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: **Science**   Dept/Division: **Criminal Justice & Criminology**

Contact Person: **Kim DeTardo-Bora**   Phone: **304-696-3084**

Rationale for Request:

The rationale for changing the admissions requirements are as follows:

(1) To clarify pre-existing language about the required transcripts. The current language suggests that we require all previous undergraduate transcripts when we require only the transcript from which the baccalaureate degree was conferred.

(2) To allow applicants with a strong GPA (3.30 or higher) to waive the GRE requirement. This change would be consistent with the fact that we currently allow accelerated master's students to waive the GRE who also have an overall GPA of 3.30 or higher.

(3) To provide applicants with the opportunity to waive the GRE if they have already completed a master's degree in another related field. This change only seems fitting as many of these applicants may already be employed in the field, have the necessary experience, and have been vetted by the previous master's degree program, thereby making the GRE unnecessary. ⊞

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 _10-3-2018_

Registrar _____ Date _10-3-18_

College Curriculum Committee Chair _____ Date _10-3-18_
(or Dean if no college curriculum committee)

Graduate Council Chair _____ Date _12-4-18_

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

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

Admission Requirements

Deadlines: Applications to the program are due by July 1 for the fall semester and by November 1 for the spring semester. However, students are strongly encouraged to apply early. Applications submitted after the due dates will be considered, but no later than three weeks from the start of classes for the fall semester and four weeks for the spring semester. Application for admission does not guarantee acceptance into the program.

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. (Submit all materials to the Graduate Admissions Office.)

Applicants must also have:

• a baccalaureate degree from a regionally accredited college or university (preference will be given to applicants with undergraduate majors in criminal justice or closely related social science discipline);

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

• GRE scores (will be evaluated in combination with the undergraduate GPA);

• a score of 550 or higher on the TOEFL (for international students only);

• a C or better in an undergraduate research methods course or equivalent (documentation of course content may be required);

• two letters of recommendation (college instructors strongly preferred); and

• a personal statement (1-2 page essay regarding the student's interest in criminal justice and how the M.S. in Criminal Justice degree will benefit him or her).

Students may be considered for provisional admission or conditional enrollment. Please see www.marshall.edu/ graduate/admissions/types-of-admission. All prospective students are strongly encouraged to contact the Criminal Justice Graduate Director before applying to the Master of Science in Criminal Justice program to discuss the application process and requirements.

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

Admission Requirements

Deadlines: Applications to the program are due by July 1 for the fall semester and by November 1 for the spring semester. However, students are strongly encouraged to apply early. Applications submitted after the due dates will be considered, but no later than three weeks from the start of classes for the fall semester and four weeks for the spring semester. Application for admission does not guarantee acceptance into the program.

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• an undergraduate Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale as documented on an official, final degree transcript from the applicant's baccalaureate degree-awarding institution for all previously completed undergraduate university work;

• GRE scores (will be evaluated in combination with the undergraduate GPA);

• a score of 550 or higher on the TOEFL (for international students only);

• a C or better in an undergraduate research methods course or equivalent (documentation of course content may be required);

• two letters of recommendation (college instructors strongly preferred); and

• a personal statement (1-2 page essay regarding the student's interest in criminal justice and how the M.S. in Criminal Justice degree will benefit him or her).

Waivers: Applicants may qualify for a waiver of the GRE requirement if the student (1) possesses an overall GPA of 3.30 or higher as evidenced by his/her official, final degree transcript from the applicant's baccalaureate degree-awarding institution, or (2) by completion of a master's degree in a related field. Applicants who have completed a previous master's degree must submit an official, final transcript from the applicant's master's degree awarding institution as evidence of qualifying for the waiver.

Students may be considered for provisional admission or conditional enrollment. Please see www.marshall.edu/ graduate/admissions/types-of-admission. All prospective students are strongly encouraged to contact the Criminal Justice Graduate Director before applying to the Master of Science in Criminal Justice program to discuss the application process and requirements.

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

Admission Requirements

Deadlines: Applications to the program are due by July 1 for the fall semester and by November 1 for the spring semester. However, students are strongly encouraged to apply early. Applications submitted after the due dates will be considered, but no later than three weeks from the start of classes for the fall semester and four weeks for the spring semester. Application for admission does not guarantee acceptance into the program.

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Students may be considered for provisional admission or conditional enrollment. Please see www.marshall.edu/ graduate/admissions/types-of-admission. All prospective students are strongly encouraged to contact the Criminal Justice Graduate Director before applying to the Master of Science in Criminal Justice program to discuss the application process and requirements.

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

Type of change request: Admissions

Department: Criminal Justice & Criminology

Degree program: Criminal Justice

Effective date (fall/spring/summer, year): Spring 2019

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

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

College: Lewis College of Business

Dept/Division:MBA / Management

Contact Person: Dr. Marc Sollosy or Dr. Deepak Subedi

Phone: X2614 or X2676

Action Requested

Check action requested: ☒ Addition   ☐ Deletion   ☐ Change

Degree Program Masters of Business Administration - MBA

Area of Emphasis Military Management

Effective Term/Year Fall 20 ☐   Spring 20 ~~19~~ ☒* [*LB 10/8/18]   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 _[signature]_	Date	10/10/18
Registrar _[signature]_ GB18	Date	10/12/18
College Curriculum Chair _[signature]_	Date	10 OCT 18
College Dean _A. Mukherjee_	Date	10/16/2018
Graduate Council Chair _[signature]_	Date	12-4-18
Provost/VP Academic Affairs _____	Date	
President _____	Date	

Form updated 2/2012

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

Active military personnel need to acquire a graduate level degree in order to move up to the middle and senior levels of the Officer Corps (O4 or higher). Increasingly, the military seeks professionals with a background in business administration and similar disciplines. In addition, many military offers seek careers in business once they retire from active duty. The purpose of this area of emphasis is to provide a vehicle for active duty military officers to enhance their careers, both while still actively serving in the military and upon transitioning into civilian careers.

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

The core MBA curriculum (27 credit hours / 9 courses) remains unchanged for all students. This includes MGT601 – Quantitative Methods for Business, ACC613 – Profit Planning and Controls, FIN620 – Financial Management, ECN630 – Managerial Economics, MGT672 – Organizational Behavior, MGT674 – Production/Operations Management, MIS678 – Management Information Systems, MKT682 – Advanced Marketing Management, and MGT699 – Business Policy & Strategy. In addition, depending upon prior educational background and or experience, students may be required to take one (1) or more of the following Foundation courses; ECN501 – Economic Analysis, ACC510 – Financial Accounting, FIN510 – Principles of Business Finance, MKT511 – Marketing and Management, and MGT500 – Analytical Methods and Techniques.
The LCOB will accept up to nine (9) credit hours from active military personnel transferred in from military schools such as; Army Command & General Staff College (all branches), School of Advanced Military Studies, the Air Force Institute of Technology (AFIT), AFIT's Graduate School of Engineering and Management, Center for Cyberspace Research, Air Command and Staff College, U.S. Naval War College, and the Naval Postgraduate School. To facilitate transfer acceptance, the LCOB will directly accept military courses from the ACE (American Council on Education) list of courses. Any course not on the list will be reviewed, on a case-by-case basis, for credit.

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

NOT APPLICABLE

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

NONE

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

5. *Current* Catalog Description

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

Students who choose to take two electives in either Marketing, Finance, management, Health Care Administration, or Human Resource Management in additional to the functional study course can receive a concentration in that functional area.

Need to change to read: Active military personnel electing to transfer 9 credit hours from the accepted military schools/courses in addition to the functional study course can receive a concentration in military management.

6. *Edits* to the Current Description

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

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)

Area of Concentration

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

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: Management and Health Care Administration
Area of Emphasis Title: Military Management
Credit Hours: 9
Type of Change Request: Addition – Military Management
Term to take effect: Spring 2019
Rationale: Active military personnel need to acquire a graduate level degree in order to move up to the middle and senior levels of the Officer Corp s (O4 or higher). Increasingly, the military seeks professionals with a background in business administration and similar disciplines. In addition, many military offers seek careers in business once they retire from active duty. The purpose of this area of emphasis is to provide a vehicle for active duty military officers to enhance their careers, both while still actively serving in the military and upon transitioning into civilian careers.

Request for Graduate Course Addition

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

College: LCOB Dept/Division: MBA - Management Alpha Designator/Number: MGT ~~610~~ 611 ○ Graded ● CR/NC

Contact Person: Dr. Marc Sollosy or Dr. Deepak Subedi Phone: X2614 or X 2676

NEW COURSE DATA:

New Course Title: Military Management I

Alpha Designator/Number: | M | G | T | ~~6~~ | ~~1~~ | ~~0~~ | | | | (611 SSC)

Title Abbreviation: | M | I | L | I | T | A | R | Y | | M | A | N | A | G | E | M | E | N | T | | I | & | | | |

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)

MGT61@ concerns the theory and practice of a military officer's management plans to attain outcomes consistent with the organization's mission and goals including strategy formulation, implementation and control.

Co-requisite(s): N/A First Term to be Offered: SPRING 2019

Prerequisite(s): N/A Credit Hours: 3 to 9

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

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

Dept. Chair/Division Head _____ Date 10/6/18

Registrar _____ 520201 Date 10/14/18

College Curriculum Chair _____ Date 16 OCT 18

Graduate Council Chair _____ Date 12-4-18

Form updated 10/2011 Page 1 of 5

College: Lewis College of Business   Department/Division: MBA - Management   Alpha Designator/Number: MGT61**

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.

