ACCELERATED MASTER'S DEGREE (AMD)
Program Proposal

Chair: Tracy Christofero | GC#10: AMD

Prepare **one** paper copy with all signatures and forward to the Graduate Council Chair. Additionally, send **one** identical ELECTRONIC COPY with all supporting documentation as an e-mail attachment by to the Graduate Council Chair for electronic distribution to the Graduate Council Curriculum Committee.

Guidelines for an AMD Proposal

Accelerated Master's Degree Programs may be developed between an undergraduate and graduate program in a single department, between two programs in a single school/college or between programs in two different schools/colleges. AMD programs enrich the opportunities of the best undergraduates at Marshall University, enabling them to earn a Bachelor's and Master's degree in much less time than it would take following the traditional path. AMD students do not double count credits. They can take up to 12 graduate credits to be applied to the master's degree in place of 12 undergraduate elective credits. They will earn the undergraduate degree with up to 12 fewer credit hours, depending on how many graduate hours they take.

Rationale: The proposal should identify the rationale or need for an AMD, and, if the undergraduate and graduate programs are in different departments, clarify how they are appropriate for the AMD.

Rationale:

WV lags behind the country average in number of STEM majors and this program will provide a unique opportunity for advanced students in the region (and beyond) to combine a liberal arts education with graduate research experience in a biological subfield of their choice. Since students will begin the M.S. before completing their undergraduate studies, Marshall University will retain local students for graduate study.

An AMD in Biological Sciences provides an opportunity for Marshall University students to earn a graduate degree (M.S.) in Biology at a reduced cost. Furthermore, by lowering the number of undergraduate credits required for the undergraduate degree, students may earn the M.S. more quickly than if they waited to complete the B.S. before beginning the Master's

Admission Requirements: The proposal should state whether admission requirements for the AMD differ from regular admission requirements (e.g. waive test scores).

Admission Requirements:

GPA requirements are more stringent for the BSC AMD program; otherwise, the admission requirements remain the same.

An overall undergraduate minimum GPA of 3.3
A biology major minimum GPA of 3.3

AMD Credits: The proposal may allow an undergraduate student to earn a maximum of 12 credits in approved graduate courses to be applied to the master's degree. These 12 credits take the place of 12 undergraduate electives. Please note the maximum allowed credits.

AMD Credits: 12

Curriculum: The proposal should show how a student can complete the Bachelor's degree by lowering the number of undergraduate credits (up to 12) with up to 12 graduate credits that will apply to the master's degree.

Curriculum:

In addition to fulfillment of College requirements, an undergraduate degree in Biological Sciences requires a minimum of 40 hours of coursework in the Department of Biological Sciences. Beyond the required 100-level and 300-level courses and 400-level capstone, a student must take a minimum of 19 credit hours in elective BSC coursework. Students may elect to purse an area of emphasis, but they are not required to do so.

A student can complete the Bachelor's degree in Biological Sciences by substituting twelve 500- and 600-level graduate credits (that will apply towards the M.S. degree) for 12 hours of 400-level credits that were required at the undergraduate level. All BSC 400-level courses are co-listed as 500-level courses. In each area of emphasis, students may select 500-level electives (to satisfy the listed 400-level options) to satisfy the M.S. degree. Alternately, a student who chooses not to pursue an area of emphasis may chose 500- or 600-level courses to satisfy the graduate credits that will apply to the M.S. degree

Student Eligibility: AMD applicants must have a minimum over-all grade point average of 3.30 and 3.30 in the major. Programs may require a higher GPA. Please note your required GPA.

Student Eligibility: A minimum over-all grade point average of 3.30 and 3.30 in the major.

Accelerated Master's Degree Proposal-Page 2

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

AMD Proposal

Department:
Allowable credits:
Student eligibility requirements:

AMD Proposal

WV lags behind the country average in number of STEM majors and this program will provide a unique opportunity for advanced students in the region (and beyond) to combine a liberal arts education with graduate research experience in a biological subfield of their choice. Since students will begin the M.S. before completing their undergraduate studies, Marshall University will retain local students for graduate study.

An AMD in Biological Sciences provides an opportunity for Marshall University students to earn a graduate degree (M.S.) in Biology at a reduced cost. Furthermore, by lowering the number of undergraduate credits required for the undergraduate degree, students may earn the M.S. more quickly than if they waited to complete the B.S. before beginning the Master's.

Graduates of this program will be prepared for direct entry into the job market or continuation of graduate study towards an M.D. or Ph.D.

Department: Biological Sciences, M.S. degree

Allowable credits: 12 credits

Student eligibility requirements:
An overall undergraduate minimum GPA of 3.3
A minimum GPA of 3.3 in the Biology major
Composite verbal and quantitative GRE test scores (the biology test is not necessary):
Combined score of 1100 if the test was taken before 8/1/2011 OR Combined score of 302 if the test was taken after 8/1/2011
Three strong letters of recommendation.
Written statement of educational and professional goals (250-500 words).

Approvals

Signatures

Sara E Simpson — 2/7/2020
Undergraduate Advisor — Date

[signature] — 2/7/2020
Graduate Studies Director — Date

Evelyn Pugsley-Cody for Dean Somerville — 3/6/2020
Dean, Undergraduate College — Date

[signature] — 3/30/2020
Graduate Council Chair — Date

MARSHALL UNIVERSITY
www.marshall.edu

College of Science
Curriculum Committee

March 1, 2020

Graduate Council
Curriculum Committee
Marshall University
Huntington, WV

Dear Sir or Madam,

The College of Science Curriculum Committee (CoSCC) has reviewed and approved the School of Biological & Environmental Sciences proposal of their request to offer an accelerated master's degree (BS/MS) program in Biology. Although to my knowledge there is a not an official requirement/mechanism for the college curriculum committee to review and approve such a proposal, the Department of Biology was diligent in eliciting & receiving the committee's feedback before submitting to the graduate council. The committee was unanimously supportive of such a program addition, and feels that it will be a valuable cost-effective addition and offering to interested students at Marshall University.

Respectfully submitted,

Joshua L. Brunty

College of Science Curriculum Committee Chair
Associate Professor
Department of Forensic Sciences
College of Science
josh.brunty@marshall.edu

Chair: Tracy Christofero | **GC#6: Course Addition**

Request for Graduate Course Addition

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

College: Medicine | Dept/Division: Biomedical Sciences | Alpha Designator/Number: BMS 605 | (•) Graded ( ) CR/NC

Contact Person: Todd L. Green, Ph.D. | Phone: 696-3531

NEW COURSE DATA:

New Course Title: Microbiology and Pharmacology for the Medical Sciences

Alpha Designator/Number: BMS 605

Title Abbreviation: MICRO PHARM MED SCIENCES

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)

This is an integrated introduction to human disease and treatment based on core concepts in microbiology, immunology, and pharmacology, preparing students for detailed studies in subsequent courses.

Co-requisite(s): None | First Term to be Offered: Fall 2020

Prerequisite(s): None | Credit Hours: 2

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

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

Dept. Chair/Division Head	Date 02/26/2020
Registrar 2G9999	Date 2-27-2020
College Curriculum Chair	Date 3/27/20
Graduate Council Chair	Date 3/30/2020

Request for Graduate Course Addition - Page 2

College: Medicine | Department/Division: Biomedical Sciences | Alpha Designator/Number: BMS 605

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

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

James Allman
Donald Primerano
Gary Rankin
Travis Salisbury
Nalini Santanam
Monica Valentovic

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

See course syllabus (attached).

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

See course syllabus (attached).

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

See course syllabus (attached).

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

Lecture

Request for Graduate Course Addition - Page 4

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

Three multiple-choice exams

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

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

See syllabus (attached).

Request for Graduate Course Addition - Page 5

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

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

Department: Biomedical Sciences
Course Number and Title: BMS 605, Microbiology and Pharmacology for the Medical Sciences
Catalog Description: This is an integrated introduction to human disease and treatment based on core concepts in microbiology, immunology, and pharmacology, preparing students for detailed studies in subsequent courses.
Prerequisites: None
First Term Offered: Fall 2020
Credit Hours: 2

Microbiology and Pharmacology for the Medical Sciences
BMS 605
Fall 2019

COURSE POLICY

Course Director:

Todd L. Green, Ph.D.
Office: MEB 151
Phone: 696-3531
E-mail: green@marshall.edu

Faculty	Office	Phone	E-mail
James Allman, PharmD		429-6755 X3400	James.AllmanII@va.gov
Daniel Brazeau, Ph.D.	BSC 334J	696-8704	brazeaud@marshall.edu
Richard Egleton, Ph.D.	BSC 301C.	696-3523	egleton@marshall.edu
Terry Fenger, Ph.D.	Forensic Sci.	691-8960	fenger@marshall.edu
Mary Beth Hogan, M.D.	MUMC 3590	691-6419	hoganma@marshall.edu
Donald Primerano, Ph.D.	BSC 336F	696-7338	primeran@marshall.edu
Gary Rankin, Ph.D.	BSC 435F	696-7319	rankin@marshall.edu
Travis Salisbury, Ph.D.	BSC 336J.	696-7314	salisburyt@marshall.edu
Nalini Santanam, Ph.D.	BSC 435S	696-7321	santanam@marshall.edu
Darshana Shah, Ph.D.	MUMC 3417	691-8639	shah@marshall.edu
Meagan Shepherd, M.D.	MUMC 3592	691-1382	watts50@marshall.edu
Monica Valentovic, Ph.D.	BSC 435G	696-7332	valentov@marshall.edu
John Yannelli, Ph.D.			yannelli@live.marshall.edu; yann1@email.uky.edu

There are no set office hours, so faculty should be contacted to arrange a time to meet.
When contacting a professor by e-mail, please address her/him by Dr. and include your name. It may take up to 72 hours for a reply, depending on when the e-mail was sent.

Robbie Ashworth, the medical school learning specialist, can be contacted at ashwort7@marshall.edu.

Required Textbooks

Medical Microbiology, 8th edition, by Murray, Rosenthal and Pfaller (2016)

The Immune System, 4th edition, Peter Parham (Garland Science)

Goodman & Gilman's The Pharmacologic Basis of Therapeutics, 13th edition by Bruton, Hilal-Dandan and Knollman (2017) ISBN-10: 1259584739 & ISBN-13: 978-1259584732

Recommended Textbooks

Brooks, G.F., J.S. Butel, L.N. Ornston, Jawetz, Melnick and Adelberg's Medical Microbiology, 23rd ed. Appleton and Lange 2004.

Engleberg, NC, DiRita, V, and Dermody TS. Schaechter's Mechanisms of Microbial Disease 4th ed. Lippincott Williams and Wilkins 2007.

Gilligan P.H., M.L. Smiley and D.S. Shapiro. Cases in Medical Microbiology and Infectious Disease, 2nd ed. 1997.

Goering RV et al. Mims' Medical Microbiology 4th ed. Mosby Elsevier 2008.

Hawley, L.B. High Yield Microbiology and Infectious Disease. Lippincott Williams and Wilkins.

Koneman, EK, Allen SD, Janda WM and Winn WC. Color Atlas and Textbook of Diagnostic Microbiology, 5th ed., 1997 Lippincott.

Murray, PR, Rosenthal KS and Pfaller MA. 2005. Medical Microbiology, 5th ed., Mosby.

Ryan, KJ and Ray CG. Sherris Medical Microbiology, 5th ed., 2010, McGraw-Hill.

Slonczewski, J.L. and Foster, J.W. Microbiology: An Evolving Science. Norton 2009.

Toy, EC., DeBord, C, Wanger, A., Castro, G., Kettering, JD. Case Files: Microbiology. Lange 2005.

Volk, et al. Essentials of Medical Microbiology, 5th ed., Lippincott-Raven 1996.

Review Books

Diallo, AO and Chandrasekhara, V. Microbiology Recall. Lippincott Williams and Wilkins, 2005.

Harvey RA, Champe, PC, and Fisher, BD. Lippincott Williams and Wilkins Illustrated Reviews of Microbiology. 2nd edition 2007.

Lippincott Williams and Wilkins: Microbiology and Immunology Review Series (Gridbook), 4th edition.

Levinson, Warren. Review of Medical Microbiology and Immunology. 11th ed. Lange. 2010

Levinson & Jawetz. Medical Microbiology & Immunology. 7th ed., 2002. McGraw Hill.

Murray and Rosenthal. Review of Medical Microbiology. Elsevier Mosby 2005.

Rosenthal and Tan. Rapid Review Microbiology and Immunology. Mosby 2007.

Sears BW, Spear L, and Saenz, R. Hardcore Microbiology and Immunology. 2007.

Classes

BMS 605 is a 2-credit hour course. Classes will be held from 10:00 - 10:50 AM on Tuesdays and Thursdays in Room 102 at the Biotechnology Science Center (BSC). While not required, attendance at all classes is strongly recommended. There is a possibility that there will be changes in the course schedule. You will be notified in advance if any changes occur.

Grading and Assessments

Grades will be assigned based on the assessments given in the form of three regular exams, quizzes, and homework assignments. Three questions will be generated from each hour of lecture.

Examinations

Three examinations will be given in this course, each during regularly scheduled class time. Only under **truly exceptional circumstances** will a student be permitted to take an examination at a time other than during the scheduled examination period. Exceptional circumstances include: death or serious illness in the immediate family, childbirth, illness requiring hospitalization and illness serious enough to warrant a written dispensation from a physician. Minor illnesses are **NOT** exceptional circumstances. A written doctor's excuse stating the nature of the illness will be required. If arrangements have not been made beforehand, the student **MUST** contact the course director within 24 hours after the scheduled exam period to discuss rescheduling the exam.

The format of each exam will be in multiple-choice format.

The block exams are based on 3 points/question. The point totals for each exam are as follows.

Exam 1	8 lecture hours	24 questions	72 points
Exam 2	8 lecture hours	24 questions	72 points
Exam 3	9 lecture hours	27 questions	81 points
	25 lecture hours	**75 questions**	**225 points**

Quizzes

There will be weekly quizzes on MU Online consisting of 2 multiple-choice questions on each lecture. Each question is worth 1 point for a total of **50 points.**

Homework

There will be three homework assignments throughout the course for a total of **60 points**.

Grades

Student performance is based on the scores achieved on the three exams, the quizzes, and the homework. There is no cumulative final.

Grades are calculated on a straight percentage scale, based on a total of **335 points (exams = 225 points + quizzes = 50 points + homework = 60 points)**. Final letter grades will be assigned as follows. Grades will be posted on MU Online as soon as reasonably possible after each exam.

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

Class Policies

By enrolling in this course, you agree to abide by the University policies listed below. Please read the full text of each policy by going to http://www.marshall.edu/academic-affairs and clicking on "Marshall University Policies".

Academic Dishonesty

Academic dishonesty will not be tolerated. Policy AA-12 defines academic dishonesty and describes the sanctions associated with it.

Inclement Weather

Policy GA-9 describes the policy on weather-related and/or emergency closings and delays. As this is an afternoon class, we will not be affected by delays. To find out if the University is closed, please call Audix at 696-6245.

University Computing Services Acceptable Use Policy

MUBOG Policy IT-1 explains this policy (http://www.marshall.edu/president/board/policies.html).

Cell Phone Use

Cell phone use, including texting, will not be tolerated in the class, unless authorized by the instructor. If special circumstances exist such that a student needs to be in communication with family members or friends during a class, please inform the instructor before the class begins. Permission will be granted on a case-by-case basis and at the sole discretion of the instructor. If a student persists in using cell phones, including texting, after they have been asked to stop, the student will be removed from the class.

Course Objectives

Microbiology and Pharmacology for the Medical Sciences is an integrated introduction to human disease and treatment based on core concepts in microbiology, immunology, and pharmacology. The course will provide basic knowledge in these disciplines in preparation for detailed studies of each organ system in the subsequent Medical Sciences courses. The medical microbiology component will acquaint students with medically-relevant aspects of the field of microbiology, including microbial cell structure, growth, and chemo-therapeutic agents. The pharmacology component will address the basic principles of pharmacology, the appropriate use of antimicrobials, and drugs that regulate immune function. The immunology component will introduce the language and basic concepts of immunology emphasizing both the immune response in defense against microbial organisms in a normal individual and clinical immunology as it relates to aberrant immune responses.

Student Learning Outcomes	**How Outcome Will Be Practiced**	**How Outcome Will Be Assessed**
Know microbial cell structure, growth, and chemo-therapeutic agents.	In-class discussion, Online quizzes	Exam questions, Homework
Know the basic principles of pharmacology, the appropriate use of antimicrobials, and drugs that regulate immune function.	In-class discussion, Online quizzes	Exam questions, Homework
Know the language and basic concepts of immunology.	In-class discussion, Online quizzes	Exam questions, Homework

BMS 605 2020 LECTURE SCHEDULE
TR 10:00 – 10:50 AM

Week	Session	Instructor
1	Introduction to Immunology	Yannelli
	Immunology – Cells and Tissues	Yannelli
2	Tissues and Organs in the Immune System	Yannelli
	Introduction to Adaptive Immune Responses	Yannelli
3	Structure and Function of Antibodies	Yannelli
	MHC	Yannelli
4	Tolerance	Yannelli
	Autoimmunity	Hogan
5	**Exam 1**	
	Inflammation 1	Shah
6	Inflammation 2	Shah
	Inflammation 3	Shah
7	Introduction to Infectious Disease	Primerano
	Microbial Cell Structure	Primerano
8	Virus structure and classification	Fenger
	General Principles of Pharmacology 1	Rankin
9	General Principles of Pharmacology 2	Rankin
	Exam 2	
10	Pharmacokinetics	Valentovic
	Drugs and Receptors	Santanam
11	Pharmacogenetics	Brazeau
	Corticosteroids	Egleton
12	Immunopharmacology	Salisbury
	Immunizations and Vaccines	Shepherd
13	Aspirin and NSAIDs 1	Santanam
	Aspirin and NSAIDs 2	Santanam
14	General Principles of Anti-Infective Drugs	Allman
	Exam 3	

Chair: Tracy Christofero | **GC#6: Course Addition**

Request for Graduate Course Addition

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

College: Medicine | Dept/Division: Biomedical Sciences | Alpha Designator/Number: BMS 607 | (•) Graded ( ) CR/NC

Contact Person: Todd L. Green, Ph.D. | Phone: 696-3531

NEW COURSE DATA:

New Course Title: Hematology and Oncology

Alpha Designator/Number: B M S 6 0 7

Title Abbreviation: H E M A T O L O G Y & O N C O L O G Y

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)
This course will help students develop a foundational knowledge of the fundamental concepts of hematology, oncology and embryology so they can apply these concepts to body systems.

Co-requisite(s): None | First Term to be Offered: Fall 2020

Prerequisite(s): None | Credit Hours: 3

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

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

Dept. Chair/Division Head	Date 02/26/2020
Registrar 269999	Date 2-27-2020
College Curriculum Chair	Date 2/27/20
Graduate Council Chair	Date 3/30/2020

Request for Graduate Course Addition - Page 2

College: Medicine | Department/Division: Biomedical Sciences | Alpha Designator/Number: BMS 607

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

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

James Allman
Piyali Dasgupta
Beverly Delidow
Monica Valentovic
Hongwei Yu

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

See course syllabus (attached).

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

See course syllabus (attached).

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

See course syllabus (attached).

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

Lecture
Small groups

Request for Graduate Course Addition - Page 4

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

Three multiple-choice exams, team-based learning exercises, quizzes, homework

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

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

See syllabus (attached).

Request for Graduate Course Addition - Page 5

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

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

Department: Biomedical Sciences
Course Number and Title: BMS 607, Hematology and Oncology
Catalog Description: This course will help students develop a foundational knowledge of the fundamental concepts of hematology, oncology and embryology so they can apply these concepts to body systems.
Prerequisites: None
First Term Offered: Fall 2020
Credit Hours: 3

Hematology and Oncology
BMS 607
Fall 2020

COURSE POLICY

Course Director:

Todd L. Green, Ph.D.
Office: MEB 151
Phone: 696-3531
E-mail: green@marshall.edu

Instructor	Office/Dept.	Phone	e-mail
James Allman, PharmD	Pharmacy Service, VAMC	304-429-6755 ext 3400	James.AllmanII@va.gov
Jonathan Cuda, M.D.	CHH Pathology	304-526-2217	cuda2@marshall.edu
Piyali Dasgupta, Ph.D.	BBSC	304-696-3612	dasgupta@marshall.edu
Beverly Delidow, Ph.D.	BBSC	304-696-7266	delidow@marshall.edu
Thomas Dougherty, M.D.	SMMC Pathology	304-526-1074	Thomas.Dougherty@st-marys.org
Terry Fenger, Ph.D.	Forensic Science (ret.)	304-691-8960	fenger@marshall.edu
Peimei He, M.D.	Internal Medicine (ID)		hep@marshall.edu
Vincent Graffeo, M.D.	SMMC Pathology	304-526-1074	graffeo@marshall.edu
Doreen Griswold, M.D.	CHH Pathology	304-526-2217	griswold@marshall.edu
Jennifer Hawkins, D.O.	SMMC Pathology	304-526-1074	hawkinsj@marshall.edu
Darshana Shah, Ph.D.	Med Center Room 3417	304-691-8639	shah@marshall.edu
Vincent Sollars, Ph.D.	BBSC	304-696-7357	sollars@marshall.edu
Monica Valentovic, Ph.D.	BBSC 435G	304-696-7332	valentov@marshall.edu
Elaine Young, M.D.	Volunteer faculty		
Hongwei Yu, Ph.D.	BBSC 336S	304-696-7356	yuh@marshall.edu

There are no set office hours, so faculty should be contacted to arrange a time to meet. When contacting a professor by e-mail, please address her/him by Dr. and include your name. It may take up to 72 hours for a reply, depending on when the e-mail was sent.

Robbie Ashworth, the medical school learning specialist, can be contacted at ashwort7@marshall.edu.

Required Textbooks

Robbins & Cotran Pathologic Basis of Disease, 9th edition by Kumar, Abbas, Fausto and Aster (2015)

Medical Microbiology, 8th edition by Murray, Rosenthal and Pfaller (2016)

Recommended

Pharmacology:
Lippincott's Illustrated Reviews: Pharmacology, 7th edition, by Whalen (2018)
Microbiology:
Rapid Review Microbiology and Immunology, 3rd edition, by Rosenthal and Tan (2011)

Review of Medical Microbiology and Immunology 15th edition by Warren E. Levinson (2018)

Classes

BMS 601 is a 3-credit hour course. Classes will be held from 10:00 - 10:50 AM on Mondays, Wednesdays and Fridays in Room 101 at the Biotechnology Science Center (BSC). While not required, attendance at all classes is strongly recommended. There is a possibility that there will be changes in the course schedule. You will be notified in advance if any changes occur.

Assessment

Grades will be assigned based on the following assessments.

Summative Assessment	% of Final Grade	Estimated Points	Level*
Exam 1 (oncology)	Best exam 20% Other exams 15% **Total from exams 55%**	~75	3
Exam 2 (heme)		~75	
Exam 3 (derm, embryogenesis)		~75	
TBL – Cancer treatments	6%	15	2
Laboratory – Leukemia, lymphoma	6%	15	
TBL - Anemia	6%	15	
TBL - Transfusion medicine	6%	15	
TBL - Embryogenesis	6%	15	
Quizzes & in-class questions	10%	10	1
Homework	5%	5	

Course examinations will be given every two weeks of the course. All questions will be in a multiple-choice format with each question worth one point.

Non-exam assessment activities will occur throughout each week of the course.

*Assessments are categorized in three levels. Low-stakes assessments (Level 1) such as quizzes and in-class questions contribute the least to the final grade at 15%. The objectives of low-stakes assessments are to encourage students to keep up with the material and to provide frequent formative feedback. The Team-based Learning exercises (TBLs) each begin with a quiz which is taken individually and as a group. The results of the quizzes contribute 30% to the final grade and are considered intermediate-stakes assessments (Level 2). TBLs provide both formative and summative feedback. Course exams contribute 55% to the final grade. Because each question on the exams contributes more to the final grade than do questions from other sources, exams are considered high-stakes assessments (Level 3).

Examinations

Three examinations will be given in this course, each during regularly scheduled class time. Only under **truly exceptional circumstances** will a student be permitted to take an examination at a time other than during the scheduled examination period. Exceptional circumstances include: death or serious illness in the immediate family, childbirth, illness requiring hospitalization and illness serious enough to warrant a written dispensation from a physician. Minor illnesses are **NOT** exceptional circumstances. A written doctor's excuse stating the nature of the illness will be required. If arrangements have not been made beforehand, the student **MUST** contact the course director within 24 hours after the scheduled exam period to discuss rescheduling the exam.

Grades

Grades are calculated on a straight percentage scale. Final letter grades will be assigned as follows. Grades will be posted on MU Online as soon as reasonably possible after each exam.

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

Class Policies

By enrolling in this course, you agree to abide by the University policies listed below. Please read the full text of each policy by going to http://www.marshall.edu/academic-affairs and clicking on "Marshall University Policies".

Academic Dishonesty

Academic dishonesty will not be tolerated. Policy AA-12 defines academic dishonesty and describes the sanctions associated with it.

Inclement Weather

Policy GA-9 describes the policy on weather-related and/or emergency closings and delays. As this is an afternoon class, we will not be affected by delays. To find out if the University is closed, please call Audix at 696-6245.

University Computing Services Acceptable Use Policy

MUBOG Policy IT-1 explains this policy (http://www.marshall.edu/president/board/policies.html).

Cell Phone Use

Cell phone use, including texting, will not be tolerated in the class, unless authorized by the instructor. If special circumstances exist such that a student needs to be in communication with family members or friends during a class, please inform the instructor before the class begins. Permission will be granted on a case-by-case basis and at the sole discretion of the instructor. If a student persists in using cell phones, including texting, after they have been asked to stop, the student will be removed from the class.

Course Objectives

The Hematology and Oncology course will help students develop a foundational knowledge of the fundamental concepts of hematology, oncology and embryology so they can apply these concepts to body systems in this and subsequent courses in the curriculum. This course will address the basics of the epidemiology, genetics, development, diagnosis and treatment of cancer including risk factors from lifestyle, the environment and heredity. Also, the course will address the development of the embryo from fertilization of the egg through the first eight weeks of life. The second part of the course will use the disciplines of anatomy, physiology, microbiology, pathology and pharmacology to help students understand the normally functioning hematologic, and dermatologic systems then apply this knowledge to understand the disease processes that affect the aforementioned systems plus the lymphatic system including how these diseases are diagnosed and the options for treatment. The students will participate in case-based discussions, team-based learning exercises and homework assignments to promote integration of material from various disciplines and foster development of critical-thinking skills. Clinical correlation sessions will expose the students to real-life and simulated cases and to the use of clinical judgment to make diagnoses and select pharmacologic and non-pharmacologic treatments. Both biomedical science and clinical faculty will participate in the course.

