

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

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

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

College: CECS Dept/Division: Computer Sciences and Electrical Engineering

Contact Person: Paulus Wahjudi Phone: 304-696-5443

Degree Program MS in Cybersecurity

Check action requested:  Addition  Deletion  Change

Effective Term/Year Fall 20  Spring 20  Summer 20

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

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

Dept. Chair/Division Head <u><i>Paulus Wahjudi</i></u>	Date <u>March 25, 2024</u>
College Curriculum Chair <u><i>Dr. Asad A. Salem</i></u>	Date <u>March 28, 2024</u>
College Dean <u><i>[Signature]</i></u>	Date <u>01-Apr-2024</u>
Graduate Council Chair <u><i>[Signature]</i></u>	Date <u>5-6-24</u>
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____
Board of Governors Approval _____	Date _____

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

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

The MS in Cyber Security (MS CYBR) is revising the curriculum to update the concentration and include additional courses

Please describe any changes in curriculum:

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

Please see attached document on the list of changes

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

None

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

None

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

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

### 3. *Current Catalog Description*

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

### 4. *Edits to the Current Description*

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

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

### **5. New Catalog Description**

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

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

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

Department:

Major or Degree:

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

Rationale:

Department: Computer Sciences and Electrical Engineering

Major or Degree: MS in Cybersecurity

Type of Change: *change*

Rationale: Curriculum update to update the concentration and include additional courses

**List of changes to the curriculum:**

1. Core course requirements
  - Current core courses: 12 credit hours of CYBR 510, CYBR 530, CYBR 615 and CYBR 620.
  - New core courses: 9 credit hours of CYBR 510, CFS 630 and CFS 665.
2. Concentration modification
  - Current Concentration: Network Security, Application Security, and Security Management.
  - New concentration: Cyber Defense, Cyber Forensics, and Cyber Management.
3. Concentration hours requirements
  - Current Concentration requires 6 credit hours.
  - New concentration requires 12 credit hours.
  - Each concentration lists a set of courses that will count toward the respective concentration which includes CYBR 680: Research in Cyber Security for students in the Thesis option.
4. Thesis Option/Core Electives modification
  - Current Thesis option/Core Electives: 6 credit hours of CYBR 680 and 681 for Thesis option or two 600-level CYBR courses
  - New Electives: 9 credit hours of a set of courses or with approval from the academic advisor. Thesis option students will take CYBR 681 Thesis as one of the electives.
5. Free Electives modification
  - Current free electives: 6 credit hours of a set of courses
  - New free electives: Electives will be listed just as electives (no differentiation between free electives and core electives).

## Master of Science in Cybersecurity -- current curriculum

### Program requirements

The M.S. degree requires 30 credit hours of graduate work. At least 15 credit hours should be taken from 600-level courses.

### Core (12 hours)

CYBR 510	Introduction to Cyber Security	3 CH
CYBR 530	Cybersecurity Policies and Management	3 CH
CYBR 615	Cybersecurity Vulnerability Assessment	3 CH
CYBR 620	Cyberwarfare	3 CH

### Concentration (6 hours)

#### Network Security

Pick 2 out of the following:

CYBR 535	Cyber Risk	3 CH
CYBR 542	Cyber Operations	3 CH
CYBR 625	Applied Cryptography	3 CH

#### Application Security

Pick 2 out of the following:

CYBR 500	Computer Security Design	3 CH
CYBR 535	Cyber Risk	3 CH
CYBR 625	Applied Cryptography	3 CH

#### Security Management

Pick 2 out of the following:

CYBR 500	Computer Security Design	3 CH
CYBR 542	Cyber Operations	3 CH
CYBR 615	Cybersecurity Vulnerability Assessment	3 CH
MIS 631	Information Security	3 CH
MIS 647	IT Disaster Planning and Recovery	3 CH

### Thesis Option or Core Electives Option (6 hours)

#### Thesis Option

CYBR 680	Research in Cybersecurity	3 CH
CYBR 681	Thesis	3 CH

#### Core Electives Option

Any two 600 level CYBR courses

### Free Electives (6 hours):

Any 500 or 600 level CYBR courses not counted in the core or concentration.

Any 500 or 600 level CS courses

Other graduate courses as approved by the advisor

## Master of Science in Cyber Security Curriculum – Effective Fall 2024

### Program requirements

The M.S. degree requires 30 credit hours of graduate work. At least 15 credit hours should be taken from 600-level courses.

### Core (9 hours)

CFS 630	Cyber Threat Intelligence	3 CH
CFS 665	Cybersecurity of IOT and Industrial Control Systems	3 CH
CYBR 510	Introduction to Cyber Security	3 CH

### Concentration (12 hours)

#### Cyber Defense

Pick 4 out of the following:

CFS 520	Incident Response	3 CH
CFS 650	Advanced Cyber Defense	3 CH
CYBR 500	Computer Security Design	3 CH
CYBR 535	Cyber Risk	3 CH
CYBR 542	Cyber Operations	3 CH
CYBR 615	Cybersecurity Vulnerability Assessment	3 CH
CYBR 620	Cyberwarfare	3 CH
CYBR 680	Research in Cybersecurity (may only be counted if the thesis option is chosen)	3 CH

#### Cyber Forensics

Pick 4 out of the following:

CFS 500	Intro to Digital Forensics	3 CH
CFS 520	Incident Response	3 CH
CFS 567	Mobile Device Forensics	3 CH
CFS 640	Advanced Cyber Forensics	3 CH
CFS 662	Network Forensics	3 CH
CYBR 615	Cybersecurity Vulnerability Assessment	3 CH
CYBR 620	Cyberwarfare	3 CH
CYBR 680	Research in Cybersecurity (may only be counted if the thesis option is chosen)	3 CH

#### Cyber Management

Pick 4 out of the following:

CYBR 530	Cybersecurity Policies and Management	3 CH
CYBR 535	Cyber Risk	3 CH
CYBR 542	Cyber Operations	3 CH
EM 660	Project Management	3 CH
EM 675	Engineering Economics	3 CH
CYBR 680	Research in Cybersecurity (may only be counted if the thesis option is chosen)	3 CH



Electives: (9 hours of the following courses that are not in the core or concentration)

Any 500 or 600 level CFS courses

Any 500 or 600-level CYBR courses

Any 500 or 600 level CS course

CYBR 681 Thesis (may only be counted if the thesis option is chosen and CYBR 680 is also taken)

MIS 600 Management Information Systems

MIS 647 IT Disaster Planning and Recovery

EM 660 Project Management

EM 675 Engineering Economics

Other graduate courses as approved by the advisor



## Request for Graduate Non-Curricular Changes

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

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

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

College: COEPD Dept/Division: Curriculum & Instruction  
 Contact Person: Lisa Heaton Phone: 304-746-2026

Rationale for Request:

Because of the recent change in university policy, we are making this submission to clearly indicate that the Curriculum & Instruction EdD program will consider conditional admission but does not offer provisional admission.

We are also using this opportunity to edit additional information about the program for clarification of some practices that have evolved. For example, the faculty no longer prepare and evaluate comprehensive exams. Instead we support students through the completion of portfolio opportunities.

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

Department/Division Chair *Lisa A. Heaton* Date 3/2/2024  
 Registrar *Sonja L. CJ* Date \_\_\_\_\_  
 College Curriculum Committee Chair *McKenzie Brittain* Date 3/14/24  
 (or Dean if no college curriculum committee)  
 Graduate Council Chair *D. S. Du* Date 5-6-24

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

## Current Catalog Description

<https://catalog.marshall.edu/graduate/programs-az/education-professional-development/curriculum-instruction-edd/#admissionrequirementstext>

## Admission Requirements

### Acceptance into the Program

The decision to admit an applicant to doctoral work constitutes a significant commitment from the faculty of the department in the form of advising, teaching, chairing or serving on the student's committee, preparing and evaluating examinations, and guiding the successful completion of the dissertation. The applicant should note that the decision to admit students to the doctoral program is a collective judgment of the program faculty and represents their determination of the likelihood of the candidate to succeed in all major phases of the degree program. These judgments take into account the applicant's professional experiences, communication and thinking skills, and other relevant capabilities. Thus, an applicant is not automatically admitted on the basis of meeting only the minimum criteria.

An applicant must have earned at least a master's degree from an accepted, accredited institution in Educational Leadership, Curriculum and Instruction, or a related field. Details of all admission requirements and other pertinent information can be found at [www.marshall.edu/ciedd](http://www.marshall.edu/ciedd).

## Edits to Current Description

<https://catalog.marshall.edu/graduate/programs-az/education-professional-development/curriculum-instruction-edd/#admissionrequirements>

## Admission Requirements

### Acceptance into the Program

The decision to admit an applicant to doctoral work constitutes a significant commitment from the faculty of the department in the form of advising, teaching, chairing or serving on the student's committee, ~~preparing and evaluating examinations~~ **supporting portfolio opportunities**, and guiding the successful completion of the dissertation. The applicant should note that the decision to admit students to the doctoral program is a collective judgment of the program faculty and represents their determination of the likelihood of the candidate to succeed in all major phases of the degree program. These judgments take into account the applicant's professional experiences, communication and thinking skills, and other relevant capabilities. Thus, an applicant is not automatically admitted on the basis of meeting only the minimum criteria.

An applicant must have earned at least a master's degree from an accepted, accredited institution in Educational Leadership, Curriculum and Instruction, or a related field. ~~The CI doctoral program may admit applicants conditionally for one semester, at the program's discretion, when an applicant is currently enrolled in a required degree program that will be completed prior to the beginning of enrollment in the CI doctoral program and has met all other admission criteria. Final, official degree transcripts must be received by the MU Admissions Office before enrolling for the subsequent semester. The CI doctoral program does not offer provisional admission.~~ Details of all admission requirements and other pertinent information can be found at [www.marshall.edu/ciedd](http://www.marshall.edu/ciedd).

## New Catalog Description

<https://catalog.marshall.edu/graduate/programs-az/education-professional-development/curriculum-instruction-edd/#admissionrequirements>

## Admission Requirements

### Acceptance into the Program

The decision to admit an applicant to doctoral work constitutes a significant commitment from the faculty of the department in the form of advising, teaching, chairing or serving on the student's committee, supporting portfolio opportunities, and guiding the successful completion of the dissertation. The applicant should note that the decision to admit students to the doctoral program is a collective judgment of the program faculty and represents their determination of the likelihood of the candidate to succeed in all major phases of the degree program. These judgments take into account the applicant's professional experiences, communication and thinking skills, and other relevant capabilities. Thus, an applicant is not automatically admitted on the basis of meeting only the minimum criteria.

An applicant must have earned at least a master's degree from an accepted, accredited institution in Educational Leadership, Curriculum and Instruction, or a related field. The CI doctoral program may admit applicants conditionally for one semester, at the program's discretion, when an applicant is currently enrolled in a required degree program that will be completed prior to the beginning of enrollment in the CI doctoral program and has met all other admission criteria. Final, official degree transcripts must be received by the MU Admissions Office before enrolling for the subsequent semester. The CI doctoral program does not offer provisional admission. Details of all admission requirements and other pertinent information can be found at [www.marshall.edu/ciedd](http://www.marshall.edu/ciedd).

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

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

Type of change request: Graduate Catalog Admission Requirements

Department: Curriculum & Instruction

Degree program: CI EdD

Effective date (fall/spring/summer, year): Summer 2024





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

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

College: COEPD Dept/Division: Curriculum & Instruction

Contact Person: Lisa Heaton/Thomas Cooper Phone: 6-2026

Degree Program MA in Teaching

Check action requested:  Addition  Deletion  Change

Effective Term/Year Fall 20  Spring 20  Summer 20 24

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

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

Dept. Chair/Division Head <u><i>Gina A. Heaton</i></u>	Date <u>3/4/2024</u>
College Curriculum Chair <u><i>McKenzie Brittain</i></u>	Date <u>3/14/24</u>
College Dean <u><i>Teresa Eagle</i></u>	Date <u>3.14.2024</u>
Graduate Council Chair <u><i>D S Dun</i></u>	Date <u>5-6-24</u>
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____
Board of Governors Approval _____	Date _____

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

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

Our goals for the changes outlined below include making the research requirement more practical for candidates preparing to work as professional educators, streamlining our course rotations to improve fill rates while still offering an evaluation/assessment course each semester, and removing a course option that is no longer being offered to avoid confusion about the plan of study.

Please describe any changes in curriculum:

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

1. Replacing EDF 621 Educational Research and Writing OR EDF 625 Qualitative Research in Education with EDF 622 Action Research in Education
2. Adding the option of EDF 636 Classroom Assessment with EDF 612 Educational Evaluation
3. Removing the option of CI 624 Adv Instructional Strategies

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

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

NONE

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

NONE (All of the related courses already exist)

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

# Current Catalog Description

<https://catalog.marshall.edu/graduate/programs-az/education-professional-development/teaching-mat/#planofstudytext>

## Plan Of Study

### Master of Arts in Teaching

Code	Title	Credit Hours
<b>Foundations of Education and Technology</b>		
<b><i>Research and Writing</i></b>		
<a href="#">EDF 621</a>	Educ Research & Writing	3
or <a href="#">EDF 625</a>	Qualitative Research Educ	
<b><i>Social and Cultural Foundations</i></b>		
<a href="#">EDF 665</a>	Sociology of Amer Schools	3
or <a href="#">EDF 615</a>	Hist of Education in US	
<b><i>Development or Psychology</i></b>		
<a href="#">EDF 616</a>	Adv Studies Human Develop	3
or <a href="#">EDF 619</a>	Educational Psychology	
<b><i>Instructional Technology</i></b>		
<a href="#">CIEC 534</a>	Appli Software Class Curr Area	3
or <a href="#">CIEC 635</a>	Using Internet in Classroom	
<b><i>Evaluation or Assessment</i></b>		
<a href="#">EDF 612</a>	Educational Evaluation	3
<b>Curriculum and Instruction</b>		
<a href="#">CISP 510</a>	Instructional Prac/Excep Child	3
<a href="#">CISP 520</a>	Intro to Exceptional Child	3
<a href="#">CI 515</a>	Int Meth & Mat: Sec Ed	3
<a href="#">EDF 537</a>	MAT Level I Clinical Exper <sup>1</sup>	0
<a href="#">EDF 637</a>	MAT Level II Clinical Exper	0
<a href="#">CI 549</a>	Instr & Clrm Mgt Sec Ed	3
<a href="#">CI 624</a>	Adv Instruction Strategy	3
or <a href="#">CI 623</a>	Instruct Models Assess Tech	
<a href="#">CIRG 644</a>	Literacy in the Content Area	3
<a href="#">EDF 677</a>	MAT Level III Clinical Exper <sup>2</sup>	3
In addition to the preceding courses, students must also complete all courses in their teaching specialization.		
<b>Total Credit Hours</b>		<b>36</b>

## Edits to the Current Description

### Plan Of Study

#### Master of Arts in Teaching

Code	Title	Credit Hours
<b>Foundations of Education and Technology</b>		
<b>Research and Writing</b>		
<del>EDF 621</del>	<del>Educ Research &amp; Writing</del>	3
EDF 622	Action Research in Education	
<del>or EDF 625</del>	<del>Qualitative Research Educ</del>	
<b>Social and Cultural Foundations</b>		
EDF 665	Sociology of Amer Schools	3
or EDF 615	Hist of Education in US	
<b>Development or Psychology</b>		
EDF 616	Adv Studies Human Develop	3
or EDF 619	Educational Psychology	
<b>Instructional Technology</b>		
CIEC 534	Appli Software Class Curr Area	3
or CIEC 635	Using Internet in Classroom	
<b>Evaluation or Assessment</b>		
EDF 612	Educational Evaluation	3
or EDF 636	Classroom Assessment	
<b>Curriculum and Instruction</b>		
CISP 510	Instructional Prac/Excep Child	3
CISP 520	Intro to Exceptional Child	3
CI 515	Int Meth & Mat: Sec Ed	3
EDF 537	MAT Level I Clinical Exper <sup>1</sup>	0
EDF 637	MAT Level II Clinical Exper	0
CI 549	Instr & Clrm Mgt Sec Ed	3
<del>CI 624</del>	<del>Adv Instruction Strategy</del>	3
<del>or CI 623</del>	<del>Instruct Models Assess Tech</del>	
CIRG 644	Literacy in the Content Area	3
EDF 677	MAT Level III Clinical Exper <sup>2</sup>	3
In addition to the preceding courses, students must also complete all courses in their teaching specialization.		
<b>Total Credit Hours</b>		<b>36</b>

# New Catalog Description

## Plan Of Study

### Master of Arts in Teaching

Code	Title	Credit Hours
<b>Foundations of Education and Technology</b>		
<b>Research and Writing</b>		
<a href="#">EDF 622</a>	Action Research in Education	3
<b>Social and Cultural Foundations</b>		
<a href="#">EDF 665</a> or <a href="#">EDF 615</a>	Sociology of Amer Schools Hist of Education in US	3
<b>Development or Psychology</b>		
<a href="#">EDF 616</a> or <a href="#">EDF 619</a>	Adv Studies Human Develop Educational Psychology	3
<b>Instructional Technology</b>		
<a href="#">CIEC 534</a> or <a href="#">CIEC 635</a>	Appli Software Class Curr Area Using Internet in Classroom	3
<b>Evaluation or Assessment</b>		
<a href="#">EDF 612</a> or <a href="#">EDF 636</a>	Educational Evaluation Classroom Assessment	3
<b>Curriculum and Instruction</b>		
<a href="#">CISP 510</a>	Instructional Prac/Excep Child	3
<a href="#">CISP 520</a>	Intro to Exceptional Child	3
<a href="#">CI 515</a>	Int Meth & Mat: Sec Ed	3
<a href="#">EDF 537</a>	MAT Level I Clinical Exper <sup>1</sup>	0
<a href="#">EDF 637</a>	MAT Level II Clinical Exper	0
<a href="#">CI 549</a>	Instr & Clrm Mgt Sec Ed	3
<a href="#">CI 623</a>	Instruct Models Assess Tech	3
<a href="#">CIRG 644</a>	Literacy in the Content Area	3
<a href="#">EDF 677</a>	MAT Level III Clinical Exper <sup>2</sup>	3
In addition to the preceding courses, students must also complete all courses in their teaching specialization.		
<b>Total Credit Hours</b>		<b>36</b>

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

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

Department:

Major or Degree:

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

Rationale:

Department: Curriculum & Instruction

Degree: Master of Arts in Teaching

Change: Plan of Study/Catalog

Rationale: Our goals for the changes outlined include making the research requirement more practical for candidates preparing to work as professional educators, streamlining our course rotations to improve fill rates while still offering an evaluation/assessment course each semester, and removing a course option that is no longer being offered to avoid confusion about the plan of study.

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

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

College: COHPDept/Division: School of Nursing: MSNContact Person: Rebecca AppletonPhone: 740-237-9582/304-542-7080

## Action Requested

Check action requested:  Addition  Deletion  ChangeDegree Program Masters in NursingArea of Emphasis Family Nurse Practitioner

GH13

Effective Term/Year Fall 20  24 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 <u>Dr. Annette Ferguson, DNP, MSN, RN, CNE</u>	Date <u>3.7.24</u>
Registrar <u>[Signature]</u>	Date <u>3.7.24</u>
College Curriculum Chair <u>Zach Garrett</u>	Date <u>3/21/24</u>
College Dean <u>[Signature]</u>	Date <u>3-7-24</u>
Graduate Council Chair <u>[Signature]</u>	Date <u>5-6-24</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 MU School of Nursing MSN-Family Nurse Practitioner program (FNP) program is requesting changes to our curriculum based on new requirements set forth by our accrediting agency, the Accreditation Commission for Education in Nursing (ACEN), based on recommendations made by the National Task Force on Quality Nurse Practitioner Education (NTFS), American Association of Colleges of Nursing (AACN) The Essentials: Core Competencies for Professional Nursing Education, and National Organization of Nurse Practitioner Faculties' (NONPF): Nurse Practitioner Role Core Competencies. These organizations are requiring 750 clinical hours to be completed to meet the minimum requirements for graduation. Our program currently has 520 clinical hours.

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.

NUR 624-Advanced Family Practice I is a 5 hour course. The didactic hours will remain 3 credits, we are changing the clinical hour ratio to be 1 credit hour = 60 clinical hours. The students will earn 4 hours of Clinical which will be equal to 240 clinical hours for this required course.

NUR 626-Advanced Family Practice III is a 6 hour course. The didactic hours will remain 3 credits, we are changing the clinical hour ratio to be 1 credit hour = 60 clinical hours. The students will earn 3 hours of Clinical which will be equal to 180 clinical hours for this required course.

NUR 695-Internship: Advanced Family Practice Course is a 7 hour course. The didactic hours will remain 1 credit, we are changing the clinical hour ratio to be 1 credit hour = 60 clinical hours. The students will earn 6 hours of Clinical which will be equal to 360 clinical hours for this required course.

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.

One additional Full-time FNP faculty, will need to be added to meet the new requirements. NONPF has set the number of students that FNP faculty can supervise in clinical at one faculty person may supervise a total of 16 FNPs (two groups of 8 students) so in order to accommodate up to 48 FNP students we will need another full-time FNP faculty position. Salary: will be commensurate with level of education and experience.

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)

See attachment #2 for **Current Catalog Description** for course changes for N624, N626 and N695

See attachment #3 for **Edits to the Current Description** for course changes for N624, N626 and N695

### 6. **Edits to the Current Description**

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

### 7. **New Catalog Description**

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

See attachment #4 for **New Catalog Description** for course changes for N624, N626 and N695

See Attachments 5-7 for Catalog Changes r/t the AOE changes Required.

## 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: Nursing

Area of Emphasis Title: MSN-Family Nurse Practitioner

Credit Hours: are increasing from 41 to 45 credit hours in the total program.

Type of Change Requested: Change

Term to Take Effect: Fall 2024

Rationale: We must report this change in clinical hours from 520 to a minimum of 750 to our accrediting body (ACEN) in a report in the Fall of 2024 updating our information. Due to new requirements in curriculum set forth by ACEN, our accreditation agency, AACN-The Essentials, NTFS, and NONPF, the MU School of Nursing MSN-Family Nurse Practitioner program (FNP) program is requesting changes to our curriculum.

These organizations are requiring a minimum of 750 clinical hours to be completed to meet the minimum requirements for graduation. Our program currently has 520 clinical hours.

This increase in clinical hours will be accomplished by changing the ratio of credit hours to clinical hours. Currently, 1 hour of course credit = 30 clinical hours. We are changing this to 1 hour of course credit = 60 clinical hours.

NUR 624: Advanced Practice II, 7 credit hours, 3 didactic hrs., 4 clinical credits =240 clinical hrs.

NUR 626: Advance Practice III, 6 credit hours, 3 didactic hrs., 3 clinical credits =180 clinical hrs.

NUR 695: Internship: Advanced Family Practice, 7 credits hours, 1 didactic hr., 6 clinical credits = 360 clinical hours.

Because we are changing our ratio of credit hrs. to clinical hours to 1:60 this will require students to complete 780 clinical hours in the FNP program. This is a total of 13 credits = 780 clinical hours. A total of 12 credits = 720 clinical hours with is less than our Accrediting Body requires.

