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

Request for Graduate Course Addition

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

College: Science | Dept/Division: Biological Sciences | Alpha Designator/Number: BSC 528 | (●) Graded ( ) CR/NC

Contact Person: Brian Antonsen | Phone: 6-6496

NEW COURSE DATA:

New Course Title: Neuroscience

Alpha Designator/Number: B S C 5 2 8

Title Abbreviation: N e u r o s c i e n c e

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)
The fundamentals of cellular and systems neuroscience, with application towards understanding current research and biomedical problems.

Co-requisite(s): NA | First Term to be Offered: Spring 2015

Prerequisite(s): Permission of the instructor | Credit Hours: 3

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

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

Dept. Chair/Division Head	Date 15 October 2014
Registrar 260101	Date 10/15/14
College Curriculum Chair	Date 10/21/14
Graduate Council Chair	Date 1/6/15

Request for Graduate Course Addition - Page 2

College: Science | Department/Division: Biological Sciences | Alpha Designator/Number: BSC 528

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.

Brian Antonsen, Nadja Spitzer

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.

Attached.

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

Not applicable

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

Not applicable

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

Lecture room with relatively new computer and projector, sufficient to run simulations of neural activity. Access to COS computer lab for students to run simulations.

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

To provide students with understanding of the basic mechanisms that govern the functioning of the nervous system, with focus on material that will prepare them for PhD programs in the neurosciences or professional schools.

For additional detail, see attached syllabus from special topics course already offered.

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

The focus of the course will be an overview of the fundamentals underlying cellular neuroscience, beginning with basic anatomy and the physical principles that control neural function, and progressing to advanced applications like the mechanisms underlying learning and memory, control of behavior, and sensory processing. Lectures will be loosely organized around the chosen text, but primary literature will be provided to the class in order to gain a broader perspective.

For additional detail, see attached syllabus from special topics course already offered.

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

See attached document.

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

Lecture, with computer lab demonstrations and project. The computer simulations are not listed on the attached syllabus from last year as I was unsure about the availability of computers. However, the simulations I have used in the past for special topics courses are SWIMMY, a program that models reconstruction of a pattern generator responsible for movement (from the Psychology Department at UCLA), and NEURON, a general neural simulation environment published through Yale University. Both of these have no cost for use.

Request for Graduate Course Addition - Page 4

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

Exams, a written primary literature research paper on a topic of the students choosing (with approval from instructor), and an oral presentation based on that paper

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

Graduate students will be asked to complete a more involved and longer written assignment than will the undergraduates, and will be asked to orally present their paper to the class.

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

See attached document.

Request for Graduate Course Addition - Page 5

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

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

Department: Biological Sciences
Course Number and Title: BSC 528 Neuroscience
Catalog Description: The fundamentals of cellular and systems neuroscience, with application towards understanding current research and biomedical problems.
Prerequisites: Permission of the instructor
First Term Offered: Spring 2015
Credit Hours: 3

Neuroscience - Syllabus
Department of Biological Sciences - Marshall University

Professor: **Dr. Brian L. Antonsen**
Contact: **Office:** 326 Science Building **Tel:** 304-696-6496 **E-mail:** antonsenb@marshall.edu

Office Hours: **Tuesday and Thursday 12 noon – 1:50 PM, or by appointment.**
*I make every effort to keep scheduled office hours. Please note that conflicts may arise that require my absence.

Textbook:: **Nicholls et al., From Neuron to Brain 5th ed (Sinauer).**

Other Materials: **Handouts to be given in lecture. We will use Blackboard to distribute images or slides from the lectures, supplementary material or exercises, study aids, or additional material you may find interesting or useful.**

Computer Requirements: **Access to and the ability to print documents from MUOnline and online scientific search engines is required. Access to word processing and presentation software (e.g. Word and PowerPoint) is also required. Official course communication will be through your Marshall email account, it is expected that you will check it regularly.**

Lecture: **TR 9:30-10:45 AM, room HH402.**

Course Description:
The fundamentals of cellular and systems neuroscience, with application towards understanding current research and biomedical problems.

Responsibilities: By enrolling in this course, you agree to all policies in this syllabus, and all relevant University policies as outlined in this syllabus and on the Academic Affairs website (www.marshall.edu/academic-affairs, click on "Marshall University Policies").

Expected Learning Outcomes:
I expect that during this course you will develop skills that will put you well on your way towards being an effective neuroscience researcher and communicator. Fundamental to this is a good basic understanding of cellular and systems neuroscience. Once you have this, you will have the ability to research complex topics and use your knowledge to help you successfully interpret them. You will be asked to communicate what you learn in the form of written assignments and examinations. By the end of this course, we expect that you will have developed the ability to:

-research complex topics and/or concepts in neuroscience.
-read and interpret primary neuroscience publications.
-critically evaluate neuroscience literature.

Assessment:
All assignments in this class are designed with the goal of developing your skills as an effective communicator and evaluator of the neuroscience literature. Details of these assignments will be given to you as the class progresses.

Grading Policy:
Your grade will be based on the scores you receive for a number of assignments and exams.
I will use this scale to determine final grades: 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; <59 = F.
I round up if your score is X.5 to X.9. There will be no extra credit or bonus points.
Late assignments will only be accepted with a university approved excuse.
Undergrad

Take Home Assignment:	20%
Prelim Exam 1:	20%
Prelim Exam 2:	20%
Final Exam:	40%
Total:	100%

Grad

Take Home Assignment:	20%
Presentation	20%
Prelim Exam 1:	15%
Prelim Exam 2:	15%
Final Exam:	30%
Total:	100%

Attendance:

Missed or late assignments or exams can be made up only in the case of a University approved absence. Marshall's policy on excused absences can be found in the academic calendar. It is your responsibility to be familiar with University policy. In cases of inclement weather, the University's policy will again be followed; it can be found on the web at:
http://www.marshall.edu/ucomm/weather.html

Academic Honesty:

We take scientific integrity very seriously, and will not tolerate any form of dishonest conduct. You are responsible for knowing the University's policies on academic honesty, which can be found in the student handbook or on the web at this location:
http://www.marshall.edu/muonline/Academic_Dishonesty_Policy.pdf

For all assignments, we expect that all references or borrowed material used in your reports or talks are properly cited, and that you work independently. Exceptions to independent work will only be allowed in cases where you are expressly instructed to work in groups. Duplication or improper use of work will not be tolerated. Examples of this include, but are not limited to, use of borrowed material in figures or slides without proper reference, **any duplication** of material between students in talks or written reports, and any incidence of plagiarism as defined by the university (see link above).

Any incidence of dishonest conduct will result in a grade of ZERO for that assignment, and possible failure or dismissal from the course. Every case will also be referred to Academic Affairs for further action. **Students found guilty of academic dishonesty may be placed on academic probation, suspended, or dismissed from the University.**

Other Aspects of Conduct:

We will expect everyone to act in a professional and courteous manner. Disruptive, abusive, or offensive behavior directed at anyone involved in the class will not be tolerated. Cell phones and other communication devices should be turned off or set to silent ring. If you absolutely must answer a phone call, quietly leave the class before doing so. Text messaging is not allowed. Use of computers or personal electronic devices is not allowed, unless their use is directly involved with class activities **and** has been approved by your instructors. If you are late, enter quietly and avoid disturbing the class.

Social Justice:

Absolutely NO student will be discriminated against based on race, ethnicity, sex, age, sexual orientation, social class, abilities, health condition, or religion. Every student is an integral and essential member of this class, and their opinions and discussion will be treated with value and respect.

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 11, phone 304-696-2271.

Tentative Schedule*

Week of	General Topic	Readings (Nicholls 5th)
Jan. 14	Introduction to course, Principles Membrane Properties, the Resting Potential	Chapter 1 Chapter 6, 8, 9
Jan. 21	Membrane Properties, the Resting Potential	Chapter 6, 8, 9
Jan. 28	Channels	Chapter 4, 5
Feb. 4	The Action Potential Propogation	Chapter 7 Chapter 7
Feb. 11	**PRELIMINARY EXAMINATION # 1 on Tuesday Feb 11** Neuroglia	 Chapter 8
Feb. 18	Synaptic Transmission and Ionotropic Receptors	Chapter 11, 13
Feb. 25 **Feb 27**	Metabotropic Receptors **Guest (TBA)**	Chapter 12
Mar. 4	Metabotropic Receptors Plasticity	Chapter 12 Chapter 16
Mar. 11	Plasticity	Chapter 16
Mar. 18	BREAK	
Mar. 25	**Guest (TBA)** **PRELIMINARY EXAMINATION # 2 on Thursday Mar 27**	
Apr. 1	Integration and Behavior	Chapter 17, 18
Apr. 8	Integration and Behavior	Chapter 17, 18
Apr. 15	Sensory Transduction	Chapter 19
Apr. 22	Visual System	Chapter 2, 3, 20
Apr. 29	Graduate Student Presentations	

Sample Textbooks and Bibliography:

a. Evaluated Textbooks:

1. John G. Nicholls, A. Robert Martin, Paul A. Fuchs, David A. Brown, Mathew E. Diamond, David Weisblat. From Neuron to Brain, 5th edition. Sinauer, 2012. (chosen text)
2. Mark F. Bear, Barry W. Connors, Michael A. Paradiso. Neuroscience: Exploring the Brain, 3rd edition. Lippincot, Williams and Wilkins, 2006. (note, 4th edition coming out in 2015, I may switch as there are aspects of this book I prefer to the above).
3. Eric R. Kandel, James H. Schwartz, Thomas M. Jessel, Steven A. Siegelbaum. Principles of Neural Science. 5th edition. McGraw Hill, 2012.
4. Larry Squire, Darwin Berg, Floyd E. Bloom, Sascha du Lac, Anirva Ghosh, Nicholas C. Spitzer. Fundamental Neuroscience, 4th edition. Academic Press, 2012.

b. Other Organizational Resources:

1. Faculty for Undergraduate Neuroscience (http://www.funfaculty.org)
2. Advances in Physiology Education (http://advan.physiology.org)
3. The Journal of Visualized Experiments (http://www.jove.com/)
4. Syllabi and advice from numerous colleagues who teach similar courses.

c. Primary Neuroscience Literature:

This list is too long to relay (in the 100's), but some fundamental neuroscience papers that I have used in the class in order to demonstrate the discovery of basic principles follow:

1. Hodgkin AL, Huxley AF. (1952). A quantitative description of membrane current and its application to conduction and excitation in nerve. *The Journal of Physiology* **117** (4): 500–544.
2. Martin K, Casadio A, Zhu H, Yaping E, Rose J, Chen M, Bailey C, Kandel E. (1997). Synapse-specific, long-term facilitation of aplysia sensory to motor synapses: a function for local protein synthesis in memory storage. *Cell* **91** (7): 927–38.
3. Dale HH, Feldberg W, Vogt M. (1936) Release of Acetylcholine at voluntary motor nerve endings. *Physiology* **86**: 353-380.
4. Miledi R. (1973) Transmitter release induced by injection of calcium ions into nerve terminals. *Proceedings of the Royal Society London,* **183**: 421-425.

Course overlap:

The graduate component of this course will have a similar name and content as the graduate neuroscience course in Biomedical Sciences. However, since the BMS course is offered through the medical school, it runs on that schedule, which prevents College of Science students from taking it. I am submitting this course only for COS students. I contacted Dr. Richard Egleton, Head of the Neuroscience and Developmental Biology Cluster in BMS (where their neuroscience course is listed), and Dr Todd Green, head of the graduate program in BMS. Dr Egleton's response is attached, as of the time this was due to the college committee Dr. Green had not responded.

Subject: Graduate Neuroscience course

Date: Friday, October 3, 2014 at 11:42:47 AM Eastern Daylight Time

From: Antonsen, Brian

To: Egleton, Richard D., Green, Todd

CC: Mallory, David S

Dear Drs Egleton and Green,
I am in the process of applying for addition of my undergraduate and graduate neuroscience courses to the respective catalogs. The reason for this letter is because my graduate level course has a similar name, and will cover some similar content, as your BMS 628 Neuroscience 1 course. I have taught the graduate level course for several years as a special topics. This is primarily because our students are unable to take your course due to it running on the medical school schedule, which interferes with other required courses and commitments of our students. I spoke with Dr. Larry Grover, and he indicated that there are no immediate plans in your program to change the scheduling for this course. So, despite the similar content and name, the target audiences for the courses do not overlap.

Please respond with any concerns you may have about this proposed course becoming part of the graduate catalog, or your approval if you have no concerns. Your responses are required in my submission, and will be considered during the approval process. Thank you for your time and help in this matter.

Sincerely,

Brian Antonsen Ph.D.
Associate Professor
Department of Biological Sciences
Marshall University
Room S326
1 John Marshall Dr
Huntington WV
25755

Phone: 304-696-6496

Subject: RE: Graduate Neuroscience course
Date: Friday, October 3, 2014 at 1:40:47 PM Eastern Daylight Time
From: Egleton, Richard D.
To: Antonsen, Brian, Green, Todd

Hi Brian,

I don't see any problem with it.

Regards

Richard

Richard D. Egleton, Ph.D.
Associate Professor
Department of Pharmacology, Physiology and Toxicology
Neuroscience and Developmental Biology Research Cluster Coordinator
Joan C. Edwards School Of Medicine
Marshall University
One John Marshall Drive
Huntington, WV 25755
304-696-3523

On Oct 3, 2014, at 11:42 AM, Antonsen, Brian <antonsenb@marshall.edu> wrote:

Dear Drs Egleton and Green,
I am in the process of applying for addition of my undergraduate and graduate neuroscience courses to the respective catalogs. The reason for this letter is because my graduate level course has a similar name, and will cover some similar content, as your BMS 628 Neuroscience 1 course. I have taught the graduate level course for several years as a special topics. This is primarily because our students are unable to take your course due to it running on the medical school schedule, which interferes with other required courses and commitments of our students. I spoke with Dr. Larry Grover, and he indicated that there are no immediate plans in your program to change the scheduling for this course. So, despite the similar content and name, the target audiences for the courses do not overlap.

Please respond with any concerns you may have about this proposed course becoming part of the graduate catalog, or your approval if you have no concerns. Your responses are required in my submission, and will be considered during the approval process. Thank you for your time and help in this matter.

Sincerely,

Brian Antonsen Ph.D.
Associate Professor
Department of Biological Sciences
Marshall University
Room S326
1 John Marshall Dr
Huntington WV
25755

Phone: 304-696-6496

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

Request for Graduate Course Addition

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

College: COLA | Dept/Division: English | Alpha Designator/Number: ENG 516 | (•) Graded ( ) CR/NC

Contact Person: Dr. Kristen Lillvis | Phone: 304.696.6269

NEW COURSE DATA:

New Course Title: Victorian Nonfiction

Alpha Designator/Number: E N G 5 1 6

Title Abbreviation: V i c t o r i a n N o n f i c t i o n

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)

Essays, speeches treatises, and other works from Britain's Victorian age. Includes such authors as Arnold, Carlyle, Darwin, Huxley, Eliot, Martineau, Mill, Newman, and others.

Co-requisite(s): None | First Term to be Offered: Summer II, 2015

Prerequisite(s): None | Credit Hours: 3

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

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

Dept. Chair/Division Head Jane Hall	Date 05 Sep. 2014
Registrar Roberta Livingston 230101	Date 9/23/14
College Curriculum Chair Kevin Law	Date 10/31/14
Graduate Council Chair K Christofero	Date 1-6-15

Form updated 10/2011

Rec'd In COLA Office
Date: 10/8/14

Request for Graduate Course Addition - Page 2

College: COLA Department/Division: English Alpha Designator/Number: ENG 516

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. Robert Ellison
Dr. Jill Treftz

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

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

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

See the attached syllabus

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

See the attached syllabus

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

See the attached syllabus

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

The class will be almost entirely discussion-based.

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

The entire grade will be based on written projects:
*Low-stakes: daily in-class writing
*Medium-stakes: weekly reports on articles from the Victorian Web
*High-stakes: the research paper and additional assignment for graduate credit

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

The additional graduate requirements will be determined on a student-by-student basis. When the course was taught as a Special Topic in Fall 2013, for example, the 1 graduate student enrolled was a history professor at Mountwest. Her additional assignment was to design a Victorian class she could actually teach there, complete with a syllabus, assignment handouts, and so on.

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

Hewitt, Martin, ed. Special issue of the journal Nineteenth-Century Prose, on the topic of Victorian "platform culture." March 2002.

Holloway, John. The Victorian Sage: Studies in Argument. London: Archon Books, 1962.

Krueger, Christine L. Women Preachers, Women Writers, and Nineteenth-Century Social Discourse. Chicago: U of Chicago P, 1992.

Landow, George P. Elegant Jeremiahs: The Sage from Carlyle to Mailer. Ithaca, NY: Cornell UP, 1986.

Levine, George, and William Madden, eds. The Art of Victorian Prose. New York: Oxford UP, 1968.

Machann, Clinton. The Genre of Autobiography in Victorian Literature. Ann Arbor: U of Michigan P, 1994.

Morgan, Thais E., ed. Victorian Sages and Cultural Discourse: Renegotiating Gender and Power. New Brunswick: Rutgers UP, 1990.

Thesing, William B., ed. Victorian Prose Writers after 1867. Dictionary of Literary Biography 57. Detroit: Gale Research, 1987.

Thesing, William B., ed. Victorian Prose Writers before 1867. Dictionary of Literary Biography 55. Detroit: Gale Research, 1987.

The Victorian Web. http://www.victorianweb.org.

The Victorian Women Writers Project. http://webapp1.dlib.indiana.edu/vwwp/welcome.do

Request for Graduate Course Addition - Page 5

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

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

Department: English

Course Number and Title: ENG 516, Victorian Nonfiction

Catalog Description: Essays, speeches treatises, and other works from Britain's Victorian age. Includes such authors as Arnold, Carlyle, Darwin, Huxley, Eliot, Martineau, Mill, Newman, and others.

Prerequisites: None

First Term Offered: Summer II, 2015

Credit Hours: 3

SAMPLE SYLLABUS FOR ENG 516

Course Title/Number	ENG 516: Victorian Nonfiction
Semester/Year	Fall 2013
Days/Time	TR 11:00-12:15
Location	Gullickson Hall 18
Instructor	Dr. Robert H. Ellison
Office	Corbly Hall 313
Phone	304.696.3359
E-Mail	ellisonr@marshall.edu
Office/Hours	TR 1:30-3:30 W by appointment
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy be going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Course Description: From Catalog

Essays, speeches treatises, and other works from Britain's Victorian age. Includes such authors as Arnold, Carlyle, Darwin, Huxley, Eliot, Martineau, Mill, Newman, and others. Prerequisites: None

Learning Outcomes

Course Student Learning Outcomes	**How students will practice each outcome in this Course**	**How student achievement of each outcome will be assessed in this Course**
Students will comprehend and discuss examples of Victorian nonfiction prose	Writing assignments Class discussion	"Taking care of business" *Victorian Web* articles BRANCH essay
Students will identify and discuss secondary sources relevant to the assigned readings	Writing assignments Class discussion	*Victorian Web* articles
Students will prepare a research paper suitable for submission to BRANCH: Britain, Representation, and Nineteenth-Century History (http://www.branchcollective.org/)	Writing assignments	BRANCH essay
Students will complete an independent project suitable for graduate-level credit	Writing assignments	Independent project

Required Texts, Additional Reading, and Other Materials

The Norton Anthology of English Literature. 9th ed. Volume E. Ed. Catherine Robson and Carol T. Christ. Norton, 2012. ISBN: 978-0-393-91253-1

The Victorian Web (www.victorianweb.org)

The Victorian Women Writers Project (www.dlib.indiana.edu/collections/**vwwp**/)

Course Requirements / Due Dates

1. *"Taking Care of Business."* There will be frequent homework assignments, in-class writing, and similar projects. Grading criteria will be provided for each assignment. At the end of the semester, all of the grades will be averaged to produce a single score on a 100-point scale.

   Due date: Throughout the semester

2. *Victorian Web* articles. Using a template I provide, you will write ten 1-page reports on materials on the Victorian Web that relate to the assigned readings. They will be worth 10 points each, for a total possible score of 100 points.

   Due dates: Every Tuesday there is a reading assignment (last names A-L)
   Every Thursday there is a reading assignment (last names M-Z)

3. *BRANCH Essay.* The "BRANCH Collective" sounds like something out of science fiction, but it's actually an exciting new development in scholarly research and publication. The acronym stands for "Britain, Representation, and Nineteenth-Century History," and its website (www.branchcollective.org) bills itself as "a free, expansive, searchable, reliable, peer-reviewed, copy-edited, easy-to-use overview of the period 1775-1925."

   The site is geared to a student readership (as opposed to say, journals, which are usually targeted to scholars), so it seems fitting for students to write for it as well. While you won't actually submit your work to BRANCH, you will need to follow the guidelines at http://www.branchcollective.org/?page_id=9.