To emphasize inductive reasoning, analytical thinking, and problem-solving, **the course content will be assessed with questions, the answers to which will require students to have both factual knowledge and a level of understanding of the material that will enable them to apply the knowledge to a variety of clinical situations.** Students will be expected to answer these questions during audience-response sessions, on in-class quizzes, during team-based learning exercises, on homework assignments and on course exams.

Student Learning Outcomes	How Outcome Will Be Practiced	How Outcome Will Be Assessed
Describe the first eight weeks of the development of the human embryo.	In-class discussion, quizzes, TBLs	Exam questions, Homework
Describe the normal functioning of the hematologic and dermatologic systems, specifically, as it pertains to the disease processes affecting these systems.	In-class discussion, quizzes, TBLs	Exam questions, Homework
Discuss the causes and pathophysiological mechanisms of cancer and of common diseases of the hematologic and dermatologic and systems.	In-class discussion, quizzes, TBLs	Exam questions, Homework
Discuss common presentations of the diseases of the hematologic and dermatologic systems.	In-class discussion, quizzes, TBLs	Exam questions, Homework
Describe the pathophysiological basis of clinical manifestations of cancer and of common diseases of the hematologic and dermatologic systems.	In-class discussion, quizzes, TBLs	Exam questions, Homework
Apply the foundational concepts of laboratory in the diagnosis and treatment of cancer and of common diseases of the hematologic and dermatologic systems.	In-class discussion, quizzes, TBLs	Exam questions, Homework

Discuss the mechanism of action, common adverse effects, efficacy and potency, drug interactions and cost of commonly prescribed pharmaceuticals in the management of cancer and of hematologic and dermatologic systems.	In-class discussion, quizzes, TBLs	Exam questions, Homework
Select appropriate medication for management of common diseases of the hematologic and dermatologic systems.	In-class discussion, quizzes, TBLs	Exam questions, Homework
Discuss non-pharmaceuticals management, if applicable, for common disorders of the hematologic and dermatologic systems.	In-class discussion, quizzes, TBLs	Exam questions, Homework

BMS 607 2020 SCHEDULE
MWF 10:00 – 10:50 AM

Week	Session
1	Neoplasia
2	Molecular Basis of Cancer
3	Cancer Biology
4	Lymphatic System
5	Leukemia
	Lymphoma
6	Cancer Therapies
7	Blood
8	Hematopoiesis
9	Anemia
10	Hemostasis
11	Disorders of Hemostasis
12	Dermatology
13	Dermatology
14	Embryogenesis

Chair: Tracy Christofero | **GC#6: Course Addition**

Request for Graduate Course Addition

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

College: Medicine | Dept/Division: Biomedical Sciences | Alpha Designator/Number: BMS 609 | (•) Graded ( ) CR/NC

Contact Person: Todd L. Green, Ph.D. | Phone: 696-3531

NEW COURSE DATA:

New Course Title: Orthopedics and the Neural Network

Alpha Designator/Number: B M S 6 0 9

Title Abbreviation: O R T H O A N D N E U R A L N E T W O R K

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)
This course will enable students to integrate the foundational and clinical concepts important to understand the diseases of the musculoskeletal and nervous systems.

Co-requisite(s): None | First Term to be Offered: Spring 2021

Prerequisite(s): None | Credit Hours: 6

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

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

Dept. Chair/Division Head Nuri	Date 02/26/2020
Registrar Sonya L G 249999	Date 2-27-2020
College Curriculum Chair Todd L. Green	Date 2/27/20
Graduate Council Chair Lori Kincade	Date 3/31/2020

Request for Graduate Course Addition - Page 2

College: Medicine | Department/Division: Biomedical Sciences | Alpha Designator/Number: BMS 609

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

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

Richard Egleton
Brandon Henderson
Christopher Risher
Louise Risher
Travis Salisbury

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

See course syllabus (attached).

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

See course syllabus (attached).

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

See course syllabus (attached).

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

Lecture
Small groups

Request for Graduate Course Addition - Page 4

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

Five multiple-choice exams, team-based learning exercises, quizzes, homework

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

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

See syllabus (attached).

Request for Graduate Course Addition - Page 5

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

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

Department: Biomedical Sciences
Course Number and Title: BMS 609, Orthopedics and the Neural Network
Catalog Description: This course will enable students to integrate the foundational and clinical concepts important to understand the diseases of the musculoskeletal and nervous systems.
Prerequisites: None
First Term Offered: Spring 2021
Credit Hours: 6

Orthopedics and the Neural Network
BMS 609
Spring 2021

COURSE POLICY

Course Director:
Todd L. Green, Ph.D.
Office: MEB 151
Phone: 696-3531
E-mail: green@marshall.edu

Faculty Instructor	*Office*	*Phone*	*Email*
James Allman, PharmD	Pharmacy Service, VAMC	304-429-6755 ext 3400	James.AllmanII@va.gov
David Chaffin, M.D.	Med. Center	691-1455	chaffind@marshall.edu
Felix Cheung, M.D.	Orthopaedics Dept.	304-691-1259	cheungf@marshall.edu
James Day, M.D.	Orthopaedics Dept.		day62@marshall.edu
Thomas Dougherty, M.D.	SMMC Pathology	304-526-1074	Thomas.Dougherty@st-marys.org
Richard D. Egleton, Ph.D.	BBSC 301C	696-3523	egleton@marshall.edu
Terry W. Fenger, Ph.D.	Forensic Science Center	690-4373 x204	fenger@marshall.edu
Paul Ferguson, M.D.	Med. Ctr.	691-1762	paul.ferguson@marshall.edu
Russell Fry II, M.D.	University Eye Surgeons	691-8800	fry1@marshall.edu
Andy Gilliland, M.D.	Orthopedics	691-1100	gilliland1@marshall.edu
Lynn Goebel, M.D.	Internal Medicine	691-1069	goebel@marshall.edu
Vincent Graffeo, M.D.	SMMC Pathology	304-526-1074	graffeo@marshall.edu
Doreen Griswold, M.D.	CHH Pathology	304-526-2217	griswold@marshall.com'

Zachary Hansen, M.D.	Valley Health		zhansen@valleyhealth.org
Brandon Henderson, Ph.D.	BBSC		
Suzanne Holroyd, M.D.	1115 20th St.	691-1500	holroyds@marshall.edu
John Jasko, M.D.	Orthopaedics Dept.		jasko@marshall.edu
Paul Knowles, M.D.	Depart of Neuro	691-1787	knowlesp@marshall.edu
Elie Khalil, M.D.	Infectious Disease	691-1000	khalile@marshall.edu
Tracy L. LeGrow, Psy.D.	1115 20th St.	691-1572	legrow1@marshall.edu
Kelly Melvin, M.D.	1115 20th St.	691-1500	melvin3@marshall.edu
Scott Murphy, M.D.	1115 20th St.	691-1500	murphy42@live.marshall.edu
Nancy Norton, M.D.		654-4638	norton2@marshall.edu
Ed Pino, M.D.	Med Ctr. Suite 3500	691-1371	pinoe@marshall.edu
Hillary Porter, D.O.	1115 20th St.	691-1500	porterh@marshall.edu
Louise Risher, Ph.D.		696-3894	risherm@marshall.edu
Christopher Risher, Ph.D.		696-3892	risherw@marshall.edu
Travis B. Salisbury, Ph.D.	BBSC 336J	696-7314	salisburyt@marshall.edu
Adam Schindzielorz, M.D.	1115 20th St.	691-1500	Schindzielorz@live.marshall.edu

There are no set office hours, so faculty should be contacted to arrange a time to meet. When contacting a professor by e-mail, please address her/him by Dr. and include your name. It may take up to 72 hours for a reply, depending on when the e-mail was sent.

Robbie Ashworth, the medical school learning specialist, can be contacted at ashwort7@marshall.edu.

Required Textbooks

Junqueira's Basic Histology Text and Atlas, (15th ed.) This text is available for free on the Access Medicine site.

T. Vanderah, **Nolte's The Human Brain in Photographs and Diagrams (5th ed.)**, 2019.

Barrett et al., **Ganong's Review of Medical Physiology (26th ed.)**, 2019. This text is available for free on the Access Medicine site.

Kumar et al., **Pathologic Basis of Disease (9th ed.),** 2015.

Murray et al., **Medical Microbiology (8th ed.),** 2016.

Recommended

H. Blumenfeld, **Neuroanatomy through Clinical Cases (2nd ed.)**, Oxford University Press, 2010

W. Herring, **Learning Radiology: Recognizing the Basics (3rd ed.)**, 2016.

Bruton et al., **Goodman & Gilman's The Pharmacologic Basis of Therapeutics (13th ed.),** 2017.

B. Katzung, **Basic and Clinical Pharmacology (14th ed.)**, 2017.

Classes

BMS 609 is a 6-credit hour course. Classes will be held from 9:00 - 10:50 AM on Mondays, Wednesdays and Fridays in Room 101 at the Biotechnology Science Center (BSC) or Room 216 at the Medical Education Building (MEB). While not required, attendance at all classes is strongly recommended. There is a possibility that there will be changes in the course schedule. You will be notified in advance if any changes occur.

Assessment

Grades will be assigned based on the following assessments.

Level	Description of testing type	Proportion of final grade
One	Quizzes Homework	Quizzes are worth 1% each Homework 2% each
Two	Team Based Learning	4% per TBL
Three	Exams	10% per exam

Non-exam assessment activities will occur throughout each week of the course.

Assessments are categorized in three levels. Low-stakes assessments (Level 1) such as quizzes and in-class questions contribute the least to the final grade at 20%. The objectives of low-stakes assessments are to encourage students to keep up with the material and to provide frequent formative feedback. The Team-based Learning exercises (TBLs) each begin with a quiz which is taken individually and as a group. The results of the quizzes contribute 30% to the final grade and are considered intermediate-stakes assessments (Level 2). TBLs provide both formative and summative feedback. Course exams contribute 50% to the final grade. Because each question on the exams contributes more to the final grade than do questions from other sources, exams are considered high-stakes assessments (Level 3).

Examinations

Five examinations will be given in this course, each during regularly scheduled class time. Only under **truly exceptional circumstances** will a student be permitted to take an examination at a time other than during the scheduled examination period. Exceptional circumstances include: death or serious illness in the immediate family, childbirth, illness requiring hospitalization and illness serious enough to warrant a written dispensation from a physician. Minor illnesses are **NOT** exceptional circumstances. A written doctor's excuse stating the nature of the illness will be required. If arrangements have not been made beforehand, the student **MUST** contact the course director within 24 hours after the scheduled exam period to discuss rescheduling the exam.

The format of each exam will consist of multiple-choice questions.

Grades

Grades are calculated on a straight percentage scale. Final letter grades will be assigned as follows. Grades will be posted on MU Online as soon as reasonably possible after each exam.

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

Class Policies

By enrolling in this course, you agree to abide by the University policies listed below. Please read the full text of each policy by going to http://www.marshall.edu/academic-affairs and clicking on "Marshall University Policies".

Academic Dishonesty

Academic dishonesty will not be tolerated. Policy AA-12 defines academic dishonesty and describes the sanctions associated with it.

Inclement Weather

Policy GA-9 describes the policy on weather-related and/or emergency closings and delays. As this is an afternoon class, we will not be affected by delays. To find out if the University is closed, please call Audix at 696-6245.

University Computing Services Acceptable Use Policy

MUBOG Policy IT-1 explains this policy (http://www.marshall.edu/president/board/policies.html).

Cell Phone Use

Cell phone use, including texting, will not be tolerated in the class, unless authorized by the instructor. If special circumstances exist such that a student needs to be in communication with family members or friends during a class, please inform the instructor before the class begins. Permission will be granted on a case-by-case basis and at the sole discretion of the instructor. If a student persists in using cell phones, including texting, after they have been asked to stop, the student will be removed from the class.

Course Objectives

Orthopedics and the Neural Network (ONN) will enable students to integrate the foundational and clinical concepts important to understand the diseases of the musculoskeletal and nervous systems. The aim of ONN is to provide students with a firm foundation that encompasses an interdisciplinary approach to evaluate and treat musculoskeletal, neurological, and psychiatric disorders. All relevant foundational disciplines, including clinical medicine, behavioral medicine, physiology, pathology, pharmacology, and radiology will be covered in this course. The goals of ONN will be met by providing a holistic educational experience using a variety of pedagogical tools designed to promote a patient oriented approach to full integration of the content.

To emphasize inductive reasoning, analytical thinking, and problem-solving, **the course content will be assessed with questions, the answers to which will require students to have both factual knowledge and a level of understanding of the material that will enable them to apply the knowledge to a variety of clinical situations.** Students will be expected to answer these questions during audience-response sessions, on in-class quizzes, during team-based learning exercises, on homework assignments and on course exams.

Student Learning Outcomes	How Outcome Will Be Practiced	How Outcome Will Be Assessed
Students will be able to describe the normal structure and function of the musculoskeletal system, head, and neck. Students will be able to identify the major landmarks, nuclei and pathways of the central and peripheral nervous systems (CNS and PNS), and be able to described their associated cellular, systems and behavioral functions.	In-class discussion, quizzes, TBLs	Exam questions, Homework
Students will be able to recognize abnormalities in the structure and function of the musculoskeletal system, head, and neck,	In-class discussion, quizzes, TBLs	Exam questions, Homework

and the nuclei and pathways, and cells and systems of the CNS and PNS and how these changes can regulate function and result in the clinical manifestations of common conditions.		
Students will be able to describe the normal development of the musculoskeletal system, head, and neck CNS, and PNS, and be able to recognize individual variations in these structures and their associated functions and to diagnose common developmental disorders associated with abnormal development.	In-class discussion, quizzes, TBLs	Exam questions, Homework
Students will be able to apply basic principles of pharmacology to clinical situations.	In-class discussion, quizzes, TBLs	Exam questions, Homework
Students will recognize factors that contribute to the development of diseases including genetics and socioeconomic factors.	In-class discussion, quizzes, TBLs	Exam questions, Homework

BMS 609 2021 SCHEDULE
MWF 9:00 – 10:50 AM

Week	Session
1	Nerve and Muscle
2	Bone and Cartilage
3	Back and Muscle Pain
	Treatment for Pain
4	Peripheral Nervous System (PNS)
	Diseases of the PNS
5	Upper and Lower Extremities
	Diseases of the Extremities
6	Central Nervous System (CNS)
7	CNS
8	Neurodevelopment
9	Sensory Systems
10	CNS Diseases
11	Spinal Cord
12	Behavior
13	Human Development
14	Psychiatry
15	Psychiatric Disorders

Chair: Tracy Christofero	**GC#6: Course Addition**

Request for Graduate Course Addition

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

College: Medicine   Dept/Division: Biomedical Sciences   Alpha Designator/Number: BMS 612   (•) Graded ( ) CR/NC

Contact Person: Todd L. Green, Ph.D.   Phone: 696-3531

NEW COURSE DATA:

New Course Title: Gastroenterology and Nutrition

Alpha Designator/Number: B M S _ 6 1 2

Title Abbreviation: G A S T R O E N T E R O L _ & _ N U T R I T I O N

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)
This course will use the disciplines of physiology, microbiology, pathology, and pharmacology to help students master the fundamental concepts necessary to understand the normal and diseased gastrointestinal system.

Co-requisite(s): None   First Term to be Offered: Spring 2021

Prerequisite(s): None   Credit Hours: 3

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

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

Dept. Chair/Division Head [signature]	Date 02/26/2020
Registrar [signature] 269599	Date 2.27-2020
College Curriculum Chair [signature: Todd L. Green]	Date 2/27/20
Graduate Council Chair [signature]	Date 3/30/2020

Form updated 10/2011

Request for Graduate Course Addition - Page 2

College: Medicine | Department/Division: Biomedical Sciences | Alpha Designator/Number: BMS 612

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

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

Todd Green
Emine Koc
Nancy Norton
Travis Salisbury
Nalini Santanam
Monica Valentovic
Hongwei Yu

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

See course syllabus (attached).

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

See course syllabus (attached).

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

See course syllabus (attached).

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

Lecture
Small groups

Request for Graduate Course Addition - Page 4

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

Three multiple-choice exams, team-based learning exercises, quizzes, homework

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

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

See syllabus (attached).

Request for Graduate Course Addition - Page 5

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

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

Department: Biomedical Sciences
Course Number and Title: BMS 612, Gastroenterology and Nutrition
Catalog Description: This course will use the disciplines of physiology, microbiology, pathology, and pharmacology to help students master the fundamental concepts necessary to understand the normal and diseased gastrointestinal system.
Prerequisites: None
First Term Offered: Spring 2021
Credit Hours: 3

Gastroenterology and Nutrition
BMS 612
Fall 2020

COURSE POLICY

Course Director:
Todd L. Green, Ph.D.
Office: MEB 151
Phone: 696-3531
E-mail: green@marshall.edu

Instructor	Office/Dept.	Phone	e-mail
Matthew Curry M.D.	Family Medicine	304-691-8768	curry73@marshall.edu
Beverly Delidow Ph.D.	BBSC	304-696-	delidow@marshall.edu
Krista Denning M.D.	CHH Pathology	304-526-2217	haught5@marshall.edu
Terry W. Fenger Ph.D.	Forensic Science (retired)	304-691-8960	fenger@marshall.edu
Emine Koc, Ph.D.	BBSC	304-696-	koce@marshall.edu
Bisher Mustafa M.D.	Internal Medicine	304-691-1050	mustafab@marshall.edu
Niru Nahar M.D.	CHH Pathology	304-526-2149	naharn@marshall.edu
Nancy Norton, M.D.	Douglas 309	304-691-8768	norton2@marshall.edu
Gary Rankin Ph.D.	BBSC 435F	304-696-7319	rankin@marshall.edu
Travis Salisbury Ph.D.	BBSC 336J	304-696-7314	salisburyt@marshall.edu
Nalini Santanam Ph.D.	BBSC 435S	304-696-7321	santanam@marshall.edu
Darshana Shah Ph.D.	Pathology	304-696-7352	shah@marshall.edu
Saroj Sigdel M.D.	SMMC Pathology	304-526-1074	sigdel@marshall.edu
Katherine Steele M.D.	Family Medicine	304-691-1120	steele35@marshall.edu
Monica Valentovic Ph.D.	BBSC 335G	304-696-7332	valentov@marshall.edu
Leonard White, M.D.	Internal Medicine	304-691-1050	whitel@marshall.edu
Hong-wei Yu Ph.D.	BBSC 336S	304-696-7356	yuh@marshall.edu

There are no set office hours, so faculty should be contacted to arrange a time to meet.
When contacting a professor by e-mail, please address her/him by Dr. and include your name. It may take up to 72 hours for a reply, depending on when the e-mail was sent.

Robbie Ashworth, the medical school learning specialist, can be contacted at ashwort7@marshall.edu.

Textbooks

Required

Pathology

Robbins & Cotran Pathologic Basis of Disease, 9th edition by Kumar, Abbas, Fausto and Aster (2015)

Microbiology

Medical Microbiology, 8th edition by Murray, Rosenthal and Pfaller (2016)

Gross Anatomy

Drake, R. L., W. Vogl, and A. W. M. Mitchell, ***Gray's Anatomy for Students***, 3rd ed., 2014. ISBN 978-0702051319.

Gilroy, A.M., B.R. MacPherson, L.M., Ross, et al. ***Atlas of Anatomy***, 3rd ed., Thieme Medical Publishers, 2016. ISBN 978-1626232525.

Microscopic Anatomy

Junqueira's Basic Histology Text and Atlas, 15th Edition.

This is available for free at Access Medicine. There is a link to Access Medicine through the Health Science Library web page.

Physiology

Barret et al. ***Ganong's Review of Medical Physiology***, 26th Edition.

This is available for free at Access Medicine.

Recommended (available on Access Medicine)

Pharmacology:

Goodman & Gilman's The Pharmacologic Basis of Therapeutics, 13th edition by Bruton, Hilal-Dandan and Knollman (2017)

Basic and Clinical Pharmacology, 14th edition by Katzung (2017)

Recommended (not available on Access Medicine)

Phamacology:

Lippincott's Illustrated Reviews: Pharmacology, 7th edition, by Whalen (2018)

Microbiology:

Rapid Review Microbiology and Immunology, 3rd edition, by Rosenthal and Tan (2011)

Review of Medical Microbiology and Immunology 15th edition by Warren E. Levinson (2018)

Classes

BMS 612 is a 3-credit hour course. Classes will be held from 11:00 - 11:50 AM on Mondays, Wednesdays and Fridays in Room 101 at the Biotechnology Science Center (BSC) or Room 216 at the Medical Education Building (MEB). While not required, attendance at all classes is strongly recommended. There is a possibility that there will be changes in the course schedule. You will be notified in advance if any changes occur.

Assessment

Grades will be assigned based on the following assessments.

Assessment	% of Final Grade	Estimated Points	Level*
Exam 1 (Nutrition & Metabolism)	Best exam score 20% Other exams 15% **Total from exams 55%**	~75	3
Exam 2 (Gastroenterology)		~75	
Exam 3 (Liver)		~75	
TBL - *Helicobacter pylori*	6%	15	2
TBL - Inflammatory bowel disease	6%	15	
TBL – Viral hepatitis	6%	15	
TBL - Fatty liver	6%	15	
TBL - Abdominal pain	6%	15	
Quizzes and in-class questions	10%	~50	1
Homework, self-directed learning	5%	~25	

Course examinations will be given every two weeks of the course. All questions will be in a multiple-choice format with each question worth one point.

Non-exam assessment activities will occur throughout each week of the course.

*Assessments are categorized in three levels. Low-stakes assessments (Level 1) such as quizzes and in-class questions contribute the least to the final grade at 15%. The objectives of low-stakes assessments are to encourage students to keep up with the material and to provide frequent formative feedback. The Team-based Learning exercises (TBLs) each begin with a quiz which is taken individually and as a group. The results of the quizzes contribute 30% to the final grade and are considered intermediate-stakes assessments (Level 2). TBLs provide both formative and

summative feedback. Course exams contribute 55% to the final grade. Because each question on the exams contributes more to the final grade than do questions from other sources, exams are considered high-stakes assessments (Level 3).

Examinations

Three examinations will be given in this course, each during regularly scheduled class time. Only under **truly exceptional circumstances** will a student be permitted to take an examination at a time other than during the scheduled examination period. Exceptional circumstances include: death or serious illness in the immediate family, childbirth, illness requiring hospitalization and illness serious enough to warrant a written dispensation from a physician. Minor illnesses are **NOT** exceptional circumstances. A written doctor's excuse stating the nature of the illness will be required. If arrangements have not been made beforehand, the student **MUST** contact the course director within 24 hours after the scheduled exam period to discuss rescheduling the exam.

Grades

Grades are calculated on a straight percentage scale. Final letter grades will be assigned as follows. Grades will be posted on MU Online as soon as reasonably possible after each exam.

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

Class Policies

By enrolling in this course, you agree to abide by the University policies listed below. Please read the full text of each policy by going to http://www.marshall.edu/academic-affairs and clicking on "Marshall University Policies".

Academic Dishonesty

Academic dishonesty will not be tolerated. Policy AA-12 defines academic dishonesty and describes the sanctions associated with it.

Inclement Weather
Policy GA-9 describes the policy on weather-related and/or emergency closings and delays. As this is an afternoon class, we will not be affected by delays. To find out if the University is closed, please call Audix at 696-6245.

University Computing Services Acceptable Use Policy
MUBOG Policy IT-1 explains this policy
(http://www.marshall.edu/president/board/policies.html).

Cell Phone Use
Cell phone use, including texting, will not be tolerated in the class, unless authorized by the instructor. If special circumstances exist such that a student needs to be in communication with family members or friends during a class, please inform the instructor before the class begins. Permission will be granted on a case-by-case basis and at the sole discretion of the instructor. If a student persists in using cell phones, including texting, after they have been asked to stop, the student will be removed from the class.

Course Objectives

Nutrition and Gastroenterology will use the disciplines of physiology, microbiology, pathology, and pharmacology to help students master the fundamental concepts necessary to understand the normally functioning gastrointestinal system (including the liver) then apply this knowledge to understand the disease processes that affect the gastrointestinal system including how these diseases are diagnosed and the options for treatment. As part of the normal functioning of the gastrointestinal tract, the course will address the physiology and biochemistry of digestion, absorption and metabolism of nutrients as well as diseases of nutritional deficiency and excess. Finally, the students will learn about toxins, how they are metabolized and options for treatment following exposure. The students will participate in case-based discussions, team-based learning exercises and homework assignments to promote integration of material from various disciplines and foster development of critical-thinking skills. Clinical correlation sessions will expose the students to real-life and simulated cases and to the use of clinical judgment to make diagnoses and select pharmacologic and non-pharmacologic treatments. Both biomedical science and clinical faculty will participate in the course.
To emphasize inductive reasoning, analytical thinking, and problem-solving, **the course content will be assessed with questions, the answers to which will require students to have both factual knowledge and a level of understanding of the material that will enable them to apply the knowledge to a variety of clinical situations.** Students will be expected to answer these questions during audience-response sessions, on in-class quizzes, during team-based learning exercises, on homework assignments and on course exams.

