functional studies courses can receive a concentration in military management

### **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)

Students who choose to take two elective courses in either Accounting, Marketing, Finance, Management, Health Care Administration, Military Management, Human Resource Management, or Sports Business in addition to the functional studies courses can receive a concentration in that functional area. Active military personnel electing to transfer 9 credit hours from the accepted military schools/courses in addition to the functional studies courses can receive a concentration in military management.

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

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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: LCOB / Management and healthcare Administration

Area of Emphasis Title: Sports Business

Credit Hours: 6

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

Term to Take Effect: *(Fall, Spring, Summer/Year)* Spring 2023

Rationale: The entire Sports Business program has transferred to become part of the LCOB. The MBA program works closely with other degree programs in the LCOB. As such, the Sports Business faculty have requested the addition of an area of concentration within the MBA 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: LCOB

Dept/Division: Management and Healthcare Administration / MBA

Contact Person: Marc Sollosy

Phone: 304-696-2614

Rationale for Request: The following two (2) course; <GT320 - Principles of Management and MKT 340 - MKT Concepts and Applications are no longer potentially required as foundation courses for non-business majors. All of the courses listed as foundation courses are undergraduate level business courses. The decision to require any or all of the courses is made on an case by case basis by the program director or assistant director.

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

Department/Division Chair [Signature] Date 11/3/22

Registrar [Signature] Date 11.8.2022

College Curriculum Committee Chair [Signature] Date 12-6-2022  
(or Dean if no college curriculum committee)

Graduate Council Chair [Signature] Date 1-27-23

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

## **Request for Graduate Non-Curricular Changes – Page 2**

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

### **Program Description**

Qualified candidates are given an opportunity to earn the Master of Business Administration degree. In keeping with its purpose of providing professional preparation and foundation, the M.B.A. program gives emphasis to building a strong fundamental framework and to developing skills in managerial problem-solving and decision-making.

### **Program Design**

Business policies and procedures, reflecting rapid advancement in technology, are subject to change over time. Methods and practices in current use may be totally inadequate for coming decades. For this reason, greater emphasis is placed on sound general principles and decision-making techniques which provide a base for continuous learning.

To accomplish this purpose, the program involves:

A series of undergraduate prerequisite courses which enable the student to continue professional development. The foundation courses required will be determined by the M.B.A. Director and/or the Graduate School of Management Academic Advisor.

A broad study of functional areas of business and their interrelationships, with emphasis on application of knowledge, concepts, and analytical methods for problem-solving.

The program can be completed in 15-18 months, attending on a full-time basis, depending on the candidate's previous training.

The M.B.A. program includes:

Course List

Code Title Credit Hours

Undergraduate prerequisite business courses, as determined by the M.B.A. Director and/or the GSM Academic Advisor

Plan of Study

Course List

Code Title Credit Hours

Undergraduate Foundation Courses

ACC 215 Accounting Principles (CT)

ECN 250 Principles Microeconomics

FIN 323 Principles of Finance

MGT 218 Business Quantitative Methods

MGT 320 Principles of Management

MKT 340 MKT Concepts and Applications

## **Request for Graduate Non-Curricular Changes – Page 3**

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

### **Program Description**

Qualified candidates are given an opportunity to earn the Master of Business Administration degree. In keeping with its purpose of providing professional preparation and foundation, the M.B.A. program gives emphasis to building a strong fundamental framework and to developing skills in managerial problem-solving and decision-making.

### **Program Design**

Business policies and procedures, reflecting rapid advancement in technology, are subject to change over time. Methods and practices in current use may be totally inadequate for coming decades. For this reason, greater emphasis is placed on sound general principles and decision-making techniques which provide a base for continuous learning.

To accomplish this purpose, the program involves:

A series of undergraduate prerequisite courses which enable the student to continue professional development. The foundation courses required will be determined by the M.B.A. Director and/or the Graduate School of Management Academic Advisor.

A broad study of functional areas of business and their interrelationships, with emphasis on application of knowledge, concepts, and analytical methods for problem-solving.

The program can be completed in 15-18 months, attending on a full-time basis, depending on the candidate's previous training.

The M.B.A. program includes:

Course List

Code Title Credit Hours

Undergraduate prerequisite business courses, as determined by the M.B.A. Director and/or the GSM Academic Advisor 0–18 (12)

Plan of Study

Course List

Code Title Credit Hours

Undergraduate Foundation Courses

ACC 215 Accounting Principles (CT)

ECN 250 Principles Microeconomics

FIN 323 Principles of Finance

MGT 218 Business Quantitative Methods

~~MGT 320 Principles of Management Delete~~

~~MKT 340 MKT Concepts and Applications Delete~~

## **Request for Graduate Non-Curricular Changes – Page 4**

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

### **Program Description**

Qualified candidates are given an opportunity to earn the Master of Business Administration degree. In keeping with its purpose of providing professional preparation and foundation, the M.B.A. program gives emphasis to building a strong fundamental framework and to developing skills in managerial problem-solving and decision-making.

### **Program Design**

Business policies and procedures, reflecting rapid advancement in technology, are subject to change over time. Methods and practices in current use may be totally inadequate for coming decades. For this reason, greater emphasis is placed on sound general principles and decision-making techniques which provide a base for continuous learning.

To accomplish this purpose, the program involves:

A series of undergraduate prerequisite courses which enable the student to continue professional development. The foundation courses required will be determined by the M.B.A. Director and/or the Graduate School of Management Academic Advisor.

A broad study of functional areas of business and their interrelationships, with emphasis on application of knowledge, concepts, and analytical methods for problem-solving.

The program can be completed in 15-18 months, attending on a full-time basis, depending on the candidate's previous training.

The M.B.A. program includes:

Course List

Code Title Credit Hours

Undergraduate prerequisite business courses, as determined by the M.B.A. Director and/or the GSM Academic Advisor 0-12

Plan of Study

Course List

Code Title Credit Hours

Undergraduate Foundation Courses

ACC 215 Accounting Principles (CT)

ECN 250 Principles Microeconomics

FIN 323 Principles of Finance

MGT 218 Business Quantitative Methods

## **Request for Graduate Non-Curricular Changes – Page 5**

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

Type of change request: **removal of two (2) foundation courses**

Department: **Management and Healthcare Administration**

Degree program: **MBA**

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

*DNAP Program*  
Dept/Division: Management/Health Care Administration

Contact Person: Margie McInerney Phone: 304-696-2675

Rationale for Request: Request to remove the GRE score as a requirement for admissions to the program. There is no correlation between GRE scores and board pass rates

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

Registrar

Date

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

Date



1-27-23

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

### Request for Graduate Non-Curricular Changes – Page 2

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

#### Full Admission

All applicants must meet the following criteria. The program does not offer conditional or provisional admission.

1. Graduate from an approved baccalaureate or higher degree generic program in nursing or graduate from an approved associate degree with an appropriate baccalaureate degree.
2. Minimum baccalaureate GPA of 3.0 on a 4.0 scale will be verified by reviewing transcript of degree-granting institution.
3. Graduate Record Examination (GRE) scores submitted from the Education Testing Service should be sent directly to the Marshall Graduate Records Office, whose Institutional Code reporting number is 5396.
  1. A photocopy of the student report GRE scores should be included with the CAMC application.
  2. GRE scores must be no older than five (5) years.
  3. Preferred minimum scores are Verbal 153 and Quantitative 144.
  4. Please note the dates of score reporting in the GRE booklet and schedule the test so that the scores will be reported in time for full consideration of your application.
4. A current, valid, professional registered nursing license in one jurisdiction of the United States, which satisfies the requirements of the West Virginia Board of Examiners for Registered Professional Nurses. Once admitted, the School requires all in-state and out-of-state students to maintain licensure in the State of West Virginia.
5. A minimum of one year, full-time work experience (two years preferred) or its part-time equivalent, as a RN in a critical care setting. The applicant must have developed as an independent decision-maker, capable of using and interpreting advanced monitoring techniques based on knowledge of physiological and pharmacological principles.
6. Three (3) references by persons in the medical profession who are familiar with the applicant's qualifications. One must be from the applicant's immediate supervisor.
7. Resume detailing education and work experience.
8. A personal interview may be requested.



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

## **Admission Requirements**

### **Full Admission**

All applicants must meet the following criteria. The program does not offer conditional or provisional admission.

1. Graduate from an approved baccalaureate or higher degree generic program in nursing or graduate from an approved associate degree with an appropriate baccalaureate degree.
2. Minimum baccalaureate GPA of 3.0 on a 4.0 scale will be verified by reviewing transcript of degree-granting institution.
3. ~~Graduate Record Examination (GRE) scores submitted from the Education Testing Service should be sent directly to the Marshall Graduate Records Office, whose Institutional Code reporting number is 5296.~~
  1. ~~A photocopy of the student report GRE scores should be included with the CAMC application.~~
  2. ~~GRE scores must be no older than five (5) years.~~
  3. ~~Preferred minimum scores are Verbal 153 and Quantitative 144.~~
  4. ~~Please note the dates of score reporting in the GRE booklet and schedule the test so that the scores will be reported in time for full consideration of your application.~~
4. A current, valid, professional registered nursing license in one jurisdiction of the United States, which satisfies the requirements of the West Virginia Board of Examiners for Registered Professional Nurses. Once admitted, the School requires all in-state and out-of-state students to maintain licensure in the State of West Virginia.
5. A minimum of one year, full-time work experience (two years preferred) or its part-time equivalent, as a RN in a critical care setting. The applicant must have developed as an independent decision-maker, capable of using and interpreting advanced monitoring techniques based on knowledge of physiological and pharmacological principles.
6. Three (3) references by persons in the medical profession who are familiar with the applicant's qualifications. One must be from the applicant's immediate supervisor.
7. Resume detailing education and work experience.
8. A personal interview may be requested.

### Request for Graduate Non-Curricular Changes – Page 4

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

attached

All applicants must meet the following criteria. The program does not offer conditional or provisional admission

1. Graduate from an approved baccalaureate or higher degree generic program in nursing or graduate from an approved associate degree with an appropriate baccalaureate degree.
2. Minimum overall undergraduate grade point average of 3.0.
3. A current, valid, professional registered nursing license in one jurisdiction of the United States, which satisfies the requirements of the West Virginia Board of Examiners for Registered Professional Nurses. Once admitted, the School requires all in state and out of state students to maintain licensure in the State of West Virginia or qualifying compact state licensure.
4. A minimum of one year full time work experience (two years preferred) or its part time equivalent, as an RN in a critical care setting. The applicant must have developed as an independent decision-maker, capable of using and interpreting advanced monitoring techniques based on knowledge of physiological and pharmacological principles.

