



HIGHER LEARNING COMMISSION

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June 26, 2017

President Mary Hendrix
Shepherd University
PO Box 5000
301 North King Street
Shepherdstown, WV 25443-5000

Dear President Hendrix:

The interim report you submitted to our office has now been reviewed. A staff analysis of the report is enclosed.

On behalf of the Higher Learning Commission staff received report on credit hour and common student learning outcomes. No further reports are required on this topic.

An interim report on enrollment and finances is due 10/30/2017. The institution's next reaffirmation of accreditation is scheduled for 2021 – 2022.

For more information on the interim report process contact Lil Nakutis, Accreditation Processes Manager, at lnakutis@hlcommission.org. Your HLC staff liaison is Steph Brzuzy (sbrzuzy@hlcommission.org); (800) 621-7440 x 106.

Thank you.

HIGHER LEARNING COMMISSION

STAFF ANALYSIS OF INSTITUTIONAL REPORT

DATE: June 26, 2017

STAFF LIAISON: Steph Brzuzy

REVIEWED BY: Steven Kapelke

INSTITUTION: Shepherd University, Shepherdstown, WV

EXECUTIVE OFFICER: Mary Hendrix, President

PREVIOUS COMMISSION ACTION AND SOURCES: An interim report is required by 3/31/2017 on credit hour and common student learning outcomes.

The Shepherd University interim report derives from the Team Report of the institution's 2016 mid-cycle Comprehensive Evaluation.

The interim report should include evidence that (1) its policy for the assignment of credit is explicitly tied to the common learning expectations for a course regardless of section, instructor, modality, or course length, and that (2) the application of that policy as evidenced in course syllabi results in common student learning achievement for a specific course regardless of section, instructor, modality, or course length.

REPORT PRESENTATION AND QUALITY: The Shepherd University interim report is, generally, written with clarity and organized logically to address the two points identified in the 2016 Mid-Cycle Team Report. The report's narrative is supported with extensive and useful documentation located in the appendices.

REPORT SUMMARY: Although the University's report includes some introductory materials, the substance of the report is located under the general headings of *Process* and *Summary of Steps Taken*. It is a little unclear as to whether other categories, such as *Evaluation and Next Steps* are intended as topics or sub-topics, but the content within is clear, so there were no issues with "readability."

The report summarizes briefly how the plan of action for completing the interim report(s) was established and lists the stakeholders who were informed about the issues needing to be addressed in the report. Within the category of *Summary of Steps Taken*, the report notes several key items, including the work of the Center for Teaching and Learning (CTL) and review of course syllabi to determine compliance with federal, state and institutional guidelines.

The report notes some challenges encountered by the institution in the implementation of new policies, in particular faculty contract terms, which limit the faculty's input pertaining to the credit hour issues during the summer months.

The *Evaluation and Next Steps* category notes several key “*observations*” derived from the review of course syllabi and other documents. These include:

- The need to expand the institution's credit hour definition “using both parts of the federal definition outlined in **600.2...**”
- The need for additional faculty resources for addressing compliance in course syllabi and for calculating course content “*in relation to credit hour requirements....*” In that regard, the institution has updated the resources available on the CTL webpages, including the University's syllabus template and the Federal Compliance Syllabus Checklist.
- The use of the Credit Hour Calculator (CHC) “*in conjunction with other resources to aid faculty in the development of ...new courses...*” This will, in addition, provide evidence that courses offered in different delivery forms, for example are properly aligning learning outcomes with the assigned credit hours.

The report then provides some detail with respect to the resources that are offered through the Center for Teaching and Learning and presents the University's *Policy Determining Credit Hours Awarded for Courses* along with a table—the Shepherd University Credit Hour Summary Chart.

STAFF FINDING:

Note the relevant Criterion, Core Component(s) or Assumed Practice(s): Federal Compliance guidelines with respect to credit hour definition and evidence of the policy in course syllabi.

Statements of Analysis (check one below)

- Evidence demonstrates adequate progress in the area of focus.
- Evidence demonstrates that further organizational attention is required in the area of focus.
- Evidence demonstrates that further organizational attention and HLC follow-up are required.
- Evidence is insufficient and a HLC focused visit is warranted.

REPORT ANALYSIS: The evidence presented by Shepherd University in its interim report demonstrates that the institution has responded positively to concerns expressed in the HLC 2016 Team Report pertaining to the institution's credit hour policy and the common understanding of the policy within the institution as it pertains to learning outcomes across delivery modes.

As noted in the Report Summary section, above, the interim report provides the University's revised credit hour definition policy to include labs, internships, practica and studio courses as well as courses offered through traditional delivery methods. In addition, the updated policy includes online, hybrid and compressed format courses, some of which take place in the institution's degree completion and graduate programs. Review of the updated policy confirms the institution's assertion that its policy now complies with federal regulations and HLC guidelines. The Credit Hour Summary Chart, as presented in the report, is shown below

Shepherd University Credit Hour Summary Chart

Note: Shepherd's credit hour policy for compressed format, hybrid, and/or online courses is consistent with the standards for courses offered through face-to-face instruction, although some or all of course content and faculty-student interaction occurs through one or more forms of distance education.

Type of Instruction	Contact Hours* per week ("class hours," 50- minute segments)	Weekly Preparation Time (50 minute segments)		Total Number of Weeks	Total number of hours	Minimum Number of credit hours awarded
	A	B	A+B	C	(A+B) x C	45 = 1 90 = 2 135 = 3
Traditional Class [§.600.2(1)]						
Lecture, recitation	1	2	3	15	45	1
	2	4	6	15	90	2
	3	6	9	15	135	3
Supervised Group Activity [§.600.2(2)]						
Lab, Group studio, Practicum	3	0	3	15	45	1
	1	2	3	15	45	1
	2	4	6	15	90	2
Supervised Individual Activity [§.600.2(2)]						
Independent study, individual studio, dissertation ^g	5	2.5	3	15	45	1
	5	5.5	6	15	90	2
	5	8.5	9	15	135	3
Full-time Independent Study [§.600.2(2)]						
Student teaching, practicum, clinical placement ^g	0	45 <i>(prep time and work time)</i>	45	1	45	1
Experiential Learning [§.600.2(2)]						
Approved learning activities ^{**}	0	45 <i>(prep time and work time)</i>	45	1	45	1
Short Sessions [§.600.2(1)]						
Courses offered in summer sessions	8.5 (4X weekly) Summer I & II	18	26.5	5	138.0	3
	8.5 (4X weekly) Summer I & II	10	18.5	5	92.5	2
	8.5 (4X weekly) Summer I & II	5	13.5	5	47	1
	3 (1 X weekly) Summer III	11	14	10	140	3

*One contact hour = 50 minutes. **The number of such credits is limited per catalog policy.

^gThis assumes regular contact takes place. ^hCredit for clinical experiences and/or practica and individual study is and may be determined in accordance with recommendations of a program's specific accrediting body or state regulation

(The institution makes the credit hour policy available through various webpages, including the Consumer Information Page and the SU Catalog. These are clearly identified and easy to access.)

The report also provides a brief, but useful, description of its system for course “leveling”—that is, the differentiation of performance expectations by course level (100-400 at the undergraduate level). Although the numbering system is fairly standard within higher education, review of the syllabi provided in the appendices suggests that this system is adhered to in the development of student learning outcomes.

The syllabi situated in the appendices vary in presentation, but review of a significant sampling of the syllabi show that virtually all have employed the Shepherd University Syllabus Checklist, which denotes all the required features of a course syllabus, including Number of Credit Hours, Modality and Learning Outcomes. This checklist seems a useful tool for faculty members in the development of their course syllabi.

Analysis Concluding Statement: Shepherd University has made substantive improvements to its Credit Hour Policy, changes that demonstrate the institution is now in compliance with federal regulations and HLC accreditation standards with respect to the awarding of credit hours. The revised policy and key supporting materials, such as the Credit Hour Calculator, are readily available to faculty members, and the Syllabus Template and Syllabus Checklist provide additional resources to assist faculty members in assigning appropriate credit hours for courses in all delivery formats.

STAFF ACTION: Receive the report on credit hour and common student learning outcomes. No further reports are required on this topic.

An interim report on enrollment and finances is due 10/30/2017.

The institution’s next reaffirmation of accreditation is scheduled for 2021 – 2022.

SHEPHERD UNIVERSITY

Interim Report



**Submitted to the
Higher Learning Commission
230 South La Salle Street •
Suite 7-500
Chicago, Illinois 60665
March 31, 2017**

Shepherd University, March 2017 HLC Interim Report

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Introduction

Shepherd University underwent a mid-term site visit for continuing accreditation from the Higher Learning Commission March 7-8, 2016. At the June 18, 2012 meeting of the HLC Institutional Actions Council (IAC), the IAC voted to continue the accreditation of Shepherd University for the maximum time period of ten years, with the next comprehensive evaluation set for the 2021-22 academic year. The latest IAC action letter is dated July 1, 2016 and outlines the interim reports required by the institution due in 2017. In conjunction with the action of the IAC, Shepherd University is submitting this interim report by the March 31, 2017 deadline as it relates to the issues of credit hour compliance and student learning outcomes as detailed in institutional policy and in course syllabi.

In submitting this report, Shepherd University will demonstrate its compliance with federal regulations regarding definitions of a credit hour, and progress in adhering to institutional policy. This report describes the steps taken to meet the requirements of external regulating bodies and internal adherence to established policy, as well as the utilization of resources for said compliance. The actions and results substantiated in this report bring Shepherd's established practice into better alignment with our policies, as well as federal regulations.

Below is the information from the final HLC site team report:

Rationale and Expectations

Report Focus (excerpted from Site Team Report, posted here on the Shepherd University HLC web pages: 1) HLC Actions page: <http://www.shepherd.edu/accreditation/hlc-actions>
2) 2016 Site Report and Actions Letter: <http://www.shepherd.edu/wordpress-1/wp-content/uploads/2016/04/Shepherd-University-Site-Team-Report-2016.pdf>

SU's policy regarding course credit assignment mirrors the federal requirements from the Department of Education. However, the institution's policy statement does not clearly articulate that the learning expectations for a course, regardless of modality, instructor, or length of term, are equivalent and aligned with the assigned credit. A closer review of course syllabi revealed significant inconsistency of expected learning outcomes, both in articulation and in expectation, across delivery formats and sections. Thus, the evidence does not support that SU's courses have well-defined learning outcomes aligned with student performance expectations that are consistent with their credit-hour policy.

The institution should prepare a monitoring report by March 31, 2017 for the Commission showing evidence that (1) its policy for the assignment of credit is explicitly tied to the common

learning expectations for a course regardless of section, instructor, modality, or course length, and that (2) the application of that policy as evidenced in course syllabi results in common student learning achievement for a specific course regardless of section, instructor, modality, or course length.

Process

Shepherd University received the final site team report in May 2016, addressed the report for corrections, and immediately began to take steps to inform the university community and to address the information required for the interim reports. The institutional HLC-ALO and Associate Provost (Dr. Scott Beard) met with President Mary J.C. Hendrix, Provost Chris Ames and members of the Executive Leadership Team (ELT) to address items that required the attention of the institution. Additionally, a plan of action for completing the interim reports for March 2017 and October 2017 respectively, was developed.

Summary of Steps taken

- The President communicated with the campus community on March 3, 2016, informing of the positive results of the visit. Communications regarding the need to address the credit-hour definition and syllabi compliance by faculty was shared with a number of stakeholders as evidenced in Appendix A:
 - President, Provost and members of the ELT
 - Shepherd University Board of Governors
 - Deans' Council
 - Department Chairs
 - Graduate Council
 - DNP Faculty Group
 - Faculty as a whole
- The Center for Teaching and Learning (CTL) has an extensive orientation process for new full-time faculty members at Shepherd University: <http://www.shepherd.edu/ctl2/new-faculty-learning-communities/>. This includes sessions on developing course syllabi, assessment, learning outcomes, and definitions of competencies for core curriculum courses. As a result, the syllabus template and syllabus compliance check list were updated to reflect required elements of the March 2017 Interim Report. These teaching resources are available for all faculty, and may be accessed via the following webpage: <http://www.shepherd.edu/ctl2/ctl-teaching-tools/>.
- The CTL also provides orientation and information sessions for all faculty which cover

information on assessment, intended student outcomes, and other teaching tools through their web pages: <http://www.shepherd.edu/ct12/assessing-learning>. There are also a number of workshops that occur throughout the year (Focus on Student Learning-FOSL) that cover a variety of topics, including online teaching, assessment, and diverse populations of students, are but a few of the topics covers (Reference Link: <http://www.shepherd.edu/ct12/fosl>)

- In compiling the evidence file for the March 31, 2017 Interim report, the HLC-ALO Dr. Beard, also reviewed syllabi and other documents for compliance with federal, state, and institutional guidelines. Working with the individual faculty members, depart chairs, school deans and support staff members, stakeholders were informed of any issues having to do with compliance of spring 2017 syllabi. For the interim report, 7 graduate syllabi have been included using the federal compliance syllabus checklist, along with a pilot use of the Credit Hour Calculator (CHC). These samples are found in Appendix C.
 - Appendix D: From the over 1700 course sections offered in the spring 2017 semester, approximately 60 syllabi are provided as evidence, with particular attention to the following:
 - Alignment of student learning outcomes, with accurate course description (as found in the catalog) across courses with multiple sections;
 - Across multiple sections that also had online course sections;
 - Hybrid courses (graduate programs);
 - Compressed format or part-of-term courses;
 - Lab, studio and/or internship courses.

Evaluation and Next Steps

With the receipt of the notification letter from the HLC-IAC received in July, there were some challenges to implementing new policies and requirements of faculty prior to the start of the fall 2016 semester. Faculty are not on contract during the summer, and, any changes or discussions surrounding compliance would need to occur starting in mid- to late-August to prepare for the fall 2016 semester, and with the desire to implement these practices effectively for the spring 2017 semester. As noted in steps taken, information regarding the requirements of the report were shared with a variety of campus stakeholders, and credit hour information and potential resources for faculty were vetted with school deans and department chairs. The following observations by the HLC-ALO and Associate Provost were noted:

- *Credit Hour Definition:* The institution needed to expand its definition of the credit hour using both part of the federal definition outlined in **§ 600.2**. This expanded definition would cover not only traditional seated lecture courses, but also labs, internships, practica and studio courses. This second part of the definition would also cover online, hybrid and part-of-term or compressed format courses, such as those found in Shepherd's degree completion and graduate programs. This expanded definition is now available on the following webpages:
 - Consumer Information Page: <http://www.shepherd.edu/consumer-information/>
 - SU Catalog: <http://catalog.shepherd.edu/content.php?catoid=10&navoid=1386>
 - Academic Affairs: <http://www.shepherd.edu/academic-affairs/academic-affairs-news>
 - Direct Link: <http://www.shepherd.edu/credit-hour-compliance-information/>

- *Resources:* The faculty would need resources for addressing compliance with syllabi requirements, and future resources for calculating course content in relation to credit hour requirements. Following discussions with stakeholder groups such as the department chairs and deans' council, and specifically the Dean for Teaching, Learning and Instructional Resources, updated resources were added to those webpages, including:
 - SU Course Syllabus Template
 - Federal Compliance Syllabus Checklist
 - Credit Hour Summary Chart and Reading Speeds Chart
 - Credit Hour Calculator
 - These resources are found on the CTL webpages under "teaching tools" (<http://www.shepherd.edu/ctl2/ctl-teaching-tools/>). Those same tools are also cross-linked on the credit hour compliance information page within the Provost's

set of web resources under Academic Affairs.

- *Ongoing Review:* As Shepherd continues to examine its course offerings, the variety of modalities (seated, hybrid and online) and the part-of-term courses prevalent in some of the graduate programs, we will utilize the Credit Hour Calculator (CHC) in conjunction with other resources to aid faculty in the development of these new courses and provide evidence that these formats are properly aligning student learning outcomes and academic rigor with the number of credit hours assigned.
 - For the purposes of this report, the graduate program is piloting the use of the CHC in a sampling of its spring 2017 courses to determine if course content, student learning outcomes and credit hour assignment are in alignment. *Note: Please see Appendix C*
- *Current Policy for Assigning Credit Hours:* Within the undergraduate core curriculum and across all disciplinary majors, courses are differentiated by numbers (100-400) that represent the expected level of performance. The core curriculum is divided into two tiers, the first of which is comprised of the mostly 100-level courses recommended for first- and second-year students, and the second is comprised of mostly 200-level courses for sophomores and juniors. Upper-division courses (300 and 400-level courses) are mostly concentrated within the academic majors. Graduate courses are also differentiated by numbers (500-600) that represent the expected level of performance. Shepherd's 2013 HLC Progress report (pages 33-38) documents differentiated learning outcomes for undergraduate and graduate programs, while simultaneously showing how graduate programs build upon outcomes for their parallel undergraduate majors. The report also contains numerous syllabi outlining course, programmatic and institutional expectations for student outcomes, while the course timeline documents the progression of student learning in relation to credit-hour assignment.
 - *Reference link:* <http://www.shepherd.edu/wordpress-1/wp-content/uploads/2015/04/progress2013.pdf>

Resources through the Center for Teaching and Learning

As noted in Shepherd's Assurance Argument of March 2016, to achieve the goal of effective teaching to support student learning outcomes, specialized resources have been implemented, modified, and expanded to meet the needs of the faculty. These resources include professional development opportunities, technology, and support for professional development and scholarship activities.

- The Center for Teaching, Learning and Instructional Resources (CTL) leads faculty professional development workshops and is responsible for university-wide assessment activities. The Focus on Student Learning (FOSL) series features monthly presentations

and mini-workshops led by professors and other experts who present helpful and innovative teaching strategies. Topics of past sessions included: online teaching tools; group work; grading rubrics; flipped classrooms; teaching students with disabilities; test design; the millennial generation; and developing critical thinking skills.

- The Full-Time Faculty Orientation is a two-day orientation for new full-time faculty that assists with acclimation to campus, policies, and procedures. New Faculty Learning Communities offer full-time faculty members advice and guidance during monthly meetings to foster success during their first and second years at Shepherd. First-year faculty members come together in two “learning communities” (NFLC 101 and second-year faculty members continue to participate in these community-building workshops in the NFLC 102; the Dean of Teaching and Learning leads both groups). Each session features a guest speaker who provides information on topics such as effective teaching, academic support services, advising, scholarship, technological resources, and promotion and tenure.
- The Sakai Collaborative Learning Environment (CLE) is accessible for all faculty and their students within all instructional modalities (i.e., from posting resources for traditional classes to exclusively online instruction). All courses have Sakai sites and the majority of faculty utilize these sites in one capacity or another.
- All online courses are overseen by an Instructional Technologist in the Center for Teaching and Learning and Instructional Resources (CTL) and faculty-elected members of the Online Review Committee (ORC) to ensure consistency of standards and rigor. Shepherd's Online Teaching policy (included in the faculty handbook) requires that faculty complete a rigorous online certification course before they are permitted to teach online courses. This demonstrates that best pedagogical practices are followed for online instruction. Faculty members who have been trained in online pedagogy and course development through another institution may provide certification to the CTL, demonstrating credentials in this area (See Appendix B).
 - Application to teach a 100% online course;
 - Online training sessions through Shepherd’s Learning Management System, SAKAI.
 - Training sessions through Sakai As noted in Appendix B, there is a rubric for the assessment of online courses noting nine essential standards for best practice in 100% online modalities; and
 - Assessment measures protocol.

Shepherd University Policy Determining Credit Hours Awarded for Courses

Shepherd University requires this policy to be practiced by all faculty, full-time and part-time. All definitions and standards apply equally to courses regardless of section, instructor, location, modality, or course length.

The federally-approved regulation for a credit hour has been defined in two ways:

§ 600.2(1): The credit hour value of a standard or more traditional course must be calculated as follows: A clock hour of instructional time is the equivalent of

- (a) 50 minutes of class time or
- (b) (b) 60 minutes of independent-study work or some measures of clinical time; and (2) a minimum of two hours of out-of- class work is expected for every hour (50 minutes) of instructional time.

To assist faculty in ensuring that a course complies with this policy, (1) the Credit Hour Calculator will be available online, both on the CTL and Provost's website, (2) the [Summary Chart](#) should be used as a guide, and (3) the [Reading Speed Tables](#) may be used as a guide.

§ 600.2(2): If the credit hour value for an academic activity (including but not limited to "laboratory work, internships, practica, and studio work") cannot be calculated using the information cited in § 600.2(1) (above), that academic activity can be found to have met the federal definition by documenting that it involves "at least an equivalent amount of work" as the criteria cited in § 600.2(1).

To assist faculty in ensuring that a course complies with this policy, (1) the Summary Chart should be used as a guide, and (2) the Reading Speed Tables may be used as a guide. Note that Reading Speed Charts are incorporated into the Credit Hour Calculator.

I. Background

New federal regulations (34 CFR parts 600 and 668) require that institutions submit their definitions and related policies regarding credit hours to their accrediting agencies and receive an official, recorded certification from that agency that the definitions meet the new federal definition of a credit hour.

II. Federal definition of a credit hour

...a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of

credit, or the equivalent amount of work over a different amount of time, or;

2.

3. At least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (§600.2)

4.

A semester hour approximates one hour (or 50 minutes) of classroom time and two hours of out-of-class student work each week in a 15-week semester or its equivalent. (Report of the Meeting of the National Advisory Committee on Institutional Quality and Integrity, December 2010, U.S. Department of Education, pp. 25-26).

III. Shepherd University definition of a credit hour

Shepherd University's definitions of a credit hour constitute a formalization of policy in order to ensure compliance with federal and accreditation expectations, as well as to provide consistency throughout the University. Courses may be composed of any combination of elements described, such as a lecture course, which also has required laboratory periods or a lecture course having an additional requirement for supervised independent study or tutorial activity.

IV. Application of the Policy

The requirements which follow represent minimums for average students and that some deviation in excess of these requirements may occur, particularly at the graduate and professional levels. Please note that each category of academic activity is followed by the applicable policy section.

In the interest of accurate academic measurement and cross-campus comparability, the following policies and practices apply in controlling the relationship between contact hours, work outside of class, and credit hours.

• Basic one credit hour [§ 600.2(1)]

At least 15 contact hours (with each hour being 50 minutes) of recitation, lecture, discussion, seminar, or colloquium, as well as a minimum of 30 hours of student homework, are required for each unit of student credit.

• Lecture, traditional class [§ 600.2(1)]

A semester credit hour is earned for fifteen 50-minute sessions of classroom instruction with a normal expectation of two hours of outside study (homework, reading assignments, preparation for class) for each class session (meeting time). Typically, a three-semester credit hour course meets for three 50-minute sessions per week for fifteen weeks, for approximately 45 sessions and 90 hours of work outside of the classroom. (This usually yields 16 weeks when including the final exam.)

• **Supervised group activity [§ 600.2(2)] (laboratory, field trip, practicum, workshop, group studio)**

The equivalent of three 50-minute sessions per week over a traditional 15-week semester of a lab, rehearsal, or studio time would qualify for one semester credit hour.

Where such activity involves substantial outside preparation by the student, the equivalent of two 50-minute sessions will earn one semester credit hour.

Field trips are to be counted hour-for-hour as laboratory meetings (not including travel time).

• **Supervised individual activity [§ 600.2(2)] (independent study, individual studio, tutorial, dissertation)**

One semester credit hour credit for independent study (defined as study given initial guidance, criticism, review and final evaluation of student performance by a faculty member) will be awarded for the equivalent of three one-hour sessions of student academic activity in a traditional 15-week semester.

V. Full-time Independent Study [§ 600.2(2)] (clinical placements, student teaching, practicum)

If a student's academic activity is essentially full-time (as in a student teaching or in a clinical placement), at least one full-time, eight-hour per day, 40-hour, five day week of such experience will be required for one credit hour. Depending on specific curriculum, programs may require more than one week in order to award one credit hour.

Clinical placement experiences are defined as "a part of the program that allows for observation, participation, studies of individual pupils or clients, individual field work, and practicums both on and off campus." Credit for clinical experiences is determined in accordance with recommendations of a program's specific best practices, accrediting body, or applicable state regulation.

VI. Experiential Learning [§ 600.2(2)]

At its discretion, Shepherd University may award credit hours for learning acquired outside the institution (provided that such hours are an integral part of a program of study). When a life or work experience is to be credited as a concurrent portion of an academic program design's, as in an internship, one semester credit hour will be awarded for each 40-45 clock-hour week of supervised academic activity that provides the learning considered necessary to program study. The number of such credits to be awarded is limited according to the policies stated in the "Academic Policies" section of the catalog.

VII. Short Sessions [§ 600.2(1)]

Credit hours may be earned in short sessions (summer sessions, intersessions, weekend sessions, workshops, seminars, etc.) proportionately to those earned for the same course during a traditional 15-week semester, normally at no more than one credit per week of full-time study.

Courses offered over a period of time other than a traditional 15-week semester will require the same amount of classroom and out-of-class work per credit hour as is required of semester-long courses. The same amount of work will be distributed over a shorter period of time and may be allocated in various ways.

Forty-five hours of work are required to earn one credit hour. The allotment of face-to-face instruction and work outside of class may vary. Examples:

- For one credit, a workshop could require 15 hours of contact time and 30 homework hours (total hours = 45).
- For one credit, a seminar could require 20 hours of contact time and 25 homework hours (total hours = 45).
- For one credit, a studio could require 30 hours of contact time and 15 homework hours (total hours = 45).

