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: CITE   Dept/Division: Computer Science   Alpha Designator/Number: CS 698   ◯ Graded ⦿ CR/NC

Contact Person: Wook-Sung Yoo   Phone: x5452

NEW COURSE DATA:

New Course Title: Internship

Alpha Designator/Number: | C | S | 6 | 9 | 8 | | | |

Title Abbreviation: | I | n | t | e | r | n | s | h | i | p | | | | | | | | | | | | | | | |

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)

Supervised work experience in computer science or related fields.

Co-requisite(s): _____   First Term to be Offered: Fall 2017

Prerequisite(s): permission by division chair   Credit Hours: 1 - 3 hours

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

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

Dept. Chair/Division Head _Yoo, wook_   Date _Aug. 22, '17_

Registrar _Sonja__ 11 0 1 0 1   Date _8/25/17_

College Curriculum Chair _Martin_   Date _9/8/17_

Graduate Council Chair _Christofero_   Date _11-17-17_

Form updated 10/2011

College: CITE   Department/Division: Computer Science   Alpha Designator/Number: CS 698

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

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

Dr. Wook-Sung Yoo

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.

N/A

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

N/A

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.

N/A

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.

N/A

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

Upon completion of the course, the students will be able to

- Apply knowledge and skills learned in the classroom in a work setting.
- Explain career options with more clearly defining personal career goals.
- Develop oral and written communication skills in working environment.

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

Based on an offer letter from the organization with a pre-determined number of hours per week during the semester, the student should prepare the following submittals:

- Objective worksheet
The student should complete specific objectives during the term and submit the work objectives within the first two weeks. The objectives will be used to evaluate student's progress.

- Weekly progress reports
Weekly progress reports following the format provided by the instructor should be submitted to instructor each week which include the week's accomplishment/progress on objectives agreed on, meeting summary, issues, and plan for next week.

- Final report describing the work experience.
Final report following the format provided by the instructor should be submitted by the end of the semester. The final report should be a reflective examination of the work experience to (1) evaluate your objectives, (2) describe the most difficult challenge that you faced, and (3) write final reflective thoughts.

The company should provide its evaluation of the student's performance to instructor by the end of the term.
The course is not required course and the credit hours is not counted for graduation.

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

N/A

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

internship

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

- Objective worksheet report
- Weekly progress reports
- Final report describing the work experience
- Company's evaluation of the student's performance

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

N/A

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

N/A

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: Computer Science
Course Number and Title: CS698 Internship
Catalog Description: Supervised work experience in computer science or related fields.
Prerequisites: Permission by division chair
First Term Offered: Fall 2017
Credit Hours: 1 - 3 hours

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: Medicine   Dept/Division: Clinical Translational   Alpha Designator/Number: CTS 632   ○ Graded   ● CR/NC

Contact Person: Darshana Shah, PhD   Phone: 304-691-8639

NEW COURSE DATA:

New Course Title: Qualitative Research and its Uses in Health Care

Alpha Designator/Number: | C | T | S | | 6 | 3 | 2 | | |

Title Abbreviation: | Q | U | A | L | I | T | A | T | I | V | E | | R | E | S | E | A | R | C | H | | | | |

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This course is designed as an introduction to qualitative research methods. It offers various approaches to designing and conducting qualitative research projects in health and health services research. Students will gain hands-on experience in various qualitative methods and analysis techniques while carrying out a research project related to their area of interest
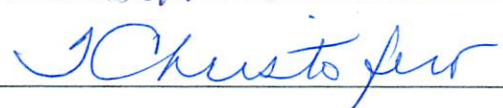
Co-requisite(s): None   First Term to be Offered: Spring 2018

Prerequisite(s): Consent of instructor   Credit Hours: 1

Course(s) being deleted in place of this addition (*must submit course deletion form*):   Not Applicable

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

Dept. Chair/Division Head		Date 9/29/17
Registrar _(signature)_ 2 4 9 9 9 9		Date 9/29/17
College Curriculum Chair _(signature)_		Date 9/29/17
Graduate Council Chair _JChristofero_		Date 11-17-17

Form updated 10/2011   Page 1 of 5

College: Medicine   Department/Division: Clinical Translation Science Alpha Designator/Number: CTS 632

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.

Darshana Shah, PhD

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)

Listed on course syllabus (attached).

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

Listed on course syllabus (attached).

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

Listed on course syllabus (attached).

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

Web based self learning modules, large group discussion, small group discussion

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

Homework-readings and/or written assignments,
Problem solving exercise

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

Not applicable

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

Listed on course syllabus (attached).

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

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

Department: Clinical Translational Science
Course Number and Title: CTS 632
Catalog Description: Introduction to the science of Team Science and Collaboration
Prerequisites: Consent of instructor
First Term Offered: Spring 2018
Credit Hours:1

COURSE TITLE/NUMBER	CTS 632 Qualitative Research and its Uses
SEMESTER/YEAR	Spring 2018
DAYS/TIME	One hour/week - Thursday 1:00 - 1:50 PM
CREDIT HOURS	1
LOCATION	Translational Genomics Research Institute (TGRI)
INSTRUCTOR	Darshana Shah, PhD
OFFICE/PHONE	691-8639
E-MAIL	Shah@marshall.edu (email preferred)
OFFICE HOURS	Wednesday 4:00 - 5:30 PM and by appointment
CFE/UNIVERSITY POLICIES	By enrolling in this course, you agree to the *Marshall University Policies*, and thus it is essential that you understand them. Please review these at the Academic Affairs website: http://muwww-new.marshall.edu/academic-affairs/policies/

COURSE DESCRIPTION: FROM CATALOG

This course is designed as an introduction to qualitative research methods. It offers various approaches to designing and conducting qualitative research projects in health and health services research. Students will gain hands-on experience in various qualitative methods and analysis techniques while carrying out a research project related to their area of interest.

STUDENT LEARNING OUTCOMES IDENTIFIED IN THIS COURSE:

Upon completion of the course, students will:

• To become familiar with the characteristics, language and logic of qualitative research methods;
• To understand the available techniques for designing a qualitative research study;
• To understand the available techniques for qualitative data analysis;
• To be able to recognize and assess quality and rigor in evaluating a qualitative research study.

REQUIRED TEXTS, ADDITIONAL READING, AND OTHER MATERIALS

Michael Quinn Patton, *Qualitative Research & Evaluation Methods*, Sage Publications, 2002.

RECOMMENDED MATERIALS

Additional recommended readings/sources:
- Giacomini MK, Cook DJ. 2000. Users' Guides to the medical literature: XXII. Qualitative research in healthcare, are the results of the study valid? *JAMA* 284:357-62.
- Rowan M, Huston P. 1997. Qualitative Research Articles: Information for Authors and Peer Reviewers. *Canadian Medical Association Journal* 157: 1442-6.
- Giacomini MK, Cook DJ. 2000. User's guide to the medical literature: XXIII. Qualitative research in health care B. What are the results and how do they help me care for my patients? *JAMA* 284(4): 478-482
- Kvale S. 1996. "Thematizing and Designing an Interview Study" in *InterViews: An Introduction to Qualitative Research Interviewing*. Thousand Oaks, CA: Sage Publications, 83-108
- Stewart DW, Shamdasani PN. 1990. "Chapter 1: Introduction" in *Focus Groups: Theory and Practice*. Newbury Park, CA: Sage Publications, 9-32.
- Stewart DW, Shamdasani PN. 1990. "Chapter 6: Analyzing Focus Group Data" in *Focus Groups: Theory and Practice*. Newbury Park, CA: Sage Publications, 102-121

Week	Session Topics
1	Session overview, assignments, expectations, etc.
2	Getting Started in Qualitative Research: What is Qualitative Research?
3	Developing Taxonomy, Themes, and Theory – Qualitaitve Research
4	Components of Qualitative Research design- **Designing a research question**
5	**Presentation-** Project outline
6	Sampling and data collection tools
7	Qualitative research methods for Health Services Research
8	How to Analysis Qualitative Data for Health Services Research- **Homework**-Required Reading Assignments
9	Qualitative Data Analysis: Software tools, data tracking, and management-e..g NVivo
10	Analysis and Interpretation in Qualitative Research
11	Analysis and Interpretation in Qualitative Research-**In Class Discussion**
12	Analysis Practices - Coding and Generating Themes- **Homework**
13	Assignments Overview - **Homework**
14	Qualitative research data **Presentation**
15	Writing up the qualitative data collection methods
16	Publishing qualitative research

EVALUATION:

Class Project Presentations - 40%
Class Participation - 25%
Homework Assignments - 35%

ATTENDANCE POLICY

This class meets weekly. While attendance is not required, the course is designed for students to work in teams. Thus students are encouraged to maintain regular attendance.

ADDITIONAL POLICIES

1. **Accountable material and preparation.** Class sessions are conducted based on the expectation that students complete all appropriate readings and/or assignments as scheduled. This facilitates better questions, discussion, and learning. Exam and quiz questions may be based on both out-of-class assignments and material presented in class.
2. **Electronic devices.** Electronic devices (smartphones, PDAs, laptops, etc.) can be a valuable asset in the classroom. However, if used inappropriately, these can be a distraction. Students should utilize these devices in class only for educational purposes, and are requested to be unobtrusive in their use (including silencing cell phone ringers). Please note that social media, "tweeting", and real time chat are not appropriate in the classroom unless part of a classroom exercise.
3. **Intellectual property notice.** Many materials used in this class are copyrighted, while others represent content and product of the instructor and/or Marshall University. While students may share notes and engage in discussions regarding their work in the course, recording or distribution of course content is not permitted. Students should enquire of the instructor for clarification regarding exceptions.
4. **Academic integrity:** Students should refer to the Student Handbook to ensure understanding of policies concerning academic honesty and integrity, including plagiarism and cheating. Unless specified by the instructor, no electronic devices, notes, or other non-approved assistance is permitted during any exam.
5. **Disability accommodation.** The instructor will endeavor to accommodate students with a disability. It is requested that the student notify the instructor at the earliest possible time regard anticipated assistance that may be required.
6. **Vigilance.** Students are expected to access their MU e-mail address and MU

On-line regularly for information related to the course.