The glossary definition of Critical Care Experience from the COA- Critical care experience must be obtained in a critical care area within the United States, its territories or a U.S. military hospital outside of the United States. During this experience, the registered professional nurse has developed critical decision making and psychomotor skills, competency in patient assessment, and the ability to use and interpret advanced monitoring techniques. A critical care area is defined as one where, on a routine basis, the registered professional nurse manages one or more of the following: invasive hemodynamic monitors (such as pulmonary artery catheter, CVP, arterial); cardiac assist devices; mechanical ventilation; and vasoactive infusions. Examples of critical care units may include but are not limited to: Surgical Intensive Care, Cardiothoracic Intensive care, Coronary Intensive Care, Medical Intensive Care, Pediatric Intensive Care, and Neonatal Intensive Care. Those who have experiences in other areas may be considered provided they can demonstrate competence with managing unstable patients, invasive monitoring, ventilators, and critical care pharmacology.

5. Three (3) references by persons in the medical profession who are familiar with the applicant's qualifications. One of which must be the immediate supervisor. Reference forms are sent directly from the school to the references provided in the application. We do not accept references from an applicant. **NOTE: Applications are not complete until all 3 references are submitted.**

6. Resume detailing education and work experience.
7. A personal interview may be requested.

## **Request for Graduate Non-Curricular Changes – Page 5**

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

Type of change request: **Non-curricular admissions change**

Department: **Business**

Degree program: **DNAP**

Effective date (fall/spring/summer, year): **Spring 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: Social Work

Contact Person: Peggy Proudfoot Harman

Phone: 304-696-3142

Rationale for Request:

The present Admissions Requirement needs revised to clarify the MSW application process and priority dates to review applications. The present catalog description states "Applications are received in the Department of Social Work for the M.S.W. by the priority date of March 30" which is causing a delay in the MSW Admissions Committee receiving and reviewing applications. This request clarifies when applications are to be received by the MSW Admissions Committee from the Office of Graduate Admissions.

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

NOTE: all requests may not require all signatures.

Department/Division Chair Peggy Proudfoot Harman Date \_\_\_\_\_

Registrar \_\_\_\_\_ Date \_\_\_\_\_

College Curriculum Committee Chair DSL Graduate Council Chair 1-27-23  
(or Dean if no college curriculum committee)

Date \_\_\_\_\_

Date \_\_\_\_\_

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

## **Request for Graduate Non-Curricular Changes – Page 3**

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

### **Admission Requirements:**

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website: <http://www.marshall.edu/graduate/admissions/how-to-apply-for-admission>. Applications are received in the Department of Social Work for the M.S.W. by the priority date of March 30.

## Request for Graduate Non-Curricular Changes – Page 4

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

~~Admission Requirements Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website: <http://www.marshall.edu/graduate/admissions/how-to-apply-for-admission>. Applications are received in the Department of Social Work for the M.S.W. by the priority date of March 30.~~

### Admission Requirements:

All MSW program options are offered utilizing a cohort model and those admitted begin the MSW program in the Fall Semester of each academic year. Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website: <http://www.marshall.edu/graduate/admissions/how-to-apply-for-admission>. Applications are received in the Marshall University Office of Graduate Admissions via the online application [www.marshall.edu/admissions/graduate/](http://www.marshall.edu/admissions/graduate/) and cc'd to Leslie Lucas beginning in October of the year prior to the applicant's desired admission date. It is recommended that applications be submitted as soon as possible so that they are forwarded by the Office of Graduate Admissions to the MSW Admissions Committee to be reviewed for priority admission by January 30th. Applications will be received and reviewed after the priority date, but it is highly recommended that applications be submitted as early as possible. Applicants are encouraged to check with the Office of Graduate Admissions regarding the completion of their applications. Applications need to be completed prior to being sent to the MSW Admissions Committee and need to include: Two professional references, resume, personal statement, all transcripts (from all colleges and universities attended) sent directly to Graduate Admissions.

Program	Entry Term	Priority Application Opens	Priority Admission
MSW - Generalist 2 Yr Option	Fall	October	January 30
MSW - Advanced Standing 1 Yr Option.	Fall	October	January 30
MSW - Advanced Standing 1 Yr. Option	Fall	October	January 30



## **Request for Graduate Non-Curricular Changes – Page 5**

See Below

## Request for Graduate Non-Curricular Changes – Page 6

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

### Admission Requirements:

All MSW program options are offered utilizing a cohort model and those admitted begin the MSW program in the Fall Semester of each academic year. Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website:

<http://www.marshall.edu/graduate/admissions/how-to-apply-for-admission>. Applications are received in the Marshall University Office of Graduate Admissions via the online application [www.marshall.edu/admissions/graduate/](http://www.marshall.edu/admissions/graduate/) and cc'd to Leslie Lucas beginning in October of the year prior to the applicant's desired admission date. It is recommended that applications be submitted as soon as possible so that they are forwarded by the Office of Graduate Admissions to the MSW Admissions Committee to be reviewed for priority admission by January 30th. Applications will be received and reviewed after the priority date, but it is highly recommended that applications be submitted as early as possible. Applicants are encouraged to check with the Office of Graduate Admissions regarding the completion of their applications. Applications need to be completed prior to being sent to the MSW Admissions Committee and need to include: Two professional references, resume, personal statement, all transcripts (from all colleges and universities attended) sent directly to Graduate Admissions.

Program	Entry Term	Priority Application Opens	Priority Admission
MSW - Generalist 2 Yr Option	Fall	October	January 30
MSW - Advanced Standing 1 Yr Option.	Fall	October	January 30
MSW - Advanced Standing 1 Yr. Option	Fall	October	January 30

## **Request for Graduate Non-Curricular Changes – Page 7**

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

Type of change request: Non-Curricular Change - Clarify Admissions Process - Priority

Application Deadlines.

Department: Social Work

Degree program: MSW

Effective date (fall/spring/summer, year): Spring 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: COHP Dept/Division: School of Physical Therapy  
 Contact Person: Scott Davis (Chair) Phone: 6-5614

## Rationale for Request:

The SOPT has encountered a growing number of students struggling to maintain a 3.0 cumulative GPA. As a result, several students per cohort are dismissed for academic deficiency. Our experience is that these students are struggling with the volume and pace of the DPT curriculum. The SOPT faculty have approved a "deceleration pathway" that would allow students to decelerate into a 4-year vs. the current 3-year curriculum. The 4-year curriculum would reduce the average semester credit hour load from 12.9 credits to 9.7 credits. We believe that this will increase the retention rate. This pathway is modeled after a program offered at Ohio University. The deceleration pathway will require the same courses and the same number of credits for graduation, but the sequencing is different. The students will maintain 9 credits per semester (full-time) for 8 of the 12 semesters. The student will drop to half-time (6 to 8 hrs.) for 4 semesters. To ensure that students maintain a minimum of 6 hrs. per semester, semester 10 will add 1 credit (PT 798 - Independent Study course), which is an approved DPT course. Thus, this request is being submitted as a non-curricular catalog change since the 1-credit independent study is not required for graduation. The financial aid office has reviewed the deceleration pathway.

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 D. S. Davis Date 10-19-22  
 Registrar Sonya H. C. J. Date 10.19.2022  
 College Curriculum Committee Chair Zach Garrett Date 11/21/22  
 (or Dean if no college curriculum committee)  
 Graduate Council Chair D. S. Davis Date 1-27-23

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

## **Request for Graduate Non-Curricular Changes – Page 2**

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

See the attached pdf document ("Current") and the Current Plan of Study.

### **Request for Graduate Non-Curricular Changes – Page 3**

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

See the attached pdf document ("Track Change") and the "Deceleration Pathway" Plan of Study

### **Request for Graduate Non-Curricular Changes – Page 4**

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

See the attached pdf document ("New")



## **Request for Graduate Non-Curricular Changes – Page 5**

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

Type of change request: **Non-curricular catalog change**

Department: **School of Physical Therapy**

Degree program: **Doctor of Physical Therapy**

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

PMH 686	Child and Adolescent Nursing	3
PMH 695	Advanced NP Practicum in PMH Nursing	4
HP 576	Substance and Relationship Abuse	3
NP 690	Advanced NP Role Development	1
Total Credit Hours		52

## Physical Therapy, D.P.T. School of Physical Therapy Program Description

The Mission of the Marshall University School of Physical Therapy is to provide contemporary physical therapy education; to empower graduates and educators to exemplify excellence in clinical practice, scholarship, mentorship, leadership, and professionalism; and to engage all stakeholders in employing evidence-informed physical therapy that reflects and expands best practice.

The Doctor of Physical Therapy (DPT) program offered by the School of Physical Therapy at Marshall University is a full-time, three-year, nine-semester, 115-credit graduate program for students who wish to pursue a career as a physical therapist practitioner. Our inaugural class matriculated on May 21, 2012.

The curricular model of Marshall University's DPT program is a modified case-based model, designed in a "builds on, leads to" manner which is delivered in a full time, in-house format utilizing lecture, labs, small group discussion, case seminars, and clinical visits and internships, starting with education in the basic foundational sciences that inform the content of the field. Faculty teaching the foundational sciences facilitates discussion drawing on research, clinical experiences, and personal/professional activities to model professional behaviors, elucidates psychosocial and ethical issues, and presents a broad application of course content to practice settings. Through clinical cases intermingled within basic science didactic content, students are challenged to apply basic science information to solve clinical problems. Instruction in these basic science areas builds the foundation for the clinical coursework.

Within any given semester, we utilize team-taught, integrated course classes to encourage synthesis of material presented. Case Application Seminars and Experiences (CASE) courses provide students the opportunity to learn collaboratively in faculty-facilitated small groups. Most semesters, students attend laboratory sessions in local physical therapy/rehab clinics for hands-on experiences interspersed within the didactic coursework.

Early in the curriculum, students are introduced to the basic tools of investigation in PT (Evidence Based Practice course series). Starting with the clinical decision making process, they learn to utilize literature review and scientific method to support evidence based practice, and the process for utilizing and creating evidence to improve upon the body of knowledge that informs the profession. Basic clinical skills coursework forms the foundation for more advanced clinical courses in diagnosis and management.

Faculty emphasizes utilization of current, evidence-based practices that are built on the foundational sciences and are consistent with published research and clinical outcomes in the diagnosis and management process. Knowledge of the professional aspects of practice is integral to successful hands-on practice, and necessary to become a competent practitioner. Therefore, a series of professional

practice courses inculcate a working knowledge of communications, educational methodology and process, culture, ethics, law, health care delivery systems, administration, and the political aspects that influence the field of physical therapy.

Clinical education exposure/experiences are integrated into the first two years of the curriculum through case-based courses and seminars, and through clinic visits to local physical therapy facilities spread within the didactic course work, with the first full time clinical rotation/internship (8 weeks) occurring early in the second year of the program. These rotations continue in the 3rd year with two full-time clinical internships, for 27 weeks in the last two semesters of the program, totaling 35 weeks of long-term clinical rotations/internship in the entire DPT program. This series of clinical experiences assures that the graduate has the opportunity to develop skills in a variety of practice settings, working within a team approach to patient management, under the direct supervision of a clinical instructor who is a licensed physical therapist.

Our 22600 sq ft space includes three classrooms/laboratories and eight seminar rooms for teaching purposes, a research laboratory (about 2000 sq ft), faculty and administrative offices, student locker rooms, restrooms and kitchen/lounge areas and specialized equipment necessary to teach the content taught in a physical therapy professional program. There is sufficient free parking to accommodate students, faculty, staff, patients and visitors.