Since it would be virtually impossible for a student to satisfactorily complete 45 hours of work in less than one week, the policy regarding the duration of courses maintains that a course must cover at least a one-week period for every unit of credit given. During the intensive summer session, however, eight units of credit might be given over a four-week period.

VIII. Credit by Examination [§ 600.2(2)]

At its discretion, an institution may award semester hour credits for mastery demonstrated through credit-by-examination. When such credit by examination is allowed, it may be used to satisfy degree requirements or to reduce the total number of remaining hours required for a degree.

IX. Distance Education, Internet, and Hybrid (Blended) Courses [§ 600.2(1)]

Shepherd University's credit hour policy for distance education, Internet and hybrid courses is consistent with the standards for courses offered through face-to-face instruction, although some or all of course content and faculty-student interaction occurs through one or more forms of distance education.

Shepherd University Credit Hour Summary Chart

Note: Shepherd's credit hour policy for compressed format, hybrid, and/or online courses is consistent with the standards for courses offered through face-to-face instruction, although some or all of course content and faculty-student interaction occurs through one or more forms of distance education.

Type of Instruction	Contact Hours* per week (“class hours,” 50- minute segments) A	Weekly Preparation Time (50 minute segments) B	A+B	Total Number of Weeks C	Total number of hours (A+B) x C	Minimum Number of credit hours awarded 45 = 1 90 = 2 135 = 3
Traditional Class [§ 600.2(1)]						
Lecture, recitation	1	2	3	15	45	1
	2	4	6	15	90	2
	3	6	9	15	135	3
Supervised Group Activity [§ 600.2(2)]						
Lab, Group studio, Practicum	3	0	3	15	45	1
	1	2	3	15	45	1
	2	4	6	15	90	2
Supervised Individual Activity [§ 600.2(2)]						
Independent study, individual studio, dissertation [#]	.5	2.5	3	15	45	1
	.5	5.5	6	15	90	2
	.5	8.5	9	15	135	3
Full-time Independent Study [§ 600.2(2)]						
Student teaching, practicum, clinical placement [#]	0	45 <i>(prep time and work time)</i>	45	1	45	1
Experiential Learning [§ 600.2(2)]						
Approved learning activities**	0	45 <i>(prep time and work time)</i>	45	1	45	1
Short Sessions [§ 600.2(1)]						
Courses offered in summer sessions	8.5 (4X weekly) Summer I & II	18	26.5	5	138.0	3
	8.5 (4X weekly) Summer I & II	10	18.5	5	92.5	2
	8.5 (4X weekly) Summer I & II	5	13.5	5	47	1
	3 (1 X weekly) Summer III)	11	14	10	140	3

Comment [CA1]: Perhaps we should include an example that fits our 2-credit labs.

Comment [CA2]: $8.5 \times 2 = 17$

Comment [CA3]: $26.5 \times 5 = 132.5$

Comment [CA4]: $13.5 \times 5 = 67.5$

Comment [AG5]: Since this is a summer session, I put down what I thought would be realistic preparation time, which is the second column. 8.5 (column A) + column B prep time then gives the total that is multiplied by the number of weeks.

*One contact hour = 50 minutes. **The number of such credits is limited per catalog policy.
[^]This assumes regular contact takes place. # Credit for clinical experiences and/or practica and individual study is and may be determined in accordance with recommendations of a program's specific accrediting body or state regulation

Reading Speed Charts

Based on research from Rosalind Streichler, Ph.D., Center for Teaching Development, University of California, San Diego; Karron G. Lewis, Ph.D., Associate Director, Center for Teaching Effectiveness, Division of Instructional Innovation and Assessment, The University of Texas at Austin; and research conducted at Cambridge University in England; we can assume that the average college student can read 250 words per minute and that the average textbook has approximately 800 words per page. Therefore, it would take 3.2 minutes to read one page, 32 minutes to read 10 pages, and a little over an hour to read 20 pages.

Hours	Pages	Hours	Pages	Hours	Pages
6	120	12	240	18	360
24	480	30	600	36	720

*Average text page = 800 words

		Percentile		
		25%	50%	75%
		Remedial student or slow reader	Average student	Above-average student
General expository reading: easy fiction and non-technical materials	Words per minute	150	250	500
	Pages per hour**	11	19	38
Advanced, scientific, and/or technical material	Words per minute	100	149	170
	Pages per hour**	8	11	13
*Based on research from Rosalind Streichler, Ph. D., Center for Teaching Development, University of California, San Diego; Karron G. Lewis, Ph. D., Associate Director, Center for Teaching Effectiveness, Division of Instructional Innovation and Assessment, The University of Texas at Austin; John P. Staeck, Ph.D., College of DuPage; and Cambridge University.				

SUMMARY

With the receipt of the notification letter from the HLC-IAC received in July, there were some challenges to implementing new policies and requirements of faculty prior to the start of the fall 2016 semester. Faculty are not on contract during the summer, and, any changes or discussions surrounding compliance would need to occur starting in mid- to late-August to prepare for the fall 2016 semester, and with the desire to implement these practices effectively for the spring 2017 semester. As noted in steps taken, information regarding the requirements of the report were shared with a variety of campus stakeholders, and credit hour information and potential resources for faculty were vetted with school deans and department chairs. The following observations by the HLC-ALO and Associate Provost were noted:

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Appendix D:A: ~~Graduate Faculty Qualifications~~ Campus Communications

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20 pt, Font color: Background 1

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pt, After: 0 pt

Email from President Hendrix

From: employees-owner@mail.shepherd.edu [mailto:employees-owner@mail.shepherd.edu] **On Behalf Of** President **Sent:** Wednesday, March 09, 2016 9:20 AM **Subject:** [Employees] Sharing Good News and Appreciation

Dear Campus Community:

We did it! Shepherd University just successfully finished two weeks of back-to-back site visits: a dual accreditation visit from the Commission on Collegiate Nursing Education (CCNE) and the West Virginia Board of Examiners for Registered Professional Nurses (WVBOERN) and the overall institution's site visit as part of the Higher Learning Commissions' Pathways accreditation process.

CCNE and WVBOERN concluded their visit last week with a public session that outlined their continuing approval of our program in Nursing Education. They praised the leadership of the program, the dedication of the faculty, the thorough curriculum, and the high-level of student engagement. They reported being envious of our first-rate facilities and were particularly impressed by the high regard in which Shepherd University is held by our regional partners in the health care community. A special thanks to our entire nursing department—faculty and staff—who prepared and hosted a very successful visit while also contributing to the Higher Learning Commission (HLC) site visit this week.

Over the last few days, the HLC team of five peer reviewers met with students, faculty, staff, community members and administration, and, at each opportunity, the dialogue was reflective and meaningful. The team was unanimous in its opinion that the people at Shepherd are passionate about what they do and are committed to the institution.

The site team responded very positively to the campus climate, noting that it was “one of the friendliest campuses they had visited.” Questions from the team were answered patiently and candidly from an informed point of view. The team was also very complimentary of Shepherd's “well-written and organized” assurance argument that made their job much easier in evaluating how Shepherd demonstrated its compliance with the criteria for accreditation. Many thanks to everyone on the steering committee for your oversight and to all those who contributed information for this document. I want to express particular appreciation to Dr. Scott Beard who coordinated the preparation of the assurance argument, the construction of the website, and all the details of the visit.

The team chair, Dr. Dolly, noted “it is rare that we find institutions that truly live their mission, and that is the case with Shepherd. Your core values show up in everything you do.” In spite of a challenging financial environment, one complicated by state budget cuts and some enrollment declines, Shepherd has continued to lay the groundwork for new initiatives, indicating a bright future lies before us.

Thank you for all you do here at Shepherd, and congratulations on the excellent work in these

important peer review processes.

Mary J.C. Hendrix
President

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Shepherdstown, WV 25443-5000
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Excellence Innovation Opportunity: Training the Next Generation

RE: TEAM REPORT
From: Scott Beard
Sent: Monday, April 04, 2016 12:06 PM
To: Mary Hendrix
Cc: Christopher Ames
Subject: Re: ACTION REQUIRED: Shepherd University - WV Assurance Review

Yes, I think so. As I quickly scanned the (team report) document, we did really, really well.

We will have a follow-up report on finances in two years detailing enrollment and financial indicators (expected). Otherwise we met ALL core components and criteria in general.

On the federal compliance side, Chris, we will need to address learning outcomes across multiple sections and instructional delivery models and do some work with credit hour assignment, i.e. how we determine if online classes are meeting the credit hour requirements. Long story short, we need to monitor syllabi more closely and perhaps faculty are getting a little "creative" in how they put these together. A good model for this will be the templates that professional programs like nursing and education use.

So, all in all, very, very good news! I will work on detailed corrections and see if I can get some more information in re: to the federal compliance elements, which were not really detailed. In our 2012 report, these were much more extensive.

Scott

Communication with HLC Liaison, Dr. Stephanie Brzuzy

Hi Stephanie,

I hope that all is well with you. We had a very positive experience with our site visit and are very pleased with the team findings. I enjoyed working in the Assurance System, and felt we were able to offer up a lot of compelling evidence of how Shepherd meets the criteria for accreditation.

We do have one question about the federal compliance follow-up report. Below is the summary:

- SU's policy regarding course credit assignment mirrors the federal requirements from the Department of Education. However, the institution's policy statement does not clearly articulate that the learning expectations for a course, regardless of modality, instructor, or length of term, are equivalent and aligned with the assigned credit. A closer review of course syllabi revealed significant inconsistency of expected learning outcomes, both in articulation and in expectation, across delivery formats and sections. Thus, the evidence does not support that SU's courses have well-defined learning outcomes aligned with student performance expectations that are consistent with their credit-hour policy. **(Can this be addressed by adding language to the current policy?)**

- The institution should prepare a monitoring report by March 31, 2017 for the Commission showing evidence that (1) its policy for the assignment of credit is explicitly tied to the common learning expectations for a course regardless of section, instructor, modality, or course length, and that (2) the application of that policy as evidenced in course syllabi results in common student learning achievement for a specific course regardless of section, instructor, modality, or course length.

For the follow-up report, we understand the need to match learning outcomes within multiple sections of classes and across modalities. That can be addressed through a system of checklists used by faculty supervisors, such as academic school deans. In terms of articulating learning expectations alignment with the credit hours, is the commission looking for the justification of time/hours through the course assignments and engagement through items such as discussions forums, readings, etc., OR could this also be addressed through policy in the faculty handbook outlining expectations for learning outcomes in compressed format and online/hybrid courses?

Thanks!

Scott

Dr. Scott Beard, Dean, Graduate Studies
Associate Vice President for Academic Affairs

Deans' Council
May 17, 2016

Agenda

Summer meeting schedule

Budget Advisory Committee

RBA RN-BSN Courses Summer and Fall

On-line course standards-credit hour information (see attachments)

Summer Schedule and caps for on-line courses

Area Reports

Email communication from Dr. Beard: May 17, 2016 For Deans' Council Meeting

Hi folks,

Well, I've looked through policies from a lot of places: Harding, JHU, Wilmette, Cedar Park, Creighton, SUNY system, etc. to come up with information. I also consulted some information from two other regional accreditors-Middle States and SACS.

So, here's what you have enclosed:

- Expanded definition of the federal policy to cover things other than seated (two parts now, vs. one)
- Background information of why we do this.
- Application of policy
- Types of instructional models that are awarded credit (lots of 'em) I cited the part of the federal code that applies to the particular type of instruction
- Appendix A & B (summary of hours and reading speeds)
- Sample Credit Hour Calculator in a table (we can put this in a spreadsheet so that it adds up automatically for faculty)

I've also enclosed a sample powerpoint adapted from Harding University that we might use to present the information. All of this can be an online resource and available in multiple places. At the very least, we can get the expanded two-part federal definition of a credit hour in the catalog.

Have fun!! It all sounds a bit more complicated than it really is; however, I think having this detailed information in terms of policy will help with HLC, and the overall "calculator" is relatively simple.

Scott

Communication from the Provost to Department Chairs

To: Department Chairs

Shepherd University, HLC Interim Report, March 2017

From: Chris Ames, Provost

Date: August 1, 2016

Re: Items for the beginning of academic year 2016-2017

As August arrives and back-to-school promotions start to appear, I wanted to send you a detailed memo about several beginning of the year items. These include: new rules governing credit from other institutions for matriculated students, simplified processes for students requesting exceptions to academic regulations, tracking students who fail to return, and assuring common learning objectives for multiple sections of the same course. It's quite a line-up, so I appreciate your attention.

New rules governing credit from other institutions for matriculated students

This first item we discussed in detail at the Department Chairs meeting, but I wanted to remind you and brief new chairs. The state's new transfer regulations made it clear that we could not apply separate standards to matriculated students regarding transferring credit. That is, if we accept a course when a student transfers in, we can't apply a different standard to a student who takes that same course elsewhere after enrolling here. As a result, we have eliminated the following highlighted clauses from the handbook (the material not highlighted remains in the catalog):

From the SU Catalog:

Courses Taken at Other Institutions

Once enrolled at Shepherd University, a student must receive prior approval to enroll in and transfer any additional coursework from another institution. Transfer approval is subject to the following conditions:

- **A student must be in good academic standing (GPA > 2.00). Courses taken during a period of academic suspension will not be approved for transfer.**
- **A Shepherd course for which a grade of D, F, or W was received may not be repeated elsewhere, even when an articulation agreement exists for the course. No Shepherd University D or F grade can be replaced by an equivalent transfer course.**
- **Courses in the major, minor, or teaching field cannot be taken at another institution.**
- Only courses from accredited institutions of higher education may be transferred to Shepherd.
- A maximum of 72 transfer semester hours from accredited two-year institutions may count toward graduation requirements.
- The last twelve hours of coursework before graduation must be completed at Shepherd.
- A GPA deficiency earned at Shepherd University cannot be made up at another institution.

A Transfer Approval or Consortium Registration form must be completed, including appropriate faculty signatures, and submitted to the Office of the Registrar prior to enrolling at another institution. Both forms are available in the Office of the Registrar.

Exceptions to any of these policies must be petitioned through the Admissions and Credits Committee for final action.

Note that this doesn't change *what* courses we accept, it just removes the clauses that say we don't accept them once students have already enrolled. In many cases, these courses went through Admissions and Credits with support from advisor and chair and were routinely approved anyway. Note as well that a student who gets a D, F or W in a class here and re-takes it elsewhere is not eligible for replacing that grade (as they are if the course is retaken at SU and is in the first 60 hours).

Simplified processes for students requesting exceptions to academic regulations

As a means of significantly reducing the Shepherd Shuffle, the Admissions and Credits committee has Shepherd University, HLC Interim Report, March 2017

revised the process for students requesting an exception to academic regulations. Gone is the petition with three signatures, replaced by a form to be signed by the advisor and taken to the Academic Advising Center. They will counsel the student, contact any additional persons or offices necessary, and resolve the situation if possible or refer it to the committee. The new form will be available on the registrar's website shortly. I've attached the draft version to give you an idea.

It will also be acceptable for you to approve an advisee request via e-mail, if you are satisfied with the information provided you by the student. The AAC will inform you of any contact with your advisees.

We believe this will be a greatly improved process that focuses on counseling the student; getting pertinent information from financial aid, athletics, registrar, advisor, instructor or chair; and resolving issues quickly. It will save student and faculty time and lead to more informed decisions.

Admissions and Credits will still review difficult cases and receive regular reports of actions from the AAC. That committee will report to the Faculty Senate on the efficacy of the revised process this spring.

Tracking majors who fail to return

As we did last year, we will distribute a list of majors in your discipline who did not graduate or return to Shepherd and ask you at a departmental meeting to review those students and note the likely reasons for attrition, if someone in the department has knowledge or insight into the student's situation. We got good feedback on this exercise from departments, and it helped flesh out the picture of our upper-level retention difficulties.

At the same time, I would like you to be alert to students with excessive numbers of credits who are making poor progress toward major completion and identify any who might be better served by pursuing an RBA degree. Our overall retention numbers are normal for an institution of our profile, but our attrition at junior and senior level is higher than one would expect.

Assuring common learning objectives for multiple sections of the same course

Our stellar HLC site visit reported a couple of areas for us to address, and this was one. They randomly surveyed some of our courses and noted with disapproval that, in some cases, different sections of the same course had different learning objectives (and at least once, different course descriptions). **Syllabi for different sections of the same course need to have the same approved catalog description and the same learning objectives.** (The syllabi may differ in other ways of course—assignments, texts, instructor). Chairs will need to review the syllabi for multi-section courses to ensure that the course descriptions and the learning objectives are the same for all sections (including on-line sections). If it is possible to do this for fall, please do. In any case, we need to assure the HLC that it is in place by spring.

Welcome back! I look forward to working with you in the year ahead.

Information shared with DNP Faculty Group:

Here ya go!

See the last two pages of the document.....the first part is pretty “thick” lol.

You could take that template and put it in excel to automatically calculate. This is not the “official” model, but one we are considering.

Dr. Scott Beard, Associate Provost
Dean, Graduate Studies and Continuing Education
Direct Line: 304-876-5651
Cell: 240-285-8455
Fax: 304-876-5390
<http://www.shepherd.edu/graduate-studies/>

On Aug 10, 2016, at 4:27 PM, Laura Clayton <lclayton@shepherd.edu> wrote:
Scott,
Please send us the credit hour calculator. Thanks, Laura

Dr. Laura H. Clayton, PhD, RN, CNE
Professor of Nursing Education
Project Director of HRSA NEPQR CHOICES Grant
DNP Program Leadership Concentration Coordinator
Shepherd University

GSCE 2016 SUMMER RETREAT • August 9, 2016

AGENDA

Preparation for Meeting

Please Read: Tentative agenda and attachments

Please Bring: Note taking material (electronic or other)

AGENDA ITEMS

COFFEE & CONVERSATION	8:45-9:00
OPENING & WELCOME	9:00-9:15
DEAN'S REPORT	9:15-9:30
HLC FOLLOW UP	9:30-9:40
PROGRAM COORDINATOR UPDATES	9:40-10:00
STRATEGIC PLAN ASSESSMENT	10:00-10:30
BREAK	10:30-10:40
NEXT STEPS FOR 2015-2017	10:40-11:30
DNP CURRICULAR ITEM(S)	11:30-11:45
ENROLLMENT MANAGEMENT & ACADEMIC AFFAIRS UPDATE Dr. William Sommers, VP, Enrollment Management	11:45 or during lunch
WORKING LUNCH (Strategic Plan and other)	12:00-1:00
WRAP-UP DISCUSSION & TAKE AWAYS	1:00 or so

ACTION ITEMS FOR COORDINATORS, FACULTY, COUNCIL MEMBERS

Admitting & registering Students for the fall semester and beyond.
Assessment
Advisory Councils and Graduate Student Representation
Review revision of web pages & recruitment materials
Timeline for new strategic initiatives: Curricular proposals; Research Day
GRAD COUNCIL MEETINGS: 9/1, 9/29, 11/3, and 12/1

From: Scott Beard **Sent:** Wednesday, January 04, 2017 9:13 AM **To:** Christopher Ames; Laura Renninger; Amy Speck **Cc:** Alan Perdue; Tracy Seffers; Valerie Owens; Sharika Abdul-Muhaimin; Mary Hendrix **Subject:** HLC report due on 3/31/17

Chris and Alan,

We have an HLC report due on 3/31 addressing the credit-hour compliance, and for the start of the semester, I think we should remind faculty, department chairs, etc. We'll also need to put the revised/expanded credit hour definition in place for the catalog, faculty handbook and consumer information page. I've included that definition in this email as well. Below is a draft message to those internal stakeholders:

Colleagues:

As part of our follow-up reporting for our institutional accreditor, the Higher Learning Commission (HLC), Shepherd University will be submitting evidence that it is in compliance with federal guidelines regarding the assignment of credit hours. Besides our expanded definition of a credit hour that is found in the catalog, consumer information page, and faculty handbook, our main evidence presented to the commission will be course syllabi.

*Syllabi should contain the course description as found in the SU catalog. Additional information may be listed elsewhere on the syllabus; however, the course description should match that in the catalog.

*Student learning achievement or outcomes for a specific course should be the same, regardless of section, instructor, modality, or course length (full-term vs. part-of-term, or fully online). The same applies for the assignment of credit hours.

Dr. Scott Beard, Associate Provost and HLC Liaison examine the Spring 2017 schedule to select sample syllabi to send to the HLC. These will include both undergraduate and graduate courses, courses that have multiple sections, courses that may be taught in a seated or online format, or those courses that are offered in both as full-term and compressed format offering.

There will also be a syllabus checklist available the CTL website under faculty support. Thank you for your assistance in providing compliance and consistency regarding federal regulations through our course syllabi.

*Laura-Can we put this revised syllabus checklist on the CTL site under teaching tools/sample syllabi? Thanks! I will use this checklist as a coversheet for each syllabus submitted.

Dr. Scott Beard, Associate Provost
Dean, Graduate Studies
Direct Line: 304-876-5651 • Cell: 240-285-8455
www.shepherd.edu/graduate-studies
www.shepherd.edu/innovation
ALL-FACULTY EMAIL:

Colleagues:

One year ago we had an excellent “mid-term” visit with the Higher Learning Commission as part of the 10-year cycle for continuing accreditation. As an institution of higher education, Shepherd is faced with increasing oversight from the federal government in relation to the awarding of credit hours and student learning outcomes. As such, Shepherd will submit a required interim report (3/31/17) to the Commission outlining our expanded definition of a credit hour, one that will adequately cover all the types of classes we offer (lecture, lab, studio, independent study, practice, clinical, etc.), as well as the modality of instruction (seated, hybrid, online). To that end, our main source of evidence is the course syllabus. There are a number of resources located on our web pages to assist with the expanded definition of a credit hour and syllabus compliance:

Center for Teaching and Learning: [http://www.shepherd.edu/ctl2/ctl-teaching-tools/Shepherd University Course Syllabus Template \(revised 1/17\)Federal Compliance Syllabus ChecklistCredit Hour Chart and Reading SpeedsSU Credit Hour Calculator \(CHC\)](http://www.shepherd.edu/ctl2/ctl-teaching-tools/Shepherd%20University%20Course%20Syllabus%20Template%20(revised%201/17)Federal%20Compliance%20Syllabus%20ChecklistCredit%20Hour%20Chart%20and%20Reading%20SpeedsSU%20Credit%20Hour%20Calculator%20(CHC))

Academic Affairs: <http://www.shepherd.edu/credit-hour-compliance-information/>
Consumer Information: <http://www.shepherd.edu/consumer-information/>

There is also information in the Shepherd Catalog under Credit Hour Definition in the Academic Policies section: <http://catalog.shepherd.edu/content.php?catoid=10&navoid=1386>

As we move forward with courses in a variety of formats and modalities, faculty can utilize these resources to ensure academic rigor as well as compliance with federal regulations. Thank you to the faculty and staff who aided in supplying syllabi for the report, and, many thanks to each of you for your continued attention to this important compliance element.

Sincerely,

Dr. Scott Beard, Associate Provost

SHEPHERD UNIVERSITY

**BOARD OF GOVERNORS MEETING 4:15 p.m.
September 27, 2016 Shepherdstown, WV**

AGENDA

Regular Session
Lower Level Multipurpose Room
Robert C. Byrd Center for Congressional History and Education

1. Call to Order
2. Public Comments
3. Oath of Office – New Members
4. Adoption of the Minutes from June 2, 2016 Board Meeting
5. Adoption of the Minutes from August 25, 2016 Special Board Meeting
6. President’s Report
7. Quarterly Financial Report: FY2016
8. Tuition and Fee Waiver Report: FY2016
9. Approval of Medical Facility Project
10. Additional Authorization for Refinancing of Bonds
- 11. Institutional Accreditations Update 2015-2016**
12. Intent to Plan for Bachelor of Science, Engineering Science
13. Adjustment of Administrative Organization – University Communications
14. Naming of the New West Campus Residence Hall Facility
15. Metro Scholarship Rate Presentation

Provided to the Shepherd University Board of Governors at its meeting on September 27, 2016. The BoG agenda packet for that day is posted online here: <http://www.shepherd.edu/wordpress-1/wp-content/uploads/2016/09/0-Sept16-BoG-pkt-Electronic-v9-23-16.pdf>

Institutional Accreditation Update

HIGHER LEARNING COMMISSION (HLC)

Shepherd University (SU) hosted a team of peer reviewers March 7-8, 2016. The summary of the team report (as shared in the April 2016 Board of Governors (BoG) agenda book) contained many positive points of pride in relation to our students, faculty, staff, the community we serve and the institutional BoG.

The team was especially impressed with the ability of faculty, staff and students to “live” the institutions mission and core values—learning, engaging, integrity, accessibility and community. “Every artifact of evidence indicates that the mission and core values permeate all facets of SU’s operations and richly inform the sensibilities of SU’s students, staff, faculty, and administration.”

Despite significant cuts in state funding, the institution has continued to sustain its place in the region and deliver high-quality programs while controlling costs and identifying innovative strategies to enhance recruitment and retention. The dedication and spirit of the faculty, staff and students and the recent hire of the 16th President, Dr. Mary J.C. Hendrix, makes Shepherd well positioned to improve its philanthropy and external partnerships.

