

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

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

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

College: COEPD

Dept/Division: Elementary and Secondary Education

Contact Person: Lisa Heaton, PhD, Program Director

Phone: 304.746.2026

Degree Program Master of Arts in Education

Check action requested: Addition Deletion Change

Effective Term/Year

Fall 20 Spring 20 Summer 20

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

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

Dept. Chair/Division Head <u><i>Lisa A. Heaton</i></u>	Date <u><i>1/25/16</i></u>
College Curriculum Chair <u><i>[Signature]</i></u>	Date <u><i>2/1/16</i></u>
College Dean <u><i>Veresa Eagle</i></u>	Date <u><i>2-3-16</i></u>
Graduate Council Chair <u><i>Christofero</i></u>	Date <u><i>4-7-16</i></u>
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____
Board of Governors Approval _____	Date _____

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

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

See Attachment 1 - Rationale

Please describe any changes in curriculum:

List course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change. (May attach separate page if needed)

NA

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

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

NONE

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

NONE

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

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

3. Current Catalog Description

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

NA, as this proposed MA in Education will take the place of COEPD's current MA degrees in Early Childhood, Elementary, and Secondary Education. For clarification, refer to Request for Graduate Deletion of MAs in Early Childhood, Elementary, and Secondary Education.

4. Edits to the Current Description

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

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

5. *New Catalog Description*

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

See Attachment 2 - Clean Copy of Proposed Description

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

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

Department:

Major or Degree:

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

Rationale:

Department: Elementary and Secondary Education

Major or Degree: Master of Arts in Education

Type of Change: Addition

Rationale: The proposed Master of Arts in Education combines and replaces the currently offered MAs in Early Childhood Education, Elementary Education, and Secondary Education. Combining the three degrees into one will allow the Program to better respond to the current teacher employment and certification landscapes; eliminate student confusion and difficulty in designating one area over another; better reflect the Program's shared MA curricula; and result in administrative efficiencies

Request for Graduate Intent to Plan
COEPD, Elementary & Secondary Education
October 5, 2015

Attachment 1 - Rationale

* Please note that the proposed MA in Education is not, per se, an entirely new degree; rather, it will replace COEPD's current MA degrees in Early Childhood, Elementary, and Secondary Education. *

COEPD's Elementary and Secondary Education Program proposes to combine its existing Master of Arts in Early Childhood Education, Master of Arts in Elementary Education, and Master of Arts in Secondary Education into a single Master of Arts in Education.

We present a four part rationale for this change:

1. **Changes to the teacher employment and certification landscapes:** The three separate MAs in Early Childhood, Elementary, and Secondary Education were originally planned when alignments between degree titles and position titles were more important to both graduates and potential employers. An applicant with an MA in Elementary Education who applied for a teaching position in an elementary school, for example, might have had an edge over applicants whose degrees carried different names. Such alignments are not as meaningful today; moreover, we anticipate that the current policy environment's push toward alternative teacher certification will make degree titles even less important going forward. Changing from three separate degrees to one will focus the Program's resources.
2. **Student confusion and difficulty in designating one area over another:** In a number of more recent cases, students have found that having to choose a degree title that is tied to a specific age group can present difficulties. Moreover, although some of the Program's Areas of Emphasis are tied to very specific age and grade ranges, others are not; some, in fact, make students eligible for Pre-K to Adult Teaching Endorsements. Today, students often prefer to "keep their options open"; to earn degrees that will allow them the maximum amount of professional flexibility. Combining the three degrees will create one umbrella degree, under which students can gather whichever Areas of Emphasis are most relevant to their educational goals and career plans.
3. **Shared Curricula:** The current three programs are already identically designed. Each contains the same 15 credits of Core Courses and Capstone Experience; each also contains a 15-21 credit Area of Emphasis, most of which lead to a particular added endorsement for teachers. Combining the three degrees will not diminish the student's educational experience.
4. **Administrative efficiencies:** Combining the three degrees will promote administrative efficiencies. Elementary and Secondary Education currently writes three separate reports for the MAs in Early Childhood, Elementary, and Secondary Education. This change will allow Elementary and Secondary Education to create a single umbrella document for the MA in

Education. Moreover, and as a side note to Rationale 1, current changes in the teacher employment and certification landscapes are compelling Program students and faculty to re-think the current design of the Program's MAs. Combining the three degrees into one will allow us to move forward with redesigns, such as streamlining time to completion or adding new areas of emphasis, more efficiently and holistically.

Request for Graduate Intent to Plan
COEPD, Elementary & Secondary Education
October 5, 2015

Attachment 2 – Clean Copy of Proposed Description

EDUCATION, M.A.

Teacher Licensure in West Virginia

With the exception of the Master of Arts in Teaching Program, the master's degree and professional development programs described herein do not result in initial licensure in West Virginia. Students seeking initial West Virginia licensure are advised to consult with their advisors regarding appropriate programs and courses.

Master of Arts in Education

Areas of Emphasis include (descriptions are in the following sections):

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

Program Description

The goal of the Education Programs is to provide coordinated, sequential programs of study in an identified area of education. These programs provide the educators and those in education-related fields four venues for graduate level professional development:

- Graduate certificate programs
- Master's degree (M.A.)
- Education Specialist degree (Ed.S.)
- Doctor of Education degree (Ed.D.)

In addition, graduate courses are available outside planned programs to allow professionals to augment their knowledge on topics of current interest or to meet individual needs.

The graduate certificate programs provide concentrated graduate-level study of a specialty. Master's degrees offer a theoretical orientation with a focus on the application of theory to practice. The Education Specialist degree with an Area of Emphasis in Curriculum and Instruction is designed for post-master's professionals who are seeking a planned and structured program of study. Students may elect to be dually enrolled in the Education Specialist program and Doctor of Education in Curriculum and Instruction program. The Doctor of Education in Curriculum and Instruction serves the need of professionals who are seeking a terminal degree in the field. For more information on these post-master's degrees please see individual listings in this catalog.

Admission Requirements to Master’s Degree Programs

Applicants to the MA degrees in education 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

For full admission, applicants must have an undergraduate degree from a regionally accredited institution with an undergraduate Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale OR have a master’s degree from a regionally accredited institution.

Applicants having an undergraduate degree from a regionally accredited institution with an undergraduate GPA of 2.5 or above but below 3.0 may be granted provisional admission. Provisionally admitted applicants will be granted full admission upon successful completion of 12 hours toward the approved plan of study with a GPA of 3.25 or higher, assuming that all other admission requirements are met.

Note: Some areas of emphasis are designed to lead to added endorsements for licensed teachers. Applicants may be asked to submit additional materials, such as documentation of current teacher licensure, before an admission decision is made.

Plan of Study

A Plan of Study approved by the student’s advisor must be on file before the student registers for his or her 12th semester hour. The Plan of Study is a student’s “blueprint” for completing graduation requirements.

Program Requirements

The Master of Arts in Education consists of a set of core course requirements, an area of emphasis, and a capstone experience. All students must complete 15 hours of coursework in research, human growth and development, technology, instructional methods, and assessment. Each student must also select an area of emphasis consisting of 15 – 21 hours of required coursework. Students will meet the comprehensive assessment requirement through the framework of a 3 hour capstone experience.

Core Subjects	15 hrs.
EDF 621 Educational Research and Writing OR EDF 625 Qualitative Research in Education	
EDF 616 Advanced Studies in Human Development OR EDF 619 Educational Psychology	
CIEC 534 Applications Software in the Classroom Curriculum Area OR CIEC 600 Instructional Design and Technology OR CIEC635 Using the Internet in the Classroom	
CI 623 Instructional Models and Assessment Techniques OR approved methods course from Area of <u>Emphasis/Certificate Program</u>	
EDF 612 Educational Evaluation	
 Area of Emphasis	 18-21 hrs.
 Capstone Experience	 0-3 hrs.
 TOTAL	 36 hrs

Capstone Experience:

Students may meet the capstone experience requirement through completion of CI 690 or by satisfactorily completing a written comprehensive examination and three hours of approved coursework.

ADDITIONAL CERTIFICATION FOR TEACHERS

Teachers who want to add another teaching endorsement may do so by completing the course requirements, a performance assessment at the appropriate grade level, and, where specified, acceptable scores on the appropriate Praxis II test.

Plans of Study for Areas of Emphasis, Professional Development Programs

Plans of study marked with an asterisk (*) may be used as endorsements for teaching certification. Endorsement programs are available only to teachers who hold a valid professional license in any area other than the one for which endorsement is desired.

Plans of study marked with a plus sign (+) may be used as graduate certificate programs. Certificate coursework may be taken as a stand-alone program.

Certificate Program Admission Requirements

Prospective certificate-only students should apply for admission to Marshall University as a Certificate/Professional Development student and select on the application form the certificate they wish to pursue. Education certificate programs require:

- A baccalaureate degree from a regionally accredited college or university; and
- An undergraduate Grade Point Average (GPA) of 2.50 or higher on a 4.0 scale for all previously completed undergraduate coursework OR a master’s degree.

***+ Early Childhood Education:**

This concentration combines theory, research, and practical applications to child development and early childhood education. It is designed for teachers who wish to pursue a master’s degree with an emphasis in early childhood education, as well as teachers who wish to add a PreK-K endorsement to their professional licensure. This concentration is available to teachers who hold a valid K-6 or K-8 professional license and wish to pursue a master’s degree with an early childhood education emphasis. These 21 hours, plus nine additional hours in the MA Core, three hours in the MA Capstone, and a three hour elective may be used to receive the MA in Education.

- CI 632 Early Childhood Education: Early Childhood Programs
- CI 633 Early Childhood Education: Adult Involvement in Early Education
- CI 634 Language and Cognition in Early Childhood (approved methods course in the MA Core)
- ECE 535 Administration of Early Childhood Programs
- EDF 513 Human Growth and Development Birth-8
- CI 630 Early Childhood Education: Practicum in Early Childhood Education
- CIEC 534 Applications Software in the Classroom Curriculum Area OR CIEC 600 Instructional Design and Technology OR CIEC 635 Using the Internet in the Classroom (approved technology course in the MA Core)

TOTAL 21 hrs

+ Educational Computing: This concentration focuses on instructional applications and classroom utilization of computing. These 21 hours, plus nine additional hours in the MA Core, three hours in the MA Capstone, and a three hour elective may be used to receive the MA in Education.

CIEC 534 Applications Software in the Classroom Curriculum Area (approved technology course in the MA Core)

CIEC 600 Instructional Design and Technology (approved methods course in the MA Core)

CIEC 610 Local Area Networks and Telecommunications in the School

CIEC 630 Authoring Systems and Multimedia

CIEC 635 Using the Internet in the Classroom

CIEC 699 Final Project in Curriculum Area

An approved technology elective

TOTAL 21 hrs

***+ Elementary Mathematics Specialist:** This concentration is available to teachers who hold a valid professional license in Elementary Education that includes Grades K-6. The goals of this program are to strengthen mathematical content knowledge and mathematical teaching methods of elementary teachers, Grades K-6. This program leads to the addition of an Elementary Mathematics Specialist endorsement on an existing, current, regular, elementary education West Virginia teaching license. Satisfactory completion of the required courses and state licensure requirements meet the requirements for certification. These 21 hours, plus nine additional hours in the MA Core, three hours in the MA Capstone, and a three hour elective may be used to receive the MA in Education.

CIME 500 Mathematics for the Elementary Teacher I

CIME 501 Mathematics for the Elementary Teacher II

CIME 555 Technical Mathematics for Mathematics Educators

CIME 650 Algebra for Mathematics Educators

CIME 658 Geometry for Mathematics Educators

CIME 673 Elementary Mathematics Methods and Supervised Field Practicum K-6 (approved methods course in the MA Core)

CIEC 534 Applications Software in the Classroom Curriculum Area (approved technology course in the MA Core)

TOTAL 21 hrs

Instructional Processes and Strategies: These 18 hours, plus fifteen additional hours in the MA Core, and three hours in the MA Capstone may be used to receive the MA in Education.

EDF 610 Trends and Issues in Education

CIEC 635 Using the Internet in the Classroom

CI 638 Curriculum Planning

CI 551 Writing to Learn in Content Areas

CIRG 644 Literacy in the Content Areas

CISP 559 Multicultural Influences in Education or CISP 510 Introduction to Exceptional Children

TOTAL 18 hrs.

***+Mathematics through Algebra I:** This concentration is available to teachers who hold a valid professional license in any area other than mathematics. Satisfactory completion of the required

courses, and passing the Praxis II meets the requirements for certification. These 24 hours, plus nine additional hours in the MA Core and three hours in the MA Capstone may be used to receive the MA in Education.

- CIME 555 Technical Mathematics for Mathematics Educators
- CIME 556 Finite Mathematics for Mathematics Educators
- CIME 650 Algebra for Mathematics Educators
- CIME 657 Precalculus for Mathematics Educators
- CIME 658 Geometry for Mathematics Educators
- CIEC 600 Instructional Design and Technology (approved technology course in the MA Core)
- CIME 670 Teaching Mathematics (approved methods in the MA Core)
- CIME 675 Supervised Field Practicum/Seminar in Mathematics, 5-9 OR CIME 677 Supervised Field Practicum/Seminar in Mathematics, 5-12

TOTAL 24 hrs

***+ School Library Media Specialist:** The concentration in Library Media provides a certificate endorsement program for elementary and secondary teachers who have met initial licensure requirements. The program will prepare K-12 teachers to manage school library media centers, collaborate with faculty to support the school curriculum and facilitate information literacy. These 24 hours, plus twelve additional hours in the MA Core and successful completion of a comprehensive exam may be used to receive the MA in Education.

- ITL 501 Libraries and the Learning Process
- ITL 502 Library Materials for Adolescents (approved methods in the MA Core)
- ITL 515 Reference and Bibliography
- ITL 622 Cataloging
- ITL 625 Library Organization and Administration
- ITL 631 Technology and the Library
- ITL 650 Library Practice (Field Work)
- CIRG 613 Children’s Literature

TOTAL 24 hrs.

***+ Teaching English as a Second Language (ESL):** The concentration in Teaching English as a Second Language provides a certificate endorsement program for elementary and secondary teachers who have met initial licensure requirements. The purpose of the program is to prepare teachers who work with learners who enter schools with a language other than English. These 21 hours, plus nine additional hours in the MA Core, three hours in the MA Capstone, and a three hour elective may be used to receive the MA in Education.

- CISL 550 Second Language Acquisition
- CISL 551 Linguistics for ESL
- CISL 552 Intercultural Communication
- CISL 653 Methods and Materials for ESL: Language Development
- CISL 654 Methods and Materials for ESL: Literacy Acquisition (approved methods course in the MA Core)
- CISL 655 ESL Practicum for Teaching ESL
- CIEC 534 Applications Software in the Classroom Curriculum Area OR CIEC 600 Instructional Design and Technology OR CIEC 635 Using the Internet in the Classroom (approved technology course in the MA Core)

TOTAL 21 hrs.

Individualized Plan of Study: Students selecting a planned program must work with their advisor to develop a Plan of Study that includes the MA Core, MA Capstone, and an individually tailored Area of Emphasis.

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

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

College: COEPD

Dept/Division: Elementary and Secondary Education

Contact Person: Lisa Heaton, PhD, Program Director

Phone: 304.746.2026

Degree Program Masters of Arts Degrees in Early Childhood Education, Elementary Education

Check action requested: Addition Deletion Change

Effective Term/Year

Fall 20 16

Spring 20 Summer 20

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

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

Dept. Chair/Division Head <u>Lisa A. Heaton</u>	Date <u>1/25/16</u>
College Curriculum Chair <u>[Signature]</u>	Date <u>2/1/16</u>
College Dean <u>Serena Cagle</u>	Date <u>2-3-16</u>
Graduate Council Chair <u>Christofero</u>	Date <u>4-7-16</u>
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____
Board of Governors Approval _____	Date _____

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

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

See Attachment 1 - Rationale

Please describe any changes in curriculum:

List course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change. (May attach separate page if needed)

NA

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

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

NONE

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

NONE

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

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

3. *Current Catalog Description*

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

See Attachment 2: Current Catalog Description

4. *Edits to the Current Description*

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

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

5. **New Catalog Description**

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

NA – see "Attachment 3 - Current Cat Strikethroughs"

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

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

Department:

Major or Degree:

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

Rationale:

Department: Elementary and Secondary Education

Major or Degree: Master of Arts in Education

Type of Change: Deletion

Rationale: Deleting the Masters of Arts Degrees in Early Childhood Education, Elementary Education, and Secondary Education will allow the Program to create a single Master of Arts Degree in Education. Replacing the three degrees with a single degree will allow the Program to better respond to the current teacher employment and certification landscapes; eliminate student confusion and difficulty in designating one area over another; better reflect the Program's currently shared MA curricula; and result in administrative efficiencies.