## Accreditation

Marshall University is accredited as an institution of higher learning by the Higher Learning Commission (230 South LaSalle Street, Suite 2400, Chicago, IL 60602; toll-free 1-800-621-7440, [www.hlcommission.org](http://www.hlcommission.org) (<http://www.hlcommission.org>)). The program has received approval from the Marshall Board of Governors to offer the DPT program, and program approval from the Higher Learning Commission.

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

## Admission Requirements Minimum Requirements for Admission

1. Baccalaureate degree from a regionally or nationally accredited college/university completed prior to the starting date in the DPT program.
2. *Prerequisite Courses:* Must complete all prerequisite courses prior to the summer term for which you are applying. For example, if you are applying for the class that starts in May 2019, all of your prerequisite courses must be completed by Summer 2019.

Code	Title	Credit Hours
<b>Science <sup>1</sup></b>		
	Biology (& lab)	8
	Chemistry (& lab)	8
	Physics (& lab)	8
	Human Anatomy <sup>2</sup>	3
	Human Physiology <sup>2</sup>	3
	Mathematics	3

Statistics <sup>3</sup>	3
<b>Biobehavioral/Social Science</b>	
Psychology (Preferably abnormal & developmental or life span)	6
<b>English</b>	
Composition/Writing	6

3. Clinical Observation Hours: Complete at least 60 clinical observation hours, preferably from two different settings under the direct supervision of a licensed physical therapist by the time of application. Please follow the instructions listed on the PTCAS website ([www.ptcas.org/PTHours/](http://www.ptcas.org/PTHours/) (<http://www.ptcas.org/PTHours/>)) to submit your hours for verification. For PTCAS general application, PT observation hours need to be completed no later than October 1. For PTCAS Early Decision application, PT observation hours need to be completed no later than July 31.
4. Grade Point Averages:
  - A minimum 3.0 for overall Undergraduate GPA
  - A minimum 3.0 for the GPA for prerequisite sciences
  - A minimum 3.0 for the GPA for all prerequisites combined
5. GPA calculation for repeated courses:
  - For the 2017-2018 application cycle (class start date: May 21, 2018) & afterwards:
    - If a student retakes the same science course at the same institution and earns a higher grade on the second attempt, we will use the higher grade to calculate GPAs.
    - In other situation (i.e. taking the same science course more than two times at the same institution; retaking the same or equivalent course at a different institution), if a science course is repeated, we will use all grades earned for that course to calculate GPAs.
6. Completion of the Graduate Record Examination (GRE) with submission of scores at the time that the application is submitted. Please contact ETS to determine testing dates and sites. (1-800-GRE-CALL; [www.ets.org/gre](http://www.ets.org/gre) (<http://www.ets.org/gre/>)). For submitting your score report, our program code is "Marshall U Sch Phy Therapy PTCAS (0323)." Your score report will be received and verified by PTCAS. For PTCAS general application, GRE needs to be completed no later than October 1. For PTCAS Early Decision application, GRE needs to be completed no later than July 31. **Do Not** have ETS send your score report directly to Marshall University.<sup>4</sup>
7. Provide two references: One from a physical therapist and the other from either another physical therapist, or a faculty member or an employer. A reference request form is provided on the PTCAS website ([www.ptcas.org](http://www.ptcas.org) (<http://www.ptcas.org/>)).
8. *Provisional Admission:* A student who possesses a baccalaureate degree from an accepted, regionally accredited college/university and has submitted all other application materials, but still has 1-2 prerequisite courses in progress at the time of interview (early January) may be provisionally admitted. However, outstanding course(s) must be completed with the appropriate minimal grade prior to commencing the DPT program in May of the year for which the student is applying.
9. *Conditional Admission:* A student who does not already possess a baccalaureate degree from an accepted, regionally accredited institution, and/or has 1-2 prerequisite courses in progress at the time of interview (early January), but has submitted all other required application materials, may be conditionally admitted. However, the bachelor's degree must be earned, and outstanding course(s) must be completed with the appropriate minimal grade

prior to commencing the DPT program in May of the year for which the student is applying.

- 1 All science prerequisite courses must be for science majors (a science course older than 10 years will not be accepted). Courses with a grade of C- or lower will not be accepted as prerequisites. Anatomy and physiology courses should preferably be completed with a grade of B or better. Note that students will be allowed to have one or two courses in progress at the time of interview (early January); however, the outstanding course(s) must be completed with the appropriate minimal grade, prior to commencing the DPT program in May of the year for which students are applying.
- 2 Students must document 6 hours of anatomy and physiology regardless of how the courses are offered. Many universities offer a two semester integrated human anatomy and physiology course instead of three credits human anatomy and three credits human physiology. A qualified course shall cover all major human body systems. Functional anatomy with a main emphasis on the musculoskeletal system and exercise physiology are not accepted.
- 3 If the statistics course is taken from the mathematics department, it can only meet the requirement of statistics prerequisite. (i.e. Another 3-credit course of mathematics is still needed.)
- 4 International applicants will be required to submit an official TOEFL score in addition to the other requirements described for consideration. TOEFL/IBT score must be consistent with the standards established by the Foreign Credentialing Commission on Physical Therapy (FCCPT) as acceptable for physical therapists desiring to enter practice in the U.S. from a foreign country. The minimum scores to be considered for admission must be a Total Score of 89 with the minimum section requirement of "Speaking" of 26. TOEFL requirement is waived for applicants who hold a bachelor's degree from an accepted, regionally accredited college or university in the United States. International applicants who hold a bachelor's degree from a college or university outside of the United States will have to complete their credential evaluation [WES International Credential Advantage Package (ICAP)] from the World Education Services (WES) to prove that their education is equivalent to the US undergraduate education and have the report sent to PTCAS.
- 5 Admission decisions are based on a variety of factors. The primary factor in all admission decisions is prior academic achievement (overall, science, and/or prerequisite grade point average – GPA and GRE scores) and the potential for an applicant to be successful in a rigorous PT curriculum. An applicant's volunteer experience, letters of recommendation, and interview performance are reviewed by members of the Admissions Committee. The Admissions Committee will also consider additional factors in the final admissions review process (e.g., undergraduate attendance at Marshall University or West Virginia state residency, veteran of the U.S. military, and certain economic, environmental, or geographic indicators contained in the PTCAS application).

## How to Apply

The School of Physical Therapy at Marshall University is participating in the Physical Therapist Centralized Application Service, known as PTCAS. Applicants applying to the entry-level physical therapist education program for the 2013 entering class and afterward will apply online using the PTCAS application. To learn more about the PTCAS application process, visit [www.ptcas.org](http://www.ptcas.org) (<http://www.ptcas.org/>).

MU DPT program will participate in the PTCAS Early Decision process. The Early Decision application is for applicants who have decided MU DPT program is their first choice and have met all of the following requirements:

1. a minimum overall GPA of 3.5;
2. a minimum total GRE score (verbal + quantitative) of 300;
3. a minimum GRE analytical writing score of 3.5;
4. no more than two outstanding science prerequisite courses at the time of application.

## Criminal Background Check Information

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

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

## Program Requirements

### Academic Progression

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

1. Summer (DPT Semester 1) of First Year:
  - A student whose Grade Point Average falls between 2.99-2.90 will be recommended for academic probation by the APSC and approved by the SOPT chairperson.
  - A student whose Grade Point Average falls between 2.89-2.75 will be recommended for academic probation. The student may request to restart the DPT program with the following cohort or continue on probation. Due to CAPTE accreditation rule 9.8(a) that limits the class size for new, re-entering, and decelerating students, a maximum of 3 students per cohort will be allowed to restart the program. The APSC will review the academic/professional performance of all students who request re-entry and recommend restarting the program based on overall Grade Point Average and academic performance in individual courses during the Summer semester.
2. Any Semester thereafter (after Summer of First Year):
  - A student whose cumulative Grade Point Average falls between 2.99 - 2.75 will be recommended for academic probation by the APSC.
  - A student whose cumulative Grade Point Average falls below a 2.75 will be dismissed from the program and may reapply through PTCAS.
3. Any student who is on probation will have one semester to correct academic deficiencies. If a student has demonstrated academic progress and improved their cumulative Grade Point Average to 2.90 to 2.99 during the semester of probation, the student may appeal to the APSC for an additional consecutive semester of probation. Students are allowed a maximum of two semesters of academic probation as part of the DPT curriculum.
4. Following notification of probation and before the start of the next semester, the student will be counseled by their faculty advisor or the APSC. During this initial counseling session, the student will be advised of his/her deficiencies and the requirements for removing the deficiencies by the end of the following semester.
5. The SOPT Chairperson may either accept or overturn all recommendations by the APSC, and will subsequently inform the student of the final recommendation to the Dean of the Graduate College.
6. The Dean of the Graduate College makes the final decision regarding academic dismissal.
7. If the student disagrees with the SOPT Chairperson's decision, the student may appeal the decision in writing to the Dean of the Graduate College within 3 university business days after notification of dismissal.
8. In the event a student is placed on probation in the final fall semester (DPT semester 8) and it is mathematically unable to achieve a 3.0 GPA, the student will not be permitted to attend the intermediate internship (PT 792 Clinical Internship II) and referred to the APSC for review and to make a recommendation to the SOPT Chairperson.