The institution will submit two interim reports before its continuing accreditation visit in spring of 2022:

- Due 3/31/17: Interim report on assignment of credit hours and common student learning outcomes across instructional delivery models and sections (federal compliance).
- Due 10/31/17: Update on enrollment and institutional finances, specifically noting the four financial ratios reported to HLC: Primary Reserve, Net Operating Revenue, Viability, and Return on Net Assets.

Commission on Collegiate Nursing Education (CCNE)

The Department of Nursing Education recently underwent a site visit for the initial accreditation of the Doctor of Nursing Practice (DNP) program on September 7-9, 2016. While the outcome will be voted upon by the CCNE actions council, the team report noted that all standards and key elements were met with no concerns or follow-up required.

The undergraduate program was also evaluated by the CCNE during a site visit February 29-March 2, 2016, with the same outstanding result. Congratulations to the Director, Dr. Sharon Mailey, the nursing faculty and students.

West Virginia Board of Examiners for Registered Professional Nurses (WVBOERN)

The WVBOERN also conducted their site visit at the same time as the CCNE. All requirements were met, with a brief follow-up report requested clarifying administrative reporting structure and faculty evaluations. Dr. Mailey will present this report formally to the WVBOERN in October.

Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)

Following a site visit in March 2014 and the receipt of the site visit report, the Health, Physical Education and Recreation Science (HPERS) department prepared a response document in the summer of 2014 and received full accreditation in October 2014. The next site visit will take place in 2021.

Council for the Accreditation of Educator Preparation (CAEP)

Along with the annual reporting elements for this accrediting body, the department has been participating in continuing education in relation to the new standards associated with CAEP. The department is currently accredited by the previous iteration, National Council for Accreditation of Teacher Education (NCATE). The department will have a site visit by CAEP during the 2017-2018 academic year. As West Virginia is a "CAEP" state, requirements for CAEP have worked their way into state policy, such as the information regarding preparation of teacher education candidates in Policy 5100.

International Assembly for Collegiate Business Education (IACBE)

Both the undergraduate and graduate business programs are accredited through IACBE, with annual reports submitted in October of each year addressing enrollment and assessment. The next site visit will occur in 2020.

National Association of Schools of Music (NASM)

A three-day site visit was conducted in February 2015. The report of the visiting team was received in June 2015, with the Department of Music submitting a response to the actions board by October 2015. The October 2015 response was received, and commended the program and the institution on careful attention to many of the items in the visitor's report and the status of the string program. They granted another year of deferral (not unusual for this organization) for an additional response in October addressing the following issues:

- Financial support;
- Release time for the director;
- Acoustical treatment of spaces;
- Curricular revisions surrounding the B.A. degree.

National Association of Schools of Art and Design (NASAD)

Following a site visit in 2014, the department has worked on submitting a response to NASAD regarding library holdings, credit hours for studio classes and staffing. The report was sent to NASAD in the spring 2015. In October 2015, the NASAD actions council voted to accept the response and granted membership/accreditation to Shepherd's programs, the Bachelor of Fine Arts (B.F.A.) and the Bachelor of Arts (B.A.) in Art Education. The next site visit will take place in the 2020-2021 academic year.

Biology and Chemistry

Dean Nolan is working with faculty in biology and chemistry to pursue our first accreditations in the sciences. An application for initial accreditation was sent to the American Society for Biochemistry and Molecular Biology (ASBMB) in fall 2014, and they have requested a follow-up report, which was submitted in October 2015. Additionally, there have been initial meetings regarding pursuing accreditation through the American Chemistry Society (ACS).

Appendix ~~D~~B: Faculty Resources for Compliance ~~Graduate Faculty Qualifications~~

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This information is contained in three tabs of an EXEL file located on the web pages for the Center for Teaching and Learning, located here: <http://www.shepherd.edu/ctl2/ctl-teaching-tools/>

TAB 1: Sample Credit Hour Calculator

COURSE INFORMATION				
Course Number	PHXX200			
Course Title	Survey of Philosophy			
Credit Hours	3			
Mode of Delivery *	S			
Weeks in Term**	15			
Instructor	Dr. XXX XXX			
Contact Hours	Hours/Week	Hours/Term	Total	
Lecture/Lab/Online	3	45	45	
Syllabus Items	Hours/Week	Hours/Term	Total	
Wkly. Homework Assignments	4	32	32	
Preparation for Quizzes	0	8	8	
Preparation for Tests/Exams	0	15	15	
Group Project	0	10	10	
Course Readings	0	0	20	
On-line assignments (SAKAI)	0	8	8	
Other	0	0	0	
Total Hours			138	
Required ***			135	
Difference (+ or -)			3	
*Modes of Delivery: Seated (S), Hybrid (H), Online (O)				
**Weeks in term: Full semester (15), Part-of-term (7.5), Summer I & II (5), Summer III (10)				
***Required hours each credit hour is 45. 2 CH=90, 3CH=135				

TAB 2: This tab contained the reading speed chart located on page 13 of this document.

TAB 3: This tab contained a blank credit hour calculator (CHC) with formulas built calculate the total number of hours.

Shepherd University • Syllabus Checklist
Federal Compliance

SYLLABUS CHECKLIST	
Course Title	
Course Prefix & Number	
Semester & Year	
Location & Meeting Times	
Number of Credit Hours	
Modality (face-to-face, hybrid, online)	
Number of Credit Hours	
Instructor Name	
Instructor Contact Information	
Instructor Office Information (Building & Room)	
Instructor Office Hours	
Course Description from the SU Catalog*	
LEAP GOALS (undergraduate) & Learning Outcomes**	
Other course goals and outcomes	
Attendance Policy	
Textbook/Course Readings Information	
Grading Procedures	
Academic Integrity Statement	
Disability/Academic Support Services Statement	
Late work policy	
Course Timeline (progression of material)	
Emergency/RAVE Statement	optional

*Syllabi should contain the course description as found in the *current* SU catalog. Additional information may be listed elsewhere on the syllabus; however, the course description should match that in the *current* catalog.

**Student learning achievement or outcomes for a specific course should be the same, regardless of section, instructor, modality, or course length (full-term vs. part-of-term). The same applies to the assignment of credit hours.

Syllabus Template for Shepherd University Professors

Remember that your syllabus is a contract between you and your students. Make sure to be as clear and complete as possible. Syllabi are to be provided for every course to the students at the very beginning of the semester

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What information should my syllabus contain?

- Red Ink** = Federally Mandated Information/Statements;
- Green Ink** = WV Higher Education Policy Commission Mandated;
- Blue Ink** = Shepherd University Handbook or Strategic Plan Requirements;
- Black Ink** = Optional Suggestions and Helpful Hints

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Course Title

[Interesting quote, motivating information]

Course Prefix and Number: (example - EDUC 200)

Course Section:

Semester [designate dates if partial semester]:

Year:

Class Location:

Class Meeting time(s):

Number of Credit Hours received for this course:

Course Format/Delivery Mode: [Online course? Seminar? Hybrid?]

Instructor Name:

Instructor's Office Building and Room Number:

Instructor's Contact Information [E-mail Address and/or Phone Number]: Instructor

Office Hours [full-time faculty are required to list 6 hours per week]:

I. Course Description:

Use the course description in the catalog: <http://catalog.shepherd.edu/>.

It is helpful to our students if you also include additional information provided in the catalog about the course such as **prerequisites** and/or **cross-listings**.

II. LEAP Goals and Learning Outcomes:

1. LEAP Goals:

Shepherd University has adopted goals from the American Association of Universities and Colleges (AAC&U) Liberal Education and America's Promise (LEAP) initiative (<http://www.aacu.org/leap/index.cfm>) with minor modifications. Include the LEAP goal(s) that your course utilizes. There are four that our campus has adopted:

Goal No. 1: Knowledge of Human Cultures and the Physical and Natural World

Goal No. 2: Intellectual and Practical Skills throughout the Curriculum

Goal No. 3: Personal and Social Responsibility

Goal No. 4: Integrative Learning

2. Learning Outcomes:

Shepherd University has adopted learning outcomes (often referred to as "Intended Student Outcomes" or "Competencies") that pertain to each LEAP Goal listed above. Please list the learning outcomes associated with each LEAP goal that you intend for your students to achieve. Also list how you intend to assess these outcomes. Learning Outcomes associated with each LEAP goal are listed on page 2 of the Core Curriculum Framework:

<http://www.shepherd.edu/wordpress-1/wp-content/uploads/2015/03/framework.pdf>

Please note that if you are teaching a Core Curriculum course, you can copy your outcomes and other information right from the following document <http://www.shepherd.edu/ctl/teachingtools.html> (Core Curriculum Competencies for Syllabi).

Example:

WRITTEN ENGLISH 101

This course is a part of the First Tier (Initial Inquiry) of the Core Curriculum.

LEAP Goal:

This course addresses LEAP Goal No. 2: Intellectual and Practical Skills throughout the Curriculum.

Learning Outcomes:

This course addresses the following learning outcomes/competencies:

Critical Thinking
Life-Long Learning
Creative Thinking
Oral Communication

Written Communication

(For definitions of the above competencies please link to the following: <http://www.shepherd.edu/wordpress-1/wp-content/uploads/2015/03/framework.pdf>)

Students in this course will be assessed on their ability to:

- render close textual analysis;
- synthesize information from multiple texts and/or sources;
- render clear, cogent ideas;
- structure well-developed essays, reports, and other types of writing, with thesis/hypothesis, textual support, and analysis;
- correctly employ standard written English usage;
- utilize technology to improve critical writing and thinking skills;
- become familiar with the writing, research, and documentation conventions in their fields of study.

III. Course Requirements:

1. Class Attendance:

You **MUST** attend your classes regularly and engage in the requirements for each class; otherwise, **your financial aid may be revoked** either partially or in full. This would result in an amount due by you to the University immediately. Please refer to <http://www.shepherd.edu/financialaid> for more details.

(Additional attendance suggestions and best practices are delineated below).

2. Course Readings:

(a) Required purchased text information including title, author, ISBN and publication year: (Please do not require students to buy materials you will not have them use for the course).

(b) Optional additional readings (please indicate clearly if these are not required and if these are available in the library, Sakai, or elsewhere).

IV. Grading Procedures:

Make sure you are clear and consistent! Once you establish the rules, do not change them. Yes, you can count attendance as a part of the grade but make sure to specify that you are doing so on your syllabus. Examples of various grading rubrics are available on the Center for Teaching and Learning website: <http://www.shepherd.edu/ctl2/ctl-teaching-tools/>

V. Academic Integrity:

Each student in this course is expected to abide by the Shepherd University Academic Integrity Procedures found in the **Shepherd University Student Handbook**: <http://www.shepherd.edu/wordpress-1/wp-content/uploads/2016/10/StudentHandbook.pdf>

VI. Disability Support Services:

Disability Support Services at Shepherd University believes that every student should succeed, and works closely with students to meet their needs. Students requesting any disability related accommodation should contact the Disability Coordinator at 304-876-5122. This includes students with learning disabilities needing classroom accommodations, students requesting specific housing accommodations for health-related reasons, and all other disability accommodations. Accommodations need to be documented and provided to instructors. Please see <http://www.shepherd.edu/disability> for more information.

Note: Martinsburg Center Students: Students at the Martinsburg Center, both at the undergraduate and graduate levels, have access to Disability Support Services.

Tutoring: FREE TUTORING! ANY COURSE! TAKE ADVANTAGE OF A FREE “PERSONAL TRAINER FOR THE MIND!” LET YOUR STUDENTS KNOW FREQUENTLY THAT WE HAVE AN ACADEMIC SUPPORT CENTER IN 103 Library: <http://www.shepherd.edu/academic-support/>; 876-5221; 8:00 am–4:30 pm.

Tutoring for Graduate Students: Graduate students who require special assistance with a particular subject should contact the course instructor and graduate program coordinator, who in conjunction with the Dean of Graduate Studies will arrange for assistance from the course instructor, a peer tutor, or other outside tutor. Please note that this service may involve additional fees. Students at the Martinsburg Center have access to resources through BrainFuse.

Emergency Information:

Students are encouraged to sign up for “RAVE alerts” (<http://www.shepherd.edu/university/rave/>) in order to be informed of campus closures. Also, students are encouraged to check the Shepherd website for additional information (<http://www.shepherd.edu/>).

Sakai Learning Management System (URL: <https://courses.shepherd.edu/portal>)

If you are using Sakai for your course, please take some time to show students how to use the system. Tutorials and other helpful information may be found at: <http://www.shepherd.edu/sakai/sakai-home>.

Example Language/Effective Ideas for your Course Policies/Procedures:

Attendance:

Grading for attendance is left to the individual instructor in the spirit of academic freedom.

Best Practice: We strongly recommend that all instructors get to know the students in their classes. The Enrollment Management Office will often ask for a list of students who are not attending fairly soon in the semester. We suggest you take roll or give frequent quizzes and collected assignments so that you get to know who is in your class and who is attending regularly. Some instructors have students fill out note cards about themselves and this helps to learn names. Students appreciate it when the attempt is made to get to know them.

Exam Makeup: This is left to the individual instructor in the spirit of academic freedom.

Best Practice: We strongly recommend you only allow students to make-up an examination if an emergency prevents them from attending class that day. Written documentation verifying the emergency must be provided. The instructor reserves the right to deny the request. Makeup exams approved by the instructor may be given in the Academic Support Center in 102 Library. The staff there will proctor your exam so that you do not need to meet separately with the student. For more information on these services, please see: <http://www.shepherd.edu/ascweb/> or call 304-876-5221.

Late Work: The actual policy is left to the individual instructor in the spirit of academic freedom. However, you should delineate how you will handle this situation should it arise.

Recommended: Late work is not accepted unless the student can provide documentation of an emergency preventing them from submitting work on time. The instructor reserves the right to deny the request.

Course Timeline (with clear exam schedules, assignments and due dates):

Instructors are encouraged to include reminders for students such as withdraw dates, midterms, etc. Academic calendars may be found at: <http://www.shepherd.edu/academic-calendar> and final schedules exam may be found at: <http://www.shepherd.edu/registrar/final-exam-schedule/>

See example on following page

Course Timeline Example:
(to show progression of learning)
Music 310
Unit One Timeline
Fall Semester

Week of: Topic and Assignments:

**August 27 Welcome to Music 310
Music in Antiquity
Reading Assignment:**

HWM, Chapter 1
Listening Assignment:
Epitaph of Seikilos; Euripedes, *Orestes*
In-class quiz on Friday, August 31.

September 4 **The Christian Church in the First Millennium**
Reading Assignment:
HWM, Chapter 2
Listening Assignment:
Viderunt Omnes (Gradual)
In-class quiz on Friday, September 7.

September 10 **Roman Liturgy and Chant**
Reading Assignment:
HWM, Chapter 3
Listening Assignment:
Mass for Christmas Day (parts a, b, c and i); *Chants from Vespers for Christmas Day* (part a); Tropes on *Puer natus: Quem queritis in presepe and Melisma*; Hildegard, *Ordo Virtutum*.
In-class quiz on Friday, September 14.

September 17 **Song and Dance in the Middle Ages**
Reading Assignment:
HWM, Chapter 4:
Listening Assignment:
Bernart de Ventadorn: *Can vei la lauzeta mover*; Comtessa de Dia: *A Chantar*; Adam de la Halle: *Robins m'aime*; Cantiga 159: *Non sofre Santa Maria*; *La quarte estampie royal*.

September 24 **The Thirteenth and Fourteenth Centuries**
Reading Assignment:
HWM, Chapters 5 and 6
Listening Assignment:
NAWM 17; NAWM 19; NAWM 23; NAWM 24; NAWM 25;
NAWM 27

Important Dates for Unit One:

October 1	Exam One Review
October 3	Listening Exam One
October 5	Written Exam One
October 5	Paper Proposal/Bibliography Due

The instructor reserves the right to change this timeline. In the event that this action becomes necessary, students will be notified in a reasonable and timely fashion.

Training Sessions for Online Teaching offered through the Center for Teaching and Learning

Link: <http://www.shepherd.edu/online-certification-sessions/>

Online Certification Sessions

Please find the link to our online teaching policy below:

Upcoming Training Sessions:

1. Winterim Intensive:

December 11, 2016 – December 18, 2016 (Fully online. The time commitment is roughly 1-2 hours of work per day. Recommended for those who are very comfortable with Sakai).

2. Summer Intensive:

May 7, 2017 – May 14, 2017 (Fully online. The time commitment is roughly 1-2 hours of work per day. Recommended for those who are very comfortable with Sakai).

3. Summer Session 1

May 21, 2017 – July 2, 2017 (Six weeks, fully online. The time commitment is roughly 2-3 hours per week).

4. Summer Session 2

July 2, 2017 – August 13, 2017 (Six weeks, fully online. The time commitment is roughly 2-3 hours per week).

Please contact the Center for Teaching and Learning at 304-876-5461 or lrenning@shepherd.edu if you would like to enroll in one of these upcoming sessions. You will be added to the session you choose and receive an email with instructions on how to log in a few days prior to the session.

Shepherd University Online Teaching Policy

Online Review Committee (ORC)

The Online Review Committee, composed of one elected voting member from each school (A&H, B&SS, E&PS, NS&M, Library, and Graduate School) and the Director of Instructional Technology (voting member who chairs the ORC), oversees online course approvals and policy regarding fully online courses.

Faculty teaching a fully online course for the first time at Shepherd University must have previous online teaching experience or training prior to teaching. All on-line course offerings are subject to review as described below.

Training Process & Requirements:

Faculty teaching a fully online course for the first time at Shepherd University, or faculty who have not taught a fully online course in the past two calendar years, will need to become certified to do so. In order to do this, they may take a six-week “Online Certification Course” (OCC) at Shepherd, or they may take another certification course of their choosing outside of Shepherd as long as it meets the nine criteria described later in this document. The OCC is currently taught at different times throughout the year by the Shepherd University Director of Instructional Technology.

Training Waivers: (Please Note: These waivers apply only to faculty who have not taught a fully online course at Shepherd University within the past two calendar years. Faculty who have already taught a fully online course at Shepherd, or who have successfully completed the OCC or another certification course covering the required competencies* are only subject to periodic course review as described later in this document).

Previous Online Teaching Experience	Faculty members who have taught online at another institution within the past two calendar years may be eligible to waive some or all of the faculty training requirements. They will need to arrange a meeting with either Shepherd’s Director of Instructional Technology or their school elected member of the Online Review Committee to review their experience and present a course (or courses) that they have taught online. Courses should include all of the required elements for an online course from the <i>Shepherd Online Course Assessment Rubric (SOCAR)</i> .* After the review, it may be recommended that the faculty member either complete Shepherd’s Online Certification Course** or another certification course of their choosing that covers the required competencies*, or that the faculty member complete one or more selected self-paced refresher tutorials through Magna Commons before being approved to teach online.
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<p>Previous Online Training/Certification</p>	<p>Faculty members who have not taught online but have taken the equivalent certification coursework (course(s) that cover similar material** as Shepherd’s OCC), within the past two calendar years, may be eligible to waive some or all of the Shepherd University training requirements. Proof of certification completion is required. However, the faculty member will also need to arrange a meeting with either Shepherd’s Director of Instructional Technology or their school elected member of the Online Review Committee to review his or her experience and present a course (or courses) he or she plans to teach online at Shepherd University. Courses should include all the required elements for an online course from the <i>Shepherd Online Course Assessment Rubric (SOCAR)</i>.[*] After the review, it may be recommended that faculty members either complete Shepherd’s Online Certification Course** or another certification course of their choosing that covers the required competencies[*], or that they complete one or more selected self-paced refresher tutorials through Magna Commons before being fully cleared to teach online.</p>
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^{*}See attached rubric and scoring. ^{**} Shepherd’s OCC covers all material on the Shepherd Online Course Assessment Rubric - SOCAR (attached).

The Director of Instructional Technology and school elected members of the Online Review Committee will use the following form to review courses created by faculty teaching a fully online course for the first time at Shepherd University:

Online Teaching Training Waiver Application for Faculty Teaching a Fully Online Course for the First Time at Shepherd University:

Faculty Member:

Meeting Date with Instructional Technologist or School Elected Member of the Online Review Committee:

Course Title(s):

Number of Credits:

Requirements fulfilled by this course: (Major or Core Curriculum)

Is this part of a fully online program?

Semester in which the course will first be taught:

Describe your experience teaching online or your certification training (if you have not yet taught online). What year did you do this teaching or training?

Proof of Certification? Yes No N/A

Does course meet the Shepherd Online Course Assessment Rubric (SOCAR) standards?

Yes No

If the SOCAR standards have not been met, what training is recommended? (Circle one)

Shepherd University Online Certification Course

Magna Commons Online Teaching Self-Paced Refresher Courses (please list specific ones).

One-on-one meetings with the Director of Instructional Technology

Date for next course review (if SOCAR standards have not been met):

This section to be completed by the Director of Instructional Technology or school elected member of the Online Review Committee:

Instructor currently approved to teach online? Approved _____ Not Approved _____

Signature and Date _____

Shepherd Online Course Assessment Rubric
(SOCAR)* Nine Essential Standards

Please note that these standards are not used to evaluate course subject content but rather best practices in terms of navigability, structure, clarity, technology and community.

_____Presentation of materials uses more than one sensory mode (e.g. print, visual, experiential).

_____In addition to clearly stated learning outcomes, each activity, assignment, exercise, and assessment clearly indicates what students need to do, how they should submit results, and any special instructions.

_____Lessons/modules are clearly organized and easily navigable.

_____Course requirements clearly state that students are required to interact with each other and with the instructor, a specific time period for the interaction is stated, directions for how to participate in the interaction, standards for the quality or expectations of the interaction are set, and the outcomes of those interactions are noted (i.e. the student receive points for the interaction).

_____Policies and procedures are in place in the course site, are easily located, provide clarity to the reader regarding their responsibility, and reflect the institution's policies to ensure the integrity of student's work.

_____Student's achievement of stated learning outcomes is documented and provided to the student as feedback on their learning activities and assessments, and is documented in the course site where it is accessible to both instructor and student.

_____The tools and media used to deliver the content of the course are appropriate (accessible, functional, learner-centered).

_____Instructor provides clear information regarding his or her availability for assistance.

_____Course fosters a sense of community in some way (i.e., instructor and student introductions, pictures, chat room accessibility, etc.).

**Adapted from Michigan Community College Virtual Learning Collaborative*

Online Teaching Assessment Measures - Protocol

1. Initial Course Review - The Final Project of the OCC or the SOCAR

analysis. In order to meet SOCAR standards, a course must meet each of the 9 essential standards. See assessment rubric above.

2. Initial Assessment of Subsequent Courses

After a faculty member has been initially approved to teach a fully on-line course at Shepherd and has had an initial course approved, subsequent fully on-line courses may be offered by that faculty member without prior approval. Assessment of subsequent courses would take part in the two-year cycle for re-evaluation described below in the cyclic assessment section.

3. Cyclic Assessment

In addition to the initial course review for Shepherd University professors teaching a fully online course for the first-time, online courses will be re-evaluated by the Director of Instructional Technology and school elected faculty members of the Online Review Committee every two years (or more if issues are brought forth) to make sure the courses are meeting the required standards outlined in the SOCAR.

4. Student Evaluations

Student evaluations of the online courses will need to be given every time the course(s) are offered.

ONLINE TRAINING CERTIFICATION COMMUNICATION

Welcome to the SU Online Certification Course (One-Week Intensive, Winterim 2016)! This course will give you a taste of what it is like to be a "fully online student." We will learn about best practices in online teaching, and along the way I hope you will pick up some tips to use in your own courses in the future.

Please take the time to read everything each day. You will find the syllabus posted on the left navigation panel. Make sure you have all the necessary equipment and items before you attempt this course (see syllabus).

We will be utilizing the Sakai learning management system throughout this training. To get to Sakai, go to the Shepherd homepage and click on "Faculty and Staff." You will find Sakai in the menu there. Log on using your Shepherd email username and password. If you do not know your user information you will need to contact IT Services at 304-876-5457. Once in Sakai, look for the course titled, SU Online Certification Course. This course will be listed either at the top of your Sakai page or within the My Sites tab on the upper right-hand corner of your Sakai page.

The course will officially open at 11:55 pm on Sunday the 11th of December (an odd time, I know, but this is automatic). You will have a full day, then, to work on each lesson. Every day, a new lesson will unlock and items will be due at 11:55 pm. Start the online certification course by going to the BEGIN HERE button located on the left navigation panel. After going through the BEGIN HERE lesson you will work your way through daily lessons in the LESSON BUILDER tool. If you have any questions or issues, just ask.

Enjoy your weekend and I look forward to working with you online next week.

Laura Renninger

lrenning@shepherd.edu



Online Teaching CERTIFICATION

Course Information:

Online Teaching Certification
Summer 2016 Intensive

Instructor Information:

Laura Renninger
Library 153
304-876-5461
lrenning@shepherd.edu

Office Hours:

By Appointment Only –
Contact me via phone, email. We
can meet face-to-face in my office
or yours.

Course Description:

Participants in this course will learn about various effective tools and pedagogical strategies in online teaching and learning.

Prerequisites:

Participant must have a working knowledge of computer usage. This includes navigation in web browsers, uploading/downloading files, and email usage.