**ATTACHEMENT #1**

**Proposed Curriculum Changes to MSN-FNP Program**

<b>Current Courses</b>	<b>Original Hours</b>	<b>Proposed Changes</b>	<b>Proposed Hours</b>
NUR 602 Nursing Theory	3	No Changes	3
NUR 604 Nursing Leadership	3	No Changes	3
NUR 606 Nursing Research	3	No Changes	3
NUR 608 Nursing Issue	3	No Changes	3
NUR 620 Advanced Patho I	2	No Changes	2
NUR 621 Advanced Patho II	2		2
NUR 663 Advanced Pharmacology I	2	No Changes	2
NUR 664 Advanced Pharmacology II	2	No Changes	2
NUR 622 Advanced Physical Assessment	5	No Changes	5
NUR 624 Advanced Family Practice II	5 60 clinical hrs.	NUR 624 Advanced Family Practice II, 3 credits didactic, 4 clinical hours =240 hrs.	7 240 clinical hrs.
NUR 626 Advanced Family Practice II	5 60 clinical hrs.	NUR 626 Advanced Family Practice III, 3 credits didactic, 3 clinical hours =180 hrs.	6 180 clinical hrs.
NUR 695 Internship	6 400 clinical hrs.	NUR 695 Internship, 1 didactic hour, 6 credits =360 clinical hrs.	7 360 clinical hrs.
<b>TOTAL CREDIT HOURS</b>	<b>41</b>	<b>NEW TOTAL CREDIT HOURS</b>	<b>45</b>
<b>TOTAL CLINICAL HOURS</b>	<b>520</b> <b>1 credit = 30 clinical hrs.</b>	<b>NEW TOTAL CLINICAL HOURS</b>	<b>780</b> <b>1 credit = 60 clinical hrs.</b>

**Requested Course Changes**

- NUR 624, adding 2 additional clinical credit hours to increase them to 240 hrs. in this class which students do one clinical rotation with 3 different populations: Adults, Obstetrics, and Pediatrics. So, Credit hours change from a 5-credit class to a 7-total credit class with 3 hrs. didactic, and 4 hours Clinical =7 credits.
- NUR 626, adding 1 additional clinical credit hour to increase them to 180 hrs. So, the credit hours change from 5-credits to a 6-total credit class, with 3 credits of didactic, and 3 credits of clinical hours = 6 credits.
- NUR 695, adding 1 additional clinical credit hour to increase them to 360 hrs. So, the credit hours change from 6-credits to a 7-credit total class, with 1 credit of didactic, and 6 credits of clinical hours = 7 credits.

**There are 2 Areas in the Graduate Catalog that need corrections the Area of Nursing Courses, and the FNP Area of Emphasis Change which list the classes and Credit hours.**

Attachment #2: Current MSN **NURSING COURSES** listed in Graduate Catalog

**NUR 624 Adv Family Nursing Practice 15 Credit hours**

Provides advanced knowledge of common and acute selflimiting health problems of individuals and families of various age groups. Includes pathology and therapeutic modalities related to specific health problems. Practicum included. (PR: NUR 622 CR: NUR 606)

**Pre-req:** NUR 622 with a minimum grade of C.

**Grade Mode:** Normal Grading Mode

**NUR 626 Adv Family Nursing III 5 Credit hours**

Provides advanced knowledge of chronic illness and the long-term management of health care problems. Includes pathology and therapeutic modalities related to management of chronic health problems. Practicum included. (PR: NUR 624)

**Pre-req:** NUR 624.

**Grade Mode:** Normal Grading Mode

**NUR 695 Internship: Adv Family Nur6 Credit hours**

Focus is upon the role of the family nurse practitioner using the case management approach in a supervised contractual work study arrangement with a health care agency. (450 hrs. minimum) (PR: NUR 626)

**Pre-req:** NUR 626 with a minimum grade of C.

**Grade Mode:** Normal Grading Mode

Attachment #3: Changes in NURSING COURSES to be made to the Graduate Catalog

**NUR 624 Adv Family Nursing Practice I, 7 Credit hours.**

Provides advanced knowledge of common and acute self-limiting health problems of individuals and families of various age groups. Includes pathology and therapeutic modalities related to specific health problems. (240 clinical hrs. minimum) Practicum included. (PR: NUR 622 CR: NUR 606)

**Pre-req:** NUR 622 with a minimum grade of C.

**Grade Mode:** Normal Grading Mode

**NUR 626 Adv Family Nursing III, 6 Credit hours.**

Provides advanced knowledge of chronic illness and the long-term management of health care problems. Includes pathology and therapeutic modalities related to management of chronic health problems. (180 hrs. clinical hrs. minimum) Practicum included. (PR: NUR 624)

**Pre-req:** NUR 624.

**Grade Mode:** Normal Grading Mode

**NUR 695 Internship: Adv Family Nursing, 7 Credit hours.**

The focus is upon the role of the family nurse practitioner using the case management approach in a supervised contractual work study arrangement with a health care agency. (360 clinical hrs. minimum) (PR: NUR 626)

**Pre-req:** NUR 626 with a minimum grade of C.

**Grade Mode:** Normal Grading Mode

**Attachment #4: Clean Copy OF NURSING COURSE changes for Graduate Catalog**

**NUR 624 Adv Family Nursing Practice I, 7 Credit hours.**

Provides advanced knowledge of common and acute self-limiting health problems of individuals and families of various age groups. Includes pathology and therapeutic modalities related to specific health problems. (240 clinical hrs. minimum) Practicum included. (PR: NUR 622 CR: NUR 606)

**Pre-req:** NUR 622 with a minimum grade of C.

**Grade Mode:** Normal Grading Mode

**NUR 626 Adv Family Nursing III, 6 Credit hours.**

Provides advanced knowledge of chronic illness and the long-term management of health care problems. Includes pathology and therapeutic modalities related to management of chronic health problems. (180 hrs. clinical hrs. minimum) Practicum included. (PR: NUR 624)

**Pre-req:** NUR 624.

**Grade Mode:** Normal Grading Mode

**NUR 695 Internship: Adv Family Nursing, 7 Credit hours.**

The focus is upon the role of the family nurse practitioner using the case management approach in a supervised contractual work study arrangement with a health care agency. (360 hrs. clinical hrs. minimum) (PR: NUR 626)

**Pre-req:** NUR 626 with a minimum grade of C.

**Grade Mode:** Normal Grading Mode

Attachment #5 for **CURRENT FNP AREA of EMPHASIS CHANGE** in Graduate Catalog

## **FAMILY NURSE PRACTITIONER**

**THERE ARE NO CHANGES TO CORE CLASSES**

### **Current FNP AOE Component Courses**

<b>Course</b>	<b>Title</b>	<b>Credits</b>
Nur 620	Adv Pathophysiology I	2
Nur 621	Adv Pathophysiology II	2
Nur 622	Advanced Physical Assessment	5
Nur 624	Adv Family Nursing Practice I	5
NUR 626	Adv Family Nursing III	5
Nur 663	Advanced Pharmacology I	2
Nur 664	Advanced Pharmacology II	2
Nur 695	Internship: Adv Family Nur	6
	<b>Total Credit hours</b>	<b>41</b>

**ATTACHMENT #6 Area of Emphasis Component Courses have 4 Changes.**

Course	Title	Credits
Nur 620	Adv Pathophysiology I	2
Nur 621	Adv Pathophysiology II	2
Nur 622	Advanced Physical Assessment	5
Nur 624	Adv Family Nursing Practice I	5-7
NUR 626	Adv Family Nursing III	5-6
Nur 663	Advanced Pharmacology I	2
Nur 664	Advanced Pharmacology II	2
Nur 695	Internship: Adv Family Nur	6 7
	<b>Total Credit Hours</b>	<del>44</del> -45

The only things that need changed are the credit hours, and Total Credit hours in this table

BELOW is the **CLEAN COPY** of the AREA OF EMPHASIS COMPONENT COURSES FOR FNP

**ATTACHMENT #7 Area of Emphasis Component Courses have 4 Changes.**

Course	Title	Credits
Nur 620	Adv Pathophysiology I	2
Nur 621	Adv Pathophysiology II	2
Nur 622	Advanced Physical Assessment	5
Nur 624	Adv Family Nursing Practice I	7
NUR 626	Adv Family Nursing III	6
Nur 663	Advanced Pharmacology I	2
Nur 664	Advanced Pharmacology II	2
Nur 695	Internship: Adv Family Nur	7
	<b>Total Credit Hours</b>	45





March 8, 2024

To whom it may concern:

Dean Prewitt approved the addition of a full-time nursing faculty to the MSN program to teach in the Family Nurse Practitioner (FNP) program. This will allow the MSN program to meet their accreditation requirements as well as potentially increase the number of FNP nursing students in the future. This faculty position was not a new position but became available due to the retirement of a nursing faculty who previously taught in the undergraduate nursing program at the Mid-Ohio Valley Center (MOVC) Campus.

Sincerely,

Dr. Annette Ferguson, DNP, MSN, RN, CNE  
Professor and Director School of Nursing  
Marshall University

**School of Nursing**  
One John Marshall Drive  
Huntington, WV 25755-9510  
T: (304) 696-6751 • F: (304) 696-6739  
[marshall.edu](http://marshall.edu)

**BE BOLD.**  
BECOME PART OF THE MARSHALL FAMILY.



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

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

College: Health Professions

Dept/Division: Social Work

Contact Person: Theresa C. Hayden

Phone: 502-235-4874

Name of Certificate Gerontology Social Work Certificate

Check action requested:  Addition  Deletion  Change

Effective Term/Year    Fall 20  24    Spring 20     Summer 20

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

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

Dept. Chair/Division Head <u>Peggy Proudfoot Harman</u>	Date <u>09/11/23</u>
College Curriculum Chair <u>Zach Garrett</u>	Date <u>9/27/23</u>
College Dean <u>Michael Beatty</u>	Date <u>9-12-23</u>
Graduate Council Chair <u>D S L...</u>	Date <u>5-6-24</u>
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____

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

Marshall University currently offers the Aging in Appalachia Certificate oriented toward macro issues with older adults. This NEW Gerontology Social Work Certificate will fill an education gap to address micro, mezzo, and macro practice for both **BSW** and **MSW** students. The National Association of Social Workers (NASW) acknowledges that social work professionals must understand legislation, policies, and programs for the distinct characteristics of older adults and their caregivers. This gerontology certificate at Marshall University is designed to abide by the NASW Code of Ethics, The NASW Standards for Social Work Services with aging adults, and the NASW Standards for Continuing Professional Education. The gerontology certificate demonstrates achievement in specialized coursework and internship knowledge related to older adults. Current United States labor statistics indicate that gerontology and geriatrics are the fastest growing employment fields. This certificate will add value to **BSW** and **MSW** students seeking employment with community care agencies, mental health services, institutional settings focused on the older adult population.

Please describe any changes in curriculum:

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

NONE

TOTAL HOURS 12

SWK 660 NEW Social Gerontology and Practice with Older Adults Credit Hours 3 Required

SWK 653 Practicum in Gerontology 3 hours Required Field Internship/practicum chosen with advisor and certificate director

SWK 700 Aging and End of Life Issues Credit Hours 3 Required

Special Topics in Cultural Competence in Appalachia Credit Hours 3 Required Elective

Choose one course from::

CULS 610 Seminar in Appalachian Culture 3 credit hours

CULS 611 Themes & Voices 3 credit hours

CULS 612 Time and Place in Appalachia 3 credit hours

SOC 640 Problems in an Aging Society 3 credit hours

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

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

The Gerontology Social Work Certificate program may require addition of 1 adjunct faculty with gerontology expertise.

The Gerontology Social Work Certificate program does not require any equipment or meeting space.

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

There is no question of duplication of courses

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

Form updated 09/2022

## Request for Graduate Addition, Deletion, or Change of a Certificate-Page 3

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### 3. Current Catalog Description

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

No current catalog description exists. This is a new program.

### 4. Edits to the Current Description

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

### 5. New Catalog Description

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

The Graduate Certificate Program in Gerontology Social Work which is slated to be offered in the Fall semester of 2024, is a practice focused course of study being developed to prepare graduate social work students and professional practitioners who already have graduate degrees to work in a variety of aging-related settings. The field of Gerontology Social Work is multi-disciplinary, drawing on the best science and practice applications from a number of areas including biology, psychology, sociology, social work, health, and economics to meet the needs of the rapidly growing aging population. The field of Gerontology Social Work teaches students how to apply evidence based practice to increase understanding of the aging process and the lives of older adults.. The certificate will provide the latest evidenced based methodologies on assessing the needs and challenges of community dwelling older adults as well as on elders living in long-term care settings. Adding the gerontology social work certificate to existing educational and work experiences is likely to enhance an individual's career opportunities and options. Applicants must meet the admissions standards of the Marshall University Graduate College and the MSW program in the Department of Social Work. Eligibility for admission to the Graduate Certificate in Gerontology Social Work is limited to those holding a graduate degree from an accredited educational institution or actively pursuing a graduate degree at Marshall University.

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

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

Department: Social Work

Name of Certificate: Gerontology Social Work Certificate

Credit Hours: 18

Type of Change: (Addition)

Rationale:

Marshall University currently offers the Aging in Appalachia Certificate oriented toward macro issues with older adults. This NEW Gerontology Social Work Certificate will fill an education gap to address micro, mezzo, and macro practice for both BSW and MSW students. The National Association of Social Workers (NASW) acknowledges that social work professionals must understand legislation, policies, and programs for the distinct characteristics of older adults and their caregivers. This gerontology certificate at Marshall University is designed to abide by the NASW Code of Ethics, The NASW Standards for Social Work Services with aging adults, and the NASW Standards for Continuing Professional Education. The gerontology certificate demonstrates achievement in specialized coursework and internship knowledge related to older adults. Current United States labor statistics indicate that gerontology and geriatrics are the fastest growing employment fields. This certificate will add value to BSW and MSW students seeking employment with community care agencies, mental health services, institutional settings focused on the older adult population. According to the Institute of Medicine (IOM) (2008), "Family members, friends, and other unpaid caregivers provide the backbone for much of the care that is received by older adults in the United States" (p. 241)—care valued, for the year 2007, at approximately \$375 billion (AARP, 2008). Numerous studies have indicated that the need for services for older adults, including social work, will increase exponentially as the population ages (IOM, 2008; U.S. Department of Health and Human Services, 2006; Whitaker, Weismiller, & Clark, 2006). The dramatic growth in the number of adults aged 65 and older, combined with overall population aging, affects not only families and workplaces, but also health care and social service delivery systems. Meeting the needs of this increasingly diverse older population presents both challenges and opportunities to social workers.

Holders of NASW credentials and specialty credentials become part of the most widely recognized social work organization in the world and have opportunities for broader exposure. Holders are recognized as meeting established national standards of social work practice and adhere to the NASW Code of Ethics. Holders have social work knowledge, skills, proven work experience, demonstrated competence, and adhere to ethical practice. NASW credentials and specialty credentials are created based on member needs surveys. The criteria are then developed by social workers who are experts in their respective fields. This gerontology certificate program follows the guidelines and standards established by NASW.

## Request for Graduate Course Addition - Page 2

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College: of Health Professions Department/Division: Social Work Alpha Designator/Number: 660

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.

Theresa Hayden

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.

No duplication of this course exists.

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)

Please see attached syllabus.

## Request for Graduate Course Addition - Page 3

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

Please see attached syllabus.

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

Please see attached syllabus.

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

Please see attached syllabus.



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

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

Please see attached syllabus

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

Please see attached syllabus.

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

Please see attached syllabus.

## Request for Graduate Course Addition - Page 5

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

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

Department: Social Work MSW Program  
Course Number and Title: SW 660 Social Gerontology  
Prerequisites: None  
First Term Offered: Spring 2024  
Credit Hours: 3



**Marshall University Syllabus**  
**College of Health Professions**  
**Social Work Program**

**Course**

SWK 660 Social Gerontology

**Course Description**

This course examines a broad range of theories and contemporary issues in aging that relate to social work practice with older adults and their families. Domains of inquiry include biological, psychological, social, spiritual, and economic perspectives of aging and older adults. The course includes a critical examination of the social constructions of old age, social work values and ethics, and social work practice within an aging society at the individual, community, and institutional level. Specific consideration is given to the heterogeneity of older adults and aging populations in the areas of age, gender, race and ethnicity, class, sexual orientation, religion, physical or mental disability, and national origin. Additionally, the diversity of experiences, activities, roles, and responsibilities of older adults are evaluated as they relate to aging theories and issues such as productive aging, intergenerational relationships, and cultural norms. Social and economic justice, evidence-informed practice, and strengths and resiliencies of older adults are highlighted throughout the course.

**Credits**

Graduate 3 hours

**Prerequisites**

NONE

**Term/Year**

Fall 2023

**Format (and Meeting Days/Times/Location)**

This course format is **100% asynchronous** online course with **no required synchronous meetings** (OC). This course should be completed in one term. The entire course is mediated by technology and Internet access.

**Academic Calendar**

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](#).

## Instructor

Theresa C. Hayden, PhD., MSSW

### Contact Information

- Office: Off campus
- Office Hours: By virtual appointment
- Office Phone: 502-235-487 MY cell.
- Marshall Email: [haydent@marshall.edu](mailto:haydent@marshall.edu)

### Preferred Communication Method and Expected Response Time

Initial contact through Marshall Email with response in 24 hours. Emergency communication by cell phone 502-235-4874 with response in 1 hour. **NO text.**

### Marshall University E-Mail Accounts

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign into your MU account to do that. Marshall University uses Office 365 email. For more information, visit <https://www.marshall.edu/it/services/availablesoftware/>

### About Me

I completed my doctorate in social work from the University of Louisville Kent School of Social Work, earned two master's degrees (social work Kent School and religious education Fordham University New York City), and a bachelor's in psychology from Brescia University Owensboro KY. I have taught courses in research methods, statistics, policy, and human trafficking. I have presented on the topic of human trafficking at international, state, and local conferences. I am the on the Board of Directors for the non-profit People Against Trafficking Humans (PATH) Coalition of Kentucky and actively engaged with community awareness on the crime of human trafficking.



## Required and/or Recommended Texts and Materials

### Required Texts and Materials

Hooyman, N. R., Kawamoto, K. Y., & Kiyak, H. A. (2018) *Social Gerontology* 10<sup>th</sup> edition. Boston, MA: Pearson Education, Inc.

## Recommended/Optional Texts and Materials

Additional readings, videos, materials, etc. related to weekly topics in the syllabus, will be provided to student either through UofL email or Blackboard. Note: Some materials used for this class may be copyrighted.

## Technology and Technical Skill Requirements

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.
- For computer and browser requirements, see “Get Connected” and “Internet Browser” at [Student Resources: First Steps](#). See also [IT: Recommended Hardware](#)
- To check your browsers, use the [Blackboard Browser Checker](#) and ensure that you set permissions properly and have all the necessary plug-ins.
- Students must be able to use Marshall email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard.
- Virtual (VC) courses may require a webcam and microphone to use Blackboard Collaborate Ultra for synchronous meetings. For the best experience, Blackboard recommends Google Chrome browser or Mozilla Firefox browser. Links to Blackboard Collaborate Help and Tutorials are on the Start Here page and on the Tech Support tab in Blackboard.
- [Adobe Acrobat Reader](#) may be needed to read some files. This plug-in is available free. See the Tech Support tab in Blackboard for additional information and links.
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit [Marshall IT: Office 365](#)
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

## Technology Assistance

If you have technical problems, please contact one or more of the following:

- [Blackboard Support Center](#) (URL: <http://marshall.edusupportcenter.com>)
- Marshall [Information Technology \(IT\) Service Desk](#) (Help Desk)
  - Huntington: (304) 696-3200
  - South Charleston: (304) 746-1969
  - Email [itservicedesk@marshall.edu](mailto:itservicedesk@marshall.edu)

## Course Purpose

To examine a broad range of theories and contemporary issues in aging that relate to social work practice with older adults and their families. Students will explore biological, psychological, social, spiritual, and economic perspectives of aging and older adults.

## Course Structure

This course is organized in 8 units presented in folders in Blackboard. Each unit consists of student learning objectives, learning activities, resources, and assessment.

## Course Objectives/Outcomes

The student will be able to:

- Understand the biological, psychological, and social theories of aging that relate to social work practice with older adults and their families.
- Understand contemporary issues in aging including roles and responsibilities of social workers in an aging population.
- Integrate theories of respect, dignity, and self-determination in to social work practice.
- Apply critical thinking to the social construction of age and development of older adults
- Examine personal biases related to aging
- Apply ethical principles to common dilemmas related to aging.

## 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 Competencies Students will</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>
<b>Competency 2:</b> Engage Diversity and Difference in Practice	Discussion Boards Reflection Papers Exams	Participation (20%) Total Papers (35%) Total Exams (20%) Final Paper (25%)

<b>Course student learning Competencies Students will</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>
<b>Competency 3:</b> Advance Human Rights and Social, Economic, and Environmental Justice	Discussion Boards Reflection Papers Exams	Participation (20%) Total Papers (35%) Total Exams (20%) Final Paper (25%)
<b>Competency 5:</b> Engage in Policy Practice	Discussion Boards Reflection Papers Exams	Participation (20%) Total Papers (35%) Total Exams (20%) Final Paper (25%)
<b>Competency 8:</b> Intervene with Individuals, Families, Groups, Organizations, and Communities	Discussion Boards Reflection Papers Exams	Participation (20%) Total Papers (35%) Total Exams (20%) Final Paper (25%)
<b>Competency 9:</b> Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Discussion Boards Reflection Papers Exams	Participation (20%) Total Papers (35%) Total Exams (20%) Final Paper (25%)

## Course Policies

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

### Attendance/Participation Policy

This is not a self-paced course. Every effort has been made to present content in different formats to accommodate individual differences. Students are expected to go to the Weekly Folders and follow the required due dates.

### Online Communication Expectations

Professional and respectful tone and civility are used in communicating with fellow learners and the instructor, through any electronic means or methods.

- Netiquette is a set of rules for behaving properly online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:
  - Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.

- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Do not use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of your others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym, it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling and avoid using text messaging shortcuts.

## Grading Policy

### Grading Scale

A letter grade will be earned based on the following learning assignments. The grade percentage weights assigned to the assignments are as follows:

Assignments/Activities	%
Participation (Syllabus survey and Discussion Boards)	20 %
Reflection Papers	35 %
Exams	20%
Final Paper	25 %
<b>Total</b>	<b>100%</b>
	<b>A = 100 – 90%</b>
	<b>B = 89.99 – 80%</b>

### Late Work Policy

All assignments are due on the date outlined in the syllabus unless other arrangements are made ahead of time with the instructor. ***Late assignments for ANY REASON (including taking the final grade of Incomplete) are subject to a 15%- deduction for each assignment. EXCEPTIONS ONLY if instructor is NOTIFIED 24 hours prior to due date.***

### Anticipated Response Time for Grading and Feedback

Initial contact through Marshall Email with response in 24 hours. Emergency communication by cell phone 502-235-4874 with response in 1 hour. NO text. Grading and feedback on assignments will be posted within a week after the due date. Assignments submitted AFTER the due date may not receive any feedback.



## Evaluation Criteria

Criteria	35 points	50 points	80 points	100 points
<b>Participation 20%</b>	Accumulate 35% of points	Accumulate 50% of points	Accumulate 80% of points	Accumulate 100% of points
<b>Reflection Papers 35%</b>	References <b><i>none of</i></b> materials and readings with no original thought	References materials and readings with <b><i>minimal original thought</i></b>	References materials and readings with <b><i>some original thought</i></b>	References <b><i>all</i></b> materials and readings with <b><i>critical thinking</i></b>
<b>Exams 20%</b>	Accumulate 35% of points	Accumulate 50% of points	Accumulate 80% of points	Accumulate 100% of points
<b>Final Paper 25%</b>	<b><i>Weak demonstration</i></b> of case summary, case facts, and Micro, Mezzo, and Macro conclusion	<b><i>Moderate</i></b> demonstration of case summary, case facts, and Micro, Mezzo, and Macro conclusion	<b><i>Somewhat clear</i></b> demonstration of case summary, case facts, and Micro, Mezzo, and Macro conclusion	<b><i>Strong</i></b> demonstration of case summary, case facts, and Micro, Mezzo, and Macro conclusion

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(QM Standard 1.4) By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to [MU Academic Affairs: University Policies](#).

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- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Dead Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

## Students with Disabilities

For University policies and the procedures for obtaining services, please go to [MU Academic Affairs: University Policies](#) and read the section, **Students with Disabilities**.