## Plan of Study

Course	Title	Credit Hours
<b>First Year</b>		
<b>First Semester</b>		
<b>Summer (11 weeks)</b>		
PT 700	Gross Anatomy for PT	5
PT 710	Intro to Human Movement	3
PT 750	Foundations of Phys Ther	2
PT 761	EBP I	2
Credit Hours		12
<b>Second Semester</b>		
<b>Fall I (15 weeks)</b>		
PT 701	Neuroanatomy	4
PT 711	Human Movement I	4
PT 720	Advanced Clinical Physiology	3
PT 731	Clinical Skills	3

PT 741	Medical Pathology in PT I	2
PT 751	Legal & Ethical Issues in PT	2
PT 771	Clin Application Seminar I (CASES)	1
Credit Hours		19

**Third Semester****Spring I (15 weeks)**

PT 712	Human Movement II	4
PT 732	Therapeutic Interventions	3
PT 742	Medical Pathology in PT II	2
PT 744	Med Pathology in PT IV	3
PT 763	EBP II	2
PT 772	Clin Application Seminar II (CASES)	1
PT 781	Musculoskeletal 1	3
Credit Hours		18

**Second Year****Fourth Semester****Summer II (10 weeks)**

PT 713	Human Movement III	2
PT 747	Pharmacology in Rehab	2
PT 758	PM&BC in PT Practice	1
PT 773	Clin Application Seminar III (CASES)	1
PT 782	Musculoskeletal II	4
Credit Hours		10

**Fifth Semester****Fall II (8 weeks clinical; 7 weeks didactic)**

PT 702	Neuro Evaluation	1
PT 721	Applied Ex Phys	3
PT 754	Health Care Delivery Systems	1
PT 764	EBP III	1
PT 774	Clin Application Seminar IV (CASES)	1
PT 789	MSK III	1
PT 791	Clinical Internship I	4
Credit Hours		12

**Sixth Semester****Spring II (15 weeks)**

PT 704	Neurorehabilitation	4
PT 755	Service Learning Practicum	1
PT 765	EBP IV	1
PT 775	Clin Application Seminar V (CASES)	1
PT 783	Cardiopulmonary in PT	4
PT 786	Rehab in Select Pops I	3
Credit Hours		14

**Third Year****Seventh Semester****Summer III (11 weeks)**

PT 756	Administration in PT	3
PT 766	EBP V	1
PT 776	Clin Application Seminar VI (CASES)	1
PT 784	Integumentary	3
PT 787	Rehab in Select Pops II	2
PT 799	Integration & Review	1
Credit Hours		11

**Eighth Semester****Fall III (6 weeks didactic; 12 weeks clinical)**

PT 785	Health Promo and Nutrition	2
PT 788	Rehab in Select Pops III	1
PT 792	Clinical Internship II	6
PT 777	Clin Application Seminar VII (CASES)	1
Credit Hours		10

**Ninth Semester****Spring III (1 week didactic; 15 weeks clinical)**

PT 767	EBP VI	1
PT 793	Clinical Internship III	8
Credit Hours		9
Total Credit Hours		115

## Public Health, M.P.H.

### Program Description

The Master of Public Health degree provides education and training to equip students for a broad range of careers including work in public health practice, research and policy. Two concentrations are offered, with a common core composed of training in not only fundamental public health subjects (including epidemiology, biostatistics, environmental health, sociobehavioral factors, and public health services), but also addressing critical cross-cutting competencies.

Students may elect one of two concentrations. Specialization in Global and Community Health (GCH) provides training focused on the critical need for community health professionals skilled in risk assessment, education, intervention, and program management - particularly in communities facing high disease burdens and limited resources. A second concentration in Research, Evaluation and Policy (REP) is designed to train health professionals with advanced training in research methods, biostatistics, analysis, and health policy to equip graduates to help produce systemic improvements in care delivery and value.

## Admission Requirements

Students may be admitted to study for either fall or spring semester; however, spring matriculation for study in Research, Evaluation and Policy is made only in exceptional circumstances. Limited credit (6 hours maximum) may be granted to students transferring from CEPH-accredited programs.

Applicants must follow the admissions process at the Graduate Admissions website at [www.marshall.edu/graduate/admissions/how-to-apply-for-admission](http://www.marshall.edu/graduate/admissions/how-to-apply-for-admission) (<http://www.marshall.edu/graduate/admissions/how-to-apply-for-admission/>). Specific additional program requirements include:

- Admitted students must hold a bachelor's degree from an accredited college or university with a minimum undergraduate grade-point average of 2.5 on a 4.0 scale. Waivers to the requirement may be made in exceptional circumstances, such as when prior satisfactory graduate school performance has been demonstrated.

PMH 686	Child and Adolescent Nursing	3
PMH 695	Advanced NP Practicum in PMH Nursing	4
HP 576	Substance and Relationship Abuse	3
NP 690	Advanced NP Role Development	1
Total Credit Hours		52

## Physical Therapy, D.P.T. School of Physical Therapy Program Description

The Mission of the Marshall University School of Physical Therapy is to provide contemporary physical therapy education; to empower graduates and educators to exemplify excellence in clinical practice, scholarship, mentorship, leadership, and professionalism; and to engage all stakeholders in employing evidence-informed physical therapy that reflects and expands best practice.

The Doctor of Physical Therapy (DPT) program offered by the School of Physical Therapy at Marshall University is a full-time, three-year, nine-semester, 115-credit graduate program for students who wish to pursue a career as a physical therapist practitioner. Our inaugural class matriculated on May 21, 2012.

The curricular model of Marshall University's DPT program is a modified case-based model, designed in a "builds on, leads to" manner which is delivered in a full time, in-house format utilizing lecture, labs, small group discussion, case seminars, and clinical visits and internships, starting with education in the basic foundational sciences that inform the content of the field. Faculty teaching the foundational sciences facilitates discussion drawing on research, clinical experiences, and personal/professional activities to model professional behaviors, elucidates psychosocial and ethical issues, and presents a broad application of course content to practice settings. Through clinical cases intermingled within basic science didactic content, students are challenged to apply basic science information to solve clinical problems. Instruction in these basic science areas builds the foundation for the clinical coursework.

Within any given semester, we utilize team-taught, integrated course classes to encourage synthesis of material presented. Case Application Seminars and Experiences (CASE) courses provide students the opportunity to learn collaboratively in faculty-facilitated small groups. Most semesters, students attend laboratory sessions in local physical therapy/rehab clinics for hands-on experiences interspersed within the didactic coursework.

Early in the curriculum, students are introduced to the basic tools of investigation in PT (Evidence Based Practice course series). Starting with the clinical decision making process, they learn to utilize literature review and scientific method to support evidence based practice, and the process for utilizing and creating evidence to improve upon the body of knowledge that informs the profession. Basic clinical skills coursework forms the foundation for more advanced clinical courses in diagnosis and management.

Faculty emphasizes utilization of current, evidence-based practices that are built on the foundational sciences and are consistent with published research and clinical outcomes in the diagnosis and management process. Knowledge of the professional aspects of practice is integral to successful hands-on practice, and necessary to become a competent practitioner. Therefore, a series of professional

practice courses inculcate a working knowledge of communications, educational methodology and process, culture, ethics, law, health care delivery systems, administration, and the political aspects that influence the field of physical therapy.

Clinical education exposure/experiences are integrated into the first two years of the curriculum through case-based courses and seminars, and through clinic visits to local physical therapy facilities spread within the didactic course work, with the first full time clinical rotation/internship (8 weeks) occurring early in the second year of the program. These rotations continue in the 3rd year with two full-time clinical internships, for 27 weeks in the last two semesters of the program, totaling 35 weeks of long-term clinical rotations/internship in the entire DPT program. This series of clinical experiences assures that the graduate has the opportunity to develop skills in a variety of practice settings, working within a team approach to patient management, under the direct supervision of a clinical instructor who is a licensed physical therapist.

Our 22600 sq ft space includes three classrooms/laboratories and eight seminar rooms for teaching purposes, a research laboratory (about 2000 sq ft), faculty and administrative offices, student locker rooms, restrooms and kitchen/lounge areas and specialized equipment necessary to teach the content taught in a physical therapy professional program. There is sufficient free parking to accommodate students, faculty, staff, patients and visitors.

## Accreditation

Marshall University is accredited as an institution of higher learning by the Higher Learning Commission (230 South LaSalle Street, Suite 2400, Chicago, IL 60602; toll-free 1-800-621-7440, [www.hlcommission.org](http://www.hlcommission.org) (<http://www.hlcommission.org>)). The program has received approval from the Marshall Board of Governors to offer the DPT program, and program approval from the Higher Learning Commission.

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

## Admission Requirements Minimum Requirements for Admission

1. Baccalaureate degree from a regionally or nationally accredited college/university completed prior to the starting date in the DPT program.
2. *Prerequisite Courses:* Must complete all prerequisite courses prior to the summer term for which you are applying. For example, if you are applying for the class that starts in May 2019, all of your prerequisite courses must be completed by Summer 2019.

Code	Title	Credit Hours
<b>Science <sup>1</sup></b>		
	Biology (& lab)	8
	Chemistry (& lab)	8
	Physics (& lab)	8
	Human Anatomy <sup>2</sup>	3
	Human Physiology <sup>2</sup>	3
	Mathematics	3

Statistics <sup>3</sup>	3
<b>Biobehavioral/Social Science</b>	
Psychology (Preferably abnormal & developmental or life span)	6
<b>English</b>	
Composition/Writing	6

3. Clinical Observation Hours: Complete at least 60 clinical observation hours, preferably from two different settings under the direct supervision of a licensed physical therapist by the time of application. Please follow the instructions listed on the PTCAS website ([www.ptcas.org/PTHours/](http://www.ptcas.org/PTHours/) (<http://www.ptcas.org/PTHours/>)) to submit your hours for verification. For PTCAS general application, PT observation hours need to be completed no later than October 1. For PTCAS Early Decision application, PT observation hours need to be completed no later than July 31.
4. Grade Point Averages:
  - A minimum 3.0 for overall Undergraduate GPA
  - A minimum 3.0 for the GPA for prerequisite sciences
  - A minimum 3.0 for the GPA for all prerequisites combined
5. GPA calculation for repeated courses:
  - For the 2017-2018 application cycle (class start date: May 21, 2018) & afterwards:
    - If a student retakes the same science course at the same institution and earns a higher grade on the second attempt, we will use the higher grade to calculate GPAs.
    - In other situation (i.e. taking the same science course more than two times at the same institution; retaking the same or equivalent course at a different institution), if a science course is repeated, we will use all grades earned for that course to calculate GPAs.
6. Completion of the Graduate Record Examination (GRE) with submission of scores at the time that the application is submitted. Please contact ETS to determine testing dates and sites. (1-800-GRE-CALL; [www.ets.org/gre](http://www.ets.org/gre) (<http://www.ets.org/gre/>)). For submitting your score report, our program code is "Marshall U Sch Phy Therapy.PTCAS (0323)." Your score report will be received and verified by PTCAS. For PTCAS general application, GRE needs to be completed no later than October 1. For PTCAS Early Decision application, GRE needs to be completed no later than July 31. **Do Not** have ETS send your score report directly to Marshall University.<sup>4</sup>
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prior to commencing the DPT program in May of the year for which the student is applying.

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1. a minimum overall GPA of 3.5;
2. a minimum total GRE score (verbal + quantitative) of 300;
3. a minimum GRE analytical writing score of 3.5;
4. no more than two outstanding science prerequisite courses at the time of application.

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

1. Summer (DPT Semester 1) of First Year:
  - A student whose Grade Point Average falls between 2.99-2.90 will be recommended for academic probation by the APSC and approved by the SOPT chairperson.
  - A student whose Grade Point Average falls between 2.89-2.75 will be recommended for academic probation. The student may request to restart the DPT program with the following cohort or continue on probation. Due to CAPTE accreditation rule 9.8(a) that limits the class size for new, re-entering, and decelerating students, a maximum of 3 students per cohort will be allowed to restart the program. The APSC will review the academic/professional performance of all students who request re-entry and recommend restarting the program based on overall Grade Point Average and academic performance in individual courses during the Summer semester.