7. **Missed classes.** If you are absent, it is the student's responsibility to find out from a classmate what notes, handouts, assignments, or other course material you missed and to make arrangements to receive those.

8. **Make-up assignments and exams.** Students who miss scheduled exams or assignments may make them up in the event of a University-excused absence or medical emergency. In any other situation, a student may request a make-up, but if the request is granted, such may be a different exam or assignment.

9. **Office hours.** Hours are as posted and by appointment.

10. **Inclement Weather.** If inclement weather results in class cancellation, students are directed to carefully review posted material posted for that session, as we will endeavor to maintain the planned course schedule, including exams which may include that content.

11. **Reasonable change with notice.** In order to facilitate unforeseen circumstances, as well as act in the best interest of students and the university, the terms and schedule in this syllabus are subject to prudent change with reasonable notice.

Student Learning Outcomes	How Outcome Will Be Practiced	How Outcome Will Be Assessed
Become familiar with the characteristics, language and logic of qualitative research methods	In-class discussion	Homework and class project presentations
Understand the available techniques for designing a qualitative research study	In-class discussion	Homework and class project presentations
Understand the available techniques for qualitative data analysis	In-class discussion	Homework and class project presentations
Be able to recognize and assess quality and rigor in evaluating a qualitative research study	In-class discussion	Homework and class project presentations

Request for Graduate Course Addition

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

College: COLA   Dept/Division: ENG   Alpha Designator/Number: ENG5xx **507**   ⦿ Graded   ◯ CR/NC

Contact Person: Joni Magnusson   Phone: 304-696-3378

NEW COURSE DATA:

New Course Title: Writing, Editing & Doc Design

Alpha Designator/Number: ENG5xx **507**

Title Abbreviation: Writ., Edit. & Doc Design

(Limit of 25 characters and spaces)

Course Catalog Description: Study of the principles and practices of professional writing, editing, and document design. (PR: ~~None~~
(Limit of 30 words) ~~ENG 204 or 350 or 354).~~

Co-requisite(s): None   First Term to be Offered: Spring 2018

Prerequisite(s): None   Credit Hours: 3

Course(s) being deleted in place of this addition (*must submit course deletion form*):   None

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

Dept. Chair/Division Head _Allison E. Carey_   Date _8/18/2017_

Registrar _Sonja MC_   230101   Date _8/18/17_

College Curriculum Chair _Cratelu_   Date _9/20/17_

Graduate Council Chair _JChristofero_   Date _11-17-17_

College: COLA   Department/Division: ENG   Alpha Designator/Number: ENG5xx _507_

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.

Professor Joni Magnusson/English Department
Professor Nathan Rucker/English Department
Dr. Tony Viola/English Department
Professor Kristin Steele/English Department

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)

Please see the attached syllabus.

College: COLA   Department/Division: ENG   Alpha Designator/Number: ENG5xx

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.

Professor Joni Magnusson/English Department
Professor Nathan Rucker/English Department
Dr. Tony Viola/English Department
Professor Kristin Steele/English Department

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)

Please see the attached syllabus.

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

Please see the attached syllabus.

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

1. Rude, Carolyn D. and Angela Eaton. Technical Editing. 5th ed. Pearson, 2010.
ISBN-13: 978-0205786718
2. Pearsall, Thomas E. and Kelli Cargile Cook. The Elements of Technical Writing. 3rd ed. Pearson, 2010.
ISBN-13: 9780205583812
3. Williams, Robin. The Non-Designer's Design Book. 4th ed. Peachpit Press, 2014.
ISBN-13: 978-0133966152

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

The instructional methods for the course will include lecture, class discussion, student presentation, and written work. Please see the attached syllabus for more information.

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

Evaluation methods will include projects, such as an editing portfolio and professional writing project. Please see the attached syllabus for more information.

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

Additional graduate requirements will include selecting a class session and topic to lead/teach as well as additional length, complexity, and criteria for the editing portfolio submission.

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

Anderson, Laura. McGraw Hill's Proofreading Handbook. 2nd ed. McGraw-Hill Education, 2006.

Dunham, Steve. The Editor's Companion: An Indispensable Guide to Editing Books, Magazines, Online Publications, and More. Writer's Digest Books, 2015.

Einsohn, Amy. The Copyeditor's Handbook: A Guide for Book Publishing and Corporate Communications. 3rd ed. University of California Press, 2011.

Gross, Gerald C. Editors on Editing: What Writers Need to Know About What Editors Do. 3rd ed. Grove Press, 1994.

Kane, Thomas S. The Oxford Essential Guide to Writing (Essential Resource Library). Berkley, 2000.

Kolin, Philip. Successful Writing at Work. 10th ed. Wadsworth Publishing, 2012.

Lannon, John M. and Laura Gurak. Concise Guide to Technical Communication. 3rd ed. Pearson, 2006.

Norton, Scott. Developmental Editing: A Handbook for Freelancers, Authors, and Publishers (Chicago Guides to Writing, Editing, and Publishing). University of Chicago Press, 2011.

Pearsall, Thomas E. and Kelli Cargile Cook. The Elements of Technical Writing. 3rd ed. Pearson, 2010.

Peeples, Tim. Professional Writing and Rhetoric: Readings from the Field. Pearson, 2012.

Rude, Carolyn D. and Angela Eaton. Technical Editing. 5th ed. Pearson, 2010.

Sullivan, K.D. and Merilee Eggleston. The McGraw-Hill Desk Reference for Editors, Writers, and Proofreaders. McGraw-Hill Education, 2006.

Tebeaux, Elizabeth and Sam Dragga. The Essentials of Technical Communication. 3rd ed. Oxford UP, 2014.

Williams, Robin. The Non-Designer's Design Book. 4th ed. Peachpit Press, 2014.

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

Evaluation methods will include projects, such as an editing portfolio and professional writing project. Please see the attached syllabus for more information.

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

Additional graduate requirements will include selecting a class session and topic to lead/teach as well as additional length, complexity, and criteria for the editing portfolio submission.

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

Anderson, Laura. McGraw Hill's Proofreading Handbook. 2nd ed. McGraw-Hill Education, 2006.

Dunham, Steve. The Editor's Companion: An Indispensable Guide to Editing Books, Magazines, Online Publications, and More. Writer's Digest Books, 2015.

Einsohn, Amy. The Copyeditor's Handbook: A Guide for Book Publishing and Corporate Communications. 3rd ed. University of California Press, 2011.

Gross, Gerald C. Editors on Editing: What Writers Need to Know About What Editors Do. 3rd ed. Grove Press, 1994.

Kane, Thomas S. The Oxford Essential Guide to Writing (Essential Resource Library). Berkley, 2000.

Kolin, Philip. Successful Writing at Work. 10th ed. Wadsworth Publishing, 2012.

Lannon, John M. and Laura Gurak. Concise Guide to Technical Communication. 3rd ed. Pearson, 2006.

Norton, Scott. Developmental Editing: A Handbook for Freelancers, Authors, and Publishers (Chicago Guides to Writing, Editing, and Publishing). University of Chicago Press, 2011.

Pearsall, Thomas E. and Kelli Cargile Cook. The Elements of Technical Writing. 3rd ed. Pearson, 2010.

Peeples, Tim. Professional Writing and Rhetoric: Readings from the Field. Pearson, 2012.

Rude, Carolyn D. and Angela Eaton. Technical Editing. 5th ed. Pearson, 2010.

Sullivan, K.D. and Merilee Eggleston. The McGraw-Hill Desk Reference for Editors, Writers, and Proofreaders. McGraw-Hill Education, 2006.

Tebeaux, Elizabeth and Sam Dragga. The Essentials of Technical Communication. 3rd ed. Oxford UP, 2014.

Williams, Robin. The Non-Designer's Design Book. 4th ed. Peachpit Press, 2014.

Request for Graduate Course Addition - Page 5

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

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

Department: English
Course Number and Title: ENG 5xx: Writing, Editing & Doc Design
Catalog Description: Study of the principles and practices of professional writing, editing, and document design. ~~(PR: ENG 204 or 350 or 354)~~
Prerequisites: None
First Term Offered: Spring 2018
Credit Hours: 3

English 4xx/5xx: Writing, Editing & Document Design—Spring 2018

Section: 201, Meetings: T/R 11:00-12:15, Location: Corbly 353

Instructor Name: Joni Magnusson	**Mailbox:** English Department, 346 Corbly Hall
Office: Corbly Hall, 447	**E-mail Address:** magnusson3@marshall.edu
Office Hours: T/R 10:00-1:00	**Office Phone Number:** 304-696-3378

Catalog Course Description
Study of the principles and practices of professional writing, editing, and document design. ~~(PR: ENG 204 or 350 or 354)~~

Extended Course Description
This course in Professional Writing, Editing, and Document Design will provide you with knowledge related to the principles and hands-on practice of being a technical editor and writer. We will begin by editing a range of documents using a variety of editing types/levels and strategies. We will then move on to writing and document design in a hands-on setting. By the end of this course, you will be able to lead almost any writing or editing project. Ultimately, this course will make you a better writer, editor, designer, and document developer.