   This will be a "scaffolded" project, with parts such as a proposal, bibliography, and draft due along the way. Grades on those elements will count toward the "taking care of business" score; the paper itself will receive a separate grade.

   Due dates: Thursday, November 21 (preferred deadline)
   Tuesday, December 3 (final deadline)

4. *Independent Project.* Students enrolled in the ~~580~~ 516 side of this course will earn graduate credit by completing an independent project. Details will be worked out via individual consultations with the instructor.

   Due dates: Thursday, December 12

Grading Policy

Your numerical grade in the course will be determined by a "weighted average." The weights for the assignments reflect the amount of time we'll spend on them and my judgment of their significance in the "grand scheme of things":

- Taking care of business: 25%
- *Victorian Web* articles: 15%
- BRANCH essay: 40%
- Independent project: 20%

The weighted average will be converted to a letter grade according to the following scale:

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: 0-59

Borderline Grades

"Rounding" or "bumping up" at the end of the semester is neither automatic nor guaranteed. Generally speaking, I do it only when students are less than half a percentage point from the next grade level (89.67, for example), and only after I've reviewed all of the grades to be sure I'm being fair to everyone. You can help me out by performing at such a high level that borderline grades won't even be an issue!

Extra Credit

The only way to be fair to all students is to base the course grade *only* on the items outlined above. Consequently, there are no opportunities for "extra credit" in this class.

Attendance Policy

I will follow the university's attendance policy, which can be found online at http://www.marshall.edu/wpmu/academic-affairs/?page_id=802#ExcusedAbsences. No part of the grade is tied solely to attendance, but if you are absent you will not be able to complete in-class assignments, participate in class discussion, or hear important announcements related to the class.

I encourage you, therefore, to strive for perfect attendance. If you do miss class, please

- contact a classmate to find out what you may have missed
- consult the course calendar to see what you'll need to do to prepare for the next session.

Course Schedule

This schedule is also available as a separate document in MU Online. I will follow it as closely as I can. It is, however, subject to change if I get sick, the weather is bad, or other things crop up. I will announce changes in class and via email; if significant revisions become necessary, I will post a new calendar in MU Online.

August

Date	Topic	Assignment
27	Introduction to the course	None
29	Overview of the Victorian period	None

September

Date	Topic	Assignment
3	Autobiography	Student autobiographies
5	Autobiography	Carlyle, "Sartor Resartus" (1048-1067)
10	Autobiography	Mill, "Autobiography" (1115-1122)
12	Autobiography	Martineau, "Autobiography" (1616-1619)
17	Introduction to BRANCH essay	Explore http://www.branchcollective.org/ before class; bring laptop or smartphone to class if possible.
19	Literature and the Arts	Pater, "Studies in the History of the Renaissance" (1538-1545); Wilde, "The Critic as Artist" (1723-1732)
24	Literature and the Arts	Mill, "What is Poetry?" (1088-1095); Arnold, "The Study of Poetry" (1425-1436) BRANCH Essay proposals due
26	Literature and the Arts	Eliot, "Silly Novels by Lady Novelists" (1361-1368); Ruskin, "A Definition of Greatness in Art" (1338)

October

Date	Topic	Assignment
1	Literature and the Arts	Dickens, "Old Lamps for New Ones" (1465-1466); Ruskin, "The Awakening Conscience" (1466-1468)
3	Colonialism and Empire	Chamberlain, "The True Conception of Empire" (1662-1664); Hobson, "Imperialism: A Study" (1665-1667)
8	Colonialism and Empire	Macaulay, "Minute on Indian Education" (1640-1642); Russell, "My Diary in India" (1642-1646) BRANCH Essay bibliographies due
10	Colonialism and Empire	Froude, "The English in the West Indies" (1650-1652); Thomas, "Froudacity" (1652-1654)
15	Colonialism and Empire	"The Irish People to the World" (1646-1647); Arnold, "On the Study of Celtic Literature" (1647-1649)
17	Colonialism and Empire	Selections TBA from Butler, *Native Races and the War* (link to VWWP in MU Online)
22	The "Woman Question"	Mill, "The Subjection of Women" (1104-1115); Eliot, "Margaret Fuller and Mary Wollstonecraft" (1355-1360)
24	The "Woman Question"	Ellis, "The Women of England" (1610-1612); Ruskin, "Of Queen's Gardens" (1615-1616)
29	The "Woman Question"	Various "progressive" voices (1616-1636); "One More Unfortunate" (online)
31	The "Woman Question"	Selections TBA from Corelli, *The Modern Marriage Market* (link to VWWP in MU Online)

November

Date	Topic	Assignment
5	Industrialism & Working Conditions	Carlyle, "Captains of Industry" (1072-1076); Macaulay, "Review of Southey's *Colloquies*" (1582-1587)
7	Industrialism & Working Conditions	Engels, "The Great Towns" (1590-1597); Besant, "'White Slavery' of London Match Workers" (1604-1605)
12	Industrialism & Working Conditions	"First Report of the Commissioners, Mines" (1588-1589); Mayhew, "London Labour and the London Poor" (1602-1603); Chew, "A Living Wage for Factory Girls at Crewe" (1606-1607)
14	Education	Newman, "The Idea of a University" (1076-1084)
19	Group conferences on essays	None
21	Education	Arnold, "Literature and Science" (1436-1449); Huxley, "Science and Culture" (1449-1457) Essays due (preferred deadline)
26	THANKSGIVING	None
28	THANKSGIVING	None

December

Date	Topic	Assignment
3	Science and Religion	Darwin, "Origin of Species" and "Descent of Man" (1561-1573) Essays due (final deadline)
5	Science and Religion	Huxley, "Agnosticism and Christianity" (1458-1462) Booth, selections TBA from *Aggressive Christianity* (link to VWWP in MU Online)
12	Independent projects	Individual conferences on independent projects, 10:15am-12:15pm

Communication

Telephone

Many students (and professors, for that matter) prefer email to the telephone, but you're certainly welcome to call me at 304.696.3359. If I'm not in, please leave a message and it will be emailed to me (pretty cool, huh?). Please indicate whether you'd like a reply by email or phone, and I'll get back to you as soon as I can.

Email

I will send all email to your Marshall address. You may email me via the "External Mail" feature in MU Online, or you can send a message directly to ellisonr@marshall.edu (I'd prefer that you send your message from your Marshall email as well, but I won't require it). If the message comes in during business hours, I'll do my best to reply that day or the next. My body clock does not work on the same schedule as many students', so if you email late at night or very early in the morning, please do not expect an immediate reply!

Please observe a few basic guidelines as you prepare your emails:

- Class-related work is professional communication, not private conversation between friends. Please be sure, therefore, that all your posts and emails are well written, closely proofread, and free of textspeak and ALL CAPS (you don't want to look as if you're shouting at people, do you?).
- Email should have a clear subject line, a professional salutation ("Dear Dr. E," for instance), an appropriately composed body (see above), and some kind of signature. You can find other helpful guidelines at Purdue's Online Writing Lab: http://owl.english.purdue.edu/owl/resource/694/01/. I will follow these "best practices" in all emails I send to the class; please return the favor when you write to me!

Late Work and Make-Up Work

My expectation, of course, is that all assignments will be submitted on time, in the proper format, and in accordance with the guidelines provided in class and posted in MU Online. Since most work will be submitted online, either via email or MU Online, you should be able to meet all deadlines even if you have to miss a class.

If you miss a graded in-class assignment, it will receive a zero. Homework and other out-of-class work may be submitted within 24 hours for a 20-point penalty. Assignments that are more than 24 hours late will also receive a zero.

Exceptions can be made in the cases of university-excused absences and what I call "otherwise justifiable" circumstances, situations that are not covered by university policy but I nonetheless judge to be valid reasons for missing class or being unprepared (please note that computer issues do not automatically count as "otherwise justifiable." Please begin your assignments early and have a Plan B ready in case the Internet goes out where you live or your primary computer breaks).

If your absence is excused or you think your circumstances are "otherwise justifiable," please contact me as soon as you return to class (I'd prefer a call or email even earlier than that, if possible). I will work with you as follows:

- Missed in-class work will be "nulled out" in the gradebook (I will record a blank rather than a zero, and the assignment will not factor into the average of the "taking care of business" grades)
- Other assignments may be submitted without penalty on a date we agree upon. If you miss that new deadline, the work will be penalized as outlined above.

Academic Integrity

Maintaining academic integrity is one of the most important things you can do during your university career. The news has been full of stories of people brought down by plagiarism and other offenses, and it's important that you do not develop habits that will take you down that road.

Marshall's academic dishonesty policies can be found on the "Marshall University Policies" web site (http://www.marshall.edu/wpmu/academic-affairs/?page_id=802). Please note that "students are responsible for both intentional and unintentional acts of plagiarism." If you have questions about your use of sources, please check with me *before* the assignment is due, so any problems can be remedied before it's too late.

Assignments whose integrity is compromised will most likely earn an F or a zero, depending on the severity of the problems. In extreme cases, an F for the course or other disciplinary action may be in order.

The Bottom Line: Follow "The Golden Rule"

There's been a lot of policy information presented in this syllabus. Let me boil everything down into a simple statement: as we work together this semester, please follow "The Golden Rule." I am committed to

- Answering your emails promptly, with good email form
- Being present and prepared for each class meeting
- Notifying you promptly if I must miss class
- Using my cell phone only for genuine emergencies

I want to ask you to do the same. Let's work together to make this a great semester!

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

Request for Graduate Course Change

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

College: COLA Dept/Division: English Current Alpha Designator/Number: ENG 576

Contact Person: Kristen Lillvis Phone: 304-696-6269

CURRENT COURSE DATA:

Course Title: ENG 576 Modern Grammar

Alpha Designator/Number: E N G 5 7 6

Title Abbreviation: M o d e r n G r a m m a r

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

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

Dept. Chair/Division Head Jane Hill	Date 15 Sep. 2014
Registrar Roberta Ferguson	Date 9/23/14
College Curriculum Chair Kevin Law	Date 10/31/14
Graduate Council Chair TChristofero	Date 1-6-15

Received in COLA Office Date 10/8/14

Request for Graduate Course Change - Page 2

College: COLA | Department/Division: English | Alpha Designator/Number: ENG 576

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

Change in CATALOG TITLE: ☒ YES ☐ NO

From: Modern Grammar (limited to 30 characters and spaces)

To: Structures of English Language

If Yes, Rationale: Several years ago, the title of ENG 476 was changed from Modern Grammar to Structures of English Language. ENG 576 is the parallel graduate-level course. The name of ENG 576 likewise needs to be changed from Modern Grammar to Structures of English Language to prevent students from enrolling simultaneously at both the 400- and 500-levels of a single course.

Change in COURSE ALPHA DESIGNATOR:

From: ____ To: ____ ☐ YES ☒ NO

If Yes, Rationale: NA

Change in COURSE NUMBER: ☐ YES ☒ NO

From: ____ To: ____

If Yes, Rationale: NA

Change in COURSE GRADING

From ☐ Grade To ☐ Credit/No Credit

Rationale: NA

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

From: A descriptive analysis of the structure of present-day American English, utilizing the basic theory of generative transformational grammar.

To: Study of the structures of English grammar, including how these structures relate to punctuation, language acquisition, dialect variation, and the history of English.

If Yes Rationale: The new description of ENG 576 mirrors the description of the parallel undergraduate ENG 476 and reflects that ENG 476 and 576 are taught simultaneously by the instructor.

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 NA

To NA

Change in COURSE CONTENT: ☐ YES ☒ NO (May attach separate page if needed)

From NA

To NA

Rationale NA

Request for Graduate Course Change-Page 4

College: COLA

Department: English

Course Number/Title ENG 576 Modern Grammar

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: English
Course Number and Title: ENG 576 Modern Grammar
Rationale: The new description of ENG 576 mirrors the description of the parallel undergraduate ENG 476 and reflects that ENG 476 and 576 are taught simultaneously by the instructor.
Course Description (old): A descriptive analysis of the structure of present-day American English, utilizing the basic theory of generative transformational grammar.
Course Description (new): Study of the structures of English grammar, including how these structures relate to punctuation, language acquisition, dialect variation, and the history of English.
Catalog Description: A descriptive analysis of the structure of present-day American English, utilizing the basic theory of generative transformational grammar.

COURSE TITLE CHANGE
Department: English
Current Course Number/Title: ENG 576 Modern Grammar
New Course Title: ENG 576 Structures of English Language
Rationale: Several years ago, the title of ENG 476 was changed from Modern Grammar to Structures of English Language. ENG 576 is the parallel graduate-level course. The name of ENG 576 likewise needs to be changed from Modern Grammar to Structures of English Language to prevent students from enrolling simultaneously at both the 400- and 500-levels of a single course.
Catalog Description: A descriptive analysis of the structure of present-day American English, utilizing the basic theory of generative transformational grammar.

Chair: Tracy Christofero | **GC#9: Non-Curricular**

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: English

Contact Person: Kristen Lillvis

Phone: 304-696-6269

Rationale for Request

(May attach separate page if needed)

The English MA program requests the addition of a "Good Standing" section to our course catalog program description. Dean Pittenger sent out an email in May of 2014 announcing that the Graduate Council approved a policy that those departments that have additional requirements that define good standing include a clearly identified section in their Graduate Program description that outlines these expectations. We would like to add the requirement described below.

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 Janet Hill	Date 15 Sep. 2014
Registrar Roberta Ferguson	Date 9/23/14
College Curriculum Committee Chair Keri Law (or Dean if no college curriculum committee)	Date 10/31/14
Graduate Council Chair Christofero	Date 1-6-15

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

Rec'd In COLA Office
Date: 10/8/14

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. (May attach separate page if needed)

See attached (Good Standing Change Current).

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.

See attached (Good Standing Change Highlight)

Graduate Council
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 (Good Standing Change New)

Graduate Council
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: Addition to catalog program description
Department: English
Degree program: MA
Effective date: Spring 2015

Good Standing Change Current

ENGLISH, M.A.

Area of Emphasis

Teaching English to Speakers of Other Languages (TESOL)

Program Description

The English M.A. at Marshall is designed to meet the increasingly diverse needs of today's graduate students. Students are encouraged to approach their studies from the perspective that best serves their academic purposes and/or career plans, be it Literary Studies, Composition/Rhetoric, Creative Writing and/or TESOL/Linguistics. To this end, our program offers a great deal of flexibility at all levels.

Program Goals

Upon completion of the program students will be able to:

- articulate core issues in Literary Studies, Composition/Rhetoric, Creative Writing, and/or TESOL/Linguistics from diverse perspectives;
- critique the major figures, works, and ideas in one or more of the above areas;
- apply the research methods and approaches to inquiry used in Literary Studies, Composition/Rhetoric, Creative Writing, and/or TESOL/Linguistics;
- articulate recent developments in these fields as influenced by other disciplines;
- elucidate major critical and cultural theories in Literary Studies, Composition/Rhetoric, Creative Writing, and/or TESOL/Linguistics, and assess sources on those theories in relation to the field;
- prepare a capstone project that demonstrates advanced knowledge and applied learning in Literary Studies, Composition/Rhetoric, Creative Writing, and/or TESOL/Linguistics.

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.* 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.

Program Requirements

To earn the master's degree in English the candidate must:

- complete 36 hours of coursework:
  - All students (with the exception of those completing the TESOL Area of Emphasis) must take ENG 630 in their first fall semester.
  - Teaching Assistants must take ENG 560 in their first fall semester and ENG 640 in their first spring semester.
  - Students are encouraged to select courses that best serve their academic purposes or career plans.
  - Students may take up to six graduate hours for credit outside the English Department as part of their coursework. In order to count toward credit for graduation, these courses must be relevant to the degree and be approved by the Department Chair and the Director of Graduate Programs.
- complete a capstone project from one of the following options:
  - Thesis (6 credit hours of ENG 681)
  - Portfolio (ENG 682 plus a 600-level course of the student's choosing)
  - Comprehensive Exams (ENG 683 plus a 600-level course of the student's choosing)
- maintain a 3.0 Grade Point Average
- earn six credit hours in a language other than English. Requirement may be fulfilled by:
  - documenting previous undergraduate coursework;
  - taking undergraduate courses while enrolled in the M.A. program (however, undergraduate courses do not count toward the M.A. degree)
  - demonstrating language ability to the satisfaction of the English Department.

Plan of Study

Before registering for the 12th credit hour, students are required to file a Plan of Study with the Director of Graduate Studies and the Graduate College. The Plan of Study is a student's blueprint for graduation.

M.A. in English with Area of Emphasis in TESOL
(TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES)

This area of emphasis in the M.A. program prepares students to teach English to adult speakers of other languages. The core curriculum explores both language pedagogy and applied linguistic theory. Upon completion of the degree, students will (1) be familiar with current methodologies in language teaching, (2) be able to use research findings within applied linguistics to make informed pedagogical decisions for local contexts, and (3) be able to engage in reflective teaching and observation practices.

Course Requirements

Prerequisite:

ENG 575 Introduction to Linguistics

Required 3-credit hour courses:

ENG 578 Introduction to Sociolinguistics
ENG 615 Teaching English and Applied Linguistics
ENG 618 TESOL Language Assessment
ENG 622 Language Development

ENG 626 Systemic Functional Grammer
ENG 670 Observation Practicum TESOL

Choose 1 from:

ENG 681 Thesis
ENG 682 M.A. Graduate Portfolio
ENG 683 M.A. Comprehensive Exams

Choose 3 from:

ENG 508 Advanced Expository Writing
ENG 560 Composition and Writing Center Theory 1
ENG 617 TESOL Curriculum Development and Materials Design
ENG 627 Text Analysis
ENG 633 Research Methods and Applied Linguistics
ENG 634 Teaching English for Academic Purposes
ENG 638 Language & Context
ENG 640 Teaching College English
ENG 671 Teaching Practicum TESOL

Choose 1 Pure Elective (any Marshall course offered at the graduate level)

TOTAL NUMBER OF CREDIT HOURS: 33

Good Standing Change Highlight

ENGLISH, M.A.

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Program Goals

Upon completion of the program students will be able to:

- articulate core issues in Literary Studies, Composition/Rhetoric, Creative Writing, and/or TESOL/Linguistics from diverse perspectives;
- critique the major figures, works, and ideas in one or more of the above areas;
- apply the research methods and approaches to inquiry used in Literary Studies, Composition/Rhetoric, Creative Writing, and/or TESOL/Linguistics;
- articulate recent developments in these fields as influenced by other disciplines;
- elucidate major critical and cultural theories in Literary Studies, Composition/Rhetoric, Creative Writing, and/or TESOL/Linguistics, and assess sources on those theories in relation to the field;
- prepare a capstone project that demonstrates advanced knowledge and applied learning in Literary Studies, Composition/Rhetoric, Creative Writing, and/or TESOL/Linguistics.

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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);
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Good Standing

In addition to the requirements listed in the Graduate College's standards for Good Standing, a student pursuing a M.A. in English will:

1) earn no more than two grades of C or lower in any graduate course.

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To earn the master's degree in English the candidate must:

- complete 36 hours of coursework:
  - All students (with the exception of those completing the TESOL Area of Emphasis) must take ENG 630 in their first fall semester.
  - Teaching Assistants must take ENG 560 in their first fall semester and ENG 640 in their first spring semester.
  - Students are encouraged to select courses that best serve their academic purposes or career plans.
  - Students may take up to six graduate hours for credit outside the English Department as part of their coursework. In order to count toward credit for graduation, these courses must be relevant to the degree and be approved by the Department Chair and the Director of Graduate Programs.
- complete a capstone project from one of the following options:
  - Thesis (6 credit hours of ENG 681)
  - Portfolio (ENG 682 plus a 600-level course of the student's choosing)
  - Comprehensive Exams (ENG 683 plus a 600-level course of the student's choosing)
- maintain a 3.0 Grade Point Average
- earn six credit hours in a language other than English. Requirement may be fulfilled by:
  - documenting previous undergraduate coursework;
  - taking undergraduate courses while enrolled in the M.A. program (however, undergraduate courses do not count toward the M.A. degree)
  - demonstrating language ability to the satisfaction of the English Department.

Plan of Study

Before registering for the 12th credit hour, students are required to file a Plan of Study with the Director of Graduate Studies and the Graduate College. The Plan of Study is a student's blueprint for graduation.

Good Standing

In addition to the requirements listed in the Graduate College's standards for Good Standing, a student pursuing a M.A. in English will:

1) earn no more than two grades of C or lower in any graduate course.

M.A. in English with Area of Emphasis in TESOL
(TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES)

This area of emphasis in the M.A. program prepares students to teach English to adult speakers of other languages. The core curriculum explores both language pedagogy and applied linguistic theory. Upon completion of the degree, students will (1) be familiar with current methodologies in language teaching, (2) be able to use research findings within applied linguistics to make informed pedagogical decisions for local contexts, and (3) be able to engage in reflective teaching and observation practices.