N/A

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

To provide you with an understanding of the concepts of management planning, organizing, and implementation. These topics, are generally thought of as falling in the province of officers and most specifically, senior officers. The central theme of management is that an organizations chances of sustained success are greatly improved when managers (1) develop an astute, timely "game plan" for managing the company, then (2) implement and execute the plan with great proficiency. These abilities are increasingly critical, particularly in times of increased uncertainty and turmoil, be it economic, social or political.

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

1. Formulate management thinking through management concepts, models, and tools.
a. Reconstruct what management is and measure firms' competitive advantage,
b. Analyze organizations and their situations; and
c. Evaluate the organization via management tools (external, internal, business-level, and corporate-level).
2. Model management thinking with cases, organizations, and scenarios.
a. Synthesize key issues and subsidiary issues,
b. Analyze the situation,
c. Prepare quantitative evidence of the organization's performance,
d. Prepare alternatives the firm can feasibly implement, and
e. Evaluate and justify recommendations.
3. Demonstrate enhanced written and oral communication skills, general management knowledge, collaboration skills, and critical thinking skills.
a. Summarize ideas concisely and persuasively via written and oral media individually and collaboratively,
b. Demonstrate business knowledge and critical thinking skills individually and collaboratively.

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

NOT APPLICABLE

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

LECTURE

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

CASES AND PROJECTS

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

NOT APPLICABLE

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

Arbuthnot, K. (2008). A command gap? A practitioner's analysis of the value of comparisons between the UK's military and emergency services' command and control models in the context of UK resilience operations. Journal of contingencies and crisis management, 16(4), 186-194.

Bakken, B. T., & Gilljam, M. (2003). Dynamic intuition in military command and control: why it is important, and how it should be developed. Cognition, technology & work, 5(3), 197-205.

Bakken, B. T., Gilljam, M., & Haerem, T. (2004, July). Perception and handling of complex problems in dynamic settings: Three cases of relevance to military command and crisis management. In Proceedings of the 22nd International Conference of the System Dynamics Society

Bouchard, J. F. (1991). Command in Crisis: Four Case Studies (p. xi). New York: Columbia University Press.

Bryant, D. J., Lichacz, F. M., Hollands, J. G., & Baranski, J. V. (2004). Modeling situation awareness in an organisational context: Military command and control. A cognitive approach to situation awareness: theory and application, 104-116.

Crichton, M., & Flin, R. (2017). Command decision making. In Incident command: Tales from the hot seat (pp. 201-238). Routledge.

Harney, H., & Muckenhirn, C. (1997). Group key management protocol (GKMP) architecture (No. RFC 2094).

March, J. G., & Weissinger-Baylon, R. (1986). Ambiguity and command: Organizational perspectives on military decision making. Addison-Wesley Longman.

Miller, N. L., & Shattuck, L. G. (2004). A process model of situated cognition in military command and control. NAVAL POSTGRADUATE SCHOOL MONTEREY CA DEPT OF OPERATIONS RESEARCH

Nye, R. H. (2001). The Challenge of Command: Reading for Military Excellence. Penguin.

Pascual, R., & Henderson, S. (1997). Evidence of naturalistic decision making in military command and control. Naturalistic decision making, 217-226.

Ricks, T. E. (2012). The generals: American military command from World War II to today. Penguin.

Walker, G. H., Stanton, N. A., Stewart, R., Jenkins, D., Wells, L., Salmon, P., & Baber, C. (2009). Using an integrated methods approach to analyse the emergent properties of military command and control. Applied Ergonomics, 40(4), 636-647.

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: Management
New Course Title: Military Management
Alpha Designation/Number: MGT611
Course Catalog Description: MGT611 concerns the theory and practice of a military officer's human resource management plans to attain outcomes consistent with the organization's mission and goals including strategy formulation, implementation and control.
Prerequisites: None
First Term Offered: Spring 2019
Credit Hours: 3 to 9

Course Syllabus

MGT 610 – Military Management I

Instructor: TBA

Class Format:
This course is presented in an Online format via MUOnline or at other specified web locations. You may access the Blackboard specific material via: Blackboard Help for Students.

Last Updated: XXXXXXXXXXXX. This Syllabus is a dynamic document. Elements of the course structure (e.g., dates and topics covered, but not policies) may be changed at the discretion of the professor. Students will learn of any changes through changes to the calendar at the end of this syllabus and/or through Instructor course email messages. Check both regularly.

IMPORTANT INFORMATION and NOTICES

Course workload and expectations: This course requires an extensive amount of work, including team coordination and writing. You are required to: take quizzes, online; prepare written case analyses, both individually and in teams; and participate in the classroom discussions via online discussion boards.

Read and make sure you understand: This syllabus is an integral component of the course. It is very important that you read it in its entirety. All of the material you will need for this class, including power point presentations, case material and case discussion questions are only accessible via **MUOnline**. As such, you need to go to the **Start Here Section** in the course and follow / work your way through the material presented. Failure to do so will adversely impact your ability to perform in this class. Thank you for your attention in this matter.

As indicated, this course utilizes **MUOnline**. Access and information regarding **MUOnline** (Blackboard) is found at: Using myMU and MUOnLine, and an accessibility statement found at Blackboard Accessibility (Blackboard Learn 9.1 SP 14). Any technical problems associated with MUOnline should be directed to the IT Service Desk at IT Service Desk (Help Desk) or (304) 696-3200. **MUOnLine** schedules weekly maintenance on Sundays. It is advised that you do not submit work on Sundays.

You will need to have, or have access to, computers compatible with the **MUOnline** system requirements. These requirements can be found at: Blackboard Accessbility (Learn 9.1 SP 14). Additionally, you will need access to **MS Office**, or a comparable suite of programs. Submissions must be in **PDF** format (MS Word will generate a PDF) and will be done via the designate process within **MUOnline**. MS Office (Word, Excel, PowerPoint) required. MS Office is available via **MU Remote Access** (https://muremote.marshall.edu). Failure to adhere to these requirements will result in the assignment not being graded.

Communications: The best and most reliable way to communicate through either the course mail option in MUOnline or other E-mail addresses.

Communication with the class as a whole, a group or an individual student, is done via E-mail. As such, you are advised to check either course mail on MUOnline or your Marshall E-mail.

Terms of Use

A student's continued enrollment in this course signifies acknowledgment of, and agreement with the statements, disclaimers, policies, and procedures outlined within this syllabus and elsewhere in the MUOnline environment. *This Syllabus is a dynamic document. Elements of the course structure (e.g., dates and topics covered, but not policies) may be changed at the discretion of the professor*

Marshall University – Lewis College of Business Master of Business Administration (MBA) MBA Program Learning Objectives (PLOs)

Goal 1: Integrative Business Knowledge

Graduates will be proficient in integrating the techniques, processes, and procedures of the fundamental business disciplines (accounting, finance, marketing, human resource, management, operations, and strategy). They will be able to apply theory, skills, and knowledge from these disciplines to make informed and well-reasoned ethical business decisions in the dynamic global environment.

> **Objective:** Graduates will demonstrate competence to integrate knowledge across business fields in solving a business problem

Goal 2: Critical Analysis

Graduates will demonstrate their capacity for critical analysis in processing, interpreting, and managing the quantitative and qualitative information necessary for effective managerial decision making.

> **Objective:** Graduates will demonstrate the ability to critically analyze a business situation or problem.

Goal 3: Ethical Leadership

Graduates will be able to identify and differentiate between various ethical philosophies. They will be able to determine the potential impact of these philosophies when making managerial decisions.

> **Objective:** To ability compare and contrast the elements of ethical integrity in a business leader and the importance of integrity in successful business ventures.

Goal 4: Global and Diversity Awareness

Graduates will demonstrate a global perspective by recognizing the impact of international business issues and appreciating diversity, including culture, race, religion, and gender in making managerial decisions.

> **Objective:** To understand the kind of issues that arise in international business and the means for effectively addressing these issues.

Policies & Materials

There are several university-wide and LCOB policies you need to be aware of. This course complies with the Office of Academic Affairs policies, accessible at the website, <u>www.marshall.edu/academic-affairs</u> and clicking on "Marshall University Policies". Or, you can

access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802. Policies include: Academic Dishonesty, Excused Absence Policy for Undergraduates, University

COURSE and SOURCE MATERIALS

Assigned readings and case studies are available online through a variety of means. You are expected to have access to the assigned material. You will be provided with a link that will take you to the material. You may need to have a valid credit card in order to acquire the material. .

All students are expected to keep abreast of contemporary developments in global business by reading the New York Times, Wall Street Journal, Washington Post, or other major daily, as well as selectively reading various journals such as The Economist, Forbes, Fortune, Business Week, Foreign Affairs, Foreign Policy, and other journals.

Additional Resources and Information

Drinko Library – Drinko Library contains the resources for additional research, newspapers and magazines, team rooms, and writing assistance. The Study Center (1st floor) makes computers and printers available to students. The Writing Center (2nd floor) helps students improve their writing.

Accommodations – Contact the Office Disability Services Program (Pritchard Hall, Room 117; 304-696-2271). Be prepared to provide all required documentation to ensure receipt of equitable accommodations to meet course objectives and deliverables. Students can obtain the necessary documentation from the Disability Student Services Office.

Tutoring Center – Contact the Tutoring Center (first floor of Laidley Hall). Limited individual tutoring is available upon request. Students may use drop-in tutoring for as many hours as needed per their posted schedule.