Student Learning Outcomes	How Outcome Will Be Practiced	How Outcome Will Be Assessed
Describe the functions of the gastrointestinal, system, including the specific functions of the individual organs, tissues, and cells that make up these systems, and explain how these functions are regulated.	In-class discussion, quizzes, TBLs	Exam questions, Homework
Recognize abnormal physiologic function of the gastrointestinal system.	In-class discussion, quizzes, TBLs	Exam questions, Homework
Use laboratory results, other clinical measurements and basic science knowledge and principles to solve clinical case-based problems involving the gastrointestinal system, nutrition and toxicology.	In-class discussion, quizzes, TBLs	Exam questions, Homework
Describe the changes in the gastrointestinal system structure and function that occur with age.	In-class discussion, quizzes, TBLs	Exam questions, Homework
Relate the normal functioning of the gastrointestinal system to disease processes	In-class discussion, quizzes, TBLs	Exam questions, Homework

affecting this system.		
Discuss the causes and pathophysiological mechanisms of common diseases of the gastrointestinal system, diseases of nutritional deficiency and excess and exposures to toxins.	In-class discussion, quizzes, TBLs	Exam questions, Homework
Discuss common presentations of the diseases of the gastrointestinal system, diseases of nutritional deficiency and excess and exposures to toxins.	In-class discussion, quizzes, TBLs	Exam questions, Homework
Describe the pathophysiological basis of clinical manifestations of common diseases of the gastrointestinal system, diseases of nutritional deficiency and excess and exposures to toxins.	In-class discussion, quizzes, TBLs	Exam questions, Homework
Discuss the mechanism of action, common adverse effects, efficacy and potency, drug interactions and cost of commonly prescribed pharmaceuticals in the management of diseases of the gastrointestinal system, diseases of nutritional deficiency and excess and exposures to toxins.	In-class discussion, quizzes, TBLs	Exam questions, Homework

BMS 609 2021 SCHEDULE
MWF 11:00 – 11:50 AM

Week	Session
1	Nutrition
2	Nutrition
3	Metabolism
4	Structure and Regulation of the GI Tract
5	Oral Cavity and Salivation
6	Upper GI Tract
7	Stomach
8	Lower GI Tract
9	Digestion and Absorption
10	Disorders of the GI Tract
11	Disorders of the GI Tract
12	Normal Liver Structure and Function
13	Liver Pathophysiology
14	Hepatitis

Chair: Tracy Christofero | **GC#6: Course Addition**

Request for Graduate Course Addition

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

College: Medicine | Dept/Division: Biomedical Sciences | Alpha Designator/Number: BMS 615 | (•) Graded ( ) CR/NC

Contact Person: Todd L. Green, Ph.D. | Phone: 696-3531

NEW COURSE DATA:

New Course Title: Cardiovascular, Pulmonary, and Renal Systems

Alpha Designator/Number: BMS 615

Title Abbreviation: CARDIO PULMONARY RENAL

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)
This course will help students master the foundational concepts and clinical correlations for diseases of three of the five vital organs, i.e., cardiovascular, renal and the respiratory systems.

Co-requisite(s): None | First Term to be Offered: Fall 2021

Prerequisite(s): None | Credit Hours: 6

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

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

Dept. Chair/Division Head	Date 02/26/2020
Registrar 269999	Date 2-27-2020
College Curriculum Chair	Date 2/27/20
Graduate Council Chair	Date 3/30/2020

Request for Graduate Course Addition - Page 2

College: Medicine | Department/Division: Biomedical Sciences | Alpha Designator/Number: BMS 615

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

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

Piyali Dasgupta	Gary Rankin	Monica Valentovic
Elsa Mangiarua	Nalini Santanam	Hongwei Yu
Nitin Puri	Travis Salisbury	

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

See course syllabus (attached).

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

See course syllabus (attached).

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

See course syllabus (attached).

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

Lecture
Small groups

Request for Graduate Course Addition - Page 4

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

Three multiple-choice exams, team-based learning exercises, quizzes, homework

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

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

See syllabus (attached).

Request for Graduate Course Addition - Page 5

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

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

Department: Biomedical Sciences
Course Number and Title: BMS 615, Cardiovascular, Pulmonary, and Renal Systems
Catalog Description: This course will help students master the foundational concepts and clinical correlations for diseases of three of the five vital organs, i.e., cardiovascular, renal and the respiratory systems.
Prerequisites: None
First Term Offered: Fall 2021
Credit Hours: 6

Cardiovascular, Pulmonary, and Renal Systems
BMS 615
Fall 2021

COURSE POLICY

Course Director:
Todd L. Green, Ph.D.
Office: MEB 151
Phone: 696-3531
E-mail: green@marshall.edu

Faculty Instructor	Office	Phone	e-mail
Bobby Miller, MD	Pediatrics	304-691-1372	miller12@marshall.edu
Charles Meadows, MD	Internal Medicine	304-691-1077	cmeadows@marshall.edu
Darshana Shah, PhD	Med Center Room 3417	304-691-8639	shah@marshall.edu
Ellen Thompson, MD	Cardiovascular Services	304-691-8500	ethompson@marshall.edu
Elsa Mangiariua, PhD	BBSC	304-696-	-
Gary Rankin, PhD	BBSC 435F	304-696-7313	rankin@marshall.edu
Hongwei Yu, PhD	BBSC 336S	304-696-7356	yuh@marshall.edu
Jack Stines, MD	Pediatrics	304-691-1300	stines1@marshall.edu
James Allman, PharmD	Pharmacy Service, VAMC	304-429-6755	James.AllmanII@va.gov
Jeffrey Harris, MD	Pediatrics	304-691-1300	harris64@marshall.edu
Joseph Shapiro, MD	MUMC 3408, Dean's Office	304-691-1700	ShapiroJ@marshall.edu
Mitch Shaver, MD	Family Medicine		
Monica Valentovic, PhD	BBSC 435G	304-696-7332	valentov@marshall.edu

Nalini Santanam, PhD	BBSC 435S	304-696-7321	santanam@marshall.edu
Nancy Norton, MD	CEB 329A	304-654-4638	norton2@marshall.edu
Nitin Puri, MD, PhD	MUMC 3411	304-691-8828	purin@marshall.edu
Saroj Sigdel, MD	Pathology, SMMC	304-526-1082	sigdel@marshall.edu
Terry Fenger, PhD	Forensic Science Center	304-691-8960	fenger@marshall.edu
Travis Salisbury, PhD	BBSC 435P	304-696-7314	salisburyt@marshall.edu
Piyali Dasgupta, PhD	BBSC 435J	304-696-3612	dasgupta@marshall.edu

There are no set office hours, so faculty should be contacted to arrange a time to meet. When contacting a professor by e-mail, please address her/him by Dr. and include your name. It may take up to 72 hours for a reply, depending on when the e-mail was sent.

Robbie Ashworth, the medical school learning specialist, can be contacted at ashwort7@marshall.edu.

Required Textbooks

Barrett et al., **Ganong's Review of Medical Physiology (26th ed.)**, 2019. This text is available for free on the Access Medicine site.

Kumar et al., **Pathologic Basis of Disease (9th ed.),** 2015.

Murray et al., **Medical Microbiology (8th ed.),** 2016.

Recommended Textbooks

Junqueira's Basic Histology Text and Atlas, (15th ed.) This text is available for free on the Access Medicine site.

R.E. Klabunde**, Cardiovascular Physiology Concepts (2nd ed.)**, 2012.

L. Lilly, **Pathophysiology of Heart Disease (6th ed.)**, 2016.

M.G. Levitzky. **Pulmonary Physiology, (9th ed.)**, 2018.

D.C. Eaton and J Pooler, **Vander's Renal Physiology (9th ed.)**, 2018.

Bruton et al., **Goodman & Gilman's The Pharmacologic Basis of Therapeutics (13th ed.),** 2017.

B. Katzung, **Basic and Clinical Pharmacology (14th ed.)**, 2017.

Classes

BMS 615 is a 6-credit hour course. Classes will be held from 9:00 - 10:50 AM on Mondays, Wednesdays and Fridays in Room 101 at the Biotechnology Science Center (BSC) or Room 216 at the Medical Education Building (MEB). While not required, attendance at all classes is strongly recommended. There is a possibility that there will be changes in the course schedule. You will be notified in advance if any changes occur.

Assessment

Grades will be assigned based on the following assessments.

Level	Description of testing type	Proportion of final grade
One	Quizzes Homework	10%
Two	Team Based Learning	30%
Three	Exams	60%

Non-exam assessment activities will occur throughout each week of the course.

Assessments are categorized in three levels. Low-stakes assessments (Level 1) such as quizzes and in-class questions contribute the least to the final grade at 10%. The objectives of low-stakes assessments are to encourage students to keep up with the material and to provide frequent formative feedback. The Team-based Learning exercises (TBLs) each begin with a quiz which is taken individually and as a group. The results of the quizzes contribute 30% to the final grade and are considered intermediate-stakes assessments (Level 2). TBLs provide both formative and summative feedback. Course exams contribute 60% to the final grade. Because each question on the exams contributes more to the final grade than do questions from other sources, exams are considered high-stakes assessments (Level 3).

Examinations

Three examinations will be given in this course, each during regularly scheduled class time. Only under **truly exceptional circumstances** will a student be permitted to take an examination at a time other than during the scheduled examination period. Exceptional circumstances include: death or serious illness in the immediate family, childbirth, illness requiring hospitalization and illness serious enough to warrant a written dispensation from a physician. Minor illnesses are **NOT** exceptional circumstances. A written doctor's excuse stating the nature of the illness will be required. If arrangements have not been made beforehand, the student **MUST** contact the course director within 24 hours after the scheduled exam period to discuss rescheduling the exam.

The format of each exam will consist of multiple-choice questions.

Grades

Grades are calculated on a straight percentage scale. Final letter grades will be assigned as follows. Grades will be posted on MU Online as soon as reasonably possible after each exam.

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

Class Policies

By enrolling in this course, you agree to abide by the University policies listed below. Please read the full text of each policy by going to http://www.marshall.edu/academic-affairs and clicking on "Marshall University Policies".

Academic Dishonesty

Academic dishonesty will not be tolerated. Policy AA-12 defines academic dishonesty and describes the sanctions associated with it.

Inclement Weather

Policy GA-9 describes the policy on weather-related and/or emergency closings and delays. As this is an afternoon class, we will not be affected by delays. To find out if the University is closed, please call Audix at 696-6245.

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MUBOG Policy IT-1 explains this policy (http://www.marshall.edu/president/board/policies.html).

Cell Phone Use

Cell phone use, including texting, will not be tolerated in the class, unless authorized by the instructor. If special circumstances exist such that a student needs to be in communication with family members or friends during a class, please inform the instructor before the class begins. Permission will be granted on a case-by-case basis and at the sole discretion of the instructor. If a student persists in using cell phones, including texting, after they have been asked to stop, the student will be removed from the class.

Course Objectives

Cardiovascular, Pulmonary and Renal Systems (CPR) will help students master the foundational concepts and clinical correlations for diseases of three of the five vital organs i.e. cardiovascular, renal and the respiratory systems. The aim of this course is to provide the student with a firm foundation that encompasses an interdisciplinary approach to the evaluation and treatment of disorders of the aforementioned systems. All **relevant** foundational disciplines, including physiology, pathology, pharmacology, and radiology will be covered in this course.

CPR introduces the student to the fundamental concepts necessary to understand disease processes, diagnostics and therapeutic options for diseases of the cardiovascular, respiratory and renal systems. Clinical correlates, team-based exercises, homework assignments and small group discussions of clinical cases complement the lecture material and help the student apply the material to medical problem solving. Both Basic Science and Clinical Faculty from various departments will participate in the course. We will make every effort to provide with you an exceptional educational experience. We welcome any and all feedback during the course, and the sooner you bring a misalignment to our attention, the better we will be able to assist you in achieving your best.

To emphasize inductive reasoning, analytical thinking, and problem-solving, **the course content will be assessed with questions, the answers to which will require students to have both factual knowledge and a level of understanding of the material that will enable them to apply the knowledge to a variety of clinical situations.** Students will be expected to answer these questions during audience-response sessions, on in-class quizzes, during team-based learning exercises, on homework assignments and on course exams.

Student Learning Outcomes	How Outcome Will Be Practiced	How Outcome Will Be Assessed
Students will be able to address disease processes that include, but are not limited to: a. Cardiovascular: vasculitis, aneurysms, atherosclerosis, ischemic heart disease, dyslipidemias, autonomic disorders, cardiac arrhythmias, rheumatic fever, endocarditis, cardiac infections, malignancies of the heart, hypertension, cardiomyopathies, pericardial diseases, shock, heart failure, and valvular heart disease b. Renal: renal vascular disorders, glomerular diseases, electrolyte imbalances, interstitial and renal-tubular diseases, obstructive renal disorders, renal carcinomas, ESRD, AKI, and diabetic nephropathy, c. Respiratory: cystic fibrosis, pulmonary tuberculosis, respiratory distress of the newborn, respiratory viral and fungal infections, occupational lung diseases, pneumonia, adult pulmonary neoplasia, obstructive and restrictive lung disease, respiratory failure, ARDS, disorders of acid base imbalance,	In-class discussion, quizzes, TBLs	Exam questions, Homework

and obstructive sleep apnea		
Describe the normal functioning of the cardiovascular, respiratory and renal system; specifically, as it pertains to the disease processes affecting these systems.	In-class discussion, quizzes, TBLs	Exam questions, Homework
Discuss the causes and pathophysiological mechanisms of common diseases of the cardiovascular, respiratory and renal systems.	In-class discussion, quizzes, TBLs	Exam questions, Homework
Discuss common presentations of the diseases of the cardiovascular, respiratory, and renal systems.	In-class discussion, quizzes, TBLs	Exam questions, Homework

BMS 615 2021 SCHEDULE
MWF 9:00 – 10:50 AM

Week	Session
1	Circulatory System
2	Circulatory System
3	Cardiac Drugs
	EKG
4	Heart Function
	Heart Diseases
5	Renal System Overview
6	Normal Kidney Structure and Function
7	Normal Kidney Structure
8	Pathophysiology of the Kidney
9	Kidney Diseases
	Kidney Drugs
10	Lung Structure and Function
11	Lung Function
12	Pulmonary Drugs
13	Lung Diseases
14	Lung Diseases

Chair: Tracy Christofero | **GC#6: Course Addition**

Request for Graduate Course Addition

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

College: Medicine | Dept/Division: Biomedical Sciences | Alpha Designator/Number: BMS 618 | (•) Graded ( ) CR/NC

Contact Person: Todd L. Green, Ph.D. | Phone: 696-3531

NEW COURSE DATA:

New Course Title: Endocrine and Reproductive Systems

Alpha Designator/Number: B M S 6 1 8

Title Abbreviation: E N D O C R I N E & R E P R O D U C T I V E

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)
This course will help students master the foundational concepts and clinical correlations for diseases of the endocrine and reproductive systems.

Co-requisite(s): None | First Term to be Offered: Fall 2021

Prerequisite(s): None | Credit Hours: 3

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

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

Dept. Chair/Division Head	Date 02/26/2020
Registrar 269999	Date 2-27-2020
College Curriculum Chair	Date 2/27/20
Graduate Council Chair	Date 3/30/2020

Request for Graduate Course Addition - Page 2

College: Medicine | Department/Division: Biomedical Sciences | Alpha Designator/Number: BMS 618

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

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

Todd Green	Travis Salisbury
Nancy Norton	Nalini Santanam
Nitin Puri	Monica Valentovic

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

See course syllabus (attached).

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

See course syllabus (attached).

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

See course syllabus (attached).

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

Lecture
Small groups

Request for Graduate Course Addition - Page 4

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

Three multiple-choice exams, team-based learning exercises, quizzes, homework

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

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

See syllabus (attached).

Request for Graduate Course Addition - Page 5

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

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

Department: Biomedical Sciences
Course Number and Title: BMS 618, Endocrine and Reproductive Systems
Catalog Description: This course will help students master the foundational concepts and clinical correlations for diseases of the endocrine and reproductive systems.
Prerequisites: None
First Term Offered: Fall 2021
Credit Hours: 3

Endocrine and Reproductive Systems
BMS 618
Fall 2021

COURSE POLICY

Course Director:
Todd L. Green, Ph.D.
Office: MEB 151
Phone: 696-3531
E-mail: green@marshall.edu

Faculty Instructor	Office	Phone	e-mail
Hisham Keblawi, MD	Ob/Gyn		hkeblawi@marshall.edu
Charles Meadows, MD	Internal Medicine	304-691-1077	cmeadows@marshall.edu
Monica Valentovic, PhD	BBSC 435G	304-696-7332	valentov@marshall.edu
Nalini Santanam, PhD	BBSC 435S	304-696-7321	santanam@marshall.edu
Nancy Norton, MD	CEB 329A	304-654-4638	norton2@marshall.edu
Nitin Puri, MD, PhD	MUMC 3411	304-691-8828	purin@marshall.edu
Travis Salisbury, PhD	BBSC 435P	304-696-7314	salisburyt@marshall.edu
Alysia Browne, MD	Pathology		browne2@marshall.edu
Vincent Graffeo, MD	Pathology	304-526-1074	graffeo@marshall.edu
Eduardo Pino, MD	Pediatrics	304-691-1300	pinoe@marshall.edu

There are no set office hours, so faculty should be contacted to arrange a time to meet. When contacting a professor by e-mail, please address her/him by Dr. and include your name. It may take up to 72 hours for a reply, depending on when the e-mail was sent.

Robbie Ashworth, the medical school learning specialist, can be contacted at ashwort7@marshall.edu.

Textbooks

Required

Pathology

Robbins & Cotran Pathologic Basis of Disease, 9th edition by Kumar, Abbas, Fausto and Aster (2015)

Microbiology

Medical Microbiology, 8th edition by Murray, Rosenthal and Pfaller (2016)

Microscopic Anatomy

Junqueira's Basic Histology Text and Atlas, 15th Edition.

This is available for free at Access Medicine. There is a link to Access Medicine through the Health Science Library web page.

Physiology

Barret et al. ***Ganong's Review of Medical Physiology***, 26th ed..

This is available for free at Access Medicine.

Recommended (available on Access Medicine)

Bruton et al., **Goodman & Gilman's The Pharmacologic Basis of Therapeutics (13th ed.)**, 2017.

B. Katzung, **Basic and Clinical Pharmacology (14th ed.)**, 2017.

Recommended (not available on Access Medicine)

K. Whalen, **Lippincott's Illustrated Reviews: Pharmacology (7th ed.)**, 2018.

Rosenthal and Tan, **Rapid Review Microbiology and Immunology (3rd ed.)**, 2011.

W. E. Levinson, **Review of Medical Microbiology and Immunology (15th ed.)**, 2018.

B.A. White, J.R. Harrison, L. Mehlmann, **Endocrine and Reproductive Physiology (5th ed.)**, 2019.

Classes

BMS 618 is a 3-credit hour course. Classes will be held from 11:00 - 11:50 AM on Mondays, Wednesdays and Fridays in Room 101 at the Biotechnology Science Center (BSC) or Room 216 at the Medical Education Building (MEB). While not required, attendance at all classes is strongly recommended. There is a possibility that there will be changes in the course schedule. You will be notified in advance if any changes occur.

Assessment

Grades will be assigned based on the following assessments.

Level	Description of testing type	Proportion of final grade
One	Quizzes Homework	10%
Two	Team Based Learning	30%
Three	Exams	60%

Non-exam assessment activities will occur throughout each week of the course.

*Assessments are categorized in three levels. Low-stakes assessments (Level 1) such as quizzes and in-class questions contribute the least to the final grade at 15%. The objectives of low-stakes assessments are to encourage students to keep up with the material and to provide frequent formative feedback. The Team-based Learning exercises (TBLs) each begin with a quiz which is taken individually and as a group. The results of the quizzes contribute 30% to the final grade and are considered intermediate-stakes assessments (Level 2). TBLs provide both formative and summative feedback. Course exams contribute 55% to the final grade. Because each question on the exams contributes more to the final grade than do questions from other sources, exams are considered high-stakes assessments (Level 3).

Examinations

Three examinations will be given in this course, each during regularly scheduled class time. Only under **truly exceptional circumstances** will a student be permitted to take an examination at a time other than during the scheduled examination period. Exceptional circumstances include: death or serious illness in the immediate family, childbirth, illness requiring hospitalization and illness serious enough to warrant a written dispensation from a physician. Minor illnesses are **NOT** exceptional circumstances. A written doctor's excuse stating the nature of the illness will be required. If arrangements have not been made beforehand, the student **MUST** contact the course director within 24 hours after the scheduled exam period to discuss rescheduling the exam.

Grades

Grades are calculated on a straight percentage scale. Final letter grades will be assigned as follows. Grades will be posted on MU Online as soon as reasonably possible after each exam.

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

Class Policies

By enrolling in this course, you agree to abide by the University policies listed below. Please read the full text of each policy by going to http://www.marshall.edu/academic-affairs and clicking on "Marshall University Policies".

Academic Dishonesty

Academic dishonesty will not be tolerated. Policy AA-12 defines academic dishonesty and describes the sanctions associated with it.

Inclement Weather

Policy GA-9 describes the policy on weather-related and/or emergency closings and delays. As this is an afternoon class, we will not be affected by delays. To find out if the University is closed, please call Audix at 696-6245.

University Computing Services Acceptable Use Policy

MUBOG Policy IT-1 explains this policy (http://www.marshall.edu/president/board/policies.html).

Cell Phone Use

Cell phone use, including texting, will not be tolerated in the class, unless authorized by the instructor. If special circumstances exist such that a student needs to be in communication with family members or friends during a class, please inform the instructor before the class begins. Permission will be granted on a case-by-case basis and at the sole discretion of the instructor. If a student persists in using cell phones, including texting, after they have been asked to stop, the student will be removed from the class.

Course Objectives

Endocrine and Reproductive Systems will help students master the foundational concepts and clinical correlations for diseases of the endocrine and reproductive systems. The aim of this course is to provide the student with a firm foundation that encompasses an interdisciplinary approach to the evaluation and treatment of disorders of these systems. All **relevant** foundational disciplines, including physiology, pathology, and pharmacology will be covered in this course.

This course introduces the student to the fundamental concepts necessary to understand disease processes, diagnostics and therapeutic options for diseases of the endocrine and reproductive systems and those that affect multiple systems. Clinical correlates, team-based exercises, homework assignments and small group discussions of clinical cases complement the lecture material and help the student apply the material to medical problem solving. Both Basic Science and Clinical Faculty from various departments will participate in the course.

To emphasize inductive reasoning, analytical thinking, and problem-solving, **the course content will be assessed with questions, the answers to which will require students to have both factual knowledge and a level of understanding of the material that will enable them to apply the knowledge to a variety of clinical situations.** Students will be expected to answer these questions during audience-response sessions, on in-class quizzes, during team-based learning exercises, on homework assignments and on course exams.

Student Learning Outcomes	How Outcome Will Be Practiced	How Outcome Will Be Assessed
Describe the normal functioning of the endocrine and reproductive systems, specifically as it pertains to the disease processes affecting these systems.	In-class discussion, quizzes, TBLs	Exam questions, Homework
Discuss the causes and pathophysiological mechanisms of common diseases of the endocrine and reproductive systems.	In-class discussion, quizzes, TBLs	Exam questions, Homework
Discuss common presentations of the diseases of the endocrine and reproductive systems.	In-class discussion, quizzes, TBLs	Exam questions, Homework

Describe the pathophysiological basis of clinical manifestations of common diseases of the endocrine and reproductive systems.	In-class discussion, quizzes, TBLs	Exam questions, Homework
Discuss the mechanism of action, common adverse effects, efficacy and potency, drug interactions and cost of commonly prescribed pharmaceuticals in the management of the endocrine and reproductive systems.	In-class discussion, quizzes, TBLs	Exam questions, Homework

BMS 618 2021 SCHEDULE
MWF 11:00 – 11:50 AM

Week	Session
1	Overview of Endocrine System
2	Thyroid Gland
	Adrenal Gland
3	Pituitary Gland
	Drugs of the Endocrine System
4	Disorders of the Endocrine System
5	Overview of Reproduction
6	Puberty
7	Male Reproductive Function
8	Female Reproductive Function
9	Drugs of the Reproductive System
10	Male Reproductive System Disorders
11	Female Reproductive System Disorders
12	Female Reproductive System Disorders
13	Pregnancy
14	Disorders of Pregnancy

Chair: Tracy Christofero | **GC#6: Course Addition**

Request for Graduate Course Addition

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

College: Medicine | Dept/Division: Biomedical Sciences | Alpha Designator/Number: BMS 620 | (•) Graded ( ) CR/NC

Contact Person: Todd L. Green, Ph.D. | Phone: 696-3531

NEW COURSE DATA:

New Course Title: Multisystem Disorders

Alpha Designator/Number: B M S 6 2 0

Title Abbreviation: M U L T I S Y S T E M D I S O R D E R S

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)
This course will bring together the concepts taught in earlier courses to address disorders of multiple organ systems.

Co-requisite(s): None | First Term to be Offered: Spring 2022

Prerequisite(s): None | Credit Hours: 2

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

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

Dept. Chair/Division Head	Date 02/26/2020
Registrar 269999	Date 2-27-2020
College Curriculum Chair	Date 2/27/20
Graduate Council Chair	Date 3/30/2020

Request for Graduate Course Addition - Page 2

College: Medicine | Department/Division: Biomedical Sciences | Alpha Designator/Number: BMS 620

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

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

Richard Egleton
Todd Green
Nitin Puri
Nancy Norton
Monica Valentovic

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

See course syllabus (attached).

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

See course syllabus (attached).

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

See course syllabus (attached).

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

Lecture
Small groups

Request for Graduate Course Addition - Page 4

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

Three multiple-choice exams, team-based learning exercises, quizzes, homework

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

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

See syllabus (attached).

Request for Graduate Course Addition - Page 5

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

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

Department: Biomedical Sciences
Course Number and Title: BMS 620, Multisystem Disorders
Catalog Description: This course will bring together the concepts taught in earlier courses to address disorders of multiple organ systems.
Prerequisites: None
First Term Offered: Spring 2022
Credit Hours: 2

Multisystem Disorders
BMS 620
Spring 2022

COURSE POLICY

Course Director:

Todd L. Green, Ph.D.
Office: MEB 151
Phone: 696-3531
E-mail: green@marshall.edu

Faculty Instructor	Office	Phone	e-mail
Charles Meadows, MD	Internal Medicine	304-691-1077	cmeadows@marshall.edu
Monica Valentovic, PhD	BBSC 435G	304-696-7332	valentov@marshall.edu
Nancy Norton, MD		304-654-4638	norton2@marshall.edu
Nitin Puri, MD, PhD	MUMC 3411	304-691-8828	purin@marshall.edu
Richard Egleton, PhD	BBSC 301C	304-696-3523	egleton@marshall.edu

There are no set office hours, so faculty should be contacted to arrange a time to meet. When contacting a professor by e-mail, please address her/him by Dr. and include your name. It may take up to 72 hours for a reply, depending on when the e-mail was sent.

Robbie Ashworth, the medical school learning specialist, can be contacted at ashwort7@marshall.edu.

Textbooks

Required

Pathology

Robbins & Cotran Pathologic Basis of Disease, 9th edition by Kumar, Abbas, Fausto and Aster (2015)

Microbiology

Medical Microbiology, 8th edition by Murray, Rosenthal and Pfaller (2016)

Physiology
Barret et al. ***Ganong's Review of Medical Physiology***, 26th ed..
This is available for free at Access Medicine.

Recommended (available on Access Medicine)
Bruton et al., **Goodman & Gilman's The Pharmacologic Basis of Therapeutics (13th ed.)**, 2017.