## Course Schedule

Week	Activity/Assignment
<b>August 28</b>	Introduction, Syllabus Review and Outline of Expectations.
<b>September 4</b>	The Growth of Social Gerontology and Aging in Other Countries and Across Cultures in the United States. Chapters 1 & 2
<b>September 11</b>	The Social Consequences of Physical Aging. Chapter 3
<b>September 18</b>	Managing Chronic Diseases and Promoting Well-Being in Old Age. Chapter 4
<b>September 25</b>	Cognitive Changes With Aging. Chapter 5
<b>October 2</b>	Personality and Mental Health in Old Age. Chapter 6
<b>October 9</b>	Love, Intimacy, and Sexuality in Old Age. Chapter 7
<b>October 16</b>	Social Theories of Aging, Chapter 8 Importance of Social Supports for Older Adults, Chapter 9
<b>October 23</b>	Opportunities and Challenges of Informal Caregiving. Chapter 10
<b>October 30</b>	Enhancing Older Adults' Lives Through Technology. Chapter 12 & Productive Aging. Chapter 13
<b>November 6</b>	Death, Dying, Bereavement, and Widowhood. Chapter 14
<b>November 13</b>	Resilience of Elders of Color, Chapter 15 Resilience of Older Women, Chapter 16
<b>November 20</b>	Living Arrangements and Social Interactions. Chapter 11 Social Policies to Address Social Problems, Health and Long-Term Care Policy and Programs. Chapters 17 & 18
<b>November 27 Dead Week December 4</b>	Completion of Semester

## Bibliography

Administration on Aging Website:

[http://www.aoa.gov/Aging\\_Statistics/Profile/2011/9.aspx](http://www.aoa.gov/Aging_Statistics/Profile/2011/9.aspx)

Alzheimer's Association Website: [www.alz.org](http://www.alz.org)

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Hooyman, Nancy R., Kawamoto, Kevin Y. & Kiyak, H. Asuman. (2018) *Social Gerontology* 10<sup>th</sup> edition. Boston, MA: Pearson Education, Inc.

Kaplan, D. B., & Berkman, B. (2011). Dementia Care: A global concern and social work challenge. *International Social Work, 54*(3) 361-373. doi: 10.1177/0020872810396255

Lee, A., Bigger, J.R., Taylor, W., and Ray, C. (2014). The effects of a Nintendo Wii exercise on gait in older adults. *Activities Adaptations and Aging, 38*, 1- 10.

Reinhardt, J., Chichin, E., Posner, L., Iassabian, S. (2014). Vital Conversations in the Nursing Home: Preparation for End-Stage Dementia Care. *Social Work in End-of-Life and Palliative Care, 10*(2). Doi: 10.1080/15524256.2014.906371

Wilkins, J. (2015). More Than Capacity: Alternatives for Sexual Decision-Making Individuals with Dementia. *The Gerontologist, 55*(5), 716-723. Doi: 10.1093/geront/gnv098



**Marshall University Syllabus**  
**College of Health Professions**  
**Department of Social Work MSW Program**

**Course**

Social Work 700 Aging and End of Life Issues

**Course Description**

Catalog description: This course examines aging and end of life issue to include the hospice concept and other related services available in the community. The student will learn that hospice is an alternative to the traditional medical model.

**Credits**

3 credit hours - graduate

**Prerequisites**

Admitted as a student in the Gerontology Certificate Program

**Term/Year**

Fall 2024

**Format (and Meeting Days/Times/Location)**

This course format is 100% asynchronous online course with no required synchronous meetings. This course should be completed in one [fall/spring/summer/accelerated] term.

**Academic Calendar**

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

**Instructor**

Theresa C. Hayden, PhD., MSSW

**Contact Information**

- Office: Off campus
- Office Hours: By virtual appointment
- Office Phone: 502-235-487 MY cell.
- Marshall Email: [haydent@marshall.edu](mailto:haydent@marshall.edu)

**Preferred Communication Method and Expected Response Time**

Initial contact through Marshall Email with response in 24 hours. Emergency communication by cell phone 502-235-4874 with response in 1 hour. **NO text.**

**Preferred Communication Method and Expected Response Time**

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## Marshall University E-Mail Accounts

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## About Me

I completed my doctorate in social work from the University of Louisville Kent School of Social Work, earned two master's degrees (social work Kent School and religious education Fordham University New York City), and a bachelor's in psychology from Brescia University Owensboro KY. I have taught courses in research methods, statistics, policy, and human trafficking. I have presented on the topic of human trafficking at international, state, and local conferences. I am the on the Board of Directors for the non-profit People Against Trafficking Humans (PATH) Coalition of Kentucky and actively engaged with community awareness on the crime of human trafficking.



## Health and Safety Information

All members of the Marshall University community are expected to always observe health and safety protocols. This includes general health and safety protocols as well as specific protocols that might emerge in response to community and campus health conditions.

## Required and/or Recommended Texts and Materials

### Required Texts and Materials

Callanan, M. (2009). *Final journeys*. New York: Poseidon Press.

## Technology and Technical Skill Requirements

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.
- For computer and browser requirements, see "Get Connected" and "Internet Browser" at [Student Resources: First Steps](https://www.marshall.edu/design-center/students/). See also [IT: Recommended Hardware](https://www.marshall.edu/it/recommendations/) (URLs: <https://www.marshall.edu/design-center/students/> and <https://www.marshall.edu/it/recommendations/> ).
- To check your browsers, use the [Blackboard Browser Checker](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker) and ensure that you set permissions properly and have all the necessary plug-ins. (URL: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support/Browser\\_Checker](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker) )
- Students must be able to use Marshall email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard.

- Virtual (VC) courses may require a webcam and microphone to use Microsoft Teams (or Zoom, with permission from IT) for synchronous meetings.
- [Adobe Acrobat Reader](https://get.adobe.com/reader/) may be needed to read some files. This plug-in is available free. (URL: <https://get.adobe.com/reader/> ) See the Tech Support tab in Blackboard for additional information and links.
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit [Marshall IT: Office 365](https://www.marshall.edu/it/microsoft365/) (URL: <https://www.marshall.edu/it/microsoft365/> ).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

## Technology Assistance

If you have technical problems, please contact one or more of the following:

- [Blackboard Support - Service Portal \(service-now.com\)](https://marshallu.service-now.com/sp/) (URL: <https://marshallu.service-now.com/sp/> ). After logging in, enter "Blackboard" in the search box and enter. Next, click on "Blackboard Support" at the top of the screen.
- Marshall [Information Technology \(IT\) Service Desk](https://www.marshall.edu/it/departments/it-service-desk/) (Help Desk) (URL: <https://www.marshall.edu/it/departments/it-service-desk/> ) via Live Chat ○  
(304) 696-3200
  - [Email the IT Service Desk](mailto:itservicedesk@marshall.edu) (itservicedesk@marshall.edu)

## Course Purpose

To examine a broad range of theories and contemporary issues in aging that relate to social work practice with older adults and their families. Students will explore biological, psychological, social, spiritual, and economic perspectives of aging and older adults.

## Course Objectives/Outcomes

The student will be able to:

1. Identify the fears and concerns of dying patients and their families across the life span.
2. Identify concerns students may have as practitioner in the field of hospice.
3. Describe the hospice philosophy, values, concepts, ethical stance and a hospice program of care.
4. Indicate the physical, psychological, social, spiritual, and sexual needs of dying patients and their families.
5. Critique the various theories, approaches, program models in meeting the needs of dying patients and families.
6. Critique interventions utilized in meeting the needs of dying patients and families including bereavement.
7. Discuss available services within the community for dying patients and families including bereavement.
8. Recognize cultural diversity in serving dying patients.

9. Demonstrate knowledge and skill in communication.

**Desired Learner Outcomes**

(QM Standard 2.4) The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.

<b>Course Objectives</b>	<b>EPAS Competencies</b>	<b>Generalist Practice Behaviors</b>	<b>Assignments</b>
1. Identify the fears and concerns of dying patients and their families.	<b>Comp #7</b> Apply knowledge of human behavior and the social environment.	Gen 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation Gen 7.2 Critique and apply knowledge to understand person and environment.	Readings, class participation, group project, exam, research project
2. Identify concerns students may have as practitioner in the field of hospice.	<b>Comp #7</b> Apply knowledge of human behavior and the social environment.	Gen 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation Gen 7.2 Critique and apply knowledge to understand person and environment.	Readings, class participation, group project, exam, research project
3. Describe the hospice philosophy, values, concepts, ethical stance and a hospice program of	<b>Comp #3</b> Apply critical thinking to inform and communicate professional judgments.	Gen 3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. Gen 3.2 Analyze models of assessment, prevention, intervention, and evaluation.	Readings, class participation, group project, exam, research project
	<b>Comp #7</b> Apply knowledge of human	Gen 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	
	behavior and the social environment.	Gen 7.2 Critique and apply knowledge to understand person and environment.	

	<p><b>Comp #9</b> Respond to contexts that shape practice.</p>	<p>Gen 9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;</p> <p>Gen 9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</p>	
	<p><b>Comp #10</b> Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</p>	<p>Gen 10.1 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.</p> <p>Gen 10.7 Select appropriate intervention strategies.</p> <p>Gen 10.10 Help clients resolve problems. Gen 10.13 Social workers critically analyze, monitor, and evaluate interventions.</p>	
4. Indicate the physical, psychological, social, spiritual, and sexual needs of dying patients and their families.	<p><b>Comp #7</b> Apply knowledge of human behavior and the social environment.</p>	<p>Gen 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</p> <p>Gen 7.2 Critique and apply knowledge to understand person and environment.</p>	Readings, class participation, group project, exam, research project
	<p><b>Comp #9</b> Respond to contexts that shape practice.</p>	<p>Gen 9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;</p> <p>Gen 9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</p>	
5. Critique the various theories, approaches, program models in meeting the needs of dying patients and their families.	<p><b>Comp #3</b> Apply critical thinking to inform and communicate professional judgments.</p>	<p>Gen 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</p>	<p>Readings, class participation, group project, exam, research project</p>



Course Objectives	EPAS Competencies	Generalist Practice Behaviors	Assignments
6. Critique interventions utilized in meeting the needs of dying patients and families including bereavement.	<b>Comp #3</b> Apply critical thinking to inform and communicate professional judgments.	Gen 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	Readings, class participation, group project exam, research project
7. Discuss available services within the community for dying patients and families including bereavement	<b>Comp #3</b> Apply critical thinking to inform and communicate professional judgments.	Gen 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	Readings, class participation, group project, exam, research project
	<b>Comp #9</b> Respond to contexts that shape practice.	Gen 9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;  Gen 9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	
8. Recognize cultural diversity in serving dying patients	<b>Comp #4</b> Engage diversity and difference in practice.	Gen 4.1 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;  Gen 4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; Gen 4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences;  Gen 4.4 View themselves as learners and engage those with whom they work as informants.	Readings, class participation, group project exam, research project

9. Demonstrate knowledge and some level of skill in communication skills. (Graduate students must demonstrate higher level of skill.)	<b>Comp #3</b> Apply critical thinking to inform and communicate professional judgments.	<b>Course Structure</b> Gen 3.3 Demonstrate effective and written communication in class working with individuals, families, groups, organizations, communities, and colleagues	Readings, oral participation, group project, exam, research project
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(QM Standard 1.2) [Describe the course structure, For example: This course is organized in 8 units presented in folders in Blackboard.

## Course Policies

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

### Attendance/Participation Policy

This is not a self-paced course. Every effort has been made to present content in different formats to accommodate individual differences. Students are expected to go to the Weekly Folders and follow the required due dates.

### Online Communication Expectations

Professional and respectful tone and civility are used in communicating with fellow learners and the instructor, through any electronic means or methods.

- Netiquette is a set of rules for behaving properly online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:
- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Do not use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of your others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym, it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.

- Use good grammar and spelling and avoid using text messaging shortcuts.

## Grading Policy

### Grading Scale

A letter grade will be earned based on the following learning assignments. The grade percentage weights assigned to the assignments are as follows:

Assignments/Activities	%
Participation (Syllabus survey and Discussion Boards)	20 %
Reflection Papers	35 %
Exams	20%
Final Paper	25 %
<b>Total</b>	<b>100%</b>
	<b>A = 100 – 90%</b>
	<b>B = 89.99 – 80%</b>

### Late Work Policy

All assignments are due on the date outlined in the syllabus unless other arrangements are made ahead of time with the instructor. ***Late assignments for ANY REASON (including taking the final grade of Incomplete) are subject to a 15%- deduction for each assignment. EXCEPTIONS ONLY if instructor is NOTIFIED 24 hours prior to due date.***

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### Evaluation Criteria

Criteria	35 points	50 points	80 points	100 points
<b>Participation 20%</b>	Accumulate 35% of points	Accumulate 50% of points	Accumulate 80% of points	Accumulate 100% of points
<b>Reflection Papers 35%</b>	References <b>none of</b> materials and readings with no original thought	References materials and readings with <i>minimal original thought</i>	References materials and readings with <i>some original thought</i>	References <b>all</b> materials and readings <i>with critical thinking</i>
<b>Exams 20%</b>	Accumulate 35% of points	Accumulate 50% of points	Accumulate 80% of points	Accumulate 100% of points

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<b>Week</b>	<b>Activity/Assignment</b>
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<b>October 30</b>	Enhancing Older Adults' Lives Through Technology. Chapter 12 & Productive Aging. Chapter 13
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<b>November 27 Dead Week</b> <b>December 4</b>	Completion of Semester

### Evaluation Criteria

**Describe the typical types of student projects that will be the basis for evaluating student performance:**

- Take Home Midterm. Choose five questions that deal with general topics covered in this course. Answers should contain evidence along with bibliographic citations (two outside of course material) for graduate students. **Exam date will be on course outline.**
- Paper/Research Project. An 8-10 page paper on a particular area of care of the dying patient and family that interests you (e.g., physical needs of dying patients, political aspects of hospice, costs of hospice care, etc.). You may be as innovative as you wish. Paper can be a literature review or actual experiential project if you are presently working with a clientele who would be appropriate for subject matter. Project paper due date will be on course outline.
- Attendance and Participation in Classroom Discussions. This includes being prepared to discuss assigned readings, handouts, reports, films, etc. Part of your final grade will be based on participation.

- Group Topic – Case Study. There will be a group project which identifies a original case study. All students are expected to sign up for age group from list offered 3rd class session. Graduate students will be expected to coordinate group presentation. Five to six students are expected to work together and present a 30 minute case review which will be graded on A)

Complexity of the Case B) Comprehensive Plan of Care C) At least 3 community resources are utilized. D) Handout with contact for community resources is available. No more than 30 minutes for discussion.

- Take Home Midterm Choose five questions that deal with general topics covered in this course. Answers should contain evidence along with bibliographic citations (two outside of course material) for graduate students. **Exam date will be on course outline.**
- Paper/Research Project. A 10-12 page paper on a particular area of care of the dying patient and family that interests you (e.g., physical needs of dying patients, political aspects of hospice, costs of hospice care, etc.). You may be as innovative as you wish. Paper can be a literature review or actual experiential project if you are presently working with a clientele who would be appropriate for subject matter. Project paper due date will be on course outline.
- Small group discussion leaders as directed by the Instructor.

**Describe the typical basis for determining the final grade (e.g. weighting of various student projects):**

Class Participation	10%
Case Study	20%
Midterm Exam	35%
Research Project	35%
Total	100%

A+ = 98% or Above      C+= 78 to 80.9%

A = 94 to 97.9%      C = 74 to 77.9%

A- = 91 to 93.9%      C- = 71 to 73.9%

B+ = 88 to 90.9%      D+ = 68 to 70.9%      B

= 84 to 87.9%      D = 64 to 67.9%

B- = 81 to 83.9%      D- = 61 to 63.9%

F = 60.9% and below

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- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Pre-Finals Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy- Title IX prohibits the harassment of students based on sex, which includes pregnancy, childbirth, and related conditions. This includes that students will not be penalized for taking medically necessary leave related to pregnancy, childbirth, or related conditions. Marshall's Title IX Office may be contacted at [TitleIX@marshall.edu](mailto:TitleIX@marshall.edu)
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

## Students with Disabilities

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## Course Schedule

Typical schedule:

	<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment Due</b>
1	8/25	<ul style="list-style-type: none"> <li>• Introductions and syllabus review</li> <li>• Introduction to and history of hospice concept</li> <li>• Characteristics of a hospice program of care</li> </ul>	---	
2	9/1	<ul style="list-style-type: none"> <li>• Fears and concerns of dying patients and their families</li> <li>• Small group discussion</li> </ul>	Callanan: pp. 1- 48	
3	9/8	<ul style="list-style-type: none"> <li>• Physical needs of dying patients and their families</li> <li>• Sexual needs of dying patients and their families</li> <li>• Students choose case study groups</li> </ul>	Callanan: pp. 49-91	
4	9/15	<ul style="list-style-type: none"> <li>• Psychological needs of dying patients and their families</li> <li>• Social needs of dying patients and their families</li> </ul>	Callanan: pp. 92-126	



	Date	Topic	Reading	Assignmen
5	9/22	<ul style="list-style-type: none"> <li>Spiritual needs of dying patients and their families</li> <li>Small group discussion</li> </ul>	Callanan: pp. 127-164; Selected articles	
6	9/29	<ul style="list-style-type: none"> <li>Ethnic and cultural considerations</li> <li>Case study: Group #1</li> </ul>	Callanan: pp. 165-201; Selected articles	Group #1 turns i study
7	10/6	<ul style="list-style-type: none"> <li>Community services available to dying patients and their families</li> <li>Bereavement services</li> <li>Small group discussion</li> </ul>	Callanan: pp. 202-233 Selected articles	
8	10/13	<ul style="list-style-type: none"> <li>Models of intervention used with dying patients and their families</li> <li>Case study: Group #2</li> </ul>	Selected articles	Group #2 turns i study
9	10/20	<ul style="list-style-type: none"> <li>Communication skills and techniques used with dying patients and their families</li> <li>Small group discussion</li> </ul>	Callanan: pp. 234-267	Take home midt i
10	10/27	<ul style="list-style-type: none"> <li>Ethical issues</li> <li>Controversies (i.e. needs of AIDS patients and social justice issues)</li> <li>Case study: Group #3</li> </ul>	Callanan: pp. 268-290; Selected articles	Group #3 turns study
11	11/3	<ul style="list-style-type: none"> <li>Administration of hospice programs</li> <li>Political connotations of hospice programs</li> <li>Small group discussion</li> </ul>	Callanan: 291-332; Selected articles	
12	11/10	<ul style="list-style-type: none"> <li>Self-Help programs for dying patients</li> <li>Simonton approach</li> <li>Case study: Group #4</li> </ul>	Selected articles	Group #4 turns study
13	11/17	<ul style="list-style-type: none"> <li>Recognition and prevention of burnout in hospice staff</li> <li>Case study: Group #5</li> </ul>	Selected articles	Group #5 turns study
14	11/24	No class- Thanksgiving	---	
15	12/1	<ul style="list-style-type: none"> <li>Complementary interventions for patients who have trouble expressing themselves</li> <li>Small group discussion</li> </ul>	Selected articles	
16	12/8	<ul style="list-style-type: none"> <li>Course wrap-up</li> <li>Discuss final papers</li> <li>Course evaluations</li> </ul>	---	Final research p

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## **Classic resources**

- Binstock, R. H., & Cluff, L. E. (Eds.). (2000). *Home care advances: Essential research and policy issues*. New York: Springer.

- Doka , K .J. (Ed.). (2000). *Living with grief: Children, adolescents, and loss*. Washington, DC: Hospice Foundation of America.
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- Kronenfeld, J. J. (Ed.). (2000). *Health, illness and use of care: The impact of social factors*.  
Greenwich, CT.: JAI.
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- Tomer, A. (Ed.). (2000). *Death attitudes and the older adult: Theories, concepts, and applications*. Philadelphia, PA: Brunner-Routledge.
- Improving care at the end of life with complementary medicine: Hearing before the Committee on Government Reform, House of Representatives, 106<sup>th</sup> Cong., 1 (1999).*
- The end of life: Improving care, easing pain and helping families: Hearing before the Special Committee on Aging, United States Senate, 106<sup>th</sup> Cong., 1 (2000).*
- Barriers to hospice care: Are we shortchanging dying patients: Hearing before the Special Committee on Aging, United States Senate, 106<sup>th</sup> Cong., 1 (2000).*

**\*SOC 640 Problems in an Aging Society  
Section 101, CRN 4433  
Syllabus  
Marshall University Fall 2011  
Tues 6-8:50 PM, SH 529**

Instructor: Dr. Donna Sullivan  
Office: SH 740b  
Phone: 304.696.6394 (DC)  
E-Mail: [sullivd@marshall.edu](mailto:sullivd@marshall.edu) (preferred)  
Office Hours: Tuesdays 2-5:30 pm; Thursdays 2-3:30; also online, email, and by appointment

**\*Course Description**

Problems and Prospects for an Aging Society. 3 hrs.  
Seminar in current and anticipated social consequences of aging for individuals and society and societal responses to this process.

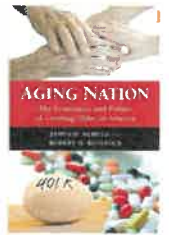
**\*Required Text, Additional Reading, and Other Materials**

**Aging Nation. The Economics and Politics of Growing Older in America**

James Schultz and Robert Binstock (2006) Johns Hopkins Univ. Press  
ISBN: 978-0-8018-8864-9

Available at MU e-Follet bookstore, new \$28, used \$21, rent \$14; Amazon new \$27

--Additional readings and other materials posted on Blackboard



**Computer Requirements**

Typical graduate level computer skills

**\*Course Student Learning Outcomes and Assessment Measures**

<b>Upon completion of this course, students will be able to</b>	<b>Each student learning outcome will be assessed in the following manner:</b>
Understand of the demographic reality of an aging population	Written and verbal expression of opinion; reaction papers
Analyze private and public sector challenges and opportunities created by aging	Advocacy project: Create a position paper with value, criteria and contentions in support of a stance on a chosen aspect of aging policy.
Think critically and creatively about aging's complex social, political and economic issues by dissecting the different dimensions and considering their interaction	Demonstrates ability to analyze, apply, and synthesize course material through verbal interaction and critical thinking; research paper
Consider solutions to the challenges of aging as well as how to effectively communicate those solutions to affected parties	Write and present reaction papers with analysis of key topics

**\*Course Requirements and Grading**

**Reading:** Readings include texts, articles, analytical reports and survey data, monographs and case studies. Readings are central to class participation.

**Writing assignments:** Three 2-page “reaction” papers, seeking students’ analysis of key topics covered in reading and class discussion. Emphasis is on your interpretation of data and/or case and your effectiveness in advocating a position or course of action. See schedule for due dates. **30% of overall course grade will be based on these papers.**

**Term Research paper:** An empirical research paper, possibly for submission to a journal, about 20 pages minimum, to be delivered to me on the final day of class, December 6th, 2011. You will choose the topic, to be approved in advance by me, submitted in a two-page proposal with outline due Oct. 25, 2011. **The term paper will count for 50% of your course grade.**

**Class participation:** Discussion of weekly topics described in assigned readings; focus will be on formulating reactions to assigned reading and participating in individual and team debate about topics. **20% of the final course grade will be determined by class attendance, participation, and contribution to the level of discussion in class.**

**\*Attendance Policy**

Given the importance of class discussion, attendance is mandatory. Unless **prior** approval is received, absences will negatively impact students’ participation grade.