Policies and Procedures
By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802

Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Accommodations Policy: Marshall University requires that you request any academic accommodations you may want in the classroom and/or for course assignments, etc. If you have a documented learning disability, hearing or vision problem, or any other special need that might affect your performance or participation in the class, please be sure to speak with me. Also, please be aware of the support services available to you through the Office of Disability Services Program.

Affirmative Action Policy: It is the policy of Marshall University to provide equal opportunities to all prospective and current members of the student body, faculty, and staff on the basis of individual qualifications and merit without regard to race, color, sex, religion, age, disability, national origin, or sexual orientation. English 4xx/5xx supports this commitment. The classroom community will work to create a positive learning environment based on open communication and mutual respect.

Academic Dishonesty: A student, by voluntarily accepting admission to the institution or enrolling in a class or course of study offered by Marshall University accepts the academic requirements and criteria of the institution. It is the student's responsibility to be aware of policies regulating academic conduct, including the definitions of academic dishonesty, the possible sanctions, and the appeal process. One of the most common forms of academic dishonesty is plagiarism. Submitting as one's own work or creation any material or an idea wholly or in part created by another constitutes plagiarism and will result in formal academic discipline. It is the student's responsibility to clearly distinguish his/her own work from that created by others. This includes the proper use of quotation marks, paraphrasing, and the citation of the original source. Students are responsible for both intentional and unintentional acts of plagiarism. For a complete discussion of what constitutes plagiarism and for further information regarding other forms of academic dishonesty, students may consult the *Marshall University Policies* on *Academic Dishonesty.*

Required Texts
- Rude, Carolyn D. and Angela Eaton. *Technical Editing.* 5th ed. Pearson, 2010.
  ISBN-13: 978-0205786718
- Pearsall, Thomas E. and Kelli Cargile Cook. *The Elements of Technical Writing.* 3rd ed. Pearson, 2010.
  ISBN-13: 9780205583812
- Williams, Robin. *The Non-Designer's Design Book.* 4th ed. Peachpit Press, 2014.

Pre-Requisites
The pre-requisite for the course is ENG 204 or ENG 354 or ENG 350.

Course Goals
ENG 4xx/5xx emphasizes the following learning objectives and requires that students:
1. (Program Outcome #1): Composition: Compose texts, in a variety of genres/media, that are effective in appealing to audience and in achieving a rhetorical purpose.
   - Learn to accurately and thoroughly identify the needs of an audience and use this understanding to evaluate a document
   - Produce and design persuasive texts and understand and practice the skills needed to generate competent, professional writing, including the stages of planning, drafting, revising, and editing
2. (Program Outcome #2): Analysis: Interpret the meaning of texts, analyze the techniques/strategies used to make that meaning, and evaluate the relative effectiveness of those techniques/strategies
   - Understand and evaluate the effects of word choice, sentence structure, organization, and document design on the meaning of documents
3. (Program Outcome #3): Theory: Articulate the perspectives of major schools of critical theory related to professional writing and editing & document design and apply those theories to the analysis of texts

English 5xx: Writing, Editing & Document Design—Spring 2018
Section: 201, Meetings: T/R 11:00-12:15, Location: Corbly 353

Instructor Name: Joni Magnusson

Office: Corbly Hall, 447

Office Hours: T/R 10:00-1:00

Mailbox: English Department, 346 Corbly Hall

E-mail Address: magnusson3@marshall.edu

Office Phone Number: 304-696-3378

Catalog Course Description
Study of the principles and practices of professional writing, editing, and document design. (PR: ENG 204 or 350 or 354)

Extended Course Description
This course in Professional Writing, Editing, and Document Design will provide you with knowledge related to the principles and hands-on practice of being a technical editor and writer. We will begin by editing a range of documents using a variety of editing types/levels and strategies. We will then move on to writing and document design in a hands-on setting. By the end of this course, you will be able to lead almost any writing or editing project. Ultimately, this course will make you a better writer, editor, designer, and document developer.

Policies and Procedures
By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802

Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Accommodations Policy: Marshall University requires that you request any academic accommodations you may want in the classroom and/or for course assignments, etc. If you have a documented learning disability, hearing or vision problem, or any other special need that might affect your performance or participation in the class, please be sure to speak with me. Also, please be aware of the support services available to you through the Office of Disability Services Program.

Affirmative Action Policy: It is the policy of Marshall University to provide equal opportunities to all prospective and current members of the student body, faculty, and staff on the basis of individual qualifications and merit without regard to race, color, sex, religion, age, disability, national origin, or sexual orientation. English 4xx/5xx supports this commitment. The classroom community will work to create a positive learning environment based on open communication and mutual respect.

Academic Dishonesty: A student, by voluntarily accepting admission to the institution or enrolling in a class or course of study offered by Marshall University accepts the academic requirements and criteria of the institution. It is the student's responsibility to be aware of policies regulating academic conduct, including the definitions of academic dishonesty, the possible sanctions, and the appeal process. One of the most common forms of academic dishonesty is plagiarism. Submitting as one's own work or creation any material or an idea wholly or in part created by another constitutes plagiarism and will result in formal academic discipline. It is the student's responsibility to clearly distinguish his/her own work from that created by others. This includes the proper use of quotation marks, paraphrasing, and the citation of the original source. Students are responsible for both intentional and unintentional acts of plagiarism. For a complete discussion of what constitutes plagiarism and for further information regarding other forms of academic dishonesty, students may consult the *Marshall University Policies* on *Academic Dishonesty.*

Required Texts
- Rude, Carolyn D. and Angela Eaton. *Technical Editing.* 5th ed. Pearson, 2010.
  ISBN-13: 978-0205786718
- Pearsall, Thomas E. and Kelli Cargile Cook. *The Elements of Technical Writing.* 3rd ed. Pearson, 2010.
  ISBN-13: 9780205583812
- Williams, Robin. *The Non-Designer's Design Book.* 4th ed. Peachpit Press, 2014.

Pre-Requisites
The pre-requisite for the course is ENG 204 or ENG 354 or ENG 350.

Course Goals
ENG 5xx emphasizes the following learning objectives and requires that students:
1. (Program Outcome #1): Composition: Compose texts, in a variety of genres/media, that are effective in appealing to audience and in achieving a rhetorical purpose.
   - Learn to accurately and thoroughly identify the needs of an audience and use this understanding to evaluate a document
   - Produce and design persuasive texts and understand and practice the skills needed to generate competent, professional writing, including the stages of planning, drafting, revising, and editing
2. (Program Outcome #2): Analysis: Interpret the meaning of texts, analyze the techniques/strategies used to make that meaning, and evaluate the relative effectiveness of those techniques/strategies
   - Understand and evaluate the effects of word choice, sentence structure, organization, and document design on the meaning of documents
3. (Program Outcome #3): Theory: Articulate the perspectives of major schools of critical theory related to professional writing and editing & document design and apply those theories to the analysis of texts

4. (Program Outcome #4): Research: Conduct research, critically evaluate sources, and effectively deploy research within the field of study
   o Identify and implement appropriate research methods for professional writing tasks
5. (Program Outcome #5): Argumentation: Articulate arguments—whether orally, in print, or via multimedia—that are well-organized, fully developed and supported, and expressed in clear, grammatical prose (when appropriate)
   o Analyze professional rhetorical situations and produce appropriate texts, adapting the text to the needs of the audience and featuring an effective implied argument for the fitness of the generated text to the target audience
6. Identify and correct errors in grammar, spelling, and punctuation using standard copy-marking/editing symbols
7. Demonstrate writing ethics through use of proper citation conventions, ethical use of sources, and ethical presentation of data and graphics
8. (WI Outcome): Understand writing processes in order to enhance their writing skills and strategies

Course Requirements and Grades
- **Evaluation Criteria**

Assignment	Maximum Points to be Earned
Editing Portfolio	500 points
Professional Writing Project	500 points
Maximum Number of Points = 1000	

- **Final Grade Grading Scale**

Grade	Points Range
A	1000-900
B	899-800
C	799-700
D	699-600
F	599-0

Assignment Overview
Please go to the end of this document (after the schedule of work) for detailed assignment descriptions and requirements.

Learning Outcomes Chart

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will compose texts, in a variety of genres/media, that are effective in appealing to audience and in achieving a rhetorical purpose. • Learn to accurately and thoroughly identify the needs of an audience and use this understanding to evaluate a document • Produce and design persuasive texts and understand and practice the skills needed to generate competent, professional writing, including the stages of planning, drafting, revising, and editing	• Readings • Discussion • In-class activities	• Editing Portfolio • Professional Writing Project
Students will interpret the meaning of texts, analyze the techniques/strategies used to make that meaning, and evaluate the relative effectiveness of those techniques/strategies • Understand and evaluate the effects of word choice, sentence structure, organization, and document design on the meaning of documents	• Readings • Discussion • In-class activities	• Editing Portfolio • Professional Writing Project • Presentation

2

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will articulate the perspectives of major schools of critical theory related to professional writing and editing & document design and apply those theories to the analysis of texts.	• Readings • Discussion • In-class activities	• Editing Portfolio • Professional Writing Project • Presentation
Students will conduct research, critically evaluate sources, and effectively deploy research within the field of study • Identify and implement appropriate research methods for professional writing tasks	• Readings • Discussion • In-class activities	• Professional Writing Project
Students will articulate arguments—whether orally, in print, or via multimedia—that are well-organized, fully developed and supported, and expressed in clear, grammatical prose (when appropriate) • Analyze professional rhetorical situations and produce appropriate texts, adapting the text to the needs of the audience and featuring an effective implied argument for the fitness of the generated text to the target audience	• Readings • Discussion • In-class activities	• Editing Portfolio • Professional Writing Project
Students will identify and correct errors in grammar, spelling, and punctuation using standard copy-marking/editing symbols.	• Readings • Discussion • In-class activities	• Editing Portfolio
Students will demonstrate writing ethics through use of proper citation conventions, ethical use of sources, and ethical presentation of data and graphics.	• Readings • Discussion • In-class activities	• Professional Writing Project
Students will understand writing processes in order to enhance their writing skills and strategies.	• Readings • Discussion • In-class activities	• Editing Portfolio • Professional Writing Project

Grade Descriptions
General Grade Descriptions for Writing Assignments

A—Exemplary work that demonstrates originality and initiative. The content is mature and thorough; the style is clear, accurate, and forceful; the information is well-organized and formatted so that it is accessible and attractive; mechanics and grammar align with standardized English.