Course Objectives:

After completing this certification course, you will have constructed your own completely online course that satisfies many of the essential standards for online courses (adopted by Shepherd in January of 2014). Please note that these standards are not used to evaluate course *subject* content but rather best practices in terms of navigability, structure, clarity, technology, and community.

You will learn to do the following within the Sakai Learning Management System:

- Present instructional materials in more than one sensory mode (e.g. print, visual, experiential, auditory).
- Create activities, assignments, exercises, and assessments that clearly indicate what students need to do, how they should submit results, and any special instructions.
- Create lesson modules that are clearly organized and easily navigable.
- Set clear expectations in terms of how students are expected to interact with each other online, and with you as the instructor.
- Adapt your face-to-face teaching content to an online environment.
- Utilize accessible, functional, and learner-centered tools and media in order to deliver the content of the course.
- Foster a clear sense of community within your course (i.e., instructor and student introductions, pictures, chat room accessibility, etc.).

Equipment:

This is an online course requiring a computer with speakers/headphones and an Internet connection. Please make sure you have the following:

Antivirus Software: Please make sure to have up to date antivirus software installed and running on your computer.

Popup Blocker: This is highly recommended. Google has one built into their free toolbar if you want to try it:
http://toolbar.google.com/T4/index_pack.html

Free Software: Please make sure that the following are installed and up to date on your computer.

- Adobe Reader: <http://www.adobe.com/products/acrobat/readstep2.html>
- Flash Player: <http://www.adobe.com/products/flashplayer/>
- QuickTime Player: <http://www.apple.com/quicktime/download/>
- Firefox Web Browser: <http://www.mozilla.com/en-US/firefox/>

Internet Connection:

Of course, an Internet connection is required to participate in this online course. If you have a high-speed connection it is preferable to dial-up access. If you only have dial-up access you can still get by, but patience is a virtue when waiting for files to download.

Time Management: An online course can take a considerable amount of time. For this reason, I would strongly suggest beginning each assignment early. This will allow you to have the chance to work out problems or seek out help if needed.

Participation: Depending on the class activities, you are responsible for completing daily assignments, participating in discussion groups, and checking in to the course site on a consistent basis.

Grading: All required assignments/activities and due dates are listed at the end of each lesson. As long as these items are completed properly, you will receive a pass for each. Certification will be granted once all requirements are successfully passed.

Backing up your files: You will be offered several ways to save your work online. However . . . and this is important:

**You should always save your work on another storage device
or on your own computer hard drive, thumb drive, etc.
I cannot stress this enough . . .**

How to Get Help:

If you have questions or need help please contact me via phone or email. I will do my best to respond within 24 hours on weekdays. Weekend messages will be answered as soon as possible.

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Appendix D:C: Sample Syllabi Pilot using the Credit Hour Calculator (CHC) ~~Graduate Faculty Qualifications~~

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In an effort to measure compliance with credit hour assignments, sample courses in the graduate area are piloting the use of the credit hour calculator (CHC). Courses in SU graduate programs tend to represent more hybrid and compressed format (part-of-term) courses.

Shepherd University • Syllabus Checklist
Federal Compliance

CSDA 613 The Higher Education Student (Segar)

SYLLABUS CHECKLIST	
Course Title	X
Course Prefix & Number	X
Semester & Year	X
Location & Meeting Times	X
Number of Credit Hours	X
Modality (face-to-face, hybrid, online)	
Number of Credit Hours	X
Instructor Name	X
Instructor Contact Information	X
Instructor Office Information (Building & Room)	X
Instructor Office Hours	X
Course Description from the SU Catalog*	X
LEAP GOALS (undergraduate) & Learning Outcomes**	X
Other course goals and outcomes	X
Attendance Policy	X
Textbook/Course Readings Information	X
Grading Procedures	X
Academic Integrity Statement	X
Disability/Academic Support Services Statement	X
Late work policy	X
Course Timeline (progression of material)	X
Emergency/RAVE Statement	Optional

*Syllabi should contain the course description as found in the *current* SU catalog. Additional information may be listed elsewhere on the syllabus; however, the course description should match that in the *current* catalog.

**Student learning achievement or outcomes for a specific course should be the same, regardless of section, instructor, modality, or course length (full-term vs. part-of-term). The same applies to the assignment of credit hours.

Credit Hour Calculator

COURSE INFORMATION				
Course Number	CSDA 613			
Course Title	The Higher Education Student			
Credit Hours	3			
Mode of Delivery *	H			
Weeks in Term**	15			
Instructor	Dr. Tom Segar			
Contact Hours	Hours/Week	Hours/Term	Total	
Lecture/Lab/Online	3	45	45	
Syllabus Items	Hours/Week	Hours/Term	Total	
Wkly. Homework Assignments	2	30	30	
Research/writing papers	2.5	37.5	37.5	
Group Project	0	0	0	
Course Readings	2	30	30	
On-line assignments (SAKAI)	0	0	0	
Other	0	0	0	
Total Hours			142.5	
Required ***			135	
Difference (+ or -)			7.5	
*Modes of Delivery: Seated (S), Hybrid (H), Online (O)				
**Weeks in term: Full semester (15), Part-of-term (7.5), Summer I & II (5), Summer III (10)				
***Required hours each credit hour is 45. 2 CH=90, 3CH=135				

The Higher Education Student – CSDA 613
College Student Development and Administration Program
Shepherd University Division of Graduate Studies

Course Title:	The Higher Education Student
Course Prefix and Number:	CSDA 613
Semester and Year:	Spring 2017
Class Meeting Time and Location:	Wednesdays, 5:00 - 7:40 p.m. Scarborough Library 256
Credit Hours received for this course:	3

Instructor Information

Thomas C. Segar, Ph.D. | Student Center Suite 120 | 304-876-5214 | tsegar@shepherd.edu
Office Hours: By Appointment

COURSE DESCRIPTION

Catalog Course Description

An examination is made of the culture of undergraduate students in American higher education to prepare professionals for the clients they will serve. The course focuses on the changing student clientele and its subgroups and cultures with attention given to relevant educational history, milestones, and social contexts influencing how students experience higher education. Undergraduate characteristics, attitudes and values, and broad issues regarding their participation in the educational experience will be explored.

Course Learning Goals

Shepherd University has adopted goals from the American Association of Universities and Colleges (AAC&U) Liberal Education and America's Promise (LEAP) initiative with minor modifications. These four goals and the associated objectives can be found on page two of this document - http://www.shepherd.edu/employees/senate/general_studies/framework.pdf. This particular course will focus on goal number two, "Intellectual and Practical Skills throughout the Curriculum." Students in this course will engage in the following activities, as listed in the linked document above, within the classroom and through written assignments:

- a) Engage in inquiry and analysis
- b) Demonstrate abilities in critical and creative thinking
- c) Effectively communicate, in both oral and written English
- d) Acquire quantitative and information literacy
- e) Demonstrate a capacity for collaboration/teamwork and problem solving
- f) Integrate the foundations and the skills for lifelong learning and wellness

Course Learning Outcomes | Professional Competency Areas for Student Affairs Practitioners

Students who are successful in this course will be able to demonstrate the learning outcomes listed below. Note the accompanying Professional Competency Areas for Student Affairs Practitioners italicized next to each learning outcome.

1. Describe current trends of today's college students | *Equity, Diversity, and Inclusion, Student Learning and Development*
2. Describe the characteristics of college student subgroups | *Equity, Diversity, and Inclusion, Student Learning and Development*
3. Articulate the inputs and environments that influence college student outcomes | *Student Learning and Development*
4. Describe the student support and services needs of different student subgroups | *Advising and Helping*

College Student Development and Administration (CSDA) Program Description

The Shepherd University Master of Arts in College Student Development and Administration prepares individuals who demonstrate interest in and commitment to college students and their development through higher education.

Graduates of the Program will be prepared specifically for professional administrative positions in student affairs and enrollment management within postsecondary education.

Graduates of the Program will demonstrate depth and breadth of knowledge of the profession through integrated coursework and supervised practice.

CSDA Program Goals

Strategic Plan, Pathway 1: Inspire Student Learning and Development - To best prepare our students for their professional and personal lives, student learning must take place through engagement in the liberal arts both inside and outside of the classroom. We must enhance graduate and continuing education programs for the lifelong learner.

CSDA Intended Student Outcomes

The following are intended student outcomes of the CSDA Program. Students will reflect the following outcomes through this course:

1. Improved writing abilities including the appropriate application and use of APA style.
2. Demonstration of critical thinking about current issues in student affairs and higher education.
3. Ability to apply theoretical knowledge to concrete issues in student development and administration in varied higher education contexts.

COURSE REQUIREMENTS

Attendance Policy

The following text is required on all University syllabi “**You MUST attend your classes regularly and engage in the requirements for each class; otherwise, your financial aid may be revoked either partially or in full. This would result in an amount due by you to the University immediately. Please refer to shepherd.edu/faoweb for more details.**”

Attendance is required for all class sessions. Be on time to class and prepared to begin shortly after the start of each class session. You do not want to miss all the amazing and epic learning that will happen in this course. However, each student is allowed one unexcused, no-questions-asked absence. Any additional absences will influence a student’s final grade. If you will miss class please notify your instructor.

Students are expected to plan their class, work, and personal schedules to avoid potential conflicts. Any questions about missed material should be directed to fellow classmates and not the instructor. Class sessions missed due to attending a professional conference will be excused if the instructor is given advance notice.

Inclement Weather Policy

Use the University website and information phone line to confirm closure of the University and/or the cancellation of class. Sign up for University’s text message alert system (RAVE). The instructor reserves the right to cancel class due to inclement weather (snow, hail, sleet, rain, heat wave) even when the University is open. If that should occur, the class will be contacted via email and phone (if necessary).

Class Expectations – What You Need to Know to Be Successful in This Course

First, read this syllabus as you will be held accountable for the contents herein. Second, please be sure to read and prepare for each class session. As a suggestion, make note of the key points or lessons from each reading. Critique what you read, and feel free to disagree with the text. However, provide a cogent argument to support your perspective.

Remember, if you have not read your instructor will know it – just trust this to be true. Your instructor’s capacity and comfort for long awkward silences in class due to students’ lack of preparedness exceeds your ability to endure such discomfort by at least 100 fold. Therefore, read before you come to class and be prepared to make meaningful contributions to the class discussions. Preparedness builds character. Maybe, who knows if this is true. However, here’s a tip you can use for any academic reading. Read the introduction, executive summary (if applicable), and conclusion before reading the entire text. The readings for this course are simply awesome and well written for a smooth and crisp reading experience. Absolutely. No doubt.

Contribute to the class discussion. This graduate class uses dialogue as the primary way creating and sharing knowledge. The learning that takes place in this class will partially come from the knowledge you share with one another. Challenge and ask questions of one another, but in a respectful and collegial manner. Speak your truth and share what you believe, understand, or have learned. Consider your own collegiate experiences throughout the course. Respond to each other and have a conversation. Everyone sitting in silence being afraid to speak makes for an excruciatingly painful and dull class period. True story. **If your ability to engage in class discussion raises concerns for you, please contact the instructor as soon as possible.** You’re smart and the course reading will likely provide context to what you have experienced.

Work hard. Anything worthwhile, including this class, takes effort. Give adequate time to prepare for this course each week. A minimum of three hours per week will be necessary to successfully complete this course. However, this course is intended to be manageable given appropriate planning on your part. You got this.

Course Readings

Please see page five for a list of required books and articles for this course.

GRADING PROCEDURES

Written assignments are the primary way you will be evaluated in this course. Please pay particular attention to the aforementioned statement. Each assignment will be graded using the following criteria:

- Adherence to the assignment instructions
- Thoroughness
- Use of APA style
- Use of appropriate sources to support
- Organization of the assignment
- Grammar and punctuation

Course Grading

Attendance and Participation	15%
Your Undergraduate Experience	10%
Campus Program Papers	30% (total)
Student Population Research Paper	35%
Student Population Research Paper Presentation	10%

Assignment Submission and Late Work Policy/Make-Up Assignments – Pay Close Attention Here
All work is due via hardcopy at the **end** of the class period. **There is no rush to submit your assignments at the beginning of class so simply submit them at the end of class, please.** This is for real. **Assignments must also be submitted electronically via Sakai no later than 9:00 a.m. the following morning (Thursday). Include your last name in the file name of the electronic copy you submit on Sakai. Please include the course, CSDA 613, and the instructor's name on the over page (in case I need to print a second copy of your paper).** Late assignments without prior arrangements, that means before the class begins, will not be accepted. Contact the instructor ahead of time if you are having difficulty. Arrangements can be made prior to class, but are much more difficult to make once class has started.

APA Style Guide – Please Pay Attention To This

All written work should be completed using the *Publication Manual of the American Psychological Association* (APA), 6th edition, also known as the APA Style Guide. You are responsible for knowing and demonstrating mastery of APA Style. Points will be deducted for failure to adhere to the APA style guide. Avoid being sloppy with APA Style. **Ask for help if you are having trouble with APA Style.**

All papers must be written in Times New Roman, 12-point font, double spaced throughout the entire paper, 1" margins all around, on white paper. Per APA style, all submitted papers must have an appropriately structured cover page that includes a title, student's name, date, course, and instructor's name. **You will most likely need to make the appropriate adjustments to your word processing program to adhere to the font type, font size, and line spacing (both within and between paragraphs) APA guidelines.**

ALL papers written for this course **MUST** include level two and three headings at a minimum. No exceptions. Period. This is non-negotiable. **Plan to use a minimum of five headings for any paper you write for this course.** Headings break up the flow of a paper and make it easier to read and understand. Furthermore, it will help you logically outline and articulate the main points of your assignment. Any assignments submitted without using headings will be returned and you will be asked to rewrite your assignment. See the APA Style Guide. If this paragraph does not make sense to you, please ask the instructor as soon as possible. Please trust the logic of this requirement. Really, please just trust the logic. It is simply brilliant.

ACADEMIC INTEGRITY

Each student in this course is expected to abide by the Shepherd University Academic Integrity Procedures found in the **Shepherd University Student Handbook** (<http://www.shepherd.edu/students/studenthandbook.pdf>). You are expected to do your own work and appropriately cite your sources. Period. Plagiarism will not be tolerated and will be referred to the Dean of Students Office. Refer to the APA style guide for additional guidance on appropriately citing sources. Feel free to cite as many sources as necessary to convey meaning, context, and previous literature on your topic.

DISABILITY SUPPORT SERVICES

Disability Support Services at Shepherd University believes every student should have the opportunity to succeed, and works closely with students to meet their needs. Your instructor believes every student should have the opportunity to succeed too. Students requesting any access-related accommodation should contact the Disability Support Services at 304-876-5689. This includes students with learning differences needing classroom accommodations, students requesting specific housing accommodations for health-related reasons, and all other access-related accommodations. Accommodations need to be documented and provided to the instructor. Please see <http://www.shepherd.edu/disability> for more information.

REQUIRED TEXTS

- Bonner, F. A., Marbley, A F., & Howard Hamilton, M. F. (2011). *Diverse millennial students in college: Implications for faculty and student affairs*. Sterling, VA: Stylus. [ISBN-13: 978-1-579224479]
- Levine, A., & Dean, D. R. (2012) *Generation on a tight rope. A portrait of today's college student*. San Francisco, CA: Jossey-Bass. [ISBN-13: 978-0470376294]
- Quaye, S. J., & Harper, S. R. (Eds.). (2015). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations*. New York, NY: Routledge. [ISBN-13: 978-041589510-1]
- Renn, K. A., & Reason, R. D. (2013). *College students in the United States: Characteristics, experiences, and outcomes*. San Francisco, CA: Jossey-Bass. [ISBN-13: 978-0-470-94720-3]

REQUIRED ARTICLES – ON SAKAI

- Eckel, P. D., & King, J. E. (2011). An overview of higher education in the United States: Diversity, access, and the role of the marketplace. In Forest, J., & Altback, P. (Eds.), *The international handbook of higher education* (pp. ?-?). New York, NY: Springer.
- Gratto, F. (2010). So that's where we came from! *Facilities Manager*, 26(2), 38-43.
- Jones, S. R., Segar, T. C., & Gasiorski, A. L. (2008). "A double-edged sword": College student perceptions of required high school service-learning. *Michigan Journal of Community Service-Learning*, 15(1), 5-17.

COURSE SCHEDULE

Week	Topics	Readings
January 11	Introductions and Course Overview Class Exercises Quiz and Writing Exercise "Who is a student?"	<i>The Syllabus</i>
January 18	Understanding Students College Choice Context for Today's College Student A Brief Review of History	<ul style="list-style-type: none"> • Bonner, Marbley, & Howard Hamilton, Chapter 1 • Levine & Dean, Introduction and Chapter 1 • Quaye & Harper, Chapter 1 • Renn & Reason, pages vii through xx and Chapters 1, 2, and 3
January 25	A Brief Review of History Transitioning to College [Your Undergraduate Experience Paper is due on this date]	<ul style="list-style-type: none"> • King & Eckel, All • Gratto, All • Levine & Dean, Chapter 5 • Renn & Reason, Chapters 4 and 5
February 1	Approaches to College Student Development Women and Men Student Accessibility Students and Their Academic Experiences	<ul style="list-style-type: none"> • Levine & Dean, Chapter 2 • Quaye & Harper, Chapter 10 and 12 • Renn & Reason, Chapters 6 and 7
February 8	Students of Color, Women of Color, Men of Color, White Student Asian American and African American Students	<ul style="list-style-type: none"> • Bonner, Marbley, & Howard Hamilton, Chapters 2, 3, 4, and 5 • Quaye & Harper, Chapters 2, 3, and 4,
February 15	Latino and Indigenous Students Lesbian, Gay, Bisexual Students, and Trans Students [Campus Program One: Student Activities Sponsored Event paper is due on this date]	<ul style="list-style-type: none"> • Bonner, Marbley, & Howard Hamilton, Chapters 6, 7, 8, 9, 10, and 11 • Quaye & Harper, Chapters 8 and 9
February 22	White Students on Multicultural Campuses, Multiracial Students, International Students, Religious Minority Students,	<ul style="list-style-type: none"> • Bonner, Marbley, & Howard Hamilton, Chapters 12 and 13 • Quaye & Harper, Chapters 5, 6, 7, and 11
March 1	Parents as Aircraft and Lawn Care Equipment Supporting Student Athletes, Homeless Students, and Low-Income Students [Campus Program Two: Academic Lecture paper is	<ul style="list-style-type: none"> • Levine & Dean, Chapter 4 • Quaye & Harper, Chapters 13, 14, and 15

Week	Topic	Readings
	due on this date]	
March 8	Online Students, Community College Transfer Students, Commuter and Part-Time Students How Students Connect Retention and Persistence	<ul style="list-style-type: none"> • Levine & Dean, Chapter 3 • Quaye & Harper, Chapters 16, 17, and 18 • Renn & Reason, Chapter 8
March 15	No Class Today – Spring Break	
March 22	Student Veterans Service and College Students Students, Their Politics, and Desires Student Outcomes [Campus Program Three: Cultural Event is due on this date.]	<ul style="list-style-type: none"> • Jones, Segar, & Gasiorski (2008) • Levine & Dean, Chapter 6 and 7 • Quaye & Harper, Chapter 20 • Renn & Reason, Chapter 9
March 29	No Class Today – ACPA Convention	
April 5	Adult Learners in Community Colleges Serving College Students in the US, Today, Tomorrow and the Next Day, and Forever Theory to Practice – Whatever that means...	<ul style="list-style-type: none"> • Levine & Dean, Chapter 8 • Quaye & Harper, Chapter 19 • Renn & Reason, Chapter 10
April 12	Diverse Perspectives – A Summary Graduate Students and Professional Students	<ul style="list-style-type: none"> • Bonner, Marbley, & Howard Hamilton, Chapters 14, 15, and Conclusion • Quaye & Harper, Chapter 21
April 19	Research Paper Presentations [Final paper is due this day.]	
April 26	Research Paper Presentations [Final presentation file (PowerPoint, Keynote, etc.) must be submitted by this day.]	

COURSE ASSIGNMENTS AND DUE DATES

Title	Description	Due Date
Your Undergraduate Experience	Write a five to seven-page paper describing yourself as an undergraduate higher education student. Describe your personal background, social identities (e.g., race, gender, ethnicity, and as many of your personal identities as you feel comfortable), personal characteristics, pre-college experiences, college experiences, and how college influenced you to become the person you are now. Include how those experiences influenced your decision to pursue a master's degree. Discuss how you were involved in college, on and off-campus if applicable, and how the college environment and your interpersonal interactions influenced you.	1/25
Campus Program One: <u>Student Activities Sponsored Event</u>	Attend a campus program (any campus, not just Shepherd) under the category underlined on the left. Make note of the topic of the program, the students you see attending the program, the intended population for the program, the needs the program meets for students, and the rationale for this type of program. Describe and discuss how this program supports student success. You must speak to attendees (students) and the program organizer (s) asking questions about the purpose, benefits, and outcomes of this and similar programs. Please write a minimum of five pages, please. This does not include the title page or reference pages.	2/15
Campus Program Two: <u>Academic Lecture</u>	Attend a campus program (any campus, not just Shepherd) under the category underlined on the left. Make note of the topic of the program, the students you see attending the program, the intended population for the program, the needs the program meets for students, and the rationale for this type of program. Describe and discuss how this program supports student success. You must speak to attendees (students) and the program organizer (s) asking questions about the purpose, benefits, and outcomes of this and similar programs. Please write a minimum of six pages, please. This does not include the title page or reference pages.	3/1
Campus Program Three: <u>Cultural Event</u>	Attend a campus (any campus, not just Shepherd) program under the category underlined on the left. Make note of the topic of the program, the students you see attending the program, the intended population for the program, the needs the program meets for students, and the rationale for this type of program. Describe and discuss how this program supports student success. You must speak to attendees (students) and the program organizer (s) asking questions about the purpose, benefits, and outcomes of such programs. Please write a minimum of seven pages, please. This does not include the title page or reference pages.	3/22

<p>Student Population Research Paper and Presentation</p>	<p>Paper Guidelines Pick a student population based on social identity, generational status, or any other dimension. You are also welcome to identify a population we have not discussed (i.e., veteran students). Write a <u>comprehensive</u> research paper that covers, but is not limited to, the following areas:</p> <ol style="list-style-type: none"> 1. Pre-College Experiences 2. Services Needed and/or Provided (or not) on College Campuses 3. Unique Needs 4. Enrollment Patterns 5. Retention Concerns 6. Environmental Influences 7. College Outcomes 8. Factors Influencing Success 9. Types of Research Conducted on this Population 10. Suggestions for Effective Practice to Best Serve this Population 11. Your personal learning about this population (no more than two pages) <p>Items one through 11 above must be used as headings within your paper. Please do add additional headings if you would like, but be sure to include the headings above.</p> <ol style="list-style-type: none"> 1. Please <u>write</u> at least 17 <u>full</u> pages (this does not include references, title pages, or abstract, just your own writing), but no more than 20 pages <u>not including references or cover page</u>. This used to be a 25-page paper with a higher minimum of refereed and total references. 2. <u>You must include a minimum of 10 refereed journal articles.</u> 3. <u>You must include a minimum of 15 total references.</u> 4. If research is limited on this population, please see instructor for alternative guidelines and/or assistance. 5. Please make use of our reference librarians in the Scarborough Library including the insightful and informative Research Librarian Laura Neal of our very own Scarborough Library. 6. Please consider using the readings from this course as sources and as a means of finding additional sources. 7. You will have 10 minutes to present and five minutes for questions and discussion. 8. I will not return your final paper unless you specifically request that I do so. <p>Your paper will be graded on the criteria stated above and guidelines previously outlined in the syllabus.</p> <p>Presentation Guidelines You have 10 minutes to present your paper. Practice this and be prepared to time yourself in class while delivering your presentation. A computer and projector will be available for you. Please bring your presentation on a flash drive OR upload it to Sakai in advance of class. You will then have five minutes for discussion.</p>	<p>Paper Presentations on April 19 and April 26</p> <p>Final papers are due on April 19</p> <p>As a reminder, all papers must be written in Times New Roman, 12 point font, double spaced, 1" margins all around, on white paper.</p>
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	<p>Your 10-minute presentation will be evaluated on the following criteria:</p> <ol style="list-style-type: none">1. Creativity2. Comfort with Presenting3. Demonstrated knowledge of topic4. Effectiveness at summarizing all points of your paper5. Applicability of knowledge to practice	
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Shepherd University • Syllabus Checklist
Federal Compliance

EDUC 580 Action Research Thesis Experience (Toole)

SYLLABUS CHECKLIST	
Course Title	x
Course Prefix & Number	x
Semester & Year	x
Location & Meeting Times	x
Number of Credit Hours	x
Modality (face-to-face, hybrid, online)	x
Number of Credit Hours	x
Instructor Name	x
Instructor Contact Information	x
Instructor Office Information (Building & Room)	x
Instructor Office Hours	x
Course Description from the SU Catalog*	x
LEAP GOALS (undergraduate) & Learning Outcomes**	x
Other course goals and outcomes	x
Attendance Policy	x
Textbook/Course Readings Information	x
Grading Procedures	x
Academic Integrity Statement	x
Disability/Academic Support Services Statement	x
Late work policy	x
Course Timeline (progression of material)	x
Emergency/RAVE Statement	optional

*Syllabi should contain the course description as found in the *current* SU catalog. Additional information may be listed elsewhere on the syllabus; however, the course description should match that in the *current* catalog.