- A student whose Grade Point Average falls below a 2.75 will be recommended for dismissal from the MUSOPT. The student may reapply to the program through PTCAS in the following year.
2. Any Semester thereafter (after Summer of First Year):
    - A student whose cumulative Grade Point Average falls between 2.99 - 2.75 will be recommended for academic probation by the APSC.
    - A student whose cumulative Grade Point Average falls below a 2.75 will be dismissed from the program and may reapply through PTCAS.
  3. Any student who is on probation will have one semester to correct academic deficiencies. If a student has demonstrated academic progress and improved their cumulative Grade Point Average to 2.90 to 2.99 during the semester of probation, the student may appeal to the APSC for an additional consecutive semester of probation. Students are allowed a maximum of two semesters of academic probation as part of the DPT curriculum.
  4. Following notification of probation and before the start of the next semester, the student will be counseled by their faculty advisor or the APSC. During this initial counseling session, the student will be advised of his/her deficiencies and the requirements for removing the deficiencies by the end of the following semester.
  5. The SOPT Chairperson may either accept or overturn all recommendations by the APSC, and will subsequently inform the student of the final recommendation to the Dean of the Graduate College.
  6. The Dean of the Graduate College makes the final decision regarding academic dismissal.
  7. If the student disagrees with the SOPT Chairperson's decision, the student may appeal the decision in writing to the Dean of the Graduate College within 3 university business days after notification of dismissal.
  8. In the event a student is placed on probation in the final fall semester (DPT semester 8) and it is mathematically unable to achieve a 3.0 GPA, the student will not be permitted to attend the intermediate internship (PT 792 Clinical Internship II) and referred to the APSC for review and to make a recommendation to the SOPT Chairperson.

## Plan of Study

Course	Title	Credit Hours
<b>First Year</b>		
<b>First Semester</b>		
<b>Summer (11 weeks)</b>		
PT 700	Gross Anatomy for PT	5
PT 710	Intro to Human Movement	3
PT 750	Foundations of Phys Ther	2
PT 761	EBP I	2
Credit Hours		12
<b>Second Semester</b>		
<b>Fall I (15 weeks)</b>		
PT 701	Neuroanatomy	4
PT 711	Human Movement I	4
PT 720	Advanced Clinical Physiology	3
PT 731	Clinical Skills	3



PT 741	Medical Pathology in PT I	2
PT 751	Legal & Ethical Issues in PT	2
PT 771	Clin Application Seminar I (CASES)	1
Credit Hours		19

**Third Semester****Spring I (15 weeks)**

PT 712	Human Movement II	4
PT 732	Therapeutic Interventions	3
PT 742	Medical Pathology in PT II	2
PT 744	Med Pathology in PT IV	3
PT 763	EBP II	2
PT 772	Clin Application Seminar II (CASES)	1
PT 781	Musculoskeletal I	3
Credit Hours		18

**Second Year****Fourth Semester****Summer II (10 weeks)**

PT 713	Human Movement III	2
PT 747	Pharmacology in Rehab	2
PT 758	PM&BC in PT Practice	1
PT 773	Clin Application Seminar III (CASES)	1
PT 782	Musculoskeletal II	4
Credit Hours		10

**Fifth Semester****Fall II (8 weeks clinical; 7 weeks didactic)**

PT 702	Neuro Evaluation	1
PT 721	Applied Ex Phys	3
PT 754	Health Care Delivery Systems	1
PT 764	EBP III	1
PT 774	Clin Application Seminar IV (CASES)	1
PT 789	MSK III	1
PT 791	Clinical Internship I	4
Credit Hours		12

**Sixth Semester****Spring II (15 weeks)**

PT 704	Neurorehabilitation	4
PT 755	Service Learning Practicum	1
PT 765	EBP IV	1
PT 775	Clin Application Seminar V (CASES)	1
PT 783	Cardiopulmonary in PT	4
PT 786	Rehab in Select Pops I	3
Credit Hours		14

**Third Year****Seventh Semester****Summer III (11 weeks)**

PT 756	Administration in PT	3
PT 766	EBP V	1
PT 776	Clin Application Seminar VI (CASES)	1
PT 784	Integumentary	3
PT 787	Rehab in Select Pops II	2
PT 799	Integration & Review	1
Credit Hours		11

**Eighth Semester****Fall III (6 weeks didactic; 12 weeks clinical)**

PT 785	Health Promo and Nutrition	2
PT 788	Rehab in Select Pops III	1
PT 792	Clinical Internship II	6
PT 777	Clin Application Seminar VII (CASES)	1
Credit Hours		10

**Ninth Semester****Spring III (1 week didactic; 15 weeks clinical)**

PT 767	EBP VI	1
PT 793	Clinical Internship III	8
Credit Hours		9
Total Credit Hours		115

## Public Health, M.P.H.

### Program Description

The Master of Public Health degree provides education and training to equip students for a broad range of careers including work in public health practice, research and policy. Two concentrations are offered, with a common core composed of training in not only fundamental public health subjects (including epidemiology, biostatistics, environmental health, sociobehavioral factors, and public health services), but also addressing critical cross-cutting competencies.

Students may elect one of two concentrations. Specialization in Global and Community Health (GCH) provides training focused on the critical need for community health professionals skilled in risk assessment, education, intervention, and program management - particularly in communities facing high disease burdens and limited resources. A second concentration in Research, Evaluation and Policy (REP) is designed to train health professionals with advanced training in research methods, biostatistics, analysis, and health policy to equip graduates to help produce systemic improvements in care delivery and value.

### Admission Requirements

Students may be admitted to study for either fall or spring semester; however, spring matriculation for study in Research, Evaluation and Policy is made only in exceptional circumstances. Limited credit (6 hours maximum) may be granted to students transferring from CEPH-accredited programs.

Applicants must follow the admissions process at the Graduate Admissions website at [www.marshall.edu/graduate/admissions/how-to-apply-for-admission](http://www.marshall.edu/graduate/admissions/how-to-apply-for-admission) (<http://www.marshall.edu/graduate/admissions/how-to-apply-for-admission/>). Specific additional program requirements include:

- Admitted students must hold a bachelor's degree from an accredited college or university with a minimum undergraduate grade-point average of 2.5 on a 4.0 scale. Waivers to the requirement may be made in exceptional circumstances, such as when prior satisfactory graduate school performance has been demonstrated.

1. A failing grade of either a "Fail" or "NC" in a course results in automatic dismissal from the program. The student's academic record will be reviewed by the APSC, which will consider possible conditions of reinstatement to the program on an individual case basis.
2. A minimum cumulative GPA of 3.0 is required for continued successful progression towards graduation.

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

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

- A student whose grade point average falls between 2.99-2.90 will be recommended for academic probation by the APSC and approved by the SOPT chairperson.
- A student whose grade point average falls between 2.89-2.75 will be recommended for academic probation. The student may request to restart the DPT program with the following cohort\*, or continue the program on academic probation, or switch to the 4-Year Deceleration Pathway†. (See 4-Year Deceleration Pathway details. The APSC will review the academic/professional performance of all students who request re-entry and counsel the student on the pros and cons of each option. The student will make the decision within seven (7) days of the last day of class recommend restarting the program based on overall grade point average and academic performance in individual courses during the Summer semester.
- A student whose grade point average falls below a 2.75 will be recommended for dismissal from the MUSOPT. The student may reapply to the program through PTCAS in the following year.

\*A student who restarts the program with the following cohort (automatic or through PTCAS application) will start with a clean GPA slate upon re-entering the program.

†A student who continues the DPT program on either the 3-Year regular pathway (probation) or the 4-Year deceleration pathway must complete the semester. The student will retain all earned grades and must come off probation in the required time period.

#### 2. Fall (DPT Semester 2) of First Year:

- A student who was not on probation after the summer semester (DPT Semester 1) and whose cumulative grade point average falls between 2.99 – to 2.75-90 will be recommended for academic probation by the APSC.
- A student who was not on probation after the summer semester (DPT Semester 1) and whose cumulative grade point average falls below-between 2.89 to 2.75 will be dismissed from the program but may appeal to the APSC to restart the program with the following cohort will have the option to continue on the 3-Year regular pathway or switch to the 4-Year deceleration pathway. A student who continues the DPT program on either the 3-Year regular pathway or the 4-Year deceleration pathway must complete the semester. The student will retain all earned grades and must come off probation in the required time period.
- A student who was on probation after the summer semester (DPT Semester 1) and whose cumulative grade point average falls below 2.75 will be dismissed from the program. The student may reapply to the program through PTCAS in the following year.

**3. Any Semester thereafter (after Fall of First Year):**

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

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

5. Following notification of probation and before the start of the next semester, the student will be counseled by their faculty advisor or the APSC. During this initial counseling session, the student will be advised of his/her deficiencies and the requirements for removing the deficiencies by the end of the following semester.
6. The SOPT Chairperson may either accept or overturn all recommendations by the APSC, and will subsequently inform the student of the final recommendation to the Provost (Provost designee).
7. The Provost (Provost designee) makes the final decision regarding academic dismissal.
8. If the student disagrees with the SOPT Chairperson's decision, the student may appeal the decision in writing to the Provost (Provost designee) within 3 University business days after notification of dismissal.
9. In the event a student is placed on probation in the final fall semester (DPT semester 8) and is mathematically unable to achieve a 3.0 GPA, the student will not be permitted to attend the intermediate internship (PT 792) and will be referred to the APSC for review and make a recommendation to the SOPT Chairperson.

The MUSOPT APSC is responsible for determining candidacy for Academic Probation. Students may be placed on probation for no more than two semesters during the entire DPT curriculum. The APSC will make decisions regarding any disciplinary or remediation action based on the student's academic, professional, and clinical performance.

**4-Year Deceleration Pathway**

The 4-Year Deceleration Pathway has the same degree requirements and the same number of credits to graduate, but the curriculum is sequenced over 4-years rather than 3-years. To ensure that students remain half-time, semester 10 has one additional course (PT 798 1-credit Independent Study) that will allow the student to retain half-time status (6 credits)/semester. The 4-Year Deceleration Pathway is only available to students who have demonstrated academic difficulty (cumulative GPA 2.89 to 2.75) in the summer or fall semesters of Year 1. The 4-Year Deceleration Pathway provides students with an additional option allowing them to remain in the program but with a lighter course load per semester. The student will take some courses with their original cohort, and they will take some courses with the cohort that is one year behind. The student will graduate with the cohort that is one year behind the matriculating cohort. All SOPT program policies and procedures remain in effect for the students on the 4-Year Deceleration Pathway. See Appendix 1 for the 3-Year and the 4-Year DPT curricula. Students will have seven (7) days from the end of the summer (year 1) or fall (year 1) to make a decision to switch to the deceleration program. The student must sign an educational contract signifying that they are switching to the deceleration pathway. Once a student has switched from the 3-year to the 4-year

deceleration pathway, they are unable to switch back. The student who elects to participate in the 4-Year deceleration pathway will incur an additional year of tuition. While the SOPT has made every effort to work with the financial aid office in the development of the deceleration pathway, the student is responsible for communicating with the Marshall University Financial Aid Office and insurers of any third-party scholarships.