B—Good work. The submission generally succeeds in meeting the goals and assignment criteria without the need for further major revisions. The submission may need some *minor* improvements in content, presentation, or writing style/mechanics to align with standardized English.

C—Satisfactory work. The submission is adequate in all respects but requires some substantial revisions of content, presentation, or writing style/mechanics to align with standardized English; the submission may require further work in more than one area.

D—The submission requires extensive revisions of content, presentation, writing style, and/or mechanics. The writer has encountered significant problems meeting the goals and assignment criteria.

F—The submission does not have enough information or contains major and pervasive problems in terms of content, presentation, or writing style/mechanics that interfere with meaning. The submission may be incomplete, or plagiarism may compromise the submission on ethical grounds.

Late Work
All assignments must be completed and submitted as scheduled on the syllabus.

Attendance
Regular attendance is necessary for you to succeed in my class.

Office Hours and E-Mail

Office hours (listed above) provide a great chance for us to talk one-on-one. Please stop by to ask questions—or just to say hello. You may drop in during these times or make an appointment with me to talk about any questions or comments you have about your progress in the course. I'd be happy to talk with you through email as well, and you can expect that I will respond to you (in email or in class) within 48 hours Monday through Friday.

Schedule of Work (Subject to possible change according to progress)

Week	Unit	Assignments (for next session)
Week 1	Course Introduction	• Read *Technical Editing*, Chapters 1-3
Week 2	Unit 1: Technical Editing: People and Purposes	• Read *Technical Editing*, Chapters 4-6
Week 3	Unit 2: Technical Editing: Methods and Tools	• Read *Technical Editing*, Chapters 7-9
Week 4	Unit 3: Technical Editing: Basic Copyediting Part 1	• Read *Technical Editing*, Chapters 10-13
Week 5	Unit 4: Technical Editing: Basic Copyediting Part 2	• Read *Technical Editing*, Chapters 14-16
Week 6	Unit 5: Technical Editing: Comprehensive Editing Part 1	• Read *Technical Editing*, Chapters 17-20
Week 7	Unit 6: Technical Editing: Comprehensive Editing Part 2	• Read *Technical Editing*, Chapters 21-23 • Complete your Editing Portfolio
Week 8	Unit 7: Technical Editing: Management and Production Part 1 **Due: Editing Portfolio**	• Read *Technical Editing*, Chapter 24
Week 9	Unit 7: Technical Editing: Management and Production Part 2 Discuss Professional Writing Project	• Read *The Elements of Technical Writing*, Chapters 1-2 • Recommended: Read *The Non-Designer's Design Book*
Week 10	Unit 8: Technical Writing: Know Your Purpose and Your Writing Situation/Know Your Audience and Their Situation	• Read *The Elements of Technical Writing*, Chapter 3
Week 11	**Spring Break: Enjoy Your Break!**	
Week 12	**Due: Proposal for Professional Writing Project** Unit 9: Technical Writing: Choose and Organize Your Content Around Your Purpose and Audience	• Read *The Elements of Technical Writing*, Chapter 4
Week 13	Unit 10: Technical Writing: Write Clearly and Persuasively	• Read *The Elements of Technical Writing*, Chapters 5-6
Week 14	Unit 11: Use Good Page Design and Think Visually (Document Design)	• Read *The Elements of Technical Writing*, Chapter 7
Week 15	Unit 12: Write Ethically	• Prepare to present a summary of your Professional Writing project
Week 16	Present Professional Writing project	• Complete your Professional Writing project based on feedback received during/after presentation
Week 17 (Finals Week)	**Due: Professional Writing Project**	

Assignment #1: Editing Portfolio: During the first half of the semester, you will work on and compile a portfolio of edited work. Some of these pieces will be assigned to you in class. The remainder of the portfolio will be made up of pieces you select and edit yourself. (The instructor will provide criteria for how many pieces and a list of the skills the portfolio must demonstrate: types of editing, etc. For graduate students, these requirements/criteria will be more complex/lengthy.) You will also include a reflective piece that indicates what your portfolio demonstrates about you as an editor and what you have learned through the experience.

Assignment #2: Professional Writing Project: During the second half of the semester, you will complete a professional writing project for a member of the community. You will search out your own project, work out the details with the client, and generate a polished piece of writing that meets an authentic need and writing situation. (The instructor will provide criteria for selecting projects and obtaining instructor approval. It is likely that a proposal assignment and approval process will be necessary.)

Assignment #3: Presentation: Each graduate student will select a class session and topic and will lead/teach that session to the class. This will require you to thoroughly understand the topic for that session and think about ways to engage the class while leading us in our study on that course date. (The instructor will provide specific criteria for this assignment.)

Request for Graduate Course Addition

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

College: COLA   Dept/Division: HST   Alpha Designator/Number: 549   ⦿ Graded   ◯ CR/NC

Contact Person: Michael Woods   Phone: 304-696-3347

NEW COURSE DATA:

New Course Title: U.S. West to 1900

Alpha Designator/Number: | H | S | T | 5̶ 4̶ 9̶ *517* | | |

Title Abbreviation: | U | . | S | . | | W | e | s | t | | t | o | | 1 | 9 | 0 | 0 | | | | | | | |
(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)
A study of the social, cultural, political, and economic history of the US West to 1900, along with West's place in our public memory.

Co-requisite(s): N/A   First Term to be Offered: Spring 2018

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

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

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

Dept. Chair/Division Head _____	Date	8/28/17
Registrar _____ 54 0101	Date	8/30/17
College Curriculum Chair _____	Date	9/11/17
Graduate Council Chair _____	Date	11-17-17

Form updated 10/2011   Page 1 of 5

College: COLA   Department/Division: HST   Alpha Designator/Number: 549

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

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

Dr. Michael Woods

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

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

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

See attached syllabus

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

See attached syllabus

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

See attached syllabus and bibliography

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

Lecture

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

See attached syllabus: includes written exams, essays, and book reviews

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

Graduate students will read two additional books and write 1000-word book reviews of each one.

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

See attached syllabus

Request for Graduate Course Addition - Page 5

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

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

Department: History
Course Number and Title: HST 549; U.S. West to 1900
Catalog Description: A study of the social, cultural, political, and economic history of the US West to 1900, along with West's place in our public memory.
Prerequisites: N/A
First Term Offered: Spring 2018
Credit Hours: 3

MARSHALL UNIVERSITY
DEPARTMENT OF HISTORY

Special Topics: US West to 1900 (3 credits) (Lecture)
History 580
Spring 2017
MWF 11:00-11:50
Harris Hall 136

Instructor: Dr. Michael Woods
Office: Harris Hall 115
Phone: 304-696-3347
E-mail: woodsm@marshall.edu
Office Hours: MW 1:00-3:00, and by appointment

Course Description:
A study of the social, cultural, political, and economic history of the US West to 1900, along with West's place in our public memory. Few regions are as engrained in our collective consciousness as the trans-Mississippi West, but it is often remembered through mythology rather than history. In this course, we will peel back the layers of myth and misunderstanding – while also exploring the significance of western mythology – in order to understand the diverse peoples who have called the West home. Beginning with a careful study of the region's native inhabitants, we will explore their interactions with each other and with outsiders, from early Spanish colonizers to French fur traders, Anglo-American emigrants, and others. We will analyze why and how the West became incorporated into the United States; how that history of conquest and consolidation shaped US history more generally; and how the West became integrated into a powerful capitalist economy by the end of the nineteenth century.

There are many reasons to study the West and its place in the broader history of the United States. We will regularly revisit three key themes. First is that place is important. The West's history has been shaped by its environment, including natural resources, climate, and geology, and we will explore how the region's varied inhabitants have interacted with the world around them. The second theme is the complexity of race in western history. The West's multiracial population challenges us to think beyond a black/white binary while remaining attentive to how race and racism have shaped western political, social, and economic history. Third, we will address the role of individualism in western history and mythology. Often remembered as a bastion of rugged individualism, the West was transformed at least as much by the federal government and by corporations as by isolated individuals. What does this tell us about western history and mythology? By surveying these themes, we will better understand the West as a distinctive and fascinating region as well as the United States as a whole.

Course Student Learning Outcomes:
1. Students will define and interpret the main events, issues, and themes in the history of the US West up to 1900. Lectures, readings, and discussions will explore this material. A variety of writing assignments, discussions, and exams will assess student achievement.

2. Students will examine and interpret a variety of primary and secondary sources and assess their value in understanding the past and change over time. A variety of writing assignments, discussions, and exams will assess student achievement.

3. Students will employ methods of analysis and critical thinking used by historians. Assigned readings, class discussion, and papers will give students the opportunity to employ historical analysis. A variety of writing assignments and discussions will assess student achievement.

4. Students will research and write a significant paper in order to practice historical research, to employ the writing style used by historians, and to explore the research and writing process.

5. Students will develop and convey, verbally and in writing, sound historical arguments, making judicious use of primary and secondary sources. A variety of writing assignments, discussions, and exams will assess student achievement.