B. Katzung, **Basic and Clinical Pharmacology (14th ed.)**, 2017.

Recommended (not available on Access Medicine)
K. Whalen, **Lippincott's Illustrated Reviews: Pharmacology (7th ed.)**, 2018.

Classes

BMS 620 is a 2-credit hour course. Classes will be held from 10:00 - 10:50 AM on Tuesdays and Thursdays in Room 101 at the Biotechnology Science Center (BSC) or Room 216 at the Medical Education Building (MEB). While not required, attendance at all classes is strongly recommended. There is a possibility that there will be changes in the course schedule. You will be notified in advance if any changes occur.

Assessment

Grades will be assigned based on the following assessments.

Level	Description of testing type	Proportion of final grade
One	Quizzes Homework	10%
Two	Team Based Learning	30%
Three	Exams	60%

Non-exam assessment activities will occur throughout each week of the course.

*Assessments are categorized in three levels. Low-stakes assessments (Level 1) such as quizzes and in-class questions contribute the least to the final grade at 15%. The objectives of low-stakes assessments are to encourage students to keep up with the material and to provide frequent formative feedback. The Team-based Learning exercises (TBLs) each begin with a quiz which is taken individually and as a group. The results of the quizzes contribute 30% to the final grade and are considered intermediate-stakes assessments (Level 2). TBLs provide both formative and summative feedback. Course exams contribute 55% to the final grade. Because each question on the exams contributes more to the final grade than do questions from other sources, exams are considered high-stakes assessments (Level 3).

Examinations

Two examinations will be given in this course, each during regularly scheduled class time. Only under **truly exceptional circumstances** will a student be permitted to take an examination at a time other than during the scheduled examination period. Exceptional circumstances include: death or serious illness in the immediate family, childbirth, illness requiring hospitalization and illness serious enough to warrant a written dispensation from a physician. Minor illnesses are **NOT** exceptional circumstances. A written doctor's excuse stating the nature of the illness will be required. If arrangements have not been made beforehand, the student **MUST** contact the course director within 24 hours after the scheduled exam period to discuss rescheduling the exam.

Grades

Grades are calculated on a straight percentage scale. Final letter grades will be assigned as follows. Grades will be posted on MU Online as soon as reasonably possible after each exam.

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

Class Policies

By enrolling in this course, you agree to abide by the University policies listed below. Please read the full text of each policy by going to http://www.marshall.edu/academic-affairs and clicking on "Marshall University Policies".

Academic Dishonesty

Academic dishonesty will not be tolerated. Policy AA-12 defines academic dishonesty and describes the sanctions associated with it.

Inclement Weather

Policy GA-9 describes the policy on weather-related and/or emergency closings and delays. As this is an afternoon class, we will not be affected by delays. To find out if the University is closed, please call Audix at 696-6245.

University Computing Services Acceptable Use Policy
MUBOG Policy IT-1 explains this policy
(http://www.marshall.edu/president/board/policies.html).

Cell Phone Use
Cell phone use, including texting, will not be tolerated in the class, unless authorized by the instructor. If special circumstances exist such that a student needs to be in communication with family members or friends during a class, please inform the instructor before the class begins. Permission will be granted on a case-by-case basis and at the sole discretion of the instructor. If a student persists in using cell phones, including texting, after they have been asked to stop, the student will be removed from the class.

Course Objectives

Multisystem Disorders will bring together the concepts taught in earlier courses to address disorders of multiple organ systems. All **relevant** foundational disciplines, including physiology, pathology, and pharmacology will be covered in this course.

This course introduces the student to the fundamental concepts necessary to understand disease processes, diagnostics and therapeutic options for diseases that affect multiple systems. Clinical correlates, team-based exercises, homework assignments and small group discussions of clinical cases complement the lecture material and help the student apply the material to medical problem solving. Both Basic Science and Clinical Faculty from various departments will participate in the course.

To emphasize inductive reasoning, analytical thinking, and problem-solving, **the course content will be assessed with questions, the answers to which will require students to have both factual knowledge and a level of understanding of the material that will enable them to apply the knowledge to a variety of clinical situations.** Students will be expected to answer these questions during audience-response sessions, on in-class quizzes, during team-based learning exercises, on homework assignments and on course exams.

Student Learning Outcomes	How Outcome Will Be Practiced	How Outcome Will Be Assessed
Discuss the causes and pathophysiological mechanisms of common diseases that affect multiple systems.	In-class discussion, quizzes, TBLs	Exam questions, Homework

Discuss common presentations of the diseases that affect multiple systems.	In-class discussion, quizzes, TBLs	Exam questions, Homework
Describe the pathophysiological basis of clinical manifestations of common diseases of that affect multiple systems.	In-class discussion, quizzes, TBLs	Exam questions, Homework
Discuss the mechanism of action, common adverse effects, efficacy and potency, drug interactions and cost of commonly prescribed pharmaceuticals in the management of diseases that affect multiple systems.	In-class discussion, quizzes, TBLs	Exam questions, Homework

BMS 620 2022 SCHEDULE
MWF 10:00 – 10:50 AM

Week	Session
1	Obesity
2	Obesity
3	Obesity
4	Diabetes
5	Diabetes
6	Diabetes
7	Cancer
8	Cancer
9	Addiction
10	Addiction
11	Aging
12	Aging
13	Aging

Chair: Tracy Christofero | **GC#6: Course Addition**

Request for Graduate Course Addition

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

College: Medicine | Dept/Division: Biomedical Sciences | Alpha Designator/Number: BMS 634 | (•) Graded ( ) CR/NC

Contact Person: Todd L. Green, Ph.D. | Phone: 696-3531

NEW COURSE DATA:

New Course Title: Biostatistics and Epidemiology for the Medical Sciences

Alpha Designator/Number: B M S 6 3 4

Title Abbreviation: B I O S T A T E P I D E M M E D S C I

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)
This course will give students a thorough understanding of basic epidemiology and study design and the biostatistics used in medical research.

Co-requisite(s): None | First Term to be Offered: Spring 2022

Prerequisite(s): None | Credit Hours: 2

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

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

Dept. Chair/Division Head	Date 02/26/2020
Registrar 214491	Date 2-27-2020
College Curriculum Chair	Date 2/27/20
Graduate Council Chair	Date 3/20/2020

Request for Graduate Course Addition - Page 2

College: Medicine | Department/Division: Biomedical Sciences | Alpha Designator/Number: BMS 634

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

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

James Denvir
Nitin Puri

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

See course syllabus (attached).

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

See course syllabus (attached).

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

See course syllabus (attached).

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

Lecture

Request for Graduate Course Addition - Page 4

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

Two multiple-choice exams, quizzes, homework

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

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

See syllabus (attached).

Request for Graduate Course Addition - Page 5

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

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

Department: Biomedical Sciences
Course Number and Title: BMS 634, Biostatistics and Epidemiology for the Medical Sciences
Catalog Description: This course will give students a thorough understanding of basic epidemiology and study design and the biostatistics used in medical research.
Prerequisites: None
First Term Offered: Spring 2022
Credit Hours: 2

Biostatistics and Epidemiology for the Medical Sciences
BMS 634
Spring 2022

COURSE POLICY

Course Director:
Todd L. Green, Ph.D.
Office: MEB 151
Phone: 696-3531
E-mail: green@marshall.edu

Faculty	Office	Phone	E-mail
James Denvir, Ph.D.	336J BBSC	304-696-7327	denvir@marshall.edu
Todd Gress, M.D.	VA	304-429-6741 Ext. 2790	gress@marshall.edu
Nitin Puri, M.D., Ph.D.	3411 MUMC	304-691-8828	purin@marshall.edu

There are no set office hours, so faculty should be contacted to arrange a time to meet. When contacting a professor by e-mail, please address her/him by Dr. and include your name. It may take up to 72 hours for a reply, depending on when the e-mail was sent.

Robbie Ashworth, the medical school learning specialist, can be contacted at ashwort7@marshall.edu.

Required Textbooks

Intuitive Biostatistics. A nonmathematical guide to statistical thinking, 3rd Edition, Harvey Motulsky, Oxford University Press, 2018.

Practical Statistics for Medical Research, Douglas Altman, Chapman & Hall, 1991.

Gordis Epidemiology, 6th Edition, David Celentano and Moyses Szklo, Elsevier, 2018.

Classes

BMS 634 is a 2-credit hour course. Classes will be held from 11:00 - 11:50 AM on Tuesdays and Thursdays in Room 102 at the Biotechnology Science Center (BSC). While not required, attendance at all classes is strongly recommended. There is a possibility that there will be changes in the course schedule. You will be notified in advance if any changes occur.

Grading and Assessments

Grades will be assigned based on the following assessments.

Description of testing type	Proportion of final grade
Quizzes Homework	25%
Exams	75%

Examinations

Three examinations will be given in this course, each during regularly scheduled class time. Only under **truly exceptional circumstances** will a student be permitted to take an examination at a time other than during the scheduled examination period. Exceptional circumstances include: death or serious illness in the immediate family, childbirth, illness requiring hospitalization and illness serious enough to warrant a written dispensation from a physician. Minor illnesses are **NOT** exceptional circumstances. A written doctor's excuse stating the nature of the illness will be required. If arrangements have not been made beforehand, the student **MUST** contact the course director within 24 hours after the scheduled exam period to discuss rescheduling the exam.

The format of each exam will be in multiple-choice and short answer.

Grades

Student performance is based on the scores achieved on the three exams, the quizzes, and the homework. There is no cumulative final.

Final letter grades will be assigned as follows. Grades will be posted on MU Online as soon as reasonably possible after each exam.

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

Class Policies

By enrolling in this course, you agree to abide by the University policies listed below. Please read the full text of each policy by going to http://www.marshall.edu/academic-affairs and clicking on "Marshall University Policies".

Academic Dishonesty

Academic dishonesty will not be tolerated. Policy AA-12 defines academic dishonesty and describes the sanctions associated with it.

Inclement Weather

Policy GA-9 describes the policy on weather-related and/or emergency closings and delays. As this is an afternoon class, we will not be affected by delays. To find out if the University is closed, please call Audix at 696-6245.

University Computing Services Acceptable Use Policy

MUBOG Policy IT-1 explains this policy (http://www.marshall.edu/president/board/policies.html).

Cell Phone Use

Cell phone use, including texting, will not be tolerated in the class, unless authorized by the instructor. If special circumstances exist such that a student needs to be in communication with family members or friends during a class, please inform the instructor before the class begins. Permission will be granted on a case-by-case basis and at the sole discretion of the instructor. If a student persists in using cell phones, including texting, after they have been asked to stop, the student will be removed from the class.

Course Objectives

After completing this course, students should have a thorough understanding of basic epidemiology and study design and the biostatistics used in medical research. The student should be able to demonstrate their knowledge of:

1. The principles of epidemiology
2. Basic biostatistics
2. Measures of disease and statistics
3. Measures of test performance and statistics
4. Case control study design and statistics
5. Cohort study design and statistics
6. Clinical trials study design and statistics

Students should also understand the extent to which deviations from statistical and mathematical ideals occur in real-world biomedical research and discuss the extent to which these may be tolerated.

Student Learning Outcomes	How Outcome Will Be Practiced	How Outcome Will Be Assessed
Demonstrate the principles of epidemiology	In-class discussion and problem-solving	Exam questions, Homework
Demonstrate use of basic biostatistics	In-class discussion and problem-solving	Exam questions, Homework
Demonstrate the design of a case control study and the statistical expression of study results	In-class discussion and problem-solving	Exam questions, Homework
Demonstrate the design of a cohort study and the statistical expression of study results	In-class discussion and problem-solving	Exam questions, Homework
Demonstrate the design of a clinical trials study and the statistical expression of study results	In-class discussion and problem-solving	Exam questions, Homework

BMS 634 2022 LECTURE SCHEDULE
TR 11:00 – 11:50 AM

Week	Session
1	Epidemiology
2	Basic Biostatistics
3	Basic Biostatistics
4	Biostatistics – Sensitivity and Specificity
5	P-values, interpretations of statistical significance
6	Sample size and power
7	Odds ratio, Survival curves
8	Study Design 1 – Case Control
9	Study Design 1 – Case Control
10	Study Design 2 – Cohort Studies
11	Study Design 2 – Cohort Studies
12	Study Design 3 – Clinical Trials
13	Study Design 3 – Clinical Trials
14	Study Design 3 – Clinical Trials

Chair: Tracy Christofero | **GC#6: Course Addition**

Request for Graduate Course Addition

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

College: Science | Dept/Division: Biological Sciences | Alpha Designator/Number: BSC 538 | (•) Graded ( ) CR/NC

Contact Person: Gary E. Schultz, Jr. | Phone: 304-696-7057

NEW COURSE DATA:

New Course Title: Emerging Infectious Diseases

Alpha Designator/Number: B S C 5 3 8

Title Abbreviation: ~~E I D~~ EMERGING InFect Diseases

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)
Introduces students to infectious diseases that are either newly emergent or have returned to prominence within the last decade.

Co-requisite(s): NA | First Term to be Offered: Fall 2020

Prerequisite(s): BSC 302, or 320, or 322, or 32 | Credit Hours: 3

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

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

Dept. Chair/Division Head	Date 2/2/2020
Registrar	Date 2/7/2020
College Curriculum Chair	Date 2-28-2020
Graduate Council Chair	Date 3/30/2020

Request for Graduate Course Addition - Page 2

College: Science | Department/Division: Biological Sciences | Alpha Designator/Number: BSC 438

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

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

Gary Schultz, Jen Mosher

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

The overall objective of this course is to introduce the principles and processes of disease (particularly emerging disease) and epidemiology.

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

Introduction
Epidemiology
Disease
Influenza and bird flu
Zoonoses
Foodborne Illness
Antibiotic-Resistance
Neglected and New Diseases
Investigations
Case Studies
SARS
Ebola
Other emerging diseases

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

Emerging Epidemics: The Menace of New Infections
by Madeline Drexler
2009

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

Lecture, group projects, homework, discussion

Request for Graduate Course Addition - Page 4

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

Exams, Quizzes, Homework, Presentation projects

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

Additional project

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

Request for Graduate Course Addition - Page 5

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

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

Department: Biological Sciences
Course Number and Title: BSC 538 Emerging Infectious Diseases
Catalog Description: Introduces students to infectious diseases that are either newly emergent or have returned to prominence within the last decade.
Prerequisites: BSC 302, or 320, or 322, or 324
First Term Offered: Fall 2020
Credit Hours: 3

Marshall University
College of Science
Department of Biological Sciences Syllabus

Course
BSC 538

Course Description
Introduces students to infectious diseases that are either newly emergent or have returned to prominence within the last decade.

Credits
3 hr Graduate

Prerequisites
BSC 302 or 320 or 322 or 324

Term/Year
Fall 2018

Class Meeting Days/Times
MWF 9-9:50

Location
Science Building Room 374

Academic Calendar
For beginning, ending, and add/drop dates, see the Marshall University Academic Calendar (URL: http://www.marshall.edu/calendar/academic).

Instructor
Dr. Gary E. Schultz, Jr.

Contact Information
Office: 309 Science Building

Office Hours: MW 10–12 AM; T 9–12 AM

Feel free to drop by at any time during posted office hours, however people who call or email ahead for an appointment will be given priority. An appointment is required outside of posted office hours.

Office Phone: 304-696-7057

Marshall Email: schultzga@marshall.edu

Required and/or Recommended Texts and Materials

Required Texts, Additional Reading, and Other Materials

Emerging Epidemics – The Menace of New Infections by Madeline Drexler (2009) (paperback – may be ordered from Amazon, Barnes and Noble, AbeBooks.com, other used booksellers. Additional Reading may be required during the semester. These readings will be online or provided by the instructor.

Course Student Learning Outcomes

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

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will be exposed to the study of epidemiology.	In class lectures, group work, class discussions, writing assignments.	Exams, quizzes, group projects, participation grades, presentations.
Students will explore how emerging infectious diseases have affected the history of mankind and how they may impact our future.	In class lectures, group work, class discussions, writing assignments.	Exams, quizzes, group projects, participation grades, presentations.
Students will learn about specific emerging and re-emerging diseases	In class lectures, group work, class discussions, writing assignments.	Exams, quizzes, group projects, participation grades, presentations.

Course Requirements/Due Dates

Two exams @ 50 points each	100 points
One exam (exam 3 on presentations)	25 points
Quizzes, homework, and in-class activities	25+ points
Participation/attendance during presentations	(see below)
Presentations	50 points

Grading Policy

Final letter grade: ≥89.5% of total available points = A; 79.5-89.4% of points = B; 69.5-79.4% of points = C; 59.5-69.4% points = D; < 59.5% of total available points = F.

Late work is accepted with a 20% penalty for each day late.

Attendance Policy

Attendance at all scheduled lectures and exams is expected. Lectures, discussions, and presentations only occur once. If you miss class, you are likely to miss points due to missing a quiz, writing assignment, discussion, etc. Anything we cover in class, including lectures, discussions, movies, presentation, or any exercise will be included on exams. Participation and attendance for presentations is required and absences will be penalized as below:

Participation:

0.5 points ADDED to final grade PERCENTAGE (must ask at least 1 question during presentations)

1.0 point SUBTRACTED from final grade PERCENTAGE if no questions are asked.

Attendance:

0.5 points ADDED to final grade PERCENTAGE (miss 2 or fewer presentations)

1.0 point SUBTRACTED from final grade PERCENTAGE if 3 or more presentations are missed.

University Policies

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to Academic Affairs: Marshall University Policies. (URL: http://www.marshall.edu/academic-affairs/policies/)

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

Course Schedule

Week	Activity/Assignment	Points (Percentage)	Due Date
1	Intro/Epidemiology/Influenza		
2	Intro/Epidemiology/Influenza		
3	SARS/Ebola		
4	SARS/Ebola Exam 1	100	
5	Zoonoses/Foodborne/AntibioticResistance		
6	Zoonoses/Foodborne/AntibioticResistance		
7	Neglected and New Diseases Case Studies		
8	Neglected and New Diseases Case Studies		
9	Neglected and New Diseases Case Studies		
10	Neglected and New Diseases Case Studies		
11	Neglected and New Diseases Case Studies Exam 2	100	
12	Student Presentations		
13	Student Presentations		
14	Student Presentations		
15	Student Presentations Exam 3	50	

Bibliography

Beltz, Lisa. Emerging Infectious Diseases - A Guide to Diseases, Causative Agents, and Surveillance. John Wiley and Sons, 2011.

Drexler, Madeline. Emerging Epidemics: the Menace of New Infections. Penguin Books, 2010.

Dworkin, Mark. Outbreak Investigations Around the World. Jones and Bartlett Publishers, 2010.

Ergonul, Onder, et al., editors. EMERGING INFECTIOUS DISEASES: Clinical Case Studies. ELSEVIER ACADEMIC Press, 2017.

Garrett, Laurie. The Coming Plague: Newly Emerging Diseases in a World Out of Balance, Penguin, 1996, pp. 100 - 152.

Online Resources:

"Diseases and Conditions." NIAID, 2020. https://www.niaid.nih.gov/diseases-conditions?f%5B0%5D=disease%3A53

"Emerging Infectious Diseases." CDC, 2020. https://wwwnc.cdc.gov/eid/.

“From Birds to People, The West Nile Story.” BioInteractive Homepage | HHMI BioInteractive, HHMI, 2019, https://www.biointeractive.org/classroom-resources/birds-people-west-nile-virus-story.

"Influenza (Flu)." CDC, 2020. https://www.cdc.gov/flu/.

“Mosquito Borne Viral Diseases.” BioInteractive Homepage | HHMI BioInteractive, HHMI, 2019, www.hhmi.org/biointeractive/mosquito-borne-viral-diseases.

"Weekly U.S. Influenza Surveillance Report." CDC, 2020. https://www.cdc.gov/flu/weekly/index.htm.

"World Health Organization," WHO, 2020. https://www.who.int/

Chair: Tracy Christofero | **GC#7: Course Change**

Request for Graduate Course Change

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

College: COEPD Dept/Division: Special Education Current Alpha Designator/Number: CISP 529

Contact Person: Dr. Wendi Dunham Phone: 304-696-2856

CURRENT COURSE DATA:

Course Title: Introduction to Developmental Disabilities

Alpha Designator/Number: C I S P 5 2 9

Title Abbreviation: I n t r o t o D e v e l o p D i s a b

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

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

Dept. Chair/Division Head Debra Lockwood	Date 1/29/2020
Registrar 131088	Date 1/29/2020
College Curriculum Chair	Date 2/04/2020
Graduate Council Chair Lori Hummel	Date 3/30/2020

Request for Graduate Course Change - Page 2

College: COEPD | Department/Division: Special Education | Alpha Designator/Number: CISP 529

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

Change in CATALOG TITLE: ☒ YES ☐ NO

From: Intro to the Physically Handic (limited to 30 characters and spaces)

To: Intro to Develop Disabilities

If Yes, Rationale: The original title "Introduction to the Physically Handicapped" includes the wording "physically handicapped" that is out dated and no longer appropriate in describing individuals with disabilities. The use of a new title " Introduction to Developmental Disabilities" uses more appropriate wording in describing individuals with disabilities.

Change in COURSE ALPHA DESIGNATOR:

From: ____ To: ____ ☐ YES ☒ NO

If Yes, Rationale:

Change in COURSE NUMBER: ☐ YES ☒ NO

From: ____ To: ____

If Yes, Rationale:

Change in COURSE GRADING

From ☐ Grade To ☐ Credit/No Credit

Rationale:

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

From: Introduction to the Physically Handicapped. 3 hrs. An introduction to the characteristics and needs of crippled and other health impaired children. The medical aspects of physically handicapping conditions are considered. (PR: CISP 520; CR: Field Experience)

To: Introduction to the characteristics and needs of young children with developmental disabilities addressing the physical, neurological, health, and environmental problems that impact atypical growth and development.

If Yes Rationale: The description of the course reflects inappropriate/out of date wording to describe individuals with disabilities. The PR are no longer required due to changes to the new preschool special education graduate program course rotation.

Request for Graduate Course Change - Page 3

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

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

From

To

Change in COURSE CONTENT: ☐ YES ☒ NO

From

To

Rationale

Request for Graduate Course Change-Page 4

College: COEPD

Department: Special Education

Course Number/Title CISP 529 Introduction to the Physically Handicapped

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

NOT APPLICABLE

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

NOT APPLICABLE

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

NOT APPLICABLE

Request for Graduate Course Change - Page 5

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

COURSE DESCRIPTION CHANGE	COURSE NUMBER CHANGE	COURSE TITLE CHANGE
Department:	Department:	Department:
Course Number and Title:	Current Course Number/Title:	Current Course Number/Title:
Rationale:	New Course Number:	New Course Title:
Course Description (old)	Rationale:	Rationale:
Course Description: (new)	Catalog Description:	Catalog Description:
Catalog Description:	Credit hours:	

COURSE DESCRIPTION CHANGE
Department: COEPD/Special Education
Course Number and Title: CISP 529 Introduction to the Physically Handicapped
Rationale: The description of the course reflects inappropriate/out of date wording to describe individuals with disabilities. The PR are no longer required due to changes to the new preschool special education graduate program course rotation.
Course Description (Old): Introduction to the Physically Handicapped. 3 hrs. An introduction to the characteristics and needs of crippled and other health impaired children. The medical aspects of physically handicapping conditions are considered. (PR: CI 520; CR: Field Experience)
Course Description (New): Introduction to the characteristics and needs of young children with developmental disabilities addressing the physical, neurological, health, and environmental problems that impact atypical growth and development.
Catalog Description: Introduction to the Physically Handicapped. 3 hrs. An introduction to the characteristics and needs of crippled and other health impaired children. The medical aspects of physically handicapping conditions are considered. (PR: CI 520; CR: Field Experience)

COURSE TITLE CHANGE
Department: COEPD/Special Education
Current Course Number/Title: CISP 529 Introduction to the Physically Handicapped
New Course Title: Introduction to Developmental Disabilities
Rationale: The original title "Introduction to the Physically Handicapped" includes the wording "physically handicapped" that is out dated and no longer appropriate in describing individuals with disabilities. The use of a new title " Introduction to Developmental Disabilities" uses more appropriate wording in describing individuals with disabilities.
Catalog Discription: Introduction to the Physically Handicapped. 3 hrs. An introduction to the characteristics and needs of crippled and other health impaired children. The medical aspects of physically handicapping conditions are considered. (PR: CI 520; CR: Field Experience)
Credit Hours: 3

Chair: Tracy Christofero | **GC#7: Course Change**

Request for Graduate Course Change

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

College: COEPD Dept/Division: Special Education Current Alpha Designator/Number: CISP 529

Contact Person: Dr. Wendi Dunham Phone: 304-696-2856

CURRENT COURSE DATA:

Course Title: Introduction to Developmental Disabilities

Alpha Designator/Number: C I S P 5 2 9

Title Abbreviation: I n t r o t o D e v e l o p D i s a b

1. Complete this **five** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator, course number, course content, credit hours, or catalog description.
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5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.

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

Dept. Chair/Division Head Debra Lockwood	Date
Registrar	Date 1-13-2020
College Curriculum Chair	Date 1/15/2020
Graduate Council Chair Lori Hamm	Date 3/30/2020

Request for Graduate Course Change - Page 2

College: COEPD | Department/Division: Special Education | Alpha Designator/Number: CISP 529

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

Change in CATALOG TITLE: ☒ YES ☐ NO

From: Intro to the Physically Handic (limited to 30 characters and spaces)

To: Intro to Developmental Disabilities

If Yes, Rationale: The original title "Introduction to the Physically Handicapped" includes the wording "physically handicapped" that is out dated and no longer appropriate in describing individuals with disabilities. The use of a new title " Introduction to Developmental Disabilities" uses more appropriate wording in describing individuals with disabilities.

Change in COURSE ALPHA DESIGNATOR:

From: ____ To: ____ ☐ YES ☒ NO

If Yes, Rationale:

Change in COURSE NUMBER: ☐ YES ☒ NO

From: ____ To: ____

If Yes, Rationale:

Change in COURSE GRADING

From ☐ Grade To ☐ Credit/No Credit

Rationale:

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

From: Introduction to the Physically Handicapped. 3 hrs. An introduction to the characteristics and needs of crippled and other health impaired children. The medical aspects of physically handicapping conditions are considered. (PR: CISP 520; CR: Field Experience)

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If Yes Rationale: The description of the course reflects inappropriate/out of date wording to describe individuals with disabilities. The PR are no longer required due to changes to the new preschool special education graduate program course rotation.