Attachment 1 - Rationale

* Please note that the deleted MA degrees in Early Childhood, Elementary, and Secondary Education will be replaced by the proposed MA in Education. *

COEPD's Elementary and Secondary Education Program proposes to:

1. combine its existing Master of Arts in Early Childhood Education, Master of Arts in Elementary Education, and Master of Arts in Secondary Education into a single Master of Arts in Education
2. Delete the current MAs in Early Childhood Education (ECE), Elementary Education (EE), and Secondary Education (SE)
3. Either teach out those currently enrolled in ECE, EE, and SE or, where appropriate and desired, advise students into the new MA

We present a four part rationale for this change:

1. Changes to the teacher employment and certification landscapes: The three separate MAs in Early Childhood, Elementary, and Secondary Education were originally planned when alignments between degree titles and position titles were more important to both graduates and potential employers. An applicant with an MA in Elementary Education who applied for a teaching position in an elementary school, for example, might have had an edge over applicants whose degrees carried different names. Such alignments are not as meaningful today; moreover, we anticipate that the current policy environment's push toward alternative teacher certification will make degree titles even less important going forward. Changing from three separate degrees to one will focus the Program's resources.
2. Student confusion and difficulty in designating one area over another: In a number of more recent cases, students have found that having to choose a degree title that is tied to a specific age group can present difficulties. Moreover, although some of the Program's Areas of Emphasis are tied to very specific age and grade ranges, others are not; some, in fact, make students eligible for Pre-K to Adult Teaching Endorsements. Today, students often prefer to "keep their options open"; to earn degrees that will allow them the maximum amount of professional flexibility. Combining the three degrees will create one umbrella degree, under which students can gather whichever Areas of Emphasis are most relevant to their educational goals and career plans.
3. Shared Curricula: The current three programs are already identically designed. Each contains the same Core Courses and Capstone Experience; each also contains a 15-24 credit Area of Emphasis, most of which lead to a particular added endorsement for teachers. Combining the three degrees will not diminish the student's educational experience.

4. **Administrative efficiencies:** Combining the three degrees will promote administrative efficiencies. Elementary and Secondary Education currently writes three separate reports for the MAs in Early Childhood, Elementary, and Secondary Education. Eliminating the three degrees will allow Elementary and Secondary Education to create a single umbrella document for the MA in Education. Moreover, and as a side note to Rationale 1, current changes in the teacher employment and certification landscapes are compelling Program students and faculty to re-think the current design of the Program's MAs. Eliminating the MAs in ECE, EE, and SE and focusing our efforts and resources on the MA in Education will allow us to move forward with redesigns, such as streamlining time to completion or adding new areas of emphasis, more efficiently and holistically.

Provisions for current students:

- Students who are currently admitted to and enrolled in the MAs in Early Childhood, Elementary, or Secondary Education will be given the opportunity to finish their current degrees or transition into the new MA in Education.

January 15 2016

Attachment 2:
Current Catalog Description

EDUCATION, M.A.

Teacher Licensure in West Virginia

With the exception of the Master of Arts in Teaching Program, the master's degree and professional development programs described herein *do not* result in *initial* licensure in West Virginia. Students seeking initial West Virginia licensure are advised to consult with their advisors regarding appropriate programs and courses.

EARLY CHILDHOOD, M.A.

ELEMENTARY, M.A.

Areas of Emphasis

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

SECONDARY, M.A.

Areas of Emphasis

- Educational Computing
- Individualized Plan of Study
- Instructional Processes and Strategies
- Math through Algebra I
- Middle Childhood Education
- School Library Media
- Teaching English as a Second Language

Graduate Certificates

- Early Childhood Education
- Educational Computing
- Elementary Mathematics Specialist
- Elementary Science Education
- Mathematics through Algebra I
- Middle Childhood Education
- Post-Baccalaureate Teacher Certificate
- School Library Media Specialist
- Teaching English as a Second Language

Program Description

The goal of the Early Childhood, Elementary and Secondary Education programs is to provide coordinated, sequential programs of study in an identified area of education. These programs provide the educators and those in education-related fields four venues for graduate level professional development:

- Graduate certificate programs,
- Master's degree (M.A.),
- Education Specialist degree (Ed.S.)
- Doctor of Education degree (Ed.D.).

In addition, graduate courses are available outside planned programs to allow professionals to augment their knowledge on topics of current interest or meet individual needs.

The graduate certificate programs provide concentrated graduate-level study of a specialty. Master's degrees offer a theoretical orientation with a focus on the application of theory to practice. The Education Specialist degree with an Area of Emphasis in Curriculum and Instruction is designed for post-master's professionals who are seeking a planned and structured program of study. Students may elect to be dually enrolled in the Education Specialist program and Doctor of Education in Curriculum and Instruction program. The Doctor of Education in Curriculum and Instruction serves the need of professionals who are seeking a terminal degree in the field. For more information on these post-master's degrees please see individual listings in this catalog.

Admission Requirements to Master's Degree Programs

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

In addition:

- Submit directly to Graduate Admissions your Graduate Record Examinations (GRE) General Test or Miller Analogies Test (MAT) scores; applicants should score 286 or above on the verbal and quantitative sections of the GRE or at least 387 on the MAT.

Multiple criteria are used in arriving at decisions to admit students to the master's degree programs in Early Childhood, Elementary and Secondary Education. Each applicant is evaluated with reference to the following criteria:

1. Undergraduate Grade Point Average;
2. GRE or MAT scores;
3. Performance in any prior graduate courses.

Flexibility is maintained in applying the criteria to individual cases. In practice, superior performance in one criterion may compensate for failing to meet the required standard on another. An applicant who does not meet minimum requirements for admission may be granted provisional admission. Provisionally admitted students may be directed to complete certain courses up to 12 credit hours. If a 3.0 GPA is maintained in those courses, then the applicant will be fully admitted to the degree program no later than completion of the 12th credit hour.

Plan of Study

A Plan of Study approved by the student's advisor must be on file before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.

EARLY CHILDHOOD EDUCATION, M.A.

Program Requirements

The Master of Arts in Early Childhood Education consists of a set of core course requirements, an area of emphasis, and a capstone experience. All students must complete 15 hours of coursework in research, growth and development, technology, instructional methods and assessment. Each student must also select an area of emphasis consisting of 18 hours of required and elective coursework. Students will meet the comprehensive assessment requirement through the framework of the capstone experience.

Two options for advanced studies in Early Childhood are available:

1. Option 1, designed for those who are licensed Early Education (PreK-K) teachers.
2. Option 2, designed for those who are licensed Elementary teachers with no endorsement in Early Education.

Hours may vary, depending on the student's undergraduate program. For those earning an endorsement in Early Childhood (PreK-K) under Option 2, a practicum and a passing grade on the Praxis II: Specialty Area Test in Early Education (PreK-K) are required.

Option 1: The Master's Degree in Early Childhood Education designed for those who are licensed Early Education (PreK-K) teachers

Core Subjects 15 hrs.

- EDF 621 Educational Research and Writing OR
- EDF 625 Qualitative Research in Education
- EDF 616 Advanced Studies in Human Development
- CIEC 534 Applications Software in the Classroom Curriculum Area OR
- CIEC 600 Instructional Design and Technology OR
- CIEC 635 Using the Internet in the Classroom
- CI 623 Instructional Models and Assessment Techniques OR
- CI 624 Advanced Instructional Strategies OR
- Approved methods course
- EDF 612 Educational Evaluation OR
- CI 609 Elementary Education: Curriculum in the Modern Elementary School OR
- CI 501 Middle Childhood Curriculum

Specialty: 18 hrs.

- CIRG 653 Literacy Acquisition
- CI 631 Early Childhood Education: Current Influences on Early Childhood Education
- CI 632 Early Childhood Education: Early Childhood Programs
- CI 633 Early Childhood Education: Adult Involvement in Early Education
- CI 634 Language and Cognition in Early Childhood
- ECE 603 Current Issues in Child Development OR
- EDF 513 Human Growth and Development

Capstone Experience 6 hrs.

TOTAL 39 hrs.

Option 2: The Master's Degree in Early Childhood Education designed for those who are licensed Elementary teachers with no endorsement in Early Education.

Core Subjects 15 hrs.

- EDF 621 Educational Research and Writing OR
- EDF 625 Qualitative Research in Education
- EDF 616 Advanced Studies in Human Development
- CIEC 534 Applications Software in the Classroom Curriculum Area OR
- CIEC 600 Instructional Design and Technology OR
- CIEC 635 Using the Internet in the Classroom
- CI 623 Instructional Models and Assessment Techniques OR
- CI 624 Advanced Instructional Strategies OR
- Approved methods course
- EDF 612 Educational Evaluation OR
- CI 609 Elementary Education: Curriculum in the Modern Elementary School OR
- CI 501 Middle Childhood Curriculum

Specialty: 18 hrs.

- CI 632 Early Childhood Education: Early Childhood Programs
- CI 633 Early Childhood Education: Adult Involvement in Early Education
- CI 634 Language and Cognition in Early Childhood
- ECE 535 Administration of Early Childhood Programs

EDF 513 Human Growth and Development
 CI 630 Early Childhood Education: Practicum
 in Early Childhood Education

Capstone Experience..... 6 hrs.
TOTAL..... 39 hrs.

Capstone Experience

Students may meet the capstone experience requirement either through completion of CI 690 and 3 hours of approved coursework or by satisfactorily completing a comprehensive examination and six hours of approved coursework.

ELEMENTARY EDUCATION, M.A.

Program Requirements

The Master of Arts in Elementary Education consists of a set of core course requirements, area of emphasis requirements, and a capstone experience. All students must complete 15 hours of coursework in research, growth and development, technology, instructional methods and assessment. Each student must also select an area of emphasis consisting of 18 hours of required and elective coursework. Students will meet the comprehensive assessment requirement through the framework of the capstone experience.

Core Subjects..... 15 hrs.

EDF 621 Educational Research and Writing OR
 EDF 625 Qualitative Research in Education
 EDF 616 Advanced Studies in Human Development
 CIEC 534 Applications Software in the Classroom Curriculum Area OR
 CIEC 600 Instructional Design and Technology OR
 CIEC 635 Using the Internet in the Classroom
 EDF 612 Educational Evaluation OR
 CI 609 Elementary Education: Curriculum
 in the Modern Elementary School OR
 CI 501 Middle Childhood Curriculum
 CI 623 Instructional Models and Assessment Techniques OR
 CI 624 Advanced Instructional Strategies OR

Approved methods course

Area of Emphasis..... 18 hrs.

Capstone Experience..... 6 hrs.

TOTAL..... 39 hrs.

Areas of Emphasis include (descriptions follow in section titled "Additional Certification for Teachers"):

1. Early Childhood Education
2. Educational Computing
3. Instructional Processes and Strategies
4. Math through Algebra I
5. Middle Childhood Education
6. School Library Media
7. Teaching English as a Second Language (ESL)
8. Individualized Plan of Study

Capstone Experience:

Students may meet the capstone experience requirement either through completion of CI 690 and 3 hours of approved coursework or by satisfactorily completing a comprehensive examination and six hours of approved coursework.

**SECONDARY EDUCATION, M.A.
Program Requirements**

The Master of Arts in Secondary Education consists of a set of core course requirements, area of emphasis requirements, and a capstone experience. All students must complete 15 hours of coursework in research, growth and development, technology, instructional methods and assessment. Each student must also select an Area of Emphasis consisting of 18 hours of required and elective coursework. Students will meet the comprehensive assessment requirement through the framework of the capstone experience.

Core Subjects	15 hrs.
EDF 621 Educational Research and Writing OR	
EDF 625 Qualitative Research in Education	
EDF 616 Advanced Studies in Human Development	
CIEC 534 Applications Software in the Classroom Curriculum Area OR	
CIEC 600 Instructional Design and Technology OR	
CIEC 635 Using the Internet in the Classroom	
CI 623 Instructional Models and Assessment Techniques OR	
CI 624 Advanced Instructional Strategies OR	
Approved methods course	
EDF 612 Educational Evaluation OR	
CI 609 Elementary Education: Curriculum in the Modern Elementary School OR	
CI 501 Middle Childhood Curriculum	
Area of Emphasis.....	18 hrs.
Capstone Experience	6 hrs.
TOTAL.....	39 hrs.

Areas of Emphasis include (descriptions are in the following section):

1. Educational Computing
2. Instructional Processes and Strategies
3. Math through Algebra I
4. Middle Childhood Education
5. School Library Media
6. Teaching English as a Second Language (ESL)
7. Individualized Plan of Study

Capstone Experience:

Students may meet the capstone experience requirement either through completion of CI 690 and 3 hours of approved coursework or by satisfactorily completing a written comprehensive examination and six hours of approved coursework.

ADDITIONAL CERTIFICATION FOR TEACHERS

Teachers who want to add another teaching endorsement may do so by completing the course requirements, a performance assessment at the appropriate grade level, and the appropriate Praxis II test.

Plans of Study for Areas of Emphasis, Professional Development Programs

Plans of study marked with an asterisk (*) may be used as endorsements for teaching certification. Endorsement programs are available only to teachers who hold a valid professional license in any area other than the one for which endorsement is desired.

Plans of study marked with a plus sign (+) may be used as graduate certificate programs. Certificate coursework may be taken as a stand-alone program.

Certificate Program Admission Requirements

Prospective certificate-only students should apply for admission to Marshall University as a Certificate/Professional Development student and select on the application form the certificate they wish to pursue. Education certificate programs require:

- A baccalaureate degree from a regionally accredited college or university; and
- An undergraduate Grade Point Average (GPA) of 2.50 or higher on a 4.0 scale for all previously completed undergraduate university work OR a master's degree.

***+Early Childhood Education:** This concentration combines theory, research, and practical applications to child development and early childhood education. It is designed for teachers who wish to pursue a master's degree with an emphasis in early childhood education, as well as teachers who wish to add a PreK-K endorsement to their professional licensure. This concentration is available to teachers who hold a valid K-6 or K-8 professional license and wish to pursue a master's degree with an early childhood education emphasis.

CI	632	Early Childhood Education: Early Childhood Programs
CI	633	Early Childhood Education: Adult Involvement in Early Education
CI	634	Language and Cognition in Early Childhood
ECE	535	Administration of Early Childhood Programs
EDF	513	Human Growth and Development Birth-8
CI	630	Early Childhood Education: Practicum in Early Childhood Education, plus
CIEC	534	Applications Software in the Classroom Curriculum Area OR
CIEC	600	Instructional Design and Technology OR
CIEC	635	Using the Internet in the Classroom

TOTAL 21 hrs.

+Educational Computing: This concentration focuses on instructional applications and classroom utilization of computing.

CIEC	534	Applications Software in the Classroom Curriculum Area
CIEC	600	Instructional Design and Technology
CIEC	610	Local Area Networks and Telecommunications in the School
CIEC	630	Authoring Systems and Multimedia
CIEC	635	Using the Internet in the Classroom
CIEC	699	Final Project in Curriculum Area
		An approved elective

TOTAL 21 hrs.

***+ Elementary Mathematics Specialist:** This concentration is available to teachers who hold a valid professional license in Elementary Education that includes Grades K-6. The goals of this program are to strengthen mathematical content knowledge and mathematical teaching methods of elementary teachers, Grades K-6. This program leads to the addition of an Elementary Mathematics Specialist endorsement on an existing, current, regular, elementary education West Virginia teaching license. Satisfactory completion of the required courses and state licensure requirements meet the requirements for certification.

CIME	500	Mathematics for the Elementary Teacher I
CIME	501	Mathematics for the Elementary Teacher II
CIME	555	Technical Mathematics for Mathematics Educators
CIME	650	Algebra for Mathematics Educators
CIME	658	Geometry for Mathematics Educators
CIME	673	Elementary Mathematics Methods and Supervised Field Practicum K-6
CIEC	534	Applications Software in the Classroom Curriculum Area

TOTAL 21 hrs.

Instructional Processes and Strategies:

EDF	610	Trends and Issues in Education
CI	623	Instructional Models and Assessment Techniques
CI	624	Advanced Instructional Strategies

(continued)

Plans of study marked with an asterisk () may be used as endorsements for teaching certification. Endorsement programs are available only to teachers who hold a valid professional license in any area other than the one for which endorsement is desired.

+Plans of study marked with a plus sign (+) may be used as graduate certificate programs. Certificate coursework may be taken as a stand-alone program.

- CIEC 530 Computer Software and Methodology in Education OR
- CIEC 534 Applications Software in the Classroom Curriculum Area
- CI 639 Language Arts and Literature
- CI 551 Writing to Learn in Content Areas
- CI 657 Elementary Education: Advanced Techniques in Teaching Elementary Mathematics
- CI 671 Elementary Education: Advance Techniques in Teaching Science

TOTAL 24 hrs.

***+Mathematics through Algebra I:** This concentration is available to teachers who hold a valid professional license in any area other than mathematics. Satisfactory completion of the required courses, and passing the Praxis II meets the requirements for certification.

- CIME 555 Technical Mathematics for Mathematics Educators
- CIME 556 Finite Mathematics for Mathematics Educators
- CIME 650 Algebra for Mathematics Educators
- CIME 657 Precalculus for Mathematics Educators
- CIME 658 Geometry for Mathematics Educators
- CIEC 600 Instructional Design and Technology
- CIME 670 Teaching Mathematics
- CIME 675 Supervised Field Practicum/Seminar in Mathematics, 5-9 OR
- CIME 677 Supervised Field Practicum/Seminar in Mathematics, 5-12

TOTAL 24 hrs.

***+Middle Childhood Education:** The concentration in middle childhood education provides a certificate endorsement program for elementary and secondary teachers who have met initial licensure requirements. The endorsement will allow teachers to provide instruction in grades 5-9 within their area(s) of specialization.