#### Provisions for Restarting the Program

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

#### Practical Examinations

At the conclusion of practical examinations, any video files are to be submitted to *Ensemble* or other predetermined electronic storage space for faculty access by a designee appointed in advance. These files are available for review by faculty graders. Graders are to score the practical examination according to the grading rubric supplied by the case author. Score sheets shared with each individual student, and a paper copy is placed in their academic file. If the grade is non-passing, the faculty member will arrange with the student a remediation attempt. If the remediation is still below passing, the faculty member will notify the APSC of the outcome in order for the committee to initiate action. Students have the opportunity for two retake examinations if they fail the initial practical exam.

#### The appeal of Final Grades

Students may appeal final grades by following the Grades Appeals policy and procedures outlined in the Graduate Catalog, <http://www.marshall.edu/graduate/graduate-student-appeals-process/>

The APSC is considered the School level committee responsible for the review of grade appeals. Please see the *Graduate Catalog* under ACADEMIC RIGHTS AND RESPONSIBILITIES OF STUDENTS: ACADEMIC APPEALS for the full description of the procedure. The APSC, after receiving the written appeal from the student will meet to review the circumstances of the case and will make a recommendation to the SOPT Chairperson, who will notify the student in writing regarding the decision. As stated in the *Graduate Catalog*, should the issue not be resolved at School level, either the student or instructor may appeal in writing to the Provost (Provost designee) within ten (10) days of receipt of the APSC decision.

The Chairperson of the APSC will report any actions to the faculty at the following SOPT faculty meeting.

#### Academic Progression

The doctoral student of physical therapy will find that the expectations, requirements, and responsibilities of the clinical graduate program far exceed those of undergraduate school. The following sections outline some of the students' academic responsibilities and the process by which students are evaluated, and the curricular objectives carried out.

1. A failing grade of either a "Fail" or "NC" in a course results in automatic dismissal from the program. The student's academic record will be reviewed by the APSC, which will consider possible conditions of reinstatement to the program on an individual case basis.
2. A minimum cumulative GPA of 3.0 is required for continued successful progression towards graduation.

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

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#### 4- Year Deceleration Pathway

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**Marshall University Graduate College**  
**Plan of Study – School of Physical Therapy**  
**Class of 2026**  
**Deceleration Pathway**  
**Doctor of Physical Therapy Degree**

Course No.	Hrs.	Year	Term	Semester	Course Title	Grade	Completion Date	Comments
PT 700	5	1	Summer	1	Gross Anatomy for Physical Therapy			
PT 710	3	1	Summer	1	Clinical Skills I			
PT 750	2	1	Summer	1	Foundations of Physical Therapy Practice			
PT 761	2	1	Summer	1	Evidence Based Practice I			
<b>12</b>								
PT 711	3	1	Fall	2	Kinesiology and Biomechanics in PT			
PT 720	3	1	Fall	2	Advanced Clinical Physiology			
PT 731	3	1	Fall	2	Clinical Skills II			
PT 741	2	1	Fall	2	Medical Pathology in PT I – General			
PT 751	2	1	Fall	2	Legal/Cultural Issues in PT			
<b>13</b>								
PT 732	3	1	Spring	3	Therapeutic Exercise			
PT 742	2	1	Spring	3	Medical Pathology in PT II –MSK			
PT 745	1	1	Spring	3	Imaging in Physical Therapy			
PT 763	2	1	Spring	3	Evidence-Based Practice II			
PT 781	3	1	Spring	3	Orthopedics in PT I			
PT 790	1	1	Spring	3	Integrated Clinical Education in PT I			
<b>12</b>								
PT 747	2	2	Summer	4	Pharmacology in Physical Therapy			
PT 771	1	2	Summer	4	Clin Application Sem & Experiences I			
PT 782	4	2	Summer	4	Orthopedics in PT II			
PT 733	1	2	Summer	4	Therapeutic Modalities			
PT 734	1	2	Summer	4	Clinical Skills III			
<b>9</b>								
PT 701	4	1	Fall	5	Neuroanatomy			
PT 758	1	2	Fall	5	PM & BC in PT			
PT 764	1	2	Fall	5	Evidence-Based Practice III-Capstone			
PT 772	1	2	Fall	5	Clin Application Sem & Experiences II			
<b>7</b>								
PT 712	3	1	Spring	6	Motor Control and Development in PT			
PT 744	3	1	Spring	6	Medical Pathology in PT III- Neuro			
PT 755	1	2	Spring	6	Service-Learning Practicum			
PT 765	1	2	Spring	6	Evidence-Based Practice IV-Capstone			
PT 773	1	2	Spring	6	Clin Application Sem & Experiences III			
<b>9</b>								

Course No.	Hrs.	Year	Term	Semester	Course Title	Grade	Completion Date	Comments
PT 713	2	2	Summer	7	Outcome Measures in PT			
PT 748	1	3	Summer	7	Pain Science			
PT 766	1	3	Summer	7	Evidence Based Practice V –Capstone			
PT 787	2	3	Summer	7	Prosthetics & Orthotics			
PT 784	2	3	Summer	7	Integumentary			
	8							
PT 702	1	2	Fall	8	Neuroevaluation			
PT 721	3	2	Fall	8	Applied Exercise Physiology			
PT 754	1	2	Fall	8	Healthcare Delivery Systems			
PT 791	4	2	Fall	8	Clinical Internship I			
	9							
PT 704	4	2	Spring	9	Neurorehabilitation			
PT 767	1	3	Spring	9	Evidence-Based Practice VI- Capstone			
PT 786	3	2	Spring	9	Pediatrics & Geriatrics in PT			
PT 783	4	2	Spring	9	Cardio-Pulmonary Physical Therapy			
	12							
PT 756	3	3	Summer	10	Administration in PT			
PT 774	1	3	Summer	10	Clin Application Sem & Experiences IV			
PT 799	1	3	Summer	10	Integration & Review			
PT 798	1	4	Summer	10	Independent Study			
	6							
PT 788	1	3	Fall	11	Special Topics in Physical Therapy			
PT 714	1	3	Fall	11	Movement Integration			
PT 789	2	3	Fall	11	Orthopaedics in PT III			
PT 794	1	3	Fall	11	Integrated Clinical Experiences in PT II			
PT 792	6	3	Fall	11	Clinical Internship II			
	11							
PT 785	2	3	Spring	12	Health Promotion and Nutrition (Distance)			
PT 793	6	3	Spring	12	Clinical Internship III			
	8							

**TOTAL HOURS**                      **115 + 1 hr. Independent Study\***



**School of Physical Therapy: DPT Course Descriptions****Deceleration Pathway**

Semester	#	Credits	Course Title	Course Description
Year 1 Summer 1 Semester 1	PT 700	5	Gross Anatomy for Physical Therapy	Lecture and laboratory focusing on anatomical structure and function of the human body. Cadaveric dissection provides practical experiences allowing students to develop working images of the body and its function.
	PT 710	3	Clinical Skills I	Lecture and laboratory introducing students to basic histology of connective, nervous, epithelial and muscle tissue utilized in human movement, palpations skills, goniometry, and manual muscle testing.
	PT 750	2	Foundations of PT Practice	Introduces students to medical terminology, historical foundations, and contemporary practice of physical therapy, traditional and emerging roles and responsibilities and professional behaviors of the physical therapist and issues of self-awareness and communications.
	PT 761	2	Evidence-Based Practice I	Decision making, diagnosis, and hypothesis development, utilization of information sources, and principles, concepts, and skills required to critically analyze and conduct clinical research in physical therapy.
		<b>12</b>		

Year 1 Fall 1 Semester 2	PT 711	3	Kinesiology & Biomechanics in PT	Biomechanical principles, muscle actions, joint mechanics, joint segments, and whole-body movement pattern analysis including normal and abnormal gait.
	PT 720	3	Advanced Clinical Physiology	Reviews normal human cellular- and organ-level physiology, histology, and function, and introduces related topics of pathophysiology including: clinical signs and symptoms, clinical laboratory science, medical management, and pharmacological issues.
	PT 731	3	Clinical Skills II	Theory/practice of essential physical therapy skills, including clinical decision making, interview, postural and functional assessment, safe patient handling techniques of positioning, bed mobility, transfers, and use of assistive devices.
	PT 741	2	Medical Path in PT I- General	Pathological conditions, and medical and surgical considerations for treatment of genetic, gastrointestinal renal, endocrine, and metabolic, immune, hematologic, and infectious disorders in patients treated by physical therapists.
	PT 751	2	Legal-Cultural Issues in PT	Development of cultural competence, analysis, and practice of communications skills including documentation, professionalism, group dynamics and leadership to assume roles of practitioner, instructor, supervisor, and leader.
		<b>13</b>		

Year 1 Spring 1 Semester 3	PT 732	3	Therapeutic Exercise	This 3-credit hour course introduces students to teaching and learning principles through the application of physical, thermal, and mechanical modalities and therapeutic interventions. Therapeutic interventions include activities to improve joint and muscles.
	PT 742	2	Medical Path in PT II- Musculoskeletal	Pathological conditions, and medical and surgical considerations for treatment of musculoskeletal disorders in patients treated by physical therapists.
	PT 745	1	Imaging in Physical Therapy	This course combines lecture and lab practice to familiarize students with the use of medical imaging by physical therapists. Content covered includes plain film radiographs, as well as advanced imaging modalities of MRI, CT, Bone Scan, and Ultrasound. Course content emphasizes clinical decision making and inclusion of imaging findings into the overall patient exam.
	PT 763	2	Evidence-Based Practice II	Students are guided through the process of a Systematic Literature Review development on a topic selected by the student and their Faculty Research Advisor and learn to apply principles of research to the clinical decision-making process and to make recommendations for practice.
	PT 781	3	Orthopedics in PT I	The basic principles of orthopedic medicine including an overview of etiology, diagnosis, and surgical management will be covered. Physical Therapy examination, evaluation, diagnosis, and treatment of extremities and spine will be emphasized.
	PT 790	1	Integrated Clinical Experiences in PT I	Supervised clinical experiences and seminar sessions designed to provide exposure to the clinical practice of physical therapy, focused on psychomotor skills and affective behaviors, while applying previously acquired didactic information.
		<b>12</b>		