Grammar Checking Software – You may wish to explore grammar checking software beyond the capabilities in Microsoft Word. The Writing Center is NOT responsible for correcting all your grammar errors. As such, you may want to consider any of the following programs; *Grammarly* (www.grammarly.com), *Whitesmoke* (www.whitesmoke.com), or *Writer's Workbench* (www.emo.com).

Professional Conduct

Course workload and expectations: This course requires an extensive amount of work and time, including team coordination and writing. You will be required to do written case analyses, in teams as well as individually, to successfully complete this course. Additionally, you are required to actively participate in the case related discussions via the assigned discussion boards, and to complete proficiency quizzes that accompany the various readings.

The LCOB has a zero tolerance policy as it relates to academic dishonesty. Refer to the Academic Dishonesty, Academic Dismissal, and Academic Rights and Responsibilities of Students policies for further information in this regard. All violations to these policies will result in a zero grade for the assignment and a report being filed with the Office of Academic Affairs.

Team based work: Much of the work in this course is team based. Unless otherwise stipulated, all cases and the simulation, are to be done in self-directed groups. Students are provided with the opportunity to voluntarily form teams of 4 to 6 members. There is a discussion board entitled

Introduction and Bio Posting where you are encouraged to introduce yourself to your classmates and to solicit team members.

You need to have formed your teams **within the first (1) week of the semester**. Should you have a problem forming a group, you must let me know within the stipulated timeframe. Those students who do not have a team affiliation by the end of the first week will be randomly assigned a team by the computer.

Most people agree with the pragmatic observation that the world in which actual work is accomplished requires we give and receive aid, rather than withholding or rejecting it. In studies on how managers spend their time, Mintzberg found that typical managers spend about 20% of their time working alone. The Remaining 80% is spent talking with others on the telephone, in face-to-face meetings with other individuals, e-mail and IM, or in group meetings. Non-participation in any group related activities will not be tolerated. Your fellow students will be completing peer evaluation forms at the end of the semester and if it is apparent that you have abandoned your responsibilities to the group, your grade will be lowered! It is strongly recommended that you exchange all contact information; all phone numbers, email addresses, etc., with each member of the team so as to assure you can reach each other.

While collaboration is actively encouraged within a group, the LCOB does not tolerate any form of cheating, which can take the form of copying from others during exams, plagiarizing, etc. For any assignment for which it has been determined that you might have cheated you will receive the maximum penalty available under university rules. At a minimum, this will result in a zero for the particular assignment. The burden of proof to defend your position will lie with you!

Course Description.

MGT610 is an integrative 3 credit hour MBA course concerning the theory and practice of a military officer's management plans to attain outcomes consistent with the organization's mission and goals including strategy formulation, implementation and control. Prerequisite is permission of GSM academic advisor.

The purpose of this course is to provide you with an understanding of the concepts of management planning, organizing, and implementation. These topics, are generally thought of as falling in the province of officers and most specifically, senior officers. The central theme of management is that an organizations chances of sustained success are greatly improved when managers (1) develop an astute, timely "game plan" for running the company and then (2) implement and execute the plan with great proficiency. These abilities are increasingly critical, particularly in times of increased uncertainty and turmoil, be it economic, social or political.

MGT610 entails the study of managing under conditions of uncertainty. Policy construction at top administrative levels with emphasis on management and ethics with consideration of major functions of the organization. That means the course integrates various functional disciplines so that you acquire an understanding and appreciation of how each function works with each other function.

This course uses articles from leading business and military publications, and a number of cases analyses. The case method is used extensively in this course. Students get asked the sort of questions a senior officer might ask in a staff meeting. Such questions would typically require serious preparation, effective communication, and critical thinking. The case method is meant to give you practice in conducting yourself effectively within a general officer's staff meeting

where the participants are focusing on addressing critical issues and problems, or developing alternative courses of action or strategy.

Course objectives:

1. Formulate management thinking through management concepts, models, and tools.
   a. Reconstruct what management is and measure firms' competitive advantage,
   b. Analyze organizations and their situations; and
   c. Evaluate the organization via management tools (external, internal, business-level, and corporate-level).
2. Model management thinking with cases, organizations, and scenarios.
   a. Synthesize key issues and subsidiary issues,
   b. Analyze the situation,
   c. Prepare quantitative evidence of the organization's performance,
   d. Prepare alternatives the firm can feasibly implement, and
   e. Evaluate and justify recommendations.
3. Demonstrate enhanced written and oral communication skills, general management knowledge, collaboration skills, and critical thinking skills.
   a. Summarize ideas concisely and persuasively via written and oral media individually and collaboratively,
   b. Demonstrate business knowledge and critical thinking skills individually and collaboratively.

Grading / Assessment:

Deliverable	Pts	Total Points
Section Proficiency Quizzes (7)	30	210
Group Cases (4)		
Written Assignments	300	1,200
Case Discussions	30	120
Individual Cases (8)		
Written Summary	100	800
Case Discussions	30	240
Major Case Assignment Related		
Major Case Write up	1,500	1,500
Total Points		4,070

Important Note:

In addition to the above grading elements you will perform a peer evaluation on each member of your team at the end of the semester. Any student cumulatively rated less than excellent by their teammates is subject having their grade lowered by as much as one half (1/2) letter grade.

TECHNIQUES OF INSTRUCTION

- Lectures Notes and Power Point material
- Proficiency Quizzes
- Written Case Analysis – both individual and team
- Discussion of course material, with an emphasis on assigned cases.

COURSE GRADING:

The Section Proficiency Quizzes are your individual responsibility and must be taken in order for the material, contained on **MUOnline**, for the next section to become available to you. All other exams and cases, *unless otherwise stipulated*, are to be done in self-directed groups.

The grade will NOT be curved at the end of the term, or at any other time. The grade you will receive is the direct result of your efforts and output in this class. All students MUST read the Grading Policy Statement in this document regarding grades, cheating and classroom procedures and participation.

Grade	Points
A	4,070 – 3,663
B	3,662 – 3,256
C	3,255 – 2,849
D	2,848 – 2,645
F	2,644 - 0

Marshall University requires 75% course completion to assign a course grade, including assigning an Incomplete.

COURSE SCHEDULE

A detailed schedule of course related responsibilities will be made available at the beginning of the semester, and is posted on MUOnline.

Copyright

All original content in this document, all web-based course materials (be they text, audio, and/or video), and/or classroom presentations are © by Dr. Marc Sollosy. No distribution without the express written consent of the author. Students are prohibited from selling (or being paid for taking) notes during this course to or by any person or commercial firm without the express written permission of the professor.

Scholastic Dishonesty

It is the responsibility of students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. Commission of any of the following acts shall constitute scholastic dishonesty. This listing is not exclusive of any other acts that may reasonably be said to constitute scholastic dishonesty: acquiring or providing information for any assigned work or examination from any unauthorized source; informing any person or persons of the contents of any examination prior to the time the examination is given in subsequent sections of the course or as a makeup; plagiarism; submission of a paper or project that is substantially the same for two courses unless expressly authorized by the instructor to do so; submission of a paper or project prepared by another student as your own. You are responsible for being familiar with the University's Academic Integrity Code, as well as the COB Student Code of Ethics below.

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students engaging in unacceptable behavior may be instructed to leave the classroom. Inappropriate behavior may result in disciplinary action or referral to the

University's Behavioral Intervention Team. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

Viewpoints Disclaimer

The views expressed in this document, web-based course materials, and/or classroom presentations and discussions are those of the professor and do not necessarily represent the views of Marshall University, its faculty and staff, or its students. Views expressed by students are likewise those of the person making such statements. It is understood and expected that each individual within this course will respect and allow individual difference of opinion.

External Websites Disclaimer

Neither the professor, the COB, nor Marshall University are responsible for the content of external websites discussed in the classroom and/or linked to via online course materials, emails, message boards, or other means. Referred websites are for illustrative purposes only, and are neither warranted nor endorsed by the professor, COB, or Marshall University. Web pages change frequently, as does domain name ownership. While every effort is made to ensure proper referencing, it is possible that students may on occasion find materials to be objectionable for reasons beyond our control.

References:

Arbuthnot, K. (2008). A command gap? A practitioner's analysis of the value of comparisons between the UK's military and emergency services' command and control models in the context of UK resilience operations. *Journal of contingencies and crisis management, 16*(4), 186-194.

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Bouchard, J. F. (1991). *Command in Crisis: Four Case Studies* (p. xi). New York: Columbia University Press.

Bryant, D. J., Lichacz, F. M., Hollands, J. G., & Baranski, J. V. (2004). Modeling situation awareness in an organisational context: Military command and control. *A cognitive approach to situation awareness: theory and application*, 104-116.

Crichton, M., & Flin, R. (2017). Command decision making. In *Incident command: Tales from the hot seat* (pp. 201-238). Routledge.

Harney, H., & Muckenhirn, C. (1997). *Group key management protocol (GKMP) architecture* (No. RFC 2094).

March, J. G., & Weissinger-Baylon, R. (1986). *Ambiguity and command: Organizational perspectives on military decision making*. Addison-Wesley Longman.

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Nye, R. H. (2001). *The Challenge of Command: Reading for Military Excellence*. Penguin.

Pascual, R., & Henderson, S. (1997). Evidence of naturalistic decision making in military command and control. *Naturalistic decision making*, 217-226.

Ricks, T. E. (2012). *The generals: American military command from World War II to today*. Penguin.