The coursework in this program may be used as an area of emphasis within the master's degree program in Elementary Education or Secondary Education or may be completed as a separate Professional Development program. Individuals who wish to take the endorsement program but not pursue a master's degree should apply to the Professional Development program in middle childhood education. Teachers selecting this option must have an initial content specialization or complete a new one. Elementary Education is not a content area for 5-9 or 5-12. Passing the Praxis II is required.

- CI 501 Middle Childhood Curriculum
- CI 503 Methods and Materials of Teaching in the Middle Childhood Grades
- EDF 502 Psychology of the Middle Childhood Student
- CI 672 Practicum in Education
- CIEC 534 Applications Software in the Classroom Curriculum Area OR
- CIEC 600 Instructional Design and Technology OR
- CIEC 635 Using the Internet in the Classroom

TOTAL 15 hrs.

***+School Library Media Specialist:** The concentration in Library Media provides a certificate endorsement program for elementary and secondary teachers who have met initial licensure requirements. The program will prepare K-12 teachers to manage school library media centers, collaborate with faculty to support the school curriculum and facilitate information literacy.

- ITL 501 Libraries and the Learning Process
- ITL 502 Library Materials for Adolescents
- ITL 515 Reference and Bibliography
- ITL 622 Cataloging
- ITL 625 Library Organization and Administration
- ITL 631 Technology and the Library
- ITL 650 Library Practice (Field Work)
- CIRG 613 Children's Literature

TOTAL..... 24 hrs.

***+Teaching English as a Second Language (ESL):** The concentration in Teaching English as a Second Language provides a certificate endorsement program for elementary and secondary teachers who have met initial licensure requirements. The purpose of the program is to prepare teachers who work with learners who enter schools with a language other than English.

- CISL 550 Second Language Acquisition

CISL	551,	Linguistics for ESL
CISL	552	Intercultural Communication
CISL	653	Methods and Materials for ESL: Language Development
CISL	654	Methods and Materials for ESL: Literacy Acquisition
CISL	655	ESL Practicum for Teaching ESL, plus
CIEC	534	Applications Software in the Classroom Curriculum Area OR
CIEC	600	Instructional Design and Technology OR
CIEC	635	Using the Internet in the Classroom

TOTAL..... 21 hrs.

Individualized Plan of Study: Students selecting a planned program must complete the curriculum course CI 501, CI 609, or CI 610 appropriate for their certification.

Certificate in Program Evaluation

Evaluation research—systematic research principles and procedures for determining the success of policies, programs, projects, community development and other activities—has grown exponentially over the past several decades, especially as foundations, granting agencies, non-profits, governmental and other organizations and agencies increasingly expect and require the evaluation of services, programs, and projects. The need for researchers trained in both the theories and methods of evaluation research has grown accordingly. The Certificate in Program Evaluation emphasizes the practical application of program planning, assessment, and evaluation through frames of mixed methods research, local cultural contexts, and project-based applications of skills and knowledge.

Students may apply to this certificate program as either degree or non-degree students (in either case, students must apply for the certificate through Graduate Admissions). Also, as in other certificate programs, to make an application, students must possess an undergraduate B.A. or B.S. degree from a regionally accredited college or university, with a minimum of an overall undergraduate grade point average of 2.5 on a scale of 4. No more than 3 hours of transfer credit can be applied to the proposed certificate (and the credit may not be more than 7 years old), to be applied only to the local cultural literacy/competency requirement (students may not transfer CI 627, EDF 620, or EDF 629). Students may apply credits earned in the proposed certificate to graduate degrees in GSEPD as well as in the Graduate Humanities Program as electives, to be determined by faculty advising students' programs of study. Credits earned in the proposed certificate can potentially be applied to professional development and other professional continuing education as well; again, depending on individual programs of study and the approval of faculty in GSEPD and/or the Graduate Humanities Program.

Request for Graduate Edition of Degree: MAs in ECE, Elem, & Sec Ed

COEPD, Elem & Sec Ed

January 15, 2016

Attachment 3: Current Cat Description w/ strike throughs

EDUCATION, M.A.

Teacher Licensure in West Virginia

With the exception of the Master of Arts in Teaching Program, the master's degree and professional development programs described herein *do not* result in *initial* licensure in West Virginia. Students seeking initial West Virginia licensure are advised to consult with their advisors regarding appropriate programs and courses.

EARLY CHILDHOOD, M.A.

ELEMENTARY, M.A.

Areas of Emphasis

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

SECONDARY, M.A.

Areas of Emphasis

- Educational Computing
- Individualized Plan of Study
- Instructional Processes and Strategies
- Math through Algebra I
- Middle Childhood Education
- School Library Media
- Teaching English as a Second Language

Graduate Certificates

- Early Childhood Education
- Educational Computing
- Elementary Mathematics Specialist
- Elementary Science Education
- Mathematics through Algebra I
- Middle Childhood Education
- Post-Baccalaureate Teacher Certificate
- School Library Media Specialist
- Teaching English as a Second Language

1881
The following is a list of the names of the persons who were present at the meeting of the Board of Directors of the City of New York, held on the 10th day of January, 1881.

At a meeting of the Board of Directors of the City of New York, held on the 10th day of January, 1881.

Present: Mayor, Aldermen, and members of the Board of Directors.

Program Description

The goal of the Early Childhood, Elementary and Secondary Education programs is to provide coordinated, sequential programs of study in an identified area of education. These programs provide the educators and those in education-related fields four venues for graduate level professional development:

- Graduate certificate programs,
- Master's degree (M.A.),
- Education Specialist degree (Ed.S.)
- Doctor of Education degree (Ed.D.).

In addition, graduate courses are available outside planned programs to allow professionals to augment their knowledge on topics of current interest or meet individual needs.

The graduate certificate programs provide concentrated graduate-level study of a specialty. Master's degrees offer a theoretical orientation with a focus on the application of theory to practice. The Education Specialist degree with an Area of Emphasis in Curriculum and Instruction is designed for post-master's professionals who are seeking a planned and structured program of study. Students may elect to be dually enrolled in the Education Specialist program and Doctor of Education in Curriculum and Instruction program. The Doctor of Education in Curriculum and Instruction serves the need of professionals who are seeking a terminal degree in the field. For more information on these post-master's degrees please see individual listings in this catalog.

Admission Requirements to Master's Degree Programs

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

In addition:

- Submit directly to Graduate Admissions your Graduate Record Examinations (GRE) General Test or Miller Analogies Test (MAT) scores; applicants should score 286 or above on the verbal and quantitative sections of the GRE or at least 387 on the MAT.

Multiple criteria are used in arriving at decisions to admit students to the master's degree programs in Early Childhood, Elementary and Secondary Education. Each applicant is evaluated with reference to the following criteria:

1. Undergraduate Grade Point Average;
2. GRE or MAT scores;
3. Performance in any prior graduate courses.

Flexibility is maintained in applying the criteria to individual cases. In practice, superior performance in one criterion may compensate for failing to meet the required standard on another. An applicant who does not meet minimum requirements for admission may be granted provisional admission. Provisionally admitted students may be directed to complete certain courses up to 12 credit hours. If a 3.0 GPA is maintained in those courses, then the applicant will be fully admitted to the degree program no later than completion of the 12th credit hour.

Plan of Study

A Plan of Study approved by the student's advisor must be on file before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.

EARLY CHILDHOOD EDUCATION, M.A.

Program Requirements

The Master of Arts in Early Childhood Education consists of a set of core course requirements, an area of emphasis, and a capstone experience. All students must complete 15 hours of coursework in research, growth and development, technology, instructional methods and assessment. Each student must also select an area of emphasis consisting of 18 hours of required and elective coursework. Students will meet the comprehensive assessment requirement through the framework of the capstone experience.

Two options for advanced studies in Early Childhood are available:

1. Option 1, designed for those who are licensed Early Education (PreK-K) teachers.
2. Option 2, designed for those who are licensed Elementary teachers with no endorsement in Early Education.

Hours may vary, depending on the student's undergraduate program. For those earning an endorsement in Early Childhood (PreK-K) under Option 2, a practicum and a passing grade on the Praxis II: Specialty Area Test in Early Education (PreK-K) are required.

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Option 1: The Master's Degree in Early Childhood Education designed for those who are licensed Early Education (PreK-K) teachers

Core Subjects..... 15 hrs.

- EDF 621 Educational Research and Writing OR
- EDF 625 Qualitative Research in Education
- EDF 616 Advanced Studies in Human Development
- CIEC 534 Applications Software in the Classroom Curriculum Area OR
- CIEC 600 Instructional Design and Technology OR
- CIEC 635 Using the Internet in the Classroom
- CI 623 Instructional Models and Assessment Techniques OR
- CI 624 Advanced Instructional Strategies OR
- Approved methods course
- EDF 612 Educational Evaluation OR
- CI 609 Elementary Education: Curriculum in the Modern Elementary School OR
- CI 501 Middle Childhood Curriculum

Specialty: 18 hrs.

- CIRG 653 Literacy Acquisition
- CI 631 Early Childhood Education: Current Influences on Early Childhood Education
- CI 632 Early Childhood Education: Early Childhood Programs
- CI 633 Early Childhood Education: Adult Involvement in Early Education
- CI 634 Language and Cognition in Early Childhood
- ECE 603 Current Issues in Child Development OR
- EDF 513 Human Growth and Development

Capstone Experience..... 6 hrs.

TOTAL..... 39 hrs.

Option 2: The Master's Degree in Early Childhood Education designed for those who are licensed Elementary teachers with no endorsement in Early Education.

Core Subjects..... 15 hrs.

- EDF 621 Educational Research and Writing OR
- EDF 625 Qualitative Research in Education
- EDF 616 Advanced Studies in Human Development
- CIEC 534 Applications Software in the Classroom Curriculum Area OR
- CIEC 600 Instructional Design and Technology OR
- CIEC 635 Using the Internet in the Classroom
- CI 623 Instructional Models and Assessment Techniques OR
- CI 624 Advanced Instructional Strategies OR
- Approved methods course
- EDF 612 Educational Evaluation OR
- CI 609 Elementary Education: Curriculum in the Modern Elementary School OR
- CI 501 Middle Childhood Curriculum

Specialty: 18 hrs.

- CI 632 Early Childhood Education: Early Childhood Programs
- CI 633 Early Childhood Education: Adult Involvement in Early Education
- CI 634 Language and Cognition in Early Childhood
- ECE 535 Administration of Early Childhood Programs

The following information is provided for your information:

1. The information is confidential and should be kept as such.

2. The information is for your use only and should not be shared with other personnel.

3. The information is for your use only and should not be shared with other personnel.

4. The information is for your use only and should not be shared with other personnel.

5. The information is for your use only and should not be shared with other personnel.

6. The information is for your use only and should not be shared with other personnel.

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10. The information is for your use only and should not be shared with other personnel.

Page 10 of 10

EDF 513 Human Growth and Development
 CI 630 Early Childhood Education: Practicum
 in Early Childhood Education

Capstone Experience 6 hrs.
TOTAL 39 hrs.

Capstone Experience

Students may meet the capstone experience requirement either through completion of CI 690 and 3 hours of approved coursework or by satisfactorily completing a comprehensive examination and six hours of approved coursework.

ELEMENTARY EDUCATION, M.A.

Program Requirements

The Master of Arts in Elementary Education consists of a set of core course requirements, area of emphasis requirements, and a capstone experience. All students must complete 15 hours of coursework in research, growth and development, technology, instructional methods and assessment. Each student must also select an area of emphasis consisting of 18 hours of required and elective coursework. Students will meet the comprehensive assessment requirement through the framework of the capstone experience.

Core Subjects 15 hrs.

EDF 621 Educational Research and Writing OR
 EDF 625 Qualitative Research in Education
 EDF 616 Advanced Studies in Human Development
 CIEC 534 Applications Software in the Classroom Curriculum Area OR
 CIEC 600 Instructional Design and Technology OR
 CIEC 635 Using the Internet in the Classroom
 EDF 612 Educational Evaluation OR
 CI 609 Elementary Education: Curriculum
 in the Modern Elementary School OR
 CI 501 Middle Childhood Curriculum
 CI 623 Instructional Models and Assessment Techniques OR
 CI 624 Advanced Instructional Strategies OR

Approved methods course

Area of Emphasis 18 hrs.

Capstone Experience 6 hrs.

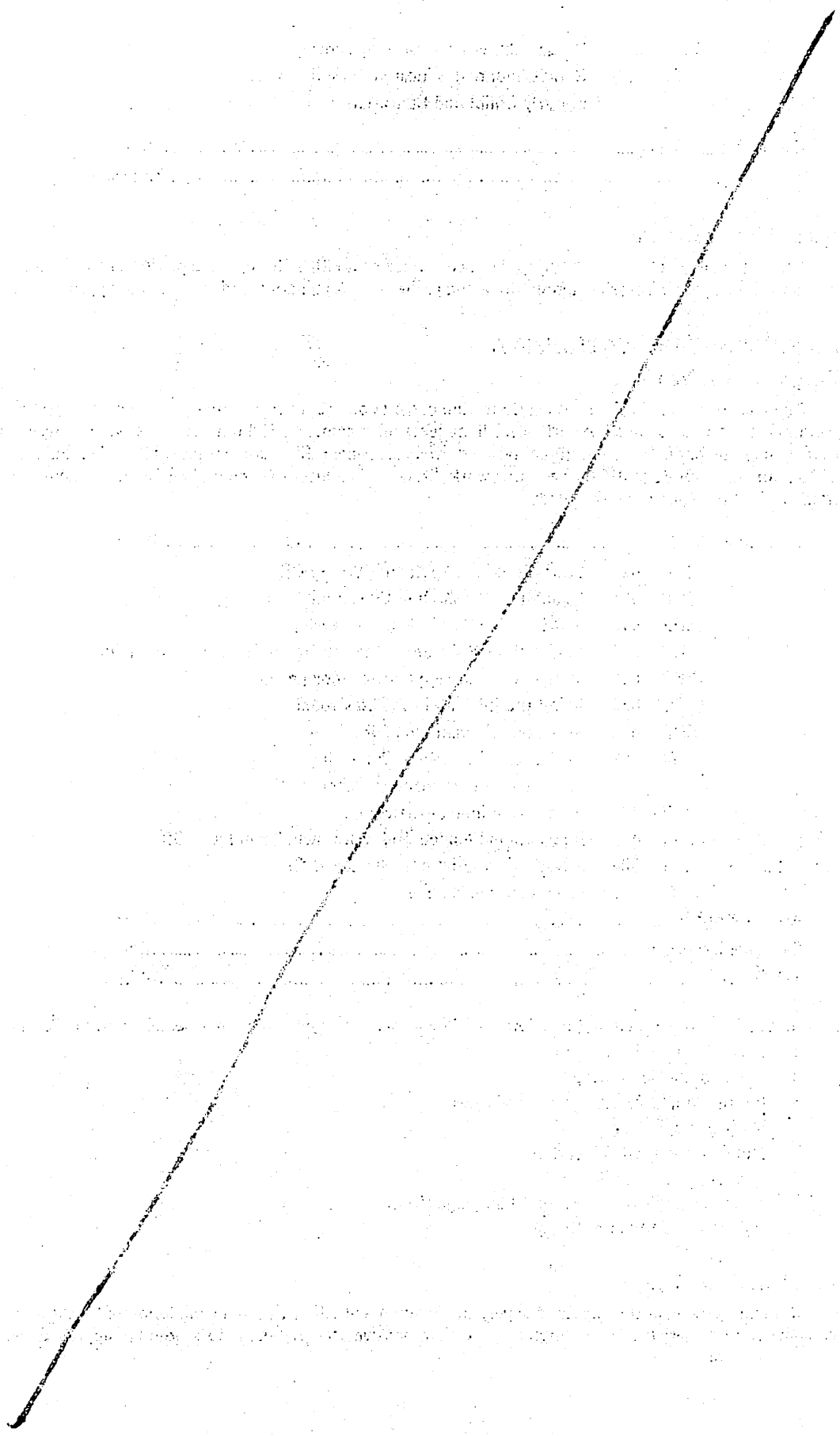
TOTAL 39 hrs.

Areas of Emphasis include (descriptions follow in section titled "Additional Certification for Teachers"):

1. Early Childhood Education
2. Educational Computing
3. Instructional Processes and Strategies
4. Math through Algebra I
5. Middle Childhood Education
6. School Library Media
7. Teaching English as a Second Language (ESL)
8. Individualized Plan of Study

Capstone Experience:

Students may meet the capstone experience requirement either through completion of CI 690 and 3 hours of approved coursework or by satisfactorily completing a comprehensive examination and six hours of approved coursework.



**SECONDARY EDUCATION, M.A.
Program Requirements**

The Master of Arts in Secondary Education consists of a set of core course requirements, area of emphasis requirements, and a capstone experience. All students must complete 15 hours of coursework in research, growth and development, technology, instructional methods and assessment. Each student must also select an Area of Emphasis consisting of 18 hours of required and elective coursework. Students will meet the comprehensive assessment requirement through the framework of the capstone experience.