**Student learning achievement or outcomes for a specific course should be the same, regardless of section, instructor, modality, or course length (full-term vs. part-of-term). The same applies to the assignment of credit hours.

Credit Hour Calculator

COURSE INFORMATION				
Course Number	EDUC 580			
Course Title	Action Research Thesis Experience			
Credit Hours	3			
Mode of Delivery *	S			
Weeks in Term**	15			
Instructor	Dr. Michael Groves			
Contact Hours	Hours/Week	Hours/Term	Total	
Lecture/Lab/Online	2	30	30	
Syllabus Items	Hours/Week	Hours/Term	Total	
Wkly. Homework Assignments	0	0	0	
Research/writing papers	7	105	105	
Group Project	0	8	8	
Course Readings		0	0	
On-line assignments (SAKAI)	0	0	0	
Other	0	0	0	
Total Hours			143	
Required ***			135	
Difference (+ or -)			8	
*Modes of Delivery: Seated (S), Hybrid (H), Online (O)				
**Weeks in term: Full semester (15), Part-of-term (7.5), Summer I & II (5), Summer III (10)				
***Required hours each credit hour is 45. 2 CH=90, 3CH=135				

Shepherd University
EDUC 580 Action Research Thesis Experience (3 credit hours)
Spring 2017 Wednesday 5:00-7:40
Knutti Hall, Room 112

Georgiann H. Toole, Ph.D.	Office hours:
E-mail: gtoole@shepherd.edu	Office hours:
Office Phone: (304) 876-5069	Tuesday: 1-5
Office: KN 208B	Wednesday 11-1
	<i>Alternate times by appointment: email anytime</i>



Course Description

This required course is designed to allow educators to put into action the research thesis proposal they have developed. This study may take either a historical or action-based form of research. Through analysis and application of the knowledge they have gained as a result of this study, teachers will become better prepared, more effective educators both in and outside of the classroom.

Course Goals

This course is designed to:

- Provide the student with an opportunity to develop and demonstrate an understanding of basic educational research procedures, resources, and ethics.
- Provide the student with the opportunity to experience educational research through the design and implementation of a research project, as well as its interpretation and presentation, using available sources and technology.
- Provide the student with opportunities to consider application of research techniques to the classroom, in order to thoroughly examine, monitor, and adjust teaching and learning.

- Provide the student with an opportunity to identify, develop, explore, and disseminate a research question of importance to her/his professional life.
- Provide the student with opportunities to share questions, ideas, and insights related to educational research with teacher colleagues.
- Provide the student with the opportunity to examine ways in which educational research can be used to reveal and explain diversity of student needs, and to develop teaching methods to meet those needs.

Texts and Materials

1. Text: Many good resources exist to guide you in your research, and the best ones for you depend upon the nature of your specific project. I have a library in my office which you are free to browse/borrow.
2. Publication manual of the American Psychological Association (any edition which includes instructions for citation of electronic sources)
3. Be sure your SU email account is working and check it often. Most of your assignments and other course communications will be handled electronically through this account.

Course Expectations

Students are expected to complete this class with an appreciation for and commitment to critical reflection, collegiality, ongoing professional growth, and demonstrated interest in educational reform.

Remember: as a teacher and researcher, your writing is public. Principals and colleagues read your memos and committee reports; parents and students see your handouts and worksheets. Failure to follow certain writing standards reflects negatively on you as a teacher and as a research scholar. As you know, most school systems now require all teachers to include "writing across the curriculum" in their lesson plans. Thus, *you are a teacher of writing*, responsible for ensuring that the next generation of young people understand and follow writing conventions. In addition, researchers and students at the graduate level are expected to exhibit excellence in writing performance. For these reasons, the highest standards of written language usage will be expected in this course.

All written assignments must be typed (12 point font), double-spaced and proof-read for standard grammar, punctuation, spelling, sentence structure, paragraph organization and coherence, and proper documentation. Follow all guidelines for formal research writing. *Of course, your final thesis report should conform to the highest standards of scholarly writing.*

Course Policies

Assignments/Dates – With the exception of the first class meeting and the Shepherd University research day presentations, the dates indicated below provide guidelines for completion of your thesis. Due to the nature of public school schedules, adjustments must sometimes be made to action research schedules. However, to ensure completion of your project, you should attempt to follow the given date guidelines as closely as possible. **The final version of your thesis is due April 26, without exception.**

All preliminary submissions should be made electronically, via email attachment to the instructor. The final copy should be submitted via hard copy as well as electronic copy, with the entire paper in a single document.

Attendance – Prompt attendance is required for every class session, including individual meetings. Every unexcused absence will affect your grade. The Shepherd University Catalog defines excused absences as follows:

“Legitimate reasons for class absences include **documented and/or verifiable** instances of the following: 1) death in the immediate family; 2) incapacitating illness or injury (**not including any non-emergency doctors' appointments that could be scheduled at other times**); 3) field trips required for other classes, intercollegiate competitions, or activities entailing official representation of Shepherd University; 4) seriously hazardous, weather-induced driving conditions (**for commuter students only**).”

Inclement weather: If class or an individual meeting is to be cancelled due to inclement weather or other emergency, Dr. Toole’s voice mail will include a message saying so, and giving any necessary directions for the next class meeting. This message will be available at least 2 hours before the scheduled start of class/meetings. In addition and *if possible*, Dr. Toole will email students with schedule updates.

National Board for Professional Teaching Standards

Proposition 1: Teachers are Committed to Students and Their Learning

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

Proposition 5: Teachers are Members of Learning Communities.

See http://www.nbpts.org/the_standards/standards_by_cert for standards specific to your teaching field.

Disability Support Services - Disability Support Services at Shepherd University believes that every student should succeed, and works closely with students to meet their needs. Students requesting any disability related accommodation should contact the Disability Coordinator at

304-876-5453. This includes students with learning disabilities needing classroom accommodations, students requesting specific housing accommodations for health-related reasons, and all other disability accommodations. Accommodations need to be documented and provided to instructors. Please see <http://www.shepherd.edu/mcssweb/dss/default.html> for more information.

Cell Phones – All phones should be **silenced and put away before you enter class or meetings. If an unusual situation requires that you be reachable by cell phone during class or a meeting, please let me know.**

Academic Integrity

Each student in this course is expected to abide by the Shepherd University Academic Integrity Procedures found in the **Shepherd University Student**

Handbook: <http://www.shepherd.edu/wordpress-1/wp-content/uploads/2016/10/StudentHandbook.pdf>

“Academic honesty is expected among all Shepherd University students and members of the Shepherd community. By submitting academic work, students warrant that the work is their own and that unauthorized materials or resources were not used. Plagiarism, fraud, unauthorized use of resources—cheating in all its forms is not tolerated. All members of the Shepherd community are responsible for maintaining their own academic integrity and for reporting suspected academic dishonesty.”

LEAP Goals

Shepherd University has adopted goals from the American Association of Universities and Colleges (AAC&U) Liberal Education and America's Promise (LEAP) initiative (<http://www.aacu.org/leap/index.cfm>) with minor modifications. There are four that our campus has adopted; those specific to all assignments in this course are in **bold**:

Goal No. 1: Knowledge of Human Cultures and the Physical and Natural World

Goal No. 2: Intellectual and Practical Skills throughout the Curriculum

Goal No. 3: Personal and Social Responsibility

Goal No. 4: Integrative Learning

MACI PROGRAM GOALS:

Scholarship - In order for practicing teachers to engage in pedagogical problems, they must continually update their knowledge about their students, their content area, and pedagogical strategies to meet the needs of their learners.

Advocacy - In an increasingly diverse school setting, practicing teachers need to demonstrate the capacity to reflect upon their actions and the actions of others, to determine how their actions may impact their learners, and to advocate for the students and their families when decisions are being made that will affect their quality of life and learning.

Leadership - As practicing teachers gain experience in their field, they must be willing to take leadership roles in their school, so as to provide support for new teachers, teacher candidates, and administration.

Collaboration - In order to meet the increasingly diverse needs of the students who are attending schools, the practicing teacher must demonstrate the willingness and the skills to collaborate with other professionals within and outside the school.

Shepherd University Goals and Standards

SU GRADUATE STUDIES VISION:

Shepherd University Graduate Studies aspires to be a responsive and accessible provider of quality educational programs. We are committed to continually broadening the scope of learning, academic discourse, discovery and innovations, while increasing global connections for scholars, researchers and practitioners.

SU GRADUATE STUDIES MISSION:

Shepherd University Graduate Studies is a diverse community of educators, scholars, and learners committed to promoting accessibility and excellence in higher education, leading to advanced mastery of disciplinary knowledge and skills.

SU GRADUATE STUDIES VALUES:

The Division of Graduate Studies and Continuing Education embraces the core values of Shepherd University:

Learning Shepherd University creates a community of learners who integrate teaching, scholarship, and learning into their lives. In order to create challenging, relevant experiences, inside and outside of the classroom, the University continually evaluates and assesses student learning. We recognize and accommodate diverse learning styles and perspectives necessary for global understanding.

Engagement Shepherd University fosters environments in which students, faculty, staff, and members of the community engage with each other to form mutually beneficial relationships. We believe that meaningful engagement, with ideas and with people, promotes deep learning and nurtures critical thought.

Integrity Shepherd University strives for an environment of honesty and fairness in its actions. University officials seek input from students, faculty, and staff and make informed and objective decisions. We expect all members of the community to act in accordance with this value.

Accessibility Shepherd University provides services to all qualified students. Our staff and faculty are available to students and are committed to respecting and meeting individual needs. University governance and budgeting structures reflect our commitment to transparent processes and public access to information.

Community Shepherd University comprises a community that includes students, faculty, staff, alumni, and involved citizens. We meet the needs of this community through assessment, development, and implementation of innovative programs and initiatives. We strive to create a safe environment based on mutual respect and acceptance of differences.

Course meetings

EDUC 580 is intended to allow you to design, complete, interpret, and present a research project on a topic of professional value and interest to you. Most of your time related to this course will take the form of individual work and one-on-one meetings with the instructor. Meetings with the instructor will be scheduled in advance, and re-scheduling will require advance notice.

Be prepared to check your Shepherd University email account frequently for information, document attachments, and other instructions.

Thesis rubric

The thesis rubric is included below as a guide for thesis report expectations. Refer to it frequently as you develop, implement, interpret, and report your research project.

Calendar (to be adjusted as needed for individual projects)

Week 1 (1/12/17)	Introductory Meeting
Week 2 (1/18/17)	Data collection may begin, assuming IRB approval has been granted
Week 5 (2/8/17)	Final updates of Chapters 1-3 due; data collection should begin by this date.
Week 10 (3/8/16)	In most cases, data collection ends by this date.
Week 11 (3/22/16)	Chapter 4 (Results) first draft due
Week 13 (4/5/16)	Chapter 5 (Conclusions) first draft due
4/8/16	Shepherd University Research Day
Week 15 (4/19/16)	Poster Session (<i>tentative, depending upon SU Research Day participation</i>)
4/26/16	Complete report due

Individual session calendar (30-minute sessions)

Before and throughout your data collection, plan to meet with the instructor weekly as scheduled. *Sessions from then on will be scheduled as needed.*

Rubric for Thesis EDUC 580 Spr 2017

	Research Question (NBPTS 4.1)	Lit Review (Information Seeking/Selecting and Evaluating) (NBPTS 4.1)	Documentation of Sources (NBPTS 4.1)	Methodology (NBPTS 4.3)	Analysis (NBPTS 4.3)	Conclusions (NBPTS 4.3; possibly 5:1)	Mechanics and Writing Style
4 Exceeds standards (A+)	Researcher posed a thoughtful, creative question that required challenging or provocative research. The question breaks new ground or contributes to knowledge in a focused, specific area. Research problem was clearly explained and justified.	Researcher gathered information from a variety of quality electronic and print sources, including appropriate licensed databases. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources were included (if appropriate).	Researcher documented all sources. Sources are properly cited. Documentation is error-free.	Researcher used appropriate methodology for subject selection and data gathering, and showed creativity in research design and data collection.	Researcher carefully and appropriately analyzed the information collected, and drew appropriate and inventive conclusions supported by evidence. Voice of the Researcher writer is evident.	Researcher effectively and creatively used appropriate communication tools to convey conclusions and demonstrated thorough, effective research techniques. Product displays creativity and originality.	Excellent; nearly flawless.
3 Meets standards (A)	Researcher posed a focused question requiring challenging research. Research problem was clearly explained and justified.	Researcher gathered information from a variety of relevant sources--print and electronic.	Researcher documented sources with some care. Sources are cited. Few errors noted.	Researcher used appropriate methodology for subject selection and data gathering.	Researcher product shows good effort was made in analyzing the evidence collected	Researcher effectively communicated the results of research to the audience.	Acceptable
2 Approach es standards (B/C)	Researcher constructed a question that lends itself to readily available answers. Research problem was explained but justification is weak or derivative.	Researcher gathered information from a limited range of sources and displayed minimal effort in selecting quality resources	Researcher needs to use greater care in documenting sources. Documentation was poorly constructed.	Weaknesses exist in use of methodology and/or subject selection and/or data gathering.	Researcher conclusions could be supported by stronger evidence. Level of analysis could have been deeper.	Results stated, but not effectively or clearly communicated.	Several serious errors

Research Proposal/Research Report Mechanics

Obtain an APA Manual (*Publication Manual of the American Psychological Association.*)

General

- Typed on standard-size, white paper (not too flimsy).
- 12-point Times New Roman or Courier font.
- Double-spaced (no extra line between paragraphs or before/after headings).
- Margins at 1 inch on ALL sides.
- Left justification.
- Each page numbered.
- (All pages may have a running head in the page header.)
- Indent each paragraph (first line).
- Do not use all uppercase letters anywhere (except as abbreviations like USA or NCATE).
- Use headings to delineate sections (for action research, two heading levels are often enough)
 - For first level of headings, center the text.
 - For the second level, use a flush-left, italicized heading.

A research report must include the following:

Title page which includes:

- Running head (optional)
- Title of the paper
- Author's name and affiliation
- Course title
- Date

Abstract (page 2)

- 120 words or less
- A clear, concise account of your study: its purpose, basic methodology, and findings.

Table of Contents

List of Tables and Graphs

The research report

Chapter 1 Introduction

- Written in first person
- Clearly state research question/purpose of the study and why it is important
 - Include an explanation of your professional role and how this study relates to it.
- Hypotheses, if appropriate
- Define terms, if necessary
- Brief explanation of the study design

Chapter 2 Literature Review

- Begin with a brief re-statement of the purpose of your research.
- Brief summaries (synthesis) of related literature
 - Who, Why, How, What?
 - Are reviewed sources clearly relevant to your study?
 - Usually ends with an overall summary of "what is known," and a brief re-statement of the purpose of your study/research questions

Chapter 3 Methods/Procedures

- Begin with a brief re-statement of the purpose of your research.
- Overall description of the study design

- Description of subjects and their selection
- Description of the instruments used
- Detailed explanation of the procedures followed
- Discussion of internal validity
- Description of the methods of data analysis to be used

Chapter 4 Results

- Begin with a brief re-statement of the purpose of your research.
- Present your data (usually by means of tables and graphs, with appropriate explanation)

Chapter 5 Conclusions

- Again, summarize the research question and procedures used
- Discussion of findings and conclusions: what do the data *mean*?
- Do your conclusions concur/contrast with any of the related literature?
- Discuss any limitations/flaws in the study.
- How will you use your findings?
- Suggestions for follow-up research

Reference list

- References should be double-spaced (no additional space between listings)
- Give the first page the title *References*, centered
- For correct formatting, use software such as Bibliomaker, or your APA guide

Appendixes

- Relevant forms, instruments, descriptions, etc.

Shepherd University • Syllabus Checklist
Federal Compliance

MBA 500 – Challenges to Modern Business – (Zimmer)

SYLLABUS CHECKLIST	
Course Title	x
Course Prefix & Number	x
Semester & Year	x
Location & Meeting Times	x
Number of Credit Hours	x
Modality (face-to-face, hybrid, online)	x
Number of Credit Hours	x
Instructor Name	x
Instructor Contact Information	x
Instructor Office Information (Building & Room)	x
Instructor Office Hours	x
Course Description from the SU Catalog*	x
LEAP GOALS (undergraduate) & Learning Outcomes**	x
Other course goals and outcomes	x
Attendance Policy	x
Textbook/Course Readings Information	x
Grading Procedures	x
Academic Integrity Statement	x
Disability/Academic Support Services Statement	x
Late work policy	x
Course Timeline (progression of material)	x
Emergency/RAVE Statement	optional

*Syllabi should contain the course description as found in the *current* SU catalog. Additional information may be listed elsewhere on the syllabus; however, the course description should match that in the *current* catalog.

**Student learning achievement or outcomes for a specific course should be the same, regardless of section, instructor, modality, or course length (full-term vs. part-of-term). The same applies to the assignment of credit hours.

Credit Hour Calculator

COURSE INFORMATION			
Course Number	MBA 500		
Course Title	Challenges to Modern Business		
Credit Hours	3		
Mode of Delivery *	S		
Weeks in Term**	7.5		
Instructor	Dr. William Zimmer		
Contact Hours	Hours/Week	Hours/Term	Total
Lecture/Lab/Online	3	22.5	22.5
Syllabus Items	Hours/Week	Hours/Term	Total
Wkly. Homework Assignments	6	45	45
Preparation for Guest Speakers	3	22.5	22.5
Preparation for Tests/Exams	2	15	15
Group Project	0	0	0
Course Readings	3	22.5	22.5
On-line assignments (SAKAI)	0	10	10
Other	0	0	0
Total Hours			137.5
Required ***			135
Difference (+ or -)			2.5
*Modes of Delivery: Seated (S), Hybrid (H), Online (O)			
**Weeks in term: Full semester (15), Part-of-term (7.5), Summer I & II (5), Summer III (10)			
***Required hours each credit hour is 45. 2 CH=90, 3CH=135			



Shepherd University

**Syllabus• MBA 500
Challenges to Modern Business
Fall, 2017**

Course: MBA 500 Challenges to Modern Business (3 Units)
Class Time: Thursdays 4-6:30pm 117 Martinsburg Center
Website: SAKAI

Required Text: NONE

Instructor: Dr. William R. "Chip" Zimmer
Telephone: 304/263-3303 (O)
301/730-3233 (C)

Office: Martinsburg Center
Email: wzimmer@shepherd.edu

Office Hours:
Tuesdays: 1:00-4:00pm (Martinsburg Center)
Wednesdays: 1:00-4:00pm (Martinsburg Center)
Thursdays 1:00-4:00pm (Martinsburg Center)
or by appointment

COURSE DESCRIPTION

An examination of how businesses function in the numerous environments that are in constant change. The political, social, economic, technological, and international environments challenge the various types of businesses from the small business to the large corporation. The course offers possible solutions to the many workplace challenges.

COURSE OBJECTIVES, LEAP GOALS AND LEARNING OUTCOMES

The MBA's Intended Student Outcomes are:

1. MBA students will demonstrate appropriate theoretical or conceptual knowledge, diverse thought and creative techniques to address the challenges and problems facing modern business.
2. MBA students will demonstrate concise, engaging and active presentation skills.
3. MBA students will demonstrate ethical decision making in short, medium and long strategic planning.

Which will be demonstrated in conjunction with the adherence to LEAP standards listed below:
The goal of this subject, like most others in a business curriculum, is to make business

executives and future professionals more productive in their vocations. This class builds on the broad understanding of marketing principles and sales strategies and concentrates on the “nuts-and-bolts” of how to be successful in sales.

Students will have the opportunity to develop their analytical skills for solving marketing problems and developing marketing strategy. Upon successful completion of this course, the student should be able to demonstrate understanding and abilities in the following areas:

This course adheres to LEAP standards outlined by the American Association of Colleges and Universities and specifically incorporates critical and creative thinking, oral and written communication, problem solving, teamwork, ethics and experiential learning. Specifically you will be immersed in :

- LEAP GOAL #2: Intellectual and Practical Skills throughout the Curriculum.
- LEAP GOAL #3: Personal and Social Responsibility
- LEAP GOAL #4: Integrative Learning

in the following ways:

1. Discuss the theories and practices in modern marketing and sales management.
2. Incorporate in practice an understanding of the role, problems encountered, skills required, and the functions of the sales manager.
3. Use behavioral and quantitative tools that may be utilized by sales managers in making decisions.
4. Combine the scientific method and acquired knowledge to properly analyze and make decisions concerning sales challenges.
5. Develop and present a sales presentation.
6. Effectively perform selected marketing management tasks.

COMMUNICATION

It is vital that you check your Shepherd emails and SAKAI announcements AT LEAST 3 times each week. Changes in assignments, class meetings and important announcements are posted there regularly. You are responsible for the information posted on SAKAI or which I email you.

COURSE OBJECTIVES

An introduction to the MBA program offering an overview and variety of modern business challenges. This is a course of study that exposes the organizational and operational practices of organizations in the context of a rapidly changing contemporary environment. The course will weave together a study of

historical theories and practices, strategic planning, market development, and leadership. In addition, applied cases from each student's organization, text cases and personal profiles will be integrated with the weekly discussions, all of which will allow students to have a firm grip on foundational management theory in their personal environment.

CELL PHONES/TEXT MESSENGERS/ELECTRONIC EQUIPMENT

All cell phones, text messaging devices and electronic equipment will be powered off or placed on "vibrate" before the start of class.

TEACHING PHILOSOPHY

First and foremost, I believe that each student needs to accept responsibility for their education. As a teacher and mentor, I will provide them the tools, resources and advice that a serious student will need to succeed. This being said, however, I recognize and appreciate the individual needs of students, knowing that each learns differently and at a different pace, so the focus of my teaching is student centered, helping you to both individually and collectively succeed in this field. Toward that end, I like to utilize a variety of methods in the classroom, from multi-media approaches to class directed discussions and role playing and to bringing in guest speakers who are working in the field, providing their perspective and expertise.

I know that you may have a lot of classes, some of you have jobs, some of you may be members of sports teams and some of you have other important responsibilities. This does not excuse your from attending class or delivering expected material.

ACADEMIC INTEGRITY

Shepherd University is committed to high standards of integrity and ethical conduct. Participating in behavior that violates academic integrity (e.g., unauthorized collaboration on assignments, plagiarism, multiple submissions of the same assignment, cheating, fabricating information, helping another person cheat, altering or destroying the work of others, fraudulently altering academic records, etc.) will result in academic discipline including: receiving a failing grade on an assignment, examination or course, receiving a notation of a violation of academic integrity on your transcript, or being suspended from the University. You have the right to appeal the charge. Please see the Shepherd University Student Handbook for more specific guidelines regarding Academic Integrity.

PLAGIARISM

Plagiarism will not be tolerated and will result in a grade of "F" on the paper. Plagiarism is defined as using or copying somebody else's material and presenting it as your own work.

GRADING

A	90-100
B	80-89
C	70-79
D	60-69

F Below 60

Late assignments will not be accepted without prior approval. 1000 points will be possible for various assignments throughout the semester as follows:

<u>COURSE ASSESSMENT</u>	<u>POINTS</u>
Class Participation	200
Weekly Posted Assignment	100
Book Review	25
Weekly Written Assignment	200
Final Exam	300
<u>TOTAL</u>	<u>825</u>

It is my prerogative to adjust grades based on a student's overall engagement and participation. This is not a spectator sport. This is a composition class.

GRADE COMPONENTS

- **ATTENDANCE, PUNCTUALITY AND PARTICIPATION (200 points)**

It is important to attend class each time we meet and to arrive on time for the class. Attendance and punctuality are important to your potential employer and thus, they are important to me. Your grade will be based on the **quality and quantity** of your classroom and SAKAI discussions.

- **WEEKLY POSTED ASSIGNMENT (100 points)**

Article review. Every session students will be expected to explore periodical literature, both peer-reviewed and business press, for content relevant to business. Each week a link to the article, a one-paragraph statement that describes the articles relevance to the course material, and a discussion question relevant to the article must be posted to Sakai. Every student is required to post a response to at least two discussion questions every week. At every class meeting every student should also be prepared to present his or her article to the class for discussion. Harvard Business Review, BusinessWeek, Forbes, Fortune, Wall Street Journal are excellent sources. Academic articles found through library database searches are encouraged and expected. The lay press (e.g. USA Today, People) must be avoided. The topics chosen must be relevant to the course material but do not need to match the topics under consideration for the current week. I have also found that students tend to look at or within their own organizations for this material. This may be appropriate for one or two assignments, but do not make this your habit for the term.

- **BOOK REVIEW (40 points)**

Read and submit a written book review of "The Go Getter" <http://www.gutenberg.org/files/12257/12257-h/12257-h.htm> It should be a 500-750 word, double spaced (12 point font) paper reviewing the book and relating it to your philosophy and career goals. Due via Assignment Section of SAKAI.

- **WEEKLY WRITTEN ASSIGNMENT (40 points each of 5 weeks=200 points)**

Various guest professors will come to class to present business challenges from their various areas of expertise and interest. A written assignment (500-750 words) will be required by the following week.