Walker, G. H., Stanton, N. A., Stewart, R., Jenkins, D., Wells, L., Salmon, P., & Baber, C. (2009). Using an integrated methods approach to analyse the emergent properties of military command and control. *Applied Ergonomics, 40*(4), 636-647.

Request for Graduate Course Addition

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

College: LCOB

Dept/Division: MBA - Management

Alpha Designator/Number: MGT 612 *sgc*

○ Graded ● CR/NC

Contact Person: Dr. Marc Sollosy or Dr. Deepak Subedi

Phone: X2614 or X 2676

NEW COURSE DATA:

New Course Title: Military Management I

Alpha Designator/Number: | M | G | T | 6 | 1 | 2 | | | | *sgc*

Title Abbreviation: | M | I | L | I | T | A | R | Y | | M | A | N | A | G | E | M | E | N | T | | I | I | | |

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

MGT612 concerns the theory and practice of a military officer's strategic human resource management plans to attain outcomes consistent with the organization's mission and goals including strategy formulation, implementation and control.

Co-requisite(s): N/A

First Term to be Offered: SPRING 2019

Prerequisite(s): N/A

Credit Hours: 3 to 9

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

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

Dept. Chair/Division Head _____ Date 10/16/18

Registrar _____ 520201 Date 10/16/18

College Curriculum Chair _____ Date 16 OCT 18

Graduate Council Chair _____ Date 12-4-18

Form updated 10/2011

College: Lewis College of Business   Department/Division: MBA - Management   Alpha Designator/Number: MGT61

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.

N/A

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

To provide you with an understanding of the concepts of strategic human resource management planning, organizing, and implementation. These topics, are generally thought of as falling in the province of officers and most specifically, senior officers. The central theme of human resource management is that an organizations chances of sustained success are greatly improved when managers (1) develop an astute, timely "game plan" for managing the company's human resources and then (2) implement and execute the plan with great proficiency. These abilities are increasingly critical, particularly in times of increased uncertainty and turmoil, be it economic, social or political.

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

1. Formulate strategic human resource management thinking through management concepts, models, and tools.
a. Reconstruct what strategic human resource management is and measure firms' competitive advantage,
b. Analyze organizations and their situations; and
c. Evaluate the organization via strategic human resource management tools (external, internal, business-level, and corporate-level).
2. Model strategic human resource management thinking with cases, organizations, and scenarios.
a. Synthesize key issues and subsidiary issues,
b. Analyze the situation,
c. Prepare quantitative evidence of the organization's performance,
d. Prepare alternatives the firm can feasibly implement, and
e. Evaluate and justify recommendations.
3. Demonstrate enhanced written and oral communication skills, human resource management knowledge, collaboration skills, and critical thinking skills.
a. Summarize ideas concisely and persuasively via written and oral media individually and collaboratively,
b. Demonstrate human resource management knowledge and critical thinking skills individually and collaboratively.

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

NOT APPLICABLE

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

LECTURE

Request for Graduate Course Addition - Page 4

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

CASES AND PROJECTS

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

NOT APPLICABLE

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

Berman, E. M., Bowman, J. S., West, J. P., & Van Wart, M. R. (2012). Human resource management in public service: Paradoxes, processes, and problems. Sage.

Boxall, P., & Purcell, J. (2011). Strategy and human resource management. Macmillan International Higher Education.

Crowley-Henry, M., & Heaslip, G. (2014). Short-term international assignments. Military perspectives and implications for international human resource management. European Management Journal, 32(5), 752-760.

Dupré, K. E., & Day, A. L. (2007). The effects of supportive management and job quality on the turnover intentions and health of military personnel. Human Resource Management: Published in Cooperation with the School of Business Administration, The University of Michigan and in alliance with the Society of Human Resources Management, 46(2), 185-201.

Lengnick-Hall, C. A., Beck, T. E., & Lengnick-Hall, M. L. (2011). Developing a capacity for organizational resilience through strategic human resource management. Human Resource Management Review, 21(3), 243-255.

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Robbert, A. A., Keltner, B. R., Reynolds, K. J., Spranca, M. D., & Benjamin, B. A. (1997). Differentiation in Military Human Resource Management (No. RAND/MR-838-OSD). RAND NATIONAL DEFENSE RESEARCH INST SANTA MONICA CA.

Segal, D. R., Rohall, D. E., Jones, J. C., & Manos, A. M. (1999). Meeting the missions of the 1990s with a downsized force: Human resource management lessons from the deployment of PATRIOT missile units to Korea. Military Psychology, 11(2), 149-167.

Thornton III, G. C., & Rupp, D. E. (2006). Assessment centers in human resource management: Strategies for prediction, diagnosis, and development. Psychology Press.

Townley, B. (1993). Foucault, power/knowledge, and its relevance for human resource management. Academy of management review, 18(3), 518-545.

Wiener, E. L., Kanki, B. G., & Helmreich, R. L. (Eds.). (2010). Crew resource management. Academic Press.

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: Management
New Course Title: Military Management II
Alpha Designation/Number: MGT612
Course Catalog Description: MGT612 concerns the theory and practice of a military officer's human resource management plans to attain outcomes consistent with the organization's mission and goals including strategy formulation, implementation and control.
Prerequisites: None
First Term Offered: Spring 2019
Credit Hours: 3 to 9

Course Syllabus

MGT 61~~1~~ – Military Management II

Instructor: TBA

Class Format:
This course is presented in an Online format via MUOnline or at other specified web locations. You may access the Blackboard specific material via: Blackboard Help for Students.

Last Updated: XXXXXXXXXXXX. This Syllabus is a dynamic document. Elements of the course structure (e.g., dates and topics covered, but not policies) may be changed at the discretion of the professor. Students will learn of any changes through changes to the calendar at the end of this syllabus and/or through Instructor course email messages. Check both regularly.

IMPORTANT INFORMATION and NOTICES

Course workload and expectations: This course requires an extensive amount of work, including team coordination and writing. You are required to: take quizzes, online; prepare written case analyses, both individually and in teams; and participate in the classroom discussions via online discussion boards.

Read and make sure you understand: This syllabus is an integral component of the course. It is very important that you read it in its entirety. All of the material you will need for this class, including power point presentations, case material and case discussion questions are only accessible via **MUOnline**. As such, you need to go to the **Start Here Section** in the course and follow / work your way through the material presented. Failure to do so will adversely impact your ability to perform in this class. Thank you for your attention in this matter.

As indicated, this course utilizes **MUOnline**. Access and information regarding **MUOnline** (Blackboard) is found at: Using myMU and MUOnLine, and an accessibility statement found at Blackboard Accessibility (Blackboard Learn 9.1 SP 14). Any technical problems associated with MUOnline should be directed to the IT Service Desk at IT Service Desk (Help Desk) or (304) 696-3200. **MUOnLine** schedules weekly maintenance on Sundays. It is advised that you do not submit work on Sundays.

You will need to have, or have access to, computers compatible with the **MUOnline** system requirements. These requirements can be found at: Blackboard Accessbility (Learn 9.1 SP 14). Additionally, you will need access to **MS Office**, or a comparable suite of programs. Submissions must be in **PDF** format (MS Word will generate a PDF) and will be done via the designate process within **MUOnline**. MS Office (Word, Excel, PowerPoint) required. MS Office is available via **MU Remote Access** (https://muremote.marshall.edu). Failure to adhere to these requirements will result in the assignment not being graded.

Communications: The best and most reliable way to communicate through either the course mail option in MUOnline or other E-mail addresses.

Communication with the class as a whole, a group or an individual student, is done via E-mail. As such, you are advised to check either course mail on MUOnline or your Marshall E-mail.

Terms of Use

A student's continued enrollment in this course signifies acknowledgment of, and agreement with the statements, disclaimers, policies, and procedures outlined within this syllabus and elsewhere in the MUOnline environment. *This Syllabus is a dynamic document. Elements of the course structure (e.g., dates and topics covered, but not policies) may be changed at the discretion of the professor*

Marshall University – Lewis College of Business Master of Business Administration (MBA) MBA Program Learning Objectives (PLOs)

Goal 1: Integrative Business Knowledge

Graduates will be proficient in integrating the techniques, processes, and procedures of the fundamental business disciplines (accounting, finance, marketing, human resource, management, operations, and strategy). They will be able to apply theory, skills, and knowledge from these disciplines to make informed and well-reasoned ethical business decisions in the dynamic global environment.

> **Objective:** Graduates will demonstrate competence to integrate knowledge across business fields in solving a business problem

Goal 2: Critical Analysis

Graduates will demonstrate their capacity for critical analysis in processing, interpreting, and managing the quantitative and qualitative information necessary for effective managerial decision making.

> **Objective:** Graduates will demonstrate the ability to critically analyze a business situation or problem.

Goal 3: Ethical Leadership

Graduates will be able to identify and differentiate between various ethical philosophies. They will be able to determine the potential impact of these philosophies when making managerial decisions.

> **Objective:** To ability compare and contrast the elements of ethical integrity in a business leader and the importance of integrity in successful business ventures.

Goal 4: Global and Diversity Awareness

Graduates will demonstrate a global perspective by recognizing the impact of international business issues and appreciating diversity, including culture, race, religion, and gender in making managerial decisions.

> **Objective:** To understand the kind of issues that arise in international business and the means for effectively addressing these issues.