Core Subjects.....	15 hrs.
EDF 621 Educational Research and Writing OR	
EDF 625 Qualitative Research in Education	
EDF 616 Advanced Studies in Human Development	
CIEC 534 Applications Software in the Classroom Curriculum Area OR	
CIEC 600 Instructional Design and Technology OR	
CIEC 635 Using the Internet in the Classroom	
CI 623 Instructional Models and Assessment Techniques OR	
CI 624 Advanced Instructional Strategies OR	
Approved methods course	
EDF 612 Educational Evaluation OR	
CI 609 Elementary Education: Curriculum	
in the Modern Elementary School OR	
CI 501 Middle Childhood Curriculum	
Area of Emphasis.....	18 hrs.
Capstone Experience.....	6 hrs.
TOTAL.....	39 hrs.

Areas of Emphasis include (descriptions are in the following section):

1. Educational Computing
2. Instructional Processes and Strategies
3. Math through Algebra I
4. Middle Childhood Education
5. School Library Media
6. Teaching English as a Second Language (ESL)
7. Individualized Plan of Study

Capstone Experience:

Students may meet the capstone experience requirement either through completion of CI 690 and 3 hours of approved coursework or by satisfactorily completing a written comprehensive examination and six hours of approved coursework.

ADDITIONAL CERTIFICATION FOR TEACHERS

Teachers who want to add another teaching endorsement may do so by completing the course requirements, a performance assessment at the appropriate grade level, and the appropriate Praxis II test.

Plans of Study for Areas of Emphasis, Professional Development Programs

Plans of study marked with an asterisk (*) may be used as endorsements for teaching certification. Endorsement programs are available only to teachers who hold a valid professional license in any area other than the one for which endorsement is desired.

Plans of study marked with a plus sign (+) may be used as graduate certificate programs. Certificate coursework may be taken as a stand-alone program.

Certificate Program Admission Requirements

Prospective certificate-only students should apply for admission to Marshall University as a Certificate/Professional Development student and select on the application form the certificate they wish to pursue. Education certificate programs require:

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- A baccalaureate degree from a regionally accredited college or university; and
- An undergraduate Grade Point Average (GPA) of 2.50 or higher on a 4.0 scale for all previously completed undergraduate university work OR a master's degree.

***+Early Childhood Education:** This concentration combines theory, research, and practical applications to child development and early childhood education. It is designed for teachers who wish to pursue a master's degree with an emphasis in early childhood education, as well as teachers who wish to add a PreK-K endorsement to their professional licensure. This concentration is available to teachers who hold a valid K-6 or K-8 professional license and wish to pursue a master's degree with an early childhood education emphasis.

- CI 632 Early Childhood Education: Early Childhood Programs
- CI 633 Early Childhood Education: Adult Involvement in Early Education
- CI 634 Language and Cognition in Early Childhood
- ECE 535 Administration of Early Childhood Programs
- EDF 513 Human Growth and Development Birth-8
- CI 630 Early Childhood Education: Practicum in Early Childhood Education, plus
- CIEC 534 Applications Software in the Classroom Curriculum Area OR
- CIEC 600 Instructional Design and Technology OR
- CIEC 635 Using the Internet in the Classroom

TOTAL 21 hrs.

+Educational Computing: This concentration focuses on instructional applications and classroom utilization of computing.

- CIEC 534 Applications Software in the Classroom Curriculum Area
 - CIEC 600 Instructional Design and Technology
 - CIEC 610 Local Area Networks and Telecommunications in the School
 - CIEC 630 Authoring Systems and Multimedia
 - CIEC 635 Using the Internet in the Classroom
 - CIEC 699 Final Project in Curriculum Area
- An approved elective

TOTAL 21 hrs.

***+ Elementary Mathematics Specialist:** This concentration is available to teachers who hold a valid professional license in Elementary Education that includes Grades K-6. The goals of this program are to strengthen mathematical content knowledge and mathematical teaching methods of elementary teachers, Grades K-6. This program leads to the addition of an Elementary Mathematics Specialist endorsement on an existing, current, regular, elementary education West Virginia teaching license. Satisfactory completion of the required courses and state licensure requirements meet the requirements for certification.

- CIME 500 Mathematics for the Elementary Teacher I
- CIME 501 Mathematics for the Elementary Teacher II
- CIME 555 Technical Mathematics for Mathematics Educators
- CIME 650 Algebra for Mathematics Educators
- CIME 658 Geometry for Mathematics Educators
- CIME 673 Elementary Mathematics Methods and Supervised Field Practicum K-6
- CIEC 534 Applications Software in the Classroom Curriculum Area

TOTAL 21 hrs.

Instructional Processes and Strategies:

- EDF 610 Trends and Issues in Education
- CI 623 Instructional Models and Assessment Techniques
- CI 624 Advanced Instructional Strategies

(continued)

Plans of study marked with an asterisk () may be used as endorsements for teaching certification. Endorsement programs are available only to teachers who hold a valid professional license in any area other than the one for which endorsement is desired.

+Plans of study marked with a plus sign (+) may be used as graduate certificate programs. Certificate coursework may be taken as a stand-alone program.

- CIEC 530 Computer Software and Methodology in Education OR
- CIEC 534 Applications Software in the Classroom Curriculum Area
- CI 639 Language Arts and Literature
- CI 551 Writing to Learn in Content Areas
- CI 657 Elementary Education: Advanced Techniques in Teaching Elementary Mathematics
- CI 671 Elementary Education: Advance Techniques in Teaching Science

TOTAL 24 hrs.

***+Mathematics through Algebra I:** This concentration is available to teachers who hold a valid professional license in any area other than mathematics. Satisfactory completion of the required courses, and passing the Praxis II meets the requirements for certification.

- CIME 555 Technical Mathematics for Mathematics Educators
- CIME 556 Finite Mathematics for Mathematics Educators
- CIME 650 Algebra for Mathematics Educators
- CIME 657 Precalculus for Mathematics Educators
- CIME 658 Geometry for Mathematics Educators
- CIEC 600 Instructional Design and Technology
- CIME 670 Teaching Mathematics
- CIME 675 Supervised Field Practicum/Seminar in Mathematics, 5-9 OR
- CIME 677 Supervised Field Practicum/Seminar in Mathematics, 5-12

TOTAL 24 hrs.

***+Middle Childhood Education:** The concentration in middle childhood education provides a certificate endorsement program for elementary and secondary teachers who have met initial licensure requirements. The endorsement will allow teachers to provide instruction in grades 5-9 within their area(s) of specialization.

The coursework in this program may be used as an area of emphasis within the master's degree program in Elementary Education or Secondary Education or may be completed as a separate Professional Development program. Individuals who wish to take the endorsement program but not pursue a master's degree should apply to the Professional Development program in middle childhood education. Teachers selecting this option must have an initial content specialization or complete a new one. Elementary Education is not a content area for 5-9 or 5-12. Passing the Praxis II is required.

- CI 501 Middle Childhood Curriculum
- CI 503 Methods and Materials of Teaching in the Middle Childhood Grades
- EDF 502 Psychology of the Middle Childhood Student
- CI 672 Practicum in Education
- CIEC 534 Applications Software in the Classroom Curriculum Area OR
- CIEC 600 Instructional Design and Technology OR
- CIEC 635 Using the Internet in the Classroom

TOTAL 15 hrs.

***+School Library Media Specialist:** The concentration in Library Media provides a certificate endorsement program for elementary and secondary teachers who have met initial licensure requirements. The program will prepare K-12 teachers to manage school library media centers, collaborate with faculty to support the school curriculum and facilitate information literacy.

- ITL 501 Libraries and the Learning Process
- ITL 502 Library Materials for Adolescents
- ITL 515 Reference and Bibliography
- ITL 622 Cataloging
- ITL 625 Library Organization and Administration
- ITL 631 Technology and the Library
- ITL 650 Library Practice (Field Work)
- CIRG 613 Children's Literature

TOTAL 24 hrs.

***+Teaching English as a Second Language (ESL):** The concentration in Teaching English as a Second Language provides a certificate endorsement program for elementary and secondary teachers who have met initial licensure requirements. The purpose of the program is to prepare teachers who work with learners who enter schools with a language other than English.

- CISL 550 Second Language Acquisition

CISL 551,	Linguistics for ESL
CISL 552	Intercultural Communication
CISL 653	Methods and Materials for ESL: Language Development
CISL 654	Methods and Materials for ESL: Literacy Acquisition
CISL 655	ESL Practicum for Teaching ESL, plus
CIEC 534	Applications Software in the Classroom Curriculum Area OR
CIEC 600	Instructional Design and Technology OR
CIEC 635	Using the Internet in the Classroom

TOTAL 21 hrs.

Individualized Plan of Study: Students selecting a planned program must complete the curriculum course CI 501, CI 609, or CI 610 appropriate for their certification.

Certificate in Program Evaluation

Evaluation research—systematic research principles and procedures for determining the success of policies, programs, projects, community development and other activities—has grown exponentially over the past several decades, especially as foundations, granting agencies, non-profits, governmental and other organizations and agencies increasingly expect and require the evaluation of services, programs, and projects. The need for researchers trained in both the theories and methods of evaluation research has grown accordingly. The Certificate in Program Evaluation emphasizes the practical application of program planning, assessment, and evaluation through frames of mixed methods research, local cultural contexts, and project-based applications of skills and knowledge.

Students may apply to this certificate program as either degree or non-degree students (in either case, students must apply for the certificate through Graduate Admissions). Also, as in other certificate programs, to make an application, students must possess an undergraduate B.A. or B.S. degree from a regionally accredited college or university, with a minimum of an overall undergraduate grade point average of 2.5 on a scale of 4. No more than 3 hours of transfer credit can be applied to the proposed certificate (and the credit may not be more than 7 years old), to be applied only to the local cultural literacy/competency requirement (students may not transfer CI 627, EDF 620, or EDF 629). Students may apply credits earned in the proposed certificate to graduate degrees in GSEPD as well as in the Graduate Humanities Program as electives, to be determined by faculty advising students' programs of study. Credits earned in the proposed certificate can potentially be applied to professional development and other professional continuing education as well; again, depending on individual programs of study and the approval of faculty in GSEPD and/or the Graduate Humanities Program.

Request for Graduate Non-Curricular Changes

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

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

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

College: COEPDDept/Division: Literacy EducationContact Person: Dr. Barbara O'Byrne, Program DirectorPhone: 304.746.1986Rationale
for Request

See attachment 1. Rationale

(May attach
separate page
if needed)

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 <u>Barbara O'Byrne</u>	Date <u>Jan 25/16</u>
Registrar <u>Roberta Ferguson</u>	Date <u>1/29/16</u>
College Curriculum Committee Chair <u>R. B. B.</u> (or Dean if no college curriculum committee)	Date <u>2/1/16</u>
Graduate Council Chair <u>Tracy Christofero</u>	Date <u>4-7-16</u>

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 2 - Current Catalog Description

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)

See Attachment 4 - New Catalog Description

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-Curricular Catalog Change (admissions requirements)

Department: COEPD, Literacy Education Program

Degree program: MA Literacy Education

Effective date: Summer 2016

Request for Graduate Non-Curricular Changes
COEPD, Literacy Education Program
January 12, 2016

Attachment 1- Rationale

The use of GRE or MAT requirements have become inconsequential as admission criteria to the Master's in Literacy Education. The performance of candidates on graduate classes, documented success in obtaining an initial teaching license coupled with the undergraduate GPA requirement of 2.7, provide stable tools with which to monitor admissions to the program. Candidates who achieve below the required test entry scores are granted provisional admission and required to maintain a B average on their next twelve credit hours. Provisional candidates who maintain the B average are admitted and any who do not maintain this average are denied admission. These admission tests are costly and time-consuming and do not materially affect ultimate admission decisions and for these reasons, the Literacy Education Program wishes to eliminate them as entry requirements.

Attachment 2 Current Catalogue Description

Program Description

The Master of Arts in Literacy Education consists of six foundation courses, four advanced courses, two of which are practicum experiences, and two elective courses, for a total of 36 credit hours.

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

In addition, applicants must have:

- An undergraduate Grade Point Average (GPA) of 2.7 or higher on a 4.0 scale for all previously completed undergraduate university work;
- A valid WV teaching certificate;
- Graduate Record Examinations (GRE) General Test combined verbal and quantitative score of 286 or above or a score of 389 on the MAT.
- A minimum of one year of teaching experience or equivalent as a long-term substitute by the time of program completion.

IS
REQUIRED

Program Requirements

Degree candidates follow a planned program of study and must maintain a cumulative Grade Point Average (GPA) of 3.0. The program of study includes several assessments that are completed as candidates move through the program.

Plan of Study

A Plan of Study approved by the student's advisor must be on file with the Literacy education Program within 30 days of acceptance into the program. The Plan of Study is a student's "blueprint" for completing graduation requirements.

CIRG	636	Developmental Reading
CIRG	644	Content Literacy
CIRG	615	Writing in the Literacy Curriculum
CIRG	653	Literacy Acquisition
CIRG	622	The Use of Technology for Literacy Instruction
CIRG	637	Literacy Assessment
CIRG	654	Aligning Assessment and Instruction
CIRG	643	Teaching Struggling Readers: A Practicum
CIRG	623	Reading Instruction for Literacy Facilitators: A Practicum
CIRG	621	Current Issues and Problems in Reading

Two electives, chosen in consultation with the program advisor.

This program requires six hours of supervised practicum and a series of performance assessments completed as candidates move through the program.

Request for Graduate Non-Curricular Changes
COEPD, Literacy Education Program
January 12, 2016

Attachment 3 Program Descriptions with Strikethroughs

Program Description

The Master of Arts in Literacy Education consists of six foundation courses, four advanced courses, two of which are practicum experiences, and two elective courses, for a total of 36 credit hours.

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

In addition, applicants must have:

- An undergraduate Grade Point Average (GPA) of 2.7 or higher on a 4.0 scale for all previously completed undergraduate university work;
- A valid WV teaching certificate;
- ~~Graduate Record Examinations (GRE) General Test combined verbal and quantitative score of 286 or above or a score of 389 on the MAT.~~
- A minimum of one year of teaching experience or equivalent as a long-term substitute by the time of program completion.

IS REQUIRED
move to

Program Requirements

Degree candidates follow a planned program of study and must maintain a cumulative Grade Point Average (GPA) of 3.0. The program of study includes several assessments that are completed as candidates move through the program.

Plan of Study

A Plan of Study approved by the student's advisor must be on file with the Literacy education Program within 30 days of acceptance into the program. The Plan of Study is a student's "blueprint" for completing graduation requirements.

- CIRG 636 Developmental Reading
- CIRG 644 Content Literacy
- CIRG 615 Writing in the Literacy Curriculum
- CIRG 653 Literacy Acquisition
- CIRG 622 The Use of Technology for Literacy Instruction
- CIRG 637 Literacy Assessment
- CIRG 654 Aligning Assessment and Instruction
- CIRG 643 Teaching Struggling Readers: A Practicum
- CIRG 623 Reading Instruction for Literacy Facilitators: A Practicum
- CIRG 621 Current Issues and Problems in Reading

Two electives, chosen in consultation with the program advisor.

This program requires six hours of supervised practicum and a series of performance assessments completed as candidates move through the program.

Request for Graduate Course Addition

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

College: COLA

Dept/Division: HST

Alpha Designator/Number: 553

 Graded CR/NC



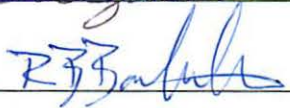
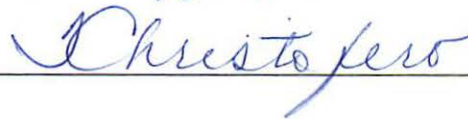
Contact Person: William Palmer

Phone: 62720

NEW COURSE DATA:

New Course Title: The Kennedy Assassination	
Alpha Designator/Number:	<u>HST</u> 5 5 3
Title Abbreviation:	T h e K e n n e d y A s s a s s i n a t i o n (Limit of 25 characters and spaces)
Course Catalog Description: (Limit of 30 words)	This course explores the events surrounding the assassination of President John F. Kennedy
Co-requisite(s): none	First Term to be Offered: Spring, 2017
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	1/12/16
Registrar	 540101	Date	1/14/16
College Curriculum Chair		Date	1/20/16
Graduate Council Chair		Date	1-7-16

Request for Graduate Course Addition - Page 2

College: COLA

Department/Division: HST

Alpha Designator/Number: 553

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 Palmer

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

the objective of this course is to examine the events surrounding the assassination of John F. Kennedy.

Request for Graduate Course Addition - Page 3

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

see attached syllabus

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

The Report of the Warren Commission (no author, abridged edition, 2013); Mark Lane, *Rush to Judgment*, 1966); Gerald Posner, *Case Closed* (1994) and Jerry Kroth, *Coup d'Etat* (2013).

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

instructional methods include lecture and discussion of assigned texts.

Request for Graduate Course Addition - Page 4

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

methods of evaluation include written examinations and book critiques.

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

in addition to meeting the undergraduate requirements, graduate students will be required to read and provide a written critique aof an additional book.