Course Requirements

Prerequisite:

ENG 575 Introduction to Linguistics

Required 3-credit hour courses:

ENG 578 Introduction to Sociolinguistics
ENG 615 Teaching English and Applied Linguistics
ENG 618 TESOL Language Assessment
ENG 622 Language Development
ENG 626 Systemic Functional Grammer
ENG 670 Observation Practicum TESOL

Choose 1 from:

ENG 681 Thesis
ENG 682 M.A. Graduate Portfolio
ENG 683 M.A. Comprehensive Exams

Choose 3 from:

ENG 508 Advanced Expository Writing
ENG 560 Composition and Writing Center Theory 1
ENG 617 TESOL Curriculum Development and Materials Design
ENG 627 Text Analysis
ENG 633 Research Methods and Applied Linguistics
ENG 634 Teaching English for Academic Purposes
ENG 638 Language & Context
ENG 640 Teaching College English
ENG 671 Teaching Practicum TESOL

Choose 1 Pure Elective (any Marshall course offered at the graduate level)

TOTAL NUMBER OF CREDIT HOURS: 33

Chair: Tracy Christofero | **GC#9: Non-Curricular**

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: Health Professions

Dept/Division: Health Informatics

Contact Person: Girmay Berhie

Phone: 304-696-2718

Rationale for Request

(May attach separate page if needed)

The changes proposed are minor changes. Some statements were out of date. Some statements were reworded for better understanding. Admission Requirements were added to be consistent with the standards on conditional and provision admission. No health informatics policies, procedures, or curriculum has changed.

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 Girmay Berhie	Date 10/14/2014
Registrar Roberta Ferguson	Date 10/16/14
College Curriculum Committee Chair Tammie Cravens (or Dean if no college curriculum committee)	Date 10/23/14
Graduate Council Chair J Christofero	Date 1-6-15

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

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 to or new policies/procedures; changes in program descriptions in catalog; general language changes in catalog)

Note: GC#5 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: Health Professions   Dept/Division: Health Informatics

Contact Person: Girmay Berhie   Phone: 304-696-[illegible]

Rationale for Request (May attach separate page if needed): The changes proposed are minor changes. Some statements were out of date. Some statements were reworded for better understanding. Admission Requirements were added to be consistent with the standards on conditional and provision admission. No health informatics policies, procedures, or curriculum has changed.

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 ______

Registrar ______ Date ______

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

Graduate Council Chair ______ Date ______

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. (May attach separate page if needed)

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.

Graduate Council
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)

Attached

Graduate Council
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: Non-curricula Minor Changes, Changes in program descriptions in catalog, general language changes in catalog. Department: Health Informatics Degree program: Masters of Science - Health Informatics Effective date (Fall/Spring/Summer, Year) Spring 2015

1. Current Catalog Description

HEALTH INFORMATICS, M.S.

Program Mission

The mission of the Master of Science in Health Informatics (MSHI) program is to provide students with high quality education and training that will make them valuable employees in today's data- and information-driven health care enterprises.

The relevance of this mission is reflected in the fact that health informatics professionals are in great demand. According to the U.S. Bureau of Labor Statistics, 10 of the 20 fastest growing occupations in the country are concentrated in health care services, making it an ideal career field for people who are looking for a growth opportunity and enjoy helping people (www.bls.gov).

With the health care environment enjoying such growth, this has a direct impact on the demand for health informatics professionals in the United States; this area is expected to see an 18 percent increase in the number of jobs available through 2016. With the 2010 enactment of the Affordable Care Act (ACA) and the Federal Government mandate that every U.S. citizen have an electronic health record (EHR) by 2015, together with the 2009 American Recovery and Reinvestment Act (ARRA) via the associated Health Information Technology Economic and Clinical Health (HITECH) Act, and the requirement by the federal government that each state develop a Health Information Exchange in order to become part of a vast electronic national health information infrastructure, the health informatics job growth rate will undoubtedly only continue to increase.

Accreditation

The Master of Science in Health Informatics is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Currently, it is one of three nationally accredited programs in the United States. It is also the only accredited, graduate-level program in health informatics in the state of West Virginia.

Program Description

Health Informatics is a multidisciplinary profession on the cutting edge that utilizes information technologies, informatics and information systems and integrates them into the health care arena; it is the science that defines how health information is technically captured, transmitted and utilized, consisting of 3 core areas:

- Information Systems – focuses on such issues as information systems analysis, design, implementation, management and leadership;
- Informatics– focuses on the study of structure, function and transfer of information, socio-technical aspects of health computing, and human-computer interaction;
- Information Technology– focuses on computer networks, database and systems administration, security and programming

The MSHI program at Marshall University is the only graduate-level college program in health informatics available in the state of West Virginia; it is a highly integrated academic initiative comprising three colleges:

- College of Health Professions
- College of Business
- College of Information Technology and Engineering

The combination of skills and knowledge acquired through coursework in these three colleges, together with student internships in the health informatics field at the academic, government or industry levels, provides students with the high quality multidisciplinary education and real-world training that will result in valuable employees who are well prepared for the multifaceted demands and complexities in today's data- and information-driven health care enterprises.

The program requires at least 4 semesters of coursework, including an educationally directed practicum (Health Informatics Internship) experience. The total number of credits includes at least 39 post-baccalaureate hours of study. Because this graduate degree focuses both on didactic and clinical applications, the program is a combination of classroom and clinical application credits. Graduate-level credits will be provided for the supervised practicum.

For more information regarding the Master of Science in Health Informatics program at Marshall University, please visit the health informatics website at www.marshall.edu/cohp/index.php/departments/health-informatics/programs2

Admission Requirements

Applicants should follow the admissions process described in the Graduate Catalog, or at the Graduate Admissions website at www.marshall.edu/graduate/admissions/how-to-apply-for-admission. (Submit all materials to the Graduate Admissions Office.)

Students 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, and GRE scores from GRE tests taken within the past five years.

Program Requirements: 39 hrs.

NOTE: Students with no informatics background may be advised to take additional foundational informatics courses.

Students must take courses from 3 colleges:

College of Health Professions Courses ..... 15-19 hrs.

HP 605 The Role of EHR and PHR
HP 615 Health Quality and Safety
HP 650 Health Informatics Practicum
HP 620 Legal and Regulatory Environment for Health Care and Informatics
HP 630 Research Methods and Data Analytics for Health Informatics
HP 685-688 Independent Study (1-4 hrs.)

College of Business Courses ..... 12 hrs.

MIS 678 Management Information Systems
HCA 600 The Health Care System
HCA 656 Management of Health Care Technology and Information Systems
MIS 680 Health Care Communications Technology and Telematics

College of Information Technology and Engineering Courses ..... 12 hrs.

IS 623: Database Management.
EM 660: Project Management
IS 665: Health Informatics; or elective
TM 664: Health Informatics

Health Informatics Practicum

MSHI students will be required to complete the Health Informatics Practicum (HP 650), which includes successfully completing at least 400 hours in an educationally directed Health Informatics internship at one of several Health Informatics job sites which have been approved by the MSHI program director. The student internships consist of job placements within the Health Informatics field at academic, government or healthcare industry levels.

Besides successful completion of the required health informatics courses at MU, graduation from the MSHI program will be contingent upon successfully completing the HP 650 Practicum. For more details about the practicum, see the MSHI Practicum Web page at www.marshall.edu/cohp/assets/documents/PTprereq/Health%20Informatics%20Practicum_2014-2015.pdf

2. Edits to current description

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Other Recognition

The Masters in Health Informatics at Marshall University is ranked #1 on the "Top 25 Master's in Healthcare Informatics Degrees Ranked by Affordability 2014". In order to be eligible for ranking, a health informatics program must meet two of three standards of high overall program quality. For more information, see http://mba-healthcare-management.com/best/masters-healthcare-informatics/

Program Description

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- ~~Students 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.~~
- Students must have an overall undergraduate (UG) Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale from their UG degree granting institution.
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Conditional Admission:

The Health Informatics program may admit applicants conditionally, for one term, pending receipt of GRE scores.

Example: If a student meets the GPA requirements, but has not taken the GRE within the past 5 years, they can be conditionally admitted with the understanding that they will take the GRE during their first semester of course work.

Provisional Admission

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Program Requirements: 39 hrs.

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3. New Catalog Description

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Program Requirements: 39 hrs.

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HCA 656 Management of Health Care Technology and Information Systems
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Chair: Tracy Christofero | **GC#6: Course Addition**

Request for Graduate Course Addition

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

College: COEPD Dept/Division: LS Alpha Designator/Number: 585 – 588 (●) Graded ( ) CR/NC

Contact Person: Michael Cunningham Phone: 61912

NEW COURSE DATA:

New Course Title: Independent Study

Alpha Designator/Number: L S 5 8 5 – 5 8 8

Title Abbreviation: I N D E P E N D E N T S T U D Y

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)
Approval of Program Director and Permission of chair. Student must have a GPA 3.0 to take class.

Co-requisite(s): na First Term to be Offered: Spring 2015

Prerequisite(s): Permission Credit Hours: ~~1-6~~ 1-4

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

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

Dept. Chair/Division Head Michael L Cunningham	Date 10-27-14
Registrar Roberta Ferguson 130401	Date 10/31/14
College Curriculum Chair Lin Dah	Date 11/5/14
Graduate Council Chair TChristofero	Date 1-6-15

Request for Graduate Course Addition - Page 2

College: COEPD | Department/Division: LS | Alpha Designator/Number:

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

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

Any program faculty

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

Not applicable

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

Not Applicable

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

Not Applicable

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

Not applicable

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

Written objectives of each Independent Study must be approved by the program director and dean, and will be kept in departmental files.

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

The course outline will be based on the topic of the independent study, and will be agreed upon by the faculty member and student, approved by the program director and dean, and kept in departmental files.

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

Determined based upon topic.

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

Arranged independently with the student. May include tutorials, directed and independent readings, directed and independent research, problem reports and other individualized activities.

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

Based upon topic and method of instruction.

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

Not applicable.

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

Not applicable.

Request for Graduate Course Addition - Page 5

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

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

Department: Leadership Studies
Course Number and Title: LS 585 Independent Study
Catalog Description: Individualized course, planned collaboratively between the student and instructor, to allow the student to explore in depth a specific aspect of the discipline not covered in the established courses.
Prerequisites: Permission, GPA 3.0
First Term Offered: Spring 2015
Credit Hours: variable, 1-6

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

Request for Graduate Course Change

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

College: COEPD Dept/Division: Leadership Studies Current Alpha Designator/Number: 776

Contact Person: Bobbi Nicholson Phone: 6-2094

CURRENT COURSE DATA:

Course Title: Computer Analysis in Educational Leadership Research

Alpha Designator/Number: L S 7 7 6

Title Abbreviation: C O M P T R A N A L Y S I S E D L R E S E A R C

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 10-23-14
Registrar	Date 10/31/14
College Curriculum Chair	Date 11/5/14
Graduate Council Chair	Date 1-6-15

Request for Graduate Course Change - Page 2

College: COEPD | Department/Division: LEADERSHIP STUDIES | Alpha Designator/Number: 776

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

Change in CATALOG TITLE: ☒ YES ☐ NO

From: COMPUTER ANALYSIS EDL RESEARCH (limited to 30 characters and spaces)

To: COMPUTER ANALYSIS DOCTORAL RES

If Yes, Rationale: The revised course title better reflects the student composition of the course, which includes both leadership and curriculum-and-instruction doctoral students.

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 (May attach separate page if needed)

From

To

Rationale

Request for Graduate Course Change-Page 4

College: COEPD

Department: LEADERSHIP STUDIES

Course Number/Title LS 776/Computer Analysis in Educational Leadership Research

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.

N/A

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.

N/A

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.

N/A

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: Leadership Studies

Current Course Number/Title: LS 776, Computer Analysis in Educational Leadership Research

New Course Title: Computer Analysis in Doctoral Research

Rationale: The revised course title better reflects the student composition of the course, which includes both Leadership Studies and curriculum-and-instruction doctoral students.

Catalog Description:
Computer Analysis in Leadership Studies Research. 3 hrs.
This course provides the development of skills and competencies in data analysis and management. It is designed for doctoral students in the data analysis stage of dissertation preparation.
(PR: Consent)

Chair: Tracy Christofero | **GC#9: Non-Curricular**

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: Political Science

Contact Person: Shawn Schulenberg

Phone: 304-696-2767

Rationale for Request

(May attach separate page if needed)

When we created the MPA program originally, we did not know that we were required to put our additional admission criteria into the official Graduate Catalog. So, we are simply adding the criteria that we would like for admission into the MPA program.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.
NOTE: all requests may not require all signatures.

Department/Division Chair	Date 10/01/2014
Registrar	Date 10/2/14
College Curriculum Committee Chair (or Dean if no college curriculum committee)	Date 10/31/14
Graduate Council Chair	Date 1-6-15

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. (May attach separate page if needed)

See attachment

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.

(see attachment)

Graduate Council
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 attachment

Graduate Council
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: Addition of admissions criteria to Graduate Catalog
Department: Political Science
Degree Program: Masters in Public Administration (MPA)
Effective Date: Spring 2015

CURRENT CATALOG DESCRIPTION

PUBLIC ADMINISTRATION, M.P.A.

The master's degree in Public Administration will provide graduate training in academic, research and service to prepare students for leadership positions in public service, both in the non-profit and public sectors of society. The graduate curriculum consists of a 36 semester credit hour requirement, including a core of courses required for all student and a specialty area of emphasis. The core consists of 18 semester credit hours designed to train students to lead agencies in areas of budgetary development and management; data collection and analysis; personnel training, and policy development and implementation. All students are required to complete a six credit hour practicum in their specialty area and to submit a portfolio for review at the end of the practicum.

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.

Program Description

The M.P.A. will consist of a core curriculum to include the following:

- MGT 620, Human Resource Management
- MGT 672, Organizational Behavior
- PSC 533, Public Administration and Policy Development
- PSC 553, Governmental Budgetary Administration
- PSC 604, Data Analysis
- PSC 616, Public Administration Scope and Practice

The program will require students who are not in the professional workforce (pre-service) to complete a six-hour practicum. This can be accomplished through agency placements for internships. Students who are in the professional workforce (in service) will complete a project report analyzing public administration as practiced in their place of employment.

The program will offer concentrations of twelve credit hours in general administration policy, non-profit management, and urban governance.

The M.P.A. program, then, will be composed of the following:

Core Curriculum ..... 18 hours

Concentration ..... 12 hours

Practicum or Project Report ..... 6 hours

TOTAL ..... 36 hours

Concentrations	**Menu of Courses**
General Administration Policy	ACC 510, Survey of Accounting

	ECN 550, Public Finance
	FIN 554, Insurance Planning and Risk Management
	LS 532, Human Relations in the Public Sector
	LS 645, Community Relations in the Public Sector
	LS 615, Leadership in the Public Sector
	MGT 680, Entrepreneurship
	PSC 550, Administrative Law
	PSC 552, Public Personnel Administration
	PSC 618, Seminar in Public Administration
	PSC 660, Seminar in Policy Administration
	PSC 518, Personnel Psychology
	PSY 520, Industrial/Organizational Psychology
	SOC 523, Sociology of Class, Power and Conflict
	SOC 533, Sociology of Work
Non-Profit Management	ECN 550, Public Finance
	FIN 554, Insurance Planning and Risk Management
	GEO 511, Medical Geography
	GEO 516, Environmental Issues in Planning[1]
	LS 532, Human Relations in the Public Sector
	LS 645, Community Relations in the Public Sector
	LS 615, Leadership in the Public Sector
	PSC 542, Politics and Welfare
	PSC 561, Urban Problems and Public Policy
	PSC 660, Seminar in Policy Administration
	PSY 520, Industrial/Organizational Psychology
	SOC 501, Population and Human Ecology
	SOC 523, Social Class, Power and Conflict
	SOC 525, Race and Ethnicity
	SOC 528, Medical Sociology
	SOC 640, Problems and Prospects for an Aging Society

Urban Governance

ECN 515, Regional Economics

ECN 560, Economic Development

FIN 554, Urban Insurance Planning and Risk Management

GEO 510, Urban Geography

GEO 514, Principles and Methods of Planning

GEO 515, Urban Land Use Planning[1]

GEO 516, Environmental Issues in Planning[1]

GEO 526, Principles of GIS

GEO 529, Intermediate GIS - Vector Analysis[2]

GEO 530, Intermediate GIS - Raster Analysis[2]

GEO 531, Principles of Remote Sensing and Programming

LS 615, Leadership in the Public Sector

LS 645, Community Relations in the Public Sector

PSC 561, Urban Problems and Public Policy

PSC 621, Urban Administration

PSY 520, Industrial/Organizational Psychology

SOC 501, Population and Human Ecology

SOC 523, Social Class, Power and Conflict

SOC 533, Sociology of Work

SOC 542, Urban Sociology

[1]GEO 514, Principles and Methods of Planning, is a prerequisite for this course.

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EDITS TO CURRENT DESCRIPTION

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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.

In addition, applicants must have:

- A minimum undergraduate GPA of 2.50.
- Standardized test scores (GRE, GMAT, or MAT) from exams completed no more than five years prior to the application submission to the program. Recommended minimum scores are: GRE, combined 800 on Verbal and Quantitative, or 286 on current combined score; GMAT, 500; OR MAT, 392. Please note that the MAT can be taken, by appointment, on the South Charleston campus.
- A current resume or curriculum vitae.
- A personal statement describing the applicant's interest in the program and goals from program completion.
- For non-native English speakers, minimum TOEFL scores of 550 (paper-based exam), 213 (computer-based exam), and 79 (internet-based exam) are required. TOEFL exam must be completed no more than two years prior to the application submission for the program. Graduates of English speaking universities will have TOEFL requirements waived.

Minimum undergraduate GPA scores and standardized test scores will be waived for applicants who have previously earned degrees above the baccalaureate level from accredited institutions.

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SOC 542, Urban Sociology

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NEW CATALOG DESCRIPTION

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In addition, applicants must have:

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	PSC 518, Personnel Psychology
	PSY 520, Industrial/Organizational Psychology
	SOC 523, Sociology of Class, Power and Conflict
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	GEO 515, Urban Land Use Planning[1]
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	GEO 529, Intermediate GIS - Vector Analysis[2]
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PSY 520, Industrial/Organizational Psychology

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[1]GEO 514, Principles and Methods of Planning, is a prerequisite for this course.

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MARSHALL UNIVERSITY

College of Health Professions

NEW PROGRAM PROPOSAL
INTENT TO PLAN

MASTER OF SCIENCE IN BIOMECHANICS

Huntington, WV

August 31, 2014

Effective date of Proposed Action: Fall 2015

Prepared by: Suzanne M. Konz, PhD ATC CSCS

Signatures (If disapproved at any level, do not sign. Return to the previous signer with recommendation attached.)

Department/Division Chair	Date 11/3/14
College Dean	Date 11-5-14
Graduate Council Chair	Date 1-6-15
Provost / VP Academic Affairs	Date
Presidential Approval	Date
Board of Governors Approval	Date

Summary Statement

The Marshall University (MU) College of Health Professions (COHP) and the School of Kinesiology (SOK) proposes the addition of a Master of Science degree program in Biomechanics. The proposed program will consist of a minimum of 36 graduate credit hours obtained over a two year period. The basic framework is founded in the four plus two approach allowing students with a BS degree containing the appropriate prerequisites to obtain a master degree in Biomechanics in a total of 6 years (four years BS and two years graduate: full-time attendance required). To facilitate current student needs, however, there would be three potential entry points into the program; 1) post-BS degree from any accredited university; 2) full admission post-MS degree from any accredited university; or, 3) integrated bachelors/master's program, whereby a junior with exceptional standing may be admitted into the graduate program prior to completion of all BS requirements. Depending on individual career aspirations, completion of the biomechanics sequence prepares a student for future study of biomechanics at the doctoral level, for employment as a research assistant with a corporate entity, or to serve as a member of a workplace safety team. Currently, WV students wishing to seek a MS in Biomechanics must travel and attend out of state schools or take online programs that can cost considerably more than a traditional campus-based MU program.

Table of Contents

Master of Science in Biomechanics
Marshall University
College of Health Professions

1. Program Description

The Marshall University (MU) College of Health Professions (COHP) and the School of Kinesiology (SOK) proposes the addition of a Master of Science degree program in Biomechanics. The mission of the proposed Master's Degree program in Biomechanics (MSBiomech) is to prepare students for advanced studies in human movement science, medical career paths such as physical therapy and medicine, and employment in areas of exercise science (research associates, laboratory technicians, academia). The MSBiomech would prepare students to enter a variety of career paths. The biomechanics field is diverse; therefore job descriptions are just as diverse. Often jobs are in research and development with specialization in orthopedics or movement analysis. Specialization in orthopedics involves working with orthopedic surgeons in research and development of surgical procedures, instrumentation and equipment. Movement analysis is related to investigation of injuries (cause and prevention) or performance. Movement analysis utilizes instrumentation including high speed cameras, force measurement, electromyography and computer software to analyze human movement. This is often related to technique analysis and/or the design and development of equipment. Gait analysis (e.g., walking, running) is a common area of interest for biomechanics, although all aspects of human movement are investigated. Biomechanists work with physicians, physical therapists, athletic trainers, coaches, and athletes in determining the efficiency of movement for preventing injuries and improving performance. These affiliations along with access to the latest technology in research equipment and software make for a perfect environment for this major.