Year 2 Summer 2 Semester 4	PT 747	2	Pharmacology in Physical Therapy	Examination of the effects of commonly used prescription, over the counter and homeopathic drugs. Focus on method of action, indications, contraindications, side effects and impact on physical therapy patients.
	PT 771	1	Clinical Application Seminar and Experiences I	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 upper and lower extremities.
	PT 782	4	Orthopedics in PT II	Advanced concepts of musculoskeletal examination, evaluation, diagnosis and treatment of the extremities and spine will be covered. An evidence-informed/clinical reasoning-based manual therapy approach will be used including mobilization and manipulation.
	PT 733	1	Therapeutic Modalities	Physiological effects and the clinical application of therapeutic modalities (biophysical agents) in physical therapy practice.
	PT 734	1	Clinical Skills III	Comprehensive patient/client management approach for conditions in acute care involving clinical decision-making, effective communication, safety, patient management, discharge planning, and introduction to equipment, lines & tubes, lab values, and medications.
		9		
Year 2 Fall 2 Semester 5	PT 701	4	Neuroanatomy	Normal and abnormal structure and function of central, peripheral, and autonomic systems, neurodevelopment, and neural mechanisms mediating motor control and pain with emphasis on clinical relevance to physical therapy.
	PT 758	1	PM & BC in PT	Introduction to patient motivation and behavioral change in physical therapy practice. Emphasis on practical strategies to promote healthy patient/client change leading to improved human movement and overall health.
	PT 764	1	Evidence-Based Practice III- Capstone	Continuation of Evidence-Based Practice II where students receive continued guidance in the completion of the faculty-led capstone project begun in EBP II. Presentation of capstone required before graduation.
	PT 772	1	Clinical Application Seminar and Experiences II	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 general interventions in interdisciplinary management with complex concerns
		7		
Year 2 Spring 2 Semester 6	PT 712	3	Motor Control and Development in PT	Reviews maturation of movement systems, lifespan motor skills development, and contemporary theories of motor control and learning to build evidence-based foundations for evaluation and management of movement dysfunction.
	PT 744	3	Medical Path in PT III- Neuro	This course reviews the functional neuroanatomy and neuropathology correlated with select neuropathological conditions or injury, focusing on etiology, epidemiology, medical/surgical considerations, neural substrates of cognitive, perceptual, and sensorimotor function in patients treated by physical therapists.
	PT 755	1	Service-Learning Practicum	Allows participation in service-learning programs developed in Professional Practice III, emphasizing advocacy for the health needs of the region, as well as coordination with community agencies.
	PT 765	1	Evidence-Based Practice IV- Capstone	Continuation of Evidence-Based Practice III where students receive continued guidance in the completion of the faculty-led capstone project begun in EBP II. Presentation of capstone required before graduation.
	PT 773	1	Clinical Application Seminar and Experiences III	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 cardiopulmonary and intra-disciplinary management of patients with complex concerns.
		9		

Year 3 Summer 3 Semester 7	PT 713	2	Outcome Measures in PT	Assessment of constraints to normal movement, application of standardized tools for assessment of movement dysfunction, examination of statistical data (population-specific reliability, validity, sensitivity, specificity, odds ratios) of said tools.
	PT 748	1	Pain Science	A study of the multidimensional nature of pain using a biopsychosocial approach that includes contemporary pain science theories, concepts and principles, and the holistic assessment and management of pain in physical therapy practice.
	PT 766	1	Evidence-Based Practice V- Capstone	Continuation of Evidence-Based Practice IV where students receive continued guidance in the completion of the faculty-led capstone project begun in EBP II. Presentation of capstone required before graduation.
	PT 784	3	Integumentary	Review of structure, function, and applied pathophysiology of integumentary system. Translate knowledge towards PT examination and management of common integumentary impairments with a focus on prevention, restoration, and optimizing independence.
	PT 787	2	Prosthetics & Orthotics	Principles of evaluation and management of patients with amputation and/or neuromuscular disorders to maximize functional independence. Focus on prosthetic and orthotic prescription, components, fabrication, fit, and use during functional activities.
		<b>8</b>		

Year 3 Fall 3 Semester 8	PT 702	1	Neuroevaluation	Comprehensive screening, exam, and evaluation of patients with neurological dysfunction with focus on selection and interpretation of examination components in order to discern underlying pathophysiology reflective of neurological dysfunction.
	PT 721	3	Applied Exercise Physiology	Physiological effects of exercise and training in healthy individuals and individuals with pathological dysfunction.
	PT 754	1	Healthcare Delivery Systems	Micro and macro principles of healthcare delivery systems, sites, and organizations and pro bono services. Legalities of appropriate documentation for third-party payers and federal insurance programs are addressed.
	PT 791	4	Clinical Internship I	Supervised clinical education experience emphasizing continued development and reinforcement of clinical skills in clinical settings. Competence is expected in areas of the material presented to date in the curriculum.
		<b>9</b>		

Year 3 Spring 3 Semester 9	PT 704	4	Neurorehabilitation	Theoretical basis and clinical application of neurophysiological approaches to treatment utilizing motor control, sensorimotor development, and integration principles, including discussion and practice of current methods of evaluation and intervention.
	PT 767	1	Evidence-Based Practice VI- Capstone	Continuation of Evidence-Based Practice V where students receive continued guidance in the completion of the faculty-led capstone project begun in EBP II culminating with presentation of completed capstone.
	PT 783	4	Cardio-Pulmonary Rehabilitation	An overview of cardiovascular and pulmonary systems pathologies, medical diagnosis and management and physical therapy diagnosis, examination, assessment, and management of related physiological and movement dysfunctions.
	PT 786	3	Rehabilitation Consideration in Selected Patient Population I	Principles of evaluation and treatment in the areas of pediatrics and geriatrics. Emphasis placed on biopsychosocial aspects of developmental disabilities, coordination of care and complexities of multi-system and multi-organ disease.
		<b>12</b>		

Year 4 Summer 4 Semester 10	PT 756	3	Administration in PT	Emphasis on administration of clinical practice in multiple settings. Information about licensure, attainment and retention of employment, professional organization membership, residency and fellowship programs, and specialization.
	PT 774	1	Clinical Application Seminar and Experiences IV	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 neurological, integumentary dysfunctions, and prosthetic & orthotic prescription.
	PT 799	1	Integration & Review	Integration and review of clinical physical therapy principles and concepts in preparation for the National Physical Therapy Board Examination.
	PT 798	1	Independent Study	
	<b>6</b>			

Year 4 Fall 4 Semester 11	PT 788	1	Special Topics in Physical Therapy	Principles of physical therapy management of select patient populations including bariatrics, women's health, oncology, and selected progressive and chronic diseases.
	PT 711	1	Movement Integration	This course introduces students to Integrative knowledge of the movement system with synthesis of physiological functions and patient specific movement patterns. Focus on identification of movement impairments, adaptive strategies, and imbalance, as well as effective movement analysis for appropriate evaluation and treatment of movement dysfunction. The course prepares students to identify as movement system experts upon culmination of a doctorate in physical therapy.
	PT 789	2	Orthopaedics in PT III	Advanced diagnosis and management approaches for complex orthopedic, and sports PT populations will be covered. Differential diagnosis of upper and lower quarter pathology, along with specialized treatments unique to this population will be emphasized.
	PT 794	1	Integrated Clinical Experiences in PT II	In development
	PT 792	6	Clinical Internship II	Supervised clinical education experience emphasizing continued development and reinforcement of clinical skills in various clinical settings. Competence is expected in areas of the material presented to date in the curriculum.
	<b>11</b>			

Year 4 Fall 4 Semester 11	PT 785	2	Health Promotion and Nutrition (Distance)	Development and maintenance of healthy lifestyles for patients and clients. Focus on disease prevention, nutritional needs, and the benefits of exercise as well as managing individuals with injury or disease.
	PT 793	8	Clinical Internship III	Supervised clinical education experience emphasizing continued development and reinforcement of clinical skills in various clinical settings. Competence is expected in areas of the material presented to date in the curriculum.
	<b>10</b>			

**Marshall University Graduate College**  
**Plan of Study – School of Physical Therapy**  
**Class of 2025**

**Doctor of Physical Therapy Degree**

Course No.	Hrs	Year	Term	Semester	Course Title	Grade	Completion Date	Comments
PT 700	5	1	Summer	1	Gross Anatomy for Physical Therapy			
PT 710	3	1	Summer	1	Clinical Skills I			
PT 750	2	1	Summer	1	Foundations of Physical Therapy Practice			
PT 761	2	1	Summer	1	Evidence Based Practice I			
<b>12</b>								
PT 701	4	1	Fall	2	Neuroanatomy			
PT 711	3	1	Fall	2	Kinesiology and Biomechanics in PT			
PT 720	3	1	Fall	2	Advanced Clinical Physiology			
PT 731	3	1	Fall	2	Clinical Skills II			
PT 741	2	1	Fall	2	Medical Pathology in PT I – General			
PT 751	2	1	Fall	2	Legal/Cultural Issues in PT			
<b>17</b>								
PT 712	3	1	Spring	3	Motor Control and Development in PT			
PT 732	3	1	Spring	3	Therapeutic Exercise			
PT 742	2	1	Spring	3	Medical Pathology in PT II –MSK			
PT 744	3	1	Spring	3	Medical Pathology in PT III- Neuro			
PT 763	2	1	Spring	3	Evidence-Based Practice II			
PT 781	3	1	Spring	3	Orthopedics in PT I			
PT 790	1	1	Spring	3	Integrated Clinical Education in PT I			
PT 745	1	1	Spring	3	Imaging in Physical Therapy			
<b>18</b>								
PT 713	2	2	Summer	4	Outcome Measures in PT			
PT 747	2	2	Summer	4	Pharmacology in Physical Therapy			
PT 771	1	2	Summer	4	Clin Application Sem & Experiences I			
PT 782	4	2	Summer	4	Orthopedics in PT II			
PT 733	1	2	Summer	4	Therapeutic Modalities			
PT 734	1	2	Summer	4	Clinical Skills III			
PT 748	1	3	Summer	8	Pain Science			
<b>12</b>								
PT 702	1	2	Fall	5	Neuroevaluation			
PT 721	3	2	Fall	5	Applied Exercise Physiology			
PT 754	1	2	Fall	5	Healthcare Delivery Systems			
PT 764	1	2	Fall	5	Evidence-Based Practice III-Capstone			
PT 772	1	2	Fall	5	Clin Application Sem & Experiences II			
PT 758	1	2	Fall	5	PM & BC in PT			
PT 791	4	2	Fall	5	Clinical Internship I			
<b>12</b>								
PT 704	4	2	Spring	6	Neurorehabilitation			
PT 755	1	2	Spring	6	Service-Learning Practicum			
PT 765	1	2	Spring	6	Evidence-Based Practice IV-Capstone			
PT 773	1	2	Spring	6	Clin Application Sem & Experiences III			
PT 783	4	2	Spring	6	Cardio-Pulmonary Physical Therapy			
PT 786	3	2	Spring	6	Pediatrics & Geriatrics in PT			
<b>14</b>								

Course No.	Hrs .	Year	Term	Semester	Course Title	Grade	Completion Date	Comments
PT 756	3	3	Summer	7	Administration in PT			
PT 766	1	3	Summer	7	Evidence Based Practice V –Capstone			
PT 774	1	3	Summer	7	Clin Application Sem & Experiences IV			
PT 784	2	3	Summer	7	Integumentary			
PT 787	2	3	Summer	7	Prosthetics & Orthotics			
PT 799	1	3	Summer	7	Integration & Review			
	<b>10</b>							
PT 788	1	3	Fall	8	Special Topics in Physical Therapy			
PT 714	1	3	Fall	8	Movement Integration			
PT 789	2	3	Fall	8	Orthopaedics in PT III			
PT 794	1	3	Fall	8	Integrated Clinical Experiences in PT II			
PT 792	6	3	Fall	8	Clinical Internship II			
	<b>11</b>							
PT 767	1	3	Spring	9	Evidence-Based Practice VI- Capstone			
PT 785	2	3	Spring	9	Health Promotion and Nutrition (Distance)			
PT 793	6	3	Spring	9	Clinical Internship III			
	<b>9</b>							

**TOTAL HOURS            115**



**School of Physical Therapy: DPT Course Descriptions**

Semester	#	Credits	Course Title	Course Description
Year 1 Summer I 1	PT 700	5	Gross Anatomy for Physical Therapy	Lecture and laboratory focusing on anatomical structure and function of the human body. Cadaveric dissection provides practical experiences allowing students to develop working images of the body and its function.
	PT 710	3	Clinical Skills I	Lecture and laboratory introducing students to basic histology of connective, nervous, epithelial and muscle tissue utilized in human movement, palpations skills, goniometry and manual muscle testing.
	PT 750	2	Foundations of PT Practice	Introduces students to medical terminology, historical foundations, and contemporary practice of physical therapy, traditional and emerging roles and responsibilities and professional behaviors of the physical therapist and issues of self-awareness and communications.
	PT 761	2	Evidence-Based Practice I	Decision making, diagnosis, and hypothesis development, utilization of information sources, and principles, concepts, and skills required to critically analyze and conduct clinical research in physical therapy.