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

see attached

Request for Graduate Course Addition - Page 5

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

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: HST

Course Number and Title: HST 553: The Kennedy Assassination

Catalogue Description: This course explores the events surrounding the assassination of President John F. Kennedy

Prerequisites: none

First Term Offered: Spring, 2017

Credit Hours: 3

HISTORY 453/553: THE KENNEDY ASSASSINATION

SEMESTER: Spring, 2016

TIME AND PLACE: M-F 8, HH 136

INSTRUCTOR: Bill Palmer

OFFICE: 125 Harris Hall

PHONE: 304-696-2720

EMAIL: palmer@marshall.edu

OFFICE HOURS: 8:30-10 MTW; other hours by appointment; I'm around the office a lot when I'm not teaching so please feel free to stop by at any time.

COURSE DESCRIPTION: 3 Hours. This course explores the events surrounding the assassination of John F. Kennedy.

PURPOSE: The assassination of John F. Kennedy remains shrouded in mystery. The Report of the Warren Commission, which asserted that a lone gunman, Lee Harvey Oswald, was responsible for the shooting, raised more questions than it answered. During this course we will examine the Commission's report, place the assassination in historical context, and test alternative explanations. Students will have ample opportunity to test their critical thinking and writing skills. By the end of the term students will have increased their understanding of the historical factors and context involved in the assassination as well as improving their reading, writing, and thinking skills.

UNIVERSITY POLICIES: By enrolling in this course, students agree to abide by the university's academic policies, including those on Academic Dishonesty/Excused Absences/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

These policies may be assessed online at:
www.marshall.edu/academic-affairs

This course has been approved for **WI** credit.

LAST DROP DAY: Friday, March 21, 2016 (approx.)

FINAL EXAM: Wednesday, May 3, 2016 (approx.)

REQUIRED TEXTS FOR UNDERGRADUATES:

The Report of the Warren Commission (abridged version)

Lane, *Rush to Judgment*

Posner, *Case Closed*

REQUIRED TEXTS FOR GRADUATE STUDENTS:

Graduate students will read all the undergraduate books and
Jerry Kroth, *Coup D'Etat*

CLASS SCHEDULE:

Week:

1. Introduction to course, requirements
2. Background: World War II, Cold War, CIA
3. Background: Korea, Viet Nam, Cuba
4. Background: Korea, Viet Nam, Cuba
5. Kennedy and American Politics: civil rights, poverty, the military-industrial complex, the Mob
6. Actual assassination: what happened?
7. Report of the Warren Commission: What did it conclude?

EXAM I

8. Critics of the Warren Commission
Reading: Lane, *Rush to Judgment*
BOOK CRITIQUE DUE: Lane, *Rush to Judgment*
9. The Witnesses: What did they see?
10. Lee Harvey Oswald: What can be established about him and his behavior immediately before and during the assassination?
11. Who was Ruby? Why did he shoot Oswald?
12. Was there a conspiracy?
Reading: Kroft, *Coup d'Etat*
BOOK CRITIQUE DUE: Kroft, *Coup d'Etat* due
13. Who Benefitted from Kennedy's death?
14. Possible Suspects?
15. Conspiracy Deniers
Read: Posner, *Case Closed*
16. **FINAL EXAMINATION AS SCHEDULED**

COURSE POLICIES:

ATTENDANCE: Attendance at all class meetings is expected, and you are also expected to be on time. You will be allowed one unexcused absence during the semester. A university-excused absence must be provided for an excused absence. Unexcused absences and excessive tardiness will be penalized. Do not leave class without my permission or points will be deducted. Keep your electronic devices out of sight and hearing or points will be deducted. I will not stop class to tell you. If you violate these rules, don't expect favors from me later.

EVAULATION: For undergraduates there will be two essay exams: a mid-term and final examination, each worth 25 points; two library assignments, totaling 25 points; a book critique worth 25 points, and a class participation grade worth 25 points.

GRADUATE STUDENT REQUIREMENTS: In addition to the undergraduate requirements, graduate students must read *Coup d'Etat* by Jerry Kroth and write a 4-6 page, double-spaced, critique of the work and its main ideas. (see directions on next page.)

PARTICIPATION: Your class participation grade will be calculated in the following manner: I will keep track of the comments you make during class discussion. I will give you one point, possibly more if it's really brilliant, for each pertinent comment you make in class discussion over the books, and half a point for each comment you make during the discussion of the films. At the end of the term I will tally up all your participation points. If you have turned in all the required work on time, and if your participation score is higher than one of the other scores, I will drop your lowest score and substitute your participation score.

GRADING SCALE FOR ALL UNDERGRADUATE ASSIGNMENTS AND PARTICIPATION:

23-25	A
20-22	B
19-18	C
17-15	D
Below 15	F

COURSE GRADING SCALE UNDERGRADUATES:

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

COURSE GRADING SCALE FOR GRADUATE STUDENTS

112-25	A
99-111	B
85-98	C
84-71	D
Below 70	F

INSTRUCTIONAL METHODS: Instructional methods include lecture, reading, watching films, research assignments, and discussion of texts and films.

GRADUATE STUDENT PROJECT: Graduate students must read Jerry Kroth, *Coup D'Etat*, and write a typed, 4-6 page, double-spaced, critique of the work and its main ideas.

INSTRUCTIONS FOR BOOK CRITIQUES:

- 1.What is the main theme or idea that the author wishes to develop in their book?
- 2.Why is that idea important?
- 3.How does the author develop his/her argument?
- 4.What are the strengths and weaknesses of the work?
- 5.What is your overall assessment of the book and why?
- 6.Your critique must be typed, in 12 point type, double space, at least 4 full pages of text (title page, bibliography, endnotes do not count)

ASSESSMENT:

1) STUDENT LEARNING OUTCOMES

Students will have increased their knowledge of the importance of the Kennedy assassination and its historical importance

Students will have the opportunity to examine the evidence and think critically about it.

Student will have the opportunity to improve their writing skills.

2) HOW STUDENTS WILL PRACTICE THESE OUTCOMES

Students will practice these outcomes by reading books, writing book critiques, discussing key texts and films.

3) HOW STUDENTS WILL BE ASSESSED

Students will be assessed through class attendance and participation, the writing of papers on assigned texts. Doing library assignments, and taking examinations.

Bibliography:

Belzer, Richard, *UFOs, JFK, and Elvis: Conspiracies You Don't Have to be Crazy to Believe In* (New York: Ballantine Books, 1999).

Bugliosi, Vincent, *Reclaiming History: The Assassination of President John F. Kennedy* (New York: Norton, 2007).

Crenshaw, Charles, et al, *Trauma Room One: The JFK Cover-up Exposed* (New York: Skyhorse Publishing, 2001).

DiEugenio, James, *Destiny Betrayed: JFK, Cuba, and the Garrison Case* (New York: Skyhorse Publishing, 1991).

Fenster, Mark, *Conspiracy Theories: Secrecy and Power in American Culture* (Minneapolis: University of Minnesota Press, 1999).

Fetzer, James, *Murder in Dealey Plaza: What We Know Now That We Didn't Know Then About The Death of JFK* ((Chicago: Open Court, 2000).

Garrison, James, *On the Trail of the Assassins: My Investigation and Prosecution of the Murder of President Kennedy* (New York: Werner Books, 1988).

Groden, Robert, *The Killing of a President* (New York: Studio Books, 1993).

Hancock, Larry, *Someone Would Have Talked: What We Know About the JFK Assassination after Forty Years* (New York: Skyhorse Publishing, 2003).

Kroth, Jerry, *Coup d'Etat: The Assassination of President John F. Kennedy* (Amazon Digital, 2013).

Lane, Mark, *Rush to Judgment: A Critique of the Warren Commission's Inquiry into the Murders of John F. Kennedy, Officer J.D. Tippett, and Lee Harvey Oswald* (New York, 1966).

Levering, Ralph, *The Cold War: A Post-Cold War History* ((New York: Wiley and Blackwell, 2nd ed., 2005).

Marrs, Jim, *Crossfire: The Plot That Killed Kennedy* (New York: Basic Books, 1989).

McClellan, Barr, *Blood, Money, and Power: How LBJ Killed JFK* (New York: Skyhorse Publishing, 2003).

Posner, Gerald, *Case Closed: Lee Harvey Oswald and the Assassination of JFK* (New York: Random House, 1993).

Rasinberger, Jim, *The Brilliant Disaster: JFK, Castro, and America's Doomed Invasion of Cuba's Bay of Pigs* (New York: Norton, 2011).

Weiner, Tim, *A Legacy of Ashes: A History of the CIA* (New York: Anchor, 2009).

Wilson, Joe, *The Grassy Knoll Report* (Amazon Digital, 2013).

Request for Graduate Course Addition

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

College: COLA

Dept/Division: HST

Alpha Designator/Number: 558

 Graded CR/NC

Contact Person: William Palmer

Phone: 62720

NEW COURSE DATA:

New Course Title: Spies in History

Alpha Designator/Number: ^{HST}

5 5 8

Title Abbreviation:

S p i e s i n H i s t o r y

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This course explores the role played by spies and espionage in modern history.

Co-requisite(s): none

First Term to be Offered: Spring, 2017

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

1/12/16

Registrar

Roberta Ferguson 540101

Date

1/14/16

College Curriculum Chair

R. B. Bullock

Date

1/20/16

Graduate Council Chair

Tracy Christofero

Date

4-7-16

Request for Graduate Course Addition - Page 2

College: COLA

Department/Division: HST

Alpha Designator/Number: 558

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 Palmer

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

the objective of this course is to examine the role played by spies and espionage in modern history.

Request for Graduate Course Addition - Page 3

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

see attached syllabus

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

Dulles, *The Craft of Intelligence* (1962); Coll, *GHOST WARS: THE SECRET HISTORY OF THE CIA IN AFGHANISTAN AND BID LADEN* (2004); Macintyre, *A Spy Among Friends* (2015); Coleman, *Hacker, Hoaxer, Whistleblower, Spy* (2014),.

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

instructional methods include lecture and discussion of assigned texts.

Request for Graduate Course Addition - Page 4

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

methods of evaluation include written examinations and book critiques.

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

in addition to meeting the undergraduate requirements, graduate students will be required to read and critique an additional book.

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

see attached

Request for Graduate Course Addition - Page 5

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

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: HST

Course Number and Title: HST 558: Spies in History

Catalogue Description: This course explores the role played by spies and espionage in modern history.

Prerequisites: none

First Term Offered: Spring, 2017

Credit Hours: 3

HISTORY 458/558: SPIES IN HISTORY

SEMESTER: Fall, 2016

TIME AND PLACE: Wednesday, 6:30, HH 130

INSTRUCTOR: Bill Palmer

OFFICE: 125 Harris Hall

PHONE: 304-696-2720

EMAIL: palmer@marshall.edu

OFFICE HOURS: 8:30-9:45 MTW; other hours by appointment; I'm around the office a lot when I'm not teaching so please feel free to stop by at any time.

COURSE DESCRIPTION: 3 Hours. This course explores the role played by spies and espionage in modern history.

PURPOSE: At the beginning of the twentieth century, the use of spies to gather intelligence was crude. But as time progressed, spying became an essential and even unrestricted activity with few boundaries or moral limits.

UNIVERSITY POLICIES: By enrolling in this course, students agree to abide by the university's academic policies, including those on Academic Dishonesty/Excused Absences/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

These policies may be assessed online at:
www.marshall.edu/academic-affairs

LAST DROP DAY: Friday, October 30, 2016

FINAL EXAM: December 9th, at 6:30.

UNDERGRADUATE READINGS:

Dulles, *The Craft of Intelligence*

Call, Steve, *Ghost Wars: The Secret History of the CIA, Afghanistan, and Bin Laden*

Macintyre, *A Spy Among Friends*

Coleman, *Hacker, Hoaxer, Whistleblower, Spy*

Cumming, *The Trinity Six*

GRADUATE STUDENT READING:

In addition to the undergraduate readings, graduate students will also read Jerry Kroth, *Coup D'Etat*

CLASS SCHEDULE:

Week:

1. Introduction to course, requirements; spies before WWI
2. World War I
3. World War II
Reading: Dulles, *The Craft of Intelligence*
4. The Cold War, 1945-1963
Reading: Macintyre, *A Spy Among Friends*
5. Kennedy and American Politics: civil rights, poverty, the military-industrial complex, the Mob
6. Was the CIA behind the Kennedy Assassination?
7. **EXAM I**
8. The Cold War, 1963-1980
Film: *The Good Shepherd*
9. *The Good Shepherd* (con't)
10. The Cold War in the 1980s: Afghanistan
Reading: Call, *Ghost Wars*
11. The End of the Cold War and the Middle East
12. Film: *Zero Dark Thirty*
13. Spying the 21st Century
Reading: Hacker, *Hoaxer, Whistleblower, Spy*
14. Cyber Espionage
Reading: *The Trinity Six*
15. Final paper due
16. **FINAL EXAMINATION AS SCHEDULED**

COURSE REQUIREMENTS:

ATTENDANCE: Attendance at all class meetings is expected, and you are also expected to be on time. You will be allowed one unexcused absence during the semester. A university-excused absence must be provided for an excused absence. Unexcused absences and excessive tardiness will be penalized. Do not leave class without my permission or

points will be deducted. Keep your electronic devices out of sight and hearing or points will be deducted. I will not stop class to tell you. If you have to miss an exam, you must contact me in advance or you will receive a zero. If you violate these rules, don't expect favors from me later.

EVALUATION: There will be two essay exams: a mid-term and final examination, each worth 25 points; three book critiques, totaling 25 points; and a class participation grade worth 25 points.

PARTICIPATION: Your class participation grade will be calculated in the following manner: I will keep track of the comments you make during class discussion. I will give you one point, possibly more if it's really brilliant, for each pertinent comment you make in class discussion over the books, and half a point for each comment you make during the discussion of the film. At the end of the term I will tally up all your participation points.

GRADING SCALE FOR ALL UNDERGRADUATE ASSIGNMENTS AND PARTICIPATION:

23-25	A
20-22	B
19-18	C
17-15	D
Below 15	F

COURSE GRADING SCALE UNDERGRADUATES:

135-150	A
120-134	B
105-119	C
90-104	D
Below 90	F

COURSE GRADING SCALE FOR GRADUATE STUDENTS

158-175	A
140-157	B
123-139	C
105-122	D
Below 105	F

INSTRUCTIONAL METHODS: Instructional methods include lecture, reading, watching films, research assignments, and discussion of texts and films.

GRADUATE STUDENT ASSIGNMENT: Graduate students must read *Coup D'Etat*, and write a typed, 4-6 page, double-spaced, critique of the work and its main ideas.

INSTRUCTIONS FOR BOOK CRITIQUES:

1. What is the main theme or idea that the author wishes to develop in their book?
2. Why is that idea important?
3. How does the author develop his/her argument?
4. What are the strengths and weaknesses of the work?
5. What is your overall assessment of the book and why?
6. Your critique must be typed, in 12 point type, double space, at least 4 full pages of text (title page, bibliography, endnotes do not count)

ASSESSMENT:

1) STUDENT LEARNING OUTCOMES

Students will gain increased knowledge and understanding of the role played by spying and espionage historically.

Students will become familiar with the issues raised by spying and espionage and be able to think about them critically.

Students will be given the opportunity to develop their writing and critical thinking skills.

2) HOW STUDENTS WILL PRACTICE THESE OUTCOMES

Students will practice these outcomes by reading books, writing short papers about them, watching films, discussing the books and films, and by taking tests.

3) HOW STUDENT ACHIEVEMENT OF THESE OUTCOMES WILL BE ASSESSED

Students will be assessed by class attendance and participation, the writing of papers on assigned books, and taking examination on the material in the books and films.

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Wright, Peter, *Spycatcher* (New York: Viking 1987).

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: LS 532

Contact Person: Dr. Dennis M. Anderson Phone: 6-8989

CURRENT COURSE DATA:





Course Title: Human Relations in the Public Sector

Alpha Designator/Number: L S 5 3 2

Title Abbreviation: H u m a n R e l i n P u b l i c S e 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 <u></u>	Date <u>1-21-16</u>
Registrar <u></u>	Date <u>1/29/16</u>
College Curriculum Chair <u></u>	Date <u>2/1/16</u>
Graduate Council Chair <u></u>	Date <u>3-7-16</u>

Request for Graduate Course Change - Page 3

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

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

From

To

Change in **COURSE CONTENT**: YES NO

From Leaders in the public sector must be highly effective in human relations. They must have the ability to improve their organizational unit by interacting with an influencing individuals and groups of people. Individuals who aspire to become effective leaders can improve their ability to relate to others and learn the communication skills that effective leaders possess.

To Leaders in the public sector must be highly effective in human relations. They must have the ability to improve their organization's effectiveness by possessing strong interpersonal relationship skills. Whether a CEO of a major company or a maintenance worker, effective leaders must have the ability to relate to, and communicate with, others regardless of their role within the organization or community.

Rationale See attached.

Request for Graduate Course Change-Page 4

College: COEPD

Department: Leadership Studies

Course Number/Title LS 532 - Human Relations in the Public Sector

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: Leadership Studies
 Course Number and Title: LS 532 Human Relations in the Public Sector
 Rationale: The revised description is a more accurate reflection of the course.
 Course Description (old): This course is designed to help prospective leaders in the public sector establish and maintain positive interpersonal relationships with their constituents
 Course Description (new): This course is designed to assist leaders in the public sector to establish and maintain positive relationships with the organization's staff and volunteers, as well as its constituents.
 Catalog Description: This course is designed to assist leaders in the public sector to establish and maintain positive relationships with the organization's staff and volunteers, as well as its constituents.