Request for Graduate Course Change - Page 3

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

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

From

To

Change in COURSE CONTENT: ☐ YES ☒ NO

From

To

Rationale

Request for Graduate Course Change-Page 4

College: COEPD

Department: Special Education

Course Number/Title CISP 529 Introduction to the Physically Handicapped

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

NOT APPLICABLE

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NOT APPLICABLE

Request for Graduate Course Change - Page 5

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Department:	Department:	Department:
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Rationale:	New Course Number:	New Course Title:
Course Description (old)	Rationale:	Rationale:
Course Description: (new)	Catalog Description:	Catalog Description:
Catalog Description:	Credit hours:	

COURSE DESCRIPTION CHANGE
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Course Number and Title: CISP 529 Introduction to the Physically Handicapped
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COURSE TITLE CHANGE
Department: COEPD/Special Education
Current Course Number/Title: CISP 529 Introduction to the Physically Handicapped
New Course Title: Introduction to Developmental Disabilities
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Credit Hours: 3

Chair: Tracy Christofero | **GC#7: Course Change**

Request for Graduate Course Change

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

College: COEPD Dept/Division: Special Education Current Alpha Designator/Number: CISP 674

Contact Person: Dr. Wendi Dunham Phone: (304) 696-2856

CURRENT COURSE DATA:

Course Title: Practicum: Preschool Special Education

Alpha Designator/Number: C I S P 6 7 4

Title Abbreviation: P r a c t i c u m : P r e s c h o o l S p E d

1. Complete this **five** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator, course number, course content, credit hours, or catalog description.
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Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head Kleberia Lockwood	Date 1/29/2020
Registrar	Date 1/29/2020
College Curriculum Chair	Date 2/04/2020
Graduate Council Chair Lori Hammond	Date 3/30/2020

Request for Graduate Course Change - Page 2

College: COEPD | Department/Division: Special Education | Alpha Designator/Number: CISP 674

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

Change in CATALOG TITLE: ☒ YES ☐ NO

From: Practicum: Preschool Sp Ed (limited to 30 characters and spaces)

To: Clinical: Preschool Special Ed

If Yes, Rationale: Changing the course title from practicum to clinical provides more clarity and better reflects the expected course requirements/outcomes.

Change in COURSE ALPHA DESIGNATOR:

From: ____ To: ____ ☐ YES ☒ NO

If Yes, Rationale:

Change in COURSE NUMBER: ☐ YES ☒ NO

From: ____ To: ____

If Yes, Rationale:

Change in COURSE GRADING

From ☐ Grade To ☐ Credit/No Credit

Rationale:

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

From: Practicum: Preschool Special Education. 3 hrs. Supervised teaching in a variety of early childhood special education programs across ages, disabilities, and severity levels. Experiences with nonhandicapped preschoolers are required. Specific competencies will be individually determined.

To: Clinical: Preschool Special Education. 3 hrs. Emphasis on infants and toddlers identified as at-risk or with special needs. Clinical field observations of practitioners (developmental specialist/service coordinator) and service providers are required.

If Yes Rationale: Student's will apply course content and real-life clinical observations to gain a better understanding and perspective of special education services for infants/toddlers (Part C) and the relationship to preschool special education services (Part B).

Request for Graduate Course Change - Page 3

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

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

From

To

Change in COURSE CONTENT: ☒ YES ☐ NO

From The previous course content was specific to and focused on preschool special education (Part B) and was not inclusive of special education for infants and toddlers who are at-risk or have identified disabilities (Part C). The content expanded upon prior knowledge of preschool special education strategies, methods, collaboration with families, assessment, and development and implementation of Individualized Education Programs (IEP's) as they occurred within preschool special education environments.

To The clinical content exclusively emphasizes special education services for infants and toddlers aged birth-2 (Part C). The content provides an assignment handbook directly linked to the course rubric that must be completed and submitted as a final electronic portfolio. The course includes multiple clinical field observations of Birth to Three practitioners (developmental specialist and service coordinator) and related service providers (occupational therapist and speech therapist). Clinical field observations will occur in the child's natural environment (homes, centers, and other parent designated meeting places). Students will have the opportunity to participate in a comprehensive learning experience relative to Part C early intervention services. The clinical will provide students with a better understanding of Part C eligibility requirements, family-centered planning and implementation using Individualized Family Service Plans (IFSP), seamless transition planning to Part B (preschool special education) services, and practitioner/service provider roles.

Rationale The previous practicum content was used as an extension of the CISP 673 field experience (student teaching). However, neither the field experience or previous practicum content provided opportunities for students to actively learn about and participate in Part C early intervention services for infants and toddlers who are at-risk or have identified disabilities (Part C) . The clinical content will provide students with a strong foundational knowledge of early intervention services for infants and toddlers and a holistic understanding of early intervention in context to special education. The students will learn concepts such as the role of Part C services, providers, parent relationships, assessments and development/implementation of Individualized Family Service Plans, and how they connect to Part B (preschool special education) Individualized Education Programs (IEP's).

Request for Graduate Course Change-Page 4

College: COEPD

Department: Special Education

Course Number/Title Practicum: Preschool Special Education

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

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Rationale:	New Course Number:	New Course Title:
Course Description (old)	Rationale:	Rationale:
Course Description: (new)	Catalog Description:	Catalog Description:
Catalog Description:	Credit hours:	

COURSE DESCRIPTION CHANGE
Department: COEPD/Special Education
Course Number and Title: CISP 674 Practicum: Preschool Special Education
Rationale: Student's will apply course content and real-life clinical observations to gain a better understanding and perspective of special education services for infants/toddlers (Part C) and the relationship to preschool special education services (Part B).
Course Description (old): Practicum: Preschool Special Education. 3 hrs. Supervised teaching in a variety of early childhood special education programs across ages, disabilities, and severity levels. Experiences with nonhandicapped preschoolers are required. Specific competencies will be individually determined.
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Catalog Description: Practicum: Preschool Special Education. 3 hrs. Supervised teaching in a variety of early childhood special education programs across ages, disabilities, and severity levels. Experiences with nonhandicapped preschoolers are required. Specific competencies will be individually determined.
COURSE TITLE CHANGE
Department: COEPD/Special Education
Current Course Number/Title: CISP 674 Practicum: Preschool Special Education
New Course Title: Clinical: Preschool Special Education
Rationale: Changing the course title from practicum to clinical provides more clarity and better reflects the expected course requirements/outcomes.
Catalog Description: Practicum: Preschool Special Education. 3 hrs. Supervised teaching in a variety of early childhood special education programs across ages, disabilities, and severity levels. Experiences with nonhandicapped preschoolers are required. Specific competencies will be individually determined.

Chair: Tracy Christofero | **GC#7: Course Change**

Request for Graduate Course Change

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Contact Person: Dr. Wendi Dunham Phone: 304-696-2856

CURRENT COURSE DATA:

Course Title: Practicum: Preschool Special Education

Alpha Designator/Number: C I S P 6 7 4

Title Abbreviation: P r a c t i c u m : P r e s c h o o l S p E d

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

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

Dept. Chair/Division Head Debra Lockwood	Date
Registrar	Date 1-13-2020
College Curriculum Chair	Date 1/15/2020
Graduate Council Chair Lori Kennedy	Date 3/30/2020

Request for Graduate Course Change - Page 2

College: COEPD | Department/Division: Special Education | Alpha Designator/Number: CISP 674

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

Change in CATALOG TITLE: ☒ YES ☐ NO

From: Practicum: Preschool Sp Ed (limited to 30 characters and spaces)

To: Clinical: Preschool Special Ed

If Yes, Rationale: Changing the course title from practicum to clinical provides more clarity and better reflects the expected course requirements/outcomes.

Change in COURSE ALPHA DESIGNATOR:

From: To: ☐ YES ☒ NO

If Yes, Rationale:

Change in COURSE NUMBER: ☐ YES ☒ NO

From: To:

If Yes, Rationale:

Change in COURSE GRADING

From ☐ Grade To ☐ Credit/No Credit

Rationale:

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

From: Practicum: Preschool Special Education. 3 hrs. Supervised teaching in a variety of early childhood special education programs across ages, disabilities, and severity levels. Experiences with nonhandicapped preschoolers are required. Specific competencies will be individually determined.

To: Clinical: Preschool Special Education. 3 hrs. Emphasis on infants and toddlers identified as at-risk or with special needs. Clinical field observations of practitioners (developmental specialist/service coordinator) and service providers are required.

If Yes Rationale: Students will apply course content knowledge to understand better how Part C services relate to Part B (PSE) services and clinical observations to gain a real-life perspective of how Part C services are provided within the child's natural environment.

Request for Graduate Course Change - Page 3

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

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

From

To

Change in COURSE CONTENT: ☒ YES ☐ NO

From: The previous course content was specific to and focused on preschool special education and was not inclusive of Part C early intervention programs (Birth to Three). The content expanded upon prior knowledge of preschool special education strategies, methods, collaboration with families, assessment, and development and implementation of Individualized Education Programs (IEP's) as they occurred within preschool special education environments.

To: The clinical content exclusively emphasizes Part C, Birth to Three, early intervention services. The content provides an assignment handbook directly linked to the course rubric that must be completed and submitted as a final electronic portfolio. The course includes multiple clinical field observations of Birth to Three practitioners (developmental specialist and service coordinator) and related service providers (occupational therapist and speech therapist). Clinical field observations will occur in the child's natural environment (homes, centers, and other parent designated meeting places). Students will have the opportunity to participate in a comprehensive learning experience relative to Part C early intervention services. The clinical will provide students with a better understanding of Part C eligibility requirements, family-centered planning and implementation using Individualized Family Service Plans (IFSP), seamless transition planning to Part B services, and practitioner/service provider roles.

Rationale: The previous practicum content was used as an extension of the CISP 673 field experience (student teaching). However, neither the field experience or previous practicum content provided opportunities for students to actively learn about and participate in Part C early intervention services. The clinical content will provide students with a strong foundational knowledge of Part C services for infants and toddlers and a holistic understanding of early intervention in context to special education. The students will learn concepts such as the role of Part C services, providers, parent relationships, assessments and development/implementation of Individualized Family Service Plans, and how they connect to Part B Individualized Education Programs (IEP's).

Request for Graduate Course Change-Page 4

College: COEPD

Department: Special Education

Course Number/Title CISP 674 Practicum: Preschool Special Education

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

NOT APPLICABLE

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

NOT APPLICABLE

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

NOT APPLICABLE

Request for Graduate Course Change - Page 5

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

COURSE DESCRIPTION CHANGE	COURSE NUMBER CHANGE	COURSE TITLE CHANGE
Department:	Department:	Department:
Course Number and Title:	Current Course Number/Title:	Current Course Number/Title:
Rationale:	New Course Number:	New Course Title:
Course Description (old)	Rationale:	Rationale:
Course Description: (new)	Catalog Description:	Catalog Description:
Catalog Description:	Credit hours:	

COURSE DESCRIPTION CHANGE
Department: COEPD/Special Education
Course Number and Title: CISP 674 Practicum: Preschool Special Education
Rationale: Students will apply course content knowledge to understand better how Part C services relate to Part B (PSE) services and clinical observations to gain a real-life perspective of how Part C services are provided within the child's natural environment.
Course Description (old): Practicum: Preschool Special Education. 3 hrs. Supervised teaching in a variety of early childhood special education programs across ages, disabilities, and severity levels. Experiences with nonhandicapped preschoolers are required. Specific competencies will be individually determined.
Course Description (new): Clinical: Preschool Special Education. 3 hrs. Emphasis on infants and toddlers identified as at-risk or with special needs. Clinical field observations of practitioners (developmental specialist/service coordinator) and service providers are required.
Catalog Description: Practicum: Preschool Special Education. 3 hrs. Supervised teaching in a variety of early childhood special education programs across ages, disabilities, and severity levels. Experiences with nonhandicapped preschoolers are required. Specific competencies will be individually determined.

COURSE TITLE CHANGE
Department: COEPD/Special Education
Current Course Number/Title: CISP 674 Practicum: Preschool Special Education
New Course Title: Clinical: Preschool Special Education. 3 hrs. Emphasis on infants and toddlers identified as at-risk or with special needs. Clinical field observations of practitioners (developmental specialist/service coordinator) and service providers are required.
Rationale: Students will apply course content knowledge to understand better how Part C services relate to Part B (PSE) services and clinical observations to gain a real-life perspective of how Part C services are provided within the child's natural environment.
Catalog Description: Practicum: Preschool Special Education. 3 hrs. Supervised teaching in a variety of early childhood special education programs across ages, disabilities, and severity levels. Experiences with nonhandicapped preschoolers are required. Specific competencies will be individually determined.

Chair: Tracy Christofero | **GC#6: Course Addition**

Request for Graduate Course Addition

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

College: Science | Dept/Division: CJ & Criminology | Alpha Designator/Number: 5xx 517 | (•) Graded ( ) CR/NC

Contact Person: Dr. Wendy Perkins | Phone: 304.696.2568

NEW COURSE DATA:

New Course Title: CJ Decision Making

Alpha Designator/Number: 517

C	J		5	x	x				

Title Abbreviation:

C	J		D	e	c	i	s	i	o	n		M	a	k	i	n	g							

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)

Focuses on theories of criminal justice decision-making and decision points across the criminal justice system. Topics include the decision to report crime, police decisions, jury decisions, and sentencing decisions.

Co-requisite(s): Not applicable | First Term to be Offered: Spring 2021

Prerequisite(s): Not applicable | Credit Hours: 3

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

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

Dept. Chair/Division Head	Date 2-24-2020
DEAN	DATE 27 FEB 2020
Registrar 43 0102	Date 2-24-2020
College Curriculum Chair	Date 2-28-2020
Graduate Council Chair	Date 3/30/2020

Request for Graduate Course Addition - Page 2

College: Science | Department/Division: CJ & Criminology | Alpha Designator/Number: CJ 5xx 517

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

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

Dr. Wendy Perkins, Dr. Stephen Young, Dr. Leslie Quick, Dr. Dru Bora, Dr. Kimberly DeTardo-Bora, Professor Peggy Brown

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

After a thorough review of the course catalog, it has been determined there are no duplications for this course.

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

Not applicable

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

Not applicable

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

Not applicable

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

CLO 1 Students will critique theories of criminal justice decision making
CLO 2 Students will analyze common factors in criminal justice decision making
CLO 3 Students will simulate the criminal justice workgroup
CLO 4 Students will develop academic research skills related to the criminal justice field
CLO 5 Students will develop professional written communication skills using APA format

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

The general course sequence is as follows:
1) Defining crime and criminal behavior
2) Defining discretion
3) Discussing the concept of justice
4) Theories of criminal justice decision making
5) Lawmaking decisions
6) Victim decisions
7) Police decisions
8) Prosecutorial decisions
9) Judicial and sentencing decisions
10) Current topics of interest (e.g. sex offender registries)

Please see attached syllabus and schedule for more details.

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

Harris, H. (2016). A pound of flesh: Monetary sanctions as punishment for the poor. New York, NY: Russell Sage Foundation.

Lipsky, M. (1980). Street-level bureaucracy: Dilemmas of the individual in public services. New York: NY: Russell Sage Foundation.

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

A) Groupwork which simulates how criminal justice decisions are made (e.g. probation decisions, pre-sentencing decisions)
B) Interactive lecture designed to develop critical thinking skills
C) Short papers which apply theories of decision making to criminal justice decision points

Request for Graduate Course Addition - Page 4

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

A) Book review
B) Reflection journal
C) Pop quizzes

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

Graduate students are required to evaluate a criminal justice policy which was enacted to improve decision-making. For example, graduate students could evaluate federal sentencing guidelines which were enacted as a way to limit judicial discretion during the sentencing phase of criminal trials at the federal level. Graduate students are required to present this evaluation to their classmates.

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

See attached.

Request for Graduate Course Addition - Page 5

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

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

Department: Criminal Justice & Criminology
Course Number and Title: CJ 517 CJ Decision Making
Catalog Description: Focuses on theories of criminal justice decision-making and decision points across the criminal justice system. Topics include the decision to report crime, police decisions, jury decisions, and sentencing decisions.
Prerequisites: N/A
First Term Offered: Spring 2021
Credit Hours: 3

Marshall University Syllabus
School of Forensic & Criminal Justice Sciences

Course Name	**CJ Decision Making**
Department	Criminal Justice & Criminology
Term/Year	Spring 2021
Course Time	TBD
Location	TBD
Instructor	TBD
Email	TBD
Telephone	TBD
Office	TBD
Office Hours	TBD
Course Start Date	January 2021
Course End Date	April/May 2021

Course Description
Focuses on theories of criminal justice decision-making and decision points across the criminal justice system. Topics include the decision to report crime, police decisions, jury decisions, and sentencing decisions.

Required Texts
Harris, H. (2016). *A pound of flesh: Monetary sanctions as punishment for the poor*. New York, NY: Russell Sage Foundation.

Lipsky, M. (1980). *Street-level bureaucracy: Dilemmas of the individual in public services*. New York: NY: Russell Sage Foundation.

YES, YOU NEED TO ACCESS THE COURSE MATERIALS. It is **YOUR JOB** to read the materials and come to class prepared to discuss the information. It is **MY JOB** to reinforce material, explain difficult concepts, and encourage critical thinking about the subject matter. University-level learning requires you to go above and beyond relying on an instructor to provide you with material that will help you pass a test. You must take the initiative to learn on your own by reading the material provided and asking questions about information you do not understand.

Technology and Technical Skill Requirements
- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.

- For computer and browser requirements, see "Get Connected" and "Internet Browser" at Student Resources: First Steps. See also IT: Recommended Hardware (URLs: http://www.marshall.edu/muonline/student-resources/ and http://www.marshall.edu/it/recommendations/).
- To check your browsers, use the Blackboard Browser Checker and ensure that you set permissions properly and have all the necessary plug-ins. (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker)
- Students must be able to use Marshall email, as well as the Blackboard tools. Links to Blackboard Help and tutorials are available as buttons on the navigation bar in Blackboard.
- Adobe Acrobat Reader may be needed to read some files. This plug-in is available free. (URL: https://get.adobe.com/reader/). See the Tech Support tab in Blackboard for additional information and links.
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit Marshall IT: Office 365 (URL: http://www.marshall.edu/it/office365/).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

Technology Assistance

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

- Blackboard Support Center (URL: http://marshall.edusupportcenter.com)
- Marshall Information Technology (IT) Service Desk (Help Desk) (URL: http://www.marshall.edu/it/departments/it-service-desk/)
    - Huntington: (304) 696-3200
    - South Charleston: (304) 746-1969
    - Email the IT Service Desk (itservicedesk@marshall.edu)

Course Learning Outcomes

The table below shows how each student learning outcome will be practiced and assessed in the course.

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will critique theories of criminal justice decision making	In-class work, lectures	Book reviews, reflection journal
Students will analyze common factors in criminal justice decision making	In-class work, lectures	Reflection journal; learning assessment
Students will simulate the criminal justice workgroup	In-class work	Reflection journal
Students will develop academic research skills related to the criminal justice field	Library research	Book reviews
Students will develop professional written	Drafts of book reviews	Book reviews

communication skills using APA format		

Course Policies
By enrolling in this course, you agree to the course policies described below.

Classroom Behavior
Criminal justice is a discipline with many controversial topics. You are going to have personal opinions about many of the topics we discuss. So will everyone else. Keep it to a dull roar when we talk about hot topics. In other words, you should:

1) **Be respectful** of me, of your peers, and of yourself!
2) **Contribute to discussions**. Do not be afraid to speak your mind – even if someone disagrees with you, your contribution will still be respected.
3) **Challenge each other!** Challenge me! I will challenge you! That is how we will all learn something about criminal justice.
4) **Be open minded**. Never be afraid to change your opinions after you learn new information or consider someone else's point of view.
5) **Think critically**. Connect the dots. Consider the research. Think about what it means to practice in the field of criminal justice. A personal opinion is not the same thing as an educated opinion or a professional opinion. And none of those are the same as the knowledge someone possesses based upon the research they, and others, have conducted.
6) **The use of technology** is encouraged in my classroom. Many students purchase digital copies of books or take notes using phones, laptops, and tablets. You may also use technology during appropriate classroom activities. The key to successful use of technology in the classroom is making sure you pay more attention to the assigned task than you do to your screens.

Prohibited Classroom Behaviors
Any behavior that is disrespectful; threatening, and/or disruptive to me or other students is prohibited. I reserve the right to remove you from the on ground or online classroom should you engage in any of these behaviors.

Submission of Work/Attendance/Participation/Make-up Work Policy

1) Late work will not be accepted unless you have a university excused or a professor excused absence/reason (see #5). This includes missing class on a day that a project completed outside of class is due, missing class on the day of an exam, or missing a day when we complete in-class graded work.
2) Documentation of all absences must be submitted within 24 hours of the missed class. E-mailed documentation is preferred. If you are one of the first three people to send me an e-mail mentioning this note, you will automatically earn all of the points on the first in-class work assignment.
    a. Outside projects due on the date of an excused absence must be submitted at the same time as the documentation for the absence.
    b. Exams must be taken within 48 hours of submitting documentation, excluding weekends. You must make an appointment with my graduate assistant via e-mail to complete your exam. Copy me on the e-mail conversation.
        i. If you miss an appointment to take a make-up exam, you will be given a score of 0 for that exam. My assistant's time is just as valuable as yours, and missing appointments will not be tolerated unless there are extenuating circumstances. If extenuating circumstances do arise, you

must contact my assistant via e-mail (copy me) ASAP. You will also be required to provide a university excused absence.

c. There will be no make-up assignments for in-class graded work – you will be given the points for that work.

3) If there are extenuating circumstances (e.g. a lengthy illness) we will work together to adjust due dates for submitting work which was due during an absence.
4) If you have an absence that you believe is valid, but the university may not necessarily approve (e.g. a flat tire) provide me alternative documentation and I will consider your request. Consideration does not guarantee acceptance of late work.

Academic Dishonesty

Plagiarism and other forms of academic dishonesty will be handled on an individual basis, unless there are grounds to believe such dishonesty was a concerted group effort. You are expected to do your own work. Unless otherwise instructed, you must complete your exams and assignments individually, without the assistance of another person. If you commit academic dishonesty on a single assignment, you will receive a score of "0" for that work. If you commit academic dishonesty more than one time in a single course, you will receive an "F" for the entire course. Please review the university policy for more information.

Communications

I will make every effort to respond to your e-mails within 24 hours of receipt, excluding weekends (Friday at 4pm to Monday at 9am) and when travelling. If you have not heard from me within 24 hours of sending me a message (weekends excluded), feel free to give me a nudge. I am human (surprise!) and sometimes I do forget things. Please note the following:

1) Include your name, course name, and section number in all e-mails.
2) Check your MU e-mail daily for news about the course and the occasional extra credit opportunity.
3) Criminal justice related news and videos are always welcome.
4) Do not e-mail me to ask for individual extra credit. I will not respond.
5) Do not e-mail to ask me if I have graded assignments. If you have to ask, then the answer is no.
6) Do not e-mail me to ask for a better grade. I will not respond.
7) Do not wait until the last minute to ask for assistance with assignments – I may not receive your e-mail until it is too late to help you.

Marshall University E-Mail Accounts

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit Marshall IT: Office 365 (URL https://www.marshall.edu/it/office365/).

Grading Information and Policies

General details about the learning activities in this course and how they will be graded are included in this section, along with additional grading polices. Additional details will be provided. You may check your grades at any time by clicking "My Grades" using Blackboard.

Grading Scale

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

- F 0-59%

Assessment Measures - Undergraduate
In-class Assignments (50% of your grade)
There will be regular in-class graded assignments. The assignments may include but are not limited to:

- *Pop quizzes.* Pop quizzes will be closed book/closed notes.
- *Tabletop exercises/group work.* Mere presence is not enough to earn credit for tabletop exercises/group work. Students must demonstrate a contribution to their group's efforts.
- *Other work as assigned.* Attendance for guest speakers is part of the in-class assignment category.

Reflection journal (30% of your grade)
Students will submit a reflection journal for grading this semester. The journal will consist of a series of reaction papers and other assignments as given throughout the semester. More details about the reflection journal will be provided in a separate document.

Book Reviews (10% of your grade)
Students will write one book review which assess the validity of the claims made in each book. Further instructions are provided in a separate document.

Learning reflection (10% of your grade)
Students will write a learning reflection at the end of the semester.

Assessment Measures - Graduate
In-class Assignments (50% of your grade)
There will be regular in-class graded assignments. The assignments may include but are not limited to:

- *Pop quizzes.* Pop quizzes will be closed book/closed notes.
- *Tabletop exercises/group work.* Mere presence is not enough to earn credit for tabletop exercises/group work. Students must demonstrate a contribution to their group's efforts.
- *Other work as assigned.* Attendance for guest speakers is part of the in-class assignment category.

Reflection journal (20% of your grade)
Students will submit a reflection journal for grading this semester. The journal will consist of a series of reaction papers and other assignments as given throughout the semester. More details about the reflection journal will be provided in a separate document.

Policy evaluation and presentation (10% of your grade)
Students will evaluate a police designed to improve criminal justice decision making, and present their findings to the class.

Book Reviews (10% of your grade)
Students will write one book review which assess the validity of the claims made in each book. Further instructions are provided in a separate document.

Learning reflection (10% of your grade)
Students will write a learning reflection at the end of the semester.

Evaluation Criteria
Grading guidelines will be provided in a separate document for each assignment.

Submitting Assignments
Unless otherwise noted, all assignments will be submitted or completed during the designated class time.

Anticipated Response Time for Grading and Feedback
I will make every effort to return assignments to you within two weeks of the due date.

University Policies
By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to MU Academic Affairs: University Policies. (URL: http://www.marshall.edu/academic-affairs/policies/)

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

Students with Disabilities
For University policies and the procedures for obtaining services, please go to MU Academic Affairs: University Policies and read the section, Students with Disabilities. (URL: http://www.marshall.edu/academic-affairs/policies/)

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

Tentative Course Schedule
The schedule serves as a guide to assist you in organizing your work inside and outside of class. You are responsible for reading and understanding all assigned materials. My lectures will not cover each and every point in the readings; often my lectures include information that you will not find in the readings. Any material assigned and/or discussed in class is testable material. Please note that I reserve the right to amend this schedule based upon class needs. Any adjustments to due dates will always be made to your benefit (e.g. assignments will never be required to be submitted earlier than their original due date).

Schedule

This schedule serves as a general guide to assist you in organizing your work inside and outside of class. You are responsible for reading and understanding all assigned materials. Please note that I reserve the right to amend this schedule based upon class needs.