Required Text:
There is no text to purchase. All assigned readings are available on Blackboard

Grades:
The following grade scale will be used:
A = 90 – 100 points
B = 80 – 89 points
C = 70 – 79 points
D = 60 – 69 points
F = 0 – 59 points

Components of the Final Course Grade:

Exam #1	10%
Exam #2	10%
Paper #1	8%
Paper #2	10%
Paper #3	12%
Book Review #1	7.5%
Book Review #2	7.5%
Film Analysis Essay:	15%
Map Quiz:	5%
Attendance/Contribution:	15%

Exams:
In order to evaluate your basic understanding of the course material, we will have two exams during the semester. The format will be simple: I will give you nine terms (important people, events, concepts, etc.) and you will write short identification paragraphs about seven of them. You will need to identify the term and explain its significance – who, what, when, where, and why it matters in western history. These exams are designed to test your general knowledge of history and your ability to place specific terms into their broader historical context. Each one is worth 10% of your course grade.

Papers:
You will be required to write three relatively short (approximately 5 typed, double-spaced pages, 12 point font, 1 inch margins) papers in which you make use of course materials (including lecture and discussion notes and the course readings) to answer a broad question about western history. I will provide the questions at least two weeks in the advance of each paper's due date and you will have a choice between two prompts to write about for each one. These papers are designed to allow you to reflect on some of the key themes and issues that we will cover, to synthesize a range of primary and secondary sources, and to demonstrate your active engagement with the material. In order to reward improvement from one paper to the next, the second and third papers are weighted more heavily than the first. Together, the three papers are worth 30% of your course grade.

Film Analysis Essay:
Your final project for this course is to critically analyze a film set in the pre-1900 West. I will provide a list of films to choose from, as well as more specific instructions and guidance about this assignment. The goal is to take what you have learned in the class, with supplemental research as needed to give you some expertise on the specific time and place depicted in your chosen film, and use it to write a critical evaluation of how Hollywood has shaped our understanding of Western history. Does the film accurately portray the people and events that it addresses? Whose perspective does it privilege? Whose viewpoint does it neglect? What is the film trying to tell us about the history and significance of the West? This paper should be 8-10 pages in length and demonstrate sustained, detailed, and thoughtful engagement with the film and any supporting sources that you need to use to make a convincing argument. It is worth 15% of your final grade.

Book Reviews:
There are two extra assignments for graduate students: two 1000-word book reviews written about two additional readings of your choice. The first book review, which will focus on a pre-1800 period of Western history, is due Wednesday, February 8. The second review, of a book on a post-1800 episode of Western history, is due Friday, April 7. Additional instructions will be provided separately. Overall, a good review must: 1) accurately summarize the arguments and contributions of the book; 2) evaluate the book in light of the author's claims and evidence, the importance of the argument, and its persuasiveness; 3) indicate how the book fits within the larger framework of the field of study. Both reviews are worth 7.5% of your course grade.

Map Quiz:
A basic grasp of western geography is necessary to understand western history. Early in the semester, you will complete a quiz in which you identify key western cities, rivers, mountains, and other natural and manmade features on a blank map. I will provide a map that you can use to prepare. The map quiz is worth 5% of your course grade.

Attendance and Contribution:
Attendance will be taken each class. Excused absences are defined in the Marshall University Undergraduate Catalog. Students requesting that an absence be deemed excused must present evidence that the Student Affairs Office or some other appropriate University office has

determined that the student had an acceptable reason for missing class. <u>Attendance will count for 5% of your final grade</u>, with the points assigned according to the following scale:
0 unexcused absences = 10 points
1 to 2 unexcused absences = 9 points
3 to 4 unexcused absences = 8 points
5 to 6 unexcused absences = 7 points
7 to 8 unexcused absences = 6 points
9 to 10 unexcused absences = 5 points
11 to 12 unexcused absences = 4 points
13 to 14 unexcused absences = 3 points
15 to 16 unexcused absences = 2 points
17 to 18 unexcused absences = 1 point
More than 18 unexcused absences = 0

It is also essential that you actively contribute to the class discussions. You must come to every class having read the assigned material and prepared to engage in a thoughtful discussion. <u>Your contribution over the course of the semester will account for 10% of your final grade</u>, with the points assigned according to the following criteria:
10 points = Student is a leader of class discussion who participates in nearly every discussion making thoughtful and intelligent comments which evidence an outstanding grasp and understanding of the assigned material.
9 points = Student is a leader of class discussion who participates in nearly every discussion making thoughtful and intelligent comments which evidence a firm grasp and understanding of the assigned material.
8 points = Student frequently participates in class discussion making thoughtful and intelligent comments which evidence a generally solid grasp and understanding of the assigned material.
7 points = Student participates occasionally making thoughtful and intelligent comments which evidence a generally solid grasp and understanding of the assigned material or student participates regularly but does not always demonstrate familiarity with the assigned material.
6 points = Student participates rarely making thoughtful and intelligent comments which evidence a generally solid grasp and understanding of the assigned material or student participates occasionally but does not generally demonstrate familiarity with the assigned material.
Less than 6 points = Student does not participate in discussions or participates in a manner which indicates a failure to read or seriously consider the assigned material.

Course Expectations:
Academic Integrity: I expect every student to maintain complete academic honesty on every exam and assignment, in accordance with University policy and the Marshall University Creed. You must document any idea you derive from another person or source, including websites, in your paper assignments in the form of a citation, whether a footnote, endnote, or parenthetical. To take ideas from other people or sources without attribution constitutes plagiarism, regardless of your intentions. As required by the University, I will submit any suspected instance of plagiarism to the appropriate academic authority. My policy will be to give a zero to assignments or exams containing demonstrated instances of plagiarism; cheating may also result in a grade of F for the course. Formal citations are not required for in-class examinations.

Comportment: I will always treat you with respect and I ask that you show the same respect to everyone in the classroom. I will not tolerate behavior disruptive to learning, whether it distracts me or your fellow students. Please turn off all cell phones, close outside readings or assignments, and refrain from browsing the internet, texting, or engaging in conversation during class.

Students with Disabilities:
Marshall University is committed to making all programs, services, and activities fully accessible to students with disabilities. I encourage you to take advantage of the services provided by the Office of Disability Services. Students with disabilities needing academic accommodations should: (1) Register with and provide documentation to the Office of Disability Services (Prichard Hall Room 117), and (2) Discuss with the instructor the type of academic or physical accommodations you need. Please do this as soon as possible.

University-Wide Policies:
By enrolling in this course, you agree to the University Policies listed below. You can access the policies by going to http://www.marshall.edu/academic-affairs/?page_id=802: Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment. Please do not hesitate to ask me any questions you may have about any of these university policies or about any course policies, procedures, and content.

Course Schedule:

Monday, January 9:	Course introductions; what is the west
Wednesday, January 11:	Discussion: Turner's "Frontier Thesis" Read: Turner, "The Significance of the Frontier in American History" (1893)
Friday, January 13:	Discussion: Evaluating Turner Read: Cronon, "Revisiting the Vanishing Frontier" (1987); Lamar, "From Bondage to Contract: Ethnic Labor in the American West" (1985)
Monday, January 16:	NO CLASS – MLK DAY
Wednesday, January 18:	Lecture 1: Native Wests
Friday, January 20:	Discussion: Making Sense of Native American History Read: Smoak, "The Native West before 1700" (2010) **Map Quiz**

Monday, January 23:	Discussion: Empires on Horseback Read: White, "Winning of the West" (1978); Hämäläinen, "Rise and Fall of Plains Indian Horse Cultures" (2003)
Wednesday, January 25:	Lecture 2: The West as the North: The Spanish Frontier
Friday, January 27:	Discussion: Life and Death in Nuevo Mexico Read: Ellis, "Reactions to Catholic Christianity Among the Pueblo Indians" (2007)
Monday, January 30:	Lecture 3: Making a U.S. West
Wednesday, February 1:	Discussion: Lewis and Clark Read: Jefferson's Instructions to Meriwether Lewis (1803); Selections from Journals of Lewis & Clark: "Gathering Information" and "Here I First Tasted the Water of the Great Columbia River"; West, "Lewis and Park" (2012)
Friday, February 3:	Discussion: A Permanent Frontier? Read: Hirsch, "Thomas Jefferson, Founding Father of Indian Removal" (2009); West, "The Indian Removal Act"; Jackson, "Extract from Andrew Jackson's Seventh Annual Message to Congress" (1835)
Monday, February 6:	Lecture 4: The World of the Fur Trade
Wednesday, February 8:	Networks of Trade and Kinship Read: Hyde, "Disadvantages of Hindsight: A Re-Reading of the Early American West" (2005); Hyde, "The Blue Flower and the Account Book" (2016); West, "The West before Lewis and Clark" (2012) **Book Review #1 Due**
Friday, February 10:	Discussion: Mountain Men Read: Coleman, *Here Lies Hugh Glass: A Mountain Man, a Bear, and the Rise of the American Nation* (2012), intro. & chapter 6
Monday, February 13:	Lecture 5: Overland Migration **First Short Paper Due**
Wednesday, February 15:	Discussion: Life on the Trail Read: Pringle, "Across the Plains in 1844: Chapter 1: On the Plains in 1844"; Faragher, "Men's and Women's Work on the Overland Trail" (1979); West, "Child's Play" (2012)

