

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

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

NOTE: If proposing a new certificate, please read this first: [www.marshall.edu/graduate/graduatecouncil/certificatespolicy/certificatepolicy.pdf](http://www.marshall.edu/graduate/graduatecouncil/certificatespolicy/certificatepolicy.pdf)

College: COLA

Dept/Division: Graduate Humanities Program

Contact Person: Luke Eric Lassiter

Phone: 6-1923

Name of Certificate Appalachian Studies Certificate

Check action requested: ☐ Addition ☐ Deletion ☒ Change

Effective Term/Year

Fall 20

17

Spring 20


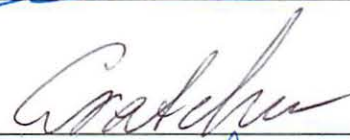

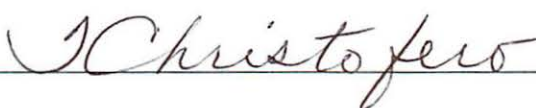
☐

Summer 20

☐

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

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

Dept. Chair/Division Head 	Date <u>3-10-17</u>
College Curriculum Chair 	Date <u>3/13/17</u>
College Dean 	Date <u>3/13/17</u>
Graduate Council Chair 	Date <u>5/30/17</u>
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____

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

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Please provide a rationale for addition, deletion, change:

This proposed change will take the Appalachian Studies Certificate from 18 hours to 15 hours. We request this change for two main reasons: to better align with available resources in the department (e.g., funding for adjunct costs), and to better align with the 15 hour elective requirements of the existing MA degree in the Humanities (in which Appalachian Studies certificate can substitute for a concentration in Cultural Studies).

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.

In the current program, students are required to complete both CULS 611 (Appalachian Studies: Themes and Voices) and CULS 612 (Time and Place in Appalachia) for a total of 6 hours in "Interdisciplinary Core Classes." In the new program, students can choose one or the other for a total of 3 hours in "Interdisciplinary Core Classes."

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

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

None

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

None

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

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

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

Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change.

May attach separate page if needed)

Page 173:

Graduate Certificate in Appalachian Studies

The Humanities program is home for the Graduate Certificate in Appalachian Studies, a non-degree program of 18 hours composed of foundation courses (CULS 611 and 612), electives to meet specific educational goals, and a capstone research experience (HUMN 680).

For additional information, contact the Humanities Program.

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

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

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

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

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

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

Department: **Graduate Humanities Program**

Name of Certificate: **Appalachian Studies Certificate**

Credit Hours: **3**

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

Rationale:

This proposed change will take the Appalachian Studies Certificate from 18 hours to 15 hours. We request this change for two main reasons: to better align with available resources in the department (e.g., funding for adjunct costs), and to better align with the 15 hour elective requirements of the existing MA degree in the Humanities (in which Appalachian Studies certificate can substitute for a concentration in Cultural Studies).



Edits to Current Catalog Description:

### **Graduate Certificate in Appalachian Studies**

The Humanities program is home for the Graduate Certificate in Appalachian Studies, a non-degree program of ~~18~~ 15 hours composed of foundation courses (CULS 611 and or 612), electives to meet specific educational goals, and a capstone research experience (HUMN 680).

- **Interdisciplinary Core Classes (3 hours). Choose One:**

- **CULS 611 Appalachian Studies: Themes and Voices** Orients students to the significant political, social, and cultural issues and research in Appalachian studies.
- **CULS 612 Time and Place in Appalachia** Examines the importance of geography, topography, and geology to the history and development of the Appalachian region.

- **Electives (9 hours)**

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

- Appalachian Cultures
- Appalachian Archaeology
- Geography of Appalachia
- West Virginia History
- First Peoples of Appalachia
- Images of Appalachia
- Religious Traditions in Appalachia
- Ethnic History of West Virginia
- Coal Mine Life, Work and Culture
- Sociology of Appalachia
- Appalachian Writers –20th C.

- **Capstone Experience (3 hours) HUMN 680 Independent Research Seminar**

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

For additional information, contact the Humanities Program.

Edits to Current Catalog Description:

### **Graduate Certificate in Appalachian Studies**

The Humanities program is home for the Graduate Certificate in Appalachian Studies, a non-degree program of 15 hours composed of foundation courses (CULS 611 or 612), electives to meet specific educational goals, and a capstone research experience (HUMN 680).

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

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

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

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

For additional information, contact the Humanities Program.

## 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 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 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: CITE

Dept/Division: Applied Science and Technology

Contact Person: Jian Liu, PhD

Phone: 304-696-3067

Rationale  
for Request

(May attach  
separate page  
if needed)

This request mainly involves the following two changes in the graduation requirements.  
1. From required courses, remove ES550 and add SFT647L. This change is deemed necessary because SFT647L provides a hand-on learning opportunity for the field of industrial hygiene. Such skill is required for many safety-related jobs.  
2. Remove the requirement for comprehensive exam, and add requirements for either a thesis option or a project option. Over the years, the value of the comprehensive exam has been questioned by the faculty, the alumni and the advisory board. The practical project will better prepare the students for an industrial career. The thesis option will prepare the students who would like to get into a doctoral program in the future.

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

NOTE: all requests may not require all signatures.

Department/Division Chair

Date 3-14-17

Registrar

Date 3/17/17

College Curriculum Committee Chair  
(or Dean if no college curriculum committee)

Date 3/26/17

Graduate Council Chair

Date 5/30/17

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

## Request for Graduate Non-Curricular Changes-Page 2

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

See attached.

## Request for Graduate Non-Curricular Changes-Page 3

**2. Edits to 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 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. (May attach separate page if needed)

See attached

## Request for Non-Curricular Changes-Page 5

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

Type of change request:

Department:

Degree program:

Effective date (*Fall/Spring/Summer, Year*)

Type of change request: catalog description change

Department: Applied Science and Technology

Degree program: MS in Safety

Effective date (*Fall/Spring/Summer, Year*) Fall, 2017

*current*

## **SAFETY, M.S.**

### **Areas of Emphasis**

#### **Mine Safety**

#### **Occupational Safety and Health**

#### **Minor in Safety**

### **Program Description**

No human endeavor or undertaking can be done without involving the field of safety technology. Safety professionals work in a variety of situations alongside management to ensure the health and safety of all employees. The graduate curriculum in Safety offers two areas of emphasis: Mine Safety and Occupational Safety and Health. The Master of Science degree has a 36 semester credit-hour requirement. A thesis may be submitted which would require 32 credit hours of graduate coursework with no more than 6 credit-hours to be earned by the thesis. A nal (written) comprehensive examination is administered to all candidates, thesis and non-thesis, by a committee of three members of the graduate faculty in the College of Information Technology and Engineering (CITE), including the student's advisor. Comprehensive examinations will be administered during the spring and fall semesters.

### **Admission Requirements**

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

*In addition:*

Each applicant for admission must have an undergraduate degree from an accredited college or university, and must satisfy at least ONE of the following criteria:

- Score at the mean or above on the verbal GRE
- Score at the mean or above on the quantitative GRE
- Score at the mean or above on the analytical GRE



- Score at the mean or above on the Miller Analogies Test
- Have an undergraduate GPA of 2.50 or above
- Have passed the Fundamentals of Engineering exam and/or the Professional Engineering exam In addition to the general requirements all students entering the graduate Safety program must have completed prior to admission the following courses OR their equivalent:
- For the Area of Emphasis in Occupational Safety and Health: MTH 130, PHY 101 and 101L, and CHM 203

## Degree Requirements

### Area of Emphasis in Occupational Safety and Health

#### Core Courses

- SFT 599 Occupational Safety Program Management
- SFT 610 Philosophical and Psychological Concept
- SFT 630 Current Literature and Research in Occupational Safety

#### Required Courses

- SFT 540 Industrial Fire Protection
- SFT 554 Industrial Hygiene I
- SFT 597 Occupational Safety Program Development
- SFT 645 Safety Engineering & Equipment Design
- SFT 660 Human Factors in Accident Prevention (OR)
- SFT 560 Fundamentals of Ergonomics
- ES 550 Environmental Law I

#### *Electives*

9 hours chosen with advisor to give the student 18 hours of 600-level courses

Total hours including core, required, and elective courses .....36

### Area of Emphasis in Mine Safety

The Mine Safety graduate program is offered in cooperation with the National Mine Safety and Health Academy (MSHA), Beckley, WV. The program is designed for underground and surface mining and is applicable to all aspects of the metallic and non-metallic mining industry. Typically students are MSHA employees and have five or more years of experience in the mining industry; a technical background is required. A limited number of non-MSHA employees are permitted into the program; preference will be given to those with mining experience. The Division Chair of Applied Science Technology grants permission for admission to this area of emphasis. Only students admitted to Mine Safety will

be eligible to take courses. Please contact the Division Chair for further information prior to applying for admission to this program.

### **Minor in Safety**

Graduate students from other majors may obtain a graduate Minor in Safety by completing any three Safety Technology courses at the 500-level or 600-level for a total of nine hours of graduate work, with written permission in advance from the student's academic advisor and the Department Chair prior to the student taking the courses.

edits

## **SAFETY, M.S.**

### **Areas of Emphasis**

#### **Mine Safety**

#### **Occupational Safety and Health**

#### **Minor in Safety**

### **Program Description**

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 SFT 597 Occupational Safety Program Development  
 SFT 645 Safety Engineering & Equipment Design  
 SFT 660 Human Factors in Accident Prevention (OR)  
 SFT 560 Fundamentals of Ergonomics  
 SFT 647L Industrial Hygiene Lab  
~~ES 550 Environmental Law I~~

Students may choose to complete either the project option, or thesis option after consultation with their academic advisor.

*Thesis Option:* The thesis option involves completion of 3CR from any 600-level safety-related elective courses, and 6CR of research (SFT681) under the direction of an advisor. The student must prepare a formal thesis proposal (including a statement of work, extensive literature search, and proposed timeline) in consultation with his or her advisor and present the proposal to the graduate thesis committee, which is formed in consultation with the advisor. The thesis proposal must be defended and approved by the thesis committee prior to the final semester of study (typically completed during first semester of SFT681). Students must then summarize their research work in the form of a formal, written thesis and successfully defend it before their thesis committee in order to fulfill the requirements for the degree (typically completed during second semester of

SFT681). Thesis work is typically conducted over two semesters.

Project option: The project option involves completion of 6CR from any 600-level safety-related elective courses and completion of 3CR of comprehensive project (SFT679). The comprehensive project involves the application of coursework completed as part of the degree to a practical problem. Students will work with their advisors to identify an appropriate project and scope. Students must prepare a formal written report and deliver an oral presentation to a committee. Students register for SFT679 (3 CR) during the semester in which their project will be completed and presented, but preliminary work on the project may commence before that semester.

### Electives

~~9 hours chosen with advisor to give the student 18 hours of 600-level courses~~

~~Total hours including core, required, and elective courses .....36~~

### **Area of Emphasis in Mine Safety**

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*clean copy*

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## Degree Requirements

Area of Emphasis in Occupational Safety and Health

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### **Minor in Safety**

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## 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: Science

Dept/Division: Biological Sciences

Current Alpha Designator/Number: BSC 560

Contact Person: Jayme Waldron

Phone: 696-3361

### CURRENT COURSE DATA:

Course Title: Conservation of Forests Soils and Wildlife

Alpha Designator/Number:

B S C 5 6 0

Title Abbreviation:

C o n s F o r e s t S o i l W i l d l i f e

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

Registrar

College Curriculum Chair

Graduate Council Chair

Date

Date

Date

Date

 2017 MAR 20/A 9:52  
 OOS Dean's Office

## Request for Graduate Course Change - Page 2

College: Science

Department/Division: Biological Sciences

Alpha Designator/Number: 560

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

Change in CATALOG TITLE: ☒ YES ☐ NO

From 

C	o	n	s		F	o	r	e	s	t		S	o	i	l		W	i	d	l	i	f	e				
---	---	---	---	--	---	---	---	---	---	---	--	---	---	---	---	--	---	---	---	---	---	---	---	--	--	--	--

 (limited to 30 characters and spaces)

To 

C	o	n	s	e	r	v	a	t	i	o	n		B	i	o	l	o	g	y								
---	---	---	---	---	---	---	---	---	---	---	---	--	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--

If Yes, Rationale 

The old catalog title gave the impression that BSC 560 had an agronomy (soil science) component. The proposed description and title more accurately depict the course as it is currently taught.

Change in COURSE ALPHA DESIGNATOR:

From: 

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 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 

Primarily for students in the biological, general and applied sciences. Includes field work, seminars, and demonstrations on phases of conservation of forest, soil, and wildlife

To 

This course focuses on the North American model of wildlife conservation (and its history), principles of biological diversity, threats to habitats and species of concern, and conservation policy

If Yes Rationale 

The old catalog description gave the impression that BSC 560 had an agronomy (soil science) component. Because there is no lab, field work is rarely used in BSC 560, and we excluded any reference to field work in the new description.

## Request for Graduate Course Change - Page 3

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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

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Change in COURSE CONTENT: ☐ YES ☒ NO

From

To

Rationale

## Request for Graduate Course Change-Page 4

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College: Science \_\_\_\_\_

Department: Biological Sciences \_\_\_\_\_

Course Number/Title BSC 560/Cons Forest Soil Wildlife \_\_\_\_\_

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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

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

### COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

### COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

#### COURSE TITLE CHANGE

Department: Biological Sciences

Current Course Number/Title: BSC 560/Conservation of Forests Soils and Wildlife

New Course Title: Conservation Biology

Rationale: The old catalog title gave the impression that BSC 560 had an agronomy (soil science) component. The proposed description and title more accurately depict the course as it is currently taught.

Catalog Description (new, proposed): This course focuses on the North American model of wildlife conservation (and its history), principles of biological diversity, threats to habitats and species of concern, and conservation policy

Catalog Description (old): Primarily for students in the biological, general and applied sciences. Includes field work, seminars, and demonstrations on phases of conservation of forest, soil, and wildlife

#### COURSE DESCRIPTION CHANGE

Department: Biological Sciences

Course Number/Title: BSC 560/Conservation of Forests Soils and Wildlife

Rationale: The old catalog description gave the impression that BSC 560 had an agronomy (soil science) component. Because there is no lab, field work is rarely used in BSC 560, and we excluded any reference to field work in the new description.

Course Description (old): Primarily for students in the biological, general and applied sciences. Includes field work, seminars, and demonstrations on phases of conservation of forest, soil, and wildlife

Course Description (new): This course focuses on the North American model of wildlife conservation (and its history), principles of biological diversity, threats to habitats and species of concern, and conservation policy

## 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

Alpha Designator/Number: BSC 644

☒ Graded ☐ CR/NC

Contact Person: Jayme Waldron

Phone: 304-696-3361

## NEW COURSE DATA:

New Course Title: Quantitative Ecology

Alpha Designator/Number: BSC  
6 4 4Title Abbreviation: Q u a n t i t a t i v e E c o l o g y  
(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words) An introduction to statistical analyses using presence absence, mark-recapture, and count data to estimate population parameters, such as occupancy and survival.

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

Prerequisite(s): ~~Graduate Student~~ 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 <u>Jayme Waldron</u>	Date <u>15 MARCH 2017</u>
Registrar <u>Sonya H G</u>	Date <u>3-15-17</u>
College Curriculum Chair <u>Tracy Christofero</u>	Date <u>3-31-17</u>
Graduate Council Chair <u>J Christofero</u>	Date <u>5-30-17</u>

## Request for Graduate Course Addition - Page 2

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College: Science

Department/Division: Biological Sciences

Alpha Designator/Number: 644

---

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.

Jayme Waldron

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 department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not applicable

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

Not applicable

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

Not applicable

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

- 1) Provide graduate students with a review of basic statistics for ecological analyses (e.g., t-test, ANOVA, linear regression, ANCOVA)
- 2) Introduce graduate students to data analyses for ecological presence-absence data.
- 3) Introduce graduate students to data analyses for ecological count data.
- 4) Introduce graduate students to data analyses for mark-recapture data.

## **Request for Graduate Course Addition - Page 3**

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

The course will provide a review of statistical analyses (t-tests, ANOVA, linear regression, linear regression, ANCOVA, logistic regression, Poisson and Negative Binomial Regression), will introduce students to analyses for presence absence data (e.g., occupancy modeling), and will introduce to students to mark-recapture data (using program MARK).

Course introduction, Data & Distributions, measures of central Tendencies & dispersion, Hypothesis development

One and two sample t-tests

ANOVA

Introduction to General Linear Models, Linear Regression,

ANCOVA

Introduction to Generalized Linear Models, logistic Regression,

Poisson & Negative Binomial Regression

Introduction to occupancy modeling & Principles of statistical inference

Introduction to program Presence and single season, single species occupancy models

Occupancy: Application and Design

Introduction to mark-recapture

Introduction to program MARK, data formatting

Wildlife survival analysis in MARK

Known fates analysis in MARK

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

Occupancy Estimation and Modeling (2006) by Mackenzie et al. (Eds.), Elsevier

\*Additional Study Aids: Extra readings will be assigned.

Peer-reviewed manuscripts from high-impact journals

### **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.)**

Homework, Exams, Final Exam (cumulative), classroom discussions of peer-reviewed manuscripts that demonstrate use of statistical analyses.

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

### **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: Biological Sciences

Course Number and Title: BSC 644, Quantitative Ecology

Catalog Description: An introduction to statistical analyses using presence absence, mark-recapture, and count data to estimate population parameters, such as occupancy and survival.

Prerequisites: Must be a graduate student

First Term Offered: Fall 2017

Credit Hours: 3

## **COURSE SYLLABUS OUTLINE**

**Course Title and Number:** Special Topics: Quantitative Ecology (BSC 644)

**Semester and Year:** Fall 2017

**Lecture:** xxx

**Instructor:**

**Name:** Dr. Jayme L. Waldron

**Office:** S-378

**Office Hours:** xxx

**Office Phone:** 696-3361

**Email:** [waldron3@marshall.edu](mailto:waldron3@marshall.edu)

**Office Hours:** I make every effort to keep scheduled office hours. Please be aware that sometimes there are conflicts with required meetings, and I cannot be present. When possible, I will make announcements on muOnline if I am unable to make scheduled office hours. I strongly encourage you to make an appointment if you need to meet with me.

**Course Description:** Studies of free-ranging animal populations regularly involve collection of binary data (e.g., presence/absence, or "where?") and/or count data (e.g., how many?). The goal of this course is to introduce students how to design and implement field-based studies of wildlife populations. Specifically, students will learn how to use presence/absence, mark-recapture, and count data to estimate survival probability and occupancy. Furthermore, students will learn how to use count data to derive estimates of abundance. Upon completing this course, students will be able to develop hypotheses about wildlife populations and analyze data sets from field studies.

**Credit:** 3 hours in Biological Sciences

**Prerequisites:** Graduate Student

**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](http://www.marshall.edu/academic-affairs) and clicking on "Marshall University Policies." Or, you can access the policies directly by going to [http://www.marshall.edu/academic-affairs/?page\\_id=802](http://www.marshall.edu/academic-affairs/?page_id=802)

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

**Text Information:**

**Required Text:**

- 1) Occupancy Estimation and Modeling (2006) by Mackenzie et al. (Eds.), Elsevier
- 2) MARK, A Gentle Introduction:  
<http://www.phidot.org/software/mark/downloads/index.html>

**\*Additional Study Aids:** Extra readings will be assigned:

Bailey, L. L, et al. 2004. Estimating site occupancy and species detection probability parameters for terrestrial salamanders. *Ecological Applications* 14(3):692-702.

Engqvist, L. 2005. The mistreatment of covariate interaction terms in linear model analyses of

behavioural and evolutionary ecology studies. Animal Behaviour 70:967-971.

MacKenzie, D. I. et al. 2002. Estimating site occupancy rates when detection probabilities are less than one. Ecology 83(8):2248-2255.

**\*Computer Requirements:** Microsoft Word, Excel, SAS, and internet. Students will be required to download free software:

1. program Presence: <http://www.mbr-pwrc.usgs.gov/software/presence.html>
2. program MARK: <http://www.phidot.org/software/mark/download/>

**Desired Learner Outcomes/Objectives:**

- (1) Understand how to develop hypotheses about wildlife populations.
- (2) Understand and interpret basic summary statistics.
- (3) Learn how to design basic wildlife population studies.
- (4) Acquire skills necessary to estimate survival and occupancy probability.

Expected-learning-outcomes-rubric: how learning outcomes will be practiced and assessed.

Student Learning Outcomes	How students will practice each outcome	How student achievement of each outcome will be assessed
Understand how to develop hypotheses about wildlife populations	Reading assignments Homework Exams	1) Effective classroom discourse will depend on completion of reading assignments. Students must effectively relate reading assignments to lecture and classroom discussions. Students will be assessed based on their ability to use reading material in their homework assignments, and their knowledge of lecture and reading materials on exams. 2) I will evaluate homework using criteria outlined handouts.
Understand and interpret basic summary statistics	Reading assignments Lecture Homework	1) Students will be evaluated based on their performance (accuracy) on homework assignments and exams. Homework criteria will be outlined in handouts.
Learn how to design basic wildlife population studies	Homework Lecture Exams	1) I will evaluate the students' ability to complete homework assignments correctly and on time. 2) I will evaluate the accuracy of lecture exam questions. 3) Students will be assessed based on their willingness to participate (e.g., ask questions and answer questions) in discussions
Acquire skills necessary to estimate survival and occupancy probability.	Homework Lecture Exams	1) I will evaluate the students' ability to complete homework assignments correctly and on time. 2) I will evaluate the accuracy of lecture exam questions. 3) Students will be assessed based on their willingness to participate (e.g., ask questions and answer questions) in discussions

**Grading Policy:** Grading scale will be as follows:

90-100% = A	80-89% = B	70-79% = C	60-69% = D	≤ 59% = F
Exam 1				20%
Exam 2				20%
Exam 3				20%
Final Exam				20%
Homework				20%

### **Homework**

Homework assignments will be assigned during class and given a minimum of one week to complete. When assignments are not turned in on time, a letter grade will be deducted on the assignment for every day the assignment is late.

### **Lecture Exams**

There will be three take-home exams and a take-home, cumulative final. Exam dates on the syllabus may change, but exams will be announced at least one week in advance. Exams will include questions from lectures AND reading assignments. Students will be given one week to complete each exam. **All exams are expected to be taken as scheduled.** Make-up exams will not be given without an excuse from the university.

**Participation:** Attendance is MANDATORY. You will have to sign-in during every class period. Please consult the university policy on excessive absences (see link at beginning of syllabus). You can miss three classes (i.e., 10% of lectures). After the third absence, 3% will be deducted from your final grade for EVERY missed class.

**Cell phones/texting:** Mobile phones are not permitted in class. You will be dismissed from class if you are caught texting or if your phone rings. You will be given an absence for the day.

**Laptops/ipads/notebooks/etc:** I recommend that students bring computers to class; however, computers can ONLY be used when I indicate that it is appropriate (e.g., during modeling exercises). Notes must be taken using paper and writing utensils.

**COURSE OUTLINE/DAILY/WEEKLY SCHEDULE:**

<b>Week (Dates)</b>	<b>Topic</b>	<b>Reading</b>
Week 1 (Aug 21-25)	1) Course Introduction 2) Data & distributions 3) Measures of central tendencies and dispersion	
Week 2 (Aug 28-Sep1)	1) Hypothesis Development 2) One and two sample t-tests	
Week 3 (Sep 4-8)	1) ANOVA Labor Day Holiday	
Week 4 (Sep 11-15)	1) Introduction to General Linear Models 2) Linear Regression <b>EXAM 1</b>	
Week 5 (Sep 18-22)	1) Introduction to Generalized Linear Models 2) ANCOVA	Engqvist (2005)
Week 6 (Sep 25-29)	1) Logistic Regression 2) Poisson and Negative Binomial Regression (counts)	
Week 7 (Oct 2-6)	1) Introduction to Occupancy <b>Exam 2</b>	Chapters 1 & 2
Week 8 (Oct 9-13)	1) Principles of statistical inference 2) Program Presence	Chapter 3 Exercises 1-2 MacKenzie et al. (2002)
Week 9 (Oct 16-20)	1) Single-season, single-species occupancy models	Chapters 4 & 5 Exercise 3
Week 10 (Oct 23-27)	1) Application & Design	Chapter 6 Exercises 4-5, 9 Bailey et al. (2004)
Week 10 (Oct30-Nov3)	1) MARK introduction <b>Exam 3</b>	MARK book
Week 11 (Nov 6-10)	1) MARK formatting	MARK book
Week 12 (Nov 13-17)	2) Survival and assumptions	MARK book
Week 13 (Nov 20-24)	Thanksgiving Break	MARK book
Week 14 (Nov27-Dec1)	3) Known fates (telemetry)	MARK book
Week 15 (Dec6-10)	4) Other MARK applications	MARK book
<b>FINAL (Dec11-15)</b>	<b>Final Exam</b>	

## 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 &amp; Instruction/Literacy Education

Contact Person: Lisa Heaton

Phone: 6-2026

Degree Program Education Specialist (Ed.S.)

Check action requested: ☐ Addition ☐ Deletion ☒ Change

Effective Term/Year

Fall 20

17

Spring 20

Summer 20

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

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

Dept. Chair/Division Head

Lisa A. Heaton

Date

3-9-17

College Curriculum Chair

[Signature]

Date

3-27-2017

College Dean

Verona Eagle

Date

3-29-17

Graduate Council Chair

Tracy Christofero

Date

5/30/17

Provost/VP Academic Affairs

Date

Presidential Approval

Date

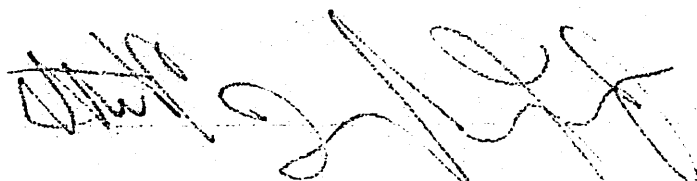
Board of Governors Approval

Date

Page 10 of 10

7-25-2

7-25-2

  
Robert Cook



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

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

The Core Requirements of the Education Specialist provide the option for students to take EDF 625 Qualitative Research in Education OR EDF 626 Advanced Qualitative Research in Education. Since EDF 625 is a prerequisite for EDF 626 very few students qualify for the advanced course. We would like to change EDF 626 to EDF 676 Statistical Methods, so there will actually be a choice in exploring qualitative or quantitative methods based on the students' needs and interests as they prepare to do their capstone research.

The Education Specialist in Curriculum & Instruction shares core courses with Counseling, Leadership Studies, and Literacy Education. Emailed confirmation of support for this change are included from program directors - Lori Ellison, Louis Watts, and Barbara O'Byrne, respectively.

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)

EDF 625 Qualitative Research in Education OR EDF 626 Advanced Qualitative Research in Education would change to  
EDF 625 Qualitative Research in Education OR EDF 676 Statistical Methods

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

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

None

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

None

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

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

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

Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change.

(May attach separate page if needed)

See attached

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

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

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

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

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

See attached

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

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

Department:

Major or Degree:

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

Rationale:

Department: Curriculum & Instruction and Literacy Education

Major or Degree: Education Specialist

Type of Change: Change

Rationale: The Core Requirements of the Education Specialist provide the option for students to take EDF 625 Qualitative Research in Education OR EDF 626 Advanced Qualitative Research in Education. Since EDF 625 is a prerequisite for EDF 626 very few students qualify for the advanced course. We would like to change EDF 626 to EDF 676 Statistical Methods, so there will actually be a choice in exploring qualitative or quantitative methods based on the students' needs and interests as they prepare to do their capstone research.

## **Current Catalog Description**

pp. 104-105

CURRICULUM AND INSTRUCTION, Ed.S., Ed.D.

Education Specialist with Area of Emphasis in Curriculum and Instruction, Ed.S.

Curriculum and Instruction Ed.D.

### **Ed.S. with an Area of Emphasis in Curriculum and Instruction**

The Education Specialist degree with an Area of Emphasis in Curriculum and Instruction is designed for post-master's professionals who are seeking a planned and structured program of study. Students may elect to be dually enrolled in the Education Specialist program and Doctor of Education in Curriculum and Instruction program.

### **Admission Requirements**

Applicants must have a master's degree in an appropriate field. Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at [www.marshall.edu/graduate/admissions/how-to-apply-for-admission](http://www.marshall.edu/graduate/admissions/how-to-apply-for-admission)

### **Degree Requirements**

Education Specialist degree (Ed.S.) students follow a planned program of study and must maintain a cumulative Grade Point Average (GPA) of 3.0.

#### **Core: 15**

LS 703 Research Design

EDF 625 Qualitative Research in Education OR

EDF 626 Advanced Qualitative Research in Education

CIEC 700 Technology and Curriculum

EDF 711 Survey Research in Education

CI 677 Writing for Publication in Professional Education OR

HUM 604 Expository Writing for Research

#### **Area of Emphasis: 12**

CI 701 Curriculum Development

CI 702 Curriculum Theories

CI 703 Theories, Models and Research of Teaching

CI 704 Social and Political Determinants of Curriculum Development

#### **Capstone: 3**

EDF 679 Problem Report

**TOTAL 30**

**Ed.S. WITH AREA OF EMPHASIS IN LITERACY EDUCATION**

The Graduate School of Education and Professional Development offers an Education Specialist degree (Ed.S.) with an area of emphasis in Literacy. The goal of the Education Specialist (Ed.S.) program is to provide a unified sequence of graduate studies for school and related personnel who wish to achieve proficiency beyond the master's level in Literacy Education. Please contact the Literacy Education program faculty for additional information.

**Admission Requirements**

Applicants must have a master's degree in an appropriate field. Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at [www.marshall.edu/graduate/admissions/how-to-apply-foradmission](http://www.marshall.edu/graduate/admissions/how-to-apply-foradmission).