Policies & Materials

There are several university-wide and LCOB policies you need to be aware of. This course complies with the Office of Academic Affairs policies, accessible at the website, www.marshall.edu/academic-affairs and clicking on "Marshall University Policies". Or, you can

access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802.
Policies include: Academic Dishonesty, Excused Absence Policy for Undergraduates, University

COURSE and SOURCE MATERIALS

Assigned readings and case studies are available online through a variety of means. You are expected to have access to the assigned material. You will be provided with a link that will take you to the material. You may need to have a valid credit card in order to acquire the material. .

All students are expected to keep abreast of contemporary developments in global business by reading the New York Times, Wall Street Journal, Washington Post, or other major daily, as well as selectively reading various journals such as The Economist, Forbes, Fortune, Business Week, Foreign Affairs, Foreign Policy, and other journals.

Additional Resources and Information

Drinko Library – Drinko Library contains the resources for additional research, newspapers and magazines, team rooms, and writing assistance. The Study Center (1st floor) makes computers and printers available to students. The Writing Center (2nd floor) helps students improve their writing.

Accommodations – Contact the Office Disability Services Program (Pritchard Hall, Room 117; 304-696-2271). Be prepared to provide all required documentation to ensure receipt of equitable accommodations to meet course objectives and deliverables. Students can obtain the necessary documentation from the Disability Student Services Office.

Tutoring Center – Contact the Tutoring Center (first floor of Laidley Hall). Limited individual tutoring is available upon request. Students may use drop-in tutoring for as many hours as needed per their posted schedule.

Grammar Checking Software – You may wish to explore grammar checking software beyond the capabilities in Microsoft Word. The Writing Center is NOT responsible for correcting all your grammar errors. As such, you may want to consider any of the following programs; *Grammarly* (www.grammarly.com), *Whitesmoke* (www.whitesmoke.com), or *Writer's Workbench* (www.emo.com).

Professional Conduct

Course workload and expectations: This course requires an extensive amount of work and time, including team coordination and writing. You will be required to do written case analyses, in teams as well as individually, to successfully complete this course. Additionally, you are required to actively participate in the case related discussions via the assigned discussion boards, and to complete proficiency quizzes that accompany the various readings.

The LCOB has a zero-tolerance policy as it relates to academic dishonesty. Refer to the Academic Dishonesty, Academic Dismissal, and Academic Rights and Responsibilities of Students policies for further information in this regard. All violations to these policies will result in a zero grade for the assignment and a report being filed with the Office of Academic Affairs.

Team based work: Much of the work in this course is team based. Unless otherwise stipulated, all cases and the simulation, are to be done in self-directed groups. Students are provided with the opportunity to voluntarily form teams of 4 to 6 members. There is a discussion board entitled

Introduction and Bio Posting where you are encouraged to introduce yourself to your classmates and to solicit team members.

You need to have formed your teams **within the first (1) week of the semester**. Should you have a problem forming a group, you must let me know within the stipulated timeframe. Those students who do not have a team affiliation by the end of the first week will be randomly assigned a team by the computer.

Most people agree with the pragmatic observation that the world in which actual work is accomplished requires we give and receive aid, rather than withholding or rejecting it. In studies on how managers spend their time, Mintzberg found that typical managers spend about 20% of their time working alone. The Remaining 80% is spent talking with others on the telephone, in face-to-face meetings with other individuals, e-mail and IM, or in group meetings. Non-participation in any group related activities will not be tolerated. Your fellow students will be completing peer evaluation forms at the end of the semester and if it is apparent that you have abandoned your responsibilities to the group, your grade will be lowered! It is strongly recommended that you exchange all contact information; all phone numbers, email addresses, etc., with each member of the team so as to assure you can reach each other.

While collaboration is actively encouraged within a group, the LCOB does not tolerate any form of cheating, which can take the form of copying from others during exams, plagiarizing, etc. For any assignment for which it has been determined that you might have cheated you will receive the maximum penalty available under university rules. At a minimum, this will result in a zero for the particular assignment. The burden of proof to defend your position will lie with you!

Course Description.

MGT611 is an integrative 3 credit hour MBA course concerning the theory and practice of a military officer's human resource management plans to attain outcomes consistent with the organization's mission and goals including strategy formulation, implementation and control. Prerequisite is permission of GSM academic advisor.

The purpose of this course is to provide you with an understanding of the concepts of human resource management planning, organizing, and implementation. These topics, are generally thought of as falling in the province of officers and most specifically, senior officers. The central theme of human resource management is that an organizations chances of sustained success are greatly improved when managers (1) develop an astute, timely "game plan" for managing the company's human resources and then (2) implement and execute the plan with great proficiency. These abilities are increasingly critical, particularly in times of increased uncertainty and turmoil, be it economic, social or political.

MGT611 entails the study of managing human resources under conditions of uncertainty. Policy construction at top administrative levels with emphasis on management and ethical issues with consideration of major functions of the organization human resources. That means the course integrates various aspects of the human resource management discipline so that you acquire an understanding and appreciation of how each aspect works with each other aspect.

This course uses articles from leading business and military publications, and a number of cases analyses. The case method is used extensively in this course. Students get asked the sort of questions a senior officer might ask in a staff meeting. Such questions would typically require serious preparation, effective communication, and critical thinking. The case method is meant to

give you practice in conducting yourself effectively within a general officer's staff meeting where the participants are focusing on addressing critical issues and problems, or developing alternative courses of action or strategy.

Course objectives:

1. Formulate human resource management thinking through management concepts, models, and tools.
    a. Reconstruct what human resource management is and measure firms' competitive advantage,
    b. Analyze organizations and their situations; and
    c. Evaluate the organization via human resource management tools (external, internal, business-level, and corporate-level).
2. Model human resource management thinking with cases, organizations, and scenarios.
    a. Synthesize key issues and subsidiary issues,
    b. Analyze the situation,
    c. Prepare quantitative evidence of the organization's performance,
    d. Prepare alternatives the firm can feasibly implement, and
    e. Evaluate and justify recommendations.
3. Demonstrate enhanced written and oral communication skills, human resource management knowledge, collaboration skills, and critical thinking skills.
    a. Summarize ideas concisely and persuasively via written and oral media individually and collaboratively,
    b. Demonstrate human resource management knowledge and critical thinking skills individually and collaboratively.

Grading / Assessment:

Deliverable	Pts	Total Points
Section Proficiency Quizzes (7)	30	210
Group Cases (4)		
Written Assignments	300	1,200
Case Discussions	30	120
Individual Cases (8)		
Written Summary	100	800
Case Discussions	30	240
Major Case Assignment Related		
Major Case Write up	1,500	1,500
Total Points		4,070

Important Note:

In addition to the above grading elements you will perform a peer evaluation on each member of your team at the end of the semester. Any student cumulatively rated less than excellent by their teammates is subject having their grade lowered by as much as one half (1/2) letter grade.

TECHNIQUES OF INSTRUCTION

- Lectures Notes and Power Point material
- Proficiency Quizzes
- Written Case Analysis – both individual and team
- Discussion of course material, with an emphasis on assigned cases.

COURSE GRADING:

The Section Proficiency Quizzes are your individual responsibility and must be taken in order for the material, contained on **MUOnline**, for the next section to become available to you. All other exams and cases, *unless otherwise stipulated*, are to be done in self-directed groups.

The grade will NOT be curved at the end of the term, or at any other time. The grade you will receive is the direct result of your efforts and output in this class. All students MUST read the Grading Policy Statement in this document regarding grades, cheating and classroom procedures and participation.

Grade	Points
A	4,070 – 3,663
B	3,662 – 3,256
C	3.255 – 2.849
D	2.848 – 2,645
F	2,644 - 0

Marshall University requires 75% course completion to assign a course grade, including assigning an Incomplete.

COURSE SCHEDULE

A detailed schedule of course related responsibilities will be made available at the beginning of the semester, and is posted on MUOnline.

Copyright

All original content in this document, all web-based course materials (be they text, audio, and/or video), and/or classroom presentations are © by Dr. Marc Sollosy. No distribution without the express written consent of the author. Students are prohibited from selling (or being paid for taking) notes during this course to or by any person or commercial firm without the express written permission of the professor.

Scholastic Dishonesty

It is the responsibility of students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. Commission of any of the following acts shall constitute scholastic dishonesty. This listing is not exclusive of any other acts that may reasonably be said to constitute scholastic dishonesty: acquiring or providing information for any assigned work or examination from any unauthorized source; informing any person or persons of the contents of any examination prior to the time the examination is given in subsequent sections of the course or as a makeup; plagiarism; submission of a paper or project that is substantially the same for two courses unless expressly authorized by the instructor to do so; submission of a paper or project prepared by another student as your own. You are responsible for being familiar with the University's Academic Integrity Code, as well as the COB Student Code of Ethics below.

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students engaging in unacceptable behavior may be instructed to leave the classroom. Inappropriate behavior may result in disciplinary action or referral to the University's Behavioral Intervention Team. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

Viewpoints Disclaimer

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External Websites Disclaimer

Neither the professor, the COB, nor Marshall University are responsible for the content of external websites discussed in the classroom and/or linked to via online course materials, emails, message boards, or other means. Referred websites are for illustrative purposes only, and are neither warranted nor endorsed by the professor, COB, or Marshall University. Web pages change frequently, as does domain name ownership. While every effort is made to ensure proper referencing, it is possible that students may on occasion find materials to be objectionable for reasons beyond our control.

References:

Berman, E. M., Bowman, J. S., West, J. P., & Van Wart, M. R. (2012). *Human resource management in public service: Paradoxes, processes, and problems*. Sage.

Boxall, P., & Purcell, J. (2011). *Strategy and human resource management*. Macmillan International Higher Education.