- **FINAL EXAM (300 points)**

This exam will cover the entire term to include all readings, discussions and text assignments. It will be a combination of essay and short answer questions and will be an “open book” take-home exam. More details to follow.

- **LATE WORK POLICY**

Late work is not accepted unless the student can provide documentation of an emergency preventing them from submitting work on time. The instructor reserves the right to deduct points as well as to deny the request altogether.

Tentative Course Schedule:

Week 1	January 12	First Lecture Introductions and Expectations Dr. Chip Zimmer
Week 2	January 19	New Media and Business Relationship TBD
Week 3	January 26	Challenges in Ethics/Leadership: Dr. Gordon DeMeritt
Week 4	February 2	Challenges in Public Policy/Politics Dr. Joe Robbins
Week 5	February 9	Challenges in Economic Policy Dr. Joey Xie
Week 6	February 16	Challenges in Health Care Dr. Mike Groves FINAL EXAM POSTED
Week 7	February 23	FINAL EXAM DUE

Syllabus subject to change without notice at the discretion of the instructor.

There may be occasions where class will not physically meet and that we’ll “meet” on SAKAI. Be sure to check SAKAI regularly for updates.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requests for academic accommodations are to be made during the first three weeks of the semester,

except for unusual circumstances, so arrangements can be made. Students are encouraged to register with Disability Support Services to verify their eligibility for appropriate accommodations. More information can be found at: <http://www.shepherd.edu/mcssweb/disabilities/index.htm>

Shepherd University • Syllabus Checklist
Federal Compliance

MBA 515 – Introduction to the United States Healthcare System (Groves)

SYLLABUS CHECKLIST	
Course Title	x
Course Prefix & Number	x
Semester & Year	x
Location & Meeting Times	x
Number of Credit Hours	x
Modality (face-to-face, hybrid, online)	x
Number of Credit Hours	x
Instructor Name	x
Instructor Contact Information	x
Instructor Office Information (Building & Room)	x
Instructor Office Hours	x
Course Description from the SU Catalog*	x
LEAP GOALS (undergraduate) & Learning Outcomes**	(No Leap – Graduate) x
Other course goals and outcomes	x
Attendance Policy	x
Textbook/Course Readings Information	x
Grading Procedures	x
Academic Integrity Statement	x
Disability/Academic Support Services Statement	x
Late work policy	x
Course Timeline (progression of material)	x
Emergency/RAVE Statement	optional

*Syllabi should contain the course description as found in the *current* SU catalog. Additional information may be listed elsewhere on the syllabus; however, the course description should match that in the *current* catalog.

**Student learning achievement or outcomes for a specific course should be the same, regardless of section, instructor, modality, or course length (full-term vs. part-of-term). The same applies to the assignment of credit hours.

Credit Hour Calculator

COURSE INFORMATION				
Course Number	MBA 515			
Course Title	Introduction to the U.S. Healthcare System			
Credit Hours	3			
Mode of Delivery *	H			
Weeks in Term**	7.5			
Instructor	Dr. Michael Groves			
Contact Hours	Hours/Week	Hours/Term	Total	
Lecture/Lab/Online	3	22.5	22.5	
Syllabus Items	Hours/Week	Hours/Term	Total	
Wkly. Homework Assignments	5	37.5	37.5	
Research/writing papers	4	30	30	
Group Project	1	7.5	7.5	
Course Readings	3	22.5	22.5	
On-line assignments (SAKAI)	2	15	15	
Other	0	0	0	
Total Hours			135	
Required ***			135	
Difference (+ or -)			0	
*Modes of Delivery: Seated (S), Hybrid (H), Online (O)				
**Weeks in term: Full semester (15), Part-of-term (7.5), Summer I & II (5), Summer III (10)				
***Required hours each credit hour is 45. 2 CH=90, 3CH=135				



Shepherd University

Syllabus
Master of Business Administration 515
Introduction to the United States Healthcare System
Spring 2017

Course: MBA 515 Introduction to the US Healthcare System (3 Credits)
Class Time: Monday 4pm to 6:45pm Martinsburg Center Room 213
Class Format: Compressed Hybrid

Required Text:

Shi, L., Singh, D. A. (2015). *Delivering health care in America: A systems approach. (6th Ed.)*.
Burlington, MA: Jones & Bartlett Learning.
ISBN: 978-1-284-03775-3

Instructor: Michael Groves, PhD, RN, CNE
Telephone: 304/876-5583 (Shepherdstown Office – please use this number for voicemail)
Office: Shepherdstown: Erma Ora Byrd Hall – Room 220
Martinsburg: Martinsburg Center – Room 202A
Email: mgroves@shepherd.edu
Office Hours:
Wednesday 1:00pm to 4:00pm (Shepherdstown)
Friday 1:00pm to 4:00pm (Shepherdstown)
Monday One-half hour before in-class sessions in Martinsburg

Or by appointment

COURSE DESCRIPTION

This course is a prerequisite course for all other Health Administration MBA courses. This course introduces the student to the components of the healthcare system in the United States and explores the political and social forces which shape this system. This course may be waived by the Health Administration Program Coordinator if the prospective student holds an undergraduate degree in a clinical discipline or health administration and has substantial work experience in the healthcare field.

INTENDED STUDENT OUTCOMES AND COURSE OBJECTIVES

The Shepherd University MBA program has developed the following **intended student outcomes** for all students in this program:

- Upon completion of Shepherd’s MBA program, the student will have progressed toward the achievement of his/her academic goals.
- Upon completion of Shepherd’s MBA program, the student will have progressed toward the completion of his/her professional goals
- Upon completion of Shepherd’s MBA program, the student will have progressed toward the completion of his/her personal goals.

MBA 513 – Introduction to the US Healthcare System has the following **course objectives** which the student should have achieved by the end of the course.

- Demonstrate through written work, and understanding of the components of the current US healthcare delivery system.
- Discuss the various clinical practitioners engaged in the provision of care within the US healthcare system along with the political, professional and economic forces that shaped the practice of members of these disciplines
- Demonstrate understanding of at least 3 different models of physician practice including advantages and disadvantages of each model.
- Demonstrate understanding of the principles of quality improvement in healthcare organizations as well as current efforts to improve both quality and safety of health care.
- Describe the various elements of the Affordable Care Act and the impact of healthcare reform on clinical practice and healthcare financing.

CELL PHONES/TEXT MESSENGERS/ELECTRONIC EQUIPMENT

All cell phones, text messaging devices and electronic equipment must be put on “vibrate” before the start of class.

ACADEMIC INTEGRITY

Shepherd University is committed to high standards of integrity and ethical conduct. Participating in behavior that violates academic integrity (e.g., unauthorized collaboration on assignments, plagiarism, multiple submissions of the same assignment, cheating, fabricating information, helping another person cheat, altering or destroying the work of others, fraudulently altering academic records, etc.) will result in academic discipline including: receiving a failing grade on an assignment, examination or course, receiving a notation of a violation of academic integrity on your transcript, or being suspended from the University. You have the right to appeal the charge. Please see the Shepherd University Student Handbook for more specific guidelines regarding Academic Integrity.

PLAGIARISM

Plagiarism will not be tolerated and will result in a grade of “F” on the paper. Plagiarism is defined as using or copying somebody else’s material and presenting it as your own work.

GRADING

A	90-100
B	80-89
C	70-79

D	60-69
F	Below 60

COURSE ASSESSMENT

Class/Sakai Participation	20%
Group Project	20%
Issue Papers (3)	30%
Final Paper	30%

GRADE COMPONENTS

CLASS/SAKAI PARTICIPATION (20%)

Online discussions are an essential element of a hybrid course. You are expected to engage in thoughtful, respectful discourse with your classmates. Your grade will be based on the quality and quantity of your classroom and SAKAI discussions.

Sakai Discussion Expectations:

Each week students will:

- There will be Sakai discussion forums each week of class. In weeks where we meet in class the Sakai discussion will include different content from the class session.
- The discussion forums will open by 8am on Monday and all work for the week is to be completed no later than 11:00pm on Saturday.
- Forums will remain available for the duration of the course.
- A rubric for online discussions can be found in the Resources section of Sakai. This rubric gives guidelines for the length and tenor of both original posts and responses. You may address all of the instructor’s questions in a single post.
- Provide constructive commentary on the posts of all classmates.
- Answer all questions asked by classmates or instructor about your posts.

FINAL PAPER (30%)

This will be 20-30 pages in length on a health care issue of the student’s choice; however, the issue must be related to health services delivery in the United States. The final paper is due on the last day of class (4/17/17). Students must turn in a topic outline of the paper by the third class (3/20/17). Students who do not provide a topic outline will receive 10 points off of their final paper grade. Papers are to be double-spaced and appropriately referenced and written using APA 6th edition formatting.

ISSUE PAPERS (30% - 10% for each paper)

The student will write 3 Issue Papers which will be due during weeks 2, 4 and 6 of the class. Each paper will highlight a particular aspect of the US healthcare system. The topics covered by the issue papers will be discussed in class during weeks 3, 5, and 7. For this semester the Issue Papers will examine the emerging approach to healthcare reform of the Trump administration. In each area of the “Triple Aim” you are to explore the reform proposals of the Trump White House and Congress. You are to evaluate both republican and democratic solutions, arguments and counterarguments. You are to write each issue paper from a point of neutrality. You are to argue for neither position, but rather evaluate both democratic and republican approaches on the merits of the proposals. Your assessment should explore

the likelihood that the various proposals will improve access, quality and cost for the RECIPIENTS of healthcare.

1. Access – Due Week 2 (3/6/17)
2. Quality – Due Week 4 (3/27/17)
3. Cost – Due Week 6 (4/10/17)

Papers will be 6-8 pages in length, double-spaced and referenced. Page count does not include title page or reference page. APA 6th edition formatting is required.

GROUP PROJECT (20%)

Healthcare leadership is a team sport. In recognition of the need to be able to quickly form into teams with other leaders and produce results, the class will engage in a group project. The deliverable for this project is a class presentation and the project will be graded solely on the basis of the persuasiveness of the group's presentation to the class.

LATE WORK POLICY

Late work is not accepted unless the student can document an emergency preventing them from submitting work on time. The instructor reserves the right to deduct points as well as to deny the request altogether.

IMPORTANT NOTICES:

Class Attendance:

You MUST attend your classes regularly and engage in the requirements for each class; otherwise, your financial aid may be revoked either partially or in full. This would result in an amount due by you to the University immediately. Please refer to shepherd.edu/faoweb for more details.

Academic Integrity:

Each student in this course is expected to abide by the Shepherd University Academic Integrity Procedures found in the Shepherd University Student Handbook (<http://www.shepherd.edu/students/studenthandbook.pdf>).

Disability Support Services:

Disability Support Services at Shepherd University believes that every student should succeed, and works closely with students to meet their needs. Students requesting any disability related accommodation should contact the Disability Coordinator at 304-876-5453. This includes students with learning disabilities needing classroom accommodations, students requesting specific housing accommodations for health-related reasons, and all other disability accommodations. Accommodations need to be documented and provided to instructors. Please see <http://www.shepherd.edu/mcssweb/dss/default.html> for more information.

TEACHING PHILOSOPHY

Teaching/learning, particularly at the graduate level, is an interactive process with shared responsibility for learning. In this process we should be able to have the following expectations of each other:

Reasonable expectations by the student:

- Instructor will act in roles of teacher, mentor and coach
- Instructor will make course expectations clear and as objective as possible
- Instructor will be prepared for class, use a variety of teaching modalities and, to the extent possible, adapt teaching/learning strategies to the individual needs of each student
- Instructor will grade students fairly and objectively and provide feedback beyond the simple provision of grades
- Instructor will be available to the student during office hours and at reasonable other times mutually agreed to by instructor and student
- Instructor will treat all students with respect and courtesy

Reasonable expectations by the instructor:

- Student will be prepared for class by having completed all assigned readings (and given these reading at least some reflective thought) PRIOR to the beginning of class
- Student will actively engage with the instructor, guest speakers and classmates in meaningful discussion
- Student will treat classmates, instructor and guest speakers with respect and courtesy
- Student will communicate learning needs with instructor as soon as student identifies needs.
- Students will complete and turn in all assignments on time.
- Student will work independently on individual assignments and cooperatively in group assignments.

Shepherd University • Syllabus Checklist
Federal Compliance

MBA 570 Managerial Accounting (Vance)

SYLLABUS CHECKLIST	
Course Title	x
Course Prefix & Number	x
Semester & Year	x
Location & Meeting Times	x
Number of Credit Hours	x
Modality (face-to-face, hybrid, online)	x
Number of Credit Hours	x
Instructor Name	x
Instructor Contact Information	x
Instructor Office Information (Building & Room)	x
Instructor Office Hours	x
Course Description from the SU Catalog*	x
LEAP GOALS (undergraduate) & Learning Outcomes**	X (Graduate)
Other course goals and outcomes	x
Attendance Policy	x
Textbook/Course Readings Information	x
Grading Procedures	x
Academic Integrity Statement	x
Disability/Academic Support Services Statement	x
Late work policy	x
Course Timeline (progression of material)	x
Emergency/RAVE Statement	optional

*Syllabi should contain the course description as found in the *current* SU catalog. Additional information may be listed elsewhere on the syllabus; however, the course description should match that in the *current* catalog.

**Student learning achievement or outcomes for a specific course should be the same, regardless of section, instructor, modality, or course length (full-term vs. part-of-term). The same applies to the assignment of credit hours.

Credit Hour Calculator

COURSE INFORMATION			
Course Number	MBA 570		
Course Title	Managerial Accounting		
Credit Hours	3		
Mode of Delivery *	S		
Weeks in Term**	15		
Instructor	Professor Cindy Vance		
Contact Hours	Hours/Week	Hours/Term	Total
Lecture/Lab/Online	3	45	45
Syllabus Items	****Hours/Week	# of Weeks or Total Hrs Expected	Total
Wkly. Homework Assignments	5.5	9	49.5
Preparation for Quizzes	1.5	9	13.5
Preparation for Tests/Exams	5	4	20
Group Project	1	20	20
Course Readings	0	0	0
On-line assignments (SAKAI)	0	0	0
Other	0	0	0
Total Hours			148
Required ***			-135
Difference (+ or -)			13
*Modes of Delivery: Seated (S), Hybrid (H), Online (O)			
**Weeks in term: Full semester (15), Part-of-term (7.5), Summer I & II (5), Summer III (10)			
***Required hours each credit hour is 50. 2 CH=100, 3CH=150			
****Use 1 if entering Total Hours in Col (C)			

SHEPHERD UNIVERSITY
MBA 570, Managerial Accounting
Spring Term, 2017
Course Syllabus

Instructor: Ms. Cindy Vance, CPA

Email: cvance@shepherd.edu

Office Phone: (304) 876-5249

Office Location: White Hall Room 202A

Office Hours: By Appointment

Class Location: Martinsburg Center Room 116

Class Time/Format: Tuesday 7 p.m.– 9:45 p.m.; Seated (*January 10 – April 25*)

Course Prefix, Number, and Section: MBA 570, Sec 60

Credit Hours: 3.0

Course Management System: Sakai (<http://courses.shepherd.edu/xsl-portal>); your user id and password are the same as your Shepherd University email user id and password.

M.B.A. Program Goals:

- 1) Servicing the educational needs of the region;
- 2) Increasing the number and quality of graduate programs; and
- 3) Supporting the expansion and development of local businesses.

M.B.A. General Program Intended Student Learning Outcomes (ISLOs):

- 1) Demonstrate mastery of subject areas utilizing various tools, concepts, definitions, and theories in accounting, economics, management, marketing, ethics, and leadership;
- 2) Demonstrate the ability to apply ethical criteria, leadership skills, problem solving, critical and creative thinking, and analytical and quantitative skills to resolve a variety of business situations and problems;
- 3) Demonstrate the ability to communicate professionally and effectively;
- 4) Demonstrate an understanding of the role of teams, groups, and individual behavior in relation to organizational success;
- 5) Demonstrate an understanding of the economic, political, legal, and social forces that influence both domestic and international organizations; and
- 6) Demonstrate the ability to transcend functional boundaries, synthesizing and integrating information as well as conduct the research, competitive/situation analysis, and environmental scanning necessary for strategic decisions.

Course Description: This course provides a detailed examination of accounting data and concepts for managerial planning and control, including cost accounting and responsibility accounting. **Prerequisites:** Foundational accounting courses (i.e., Accounting I and Accounting II or equivalent) at the undergraduate or graduate level taken within the last seven years with a grade of B or higher **or** an accounting CLEP test scoring at or above the 80% percentile **or** an evaluation of work-related experience in conjunction with academic coursework.

Course Objectives:

- 1) Understand the principles of managerial accounting;
- 2) Understand the basics of budgeting;
- 3) Understand the techniques to use for interpreting financial data; and
- 4) Develop decision-making skills for use in management.

Required Text & Materials:

Text: Noreen, E.W., Brewer, P.C., & Garrison R.H. (2017). *Managerial Accounting for Managers* (4th ed.). New York, NY: McGraw-Hill/Irwin.

Materials:

- 1) McGraw-Hill Connect Accounting – online assignment program
- 2) MS Excel & MS Word
- 3) Calculator for in-class work

Recommended Book for APA format:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Recommended Website for APA format: <https://owl.english.purdue.edu/owl/resource/560/01/>.

This link is available in Sakai by clicking on the Resources course tool and then selecting APA Format Guide.

The Shepherd University bookstore offers [Textbook Rentals](#) and a [Textbook Price Compare Tool](#). You will find more information on these offers at www.shepherdbook.com.

Attendance: All students are expected to participate in the classroom. On occasion, students may miss classes because of university events or unavoidable circumstances, such as injury or illness. Exceptions are handled on an individual basis depending upon the circumstances.

Students who are absent from class are expected to follow the course schedule in the syllabus to complete the assignments by the due date. If you are receiving **financial aid**, you must attend classes regularly and engage in the requirements for each case to prevent your financial aid from being revoked. If your financial aid is revoked, the amount would be due to the University immediately. Please refer to shepherd.edu/faoweb for more details.

Instruction: The course is taught primarily by the lecture method with many opportunities for classroom interaction. Students are encouraged to participate by asking questions, sharing real-world examples related to the course material, providing answers to questions posed by the instructor, and by being a part of group activities.

Class Policies:

1. Students are expected to check their Shepherd University email. The instructor **only** uses Shepherd University email address to communicate with students.
2. Cell phones are to be turned off, placed on silent, or placed on vibrate during the class period. Text messaging during class is prohibited.

3. If class must be cancelled for any reason, the instructor will post the announcement in Sakai and an email will be sent to the students' Shepherd University email address.
4. Read assigned chapters and complete homework assignments by the due date. Late work is not accepted unless the student can provide documentation of an emergency preventing them from submitting work on time. The instructor reserves the right to deny the request.
5. Take quizzes and exams when scheduled. Students are only allowed to make-up an examination or quiz if an emergency prevents them from taking it at the scheduled time. Written documentation verifying the emergency must be provided. The instructor reserves the right to deny the request. All quizzes and textbook homework assignments use the McGraw-Hill Connect Accounting program. If your textbook came bundled with an access code, use it. Otherwise, you must purchase the code at the time that you register for the course online at McGraw-Hill. To register at McGraw-Hill, go to the following web address and click "Register Now"
<http://connect.mheducation.com/class/c-vance-spring-2017>. This is a unique website address for this course.
6. All written assignments must be submitted in MS Word and follow current APA standards.
7. All assignments must adhere to the Shepherd University Academic Integrity Policy.
8. Last day to **withdraw from the course** without grade penalty is Friday, March 10.
9. Other available resources for the course include the following:
 - a. **PowerPoint slides** for each chapter – located in the Resources section in Sakai
 - b. **LearnSmart** simulations for each chapter – available in Connect
 - c. **Interactive Presentations** for each chapter – located in the Connect folder labeled "Interactive Presentations".

Grading Scale:

A:	90-100	Connect Homework Assignments	15%
B:	80-89	Connect Homework Quizzes	10%
C:	70-79	Group Project – Case Study	15%
D:	60-69	Exams	<u>60%</u>
F:	Below 60		100%

Academic Integrity Policy:

Academic dishonesty includes, but is not limited to, cheating on examinations, falsifying records, submitting plagiarized work of any kind, or providing or receiving assistance in course work in a manner not authorized by the instructor. Plagiarism is defined in the Shepherd University Catalog as "the act of stealing and using, as one's own, the ideas of another or the written expression of ideas of another." Each student in this course is expected to abide by the Shepherd University Academic Integrity Procedures found in the Shepherd University Student Handbook (<http://www.shepherd.edu/students/studenthandbook.pdf>).

The written group project case study will be submitted to **Turnitin**, a plagiarism prevention

program. When a student uploads the assignment (MS Word document) in Sakai, the document will automatically submit to Turnitin. An originality report will be returned to the student and the instructor. It is recommended that the originality percentage be in the 0 – 25 % range. The instructor will review the results from Turnitin prior to grading the assignments.

Students committing academic dishonesty will receive a zero (0) on the assignment or the activity in question. If more than one incident of academic dishonesty occurs, the student may receive an “F” for the course, academic probation, suspension, or dismissal.

Academic Support Services: <http://www.shepherd.edu/martinsburg-center/asc-martinsburg>

Disability Support Services:

Disability Support Services (DSS) at Shepherd University facilitates equitable access for every student who self-identifies as having one or more disabilities. Students requesting any disability related accommodation should contact the Director of Disability Support Services in Gardiner room 22, or by calling 304-876-5689. This includes students with disabilities who require academic accommodations, students requesting specific housing accommodations for health-related reasons, and all other disability accommodations. Accommodation letters from the DSS office must be provided to instructors in order to receive accommodations. Accommodations are not retroactive; however, students decide which classes they will use their approved accommodations. For further information, please see: <http://www.shepherd.edu/disability>

Library Services: <http://libguides.shepherd.edu/MartinsburgCenter>

RAVE Alerts:

Students are encouraged to sign up for “RAVE alerts” in order to be informed of campus closures. Students sign up at the following website: <http://www.shepherd.edu/university/rave/>.

Syllabus Changes: The instructor may at any time and without prior notification make changes to the syllabus. The most current copy of the syllabus is in Sakai.

Tentative Schedule:

Class Date	Class Plan	Homework - Connect	Quiz - Connect
1/10/2017	Chap 1 & 2 Lecture	Chapter 2 <i>Due 1/17</i>	
1/17/2017	Review Chap 2 HW/ Chap 3 Lecture	Chapter 3 <i>Due 1/24</i>	Chapter 2 <i>Due 1/24</i>
1/24/2017	Review Chap 3 HW / Exam Review		Chapter 3 <i>Due 1/30 at 10 a.m.</i>
1/31/2017	Exam – Chap 1 – 3/ Chap 4 Lecture	Chapter 4 <i>Due 2/7</i>	
2/7/2017	Review Chap 4 HW/	Chapters 5 & 6	Chapter 4

	Chap 5 & 6 Lecture	<i>Due 2/14</i>	<i>Due 2/14</i>
2/14/2017	Review Chap 5 & 6 HW/ Chapter 12 Lecture	Chapter 12 <i>Due 2/21</i>	Chapters 5 & 6 <i>Due 2/21</i>
2/21/2017	Review Chap 12 HW Exam Review		Chapter 12 <i>Due 2/27 at 10 a.m.</i>
2/28/2017	Exam – Chap 4 - 6 & 12/ Chap 7 Lecture	Chapter 7 <i>Due 3/7</i>	
3/7/2017	Review Chap 7 HW/ Chap 8 Lecture	Chapter 8 <i>Due 3/21</i>	Chapter 7 <i>Due 3/21</i>
3/14/2017	Spring Break		
3/21/2017	Review Chap 8 HW/ Exam Review		Chapter 8 <i>Due 3/27 at 10 a.m.</i>
3/28/2017	Exam – Chap 7 – 8/ Chap 9 Lecture	Chapter 9 <i>Due 4/4</i>	
4/4/2017	Review Chap 9 HW/ Chap 10 & 11 Lecture	Chapters 10 & 11 <i>Due 4/11</i>	Chapter 9 <i>Due 4/11</i>
4/11/2017	Review Chap 10 & 11 HW/ Exam Review		Chapters 10 & 11 <i>Due 4/17 at 10 a.m.</i>
4/18/2017	Exam – Chap 9 – 11		
4/25/2017	Group Project Presentations		

Homework opens on the day of the lecture at **10:00 p.m.**; 2 attempts allowed.

Quizzes & Practice Problems open on the day after homework review at **10:00 p.m.**

Homework & Quizzes due on the due date at **10:00 a.m.** unless otherwise noted.

Shepherd University • Syllabus Checklist
Federal Compliance

MBA 5FDA Foundations of Accounting (Files)

SYLLABUS CHECKLIST	
Course Title	x
Course Prefix & Number	x
Semester & Year	x
Location & Meeting Times	x
Number of Credit Hours	x
Modality (face-to-face, hybrid, online)	x
Number of Credit Hours	x
Instructor Name	x
Instructor Contact Information	x
Instructor Office Information (Building & Room)	x
Instructor Office Hours	x
Course Description from the SU Catalog*	x
LEAP GOALS (undergraduate) & Learning Outcomes**	X
Other course goals and outcomes	x
Attendance Policy	x
Textbook/Course Readings Information	x
Grading Procedures	x
Academic Integrity Statement	x
Disability/Academic Support Services Statement	x
Late work policy	x
Course Timeline (progression of material)	x
Emergency/RAVE Statement	optional

*Syllabi should contain the course description as found in the *current* SU catalog. Additional information may be listed elsewhere on the syllabus; however, the course description should match that in the *current* catalog.