COURSE NUMBER CHANGE

Department: Leadership Studies
 Current Course Number/Title: LS 532 Human Relations in the Public Sector
 New Course Number: LS 632
 Rationale: The content of the course has been upgraded to justify the change in course number
 Catalog Description: This course is designed to assist leaders in the public sector to establish and maintain positive relationships with the organization's staff and volunteers, as its constituents.
 Credit hours: 3

Rationale

The redesigned LS 532, Human Relations in the Public Sector, course contains 9 comprehensive learning modules, each centered on one or more major concepts relating to human relations. Previously, there were 8 separate assignments, but no comprehensive learning module available in support of those assignments. Each learning module now contains two to five distinct readings, activities, and/or assignments designed to facilitate critical thinking and develop the higher level skills associated with mastering human relations in public organizations. Assignments include in-depth self-assessments, analyses of existing skills, and interactive activities and discussions. Four academic papers are required within the course, guiding students to apply research from fields such as human psychology, leadership theory, and intercultural communication to varied situations involving human relations. Additionally, students are provided opportunities to understand how organizational structure can affect human relations among all constituents. Students are also required to engage in ethical decision making and other activities that require the systemic application of higher level, problem solving skills.

Each module now contains additional resources, in a variety of formats, which students may utilize to complete assignments. Previously, course materials consisted primarily of readings and web links. Current resources include contemporary articles, from a variety of sources and on a range of academic levels, online tutorials, videos, and self and situational assessment tools. Students are also presented with information to facilitate additional, individual research, which is required for designated assignments. Six of the nine modules require extensive discussion and interaction with classmates, thereby facilitating the development of multiple points of view for each problem or issue presented. Previously, no interaction with classmates was required in LS 532.

In summary, the assignments and activities for LS 532 have transitioned from primarily reflection and summarization, to assignments that require students to employ higher level, critical thinking skills and regularly interact with their classmates. Students extensively utilize course concepts and materials, along with self-reflection (based on classmate feedback), to develop the professional skills and attitudes that will assist them in future endeavors that require positive human relations. Finally, in further support of the content changes the course was revised to comply with the standards specified by Quality Matters.

**MASTER SYLLABUS
Leadership Studies**

**MARSHALL UNIVERSITY
Graduate School of Education and Professional Development
100 Angus E. Peyton Drive
South Charleston, WV 25303
304-746-2514
Fax: 304-746-1942**

COURSE: LS 532 Human Relations in the Public Sector

CREDIT HOURS: 3

**COURSE/CATALOG
DESCRIPTION:**

This course is designed to help prospective leaders in public sector establish and maintain positive interpersonal relationships with their constituents.

COURSE

CONTENT/RATIONALE: Creative leaders are highly effective in human relations. They have the ability to improve their organizational unit by interacting with and influencing individuals and groups of people. Individuals who aspire to become effective leaders can improve their present leadership abilities and learn new skills that effective leaders portray.

MAJOR TOPICS:

1. Factors that influence interpersonal relationships
2. Barriers to effective human relations
3. Ethical decision-making
4. Methods for promoting human relationships between administration and staff personnel
5. Construction of a plan for enhancing physical, emotional, and social aspects of those involved in human relations

**LEARNER
OUTCOMES:**

After completing this course, the student should be able to:

1. Assess and apply his/her present knowledge, skills and attitudes in interpersonal relations.
2. Identify the critical elements and social forces necessary for positive interpersonal relations.
3. Identify ethical conduct appropriate to a given leadership situation.
4. Identify ways to involve constituents in decision making related to policy development.
5. Identify skills for systematic problem solving and decision-making.
6. Analyze the role of the leader in the resolution of interpersonal conflicts.
7. Analyze factors involved in establishing a positive relationship to peers and staff personnel.
8. Identify methods for promoting interaction between administration and staff relating to planning and development.
9. Identify ways to use oral and written communication both verbal and nonverbal.
10. Identify strategies and techniques for solving agency/community relations problems (multicultural perspectives).

**FIELD/CLINICAL
EXPERIENCES:**

None

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SYLLABUS

Marshall University
College of Education & Professional Development
Leadership Studies

COURSE: LS 632 Human Relations in the Public Sector (3 cr. hrs.)

INSTRUCTOR: Dr. Tammy Johnson
All email related to this course should be sent using the internal mail (messages) tool that is part of the course. I attempt to check course mail at least once every day (times vary), but if you have an emergency that requires a faster response time, consider using johnson73@marshall.edu to contact me. Please do not use my regular Marshall email address for sending course related information or assignments, as those emails will not be a part of the archived course record.

PREREQUISITES: Admission to the Leadership Studies program

COURSE LENGTH: Traditional MU Term/Semester. See the [Academic Calendar](#).

COURSE FORMAT: Fully online with no required synchronous meetings.

TEXTBOOK: Publication Manual of the American Psychological Association, 6th Edition

TECHNOLOGY: Students must be proficient in the use of a computer with reliable access to the Internet, multiple browsers, Blackboard, Microsoft Word and PowerPoint, e-mail, and other common applications.

Software Specifications

Adobe Reader will be needed to read some files. This plug-in is available free at <https://get.adobe.com/reader/>. Students must submit assignments Microsoft Word documents (.docx) and/or PowerPoint presentations. Microsoft Office 365 is available free to Marshall students. See <http://www.marshall.edu/it/office365/>.

Technical Requirements

You must be able to use [Marshall email](#), [course messages](#), [discussion boards](#), and [assignments](#). Directions and help links are also provided in the course.

Minimum computer requirements: <http://www.marshall.edu/muonline/computer-requirements/>.

See also the Acceptable Use Policy.

If you have technical problems, please contact the IT Service Desk (Help Desk):
<http://www.marshall.edu/it/departments/it-service-desk/>.

Help Desk Phone Numbers

Huntington (304) 696-3200

South Charleston (304) 746-1969

Toll Free (877) 689-8638

COURSE DESCRIPTION (PURPOSE):

This course is designed to assist leaders in the public sector to establish and maintain positive relationships with the organization's staff and volunteers, as well as with its constituents.

COURSE CONTENT:

Leaders in the public sector must be highly effective in human relations. They must have the ability to improve their organization's effectiveness by possessing strong interpersonal relationship skills. Whether a CEO of a major company or a maintenance worker, effective leaders must have the ability to relate to, and communicate with, others regardless of their role within the organization or community.

COURSE STRUCTURE:

This course content is organized in 9 modules displayed as folders in MUOnline. Each module contains module objectives along with directions, links, activities, and an assignment or assignments, which may include discussion forums. The assigned readings, links, and activities are designed to prepare you to complete the assignment in which you will demonstrate your achievement of the objectives.

REQUIREMENTS: Consistent with graduate studies, students are required to read all assigned text sections, articles, websites, and other resource materials provided. **Completion of all assignments is required;** students must complete all assignments and activities order to earn a course grade.

LEARNER

OUTCOMES: After completing this course, the student should be able to:

1. Identify the skills necessary for positive interpersonal relations.

2. Self-assess skills in interpersonal relations.
3. Demonstrate effective interpersonal communication skills for a workplace setting.
4. Explore methods for promoting positive communication among all constituents.
5. Apply systematic problem solving skills for decision- making with respect to human relations.
6. Analyze factors involved in establishing positive relationships.
7. Apply knowledge and formulate techniques for communicating with diverse constituents and addressing intercultural communication issues.
8. Discuss the role of the leader in the resolution of interpersonal conflicts.

EVALUATION: Please see the rubrics attached to particular assignments and discussion forums for the SPECIFIC criteria that will be used for evaluation. I always try to return assignment grades and feedback within a week of the date the assignment was submitted, although this can vary slightly during certain times of the year. Deadlines for assignments and meeting dates can be found on the course website and in the course assignment folder. Student learning will be assessed on the completion and quality of the following assignments:

Module	Assignment / Activity Name	Date Due	Points
1	Introduction Discussion Message (internal mail) to Professor	August 28	10
2	Personal Self-Assessment	September 11	90
3	Employee Training & Development Part One Employee Training & Development Part Two	September 18	150
4	Ethics and Leadership	September 25	100
5	Leadership Theories	October 9	150
6	Power and Motivating People	October 16	100

Module	Assignment / Activity Name	Date Due	Points
7	Conflict Management	October 23	100
8	Intercultural Communication	November 6	100
9	Personal Development Plan	November 20	200
Total			1000

Grading Scale:

A =	90-100%	(900 - 1000 points)
B =	80-89%	(800 - 899 points)
C =	70-79%	(700 - 799 points)
F =	<70%	(<750 points)

Please see the rubrics attached to particular assignments for the SPECIFIC criteria that will be used for evaluation. Please also use the rubrics to evaluate your own work before you submit it. The rubrics use the same grading scale percentages shown above.

GRADE OF "INCOMPLETE"

A grade of "Incomplete" will not automatically be given to a student who does not complete all course requirements. Incomplete grades will be given only to students who become ill or face some other type of emergency during the term and therefore cannot complete the course, and have completed **at least 75%** of the course assignments. Incompletes will not be given to those who simply fail to drop the course by the appropriate date. The instructor determines the length of time the student has to complete missing class work, with a maximum of one year from the end of the course. In most cases, however, extensions of time granted are equal to one term. It is a student's responsibility to contact the instructor during the course if a potential problem is anticipated in completing the course.

Late Work Policy statement on major projects, examinations and other assignments (due dates, make-ups). Coursework must be submitted within the designated time period and in the designated location. Due dates are posted on the Course Website. All assignments are expected to be submitted by the due date, and late assignments will be penalized with a loss of 10% per day. Students who believe there are extenuating circumstances for late work must contact the professor, via course e-mail, well in advance of the due date.

MARSHALL UNIVERSITY POLICIES: Marshall University Policies are available on the Academic Affairs website: <http://www.marshall.edu/academic-affairs/policies/>

MARSHALL UNIVERSITY E-MAIL ACCOUNTS (OFFICE 365 EMAIL):

For students enrolled in MUOnline courses, communication with the instructor is typically via one of the course tools (discussion posting or mail tools). If, however, it is necessary for you to contact the professor, program secretary, or anyone else at Marshall via e-mail, **university policy requires you to use your Marshall Email account.** The university contacts students using MU E-mail to share important information, including emergency announcements, course-related information, reminders and deadlines. **You MUST have and use your MU e-mail account.** Your personal e-mail accounts with other providers will not be used. You may redirect your MU account to your personal email account, but you must sign into your MU account to do this. **For more specific information and assistance, refer to the Student Email sections of the following page:** <http://www.marshall.edu/it/office365/>.

Proper Netiquette: The Cybersmile Foundation provides basic netiquette guidelines that should be utilized in discussion posts and in other communication in this course. (<https://www.cybersmile.org/advice-help/category/examples-of-good-netiquette>)

EXAMPLES OF GOOD NETIQUETTE

- **Include context.** When commenting on a message thread it is good netiquette to include a relevant quote from the original message to give context to your comment.
- **Check, then click.** Before you post a comment, double check that you are saying exactly what you want to say. One small error can completely change the meaning of your message, so read and read again before sending. We are only human. Remember that an actual person with real feelings, beliefs, imperfections and emotions is behind every message, email or comment. It's sometimes easy to get carried away and write something that you would not dream of saying to someone's face.
- **Do you get it?** Jokes, dark humor and sarcasm are often difficult to convey over the internet. So, to avoid potential misunderstandings, always indicate the humorous nature of your comment. You could do this by using emoticons, putting "lol" (laugh out loud) at the end of the message or by starting with a phrase like, "On a lighter note..."
- **Newbies.** We were all once new to emails, messaging and forum posts so always try to help someone new who is making mistakes.
- **Don't spam!** It is normal to want to be noticed in the crowd of people on social media – but spamming (another word for sending the same or similar messages lots of times) can be annoying and may have the opposite effect!
- **Express yourself.** Don't be afraid to express yourself openly and honestly. Netiquette is not about restricting expression but about making it easier for people to understand. Allow others to express themselves too. Remember that everybody has an opinion, so allow them to express it. You may have to agree to disagree on many issues, but just make your point and move on. Don't let a simple difference of opinion escalate into an argument.

- **Don't SHOUT.** Avoid writing whole words or sentences in capital letters. This is the equivalent of someone SCREAMING IN YOUR EAR!
- **Respect people's privacy.** Don't pass on another person's private information or photos unless you have their permission. Not only is this bad netiquette but you may also be accused of cyberbullying or online harassment.
- **Avoid conflict.** Trading insults and abuse – also known as 'flaming' – is not good netiquette. It is pointless, negative, and could get you banned from the site. Avoid being drawn into fights, and never post abuse on someone's posts.

ACADEMIC HONESTY:

Academic honesty is expected in all class-related endeavors, and students are expected to be honest in all academic work. Penalties for plagiarism or other forms of dishonesty can be severe and may include course failure, dismissal from the program or from the University. Refer to the university policy at <http://www.marshall.edu/academic-affairs/policies/#AcademicDishonesty>

Plagiarism includes copying published or non-published works (including the Internet), or **using another student's work**. Some assignments may use SafeAssign to check submissions for possible plagiarism. Instructors may also use SafeAssign to help students learn to avoid plagiarism by allowing students to review the SafeAssign Originality Reports on their own submissions.

STUDENTS WITH DISABILITIES:

Marshall University is committed to making all programs, services, and activities fully accessible to students with disabilities. Students with disabilities who require accommodations must register with the Office of Disabilities. Additional information is available at <http://www.marshall.edu/disability/office-of-disability-services/>

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Request for Graduate Course Addition

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

College: Pharmacy Dept/Division: Pharmacy Alpha Designator/Number: PHAR 522 Graded CR/NC

Contact Person: Glenn Anderson Phone: 304-696-2305

NEW COURSE DATA:

New Course Title: Fundamentals of Medicinal Chemistry

Alpha Designator/Number:

P	H	A	R		5	2	2		
---	---	---	---	--	---	---	---	--	--

Title Abbreviation:

F	u	n	d		M	e	d		C	h	e	m										
---	---	---	---	--	---	---	---	--	---	---	---	---	--	--	--	--	--	--	--	--	--	--

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words) An introductory course providing the fundamental basics of drug action. Specifically, the course will cover the physicochemical properties of drugs, basic principles of medicinal chemistry and structure activity relationships, including drug-receptor interactions, theories of drug action and drug metabolism.

Co-requisite(s): PHAR 546 (Biochemistry) First Term to be Offered: Fall 2016

Prerequisite(s): P-1 status Credit Hours: 2

Course(s) being deleted in place of this addition (must submit course deletion form): PHAR 551

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

Dept. Chair/Division Head <u>[Signature]</u>	Date <u>2/4/2016</u>
Registrar <u>[Signature]</u> <u>5/2001</u>	Date <u>4/12/16</u>
College Curriculum Chair <u>[Signature]</u>	Date <u>2/4/16</u>
Graduate Council Chair <u>[Signature]</u>	Date <u>4-7-16</u>

Request for Graduate Course Addition - Page 2

College: Pharmacy

Department/Division: DPSR

Alpha Designator/Number: PHAR 522

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.

Faruk Khan

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

1. Identify, define and describe the properties of various functional groups of drugs and biomolecules and how they determine the chemical and physical properties of those molecules; 2. Define and describe the chemical and physical properties of drug molecules and how they determine or influence their biopharmaceutical properties; 3. Define and describe the molecular interactions of drug substances with enzymes or receptors; 4. Describe major metabolic pathways for drugs; 5. Describe the importance of major metabolic pathways of drugs and the important intermediates as it applies to a drugs mechanism of action or side effects.

Request for Graduate Course Addition - Page 3

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

See attached detail course syllabus

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

See the attached detail instructional materials

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

Power point presentations, ALE (clickers), case studies etc. (see the attached detail instructional materials)

Request for Graduate Course Addition - Page 4

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

RATs, ALEs, Exams (see the detail course syllabus)

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

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

Request for Graduate Course Addition - Page 5

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

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Department of Pharmaceutical Sciences and Research
Course Number and Title: PHAR 522, Fundamentals of Medicinal Chemistry
Catalog Description: An introductory course providing the fundamental basics of drug action. Specifically, the course will cover the physicochemical properties of drugs, basic principles of medicinal chemistry and structure activity relationships, including drug-receptor interactions, theories of drug action and drug metabolism.
Prerequisites: P-1 Status, PHAR 546 (Biochemistry; Co-requisite)
First Term Offered: Fall 2016
Credit Hours: 2 Semester Credit Hours



www.marshall.edu

SYLLABUS
Fundamentals of Medical Chemistry
PHAR 522 (Fall 2015)

School of Pharmacy

This syllabus is not to be construed as a contract with the student and is subject to change.

The School of Pharmacy reserves the right to change the course syllabus. *The School should notify the students through the course notification system or by an email preferably through the Blackboard system.*

Course meeting days and time	8:30 am -10:00 am Tuesday, Thursday (Weeks 1-5) Monday, Tuesday, Thursday (Weeks 6-15)
Location	LO4
Team Leader / Instructor	Dr. Faruk Khan
Office	CEB 211A
Phone	(304) 696-3094
Email	khanmo@marshall.edu (Use Bb's internal email for course correspondence)
Office hours	Just stop by or make an appointment

Faculty	Email	Office	Phone Number	Office Hours / Appointments accepted?
TBA		221		Stop by or make an appointment

Student: If the instructor accepts appointments, then please email the instructor for availability. The student can expect the instructor to respond to E-mails and phone messages within 72 hours.