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Core.....	15
LS 703 Research Design	
EDF 625 Qualitative Research in Education OR	
EDF 626 Advanced Qualitative Research in Education	
CIEC 700 Technology and Curriculum	
EDF 711 Survey Research in Education	
CI 677 Writing for Publication in Professional Education OR	
HUM 604 Expository Writing for Research	
Area of Emphasis:.....	12
CIRG 701 Literacy Education Seminar I	
CIRG 702 Literacy Education Seminar II	
CIRG 703 Literacy and Literacy-Related Tests and Techniques OR	
CIRG 704 Advanced Instructional Literacy Processes	
CIRG 707 Issues in Reading	
Capstone: .....	3
EDF 679 Problem Report	
 TOTAL.....	 30

## **Edits to Current Description**

### **Current Catalog**

pp. 104-105

CURRICULUM AND INSTRUCTION, Ed.S., Ed.D.

Education Specialist with Area of Emphasis in Curriculum and Instruction, Ed.S.

Curriculum and Instruction Ed.D.

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LS 703 Research Design

EDF 625 Qualitative Research in Education OR

EDF 676 Statistical Methods

~~EDF 626 Advanced Qualitative Research in Education~~

CIEC 700 Technology and Curriculum

EDF 711 Survey Research in Education

CI 677 Writing for Publication in Professional Education OR

HUM 604 Expository Writing for Research

### **Area of Emphasis: 12**

CI 701 Curriculum Development

CI 702 Curriculum Theories

CI 703 Theories, Models and Research of Teaching

CI 704 Social and Political Determinants of Curriculum Development

### **Capstone: 3**

EDF 679 Problem Report

**TOTAL 30**

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**Admission Requirements**

Applicants must have a master’s degree in an appropriate field. Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at [www.marshall.edu/graduate/admissions/how-to-apply-for-admission](http://www.marshall.edu/graduate/admissions/how-to-apply-for-admission).

Commented [HL1]: We would also like to correct this typo.

**Degree Requirements**

Education Specialist degree (Ed.S.) students follow a planned program of study and must maintain a cumulative Grade Point Average (GPA) of 3.0.

Core.....	15
LS 703 Research Design	
EDF 625 Qualitative Research in Education OR	
EDF 676 Statistical Methods	
EDF 626 Advanced Qualitative Research in Education	
CIEC 700 Technology and Curriculum	
EDF 711 Survey Research in Education	
CI 677 Writing for Publication in Professional Education OR	
HUM 604 Expository Writing for Research	
Area of Emphasis:.....	12
CIRG 701 Literacy Education Seminar I	
CIRG 702 Literacy Education Seminar II	
CIRG 703 Literacy and Literacy-Related Tests and Techniques OR	
CIRG 704 Advanced Instructional Literacy Processes	
CIRG 707 Issues in Reading	
Capstone: .....	3
EDF 679 Problem Report	
 TOTAL.....	 30



## **New Catalog Description**

### **Current Catalog**

pp. 104-105

CURRICULUM AND INSTRUCTION, Ed.S., Ed.D.

Education Specialist with Area of Emphasis in Curriculum and Instruction, Ed.S.  
Curriculum and Instruction Ed.D.

### **Ed.S. with an Area of Emphasis in Curriculum and Instruction**

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### **Degree Requirements**

Education Specialist degree (Ed.S.) students follow a planned program of study and must maintain a cumulative Grade Point Average (GPA) of 3.0.

### **Core: 15**

LS 703 Research Design  
EDF 625 Qualitative Research in Education OR  
EDF 676 Statistical Methods  
CIEC 700 Technology and Curriculum  
EDF 711 Survey Research in Education  
CI 677 Writing for Publication in Professional Education OR  
HUM 604 Expository Writing for Research

### **Area of Emphasis: 12**

CI 701 Curriculum Development  
CI 702 Curriculum Theories  
CI 703 Theories, Models and Research of Teaching  
CI 704 Social and Political Determinants of Curriculum Development

### **Capstone: 3**

EDF 679 Problem Report

**TOTAL 30**

**Ed.S. WITH AREA OF EMPHASIS IN LITERACY EDUCATION**

The Graduate School of Education and Professional Development offers an Education Specialist degree (Ed.S.) with an area of emphasis in Literacy. The goal of the Education Specialist (Ed.S.) program is to provide a unified sequence of graduate studies for school and related personnel who wish to achieve proficiency beyond the master's level in Literacy Education. Please contact the Literacy Education program faculty for additional information.

**Admission Requirements**

Applicants must have a master's degree in an appropriate field. Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at [www.marshall.edu/graduate/admissions/how-to-apply-for-admission](http://www.marshall.edu/graduate/admissions/how-to-apply-for-admission).

**Degree Requirements**

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EDF 711 Survey Research in Education	
CI 677 Writing for Publication in Professional Education OR	
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CIRG 703 Literacy and Literacy-Related Tests and Techniques OR	
CIRG 704 Advanced Instructional Literacy Processes	
CIRG 707 Issues in Reading	
Capstone: .....	3
EDF 679 Problem Report	
TOTAL.....	30

## Heaton, Lisa

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**From:** Ellison, Lori  
**Sent:** Tuesday, February 21, 2017 3:15 PM  
**To:** Heaton, Lisa  
**Subject:** RE: Education Specialist Core - Response Requested

Hi Lisa,

That seems perfectly reasonable to me. We aren't currently admitting students into the EdS so it is not a high stakes roll for us, but it sounds like that does give the students the option to go qualitative or quantitative. I like that (since I'm a little bit of a stats nerd, but just a little)! ☺

Lori

*Lori Ellison PhD, LPC, ALPS*

Associate Professor  
Program Director  
Counseling Program  
Marshall University  
100 Angus E. Peyton Dr.  
South Charleston, WV 25301  
(office) 304-746-2086  
(fax) 304-746-1942

---

**From:** Heaton, Lisa  
**Sent:** Tuesday, February 21, 2017 3:09 PM  
**To:** Ellison, Lori <ellisonl@marshall.edu>; Hanna, Jessica <hanna56@marshall.edu>; Watts, Louis <wattsl@marshall.edu>; O'Byrne, Barbara <BObyrne@marshall.edu>  
**Cc:** Eagle, Teresa <thardman@marshall.edu>; Campbell, Elizabeth <campbelle@marshall.edu>  
**Subject:** Education Specialist Core - Response Requested

Hello,

I'm sending this email to you because your program is on the books as having an area of emphasis under the Education Specialist.

The faculty in Curriculum and Instruction would like to request a minor revision to the core requirements that we share in common (listed in the table below). Specifically, students currently have the option to take either EDF 625 Qualitative or EDF 725 Advanced Qualitative. Since 625 is a prerequisite for 725, very few, if any, students are able to tap into the option of EDF 725. We would like to adjust the options given to a choice between EDF 625 Qualitative or EDF 676 Statistics. This will give the students a true choice. Also, since EDF 676 is currently being offered Fall (in Huntington) and Spring (in South Charleston) the adjustment would make it easier for students to work out their course rotation.

### Core Courses (15 hours)

COURSE	TITLE	SEM/YR***	GRADE	HOURS	NOTES
EDF 703	Research Design	Fall		3	
EDF 625 or EDF 725	Qualitative Research in Education or Advanced Qualitative Research in Education	Smr Spr		3	
CIEC 700	Technology & Curriculum	Fall (odd)		3	

EDF 711	Survey Research in Education	Smr		3	
CI 677 or HUMN 604	Writing for Publication or Expository Writing	Spr (even) Fall		3	

Please let me know if you have any questions or concerns about this adjustment. We are hoping to move forward with paper work for the March GPC and April GC meetings, if there are no objections.

Thanks,  
Lisa

---

**LISA A. HEATON | 304-746-2026 | [heaton@marshall.edu](mailto:heaton@marshall.edu) | @LisaHeaton\_MU**  
Professor and Program Director, Elementary and Secondary Education

College of Education and Professional Development  
Marshall University South Charleston Campus  
100 Angus E. Peyton Drive  
South Charleston, WV 25303

<http://www.marshall.edu/coepd>

## Heaton, Lisa

---

**From:** Watts, Louis  
**Sent:** Thursday, February 23, 2017 10:58 AM  
**To:** Heaton, Lisa; Hanna, Jessica  
**Cc:** Eagle, Teresa; Campbell, Elizabeth  
**Subject:** RE: Education Specialist Core - Response Requested

Lisa—I am OK with the changes.

**From:** Heaton, Lisa  
**Sent:** Thursday, February 23, 2017 10:19 AM  
**To:** Hanna, Jessica <hanna56@marshall.edu>; Watts, Louis <wattsl@marshall.edu>  
**Cc:** Eagle, Teresa <thardman@marshall.edu>; Campbell, Elizabeth <campbelle@marshall.edu>  
**Subject:** RE: Education Specialist Core - Response Requested

Hello Louis and Jessi,

I've received positive replies to the proposed change from Literacy and Counseling.

Jessi, does ACE still offer an Education Specialist? And, does it use this same list of Core requirements? If so, could you let me know if the proposed changes are okay?

Louis, I know LS has suspended admission to the Education Specialist. The same is basically true for Literacy and Counseling, but we are on the books as sharing the Core, so I'd really appreciate a response.

All, Please let me know if you have questions or concerns.

Thanks,  
Lisa

**From:** Heaton, Lisa  
**Sent:** Tuesday, February 21, 2017 3:09 PM  
**To:** Ellison, Lori <ellisonl@marshall.edu>; Hanna, Jessica <hanna56@marshall.edu>; Watts, Louis <wattsl@marshall.edu>; O'Byrne, Barbara <BObyrne@marshall.edu>  
**Cc:** Eagle, Teresa <thardman@marshall.edu>; Campbell, Elizabeth <campbelle@marshall.edu>  
**Subject:** Education Specialist Core - Response Requested

Hello,

I'm sending this email to you because your program is on the books as having an area of emphasis under the Education Specialist.

The faculty in Curriculum and Instruction would like to request a minor revision to the core requirements that we share in common (listed in the table below). Specifically, students currently have the option to take either EDF 625 Qualitative or EDF 725 Advanced Qualitative. Since 625 is a prerequisite for 725, very few, if any, students are able to tap into the option of EDF 725. We would like to adjust the options given to a choice between EDF 625 Qualitative or EDF 676 Statistics. This will give the students a true choice. Also, since EDF 676 is currently being offered Fall (in Huntington) and Spring (in South Charleston) the adjustment would make it easier for students to work out their course rotation.

**Core Courses (15 hours)**

COURSE	TITLE	SEM/YR***	GRADE	HOURS	NOTES
EDF 703	Research Design	Fall		3	
EDF 625 or EDF 725	Qualitative Research in Education or Advanced Qualitative Research in Education	Smr Spr		3	
CIEC 700	Technology & Curriculum	Fall (odd)		3	
EDF 711	Survey Research in Education	Smr		3	
CI 677 or HUMN 604	Writing for Publication or Expository Writing	Spr (even) Fall		3	

Please let me know if you have any questions or concerns about this adjustment. We are hoping to move forward with paper work for the March GPC and April GC meetings, if there are no objections.

Thanks,  
Lisa

---

LISA A. HEATON | 304-746-2026 | [heaton@marshall.edu](mailto:heaton@marshall.edu) | @LisaHeaton\_MU  
Professor and Program Director, Elementary and Secondary Education

College of Education and Professional Development  
Marshall University South Charleston Campus  
100 Angus E. Peyton Drive  
South Charleston, WV 25303

<http://www.marshall.edu/coepd>

## Heaton, Lisa

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**From:** O'Byrne, Barbara  
**Sent:** Tuesday, February 21, 2017 4:53 PM  
**To:** Heaton, Lisa; Ellison, Lori; Hanna, Jessica; Watts, Louis  
**Cc:** Eagle, Teresa; Campbell, Elizabeth  
**Subject:** RE: Education Specialist Core - Response Requested

This seems fine to me.

Barbara O'Byrne  
Program Director, Literacy Education and  
Central West Virginia Writing Project  
College of Education and Professional Development  
Marshall University  
100 Angus E Peyton Drive,  
South Charleston, WV 25303  
304-746-1986

---

**From:** Heaton, Lisa  
**Sent:** Tuesday, February 21, 2017 3:09 PM  
**To:** Ellison, Lori <ellisonl@marshall.edu>; Hanna, Jessica <hanna56@marshall.edu>; Watts, Louis <wattsl@marshall.edu>; O'Byrne, Barbara <BObyrne@marshall.edu>  
**Cc:** Eagle, Teresa <thardman@marshall.edu>; Campbell, Elizabeth <campbelle@marshall.edu>  
**Subject:** Education Specialist Core - Response Requested

Hello,

I'm sending this email to you because your program is on the books as having an area of emphasis under the Education Specialist.

The faculty in Curriculum and Instruction would like to request a minor revision to the core requirements that we share in common (listed in the table below). Specifically, students currently have the option to take either EDF 625 Qualitative or EDF 725 Advanced Qualitative. Since 625 is a prerequisite for 725, very few, if any, students are able to tap into the option of EDF 725. We would like to adjust the options given to a choice between EDF 625 Qualitative or EDF 676 Statistics. This will give the students a true choice. Also, since EDF 676 is currently being offered Fall (in Huntington) and Spring (in South Charleston) the adjustment would make it easier for students to work out their course rotation.

### Core Courses (15 hours)

COURSE	TITLE	SEM/YR***	GRADE	HOURS	NOTES
EDF 703	Research Design	Fall		3	
EDF 625 or EDF 725	Qualitative Research in Education or Advanced Qualitative Research in Education	Smr Spr		3	
CIEC 700	Technology & Curriculum	Fall (odd)		3	
EDF 711	Survey Research in Education	Smr		3	
CI 677 or HUMN 604	Writing for Publication or Expository Writing	Spr (even) Fall		3	

Please let me know if you have any questions or concerns about this adjustment. We are hoping to move forward with paper work for the March GPC and April GC meetings, if there are no objections.

Thanks,  
Lisa

---

**LISA A. HEATON | 304-746-2026 | [heaton@marshall.edu](mailto:heaton@marshall.edu) | @LisaHeaton\_MU**  
Professor and Program Director, Elementary and Secondary Education

College of Education and Professional Development  
Marshall University South Charleston Campus  
100 Angus E. Peyton Drive  
South Charleston, WV 25303

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## 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: Counseling

Current Alpha Designator/Number: COUN

Contact Person: Lori Ellison

Phone: 3604-746-2086

### CURRENT COURSE DATA:



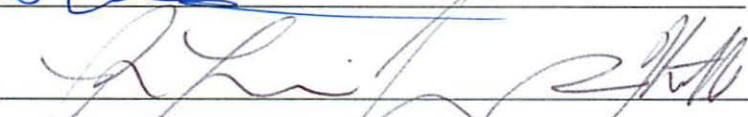
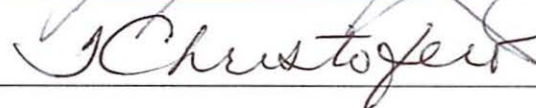
Course Title: Internship in Mental Health Counseling

Alpha Designator/Number: C O U N 6 9 1

Title Abbreviation: I n t e r n M e n t a l H e a l t h C o u n

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 <u></u>	Date <u>3/13/17</u>
Registrar <u></u>	Date <u>3-27-17</u>
College Curriculum Chair <u></u>	Date <u>3-28-2017</u>
Graduate Council Chair <u></u>	Date <u>5/30/17</u>

## Request for Graduate Course Change - Page 2

College: COEPD

Department/Division: Counseling

Alpha Designator/Number: COUN

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 Internship in Clinical Mental Health Counseling. CR/NC. 3 - 9 hrs.  
Supervised experience in mental health counseling. Participation in seminars on specified topics. Minimum 100 clock hours for each semester hour credit. (PR: COUN 608 and 631 with minimum grade of B or permission)

To Internship in Clinical Mental Health Counseling. CR/NC. 3 - 6 hrs.  
Supervised experience in mental health counseling. Participation in seminars on specified topics. Minimum 100 clock hours for each semester hour credit. (PR: COUN 608 and 631 with minimum

If Yes, Rationale: The field is character limited so this description is truncated. See p. 5 for the full description. to offer a 9-hr internship experience to students. The CACREP standard is 6 hrs. This is no longer applicable or necessary. The prereq is changed to CR/NC

For

Further explanation was not possible due to character limit. 6 hrs of Int. = 600 hours of fieldwork which is the CACREP Standard. See p. 3

## 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 3-9 hours

To 3-6 hours

We no longer offer a 9-hr internship experience to students. The CACREP standard is 6 hrs if you go by the 100 hours per credit hour (600 total). This designation of 3-9 hrs is not necessary. Other internship descriptions reflect the 3-6 hours, so the proposal is to make the language consistent. The practicum is now offered CR/NC, so the grade of CR is specified.

---

Change in **COURSE CONTENT**: ☐ YES ☒ NO

From

To

Rationale

## Request for Graduate Course Change-Page 4

---

College: COEPD

Department: Counseling

Course Number/Title COUN 691 Internship in Mental Health Counseling

---

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

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

### COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

### COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

#### COURSE DESCRIPTION CHANGE

Department: Counseling

Course Number and Title: COUN 691 Internship in Mental Health Counseling

Rationale:

We no longer offer nor need to offer a 9-hr internship experience to students. The CACREP standard is 6 hrs. This designation of 3-9 hrs is no longer applicable or necessary. The prerequisite Practicum (608) has been changed to CR/NC rather than A-F.

Course Description (old)

Internship in Clinical Mental Health Counseling. CR/NC. 3 - 9 hrs.

Supervised experience in mental health counseling. Participation in seminars on specified topics. Minimum 100 clock hours for each semester hour credit. (PR: COUN 608 and 631 with minimum grade of B or permission)

Course Description (new)

Internship in Clinical Mental Health Counseling. CR/NC. 3 - 6 hrs.

Supervised experience in mental health counseling. Participation in seminars on specified topics. Minimum 100 clock hours for each semester hour credit. (PR: COUN 608 with a grade of CR and 631 with minimum grade of B or permission)

Catalog Description:

Internship in Clinical Mental Health Counseling. CR/NC. 3 - 6 hrs.

Supervised experience in mental health counseling. Participation in seminars on specified topics. Minimum 100 clock hours for each semester hour credit. (PR: COUN 608 with a grade of CR and 631 with minimum grade of B or permission)



## 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: Counseling

Current Alpha Designator/Number: COUN

Contact Person: Lori Ellison

Phone: 3604-746-2086

### CURRENT COURSE DATA:



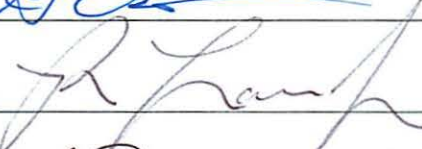

Course Title: Internship in Marriage and Family Counseling

Alpha Designator/Number: C O U N 6 9 3

Title Abbreviation: I n t e r n M a r r &amp; F a m C o u n

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 <u>3/13/17</u>
Registrar 	Date <u>3-27-17</u>
College Curriculum Chair 	Date <u>3-28-2017</u>
Graduate Council Chair 	Date <u>5-30-17</u>

## Request for Graduate Course Change - Page 2

College: COEPD

Department/Division: Counseling

Alpha Designator/Number: COUN

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  Family Counseling. CR/NC. 3 - 9 hrs.  
al health counseling. Participation in seminars on specified topics. Mi  
PR: Student must have achieved a minimum grade of B in COUN 638)

To  Family Counseling. CR/NC. 3 - 6 hrs.  
tal health counseling. Participation in seminars on specified topics. Minimum 100 clock hours  
(PR: COUN 608 with a grade of CR and

If Yes  
Rationale We no longer offer nor need to offer a 9-hr internship experience to students. The CACREP standard is 6 hrs. This designation of 3-9 hrs is no longer applicable or necessary. The prerequisite Practicum (608) has been added for consistency.

This description is cut off because the field is character limited. I could not add any more

Again, further explanation was not possible due to character limit. 6 hrs, equals to 600 clock hrs. which is the CACREP standard. see p. 3

## 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 3-9 hours

To 3-6 hours

We no longer offer a 9-hr internship experience to students. The CACREP standard is 6 hrs if you go by the 100 hours per credit hour (600 total). This designation of 3-9 hrs is not necessary. Other internship descriptions reflect the 3-6 hours, so the proposal is to make the language consistent. The practicum is now offered CR/NC, so the grade of CR is specified.

Change in **COURSE CONTENT**: ☐ YES ☒ NO

From

To

Rationale



## Request for Graduate Course Change-Page 4

---

College: COEPD

Department: Counseling

Course Number/Title COUN 693 Internship in Marriage and Family Counseling

---

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

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

### COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

### COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

### COURSE DESCRIPTION CHANGE

Department: Counseling

Course Number and Title: COUN 693 Internship in Marriage and Family Counseling

Rationale:

We no longer offer nor need to offer a 9-hr internship experience to students. The CACREP standard is 6 hrs. This designation of 3-9 hrs is no longer applicable or necessary. The prerequisite Practicum (608) has been added to the prerequisites to be consistent with all other Internship course designations.

Course Description (old)

Internship in Clinical Marriage and Family Counseling. CR/NC. 3 - 9 hrs.

Supervised experience in mental health counseling. Participation in seminars on specified topics. Minimum 100 clock hours for each semester hour credit. (PR: Student must have achieved a minimum grade of B in COUN 638)

Course Description (new)

Internship in Clinical Marriage and Family Counseling. CR/NC. 3 - 6 hrs.

Supervised experience in mental health counseling. Participation in seminars on specified topics. Minimum 100 clock hours for each semester hour credit. (PR: COUN 608 with a grade of CR and 638 with minimum grade of B or permission)

Catalog Description:

Internship in Clinical Marriage and Family Counseling. CR/NC. 3 - 6 hrs.

Supervised experience in mental health counseling. Participation in seminars on specified topics. Minimum 100 clock hours for each semester hour credit. (PR: COUN 608 with a grade of CR and 638 with minimum grade of B or permission)

## Request for Graduate Course Change

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3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COEPD

Dept/Division: Counseling

Current Alpha Designator/Number: COUN

Contact Person: Lori Ellison

Phone: 3604-746-2086

### CURRENT COURSE DATA:




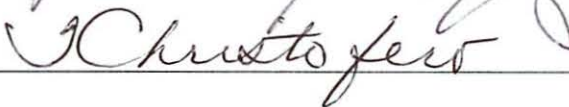
Course Title: Internship in School Counseling

Alpha Designator/Number: C O U N 6 9 8

Title Abbreviation: I n t e r n s h i p i n S c h o o l C o u n

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 <u></u>	Date <u>3/13/17</u>
Registrar <u></u>	Date <u>3-27-17</u>
College Curriculum Chair <u></u>	Date <u>3-28-2017</u>
Graduate Council Chair <u></u>	Date <u>5-30-17</u>

## Request for Graduate Course Change - Page 2

College: COEPD

Department/Division: Counseling

Alpha Designator/Number: COUN

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 Internship in School Counseling. CR/NC. 3 - 6 hrs.  
Supervised experience in school counseling. Participation in seminars on specified topics. Minimum 100 clock hours for each semester hour credit. (PR: COUN 608 and 673 with minimum grade of B or permission)

To Internship in School Counseling. CR/NC. 3 - 6 hrs.  
Supervised experience in mental health counseling. Participation in seminars on specified topics. Minimum 100 clock hours for each semester hour credit. (PR: COUN 608 with a grade of CR an

If Yes Rationale The prerequisite Practicum (608) has been changed to CR/NC rather than A-F so the language in the Prerequisites needs to reflect that change. (The field above is limited so the entire description is truncated. See p. 5 for the complete description.)

## 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 (PR: COUN 608 and 673 with a minimum grade of B or permission)

To The practicum (COUN 608) is no longer offered on a letter grade system, so the grade of CR is specified in the prerequisites to clarify that this must be achieved prior to continuing to internship.

---

Change in **COURSE CONTENT**: ☐ YES ☒ NO

From

To

Rationale

## Request for Graduate Course Change-Page 4

---

College: COEPD

Department: Counseling

Course Number/Title COUN 691 Internship in Mental Health Counseling

---

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

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

### COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

### COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

### COURSE DESCRIPTION CHANGE

Department: Counseling

Course Number and Title: COUN 698 Internship in School Counseling

Rationale:

The practicum (COUN 608) is no longer offered on a letter grade system, so the grade of CR is specified in the prerequisites to clarify that this must be achieved prior to continuing to internship.

Course Description (old)

Internship in School Counseling. CR/NC. 3 - 6 hrs.

Supervised experience in mental health counseling. Participation in seminars on specified topics. Minimum 100 clock hours for each semester hour credit. (PR: COUN 608 and 673 with minimum grade of B or permission)

Course Description (new)

Internship in School Counseling. CR/NC. 3 - 6 hrs.

Supervised experience in mental health counseling. Participation in seminars on specified topics. Minimum 100 clock hours for each semester hour credit. (PR: COUN 608 with a grade of CR and 673 with minimum grade of B or permission)

Catalog Description:

Internship in School Counseling. CR/NC. 3 - 6 hrs.

Supervised experience in mental health counseling. Participation in seminars on specified topics. Minimum 100 clock hours for each semester hour credit. (PR: COUN 608 with a grade of CR and 673 with minimum grade of B or permission)



## 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: COLA Dept/Division: English  
 Contact Person: Kristen Lillvis Phone: 304-696-6269

## Rationale for Request:

We would like to make a request for a change in our admission requirements. The English MA program requests that the GRE requirement be dropped. We have researched GRE requirements at peer institutions and other graduate programs at Marshall, and we have also researched our current graduate students' performance on the GRE vs. their performance in graduate courses at Marshall. Many of our peer institutions and other graduate programs at Marshall do not require the GRE, and we discovered no relationship between GRE success and success in the English MA program. Accordingly, we would like to drop the requirement.

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 Allison E. Cary Date 3/13/2017  
 Registrar Sonyia G. Date 3-14-17  
 College Curriculum Committee Chair Cratche Date 3-14-17  
 (or Dean if no college curriculum committee)  
 Graduate Council Chair J Christofero Date 5/30/17

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.

### Admission Requirements

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

In addition, to be admitted to the English department, an applicant must have :

- an undergraduate Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale for all previously completed undergraduate university work (otherwise strong candidates may be fully admitted with a 2.75 GPA);
- a letter of interest/ personal statement identifying the applicant's reasons for pursuing an M.A. and how the degree will contribute to the applicant's broader plans (1-2 pages);
- a writing sample of 8-12 pages (scholarly essay, creative writing, or language study), prefaced by a brief explanation of why this work has been selected;
- at least three letters of recommendation, preferably from college instructors;
- current GRE scores.

International students and applicants who have earned a degree from a non-English institution must provide proof of English proficiency as follows: minimum of 80 on TOEFL IBT (or 550 paper based); IELTS 6.5.

### Conditional Admission

The English M.A. program may admit applicants conditionally for one term, on a limited basis, at the discretion of the program.

### Provisional Admission

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

## 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.

### Admission Requirements

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

In addition, to be admitted to the English department, an applicant must have :

- an undergraduate Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale for all previously completed undergraduate university work (otherwise strong candidates may be fully admitted with a 2.75 GPA);
- a letter of interest/ personal statement identifying the applicant's reasons for pursuing an M.A. and how the degree will contribute to the applicant's broader plans (1-2 pages);
- a writing sample of 8-12 pages (scholarly essay, creative writing, or language study), prefaced by a brief explanation of why this work has been selected;
- at least three letters of recommendation, preferably from college instructors;
- ~~current GRE scores.~~

International students and applicants who have earned a degree from a non-English institution must provide proof of English proficiency as follows: minimum of 80 on TOEFL IBT (or 550 paper based); IELTS 6.5.

### Conditional Admission

The English M.A. program may admit applicants conditionally for one term, on a limited basis, at the discretion of the program.

### Provisional Admission

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

## 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.

### Admission Requirements

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

In addition, to be admitted to the English department, an applicant must have :

- an undergraduate Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale for all previously completed undergraduate university work (otherwise strong candidates may be fully admitted with a 2.75 GPA);
- a letter of interest/ personal statement identifying the applicant's reasons for pursuing an M.A. and how the degree will contribute to the applicant's broader plans (1-2 pages);
- a writing sample of 8-12 pages (scholarly essay, creative writing, or language study), prefaced by a brief explanation of why this work has been selected;
- at least three letters of recommendation, preferably from college instructors;

International students and applicants who have earned a degree from a non-English institution must provide proof of English proficiency as follows: minimum of 80 on TOEFL IBT (or 550 paper based); IELTS 6.5.

### Conditional Admission

The English M.A. program may admit applicants conditionally for one term, on a limited basis, at the discretion of the program.

### Provisional Admission

The English M.A. program may admit applicants provisionally, on a limited basis, at the discretion of the 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: Change in admission requirements (removal of GRE requirement)

Department: English

Degree program: MA

Effective date (fall/spring/summer, year): Summer 2017

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

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

College: CoEPD

Dept/Division: Elementary and Secondary Education

Contact Person: Lisa Heaton

Phone: 304.746.2026

Name of Certificate Teaching English as a Second Language -- Licensure

Check action requested: ☐ Addition ☐ Deletion ☒ ChangeEffective Term/Year Fall 20  Spring 20  Summer 20 

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

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

Dept. Chair/Division Head <u><i>Lisa A. Heaton</i></u>	Date <u><i>3-8-17</i></u>
College Curriculum Chair <u><i>[Signature]</i></u>	Date <u><i>3-28-2017</i></u>
College Dean <u><i>Veresa Eagle</i></u>	Date <u><i>3-29-17</i></u>
Graduate Council Chair <u><i>Christofero</i></u>	Date <u><i>5/30/17</i></u>
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____

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

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Please provide a rationale for addition, deletion, change:

The existing ESL Certificate is only available to individuals who possess a valid WV Professional Teaching License. Because of recent changes to teacher licensure requirements in West Virginia (alternative licensure programs, endorsements tied to Praxis scores rather than program completion, etc.), that admissions requirement prevents individuals who are not currently licensed but still wish to gain professional knowledge about working with English Language Learners from enrolling in the ESL course of study. We are receiving increasing numbers of queries from people who do not have teaching licenses or endorsements, but who want to take our courses/earn the certificate so that they can better work with ELLs in a very broad range of educational environments. We wish to change the name of the current ESL Certificate Program from "English as a Second Language" to "English as a Second Language – Licensure" and add a certificate program for non-licensure candidates. With this form, we seek to change the name of our current ESL Certificate program to "English as a Second Language – Licensure."