**Student learning achievement or outcomes for a specific course should be the same, regardless of section, instructor, modality, or course length (full-term vs. part-of-term). The same applies to the assignment of credit hours.

Credit Hour Calculator

COURSE INFORMATION					
Course Number	MBA5FDA				
Course Title	Foundations of Accounting				
Credit Hours	3				
Mode of Delivery *	Seated				
Weeks in Term**	15				
Instructor	Ms. Michelle N. Files, CPA				
Contact Hours	Hours/Week	Hours/Term	Total		
Lecture/Lab/Online	3	45	45		
Syllabus Items	Hours/Week	Hours/Term	Total		
Wkly. Homework Assignments	4	60	60		
Preparation for Quizzes	0	0	0		
Preparation for Tests/Exams	1.5	22.5	22.5		
Group Project	0	0	0		
Course Reading	0	0	0		
On-line assignments (SAKAI)	0	0	0		
Other	1	15	15		
Total Hours			142.5		
Required Hours***			135		
Difference (+ or -)			7.5		
*Modes of Delivery: Seated (S), Hybrid (H), Online (O)					
**Weeks in term: Full semester (15), Part-of-term (7.5), Summer I & II (5), Summer III (10)					
***Required hours each credit hour is 45. 2 CH=90, 3CH=135					

SHEPHERD UNIVERSITY
MBA 5FDA – Foundations of Accounting
Course Syllabus

Instructor Name: Ms. Michelle N. Files, CPA

Contact Information: mfiles@shepherd.edu

Office Hours: By Appointment

Office Location: Martinsburg Center

Meeting Time: Tuesdays 4:00-6:45pm

Course Format: Seated

Course Title: Foundations of Accounting

Semester: Spring 2017

Credit Hours: 3 hours

Class Location: Martinsburg Center, Room 116

Course Number: MBA 5FDA, Section 60

Course Description:

A study of the fundamentals of accounting including basic accounting models, inventory methods, classified statements, negotiable instruments, internal control, accounting for property plant and equipment, and special journals in conjunction with sole proprietorship. Prerequisites: Graduate Standing

Course Objectives:

1. Demonstrate financial statements and accounting principles and concepts.
2. Provide interpretations and analysis of financial statement data.
3. Provide accounting for current assets and long-term assets.
4. Provide accounting for liabilities and stockholders' equity.

MBA Program Goals:

1. Servicing the educational needs of our region.
2. Increasing the number and quality of graduate programs.
3. Supporting the expansion and development of local businesses. While Shepherd's MBA is student outcome based, it is meeting the requirements of the WVHEPC Institutional Compact Reporting Elements as it relates to:
 - a. Economic Growth
 - i. Promotion of global awareness with a graduate International Business course and an option for students to travel to China
 - ii. Partnerships with private business for training and employment purposes (the MBA program is closely tied to Gateway New Economy Council)
 - b. Access – the MBA program is providing educational services to adults including several underrepresented populations.
 - c. Learning and Accountability – the MBA program is expanding SU's offerings by providing graduate education. It is known that faculty who teach at the graduate business level are involved in the professional development of the courses as well as work with the business community. It is hoped that salaries of graduate business faculty can be increased so that equity will be met.
 - d. Innovation – specific courses provide civic engagement (again with Gateway) and Entrepreneurial education.

Intended Student Outcomes:

Upon completion of Shepherd's MBA, the student will have progressed toward the achievement of his/her academic goals, professional goals, and personal goals. This course will give the student the foundation for understanding accounting information, which is a necessity in the business world.

LEAP Goals and Learning Outcomes:**LEAP Goals:**

Shepherd University has adopted goals from the American Association of Universities and Colleges (AAC&U) Liberal Education and America's Promise (LEAP) initiative <http://www.aacu.org/leap/index.cfm> with minor modifications. This course encompasses the following goals:

Goal No. 2: Intellectual and Practical Skills throughout the Curriculum**Learning Outcomes:**

Shepherd University has adopted learning outcomes (often referred to as "Intended Student Outcomes" or "Competencies") that pertain to each LEAP Goal listed above.

1. Critical Thinking
2. Written Communication
3. Quantitative Literacy
4. Problem Solving

For definitions of the above competencies please link to the following:

<http://www.shepherd.edu/wordpress-1/wp-content/uploads/2015/03/framework.pdf>

Learning Assessments:

Students in this course will be assessed on their ability to:

- ✓ Acquire quantitative and information literacy
- ✓ Correctly employ standard written English usage;
- ✓ Utilize technology to improve critical writing and thinking skills;
- ✓ Become familiar with the writing, research, and documentation conventions in their fields of study.

Course Requirements:**Class Attendance:**

You **MUST** attend your classes regularly and engage in the requirements for each class; otherwise, **your financial aid may be revoked** either partially or in full. This would result in an amount due by you to the University immediately. Please refer to shepherd.edu/faoweb for more details.

Required Text & Materials:

1. Spiceland, Thomas, & Herrmann, Financial Accounting – Making The Connection, 4th Edition, Mc-Graw-Hill/Irwin, ISBN-13: 9781259307959 (Hardcopy or e-book)
2. CONNECT (McGraw-Hill) access
http://connect.mheducation.com/class/mfilescpa_spring2017
3. Calculator for in class work

Class Management System:

Sakai: Sakai Learning Management System can be accessed at <https://courses.shepherd.edu/portal>. Tutorials available at: <http://www.shepherd.edu/sakai/sakai-home>.

Sakai will be used in conjunction with class activities. Be sure to check the site regularly for class resources, announcements, assignments, and grades. In cases of closure, class will be conducted on Sakai (see item 7 under Class Policies.)

Grading Procedures:

<u>Graded Materials:</u>		<u>Grading Scale:</u>
Homework (15% of total class grade)		A = 90 - 100%
Connect Assignments (12.5 points each)	150 points	B = 80 - 89%
Case Studies (25% of total class grade)		C = 70 - 79%
Case Study 1 (Ch 1-3)	60 points	D = 60 - 69%
Case Study 2 (Ch 4-7)	80 points	F = 0 - 59%
Case Study 3 (Ch 8-12)	110 points	
Tests (60% of total class grade)		
Test 1 (Ch 1-3)	150 points	
Test 2 (Ch 4-7)	200 points	
Test 3 (Ch 8-12)	<u>250 points</u>	
Total (100%)	<u>1,000 points</u>	

****Note: You need at least 800 points (80% B) in order to pass the course and move on to MBA570 Managerial Accounting.**

Homework:

You are expected to complete *all* homework assignments (unless otherwise stated) using CONNECT through internet access *only*. Please note when completing the Homework Exercises you are allowed **two attempts** per assignment, the best attempt will be recorded as your grade. You may use the “Check My Work” tool **two times per question**. This will show correct and incorrect indicators. After the due date all assignments will be open for “Study Attempts” to allow additional practice. All homework must be completed on CONNECT by 3:30pm the day of class. **NO LATE WORK WILL BE ACCEPTED**. If you have questions related to the content of your homework please email the instructor for assistance. If you have technical issues related to CONNECT please contact McGraw Hill Customer Support.

Case Studies:

Case studies will be due the **MONDAY** prior to the tests correlating to those chapters. Case studies require the analysis and interpretation of financial statements of two publicly traded companies using the concepts covered during the semester. Questions related to the case studies will be accepted at the beginning/end of each class and/or via email. Case studies may be submitted to the instructor prior to the due date for a preliminary review before final submission. Case studies will be submitted electronically via Sakai. **NO LATE WORK WILL BE ACCEPTED**.

Tests:

Tests will be given in class only and will include fill in the blank, short answer, and problems. Problems will be the most heavily weighted and will be similar to the homework exercises.

Class Policies:

1. All students are expected to participate in the classroom.
2. Read assigned material **before** class and **complete** homework assignments.
3. Take exams when scheduled. Missed exams will be made up at the end of the semester, regardless of excuse.
4. Late work will **not** be accepted unless the student can provide documentation of an emergency preventing them from submitting work on time. Instructor reserves the right to deny the request.
5. If class must be cancelled for any reason other than weather related closings, the instructor will post an announcement on Sakai and an email will be sent notifying the class.
6. **If Shepherd is closed due to weather or other circumstances, we will conduct class online via Sakai. Narrated slides and lecture notes will be provided and homework due dates will remain as posted.**
7. Cell phones are to be turned off, silenced, or placed on vibrate during class.
8. Students are expected to exhibit professionalism and respect of peers and instructor. Instructor reserves the right to excuse a student from class due to improper behavior.

Technology Note:

In order to successfully pass this course you must have internet access in order to complete your homework assignments on Connect and access Case Study information as provided on Sakai. The Martinsburg Center provides computers for use with internet access in rooms 114 and 119. There are also laptops available to be checked out for on site use. See the Student Services desk for more information.

Academic Integrity:

Academic dishonesty includes, but is *not* limited to, cheating on examinations, falsifying records, submitting plagiarized work of any kind, or providing or receiving assistance in course work in a manner not authorized by the instructor. Plagiarism is defined in the Shepherd University Catalog as “the act of stealing and using, as one’s own, the ideas of another or the written expression of the ideas of another.” Each student in this course is expected to abide by the Shepherd University Academic Integrity Procedures found in the **Shepherd University Student Handbook**

Handbook <http://www.shepherd.edu/wordpress-1/wp-content/uploads/2016/10/StudentHandbook.pdf>

Disability Support Services:

Disability Support Services at Shepherd University believes that every student should succeed, and works closely with students to meet their needs. Students requesting any disability related accommodation should contact the Disability Coordinator at 304-876-5122. This includes students with learning disabilities needing classroom accommodations, students requesting specific housing accommodations for health-related reasons, and all other disability accommodations.

Accommodations need to be documented and provided to instructors. Please

see <http://www.shepherd.edu/disability> for more information.

Rave Alerts:

Don’t forget to sign up for “RAVE alerts” go to <http://www.shepherd.edu/university/rave/> in order to be informed of campus closures and other emergencies.

Tutoring for Graduate Students:

Graduate students who require special assistance with a particular subject should contact the course instructor and graduate program coordinator, who in conjunction with the Dean of Graduate Studies will arrange for assistance from the course instructor, a peer tutor, or other outside tutor. Please note that this service may involve additional fees. Students at the Martinsburg Center have access to resources through BrainFuse.

Course Timeline

Date	Class Activities	Homework
January 10	Chapter 1-Framework for Financial Accounting	Chapter 1 & 2-Reading Chapter 1-Homework
January 17	Chapter 1-Homework Review Chapter 2-The Accounting Cycle (During)	Chapter 2-Homework Chapter 3-Reading
January 24	Chapter 2-Homework Review Chapter 3-The Accounting Cycle (Closing)	Chapter 3-Homework
January 31	Chapter 3-Homework Review Test 1 Review	Test Review
February 6	Case Study 1 Due (Chapters 1-3)	
February 7	Test 1 Chapters 1-3	Chapter 4 & 5-Reading

February 14	Chapter 4-Cash and Internal Controls Chapter 5-Receivables and Sales	Chapter 4 & 5-Homework Chapter 6-Reading
February 21	Chapter 4 & 5-Homework Review Chapter 6-Inventory and Cost of Goods Sold *MID TERM*	Chapter 6-Homework
February 28	Chapter 6-Homework Review Chapter 7-Long Term Assets	Chapter 7-Homework
March 7	Chapter 7-Homework Review Test 2 Review	Test Review
March 10	*Last Day to Withdraw*	
March 14	Spring Recess-No Class	
March 20	Case Study 2 Due (Chapters 4-7)	
March 21	Test 2 Chapters 4-7	Chapter 8 & 9-Reading
March 28	Chapter 8-Current Liabilities Chapter 9-Long Term Liabilities	Chapter 8 & 9-Homework Chapter 10-Reading
April 4	Chapter 8 & 9-Homework Review Chapter 10-Stockholders' Equity	Chapter 10-Homework Chapter 11 & 12-Reading
April 11	Chapter 10-Homework Review Chapter 11-Statement of Cash Flows Chapter 12-Financial Statement Analysis	Chapter 11 & 12-Homework
April 18	Chapter 11 & 12 Homework Review Test 3 Review	Test Review
April 24	Case Study 3 Due (Chapters 8-12)	
April 25	Test 3 Chapters 8-12	

The instructor reserves the right to change this timeline. In the event that this action becomes necessary, students will be notified in a reasonable and timely fashion.

Syllabus Changes:

The instructor may at any time and without prior notification make changes to the syllabus.

Shepherd University • Syllabus Checklist
Federal Compliance

NURS 516 Research Methods for Health Professionals II (Clayton)

SYLLABUS CHECKLIST	
Course Title	x
Course Prefix & Number	x
Semester & Year	x
Location & Meeting Times	x
Number of Credit Hours	x
Modality (face-to-face, hybrid, online)	x
Number of Credit Hours	x
Instructor Name	x
Instructor Contact Information	x
Instructor Office Information (Building & Room)	x
Instructor Office Hours	x
Course Description from the SU Catalog*	x
LEAP GOALS (undergraduate) & Learning Outcomes**	X (Graduate)
Other course goals and outcomes	x
Attendance Policy	x
Textbook/Course Readings Information	x
Grading Procedures	x
Academic Integrity Statement	x
Disability/Academic Support Services Statement	x
Late work policy	x
Course Timeline (progression of material)	x
Emergency/RAVE Statement	optional

*Syllabi should contain the course description as found in the *current* SU catalog. Additional information may be listed elsewhere on the syllabus; however, the course description should match that in the *current* catalog.

**Student learning achievement or outcomes for a specific course should be the same, regardless of section, instructor, modality, or course length (full-term vs. part-of-term). The same applies to the assignment of credit hours.

Credit Hour Calculator

COURSE INFORMATION					
Course Number	NURS 516				
Course Title	Research Methods II for Healthcare Professionals				
Credit Hours	3				
Mode of Delivery *	H				
Weeks in Term**	7.5				
Instructor	Dr. Laura Clayton				
Contact Hours	Hours/Week	Hours/Term	Total		
Lecture/Lab/Online	3	22.5	22.5		
Syllabus Items	Hours/Week	Hours/Term	Total		
Wkly. Homework Assignments	2	15	15	Literature Search	
Preparation for Quizzes/Tests	0	0	0		
Group Project	1	7.5	7.5	Peer critique of paper	
Course Readings	4	30	30	Articles	
On-line assignments (SAKAI)	1	7.5	7.5		
Other-see below	0	58	58		
Total Hours			140.5		
Required ***			135		
Difference (+ or -)			5.5		
<i>Other assignments: Observation assignment/Interview/NVIVO entries/Project Proposal</i>					
*Modes of Delivery: Seated (S), Hybrid (H), Online (O)					
**Weeks in term: Full semester (15), Part-of-term (7.5), Summer I & II (5), Summer III (10)					
***Required hours each credit hour is 45. 2 CH=90, 3CH=135					

**NURS 516: Research Methods for Health Professionals II
THEORY SCHEDULE**

DAY/TIME: Thursday, 9am – 12 noon
LOCATION: Martinsburg Center, Room 206

The student is expected to bring their textbook, computer or tablet and handouts on Sakai to each class. The student is expected to complete ALL readings and assignments prior to coming to class. All assignments are to be posted to the Assignment tab on Sakai by 0900 on the day of class unless otherwise noted.

Week	Date	TOPIC and ASSIGNMENTS
*Reading Assignments for Creswell can be found on pages xvi – xix unless otherwise noted.		
Week 1	Mar 2	<p>Course Introduction and Introduction to Qualitative Research Designing a Qualitative Research Study Art-based Research</p> <p>Reading Assignment:</p> <ol style="list-style-type: none"> 1. Creswell, Chapters 1, 2, and 3 2. Terry, Chapter 6 3. Read the article by Brown, Sorrell, McClaren, and Creswell placed under resources on Sakai. Be prepared to discuss the article in relation to Table 2.1 (pages 17-18) of Creswell during class. <p>Assignments:</p> <ol style="list-style-type: none"> 1. Conduct a literature search to find a variety of qualitative research studies. 2. NVIVO Tutorials – select relevant one for your computer (Windows or MAC; select version 11 Pro) - http://www.qsrinternational.com/nvivo-learning/nvivo-tutorials a. Watch all of the Tutorials 3. Watch YouTube Video – Improving Your Literature Review - https://www.bing.com/videos/search?q=NIVIVO+11&&view=detail&mid=CA8EB117A45363E67E3BCA8EB117A45363E67E3B&FORM=VRDGAR

Week	Date	TOPIC and ASSIGNMENTS *Reading Assignments for Creswell can be found on pages xvi – xix unless otherwise noted.
Week 2	Mar 9	Focusing Study and Data Collection Phenomenology Research Reading Assignment: 1. Creswell, Chapters 6 and 7 2. Creswell* 3. Bazeley & Jackson, Chapter 2 and 3 Assignment: 1. Develop an Interview Script and Observation Guide 2. NVIVO: Watch You Tube – Introduction to Text Analysis - https://www.bing.com/videos/search?q=NVivo+11+Pro&&view=detail&mid=62C22A01057D164E3C1D62C22A01057D164E3C1D&FORM=VRDGAR 3. Be prepared to discuss phenomenology qualitative research articles on DNP project topic or another topic of choosing.
Week 3	Mar 16	Qualitative Data Analysis and Representation Ethnography Research Reading Assignment: 1. Creswell, Chapters 8 and 9 2. Creswell* Assignments: 1. Interview Script and Observation Guide Draft Assignment Due 2. NVIVO: Watch You Tube Video – Explore and Visualize Your Data - https://www.bing.com/videos/search?q=NVIVO+11&&view=detail&mid=BD9B6D0CFE7DEB5F446DBD9B6D0CFE7DEB5F446D&FORM=VRDGAR 3. Be prepared to discuss ethnography qualitative research articles on DNP project topic or another topic of choosing.

Week	Date	TOPIC and ASSIGNMENTS *Reading Assignments for Creswell can be found on pages xvi – xix unless otherwise noted.
Week 4	Mar 23	<p>Action Research (Outcomes) and Historical Research</p> <p>Reading Assignment:</p> <ol style="list-style-type: none"> 1. Streubert & Carpenter, Chapter 11 and 13 (see resources) 2. Smith, A. A. (2010). Critique of qualitative interview study of nursing pain management in hospitalized patients receiving cancer treatments. <i>Research Evidence Evaluation</i>, 1, 11-14. <p>Assignments:</p> <ol style="list-style-type: none"> 1. Article Critique Due 2. Be prepared to discuss grounded theory and mixed methods qualitative research articles on DNP project topic or another topic of choosing. 3. Begin work on Field Observation Assignment 4. NVIVO: Watch the following You Tube Videos <ol style="list-style-type: none"> a. Conducting Qualitative Analysis Part 1 - https://www.bing.com/videos/search?q=NVIVO+11&&view=detail&mid=534C79C7DC8DC47CF20B534C79C7DC8DC47CF20B&FORM=VRDGAR b. Conducting Qualitative Analysis Part 2 - https://www.bing.com/videos/search?q=NVIVO+11&&view=detail&mid=9D2C94E114B69BF4874E9D2C94E114B69BF4874E&FORM=VRDGAR c. Conducting Qualitative Analysis Part 3 - https://www.bing.com/videos/search?q=NVIVO+11&&view=detail&mid=0D23DA825DBB7A9239500D23DA825DBB7A923950&FORM=VRDGAR
Week 5	Mar 30	<p>Grounded Theory and Mixed Methods/Triangulation Research Writing A Qualitative Study</p> <p>Reading Assignment:</p> <ol style="list-style-type: none"> 1. Creswell, Chapter 9 2. Creswell* <p>Video:</p> <ol style="list-style-type: none"> 1. Watch the following You Tube Video: “Grounded Theory” by Dr. Jane Mills located at https://www.bing.com/videos/search?q=grounded+theory+in+nursing+research&&view=detail&mid=3D89D06AE31A6901B9D03D89D06AE31A6901B9D0&FORM=VRDGAR. <p>Assignments:</p> <ol style="list-style-type: none"> 1. Field Observation Assignment Due 2. Be prepared to discuss action research and historical qualitative research articles on DNP project topic or another topic of choosing. 3. Begin work on your Interview/Coding Assignment and qualitative research proposal. 4. Share draft qualitative research proposal with a peer.

Week	Date	TOPIC and ASSIGNMENTS *Reading Assignments for Creswell can be found on pages xvi – xix unless otherwise noted.
Week 6	Apr 6	<p>Writing Qualitative Research Proposal Standards of Validation and Evaluation</p> <p>Reading Assignment: 1. Creswell, Chapters 9 and 10</p> <p>Assignments: 1. Interview/Coding Assignment Due 2. Finalize your qualitative research proposal based on revisions from a peer</p>
Week 7	Apr 13	<p>Narrative Analysis and Case Study Research</p> <p>Reading Assignment: 1. Creswell, Chapter 11 2. Creswell*</p> <p>Assignments: 1. Be prepared to discuss narrative analysis and case study qualitative research articles on DNP project topic or another topic of choosing. 2. Submit Qualitative Research Proposal 3. Begin work on your qualitative research presentation</p>
Week 8	Apr 20	<p>Qualitative Research Proposal Sharing</p> <p>1. Share your Qualitative Research proposal with your classmates 2. Celebrate your success in the class.</p>

Assignment and Topic Dates Subject to Change

Please feel free to e-mail, call, or schedule an appointment to meet with me if you have any questions or concerns. Let's have a great semester!

SHEPHERD UNIVERSITY
Department Of Nursing Education
NURS 516: Research Methods for Health Professionals II

Credit/Clock Hours 3 cr

Faculty: Dr. Laura Clayton, PhD, RN, CNE
Erma Ora Byrd Hall, Room 210
Martinsburg Center, Room 202
Phone: (304) 876-5459
E-Mail: lclayton@shepherd.edu

Office Hours: As posted and by appointment

Course Description:

This course focuses on critiquing research as a method in evaluating evidence-based practice standards and guidelines. A major focus will be on qualitative research and outcomes.

Course Format/Location/Meeting Times:

This course is offered in a hybrid format.

Expected Student Outcomes:

COMMUNICATION – the integration of effective culturally sensitive, interprofessional and intraprofessional communication among the healthcare team and the use of informatics in the practice of professional nursing.

Teamwork and Collaboration - *Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.*

1. Lead the design of a qualitative research study aimed at addressing a healthcare issue facing vulnerable populations.

Informatics – *Use information and technology to communicate, manage knowledge, mitigate error and support decision-making.*

1. Utilize electronic resources to assist in developing questions appropriate for use in qualitative research that address a healthcare issue facing vulnerable populations.

CLINICAL JUDGMENT – the use of critical thinking skills in the practice of professional nursing.

Evidence-based Practice – *Integrates best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.*

1. Evaluate philosophical underpinnings, data collection and management methods, and data analysis for selected qualitative approaches.

2. Critically appraise qualitative research studies related to practice and healthcare systems.
3. Develop an argument for using a qualitative research approach that is grounded in synthesis of literature.

Quality Improvement - *Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.*

1. Identify how qualitative research data can be used to improve patient and system outcomes.
2. Consider ethical dimensions involved in qualitative inquiry.

Safety - *Minimize risks of harm to patients and providers through both system effectiveness and individual performance.*

1. Identify how qualitative research data can be used to improve safety in patient and healthcare system outcomes.

PATIENT-CENTERED CARE – nursing practice which “includes actions to identify, respect, and care about patients’ differences, values, preferences, and expressed needs; relieve pain and suffering; coordinate continuous care; listen to clearly inform, communicate with, and educate patients; share decision making and management; and continuously advocate disease prevention, wellness, and promote healthy lifestyles, including a focus on population health” (Institute of Medicine, 2003)

Patient-centered Care - *Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.*

1. Use qualitative research to identify factors that create barriers to the provision of patient-centered care.

PROFESSIONALISM - Based on the ANA Standards of Practice, WVBOERN regulations, and the Shepherd University Department of Nursing Education Handbook.

1. Maintain professional behavior.
2. Accept responsibility for one’s own actions and attitudes.
3. Demonstrate the ability to develop and maintain therapeutic (respectful, sensitive, non-judgmental) and appropriate boundaries.
4. Demonstrate personal and professional ethics, honesty, and integrity.
5. Maintain a positive attitude with interactions among the interprofessional team, peers, and faculty.
6. Engage in self-evaluation and assumes responsibility for learning.

Methods of Evaluation

1. **Interview Script Guide and Observation Guide Draft Assignment** **10 points**
A draft of your interview script and observation guide will be submitted with feedback provided prior to your completion of the Interview Assignment and Field Observation Assignment. Each guide is worth 5 points. Refer to grading rubrics.
2. **Interview/Coding Assignment** **25 points**
Refer to directions and grading rubric in syllabus for guidance on the assignment.

- 3. **Field Observation Assignment** **25 points**
Refer to directions and grading rubric in syllabus for guidance on the assignment.
- 4. **Qualitative Article Critique** **25 points**
Refer to directions and grading rubric in syllabus for guidance on the assignment.
- 5. **Qualitative Research Proposal** **100 points**
Refer to directions and grading rubric in syllabus for guidance on the assignment.