Crowley-Henry, M., & Heaslip, G. (2014). Short-term international assignments. Military perspectives and implications for international human resource management. *European Management Journal, 32*(5), 752-760.

Dupré, K. E., & Day, A. L. (2007). The effects of supportive management and job quality on the turnover intentions and health of military personnel. *Human Resource Management: Published in Cooperation with the School of Business Administration, The University of Michigan and in alliance with the Society of Human Resources Management, 46*(2), 185-201.

Lengnick-Hall, C. A., Beck, T. E., & Lengnick-Hall, M. L. (2011). Developing a capacity for organizational resilience through strategic human resource management. *Human Resource Management Review, 21*(3), 243-255.

Lievens, F. (2007). Employer branding in the Belgian Army: The importance of instrumental and symbolic beliefs for potential applicants, actual applicants, and military employees. *Human resource management, 46*(1), 51-69

Robbert, A. A., Keltner, B. R., Reynolds, K. J., Spranca, M. D., & Benjamin, B. A. (1997). *Differentiation in Military Human Resource Management* (No. RAND/MR-838-OSD). RAND NATIONAL DEFENSE RESEARCH INST SANTA MONICA CA.

Segal, D. R., Rohall, D. E., Jones, J. C., & Manos, A. M. (1999). Meeting the missions of the 1990s with a downsized force: Human resource management lessons from the deployment of PATRIOT missile units to Korea. *Military Psychology, 11*(2), 149-167.

Thornton III, G. C., & Rupp, D. E. (2006). *Assessment centers in human resource management: Strategies for prediction, diagnosis, and development*. Psychology Press.

Townley, B. (1993). Foucault, power/knowledge, and its relevance for human resource management. *Academy of management review, 18*(3), 518-545.

Wiener, E. L., Kanki, B. G., & Helmreich, R. L. (Eds.). (2010). *Crew resource management*. Academic Press.

Request for Graduate Course Addition

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

College: LCOB   Dept/Division: MBA - Management   Alpha Designator/Number: MGT 613   ○ Graded   ● CR/NC

Contact Person: Dr. Marc Sollosy or Dr. Deepak Subedi   Phone: X2614 or X 2676

NEW COURSE DATA:

New Course Title: Military Management I

Alpha Designator/Number: | M | G | T | 6 | 1 | 3 | | | |

Title Abbreviation: | M | I | L | I | T | A | R | Y | | M | A | N | A | G | E | M | E | N | T | | I | I | I | |

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)

MGT613 concerns the theory and practice of a military officer's quantitative and analytical management plans to attain outcomes consistent with the organization's mission and goals including strategy formulation, implementation and control.

Co-requisite(s): N/A   First Term to be Offered: SPRING 2019

Prerequisite(s): N/A   Credit Hours: 3 to 9

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

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

Dept. Chair/Division Head _____   Date 10/16/18

Registrar _____ 520201   Date 10/16/18

College Curriculum Chair _____   Date 16 OCT 18

Graduate Council Chair _____   Date 12-4-18

College: Lewis College of Business   Department/Division: MBA - Management   Alpha Designator/Number: MGT613

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.

N/A

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

To provide an understanding of the concepts of quantitative and analytical management planning, organizing, and implementation. These topics, are generally thought of as falling in the province of officers and most specifically, senior officers. The central theme of quantitative and analytical management is that an organizations chances of sustained success are greatly improved when managers (1) develop an astute, timely "game plan" for managing the company's quantitative and analytical resources and then (2) implement and execute the plan with great proficiency. These abilities are increasingly critical, particularly in times of increased uncertainty and turmoil, be it economic, social or political.

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

1. Formulate quantitative and analytical management thinking through management concepts, models, and tools.
a. Reconstruct what quantitative and analytical management is and measure firms' competitive advantage,
b. Analyze organizations and their situations; and
c. Evaluate the organization via quantitative and analytical management tools (external, internal, business-level, and corporate-level).
2. Model quantitative and analytical management thinking with cases, organizations, and scenarios.
a. Synthesize key issues and subsidiary issues,
b. Analyze the situation,
c. Prepare quantitative evidence of the organization's performance,
d. Prepare alternatives the firm can feasibly implement, and
e. Evaluate and justify recommendations.
3. Demonstrate enhanced written and oral communication skills, quantitative and analytical management knowledge, collaboration skills, and critical thinking skills.
a. Summarize ideas concisely and persuasively via written and oral media individually and collaboratively,
b. Demonstrate quantitative and analytical management knowledge and critical thinking skills individually and collaboratively.

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

NOT APPLICABLE

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

LECTURE

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

CASES AND PROJECTS

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

NOT APPLICABLE

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

Aull-Hyde, R., & Davis, K. A. (2012). Military applications of the analytic hierarchy process. International Journal of Multicriteria Decision Making, 2(3), 267-281.

Barnes, T. J. (2008). Geography's underworld: the military–industrial complex, mathematical modelling and the quantitative revolution. Geoforum, 39(1), 3-16.

Badiru, A. B. (2012, January). Quantitative Modeling for Military Operational Efficiency, Effectiveness, and Productivity Analysis. In IIE Annual Conference. Proceedings (p. 1). Institute of Industrial and Systems Engineers (IISE).

Binkin, M. (1988). Technology and Skills: Lessons from the Military. The Impact of Technological Change on Employment and Economic Growth, 185-222.

Bryant, D. J., & Angel, H. (2000). Retention and fading of military skills: Literature review. HUMANSYSTEMS INC GUELPH (ONTARIO).

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Korkmaz, İ., Gökçen, H., & Çetinyokuş, T. (2008). An analytic hierarchy process and two-sided matching based decision support system for military personnel assignment. Information Sciences, 178(14), 2915-2927.

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Verrall, N. (2015). Whither MOE? Shifting language and thinking for the Evaluation of Military Activity. The RUSI Journal, 160(1), 38-44.

Yang, K. (2006). 23 Quantitative Methods for Policy Analysis. Handbook of public policy analysis, 349.

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: Management
New Course Title: Military Management II
Alpha Designation/Number: MGT613
Course Catalog Description: MGT613 concerns the theory and practice of a military officer's human resource management plans to attain outcomes consistent with the organization's mission and goals including strategy formulation, implementation and control.
Prerequisites: None
First Term Offered: Spring 2019
Credit Hours: 3 to 9

Course Syllabus

MGT 612 – Military Management III

Instructor: TBA

Class Format:
This course is presented in an Online format via MUOnline or at other specified web locations. You may access the Blackboard specific material via: Blackboard Help for Students.

Last Updated: XXXXXXXXXXX. This Syllabus is a dynamic document. Elements of the course structure (e.g., dates and topics covered, but not policies) may be changed at the discretion of the professor. Students will learn of any changes through changes to the calendar at the end of this syllabus and/or through Instructor course email messages. Check both regularly.

IMPORTANT INFORMATION and NOTICES

Course workload and expectations: This course requires an extensive amount of work, including team coordination and writing. You are required to: take quizzes, online; prepare written case analyses, both individually and in teams; and participate in the classroom discussions via online discussion boards.

Read and make sure you understand: This syllabus is an integral component of the course. It is very important that you read it in its entirety. All of the material you will need for this class, including power point presentations, case material and case discussion questions are only accessible via **MUOnline**. As such, you need to go to the **Start Here Section** in the course and follow / work your way through the material presented. Failure to do so will adversely impact your ability to perform in this class. Thank you for your attention in this matter.

As indicated, this course utilizes **MUOnline**. Access and information regarding **MUOnline** (Blackboard) is found at: Using myMU and MUOnLine, and an accessibility statement found at Blackboard Accessibility (Blackboard Learn 9.1 SP 14). Any technical problems associated with MUOnline should be directed to the IT Service Desk at IT Service Desk (Help Desk) or (304) 696-3200. **MUOnLine** schedules weekly maintenance on Sundays. It is advised that you do not submit work on Sundays.

You will need to have, or have access to, computers compatible with the **MUOnline** system requirements. These requirements can be found at: Blackboard Accessbility (Learn 9.1 SP 14). Additionally, you will need access to **MS Office**, or a comparable suite of programs. Submissions must be in **PDF** format (MS Word will generate a PDF) and will be done via the designate process within **MUOnline**. MS Office (Word, Excel, PowerPoint) required. MS Office is available via **MU Remote Access** (https://muremote.marshall.edu). Failure to adhere to these requirements will result in the assignment not being graded.

Communications: The best and most reliable way to communicate through either the course mail option in MUOnline or other E-mail addresses.

Communication with the class as a whole, a group or an individual student, is done via E-mail. As such, you are advised to check either course mail on MUOnline or your Marshall E-mail.

Terms of Use

A student's continued enrollment in this course signifies acknowledgment of, and agreement with the statements, disclaimers, policies, and procedures outlined within this syllabus and elsewhere in the MUOnline environment. *This Syllabus is a dynamic document. Elements of the course structure (e.g., dates and topics covered, but not policies) may be changed at the discretion of the professor*

Marshall University – Lewis College of Business Master of Business Administration (MBA) MBA Program Learning Objectives (PLOs)

Goal 1: Integrative Business Knowledge

Graduates will be proficient in integrating the techniques, processes, and procedures of the fundamental business disciplines (accounting, finance, marketing, human resource, management, operations, and strategy). They will be able to apply theory, skills, and knowledge from these disciplines to make informed and well-reasoned ethical business decisions in the dynamic global environment.