	Topics	*Required readings*	*Assignments due*
Week 1	Introduction Study of cj decision making – history, importance Defining criminal behavior Factors contributing to cj Decisions	Syllabus Walker, Chapter 1 Quinney pages 15-25 BJS flowchart	
Week 2	Goals of the cj system Models of the cj system	Due process v. crime control chart Due process (Barrett) Criticism of Packer (Roach, 686-695)	
Week 3	Defining justice Types of justice	Ceremonial justice (Hagan et al., 506-511 Restorative justice (Gaub) Drug courts (Gibbs) Victims rights models (Roach, 695-716)	
Week 4	Theories of decision making Limiting discretion	Rational decisions (Gottfredson & Gottfredson) Focal concerns (Crow & Adrion, 371-373) Expectancy theory (Johnson) Low visibility decisions (Goldstein)	
Week 5	Lawmaking decisions Catch-up day	Overcriminalization Decriminalization	
Week 6	Victim decision making	Reporting to police (Reyns & Englebrecht, 1178-1182)	
Week 7	Suspicion Police decision to investigate	Focal concerns and police (Ishoy & Dabney) Suspicion (Alpert et al.; Stroshine et al.) Solvability factors	
Week 8	Police decision to search Police decision to submit evidence	Discretionary searches (Tillyer & Klahm) Evidence submission (Strom & Hickman, 2010) Evidence submission – focal concerns (Campbell & Fehler-Cabral)	

Week 9	Police decision to arrest/charge Police decision to use force	Organizational factors (Chappel et al.) Sexual stratification and arrest (O'Neal et al.) Use of force (Kramer & Remster) Decision-making process (Hine et al.)	
Week 10	Prosecutorial decisions	Courtroom work group (Metcalfe) Prosecution (Bowers) Decisions to *not* prosecute (Brown) Prosecutorial decisions (Sommers et al.) Hidden law of plea bargaining (Crespo)	
Week 11	Spring Break		
Week 12	Sentencing	Sentencing recommendations (Lieber et al.; Steffensmeier & DeMuth) Death penalty decisions (Iyengar) Parole decisions (Lin et al.)	Reflection Journals – Mar 30
Week 13	Sex offender laws & registry	Sex offender laws (Sample & Kadleck) Practitioner and politician views (Meloy)	
Week 14	Governor pardons	TBD	Book Reviews – Apr 13
Week 15	Dead Week - Flex week		
Week 16	Book discussions		Learning reflection

*other readings may be assigned at instructor's discretion

CJ Decision Making Bibliography

Excerpts from the following scholarly works

Gottfredson, M. R., & Gottfredson, D. M. (1988). *Decision making in criminal justice: Toward the rational exercise of discretion* (2nd ed.). Plenum Press.

Packer, H. L. (1968). *The limits of the criminal sanction.* Stanford University Press.

Quinney, R. (1970). *The social reality of crime.* Little, Brown, & Company.

Walker, S. (1993). *Taming the system.* Oxford University Press.

Scholarly journal articles

Alpert, G. P., MacDonald, J. M., & Dunham, R. G. (2005). Police suspicion and discretionary decision making during citizen stops. *Criminology, 43*(20), 407-434.

Bowers, J. (2010). Legal guilt, normative innocence, and the equitable decision not to prosecute. *Columbia Law Review, 110*(7), 1655-1726.

Brown, D. K. (2018). Criminal enforcement redundancy: Oversight of decisions not to prosecute. *Minnesota Law Review, 103*(2), 843-914.

Campbell, R. & Fehler-Cabral, G. (2018). Why police "*Couldn't or Wouldn't*" submit sexual assault kits for forensic DNA testing: A focal concerns theory analysis of untested rape kits. *Law & Society Review, 52*(1), 73-105.

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Tillyer, R., & Klahm, IV, C. (2011). Searching for contraband: Assessing the use of discretion by police officers. *Police Quarterly, 14*(2), 166-185.

Encyclopedia entries

Barrett, K. (2012). Due process. In W. R. Miller (Ed.), *The social history of crime and punishment in America: An encyclopedia.* Sage Publications.

Brown, B. (2014). Police discretion. In W. R. Miller (Ed.), *The social history of crime and punishment in America: An encyclopedia.* Wiley.

Call, C. P. (2014). Decriminalization. In J. S. Albanese (Ed.), *The encyclopedia of criminology and criminal justice.* Wiley.

Gibbs, B. R., & Wakefield, W. (2014). Drug courts. In J. S. Albanese (Ed.), *The encyclopedia of criminology and criminal justice.* Wiley.

Gaub, J. E. (2014). Restorative justice. In J. S. Albanese (Ed.), *The encyclopedia of criminology and criminal justice.* Wiley.

Shackleford, K. L. (2014). Overcriminalization. In J. S. Albanese (Ed.), *The encyclopedia of criminology and criminal justice.* Wiley.

Recommended readings

Anderson, P. R., & Slate, R. N. (2018). *The decision-making network.* Carolina Academic Press.

Feeley, M. M. (1979). *The process is the punishment.* Russell Sage Foundation.

Kraska, P. B., & Brent, J. J. (2011). *Theorizing criminal justice.* Waveland Press.

Chair: Tracy Christofero | **GC#6: Course Addition**

Request for Graduate Course Addition

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

College: Science | Dept/Division: CJ and Criminology | Alpha Designator/Number: CJ ~~5xx~~ 518 | (•) Graded ( ) CR/NC

Contact Person: Dr. Wendy Perkins | Phone: 304.696.2568

NEW COURSE DATA:

New Course Title: Crime and Pop Culture

Alpha Designator/Number: C J 5 1 8

Title Abbreviation: C r i m e a n d P o p C u l t u r e

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)
A critical examination of the popular culture presentation of crime, offenders, victims, and the criminal justice process

Co-requisite(s): N/A | First Term to be Offered: Spring 2021

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

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

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

Dept. Chair/Division Head	Date 2-24-2020
DEAN	DATE 27 FEB 2020
Registrar 430102	Date 2-24-2020
College Curriculum Chair	Date 2-28-2020
Graduate Council Chair	Date 3/30/2020

Request for Graduate Course Addition - Page 2

College: Science | Department/Division: CJ & Criminology | Alpha Designator/Number: CJ 5xx 518

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

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

Dr. Leslie Quick, Dr. Stephen Young, Dr. Wendy Perkins, Dr. Dru Bora, Dr. Kimberly DeTardo-Bora, Professor Peggy Brown

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

After a thorough review of the course catalog, it has been determined there are no duplications for this course.

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

Not applicable

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

Not applicable

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

Not applicable

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

1) Explain how popular culture constructs crime and criminal justice
2) Develop an understanding of criminological and pop culture theories
3) Critique images of crime and justice within pop culture
4) Explore current pop culture and crime trends
5) Critically evaluate the depiction of crime by the popular media

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

See course outline

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

Jewkes, Y. & Linnemann, T. (2018). Media and crime in the U.S. Thousand Oaks, CA: SAGE Publications, Inc. ISBN-13: 9781483373904

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

Lecture
In-class discussions

Request for Graduate Course Addition - Page 4

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

Case study
Media journals
Reflection papers
Exams

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

Final Paper Presentation: To meet the graduate course requirements; students in the 5xx version of this class will present their final project via PowerPoint lecture at the end of the semester.

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

See attached.

Request for Graduate Course Addition - Page 5

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

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

Department: Criminal Justice and Criminology
Course Number and Title: CJ 518 Crime and Pop Culture
Catalog Description: A critical examination of the popular culture presentation of crime, offenders, victims, and the criminal justice process
Prerequisites: N/A
First Term Offered: Spring 2021
Credit Hours: 3

Marshall University Syllabus
School of Forensic & Criminal Justice Sciences
Department of Criminal Justice & Criminology

Course
CJ 4xx/5xx F18 Crime & Pop Culture

Course Description

A critical examination of the popular culture presentation of crime, offenders, victims, and the criminal justice process

Credits & Prerequisites
3 hours, Undergraduate, Graduate; None

Term & Class Meeting Days/Times

TBD

Location

Smith Hall, 418

Academic Calendar

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

Instructor

Leslie-Dawn Quick, PhD.

Contact Information

- Office: Smith Hall, 731
- Office Hours: MWF: 12 pm – 1 pm, 2:15-3:15, By appointment
- Office Phone: 304-696-3196
- Marshall Email: quickl@marshall.edu

Required and/or Recommended Texts and Materials

Required Texts and Materials

1. Jewkes, Y. & Linnemann, T. (2018). Media and Crime in the U.S. Thousand Oaks, CA: SAGE Publications, Inc. ISBN-13: 9781483373904

Recommended/Optional Texts and Materials

Additional materials will be provided via Blackboard as needed. It is your responsibility to follow the course schedule and check Blackboard for additional readings. It is expected that readings listed on a class date will be read prior to that class date. **You must read the assigned materials for this course and be able to participate in course discussions during class. Failure to read will result in additional reading quizzes and other in-class assignments.**

Course Student Learning Outcomes

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

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Explain how popular culture constructs crime and criminal justice	In-class lectures and discussions	Reflection assignments, response papers and exams
Develop an understanding of criminological and pop culture theories	In-class lectures and discussions	Reflection assignments, response papers and exams
Critique images of crime and justice within pop culture	In-class lectures and discussions	Reflection assignments, response papers and exams
Explore current pop culture and crime trends	In-class lectures and discussions	Reflection assignments, response papers and exams
Critically evaluate the depiction of crime by the popular media	In-class lectures, films, and discussions	Reflection assignments, response papers and exams

Course Requirements

Exams: There will be four exams in this course, one in week 4, one in week 8, one in week 13 and your final exam. Exams will consist of some combination of multiple choice, multiple answer, short answer, and/or essay.

All Writing Assignments: Writing is an essential skill. For all writing assignments

you must use APA format and you must include in-text citations and a reference *list. You must* cite appropriately; citations must be used for any material or ideas that are not originally yours. Proper grammar, structure and formatting are expected.

Media Case Study: There is one major paper this semester. Papers will be double spaced and 12 pt. Times New Roman font and follow guidelines as assigned. Turn each paper in to Blackboard on or prior to the due date. If you have problems writing, please speak to me immediately. Do **not** wait to contact me!

You will have the option of turning in a draft prior to the due date of each paper. If you turn in a draft, I will review and grade the draft for you to improve upon it **prior to the due date** of the paper. It is highly advised that you use this option.

Additional Assignments and Media Journals: There will be additional assignments and reflection papers throughout the course. The specifics of each assignment will be given during the week they are assigned.

Undergraduates, 4xx

The final grade in this course will be calculated using the following calculations:

Exam 1	10%
Exam 2	10%
Exam 3	10%
Final Exam	10%
Media Case Study	30%
Media Journals	10%
Assignments	20%
Total	100%

Graduates, 5xx

Final Paper Presentation: To meet the graduate course requirements; students in the 5xx version of this class will present their final project via PowerPoint lecture at the end of the semester.

The final grade in this course will be calculated using the following calculations:

Exam 1	8%
Exam 2	8%
Exam 3	8%
Final Exam	8%
Media Case Study	30%
Media Journals	8%
Case Presentation	10%
Assignments	20%
Total	100%

Your grades will be available on Blackboard for you to review

Grading Policy

Grades are assigned in accordance with Marshall University's current University Catalogue. Grades indicate Excellent (A), Well above average (B), Average (C), Below average but passing (D), or Failing (F). Grading is based upon your performance on items listed in the "Course Requirements" section of this syllabus. Below is the course grade distribution:

A= 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 0-59%

A record of your grades will be kept within Blackboard. Please use this record to track your progress within the course. I am always available by appointment, or during my office hours for you to meet with me to discuss your grades.

There will not be any extra credit in this course. It is your responsibility to meet the expectations set forth within this syllabus.

Late Assignments and Test Attendance

Late assignments will be accepted with the understanding that 10 points will be deducted for every day late.

Exam and Make-ups

Arriving after the first person completes their exam will result in a zero on that exam. If you e-mail me or speak to me prior to the exam I will allow you to make-up the exam provided that you are able to give documentation for your absence (doctor's note, emergency, accident). The final will be on final exam day.

Attendance/Participation Policy

While attendance will not officially be taken after the second week of the course, students are expected to attend classes regularly. If class attendance becomes an issue, we will assign additional in-class work. Students are expected to participate in the class discussions.

University Policies

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to MU Academic Affairs: University Policies. (URL: http://www.marshall.edu/academic-affairs/policies/)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Dead Week Policy
- D/F Repeat Rule

- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Plagiarism and Academic Dishonesty

Please be aware that academic dishonesty or plagiarism of any type will not be tolerated. You will submit all written assignments for this course to Blackboard in a Safe Assign folder. Engaging in academic dishonesty of any type will result in an F in the course and a report to Academic Affairs. If you do not understand what constitutes plagiarism or paraphrasing, please view Marshall's resources on topic. (URL: http://www.marshall.edu/library/plagiarism/plagiarism.asp) You may also meet with me with any questions or concerns.

Students with Disabilities

For University policies and the procedures for obtaining services, please go to MU Academic Affairs: University Policies and read the section, **Students with Disabilities**. (URL: http://www.marshall.edu/academic-affairs/policies/)

Marshall University E-Mail Accounts

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit Marshall IT: Office 365 (URL https://www.marshall.edu/it/office365/).

Course Schedule

While attempts have been made to make the course schedule as accurate as possible, unforeseeable circumstances may require changes to the schedule.

BB=Blackboard, TB=Textbook,

Week	Activity/Assignment	Reading	Date
1	Syllabus and Course Introduction Media Effects, **Case Examples Overview** Theorizing Media/Crime	BB Survey BB Articles:2 TB: Chapter 1	
2	No Class – MLK Holiday Theorizing Media/Crime, **ASMT 1 Instructions** Crime News Construction	 Ch 1 Cont. TB: Chapter 2	

Week	Activity/Assignment	Reading	Date
3	Crime News Construction News Values, **Case Example**, bring to class Media & Moral Panics, **ASMT 1 DUE**	BB: Sacco Case Ex. TB: Chapter 3	
4	Media & Moral Panics, **ASMT 2 instructions** **Exam Review, Case Example** **Exam 1: Chapter 1-3, BB Articles**	BB Articles:2 **Review** **Exam 1**	
5	Media Constructions of Children: Evil Monsters Tragic Victims, **Case Examples** Chapter 4 Continued	TB: Chapter 4	
6	Media Misogyny, **ASMT 2 DUE** Monstrous Women Documentary Video	TB: Ch 5 BB: Embry	
7	Documentary Video Series **Case Examples, ASMT 3 Instructions**	 BB ChesneyLind	
8	Police Image **Exam 2 Review,** **Exam 2: Chapter 4-5, BB Articles**	TB: Ch 6 **Review** **Exam 2**	
9	Policing the Image Fear of Crime + Police, **Case examples** Police, Media, Pop Culture **ASMT 3 DUE**	BB Rarick BB Crowl **ASMT 3 Due**	
10	Crime and Film, **Assignment 4 Instructions** Crime Film Continued Crime Film Continued	TB Chapter 7 Film Cont.	
11	**Spring Break – No Class** **ACJS Conference**	**No Classes** **Spring** **Break**	
12	Crime Movies Prison Films **Assignment 4 Due**	BB Rafter BB Wilson **ASMT 4 Due**	
13	**Exam 3 Review – Final Paper Drafts Due** **Exam 3 – Chapter 6-7, BB Articles** **No Class – Critical Criminology Conference**	**Review** **Exam 3** **No class**	
14	Crime & Surveillance Crime Stoppers and CCTV **Case Examples** Role of the Internet BB Liang OR Copes Article	TB Chapter 8 BB Haggerty TB Ch 9	
15	ReConceptualizing media and crime Media and Crime **FINAL PAPERS DUE!!**	TB Ch 10 BB Boda **Papers Due**	
16	**Special Topics, Course Wrap Up**		
Exams	**EXAM DAY:**		

Technology and Technical Skill Requirements

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.
- For computer and browser requirements, see "Get Connected" and "Internet Browser" at Student Resources: First Steps. See also IT: Recommended Hardware (URLs: http://www.marshall.edu/muonline/student-resources/ and http://www.marshall.edu/it/recommendations/).
- To check your browsers, use the Blackboard Browser Checker and ensure that you set permissions properly and have all the necessary plug-ins. (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker)
- Students must be able to use Marshall email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard.
- Virtual (VC) courses may require a webcam and microphone to use Blackboard Collaborate Ultra for synchronous meetings. For the best experience, Blackboard recommends Google Chrome browser or Mozilla Firefox browser. Links to Blackboard Collaborate Help and Tutorials are on the Start Here page and on the Tech Support tab in Blackboard.
- Adobe Acrobat Reader may be needed to read some files. This plug-in is available free. (URL: https://get.adobe.com/reader/) See the Tech Support tab in Blackboard for additional information and links.
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit Marshall IT: Office 365 (URL: http://www.marshall.edu/it/office365/).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

Technology Assistance

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

- Blackboard Support Center (URL: http://marshall.edusupportcenter.com)
- Marshall Information Technology (IT) Service Desk (Help Desk) (URL: http://www.marshall.edu/it/departments/it-service-desk/)
    - Huntington: (304) 696-3200
    - South Charleston: (304) 746-1969
    - Email the IT Service Desk (itservicedesk@marshall.edu)

Crime and Pop Culture Bibliography

Campbell, E. (2016). Policing paedophilia: Assembling bodies, spaces and things. *Crime, Media, Culture, 12*(3), 345-365. doi:10.1177/1741659015623598

Carlyle, K. E., Scarduzio, J. A., & Slater, M. D. (2014). Media portrayals of female perpetrators of intimate partner violence. *Journal of Interpersonal Violence, 29*(13), 2394-2417. doi:10.1177/0886260513520231

Crowl, J. N., & Battin, J. R. (2017). Fear of crime and the police:Exploring lifestyle and individual determinants among university students. *The Police Journal, 90*(3), 195-214. doi:10.1177/0032258x16676289

Cyr, J. L. (2003). The Folk Devil Reacts: Gangs and Moral Panic. *Criminal Justice Review, 28*(1), 26-46. doi:10.1177/073401680302800103

Haggerty, K. D., Wilson, D., & Smith, G. J. D. (2011). Theorizing surveillance in crime control. *Theoretical Criminology, 15*(3), 231-237. doi:10.1177/1362480610396442

Hier, S. P., Lett, D., Walby, K., & Smith, A. (2011). Beyond folk devil resistance: Linking moral panic and moral regulation. *Criminology & Criminal Justice, 11*(3), 259-276. doi:10.1177/1748895811401977

Jewkes, Y., & Linnemann, T. (2017). *Media and crime in the U.S.* Thousand Oaks, CA: SAGE Publishing, Inc.

Lim, S. S. (2013). On mobile communication and youth "deviance": Beyond moral, media and mobile panics. *Mobile Media & Communication, 1*(1), 96-101. doi:10.1177/2050157912459503

Lippert, R., & Wilkinson, B. (2010). Capturing crime, criminals and the public's imagination: Assembling Crime Stoppers and CCTV surveillance. *Crime, Media, Culture, 6*(2), 131-152. doi:10.1177/1741659010369950

Rafter, N. (2007). Crime, film and criminology: Recent sex-crime movies. *Theoretical Criminology, 11*(3), 403-420. doi:10.1177/1362480607079584

Rarick, D. L., Townsend, J. E., & Boyd, D. A. (1973). Adolescent Perceptions of Police: Actual and as depicted in TV drama. *Journalism Quarterly, 50*(3), 438-446. doi:10.1177/107769907305000304

Sacco, V. F. (1995). Media constructions of crime. *The ANNALS of the American Academy of Political and Social Science, 539*(1), 141-154. doi:10.1177/0002716295539001011

Surette, R. (2015). Thought bite: A case study of the social construction of a crime and justice concept. *Crime, Media, Culture, 11*(2), 105-135. doi:10.1177/1741659015588401

Wilson, D., & O'Sullivan, S. (2005). Re-theorizing the penal reform functions of the prison film: Revelation, humanization, empathy and benchmarking. *Theoretical Criminology, 9*(4), 471-491. doi:10.1177/1362480605057728

Crime and Pop Culture Additional Readings

Best, J., & Horiuchi, G. T. (1985). The razor blade in the apple: The social construction of urban legends. *Social Problems, 32*(5), 488-499. doi:10.2307/800777

Frost, N. A., & Phillips, N. D. (2011). Talking heads: Crime reporting on cable news. *Justice Quarterly, 28*(1), 87-112. doi:10.1080/07418820903173336

Greer, C. (2007). Chapter 2: News media, victims and crime. In P. Davies, P. Francis, & C. Greer (Eds.), *Victims, Crime and Society*: SAGE Publishing, Inc.

Greer, C., & McLaughlin, E. (2011). 'Trial by media': Policing, the 24-7 news mediasphere and the 'politics of outrage'. *Theoretical Criminology, 15*(1), 23-46. doi:10.1177/1362480610387461

Haggerty, K. D. (2009). Modern serial killers. *Crime, Media, Culture, 5*(2), 168-187. doi:10.1177/1741659009335714

Hamm, M. S. (2007). `High crimes and misdemeanors': George W. Bush and the sins of Abu Ghraib. *Crime, Media, Culture, 3*(3), 259-284. doi:10.1177/1741659007082466

Hier, S. P., Lett, D., Walby, K., & Smith, A. (2011). Beyond folk devil resistance: Linking moral panic and moral regulation. *Criminology & Criminal Justice, 11*(3), 259-276. doi:10.1177/1748895811401977

Huey, L. (2010). 'I've seen this on CSI': Criminal investigators' perceptions about the management of public expectations in the field. *Crime, Media, Culture, 6*(1), 49-68. doi:10.1177/1741659010363045

Linnemann, T., Wall, T., & Green, E. (2014). The walking dead and killing state: Zombification and the normalization of police violence. *Theoretical Criminology, 18*(4), 506-527. doi:10.1177/1362480614529455

Chair: Tracy Christofero | **GC#4: Major or Degree**

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

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

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

College: COEPD

Dept/Division: Curriculum & Instruction

Contact Person: Tina Allen

Phone: 6-8958

Degree Program: Masters of Arts in Teaching

Check action requested: ☐ Addition ☐ Deletion ☒ Change

Effective Term/Year: Fall 20 ☐ Spring 20 ☐ Summer 20 ☒ 20

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

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

Dept. Chair/Division Head: Tina Allen	Date: 1/30/2020
College Curriculum Chair: Andrew Burcik	Date: 2/24/2020
College Dean: Teresa Cagle	Date: 2-24-2020
Graduate Council Chair: Lori Howard	Date: 3/30/2020
Provost/VP Academic Affairs:	Date:
Presidential Approval:	Date:
Board of Governors Approval:	Date:

Form updated 3/2012

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

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

CI 623 is an online course required in several areas of emphasis for the MA, Education degree offered in the Curriculum & Instruction program. Course objectives and assignments in CI 623 are very similar to course objectives and assignments in CI 624 currently required in the MAT. This change will allow students who prefer to take classes online to select CI 623 as an alternative for CI 624 which is taught in a face to face format.

Please describe any changes in curriculum:
List course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change. (May attach separate page if needed)

Add CI 623 Instructional Models and Assessment Techniques, 3 credit hours , optional (students will have the option to select between CI 623 and CI 624)

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

None

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

None

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

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

3. *Current* Catalog Description

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

see attachment - Current Page 127 from Gr_2018-19_Published_10-01-18_rev-1.pdf

4. *Edits* to the Current Description

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

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

5. *New* Catalog Description

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

see attachment - New Page 127 - from Gr_2018-19_Published_10-01-18_rev-1.pdf

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

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

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

Department: Curriculum & Instruction
Major or Degree: Master of Arts in Teaching
Type of Change: change
Rationale: CI 623 is an online course required in several areas of emphasis for the MA, Education degree offered in the Curriculum & Instruction program. Course objectives and assignments in CI 623 are very similar to course objectives and assignments in CI 624 currently required in the MAT. This change will allow students who prefer to take classes online to select CI 623 as an alternative for CI 624 which is taught in a face to face format.

Current

Evaluation or Assessment (3 hrs.)

EDF	612	Educational Evaluation

Curriculum and Instruction ..... 24 Hours

CISP	510	Intro. to Instructional Practices/Exceptional Children
CISP	520	Introduction to Exceptional Children
CI	515	Integrated Methods and Materials
EDF	537	Clinical I - Lab to accompany CI 515
EDF	637	Clinical II
CI	549	Instructional and Classroom Management in Secondary Education
CI	624	Advanced Instructional Strategies
CIRG	644	Literacy in the Content Area
*EDF	677	Clinical III - Student Teaching

In addition to the preceding courses, students must also complete all courses in their teaching specialization.

TOTAL ..... 36 Hours

*Requires minimum of 90% completion of content courses and passing score(s) on the Praxis content examination(s).

Post-Baccalaureate Teacher Certificate Program

In West Virginia the license to teach is granted by the West Virginia Department of Education and is typically issued upon the completion of a four-year undergraduate program of study that included content and professional education courses. The Post-Baccalaureate Teacher Certificate (PBC) program offers an accelerated route to teacher certification for persons who already have undergraduate degrees in content areas such as chemistry, music, and other liberal and fine arts, or professional fields. Using the previously completed content courses as a foundation, this program provides the required professional education courses at the graduate level. Additional undergraduate classes may be needed in the content area.

Upon successful completion of the PBC program, all content courses, and testing requirements, the candidate earns a recommendation to the West Virginia Department of Education for a teaching certificate at the secondary level and is eligible to apply for a certificate from the university. The PBC does not include Elementary Education or Special Education certification.

Admission to PBC and Licensure Requirements

1. Candidates must request a transcript analysis through a certification officer either in Huntington or South Charleston. An unofficial copy of the transcript may be used for the analysis. The analysis will identify the courses that can be used to meet content licensure requirements and the list of additional courses needed. Candidates must have at least 90% of the required content courses.
2. Candidates deciding to apply to the program after reviewing the transcript analysis should follow the admissions process described in this catalog or at the Graduate Admissions website at *www.marshall.edu/graduate/admissions/how-to-apply-for-admission* Students should apply as Certificate/Professional Development students and select the Post-Baccalaureate Teacher Certificate on the admissions form. Please note that all admissions documents must be submitted to Graduate Admissions before an applicant will be considered for admission.
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w/edits

Evaluation or Assessment (3 hrs.)