Friday, February 17:	Discussion: Remembering Overland Migration Read: West, "American Pathways" (2012); Play: "The Oregon Trail"
Monday, February 20:	Lecture 6: Manifest Destiny
Wednesday, February 22:	Discussion: Americans and the Lone Star Republic Read: O'Sullivan, "Annexation" (1845); Letters to John P. Hale (1845); Calhoun, Pakenham Letter (1844)
Friday, February 24:	Discussion: A Wicked War or a Glorious Triumph? Read: Polk, Special Message to Congress (1846); Clay, Speech on Mexican-American War (1847); Essays on Mexican War
Monday, February 27:	Lecture 7: Mexico Will Poison Us: The West and Disunion
Wednesday, March 1:	Discussion: Bleeding Kansas Read: Documents from Woods, *Bleeding Kansas* (2016)
Friday, March 3:	**Exam 1**
Monday, March 6:	Lecture 8: Conquering the West
Wednesday, March 8:	Discussion: Anatomy of a Massacre Read: "Documents on the Sand Creek Massacre" (all)
Friday, March 10:	Discussion: Kill the Indian to Save the Man? Read: Zitkala-Sa, "School Days of an Indian Girl" (1921); Pratt, *Official Report of the Nineteenth Annual Conference of Charities and Correction* (1892)
Monday, March 13:	Lecture 9: Incorporating the West: Mining **Second Short Paper Due**
Wednesday, March 15:	Discussion: Life and Labor in the Golden State Read: Johnson, *Roaring Camp* (2000), chapter 2
Friday, March 17:	Discussion: Industrial Mining Read: Wyman, "Industrial Revolution in the West" (1974)
Monday, March 20:	NO CLASS – SPRING BREAK
Wednesday, March 22:	NO CLASS – SPRING BREAK
Friday, March 24:	NO CLASS – SPRING BREAK

Monday, March 27:	Lecture 10: Incorporating the West: Ranching
Wednesday, March 29:	Discussion: Life on the Cattle Drives Read: Adams, *Log of a Cowboy*, chapters 3-6; "Songs of the Plains: A Selection of Cowboy Folk Songs"
Friday, March 31:	Discussion: The Cowboy as Wage Worker Read: Lopez, "Cowboy Strikes and Unions" (1977)
Monday, April 3:	Lecture 11: Incorporating the West: Agriculture
Wednesday, April 5:	Discussion: Rain Follows the Plow? Read: Wilber, *Great Valleys and Prairies of Nebraska and the Northwest* (1881), chapter 4; Sweeney, "Wishful Thinking" (2011)
Friday, April 7;	Discussion: Water and Power in the Arid West Read: Worster, *Rivers of Empire* (1985), pp. 3-15, 61-96 **Book Review #2 Due**
Monday, April 10:	Lecture 12: Closing the Frontier?
Wednesday, April 12:	Discussion: What Happened at Wounded Knee? Read: McDermott, "Wounded Knee: Centennial Voices" (1990)
Friday, April 14:	Discussion: The Meanings of Western Populism Read: Littlefield, "Wizard of Oz: Parable on Populism" (1964)
Monday, April 17:	Lecture 13: Remembering the West: Creating a Legend **Third Short Paper Due**
Wednesday, April 19:	Discussion: Clashing Narratives at Wild West Shows Read: McNenly, "Foe, Friend, or Critic" (2014)
Friday, April 21:	Discussion: History and Mythology in Dime Novels Read: Take guided tour of dime novel collection and browse covers [online]; Jones "Clenched Teeth and Curses" (1973)
Monday, April 24:	Lecture 14: Remembering the West: The Western
Wednesday, April 26:	Discussion: Hollywood and the West Read: Walsh, "John Ford's Mythic West" (2016); Engel, "Django Unchained" (2015)
Friday, April 28:	Discussion: Your papers **Film Analysis Paper Due**

Tuesday, May 2:   **Exam 2**
(10:15am-12:15pm)

Michael Woods – Bibliography – HST 449 – U.S. West to 1900

Blackhawk, Ned. *Violence over the Land: Indians and Empires in the Early American West.* Cambridge: Harvard University Press, 2006.

Brooks, James F. *Captives and Cousins: Slavery, Kinship, and Community in the Southwest Borderlands.* Chapel Hill: University of North Carolina Press, 2002.

Calloway, Colin G. *One Vast Winter Count: The Native American West before Lewis and Clark.* Lincoln: University of Nebraska Press, 2003.

Cronon, William, George Miles, and Jay Gitlin. *Under an Open Sky: Rethinking America's Western Past.* New York: W.W. Norton, 1992.

Faragher, John Mack. *Women and Men on the Overland Trail.* New Haven: Yale University Press, 1979.

Fite, Gilbert C. *The Farmers' Frontier, 1865-1900.* Norman: University of Oklahoma Press, 1986.

Hoxie, Frederick E. *A Final Promise: The Campaign to Assimilate the Indians, 1880-1920.* Lincoln: University of Nebraska Press, 1984.

Hyde, Anne F. *Empires, Nations and Families: A History of the North American West, 1800-1860.* Lincoln: University of Nebraska Press, 2011.

Johnson, Susan Lee. *Roaring Camp: The Social World of the California Gold Rush.* New York: W.W. Norton, 2000.

Kelman, Ari. *A Misplaced Massacre: Struggling over the Memory of Sand Creek.* Cambridge: Harvard University Press, 2013.

Limerick, Patricia Nelson. *The Legacy of Conquest: The Unbroken Past of the American West.* New York: W.W. Norton, 1987.

Milner, II, Clyde A, Carol A. O'Connor, and Martha A. Sandweiss, eds. *The Oxford History of the American West.* New York: Oxford University Press, 1994.

Nugent, Walter, *Into the West: The Story of Its People.* New York: Knopf, 1999.

Richardson, Heather Cox. *Wounded Knee: Party Politics and the Road to an American Massacre.* New York: Basic Books, 2010.

Robbins, William G. *Colony and Empire: The Capitalist Transformation of the American West.* Lawrence: University Press of Kansas, 1994.

Ronda, James P. *Lewis and Clark among the Indians*. Lincoln: University of Nebraska Press, 1984.

Unruh, John David. *The Plains Across: The Overland Emigrants and the Trans-Mississippi West, 1840-60*. Urbana: University of Illinois Press, 1979.

Utley, Robert M. *Frontiersmen in Blue: The United States Army and the Indian, 1848-1865*. New York: Macmillan, 1967.

------. *The Indian Frontier of the American West, 1846-1890*. Albuquerque: University of New Mexico Press, 1984.

Warren, Louis. *Buffalo Bill's America: William Cody and the Wild West Show*. New York: Knopf, 2005.

Weber, David J. *The Mexican Frontier, 1821-1846: The American Southwest under Mexico*. Albuquerque: University of New Mexico Press, 1982.

-------. *The Spanish Frontier in North America*. New Haven: Yale University Press, 1992.

West, Elliott. *The Contested Plains: Indians, Goldseekers, and the Rush to Colorado*. Lawrence: University Press of Kansas, 1998.

Wishart, David. *The Fur Trade of the American West, 1807-1840: A Geographic Synthesis*. Lincoln: University of Nebraska Press, 1979.

Worster, Donald. *Rivers of Empire: Water, Aridity, and the Growth of the American West*. New York: Pantheon Books, 1985.

------. *Under Western Skies: Nature and History in the American West*. New York: Oxford University Press, 1992.

Wyman, Mark. *Hard Rock Epic: Western Miners and the Industrial Revolution, 1860-1910*. Berkeley: University of California Press, 1979.

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: CITE   Dept/Division: Computer Science   Alpha Designator/Number: IS 698   ○ Graded ● CR/NC

Contact Person: Wook-Sung Yoo   Phone: x5452

NEW COURSE DATA:

New Course Title: Internship

Alpha Designator/Number: | I | S | 6 | 9 | 8 | | | | |

Title Abbreviation: | I | n | t | e | r | n | s | h | i | p | | | | | | | | | | | | | | | |

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)

Supervised work experience in information systems or related fields.

Co-requisite(s): _____   First Term to be Offered: Fall 2017

Prerequisite(s): permission by division chair   Credit Hours: 1 - 3 hours

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

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

Dept. Chair/Division Head _~for, woo~_	Date	Aug. 22, '17
Registrar _Sonya I C_ 300601	Date	8/25/17
College Curriculum Chair _Martis_	Date	9/8/17
Graduate Council Chair _JChristofero_	Date	11-17-17

College: CITE   Department/Division: Computer Science   Alpha Designator/Number: IS 698

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

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

Dr. Wook-Sung Yoo

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.

N/A

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

N/A

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.

N/A

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.

N/A

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

Upon completion of the course, the students will be able to

- Apply knowledge and skills learned in the classroom in a work setting.
- Explain career options with more clearly defining personal career goals.
- Develop oral and written communication skills in working environment.

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

Based on an offer letter from the organization with a pre-determined number of hours per week during the semester, the student should prepare the following submittals:

- Objective worksheet
The student should complete specific objectives during the term and submit the work objectives within the first two weeks. The objectives will be used to evaluate student's progress.

- Weekly progress reports
Weekly progress reports following the format provided by the instructor should be submitted to instructor each week which include the week's accomplishment/progress on objectives agreed on, meeting summary, issues, and plan for next week.

- Final report describing the work experience.
Final report following the format provided by the instructor should be submitted by the end of the semester. The final report should be a reflective examination of the work experience to (1) evaluate your objectives, (2) describe the most difficult challenge that you faced, and (3) write final reflective thoughts.

The company should provide its evaluation of the student's performance to instructor by the end of the term.
The course is not required course and the credit hours is not counted for graduation.