Please describe any changes in curriculum:

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

NONE

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

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

NONE

**2. NON-DUPPLICATION:** 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.

See Attachment 1: Department of English Letter of Support

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

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

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### 3. Current Catalog Description

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

Current Catalogue Description (p. 110):

\*+Teaching English as a Second Language (ESL): The Area of Emphasis in Teaching English as a Second Language provides an added endorsement for elementary and secondary teachers who have met initial licensure requirements. The purpose of the program is to prepare teachers who work with learners who enter schools with a language other than English. These courses may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the M.A. in Education (36 hours). These 21 hours, plus nine additional hours in the M.A. Core, three hours in M.A. Capstone, and a three hour advisor approved elective may be used to receive the M.A. in Education.

### 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. *see Attachment 2: Edits to Current Description*

### 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).

New Catalog Description:

\*+Teaching English as a Second Language – Licensure (ESL-1): The Area of Emphasis in Teaching English as a Second Language offers two options. "Licensure" provides an added endorsement for elementary and secondary teachers who have met initial licensure requirements. The purpose of both programs is to prepare teachers who work with learners who enter schools with a language other than English. Both programs may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the M.A. in Education (36 hours). These 21 hours, plus nine additional hours in the M.A. Core, three hours in the M.A. Capstone, and a three hour advisor approved elective may be used to receive the M.A. in Education.

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

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

Department:

Name of Certificate:

Credit Hours:

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

Rationale:

Department: Elementary and Secondary Education

Name of Certificate: English as a Second Language -- Licensure

Credit Hours: 21

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

Rationale: The existing ESL Certificate is only available to individuals who possess a valid WV Professional Teaching License. Because of recent changes to teacher licensure requirements in West Virginia (alternative licensure programs, endorsements tied to Praxis scores rather than program completion, etc.), that admissions requirement prevents individuals who are not currently licensed but still wish to gain professional knowledge about working with English Language Learners from enrolling in the ESL course of study. We are receiving increasing numbers of queries from people who do not have teaching licenses or endorsements, but who want to take our courses/earn the certificate so that they can better work with ELLs in a very broad range of educational environments. We wish to change the name of the current ESL Certificate Program from "English as a Second Language" to "English as a Second Language -- Licensure" and add a certificate program for non-licensure candidates. With this form, we seek to change the name of our current ESL Certificate program to "English as a Second Language -- Licensure."



Attachment 1 : Letter of Support



Department of English

February 27, 2017

Elizabeth Campbell, Ph.D.  
Program Coordinator, ESL  
MU CoEPD

Dear Beth,

I am writing to document my support, on behalf of the English Department and our Director of Graduate Studies, Dr. Kristen Lillvis, for your program's intention to modify your ESL Option 2 Program.

We are very much in support of this change. Dr. Lillvis and I have been corresponding (or talking) with you about this change since Fall 2016, and she and I have had a chance to go over the proposed program changes and to compare it to our current program.

Although we see many overlaps between your proposed program and our current program—in coursework and in the eventual certificate/degree—we are convinced that your program will serve the needs of students in a way that ours cannot. Over the past few semesters, we have seen our MA TESOL program shrink, with reduced numbers of applicants and thus fewer course offerings for the students in the program. We believe that many of our students would be well-served in your program, and we look forward to discussing how we might ease that transition for current and future students.

Thank you for your clear communication and collaborative engagement with Dr. Lillvis and with me. I look forward to working together in the best interests of our current and future students.

Best,

Allison E. Carey  
Associate Professor and Chair  
Department of English  
346 Corbly Hall  
Marshall University  
Huntington, WV 25755  
(304) 696-6439  
careya@marshall.edu

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## ESL Certificate Change – Licensure

### Attachment 2: Edits to the Current Description

**\*+Teaching English as a Second Language – Licensure (ESL-1):** The Area of Emphasis in Teaching English as a Second Language offers two options. “Licensure” provides an added endorsement for elementary and secondary teachers who have met initial licensure requirements. The purpose of the program both ~~programs~~ is to prepare teachers who work with learners who enter schools with a language other than English. ~~These courses~~ Both programs may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the M.A. in Education (36 hours). These 21 hours, plus nine additional hours in the M.A. Core, three hours in the M.A. Capstone, and a three hour advisor approved elective may be used to receive the M.A. in Education.

CISL 550 Second Language Acquisition

CISL 551 Linguistics for ESL

CISL 552 Intercultural Communication

CISL 653 Methods and Materials for ESL: Language Development

CISL 654 Methods and Materials for ESL: Literacy Acquisition

(approved methods course in the M.A. Core)

CISL 655 ESL Practicum for Teaching ESL, plus

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 (approved technology course in the M.A. Core)

**TOTAL.....21 hrs.**

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

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

College: COEPD

Dept/Division: Elementary and Secondary Education

Contact Person: Lisa Heaton

Phone: 304.746.2026

Action Requested

Check action requested: ☐ Addition ☐ Deletion ☒ Change

Degree Program MA - Education

Area of Emphasis Teaching English as a Second Language ~~Option 1~~ - LicensureEffective Term/Year Fall 20  Spring 20  Summer 20 

Notifications

Attach a copy of written notification regarding this curriculum request to the following:

1. Statement of Non-Duplication: If this area of emphasis will be similar in title or content to an existing area of emphasis, please send a memo to the affected department/division and include a copy with this packet as well as the response received from the affected department.
2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimate of cost and time required to secure these items.

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

Dept. Chair/Division Head <u>Lisa A. Heaton</u>	Date <u>3-10-17</u>
Registrar <u>Sonya G</u>	Date <u>3-14-17</u>
College Curriculum Chair <u>R. Smith</u>	Date <u>3-28-2017</u>
College Dean <u>Keresa Eagle</u>	Date <u>3-29-17</u>
Graduate Council Chair <u>J Christofero</u>	Date <u>5/30/17</u>
Provost/VP Academic Affairs _____	Date _____
President _____	Date _____

## Request for Graduate Addition, Deletion, or Change of Area of Emphasis-Page 2

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

This request is to change the name of the current Area of Emphasis in Education from "Teaching English as a Second Language" to "Teaching English as a Second Language – Licensure." This change follows our request to make the same change to the current ESL certificate. Like the existing ESL Certificate, the existing ESL Area of Emphasis is only available to individuals who possess a valid WV Professional Teaching License. Because of recent changes to teacher licensure requirements in West Virginia (alternative licensure programs, endorsements tied to Praxis scores rather than program completion, etc.), that admissions requirement prevents individuals who are not currently licensed but still wish to gain professional knowledge about working with English Language Learners from enrolling in the ESL course of study. With this form, we ask to change the name of the existing ESL Area of Emphasis from "Teaching English as a Second Language" to "Teaching English as a Second Language – Licensure."

### 2. Please describe any changes in curriculum:

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

CISL 550 Second Language Acquisition

CISL 551 Linguistics for ESL

CISL 552 Intercultural Communication

CISL 653 Methods and Materials for ESL: Language Development

CISL 654 Methods and Materials for ESL: Literacy Acquisition

(approved methods course in the M.A. Core)

One advisor approved elective

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 (approved technology course in the M.A. Core)

### 3. **Additional Resource Requirements:** If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this Area of Emphasis attach an estimate of the time and money required to secure these items. May attach separate page if needed

NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

Not Applicable

### 4. **NON-DUPLICATION:**

If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the request and any response received from them.

Enter NONE if not applicable.

See Attachment 1: English Department Letter of Support.

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

## Request for Graduate Addition, Deletion, or Change of Area of Emphasis-Page 3

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### 5. **Current Catalog Description**

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

See Attachment 2: Current Catalog Description

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

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

*See Attachment 3: Edits to Current Catalog Description*

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

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

See Attachment 4: New Catalog Description.

## Request for Graduate Addition, Deletion, or Change of Area of Emphasis-Page 4

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

Department:

Area of Emphasis Title:

Credit Hours:

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

Term to Take Effect: *(Fall, Spring, Summer/Year)*

Rationale:

Department: Elementary and Secondary Education

Area of Emphasis Title: Teaching English as a Second Language – Licensure

Credit Hours: 21

Type of Change Requested: (addition, deletion, change) Vhange

Term to Take Effect: (Fall, Spring, Summer/Year) Fall 2017

Rationale: This request is to change the name of the current Area of Emphasis in the MA in Education from "Teaching English as a Second Language" to "Teaching English as a Second Language – Licensure." This change follows our request to make the same change to the current ESL certificate. Like the existing ESL certificate, the existing ESL Area of Emphasis is only available to individuals who possess a valid WV Professional Teaching License. Because of recent changes to teacher licensure requirements in West Virginia (alternative licensure programs, endorsements tied to Praxis scores rather than program completion, etc.), that admissions requirement prevents individuals who are not currently licensed but still wish to gain professional knowledge about working with English Language Learners from enrolling in the ESL course of study. With this form, we wish to change the name of the existing ESL Area of Emphasis from "English as a Second Language" to "English as a Second Language – Licensure." In the form that follows, we will ask to add an area of emphasis for non-licensure students.



Attachment 1: Letter of Support



Department of English

February 27, 2017

Elizabeth Campbell, Ph.D.  
Program Coordinator, ESL  
MU CoEPD

Dear Beth,

I am writing to document my support, on behalf of the English Department and our Director of Graduate Studies, Dr. Kristen Lillvis, for your program's intention to modify your ESL Option 2 Program.

We are very much in support of this change. Dr. Lillvis and I have been corresponding (or talking) with you about this change since Fall 2016, and she and I have had a chance to go over the proposed program changes and to compare it to our current program.

Although we see many overlaps between your proposed program and our current program—in coursework and in the eventual certificate/degree—we are convinced that your program will serve the needs of students in a way that ours cannot. Over the past few semesters, we have seen our MA TESOL program shrink, with reduced numbers of applicants and thus fewer course offerings for the students in the program. We believe that many of our students would be well-served in your program, and we look forward to discussing how we might ease that transition for current and future students.

Thank you for your clear communication and collaborative engagement with Dr. Lillvis and with me. I look forward to working together in the best interests of our current and future students.

Best,

Allison E. Carey  
Associate Professor and Chair  
Department of English  
346 Corbly Hall  
Marshall University  
Huntington, WV 25755  
(304) 696-6439  
careya@marshall.edu

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Attachment 2: Current Catalog Description

PAGE 106

**EDUCATION, M.A.**

**Areas of Emphasis**

- Early Childhood Education
- Elementary Mathematics Specialist
- Individualized Plan of Study
- Instructional Processes and Strategies
- Instructional Technology and Learning
- Math through Algebra I
- School Library Media Specialist
- Teaching English as a Second Language

**Graduate Certificates**

- Early Childhood Education
- Elementary Mathematics Specialist
- Instructional Technology and Learning
- Math through Algebra I
- Post-Baccalaureate Teacher Certificate
- Program Evaluation
- School Library Media Specialist
- Teaching English as a Second Language



### Attachment 3: Edits to the Current Catalog Description

PAGE 106

#### **EDUCATION, M.A.**

##### **Areas of Emphasis**

- Early Childhood Education
- Elementary Mathematics Specialist
- Individualized Plan of Study
- Instructional Processes and Strategies
- Instructional Technology and Learning
- Math through Algebra I
- School Library Media Specialist
- Teaching English as a Second Language -Licensure
- Teaching English as a Second Language -Non Licensure

##### **Graduate Certificates**

- Early Childhood Education
- Elementary Mathematics Specialist
- Instructional Technology and Learning
- Math through Algebra I
- Post-Baccalaureate Teacher Certificate
- Program Evaluation
- School Library Media Specialist
- Teaching English as a Second Language -Licensure
- Teaching English as a Second Language -Non Licensure

## Attachment 4: New Catalog Description

### **EDUCATION, M.A.**

#### Areas of Emphasis

- Early Childhood Education
- Elementary Mathematics Specialist
- Individualized Plan of Study
- Instructional Processes and Strategies
- Instructional Technology and Learning
- Math through Algebra I
- School Library Media Specialist
- Teaching English as a Second Language -Licensure
- Teaching English as a Second Language -Non Licensure

#### Graduate Certificates

- Early Childhood Education
- Elementary Mathematics Specialist
- Instructional Technology and Learning
- Math through Algebra I
- Post-Baccalaureate Teacher Certificate
- Program Evaluation
- School Library Media Specialist
- Teaching English as a Second Language -Licensure
- Teaching English as a Second Language -Non Licensure

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

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

College: COEPD

Dept/Division: Elementary and Secondary Education

Contact Person: Lisa Heaton

Phone: 304.746.2026

Action Requested

Check action requested: ☒ Addition ☐ Deletion ☐ Change

Degree Program MA - Education

Area of Emphasis Teaching English as a Second Language ~~Option 2~~ - Non-Licensure  
552Effective Term/Year Fall 20  Spring 20  Summer 20 

Notifications

Attach a copy of written notification regarding this curriculum request to the following:

1. Statement of Non-Duplication: If this area of emphasis will be similar in title or content to an existing area of emphasis, please send a memo to the affected department/division and include a copy with this packet as well as the response received from the affected department.
2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimate of cost and time required to secure these items.

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

Dept. Chair/Division Head <u>Lisa A. Heaton</u>	Date <u>3-10-17</u>
Registrar <u>Sonyia G.</u>	Date <u>3-14-17</u>
College Curriculum Chair <u>[Signature]</u>	Date <u>3-28-2017</u>
College Dean <u>Teresa Eagle</u>	Date <u>3-29-17</u>
Graduate Council Chair <u>Tracy Christofero</u>	Date <u>5/30/17</u>
Provost/VP Academic Affairs _____	Date _____
President _____	Date _____

## Request for Graduate Addition, Deletion, or Change of Area of Emphasis-Page 2

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

This request is to add "Teaching English as a Second Language – Non-Licensure" as an Area of Emphasis in the MA in Education. This addition follows our request to make the same addition to the current ESL certificate. The existing ESL Area of Emphas is only available to individuals who possess a valid WV Professional Teaching License. Because of recent changes to teacher licensure requirements in West Virginia (alternative licensure programs, endorsements tied to Praxis scores rather than program completion, etc.), that admissions requirement prevents individuals who are not currently licensed but still wish to gain professional knowledge about working with English Language Learners from enrolling in the ESL course of study. With this form, we ask to add "English as a Second Language – Non-Licensure" as an Area of Emphasis.

### 2. Please describe any changes in curriculum:

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

CISL 550 Second Language Acquisition

CISL 551 Linguistics for ESL

CISL 552 Intercultural Communication

CISL 653 Methods and Materials for ESL: Language Development

CISL 654 Methods and Materials for ESL: Literacy Acquisition

(approved methods course in the M.A. Core)

One advisor approved elective

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 (approved technology course in the M.A. Core)

### 3. **Additional Resource Requirements:** If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this Area of Emphasis attach an estimate of the time and money required to secure these items. May attach separate page if needed

NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

Not Applicable

### 4. **NON-DUPLICATION:**

If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the request and any response received from them.

Enter NONE if not applicable.

See Attachment 1: English Department Letter of Support.

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

## Request for Graduate Addition, Deletion, or Change of Area of Emphasis-Page 3

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### 5. **Current Catalog Description**

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

See Attachment 2: Current Catalog Description

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

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

*See Attachment 3*

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

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

See Attachment 4: New Catalog Description.

## Request for Graduate Addition, Deletion, or Change of Area of Emphasis-Page 4

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

Department:

Area of Emphasis Title:

Credit Hours:

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

Term to Take Effect: *(Fall, Spring, Summer/Year)*

Rationale:

Department: Elementary and Secondary Education

Area of Emphasis Title: Teaching English as a Second Language – Non-Licensure

Credit Hours: 21

Type of Change Requested: (addition, deletion, change) Addition

Term to Take Effect: (Fall, Spring, Summer/Year) Fall 2017

Rationale: This request is to add "Teaching English as a Second Language – Non-Licensure" as an Area of Emphasis in the MA in Education. This addition follows our request to make the same addition to the current ESL certificate. The existing ESL Area of Emphas is only available to individuals who possess a valid WV Professional Teaching License. Because of recent changes to teacher licensure requirements in West Virginia (alternative licensure programs, endorsements tied to Praxis scores rather than program completion, etc.), that admissions requirement prevents individuals who are not currently licensed but still wish to gain professional knowledge about working with English Language Learners from enrolling in the ESL course of study. With this form, we ask to add "English as a Second Language – Non-Licensure" as an Area of Emphasis.

## **Attachment 2: Current Catalog Description**

**PAGE 106**

### **EDUCATION, M.A.**

#### **Areas of Emphasis**

- Early Childhood Education
- Elementary Mathematics Specialist
- Individualized Plan of Study
- Instructional Processes and Strategies
- Instructional Technology and Learning
- Math through Algebra I
- School Library Media Specialist
- Teaching English as a Second Language

#### **Graduate Certificates**

- Early Childhood Education
- Elementary Mathematics Specialist
- Instructional Technology and Learning
- Math through Algebra I
- Post-Baccalaureate Teacher Certificate
- Program Evaluation
- School Library Media Specialist
- Teaching English as a Second Language

**Attachment 3: Edits to the Current Catalog Description**

**PAGE 106**

**EDUCATION, M.A.**

**Areas of Emphasis**

- Early Childhood Education
- Elementary Mathematics Specialist
- Individualized Plan of Study
- Instructional Processes and Strategies
- Instructional Technology and Learning
- Math through Algebra I
- School Library Media Specialist
- Teaching English as a Second Language -Licensure
- Teaching English as a Second Language -Non Licensure

**Graduate Certificates**

- Early Childhood Education
- Elementary Mathematics Specialist
- Instructional Technology and Learning
- Math through Algebra I
- Post-Baccalaureate Teacher Certificate
- Program Evaluation
- School Library Media Specialist
- Teaching English as a Second Language -Licensure
- Teaching English as a Second Language -Non Licensure



## Attachment 4: New Catalog Description

### **EDUCATION, M.A.**

#### Areas of Emphasis

- Early Childhood Education
- Elementary Mathematics Specialist
- Individualized Plan of Study
- Instructional Processes and Strategies
- Instructional Technology and Learning
- Math through Algebra I
- School Library Media Specialist
- Teaching English as a Second Language -Licensure
- Teaching English as a Second Language -Non Licensure

#### Graduate Certificates

- Early Childhood Education
- Elementary Mathematics Specialist
- Instructional Technology and Learning
- Math through Algebra I
- Post-Baccalaureate Teacher Certificate
- Program Evaluation
- School Library Media Specialist
- Teaching English as a Second Language -Licensure
- Teaching English as a Second Language -Non Licensure

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

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

College: CoEPD

Dept/Division: Elementary and Secondary Education

Contact Person: Lisa Heaton

Phone: 304.746.2026

Name of Certificate Teaching English as a Second Language -- Non-Licensure

Check action requested: ☒ Addition ☐ Deletion ☐ Change

Effective Term/Year

Fall 20

17

Spring 20

☐

Summer 20

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

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

Dept. Chair/Division Head

Lisa A. Heaton

Date

3-8-17

College Curriculum Chair

[Signature]

Date

3-28-2017

College Dean

Meressa Eagle

Date

3-29-17

Graduate Council Chair

Tracy Christofero

Date

5/30/17

Provost/VP Academic Affairs

Date

Presidential Approval

Date

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

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Please provide a rationale for addition, deletion, change:

The existing ESL Certificate is only available to individuals who possess a valid WV Professional Teaching License. Because of recent changes to teacher licensure requirements in West Virginia (alternative licensure programs, endorsements tied to Praxis scores rather than program completion, etc.), that admissions requirement prevents individuals who are not currently licensed but still wish to gain professional knowledge about working with English Language Learners from enrolling in the ESL course of study. We are receiving increasing numbers of queries from people who do not have teaching licenses or endorsements, but who want to take our courses/earn the certificate so that they can better work with ELLs in a very broad range of educational environments. With this form, we seek to add a new ESL Certificate program: "Teaching English as a Second Language – Non-Licensure."

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.

CISL 550 Second Language Acquisition

CISL 551 Linguistics for ESL

CISL 552 Intercultural Communication

CISL 653 Methods and Materials for ESL: Language Development

CISL 654 Methods and Materials for ESL: Literacy Acquisition (approved methods course in the M.A. Core)

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 (approved technology course in the M.A. Core) PLUS

One advisor approved elective course

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

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

NONE

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

See Attachment 1: Department of English Letter of Support

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

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

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

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

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

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

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

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

New Catalog Description:

+Teaching English as a Second Language – Non-Licensure (ESL-2): The Area of Emphasis in Teaching English as a Second Language offers two options. “Non-Licensure” provides content and pedagogical training for educational professionals who are not currently licensed teachers. The purpose of both programs is to prepare teachers who work with learners who enter schools with a language other than English. Both programs may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the M.A. in Education (36 hours). These 21 hours, plus nine additional hours in the M.A. Core, three hours in the M.A. Capstone, and a three hour advisor approved elective may be used to receive the M.A. in Education.

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

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

Department:

Name of Certificate:

Credit Hours:

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

Rationale:

Department: Elementary and Secondary Education

Name of Certificate: English as a Second Language -- Non-Licensure

Credit Hours: 21

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

Rationale: The existing ESL Certificate is only available to individuals who possess a valid WV Professional Teaching License. Because of recent changes to teacher licensure requirements in West Virginia (alternative licensure programs, endorsements tied to Praxis scores rather than program completion, etc.), that admissions requirement prevents individuals who are not currently licensed but still wish to gain professional knowledge about working with English Language Learners from enrolling in the ESL course of study. We are receiving increasing numbers of queries from people who do not have teaching licenses or endorsements, but who want to take our courses/earn the certificate so that they can better work with ELLs in a very broad range of educational environments. With this form, we seek to add a new ESL Certificate program: "English as a Second Language -- Non-Licensure."

Attachment 1 : Letter of Support



Department of English

February 27, 2017

Elizabeth Campbell, Ph.D.  
Program Coordinator, ESL  
MU CoEPD

Dear Beth,

I am writing to document my support, on behalf of the English Department and our Director of Graduate Studies, Dr. Kristen Lillvis, for your program's intention to modify your ESL Option 2 Program.

We are very much in support of this change. Dr. Lillvis and I have been corresponding (or talking) with you about this change since Fall 2016, and she and I have had a chance to go over the proposed program changes and to compare it to our current program.

Although we see many overlaps between your proposed program and our current program—in coursework and in the eventual certificate/degree—we are convinced that your program will serve the needs of students in a way that ours cannot. Over the past few semesters, we have seen our MA TESOL program shrink, with reduced numbers of applicants and thus fewer course offerings for the students in the program. We believe that many of our students would be well-served in your program, and we look forward to discussing how we might ease that transition for current and future students.

Thank you for your clear communication and collaborative engagement with Dr. Lillvis and with me. I look forward to working together in the best interests of our current and future students.

Best,

Allison E. Carey  
Associate Professor and Chair  
Department of English  
346 Corbly Hall  
Marshall University  
Huntington, WV 25755  
(304) 696-6439  
careya@marshall.edu

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## ESL Certificate Addition – Option 2

Attachment 2: Edits to the Current Description (*Option 1 below is copied from Option 1 form; catalogue text will need to reflect both the Option 1 change and the Option 2 addition*)

\*+Teaching English as a Second Language – Option 1 (ESL-1): The Area of Emphasis in Teaching English as a Second Language offers two options. Option 1 provides an added endorsement for elementary and secondary teachers who have met initial licensure requirements. The purpose of the program both programs is to prepare teachers who work with learners who enter schools with a language other than English. These courses Both programs may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the M.A. in Education (36 hours). These 21 hours, plus nine additional hours in the M.A. Core, three hours in the M.A. Capstone, and a three hour advisor approved elective may be used to receive the M.A. in Education.

CISL 550 Second Language Acquisition  
CISL 551 Linguistics for ESL  
CISL 552 Intercultural Communication  
CISL 653 Methods and Materials for ESL: Language Development  
CISL 654 Methods and Materials for ESL: Literacy Acquisition  
(approved methods course in the M.A. Core)  
CISL 655 ESL Practicum for Teaching ESL, plus  
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 (approved technology course in the M.A. Core)

**TOTAL.....21 hrs.**

+Teaching English as a Second Language – Option 2 (ESL-2): The Area of Emphasis in Teaching English as a Second Language offers two options. Option 2 provides content and pedagogical training for educational professionals who are not licensed teachers, or who are seeking licensure through other means. The purpose of both programs is to prepare teachers who work with learners who enter schools with a language other than English. Both programs may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the M.A. in Education (36 hours). These 21 hours, plus nine additional hours in the M.A. Core, three hours in the M.A. Capstone, and a three hour advisor approved elective may be used to receive the M.A. in Education.

CISL 550 Second Language Acquisition  
CISL 551 Linguistics for ESL  
CISL 552 Intercultural Communication  
CISL 653 Methods and Materials for ESL: Language Development  
CISL 654 Methods and Materials for ESL: Literacy Acquisition  
(approved methods course in the M.A. Core)  
One advisor approved elective  
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 (approved technology course in the M.A. Core)

**TOTAL.....21 hrs.**



Attachment 3: *Clean Copy*

ESL Certificate Addition – Option 2

*Please note that the text below represents how both changes – the changing of the original ESL Certificate to ESL Certificate: Option 1-Licensure AND the addition of ESL Certificate to ESL Certificate: Option 2-Non-Licensure – should read in the next catalogue.*

Edits to the Current Description

**\*+Teaching English as a Second Language: Option 1-Licensure (ESL-1):** The Area of Emphasis in Teaching English as a Second Language offers two options. Option 1 provides an added endorsement for elementary and secondary teachers who have met initial licensure requirements. The purpose of both programs is to prepare teachers who work with learners who enter schools with a language other than English. Both programs may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the M.A. in Education (36 hours). These 21 hours, plus nine additional hours in the M.A. Core, three hours in the M.A. Capstone, and a three hour advisor approved elective may be used to receive the M.A. in Education.

CISL 550 Second Language Acquisition  
CISL 551 Linguistics for ESL  
CISL 552 Intercultural Communication  
CISL 653 Methods and Materials for ESL: Language Development  
CISL 654 Methods and Materials for ESL: Literacy Acquisition  
(approved methods course in the M.A. Core)  
CISL 655 ESL Practicum for Teaching ESL, plus  
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 (approved technology course in the M.A. Core)

**TOTAL.....21 hrs.**

**+Teaching English as a Second Language: Option 2-Non-Licensure (ESL-2):** The Area of Emphasis in Teaching English as a Second Language offers two options. Option 2 provides content and pedagogical training for educational professionals who are not licensed teachers, or who are seeking licensure through other means. The purpose of both programs is to prepare teachers who work with learners who enter schools with a language other than English. Both programs may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the M.A. in Education (36 hours). These 21 hours, plus nine additional hours in the M.A. Core, three hours in the M.A. Capstone, and a three hour advisor approved elective may be used to receive the M.A. in Education.

CISL 550 Second Language Acquisition  
CISL 551 Linguistics for ESL  
CISL 552 Intercultural Communication  
CISL 653 Methods and Materials for ESL: Language Development  
CISL 654 Methods and Materials for ESL: Literacy Acquisition  
(approved methods course in the M.A. Core)



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 (approved technology course in the M.A. Core),  
plus  
One advisor approved elective course

**TOTAL.....21 hrs.**

## 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 Sciences

Alpha Designator/Number: MSPS/511

☒ Graded ☐ CR/NC

Contact Person: Cynthia B. Jones, Ph.D.

Phone: (304)696-7363

## NEW COURSE DATA:

New Course Title: Graduate Research Seminar

Alpha Designator/Number:

M S P S S 1 1

Title Abbreviation:

G r a d R e s e a r c h S e m i n a r

(Limit of 25 characters and spaces)

Course Catalog Description:  
(Limit of 30 words)

This course lays the foundation in oral communication for graduate students in pharmaceutical sciences. It provides experience in scientific presentation with an emphasis on defense of data and interpretation.

Co-requisite(s): None

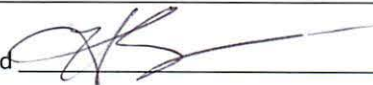



First Term to be Offered: Fall 2017

Prerequisite(s): None

Credit Hours: 1

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

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

Dept. Chair/Division Head		Date	2/22/2017
Registrar		Date	3-6-17
College Curriculum Chair		Date	2/22/2017
Graduate Council Chair		Date	5/30/17

## Request for Graduate Course Addition - Page 2

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College: School of Pharmacy

Department/Division: Pharmaceutical Science

Alpha Designator/Number: MSPS 511

---

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.

Cynthia B. Jones, Ph.D.

Brian Train, Ph.D.

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 department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

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

Not Applicable

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

Not Applicable

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

1. Demonstrate the ability to present scientific material of a peer-reviewed research article

2. Defend research approaches and conclusions by providing answers to questions on experimental rationale and alternate interpretations of data

3. Demonstrate the ability to critically evaluate research presented in a peer-reviewed article

4. Debate discussions of strengths and weaknesses of a speaker's presentation and/or the scientific merit of a research presentation

5. Prepare clear, concise written critiques of research and/or journal presentations with respect to presentation style, multimedia and content

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

See Syllabus

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

No text books are required.

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

Mini lectures and active learning exercises will be employed for this course. The mini lectures will cover critical content of a research presentation and elements of a peer-reviewed scientific journal article. Active learning exercises will include research debate discussions centered around the experimental design of various manuscripts. Students will outline plans for improving the experimental design and data analysis of case study manuscripts.

## Request for Graduate Course Addition - Page 4

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

Faculty Evaluations, Peer Evaluations, Written Reports.

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

Not Applicable

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

Arya, V., & Kiser, J. J. (2016). Role of Transporters in Drug Development. *The Journal of Clinical Pharmacology*, 56(S7), S7-S10.

Morales, J. O. (2017). Formulation and Delivery of Macromolecules.

Sukumaran, S., Zhang, C., Leipold, D. D., Saad, O. M., Xu, K., Gadkar, K., & Rubinfeld, B. (2017). Development and Translational Application of an Integrated, Mechanistic Model of Antibody-Drug Conjugate Pharmacokinetics. *The AAPS Journal*, 19(1), 130-140.

Quirit, J. G., Lavrenov, S. N., Poindexter, K., Xu, J., Kyauk, C., Durkin, K. A., & Firestone, G. L. (2016). Indole-3-carbinol (I3C) analogues are potent small molecule inhibitors of NEDD4-1 ubiquitin ligase activity that disrupt proliferation of human melanoma cells. *Biochemical Pharmacology*.