**\*Course Outline, including due dates for major projects:**

AN = Aging Nation, Schulz & Binstock book

Rand Working Papers = <http://www.rand.org/pubs/online/population-and-aging.html>

Week	Date	Topics to be Covered	Assignments due.
Unit 1 Background			
1	Aug 22	Review Syllabus, grades, assessments, and expectations; Introduce yourself to class	What is Old? Activity
2	Aug 29	AN Ch 1-4 Merchants of Doom; Phony Threats; Search for Security; Dealing with Risk	
3	Sept 6	AN Ch 5-7 The Company Pension; The Pension Lottery; To work or not to work;	
4	Sept 12	AN Ch 8-10 Health & Longevity; A Gerontocracy? Framing the Issues	Unit 1 Reaction paper 1
Unit 2 Examining studies, collecting the data			
5	Sept 19	<a href="http://www.rand.org/pubs/working_papers/WR830.html">What is the Cost of Married Women's Paid Work?</a> 2011, Seonglim Lee, Jinkook Lee, and Yunhee Chang, Rand <a href="http://www.rand.org/pubs/working_papers/WR830.html">http://www.rand.org/pubs/working_papers/WR830.html</a> A Theory of Socioeconomic Disparities in Health Over the Life	

		Cycle. Galama, and Hans van Kippersluis (2011) Rand Working Papers <a href="http://www.rand.org/pubs/authors/g/galama_titus.html">http://www.rand.org/pubs/authors/g/galama_titus.html</a>	
6	Sept 26	The Los Angeles Family And neighborhood survey, wave 2 (training manual and computer manual), Rand website, page 2 <a href="http://www.rand.org/pubs/online/population-and-aging.1.html">http://www.rand.org/pubs/online/population-and-aging.1.html</a> American Life Panel brochure, Rand <a href="http://www.rand.org/pubs/corporate_pubs/CP508-2010-11.html">http://www.rand.org/pubs/corporate_pubs/CP508-2010-11.html</a>	
7	Oct 3	Data Sets on Pension and Health, 2010, Rand <a href="http://www.rand.org/pubs/working_papers/WR814.html">http://www.rand.org/pubs/working_papers/WR814.html</a> Attrition and Health in Ageing Studies: Evidence from ELSA and HRS. 2010. Banks, Muriel, and Smith <a href="http://www.rand.org/pubs/working_papers/WR784.html">http://www.rand.org/pubs/working_papers/WR784.html</a>	Unit 2 Reaction paper 2
8	Oct 10	Study Planning meeting Preparing questions, sampling, operationalizing variables	Questions, draft and rational
<b>Unit 3 Analysis and writing the report</b>			
9	Oct 17	Cleaning data	Computer lab
10	Oct 24	Running data	Computer lab
11	Nov 1	Data analysis	
12	Nov 8	Front sections of report	
13	Nov 15	Back sections of report	Unit 3 Reaction paper 3
14	Nov 22	Fall Break	
15	Nov 29	Draft reviews and feedback	Bring drafts
16	Dec 6	Last Class Oral presentations	Final term paper due

**Academic Dishonesty Policy:** All students should be familiar with the university's policy concerning academic dishonesty. This policy can be found on pp. 61 – 64 in the spring 2010 online graduate catalog [http://www.marshall.edu/catalog/Graduate/S2010/gr\\_sp10\\_final.pdf](http://www.marshall.edu/catalog/Graduate/S2010/gr_sp10_final.pdf).

**Policy for Students with Disabilities:** Marshall University is committed to equal opportunity in education for all students, including those with physical, learning and psychological disabilities. For more information, please visit <http://www.marshall.edu/disabled> or contact Disabled Student Services Office at Prichard Hall 117, phone 304-696-2271.

(Note: A link has been added to the Assessment website which has the University Computing Services Acceptable Use Policy, the Affirmative Action Policy and the Inclement Weather Policy. Faculty are welcome to reference the following link  
[http://www.marshall.edu/assessment/Syllabus%20Information/University\\_Policies.doc](http://www.marshall.edu/assessment/Syllabus%20Information/University_Policies.doc).

# CULS 610: Seminar in Appalachian Culture

Summer 2022

## **Luke Eric Lassiter, PhD**

Professor of Humanities and Anthropology  
Director of the Graduate Humanities Program  
Office: GC 233  
304-746-1923  
[lassiter@marshall.edu](mailto:lassiter@marshall.edu)

## **Jennifer Henning, M.A.**

Leadership EdD Candidate, ABD  
Director of GEAR UP @ MU  
Office: MSC 2W29  
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### Office Hours

We can meet most any time via conference call, Zoom, Teams or Skype, M-F, but daily schedules fill quickly. Please email either or both of us to make an appointment should you need to meet.

### Course Description and Objectives

As per the Marshall University catalog this seminar will involve an “exploration of selected aspects of culture (e.g., art, music folklore, history, literature), emphasizing regional culture from an interdisciplinary perspective.”

By the end of this course, you should:

- (1) appreciate the various definitions of and approaches to Appalachia via interdisciplinary inquiry and study;
- (2) understand how “culture” works in everyday practice; and
- (3) appreciate the broader applications of humanities-based knowledge to Appalachia; including --
- (4) the ability to apply an ethnographic approach to a particular problem or issue.

### Texts & Approach

- (1) *Appalachia Revisited: New Perspectives on Place, Tradition, and Progress*, edited by William Schumann and Rebecca Adkins Fletcher (University Press of Kentucky, 2016).
- (2) *Doing Ethnography Today*, by Elizabeth Campbell and Luke Eric Lassiter (Wiley Blackwell, 2015).
- (3) selected readings as assigned.

### Notes on the Virtual Seminar Format

Graduate Humanities Program (GHP) courses are taught in a seminar format, which means that our meetings are discussion-based, graduate-level courses focused on open and regular dialogue, collaborative and interactive interpretation, research and writing. This means, in turn, that our virtual Zoom meetings are meant to parallel actual live seminars as close as possible. With this in mind, please remember these basic rules of engagement for virtual GHP seminars:

- Having your camera on and microphone ready, being ready for engagement in discussion, just as if we were in an actual seminar room, is required for participation. No exceptions.
- Because we may, at any time, enter into conversation that might include private information, sensitive or controversial topics, please remember to join our virtual seminars on a computer in a private space, where others are not present. Our seminars are, by design, limited to those enrolled only, and our discussions often can be very personal and intimate. They are not for the consumption of others outside the “seminar room.”



### Assignments, Evaluation and Grading Policy

Evaluation for this course will be based on the following class assignments:

- (1) Participation: (1) attendance at each virtual meeting with camera on and microphone ready: and engagement in discussion (5 points each x 6 = 30 points);
- (2) reading reports (1 page that includes questions for discussion) (10 points each x 5 = 50 points);
- (3) project proposal with interview questions (1-2 pages) (10 points);
- (4) research reports (10 points each x 2 = 20 points);
- (5) oral presentation (10 points); and
- (6) a final ethnographic report (8-10 pages) (30 points).

Total Possible Points: 150 points. Any late assignment—turned in the next day or the next semester, for those on the “Incomplete” trajectory—will have 10% deducted from any final scoring. To determine your final grade for this course, your total points will be divided by the total possible points (e.g.,  $140 / 150 = 93\% = A$ ).

### MU Policies

Marshall University policies, such as that on academic honesty and integrity, can be found here:  
[http://www.marshall.edu/academic-affairs/?page\\_id=802](http://www.marshall.edu/academic-affairs/?page_id=802)

### Schedule/Course Outline

#### **Week 1**

**Virtual meeting: May 18**

Introductions and seminar logistics

#### **Week 2**

Reading: (1) Lassiter, Luke Eric. 2014. “Anthropology and Culture” In *Invitation to Anthropology*, 4<sup>th</sup> ed., 35-69. Lanham: Rowman & Littlefield.  
(2) Introduction & Chapters 1 – 2 in *Appalachia Revisited*.

Reading report #1 **by Wednesday, May 25, 11:59 p.m.**  
due:

#### **Week 3**

**Virtual meeting: June 1**

Reading: (1) Chapters 3 – 4 in *Appalachia Revisited*.  
(2) Chapters 1 – 3 in *Doing Ethnography Today*.

Focused Discussion: **Seminar Projects**

**Week 4**

Reading: (1) Chapters 5 in *Appalachia Revisited*.  
(2) Chapter 5 in *Doing Ethnography Today*.

Reading report #2 due: **by Wednesday, June 8, 11:59 p.m.**

Project proposal (proposal with interview questions) due: **by Wednesday, June 8, 11:59 p.m.**

**Week 5**

**Virtual meeting: June 15**

Reading: Chapters 6 – 7 in *Appalachia Revisited*.

Focused discussion: **Project Proposals, Interview Questions, and Upcoming Interviews**

**Week 6**

Reading: Chapters 8 – 9 in *Appalachia Revisited*.

Reading Report #3 due: **by Wednesday, June 22, 11:59 p.m.**

Research report #1 (on first interview) due: **by Wednesday, June 22, 11:59 p.m.**

**Week 7**

**Virtual meeting: June 29**

Reading: Chapters 10 – 11 in *Appalachia Revisited*.

Focused discussion: **On Interviews**

**Week 8**

Reading: Chapters 12 – 13 in *Appalachia Revisited*.

Reading report #4 due: **by Wednesday, July 6, 11:59 p.m.**

Research report #2 (on second interview) due: **by Wednesday, July 6, 11:59 p.m.**

**Week 9**

**Virtual meeting: July 13**

Reading: Chapters 14 – 15 in *Appalachia Revisited*.

Focused discussion: **On Interviews**

**Week 10**

Reading: (Re)introduction in *Appalachia Revisited* (pp. 275-90).

Reading report #5 due: **by Wednesday, July 20, 11:59 p.m.**

**Week 11**

**Virtual meeting: July 27**

**ORAL PRESENTATIONS OF RESEARCH**

**Week 12**

Final ethnographic report due: **by Wednesday, August 3, by 11:59 p.m.**

## Appalachian Studies: Themes & Voices

CULS 611

MU Online and Tuesday, May 21, 6-9 PM; Tuesday, June 18, 6-9 PM; Tuesday, July 23, 6- 9 PM  
GC 323 – Graduate College South Charleston campus

Summer 2013

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Luke Eric Lassiter, PhD  
Marshall University Graduate College  
Graduate Humanities Program  
Office: GC 233  
304-746-1923  
[lassiter@marshall.edu](mailto:lassiter@marshall.edu)

### Office Hours

I can meet most any time in person, via conference call or Skype, M-F, 9 AM – 5PM, but my daily schedule fills quickly. Please email me to make an appointment should you need to meet.

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### Course Description and Objectives

As per the Marshall University catalog this interdisciplinary seminar “orients students to the significant issues and research in Appalachian studies. Important political, social, and cultural issues will be considered. By the end of this course, you should appreciate and understand more deeply:

- (1) the historical development of Appalachia as a region;
- (2) how specific political, social and cultural issues have intersected in the past and unfolded in the contemporary context of Appalachia;
- (3) ethnographic study of Appalachia; and
- (4) how the interdisciplinary inquiry and study of Appalachia ties into broader applications of humanities-based knowledge.

### Texts & Approach

- (1) *Appalachia: A History*, by John Alexander Williams (Chapel Hill: University of North Carolina Press, 2002);
- (2) *A Handbook of Appalachia: An Introduction to the Region*, edited by Grace Toney Edwards, JoAnn Aust Asbury, and Ricky L. Cox (University of Tennessee Press, 2006).
- (3) selected readings as assigned (an ethnography and articles).

### Assignments, Evaluation and Grading Policy

Evaluation for this course will be based on the following class assignments (the right column in the grid below notes the relationship between the assignment and the learning outcomes noted above):

(1) participation and attendance at each face-to-face meeting (10 points each x 3 = 30 points);	> NOS. 1- 3
(2) Reading reports (5 points ea. x 9 = 45 points);	> NOS. 1-3
(3) Presentation of Ethnography (10 points); and	> NO. 3
(4) Final Paper (15 points).	> NOS. 1 – 4

Total Possible Points: 100 points. Any late assignment—turned in the next day or the next semester, for those on the “Incomplete” trajectory—will have 10% deducted from any final scoring. To determine your final grade for this course, your total points will be divided by the total possible points (e.g., 9 / 100 = 90 % = A).

MU Policies on Assignments, Attendance, Inclement Weather ...

Marshall University policies, such as that on academic honesty and integrity, can be found here:  
[http://www.marshall.edu/academic-affairs/?page\\_id=802](http://www.marshall.edu/academic-affairs/?page_id=802)

**Concerning inclement weather:** if we are experiencing inclement weather, then look for an email 3 to 4 hours before class time for instructions. As we will have each other's email address, don't hesitate to send out a mass email with questions, information about conditions in your area, or suggestions for rescheduling.

Schedule/Course Outline

**Week 1**

**1<sup>st</sup> face-to-face meeting: May 21, 6-9PM, GC 323**

Introductions and seminar logistics

Handout: Lassiter, on "culture" and "ethnography"

**Week 2**

Reading: Williams, Introduction and Chapter One

Reading report #1 due: **by Tuesday, May 28, by 11:59 p.m.**

**Week 3**

Reading: Williams, Chapter Two

Reading report #2 due: **by Tuesday, June 4, by 11:59 p.m.**

**Week 4**

Reading: Williams, Chapters Three & Four

Reading report #3 due: **by Tuesday, June 11, by 11:59 p.m.**

**Week 5**

**2<sup>nd</sup> face-to-face meeting: June 18, 6-9PM, GC 323**

Reading: Williams, Chapter Five

Handout: Lassiter, on "culture" and "ethnography"

Reading report #4 due: **by Tuesday, June 17, by 11:59 p.m.**

Discussion of *Appalachia: A History*

Discussion of culture & ethnography

Assignment of Ethnographies

**Week 6**

Reading: ¼ of ethnography

Reading report #5 due: **by Tuesday, June 25, by 11:59 p.m.**

**Week 7**

Reading: ¼ of ethnography

Reading report #6 due: **by Tuesday, July 2, by 11:59 p.m.**

**Week 8**

Reading: ¼ of ethnography

Reading report #7 due: **by Tuesday, July 9, by 11:59 p.m.**

**Week 9**

Reading: ¼ of ethnography

Reading report #8 due: **by Tuesday, July 16, by 11:59 p.m.**

**Week 10**

**3<sup>rd</sup> and final face-to-face meeting: July 23, 6-9PM, GC 323**

Formal Presentation of Ethnography

Assignment of Chapters in *Handbook of Appalachia*

**Week 11**

Reading: Chapters in *Handbook of Appalachia*, as assigned

Reading report #9 due: **by Tuesday, July 30, by 11:59 p.m.**

**Week 12**

Final paper due: **by Tuesday, August 6, by 11:59 p.m.**

## Time & Place in Appalachia

CULS 612

MU Online and Virtual Meetings on Mondays, 7 – 9:50 PM, May 15 & 29; June 12 & 26; July 17 & 24

Summer 2023

**Luke Eric Lassiter, PhD**

Professor of Humanities and Anthropology  
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### Office Hours

We can meet most any time via conference call, Zoom, Teams or Skype, M-F, but daily schedules fill quickly. Please email me to make an appointment should you need to meet.

### Course Description and Objectives

This interdisciplinary seminar focuses on the history and development of the Appalachian region. By the end of this course, you should appreciate and understand more deeply:

- (1) the historical development of Appalachia as a region;
- (2) how specific political, social and cultural issues have intersected in the past and unfolded in the contemporary context of Appalachia;
- (3) ethnographic study of Appalachia; and
- (4) how the interdisciplinary inquiry and study of Appalachia ties into broader applications of humanities-based knowledge.

### Texts & Approach

- (1) *A History of Appalachia*, by Richard B. Drake (Lexington: University Press of Kentucky, 2001); and
- (2) selected readings as assigned (an ethnography and articles as assigned).

### Assignments, Evaluation and Grading Policy

Evaluation for this course will be based on the following class assignments (the right column in the grid below notes the relationship between the assignment and the learning outcomes noted above):

(1) participation and attendance at each virtual meeting (5 points each x 5 = 25 points);	> NOS. 1- 3
(2) Reading reports (10 points ea. x 4 = 40 points);	> NOS. 1-2
(3) Presentation of Ethnography (15 points); and	> NO. 3
(4) Final Paper (20 points).	> NOS. 1 – 4

Total Possible Points: 100 points. Any late assignment—turned in the next day or the next semester, for those on the “Incomplete” trajectory—will have 10% deducted from any final scoring. To determine your final grade for this course, your total points will be divided by the total possible points (e.g., 9 / 100 = 90 % = A).

MU Policies on Assignments, Attendance, Inclement Weather . . .

Marshall University policies, such as that on academic honesty and integrity, can be found here:  
<http://www.marshall.edu/academic-affairs/policies/>

Schedule/Course Outline

**Week 1**

**1<sup>st</sup> virtual meeting: Monday, May 15, 7 PM, Zoom**

- Introductions and seminar logistics

**Week 2**

Reading: Drake, Introduction & chapters 1 – 2

**Reading report #1 due: by Monday, May 22, by 11:59 p.m.**

- Assignment of ethnographies via regular email

**Week 3**

**2nd virtual meeting: Monday, May 29, 7 PM, Zoom**

Reading: Drake, chapters 3 – 5

- Discussion of Drake, Introduction & chapters 1 – 5

**Week 4**

Reading: Drake, chapters 6 – 8

**Reading report #2 due: by Monday, June 5, by 11:59 p.m.**

**Week 5**

**3rd virtual meeting: Monday, June 12, 7 PM, Zoom**

Reading: (1) Drake, chapters 9 – 11

(2) Lassiter, on “culture” and “ethnography” (from *Invitation to Anthropology*, 4th ed.) (handout during week 4)

- Discussion of Drake, chapters 6 – 11; and Lassiter’s “culture” & “ethnography”
- Discussion of culture & ethnography

**Week 6**

Reading: Drake, chapters 12 – 14

**Reading report #3 due: by Monday, June 19, by 11:59 p.m.**



**Week 7**

**4th virtual meeting: Monday, June 26, 7 PM, Zoom**

Reading: First ¼ of ethnography

- Discussion of Drake, chapters 12 - 14 & informal discussion of ethnographies
- Researching articles about Appalachia and discussion of final presentation & paper

**Week 8**

Reading: Second ¼ of ethnography (half of your ethnography should be completed by this time)

**Week 9**

Reading: Finish entire ethnography & prep final presentation

**Reading report #4 due: by Monday, July 10, by 11:59 p.m.**

**Week 10**

**5<sup>th</sup> virtual meeting: Monday, July 17, 7 PM**

- Formal presentations of ethnographies

**Week 11**

**6<sup>th</sup> virtual meeting (if needed): Monday, July 24, 7 PM**

- Formal presentations of ethnographies

**Week 12**

Final paper due: **by Monday, July 31, by 11:59 p.m.**

<b>Course Title/Number</b>	<b><u>SWK 653 Advanced Social Work Field Practicum</u></b>
<b>Semester/Year</b>	
<b>Days/Time</b>	
<b>Location</b>	
<b>Instructor</b>	
<b>Office</b>	
<b>Phone</b>	
<b>E-Mail</b>	
<b>Office Hours</b>	
<b>University Policies</b>	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to <a href="http://www.marshall.edu/academic-affairs">www.marshall.edu/academic-affairs</a> and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to <a href="http://www.marshall.edu/academic-affairs/policies/">www.marshall.edu/academic-affairs/policies/</a> . Academic Dishonesty/Excused Absence Policy for Undergraduates/Computing Services Acceptable Use/Inclement Weather/Dead Week/Students with Disabilities/Academic Forgiveness/Academic Probation and Suspension/Academic Rights and Responsibilities of Students/Affirmative Action/Sexual Harassment

Social Work 653 Advanced Field

Practicum Course Description:

Provides Advanced Standing students with agency-based field instruction and classroom seminars for advanced learning and practice opportunities relevant to behavioral health social work. Students complete 9 credit hours of graduate level field practicum during two or three concurrent semesters (450 hours) to develop and refine advanced level behavioral health social work practice skills and values. The field seminar component of this course provides opportunities for integration of course-work and field practicum experiences. Seminars feature in-depth analysis of specific behavioral health social work competency domains of practice. The domains of behavioral health social work practice include ethics, assessment, mental health and substance abuse interventions, program and policies and service delivery and leadership in the practice area of behavioral health.

Course Rationale:

Social work students need the opportunity to further practice their developing skills at an advanced level and transfer classroom knowledge to practice situations. Through concentration specific internship requirements, students are expected to expand their social work practice skills utilizing direct experiences. The concentration year internship field activities provide advanced level agency practice experiences that are designed to enhance and refine professional social work practice. In addition, the student is expected to function more independently in application of knowledge and practice strategies. A broader range of more advanced social work practice situations and issues is offered. The expectation is that student learning will focus at a much higher and more complex level of interaction and intervention.

Relationship of Field Practicum /Field Seminar Components:

During the Advanced Standing year student’s coursework and field practicum experiences provide knowledge and skill development focusing on interdisciplinary team leadership and conflict resolution. Advanced Standing field education objectives provide the basis for students and field instructors as they work together to develop students’ learning contracts. The concentration year field outcome objectives provide clear practice and evaluation goals by providing the framework for the field practicum evaluation. In addition, at the conclusion of

field practicum, students complete an agency evaluation. They are asked to rank opportunities provided in the field practicum, in terms of how well these opportunities meet the required field practicum objectives.

Students remain in the same community-based agency/organization and corresponding field seminar throughout all semesters of their Advanced Standing field practicum. This structure provides the student continuity of agency-based field instructor and faculty liaison during the entire concentration year field practicum.

The seminar provides students an on-campus academic setting where they can critically reflect upon their field experiences, their classroom education, and themselves within a context of challenge and support from classmates and faculty. Seminar assignments and class sessions are designed to promote integration of theory and practice through critical reflection emphasizing praxis and the ongoing cultivation of personal-professional self as an actor empowered to effect social change to promote social and economic justice. The seminar aims to enhance students' purposeful use of self to effectively facilitate interactional relationship and problem-solving processes incorporating holistic, ecosystems, strengths based, human rights and empowerment perspectives at an advanced level.

#### Competencies

The social work curriculum is designed to provide students with the core knowledge, values, and skills for effective social work practice. The Council on Social Work Education has identified 9 core competencies, each of which have characteristic knowledge, values, and skills. The field evaluation tool is based upon these competencies as listed below:

#### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology

and the ethical use of technology in social work practice. Social workers:

• make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of

ethics as appropriate to context.

• use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

• demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

• use technology ethically and appropriately to facilitate practice outcomes; and

ï use supervision and consultation to guide professional judgment and behavior.

### **Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- ï apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- ï present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- ï apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education.

Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and

strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- ï apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- ï engage in practices that advance social, economic, and environmental justice.

### **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- ï use practice experience and theory to inform scientific inquiry and research;
- ï apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- ï use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- ï Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- ï assess how social welfare and economic policies impact the delivery of and access to social services;
- ï apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- ï apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

ï use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process.

Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- ï collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- ï apply knowledge of human behavior and the social environment, person-in-environment,

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and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

- ï develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
- and
- ï select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with

clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals.

Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

- ï critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

- ï apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- ï use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- ï negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- ï facilitate effective transitions and endings that advance mutually agreed-on goals

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes.

Social workers understand qualitative and quantitative methods for evaluating outcomes and

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practice effectiveness. Social workers:

- ï select and use appropriate methods for evaluation of outcomes;
- ï apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- ï critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- ï apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

**Advanced Standing Objectives for Field Practicum Component**

By the completion of SWK 653, the students are expected to be demonstrating satisfactory competence in each field objective expected for MSW level professional practice.

1. Apply advanced knowledge, values, and skills of social work practice, leadership, collaboration, and team membership within family and community practice OR interdisciplinary health care settings) by demonstrating:
  - a. all aspects of practice are guided by the thoughtful, purposeful use of the NASW Code of Ethics at advancing levels;
  - b. assessments and interventions are guided by empirical and evidence-based practice principles and standards;
  - c. effective and appropriate professional use of self in all phases of practice activities,
  - d. delivery of culturally competent and gender sensitive social work practice including appreciation and respect for diversity in relation to race, culture, religion, ethnicity, sexual orientation and differential ability;
  - e. effective use of communication skills (written and oral) at an advanced practice level, with a variety of client populations, colleagues, team members and members of the community,
  - f. appropriate use of technology required for professional social work practice within the agency;
  - g. social work skills at advancing levels required for effective for professional practice within the agency setting;
  - h. leadership, collaboration and team-work skills at a level expected for professional practice.