Students who choose to specialize in Biomechanics at the masters, typically, these students come from areas such as Athletic Training, Physical Therapy, or Exercise Science, and many have specialized in biomechanics at the master's level. They complete courses on topics such as: Human Biomechanics, Biomechanical Instrumentation, Human Locomotion, Kinesiology, Electromyography, Exercise Physiology, and Research and Statistics. The research focus in the Center for Human Movement Science laboratory is on the application of biomechanics to the solution of applied problems. Thus, the student's research is often an extension of a problem that they may have encountered through their own professional and clinical experience.

The following is the appropriate program identification as provided in the Classifications of Instructional Programs developed and published by the U.S. Department of Education Center for Educational Statistics:

Code 31.0505. Kinesiology and Exercise Science. A scientific program that focuses on the anatomy, physiology, biochemistry, and biophysics of human movement, and applications to exercise and therapeutic rehabilitation. Includes instruction in biomechanics, motor behavior, motor development and coordination, motor neurophysiology, performance research, rehabilitative therapies, the development of diagnostic and rehabilitative methods and equipment, and related analytical methods and procedures in applied exercise and therapeutic rehabilitation. *(National Center for Educational Statistics, 2010)*

The proposed program will consist of a minimum of 36 graduate credit hours obtained over a two year period. The basic framework is founded in the four plus two approach allowing students with a BS degree containing the appropriate prerequisites to obtain a master degree in Biomechanics in a total of 6 years (four years BS and two years graduate: full-time attendance required). To facilitate current student needs, however, there would be three potential entry points into the program; 1) post-BS degree from any accredited university; 2) full admission post-MS degree from any accredited university; or, 3) integrated bachelors/master's program, whereby a junior with exceptional standing may be admitted into the graduate program prior to completion of all BS requirements. MSBiomech is designed with an emphasis on learning about the scientific process (hypothesis testing, data collection, data analysis, data interpretation) and acquiring clinical skills. That is, instead of teaching the science of biomechanics in lecture-based format, an emphasis is placed on learning about the science of biomechanics in a laboratory setting. With this approach, students receive a very marketable education consisting of specialized competencies in biomechanics as well as general competencies in data management, computer skills, and people skills. As a culminating experience, students in the biomechanics sequence will complete a thesis, independent study, or professional practice. In most cases, students accepted into this sequence will have demonstrated a high level of academic performance; however, some students may have alternative preparation for this sequence through work experience or academic training. Depending on individual career aspirations, completion of the biomechanics sequence prepares a student for future study of biomechanics at the doctoral level, for employment as a research assistant with a corporate entity, or to serve as a member of a workplace safety team.

Currently, WV students wishing to seek a MS Biomechanics must travel and attend out of state schools or take online programs that can cost considerably more than a traditional campus-based MU program. A second objective of this program is to populate the State of WV with biomechanics professionals. Since students often develop professional relationships in school and remain in areas where the relationships are built, many MU MSBiomech graduates may choose to return to rural counties of WV.

1.1. Program Mission

The purpose of the Master of Science in Biomechanics at Marshall University is to prepare biomechanically trained individuals who will serve the needs of the citizens of West Virginia and the region to expand the knowledge and scholarship of the movement science profession. Our specific objectives are to educate, train, and prepare the biomechanical graduate who will:

1. meet the needs of the community and students,
2. develop graduates that recognize the need for professional growth and life-long education,
3. utilize critical thinking skills in movement science and biomechanical assessment,
4. prepare students for academic and professional careers in fields involved in the prevention of musculoskeletal disorders, injuries and disabilities that result from the interaction of individual and environmental issues/factors in ergonomics and biomechanics,
5. have the training and practical experience in the basic tools and methods needed to be successful in researching human movement, whether in clinical, occupational, or sport applications,
6. provide the analytical skills essential to understand the development and management of musculoskeletal disorders, as well as the skills needed to promote preventive programs in industry and the health care environment,
7. train the student in basic research, study design, and the use of equipment and measurement techniques employed in ergonomic and biomechanical evaluation and analysis,
8. encourage students to participate in research activities in such areas as injury pathomechanics, injury prevention, evidence-based practice, sport performance, and product development, and lastly
9. add to the portfolio of healthcare and healthcare related programs currently offered at Marshall University.

1.2 Program Features

Proposed Catalog Description

Biomechanics is the study of forces and their effects on living systems. Biomechanics provides advanced knowledge in biomechanics particularly related to performance enhancement and injury prevention. Students focus their academic course work on developing the ability to understand and apply the principles of biomechanics when serving as a movement analyst in competitive and recreational sport situations, as well as in the workplace.

Proposed Course Descriptions for Masters of Science in Biomechanics

HS 610 - Advanced Biomechanics

This course is designed to provide students with an understanding of the application of Newtonian mechanics to human movement analysis. Biomechanical models using three-dimensional video and force plate data will be used to analyze human movement.

HS 615 - Mechanical Analysis of Activity

This course is designed to provide students with an understanding of how to use various technologies in a biomechanics lab for measuring kinematics. Along with making

measurements, students will also learn how to perform the calculations involved in analysis of collected data.

HS 635 - Research Methods in Biomechanics
This course is designed to provide students with an understanding of how to 1) use various technologies in a biomechanics lab for measuring kinematics and 2) develop effective methods to answer the research questions within a study. Along with making measurements and method development, students will also learn how to perform the calculations involved in analysis of collected data.

HS 650 - Human Gait
Gait analysis is the systematic study of human walking. It provides the potential to determine those impairments and functional limitations that probably contribute to the waking disability. This course attempts to provide students a systematic introduction on this subject, including fundamental terminology, technique, and data interpretation used in gait analysis. Abnormal gait patterns will be investigated after an understanding of the normal gait pattern is established.

1.2.1 Program Learning Outcomes

The following outcome measures have been established for the Master of Science in Biomechanics:

1. Eighty percent or more of all students admitted will successfully complete the program,
2. Within six months of successful completion of the program, 90% of graduates will be employed in a biomechanics field, and
3. Employers of MU Biomechanics graduates will rank satisfaction with these graduates at 3.5 or greater (on a scale of 1 to 5).

1.2.2 Additional Program Outcomes

The MSBiomech program will offer the first ever such graduate program in the State of West Virginia provided by a public or private institution. The degree will consist of 36 graduate credit hours designed to be completed over a two year period. Students may enter the program in three ways: 1) post BS degree from any accredited university, 2) full admission post MS degree from any accredited university, or, 3) accelerated masters program whereby a junior with exceptional standing may be admitted into the graduate program prior to completion of all BS requirements. Students entering the program through non-traditional routes of acceptance such as post-master degree will be required to complete the biomechanics courses and meet the MU requirements for graduation and granting of degree. Transfer students will be evaluated for level of acceptance depending upon coursework completed and will need to meet MU requirements for graduation.

1.2.3 Admission and Performance Standards

Prospective students wishing to enter Health Informatics at MU must meet all MU admission criteria for graduate level and be fully admitted to the MU graduate program. In addition to the MU graduate school admission criteria, all students must apply to the COHP Biomechanics program. Completion of the undergraduate degree at MU does not guarantee admission to the MSBiomech program; however, preference will be given to Marshall Alumni if all things are equal. Additional admission requirements exist for the MSBiomech program (see below).

Students may enter the program in three ways: 1) at the completion of a bachelor degree, 2) transfer from another accredited university or school of higher learning, or, 3) after the junior year of a BS degree with permission of the Dean of COHP (MU students only). Criteria for admissions will match the MU standards for admission to graduate programs. Specifically, a student who desires admission as a degree-seeking graduate student must have an overall undergraduate Grade Point Average (GPA) of at least 2.75 on a 4.0 scale, submission of GRE scores, and three letters of reference. To continue in the MSBiomech program, students are required to maintain a 3.0 GPA in all coursework (See appendix B for proposed curriculum).

The Master of Science in Biomechanics requires at least 4 semesters of coursework including a thesis or internship experience. The total number of credits includes at least 36 post-baccalaureate hours of study which is consistent with Biomechanics programs across the nation. Consistent with other graduate programs at MU, a cumulative grade point average of 3.0 must be maintained throughout the program.

1.2.4 Program Requirements

The MS Biomech will consist of at least 36 post-baccalaureate credit hours that will be taken in a prescribed sequence to be developed by the student's graduate committee advisor. Students without a background in biomechanics will be advised to take additional foundational biomechanical courses. The Master of Science program consists of the following course work:

Required

EDF 517	Statistical Methods
ESS 670	Research in Physical Education
HS 610	Advanced Biomechanics
HS 615	Mechanical Analysis
HS 635	Research Methods for Biomechanics
HS 650	Gait
HS 681	Thesis or (HS 660) Internship

Electives (12 hours) – these are only suggested courses. Some courses may require permission from the professor prior to enrollment. All prerequisites must be met.

ESS 578	Exercise Metabolism
ESS 601	Advanced Exercise Testing

ESS 621	Exercise Physiology I
ESS 636	Structural Kinesiology
ESS 642	Devising and Implementing Training and Conditioning Programs
ESS 651	Mechanical Analysis of Motor Skills
ESS 670	Research in Kinesiology.
HP 605	Medical Vocabularies and Classification Systems
ESS 644	Cardiovascular Exercise Physiology
ESS 645	Respiratory Exercise Physiology
ACB 620	Gross Anatomy/Embryology
BMS 600	Foundations of Biomedical Science
BMS 628	Neuroscience I
BMS 629	Neuroscience II
BMS 630	Neuroscience
BMS 632	Neuroscience Research Techniques
DTS 670	Advanced Medical Nutrition Therapy I
EDF 616	Advanced Studies in Human Development
EDF 617	Multiple Regression
MTH 518	Biostatistics
MPNA 724	Evidence-Based Research Methods I
MPNA 725	Evidence-Based Research Methods II
MPNA 726	Statistical Methods for Research.
SFT 560	Fundamentals of Ergonomics
SFT 610	Concepts in Occupational Safety and Health
SFT 630	Research in Occupational Safety and Health
SFT 645	Safety Engineering and Equipment Design
SFT 660	Human Factors in Accident Prevention

The thesis project is a collaborative academic effort between the student and the faculty of the School of Kinesiology. The student can receive up to 6 credit hours toward their 36 credit hour degree requirement. The thesis project and oral defense of the student's thesis project must occur prior to the completion of the student's final semester in the Post-professional Masters of Athletic Training program. The thesis project needs to reflect an effort that is at least equivalent to the 6 credit hours and is to be completed over 2 or more semesters. As an alternative to a thesis project, a student can chose to take a written/oral comprehensive examination. The comprehensive examination will consist of responses to written and verbal questions that are prepared by select faculty members of the School of Kinesiology.

1.2.5. Program Delivery

All didactic coursework will be offered on the Huntington campus or at the South Charleston campus. Courses will be offered in the traditional classroom atmosphere with web enhancement.

II. Program Needs and Justification

Relationship to Institutional Goals & Objectives

The overall mission of COHP, consistent with the mission of MU, is to provide quality undergraduate and graduate education for health professions. Therefore, a graduate program in Biomechanics is an ideal fit with both COHP mission and the mission of MU. The focus of COHP is interactions with the community, including rural and disadvantaged areas, and response to the contemporary and future needs of society. To accomplish this mission, COHP:

- Ensures the integrity of the programs through maintenance of rigorous, professional educational standards and through high expectations of student learning and performance,
- Encourages involvement of faculty in service to society,
- Supports the engagement of faculty in research and scholarly activities,
- Provides an environment that is sensitive to a culturally, racially, and ethnically diverse student body, faculty, and staff and,
- Maintains an environment providing academic freedom and shared governance.

1. Existing Programs

No programs within the state offer a degree in Biomechanics. West Virginia University offers a concentration. Marshall University has a long and successful history of granting graduate and doctoral level degrees. Currently, four programs at MU confer the doctorate: Biomedical Sciences (Ph.D.), Education (Ed.D.), Psychology (Psy.D.), and a Doctorate of Management Practice in Nurse Anesthesia (DMPNA). Each has been successful at gaining national certification and has maintained this level of approval since inception. The potential exists for the future development of a doctoral degree within the College of Health Professions and/or Kinesiology areas. The area of biomechanics would be an area of concentration within this doctoral degree.

Program Planning & Development

2.1 Clientele and Need

The human body is comprised of a variety of complex, integrated systems. An understanding of the role of these systems with respect to even a limited set of problems, such as the performance of everyday or highly skilled motor activities or the causes and resolution of bone/joint dysfunction, requires experimental approaches from a number of disciplines. As a result, a group of faculty at Marshall University has developed a mission to study the body from an interdisciplinary approach. The faculty comes from backgrounds in athletic training, biomechanics, exercise physiology, and rehabilitation science. An understanding of structural integrity along with movement generation is part of this effort. A significant percentage of the population has some form of physical disability that limits their functional abilities. The form of these disabilities may be progressive deterioration of tissue, congenital defects or trauma-

inflicted damage. The adverse effects of many disabilities could be reduced or alleviated through appropriate research on topics ranging from microscopic bone remodeling to corrective device development.

2.2 Employment Opportunities

Though growth prospect and salary figures are high for those who have specialized in biomechanics, it is difficult to come up with precise numbers as they work in such varied fields. Biomedical engineers held about 16,000 jobs in 2008. Manufacturing industries employed 36 percent of all biomedical engineers, primarily in the pharmaceutical and medicine manufacturing and medical instruments and supplies industries. Many others worked for hospitals. Some also worked for government agencies or as independent consultants. The U.S. Bureau of Labor Statistics, employment prospects and earning potential for biomedical engineers (biomechanists) are excellent in the coming years. The field is expected to increase at a rate of 72 percent through 2018.

The growth of the aging population and focus on health issues will contribute to the increase in the demand for improved medical equipment and devices to be designed by biomedical engineers. For example, computer-assisted surgery and molecular, cellular, and tissue engineering are being more heavily researched and are developing rapidly. In addition, the rehabilitation and orthopedic engineering specialties are growing quickly, increasing the need for biomedical engineers. Along with the demand for more sophisticated medical equipment and procedures is an increased concern for cost efficiency and effectiveness that also will boost demand for biomedical engineers. However, because of the growing interest in this field, the number of degrees granted in biomedical engineering has increased greatly, leading to the potential for competition for jobs.

Salaries are expected to be between US $60,000 to US $100,000 for Master's trained individuals. Median annual earnings of biomedical engineers were $77,400 in 2008. According to the U.S. Bureau of Labor Statistics, the salaries earned by the biomedical area increased to a national mean hourly wage of $39.69 and a national mean annual wage of $82,550, in May 2009. The middle 50 percent earned between $59,420 and $98,830. The lowest 10 percent earned less than $47,650, and the highest 10 percent earned more than $121,970. The industries that employed the highest number of biomedical engineers were medical equipment and supplies manufacturing with a mean annual wage of $81,590; scientific research and development services, $86,150; pharmaceutical and medicine manufacturing, $81,150; navigational, measuring, electromedical and control instruments manufacturing, $92,330; and general medical and surgical hospitals, $66,250. Students from the Master of Science degree program would be able to compete for positions in these career fields.

2.3 Program Impact

Although attempts have been made to recruit professionals into rural states such as

WV, little progress has been seen. Rural areas, especially in southern WV, continue to have a dearth of well trained biomechanists. Successful retention of MS Biomech graduates in West Virginia and especially in southern WV will no doubt add to the quality of healthcare available within the state through better availability and use of available expertise. The MS Biomech program will provide an opportunity for citizens of WV and surrounding states to obtain an education in a high paying and respected profession. This will provide MU positive linkages to the community and state. Citizens of WV will benefit from the skill set and expertise as educated and trained providers in biomechanics are more readily available for employment. Area and state businesses that supply health care will benefit from an increased pool of highly trained applicants.

2.4 Cooperative Arrangements

Existing affiliation agreements for Marshall University's College of Health Professions and every large provider of health care are already in existence. If the need should arise to develop opportunities outside the health care arena, obtaining these would not be problematic.

2.5 Alternatives to Program

As no other such Masters degree program in WV or nearby states exist, the alternative requires students desiring an advanced degree in Biomechanics to relocate. This not only raises the expense of a college education but also would remove some of the brightest minds from the state of West Virginia. The relocation of this student to other states and regions decreases the likelihood of their return to the State of West Virginia to seek employment upon completion of the advanced degree. There is no university in West Virginia offering a MSBiomech degree program.

III. Program Implementation and Projected Resource Requirements

3.1 Program Administration

The MSBiomech program will be housed in COHP with the SOK. Thus, all administrative duties would be assumed by the Dean of COHP. Revenues, and credits for program development and implementation will be shared proportionately between the three Colleges based on current MU policy utilizing student credit hours. All program revenues and accreditation efforts will be the responsibility of the COHP.

3.2 Program Projections

Annual enrollment for the MS Bioemch is anticipated to reach 15 students. Assuming a loss of 10% in the first year, year two and beyond would see 30 total students. Projections are based on conversations with area employers and by comparison of other programs advertising student numbers. Additional transfer or second degree seeking students are expected to add to the total number of students.

Form 1. Five-Year Projection of Program Size

	Academic Year				
Number if Students Served through Course Offerings of the Program	***1st Year (2015)***	***2nd Year (2016)***	***3rd Year (2017)***	***4th Year (2018)***	***5th Year (2019)***
Headcount	*3*	*8*	*12*	*17*	*22*
FTE	*4.5*	*12*	*18*	*25.5*	*33*
Number of student credit hours generated by courses within the program (entire academic year):	*54*	*144*	*216*	*306*	*396*

	Academic Year				
Number of majors	***1st Year (2015)***	***2nd Year (2016)***	***3rd Year (2017)***	***4th Year (2018)***	***5th Year (2019)***
1st year graduate student	*3*	*5*	*7*	*10*	*12*
2nd year graduate student	*0*	*3*	*5*	*7*	*10*
FTE majors	*4.5*	*12*	*18*	*25.5*	*33*
Number of student credit hours generated by majors within the program (entire academic year):	*54*	*144*	*216*	*306*	*396*
Headcount	*3*	*8*	*12*	*17*	*22*
Total credit hour produced	*X*	*X*	*X*	*X*	*X*
Number of degrees to be granted (annual total)	*0*	*3*	*5*	*7*	*10*

3.3 Faculty Instructional Resources

Faculty for the MSBiomech program already exists within the undergraduate Biomechanics degree program. Courses will be offered in an alternative year format allowing both undergraduate and graduate courses to be offered. No additional lines are needed. Initial faculty rank would be expected at the assistant or associate level.

3.4 Library Resources and Instructional Materials

As MU students, MSBiomech students can access all Marshall University electronic databases and other library resources. Students will also have access to the Marshall University Medical School Library. Despite these resources, a survey of programs across the US suggests that additional journal and print resources would be useful. Thus, some student fee income will be dedicated to library resources.

3.5 Support Service Requirements

All support service requirements will be jointly determined by the Program Director and the Dean, COHP. No support staff will be required for the MSBiomech. The COHP Office of Student Services will provide support for students in the program. The Office of Student Services is actively involved in recruiting for all programs in the college. While the program will add new student loads to ancillary support services outside the college, such as registrars and bursars offices, the addition of 15 students per year is not likely to cause undue stress on these departments. Support staff already exists within the SOK for the Undergraduate program. The existing staff would support the graduate program as well.

3.6 Facilities Requirements

Adequate resources exist for laboratory and support services. No new needs are anticipated. Classroom requirements will be for a classroom space that will accommodate 30 students. Space for classrooms is adequate at MU for this program with no new resource needs anticipated.

3.7 Operating Resource Requirements

Normal operating expenses will be necessary for this program. Office space for one additional faculty will be required but is possible within the current allocations. Additional office supplies would be required, along with a telephone, computer, and internet. The operational budget will come from student tuition and fees. Current tuition and fee structures are adequate to support the program. A onetime start-up cost of $5,000 for program advertising and postage will be required for the startup year.

3.8 Source of Operating Resources

All operational support will come from student tuition and program specific fees.

MARSHALL UNIVERSITY
www.marshall.edu
College of Health Professions
School of Kinesiology

Memo regarding faculty, funding, and support for MS Biomechanics Intent to Plan

The subsequent page for resource requirements has been left relatively blank. This is due to the faculty, funding, and support for the undergraduate BS Biomechanics (which was already approved and in place) would support the master's program as well. No additional funding would be needed except for a one-time $5,000.00 dollar startup funding to promote and advertise the program as it gets off the ground. The graduate program would utilize the same faculty, labs and allocated space as the undergraduate program. Faculty would teach courses on a rotating basis to allow all courses to be taught at both levels. Supplies for classes and labs would be covered within existing lab fees that are already associated with the existing courses.