Indrigo, E., Clavadetscher, J., Chankeshwara, S. V., Lilienkampf, A., & Bradley, M. (2016). Palladium-mediated in situ synthesis of an anticancer agent. *Chemical Communications*, 52(99), 14212-14214.

Toy, R., & Karathanasis, E. (2016). *Methods in Pharmacology and Toxicology*. In Humana Press Inc.

Pawar, S. J., Patil, S. Y., Mahulikar, P. P., & Zope, V. S. (2017). Synthesis of Ibuprofen intermediate using alcoholic silver nanoparticles and its kinetics: A greener approach towards drug synthesis. *Chemical Physics Letters*, 671, 147-153.

## 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: Department of Pharmaceutical Sciences and Research

Course Number and Title: MSPS 511 Graduate Research Seminar

Catalog Description: This course lays the foundation in oral communication for graduate students in pharmaceutical sciences. It provides experience in scientific presentation with an emphasis on defense of data and interpretation.

Prerequisites: None

First Term Offered: Fall 2017

Credit Hours: 1

**SYLLABUS**  
**Graduate Research Seminar**  
**MSPS 511**  
**(Fall 2017)**

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	TBA
Location	TBA
Team Leader / Instructor	Cynthia B. Jones, Ph.D.
Office	CEB 228A
Phone	(304)696-7363
Email	Jonescy@marshall.edu
Office hours	TBA

Faculty	Email	Office	Phone Number	Office Hours / Appointments accepted?
Cynthia B. Jones, Ph.D.	<a href="mailto:Jonescy@marshall.edu">Jonescy@marshall.edu</a>	228A	(304)696-7363	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 course is designed to lay the foundation in oral communication for graduate students in pharmaceutical sciences. It is intended to provide graduate students with experience in the presentation of scientific data with an emphasis on defense of data and interpretation. Presentations may be based on published peer review publications or original research conducted by the student or within the student's laboratory. Students will be required to lead a seminar of 30 minutes with topics relating to the pharmaceutical sciences.

**Prerequisites:** None

**Text Books:**

**Required:** None

**Recommended:** Approximately 7-10 readings (primarily journal articles) will be determined prior to, or on, the first day of class.

**Course Objectives: Instructor added (5 to 7 total)**

Number	Objective	How Assessed
1	Demonstrate the ability to present scientific material of a peer-reviewed research article	Evaluations
2	Defend research approaches and conclusions by providing answers to questions on experimental rational and alternate interpretations of data	Evaluations
3	Demonstrate the ability to critically evaluate research presented in a peer-reviewed article	Written Reports
4	Debate discussions of strengths and weaknesses of a speaker's presentation and/or the scientific merit of a research presentation	Class Participation
5	Prepare clear, concise written critiques of research and/or journal presentations with respect to presentation style, multimedia and content	Written Reports

**Schedule of Activities:**

Date Week of	Meeting Format	Meeting Topic	Course Student Learning Outcomes	Instructor
08/21/2017	Overview Discussion	Course overview and expectations		Dr. Jones
08/28/2017	In Class Activity	Elements of the Journal Article	<ul style="list-style-type: none"><li>• Synthesize knowledge across courses and other experiences</li></ul>	Dr. Jones
09/04/2017	Guest Seminar – Presented by Cynthia B. Jones Ph.D.	How Disease Can Modulate Drug Transport Mechanisms in the Liver	<ul style="list-style-type: none"><li>• Listen actively and critically</li><li>• Demonstrate effective writing skills</li><li>• Exhibit the skills necessary to acquire, organize, reorganize, and interpret new knowledge</li></ul>	Dr. Jones
09/11/2017	Research Debate	Role Transporters in Drug Discovery	<ul style="list-style-type: none"><li>• Use appropriate strategies and tools to represent, analyze, and integrate information</li><li>• Develop critical, reasoned positions</li><li>• Analyze different points of view</li></ul>	Dr. Jones
09/18/2017	Guest Seminar – Presented by Jinsong Hao, Ph.D.	Formulation and Delivery of Macromolecules	<ul style="list-style-type: none"><li>• Listen actively and critically</li><li>• Demonstrate effective writing skills</li><li>• Exhibit the skills necessary to acquire, organize, reorganize, and interpret new knowledge</li></ul>	Dr. Jones
09/25/2017	*Student Seminar	TBD	<ul style="list-style-type: none"><li>• Articulate disciplinary and interdisciplinary theories,</li></ul>	Dr. Jones



			concepts, principles, skills, and practices • Demonstrate effective oral communication skills • Present work effectively to a range of audiences • Effectively communicate original and creative ideas	
10/02/2017	Research Debate	Biopharmaceutics of Inhalation Drug Delivery	• Evaluate, analyze, and integrate information from a variety of sources • Use appropriate strategies and tools to represent, analyze, and integrate information • Develop critical, reasoned positions • Analyze different points of view	Dr. Jones
10/09/2017	*Student Seminar	TBD	• Articulate disciplinary and interdisciplinary theories, concepts, principles, skills, and practices • Demonstrate effective oral communication skills • Present work effectively to a range of audiences • Effectively communicate original and creative ideas	Dr. Jones
10/16/2017	Journal Club	Development and Translational Application of an Integrated, Mechanistic Model of Antibody-Drug Conjugate Pharmacokinetics	• Analyze different points of view • Demonstrate intellectual curiosity •	Dr. Jones
10/23/2017	Student Seminar	TBD	• Articulate disciplinary and interdisciplinary theories, concepts, principles, skills, and practices • Demonstrate effective oral communication skills • Present work effectively to a range of audiences • Effectively communicate original and creative ideas	Dr. Jones
10/30/2017	Guest Seminar	Indole-3-carbinol (I3C) analogues are potent	• Listen actively and critically	Dr. Jones

	Presented by M.O. Faruk Khan, Ph.D.	small molecule inhibitors of NEDD4-1 ubiquitin ligase activity that disrupt proliferation of human melanoma cells	<ul style="list-style-type: none"> <li>• Demonstrate effective writing skills</li> <li>• Exhibit the skills necessary to acquire, organize, reorganize, and interpret new knowledge</li> </ul>	
11/06/2017	Research Debate	Evaluation of the Potential for Drug Interactions With Patisirumab in Healthy Volunteers	<ul style="list-style-type: none"> <li>• Evaluate, analyze, and integrate information from a variety of sources</li> <li>• Use appropriate strategies and tools to represent, analyze, and integrate information</li> <li>• Develop critical, reasoned positions</li> <li>• Analyze different points of view</li> </ul>	Dr. Jones
11/13/2017	*Student Seminar	TBD	<ul style="list-style-type: none"> <li>• Articulate disciplinary and interdisciplinary theories, concepts, principles, skills, and practices</li> <li>• Demonstrate effective oral communication skills</li> <li>• Present work effectively to a range of audiences</li> <li>• Effectively communicate original and creative ideas</li> </ul>	Dr. Jones
11/20/2017	Guest Seminar Presented by Velvet Journigan, Ph.D.	Palladium-mediated in situ synthesis of an anticancer agent	<ul style="list-style-type: none"> <li>• Listen actively and critically</li> <li>• Demonstrate effective writing skills</li> <li>• Exhibit the skills necessary to acquire, organize, reorganize, and interpret new knowledge</li> </ul>	Dr. Jones
11/27/2017	Research Debate	Methods in Pharmacology and Toxicology	<ul style="list-style-type: none"> <li>• Evaluate, analyze, and integrate information from a variety of sources</li> <li>• Use appropriate strategies and tools to represent, analyze, and integrate information</li> <li>• Develop critical, reasoned positions</li> <li>• Analyze different points of view</li> </ul>	Dr. Jones
12/04/2017	*Student Seminar	TBD	<ul style="list-style-type: none"> <li>• Articulate disciplinary and interdisciplinary theories,</li> </ul>	Dr. Jones

			concepts, principles, skills, and practices • Demonstrate effective oral communication skills • Present work effectively to a range of audiences • Effectively communicate original and creative ideas	
12/11/2017	Guest Seminar Presented by Eric Blough, Ph.D.	Synthesis of Ibuprofen intermediate using alcoholic silver nanoparticles and its kinetics: A greener approach towards drug synthesis	• Listen actively and critically • Demonstrate effective writing skills • Exhibit the skills necessary to acquire, organize, reorganize, and interpret new knowledge	Dr. Jones

**\* - Indicates Major Exam / Assessment**

**Course Evaluation (assessment):** Faculty evaluations, peer evaluations and written reports. Faculty will evaluate seminar presentations using an evaluation rubric with eight criteria that links to the course objectives. A minimum of two faculty will evaluate presentation and the average of all faculty evaluations will be taken for final presentation assessment.

**Course Evaluation (grading):**

**Point or Percentage Distribution:** Faculty evaluation: 50%  
 Written reports: 25%  
 Peer evaluation: 15%  
 Class Participation: 10%

**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 grades will be posted in Blackboard within 7 days unless otherwise stated.**

**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 expections for academic, ethical, and professional conduct are defined within the school's Ethical and Professional Conduct Policy and the university's Academic Dishonesty Policy.

MARSHALL UNIVERSITY  
SCHOOL OF PHARMACY  
GRADUATE RESEARCH SEMINAR (MSPS511 ) EVALUATION FORM

Name of Speaker: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_ Start Time \_\_\_\_\_ End Time \_\_\_\_\_

Please evaluate each criterion by circling the appropriate performance level, where 1 is lowest and 10 is highest.

CRITERIA	PERFORMANCE LEVEL	Comments
A) <b>Knowledge of Material</b> (speaker exhibited a good understanding of the topic presented)	1 2 3 4 5 6 7 8 9 10	
B) <b>Timely Presentation</b> (speaker used time efficiently, did not finish too early or went beyond allotted time)	1 2 3 4 5 6 7 8 9 10	
C) <b>Communication Effectiveness</b> (presenter spoke clearly with suitable audible tone with few fillers (ah, um), used appropriate gestures, posture, eye contact and expressions)	1 2 3 4 5 6 7 8 9 10	
D) <b>Quality of Visuals</b> (visual aids were used effectively and carefully prepared, free from numerous errors, appropriate text and graphics sizes)	1 2 3 4 5 6 7 8 9 10	
E) <b>Organization</b> (presentation was easy to follow, transitions between sections were clear and effective, talk led to a clear conclusion)	1 2 3 4 5 6 7 8 9 10	
F) <b>Ability to Answer Questions</b> (speaker confidently answered questions accurately, clearly and competently without arrogance )	1 2 3 4 5 6 7 8 9 10	
G) <b>Discussion Management</b> (speaker controlled flow of questions and focus of discussion, ability to deflect difficult or irrelevant questions)	1 2 3 4 5 6 7 8 9 10	
H) <b>Overall Preparedness</b> (talk was well-prepared, structure & scope of talk clearly stated in introduction, topic was developed in order stated in introduction speaker summed up main points in conclusion, speaker formulated conclusions and discussed implications)	1 2 3 4 5 6 7 8 9 10	

Grading	Points Earned/Maximum Points
Total points assigned for the seminar presentation	/80
Abstract submission	/20
<b>TOTAL POINTS FOR A GRADE</b>	<b>/100</b>

Additional Comments/feedback:

## 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: DPSR

Alpha Designator/Number: MSPS 531

☒ Graded ☐ CR/NC

Contact Person: Blair Journigan/ H. Glenn Anderson

Phone: 6-5003

## NEW COURSE DATA:

New Course Title: Medicinal Chemistry and Drug Discovery Principles

Alpha Designator/Number:

M S P S 5 3 1

Title Abbreviation:

M e d C h e m &amp; D r u g D i s c

(Limit of 25 characters and spaces)

Course Catalog Description:  
(Limit of 30 words)

This course gives an overview of drug discovery principles for the practicing medicinal chemist, along with introductory lectures in medicinal chemistry.

Co-requisite(s):

First Term to be Offered: Fall 2017

Prerequisite(s): Admission to MSPS program

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	<b>Faruk Khan</b> Digitally signed by Faruk Khan DN: cn=Faruk Khan, o=MUSOP, ou=DPSR, email=khanmo@marshall.edu, c=US Date: 2017.02.15 18:04:31 -05'00'	Date	
Registrar		Date	3-6-17
College Curriculum Chair		Date	2-15-2017
Graduate Council Chair		Date	5-30-17

## Request for Graduate Course Addition - Page 2

College: Pharmacy

Department/Division: DPSR

Alpha Designator/Number: MSPS 531

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.

Blair Journigan, Ph.D.

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 department(s), identify it/them by name. Enter **"Not Applicable"** if not applicable.

Not Applicable

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

Not Applicable

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

Not Applicable

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

See attached syllabus

## **Request for Graduate Course Addition - Page 3**

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

See attached syllabus

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

See attached Sample Lecture

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

Lecture, Computational Chemistry Laboratory



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

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

Midterm and Final Exams

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

N/A

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

Handouts, Primary Literature

Burger's Medicinal Chemistry and Drug Discovery, 9th Edition. Author: Donald J. Abraham, Ph.D.; Publisher: John Wiley and Sons, Inc, 1999-2014. Online ISBN: 9780471266945. Note: Link to all volumes provided on Blackboard (register for access online).

Organic Chemistry, 7th Edition. Author: John E. McMurry; Publisher: Cengage Learning. ISBN 9780495112587/0495112585. Note: Book PDF provided on blackboard.

## 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 Sciences/School of Pharmacy

Course Number and Title: MSPS 531 Medicinal Chemistry and Drug Discovery Principles

Catalog Description: This course gives an overview of drug discovery principles for the practicing medicinal chemist, along with introductory lectures in medicinal chemistry.

Prerequisites: Admission to MSPS Program

First Term Offered: Fall 2017

Credit Hours: 3

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.*

Course meeting days and time	
Location	L04 and L05-08
Team Leader / Instructor	Blair Journigan, Ph.D.
Office	Coon Education Building 232
Phone	(304) 696-5003
Email	<a href="mailto:journigan@marshall.edu">journigan@marshall.edu</a>
Office hours/Appointments accepted	Open door or by appointment

**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 course gives an overview of drug discovery principles for the practicing medicinal chemist, along with introductory lectures in medicinal chemistry. Introductory topics include the functional groups found in drug structures and their acidic or basic properties, drug solubility and absorption, concepts surrounding drug recognition, as well as drug structure considerations such as isosterism and stereochemistry. Such topics will be exemplified with the Top 200 drugs, where appropriate. Further introductory topics include the detailed metabolic pathways of drug molecules, as well as pharmacogenomics. Advanced concepts focusing on practical drug discovery principles and techniques include an overview of therapeutic structures pursued in the field, and drug discovery strategies for hit identification, hit to lead generation and preclinical lead optimization. Synthetic approaches and commonly used organic methodologies will be covered, along with structural characterization techniques. Further topics include hands on learning exercises in computational drug discovery and pharmacology. Topics for this portion of the course will be illuminated with Top 200 Drugs or small molecule preclinical and clinical candidates well represented in the scientific and patent literature.

**Prerequisites:** Admission to MSPS program

**Required Text Books:**

**Organic Chemistry**, 7<sup>th</sup> Edition. Author: John E. McMurry; Publisher: Cengage Learning. ISBN 9780495112587/0495112585. *Note: Book PDF provided on blackboard.*

**Burger's Medicinal Chemistry and Drug Discovery**, 9<sup>th</sup> Edition. Author: Donald J. Abraham, Ph.D.; Publisher: John Wiley and Sons, Inc, 1999-2014. Online ISBN: 9780471266945. *Note: Link to all volumes provided on Blackboard (register for access online).*

**Software Required:**

Scifinder Scholar: <http://libguides.marshall.edu/c.php?g=343334&p=2312555>

AutoDock 4 and AutoDock Vina: <http://autodock.scripps.edu/>

PyMOL: <https://www.pymol.org/>

Graphpad Prism:

\*All software is free to academics and educational-based activities

**Course Objectives:**

Apply concepts surrounding the chemical and physical properties of biologically active small molecules, which are responsible for their therapeutic effects.

Apply medicinal chemistry strategies used in various stages of the early drug discovery process, including hit identification techniques, hit to lead generation, and preclinical lead optimization.

Apply synthetic medicinal chemistry/organic chemistry approaches to the accession and characterization of biologically active small molecules.

**Tentative Schedule of Activities\*:**

Date	#	Meeting Topic	Learning Outcomes
Week 1	1	Functional groups and Acid-Base Properties of Drug Molecules (Phar 522)	<ul style="list-style-type: none"><li>•Identify functional groups in drug molecules</li><li>•Apply the Lewis and Brønsted-Lowry definitions of acids and bases</li><li>•Apply the concept of conjugates in acid-base chemistry</li><li>•Apply how acid and base strength is expressed (<math>pK_a</math>)</li><li>•Identify common acidic, basic and neutral functional groups commonly found in drug molecules and write out the conjugate form</li><li>•Apply factors controlling control acid and base strength</li></ul>
Week 2	2	Acid-Base Properties of Drug Molecules (Phar 522)	<ul style="list-style-type: none"><li>•Predict the degree of ionization of a drug molecule using knowledge of trends derived from the Henderson-Hasselbalch equation</li><li>•Review Lecture 1 slides: Common acid organic functional groups found in drug molecules and their ionized (conjugate base) form, Common basic organic functional groups found in drug molecules and their ionized (conjugate acid) forms</li><li>•Predict the formation of salts of acidic and basic drugs</li><li>•Define the pH partition theory and the significance to drug pharmacokinetics</li></ul>
Week 3	3	Water solubility and Drug Absorption (Phar 522)	<ul style="list-style-type: none"><li>•Apply knowledge of factors contributing to water solubility: intermolecular interactions</li><li>•Predict lipophilicity or permeability using quantitative descriptors: partition and distribution coefficients (<math>\log P</math> and <math>\log D</math>)</li><li>•Define mechanisms of drug absorption: passive diffusion and active transport</li><li>•Identify common strategies used to enhance drug absorption (prodrugs) or delivery (nanomedicines and antibody-drug conjugates)</li></ul>
			<ul style="list-style-type: none"><li>•Define various types of targets leading to signal transduction, including post-binding intracellular events (ion channels, G-protein coupled receptors, nuclear receptors, enzymes)</li></ul>



Week 4	4	Drug Targets and Pharmacodynamics (Phar 522)	<ul style="list-style-type: none"> <li>• Define relationships between drug concentration and response, and drug potency and efficacy</li> <li>• Identify various types of pharmacological profiles by which drugs exert biological effects (agonist, antagonist, allosteric modulators)</li> <li>• Define various theories of drug action (occupancy, rate, induced-fit, macromolecular perturbation, and activation-aggregation theories)</li> </ul>
Week 5	5	Classical/Non-Classical Isosteres and Stereochemistry (Phar 522)	<ul style="list-style-type: none"> <li>• Identify classical and non-classical isosteres for various functional groups and their use in drug discovery</li> <li>• Apply principles of stereochemistry to bioactive molecules, including target recognition</li> </ul>
Week 5	6	Therapeutic molecules (MSPS 531)	<ul style="list-style-type: none"> <li>• Overview of various therapeutic molecules pursued as drug structures and their origins: small molecules, natural products, oligomers, peptidomimetics, biologics</li> <li>• Interpreting biological activity: <i>In vitro</i> binding and functional assays: target engagement and selectivity, <i>In vivo</i> assays</li> </ul>
Week 6	7	Drug-receptor interactions (Phar 522)	<ul style="list-style-type: none"> <li>• Analyze the various types of drug-receptor interactions and their relative contributions to binding affinity, including recognition of amino acid residues within the active site</li> <li>• Analyze drug-receptor complexes in 3D</li> </ul>
Week 6	8	Early drug discovery strategies for hit identification (MSPS 531)	<ul style="list-style-type: none"> <li>• Structure-based drug design: x-ray crystal structures and homology models, mutagenesis studies, docking, virtual screening, and computational chemistry principles and theories</li> </ul>
Week 7	9	Introduction to Drug metabolism, pharmacogenomics, Phase I Drug metabolism (Phar 522)	<ul style="list-style-type: none"> <li>○ Introduce the fundamental concepts of drug metabolism.</li> <li>○ Describe the significance of drug metabolism.</li> <li>○ Memorize the enzymes involved and the sites of drug metabolism.</li> <li>○ Apply the concepts of drug interactions and pharmacogenomics through enzyme inducers, inhibitors, and genetic modifications of metabolic enzyme activity</li> <li>○ Apply the concepts of phase I and phase II metabolic pathways</li> </ul>
<b>Midterm (Lectures 1-9)</b>			
Week 7	10	Early drug discovery strategies for hit identification (MSPS 531)	<ul style="list-style-type: none"> <li>• Ligand- and fragment- based drug design, the concept of privileged structures</li> <li>• Screening approaches: High throughput screening, combinatorial library design, NMR-based screening</li> </ul>
Week 8	11	Phase I Drug metabolism (Phar 522)	<ul style="list-style-type: none"> <li>○ Define all the pathways involved in Phase I (Functionalization) metabolism, especially the following oxidative pathways: <ul style="list-style-type: none"> <li>▪ Oxidation of: Aromatic moieties, Olefins, Benzylic &amp; allylic C atoms and <math>\alpha</math>-C of C=O and C=N, aliphatic and alicyclic C, C-Heteroatom system, C-N (N-dealkylation, N-oxide formation, N-hydroxylation), C-O (O-dealkylation), C-S (S-dealkylation, S-oxidation, desulfuration), Oxidation of alcohols and aldehydes, and miscellaneous oxidative reactions</li> </ul> </li> </ul>
Week 8	12	Synthetic approaches and reactions: organic chemistry	<ul style="list-style-type: none"> <li>• Approaches for synthesis of various chemotypes: retrosynthesis, total synthesis, analog synthesis from common synthons</li> </ul>

		(MSPS 531)	<ul style="list-style-type: none"> <li>• Reactions most utilized in medicinal chemistry, including mechanisms: reductions, oxidations, protections/deprotections, functional group interconversion, functional group addition</li> </ul>
Week 9	13	Phase I Drug metabolism (Phar 522)	<ul style="list-style-type: none"> <li>○ Describe all the reductive and hydrolytic pathways involved in Phase I (Functionalization) metabolism, especially the following: <ul style="list-style-type: none"> <li>▪ Reduction of: Aldehydes and ketones, Nitro and azo compounds, and miscellaneous reductive metabolisms</li> <li>▪ Hydrolytic Reactions of: Esters and amides, Epoxides and arene oxides by epoxide hydrolase</li> </ul> </li> </ul> <p>Prodrug, soft drug and antedugs</p>
Week 9	14	Synthetic reactions and database searching: organic chemistry (MSPS 531)	<ul style="list-style-type: none"> <li>• Reactions most utilized in medicinal chemistry, including mechanisms (cont): heteroatom alkylation and arylation, acylation and related processes, C-C bond formation, heterocycle formation</li> <li>• Introduction to Scifinder Scholar: Structure and reaction searching in publications and patents, text-based searches</li> </ul>
Week 10	15	Phase I Drug metabolism (Phar 522)	<ul style="list-style-type: none"> <li>○ Describe all the reductive and hydrolytic pathways involved in Phase I (Functionalization) metabolism, especially the following: <ul style="list-style-type: none"> <li>▪ Reduction of: Aldehydes and ketones, Nitro and azo compounds, and miscellaneous reductive metabolisms</li> <li>▪ Hydrolytic Reactions of: Esters and amides, Epoxides and arene oxides by epoxide hydrolase</li> </ul> </li> </ul> <p>Prodrug, soft drug and antedugs</p>
Week 10	16	Structural characterization: organic chemistry (MSPS 531)	<ul style="list-style-type: none"> <li>• Structural characterization methods: Principles of Chromatography, Mass Spectrometry, and Nuclear Magnetic Resonance Spectroscopy and data interpretation</li> </ul>
Week 11	17	Phase II Drug metabolism (Phar 522)	<ul style="list-style-type: none"> <li>○ Define the fundamental concepts in Phase II (Conjugation) drug metabolism.</li> </ul> <p>The enzymes and coenzymes involved in glucuronic acid conjugation, sulfate conjugation, glycine and other AA conjugation</p>
Week 11	18	Hit to lead generation: understanding the early drug discovery process (MSPS 531)	<ul style="list-style-type: none"> <li>• Structure-activity relationship (SAR) studies</li> <li>• Mining the SAR results: 2D and 3D pharmacophores, docked and crystallized structures within the active site, the concept of ligand efficiency</li> </ul>
Week 12	19	Phase II Drug metabolism (Phar 522)	<ul style="list-style-type: none"> <li>○ Apply the fundamental concepts in following specific types of Phase II (Conjugation) drug metabolism. <ul style="list-style-type: none"> <li>▪ The enzymes and coenzymes involved in glutathione or mercapturic acid conjugation, acetylation, methylation and cholesterol conjugation</li> </ul> </li> <li>○ ALE on metabolic route of some individual drugs</li> </ul>
		ADMET Profiling and Lead Optimization (MSPS 531)	<ul style="list-style-type: none"> <li>• ADMET (Absorption, Distribution, Metabolism, Excretion, Toxicity) in vitro profiling: microsomal stability, plasma protein binding, hERG liabilities, P-gp efflux</li> <li>• Physicochemical properties for oral bioavailability: molecular weight, pK<sub>a</sub>, log D, Hydrogen bond acceptors/donors, Modifications to Lipinski's Rule of 5</li> </ul>

Week 12	20		<ul style="list-style-type: none"> <li>•Additional physicochemical considerations for CNS penetration: topological polar surface area (TPSA)</li> <li>•Lead optimization strategies: Bioisosteric replacement, chiral centers, designing out P-gp and hERG liabilities</li> </ul>
Week 13	21	Computational drug design laboratory (MSPS 531)	Docking small molecules into the active site of a receptor with AutoDock 4 and AutoDock Vina, Visualization with PyMOL
Week 13	22	Drug discovery laboratory (MSPS 531) Guest Lecturer: Dr. Jinsong Hao	•Calculation of $K_i$ and $EC_{50}$ with Graphpad Prism
<b>Final Exam (Comprehensive)</b>			

### Course Evaluation (grading):

Mid-term exam (paper-based):	50%
Final Exam (paper-based):	50%
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 (grading):** Grading for this course consists of both the mid-term and final exam, each worth 50%. Conceptual understanding of the material will be assessed at a higher level than that assessed at the Pharm D. level, in line with the expectations of the Master's program and Marshall University Graduate College.

**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 business 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. The instructor must be contacted prior to the exam, unless circumstances are prohibitory. Please note – the student is solely responsible for any materials missed.

### UNIVERSITY POLICIES

University policies regarding **Grades, Probation and Dismissal, Responsible Conduct of Research and other topics can be found at** <http://www.marshall.edu/graduate/graduate-student-handbook/>

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**

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### **ACADEMIC, ETHICAL, AND PROFESSIONAL CONDUCT**

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### **Test Security Policy**

Refer to the following link for MUSOP's secure testing policies.

[http://www.marshall.edu/pharmacy/faculty\\_staff/faculty-and-staff-policies/400-003-secure-testing-environment-standards/](http://www.marshall.edu/pharmacy/faculty_staff/faculty-and-staff-policies/400-003-secure-testing-environment-standards/)





SCHOOL OF PHARMACY

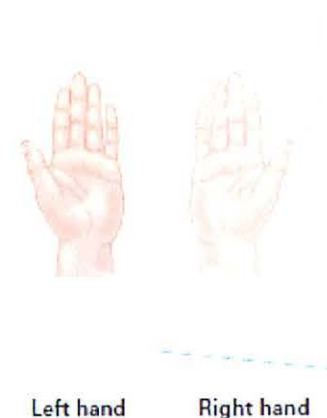
# Classical/Non-Classical Isosteres and Stereochemistry

MSPS 531 Medicinal Chemistry and Drug Discovery Principles

*Blair Journigan, Ph.D.*

## Learning Objectives

- Identify classical and non-classical isosteres for various functional groups and their use in early drug discovery
- Apply principles of stereochemistry to bioactive molecules, including target recognition
  - Further reading on stereochemistry:  
“Stereochemistry”, Chapter 19. Organic Chemistry,  
7<sup>th</sup> Edition. Author: John E. McMurry.  
*PDF is on blackboard.*
  - Stereochemistry will set us up nicely for Lecture 5:  
Drug-receptor interactions



The concept of chirality as shown by the mirror image of a left hand.