> **Objective:** Graduates will demonstrate competence to integrate knowledge across business fields in solving a business problem

Goal 2: Critical Analysis

Graduates will demonstrate their capacity for critical analysis in processing, interpreting, and managing the quantitative and qualitative information necessary for effective managerial decision making.

> **Objective:** Graduates will demonstrate the ability to critically analyze a business situation or problem.

Goal 3: Ethical Leadership

Graduates will be able to identify and differentiate between various ethical philosophies. They will be able to determine the potential impact of these philosophies when making managerial decisions.

> **Objective:** To ability compare and contrast the elements of ethical integrity in a business leader and the importance of integrity in successful business ventures.

Goal 4: Global and Diversity Awareness

Graduates will demonstrate a global perspective by recognizing the impact of international business issues and appreciating diversity, including culture, race, religion, and gender in making managerial decisions.

> **Objective:** To understand the kind of issues that arise in international business and the means for effectively addressing these issues.

Policies & Materials

There are several university-wide and LCOB policies you need to be aware of. This course complies with the Office of Academic Affairs policies, accessible at the website, www.marshall.edu/academic-affairs and clicking on "Marshall University Policies". Or, you can

access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802.
Policies include: Academic Dishonesty, Excused Absence Policy for Undergraduates, University

COURSE and SOURCE MATERIALS

Assigned readings and case studies are available online through a variety of means. You are expected to have access to the assigned material. You will be provided with a link that will take you to the material. You may need to have a valid credit card in order to acquire the material. .

All students are expected to keep abreast of contemporary developments in global business by reading the New York Times, Wall Street Journal, Washington Post, or other major daily, as well as selectively reading various journals such as The Economist, Forbes, Fortune, Business Week, Foreign Affairs, Foreign Policy, and other journals.

Additional Resources and Information

Drinko Library – Drinko Library contains the resources for additional research, newspapers and magazines, team rooms, and writing assistance. The Study Center (1st floor) makes computers and printers available to students. The Writing Center (2nd floor) helps students improve their writing.

Accommodations – Contact the Office Disability Services Program (Pritchard Hall, Room 117; 304-696-2271). Be prepared to provide all required documentation to ensure receipt of equitable accommodations to meet course objectives and deliverables. Students can obtain the necessary documentation from the Disability Student Services Office.

Tutoring Center – Contact the Tutoring Center (first floor of Laidley Hall). Limited individual tutoring is available upon request. Students may use drop-in tutoring for as many hours as needed per their posted schedule.

Grammar Checking Software – You may wish to explore grammar checking software beyond the capabilities in Microsoft Word. The Writing Center is NOT responsible for correcting all your grammar errors. As such, you may want to consider any of the following programs; *Grammarly* (www.grammarly.com), *Whitesmoke* (www.whitesmoke.com), or *Writer's Workbench* (www.emo.com).

Professional Conduct

Course workload and expectations: This course requires an extensive amount of work and time, including team coordination and writing. You will be required to do written case analyses, in teams as well as individually, to successfully complete this course. Additionally, you are required to actively participate in the case related discussions via the assigned discussion boards, and to complete proficiency quizzes that accompany the various readings.

The LCOB has a zero-tolerance policy as it relates to academic dishonesty. Refer to the Academic Dishonesty, Academic Dismissal, and Academic Rights and Responsibilities of Students policies for further information in this regard. All violations to these policies will result in a zero grade for the assignment and a report being filed with the Office of Academic Affairs.

Team based work: Much of the work in this course is team based. Unless otherwise stipulated, all cases and the simulation, are to be done in self-directed groups. Students are provided with the opportunity to voluntarily form teams of 4 to 6 members. There is a discussion board entitled

Introduction and Bio Posting where you are encouraged to introduce yourself to your classmates and to solicit team members.

You need to have formed your teams **within the first (1) week of the semester**. Should you have a problem forming a group, you must let me know within the stipulated timeframe. Those students who do not have a team affiliation by the end of the first week will be randomly assigned a team by the computer.

Most people agree with the pragmatic observation that the world in which actual work is accomplished requires we give and receive aid, rather than withholding or rejecting it. In studies on how managers spend their time, Mintzberg found that typical managers spend about 20% of their time working alone. The Remaining 80% is spent talking with others on the telephone, in face-to-face meetings with other individuals, e-mail and IM, or in group meetings. Non-participation in any group related activities will not be tolerated. Your fellow students will be completing peer evaluation forms at the end of the semester and if it is apparent that you have abandoned your responsibilities to the group, your grade will be lowered! It is strongly recommended that you exchange all contact information; all phone numbers, email addresses, etc., with each member of the team so as to assure you can reach each other.

While collaboration is actively encouraged within a group, the LCOB does not tolerate any form of cheating, which can take the form of copying from others during exams, plagiarizing, etc. For any assignment for which it has been determined that you might have cheated you will receive the maximum penalty available under university rules. At a minimum, this will result in a zero for the particular assignment. The burden of proof to defend your position will lie with you!

Course Description.

MGT612 is an integrative 3 credit hour MBA course concerning the theory and practice of a military officer's quantitative and analytical management plans to attain outcomes consistent with the organization's mission and goals including strategy formulation, implementation and control. Prerequisite is permission of GSM academic advisor.

The purpose of this course is to provide you with an understanding of the concepts of quantitative and analytical management planning, organizing, and implementation. These topics, are generally thought of as falling in the province of officers and most specifically, senior officers. The central theme of quantitative and analytical management is that an organizations chances of sustained success are greatly improved when managers (1) develop an astute, timely "game plan" for managing the company's quantitative and analytical resources and then (2) implement and execute the plan with great proficiency. These abilities are increasingly critical, particularly in times of increased uncertainty and turmoil, be it economic, social or political.

MGT612 entails the study of managing quantitative and analytical techniques and data under conditions of uncertainty. Policy construction at top administrative levels with emphasis on quantitative and analytical management of major functions of the organization. That means the course integrates various aspects of the quantitative and analytical management discipline so that you acquire an understanding and appreciation of how each aspect works with each other aspect.

This course uses articles from leading business and military publications, and a number of cases analyses. The case method is used extensively in this course. Students get asked the sort of questions a senior officer might ask in a staff meeting. Such questions would typically require serious preparation, effective communication, and critical thinking. The case method is meant to

give you practice in conducting yourself effectively within a general officer's staff meeting where the participants are focusing on addressing critical issues and problems, or developing alternative courses of action or strategy.

Course objectives:

1. Formulate quantitative and analytical management thinking through management concepts, models, and tools.
   a. Reconstruct what quantitative and analytical management is and measure firms' competitive advantage,
   b. Analyze organizations and their situations; and
   c. Evaluate the organization via quantitative and analytical management tools (external, internal, business-level, and corporate-level).
2. Model quantitative and analytical management thinking with cases, organizations, and scenarios.
   a. Synthesize key issues and subsidiary issues,
   b. Analyze the situation,
   c. Prepare quantitative evidence of the organization's performance,
   d. Prepare alternatives the firm can feasibly implement, and
   e. Evaluate and justify recommendations.
3. Demonstrate enhanced written and oral communication skills, quantitative and analytical management knowledge, collaboration skills, and critical thinking skills.
   a. Summarize ideas concisely and persuasively via written and oral media individually and collaboratively,
   b. Demonstrate quantitative and analytical management knowledge and critical thinking skills individually and collaboratively.

Grading / Assessment:

Deliverable	Pts	Total Points
Section Proficiency Quizzes (7)	30	210
Group Cases (4)		
Written Assignments	300	1,200
Case Discussions	30	120
Individual Cases (8)		
Written Summary	100	800
Case Discussions	30	240
Major Case Assignment Related		
Major Case Write up	1,500	1,500
Total Points		**4,070**

Important Note:

In addition to the above grading elements you will perform a peer evaluation on each member of your team at the end of the semester. Any student cumulatively rated less than excellent by their teammates is subject having their grade lowered by as much as one half (1/2) letter grade.

TECHNIQUES OF INSTRUCTION

- Lectures Notes and Power Point material
- Proficiency Quizzes
- Written Case Analysis – both individual and team

- Discussion of course material, with an emphasis on assigned cases.

COURSE GRADING:

The Section Proficiency Quizzes are your individual responsibility and must be taken in order for the material, contained on **MUOnline**, for the next section to become available to you. All other exams and cases, *unless otherwise stipulated,* are to be done in self-directed groups.

The grade will NOT be curved at the end of the term, or at any other time. The grade you will receive is the direct result of your efforts and output in this class. All students MUST read the Grading Policy Statement in this document regarding grades, cheating and classroom procedures and participation.

Grade	Points
A	4,070 – 3,663
B	3,662 – 3,256
C	3,255 – 2,849
D	2,848 – 2,645
F	2,644 - 0

Marshall University requires 75% course completion to assign a course grade, including assigning an Incomplete.

COURSE SCHEDULE

A detailed schedule of course related responsibilities will be made available at the beginning of the semester, and is posted on MUOnline.

Copyright

All original content in this document, all web-based course materials (be they text, audio, and/or video), and/or classroom presentations are © by Dr. Marc Sollosy. No distribution without the express written consent of the author. Students are prohibited from selling (or being paid for taking) notes during this course to or by any person or commercial firm without the express written permission of the professor.

Scholastic Dishonesty

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External Websites Disclaimer

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Yang, K. (2006). 23 Quantitative Methods for Policy Analysis. *Handbook of public policy analysis,* 349.