TOTAL POINTS **185 points**

Students earned points will be divide by total possible points for a final grade. At the end of the semester, fractional points will not be rounded to the nearest full point (Example 92.8 = B).

Course Grade	Points Needed
A (93-100)	173-185
B (86-92)	160-172
C (78-85)	145-159
D (70-77)	130-144
F (0-69)	0-129

Policies:

1. Class Attendance

You MUST attend your classes regularly and engage in the requirements for each class; otherwise, your financial aid may be revoked either partially or in full. This would result in an amount due by you to the University immediately. Please refer to shepherd.edu/faoweb for more details. **If you must miss a class because of illness or other emergency, please notify the professor in advance, if possible, either by e-mail or telephone.**

You are expected to actively participate in class.

If you would like to tape record a class, please ask the professor for permission in advance. Asking a classmate to take record a class for you in not an appropriate remedy for an absence.

You are expected to be on time for class. If you arrive late and the door is shut you will need to wait until break to enter the classroom. If the door is open, you may enter the classroom, but you must sit in the back of the room. The classroom door is to be kept closed at all times.

2. Assignments

All assignments are due to the instructor at the beginning of class on date specified. **Late assignments will not be accepted and the grade assigned to that assignment will be a "0."** See course schedule for date(s). All assignments must follow the current edition of the *Publication Manual of the American Psychological Association* unless instructed otherwise.

3. Examinations and Quizzes

Your attendance for a scheduled test is mandatory. Excused absences include your illness (certificate of illness required), or death in the immediate family (obituary notice required). Faculty must be notified

at least one hour prior to the exam time by telephone. Non-excused absences may result in a zero for the test grade. The professor reserves the right to deny the request.

It is your responsibility to make arrangements with the instructor to take an (excused) exam or (excused) quiz as soon as possible. The missed exam or quiz must be taken **within 1 week**. Make-up exams and quizzes may be in a different format than that given to the rest of the class.

The only items you are permitted to have at your desk during an examination are pencils, the exam and an answer sheet. If the exam requires the use of a calculator, one will be provided to you.

Leave all books, backpacks, cell phones, coats, hats, purses, and other personal items at the front or back of the classroom. Water bottles are NOT permitted at your desk during exams. You may be requested to remove bulky clothing that could possibly be used to conceal cheating. All cell phones must be turned off during exams. If your cell is heard ringing during the exam, you may be excused and your exam graded as if it is turned in at the time your cell phone rings.

Material for the exams/quizzes will be drawn from the following sources:

1. Class discussion
2. PowerPoint presentations
3. Assigned readings
4. Class assignments
5. Supplemental materials provided in class or posted on Sakai

Exam questions may come from these sources, whether or not the material is covered in class.

All questions and answers on examinations and quizzes are to be kept confidential. They are not to be shared with anyone in this class or any future classes.

Students not attaining a passing score on any exam are strongly encouraged to make an appointment with the course professor to review and discuss the exam and develop an effective study plan.

Students have one (1) week after the exam/quiz is available to review the exam with the course professor. Students have one (1) week after the exam/quiz is available for review to contest any of the questions or answers on the exam. Students need to provide in writing, to the instructor, a rationale and reference in course textbooks, for their request to have the question(s) reviewed by the course instructor.

4. Disability Support Services

Disability Support Services (DSS) at Shepherd University facilitates equitable access for every student who self-identifies as having one or more disabilities. Students requesting any disability related accommodation should contact the Director of Disability Support Services in Gardiner room 24, or by calling 304-876-5689. This includes students with disabilities who require academic accommodations, students requesting specific housing accommodations for health-related reasons, and all other disability accommodations. Accommodation letters from the DSS office must be provided to instructors in order to receive accommodations. Accommodations are **not retroactive**; however, students decide which classes they will use their approve

accommodations. For further information please

see: <http://www.shepherd.edu/mcssweb/dss/default.html>

5. Academic Integrity

Each student in this course is expected to abide by the Shepherd University Academic Integrity Procedures found in the Shepherd University Student Handbook (<http://www.shepherd.edu/students/studenthandbook.pdf>).

6. Academic Dishonesty

Cheating in all its forms, including plagiarism and cheating on visual work, is considered an academic matter to be controlled and acted upon by the individual faculty member. Students guilty of academic dishonesty on examinations in any course shall receive, as a minimum penalty, a grade of F in that course. Such action shall be taken by the instructor, with written notification to the appropriate University administrators. Repeated offenses shall subject the student to suspension or dismissal from the University. Students involved in facilitating academic dishonesty among others, such as by the unauthorized dissemination of examination materials, will be subject to disciplinary action beyond that called for by their own cheating in a course.

Cheating includes, but is not limited to the following actions:

During Exams:

1. Copying answers from another student
2. Providing answer to another student
3. Memorizing exam questions for later recall
4. Distributing test questions to students in other classes
5. Producing, concealing, sharing or using; notes, signals, "crib sheets", or other materials, whether paper, visual, digital or electronic in nature to remind the student or others of test material or answers
6. Taking photos of tests or answer sheets whether or not the intent is to distribute these materials
7. Communicating test content to students who have not yet taken the exam.

For other assignments:

1. Collaborating on assignments unless specifically informed by the instructor that the assignment is a group assignment
2. Misrepresenting the contribution of students on a group assignment

Plagiarism is "the act of stealing and using, as one's own, the ideas, or the expression of the ideas of another." Whether that other is another student or a published author, plagiarism is cheating. Plagiarism also includes "self-plagiarism" which is the act of copying one's own work from one assignment to another without proper citation of the work or instructor knowledge and consent (for unpublished works).

Detailed instructions on avoiding plagiarism will be provided in required English courses, and comments also may be made by instructors in other courses for which papers are written. Guidelines and policies affecting dishonesty and most other aspects of student life may be found in the Shepherd University Student Handbook.

My expectation is that by submitting any product to me, whether it is to be graded or not, each student

acknowledges that it represents his or her individual work, unless given permission to work collaboratively with other students. Academic dishonesty (e.g., plagiarism, cheating, falsifying records, etc.) will result in academic action as outlined in the Shepherd University Student Handbook.

7. Progression

A letter grade of “C” in this course is the lowest passing grade, and is required to progress in the DNP program. While the student may receive a grade of “C” for courses in the DNP program, a cumulative GPA of 3.0 (4.0 scale) must be obtained within the first 9 credits of the program and maintained until graduation.

8. Cancellation of Class

In the event of weather emergency or other disaster, please check the Shepherd University web site to determine if the University is open or if classes have been cancelled. In case the professor needs to cancel class, students will be notified by Sakai or e-mail.

If you live at a great distance from the campus and the weather conditions are unfavorable in your area, please make your own decision whether it is safe to travel to campus. If you decide not to attend class because of weather conditions, please notify me by e-mail.

9. Student Handbook

Refer to the Shepherd University Department of Nursing Education Student Handbook for additional related policies and procedures.

Evaluation by Student:

Evaluation of student is important to success of future classes. Please complete the required forms and submit to instructor the final day of the course. In addition, an open door policy will be available to all course participants.

Required Textbook(s) and Supplies:

All books and supplies listed as required should be purchased by the student. **The student is responsible for completing the required reading prior to the scheduled lecture or clinical experiences. All required readings will be included in scheduled quizzes/exams.**

1. Required Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. ISBN-13: 978-1433805615

Bazeley, P. & Jackson, K. (2014). *Qualitative data analysis with NVIVO*. (2nd ed). Los Angeles: SAGE. ISBN 978-1-4462-5656-5

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. (3rd ed.). Los Angeles: Sage. ISBN 978-1-4129-9530

Terry, A. (2015). *Clinical research for the Doctor of Nursing Practice*. (2nd ed.). Burlington, MA: Jones

& Bartlett Learning. ISBN 978-1-284-04593-2

Recommended Textbooks

Streubert, H. J. & Carpenter, D. R. (2011). *Qualitative research in nursing: Advancing the humanistic imperative*. (5th ed.). Philadelphia: Wolters Kluwer/Lippincott Williams and Wilkins. ISBN 978-0-7817-9600-2.

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation*. (4th ed.). San Francisco: Jossey Bass. ISBN: 978-1-119-00361-8

2. Additional research articles, internet sites, and reading assignments will be assigned throughout the class.

Sakai Learning Management System: (URL: shepherd.courses.edu)

Please refer to the course resources and syllabus located on Sakai website. Course Power Point slides; class handouts, assignments, homework activities, etc. are posted for each unit. Please print out the information and bring it to each class. Information posted on Sakai will be included on quizzes throughout the course. Tutorials and other helpful information may be found at: http://www.shepherd.edu/ctl/instructional_tech/sakai.html.

Academic Support Center:

“Martinsburg Center students at the undergraduate and graduate levels have access to online writing tutor services through <http://main.shepherd.wv.brainfuse.com>. Students should please contact their academic advisor or Martinsburg Center staff for assistance in working with BrainFuse” (<http://www.shepherd.edu/martinsburg-center/asc-martinsburg>).

RAVE alerts:

Students are encouraged to sign up for “RAVE alerts” (<http://www.shepherd.edu/university/rave/>) in order to be informed of campus closures. Also, students are encouraged to check the Shepherd website for additional information (<http://www.shepherd.edu/>).

Assessment of Student Learning:

The Department of Nursing Education participates in the Shepherd University Program of Assessment of Student Learning in order to monitor how students are meeting educational goals in the interest of promoting an atmosphere of learning and ongoing enhancement of academic programs. Shepherd University requires student participation in assessment tests and surveys, both departmentally and when selected to participate in campus-wide assessment. Failure to participate can result in administrative action including withholding of grades and/or restriction from registration until the requirements are met.

Topical Outline:

- Philosophical and Theoretical Foundations of Qualitative Research
- Common Elements of Qualitative Research

- Data Collection, Management and Analysis for Qualitative Research
- Ethical Considerations for Qualitative Research
- Qualitative Research Methods – Arts-based, Phenomenology, Ethnography, Grounded Theory, Historical, Action Research (Outcomes) and Mixed Methods/Triangulation, Narrative Analysis and Case Study
- Writing Research Proposals

Draft Interview Script Grading Rubric

Learning Objective:

1. Provide the student an opportunity to develop skills in developing an interview guide and implementing its use.

Directions:

1. Develop an interview guide relevant to your DNP project, if possible, using the following grading rubric.
2. Following approval of the interview guide the student will use the guide to conduct interviews of two (2) individuals or a focus group (includes four individuals at minimum). The student may not utilize their interview guide until it is approved.
3. The assignment will be submitted under the Draft Interview Script Assignment on Sakai.
4. The current edition of the APA Manual should be used for this assignment.
5. The student may not use the interview guide to collect data until it has been approved by course faculty.

Grading Rubric:

Grading Criteria	Potential Points	Points Awarded
Description of: <ul style="list-style-type: none"> • Methodology used for data collection • Type of data to be collected (who will you observe, what type of interactions you will focus on). • How data will be collected (when and where) • The role of the researcher • How data will be collected • Rationale for all of your decisions 	2	
Interview Questions: <ul style="list-style-type: none"> • Write 1-2 background questions • Develop 6-8 interview questions using the guidelines provided in class relevant to your phenomena of interest and type of qualitative research being conducted 	3	
TOTAL POINTS	5	

Comments:

Interview Assignment Grading Rubric

Learning Objectives:

1. Provide the student an opportunity to develop skills in developing an interview guide and implementing its use.
2. Allow student to develop basic qualitative interviewing skills.
3. Allow students to apply principles of data coding, both hand coding and use of NVIVO.

Directions:

1. Conduct audio-taped interviews (at least 2 individuals) or focus group (minimum four individuals) using your interview script regarding your topic of interest.
2. Listen to the interview/focus group recording and transcribe verbatim what is said.
3. Hand code data and identify themes supported with participant statements.
4. Code data using NVIVO. You can download a free trial 14-day version for use (<http://www.qsrinternational.com/what-is-nvivo>) or use the version available at Shepherd University. Technical support is available from NVIVO.
5. Conduct a reflection on the assignment – (a) Reflect on your interviewing skills – both good and bad. (b) Identify what changes you would make in the interview questions or environment and (c) Provide insight into your coding experience – what was it like, what were the challenges you faced, what are some advantages and disadvantages of using software to code data?
6. The assignment will be submitted under the Interview Assignment on Sakai. The current edition of the APA Manual should be used for this assignment. The assignment may not be completed until the interview questions have been approved by faculty. Submit your coding structure and sample documentation (screen shots) showing supporting codes in addition to narrative.

	Expert	Proficient	Apprentice	Novice
Grading Criteria	Comprehensively address all elements of this criterion.	Adequately addresses all elements of this criterion; however one element is not fully developed.	All elements of the criterion are addressed; however two elements are not fully developed.	Did not address one or more the elements, elements poorly developed or information presented is not relevant.
Possible Points	4-5 Points	3 Points	2 Points	1 Point
Data Collection <ul style="list-style-type: none"> • Briefly describe who was interviewed, where the interview occurred, and how you maintained subject confidentiality. 				
Data Analysis <ul style="list-style-type: none"> • Describe your data analysis method and results (without using NVIVO). • Describe results of your data analysis using NVIVO. • Include copy of data analysis and reflection notes. 				
Quality and Validity <ul style="list-style-type: none"> • Identify techniques the researcher used to enhance data quality • Discusses validity of data – credibility, authenticity, criticality and integrity. 				
Self-Reflection <ul style="list-style-type: none"> • Describe how you would revise your interview script for use in the future. 				

<ul style="list-style-type: none"> • Describe what insights you gained from this activity and how it will assist you in developing and implementing your DNP project. • Conduct a self-reflection on your interviewing skills and identify how you would work to improve as needed. • Identify challenges faced. • Describe advantages and disadvantages to using software to analyze data. 				
<p>Scholarly Writing</p> <ul style="list-style-type: none"> • The presentation and style of the paper is consistent with scholarly work and reflects use of APA format. • Maximum 5 pages plus data analysis and reflection notes. 				

Comments:

Draft Observation Guide Grading Rubric

Learning Objective:

1. Provide the student an opportunity to develop skills in developing an observation guide for use in qualitative research and implementing its use.

Directions:

1. Develop an observation guide relevant to your DNP project, if applicable, or another topic.
2. Following approval of the observation guide the student will use the guide to conduct an observation experience.
3. The assignment will be submitted under the Draft Observation Guide Assignment on Sakai.
4. The observation guide may not be used until it is approved by faculty.

Grading Criteria	Potential Points	Points Awarded
Description of: <ul style="list-style-type: none"> • Type of data to be collected • Description of how data will be collected (place) and time • Provide a rationale for your decisions. (no more than one paragraph) • Describe the role of the researcher 	5	
TOTAL POINTS	5	

Comments:

Field Observation Grading Rubric

Learning Objective:

1. Provide the student an opportunity to develop skills in developing an observation guide for use in qualitative research and implementing its use.

Directions:

1. Conduct a field observation in a public venue and submit typed field notes with reflections. The field observation should take place on at least two occasions with each episode lasting a minimum of 1 hour.
2. Type field notes using 2 column format described in class and analyze findings.
3. Use the grading rubric to assist in you in completing this assignment.
4. The assignment will be submitted under the Field Observation Assignment on Sakai.
5. The current edition of the APA Manual should be used for this assignment.

6. The assignment may not be completed until the field observation draft has been approved by faculty.

	Expert	Proficient	Apprentice	Novice
Grading Criteria	Comprehensively address all elements of this criterion.	Adequately addresses all elements of this criterion; however one element is not fully developed.	All elements of the criterion are addressed; however two elements are not fully developed.	Did not address one or more the elements, elements poorly developed or information presented is not relevant.
Possible Points	4-5 points	3 points	2 points	1 point
Introduction				
<ul style="list-style-type: none"> Includes date, time, and place of observation(s) List number of participants observed 				
Diagram of Setting				
<ul style="list-style-type: none"> Provided a diagram of setting and movements through it. 				
Field Notes				
<ul style="list-style-type: none"> Descriptive Provides an overview of what occurred Contains quotes Contains reflective notes, comments/insights 				
Data Analysis				
<ul style="list-style-type: none"> Logical and audit trail easy to follow Provides summary of results 				
Self-Reflection				
<ul style="list-style-type: none"> Describe how you would revise your interview script for use in the future. Describe what insights you gained from this activity and how it will assist you in developing and implementing your DNP project. Conduct a self-reflection on your interviewing skills and identify how you would work to improve as needed. 				
TOTAL POINTS				

Comments:

Article Critique Assignment

Learning Objective:

1. Provides the student the opportunity to learn to critically appraise a qualitative research study.

Directions:

1. Perform a critical appraisal of a qualitative research student related to your phenomena of interest published in a peer-reviewed journal.
2. Articles selected require faculty approval and must be submitted with the article critique.
3. The grading rubric should be used for the article critique.
4. The critique is a maximum of 5 narrative pages, plus cover page and reference page.
5. Use the current edition of the APA Manual when writing your critique.
6. Submit the article critique under Article Critique Assignment in Sakai.

Grading Rubric

	Expert	Proficient	Apprentice	Novice	Possible Points
Focus/Topic <ul style="list-style-type: none"> Identifies the topic of the study. Identifies the qualitative research design and its appropriateness. 	Comprehensively address all elements of this criterion.	Adequately addresses all elements of this criterion; however one element is not fully developed.	All elements of the criterion are addressed; however two elements are not fully developed.	Did not address one or more the elements, elements poorly developed or information presented is not relevant.	2
Purpose <ul style="list-style-type: none"> Identifies the purpose of the study. Is the purpose clearly presented? 	Comprehensively address all elements of this criterion.	Adequately addresses all elements of this criterion; however one element is not fully developed.	All elements of the criterion are addressed; however two elements are not fully developed.	Did not address one or more the elements, elements poorly developed or information presented is not relevant.	2
Significance <ul style="list-style-type: none"> What is the relevance of the study? How will the results be used in nursing/healthcare? 	Comprehensively address all elements of this criterion.	Adequately addresses all elements of this criterion; however one element is not fully developed.	All elements of the criterion are addressed; however two elements are not fully developed.	Did not address one or more the elements, elements poorly developed or information presented is not relevant.	2
Method <ul style="list-style-type: none"> Given the topic of the study and research purpose how does the selected method help to achieve the study purpose? 	Comprehensively address all elements of this criterion.	Adequately addresses all elements of this criterion; however one element is not fully developed.	All elements of the criterion are addressed; however two elements are not fully developed.	Did not address one or more the elements, elements poorly developed or information presented is not relevant.	2
Sampling <ul style="list-style-type: none"> How were participant selected? How does the selection process support the qualitative method used? Are the participant and number of participant appropriate for study methodology? 	Comprehensively address all elements of this criterion.	Adequately addresses all elements of this criterion; however one element is not fully developed.	All elements of the criterion are addressed; however two elements are not fully developed.	Did not address one or more the elements, elements poorly developed or information presented is not relevant.	3
Data Collection <ul style="list-style-type: none"> What data collection strategies were used 	Comprehensively address all elements of	Adequately addresses all elements of this	All elements of the criterion are addressed;	Did not address one or more the elements,	3

<ul style="list-style-type: none"> in the study and are the appropriate? How are human subjects protected? How was data saturation achieved? 	this criterion.	criterion; however one element is not fully developed.	however two elements are not fully developed.	elements poorly developed or information presented is not relevant.	
Data Analysis <ul style="list-style-type: none"> How was data analyzed? Can the reader follow the researchers stated process? 	Comprehensively address all elements of this criterion.	Adequately addresses all elements of this criterion; however one element is not fully developed.	All elements of the criterion are addressed; however two elements are not fully developed.	Did not address one or more the elements, elements poorly developed or information presented is not relevant.	3
Findings/Trustworthiness <ul style="list-style-type: none"> What major themes were found? How does the researcher relate study findings to what is already known? How does the researcher address the trustworthiness and rigor of the data 	Comprehensively address all elements of this criterion.	Adequately addresses all elements of this criterion; however one element is not fully developed.	All elements of the criterion are addressed; however two elements are not fully developed.	Did not address one or more the elements, elements poorly developed or information presented is not relevant.	3
Conclusions/Implications <ul style="list-style-type: none"> Are the conclusions drawn from the study appropriate? Are the recommendations, conclusions and implications easily stated? 	Comprehensively address all elements of this criterion.	Adequately addresses all elements of this criterion; however one element is not fully developed.	All elements of the criterion are addressed; however two elements are not fully developed.	Did not address one or more the elements, elements poorly developed or information presented is not relevant.	2
Scholarly Writing <ul style="list-style-type: none"> The presentation and style of the paper is consistent with scholarly work and reflects use of APA format Page limit according to directions. 	Conforms to APA format throughout. Includes introduction and conclusion. Paper is well written and organized. Grammar and punctuation, page limitation, and spelling are correct.	Contains two or less APA format issues. Includes introduction and conclusion. Paper is well written and organized. Grammar and punctuation, page limitation, and spelling contain 2 or less errors.	Contains two to four APA format issues. Paper is superficial. Three or more grammar, punctuation, page limitation or spelling errors are noted.	Contains numerous errors in APA format, spelling errors or punctuation. Paper is difficult to read and superficial.	3
TOTAL POINTS					25

Comments:

Qualitative Research Proposal Assignment

Purpose: To provide the student an opportunity to develop a qualitative research proposal on a phenomena of interest.

Directions:

1. Utilize the grading rubric and textbook to assist in developing a qualitative research proposal on your phenomena of interest.
2. The final proposal should be a maximum of 12 pages (excluding title page, references and appendices). The Introduction and Literature Review sections should account for 3-5 pages of the narrative. The remaining pages should focus on the research design and methodology.
3. Use the current edition of the APA Manual for the assignment.
4. Submit the assignment under Qualitative Research Proposal Assignment on Sakai.

Grading Rubric

	Expert	Proficient	Apprentice	Novice	Possible Points
Introduction <ul style="list-style-type: none"> • Identification of the phenomena of interest. • Statement of purpose and research question. • Rationale for research approach. • Significance of the phenomena of interest to nursing. • Identifies framework/theoretical perspectives and relates it to study. 	Comprehensively address all elements of this criterion.	Adequately addresses all elements of this criterion; however one element is not fully developed.	All elements of the criterion are addressed; however two elements are not fully developed.	Did not address one or more the elements, elements poorly developed or information presented is not relevant.	
Literature Review <ul style="list-style-type: none"> • Discussion of literature review and how it will be used in the study. 	Comprehensively address all elements of this criterion.	Adequately addresses all elements of this criterion; however one element is not fully developed.	All elements of the criterion are addressed; however two elements are not fully developed.	Did not address one or more the elements, elements poorly developed or information presented is not relevant.	
Research Design <ul style="list-style-type: none"> • Identify the research design and provide rationale for choice. • Describe data collection procedures/steps. • Describe strengths and potential limitations of the design. 	Comprehensively address all elements of this criterion.	Adequately addresses all elements of this criterion; however one element is not fully developed.	All elements of the criterion are addressed; however two elements are not fully developed.	Did not address one or more the elements, elements poorly developed or information presented is not relevant.	
Methodology <ul style="list-style-type: none"> • Describe site. • Describe population selection and sampling strategy. • Describe access, role, reciprocity. 	Comprehensively address all elements of this criterion.	Adequately addresses all elements of this criterion; however one element is not fully developed.	All elements of the criterion are addressed; however two elements are not fully developed.	Did not address one or more the elements, elements poorly developed or information presented is not relevant.	

<ul style="list-style-type: none"> trust and rapport. Describe protection of participants. Describe ethical considerations relevant to qualitative inquiry. Describe data collector's training. Describe data collection process, data management, and data analysis process. Describe data storage. Describe procedures to address data rigor, trustworthiness and credibility of data. 					
References	Comprehensively address all elements of this criterion.	Adequately addresses all elements of this criterion; however one element is not fully developed.	All elements of the criterion are addressed; however two elements are not fully developed.	Did not address one or more the elements, elements poorly developed or information presented is not relevant.	
Appendices <ul style="list-style-type: none"> Consent form Demographic form Interview script or other supporting documents Budget Timelines 	Comprehensively address all elements of this criterion.	Adequately addresses all elements of this criterion; however one element is not fully developed.	All elements of the criterion are addressed; however two elements are not fully developed.	Did not address one or more the elements, elements poorly developed or information presented is not relevant.	
Scholarly Writing <ul style="list-style-type: none"> The presentation and style of the paper is consistent with scholarly work and reflects use of APA format. Page limit according to directions. Introduction and conclusion are present. 	Conforms to APA format throughout. Includes introduction and conclusion. Paper is well written and organized. Grammar and punctuation, page limitation, and spelling are correct.	Contains two or less APA format issues. Includes introduction and conclusion. Paper is well written and organized. Grammar and punctuation, page limitation, and spelling contain 2 or less errors.	Contains two to four APA format issues. Paper is superficial. Three or more grammar, punctuation, page limitation or spelling errors are noted.	Contains numerous errors in APA format, spelling errors or punctuation. Paper is difficult to read and superficial.	

Comments:

**Appendix ~~D~~: Sample Syllabi with Federal
Compliance Checklist ~~Graduate Faculty~~
Qualifications**