## Classical bioisosteres

TABLE 2.9 Classical Isosteres

1. Univalent atoms and groups

- |                    |                 |    |   |    |
|--------------------|-----------------|----|---|----|
| a. CH <sub>3</sub> | NH <sub>2</sub> | OH | F | Cl |
| b. Cl              | PH <sub>2</sub> | SH |   |    |
| c. Br              | <i>i</i> -Pr    |    |   |    |
| d. I               | <i>t</i> -Bu    |    |   |    |

2. Bivalent atoms and groups

- |                         |        |                    |       |      |
|-------------------------|--------|--------------------|-------|------|
| a. —CH <sub>2</sub> —   | —NH—   | —O—                | —S—   | —Se— |
| b. —COCH <sub>2</sub> R | —CONHR | —CO <sub>2</sub> R | —COSR |      |

3. Trivalent atoms and groups

- |         |      |
|---------|------|
| a. —CH= | —N=  |
| b. —P=  | —As= |

4. Tetravalent atoms

- |   |   |
|---|---|
| a. $\begin{array}{c}   \\ -C- \\   \end{array}$ | $\begin{array}{c}   \\ -Si- \\   \end{array}$   |
| b. =C=  | $\begin{array}{c} + \\ =N= \\ + \end{array}$ $\begin{array}{c} + \\ =P= \\ + \end{array}$ |

5. Ring equivalents

- |            |     |   |
|------------|-----|---|
| a. —CH=CH— | —S— | (e.g., benzene, thiophene)  |
| b. —CH=    | —N= | (e.g., benzene, pyridine)   |
| c. —O—     | —S— | —CH <sub>2</sub> —      —NH—<br>(e.g., tetrahydrofuran,<br>tetrahydrothiophene,<br>cyclopentane, pyrrolidine) |

**Classical bioisostere:** atoms, ions, or molecules in which the peripheral layers of electrons can be considered to be identical

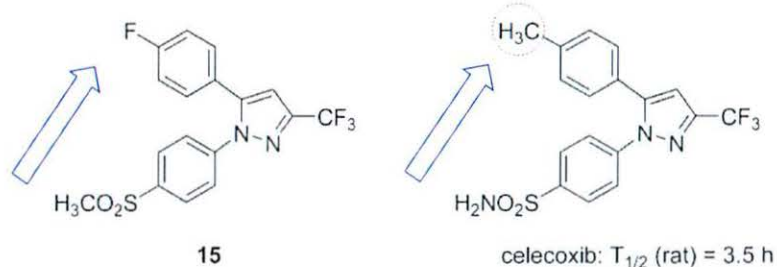
**\*\*Example:** F to CH<sub>3</sub> exchange, slide 4 (Celecoxib)

Why are they identical? Fluorine = 7 valence electrons, CH<sub>3</sub> = 7 total valence electrons

## Classical bioisosteres: fluorine to methyl exchange to modulate metabolism

### Classical Bioisosteres: F to CH<sub>3</sub> exchange (Cmpd 15 to Celecoxib)

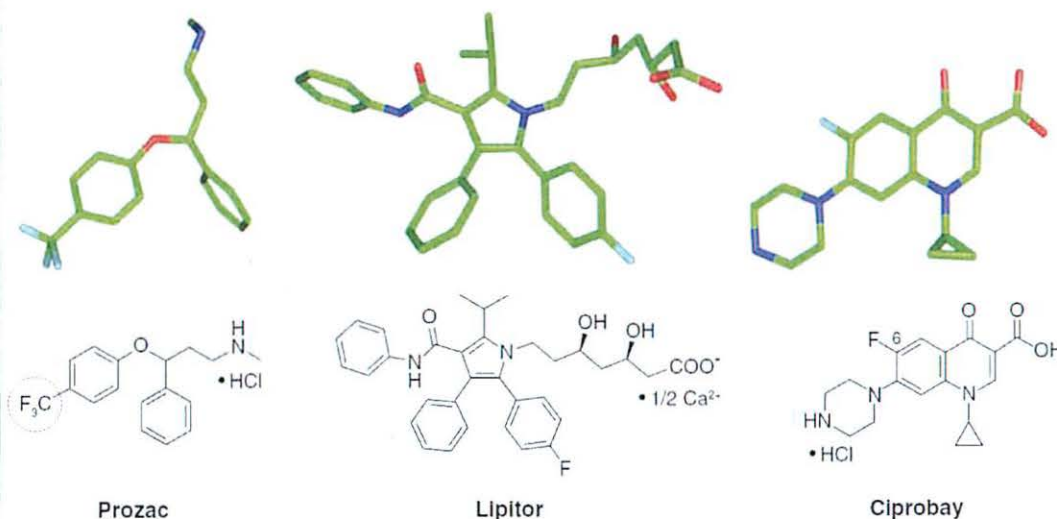
- Introduce metabolic 'soft spot' or metabolically labile center, with atoms of same # valence electrons
  - Why do this? : Cmpd 15 has undesirably long  $t_{1/2}$  ( $T_{1/2} = 221$  hr), F to CH<sub>3</sub> exchange decreases  $T_{1/2}$  to 3.5 hr (Celecoxib)



Carbon is substituted with fluorine, metabolically stable

Carbon is substituted with methyl group, introduces metabolic soft spot or metabolically labile center

Many pharmaceuticals contain fluorine (~20%):

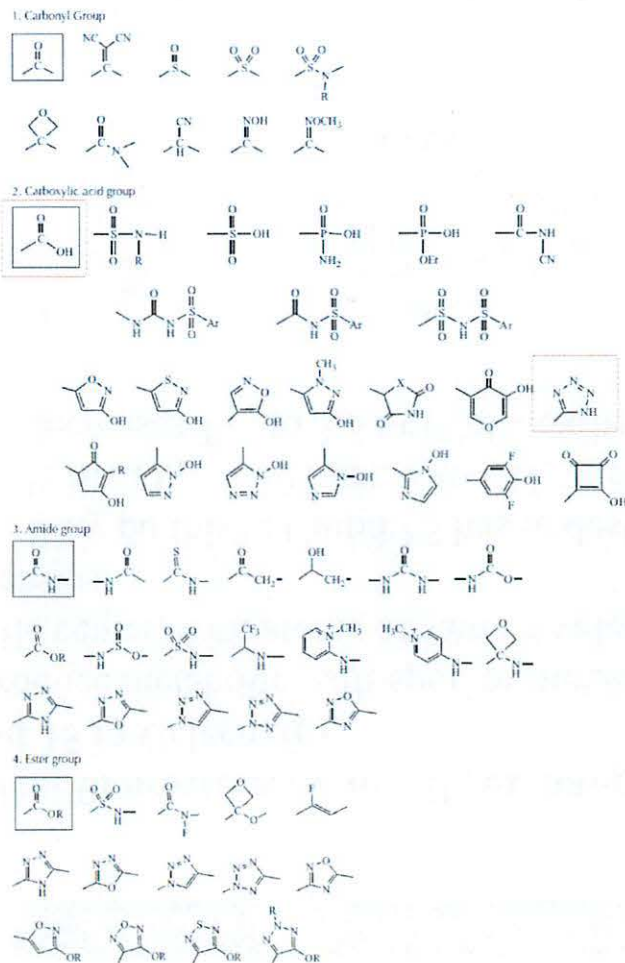


**Fig. 1.** Major fluorinated drugs: the antidepressant Prozac (table S1, entry 1), cholesterol-lowering drug Lipitor (table S1, entry 2), and quinolone antibiotic Ciprobay (table S1, entry 3). The molecular-model conformations are from crystal structures. Ligand Cs, green; O atoms, red; N atoms, dark blue; and F atoms, light blue. Unless otherwise stated, this color code also applies to the images in Figs. 3 and 5 and the supporting online material (SOM). Images generated with MacPyMol (68).



## Nonclassical bioisosteres

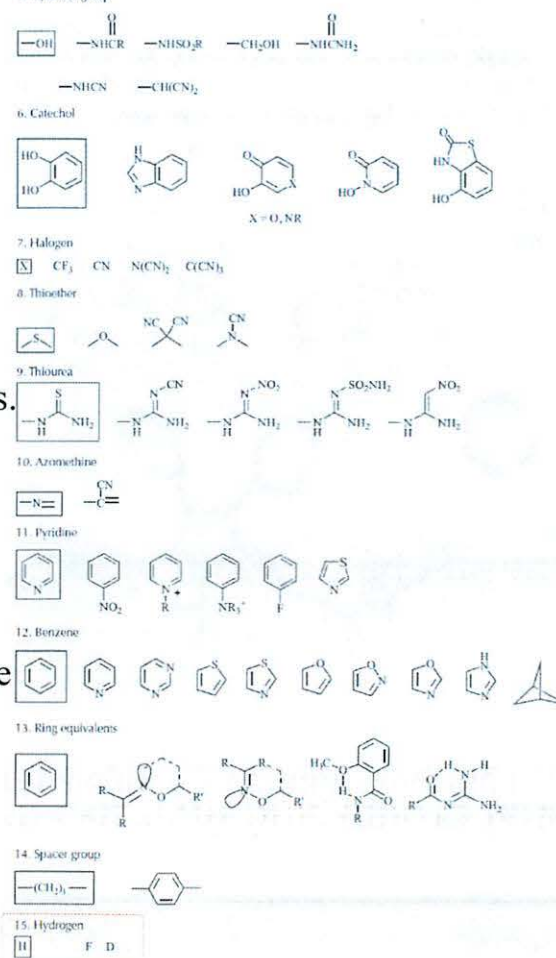
### 1. Carbonyl Group



**Nonclassical bioisostere:** replacements that do not have the same number of atoms and do not fit the steric and electronic rules of the classical isosteres, but do often produce similar biological activities.

Examples (slide 6): H to F exchange (Ezetimibe),  
CO<sub>2</sub>H to tetrazole exchange (Losartan)

5 Hydroxyl group

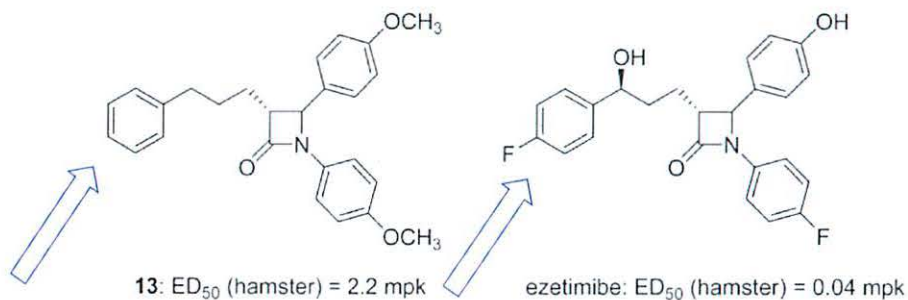


## Non-classical bioisosteres: Ezetimibe and Losartan

Hydrogen to fluorine exchange to modulate metabolism:

### Cmpd 13 to Ezetimibe:

- Blocks metabolic 'soft spot', with atom of similar size
  - Why: C-F bond is strongest bond known between C and any other atom, and therefore chemically inert (no longer a metabolic center)



Carbon is substituted with hydrogen, metabolic soft spot

Carbon is substituted with fluorine, blocks metabolic soft spot or metabolically labile center

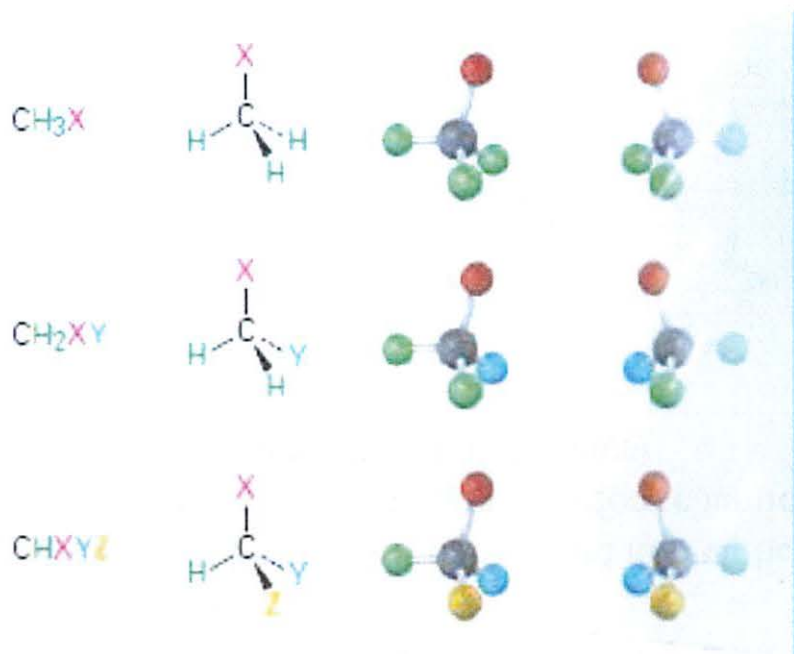
Carboxylic acid (CO<sub>2</sub>H) to tetrazole exchange:

### Cmpd 5 to Losartan:

- Increases oral bioavailability and binding affinity, with functional group of similar physiochemical properties
  - Why: tetrazole increases oral bioavailability due to increased lipophilicity (aromatic ring)
  - Why: tetrazole increases binding affinity due to better distribution of negative charge

	EXP7711 (5)	Losartan (6)
IC <sub>50</sub>	0.23 μM	0.02 μM
ED <sub>30</sub> iv	3 mg/kg	0.6 mg/kg
ED <sub>30</sub> po	11 mg/kg	0.8 mg/kg
pKa	4.5	5.0
logP	1.2	4.5

## Stereochemistry: Tetrahedral carbon atoms and their mirror images

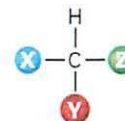
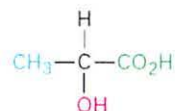


- Molecules of the type CH<sub>3</sub>X and CH<sub>2</sub>XY are identical to their mirror images, because they can be superimposed.
- Molecule of the type CHXYZ is not identical to its mirror image, because they cannot be superimposed, in the same way that a right hand cannot be superimposed upon a left hand. In this case, the central carbon is chiral.





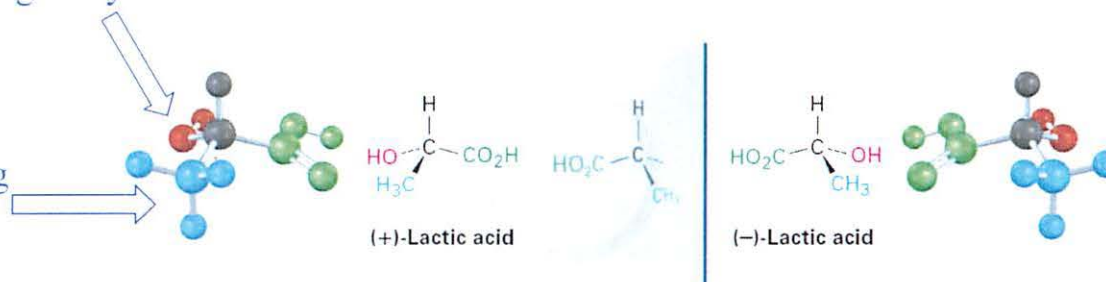
## Example of a chiral carbon: (+)-Lactic acid and (-)-Lactic Acid



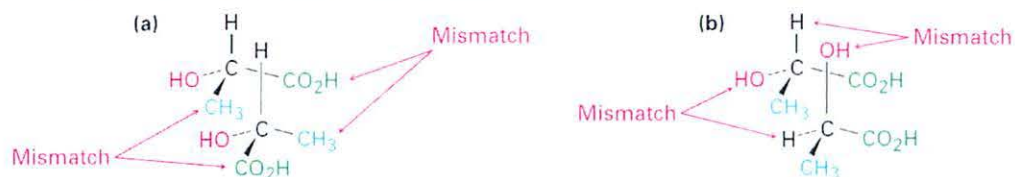
Lactic acid: a molecule of general formula CHXYZ

Dashed line (----) C-OH bond means the hydroxyl is receding back behind the plane of the slide, pointing away from you

Heavy wedged(≡) C-CH<sub>3</sub> bond means the methyl is coming out of the plane of the slide, towards you



(+)-Lactic acid is not identical to or superimposable upon its mirror image, (-)-Lactic acid. Therefore, the central carbon is chiral, and the molecules are enantiomers.



(a) When the H and OH substituents match up, the CO<sub>2</sub>H and CH<sub>3</sub> substituents don't; (b) when CO<sub>2</sub>H and CH<sub>3</sub> match up, H and OH don't. Regardless of how the molecules are oriented, they aren't identical.



## Assigning *R* and *S* configurations to (–) and (+)-Lactic acid enantiomers

Figure 1:

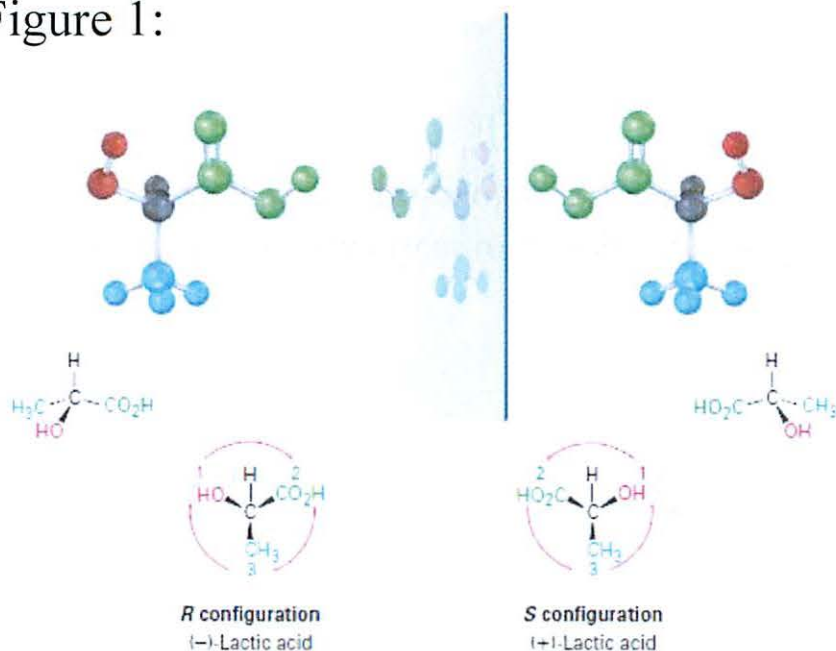
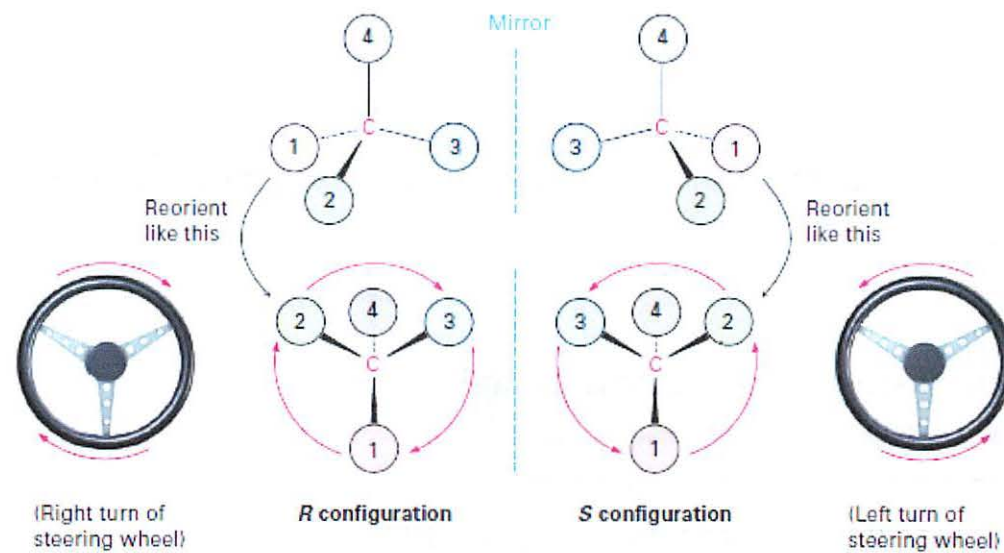


Figure 2:



- **Step 1:** Number the groups or substituents coming off of the carbon atom by priority (see Sequence Rules for specifying configuration in notes below).
- **Step 2:** Orient each molecule so that the group of lowest priority (4) is toward the rear, and the remaining three groups radiate towards the viewer like spokes of a steering wheel (see Figure 2). If the direction of travel 1→2→3 is clockwise (right turn), the center has the R configuration. If the direction of travel 1→2→3 is counterclockwise (left turn), the center is S. 9

## Assigning *R* and *S* configurations to (–) and (+)-Lactic acid enantiomers

Build the two molecules of (–) and (+)-Lactic acid and prove the *R* and *S* assignments, using the Molymod molecular model kits. Then we will continue with the lecture (stereochemistry of drugs, and effects on activity).

Figure 1:

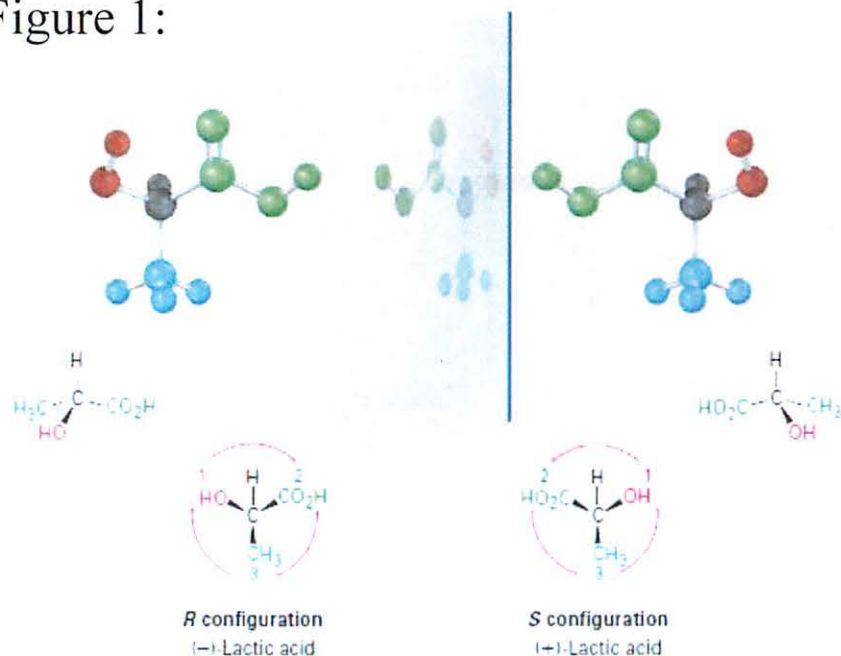
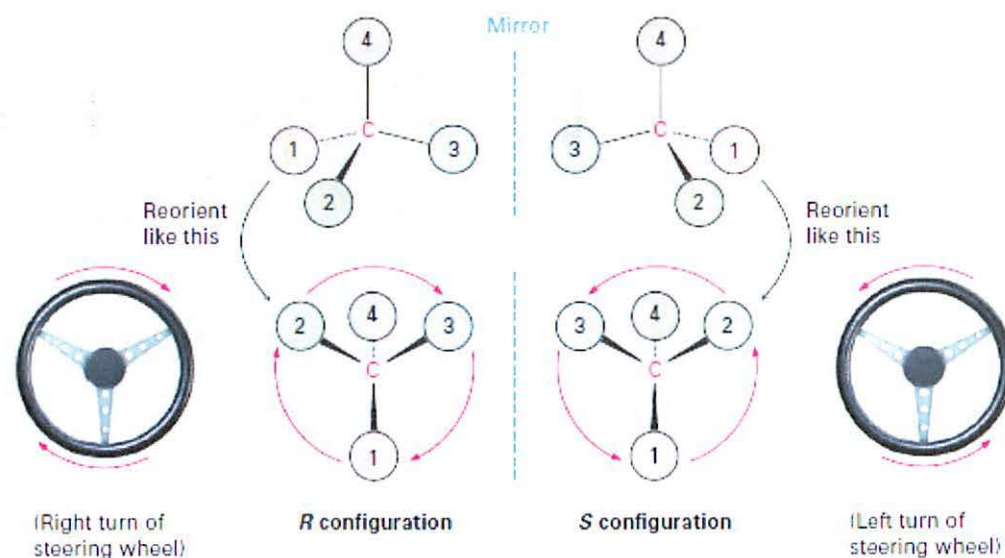
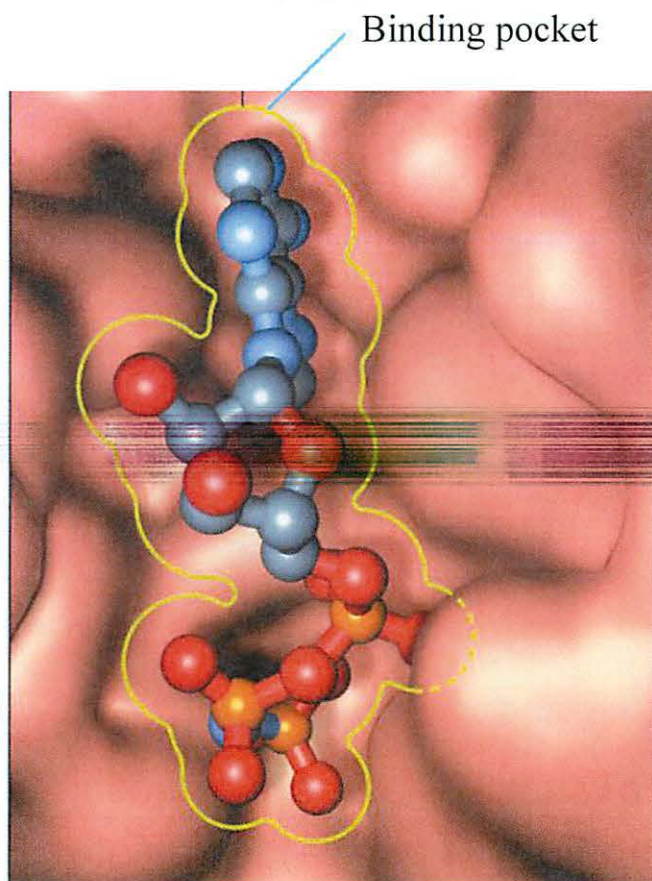


Figure 2:

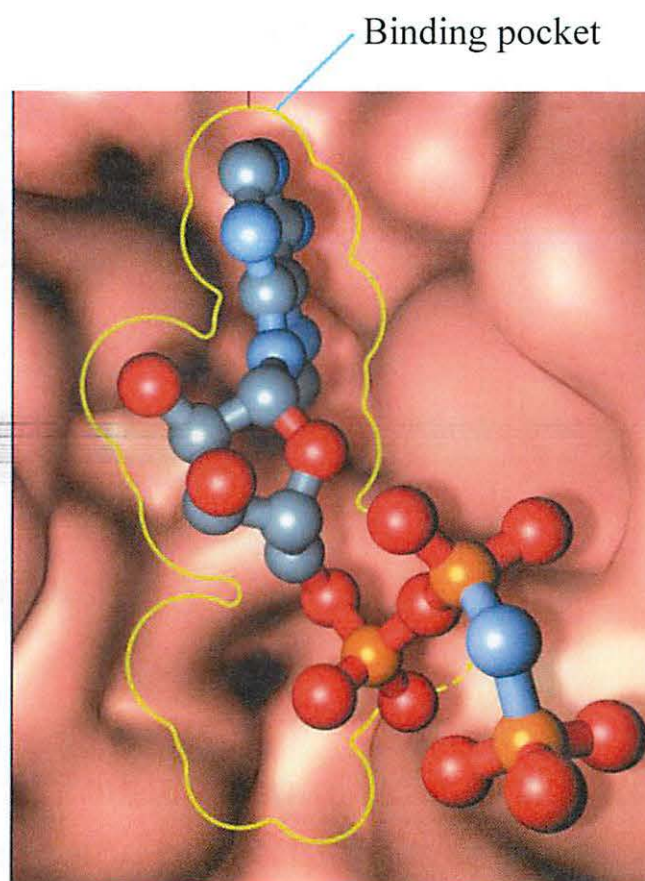




## Stereochemistry in action: Drug recognition by the target's active site (binding pocket)



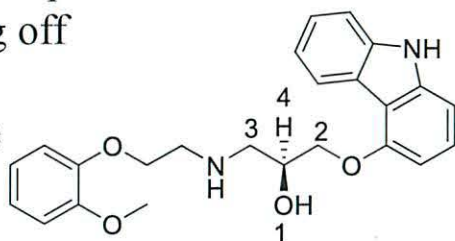
One enantiomer fully occupies the receptor binding pocket...



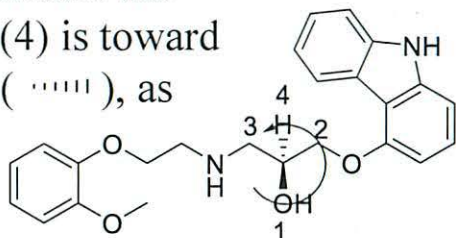
while the other enantiomer is only a partial match for the binding pocket.

## Determining S and R configuration assignments of Carvedilol (Coreg)

**Step 1:** Number the groups or substituents coming off of the carbon atom by priority (see Sequence rules for specifying configuration).

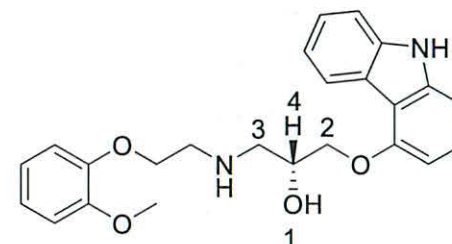


**Step 2:** Direction of travel 1→2→3 is counterclockwise (left turn), the center is S. This is true because the group of lowest priority (4) is toward the rear, as a hashed line ( ····· ), as stated in slide 8.

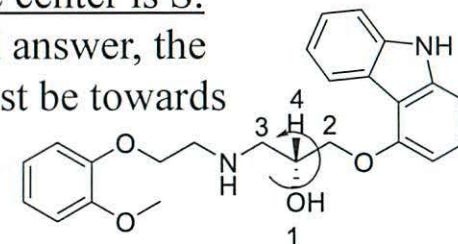


**Assignment:** (S)-carvedilol

**Step 1:** Number the groups or substituents coming off of the carbon atom by priority (see Sequence rules for specifying configuration).



**Step 2:** Direction of travel 1→2→3 is counterclockwise (left turn), the center is S. However, for this to be the final answer, the group of lowest priority (4) must be towards the rear, as a hashed line ( ····· ), as stated in slide 8.

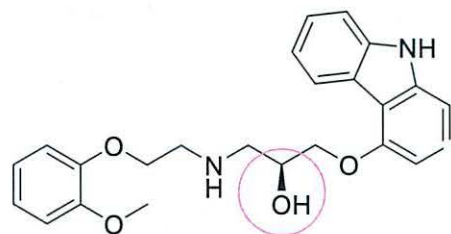


For this molecule, the group of lowest priority is present as a heavy wedged bond ( — ). In this case, reverse your answer to be clockwise (right turn), or R.