2. Conduct advanced family and community OR interdisciplinary health care policy analysis and practice by demonstrating:
  - a. sufficient knowledge and skill in assessment, planning, interventions and evaluation with attention to relationship-building, capacity-building and empowerment of individuals, families' organizations and communities.
  - b. the ability to complete comprehensive assessments and interventions progressively and accurately reflecting the dynamics of complex practice situations.
  - c. incorporating knowledge of how traditions, customs and beliefs influence client systems and assess how these might constitute resources and or challenges.
  - d. critically considering how socio-structural inadequacies, oppression, discrimination, social and economic injustices impact client systems.
  - e. the ability to analyze social policies and their impact on client systems, professional staff, and community;
  - f. advancing skill application in a collaborative model of community-based practice to facilitate multi-level systems change.
  
3. Appropriately conduct, evaluate, critically analyze and utilize qualitative and quantitative research evaluation at an advanced level of collaboration in family and community practice OR interdisciplinary health care policy) by:
  - a. demonstrating advanced ability to apply practice and program evaluation techniques to effectively evaluate, monitor, and validate practice activities with the populations served by the agency;
  - b. demonstrating understanding of the social work profession in the community context, and its current structure and issues within the specific practice setting in order to advance social work's professional goals within the agency setting;
  - c. critically evaluating published research and integrating evidence-based practice interventions, and evaluate their own practice interventions.
  
4. Appropriately utilize and provide supervision and consultation in the delivery of advanced practice with families and communities OR interdisciplinary health care policy, from a strengths perspective) by demonstrating:
  - a. advancing development of one's own leadership and team work skills in the professional social work role;
  - b. accurate recognition and assessment of one's own learning needs and taking responsibility for promoting and evaluating ongoing professional growth;
  - c. pro-active and effective preparation for supervisory and team meetings;
  - d. evidence of effectively utilizing supervisory and team feedback to advance practice knowledge and skills.

In Advanced Standing field seminars students are expected to:

1. Demonstrate ability to apply critical thinking skills within professional contexts, including synthesizing and applying to practice situations theories and knowledge studied in Social Work Practice, as well as other courses through-out the Behavioral Health focus and Behavioral Health curricula.
2. Specify congruence and discrepancies between their field experiences and content of the courses that they have taken to date.
3. Practice within the values and ethics of the social work profession and promote the same in others (individual, groups, and organizations) particularly in regards to celebration of human diversity and commitment to advance human rights and social and economic justice.
4. Disclose congruence and discrepancies between their personal values and ethics with those of the profession and service delivery systems.



5. Evidence purposeful professional use of self with change agent, client, target, and action systems across systems levels in the field as well as with classmates and faculty/instructor in Seminar. (
6. Analyze and describe both the agency/organization and community context of their practice.
7. Analyze how oppression and discrimination manifest in the various settings within which students and their clients operate and begin to develop planned change strategies to promote social and economic justice.

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8. Exhibit expertise at cultivating effective teamwork, collaboration and community-building in context of human diversity and inclusiveness.
9. Present their practicum learning contract and communicate to what extent individualized learning goals (in knowledge, skills and affective domains) have been realized, how success has been measured, reasons for goal attainment or not, and plan for further personal- professional development after graduating with an MSW degree.
10. Demonstrate capacity for effective supervision and consultation (as supervisee and supervisor, as consultee and consultant
11. Display increased competence in professional writing and recording

### **Behavioral Health Practice Behaviors**

### **Behavioral Health Social Work Competency Scale II with Life-long Learning in Relationship to Leadership Skills**

#### **I. VALUES, ETHICS, AND THEORETICAL PERSPECTIVES (Knowledge and value base, which is applied through skills/competencies.**

- a. Identify and assess one's own values and biases regarding substance abuse and mental illness, and, as necessary, take steps to dispel myths about these.
- b. Respect and promote clients' right to dignity and self-determination within the context of the law and safety concerns.
- c. Apply ethical principles to decisions on behalf of all clients with special attention to those with limited decisional capacity. This competency includes professional boundary issues in work with clients, client self-determination, life decisions, family conflicts, and guardianship.
- d. Respect diversity among clients, families, and professionals (e.g., class, race, ethnicity, gender, and sexual orientation). *This competency encompasses understanding how diversity relates to variations in the process of assessing and intervening in mental illness and substance abuse issues.*
- e. Address respectfully the cultural, spiritual, and ethnic values and beliefs of clients and families.
- f. Relate concepts and theories of biological, psychological, sociological to social work practice. *This competency includes understanding the effects of cohort and generational experiences on clients, the normal aging processes, and the life course perspective.*
- g. Relate social work perspectives and related theories to practice with clients (e.g., person-in-environment, social justice).
- h. Support individuals and families dealing with mental health, substance abuse and related physical issues related to trauma, other losses, and grief.
- i. Identify issues related to grief and loss, transitions, and adaptations to changes over the lifecycle
- j. Understand the perspective and values of social work in relation to working effectively with other disciplines in interdisciplinary practice with clients, their caregivers, and the community.

#### **II. ASSESSMENT**

- a. Use empathy and sensitive interviewing skills (e.g., reminiscence or life review, support groups, counseling) to assess social functioning (e.g., social skills, social

activity level) and social support of clients. *This competency includes being able to conduct a social history that identifies family, agency, community, and societal factors*

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*that contribute to and support the clients' independence and develop a service plan that builds on strengths and meet needs of clients, their families, or significant others.*

- b. Use empathy and sensitive interviewing skills (e.g., reminiscence or life review, support groups, counseling) to assess social functioning (e.g., social skills, social activity level) and social support of clients. *This competency includes being able to conduct a social history that identifies family, agency, community, and societal factors that contribute to and support the clients' independence and develop a service plan that builds on strengths and meet needs of our clients, their families, or significant others.*
- c. Adapt interviewing methods to potential sensory, language, and cognitive limitations of the client.
- d. Conduct a comprehensive evaluation of psychosocial factors that affect clients' physical and mental well-being. *This competency includes evaluating safety issues and degree of risk for clients.*
- e. Identify ways to ascertain the health status and physical functioning (e.g., ADLs and IADLs) of clients.
- f. Assess cognitive functioning and mental health needs (e.g., depression, dementia). *This competency includes knowing how to gather information regarding mental status (particularly memory), history of any past or current mental health problems, life satisfaction, coping abilities, mood or affect, and spirituality.*
- g. Assess caregivers' needs and level of stress.
- h. Be aware of standardized assessment and diagnostic tools that are appropriate for use with your particular clients (e.g., depression scale, Mini-Mental Status Exam).
- i. Develop clear, timely, and appropriate service or care plans with measurable objectives. *Such plans are to be based on functional status, life goals, symptoms management, and financial and social supports of clients and their families and are to address financial, legal, housing, medical, and social needs.*
- j. Reevaluate and adjust service or care plans on a continuing basis.

### III. INTERVENTION

- a. Establish rapport and maintain an effective working relationship with clients and family members. *This competency encompasses engaging and working with clients and their families within the home, community-based settings, and institutions.*
- b. Adapt psycho-educational approaches to enhance older persons' coping capacities and mental health.
- c. Utilize group interventions with clients and their families (e.g., bereavement groups, reminiscence groups).
- d. Mediate situations with angry or hostile clients and/or family members.
- e. Assist caregivers to reduce their stress levels and maintain their own mental and physical health. *This competency encompasses assisting families that are in crisis situations regarding their older family members, providing information to support family caregivers, and engaging family caregivers in maintaining their own mental and physical health.*
- f. Provide social work case management to link elders and their families to resources and services and to conduct long-term planning.
- g. Use educational strategies to provide older persons and their families with information related to wellness and disease management (e.g., Alzheimer's

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- disease, end of life care).
- h. Understand how to terminate work with older clients and their families.
- i. Advocate on behalf of clients with agencies and other professionals to help them obtain quality services.
- j. Adhere to laws and public policies related to clients (e.g., elder abuse reporting, legal guardianship, powers of attorney, wills, advance directives, and Do-Not-Resuscitate orders).

#### IV. SERVICES, PROGRAMS, AND POLICIES

- a. Identify how policies, regulations, and programs impact clients and their caregivers, particularly among historically disadvantaged populations (e.g., women and elders of color).
- b. Identify ways to outreach to clients and their families to insure appropriate use of the service continuum (e.g., health promotion, long term care, mental health). *This competency includes understanding the diversity of elders' attitudes toward the acceptance of services*
- c. Adapt organizational policies, procedures, and resources to facilitate the provision of services to diverse clients and their family caregivers. *This competency can encompass health, mental health, and long-term care policies.*
- d. Identify and develop strategies, including intergenerational approaches, to address service gaps, fragmentation, discrimination, and barriers that impact older persons.
- e. Include clients in planning and designing programs.
- f. Evaluate the effectiveness of practice and programs in achieving intended outcomes for clients
- g. Apply evaluation and research findings to improve practice and program outcomes.
- h. **Advocate and organize with service providers, community organizations, policy makers, and the public** to meet the needs and issues of a growing aging population. *The competency encompasses strategies to address age discrimination in relation to health, housing, employment, and transportation.*
- i. Identify the availability of resources and resource systems for clients and their families.
- j. Identify the major sources of funding for meeting the needs of clients.

#### V. LEADERSHIP IN THE PRACTICE ENVIRONMENT OF BEHAVIORAL

**HEALTH** *Leadership skills are lifelong learning objectives for which a foundation is laid in social work education. Competence is built over years of practice and continuing education.*

- a. Assess “self-in-relation” in order to motivate yourself and others including trainees, students, and staff toward mutual, meaningful achievement of a focused goal or committed standard of practice.
- b. Create a shared organizational mission, vision, values and policies responding to everchanging service systems in order to promote coordinated, optimal services for older persons.
- c. Analyze historical and current local, state, national policies from a global human rights perspective in order to inform action related to an identified social problem and/or program for clients for the purpose of creating change.
- d. Plan strategically to reach measurable objectives in program, organizational, or community development for clients.
- e. Administer programs and organizations from a strength’s perspective to maximize and sustain human resource (staff and volunteers) and fiscal resources for effectively serving clients.
- f. Build collaborations across disciplines and the service spectrum to assess access, continuity, and reduce gaps in services to clients.
- g. Manage individual (personal) and multi-stakeholder (interpersonal) processes at the community, interagency, and intra-agency levels in order to inspire, leverage power, and resources to optimize services for clients.

- h. Communicate to public audiences and policy makers through multiple media including writing synthesis reports and legislative statements and orally presenting the mission and outcomes of the services of an organization or for diverse client group (s).
- i. Advocate with and for clients and their families for building age friendly community capacity (including the use of technology) and enhance the contribution of older persons.
- j. Promote use of research (including evidence based practice) to evaluate and enhance the effectiveness of social work practice and aging related services.

#### Liberal Arts Perspective

Students are expected to draw upon previous knowledge acquired throughout their educational and life experience to guide their involvement in the field internship. Students will integrate knowledge drawn from scholarly works across other academic disciplines including sociology, philosophy, political science, economics, psychology, history, and the humanities. Student's liberal arts experience is expected to enrich their appreciation and inform their practice.

#### Professional Purpose and Values

Developing and re-enforcing professional values and refining practice skills are essential goals of this concentration year field experience. Students will consistently operationalize professional values and apply specific knowledge appropriate for ethical and quality practice.

#### Social and Economic Justice

The field experiences provide opportunities to focus on how intentional and unintentional forms of social and economic injustice impact populations. Consideration is given to development of practice skills in different settings with an eye toward shaping social and economic justice to all consumers. Human Diversity and Vulnerable Populations

The field experience is the optimal environment to recognize diversity and infuse prior knowledge of cultural differences, and human differences into practice skills. A focus of field practicum is to identify at-risk and vulnerable populations in order to constructively address issues with an appropriate intervention strategy in the community context.

Vulnerable persons are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses, which are not valued by dominant society.

Vulnerable persons are at-risk for social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power.

#### Linkages to Other Courses in the Social Work Curriculum

The integrated practice model in the second year of the program builds on the foundation-year generalist perspective. The outcomes objectives are to prepare practitioners who can analyze, intervene, and evaluate in ways that are highly differentiated, discriminating and self-critical assure

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coherence between the foundation year and the concentration year. Expected competencies are:

- the ability to synthesize and apply a broad range of knowledge,
- the ability to practice with a high degree of autonomy and skill,
- and the ability to refine and advance the quality of professional practice and that of the larger social work profession.

#### Academic Integrity

Education cannot take place in the absence of trust. Students are expected to abide and conduct themselves by the codes of academic integrity for Marshall University. The student or students responsible for a paper or presentation must be the sole authors of this assignment. No paper or assignment may be submitted to fulfill the requirements of more than one course (though ideas from one course may inform assignments for multiple classes). In all

assignments students must pay particular attention to proper citation according to the APA guidelines. Students unfamiliar with these guidelines are responsible for obtaining them. Papers that contain or are suspected of containing plagiarized material will be penalized and may result in disciplinary action.

### Optional Texts

Cournoyer, B. (2004). *Evidence-based practice: Skills book*. New York: Allyn & Bacon  
Glassman, U. (2016). *Finding your way through field work*. Sage Publications

**Other Readings:** Students are expected to utilize readings from other course work and the Field Manual. Additionally, it is expected that students will engage in readings in journals and books that are appropriate and relevant to the practice setting.

### Expectations

**A. Field Practicum Component:** Students and field instructor are expected to work together to create an environment conducive for optimal learning. This includes but is not limited to respecting the rights, beliefs, and opinions of each member of the community. Students are expected to come to supervision sessions prepared with appropriate content for specific case situations, and professional practice. Field instructors are expected to provide professional supervision that guides the student's learning relative to the stated learning objectives. The field instructor provides directed skill development and refinement by assisting the student in accomplishment of activities and methodologies within the agency scope of practice.

**B. Field Seminar Component:** Students are expected to attend each field seminar and actively participate and contribute to the seminar. Students are expected to demonstrate professional use of self and to identify and integrate into themselves the various components of social work knowledge, skills, and values at an advanced level using an integrated practice model.

### Teaching Methods and Course Content:

**Field Practicum Component:** The field instructor is responsible for guiding the student through learning activities at the agency/organization that allow the opportunity to enhance, refine, and develop new practice skills. An agency-based MSW field instructor supervises the student in the field practicum.

**Students' role in formal supervision:** Students are responsible for preparing for and

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actively participating in formal supervision with the agency-based MSW Field Instructor. (In addition, some students may also have an onsite supervisor (task supervisor). Students should schedule weekly supervision with their field instructor.

**Site visits:** The faculty field liaison or director of field will meet with each student and the students' field instructor at the placement site. These three-way meetings of student, field

instructor, and faculty liaison will focus on review of the students' individualized field learning agreement and evaluations of student and placement. Additional conferences will be scheduled on an as needed basis.

**Field Seminar Component:** Monthly field seminar classes will incorporate a variety of teaching-learning methods. Each class session will provide time for open field work discussion.

### Field Practicum Evaluation

The field education evaluations are best viewed as a part of an ongoing dialogue between field instructor and student, with the involvement of the faculty field liaison/seminar instructor. (This begins with the development of the *individualized learning contract*). The field evaluation objectives that form the basis of this evaluation come directly from the field outcome objectives. These objectives also directly relate to the concentration objectives of the

program. An attempt has been made to anchor the behaviors expected in each category. The program has an expectation that you will follow a process that is based on strength-based and empowerment principles within a collaborative framework. A process is presented in your field manual as a recommended guide.

In preparation for the development of the field evaluation, it is suggested that the students fill out an evaluation form as a self-assessment, and the Field Instructor fill one out another evaluation and a discussion between student and field instructor occur reviewing each evaluation assessment. This should be used as a tool for exploring discrepancies or hidden areas. The field instructor is responsible for evaluating the student progress in meeting field outcome objectives and has final say in the end of semester field evaluation.

By the last seminar class of the semester, the field evaluation form must be completed and signed by all parties and submitted to the faculty liaison (seminar instructor). The faculty liaison (seminar instructor) is responsible for determining the final grade for the field practicum component and / field seminar component of the course. Each component is weighted (see grading). Upon submission of final grades, the faculty liaison submits the field evaluation to the Director of Field Education for review. The field evaluation is filed in the student's field practicum file.

#### **Student Evaluation of the Field Agency and Field Instructor:**

Please complete the Student Evaluation of the Field Agency and Field Instructor form and narrative summary as specified in the field manual.

#### **Criteria for Evaluation**

The following criteria can be used by the student as a guideline for self-evaluation as work is being planned and written for either an oral or a written presentation. The instructor in evaluating work, which is submitted for evaluation and feedback, uses these same criteria.

- **Presentation and Organization:** Work follows a systematic progression of thought and it follows appropriate rules of presentation such as one inch margins, double-spacing, a title page, proper citations, numbering of pages, complete sentences, proper use of headings and subheadings, and free of any spelling and typographical errors. The degree to which the presentation is imaginative, captivating, and engaging will also be considered.
- **Conceptual Clarity:** When using theoretical concepts, clear definitions of each concept are

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given and they are used within a context appropriate for their meaning and purpose. Your grade will be determined on the basis of your ability to move across a continuum of abstraction to concreteness, dealing systematically with material and dealing with the parts as well as with the whole.

- **Theory/Practice Integration:** Theoretical discussion and practice illustrations from one's own practice can be found informing each other throughout the paper or presentation. They are woven together rather than presented in separate sections of the paper/presentation. Use your own practice or experience. Refer to other practice examples only when necessary. Make the presentation real for both yourself and the reader.
- **Use of Literature:** All major points and discussions are supported by specific and relevant literature. It is evident that assigned reading for the course has been covered and integrated into the various views of the topic at hand. Evidence of search for literature relevant for the topic has been engaged in. A List of References using a recognized format (e.g., APA) is included at the end of the assignment.
- **Critical Thinking/ Depth of Analysis/ Creativity:** Information from literature or class is not simply regurgitated but is also used for reflection and is "played" with as to how the ideas influence one's work and one's life. Some discovery of new ideas, challenge to ideas as they are represented by other authors and/or new insights are offered. There is evidence of analytic depth, which captures underlying social work values, beliefs and/or related issues. Grade will be determined by the way you interact with ideas, bring to bear your thinking in evaluating ideas, comparing or contrasting ideas, or utilizing conceptual models as a means of evaluating and critiquing ideas.

**Professional accountability will be based on the following criteria.**

- Engagement: The appropriate, respectful, and relevant participation in one's own learning as well as contributions to the learning of others.
- Integration: The demonstration of efforts to make connections, both conceptual and practical, between the course curriculum and your experience.
- Timely: Completion of assignments on date due, including coming to class prepared to discuss and apply assigned readings.

**Attendance Policy:** It is the policy of the program that attendance is required at all class sessions. Credit will be lost for each unexcused absence. It is the responsibility of the student to discuss missed class sessions and to make arrangements on how to make up the missed class time.

*One make up class, per course, may be provided at the instructor's discretion.* However, participation in class discussions is contingent upon attendance, therefore excessive absences (greater than 15% of class time) may result in the need to withdraw from the class or is grounds for the instructor to give a failing grade as outlined in the student manual.

In the event that you need to miss class or a portion of class, it is required that you contact the instructor before or immediately after class via email. The rationale for this policy is that professionalism is an essential component to social work practice; clients and employers require notification of emergencies, illness, religious holiday or obligations and missed appointments therefore you need to be accountable for your absence.

**Academic Standards:** The Marshall University MSW Program evaluates performance in

four general areas: 1) basic abilities to acquire professional skills; 2) mental and emotional abilities; 3) professional performance skills and 4) scholastic performance. Both professional behavior and scholastic performance comprise academic standards. The *Standards for Evaluating Academic Performance* are specified in the Student Handbook. These standards are utilized in assessing student' academic performance in meeting course expectations.

Instruction

The field director will assist in placing the student in an agency and providing orientation and training to the field instructor. The field director (or designated faculty liaison) will also teach the monthly seminars, make visits to the field site, participate in the midterm evaluation, assist in resolving problems, and assign a grade. The field instructor is the agency based supervisor who will orient the student to the agency, provide ongoing supervision and consultation, and evaluate field performance based on the competencies and practice behaviors as well as the expectation paper/learning contract. (See Field Manual for more detailed information)

**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... Demonstrate integrity, honesty and an ability to communicate the principles of the profession. (Competency 2A)	In-class group discussions written assessments	Field instruction Field seminar Weekly logs



Students will Employ values clarification as a process regarding use of self in their profession (Competency 2 A)	Appropriate use of supervision	Task conferences Field instruction Field seminar
Students will Recognize personal values assumptions and biases and not impose those views on clients (Competency 2 A; B)	Evaluation of weekly learning through written logs and regular meetings with task supervisors and/or field instructor	Field instruction Field Seminar Weekly logs
Students will Illustrate effective use of social work supervision (Competency 2C)	Regular meetings with task supervisors and/or field instructor	Task conferences Field instruction
Students will Recognize competing ethics and utilize decision making steps to address ethical dilemmas (Competency 2D)	Students will utilize task supervision, field instruction, field seminar, and confer with the field director if indicated	Task conferences Field instruction Field seminar

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Students will Be responsive to personal feelings, behavior and thoughts and understand how these can impact professional action which may contribute to social and economic justice (Competency 2D; E)	Field instruction journaling	Field Instruction Weekly logs
Students will Demonstrate the use of critical thinking skills in their approach to psychosocial assessment and intervention (Competency 3A;B)	Case evaluation and presentations	Field seminars Ethical case presentations

Students will Utilize the planned change model (GIM) when working with client system (Competency 3 B)	Field instruction Weekly logs	Review of cases during field seminars and during field instruction
Students will Utilize a wide range of recording formats to document case (client) activity which is appropriate and clearly articulated (Competency 3 C)	Case notes Weekly logs Case presentations	To be reviewed during field instruction and at field seminars



Students will Employ effective oral and written language skills in their professional communications (Competency 3 C)	Observation of student by task supervisor and/or field instructor	To be reviewed during site visits and field seminars
Students will Identify opportunities and implement strategies to advocate for clients (Competency 9)	Weekly logs Case presentations	Field seminar Field instruction
Students will Apply practice models and change strategies used by social workers (Competency 9A)	Weekly logs Agency evaluation	Field instruction Field seminar

### Course Requirements/Due Dates

<p>Turn in all appendices when requested Attend field seminars monthly Complete weekly logs Case presentations at field seminars Completion of 400 field hours Final evaluation by field instructor</p>
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### Grading Policy

**GRADING:** This course is credit/no credit. Students are evaluated based on class assignments, field seminar participation, and Field Placement Performance. The Field Director and Field Instructor, using a standard format, evaluate Field Placement performance primarily through joint conferences with the student, field instructor, and field director (or designee) and through the written evaluations of the field instructor. The field evaluation tools include an instrument for the field instructor to evaluate the student. This serves as a guide at midterm and is used as a final evaluation the student's field performance. (see Field Manual for instrument). The field director (or designee) participates in the midterm evaluation with the student and field instructor.

Assignments and attendance at weekly seminars are part of the grade. Weekly logs should be turned in weekly. Any student who falls two weeks behind may not be permitted to continue counting hours until the logs are caught up. Additionally, failure to regularly attend seminars could result in non-credit or extra field hours or assignments. Even though grading is credit/no credit, for any student to pass the course, he/she MUST complete ALL of the assignments, to the specifications of the agency field instructor and field director/academic faculty. Students will receive No Credit if ANY item is missing.