EDF 612 Educational Evaluation

Curriculum and Instruction ..... 24 Hours

CISP 510 Intro. to Instructional Practices/Exceptional Children
CISP 520 Introduction to Exceptional Children
CI 515 Integrated Methods and Materials
EDF 537 Clinical I - Lab to accompany CI 515
EDF 637 Clinical II
CI 549 Instructional and Classroom Management in Secondary Education
CI 623 Instructional Models and Assessment Techniques OR
CI 624 Advanced Instructional Strategies
CIRG 644 Literacy in the Content Area
*EDF 677 Clinical III - Student Teaching

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New

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Request for Graduate Non-Curricular Changes

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

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

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

College: COEPD Dept/Division: Curriculum & Instruction

Contact Person: Tina Allen Phone: 6-8958

Rationale for Request:

Three changes are being requested. The rationale for these changes are: 1) correct catalog wording to include new options allowed by the WVDE for waiver of Praxis CORE; 2) remove Japanese and Spanish which are no longer offered as certification areas through the MAT or the Post Bac Teacher Certificate programs; 3) include the option of provisional admission for students whose GPA is at least 2.5 but is below the 2.8 required for full admission.

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

Department/Division Chair Tina L. Allen Digitally signed by Tina L. Allen Date: 2020.01.30 11:22:35 -05'00' Date 1/30/2020

Registrar Sonya K Cox Date 2-3-2020

College Curriculum Committee Chair _____ Date 2/24/2020
(or Dean if no college curriculum committee)

Graduate Council Chair Lori Hamrick Date 3/30/2020

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

Request for Graduate Non-Curricular Changes – Page 2

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

see attachment - Current Page 126 from Gr_2018-19_Published_10-01-18_rev-1-2.pdf

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

see attachment - Edits to Pages 126 - Gr_2018-19_Published_10-01-18_rev-2-2.pdf

Request for Graduate Non-Curricular Changes – Page 4

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

see attachment - New page 126 - Gr_2018-19_Published_10-01-18_rev-1-2.pdf

Request for Graduate Non-Curricular Changes – Page 5

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

Type of change request: Change in existing policy or procedures

Department: Curriculum & Instruction

Degree program: Master of Arts in Teaching

Effective date (fall/spring/summer, year): Summer 2020

Current

2. In addition to university admission requirements, applicants must have an overall Grade Point Average (GPA) of 2.80 or higher on a 4.0 scale for all previously completed coursework and a GPA of 2.80 in the content area, must meet the Praxis Core requirement.
3. An applicant may qualify for an exemption of the Praxis Core if he or she has an enhanced ACT score of 26 or higher, a revised SAT score of 1170 or higher, a master's degree or higher, or has completed the Post Baccalaureate Teacher Certificate program through Marshall University and has already been granted a West Virginia Teacher License.
4. Applicants must take and pass all three subtests (reading, writing and math) of the Praxis Core prior to being admitted to the MAT program. The required Praxis Core scores are Reading = 156, Writing =162, and Math = 150.
5. Students may enroll in graduate courses only after they have been fully admitted to the university and the MAT program. All students must maintain a cumulative Grade Point Average of 3.0.
6. A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.
7. In the last semester of the program, students will be enrolled in EDF 677, MAT Level III Clinical Experience, a 15 week, full-time student teaching experience under the direct supervision of a certified teacher(s). Prerequisites for student teaching include the following: 3.0 GPA in all graduate MAT courses; completion of at least 90% of content courses (100% recommended); completion of EDF 537 and EDF 637, Level I and II Clinical Experiences; completion of all MAT coursework and the Praxis content test(s).
8. Before a candidate may apply for certification/licensure, he or she must take and pass the Praxis, Principles of Learning and Teaching (PLT) Grades 7-12. The PLT may be taken during or following the final semester in the MAT program.
9. Upon completion of the MAT program and all testing requirements, the student should apply for licensure. The teaching license is awarded by the West Virginia Department of Education; however, the candidate must be recommended for licensure by the institution.

Program Options and Degree Requirements: Master of Arts in Teaching

Grades PreK-Adult

- Art Education
- Japanese
- Music Education
- Wellness

Grades 5-Adult

- English
- Mathematics
- General Science
- Social Studies
- Spanish

Grades 9-Adult

- Biology
- Chemistry
- Physics

Foundations of Education and Technology..... 15 Hours

Research and Writing (3 hrs.)

EDF 621 Educational Research and Writing OR
EDF 625 Qualitative Research in Education

Social and Cultural Foundations (3 hrs.)

EDF 665 Sociology of American Schools OR
EDF 615 History of Education in the United States

Development or Psychology (3 hrs.)

EDF 616 Advanced Studies in Human Development OR
EDF 619, Educational Psychology

Instructional Technology (3 hrs.)

CIEC 534 Applications Software in the Classroom Curriculum Area OR
CIEC 635 Using the Internet in the Classroom

w/ Edits

2. In addition to university admission requirements, applicants must have an overall Grade Point Average (GPA) of 2.80 or higher on a 4.0 scale for all previously completed coursework and a GPA of 2.80 in the content area, must meet the Praxis Core requirement. Applicants who have an overall GPA of 2.5 or above, but below 2.80, may be granted provisional admission. Provisionally admitted applications will be granted full admission upon successful completion of 12 hours toward the approved plan of study with a GPA of 3.25 or higher, assuming that all other admission requirements are met.
3. Applicants must take and pass all three subtests (reading, writing and math) of the Praxis Core prior to being admitted to the MAT program. The required Praxis Core scores are Reading = 156, Writing =162, and Math = 150.
4. Persons who meet one or more of the following criteria may be exempt from the Praxis® Core Academic Skills for Educators (Core).

    1. hold certification through the NBPTS
    2. hold or have held a West Virginia Professional Certificate
    3. hold a master's degree from an accredited institution of higher education
    4. attained, from a single administration, a qualifying score on the American College Test (ACT®) or Scholastic Achievement Test (SAT®) or Graduate Record Examinations (GRE®) as listed below:
        a. ACT
            i. a composite score of 25 (prior to November, 1989)
            ii. a composite score of 26 on the ACT enhanced (effective November 1989),
        b. SAT
            i. a combined score of 1035 (prior to April 1995)
            ii. a combined score of 1125 on the re-centered SAT (effective April 1995),
            iii. a score of 1170 on the revised SAT using the combined Critical Reading and Math score (effective March 2005)
            iv. a score of 1240 on the New SAT using the combined Evidence-Based Reading and Writing score and Math score (effective May 2016-the Present)
        c. GRE
            i. a score of combined score of 800 verbal and quantitative (prior to November, 2011)
            ii. at least a score of 286 (November, 2011 – the present)
    5. hold a valid out-of-state certificate in the content area
    6. successfully completed three years of experience within the last seven years in one or a combination of specializations recognized on an out-of-state professional certificate valid during those three years

~~2. An applicant may qualify for an exemption of the Praxis Core if he or she has an enhanced ACT score of 26 or higher, a revised SAT score of 1170 or higher, a master's degree or higher, or has completed the Post Baccalaureate Teacher Certificate program through Marshall University and has already been granted a West Virginia Teacher License.~~

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EDF 616 Advanced Studies in Human Development OR
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Instructional Technology (3 hrs.)

CIEC 534 Applications Software in the Classroom Curriculum Area OR
CIEC 635 Using the Internet in the Classroom

New

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College: COEPD Dept/Division: Curriculum & Instruction

Contact Person: Tina Allen Phone: 6-8958

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NOTE: all requests may not require all signatures.

Department/Division Chair Tina L. Allen Digitally signed by Tina L. Allen Date: 2020.01.30 11:31:34 -05'00' Date 1/30/2020

Registrar Sonya H Cg Date 2-3-2020

College Curriculum Committee Chair (or Dean if no college curriculum committee) Date 2/24/2020

Graduate Council Chair Lori Hamrick Date 3/30/2020

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Request for Graduate Non-Curricular Changes – Page 2

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see attachment - Current Page 127-128 - Gr_2018-19_Published_10-01-18_rev-2-2.pdf

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Request for Graduate Non-Curricular Changes – Page 5

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

Type of change request: Change in existing policy or procedures

Department: Curriculum & Instruction

Degree program: Post Baccalaureate Teacher Certificate

Effective date (fall/spring/summer, year): Summer 2020

Current

Evaluation or Assessment (3 hrs.)

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Curriculum and Instruction ..... 24 Hours

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*Requires minimum of 90% completion of content courses and passing score(s) on the Praxis content examination(s).

Post-Baccalaureate Teacher Certificate Program

In West Virginia the license to teach is granted by the West Virginia Department of Education and is typically issued upon the completion of a four-year undergraduate program of study that included content and professional education courses. The Post-Baccalaureate Teacher Certificate (PBC) program offers an accelerated route to teacher certification for persons who already have undergraduate degrees in content areas such as chemistry, music, and other liberal and fine arts, or professional fields. Using the previously completed content courses as a foundation, this program provides the required professional education courses at the graduate level. Additional undergraduate classes may be needed in the content area.

Upon successful completion of the PBC program, all content courses, and testing requirements, the candidate earns a recommendation to the West Virginia Department of Education for a teaching certificate at the secondary level and is eligible to apply for a certificate from the university. The PBC does not include Elementary Education or Special Education certification.

Admission to PBC and Licensure Requirements

1. Candidates must request a transcript analysis through a certification officer either in Huntington or South Charleston. An unofficial copy of the transcript may be used for the analysis. The analysis will identify the courses that can be used to meet content licensure requirements and the list of additional courses needed. Candidates must have at least 90% of the required content courses.
2. Candidates deciding to apply to the program after reviewing the transcript analysis should follow the admissions process described in this catalog or at the Graduate Admissions website at *www.marshall.edu/graduate/admissions/how-to-apply-for-admission* Students should apply as Certificate/Professional Development students and select the Post-Baccalaureate Teacher Certificate on the admissions form. Please note that all admissions documents must be submitted to Graduate Admissions before an applicant will be considered for admission.
3. In addition to university admissions requirements, applicants must have an overall GPA of 2.80 and a GPA of 2.80 in the content area, and must meet the Praxis Core requirement.
4. An applicant may qualify for an exemption of the Praxis Core if he or she has an enhanced ACT score of 26 or higher, a revised SAT score of 1170 or higher, or a master's degree or higher.
5. Applicants must take and pass all three subtests (reading, writing and math) of the Praxis Core prior to being admitted to the PBC program. The required Praxis scores are Reading = 156, Writing = 162, and Math = 150.
6. Students may enroll in graduate courses only after they have been fully admitted to the PBC program. All students must maintain a cumulative Grade Point Average of 3.0.
7. In the last semester of the program students will be enrolled in EDF 677, MAT Level III Clinical Experience, a 15 week, full-time student teaching experience under the direct supervision of a certified teacher(s). Prerequisites for student teaching include the following: 3.0 GPA in all graduate PBC courses; completion of at least 90% of content courses

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

8. Before a candidate may apply for certification/licensure, he or she must take and pass the Praxis Principles of Learning and Teaching (PLT) Grades 7-12. The PLT may be taken during or following the final semester in the PBC program.
9. Upon completion of the PBC program and all testing requirements, the student should apply for licensure. The teaching license is awarded by the West Virginia Department of Education; however, the candidate must be recommended for licensure by the institution.

Program Requirements

Foundations of Education ..... 6 hours

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

Curriculum and Instruction ..... 12 Hours

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

Technology ..... 3 Hours

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

Supervised Student Teaching ..... 3 Hours

*EDF	677	Clinical III - Student Teaching

Total ..... 24 Hours

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

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

Certification Options:

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

w/edits

Evaluation or Assessment (3 hrs.)

EDF	612	Educational Evaluation

Curriculum and Instruction ..... 24 Hours

CISP	510	Intro. to Instructional Practices/Exceptional Children
CISP	520	Introduction to Exceptional Children
CI	515	Integrated Methods and Materials
EDF	537	Clinical I - Lab to accompany CI 515
EDF	637	Clinical II
CI	549	Instructional and Classroom Management in Secondary Education
CI	624	Advanced Instructional Strategies
CIRG	644	Literacy in the Content Area
*EDF	677	Clinical III - Student Teaching

In addition to the preceding courses, students must also complete all courses in their teaching specialization.

TOTAL ..... 36 Hours

*Requires minimum of 90% completion of content courses and passing score(s) on the Praxis content examination(s).

Post-Baccalaureate Teacher Certificate Program

In West Virginia the license to teach is granted by the West Virginia Department of Education and is typically issued upon the completion of a four-year undergraduate program of study that included content and professional education courses. The Post-Baccalaureate Teacher Certificate (PBC) program offers an accelerated route to teacher certification for persons who already have undergraduate degrees in content areas such as chemistry, music, and other liberal and fine arts, or professional fields. Using the previously completed content courses as a foundation, this program provides the required professional education courses at the graduate level. Additional undergraduate classes may be needed in the content area.

Upon successful completion of the PBC program, all content courses, and testing requirements, the candidate earns a recommendation to the West Virginia Department of Education for a teaching certificate at the secondary level and is eligible to apply for a certificate from the university. The PBC does not include Elementary Education or Special Education certification.

Admission to PBC and Licensure Requirements

1. Candidates must request a transcript analysis through a certification officer either in Huntington or South Charleston. An unofficial copy of the transcript may be used for the analysis. The analysis will identify the courses that can be used to meet content licensure requirements and the list of additional courses needed. Candidates must have at least 90% of the required content courses.
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3. In addition to university admissions requirements, applicants must have an overall GPA of 2.80 and a GPA of 2.80 in the content area, and must meet the Praxis Core requirement. Applicants who have an overall GPA of 2.5 or above, but below 2.80, may be granted provisional admission. Provisionally admitted applications will be granted full admission upon successful completion of 12 hours toward the approved plan of study with a GPA of 3.25 or higher, assuming that all other admission requirements are met.
4. Applicants must take and pass all three subtests (reading, writing and math) of the Praxis Core prior to being admitted to the PBC program. The required Praxis Core scores are Reading = 156, Writing =162, and Math = 150.
5. Persons who meet one or more of the following criteria may be exempt from the Praxis® Core Academic Skills for Educators (Core).

    1. hold certification through the NBPTS
    2. hold or have held a West Virginia Professional Certificate
    3. hold a master's degree from an accredited institution of higher education
    4. attained, from a single administration, a qualifying score on the American College Test (ACT®) or Scholastic Achievement Test (SAT®) or Graduate Record Examinations (GRE®) as listed below:
        a. ACT
            i. a composite score of 25 (prior to November, 1989)

ii. a composite score of 26 on the ACT enhanced (effective November 1989),

b. SAT
   i. a combined score of 1035 (prior to April 1995)
   ii. a combined score of 1125 on the re-centered SAT (effective April 1995),
   iii. a score of 1170 on the revised SAT using the combined Critical Reading and Math score (effective March 2005)
   iv. a score of 1240 on the New SAT using the combined Evidence-Based Reading and Writing score and Math score (effective May 2016-the Present)

c. GRE
   i. a score of combined score of 800 verbal and quantitative (prior to November, 2011)
   ii. at least a score of 286 (November, 2011 – the present)

5. hold a valid out-of-state certificate in the content area
6. successfully completed three years of experience within the last seven years in one or a combination of specializations recognized on an out-of-state professional certificate valid during those three years

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Technology ..... 3 Hours

CIEC	534	Applications Software in the Classroom Curriculum Area OR
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Supervised Student Teaching ..... 3 Hours

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Total ..... 24 Hours

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~~Japanese, grades PreK-Adult~~
Mathematics, grades 5-Adult
Music, grades PreK-Adult
Physics, grades 9-Adult
Social Studies, grades 5-Adult
~~Spanish, grades 5-Adult~~
Wellness, grades PreK-Adult

New

Evaluation or Assessment (3 hrs.)

EDF	612	Educational Evaluation

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Music, grades PreK-Adult
Physics, grades 9-Adult
Social Studies, grades 5-Adult
Wellness, grades PreK-Adult

Request for Graduate Non-Curricular Changes

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

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

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

College: Graduate College Dept/Division: Graduate College

Contact Person: D. J. Pittenger Phone: 696-2818

Rationale for Request:

The Graduate College Catalog needs a new section outlining required training to be in compliance with the Clery Act and Title IX.

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

Department/Division Chair _____ 3.28.20 Date fall 2020

Registrar _____ Date 2-28-2020

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

Graduate Council Chair _____ Date 3/30/2020

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

Request for Graduate Non-Curricular Changes – Page 2

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

NA

Request for Graduate Non-Curricular Changes – Page 3

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

NA

Request for Graduate Non-Curricular Changes – Page 4

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

Required Training For All Incoming Graduate Students
To maintain compliance with the Clery Act and Title IX requirements, Marshall University Graduate College requires all incoming graduate students to complete a sexual assault and interpersonal violence prevention education program as approved by the Vice President of Student Affairs. The training also ensures students learn of the campus resources related to sexual assault and interpersonal violence. Students who do not complete the training by the end of the 8th week of their first semester of enrollment may not register for additional courses until completing the training. Students will receive multiple notifications regarding this required training program.

Request for Graduate Non-Curricular Changes – Page 5

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

Type of change request: Addition of New Section Regarding Required Training

Department: Graduate College

Degree program:

Effective date (fall/spring/summer, year): fall 2020

Chair: Tracy Christofero | **GC#7: Course Change**

Request for Graduate Course Change

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

College: SOP Dept/Division: SOP Current Alpha Designator/Number: MSP542

Contact Person: Eric Blough Phone: x7394

CURRENT COURSE DATA:

Course Title: Graduate Research Seminar

Alpha Designator/Number: M S P S 5 4 2

Title Abbreviation: S c i e n c e S e m i n a r

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

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

Dept. Chair/Division Head	Date 2/20/20
Registrar	Date 2-22-2020
College Curriculum Chair	Date 2/20/20
Graduate Council Chair	Date 3/30/2020

Request for Graduate Course Change - Page 2

College: Pharmacy | Department/Division: Pharmacy | Alpha Designator/Number: MSPS542

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

Change in CATALOG TITLE: ☐ YES ☒ NO

From ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ (limited to 30 characters and spaces)

To ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

If Yes, Rationale

Change in COURSE ALPHA DESIGNATOR:

From: ☐☐☐☐ To ☐☐☐☐ ☐ YES ☒ NO

If Yes, Rationale

Change in COURSE NUMBER: ☐ YES ☒ NO

From: ☐☐☐☐ To: ☐☐☐☐

If Yes, Rationale

Change in COURSE GRADING

From ☐ Grade To ☐ Credit/No Credit

Rationale

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

From

To

If Yes
Rationale

Request for Graduate Course Change - Page 3

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

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

From: 4 (four)

To: 1 (one)-
Rationale for change: This course is to be repeated four times. For the first three course offerings, the student will receive a " CR" (credit) or "NC" (no credit). Upon completion of the fourth version of the course the student will receive a letter grade.

Change in COURSE CONTENT: ☐ YES ☒ NO

From:

To:

Rationale:

Request for Graduate Course Change-Page 4

College: Pharmacy

Department: Pharmaceutical Sciences

Course Number/Title MSPS542

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

Not applicable

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

Not applicable

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

Not applicable

Request for Graduate Course Change - Page 5

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

COURSE DESCRIPTION CHANGE	COURSE NUMBER CHANGE	COURSE TITLE CHANGE
Department:	Department:	Department:
Course Number and Title:	Current Course Number/Title:	Current Course Number/Title:
Rationale:	New Course Number:	New Course Title:
Course Description (old)	Rationale:	Rationale:
Course Description: (new)	Catalog Description:	Catalog Description:
Catalog Description:	Credit hours:	

Department: Pharmaceutical Science and Research
Course Number and Title: MPSP542, Graduate Sciences Seminar
Catalog description: This ~~could~~ will help graduate students in the pharmaceutical sciences learn the basics of scientific communication and how to critically evaluate the scientific literature. Students must complete four versions of this course for credit. For the first three course offerings, the student will receive a "CR" (credit) or "NC" (no credit). Upon completion of the fourth version of the course the student will receive a letter grade. Completion of th the four course series is worth four credits and is required to successfully complete the MSPS program.

Prerequesites: Enrollment in MSPS program

First term offered: Fall 2018

Credit hours: 1

Chair: Tracy Christofero | **GC#6: Course Addition**

Request for Graduate Course Addition

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

College: Pharmacy Dept/Division: Pharmaceutical Scie Alpha Designator/Number: MSPS586 (•) Graded ( ) CR/NC

Contact Person: Eric Blough Phone: x7394

NEW COURSE DATA:

New Course Title: Problem report

Alpha Designator/Number: M S P S 5 8 6

Title Abbreviation: P r o b l e m R e p o r t

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words): Problem report

Co-requisite(s): None First Term to be Offered: Fall 2020

Prerequisite(s): None Credit Hours: 1-3

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

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

Dept. Chair/Division Head	Date 2/20/20
Registrar 5/20/20	Date 2-22-2020
College Curriculum Chair	Date 2/20/20
Graduate Council Chair	Date

Request for Graduate Course Addition - Page 2

College: Pharmacy | Department/Division: Pharm. Sciences | Alpha Designator/Number: MSPS ~~699~~ 586

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

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

Any faculty who has graduate faculty status and has a MS student in their laboratory

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Student will explore in depth a specific aspect of a discipline or professional field. Written objectives of each problem report course, approved by the chair and dean, will be maintained in departmental files.

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

Student research project, under guidance of the faculty advisor.

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

Not applicable

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

Lecture, readings, laboratory, one-on-one meetings

Request for Graduate Course Addition - Page 4

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

Evaluation of progress towards completion of research and writing.

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

Not applicable.

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

Not applicable.

Request for Graduate Course Addition - Page 5

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

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

Department: Pharmaceutical Science and Research
Course Number and Title: MSPS586 Problem Report
Catalog Description: Prerequisites: Not applicable
First Term Offered: Fall 2020
Credit Hours: 1-3

Chair: Tracy Christofero | **GC#6: Course Addition**

Request for Graduate Course Addition

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

College: Pharmacy | Dept/Division: Pharmaceutical Scie | Alpha Designator/Number: MSPS586 | (•) Graded ( ) CR/NC

Contact Person: Eric Blough | Phone: x7394

NEW COURSE DATA:

New Course Title: Problem report

Alpha Designator/Number: M S P S 5 8 6

Title Abbreviation: P r o b l e m R e p o r t

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words): Problem report

Co-requisite(s): None | First Term to be Offered: Fall 2020

Prerequisite(s): None | Credit Hours: 1-3

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

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

Dept. Chair/Division Head	Date 2/20/20
Registrar 5/2016	Date 2-22-2020
College Curriculum Chair	Date 2/20/20
Graduate Council Chair	Date 3/30/2020

Request for Graduate Course Addition - Page 2

College: Pharmacy | Department/Division: Pharm. Sciences | Alpha Designator/Number: MSPS ~~699~~ 586

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

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

Any faculty who has graduate faculty status and has a MS student in their laboratory

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Student will explore in depth a specific aspect of a discipline or professional field. Written objectives of each problem report course, approved by the chair and dean, will be maintained in departmental files.

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

Student research project, under guidance of the faculty advisor.

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

Not applicable

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

Lecture, readings, laboratory, one-on-one meetings

Request for Graduate Course Addition - Page 4

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

Evaluation of progress towards completion of research and writing.

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

Not applicable.

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

Not applicable.

Request for Graduate Course Addition - Page 5

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

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

Department: Pharmaceutical Science and Research
Course Number and Title: MSPS586 Problem Report
Catalog Description: Prerequisites: Not applicable
First Term Offered: Fall 2020
Credit Hours: 1-3

Chair: Tracy Christofero | **GC#6: Course Addition**

Request for Graduate Course Addition

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

College: Pharmacy | Dept/Division: Pharmaceutical Scie | Alpha Designator/Number: MSPS612 | (•) Graded ( ) CR/NC

Contact Person: Eric Blough | Phone: x7394

NEW COURSE DATA:

New Course Title: Pharmaceutical Analysis

Alpha Designator/Number: M S P S 6 1 2

Title Abbreviation: Pharm Analysis

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words): Pharmaceutical Analysis

Co-requisite(s): None | First Term to be Offered: Fall 2020

Prerequisite(s): None | Credit Hours: 1

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

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

Dept. Chair/Division Head [signature]	Date 2/20/20
Registrar [signature] 5/2020	Date 2-22-2020
College Curriculum Chair [signature]	Date 2/20/20
Graduate Council Chair [signature]	Date 3/30/2020

Request for Graduate Course Addition - Page 2

College: Pharmacy | Department/Division: Pharm. Sciences | Alpha Designator/Number: MSPS612

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

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

Any faculty who has graduate faculty status and has a MS student in their laboratory

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

This class will familiarize students with the analytical techniques that are commonly employed in pharmaceutical research and drug development and analysis.

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

Please see attached syllabus

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

Not applicable

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

Lecture, readings, laboratory exercises

Request for Graduate Course Addition - Page 4

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

ALE, IRAT, GRAT, midterm and final examinations

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

Not applicable.

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

Not applicable.

Request for Graduate Course Addition - Page 5

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

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

Department: Pharmaceutical Science and Research
Course Number and Title: MSPS612 Pharmaceutical Analysis
Catalog Description: Prerequisites: Full admission to the MSPS program
First Term Offered: Fall 2020
Credit Hours: 1

MARSHALL UNIVERSITY

www.marshall.edu

School of Pharmacy

SYLLABUS
Pharmaceutical Analysis
(Fall 2020)

This syllabus is not to be construed as a contract with the student and is subject to change.

The School of Pharmacy reserves the right to change the course syllabus. *The School should notify the students through the course notification system or by an email preferably through the Blackboard system.*

Materials used in this class may be copyrighted and should not be shared with individuals not enrolled in this course.

Course meeting days and time	TBD
Location	TBD
Team Leader / Instructor	Hasan Koc, Ph.D.
Office	SKH341
Phone	(304) 696-7368
Email	kocha@marshall.edu
Office hours	See below table

Faculty	Email	Office	Phone Number	Office Hours
Cynthia B. Jones, Ph.D.	jonescy@marshall.edu	SKH343	(304)696-7363	By appointment/TBA
Jeremy McAleer, Ph.D.	mcaleer@marshall.edu	SKH347	(304)696-7336	By appointment/TBA
Ruhul Amin, PhD.	amina@marshall.edu	SKH349	(304)696-7371	By appointment/TBA
Michael Hambuchen, Pharm. D, Ph.D.	hambuchen@marshall.edu	SKH353	(304)696-7297	By appointment/TBA
Boyd Rorabaugh, Ph. D.	rorabaughb@marshall.edu	SKH355	(304)696-7289	By appointment/TBA
Melinda Varney, Ph.D.	varney31@marshall.edu	SKH339	(304)696-6057	By appointment/TBA
Mohammad Ahsan Akbar, Ph.D.	akbarm@marshall.edu	SKH351	(304)696-7323	By appointment/TBA

Student: If the instructor accepts appointments, then please email the instructor for availability. The student can expect the instructor to respond to E-mails and phone messages within 72 hours.