**Assignment:** (R)-carvedilol



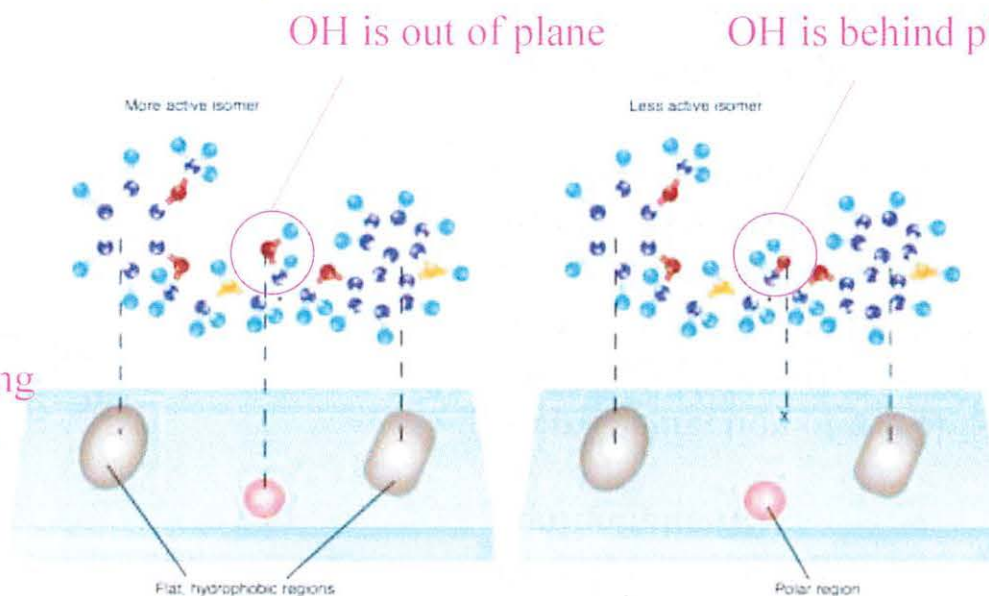
## Stereochemistry in action: Drug recognition by the target's active site (binding pocket)



**(S)-carvedilol**

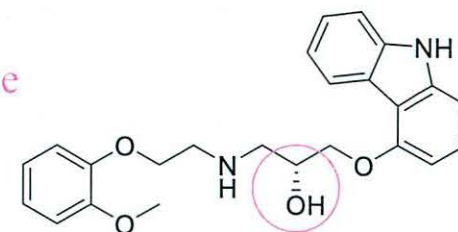
(*S*) configuration: heavy wedged (—) C-OH bond means the hydroxyl is coming out of the plane of the slide, towards you

(*S*)-carvedilol: active at  $\beta$  adrenergic receptor due to optimal fit in active site of receptor (dictated by *S* stereochemistry)



**FIGURE 1-2** Cartoon illustrating the nonsuperimposability of the two stereoisomers of carvedilol on the  $\beta$  receptor. The "receptor surface" has been grossly oversimplified. The chiral center carbon is denoted with an asterisk. One of the two isomers fits the three dimensional configuration of binding site of the  $\beta$ -adrenoceptor molecule very well (left) and three areas, including an important polar moiety (an hydroxyl group), bind to key areas of the surface. The less active isomer cannot orient all three binding areas to the receptor surface (right). (Molecule generated by means of Jmol, an open source Java viewer for chemical structures in 3D (<http://www.jmol.org/>), with data from DrugBank (<http://www.drugbank.ca/>).

**\*Carvedilol is dispensed as a mixture of *S* and *R* enantiomers. Only the *S* enantiomer is responsible for  $\beta$  adrenergic activity\***



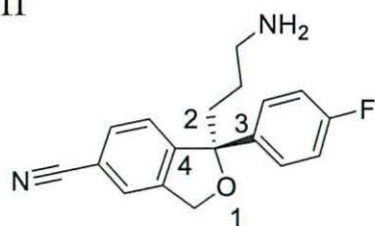
**(R)-carvedilol**

(*R*)-configuration: dashed line (-----) C-OH bond means the hydroxyl is receding back behind the plane of the slide, pointing away from you

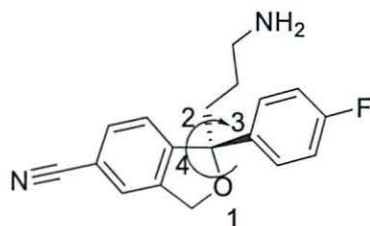
(*R*)-carvedilol: less active at  $\beta$  adrenergic receptor due to non-optimal fit in active site of receptor (dictated by *R* stereochemistry)

## Determining S and R configuration assignment of citalopram

**Step 1:** Number the groups or substituents coming off of the carbon atom by priority (see Sequence rules for specifying configuration).

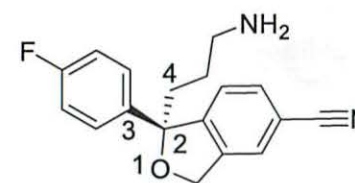


**Step 2:** Direction of travel 1→2→3 is clockwise (right turn), the center is R.

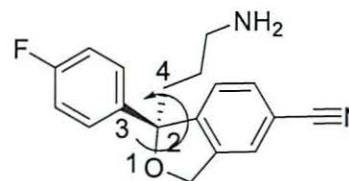


**Assignment:** (R)-citalopram

**Step 1:** Number the groups or substituents coming off of the carbon atom by priority (see Sequence rules for specifying configuration).

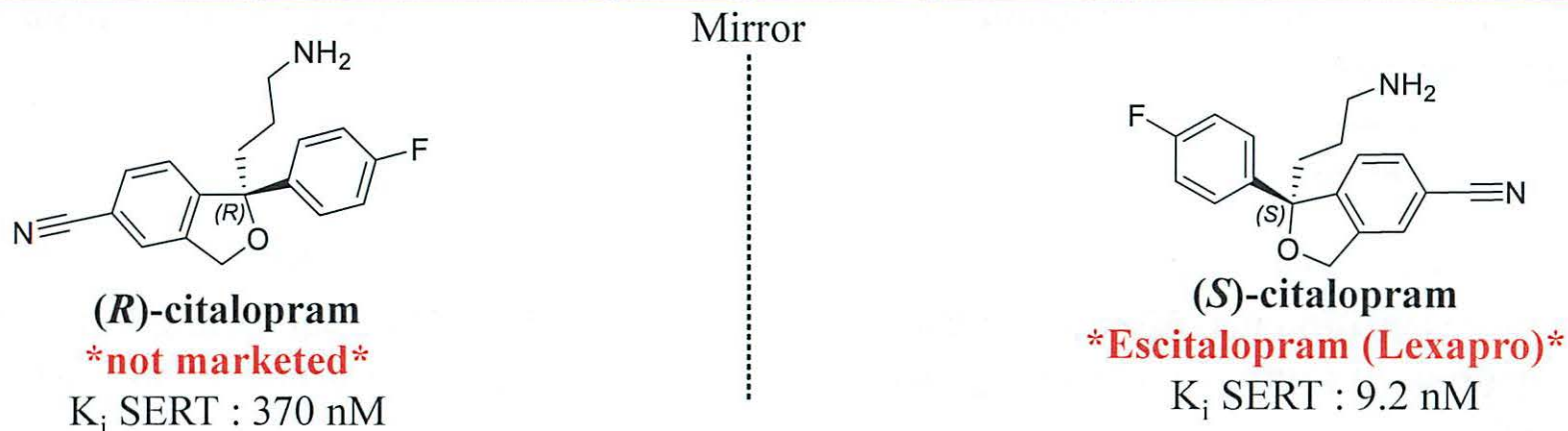


**Step 2:** Direction of travel 1→2→3 is counterclockwise (left turn), the center is S.



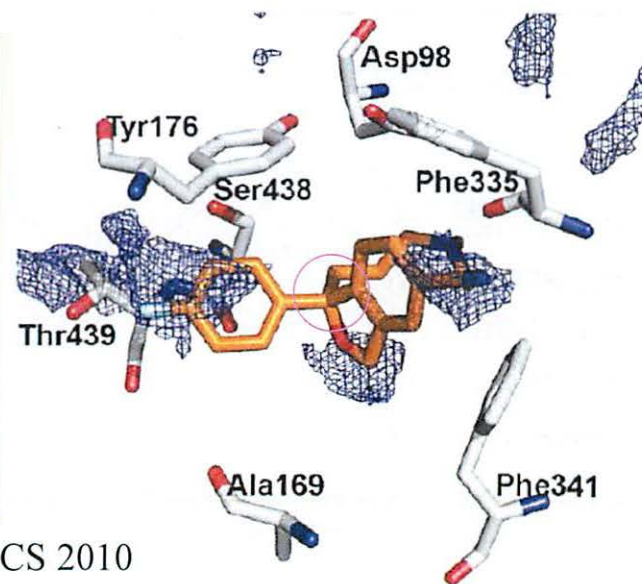
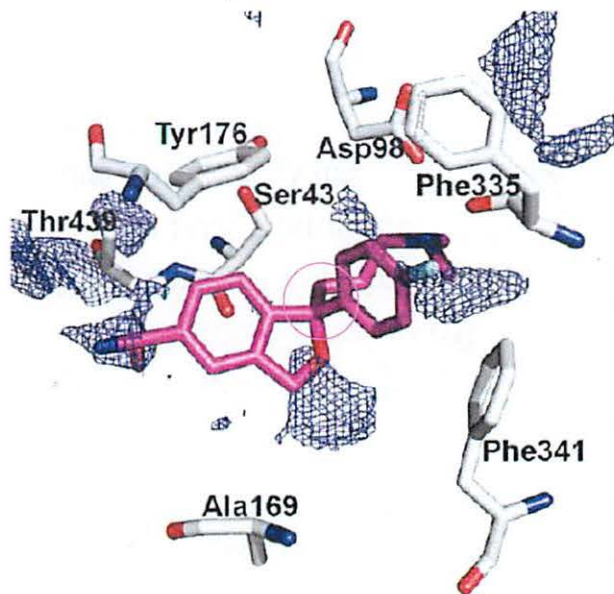
**Assignment:** (S)-citalopram

## Stereochemistry in action: Drug recognition by the target's active site (binding pocket)



Differences in stereochemistry dictate how each isomer binds to the active site, and thus its binding affinity at the serotonin transporter, SERT

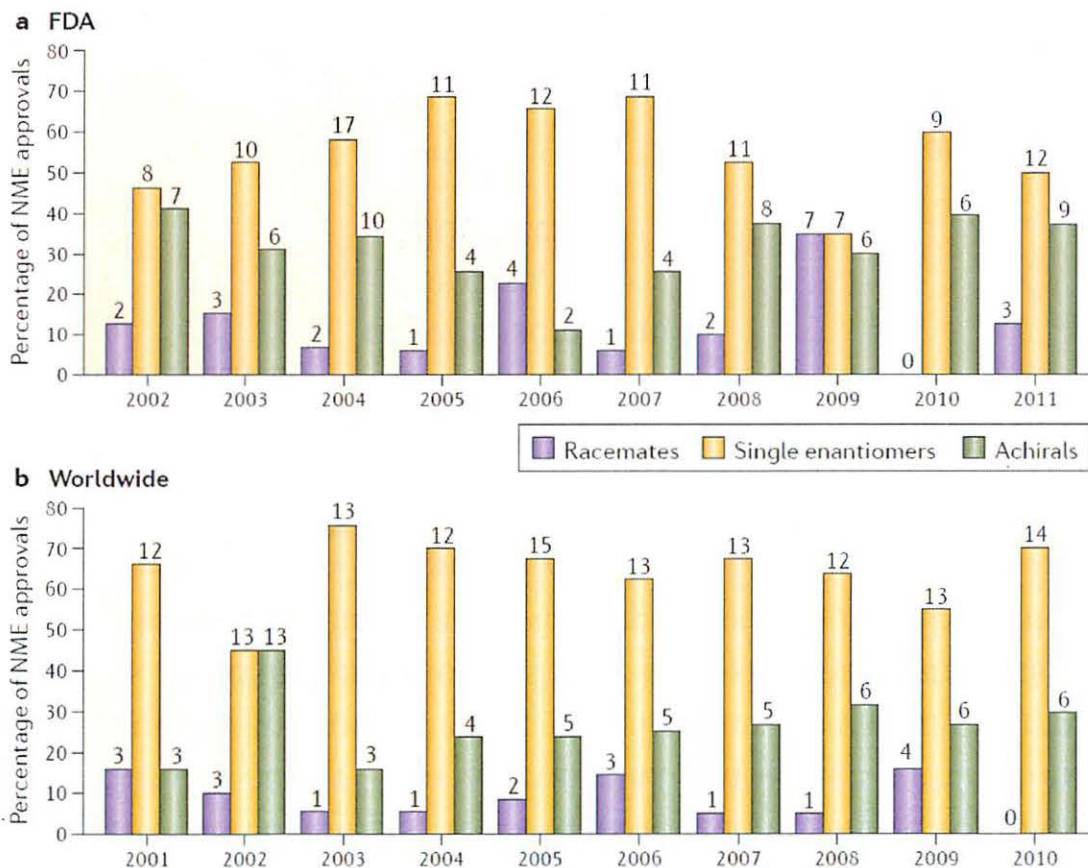
- *R*-enantiomer: binds in non-optimal fashion
- *S*-enantiomer: binds in opposite orientation, in optimal fashion ('reversed binding mode')



Koldso JACS 2010



## Single enantiomers dominate FDA and worldwide approvals vs. Racemates

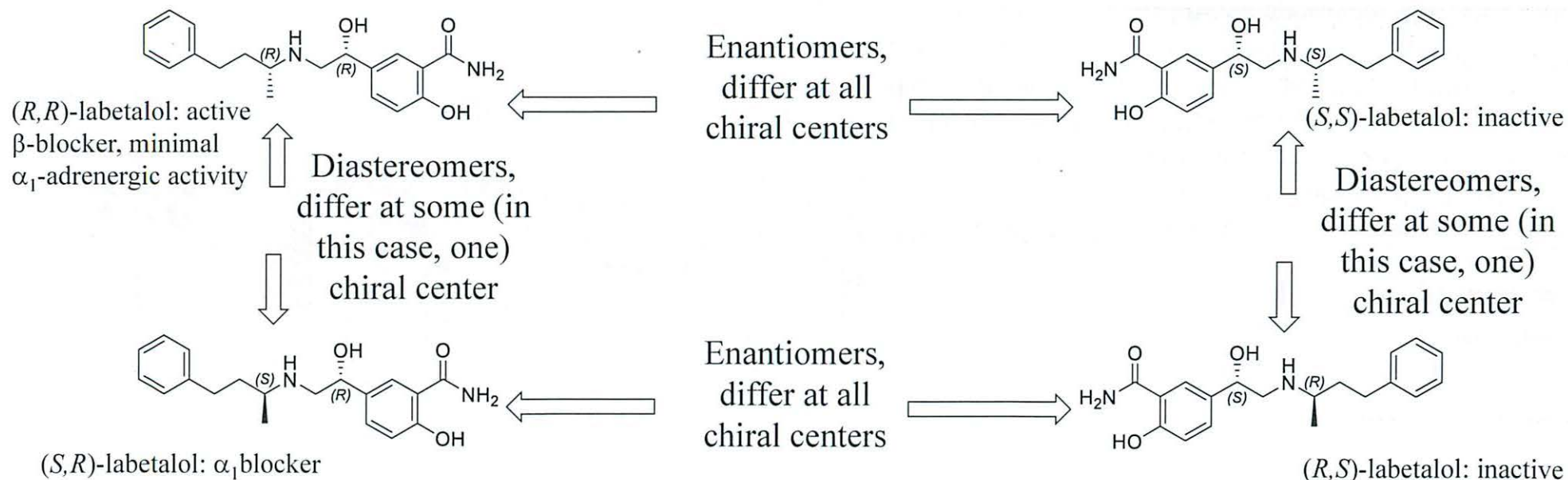


**The chirality of NMEs. a** | The percentage (shown on the y-axis) and number (shown above the bars) of US Food and Drug Administration (FDA)-approved new molecular entities (NMEs) according to the chirality of the NME are shown for the years 2002 to 2011. **b** | The percentage (shown on the y-axis) and number (shown above the bars) of worldwide-approved NMEs according to the chirality of the NME are shown for the 2001–2010 period. Achiral = nonchiral



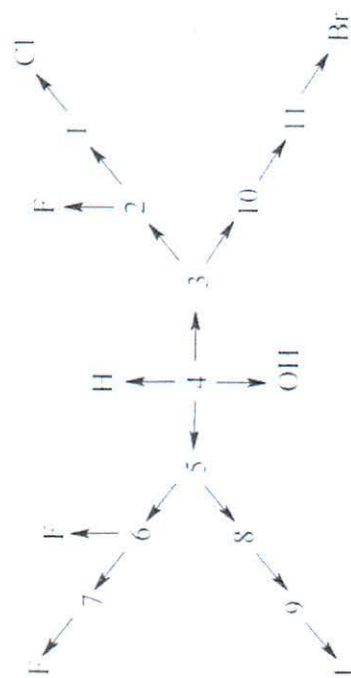
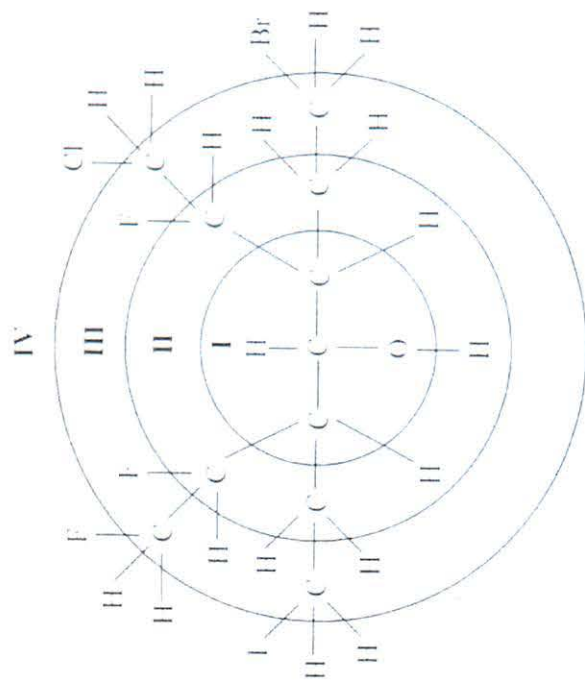
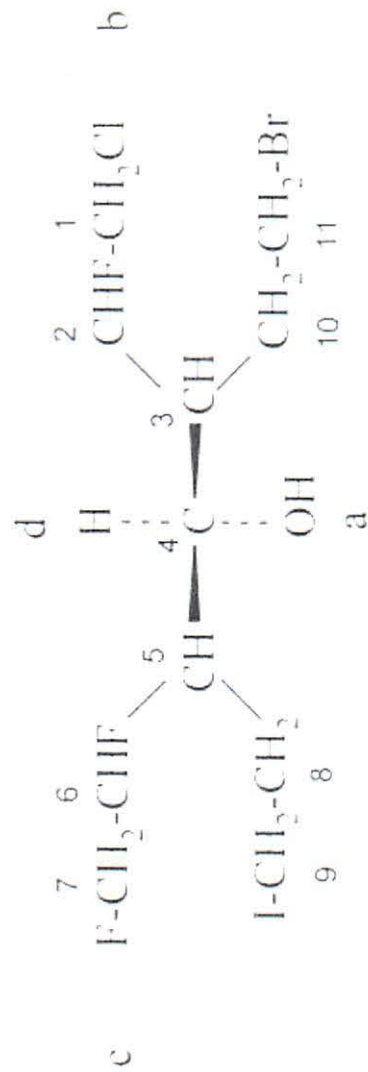
## Diastereomers: Molecules with more than 1 chiral center

The molecules we have considered thus far are relatively simple because each has only one chirality center and only two stereoisomers. The situation becomes more complex, however, with molecules that have more than one chirality center. As a general rule, a molecule with  $n$  chirality centers can have up to  $2^n$  stereoisomers. Molecules with more than one chiral center are called diastereomers, which are stereoisomers that are not mirror images. Note that enantiomers have opposite configurations at *all* chirality centers, whereas diastereomers have opposite configurations at *some* (one or more) chirality centers but the same configuration at others.



\*Labetalol is dispensed as a mixture of four diastereomers. The  $R,R$  and  $S,S$  are enantiomers; as well as the  $S,R$  and  $R,S$  are enantiomers. Only the  $R,R$  diastereomer is responsible for  $\beta$  adrenergic activity (25%)\*

## Assigning priority numbering for stereochemistry: IUPAC Rules



## 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: PharmacyDept/Division: PharmacyAlpha Designator/Number: MSPS 556☐ Graded ☐ CR/NCContact Person: Glen AndersonPhone: 6-2305

## NEW COURSE DATA:

New Course Title: BiochemistryAlpha Designator/Number: MSPS PHAR556MSPS 556Title Abbreviation: Biochemistry

(Limit of 25 characters and spaces)

Course Catalog Description:  
(Limit of 30 words)

This course is designed to provide biochemistry fundamentals and hands-on mass spectrometry-based proteomics experience to MSPS students. Topics covered include structures and properties of water and biomolecules (proteins, carbohydrates, lipids, and nucleic acids), enzymes and enzyme kinetics, membranes, receptors, transporters, signaling, human metabolism, hormonal regulation of metabolism, nucleic acid metabolism, gene regulation, protein synthesis.

Co-requisite(s): \_\_\_\_\_

First Term to be Offered: Fall 2017

Prerequisite(s): \_\_\_\_\_

Credit Hours: 5

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	<u>Faruk Khan</u>	Digitally signed by Faruk Khan DN: cn=Faruk Khan, o=MUSOP, ou=DPSR, email=khanmo@marshall.edu, c=US Date: 2017.02.15 16:50:52 -05'00'	Date _____
Registrar	<u>[Signature]</u>		Date <u>3-6-17</u>
College Curriculum Chair	<u>[Signature]</u>		Date <u>2-15-17</u>
Graduate Council Chair	<u>[Signature]</u>		Date <u>5-30-17</u>

## Request for Graduate Course Addition - Page 2

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College: Pharmacy

Department/Division: Pharmacy

Alpha Designator/Number: PHAR556

---

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.

Hasan Koc

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 department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

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

Not applicable

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

Not applicable

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

Identify, define and describe the properties of various biomolecules and how they dictate the chemical and physical properties of those molecules.

Describe the basic structure and properties of amino acids, proteins, carbohydrates, nucleic acids, and lipids and structure and function of biological membranes, transport mechanisms, ion transport, and signaling.

Describe basics of nucleic acid metabolism, transcription, and translation along with epigenetics and gene regulation.

Describe basic enzyme structure, function, kinetics, and inhibition.

Describe metabolic pathways for naturally occurring substances and their interrelationships.

Describe metabolic regulation by hormones and neurotransmitters as it applies to disease states and the mechanism of action



## Request for Graduate Course Addition - Page 2

College: Pharmacy

Department/Division: Pharmacy

Alpha Designator/Number: PHAR556

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Hasan Koc

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Not applicable

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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

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Not applicable

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

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Describe the basic structure and properties of amino acids, proteins, carbohydrates, nucleic acids, and lipids and structure and function of biological membranes, transport mechanisms, ion transport, and signaling.

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Describe metabolic pathways for naturally occurring substances and their interrelationships.

Describe metabolic regulation by hormones and neurotransmitters as it applies to disease states and the mechanism of action

## **Request for Graduate Course Addition - Page 3**

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

Course Introduction  
Water and pH  
Proteins  
Carbohydrates  
Nucleic acids  
Lipids and membranes  
Biosignaling  
Enzymes  
Carbohydrate metabolism  
Nitrogen metabolism  
Lipid metabolism  
Hormonal regulation of metabolism  
DNA metabolism  
RNA metabolism  
Protein synthesis  
Gene regulation  
Epigenetics  
Mass spectrometry –based proteomics

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

Lehninger Principles of Biochemistry, 5th Edition Authors: David L. Nelson and Michael M. Cox W. H. Freeman and Company, New York, N.Y. ISBN-13: 978-0-7167-7108-1; ISBN-10: 0-7167-7108-X

### **9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, Internship)**

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

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

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

**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:

PHAR 556 Biochemistry

This course is designed to provide biochemistry fundamentals and hands-on mass spectrometry-based proteomics experience to MSPS students. Topics covered include structures and properties of water and biomolecules (proteins, carbohydrates, lipids, and nucleic acids), enzymes and enzyme kinetics, membranes, receptors, transporters, signaling, human metabolism, hormonal regulation of metabolism, nucleic acid metabolism, gene regulation, proteins synthesis, epigenetics, and experimental MS-based proteomics.

No prereq

Offered first in Fall 2017

5/ 6 credit hours



UNITED STATES DEPARTMENT OF AGRICULTURE

Report of the Director of the Bureau of Plant Industry, United States Department of Agriculture, for the year 1907.

Published by the  
Government Printing Office  
Washington, D. C.  
1908

The following is a list of the publications of the Bureau of Plant Industry, United States Department of Agriculture, for the year 1907, arranged in alphabetical order of the titles.

1. The  
2. The  
3. The



www.marshall.edu

School of Pharmacy

**SYLLABUS**  
**Pharmaceutical Biochemistry**  
**PHAR 546 (Fall 2016)**

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.*

Course meeting days and time	Tuesday and Thursday 8:30 am -10:20 am
Location	L04
Team Leader / Instructor	Dr. Hasan Koc
Office	MEB 217A
Phone	(304) 696-7368
Email	kochoa@marshall.edu
Office hours	Thursday 1-2 pm or by appointment. You are always welcomed to stop by.

Faculty	Email	Office	Phone Number	Office Hours / Appointments accepted?

**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 course is designed to provide biochemistry fundamentals to PharmD students. Topics covered include structures and properties of water and biomolecules (proteins, carbohydrates, lipids, and nucleic acids), enzymes and enzyme kinetics, membranes, receptors, transporters, signaling, human metabolism, hormonal regulation of metabolism, nucleic acid metabolism, gene regulation, proteins synthesis, and epigenetics. Examples of basic principles covered in this class will be illustrated by use of the top 200 drugs where applicable

**Prerequisites:** P-1 status

**Text Books:**

**Required:**

**Recommended:**

Lehninger **Principles of Biochemistry**, 5th Edition Authors: David L. Nelson and Michael M. Cox W. H. Freeman and Company, New York, N.Y. ISBN-13: 978-0-7167-7108-1; ISBN-10: 0-7167-7108-X

**Harper's Illustrated Biochemistry** by Robert Murray, David Bender, Kathleen M. Botham, Peter J. Kennelly, Victor Rodwell. ISBN-13: 9780071765763

**Free online access through Access Pharmacy**

(<http://accesspharmacy.mhmedical.com/book.aspx?bookid=1366>)

**Course Objectives:**



Number	Objective	MUSOP abilities	How assessed
1	Identify, define and describe the properties of various biomolecules and how they dictate the chemical and physical properties of those molecules.	10	RATs, ALEs, and exams
2	Describe the basic structure and properties of amino acids, proteins, carbohydrates, nucleic acids, and lipids and structure and function of biological membranes, transport mechanisms, ion transport, and signaling.	10	RATs, ALEs, and exams
3	Describe basics of nucleic acid metabolism, transcription, and translation along with epigenetics and gene regulation.	10	RATs, ALEs, and exams
4	Describe basic enzyme structure, function, kinetics, and inhibition.	10	RATs, ALEs, and exams
5	Describe metabolic pathways for naturally occurring substances and their interrelationships.	10	RATs, ALEs, and exams
6	Describe metabolic regulation by hormones and neurotransmitters as it applies to disease states and the mechanism of action of drugs.	10	RATs, ALEs, and exams

**Tentative Schedule of Activities:**

Number	Date	Meeting format	Meeting topic
1	08/23/16	ALE	Course Introduction
2	08/25/16	ALE, IRAT, GRAT	Water and pH
3	08/30/16	ALE, IRAT, GRAT	Proteins
4	09/01/16	ALE	
5	09/06/16	ALE, IRAT, GRAT	Carbohydrates
6	09/08/16	ALE	
7	09/13/16	ALE, IRAT, GRAT	Nucleic acids
8	09/15/16	Review	
	09/16/16		Exam I* (Classes 1-7) - 2PM
9	09/20/16	ALE	
10	09/22/16	ALE, IRAT, GRAT	Lipids and membranes
11	09/27/16	ALE	
12	09/29/16	ALE, IRAT, GRAT	Biosignaling
13	10/04/16	ALE	
14	10/06/16	ALE, IRAT, GRAT	Enzymes
15	10/11/16	ALE	
16	10/13/16	Review	
	10/14/16		Exam II* (Classes 8-16) - 2PM
17	10/18/16	ALE, IRAT, GRAT	Carbohydrate metabolism
18	10/20/16	ALE	
19	10/25/16	ALE, IRAT, GRAT	Nitrogen metabolism





20	10/27/16	ALE, IRAT, GRAT	Lipid metabolism
21	11/01/16	ALE	
22	11/03/16	Review	
	11/04/16		Exam III* (Classes 17-21) - 2PM
23	11/08/16	ALE, IRAT, GRAT	Hormonal regulation of metabolism
24	11/10/16	ALE	
25	11/15/16	ALE, IRAT, GRAT	DNA metabolism
26	11/17/16	ALE, IRAT, GRAT	RNA metabolism
27	11/29/16	ALE, IRAT, GRAT	Protein synthesis
28	12/01/16	Review	
	12/02/16		Exam IV* (Classes 23-27) - 2PM
29	12/06/16	ALE, IRAT, GRAT	Gene regulation
30	12/08/16	ALE, IRAT, GRAT	Epigenetics
	12/12/16		FINAL Exam* (Comprehensive) - 8:30AM

**Legend:** IRAT = Individual Readiness Assurance Test, GRAT = Group Readiness Assurance Test, ALE= Active Learning Exercise

\* -Indicates major assessment

**Course Evaluation (grading):**

Exams: 60%  
Final Exam: 25%  
IRATs: 5%  
GRATs: 5%  
ALEs: 5%

**Letter grades distribution:**

A = 89.50 to 100% = A  
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. The instructor must be contacted prior to the exam, unless circumstances are prohibitory. Please note - the student is solely responsible for any materials missed.

**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 expections for academic, ethical, and professional conduct are defined within the school's Ethical and Professional Conduct Policy and the university's Academic Dishonesty Policy.

#### **Second Chance and Remediation Policy**

Second chance and remediation are mechanisms 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 sections 200.001.003 (Second Chance) and 200.001.004 (Remediation) of the Academic Standards for Grading, Progressions, Dismissal, and Re-admission Policy.

#### **Test Security Policy**

Refer to the following link for MUSOP's secure testing policies.

[http://www.marshall.edu/pharmacy/faculty\\_staff/faculty-and-staff-policies/400-003-secure-testing-environment-standards/](http://www.marshall.edu/pharmacy/faculty_staff/faculty-and-staff-policies/400-003-secure-testing-environment-standards/)





www.marshall.edu

School of Pharmacy

**SYLLABUS**  
**Biochemistry**  
**MSPS 556**

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.*

Course meeting days and time	
Location	
Team Leader / Instructor	Dr. Hasan Koc
Office	MEB 217A
Phone	(304) 696-7368
Email	kocha@marshall.edu
Office hours	

Faculty	Email	Office	Phone Number	Office Hours / Appointments accepted?