We would be happy to answer any questions you may have.

Sincerely,

Gary E. McIlvain, School of Kinesiology Chair

Form 2: ***Five Year Projection of Total Operating Resource Requirements***

	1st Year (2015)	*2nd Year (2016)*	*3rd Year (2017)*	*4th Year (2018)*	*5th Year (2019)*
A. FTE POSITIONS					
Administrators	$ X	$ X	$ X	$ X	$ X
Full-Time faulty	$ X	$ X	$ X	$ X	$ X
Adjunct faculty	$ X	$ X	$ X	$ X	$ X
Graduate Assistants	$ X	$ X	$ X	$ X	$ X
Non-Academic Personnel					
Clerical	$ X	$ X	$ X	$ X	$ X
Professionals	$ X	$ X	$ X	$ X	$ X
B. OPERATING COSTS					
Administrators	$ X	$ X	$ X	$ X	$ X
Full-Time faulty	$ X	$ X	$ X	$ X	$ X
Adjunct faculty	$ X	$ X	$ X	$ X	$ X
Graduate Assistants	$ X	$ X	$ X	$ X	$ X
Non-Academic Personnel					
Clerical	$ X	$ X	$ X	$ X	$ X
Professionals	$ X	$ X	$ X	$ X	$ X
Total Salaries					
Current Expenses	$ X	$ X	$ X	$ X	$ X
Repairs and Alterations	$ X	$ X	$ X	$ X	$ X
Equipment					
Educational Equipment	$ X	$ X	$ X	$ X	$ X
Library Books	$ X	$ X	$ X	$ X	$ X
Non-Recurring Expenses	$ 5000.00	$ X	$ X	$ X	$ X
Total Costs	**$ X**	**$ X**	**$ X**	**$ X**	**$ X**
C. Sources					
General Fund Appropriations	**$ X**	**$ X**	**$ X**	**$ X**	**$ X**

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

Request for Graduate Course Addition

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

College: COHP | Dept/Division: Public Health | Alpha Designator/Number: PH 622 | (•) Graded ( ) CR/NC

Contact Person: William F. Pewen | Phone: 696-3743

NEW COURSE DATA:

New Course Title: Statistical Methods II

Alpha Designator/Number: PH 622

Title Abbreviation: Statistical Methods II

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)

Examination of procedures including multiple linear and logistic regression, survival analysis, advanced non-parametric tests, repeated measures. Students gain experience in the use of SAS software for data management and analysis.

Co-requisite(s): None | First Term to be Offered: Spring 2015

Prerequisite(s): PH 621 | Credit Hours: 2

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

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

Dept. Chair/Division Head: Wm F. Pewen	Date: 10/14/14
Registrar: Roberta Ferguson 5/22/01	Date: 10/15/14
College Curriculum Chair: Summm Graveno	Date: 10/23/14
Graduate Council Chair: JChristofero	Date: 1-6-15

Request for Graduate Course Addition - Page 2

College: COHP | Department/Division: Public Health | Alpha Designator/Number: PH 622

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.

William F. Pewen, Ph.D., M.P.H., future faculty, and such as the dean and program director shall designate

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

Not applicable

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

Not applicable

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

Not applicable

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

College of Health Professions is responsible for hiring faculty. No other resources required at this time.

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

See Syllabus

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)

Basic Biostatistics, BB Gerstman, 2nd Ed. Jones and Bartlett Learning. Burlington, MA 2014
The Little SAS Book, A Primer. 5th Edition. SAS Institute Inc. Cary, NC. 2012
Fundamentals of Biostatistics, B Rosner. 7th Ed. Brooks/Cole Cengage Learning. Boston, MA 2011
Biostatistics: An Applied Introduction for the Public Health Practitioner. Delmar. Clifton Park, NY 2012

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

Lecture; computer laboratory instruction and exercises; course readings; problem assignments.

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

Assigned SAS problem sets
Midterm exam
Final examination

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

Not applicable

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

Brimacombe, M. B. (2014). Biostatistical and medical statistics graduate education. BMC medical education, 14(1), 18-18.

Brogan, D, and Kutner, M. (1986). Graduate Statistics Service Courses. The American Statistician 40(3).

Crombie, I. K. (2000). Teaching Health Statistics--Lesson and Seminar Outlines, second edition (Vol. 22, pp. 94). London: Taylor & Francis Ltd.

Dallal, G. Statistical Computing Packages: Dare We Abandon Their Teaching to Others? (1990) The American Statistician. 44(4)

Jacobs JA, Jones E, Gabella BA, Spring B, Brownson RC. (2013). Tools for Implementing an Evidence-Based Approach in Public Health Practice. Prev Chronic Dis.

Jong, N., Verstegen, D. M. L., Tan, F. E. S., & O'Connor, S. J. (2013). A comparison of classroom and online asynchronous problem-based learning for students undertaking statistics training as part of a Public Health Masters degree. Advances in Health Sciences Education, 18 (2), 245-264.

Manor, O. (2002). Teaching statistics in schools of public health. Public Health Rev, 30(1-4), 209-215.

Mills, J. (2003) A Theoretical Framework for Teaching Statistics. Teaching Statistics, 25(2), 56–58, June 2003
DOI: 10.1111/1467-9639.00126

Schwartz, T. (2013) Teaching Principles of One-Way Analysis of Variance Using M&M's Candy. Journal of Statistics Education, Volume 21, Number (accessed at www.amstat.org/publications/jse/v21n1/schwartz.pdf)

Ward, B. (2013) What's Better—R, SAS®, SPSS®, or Stata®? Thoughts for Instructors of Statistics and Research Methods Courses. Journal of Applied Social Science. January 22, 2013, doi: 10.1177/1936724412450570

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: Public Health
Course Number and Title: PH 622 - Statistical Methods II
Catalog Description: Examination of advanced statistical tests including non-parametric procedures, advanced linear & logistic regression, post-hoc analysis, repeated measures. Students gain experience in use of SAS software for data management and analysis.
Prerequisites: PH 621
First Term Offered: Spring 2015
Credit Hours: 2

COURSE TITLE/NUMBER	Statistical Methods II PH 622
SEMESTER/YEAR	Spring 2015
DAYS/TIME	Thursday 6:00-8:00 p.m.
CREDIT HOURS	2
LOCATION	444 Harris Hall
INSTRUCTOR	TBA
OFFICE/PHONE	696-2642
E-MAIL	TBA
OFFICE HOURS	TBA
CFE/UNIVERSITY POLICIES	By enrolling in this course, you agree to the *Marshall University Policies*, and thus it is essential that you understand them. Please review these at the Academic Affairs website: http://muwww-new.marshall.edu/academic-affairs/policies/

COURSE DESCRIPTION: FROM CATALOG

Examination of procedures including multiple linear & logistic regression, survival analysis, advanced non-parametric tests, repeated measures. Students gain experience in the use of SAS software for data management and analysis.

PREREQUISITES:

Successful completion of PH 621 with grade of B or better.

STUDENT LEARNING OUTCOMES IDENTIFIED IN THIS COURSE:

Upon completion of the course, students will:
1. Demonstrate knowledge of advanced statistical techniques, including appropriate application and interpretation of tests.
2. Demonstrate skill in utilizing SAS software.

COURSE STUDENT LEARNING OUTCOMES	HOW PRACTICED IN THIS COURSE	HOW ASSESSED IN THIS COURSE
Objective 1. Demonstrate knowledge of advanced statistical techniques. 1.1) Select appropriate advanced methods analysis. 1.2) Describe concepts of model creation, including issues of repeated measures and post hoc tests.	Lecture, Problem sets.	Problem sets, Midterm and Final Exam.

Objective 2. Demonstrate skill in utilizing SAS software. 2.1) Import, enter, edit and merge data using SAS. 2.2) Perform statistical tests to answer public health questions utilizing SAS. 2.3) Demonstrate skill in reporting and graphing data. 2.4) Accurately interpret SAS output.	Lecture, Problem sets.	Problem sets, Midterm and Final exam.

REQUIRED TEXTS, ADDITIONAL READING, AND OTHER MATERIALS

Basic Biostatistics, BB Gerstman, 2nd Ed. Jones and Bartlett Learning. Burlington, MA 2014
The Little SAS Book, A Primer. 5th Edition. SAS Institute Inc. Cary, NC. 2012
Personal computer and smartphone (iPhone or Android).

RECOMMENDED MATERIALS

Note on Statistical Software:

SAS software is available both in computer labs and for installation under Windows operating environments (please contact the Help Desk for assistance in the operation of Windows software in a Mac environment). There is no need to purchase software.

COURSE REQUIREMENTS / DUE DATES

1. Problem Set #1 (Week 7)
2. Midterm Exam (Week 9)
3. Problem Set #2 (Week 15)
4. Final Exam (Week 17)

GRADING POLICY

Problem Sets (2 at 15% each)	30%
Midterm exam	35%
Final Exam	35%
Grades will be determined by the following scale:	
90-100	A
80-89	B
70-79	C
60-69	D
<60	F

ATTENDANCE POLICY

This class meets weekly. While attendance is not required, lectures may not be replicated on Blackboard, thus students are encouraged to maintain regular attendance.

ADDITIONAL POLICIES

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

7. **Missed classes:** If you are absent, it is the student's responsibility to find out from a classmate what notes, handouts, assignments, or other course material you missed and to make arrangements to receive those.
8. **Make-up assignments and exams:** Students who miss scheduled exams or assignments may make them up in the event of a University-excused absence or medical emergency. In any other situation, a student may request a make-up, but if the request is granted, such may be a different exam or assignment.
9. **Office hours:** As posted and by appointment.
10. **Inclement Weather:** If inclement weather results in class cancellation, students are directed to carefully review posted material posted for that session, as we will endeavor to maintain the planned course schedule, including exams which may include that content.

Course Schedule

Week	Date	Topic
1	Jan 15	Introduction to SAS Enterprise
2	Jan 22	Data Management with SAS
3	Jan 29	Statistical Analysis using SAS
4	Feb 5	Inference about a Proportion
5	Feb 12	Comparing Two Proportions
6	Feb 19	Cross-Tabs: Cohort and Case-Control Analysis
7	Feb 26	Stratified Tables: Confounding and Interaction
8	Mar 5	Reporting and Graphing Data with SAS
9	Mar 12	Midterm
10	Mar 19	Spring Break
11	Mar 26	Survival Analysis
12	Apr 2	Multiple Linear Regression
13	Apr 9	Logistic Regression
14	Apr 16	Introduction to Modeling
15	Apr 23	Repeated measures, Post-hoc tests, and significance
16	Apr 30	Review
17	May 7	Final Exam

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

Request for Graduate Course Addition

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

College: COHP | Dept/Division: Public Health | Alpha Designator/Number: PH 631 | (•) Graded ( ) CR/NC

Contact Person: William F. Pewen | Phone: 696-3743

NEW COURSE DATA:

New Course Title: Environmental Health

Alpha Designator/Number: P H 6 3 1

Title Abbreviation: Environmental Health

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)
Introduction to environmental health principles, practices and policy. Students gain knowledge of the study, assessment, prevention, and mitigation of exposures adversely affecting health.

Co-requisite(s): None | First Term to be Offered: Spring 2015

Prerequisite(s): None | Credit Hours: 2

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

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

Dept. Chair/Division Head WFP	Date 10/14/14
Registrar Roberta Ferguson 5/22/07	Date 10/15/14
College Curriculum Chair Summa Gravanno	Date 10/23/14
Graduate Council Chair TChristofero	Date 1-6-15

Request for Graduate Course Addition - Page 2

College: COHP | Department/Division: Public Health | Alpha Designator/Number: PH 631

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.

William F. Pewen, Ph.D., M.P.H., future faculty, and such as the dean and program director shall designate

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

Not applicable

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

Not applicable

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

Not applicable

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

College of Health Professions is responsible for hiring faculty. No other resources required at this time.

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

See Syllabus

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)

Moeller, D. Environmental Health, 4th Edition. Harvard University Press. Cambridge, MA (2011) ISBN 978-0674047402

Friis, RH. Essentials of Environmental Health, 2nd Edition. Jones and Bartlett Learning, Sudbury, MA (2012) ISBN 978-1284026337.

Levy, BS, Wegman, DH, Baron, SL, Sokas, RK. Occupational and Environmental Health: Recognizing and Preventing Disease and Injury. 6th Edition. Oxford University Press, New York, NY (2011) ISBN-13: 978-0195397888

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

Lecture; class discussion; Q&A with visiting public health professionals; course readings, research paper.

Request for Graduate Course Addition - Page 4

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

Midterm exam
Research paper and presentation
Final examination

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

Not applicable

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

Alley B, Beebe A, Rodgers J Jr, Castle JW. 2011. Chemical and physical characterization of produced waters from conventional and unconventional fossil fuel resources. Chemosphere 85:74–82.

Balaba RS, Smart RB. 2012. Total arsenic and selenium analysis in Marcellus shale, high-salinity water, and hydrofracture flowback wastewater. Chemosphere 89:1437–1442.

Begg, Melissa D., et al. "MPH education for the 21st century: design of Columbia University's new public health curriculum." American journal of public health 104.1 (2014): 30-36.

Bellack, J. P., et al. "Environmental health competencies: a survey of nurse practitioner programs." AAOHN journal: official journal of the American Association of Occupational Health Nurses 44.7 (1996): 337-344.

Carson, R. and Lear, L. Silent Spring. Houghton Mifflin, New York, NY (2002) 0-618-24906-0

Clean Water Act of 1972. 1972. Public Law 92-500. Available: http://www.gpo.gov/fdsys/pkg/STATUTE-86/pdf/STATUTE-86-Pg816.pdf [accessed 2 July 2014].

Cranoor, CF. Legally Poisoned: How the Law Puts Us at Risk from Toxicants. Harvard University Press. Cambridge, MA 2013. ISBN 9780674072213

Finkel M, Hays J, Law A. 2013. The shale gas boom and the need for rational policy. Am J Public Health 103(7):1161–1163.

Hernández-Ávila, Mauricio, and Eduardo Lazcano-Ponce. "Oxford Textbook of Public Health." American Journal of Epidemiology 178.6 (2013): 1005-1006.

Koren, Herman, and Michael S. Bisesi. Handbook of Environmental Health: Biological, chemical, and physical agents of environmentally related disease. Vol. 1. CRC press, 2002.

Murray, Carolyn. "Understanding Environmental Health: How We Live in the World." (2013): 1252.

Sanborn, Margaret D., et al. "Identifying and managing adverse environmental health effects: 3. Lead exposure." Canadian Medical Association Journal 166.10 (2002): 1287-1292.

Stansfeld, Stephen A., and Mark P. Matheson. "Noise pollution: non-auditory effects on health." British Medical Bulletin 68.1 (2003): 243-257.

U.S. EPA (U.S. Environmental Protection Agency). 2012a. National Ambient Air Quality Standards (NAAQS). Available: http://www.epa.gov/air/criteria.html [accessed 1 July 2014].

Yassi, Annalee, et al. "Teaching basic environmental health in universities utilizing an interdisciplinary holistic approach and interactive learning methods." Ecosystem Health 3.3 (1997): 143-153.

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: Public Health
Course Number and Title: PH 631 - Environmental and Occupational Health
Catalog Description: Introduction to environmental health principles, practices and policy. Students gain knowledge of the study, assessment, prevention, and mitigation of exposures adversely affecting health.
Prerequisites: None
First Term Offered: Spring 2015
Credit Hours: 2

COURSE TITLE/NUMBER	Environmental Health PH 631
SEMESTER/YEAR	Spring 2015
DAYS/TIME	Thursday 8:00-10:00 p.m.
CREDIT HOURS	2
LOCATION	427 Prichard Hall
INSTRUCTOR	TBA
OFFICE/PHONE	696-2642
E-MAIL	TBA
OFFICE HOURS	TBA
CFE/UNIVERSITY POLICIES	By enrolling in this course, you agree to the *Marshall University Policies*, and thus it is essential that you understand them. Please review these at the Academic Affairs website: http://muwww-new.marshall.edu/academic-affairs/policies/

COURSE DESCRIPTION: FROM CATALOG

Introduction to environmental health principles, practices and policy. Students gain knowledge of the study, assessment, prevention, and mitigation of exposures adversely affecting health.

STUDENT LEARNING OUTCOMES IDENTIFIED IN THIS COURSE:

Upon completion of the course, students will:

1. Identify major effects common environmental and occupational agents on human health.
2. Describe the general mechanisms of toxic response.
3. List biologic and social factors which impact individual susceptibility to environmental hazards.
4. Describe means of assessment, prevention and mitigation of environmental hazards.
5. List the federal, state and local authorities and programs which regulate environmental health.

COURSE STUDENT LEARNING OUTCOMES	HOW PRACTICED IN THIS COURSE	HOW ASSESSED IN THIS COURSE
Goal 1. Identify major effects common environmental and occupational agents on human health.	Lecture, class discussion	Term Paper Midterm and Final Exam
Goal 2. Describe the general mechanisms of toxic response.	Lecture, class discussion	Midterm and Final Exam

Goal 3. List biologic and social factors which impact individual susceptibility to environmental hazards.	Lecture, class discussion	Midterm and Final Exam
Goal 4. Describe means of assessment, prevention and mitigation of environmental hazards.	Lecture, class discussion, guest speaker	Term Paper Final Exam
Goal 5. List the federal, state and local authorities and programs which regulate environmental health.	Lecture, class discussion, guest speaker	Final Exam

REQUIRED TEXTS, ADDITIONAL READING, AND OTHER MATERIALS

Moeller, D. Environmental Health, 4th Edition. Harvard University Press. Cambridge, MA (2011) ISBN 978-0674047402

Additional recommended readings:

- Carson, R. and Lear, L. Silent Spring. Houghton Mifflin, New York, NY (2002) 0-618-24906-0
- Legally Poisoned: How the Law Puts Us at Risk from Toxicants. Cranoor, CF. Harvard University Press. Cambridge, MA 2013. ISBN 9780674072213

RECOMMENDED MATERIALS

Personal computer and smartphone (iPhone or Android) are required.

COURSE REQUIREMENTS / DUE DATES

1. Midterm (Week 9)
2. Paper on environmental health problem (includes evidence-based description, analysis of current assessment and public health prevention/intervention efforts, and policy ramifications). Topic due by email to avoid duplication (Week 11).
3. Paper submission and presentations (Week 15)
4. Final Exam (Week 17)

GRADING POLICY

Midterm exam	35%
Research paper	20%
Paper presentation	10%
Final Exam	35%
Grades will be determined by the following scale:	
90-100	A
80-89	B
70-79	C
60-69	D
<60	F

ATTENDANCE POLICY

This class meets weekly. While attendance is not required, lectures may not be replicated on Blackboard, thus students are encouraged to maintain regular attendance.

ADDITIONAL POLICIES

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

regularly for information related to the course.

7. **Missed classes:** If you are absent, it is the student's responsibility to find out from a classmate what notes, handouts, assignments, or other course material you missed and to make arrangements to receive those.
8. **Make-up assignments and exams:** Students who miss scheduled exams or assignments may make them up in the event of a University-excused absence or medical emergency. In any other situation, a student may request a make-up, but if the request is granted, such may be a different exam or assignment.
9. **Office hours:** As posted and by appointment.
10. **Inclement Weather:** If inclement weather results in class cancellation, students are directed to carefully review posted material posted for that session, as we will endeavor to maintain the planned course schedule, including exams which may include that content.

Course Schedule

Week	Date	Topic
1	Jan 12	Principles of Toxicology
2	Jan 19	HOLIDAY – MLK Day
3	Jan 26	Risk Assessment
4	Feb 2	Air Quality
5	Feb 9	Food & Drinking Water Quality
6	Feb 16	Liquid and Solid Waste
7	Feb 23	Environmental Surveillance
8	Mar 2	Radiation: Nuclear, Electromagnetic
9	Mar 9	Midterm Exam
10	Mar 16	Spring Break
11	Mar 23	Workplace Health
12	Mar 30	Injury Prevention and Control
13	Apr 6	Occupational, Population, and Environmental Standards
14	Apr 13	Animals., Insects and Pests
15	Apr 20	Paper Presentations
16	Apr 27	Disasters and Terrorism
17	May 4	Final Exam

Chair: Tracy Christofero

GC#6: Course Addition

Request for Graduate Course Addition

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

College: COHP | Dept/Division: Public Health | Alpha Designator/Number: PH 641 | (●) Graded ( ) CR/NC

Contact Person: William F. Pewen | Phone: 696-3743

NEW COURSE DATA:

New Course Title: Social and Behavioral Aspects of Public Health

Alpha Designator/Number: P H 6 4 1

Title Abbreviation: S o c i a l B e h a v A s p e c t s P H

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)
Examination of the application of social and behavioral sciences in public health, with emphasis on behavioral theory and related mechanisms for effecting individual and group change in health status.