### Attendance Policy

**ABSENCE POLICY:** Students are expected to attend class. Absences are excused based on university policy.

### COURSE REQUIREMENTS:

#### ASSIGNMENTS:

1. Each student will complete 50 hours in the assigned field setting for each credit hour earned.

2. Each student will participate in the four seminars and submit all assignments.
3. Each student will also meet regularly with the agency field instructor and/or task supervisor
4. Each student will be responsible for the completion of assignments and required paperwork.
5. A Learning Contract must be submitted within the first two weeks of the practicum. It will focus on learning activities related to each of the 9 competencies. (See Field Manual)
6. Each student will read assignments individually tailored by the field instructor for the student's particular agency.
7. Students will attend all meetings designated by the contract with the agency and/or assigned by the academic faculty instructor.
8. All weekly logs will be submitted to the faculty field liaison. Failure to turn in logs in a timely fashion could result in hours not being counted toward the practicum.
9. Each student will complete an agency profile only if the placement site has changed.
10. Evaluation of Practice assignment: completion of this assignment. Instructions will be discussed in class.
11. All students will complete a self-evaluation/self-reflection as provided by field director.
12. All students will complete Bio-Psycho-Social assessment, diagnosis and treatment planning assignment

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**More specifically:**

All logs must be turned in. The faculty field liaison will notify the student within two weeks of turning in each log if the log needs to be rewritten or improved upon in some way. Logs must be satisfactory (70% score).

**Attendance at seminars is mandatory. Any absences need to be discussed with the faculty field liaison serving as instructor for the seminar. If absences become a problem (as defined by the faculty field liaison), the instructor may assign make-up work or, if the absences are excessive, may give the student NC for the class. If a student attends a different field seminar it has to be approved prior to attending by both instructors. No exceptions.**

A total of 450 hours of field work must be completed and documented through weekly logs signed by the field instructor and/or task supervisor.

Field instructor evaluation: student should have a minimum mean score of "3" overall. It is also desired that the student have a minimum mean score of "3" in each competency. If the mean score falls below this and/or there are major areas of concern regarding field performance, the course instructor will review with the student and may develop a plan for improvement in the 450-hour practicum or may determine that additional work in the practicum is needed, or that the student does not meet criteria to pass the course.

Other assignments: all other assignments must be turned in and considered "satisfactory" (generally meaning "C" level or above).

**TEACHING METHODS:** Discussion, activities, exercises and direct supervision by a social work professional, sometimes in conjunction with multi-disciplinary teams and colleagues, in a social welfare agency are the teaching methods that will be used. Monthly seminars will be held throughout the semester. Each student is expected to share field experiences and participate in

discussions during these seminars.

**CHANGES IN THIS AGREEMENT:** The supervisor reserves the right to amend this syllabus after proper notification, if extenuating circumstances develop. The class members will be informed of changes in this class syllabus.

**CONTINUATION IN THE PROGRAM:** See Field Manual: Termination Policies

It is expected that once a student is accepted into the MSW program, academic requirements and standards will be maintained. As a professional department, social work depends on continuing progress of the student toward a professional level of performance. The MSW degree is reserved for students who have demonstrated that level of competence. In addition to mastering a body of knowledge, a social worker must possess professional attitudes, skills, values, and ethics. Academic performance in the MSW program includes classroom performance, class attendance, ethical behavior, communication skills, and psychological wellbeing sufficient to maintain positive and constructive relationships with clients, students, the department, the university, and the community.

Occasionally, it is determined that a student in the MSW program may not be suited for the field of social work. This is based on a written faculty professional evaluation from observation in the classroom, field, and departmental interaction. The advisor may submit a written remedial action plan for the student or the advisor may counsel the student out of the MSW program. When withdrawal from the program is recommended, the student may appeal that decision to the department chair. If not

satisfied, the student may appeal in accordance with the university procedure as designated in The Academic Rights and Responsibilities of Students (see back of handbook) as published in The Marshall University Catalog, and Student Handbook.

### *Week 1&2 Beginning the Field Experience*

**OBJECTIVE:** To understand the purpose and objective of the field placement and to familiarize and prepare the student to work with all aspects of the Social Work field, profession, and the agencies that provide services.

#### **TOPICS:**

- A. Review of course requirements and competencies and Field Manual
- B. Learning contract
- C. Review of code of ethics and professional behaviors in field setting
- D. Review of scope of practice for social workers

### *Weeks 3-16: Practicum*

**Objective:** To achieve the 9 competencies and enhance writing skills and strategies.

#### **Practicum Related Discussions**

Traditional seminar activities are the chief form of instruction. Active participation of students in

discussion is required and student presentations are required. Topic areas and presentations are based on student logs, case presentations, and discussion of the weekly experience of students in their practicum agencies. Practicum related discussion will vary according to case presentations, but they will center on the 9 competencies and include content on professionalism, ethics, critical thinking, diversity, human rights and social and economic justice, research, human behavior and the social environment, social policy, contexts that shape practice, and the generalist problem solving process including knowledge/values/skills. In addition, through weekly logs, documentation activities, and formal written assignments, writing skills and strategies will be enhanced.

### Assignments for weekly seminars

#### *Oral Ethical Case Presentation*

All students should be prepared to give an oral ethical case presentation at each seminar. Ethical Case presentations should address the following questions: Why did you select this particular case for presentation? What was your dilemma and why did you feel that it would be important to discuss? What competencies, knowledge, values, skills relate to this situation? What questions would you like answered or issues clarified because of this presentation? Social Work Code of Ethics is very specific but the way we address issues are not just black and white. We are forced many times in ethical dilemmas to think outside of the box. How we approach a problem can be from cultural backgrounds of the client, from faith-based issues of the client, from self-determination of a client, and many times we must check our own biases at the door. We need to look at ethical issues from every angle to provide the best working solutions and suggestions for the client.

Please include relevant information regarding social history and as well as client response to the intervention process. **As always, the confidentiality of the clients' identity should be maintained.**

Time may also be designated for students to present information relative to agency profile and evaluation of practice

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

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

College: COLA Dept/Division: Graduate Humanities Program

Contact Person: L. Eric Lassiter Phone: 304-746-1923




Name of Certificate Graduate Certificate in Appalachian Studies

Check action requested:  Addition  Deletion  Change

Effective Term/Year Fall 20  Spring 20  Summer 20

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

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

Dept. Chair/Division Head <u></u>	Date <u>03/13/24</u>
College Curriculum Chair <u>Jonathan Kozar</u>	Date <u>04/01/24</u>
College Dean <u></u>	Date <u>3/14/2024</u>
Graduate Council Chair <u></u>	Date <u>5-6-24</u>
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____

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

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Please provide a rationale for addition, deletion, change:

Change to admission requirements should be more in line with the MA in Humanities degree, in which many students embed the certificate. In addition, a change in language to the "course requirements" needs revision to reflect a change in curriculum approved in 2022 (to HUMN 680, changed from "3" to "3 - 6" hours).

Please describe any changes in curriculum:

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

NONE.

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

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

NONE

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

NONE

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

## Request for Graduate Addition, Deletion, or Change of a Certificate-Page 3

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### 3. **Current Catalog Description**

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

See attached.

### 4. **Edits to the Current Description**

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

### 5. **New Catalog Description**

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

See attached.

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

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

Department:

Name of Certificate:

Credit Hours:

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

Rationale:

**Department: Graduate Humanities Program**

**Name of Certificate: Graduate Certificate in Appalachian Studies**

**Credit Hours: 16**

**Type of change: change to catalog description.**

**Rationale: Change to admission requirements should be more in line with the MA in Humanities degree, in which many students embed the certificate. In addition, a change in language to the "course requirements" needs revision to reflect a change in curriculum approved in 2022 (to HUMN 680, changed from "3" to "3 - 6" hours).**



### 3. Current Catalog Description

#### Admission Requirements

Students may pursue the graduate certificate in Appalachian Studies while enrolled in the Humanities M.A. program or as a certificate-only student. Students already enrolled in the M.A. degree program should submit to Graduate Admissions a Secondary Program Request form: <https://www.marshall.edu/graduate/current-students/forms-and-information/>.

Applicants interested in the certificate-only program should apply for admission to Marshall University as a Certificate/Professional Development student and select on the application form the Certificate in Appalachian Studies. Applicants must have a bachelor's degree from an accepted, accredited institution.

#### Course Requirements

- **Interdisciplinary Core Classes (3 hours). Choose One:**
  - CULS 611 Appal Std: Themes & Voices Orients students to the significant political, social, and cultural issues and research in Appalachian studies.
  - CULS 612 Time & Place in Appalachia Examines the importance of geography, topography, and geology to the history and development of the Appalachian region.
- **Electives (9 hours)**

Students may take a broad range of rotating and Special Topics courses. Examples include:

  - Appalachian Cultures
  - Appalachian Archaeology
  - Geography of Appalachia
  - West Virginia History
  - First Peoples of Appalachia
  - Images of Appalachia
  - Religious Traditions in Appalachia
  - Ethnic History of West Virginia
  - Coal Mine Life, Work and Culture
  - Sociology of Appalachia
  - Appalachian Writers - 20th C.
- **Capstone Experience (3 hours) HUMN 680 Independent Research Symposium**

This research colloquium affords students the opportunity to complete independent research or field work under the guidance of faculty mentors

teaching in the certificate program. Seminar meetings allow students to share research and examine issues arising from the research.

#### 4. Edits to the Current Description

##### Admission Requirements

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Applicants interested in the certificate-only program should apply for admission to Marshall University as a Certificate/Professional Development student and select on the application form the Certificate in Appalachian Studies. Applicants must have a bachelor's degree from an accepted, accredited institution, and an undergraduate grade point average of 3.0 on a scale of 4 from the bachelor's degree transcript.

Applicants are strongly encouraged to review the Program website (see <https://www.marshall.edu/graduatehumanities>) and contact the Graduate Humanities Program Director before officially applying to the Certificate Program.

##### Course Requirements

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- Ethnic History of West Virginia
- Coal Mine Life, Work and Culture
- Sociology of Appalachia
- Appalachian Writers –20th C.
- Capstone Experience (3—6 hours) [HUMN 680](#) Independent Research Symposium  
This research colloquium affords students the opportunity to complete independent research or field work under the guidance of faculty mentors teaching in the certificate program. Seminar meetings allow students to share research and examine issues arising from the research.

## 5. New Catalog Description

### Admission Requirements

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This research colloquium affords students the opportunity to complete independent research or field work under the guidance of faculty mentors teaching in the certificate program. Seminar meetings allow students to share research and examine issues arising from the research.

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

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

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

College: COLA

Dept/Division: Graduate Humanities Program

Contact Person: Eric Lassiter

Phone: (304) 746-1923

Degree Program MA in Humanities

Check action requested:  Addition  Deletion  Change

Effective Term/Year    Fall 20 24    Spring 20     Summer 20

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

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

Dept. Chair/Division Head <u></u>	Date <u>03-06-24</u>
College Curriculum Chair <u>Jonathan Kozar</u>	Date <u>04/01/24</u>
College Dean <u></u>	Date <u>3/14/2024</u>
Graduate Council Chair <u></u>	Date <u>5-6-24</u>
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____
Board of Governors Approval _____	Date _____

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

The MA in Humanities Program has been approved for online, synchronous, all-virtual delivery. The requested changes reflect that approval, as well as planned changes to the curriculum within this new virtual delivery framework.

Please describe any changes in curriculum:

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

See attached.

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

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

NONE

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

Department:

Major or Degree:

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

Rationale:

**Department: Graduate Humanities Program**

**Major or Degree: MA in Humanities**

**Type of Change: Change in catalog descriptions under the headings of Program Description, Admission Requirements, Program Requirements, Plan of Study.**

**Rationale: The program has recently transitioned to an on-line, synchronously delivered, all-virtual program. New descriptions reflect this change, as well as changes to admission requirements (e.g., dropping the GRE and adding new admissions criteria) and program requirements (e.g., reducing hours required for completion from 39 to 36 hours and revising the comprehensive assessment). Changes related to curriculum have materialized from annual program reviews and our most recent 5-year cycle Program Review.**

### 3. Current Catalog Description

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

#### Program Description

The Master of Arts in Humanities stresses an interdisciplinary approach, embracing a variety of fields, while allowing conventional disciplinary studies as an integral part of the program. Students consult with faculty advisors to determine individual plans of study. After completing a prescribed core of humanities courses, the student elects one of four areas of concentration (Arts and Society; Cultural Studies; Historical Studies; Literary Studies). Although the student's plan may encompass courses from more than one area of concentration it will have strong intellectual coherence. The program enhances the student's ability to deal critically and flexibly with intellectual, social, political, historical, literary, or artistic issues with a broad humanistic perspective. The Humanities Program strongly encourages students not concerned with pursuing the degree (such as teachers using classes for certification and those who want to take courses for their own continuing education) to enroll as non-degree students.

#### Admission Requirements

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

In addition applicants must have:

- a score in the 60th percentile or higher on the verbal section of the Graduate Record Examination (GRE) General Test or an equivalent score on the Miller Analogies Test (MAT);
- an undergraduate major in the humanities broadly defined;
- an undergraduate grade point average of 3.0 on a scale of 4 from the bachelor's degree transcript, or a score in or above the 40th percentile in the GRE subject test of Literature in English.

Applicants who do not meet all of the above admissions requirements may be admitted provisionally. A provisionally admitted student must earn a grade of B or above in their first twelve hours of coursework in the humanities, the twelve hours to include:

HUMN 604 Expository Wrtng for Research 3

Select one of the following Core Courses: 3

HUMN 600: Intro to Study in Humanities  
HUMN 601: Literary Theory & Criticism  
HUMN 602: Historical Studies  
HUMN 603: History & Theory of the Arts  
HUMN 605: Wstrn Trdtns/Contemp Cultures

### 3. Current Catalog Description

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

#### Program Requirements

Degree students have the options of a thesis or final project. Students electing the thesis complete a total of 36 hours, six of which are the thesis (HUMN 680 Independent Research Symposium and HUMN 681 Independent Research Symposium). Students electing the project option complete a total of 39 hours, three of which are the project (HUMN 680 Independent Research Symposium).

With both options, students must pass a comprehensive examination. All individual plans of study are organized according to the following general structure:

#### Humanities Core

HUMN 600: Intro to Study in the Humanities 3  
HUMN 604: Expository Wrtng for Research 3

Select two of the Following: 6

HUMN 601: Literary Theory & Criticism  
HUMN 602: Historical Studies  
HUMN 603: History & Theory of the Arts  
HUMN 605: Wstrn Trdtns/Contemp Cultures

#### Concentration

Select a minimum of 15 hours from one of the four following areas:  
A&S, CULS, HIST, LITS 15

#### Program Electives

Select 3-12 hours 3-12 3-12

#### Independent Research Project or Thesis

Select one of the following:

Independent Research Project (3 hours)

Thesis (6 hours)

**Total Credit Hours 33-45**

### **3. Current Catalog Description**

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

#### Plan of Study

Before registration for the 12th graduate credit hour, all graduate students must complete an official Plan of Study form to be approved by the Graduate Director and/or Department Chair and submitted to the Graduate Studies office.

Within a concentration, a student may select courses to develop personal interests. Note: Not all courses are offered at every teaching site. Students should understand that some plans of study may require travel to other teaching sites in West Virginia.

No more than twelve hours may be taken at the 500 level. A student nearing the completion of a plan of study may request an independent study course on a topic unavailable through regular courses. In such a case, the student will work under the direct supervision of a faculty member. The student's advisor and the program director must approve the independent study.

Degree students are expected to maintain a 3.0 Grade Point Average in their courses. After a minimum of 24 hours of course credits and consultation with the advisor, a student is eligible to sit for the examination which is related to the core and to the individual plan of study. Note: Students may not enroll in HUMN 680 Independent Research Symposium until they have passed the comprehensive examination.

For further information on the degree program (sample plans of study, comprehensive examination, and independent research options), students should consult the Humanities Program Guide, available from the program director in South Charleston. Because degree students in Humanities have individualized plans of study, they are cautioned to contact the program director when applying for graduate study and to meet regularly with their advisors.

Note: Some courses, Classics, Communication Studies, English, History, Journalism and Mass Communications, and Philosophy also may be appropriate for the plan of study in Humanities.

#### 4. Edits to the Current Description

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

##### Program Description

The Master of Arts in Humanities is an on-line, synchronously delivered, all-virtual program. Most courses are offered in a seminar format: discussion-based graduate-level courses focused on reading, open and regular dialogue, collaborative and interactive interpretation, research and writing. The curriculum stresses an interdisciplinary approach, embracing a variety of fields, while allowing conventional disciplinary studies as an integral part of the program. Students consult with faculty advisors the Program Director to determine individual plans of study. After completing a prescribed core of humanities courses, the student elects one of four areas of concentration (Arts and Society; Cultural Studies; Historical Studies; Literary Studies). Although the student's plan may encompass courses from more than one area of concentration it will have strong intellectual coherence. The program enhances the student's ability to deal critically and flexibly with intellectual, social, political, historical, literary, or artistic issues with a broad humanistic perspective. The Graduate Humanities Program strongly encourages recommends that students not concerned with pursuing the degree (such as teachers using classes for certification and those who want to take courses for their own continuing education) to enroll as non-degree students.

##### Admission Requirements

Applicants are strongly encouraged to review the Program website (see <https://www.marshall.edu/graduatehumanities>) and contact the Graduate Humanities Program Director before officially applying to the Program.

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at [www.marshall.edu/graduate/admissions/how-to-apply-for-admission](http://www.marshall.edu/graduate/admissions/how-to-apply-for-admission). GRE scores are not required.

In addition Specific to the Graduate Humanities Program, applicants must have:

- a score in the 60th percentile or higher on the verbal section of the Graduate Record Examination (GRE) General Test or an equivalent score on the Miller Analogies Test (MAT);
- have an undergraduate major in the humanities broadly defined;
- have an undergraduate grade point average of 3.0 on a scale of 4 from the bachelor's degree transcript; and, or a score in or above the 40th percentile in the GRE subject test of Literature in English;
- submit an essay (sent to the Director of the Graduate Humanities Program). This essay should elaborate the applicant's degree goals and reasons for selecting the MA in Humanities. It should be specific with examples and include description of key texts important to the applicant.

In addition, a virtual interview is required after an application has been received and before a final decision is made. The Program Director will schedule the interview. Applicants

#### 4. Edits to the Current Description

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

should be prepared to discuss their essay, degree goals, and reasons for selecting the MA in Humanities.

Applicants who do not meet all of the above admissions requirements may be admitted provisionally. A provisionally admitted student must earn a grade of B or above in their first twelve hours of coursework in the humanities; the twelve hours to include:

~~HUMN 604: Expository Wrting for Research~~ 3

Select one of the following Core Courses: 3

- ~~HUMN 600: Intro to Study in Humanities~~
- ~~HUMN 601: Literary Theory & Criticism~~
- ~~HUMN 602: Historical Studies~~
- ~~HUMN 603: History & Theory of the Arts~~
- ~~HUMN 605: Wstrn Trdtns/Contemp Cultures~~

#### Program Requirements

The MA in Humanities requires 36 hours to complete. Degree students have the options of a thesis or final project. Students electing the thesis must complete a total of 36 hours, six of which are the thesis (both HUMN 680 Independent Research Symposium and HUMN 681 Independent Research Symposium). Students electing the project option must complete a total of 39 hours, three of which are the project (HUMN 680 Independent Research Symposium) only.

With both options, students must pass a comprehensive examination complete a final comprehensive portfolio assessment, included with the thesis or final project. All individual plans of study are organized according to the following general structure:

#### Humanities Core

HUMN 600: Intro to Study in the Humanities 3  
HUMN 604: Expository Wrting for Research 3

Select one two of the Ffollowing: 36

- HUMN 601: Literary Theory & Criticism
- HUMN 602: Historical Studies
- HUMN 603: History & Theory of the Arts
- HUMN 605: Wstrn Trdtns/Contemp Cultures

#### 4. Edits to the Current Description

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

#### Concentration

Select a minimum of 15 hours from ~~one of the four~~ following areas to develop a concentration in cultural, historical, literary studies or arts & society (given the interdisciplinary approach of the Program, all 15 hours need not necessarily be the same course designator):

A&S, CULS, HIST, LITS 15

#### Program Electives

Select ~~3-12~~ 6-9 hours 3-12 6-9

#### Independent Research Project or Thesis

Select one of the following:

Independent Research Project (3 hours)

Thesis (6 hours)

**Total Credit Hours** 33-4536

#### Plan of Study

Before registration for the 12th graduate credit hour, all graduate students must complete an official Plan of Study form to be approved by the Graduate Director ~~and/or Department Chair~~ and submitted to the Graduate Studies ~~Dean's~~ office.

Within a concentration, a student may select courses to develop personal interests. ~~Note: Not all courses are offered at every teaching site. Students should understand that some plans of study may require travel to other teaching sites in West Virginia.~~ Given the interdisciplinary approach of the Program, all 15 hours need not necessarily be the same course designator. Students may embed graduate certificates (such as the Graduate Certificate in Appalachian Studies) within the requirements for the concentration and electives.

No more than twelve hours may be taken at the 500 level. ~~A student nearing the completion of a plan of study may~~ If applicable, students may request an independent study course on a topic unavailable through regular courses. In such a case, the student will work under the direct supervision of a faculty member. The student's advisor and the pProgram dDirector must approve the independent study.



#### **4. Edits to the Current Description**

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

Degree students are expected to maintain a 3.0 Grade Point Average in their courses. After a minimum of 24 hours of course credits and consultation with the advisor, a student is eligible to sit for the examination which is related to the core and to the individual plan of study. Note: Students may not enroll in HUMN 680 Independent Research Symposium until they have passed the comprehensive examination:

For further information on the degree program (sample plans of study, comprehensive examination, and independent research options), students should consult the Graduate Humanities website at <https://www.marshall.edu/graduatehumanities> Program Guide, available from the program director in South Charleston. Because degree students in the Graduate Humanities Program have individualized plans of study, they are cautioned strongly encouraged to contact the program director when applying for graduate study and to meet regularly with their advisors the Program Director.

Note: Some Courses related to the interdisciplinary approach of the Graduate Humanities Program, Classics, Communication Studies, English, History, Journalism and Mass Communications, and Philosophy also may be appropriate for the plan of study in the Humanities MA.



## **5. New Catalog Description**

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

### Program Description

The Master of Arts in Humanities is an on-line, synchronously delivered, all-virtual program. Most courses are offered in a seminar format: discussion-based graduate-level courses focused on reading, open and regular dialogue, collaborative and interactive interpretation, research and writing. The curriculum stresses an interdisciplinary approach, embracing a variety of fields, while allowing conventional disciplinary studies as an integral part of the program. Students consult with the Program Director to determine individual plans of study. After completing a prescribed core of humanities courses, the student elects one of four areas of concentration (Arts and Society; Cultural Studies; Historical Studies; Literary Studies). Although the student's plan may encompass courses from more than one area of concentration it will have strong intellectual coherence. The program enhances the student's ability to deal critically and flexibly with intellectual, social, political, historical, literary, or artistic issues with a broad humanistic perspective. The Graduate Humanities Program recommends that students not concerned with pursuing the degree (such as teachers using classes for certification and those who want to take courses for their own continuing education) to enroll as non-degree students.

### Admission Requirements

Applicants are strongly encouraged to review the Program website (see <https://www.marshall.edu/graduatehumanities>) and contact the Graduate Humanities Program Director before officially applying to the Program.

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at [www.marshall.edu/graduate/admissions/how-to-apply-for-admission](http://www.marshall.edu/graduate/admissions/how-to-apply-for-admission). GRE scores are not required.

Specific to the Graduate Humanities Program, applicants must:

- have an undergraduate major in the humanities broadly defined;
- an undergraduate grade point average of 3.0 on a scale of 4 from the bachelor's degree transcript; and
- submit an essay (sent to the Director of the Graduate Humanities Program). This essay should elaborate the applicant's degree goals and reasons for selecting the MA in Humanities. It should be specific with examples and include description of key texts important to the applicant.

In addition, a virtual interview is required after an application has been received and before a final decision is made. The Program Director will schedule the interview. Applicants should be prepared to discuss their essay, degree goals, and reasons for selecting the MA in Humanities.

### 5. New Catalog Description

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

Applicants who do not meet all of the above admissions requirements may be admitted provisionally. A provisionally admitted student must earn a grade of B or above in their first twelve hours of coursework in the humanities.

### Program Requirements

The MA in Humanities requires 36 hours to complete. Degree students have the options of a thesis or final project. Students electing the thesis must complete both HUMN 680 Independent Research Symposium and HUMN 681 Independent Research Symposium. Students electing the project option must complete HUMN 680 Independent Research Symposium only.