**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 course is designed to provide biochemistry fundamentals and hands-on mass spectrometry-based proteomics experience to MSPS students. It has been created by adding 1 credit of experimental component (MS-based proteomics) to PHAR546. Topics covered include structures and properties of water and biomolecules (proteins, carbohydrates, lipids, and nucleic acids), enzymes and enzyme kinetics, membranes, receptors, transporters, signaling, human metabolism, hormonal regulation of metabolism, nucleic acid metabolism, gene regulation, proteins synthesis, epigenetics, and experimental MS-based proteomics. Examples of basic principles covered in this class will be illustrated by use of the top 200 drugs where applicable

**Prerequisites:** P-1 status

**Text Books:**

**Required:**

**Recommended:**

Lehninger **Principles of Biochemistry**, 5th Edition Authors: David L. Nelson and Michael M. Cox W. H. Freeman and Company, New York, N.Y. ISBN-13: 978-0-7167-7108-1; ISBN-10: 0-7167-7108-X

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**Course Objectives:**

Number	Objective	MUSOP abilities	How assessed
1	Identify, define and describe the properties of various biomolecules and how they dictate the chemical and physical properties of those molecules.	10	RATs, ALEs, and exams
2	Describe the basic structure and properties of amino acids, proteins, carbohydrates, nucleic acids, and lipids and structure and function of biological membranes, transport mechanisms, ion transport, and signaling.	10	RATs, ALEs, and exams
3	Describe basics of nucleic acid metabolism, transcription, and translation along with epigenetics and gene regulation.	10	RATs, ALEs, and exams
4	Describe basic enzyme structure, function, kinetics, and inhibition.	10	RATs, ALEs, and exams
5	Describe metabolic pathways for naturally occurring substances and their interrelationships.	10	RATs, ALEs, and exams
6	Describe metabolic regulation by hormones and neurotransmitters as it applies to disease states and the mechanism of action of drugs.	10	RATs, ALEs, and exams
7	Acquire hands-on experience with mass spectrometry-based proteomics methodologies	10	Lab report

**Tentative Schedule of Activities:**

Number	Date	Meeting format	Meeting topic
1		ALE	Course Introduction
2		ALE, IRAT, GRAT	Water and pH
3		ALE, IRAT, GRAT	Proteins
4		ALE	
5		ALE, IRAT, GRAT	Carbohydrates
6		ALE	
7		ALE, IRAT, GRAT	Nucleic acids
8		Review	
			Exam I* (Classes 1-7)
9		ALE	
10		ALE, IRAT, GRAT	Lipids and membranes
11		ALE	
12		ALE, IRAT, GRAT	Biosignaling
13		ALE	
14		ALE, IRAT, GRAT	Enzymes
15		ALE	
16		Review	
			Exam II* (Classes 8-15)



17	ALE, IRAT, GRAT	Carbohydrate metabolism
18	ALE	
19	ALE, IRAT, GRAT	Nitrogen metabolism
20	ALE, IRAT, GRAT	Lipid metabolism
21	ALE	
22	Review	
		Exam III* (Classes 17-21)
23	ALE, IRAT, GRAT	Hormonal regulation of metabolism
24	ALE	
25	ALE, IRAT, GRAT	DNA metabolism
26	ALE, IRAT, GRAT	RNA metabolism
27	ALE, IRAT, GRAT	Protein synthesis
28	Review	
		Exam IV* (Classes 23-27)
29	ALE, IRAT, GRAT	Gene regulation
30	ALE, IRAT, GRAT	Epigenetics
31	Laboratory	Mass spectrometry -based proteomics
		FINAL Exam* (Comprehensive)

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 GRATs: 5%  
 ALEs: 5%  
 LAB Report: 10%

**Letter grades distribution:**

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## 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: Arts &amp; Media

Dept/Division: Music

Current Alpha Designator/Number: MUS 566

Contact Person: Vicki Stroeher

Phone: 66437

## CURRENT COURSE DATA:



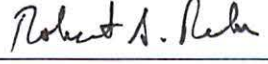
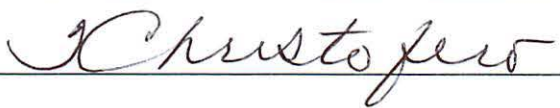
Course Title: Marching Band

Alpha Designator/Number: MUS 566

Title Abbreviation: Marching Band

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 <u>2/20/17</u>
Registrar 	Date <u>2-20-17</u>
College Curriculum Chair 	Date <u>3-2-17</u>
Graduate Council Chair 	Date <u>5-30-17</u>



## Request for Graduate Course Change - Page 2

College: Arts & Media

Department/Division: Music

Alpha Designator/Number: MUS 566

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

Change in CATALOG TITLE: ☒ YES ☐ NO

From Marching Band

(limited to 30 characters and spaces)

To Marching Thunder

If Yes, Rationale 

Having the title of the course reflect the public name of the ensemble will have a positive effect for on-campus recruiting.

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

To

---

Change in **COURSE CONTENT**: ☐ YES ☒ NO

From

To

Rationale

## Request for Graduate Course Change-Page 4

---

College: Arts & Media

Department: Music

Course Number/Title MUS 566 Marching Band

---

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

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

### COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

### COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

Course Title Change

Department: Music

Current Course Number/Title: MUS 566 Marching Band

New Course Title: Marching Thunder

Rationale: Having the title of the course reflect the public name of the ensemble will have a positive effect for on-campus recruiting.

Catalog Description: The Marching Thunder rehearses three times a week and performs a varied selection of music at every home game as well as at exhibitions around the country.

## 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: Arts &amp; Media

Dept/Division: Music

Current Alpha Designator/Number: MUS 568

Contact Person: Vicki Stroeher

Phone: 66437

## CURRENT COURSE DATA:





Course Title: Pep Band

Alpha Designator/Number: MUS 568

Title Abbreviation: Pep Band

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 <u>2/20/17</u>
Registrar 	Date <u>2-20-17</u>
College Curriculum Chair 	Date <u>3-2-17</u>
Graduate Council Chair 	Date <u>5-30-17</u>

## Request for Graduate Course Change - Page 2

College: Arts & Media

Department/Division: Music

Alpha Designator/Number: MUS 568

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

Change in CATALOG TITLE: ☒ YES ☐ NO

From Pep Band

(limited to 30 characters and spaces)

To Sixth Man Band

If Yes, Rationale 

Having the title of the course reflect the public name of the ensemble will have a positive effect for on-campus recruiting.

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 

The Marshall University Pep Band performs at all home men's and women's basketball games. Pep band provides music to enhance the overall game experience for players and fans.

To 

The Marshall University Sixth Man Band performs at all home men's and women's basketball games. The band provides music to enhance the overall game experience for players and fans.

If Yes  
Rationale 

The course description is altered to reflect the course title change.

## 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: Arts & Media

Department: Music

Course Number/Title MUS 568 Pep Band

---

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

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

### COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

### COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

Course Title Change

Department: Music

Current Course Number/Title: MUS 568 Pep Band

New Course Title: Sixth Man Band

Rationale: Having the title of the course reflect the public name of the ensemble will have a positive effect for on-campus recruiting. The course description is altered to reflect the course title change.

Catalog Description (old): The Marshall University Pep Band performs at all home men's and women's basketball games. Pep band provides music to enhance the overall game experience for players and fans.

Catalog Description (new): The Marshall University Sixth Man Band performs at all home men's and women's basketball games. The band provides music to enhance the overall game experience for players and fans.

## 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: COHP

Dept/Division: Public Health (MPH)

Current Alpha Designator/Number: PH 696

Contact Person: Paul Kadetz

Phone: 304-696-5772

## CURRENT COURSE DATA:

Course Title: Capstone

Alpha Designator/Number:


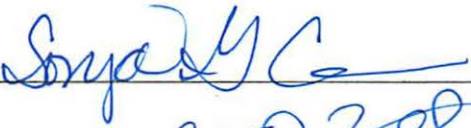

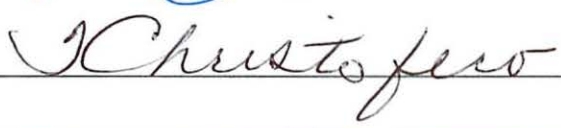
P H 6 9 6

Title Abbreviation:

C a p s t o n e

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.
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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 <u>2-6-17</u>
Registrar 	Date <u>2-7-17</u>
College Curriculum Chair 	Date <u>2-9-17</u>
Graduate Council Chair 	Date <u>5-30-17</u>

**Alpha Designator/Number:PH 696**

Page 2 of 5

## 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 Two Credit Hours

To Three Credit Hours. This change in one more credit hour more accurately reflects the amount of work expected for the capstone written project and oral presentation.

---

Change in COURSE CONTENT: ☐ YES ☒ NO

From

To

Rationale

## Request for Graduate Course Change-Page 4

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College: \_\_\_\_\_

Department: \_\_\_\_\_

Course Number/Title PH 696/Capstone \_\_\_\_\_

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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

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

### COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

### COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

#### COURSE DESCRIPTION CHANGE

Department: Public Health

Course Number and Title: PH 696 Capstone

Rationale: Students can choose PH 694 Practicum OR PH 695 Research before their capstone. The current catalog description does not account for the option of PH 695 Research.

Course Description (old): Course provides a structured and mentored process for students to produce written and oral components of a capstone project on a selected topic or question. (PR: Prior or current PH 694)

Course Description: (new) Course provides a structured and mentored process for students to produce written and oral components of a capstone project on a selected topic or question. (PR: Prior or current PH 694 or PH 695)

Catalog Description: Same as Course Description (old).

#### COURSE CREDIT HOUR CHANGE

Department: Public Health

Course Number and Title: PH 696 Capstone

Current Course Credit Hour: 2

New Course Credit Hour: 3

Rationale: This change in one more credit hour more accurately reflects the amount of work expected for the capstone written project and oral presentation.

Catalog Description: Course provides a structured and mentored process for students to produce written and oral components of a capstone project on a selected topic or question. (PR: Prior or current PH 694)



## 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: Experiential

Alpha Designator/Number: 821

☒ Graded ☐ CR/NC

Contact Person: Dr. H. Glenn Anderson

Phone: \_\_\_\_\_

## NEW COURSE DATA:

New Course Title: PHAR 821 IPPE INSTITUTIONAL

Alpha Designator/Number: 8 2 1

Title Abbreviation: I P P E I N S T I T U T I O N A L

(Limit of 25 characters and spaces)

Course Catalog Description:  
(Limit of 30 words)

The Introductory Pharmacy Practice Experience in Institutions is designed to allow the student to demonstrate knowledge and skill learned in the classroom while concurrently gaining understanding to the systems and function of the pharmacy in an institutional setting.

Co-requisite(s): P1 Status

First Term to be Offered: Spring ~~2017~~ 2018

Prerequisite(s):

Credit Hours: 2

Course(s) being deleted in place of this addition (must submit course deletion form): ~~PHAR 812 and PHAR 814~~ 86C

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

Dept. Chair/Division Head

Date

2/21/2017

Registrar

Date

3-4-17

College Curriculum Chair

Date

2/8/17

Graduate Council Chair

Date

5-30-17

## Request for Graduate Course Addition - Page 2

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College: Pharmacy

Department/Division: Experiential

Alpha Designator/Number: 821

---

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.

The faculty will be volunteer adjunct faculty who practice in an institutional setting.

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 department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

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

There is an affiliation agreement between the institution and the School in order to allow our students access to the institution and agreement to follow FERPA and HIPAA guidelines at a minimum. Each Institution has a separate affiliation agreement. Attached is our standard affiliation agreement.

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 Separate Document

## **Request for Graduate Course Addition - Page 3**

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

Students will engage in active learning in a real environment for 2 consecutive weeks at various institutions nationwide.

### **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)**

Experience.

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

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

Assessment based on student's ability to demonstrate skills and knowledge related to performance in an institutional setting.

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

Not Applicable

### **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:

Experiential

PHAR 821 IPPE Institutional

Course Description: Institutional pharmacy practice in a supervised setting. Students are exposed to the role and responsibilities of the institutional pharmacist; the importance of effective communication between pharmacists, patients and other health care providers; and the application of local, state and federal laws governing pharmacy practice. Reinforces knowledge, skills, and attitudes in the care of institutional patients.

P1 status

Spring 2017

2

**Introductory Pharmacy Practice Experiences (IPPE)  
in Institutional Settings  
Syllabus  
PHAR 821  
2017-2018 Academic Year**

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	80 hours within a 2 week time period over the summer.
Credit Hours	2 Hour
Location	Health-system pharmacy practice locations
Team Leader / Instructor	Robert Stanton, MBA, PharmD, BCPS
Office	CEB 144 (Experiential Learning Office)
Phone	304-696-7350
Email	<a href="mailto:rstanton@marshall.edu">rstanton@marshall.edu</a>
Office hours	Tuesday: Noon – 1 PM & by appointment

Faculty	Email	Office	Phone Number	Office Hours / Appointments accepted?
Craig Kimble, PharmD, MBA, MS, BCACP	<a href="mailto:Craig.kimble@marshall.edu">Craig.kimble@marshall.edu</a>	CEB 145	304-696-6014	By appointment

**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:** Institutional pharmacy practice in a supervised setting. Students are exposed to the role and responsibilities of the institutional pharmacist; the importance of effective communication between pharmacists, patients and other health care providers; and the application of local, state and federal laws governing pharmacy practice. Reinforces knowledge, skills, and attitudes in the care of institutional patients.

**Prerequisites:** P-1 Status

**Text Books:**

**Required:** None

**Recommended:** A PDA or smartphone version of a drug information program such as Micromedex (free to Marshall students), Lexicomp, ePocrates, Clinical Pharmacology, or similar program.

**Course Objectives:**

Number	Objective	Abilities Expected to be Demonstrated.	How Assessed
1	Exhibits professional attitude, behavior, communication, and collaboration. [ Learning Outcomes # 10, 6, 2 ]	57: Dresses appropriately for each practice setting 64: Provides customer service 65: Is empathetic during provision of patient care 66: Is empathetic during provision of patient care 14: Integrates himself/herself into the healthcare team in a positive manner 15: Aware of current healthcare and stakeholder stressors 38: Deserves the public's trust due to existence of personal integrity, professional competency, and dedication to the profession and patient. 39: Assumes responsible for actions, success, and failures 59: Adapts to new practice challenges and environments in a positive manner	Professionalism Assessment
2	Recognizes and respects cultural differences of others. [ Learning Outcomes # 2,3 ]	22: Places professional responsibilities before own cultural beliefs and prejudices 14: Integrates himself/herself into the healthcare team in a positive manner	Professionalism Assessment
3	Is self-directed and/or engaged in undertaking tasks and completing assignments. [ Learning Outcomes 2, 6 ]	14: Integrates himself/herself into the healthcare team in a positive manner 39: Assumes responsible for actions, success, and failures	Professionalism Assessment
4	Demonstrate the ability to <b><i>always</i></b> uses electronic devices - cell phone, tablet, computer - professionally and/or according to the sites policies. [ Learning Outcome 10 ]		Professionalism and Communication Assessment
5	Protects patient privacy and follows HIPAA policy. [ Learning Outcome 10 ]	63: Practices lawfully and ethically	Communication Assessment
6	Create and provide an accurate, informative, and usefully in-service on a top 200 medication. "Medication Minute". [ Learning Outcome # 2 ]	14: Integrates himself/herself into the healthcare team in a positive manner	Communication Assessment



7	Demonstrate the ability to accurately calculate the Number of Doses and/or the time the dose and/or days supply independently and without assistance [ Learning Outcomes # 1, 4 ]	23: Execute a patient order or prescription	Observation and verification of work. Calculation Assessment
		24: Accurately perform pharmaceutical calculations	
		9: Document professional practice activities	
8	Accurately restock Inventory in all areas of the pharmacy. Introduction to Look-alike, Sound-alike inventory separation. [ Learning Outcomes 5, 11 ]	66: Adheres to the tenets of patient safety	Observation. Inventory Management Assessment
		31: Manages inventory and inventory turnover	
9	Describe <i>fully</i> the site's medication procurement system, including controlled substances, without prompting. [ Learning Outcomes # 5, 10 ]	31: Manages inventory and inventory turnover	Inventory Management Assessment
		63: Practices lawfully and ethically	
10	Prepare a compounded medication (IV or non-IV) accurately and timely. Label the medication accurately and timely [ Learning Outcome # 4 ]	24: Accurately perform pharmaceutical calculations	Observation and verification of work. Compounding Assessment
		23: Execute a patient order or prescription	
		25: Compound oral, topical, rectal, vaginal, parenteral, sterile medication formulations	
11	Describe accurately and fully describes the automated dispensing machine process and/or the cart-fill process [ Learning Outcomes # 10, 11 ]	66: Adheres to the tenets of patient safety	Information Systems and Technology Assessment
		63: Practices lawfully and ethically	
12	Participates in an interprofessional exchange between other health professions and pharmacy [ Learning Outcomes # 2, 8, 10 ]	14: Integrates himself/herself into the healthcare team in a positive manner	Inter-professional Education Assessment
		47: Provides and receives feedback in the educational and professional environments	
		59: Adapts to new practice challenges and environments in a positive manner	
13	Develop Life-long learning skills [ Learning Outcomes # 8, 10 ]	47: Provides and receives feedback in the educational and professional environments	Completion of Reflection Paper
		52: Communicates through use of professional written media	
		61: Self evaluates for the purpose of personal continuous quality improvement	
		62: Commits to life-long learning	

## Course Evaluation (assessment):

### Point or Percentage Distribution:

Assessment	Percent Final Grade
Critical reflection paper completed	10
Professionalism	25
Communication	30
Calculations	10
Inventory Management	8
Information Systems and Technology	5
Compounding	5
Interprofessional Education	7

## Course Evaluation (grading):

**Letter grades distribution:** A = 89.5 to 100%  
B = 79.5 to less than 89.49%  
C = 69.5 to less than 79.49%  
F = Less than 69.49%

**Assignment and examination grades will be posted in Blackboard within 7 days unless otherwise stated.**

### Attendance policy:

All students are expected to adhere to the rotation attendance policy and are required to spend a minimum of 8 hours per week at the site.

**Tardiness** is defined as arriving at your workstation after the scheduled start of a shift. If greater than one tardy then this will be classified as an unexcused absence. On time is defined as at work station and prepared to work at the beginning of shift. Being in the parking lot or walking through the doors is NOT being at your workstation.

**Absences with Advanced Notice:** A student may make a request to be excused (professional absence) from rotation for a qualifying school sponsored or other educational event (e.g. career day). Such days are limited and may or may not be granted. Contact the experiential department for such consideration.

**Absences for Illness/Emergency:** In the event that the student may be unexpectedly absent from rotation (e.g. illness, emergency), the student **must immediately notify BOTH the preceptor (by phone) and the Office of Experiential Education (304-696-7350)**. Please treat your preceptor as you would an employer and provide notice as early as possible. In the event that the student must leave a message, (s)he should provide a contact phone number where (s)he may be reached and follow up with an e-mail (if possible) to ensure that the message was received. **Each failure to notify the preceptor AND the school properly will result in (5%)**

**deduction from the rotation grade. Note. The Asst Dean of Student Affairs will determine whether the absence is excused or unexcused.**

**Unexcused absences** are prohibited and may result in failure of course. Each unexcused absence will result in a minimum reduction of 5 percentage points per occurrence; ***two unexcused absences will result in automatic failure of the course.*** For excused absences refer to the student handbook.

**All missed time (for any reason, with the exception of an approved absence or designated holiday) must be made up.**

**Length of Course**

This experiential pharmacy practice will consist of 80 hours within a 2 week period.

## 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 expectations for academic, ethical, and professional conduct are defined within the school's [Ethical and Professional Conduct Policy](#) and the university's [Academic Dishonesty Policy](#).

### Second Chance and Remediation Policy

Second chance and remediation are mechanisms 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 sections 200.001.003 (Second Chance) and 200.001.004 (Remediation) of the [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](#).

## 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: COLA

Dept/Division: Political Science (PSC)

Contact Person: George Davis

Phone: 314 696 2766

Degree Program Political Science MA

Check action requested: ☐ Addition ☐ Deletion ☒ Change

Effective Term/Year

Fall 20

17

Spring 20

☐

Summer 20

☐

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

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

Dept. Chair/Division Head

Date

3/7/2017

College Curriculum Chair

Date

3/10/17

College Dean

attached

Date

Graduate Council Chair

Date

5/30/17

Provost/VP Academic Affairs

Date

Presidential Approval

Date

Board of Governors Approval

Date

Chair: Tracy Christofero

GC#4: Major or Degree

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

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3. *The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.*

College: COLA

Dept/Division: Political Science (PSC)

Contact Person: George Davis

Phone: 314 696 2766

Degree Program: Political Science MA

Check action requested: ☐ Addition ☐ Deletion ☒ Change

Effective Term/Year

Fall 20

17

Spring 20

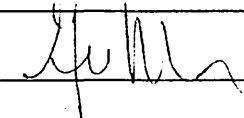
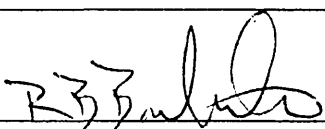
☐

Summer 20

☐

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

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

Dept. Chair/Division Head 	Date <u>3/7/2017</u>
College Curriculum Chair _____	Date _____
College Dean 	Date <u>4-3-17</u>
Graduate Council Chair _____	Date _____
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____
Board of Governors Approval _____	Date _____

**COPY**  
 Sent to: HD to Slav  
 Date: 3/7/17



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

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

This change address a number of interrelated limitations with our current thesis only option. First, although the thesis is an appropriate culminating project for students interested in pursuing a PhD., it is not useful for students on a professional track. Second, for professionally tracked students, the thesis only option has proven an obstacle to timely completion of the Political Science MA program. Third, the thesis only option is a factor in our decreased enrollment numbers and has limited our ability to attract new (professionally tracked) students into our program. The Department of Political Science concludes that the addition of a rigorous, comprehensive examination option addresses these limitations and better serves students on a professional rather than academic track.

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)

Changes consist of the addition of a comprehensive exam option for PSC and a change of thesis from required to optional. Specific changes include:

1. The following courses are no longer required but optional: PSC 680 Master's Thesis Workshop (3 hrs.); PSC 681 Thesis (6 hrs.)
2. The addition of a comprehensive exam options as specified in the new program description (attached)
3. Clarifying language regarding available rotation of PSC 600-level seminars

**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)

pp. 175-176 (See Attached)

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

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

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

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

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

see attached

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

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

Department:

Major or Degree:

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

Rationale:

Department:

Political Science (PSC)

Major or Degree:

MA

Type of Change:

Change

Rational:

This change address a number of interrelated limitations with our current thesis only option. First, although the thesis is an appropriate culminating project for students interested in pursuing a PhD., it is not useful for students on a professional track. Second, for professionally tracked students, the thesis only option has proven an obstacle to timely completion of the Political Science MA program. Third, the thesis only option is a factor in our decreased enrollment numbers and has limited our ability to attract new (professionally tracked) students into our program. The Department of Political Science concludes that the addition of a rigorous, comprehensive examination option addresses these limitations.

### **3. CURRENT CATALOG DESCRIPTION pp. 175-176**

The Department of Political Science is committed to those items enumerated in the mission statements of Marshall University and its College of Liberal Arts. First and foremost, the Department of Political Science strives to prepare future leaders by providing undergraduate and graduate students with a quality liberal arts political science education. This education includes critical thinking skills, problem solving skills, research skills, language/communication skills, and development of students' intellectual capabilities. The Department of Political Science is committed to (1) applied and basic research; (2) leadership and public service to the community; and (3) developing insight into multicultural and global issues.

#### **Admission Requirements**

Applicants should follow the admissions process outlined in the Graduate Catalog or at the Graduate College website at [www.marshall.edu/graduate/admissions/how-to-apply-for-admission](http://www.marshall.edu/graduate/admissions/how-to-apply-for-admission). Although applicants will be considered according to university application deadlines, the program strongly recommends that students plan to start in the Fall semester if they wish to complete the degree within four semesters.

To apply, students must submit the following items directly to Graduate Admissions:

- An application for admission (and pay the appropriate application fee);
- Official bachelor's degree transcript; applicants must have completed 12 hours of undergraduate social science coursework and have an undergraduate Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale;
- Graduate Record Examination (GRE) General Test or GRE Revised General Test, no older than five years at time of application (requirement may be waived if applicant has an undergraduate Grade Point Average (GPA) of 3.3 or higher on a 4.0 scale, and/or holds an advanced post-graduate degree from a regionally accredited college/university);
- TOEFL scores (if relevant);
- A personal statement (1-2 page essay discussing the applicant's interest in political science and how the M.A. degree will benefit him or her);
- Two letters of recommendation that discuss the applicant's abilities (college instructors strongly preferred).

#### **Conditional Admission**

The Political Science program may admit applicants conditionally, for one term, pending receipt of final official undergraduate transcripts (and GRE scores if their current undergraduate GPA is above 3.3)

#### **Provisional Admission**

The Political Science program may admit applicants provisionally, for one term, who have an undergraduate GPA between 2.50 and 2.99 on a 4.0 scale.

## **Degree Requirements**

Students must complete 36 hours of credit, which includes nine thesis hours.

### **Required Core Curriculum and Suggested Sequence (15 Hrs.)**

- PSC 600 Research Design (3 hrs) - First Semester
- PSC 604 Data Analysis(3 hrs) - Second Semester
- PSC 680 Master's Thesis Workshop (3 hrs) - Third Semester
- PSC 681 Thesis (6 hrs) - Fourth Semester

### **Electives (21 Hrs.)**

These electives must be selected with approval of the Director of Graduate Studies and may be a mixture of any 5XX and 6XX political science courses.

A *minimum* of six elective hours must be seminars from the following list: PSC 606, 609, 611, 612, 614, 622, 629, 648, 650-1, 652, 660, 675 (may count for a maximum of three hours toward this requirement), and others with the approval of the Director of Graduate Studies.

A *maximum* of six elective hours from graduate courses taken outside of the political science department may be counted toward the degree with the approval of the Director of Graduate Studies.

### **Thesis**

The written thesis (and subsequent oral defense) serves as the culminating project for the M.A. degree in Political Science.

In cooperation with the Director of Graduate Studies, a student should form a thesis committee. The thesis committee assists in selecting and developing the research problem and evaluates the student's work on that problem. The student should also determine the graduate faculty member of the department who will serve as chair of the student's thesis committee.

Students will develop a written thesis prospectus, approved by their thesis committee, in PSC 680. The remaining thesis credit hours (PSC 681) will usually be taken in the subsequent semester. In addition to writing the thesis, all students must pass an oral defense.

### **Advising**

Each new graduate student must meet with the Director of Graduate Studies before his or her first semester as a graduate student. Continued advising throughout a student's tenure at Marshall University is strongly encouraged.

### **Plan of Study**

A Plan of Study approved by the Director of Graduate Studies and the Graduate Dean must be filed in the Graduate College office before the student registers for the 12th semester hour.

**Two-C Rule**

A student who earns more than two grades of C or lower in any graduate courses may be withdrawn from the program.

**Accelerated Master's Degree**

An Accelerated Master's Degree is available for qualified undergraduate political science majors. See the Accelerated Master's Degree section in this catalog for details.

#### **4. Edits to the CURRENT CATALOG DESCRIPTION**

The Department of Political Science is committed to those items enumerated in the mission statements of Marshall University and its College of Liberal Arts. First and foremost, the Department of Political Science strives to prepare future leaders by providing undergraduate and graduate students with a quality liberal arts political science education. This education includes critical thinking skills, problem solving skills, research skills, language/communication skills, and development of students' intellectual capabilities. The Department of Political Science is committed to (1) applied and basic research; (2) leadership and public service to the community; and (3) developing insight into multicultural and global issues.

#### **Admission Requirements**

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To apply, students must submit the following items directly to Graduate Admissions:

- An application for admission (and pay the appropriate application fee);
- Official bachelor's degree transcript; applicants must have completed 12 hours of undergraduate social science coursework and have an undergraduate Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale;
- Graduate Record Examination (GRE) General Test or GRE Revised General Test, no older than five years at time of application (requirement may be waived if applicant has an undergraduate Grade Point Average (GPA) of 3.3 or higher on a 4.0 scale, and/or holds an advanced post-graduate degree from a regionally accredited college/university);
- TOEFL scores (if relevant);
- A personal statement (1-2 page essay discussing the applicant's interest in political science and how the M.A. degree will benefit him or her);
- Two letters of recommendation that discuss the applicant's abilities (college instructors strongly preferred).

#### **Conditional Admission**

The Political Science program may admit applicants conditionally, for one term, pending receipt of final official undergraduate transcripts (and GRE scores if their current undergraduate GPA is above 3.3)

#### **Provisional Admission**

The Political Science program may admit applicants provisionally, for one term, who have an undergraduate GPA between 2.50 and 2.99 on a 4.0 scale.



## Degree Requirements

Students must complete 36 hours of credit, which includes ~~nine-thesis~~ the required hours below.

### Required Core Curriculum and Suggested Sequence ~~(15 Hrs.)~~ (18 Hrs.)

- PSC 600 Research Design (3 hrs) - First Semester
- PSC 604 Data Analysis(3 hrs) - Second Semester
- Four Core 600-level Seminars (12 Hrs.)— 1 per Semester. Seminars are taken from a rotation of PSC 606, 609, 611, 612, 614, 629 and 648. Students with Legislative Internship hours can substitute PSC 675 as a Core Seminar course. All other course substitutions by permission of Director of Graduate Studies only.
- ~~PSC 680 Master's Thesis Workshop (3 hrs) Third Semester~~
- ~~PSC 681 Thesis (6 hrs) Fourth Semester~~

### Electives ~~(21 Hrs.)~~ (18 Hrs.)

These electives must be selected with approval of the Director of Graduate Studies and may be a mixture of any 5XX and 6XX political science courses.