Co-requisite(s): None | First Term to be Offered: Spring 2015

Prerequisite(s): None | Credit Hours: 2

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

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

Dept. Chair/Division Head [signature]	Date 10/15/2014
Registrar Roberta Ferguson 512201	Date 10/15/14
College Curriculum Chair Tammy Gravino	Date 10/23/14
Graduate Council Chair T Christofero	Date 1-6-15

Form updated 10/2011

Request for Graduate Course Addition - Page 2

College: COHP | Department/Division: Public Health | Alpha Designator/Number: PH 641

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.

William F. Pewen, Ph.D., M.P.H., future faculty, and such as the dean and program director shall designate

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

Not applicable

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

Not applicable

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

Not applicable

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

College of Health Professions is responsible for hiring faculty. No other resources required at this time.

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

See Syllabus

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)

DiClimente, RJ, Salazar LF, and Crosby, RA. Health Behavior Theory for Public Health: Principles, Foundations, and Applications. (2013) Jones & Bartlett Learning, Burlington MA ISBN 978-0-7637-9753-9.

Simons-Morton, B, McLeroy, KR, Wendel, ML. Behavior Theory In Health Promotion Practice And Research. (2011) Jones & Bartlett Learning, Burlington, MA ISBN 978-0763786793

Edberg, M. Essentials Of Health Behavior (Essential Public Health). 2nd Edition. (2015) Jones & Bartlett Learning, Burlington, MA ISBN 978-1449698508

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

Lecture; class discussion; course readings, term paper project.

Request for Graduate Course Addition - Page 4

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

Midterm exam
Intervention term paper
Final examination

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

Not applicable.

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

Boyce, Cheryl Anne, and Deborah H. Olster. "Strengthening the public research agenda for social determinants of health." American journal of preventive medicine 40.1 Suppl 1 (2011): S86.

Carrington, Peter J., John Scott, and Stanley Wasserman, eds. Models and methods in social network analysis. Vol. 28. Cambridge university press, 2005.

Glanz, Karen, and Donald B. Bishop. "The role of behavioral science theory in development and implementation of public health interventions." Annual review of public health 31 (2010): 399-418.

Glasgow, Russ, and Karen M. Emmons. "The public health need for patient-reported measures and health behaviors in electronic health records: a policy statement of the Society of Behavioral Medicine." Translational behavioral medicine 1.1 (2011): 108-109.

Livingood, William C., et al. "Applied social and behavioral science to address complex health problems." American journal of preventive medicine 41.5 (2011): 525-531.

Muennig, Peter, et al. "The relative health burden of selected social and behavioral risk factors in the United States: implications for policy." American Journal of Public Health 100.9 (2010): 1758.

Repetti, Rena L., Shelley E. Taylor, and Teresa E. Seeman. "Risky families: family social environments and the mental and physical health of offspring." Psychological bulletin 128.2 (2002): 330.

Schneiderman, Neil Ed, et al. Integrating behavioral and social sciences with public health. American Psychological Association, 2001.

Shtarkshall, R., Soskolne, V., Bubis-Feder, P., & Daoud, N. (2002). The teaching of social sciences, health behavior, and health behavior change in public health. Public Health Rev, 30(1-4), 201-208.

Smedley, Brian D., and S. Leonard Syme. "Promoting health: Intervention strategies from social and behavioral research." American Journal of Health Promotion 15.3 (2001): 149-166.

Thoits, Peggy A. "Mechanisms linking social ties and support to physical and mental health." Journal of Health and Social Behavior 52.2 (2011): 145-161.

Williams, David R., and Michelle Sternthal. "Understanding racial-ethnic disparities in health sociological contributions." Journal of Health and Social Behavior 51.1 suppl (2010): S15-S27.

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: Public Health
Course Number and Title: PH 641- Social and Behavioral Aspects of Public Health
Catalog Description: Examination of the application of social and behavioral sciences in public health, with emphasis on behavioral theory and related mechanisms for effecting individual and group change in health status.
Prerequisites: None
First Term Offered: Spring 2015
Credit Hours: 2

COURSE TITLE/NUMBER	Social and Behavioral Aspects of Public Health PH 641
SEMESTER/YEAR	Spring 2015
DAYS/TIME	Monday 6:00-8:00 p.m.
CREDIT HOURS	2
LOCATION	427 Prichard Hall
INSTRUCTOR	TBA
OFFICE/PHONE	696-2642
E-MAIL	TBA
OFFICE HOURS	TBA
CFE/UNIVERSITY POLICIES	By enrolling in this course, you agree to the *Marshall University Policies*, and thus it is essential that you understand them. Please review these at the Academic Affairs website: http://muwww-new.marshall.edu/academic-affairs/policies/

COURSE DESCRIPTION: FROM CATALOG

Examination of the application of social and behavioral sciences in public health, with emphasis on behavioral theory and related mechanisms for effecting individual and group change in health status.

STUDENT LEARNING OUTCOMES IDENTIFIED IN THIS COURSE:

Upon completion of the course, students will:
1. Describe major behavioral theories underpinning health decisions by groups and individuals.
2. Formulate an intervention to improve health status based on appropriate and behavioral principles.
3. Describe limitations in applications of theory, and ethical conflicts in programs lacking transparency.

COURSE STUDENT LEARNING OUTCOMES	HOW PRACTICED IN THIS COURSE	HOW ASSESSED IN THIS COURSE
Goal 1. Describe major behavioral theories underpinning health decisions by groups and individuals.	Assigned readings Lectures Class discussions.	Midterm examination Final examination
Goal 2. Formulate an intervention to improve health status based on appropriate and behavioral principles.	Assigned readings Class discussions Intervention term paper	Term paper Final examination
Goal 3. Describe limitations in applications of theory, and ethical conflicts in programs lacking transparency.	Readings Class discussion	Final examination

REQUIRED TEXTS, ADDITIONAL READING, AND OTHER MATERIALS

DiClimente, RJ, Salazar LF, and Crosby, RA. Health Behavior Theory for Public Health: Principles, Foundations, and Applications. Jones & Bartlett Learning, Burlington MA (2013) ISBN 978-0-7637-9753-9.

RECOMMENDED MATERIALS

Personal computer and smartphone (iPhone or Android) are required.

Additional recommended readings:

- Ariely, Dan. Predictably Irrational: The Hidden Forces that Shape Our Decisions. Harper Collins, New York, NY 2009. ISBN 978-0- 135324-6
- Thaler, R. Nudge. Penguin Books, London, England. 2009 ISBN 978-0-14-311526-7

COURSE REQUIREMENTS / DUE DATES

1. Midterm Exam (Week 8)
2. Intervention term paper (Week 14)
3. Final Exam (Week 17)

GRADING POLICY

Midterm exam	25%
Intervention term paper	25%
Final Exam	50%

Grades will be determined by the following scale:

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

ATTENDANCE POLICY

This class meets weekly. While attendance is not required, lectures may not be replicated on Blackboard, thus students are encouraged to maintain regular attendance.

ADDITIONAL POLICIES

1. **Accountable material and preparation.** Class sessions are conducted based on the expectation that students complete all appropriate readings and/or assignments as scheduled. This facilitates better questions, discussion, and learning. Exam and quiz questions may be based on both out-of-class assignments and material presented in class.
2. **Electronic devices.** Electronic devices (smartphones, PDAs, laptops, etc.) can be a valuable asset in the classroom. However, if used inappropriately, these can be a distraction. Students should utilize these devices in class only for educational purposes, and are requested to be unobtrusive in their use (including silencing cell phone ringers). Please note that social media, "tweeting", and real time chat are not appropriate in the classroom unless part of a classroom exercise.
3. **Intellectual property notice:** Many materials used in this class are copyrighted, while others represent content and product of the instructor and/or Marshall University. While students may share notes and engage in discussions regarding their work in the course, recording or distribution of course content is not permitted. Students should enquire of the instructor for clarification regarding exceptions.
4. **Academic integrity:** Students should refer to the Student Handbook to ensure understanding of policies concerning academic honesty and integrity, including plagiarism and cheating. Unless specified by the instructor, no electronic devices, notes, or other non-approved assistance is permitted during any exam.
5. **Disability accommodation.** The instructor will endeavor to accommodate students with a disability. It is requested that the student notify the instructor at the earliest possible time regard anticipated assistance which may be required.
6. **Vigilance.** Students are expected to access their MU e-mail address and MU On-line regularly for information related to the course.
7. **Missed classes:** If you are absent, it is the student's responsibility to find out from a classmate what notes, handouts, assignments, or other course material you missed and to make arrangements to receive those.
8. **Make-up assignments and exams:** Students who miss scheduled exams or assignments may make them up in the event of a University-excused absence or medical emergency. In any other situation, a student may request a make-up, but if the request is granted, such may be a different exam or assignment.
9. **Office hours:** As posted and by appointment.
10. **Inclement Weather:** If inclement weather results in class cancellation, students are directed to carefully review posted material posted for that session, as we will endeavor to maintain the planned course schedule, including exams which may include that content.

Course Schedule

Week	Date	Topic
1	Jan 12	Social & Behavioral Factors in Health
2	Jan 19	Holiday – MLK Day
3	Jan 26	Social Context: PRECEDE-PROCEED Model
4	Feb 2	Perceived Threat-Fear Models
5	Feb 9	Value-Expectancy Models
6	Feb 16	Social Cognitive Theory
7	Feb 23	Stage Models
8	Mar 2	Midterm Exam
9	Mar 9	Behavioral Economic Theory
10	Mar 16	Spring Break
11	Mar 23	Ecological Models
12	Mar 30	Innovation Diffusion
13	Apr 6	Measurement & Design Related to Theory-based Research, Practice
14	Apr 13	Evaluating theory-based programs
15	Apr 20	Transparency in program design
16	Apr 27	Review
17	May 4	Final Exam

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

Request for Graduate Course Addition

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

College: COHP | Dept/Division: Public Health | Alpha Designator/Number: PH 642 | (•) Graded ( ) CR/NC

Contact Person: William F. Pewen | Phone: 696-3743

NEW COURSE DATA:

New Course Title: Health Communications

Alpha Designator/Number: P H 6 4 2

Title Abbreviation: H e a l t h C o m m u n i c a t i o n s

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)

Students learn methods to communicate health information effectively with disparate groups, develop communications strategies appropriate to diverse content and audiences, and gain skill in utilizing innovative interactive media.

Co-requisite(s): None | First Term to be Offered: Spring 2015

Prerequisite(s): None | Credit Hours: 2

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

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

Dept. Chair/Division Head W. F. Pewen	Date 10/14/14
Registrar Roberta Ferguson 5122077	Date 10/15/14
College Curriculum Chair Annmarie Gravenmo	Date 10/23/14
Graduate Council Chair Christofero	Date 1-6-15

Request for Graduate Course Addition - Page 2

College: COHP | Department/Division: Public Health | Alpha Designator/Number: PH 642

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.

William F. Pewen, Ph.D., M.P.H., future faculty, and such as the dean and program director shall designate

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

Not applicable

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

Not applicable

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

Not applicable

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

College of Health Professions is responsible for hiring faculty. No other resources required at this time.

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

See Syllabus

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)

Shiavo, R. Health Communication: From Theory to Practice. Jossey-Bass, San Francisco, CA (2014). ISBN 978-1-118-12219-8

Parvanta, C, Nelson, DE, Parvanta, SA, Harner, RN. Essentials of Public Health Communication, 1st Edition. Jones and Bartlett Learning, Sudbury, MA (2010). ISBN 978-0763771157

Wright, KB, Sparks, L, O'Hair, HD. Health Communication in the 21st Century. John Wiley & Sons, Malden, MA (2012). ISBN 978-0-470-67272-3.

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

Lecture; class discussion including case studies; Q&A with guest public health professionals; course readings; assigned term paper.

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

Midterm exam
Term paper project
Case study exercises
Final examination

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

Not applicable

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

Glanz, Karen, Barbara K. Rimer, and Kasisomayajula Viswanath, eds. Health behavior and health education: theory, research, and practice. John Wiley & Sons, 2008.

Guttman, Nurit, and Charles T. Salmon. "Guilt, fear, stigma and knowledge gaps: ethical issues in public health communication interventions." Bioethics 18.6 (2004): 531-552.

Hoffman-Goetz, L., & Dwiggins, S. (1998). Teaching public health practitioners about health communication: the MPH curriculum experience. J Community Health, 23(2), 127-135

Hornik, Robert, ed. Public health communication: Evidence for behavior change. Routledge, 2002.

Kreuter, Matthew W., et al. Tailoring health messages: Customizing communication with computer technology. Routledge, 2013.

Lefebvre, R. Craig, and June A. Flora. "Social marketing and public health intervention." Health Education & Behavior 15.3 (1988): 299-315.

Lundgren, Regina E., and Andrea H. McMakin. Risk communication: A handbook for communicating environmental, safety, and health risks. John Wiley & Sons, 2013.

Maibach, Edward, and Roxanne Parrott, eds. Designing health messages: Approaches from communication theory and public health practice. Sage Publications, 1995.

May, Alexandra. "Developing Communication Skills in Future Public Health Practitioners through a Public Health Writing Program." 142nd APHA Annual Meeting and Exposition (November 15-November 19, 2014). APHA, 2014.

Noar, Seth M., and Nancy Grant Harrington. eHealth Applications. Taylor & Francis, 2012.

Resnicow, K., et al. "Cultural sensitivity in public health: defined and demystified." Ethnicity & disease 9.1 (1998): 10-21.

Sørensen, Kristine, et al. "Health literacy and public health: a systematic review and integration of definitions and models." BMC Public Health 12.1 (2012): 80.

Thackeray, Rosemary, et al. "Adoption and use of social media among public health departments." BMC public health 12.1 (2012): 242.

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: Public Health
Course Number and Title: PH 642 - Health Communications
Catalog Description: Students learn methods to communicate health information effectively with disparate groups, develop communications strategies appropriate to diverse content and audiences, and gain skill in utilizing innovative interactive media.
Prerequisites: None
First Term Offered: Spring 2015
Credit Hours: 2

COURSE TITLE/NUMBER	Health Communications PH 642
SEMESTER/YEAR	Spring 2015
DAYS/TIME	Thursday 6:00-8:00 p.m.
CREDIT HOURS	2
LOCATION	CHH
INSTRUCTOR	TBA
OFFICE/PHONE	696-2642
E-MAIL	TBA
OFFICE HOURS	TBA
CFE/UNIVERSITY POLICIES	By enrolling in this course, you agree to the *Marshall University Policies*, and thus it is essential that you understand them. Please review these at the Academic Affairs website: http://muwww-new.marshall.edu/academic-affairs/policies/

COURSE DESCRIPTION: FROM CATALOG

Students learn methods to communicate health information effectively with disparate groups, develop communications strategies appropriate to diverse content and audiences, and gain skill in utilizing innovative interactive media.

STUDENT LEARNING OUTCOMES IDENTIFIED IN THIS COURSE:

Upon completion of the course, students will:

1. Demonstrate knowledge of audience-specific techniques of effective communication, including strategies to counter disparities.
2. Produce an appropriate strategy which effectively communicates with consumers/patients, health care professionals, policymakers and media staff.
3. Demonstrate understanding in the application of interactive and social media in health communications.

COURSE STUDENT LEARNING OUTCOMES	HOW PRACTICED IN THIS COURSE	HOW ASSESSED IN THIS COURSE
Goal 1. Demonstrate knowledge of audience-specific techniques of effective communication, including strategies to counter disparities.	Readings, lecture, class discussion	Midterm Communications strategy paper Final

Goal 2. Produce an appropriate strategy which effectively communicates with consumers/patients, health care professionals, policymakers and media staff.	Readings, lecture, class discussion	Communications strategy paper
Goal 3. Demonstrate understanding in the application of interactive and social media in health communications.	Readings, lecture, class discussion	Communications strategy paper Final exam

REQUIRED TEXTS, ADDITIONAL READING, AND OTHER MATERIALS

Shiavo, R. Health Communication: From Theory to Practice. Jossey-Bass, San Francisco, CA (2014). ISBN 978-1-118-12219-8

RECOMMENDED MATERIALS

Personal computer and smartphone (iPhone or Android) are required.

Additional recommended readings:

Students are encouraged to review a variety of communications sources, including websites and publications of both non-profits orgs and government agencies (such as those of the Kaiser Family Foundation and CDC), as well as reviewing educational materials and brochures, newspaper and magazines, and other media which communicate health messages.

COURSE REQUIREMENTS / DUE DATES

1. Midterm Exam (Week 9)
2. Communications Analysis Paper (Week 11)
3. Case Study Exercises (Weeks 14, 15)
4. Final Exam (Week 17)

GRADING POLICY

Midterm exam	35%
Communications Analysis Paper	20%
Case study participation (qualitative assess)	10%
Final Exam	35%
Grades will be determined by the following scale:	
90-100	A
80-89	B
70-79	C
60-69	D
<60	F

ATTENDANCE POLICY

This class meets weekly. While attendance is not required, lectures may not be replicated on Blackboard, thus students are encouraged to maintain regular attendance.

ADDITIONAL POLICIES

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

regularly for information related to the course.

7. **Missed classes:** If you are absent, it is the student's responsibility to find out from a classmate what notes, handouts, assignments, or other course material you missed and to make arrangements to receive those.
8. **Make-up assignments and exams:** Students who miss scheduled exams or assignments may make them up in the event of a University-excused absence or medical emergency. In any other situation, a student may request a make-up, but if the request is granted, such may be a different exam or assignment.
9. **Office hours:** As posted and by appointment.
10. **Inclement Weather:** If inclement weather results in class cancellation, students are directed to carefully review posted material posted for that session, as we will endeavor to maintain the planned course schedule, including exams which may include that content.

Course Schedule

Week	Date	Topic
1	Jan 15	The Scope of Health Communication
2	Jan 22	Cultural Barriers to Communication
3	Jan 29	The State of Health Literacy
4	Feb 5	Interpersonal Communication
5	Feb 12	Explaining Risk
6	Feb 19	Communicating with Health Professionals
7	Feb 26	Developing a Communications Strategy
8	Mar 5	Working with the News Media
9	Mar 12	Midterm
10	Mar 19	Spring Break
11	Mar 26	Interactive Communication – Apps & Social Networks
12	Apr 2	Reporting Research
13	Apr 9	Policy communication & advocacy
14	Apr 16	Case Study Exercises: Research and Policy
15	Apr 23	Case Study Exercises: Global Health
16	Apr 30	Emergency Communication
17	May 7	Final Exam

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

Request for Graduate Course Addition

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

College: COHP | Dept/Division: Public Health | Alpha Designator/Number: PH 686 | (•) Graded ( ) CR/NC

Contact Person: William F. Pewen | Phone: 696-3743

NEW COURSE DATA:

New Course Title: Health Informatics and Technology

Alpha Designator/Number: P H 6 8 6

Title Abbreviation: H e a l t h I n f o m a t i c s & T e c h

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)

An introduction to health information technology applications and issues, as well as the growing impact of advances in biotechnology on public health.

Co-requisite(s): None

First Term to be Offered: Spring 2015

Prerequisite(s): None

Credit Hours: 3

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

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

Dept. Chair/Division Head WH 2.	Date 10/15/2014
Registrar Roberta Ferguson 512201	Date 10/15/14
College Curriculum Chair Simmm Gravino	Date 10/23/14
Graduate Council Chair Christofero	Date 1-6-15

Request for Graduate Course Addition - Page 2

College: COHP | Department/Division: Public Health | Alpha Designator/Number: PH 681

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.

Girmay Berhie, PhD, MSW, MS-I; William F. Pewen, Ph.D., M.P.H.; future faculty, and such as the dean and program director shall designate

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

Not applicable

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

Not applicable

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

Not applicable

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

College of Health Professions is responsible for hiring faculty. No other resources required at this time.

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

See Syllabus

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)

Electronic Health Records: A Practical Guide for Professionals and Organizations, Fifth Edition, AHIMA. Margret K. Amatayakul. (2012) ISBN 978-1-5842-6291-6

Simulated Health Records Simplified. Data Web, Inc.. (2014) Jones & Bartlett ISBN 978-1-2840-3185-0

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

Videoconference
Case studies
Lecture
Guest speakers
Demonstration of software

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

Assigned term papers
Midterm and Final examinations

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

Not applicable

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

Personal computer and smartphone (iPhone or Android) are required.