Course Description: This class intends to familiarize the students with the analytical techniques that are commonly employed in pharmaceutical research and drug development and analysis. Topics covered in this course include. Some modules could employ hands-on components.

Prerequisites: None

Text Books Required: None

Suggested: Instructor provided material

Course Objectives:

Number	Objective	Linkage to MUSOP Abilities	How Assessed
1	Define and explain the approaches to separation and analysis of small molecules using systematic approach	10	IRAT/GRAT and exams
2	Explain how a newly synthesized organic molecules can be purified and characterized using NMR, MS, and IR.	10	IRAT/GRAT and exams
3	Design and analyze a basic pharmacokinetic study in rodents Design and analyze a basic behavioral pharmacology study in rodents	10	IRAT/GRAT and exams
4	Describe techniques PCR, ELISA, flow cytometry, Western blotting Understand and quantitate phenotypic changes with change in gene/protein expression	10	IRAT/GRAT and exams
5	Evaluate the principles of dissolution and disintegration. Describe factors such as apparatus type, media and agitation rate that must all be evaluated, and should be appropriate for drug product being tested. Design immediate release dosage forms and solid dosage forms, standard dissolution testing methods for USP 3 (reciprocating cylinders), USP 4 (flow-through-cell), USP 5 (paddle-over-disc), USP 6 (cylinder) and USP 7 (reciprocating holders).	10	IRAT/GRAT and exams

Schedule of Activities:

Date	#	Meeting Format	Meeting Topic	Course Student Learning Outcomes	Instructor
TBD	1	IRAT GRAT iLecture ALE	Analytical separations and mass spectrometry	1	Dr. Koc
TBD	2	IRAT GRAT iLecture ALE	Analytical separations and mass spectrometry	1	Dr. Koc
TBD	3	IRAT GRAT iLecture ALE	Analytical separations and mass spectrometry	1	Dr. Koc
TBD	4	IRAT GRAT iLecture	Pharmaceutics (Dissolution, disintegration)	5	Dr. Jones Dr. Akbar

		ALE			
TBD	**5**	IRAT GRAT iLecture ALE	Pharmaceutics (Dissolution, disintegration)	5	Dr. Jones Dr. Akbar
TBD	**6**	IRAT GRAT iLecture ALE	Pharmaceutics (Dissolution, disintegration)	5	Dr. Jones Dr. Akbar
TBD	**7**	IRAT GRAT iLecture ALE	Drug purification and characterization	2	Dr. Koc
TBD	**8**	IRAT GRAT iLecture ALE	Drug purification and characterization	2	Dr. Koc
TBD	**9**	IRAT GRAT iLecture ALE	Drug purification and characterization	2	Dr. Koc
TBD			**MIDTERM EXAM**		
TBD	**10**	IRAT GRAT iLecture ALE	Protein/Gene expression and antibody based techniques	4	Dr. Amin Dr. McAleer
TBD	**11**	IRAT GRAT iLecture ALE	Protein/Gene expression and antibody based techniques	4	Dr. Amin Dr. McAleer
TBD	**12**	IRAT GRAT iLecture ALE	Protein/Gene expression and antibody based techniques	4	Dr. Amin Dr. McAleer

TBD	**13**	IRAT GRAT iLecture ALE	Animal experiments/Behavioral studies	3	Dr. Rorabaugh Dr. Hambuchen
TBD	**14**	IRAT GRAT iLecture ALE	Animal experiments/Behavioral studies	3	Dr. Rorabaugh Dr. Hambuchen
TBD	15	IRAT GRAT iLecture ALE	Animal experiments/Behavioral studies	3	Dr. Rorabaugh Dr. Hambuchen
TBD			**FINAL EXAM**		

(* - major assessments)

Course Evaluation (grading): Student mastery of the material will be evaluated by quizzes and exams administered throughout the semester. The majority of testable material will originate from the text book. The remaining testable material will be presented during class sessions. In-class activities (ICA)/active learning exercises (ICA) will assess student understanding of the material and will be graded based on completeness and accuracy.

Point or Percentage Distribution:

IRAT:	10%
GRAT:	5%
Midterm Exam:	30%
Final Exam:	50%
ALE:	5%
Total:	100%

Letter grades distribution: A = 89.50 to 100%
B = 79.50 to less than 89.50% C = 69.50 to less than 79.50% F = Less than 69.50%

Course Evaluation (assessment): At or near the end of the course, students are expected to complete an evaluation of the course content, learning approaches, student assessment and instructors according to School of Pharmacy procedures.

Assignment and examination grades will be posted in Blackboard within 7 days unless otherwise stated.

Attendance policy: Each student is expected to attend class. Attendance at graded events is mandatory. Only excused absences accepted – see university and school policies.

UNIVERSITY POLICIES

University policies regarding **Academic Dishonesty, Students with Disabilities, University Computing Services' Acceptable Use, Affirmative Action, and Sexual Harassment can be found at http://www.marshall.edu/wpmu/academic-affairs/policies/.**

SCHOOL OF PHARMACY POLICIES

SOCIAL JUSTICE POLICY STATEMENT

Marshall University is committed to bringing about mutual understanding and respect among all individuals and groups at the University. As part of Marshall University, School of Pharmacy has made a commitment to social justice. Therefore, no one will be discriminated against on the basis of race, gender, ethnicity, age, sexual orientation, religion, social class, or differing viewpoints. Each student will be viewed as a valuable member of this class and as the faculty for the course, I will strive to facilitate an atmosphere/learning environment where mutual understanding and respect are actualized.

ACADEMIC, ETHICAL, AND PROFESSIONAL CONDUCT

Student expectorations for academic, ethical, and professional conduct are defined within the school's Ethical and Professional Conduct Policy and the university's Academic Dishonesty Policy.

Remediation Policy

Remediation is the mechanism designed to assist students who have struggled within the classroom environment in demonstrating achievement of classroom and curricular learning outcomes. This process is described in the 200.001 Academic Standards for Grading, Progressions, Dismissal, and Re-admission Policy.

Test Security Policy

In order to ensure the security of all examinations, please refer to the MUSOP Secure Testing Policy. The policy can be found on the Marshall University School of Pharmacy website in section 400.003 Secure Testing Environment Standards.

Chair: Tracy Christofero | **GC#6: Course Addition**

Request for Graduate Course Addition

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

College: Pharmacy | Dept/Division: Pharm Sciences | Alpha Designator/Number: MSPS613 | (•) Graded ( ) CR/NC

Contact Person: Eric Blough | Phone: x7394

NEW COURSE DATA:

New Course Title: Pharmacometrics Recitation

Alpha Designator/Number: M S P S 6 1 3

Title Abbreviation: P h a r m c o m e t r i c s R e c i t a t i o n

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words) Pharmacometrics recitation

Co-requisite(s): None | First Term to be Offered: Fall 2020

Prerequisite(s): None | Credit Hours: 1

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

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

Dept. Chair/Division Head [signature]	Date 2/20/20
Registrar [signature] 5/2016	Date 2-22-2020
College Curriculum Chair [signature]	Date 2/20/20
Graduate Council Chair [signature]	Date 3/30/2020

Request for Graduate Course Addition - Page 2

College: Pharmacy | Department/Division: Pharm. Sciences | Alpha Designator/Number: MSPS613

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

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

Any faculty who has graduate faculty status and has a MS student in their laboratory

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Topics covered include the basic theory and their application of pharmacokinetics and pharmacodynamics, processes and mechanisms controlling the rate and extent of drug absorption, metabolism, and excretion.

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

Please see attached syllabus

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

Applied Biopharmaceutics and Pharmacokinetics, Seventh Edition. Leon Shargel, Andrew Yu, and Susanna Wu-Pong. McGraw Hill Medical 978-0-07-18309305 (7th edition)e

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

Lecture, readings, problem sets

Request for Graduate Course Addition - Page 4

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

Quizzes, presentation, midterm and final examination.

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

Not applicable.

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

Not applicable.

Request for Graduate Course Addition - Page 5

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

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

Department: Pharmaceutical Science and Research
Course Number and Title: MSPS613 Pharmacometric Recitation
Catalog Description: Prerequisites: Full admission to the MSPS program
First Term Offered: Fall 2020
Credit Hours: 1

MARSHALL UNIVERSITY
www.marshall.edu

School of Pharmacy

SYLLABUS
Pharmacometric Recitation
MSPS 613
(Fall 2020)

This syllabus is not to be construed as a contract with the student and is subject to change.

The School of Pharmacy reserves the right to change the course syllabus. *The School should notify the students through the course notification system or by an email preferably through the Blackboard system.*

Materials used in this class may be copyrighted and should not be shared with individuals not enrolled in this course.

Course meeting days and time	TBD
Location	TBD
Team Leader / Instructor	Dr. Ahsan Akbar
Office	Kopp Hall 351
Phone	304-696-7323
Email	akbarm@marshall.edu
Office hours	By Appointment / anytime during office hour

Faculty	Email	Office	Phone Number	Office Hours
Ahsan Akbar, Ph.D.	akbarm@marshall.edu	TBD	304-696-8704	TBD
Dr. Daniel Brazeau	brazeaud@marshall.edu	TBD	304-696-8704	TBD

Student: If the instructor accepts appointments, then please email the instructor for availability. The student can expect the instructor to respond to E-mails and phone messages within 72 hours.

Course Description: Topics covered include the basic theory and their application of pharmacokinetics and pharmacodynamics and their relationship; processes and mechanisms controlling the rate and extent of drug absorption, distribution, metabolism and excretion; bioavailability and bioequivalence.

Prerequisites: None

Text Books: **The required textbook (which is on-line at Access Pharmacy).**
Applied Biopharmaceutics & Pharmacokinetics, Seven Edition Leon Shargel, Andrew Yu, and Susanna Wu-Pong, McGraw Hill Medical 978-0-07-183093-5 (7th edition)

Materials: Lecture slides and lecture associated scientific research and review articles will be provided

Course Objectives:

Number	Objective	How Assessed
1	Describe the physiological determinants of the primary pharmacokinetic parameters of clearance and volume of distribution	Quizzes, presentations/discussion, and Exams
2	Determine primary and secondary pharmacokinetic parameters from concentration-time data	Quizzes, presentations/discussion, and Exams
3	Design a pharmacokinetics-based dosage regimen for an individual patient	Quizzes, presentations/discussion, and Exams
4	Modify a dosage regimen for a patient based on the physiological changes brought about by disease or concomitant drug therapy	Quizzes, presentations/discussion, and Exams
5	Apply pharmacokinetic concepts to a drug therapy to solve relevant problems in pharmaceutical care	Quizzes, presentations/discussion, and Exams
6	Compare the effects of various routes of xenobiotic administration on the onset, intensity, and duration of pharmacologic effect	Quizzes, presentations/discussion, and Exams

Schedule of Activities:

Week	Meeting Format	Meeting Topic	Student Learning Outcomes	Instructor
Week of August 17	Lecture	Introduction to course	• Discuss the structure of the course for the semester • Course expectation	Dr. Ahsan Akbar
Week of August 24	Lecture	Introduction to Biopharmaceutics and PK and Key Definitions, Practical Considerations, PD and Drug Exposure-Drug Response, Measurement of Drug Concentrations	• Discuss the application of biopharmaceutics concept in drug development • Explain the importance and use of drug exposure relationship in drug development and clinical study decision • Define pharmacokinetics model and list the assumptions that are used in developing a pharmacokinetic model	Dr. Ahsan Akbar
Week of August 31	Lecture	Drug elimination and renal clearance	• Discuss the importance of drug elimination and renal clearance in drug dosing by reviewing research or review articles. • Understand the importance of the role of clearance as a pharmacokinetic parameter. • Describe the relationship between half-life, elimination rate constant and volume of distribution.	Dr. Ahsan Akbar
Week of September 7	Lecture	One-Compartment Open Model - IV	• Discuss the concept of one compartment IV bolus administration	Dr. Ahsan Akbar

		Bolus, Clearance, Volume of Distribution and Clearance	in drug dosing by reviewing research or review articles. • Understanding the pharmacokinetic terms that describe a one-compartment IV bolus injection and the underlying assumptions. • Discuss the concept of volume of distribution and clearance in drug dosing selection	
Week of September 14	Lecture	One Compartment Open Model - Intravenous Infusion	• Understanding the concept of optimum dosing for an infused drug by calculating pharmacokinetic parameters.	Dr. Ahsan Akbar
Week of September 21	Lecture	Two compartment open model	• Discuss the concept of compartmental approach in drug dosing by reviewing the research or review articles.	Dr. Ahsan Akbar
Week of September 28	Lecture	Pharmacokinetics of oral absorption	• Define oral drug absorption and the describe the absorption process. • Describe and define the key elements the plasma concentration time curve following oral absorption. • Discuss the significance of the absorption rate constants. • Discuss and identify the key elements of the first-order absorption model. • Discuss the effects of the absorption rate constant and elimination rate constant on the maximum plasma concentration, time of maximum plasma concentration and area under the curve.	Dr. Ahsan Akbar
Week of October 5	Lecture	Multiple-dosage regimen	• Understanding and application of the concept of repetitive intravenous injection. • Understanding and application the concept of intermittent intravenous infusion. • Understanding and application of the concept of multiple oral dose regimen.	Dr. Ahsan Akbar
Week of October 12	**Midterm Exam**			
Week of October 19	Lecture	Non-linear Pharmacokinetics	• Understanding the concept of non-linear pharmacokinetics. • Discuss bioavailability of drugs that follows nonlinear pharmacokinetics. • Discuss nonlinear pharmacokinetics due to drug-protein binding. • Discuss potential reason for unsuspected non-linearity.	Dr. Ahsan Akbar

Week of October 26	Lecture	Pharmacogenetics	• Discuss the application of pharmacogenetic concept in drug dosing and drug design by reviewing research or review articles.	Dr. Dan Brazeau
Week of November 2	Lecture	Pharmacogenetics	• Discuss the application of pharmacogenetic concept in drug dosing and drug design by reviewing research or review articles.	Dr. Dan Brazeau
Week of November 9	Lecture	Physiologic drug distribution and protein binding	• Explain how drug distribution is affected by blood flow, protein and tissue binding. • Discuss the effect of drug protein binding in drug dosing by reviewing research or review articles. • Describe the effect of changes in protein binding on clearance, the relationships between drug distribution, drug binding, displacement, pharmacokinetics and drug exposure by reviewing research or review articles.	Dr. Ahsan Akbar
Week of November 16	Lecture	Hepatic Clearance	• Discuss the drug dosing considering hepatic clearance by reviewing research or review articles.	Dr. Ahsan Akbar
Week of November 23	**Thanksgiving Break**			
Week of November 30	Lecture	Bioavailability and Bioequivalence, Relationship to Pharmacokinetics and Pharmacodynamics	• Discuss the application of bioavailability and bioequivalence concept in drug design by reviewing research or review articles. • Describe how the Emax and sigmoidal Emax model explain the relationship of the pharmacodynamic response to drug concentration • Define the term PK-PD model and provide equations that quantitatively simulates the time course of drug action. • Discuss the PK-PD model and their role in drug approval and labeling	Dr. Ahsan Akbar
Week of December 7	**Final Exam**			

Course Evaluation (grading): Student mastery of the material will be evaluated by quizzes and exams administered throughout the semester. The majority of testable material will originate from instructor-provided handouts (≥80%). The remaining testable material will be presented during class sessions. In-class activities will assess student understanding of the material and will be graded based on completeness and accuracy.

Point or Percentage Distribution:	Quizzes	10%
	Presentation	20%
	Midterm Exam	35%
	Final Exam	35%

Letter grades distribution:

A = 89.50 to 100%
B = 79.50 to less than 89.50%
C = 69.50 to less than 79.50%
F = Less than 69.50%

Assignment and examination grades will be posted in Blackboard within 7 days unless otherwise stated.

Course Evaluation (assessment): At or near the end of the course, students are expected to evaluate the instructor as well as course content via an anonymous assessment according to School of Pharmacy procedures.

Attendance policy: *Each student is required to attend class. Attendance is mandatory at graded events. Only excused absences accepted – see university and school policies.*

UNIVERSITY POLICIES

University policies regarding **Academic Dishonesty, Students with Disabilities, University Computing Services' Acceptable Use, Affirmative Action, and Sexual Harassment can be found at http://www.marshall.edu/wpmu/academic-affairs/policies/.**

School of Pharmacy Policies

SOCIAL JUSTICE POLICY STATEMENT

Marshall University is committed to bringing about mutual understanding and respect among all individuals and groups at the University. As part of Marshall University, School of Pharmacy has made a commitment to social justice. Therefore, no one will be discriminated against on the basis of race, gender, ethnicity, age, sexual orientation, religion, social class, or differing viewpoints. Each student will be viewed as a valuable member of this class and as the faculty for the course, I will strive to facilitate an atmosphere/learning environment where mutual understanding and respect are actualized.

ACADEMIC, ETHICAL, AND PROFESSIONAL CONDUCT

Student expectorations for academic, ethical, and professional conduct are defined within the school's Ethical and Professional Conduct Policy and the university's Academic Dishonesty Policy.

Remediation Policy

Remediation is the mechanism designed to assist students who have struggled within the classroom environment in demonstrating achievement of classroom and curricular learning outcomes. These processes are described in the 200.001 Academic Standards for Grading, Progressions, Dismissal, and Re-admission Policy.

Test Security Policy

In order to ensure the security of all examinations, please refer to the MUSOP Secure Testing Policy. The policy can be found on the MU School of Pharmacy website 400.003 Secure Testing Environment Standards.

Chair: Tracy Christofero | **GC#6: Course Addition**

Request for Graduate Course Addition

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

College: Science | Dept/Division: Physics | Alpha Designator/Number: PHY535 | (•) Graded ( ) CR/NC

Contact Person: Maria C. Babiuc-Hamilton | Phone: 304 - 696 - 2756

NEW COURSE DATA:

New Course Title: Computational Physics

Alpha Designator/Number: PHY 535

Title Abbreviation: Computational Physics

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)

A course in using numerical methods and computer programming languages for solving complex physics problems and for the simulation of various physical processes. 2 lec-2 lab.

Co-requisite(s): None

First Term to be Offered: Fall 2020

Prerequisite(s): None

Credit Hours: 3.0

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

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

Dept. Chair/Division Head	Date 01/30/2020
Registrar	Date 1-31-2020
College Curriculum Chair	Date 2-28-2020
Graduate Council Chair	Date

Form updated 10/2011

JAN 31 2020 AM11:35

Request for Graduate Course Addition - Page 2

College: Science | Department/Division: Physics | Alpha Designator/Number: PHY535

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

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

Maria C. Babiuc Hamilton
Howard Richards

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

See attached syllabus

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

This course is a concise introduction to the basic methods of computational physics. Students will discover the benefits of numerical methods for solving complex mathematical problems, and for the direct simulation of physical processes in theoretical or experimental physics.
The course is divided into two main parts: Deterministic methods and stochastic methods in computational physics. The first part discusses numerical differentiation and integration, as well as the treatment of ordinary differential equations. The second part deals with the generation of random numbers, summarizes the basics of stochastics, and subsequently introduces Monte-Carlo (MC) methods. The course has a lab component, which consists in developing computational solutions to concrete physics problems, using the C++ programming language.
Topics:
Introduction and Basic Programming
If/While/For loops and input/Output
Graphs and Visualization
Integrals and Derivatives
Solutions of Linear Equations
Solutions of Nonlinear Equations
Ordinary Differential Equations
Partial Differential Equations
Fourier Transforms
Random Processes
Monte Carlo Methods

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

Computational Physics by Mark Newman, ISBN 978-148014551-1

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

Lecture and lab

Request for Graduate Course Addition - Page 4

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

Homework, exams, computational project.

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

Graduate students will be guided towards picking a more complicated physics problem for the Computational Project, with a higher level of mathematical complexity. They will required to write a paper to accompany the Computational Project. The organization of the paper will be the following: Title | Abstract | Introduction | Methods | Results | Discussion | References

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

See attached syllabus

Request for Graduate Course Addition - Page 5

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

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

Department: Physics

Course Number and Title: PHY535: Computational Physics

Catalog Description: A course in using numerical methods and computer programming languages for solving complex physics problems and for the simulation of various physical processes. 2 lec-2 lab.

Prerequisites: None

First Term Offered: Fall 2020

Credit Hours: 3.0

Marshall University - College of Science - Physics Department
PHY 435/535 Syllabus (3 Credit hours)

Course Title/Number	Computational Physics Lecture and Lab / PHY 435/535
Semester/Year	Fall 2020
Days/Time	To be announced
Location	SCI 281-possible S166
Instructor	Maria Babiuc Hamilton
Office Number	SCI 257
Phone/Email	304-696-2754/ babiuc@marshall.edu
Office Hours	To be announced
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to: www.marshall.edu/academic-affairs and clicking on "Marshall University Policies". Direct: www.marshall.edu/academic-affairs/policies Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment. General Emergencies: www.marshall.edu/emergency MU Alert Sign Up: www.marshall.edu/emergency/mualert
Instructor Policies	**Course corrections**: Information in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed at the beginning of the term. The instructor, however, reserves the right, acting within policies and procedures of Marshall, to make changes in the course content and/or instructional techniques during the term with or without advance notice or obligation. **Student Conduct**: Student rights and responsibilities are outlined in the Marshall catalog, page 34. The infractions and violations listed under "Conduct, Rights and Regulations" will be enforced in this class. Students who disrupt class may be removed from class (failing all of the activities for the day), as warranted, by the instructor. **Cell Phones** must remain unused and set to vibrate during regular class times. If an emergency call or message comes through, please leave the class before you answer it. If during an EXAM, ANY of these devices are "on" or "visible", they belong to me and you get a zero (0) on that exam.

Student Learning Outcomes	How students will practice each outcome in this Course	How student achievement of each outcome will be assessed in this Course
Students will engage actively with the subject matter and will achieve mastery of the course content.	Student will actively participate in class and will fulfill the homework assignments.	In class activity, homework, writing assignments, exams.
Students will enhance their critical thinking skills and become more aware of the the importance of logic and precision.	Students will use problem-solving environments and programming languages.	In class activity, homework, writing assignments, exams.
Students will study computer algorithms and understand how computers are employed in solving concrete physics problems.	Students will learn the course material, and will visit BigGreen, the high-performance computing cluster at Marshall Univ.	In class activity, homework, writing assignments, exams.
Students will acquire basic computational tools and techniques needed for their future study of science.	Students will participate in assigned lab projects and develop code to solve physics problems.	In class activity, homework, writing assignments, exams.

Required Material

Textbook	Computational Physics by Mark Newman, ISBN 978-148014551-1

Course Description

This course is a concise introduction to the basic methods of computational physics. Students will discover the benefits of numerical methods for solving complex mathematical problems, and for the direct simulation of physical processes in theoretical or experimental physics

The course is divided into two main parts: Deterministic methods and stochastic methods in computational physics. The first part discusses numerical differentiation and integration, as well as the treatment of ordinary differential equations. The second part deals with the generation of random numbers, summarizes the basics of stochastics, and subsequently introduces Monte-Carlo (MC) methods. The course has a lab component, which consists in developing computational solutions to concrete physics problems, using the C++ programming language.

Grading Policy

A	90% -100%

B	80% - 89.9%
C	70% - 79.9%
D	60% - 69.9%
F	59.9% and below

Grading Specification for PHY 435

Exam 1	20%
Exam 2	20%
Computational Project	20%
Homework	20%
Final Exam	20%

Supplemental Requirement for PHY 535

Graduate students will be required to write a paper to accompany the Computational Project. The organization of the paper will be the following:
Title | Abstract | Introduction | Methods | Results | Discussion | References
They will be required to submit a draft of the paper, which will be reviewed by me, by week 12. This draft will not be graded, but failure to submit it will result in 25% penalty of the final grade for the paper.
The final submission, which will include all the recommendations and suggestions made by me, will be due during the Final Exams week, no later than Friday.

Course Outline

Week 1	Introduction and Basic Programming
Week 2	If/While/For loops and input/Output
Week 3	Graphs and Visualization
Week 4	Integrals and Derivatives
Week 5	Exam 1
Week 6	Solutions of Linear Equations
Week 7	Solutions of Nonlinear Equations
Week 8	Ordinary Differential Equations
Week 9	Partial Differential Equations
Week 10	Exam 2
Week 11	Fourier Transforms
Week 12	Random Processes
Week 13	Monte Carlo Methods
Week 14	Review
Week 15	Final Exam

Note: The C++ and Python Programing languages, as well as Wolfram Mathematica software will be used throughout this course and has to be installed.
In order to share material in a straightforward way, please make a Google Drive account.

<table>
<tr><td>Examination</td><td>There will be 2 midterm exams, and one final comprehensive exam. For the exams, students will have access to the textbook, but the internet is off-limits. Students can challenge a grade 3 days after the exam has been returned. After that, the grade is fixed.</td></tr>
<tr><td>Homework</td><td>Homework will be assigned throughout the semester, consisting mainly of programming problems, and will be due one week after they are assigned. Homework will be penalized 5% per day if submitted late.</td></tr>
<tr><td>Computational Project</td><td>Students will be required to write code to model or simulate a physics problem or process. Computers are available in the Physics Department. During a typical lab, students will work at a physics problem that can be solved using a method studied in class, will write a program to solve it, and present their results. Collaboration is allowed when solving exercises, but direct copying from other students is not allowed. Copying from any other source, including the Internet, is not allowed.
The proposed computer projects for this course are
<table>
<tr><td>1. The Kepler problem</td></tr>
<tr><td>2. The double pendulum</td></tr>
<tr><td>3. The heat equation</td></tr>
<tr><td>4. The Schrodinger equation</td></tr>
<tr><td>5. Molecular dynamics</td></tr>
<tr><td>6. The Ising model</td></tr>
<tr><td>7. The random walk</td></tr>
<tr><td>8. Markov chains</td></tr>
<tr><td>9. Data analysis</td></tr>
<tr><td>10. Stochastic optimization</td></tr>
</table>
</td></tr>
</table>

Bibliography

1. Marvin L. De Jong, Introduction to Computational Physics, Addison-Wesley (1991).

2. Rubin H. Landau and M. J. Paez, Computational Physics, Problem Solving With Computers, John Wiley (1997).

3. Franz J. Vesely, Computational Physics, An Introduction, Plenum Press, second edition (2002).

4. Nicholas Giordano and Hisao Nakanishi, Computational Physics, second edition, Prentice Hall (2005).

5. Tao Pang, Computational Physics, second edition, Cambridge University Press (2005).

6. Steve Van Wyk, Computer Solutions in Physics, World Scientific (2007).

7. Joel Franklin, Computational Methods for Physics, Cambridge University Press (2013).