Course Description: This course contains the fundamentals of medicinal chemistry and touches on most of the chemical principals needed in our pharmacy curriculum. Topics covered include the diversity of functional groups found in the molecules of life and pharmaceutical substances; the language used to describe these chemical substances; and the acid-base properties of functional groups. This course will provide a solid foundation on the general principles underlying the structure activity relationship (SAR) and describe the detail metabolic pathways of drug molecules.

Prerequisites: P-1 status

Text Books:

Recommended:

Review of Organic Functional Groups, 5th Edition Editor: T.L. Lemke, Ed.; Lippincott, Williams & Wilkins, Philadelphia, 2012. ISBN 978-1-60831-016-6

Required: N/A

Course Objectives:

Number	Objective	MUSOP abilities	How assessed
1	Identify, define and describe the properties of various functional groups of drugs and biomolecules and how they determine the chemical and physical properties of those molecules.	1, 4, 10	RATs, ALEs, and exams
3	Define and describe the chemical and physical properties of drug molecules and how they determine or influence their biopharmaceutical properties.	1, 4, 10	RATs, ALEs, and exams
4	Define and describe the molecular interactions of drug substances with enzymes or receptors.	1, 4, 10	RATs, ALEs, and exams
6	Describe major metabolic pathways for drugs.	1, 4, 10	RATs, ALEs, and exams
7	Describe the importance of major metabolic pathways of drugs and the important intermediates as it applies to a drugs mechanism of action or side effects.	1, 4, 10	RATs, ALEs, and exams

Tentative Schedule of Activities:

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

Date	#	Meeting Format	Meeting Topic	Instructor
	1	ALE	Course Introduction/Functional group	Khan
	2	ALE	Functional group	Khan
	3	IRAT, GRAT, Lecture ALE	pH and solubility	Khan
	4	Lecture, ALE	pH and solubility	Khan
	5	Lecture, ALE	pH and solubility	Khan
	6	Lecture, ALE	pH and solubility	Khan
	7	Lecture, ALE	pH and solubility	Khan
	8	IRAT, GRAT, Lecture, ALE	Isosterism and Stereochem	Khan
	9	Lecture, ALE	Isosterism and Stereochem	Khan
	10	IRAT, GRAT, Lecture, ALE	Theories and receptor-drug int.	Khan
	11	Lecture, ALE	Theories and receptor-drug int.	Khan
Exam I (1-15) (2:00 - 4:00 PM)*				
	12	IRAT, GRAT, Lecture, ALE	Introduction to Drug metabolism	Khan
	13	IRAT, GRAT, Lecture, ALE	Phase I Drug metabolism	Khan
	14	Lecture, ALE	Phase I Drug metabolism	Khan
	15		Phase I Drug metabolism	Khan
	16	IRAT, GRAT, Lecture, ALE	Phase II Drug metabolism	Khan
	17	Lecture, ALE	Phase II Drug metabolism	Khan
Exam II (11-17) (2:00 - 4:00 PM)*				
Final Exam (1- 17) (2:00 - 4:00 pm)-- Comprehensive in concepts--				

* -Indicates major assessment; each class is of 90 minutes.

Course Evaluation (grading):

Exams:	40% (2 x 100 = 200 points)
Final Exam:	30% (150 points)
IRATs:	10% (5 x 10 = 50 points)
GRATs:	10% (5 x 10 = 50 points)
Professional/ALEs:	10% (50 points)
Total:	100% (500 points)

Letter grades distribution:

A = 89.50 to 100% = A
B = 79.50 to less than 89.50%
C = 69.50 to less than 79.50%
D = 59.50 to less than 69.50% (Eligible for second chance)
F = Less than 59.50% (Not eligible for second chance)

Course Evaluation (assessment): At or near the end of the course, students are expected to complete an evaluation of the course content, learning approaches, student assessment and instructors according to School of Pharmacy procedures.

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

Attendance policy: Each student is expected to attend class. Attendance at graded events is mandatory. Only excused absences accepted – see university and school policies. The instructor must be contacted prior to the exam, unless circumstances are prohibitory. Please note – the student is solely responsible for any materials missed.

UNIVERSITY POLICIES

University policies regarding **Academic Dishonesty, Students with Disabilities, University Computing Services' Acceptable Use, Affirmative Action, and Sexual Harassment** can be found at <http://www.marshall.edu/wpmu/academic-affairs/policies/>.

School of Pharmacy Policies**SOCIAL JUSTICE POLICY STATEMENT**

Marshall University is committed to bringing about mutual understanding and respect among all individuals and groups at the University. As part of Marshall University, School of Pharmacy has made a commitment to social justice. Therefore, no one will be discriminated against on the basis of race, gender, ethnicity, age, sexual orientation, religion, social class, or differing viewpoints. Each student will be viewed as a valuable member of this class and as the faculty for the course, I will strive to facilitate an atmosphere/learning environment where mutual understanding and respect are actualized.

ACADEMIC, ETHICAL, AND PROFESSIONAL CONDUCT

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

Second Chance and Remediation Policy

Second chance and remediation are mechanisms designed to assist students who have struggled within the classroom environment in demonstrating achievement of classroom and curricular learning outcomes. These processes are described in sections 200.001.003 (Second Chance) and 200.001.004 (Remediation) of the [Academic Standards for Grading, Progressions, Dismissal, and Re-admission Policy](#).

Test Security Policy

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

http://www.marshall.edu/pharmacy/faculty_staff/faculty-and-staff-policies/400-003-secure-testing-environment-standards/

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: Pharmacy

Dept/Division: ~~DPSR~~ Pharmacy

Current Alpha Designator/Number: PHAR551

Contact Person: ~~Hasan Koo~~ Glen AndersonPhone: ~~6-7368~~ 6-2305

CURRENT COURSE DATA:

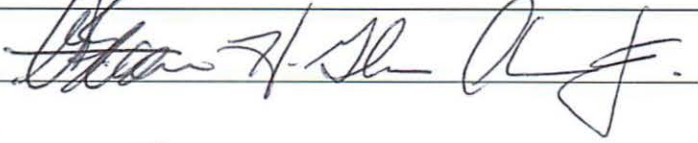
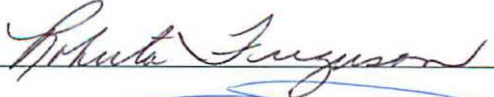


Course Title: Biomedical Chemistry

Alpha Designator/Number: PHAR551

Title Abbreviation: Biomedical Chemistry

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

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

Dept. Chair/Division Head		Date	2/3/2016
Registrar	 512001	Date	4/12/16
College Curriculum Chair		Date	2/11/16
Graduate Council Chair		Date	4-7-16

Request for Graduate Course Change - Page 2

College: Pharmacy

Department/Division: DPSR

Alpha Designator/Number: PHAR546

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

Change in CATALOG TITLE: YES NO

From Biomedical Chemistry

(limited to 30 characters and spaces)

To Pharmaceutical Biochemistry

If Yes, Rationale

This course is now a standalone biochemistry course. It used to be a combination of biochemistry and medicinal chemistry and was appropriately named "Biomedical Chemistry".

Change in COURSE ALPHA DESIGNATOR:

From: _____ To : _____ YES NO

If Yes, Rationale

Change in COURSE NUMBER: YES NO

From: 551 To: 546

If Yes, Rationale

It is a different course with different content so it shouldn't be confused with PHAR551

Change in COURSE GRADING

From Grade To Credit/No Credit

Rationale

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

From This course contains both medicinal chemistry and biochemistry and touches on most of the chemical principals that will be needed in our pharmacy curriculum. Topics covered include the diversity of functional groups found in the molecules of life and pharmaceutical substances; the language used to describe these chemical substances; the acid-base properties of functional groups; the redox properties of functional groups; naturally occurring organic acids, alcohols, simple sugars, carbohydrates, amino acids, peptides, proteins, lipids, glycoproteins, lipoproteins, and basic

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

If Yes
Rationale

Different course

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 ⁵

To ⁴

Change in COURSE CONTENT: YES NO

From **Biochemistry and Basic Medicinal Chemistry**

To **Only biochemistry with few extra advanced biochemistry topics.**

Rationale **Medicinal chemistry topics are covered in a newly created course now. Additional biochemistry topics have been included based on the discussions with the coordinators of therapeutics courses that are taught later in our pharmacy curriculum.**

Request for Graduate Course Change-Page 4

College: Pharmacy

Department: DPSR

Course Number/Title PHAR546

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.

PHAR551

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: Pharmaceutical Science and Research

Course Number and Title: PHAR546 - Pharmaceutical Biochemistry (new)

Rationale: This course now covers just biochemistry for pharmacy curriculum.

Course Description (old): This course contains both medicinal chemistry and biochemistry and touches on most of the chemical principals that will be needed in our pharmacy curriculum. Topics covered include the diversity of functional groups found in the molecules of life and pharmaceutical substances; the language used to describe these chemical substances; the acid-base properties of functional groups; the redox properties of functional groups; naturally occurring organic acids, alcohols, simple sugars, carbohydrates, amino acids, peptides, proteins, lipids, glycoproteins, lipoproteins, and basic biological processes, such as: membrane structure and function, biosignaling, essential nutrients and cofactors, enzyme structure and function, metabolic pathways and the regulation of metabolism, drug metabolism, drug-receptor interactions, drug-enzyme interactions, and the interaction of drugs and xenobiotics with natural systems. Examples of basic chemical principles will be illustrated by use of the top 200 drugs. A solid foundation on the general principles underlying the relationship between drug structure and function will be provided along with strategies for discovery of new chemical entities (NCEs) and prediction of their pharmaceutical, pharmacokinetic, and pharmacodynamics properties

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

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

COURSE NUMBER CHANGE

Department: Pharmaceutical Science and Research

Course Number and Title: PHAR551 - Biomedical Chemistry

SUMMARY FOR CHANGING PHAR551 to PHAR546

OLD COURSE

College: Pharmacy
Department: Pharmaceutical Science and Research
Course Number and Title: **PHAR551 Biomedical Chemistry**
Catalog Description: This course contains both medicinal chemistry and biochemistry and touches on most of the chemical principals that will be needed in our pharmacy curriculum. Topics covered include the diversity of functional groups found in the molecules of life and pharmaceutical substances; the language used to describe these chemical substances; the acid-base properties of functional groups; the redox properties of functional groups; naturally occurring organic acids, alcohols, simple sugars, carbohydrates, amino acids, peptides, proteins, lipids, glycoproteins, lipoproteins, and basic biological processes, such as: membrane structure and function, biosignaling, essential nutrients and cofactors, enzyme structure and function, metabolic pathways and the regulation of metabolism, drug metabolism, drug-receptor interactions, drug-enzyme interactions, and the interaction of drugs and xenobiotics with natural systems. Examples of basic chemical principles will be illustrated by use of the top 200 drugs. A solid foundation on the general principles underlying the relationship between drug structure and function will be provided along with strategies for discovery of new chemical entities (NCEs) and prediction of their pharmaceutical, pharmacokinetic, and pharmacodynamics properties

Prerequisites/Corequisites: None
First Term Offered: Fall 2012
Credit hours: **5**
Contact: Hasan Koc 304-696-7368

NEW COURSE

College: Pharmacy
Department: **Pharmaceutical Science and Research**
Course Number and Title: PHAR 546 – Pharmaceutical Biochemistry
Catalog Description: This course is designed to provide biochemistry fundamentals to PharmD students. Topics covered include structures and properties of water and biomolecules (proteins, carbohydrates, lipids, and nucleic acids), enzymes and enzyme kinetics, membranes, receptors, transporters, signaling, human metabolism, hormonal regulation of metabolism, and basics of genomics, gene regulation, and proteins synthesis. Examples of basic principles covered in this class will be illustrated by use of the top 200 drugs.

Prerequisites/Corequisites: None
First Term Offered: Fall 2016
Credit hours: **4**
Contact: Hasan Koc 304-696-7368

COURSE DESCRIPTION CHANGE

Department: Pharmaceutical Science and Research

Course Number and Title: PHAR546 - Pharmaceutical Biochemistry (new)

Rationale: This course now covers just biochemistry for pharmacy curriculum.

Course Description (old): This course contains both medicinal chemistry and biochemistry and touches on most of the chemical principals that will be needed in our pharmacy curriculum. Topics covered include the diversity of functional groups found in the molecules of life and pharmaceutical substances; the language used to describe these chemical substances; the acid-base properties of functional groups; the redox properties of functional groups; naturally occurring organic acids, alcohols, simple sugars, carbohydrates, amino acids, peptides, proteins, lipids, glycoproteins, lipoproteins, and basic biological processes, such as: membrane structure and function, biosignaling, essential nutrients and cofactors, enzyme structure and function, metabolic pathways and the regulation of metabolism, drug metabolism, drug-receptor interactions, drug-enzyme interactions, and the interaction of drugs and xenobiotics with natural systems. Examples of basic chemical principles will be illustrated by use of the top 200 drugs. A solid foundation on the general principles underlying the relationship between drug structure and function will be provided along with strategies for discovery of new chemical entities (NCEs) and prediction of their pharmaceutical, pharmacokinetic, and pharmacodynamics properties

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

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

COURSE NUMBER CHANGE

Department: Pharmaceutical Science and Research

Course Number and Title: PHAR551 - Biomedical Chemistry

New Course number: PHAR 546

Rationale: It is a different course with different content. It should not be confused with the old course

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

Credit hours: 5 to 4

COURSE TITLE CHANGE

Department: Pharmaceutical Science and Research

Course Number and Title: PHAR551 - Biomedical Chemistry

New Course Title: Pharmaceutical Biochemistry

Rationale: The course covers biochemistry for PharmD curriculum.

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

SYLLABUS
Pharmaceutical Biochemistry
PHAR 546 (Fall 2016)

This syllabus is not to be construed as a contract with the student and is subject to change.

The School of Pharmacy reserves the right to change the course syllabus. *The School should notify the students through the course notification system or by an email preferably through the Blackboard system.*

Course meeting days and time	8:30 am -10:00 am Tuesday, Thursday (Weeks 1-5) Monday, Tuesday, Thursday (Weeks 6-15)
Location	LO4
Team Leader / Instructor	Dr. Hasan Koc
Office	MEB 217A
Phone	(304) 696-7368
Email	kocha@marshall.edu (Use Bb's internal email for course correspondence)
Office hours	Wednesday 1:00-2:00 pm (Weeks 1-5) 8:00- 8:300 am (Weeks 6-15) or Or just stop by or make an appointment

Faculty	Email	Office	Phone Number	Office Hours / Appointments accepted?

Student: If the instructor accepts appointments, then please email the instructor for availability. The student can expect the instructor to respond to E-mails and phone messages within 72 hours.

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

Prerequisites: P-1 status

Text Books:
Recommended:

Required:

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

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

Free online access through Access Pharmacy (<http://accesspharmacy.mhmedical.com/book.aspx?bookid=1366>)

Course Objectives:

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

Tentative Schedule of Activities:

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

Date	#	Meeting Format	Meeting Topic	Instructor
	1	ALE	Course Introduction	Koc
	2	IRAT, GRAT, ALE	Water and pH	Koc
	3	ALE	Proteins	Koc
	4	ALE	Proteins	Koc
	5	ALE	Proteins	Koc
	6	IRAT, GRAT, ALE	Carbohydrates	Koc
	7	ALE	Carbohydrates	Koc
			Exam I	
	8	IRAT, GRAT, ALE	Nucleic acids	Koc
	9	ALE	Nucleic acids	Koc
	10	IRAT, GRAT, ALE	Lipids and Membranes	Koc
	11		Lipids and Membranes	Koc
	12	IRAT, GRAT, ALE	Biosignaling	Koc
	13	ALE	Biosignaling	Koc
	14	IRAT, GRAT, ALE	Enzymes	Koc
	15	ALE	Enzyme kinetics	Koc
	16	IRAT, GRAT, ALE	Mechanisms of enzyme inhibition	Koc

17	ALE	Carbohydrate metabolism	Koc
18	ALE	Carbohydrate metabolism	Koc
19	ALE	Carbohydrate metabolism	Koc
Exam II			
20	IRAT, GRAT, ALE	Nitrogen metabolism	Koc
21	ALE	Nitrogen metabolism	Koc
22	ALE	Lipid metabolism	Koc
23		Lipid metabolism	Koc
24	IRAT, GRAT, ALE	Lipid metabolism	Koc
25	ALE	Hormones and Metabolic Regulation	Koc
26	ALE	Hormones and Metabolic Regulation	Koc
27	ALE	Genes and genetics	Koc
28	IRAT, GRAT, ALE	Genes and genetics	Koc
29	ALE	DNA metabolism	Koc
30		DNA metabolism	Koc
31	IRAT, GRAT, ALE	RNA metabolism	Koc
32	ALE	RNA metabolism	Koc
33	IRAT, GRAT, ALE	Protein Synthesis	Koc
34	ALE	Protein Synthesis	Koc
Exam IV			
35	ALE	Protein Synthesis	Koc
36	IRAT, GRAT, ALE	Protein Synthesis	Koc
37	ALE	Gene regulation	Koc
38	ALE	Gene regulation	Koc
39	ALE	Epigenetics	Koc
40	ALE	Epigenetics	Koc
41	ALE	Final Review	Koc
		Final Exam	

* -Indicates major assessment

Course Evaluation (grading):

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

Letter grades distribution:

A = 89.50 to 100% = A
 B = 79.50 to less than 89.50%
 C = 69.50 to less than 79.50%
 F = Less than 69.50%

Course Evaluation (assessment): At or near the end of the course, students are expected to complete an evaluation of the course content, learning approaches, student assessment and instructors according to School of Pharmacy procedures.