Select HIT References:

Paperless Healthcare: Progress and Challenges of an IT-Enabled Healthcare System (2010) Adler-Milstein, Bates. Harvard Business Publishing

Herzlinger, Regina E.; Martin, Alfred. Connectivity in Health Care (2012) Herzlinger, Martin | Harvard Business Publishing

ELECTRONIC MEDICAL RECORDS SYSTEM IMPLEMENTATION AT STANFORD HOSPITAL AND CLINICS (2010) Denend, Mendelson, Zenios. The Case Centre, Stanford Business School

KINGSTAR WINNING: FROM ELECTRONIC MEDICAL RECORDS TO INTEGRATED HEALTHCARE IN CHINA (2013) Daemmrich, Song. The Case Centre

Medicare Patients Aren't Getting Sicker or Older, But Doctors Are Charging More. 2012-09-17 MacNeil/Lehrer Productions

Select Biotechnology references:

Ekeland, Anne G., Alison Bowes, and Signe Flottorp. "Effectiveness of telemedicine: a systematic review of reviews." International journal of medical informatics 79.11 (2010): 736-771.

Zanaboni, Paolo, and Emanuele Lettieri. "Institutionalizing telemedicine applications: the challenge of legitimizing decision-making." Journal of medical Internet research 13.3 (2011).

Ginn, Samantha L., et al. "Gene therapy clinical trials worldwide to 2012–an update." The journal of gene medicine 15.2 (2013): 65-77.

Sheridan, Cormac. "Gene therapy finds its niche." Nature biotechnology 29.2 (2011): 121-128.

Amit, Michal, et al. "Clonally derived human embryonic stem cell lines maintain pluripotency and proliferative potential for prolonged periods of culture." Developmental biology 227.2 (2000): 271-278.

Müller, Franz-Josef, et al. "Regulatory networks define phenotypic classes of human stem cell lines." Nature 455.7211 (2008): 401-405.

Khalil, Ahmad S., and James J. Collins. "Synthetic biology: applications come of age." Nature Reviews Genetics 11.5 (2010): 367-379.

Dana, Genya V., et al. "Synthetic biology: Four steps to avoid a synthetic-biology disaster." Nature 483.7387 (2012): 29-29.

Riley, William T., et al. "Health behavior models in the age of mobile interventions: are our theories up to the task?." Translational behavioral medicine 1.1 (2011): 53-71.

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: Public Health
Course Number and Title: PH 686 - Health Informatics and Technology
Catalog Description: An introduction to health information technology applications and issues, as well as the growing impact of advances in biotechnology on public health.
Prerequisites: None
First Term Offered: Spring 2015
Credit Hours: 3

COURSE TITLE/NUMBER	Health Informatics & Technology PH 686
SEMESTER/YEAR	Spring 2015
DAYS/TIME	Tuesday 6:00-9:00 p.m.
CREDIT HOURS	3
LOCATION	427 Prichard Hall
INSTRUCTOR	Girmay Berhie, PhD, MSW, MS-IS / William Pewen, PhD, MPH
OFFICE/PHONE	GH 407 304-696-2718 / 218 Prichard Hall 304-696-3743
E-MAIL	berhie@marshall.edu / pewen@marshall.edu
OFFICE HOURS	Call or email for schedule or appointment.
CFE/UNIVERSITY POLICIES	By enrolling in this course, you agree to the *Marshall University Policies*, and thus it is essential that you understand them. Please review these at the Academic Affairs website: http://muwww-new.marshall.edu/academic-affairs/policies/

COURSE DESCRIPTION: FROM CATALOG

An introduction to health information technology applications and issues, as well as the growing impact of advances in biotechnology on public health.

STUDENT LEARNING OUTCOMES IDENTIFIED IN THIS COURSE:

Upon completion of the course, students will:

1. Describe how the electronic health information infrastructure is used to collect, process, maintain, and disseminate data.
2. Describe the incentives, obstacles and challenges to achieving a common and interoperable health record, and attaining higher value health care.
3. Use informatics methods and resources as strategic tools to promote public health, including EHRs, PHRs and Apps.
4. Describe the ramifications of biotechnology for effecting changes in health, and the challenges of implementing such technology.
5. Describe major advances in biotechnology and their applications to human health.

COURSE STUDENT LEARNING OUTCOMES	HOW PRACTICED IN THIS COURSE	HOW ASSESSED IN THIS COURSE
Goal 1. Describe how the electronic health information infrastructure is used to collect, process, maintain, and disseminate data.	Video – Conference Case-studies Lecture Guest speaker Demonstration of software	Midterm exam
Goal 2. Describe the incentives, obstacles and challenges to achieving a common and interoperable health record, and attaining higher value health care.	Case-studies Lecture Guest speaker	HIT Research paper Midterm exam

Goal 3: Use informatics methods and resources as strategic tools to promote public health, including EHRs, PHRs and Apps.	Lecture Guest speaker Demonstration of software	Midterm examination
Goal 4. Describe the ramifications of biotechnology for effecting changes in health, and the challenges of implementing one such technology.	Readings Lecture Biotechnology Research Paper	Biotechnology Research Paper
Goal 5. Describe major advances in biotechnology and their applications to human health.	Readings Lecture	Final exam

REQUIRED TEXTS, ADDITIONAL READING, AND OTHER MATERIALS

Electronic Health Records: A Practical Guide for Professionals and Organizations, Fifth Edition, AHIMA. Margret K. Amatayakul. ISBN 978-1-5842-6291-6

RECOMMENDED MATERIALS

Personal computer and smartphone (iPhone or Android) are required.

Select HIT References:

Paperless Healthcare: Progress and Challenges of an IT-Enabled Healthcare System (2010) Adler-Milstein, Bates. Harvard Business Publishing

Herzlinger, Regina E.; Martin, Alfred. Connectivity in Health Care (2012) Herzlinger, Martin | Harvard Business Publishing

ELECTRONIC MEDICAL RECORDS SYSTEM IMPLEMENTATION AT STANFORD HOSPITAL AND CLINICS (2010) Denend, Mendelson, Zenios. The Case Centre, Stanford Business School

KINGSTAR WINNING: FROM ELECTRONIC MEDICAL RECORDS TO INTEGRATED HEALTHCARE IN CHINA (2013) Daemmrich, Song. The Case Centre

Medicare Patients Aren't Getting Sicker or Older, But Doctors Are Charging More. 2012-09-17 MacNeil/Lehrer Productions

Select Biotechnology references:

Ekeland, Anne G., Alison Bowes, and Signe Flottorp. "Effectiveness of telemedicine: a systematic review of reviews." *International journal of medical informatics* 79.11 (2010): 736-771.

Zanaboni, Paolo, and Emanuele Lettieri. "Institutionalizing telemedicine applications: the challenge of legitimizing decision-making." *Journal of medical Internet research* 13.3 (2011).

Ginn, Samantha L., et al. "Gene therapy clinical trials worldwide to 2012–an update." *The journal of gene medicine* 15.2 (2013): 65-77.

Sheridan, Cormac. "Gene therapy finds its niche." *Nature biotechnology* 29.2 (2011): 121-128.

Amit, Michal, et al. "Clonally derived human embryonic stem cell lines maintain pluripotency and proliferative potential for prolonged periods of culture." *Developmental biology* 227.2 (2000): 271-278.

Müller, Franz-Josef, et al. "Regulatory networks define phenotypic classes of human stem cell lines." *Nature* 455.7211 (2008): 401-405.

Khalil, Ahmad S., and James J. Collins. "Synthetic biology: applications come of age." *Nature Reviews Genetics* 11.5 (2010): 367-379.

Dana, Genya V., et al. "Synthetic biology: Four steps to avoid a synthetic-biology disaster." *Nature* 483.7387 (2012): 29-29.

Riley, William T., et al. "Health behavior models in the age of mobile interventions: are our theories up to the task?." *Translational behavioral medicine* 1.1 (2011): 53-71.

COURSE REQUIREMENTS / DUE DATES

1. HIT Term Paper (Week 8)
2. Midterm Exam (Week 8)
3. Biotechnology Term Paper (Week 16)
4. Final Exam (Week 17)

GRADING POLICY

HIT Term Paper	25%
Midterm exam	25%
Biotechnology Term Paper	25%
Final Exam	25%
Grades will be determined by the following scale:	
90-100	A
80-89	B
70-79	C
60-69	D
<60	F

ATTENDANCE POLICY

This class meets weekly. Lectures may not be replicated on Blackboard, and regular attendance is essential. Instructors may deduct up to 2% of course grade for each unexcused absence.

ADDITIONAL POLICIES

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

7. **Missed classes:** If you are absent, it is the student's responsibility to find out from a classmate what notes, handouts, assignments, or other course material you missed and to make arrangements to receive those.
8. **Make-up assignments and exams:** Students who miss scheduled exams or assignments may make them up in the event of a University-excused absence or medical emergency. In any other situation, a student may request a make-up, but if the request is granted, such may be a different exam or assignment.
9. **Office hours:** As posted and by appointment.
10. **Inclement Weather:** If inclement weather results in class cancellation, students are directed to carefully review posted material posted for that session, as we will endeavor to maintain the planned course schedule, including exams which may include that content.

Course Schedule

Week	Date	Topic
1	Jan 13	Introduction to Electronic Health Records / EHR Goal Setting
2	Jan 20	Return on Investment and Benefits Realization / Impact on Quality and Costs
3	Jan 27	Challenges to EHR Adoption
4	Feb 3	Acute and Ambulatory Care Applications
5	Feb 10	Health Information Exchanges
6	Feb 17	Personal Health Records
7	Feb 24	Development and Use of Mobile Apps
8	Mar 3	Security Considerations
9	Mar 10	Midterm Exam
10	Mar 17	Spring Break
11	Mar 24	Application of telemedicine / Biosensor Applications
12	Mar 31	Gene Therapy and Genetic Selection/Design
13	Apr 7	Stem Cell Technology and Regenerative Therapy
14	Apr 14	Synthetic Biology
15	Apr 21	Behavioral Engineering
16	Apr 28	Open Topic
17	May 5	Final Exam

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

Request for Graduate Course Addition

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

College: COHP | Dept/Division: Public Health | Alpha Designator/Number: PH 693 | (•) Graded ( ) CR/NC

Contact Person: William F. Pewen | Phone: 696-3743

NEW COURSE DATA:

New Course Title: Public Health Law & Ethics

Alpha Designator/Number: PH 693

Title Abbreviation: PH Law & Ethics

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)
Introduction to the legal and ethical foundations of public health practice, including study of how individuals, practitioners, organizations and government address key issues.

Co-requisite(s): None | First Term to be Offered: Spring 2015

Prerequisite(s): None | Credit Hours: 3

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

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

Dept. Chair/Division Head	Date 10/14/14
Registrar 513201	Date 10/15/14
College Curriculum Chair	Date 10/23/14
Graduate Council Chair	Date 1-6-15

Request for Graduate Course Addition - Page 2

College: COHP | Department/Division: Public Health | Alpha Designator/Number: PH 693

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.

William F. Pewen, Ph.D., M.P.H., future faculty, and such as the dean and program director shall designate

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

Not applicable

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

Not applicable

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

Not applicable

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

College of Health Professions is responsible for hiring faculty. No other resources required at this time.

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

See Syllabus

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)

Legal and Ethical Issues for Health Professionals, 3rd Edition. George D. Pozgar. Jones and Bartlett Learning, Sudbury, MA 2012. ISBN 978-1449672119

Public Health Law and Ethics: A Reader, 2nd Edition. Lawrence O. Gostin. University of California Press, Berkeley, CA 2010. ISBN 978-0520261921

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

Lecture; class discussion; Q&A with visiting public health professionals; course readings; term paper assignment.

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

Classroom exercises and discussion
NIH Human Subjects Training Assignment
Issue term paper
Midterm and Final examination

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

Not applicable

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

Barash CI. Just genes: The ethics of genetic technologies. Westport CT: Praeger Publishers, 2008. Chapter 1, Justice and genes: A brief historical overview of the relevance of ethics to human genetics; p. 1-27.

Bayer R. Ethics and infectious disease control: STDs, HIV, TB. In: Jennings B, Kahn J, Mastroianni A, Parker LS , Eds. Ethics and public health: Model curriculum. Washington DC: Association of Schools of Public Health, 2003. p. 133-46.

Constitution of the U.S. (at www.senate.gov/civics/constitution_item/constitution.htm)

Declaration of Helsinki, 1964 (at www.wma.net/en/30publications/10policies/b3/)

Dwyer, J. (2003). Teaching Global Bioethics. Bioethics, 17(5-6), 432-446. doi: 10.1111/1467-8519.00359

Emanuel EJ et al. What makes clinical research ethical? JAMA 2000;283:2701-11.

Fost N, Levine RJ. The dysregulation of human subjects research. JAMA 2007;298:2196-98.

Gostin, L. When terrorism threatens health: how far are limitations on human rights justified? Journal Law, Medicine and Ethics 2003, 31(4):524-528.

Gostin LO, Stone L. Health of the people: The highest law? In: Dawson A, Verweij M, Eds. Ethics, prevention and public health. Oxford: Oxford University Press; 2007. p. 59-77.

Harris, D. E. (2000). Teaching the Ethics of Biology. The American Biology Teacher, 62(5), 352-358. doi: 10.1662/0002-7685(2000)062[0352:TTEOB]2.0.CO;2

Jones MM, Bayer R. Paternalism and its discontents: Motorcycle helmet laws, libertarian values, and public health. American Journal of Public Health 2007;97:208-17.

Michaels D, Monforton C. Manufacturing uncertainty: Contested science and the protection of the public's health and environment. American Journal of Public Health 2005;95:S39-48.

Nestle M, Jacobson MF. Halting the obesity epidemic: A public health policy approach. Public Health Reports 2000;115:12-24.

Nuremberg Code (at www.hhs.gov/ohrp/archive/nurcode.html)

Pewen, W Protecting Our Civil Rights in the Era of Digital Health. The Atlantic. August 2, 2012.

Skloot, Rebecca. The Immortal Life of Henrietta Lack. Random House, 2011, New York, NY

UN Declaration on Human Rights

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: Public Health
Course Number and Title: PH 693 - Public Health Law & Ethics
Catalog Description: Introduction to the legal and ethical foundations of public health practice, including study of how individuals, practitioners, organizations and government address key issues.
Prerequisites: None
First Term Offered: Spring 2015
Credit Hours: 3

COURSE TITLE/NUMBER	Healthcare Law & Ethics PH 693
SEMESTER/YEAR	Spring 2015
DAYS/TIME	Wednesday 6:00-9:00 p.m.
CREDIT HOURS	3
LOCATION	CHH
INSTRUCTOR	William Pewen
OFFICE/PHONE	218 Prichard Hall 304-696-3743
E-MAIL	pewen@marshall.edu
OFFICE HOURS	Tues 3-5, Wed 4-6, Fri 9-10. Others by arrangement.
CFE/UNIVERSITY POLICIES	By enrolling in this course, you agree to the *Marshall University Policies*, and thus it is essential that you understand them. Please review these at the Academic Affairs website: http://muwww-new.marshall.edu/academic-affairs/policies/

COURSE DESCRIPTION: FROM CATALOG

Introduction to the legal and ethical foundations of public health practice, including study of how individuals, practitioners, organizations and government address key issues.

STUDENT LEARNING OUTCOMES IDENTIFIED IN THIS COURSE:

Upon completion of the course, students will:

1. Demonstrate knowledge of critical principles and foundations of health care ethics.
2. Distinguish between legal and ethical obligations and describe how legal and ethical issues differ as applied to health practitioner versus public health professionals.
3. Delineate major legal statutes which pose challenges to the one's anticipated professional practice.
4. Posed with a major legal/ethical dilemma, describe how one may formulate a response, and explain the basis and likely consequences of the proposed action.
5. The student will prepare a paper on a significant contemporary health issue which poses controversy and involves substantial ethical and legal concerns. The student will describe and analyze both sets of concerns as they may be addressed within the U.S. health system, and review both options for solutions and a framework to address the issue.

COURSE STUDENT LEARNING OUTCOMES	HOW PRACTICED IN THIS COURSE	HOW ASSESSED IN THIS COURSE
Goal 1. Demonstrate knowledge of critical principles and foundations of health care ethics which impact health care and public health practice.	Lecture, case studies, and classroom discussion.	Students will demonstrate understanding of historical context, principles, statutes and contemporary experience through objective midterm and final examinations.

Goal 2. Distinguish between legal and ethical obligations and describe how these differ between the roles of health practitioner versus public health professional.	Students will discuss and explore the conflict between practitioner duty to individual patients and obligations to groups. Assignments will give experience in balancing the conflicting needs of each.	Practical scenarios presented on midterm and/or final examination.
Goal 3. Delineate major legal statutes which pose challenges to in professional practice.	In class, and in selected assignments, students will gain understanding of major statutory requirements – and in assignments – will focus on those of greatest impact in their anticipated profession.	Students will demonstrate understanding of critical aspects of major statutes such as HIPAA and EMTALA through objective midterm and final examinations.
Goal 4. Posed with a major legal/ethical dilemma, the student will analyze the ethical and legal issues, formulate a response, and explain its rationale and its probable impact and likely consequences.	Classroom discussion and exploration of models for understanding and developing legal and ethical standards. Exercises in balancing and reconciling conflicts.	Final examination.
Goal 5. The student will prepare a paper on a significant contemporary health issue which poses controversy and involves substantial ethical and legal concerns. The student will describe and analyze both sets of concerns as they may be addressed within the U.S. health system, and review both options for solutions and a framework to address the issue.	Paper assignment.	Term paper.

REQUIRED TEXTS, ADDITIONAL READING, AND OTHER MATERIALS

Legal and Ethical Issues for Health Professionals 3rd Edition 2012. George D. Pozgar New York Times Subscription (Student rate is $7.50 / month) Selected assigned journal and periodical readings (Access online via Marshall libraries)

RECOMMENDED MATERIALS

- Public Health Law News (free subscription): http://www2a.cdc.gov/phlp/cphln.asp
- Gostin, LO. Public Health Law and Ethics: A Reader (California/Milbank Books on Health and the Public) 2nd edition 2010.

COURSE REQUIREMENTS / DUE DATES

1. Classroom exercises and discussion
2. Midterm examination (February 25)
3. NIH Human Subjects Training (March 25)
4. Issue Paper (April 15)
5. Final exam

GRADING POLICY

Classroom exercises and discussion	10%
Midterm exam	30%
NIH Human Research Training Assignment	5%
Issue Paper	25%
Final Exam	30%

Grades will be determined by the following scale:

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

ATTENDANCE POLICY

This class meets weekly. As lectures may not be replicated on Blackboard, and in class activity is a critical part of the course, regular attendance is necessary.

ADDITIONAL POLICIES FOR PH 693

1. **Accountable material and preparation.** Class sessions are conducted based on the expectation that students complete all appropriate readings and/or assignments as scheduled. This facilitates better questions, discussion, and learning. Exam and quiz questions may be based on both out-of-class assignments and material presented in class.
2. **Electronic devices.** Electronic devices (smartphones, PDAs, laptops, etc) can be a valuable asset in the classroom. However, students are expected to utilize these devices in class only for educational purposes of this course, and are requested to be unobtrusive in their use (including silencing cell phone ringers). Please note that

social media activity, "tweeting", and real time chat are not appropriate in the classroom unless part of a classroom exercise.

3. **Intellectual property notice:** Many materials used in this class are copyrighted, while others represent content and product of the instructor and/or Marshall University. While students may share notes and engage in discussions regarding their work in the course, recording or distribution of course content is not permitted. Students should enquire of the instructor for clarification regarding exceptions.
4. **Academic integrity:** Students should refer to the Student Handbook to ensure understanding of policies concerning academic honesty and integrity, including plagiarism and cheating. Unless specified by the instructor, no electronic devices, notes, or other non-approved assistance is permitted during any exam.
5. **Disability accommodation.** The instructor will endeavor to accommodate students with a disability. It is requested that the student notify the instructor at the earliest possible time regard anticipated assistance which may be required.
6. **Vigilance.** Students are expected to access their MU e-mail address and the Blackboard course site regularly for information related to the course.
7. **Missed classes:** If you are absent, it is your responsibility to find out from a classmate what notes, handouts, assignments, or other course material you missed and to make arrangements to receive those.
8. **Make-up assignments and exams:** Students who miss scheduled exams or assignments may make them up in the event of a University-excused absence or medical emergency. In any other situation, a student may request a make-up, but if the request is granted, such may be a different exam or assignment.
9. **Office hours:** As posted and also by appointment.
10. **Inclement Weather:** If inclement weather results in class cancellation, students are directed to carefully review posted material posted for that session, as we will endeavor to maintain the planned course schedule, including exams which may include that content.