With both options, students must complete a final comprehensive portfolio assessment, included with the thesis or final project. All individual plans of study are organized according to the following general structure:

#### **Humanities Core**

HUMN 600: Intro to Study in the Humanities	3
HUMN 604: Expository Wrtnng for Research	3

Select one of the following:	3
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- HUMN 601: Literary Theory & Criticism
- HUMN 602: Historical Studies
- HUMN 603: History & Theory of the Arts
- HUMN 605: Wstrn Trdtns/Contemp Cultures

#### **Concentration**

Select a minimum of 15 hours from the four following areas to develop a concentration in cultural, historical, literary studies or arts & society (given the interdisciplinary approach of the Program, all 15 hours need not necessarily be the same course designator):

A&S, CULS, HIST, LITS	15
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#### **Program Electives**

Select 6–9 hours	6–9
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#### **Independent Research Project or Thesis**

Select one of the following:

### 5. New Catalog Description

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

Independent Research Project (3 hours)

Thesis (6 hours)

**Total Credit Hours**

**36**

### Plan of Study

Before registration for the 12th graduate credit hour, all graduate students must complete an official Plan of Study form to be approved by the Director and submitted to the Dean's office.

Within a concentration, a student may select courses to develop personal interests. Given the interdisciplinary approach of the Program, all 15 hours need not necessarily be the same course designator. Students may embed graduate certificates (such as the Graduate Certificate in Appalachian Studies) within the requirements for the concentration and electives.

No more than twelve hours may be taken at the 500 level. If applicable, students may request an independent study course on a topic unavailable through regular courses. In such a case, the student will work under the direct supervision of a faculty member. The Program Director must approve the independent study.

Degree students are expected to maintain a 3.0 Grade Point Average in their courses.

For further information on the degree program students should consult the Graduate Humanities website at <https://www.marshall.edu/graduatehumanities>. Because degree students in the Graduate Humanities Program have individualized plans of study, they are strongly encouraged to meet regularly with the Program Director.

Note: Courses related to the interdisciplinary approach of the Graduate Humanities Program may be appropriate for the plan of study in the Humanities MA.



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

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

College: COLA Dept/Division: Graduate Humanities Program

Contact Person: L. Eric Lassiter Phone: 304-746-1923




Name of Certificate Graduate Certificate in Appalachian Studies

Check action requested:  Addition  Deletion  Change

Effective Term/Year Fall 20  Spring 20  Summer 20

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

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

Dept. Chair/Division Head 	Date <u>03/13/24</u>
College Curriculum Chair <u>Jonathan Kozar</u>	Date <u>04/01/24</u>
College Dean 	Date <u>3/14/2024</u>
Graduate Council Chair 	Date <u>5-6-24</u>
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____

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

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Please provide a rationale for addition, deletion, change:

Change to admission requirements should be more in line with the MA in Humanities degree, in which many students embed the certificate. In addition, a change in language to the "course requirements" needs revision to reflect a change in curriculum approved in 2022 (to HUMN 680, changed from "3" to "3 - 6" hours).

Please describe any changes in curriculum:

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

NONE.

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

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

NONE

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

NONE

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

## Request for Graduate Addition, Deletion, or Change of a Certificate-Page 3

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### 3. **Current Catalog Description**

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

See attached.

### 4. **Edits to the Current Description**

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

### 5. **New Catalog Description**

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

See attached.

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

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

Department:

Name of Certificate:

Credit Hours:

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

Rationale:

**Department: Graduate Humanities Program**

**Name of Certificate: Graduate Certificate in Appalachian Studies**

**Credit Hours: 16**

**Type of change: change to catalog description.**

**Rationale: Change to admission requirements should be more in line with the MA in Humanities degree, in which many students embed the certificate. In addition, a change in language to the "course requirements" needs revision to reflect a change in curriculum approved in 2022 (to HUMN 680, changed from "3" to "3 - 6" hours).**



### 3. Current Catalog Description

#### Admission Requirements

Students may pursue the graduate certificate in Appalachian Studies while enrolled in the Humanities M.A. program or as a certificate-only student. Students already enrolled in the M.A. degree program should submit to Graduate Admissions a **Secondary Program Request form**: <https://www.marshall.edu/graduate/current-students/forms-and-information/>.

Applicants interested in the certificate-only program should apply for admission to Marshall University as a Certificate/Professional Development student and select on the application form the Certificate in Appalachian Studies. Applicants must have a bachelor's degree from an accepted, accredited institution.

#### Course Requirements

- **Interdisciplinary Core Classes (3 hours). Choose One:**
  - CULS 611 Appal Std: Themes & Voices Orients students to the significant political, social, and cultural issues and research in Appalachian studies.
  - CULS 612 Time & Place in Appalachia Examines the importance of geography, topography, and geology to the history and development of the Appalachian region.
- **Electives (9 hours)**

Students may take a broad range of rotating and Special Topics courses. Examples include:

  - Appalachian Cultures
  - Appalachian Archaeology
  - Geography of Appalachia
  - West Virginia History
  - First Peoples of Appalachia
  - Images of Appalachia
  - Religious Traditions in Appalachia
  - Ethnic History of West Virginia
  - Coal Mine Life, Work and Culture
  - Sociology of Appalachia
  - Appalachian Writers - 20th C.
- **Capstone Experience (3 hours) HUMN 680 Independent Research Symposium**

This research colloquium affords students the opportunity to complete independent research or field work under the guidance of faculty mentors

teaching in the certificate program. Seminar meetings allow students to share research and examine issues arising from the research.

#### 4. Edits to the Current Description

##### Admission Requirements

Students may pursue the graduate certificate in Appalachian Studies while enrolled in the Humanities M.A. program or as a certificate-only student. Students already enrolled in the M.A. degree program should submit to Graduate Admissions a Secondary Program Request form: <https://www.marshall.edu/graduate/current-students/forms-and-information/>.

Applicants interested in the certificate-only program should apply for admission to Marshall University as a Certificate/Professional Development student and select on the application form the Certificate in Appalachian Studies. Applicants must have a bachelor's degree from an accepted, accredited institution, and an undergraduate grade point average of 3.0 on a scale of 4 from the bachelor's degree transcript.

Applicants are strongly encouraged to review the Program website (see <https://www.marshall.edu/graduatehumanities> ) and contact the Graduate Humanities Program Director before officially applying to the Certificate Program.

##### Course Requirements

- Interdisciplinary Core Classes (3 hours). Choose One:
  - CULS.611 Appal Std: Themes & Voices Orients students to the significant political, social, and cultural issues and research in Appalachian studies.
  - CULS.612 Time & Place in Appalachia Examines the importance of geography, topography, and geology to the history and development of the Appalachian region.
- Electives (9 hours)  
Students may take a broad range of rotating and Special Topics courses. Examples include:
  - Appalachian Cultures
  - Appalachian Archaeology
  - Geography of Appalachia
  - West Virginia History
  - First Peoples of Appalachia
  - Images of Appalachia
  - Religious Traditions in Appalachia

- Ethnic History of West Virginia
- Coal Mine Life, Work and Culture
- Sociology of Appalachia
- Appalachian Writers –20th-C.
- Capstone Experience (3—6 hours) [HUMN 680](#) Independent Research Symposium  
This research colloquium affords students the opportunity to complete independent research or field work under the guidance of faculty mentors teaching in the certificate program. Seminar meetings allow students to share research and examine issues arising from the research.

## 5. New Catalog Description

### Admission Requirements

Students may pursue the graduate certificate in Appalachian Studies while enrolled in the Humanities M.A. program or as a certificate-only student. Students already enrolled in the M.A. degree program should submit to Graduate Admissions a Secondary Program Request form: <https://www.marshall.edu/graduate/current-students/forms-and-information/>.

Applicants interested in the certificate-only program should apply for admission to Marshall University as a Certificate/Professional Development student and select on the application form the Certificate in Appalachian Studies. Applicants must have a bachelor's degree from an accepted, accredited institution, and an undergraduate grade point average of 3.0 on a scale of 4 from the bachelor's degree transcript.

Applicants are strongly encouraged to review the Program website (see <https://www.marshall.edu/graduatehumanities> ) and contact the Graduate Humanities Program Director before officially applying to the Certificate Program.

### Course Requirements

- Interdisciplinary Core Classes (3 hours). Choose One:
  - [CULS 611](#) Appal Std: Themes & Voices Orients students to the significant political, social, and cultural issues and research in Appalachian studies.
  - [CULS 612](#) Time & Place in Appalachia Examines the importance of geography, topography, and geology to the history and development of the Appalachian region.

- **Electives (9 hours)**

Students may take a broad range of rotating and Special Topics courses.

Examples include:

- Appalachian Cultures
- Appalachian Archaeology
- Geography of Appalachia
- West Virginia History
- First Peoples of Appalachia
- Images of Appalachia
- Religious Traditions in Appalachia
- Ethnic History of West Virginia
- Coal Mine Life, Work and Culture
- Sociology of Appalachia
- Appalachian Writers

- **Capstone Experience (3—6 hours) HUMN.680 Independent Research Symposium**

This research colloquium affords students the opportunity to complete independent research or field work under the guidance of faculty mentors teaching in the certificate program. Seminar meetings allow students to share research and examine issues arising from the research.

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

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

College: COS Dept/Division: Biological Sciences

Contact Person: Wesley Stites Phone: 3046962371




Name of Certificate GSX0 Bioinformatics

Check action requested:  Addition  Deletion  Change

Effective Term/Year Fall 20  24 Spring 20  Summer 20

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

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

Dept. Chair/Division Head <u></u>	Date <u>02/28/2024</u>
College Curriculum Chair <u></u>	Date <u>03/15/2024</u>
College Dean _____	Date _____
Graduate Council Chair <u></u>	Date <u>5-6-24</u>
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____

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

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Please provide a rationale for addition, deletion, change:

Rationale - the Bioinformatics Certificate Program has been available to students since 2013. However, only one student has enrolled in the program and no students have completed the certificate. Assessment data for the program does not exist and the program has not been reviewed.

The discontinuation of the program has been supported by the Graduate Council at their February 23, 2024 meeting due to multiple red flags in necessity, adequacy, and viability.

Please describe any changes in curriculum:

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

none

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

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

none

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

none

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

## Request for Graduate Addition, Deletion, or Change of a Certificate-Page 3

---

### 3. **Current Catalog Description**

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

delete program from catalog

### 4. **Edits to the Current Description**

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

### 5. **New Catalog Description**

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

delete program from catalog

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

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

Department:

Name of Certificate:

Credit Hours:

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

Rationale:

none



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

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

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

College: BusinessDept/Division: ManagementContact Person: Deepak SubediPhone: 304-696-2676Degree Program Business Administration (MBA)Check action requested:  Addition  Deletion  ChangeEffective Term/Year    Fall 20     Spring 20     Summer 20 24

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

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

Dept. Chair/Division Head <u>[Signature]</u>	Date <u>3/29/24</u>
College Curriculum Chair <u>B.P. Yarbz [Signature]</u>	Date <u>4-1-2024</u>
College Dean <u>[Signature]</u>	Date <u>4-1-2024</u>
Graduate Council Chair <u>[Signature]</u>	Date <u>5-6-24</u>
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____
Board of Governors Approval _____	Date _____

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

---

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

Provide students a quicker and more cost efficient way to cover foundation material needed for graduate level courses.

Please describe any changes in curriculum:

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

None. Allowing another option for students to complete undergraduate foundational prerequisite.

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

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

None

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

None

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

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

### **3. Current Catalog Description**

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

Attached

### **4. Edits to the Current Description**

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

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

### **5. New Catalog Description**

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

Attached

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

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

Department:

Major or Degree:

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

Rationale:

**Business**

**MBA**

**Change**

Provide students a quicker and more cost efficient way to cover foundation material needed for graduate level courses.

## Current Catalog Description

# Overview

## 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:

1. 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 Associate Director of Graduate Programs
2. 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 one year, attending on a full-time basis, depending on the candidate's previous training.

The M.B.A. program includes:

Code	Title	Credit Hours
	Undergraduate prerequisite business courses, as determined by the M.B.A. Director and/or Associate Director of Graduate Programs	0-9
	M.B.A. Functional Studies courses	36
<b>Total Credit Hours</b>		<b>36-42</b>
Course List		

# *Program Requirements*

## **Course Requirements**

All students are required to complete 33 hours of M.B.A. Functional Studies courses and 0-9 hours of undergraduate prerequisite business courses, as determined by the M.B.A. Director and/or the Associate Director of Graduate Programs. The 33-hour M.B.A. courses must be completed with a GPA of 3.0 (*B* or better) with no more than 2 *C*'s. In addition, each candidate must pass a comprehensive assessment, which normally is a required written term paper within the final, integrated capstone course, MGT 699 Strategic Management, "Business Policy and Strategy."

## Plan of Study

Code	Title	Credit Hours
<b>Undergraduate Business Foundation Courses</b>		
ECN 250	Principles Microeconomics	3
ACC 215	Accounting Principles	3
FIN 323	Princ. of Finance	3
<b>MBA Functional Studies Courses</b>		
MGT 601	Quantitative Methods for Business (PR: MBA Admission)	3
ACC 613	Profit Planning and Controls (PR: ACC 215/MBA Admission or Academic Advisor Permission)	3
FIN 620	Financial management (PR: FIN 323, MGT 601)	3
ECN 630	Managerial Economics (PR: ECN 250/MBA Admission)	3
MGT 672	Organizational Behavior (PR: GSM Admission)	3
MGT 674	Production/Operations Management (PR: MGT 601/Permission of GSM Academic Advisor)	3
MGT 692	Ethics and Global Aspects of Business (PR: MBA Admission)	3
MIS 678	Management Information Systems (PR: GSM Admission)	3
MKT 682	Advanced Marketing Management (PR: MBA Admission)	3
MGT 699*	Business Policy & Strategy (PR: Permission of GSM Academic Advisor)	3
ELECTIVE	ADVISOR APPROVAL	3

Total Credit Hours

33



# Overview

## Program Design

3. 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:
4. ~~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 Associate Director of Graduate Programs~~

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 one year, attending on a full-time basis, depending on the candidate's previous training.

~~The M.B.A. program includes:~~

Code	Title	Credit Hours
	<del>Undergraduate prerequisite business courses, as determined by the M.B.A. Director and/or Associate Director of Graduate Programs</del>	<del>0-9</del>
	M.B.A. Functional Studies courses	36
<b>Total Credit Hours</b>		<b>36-42</b>
Course List		

# *Program Requirements*

## **Course Requirements**

All students are required to complete 33 hours of M.B.A. Functional Studies courses and ~~0-9 hours of undergraduate prerequisite business courses~~ any additional foundation work, as determined by the M.B.A. Director and/or the Associate Director of Graduate Programs. The 33-hour M.B.A. courses must be completed with a GPA of 3.0 (*B* or better) with no more than 2 *C*'s. ~~In addition, each candidate must pass a comprehensive assessment, which normally is a required written term paper within the final, integrated capstone course, MGT 699 Strategic Management, "Business Policy and Strategy."~~

## Plan of Study

Code	Title	Credit Hours
<b>Undergraduate Business Foundation Courses*</b>		
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MKT 682	Advanced Marketing Management (PR: MBA Admission)	3
MGT 699*	Business Policy & Strategy (PR: Permission of GSM Academic Advisor)	3
ELECTIVE	ADVISOR APPROVAL	3
<i>Total Credit Hours</i>		<i>33</i>
*Courses require at least a B or successful completion of approved module with score of 80% or higher		

## **New Catalog Description**

# *Overview*

## **Program Design**

5. 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 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 one year, attending on a full-time basis, depending on the candidate's previous training.

# *Program Requirements*

## **Course Requirements**

All students are required to complete 33 hours of M.B.A. Functional Studies courses and any additional foundation work, as determined by the M.B.A. Director and/or the Associate Director of Graduate Programs. The 33-hour M.B.A. courses must be completed with a GPA of 3.0 (*B* or better) with no more than 2 *C*'s.

## Plan of Study

Code	Title	Credit Hours
<b>Undergraduate Business Foundation Courses*</b>		
ECN 250*	Principles Microeconomics	3
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MGT 699*	Business Policy & Strategy (PR: Permission of GSM Academic Advisor)	3
ELECTIVE	ADVISOR APPROVAL	3
<i>Total Credit Hours</i>		<b>33</b>
*Courses require at least a B or successful completion of approved module with score of 80% or higher		



# MBA MEETING MINUTES

Via MS Teams

Wednesday, March 27, 2024, at 9:30 AM EST

Present: Wes Spradlin, Taylor Goodnite (DBA GA), Alberto Coustasse-Hencke, Andrew Stephenson, Marjorie McInerney, Marc Sollosy, Amanda Meadows, Nabaneeta Biswas, Anil Gurung, Dennis Emmett, Casey Baker, Rick Weible, Mohammad Karim, Nancy Lankton

Wes Spradlin welcomes and thanks everyone for joining the meeting, which started at approximately 9:35 am.

Lab Management Certificate Program (collaboration with Forensic Science)

- First, the College of Science Forensic Lab Certificate program wants to come up with classes to be able to get that certificate due to the demand and need for a business background to run efficiently. It will be online eventually and from the business end it means putting students into classes that are already there.
- Wes asks if there are any questions and Dr. Sollosy responds and asks if there has been talk about a joint program, and he responds that it is talked about being a feeder into the MBA program.
- Dr. Meadows asks how many people this would add to their classes and Wes says 5-10 and would not take the seats of in-person classes.

Prerequisite updates for Accounting and Finance (soon to be Economics)

- Wes says that Dr. Meadows and Dr. Karim have gone through both programs to see what is needed and what is not to make it similar to the undergrad courses.
- Wes proceeds to show what the MyEducator looks like and goes through what it would look like from a student's point and view.
- Students would need to get an 80% to pass the course and at the end, the student would get a certificate to show they have passed the course.
- Wes then passes it to Dr. Meadows, and she mentions that it is a cheaper option and that chapter 10 still needs work and she is looking further into it now
- Dr. Sollosy mentions the concern of whether the students would be prepared for the graduate courses. Amanda responds that it could be better for students as students are getting the information before they enter into the MBA class.
- Dr. Karim says that on his side he raised the issue of revenue but says that is not their issue and their concern is if the course is relevant, and the purpose is to get more enrollment.
- Dr. Biswas says she believes what is going to happen down the road is that students are going to find it hard to cope coming into the classes with not a similar foundation. But also the program needs to be flexible and can see how it affects them down the road.
- Wes then brings up the MBA catalog update file and Dr. Sollosy addresses that there needs to be a change in wording where the prereq is listed to show that a certificate would be allowed.

- Dr. Meadows says she recommends making the pre-req catalog more specific to give students less confusion.
- Wes asks if there are any other questions, and they will vote over email on the catalog file.

#### Wrapping up AoL items for the year

- Dr. Baker presents the data for the AoL
- Dr. Baker mentions ACC 613 textbook change was not the cause of the dip and is now where it wants to be.
- Dr. Meadows mentions that the titles of finance and accounting need to be changed as they are coming together.
- Dr. Baker says they are above target in everything besides finance and they are barely below in that area.
- Dr. Sollosy mentions that in his 699 class, a final paper he presents has a problem at the end that they need to calculate the internal rate of return and 50% of students tend to opt out of doing that and take the hit in the grade.
- Dr. Baker says Capsim General Learning scores are up from Fall 2022.
- Dr. Baker says there is a new rubric and will be updated in the Fall.
- The third PLO 3 (ethical decision-making) is up.
- WEB Global data is above 90% and has reached the target in the last two semesters and is the standard for raising the target. Andrew suggests that it could 80% meet and exceed expectations. Dr. Baker says they can run it another semester collect more data and make the decisions then.

Wes then thanks everyone for coming and states that this is most likely the last meeting of the semester.

The meeting ended at approximately 10:35 am.

Minutes Submitted by Taylor Goodnite

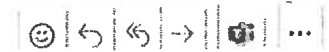


RE: Your scan (Scan To My Email)



Spradlin, Wes

To ● Lankton, Nancy



8:07 AM

Yes, will do.

Yes, will do. Thanks!

Yes, I will. Thank you!

 Feedback

I received Yes votes from Jingran, Margie, Dennis, Marc, Anil, Mohammad, Uday, and Nabaneeta. I didn't hear from Amanda but think that we can move forward with it. Can you get Deepak's signature and pass along to Boniface?

Wes Spradlin, MBA, MSHRM  
MBA Director and Associate Director Brad  
D. Smith Graduate School of Business  
Marshall University  
Phone: 304-746-8964  
[Spradlin2@marshall.edu](mailto:Spradlin2@marshall.edu)



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

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

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

College: Business Dept/Division: DBA program

Contact Person: Dr. Doohee Lee Phone: 304-746-1973

Degree Program Doctor of Business Administration

Check action requested:  Addition  Deletion  Change

Effective Term/Year    Fall 20     Spring 20  24    Summer 20

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

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

Dept. Chair/Division Head <u>Doohee Lee</u>	Date <u>3-27-2024</u>
College Curriculum Chair <u>B.P. Yarbuz PGT</u>	Date <u>4-1-2024</u>
College Dean <u>Scott Cyrenus</u>	Date <u>4-1-2024</u>
Graduate Council Chair <u>D. S. Lee</u>	Date <u>5-6-24</u>
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____
Board of Governors Approval _____	Date _____

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

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

To clarify that students must continue to take DBA 790 until they successfully defend their proposal.

Please describe any changes in curriculum:

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

Students will need to repeat DBA 790 beyond the required number of hours until they successfully defend the proposal.

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

None

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

None

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

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

### 3. **Current Catalog Description**

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

See attached.

### 4. **Edits to the Current Description**

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

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

### **5. New Catalog Description**

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

See attached.

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

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

Department:

Major or Degree:

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

Rationale:

Department; Lewis College of Business, DBA Program.

Major or Degree: Doctor of Business Administration

Type of Change: Change

Rationale: o clarify that students must continue to take DBA 790 until they successfully defend their proposal.

## Current Catalog Description

### Program Description

The Marshall University Doctor of Business Administration program is a research-based doctoral program that combines a disciplined approach to scholarship with a focus on compelling problems of practice. Students will study seminal and contemporary business literature to develop research questions in their area of interest. They will perform literature reviews, design and perform research studies, analyze data, and draw relevant conclusions that affect economic development and business innovation. Students will choose a concentration that focuses on one broad business area, and they will be required to complete a proposal and dissertation as part of the program.

### Duration Of Degree Program

The D.B.A. program is a 66-credit hour cohort program extending over three years with the coursework completed during the first two years. The third year is devoted to the completion of the dissertation. There is no part-time option. The entry term is in August (Fall Semester).

### Concentrations

There are three concentration areas to choose from: accounting, health care management, or management and entrepreneurship. Students must declare one of these concentration areas when entering the program and finalize their choice during the first semester of study. D.B.A. program students will be required to attend two academic conferences related to their concentration area that are approved by the D.B.A. Program Committee.

### Dissertation

D.B.A. program students will complete and submit a doctoral dissertation to their Dissertation Committee. The D.B.A. dissertation will need to show relevance to practice, consistency with the appropriate literature, and have appropriate methodology and analysis to support the conclusions drawn. Research at the doctoral level should contribute to knowledge in the student's discipline and should demonstrate the student's ability to develop and carry out independent research. Students must submit all research involving the use of human subjects to Marshall's Institutional Review Board for review and approval. Students will take the dissertation courses (DBA 791) both semesters of the third year upon satisfactory completion of all other coursework and the proposal defense. These courses require students to work toward completing their proposed research and writing a dissertation about the research and findings. Students must defend their dissertation upon completion of the 18 dissertation credit hours.