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

N/A

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

internship

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

- Objective worksheet report
- Weekly progress reports
- Final report describing the work experience
- Company's evaluation of the student's performance

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

N/A

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

N/A

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: Computer Science
Course Number and Title: IS698 Internship
Catalog Description: Supervised work experience in information systems or related fields.
Prerequisites: Permission by division chair
First Term Offered: Fall 2017
Credit Hours: 1 - 3 hours

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

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

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

College: COB   Dept/Division: Management

Contact Person: ~~Doohee Lee~~ RAlPH McKinney   Phone: 304-696-4002

Degree Program MS HRM

Check action requested: ☐ Addition ☐ Deletion ☒ Change

Effective Term/Year   Fall 20 |18| Spring 20 | | Summer 20 | |

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

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

Dept. Chair/Division Head _Doohee Lee_	Date _8-15-17_
College Curriculum Chair _(signature)_	Date _7 Sept 17_
College Dean _Deanna Mader_	Date _9/7/2017_
Graduate Council Chair _Christofero_	Date _11-17-17_
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____
Board of Governors Approval _____	Date _____

Form updated 3/2012   Page 1 of 5

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

To align the MS HRM program with SHRM/AACSB required content areas and material for HRM degrees in an AACSB accredited business school.
Further information can be found at:
https://www.shrm.org/academicinitiatives/Documents/2016%20SHRM%20HR%20Curriculum%20Guidebook%20and%20Templates%20for%20Undergraduate%20and%20Graduate%20Programs.pdf

Please describe any changes in curriculum:
List course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change. (May attach separate page if needed)
 ECN 502 Economic Analysis (3 credit course: Removed as required foundation course)
 HRM 605 Human Resource Economics (3 credit course: Removed as a required course: Added as an elective course)
 MGT 692 Ethics and Global Aspects of Business (3 credit course: Removed as a required course: Added as an elective course)
 HRM 670 Personnel Selection and Testing (3 credit course: Added as a required course)
 HRM 675 Human Resource Development and Training (3 credit course: Added as a required course)

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

NONE

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

NONE

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

3. *Current* Catalog Description

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

The Master of Science in Human Resource Management degree program is designed to prepare graduates for research and administrative positions in both public and private sector human resource management offices, labor unions, other employee associations, and agencies concerned with employer-employee relations. Graduate instruction is provided in human resource management; in trade unionism and collective bargaining; and in legal and public policy issues which may relate to any of the preceding. These matters are examined academically within the contexts of social, economic, and political considerations; and are analyzed via the theoretical and empirical contributions of the social/behavioral sciences. The study of human resource management is based upon the knowledge and methods developed in a number of traditional areas of study. The major disciplines represented in the program are economics, psychology, sociology, management, and law. Coursework in related fields is available and encouraged. (Page 95)

4. *Edits* to the Current Description

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

5. *New* Catalog Description

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

The Master of Science in Human Resource Management degree program prepares graduates for research and administrative positions in human resource management. Graduate will be qualified for careers in both the public and private sector. Potential Employers would include: small, mid-size, and large private sector organizations: labor unions; other employee associations; local, state, and federal government; and agencies concerned with employer-employee relations. Content areas include: human resource management; in trade unionism and collective bargaining; the recruitment and selection process; employee training and development; and in legal and public policy issues, which may relate to any of the preceding. Content is examined through the varied paradigms of societal, legal, organizational, economic, and political considerations. The study of human resource management is grounded in the knowledge and methods developed in a number of traditional areas of study. The major disciplines represented in the program are psychology, sociology, management, and law.

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

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

Department:
Major or Degree:
Type of Change: *(addition, deletion, change)*
Rationale:

Department: Management
Major or Degree: MS HRM
Type of Change: Change
Rationale: To align the MS HRM program with SHRM/AACSB required content areas and material for HRM degrees in an AACSB accredited business school.

MARSHALL UNIV.
REGISTRAR

Request for Graduate Non-Curricular Changes

2017 SEP -5 AM 8: 19

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

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

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

College: **COEPD**

Dept/Division: **Counseling**

Contact Person: **Lori Ellison**

Phone: **304-746-2086**

Rationale for Request:

The Counseling Program has gone through extensive revisions in preparation for their CACREP accreditation process. In that process, the Program instituted an admissions interview in an effort to get a better idea of the applicants coming into the program. However, the process of interviewing seemed to hold up the admissions process considerably. The Program faculty discussed another way to be able to evaluate students new to the program and revisited the idea of adding a Candidacy component to the students progress through the program. The decision was to implement a Candidacy review after a student has completed 12 hours in the program. This request is for approval to implement this Candidacy policy beginning with the applicants admitted for the fall of 2017. The proposed policy and application are included with this material.

ADD → *The decision was to implement a Candidacy review, which will be initiated by the student's application during the semester in which they will complete their 12th hour. The faculty will review & discuss these applications prior to the beginning of the semester the application was received*

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 ___Lori Ellison___   Date **Fall 2017**

Registrar ___Sonja GC___   Date **9-5-17**

College Curriculum Committee Chair _____   Date **9-21-2017**
(or Dean if no college curriculum committee)

Graduate Council Chair ___Christofero___   Date **11-17-17**

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

Form updated 1/2017

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

n/a

This policy will be published in the Counseling Program Student Handbook rather than the Graduate Catalog.

The Policy and application are attached.

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

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

Request for Graduate Non-Curricular Changes – Page 5

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

Type of change request: Policy change

Department: Counseling

Degree program: Master of Arts in Counseling

Effective date (fall/spring/summer, year): ~~Fall 2017~~ *Spring 18*

COUNSELING PROGRAM

APPLICATION FOR CANDIDACY

Personal information:

Name: _____ Date: _____

Address: _____

Cell phone: _____ Home Phone: _____

Marshall email: _____ Student ID (901): _____

Personal (permanent) email: _____

Current GPA: _____ Hours completed: _____ Hours currently enrolled: _____

Emphasis area: Clinical Mental Health Counseling _____ School Counseling _____

Please enter the semester and year in which you completed the following courses and submit a brief statement answering the questions listed below.

Initial Program Courses completed:

600 Semester/year _____
In reference to this course, what have you learned academically, professionally, and personally that you can take with you into the remainder of your studies and/or future career? (Limit 300 characters)

574 Semester/year _____
In reference to this course, what have you learned academically, professionally, and personally that you can take with you into the remainder of your studies and/or future career? (Limit 300 characters)

602 Semester/year _____
In reference to this course, what have you learned academically, professionally, and personally that you can take with you into the remainder of your studies and/or future career? (Limit 300 characters)

EDF 621 Semester/year _____
In reference to this course, what have you learned academically, professionally, and personally that you can take with you into the remainder of your studies and/or future career? (Limit 300 characters)

Additional courses taken:
Course number and semester/year enrolled _____
In reference to this course, what have you learned academically, professionally, and personally that you can take with you into the remainder of your studies and/or future career? (Limit 300 characters)

Course number and semester enrolled _____

In reference to this course, what have you learned academically, professionally, and personally that you can take with you into the remainder of your studies and/or future career? (Limit 300 characters)

Student Signature: _____Date: _____

Advisor Signature: _____Date: _____

When this form is complete with both signatures, please submit via email or postal service to Barbie Norvell prior to the deadline for each semester posted below:

Fall semester deadline - December 1
Spring semester deadline - May 1
Summer semester deadline - August 1
Failure to submit by the deadline may result in your enrollment being delayed a semester.

Candidacy Policy

Effective Date: For students admitted beginning Fall semester 2017

Policy description:

When students have completed 12 credit hours, the Counseling faculty will review their progress and qualifications for Candidacy in the Counseling Program (continuation in the Program). Students must submit an application for their Candidacy review during the semester in which they will complete their 12th hour. A registration hold will be placed upon student accounts until the student submits an application to the Program Secretary by either email or postal service. The Program Secretary will catalog these applications, upload them to the central database, and compile them for the Faculty discussion at the beginning of the next semester.

Due dates for these forms: Aug 1, Dec 1, May 1

Discussion of the applications received will occur in January, May and August in an evaluation meeting approximately one week prior to the beginning of the semester.

Late submissions will be evaluated on a case-by-case basis. There is no guarantee that a late submission will be accepted so students must do all they can to submit their Candidacy application on time.

If a student fails to submit a Candidacy application during their 12th hour semester, the student will have one additional semester to submit this application but will not be allowed to register for additional courses until the Candidacy application has been reviewed. If the student fails to submit the application during the additional semester granted, all academic progress will cease until an application is submitted and reviewed.

Criteria for successful Candidacy review:

1. Student will have a minimum 3.0 GPA.
2. Student will have a successful evaluation of the Candidacy application.
3. Student will have a successful evaluation based on the four dispositional domains:
    a. Professionalism
    b. Therapeutic Aptitude
    c. Maturity and Integrity
    d. Multicultural Competence

Notification of successful Candidacy review:

Once the faculty members have made a decision, the student's academic advisor will notify him or her of the review decision via email or phone call within 7-10 days of the evaluation meeting.

If there is an unsuccessful Candidacy review:

If the faculty members review the file and have concerns about a student based on the criteria above, the student's advisor will meet with the student to discuss the concerns expressed, as well as the next steps, if any, toward obtaining Candidate status.

Potential options may include:

1. Continuing as a provisional student for one additional semester to bring up grades or address other concerns.
2. Developing a remediation plan to address concerns discussed in the review (see Student Handbook, p. 15).
3. Conditions for dismissal from the program.
4. Appeal process

Appeals for the completion of the Candidacy review will follow the same procedures as the Disciplinary Committee Review.

Request for Graduate Non-Curricular Changes

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

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

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

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

Contact Person: **Lori Ellison**   Phone: **304-746-2086**

Rationale for Request:

With the advent of our efforts to apply and obtain accreditation, our Program faculty implemented a new admissions process and set new deadlines of June 1 (fall), October 1 (spring), and April 1 (summer) for each of these semesters. In reviewing admissions over the course of the last year, these dates seem to be too early for students to complete applications and seem to provide significant barriers for some students toward completing their admission to the Program. The Program faculty would prefer to remove them and to institute rolling deadlines to help facilitate admission for students whose applications may be delayed otherwise due to circumstances beyond their control.