Course Schedule

Week	Date	Topic	Partial Description
1	Jan 14	Introduction & Foundations	Course overview and requirements. Legal and ethical foundations & principles. Practitioner and public health roles.
2	Jan 21	The Professional Role	Nature of Relationship. Rights, duty & legal mandates. Criminal vs. civil liability.
3	Jan 28	The Provider-Patient Relationship	Negligence & malpractice Communication Public Health Conflicts
4	Feb 4	Decision-making	Belief: Cultural, Religious The role of evidence & education Competency & Surrogacy
5	Feb 11	Conflicts of Interest & Economics	Types of conflicts. Individual, institution and industry interests. The efficacy of transparency & prohibition.
6	Feb 18	Conception, Contraception, Conscience	Irreconcilable or Intransigent? Individual vs. Group Standards Impacts of Technology
7	Feb 25	MIDTERM	Exam
8	Mar 4	Research I	Historical development of standards. Prerequisites, incl. rationale, consent, benefit
9	Mar 11	Research II	The impact of relativism and rising HC costs on research standards. New research models: CER, CVR...and "Big Data".
10	Mar 19	Spring Break	NONE
11	Mar 25	Privacy and the Medical Record	Confidentiality, Ownership, HIPAA
12	Apr 1	Health Information & Discrimination	Genetic discrimination Use of surrogate health information Civil rights perspectives
13	Apr 8	Technology	Technology incl. stem cell research, gene therapy, cloning. Behavioral modification. Engineering healthy individuals
14	Apr 15	End-of-life Issues	Quality of life and value of the aged and infirm Advance Directives Physician Assisted Suicide
15	Apr 22	Access, Equality & Rationing	Health Care as a right vs. a market-based system. Resource allocation: transplant organs, QALYs, and "death panels".
16	Apr 29	The Ethics of Health Reform	Examining the ACA and equity vs rights. Balancing individual and community rights and needs. Examining the role of government.
17	May 6	Final Exam	Evaluation

* Schedule subject to change with advance notice.

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

Request for Graduate Course Addition

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

College: COLA Dept/Division: PSC Alpha Designator/Number: ~~532~~ PSC 534 (◉ Graded ○ CR/NC)

Contact Person: Dr. Jess Morrissette Phone: 304-696-2760

NEW COURSE DATA:

New Course Title: Intelligence and Covert Ops

Alpha Designator/Number: P S C 5 3 ~~2~~ 4

Title Abbreviation: I n t e l l i g e n c e & C o v e r t O p s

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)
A survey of the institutions and processes of the U.S. Intelligence Community, with an emphasis on the vital role of intelligence in national security.

Co-requisite(s): None First Term to be Offered: Fall 2015

Prerequisite(s): None Credit Hours: 3

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

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

Dept. Chair/Division Head	Date 10/21/14
Registrar Roberta Ferguson 451001	Date 10/22/14
College Curriculum Chair Kevin Law	Date 10/31/14
Graduate Council Chair JChristofero	Date 1-6-15

Rec'd In COLA Office
Date: 10/23/14

Request for Graduate Course Addition - Page 2

College: COLA | Department/Division: PSC | Alpha Designator/Number: PSC ~~532~~ 534

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. Jason J. Morrissette

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

1. Apply the steps of the "intelligence cycle" to historical and contemporary events.
2. Diagnose failures of intelligence and generate alternative strategies.
3. Assess the evolving role of the U.S. Intelligence Community vis-à-vis national security.
4. Evaluate the moral and ethical implications of intelligence operations and covert actions.
5. Demonstrate appropriate research skills in the construction of a graduate-level literature review.

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

Week 1: What is Intelligence?

Week 2: The Development of the US Intelligence Community

Week 3: The Intelligence Cycle

Week 4: Intelligence Collection and Analysis

Week 5: Counterintelligence

Week 6: Covert Action

Week 7: The Hunt for Osama bin Laden

Week 8: Argo and the "Canadian Caper"

Week 9: Failures of Intelligence

Week 10: Why Intelligence Fails

Week 11: Moral and Ethical Dimensions of Intelligence

Week 12: The Ethics of Drone Strikes and Domestic Surveillance

Week 13: The Evolving US Intelligence Agenda

Weeks 14 and 15: Intelligence Oversight and Reform

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

Johnson and Wirtz, Intelligence: The Secret World of Spies, 3rd edition (Oxford University Press, 2011).

Jervis, Why Intelligence Fails: Lessons from the Iranian Revolution and the Iraq War (Cornell, 2010)

Lowenthal, Intelligence: From Secrets to Policy, 5th edition (Sage/CQ Press, 2012)

Olson, Fair Play: The Moral Dilemmas of Spying (Potomac, 2006)

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

Lectures, discussions, informal classroom debates, intelligence analysis scenarios, problem-solving exercises.

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

Midterm and final exams, ten two-page article responses, a fifteen-page literature review, participation.

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

The graduate section adds an additional anthology text (Johnson and Wirtz), ten article responses based on readings from the anthology, and the fifteen-page graduate terms paper.

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

Beebe, Sarah and Randolph Pherson. Cases in Intelligence Analysis: Structured Analytic Techniques in Action (Sage/CQ Press, 2012).

Berkowitz, Peter, ed. The Future of American Intelligence (Stanford: Stanford University, Hoover Institution Press, 2005).

Betts, Richard K. "Analysis, War, and Decision: Why Intelligence Failures Are Inevitable." World Politics (1978).

Betts, Richard K. Enemies of Intelligence: Knowledge & Power in American National Security (Columbia University, 2007).

Goodman, Martin A. Failure of Intelligence: The Decline and Fall of the CIA (Rowman and Littlefield, 2008).

Harris, Shane. The Watchers: The Rise of America's Surveillance State (New York: Penguin Books, 2011).

Jervis, Robert. "Intelligence, Counterintelligence, Perception, and Deception." In Vaults, Mirrors, and Masks: Rediscovering U.S. Counterintelligence, ed. Jennifer Sims and Burton Gerber (Georgetown University Press, 2008).

Jervis, Robert. Why Intelligence Fails: Lessons from the Iranian Revolution and the Iraq War (Cornell University Press, 2010).

Johnson, Loch and James Wirtz, eds. Intelligence: The Secret World of Spies, 3rd edition (Oxford University Press, 2011).

Johnson, Loch. National Security Intelligence (Polity, 2012).

Lowenthal, Mark. "Tribal tongues: Intelligence consumers, intelligence producers." The Washington Quarterly 15, no. 1 (1992): 157-168.

Lowenthal, Mark. Intelligence: From Secrets to Policy, 5th edition (Los Angeles: Sage/CQ Press, 2012).

Olson, James M. Fair Play: The Moral Dilemmas of Spying (Dulles, Virginia: Potomac Books, 2006).

Prados, John. Safe for Democracy: The Secret Wars of the CIA (Chicago, Ivan R. Dee, 2006).

Richelson, Jeffrey T. A Century of Spies: Intelligence in the Twentieth Century (Oxford University Press, 1995).

Richelson, Jeffrey T. The US Intelligence Community, 6th ed. (Westview Press, 2012).

Schoenfeld, Gabriel. Necessary Secrets: National Security, The Media, and Rule of Law (New York: W.W. Norton, 2010).

Weiner, Tim. Legacy of Ashes: The History of the CIA (Doubleday, 2007).

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: Political Science
Course Number and Title: PSC 532, Intelligence and Covert Ops
Catalog Description: A survey of the institutions and processes of the U.S. Intelligence Community, with an emphasis on the vital role of intelligence in national security.
Prerequisites: N/A
First Term Offered: Fall 2015
Credit Hours: 3

PSC 534 (Fall 2015, Tuesday/Thursday 2:00-3:15)

Instructor: Dr. Jess Morrissette
Office hours: Tu/Th 3:15-5:00, Th 12:15-1:45, or by appointment
E-mail: morrissette@marshall.edu

Location: Smith Hall 433
Office: Smith Hall 739
Phone: (304) 696-2760

COURSE DESCRIPTION: A survey of the institutions and processes of the U.S. Intelligence Community, with an emphasis on the vital role of intelligence in national security (3 credit hours).

STUDENT LEARNING OBJECTIVES: As Chinese general and philosopher Sun Tzu wrote in *The Art of War*, "What enables the wise sovereign and the good general to strike and conquer, and achieve things beyond the reach of ordinary men, is *foreknowledge*." Since ancient times, nations have relied on espionage and intelligence gathering to provide the foreknowledge essential to maintaining and expanding their power. This semester, we will study the role of intelligence in the twenty-first century, with an emphasis on the United States.

By the end of the semester, students should be able to...	How we will practice this outcome	How we will assess this outcome
Apply the steps of the "intelligence cycle" to historical and contemporary events.	Lectures, discussions, in-class activities	Exams, "Intelligence and Pop Culture" essay
Diagnose failures of intelligence and generate alternative strategies.	Lectures, discussions, group case analysis	Exams, essays
Assess the evolving role of the U.S. Intelligence Community vis-à-vis national security.	Lectures, discussions, in-class activities	Exams, essays
Evaluate the moral and ethical implications of intelligence operations and covert actions.	Lectures, in-class debates	"Controversies" essay
Demonstrate appropriate research skills in the construction of a graduate-level literature review.	Classroom discussions, exposure to scholarly literature, rough drafts	Graduate literature review

GRADUATE REQUIREMENTS/GRADING POLICY: The main differences in the graduate section of the course are the addition of an edited anthology, a series of short article responses, and a graduate literature review. Your grade will be determined as follows:

5%	Participation	A =	90%-100%
5%	"Intelligence and Pop Culture" Essay	B =	80%-89%
5%	"Controversies" Essay	C =	70%-79%
20%	Article Responses	D =	60%-69%
35%	Literature Review	F ≤	59%
15%	Midterm Exam		
15%	Final Exam		

INSTRUCTIONAL METHODS: Lectures, discussions, informal classroom debates, intelligence analysis scenarios, problem-solving exercises.

REQUIRED READINGS:

- Johnson and Wirtz, *Intelligence: The Secret World of Spies*, 3rd edition (Oxford University Press, 2011).
- Jervis, *Why Intelligence Fails: Lessons from the Iranian Revolution and the Iraq War* (Cornell, 2010)
- Lowenthal, *Intelligence: From Secrets to Policy*, 5th edition (Sage/CQ Press, 2012)
- Olson, *Fair Play: The Moral Dilemmas of Spying* (Potomac, 2006)

ATTENDANCE AND PARTICIPATION: Attendance is required in this class, and students are expected to have read and be ready to discuss all assigned readings prior to class. Students will also be graded based on their class participation—engaging in discussion of the readings and current political events, asking questions, and so forth. Once again, attendance is clearly important; if you aren't in class, you can't participate. If you feel that you are having trouble getting your voice heard in our discussions, please contact me as soon as possible and we will work together to get you more involved.

The participation grade will be determined as follows: 5 points will be awarded to students who attend class consistently and make valuable contributions to class discussion on a regular basis; 4 points will be awarded to students who attend class consistently and contribute to discussions occasionally; 3 points will be awarded to students who attend class consistently, but seldom participate in class discussions. Attendance grades of 2, 1, and 0 points are reserved for those students who fail to attend class regularly and therefore cannot participate meaningfully in class discussions.

ACADEMIC HONESTY: Students are expected to comply with the University's policies with regards to academic honesty (see pages 69-71 of the 2013/2014 undergraduate catalog). Cheating or plagiarism on any exam, quiz, or assignment will not be tolerated and will be prosecuted to the fullest extent under University policies. The penalty for cheating or plagiarism is a failing grade for the course. Also, offenders will be keelhauled.[1]

Cheating is defined by the University as "[a]ny action which if known to the instructor in the course of study would be prohibited" (Undergraduate Catalog, p. 69). This includes, but is not limited to, the use of any unauthorized materials or assistance during an academic exercise.

[1] **keel-haul** (kēl'hôl'), *v.*: to punish, usually a sailor, by tying him to a rope, throwing him overboard, and then dragging him under the ship's barnacle-encrusted keel to the other side. The offending student will provide the boat at his or her own expense.

The University defines plagiarism as "[s]ubmitting as one's own work or creation any material or an idea wholly or in part created by another" (Undergraduate Catalog, p. 70). Furthermore, it is "the student's responsibility to clearly distinguish his/her own work from that created by others. This includes the proper use of quotation marks, paraphrase and the citation of the original source. Students are responsible for both intentional and unintentional acts of plagiarism" (p. 70).

PERSONAL ELECTRONIC DEVICES: Please turn off your cell phone prior to the start of class, including any texting features. Students who text during class time will be asked to leave. Furthermore, students will refrain from using iPods, PKE Meters, boom boxes, Xboxes, Pandora's Boxes, Crock-Pots, seismographs, voice modulation devices, lightsabers, jetpacks, laser tag guns, Moog synthesizers, old-timey collodion process cameras, electromagnetic pulse emitters, tanning lamps, sonic screwdrivers, Segways, paper shredders, lightsabers, Easy-Bake Ovens, ham radios, baseball pitching machines, remote-controlled cars, Nintendo Power Gloves, laser epilators, tanning beds, leaf blowers, crimping irons, PoulonPRO PP3516AVX chainsaws, *Dance Dance Revolution* arcade machines, welding torches, night vision goggles, panini grills, George Foreman Grills, Paul Wall grillz, Margaritaville™ frozen drink machines, shiatsu massage chairs, leaf blowers, hairdryers, theremins, remote-controlled helicopters, or similar electronic devices during class time. Students are welcome to use a laptop or tablet to take notes, but I ask that they please refrain using class time to update your Facebook status, tweet, play *Candy Crush Saga*, or read spoilers for upcoming episodes of *The Walking Dead*.

E-MAIL POLICY: Please check your Marshall e-mail account regularly. Articles, assignments, and other important announcements may be sent to your "@marshall.edu" e-mail address during the course of the semester. If you prefer to use a different e-mail service, please contact Computing Services for assistance with forwarding your Marshall e-mail to your preferred address.

MAKE-UP POLICY: There will be no make-up exams administered for students without a legitimate excused absence from the University (e.g. family emergency, illness, athletic commitment). Students who need to miss an exam should contact me prior to the scheduled exam period if at all possible.

LATE ASSIGNMENTS: All late assignments will be assessed a 10% penalty per day for the first three days after the missed deadline (including weekends). After three days, late assignments will no longer be accepted except in cases of a legitimate excused absence from the University.

UNIVERSITY POLICIES: By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to www.marshall.edu/academic-affairs/policies/. Academic Dishonesty/Excused Absence Policy for Undergraduates/Computing Services Acceptable Use/Inclement Weather/Dead Week/Students with Disabilities/Academic Forgiveness/Academic Probation and Suspension/Academic Rights and Responsibilities of Students/Affirmative Action/Sexual Harassment

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"INTELLIGENCE AND POP CULTURE" ESSAY: Students will choose a fictional (or fictionalized) work—a film, novel, television episode, comic book, video game—that deals with spying and/or intelligence gathering and write a 3-page essay analyzing how it depicts the process. What steps of the intelligence cycle are presented in the fictional work? What methods of intelligence collection and analysis are employed? What sections of the Intelligence Community are depicted? What course concepts appear in fictional form? Based on your knowledge of the "real world" of spying, does the fictional work offer an accurate depiction? Why or why not?

The essay is due on September 26. If you're having difficulty choosing a fictional work to analyze, here are some examples to use as a starting point:

- ✓ **Films:** The Austin Powers series, *Confessions of a Dangerous Mind*, *The Good Shepherd*, the James Bond series, the Jason Bourne series, *The Manchurian Candidate*, the *Mission: Impossible* series, *Mr. and Mrs. Smith*, *Munich*, *Salt*, *Syriana*, *Zero Dark Thirty*
- ✓ **Television:** *24*, *Alias*, *The Americans*, *Archer*, *Burn Notice*, *Chuck*, *Covert Affairs*, *Homeland*, *Nikita*, *Person of Interest*
- ✓ **Novels:** Ian Fleming's James Bond series, *The Secret Agent: A Simple Tale* (Joseph Conrad), *The Spy* (James Fenimore Cooper), *The Spy Who Came in from the Cold* (John le Carré), *Tinker Tailor Soldier Spy* (John le Carré)
- ✓ **Comic Books:** *Checkmate*, *Danger Girl*, *Nick Fury: Agent of SHIELD*, *Queen & Country*, *Spy vs. Spy*

"CONTROVERSIES" ESSAY: Students will write a 5-page essay about either the expansion of domestic surveillance in the United States OR the growing use of unmanned drone strikes in the United States' global campaign against terrorism. The essay should identify three arguments in favor of the program under consideration and three arguments against it. Successful essays will take into account both practical and ethical issues. Finally, the essay should conclude with a statement of which side of the debate you find more convincing. Why?

The "controversies" essay is due on November 12.

ARTICLE RESPONSES: Throughout the semester, you will write a series of ten short responses to the articles you read in the Johnson and Wirtz anthology. For each response, you should choose one article from the set assigned for that week and write a 2-page essay. This essay should: 1) briefly summarize the most important points; 2) assess the strengths and weaknesses of the central argument; and 3) discuss what's left unanswered and what avenues remain for future research.

These responses should not exceed two pages in length (double-spaced) and should emphasize *analysis* over *summary*. The due dates for the responses are listed in the graduate course schedule.

LITERATURE REVIEW: Select a topic related to the study of espionage and/or covert action and write a graduate-level literature review, approximately 15 pages long (not including title page, works cited, et cetera).

- **CHOOSING A TOPIC:** Students can choose to write about any topic related to the study of intelligence, espionage, or covert action. The articles in the Johnson and Wirtz text should provide a useful starting point for possible areas of inquiry. Students should **submit topics prior to the midterm exam**, along with an initial bibliography of at least ten sources.
- **SOURCES:** Your term literature review must cite, at minimum, **twenty different sources**. These citations should consist of scholarly journals and academic-press books.
- **CONTENT:** The purpose of the literature review is to encapsulate the body of scholarly knowledge about a particular subject. What have other scholars written about your subject? For instance, if your topic is the politicization of intelligence, what kinds of articles have been written in the past examining these topics? What efforts have been made to apply theory to these questions? What are the findings of this body of literature? Can you categorize these findings into competing perspectives, or is there more or less a consensus among scholars? Are there unanswered questions in the literature? What are the next steps for scholars to take? A successful literature review will go beyond simply summarizing a list of

articles and books and instead takes steps toward **analyzing, synthesizing, and critiquing** major trends in the literature.

- **CITATIONS:** As always, you must cite your sources! That includes not only citing direct quotations, but also any paraphrased material or statistics. Also, be certain to include a bibliography or "works cited" page at the end of your essay. For the purposes of this class, I request that you use the APSA style (available at http://www.apsanet.org/media/PDFs/Publications/APSAStyleManual2006.pdf).

GRADUATE SCHEDULE:

⇨ **Week 1: What is Intelligence?**
- Lowenthal, Chapter 1
- *Recommended:* Olson, pp. 229-262

⇨ **Week 2: The Development of the U.S. Intelligence Community**
- Lowenthal, Chapters 2 and 3
- *Recommended:* Lowenthal, Chapter 15
- Johnson and Wirtz, Part I
- First article response due

⇨ **Week 3: The Intelligence Cycle**
- Lowenthal, Chapter 4
- Johnson and Wirtz, Part II
- Second article response due

⇨ **Week 4: Intelligence Collection and Analysis**
- Lowenthal, Chapters 5 and 6
- Johnson and Wirtz, Part III
- Third article response due

⇨ **Week 5: Counterintelligence**
- Lowenthal, Chapter 7
- Johnson and Wirtz, Part VII
- Fourth article response due

POP CULTURE ESSAY DUE

⇨ **Week 6: Covert Action**
- Lowenthal, Chapter 8
- Johnson, "Evaluating Covert Action" (online)
- Johnson and Wirtz, Part VI
- Fifth article response due

⇨ **Week 7: Covert Action and the Hunt for Osama bin Laden**
- Richelson, "Covert Action" (online)

MIDTERM EXAM

⇨ **Week 8: *Argo* and the "Canadian Caper"**

⇨ **Week 9: Failures of Intelligence**
- Jervis, Chapters 1 and 2
- Johnson and Wirtz, Part IV
- Sixth article response due

⇨ **Week 10: Why Intelligence Fails**
- Jervis, Chapters 3 and 4
- Lowenthal, Chapter 9
- Johnson and Wirtz, Part V
- Seventh article response due

⇨ **Week 11: Moral and Ethical Dimensions of Intelligence**
- Olson, pp. 1-109
- Lowenthal, Chapter 13
- Johnson and Wirtz, Part VIII
- Eighth article response due

⇨ **Week 12: The Ethics of Drone Strikes and Domestic Surveillance**
- Olson, pp. 109-223

LITERATURE REVIEW DUE

⇨ **Week of 13: The Evolving U.S. Intelligence Agenda**
- Lowenthal, Chapters 11 and 12
- Johnson and Wirtz, Part IX
- Ninth article response due

CONTROVERSIES ESSAY DUE

⇨ **Weeks 14 and 15: Intelligence Oversight and Reform**
- Lowenthal, Chapters 10 and 13
- Johnson and Wirtz, Part X
- Tenth article response due

FINAL EXAM

Please note that assignments are tentative. Readings may be removed, added, or moved to a different day based on our progress in the semester.