## **Grades And Time Frame**

Proposal and dissertation courses are graded pass/fail. Students must pass these courses and complete all other courses with a grade of "B" or better. Should a student fail to pass or complete a course with the required grade, the D.B.A. Program Committee may offer an alternative activity as a substitute or place the student on academic probation that, in some circumstances, could lead to dismissal from the program. Students must enroll in, and pay for, additional Dissertation (DBA 791) credits if they do not complete their dissertation after the 66 required hours. The D.B.A. Program Committee will handle other delays in progress on a case-by-case basis. Students must complete the D.B.A. dissertation and program within six years of admittance to the program.

## **Program Delivery**

Classes in the D.B.A. program will be delivered using the hybrid method, which includes both online and face-to-face interactions. The face-to-face portion of the classes will be scheduled to meet approximately two times during the fall and spring semesters, and once in the summer semester (e.g., fall term: August (Retreat) and November, spring term: February and April, summer term: June). These face-to-face classes will be scheduled on Fridays and Saturdays and will consist of approximately 12 to 15 hours of instruction. The remainder of the instruction and coursework will be completed online using Marshall's MUOnline learning platform. These online courses will be delivered asynchronously so that each student may work at a personal pace. Students will be required to possess a personal computer that is compatible with MU software for completion of the coursework.

Edits to current description

## Overview:

### Program Description

The Marshall University Doctor of Business Administration program is a research-based doctoral program that combines a disciplined approach to scholarship with a focus on compelling problems of practice. Students will study seminal and contemporary business literature to develop research questions in their area of interest. They will perform literature reviews, design and perform research studies, analyze data, and draw relevant conclusions that affect economic development and business innovation. Students will choose a concentration that focuses on one broad business area, and they will be required to complete a proposal and dissertation as part of the program.

### Duration Of Degree Program

The D.B.A. program is a 66-credit hour cohort program extending over three years with the coursework completed during the first two years. The third year is devoted to the completion of the dissertation. ~~There is no part-time option. It is a full-time program with no part-time option.~~ The entry term is in August (Fall Semester).

### Concentrations

There are three concentration areas to choose from: accounting, health care management, or management and entrepreneurship. Students must declare one of these concentration areas when entering the program and finalize their choice during the first semester of study. ~~D.B.A. program students will be required to attend two academic conferences related to their concentration area that are approved by the D.B.A. Program Committee.~~

### Dissertation

~~D.B.A. program students will complete and submit a doctoral dissertation to their Dissertation Committee. The D.B.A. dissertation will need to show relevance to practice, consistency with the appropriate literature, and have appropriate methodology and analysis to support the conclusions drawn. Research at the doctoral level should contribute to knowledge in the student's discipline and should demonstrate the student's ability to develop and carry out independent research. Students must submit all research involving the use of human subjects to Marshall's Institutional Review Board for review and approval.~~

~~Students will take the dissertation courses (DBA 791) both semesters of the third year upon satisfactory completion of all other coursework and the proposal defense. These courses require students to work toward completing their proposed research and writing a dissertation~~

about the research and findings. Students must defend their dissertation upon completion of the 18 dissertation credit hours.

### Grades And Time Frame

Proposal and dissertation courses are graded pass/fail. Students must pass these courses and complete all other courses with a grade of "B" or better. Should a student fail to pass or complete a course with the required grade, the D.B.A. Program Committee may offer an alternative activity as a substitute or place the student on academic probation that, in some circumstances, could lead to dismissal from the program. Students must enroll in, and pay for, additional Dissertation (DBA 791) credits if they do not complete their dissertation after the 66 required hours. The D.B.A. Program Committee will handle other delays in progress on a case-by-case basis. Students must complete the D.B.A. dissertation and program within six years of admittance to the program.

### Program Delivery

Classes in the D.B.A. program will be delivered using the hybrid method, which includes both online and face-to-face interactions. The face-to-face portion of the classes will be scheduled to meet approximately two times during the fall and spring semesters, and once in the summer semester (e.g., fall term: August (Retreat) and November, spring term: February and April, summer term: June). These face-to-face classes will be scheduled on Fridays and Saturdays and will consist of approximately 12 to 15 hours of instruction. There are also three virtual classes held each semester (two during the summer session) on Saturdays. The remainder of the instruction and coursework will be completed online using Marshall's MUOnline learning platform. These online courses will be delivered asynchronously so that each student may work at a personal pace. Students will be required to possess a personal computer that is compatible with MU software for completion of the coursework.

### Program Requirements:

#### Proposal

D.B.A. program students are required to complete and submit a dissertation proposal to their Dissertation Committee. Students take nine hours of the dissertation course (DBA 790) during the spring and summer semesters of their second year. In the last semester enrolled in DBA 790, students must defend their dissertation proposal and receive final approval from their dissertation committee. If students do not defend the proposal and receive final approval within the 9 required hours of DBA 790, they must register for additional hours of DBA 790 until this is completed.

#### Dissertation

D.B.A. program students are required to complete and submit a doctoral dissertation to their Dissertation Committee. Students take nine hours of the dissertation courses (DBA 791) both semesters of the third year upon satisfactory completion of all other coursework and the proposal defense. In the last semester enrolled in DBA 791, students must defend their dissertation and receive final approval from their dissertation committee. If students do not defend and receive approval, within the 18 required hours of DBA 791, they must register for additional hours of DBA 791 until this is completed.

#### Grades And Time Frame

Proposal and dissertation courses are graded credit/no credit. Students must pass these courses and complete all other courses with a grade of "B" or better. Should a student fail to pass or complete a course with the required grade, the D.B.A. Program Committee may offer an alternative activity as a substitute or place the student on academic probation that, in some circumstances, could lead to dismissal from the program. The D.B.A. Program Committee will handle other delays in progress on a case-by-case basis. Students must complete the D.B.A. program within six years of starting the program.

#### Academic Conference Requirement

Students are required to present at two academic conferences, approved by Program Director, prior to graduation.

New catalog description

**Overview:**

### **Program Description**

The Marshall University Doctor of Business Administration program is a research-based doctoral program that combines a disciplined approach to scholarship with a focus on compelling problems of practice. Students will study seminal and contemporary business literature to develop research questions in their area of interest. They will perform literature reviews, design and perform research studies, analyze data, and draw relevant conclusions that affect economic development and business innovation. Students will choose a concentration that focuses on one broad business area, and they will be required to complete a proposal and dissertation as part of the program.

### **Duration Of Degree Program**

The D.B.A. program is a 66-credit hour cohort program extending over three years with the coursework completed during the first two years. The third year is devoted to the completion of the dissertation. It is a full-time program with no part-time option. The entry term is in August (Fall Semester).

### **Concentrations**

There are three concentration areas to choose from: accounting, health care management, or management and entrepreneurship. Students must declare one of these concentration areas when entering the program and finalize their choice during the first semester of study.

### **Program Delivery**

Classes in the D.B.A. program are delivered using the hybrid method, which includes both online and face-to-face interactions. The face-to-face portion of the classes meet two times during the fall and spring semesters, and once in the summer semester. These face-to-face classes will be scheduled on Fridays and Saturdays and will consist of approximately 12 to 15 hours of instruction. There are also three virtual classes held each semester (two during the summer session) on Saturdays. The remainder of the instruction and coursework will be completed online using Marshall's MUOnline learning platform. These online courses will be delivered asynchronously so that each student may work at a personal pace. Students will be required to possess a personal computer that is compatible with MU software for completion of the coursework.

## **Program Requirements:**

### **Proposal**

D.B.A. program students are required to complete and submit a dissertation proposal to their Dissertation Committee. Students take nine hours of the dissertation course (DBA 790) during the spring and summer semesters of their second year. In the last semester enrolled in DBA 790, students must defend their dissertation proposal and receive final approval from their dissertation committee. If students do not defend the proposal and receive final approval, within the 9 required hours of DBA 790, they must register for additional hours of DBA 790 until this is completed.

### **Dissertation**

D.B.A. program students are required to complete and submit a doctoral dissertation to their Dissertation Committee. Students take nine hours of the dissertation courses (DBA 791) both semesters of the third year upon satisfactory completion of all other coursework and the proposal defense. In the last semester enrolled in DBA 791, students must defend their dissertation and receive final approval from their dissertation committee. If students do not defend and receive approval, within the 18 required hours of DBA 791, they must register for additional hours of DBA 791 until this is completed.

### **Grades And Time Frame**

Proposal and dissertation courses are graded credit/no credit. Students must pass these courses and complete all other courses with a grade of "B" or better. Should a student fail to pass or complete a course with the required grade, the D.B.A. Program Committee may offer an alternative activity as a substitute or place the student on academic probation that, in some circumstances, could lead to dismissal from the program. The D.B.A. Program Committee will handle other delays in progress on a case-by-case basis. Students must complete the D.B.A. program within six years of starting the program.

### **Academic Conference Requirement**

Students are required to present at two academic conferences, approved by the Program Director, prior to graduation.

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

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

College: Business Dept/Division: Management/Healthcare Administration

Contact Person: Deepak Subedi Phone: 304-696-2676

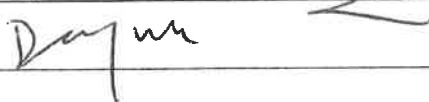
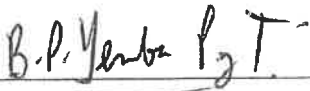


Name of Certificate Lab Management

Check action requested:  Addition  Deletion  Change

Effective Term/Year    Fall 20     Spring 20     Summer 20

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

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

Dept. Chair/Division Head <u></u>	Date <u>3/28/2024</u>
College Curriculum Chair <u></u>	Date <u>4-1-2024</u>
College Dean <u></u>	Date <u>4-1-2024</u>
Graduate Council Chair <u></u>	Date <u>5-6-24</u>
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____

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

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Please provide a rationale for addition, deletion, change:

There is unmet demand in market for lab managers. This certificate will help train lab technicians to transition into lab managers. - See attached for additional rationale.

Please describe any changes in curriculum:

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

ACC 613 Profit Planning and Control 3cr (required)  
MKT 682 Advanced Marketing Management 3cr (required)  
MGT 672 Organizational Behavior 3cr (required)  
MGT 674 Operations Management 3cr (required)  
FSC 646 Lab Management 2cr (required)  
FSC 660 Independent Study - Experiential Project 2cr (required) +

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

None

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

None

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



## Request for Graduate Addition, Deletion, or Change of a Certificate-Page 3

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### 3. *Current Catalog Description*

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

None-new program

### 4. *Edits to the Current Description*

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

### 5. *New Catalog Description*

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

See Attached.

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

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

Department:

Name of Certificate:

Credit Hours:

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

Rationale:

Management/Healthcare Administration

Lab Management

16

Addition

There is unmet demand in market for lab managers. This certificate will help train lab technicians to transition into lab managers.

## Additional Rationale

There is a high need for lab professionals, especially forensic lab managers, to have increased training in management topics. In a 2020 Report to Congress, The National Institute of Justice reported “Laboratory supervisors and managers may lack supervision skills, knowledge of fiscal procedures, and project management expertise, which could improve laboratory efficiency.” It also reports, “Collaboration, innovative approaches, and alternative delivery systems for alternative delivery systems for forensic analyst and manager trainings are needed.”

Previously, a 2009 report 2009 NAS report, Strengthening Forensic Science in the United States: A Path Forward, outlined good and bad practices in forensic science. It brought to light important issues in the forensic science community and listed recommendations. Section 8 deals with education and training in forensic science, training not only future scientists but also that, “First-line supervisors need training in quality assurance, case file review, and basic supervisions skills; and managers need training in fiscal management, quality systems management, leadership, project management, human resource management, and customer service.”

In summary, the need for lab management training and education has been an on-going concern. With courses covering accounting, organizational behavior, marketing, supply chain, and legal/regulatory issues, this program will provide the necessary background to manage a successful lab. The experiential project will incorporate a research project on a capital expenditure purchase or a process improvement importation to forensic labs. We hope to compete with programs such as those currently offered by the American Society of Crime Laboratory Directors (ASCID), which is a nonprofit professional society.

## New Catalog Description

### **Overview**

### **Program Description**

The Marshall University Lab Management certificate is designed for forensic lab technicians and forensic scientists who want to assume positions as crime lab managers, technical leaders, quality managers, directors or other roles as leaders in forensic lab management. The certificate program will explore management skills in accounting, organizational behavior, marketing, supply chain, and legal/regulatory issues to provide the necessary background to manage a successful lab. The required experiential project incorporates a research project on a capital expenditure purchase or a process improvement important to forensic labs giving learners experience solving real-life laboratory issues and challenges. Individuals who complete this program will have a solid foundation of the theory, principles, and application necessary for achieving efficiency, effectiveness, and compliance in forensic labs. The Lab Management Certificate courses can also be used toward the MBA degree for those who decide to continue with it after completion.

### **Admission Requirements**

Applicants should follow the admissions process described in the Graduate Catalog, or 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). (Submit all materials to the Graduate Admissions Office.)

Students must have a bachelor's degree in forensic science, biology, or other related scientific field and achieved an overall Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale.

### **Course Requirements**

Students must take the following courses:

Code	Title	Credit Hours
ACC 613	Profit Planning and Control	3
MKT 682	Advanced Marketing Management	3
MGT 672	Organizational Behavior	3
MGT 674	Operations Management	3
FSC 646	Lab Management	2
FSC 660	Independent Study	2
<b>Total Credit Hours</b>		<b>16</b>

#### Course List

Courses in this certificate program can also be applied to a master's degree in business administration.

**Lankton, Nancy**

---

**From:** Bora, Dru  
**Sent:** Thursday, March 7, 2024 4:55 PM  
**To:** Lankton, Nancy  
**Cc:** Stites, Wesley; Capener, Don; Waugh, Lauren; Kuyper, Laura; Spradlin, Wes  
**Subject:** Statement of Support- Lab Management Certificate

Hi Nancy,

The College of Science and the Department of Criminal Justice, Criminology, & Forensic Sciences supports the development of the certificate program in Lab Management proposed by the College of Business. We will provide the necessary resources for teaching FSC 646 & 660.

Thanks,  
Dru

-----  
**Dhruba J. Bora, Ph.D.**

Professor & Chair  
Department of Criminal Justice, Criminology, & Forensic Sciences  
Marshall University  
One John Marshall Drive, Smith Hall 735  
Huntington, WV 25755

Phone: 304-696-3087  
Email: [bora@marshall.edu](mailto:bora@marshall.edu)  
Website: <https://www.marshall.edu/cos/cjcfcs/>



**CRIMINAL JUSTICE  
CRIMINOLOGY &  
FORENSIC SCIENCES**

**Lankton, Nancy**

---

**To:** Kuyper, Laura; Spradlin, Wes; Stites, Wesley; Waugh, Lauren; Bora, Dru; Capener, Don  
**Subject:** RE: Lab Management Paperwork

**From:** Kuyper, Laura <kuyper1@marshall.edu>  
**Sent:** Thursday, March 7, 2024 4:20 PM  
**To:** Lankton, Nancy <lankton@marshall.edu>; Spradlin, Wes <spradlin2@marshall.edu>; Stites, Wesley <stites@marshall.edu>; Waugh, Lauren <richards18@marshall.edu>; Bora, Dru <bora@marshall.edu>; Capener, Don <capener@marshall.edu>  
**Subject:** RE: Lab Management Paperwork

Hi All,

I write on behalf of the Marshall University Forensic Science Center DNA Laboratory in support of this Lab Management Certificate program.

The need for effective lab management cannot be overstated. Laboratory management requires a blend of scientific knowledge, leadership, communication, and organizational skills. This program will equip participants with this interdisciplinary skill set. Effective management ensures smooth operations, compliance with regulations, and supply utilization. In addition to overseeing quality control policies, safety regulations and risk management, lab managers may also manage budgets, personnel, and equipment. Training in such resource allocation is vital for any successful organization.

Also, a certificate in lab management will enhance career prospects.

Sincerely,  
Laura Kuyper

**Laura J. Kuyper, MSFS**  
*Laboratory Director / Quality Assurance Manager*



1401 Forensic Science Drive  
Huntington, WV 25701-3628  
[kuyper1@marshall.edu](mailto:kuyper1@marshall.edu)  
Phone (304) 691-8948

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

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

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

College: COB Dept/Division: Marketing, MIS, Entrepreneurship

Contact Person: Tracy Christofero Phone: 304-726-3078

Degree Program MS IS

Check action requested:  Addition  Deletion  Change

Effective Term/Year    Fall 20 24    Spring 20     Summer 20

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

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

Dept. Chair/Division Head <u>EC Alex L</u>	Date <u>3/28/24</u>
College Curriculum Chair <u>B.P. Yank P.T.</u>	Date <u>4-1-2024</u>
College Dean <u>[Signature]</u>	Date <u>4-1-2024</u>
Graduate Council Chair <u>[Signature]</u>	Date <u>5-6-24</u>
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____
Board of Governors Approval _____	Date _____

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

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

When the CECS Project Management course (EM660) became a requirement for the MS IS degree, the COB Business Systems Project Management course (MIS 670) had not yet been developed. Now that MIS 670 has been approved and offered, it should be included in the curriculum with EM660 as an alternative.

Please describe any changes in curriculum:

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

MIS 670 - Business Systems Project Management - 3 credit hours - Required

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

NONE

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

NONE

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

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

### 3. Current Catalog Description

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

#### INFORMATION SYSTEMS, M.S.

Plan Of Study

Course List

Code Title Credit Hours

#### Required Courses

EM 660 Project Management

MGT 615 Mgmt of Innovation & Tech 3

MGT 672 Organizational Behavior 3

MIS 605 Systems Analysis and Design 3

MIS 610 Systems Quality Assurance 3

MIS 620 Technology Planning 3

MIS 623 Database Management 3

MIS 647 IT Disaster Plan and Recovery 3

MIS 659 Digital Access Pol & Strats 3

MIS 678 Management Infor Systems 3

MIS 685 Bus Intel/Analytics 3

Select one of the following: 3

MIS 681 - Thesis

MIS 698 - Internship

MIS 699 - Capstone

Total Credit Hours 36

### 4. Edits to the Current Description

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

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

### 5. New Catalog Description

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

### INFORMATION SYSTEMS, M.S.

Plan Of Study

Course List

Code Title Credit Hours

#### Required Courses

MGT 615 Mgmt of Innovation & Tech 3

MGT 672 Organizational Behavior 3

MIS 605 Systems Analysis and Design 3

MIS 610 Systems Quality Assurance 3

MIS 620 Technology Planning 3

MIS 623 Database Management 3

MIS 647 IT Disaster Plan and Recovery 3

MIS 659 Digital Access Pol & Strats 3

MIS 670 Business Systems Project Management or EM 660 Project Management 3

MIS 678 Management Infor Systems 3

MIS 685 Bus Intel/Analytics 3

Select one of the following: 3

MIS 681 - Thesis

MIS 698 - Internship

MIS 699 - Capstone

Total Credit Hours 36

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

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

Department:

Major or Degree:

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

Rationale:

Department: Marketing, MIS, Entrepreneurship

Degree: MS in Information Systems

Type of Change: Change

Rationale: When the CECS Project Management course (EM660) became a requirement for the MS IS degree, the COB Business Systems Project Management course (MIS 670) had not yet been developed. Now that MIS 670 has been approved and offered, it should be included in the curriculum with the CECS course as an alternative.



## 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: School of Pharmacy Dept/Division: Pharmacy (PharmD)

Contact Person: Craig Kimble, PharmD Phone: 304-696-6014

Rationale for Request:

The following course is listed as a required course but is actually an elective and not part of the plan of study. Please remove from the plan of study in the graduate catalog.

PHAR 734 Medications of Abuse 3 Credit hours

This course discusses medications of abuse and their impact on society, reviews the history of substance use disorder relating them to current affairs and the impact on society.

Grade Mode: Normal Grading Mode

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 2-7-24

Registrar [Signature] Date 3-11-2024

College Curriculum Committee Chair Cynthia B. Jones Date 2/29/2024  
(or Dean if no college curriculum committee)

Graduate Council Chair [Signature] Date 5-6-24

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.

Remove from plan of study for PharmD degree. This course is an elective.



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

- 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.

Just remove from plan of study. This course is an elective but is listed as required.

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

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

Type of change request: Remove PHAR 734 from plan of study.

Department: School of Pharmacy

Degree program: PharmD

Effective date (fall/spring/summer, year): Immediate; Has never been part of POS; Is an elective course



## 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: School of Pharmacy Dept/Division: Pharmacy (PharmD)

Contact Person: Craig Kimble, PharmD Phone: 304-696-6014

Rationale for Request:

The following course is listed as a required course but is actually an elective and not part of the plan of study. Please remove from the plan of study in the graduate catalog.

PHAR 733 Residency Preparation 3 Credit hours

This course will help to prepare the pharmacy student for completion of postgraduate training, exploring processes including research project design and execution, interviewing, residency applications, and professional development.

Grade Mode: Normal Grading Mode

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 2-29-24

Registrar [Signature] Date 3-11-2024

College Curriculum Committee Chair Cynthia B. Jones Date 2/29/2024  
(or Dean if no college curriculum committee)

Graduate Council Chair [Signature] Date 5-6-24

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.

Remove from plan of study for PharmD degree. This course is an elective.

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

- 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.

Just remove from plan of study. This course is an elective but is listed as required.



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

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

Type of change request: **Remove PHAR 733 from plan of study.**

Department: **School of Pharmacy**

Degree program: **PharmD**

Effective date (fall/spring/summer, year): **Immediate; Has never been part of POS**



### 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: School of Pharmacy Dept/Division: Pharmacy (PharmD)

Contact Person: Craig Kimble, PharmD Phone: 304-696-6014

Rationale for Request:

The following course should be added to the plan of study (page 323 of graduate catalog) in the Fall of the P3 year (not elsewhere). This was moved as part of the curricular refresh. It is also now 3 SCH and is reflected correctly in the course listing.

PHAR 735 Pharmacy Law & Ethics 3 Credit hours

An applied analysis of federal and West Virginia state law and ethical standards in the practice of Pharmacy and Pharmaceutical Care.

Grade Mode: Normal Grading Mode

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 2-28-23

Registrar [Signature] Date 3-11-2024

College Curriculum Committee Chair Cynthia B. Jones Date 2/29/2024  
(or Dean if no college curriculum committee)

Graduate Council Chair [Signature] Date 5-6-24

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

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

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

The following course should be added to the plan of study (page 323 of graduate catalog) in the Fall of the P3 year (not elsewhere). This was moved as part of the curricular refresh. It is also now 3 SCH and is reflected correctly in the course listing.

### 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.

N/A

## **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 PHAR 735 Pharmacy Law & Ethics to P3 fall plan of study in Grad Catalo**

Department: **School of Pharmacy**

Degree program: **PharmD**

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





## Request for Graduate Non-Curricular Changes

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

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

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

College: School of Pharmacy Dept/Division: Pharmacy (PharmD)  
 Contact Person: Craig Kimble, PharmD Phone: 304-696-6014

## Rationale for Request:

The following course should be added to the plan of study (page 323 of graduate catalog) in the Fall/1st semester of the P3 year (not elsewhere). This was moved as part of the curricular refresh. It is also now 3 SCH and is reflected correctly in the course listing.




## PHAR 737 Pharmacy Skills Lab 5 3 Credit hours

Covers foundational patient care skills. Students apply knowledge, demonstrate critical-thinking and problem-solving skills, practice technical and communication skills, and demonstrate professional behavior in the therapeutic decision making process.

Grade Mode: Normal Grading Mode

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

NOTE: all requests may not require all signatures.

Department/Division Chair  Date 2-29-24  
 Registrar  Date 3-11-2024  
 College Curriculum Committee Chair Cynthia B. Jones Date 2/29/2024  
 (or Dean if no college curriculum committee)  
 Graduate Council Chair  Date 5-6-24

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

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

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

The following course should be added to the plan of study (page 323 of graduate catalog) in the Fall/1st semester of the P3 year (not elsewhere). This was moved as part of the curricular refresh. It is also now 3 SCH and is reflected correctly in the course listing.

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

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

N/A

## 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: **Add PHAR 737 Pharmacy Skills Lab 5 to P3 fall plan of study in Grad Catalog**

Department: **School of Pharmacy**

Degree program: **PharmD**

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