The Program has also voted to remove the requirement for the GRE/MAT and reducing the number of recommendations (from 3 to 2) based upon questionable predictive validity, reducing up-front costs for students, and recommendation from other programs who have done the same.

Finally, the Program wishes to implement a Candidacy review for students ~~at the completion of 12 hours to be certain that they are demonstrating appropriate aptitude for completion of the program.~~

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 8/2?/17 ~~August 15, 2017~~

Registrar _____ Date 9-5-17

College Curriculum Committee Chair _____ Date 9-21-2017
(or Dean if no college curriculum committee)

Graduate Council Chair _____ Date 11-17-17

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

Form updated 1/2017   Page 1 of 5

which will be ~~completed~~ initiated by the
students application during the semester
en which they will complete their
12th hour, to be certain that they
are demonstrating appropriate
aptitude for completion of the program.

Request for Graduate Non-Curricular Changes – Page 2

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

See attached PDF entitled "Admissions Policy Fall 2017-18 catalog old"

Request for Graduate Non-Curricular Changes – Page 3

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

See attached pdf entitled "Fall 2017 Admission changes - Highlighted copy".

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

See attached pdf entitled "~~Fall~~ 2017 Admission changes - Clean copy".

Spring
2018

Request for Graduate Non-Curricular Changes – Page 5

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

Type of change request: Change of Admissions policies

Department: Counseling

Degree program: MA Counseling

Effective date (fall/spring/summer, year): ~~August 15, 2017~~ *Spring 18*

Admission Requirements

Admission to the Counseling Program is selective and competitive. Admission decisions for all program applicants are rooted in the specific standards of the Marshall University Graduate College and the minimum standards of the Counseling program. Students are admitted to an area of emphasis and must indicate their preferences during the admission application process.

Graduate College

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

Counseling Program

Multiple criteria are used in making decisions to admit students to the degree program. Each applicant is evaluated using the following criteria (all material should be submitted directly to Graduate Admissions):

1) A bachelor's degree from a regionally accredited institution.

2) Evidence of academic aptitude for graduate-level study that includes at least one of the following:

   a) A 2.75 overall Undergraduate GPA or higher on a 4.0 scale for all previously completed undergraduate courses.

   b) A Graduate GPA of 3.0 on any previously completed advanced degree.

   c) GRE scores (no more than five years old) of 286 (quantitative & verbal combined) OR MAT score of 395.

3) (International Students) Evidence of English language proficiency. Proof of your proficiency in English may be certified by submitting one of the following:

   a) (TOEFL) Test of English as a Foreign Language (Internet based) minimum score of 80 for graduate study. ETS code for Marshall University is #5396.

   b) (MELAB) Michigan English Language Assessment Battery minimum score of 82 for graduate study.

   c) (IELTS) the International English Language Testing System minimum score of 6.5 for graduate study.

   d) Completion of Level 6 of Marshall's Academic English program, with minimum *B*s in all courses.

   e) Completion of Marshall Pathway course ENG 160 or ENG 101A with minimum *C* grade.

   f) Diploma or degree from an English-speaking school - a degree or diploma from an accredited secondary school, college, or university in which the primary language of instruction is English.

g) You have graduated from a regionally accredited college or university in the `
United States.

h) NOTE: English test results that were taken more than two (2) years prior to
the date of the application submission cannot be accepted.

4) A writing sample expressing career goals and estimation of personal suitability for the
profession of counseling. This should follow the Guidelines for the Written Statement
found on the program website, or you may contact the program for a copy to be sent to
you.

5) Three written references (two from current or former professors). These should be
completed by professionals with knowledge of the applicant's suitability for graduate
work (*e.g.,* supervisors, undergraduate professors) in helping professions. They should
be completed using the program-specific reference form found on the program website,
or you may contact the program for a copy to be sent to you.

Conditional Admission

The Counseling program may admit applicants conditionally for one tem, on a limited basis, at
the discretion of the program.

Provisional Admission

The Counseling program may admit applicants provisionally on a limited basis, at the discretion
of the program.

Admission Requirements

Admission to the Counseling Program is selective and competitive. Admission decisions for all program applicants are rooted in the specific standards of the Marshall University Graduate College and the minimum standards of the Counseling program. Students are admitted to an area of emphasis and must indicate their preferences during the admission application process.

Graduate College

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Counseling Program

Multiple criteria are used in making decisions to admit students to the degree program. Each applicant is evaluated using the following criteria (all material should be submitted directly to Graduate Admissions):

1) A bachelor's degree from a regionally accredited institution. (Transcript required from the degree-granting institution only.)

2) Evidence of academic aptitude for graduate-level study that includes at least one of as evidenced by either a) or b) of the following:

> a) A 2.75 overall Undergraduate GPA or higher on a 4.0 scale for all previously completed undergraduate courses.
>
> b) A Graduate GPA of 3.0 on any previously completed advanced degree.
>
> c) GRE scores (no more than five years old) of 286 (quantitative & verbal combined) OR MAT score of 395.

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>
> e) Completion of Marshall Pathway course ENG 160 or ENG 101A with minimum *C* grade.
>
> f) Diploma or degree from an English-speaking school - a degree or diploma from an accredited secondary school, college, or university in which the primary language of instruction is English.

Commented [EL1]: Leslie suggested this change because some applicants have read this as only having to meet one of the three so they didn't think they had to submit the other two.

g) You have graduated from a regionally accredited college or university in the United States.

h) NOTE: English test results that were taken more than two (2) years prior to the date of the application submission cannot be accepted.

4) A writing sample expressing career goals and estimation of personal suitability for the profession of counseling. This should follow the Guidelines for the Written Statement found on the program website, or you may contact the program for a copy to be sent to you.

5) ~~Three~~ Two written references (~~two~~ from current or former professors, if possible). These should be completed by professionals with knowledge of the applicant's suitability for graduate work (*e.g.,* supervisors, undergraduate professors) in helping professions. They should be completed using the program-specific reference form found on the program website, or you may contact the program for a copy to be sent to you.

Conditional Admission

The Counseling program may admit applicants conditionally for one tem, on a limited basis, at the discretion of the program.

Provisional Admission

The Counseling program may admit applicants provisionally on a limited basis, at the discretion of the program.

Applicants may submit their application materials at any time, but the program cannot guarantee that applications will be considered for the desired semester when submitted less than 14 days prior to the beginning of that semester. Applications too late to be considered for admission may be rolled to the following semester.

Candidacy Requirements

Applicants who successfully meet the above five criteria are granted admission based on the Conditional, Provisional, or Full status noted above. At the end of the first 12 hours of prescribed coursework (COUN 574, 600, 602 or EDF 621 or advisor approved course substitutions) all students will undergo a Candidacy review. Toward the end of the semester in which a student will complete their 12th hour of coursework, he or she must submit the Candidacy Application to the Program Director or Program Administrative Assistant. Faculty will review Candidacy applications to determine each student's appropriateness for continuance in the Program. Faculty will notify students when they have been granted Candidacy Status upon a successful program review of the application.

Admission Requirements

Admission to the Counseling Program is selective and competitive. Admission decisions for all program applicants are rooted in the specific standards of the Marshall University Graduate College and the minimum standards of the Counseling program. Students are admitted to an area of emphasis and must indicate their preferences during the admission application process.

Graduate College

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Counseling Program

Multiple criteria are used in making decisions to admit students to the degree program. Each applicant is evaluated using the following criteria (all material should be submitted directly to Graduate Admissions):

> 1) A bachelor's degree from a regionally accredited institution. (Transcript required from the degree-granting institution only.)
>
> 2) Evidence of academic aptitude for graduate-level study as evidenced by the following:
>
>> a) A 2.75 overall Undergraduate GPA or higher on a 4.0 scale for all previously completed undergraduate courses.
>>
>> b) A Graduate GPA of 3.0 on any previously completed advanced degree.
>
> 3) (International Students) Evidence of English language proficiency. Proof of your proficiency in English may be certified by submitting one of the following:
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>> a) (TOEFL) Test of English as a Foreign Language (Internet based) minimum score of 80 for graduate study. ETS code for Marshall University is #5396.
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>> f) Diploma or degree from an English-speaking school - a degree or diploma from an accredited secondary school, college, or university in which the primary language of instruction is English.
>>
>> g) You have graduated from a regionally accredited college or university in the United States.

       h) NOTE: English test results that were taken more than two (2) years prior to the date of the application submission cannot be accepted.

4) A writing sample expressing career goals and estimation of personal suitability for the profession of counseling. This should follow the Guidelines for the Written Statement found on the program website, or you may contact the program for a copy to be sent to you.

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Provisional Admission

The Counseling program may admit applicants provisionally on a limited basis, at the discretion of the program.

Applicants may submit their application materials at any time, but the program cannot guarantee that applications will be considered for the desired semester when submitted less than 14 days prior to the beginning of that semester. Applications too late to be considered for admission may be rolled to the following semester.

Candidacy Requirements

Applicants who successfully meet the above six criteria are granted admission based on the Conditional, Provisional, or Full status noted above. At the end of the first 12 hours of prescribed coursework (COUN 574, 600, 602 or EDF 621 or advisor approved course substitutions) all students will undergo a Candidacy review. Toward the end of the semester in which a student will complete their 12th hour of coursework, he or she must submit the Candidacy Application to the Program Director or Program Administrative Assistant. Faculty will review Candidacy applications to determine each student's appropriateness for continuance in the Program. Faculty will notify students when they have been granted Candidacy Status upon a successful program review of the application.