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

Attendance policy: Each student is expected to attend class. Attendance at graded events is mandatory. Only excused absences accepted – see university and school policies. The instructor must be contacted prior to the exam, unless circumstances are prohibitory. Please note – the student is solely responsible for any materials missed.

UNIVERSITY POLICIES

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ACADEMIC, ETHICAL, AND PROFESSIONAL CONDUCT

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

Second Chance and Remediation Policy

Second chance and remediation are mechanisms designed to assist students who have struggled within the classroom environment in demonstrating achievement of classroom and curricular learning outcomes. These processes are described in sections 200.001.003 (Second Chance) and 200.001.004 (Remediation) of the [Academic Standards for Grading, Progressions, Dismissal, and Re-admission Policy](#).

Test Security Policy

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

http://www.marshall.edu/pharmacy/faculty_staff/faculty-and-staff-policies/400-003-secure-testing-environment-standards/

Request for Graduate Course Addition

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

College: Pharmacy

Dept/Division: School of Pharmacy

Alpha Designator/Number: PHAR 781

 Graded CR/NC

Contact Person: Inder Sehgal

Phone: (304) 696-2305

NEW COURSE DATA:

New Course Title: Veterinary Pharmacy Comparative Counseling

Alpha Designator/Number:

P H A R 7 8 1

Title Abbreviation:

V e t e r i n a r y P h a r m a c y

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

To instruct students in the administration, clinical pharmacology, clinical applications, diseases, medication safety and comparative dosing of veterinary medications that a pharmacist may encounter in the community pharmacy setting.

Co-requisite(s):

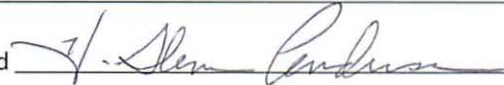

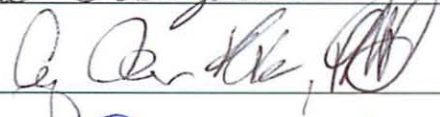

First Term to be Offered: Fall 2014¹⁴

Prerequisite(s): P3 status

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	2/1/2016
Registrar	 512001	Date	4/12/16
College Curriculum Chair		Date	
Graduate Council Chair		Date	17-7-16

Request for Graduate Course Addition - Page 2

College: Pharmacy

Department/Division: School of Pharmacy

Alpha Designator/Number: PHAR 83x

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.

Inder Sehgal, DVM, Ph.D.

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

6. COURSE OBJECTIVES:

Counsel regarding the pharmacology, clinical pharmacology, clinical uses, common adverse effects, administration, and comparative efficacies of commonly sold veterinary pharmaceuticals (both Rx and OTC) in the retail pharmacy setting.

Be able to counseling clients about the proper use, adverse effects, storage, compounding and administration of veterinary medications to enhance successful patient care.

Describe some basic anatomy and pathophysiology aspects of companion animals that influence medication administration

Apply the pharmacology and pharmacokinetics of veterinary medicines that are frequently dispensed or available at community pharmacies to prescription cases.

Anticipate and detect errors in veterinary prescriptions and OTC medications



Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE

Course overview---veterinary drug regulation and laws.

Comparative PK: Differences between human & companion animal metabolism and major disease states/Toxicology

Basic routes of drug administration

The use of corticosteroids in pets

Basic routes of drug administration

Dog group behavior

Show and Tell Our own dogs

Anti-parasitic agents

Analgesics: Veterinary pain management using NSAIDs and other analgesics

OTC pet meds & Complementary and Alternative Therapy: Remedies and supplements

Common Veterinary Diseases & Rx at Pharmacies

Compounding pharmacies

Potential errors in animal pharmacy

Antibiotics & Livestock feedlot controversy

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES

Plumb, D. C. (2015). Plumb's Veterinary Drug Handbook Eighth Edition. Stockholm, WI.: John Wiley & Sons, Inc.

Landsberg, G., Hunthausen, W., Ackerman, L. (2013) Behavior Problems of the Dog and Cat. (2013) 3rd Ed., Elsevier, Edinburgh UK.

Hsu, W. H. (2013). Handbook of Veterinary Pharmacology, 2nd ed. 2013. Seoul. Republic of Korea.: Shinilbooks.

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

Course delivery methods may include lectures, student assignments, field trips, and group discussion.

Quizzes or exams will be given on a semi-weekly basis.

Request for Graduate Course Addition - Page 4

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

Please refer to syllabus.

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

12. PROVIDE COMPLETE BIBLIOGRAPHY

Plumb, D. C. (2015). Plumb's Veterinary Drug Handbook Eighth Edition. Stockholm, WI.: John Wiley & Sons, Inc.
Landsberg, G., Hunthausen, W., Ackerman, L. (2013) Behavior Problems of the Dog and Cat. (2013) 3rd Ed., Elsevier, Edinburgh UK.
Hsu, W. H. (2013). Handbook of Veterinary Pharmacology, 2nd ed. 2013. Seoul. Republic of Korea.: Shinilbooks.
Merckvetmanual.com. (2015)

Request for Graduate Course Addition - Page 5

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

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

Department:	School of Pharmacy
Course Number and Title:	PHAR 781 Veterinary Pharmacy Comparative Counseling
Catalog Description:	To instruct students in the administration, clinical pharmacology, clinical applications, diseases, medication safety and comparative dosing of veterinary medications that a pharmacist may encounter in the community pharmacy setting.
Prerequisites:	P3 status
First Term Offered:	Fall 2014
Credit Hours:	3

**SYLLABUS
PHAR 781
Practical topics for counseling in veterinary
pharmacy**

School of Pharmacy

This syllabus is not to be construed as a contract with the student and is subject to change.

The School of Pharmacy reserves the right to change the course syllabus. *The School should notify the students through the course notification system or by an email preferably through the Blackboard system*

Materials used in this class may be copyrighted and should not be shared with individuals not enrolled

Course meeting days and time	Tuesdays, 1:30-4 PM
Location	P3 Studio classroom
Team Leader / Instructor	Inder Sehgal, DVM, PhD.
Office	MEB226
Phone	304-696-3520 (Marshall)
Email	Sehgali@marshall.edu
Office hours	As needed

Faculty	Email	Office	Phone Number	Office Hours / Appointments accepted?
Inder Sehgal, DVM, PhD	sehgal@marshall.edu	226 CEB	304-696-3520	By Appt.

Faculty will be available to meet with students outside of office hours by appointment

Student: If the instructor accepts appointments, then please email the instructor for availability. The student can expect the instructor to respond to E-mails and phone messages within 72 hours.

Course Description: To instruct students in the administration, clinical pharmacology, clinical applications and diseases, common adverse effects and comparative dosing of veterinary medications (both Rx and OTC) that a pharmacist may encounter in the community retail pharmacy setting.

First and foremost, this course is designed to be fun. It is designed so that we all learn more about comparative counseling. We will cover similarities and differences between people and companion animals (mostly dogs and cats) with regard to the most common veterinary drugs and situations that a retail, community pharmacist might encounter in non-specialty practice. Both human medications commonly prescribed for pets and some veterinary-only medications will be covered from the perspective of a veterinary pharmacologist.

This course will still emphasize performance of the activities of the pharmacist as a health care provider during patient assessment and consultation. In addition, the course will cover aspects of drug effectiveness (safety

and adverse events), compounding and some of the professional and legal dynamics encountered in companion animal medications in pharmacy practice.

We will take at least two road trips, maybe 3. The SOP will not provide buses so we will need to car pool.




Prerequisites: P-3 status

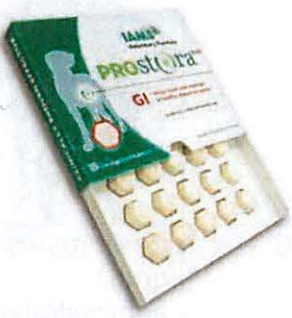
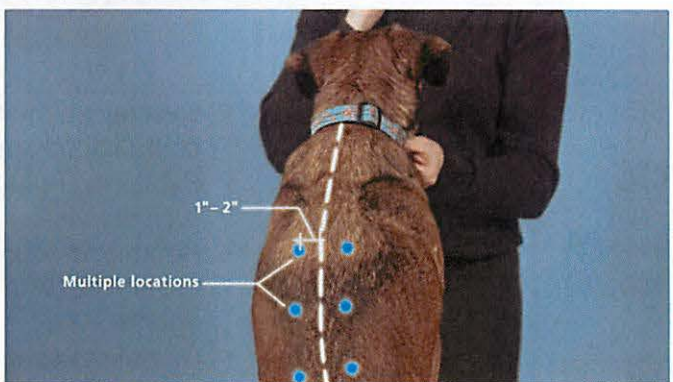
Course Objectives:


Number	Objective	Linkage to MUSOP Abilities (list ability numbers)	How Assessed
1	Counsel regarding the pharmacology, clinical pharmacology, clinical uses, common adverse effects, administration, and comparative efficacies of commonly sold veterinary pharmaceuticals (both Rx and OTC) in the retail pharmacy setting.	1,4,10,37,46,66	IRATs, Examination, Active Learning Exercises
2	Be able to counseling clients about the proper use, adverse effects, storage, compounding and administration of veterinary medications to enhance successful patient care.	1,4,11,14,18,19,23,25,48,65	Examination, Active Learning Exercise
3	Describe some basic anatomy and pathophysiology aspects of companion animals that influence medication administration	1,4,7,10,19	Examination, Active Learning Exercise
4	Apply the pharmacology and pharmacokinetics of veterinary medicines that are frequently dispensed or available at community pharmacies to prescription cases.	1,4,7,10,43	Examination, Active Learning Exercise
5	Anticipate and detect errors in veterinary prescriptions and OTC medications	1,4,11,66,67,68,69	Examination, Active learning exercise
6	Create Client Information Sheets for common veterinary drugs prescribed through retail pharmacies.	46,47,48,52,54,55,60,64	Active learning exercise

Schedule of Activities:

Date	Meeting Format	Meeting Topic	Course Student Learning Outcomes	Instructor
Week 1 8/25	SC	Course overview-- -veterinary drug regulation and laws.	Identify agencies governing veterinary drug approval. Describe ELDU	Sehgal

<p>Week 2 9/1</p>	<p>SC</p>	<p>Comparative PK: Differences between human & companion animal metabolism and major disease states/Toxicology</p> 	<p>Describe important differences between human and companion animals with respect to drug metabolism State similarities and differences between humans and companion animals with respect to major disease states and their management.</p>	<p>Sehgal</p>
<p>Week 3 9/8</p>	<p>SC</p>	<p>Basic routes of drug administration The use of corticosteroids in pets</p>	<p>Be able to explain basic administration techniques common in companion species. Be able to explain major ADR of Ccstds in dogs and the comparative differences in dose levels for anti-pruritic effects vs. people.</p>	<p>Sehgal</p>
<p>Week 4 9/15</p>	<p>Huntington Dog Park— unless it rains If it rains, meet here at SC</p>	<p>Basic routes of drug administration Dog group behavior Show and Tell Our own dogs</p>		<p>Sehgal & Class</p>
<p>Week 5 9/22</p>	<p>SC Dog Park alternative day</p>	<p>Antiparasitic agents</p> 	<ul style="list-style-type: none"> • Distinguish major parasitic diseases of companions species • Explain the pharmacologic mechanisms of antiparasitics • Be able to counsel on major adverse effects associated with select antiparasitic veterinary agents • Be able to counsel on the administration of select antiparasitic agents. 	<p>Sehgal</p>
<p>Week 6 9/29</p>	<p>SC</p>	<p>Exam 1</p>	<p>exam</p>	<p>Sehgal</p>
<p>Week 7 10/6</p>	<p>SC</p>	<p>Assignment of Client Information Sheets (CIS) Analgesics:</p>	<p>Outline the design of a veterinary CIS Apply the spectrum of NSAIDS unique to veterinary species.</p>	<p>Sehgal</p>

		Veterinary pain management using NSAIDs and other analgesics Time to work on ideas for CIS	Explain the adverse effects associated with NSAID use in companion species. Apply knowledge of important differences between adverse effects associated with humans and companion species.	
Week 8 10/13	SC	OTC pet meds & Complementary and Alternative Therapy: Remedies and supplements Share draft ideas on your CIS	Explain the spectrum of complementary and alternative veterinary therapies that can be marketed in retail setting including herbal remedies, alternative bone/joint supplements, shampoos, pain relievers, probiotics and vitamins. Paraphrase in general, laws governing alternative & supplement testing and sales.	Sehgal
				
Week 9 10/20	SC	Common Veterinary Diseases & Rx at Pharmacies part 1 Work on CIS	Counsel on important differences between the use and adverse effects of cardiovascular, diabetic and other drug categories in companion species compared with humans.	Sehgal
Week 10 10/27	SC	Common Veterinary Diseases & Rx at Pharmacies part 2 Finish CIS	Counsel on important differences between the use and adverse effects of cardiovascular, diabetic and other drug categories in companion species compared with humans	Sehgal
				
Week 11 11/3	SC plus Roadtrip	Exam 2 Compounding pharmacies I	exam access CIS to facilitate client counseling some groups to Medicine shop for an hour	Sehgal
Week 12 11/10	Roadtrip	Compounding pharmacies II	Visit to CustomScript compounding pharmacy in Hurricane (3738 Teays Valley Rd). Learn the role of the compounding pharmacy in veterinary prescriptions.	Sehgal

Week 13 11/17	SC	Potential errors in animal pharmacy Antibiotics & Livestock feedlot controversy	Identify the most common errors pharmacists make when dispensing and counseling clients on veterinary drugs. Become aware of common substitution errors pharmacists make with veterinary drugs. Apply and interpret dosing similarities and differences between people and pets from some commonly prescribed antimicrobials and antifungals and systemic antiparasitics. Appreciate the veterinary perspective on prophylaxis and metaphylaxis	Sehgal
11/24		Thanksgiving Break		
Week 14 12/1	SC	Exam 3	exam access CIS to facilitate client counseling	Sehgal

SC = Studio Classroom

Dog Park = Huntington Dog Park, 12th street and Ritter Drive south of Ritter Park on the hill.

The default meeting place will be the SC, other meeting places will be announced before the class session.

Course Evaluation (grading)

Point or Percentage Distribution:

3 Exams* = 39%

IRATs= 6%

Attendance/Participation = 15%

Active Learning Events/Out of class assignments = 40%

* - indicates a major assessment)

Letter grades distribution:

A = 89.50 to 100%

B = 79.50 to less than 89.50%

C = 69.50 to less than 79.50%

F = Less than 69.50%

Examination Schedule: Weeks 6, 11 and 14

Course Evaluation (assessment):

Student Evaluation:

Survey: each student will have the opportunity to evaluate each instructor as well as course content via the school's universal evaluation survey

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

Attendance policy:

Each student is expected to attend class. Attendance at graded events is mandatory. Only University or school of pharmacy approved excuses will be accepted. The instructor must be contacted prior to the exam, unless circumstances are prohibitory. Please note that the student is solely responsible for any materials missed.

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Test Security Policy

In order to ensure the security of all examinations, the School of Pharmacy has adopted the following policies:

1. Test Administration

A. Non-electronic testing

- a. Students may not access any electronic equipment during the exam that has not been provided by the faculty, including but not limited to calculators, cell phones, laptops and PDAs.

B. Electronic testing

- a. Only those resources (electronic or otherwise) approved by the instructor may be used or accessed during the testing session.
- b. Students enrolled within courses using electronic testing must download and install the [Respondus Lockdown Browser](#) and/or SofTest.
- c. Log into your ExamSoft® portal using the URL (www.examssoft.com/marshallpharm) and credentials provided with your personal account
- d. SofTest Instructions
- e. All assessments must be downloaded at least one hour before the allotted assessment time using the provided download password. Once the encrypted assessment is downloaded, it cannot be decrypted until the course coordinator provides the specific assessment password. It is recommended that the student download the assessment as suggested as test access cannot be guaranteed inside the one hour window.
- f. Once open, ExamSoft® provides a secure offline assessment environment blocking access to all other material.
- g. If problems accessing the assessment materials occurs please contact IT staff or refer to the ExamSoft® Contact and Solution Center
- h. Students may be required to verify assessment upload to a test proctor prior to leaving the testing area.
- i. Post-assessment Review
- j. Upon completion of on an individual assessment, an instructor may release assessment data that they deem beneficial to students to review.
- k. If individual post-assessment review is needed:
 - l. Students are not allowed to view any assessment without an appointment with a course instructor.
 - m. Unless otherwise determined by the course director, only one student may be allowed to view the exam at one time.
 - n. No electronic devices (e.g. laptops, tablets and phones) will be allowed to be used during the review session.