Request for Graduate Non-Curricular Changes

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

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

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

College: **COHP**   Dept/Division: **NURSING**

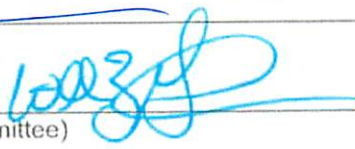Contact Person: **Rebecca Appleton**   Phone: **304-696-2632**
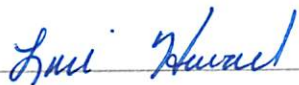
Rationale for Request:

The graduate academic planning & standards committee of the MSN program suggested the following policy changes due to an increase in MSN student issues surrounding C and D grades. These changes should clarify that students that receive a D or F will be dismissed from the program, and reinforce that only 6 hours of C can count towards graduation. And if a student receives 9 credits of a C they will be dismissed. These policy changes were approved by the full nursing faculty at the NFO faculty meeting on 5.8.18.

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 ~~Fall 2019~~ 9/6/18

Registrar _____   Date 10/22/18

College Curriculum Committee Chair _____   Date 9/20/18
(or Dean if no college curriculum committee)

Graduate Council Chair _____   Date 12-4-18

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

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

MSN General Academic Policies

1. All graduate academic policies apply to all M.S.N. and post master's coursework. Students are required to review and download the current Graduate Catalog and M.S.N. Handbook upon admission to the M.S.N. program.

2. The School of Nursing reserves the right to administratively withdraw any nursing student whose health, academic record, clinical performance, or behavior is judged unsatisfactory.

3. A student who earns a D in a required clinical/practicum course may not progress to the next sequential clinical course. The student must repeat the course the next time offered or within one year. He or she must earn a B or higher on the second attempt. Failure to earn a B or higher on the second attempt will result in dismissal from the program.

4. A student who earns a D in a required nonclinical/practicum course must repeat the course the next time offered or within one year. He or she must earn a B or higher on the second attempt will result in dismissal from the program

5. A student is permitted to repeat only one nursing course in the process of completing the MSN program. Earning a second D in any course will result in dismissal from the program.

6. All grades of C or less are counted in computing averages, but no more than six hours of C and no grades below C may be applied toward a graduate degree or post-master's certificate. (From Graduate Catalog.)

7. A student who earns 9 credits of a C in nursing courses will be dismissed from the program.

8. If a student earns an F in any course, he or she will be dismissed from the program.

9. Any student dismissed from the program may not reapply to the area of emphasis in which he or she was enrolled.

10. Students in the graduate program who fail to enroll for a semester without an approved leave of absence (LOA) are considered withdrawn from the program and are not eligible for future enrollment.

11. Students who do not follow the university procedure for withdrawal from a course will earn a grade of F for the course.

12. No more than twelve (12) credit hours may be accepted as transfer credit. For graduate certificate programs, transfer credits may not exceed 6 credit hours. The grades earned in the classes to be transferred must be a B or better. Graduate credits transferred from other institutions will not become a part of the Grade Point Average recorded on the student's Marshall University transcript and will simply meet credit hour requirements toward graduation. (From Graduate Catalog.)

13. All students must have a 3.00 GPA in their major to graduate and receive the MSN or post master's certificate.

14. A student must have an approved Plan of Study (POS) developed with his or her advisor prior to registering for any M.S.N. class. Any deviation from the student's POS must be approved by his or her advisor. Failure to comply with this policy can result in an administrative withdrawal from a course.

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.

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5. A student is permitted to repeat only one nursing course in the process of completing the MSN program. ~~Earning a second D in any course will result in dismissal from the program.~~ (remove the second sentence).

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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.

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

Type of change request: MSN General Policy Changes

Department: Nursing

Degree program: Master of Science in Nursing (MSN)

Effective date (fall/spring/summer, year): Spring 2019

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

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

College: **Education and Prof Devel**   Dept/Division: **Curriculum & Instruction**

Contact Person: Tina Allen   Phone: 6-8958

Name of Certificate Post Baccaluarette Teacher Certificate

Check action requested: ☐ Addition   ☐ Deletion   ☒ Change

Effective Term/Year   Fall 20 ☐   Spring 20 [19]   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 *Tina L Allen*	Date 10/18/18
College Curriculum Chair *[signature]*	Date 10/28/18
College Dean *Teresa Eagle*	Date 10-29-18
Graduate Council Chair *Lori Howard*	Date 12-4-18
Provost/VP Academic Affairs	Date
Presidential Approval	Date

Sonya A C
Registrar   10-23-18

Form updated 10/2011

Please provide a rationale for addition, deletion, change:

This request is to remove CISP 521 from the Plan of Study and replace it with CISP 520. CISP 521 and CISP 520 are equivalent courses with the same course objectives and content. CISP 521 is no longer offered by the special education department on the regular schedule but used only for courses taught through 3rd party contracts.

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.

CISP 521 Children with Exceptionalities will be replaced with CISP 520 Introduction to Exceptional Children

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

None

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

None

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

3. *Current* Catalog Description

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

please see attached

4. *Edits* to the Current Description

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

5. *New* Catalog Description

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

please see attached

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

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

Department: Curriculum & Instruction
Name of Certificate: Post Baccalaureate Teacher Certificate
Credit Hours: 24
Type of Change: change
Rationale: This request is to remove CISP 521 from the Plan of Study and replace it with CISP 520. CISP 521 and CISP 520 are equivalent courses with the same course objectives and content. CISP 521 is no longer offered by the special education department on the regular schedule but used only for courses taught through 3rd party contracts.

From:	Howard, Lori
Sent:	Tuesday, October 23, 2018 1:20 PM
To:	Cantrell, Sonja
Cc:	Pittenger, David
Subject:	Re: curriculum form

S,

I would appreciate it if you could sign somewhere near the bottom. I do want to make sure you are "in the loop." I've copied Dean Pittenger, as you know, he is working with a group to get electronic forms together. We will need to change forms as part of that process but in the meantime, I would appreciate your signature at the bottom of forms.

Thank you for letting me know and for being patient with the process of getting the forms revised. I know that the electronic forms will be so much easier for everyone.

L
Lori Howard, Ph.D.
Associate Professor of Special Education
howardl@marshall.edu
304-746-2076

From: Cantrell, Sonja
Sent: Tuesday, October 23, 2018 1:02 PM
To: Howard, Lori
Subject: curriculum form

Hi Lori,

I received a change of certificate form via campus mail but since it is an older form there is nowhere for me to sign yet. Do you want me to just send it back to the person since there isnt a registrar line, initial it somewhere, sign it somewhere at the bottom or something else?

Please let me know how to proceed.

Thanks!

Sonja G. Cantrell, Ed.D.
University Registrar
Marshall University

(100% recommended): completion of EDF 537 and EDF 637, Level I and II Clinical Experiences; completion of all PBC coursework and the Praxis content test(s).

8. Before a candidate may apply for certification/licensure. he or she must take and pass the Praxis Principles of Learning and Teaching (PLT) Grades 7-12. The PLT may be taken during or following the final semester in the PBC program.

9. Upon completion of the PBC program and all testing requirements, the student should apply for licensure. The teaching license is awarded by the West Virginia Department of Education; however. the candidate must be recommended for licensure by the institution.

Program Requirements

Foundations of Education.. 6 hours

EDF	616	Advanced Studies in Human Development OR
EDF	619	Educational Psychology
EDF	537	Clinical I - Lab to accompany EDF 616 or EDF 619
EDF	612	Educational Evaluation OR
EDF	636	Classroom Assessment

Curriculum and Instruction .... 12 Hours

CISP	510	Intro. to Instructional Practices/Exceptional Children
CISP	521	Children with Exceptionalities
CIRG	644	Literacy in the Content Area
CI	515	Integrated Methods and Materials
EDF	637	Clinical II - Lab to accompany CI 515

Technology..3 Hours

CIEC	534	Applications Software in the Classroom Curriculum Area OR
CIEC	600	Instructional Design and Technology OR
CIEC	635	Using the Internet in the Classroom

Supervised Student Teaching ....3 Hours

| *EDF | 677 | Clinical III - Student Teaching |

Total .... **24 Hours**

Eligibility for Student Teaching: Students must successfully complete the courses listed above, the appropriate Praxis content knowledge test(s), and have 90% of their content requirements completed prior to enrolling for supervised student teaching.

Eligibility for Licensure: Students must meet content requirements, professional education requirements, and testing requirements. Testing requirements include the appropriate Praxis content knowledge test(s). and the Principles of Learning and Teaching (PLT) Students who apply for licensure from the West Virginia Department of Education are required to submit to the department a fingerprint card for federal and state background checks.

Certification Options:

Art Education, grades PreK-Adult
Biological Science, grades 9-Adult
Chemistry, grades 9-Adult
English, grades 5-Adult
General Science, grades 5-Adult
Japanese, grades PreK-Adult
Mathematics, grades 5-Adult
Music, grades PreK-Adult
Physics, grades 9-Adult
Social Studies, grades 5-Adult
Spanish, grades 5-Adult
Wellness, grades PreK-Adult

(100% recommended): completion of EDF 537 and EDF 637, Level I and II Clinical Experiences; completion of all PBC coursework and the Praxis content test(s).

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~~CISP~~	~~521~~	~~Children with Exceptionalities~~
CISP	520	Introduction to Exceptional Children
CIRG	644	Literacy in the Content Area
CI	515	Integrated Methods and Materials
Technology EDF	637	Clinical II - Lab to accompany CI 515
CIEC	534	Applications Software in the Classroom Curriculum Area OR
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