Year 1 Fall I 2	PT 701	4	Neuroanatomy	Normal and abnormal structure and function of central, peripheral and autonomic systems, neurodevelopment, and neural mechanisms mediating motor control and pain with emphasis on clinical relevance to physical therapy.
	PT 711	3	Kinesiology & Biomechanics in PT	Biomechanical principles, muscle actions, joint mechanics, joint segments and whole-body movement pattern analysis including normal and abnormal gait.
	PT 720	3	Advanced Clinical Physiology	Reviews normal human cellular- and organ-level physiology, histology, and function, and introduces related topics of pathophysiology including: clinical signs and symptoms, clinical laboratory science, medical management and pharmacological issues.
	PT 731	3	Clinical Skills II	Theory/practice of essential physical therapy skills, including clinical decision making, interview, postural and functional assessment, safe patient handling techniques of positioning, bed mobility, transfers, and use of assistive devices.
	PT 741	2	Medical Path in PT I- General	Pathological conditions, and medical and surgical considerations for treatment of genetic, gastrointestinal renal, endocrine and metabolic, immune, hematologic, and infectious disorders in patients treated by physical therapists.
	PT 751	2	Legal-Cultural Issues in PT	Development of cultural competence, analysis, and practice of communications skills including documentation, professionalism, group dynamics and leadership to assume roles of practitioner, instructor, supervisor, and leader.

Year 1 Spring I 3	PT 712	3	Motor Control and Development in PT	Reviews maturation of movement systems, lifespan motor skills development, and contemporary theories of motor control and learning to build evidence-based foundations for evaluation and management of movement dysfunction.
	PT 732	3	Therapeutic Exercise	This 3-credit hour course introduces students to teaching and learning principles through the application of physical, thermal, and mechanical modalities and therapeutic interventions. Therapeutic interventions include activities to improve joint and muscles.
	PT 742	2	Medical Path in PT II- Musculoskeletal	Pathological conditions, and medical and surgical considerations for treatment of musculoskeletal disorders in patients treated by physical therapists.
	PT 744	3	Medical Path in PT III- Neuro	This course reviews the functional neuroanatomy and neuropathology correlated with select neuropathological conditions or injury, focusing on etiology, epidemiology, medical/surgical considerations, neural substrates of cognitive, perceptual, and sensorimotor function in patients treated by physical therapists.
	PT 763	2	Evidence-Based Practice II	Students are guided through the process of a Systematic Literature Review development on a topic selected by the student and their Faculty Research Advisor and learn to apply principles of research to the clinical decision-making process and to make recommendations for practice.
	PT 781	3	Orthopedics in PT I	The basic principles of orthopedic medicine including an overview of etiology, diagnosis, and surgical management will be covered. Physical Therapy examination, evaluation, diagnosis, and treatment of extremities and spine will be emphasized.
	PT 790	1	Integrated Clinical Experiences in PT I	Supervised clinical experiences and seminar sessions designed to provide exposure to the clinical practice of physical therapy, focused on psychomotor skills and affective behaviors, while applying previously acquired didactic information.
	PT 745	1	Imaging in Physical Therapy	This course combines lecture and lab practice to familiarize students with the use of medical imaging by physical therapists. Content covered includes plain film radiographs, as well as advanced imaging modalities of MRI, CT, Bone Scan, and Ultrasound. Course content emphasizes clinical decision making and inclusion of imaging findings into the overall patient exam.

Year 2 Summer II 4	PT 713	2	Outcome Measures in PT	Assessment of constraints to normal movement, application of standardized tools for assessment of movement dysfunction, examination of statistical data (population-specific reliability, validity, sensitivity, specificity, odds ratios) of said tools.
	PT 747	2	Pharmacology in Physical Therapy	Examination of the effects of commonly used prescription, over the counter and homeopathic drugs. Focus on method of action, indications, contraindications, side effects and impact on physical therapy patients.
	PT 771	1	Clinical Application Seminar and Experiences I	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 upper and lower extremities.
	PT 782	4	Orthopedics in PT II	Advanced concepts of musculoskeletal examination, evaluation, diagnosis and treatment of the extremities and spine will be covered. An evidence-informed/clinical reasoning-based manual therapy approach will be used including mobilization and manipulation.
	PT 733	1	Therapeutic Modalities	Physiological effects and the clinical application of therapeutic modalities (biophysical agents) in physical therapy practice.
	PT 734	1	Clinical Skills III	Comprehensive patient/client management approach for conditions in acute care involving clinical decision-making, effective communication, safety, patient management, discharge planning, and introduction to equipment, lines & tubes, lab values, and medications.
	PT 748	1	Pain Science	A study of the multidimensional nature of pain using a biopsychosocial approach that includes contemporary pain science theories, concepts and principles, and the holistic assessment and management of pain in physical therapy practice.



Year 2 Fall II 5	PT 702	1	Neuroevaluation	Comprehensive screening, exam and evaluation of patients with neurological dysfunction with focus on selection and interpretation of examination components in order to discern underlying pathophysiology reflective of neurological dysfunction.
	PT 721	3	Applied Exercise Physiology	Physiological effects of exercise and training in healthy individuals and individuals with pathological dysfunction.
	PT 754	1	Healthcare Delivery Systems	Micro and macro principles of healthcare delivery systems, sites, and organizations and pro bono services. Legalities of appropriate documentation for third-party payers and federal insurance programs are addressed.
	PT 764	1	Evidence-Based Practice III- Capstone	Continuation of Evidence-Based Practice II where students receive continued guidance in the completion of the faculty-led capstone project begun in EBP II. Presentation of capstone required before graduation.
	PT 772	1	Clinical Application Seminar and Experiences II	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 general interventions in interdisciplinary management with complex concerns
	PT 758	1	PM & BC in PT	Introduction to patient motivation and behavioral change in physical therapy practice. Emphasis on practical strategies to promote healthy patient/client change leading to improved human movement and overall health.
	PT 791	4	Clinical Internship I	Supervised clinical education experience emphasizing continued development and reinforcement of clinical skills in clinical settings. Competence is expected in areas of the material presented to date in the curriculum.

Year 2 Spring II 6	PT 704	4	Neurorehabilitation	Theoretical basis and clinical application of neurophysiological approaches to treatment utilizing motor control, sensorimotor development, and integration principles, including discussion and practice of current methods of evaluation and intervention.
	PT 755	1	Service-Learning Practicum	Allows participation in service-learning programs developed in Professional Practice III, emphasizing advocacy for the health needs of the region, as well as coordination with community agencies.
	PT 765	1	Evidence-Based Practice IV- Capstone	Continuation of Evidence-Based Practice III where students receive continued guidance in the completion of the faculty-led capstone project begun in EBP II. Presentation of capstone required before graduation.
	PT 773	1	Clinical Application Seminar and Experiences III	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 cardiopulmonary and intra-disciplinary management of patients with complex concerns.
	PT 783	4	Cardio-Pulmonary Rehabilitation	An overview of cardiovascular and pulmonary systems pathologies, medical diagnosis and management and physical therapy diagnosis, examination, assessment and management of related physiological and movement dysfunctions.
	PT 786	3	Rehabilitation Consideration in Selected Patient Population I	Principles of evaluation and treatment in the areas of pediatrics and geriatrics. Emphasis placed on biopsychosocial aspects of developmental disabilities, coordination of care and complexities of multi-system and multi-organ disease.

Year 3 Summer III 7	PT 756	3	Administration in PT	Emphasis on administration of clinical practice in multiple settings. Information about licensure, attainment and retention of employment, professional organization membership, residency and fellowship programs, and specialization.
	PT 766	1	Evidence-Based Practice V- Capstone	Continuation of Evidence-Based Practice IV where students receive continued guidance in the completion of the faculty-led capstone project begun in EBP II. Presentation of capstone required before graduation.
	PT 774	1	Clinical Application Seminar and Experiences IV	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 neurological, integumentary dysfunctions, and prosthetic & orthotic prescription.
	PT 784	3	Integumentary	Review of structure, function, and applied pathophysiology of integumentary system. Translate knowledge towards PT examination and management of common integumentary impairments with a focus on prevention, restoration, and optimizing independence.
	PT 787	2	Prosthetics & Orthotics	Principles of evaluation and management of patients with amputation and/or neuromuscular disorders to maximize functional independence. Focus on prosthetic and orthotic prescription, components, fabrication, fit, and use during functional activities.
	PT 799	1	Integration & Review	Integration and review of clinical physical therapy principles and concepts in preparation for the National Physical Therapy Board Examination.

Year 3 Fall III 8	PT 788	1	Special Topics in Physical Therapy	Principles of physical therapy management of select patient populations including bariatrics, women's health, oncology, and selected progressive and chronic diseases.
	PT 714	1	Movement Integration	In development
	PT 789	2	Orthopaedics in PT III	Advanced diagnosis and management approaches for complex orthopedic, and sports PT populations will be covered. Differential diagnosis of upper and lower quarter pathology, along with specialized treatments unique to this population will be emphasized.
	PT 794	1	Integrated Clinical Experiences in PT II	In development
	PT 792	6	Clinical Internship II	Supervised clinical education experience emphasizing continued development and reinforcement of clinical skills in various clinical settings. Competence is expected in areas of the material presented to date in the curriculum.

Year 3 Spring III 9	PT 767	1	Evidence-Based Practice VI- Capstone	Continuation of Evidence-Based Practice V where students receive continued guidance in the completion of the faculty-led capstone project begun in EBP II culminating with presentation of completed capstone.
	PT 785	2	Health Promotion and Nutrition (Distance)	Development and maintenance of healthy lifestyles for patients and clients. Focus on disease prevention, nutritional needs, and the benefits of exercise as well as managing individuals with injury or disease.
	PT 793	8	Clinical Internship III	Supervised clinical education experience emphasizing continued development and reinforcement of clinical skills in various clinical settings. Competence is expected in areas of the material presented to date in the curriculum.