~~A minimum of six elective hours must be seminars from the following list: PSC 606, 609, 611, 612, 614, 622, 629, 648, 650-1, 652, 660, 675 (may count for a maximum of three hours toward this requirement), and others with the approval of the Director of Graduate Studies.~~

A *maximum* of six elective hours from graduate courses taken outside of the political science department may be counted toward the degree with the approval of the Director of Graduate Studies. Students in a dual degree program (e.g., PSC MA/MPA) may count up to 9 hours of outside credit as electives. Thesis hours (PSC 681) can count toward elective credit with approval of the Director of Graduate Studies

### Thesis Option

Students can choose the written thesis (and subsequent oral defense) as a culminating project for the Political Science M.A. degree.

~~The written thesis (and subsequent oral defense) serves as the culminating project for the M.A. degree in Political Science.~~

In cooperation with the Director of Graduate Studies, a student should form a thesis committee. The thesis committee assists in selecting and developing the research problem and evaluates the student's work on that problem. The student should also determine the graduate faculty member of the department who will serve as chair of the student's thesis committee.

Students will develop a written thesis prospectus, approved by their thesis committee. In addition to writing the thesis, all students must pass an oral defense.

~~Students will develop a written thesis prospectus, approved by their thesis committee, in PSC 680. The remaining thesis credit hours (PSC 681) will usually be taken in the subsequent semester. In addition to writing the thesis, all students must pass an oral defense.~~

### **Comprehensive Exam Option**

Students can choose the comprehensive exam as their culminating project for the Political Science M.A. degree. Over a two-week period in their fourth semester, students will work with core seminar instructors to develop a portfolio of written responses evaluating their competency in the core fields of Political Science. For students admitted prior to Fall 2017, additional classes can be substituted for core seminars with approval of the graduate instructor.

Evaluation of student competency is based on written responses and an oral defense.

### **Advising**

Each new graduate student must meet with the Director of Graduate Studies before his or her first semester as a graduate student. Continued advising throughout a student's tenure at Marshall University is strongly encouraged.

### **Plan of Study**

A Plan of Study approved by the Director of Graduate Studies and the Graduate Dean must be filed in the Graduate College office before the student registers for the 12th semester hour.

### **Two-C Rule**

A student who earns more than two grades of C or lower in any graduate courses may be withdrawn from the program.

### **Accelerated Master's Degree**

An Accelerated Master's Degree is available for qualified undergraduate political science majors. See the Accelerated Master's Degree section in this catalog for details.

## **5. NEW PROGRAM DESCRIPTION**

The Department of Political Science is committed to those items enumerated in the mission statements of Marshall University and its College of Liberal Arts. First and foremost, the Department of Political Science strives to prepare future leaders by providing undergraduate and graduate students with a quality liberal arts political science education. This education includes critical thinking skills, problem solving skills, research skills, language/communication skills, and development of students' intellectual capabilities. The Department of Political Science is committed to (1) applied and basic research; (2) leadership and public service to the community; and (3) developing insight into multicultural and global issues.

### **Admission Requirements**

Applicants should follow the admissions process outlined in the Graduate Catalog or at the Graduate College website at [www.marshall.edu/graduate/admissions/how-to-apply-for-admission](http://www.marshall.edu/graduate/admissions/how-to-apply-for-admission). To apply, students must submit the following items directly to Graduate Admissions:

- An application for admission (and pay the appropriate application fee);
- Official bachelor's degree transcript; applicants must have completed 12 hours of undergraduate social science coursework and have an undergraduate Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale;
- Graduate Record Examination (GRE) General Test or GRE Revised General Test, no older than five years at time of application (requirement may be waived if applicant has an undergraduate Grade Point Average (GPA) of 3.3 or higher on a 4.0 scale, and/or holds an advanced post-graduate degree from a regionally accredited college/university);
- TOEFL scores (if relevant);
- A personal statement (1-2 page essay discussing the applicant's interest in political science and how the M.A. degree will benefit him or her);
- Two letters of recommendation that discuss the applicant's abilities (college instructors strongly preferred).

### **Conditional Admission**

The Political Science program may admit applicants conditionally, for one term, pending receipt of final official undergraduate transcripts (and GRE scores if their current undergraduate GPA is above 3.3)

### **Provisional Admission**

The Political Science program may admit applicants provisionally, for one term, who have an undergraduate GPA between 2.50 and 2.99 on a 4.0 scale.

### **Degree Requirements**

Students must complete 36 hours of credit, which includes the required hours below.

### **Required Core Curriculum and Suggested Sequence (18 Hrs.)**

- PSC 600 Research Design (3 hrs) - First Semester
- PSC 604 Data Analysis(3 hrs) - Second Semester
- Four Core 600-level Seminars (12 Hrs.)—Any Semester. Seminars are taken from a rotation of PSC 606, 611, 612, 648, 609, 614, and 629. Students with Legislative Internship hours can substitute PSC 675 as a Core Seminar course. All other course substitutions by permission of Director of Graduate Studies only.

### **Electives (18 Hrs.)**

These electives must be selected with approval of the Director of Graduate Studies and may be a mixture of any 5XX and 6XX political science courses.

A *maximum* of six elective hours from graduate courses taken outside of the political science department may be counted toward the degree with the approval of the Director of Graduate Studies. Students in a dual degree program (e.g., PSC MA/MPA) may count up to 9 hours of outside credit as electives. Thesis hours (PSC 681) can count toward elective credit with approval of the Director of Graduate Studies

### **Thesis**

Students can choose the written thesis (and subsequent oral defense) as a culminating project for the Political Science M.A. degree.

In cooperation with the Director of Graduate Studies, a student should form a thesis committee. The thesis committee assists in selecting and developing the research problem and evaluates the student's work on that problem. The student should also determine the graduate faculty member of the department who will serve as chair of the student's thesis committee.

Students will develop a written thesis prospectus, approved by their thesis committee. In addition to writing the thesis, all students must pass an oral defense.

### **Comprehensive Exam**

Students can choose the comprehensive exam as their culminating project for the Political Science M.A. degree. Over a two-week period in their fourth semester, students will work with core seminar instructors to develop a portfolio of written responses evaluating their competency in the core fields of Political Science. For students admitted prior to Fall 2017, additional classes can be substituted for core seminars with approval of the graduate instructor.

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**Plan of Study**

A Plan of Study approved by the Director of Graduate Studies and the Graduate Dean must be filed in the Graduate College office before the student registers for the 12th semester hour.

**Two-C Rule**

A student who earns more than two grades of C or lower in any graduate courses may be withdrawn from the program.

**Accelerated Master's Degree**

An Accelerated Master's Degree is available for qualified undergraduate political science majors. See the Accelerated Master's Degree section in this catalog for details.

## 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 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 PDF copy without signatures to the Graduate Council Chair.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COLA

Dept/Division: History

Contact Person: Robert Deal

Phone: 304-696-2721

Rationale  
for Request

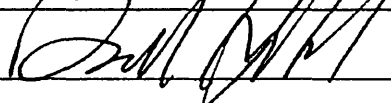
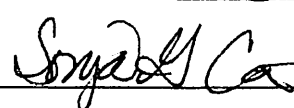
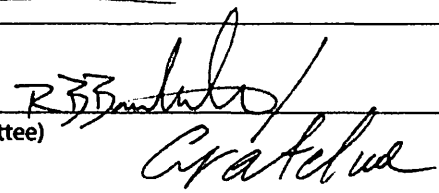
(May attach  
separate page  
if needed)

The History Department would like to change the deadline for applications for our M.A. program because having hard deadlines well before the rest of the university has caused confusion and resulted in our missing out on strong applicants.

The History Department would like to add a requirement that applicants submit a personal statement of their interest in our M.A. program because we believe that this will give us additional information with which to assess candidates for 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 	Date <u>1/25/17</u>
Registrar 	Date <u>1/27/17</u>
College Curriculum Committee Chair  (or Dean if no college curriculum committee)	Date <u>1/30/2017</u> <u>1/31/2017</u>
Graduate Council Chair _____	Date _____

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

## 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: Health Professions

Dept/Division: Physical Therapy

Alpha Designator/Number: PT 758

☒ Graded ☐ CR/NC

Contact Person: D. Scott Davis PT, MS, EdD, OCS

Phone: 304-696-5614

## NEW COURSE DATA:

New Course Title: Patient Motivation and Behavioral Change in Physical Therapy

Alpha Designator/Number: P T 7 5 8

Title Abbreviation: P M &amp; B C i n P T P r a c t

(Limit of 25 characters and spaces)

Course Catalog Description:  
(Limit of 30 words)

Introduction to patient motivation and behavioral change in physical therapy practice. Emphasis is on practical strategies to help the physical therapist promote healthy patient/client change leading to improved human movement and overall health.

Co-requisite(s): none

First Term to be Offered: Summer 2017

Prerequisite(s): none

Credit Hours: 1

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 <u>D. Scott Davis</u>	Date <u>3-6-17</u>
Registrar <u>Sonyia C</u>	Date <u>3-6-17</u>
College Curriculum Chair <u>Will Z</u>	Date <u>3/16/17</u>
Graduate Council Chair <u>Tracy Christofero</u>	Date <u>5/30/17</u>



## Request for Graduate Course Addition - Page 2

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College: Health Professions

Department/Division: Physical Therapy

Alpha Designator/Number: PT 758

---

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.

Gretchen Pfost PT, DPT, NCS

Rania Karim, PT, DPT, GCS, CEEAA

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 department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Please see attached syllabus.

## **Request for Graduate Course Addition - Page 3**

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

Please see attached syllabus

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

Please see attached syllabus.

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

Please see attached syllabus.

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

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

Please see attached syllabus.

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

The student must have successfully completed all prior curricular course work.

### **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: School of Physical Therapy

Course Number and Title: PT 758 Patient Motivation and Behavioral Change in Physical Therapy

Catalog Description: Introduction to patient motivation and behavioral change in physical therapy practice. Emphasis is on practical strategies to help the physical therapist promote healthy patient/client change leading to improved human movement and overall health.

Prerequisites: The student must have successfully completed all prior curricular course work.

First Term Offered: Summer 2017

Credit Hours: 1

Course Title/Number	<b>PT 758-Patient Motivation and Behavioral Change in Physical Therapy</b>	
Semester/Year	<b>Summer 2017</b>	
Days/Time	<b>Wednesday 1-3:00</b>	
Location	<b>SMEC Room 113</b>	
Instructor	Gretchen R. Pfost, PT, DPT, NCS	Rania Karim, PT, DPT, GCS
Office	SMEC Room 145	SMEC Room 146
Phone	304-696-5608	304-696-5604
E-Mail	<a href="mailto:Lane36@marshall.edu">Lane36@marshall.edu</a>	<a href="mailto:Karimr@marshall.edu">Karimr@marshall.edu</a>
Office/Hours	Tuesday 10-12 and by appointment	
University Policies	<p>By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to <a href="http://www.marshall.edu/academic-affairs">www.marshall.edu/academic-affairs</a> and clicking on "Marshall University Policies." Or, you can access the policies directly by going to <a href="http://www.marshall.edu/academic-affairs/?page_id=802">http://www.marshall.edu/academic-affairs/?page_id=802</a></p> <p>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</p>	

**Course Description: From Catalog      Credit Hours: 1**

Introduction to patient motivation and behavioral change in physical therapy practice. Emphasis on practical strategies to promote healthy patient/client change leading to improved human movement and overall health. The student must have successfully completed all prior curricular course work.

**Course Student Learning Outcomes and Assessment Measures:** The table below shows the following relationships: How each student learning outcomes will be practiced and assessed in the course.

Course Student Learning Outcomes  Students will:	Students will gain practice to achieve the learning outcome through:	Students will be assessed using the following methods:
1. Discuss common pathological conditions and clinical presentations affecting patients within the realms of mental health, chronic pain and substance use disorders. (CC 2)	Lecture Case studies Class discussion Readings	Class Participation Written Examination
2. Devise and implement an effective, patient-centered education plan of care with the outcome of increasing patient adherence and empowerment.(CC-5.9,5.26,5.34,5.35,5.41)	Lecture Case Studies Class Discussion	Class Participation Written exam Practical

3. Perform various evidence based screening methods for analyzing common pathological conditions affecting behavior, mental health and overall wellness and participation. (CC 5.45-5.48)	Lecture Case Studies Class discussion	Written Exams Class Participation Practical Exam
4. Discuss the role of patient motivation and behavior modification strategies in the promotion of factors affecting health, movement, and participation. (CC 5.50)	Lecture Case Studies Class discussion	Written Exams Class participation Practical
5. Demonstrate skills of motivational interviewing to promote patient change and lifestyle modification in chronic health conditions encountered by physical therapists. (CC 5.9, 5.17, 5.20)	Lecture Class Participation Case Studies	Practical Exam Class Participation
6. Describe how patient's psychological state, personality, and behavior impacts physical therapy implementation, prognosis and outcomes. (CC 5.18)	Lecture Class discussion	Written exams Class participation Reflections
7. Demonstrate the use of empathetic statements in response to patients, family members, and colleagues.(CC-5.8)	Lecture Class discussion	Practical Exam Class Participation Reflections
8. Demonstrate an understanding of how values, morals, beliefs, and biases affect clinical decision making processes. (CC-5.4)	Lecture Class discussion Case Studies	Reflections
9. Discuss how to appropriately respond to the anxieties, frustrations and coping mechanisms of patients related to their disease process. (CC 5.8)	Lecture Class discussion Case studies	Practical Written Exams Class participation
10. Understand the role of a physical therapist in evaluation and treatment of individuals with psychosocial stressors as well as mental health and substance use disorders. (CC 5.5)	Lecture Class discussion Case studies Guest Commentary	Written exams Class participation Practical
11. Identify appropriate referral sources for persons with mental health and substance use disorders (CC 5.27)	Lecture Case studies	Practical Written Exam

### Required Texts, Additional Reading, and Other Materials

1. Rollnick S, Miller WM, Butler CC. *Motivational Interviewing in Health Care Helping Patients Change Behavior*. New York, NY: The Guilford Press, 2008. (ISBN 978-1-59385-612-0)
  2. Goodman CC, Fuller KS, Boissonnault WG. *Pathology: Implications for the physical therapist, 4th ed*. Philadelphia: Saunders, 2015.
- Additional readings and articles will be posted on BB.

### Course Requirements / Due Dates

**Class Preparation and Participation:** All assigned readings and/or written homework assignments are to be

completed prior to the class for which they are assigned. Classes will consist of oral and written Q&A tutorials, discussion and laboratory activities based upon assignments; therefore, failure to complete the assignments prior to class will be reflected in your performance in the classroom sessions.

**Kognito-** (Due 6/26/17) At Risk in Primary Care Modules - Follow directions posted in BB to create an account. Once the module is completed print or download your certificate. Faculty will view the certificates at the beginning of class on 6/26/17. The total time to complete this module is around 70 min. You may start and stop as you so choose. **NOTE:** *After you complete the Kognito training, you will find an informed consent inviting you to take a survey regarding the training that will be used as part of a research project concerning the efficacy of SBIRT/Kognito. You are not required to complete the survey as part of the course; it is purely for research purposes. If you decide to not complete the survey, it will have no impact on your course grade. Should you choose to complete the survey, your individual results will not be shared with the instructor for the course.* (10%)

**Reflection 1 (Due 7/5/17)** - Answer the following question: Should physical therapists screen for substance use disorder? **Justify your response.** Please take time to reflect on your answers. Honest answers are appreciated and should be submitted to Dr. Karim & Dr. Pfof via BB email. There is no length minimum or maximum for this assignment but answers should demonstrate depth and thoughtful response. (10%)

**Motivational Interviewing Video (Recommended completion prior to 7/19/17)** – Psychology.net: Link is posted under 'Class 2 folder'. The video is 2 hours and 15 min. There is no certificate of completion but we have the ability to view logs on who has clicked the link and how long you spent in the program so you must view the entire video.

**Reflection 2 (Due 7/19)** - Please reflect and answer the following 3 questions. Thoughtful, reflective, honest answers are appreciated and encouraged. Answers will be anonymous. (15%)

1. Compared to the start of this course, how much more/less comfortable do you feel about addressing behavior change with your patients seeking physical therapy? Justify your response.
2. What personal biases are you working through in order to empathetically approach individuals with challenges in the areas mental health and substance use disorders? Did this course assist you in this process? If so, how?
3. Using the Readiness Scale - how prepared are you to implement the concepts of motivational interviewing and SBIRT into your PT practice? Define barriers and facilitators of implementation. What additional questions or information can this training provide to enhance your readiness?

**Interview Assignment (Due 7/26/17)**- Interview (in person or via telephone) someone with one of the following conditions: chronic pain, substance use disorder, mental health disorder. Provide your interview findings and a reflection of your experience. (15%)

**\*No late assignments will be accepted and will result in a zero (0) for the assignment.**



## Grading Policy

Grading Criteria:		Grading Scale
Reflection 1	10%	89.5-100% A
Reflection 2	15%	79.5-89.49% B
Interview Assignment	15%	69.5-79.49% C
Kognito	10%	Below- 69.5% F (non-passing)
Exam 1	15%	
Exam 2	15%	
Final Practical	<u>20%</u>	
	100 %	

## Attendance Policy

Please see the School of Physical Therapy Student Handbook for details.

## Course Schedule

	Content	Required Prior to Class
5/24	Psychological Disorders Suicide screening A&D screening	Goodman & Fuller Ch 3
5/31	Chronic Pain Management – an Interdisciplinary Approach	Selected Articles on BB
6/7	Behavior Change & Motivational Interviewing Exam 1	Rollnick Chs 1&2
6/14	Core Skills of Motivational Interviewing	Rollnick Chs 3-6
6/26 (M) 10-12	Core Skills of Motivational Interviewing with Cases Putting It All Together	Kognito – bring certificate of completion to class
6/28	Statement of the Problem SBIRT screening tools	
7/5	Brief Intervention using MI Referral for Treatment	Reflection 1 due

7/12	Guest Testimonials Exam 2 (SBIRT & MI)	
7/19	Cases Practice	Reflection 2 due
7/26	Case based practical	Interview Assignment Due by 5pm EST

### Academic Dishonesty Policy

All students should be familiar with the university's policy concerning academic dishonesty. This policy can be found on pp. 66 – 68 of the undergraduate catalog [http://www.marshall.edu/catalog/undergraduate/ug\\_10-11\\_published.pdf](http://www.marshall.edu/catalog/undergraduate/ug_10-11_published.pdf), or on pp. 61 – 64 in the spring 2010 online graduate catalog [http://www.marshall.edu/catalog/Graduate/S2010/gr\\_sp10\\_final.pdf](http://www.marshall.edu/catalog/Graduate/S2010/gr_sp10_final.pdf). (Faculty are encouraged to add any additional information specific to their expectations and/or rules regarding academic dishonesty in their class).

### Policy for Students with Disabilities

Marshall University is committed to equal opportunity in education for all students, including those with physical, learning and psychological disabilities. University policy states that it is the responsibility of students with disabilities to contact the Office of Disabled Student Services (DSS) in Prichard Hall 117, phone 304 696-2271 to provide documentation of their disability. Following this, the DSS Coordinator will send a letter to each of the student's instructors outlining the academic accommodation he/she will need to ensure equality in classroom experiences, outside assignment, testing and grading. The instructor and student will meet to discuss how the accommodation(s) requested will be provided. For more information, please visit <http://www.marshall.edu/disabled> or contact Disabled Student Services Office at Prichard Hall 117, phone 304-696-2271.

### University Computing Services' Acceptable Use Policy

All students are responsible for knowing this policy, which can be found on the web at <http://www.marshall.edu/ucs/CS/accptuse.asp>.

### Affirmative Action Policy

This course will follow Marshall University's policy on Affirmative Action, which can be found on p. 63 of the 2010 – 2011 undergraduate catalog [http://www.marshall.edu/catalog/undergraduate/ug\\_10-11\\_published.pdf](http://www.marshall.edu/catalog/undergraduate/ug_10-11_published.pdf), or on p. 16 of the spring 2010 graduate catalog

[http://www.marshall.edu/catalog/Graduate/S2010/gr\\_sp10\\_final.pdf](http://www.marshall.edu/catalog/Graduate/S2010/gr_sp10_final.pdf). Specifically, all students will be afforded equal opportunity without regard to race, color, sex, religion, age, disability, national origin, or sexual orientation.

### **Inclement Weather Policy**

Students can find information concerning Marshall's policy regarding inclement weather on pp. 64 – 65 of the 2010 – 2011 undergraduate online catalog [http://www.marshall.edu/catalog/undergraduate/ug\\_10-11\\_published.pdf](http://www.marshall.edu/catalog/undergraduate/ug_10-11_published.pdf), or on pp. 21 – 23 of the spring 2010 graduate catalog [http://www.marshall.edu/catalog/Graduate/S2010/gr\\_sp10\\_final.pdf](http://www.marshall.edu/catalog/Graduate/S2010/gr_sp10_final.pdf).

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

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

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

College: COLA

Dept/Division: History

Contact Person: Robert Deal

Phone: 304-696-2721

Name of Certificate Graduate Certificate in Public History

Check action requested: ☐ Addition ☐ Deletion ☒ Change

Effective Term/Year

Fall 20

17

Spring 20

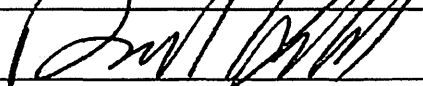

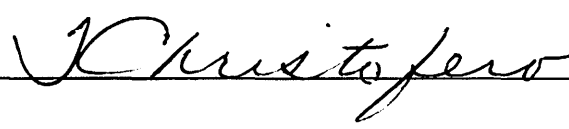
☐

Summer 20

☐

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

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

Dept. Chair/Division Head 	Date <u>1/25/17</u>
College Curriculum Chair 	Date <u>2/20/17</u>
College Dean <u>see attached</u>	Date <u>4-4-15</u>
Graduate Council Chair 	Date <u>5-30-17</u>
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____

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

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Please provide a rationale for addition, deletion, change:

The History Department wishes to drop the GRE requirement for the Public History certificate as we believe that this information is not necessary in assessing candidates for this certificate. The personal statement that we are by a separate form presently requesting be added to our M.A. requirements is also not needed in assessing applicants for the Public History certificate. The History Department believes that this change will result in more applicants for the Public History certificate.

Please describe any changes in curriculum:

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

NONE

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

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

NONE

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

NONE

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

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

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

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

Please see the attached sheet setting forth the relevant material from page 171 of the 2016-2017 Graduate Catalog.

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

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

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

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

#### **Graduate Certificate in Public History**

This is an interdisciplinary program housed in Marshall University's History department. The program will combine practical coursework with field experiences and draws upon the faculty and resources of five graduate programs to prepare the student for career opportunities in museums, historic homes, libraries, archives, state and national parks and for local, state and federal governmental agencies.

#### **Admission Requirements**

- The admissions requirements are the same as for the History Master's degree except that neither a personal statement nor Graduate Record Examination (GRE) scores are required.
  - Prospective certificate-only students should apply for admission to Marshall University as a Certificate/Professional Development student and select the Public History Certificate on the application form.
  - Applicants should follow the admissions process described in the Graduate Catalog, or at the Graduate Admissions website at [www.marshall.edu/graduate/admissions/how-to-apply-for-admission](http://www.marshall.edu/graduate/admissions/how-to-apply-for-admission).
  - Students already enrolled in the History master's program who wish to earn the certificate simultaneously can apply easily by submitting a Secondary Program Request form.
- All materials should be submitted to the Graduate Admissions office.

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

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

Department:

Name of Certificate:

Credit Hours:

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

Rationale:

Department: History

Name of Certificate: Graduate Certificate in Public History

Credit Hours: 18

Type of Change: Change

Rationale: The History Department wishes to drop the GRE requirement for the Public History certificate as we believe that this information is not necessary in assessing candidates for this certificate. The personal statement that we are by a separate form presently requesting be added to our M.A. requirements is also not needed in assessing applicants for the Public History certificate. The History Department believes that this change will result in more applicants for the Public History certificate.

## MA Paperwork

**From:** Bookwalter, Robert  
**Sent:** Tuesday, April 4, 2017 10:09 AM  
**To:** Christofero, Tracy  
**Cc:** Gratchev, Viatcheslav  
**Subject:** RE: MA Paperwork

Tracy:

I have looked at the two proposals. One request drops the GRE and Personal Statement requirement for admission to the Certificate Program in Public History – I approve. The other creates a non-thesis option for the MA in Political Science – I approve.

We will look at our chain of custody for COLA graduate programs in an effort to avoid this type of problem in the future.

**R. B. BOOKWALTER**

Dean  
College of Liberal Arts

Old Main 110  
One John Marshall Drive  
Huntington, WV 25755  
304.696.2731  
bookwalt@marshall.edu

Christofero, Tracy

Tue 4/4/2017 10:46 AM

Only proves you're human :0) I hope you don't keep track of my "oversights" :0) From: Gratchev, Viatcheslav Sent: Tuesday, April 4, 2017 10:17 AM To: Christofero, Tracy Subject: RE: MA Paperwork Sorry, Tracy....By the end of the semester it appears to me that

Mark as unread

Christofero, Tracy

Tue 4/4/2017 10:04 AM

Sent Items

Slav... I don't keep the envelopes, so I don't know where it came from, only that it has all signatures (including what appears to be yours on 3/10/17) but does not have Bookie's signature. I will need his signature on the coversheet this morning if you want it on the agenda. If he is not physically available to sign, an email from him explicitly stating he approves it, followed up with his signature on the form when he is back, will suffice enough for me to send to the committee this morning. I will, however, have to have his signature before it hits the GC agenda mid-month

MA Paperwork

From: Bookwalter, Robert  
Sent: Tuesday, April 4, 2017 10:09 AM  
To: Christopher, Tracy  
Cc: Gendrey, Vito  
Subject: RE: MA Paperwork

Tracy,  
I have added the two proposals. One request drops the GRE and Personal Statement requirement for application to the Graduate Program in Political Science. I approve. The other request is for the MA in Political Science. I approve.  
We will look at the plan of study for COA Graduate program in addition to doing this type of

1. A. BOOKWALTER  
Tracy  
College of Coastal Area

COA Main Bldg  
One John R. Lane Drive  
P.O. Box 1000  
Washington, WV 25781  
Phone: 206.233.2331  
Fax: 206.233.2332

Christopher, Tracy

Tracy,  
I have added the two proposals. One request drops the GRE and Personal Statement requirement for application to the Graduate Program in Political Science. I approve. The other request is for the MA in Political Science. I approve.  
We will look at the plan of study for COA Graduate program in addition to doing this type of

Christopher, Tracy  
Tracy

Tracy,  
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## Request for Graduate Course Addition

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

College: CITE

Dept/Division: TM

Alpha Designator/Number: TM698

☐ Graded☒ CR/NC

Contact Person: Tracy Christofero

Phone: 304-746-2078

## NEW COURSE DATA:

New Course Title: Technology Management Internship

Alpha Designator/Number:

T M 6 9 8

Title Abbreviation:

T M I n t e r n s h i p

(Limit of 25 characters and spaces)

Course Catalog Description:  
(Limit of 30 words)

Supervised on-the-job experience. The student will work in a technology company or technical department within an organization. (PR: Permission)

Co-requisite(s):

First Term to be Offered: Summer 2017

Prerequisite(s): Permission

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 <i>(on file via email)</i> TC	Date <u>3/28/17</u>
Registrar <i>[Signature]</i>	Date <u>4-3-17</u>
College Curriculum Chair <i>[Signature]</i>	Date <u>3/30/17</u>
Graduate Council Chair <i>[Signature]</i>	Date <u>5/30/17</u>

## Request for Graduate Course Addition - Page 2

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College: CITE

Department/Division: TM

Alpha Designator/Number: TM698

---

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. Tracy Christofeo

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

N/A

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

N/A

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

N/A

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

N/A

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

Upon completion of this course, the student will:

- Analyze the experience in writing
- Provide weekly status reports
- Complete a final project and report

## **Request for Graduate Course Addition - Page 3**

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

The student will work for the organization for a pre-determined number of hours per week during the semester.

Weekly status reports are due to the academic advisor to include the week's assignments and activities; analysis of the work/assignments; personal reflections of the experience; and any problems, concerns or questions that need to be addressed

A course project will be determined by the organization, student and professor.

The final project report will be submitted before the end of the semester

The advisor will follow-up with the company contact for their evaluation of the student's performance.

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

N/A

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

Internship



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

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

Weekly status reports  
Final project report  
Evaluation by the company contact

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

N/A

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

N/A

## 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: Technology Management  
Course Number and Title: TM698 Technology Management Internship  
Catalog Description: Supervised on-the-job experience. The student will work in a technology company or technical department within an organization. (PR: Permission)  
Prerequisites: Permission  
First Term Offered: Summer 2017  
Credit Hours: 3

## Re: TM Internship Request

X DELETE

← REPLY

↩ REPLY ALL

→ FORWARD

...



Szwilski, Tony

Tue 3/28/2017 9:29 PM

Mark as unread

To: Liu, Jian;

Cc: Christofero, Tracy; Buckland, Meaghan;

You replied on 3/28/2017 10:03 PM.

Bing Maps

+ Get more apps

Approved.

Tony

Sent from my iPhone

On Mar 28, 2017, at 9:19 PM, Liu, Jian <[liuji@marshall.edu](mailto:liuji@marshall.edu)> wrote:

Dr. Szwilski,

This new course addition looks fine to me. Please review and let me know if you approve this request. Thanks!

Jian

---

**From:** "Christofero, Tracy" <[christofero@marshall.edu](mailto:christofero@marshall.edu)>**Date:** Tuesday, March 28, 2017 at 9:13 PM**To:** Jian Liu <[liuji@marshall.edu](mailto:liuji@marshall.edu)>, "Szwilski, Tony" <[szwilski@marshall.edu](mailto:szwilski@marshall.edu)>**Cc:** "Zatar, Wael" <[zatar@marshall.edu](mailto:zatar@marshall.edu)>**Subject:** Re: TM Internship Request

The scanned pdf is attached. Thanks!

---

**From:** Liu, Jian**Sent:** Tuesday, March 28, 2017 8:54 PM**To:** Christofero, Tracy; Szwilski, Tony**Cc:** Zatar, Wael**Subject:** Re: TM Internship Request

Dr. Christofero,

The attached file is blank. Can you send in the completed form? I'll do my best to get it through college committee and hopefully send it to you by Monday.